

Plans for Counseling >> 2025 - 2026 Counseling CHC Student Services

Program Review 2025-2026

Name : 2025 - 2026 Counseling CHC Student Services Program Review 2025-2026

Principal Preparer : Giovanni Sosa

Planning Participants : Giovanni Sosa

Version: 62

Group: 2025 - 2026

Type: CHC Student Services Program Review 2025-2026

Last Modified On: 10/30/2025 4:10:24 PM

Last Modified By: Ruby Zuniga

State: Submitted (**Finalized**)

State By: Ruby Zuniga

Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the year-to-year [schedule](#) for all PPR programs.

1. Mission

- a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

a. Counseling Department Mission Statement: The mission of th Crafton Hills College Counseling Department is to provide high-quality academic, career, and personal counseling services that foster student success. We are committed to addressing the diverse needs of our students by delivering individualized guidance, equitable support, and resources that empower students to achieve their educational, career, and personal goals.

b. Alignment with the College Mission: The Counseling Department advances Crafton Hills College's mission to "change lives" by welcoming and supporting all students through personalized academic, career, and personal counseling. We inspire students to identify and achieve their goals, collaborate with

colleagues to ensure coordinated support, and promote equity-focused practices that remove barriers to success. Our services directly contribute to persistence, completion, transfer, and lifelong learning, reflecting the College's commitment to excellence, diversity, and transformational education.

2. Description of Program

Please describe your program, including the following:

- a. Organizational structure and staffing
- b. Whom you serve (including demographics and representativeness of population served)
- c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service
- d. **Rubric Item:** Describe your Pattern of Service including standard hours of operation, alternative modes and schedules of delivery (e.g., online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients. Please incorporate available quantitative or qualitative evidence in your response.

a. Organizational Structure and Staffing

The General Counseling Department at Crafton Hills College is composed of full-time faculty counselors, part-time adjunct counselors, and classified support staff. The department is overseen by the Dean of Student Services, who provides administrative leadership and ensures alignment with institutional goals. Full-time counselors hold primary responsibilities in academic, career, and transfer counseling, while adjunct counselors provide additional coverage and support to ensure equitable student access. Support staff assist with front-desk operations, appointment scheduling, data entry, and overall student intake services.

The Counseling Center and Services staff include the following:

- 7 Full-time, non-instructional faculty (40 hrs/week, 10 months)
- 8 Part-time, non-instructional faculty (up to 18 hrs/week)
- 1 Full-time Secretary II (40 hrs/week, 12 months)
- 1 Full-time Student Success Advisor
- Student Workers, depending upon need and budget

This structure provides stable staffing and flexibility to meet student demand across modalities and peak periods

b. Whom We Serve

The Counseling Department serves the entire Crafton Hills College community, including current, returning, and prospective students. Counseling supports students in achieving academic, career, and

personal goals while promoting equitable access to higher education. The department also collaborates with faculty, staff, and community partners to ensure comprehensive student support.

Student Groups Served:

- **New and Returning Students:** Assistance with orientation, educational planning, course selection, and transition support for students beginning or resuming their academic journey.
- **Dual Enrollment Students:** Counseling for students enrolled through high school partnerships, including College and Career Access Pathways (CCAP), adult school participants, and high school students taking Crafton courses on or off campus.
- **Veteran Students and Dependents:** Academic and career counseling tailored to veterans and their family members, with coordination across Veteran Services.
- **International Students:** Specialized guidance on academic planning, transfer preparation, and navigating the U.S. higher education system.
- **Students with Disabilities (SAS):** Individualized counseling services in partnership with the Student Accessibility Services (SAS) office to support equitable access and accommodations.
- **Undocumented and AB540 Students:** Confidential and supportive counseling related to academic, transfer, and personal success, including assistance with navigating residency and financial aid resources.
- **Foster Youth and Housing-Insecure Students:** Targeted support for students with unique life circumstances, including academic advising, personal counseling, and referral to campus/community resources.
- **Transfer Students:** Comprehensive counseling for students preparing to transfer to four-year universities, including transfer agreements, applications, and degree audits.
- **Career Counseling:** Guidance for students exploring career pathways, aligning academic choices with career goals, and connecting with career assessments and resources.
- **Students on Academic Notice (formerly Probation):** Individualized counseling to address academic challenges, develop success strategies, and support persistence toward educational goals.
- **Student-Athletes:** Academic planning to ensure eligibility and progress toward educational goals while balancing athletic commitments.
- **General Student Population:** Inclusive services for all students seeking assistance with academic planning, career exploration, stress management, and retention strategies.

Demographics (2022–2025):

Hispanic/Latino students consistently represent the largest group served (53–56%), followed by White (24–27%), Asian (5–6%), and Black/African American (4%). Female students account for just over half of those served (52–54%), and most students are between 18–24 years old (67–69%). The department's service population closely mirrors Crafton's overall student demographics, demonstrating equitable access.

c. Services Provided and Three-Year Trends

The Counseling Department provides a comprehensive range of academic and student support services designed to promote persistence, completion, and transfer.

- **Student Educational Plans (SEPs):** Development of abbreviated and comprehensive SEPs to guide students in achieving academic, transfer, and career goals.
- **Academic, Career, and Transfer Counseling:** One-on-one and group counseling sessions covering academic progress, course selection, transfer planning, and career exploration.
- **Workshops and Classroom Presentations:** Delivery of group sessions on topics such as SEP creation, stress management, transfer applications, and student success strategies.
- **Dual Enrollment Counseling:** Specialized support for high school students enrolled in Crafton courses, including orientation, educational planning, and family presentations.
- **Crisis and Retention Counseling:** Immediate interventions for students experiencing academic or personal challenges, including referrals to mental health and community resources.

Trend Data 22-23 to 24-25: Counseling Service Usage(Duplicated, Unduplicated Student Contacts and Demographics)

Academic Year: 2022–2023

- **Duplicated Students:** 10,171
- **Unduplicated Students:** 5,315
- **Demographics:**
 - Race and Ethnicity: Hispanic 53.7%, White 27.3%, Asian 4.8%, Black/African American 4.3%, Two or More Races 5.3%, Filipino 1.2%, Native American/Alaskan Native 0.2%, Pacific Islander/Hawaiian Native 0.2%, Unknown 3.2%.
 - Gender: Female 53.7%, Male 42.2%, Unknown 4.1%.
 - Age: 18–24 (68.5%), 25–34 (18.7%), 35–49 (8.0%), 50+ (2.0%), Unknown (2.8%).

Academic Year: 2023–2024

- **Duplicated Student Report:** 11,175
- **Unduplicated Students:** 5900
- **Demographics:**
 - Race and Ethnicity: Hispanic 55.2%, White 25.4%, Asian 5.3%, Black/African American 4.2%, Two or More Races 5.2%, Filipino 0.6%, Native American/Alaskan Native 0.4%, Pacific Islander/Hawaiian Native 0.2%, Unknown 3.6%.
 - Gender:Female 52.5%, Male 42.3%, Unknown 5.2%.
 - Age: 18–24 (67.9%), 25–34 (18.8%), 35–49 (8.1%), 50+ (2.1%), Unknown (3.1%).

Academic Year: 2024–2025

- **Duplicated Student Report:** 10,818
- **Unduplicated Students:** 6,332
- **Demographics:**

- Race and Ethnicity: Hispanic 56.1%, White 24.0%, Asian 5.7%, Black/African American 4.2%, Two or More Races 4.7%, Filipino 0.3%, Native American/Alaskan Native 0.3%, Pacific Islander/Hawaiian Native 0.1%, Unknown 4.6%.
- Gender: Female 52.4%, Male 41.1%, Unknown 6.4%.
- Age: 18–24 (66.9%), 25–34 (19.7%), 35–49 (7.3%), 50+ (1.9%), Unknown (4.2%).

The steady rise in unduplicated students over three years shows more individual students are accessing counseling, demonstrating growth in reach and effectiveness.

d. Pattern of Service

The Counseling Department provides services both in-person and online to meet the diverse needs of students.

Standard office hours:

- Monday and Thursday: 9:00 am – 6:00 pm
- Tuesday and Wednesday: 9:00 am – 7:00 pm
- Friday: 9:00 am – 1:00 pm

Modes of Delivery:

- **In-person appointments and drop-in counseling** for on-campus students.
- **Virtual counseling via Zoom and telephone** to serve students who cannot come to campus or prefer online access.
- **Email and Canvas-based services** for ongoing student communication, degree audit reviews, and general counseling questions.
- **Evening and weekend workshops** offered in collaboration with special programs and dual enrollment partners.

This flexible service model allows the department to meet students where they are, whether on campus, online, or in hybrid formats. The pattern of service aligns with student demand and ensures equitable access for working students, caregivers, and non-traditional populations.

Evidence of Impact:

- Over 10,000 duplicated student contacts annually show sustained high engagement.
- Unduplicated student participation increased 19% over three years (5,315 to 6,332).
- Virtual and evening options expand access for working students, caregivers, and adult learners.
- Recent student satisfaction survey (RRN3376) found 96% of respondents were satisfied with counseling services and 96% would recommend them to others.

The combination of extended hours, multimodal access, and proactive outreach supports equitable access and persistence across student groups. Both quantitative (usage and satisfaction rates) and qualitative (student feedback) evidence show that service patterns effectively promote student success.

Evidence of Service Patterns and Student Success:

- Based on data from the past three academic years, approximately 69% to 66% of students have obtained either a comprehensive or an abbreviated education plan in a given year, compared with 36% to 32% of the student population who had no educational plan on record (since 2014).
- Data showed that students who obtained an SEP by fall of each year showed persisting enrollment from fall to spring term at a rate that was 25 to 24 percentage points higher than students with no SEP.
- In the last three academic years, students who had an SEP enrolled in six or more units per academic year at a rate between 78% and 80%, which is consistently 43 to 48 percentage points higher per year than students with no SEP.
- Overall, 95.9% of students surveyed in Spring 2025 indicated that they were satisfied with the services provided.

3. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

The Counseling Department at Crafton Hills College is significantly impacted by a variety of external factors. Budgetary constraints continue to influence staffing, counseling hours, and the ability to expand services, while state and institutional funding opportunities (such as Guided Pathways and Student Equity initiatives) provide resources to enhance student support. Competition from neighboring community colleges and private institutions requires us to maintain high-quality, accessible services to ensure student enrollment and retention. Additionally, transfer requirements from CSU, UC, and private four-year institutions, such as changes to Cal-GETC, ADT pathways, and evolving articulation agreements demand constant updates to counselor training and student educational planning. State mandates, Title 5 regulations, and system-wide initiatives also guide program delivery and reporting. Finally, external job market conditions shape student needs, with employers increasingly emphasizing transferable skills, workforce readiness, and adaptability to technological developments. As the counseling field itself evolves particularly in areas such as online counseling, mental health integration, and equity-focused practices the department must remain agile to align services with both student goals and workforce expectations.

a. Budgetary constraints or opportunities

Limited budgets continue to affect counselor-to-student ratios, availability of counseling appointments, and the department's ability to expand hours of operation or specialized services. These constraints directly impact student access, as limited staffing can lead to longer wait times, fewer drop-in opportunities, and reduced flexibility in scheduling appointments. However, ongoing and emerging funding opportunities such as Guided Pathways, Student Equity and Achievement, and Dual Enrollment initiatives provide valuable resources to enhance service levels. These funds allow the department to extend counseling access through targeted outreach, embedded counseling in special programs, and innovative service delivery methods (e.g., virtual and hybrid appointments) that increase availability and support for diverse student populations.

b. Competition from other institutions

Local community colleges such as San Bernardino Valley College, Riverside Community College and Chaffey College, along with nearby private and online institutions, compete for student enrollment and program participation. Many of these colleges offer similar academic and transfer pathways, as well as expanded online and evening services. To remain competitive, Crafton Hills College Counseling continues to emphasize personalized support, a strong transfer success record, and innovative service delivery. Including in-person, online, and limited phone counseling options. This student-centered approach helps maintain high satisfaction and retention levels while reinforcing Crafton's reputation for accessible, high-quality counseling services.

c. Requirements of four-year institutions

The Counseling Department continuously aligns its practices with evolving transfer requirements from CSU, UC, and private universities. Recent changes, such as the implementation of Cal-GETC, updates to ADT pathways, and revisions to articulation agreements require counselors to stay current through ongoing training and collaboration with the Articulation Officer and Transfer Center. These adjustments ensure students receive accurate, up-to-date guidance for seamless transfer and degree completion. By proactively adapting to systemwide and institutional changes, the department maintains alignment with four-year transfer standards and supports students in meeting their academic and career goals.

d. Requirements imposed by regulations, policies, standards, and other mandates

State and systemwide mandates such as Title 5 regulations, Guided Pathways, AB 705, AB 1705, AB 928, and the Vision for Success continue to shape the scope and delivery of counseling services. These mandates require counselors to incorporate data-informed practices, ensure equitable access, and maintain compliance with evolving academic and placement policies. While these initiatives enhance student success and accountability, they also increase counselor workload by requiring more frequent student follow-up, progress monitoring, and documentation. The department continues to adjust by streamlining processes, leveraging technology, and collaborating across departments to meet these requirements without compromising service quality.

e. Job market

Shifts in the job market continue to influence student goals and the guidance counselors provide. Employers increasingly prioritize transferable skills such as communication, digital literacy, critical thinking, and adaptability prompting counselors to help students connect their academic planning with career readiness. Courses such as COUN-100 (College Success) and COUN-110 (Career and Life Planning) intentionally integrate discussions on employability skills, workforce trends, and goal-setting, helping students link academic decisions to future career opportunities.

Advances in technology, the expansion of online and remote counseling, and an increased emphasis on equity, mental health, and holistic student support require counselors to continuously adapt their practices. These ongoing shifts ensure the Counseling Department remains responsive to evolving student needs, workforce expectations, and the broader mission of preparing students for success in both academic and professional settings.

4. Progress on Outcomes Assessment

Rubric Item: Service Area and Student Learning Outcomes Process.

- Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified, and whether the program met its target for each SAO.
- Please describe any service area improvements you plan to make as a result of the SAO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).
- What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s) and to address any identified disproportionate impact (if the data is available)? If none, please explain.
- If your program has SLOs, please address b and c above in relation to the SLO assessment results.

SAO #1: Students who have a counselor-approved Student Educational Plan (SEP) will persist in the following term at a higher rate than students who do not have an approved SEP (target: 80% or higher).

a. Assessment Results (2022–23, 2023–24, & 2024–25)

- **Measurement:** Data collection compared fall-to-spring persistence rates of students with an approved SEP versus students without an SEP during three academic years (2022–23 through 2024–25). Only students **enrolled in the fall term were included.**
- **Target Set:** Students with an SEP will persist at a rate of 80% or higher and at a higher rate than students without an SEP.
- **Assessment Results Summary:** Across all three years, students with an SEP demonstrated significantly higher persistence rates (68–69%) than students without an SEP (42–45%). The persistence gap between SEP and non-SEP students remained consistently 24–25 percentage points. In addition, although the percentage of students without an SEP has increased, the overall student population has grown, resulting in a higher total number of students with educational plans. Counselors have also completed more educational plans each year, reflecting continued progress in outreach and student engagement.

2022–23: SEP = 69%, No SEP = 32%

2023–24: SEP = 67%, No SEP = 33%

2024–25: SEP = 66%, No SEP = 36%

While the data confirms that students with an SEP are more likely to persist from fall to spring, the overall target of 80% was not met.

Target Met: No. Persistence for students with an SEP remained below the 80% goal, though rates were substantially higher than those without an SEP.

Disproportionate Impact (DI) Data: Disaggregated persistence data showed equity gaps across racial/ethnic groups:

- Black/African American students demonstrated the largest gains when completing an SEP (+37 percentage points), but their overall persistence rates remained below the college average.
- Pacific Islander/Hawaiian Native students had smaller persistence gains compared to other groups.
- Hispanic and White students persisted near the overall SEP average (65–70%), aligning closely with collegewide trends.
- No significant gender differences were observed.

While the SEP positively impacted all groups, disproportionate impact persists for some historically underrepresented student populations.

b. Service Area Improvements Planned

- Based on the SAO assessment, the Counseling Department will strengthen targeted outreach and early intervention through the New Cohort Model and campaign-based SEP initiatives conducted throughout the academic year. These efforts aim to increase SEP completion and persistence among disproportionately impacted groups, particularly Black/African American and Pacific Islander students, while promoting equitable access and sustained student success

c. Objective and Action Steps (to be added in Question 10)

Objective 1.2: Increase SEP completion and persistence among disproportionately impacted student groups through implementation of the New Cohort Model and targeted campaign-based outreach.

Action Steps:

- Continue the New Cohort Model to guide ongoing counseling contact and academic planning support throughout the year.
- Aim to increase SEP completion and persistence among disproportionately impacted groups, particularly Black/African American and Pacific Islander students by contacting first.
- Implement semester-long SEP campaigns focused on early and mid-semester outreach to students without an SEP.
- Monitor SEP and persistence data disaggregated by ethnicity each semester to evaluate progress and adjust outreach strategies.

SAO #2: Student Satisfaction with Counseling Services Students will report satisfaction with counseling services, including ease of access, counselor support, and clarity of academic planning.

a. Assessment Results

Target: The target for this SAO was set at 85% or higher overall satisfaction with counseling services.

Summary: The Counseling Department exceeded the target, with 95.9% of students reporting satisfaction. Of the 120 student responses collected in Spring 2025, 96.6% indicated they would recommend counseling to other students, 96% left with clear next steps, and 97.1% felt heard and supported by their counselor. Students primarily accessed services in-person (61%), followed by phone (25%) and online (22%). The top services utilized included Student Educational Plans (50%), class selection (42%), and transfer planning (39%).

Disproportionate Impact: While students self-identified their gender and ethnicity, the sample size was not sufficient to determine disproportionate impact (DI). Counseling will continue to collect disaggregated demographic data to identify any emerging DI patterns in future survey cycles.

Qualitative Themes: Students praised counselor professionalism, active listening, and clarity in academic planning. Areas identified for improvement included appointment availability, session length, and website navigation for online scheduling.

b. Planned Service Area Improvements

Improvement Focus: To enhance equitable access and service satisfaction, Counseling will focus on improving scheduling, communication consistency, and appointment quality.

Planned Strategies:

- Increase appointment flexibility by optimizing scheduling availability and improving the online booking process.
- Explore extended appointment length philosophy (example; transcript evaluation prior to appointment) to allow for more comprehensive academic and transfer planning discussions.
- Enhance shared counseling resource guide to ensure consistent information across all counseling sessions.

c. Objective and Action Steps (to be added in Question 10)

Objective 2.2: Enhance equitable access and student satisfaction with counseling services through improved scheduling systems, and consistent information delivery.

Action Steps:

- Submit staffing and technology resource requests to improve scheduling and communication tools by Fall 2026 and ongoing.
- Administer the satisfaction survey annually each spring, targeting students who accessed counseling during the academic year, and monitor for potential disproportionate impact.
- Evaluate counselor-to-student ratios during peak periods to justify additional part-time counseling support.

- Continue to add to the counseling resource guide to standardize information shared across all student interactions.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

a. Non-Instructional Program Effectiveness Evaluation Rubric

i) **Rubric Item:** Describe a significant innovation or enhancement, and the data collected and analyzed that has helped to determine the efficacy of the innovation.

ii) **Rubric Item:** Describe at least three external and internal partnerships that substantially affect the quality of services to students or clients.

i) Innovation or Enhancement and Efficacy

One significant innovation in the Counseling Department has been the implementation of block scheduling for counselor availability to maximize coverage and student access. This model has allowed for more efficient use of counselor hours and reduced gaps in service. Based on SARS appointment data from 2023-24, counselor availability increased by 9% compared to the prior year, and the no-show rate decreased indicating improved alignment with student scheduling needs.

Another enhancement is the expanded use of the Starfish Early Alert system. From Fall 2022 to Fall 2024, the number of faculty-generated flags increased by 22%, and Counselor/Completion Coaches follow-ups were completed within an average of 72 hours. Data from Institutional Research show that students who engaged in at least one Starfish follow-up had a 9% higher course success rate than peers who did not respond to interventions.

Additionally, the department has prioritized the completion of comprehensive Student Educational Plans (SEPs). Starfish data indicated that SEP completion grew from 61% in 2021-22 to 74% in 2023-24 for degree/transfer-seeking students (Starfish). Students with SEPs persist at a rate 25-24% points higher than those without an SEP, demonstrating the impact of intentional academic planning on retention and progression.

Finally, the Counseling Department has implemented the New Cohort Model organizes students by unit milestones (0-14, 15-29, 30-44, 45-60, and 60+ units) to provide proactive outreach and targeted support. Counselors engage with each cohort at key transition points, offering educational planning, resources, and guidance aligned with students' progress to ensure timely completion, transfer, and career readiness.

In September 2025, the Counseling Department was recognized by the California Career Ladders Project (CLP) for its innovative unit-based milestone counseling model. The CLP highlighted CHC's proactive, equity-focused approach that increased counselor-student contact by 1,835 between spring 2021 and spring 2025 and raised the rate of students with counselor-approved SEPs from 31% to 76%. The model's success, supported by the addition of Completion Coaches, demonstrates measurable impact on student engagement and completion.

ii) Partnerships Affecting Quality of Services

The Counseling Department collaborates with multiple partners that directly influence the quality of services to students:

1. Internal – General Counseling Collaboration Across All Programs:

General Counseling serves as the foundation of student support at Crafton Hills College, providing academic, career, and transfer guidance to students across all programs. In 2023–24, General Counseling conducted over 10,000 individual counseling appointments and offered drop-in services, workshops, and online resources accessible to all enrolled students. Counselors collaborate closely with instructional faculty and categorical programs (EOPS, SAS, Veterans, MESA/STEM, Dual Enrollment) to ensure coordinated and comprehensive support. This central role helps students navigate college requirements, connect with specialized resources, and work toward retention, completion, and transfer goals. Students who engaged with General Counseling for SEPs or other advising services showed a 25% higher term-to-term persistence rate and a higher transfer readiness compared to students who did not receive these services.

2. Internal – Instructional Faculty Collaboration through Starfish:

Faculty referrals and early alerts allow counselors to intervene earlier. Data show that students who received faculty referrals and engaged with counselors had a higher term-to-term persistence rate than students without intervention.

3. Internal – Career Center and University Transfer Center Collaboration (Cohort Model):

Counselors, Career Center staff, and Transfer Center staff have launched a cohort-based approach to integrate career exploration with academic and transfer planning. Students participating in the cohort model complete both career assessments and transfer pathway workshops in their first year. This integrated partnership strengthens goal clarity, persistence, and on-time transfer readiness.

4. External – Local High School Districts (Dual Enrollment):

Counselors collaborate with Yucaipa-Calimesa Joint Unified and Redlands Unified School Districts to provide comprehensive support for dual enrollment students. Services include academic advising, orientations, parent nights, and guidance on course selection and transfer planning.

5. External – Four-Year University Partners (CSU/UC Articulation & Advising):

Ongoing partnerships with university representatives ensure Crafton Hills College counseling aligns with current CSU and UC transfer requirements. Strong connections with UC representatives have streamlined transfer pathways and kept information up to date. As a result, Crafton Hills College has been recognized as the top community college in the Inland Empire for UC transfer admission rates for the third consecutive year. According to the UC Office of the President (2023), Crafton transfers more students to UC campuses than any other community college in the region, highlighting the Counseling Department's commitment to accurate transfer advising, UC application workshops, and support through the UC Transfer Admission Guarantee (TAG) process.

6. Other Unit-Specific Quantitative and Qualitative Results (Student Services Only)

- a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies, and what plan do you have to address any discrepancies? You may use your Vision Aligned Reporting (VAR) data to examine this issue. You may also use the Student Programs dropdown menu within the Completion and Success Dashboard to view data for many student support programs. **Click [HERE](#) to view the VAR Dashboard or click [HERE](#) to view the Completion and Success Dashboard.**
- b. Summarize the results of any quantitative or qualitative measures not provided in any previous questions that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, student and faculty satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, Perkin's data, equity data, student research experience, student clubs, etc.). **Please visit the [Degrees & Certificates Dashboard](#) to access your program specific data on degrees and certificates.**
- c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

a. Demographic Comparison with College

The General Counseling Department at Crafton Hills College serves a student population largely reflective of overall college demographics. Hispanic students are the largest group, and female students slightly outnumber males. Asian and Black/African American students have been somewhat underrepresented in counseling engagement. To address this, the department implemented a cohort model, assigning Completion Coaches to consistent student groups to provide personalized outreach, referrals and build strong relationships throughout students' educational journeys.

Demographic Comparison and Analysis:

- The General Counseling Department at Crafton Hills College serves a student population that closely mirrors the overall college demographics.
- Most Recent Demographics (2024–2025):
 - Race and Ethnicity: Hispanic: 56.1%, White: 24.0%, Asian: 5.7%, Black/African American: 4.2%, Two or More Races: 4.7%, Filipino: 0.3%, Native American/Alaskan Native: 0.3%, Pacific Islander/Hawaiian Native: 0.1%, Unknown: 4.6%
 - Gender: Female 52.4%, Male 41.1%, Unknown 6.4%
 - Age: 18–24 (66.9%), 25–34 (19.7%), 35–49 (7.3%), 50+ (1.9%), Unknown (4.2%)
- While representation across most demographics aligns with college-wide trends, Asian and Black/African American students remain somewhat underrepresented in counseling engagement.

Plan to Address Discrepancies:

- Implemented a cohort model assigning Completion Coaches to consistent student groups for personalized outreach, relationship building, and continuity of support.
- Conduct targeted outreach campaigns to increase engagement among underrepresented student populations.

b. Quantitative or Qualitative measures

General Counseling tracks engagement and outcomes through metrics such as student participation in appointments, SEP completion rates, major/program selection and transfer/academic goal preparation milestones. The cohort model has supported increased consistency in counseling interactions, stronger student-counselor relationships, and improved follow-through on academic planning. While all demographic groups are generally well-served, the program monitors participation to identify any disparities and adjust strategies to maintain equitable access and support.

Student Educational Plans (SEPs):

- Between 66% and 69% of students obtained a comprehensive or abbreviated SEP annually, compared to 32–36% with no SEP on record since 2014.
- SEP completion rates by ethnicity (3-year averages):
 - Hispanic: 69%
 - White: 68%
 - Black/African American: 54% (lowest among all groups)
- No significant gender-based differences in SEP obtainment.

Persistence and Enrollment Impact:

- Students with an SEP persisted from fall to spring at rates 24–25 percentage points higher than those without an SEP.
- African American students with SEPs showed the largest persistence gain (average +37 percentage points).
- Students with SEPs enrolled in six or more units at rates 78–80%, which is 43–48 points higher than those without SEPs.
- Largest unit-enrollment gains seen among Hispanic (+35–38 points) and Asian (+31–41 points) students with SEPs.

Student Satisfaction (Spring 2025 Survey):

- 95.9% of students reported satisfaction with counseling services.
- Strengths: Counselors described as empathetic, supportive, and knowledgeable. Students reported greater confidence and preparedness in academic planning.
- Areas for Improvement:
 - Appointment scheduling barriers (limited availability, lack of advance booking, and technical website issues).
 - Requests for website improvements and ability to book appointments 48–72 hours in advance.

c. Improvements and Planned Changes

Based on the analysis of demographic and program effectiveness data, the Counseling Department identified targeted areas for improvement to enhance equitable access, increase engagement among underrepresented student populations, and strengthen overall service delivery. The following planned actions reflect a data-informed approach, emphasizing culturally relevant outreach, collaboration with campus partners, and continuous assessment through institutional research to ensure ongoing progress and measurable outcomes.

- Continued cohort outreach campaigns targeting underrepresented populations to build stronger connections with Asian and Black/African American students.
- Enhanced data-informed monitoring of SEP completion and persistence rates by ethnicity to identify emerging gaps.
- Increased counselor collaboration with student success programs (Career and Transfer Center) to ensure consistent and equitable support.

Planned Improvements (Tied to Findings in 6a and 6b):

- **Goal:** Increase participation of underrepresented student populations in General Counseling, with focused outreach to Asian and Black/African American students.
- **Objective:** Expand access, awareness, and engagement in counseling services for disproportionately impacted groups.

Action Steps:

- **Culturally Relevant Outreach (Ongoing 2025-2027):**
 - Continue Completion Coaches approach to develop culturally relevant outreach campaigns, prioritizing disproportionate impacted groups.
 - Highlight the benefits of counseling through student success stories and peer testimonials.
- **Community & Campus Partnerships (Ongoing 2025-2027):**
 - Collaborate with Student Life to co-design and promote engagement events.
 - Integrate counseling outreach into cultural and heritage month activities.
- **Technology and Access Improvements (Ongoing 2025-2027):**
 - Work with Student Services and IT to enhance online appointment scheduling, including exploring the ability to view availability and book 48-72 hours in advance.
 - Improve visibility of counselor availability and streamline the appointment request process.
- **Data-Informed Continuous Improvement (Ongoing 2025-2027):**
 - Continue to track each academic year and monitor participation, SEP completion, and persistence/success by demographic group.
 - Continue collaboration with the Office of Institutional Effectiveness, Research, and Planning to evaluate counseling services and student engagement outcomes, ensuring data-informed decision-making.
 - Partner with the Office of Institutional Effectiveness, Research, and Planning in developing a Student Services Area Dashboard to better identify areas of success

and opportunities for growth.

7. Evaluation

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: early morning, evening services, etc.)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

The Counseling Department has made significant progress in multiple areas, while also identifying opportunities for continued improvement.

- **Alternative Modes and Schedules of Delivery**

The department has expanded delivery of counseling services through in-person, virtual (Zoom), phone, and email appointments. Evening and early morning counseling options are available, though demand remains higher for mid-day appointments. In Fall 2024, evening counseling on Tuesdays and Wednesdays until 7:00 p.m. allowed working students and dual enrollment families to access services outside of regular hours. While this flexibility supports student access, counselor capacity limits the department's ability to fully expand evening and weekend offerings.

- **Innovation and Implementation of Best Practices**

The adoption of block scheduling for counselor availability has improved student access and reduced service gaps. The department has also incorporated proactive student outreach, integration of Starfish for student success tracking, and strengthened partnerships with instructional and categorical programs. Continued innovation is needed to ensure consistent follow up with students at key momentum points.

- **Efficiency in Operations**

Processes for scheduling, SEP creation, and follow-up have become more streamlined with block scheduling and shared tools. However, high student-to-counselor ratios challenge efficiency, and peak registration periods still create bottlenecks.

- **Efficiency in Resource Use**

The department effectively maximizes limited staffing and office resources, leveraging technology to extend reach. However, additional staffing and expanded office space are needed to sustain equitable access across modalities, especially during high-demand periods.

- **Staffing**

The department benefits from a dedicated team of full-time and adjunct counselors. However, counselor-to-student ratios remain above recommended levels, creating challenges in meeting student demand. Staffing limitations particularly affect the department's ability to expand services during evenings, weekends, and peak periods.

- **Participation in Shared Governance**

Counselors are actively engaged in college governance through committee service, leadership roles, and collaborative initiatives. While participation is strong, competing counseling responsibilities can at times limit full engagement in governance and planning activities.

- **Professional Development and Training**

Counselors participate in regular professional development opportunities, including conferences, webinars, and in-house trainings. Many counselors have also taken leadership roles in professional organizations. Ongoing training in technology tools, transfer requirements, and equity-focused practices continues to strengthen service delivery.

- **Group Dynamics**

The counseling team demonstrates strong collaboration, collegiality, and mutual support. Communication is frequent, and the team has adapted well to changes in scheduling models and service delivery. Continued growth in cross-training between general counseling and categorical programs would further enhance service integration.

- **Compliance with Applicable Mandates**

The department remains compliant with state, district, and institutional mandates, including SEPs, Guided Pathways, AB 705/1705/928, and Title 5 regulations. Counselors consistently adapt to evolving requirements, though the volume and frequency of policy changes create ongoing workload pressures.

Summary

Overall, the Counseling Department demonstrates strong innovation, adaptability, and commitment to student success. Strengths include diversified service delivery, integration of best practices, active governance participation, and a collaborative team culture. Challenges remain in staffing levels, resource limitations, and the ability to fully expand services to meet student demand across all modalities and schedules. Addressing these areas will further enhance efficiency, equity, and access for all students.

8. Vision

- a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).
- b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance the vision of the college?**

In the next four years, the Counseling Department envisions becoming recognized statewide as one of the most innovative and effective counseling departments in the California Community College system. To reach this goal, we will:

- Close service gaps by strengthening engagement with adult learners (25 and older) and male students through targeted outreach and tailored counseling support.
- Expand collaboration with campus partners such as the University Transfer Center, Career Center, and categorical programs to establish clear educational milestones and deliver proactive, milestone-driven counseling interventions.
- Shift from reactive to proactive services, ensuring counselors connect with students through embedded counseling, and intentional outreach rather than relying solely on student-initiated contact.
- Ensure comprehensive planning by providing every degree- and certificate-seeking student with a counselor-approved Student Educational Plan (SEP).
- Develop and evaluate new counseling models to better serve disproportionately impacted student populations, ensuring equitable access to academic and career pathways.
- Refine and expand our counseling internship program to mentor the next generation of student affairs professionals, building a pipeline of well-trained practitioners.
- Strengthen front-line operations by fully staffing and training our front-of-house team to provide seamless, student-centered service.
- Contribute to institutional recognition, playing an essential role in positioning Crafton Hills College as a contender for the Aspen Institute's recognition of the top 150 community colleges nationwide.

This vision reflects our commitment to leadership, innovation, and equity in counseling services while responding to anticipated growth, evolving student needs, and upcoming opportunities at Crafton Hills College.

b. Alignment with the College Vision:

The Counseling Department's vision directly supports the Crafton Hills College vision to *empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation.*

- **Education:** We empower students by helping them acquire the knowledge, skills, and attitudes necessary to succeed academically, professionally, and personally. Through comprehensive SEPs and proactive counseling, students gain the clarity and confidence to achieve their goals.
- **Engagement:** We foster connection by embedding counseling in classrooms, collaborating with faculty and staff, and developing stronger ties to the community. This ensures students feel supported at every stage of their educational journey.
- **Innovation:** We advance innovative practices by implementing proactive counseling models, utilizing data-driven outreach, refining our internship program, and designing services that address the needs of disproportionately impacted populations.

Our departments commitment to student success, excellence in service, and responsiveness to both college and community directly aligns with and advances the Crafton Hills College vision. By combining innovation with a student-centered approach, the Counseling Department is not only shaping the

individual success of our students but also strengthening the educational and social fabric of our community.

9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Increase effectiveness of counseling services and practices.**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Ensure that 80% of the student population has a counselor approved Student Education Plan (SEP) on Starfish.**

Priority Rank: 1

Original Start Date: 10/29/2021 **Original End Date:** 01/30/2026

Revised Start Date: 10/29/2021 **Revised End Date:** 08/01/2026

Responsible Person: Dean of Student Equity and Success

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **1.1.a1 - Replace full-time counselor who retired in December of 2017.**

Since December of 2017, the Counseling Center still has not replaced the departure of a full-time tenured counselor who retired. Replacing this counselor will allow us to have additional appointments to meet with students to develop Student Educational Plans.

Start Date: 01/01/2018 **End Date:** 12/31/2026

Responsible Person: Dean of Student Equity and Success

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

The Vice President of Student Services and the Dean of Student Services are aware of the need to backfill the Counseling position that was not replaced and recognize the potential impact this vacancy may have on student access and support.

Measurements/Documentation of Progress:

Listed below are several data points to justify the continued funding for Counseling:

California Assembly Bill 934 will require students to have a comprehensive education plan by the end of their first academic year, which is the first two terms. This legislation, expected to take effect in Fall 2026, aims to ensure all community college students have a clear academic roadmap.

Staffing to keep up with demand: Our department currently has seven full-time general counselors dedicated to seeing our general student population. Our current Fall 2025 student to counselor ratio is 1:949 when the recommended community college counselor ratio is 1:370.

Increasing Student Enrollment: Our college has experienced steady enrollment growth since the end of the COVID-19 pandemic. Recent enrollment data shows that our student headcount has increased by 20% from Fall 2023 (5,858) to Fall 2025 (7,316).

Student Retention and Success: Research has consistently shown that students who utilize counseling services are more likely to persist and

■ **1.1.a2 - Publicize Student Educational Plan (SEP) services**

Utilize traditional means of advertising SEP services such as classroom visits, website updates, and printed materials. Expand on this by fully employing Starfish to increase communication with current students utilizing the systems flag and texting features.

Start Date: 01/03/2022 **End Date:** 01/31/2025

Responsible Person: Chair of Counseling

Status Code: Work is Completed

Progress Description:

Starfish has been launched successfully and incorporated to students everyday use.

Measurements/Documentation of Progress:

N/A

■ **1.1.a3 - Utilize Starfish to proactively reach out to specific student groups.**

With the full adaptation of Starfish, the Counseling Center can utilize Starfish in proactively reaching out to students to meet with a counselor before milestones are achieved to ensure that students are continuing on a clear and accurate path for their educational and career goals. We have also hired and will be utilizing our Completion Coaches to do proactive inreach to students who may need an SEP or other counseling support. Examples of these proactive counseling interventions are:

1. Running an annual "close to degree completion," report which targets students who are nearing completion of an associates degree or certificate of completion and contacting these students to meet with a counselor for a graduation check.
2. Contact current students one month before priority registration begins to encourage them to schedule a meeting with a counselor before they register for classes to ensure course selection accuracy.
3. Contact students that are on or in danger of being on academic probation to ensure we offer support and resources to this population.

The Counseling Center plans on using Starfish to generate data and also contact students via text messaging as a new and more effective form of communication.

Start Date: 01/01/2021 **End Date:** 01/31/2025

Responsible Person: Chair of Counseling

Status Code: Work is Completed and Ongoing

Progress Description:

Starfish has been fully adopted and continues to be used for daily counseling reporting.

Measurements/Documentation of Progress:

N/A

- o **1.2 - Objective - Increase resources for staffing to utilize on-line and face-to-face services.**

Priority Rank: 2

Original Start Date: 01/03/2022 **Original End Date:** 01/06/2025

Revised Start Date: 01/03/2022 **Revised End Date:** 08/01/2027

Responsible Person: Dean of Student Equity and Success

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Resource Requests:

- **1.2.r1 - Hire a Student Services Tech II**
Description

Hire a full-time Student Services Tech II to maintain and expand the Counseling Center's operations

Rationale

Currently, the Counseling Center Secretary serves as our only "front of house." This position interacts with all students who wish to speak with a counselor whether that is to schedule an appointment for a Student Educational Plan or as a quick question. The Counseling Center Secretary also oversees all of the Counseling Centers communication services such as our phone system, email, online appointments, and face to face interactions with students and community members. This position usually oversees 3-4 student workers. However, during the COVID-19 pandemic, The Counseling Center lost its student workers which had a dire impact as now all student communication went through one individual. The Counseling Center was fortunate enough to get support from other classified staff from the University Transfer and Career Center as well as our Student Success Advisors to assist in scheduling student appointments. However, since the campus has been open since July 2021, our secretary is being stretched in her capacity to serve students. We have currently hired one student worker which does help but a more permanent position needs to be filled in order for the Counseling Center to expand our operational capacity to serve students. The Counseling Secretary is a vital piece to our services as this person is the gateway for students to see a counselor. The creation of a full-time Student Services Tech II will back-up our secretary and more importantly, we will be able to expand our services for students.

Resource Type: Ongoing

Expenditure Category: Classified Confidential Employee (2180)

Funded: No

Funding Source: ?

First Year Cost/Savings: \$50,000.00/\$0.00

Second Year Cost/Savings: \$50,000.00/\$0.00

Third Year Cost/Savings: \$50,000.00/\$0.00

Actions/Activities:

■ **1.2.a1 - Hire a Student Services Tech II**

Hire a full-time Student Services Tech II to maintain the effective operation of the Counseling Center and assist with maintain the centers services.

Start Date: 11/30/2021 **End Date:** 05/31/2022

Responsible Person: Dean of Student Equity and Success

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

Administration is aware of the positive impact that increased staffing resources have on the student experience, supporting both online and face-to-face services.

Measurements/Documentation of Progress:

N/A

◦ **1.3 - Objective - Continue to enhance on-line services.**

Priority Rank: 3

Original Start Date: 01/03/2022 **Original End Date:** 12/31/2026

Revised Start Date: 01/03/2022 **Revised End Date:** 12/31/2026

Responsible Person: Dean of Student Equity and Success

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Division

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

▪ **1.3.a1 - Develop a structure to determine the effectiveness of our on-line counseling services**

Since transitioning all of our services to an online format in March of 2020, we have not developed an in-depth process for continues effective use of online appointment System (e-SARs). We will continue to assess and develop our e-SARs appointment booking.

Start Date: 01/03/2022 **End Date:** 12/30/2022

Responsible Person: Chair of Counseling

Status Code: Work is Completed and Ongoing

Progress Description:

Counseling appointments are available in Zoom format, and appointments are now beginning to be scheduled online. The Counseling website also continues to be updated to better meet students' needs.

Measurements/Documentation of Progress:

N/A

▪ **1.3.a2 - Continue to educate and train the Counseling Center faculty and staff about effective online counseling services and support**

Continue with educational and professional development opportunities to ensure online counseling services are highly effective.

Start Date: 01/03/2022 **End Date:** 01/05/2026

Responsible Person: Chair of Counseling

Status Code: Work is Completed

Progress Description:

The Counseling Department continues to engage in educational and professional development opportunities to ensure online counseling services remain highly effective.

Measurements/Documentation of Progress:

N/A

- o **1.4 - Objective - Dissect data for Disproportionately Impacted (DI) campus groups and develop an action plan for service and support.**

Priority Rank: 4

Original Start Date: 01/03/2022 **Original End Date:** 12/31/2026

Revised Start Date: 01/03/2022 **Revised End Date:** 08/01/2027

Responsible Person: Dean of Student Equity and Success

Strategic Direction :

- 2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **1.4.a1 - Meet with OIERP**

Meet with OIERP to identify gaps (if any) in our services in relation to CHC's DI groups. In addition, OIERP is currently working to completing a data dashboard for Counseling that will allow to disaggregate data.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Chair of Counseling

Status Code: Work is Underway

Progress Description:

The Office of Research is also working on creating a data dashboard to make report generation easier.

Measurements/Documentation of Progress:

N/A

- **1.4.a2 - Develop an action plan using proactive counseling service approaches.**

Once data has been collected, the Chairs of Counseling, in consultation with the Dean of Equity and Success will develop an action plan to ensure The Counseling Center is effectively serving the DI populations of CHC.

Start Date: 02/01/2022 **End Date:** 12/31/2026

Responsible Person: Chair of Counseling

Status Code: Work is Completed and Ongoing

Progress Description:

The Office of Research helps disaggregate Starfish data, allowing Counseling to analyze information for Disproportionately Impacted (DI) student groups and develop action plans for services and support. The Office of Research is also working on creating a data dashboard to make report generation easier.

Measurements/Documentation of Progress:

N/A

- o **1.5 - Objective - Continue to train and foster culturally relevant counseling practices to help address equity gaps.**

Priority Rank: 5

Original Start Date: 01/31/2022 **Original End Date:** 12/31/2026

Revised Start Date: 01/31/2022 **Revised End Date:** 12/31/2026

Responsible Person: Chair of Counseling

Strategic Direction :

2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Impact Type: Division

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **1.5.a1 - Continue counseling trainings on culturally relevant topics.**

Continue to hold bi-weekly counseling training meetings that include going over unique student populations that CHC serves. These populations include, adult students, AB-540/Dreamers, foster youth, etc. Trainings on these topics include background information, student characteristics, support services for students to utilize, and best methods for counseling these students.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Chair of Counseling

Status Code: Work is Completed and Ongoing

Progress Description:

The Counseling Department continues to provide counseling trainings on culturally relevant topics.

Measurements/Documentation of Progress:

N/A

▪ **1.5.a2 - Focus on equity mindfulness practices for our DI groups**

Address best counseling approaches for CHC's DI groups through counselor education and staff meetings.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Chair of Counseling

Status Code: Work is Completed and Ongoing

Progress Description:

The Counseling Department continues to address best counseling approaches for CHC's DI groups through counselor education and staff meetings.

Measurements/Documentation of Progress:

N/A

▪ **1.5.a3 - Peer teacher training**

Continue peer teacher training.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Chair of Counseling

Status Code: Work is Completed and Ongoing

Progress Description:

The Counseling Department continues peer teacher training.

Measurements/Documentation of Progress:

N/A

- **1.6 - Objective - Re-evaluate the effectiveness of our Academic and Progress Probation process. Before the Covid-19 pandemic, the number of students on academic and progress probation were steady meaning there were no real increases or decreases. However, during the pandemic, our academic and progress probation student numbers have both risen. The Counseling Center needs to analyze and develop or modify new probation practices in order to best support our students.**

Priority Rank: 6

Original Start Date: 01/03/2022 **Original End Date:** 12/31/2026

Revised Start Date: 01/03/2022 **Revised End Date:** 08/01/2027

Responsible Person: Dean of Student Equity and Success

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

■ **1.6.a1 - Meet with OIERP**

Meet with OIERP to review data and determine what probation practices worked well before the Covid-19 pandemic.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Counseling faculty

Status Code: Work is Planned but not yet firmly scheduled

Progress Description:

New Counselor will meet with OIERP to review data and determine what probation practices worked.

Measurements/Documentation of Progress:

N/A

■ **1.6.a2 - Develop or modify a new academic and progress probation process to reduce the number of students on probation to pre-pandemic numbers.**

A Counselor lead has been assigned to develop or modify its current progress/academic probation process to meet the complicated pressures of the COVID-19 pandemic. Using data provided by OIERP, the Counseling Team will need to meet, analyze, and execute a new probation process.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Counseling faculty

Status Code: Work is Underway

Progress Description:

A New Counselor lead has been assigned to develop or modify a new academic and progress probation process to reduce the number of students on probation.

Measurements/Documentation of Progress:

N/A

○ **1.7 - Objective - Research, evaluate, and revise our current Counseling Course offerings and their respective SLOs.**

Priority Rank: 7

Original Start Date: 01/03/2022 **Original End Date:** 12/31/2026

Revised Start Date: 01/03/2022 **Revised End Date:** 12/31/2026

Responsible Person: Counseling faculty

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **1.7.a1 - Counseling faculty will need to meet to evaluate Counseling courses**

The Counseling faculty will need to meet and gather data to make sure the Counseling course offerings are meeting student needs. Courses may need to be revised with content as well as the course SLOs. The department will also need to look at the Counseling courses we have not offered to see if the content is necessary or if it can be included into the other courses.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Counseling faculty

Status Code: Objective was Removed

Progress Description:

Current Counseling Courses offerings and their respective SLOs are available in the Best Organizational Research Gauge Data Cubes.

Measurements/Documentation of Progress:

N/A

- **2 - Goal - Enhance communication with students and the campus community.**

Priority Rank: 2

Objectives:

- **2.1 - Objective - Leverage technology to proactively reach out to students.**

Priority Rank: 8

Original Start Date: 01/03/2022 **Original End Date:** 12/31/2026

Revised Start Date: 01/03/2022 **Revised End Date:** 12/31/2026

Responsible Person: Counseling faculty

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **2.1.a1 - Begin using Starfish's communication tools**

Not only are we able to run reports for specific student groups, but we can now send text messages to students through Starfish. Completion Coache's will continue to proactively reach out to students with important messaging.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Counseling faculty

Status Code: Work is Completed

Progress Description:

Completion Coache's will continue to proactively reach out to students with important messaging using Starfish reports.

Measurements/Documentation of Progress:

N/A

▪ **2.1.a2 - Continue to enhance on-line counseling services**

The Counseling Center was fortunate to be able to impliment all of our counseling services to an on-line format during the COVID-19 pandemic. As we transition back to in-person services, it is important to recognize that being able to fully service students on-line provided an area of access that did not exist before the pandemic. The Counseling Center will continue to refine and organize our on-line services to support all students, including the use of e-SARs.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Dean of Student Equity and Success

Status Code: Work is Completed

Progress Description:

The Counseling Center was succesfull at implimenting all services to an on-line format.

Measurements/Documentation of Progress:

N/A

- **2.2 - Objective - Continue to strengthen communication and collaboration amongst counselors and office staff with the campus community as a whole.**

Priority Rank: 9

Original Start Date: 01/03/2022 **Original End Date:** 12/31/2026

Revised Start Date: 01/03/2022 **Revised End Date:** 12/31/2026

Responsible Person: Dean of Student Equity and Success

Strategic Direction :

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **2.2.a1 - Continue Counseling Team meetings**

While it is required that the department chair have a minimum of two department meetings a semester, in counseling, we have two counseling meetings a month. These meetings are attended by the Counseling Centers counselors and staff as well as the staff of the UTCC, EOPs, CHC Academic Departments and other Student Service Areas. These meetings are vital as they are our primary means of training and getting updates about campus happenings.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Chair of Counseling

Status Code: Work is Completed and Ongoing

Progress Description:

The Counseling Department will continue the traditional Counseling Team meetings twice a month.

Measurements/Documentation of Progress:

N/A

■ **2.2.a2 - Continue to enhance our internal information sharing service**

Currently, the Counseling Department uses a One Drive share system that contains our relevant materials as well as a historical archive of meeting minutes and other counseling related materials. Continuous updating needs to happen to ensure accuracy of materials.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Chair of Counseling

Status Code: Work is Completed and Ongoing

Progress Description:

The Counseling Department continues to use One Drive share system that contains our relevant materials as well as a historical archive of meeting minutes and other counseling related materials. In addition, this term we began to post meeting notes in the Outlook meeting.

Measurements/Documentation of Progress:

N/A

■ **2.2.a3 - Currently, the Counseling Department uses a One Drive share system that contains our relevant materials as well as a historical archive of meeting agendas and minutes and other counseling related materials. This acts as our primary method of sharing info**

An important aspect to building collaboration with the Counseling Center and other campus entities is inviting various departments to present during our Counseling Center meetings. This allows for accurate dissemination of information as well as build campus community.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Chair of Counseling

Status Code: Work is Completed and Ongoing

Progress Description:

The Counseling department will continue to use One Drive share system to share relevant materials and meeting minutes. In addition, this term we will begin posting meeting notes in Outlook, event calendar.

Measurements/Documentation of Progress:

N/A

o **2.3 - Objective - Continue to enhance communication about our counseling services.**

Priority Rank: 11

Original Start Date: 01/03/2022 **Original End Date:** 12/31/2026

Revised Start Date: 01/03/2022 **Revised End Date:** 12/31/2026

Responsible Person: Dean of Student Equity and Success

Strategic Direction :

4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

▪ **2.3.a1 - Continue to modify and update the Counseling Center webpage**

We have continuously updated and modified our webpage to ensure clear and concise information about our counseling services. This is an ongoing project.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Dean of Student Equity and Success

Status Code: Work is Completed and Ongoing

Progress Description:

The Counseling Department will continue to update and modify our webpage to ensure clear and concise information about our counseling services.

Measurements/Documentation of Progress:

N/A

■ 2.3.a2 - Social media

Continue to utilize and explore social media to provide counseling center updates.

Start Date: 01/03/2022 **End Date:** 12/31/2026

Responsible Person: Completion Coaches

Status Code: Objective was Removed

Progress Description:

The Counseling Department does not have the resources needed to explore social media to provide counseling center updates. Counseling will continue to utilize Craton Hills College - Announcements & Save-the-Dates process to communicate with students.

Measurements/Documentation of Progress:

N/A

• 3 - Goal - Develop, launch, and evaluate new Counseling Cohort model.

Priority Rank: 3

Objectives:**○ 3.1 - Objective - Expand student access during their specific unit cohort.**

Priority Rank: 15

Original Start Date: 01/01/2024 **Original End Date:** 12/31/2026

Revised Start Date: 01/01/2024 **Revised End Date:** 12/31/2026

Responsible Person: Completion Coaches

Strategic Direction : 3. Increase Student Success and Equity

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Actions/Activities:**■ 3.1.a1 - Survey Students**

As a center we need to be able to evaluate student progress and the effectiveness of services provided. Surveying students will give us good data that allows us to analyze the effectiveness of the new Counseling model as we move forward.

Start Date: 01/01/2024 **End Date:** 12/31/2026

Responsible Person: Counseling Center

Status Code: Work is Completed and Ongoing

Progress Description:

The Counseling Department will continue to survey students to measure service area outcomes through the Counseling Satisfaction Survey.

Measurements/Documentation of Progress:

Counseling Satisfaction Survey.

▪ **3.1.a2 - Evaluate interventions**

Evaluate activities and survey to measure successful progress through student cohorts.

Start Date: 01/01/2024 **End Date:** 12/31/2026

Responsible Person: Counseling Center

Status Code: Work is Underway

Progress Description:

The Office of Institutional Effectiveness, Research & Planning, will develop as dashboard that will allow to measure successful progress of the student cohorts (New Cohort Model).

Measurements/Documentation of Progress:

N/A

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

NOTE: Beginning in Fall 2024, prior-year goals, objectives, and resource requests will not be copied over to the current-year plan. Writers are required to manually enter goals, objectives, and any applicable resource requests.

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

- **1 - Goal - 3. Increase Student Success and Equity**

Priority Rank: 1

Objectives:

- **1.1 - Objective - Ensure compliance with AB 934, beginning Fall 2026, community colleges must identify and notify all students without a**

Comprehensive SEP (CSEP) and ensure completion by the end of their first academic year.

Priority Rank: 1

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Only Students

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **1.1.a1 - Replace the full-time counselor**

Replace the full-time counselor who retired in December 2017.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling

- **1.1.a2 - Utilize Completion Coaches**

Utilize Completion Coaches and the new cohort model to proactively reach students who need to complete a CSEP.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling

- **1.2 - Objective - Increase SEP completion to 80% and persistence among disproportionately impacted student groups through implementation of the New Cohort Model and targeted campaign-based outreach. (SAO 1)**

Priority Rank: 2

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling & Counseling Department

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Only Students

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **1.2.a1 - Continue the New Cohort Model**

Continue the New Cohort Model to guide ongoing counseling contact and academic planning support throughout the year.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling

- **1.2.a2 - Aim to increase SEP completion**

Aim to increase SEP completion to 80% and persistence among disproportionately impacted groups, particularly Black/African American and Pacific Islander students, by contacting these groups first.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Counseling Department

- **1.2.a3 - Implement semester-long SEP campaigns**

Implement semester-long SEP campaigns focused on early and mid-semester outreach to students without an SEP.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling & Counseling Department

- **1.2.a4 - Monitor SEP and persistence data**

Monitor SEP completion and persistence data disaggregated by ethnicity each semester to evaluate progress and adjust outreach strategies.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling & Counseling Department

- **1.3 - Objective - Continue implementing and enhancing Academic Standing (formerly Probation) practices**

Priority Rank: 3

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Counseling Faculty Lead

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Only Students

Institutional Learning Outcome: Unknown

Actions/Activities:

- **1.3.a1 - Meet with OIERP**

Meet with OIERP to review success metrics and data trends.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling & Counseling Faculty Lead

- **1.3.a2 - Develop and monitor success indicators**

Full-time counselors will continue to develop and monitor success indicators to ensure that student-centered support programming is adopted.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person:

Counseling Faculty Lead & Counseling Department

- **2 - Goal - 1. Increase Student Enrollment**

Priority Rank: 2

Objectives:

- **2.1 - Objective - Increase staffing resources for online and in-person counseling services. Ensure equitable access to counseling services through improved staffing, technology, scheduling, and standardized information delivery.**

Priority Rank: 4

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling

Strategic Direction (Goal): 1. Increase Student Enrollment

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **2.1.a1 - Hire a Student Services Technician II.**

Hire a Student Services Technician II.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling

- **2.2 - Objective - Enhance equitable access and student satisfaction with counseling services through improved scheduling systems and consistent information delivery. (SAO 2)**

Priority Rank: 5

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling & Counseling Department

Strategic Direction (Goal): 1. Increase Student Enrollment

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **2.2.a1 - Staffing and Technology Resource Requests**

Submit staffing and technology resource requests to improve scheduling and communication tools by Fall 2026 and ongoing.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling & Counseling Department

- **2.2.a2 - Administer the satisfaction survey annually**

Administer the satisfaction survey annually each spring, targeting students who accessed counseling during the academic year, and monitor for potential disproportionate impact.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Counseling Department

- **2.2.a3 - Evaluate counselor-to-student ratios**

Evaluate counselor-to-student ratios during peak periods to justify additional part-time counseling support.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling & Counseling Department

- **3 - Goal - 5. Foster and Support Inquiry, Accountability, and Campus Sustainability**

Priority Rank: 3

Objectives:

- **3.1 - Objective - Continue training and fostering culturally relevant counseling practices.**

Priority Rank: 6

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Counseling Department

Strategic Direction (Goal):

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **3.1.a1 - Counselor training**

Continue counselor training on culturally relevant topics.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Counseling Department

- **3.1.a2 - Enhance Academic Standing (formerly Probation)**

Strengthen counselor professional development and enhance Academic Standing (formerly Probation) interventions to promote equitable student success.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Counseling Faculty Lead

- **3.1.a3 - Focus on equity mindfulness**

Focus on equity mindfulness practices for disproportionately impacted groups.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling & Counseling Department

- **3.1.a4 - Peer-to-Peer Counselor Training**

Continue peer-to-peer counselor training to promote shared professional learning.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Counseling Department

- **3.2 - Objective - Develop a Counseling Data Dashboard in collaboration with OIERP**

Priority Rank: 7

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling & Counseling Department

Strategic Direction (Goal):

5. Foster and Support Inquiry, Accountability, and Campus Sustainability

Impact Type: Department

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **3.2.a1 - Meet with OIERP to align dashboard metrics**

Meet with OIERP to align dashboard metrics with local and state student success indicators.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling & Counseling Department

- **3.2.a2 - Analyze data for disproportionately impacted groups**

Analyze data for disproportionately impacted groups and develop targeted action plans for service and support improvements.

Start Date: 10/29/2025 **End Date:** 08/01/2027

Responsible Person: Dean of Counseling & Counseling Department

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [RRN3366_CounselingSAOs.pdf](#)

- [Completion Coaching At-A-Glance v2.pptx](#)
- [RRN3376- Counseling Satisfactory Survey SP25.pdf](#)
- [CLP in Practice-Design Thinking-Crafton Hills 05.13.22-v2 \(002\).pdf](#)
- [Final GIA Conf Presentation - Final PPT - 10-24-23.pptx](#)
- [RRN3444 Counseling Student Usage w-demographics.pdf](#)
- [Summary of Student Staff Starfish Survey RRN 2569.pdf](#)
- [CHC - Student Success Team Model - 03-11-25.pptx](#)