



C U Y A M A C A  
• C O L L E G E •

# Annual Update Report

SIS - Counseling

**Optimize counseling service modalities to meet student needs; Student-centered counseling services delivery model; to increase/improve access (Goal 1)**

**Program Goal:** Optimize counseling service modalities to meet student needs; Student-centered counseling services delivery model; to increase/improve access

**Goal Status:** Active

**Mapping**

2022 - 2028 Strategic Plan: (X)

- **Increase Completion and Eliminate Equity Gaps:** Optimize counseling service modalities to meet student needs; Student-centered counseling services delivery model; to increase/improve access (X)
- **Increase Persistence and Eliminate Equity Gaps:** Optimize counseling service modalities to meet student needs; Student-centered counseling services delivery model; to increase/improve access (X)

**Summary of Progress or Results**

**Summary Date:** 11/08/2024

**Summary of Progress or Results:** For each of our goals, we have an outcome statement in our SAO plan mapped to the program review goal. Below are proposed action steps for the next year:

SAO 2: Embed various equity-minded processes and approaches in counseling and evaluate their effectiveness. (goal 1 & 3)

The CVC developed an Equity-Minded Counseling Curriculum that includes various modules. All full-time General Counselors completed the first available module in Spring 2024. We plan to continue completing more modules over the course of the upcoming year.

**Reporting Period:** 2023 - 2024

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

For the next year, we are planning to implement some additional tools to our website that will further our equity-minded website practices (demystifying and validating) through the use of AI tools. One of our immediate action steps will be to obtain staff and student feedback in order to finetune the output of our AI-powered tailored solutions, one of them being a more interactive FAQ resource for students that will enhance educational outcomes and support student needs. In the immediate next year, we will work with IESE to develop an updated survey to gather student feedback on both our website and accessing our services. We have implemented a number of changes to our counseling services practices in the past couple of years that we would like to obtain student feedback on in order to evaluate their effectiveness. These practices included online access to our services (appointments, drop-in, eCounseling), scheduling via ESARS, our webpage services guide (decision tree), and social media engagement. Gathering student feedback will help supplement the quantitative data available through our SARS system, decision tree form, and social media insights. The feedback and data obtained will inform how we can continue to optimize and improve our services. In a later year, we plan to continue utilizing resources such as the Equity-Minded Inquiry Series guides developed by The Center for Urban Education (CUE) and USC.

## Create a collaborative student support experience for students within Academic and Career Pathways. (Goal 2)

**Program Goal:** Create a collaborative student support experience for students within Academic and Career Pathways.

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Persistence and Eliminate Equity Gaps:** Create a collaborative student support experience for students within Academic and Career Pathways. (X)

### Summary of Progress or Results

**Summary Date:** 11/08/2024

**Summary of Progress or Results:** For each of our goals, we have an outcome statement in our SAO plan mapped to the program review goal. Below are proposed action steps for the next year:

SAO 3: Assess the effectiveness of ACP embedded counseling and scale the best practices that emerge from that model/approach. (goal 2)

Most of the progress we have made in this area is reflected through the data report on persistence outcomes. This was the first time we examined this type of data, now that we had a full year's worth of Embedded Counseling in both STEM and BSS. It was important to us to look at the outcomes of those students who specifically received services with their embedded counselors. Our extra data reports on Embedded Counseling show that those students who met with their Embedded Counselor were more likely to persist from Fall 2023 to Spring 2024 (91% STEM and 88% BSS), compared to all students (58%) and compared to all of their ACP (60% STEM and 61% BSS). This was higher than the persistence for students who received any counseling service with any counselor (78%). Our two lead counselors in this pilot have been building a framework for our department to be able to embed counselors with additional ACPs in the future. We have been and continue to document time spent on additional preparation, classroom presentations, and engagement in ACP related events but this has not yet been evaluated.

The Counseling Department serves as a resource to the Exploratory Pre-ACP Lead. This past year, our Career Counselor took on this lead role and worked on defining the Exploratory Pre-ACP more intentionally. Since reviving our COUN 110 - Career Decision Making course into a shorter two week online format, we have increased the number of sections offered, strategically offering the courses at key times during the year when students who need additional career exploration could benefit.

Our attempted STEM-101/COUN-101 pilot with the STEM ACP did not fare well and resulted in low enrollment and course cancellations. This leads us to an immediate action step to regroup with the STEM ACP to explore other ways in which this can be offered that would be more desirable to our students.

**Reporting Period:** 2023 - 2024

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

As we continue with Embedded Counseling, it will be important as an action step, to keep examining the comparison data and ensure that the positive outcomes carryover. As other ACPs express interest in embedded counseling, it will be important that both the counseling and instructional faculty who are involved in the pilots have an opportunity to share and reflect on what has worked well and what commitment it requires from all those involved in order for this learning and

### Summary of Progress or Results

support experience to be successful. Now that we have a full year of embedded counseling piloted, the outcomes of those students who specifically received services with their embedded counselors is promising. We plan to evaluate this same data again next year to see if the 2nd year has similar results. We will want to compare these numbers with students who saw any counselor (not their embedded counselor) and then of course compare against students who received no counseling services. We will use our SARS data in order to evaluate these outcomes in addition to looking at the total time spent on additional preparation, classroom presentations, and engagement in ACP related events.

Action steps in relation to the Exploratory Pre-ACP in the next year include increased ACP engagement activities and working with the Guided Pathways Planning team to explore how Cuyamaca will institutionalize Guided Pathways.

Our attempted STEM-101/COUN-101 pilot with the STEM ACP did not fare well and resulted in low enrollment and course cancellations. This leads us to an immediate action step to regroup with the STEM ACP to explore other ways in which this can be offered that would be more desirable to our students. STEM 101 (.5 unit) is a new course that is designed to introduce new students into the STEM ACP. We collaborated with STEM faculty to offer a .5 unit version of our COUN 101 Introduction to College course that will serve as a corequisite to STEM 101. We hope that the two courses together would complement each other in providing an incoming student with introductory information, skills and resources to be a successful student within their ACP. Once the sections have enrollment, action steps here will be to evaluate the course data, SLO and student feedback.

Faculty Request: GENERAL COUNSELOR - The counseling department continues to have gaps in meeting the needs of all students due to the limited number of counselors we have in general counseling in relation to the total number of students. Due to various reassignments and participation in various college/district governance there is a limited number of student-contact counselors serving the general population, not to mention that general counselors often serve an overlap of students in other areas. We ended the 2023-2024 year with our most senior counseling faculty member announcing her retirement. We learned through data in a previous year, that even when we consider the number of special populations vs general population, the general counseling department serves approximately 30% of students deemed as "special populations" likely due to overlapping services or varying accessibility of services. Ultimately, general counseling services all students.

The recommended student to counselor ratio is 1:370, cited in the Academic Senate adopted paper *Consultation Council Task Force on Counseling* (2003). In relation to Guided Pathways, Cuyamaca has 8 Academic & Career Pathways in addition to two Pre-ACPs, therefore in order to adequately support the college strategic planning goal to increase persistence, we need more general counseling faculty if we are ever to embed counselors across the board.

[https://www.asccc.org/sites/default/files/publications/ConsultationCouncil\\_0.pdf](https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf) (page 16)

### Close equity gaps for Black and Latinx students by increasing access to counseling services, in the interest of increasing persistence between fall-spring semesters. (Goal 3)

**Program Goal:** Close equity gaps for Black and Latinx students by increasing access to counseling services, in the interest of increasing persistence between fall-spring semesters.

**Goal Status:** Active

#### Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Persistence and Eliminate Equity Gaps:** Close equity gaps for Black and Latinx students by increasing access to counseling services, in the interest of increasing persistence between fall-spring semesters. (X)

## Summary of Progress or Results

**Summary Date:** 11/08/2024

**Summary of Progress or Results:** In development of our new 24-28 SAO Plan, one revised outcome statement (SAO 2) was replaced to map with this program review goal.

SAO 1: Identify barriers that keep Black and Latinx students from accessing counseling services.

After an unsuccessful attempt at collecting qualitative focus group data for our SAO #1 two years ago, we had planned to work with IESE to try again in 2023-2024 once the Umoja Counselor/Coordinator was on board. Unfortunately, the attempt at focus group data this past spring also was challenged by recruitment. IESE plans to re-engage with more students in Fall 2024 for more robust participation and hopefully have enough to compile a report. We want to work together to support our Umoja Counselor/Coordinator and new Puente Counselor/Coordinator in any data gathering that can support programming efforts.

With AB928 and upcoming changes related to Financial Aid requirements and A&R business processes, we anticipate that many more students will have to come meet with a counselor. These are factors that we anticipate may change our access numbers in the upcoming year. Although this doesn't reduce the barriers that keep Black and Latinx students from accessing counseling services - it will force students to access the services and we will be interested in having more data to evaluate on the specific student outcomes for these two demographic groups.

SAO 2: Embed various equity-minded processes and approaches in counseling and evaluate their effectiveness.

The CVC developed an Equity-Minded Counseling Curriculum that includes various modules. All full-time General Counselors completed the first available module in Spring 2024.

**Reporting Period:** 2023 - 2024

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

Our data continues to reflect that not every student receives counseling services as a whole and that there are significant equity gaps in the number of Black and Latinx students accessing counseling services, and thus not benefiting from a service that could contribute to increased persistence. In light of the goals set in our program review, our department has been aiming to improve equitable student access and outcomes by focusing on the representational equity gaps in access to Counseling by Black and Latinx students. We understand that students who obtain counseling services yield higher outcomes, such as persistence.

After an unsuccessful attempt at collecting qualitative focus group data for our SAO #1 two years ago, we had planned to work with IESE to try again in 2023-2024 once the Umoja Counselor/Coordinator was on board. Unfortunately, the attempt at focus group data this past spring also was challenged by recruitment. IESE plans to re-engage with more students in Fall 2024 for more robust participation and hopefully have enough to compile a report. We want to work together to support our Umoja Counselor/Coordinator and new Puente Counselor/Coordinator in any data gathering that can support programming efforts.

We plan to continue to seek data-driven resources and professional development tools. The CVC developed an Equity-Minded Counseling Curriculum that includes various modules. All full-time General Counselors completed the first available module in Spring 2024. We plan to continue completing more modules over the course of the upcoming year. For the next year, we are planning to implement some additional tools to our website that will further our equity-minded website practices (demystifying and validating) through the use of AI tools. One of our immediate action steps will be to obtain staff and student feedback in order to finetune the output of our AI-powered tailored solutions, one of them being a more interactive FAQ resource for students that will enhance educational outcomes and support student needs.

**Summary of Progress or Results**

In the immediate next year, we will work with IESE to develop an updated survey to gather student feedback on both our website and accessing our services. We have implemented a number of changes to our counseling services practices in the past couple of years that we would like to obtain student feedback on in order to evaluate their effectiveness. These practices included online access to our services (appointments, drop-in, eCounseling), scheduling via ESARS, our webpage services guide (decision tree), and social media engagement. Gathering student feedback will help supplement the quantitative data available through our SARS system, decision tree form, and social media insights. The feedback and data obtained will inform how we can continue to optimize and improve our services. In a later year, we plan to continue utilizing resources such as the Equity-Minded Inquiry Series guides developed by The Center for Urban Education (CUE) and USC.

In addition to the action steps related to our SAO plan, we are excited to be hiring our first Puente Counselor/Coordinator during the 2024-2025 year. As a Hispanic Serving Institution (HSI), Cuyamaca will finally have a Puente program supporting our Latinx student population. Although there are resources provided by Puente for start-up, supporting the implementation and growth of both this position and our full-time Umoja Counselor/Coordinator will contribute to the advancement of our overarching goal.

## Service Area Overview and Update

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**Lead Author**

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**Collaborator(s)**

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**Initial Collaboration Date with Service Area Team**

09/04/2024

**Dean/Manager(s)**

Agustin Orozco

**Initial Collaboration Date with Dean/Manager**

08/13/2024

**Please summarize the significant changes and achievements that have occurred in your service area since the last program review.**

One significant change that took place during the 23-24 year was the increased presence of students on campus combined with our still new location on campus. We moved into the new Student Services G-Building by January 2023, putting us in the center of campus and increasing our visibility to students.

In this past year, having a full-time Umoja Counselor/Coordinator position alone is a huge win for not only our department, but college-wide as the rebuilding of our Umoja program will greatly contribute to the college efforts to address the equity gaps of our African-American/Black students. Our Umoja Counselor/Coordinator was hired in September 2023 and despite the time needed to transition to a new college in a new region, he managed to grow the program from 2 students to 34 students in Spring 2024. In just a short amount of time, the Umoja program was able to be redefined, updated, and develop new partnerships with local high schools, such as Mt. Miguel High School's Black Student Union. Programming during Black History Month and Black Student Success Week and hosting the Black Graduation at Cuyamaca College (alternating years with Grossmont) took place in Spring 2024 as well. Recruitment and planning has been underway for the first Umoja cohort starting in Fall 2024.

In Spring 2024, we were notified that the Puente Counselor/Coordinator position was approved and we could begin the hiring process for this position in order to support the college efforts to address the equity gaps of our Latinx students. We are looking forward to having this position filled in Spring 2025.

Both Umoja and Puente programs include learning community practices that we look forward to integrating with our instructional colleagues in Fall 2025.

Additional achievements over the past year included our entire Counseling Division (less faculty on sabbatical) participated in the Strong Workforce Counselor Institute for the 23-24 Cohort. This was the first institute dedicated to counselors and focused on working collaboratively with the researchers on our campus to analyze data and integrate important insights into practice. Each participating counselor developed a meaningful Action Plan as the result of the Counselor Institute and is using the 24-25 year to carry out the steps identified, with the continued support of the Counselor Institute leads: Katie Cabral and My-Linh Nguyen.

At the curriculum level, a new Community of Practice was developed in order to connect and support counseling faculty to teach. This included a new Canvas shell that houses shared resources and monthly meetings for the faculty to engage in sharing best practices and consultation amongst colleagues. Long term goals were established regarding SLO assessment reviews, however, the immediate goal for the instructional Counseling department is curriculum development that will align with CalGETC in Fall 2025. In addition to this work, we updated the Course Outline of Record for WEX-110 over summer 2024.

**Attach Related Documents - Service Area Overview and Update**[Umoja Spring 2024 Update.pdf](#)

# Student Learning Outcome/Service Area Outcome Assessment and Student Success

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## **Student Access, Learning, and Achievement**

**Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?**

In addition to our annual data report on "Access to Services and Persistence", we examined the additional data reports:

- STEM Embedded Counseling: Access to Services and Persistence in 2023-2024
- Behavioral & Social Sciences Embedded Counseling: Access to Services and Persistence in 2023-2024

The 2023-2024 year felt like the first year since the pandemic that we were really "back in action". Our delivery services model that included both in-person and online counseling felt more like a well-oiled machine. We had our first full year in our new location on campus, centering us right in the middle of the hustle and bustle of student traffic. In addition to that, enrollment was growing and we were seeing more students on-campus. During this timeframe of July 1st, 2023 to June 30th, 2024 during the 2023-2024 academic year, the General Counseling department served approximately 27% of all students enrolled at Cuyamaca College (3,642 of 13,556 students). In comparison, approximately 24% of all students enrolled at Cuyamaca College in the 2022-2023 year received counseling services between July 1st, 2022 and June 30th, 2023 (3,165 of 12,936 students).

Focusing specifically on persistence, students who received counseling in 2023-2024 were more likely to persist from Fall 2023 to Spring 2024 at Cuyamaca College (78%), compared to all students (58%). In 2023-2024, students who attended at least one drop-in session, at least one counseling appointment, or received e-Counseling services were more likely to persist from Fall 2023 to Spring 2024 (80%, 80%, and 82% respectively).

## **Please discuss any equity gaps in access or success the data revealed.**

The General Counseling Access and Persistence Report 2023-2024 examines equity in access to the different counseling services (appointments, drop-in contacts, and eCounseling), as well as fall-to-spring persistence for students that participated in these services.

### **EQUITY GAPS IN ACCESS**

The General Counseling Access to Services and Persistence Reports examines equity in access to the different counseling services (appointments, drop-in contacts, and eCounseling), As well as fall-to-spring persistence for students that participated in these services. This year we are excited to have our data further disaggregated to have Middle Eastern students identified as a separate group for the first time.

Equity gaps in student access to services by race/ethnicity include:

- Overrepresentation of Middle Eastern students: 28% compared to 21% college-wide; first time identified as a separate group
- Slight underrepresentation of African-American/Black students: 5% compared to 6% college-wide
- Slight underrepresentation of LatinX students: 34% compared to 35% college-wide)
- Slight underrepresentation of Asian students: 5% compared to 6% college-wide; narrowed 1% point from last year
- Underrepresentation of White students: 22% compared to 25% college-wide

Equity gaps in student access to services by age and gender include:

- Underrepresentation of students under 20 years old: 26% compared to 29% college-wide
- Overrepresentation of students age 20-24 years old: 33% compared to 31% college-wide
- Our services were similar to college-wide proportions female and male students: 54% and 45% compared to 55% and 44% college-wide respectively

### **EQUITY GAPS IN SUCCESS: PERSISTENCE**

Year after year, our data reveals that students who received General Counseling services have better fall-to-spring persistence outcomes than students who did not receive these services. This finding is consistent with our understanding that counseling services are critical to increasing graduation and transfer rates, as well as mitigating



## Annual Update

equity gaps. However, consistent with national data, there are some equity gaps for our African-American/Black and Latinx students.

Focusing specifically on persistence, students who received any counseling service were more likely to persist from Fall to Spring at Cuyamaca: From Fall 2023 to Spring 2024 (78% compared to 58% college-wide). However, in 2023-2024 African-American/Black students (10 percentage point gap, narrowed by 2 percentage points in previous year), Native American students (20 percentage point gap, increased by 6 percentage points in previous year), Pacific Islander students (8 percentage point gap, narrowed by 2 percentage points in previous year) who received any Counseling, experienced equity gaps in persistence compared to white students (75%). Please refer to the supporting "Access to Services and Persistence in 2023-2024" data report submitted for the specific percentages.

Notably in our 2023-2024 persistence data, there was no longer an equity gap reflected for Latinx students (4 percentage point gap in previous year) and students who identify with two or more races/ethnicities (9 percentage point gap in previous year). Middle Eastern students were disaggregated for the first time in our data and reflected 11 percentage points higher persistence compared to white students.

When focusing specifically on counseling appointments as our most comprehensive service, the equity gaps in persistence, by percentage points, in comparison to white students were as follows:

- African-American/Black (10 percentage points)
- Native American (18 percentage points)
- Pacific Islander (8 percentage points)

### **What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.**

Our service area uses data to inform our practices and identify where we can improve. There continues to be a large gap in the total number of students being served in comparison to all enrolled students (27%; 3,642 of 13,556 students in 2023-2024). We also acknowledge there is still slight underrepresentation of access by multiple race/ethnicity groups. This data consistently drives us to ask the questions of what the barriers may be that keep students from accessing our services. Counseling used much of the outcomes data, specifically persistence, to support the value of students receiving counseling. However, when we take into consideration the access data, this tells us that there is a large number of students that we need to reach in order for all students to benefit from increased student outcomes such as persistence. In light of the goals set in our program review, our department has been aiming to improve equitable student access and outcomes by focusing on the representational equity gaps in access to Counseling by Black and Latinx students. We understand that students who obtain counseling services yield higher outcomes, such as persistence. Unfortunately, we have had little luck in gaining insight into the access barriers that our students may be experiencing (closely tying to our program review goal #3). After an unsuccessful recruiting attempt for our focus group in 2022-2023, we carried the research into the next year in hopes that there would be better participation due to newly formed student groups on campus and collaborating with our new Umoja Counselor/Coordinator. Unfortunately, the attempt at focus group data this past spring also was challenged by recruitment. IESE is trying to re-engage with more students in Fall 2024 for more robust participation and hopefully have enough to compile a report.

The department continues to commit to practical steps such as increased marketing campaigns and campus-wide engagement, including ACP communities. Proactive marketing efforts included: upsell students receiving Drop-in to make followup appointments, increased social media presence, Canvas message blasts during off-peak months, increased engagement with instructional faculty which includes classroom presentations, and participation in campus-wide events and tabling. This past year, one of our full-time counselors served as the Exploratory Pre-ACP Lead.

Notably in our 2023-2024 persistence data, there was no longer an equity gap reflected for Latinx students (4 percentage point gap in previous year) and students who identify with two or more races/ethnicities (9 percentage point gap in previous year). Middle Eastern students were disaggregated for the first time in our data and reflected 11 percentage points higher persistence compared to white students. We believe this achievement is the result of the same efforts we continue to take in addressing the ongoing equity gaps. Our plan is to progressively increase these efforts year by year. We continue to have two ACPs with Embedded Counseling (STEM and Behavioral Social Sciences) in which we believe promotes a higher rate of student contact due to targeted messaging and increased visibility. Our extra data reports on Embedded Counseling show that those students who met with their Embedded Counselor were more likely to persist from Fall 2023 to Spring 2024 (91% STEM and 88% BSS), compared to all students (58%) and compared to all of their ACP (60% STEM and 61% BSS). Based on all of these intentional efforts, we have seen increased student contact through our counseling appointments: 27% (3,642 of 13,556 students) in comparison to 24% (3,165 of 12,936 students) in 2022-2023.

## Annual Update

In our new 2024-2028 SAO Plan, we updated two of our program review goals and mapped them to updated Service Area Outcomes. We are utilizing a number of Action Plans that counselors developed during our participation in the 2023-2024 Strong Workforce Counselor Institute to assess for our outcomes.

### **What has this data revealed about the progress of the program review goals you set?**

The data that we examine annually has helped inform our department of our progress of the program review goals and during our comprehensive review last year, we reflected on new goals to focus on and where we see our service area going next. This will be the first year assessing our new program review goals. We did carry-over our Goal #3 as it is an ongoing goal for us and hope to find better ways to address this in the upcoming cycle. We had a challenging time during our last two attempts to hold focus groups and will continue to work with IESE to consider other recruiting methods.

### **Related Documents - Student Access, Learning, and Achievement**

[cuyamaca-bss-counseling-access-persistence-report-2023-2024-20240820-final.pdf](#);

[cuyamaca-general-counseling-access-persistence-course-enrollment-report-2023-2024-20240813-final.pdf](#);

[cuyamaca-stem-counseling-access-persistence-report-2023-2024-20240820-final.pdf](#)

### **Service Area Assessment**

#### **Did your program complete and submit SLO/SAO assessment in the last year?**

No

#### **If you responded no above, please describe the department's plan to update SLOs/SAOs.**

We responded with No, because last year was a Comprehensive Program Review where we evaluated the overall assessments over the past 4 years.

Our department aligns our SAO plans with program review timelines. Last year we reflected on our 2020-2024 SAO Plan and created a new 2024-2028 SAO Plan that incorporates our new program review goals.

Our SLOs were updated in Spring 2023 and we plan to assess them in Fall 2024

#### **If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.**

We did not assess last year due to comprehensive review and used last year to reflect on our data. During this time all full-time faculty in the Counseling Division took part in the Strong Workforce Counselor Institute to work collaboratively with the researchers on our campus to analyze data and integrate important insights into practice. Each participating counselor developed a meaningful Action Plan as the result of the Counselor Institute and will be using the 24-25 year to carry out the steps identified, with the continued support of the Counselor Institute leads: Katie Cabral and My-Linh Nguyen.

#### **Please share any outcomes assessment projects your service area has completed in the last year and how the service area used the results for improvement.**

In the last year, all full-time counseling faculty in our department took part in the Strong Workforce Counselor Institute to work collaboratively with the researchers on our campus to analyze data and integrate important insights into practice. This allowed our team to learn related aspects of assessments and brainstorm meaningful projects amongst colleagues in the region. Each participating counselor developed an Action Plan as the result of the Counselor Institute and we will be using the 24-25 year to carry out the interventions developed and begin assessing those outcomes.

### **Related Documents - Service Area Assessment**

[SAO Plan 20-24.pdf](#);

[SAO Plan 24-28.pdf](#)

## Annual Update

### Program Goals

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#### Program Goals Status

I have updated the progress on my previous goals.

#### Program Goals Mapping

Mapping for all active Program Goals complete.

### Submission

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#### Program Review response is complete and ready for review.

Yes - Response is complete and ready for review