**Recommendations for SMC Student Care Teams:**

**Redesigning the Student Experience through a Guided Pathways Framework**

**Student Care Team Inquiry Team**

**Santa Monica College, Spring 2019**

# Spring 2019 Team Members

The Student Care Team Inquiry Team included administrators, classified staff, instructional faculty, and students.

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# Summary of Fall 2018 Work and Recommendations

Colleges and universities across the United States utilize Student Care Teams (SCTs), often referred to as advisement teams, as part of Guided Pathways initiatives to increase persistence, retention, and success in students, particularly Black, Latinx, and other students of color. Because SMC is committed to increase student success rates, as well as to reduce racial equity gaps, the Guided Pathways Steering Committee formed a team—the Student Care Team Inquiry Team (SCTIT)—to research SCT models and recommend the formation of a similar model at SMC. During the fall 2018 semester, SMC’s SCTIT was tasked with the following:

* Research Student Care Team models from other schools.
* Provide recommendations to the Guided Pathways Steering Committee about potentially effective, realistic, and possible Student Care Team models for SMC.

The SCTIT identified a definition of Student Care Teams (SCTs) based on research and other models. A Student Care team is an arrangement of different agents that provide support for students throughout a student’s academic pathway. SCTs help students pick, stay, and succeed in whatever pathways they choose. Consistently, SCTs include the following essential components:

1.Education, career, and financial planning

2.Counseling, advising, coaching

3.Targeting risk and intervention

4.Transfer practices and labor market alignment

Components 1-4 are carried out by specific agents, such as counselors, career counselors, instructional faculty, and others.

The following graphics provide visual examples of SCT models from the Virginia Community Colleges system and the Paradise Valley Community College:



After conducting research (talking to experts, practitioners, and consulting publications), the SMC SCTIT drafted the following list of findings:

1. Successful SCTs utilize an Equity and student-centered mindset (Student centered, community building, institutional authentic trust, continuous training/professional development)

2. Student Care teams are active in the following ways:

1. They reach out to students immediately after enrollment/registration.
2. They assist students with selecting a Pathway or Area of Interest at the start of the college journey.
3. They ensure that students are assigned to a Pathway or Area of Interest at the start of college.
4. They connect the student to financial aid information and resources at the start.
5. They provide career counseling from the start.
6. They provide counseling, advisement, and mentorship throughout a student’s academic journey.
7. They provide continuous guided pathways advisement.
8. They have coaches (student success mentors or case managers) to provide “high-touch” services at regular and necessary intervals.
9. They provide information about extracurricular activities.

3. Most models at other institutions have active counselors assigned to Meta-Majors or Academic Pathways.

4. Most models have active instructional faculty involvement/advisement.

5. Most models have active experts (career or financial) that help students with needs beyond course and meta-major needs.

6. Utilizing success coaches and integrated technology, Student Care Teams offer “high touch” services for all student needs (counseling, financial, career, mental health, veteran, etc.).

1. The services are immediately offered after enrollment/needs assessments.
2. Students are shown lists of contact information and places on campus where they can find resources.

7. Most models incorporate technology which provides online outreach and advisement of students (ex. Starfish) The technology provides timelines, resource information, and education plans (e.g. early alert, intervention for students at risk of not persisting, stopping-out, or not succeeding at their goals; Starfish comments, updates, commendations).

The SCTIT presented these findings to the Guided Pathways Steering Committee at the end of the Fall 2018 semester.

The SCTIT compiled a list of remaining questions to be addressed by additional research and work in the Spring 2019 semester:

1. How will SMC counselors be assigned to different meta-majors? Will the Transfer Counseling Center and the Welcome Center share new, first-year and continuing students in order to maximize available counselor staffing for Meta-Major counseling?
2. How will SMC counselors be provided with specific Meta-Major training and resources upon assignment to a “Meta-Major”? How can other departments/disciplines assist?
3. What will the role of Special Program counselors at SMC be in Meta-Major based counseling?
4. How can we determine what the role of instructional faculty will be in student care teams? How might they participate in providing discipline-specific guidance?
5. Will faculty get release time for advisement?

# Summary of Team’s Purpose and Goals for Spring 2019

At the start of the spring 2019, the SMC SCTIT reviewed their Fall 2018 report, recommendations, and remaining questions.

The SCTIT agreed to recommend a general model for SMC to establish a SCT with the following agents:

1. Counseling teams “clusters” affiliated with Areas of Interest

2. Peer navigators/coaches

3. Career Counselors

4. Financial Aid technicians

5. Instructional/Discipline faculty (instructors)

The SCTIT agreed that including the aforementioned agents would be the best model to reach our diverse student population, including Black, Latinx, and other students of color, to reduce racial equity gaps, and to increase retention, persistence, and success. Moreover, the SCTIT decided that the creation of SCT at SMC is urgent and will improve enrollment. The team also acknowledged that the member of Student Care Teams may need to be modified and customized for select student populations. For example, F-1 visa students cannot qualify for financial aid, so an assigned financial aid representative wouldn’t be relevant or useful for this population.

The team agreed on the following purposes and deliverables for the Spring 2019 semester:

1. Determining the roles and responsibilities for all agents of our Student Care Team. The following list included preliminary ideas for the agents’ roles and responsibilities.

A. Career Counselors

a. A career counselor will be assigned to each of the seven different Areas of Interest

b. Career counselors will provide targeted first-semester interventions for students who indicate that they are “undecided”

B. Counselors:

a. Provide “counselor clusters” of academic counselors, strategically assigned throughout the department to the seven areas of interest

C. Financial Aid Technicians:

a. Redesign Steering committee supportive of this care team component – could FA technicians be assigned according to the various seven AI’s instead of an alphabetical breakdown?

D. Instructional Faculty:

a. What will their role be?

b. Can they assist with providing training to AI counselors?

c. How to compensate? - incentives such as stipends or release time

E. Peer navigators/Specialists

a. Incorporating the SMC alumni network, expand on this concept

b. Case managers- could we expand our social work interns so that we have enough case managers for each AI, that could help with major life issues?

2. Creating equity-based training tools for agents (A-E).

A. To stop the student from having telling their story multiple times

B. Putting together manuals, training, and workshops

C. Look at incorporation of the Case Manager (CM) piece in the care team.

D. Purpose of CM to provide resources not restricted to therapy coaches

To more appropriately identify the roles/responsibilities and equity-based training tools, the SCT formed subgroups to research other institutions and research. Each subgroup met and researched to answer the following three questions:

1. What should be the roles and responsibilities of the persons in your agent group?

2. What types of training will the agents need? Refer to training at other schools or preexisting manuals and research about the training that agents need to successfully assist students on a specific “area of interest”

3. What resources will we need to implement the Student Care Teams? (Ex. Please spell out Funding, Space, Human resources needs, etc)

This report includes subgroups’ reports listed in the following pages.

# Summary of Team’s Recommendations to Create SCTs at SMC

Preliminary Considerations

**Scalability & Logistics**

Our team's recommendations are the beginning steps to create a scalable Student Care Team model at SMC. Logistics, which include some of the precise questions, require the input of VPs and Deans. The other models that we've looked at consistently show what we recommended, but enforcing the different aspects of the teams, including the different agents, will be beyond our team's control to a large extent.

**STEM Pilot (Fall 2019)**

The STEM pilot will be a necessary first step before we scale. During the Fall 2019 semester, data gathering and oversight of the STEM pilot will help determine what the specifics of SCT enforcement. The college has an opportunity to learn from the pilot to then recommend enforcement steps for the semester after that (Spring 2020).

**Additional Resources**

The SCTIT identified the following resources as vital for the effective implementation of the SCT and to ensure that all agents are present and able to help students:

1. Hiring/Identifying a PROGRAM MANAGER to oversee each of the AI SCTs (7 Program Managers total).

The District and FA will have to negotiate this because it seems like VPs or Deans are the ones that may have the power and authority to be in charge of SCTs. We recommend that a PROJECT MANAGER be hired/selected to have complete oversight of SCTs for each AI. Selecting current counselors or IF to be the leads for entire AI SCTs is not realistic or manageable given small release time options. Most importantly, counselors and instructional faculty need to be available to spend the majority of their time counseling, advising and teaching students, not overseeing large scale project coordination.

1. Technology
2. Space and office arrangements that will help students navigate the campus, as well as know where all SCT agents are located
3. Hiring care team members, such as full time counselors, peer navigators, and coaches, that will help current departments, programs, and offices identify agents to work with in SCTs
4. Fund existing two financial aid counselors from SEAP, repurpose their time to provide financial aid assistance as part of student are teams.
5. Release time, overload or stipends for faculty agents, as negotiated by the District and FA

**SMC’s SCT Model**

As stated previously, the SCTIT agreed to recommend a model for SMC, and the proposed model includes the following Student Care Team agents working together and overseen by project managers in each AI:

1. Career Counselors
2. Counseling teams affiliated with Areas of Interest
3. \*Financial Aid technicians
4. Instructional/Discipline faculty (instructors)
5. Peer navigators/Specialists

\*Financial Aid technicians would not be included in a Student Care Team for F-1 visa students, who cannot qualify for financial aid.

The visual below shows what the SMC SCT agent model may look like—the student is always at the center. The SCTIT agreed that including the aforementioned agents would be the best model to reach our diverse student population, including Black, Latinx, and other students of color, to reduce racial equity gaps, and to increase retention, persistence, and success. Moreover, the SCTIT decided that the creation of SCT at SMC is urgent and will improve enrollment.



Example of Area of Interest SCT Structure

|  |
| --- |
| ARTS, MEDIA, & ENTERTAINMENTAI SCT Program Manager (Manages SCT communication, process, meetings, etc.) |
| * Counselors Cluster (Multiple counselors that focus on AI)
* Financial Aid technician
* Career Counselor(s) (Focus on AI)
* Instructional Faculty (1 faculty representing each program or department in AI, as advised by chairs)
* Peer Navigators
 |

Throughout the semester, subgroups compiled research and spoke to experts to determine roles and responsibilities for each agent. Below is a summary of the main roles/responsibilities for each agent in the SCT, though a longer list and explanation follows this section of the report:

1. Career Counselors
	1. Identify career counselors for each AI (Program leaders may need to identify these counselors)
	2. Career counselors will help students seek and obtain information about careers, workforce, and experts in their AIs
	3. Collaborate with other SCT agents to monitor student progress
	4. Provide targeted interventions during the first semester for undecided students.
2. Counseling teams affiliated with Areas of Interest (AI)
	1. Form clusters of counselors for each AI
	2. Identify AI Counseling leads (e.g. Jose Cue for the STEM Area of Interest) that will be the main informants for other counselors in all AIs (Program leaders may need to identify these counselors) and the primary connection to other members of each care team
	3. Counselors’ roles include counseling students in the AIs, tracking students’ progress, participating in necessary training, providing information about other supports, including special programs, and collaborating with other SCT agents
	4. Collaborate with other SCT agents to monitor student progress
3. Financial Aid technicians/Financial Aid Counselors
4. Instructional/Discipline faculty
	1. Although there will be a cluster of counselors for each AI located throughout the department, we recommend that Chairs select specific instructional faculty (IF) members to advise students in each program of the AIs (1 or several IF will be needed for programs that are really big) or 1 IF for relatively small departments (departments with multiple small programs). Department chairs would be best suited to determine how much and what IF representation is needed in each AI. For example, we may need instructional faculty representation from Kinesiology, Business (all the degrees and certificates for medical records clerk, hospital inpatient coder, medical billing/coding, medical transcription programs etc. are in Business) and from Health sciences to be part of the Health and Wellness AI.
	2. Identify instructional faculty to advise and assist students in each program or departments (Chairs may need to identify these faculty)
	3. Instructional faculty will provide program-specific information related to course sequencing, supplemental instruction
	4. Collaborate with other SCT agents to monitor student progress
5. Peer navigators/coaches
	1. Identify Specialists (classified) to work with Peer navigators to reach out to incoming students
	2. Specialists will guide and manage Peer navigators
	3. Peer navigators will communicate with students and inform them about important deadlines, extracurricular activities, and to help them feel connected on campus
	4. Collaborate with other SCT agents to monitor student progress

Consistently, SCTIT recommends the following training for agents in the SCT:

1. Equity and student-centered training for each agents’ areas and AIs
2. Ongoing professional development
3. Technology
	1. Creating a system, such as the Starfish Student Success system, that helps each agent monitor students’ progress
	2. Communicating with students often and intentionally

The team decided to pilot a Student Care Team for the STEM Area of Interest to begin in the Fall 2019 semester. The STEM program already offers peer mentors, tutors, a community space, workshops, math skills summer workshops, and other services. Therefore, the team decided to expand on the program’s current infrastructure by infusing a Student Care Team with specific AI counselors. The team reached out to program leaders to request assignment of counselors assigned to the STEM AI throughout counseling programs within the department and these counselors are now attending training/orientation with Jose Cue, who will be the lead STEM AI Counselor.

To be determined:

1. Effectiveness and lessons from STEM SCT.
2. Compensation for Care Team agents (negotiated by the FA and District).
3. Hiring of full time student service specialists to be specifically assigned to each A.I.
4. Times when SCT agents will meet to discuss their roles and collaboration.
5. Place/space where SCT agents will meet to discuss their roles and collaboration.
6. Times when SCT agents will separately meet with students.

# Recommendations: Career Counselors

**Career Counseling for first time to college as part of referral from the Care Team – Includes how we will work with all of the “Areas of Interest”**

 ***“The Career Services Center transforms student’s lives through***

***uncovering, engaging and building students’ will, purpose and self-belief.”***

*“High touch, not a quick conversation. Engagement and development of relationships with SMC counselors.”*

*- Student Advisory Squad Feedback*

1. **What should be the roles and responsibilities of the persons in your agent group i.e. the career counselors?**

**Each “Area of Interest” has an Assigned Career Counselor**

* Each counselor will collaborate and provide career resources for “Area of Interest’s” Faculty and Students. These would be the career counselors the care team refer students to
	+ Provide Individual Career Counseling, which includes; discussions, assessments, plan for career development including internships, service learning, part-time work, how to prepare to enter the workforce
	+ Counseling 12 Class with contextualized in class assignments and homework according to “areas of interest"
	+ Manage and be the Faculty of record for the Counseling 90 A, B, C, D classes for their area of interest
	+ Counseling 20 Career Services Center Presentation with appointment follow-up
	+ Classroom and Club Presentations – Resume, Networking, Linked In, Internship Search, Career Planning
	+ Professional Panels for “Areas of Interest”
	+ Customized Workshops for “Areas of Interest” such as “What Can I do with a Major in….?
	+ Representation at Advisory Boards
	+ Guide through the Roadmap to Career portal to ensure success in attaining a job after SMC, or successfully transferring to a four-year college\*\*
1. **What types of training will the career counselors need?**
* Professional conference attendance; including the National Career Development Association annual conference and 2-3 California Career Development Association workshops/one-day conference
* MBTI and Strong Interest Inventory professional certification of any new career counselors hired
* Visits to professional companies as part of their internship responsibilities within their “area of interest” they are assigned to learn more about what skills are necessary for our students to learn
* Continued equity and diversity training
* Meet with faculty and conduct research in the “Area of Interest” where they are assigned
* Possibly some career training for Academic Counselors – Currently researching resources that can be used for this
1. What resources will we need to implement the Student Care Team
* All Career Counselors teach 2 Career Planning classes a semester, which leaves them with 14 hours per week to counsel. With this in mind, when one looks at the 7 “Areas of Interest”, it is impossible for on career counselor to meet the needs of all students, or even first time to college students.
	+ Two of the part-time career counselors are assigned to the Latino and Black Collegians center. Sherri and Maria are requesting they stay with them when we move to the new building because they are building important bridges. They also contact new students directly to invite them in to meet with them. Given this information, it is unreasonable to think that they can take care of those populations and be assigned an “area of interest”
	+ This leaves 5 part-time career counselor and one full-time career counselor to cover the 7 “areas of interest” for both first time to college students and the returning students.
* Adjunct Career Counselors
	+ Areas of Interest
		1. Arts, Media and Entertainment – 40 majors under this area
		2. Business – 29 majors under this area
		3. Culture, History, and Languages – 12 majors under this area
		4. Education – 6 majors under this area
		5. Health and Wellness – 13 majors under this area
		6. People and Society – 13 majors under this area
		7. STEM (Science, Technology, Engineering and Math) – 26 areas of interest
		8. Undecided one semester area of interest – number around 5,000 for fall, and 1,500 for spring
	+ Given the activities I have described above, Ideally, the Career Services Center would have 7 Full-time career counselors to assign to each of the “areas of interest”, and the undecided “area of interest” However, with a part-time career counseling staff, this is what I propose to ensure students choose an “area of interest” and potential career (both new and returning students will be served this way)
		1. Arts, Media and Entertain: Since this is the largest area, 3 part-time career counselors. Two if the three Part-time counselors will sit at the CMD
		2. Business – 2 part-time career counselors (CSC)
		3. Culture and Education – 2 part-time career counselors (CSC)
		4. Health and People – 2 part-time career counselors (CSC)
		5. STEM – 2 part-time career counselors will sit in Dresher hall with the STEM program
		6. Undecided – Jenna will oversee this area (CSC) Jenna is also in charge of the GP Student Advisory Squad with 20 plus students
	+ As the Faculty leader, I will oversee all areas of Interest and make sure we are all gathering and presenting uniform information as well as the overall management of the Career Services Center
* This means an augmentation of 5 more part-time career counselors. We will leave the 2 part-timers in the Adelante/Black Collegians centers, some of the career counselors will sit in other areas, and the CSC will house the rest of the career counselors.
	+ For 13 part time career counselors total (2 for Collegians/Adelante), 11 for Guided Pathways/first time to college
		1. 14 hours per week x 18 weeks x $70 per hour plus benefits = $22,050 per semester. Total cost per semester is $286,650. Total cost of fall and spring is $573,300
	+ The current cost for the existing part-time career counselors is $169,344 per semester, or $338,688 per year
	+ We currently have 953 hours for summer session, plus my 180 hours
		1. I would like an augmentation for summer to 1,160 hours for a cost of $101,500, plus my 180 hours (Jenna will work part-time this summer, and then the full 180 hours in winter/summer after she begins full-time in the fall)
			- This would allow us to have 3 career counselors each day Monday through Thursday, and 2 career counselors on Friday over the 10 weeks, plus 8 career counselors for VIP Welcome Day representing the “Areas Of Interest”
			- For this summer, I foresee that we will be doing a lot of planning and getting ready to implement for Fall 2019
		2. I would also like an augmentation for winter session since this is a good time to reach out to students who are taking a break for winter, or getting ready to begin the spring semester for the first time. We currently have 460 hours plus my 180 hours. I would like to augment this to 626 hours for winter (180 of these for Jenna) for a cost of $54,775. This would enable us to have 3 career counselors per day including Jenna plus me.

**\*\*College to Career 8 Step Road Map – On Line Document in Student Portal or Paper Document**

1. Identify Career(s)
2. Select your Major
3. Choose your Educational Goal – Certificate, AA/AS, Transfer Bachelors or Bachelors
4. Identify transfer colleges if appropriate
5. Get involved and engaged at SMC
	* Join a Club
	* Find a teacher or peer mentor
6. Develop Job Search Tool Box
	* Resume
	* Cover Letter
	* Begin putting together portfolio if necessary
	* Linked In Profile
	* Interview Preparation Skills
		+ Mock Interviews
		+ What to Wear
		+ How to Interview
		+ Soft skills necessary to success
7. Experiential Learning
	* Internship
	* Volunteer
	* Service Learning
	* Part-time job
8. Set Career Strategy for Transfer or Job Search Plan
	* Navigating the transfer school in order to take advantage of the skills learned at SMC
	* Complete your resume or portfolio to prepare to interview and move into the workforce

# Recommendations: Counselors

**Santa Monica College Student Care Team**

**Counseling Component**

By: Laurie Guglielmo, Mike Tuitasi, Delores Raveling,

Alanna Brooke, Vanan Yahnian and Counseling Program Leaders

**Introduction:**

A primary component of Student Care Teams in the Guided Pathways model is the Counselor component. Institutions which have adopted the guided pathways framework generally assign counselors to program pathways and/or Meta-Majors, or as we have entitled them at SMC, Areas of Interest. There are differences among institutions nationally regarding how counselors are assigned, based on the overall student population at the institution, whether counselors are “advisors’, who are standard forty hour per week, twelve-month employees, or contract faculty, as they are at SMC, how many special programs exist and the total amount of pathways and areas of interests established on campus. Throughout the discussion, input-gathering and research undertaken during the 2018-19 academic year, the Pathways Redesign Student Care Team has determined that maximum flexibility and availability is of paramount importance in establishing the counseling component of student care teams at SMC. Moreover, given the abundance, data-supported efficacy and popularity of special programs at SMC, the SMC Counseling Department has decided to “infuse” Area of Interest counseling **throughout** the all counseling programs and locations, rather than isolating “Area of Interest” counseling to one area or location, so that students can experience Area of Interest counseling through as many counseling access points as possible.

**Background Research:** The positive impact of Counseling at SMC is indisputable. SMC Institutional Research has established, through many research reports on the efficacy of Counseling, the following major effects on Student Success:

* Special program participation, general counseling and Counseling 20 all positively and independently predicted fall-to-spring and fall-to-fall persistence, each counseling type increases student chances for persisting to subsequent terms by 30% or more.
* On average, students who had contact with a counselor before/and/or during their initial term completed and retained their courses at statistically significant higher rates than students who had no contact with counselors
* After controlling for the effects of enrollment in Counseling 20 on student outcomes, the number of counseling sessions was found to positively predict course completion, course retention and persistence.

**Considerations for Implementing Area of Interest Counseling at SMC:**

* Student population almost 30,000
* 25 different special programs/locations for Counseling Services
* Input from 90 SMC Counselors who took Pathways Survey for Counseling indicated that majority of counselors support a system which provides “groupings” of counselors within all areas of Counseling, there should be a “lead” counselor, or counselor coordinator for each Area of Interest and Special program counselors should be able to provide guidance for anyArea of Interest or Pathway to their assigned student population.
* Area of Interest counseling should be available however the student accesses counseling (flexible and open)
* Clusters of Counselors should be available for each Area of Interest, to maximize counselor availability
* Recommend at least one counseling appointment per semester, per student
* Institutional Data strongly proves the efficacy of SMC Special Programs; Now Area of Interest Counseling can provide the benefits of a “community” for both special program students and those who are not special program participants
* Area of Interest Peer Navigators and coaches will provide proactive outreach to connect students with Counseling and other campus resources

**Information Gathered from other Institutions who have implemented (or are implementing) Counseling focused on Guided Pathways:**

* Schools reviewed: Bakersfield CCC, Santa Ana College, PCC, LA Trade Tech, Rio Hondo
* Care Teams typically involve several counselors for each Area of Interest
* Most counselors provide general counseling in addition to Area of Interest Counseling
* Special program students see/are assigned counselors within their program- example, Umoja, Veterans Program etc. but their student care teams also include other care team members, such as financial aid, admissions, career counselor etc. The Special Program counselor provides the Pathway and/or Area of Interest Counseling
* During High-load periods (ex, enrollment) it is “All Hands on Deck” and students will see whichever counselor is available first. (Bakersfield College)

**Proposed Preparation and Training for Area of Interest Counselors:**

* Surface Level (introductory) Career Training, provided by SMC Career counselors
* Ongoing Financial Aid Training
* Provision of online resources to assist students in exploring major and career choices
* Thorough knowledge and understanding of transfer, degree and certificate requirements for all options within the Area of Interest
* Participate in ongoing professional development and equity training
* Awareness of available resources to assist student on journey at SMC- A.I. Workshops, Internships, volunteer experiences, Student conferences (ex. Diversity in Accounting) and field trips

**Responsibilities of Area of Interest Counselors:**

* Participate in activities related to supporting students in chosen Area of Interest (onboarding activities, relevant workshops etc) to extent possible
* Guide students to develop realistic educational plans, tailored to their area of interest
* Provide surface level career advisement with proactive referrals for intensive career counseling with assigned career counselor
* Once a major/goal is determined, help student develop a comprehensive educational plan through graduation
* Monitor student progress toward educational/career goals and discuss grades/performance indicators
* Communicate regularly with other members of the A.I. Care team
* Utilize technology to track and monitor student progress in collaboration with other team members, respond to alerts regarding students in the A.I. as prompted (Starfish Student Support System)
* Maintain comprehensive notes in each student’s electronic record
* Consult with A.I. Counselor Cluster lead regularly
* Participate in ongoing equity, financial aid and professional development training

**Responsibilities of Area of Interest Counselor Leads:**

* Meet regularly with key members of the A.I. (F.A. technician, peer navigators/coaches, instructional faculty lead, career counselor)
* Coordinate information updates and meetings/trainings for counselors in the A.I. cluster
* Meet with relevant departments in the A.I., to the extent possible
* Regularly collaborate with assigned Career Counselor to provide career/internship info to other counselors
* Be main point of contact for all depts in the A.I.
* Work with instructional faculty lead to plan workshops/field trips for students in the A.I.

**First-Ever Area of Interest Counselor Cluster at SMC: STEM:**

* **Lead STEM counselor-** Jose Cue
* **Black Collegians/Latino Center:** Chris Baccus
* **CalWORKs/Dreamers/EOP&S/Guardian Scholars**:  Audrey Sandoval, Sergio Belloso
* **DSPS:** Annie Ishihara
* **ISC:** Srey Ngov
* **Outreach:**Olivia Vallejo
* **Pico Promise:**Gabriella Corona
* **Scholars:**Joanna Quintanilla & Denise Martinez
* **TCC:** Oscar Galindo, Kym McBride, Rebeca Nunez-Mason, Yunior Hernandez
* **STEM Program Counselors:** Debbie Ostorga, Marian Bagamaspad
* **WC:**Bea Magallon, Grace Santiago
* **Career Counselor:** Esmeralda Martinez

**Resources Needed to Fully Implement Area of Interest Counseling at SMC:**

* Adequate Counselor representation of the Areas of Interest:
	+ - * Arts, Media & Entertainment
			* Business
			* STEM
			* People and Society
			* Culture, History and Languages
			* Health & Wellness
			* Early Childhood Education

A.I. counseling needs to be “infused” throughout the Counseling Department

* **Multiple New Full Time Counselors to support this work!!**
* Periodic release from counseling schedule for A.I. counselors periodically for trainings or meetings.
* Program Maps for all SMC certificate, degree and transfer goals
* Canvas homeroom for each Area of Interest where digital resources can be easily accessed by all A.I. members
* For each lead Area of Interest Counselor: Suggested amount 20% overload or 20% part time backfill or equivalent stipend, to be negotiated by the FA and the district

**Conclusion:**

As we conclude the 18-19 academic year, we believe we have now arrived at an Area of Interest counselor model that will best fit the considerably large, ever-changing SMC student population and will also allow students to be served however they access counseling. The overall goal of the new Student Services building at SMC was to consolidate as many counseling programs and student services in one place as possible, so that students would not have to traverse all over campus to locate a necessary service or program. The same service philosophy should be applied to Area of Interest counseling, a student should not have to go from one place to another, telling their story to multiple individuals, in order to obtain the necessary information about pathways in Business or Health Sciences, for example. We have already begun to implement this new modality of service as we have just finalized our STEM Area of Interest Counselor Cluster. These assigned counselors will undergo training during the remainder of the Spring 2019 term so that they are prepared as of Fall 2019 to assist any student who is interested in a STEM major and refer the student accurately to the plethora of services and benefits that are currently available through the STEM program infrastructure. We are also now in the process of assigning additional counselors to the other Areas of Interest and next year, will begin to embark upon training and the establishment of Lead A.I. Counselors for each Area of Interest. Fall 2019 will also be a critical semester for establishing all components of each Student Care Team including, peer navigators, financial aid technicians and instructional faculty members. We look forward to evaluating the impact of these care teams on students as Student Care teams fully evolve and students become active and committed participants.

# Recommendations: Financial Aid Technicians

**STUDENT CARE TEAMS**

**Financial Aid Group**

**Spring 2019**

***What should be the roles and responsibilities of the persons in your agent group?***

**1.** **Financial Aid Specialist - Roles & Responsibilities**

a. High School Outreach - Prospective Students

* “Cash For College” Events (Fall only; High School partnership required)
* Super Saturday: Financial Aid Workshops and Advising Sessions (Summer only)
* Summer Bridge Programs: Advising Sessions focused on financial aid planning and enrollment (Summer Only)

b. SMC Outreach - Continuing Students (On-going: Fall, Winter, Spring, Summer)

* Noche de Familia (Adelante Program/ FA Outreach for Spanish speaking parents)
* Transfer Guidance Day (All Special Programs; All AOIs)
* STEM FinAid Fridays (Similar format for other AOIs)
* DREAM Program Financial Aid Prep Day (Review Cal Grant Transfer Timeline and Student Success Completion Grant)
* Responsible for being a liaison for each AOI area. The liaison will be responsible to cross-train all Specialist on updates about AOI course sequences as it impacts financial aid awarding, disbursements, and student education plan for appeals.
* VIP DAY - Financial Aid Tabling and AOI sessions

c. SMC FinAid Specialist Appointments (On-going: Fall, Winter, Spring, Summer)

* “Drop-In” Hours within each special program
* “Drop-In” Hours scheduled for each AOI orientation sessions
* “Drop-In” Hours within Counseling Complex during drop deadlines, appeal deadlines, FAFSA/Dream Application deadlines for end of year advising.
* Appointments within Counseling Complex for special cases such as Drop of Income/Unaccompanied Youth/Homeless Youth and Dependency Overrides.

**2.** **Financial Aid Counselors - Roles & Responsibilities**

a. SMC Outreach/In-Reach - Continuing Students & Faculty

* Coordinate workshops for Student Services Workshop Brochure for Cal Grant, Transfer Financial Aid and SAP (Fall & Spring)
* Coordinate on-going SMC Counselor Training regarding Financial Aid Office updates regarding policies and procedures related to academic counseling (i.e. appeal forms and process, production schedule including important deadlines and payment schedule, etc).
* VIP DAY - Financial Aid Workshop

b. Back To Success - Financial Aid:

* Coordinate BTS for FA to target students who are placed on financial aid Warning status. The workshop will explain tips to succeed during your financial aid Warning semester, understand the reason why the student was placed on Warning (GPA, or Completion Rate or Max Units or a combination of these). The workshop should also focus on the appeal process for students who would need more than one semester to meet S.A.P. standards.

c. Appeal Appointments

* FinAid appointments will include student education plan for financial aid & assist students with questions regarding the appeal form and documentation required for special cases (i.e. medical emergencies, family emergencies, counselor letters of support for special circumstances).

d. Transfer Financial Aid Appointments (April, May, June)

* Appointments to review student financial aid award letters for transfer (ie assist students in understanding the difference between federal aid, state aid, and institutional aid as well as loan types and budgeting for cost of attendance)

***What types of training will the agents need? Refer to training at other schools or preexisting manuals and research about the training that agents need to successfully assist students on a specific “area of interest”?***

Financial policies for state programs (Cal Grant, CA Promise Grant, Student Success Completion Grant) and for federal programs (Pell Grant, Supplemental Opportunity Education Grant, Direct Stafford Loan Program) change on a yearly basis.

Training for financial aid counselors and financial aid specialists must be a yearly district commitment in order to be up to date with federal and state legislation for compliance. All training will impact the financial aid office procedure manual, appeal guidelines and review guidelines for students. The training is intended to obtain the necessary knowledge to implement effective outreach plans and develop student manuals to understand the financial aid process. The following training opportunities will be required:

* Equity Summit and Equity Department Training (request yearly equity training for financial aid office staff)
* UndocuAlly Training (yearly)
* Cal Grant Training: CCCSFAAA (<https://www.cccsfaaa.org/>) and/or CASFAA (<https://www.casfaa.org/>)
	+ Includes CCCCO Legislative Updates for Financial Aid and recommendation for implementation (i.e. Dream Application changes, Cal Grant Updates, etc)
* Software Training: Ellucian/Banner and CampusLogic (online training; yearly consultant training or yearly conference participation)
* Federal Student Aid (FSA) Conference: <https://fsaconferences.ed.gov/> (every year)

***What resources will we need to implement the Student Care Teams?***

**Funding:**

* Faculty and classified positions already exist in financial aid. Currently we have two part-time counselors and seven full time specialist positions.
* *Additional Request:* FA Financial Aid Counselor (to implement and coordinate FAO in-reach/outreach/staff trainings every term).

**Human Resources:**

* FA Specialist position already includes outreach, appointment requests, financial aid advising and financial aid verification in job description.
* *Additional Request:* FA Pathways Specialist position to coordinate all aspects of financial aid outreach (including community and HS partnerships) and AOI trainings. FA Pathways Specialist will also be responsible to keep FA Counselor and Specialist schedules up to date for appointments and “drop-in” sessions located within special programs (VRC, Adelante, Black Collegians, DREAM Progra, EOPS, DSPS, Scholars). FA Pathways Specialist will assist FA Full Time Counselor as needed.
* Repurposing of two current adjunct Financial Aid counselors, Sarah Chang and Linda Ebrami, to be paid from SEAP funds effective Fall 2019, to specifically provide support to students in all seven areas of interest with financial aid questions, appeals, educational planning, and other financial issues.

**Space:**

* Appointments will occur in the financial aid office, except when “drop-in” hours are scheduled with special programs. Partnerships will require the special program are to determine a space for students to meet with the Financila Aid Specialist. The space will require computer access, printer access and ability to access financial aid software (Ellucian/Banner and Campus Logic) in addition to MyEdPlan to review FA counselors education plans for appeals. Space needed would be similar to the space created for a campus representative in the Counseling Complex.

# Recommendations: Instructional Faculty

Instructional Faculty (IF) Roles & Responsibilities

Student Care Teams – Santa Monica College

The following recommendations are based on the responsibilities given to instructional faculty (IF) in Student Care Teams at several colleges and universities[[1]](#footnote-1). IF advise only in Areas of Interest pathways and maps.

**Prior to advising students:**

* IF become aware of finals pathway maps in their programs/Areas of Interest.
* IF participate in training (SCT Training, Equity, etc.).
* IF meet and collaborate with other Student Care Team agents.
* IF become involved in onboarding or other activities (e.g. VIP Day).
* Maintain awareness of information about certificates, degrees, or transfer requirements.
	+ Understand course sequences and where courses fit in overall pathways.
* Maintain awareness (data-driven) about students’ transfer, transfer institutions, etc.

**IF Responsibilities and Roles:**

*Scheduling*

* Meet with advisees (potentially as group advisement or online) during orientation to assist students with initial adjustment to Areas of Interest expectations. (Time to be determined)
* Arrange meeting times to meet students after students enroll and declare interest in Area of Interest (potentially as group advisement or online).

*Advising*

* Have knowledge about and provide information about course sequences and where courses fit in overall pathways, as well as guiding them to additional academic counseling/career counseling.
* Offer information about industry related to AI.
* Utilize technology to track students’ progress.
* Help students find courses that fit their academic pathway maps.
* Maintain up-to-date portfolio with documents recording students’ performance.
* Discuss opportunities for workforce or transfer related to students’ pathway maps.
* Providing information about 4-year institutions related to majors and AIs that may help students’ transfer and preparation.

*Recording or Documenting Student Progress*

* Keep portfolio information updated.
* Meet with students during the semester to review the progress toward completing the proposed academic program and to course sequences in the AI/program.

*Collaborating*

* Report unsatisfactory work, including failing grades, poor attendance, etc., to other Student Care Team agents, particularly counselors and peers.
* Inform and refer students to other institutional resources, including academic and non-academic services.
* Collaborate with other colleagues in the program for up-to-date changes in curriculum, course offerings, and other information.
* Provide training for AI counselors (if needed).
* Meet with other agents in Student Care Team.

*Additional*

* Try to make informal out-of-class meetings to underscore personal interest in the student as an individual.
* Participate in ongoing professional development, including equity-training.

**Training:**

* Equity, student-focused, and student-centered training.
* Area of Interest advisement based on the roles/responsibilities listed above.
* Arranging times/space with other Student Care Team agents.

**Resources or additional recommendations:**

* Technology to keep track of student progress and communicate with other Student Care Team agents.
* Creating forms that all agents update based on student progress.
* Reassigned time or stipends, as negotiated by the District and the FA.

# Recommendations: Peer Mentors / Success Coach (SCT)

**Peer Mentors / Success Coach (SCT)**

TeamProposal Presented by

Brenda Benson, Lina Ladyzhenskaya, Lisa Winter Ishmael Jasmin, and Deirdre Weaver

#  I. Overview of Roles

A. The Mentor & Success Coach sub-committee has identified the following roles to help students “*get on their path*” and“*stay on their path*” to completion:

## 1. Student Success Coaches *(Peer Navigators)*

* Student Success Coaching
* Peer Mentors

## 2. Student Services Specialist (Pathway Specialists)

* Specific assignment of student services specialist in Areas of Interest;
* Conduit for relaying student outreach directives from CARE Team and Instructional Faculty to Peer Navigators

B. Program Administrator/Leader will work with management to hire the classified staff Specialists and Peer Navigators in collaboration with AOI.

#  II. Roles & Responsibilities

1. Peer Navigators
	1. Success Coaching & Peer Mentor Role:
		* Help students transition to SMC and get connected to student resources, activities, and opportunities;
		* Help navigate College life (*support student’s adjustment to academic & social expectations and culture of college life*).
		* Promote a culture of peer-to-peer support to increase student retention and completion outcomes;
		* Build trust and model positive behaviors;
		* Contribute positively to help students build a sense of belonging in the community;
		* Act as a resource of information and referrals;

* 1. Peer Navigator Responsibilities:
		+ Assigned to 50-75 students per semester
		+ Contact with each student 3x per semester
		+ Modality of contact will vary (e.g., in-person, phone, text, video chat, workshops, group mentor meeting)
		+ Outreach directives will be provided by program leadership in collaboration with Area Specialists;
		+ Act as an informed referral source throughout the academic year, including accompanying students to resources and services as needed;
		+ Help navigate college setting;
		+ Participate in Monthly Group Mentor Meetings;
		+ Lead program workshops and other presentations in collaboration with Care Team, Area Specialist & instructional faculty;
		+ Attend scheduled Team meetings

1. Pathway Specialist 1. Specialist Role:
	* + Expert in Area of Interest
		+ Establish and maintain relationships with Care Team members, Faculty Chairs & Program Leaders in order to effectively connect students as needed
		+ Demonstrate in depth knowledge of Campus Resources
		+ Conduit to relay information from CARE Team & Instructional Faculty to Peer Navigators
		+ Interventions when needed *(warm hand off of student to appropriate faculty, staff, program lead, resource, Wellness, etc.)*
		+ Data Collection and Reporting 2. Pathway Specialist Responsibilities:
		+ Full-time ongoing
		+ Closely monitor, communicate, and provide follow-up for the assigned Career and Academic Area of Interest (AOI) caseload through appointments, presentations, email, and by phone
		+ Act as an informed referral source throughout the academic year, including accompanying students to resources as needed.
		+ Provide support for daytime, nighttime, weekend, face-to-face, and online students in assigned AOI
		+ Attend monthly team meetings for the assigned AOI, training sessions, and professional development opportunities
		+ Lead workshops and other presentations in collaboration with CARE team, Instructional Faculty, Program leaders, Students
		+ Collaborate with other Pathway Specialists to develop supplemental projects
		+ Maintain detailed student contact logs in the program database
		+ Serve assigned Area of Interest
		+ Develop knowledge of Area of interest, Special Programs, Resources and Student Life engagement opportunities.
		+ Knowledge of disciplines in each AOI, majors, certificates, degrees.
		+ Refer and/or assist students in obtaining counseling, admission, registration, financial aid and other campus services
		+ Compile and input data to facilitate program reporting requirements
		+ Additional duties may be assigned (for special assignments)

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**III. Training** A. Peer Navigators:

* + Principles of being an Ambassador (Scope of interactions, procedures, program requirements)
	+ Academic and Career Pathways (Videos from Chairs, majors, certificates, degrees)
	+ Equity (Melanie B, Sherri Bradford)
	+ Luncheon with Chairs and CARE Teams (Working Lunch in groups with questions)
	+ Practical Support: Wellness, Title IX, Resources, Referrals, FAQs, Procedures

B. Training Pathway Specialists:

* Overview & Orientation and the Why! Equity & Completion
* Deep Dive on Pathways & Resources
* Practical Support – Deeper dive into Wellness, Title IX, Resources,

Referrals, FAQs, Procedures o *Meet with Counselors, special Program Leaders*

* + *Chairs, Administrators (e.g., DSPS, Student Life, Equity, Title IX)*
* Practical Support Training:
	+ *Lina Ladyzhenskaya – Discipline/Judicial Affairs* o *Susan Fila- Health/Well-Being, Intake, escalating, reporting* o *Eric Oifer – Ombudsperson, Procedure from start to Ombuds* o *Care & Prevention Team (CPT) – Team Presentation* o *Emergency & Safety – SMC Police Department & Mike Tuitasi*
* Problem solving & decision making
* Data & Tracking
* Interventions – Scope
* Attend all training with students
* Professional Development: NASPA Conference, NCORE -

Comprehensive national forum on issues concerning race and ethnicity in American Higher Education.

1. High Point University, Central Virginia Community college, Wagner College, University of South Carolina, Central Piedmont, PVCC, and Miami Dade [↑](#footnote-ref-1)