

AHS Embedded Counseling Project



The Project –

In an effort to **support student persistence, retention, and success**, as well as to encourage stronger registration rates and utilization of counseling and support services, the AHS teaching faculty and noncredit counseling faculty will partner together through this embedded counseling project beginning Spring 2021.



“Best Practices for Adult Ed

Our embedded counseling model will align with well known best practices by providing:

- A comprehensive system of support services, characterized by a high degree of integration among academic and student support services.
- Substantial, accessible, and integrated counseling support tailored to the needs of students.
- A mechanism by which students can be made aware of opportunities that support their personal, academic, and professional goals on a more consistent and integrated basis.



How does this benefit students?



Serving the whole student

Meeting needs in real time

Strengthening the connection
between instruction, counseling, &
support services

Tracking effectiveness to support
future needs requests

Total success!



1 Faculty & Counselor Partners

Building relationships to support students



Partnership Details

- ✓ All AHS faculty members will be **partnered** with a noncredit counselor to support each class they teach.
- ✓ Noncredit counselors will be given **one hour** of embedded counseling time **for each class** they will support.
- ✓ The AHS faculty member and noncredit counselor will partner together to support **each class, each week** of the term.



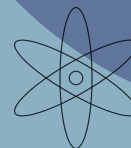
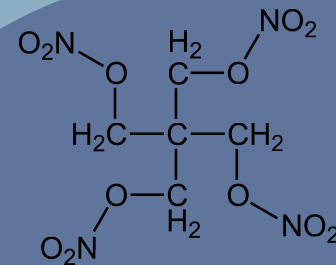


For example:

Gerardo Mendoza is scheduled to teach HSSCI 11 - Chemistry MW 6:00pm-9:10pm in Term 2.

Sasha Verastegui has been partnered with Gerardo and will receive 1 hour of embedded counseling time each week to focus on this class and the students on the HSSCI 11 roster.

Each week, for 8 weeks, Gerardo and Sasha will work together to **establish** and **provide consistent embedded counseling activities** and **opportunities** for this class.



Time & Responsibilities

Embedded Counseling vs. General Counseling

- Separate commitment, which may include helping to set general counseling appts.
- Collaboration based on specific class/student needs.
- Defined time per class section, but the flexibility for the counselor and instructional faculty member to shape the type and frequency of student engagements.

One hour per class section/week

- In and out of class activities and engagements can vary from class to class and instructor to instructor.
- Data tools have been established to track how time is spent, what the high impact practices are, and also what the most critical needs might be.

Counselors vs. Instructional Aides

- Embedded counseling is a partnership between faculty.
- Responsibilities and tasks should be specific to each person's role and job description.
- Instructional aides may still be assigned to some classes for duties such as tech help, assignment submission/support, etc. as defined by their roles and job descriptions.



Faculty & Counselor Collaboration

Identifying the right approach for each class.



What are the options for embedded counseling activities and opportunities?

1 Foundational Course Integration

2 Student Weekly Interactions

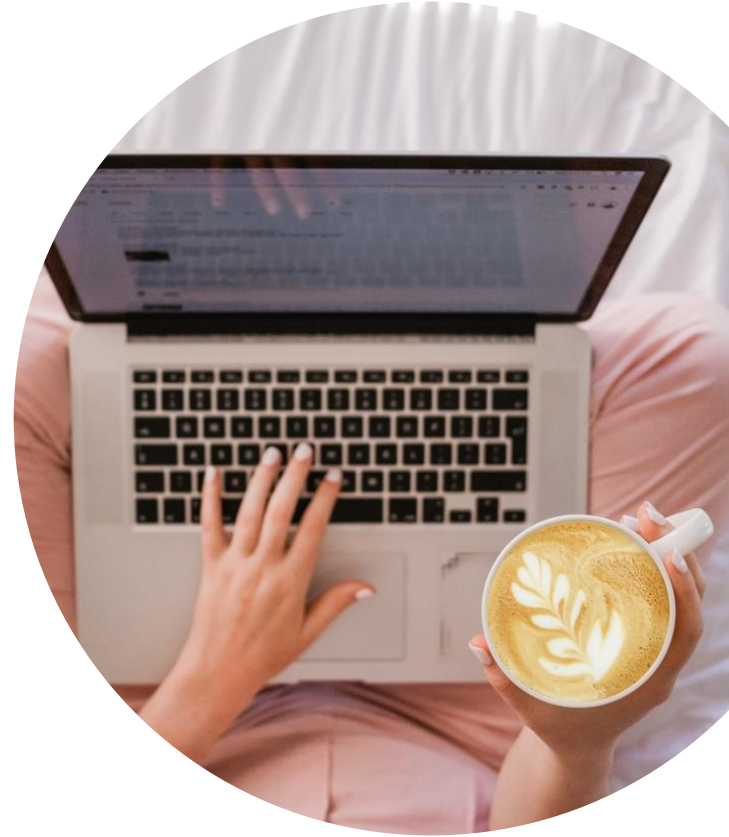
3 Weekly Class Activity



Foundational Course Integration

The counselor should be included on the course **syllabi**, added to the **Canvas** shell (role: TA/Student), and is integrated as an **equal partner** in supporting the students in the course.

For more resources and ideas on foundational course integration, faculty and counselors should visit the **AHS Department Canvas** page!



Weekly Interactions (Required)

The counselor should use their weekly dedicated time per course to prepare for and/or “visit” class(es) and to provide short and/or general contact and information to students such as:

- brief Canvas announcements for campus events and/or resources
- visits/videos to say hello and to offer students support in making general counseling appts.
- Weekly reminders about registration dates, diploma deadlines, scholarship opportunities, etc.

The counselor may also spend their weekly hour making independent or individual contacts such as:

- emailing or calling individual students
- assisting students in making support service appts.
- following up with drops or with students who exhibit changes in class participation or engagement
- identifying CARE form or other referral needs
- and more!



Class Presentations (required)

The counselor and faculty member will also work together to establish a date and time for at least one counseling presentation, based on the specific needs of the students in the course and/or the timing in the term.

For example:

- Graduation requires in the AHS
- Career and Academic Goal Setting
- FAFSA and taking credit classes
- MyEd plan and how to earn your diploma faster
- Graduation application
- ACPs and Clubs
- etc.



Accountability

Tracking the project to
determine effectiveness



To track the success of this project, we will use a variety of tools which will include, but may not be limited to, the following:

MiraCosta Microsoft Teams

AHS Embedded Counseling Plan

AHS Embedded Counseling Services Form

E.C. Class Activities Form



MiraCosta Microsoft Teams?

This is an easy platform to use and allows for chat, file storage, and easy access to resources related to this project.

To learn more about Teams, Maria has created this [short video](#).



“AHS Embedded Counseling Plan”

Each faculty/counseling partner will need to work together to create a specific Embedded Counseling Plan per course.

- The deadline for all plans is **Fri. of Week 1**
- All Embedded Counseling plans will be housed in Microsoft Teams
- Plans may be updated, as needed.

→ **Weekly Interactions**

- ◆ Plans should include specific goals for each week, to be determined by the partners.
- ◆ These goals may include “in-class” and “out-of-class” goals.

→ **Class presentations**

- ◆ Every course should include at least ONE.
- ◆ These can be scheduled/live via zoom, pre-recorded, etc. depending on the preference of the partners and the schedule of each course.



Services Provided –

Another way we will track this project is through the use of an

[AHS Embedded Counseling Services Form](#)

- This form will be completed by counselors and is available for easy access within Microsoft Teams.
- The results of this form will be tracked by members of the AEP office, as well as the faculty & counselor project leads.
- This information will help inform the project, assist us in planning for future resources, and will help with reporting to our various stakeholders.



Data Tracking

It is also very important that we use data to track this project. What we hope to learn from this pilot is how embedded counseling may positively impact things including, but not limited to, the following:

- Rates of re-enrollment in a new term
- Impact on general counseling appts/counseling contacts per student
- Number of AHS students with a noncredit EdPlan
- Student retention in courses



What's next?

Meet with Instructional Partners

- Faculty
 - ◆ Canvas resources
 - ◆ Best practices
- Counselors
 - ◆ Forms
 - ◆ Workday

TO DO:

- Set a date and time to collaborate on your E.C plans.
- Complete foundational course integration
- Access Canvas for resources and ideas

