

Impact: Results & Use of Results Reported by Goal



Annual Program Plan Counseling

Strategic Direction 1 - Student-Centered Curriculum

Annual Program Plan Counseling

Analysis of Data

Reporting Year: 2020 - 2021

Conclusion: Trending Up

Analysis of Data: Strategic Direction 1-Student Centered Curriculum

Goal A: Clarify and develop academic programs that effectively lead to student transfer.

Metric 4: Students signing UC TAG agreements—increase from 671 in 2017-2018 to 738 by 2023-2024.

Question 1: how you will impact this metric?

- TAG/Honors Info sessions marketed to DI students
 - o SP2020 29 attended/7 or 24% enrolled in Honors Program for Fall 2020
- Will continue to offer these sessions, but will plan to market one or two sessions specifically for incoming FTF in the spring.
- Will offer more sessions and begin to target these workshops to incoming FTF

Question 2: How does/will your program support the implementation of Guided Pathways within this Strategic Direction?

- Using Guided Pathways Community teams as a vehicle for providing workshop content specific to Areas of Interest will allow counseling to recruit more students who sign TAG agreements and support curricular programs that lead to transfer.

Strategic Direction 1 - Student-Centered Curriculum

Question 3: Does your program data show equity gaps among any particular student groups with respect to one or more educational outcomes, such as retention, course success, degree completion, and transfer rates? What are the equity gaps, and how is your program addressing these gaps? Finally, what strategies is your program using to ensure that disproportionately impacted student populations are supported and successful in your program?

- Counseling course data shows an increase in success rates, stable retention and success rates, and no disproportionate impact.
- We have expanded the offering of COUN M05 and auto-enrolled students into College Strategies this fall to ensure that DI students (there's a specific course offered for Men of Color) get the foundation they need to be successful, attain degree completion, and transfer.
- Counseling will continue to work with CTC, FYE and SYE to offer programming and services that support efforts to increase retention, degree completion and transfer rates and to ensure that counseling appointments and programming is offered specifically to DI students to close the gap in achievement.
- Counseling services, according to datamart (See Attachments) closely meets or exceeds the demographic make-up of our students FA19/SP29. This is to say that our services are evenly dispersed, with white, non-Hispanic students receiving services at slightly below their demographic enrollment distribution. With that said, we need to continue efforts to increase the support of our Students of Color. We will continue partnerships and Guided Pathways initiatives to ensure that Students of Color receive counseling services.

Question 4: How does your program envision supporting implementation of the social justice themes within this Strategic Direction?

- Counseling will implement Theme 4 Providing Culturally Relevant Services by ensuring that department receives in-service trainings that focus on equity and social justice.
- Provide social justice learning opportunities during department meetings such as reading and discussing articles and books. This fall we are reading White Fragility.
- Continue to offer programming that specifically targets, markets and outreaches to our DI populations.
- COUN M05 College Strategies is being to revised to include a social justice emphasis and to request considering for the course to be included on GE patterns (CSU/UC).

Goal E: Provide clear pathways for students through the curriculum.

Strategic Direction 1 - Student-Centered Curriculum

- Metric 1: Fall to spring persistence rates—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027
- Institute second semester registration workshops to help students identify next courses to take and to assist in registration if help is needed. Using group counseling methods allow the department to use resources more effectively and also to help alleviate the crush of students who come to drop-in during the registration period wanting an appointment to plan next terms classes. Knowing what to take next will help student register on time rather than waiting until later in the registration period.
- 18 sections of COUN M05 (15)/COL M01 (3) College Strategies to ensure students have the skills to persist from one term to the next and to ensure they have an education plan and know what courses are needed next to ensure lack of knowing what to enroll in is not the reason the student fails to enroll for the next term.
- Instituting a MANDATORY College Strategies requirement linked to a course in their Area of Interest could help increase persistence, especially for DI students to ensure they have a cohort/community and the skills to succeed in their courses.

Metric 2: Completion of transfer-level math and English in first year—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027.

- New Student Workshops/Orientations in Spring
April 1st – May 6th (21 workshops Offered) 563 Students Participated
 - o All workshops were virtual in the spring of 2019. The workshops were a useful use of resources and an opportunity to tell students to enroll in transfer English and math in the first year.
- Need to ensure all 3,000 new students attend a NSW. Will offer again in SP21.
- Create workshop that students can complete asynchronously.
- Raider Registration Summer
May 12th – August 12th (28 Workshops Offered) 216 Students Participated.

Strategic Direction 1 - Student-Centered Curriculum

- o Another opportunity to remind students to take transfer English and math in the first year.
- Comp Ed Plan Appointments from spring 260 students contacted to make an appointment for comp ed plan in Spring 2020, 64 Students made an appointment and have comp ed plan on file. 25% of those called completed a comprehensive education plan.
- o Will start this campaign in again in October of 2020. Need support to make phone calls.

Goal F: Continue to develop a body of faculty who are committed to the development of culturally-responsive course content, teaching, and academic counseling methods.

Metric 1: Faculty who participate in high impact equity training once every three years, such as the Equity in the Classroom project, TMOCA, Safe Zone, Project CHES Faculty Circles, etc.—increase to 100% of full-time and 50% of part-time faculty by 2023-2024, and 100% of part-time faculty by 2028-2029

- Almost all counseling faculty attending equity training during in-service fall 2020 (California Community College Pathways to Equity Virtual Conference).

Metric 3: Course success rates—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027.

- In reviewing the data counseling course enrollment and success rates are trending up with no disproportionate impact.

Entered By: Jodi Dickey

Analysis Dates: 09/27/2020

Related Documents:

[FA19-SP20 enrollment by ethnicity.xls](#)

[Appointment Data by Ethnicity.xls](#)

Suggested Actions

Suggested Action: Mandate COUN M05 College Strategies for all new students. Continue revision of COUN M05 to incorporate social justice into the curriculum. Cohort COUN M05 courses by major and recommend COUN M02 for "exploratory" students. Use Guided Pathways Areas of Interest Community Success teams to continue and expand efforts to ensure that DI students are receiving services. Continue collaboration with CTC to expand transfer efforts for DI students. (09/27/2020)

Strategic Direction 2 - Student Access

Annual Program Plan Counseling

Analysis of Data

Reporting Year: 2020 - 2021

Conclusion: Inconclusive Data

Analysis of Data: The data show that counseling courses and services are utilized by disproportionately impacted students at a rate mostly proportional to, and at times greater than, the percentage of our student body they represents. Some of the data show that we could improve upon our distribution of services to African-American students. The data from datamart (see attached) could be skewed by the fact that a very large number of students' ethnicity are categorized as unknown for the 19-20 academic year. The availability of online scheduling, online counseling and online counseling courses may attribute to some increases in course enrollment and counseling services by DI students. Despite lengthening counseling appointments to accommodate students' needs in an online environment in the spring of 2019 due to Covid, counseling saw a modest increase in counseling contacts in FA19/SP20. Counseling will focus on the following goals and metrics from the 2020-2021 work plan.

Strategic Direction 2-Student Access

Goal A: Increase enrollment of disproportionately impacted groups

Metric 1: Percentage of applicants that successfully enroll—decrease equity gaps for disproportionately impacted groups by 40% by 2023-2024, and fully close achievement gaps by 2026-2027

Question 1: Choose at least one metric from the Annual Work Plan within this Strategic Direction that your program will have a direct impact on, and describe how you will impact this metric.

Counseling is integral to successful enrollment. Counseling provides vital information from career counseling and course planning. Counseling often bridges the gap between application and enrollment. Counseling will continue to offer online New Student Workshops and Raider Registration events to assist in the onboarding/registration of students.

Question 2: How does/will your program support the implementation of Guided Pathways within this Strategic Direction (e.g. areas of interest, program maps, support circles, etc.)?

Counseling will utilize maps and support circles to provide clear information students need and want to enroll in appropriate courses. Support circles can assist in reaching out to students who have applied, but have not yet enrolled. Support circles can also provide intrusive support to students who have gotten "stuck" between the application and enrollment processes.

Question 3: Does your program data show equity gaps among any particular student groups with respect to one or more educational outcomes, such as retention, course success, degree completion, and transfer rates? What are the equity gaps, and how is your program addressing these gaps? Finally, what strategies is your program using to ensure that disproportionately impacted student populations are supported and successful in your program?

Our program shows modest equity gaps in serving our African-American students. We have partnered with FYE to provide a College Strategies course specifically designed for Men of Color. We have also dedicated more counseling time to athletics and SYE.

Question 4: How does your program envision supporting implementation of the social justice themes within this Strategic Direction? See the Annual Work Plan for definitions of

Strategic Direction 2 - Student Access

each theme.

- Counseling will implement Theme 4 Providing Culturally Relevant Services by ensuring that department receives in-service trainings that focus on equity and social justice.
- Provide social justice learning opportunities during department meetings such as reading and discussing articles and books. This fall we are reading White Fragility.
- Continue to offer programming that specifically targets, markets and outreaches to our DI populations.
- COUN M05 College Strategies is being to revised to include a social justice emphasis and to request considering for the course to be included on GE patterns (CSU/UC).

Goal B: Improve and expand courses and services for middle and high school students

Metric 2: Middle school events which are focused on meaningful reflection and action toward pursuing higher education—Increase from 4 in 2017-2018 to 8 by 2023-2024

- COUN M01 offered through dual enrollment at 3 middle schools in LVUSD

Metric 3: Dual enrollment students—Increase from 579 in fall 2017 to 707 by fall 2023

- Continuing and expanding number of counseling courses offered through dual enrollment.

Goal C: Expand availability of offerings to reflect the needs of all students

Metric 1: Distance education FTES—increase offerings from 1,571 in 2017-2018 to 3,189 by 2023-2024

- All counseling courses offered online SU/FA of 2020. Planning for SP20 courses to be offered online as well.

Entered By: Jodi Dickey

Analysis Dates: 09/28/2020

Strategic Direction 3 - Student Success

Annual Program Plan Counseling

Analysis of Data

Reporting Year: 2020 - 2021

Conclusion: Trending Up

Analysis of Data: Counseling is embedded in programs across the campus that provide student support and will continue to support those programs in the upcoming year. Areas that utilize counseling support (with the exception of special programs such as ACCESS and EOPS who have their own counselors) include: FYE, SYE, CHESS, Athletics, PACE, VRC, CTC, International Students and general counseling.

Strategic Direction 3-Student Support

Goal B: Improve and expand educational support programs for all students

Metric 3: Improve and expand educational support programs for all students

- All drop-in and counseling appointments offered using Cranium Café, Zoom, and phone. This is obviously a result of Covid-19; however, we will plan to continue offering these services when we transition back to campus when safe. Using distance platforms allow us to meet students where and when they need us. We are no longer bound to just the times that our offices are open.

Goal C: Improve and expand academic counseling services for all students

Metric 1: Customized education plans—80% of first-time students will complete a customized education plan by 2023-2024, with a focus on disproportionately impacted students

Question 1: Choose at least one metric from the Annual Work Plan within this Strategic Direction that your program will have a direct impact on, and describe how you will impact this metric.

Counselors will begin to use Map Templates once they are available in Degreeworks. This will help us scale educational planning to all FTF and provide a customized education plan at the start of the student's educational journey.

Question 2: How does/will your program support the implementation of Guided Pathways within this Strategic Direction (e.g. areas of interest, program maps, support circles, etc.)?

Counselors are embedded in support circles to ensure wrap-around services and support to all students with a on DI students. Usage of Guided Pathways maps will assist in more complete education planning.

Question 3: Does your program data show equity gaps among any particular student groups with respect to one or more educational outcomes, such as retention, course success, degree completion, and transfer rates? What are the equity gaps, and how is your program addressing these gaps? Finally, what strategies is your program using to ensure that disproportionately impacted student populations are supported and successful in your program.

Strategic Direction 3 - Student Success

It is challenging to obtain the data on transfer rates and completion rates that is dis-aggregated by ethnicity. It is no longer provided in datamart. With that said, overall completion rates have risen. We will need to work with IR to obtain necessary data to ensure that the strategies we have employed: COUN M05 Men of Color Section, education planning outreach to DI students, Honors and TAG outreach to DI students, etc are impacting desired outcomes.

Question 4: How does your program envision supporting implementation of the social justice themes within this Strategic Direction? See the Annual Work Plan for definitions of each theme.

- Counseling will implement Theme 4 Providing Culturally Relevant Services by ensuring that department receives in-service trainings that focus on equity and social justices.
- Provide social justice learning opportunities during department meetings such as reading and discussing articles and books. This fall we are reading White Fragility.
- Continue to offer programming that specifically targets, markets and outreaches to our DI populations.
- COUN M05 College Strategies is being to revised to include a social justice emphasis and to request considering for the course to be included on GE patterns (CSU/UC).

Metric 2: Completion of 15+ units per semester—decrease equity gaps for disproportionately impacted groups by 40% by fall 2023, and fully close achievement gaps by fall 2026

- These are metrics we continue to work towards. We anticipated Guided Pathways Map Templates to be available in Degreeworks SP20, so that we could easily use the template and then customize the plan for the student. Unfortunately, GP progress was slowed, likely due to the pandemic.
- The pandemic and a transition to online services has required that we increase appointment times to 60-minutes to ensure we can meet student’s needs through technology. This lessens the number of appointments we can offer.
- Once GP Map Templates are in Degreeworks, we can upload a template for every new student. Through counseling offered in FYE, SYE, CHESS, PACE, VRC, Athletics, ACCESS, EOPS, COUN M05 and general counseling, education plans can be customized to meet the needs of the individual student.
- Counseling will engage in Guided Pathways Community teams to focus on “murky middle” students this year. GP Community teams have the opportunity to really focus on data driven strategies to help all students, but particularly our DI students, succeed.

Goal E: Provide opportunities for students to link their academic programs to their career interests.

Metric 1: Counselors trained and involved in career counseling—90% of counselors by 2023-2024.

- Counseling continues to engage in career counseling professional development during department meetings and in-service events.
- Counseling will continue to offer “Choosing a major” workshops using the MBTI/Strong assessments.
- Counseling will offer these workshops to FTF in SP20 to students who apply to college as “exploratory.”

Strategic Direction 3 - Student Success

- Increased offerings of COUN M02 that uses other assessment tools in SU 20 and FA20.

Goal G: Maintain standards of intellectual rigor and creativity

Metric 3: Honors students—increase from 210 in fall 2017 to 360 by fall 2023, with a focus on increasing participation by disproportionately impacted students

- TAG/Honors Info sessions marketed to DI students
 - o SP2020 29 attended/7 or 24% enrolled in Honors Program for Fall 2020.
- Will continue to offer these sessions, but will plan to market one or two sessions specifically for incoming FTF in the spring.
- Implement full SF technology package to more easily identify students who might be eligible for Honors and TAG and to market and communicate with those students.
- Use Guided Pathways Community teams to provide workshops and outreach to students with Areas of Interest to increase Honors participation, especially for DI students.

Entered By: Jodi Dickey

Analysis Dates: 09/28/2020

Suggested Actions

Suggested Action: Counseling would like to propose a full transition to Starfish. This transition is critical to full implementation of Guided Pathways which promises to best serve our under-served students. Currently, it is very difficult to identify and communicate with our DI students.

Starfish Degree Planner offers the ability to not only have a living education plan at the students' and counselors' fingertips, but it also offers the added capability to connect our SIS, LMS and other technologies that are currently operating in silos. It would allow us to monitor whether or not students are enrolling in English and math in the first year, if they are on a path and staying on the path, identify whether or not lack of essential needs are impairing their success and provide referrals to services that would support the student, provide a better platform for community timely information to the student, and most importantly to engage in better enrollment management by identify how many students need any given course in an upcoming term. Lacking the full suite of product slows down counselors because we need to use too many platforms at any given time. We could have shorter more meaningful appointments with students if our technology supported our work more effectively.

- The full Starfish package would also allow us to monitor students who are not completing 30 units in the year to nudge them to do so.

Counseling would like to adopt the career assessment capabilities in SF. Use of this technology would allow counselors to provide follow-up, targeted services.

Metric 2: Career assessment taken by students—increase from 821 in 2017-2018 to 2,463 by 2023-2024. (09/28/2020)

Strategic Direction 4 - Campus Safety and Wellness

There are no Data Analysis and Suggested Actions for this Strategic Direction

Strategic Direction 5 - Organizational Effectiveness

There are no Data Analysis and Suggested Actions for this Strategic Direction

Dean Signature - Dean Signature indicates review.

There are no Data Analysis and Suggested Actions for this Strategic Direction

Assessment: Program Overview (SWOT)



Annual Program Plan Counseling

CTE Program: No

Program Description: "Counselors provide academic, career and personal counseling. These services traditionally are available to students through scheduled appointments as well as during Express walk-in Counseling. Recently, Counseling has been reaching students through an increase in other non traditional methods such as workshops, classroom visits, group Counseling, and online Counseling.

Counseling is committed to success for all students and plays a pivotal role in the implementation of Guided Pathways, and has a focus aligned with the college's current master plan and the state chancellor's office's Vision for Success. We see it our charge to meet the needs of disproportionately impacted students and recognize they may need more services to ensure their success. Anything we do for this group will likely benefit all students. Our services are instrumental to a student success providing a clear path to completion, comprehensive career counseling, and support when personal issues arise and impede a student's progress. We have the opportunity to coach students to move efficiently through our programs with full-time enrollment, and to inform them of financial support that enables them to enroll full-time.

In addition, Counselors work collaboratively with other student services, and partners with instructional programs to support the overall goals of assisting students to reach their personal and academic goals. An important part of these partnerships focuses on retention of students, with counseling integral to the early alert system, working with instructional faculty and other student services to provide referrals and follow up outreach to students in need of assistance. Counseling provides services and personnel that supports the efforts of many campus programs and students within those programs: FYE, SYE, CHESS, PACE, Athletics, Veteran's, Honors, and the CTC.

Counseling offers courses that introduce students to issues that impact academic success and career choice. These courses include Orientation to Moorpark College, Career Development, Choosing a Major and/or Career, Tools for Transfer, PASS Academy, Self-Paced Career Assessment, and Self-Paced Career Research."

Counseling is committed to providing dual enrollment courses at middle and high schools, to encourage a college-going culture or mindset. Dual enrollment is an area of growth for the department.

Program Plan Writer/Editor/Contact Person: Jodi Dickey

Department Chair / Coordinator / Program Lead: Jodi Dickey

Dean/Manager: Khushnur Dadabhoy

2020 - 2021

Strengths: Strengths: We have excellent, highly skilled, dedicated faculty and support staff who are committed to students and their success. Counselors are natural helpers who are invested in their students. Our team is dedicated to the Vision for Success and the college's current master plan.

We are a leader in completion rates and Counseling is a large part of that formula. Our students continue to be at the top of all community colleges for transfer to CSU, UC and private universities which results from effective educational planning by Counselors. Our Counselors are good at what they do! We take very seriously the professional development needed to stay informed of the constant changing nature of the world of transfer and are committed to ensuring all Counselors provide accurate information.

Counseling is in a slightly better position than we were a year ago. While we gained two new faculty in the past two years, we have also lost one to retirement. We are poised to actualize the implementation of Guided Pathways.

We have provided training and professional development for all Counselors to become skilled in Career Counseling an, essential component of a Guided Pathways framework.

Counseling has taken a lead role in improving how to incorporate online resources into our practice using an online prerequisite clearance process, online counseling, video counseling, and electronic submission of forms to reduce barriers for students and provide other avenues of access to Counseling.

The department's greatest strength is it's willingness to find creative solutions to challenges, flexibility to meet the needs of changing times and students, and to try something new. This is underscored by the seamless transition of counseling services to an online platform in just one day. All counselors can now serve all students where they need us most.

Weaknesses: Technology:

Lack of a robust degree audit/planner system that is integrated into Starfish, our student facing student retention program.

Lack of software need to efficiently evaluate external coursework.

Current degree audit/planner system is not robust or student friendly. It fails to provide accurate information to students on their progression towards goal completion. External course credit cannot be entered into Degreeworks to provide up-to-date progress towards goal completion. This hurts students who have attended multiple institutions, are likely closest to degree completion and will inhibit our ability to meet the State's Vision for Success goals. It also fails all students, but particularly students who lack education capitol, by making it difficult to find accurate information they need to achieve their goals. This is an beyond an opportunity gap this is an obligation gap to our students.

The outcome of continued investment in our current degree audit/planner system is students will take unneeded units because they are following the guidance of an inaccurate tool. Students will potentially repeat courses they do not need. Further, Degreeworks education plans do not assist in accurate enrollment management. Unlike the degree planner tool in Starfish, Degreeworks does not easily allow for data collection regarding whether or not students are completing transfer English and math in their first year, whether or not they are completing 30 units per year or to identify how many sections of transfer English and math or any other subject are needed to ensure our students "stay on the path," and achieve goal completion in a timely manner.

Degreeworks requires students and counselors to use it and Starfish, separately, to try to meet students' needs. It wastes time and is confusing to students. It fails to clarify the path. The lack of an integrated system such as the complete Starfish package requires personnel to do the heavy lifting to connect all these systems. Personnel is limited, in short supply and in danger of burnout due to the added work of initiatives that require appropriate technology to truly enact them.

Further, transcript evaluations are stagnant. Counseling keeps a spreadsheet of coursework evaluated, but it is an inefficient band-aid system. Instead of that coursework going into Banner and a student's degree audit system, and using a system such as TES, which is a robust evaluation service to store evaluated coursework, we are using a spreadsheet (1990s technology). This is again a place where we fail to provide students and the people who work with them the tools they need to succeed and and to assist with success.

Lastly, along with no method place external course evaluation into degreeworks, we have no student initiated, electronic method for students to apply for graduation. Counseling is heavily relied upon to complete digital "paperwork." A student's record is reviewed from scratch, counselors type into a digital document all the coursework used for the award, and submits electronically to A&R the form. A&R then goes back to Degreeworks (which provides incomplete information) rechecks what counseling typed on a form, awards or denies the application accordingly, along with counseling and the student. Our technology must take the people power out of this process. Counselors need to be freed from digital paperwork that our technology could do in order to focus on worthy efforts such as Guided Pathways and equitable achievement opportunities.

Inadequate personnel due to retirements, loss of counselor time to other projects and programs, and loss of counseling faculty to other colleges has reduced our ability to adequately serve students and our instructional faculty. Additionally, to enact and sustain Guided Pathways adequate personnel is needed. Guided Pathways is a framework, and while we can shift some of how we do work;however, the very nature of using a case-management, cohort approach requires the addition of some personnel. We lack enough personnel to review the ever-growing numbers of nursing applications. Fall 2020 there were 400 applications to review in one short month. Year over year that number increases, but we still only have one health sciences counselor. We desperately need a retention counselor and a SSSP 1 to successfully do the work of Guided Pathways.

Opportunities: Full investment in a technology platform that will tie together both Guided Pathways and our social

justice/equity priorities to ensure student achievement and closure of achievement gaps. We have partially invested in Starfish, but we have yet to invest in the full package that will aid the work of Guided Pathways and equity in achievement. In order to fully actualize our goals, we must invest in technology that will alleviate the workload of management, faculty and staff. For counselors and students adding the degree planner is a game changer that will pay for itself in completion. It is the "right" thing to do to promote success for students if we say we are a Guided Pathways institution.

Investment in TES that will aid in providing a platform to store the work of our transcript evaluations. This platform also speeds up the work of counselors who evaluate coursework freeing time to focus on students.

Online counseling services:

The transition to fully online counseling services was a paradigm shift that we hurtled towards due to Covid-19. With that said, the department was able to successfully meet the needs of students with very little lag time. This change in paradigm brought out opportunities we heretofore did not consider. Counselors had to adjust their schedules due their personal commitments at home and we found that students appreciated appointments in the later evening and weekends. We have an opportunity to offer a wider range of appointment times, to be more equitable in when we offer services, if we do not bind ourselves to the static times that exist when we consider ourselves associated with a campus building. This allows us to capitalize on an opportunity gap. We create the rules that impact our students. Let's allow flexibility to meet our students when and where we need them.

Guided Pathways:

Full implementation of Guided Pathways will provide a real opportunity to change the way we provide services and to allow an even more integrated approach with our campus community to ensure we permanently close opportunity gaps.

Threats: Potential decreases in future funding that impact our ability to invest in most needed technology that will bring our service into the the current century and best serve our students.

Potential decreases in funding that affect our ability to adequately staff our department to really implement and scale our equity efforts.

Passive and active resistance to change (Guided Pathways and Social Justice).

Program Plan



Annual Program Plan Counseling

CTE Program: No

Program Description: "Counselors provide academic, career and personal counseling. These services traditionally are available to students through scheduled appointments as well as during Express walk-in Counseling. Recently, Counseling has been reaching students through an increase in other non traditional methods such as workshops, classroom visits, group Counseling, and online Counseling."

Counseling is committed to success for all students and plays a pivotal role in the implementation of Guided Pathways, and has a focus aligned with the college's current master plan and the state chancellor's office's Vision for Success. We see it our charge to meet the needs of disproportionately impacted students and recognize they may need more services to ensure their success. Anything we do for this group will likely benefit all students. Our services are instrumental to a student success providing a clear path to completion, comprehensive career counseling, and support when personal issues arise and impede a student's progress. We have the opportunity to coach students to move efficiently through our programs with full-time enrollment, and to inform them of financial support that enables them to enroll full-time.

In addition, Counselors work collaboratively with other student services, and partners with instructional programs to support the overall goals of assisting students to reach their personal and academic goals. An important part of these partnerships focuses on retention of students, with counseling integral to the early alert system, working with instructional faculty and other student services to provide referrals and follow up outreach to students in need of assistance. Counseling provides services and personnel that supports the efforts of many campus programs and students within those programs: FYE, SYE, CHESS, PACE, Athletics, Veteran's, Honors, and the CTC.

Counseling offers courses that introduce students to issues that impact academic success and career choice. These courses include Orientation to Moorpark College, Career Development, Choosing a Major and/or Career, Tools for Transfer, PASS Academy, Self-Paced Career Assessment, and Self-Paced Career Research."

Counseling is committed to providing dual enrollment courses at middle and high schools, to encourage a college-going culture or mindset. Dual enrollment is an area of growth for the department.

Program Plan Writer/Editor/Contact Person: Jodi Dickey

Department Chair / Coordinator / Program Lead: Jodi Dickey

Dean/Manager: Khushnur Dadabhoy

Initiative: Increase Student Success and Completion through Counseling Services with a focus on disproportionately impacted students.

Concentrated focus on disproportionately impacted students requires creating a support network that has the resources to effectively provide a cohort modeled, case management approach to ensure students have a clear path to completion. We will know we have achieved this goal when completion and transfer opportunity gaps close for good.

Initiative Status: Active

Initiative Year(s): 2018 - 2019, 2019 - 2020, 2020 - 2021

Start Date: 07/01/2018

Resource Requests

(A) Active Request - Hire SSSP 1 (Active)

Annual Program Plan Counseling

Justification: An SSSP 1 would assist with the equity work central to the focus of counseling work with Guided Pathways. An SSSP 1 can provide student support, data collection and outreach support, organization of Guided Pathways efforts, progress survey counseling support, and year-round continuity for our probation students, denied applicants, and follow-up with students who have fallen "off the path." This position can also assist with nursing application reviews.

Contact Person for Request: Jodi Dickey

Resource Category - Where does this request belong?: (B) Classified Request

Funding Source: General Fund

Priority: High

Overall / Aggregate Cost: 75000

Replacement Item: No

Building and Room #: FH

(A) Active Request - Requesting 2 Full Time Counselor Faculty positions. One retention focused counselor to manage cohorts, students on academic probation, and early alert, and one counselor with a focus on health and wellness (nursing and transfer specifically). (Active)

Justification: The role of Counseling is essential to student retention, success, and completion. The new funding formula model, with a focus on completion particularly for disproportionately impacted students, makes it even more imperative we have enough Counseling services to meet student needs. The data shows that a reduction in personnel has led to a reduction of contacts and possibly a flattening of completion rates. Students need a customized, comprehensive education plan, and support throughout their student journey to ensure goal completion. Our current student/Counselor ratio is approximately 1:1000. Our current AFT contract states, "it shall be a joint goal of management and the counseling staff to provide one FTE appropriate-credentialed counselor per 550 to 800 graded students on each campus" so we are far from this goal. While we hired one new full-time counselor this year and last, the department has sustained the loss of two full-time faculty to other colleges, one full-time faculty to CHESS and Rising Scholars, one full-time faculty to retirement. The general counselors remaining, have had parts of their assignments redirected to FYE, VRC, and athletics. While these are very worthy programs, they do not address the needs of the rising headcount that general counseling serves. Additionally, the department has sustained reduced funding from 3SP and our which has hampered our ability to off-set counseling needs with part-time counselors. The initiatives that general counseling wishes to undertake, to address the college's master plan and the state's Vision for Success, require adequate personnel. It is imperative we add Counseling faculty positions as there are new initiatives that encourage Guided Pathways collaboration/implementation, equity and social justice, more career counseling, support for upcoming Early Alert, and access for students to obtain the guidance they need to stay on track and complete their academic and educational goals in a timely manner.

Contact Person for Request: Jodi Dickey

Resource Category - Where does this request belong?: (A) Faculty Request

Funding Source: General Fund

What specific grant opportunities could help fund your request?: The new redesigned categorical, formerly 3SP, now SEA, funds could be used, however with this money already budgeted for it is essential we get prioritized and committed through general funds.

Priority: High

Overall / Aggregate Cost: 150000

Replacement Item: Yes

Building and Room #: Fountain Hall 120

(A) Active Request - Funding for 1800 hours a semester of PT Faculty Counseling hours (Active)

Justification: For the past several years under the 3SP funding model, PT Counselors were paid solely out of 3SP funds. As the transition to the new integrated SEA budget, as of Summer 2018 Counseling experienced drastic cuts in hours available for overload/PT Counseling hours. In Fall 2017 over 4,000 hours were funded compared to 1,300 per term in the 2018-19 academic year, with no promise of any additional funding for hours going forward. This has caused a drastic barrier of access for students. Our current Counselor/Student ratio is approximately 1:1472 which will not allow for an effective case management counseling model, a best practice for Counseling and Guided Pathways. A new focus on completion is directly linked to Counseling services availability for students who seek the assistance they need to develop a comprehensive education plan and be available to support students to stay on that plan towards completion. A commitment of 1800 hours a semester would allow for more student contact via one on one appointments, group counseling, workshops, classroom visits, transcript evaluation, drop in counseling, online counseling, probation counseling, early alert follow up and all other Counseling related student support. As

Annual Program Plan Counseling

the data shows, the department has had to scale back services resulting in less student contacts particularly for populations who need additional support such as those on academic probation. We have seen a flattening of completion rates as well.

Contact Person for Request: Jodi Dickey

Resource Category - Where does this request belong?: (F) Other

Funding Source: General Fund

What specific grant opportunities could help fund your request?: SEA, AB19

Priority: High

Overall / Aggregate Cost: 105000

Replacement Item: Yes

(C) Pending/Future Need - One counselor assistant (Active)

Justification: To support a cohort model, case management approach that focuses on retention of disproportionately impacted students.

Contact Person for Request: Jodi Dickey

Resource Category - Where does this request belong?: (B) Classified Request

Funding Source: General Fund

Priority: Low

Overall / Aggregate Cost: 60000

Replacement Item: No

Building and Room #: Fountain Hall 120

(A) Active Request - Contract with Starfish to add the Guide and Complete (degree planner that integrates with Banner) package to our contract. This would replace Degreeworks. (Active)

Justification: Full Starfish implementation will assist in retention efforts and provide students a clearer pathway to completion. We need to utilize technology platforms to their fullest. We need to invest in retention and completion if we wish to achieve the goal of retention and completion. Degreeworks is failing our students. SF Degree planner has the ability to integrate with SIS (Banner) to provide a robust, interactive degree audit and planning program for students that also allows counseling to easily identify students who have fallen off the path at momentum points (transfer english/math in the first year, completion of 30 units/year, etc.). Opportunity to auto-award or student to initiate request for award application. Promotes transition of paper processes requiring personnel to technology. Expanded Starfish capabilities that include a degree audit program that is integrated so students can find all the information they need in one place instead of accessing yet another platform.

Contact Person for Request: Khushnur Dadabhoy, Jodi Dickey

Resource Category - Where does this request belong?: (D) Technology Need

Funding Source: General Fund

What specific grant opportunities could help fund your request?: Would replace costs spent on degreeworks.

Priority: High

Overall / Aggregate Cost: 103000

Replacement Item: No

Building and Room #: Fountain Hall 120

Initiative: Expand Enrollment, Career Exploration and Counseling Services, and Retention Assistance

Implementation of new initiatives (program mapping, customized comprehensive education plans, career counseling) and practices (cohorts and case-management) to support activities that contribute to retention and completion, such as assisting students with choose major/career, assisting students in poor academic standing, increasing online access to counseling, all contribute to student retention, completion, and higher FTES levels. Will ensure students have access to educational planning and resources helping them to find their path, stay on the path, and complete the path.

Initiative Status: Active

Initiative Year(s): 2017 - 2018, 2019 - 2020

Annual Program Plan Counseling

Resource Requests

(A) Active Request - Creation /Production Videos for MC Counseling website (Active)

Justification: Many students requesting appointments may be able to get the information they need from the videos without coming to Express Counseling or making an appointment. Videos would serve students with most common FAQ or myths and tips for educational planning and success. Online workshops for Nursing and RadTech information are critical. We have seen a rise in applications to these programs, yet we have not received resources to support the additional workload. Providing transfer admission guarantee and honors program workshops online increases student access and could allow for growth in those programs, particularly for disproportionately impacted students. This would also free up counselor time for appointments that incorporate education planning and career counseling.

Resource Category - Where does this request belong?: (D) Technology Need

Funding Source: Categorical Fund

Priority: High

Overall / Aggregate Cost: 5000

(A) Active Request - Career/Personality Assessment for all students. (Active)

Justification: The college's Guided Pathways implementation addresses the need to provide adequate career counseling to all students. A career assessment, even for those students who think they know their career path, is a first step in the career exploration process, and essential to goal completion, transfer and employment. Also, a new intervention has been implemented for work with our Dismissal students. A course COUN M23 PASS Course (piloted for Spring 18) was designed as an intervention course for Dismissal/Probation students to assist in addressing their barriers towards academic success. Part of intervention would be to administer a career assessment/personality/interest assessment (such as MBTI/Strong) for each student.

Contact Person for Request: Jodi Dickey

Resource Category - Where does this request belong?: (D) Technology Need

Funding Source: Categorical Fund

Priority: High

Overall / Aggregate Cost: 10000

Replacement Item: No

(A) Active Request - Purchase of TES Transfer Evaluation Service (Active)

Justification: This will aid in completion of comprehensive education plans for students who have external coursework. Currently, counselors complete transcript evaluations. These are static documents. We keep a spreadsheet of the evaluated coursework. It is a laborious process. TES up-to-date and previously evaluated coursework. It provides an easy to use database of catalogs from colleges and universities across the nation. It would allow A&R easy access to see if a course has been previously evaluated aiding in the graduation award process. It would speed up the work of both counseling and A&R. It would allow students to see what might count from previously attended colleges before even starting at MC. This could help expand enrollment. One of the number one reasons students stall in the enrollment process is due to not knowing what they still need to complete their goal. If they have coursework that needs evaluation, they will wait to enroll until evaluation is completed.

Contact Person for Request: Jodi Dickey

Resource Category - Where does this request belong?: (D) Technology Need

Funding Source: General Fund

What specific grant opportunities could help fund your request?: SEA, CTE

Priority: High

Overall / Aggregate Cost: 20000

Replacement Item: No

Building and Room #: FH120

Work Plan

Continue to offer COUN M03 course in partnership with our local feeder high schools. - Traci Allen

Status of Action Step: Active

Annual Program Plan Counseling

Support Outreach efforts at high schools to ensure incoming freshmen have a comprehensive education plan before the start of the fall term. - Jodi Dickey

Details: Counseling staffing has not permitted time or access for incoming freshmen to meet individually to create and education plan. With the help of program mapping from Guided Pathways implementation, and technology support, all student can receive a default comprehensive education plan when they start their college career. Once they arrive on campus, a counselor will work with the student to customize the plan to their needs.

Status of Action Step: Active

Work with VPSS Office and Outreach Office on collaboration with Dual/ConCurrent Enrollment Options.

Status of Action Step: Active

Initiative: Improve transfer rates, TAG and Honors Program participation for disproportionately impacted students.

Collaborate with the Transfer Center, SEA, FYE and SYE to improve visibility of transfer counseling, provide meaningful transfer information and opportunities, and utilize Guided Pathways Success Teams to keep disproportionately impacted students "on the path."

Initiative Status: Active

Initiative Year(s): 2017 - 2018, 2020 - 2021

Start Date: 10/01/2020

Resource Requests

(A) Active Request - Computer Lab - Dedicated Room, space for a retention team (counselor, success coaches, counselor assistant), and space for a transfer center to better support shared activities. (Active)

Justification: Need a computer lab room solely for use of Counseling/transfer center to serve as a workshop area to continue to increase group format workshops and to initiate more group career counseling options. If we are invested in reaching disproportionately impacted students, then we must have a place to better serve them that is visible, accessible, and can house a retention team. We also need space for the transfer center to be more visible and aligned with counseling. We are all transfer counselors and involved in the transfer process. We need pooled resources and space to support related activities.

Contact Person for Request: Jodi Dickey

Resource Category - Where does this request belong?: (E) Review for Space Allocation

Funding Source: General Fund

Priority: High

Replacement Item: No

Building and Room #: Fountain Hall