

# Impact: Results & Use of Results Reported by Goal



## Annual Program Plan Counseling

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Strategic Direction 1 - Student-Centered Curriculum

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

Strategic Direction 2 - Student Access

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

## Strategic Direction 3 - Student Success

### Annual Program Plan Counseling

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#### *Analysis of Data*

**Reporting Year:** 2021 - 2022

**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.

Question 1: Review Strategic Direction 3 within the attached Annual Work Plan. Identify at least one metric within this strategic direction and indicate how your program has directly impacted it. What will your program do to continue this work in the future?

The counseling program will continue working towards Strategic Direction #3, Student Success and Metric 3.C.1 providing customized education plans for 80% of first-time students by 2023-2024, focusing on disproportionately impacted students. General counseling, in conjunction with the implementation of Guided Pathways continues to make progress towards improving student success, closing equity gaps and “clarifying the path” for students.

This past spring, all new students were sent a welcome email from their Area of Interest Success Team. That email included a first semester class schedule. Further, counseling provided online Raider Registration Rocks events. At these events we had counselors, counselor assistants, an A&R representative, and a Financial Aid representative. Students were provided MAPS (course sequences) for their Program of Study (major).

Those MAPS are now education plan templates located in Degreeworks—our online education planning tool. Students and their counselors can now quickly input an education plan for a student. From the template, an education plan can easily be tailored to a student’s specific timeline, transfer institution and account for coursework completed prior to attending Moorpark College.

Two other efforts to help us meet this metric were encouraging exploratory students who do not have an identified goal sign up for COUN M02, Career and Life Planning or COUN M05 where students will receive a customized education plan as part of their class. Additionally, counseling has hired a provisional Counseling Services Specialist who provides case-management for our disproportionately-impacted, first-time students. The CSS regularly calls and emails students to provide connections to resources, connect students to counselors, encourage transfer English and math in the first year, encourage 15 to finish, inform students of HEERF money if they take 6 units, encourage FAFSA completion, and provides a resource guide. Most importantly, the CSS provides a caring connection for our students.

In the future, counseling will continue online Raider Rocks Registration events along with limited in-person events. Remote events have greater participation and help students learn to use the technology required to be a successful 21st century student. This coming spring with the implementation of Mapper and the use of templates every student who attends the event will leave with an education plan in Degreeworks. To customize that plan we will continue our transition to a case-management model to ensure that ultimately all first-time students will receive a customized education plan.

The data from Raider Rocks Registration shows that about 75% of students left knowing what classes they needed for their first semester. Interestingly, our LatinX and male students were most satisfied with this approach to onboarding.

Questions 2 and 3

Analyze the past three years of disaggregated equity data (such as race/ethnicity, gender, age) for your program. What equity gaps exist in your departmental data? What strategies is your program using to close opportunity gaps and ensure that disproportionately impacted student populations are supported and successful in your program? How have/will you incorporate equity and social justice into your curriculum/services?

Analyze the past three years of data for different modalities (such as on-ground, online, hybrid, etc) for your program. What strategies is your program using to address any existing gaps between modalities?

Data for our courses over the past three years is very difficult to analyze due to the pandemic. Data shows very little disproportionate impact by ethnicity except for the 2018-2019 academic year where Black/African American and Unreported students were disproportionately impacted. In 2019-2020 we saw a disproportionate impact for students in the 25-49 year age range. Interestingly, in general, success rates are highest for students 17 and under, followed by students 18-24 years of age. Students who are 17 and under may have the highest success rates because they are dual enrollment students in high schools with mandatory attendance and a hybrid modality. It’s also likely that Counseling courses resonate better with students earlier in their academic career or who have not fully committed to an academic major. To address the lower success rates for students in

## Strategic Direction 3 - Student Success

the 25-49 age range Counseling may need to consider developing a course specific to the needs of this population. Further, there is a gap between online and hybrid and/or onground courses. In fact, hybrid offerings have the highest success rates. With all that said, it's difficult to draw concrete conclusion since our program sustained much lower success rates in spring 2020, fall 2020, and spring 2021, likely due to the Covid-19 pandemic and a rapid movement of moving courses online and students coping with illness, food insecurity, challenges with adjusting to the online mode of delivery, etc. There were no gender differences between course success rates in fall 2020, however there was a large gender gap in spring 2021. Student success rates were lower for the 2020-2021 academic year for all groups, with one of the larger gaps occurring for White students. With that said, their are still higher overall success rates for White and Asian students compared to our DI groups. Again, we see higher success rates by age for our 17 and under population and lower success rates in our 25-49 age groups. Counseling has revised COUN M05 to incorporate a Social Justice component into the course so that students learn from the outside about themselves and others and that the college values diversity, equity and inclusion. Further, we have ongoing work that is focused on moving the needle for our disproportionately impacted students. We will continue our efforts to provide case-management support to the students who need our services the most with the hope that we will close opportunity gaps and ensure DI students complete their goals.

**Entered By:** Jodi Dickey

**Analysis Dates:** 09/28/2021

### *Suggested Actions*

**Suggested Action:** Question 4

What are one or two specific actions that your department has taken/will take as a result of your analysis of the SLO data?

Counseling will use Student Services Learning Outcome data to improve Raider Rocks Registration events. We want to make sure all students leave those events knowing what courses they need to register for in the upcoming term. In the future, we will provide follow-up to students who did not register at the event to ensure students' failure to register was unrelated to lack of knowing what courses to register for. We will capitalize on the fact that this event appears to serve our DI students best and continue to build upon and expand this intervention.

Another action our department needs to take to ensure that students know what courses they need to achieve their goal is to ensure that students have their transfer credit evaluated at the time they enter Moorpark College (Advanced Placement and Dual Enrollment Credit). To this end, counseling would like to implement Transfer Evaluation Service and partner with Admissions and Records to develop an Evaluation/Graduation office. With accurate, previously completed coursework identified at the start of the student's journey a customized education plan will be available sooner.

(09/28/2021)

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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. Online/remote counseling is available to all students now with all counselors.

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 as our charge to meet the needs of disproportionately impacted students and recognize they may need additional and different supportive services to ensure their success. Anything we do for this group will likely benefit all students. Our services are instrumental to 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 and Life Planning, Choosing a Major and/or Career, College Success, PASS Academy, Self-Paced Career Assessment.

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.

Lastly, counseling is instituting high-touch practices to reach students right when they begin at Moorpark College and continuing, for students that need it, high-touch practices throughout their journey on our campus.

**Program Plan Writer/Editor/Contact Person:** Jodi Dickey

**Department Chair / Coordinator / Program Lead:** Jodi Dickey

**Dean/Manager:** Khushnur Dadabhoy

### 2021 - 2022

**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.



We now have templates in Degreeworks to assist in educational planning. Additionally, Mapper is now available and will give counselors a quick way at drop-in and in workshops to discuss program/degree requirements.

We provide ongoing 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 when and where they need us the most.

**Weaknesses:** One of counseling's most profound weaknesses is the inability to maintain an adequate level of full-time counseling faculty . Full-time counselors are needed to provide continuity to our on-going work. Adjunct counselors are necessary to fill the gaps in scheduling that will always occur due to inadequate coverage. With that said, much time and effort is spent hiring and training new adjunct counselors. Full-time faculty have a range and depth of knowledge of the college, it's faculty and staff, it's processes and policies; provide service on shared governance, hiring and tenure committees; and have a commitment to the college that ensures that the program has adequate coverage and services to meet the needs of students. Counseling continues to have attrition and will lose two full-time counselor this December. Last year counseling demonstrated a need to hire an additional counselor to focus on retention, and to support programs such as Nursing and Pace as was evidenced by achieving a faculty prioritization position at #2. With that said, faculty hiring at that position did not occur. Note, that counseling had actually requested two positions. Now, counseling needs two positions, just to maintain our current availability to students, in addition to the one prioritized last year.

Counseling experiences an undue burden of transactional work. Our external transcript evaluation and graduation application processes require thousands of hours of counseling time each year. That is time that could be spent providing high-touch, wrap-around counseling services to students. Our college needs an evaluation/graduation office. All of our surrounding districts have evaluators that work with counseling and A&R to facilitate these two processes. Additionally, many colleges have acquired TES-Transfer Evaluation Service that speeds up and improves accuracy of transcript evaluations. This piece of technology is critical to providing our students accurate, timely transcript evaluation. Additionally, a Counseling Services Specialist is needed to provide the work needed to facilitate a seamless evaluation/graduation process for counseling, A&R and students.

Lack of a robust degree audit/planner system that has external coursework entered into a student's degree audit is another counseling department weakness. Students' degree-audits do not reflect evaluated external course credit. This hurts students who have attended multiple institutions, are likely closest to degree completion and inhibits our ability to meet the State's Vision for Success goals. It also fails all students, but particularly students who lack educational capitol, by making it difficult to find accurate information they need to achieve their goals. This issue is beyond an opportunity gap, this is an obligation gap to our students.

Counseling currently uses Starfish for scheduling student appointments and counselors' schedules. The program is labor intensive and primitive. It takes a great deal of Student Services Support Personnel time to maintain the schedule. A program such as SARS, that is a dedicated scheduling system would improve efficiency within the office, thus allowing more time for personnel to focus on student needs.

**Opportunities:** The Guided Pathways framework implemented at the college provides and opportunity to work with our Area of Interest Success Teams to provide a case-management model that serves the students who need the most support. 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.

Online group advising will help facilitate meeting the needs of all students, while preserving resources and individual interactions for the more important student/counselor interactions and for the students with the most need.

Continued online remote services provides access to all students--especially those that cannot afford the time or money to come to campus for a counseling meeting.

Partial remote work for faculty and staff would allow us to have more space. We can have more people working at the hours students need us the most if we are not restricted by office space as we are now.

Investment in TES-Transfer Evaluation Service for accuracy and efficiency.

Develop a evaluation/graduation office supported by a Counseling Services Specialist to ensure students have a clear path to completion, year-round support and eliminate inefficient use of counselor time with transactional work. Counselors can then focus on providing comprehensive counseling services to students utilizing a case-management model.

**Threats:** Loss of full-time faculty and the threat of not replacing them. Losing counseling faculty with depth and breadth of experience is akin to losing a limb.

Dramatic increases in the number of applicants to the Nursing program. Counseling must review all of those applicants without increases in staffing.

Guided Pathways, while necessary and ultimately the right thing for our students, places more work on the counseling department.

Reduced funding as a result of the funding model the district has developed.

# Program Plan



## Annual Program Plan Counseling

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**CTE Program:** No

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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 as our charge to meet the needs of disproportionately impacted students and recognize they may need additional and different supportive services to ensure their success. Anything we do for this group will likely benefit all students. Our services are instrumental to 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 and Life Planning, Choosing a Major and/or Career, College Success, PASS Academy, Self-Paced Career Assessment.

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.

Lastly, counseling is instituting high-touch practices to reach students right when they begin at Moorpark College and continuing, for students that need it, high-touch practices throughout their journey on our campus.

**Program Plan Writer/Editor/Contact Person:** Jodi Dickey

**Department Chair / Coordinator / Program Lead:** Jodi Dickey

**Dean/Manager:** Khushnur Dadabhoy

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### **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, 2021 - 2022

**Start Date:** 07/01/2018

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## Resource Requests

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

**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 3 Full Time Counselor Faculty positions. (Active)

**Justification:** Two counseling faculty will leave at the end of FA21, representing a significant loss to the program. Additionally, last year we had requested two counselors to focus on retention, to manage cohorts, students on academic probation, early alert, Health Science and PACE and one was replacing a retirement. Counseling prioritization placed a counselor in the number two position. Ultimately, this position was not hired. The need is still there and is now compounded by two more faculty leaving. Read further for a more in-depth explanation for last year's request as it applies to this year's request as well. It further exemplifies the consequences of the hemorrhaging the program currently experiences.

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 through general funds if possible.

**Priority:** High

**Overall / Aggregate Cost:** 360000

**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

# Annual Program Plan Counseling

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 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

## (A) Active Request - Counseling Services Specialist (Active)

**Justification:** We need an external transcript evaluation and graduation office to facilitate timely completion for students. Current processes require thousands of hours of counseling time. Students need and deserve accurate and timely course credit evaluation, knowledge of how it applies to their program of study and documentation of that work that facilitates graduation. Students need counselors to provide comprehensive counseling services. A Counseling Services Specialist could work hand-in-hand with an A&R technician to facilitate a seamless process between the two departments.

**Contact Person for Request:** Jodi Dickey

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

**Funding Source:** General Fund

**What specific grant opportunities could help fund your request?:** Unsure

**Priority:** High

**Overall / Aggregate Cost:** 90000

**Replacement Item:** No

**Building and Room #:** Fountain Hall

## 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, 2021 - 2022

### 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

# Annual Program Plan Counseling

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:** Counseling dedicates thousands of hour evaluating the same coursework over and over. It is very labor intensive. TES "is an interactive resource for course data from institution of higher education. TES empowers users to quickly locate course descriptions, route and track the evaluation process, store, manage, group, and publicize the resulting equivalencies." This tool has the power to transform the process of evaluation at our college and provide clarity to students who arrive with transfer credit and are trying to complete their program of study in a timely manner.

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 and Khushnur Dadabhoj

**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:** 60000

**Replacement Item:** No

**Building and Room #:** FH120

## Work Plan

**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.

# Annual Program Plan Counseling

**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, 2021 - 2022

**Start Date:** 10/01/2020

### Resource Requests

**(A) Active Request** - Additional counseling hours to support efforts to improve transfer rates for our DI students. (Active)

**Justification:** DI students need additional support to ensure there is access to and equity within the college's transfer programs. We want to improve transfer, TAG and Honors participation within these groups.

**Contact Person for Request:** Khushnur Dadabhoy and Jodi Dickey

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

**Funding Source:** Other Funding

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

**Priority:** High

**Overall / Aggregate Cost:** 20000

**Replacement Item:** No

**Building and Room #:** FH230