

## *Counseling Faculty Proposal for ACP Participation*

It has long been conveyed that Guided Pathways will be Counseling driven and that the success of the ACP's thus hinges on genuine Counseling buy-in. The roles and responsibilities of Counseling Faculty working with an ACP, therefore, need to be determined by the Counseling Department. Only by supporting the Counseling Department's 10+1 faculty rights to self-govern the services they provide will their buy-in, as well as the success of the ACP's be achieved.

The following proposal, which was unanimously agreed upon by the San Diego Miramar College Counseling Department Faculty, outlines those roles & responsibilities, as well as the framework necessary to ensure and maintain the Counseling Department's continued support.

### **Abbreviated Education Plan**

Abbreviated education plans are not beneficial to new students unless received within a narrow timeframe. That timeframe begins when the Fall or Spring schedules become available. Prior to which, it is unknown whether or not classes added to an abbreviated education plan will be offered. That timeframe ends by open enrollment, after which time it is unknown whether or not classes added to an abbreviated education plan are available. Because most of the new Fall students are graduating high school students, that timeframe begins and ends while they are still attending high school most of the day. Outreach to that many high school students during that timeframe is thus not feasible. The Counseling Department has concluded that the best approach to provide students an abbreviated education plan and increasing the likelihood that students complete Math and English their first academic year is creating an online, self-paced workshop that demonstrates how to use the Program Mapper as it already has all first (and second) semester education plans created for each major, which includes Math and English during the first two semesters. This workshop would stress the importance of following the program mapper, registering for Math & English their first semesters and include tutorials on how to search for available classes, register for classes and pay for classes. That workshop could then be provided to high school counselors, emailed to new students directly, embedded into Canvas as well as the New Student Orientation.

Once their first semester starts, until the beginning of registration for their second semester, Counseling Faculty will encourage students whom have been identified having not registered for Math and/or English their first semester to do so their second semester. Utilizing the abbreviated education planning workshop and targeting students who still need Math and/or English will have a much greater impact on increasing the number of students who complete Math & English by the end of their first academic year.

### **Comprehensive Education Plan**

Also known as long-range semester planning, these will be provided solely by the General Counseling Department via 1-hour comprehensive education planning Counseling Appointments. This will significantly reduce the wait time for students to receive a comprehensive education plan and ensure that they obtain one well in advance of their third semester registration period, which would be the targeted deadline for all new students to receive their comprehensive education plan. Scheduling a comprehensive education planning appointment will solely be done through the General Counseling front desk staff. This will not only take that burden away from the ACP's; it will also ensure seamless tracking via SARS.

There are several reasons why General Counseling should be responsible for comprehensive education planning. With a baseline of 200 students per ACP, it would take approximately 200 hours to complete that many comprehensive education plans as each requires a 1-hour Counseling appointment. There are only 13 feasible weeks during the fall semester and 10 weeks during the spring semester for Counseling Faculty to complete 200 hours of comprehensive education planning appointments by open enrollment for the following semester's registration. Additionally, Counseling Faculty have a flexible 11-month contract which often requires them to take one (or more) weeks off throughout the semester to meet their hourly contract requirements, which further reduces their available weeks to complete the 200 hours of comprehensive education planning appointments. It therefore makes sense for comprehensive education planning to be the sole responsibility of the Counseling Department which has the ability to meet the demand of all ACP's by the open-enrollment deadline.

This would free-up that time for Counseling Faculty to support their ACP's in other beneficial ways:

1. Classroom visits to typical first-semester courses in which Counseling Faculty will encourage students to make sure they complete Math & English by the end of their second semester, make a comprehensive education planning appointment in advance of third-semester registration, submit a FAFSA, participate in upcoming ACP orientation workshops and make an appointment with a Career Counselor.
2. Classroom visits to typical capstone courses in which Counseling Faculty will encourage students to petition to graduate.
3. Attend department meetings within their ACP when invited to do so.
4. Conduct ACP Orientations

5. Provide Quick-Connect (online drop-in style) Counseling services during College Hour which will be modeled after the General Counseling Department's current Quick-Connect Counseling service. This will require an additional ACP staff member to coordinate the waiting room.
6. Work with ACP instructional faculty to identify new ways to ensure student success

This would also significantly reduce the amount of release for required for Counseling Faculty: the recommended amount of release time is 20% (one 6-hour work day per week).

The Counseling Department also has identified several things they cannot support:

1. **Caseloads.** While the Counseling Department recognizes that each Counseling Faculty will have a certain number of students within their ACP's, they will not be considered a caseload of the Counseling Faculty member.
2. **Cold-calling.** While the Counseling Department recognizes that Counseling Faculty will need to follow-up with some (perhaps many) of their ACP students for various reasons, cold-calling them will not be required. If that service is warranted, this will be provided by another ACP team member (NANCE, Classified Staff, etc). Counseling Faculty will further determine the manner in which any ACP student follow-up takes place.
3. **Using work email for ACP communication.** While the Counseling Department recognizes that Counseling Faculty will need to communicate with students within their ACP this will not be done via their direct work email. The reason for which is that Counseling Faculty will only be providing ACP support services during their release time (1 day per week) but numerous student emails can/will come in every day. It would be unprofessional and a disservice to students for Counseling Faculty to only respond to those emails once a week. It would further be an abuse of the Counseling Faculty member's release time to have to respond to those emails every day. Thus, it is the Counseling Department's recommendation that a general email account be created for each ACP and that all email communication goes through that account. Because Counseling Faculty would only be available once per week to answer any counseling-related questions within their ACP, it is further recommended that students send counseling-related emails to the General Counseling email so they can receive a significantly faster response time
4. **Being responsible for the ACP email account.** Counseling Faculty will not be responsible for general maintenance of the ACP email which includes forwarding non-counseling emails to the appropriate recipient. If the latter services are warranted they will need to be done by another ACP team member (NANCE, Classified Staff, etc.)

5. **Additional Release Time.** Any additional ACP release time required of Counseling Faculty must receive approval from the Counseling Faculty member and Chair of Counseling. This is to ensure the Counseling Faculty member consents to the additional release time and the Counseling Department can support the additional loss of Counseling hours.
6. **Tasks imposed without Counseling consensus.** While the Counseling Department recognizes that each ACP will have their own nuances and needs, any modification to the support services to be performed by Counseling Faculty within an ACP beyond what is outlined in this proposal can only be established with the consensus of the Counseling Faculty member and Chair of Counseling. Such consensus is to avoid pressure being placed on Counseling Faculty to acquiesce to providing services beyond what has been outlined in this proposal and thus ensures a consistency of Counseling responsibilities within each ACP.
7. **ACP-related scheduling restrictions.** The ACP will work around Counseling Faculty schedules. Thus, there will be no mandatory ACP workdays nor weeks imposed upon Counseling Faculty schedules.
8. **ACP success rates tying to Performance Evaluation.** Any lack-of success within an ACP (low Math & English completion numbers, low graduation/transfer numbers, high probation numbers, etc.) will not be reflected in any way on the performance evaluation of the Counseling Faculty member as they are not responsible for the success rates of the ACP they are working with.

The Counseling Department recognizes that this proposal is to provide the general direction of the roles that Counseling Faculty will be playing within each ACP but acknowledges more specific details will still need to be established. Those specifics will solely be determined by each Counseling Faculty member with the consensus of the Chair of Counseling. The manner in which those specifics are addressed will, therefore, vary amongst each Counseling Faculty based on their unique counseling style and approach to problem solving.

The Counseling Department recognizes that this proposal may need to be revised each year based on what is and is not working well. The Counseling Department, therefore, reserves the sole right to make those revisions when deemed necessary.

Lastly, the Counseling Department is requiring documented support for this proposal in order to confirm its commitment. This can simply be an email from the Chair of the Guide Pathways Steering Committee that the Committee fully supports this proposal.