

# ADMINISTRATIVE SERVICES, PRESIDENT'S CLUSTER, AND STUDENT SUCCESS AND SUPPORT PROGRAMS, COLLEGE CENTERS ANNUAL PROGRAM PLANNING WORKSHEET FOR 2024

**Program:** Counseling      **Planning Year:** 2023-2024      **Last Year CPPR Completed:** 2022

**Unit:** SSSP      **Cluster:** Student Success and Support Programs      **Current Date:** 1/25/24

**Please complete the following information. Please note that responses are not required for all elements of this document.**

## I. GENERAL PROGRAM INFORMATION

A. Describe changes to program mission, if applicable.

N/A

B. Describe any changes in primary relationships, internal and external, to the District.

During this reporting period, the Counseling Division Chair changed as Dr. Anthony Gutierrez left the college in August 2023. Katherine Gritton, was appointed as the Interim Division Chair, Student Success and Support Program. Ms. Gritton worked with the counseling team to complete this Annual Program Planning Worksheet.

C. List any changes to program service, including changes and improvements, since last year, if applicable.

- a. Implemented increased daily walk-in counseling coverage in fall 2023. (27 additional hours of walk in per week). We added an additional counselor each walk- in shift and streamlined the time for walk in hours on SLO Campus 10am-4pm Monday – Thursday; Friday 10:00-1:30pm; NCC remained the same.
- b. Hired three new part-time counselors in September/October 2023. We lost one counselor in the early part of spring 2024, however, remains on the part-time hiring pool.
- c. Implemented ConexED scheduling platform for student appointments with counselors both virtually and in person.
- d. Hired a Full Time Tenure Track Articulation Officer/Counselor in January 2024 (was without an acting AO from June 2023 - January 2024). However, the Dean of Student Success and Support Programs was serving in this interim role. the AO/Counselor assigned 10% Counseling; 90% Articulation for the 2024 Spring Semester
- e. Hired an EOPS FTT Counselor in January 2024

- f. Created new counselor onboarding training program in September 2023
- D. List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.

N/A

**II. ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

- A. Provide updates, if any, on how your program addresses or helps to achieve the District's Mission Statement in the last year.

The following are activities in which counselors participated and collaborated with campus-wide departments.

- a. Inspire diverse student population to achieve their educational goals
  - i. Counselor participation in Cougar Welcome Days, Edúcate-Sí Se Puede , Promise Day, Connect at Cuesta, NCC Grad Fair, Fast Track Orientations (at SLO, NCC, AGHS)
  - ii. Transfer/Career Center resources and workshops
    - 1. STEM Workshops – Careers in Teaching
    - 2. Transfer Workshop series
    - 3. Career Opportunities – Creative Arts
  - iii. Counselor participation in Guided Pathways work including:
    - 1. Program Mapper Project
    - 2. Website redesign
    - 3. Area of Study meetings, activities, and planning
  - iv. Student Athlete Team Pre-Registration Workshops
    - 1. 16 teams, fall/spring semesters
  - v. Counselor coordination of and participation in University Bound
    - 1. Host Connection Events
    - 2. Bimonthly email outreach
    - 3. Workshops and application assistance
  - vi. Military Connected and Veterans Student Orientation
  - vii. Rising Scholars program implementation
  - viii. MESA program implementation
    - 1. New Scholars Orientation

- ix. Campus Outreach including:
    - 1. Classroom Presentations to NUTR 210, ART 293, ENGR 248, CTCH 260
  - x. Liaison to Agriculture Programs - attend bi-annual Community Advisory Committee Meetings
  - xi. Liaison to Library Information/Technology Program – attend bi-annual Community Advisory Committee Meetings
  - xii. Presentations to Restorative Partners Staff
  - xiii. Began CPL (Credit for Prior Learning) Workgroup with two Counselors representing Student Success and Support Programs.
- b. Support students to transfer**
- i. Transfer Center Plan (2022-2025) activities
  - ii. Transfer informational workshops: UC TAG & TAP, Cal Poly SLO Transfer Overview, Transfer 101, Financing Your Bachelor’s Degree, Next Steps After Admission
  - iii. CSU and UC transfer application workshops
  - iv. Annual Transfer Celebration and next steps event
  - v. Transfer Day/College Night
  - vi. Increased university representative visits
  - vii. Counseling appointments and workshops to assist students with comprehensive student education plans (CSEP)
  - viii. Began AB298 work group with two Counselors (Counselor/AO and Interim Division Chair) from the Counseling Division and led by the Dean of Student Success and Support Programs.
  - ix. Articulation Officer building relationships with University Partners.
- c. Promote cultural, intellectual, and professional growth**
- i. Counselors and department staff participate in group professional growth and development activities on an ongoing basis during bi-monthly counseling faculty meetings, administrative student services meetings, all-staff service meetings, webinars, and through attendance of local and Statewide conferences designed to provide relevant, current, and updated information regarding regulatory and legislative issues. Furthermore, most counselors also engage in independent professional growth activities focused on a variety of counseling topics, including diversity, equity, and inclusion.

- ii. Throughout the year guest speakers from departments across campus and from community partnerships attend our counseling meetings to provide updates on information about transfer requirements, academic programs curriculum changes, and other pertinent changes that directly impact our students.
- iii. Professional Development included:
  - 1. CCC Webinars
    - a. AB928 Webinar/Meeting Series
    - b. CCC Transfer Counselors Conference- updates from all CCC's on best practices and current considerations related to transfer counseling.
    - c. Cal-GETC
    - d. CCC Curriculum Check In Webinar
    - e. Undocumented Student Support
  - 2. AO Webinars/Conferences
    - a. SCIAC – Southern California Intersegmental Articulation Council
    - b. CIAC – California Intersegmental Articulation Council
    - c. Regional Curriculum meeting
    - d. Assist office hour webinar
  - 3. University of California Webinars
    - a. Ensuring Transfer Success Conference
    - b. UC Annual Monthly Webinar Series
    - c. UC Dual Admission Program
    - d. UCLA Transfer Center Directors & Counselors Conference
    - e. An Area By Area Guide to the IGETC Standards
  - 4. CSU Webinars
    - a. Counselors Conference- info sessions on each campus, CSU application, best practices in counseling CSU transfer students
    - b. CSU Transfer Success Planner
  - 5. ConexED trainings
  - 6. California Community College Athletic Association (CCCAA) Annual Convention –

7. Undocu Ally Training, and Join the Dream Workshop Certification
8. HR Trainings, including EEO, Email and Messaging Safety, Sexual Violence Awareness, Child Abuse & Neglect, FERPA, Safety Data Sheets
9. Latina Empowerment Roundtable
10. "You Can Heal Your Life" week long summit participation
11. Reyna Grande event hosted by EOP and Equity Committee
12. Submitted revisions of campus LGBTQ webpage – Pending
13. Counseling Participation Webinars
  - a. Greater Science - Building Bridges on Campus: Dialogue and Care in Times of Conflict
  - b. The Smithsonian Institution: Teaching with the Smithsonian: Addressing 21st-Century Challenges in the College Classroom
  - c. UCSC Admissions
  - d. College Source
  - e. Common Application
  - f. The CVC Exchange for Counseling Professionals
  - g. "Free College Textbooks: Dream or Reality?"
  - h. "Community College Bachelor's Degrees: A Growing Option for Students"
  - i. Mental Health PSA for students by students
  - j. Competencies for White Staff to Support Black and Latinx Students
  - k. "Working: What We Do All Day" Docuseries
14. Books Read on DEI:
  - a. "This Is How It Always Is" -Laurie Frankel
  - b. "I Am Not Your Perfect Mexican Daughter" – Erika Sanchez
  - c. "A Dream Called Home" – Reyna Grande
  - d. "American Dirt" – Jeanine Cummins
  - e. "There There" – Tommy Orange
  - f. "Just Mercy" – Bryan Stevenson
  - g. "Death By Meeting: A Leadership Fable About Solving the Most Painful Problem in Business"

- h. “The Five Dysfunctions of a Team” – Patrick Lencioni
  - i. “I Can Do It” – Louise Hay
  - j. “Whole Brain Living” – Dr. Jill Taylor
- B. Provide updates, if any, to how your program addresses or helps to achieve the District’s **Institutional Goals and Objectives**, and/or operational planning initiatives in the last year.
- a. SLOCCCD Institutional Goal 1 – Access: Increase student access to higher education; Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts
    - i. The counseling team collaborates with the Outreach Director on outreach activities including Cougar Welcome Days, Edúcate-Sí Se Puede, Promise Day, Back on Track workshops, Fast Track workshops, and various programs (Monarch Center, Veterans Services, EOPS, etc.) to increase enrollment of underrepresented students.
    - ii. Counselors led workshops at Cougar Welcome Days Orientations for Promise students, general students, and parents
    - iii. Development and implementation of Student Success Plans, completed by students during “On-line Back on Track” Workshops
    - iv. Transfer workshops, with specific workshops for EOPS and DSPS students
    - v. Creation of Student Educational Plans (SEP’s) abbreviated and comprehensive
    - vi. Counseling referrals to course sections with embedded tutors
    - vii. Continual updating of the Transfer Center website to clarify transfer options, steps, and timelines
    - viii. Support activities focused on the sense of belonging. Examples include Monarch Center/Dreamers Events, Veteran’s Week, Cultural Events, Targeted Population Events/trainings, Promise Day, Student Success Festival, and Student Success Center Activities
    - ix. Targeting getting started support (Promise, Foster Youth, AB-540, Athletes, Veterans, Rising Scholars, and MESA)
    - x. Counselor participation in Connect at Cuesta and other campus-wide student-centered activities sponsored by the Area of Study teams
    - xi. Classroom presentations on transfer, career/major exploration, and counseling department information

- xii. Counselor presentations and participation in outreach events that target low-income and underrepresented students including Educate-Sí Se Puede, ESL events, etc.
  - xiii. Promise Counselor engagement with local high schools
  - xiv. Regular email outreach to students with the goal of transfer, CANVAS module announcements, and social media postings
- b. SLOCCCD Institutional Goal 1 – Access: Increase student access to higher education; Institutional Objective 1D: Increase career pathways for local high school students**
- i. The counseling team participates in the implementation of Guided Pathways and has assigned counselors to each Area of Study Team
  - ii. Guided Pathways (counseling support, career exploration, transition from high school to college) Presentations at Atascadero High School – Teacher Pathways
  - iii. Counselors provide Dual Enrollment support (counseling and transition to college)
  - iv. Collaboration with A.C.E. Academy (Alternative Education at Atascadero Unified School District) to ensure accuracy of GE course selection
  - v. Promise Counselor outreach to local high schools with presentations on
    1. Choosing Your Major: Pathway
    2. Community College 101
    3. How to sign up for your classes at Cuesta
    4. Financial Literacy
- c. SLOCCCD Institutional Goal 3; Institutional Objective 3A: Increase the number of students who transfer annually to a California State University (CSU) or University of California (UC)**
- i. The counseling team and University Transfer Center participate in ongoing training to keep abreast of the continually changing requirements and processes for transferring to a CSU/UC.
  - ii. Transfer/Career Center transfer workshops offered in person and online including UC TAG, Cal Poly SLO, Choosing Your Transfer Major, Transfer 101, CSU Application Workshop, UC Application Workshop, UC Personal Insight Questions, Cal Poly Supplement Application Workshops, Next Steps After Admission

- iii. Increased promotion of UC TAG and UC Blue and Gold and Middle-Class Scholarships
- iv. Annual UC applicant review completed by Transfer Center Faculty Coordinator using data share information provided by the UC to ensure that Cuesta's applicants have met UC transfer eligibility requirements. Students who are missing requirements are contacted and assisted with finding a resolution.
- v. Transfer Center Faculty Coordinator assistance with appeals to universities, and help with application/admission issues and errors
- vi. Transfer Center Faculty Coordinator serving as Regional Representative for CCCC Transfer Center Directors. Meets twice annually with CCCC, CSU, and UC.
- vii. University Bound Program focuses solely on supporting students from underrepresented populations from admission through transfer. Weekly emails are sent to guide students. Connection events hosted. Peer mentoring is offered, and increased counselor outreach and assistance. University Bound students are tracked as they progress through transfer and assisted every step of the way.
- viii. Continual updating of Transfer Center website to clarify transfer options, steps and timelines
- ix. Counselor involvement in the development of new online orientation transfer modules for CSU and UC information
- x. RN-BSN CSU Monterey Bay Program
- xi. Cal Poly SLO Engage Scholarship
- xii. Teacher Pathways workshops
- xiii. Representative visits in the Transfer Center and virtually to promote CSU, UC, and private college options
- xiv. Continued collaboration with Cal Poly San Luis Obispo Admissions Office Leadership to provide application workshops, discuss information updates and admission considerations
- xv. Twice annual Region 6 Transfer Center Director meetings with CSU and UC admissions representatives
- xvi. Counselor participation in CSU and UC workshops, conferences, and webinars
- xvii. University participation in Next Steps After Admission Workshops



- xviii. Counseling has continued to work with other 4-year institutions to articulate our courses, which would help streamline students' transfer opportunities.
- xix. Began workshopping ideas to implement AB 928 regulations for
  - 1. auto ADT enrollment
  - 2. Student Education Plan (SEP) mandatory meeting with counselors
  - 3. CalGETC implementation
    - a. Course submission/approval
    - b. Student requirement to follow new curriculum
- xx. The Articulation Officer/Counselor conducts regular monitoring of ASSIST articulation agreements by CSU and UC and follows up with the 4-year campuses to make any necessary corrections or updates
- xxi. The Articulation Officer/Counselor regularly requests new articulation with CSU and UC campuses as new Cuesta courses are developed or modified through the Curriculum Committee, to ensure that all appropriate Cuesta courses are proposed and approved for articulation with individual CSU and UC campuses.
- xxii. The Articulation Officer/Counselor regularly alerts Cuesta Counseling and Evaluators to new or upcoming changes in CCC, CSU, or UC policy and admission practices
- xxiii. Articulation Officer/Counselor submitted courses for AREA F/AREA 7 Ethnic Studies
- xxiv. On an annual basis, the Articulation Officer/Counselor ensures that any new or modified Cuesta courses that meet CSU or UC General Education course standards are submitted to the CSU and UC system at the appropriate time. This includes working with Cuesta instructional faculty to modify Cuesta courses as needed to comply with CSU GE, IGETC and/or CalGETC standards

### III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

A. Data Summary:

- Describe data collection tool(s) used.
  1. Argos Reports
  2. MIS Reports
  3. Institutional Research data
  4. Student Success Metrics
  5. CSU/UC Institutional Research Website
  6. ConexED Reports

The following charts show 2020-2023 data related to counseling services, student persistence, and enrollment trends:

**Program Title: Counseling**

Description: Program Information from IPPR, such as Mission, Program Outcomes, and Program Connection to College Mission and Goals

Total Students Served	2019-2021	2020-2021	2021-222	2022-2023
District Wide	4866	3,267	3,746	3,221

B. Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.

*In reviewing the data above outlined in the previous APPW, the data above shows a stark discrepancy from students served between 2019/2020 and other academic years. Based on the changes the department implemented in how we document students served, we believe this has attributed to inaccurate records. (Moving from Counseling Assistant noting all students served in SARS, to Counselors documenting student served in SARS, to new appointment platform of ConexED).*

The following data points were provided by the Institutional Research Office. The table below outlines the persistence rate for students who saw a counselor during the following academic years:

Academic Year	2020-2021	2021-2022	2022-2023
Persistence Rate	66.6%	68.04%	70.1%

Change from previous year		+ 1.44%	+ 2.06%
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The table below outlines the persistence rate for students with an SEP during the following academic years:

Academic Year	2020-2021	2021-2022	2022-2023
Persistence Rate	58.06%	63.2%	67.4%
Change from previous year		+ 5.14%	+ 4.2%

The table below outlines the overall persistence rate for students at Cuesta during the following academic years:

Academic Year	2020-2021	2021-2022	2022-2023
Persistence Rate	63%	66.3%	65.6%
Change from previous year		+ 3.3%	- 0.7%

The table below outlines the achievement gap between the overall persistence rate and the persistence rate of those who saw a counselor during the following academic years:

Academic Year	2020-2021	2021-2022	2022-2023
Persistence Rate – saw a Counselor	66.6%	68.04%	70.1%
Persistence Rate – Overall	63%	66.3%	65.6%
Achievement Gap	- 3.6%	- 1.74%	- 4.5%

\* these numbers could have more variation if we were to disaggregate students who did not see a counselor, in order to compare those persistence rates to those who did see a counselor.

In summary, students who met with a Counselor had higher persistence rates compared to the overall rates of the campus. As mentioned above, a further disaggregation of the data and analysis would most likely show a larger equity gap between students who saw a Counselor and those who did not. This data clearly shows the direct correlation of meeting with a Counselor and increased persistence within our students. Our division is seeking to acquire more Counselors to serve more students, in order to meet legislative requirements, keep up with

Counselor-student recommended ratios, and ultimately help students persist and complete their educational goals.

To address the decrease in students served during the 2022-23 academic year, we are working to hire more counselors as well as formulate a campaign on awareness of the benefits of seeing a counselor early on in your academic career to be successful along your educational journey.

Although we may have served less students, due to retirements over the past 5 years, those who were served persisted at a higher rate when they met with a Counselor. This, again, reinforces the notion that more Counselors will help serve students which will in turn increase outcomes.

**Program and Departmental Changes Included:**

- Increased Walk-in coverage was implemented in December 2023 due to increased student demand in fall 2023
- Increased visibility of workshops and outreach activities by improving promotional strategies, including televisions in lobby areas promoting activities and resources
- Decrease in counseling team due to retirements had a major impact on the amount of coverage and student appointments and drop-in coverage available
- Identify areas if any that may need improvement for program quality and growth.
  1. Hiring of new counselors to meet student and college demands, and adequate training
    - Academic Senate for CA Community Colleges (ASCCC) – recommended counselor to student ration 1:370
    - Spring 2024 Total Enrollment number (not including non credit)
      - SLO Campus – 4442
      - NC Campus – 1513
    - Full Time Tenure Track General Counselors needed at each campus to meet ASCCC ratio
      - SLO Campus - 12
      - NC Campus – 4
    - Need to take into consideration release time for any full-time tenure track counselors (AO, Transfer Center Counselor/Coordinator, Division Chair, etc)
    - Summary: We have 10 FTTT with 1 on reduced load. In addition to 1 on reduced load others have release time dependent on their positions. Therefore, we would need to hire at least 6 more counselors to meet the recommendation of ASCCC counselor to student ratio.
  2. The following is a recommendation for continued improvement of Cougar Welcome Days onboarding of new students is needed to ensure that these events are best meeting students' needs

- Revisited inviting Local High Schools to our campus for Cougar Welcome Week.
- 3. The department will continue to utilize monthly meetings (two or three per month) and annual retreats to address data and potential impacts on department programs and services.
- 4. Continue to revisit the interventions for students on probation and dismissal. This process needs to be enhanced to better meet student's needs
- 5. Redesign of Counseling Department Webpage in progress
- 6. Hiring of Transfer Center Assistant to improve Transfer Center Services
- 7. Develop social media outlets to promote services
- 8. Develop marketing brochures and pamphlets to distribute at student-centered events
- 9. Hire a Director or Associate Dean of Counseling to lead the Counseling Department and facilitate participation in the myriad of campus-wide activities necessitating counselor input and presence
- 10. Hire student workers
- 11. Continue to encourage counselors to work with the Areas of Study student support teams
- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the [Resource Plan Worksheet](#) and review the [Resource Allocation Rubric](#)

See Resource Plan Worksheet

#### **IV. ANNUAL PROGRAM OUTCOMES (ASOS AND SSOS), ASSESSMENT AND IMPROVEMENTS**

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

- A. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year.
  - a. University Bound program has grown to 155 students (an increase in 60 students from 2022/2023)
  - b. Increase in number of applicants to both CSU and UC campuses from 2022/2023
  - c. Increased number of Transfer Center workshops offered, and increased workshop attendance by students
  - d. Increase in ADT awarding due to an auto award system implementation

- B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the [Resource Plan Worksheet](#) and review the [Resource Allocation Rubric](#).
- a. The department will continue the student service outcomes established in 2021-22 and will utilize future counseling meetings and retreats to review and revise
    - i. Increase the number of disproportionately-impacted students who apply to a UC. (Historically and currently underrepresented groups include: Latinx, African American/Black, American Indian/Alaska Native, students with disabilities, first generation, and LGBTQ. This also encompasses the Disproportionately Impacted Students at Cuesta as identified in the Student Equity Plan)
      1. Need Transfer Center Assistant to help students with transfer research, university representative coordination, application assistance, and other transfer services. Cuesta did not have a Transfer Center Assistant in place from May 2023-January 2024 to assist students with transfer needs.
      2. Need signage to promote UC TAG
      3. Need for general funding to support university campus visit for University Bound students for preparation for transfer: this strategy helps students who have never had the opportunity to visit a university be able to experience the campus and learn more about resources. Touring campuses often helps the student to see themselves there and motivates them to pursue their transfer goals.
    - ii. Increase the number of degrees and certificates awarded to underrepresented students including ADTs/IGETC/CSU GE
      1. Continue with auto-awarding degrees and certificates
      2. Hire new counselors to assist with demands for counseling appointments for Student Education Plans
    - iii. Reduce the number of Cuesta Promise students who end up on academic probation/dismissal
      1. Promise Counselor needs continued release time and support from administration to carry out efforts and programs necessary to supporting Promise students through their transition to college and duration until goal completion
      2. Consider hiring a counselor to handle probation and dismissal interventions, in collaboration with Promise Counselor

## V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

### Suggested Elements:

- A. Regulatory changes
  - a. CCCC Guided Pathways continued implementation
  - b. CalGETC implementation
  - c. Common course numbering implementation (AB1111)
  - d. AB 928
  - e. AB 1705- in progress
- B. Internal and external organizational changes
  - a. New hire training process developed
- C. Student and staff demographic changes
- D. Community economic changes – workforce demands
  - a. Need CTE counselor, will hire Spring 2024
  - b. Nursing/Allied Health, will hire Spring 2024
- E. Role of technology for information, service delivery and data retrieval AND entry
  - a. ConexED implementation and challenges
  - b. Degree Works maintenance and program updates
  - c. Program mapper updates
- F. Providing service to multiple off-campus sites
  - a. Possible assignment to South County Center
- G. Anticipated staffing changes/retirements
  - a. Recent retirements created counselor shortage, will hire six new FT tenure track counselors in 2023/2024 (including MFT)
    - i. EOPS Counselor – back fill retirement (hired in Spring 2024)
    - ii. AO/Counselor – back fill retirement (hired Spring 2024, 90% AO; 10% Academic Counseling)
    - iii. DSPS Counselor – past back fill retirement (will hire Spring 2024)
    - iv. 2 General Counselors – back fill retirement
    - v. MFT – back fill retirement: (100% Mental Health Therapist; 0% Academic Counseling)

## VI. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your **Resource Plan** (after having reviewed the **Resource Allocation Rubric**). These elements will be reflected in the District planning and budget process.

Katherine Gritton, Interim Division Chair implemented a survey which was distributed to the counseling team and the following are the recommended needs for the Counseling Department and Transfer Center.

**Elements:**

A. Personnel

1. Director or Associate Dean to ***work in partnership with Division Chair***
2. Full Time Athletic Counselor
3. Full Time Mesa/Puente/Equity Counselor
4. Part Time Division Assistant to Division Chair
5. Full Time North County Campus Counselor
6. Full Time Monarch Center Counselor Coordinator
7. Full Time 2<sup>nd</sup> Promise counselor
8. Full Time Rising Scholar/CMC Counselor
9. Front Desk Student Workers
10. Full Time Non-Credit Counselor

B. Equipment/furniture (other than technology)

1. Transfer Center
  - University Campus visits
2. Standing Desks
3. Career Software
4. Wall Mounted Monitors
5. Curved Monitors

C. Technology

1. Replacement of any lap tops that are outdated

D. Facilities

1. In the future, a designated area in our division area to conduct workshops and meetings



## SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

**Student Success and Support Programs, College Centers and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.**

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Division Chair/Director Name	Signature	Date
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