ACKNOWLEDGEMENT

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This operations model is for use by the General Counseling unit members who are assigned to the Dean of Counseling and Student Services.
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INTRODUCTION TO THE GENERAL COUNSELORS’ OPERATIONS MODEL

The General Counselors’ Operations Model is a comprehensive plan that introduces its reader to the operations of the Counseling Program at Modesto Junior College for 2011-12, including the projected operations for 2013-14. The Plan begins with a brief history of Counseling at MJC, the philosophy of the Counseling Department, and the professional counseling standards. It includes data from 2011-12 indicating numbers of students served, and how they were served using a variety of modalities (i.e., 50 minute scheduled appointments, walk-ins, workshops, online advising, classes, etc.) In addition, the report includes projected figures on the number of students who potentially could be served in 2013-14 while implementing additional technology, current service modalities, faculty advisors, and additional workshops/presentations, all of which focus on increasing student success. The projected figures indicate the potential for counselors to serve the anticipated 3,000-4,000 new students who will enroll in 2013-14, despite a reduced number of counselors from last year. The data reflects the student to counselor ratio at MJC in comparison to 14 randomly selected California Community Colleges which clearly indicates the need for more counselors at Modesto Junior College.

To educate those not familiar with the role of a counselor, specific counselor duties are included and two examples of a typical 50-minute appointment with a counselor are described. This information emphasizes counselors do more than advise students regarding which classes to take toward their specific goal. Additionally, counselors provide much needed personal counseling and career exploration to students. In putting the plan together, the counselors focused on the parameters set by the new Student Success Initiative.

Over many decades, there has been a delicate balance that occurs in Counseling; a synergy of 50 minute appointments, walk-ins, classes, workshops, etc. that produces effective services to a large number of students with limited counseling resources; however, when one facet of the counseling program is changed, it can have an effect on another area in the program. Counselors are continuously finding creative ways to serve the increased student needs, while committed to preserving the quality of counseling services.
A BRIEF HISTORICAL REVIEW OF COUNSELING AT MODESTO JUNIOR COLLEGE

In 1965 the Carnegie Report was published and focused on the growing need for trained student service professionals. It also provided a standard of excellence for administrative organization and staffing. Interestingly enough, MJC in the 60’s, had established a centralized counseling program, created a Dean of Students (instead of Dean of Men and Dean of Women), an Assistant Dean of Counseling, an Orientation Course program, the educational planning form, 50 minute appointments and walk-ins. Students were assigned counselors as a result of signing up for Guidance (or Orientation) and the student to counselor ratio was 1:500.

During the 70’s, the counseling services were expanded to include veteran’s counseling (Vietnam Vets) and evening services. Orientation was renamed Personal Development and reflected the move to helping students in a holistic manner, which focused on developing interpersonal skills, core values and lifelong learning. This was spear-headed from the state, by Assemblyman John Vasconsellos (D). It was a time when the Career Center (1973) was first developed and located next to the library. The student/counselor ratio was increasing, due to rising enrollment figures, the ratio was about 1:700 by the late 70’s.

At the start of the 80’s, many California community colleges were experiencing difficulties with increasing student enrollments and diminished staff. Because of the 1978 tax revolt (Howard/Jarvis), property taxes and local control were severely altered and resulted in many hiring freezes. The Counseling program at MJC saw its first hiring of a new counselor in 1988 and only to replace retired colleagues in 1984 and 1985. The counselor/student ratio had crept up to 1:900 and threatens to break 1:1000 before the next decade. Matriculation legislation (1986) instituted standards to improve student success throughout the community college system. It was determined that MJC had already in place some of the components prescribed: a summer advising program, educational planning forms, and follow-up appointments through guidance courses. Because of the increased demands of matriculation, orientation activities were released from counseling for lack of support staff and resources. Through matriculation funding the Welcome Center was created with the hiring of one staff person to handle outreach and orientation. It grew to four staff members and ended in 2011 due to budget cuts.

As the 90’s began, the spotlight on transfer functions was emphasized with the creation of the Transfer Center. Several attempts began in the Counseling Center with its functions eventually reassigned to the Career and Development Center. There were six counselors hired during this decade; however, six counselors had retired during this decade. A Basic Skills Initiative
provided initial funding for some of the hiring for these positions. By the end of the nineties, the counselor/student ratio was 1:1200 and climbing.

The start of the 21st century witnessed the offering of MJC’s first online guidance course. Online advising soon followed with the implementation of online courses. The traditional educational plan was modified and various petitions, originally the responsibility of the Petitions Committee, were referred to counselors for disposition for the first time. In addition, three major grants, written by individuals outside of the Counseling unit, were awarded to the college to provide “specialized” counselors for: 1) Basic Skills, 2) First Year Experience, and 3) STEM. A counselor retired last year, but was not replaced. At this time, no adjunct general counselors work for the Counseling Center. Under the worst economic and fiscal conditions, counseling has maintained its philosophy of service to students even as the enrollment has at times topped 20,000. The counselor to student ratio has reached as high as 1:1975 during the new millennium.

This brief historical review provides a glimpse of how counseling has changed over the years. Even though counseling has held to its standards, it is a standard that has not interfered with adapting or adjusting in other ways to accommodate the quality of service and time provided to students during their appointment. Through a combination of a variety of services (i.e., appointments, walk-ins, workshops, online advising, courses, etc.) counselors are able to serve a remarkable number of students in a finite amount of time year after year. The erosion of core services will be a signal that a change to MJC’s Counseling Program’s core values and philosophy are being compromised.

MODESTO JUNIOR COLLEGE: COUNSELING PROGRAM

INTRODUCTION

The philosophy of the Counseling Program at Modesto Junior College has been a hallmark for over 50 years. Counseling has always been a centralized program for MJC students, and the 50 minute appointment time has been its major “cornerstone.” By centralizing counseling services, students can receive a variety of information in a neutral area to discuss and analyze options for optimal decision-making. It is the counselors’ professional opinion that “time” is the greatest service that should be provided to students. The community college students are so diverse that to provide less time in an appointment could decrease students’ chance for success.

Title 5 of the Education Code in California mandates that the community colleges provide counseling services at a minimum that include: academic, career, and personal counseling. MJC has a comprehensive counseling program that includes all three elements of counseling service. General counselors are hired to be able to provide all three aspects of counseling. MJC
counselors are considered faculty but are not faculty advisors as typically found at universities. Our expertise encompasses knowledge in many areas of human behavior which provides the knowledge and skill to go beyond telling students what courses to take. Instead, we treat each student as a whole person; a person who has history to tell, family relations to discuss, values to adhere to, and aspiring goals to achieve.

**PHILOSOPHY OF THE MJC COUNSELING DEPARTMENT**

The philosophy of the Counseling Program at Modesto Junior College (MJC) is to assist the individual student with decisions which affect his or her educational, career and personal goals. Our goal is to provide appropriate support and counseling which will enable the student to self-plan and self-direct his or her own future.

This ability to determine one’s future is a guiding principle of the counseling department, as counselors help students understand and acquire the attributes and skills necessary to be successful not only in college but in their future life as well. Counselors, in fulfilling their professional roles with students, discuss the true value of college and life-long learning. Counselors help a student to examine the resources available to them, and how to critique and analyze potential situations which lay in store for them at MJC and beyond. Enrolling at MJC represents a period of transition for our students, and counselors try to provide the assistance they may need at the beginning, in the middle, and at the end of their collegiate career.

The Guidance courses are an extension of this philosophy. All Guidance courses, in addition to assisting students to become more self-sufficient, attempt to establish a helping relationship with all students enrolled in the guidance course. This is carried out through a scheduled appointment with their counselor as a result of the course. This appointment attempts to review and refine the student’s stated goals, and enhance the potential counseling relationship with the student. An educational plan is one product of this process which is filed for future use. The Educational Planning Form is a “picture for the moment” as students usually change as they progress each semester. The opportunity to reassess, update and change their plan is encouraged. This is what constitutes a portion of the counselor’s workload responsibilities and enhances a student’s chance for success.

**STUDENT SUCCESS**

In education, student success and retention has been an issue of concern for several decades. Vincent Tinto was one of the first to research the correlation of student persistence and establishing a human connection to someone on the college campus. Others, such as Derald Wing Sue (Counseling the Culturally Different: Theory and Practice), have verified these findings, that student persistence, retention and success are largely attributable to finding someone on campus that they feel shows an interest in them.
Our counseling appointment time(s) provide a framework with which to make individual contact with the student and get to know them as a person. By providing sufficient time in the appointment (50 minutes), many complex issues can be discussed in an unhurried manner. Such issues could include the interplay of ethnic and cultural values, social expectations, and personal adjustment as they pertain to the student’s goal of educational success. In contrast to the individual appointment, the counseling program also provides a daily walk-in service for students with “quick” questions. Several workshops are provided throughout the year in a group setting covering many areas of need and interest to students. Online advising is also available through our website. We can maximize our potential contact with students by providing service in a variety of ways without eliminating the 50 minute appointment.

SUMMARY

The intent & purpose of the Counseling Department is to provide a balanced & comprehensive program. Our program is built on concerns for retention & success. We do not want to minimize the person-to-person contact with students in an effort to inflate the number of students we see. In a rapidly changing atmosphere of technology, counseling has purposely adhered to its commitment to student success by providing a valuable commodity to each student – time. We need more time, not less. Counselors need time to create a relationship, time to provide a little humanity, and time to plant the seeds of possibility. In our professional judgment the best way to accomplish these critical components of student development and success is to be centralized, comprehensive, and provide 50 minute appointments as a “cornerstone” of service. Professional standards documents can be found in the appendix.

MODESTO JUNIOR COLLEGE: COUNSELING PROGRAM

“Quality counseling programs staffed by professional counseling faculty are critical to assure that students achieve their educational and career goals. Today’s students face a myriad of complex academic and personal issues and concerns. By helping students identify those issues and deal effectively with them through academic, career and personal counseling, counseling faculty provide a means for students to be successful both academically and personally.” This quote was taken from the 1995 document issued by the State Academic Senate. The relationship between counseling and the success of students are clearly recognized in this document and subsequent documents. Counselors are necessary to the fulfillment of the Community College mission in California.

The same document goes on to reinforce the importance of counseling by quoting a statement reported before the board of Governors in 1979: “Simply stated, the mission of community college counseling and guidance is to assist the individual with decisions which affect
educational, vocational and personal goals, and to provide appropriate support and instruction which will enable the individual to implement these decisions. . . .the underlying philosophy of counseling: that of providing information, clarification, and support which will enable individuals to make realistic decisions which are in their own self-interests and additionally to assist the person in planning implementing strategies to achieve these ends.” (Hirshinger, 1979).

Counseling supports the mission of the college by providing support services to students that will enable them to successfully fulfill their educational goals.

**FACULTY ADVISORS AND PARAPROFESSIONALS**

Faculty advisors (who do not meet minimums for counseling) and paraprofessionals cannot replace the duties and responsibilities of full-time counselors. Their activities must be clearly limited and clarified in order to protect the integrity of the counseling discipline. Faculty advisors and/or paraprofessionals are able to provide specific and factual information. They cannot slide into areas involving goal setting, planning, and decision-making. Information giving can easily transform into questions about appropriateness of major, transfer requirements or career options. These are within the scope and functions of counselors and should always be referred to them. Job duties of advisors and paraprofessionals are beyond the competencies and qualifications expected of these positions.

Counseling will be responsible for training faculty advisors and/or paraprofessionals. To begin the distinction the following is proposed:

**Advising** - Focuses on giving information that is specific and factual. Information can be explained and clarified. Printed materials can be provided and student questions can be answered in regards to specific information provided.

**Counseling** - Required when students need broader information and more in-depth exploration. If decisions have not been made by the student or goals have not been established, counseling should be provided. In this context, students who are undecided or on probation, need to see counselors. To do otherwise, only perpetuates and confounds the confusion between counselors and advisors.

The Counseling Program in 2011-12 had 13 full time Counselors to provide student contact hours through scheduled appointments, group presentations/workshops, walk-ins, online advising, as well as classroom instruction. Per the Professional Standards (see appendix), the ratio of direct student contact vs. professional time is 75%/25% of the 1026 contractual hours.
While combining all 13 of the counselors’ hours, MJC Counselors met the professional standard. After reviewing the data through departmental analysis of services offered, changing some of the delivery of services can partially address the upcoming requirements in the Student Success Initiative, but falls short in reducing the student to counselor ratio if no additional Counseling Faculty are hired.

It should be noted that data taken from SARS does not accurately capture the number of student contacts. In 2011-12, counselors were not required to report the number of contacts made with students via telephone, emails or social media. Beginning summer 2013, counselors will be making a conscientious effort to report the data in SARS to better reflect a more accurate number of students served for 2013-14.

WEST CAMPUS

Even though, the philosophy of the Counseling Program is that it operates as a centralized location on the East Campus, Counseling on the west campus is covered by a full time counselor who works three days a week. These hours are scheduled appointments; no walk-ins are available due to lack of clerical support.

In the Fall of 2013 all general counselors were on a rotating schedule to provide counseling services on a daily basis on the west campus. Appointments were scheduled and again there were no walk-ins due to lack of clerical support staff. Through an informal process it was discovered that students were traveling from the East campus to the West campus just to see a counselor because there were no appointments available on the East campus. It was an inconvenience to them to have to travel to the West campus when they were not already scheduled to be there. In some instances student went into the Counseling office on the East campus and had to be redirected to the West campus. If a student forgot their appointment the counselor on the west campus had no walk in students to see. This is inefficient use of Counseling hours.

Although this references only one counselor from the general counseling program, there are currently two other Counselors’ who work in special programs which are providing counseling services regularly on the west campus i.e., First Year Experience (full-time Counselor) and S.T.E.M. Counselor (adjunct counselor), whom both report to the Dean of Counseling and Student Services.

Our philosophy is to have a centralized Counseling Program; however, it’s possible that limited services could be provided if the necessary clerical support staff is available. The logistics would
need to be planned with the Dean of Counseling and the General Counselor to accommodate the needs of students during peak times.
Summary of Counseling Time
(i.e. professional time, etc.)

<table>
<thead>
<tr>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Full Time Counselors’ Hours</td>
<td>13,388</td>
</tr>
<tr>
<td>Hours spent on Direct Student Contact: (Appts, Wkshps, Walk-Ins, Online, Classes- Guide 110, 111, 112, 116)</td>
<td>10,022</td>
</tr>
<tr>
<td>Professional Time Hours or Leave</td>
<td>3,308.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13,330</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class (723)</td>
<td>723</td>
</tr>
<tr>
<td>Appts (5737)</td>
<td>5737</td>
</tr>
<tr>
<td>Workshops (351)</td>
<td>351</td>
</tr>
<tr>
<td>Walk-Ins (3066)</td>
<td>3066</td>
</tr>
<tr>
<td>Online Advise (145)</td>
<td>145</td>
</tr>
<tr>
<td>Course Prep (464)</td>
<td>464</td>
</tr>
<tr>
<td>Meetings (1,150)</td>
<td>1150</td>
</tr>
<tr>
<td>Other (703)</td>
<td>703</td>
</tr>
<tr>
<td>Leave (995)</td>
<td>995</td>
</tr>
</tbody>
</table>

% Hours Spent on Direct Student Contact: 74.9%

Chart 1 - Distribution of Hours
13 Full-Time Counselors (1,026 each)
13,338 hours total

Does not include CD&TC Counselor/Coordinator L. Cavazos, ISP Coordinator - B. St. Urbain, Study Skills Instructor M. Silva, or Study Skills/Basic Skills Counselor T. Ballance-Maldonado.

Includes only academic year (Aug. 29, 2011 to Apr. 28, 2012) and annualized load date ranges.

**Chart 1 – Distribution of Hours** Chart depicts the combined number of base line contractual hours for the 13 counselors in 2011-12. This pie chart shows the percentage of time spent in the areas of: Classroom Instruction, Prep Time for Classes, 50 min. appointments, Walk-ins, Online Advising, Student Workshops, Other (Administrative Office Time), and Leave (1 Counselor on Grand Jury Summons, Sick or Personal Necessity Leave). Of the 13,338 contractual hours, the number of hours spent in direct student contact (Appointments, Workshops, Walk-ins, Online Advising, and Classes) was 10,022 hours. Therefore, 74.9% of contractual hours were spent in direct student contact.
The counseling program offers a variety of modalities in which a student can access a counselor.

Chart 2 – Students Served by Various Formats Chart depicts a summary from fall & spring which shows the number of student contacts served by counselors via class, scheduled appointments, walk-ins, workshops, and online advising. Actual number of student contacts in-person or online were 17,566 with 16,581 attending and an additional of 985 students either not marked as shown or did not show for their appointment. The number of students being served in classroom instruction is 1,870. Therefore the total number of students served is 19,436. The number of student contact per hour was 1.15. The number of students per walk-in hours was 2.41. The number of students per online hour was 8.69. The average number of students per hour seen (appointments, walk-ins and online advising) was 1.75. The number of students for all hours served is 1.94.

The Counselor to Student Ratio is 1/1495 (2011-12, including summer 2012)

Note: Numbers above do not include student contacts from telephone, email, social media, etc.
Chart 3 – Summer 2011 Format of Services depicts the number of Overload Counseling Hours and number of students seen in the variety of modalities. The number of counseling contact hours has been dictated by the amount of funding available for summer. There were 1510 summer counseling hours available to students. For those hours, counseling services were delivered through Guidance 110 classes, New Student Advising Workshops, 30 min. Financial Aid Appeals Appointments, Continuing Student Walk-ins, New Student Walk-ins, and West Campus Walk-ins. Counselors made a total of 5,985 student contacts.

The total student contacts in 2011-12, including summer, with 13 counselors were 25,421 while being served in 11,532 hours. The total ratio of students being served for the fiscal year of 2011-12 was 2.20 students per hour.
Chart 4 - Projected Fall/Spring 2013-14 Distribution of Hours

12 Counselors X 1026 hrs = 12,312 hrs

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class (616)</td>
<td>616</td>
</tr>
<tr>
<td>Appts (6156)</td>
<td>6,156</td>
</tr>
<tr>
<td>Workshops (92)</td>
<td>92</td>
</tr>
<tr>
<td>Walk-Ins (2499)</td>
<td>2,499</td>
</tr>
<tr>
<td>Online Advise (246)</td>
<td>246</td>
</tr>
<tr>
<td>Course Prep (493)</td>
<td>493</td>
</tr>
<tr>
<td>Meetings (1,108)</td>
<td>1,108</td>
</tr>
<tr>
<td>Other (616)</td>
<td>616</td>
</tr>
<tr>
<td>Leave (492)</td>
<td>492</td>
</tr>
</tbody>
</table>

% Hours Spent on Direct Student Contact: 78%

Summary of Counseling Time
(i.e. professional time, etc.)

<table>
<thead>
<tr>
<th>13 Full Time Counselor's Hours</th>
<th>12,312</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours spent on Direct Student Contact: (Appts, Wkshps, Walk-Ins, Online, Classes - Guide 110, 111, 112, 116)</td>
<td>9,610</td>
</tr>
<tr>
<td>Professional Time Hours or Leave</td>
<td>2,709</td>
</tr>
<tr>
<td>Total</td>
<td>12,319</td>
</tr>
</tbody>
</table>

Chart 4 - Projected Fall/Spring 2013-14 Distribution of Hours shows a decrease in the total number of counselors and how the hours will be divided to meet the needs of students. It is anticipated that there will be 12 counselors on staff working a total of 12,312 hours. It is projected that there will be 616 instructional class hours assigned along with 493 hours of class preparation as per YFA contract. The number of hours available for appointments will be 6,156. In general counseling, it is planned to increase workshop offerings to include themed Student Success Months. The number of walk-in hours will be 2,499. After review of the data from 2011-12, it is possible to increase the number of hours available for online advising to meet the demand for online services and accreditation recommendation. Professional development is invaluable in our line of profession and the counseling department will continue to meet weekly for a total of 1,108 hours devoted to meetings. The remainder of hours will be office hours (616) along with sick leave (492).

Seventy-eight percent (78%) of the counselors’ contractual hours will be for direct student contact, higher than the recommendation suggested by the State Academic Senate. (???)
Summary of Delivery of Service

(Incl. all students who scheduled appts, signed in for walk-in, online advising, instructional classes)

<table>
<thead>
<tr>
<th>Class</th>
<th>1740</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appts</td>
<td>6156</td>
</tr>
<tr>
<td>Workshops</td>
<td>2100</td>
</tr>
<tr>
<td>Walk-ins</td>
<td>7498</td>
</tr>
<tr>
<td>Online Advising</td>
<td>1970</td>
</tr>
<tr>
<td><strong>Total # of Students Seen or Scheduled</strong></td>
<td><strong>19464</strong></td>
</tr>
<tr>
<td><strong># of Students Seen per Full Time Counselor</strong></td>
<td><strong>1622/1</strong></td>
</tr>
</tbody>
</table>

Workshops will have approx 35 students
Walk-ins 3 students per hour

Ratio of Students per Appt Hour: 1.00
Ratio of Students per Walk-In Hour: 3.00
Ratio of Students per Online Hour: 8

Ratio of Students for All Hours: 1.58

Chart 5 – Projected Fall/Spring 2013-14 Direct Student Contact depicts the breakdown of services that could be offered to students. There is the potential to offer classroom instruction to a minimum of 1740 students; however, in years past counselors have always exceeded the maximum enrollment cap for Guidance classes. The Counselors strongly support the commitment to a quality counseling program and the development of a personal relationship with students through personal, career and academic counseling. Counselors will be able to offer one-to-one counseling appointments to 6,156 students. In addition, the counselors have developed a strategic plan to offer additional workshops to enhance student success. Workshops have the potential to serve 2,100 students. After further analysis, the walk-in hours typically generate 3 students per hour per counselor. Therefore, we project to be able to serve 7,498 students. As mentioned in Chart 4 analysis, our online advising hours will be increased which potentially could serve 1,970.

The potential number of students that could be seen is 19,464.

The projected Counselor to Student ratio is 1/1622.
Projected 2013-14 Summer Contact Hours

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td>1600</td>
</tr>
<tr>
<td>Workshops</td>
<td>2505</td>
</tr>
<tr>
<td>Appts</td>
<td>200</td>
</tr>
<tr>
<td>Appts for Classes</td>
<td>1200</td>
</tr>
<tr>
<td>Walk-in's</td>
<td>2000</td>
</tr>
</tbody>
</table>

Chart 6 – Projected Summer 2014 Direct Student Contact depicts the summer program with a necessary increase of funding in order to serve the projected number of students. In the summer funding could be used for existing Counselors to work an overload and/or hire adjunct counselors. The number of contact hours needed is 2,980. We would need to increase the number of Guidance classes offered in the summer to adhere to the mandated Educational Plan needed for the Student Success Initiative. Within the requirement of the class, each student must meet with a counselor one-on-one. The number of potential students that could be served through classes is 1,600; they will also need a 50 min appointment to complete their comprehensive educational plan. Some students may have already completed an educational plan and some may not continue, therefore it is projected that 1,200 hours would be needed for the comprehensive educational plan appointment. If this is the case then walk-ins can be reduced to 2,000 contact hours for students. The 167 projected New Student workshops are to create an abbreviated Ed plan.

New Student Workshops for Abbreviated Educational Plan – For four weeks we will have New Student Advising. During that time we will offer 10 workshops per day with 5 counselors. Each counselor will offer 2 workshops per day. Each workshop will have 15 students per workshop and will last 2 hours. There are 16 days in four weeks X 10 workshops = 160 workshops. There will be 7 workshops left to address the late starting new students. We will be able to serve 2,505 new students through new student workshops.

To summarize, the possible number of students that could be served for the summer 2014 would be 7,505 with a funding of $220,000 to support the requirements of the Student Success Initiative. The projected total number of student contacts that could be served in 2013-14 (Fall, Spring, Summer) is 26,969, an increase of 1,548 from 2011-12. The data shows that in order to increase the number of students served, the College must increase the funding and/or number of Counselors or hire adjunct Counselors.
SERVICES PROVIDED BY GENERAL COUNSELORS

The Counseling faculty provides essential services to students that contribute to their success. In this time of increased student demand and diminishing resources, student’s needs should not go unmet. Today’s students face a myriad of complex academic and personal issues as well as concerns about succeeding in college. By helping students identify those issues and deal effectively with them through academic, career, and personal counseling, counseling faculty provide a means for students to be successful both academically and personally. A quality counseling program, staffed by professional counseling faculty, is critical to ensure that students achieve their educational and career goals. Research on retention and success indicates that students perform better when guided by counseling faculty in their academic planning and career discovery, research, and decision-making and with personal concerns that may interfere with their education.

Counselors provide career, academic and personal counseling; however, there are additional tasks that could be redirected to other Student Service areas. For example, New Student orientation could be performed by Enrollment Services to include assisting students with setting up Pirates net and e-mail accounts and looking up classes. Enrollment Services could reinstate Outreach Services to include all the services they provided previously and have been assumed by Counseling. Better allocation of funds is required to provide these services that could be done by classified staff. The Advising portion could remain with Counseling.

As a starting point for discussion, the following are items that could be given up for others to assume: Academic renewal qualification, clearing dismissed students who have satisfied the requirements, explaining academic policies and students expectations of a current ed plan for financial aid appeals, College Night presentations, group application workshops, department of Rehabilitation forms, advising and ed planning for the ACT program, Program Review – Counselors will assist but would not be responsible for writing the entire report, with the recommendation that the Dean of Counseling take the lead to insure document is complete.

The following list of “What MJC Counselors Do” illustrates the complex needs students have and the tremendous demand placed on counselors to meet the needs.

Minimum Standards according to Title 5 California Code of Regulations noted with (see last page)
<table>
<thead>
<tr>
<th><strong>Academic Counseling Services</strong></th>
<th>GPA Calculations – “What if” scenarios</th>
<th>Grade Improvement Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Test Interpretation</td>
<td>Course repeat &amp; 3rd enrollment requests</td>
<td>Degree requirements/progress chk</td>
</tr>
<tr>
<td>and better reporting of results</td>
<td>Skills recognition requirements/progress chk</td>
<td>Transfer requirements/progress chk</td>
</tr>
<tr>
<td>Academic renewal advice &amp; calculation</td>
<td>Currency on trans. admission requirements/changes</td>
<td>Currency on trans program req., and funding to attend conferences</td>
</tr>
<tr>
<td>Certificate requirements/progress chk</td>
<td>Academic dismissal</td>
<td>Progress probation</td>
</tr>
<tr>
<td>Currency on grad. requirements by catalog year</td>
<td>Request for readmission/approve or deny; clear in Datatel – Admissions to fix glitch</td>
<td>Approve/deny excess unit requests per term – need specific criteria. Separate sign-in</td>
</tr>
<tr>
<td>Academic probation</td>
<td>Explain academic policies/procedures</td>
<td>Understand &amp; explain all course prerequisite requirements</td>
</tr>
<tr>
<td>Progress dismissal</td>
<td>Course to course articulations with transfer schools?</td>
<td>Program and course equivalencies by Community college program</td>
</tr>
<tr>
<td>Process petition needs/requests</td>
<td>Course to course equivalency using database</td>
<td>Transcript evaluations for advising</td>
</tr>
<tr>
<td>Explain MJC, and nearby college program prerequisites such as Radiology Tech &amp; Dental Hygiene</td>
<td>Program &amp; course equivalencies by Community College Program</td>
<td></td>
</tr>
<tr>
<td>Basic Skills Counseling</td>
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<tr>
<td>Course articulation by transfer school and major?</td>
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<tr>
<th><strong>Personal Counseling Services</strong></th>
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<tbody>
<tr>
<td>Health related challenges</td>
<td>Relationship issues</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Loneliness</td>
</tr>
<tr>
<td>Stress</td>
<td>Physical Abuse</td>
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<tr>
<th><strong>Career Counseling Services</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Myers Briggs Indicator Interpretation</td>
<td>Strong Interest Inventory Interpretation</td>
</tr>
<tr>
<td>Currency on Personality/Career Assessment</td>
<td>Maintain current regarding Job Outlook, Employment Trends, Career changes</td>
</tr>
<tr>
<td></td>
<td>Maintain current on other assessment tools for career search</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Counselor - General</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Audit (Needs to be fixed)</td>
<td>Quick Question Table Coverage</td>
</tr>
<tr>
<td>Write reports</td>
<td>Counselor Point Person</td>
</tr>
<tr>
<td>Log/Record Student Contact Information</td>
<td>Daily walk-in Availability</td>
</tr>
<tr>
<td>Respond to ongoing email inquiries</td>
<td>Assist students make appointments</td>
</tr>
<tr>
<td>Update Student Major Changes</td>
<td>Answer/Return phone messages</td>
</tr>
<tr>
<td></td>
<td>Retrieve/Review Transcripts</td>
</tr>
<tr>
<td>On-Line Counseling Services</td>
<td></td>
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<tr>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>Respond to e-mail questions through MJC website — <strong>specify what can’t be handled</strong></td>
<td>Provide virtual advising using join.me</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Advising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train faculty for advising</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specify what we WILL/WON’T DO</strong></td>
</tr>
<tr>
<td>Update Ed Plan for declared Ed Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counselor Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Probationary students</strong></td>
</tr>
<tr>
<td>Stress Management</td>
</tr>
<tr>
<td>Math Anxiety Issues</td>
</tr>
<tr>
<td>Study Skills Techniques</td>
</tr>
<tr>
<td>Time Management Strategies</td>
</tr>
<tr>
<td>Resume Writing</td>
</tr>
<tr>
<td>Parent Presentations</td>
</tr>
<tr>
<td>Educational Planning by Major</td>
</tr>
<tr>
<td>“After the Envelope” for students accepted by transfer schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Orientation</th>
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</thead>
<tbody>
<tr>
<td><strong>Planning Ahead for Orientation Dates</strong></td>
</tr>
<tr>
<td>How to Read the Class Schedule</td>
</tr>
<tr>
<td><strong>Counselor Outreach</strong></td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Only by invitation BUT WE ARE NOT RESPONSIBLE</td>
</tr>
<tr>
<td>Group application workshops</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Counselor and College &amp; Division Support</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Division Liaison answering questions for division faculty</td>
<td>Division Staff meeting presentations</td>
<td>Update faculty on changes in advising students</td>
</tr>
<tr>
<td>Class presentations</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Counselor Resource and Referral</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer students to appropriate support services, agency or program</td>
<td>Keep current on resources available within the Community</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Early Alert</strong></th>
<th></th>
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<tbody>
<tr>
<td>Respond to the Needs</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>Relationships and Communication</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>with Other Colleges</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone contact for Information and follow-up with students</td>
<td>E-Mail Questions and follow-up with student</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teach Guidance Classes</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation time to develop materials</td>
<td>Develop Educational Plans</td>
<td>Updating Material Presented</td>
</tr>
<tr>
<td>Grade assignments/issue final grades</td>
<td>Recommend clerical support</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Program Review</strong></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>SLO/SAO Identification and Progress Reports</td>
<td>Accreditation Review and Response</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attend Professional Conferences/Training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSU/UC Conferences for updates</td>
<td>Professional Development</td>
<td>Training on Current Trends</td>
</tr>
<tr>
<td>Need funding</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Write Letters of Recommendation</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Scholarship recommendations</td>
<td>Employment Recommendations</td>
<td>Program Application Recommendations</td>
</tr>
<tr>
<td>Private School Application Recommendations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Counselors serve on the following Committees

<table>
<thead>
<tr>
<th>Datatel (ST Go-Live)</th>
<th>Academic Senate</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>YFA</td>
<td>Financial Aid Appeals</td>
<td>Distance Education</td>
</tr>
<tr>
<td>Planning &amp; Budget</td>
<td>Technology</td>
<td>Student Services Council</td>
</tr>
<tr>
<td>Orientation</td>
<td>Petitions</td>
<td>CAT</td>
</tr>
<tr>
<td>Workload (YFA sub-committee)</td>
<td>Academic Calendar</td>
<td>Hiring selection committees</td>
</tr>
<tr>
<td>Sabbatical</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional demands/expectations**

- ✔ Athlete NCAA/NAIA counseling and guidelines
- ✔ Planning and Budget Input
- ✔ Counseling Evening Coverage – Provided only if offered in Counseling Office with support staff
  - Security issues
- ✔ Crisis Counseling
- ✔ Attend weekly staff meetings
- ✔ Summer advising
- ✔ Complete Forms for Department of Rehabilitation
- ✔ Provide Course Advising and Educational Planning for ACT Programs
- ✔ Veterans Students Needing 4-Semester Plans
- ✔ Disability Services Student Support and Advising
- ✔ Academic (Early Alert)
- ✔ Referrals to Community Education and Programs
- ✔ Peer Faculty Evaluations
TECHNOLOGY
Currently, five counselors provide online advising services. Each counselor provides one hour of online advising per week during the Fall and Spring semesters. These hours are part of each counselor’s workload. During the Summer, online advising services are provided based on the availability of a summer budget and is considered overload. During Spring 2013, two counselors were trained to use “Join-me”, a software program, which will allow them to provide Career, Academic and personal counseling to students using this virtual modality. In addition, Skype and Facebook are other possibilities for the future. However, to use new technology it will be important for counseling to have a budget in order to receive the necessary training. In addition, a recommendation has been made to update the Counseling website at MJC and to include Q and A’s which are included in this report. Counseling sees the need for collecting data and currently there is data available however, it is incomplete. (see appendix MJC Online Advising.)

EVENING COUNSELING
For a number of years, Counseling provided opportunity for students to meet with a counselor on a “walk-in” basis on Tuesday evenings from 5:00 p.m. – 7:00 p.m. This was in addition to scheduled appointments and walk-ins were available to all students and prospective students during the day from Monday through Friday. Counselors volunteered to provide evening coverage during the fall and spring semesters. During 2012-13, counselors who were scheduled to work in the evening needed to go downstairs in the Student Services Building and use an office located in DSP&S. Student support staff was available at the counter in Evaluations to check in students. If a counselor was scheduled to work in the evening, his or her hours may be reduced during the day to fulfill the evening coverage.

One of the concerns Counselors had regarding evening coverage was having to use someone else’s office and possibly not having all necessary materials available at his or her disposal. Also, having adequate security in the evening was a concern. In addition, students were confused about the services being offered because counseling personnel and support staff were using other offices.

Students who cannot come in during the day, who have more than a “quick” question, could not be accommodated with personal, academic, or career counseling unless it is during a scheduled appointment. Students in the evening cannot meet with the evening counselor to complete a comprehensive Ed plan. Evening counseling does not address students’ needs that were more complicated in nature.

Providing evening counseling does not allow more students to be seen since a counselor usually adjusts his or her schedule, deleting two hours during the day and shifting those hours to the
evening. A thorough discussion with the Dean of Counseling and the counseling unit needs to occur to determine the effectiveness of evening counseling. Currently, “walk-ins” are only available two hours a week in the evening hours. During fall 2012, 78 students were seen, while 90 students were seen in spring 2013; an average of approximately six students per evening. (See following chart for details).

If adequate funding were provided to Counseling to hire more full-time counselors or at the very least provide money for adjunct counselors, then it may be possible to provide more evening hours to accommodate both walk-ins and scheduled appointments. It could also be possible that evening appointments may be conducted using the “Join-me” virtual modality.

### Fall 2012- Spring 2013 # of Walk-ins on Tuesday Nights 5:00-7pm Only

<table>
<thead>
<tr>
<th>Fall 2012</th>
<th>Number of Walkins Seen</th>
<th>Spring 2013</th>
<th>Number of Walkins Seen</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUGUST</td>
<td></td>
<td>JANUARY</td>
<td></td>
</tr>
<tr>
<td>8/28</td>
<td>8</td>
<td>1/15</td>
<td>7</td>
</tr>
<tr>
<td>SEPTMBER</td>
<td></td>
<td>1/22</td>
<td>6</td>
</tr>
<tr>
<td>9/4</td>
<td>7</td>
<td>1/29</td>
<td>0</td>
</tr>
<tr>
<td>9/11</td>
<td>1</td>
<td>FEBRUARY</td>
<td></td>
</tr>
<tr>
<td>9/18</td>
<td>5</td>
<td>2/5</td>
<td>4</td>
</tr>
<tr>
<td>9/25</td>
<td>3</td>
<td>2/12</td>
<td>5</td>
</tr>
<tr>
<td>OCTOBER</td>
<td></td>
<td>MARCH</td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>2</td>
<td>2/19</td>
<td>6</td>
</tr>
<tr>
<td>10/9</td>
<td>4</td>
<td>2/26</td>
<td>6</td>
</tr>
<tr>
<td>10/16</td>
<td>8</td>
<td>3/5</td>
<td>4</td>
</tr>
<tr>
<td>10/23</td>
<td>8</td>
<td>3/12</td>
<td>7</td>
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<tr>
<td>NOVEMBER</td>
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<tr>
<td>10/30</td>
<td>7</td>
<td>3/19</td>
<td>7</td>
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<td></td>
<td></td>
<td>3/26</td>
<td>6</td>
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<tr>
<td>DECEMBER</td>
<td></td>
<td>APRIL</td>
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<tr>
<td>11/6</td>
<td>5</td>
<td>4/2</td>
<td>4</td>
</tr>
<tr>
<td>11/13</td>
<td>8</td>
<td>Summer Registration Dates Sent Out</td>
<td>9</td>
</tr>
<tr>
<td>11/20</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/27</td>
<td>2</td>
<td>4/16</td>
<td>11</td>
</tr>
<tr>
<td>DECEMBER</td>
<td></td>
<td></td>
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<tr>
<td>12/4</td>
<td>7</td>
<td>4/23</td>
<td>8</td>
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</tbody>
</table>

**TOTAL WALKINS FOR FALL 2012 ON TUESDAYS** 78  **TOTAL WALKINS FOR SPRING 2013 ON TUESDAYS** 90

### EVENING CLASSES
Currently, there are only 12 counselors and no adjunct counselors, evening course offerings for Guidance classes were very limited. In Spring 2013, there was only one Guidance 111 (Career Awareness) and on Guidance 116 (Orientation for Re-entry Adults) offered, which could serve
the needs of approximately 70 students. No evening guidance courses are being offered in Summer 2013. In Fall 2013, only Guidance 111 is being offered in the evening with a maximum enrollment cap set at 30. It is anticipated that in Spring 2014, two guidance classes will be offered, one Guidance 111 and one Guidance 116. As mentioned previously in this report, more students could be served with the addition of more counselors and/or adjunct counselors.

**FACULTY ADVISOR TRAINING**

In May, 2012, two counselors developed the STEM Tool Kit for Faculty Advisors so faculty from the Science, Math and Engineering Division could use it when advising students. The intent was to train faculty from that Division first as a pilot study in order to obtain input and suggestions before providing training to other faculty at MJC.

On March 6, 2013, an email was sent to the Dean of Science, Mathematics, and Engineering to solicit faculty to participate in the faculty advisor training. Several dates in March were offered at various times. Though there was some interest expressed by the faculty, no one was available at the suggested days and times. Another email was sent and this time, included Friday and another day during the week; evenings was also offered as a possible option. No one from the Division responded. By this time faculty from SME Division were preparing for their move to the West Campus. As a last attempt before the end of the spring semester, an invitation was sent to several faculty from other Divisions; the names had been previously obtained by the Dean of Counseling and Student Services at a meeting. The list included individuals who had expressed interest in becoming a faculty advisor. Finally, on April 22, 2013, four faculty and two administrators attended the Faculty Training session. Input and suggestions were obtained from the participants and will be incorporated into new training sessions. It is the intent of counseling to provide further training to faculty beginning Fall 2013 after making a presentation about Faculty Advising to the Academic Senate. Specific dates will be determined at the beginning of the fall semester by the Counseling faculty and the Dean of Counseling and Student Services. The total workshops will be based on faculty interest.
**Title 5 California Code of Regulations Minimum Standards**

(b) The governing board of a community college district shall provide and publicize an organized and functioning counseling program in each college within the district. Counseling programs shall include, but not be limited to, the following:

1. Academic counseling, in which the student is assisted in assessing, planning, and implementing his or her immediate and long-range academic goals;

2. Career counseling in which the student is assisted in assessing his or her aptitudes, abilities, and interests, and is advised concerning the current and future employment trends;

3. Personal counseling, in which the student is assisted with personal, family, or other social concerns, when that assistance is related to the student's education; and

4. Coordination with the counseling aspects of other services to students which may exist on the campus, including, but not limited to, those services provided in programs for students with special needs, skills testing programs, financial assistance programs, and job placement services.

(c) Counseling services as specified in Subsection (b)(1), (2), and (3) shall be provided to first-time students enrolled for more than six units, students enrolled provisionally, and students on academic or progress probation.

§ 55523. Counseling and Advisement

(a) If not already required to do so by the minimum standards for counseling services set forth in section 51018, each community college district shall do all of the following:

1. Make reasonable efforts to ensure that all nonexempt students who are on probation participate in counseling as provided in section 55034;

2. Make reasonable efforts to ensure that all nonexempt students who have not declared a specific educational goal participate in counseling to assist them in the process of selecting a specified educational goal pursuant to section 55525;

3. Make reasonable efforts to ensure that all nonexempt students who are enrolled in non-degree-applicable basic skills courses participate in counseling or advisement; and

4. Make available to all students, advisement or counseling on general academic requirements and the selection of specific courses by counselors or appropriately trained instructor/advisors, and/or other appropriately trained staff working in consultation with counselors.

(b) Counseling by appropriately trained counselors or advisement by appropriately trained staff may also be made available in any other area the district deems appropriate, including but not limited to, the interpretation of assessment results and the development of a student's educational plan as required by section 55525.
COUNSELING PROGRAM PROPOSED CALENDAR OF EVENTS 2013-2014

Aug 26-September 30: STUDENT SUCCESS MONTH

- Stress management/Math and Test Anxiety
- Study Skills/How to Succeed in College
- TAG Workshops

October 1-October 31: CSU TRANSFER MONTH/ Continuing Students Advising Month

- Application Workshops
- Exploring CSU’s
- Ed Planning workshops
- Probation/Dismissal workshops

November 1-November: UC/Private Transfer Month; New and Returning Students Advising Month

- U.C. Application Workshops
- Personal Statement workshops
- Exploring U.C.’s
- Ed Planning workshops
- New student Advising sessions
  - Continuing Student registration (November 1- December 2)

December 1- December 13: Strategies for Transfer Success

- Successful “Studenting”
- New Student Advising
  - New, Returning, High School and Open registration (Dec 3- Jan. 12)

January 13- January 31 : What Can I do with this Major? Month

- English majors
- Biology Majors
- Psychology/Sociology/Social Sciences major
- Business
- Health Related Majors

February 3- February 28: Career Exploration Month/ Open House

- Health Science and Medical Technology
- Arts, Media and Entertainment
- Business and Finance
- Public Services
• Education, Child Development and Family Services

March 3-March 31: **Job Hunting Month. Summer and Fall Advising Month**

- Probation/Dismissal workshops
- Job Hunting Strategies
- Resume Writing

April 1-May 2: **Graduation/Transfer Month**

- Preparing to transfer
- Job Interviewing

- Continuing Student Registration April 1-May 2 (Proposed)

August 1-August 26: **New and Returning Students Advising and Registration Month (Proposed)**
STUDENT COUNSELING NEEDS

Students come to the Counseling Office with a wide variety of needs. The amount of time needed for any particular student and any particular set of issues will also vary and it is often difficult for the student to predict how much actual time they will need with a counselor. However, in an attempt to accommodate this variety of needs the Counseling Office offers two different time-modalities which the student may choose from: a 50 minute appointment or a same-day walk-in time of 15 to 20 minutes. In an attempt to help students decide which time-modality would serve them better, the Counseling Office has drawn up a general list of the types of issues which might be best served by each type of session, and plans to make this available to the students and counseling office staff.

Which are best served by appointments? Which are best served by Walk-Ins?

### 50 Minute Appointment

- Career Counseling
- Career Assessment Interpretation
- Make New Educational Plan
- Change of Major, New Educ. Plan
- New Student counseling
- Personal Counseling
- Financial Aid Appeal when student has
  - No Educ. Plan or Educ Plan is over 1 year old.
- Discussion concerning study skills
- Discuss poor student motivation issues
- Exploring major life decisions
- Academic or Progress Dismissal

### Walk-Ins

- Excess units
- How to Add or Drop a Class
- Minor Change to Existing Educ. Plan
- One semester Educ. Plan
- Question about a college policy, procedure
- Discuss concerns about a class
- Financial Aid Appeal if student has current Educ. Plan less than 1 year old.
- Referral to other services
- Referral to Study Skills classes
- Quick questions with quick answers
- Readmission follow-up, Grade Check
WHY DO STUDENTS NEED A 50 MIN. APPOINTMENT WITH A COUNSELOR?

People who are not counselors often don’t have a clear idea of what college counselors actually do in a session with a student, or why an hour is needed. Perhaps they think we merely write down a list of classes for a student to take and then send them quickly out the door. But that is not what we are about. College counselors are professional counselors with master’s degrees in counseling or psychology and we are trained to deal with the whole student including personal development, problem-solving, emotional distress, relationship issues, career exploration, personal values and life goals, academic success, choosing a major and a career, and finally, educational planning.

To get a better understanding of what actually happens in a college counseling session, let’s look at two abbreviated versions of actual, and typical, sessions with a student.

Session 1: Young Single Mother

“What can I help you with today?” counselor asks to start.

“I need to do an Educational Plan with a major in business,” student says.

“I see you are taking some business courses now. How are you doing in them so far?”

Student sighs. “Not so good. It’s not the classes. I could do alright if I had more time to do my homework and didn’t have to miss so much.”

“What’s happening that you have to miss so much?” counselor asks.

“It’s my son. He’s ten and is starting to get in trouble at school. I’m a single mom so I have to deal with it all by myself. The school called last week and insisted I had to come for a meeting about my son’s behavior and they scheduled this meeting at the same time I had a test in one of my classes, so I missed the test, basically got an F for it because the instructor won’t let me make it up. Plus my son has constant outbursts at home and causes big arguments so I can’t concentrate or study . . . .

(15 minutes of discussion ensues about student’s problems with son and lack of enough time and quiet to study well; suggestions about things she could try to improve her situation. Eventually we get back to student’s Educ. Plan)

“So tell me why you want to major in business,” counselor says. “What is it about business that appeals to you?”

“Well, it’s practical. I have to think of my son, how to provide for him, and you can always get a job with a business degree.”

“So what job do you want?”
“I don’t know. Anything really. Just so I can pay the bills.”

The counselor thought a moment. “I noticed something just now when you explained why you chose business as a major. Your voice sounded a bit ho-hum. I didn’t hear any enthusiasm. Like maybe business doesn’t really interest you all that much. Am I reading this right?”

“Well, I’m a single mother. I have to support my son. I can’t afford to go with what interests me,” the student said.

“Hmm. Did you know that business is the default major? When students don’t know what career or major they want, they usually choose business. And if that’s the case with you I want you to remember that you might be working at least 30 years at your career—that’s a huge chunk of your life—and you are likely to be more successful, and happier, in a career that you love than one you don’t like but think you “should” do. So tell me, do you enjoy the business courses you are taking now?”

“Not really. In fact I’m getting a D in my accounting class. I’m not good at math. So I really am struggling with accounting. I don’t think I’d like to be an accountant. Plus it’s all about numbers. I’d rather work with people. And I’m bored with my other business classes.

“So let’s talk about what you are interested in,” counselor says.

(10 minutes of discussion about student’s real interests, things she enjoys doing, the career she would choose if there were no roadblocks.)

“What I would really love to do is manage a major hotel, a vacation-type hotel, or a resort,” student says with sudden enthusiasm. “It would be fun. I’d be working with people enjoying themselves. And I’d love to organize and plan things like special events or weddings or conventions.”

Ah-ha! The counselor sees the spark of energy. “Well why don’t you major in Hotel and Resort Management then?”

“They have such a major? I thought Business was the closest thing I could get.”

“Yes, they have this major. Not all universities have the Hotel and Resort Management major, but a few do. And sometimes it’s listed under other names such as Hospitality or Lodging and Resort Management. Let’s look on Eureka and find out where it’s offered.”

(10 minutes searching online on Eureka for universities that offer this major.)

“O.K., Here’s Cal Poly, Pomona,” counselor says. “Let’s look up the major in their catalog here and see what it says. Look at the courses offered: Hotel Management, Event Planning, Resort Recreation Planning, Nightclub Operations. Even Tourism and Travel, and World Cuisines. Does this sound like what you want?”

“Oh my gosh, yes, absolutely. Except I really don’t want to move to southern California. Can we check out some of the other universities?”

(15 minutes looking in several more catalogs. Student decides on CSU Chico.)
“I really like this one at Chico. It’s exactly what I want. It even offers an internship. And it’s a small town in northern California where I’d really rather be. Oh, I’m so excited about this. I can’t tell you how happy this makes me to find this major.”

“Well now we’re finally ready to make an Educational Plan for you. So we’ll do a CSU transfer plan for Chico State with a transfer major in Lodging and Resort Management.”

(25 minutes writing up the plan. 15 minutes of that time as student considers and asks questions about various courses for each general ed. category. 10 minutes choosing and writing up area of emphasis for an A.A. degree.

Counselor wraps up session, reviews what has been accomplished, asks if student has any other questions and answers them. Reminds student to follow her plan each semester.

ACTUAL TIME NEEDED WITH STUDENT: 1 hour, 15 minutes

Session 2: Student Athlete Counseling Session

Counselor: Good Morning John, How are you today?

John: Fine

Counselor: How can I help you today?

John: My coach told me I had to come in to see a counselor for an Ed Plan.

Counselor: Great, do you know what an ed plan is?

John: No

Counselor: Before we talk about the ed plan, let me get some information from you first? So, what team are you playing on?

John: Football, I’ve been playing football all of my life.

Counselor: After MJC, would you like to play football at the four year school?

John: Of course, that is why I’ve been playing so I can get a full ride scholarship to pay for my degree. My parents can’t afford to pay for school; that is why I am working. My dad lost his job and my mom is a stay at home mom. My dad has a job now but doesn’t make nearly enough to pay for college. I think that I want to be an Engineer and transfer to Cal Poly or any school that will give me a scholarship.

Counselor: John, you have given me a lot of information and can I ask you a few follow up questions? Let’s talk first about paying for school. It sounds like you are working to help support your family. Is that true or are you working to pay for your own bills?

John: No I give my paycheck to my mom.
Counselor: Are planning to work while you are playing football?

John: Sure on the weekends.

Counselor: Did you know that our Football games are on Saturdays and the team is required to be on campus most of the day on Saturday and follow up with films on Sunday? So, we may have to rethink some of your plans. I’m not sure you can go to school, practice, play football games and work. We can discuss this further in a bit.

Counselor: Ok, have you applied for FAFSA?

John: What is that?

Counselor: It is the financial aid process. It helps students pay for their education.

John: I don’t want a loan.

Counselor: Financial Aid at the community college doesn’t normally give out loans; they are grants, which is money you don’t have to pay back. The federal and state government invests in you to gain a college education for skills and knowledge in hopes of you to be a production citizen.

John: Ok then I’ll apply. I live in Oakhurst and I don’t have a car so I was thinking about moving here to Modesto. Do you know about any housing?

Counselor: Yes, here is some housing information. Contact them. Also, sometimes your coach has other players looking for roommates you might want to talk with him.

Counselor: Now, I heard you say you wanted to play football at Cal Poly. Cal Poly is a Division 1 school. Are you a division one player?

John: What does that mean?

Counselor: NCAA gives schools and programs a ranking, Division I, II, III and NAIA. Do you feel your level of play is at the Division I capacity?

John: Well, I was all-league at my high school. So yeah!

Counselor: Did you have any coaches come and recruit you to play at their school? Did you get any letters from schools wanting you to look at their program?

John: No because my town is far away and we are a small school. That is why I had to come to MJC. You guys have a great football team and I can get to the next level from here.

Counselor: Great! Well, let’s talk about academics and your academic performance in high school. Are you a qualifier or non-qualifier?

John: What do you mean?

Counselor: Did you complete all 16 core classes in high school, take your SAT and have no D’s or F’s in those 16 core classes.

John: I didn’t have any D’s or F’s but I didn’t take my SAT or ACT.
Counselor: Ok, well then before you transfer to a 4 year school you must obtain your AA degree for a Division I school for NCAA eligibility purposes. You will also have to get a 2.5 GPA in all of your academic classes excluding PE classes. In addition, you will need to complete two transferrable English and 1 transferable math with 1 science class.

John: What are transferable classes?

Counselor: Those are classes that are numbered 100-299. Let’s see where you placed, math 20 and English 49 with Read 40. John, were you happy with your results.

John: NO! It said I have to start at pre-algebra but I was in AP STATS in high school and why do I have to take English 49 when I was in AP English.

Counselor: Did you take the AP exams after the class was over.

John: No

Counselor: College policy is that you must take an assessment to see what you remember from high school so we can suggest an appropriate starting point for English and math.

John: Well I didn’t take the tests serious, I was tired. We had to wake up really early to drive down here to take the test and all I wanted to do was get this over with and sleep.

Counselor: John, now that you know this assessment is serious and determines where you start with math and English, would you like to retake it.

John: Yes absolutely.

(30 minutes have now transpired)

Counselor: Ok, well let’s talk about your educational goal. So you want to attend Cal Poly and play football and major in Engineering. Let me break this down for you what Cal Poly will expect from you before you transfer and what NCAA wants from you in order to be even eligible to play.

Cal Poly would like you to be competitive when you apply to their school. Using the www.assist.org website which is a site created to help you and me to find out the freshman and sophomore level classes to complete at the community college, we will see which classes you are required to complete and try to figure out an AA degree for you so you can be eligible for football. It says here you need, Cmpsc 205, Engr 140, Engr 130, Engr 135, Chem 101, Chem 102, Math 171, 172, 173, 174, Physc 101, 102, 103.

John: Wow I had no idea. Can I get an AA degree in Engineering at MJC.

Counselor: Well, you used to be able to but due to budget cuts the college terminated the program.

John: Well what can I do then if I have to have an AA degree to play football?

Counselor: We have other general education degrees that we can look at to see if one of them fits to the intended major. Let’s start looking into which classes you can start with or strategize how we can get you into a higher math class. You mentioned that you didn’t take the assessments serious. Now that you know how serious they are in determining where you will start with your classes in college, maybe you will want to retake them.
John: I didn’t know that there was so many math’s involved with Engineering. Can I pick another major?

Counselor: Let’s talk about what you thought you like about engineering. What traits or skills required for an engineer appealed to you.

TIME IS UP!!!!! Haven’t found a potential school, no major or AA degree, or completed an ED PLAN!

These distinctions are somewhat arbitrary in light of the mix of concerns students present to counseling faculty in a single session. For example, a request for transfer information commonly evolves into a session about handling intense parental pressure or doubts about career direction. Student disclosures of substance abuse or sexual abuse may occur in sessions ostensibly dealing with career decision-making. And sessions about academic difficulties may uncover learning disabilities. These examples illustrate the complex needs students bring to counselors in the community colleges. These problems require counseling faculty to respond with an array of professional skill, sensitivities and counseling techniques, all grounded in an understanding of human development. Most interactions with students regarding academic matters require sensitive counseling evaluations and are not, as some believe, simply the provisions of curriculum information.
Frequently Asked Questions

In order to serve more students and to answer simple questions that many students have, this section of Frequently Asked Questions was developed to meet those needs. These FAQ’s could be made available to new students as a handout who come in on a walk-in basis to see a counselor, during the new student orientations, and available online on our counseling website for all students to view.

Counselors are available to assist currently enrolled students through scheduled appointments (50 minutes) or if a Student has a quick question Counselors are available for a walk in (10-15 minutes).

QUESTIONS ABOUT COUNSELING

1. **What does a counselor do? Do I need to see one?**

A counselor assists with academic advising, career planning, personal counseling, transfer services, problem solving and decision making. Counselors can offer guidance throughout the time you are enrolled at MJC and it is recommended that you see a counselor as needed.

2. **Am I assigned a particular counselor?**

You may choose to meet with any of our counselors. You can choose to work with one particular counselor or you may choose to see any counselor that is available. We do not require students to meet with a particular counselor based on last name, major, grade level, etc.

3. **How do I make an appointment to see a counselor?**

To make an appointment to meet with a counselor you can go in person to the counseling office on the East Campus in the Student Services Building Rm. 226 from 8:00-4:00pm or call the office number at 575-6080. Appointments are scheduled for fifty minutes. We have counseling appointments both on the East/ West campus. Please remember to check-in for your appointment when you arrive.

4. **Can I see a counselor without an appointment?**

Yes, normally Mondays-Fridays we have times during the day for walk-ins, primarily on the East Campus. On walk-ins, students can see a counselor to get general basic information or get answers to quick questions. A counselor can only assist you for a maximum of fifteen minutes on a walk-in. Walk-ins are on a first come, first-served basis and during peak times of the year you could be waiting over an hour. We suggest you call in to check on wait times.

5. **Are evening appointments available?**

Evening appointments are currently not available. On Tuesdays we do have walk-ins until 7:00pm. Remember walk-ins are only for general information and quick questions.

6. **What should I bring with me when I see a counselor?**
You will want to bring a list of questions and any paperwork you want to review with the counselor. If you have transcripts from a previous college you will want to review them with the counselor. If your transcripts are unofficial (opened, not in a sealed envelope), you can bring them to the counseling appointment in order for the counselor to view your previous work. If you already have an official copy (unopened and in a sealed envelope), you will need to bring it to the Records Office on the 1<sup>st</sup> floor of the Student Services Building Rm. 102 on the East Campus. Upon receipt of outside transcripts, the student will be notified via the college issued student email that their transcripts have been received. In order to have a full evaluation of a transcript, students must submit an Evaluation Request Form. You can pick up the form from the Evaluations Office Rm. 110 in the Student Services Building.

7. **Do I need to meet with a counselor before I can register for classes?**

Counselors do not register students for classes. They are there to assist you in course selection, goal setting and planning. It is recommended that you work with a counselor as needed. If you need help with the registration process, you can go to the Admissions Office on the East or West Campus at the time of your scheduled registration date/time or any time thereafter during scheduled registration. There is also a registration computer lab in the Student Services Building Rm. 103 on the East Campus where you can get assistance with registration.

8. **Do I need to see a counselor every semester?**

It is recommended that you see a counselor on a regular basis. This will ensure that you have the most current information and you are on track to reach your goal. However, if you have made a complete Educational Plan, you will not need to see a counselor every semester.

9. **Can I talk to a counselor about personal topics? Will it remain confidential?**

Yes, you can speak with a counselor about personal topics. All of our counselors are skilled professionals that are able to assist you with personal counseling and everything you say is strictly confidential. They are also able to refer you to outside assistance if needed. Crisis counseling is also available to students.

10. **Can I send a counselor a quick question online?**

Yes, you can send a general counselor a quick question by using our online advising format. Go to our general counseling website and click on online advising. A counselor will usually respond to you within two working days. If you are requesting information during busy registration periods, the response time may be a bit slower. Plan ahead.

11. **What do I do if I have a hold on my registration?**

There are various types of holds (fees, probation, dismissed, invalid address, etc). Check with the Admissions Office on the East or West Campus. Once you know what type of hold that you have, you will need to complete the hold requirements before you are able to register for classes.
GETTING STARTED

12. What do I need to do if I’m a new student?

As a new student, you have a number of steps that you will need to take. You will need to fill out an Admission application on-line at www.mjc.edu, request to have official high school or college transcripts submitted to the Enrollment Services Office as soon as your graduation/final grades have been recorded, take an assessment test, apply for Financial Aid if needed, participate in a new student orientation on-line or in person, meet with a counselor for advising, register for classes on-line, pay your fees upon registration.

13. What do I need to do if I want to take classes while I’m still in high school?

Modesto Junior College grants advanced admission for students who are still in high school and want to take college courses. If you are still in high school you will want to make an appointment with your high school counselor. Advance admission students must have their parent or legal guardian and their high school counselor or principal sign their Petition for Advanced Admission form, in addition to completing the regular admission process.

14. What is orientation and do I need it?

All new and returning students, including special admits (7th-12th grade students), who do not have an associate degree or higher and who have not previously attended an MJC college orientation or completed an MJC guidance class are required to attend orientation prior to their registration date and time. Orientation familiarizes each new MJC student with campus policies, procedures, and student rights and responsibilities. Orientations are done on-line or in person. Students who are exempt from orientation are welcome to attend an orientation session.

15. Do I have to take the assessment test?

Math and English/Reading or English-as-a-Second Language (ESL) assessments are required of ALL STUDENTS who are completing courses to earn an associate degree, certificate, transfer to a university, to improve job skills, career development, or who are undecided; as well as students who have completed at least 15 units; regardless of their goal. There is no pass or fail, and these tests do not determine admission to the college. The results are used to assist counselors and students in selecting the appropriate level of course work. Students are encouraged to discuss test results with a counselor prior to registration.

16. If I score in a certain class on assessment test do I have to take that class?

Assessments are given to show where your academic levels are in English, Reading and Math. Your educational goal will determine if you need to take a specific level English, Reading or Math class. If you
feel you can improve your level, you can retake the assessments after 60 days. Please consult a counselor for your specific educational goal.

17. What are the differences between a new, continuing and returning student?

A new student has never attended MJC before. A continuing student has enrolled in one or more classes within the past year. A returning student has not enrolled in an MJC class within the past year and has reapplied to MJC

18. How many units must I enroll in to be a full-time student?

You must enroll in 12 units to be considered a full-time student. Students must complete an average of 15 units a semester in order to meet graduation requirements in four semesters. A student during the Fall/Spring semester can register for up to 18 units and in the Summer for up to 12 units. We would recommend you speak with a counselor to discuss your course load if you are planning to take the maximum number of units allowed per semester.

19. Where can I get a Schedule of Classes or college catalog?

MJC’s Schedule of Classes is available online only at [https://media.mjc.edu/classsearch](https://media.mjc.edu/classsearch) and the college catalog is available online [www.mjc.edu/catalog](http://www.mjc.edu/catalog) and at the Pirate Bookstore on the East Campus.

20. How will I know when I get to register for classes?

As a new student, you will receive an email to your private email indicating your Student ID # as well as your date to check Pirates net for your registration date and time. This date and time indicates when the computer system will allow you to register via the online system. You do not have an appointment that you must come on campus that day or with a counselor.

EDUCATIONAL PLANNING

21. What is a student educational plan?

A student educational plan is a map of all the classes you will need to take at MJC to reach your academic goals. A counselor is able to assist you in making an educational plan for you to reach your goals. This plan will map out which courses you will need to take for the following semester(s). Educational plans are done on an appointment basis or in the guidance courses.

22. What is a major? Do I have to declare one?

A major is an organized program of courses within a discipline leading to an Associate Degree, Vocational Certificate, or transfer to a college or university. It is not mandatory for a student to declare a major upon starting at MJC. If you haven’t declared a major and you would like to or if you have declared one and would like to change it you may want to meet with a counselor for assistance in major selection.
23. What is General Education?

General Education courses are sometimes called “breadth requirements”. These are courses outside of your major, required of everyone to obtain a degree, regardless of your major. They are designed to make you a “well rounded” person. It is recommended that you work with a counselor to ensure that you are following the correct General Education pattern to reach your specific goal.

24. What is a certificate program?

Certificates of achievement are granted for the completion of a specified program. They range in units from 12-60 and are offered in many areas such as agriculture, supervisory management, veterinary technician, and medical assisting. These state-approved certificates acknowledge workplace competencies and job readiness. Specific course requirements for each certificate are listed with the program descriptions in the Catalog.

25. What is an Associate of Arts/Science (AA/AS) Degree?

An AA/AS Degree is a two year degree (based on four semesters of 15 units each) that consists of specific groups of classes. You can have from 20.5 to 30 units of General Education, 18-40 units of Major Requirements and other courses or electives to add up to a minimum of 60 semester units. You must also complete these courses with a 2.0 cumulative grade point average or higher. Please refer to the MJC catalog and a counselor for the most up-to-date information and requirements.

26. If I get an AA/AS can I automatically transfer to a four year college?

Completing an AA/AS does not guarantee that you are ready to transfer to a four year college. It requires careful planning to transfer. It is strongly recommended that you see a counselor as soon as you begin thinking about transferring. If you work closely with a counselor, you may fulfill your AA/AS and transfer requirements at the same time.

27. How do I transfer to another college?

In order to transfer successfully, you will want to meet with a counselor and visit our Career Development and Transfer Center. A counselor will help you to evaluate whether you have all of the requirements that you need to transfer. The Transfer Center is located in the Morris Administration Building Rm. 107 on the East Campus. Some of the Transfer Center activities include TAG’s- Transfer Admission Guarantee Contracts, one-on-one appointments with counselors and university representatives, free campus tours of four-year universities, assistance with electronic applications and fee waivers, assistance with admission websites and articulation, the annual Transfer Day/College Night where many four-year universities are represented.
28. Are there certain classes that I can’t enroll in? What is a prerequisite?

There are courses at MJC that will require completion of prerequisites before you can enroll in them. On the class search in Pirate Net, each course will inform you if it has any requirements or prerequisites. An example would be English 102. The prerequisite for English 102 is English 101 with a grade of “C” or better. These courses must be satisfied in the order specified and the requirements of the first course must be met before you can enroll in the second course.

29. What is a pass/ no pass course?

A grading system by which units of credit may be earned but no letter grade (A-F) is assigned. Such units are not used in computing the grade point average. The transcript will reflect a P for credit received or a NP for no credit received.

30. If I get a D or F in a course, do I have to repeat it?

You may want to meet with a counselor in order to decide whether or not the course requires repetition. In most cases, you will want to earn a “C” grade or better. Students are allowed to repeat a course once, where a D or F grade was earned. Once a course has been repeated and improved, the original or lower grade will remain on your transcript but will not count towards your cumulative grade point average. In the case where you have to repeat a class a second time, called a “third enrollment,” you will need to see a counselor to be approved for registration into the class.

31. Where can I get proof of enrollment?

A proof of enrollment and verification of units is done in the Admissions and Records Office, on the 1st floor of the Student Services Building Rm. 102 on the East Campus or in Yosemite Hall Rm. A133 on the West Campus.

32. How do I drop a class? Are there deadlines?

It is the student’s responsibility to drop classes. Teachers are not responsible for dropping students from classes. If you fail to drop classes, you may receive an “F” grade. You can drop classes through our online registration system on the Pirate Net. There are deadlines to drop classes. There is an academic calendar on the MJC homepage which lists these dates and they are also on your class schedule. Note that there is an early deadline to drop classes, where the course will not appear on your transcript. There is also a later deadline, where the course will appear and you will receive a “W” letter grade for withdrawal. Once the last deadline has passed, you will receive a letter grade for the class.

33. What if I need help with a class that I’m attending?

MJC provides a number of services to assist student when they need help. We have the Integrated Learning Centers on both East and West Campuses. These centers assist in the areas of math, English, science and the social sciences. These are utilized by students who want to meet regularly with a tutor.
We also have a Math Drop-in Center for short, quick questions and a Writing Center to improve your writing skills. All of these services are free to MJC students.

34. How do I graduate with Honors?

Graduating students achieving a cumulative grade point average of 3.5 or higher in all degree-applicable coursework, including transfer work, will graduate with honors. This honor will be indicated on the transcript and diploma.

35. How do I know if I’m graduating with Honors?

Students meeting the above requirements will have honors recognition printed on their diploma and their MJC transcript.
STUDENT TO COUNSELOR RATIO COMPARISON

How do the Number of Counselors at Modesto Junior College

Compare to Other Randomly Selected California Community Colleges?

*Updated 3/7/2013 and reflects tenured counseling faculty without adjunct etc.*

When considering the formidable list of services MJC Counselors provide, and the necessary number of students who can be provided with high-quality services while also meeting the mandates of the Student Success Initiative, it is necessary to consider the human reality of the number of counseling hours available. This is based on the student to counselor ratio.

The following list presents the student to counselor ratios in randomly selected Northern California Community Colleges, which includes Modesto Junior College. The number of reported enrollments is based on data collected by the California Community College Chancellor’s Office at CCCCO.EDU (datamart). The ratio was arrived at by viewing each colleges counseling office website, counting the number of counselors and dividing that number by the number of reported student enrollment by institution.

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n/a = contact made but waiting for reply so data is not available but will update as information comes in.
*Los Rios CCD has a pool of adjuncts’ that are available for the district

Upon closely reviewing the preceding list of Northern California Community College student to counselor ratios, listed from highest to lowest, it initially appears Modesto Junior College has the second highest ratio of 1975/1, second only to Alan Hancock College at 2029/1. However, upon closer examination of the data, it should be noted Allan Hancock College has 10 adjunct counselors, where MJC has NONE. In the end, MJC is left with the WORST student to counselor ratio at 1975/1, while Allan Hancock’s adjunct pool help alleviate their ratio to 1395/1.

a. American River 28 counselors
b. SJ Delta 17 counselors
c. Consumnes River 18 counselors
d. Sacramento City 24 counselors
e. Fresno City 26 counselors
f. MJC 12 counselors
g. Merced 24 counselors

Interestingly, one of our closest neighboring community colleges, Merced College, has the lowest student to counselor ratio of 656/1, and a combined full-time/adjunct Counseling faculty of 32. How is it that Merced College, being so close and in such a similar community can have the lowest student to counselor ratio, and Modesto Junior College can have the highest? What are they doing differently? How do they differ from MJC in prioritizing the need for adequate numbers of counselors to ensure student success?

Why does MJC have so few counselors when other institutions “find in their budget or priorities” to have more full time counselors after the disastrous 2010-11 fiscal year? Except for Allan Hancock, this comparison (20,000+ enrollments) is even more glaring.

Based on the above data, one could conclude that with more counselors, MJC could respond more effectively to the new mandates required by the Student Success Initiative.
Counseling Program

Proposed Calendar of Events 2013-2014

Aug 26-September 30: **STUDENT SUCCESS MONTH**

- Stress management/Math and Test Anxiety
- Study Skills/How to Succeed in College
- TAG Workshops

October 1-October 31: **CSU TRANSFER MONTH/ Continuing Students Advising Month**

- Application Workshops
- Exploring CSU’s
- Ed Planning workshops
- Probation/Dismissal workshops

November 1-November: **UC/Private Transfer Month; New and Returning Students Advising Month**

- U.C. Application Workshops
- Personal Statement workshops
- Exploring U.C.’s
- Ed Planning workshops
- New student Advising sessions
- **Continuing Student registration (November 1- December 2)**

December 1- December 13: **Strategies for Transfer Success**

- Successful “Studenting”
- New Student Advising
- **New, Returning, High School and Open registration (Dec 3- Jan. 12)**

January 13- January 31: **What Can I do with this Major? Month**

- English majors
- Biology Majors
- Psychology/Sociology/Social Sciences major
- Business

February 3- February 28: **Career Exploration Month/ Open House**

- Health Science and Medical Technology
- Arts, Media and Entertainment
- Business and Finance
- Public Services
- Education, Child Development and Family Services

March 3-March 31: **Job Hunting Month. Summer and Fall Advising Month**

- Probation/Dismissal workshops
- Job Hunting Strategies
- Resume Writing

April 1-May 2: **Graduation/Transfer Month**

- Preparing to transfer
- Job Interviewing

  - Continuing Student Registration April 1-May 2 (Proposed)

August 1-August 26: **New and Returning Students Advising and Registration Month (Proposed)**