

Merritt College

2017-2018 Annual Program Update Template

Merritt College Data Profile: Fall 2016 and Spring 2017

*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

<i>Headcount by Gender</i>	<i>Fall 2016</i>		<i>Spring 2017</i>	
<i>Female</i>	4514	64%	4742	64%
<i>Male</i>	2396	34%	2485	34%
<i>Unknown/Unreported</i>	133	2%	132	2%
<i>Headcount by Race/Ethnicity</i>				
<i>American Indian</i>	29	0%	26	0%
<i>Asian</i>	1129	16%	1227	17%
<i>Black / African American</i>	1903	27%	1864	25%
<i>Hispanic / Latino</i>	2064	29%	2195	30%
<i>Pacific Islander</i>	47	1%	42	1%
<i>Two or More</i>	369	5%	384	5%
<i>Unknown / NR</i>	341	5%	381	5%
<i>White</i>	1161	16%	1240	17%
<i>Headcount by Age</i>				
<i>Under 16</i>	38	1%	100	1%
<i>16-18</i>	808	11%	764	10%
<i>19-24</i>	2430	35%	2552	35%
<i>25-29</i>	1186	17%	1255	17%
<i>30-34</i>	766	11%	775	11%
<i>35-54</i>	1296	18%	1401	19%
<i>55-64</i>	327	5%	315	4%
<i>65 & Above</i>	192	3%	197	3%
<i>Total Headcount</i>	7043		7359	

	<i>Fall 2016</i>		<i>Spring 2017</i>	
Gender	Retention %	Success %	Retention %	Success %
<i>Female</i>	78%	66%	79%	70%
<i>Male</i>	78%	65%	79%	68%
<i>Unknown/Unreported</i>	83%	72%	82%	75%
Race/Ethnicity	Retention %	Success %	Retention %	Success %
<i>American Indian</i>	83%	77%	74%	60%
<i>Asian</i>	83%	76%	84%	78%
<i>Black / African American</i>	73%	57%	74%	60%
<i>Hispanic / Latino</i>	76%	65%	80%	70%
<i>Pacific Islander</i>	79%	69%	80%	74%
<i>Two or More</i>	77%	65%	78%	66%
<i>Unknown / NR</i>	82%	69%	83%	72%
<i>White</i>	85%	78%	85%	78%
Age Range	Retention %	Success %	Retention %	Success %
<i>Under 16</i>	82%	82%	94%	89%
<i>16-18</i>	78%	65%	82%	74%
<i>19-24</i>	75%	62%	76%	65%
<i>25-29</i>	77%	66%	79%	70%
<i>30-34</i>	82%	71%	81%	71%
<i>35-54</i>	81%	70%	82%	74%
<i>55-64</i>	83%	71%	85%	73%
<i>65 & Above</i>	84%	78%	85%	72%

**Distance
Education**

Retention and Success by Distance Ed	Fall 2016		Spring 2017	
	Retention %	Success %	Retention %	Success %
<i>100% online</i>	70%	62%	74%	59%
<i>Hybrid</i>	69%	53%	74%	61%
<i>Face to Face</i>	80%	69%	81%	72%

I. Program Information

Purpose: This section will identify basic information about your program. 2015-2016 Program reviews and 2016-2017 APU can be found at: <http://www.merritt.edu/wp/institutional-research/program-review/>

Program Name: COSER

Date: 10/5/17

Program Type (circle or highlight one): **Instructional** Non-Instructional Student Services or Special Programs Administrative Unit

College Mission Statement: The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

Program Mission:

The Community Social Services/Substance Abuse degree and certificate program is designed to prepare students for employment in entry-level paraprofessional positions providing counseling, case management, crisis management, and relapse prevention services to substance abuse clients. The program also offers further training for persons already employed in the field. The program requirements comply with CAADE (California Association on Alcohol and Drug Education) guidelines. Community Social Services/Substance Abuse is offered both for the Associate of Arts degree and the Certificate of Achievement.

Date of Last Comprehensive Program Review: 11/15

Date of Comprehensive Program Review Validation: 4/16

II. Reporting Progress on Attainment of Program Goals

Purpose: In this section, you will look at your goals stated in the 2015-2016 program review and 2016-2017 APU, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Assessment</i> 1. List SLOs on all COSER course syllabi. 2. Assess COSER 20, COSER 27, Spring 17 3. Beginning Fall 2016 we will: <input checked="" type="checkbox"/> Assess annually a minimum of 1 SLO per regularly taught course <input checked="" type="checkbox"/> Assess PLO's on a three year cycle <input checked="" type="checkbox"/> Align all recently taught courses with ILO's <input checked="" type="checkbox"/> Continue to engage in campus wide dialogue around assessment</p>	<p>1. PCCD Goal: _____ 2. Merritt Goal _____ 1. PCCD Goal: A 2. Merritt Goal: A</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: __10/15/17_____ (date)</p>	<p><i>COSER slos were originally assessed on a three year cycle. We revised our goals to reflect the 1-4 goals under assessment goals so that every instructor is assessing 1 slo per regularly taught course</i></p>
<p><i>Curriculum (if applicable)</i> Update COSER 24, 41, 49; all other COSER courses have been updated</p>	<p>1. PCCD Goal: _A & C 2. Merritt Goal A & C</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: __10/15/17_____ (date)</p>	<p><i>COSER 24, 41, 49 are no longer part of the ongoing program. Will be deactivated 2016-17.</i></p>

<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
		(date)	
<p><i>Instruction (if applicable)</i> 1. Continue offering classes during the late afternoon and evening to meet students need. 2. Build a comprehensive COSER program with 1-2 full time faculty who will devote time and monitor student success. Full time faculty are needed to update curriculum, assess the program, recruit students, attend college wide meetings and maintain liaisons with the outside community agencies and our advisory committee that provide internship opportunities Full time faculty are also needed to initiate new processes to help student with learning skills and higher education opportunities and develop the ability to overcome life and societal problems.</p>	<p>1. PCCD Goal: A & C 2. Merritt Goal: A & C</p>	<p>Completed: _____ (date) Revised/New: _#2 12/17/17 (date) Ongoing: ___10/17/17; #1 (date)</p>	<p><i>COSER was granted a full time hire for 2017-18; we are in the process of completing the hiring process and the full time faculty will begin S2018.</i></p>
<p><i>Student Success and Student Equity</i> 1. To hire 1-2 full time faculty who will devote time and monitor student success.</p>	<p>1. PCCD Goal: A & C 2. Merritt Goal: A & C</p>	<p>Completed: _____ (date) Revised/New: #1 12/17/17 (date)</p>	<p><i>1. COSER was granted a full time hire for 2017-18; we are in the process of completing the hiring process and the full time faculty will begin S2018.</i></p>

<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Full time faculty are also needed to initiate new processes to help student with learning skills and higher education opportunities and develop the ability to overcome life and societal problems.</i> 2. Build enrollment through funding agencies such as, Citizen's For Education (C4E) that recruited students for the college many of whom were ex-offenders. 3. To implement a student support services model to improve the course completion rate and the number of COSER students petitioning for certificates and state certification.</p>		<p>Ongoing: #2, #3 (date)</p>	<p>2. SSSP funding proposal that was conditionally accepted by VPS in Spring 2016 was not submitted for state funding. Faculty are looking for new sources of funding for this proposal.</p> <p>3. COSER has funding for .5 permanent staff assistant who will implement the student support model.</p>
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships</i> 1. New full time faculty will identify areas of Professional Development for the COSER Program.</p>	<p>1. PCCD Goal: A & C 2. Merritt Goal: A & C</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: #1 _____ (date)</p>	

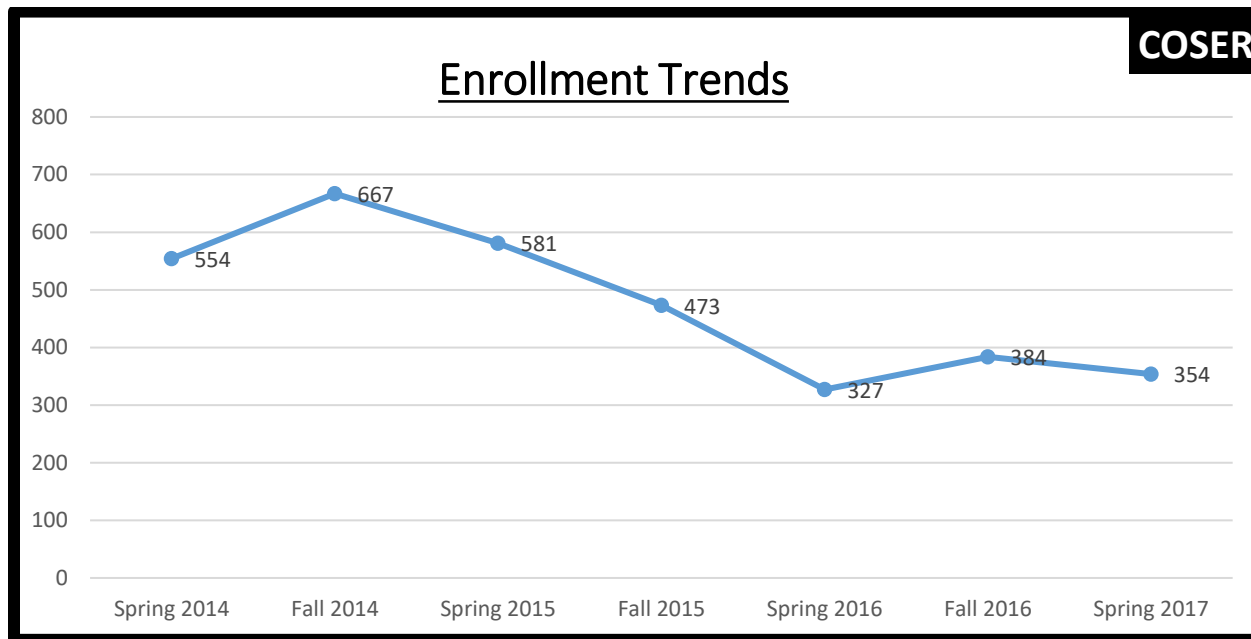
<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Other Goals</i></p>	<p>1. PCCD Goal: _____ 2. Merritt Goal _____</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)</p>	

III. Data Trend Analysis

Purpose: In this section, you will report, review and reflect on your program data. You may copy and paste the tables that were provided to you in your data packet via email.

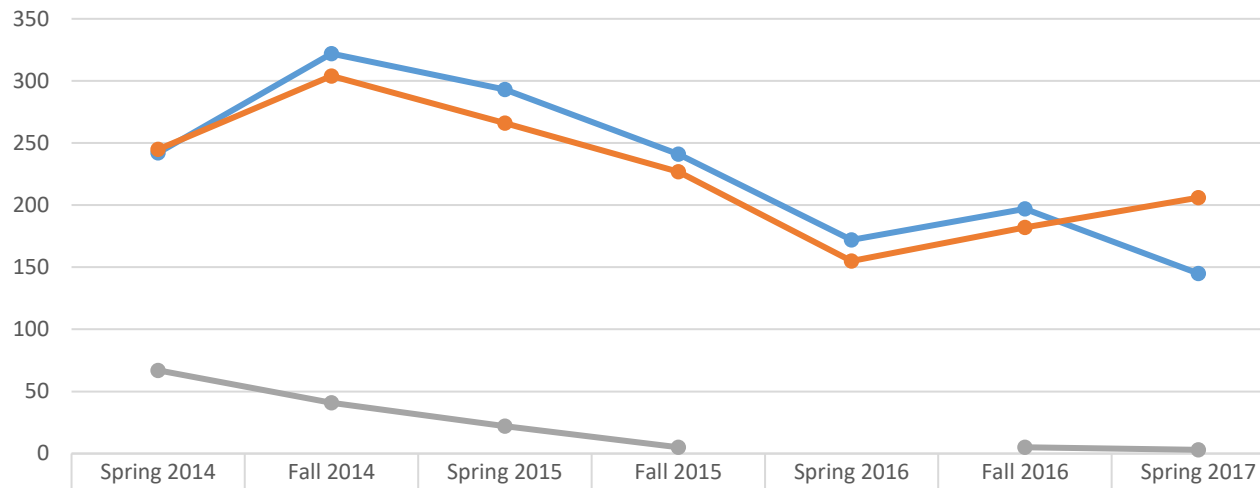
Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review. *If you have questions or concerns regarding your data, please contact Samantha Kessler, Research and Planning Officer: skessler@peralta.edu.

Student Enrollment Demographics:



Enrollment Trends: Gender

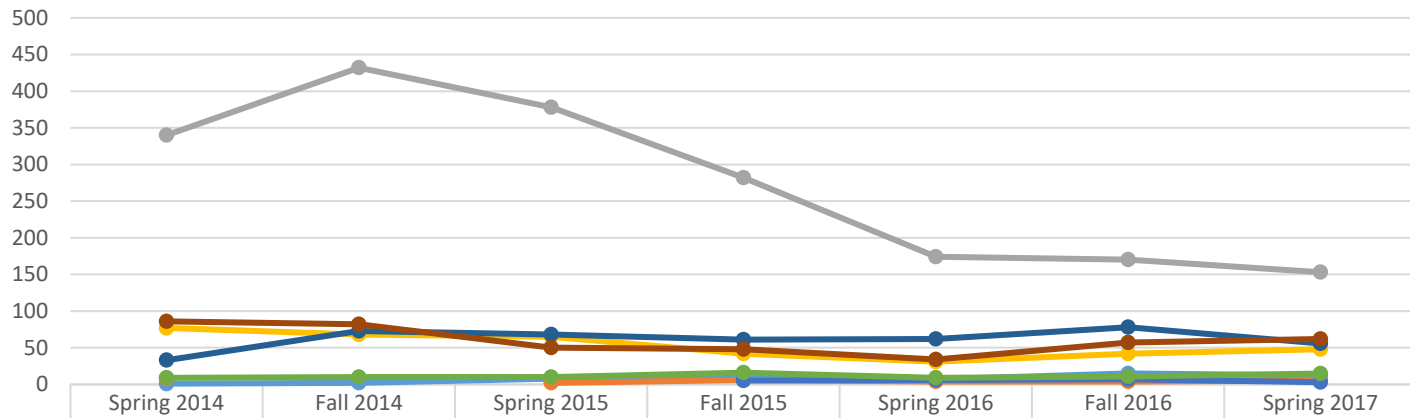
COSER



Female	242	322	293	241	172	197	145
Male	245	304	266	227	155	182	206
Unknown/Not Reported	67	41	22	5		5	3

Enrollment Trends: Race/Ethnicity

COSER



1. What changes have occurred in enrollment since 2015-2016 program review?

There was an increase in male enrollment from Spring 16-Spring 17; there was a decline in female enrollment from Spring 16-Spring 17. Enrollment has declined which may be in part due to students gaining employment and not having time for training for employment. In addition, due to the COSER program being staffed entirely by part time faculty, there is no time to develop recruitment and program enhancements although it is still one of the most productive programs on campus, well above the recommended 17.5 productivity benchmark. The current instructor will retire as soon as the new hire is employed.

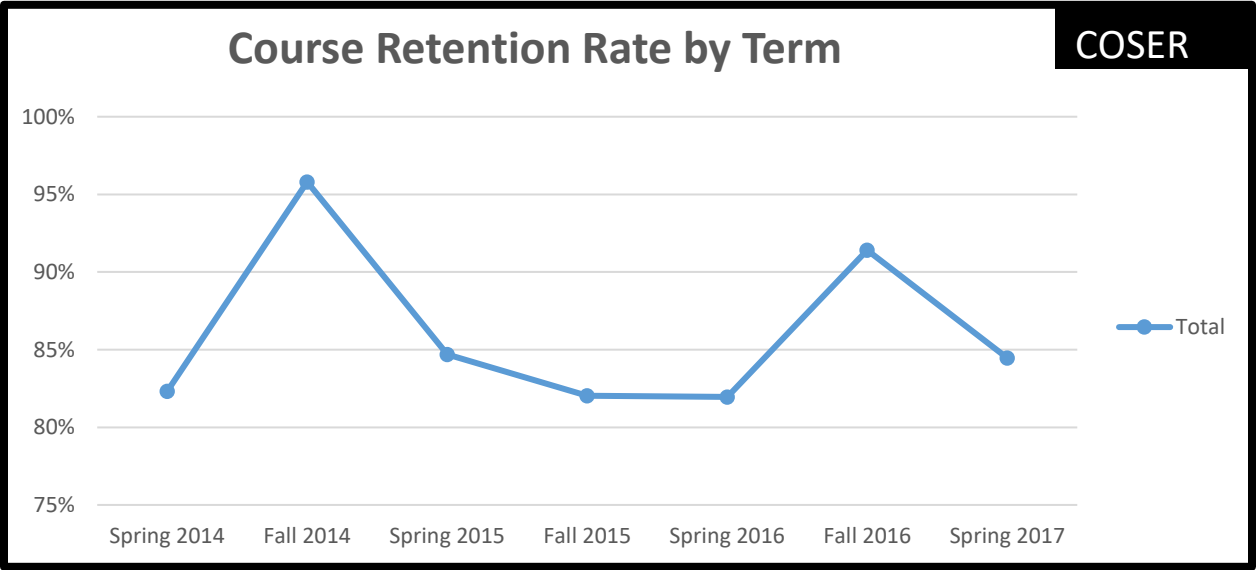
Course Sections and Productivity:

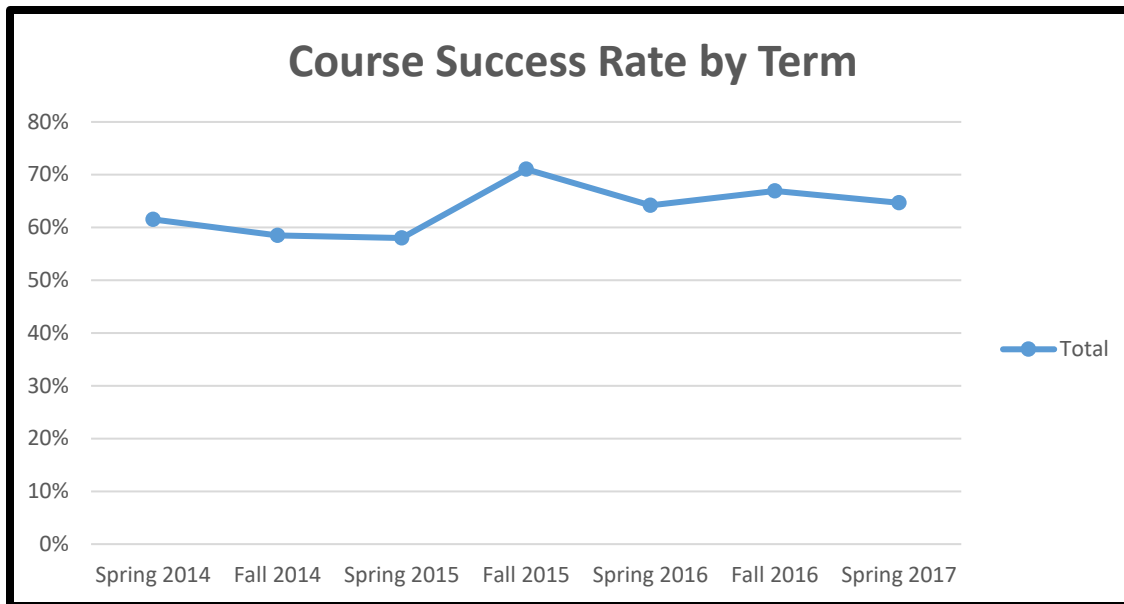
Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.
6	45.87	6	36.54	6	32.94	5	25.48	6	25.72	5	30.48

Please comment on changes that have occurred in productivity since the 2015-2016 program review. (e.g. increase, decrease or no change)

Productivity is tied to enrollment and with the enrollment decline, productivity proportionally declines. Spring 16 being most affected because of only 2 lecture courses being offered. Spring 2017 productivity increased +5.

Student Success:





1. **Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review**
We are experiencing some unexplained vacillation in retention; completion rates remain fairly stable.

2. **Describe any achievement gaps present in your disaggregated enrollment, retention and successful course completion data. (Your data is disaggregated by Gender, Race/Ethnicity, Age, and student populations: DSPS, Low Income, Foster Youth and Veterans)**

Student Success in Distance Education/Hybrid classes versus face-to-face classes:

There are no Distance Ed classes in the current COSER program.

1. **Describe any difference in the Retention and Success of face-to-face and distance education courses.** N/A

Other program specific data. Other data could include: departmental research via survey or special projects that significantly supports the goals or future plans for the program.

IV. Aligning Program Goals, Activities and Planning

Purpose: In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

2015-2020 EMP Goals

Foundations:

1. Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.
2. Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.
3. Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.

Career Technical Education:

1. Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.
2. Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.
3. Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.
4. Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.

Transfer:

1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.
4. Augment and strengthen support services for transfer students campus-wide.
5. Augment and strengthen support for transfer students within academic programs.

Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.

Program/ department or unit Goal	Foundations	Transfer	CTE	How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?	Measurable Outcomes: Institution Set Standards and IE Goals					
					Successful Course Completion Rate	Retention Rate (F to F Persistence)	Degree or Cert. Completion	Transfer	Remedial Rate Math (Basic Skill Success)	Remedial Rate English (Basic Skills Success)
1. Build a comprehensive COSER program with 1-2 full time faculty who will devote time and monitor student success. Full time faculty are needed to initiate new processes to help student with learning skills and higher education opportunities and develop the ability to overcome life and societal problems.	x		x	In order to maintain the program new faculty are an absolute necessity.	X	x	x			
2. Increase number of COSER certificates by assisting students with their program certificates and state certification.				Since the number of the certificates and degrees do not reflect the number of students are completing the program requirements additional support is needed.			x			
	1		4							

2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).
 - a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College's Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary

The Student Equity Plan, SSSP Plan, and Basic Skills Plans outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)	Basic Skills			BS Math Course Completion	BS English Course Completion	BS ESL Course Completion	Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fall to Spring Retention						
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	

***S = SSSP, E=EQUITY, B=BASIC SKILLS**

Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable

outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)

<u>Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the PLANNING for 2017-2018.</u>				
<u>Problem, Achievement Gap or Observation (data)</u>	<u>Activity/Intervention</u>	<u>Target Student Population</u>	<u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u>	<u>Relevant College Equity/SSSP/BS Goal</u>
<i>The COSER program enrolls a large number of underrepresented populations e.g. African Americans, Latinos, single parents. In addition, increasingly there are significant numbers of ex-offenders.</i>	<i>The college has embarked on programs to enhance the college success of ex-offenders. We currently have CARES program, a Puente program and a Umoja program.</i>	<i>African American and Latino Males</i>	<i>Course, certificate and degree completion and an increase in the number of COSER transfer students</i>	

b. Are additional resources required to facilitate the activities or interventions related to this area? If yes, make sure to discuss with your Dean.

3. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Funding: In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding?**

Please report on the outcomes from 2016-2017 funding.

<u>Plan</u>	<u>What was funded?</u>	<u>Was this part of a larger activity or initiative?</u>	<u>What need did this address?</u>	<u>What measurable outcome resulted in this funding?</u>
<u>Student Equity Plan</u>				
<u>SSSP Plan</u>				
<u>Basic Skills Plan</u>				
<u>Strong Workforce</u>	<i>To implement a student support services model to improve the course completion rate and the number of COSER students petitioning for certificates and state certification</i>	<i>The model is based on the successful CHDEV certificate support services program.</i>	<i>Students were not applying for their certificates.</i>	<i>We are in the process of implementing this program.</i>

V. Curriculum and Assessment Status

Purpose: In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META*, and *Taskstream*.

Curriculum Review Plan

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

Directions

All department chairs, program directors, and full-time faculty members should have access to CurricUNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at lfitch@peralta.edu.

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).
- Add more rows to each table as needed.

Course Number	Course Name	2018-2019	2019-2020	2020-2021
<i>Examples: ART 1</i>	<i>Introduction to Art History</i>	<i>X</i>		
<i>ART 4</i>	<i>History of Modern Art</i>		<i>Deactivate</i>	
<i>ART 7</i>	<i>History of African-American Art</i>			<i>Reactivate</i>

Program Type	Program Name	2018-2019	2019-2020	2020-2021
<i>Certificate of Proficiency</i>	<i>Art Foundation</i>	X		

Student Learning Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO’s were assessed, the results, changes that were made or plan to be made.

Course	Course Title	Course Status	# SLOS	1	2	3	4	5	6	7	Assessed?	SLO NOTE
COSER 10	COMMUNITY RESOURCES AND SOCIAL POLICY	Active Fall 2017	3	15-16	15-16	15-16	X	X	X	X	y	
COSER 16B	COMMUNICATIONS: FAMILIES IN CRISIS	Active S17	3	plan only 16-17	plan only 16-17	plan only 16-17	X	X	X	X	in progress	These slos have been assessed
COSER 20	GROUP DYNAMICS: WORKING WITH SMALL GROUPS	Active S17	3	plan, results S17	plan only 16-17	plan only 16-17	X	X	X	X	in progress	These slos have been assessed.
COSER 21	PSYCH OF DRUGS OF ABUSE		3	14-15	14-15	14-15	X	X	X	X	Y	

COSER 22	SOCIAL PSYCHOLOGY OF SUBSTANCE/DRUG ABUS	S16 last offered	3	15-16	15-16	15-16	X	X	X	X	y	
COSER 25	MAINTAINING SOBRIETY AND RELAPSE PREVENTION		2	15-16	15-16	X	X	X	X	X	y	
COSER 26	CASE MANAGEMENT FOR SUBSTANCE ABUSE PARAPROFESSIONAL	Active Fall 2017	3	16-17	16-17	15-16	X	X	X	X	y	
COSER 27	CRISIS MANAGEMENT FOR SUBSTANCE ABUSE	Active S17	3	plan only 15-16	plan only 15-16	plan only 15-16	X	X	X	X	N	These slos have been assessed
COSER 28	DUAL DIAGNOSIS: MENTAL ILLNESS AND DRUG ABUSE	Active Fall 2017	4	plan only 15-16	plan only 15-16		X	X	X	X	N	These slos have been assessed
COSER 29	WORKING W/DIVERSE POPULATIONS		3	14-15	14-15	14-15	X	X	X	X	Y	
COSER 40	SS FIELD EXPERIENCES	Active Fall 2017	2	14-15	14-15	X	X	X	X	X	Y	
COSER 42	COUNSELING SKILLS		3	14-15	14-15	14-15	X	X	X	X	N	

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	Learning Outcome Assessed			

1. What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?
2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

VI. Additional Questions for CTE, Counseling, Library and Student Services/Admin Units

Purpose: In this section, certain programs or departments will answer questions specific to the program. **Leave the section blank if your program, department or unit is not CTE, Counseling, Library or Student Services/Administration.**

For CTE:

1. Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review. NA
2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements? NA
3. Is your discipline/department/program currently participating in any grants specific to the program? Please discuss your progress in meeting the stated goals in the grant. NA

For Counseling:

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?
2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

For Library Services:

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below:

	<u>This Academic Year</u>	<u>Previous Academic Year (s)</u>	<u>Explanation of Changes</u>
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			
Total Print Book Collection (Titles)			
Total E-book Collection (Titles)			
Total Database Subscriptions			
Total Media Collection (Titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions Describe (optional)			
Other circulations Transactions – Describe – (optional)			
Total circulation Transactions			

For Student Services and/or Administrative Units:

1. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

2. Briefly describe any changes that have impacted the work of your unit.

VII. New Resource Needs Not Covered by Current Budget

Purpose: In this section, programs will document new and repeat resource requests **not covered by current budget**, and document the support of the request with data or evidence.

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
NA					

*New faculty and staff requests must be listed here.

Technology and Equipment: How will the new technology or equipment contribute to student success?

Technology and Equipment	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
NA					

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Facilities: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
NA					

Professional Development or Other Requests: How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
NA					

Signatures

Discipline, Department or Program Chair

Print name

Signature

Date

Dean

Print name

Signature

Date