

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:

- a. Counseling Services
- b. Counseling Classes

Date:

October 13, 2017

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

- a. Counseling Department: Student Services
- b. Counseling Classes: Instructional

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 mission of the Merritt College Counseling Department is to provide students comprehensive academic, career, and personal counseling and to help them develop effective decision-making skills. We also strive to support a diverse student population as they identify and accomplish their educational goal(s). To do so, we work collaboratively with instructional programs and all campus personnel to create an environment in which a student's positive academic and personal development can take place. (PCCD APU Template 2015-2016, District-Wide Data by Subject/Discipline Fall Semesters, Overview, pg.1). The Counseling department also endeavors to offer courses that provide students with a structured, group approach to learning and practicing attitudes, behaviors and strategies that lead to successfully navigating higher education and designing career life plans with an emphasis on certificate/degree completion and/or transfer to bachelor's degree programs. Course content includes, but is not limited to study skills, coping skills, time management, graduation and transfer requirements, etc.

Date of Last Comprehensive Program Review:

October 2015

Date of Comprehensive Program Review Validation:

December 2015

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.

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.	Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)	Progress on Goal (indicate date next to the appropriate status for the goal)	Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was <u>completed:</u> How did you <u>evaluate</u> or determine the <u>outcome</u> ? If your goal is <u>ongoing:</u> What is your <u>measure</u> and <u>target</u> ? If your goal is <u>new or revised:</u> What is your <u>measure and target</u> ?)
<i>Assessment</i>	1. PCCD Goal: _____	Completed: _____ (date)	
	2. Merritt Goal _____	Revised/New: _____ (date) Ongoing: _____ (date)	
<i>Curriculum (if applicable)</i>	1. PCCD Goal: _____	Completed: _____ (date)	
	2. Merritt Goal _____	Revised/New: _____ (date)	

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.

Which institutional goals will be advanced upon completion?

(PCCD and MC Goal Mapping)

Progress on Goal

(indicate date next to the appropriate status for the goal)

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**?)

Ongoing: _____
(date)

Instruction (if applicable)

1. PCCD Goal: _____

Completed: _____
(date)

2. Merritt Goal _____

Revised/New: _____
(date)

Ongoing: _____
(date)

Student Success and Student Equity:

a. Counseling Services: Assist students to develop, clarify, and pursue their educational goals and

1. PCCD Goal: A _____

Completed: _____
(date)

2. Merritt Goal A _____

Revised/New: _____

To measure the level at which the department is helping students reach enough clarity of goals to allow writing an SEP, each semester the department requests a minimum of 100 students to answer a satisfaction survey.

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.

teach them how to record them in a student educational plan (SEP).

Which institutional goals will be advanced upon completion?

(PCCD and MC Goal Mapping)

Progress on Goal

(indicate date next to the appropriate status for the goal)

(date)

Ongoing: 2017/2018

(date)

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**?)

Question #3 of it asks student’s their status regarding SEP completion. The department also keeps track of the number of Initial and Comprehensive SEP completed and number of students served through counseling drop-in sessions and appointments to work with students clarifying career and educational goals and assisting them on decisions regarding barriers to accomplishing those goals.

b. Counseling classes:

Offer courses that provide students with a structured, group approach to learning and practicing attitudes, behaviors and strategies that lead

b. Counseling classes:

The “Coun” course’ curriculum is crafted to directly target the discussion and learning of attitudes, behaviors and strategies that lead to college success. Each course has determined specific Student Learning Outcomes (SLOs) that are measured at least once per academic

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.

to successfully navigating higher education and designing career life plans with an emphasis on certificate/degree completion and/or transfer to bachelor’s degree programs. Course content includes, but is not limited to study skills, coping skills, time management, graduation and transfer requirements, etc.

Professional Development, Institutional and Professional Engagement, and Partnerships

a. Counseling Services:

Outreach: In collaboration with the college’s outreach team/committee, the Counseling department conducts outreach to area high schools and the larger community to strengthen partnerships, create opportunities

Which institutional goals will be advanced upon completion?

(PCCD and MC Goal Mapping)

1. PCCD Goal: A

2. Merritt Goal A

Progress on Goal

(indicate date next to the appropriate status for the goal)

Completed: _____

(date)

Revised/New: _____

(date)

Ongoing: 2017/2018

(date)

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**?)

year through homework assignments: questionnaires, reflection papers, essays, class presentations and final exams.

a. Counseling Services:

Counseling department representatives participate in campus and district wide meetings with OUSD and other feeder high schools to plan and organize outreach efforts to high schools, with an emphasis on high school seniors. Counselors also participate in community events such as outreach fairs and college nights.

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.

for students and a create and maintain a pipeline from the community to Merritt College.

b. Counseling classes:

n/a

Which institutional goals will be advanced upon completion?

(PCCD and MC Goal Mapping)

Progress on Goal

(indicate date next to the appropriate status for the goal)

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**?)

b. Counseling classes:

n/a

<p><i>Other Goals</i></p> <p>Assist the college to reach its goals by participating in shared governance and other committees as needed.</p>	<p>1. PCCD Goal: <u>A</u></p> <p>2. Merritt Goal <u>A</u></p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: <u>2017-2018</u> (date)</p>	<p>During our Department meetings we report important issues we learned from attending committee meetings and discuss ways in which our department can assist the college.</p> <p>Every semester we update a grid showing counselors participation in committees (attached).</p> <p>Eleven full-time counselors, 5 tenured and 6 still in the tenure process, distribute themselves into 106 committees. It is true not all committees are part of shared governance, but they are crucial to the ability of programs and services to function effectively.</p>
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Counselors Participation in College Committees – Merritt College Fall 2017

	Allen, Rouse	Ciddio, Mary	DeVito, Stefani	Ross, Derrick	Khoo, Angela	Moy, Frances	Pantell, Steve	Perez Flores, Rosa	Salceda, Jose	Scurry, Lesley	Zielke, Marty
Academic Grievance Committee			√			√		√			
Academic Senate (MCAS)		√									√
Academic Senate Scholarship Committee	√	√									
Accreditation Standard Committee II.b.2						√				√	
Admissions and Records Forms			√				√				
Asian Pacific American Taskforce (APA)					√						
Assist Next Generation Training Coordinator							√				
Basic Skills											
Board Of Governors Fee Waiver (BOGW) Appeals Committee								√			
Counseling Functionality team (Passport)							√			√	
Counseling Dept. Co-chair-related committees (i.e. planning committee for district-wide counselor meeting)										√	√
College Council	√										
Child Development Advisory					√						
Club Advisor – Ability Counts		√									
Club Advisor - FYE								√			
Club Advisor – International Students					√						
Club Advisor - Puente									√		
Club Advisor - Sankofa				√							
Club Advisor - Veterans			√								
Common Assessment Initiative										√	

	Counselor FAQ Manual committee									√		
	Council of Department Chairs & Program Directors (CCPD)										√	√
	Curriculum Committee (CIC)	√						√				
	CTE Committee		√									
	District Academic Senate		√									√
	District Curriculum Committee (CIPD)							√				
	District 3SP					√				√		
	District Education Committee (DEC)											
	District International Student Advisory Committee					√						
	East Bay Counseling Collaborative (EBCC)					√						√
	E-Counseling committee							√				
	Education Master Planning (CEMPC)								√			
	Electronic Content Management (ECM)							√				
	EOPS Advisory Committee	√									√	
	Sub-total	4	5	3	1	6	2	7	4	2	7	5
		Allen, Rouse	Ciddio, Mary	DeVito, Stefani	Ross, Derrick	Khoo, Angela	Moy, Frances	Pantell, Steve	Perez Flores, Rosa	Salceda, Jose	Scurry, Lesley	Zielke, Marty
	Forward ...	4	5	3	1	6	2	7	4	2	7	5
	Evaluation Committee Full time faculty											
	-											
	Evaluation Committee Adjunct faculty											
	- Diehl						√					
	- Jack					√						√
	- Kaplan							√				
	- Metcalf											√
	- Spencer		√									

Facilities Committee							√					
Financial Aid Appeals Committee		√	√						√			√
Financial Aid Passport Module Review								√				
First Year Exp. Program Committee					√				√			√
Fruitvale Committee												√
Graduation		√							√			
General Education Sub-Committee									√			
Merritt 3SP/Student Equity	√	√			√	√					√	√
Merritt Technology											√	
OER									√			
Outreach										√		√
PACLA										√	√	√
People Soft Training Facilitator									√			
Professional Development Committee											√	
Program Review – District-wide Update Committee (Merritt representative)									√			
PCCD Foundation Scholarship committee reader		√			√							
Peralta Assoc. of African American Affairs	√											
Puente Program Committee											√	
Strategic Enrollment Management		√								√		
Student Learning Outcomes and Assessment Committee (SLOAC)												√
Summer Bridge Program Committee										√		√
Subtotal pg 2	2	6	1	0	4	3	7	6	3	2	10	

	Allen, Rouse	Ciddio, Mary	DeVito, Stefani	Ross, Derrick	Khoo, Angela	Moy, Frances	Pantell, Steve	Perez Flores, Rosa	Salceda, Jose	Scurry, Lesley	Zielke, Marty
Tenure Review							√			√	
- De Vito							√			√	
- Perez	√						√				√
- Phan							√				
- Moy										√	
- Ciddio											√
- Ross	√									√	
- Salceda					√						√
- Uhlman											√
Transfer Center Advisory Committee					√					√	√
Subtotal pg 3	2	0	0	0	2	0	3	0	0	4	5
	Allen, Rouse	Ciddio, Mary	DeVito, Stefani	Ross, Derrick	Khoo, Angela	Moy, Frances	Pantell, Steve	Perez Flores,	Salceda, Jose	Scurry, Lesley	Zielke, Marty
Subtotal pg 1	4	5	3	1	6	2	7	4	2	7	5
Subtotal pg 2	2	6	1	0	4	3	7	6	3	2	10
Subtotal pg 3	2	0	0	0	2	0	3	0	0	4	5
Total	8	11	4	1	12	5	17	10	5	13	20

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: (Copy/paste enrollment tables from data file)

a. Counseling Services:

	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Total # students served appntmts provided)	9,662	10,840	10,023

Data obtained from Web-based system for appointment scheduling and drop-ins: <https://sars.peralta.edu/SARSAnywhere/Main.aspx>

1. What changes have occurred in enrollment since 2015-2016 program review?
 - 2014-2015 to 2015-2016: There was an increase in total appointments provided. During the 2014/15 academic year 9,662 counseling sessions were provided; when compared to 10,840 appointments attended during the following academic year (2015/16), there was a net increase of 1,178 appointments.
 - 2015-2016 to 2016-2017: There was a small decrease in appointments provided. It is important to note that between June and July of 2017 the department lost 6 counselors. The loss amounted to 95 weekly hours of counseling. At least half of the 95 hours were 30-min appointments, so roughly translated into appointment hours our department lost a total of 150 counseling slots per week. We immediately started efforts to identify and hire replacements, but even after hiring some counselors, by October 2017 we have only been able to replace about 50 of the 95 weekly counseling hours lost. The main reasons for the decrease in staffing were:

Status	Reason	General counseling hrs/wk lost
Full time	Resigned	15
Part time	Promoted to interim VPSS	18
Part time	LTS at another district	12
Part time	LTS at another district	18
Part time	Full time position at sister campus in same District	18
Part time	Full time position at another District	14
Total	6 counselors	95

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b. Counseling Classes:

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

Term	# Enrlmts	# Courses Taught	# LCs* w/ English	AY* Total Enrlmts
Fa 14	352	12	3	
Sp 15	335	11	3	687
Fa 15	455	14	3	
Sp16	263	6	3	718
Fa 16	332	9	3	
Sp 17	372	12	3	704

*LCs: Learning Communities with English are subject to a 35 student cap (Puente and FYE).

*AY: Academic Year (Fall-Spring)

- Higher enrollment in Fall: During academic years 14-15 and 15-16 more students enrolled in fall than in spring, but in this last academic year of 16-17 the trend reversed. The second bullet contains the explanation for this variation.
- Total enrollment impacted by sections offered: The total enrollment in Counseling classes increases or decreases in direct correlation with the number of sections offered each semester. The highest number of courses was offered in Fall 2015 which is also the semester with the highest

enrollment totals during the 3-year period of 2014-2017. Similarly the lowest number of sections was offered in Spring 2016 which is the semester with the lowest enrollment totals.

Term	# Enrlmts	Female	Male	Unknown
Fa 14	352	231 (65%)	118 (33%)	3
Sp 15	335	208	125	2
Fa 15	455	298	156	1
Sp16	263	167	95	1
Fa 16	332	215	117	0
Sp 17	372	242	130	0

- Female enrollment higher than male enrollment: Female enrollment has remained consistently higher, nearly doubling that of males. The proportion is similar to that of the college at large.

Term	# Sections	African American	Latino	Total Enrollment
Fa 14	12	143	135	352
Sp 15	11	130	117	335
Fa 15	14	216	145	455
Sp16	6	101	111	263
Fa 16	9	121	138	332
Sp 17	12	134	171	372

- Mostly African American and Latino enrollment: The majority of students attending Counseling classes are either African American or Latino/Hispanic, matching the largest ethnic groups that compose the campus' student body.
- Latino enrollment has increased: Enrollment levels of Latino students has increased to levels above that of African American students, replicating the changes in enrollment patterns observed campus wide regarding this marker.

	Under	16-18	19-24	25-29	30-34	35-54	55-64	65 &
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	16							above
Fa 14	1	36	85	23	11	21	6	
Sp 15		19	81	25	21	24	9	2
Fa 15	13	38	87	35	16	26	9	1
Sp16		12	58	23	7	22	3	
Fa 16		24	56	22	15	25	7	2
Sp 17		13	72	25	22	43	7	2
Totals		142	439	153	92	161	41	7

- Two age related enrollment peaks: Traditionally Merritt College has shown high enrollment of traditional students, ages 18-22 and non-traditional students ages 35-50. The statistics reported for our Counseling courses show the same two peaks, although larger than other age groups, the 35-54 age bracket peak is much smaller when compared with the highest peak of traditional students (ages 19-24).

	Total Enrollment	Low Income	Not Low Income	Not Determined	Not Counted
Fa 14	352	122	39	22	169
Sp 15	335	142	31	8	154
Fa 15	455	157	26	42	230
Sp16	263	31	2	92	140
Fa 16	332	73	6	72	181
Sp 17	372	63	12	109	188
Total	2,109 (100%)	588 (28%)	116 (5%)	345 (16%)	1,062 (50%)

- Unable to determine income level: 50% of the 2,109 students who enrolled in Counseling classes do not appear in the statistical count of income level. The department is unable, therefore, to determine if we serve a majority of low or not-low income students. Of those who do appear in the college's statistical count the majority were low income.

	Total	Veterans	Not
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	Enrollment		Veterans
Fa 14	352		183
Sp 15	335	4	177
Fa 15	455	3	222
Sp16	263	1	124
Fa 16	332	2	149
Sp 17	372	2	182
Total	2,109	12	1,037

- Very few Veterans: It is important to note that the Veterans Administration does not allow benefits for enrollment in counseling and guidance classes. That is the main reason for their enrollment to be so low.

Course Sections and Productivity: (Copy/paste tables from data file)

a. Counseling Services:

n/a

b. Counseling Classes:

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

	TERM														Prod
	Sp 2014		Fa 2014		Sp 2015		Fa 2015		Sp 2016		Fa 2016		Sp 2017		w/o Coun
Course	# Sect	Prod.	# Sect	Prod.	# Sect	Prod.	# Sect	Prod.	#Sect	Prod.	#Sect	Prod.	#Sect	Prod.	203
200A	2	5.20	1	0.00									1	17.50	17.50
200B	3	0.00											1	18.02	18.02
203							1	19.50					1	3.80	
207A	2	0.00					1	12.99							
207C	3	4.87	2	11.44	2	11.34	1	15.63	1	27.73	2	18.64	2	17.28	17.28
221	2	14.24			1	14.99			1	12.99			1	16.49	16.49
224	1	14.00	3	11.67	1	9.50	4	13.17			2	16.25			
24	3	19.17	4	19.16	3	17.83	4	19.13	1	29.00	4	18.00	3	16.33	16.33
30					2	15.00	1	19.50	1	18.00	1	25.00			
57	2	18.61	2	17.25	2	18.25	2	15.00	2	22.00			3	17.02	17.02
Total	18	13.6	12	16.07	11	16.02	14	16.68	6	22.42	9	18.73	12	15.22	16.77

- Overall productivity has not remained stable in the last 3 years. Values have reached a bottom low of 13.6 and a ceiling as high as 22.42.
- The lowest productivity typically occurs in Spring.
- Overall productivity increased from Spring 2014 to Spring 2016. Then it declined from 22.42 (Sp/16) to 16.77 (Sp/17).

- Coun 203 (Disability & Academic Success): this course was alarmingly low in Sp/17. To address the causes of the problem, there was a change of instructors and an effort to outreach to additional populations in order to diversify the student body that enrolls in that class, for example, reach out to non-profit organizations whose employees must be aware of disability rights and ways to implement them when working with disabled persons.
- In Sp/17 productivity of two courses was above minimum (Coun 200A and 200B), all other courses did not reach the minimum 17.5 productivity index, although they were close (16.3 to 17.2).
- The department will discuss this table to ensure all instructors are aware of the fluctuations in productivity.

Student Success: (copy/paste the course retention and course (successful) completion tables)

a. Counseling Services:

n/a

b. Counseling Classes:

1. Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review

	Total Enrollment	Retention	Success
Fa 14	352	79%	64%
Sp 15	335	73%	62%
Fa 15	455	72%	64%
Sp16	263	79%	71%
Fa 16	332	82%	75%
Sp 17	372	82%	73%
Total	2,109	79%	69%

Overall Counseling classes retention.

Retention:

- Overall 3-year retention at 79%: During the last 3 years the majority of students who enrolled in Counseling classes finished the course.

- Trend of increasing retention: The lowest retention rate occurred in Fall 2015 (72%); we are unaware of the variables that caused the dip. Otherwise, the overall retention of counseling classes increased steadily from Sp/15 (73%) to Sp/17 (82%)
- Retention stabilized: The last two semesters (Fa/16 and Sp/17) retention has remained high and stable at 82%.
- Overall 3-year success at 69%: Although the overall retention rate for Counseling classes was 79%, only 69% of students who completed the courses passed them with grades of A, B or C. We consider that the 10% difference between both markers is small.
- Trend of increasing Success: The number of students able to pass Counseling classes has increased from 62% in Sp/15 to 73% in Sp/17. These courses in general are heavily dependent on students' class participation and turning in homework assignments which leads to the conclusion that students are consistently being able to develop college success skills.

RETENTION BY COURSE								SUCCESS BY COURSE							
Coun Course	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	Coun Succ	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017
207C	94%	96%	93%	65%	89%	100%	91%	207C	84%	84%	85%	61%	76%	96%	89%
57	70%	74%	77%	68%	80%		77%	57	49%	41%	59%	50%	74%		73%
224	89%	83%	68%	69%		92%		224	75%	80%	68%	62%		85%	
24	55%	72%	64%	80%	76%	74%	66%	24	50%	58%	50%	72%	69%	70%	55%
221	95%		53%		88%		100%	221	88%		53%		77%		94%
203				82%			43%	203				74%			43%
200A	97%	100%					100%	200A	91%	100%					78%
30			80%	56%	61%	62%		30			73%	51%	58%	46%	
Total	84%	79%	73%	72%	79%	82%	82%	Total	75%	64%	62%	64%	71%	75%	73%

Retention by Counseling course 2014 to 2017.

Success by Counseling course 2014 to 2017.

- Coun 200A(Orientation to College) has shown to be an extremely high retention course, partly given that it is only a 0.5 unit course requiring students to attend, participate and complete assignments for a very short period of time.
- Coun 203 (Disability and Success) showed the lowest retention rate among Counseling courses, followed by Counseling 30 (Personal Growth and Development). Counseling 203 addressed its low retention, success and productivity by assigning a different instructor in fall 2017 and diversifying the student body to include students without disabilities who were interested in disability rights, such as employees of educational and non-profit organizations who have to be knowledgeable of legal requirements needed to properly serve individuals with disabilities.

- AA degree versus transferable courses retention: With the unique exception of Counseling 203, in general AA degree applicable courses (200A, 207C, 221 and 224) showed higher retention than 4-year transferable courses. We believe an adequate explanation for this data is that the number of homework assignments and their complexity is much higher for transferable courses, being more likely to be challenging students who have other responsibilities.
 - Courses with the highest Success (passing the class with A, B or C): were Coun 221 (College/University Transfer), Coun 207C (Career Exploration), and Coun 200A (Orientation to College).
 - Courses with the lowest Success: were transfer level courses related to career (Coun 57) and personal growth and development (Coun 30).
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)**
- Gender: Course retention has been slightly higher for females than for males in Counseling courses, with the smallest gap in Fa/15 (zero percent points) to the largest in Sp/14 and Fa/16 (9 percent points). Course success showed a much smaller gap, from 1 percent point of males ahead of females (Fa/14) to 8 percent points (Fa/16).
 - Race: African American students had the lowest retention rates (70%), they also had one of the lowest success rates (61%). American Indian students showed an excellent retention rate (100%) in Sp/17, but their success rate was very low (0%) during that same semester. This specific diametrically opposite result is explained by the extremely low enrollment of students belonging to that ethnic group: only one American Indian student enrolled in Sp/17.
 - Age: Retention and success rates are very good across the board, fluctuating from 76% to 90% in Sp/17.
 - DSPS: During Sp/17 retention of DSPS students was identical to the retention of non-disabled students at 82%, and their success is actually higher (77%) than non-disabled (73%).
 - Low income: More not-low-income students (100 %) completed Counseling classes than low income students (83%).

Student Success in Distance Education/Hybrid classes versus face-to-face classes: (copy/paste the Distance Ed retention and course completion data here.)

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

There has not been an online or hybrid Counseling class offered after Sp/14. The department lost one of the two counselors who completed the necessary training in 2015 (obtained full time position elsewhere) and lost the other one in 2016 (employee resigned). The department plans to encourage all counselors, and especially those on tenure review to take the lead in their technical training so that the department can offer online and hybrid courses again.

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.

n/a

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	university	CTE	How does this goal or the program	Measurable Outcomes: Institution Set Standards and IE Goals
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<u>Goal</u>				<u>activities align with the Educational Master Plan Strategic Directions and/or Goals?</u>	<u>Successful Course Completion Rate</u>	<u>Retention Rate (F to F Persistence)</u>	<u>Degree or Cert. Completion</u>	<u>Transfer</u>	<u>Remedial Rate Math (Basic Skill Success)</u>	<u>Remedial Rate English (Basic Skills Success)</u>
Example: Expand counseling COUN course delivery option to include hybrid and/or online course. (from 15-16 Program Review)	x		x	<i>The Objective of these activities is to provide student with more options and increase enrollment. Offering courses at the high school also strengthens partnerships with the high schools and can build a pipeline from the HS to Merritt to improve HS to college transition and student success.</i>	X	x				

<p>a. Counseling services: Assist students to develop, clarify, and pursue their educational goals by helping them develop student educational plans.</p>	<p>Goal 1,2</p>	<p>Goal 4</p>	<p>Goal 3,4</p>	<p>Developing a Student Education Plan (SEP) is a tool that leads to explore and assess the students' academic interests and strengths, helping the specific training needs to become apparent, which in turn (by deciding to pursue careers of interest) increases motivation, focuses the students efforts on a clear goal and accelerates completion of the students overarching career goals as well as certificates/degrees and/or transfer readiness. Activity: Will continue to focus as many appointments as possible to assist students in career exploration and SEP completion.</p>			<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>OUTREACH: In collaboration with the college's outreach team/committee, the department conducts outreach to area high schools and the community to strengthen partnerships, provide access and create a pipeline for the transition from the community to Merritt College.</p>	<p>Goal 3</p>	<p>Goal 3</p>	<p>Goal 1,2, 3,4</p>	<p>The goal streamlines & creates pipelines and opportunities for students to engage in campus and community experiences that enhance learning. The outreach efforts also create pipelines into CTE and transfer pathways for potential students</p>		<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>

b. Counseling classes provide courses where students can learn and practice successful study skills, career decision making and personal growth and development	2	4		Courses strengthen support for all students and especially for those who are first generation college.	X	X				
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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>Example: Lack of program diversity</i>	<i>Looking at diversity partnering with Oakland unified for pathways</i>	<i>African American and Hispanic/Latinos</i>	<i>Increase headcount/enrollment of these populations</i>	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>
Need more support from the college to assist the programs targeting African American, Latino, and Male students to increase their access, retention, and successful completion of courses, degrees, certificates and transfer.	The department supports several counselor lead programs, Sankofa (African American), Puente (Latino), First Year Experience (African American, Latino and males), and Adelante summer bridge (Latino and other immigrants), to address the needs related to access, retention and completion rates for African American and Latino students. For example, all those programs need budgets to rent buses to take students on 4-year university campus tours and visits to major employment centers for CTE	Males, African American, and Latino.	Increase the headcount/enrollment of these populations. Increase the number of students who are part of these populations to complete courses and successfully obtain degrees, certificates, and/or transfer. Expose students to 4-year universities campus life and begin to create a network for them before they transfer.	SSSP and Equity Plan – Access for African Americans and males.

	programs.			
Lack of SSSP and Transfer Coordinator /Counselor; lack of Career Counselor	The department will propose hiring counselors who can help the college meet its goals through the responsibilities associated to those positions.	All students	Increase the number of students who obtain a certificate, degree, and transfer	SSSP and Equity

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

Yes. We have discussed with the VPSS potential funding sources to pay for hiring additional counselors, including African American male counselors as well as Arabic and Spanish speaking counselors. The department will also need funds to hire 3 tenure-track counselors (SSSP Transfer and Career); the department will have to compete with all other Instructional areas for the positions through the college’s shared governance process in Fall 2017.

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>	n/a	n/a	n/a	n/a
<u>SSSP Plan</u>	<p>All adjunct counselors</p> <p>Extended contract days for full time counselors (11-month)</p> <p>New chairs in the lobby</p>	<p>Yes. The Student Success and Support Plan.</p> <p>No</p> <p>No</p>	<p>Increased the number of student appointments and drop in sessions.</p> <p>Increases number of students who can access a counselor during peak enrollment periods.</p> <p>More students can sit while waiting to be called</p>	<p>2,120 students were served by contract and hourly faculty combined during the 2016-2017 11-month contract period (SARS statistical report: 05/30 to 06/17/16: 631 07/25 to 08/19/16: 1489)</p> <p>Increased seating space by 10 chairs.</p>
<u>Basic Skills Plan</u>	<p>The department did not receive funding, but was able to support the basic skills grant with a counselor assigned to them for 10 hrs/wk during Fall 2016. (Counselor paid by the grant)</p>	<p>Yes. The Basic Skills Plan.</p>	<p>Support for students in basic skill level classes.</p>	<p>Students had a designated counselor who did classroom presentations and follow up appointments.</p>

<u>Strong Workforce</u>	n/a	n/a	n/a	n/a
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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
COUN 24	College Success			X
COUN 30	Personal Growth and Development			X
COUN 57	Career and Life Planning			X
COUN 200A	Orientation to College			X
COUN 200B	Orientation to College			X
COUN 200C	Orientation to College for Students with Disabilities			X

COUN 201	Orientation to College: Student Success and Support Program			X
COUN 203	Disability and Academic Success			X
COUN 207	Career Exploration			X
COUN 207A	Career Exploration			X
COUN 207B	Career Exploration			X
COUN 207C	Career Exploration			X
COUN 221	Preparing for College/University Transfer			X
COUN 224	College Preparedness			X
COUN 230	Strategies for Personal Development			X
COUN 501	Counseling Learning Lab			N/A

Program Type	Program Name	2018-2019	2019-2020	2020-2021
N/A - No Program in Department	N/A - No Program in Department			

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.

a. Counseling Services:

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	Learning Outcome Assessed			
Counseling services	<p>#1: Identify and Record Goal(s):</p> <p>Students will be able to</p>	<p>Summary:</p> <p>A total of 100 students answered the Counseling Department SLO Survey. Question #3 of the survey</p>	<p>Action Plan:</p> <p>The number of students with an SEP on file has increased to 85% but has not yet reached the goal</p>	<p>No budget was requested. Preliminary work on revising the</p>

	<p>clearly state their academic and/or career goal(s) and record them in a Student Educational Plan (SEP) or other appropriate document as one outcome of a counseling session.</p>	<p>addresses this SLO: "My academic and/or career goal is documented on a Student Educational Plan (SEP)". 85% of respondents did have a Student Educational Plan on file.</p> <p>In addition, the survey asked students to rate their level of satisfaction with the counseling services they received, using a 1-5 scale (with 5 = very satisfied and 1 = very dissatisfied). The department is pleased to report the following results: 92% were very satisfied, 7% were satisfied, 1% not satisfied</p> <p><u>Reflection:</u> The department is pleased to see the great majority of students who answered the survey met the SLO. It seems clear that the department has made development of SEPs a high priority and that most students who see a counselor will leave with a clear path to accomplishing their academic, career, and/or personal goal(s).</p> <p>The survey also included a field for students to comment on their experience with a counselor. When reviewing these comments, it is clear that the vast majority of students not only have a completed SEP as a result of seeing a counselor, but are very satisfied with the service they received from counseling faculty</p>	<p>of 100%. The SLO Survey will be revised to include a space for students to explain why s/he does not have a SEP. Our first thinking about this revision is that we will include check-off options such as "Still undecided on degree goal", "Still undecided on major", "Moving out of the area", "Attended Merritt for specific course(s) required by employer or graduate program", "No counseling appointments available" and the like.</p> <p><u>Implementation Plan (timeline):</u> At the beginning of the 2017-2018 academic year and prior to implementation of the SLO Survey for the year.</p> <p><u>Expected outcome of this action:</u> Produce evidence that will help the department determine actions to take, such as increasing the number of counselors on duty, increasing the number of COUN courses offered, increasing the number of 1-hour appointments to allow for career discussions and SEP completion versus 15 minute drop-ins, and the like.</p>	<p>SLO Survey has begun prior to the end of the S17 semester but will continue and conclude during the early part of the F17 semester</p>
<p>Counseling services</p>	<p><u>#2: Utilize Educational Resources:</u></p> <p>Students will be able to identify, access, and use educational resources (electronic and otherwise) to plan and pursue their academic, career and personal goals.</p>	<p><u>Results:</u></p> <p>99/100 students responding the Counseling Department Student Learning Outcomes Survey responded Yes to question #4 where multiple resources are listed, such as General Education advising sheets, web-based resources such as ASSIST and Eureka, Merritt College catalogs and schedules, and other related resources.</p> <p>This means that practically every student meeting with counselors are informed about and able to access campus and electronic resources to help them pursue and achieve their academic, career, and personal goal(s). This is significant since counselor time with</p>	<p><u>Action:</u></p> <p>Continue to provide students one-on-one career counseling services that include introducing them to electronic and paper resources to help them identify and pursue their career goals. Although counselors are effective working with students one-on-one, we would be able to reach many more students if we had a dedicated career counselor, with a robust Career Center, as part of the Counseling Department.</p> <p><u>Expected outcome:</u> Students (new and continuing) will be aware of and able to access</p>	<p><u>Status:</u></p> <p>A budget of \$100,000 was requested to hire a full time tenured Career Counselor who will create and coordinate career services for all students.</p> <p>Multiple inquiries to the appropriate</p>

		students is often limited. Thus, ensuring that students can access and use resources on their own helps them become more self-directed and gives them ownership of their education.	electronic and paper resources to identify, pursue, and reach their career goals, most of which will require successful completion of academic coursework.	administrator did not receive an answer
Counseling services	<p><u>Outcome 3</u></p> <p>Students will be able to identify and access campus resources available to meet their individual needs and to support them as they pursue their academic, career and personal goals.</p>	<p><u>Results:</u></p> <p>Student Survey. Question ##5: "I am aware of and intend to use one or more of the following Merritt College resources (check all that apply)." The list includes a mixture of student services and instructional support services such as Admissions & Records, Financial Aid, Transfer Center, Learning Center, Library and many others.</p> <p><u>Summary:</u></p> <p>Every student who responded to the Counseling Department Student Learning Outcomes Survey (N=100) answered "Yes" to question.</p> <p><u>Reflection:</u></p> <p>100% of students who have met with counselors have been informed about and are either currently using or plan to use the student and instructional support services offered by the college. This is significant since a student's success is never the result of a single college unit or department but rather the collective efforts of the entire campus community. Making students aware of and encouraging them to use all college resources greatly increases the chances of a student's achievement of academic, career, and personal goals.</p>	<p><u>Action:</u></p> <p>Continue to provide updated handouts and adequate counseling services, through appointments and drop-in counseling, to maintain close contact with students and inform them of campus support services and learning resources to help them pursue and achieve their academic, career and personal goals.</p> <p><u>Expected outcome of this action:</u></p> <p>The Counseling Department will continue to be a source of information, referrals, and support for students, directing them toward the many service and support programs on campus as they pursue their academic, career, and personal goals.</p>	<p><u>Status:</u></p> <p>No budget was requested for this goal.</p>

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?

A. Counseling Department. Counselors regularly discuss Student Learning Outcomes (SLOs) for the department. Each year, we distribute a survey to students, taking care to collect a significant number of responses (minimum of 100), asking for feedback about their experience in Counseling in the areas addressed by our SLOs. Adjunct faculty also participate in the process with the intention of gauging how closely our department is meeting their counseling needs. We ask students for information about a number of issues that have been shown to have a direct relationship with student success. For example, we ask if students have a goal (degree, certificate, transfer etc.) and whether that goal is documented in a Student Educational Plan (SEP). We also ask if they are aware of and use a number of campus resources such as the Learning Center, the Health Center, Financial Aid, Student Activities, and the like. Finally, we ask students to rate the quality of service they have received in the Counseling Department and to make comments and/or suggestions for improvement. At year's end, we then devote at least one entire department meeting (and often two) tallying and discussing the results, noting things we're doing well and those areas we might work on. We enjoy very much reading students' comments with feedback about our services. In this way, students' reported experience with the Counseling Department informs the services we provide and the areas we need to work on or develop.

Mention of SLO related discussions are found in the minutes of weekly department meetings, published at:
<http://merritt.edu/~StudentServices/merrmtgminarchive.html>

B. COUN Courses. In a similar manner, counselors who teach COUN courses routinely share their experiences and offer each other feedback in the areas addressed by the SLOs of each course. We exchange syllabi, observe and evaluate each other, and share best practices. We often rotate teaching different COUN courses so that incoming counselor instructors learn from those who have taught a course in the past. Also, as part of curriculum review, all COUN courses are reviewed and updated every 3 years. As part of this process, counselor instructors discuss relevant texts and supplemental materials, content areas that might be added or revised, and how instructional methods are working to help students achieve SLOs. Counselor instructors routinely help and learn from each other as we deliver COUN courses to students. During the 2016-2017 academic year most of us were able to find online free resources in an effort to reduce or eliminate the cost of textbooks.

2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

a. Counseling services

**SLO Summary. Counseling Services
Assessment Plan Fall 2017 – Sp 2018**

Progr/ Unit	# of SLOs	Last Assessed			Plan for 2017-2018		
		SLO 1	SLO2	SLO 3	SLO 1	SLO2	SLO 3
Counseling Svcs.	3	16-17	16-17	16-17	Fall/17 Scurry/ Zielke	Fall/17 Scurry/ Zielke	Fall/17 Scurry/ Zielke

b. Counseling classes

**SLOs - Coun Classes.
Assessment Plan Fall 2017 – Sp 2018**

#	Progr/ Unit	# of SLOs	Last Assessed				Plan for 2017-2018			
			SLO 1	SLO2	SLO 3	SLO 4	SLO 1	SLO2	SLO 3	SLO 4
1	Coun 24	2	16-17	16-17	X	X	Fa17 Ross	Fa17 Moy	X	X

2	Coun 30	3		16-17	16-17	16-17	X		Fa 17 DeVito	Sp18 Allen	Sp 17 Khoo	X
3	Coun 57	3		16-17	16-17	16-17	X		Fa 17 Khoo	Fa 17 Zielke	Fa 17 Perez	X
4	Coun 200A	3		16-17	16-17	16-17	X		Su18 Perez	Su18 Zielke	Su18 Zielke	X
5	Coun 200B	2		16-17	16-17	X	X		Su18 Cook-Greene	Su18 Cook-Greene	X	X
6	Coun 203	1		16-17	X	X	X		Sp 18 Smith	X	X	X
7	Coun 207A	1		16-17	X	X	X		Su 18 Zielke	X	X	X
8	Coun 207C	1		16-17	X	X	X		Su18 Cook-Greene	X	X	X
9	Coun 221	4		16-17	14-15	?	?		Sp 18 Salceda	Sp18 Salceda	Sp 18 Salceda	Sp 18 Salceda
10	Coun 224	3		16-17	16-17	16-17	X		Fa 17 Salceda	Fa 17 Salceda	Fa 17 Salceda	X

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.
2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements?
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.

For Counseling:

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?

The department has met with counseling instructors to discuss ways in which to support them when retention, completion and success are proving to be challenging; it has changed instructors, discussed ways in which others teach it, and shared print, electronic and instructional best practices. With the exception of Coun 203 (Disability and Success), the 2016-2017 completion was good and retention of different counseling classes has been somewhere between acceptable to excellent.

2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

SSSP includes the following college entrance steps: Application, Assessment, Orientation, Counseling and Guidance, and Enrollment in classes.

When students meet with a counselor and have not yet completed the first three steps of the application to the college we explain to them the SSSP model, answer their questions or concerns and walk them over to the Welcome Center to receive assistance with the application, complete the online orientation and schedule an appointment to take the English and Math assessment. For the Counseling piece, some of the improvements are to follow the new Multiple Measures Tool for incoming freshmen who recently graduated from high school. The tool allows to override the assessment scores and place them higher if their high school transcripts show they have a high GPA and successfully passed Algebra II or higher. The department is also documenting the courses recommended for the first semester of enrollment of freshmen under our “Prompt” system’s Abbreviated SEP.

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?

A total of 100 students answered the Counseling Department SLO Survey, which includes student satisfaction questions. One of the questions asked students to rate their level of satisfaction with the counseling services they received, using a 1-5 scale (with 5 = very satisfied and 1 = very dissatisfied). The department is pleased to report that the majority of students were very satisfied with the services received from our department:

5 - 92
4 - 7
3 - 0
2 - 1
1 - 0

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

In fall 2016 the VPSS of student services announced his retirement. That decision was paired with increasing absences during spring 2017, which caused some delays in approvals of funding, hiring and a few services. More recently, the Counseling department lost 6 of its counselors, reducing significantly the number of weekly counseling hours (95 hrs/wk lost). One of the goals from our SLO survey was to increase the number of students with an SEP on file from 85% to at least 95%. Achieving this goal became difficult with such a reduction in weekly counseling hours.

As previously stated, we lost a significant number of weekly counseling hours. One of the goals from our SLO survey was to increase the number of students with an SEP on file from 85% to at least 95%. Achieving this goal is more likely to occur if the number of counseling hours is increased, not decreased.

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)
3 Full-time Counselors: SSSP/Early Alert Transfer Career	200,000	Goal 4. Stu. Success: Provide student comprehensive academic, career & personal counseling in order that they achieve their	Connected to Outcome 1: Students will identify goals and Record Goal(s) in SEP.	Documented in 2016-2017 Program Review	Having more counselors will allow the department to serve more students. The 3SP/ Early Alert counselor can work with many more faculty and students than if the work is done in small chunks by several counselors. The Transfer and Career

Full time classified for Veterans, transfer and Career Center. 2 student assistants		respective goals.			counselors will work with many students each, run a transfer and a career center and create pathways between CTE and transfer. The full time classified and student assistants will allow the department to be able to process and triage large amounts of students who come to the counseling counter seeking services.
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*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)
Need to have our computers updated on a regular basis, for example, every two years newer versions or programs such as Word should be installed in each desktop.	none	no		Without it we are unable to, for example, copy and paste data into this report.	It simply increases our operational efficiency

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

We do not have issues with facilities maintenance. What we need is more space, specifically more counseling offices. Several full time faculty are already sharing their offices with part-time ones during hours they are in recurring meetings or teaching in classrooms; part time counselors are scheduled to maximize the utilization of the currently available space, but we need more space if we are to serve more students.

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)
Need offices for 3 counselors	none	no	Outcome 3: Access Support Services Students will be able to identify and access campus resources available to meet their individual needs and to support them as they pursue their academic, career, and personal goals.	The Foster Youth grant was obtained already and needs one counselor. The career center has existed for over 20 years without a career counselor. There is currently not a space designated for either position. The Transfer counselor resigned and we need a replacement.	Students will have access to career assessments, career workshops, employer events, etc. that will enhance their ability to decide on a major and seek employment.

Professional Development or Other Requests: How will the professional development 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)
CSU Counselor conference	\$50 per attendee.	The goal of having counselors up to date in their training responds to SLO # 1: Identify and Record	Outcome 1: Identify and Record Goal(s). Students will be able to clearly state their academic and/or career goal(s) and record them in a Student Educational Plan (SEP) or other appropriate document as one outcome of a counseling session.	If we want students to transfer, counselors should be allowed to attend conferences to update their knowledge on the newest policies for transfer. If we want students to arrive	Assist in career decision making.
UC Ensuring Transfer Success	\$50 per attendee.				
Myers-Briggs Type Inventory (MBTI)	\$1,500 per				

certification training is a priority for counselors teaching Coun 57 courses.	attendee.	Goal(s).Students will clearly state their academic and/or career goal(s) ...		to a decision about a major and career, we need to allow counselors to receive the proper training to administer tools that help guide student career decisions.	
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Signatures

Discipline, Department or Program Chair

Lesley Scurry and Marty Zielke

Print name

Signature

Date

Dean

VPSS Carlos McLean

Print name

Signature

Date