2018-19 Program Review – Career Education

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

> *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.*

List your Faculty and/or Staff

Full-time faculty – Ronald L. Moss
Part-time faculty – William Love
Part-time faculty – Melvin Newton
Part-time Instructional Aide – Janis Watkins
Permanent art-time Staff Assistant Cindy Pulido-Mora

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

The primary goals are to:
- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of instructional areas.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

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Describe your current utilization of facilities, including labs and other space

We are currently using classroom P-307, offices P-301 and P-302, and the formerly incarcerated, returning citizens program located in P-112. All of the other rooms needed are on a request authorization basis. This includes the college's large space, which is called the Newton/Seale room.

Career Education

Using the **LaunchBoard** what are the job placement rates for your program for the past three years? (What % of your graduates have secured employment in the field within 3 months of leaving the program?). Note: you will need to establish a username and password for the LaunchBoard if you don't already have one.

2014-15 Job Placement %	% Employed in the field within 3 months	2015-16 Job Placement %	% Employed in the field within 3 months	2016-17 Job Placement %	% Employed in the field within 3 months

Using the **LaunchBoard**, what are the projected job openings in your discipline for the next three years?

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How is your discipline or program responding with regard to changes in labor market demand?

We regularly utilize data clollected by the district offices research staff to upgrade curriculum, courses, and proposals for staffing. The colleges researcher has taken another job, and the districts data is the most current we have.

Do you have an industry advisory board in place?

Yes.

Has your industry advisory board met regularly (at least once per quarter or semester)?

Please list of your industry advisory board members.

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

Second Chance, CURA, Men on the Way, Women on the Way, Men of Valor, Salvation Army, Orchid, and Magnolia House

Does your program require state or national licensing? If yes, please specify. What is your college's set standard passing rate for this exam or license? If yes, what is the name of the exam or License? State the set standard pass rate.

COSER requires State licensure, the process is individually initiated and programs do not receive data directly from the State. The information we have comes from students as to their passing or failing of classes.

Do your students participate in other third party certifications? If so, please provide their success rates (include the % of completing students successfully getting certified). If yes, what is the third party certification? State the set standard pass rate

There is no third party certifications.

Is your program working with a Deputy Sector Navigator?

No, but we are presently attempting to gain training so that it can become part of our regular data gathering.

If yes, briefly describe your program's work with the Deputy Sector Navigator.

What programs similar to yours exist in the surrounding area or at nearby East bay colleges?

(Micro region in **LaunchBoard**)

Diablo Valley College, Cal State East Bay, UC Berkeley, College of Alameda, Laney College, Chabot College, San Francisco State, Contra Costa College, Los Medanos College, AND Solano Community College,

In which ways is your program collaborating with other community colleges in the region?

The College was one of the Co-founders of the East Bay Consortium. This includes all of the colleges listed above. We hold regular meetings and have held three open forums in which all programs and people interested in rehabilitation of returning citizens are invited. We share data, and serve each other as we can given the limited staff available.

Please list and briefly describe the grant name, granting agency, and the goals of each grant as it relates to you discipline/department/program

Renewing our Communities Fund, Perkins Grant, Strong Workforce, AB-109 Grant, PASS Grant, and Community Capacity Fund.

How is your program using Strong Workforce Funds?

We have used Strong Workforce Funds to hire a half-time Staff Assistant, who in fact has taken over many of the clerical, and follow up duties that are not related to Faculty responsibilities. We have set up a book loan program, and we are in the process of looking into other needs we can fund to increase student success, retention, and return.

Enrollment Trends

Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

> *One factor* in the recent decline in enrollment *is the improving economy and students have been able to be employed in other areas. A second factor has been the college's decision to defund a program, Citizen's For Education (C4E) that recruited students for the college many of whom were ex-offenders. A high percentage of these students were enrolling in the COSER program.* To build COSER's enrollment, we need to fund recruitment efforts and outreach. A list of community social services agencies needs to be put in a data base and contacted In addition, we need to schedule outreach with local substance abuse and community service agencies *The program's productivity is not an issue and has exceeded college and district targets for productivity for the last ten years.*

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

> This is a program that is twenty five years old, and the time the classes meet was in fact based on input from students and issues of work and child care. The classroom classes start at 4:00 and end at 6:50pm. The COSER 40 Field Experience classes are individually determined at the site of their internship, their time responsibility is 8.5 hours a week, and time is tracked at their work site.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

> As indicated above, we in fact did survey with students and other programs in the college and district. This was the time that was found to meet the most needs of students.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Professor Ron Moss has introduced a significant amount of electronic and other technology into the classroom. We have six forty-inch television monitors, amplified speakers, and projectors. We have also developed testing methods that have enhanced student learning and we are regularly researching other methodology that we can utilize. The faculty attends technology training offered by California Community Colleges and discipline specific organizations.

How is technology used by the discipline, department?

Technologies is used to introduce multiple learning modalities via audio and visual aids that include the use of power point, videos, and internet access to current discipline specific information.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

This is a face-to-face and hands-on discipline. We monitor our testing processes, we monitor our Student Accessibility Services formally DSPS. The faculty meet regularly to discuss and correct any sorts of problems that ensue with the testing and testing monitoring process and any sorts of complaints.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

All courses have been upgraded and several courses that have not been taught in the last five years have been deactivated. Because COSER is a four-semester curriculum, of individual courses, we are on a three-year cycle of evaluation. We have started to utilize CANVAS, as a way of contacting students and having them contact us.

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

We are planning to expand our student services in the following ways: request an assigned room near the large classroom in the P building where students can gather before class for peer mentoring; IA support to help develop CANVAS sites for the COSER courses which would give the students on-line support as well as face to face support

Assessment – Instructional

Student Learning Outcomes Assessment

	Course (RED MEANS SLO DUE TO BE ASSESSED)	Course Title	Course Status	# SLOS	1	2	3	4	5	6	7	SLO NOTE
5	COSER 10	COMMUNITY RESOURCES AND SOCIAL POLICY	Active Fall 2017	4	15-16	15-16	15-16	0	X	X	X	Will assess F2019 when offered
6	COSER 16B	COMMUNICATIONS: FAMILIES IN CRISIS	Active S17	4	16-17	16-17	16-17	0	X	X	X	Will assess S2019
7	COSER 20	GROUP DYNAMICS: WORKING WITH SMALL GROUPS	Active S17	4	16-17	16-17	16-17	0	X	X	X	Will access S2019
8	COSER 21	PSYCH OF DRUGS OF ABUSE		3	14-15	14-15	14-15	X	X	X	X	Will assess F2020; next time offered
14	COSER 22	SOCIAL PSYCHOLOGY OF SUBSTANCE/DRUG ABUS	Spring 2018	3	5'18	15-16	15-16	X	X	X	X	Will assess S2020; next time offered
15	COSER 25	MAINTAINING SOBRIETY AND RELAPSE PREVENTION	Spring 2018	2	5'18	15-16	X	X	X	X	X	Will assess S2020; next time offered
16	COSER 26	CASE MANAGEMENT FOR SUBSTANCE ABUSE PARAPROFESSIONAL	Active Fall 2017	7	16-17	16-17	15-16	0	0	0	0	Will assess F2019; next time offered.
17	COSER 27	CRISIS MANAGEMENT FOR SUBSTANCE ABUSE	Active S17	4	plan only 15-16	plan only 15-16	plan only 15-16	0	X	X	X	Will assess S2019
18	COSER 28	DUAL DIAGNOSIS: MENTAL ILLNESS AND DRUG ABUSE	Active Fall 2017	2	plan only 15-16	plan only 15-16	X	X	X	X	X	Will assess F2019; next time offered
19	COSER 29	WORKING W/DIVERSE POPULATIONS		4	14-15	14-15	14-15	0	X	X	X	Will assess F2020; next time offered
20	COSER 40	SS FIELD EXPERIENCES	Spring 2018	2	5'18	14-15	X	X	X	X	X	Will assess S2019
21	COSER 41	SUBSTANCE ABUSE AND THE LAW	Active	5	0	0	0	0	0	X	X	No longer in program
22	COSER 42	COUNDELING SKILLS AND	Active	3	0	0	0	X	X	X	X	
23												
24	Courses missing from list: 9, 16A, 24, ALL THE 48S											

List your Student Learning Outcomes

COSER 10:
1. Identify the history of the helping professions related to social problems
2. Identify chronic social problems and strategies used to solve them
3. Identify a variety of social service agencies and the services they provide
4. Identify the procedures and conditions under which clients can obtain services from a variety of agencies.
COSER 16B:
 1. Explain the basis and societal needs for families
2. Explain how Judeo-Christian beliefs shaped the roles of men and women in families
3. Describe the crises that families face and how the lead to substance abuse
4. Identify the types of family dynamics that lead to spousal abuse, child molestation and physical battering
COSER 20:
No outcomes in Curriqunet
COSER 21:
1. Explain the phenomena of addiction, and the factors that are part and parcel if it
2. Identify and classify drugs by their pharmacological actions
3. Define and explain the actions of various classes of drugs by both their pharmacological properties and also their effects on behavior
COSER 22:
1. Critically analyze the various aspects of the illicit drug problem in the United States.
2. Analyze the interplay of laws, human behavior, race, sex and social stigma as they interact int he arena of substance abuse.
3. Explain the impact of religion on the entire framework of societies concern with drug taking

COSER 25:
1. Analyze the dynamics/factors in addiction and identify the steps to maintaining recovery.
2. Identify and describe various approaches to sobriety, recovery, and relapse.
COSER 26:
1. Explain in writing and orally the initial intake and assessment process, the case management and administrative requirements of the admission process.
2. Identify and explain the different psychological, social, and cultural factors that play a role in client behavior.
3. Develop a treatment plan and complete reports (record charting, process notes,discharge summaries).
COSER 27:
1. Demonstrate understanding of the relationship between presenting crisis and underlying issues of mental health or substance abuse.
2. Apply protocols and procedures for handling crises and ensuring the safety of staff and clients.
3. Demonstrate the skills to establish rapport and interact appropriately with individuals in crisis, and to take charge and navigate crises and dangerous situations.
4. Demonstrate ability to assess client and provide appropriate intervention strategies in situations involving danger, aggressive and/or self-destructive behavior.
COSER 28:
1. Analyze and discuss the impact of mental illness on human psychological functioning and behavior and the development of addiction, including the coexistence of mental illness and drug abuse. Describe and discuss DSM.
2. Analyze the effects of substance abuse related to the onset, severity, duration, response to treatment, and susceptibility to relapse for the dually-diagnosed individual.
COSER 29:
1. Describe racism and race-based stereotyping, oppression, and discrimination
2. Demonstrate basic skills in multicultural counseling and proper substance abuse counseling intervention strategies
3. Construct personal knowledge about culture, race, and ethnicity with increased sensitivity
4. Demonstrate an understanding of the difference between cultural competency and cultural humility.
COSER 40:
1. Demonstrate growth in awareness of own values, styles, reaction patterns, abilities, and limitations and be able to differentiate between own values and belief system and that of client.
2. Function as a critically thinking staff member of an agency. Establish productive helping relationships.
COSER 42:
1. Identify and explain different frameworks of counseling.
2. Collect and evaluate data to determine client needs.
3. Develop a complete, unique counseling plan for a client.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

COSER, unlike any other Merritt College program, is comprised of 11 separate courses that require each semester being unable to be compared with the previous semester. Our assessment is two years in the making for each course, and different students so that a trend comparing student A in semester 1 and again in semester 3 is impossible. We are working on a way to overcome this problem, but we have not perfected one.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

See the above explanation.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

The major obstacle is the make-up of the program as described above. We are attempting to develop a methodology that will allow us to make more effective assessment practices but we are not there yet. We do have the ability to in fact utilize trends in student success that gives us an indication of how well students are performing.

Collaboration

We attend meetings with other programs to determine If there are things we can do differently to enhance the efficacy of the COSER program. We continue to attend the CAADE Conference, to in fact get a sense of what programs in Southern CA, and Arizona do it.

Leadership Roles

We have hired a full-time tenured track faculty member, which allows us to devote time to talk above moving program from a to b. We have in fact, started a new program where we give services to returning students and allow them information about re-entry and what services available. Presently, there are 70-85 students who come for services in the re-entry program, which is largely comprised of COSER students.

Planning Process

Planning is an ongoing process which has accelerated with having a full-time faculty member and a half-time staff assistant which allows us to see what places we can make additions to the program (e.g. developing a re-entry counseling class, services in math and English, which are the gate keepers in students moving beyond a COSER certificate of achievement and persisting to an AA degree and or transfer.

Dept meetings for Collaboration

Our department meets weekly, and monthly with the Department Chair.

Data Analysis

COSER

Enrollment Trends

Term	Enrollment
Spring 2014	554
Fall 2014	667
Spring 2015	581
Fall 2015	473
Spring 2016	327
Fall 2016	384
Spring 2017	354

Enrollment Trends: Gender

	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
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

	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
American Indian	1	2	8	13	7	15	12
Asian	8		2	6	4	4	5
Black / African American	340	432	378	282	174	170	153
Hispanic / Latino	77	68	65	42	31	42	48
Pacific Islander				5	6	7	3
Two or More	9	10	10	16	9	11	15
Unknown / NR	33	73	68	61	62	78	56
White	86	82	50	48	34	57	62

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.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

We use assessment to do item analysis of our examinations, we have eliminated all questions where 70% of students did not correctly answer. We have added additional questions and have in fact, looked at the trend for whether we should keep or drop them. Performance of students seems to be trending up. The place where we are focused is actually away from the COSER requirements , to English mastery and statistical mastery which are the gate keepers to persisting on to higher education.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

No

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.
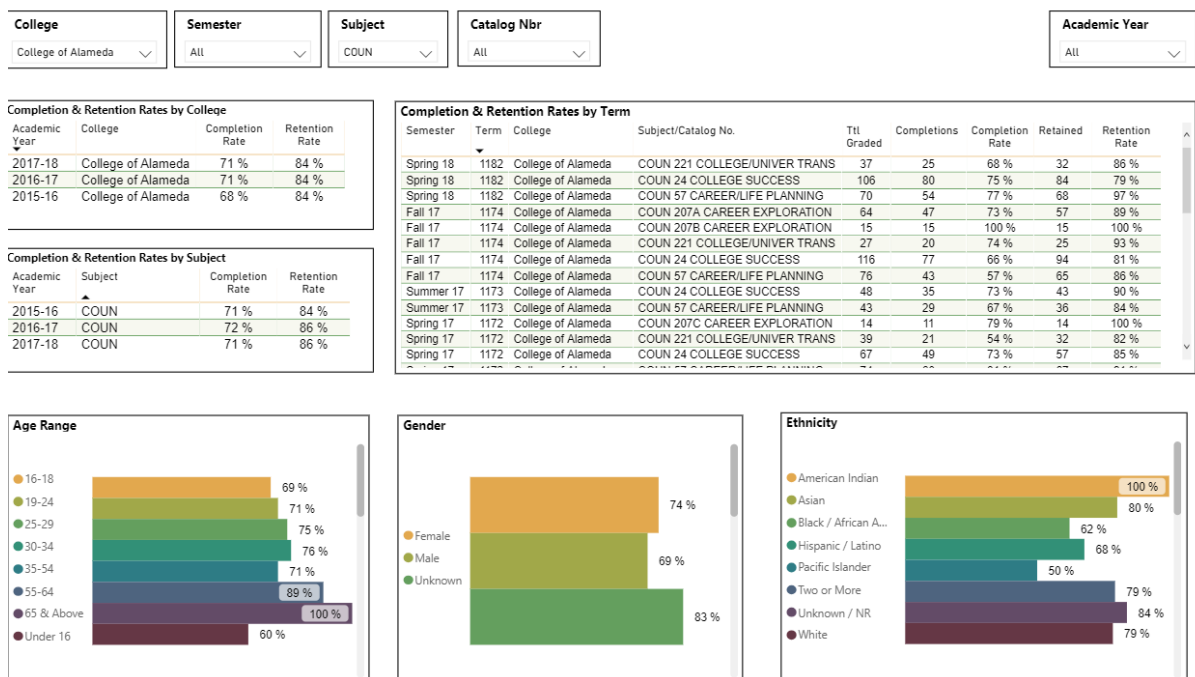
Yes (come back) Literacy

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

We have been receiving support from the Curriculum

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

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.

Course Completion

College	Semester	Subject	Catalog Nbr		Academic Year
College of Alameda	All	COUN	All		All

Completion & Retention Rates by College

Academic Year	College	Completion Rate	Retention Rate
2017-18	College of Alameda	71 %	84 %
2016-17	College of Alameda	71 %	84 %
2015-16	College of Alameda	68 %	84 %

Completion & Retention Rates by Subject

Academic Year	Subject	Completion Rate	Retention Rate
2015-16	COUN	71 %	84 %
2016-17	COUN	72 %	86 %
2017-18	COUN	71 %	86 %

Completion & Retention Rates by Term

Semester	Term	College	Subject/Catalog No.	Ttl Graded	Completions	Completion Rate	Retained	Retention Rate
Spring 18	1182	College of Alameda	COUN 221 COLLEGE/UNIVER TRANS	37	25	68 %	32	86 %
Spring 18	1182	College of Alameda	COUN 24 COLLEGE SUCCESS	106	80	75 %	84	79 %
Spring 18	1182	College of Alameda	COUN 57 CAREER/LIFE PLANNING	70	54	77 %	68	97 %
Fall 17	1174	College of Alameda	COUN 207A CAREER EXPLORATION	64	47	73 %	57	89 %
Fall 17	1174	College of Alameda	COUN 207B CAREER EXPLORATION	15	15	100 %	15	100 %
Fall 17	1174	College of Alameda	COUN 221 COLLEGE/UNIVER TRANS	27	20	74 %	25	93 %
Fall 17	1174	College of Alameda	COUN 24 COLLEGE SUCCESS	116	77	66 %	94	81 %
Fall 17	1174	College of Alameda	COUN 57 CAREER/LIFE PLANNING	76	43	57 %	65	86 %
Summer 17	1173	College of Alameda	COUN 24 COLLEGE SUCCESS	48	35	73 %	43	90 %
Summer 17	1173	College of Alameda	COUN 57 CAREER/LIFE PLANNING	43	29	67 %	36	84 %
Spring 17	1172	College of Alameda	COUN 207C CAREER EXPLORATION	14	11	79 %	14	100 %
Spring 17	1172	College of Alameda	COUN 221 COLLEGE/UNIVER TRANS	39	21	54 %	32	82 %
Spring 17	1172	College of Alameda	COUN 24 COLLEGE SUCCESS	67	49	73 %	57	85 %

Age Range

- 16-18: 69 %
- 19-24: 71 %
- 25-29: 75 %
- 30-34: 76 %
- 35-54: 71 %
- 55-64: 89 %
- 65 & Above: 100 %
- Under 16: 60 %

Gender

- Female: 74 %
- Male: 69 %
- Unknown: 83 %

Ethnicity

- American Indian: 100 %
- Asian: 80 %
- Black / African A...: 62 %
- Hispanic / Latino: 68 %
- Pacific Islander: 50 %
- Two or More: 79 %
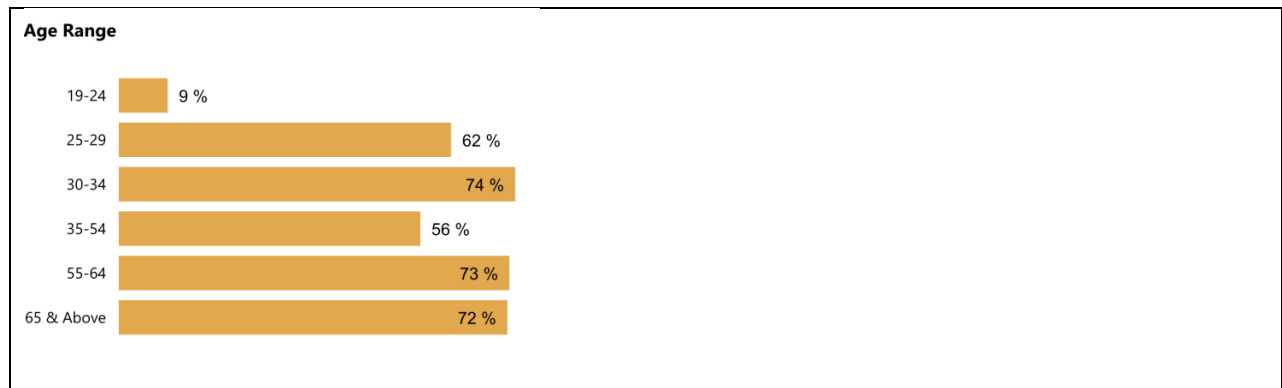- Unknown / NR: 84 %
- White: 79 %
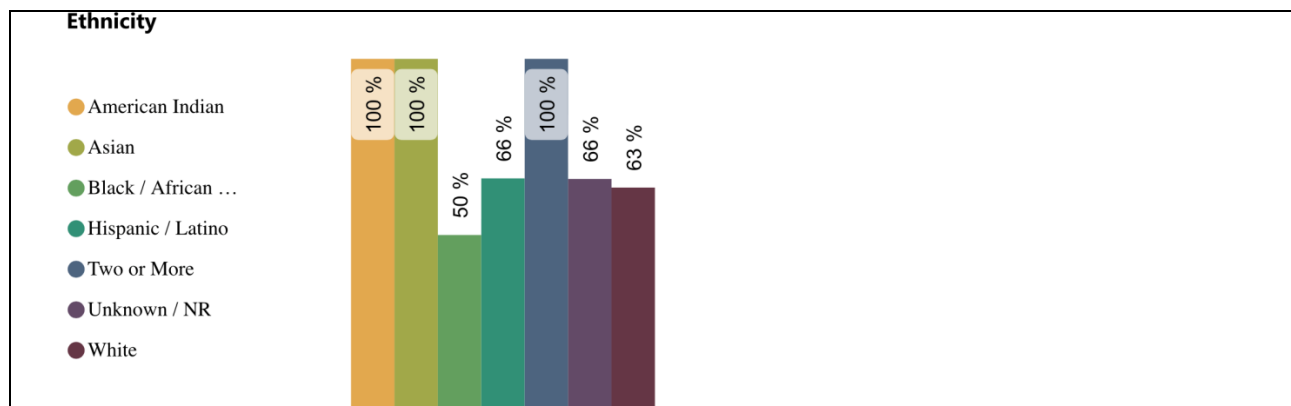
Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.
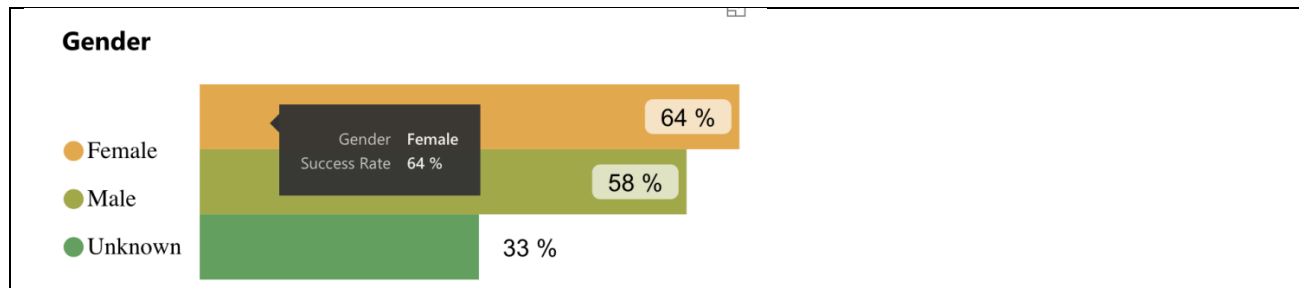
Age

Ethnicity

Gender

Gender

- Female
- Male
- Unknown

Female 64 %

Gender Female
Success Rate 64 %

Male 58 %

Unknown 33 %

Foster Youth Status

Disability Status

2017-18   54 %

Low Income Status

2017-18   61 %

Veteran Status

2017-18   100 %
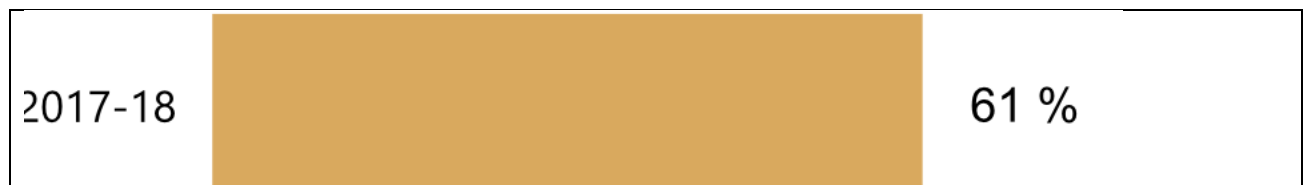
Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

We only do face-to-face, but with our new instructor we are utilizing much more electronic imagery and other electronic access such as DVD, YouTube, Projectors, etc.

Hybrid

N.A.

100% Online

N.A.

Dual Enrollment

N.A.

Day time

N.A

Evening

We are 100% late afternoon and evening program. This has been true since the programs exception, it allows for individuals who have work and job-seeking, the opportunity to attend.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

Overall it is somewhat low, but in different groups it is above, so that in general, given the population in terms of age, health status, and family demands we are 6-10% below most of that involves economics.

How do the department's Hybrid course completion rates compare to the college course completion standard?

N.A

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

N.A

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

Course completion 61%, 6% below, course retention 94%, which is above.

What has the discipline, department, or program done to improve course completion and retention rates?

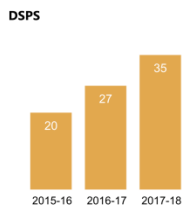We are presently offering tutorial assistance daily, and our preparing to initiate assistance in a non-credit course in English and Statistics.
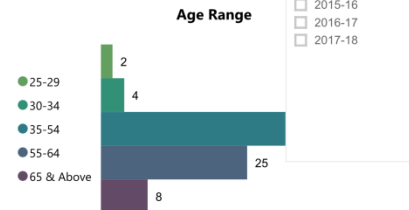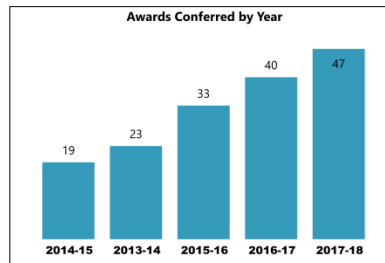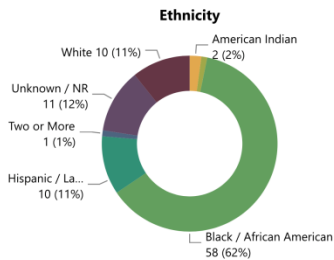
Degrees & Certificates Conferred

Degrees & Certificates Conferred

Gender ● Female ● Male ● Unreported

59.26%   33.95%

College
Merritt College

Subject
COSER

Academic_Year
All
- ☐ 2013-14
- ☐ 2014-15
- ☐ 2015-16
- ☐ 2016-17
- ☐ 2017-18

Ethnicity

White 10 (11%)
American Indian 2 (2%)
Unknown / NR 11 (12%)
Two or More 1 (1%)
Hispanic / La... 10 (11%)
Black / African American 58 (62%)

Awards Conferred by Year

19 — 2014-15
23 — 2013-14
33 — 2015-16
40 — 2016-17
47 — 2017-18

Age Range
● 25-29
● 30-34
● 35-54
● 55-64
● 65 & Above

2
4
25
8

DSPS
20 — 2015-16
27 — 2016-17
35 — 2017-18

Foster Youth

Low Income
33 — 2015-16
40 — 2016-17
45 — 2017-18

Veterans
6 — 2015-16
7 — 2016-17
1 — 2017-18
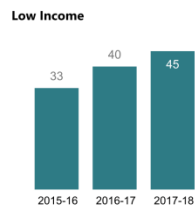
Career Education
33 — 2015-16
40 — 2016-17
47 — 2017-18
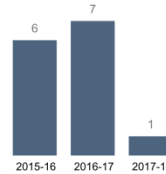
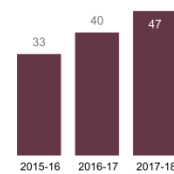## Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

See above, where we talked about retention and completion.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Additional classroom and out of classroom support.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

We have just hired our first full-time faculty member. Previously, our retirees where on the faculty senate, district wide educational committee, and district wide facilities committee.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Our new faculty member was a founding member of the consortia for re-turning citizens, attends county probation meeting was a presenter at the opportunities convention, last spring.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Before the hiring of our tenure faculty member, program was comprised of retirees and adjuncts who had equal voice in decision making and programmatic changes and concerns.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	Staff Assistant			
Personnel: Student Worker	Two student workers at 20hrs/per week.	13.80 per/hr at 20 hrs per week		
Personnel: Part Time Faculty	To maintain our current two part time faculty			
Personnel: Full Time Faculty	To maintain our current one full-time faculty			

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Send one full-time faculty to the CAADE conference.	$3,000
Professional Development: Personal/Individual PD needed	N/A	

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Adobe Acrobat	$500
Supplies: Books, Magazines, and/or Periodicals	To continue the COSER book loan program	$5,000
Supplies: Instructional Supplies		$2,500
Supplies: Non-Instructional Supplies		$2,000
Supplies: Library Collections		$1,000

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	MacBook Pro Laptop 17"	$3,000

Technology & Equipment: Replacement	The computer in P307, the instructional classroom for COSER is regularly used for visual aids i.e. PowerPoint and videos. It no longer receives software updates and needs to be replaced.	$1500

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		0
Facilities: Offices		0
Facilities: Labs		N.A.
Facilities: Other		N.A

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		0
Library: Library collections		0

Resource Category	Description/Justification	Total Estimated

		Cost
OTHER		N.A