



2018-19 Program Review – Student Services

Program Overview

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

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.

List your Faculty and/or Staff

| <u>Contract Faculty:</u> | <u>Adjunct Faculty</u> | <u>Classified staff:</u> |
|--------------------------|------------------------|--------------------------|
| De Vito, Stefani | approx. 10-12 faculty | Sylver Daniel |
| Khoo, Angela | (varies each semester) | |
| Pantell, Steve | | |
| Perez, Rosa | | |
| Ross, Derrick | | |
| Salceda, Jose | | |
| Scurry, Lesley | | |
| Zielke, Marty | | |

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.

COUNSELING SERVICES

- Assist students every semester to develop, clarify, and pursue their educational goals by helping develop student educational plans for those who don’t have one or have changed their major/degree level.
 Status: In Progress
 College Goal: Time to Completion
 District Goal: Advance Student Access, Equity and Success.

- Outreach to area high schools and the community each semester, in collaboration with the college’s outreach team/committee, to strengthen partnerships, create opportunities

for students and maintain a pipeline for the community to access higher education at Merritt College.

Status: In Progress

College Goal: Advance Student Access, Equity and Success

District Goal: Engage and leverage partners

- Provide effective counseling services by maintaining an adequate number of full time and part time counselors each semester that respond to the diverse needs of our community.

Status: In Progress

College Goal: Equity: Reduce the achievement gaps

District Goal: Build Programs of distinction

- Bring a counseling perspective to issues and concerns that arise every semester regarding student progress towards degrees and transfer, through participation in collegial governance and other collaborative opportunities.

Status: In Progress

College Goal: Time to Completion

District Goal: Strengthen accountability, innovation and collaboration.

- Update and develop each semester online and print resources such as onboarding-steps handouts, placement grids, degree and transfer advising sheets, etc. to advance and sustain the Counseling Department mission.

Status: In Progress

College Goal: Equity: Reduce the achievement gaps

District Goal: Develop and manage resources to advance our mission

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

8 offices for contract counselors

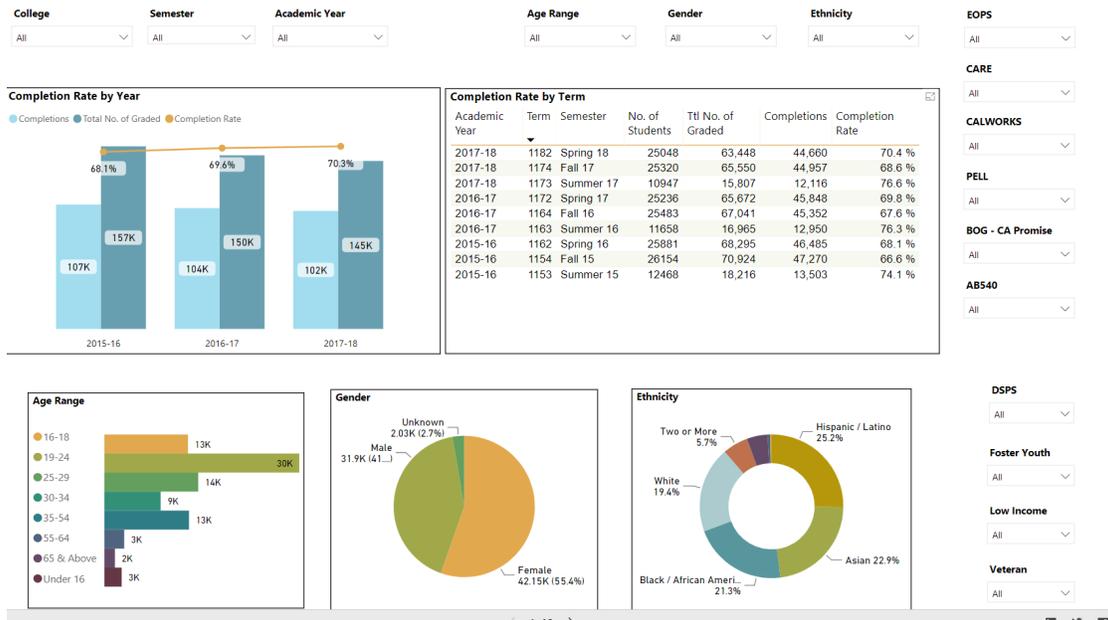
6 offices for adjunct counselors

Each office contains a desk, credenza, computer and telephone; it also has at least 2 chairs (1 for counselor, 1 for student)

Comment: The counseling department has designated offices for all full time counselors in general counseling. There are also six shared adjunct offices; four offices in R-109 and two in R105. Adjuncts are scheduled in a way that maximizes the utilization of the currently available space but we need more office space, especially during peak enrollment each semester when the department provides services to thousands of students in a 3-4 week span.

When there are not enough shared adjunct offices, department Co-chairs seek volunteers among full-time counseling faculty who do not plan on using their assigned offices for a few hours in order to perform their duties elsewhere on campus, e.g. teaching a class, attending a meeting in another building, etc. Those offices are then utilized by adjunct counseling faculty to conduct their professional business.

Students Served



Special Populations Power BI dashboard

There is not a BI dashboard available, that we are aware of, for the Merritt College counseling department in its Student Services function. It can be said, however, that Counseling provides services to any student who approaches the counter requesting to be seen by a counselor.

Please enter your 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.

Please enter your Student Services Mission Statement

The mission of the Office of Student Services is to provide comprehensive high quality programs, services, and guidance which enhance student access and contribute to the success of our students. Our goal is to empower students to make informed decisions that will facilitate their learning and achieve their goals.

Please include the essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission

Merritt College counselors provide academic, career, and personal counseling services to help students identify educational, career and personal goals and develop plans to achieve those goals. Counselors can also refer to and collaborate with other on-campus or off-campus services. Students are encouraged to meet with counselors early in the educational process to plan their program of study. Some counseling services are available on a drop-in basis while others require a scheduled appointment. We also offer e-counseling for specific situations, such as students needing the service who are enrolled in online courses.

Alignment with college mission: The department offers a myriad of support services for students, being a pivotal one engaging students to assist them make career related decisions exercising critical thinking when comparing, contrasting and pondering multiple choices and variables that can be woven into a step by step continuum of certificates and degrees to reach a desired position or role in society.

Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

The Counseling department's function is intimately related to all other Student Support Services. General counseling provides services to all students regardless of them participating or not in other student services, for example a student may be part of EOPS, but if their program counselor is not available we will meet with the student to assist them in their counseling or guidance need, e.g. academic probation discussion, guidance, contract and updated student educational plan. Other examples include teaching students the steps for a matriculating at a college and offices involved. Such would be the case of a student is marked with a non-resident status when in reality they were born and raised in California. We'd explain the process and walk them over to the Admissions office to teach them how to explain their problem, or if they need help enrolling in classes, Counseling would help them choose the major and degree level, they will also learn how to look up the appropriate classes according to their SEP, and then counselors walk them over to the Welcome Center to learn how to actually enroll in classes. In each of these interactions the student has the opportunity to experience hands-on the flow between the different parts of the Student Services system.

Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program or administrative unit provides.

An example of external factors impacting support services is the State of California moving at the present time into a direction of acceleration. AB 705 asks colleges to eliminate traditional assessment tests as the basis of assignment into varying levels of English and Math courses. The Counseling department is now utilizing high school transcripts as the pivotal piece of information to determine placement into transfer or below transfer level English and Math courses. Another example is the implementation of the Guided Pathways Initiative that emphasizes student participation in CE programs and providing to the student clarity on how to build a career starting from a certificate, moving through an Associate degree and eventually transferring to a 4-year university for a bachelor's degree related to the chosen career pathway.

Filter for your Service Area's Student Group in the data dashboard above. Examine the demographics of the students your Area has served over the past three years. Be sure to consider student sub-populations, particularly student status in terms of: gender, race and ethnicity, age range, veterans' status, foster youth status, disability status, low income status. Briefly explain the changes in students served by your department or unit over the past three years and any disparities in outcomes. If there are disparities, please create an 'improvement action' below to address them.

The Counseling department has not historically kept track of student demographics up to this point. Any student who walks in the door will be provided services. Our repository of data (SARS) does not track such demographics. The “improvement plan” for us is to begin tracking student characteristics through our paper and pencil counseling appointment slips students fill out upon arrival to our office. This approach will continue until a computer can be installed at our front desk for student self-check-in that will collect the data electronically for us in the future.

Does your department, program or service area provide Student Success & Support Program (SSSP) services?

Yes

Please provide the following information about these specific SSSP services, as applicable, for students in your program or college over the past three years:

| | |
|---|--|
| # of student that completed orientation | The Orientation is done via online; the Welcome Center, not Counseling, is responsible for helping students who do not know how to access the online platform. |
| # of students that completed assessment | Up to Fall 2018 the Assessment was mandated by the State and provided by the Assessment Coordinator, not the Counseling department. The State, through AB 705 has banned assessments for English and Math placement as of Spring 2019. |
| # of completed Student Educational Plans (SEPs) | See below |
| # of Abbreviated versus Comprehensive SEPs | See below |
| Total # of follow-up services | See below |

| Services Provided Count | F15 | S16 | F16 | S17 | F17 | S18 |
|---|------------|------|------------|------|------------|------|
| # of student that completed orientation | | | | | | |
| # of students that completed assessment | | | | | | |
| # of Abbreviated SEPs | 638 | 542 | 667 | 609 | 1044 | 899 |
| # of Comprehensive SEPs | 928 | 725 | 899 | 551 | 638 | 754 |
| # of All SEPs | 1566 | 1267 | 1566 | 1160 | 1682 | 1653 |
| Total # of other follow-up services | 5858 | 6235 | 6177 | 4727 | 5452 | 6148 |
| Academic Year total: all SEPs/All Svcs | 2833/14926 | | 2726/13620 | | 3335/14935 | |

In summary, the Counseling department has provided students with an a high number of student educational plans (2833, 2726 and 3335), but Counseling provides much more than Student Educational plans (14,926, 13 620 and 14,935) which are simply a document that results from the efforts of helping students find direction through counseling, guidance and exploration of career options, leadership, advocacy, referral to other services, and teaching students how to navigate college successfully, learning to be responsible and developing overall as a college student.

What has your service area done over the last 2-3 years to improve SSSP services?

- Work closely with counselors at local feeder high schools for guidance and participation in their parent and College nights.
- Visit local feeder high schools, and work closely with various Outreach staff to ensure we are present in the College’s efforts to provide tours, information and assistance to help new matriculating students meet SSSP steps (e.g. Learn how to apply, provide f2f Orientation and Abbreviated SEPs at their high schools).
- Work closely with English and Math faculty to support the implementation of AB705
- Organize and coordinate the Adelante Summer Bridge to provide additional support, remediation and acclamation opportunities for incoming students with the lowest assessment scores. (The program is being redesigned in light of AB705 not recognizing students low performance in assessments as reliable indicators of low skill levels)
- Offer a full cadre of Counseling courses to reach out to as many continuing students as possible.
- Advocate for hiring full and part time counselors to ensure there are enough professional counselors to assist our student population, especially in light of the majority of our students being first generation attending college and coming from underserved groups.

Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full time:

Currently there are 8 full time counselors in the General Counseling department who whose responsibility is to address the counseling and guidance needs of a student population of approximately 7K attending Merritt College. Three of the counselors are still moving through the 3rd year of their Tenure Review process.

With the exception of Sankofa, who only has counseling duties, every full- time counselor has a program coordination responsibility (Puente, FYE, Veterans, etc.) that reduces their direct student contact hours. Time needed for coordination and community network building is one of the main reasons we need to hire additional counselors on a part-time basis.

Part time: Our department hires an average of 10-12 part time counselors that provide approximately an additional 150 hours per week of services to students.

Staff: One full time staff is assigned to Counseling. Last year there was an attempt to hire another staff, but the person was unable to remain in the position.

Students Served – Assessment

List your Service area outcomes

- SAO #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.
Last assessed: Spring 2018.
Planned assessment date: Spring 2019.
- SAO #2: Utilize Educational Resources.
Students will be able to identify, access and use educational resources (electronic and otherwise) to plan and pursue their academic, career and personal goals.
Last assessed: Spring 2018.
Planned assessment date: Spring 2019.
- SAO #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.
Last assessed: Spring 2018.
Planned assessment date: Spring 2019.

How does your department, program, or unit ensure that students are aware of learning or service area outcomes?

Learning outcomes are explained and given in writing to students who attend counseling sessions and fill out program surveys. They are also provided to students enrolled in Counseling classes.

Where are the service area and/or program level outcomes published? If on a website, please specify the URL.

Course catalog and Counseling webpage (www.merritt.edu/wp/counseling/program-review-2017-2018)

Briefly describe at least three of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the service area outcome and assessment cycle (year) for each example.

All SAOs reflect the direction the department wants to follow when providing services to students and demonstrating our program's effectiveness reaching its goals (2015-2016)

All SAOs made it clear to all counselors that documenting in a Student Educational plan student's goals was a very important goal for our department to help students have clarity on the courses needed to reach their educational goals (2016-2017)

SAO #3: Access support services: This SAO helped our department obtain evidence on students learning about resources on campus (2016-2018)

Briefly describe three of the most significant plans for service area improvements for the next three years as a result of what you learned during the Assessment process.

Work collaboratively with Instructional faculty and administrators to support the college's effort of implementation of new State mandates, such as AB 705.

Continue to create handouts with easy-to-read information for students to learn about SSSP steps, AB705, Guided Pathways, Student Equity and Access as well as other State and District new policies or changes to existing ones.

Pursue online counseling platform to bring our ecounseling services to a higher level of quality

What do members of your service area do to ensure that meaningful dialogue takes place in both developing and assessing your service area outcomes?

We have a standing item for SLO discussion in our weekly Counseling meetings.

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 department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?

Every year we obtain 100 surveys from students served in our department. Year after year between 95 to 100% of them are consistently very satisfied with our services. We use this information to ensure we continue to provide the same level of quality in our services.

How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

Students who respond to our satisfaction surveys indicate as a majority that they are very satisfied with our services. Indicators include number of students who have been assisted to decide on a major and learn how to plan their required courses as demonstrated by recording them in a student educational plan. We expect the high satisfaction trend to continue.

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.

11 full-time counselors (including EOPS & DSPPS) are members of 66 committees; 11 of those committees are shared governance while the others are not, for example the Graduation Committee, the African American Graduation Committee, the Asian Pacific Taskforce, or multiple club advisories. Sometimes there are multiple counselors in one committee, for example in the Senate there are two counselors; one acts as the Secretary and the other one as the Treasurer. The total of participations then, adds up to 106 committees (by the same 11 full time counselors).

Please see list of committees below.

Counselors Participation in College Committees – Merritt College Fall 2018

| | | Allen, Rose | Ciddio, Mary | DeVito, Stefani | Ross, Derrick | Khoo, Angela | Moy, Frances | Pantell, Steve | Perez Flores, Rosa | Salceda, Jose | Scurry, Lesley | Zielke, Marty |
|----|--|-------------|--------------|-----------------|---------------|--------------|--------------|----------------|--------------------|---------------|----------------|---------------|
| | Academic Grievance Committee | | | √ | | | √ | | √ | | | |
| SG | Academic Senate (MCAS) | | √ | | | | | | | | | √ |
| | Academic Senate Scholarship Committee | | √ | | | | | | | | | √ |
| | Accreditation Standard Committee II.b.2 | | | | | | | | | | | |
| | Admissions and Records Forms | | | √ | | | | √ | | | | |
| | African Graduation Committee | √ | | | | | | | | | | |
| | Asian Pacific American Taskforce (APA) | | | | | √ | | | | | | |
| | Assist Next Generation Training Coordinator | | | | | | | √ | | | | |
| | | | | | | | | | | | | |
| SG | Board Of Governors Fee Waiver (BOGW) Appeals Committee | | | | | | | | √ | | | |
| | College Budget Committee | | | | | √ | | | | | | |
| | Counseling Functionality team (Passport) | | | | | | | √ | | | √ | |
| | Counseling Dept. Co-chair-related committees (i.e. planning committee for district-wide counselor meeting) | | | | | | | | | | √ | √ |
| SG | 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 | | | | | | | | √ | | | |
| SG | Council of Department Chairs & Program Directors (CCPD) | | | | | | | | | | √ | √ |
| SG | Curriculum Committee (CIC) | √ | | | | | | √ | | | | |
| | CTE Committee | | √ | | | | | | | | | |
| SG | District Academic Senate | | | | | | | | | | | |
| SG | District Curriculum Committee (CIPD) | | | | | | | √ | | | | |
| | District 3SP | | | | | | | | | | √ | |
| SG | District Education Committee (DEC) | | | | | | | | | | | |
| | District International Student Advisory Committee | | | | | √ | | | | | | |
| | District African American Graduation Committee | √ | | | | | | | | | | |
| | District Non-credit committee | | √ | | | | | | | | | |
| | Early Alert District Committee | | √ | | | | √ | | | | | |

| | | | | | | | | | | | | |
|----|--|-------------|--------------|-----------------|---------------|--------------|--------------|----------------|--------------------|---------------|----------------|---------------|
| | East Bay Counseling Collaborative (EBCC) | | | | | √ | | | | | | √ |
| | E-Counseling committee | | | | | | | √ | | | | √ |
| SG | Education Master Planning (Institutional Effectiveness Committee) | | | √ | | | | | | | | |
| | Electronic Content Management (ECM) | | | | | | | √ | | | | |
| | EOPS Advisory Committee | √ | | | | | | | | | √ | |
| 40 | Guided Pathways | | | √ | | | √ | | √ | | | |
| | Sub-total | 5 | 6 | 5 | 1 | 6 | 3 | 7 | 4 | 2 | 5 | 6 |
| | | Allen, Rose | Ciddio, Mary | DeVito, Stefani | Ross, Derrick | Khoo, Angela | Moy, Frances | Pantell, Steve | Perez Flores, Rosa | Salceda, Jose | Scurry, Lesley | Zielke, Marty |
| | Forward ... | | | | | | | | | | | |
| | Evaluation Committee for Full time faculty: | | | | | | | | | | | |
| | - Khoo | | | | | | | | | | √ | |
| | Evaluation Committee for Adjunct faculty: | | | | | | | | | | | |
| | - Di Domenico | | | | | | | | | | √ | |
| | - Wong | | | | | | | | | | | √ |
| | - | | | | | | | | | | | |
| SG | Facilities Committee | | | | | | √ | | | | | |
| | Financial Aid Appeals Committee | | √ | | | | | | √ | | | √ |
| | Financial Aid: Passport Module Review Committee | | | | | | | √ | | | | |
| | First Year Exp. Program Committee | | | | | | | | √ | | | √ |
| | Fruitvale Committee | | | | | | | | √ | | | √ |
| | Graduation | | √ | | | | | √ | | | √ | |
| | General Education Sub-Committee | | | | | | | √ | | | | |
| | Merritt 3SP/Student Equity | | √ | | | | √ | | | √ | √ | |
| | Hiring Committees: | | | | | | | | | | | |
| | - VC of Student Services | | | | | | | | | | | |
| | - | | | | | | | | | | | |
| SG | Merritt Technology | | | | | | | | | | √ | |
| | OER (reduce textbooks cost) | | | | | | | √ | | | | |
| | 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 | | | | | | | | | √ | | |
| | Starfish | | √ | | | √ | √ | | | | | |

| | | | | | | | | | | | | |
|--------------------|--|---|--------------|-----------------|---------------|--------------|--------------|----------------|--------------------|---------------|----------------|---------------|
| | Strategic Enrollment Management | | √ | | | | √ | | √ | | | |
| | Student Learning Outcomes and Assessment Committee (SLOAC) | | | | | | | | | | | √ |
| | Summer Bridge Program Committee | | | | | | | | √ | | | √ |
| | Subtotal pg 2 | 1 | 6 | 0 | 0 | 2 | 4 | 5 | 7 | 4 | 5 | 8 |
| | | | | | | | | | | | | |
| | | Allen, Rose | Ciddio, Mary | DeVito, Stefani | Ross, Derrick | Khoo, Angela | Moy, Frances | Pantell, Steve | Perez Flores, Rosa | Salceda, Jose | Scurry, Lesley | Zielke, Marty |
| | Tenure Review | | | | | | | | | | | |
| | Campus TR Facilitator | | | | | | | √ | | | | |
| | - 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 | 3 | 4 |
| | | | | | | | | | | | | |
| | TOTALS | Allen, Rose | Ciddio, Mary | DeVito, Stefani | Ross, Derrick | Khoo, Angela | Moy, Frances | Pantell, Steve | Perez Flores, Rosa | Salceda, Jose | Scurry, Lesley | Zielke, Marty |
| | Subtotal pg 1 | 5 | 6 | 5 | 1 | 6 | 3 | 7 | 4 | 2 | 5 | 6 |
| | Subtotal pg 2 | 1 | 6 | 0 | 0 | 2 | 4 | 5 | 7 | 4 | 5 | 8 |
| | Subtotal pg 3 | 2 | 0 | 0 | 0 | 2 | 0 | 3 | 0 | 0 | 3 | 4 |
| | Total | 8 | 12 | 5 | 1 | 10 | 7 | 15 | 11 | 6 | 13 | 18 |
| | Grand total: | 11 counselors 66 committees/ 106 participations (because of multiple counselors in one committee. Ex. Ciddio- Faculty Senate VP and Zielke-Faculty Senate Treasurer.) SG = Shared Governance | | | | | | | | | | |
| Updated 09/2018.MZ | | | | | | | | | | | | |

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

As part of our daily activities and program coordination, counselors routinely develop relationships with partners in the community. A couple of examples are:

Lead by two counselors, the college organized a High School Counselor Financial Aid Workshop sponsored by the California Student Aid Commission. 135 High School counselors from Alameda, Contra Costa and San Francisco Counties attended the activity and gave excellent reviews about it.

Lead by the FYE counselor, a partnership has been forged with East Bay College Fund resulting in 40 students receiving 1K scholarships for the 2018-2019 academic year.

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

All new adjuncts participate in a two hour training session on their first day at work and are kept on a shadowing-only mode during their first week at work.

Full time faculty participate in weekly department meetings; minutes are promptly created and posted in our counseling department website to provide quick access for adjuncts. When urgent matters are discussed then we also send group emails to alert them or request their input.

Co-chairs have an open door policy for all adjuncts; they make themselves available as resources to adjuncts to obtain answers to every question they need. This is an effort to help adjuncts access an experienced counselor who can answer their questions or help them decide on a difficult case.

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 | Need second classified staff to cover for when the only one we have is absent and to work on epafs and other paperwork that cannot be done while tending to students needing appointments and having questions. | 50, 000 | 10,000 | 65,000/yr |
| Personnel: Student Worker | We need at least 2 student workers to assist our classified staff with front desk staffing, filing, etc. | 5000 x 2 students x 2 semesters | | 20,000/yr |
| Personnel: Part Time Faculty | 10-12 adjunct counselors: We need to ensure we always continue to have funds to pay for their salaries. | \$40/hr x 150 hrs/wk x 36 weeks = 216,000 per year. | 30,000 | 250,000/yr |
| Personnel: Full Time Faculty | Career counselor (50% general, 50% career). With the emphasis on CE of Guided Pathways we must have a full-fledged Career Center led by a career counselor. | 70, 000 | 10,000 | 80,000/yr |

| Resource Category | Description/Justification | Total Estimated Cost |
|--|---|-----------------------------|
| Professional Development: Department wide PD needed | Counselor conferences: CSU Counselor Training (annual) | \$75 x 20 counselors |

| | | |
|--|---|--------------------------|
| | UC counselor training (ETS – annual) Training in career websites. Road trip nation (\$100), Eureka, (\$100) etc. Transcript evaluation training: College Source | \$50 x 20 counselors |
| Professional Development: Personal/Individual PD needed | First Year Experience conferences (out-of-state) Career Development training such as Myers Briggs | \$1500 \$1000 x 11 |

Prioritized Resource Requests Summary - continued

| Resource Category | Description/Justification | Total Estimated Cost |
|---|--|-----------------------------|
| Supplies: Software | Adobe Acrobat software and updates – site license Conversion software Adobe to Word | \$5000 \$1000 |
| Supplies: Books, Magazines, and/or Periodicals | | |
| Supplies: Instructional Supplies | Large Post it pads for students to work in groups | \$100 |
| Supplies: Non-Instructional Supplies | Bond paper for department copier: 1 pallet per semester Post it pads | \$500 per semester |
| Supplies: Library Collections | | |

| Resource Category | Description/Justification | Total Estimated Cost |
|--|---|-----------------------------|
| Technology & Equipment: New | 3 additional computers with screen (1 for student | \$4500 |

| | | |
|--|---|--|
| | self-check in waiting area and 2 for online f-2-f counseling) 2 Color printers (to be housed in full time offices) Color ink cartridges For improvement of e-counseling to do online f-2-f meetings: - Plantronics Encore Pro HW510V Phone headset - Epson DC-13 Document camera -HP Scanjet Pro 3000 (scanner) | \$2500 \$1800/ Per year \$70 x2 \$560 x 2 \$200 x 2 |
| Technology & Equipment: Replacement | Computer refresh and dual monitors w/cables x 11 full- time offices and 6 part-time offices Laptops and cables to connect and secure laptops x 17 17 boxed of printer ink | \$30,000 \$6000 \$200 x 17 |

Prioritized Resource Requests Summary – continued

| Resource Category | Description/Justification | Total Estimated Cost |
|-------------------------------|--|-----------------------------|
| Facilities: Classrooms | | |
| Facilities: Offices | 1 office for additional Part time counselor 1 office for SSSP counselor to be hired in summer | |
| Facilities: Labs | | |
| Facilities: Other | | |

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

| Resource Category | Description/Justification | Total Estimated Cost |
|-------------------|--|----------------------|
| OTHER | Subscriptions: Interview Stream Road Trip Nation Eureka College Source (TES) | \$15,000 per year. |