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

2020-2021
Annual Program Update
COUNSELING

I. Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research and Planning (npellegrin@peralta.edu).

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the SLOAC webpage, or contact the SLOAC committee member for your division:

> *Division 1 - Evan Nichols (anichols@peralta.edu)*
> *Division 2 – Laura Forlin (lforlin@peralta.edu)*
> *Division 3 – Heather Casale (hcasale@peralta.edu).*

If you have questions regarding the curriculum section, please contact Nghiem Thai (nthai@peralta.edu), chair of the Curriculum Committee.

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the Peralta Faculty & Staff Portal.

You will need the following items in order to complete the Annual Program Update document at the colleges:

- Program Review or APU document from AY 2019-20.
- Budget Information for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- Institution Set Standards.
- College 2018 Educational Master Plan Update.
- Guided Pathways Plan
- Student Equity Plan.
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

Merritt College Institution-Set Standards 2020-2021

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution's mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

Metric	Definition	Set Standard
Course Completion (Success)	the number of student completions with a grade of C or better divided by the number of student enrollments	66%
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322
Transfer	Number of students who transfer to a 4- year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a	Macro-Region

	degree or certificate in a CE program in the year after graduation.	Employment Rate, by Program SOC

College Profile

Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
Gender			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
Race/Ethnicity			
American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
Age			
18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
Gender			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
Race/Ethnicity			
Black/African-American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
Age			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

Includes 'EW' grades

II.   <u>Program Overview</u>

Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College 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.*

Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

Name*	Faculty/Staff	PT/FT
Sylver Daniel	*Staff*	*FT*
Alturk, Sara	*Faculty*	*FT*
De Vito, Stefani (50% mental health)	*Faculty*	*FT*
Khoo, Angela	*Faculty*	*FT*
Pantell, Steve	*Faculty*	*FT*
Perez, Rosa	*Faculty*	*FT*
Ross, Derrick	*Faculty*	*FT*
Salceda, Jose	*Faculty*	*FT*
Scurry, Lesley	*Faculty*	*FT*
Part time counseling faculty varies each semester. Usually 10-12 are hired:		
Beall, Marlo	*Faculty*	*PT*
Cook-Greene, Roniqua	*Faculty*	*PT*
Di Domenico, Leigh Ann	*Faculty*	*PT*
Kubischta, Chelsea	*Faculty*	*PT*
Macias, Mayra	*Faculty*	*PT*
McLean, Carlos	*Faculty*	*PT*
Ross, Etna	*Faculty*	*PT*
Ubungen, Lorenzo	*Faculty*	*PT*
Trinidad, Judit	*Faculty*	*PT*
Wong, Samantha	*Faculty*	*PT*
Yenpasook, Marissa	*Faculty*	*PT*

- *Note on full time counseling faculty responsibilities:*

Personnel and space for counselors is mainly for use in their Student Services role. Seven full time counselors and approximately ten to twelve part time counselors are responsible for addressing the counseling and guidance needs of a student population of between 6 – 7K attending Merritt College each semester. An 8th full-time counselor was hired to coordinate the mental health services for the campus Health Center. She was released from 50% of her counseling assignment in order to perform those other duties.

Full-time counseling faculty:
With the exception of Merritt's Sankofa counselor, who only has counseling duties, every full-time counselor has a split assignment with general counseling duties and a support program coordination responsibility, or other grant or contract leadership role. Examples of support programs are Transfer, Veterans, FYE, Puente, etc., while examples of other assignments are Articulation, Guided Pathways Initiative, etc. Those assignments reduce very much their availability for direct student contact hours and explain why there is a need to hire part time counselors to interact directly with students on a daily basis to address their academic, personal and career needs.

Part time faculty:
Our department usually hires an average of 10-12 part time counselor. During 2019-2020 it hired 12 counselors that provided an additional 134.5 hours per week of direct services to students in Fall 2019 and an additional 137.5 hours per week of direct services to students in Spring 2020.

Staff:
*One full-time staff is assigned to Counseling; unfortunately, the rate of absenteeism of that position in fall 2019 and part of spring/19 (Pre-Covid) neared 50% leaving the department Co-chairs and the VPSS office assistant scrambling for substitutes at the last minute to cover for our front desk duties with little to no training. One of the most important functions of the Counseling front desk was to organize the daily flow of students into counselors' offices (checking-in appointments and drop-in students as well as scheduling appointments). All this changed after Covid mandated remote services when the department had to transition to online services in the middle of the Spring 2020 semester. The general counseling office provided services to **10,712 unduplicated students** (headcount)last academic year. That number is close to the entire population served by Merritt College. Most of them had to be processed for appointment scheduling purposes by the single Counseling staff member, who post- Covid began receiving support from another full time classified staff member to provide services remotely.*

Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

Peralta District Strategic Goals
P1. Advance student access, equity, and success. P2. Engage and leverage partners. P3. Build programs of distinction. P4. Strengthen accountability, innovation, and collaboration. P5. Develop and manage resources to advance our mission.

Merritt College Strategic Goals
M1. **Completion** - Increase number of degrees and certificates by 20% over the next 5 years. M2. **Transfer** - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years). M3. **Time to Completion** - Reduce the number of excess units earned by students. M4. **Employment** - Maintain at least 82% of students attaining employment in the field of study. M5. **Equity** - Reduce the achievement gaps for African-American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
The counseling department does not have a Counseling instructional program (there is not an AA/AS or certificate in Counseling). It does have, however, several goals in its student support services role which are listed below.				

Program Goal	Status	College Goal	District Goal	
1. 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.	IP Ongoing goal.	M.1,2,3, 5.	P1.	n/a
2. Outreach to area high school, the larger service area community and the in-house programs and services 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 directly access higher education or indirectly serving as partners in our outreach and service efforts at Merritt College.	IP (ongoing goal)	M.2, 3, 5	P. 2, 5	n/a
3. Provide effective counseling services by maintaining an adequate number of full time and part time counselors each semester that respond to the diverse personal, academic and career needs of our community.	IP (ongoing goal)	M. 1, 2, 3 & 5	P. 1, 3 & 5	n/a
4. Bring a counseling perspective to issues and concerns that arise every semester regarding student progress towards degrees and transfer, through participation in college shared governance and other collaborative opportunities	IP (ongoing goal)	M.5.	P.4.	n/a
5. 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.	IP (ongoing goal)	M.1, 2, 3 & 5	P. 1, 4 & 5.	n/a

III.   Facilities Utilization

Describe your current utilization of facilities, including labs and other space. Confirm previously reported content.

The utilization of facilities by the Counseling Department was the same as reported the previous year, at least until Covid-19 changed the way we conducted business.

Classroom Space:

Fall 2019: the total of Counseling classes offered was 12, from which 7 were taught by full-time and 5 be part time counselors. The total of units was 32.

Spring 2020: the total of Counseling classes offered was 10, from which 7 were taught by full-time and 3 by part-time counselors. The total of units was 26.

Counselors utilized classroom space in the corresponding time to teach 32 units in Fall 2019. In Spring 2020 we taught a total of 26 units. Classroom space was utilized in January and February. With the advent of Covid preventive measures our teaching faculty had to transform their classes to be taught remotely, first through zoom and later fully online, which prevented us from utilizing classroom space to provide this service.

Office Space:
During 2019-2020 the Counseling department used space in Building R:
8 offices for contract counselors
6 offices for adjunct counselors
Each office containing a desk, a file cabinet, a computer, and a telephone. Offices also have at least 2 chairs (1 for the counselor, 1 for the student)
The office space in Building R is mainly needed to offer face to face (f2f) direct services to students in the department's Student Services role. During Covid – starting in March 2020, all counseling courses were modified to be offered only online and f2f services were offered remotely.

*The counseling department has designated offices for all full-time counselors in general counseling. There are also 6 shared adjunct offices; 4 of them located in R-109 and 2 across the hallway in R105. When planning adjunct counseling faculty schedules, Department Co-chairs take into account the limitations in office space and plan accordingly to maximize the utilization of what is currently available. If Counseling services return to the campus after Covid, then we will 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. For example, for peak in fall 2019, **1573** students were serviced in our offices in August 2019; for peak in Spring 2020, **664** students were serviced in January 2020.*
Before Covid-19, the department Co-chairs had to seek volunteers among full-time counseling faculty to lend their offices when there were not enough shared adjunct offices available. Full time counselors sometimes did not plan on using their assigned offices for a few hours on any given day because they had to perform their duties elsewhere on campus, e.g. teaching a class, attending a meeting in another building, etc. Those offices were then utilized by adjunct counseling faculty to conduct their professional business while the full-time counselor worked elsewhere on campus.
During the current period of Covid there has been a major modification in the way our services are provided; mainly all counseling services have become remote and are offered through

zoom appointments, phone calls and emails. Counselors operate from their own homes, using their personal computers, printers, scanners and internet connections. They met online with students on Zoom, a video enabled platform to conduct the same business that would have been offered in person before.

IV. Program Update Data

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

APU Data Dashboards:

- **Course Completion and Retention Rates Dashboard – Instruction Course Completion and Retention Rates Dashboard – Student Services**

- **Enrollment Trend and Productivity Dashboard**

- **Degrees and Certificates Dashboard**

For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. IPEDS or Launchboard).   Include the number of students served over an academic year and summarize their demographics.

For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for Windows and Mac)

I. **Instruction:** Merritt College/Counseling overall course completion and retention for Academic Years: 1017-2018, 2018-2019, and 2019-2020

a. Campus/Counseling course completion and retention rates – Merritt

Year	Student Group	Completion	Retention	Completion w/o MW/EW	Ret w/o MW/EW
17-18	Merritt	70%	83%	70%	83%
	Coun	79%	88%	79%	88%
18-19	Merritt	70%	83%	70%	83%
	Coun	74%	86%	74%	86%
19-20	Merritt	68%	89%	76%	87%
	Coun	66%	87%	76%	85%

Completion: The percentage of students who received a passing grade (Completion) in Counseling courses was largely above the overall completion at the campus during the past two years, but the trend did not remain at that level this last year of 2018-2019 when it went under the campus completion by 2 points. The completion rate, however, remained within the set standard of 66%. The explanation for the downward trend was mainly in Spring 2020 and related to Covid which made it very difficult for students to complete their classes because of reasons such as not owning a computer, several siblings needing to use the single computer owned at home, attempting to do online courses from their phone, and challenges faced by instructors who could no longer take the entire group to a computer lab to teach online resources, then coach students as they applied the information to an assignment, etc.

Retention: The percentage of students who did not withdraw from class, regardless of obtaining a passing or failing grade (Retention) actually was one percentage point higher than the previous year (from 86% to 87%). It was however slightly below the overall campus retention rate of 89%. Counselors consistently attempted to communicate with students, but some simply stopped responding to those efforts as they embarked in an intense job hunting when several family members lost their jobs at the beginning of the pandemic. It is important to point out, though, that a retention rate of 87% during Covid is still quite remarkable.

b. **Instruction**: <u>Campus/Counseling</u> overall course enrollment, completion and retention **by Gender** for Academic Years 2018-2019 and 2019-2020

Year	Gender	Enrollment	Completion	Retention
18-19	Female	21839/487*	70%/75%	83%/80%
19-20	Female	20911/491	67%/67%	89%/87%
18-19	Male	11113/242	69%72%	83%/85%
19-20	Male	11249/262	66%/65%	89%/87%
18-19	Unknown	685/12	74%/50%	83%/83%
19-20	Unknown	768/24	64%/54%	89%/83%

The first number refers to Merritt college classes/the second number refers to Counseling classes.

Females enroll at double the amount than males in Counseling classes; completion (passing) and retention (staying) is very similar between genders, and retention (staying) is significantly higher than completion (passing) :

The overall course enrollment, completion and retention by Gender in Counseling classes showed that the enrollment of all genders was slightly higher this academic year than last. It also shows that female student's enrollment was roughly double than that of males at both the college and the Counseling classes. Although the levels of completion were lower this year compared to last, an identical level of completion (with a passing grade) was found for females between the campus and the Counseling classes (both at 67%), and almost identical for males (66%/65%). The reason behind the downward trend as mentioned before is directly related to the additional challenges faced by students, instructors and the college having to adapt to an all online environment during Covid. The overall campus retention (those who don't withdraw, regardless of a passing or failing final grade), was higher this year than last for all genders, the same trend was observed in Counseling classes for males and females. The "unknown" gender's retention remained the same as last year in the Counseling classes.

c. **Instruction**: Campus/Counseling overall course enrollment, completion and retention **by Age**. Academic Years 2018-2019 and 2019-2020

Year	Age	Enrollment*	Completion	Retention
18-19	16 – 18	3360/214	75%/69%	87%/86%
19-20	16 – 18	4038/216	69%/68%	91%/87%
18-19	19 – 24	13238/386	66%/74%	81%/85%
19-20	19 – 24	13329/400	64%/66%	87%/87%
18-19	25 – 29	5426/57	69%/77%	82%/81%

19-20	25 – 29	4781/58	68%/48%	88%/83%
18-19	30 – 34	3418/20	73%/85%	83%/95%
19-20	30 – 34	3338/35	73%/71%	89%/86%
18-19	35 – 54	5805/49	73%/80%	84%/92%
19-20	35 – 54	5517/46	71%/74%	90%/87%
18-19	Under 16	262/1	91%/100%	93%/100%
19-20	Under 16	335/16	84%/62%	96%/100%

The first number refers to Merritt college/the second number refers to Counseling classes.

The 19-24 age bracket had the highest enrollment in Counseling classes during 2019-2020, followed by the 16-18 age bracket. Completion (passing) was severely impacted by Covid measures:

The overall course enrollment, completion and retention by Age showed that the enrollment of all age groups in Counseling classes was similar to last year's data. It also shows that large groups of students between 16 to 24 years of age enroll in Counseling classes which are a practical way to obtain focused career guidance, connection to support programs and strategies to acclimate successfully to college, The completion rates (students with passing grades) in Counseling classes was lower this year than last for most age groups, especially impacting students ages below 16 years old, which are courses usually taught at high schools, and students more than anyone else, students ages 25-29 suffered a painful inability to pass their courses(48%) never seen before in Counseling classes. During 2018-2019 their completion (passing) rate was 77%, well above the campus 69%, but during 2019-2020 completion tumbled to 48%, meaning less than half of students in this age group were not able to attend class, complete assignments and prepare and pass midterms and final exams. The only explanation we have arrived to so far is that most of them are single female parents who were suddenly burdened with childcare responsibilities and homeschooling their children during the pandemic.

The retention rates for all age groups was above 80%. This year only students under 16 were retained at a percent higher than the college's overall rate. The 19-24 age bracket was identical to the retention rate of the college for that group. All other age groups had retention rates below the college overall rates.

d. Instruction: Campus/Counseling overall course enrollment, completion and retention **by Ethnicity**. Academic Years 2018-2019 and 2019-2020

Year	Ethnicity	Enrollment	Completion	Retention
18-19	Asian	5576/73*	80%/70%	88%/88%
19-20	Asian	5151/55	81%/62%	92%/82%
18-19	Black/AfAm	8622/165	62%/67%	79%79%
19-20	Black/AfAm	8295/198	60%/67%	87%/88%
18-19	Hisp/Lat	11391/430	68%/76%	83%/88%
19-20	Hisp/Lat	11641/425	64%/67%	88%/87%
18-19	2 or more	1867/21	67%/62%	79%/71%
19-20	2 or more	1579/30	68%/63%	88%/93%
18-19	Unknown	1177/12	73%/58%	85%/75%
19-20	Unknown	1607/29	66%/55%	88%/79%
18-19	White	4749/32	78%/94%	86%/97%
19-20	White	4359/31	75%/67%	91%/81%

The first number refers to Merritt college/the second number refers to Counseling classes.

Counseling classes' student body is composed mainly of Latinos and African American students. The rates of Completion (passing) and Retention (staying) in 2019-2020 was practically identical.

The overall course enrollment, completion and retention by Ethnicity showed that the two highest enrolled groups were Latinos and African Americans at the campus (11641/8295) and in the counseling courses (425/198); the third largest group at the campus and in Counseling courses were Asian students (5151/55). Completion (with passing grades) of courses for African American students was at 60% at the campus. In Counseling courses they obtained a much higher completion rate of 67% this year, same as last year. Latinos had the same 67% completion rate which was higher than that of the college for that group (64%), but lower than last year's completion for Counseling courses (76%). Asian and White students were strongly impacted by Covid. Their completion rates tumbled from 70% last year to 62% for Asian students, and from 94% last year to 67% for White students.

II. Student Services: Students served and services provided

a. Number of students served during 2018-2019 and 2019-2020

The headcount (unduplicated students) served by the counseling department during the 2019-2020 academic year was 10,712 students. The number of services provided to them added up to 24,008 services. Please see charts below.

a. 1. June 18, 2018 through December 14, 2018 – General Counseling headcount

| | Summer 2018 | | | Before Fall 2018 | | | Fall 2018 | | | | | | |
| | 06/18 to 07/26 | | | 07/27 to 08/19 | | | 08/20 to 12/14 | | | | | | |
2018	Jun	Jul	Total	July	Aug	Total	Aug	Sep	Oct	Nov	Dec	Total	6-Mo Total
Apptms	91	147	238	22	81	103	60	379	406	403	264	1512	**1853**
Drop-ins	317	564	881	128	1053	1181	954	497	376	505	532	2864	**4926**
e-Couns	-	-	-	1	3	4	-	2	13	21	81	117	**121**
Total	408	711	1,119	150	1134	1,288	1014	878	795	929	877	4493	**6,900**

Program Usage Data: SARS Counseling Stats: Summer/ Fall 2018

a. 2. January 1, 2019 through June 16, 2019 - General Counseling headcount

	Before Spring			Spring					Before Summer			
	01/01 to 01/21			01/22 to 05/24					05/25 to 06/16			
	Before Spring 2019			Spring 2019					Before Summer/19			
2019	Jan	Total	Jan	Feb	Mar	Apr	May	Total	May	June	Total	6-Mo Total
Appointments	4	4	7	400	380	365	346	1498	49	107	156	**1658**
Drop-ins	938	938	827	500	350	550	567	2794	84	365	449	**4181**
e-Counseling	22	22	18	11	10	41	96	176	13	26	39	**237**
Total	964	964	852	911	740	956	1009	4468	146	498	644	**6,076**

Program Usage Data: SARS Counseling Stats: Pre-Spring/Spring/Pre-Summer 2019

a. 3. June 17, 2019 through December 13, 2019 – General Counseling headcount

| | Summer 2019 | | | Before Fall 2019 | | | Fall 2019 | | | | | | |
| | 06/17 to 07/26 | | | 07/29 to 08/19 | | | 08/23 to 12/13 | | | | | | |
2019	Jun	Jul	Total	July	Aug	Total	Aug	Sep	Oct	Nov	Dec	Total	6-Mo Total
Appointm	75	148	223	43	202	245	109	354	337	402	186	1388	**1856**
Drop-ins	237	411	648	87	1068	1155	697	340	246	585	381	2249	**4052**
e-Counseling	21	53	74	90	83	173	18	18	15	73	36	160	**407**
Total	333	612	945	220	1353	1573	824	712	598	1060	603	3797	**6315**

Program Usage Data: SARS Counseling Stats: Summer/ Fall 2019

<p style="text-align: center;">a. 4. January 2, 2020 through June 12, 2020 - General Counseling headcount</p>

	Before Spring		Spring						Before Summer			
	01/02 to 01/20 Before Spring 2020		01/21 to 05/22 Spring 2020						05/26 To 06/12 Before Summer/20			01/01 to 06/12
2020	Jan	Total	Jan	Feb	Mar	Apr	May	Total	May	June	Total	6-Mo Total
Appointments	0	0	12	414	234	354	283	1,297	92	229	321	1,618
Drop-ins	664	664	671	444	171	144	167	1597	12	89	101	2,362
e-Counseling	26	26	44	8	23	145	78	298	61	58	119	443
Total	664	664	727	866	428	643	528	3192	165	376	541	4,397

Program Usage Data: SARS Counseling Stats: Pre-Spring/Spring/Pre-Summer 2020

Types of sessions: Appointment, Drop-In, and E-counseling:

The tables above show unduplicated students data regarding the three main types of sessions we offered during 2019-2020 to them. One type of sessión is a dedicated 30-60 minute "Appointment" for career counseling, creation of a student educational plan (SEP) or multiple processes to address the needs of students on probation or dismissal (counseling, documentation and planning). A second type of session format is a "drop-in", where students present their problems and the counselor helps them resolve the issues needing immediate attention and schedules another appointment to resolve more long term issues. The third type of sesión is an e-Counseling sesión, that typ is used when students already completed pre-requisites at another institution and simply need to provide a copy of their external transcript for a counselor to verify that the pre-requisite has been completed.

The primary mode of servicing our students in Counseling is through drop-in sessions of about 15-minute to 20-minute windows each. The 2019-2020 academic year total of 30-60 minute comprehensive appointments in general counseling was 3,474 (Jun to Dec 2019: 1,856 and Jan to Jun 2020: 1,618 appointments), while the number of drop–in sessions surpassed the number of appointmens by a couple of thousand drop in sessions, for a total of 6,414 drop- ins for the academic year (Jun to Dec 2019: 4,052 and Jan to Jun 2020: 2,362 drop-in sessions). It is important to remark that Drop-in counseling is the type of session least conducive for planning and the least helpful mode to help prevent continual crisis approaches.

Students use more drop-in sessions than planned comprehensive appointments:

There are two main reasons that largely explain the significant difference. First, starting two weeks before a semester begins, a period we call "peak enrollment", the department does not offer 60-minute appointments; the volume of students needed to be serviced is so large that we take an all-hands-on deck approach and help students on the shorter drop-in sessions format only. Second, during the rest of the semester, although there are 60-minute appointments available, many students prefer to access counselors as soon as they have a need for them, not being able to wait for an appointment at a later time or date. Students are continually reminded by their counselors of the benefits of planning ahead and scheduling appointments, but it seems to be their preference to drop-in when they have a problem that needs immediate attention, such as a

probation or dismissal hold that does not let them enroll, a financial aid funding denial that requires a petition, an instructor asking them to drop the class, a personal or family crisis that needs attention and referral to outside services, other crisis such as sudden homelessness that focuses their attention on survival and away from school.

E-Counseling: Highest usage is during enrollment season and holidays.

Requests for e-Counseling increased considerably from 2018-2019 (358 requests) to 2019-2020 (850 requests). The main reasons that explain this fluctuation are: first that the service was made available during the period when the college was closed for the Year End and Summer holidays; second, the increased need of enrollment in classes towards the end of each semester and just before classes start for the next semester.

Other services provided by General Counseling:

In addition to Student Educational Plans, Counseling provides many more services; among them are leadership, advocacy, referral to other services internal and external to the campus, efforts to retain students through direct guidance teaching them how to navigate college successfully, learning to be responsible and developing overall as a college student.

Examples of other services provided:

- 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 new State onboarding guidelines (e.g. Learn how to apply, provide f2f Orientation and Abbreviated SEPs at their high schools).
- Make presentations to various organizations explaining how to use their local community colleges to gain certificates, degrees and to transfer.
- 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 high school GPAs. (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 new and 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.

Total of students serviced during 2019-2020: 10,712

The totals shown in the tables above indicate that in both semesters of 2019-2020 we worked with fewer students than in the previous year. From June/19 to Dec/19 our counselors met with **6315** students, which is almost 600 less meetings than the 6900 students they had met with the previous year for the same period. The same trend is seen for Jan/20 to Jun/20 when our counselors met with **4397** students, a number that is 1600 less student appointments than the 6076 seen the

previous year for the same period. While both totals are lower than the previous year, It is clear that the changes required to follow Covid State regulations during Spring 2020 had a very strong impact in our ability to provide services to our students. In total, the General counseling office provided services to **10,712** students during the 2019-2020 academic year with a staff of 8 full-time and 12 part-time counselors.

Note: Data does not include counseling sessions offered by EOPS, DSPS, programs coordinated by counselors (FYE, Puente, Transfer, Veterans, and Adelante) or student Services programs not coordinated by a counselor such as CalWorks, NextUp or Sankofa.

b. Total of counseling services provided during 2019-2020: 24,008 services

b.1. Total of counseling services provided from 07/01/19 to 12/14/2019: **12,513:**

Jul	Aug	Sep	Oct	Nov	Dec
1260	6179	1266	989	1812	1007

Data *from District SARS for Merritt College Counseling services during 2019*

b.2. Total of counseling services provided from 01/02/20 to 06/30/20**: 11,495:**

Jan	Feb	Mar	Apr	May	Jun
4605	1629	878	984	1027	2372

Data from District SARS for Merritt College Counseling services during 2020

Provision of counseling services has another angle; **each student may have needed/required multiple services in the same appointment, so that the total of services usually exceeds greatly the headcount of students met with**. For example, a student may need career counseling, placement guidance, clearance of pre-requisites taken already elsewhere and an initial Student educational plan during the same session. The charts above summarize the number of services: 12,513 for fall 2019 and 11,495 for spring 2020, resulting in a total of 24,008 services. The comprehensive source tables (SARS-District) were obtained through our campus researcher.

C, Demographics of students served during 2019-2020

Gender: Over half of services were provided to female students

General Counseling. Fa/19-Sp/20. Services provided by Gender

# of Services by Gender	Fall 2019	Spring 2020
Female	8,167 (65%)	7,872 (68%)
Male	4,191(33%)	3,474 (30%)
Unknown	155 (2%)	149 (2%)
	12,513	11,495

During 2019-2020 the gender that received most services from Counseling was female; that number is consistent with the gender distribution for the college.

67% of all services were provided to female students, and 33% of services were provided to male students.

Ethnicity: Largest groups were Latino/Chicano and African American:

# of Services by Ethnicity	Fall 2019	Spring 2020
African American	3,616 (29%)	3,330 (32%)
Asian	1591 (13%)	1,473 (15%)
Hispanic	4,960 (40%)	4,176 (40%)
White	1,114 (9%)	1,399 (13%)
	12,513*	10,378*

Total includes other ethnicities with much smaller numbers.

General Counseling. Spring 2019. Ethnicity of students served.

During Fall 2019, 29% of students served were African American and another 40% were Latino/Chicano which makes up for almost 70% of all students served. Asian and White students also utilized Counseling services, but in a much lesser number.

Age: Number of services provided, by age group was not available through SARS.

b. Describe any significant changes and discuss what the changes mean to your program.

The main change observed in the Counseling classes was a higher retention rate and a lower rate of passing (Completion). The provision of counseling direct services to students in our department's Student services role remained similar to previous years serving more females than males, and more Latinos and African American students than those of other ethnicities

c. Consider whether performance or service gaps exist for disproportionality impacted students (males, African Americans).

No performance or service gaps were observed for males or African American students.

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

I.   Instruction: Student Learning Outcomes for Counseling courses

Coun 24:
    SLO #1: Study Skills. Describe and apply essential study skills and strategies to succeed in college. Last assessed Fall 2019.
    SLO #2: Goals and educational plan. Clearly state academic and/or career goals and record them in a Student Educational Plan. Last assessed Fall 2019.

Coun 30:
    SLO #1: Coping Strategies. Demonstrate ability to self-monitor behaviors, acquire insight, And willingness to change a problem behavior. Last assessed Fall 2018.
    SLO #2: Cooperation and Interaction. Function as a productive member of a college class by cooperating in interactive learning. Last assessed Fall 2018.
    SLO #3: Lifespan changes and challenges. Explain lifespan changes and challenges. Last assessed Fall 2018.

Coun 57:
    SLO #1: Career related self- analysis and decision making. Conduct a self-analysis of interests, skills, values and preferences and apply this analysis to career choices, including selection of a college major. Last assessed Fall 2019.

SLO #2: Career action plan. Analysis and overview of the process we have covered and synthesis of the information in order to produce a written realistic career plan to pursue. Last assessed Spring 2019.

SLO #3: Career research. Research and report on potential careers and note how they may impact one's life. Last assessed Fall 2018.

Coun 200A:
    SLO #1: College policies and procedures. Identify and locate documents containing college policies and procedures related to student life. Last assessed Su 2018.

    SLO #2: Resources. Identify the resources available to students on campus including individuals, programs, services, as well as electronic or other formats. Last assessed Fall 2018.

Coun 200B:
    SLO #1: Study skills. Identify and describe essential study skills needed to succeed in college. Last assessed Summer 2017 (last taught Summer 2018).

    SLO #2: Student educational plan. Describe the components and process of developing an SEP. Last assessed Summer 2017 (last taught Summer 2018).

Coun 203:
    SLO #1: Clearly communicate one's needs in a way that others will understand how to facilitate student success. Last assessed Fall 2018.

    SLO #2: Assess and re-evaluate needs in conjunction with available resources in order to improve the approach to education and increase likelihood of success. Last assessed Fall 2018.

    SLO #3: Effectively utilize technology to aid in student success. Last assessed Fall 2018.

    SLO #4: Demonstrate a broad understanding of the capacities and achievements of those with disabilities by describing the importance of contributing to society and applauding those who have paved the way before you. Last assessed Fall 2018.

Coun 207A:
    SLO #1: College major. Choose at least a tentative college major based on the results of career exploration assessments and other career exploration tools used in class. Last assessed Summer 2019.

Coun 207C:
    SLO #1: Resume. Create a resume independently that can be continually updated. Last assessed Spring 2018.

Course SLOs: All courses learning outcomes have been assessed within the last 3 years.

Program PLOs: The Counseling department does not offer a degree or certificate. There are no PLOs for Counseling.

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests**

made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the ILOs.

Student Services role: Counseling Department SLO/SAO Service Area Outcomes

The counseling department has 3 SLOs; all were assessed in Spring 2019. 40 students completed an SLO Assessment Survey in Spring 2020.

Results:
The results showed that SAOs #2 and #3 met the benchmark at 95% positive answers. SLO #1 was at 89% which is higher than last year (86%), but still not reaching the benchmark of 95%. The department will have to discuss if the question should be modified to account for students who may be too new to the college environment to have decided on a particular major already at the time of the survey. Overall, the results are very inspiring and reassure counselors that most students are in fact able to state an academic goal, identify educational resources to plan their careers and identify campus resources to support them in their efforts.

The following item is for instructional programs only
Discuss how your PLOs align with the ILOs.

---

n/a

V.   **Curriculum**

Note: If your department, program, or unit does not have a curricular component, please skip to the Section VII.

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook (7th Edition)](#), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4](#))
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020](#) and [Administrative Procedure 4020](#) require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016(a)](#), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

Curriculum Review

Consult [CurriQunet](#) and the [Course Curriculum Review Status](#) or [Program Curriculum Review Status](#) spreadsheets to determine when a course or program was last updated or deactivated.

Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

Modifications

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace
COUN 24	College Success	Steve Pantell
COUN 57	Career and Life Planning	Steve Pantell
COUN 200A	Orientation to College	Steve Pantell
COUN 200B	Orientation to College	Steve Pantell
COUN 203	Disability and Academic Success	Steve Pantell
COUN 207A	Career Exploration	Steve Pantell
COUN 207C	Career Exploration	Steve Pantell
COUN 221	Preparing for College/University Transfer	Steve Pantell
COUN 224	College Preparedness	Steve Pantell

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
Administration of Justice: Police Science	AA Degree	Elaine Wallace
n/a – Counseling is not an instructional program		

Deactivations

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace
n/a	There were no courses needing deactivation	

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
Administration of Justice: Police Science	AA Degree	Elaine Wallace
n/a		

Curriculum Improvement

Based on ongoing curriculum review, describe plans for **program-level** improvement in terms of any of the following considerations:

- Advancing **student equity and achievement** for disproportionately impacted students.
- Fostering **intersegmental alignment** and **guided pathways** through articulation, course sequencing, and program mapping.
- Implementing innovative **pedagogies**, **delivery methods/modalities**, or **educational resources and technologies**.

n/a – Counseling is not an instructional program

Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
Beginning Spelunking	Introductory activity class on basic practices, equipment, and safety considerations in the exploration of caves	[Assessment data, student demand or need, academic/occupational knowledge or skills not taught in existing curricula, program requirements, community or industry partnerships, grant funding, etc.]	Fall 2022
n/a	No new courses proposed		

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
Outdoor Recreational Activities Not for the Faint of Heart	Certificate of achievement to train daredevil students seeking a lifetime of adrenaline rushes in the great outdoors. Courses include bungee jumping, rock climbing, sky diving, spelunking, and ziplining.	[Basic skills, occupational, or transfer pathways; advisory board recommendations or LMI data; community or industry partnerships; grant funding, etc.]	Fall 2022

n/a	No new programs proposed		

The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU.

VI.   Funded Resources

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
Personnel: one additional classified staff to cover for when the first one is absent (approximately 50% absenteeism) and to work on epafs to ensure counselors are paid on time.	No	General funds	65,000/year	
Personnel: 2 student workers to assist classified staff with front desk staffing, filing, etc. each semester and intersession.	No	General funds	30,000/year	
Personnel: 10-12 adjunct counselors to provide counseling and guidance services to over 13 thousand students. 12 months	Yes	General funds	300,000/year	Provided services to all students who needed counseling assistance. 10,712 students in 2019-2020.
Personnel: 8 full-time Counseling faculty	Yes	General funds	700,000/year	Provided services to all students who needed counseling assistance: 10,712 students in 2019-2020; coordinated support programs: FYE, Puente, Transfer, Veterans and Articulation services for the college.
- 11-month contracts for 8 full time counselors	Yes	General funds (ask dean)	90,000/year	
- Onboarding counselor position that was already approved in 2017 but is currently frozen.	No			
- Career counseling position (50% general, 50% career). To address the State's Chancellor's office	Yes	General funds	70,000/year	Hired Aug/2020- will report in next APU

emphasis on CE and Guided Pathways.				
Personnel: Full time faculty for Centro Latino. Counselor retired Jun/2020. Need replacement to provide bilingual/bicultural counseling services.	No	General funds	70,000/year	

VII. **Resource Requests**

In the tables below, please add resource requests for your program for the **2021-22 fiscal year**. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request ('1' indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table (how to add rows).

Personnel Resource Requests

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID-19 Related (Yes/No)
1 additional classified staff	To cover for when the first one is absent (approximately 50% absenteeism) and to work on epafs and other assignments as directed by Counseling/Student Services administration.	100%	65,000	11%	73,000		No
2 student workers	To assist classified staff with front desk staffing, filing, data entry, etc. year round (each semester and intersession.)	100%	30,000		30,000		No

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID-19 Related (Yes/No)
13 part time counseling faculty	10-13 adjunct counselors, 12 months (except Xmas and Spring break).	$40/hr x 150 hrs/wk x 50 weeks = 300,000 per year.	300,000	11%	350,000		no
8 full time faculty and 11-month contracts.	-8 full time Counseling faculty salaries		700,00	11%	80,000		No
	-11-month contracts for 8 full time counselors		90,000	11%	80,000		No
Onboarding counselor position	Already approved in 2017 but is currently frozen. The position's original justification was to perform the old matriculation functions, this time we need to add the coordination of new State initiatives such as Guided Pathways, AB705 and SLOAC.		70,000	11%	80,000		No
Full time faculty for Centro Latino	Counselor retired Jun/20. Need replacement to provide Spanish bilingual/bicultural counseling services. 33% of campus student body is Latino.		70,000	11%	80,000		no
Full time faculty to address achievement and equity gaps	Counselor is needed to coordinate services for outreach and retention of African American and males, that the college has identified as part of an achievement gap		70,000	11%	80,000		no

Resource Requests (Non-Personnel)

Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or Periodicals

- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)

Resource Category	Description/Justification	Total Estimated Cost	Priority Rank (1= Highest Priority)	COVID-19 Related (Yes/No)
Technology & Equipment	Computer refresh and dual monitors w/cables x 14 counseling offices ($2,000.00 per station)	$28,000.00	1	Yes
Technology & Equipment	4 additional computers with screen (2 for student self-check in waiting area and 2 to support counseling front desk staff. 2 Color printers (to be housed in full time offices) Color ink cartridges HP Scanjet Pro 2500 (printer and scanner) for 14 counseling offices	$6,000.00 $2,500.00 $1,800.00/ Per year $275 x 14 = $3,850.00	1	Yes
Professional Development (Department Wide)	Counselor conferences: CSU Counselor Training (annual) UC counselor training (ETS – annual)	$75 x 22 counselors = $1,650.00	2	No

		$50 x 22 counselors = $1,100.00		
	Training in career websites. Road trip nation ($100), Eureka, ($100) etc. Transcript evaluation training: College Source	$2,200.00- $4,400.00		
Professional Development (Personal/Individual)	Career Development training such as MBTI Certification Program, etc.	$2,495.00 x 5 = $12,475.00	3	No
	FYE out of State Conference	$3,000.00		
Supplies: Software	Adobe Creative Suite software and updates – site license Conversion software Adobe to Word	$5,000.00 $1,000.00	1	Yes
Supplies: Instructional Supplies	Large Post it pads for students to work in groups	$100.00	4	No
Supplies: Non-Instructional Supplies	Bond paper for department copier: 1 pallet (40 cartons/10 reams per carton) per year. 17 boxes of printer ink Post it pads	$1750 per year $200 x 14 $100	2	No
Facilities: Other	FYE Student Lounge/Room Career Center Transfer Center: $60,000.00 for Transfer Center and $15,000.00 for Student Workers 1 office for additional Part time counselor 1 office for Onboarding counselor to be hired in 2018 (frozen as of 05/2017)	$30,000.00 $30,000.00 $75,000.00 $5,000.00 $5,000.00	2	No
Facilities: Classrooms	9 classrooms for Counseling classes (average of 3-unit courses)		2	No
OTHER	Interview Stream College Source (TES) Eureka Road Trip Nation	$2000.00/yr $2000.00/yr $2000.00/yr $ 500.00/yr	1	No

VIII. <u>Participants</u>

Please provide the list of members who participated in completing this program review.

Rosa S. Perez Flores, Counseling Department Co-Chair and Dr. Steve Pantell (Section V).

Thank you for your time and effort in completing the Annual Program Update!