I. Background Information

A. The Counseling Department

Any description of the Merritt College Counseling Department must begin with its Mission Statement:

The mission of the Merritt College Counseling Department is to provide all prospective, new and current students with comprehensive academic, career, and personal counseling. Counselors also include career and transfer information while helping students develop personal decision-making skills. We strive to help a diverse student population identify and pursue their goals while successfully participating in the educational process.

In addition, Counseling Department works hand in hand with instructional programs to help students explore, identify, and follow their educational objectives. The department’s goal is to work in collaboration with all campus entities to ensure that students’ positive intellectual and personal development can occur.

The department has fluctuated in its number of counseling faculty over the years, ranging from a high of 10 and a low of 4 full-time, contract counselors. Until recently, the department was able to supplement the contract counselors with hourly counselors to better serve students. However, with the recent budget constraints that have occurred throughout the state, the department eliminated all part-time hourly counselors as of the Spring 2010 semester, thereby placing a tremendous strain on the remaining 6 contract counselors, each of whom has an additional program and/or assignment for which they are responsible (details below).

B. Unique Aspects of the Merritt College Counseling Department

The structure of the Merritt College Counseling Department is consistent with the structure of Counseling Departments at the other three Peralta Colleges in that it consists of General Counselors (6) and counselors assigned to categorical programs (see “Resources” below for a description of categorical programs and staffing).

The difference between the General Counseling unit of the department and similar units at the other three Peralta Colleges is that each of the general counselors must split their time between seeing students and taking full-charge responsibility for an additional program or assignment.

The breakdown of these additional assignments is as follows:

<table>
<thead>
<tr>
<th>Special Assignments</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation</td>
<td>.75</td>
</tr>
<tr>
<td>Transfer Center</td>
<td>.50</td>
</tr>
<tr>
<td>Centro Latino Program</td>
<td>.50</td>
</tr>
<tr>
<td>Maximum Achievement Program (M.A.P.)</td>
<td>.50</td>
</tr>
<tr>
<td>Matriculation</td>
<td>.25</td>
</tr>
<tr>
<td>Student Athletes</td>
<td>.25</td>
</tr>
<tr>
<td><strong>Total of Special Assignments</strong></td>
<td><strong>2.75</strong></td>
</tr>
</tbody>
</table>

| Total FTE Full-Time Contract Faculty Available to See Students | 3.25 |

1
C. Current Resources

As noted above, the Counseling Department is currently staffed with six General Counselors who have additional assignments that reduce their capacity to 3.25 FTE counselors. The EOPS Program has two full-time counselors and a full-time coordinator who has a limited counseling assignment plus a .5 part-time counselor in the CARE Program. The DSP&S Program has a part-time counselor/coordinator at .67 time, one full-time counselor on a reduced workload, and two part-time counselors (one of whom teaches a Counseling class). The MerrittWORKS Program has two part-time counselors at .5 each, one of whom also has program coordination responsibilities.

In addition to staffing, the Counseling Department has resources in the form of equipment and supplies which, up until recently, were inadequate. A recent bond measure and the addition of grant money have thankfully helped to upgrade some of the computer equipment though additional equipment (such as adequate printers, LED projectors, an adequate, high-speed copier, and office supplies and fixtures) are sorely needed.

D. Program Goals, Assessment Methods, and Expected Results

As noted above, the Counseling Department has recently eliminated all part-time counseling faculty, thereby placing a tremendous strain on the remaining full-time counseling faculty and severely limiting their ability to adequately serve students. As a result, the department’s goals have shifted quite a bit and may now be characterized as “holding the line” vs. “growth and development.” Though it may sound a bit dramatic, counseling faculty now tend to see themselves as in “survival mode”, focusing their efforts simply on seeing as many students as possible while still providing quality counseling and advising services. This has also forced the department to analyze its systems and procedures to streamline wherever possible. The following examples of these streamlined services are offered as recent evidence of the department’s efforts to pursue its goal of providing services to as many students as possible without compromising quality.

1. Designing and implementing a triage process during peak enrollment. All General Counselors took a turn at a newly-created and equipped reception counter, directing students efficiently and effectively to other Student Service units, answering quick questions, and resolving student concerns that could be completed quickly. Those students that needed additional counseling services were then referred to the Counseling Center for drop-in appointments to help students plan for and complete enrollment for the Spring 2010 semester. All General and Categorical Counselors participated in this process.

2. Enlisting the services of all grant-funded counselors to help with peak enrollment. Merritt College has been fortunate to have been awarded a number of grants that have included provisions for counseling services. The Counseling Department approached the coordinators of those grants and made arrangements for the counselors assigned to their grants to help with the tremendous number of students needing services during peak enrollment. These grant-funded counselors provided needed additional support to adequately serve the needs of students during peak enrollment.

3. After analyzing student traffic patterns, the decision was made to keep the Counseling Department open during hours of greatest student demand and to close during low-demand hours. This has had a positive two-fold effect. First, counselors are available to serve students during the hours that students are most available. Second, the General Counselors have had some time to meet the demands of their additional assignments during those hours that the Counseling Department is closed.

In addition to streamlining services, the Counseling Department maintains its commitment to other goals, as follows:

• The M.A.P. Program was launched Spring 2009. The program maintains its efforts to continue recruiting participants to reach goal of 200 students enrolled in program and to launch a companion program aimed at African-American females and others desiring services (the original program is focused on African-American males and others desiring services).
The Centro Latino Program was launched in Fall 2008. The program intends to hire 4 part-time counselors to expand outreach efforts and provide bi-lingual services to retain students currently enrolled. The goal is to increase Merritt’s Latino student population to 25% of total enrollments to qualify as an Hispanic Serving Institution.

Counseling faculty intend to continue their active participation in a number of learning communities: Career Advancement Academy, M.A.P., Basic Skills Initiative, Professional Providers Program, Saturday College, Emerging Teachers Program, etc. Each of these learning communities recognizes the crucial role counselors play in student success and counselors are committed to remaining as active as possible in each learning community.

The Transfer Center continually provides a number of services to students and campus community, including Transfer Day, representative visits, and the like. The Transfer Center Counselor has reaffirmed the center’s goal of providing these services to Merritt’s student population to the extent time and budget allow.

The department is committed to its goal to evaluate all part-time, tenure-track, and tenured faculty in accordance with district policies and the union contract. Evidence of this commitment can be seen in development, submission, and fulfillment of its 2009-2010 Evaluation Plan which is well underway and on track for completion by the end of the Spring 2010 semester.

The department has committed 4 of its 6 full-time counselors to staff two work teams developed as part of a Title III grant awarded to Merritt College. These work teams will focus on developing a First Year Experience program and implementing a number of programs and processes aimed at improving the overall college delivery of instruction and services to students. Evidence of the strength of the department’s commitment to this goal lies in the 4-year commitment of these counselors to these work teams, particularly during these times of limited staff and resources.

The Counseling Department is also committed to its goal to collaborate closely with campus instructional faculty to ensure that counselors have the most current and accurate information with which to counsel and advise students. The department accomplishes this goal by regularly inviting representatives of instructional departments to its weekly meetings, visiting classrooms to talk with students, making presentations at instructional department chair meetings, and communicating with instructional departments through timely e-mail alerts about issues affecting students.

The department also has as a goal to collaborate closely with district-wide counseling faculty to ensure consistency of advising between all Peralta colleges since so many of our students routinely take classes at one or more colleges in the district. This goal is accomplished through communication on e-mail listservs as well as through regular district-wide counseling faculty meetings.

Continued inclusion of reports from categorical programs in counseling meetings at least once per semester.

The department has a strong commitment to mentoring. To accomplish this goal, the department supports programs such as Puente that stress collaboration and mentoring of students. The department also mentors student interns and new counseling faculty members through well-structured recruitment, hiring, and training procedures that involve the participation of all General Counseling faculty.

Finally, the department is committed to its goal of outreach into the community to increase the number of students from underrepresented groups that attend community college. An example of this is a recent partnership between Merritt College, Castlemont High School and the Center for Educational Partnerships to create a seamless progression from high school to community college to four-year institution. The counseling faculty took the lead role in developing this partnership and will play an ongoing, vital role in its implementation.

II. Student Demographics of Those Using Your Services (by numbers)

A. Who do you serve?

The Merritt College Counseling Department is available to serve every student on campus as well as distance education students through email, fax, and telephone. Therefore, the data listed below in Table 2 is based on all Merritt College students.

B. Table 2

Data obtained from the Office of Institutional Development Peralta Facts 2009. Data for 2009 or later is not currently available.
<table>
<thead>
<tr>
<th>Age</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 16</td>
<td>102</td>
<td>152</td>
<td>143</td>
</tr>
<tr>
<td>16-18</td>
<td>530</td>
<td>531</td>
<td>585</td>
</tr>
<tr>
<td>19-24</td>
<td>2,068</td>
<td>2,005</td>
<td>1,955</td>
</tr>
<tr>
<td>25-29</td>
<td>1,205</td>
<td>1,125</td>
<td>1,108</td>
</tr>
<tr>
<td>30-34</td>
<td>807</td>
<td>831</td>
<td>755</td>
</tr>
<tr>
<td>35-54</td>
<td>2,312</td>
<td>2,118</td>
<td>1,910</td>
</tr>
<tr>
<td>55-64</td>
<td>568</td>
<td>551</td>
<td>532</td>
</tr>
<tr>
<td>65 and Over</td>
<td>204</td>
<td>185</td>
<td>225</td>
</tr>
<tr>
<td>Total</td>
<td>7,785</td>
<td>7,500</td>
<td>7,222</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2,455</td>
<td>2,291</td>
<td>2,154</td>
</tr>
<tr>
<td>Female</td>
<td>5,253</td>
<td>5,158</td>
<td>4,649</td>
</tr>
<tr>
<td>Unknown</td>
<td>77</td>
<td>55</td>
<td>419</td>
</tr>
<tr>
<td>Total</td>
<td>7,785</td>
<td>7,500</td>
<td>7,222</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/PI</td>
<td>1,220</td>
<td>1,164</td>
<td>1,107</td>
</tr>
<tr>
<td>Black</td>
<td>2,804</td>
<td>2,628</td>
<td>2,365</td>
</tr>
<tr>
<td>Filipino</td>
<td>209</td>
<td>247</td>
<td>190</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,226</td>
<td>1,210</td>
<td>1,241</td>
</tr>
<tr>
<td>Native Am</td>
<td>50</td>
<td>61</td>
<td>123</td>
</tr>
<tr>
<td>White</td>
<td>1,558</td>
<td>1,561</td>
<td>1,490</td>
</tr>
<tr>
<td>Other/Unk</td>
<td>678</td>
<td>669</td>
<td>706</td>
</tr>
<tr>
<td>Total</td>
<td>7,785</td>
<td>7,500</td>
<td>7,222</td>
</tr>
</tbody>
</table>
III. Student Performance and Feedback

A. How do students who receive services perform?
The Counseling Department and the college currently do not have data to measure this.

B. How do their counterparts who do not receive services perform?
The Counseling Department and the college currently do not have data to measure this.

C. What do students have to say about student services?
In February of 2010, a brief student satisfaction survey was distributed at a Black History Month event. Some of the comments related to what should be kept or continued at Merritt College were as follows:

- “The help from the aides and counselors where we receive 4 ½ star service.”

There were also many positive comments regarding the Maximum Achievement Program (M.A.P.).

In response to what students would like Merritt College to start, the following comments related to Counseling were given:

- “Assign job counselors to specific cases like re-entry.”
- “Less waiting time in counselors’ offices.”

In response to the question regarding what Merritt College should stop, the following response was given:

- “Workers in Counseling building who work at the front desk are not helpful.”

D. Have you used statewide or national assessment instruments to assess your program?
Yes. Hunter R. Boylan, Director of the National Center for Developmental Education, conducted an external evaluation during a site visit on April 9 and 10, 2009. Also Timothy Culver with Noel-Levitz conducted an external evaluation April 29 and 30, 2009. The results of those surveys are on file in the office of the Vice President, Student Services.

In addition, the following data is offered as one measure of the performance of students who receive counseling services. Data obtained from the Office of Research & Institutional Development, Program Review Documents: http://eperalta.org/wp/indev/documents/

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Success</td>
<td>34,437</td>
<td>32,511</td>
<td>32,645</td>
</tr>
<tr>
<td></td>
<td>61.9%</td>
<td>65.3%</td>
<td>65.9%</td>
</tr>
<tr>
<td>Retention</td>
<td>40,376</td>
<td>37,907</td>
<td>39,502</td>
</tr>
<tr>
<td></td>
<td>62.9%</td>
<td>68.2%</td>
<td>68.1%</td>
</tr>
<tr>
<td>Term GPA</td>
<td>Data not available</td>
<td>Data not available</td>
<td></td>
</tr>
<tr>
<td>Probationary Status</td>
<td>Data not available</td>
<td>Data not available</td>
<td></td>
</tr>
<tr>
<td>Persistence FA to SP</td>
<td>8,987</td>
<td>8,616</td>
<td>8,765</td>
</tr>
<tr>
<td></td>
<td>60.7%</td>
<td>61.4%</td>
<td>63.3%</td>
</tr>
</tbody>
</table>
IV. Program Effectiveness

A. Interdepartmental/Program/Campus Collaboration

1. Please provide a list of memberships in standing committees and governance groups.

- Curriculum and Instructional Council (CIC)
- Council on Instruction, Programs, & Development (CIPD)
- Council of Department Chairs and Program Directors (CDCPD)
- College Educational Master Plan Committee (CEMPC)
- College Council
- Matriculation
- Title III Planning and Implementation Committee
- Financial Aid Petition Committee
- Counseling Business Readiness Team (BRT)
- General Education Subcommittee
- Graduation
- Awards Banquet Committee
- Peralta Association of African-American Affairs (PAAAA)
- Asian Pacific American Task Force
- Internship Committee
- Online Counseling Advisory Task Force
- Transfer Center Advisory Committee
- EOPS Advisory Committee
- Basic Skills Task Force
- Peralta Association of Chicano/Latino de Aztlan (PACLA)
- Enrollment Development Task Force
- Retention Task Force
- Fruitvale Center Committee
- Child Development Task Force

2. How does the unit (and committees in which unit participates) support other administrative, student services and academic units in the college?

Membership on committees such as the Child Development Task Force, Fruitvale Center Task Force, campus hiring committees, and campus tenure review committees keep counselors actively involved in the college community, lending a counseling perspective to committees that are comprised of and which affect members of the entire college. This brings a student services orientation to support and complement an orientation focused on instructional issues, raising concerns such as student life on campus and student challenges outside the classroom (and college).

3. If your program does have an impact on other programs/dept/service, please describe the nature of the relationship with the program/dept/service and the effectiveness of the relationship.

One of the goals of the Counseling Department is to continue outreach efforts into the local community and specifically, local high schools. By doing so, the department is in a unique position to promote the college's instructional programs (both academic and career/technical education) and influence matriculation of high school students to the college. In addition, the Counseling Department is actively involved in the counseling and advising of students who are on academic and/or progress probation (or who have been dismissed). In doing so, counselors play an active role in guiding and supporting students in their efforts to be successful in the classroom and accomplish their academic goals.

B. Quantity of program/dept/service delivered (student utilization of services and student engagement)

1. How many students do you serve (unduplicated)?

The following data notes unduplicated headcount in General Counseling for the terms indicated. Data does not include headcount in other Counseling units such as EOPS, DSP&cS, the Centro Latino and Puente Programs, CARE, Career Counseling, or grant-funded programs such as M.A.P., Basic Skills Initiative, or the Career Advancement Academy.

- Fall 2009: 3,964 students
- Summer 2009: 1,859 students
- Spring 2009: 4,167 students
- Fall 2008: 3,235 students
- Spring 2008: 3,172 students
2. How many appointments do you have on any given day?

The following data notes the total number of student contacts (appointments and drop-in sessions) in General Counseling for the terms indicated. Data does not include headcount in other Counseling units such as EOPS, DSP&cS, the Centro Latino and Puente Programs, CARE, Career Counseling, or grant-funded programs such as M.A.P., Basic Skills Initiative, or the Career Advancement Academy.

<table>
<thead>
<tr>
<th>Term</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>5,859 students</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>2,301 students</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>4,167 students</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>4,719 students</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>4,292 students</td>
</tr>
</tbody>
</table>

3. How many contacts do you make with students?

Please refer to the response to #1, which reports student contact data using counseling drop-in and appointments. However, note that counseling-related issues and questions are also addressed through telephone, email, and various on-campus contacts (e.g., hallway conversations, etc.). Other forms of student contact include but are not limited to: class presentations, athletic team presentations, presentations at high schools and various community-based organizations, transfer-related workshops (e.g., Transfer 101, application workshops, personal statement workshops), and contact with four-year college and university admissions representatives who visit the campus.

V. Student Learning Outcomes

The following are the Counseling Department Student Learning Outcomes and assessment methods. In addition, see Attachment A for the student survey developed by the Counseling Department to provide the assessment data.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
<th>When will you collect this information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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.</td>
<td>Students will complete and submit the Counseling Department SLO survey.</td>
<td>At the completion of each counseling contact.</td>
</tr>
<tr>
<td>2. Students will be able to identify, access, and use educational resources (electronic and otherwise) to plan and pursue their academic, career, and personal goals.</td>
<td>Students will complete and submit the Counseling Department SLO survey.</td>
<td>At the completion of each counseling contact.</td>
</tr>
<tr>
<td>3. 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.</td>
<td>Students will complete and submit the Counseling Department SLO survey.</td>
<td>At the completion of each counseling contact.</td>
</tr>
</tbody>
</table>

A. List the student learning outcomes that are presently being assessed. Describe the activities that will be or have been implemented to achieve the SLOs.

All student learning outcomes are currently being assessed through the use of a survey (see Attachment A) given to students at the conclusion of their counseling contact (whether appointment or drop-in session). The results of this survey, begun in Fall 2009, will be analyzed by the Counseling faculty each year to determine whether the student learning outcomes are being accomplished. If the outcomes are not being accomplished, or if they are being accomplished only partially, the Counseling faculty will determine what measures might be implemented to accomplish them.
B. What additional student learning outcomes should be considered to demonstrate what your student should know and/or be able to do as a consequence of the service provided by your unit?

None at this time. If at a later date the Counseling faculty determine that additional outcomes are needed to enhance student success, a recommendation for additional outcome(s) will be made at that time.

VI. Action Plan

A. Future needs of the program

First and foremost, the Counseling Department desperately needs additional counseling faculty to adequately serve students. With a current enrollment of over 7,000 students and 3.25 general counselors available to see students (after special assignments and without the addition of part-time counselors), this is a counselor:student ratio of approximately 1:2,150. Even the most optimistic view must conclude this ratio is woefully inadequate to provide a meaningful level of service to students.

In addition, the Counseling Department needs more space, equipment, and supplies. In its current configuration, the Counseling Department is housed in R-109 and R-105/106. Eight different units are housed in R-109 (General Counseling, EOPS, DSPcS, CARE, Veterans, M.A.P., and Student Athletic Counseling) along with classified staff assigned to floor operations. R-105/106 houses the Career & Transfer Center, MerrittWORKS, the Centro Latino, Puente, and M.A.P. Programs, and staff assigned to fulfill the Basic Skills Initiative grant. In each of these locations, quarters are cramped, confidentiality is difficult to maintain and equipment is inadequate.

Given the drastic cuts to counseling faculty, the institution might at least acknowledge the vital role that counseling plays in the success of students by re-configuring the layout of the Counseling Center to provide a more appropriate and professional setting in which to see and serve students.

B. Future goals and methods of assessment of the program, including student learning outcomes.

At this point, the Counseling faculty is confident that the current goals, including student learning outcomes and their assessment methods, are adequate (if not overly ambitious, given the recent drastic cuts in counseling faculty). The current goals of the department, noted in item I-D above, were developed when there were far more counselors than at present. The student learning outcomes and assessment measures were developed within the last six months and were done so with a great deal of thought and effort. Because these outcomes are still being assessed, it is too soon to determine whether they need to be revised or increased.

C. Strategies and actions to be taken by the unit over the next six years to strengthen the program and meet the strategic goals of the program and the college.

The Counseling faculty is committed to serving Merritt College students, and the college as a whole, to the best of its ability in good times and bad. Given the current economic times, however, it is difficult to offer strategies and actions to develop the Counseling Department while in a “hold-the-line” position. That said, when and if economic constraints ease, the department will do what it has always done: look for ways to create and implement strategies that broaden and strengthen counseling services to students and the entire campus. Some of these strategies that the department has identified are:

- Counseling faculty will take a leadership role in delivering new student orientation. Action toward this is already underway since Counseling faculty sit on the First Year Experience Task Force that is developing a comprehensive program for new students that will emphasize a strong, effective orientation component.
- As part of a revamped new student orientation program, Counseling faculty intend to develop an effective online delivery system. Again, action toward this is already underway since two members of the Counseling Department are members of the District Online Counseling Services Task Force that has as its charge the development of effective online services that can be provided by counseling faculty.
Counseling faculty are taking a lead role in implementing components of a Title III grant that was awarded to the college. Two counselors are members of the First Year Experience Task Force and two other counselors are members of the Implementation Task Force. Thus, two thirds of the department is dedicated to implementing the Title III grant.

D. The support needed by the unit in order to address issues resulting from the self-study.

The support that the Counseling Department needs to fulfill its mission of delivering the highest quality of service to Merritt College students falls into 3 distinct categories: staff, space, and equipment.

Regarding staff, the importance of providing additional counselors cannot be overstated. With a counselor:student ratio of approximately 1:2,150, the current counseling faculty simply cannot provide adequate services to students, let alone give sufficient time and attention to their additional assignments. The highest priority is to add full-time, contract counselors since their commitment to the institution, their familiarity with programs and instructional faculty, and their long-term relationships with students are strongest. Failing the ability to add full-time, contract counselors, however, the institution must at the very least provide part-time counselors to increase the number of students seen and to allow full-time counselors sufficient time to fulfill their additional assignments. The department makes the following recommendations for additional counseling faculty to be able to provide a minimum level of service:

- Increase General Counseling faculty from 3.25 (with additional assignments) to 6.0 FTE
- Increase EOPS Counseling faculty from 2.0 to 3.5 FTE
- Increase DSP&S Counseling faculty from .75 to 2.0 FTE
- Increase Student Athlete Counseling faculty from .25 to 1.0 FTE
- Increase Centro Latino Counseling faculty from .5 to 2.0 FTE
- Increase the M.A.P. Counseling faculty from .5 to 2.0 FTE and institutionalize the program

Adequate space is another pressing need. The current facilities in which the Counseling Department functions are inadequate and cramped to the point where floor traffic and noise seriously impede the ability to provide a confidential and comfortable environment in which to counsel and advise students. The department recommends that the institution provide additional space to allow counselors to provide an adequate level of service to students.

Finally, each member of the counseling faculty must have, at a minimum, a computer, printer, and telephone (and each of these must be at current industry performance standards--computers with insufficient speed and memory, printers that are poor and slow, software that is obsolete, and internet access that is intermittent and slow are huge obstacles to effectively serving students). In addition, General Counseling needs at least one, and ideally two, LCD projectors that can be shared throughout the department when counseling faculty serve students and the college by making presentations, making outreach visits to high schools and community agencies, and when leading workshops and training sessions. Lastly, the department needs a high-speed, durable copier that can meet the needs of counselors and other staff occupying the Counseling Center.
Validation Team Report

Unit reviewed _______________________________ Date _________

Self-Study Team: Counseling Staff.

Validation Team _______________________
_______________________
_______________________
_______________________
_______________________
_______________________

Summary of Findings

Part A. Accuracy and Thoroughness of Self-Study/Action Plan (program strengths, areas for improvement, data collection, projection of future trends/support).

Validation Team will convene on 5-10-2010 to review the program document for counseling.

Part B. Validation Team Recommendations

Validation Team will convene on 5-10-2010 to review the program document for counseling.
Thank you for completing this survey. Your feedback will help to improve the Counseling Department.

My academic goal is (List all that apply i.e. Associate Degree, Transfer, Certificate, Undecided, etc.):

___________________________________________________________________________________________________________________________

OR

Other reason for attending Merritt College (please state):____________________________________________________________

My intended major is (Nursing, Business, Undecided, etc.):____________________________________________________________

My career goal is (Nurse, Child Care Provider, Probation Officer, Undecided, etc.):

___________________________________________________________________________________________________________________________

Please check all that apply:

___ My educational and/or career goal is documented in a Student Educational Plan (SEP).

I am aware of and intend to use one or more of the following resources to plan and pursue my educational and/or career goal:

_____ ASSIST
_____ Eureka
_____ Other web sites
_____ General education sheets (AA/AS, CSU, IGETC, etc.)

I am aware of and intend to use one or more of the following Merritt College campus resources to plan and pursue my educational and/or career goal:

_____ Learning Center/Tutoring
_____ Transfer Center
_____ Career Center
_____ Computer Lab
_____ Financial Aid
_____ Special Programs (please circle all that apply):
  Centro Latino, DSP&cS, EOPS/CARE, Maximum Achievement Project (M.A.P.), MerrittWORKS, Puente, Veterans Career Advancement Academy (CAA), Basic Skills Initiative, Title III, Other

Thank you for your cooperation. When completed, please give this survey to your counselor or drop it off in the box at the front counter.