

# 2023-2024 Comprehensive Instructional Program Review - Counseling

## Latest Version

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## Program Overview and Goals

### Mission and Alignment : Version by **Bello, Francesca** on **02/29/2024 01:20**

Explain how your program supports the College's Mission.

The Counseling (COUN) instructional faculty represent various ethnic backgrounds and bring expertise in a student development approach to the diversity, equity, and inclusion conversation. We strive to serve our diverse student population by providing them with exceptional, high-touch services geared toward cultivating their personal growth, academic success, and professional development. We provide equity-minded pathways toward students' educational goals. We help students learn more about their personality, interests, skills, and values and how these elements can align to their major and career choice. We provide students with knowledge of resources for them to be successful. Students who complete a counseling course develop awareness and knowledge of information necessary to become successful college students, campus services, resources, and co-curricular activities that facilitate student learning and development to increase educational preparedness and skills that encourage progression and timely completion of educational goals.

The COUN instructional faculty members represent different departments and programs on campus. Counseling course offerings over the past several years have been taught by counseling faculty representing Counseling, Career Services, EOPS, Financial Aid, LINC, PUENTE Project, UMOJA, Athletes, Veterans and CALWORKs. All counselors including those in other areas use the same curriculum. We have worked collaboratively together with various campus programs and departments to recruit students and integrate our classes into the larger campus community. The working relationship among the counseling instructors is strong and the instructional climate is positive. The faculty members are supportive of each other and consistently share resources and ideas. They are dedicated to assisting students in developing skills to help them achieve their academic, career, and life goals in a technology-friendly environment that embraces the diversity of its students.

### Degrees and Certificates : Version by **Bello, Francesca** on **12/06/2023 01:18**

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

There are no degrees or certificates specifically offered by the COUN instructional program; however, two of our courses are embedded in other degrees:

Liberal Arts and Sciences: Social and Behavioral Science

- COUN 200 (3.0)

Liberal Arts and Sciences: Self-Development & Social Behavior

- COUN 150 (3.0)
- COUN 200 (3.0)

Liberal Arts and Sciences: Communication

- COUN 150 (3.0)
- COUN 200 (3.0)

### Six-Year Program Goals : Version by **Bello, Francesca** on **12/06/2023 01:18**

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Provide relevant and current information to assist students in achieving their educational goals	Goal A Goal B Goal D	In-Progress	Develop and integrate LCP specific language/ content into COUN 101A, 101B, & 200 (Summer 2022/on-going)  Develop COUN curriculum committee to address the need to review/revise current COUN courses for growing state initiatives. (Fall 2022/on-going)  Increase COUN101B to 1.0 unit (Completed/Effective Fall 2023)  Develop new COUN course –COUN 205 (on-going/Curriculum approved Fall 2023)
Incorporate culturally responsive teaching methods and resources	Goal A Goal C	In-Progress	Research and develop a database of culturally competent/ responsive resources to integrate into COUN courses (Spring 2024/Fall 2024)
Obtain CSU transferable status for COUN 10	Goal A Goal B Goal C	Completed	Obtain CSU transferability Effective Fall 2023 COUN 10 is now COUN 110

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
Provide affordable options for course materials.	Goal A Goal B Goal C Goal F	In-Progress	Defray costs of career assessments (Spring 2024/on-going) OER text for COUN 200 (Fall 2023/on-going)
Expand COUN course offerings	Goal A Goal B	In-Progress	Explore different scheduling and instruction formats to make COUN101A, COUN101B and COUN 200 accessible to more students.  Increase COUN 101A, COUN 101B and COUN 200 sections to meet demands of growing Cerritos Complete program & Dual Enrollment which require completion of a COUN class  Offer COUN101B and COUN 200 sections to meet demands of growing LCP model (Fall 2023/on-going)
Expand participation in teaching-related professional development activities	Goal C Goal F	In-Progress	Survey COUN faculty to identify specific professional development needs (Spring 2024) Request funds for professional development opportunities to enhance teaching (Fall 2024) Establish method of distributing information from various professional development activities and conferences. (Fall 2024)

## Assessment Report and Data Analysis

### Assessment Report (Part 1: Assessment Table) : Version by Bello, Francesca on 12/06/2023 01:18

Course by SLO	Expected Performance	Performance
COUN150 - Dynamics of Leadership		
Students demonstrate an understanding of at least one leadership model. (Active from 2018 SP)	100.00%	63.24%
Students demonstrate effective techniques and strategies for articulating a vision. (Active from 2018 SP)	100.00%	54.55%
Students develop awareness of their leadership values. (Active from 2018 SP)	100.00%	59.09%
Students recognize leadership qualities they possess. (Active from 2018 SP)	100.00%	56.06%
COUN101A - Orientation to College		
Students are able to identify classes to take next semester that support their educational goal(s). (Active from 2017 SP)	100.00%	92.68%
Students understand key differences between high school and college. (Active from 2020 FA)	100.00%	79.55%
Students identify at least one resource, service or person on campus they can connect with to obtain their educational goals. (Active from 2015 SU)	100.00%	92.52%
COUN101C - Navigating the Transfer Process		
Students complete educational plans based on remaining transfer requirements. (Active from 2013 FA)	100.00%	55.70%
Students identify resources on and/or off campus that may assist them in obtaining their educational goals. (Active from 2013 FA)	100.00%	12.50%
Students articulate factors to consider in selecting a university. (Active from 2013 FA)	100.00%	53.95%
COUN110 - Career Planning		

Course by SLO	Expected Performance	Performance
Students identify pertinent factors that may influence career exploration, planning and decision-making processes. (Active from 2013 FA)	100.00%	87.34%
Students utilize career resources to acquire information about occupations of interest. (Active from 2013 FA)	100.00%	92.86%
Students apply a decision-making model/process to pinpoint at least one occupation for which to develop an action plan. (Active from 2013 FA)	100.00%	82.49%
Students articulate how at least one occupation of interest is a good fit. (Active from 2013 FA)	100.00%	89.03%
COUN200 - Success In College And Career		
Students define their strengths, values, and potential. (Active from 2015 SP)	100.00%	76.03%
Students demonstrate responsibility for the action they put forth and the consequences of that action. (Active from 2015 SP)	100.00%	72.45%
Students describe the impact of interdependence on student success. (Active from 2015 SP)	100.00%	71.70%
Students identify health issues as they relate to concentration, well-being, and goal attainment. (Active from 2015 SP)	100.00%	74.43%
COUN101B - Educational Planning		
Students complete the Comprehensive Student Education Plan that reflects stated goals. (Active from 2013 FA)	100.00%	83.78%
Students identify resources on and/or off campus that may assist in obtaining their specific educational goals. (Active from 2013 FA)	100.00%	84.65%
Students identify the behaviors necessary to be a successful college student. (Active from 2013 FA)	100.00%	84.77%

## Assessment Report (Part 2: Assessment Responses) : Version by Bello, Francesca on 02/29/2024 01:20

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

Assessment of SLOs has been the most coordinated and consistent for COUN 200 and COUN101B, as those have been the most frequently offered courses every fall and spring semester. Typically, SLO assessment is completed every semester for COUN 200 and COUN 101B. When offered instructors have completed assessment cycles for COUN 110 (formerly COUN 10), COUN 101C and COUN 150. When the results are ready for review the instructors review and discuss results or strategize a possible group approach to assessment during the Instructional Meetings.

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

Results from assessment of COUN SLOs typically reflect high percentages of 'Good Performance' and 'Satisfactory Performance' ratings. With consistently high percentages of students meeting the SLOs, we have not always developed plans for improvement, however results are continually looked at and evaluated (when available). In previous assessment cycles, we have focused on SLOs with the lowest ratings and either revised the SLO to better reflect what we want students to learn, or embedded new material into the course. For example, we fine-tuned an SLO for COUN 101B that was frequently lower rated (though still high overall). We originally stated that we wanted students to "feel more prepared to start college." We realized this was too amorphous to try to assess, and identified something more specific: to have students demonstrate an understanding of key differences between high school and college. For COUN 101A, there was a point in which had an SLO pertaining to students being able to locate college policies and procedures. The students tended to rate lower on this one. While we knew that the instructors were going over various policies and procedures, we asked them to be explicit about tying the lecture back to the stated SLO. We also created a handout that listed important policies and procedures and the pages on which they were described in the general catalog.

## Data Analysis of Program Data : Version by Bello, Francesca on 02/29/2024 01:20

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

The students who enroll in our courses reflect a population that skews much younger than the college as a whole. The three largest age groups represented across the college population are: 19 and under, 20-24, and 25-34. Each of these groups typically represent between 20-30+% of the overall population. In our Counseling courses, however, the "19 and under" group has consistently represented a significant majority of the students who enroll, steadily hovering around 80% in the last four years, and as of this writing is at 93%.

With respect to gender, the ratio of male to female students who enrolled in one of our two flagship courses, COUN 101B, has been relatively even over the last four years. This is different from the ratio across the college, which typically sees between an 11-15+% percentage point difference between those who identify as female and those who identify as male (female representing the larger population of the two). Our other flagship course, COUN 200, is similar to the college as a whole in this regard; however, the rest of our courses skew heavily female. It is not unusual to see a 30-40% difference.

Reviewing our enrollment data as it relates to race/ethnicity, it appears that the population of students who enroll in our classes is very similar to the college as a whole, though with a somewhat larger Latinx population. Our Latinx students steadily make up about three-quarters of our course enrollment, compared to typically around 68% for the college overall.

We believe the content of our courses to be especially useful to First Generation students. Interestingly, we had more non-First Generation students than First Generation students in COUN 101B over the last five years, with percentage point differences ranging from 6-19% during this time. This is not something we were expecting and it would be interesting to try to see out why this might be. It does correlate with the increase of Cerritos Complete students, who are predominantly recent high school graduates and—with few exceptions—are required to take a COUN 101B or 200 course their first summer or fall. The growth of this population easily explains the large percentage of 19 and under students in our classes, but it does not provide an easy explanation for the percentage of First Generation students to non-First Generation students.

While our demographics overall are consistent to previous academic years we have observed a slight upward trend with regard to the age group of the students who enroll in COUN 101B. Already high, the 19 and under group has trended upward over the last few years.

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

Enrollment in our flagship courses of COUN 101B and COUN 200 consistently grew in the years leading up to the COVID-19 pandemic, which can be largely attributed to the requirement of either of these classes for Cerritos Complete students. Enrollment has largely remained steady since then, though with a slight dip in 2021-2022, which was on par with the overall drop in enrollment that the college experienced during that time. During the 2021-2022 year we significantly decreased our COUN courses specifically in Spring 2022. The decrease was mainly due to enrollment, and COVID-19 may have contributed to the decrease in enrollment rates. Also, finding the preferred modality of instruction for students in these unique times has impacted enrollment—it seems most students want online courses or some flexibility to have an online component. In the 2021-22 we had increased and brought back some 100% in person classes, which may have impacted enrollment with lower numbers. Online classes closed and had waitlists, while in person classes barely reached a 60-70% fill rate. Also, in the summer and fall our course offerings for COUN 200 and 101B can vary depending on the number of Cerritos Complete students. The Counseling Division is experiencing an increase of COUN 101A and COUN101B requests for Cerritos Complete and Dual Enrollment, this will require more Counseling faculty to teach and can impact staffing. These requests have increased steadily over the last few years, and we expect to receive an even greater increase based on what has been laid out in the Chancellor's Office Vision 2030 plan, which places much emphasis on the growth of Dual Enrollment opportunities. It is important to note that this past academic year enrollment in counseling courses is back to what it was in 2019.

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

When comparing the data of success and retention rate the data has fluctuated for the COUN courses throughout the past 6 years. The retention rate was as high as 90% and as low as 83%. Additionally, our success rate has been as high as 84% and as low as 72%.

It appears that the lowest rate that starting during the 2020-2021 academic year is when the rates started to drop in our COUN Courses. It is difficult to draw many solid conclusions, as during this time many students and faculty members were struggling to adjust to living life through a pandemic and adopting to a new modality of instruction.

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

Instructional Faculty will meet to discuss and review Unit Planning data to identify gaps and address student equity. Having resources and professional development available for instructors is important to continue to improve success and retention rates. In 2021-2022 the success and retention rates for online courses had overall increased for all COUN courses—our success rate went up to as high as 76% and the retention rate went up to as high as 92%. As we continue to transition back to campus the modality of course offerings will be reviewed, as enrollment into the COUN Online courses fill at a quicker rate than in-person or hybrid. To help close the performance gap and address student equity, we provide intentional support with following up and communicating by campaigning to encourage students to connect with counseling to provide resources and referrals that can elevate the barriers to success. Also, the persistence rate in first time students fall to spring in their first year is high, which our COUN courses are encouraged for students to enroll in their first semester.

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

In conclusion, based on SLO data, COUN courses are meeting the SLO's. In order to continue to improve success and retention rates instructional faculty will review data and modality offerings, as well as our persistence rates for disproportionately impacted students to improve success rate. COVID-19 has had an impact on enrollment and course offerings. This past academic year Counseling offered a variety of modality course offering such as, in-person, hybrid, remote and online COUN courses, our success and retention rates continue to improve. As our data shows room for growth we want to continue to improve and enhance our courses.

## Curricular Course Review : Version by **Bello, Francesca** on **02/29/2024 01:20**

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

COUN Instructional will follow the Curriculum course review timeline to ensure all courses are reviewed at least once every six years. The COUN courses will be reviewed within the five years prior to the department's program review.

Explain any course additions to current course offerings.

A new course--COUN 205 (Valuing Identity and Cultural Diversity)--was recently approved by the Curriculum Committee.

Explain any course deletions and inactivations from current course offerings.

The below are courses that have been deactivated:

- CG100
- CG210
- CG220
- COUN20

The above classes have not been offered in 6 or more years. Per the requirements for the Chancellor's Office of California Community College Program & Course Handbook, colleges must offer courses or clear them from the catalog.

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

The college does not offer a Certificate or Associate degree program specifically in Counseling, however COUN 200 and COUN 150 meet the requirement for (1) Liberal Arts and Sciences: Self-Development & Social Behavior and (2) Liberal Arts and Sciences: Communication. Additionally, COUN 200 meets the requirement for Liberal Arts and Sciences: Social and Behavioral Science.

COUN 200 is offered during the Fall, Spring, and Summer sessions. COUN 150 is typically offered to our special population students who are in UMJOA, PUENTE and EOPS.

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

N/A

## Program Reflection

### Six-Year Program Reflection : Version by **Bello, Francesca** on **02/29/2024 01:20**

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

The Counseling (COUN) Instructional program is unlike most other instructional programs in that classroom instruction is not the primary assignment of any of the faculty members who teach COUN courses. Additionally, the COUN instructional program is made up of faculty members representing different departments and programs on campus. COUN course offerings have been taught by counseling faculty representing Counseling, Career Services, EOPS, Financial Aid, LINC, PUENTE Project, UMOJA, Athletes, Veterans and CALWORKs. The Dean of Counseling Services along with the COUN Instructional chair oversees the coordination of the COUN Instructional program; however, it is not the dean's purview to assign counselors she does not directly supervise on a daily basis to COUN classes. Any COUN section that is specially targeted for CALWORKs, EOPS, and LINC programs is initiated by the manager and faculty of that specific program but the Dean of Counseling Services and the COUN Instructional Chair still coordinate the scheduling of those classes. COUN Instructional Faculty meet once a month in the Fall and Spring semester to discuss curriculum, course offerings and updates.

According to the IERPG data, the demographics of students who take the majority of COUN classes range from age 19 and under, however for COUN 101C the age group has fluctuated through the years from age 19 and under to ages 20-24. Most of our COUN courses offerings are targeted for our new first-time to college student such as Cerritos Complete and more recently our Dual Enrollment students. Having a younger student population presents an opportunity to address career exploration and decision-making early on in our student's college careers.

As far as Enrollment Counts, the FTES generated by COUN courses over the last six years have increased with the exception of 2021-2022. During the COVID-19 pandemic COUN enrollment and success rates were impacted. It appears that enrollment in COUN has increasingly gone up--especially this past academic year (2022-2023).

The majority of COUN sections are attached to special programs such as Cerritos Complete, Athletics, Umoja, Puente, EOPS, LINC, CalWORKs and Dual Enrollment sections. Adding course offerings for the general student population and/or targeted sections of our growing Learning & Career Pathways (LCPs) can be considered. Additionally, future changes that the COUN Instructional Program is looking into are tied to legislative changes due to AB 928, which will consolidate two existing general education pathways for California Community College students into a single pathway to either the CSU or UC system. This change will impact our course offerings of COUN 200. New COUN courses will need to be developed and submitted for review. A new course--COUN 205--has already been submitted and approved by the Curriculum Committee. The next will be state submission, though which we hope to attain approval for CSU and UC transferability.

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

The college does not offer a Certificate or Associate degree program specifically in Counseling, however COUN 200 and COUN 150 meet the requirement for (1) Liberal Arts and Sciences: Self-Development & Social Behavior and (2) Liberal Arts and Sciences: Communication. Additionally, COUN 200 meets the requirement for Liberal Arts and Sciences: Social and Behavioral Science.

COUN 200 is offered during the Fall, Spring, and Summer sessions. COUN 150 is typically offered to our special population students who are in UMJOA, PUENTE and EOPS.

The COUN Instructional Program is developing a new course-COUN 205 which will (if approved) help with transfer and tie into the single pathway that students will need to follow to transfer to a CSU or UC.

Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

The COVID-19 pandemic had an impact on our department with respect to enrollment and success rates. However, due to the pandemic, the majority of our COUN instructional faculty members are now DE certified. Prior to the pandemic the majority of course offerings were only offered in person. We now have a variety of modalities for our students including ONLINE, REMOTE, HYBRID and In-Person.

Over the last 6 years we have steadily increased the number of sections we offer for our Cerritos Complete, Dual Enrollment, Athlete and Puente students. This has required more COUN faculty to be in the classroom environment while maintaining their other assignments.

Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

Dr. Chelena Fisher is facilitating through CTX the Culturally Responsive Pedagogy and Practices PD Opportunity.

Dr. Chelena Fisher, Dr. Clara Ross Jones and Chanae Wami attended the Board Meeting where they were recognized for Cerritos College Being Named 2023 Champion for Excelling in Equitable Course Placement - Black English Enrollment

Provide a status update on goals from the last program review cycle.

The COUN Instructional Faculty is strong and its faculty continue to work on previous goals, as well as develop new ones. We are continuing to look into increasing sections of COUN101B and COUN 200 for general students and offering a variety of modalities for our students. Fill rates and success rates are consistently reviewed by the Dean and Instructional Chair. We are working hard to update Curriculum, effective Fall 2023 our COUN 101B course was increased to 1.0 unit and our COUN 110 (formerly COUN 10) is now CSU transferable. We have also deactivated courses that were not being offered. The Dean of Counseling has been supportive of the COUN Faculty in developing COUN Curriculum, as the COUN faculty recently submitted a new COUN course to curriculum this Fall semester. And with the growing numbers of Cerritos Complete and Dual Enrollment, the Division is currently looking into developing an adjunct pool for Instruction.

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

No Value

## Resource Requests

## Faculty Resource Request(s) : Version by **Bello, Francesca** on **03/26/2024 23:28**

Program/Department/Division:

Counseling

Title of instructor position:

3 Full-time Tenured Counselors

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

Replacement

Cost estimate:

Estimated starting salary at Column B Step 3-\$103,590 for each counselor

Occurrence:

- Recurring expense
- One-time augmentation

Recurring

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

Legislative expectations including changes to Title 5 have created additional demands for counseling services and instruction, which has increased the need for counseling faculty. The implementation of AB 705 and 1705, Dual Enrollment, Completion Programs, and Guided Pathways have heavily relied on the expertise of counselors in a multitude of ways such as in the development of program maps, redesigning on-boarding experiences, re-imagining counseling and advising, and expanding opportunities for career exploration. Additional counseling positions will have a substantial impact on the college's ability to provide critical high impact practices to support students throughout their educational, career, and personal journeys.

If this position is not filled, what is the potential impact to student success?

There is a potential of a decrease in student services of appointments, drop ins, and counseling course offerings.

## Classified Resource Request(s)

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts

- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

## Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.)

Program/Department/Division:

No Value

Position requested:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

## Professional Development Resource Request(s) : Version by **Bello, Francesca** on **12/06/2023 01:18**

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

There is a continual need to increase one's existing skills and learning new skills is important to the academic profession. Learning new skills will ultimately benefit the students.

Professional Development Resource Request(s):

Professional Development Conferences and workshops

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical

Cost estimate:

\$15,000

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense

Funding source:

- Instructional equipment

- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General Fund

## Facilities Resource Request(s)

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Facilities Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

## Technology and Software Resource Request(s)

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Technology and Software Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

## Other Resource Request(s)

Identify and justify any other needs. Explain how it will help the program better meet its goals.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Other Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

## Prioritized Resource Request Recommendations : Version by **Bello, Francesca** on **12/06/2023 01:18**

Resource request:	Priority:	Cost estimate:	Program goal alignment:
3 Full-time Tenured Counselors	Critical	Estimated starting salary at Column B Step 3-\$103,590 for each counselor	undefined
Professional Development	Critical	\$15,000	