## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>letta hlavachek</td>
<td>general counseling--Career Technical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>theodora fung</td>
<td>Counseling Department Chair</td>
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</tr>
</tbody>
</table>

## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Derek Wilson</td>
<td>Chair of Budget Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
<td></td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
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<tr>
<td>Erik Dunmire</td>
<td>Facilities Committee</td>
<td></td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Institutional Planning Committee/ Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Instructional Equipment Committee (and Other Expenses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara Mckinnon</td>
<td>SLO Coordinator and Chair of The Program Review Committee</td>
<td></td>
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<tr>
<td>Joetta Scott</td>
<td>Student Access and Success Committee</td>
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</table>

## III. Vice President of Academic Affairs

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<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Nick Chang</td>
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</table>

## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Phillip Kranenburg</td>
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</table>

I. Program Definition

The College of Marin recognizes counseling as an important component in the success of its students. Counseling services are part of a large and comprehensive group of student services available to all students. The Counseling Department is under the direction of the Dean of Student Development and Special Services and is open year round to serve day and evening students. The Department consists of fourteen permanent counseling faculty and nine adjunct counseling faculty who are available to help students establish or clarify educational/career goals and/or work out problems of a social or personal nature. In order to respond to the various student needs, the Counseling Department has focused its efforts into three areas of counseling, which include academic, career and personal counseling. These services are provided at both the Kentfield and Indian Valley campuses and extend through special categorical programs (DSPS, EOPS and CalWorks) and to special populations (athletes, ESL/basic skills, veterans, international students, career technical students, concurrently enrolled high school students & transfer students.)

II. Program Purpose

Primary Goal:
Degree/Transfer

Secondary Goal:
Basic Skills or ESL

Other Goal:
Career/Work Training

Primary and Secondary Goals Description:

COM MISSION STATEMENT: The College of Marin's commitment to educational excellence is rooted in our mission to provide excellent educational opportunities for all members of our diverse community by offering: * Preparation for transfer to four-year schools and universities * Workforce education * Basic skills improvement * Intellectual and physical development and lifelong learning; * And cultural enrichment. The College is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment with a strong foundation of sustainability, which will instill environmental sensitivity in our students. COUNSELING DEPARTMENT MISSION STATEMENT: Within the College of Marin community, the Counseling Department promotes and supports a diverse student population in becoming an integral part of our educational community and society. Our services foster student success by providing counseling, instruction, and resources necessary for students to make informed educational, career, and personal decisions. OUR VISION: The counseling department recognize our students as coming from a broad and diverse background with vast differences in culture, language, socio-economic status and academic preparation whom need to solve problems by becoming self-directed in making informed educational, career, and personal decisions. COUNSELING DEPARTMENT GOALS: 1. Academic Counseling The student is assisted in assessing, planning, and implementing his or her immediate and/or long range goals 2. Career Counseling The student is assisted in assessing his or her attributes, abilities, and interests, and is advised concerning current and future employment trends. 3. Personal Counseling The student is assisted with personal, family or other social concerns, when that assistance is related to the student's education. 4. Crisis Intervention Either directly or through cooperative arrangements with other resources on campus or in the community. 5. Multicultural Counseling The student is counseled with respect for their origin and cultural values. 6. Outreach and Promote Services Reach out to current College of Marin students, high school students and the county community at large to avail themselves of services, focus on maximizing all students potential to benefit from the academic experience. 7. Shared Governance/Consultation To the college governance process and liaison to the college community to make the environment as beneficial to the intellect, emotional, and physical development of students as possible. Counselors also serve as consultants to faculty members on how to best support students related to an academic or personal matter. Also, counselors share their expertise with faculty members regarding career certificate and transfer requirements. 8. Research and Review To review counseling programs and services with the goal of improving their effectiveness. 9. Training and Professional To provide training opportunities for counseling staff, interns, and others in the college community.

III. Students Served

All students at the College of Marin regardless of age, ethnicity, disability, cultural differences or academic aspirations take advantage of counseling services. Counseling services are provided to prospective students, new students, and continuing students.

The counseling program addresses the following specific populations:

Athletics:
The Counseling Department has assigned a permanent counselor to assist student athletes in planning their academic program and to provide academic support services in order to enable them to achieve their educational goals, persist to graduation, and meet NCAA/NAIA eligibility requirements.

ESL/Basic Skills:
The College of Marin has assigned a permanent counselor to work with both credit and non-credit ESL students.
Veterans:
The Counseling Department has assigned a part-time counselor to assist students who qualify for veterans benefits in developing an approved educational plan that meets the student’s educational objective.

International:
The Counseling Department has assigned a permanent counselor to assist international students to develop an educational plan and ensure that they maintain their F-1 status. Approximately 150 students from a wide variety of countries are currently enrolled at College of Marin. All international students enrolled at College of Marin receive free student services, including orientation, tutoring, specialized counseling with an individualized educational plan, assistance with preparing to transfer to a four year college or university, and answers to immigration questions.

Career and Professional Training:
The Counseling Department has assigned an permanent counselor to work with students who are making career decisions and advises them concerning current and future employment trends.

Concurrently Enrolled High School Students:
The Counseling Department has assigned a permanent counselor to work with high school students who are concurrently enrolled in COM courses. The high school outreach counselor works closely with high school students, and their parents, as well as maintains constant contact with high school counselors.

Probationary/Dismissed:
All counselors provide support to probationary and disqualified students. Counselors provide many of the interventions to this special group of students which may include personal, career and academic/vocational counseling, specialized personal development courses (study skills, like management, time management, career decision making, etc.). The Counselors also make referrals to other campus services such as tutoring, child care, financial aid, job placement, personal, and/or other community services available to help students overcome obstacles to their academic success. The counseling department has recently assigned a part-time counselor to follow-up and monitor probationary and disqualified students academic progress.

CalWorks/ReEntry:
In partnership with Marin County, CalWORKs provides educational and support services to students who are participants in the program.

Transfer:
Department Counselors work individually assisting with transfer preparation. Counselors also offer regularly scheduled workshops and activities designed to assist the student in the transfer process, as well as the opportunity to schedule an appointment with University Representatives each semester. In addition, the Transfer/Career Center offers resources for information application, preparation, and eligibility for transfer. Career resources are also available in the Center to assist in career exploration and for declaring academic majors.

Extended Opportunity Programs and Services:
The EOPS program provides academic support for financially and educationally disadvantaged students. Services include counseling, tutoring, book grants, priority registration, transfer information and assistance, and peer advisement.

Disabled Students Program & Services (DSPS):
Disabled students program provides support services and/or special classes to students with learning, communication, physical and psychological disabilities.

IV. Program History
1. **Academic Counseling**
   - **B. Planned Activities**: Hire additional counselors to meet the needs of our student population. Stay abreast of technologies that have a positive impact on counseling. Continue to refine group orientations and counseling sessions.

2. **Career Counseling**
   - **B. Planned Activities**: Hire additional counselors to meet the needs of our changing population. Develop workshops/programs to address the changing population. Hire New Counselor.

3. **Personal Counseling**
   - **A. History/Major Developments (2005-2009)**: Focus services on Iraqi Veterans.
   - **B. Planned Activities**: Collaboration with other student services areas and instruction. Technology advances: Online referrals to resources on and off-campus.

4. **Crisis Intervention**
   - **A. History/Major Developments (2005-2009)**: Staff development for Crisis Intervention.
   - **B. Planned Activities**: Need for follow-up training on Crisis intervention. Assign and maintain a consistent Crisis Intervention Staff/Faculty members. Continue improving delivery within the college community.

5. **Multicultural/Diversity Counseling**
   - **A. History/Major Developments (2005-2009)**: Counselors are sensitive to student's individual background with regards to language, age, disability, & culture. Staff Development on Working with a Multicultural Student Population.
   - **B. Planned Activity**: A subcommittee of counseling department to develop and promote cultural sensitivity awareness within our department. Restablished liaison counseling with Emeritus.

6. **Outreach and Promote Services**
   - **B. Planned Activities**: Hire additional counselors to meet the needs of our changing student population. Shared Governance/Consultation. Counseling department outreach to county public, private and alternative high schools. Annual high school counselor luncheon. Promotion of high school concurrent enrollment.

7. **Shared Governance/Consultation**
   - **B. Planned Activities**: Continue to collaborate with other departments and committees throughout the district and within the community.

8. **Review & Research**
   - **B. Planned Activities**: Begin a through research procedure through matriculation and institutional effectiveness showing persistence rates, services, offered appointments and sharing of this information with various departments. Develop protocol for requesting data. Conduct analysis of student outcome per area of student counseling.

9. **Training and Professional**
   - **B. Planned Activities**: Continue to see opportunities for professional development opportunities based on department and individual needs.

**V. Attachments**

1) See attached contacts per counseling activity
2) See attached results from student satisfaction surveys
### I. Program Enrollment

**How has this changed?**

**Why has this occurred?**

**How can the positive results be maintained or the negative results be improved?**

If there are courses you wish to highlight, please describe changes and trends.

<table>
<thead>
<tr>
<th>How has this changed?</th>
<th>change from</th>
<th>to</th>
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</thead>
<tbody>
<tr>
<td>FTES</td>
<td>sp03</td>
<td>fa08</td>
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</table>

**Students value the courses the Counseling department offers to help them improve their study skills, explore majors, learn about transfer, and improve personal skills. Please see the comments below about specific courses.**

**How can the positive results be maintained or the negative results be improved?**

As mentioned earlier, the comparisons are not necessarily valid since the statewide category is "General Studies." As already mentioned the statewide category saw a huge increase from spring 2006 to spring 2007 of 648% (and 711% overall).

**If there are courses you wish to highlight, please describe changes and trends.**

The enrollment in COUN 133B has steadily declined (sp03-sp07) whereas the enrollment in COUN 114B has steadily increased (sp04-sp07). Also, the marketing of courses for Athletes has been highly successful (e.g., COUN 115B and COUN 130). In spring 2007 there was a marked increase in students enrolled in COUN 249A, but these numbers represent CalWorks and EOPS and thus should not be included. COUN 125 sections have dropped from a high of 4 in sp03 to a low of 2 in sp07. In sp07, we just brought back COUN 130 after a 4 1/2 year absence from our curriculum. These changes have affected our overall enrollment in WSCH (weekly student contact hours). The net effect has been positive within the Counseling discipline.

**How has this changed?**

**Why has this occurred?**

**How can the positive results be maintained or the negative results be improved?**

The Counseling discipline provides important classes related to student success. Students see the value of improving their study skills, exploring career choices, and understanding themselves as well as the transfer process. Our courses provide key information and experiences to assist students in being successful students. Our FTES have increased in part related to course offerings, and we have targeted specific populations such as Athletes, EOPS, and reentry students to maintain and improve our success. The increases and decrease in student fees have also affected our enrollment. Similarly our Marin county high school students who are enrolled in our College Credit Program (CCP) have been directly affected by changing fees in different ways as follows: (1) at first CCP students were all able to take classes for free, (2) secondly, CCP students were then required to pay the credit enrollment fees (which ranged from low of $11 to a high of $26 per unit) and tuition fees for non-CA residents (plus $168 to a high of $188 per unit), to (3) $0 enrollment fees and tuition fees for non-CA residents.

**How has this changed?**

**Why has this occurred?**

**How can the positive results be maintained or the negative results be improved?**

The Counseling courses are being compared to "General Studies" at the statewide level. General Studies made a sudden and sharp increase from fall 2005 to fall 2006, indicating the possibility that other courses from other disciplines are now being included. Thus is does not seem an appropriate comparison to the statewide numbers.

**If there are courses you wish to highlight, please describe changes and trends.**

Our career counseling course 133B consistently enrolls students. Similarly our study skills class, COUN 125, remains an integral part of our program. Most noteworthy is our strong and consistent enrollment in COUN 114B, College Success Investigations. In fall 2004 we started teaching COUN 114B and have maintained a strong enrollment over the last three years. COUN 115A and 115B also continue to draw in students. The addition of COUN 114B and 115B have helped steadily increase our overall number of students enrolling in counseling courses, since their enrollments are also higher (27-39 students on average). Some of the sections have included successfully targeting student athletes. The COUN 114B course includes a variety of speakers within Student Services, which may also help increase enrollment.
Why has this occurred?
To meet past program review objective (Spring 08 Program Review) to increase access, the Counseling Department has implemented a Puente Program and hired a 50% temporary counselor who serves only Puente students.

Through the Basic Skills Initiative, the Counseling Department has met with the coordinator of Basic Skills to initiate a retention strategy in the Spring 2009 semester in which an assigned counselor will work with the basic skills faculty and enrolled students both in the classroom and individually. Further discussion on developing new counseling curriculum that meets the needs of the basic skills student needs will follow.

Fall 2008, CalWorks was integrated with the EOPS program and operates under one coordinator. Re-entry no longer stands as a single service but instead was integrated by all the general counseling faculty. Data supports the fact that the majority of the College's student population are "re-entry" thus requiring all counselors provide re-entry counseling services.

Since Fall 2008, the Transfer/Career Center was reorganized to be directly under the operation of the Counseling Department. There is a part-time/temporary counselor now assigned to work primarily in the center. The objective is to increase services and student access to transfer information and career resources.

Fall 2008, the Counseling Department is actively developing special services to meet the needs of all returning veterans, particularly the Iraqi veterans. A website linked to the College of Marin's home page will provide more information to this special population. Special training for counselors and special groups for veterans is being developed now.

The Counseling Department in coordination with Novato High School District has scheduled Counseling classes (Career Exploration/Coun 133B: Career Life/Work Planning/Coun 130: How to Study Effectively/Coun 125) during a late afternoon time block to effectively participate in the "High School Bridge Program"

It was understood that the Administrator responsible for the follow through and publicity would provide the participating high school district with the critical information for access and enrollment.

Fall 08 the negative outcome of the course offerings being cancelled due to the low enrollment was a result of lack of coordination and lack of follow-through with the Novato High School District.

Spring 2009 the Counseling Department has committed to offering Coun 125 to meet High School access once again. Hopefully the necessary follow-through and publicity will result in meeting the objective of the "High School Bridge Program".
How can the positive results be maintained or the negative results be improved?

Hire four (4) permanent full-time counselors to increase access and work with special populations in 1) Puente program, 2) Basic Skills and 3) Transfer/Career. 4) Mental Health Counselor serving veterans.

A full-time transcript evaluator must be hired as it is critical to the success of all services provided to students.

If there are courses you wish to highlight, please describe changes and trends.

Basic Skills co-hort classes and Puente Program co-hort classes which will include counseling curriculum/credit classes.

II. Faculty Units

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<tr>
<th>How has this changed?</th>
<th>change from</th>
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</thead>
<tbody>
<tr>
<td>Reassigned Units</td>
<td>Fa02</td>
<td>Sp07</td>
</tr>
</tbody>
</table>

Why has this occurred?

For this comparison, I did not include COUn 249ABC, for these units do not affect reassigned time. Faculty units have varied from a low of 4.5 units in sp04 to a high of 14.5 units in fa02. If we started from sp03 (7.5 units), units have had a steady increase to 12 units in sp07. In the counseling department, faculty units are part of our reassigned load. If we increase units, then we decrease the number of counselors available to see students individually. Our priority is to serve students individually. In fall 2007 we hired three part-time temporary counselors to better meet the needs of students.

How can the positive results be maintained or the negative results be improved?

I do not have data to compare to statewide or other trends. Overall, if we do not look at fa02, I believe the trend at COM in Counseling is very positive, as we continue to reach out to more and more students while maintaining individual counseling services. Especially at peak periods, individual counseling is in very high demand and we do not have enough counselors to meet the needs of students.

If there are courses you wish to highlight, please describe changes and trends.

More recently in the last two years, we have made a commitment to serve more students by offering COUN 114B and 133B to better serve our overall population. In sp07 the reintroduction of COUN 130 Career Life Skills Planning helped address a growing need of many students who want to pursue an in-depth career related exploration.

III. Demographic Trends

Demographic Changes

<table>
<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
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</thead>
<tbody>
<tr>
<td>African-American</td>
<td>sp03</td>
<td>sp07</td>
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</table>

Why has this occurred?

15.4 down to 13.3%. Our percentages is still much greater than the college as a whole. Our COUN 114B and 115B have attracted many African-American students.

How can the positive results be maintained or the negative results be improved?

4.2% up to 4.7%.

Demographic Changes

<table>
<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
<th>to</th>
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</thead>
<tbody>
<tr>
<td>African-American</td>
<td>fa02</td>
<td>fa06</td>
</tr>
</tbody>
</table>

Why has this occurred?

17.5% up to 17.9%. A larger percentage of African-American students are taking our Counseling courses, and more specifically our COUN 114 and COUN 125 courses. In part this is related to the direct advertising to our college student athletes, where there is a larger percentage of African-American students as compared to the entire population at COM.

How can the positive results be maintained or the negative results be improved?
4.7% up to 4.7% or a 0% increase.

### Demographic Changes

<table>
<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
<th>to</th>
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</thead>
<tbody>
<tr>
<td>Am. Indian/Alaskan Native</td>
<td>sp03</td>
<td>sp07</td>
</tr>
</tbody>
</table>

**Why has this occurred?**

0.5% down to 0%. The trend changes if we compare the COUN increase of 0.6% in sp03 to sp07.

**How can the positive results be maintained or the negative results be improved?**

0.5% remains at 0.5%

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<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
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<tbody>
<tr>
<td>Am. Indian/Alaskan Native</td>
<td>fa02</td>
<td>fa06</td>
</tr>
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</table>

**Why has this occurred?**

0% up to 0.6%.

**How can the positive results be maintained or the negative results be improved?**

0.5 vs. 0.4% or a 0.1% decrease.

<table>
<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
<th>to</th>
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<tbody>
<tr>
<td>Asian</td>
<td>so03</td>
<td>sp07</td>
</tr>
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</table>

**Why has this occurred?**

7.4% up to 14.2%. The COUN 114B course has attracted a much more diverse population of students to the Counseling curriculum. Similarly more first time freshmen are taking this course.

**How can the positive results be maintained or the negative results be improved?**

8.4% down to 8.4%.

<table>
<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
<th>to</th>
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<tbody>
<tr>
<td>Asian</td>
<td>fa02</td>
<td>fa06</td>
</tr>
</tbody>
</table>

**Why has this occurred?**

6.2% vs. 6.5%

**How can the positive results be maintained or the negative results be improved?**

8.4% up to 9.3% or a 0.9% increase.

<table>
<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
<th>to</th>
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</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>sp03</td>
<td>sp07</td>
</tr>
</tbody>
</table>

**Why has this occurred?**

11.2 up to 17.7%. This represents in part our EIF grant to provide a specific course to Latino first time freshmen of Counseling 125.

**How can the positive results be maintained or the negative results be improved?**

10.6 up to 11.9%.

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<th>How has the total of Students changed</th>
<th>change from</th>
<th>to</th>
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</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>fa02</td>
<td>fa06</td>
</tr>
</tbody>
</table>

**Why has this occurred?**

12.8 up to 16.1%. This represents in part our EIF grant and outreach specifically to Latino first time freshmen taking a special section of COUN 115B in fall 2006.

**How can the positive results be maintained or the negative results be improved?**
### Demographic Changes

<table>
<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>7/08</td>
<td>6/09</td>
</tr>
</tbody>
</table>

**Why has this occurred?**
Other: Ethnicity, Age and Gender represents the entire student population the counseling faculty serves. Numbers increase due to outreach to special populations and recent unemployment as a result of the current economic downturn.

**How can the positive results be maintained or the negative results be improved?**
Need access to institutional data reflecting changes in student demographics. At this point Counseling Department is unable to receive access to institutional wide surveys and relevant data to the work the Counseling Faculty are assigned to.

<table>
<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Non-White</td>
<td>sp03</td>
<td>sp07</td>
</tr>
</tbody>
</table>

**Why has this occurred?**
5.9% up to 8.8%. The numbers more closely represent the COM average of 8.4%. Otherwise, it's difficult to make any comparisons.

**How can the positive results be maintained or the negative results be improved?**

<table>
<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Non-White</td>
<td>fa02</td>
<td>fa06</td>
</tr>
</tbody>
</table>

**Why has this occurred?**
10% down to 6.5%. It’s hard to say what the reasons are for the change. The decrease more closely represents the overall COM average of 8.3%.

**How can the positive results be maintained or the negative results be improved?**
7.7% up to 8.3% or an increase of .6%

<table>
<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>White-Non Hispanic</td>
<td>sp03</td>
<td>sp07</td>
</tr>
</tbody>
</table>

**Why has this occurred?**
58.5% down to 46%. This decline may be in part due to less sections of COUN 125, How to Study Effectively, being offered.

**How can the positive results be maintained or the negative results be improved?**
68% down to 65.4%.

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<thead>
<tr>
<th>How has the total of Students changed</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>White-Non Hispanic</td>
<td>fa02</td>
<td>fa06</td>
</tr>
</tbody>
</table>

**Why has this occurred?**
53.1% down to 52.4%. This is only a slight change.

**How can the positive results be maintained or the negative results be improved?**
67.7% down to 64.5%.

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### VI. Student Retention Rates

**Student Retention Rate Within The Program** (All courses combined)

<table>
<thead>
<tr>
<th>Retention has</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
</table>

**Retention:** % of students completing courses (First Census Roster/Final Grade Roster Total)
Increased by 0.3%  Fa02  fa06

**Why has this occurred?**
94.1% up to 94.4%. This is very high retention rate, and our goal is to help students improve their skills and succeed so they will succeed in other classes at COM. As faculty counselors teaching the courses, we may also provide more individual follow-up with students as compared to the COM average as a whole. In addition there were a lower number of "W"s" or withdrawals and fewer "NC"s" or no credits given in this time period.

**How can the positive results be maintained or the negative results be improved?**
The average retention rate has increased very slightly to 94.4%, and it is still much higher than COM's average of 87.8% and the state's average of 83.24%. Keep in mind that the state's averages are for General Studies, which includes many areas besides Counseling.

**If there are courses you wish to highlight, please describe changes and trends.**
We do not currently have the data on each course semester-by-semester to comment on trends in retention. But overall our retention is very successful.

### Student Retention Rate Within The Program (All courses combined)

<table>
<thead>
<tr>
<th>retention: % of students completing courses (First Census Roster/Final Grade Roster Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention has</td>
</tr>
<tr>
<td>Decreased by 8%</td>
</tr>
</tbody>
</table>

**Why has this occurred?**
97.4 down to 89.4%. This is a large retention drop which shows a higher number of "W"s" or withdrawals and "I" or incompletes than before.

**How can the positive results be maintained or the negative results be improved?**
88.7 down to 87.8% or a decrease of 0.9%. This is a slight negative change in retention. Again it is inappropriate to make comparison to CA trends.

**If there are courses you wish to highlight, please describe changes and trends.**
Our data does not separate out retention course by course within each semester, so I am uncertain were these trends are occurring.

### VII. Student Success Rates

#### Student Success Rate Within The Program (All courses combined)


<table>
<thead>
<tr>
<th>success</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.3% up to 84.4%</td>
<td>Fa02</td>
<td>fa06</td>
</tr>
</tbody>
</table>

**Why has this occurred?**
81.3% up to 84.4%. Our success continues to be succeed much better than the COM average. We are preparing them to succeed in other courses by taking our courses, so we constantly strive for success with all our students. The positive trend is helpful for all students.

**How can the positive results be maintained or the negative results be improved?**
72.1% up to 72.5% or a 0.4% increase. This is only a slight increase. We are not using the statewide averages, as they compare us to General Studies which may also include the statewide Basic Skills Initiative.

**If there are courses you wish to highlight, please describe changes and trends.**
We do not have course-by-course data related to grading and success, so it is difficult to make any direct comparisons.
Why has this occurred?
84.7% down to 79.5% The is a fairly large percentage, as more students have withdrawn or receive incompletes.

How can the positive results be maintained or the negative results be improved?
73.9% down to 72.4%. The success rate of the Counseling program courses was 79.5% in spring 2007, which is higher than COM's overall average of 72.4% and the state's average of 66.94% in General Studies (not a good comparison). We continue to strive for student success in all of our courses in the Counseling Program.

If there are courses you wish to highlight, please describe changes and trends.
We do not have the data course-by-course and semester-by-semester, so it is difficult to analyze the data and highlight specific courses as it relates to their success.

VIII. Certificates, Degrees, and Transfer
How has the number of awarded changed from to
Career Certificates Fa02 Sp06

Why has this occurred?
78 career certificates in 2002-2003 and only 59 career certificates in 2005-06.

How can the positive results be maintained or the negative results be improved?
Please see the comments listed under "degrees" to gain more insight.

If there are courses or awards you wish to highlight, please describe changes and trends.
Here’s the data from 2002-03 vs. 2005-06 for some of our more popular career certificate programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>2002-03</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Tech</td>
<td>1.8% (7) vs. 1.6% (5)</td>
<td></td>
</tr>
<tr>
<td>Business/Accounting</td>
<td>0.5% (2) vs. 3.4% (5)</td>
<td></td>
</tr>
<tr>
<td>Computer Informations</td>
<td>3.4% (11) vs. 1.2% (4)</td>
<td></td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>4.2% (16) vs. 5.6% (18)</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>1.6% (6) vs. 2.5% (8)</td>
<td></td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>5.7% (22) vs. 5.0% (16)</td>
<td></td>
</tr>
<tr>
<td>Multimedia Studies</td>
<td>6.0% (23) vs. 1.9% (6)</td>
<td></td>
</tr>
</tbody>
</table>

I did not include programs where the percentage was less than 1% for either comparison year. The differences may better be addressed in each programs' individual program reviews.

How has the number of awarded changed from to
Degrees Fa02 Sp06

Why has this occurred?
Overall: 305 degrees in 02-03 and 262 degrees in 05-06. The Counseling Program does offer a specific degree or career certificate. However, a key role of counselors is to advise students throughout their academic experiences at COM to take the correct classes in the proper order to lead to completion of degrees, career certificates, skills certificates, and outside certificates (such as Early Childhood Education permits and Microsoft Certifications). That being said we would like to report an overall trend of degrees and career certificates earned at COM. I am still searching for the data called "DQD" for 2006-07.

How can the positive results be maintained or the negative results be improved?
Our population at COM has been gradually declining from fall 2002 to spring 2006. This directly affects graduation rates. Coincidentally, many, many sections of courses are either cancelled or no longer offered, making it difficult for students to make timely progress towards completion of degrees.

For a short time, we offered an "ACE at IVC" program that offered courses on Friday evenings and Saturdays to help working students complete their degrees. Unfortunately this program had low enrollments and did not continue.

The college needs to be more proactive and creative in offering courses to better meet the needs of our changing population. We need to offer more classes in the evenings and during the weekend. We need to better utilize the Indian Valley campus by offering general education, math, and major courses -- we are losing a great number of students in Novato who instead choose to attend Santa Rosa Junior College and their Petaluma campus.

Ultimately multiple course offerings in the day, evening and weekends will most likely improve our graduation rates. In the Counseling department, we often see students whose graduation dates are postponed or delayed due to minimal course offerings. We also see course offering and times conflict on a regular basis. We see...
students leaving our college for SRJC or City College of San Francisco because these larger campuses offer the courses they need at the times they need to take them.

This data is critically important to analyze. Their may be a hundred other factors that cause successful students not to graduate. For example, many of our majors are not closely aligned with the four-year institutions, so many of our students who transfer never even earn Associate degrees. In some departments, this may need to be reevaluated and perhaps updated.

Ultimately students' graduation rates have dropped 14% over a four year period. This is a large drop. Additional information and analysis needs to take place to better understand what is happening at our college.

If there are courses or awards you wish to highlight, please describe changes and trends.

We would like to highlight that the highest degree-awarding program is Liberal Arts and Sciences, which in a compilation of general education within: (1) natural sciences, (2) social and behavioral sciences, and (3) humanities. This major closely follows but is different from the general education pattern of the California State University, where perhaps up to 80% of our students transfer. This major includes about 32.4% of our graduates from 2002-03 as well as 2005-06.

Another major which is highly successful is our Nursing major, which grants from 11.7% in 02-03 to up to 13.1% in 2005-06 of our COM degrees. This is an extremely important program that is in high demand. Students wanting to be future nurses seems to be our most popular question on a daily basis, but currently this program has only admitted Marin county resident over the last five years. This may someday change.

The last program that is also popular in Natural Science which granted a range of 38 degrees in 2002-03 and 33 degrees in 2005-06, or an average of 9.9% in 2002-03 and 10.3% in 2005-06. However it is noteworthy to keep in mind that many future nursing students first graduated by earning a Natural Science degree (and later earned a Nursing degree).

---

### How has the number of awarded changed from Fa02 to Sp07

<table>
<thead>
<tr>
<th>External Certificates</th>
<th>awarded</th>
<th>changed from</th>
<th>to</th>
</tr>
</thead>
</table>

**Why has this occurred?**

We do not currently have access to the information concerning external certifications. As I mentioned under degrees, this may include permits for students studying Early Childhood Education and may include certifications for students studying Computer Information Systems and passing Microsoft certifications.

**How can the positive results be maintained or the negative results be improved?**

If there are courses or awards you wish to highlight, please describe changes and trends.

### How has the number of awarded changed from Fa02 to Sp07

<table>
<thead>
<tr>
<th>Skill Certificates</th>
<th>awarded</th>
<th>changed from</th>
<th>to</th>
</tr>
</thead>
</table>

**Why has this occurred?**

We do not currently receive information on how many students completed skills certificates at COM. However, with the implementation of Banner software this year, the data may be available in the future.

**How can the positive results be maintained or the negative results be improved?**

If there are courses or awards you wish to highlight, please describe changes and trends.

### How has the number of awarded changed from Fa02 to Sp07

<table>
<thead>
<tr>
<th>Transfers</th>
<th>awarded</th>
<th>changed from</th>
<th>to</th>
</tr>
</thead>
</table>

**Why has this occurred?**

We have not kept careful data to clearly understand how many students transfer each year to California State Universities, Universities of California, and private or out-of-state universities. We need to create a better way of capturing this data so we can better understand where are students are transferring and how they are doing. We do receive some data from UC Berkeley and are currently seeking out additional information with other UC's and CSUs such as Sonoma State University and San Francisco State University. We definitely need more help in this area.

**How can the positive results be maintained or the negative results be improved?**
We hope that more and more students are successfully transferring to four-year institutions. We do know that we have as strong a record of students successfully transferring to UCB, SFSU, and Sonoma. However, we need more concise data overall.

Last spring 2007 and this spring 2008 we will be offering a Transfer Recognition Reception to all transferring students. Perhaps this will also be a way to capture information from more transferring students.

If there are courses or awards you wish to highlight, please describe changes and trends.

With the recent availability of TAGs to 7 out of the 10 UCs, we hope that many more students will transfer to more UCs. (TAG = Transfer Admission Guarantee, which will now include UC Davis, Santa Cruz, Santa Barbara, San Diego, Merced, Irvine and Riverside. UC Berkeley and UC Los Angeles do not participate in TAGs, nor does UCSF.)

**IX. Justification**

**Evidence:** What data or evidence supports your projected requirements?

We need updated DQD data. We do have data regarding which classes we offered, how many students attended, and what the students' grades were at the end of the semester. We do not know specific information course-by-course and instructor-by-instructor, so we are often making insightful guesses about the whys and hows of our counseling discipline.

We are also lacking data from the college as a whole as well as individual departments of what the needs of the students are as it relates to counseling courses. The more we know, the better we can plan for the future.

The counseling department needs to conduct research and gather evidence to see the correlation between counseling services and acceptable measures of success as follows: (1) successful course completion rate, (2) grade point average, (3) adherence to student education plan, (4) goal completion, and (5) follow-up. In addition we need to include that students improve job skills, complete career/education career certificates, earn Associate degrees, and finish transfer requirements.

Later we need to develop a student satisfaction survey and incorporate various measurements to that student learning outcomes and services are being met. We must get accurate research that will guide us as we continue to improve services through the counseling department at COM.

**Attachments:**

The DQD data for all degrees and career certificates from 2001-2005 is included. The data for the Counseling courses from fall 2002 to spring 2007 is also included. The Marin County Projections from March 2002 that projects population changes related to numbers, ethnicity, and age range will also help us to plan future activities and courses.

College of Marin Program Review Student Access and Success • AS v.2 June 2008
# PROGRAM REVIEW
## Curriculum and Articulation Report
### COUN-2008

## I. Projected Course Actions Report

<table>
<thead>
<tr>
<th>Action</th>
<th>Course ID</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td>Coun 114</td>
<td>College Success Investigations</td>
</tr>
<tr>
<td>Request that course be submitted to CSU for articulation to General Education Area E. Requested to have materials fees added to cover the costs of purchasing standardized personality and interest inventories.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td>COUN 115AB</td>
<td>Planning for Success in College</td>
</tr>
<tr>
<td>Course is being revised to reflect current issues in college success, new text, and addressing needs of diverse student population. This is a variable unit course .5-1 unit credit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td>COUN 125L</td>
<td>Effective Study Skills Lab</td>
</tr>
<tr>
<td>Course being submitted to Curriculum Committee Sp 2008 to get it on the new electronic Curriculum template; update the Student Learning Outcomes, update texts/resources, address the changing needs of the diverse student learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td>COUN 130</td>
<td>Career Life Skills Planning</td>
</tr>
<tr>
<td>Submitted F 2007 to add materials fees to cover costs of standardized assessment inventories; personality and career assessment inventories. Course approved by CSU in General Education Program for Bachelor's degree, area E--lifelong understanding self-development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td>COUN 133</td>
<td>Career Exploration</td>
</tr>
<tr>
<td>Course submitted to Curriculum Committee Sp 2008: Remove the letter &quot;B&quot; from the course number. (Coun 133A is being deleted due to redundancy--and the course was never successful), for revision of Student Learning Outcomes, new updated texts/resources, reinstate materials fees for cost of standardized testing/assessment instruments for interests and skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td>COUN 135</td>
<td>Internship Development and Job Search Strategies</td>
</tr>
<tr>
<td>Submit to Curriculum Committee Spring 2008 for Revision. In past when course offered it would be cancelled due to low enrollment. Revision would serve a broader student base by addressing needs of students without work experience relevant to their field of study by addressing internship development and the job search strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td>COUN 140</td>
<td>Effective Communication for Peer Counseling</td>
</tr>
</tbody>
</table>
Course being revised to utilize new electronic Curriculum Committee templates, update SLO's, update text/resources, broaden course curriculum to better serve diverse student population.

<table>
<thead>
<tr>
<th>Revision</th>
<th>COUN 141</th>
<th>Peer Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course being revised to utilize new electronic Curriculum template; update current SLO's, update text/resources, broaden base of curriculum to address diverse student populations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revision</th>
<th>COUN 142</th>
<th>Peer Counseling Seminar and Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course being revised to reflect Departmental SLOs, utilize new electronic Curriculum Committee template; update texts/resources; broaden base of curriculum to meet needs of diverse student populations and special populations within academic programs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Projected Certificate/Degree & Other Actions Report

<table>
<thead>
<tr>
<th>Category</th>
<th>Action</th>
<th>Total Courses</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>None</td>
<td>NA</td>
<td>00.0</td>
</tr>
</tbody>
</table>

Certificate/Degree Title:
We do not plan to offer any certificates or degrees at this time.

<table>
<thead>
<tr>
<th>Category</th>
<th>Action</th>
<th>Total Courses</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>None</td>
<td>NA</td>
<td>00.0</td>
</tr>
</tbody>
</table>

Certificate/Degree Title:  

III. Attachments

Evidence: What data or evidence have you provided? Please briefly describe.

The Counseling Department is generating some data on its own behalf; Student surveys, enrollment data/demographics, retention rates in Counseling courses, SARS data classifying student appointment needs such as career counseling, SEP data from individual Counseling sessions requesting students enroll in classes to address academic deficiencies (i.e. Study skills along with remediation of English and Math skills). Data from IT Reports on total number of students on probation (academic and progress probation), and dismissal status are used to address curriculum and service needs.

The Counseling Department relies on professional practices in our discipline to make determinations abut which type of curriculum needs to be offered. We look at the UC System offerings and curriculum models for student development; the CSU system and curriculum models for student development and course offerings; and review data from other California Community College Program Reviews and course catalogues. The COM Counseling Department has utilized this method as a resource an adjunct with the self-generated data until the COM institution can generate local data about our immediate student population.

The Counseling Curriculum Task Force is the body that does evaluate the effectiveness of the course content, student learning outcomes, and how to improve the curriculum to meet the needs of the changing population. This Counseling Dept. Curriculum Task Force is made up of Counselors from a variety of specialties: Transfer, Career Technical Education; Athletes; CalWorks; ESL and Disabled Students. This ensures that issues of diversity are addressed in evaluating the courses effectiveness.

The Counseling Curriculum Task Force works together to rewrite curriculum to address the needs of the changing student population. Currently several courses will have been revised and updated this Spring 2008. It is the goal of the Task Force to complete this process for the entire Counseling Curriculum this Spring 2008. Each semester each course is taught, the Counseling Curriculum Task Force will work in collaboration with the instructor of record to review the course's effectiveness. The semester following the course offering—once the final grades are posted—the Task Force will review the course evaluations, pass/fail rates/enrollment data/student reaction papers as a means to make recommendations addressing any necessary changes. This could be changes to the offerings, timeslots, and the content of the actual curriculum, and design a method to track student's college success after completing the course. This process is the most direct method to improve
instruction for student learning and success. The Counseling Dept. Curriculum Task Force members are Robert Flynn, Bruce Furuya, Letta Hlavachek, Karen Robinson, and Joetta Scott. Karen Robinson is the Counseling Department representative to the COM Curriculum Committee.

Attached are several local reports that can be used to examine trends in the North Bay. (all copies are 'Hard Copy') due to the difficulty of attaching the documents to this Web based template and the lack of compatibility of the documents to the Web template)
The Data that is attached is from the work that Letta Hlavachek did on the Educational Master Plan that was created in 2003-future. This EMP was not used—and a new one was put in place with the arrival of President White. However, the data is still relevant to our planning process and we can use this Program Review to request the Department of Organizational Research and Development to provide us with "current data" that is of the kind reflected in COM past planning reports. See below:

Attached are hard copies of:

COM Planning Decision: Marin County Projections of population growth and demographics from 1990-2040 (Age 17 and younger thru Age 50 and older); Hispanic Demographics; African American Demographics; Whites Demographics.

English as a Second Language Task Force Report: Draft 2003 College of Marin

"Ladders of Opportunity, A Board of Governor's Initiative for Developing California's New Workforce"

Policy Report: "The High-Quality Learning Conditions Needed to Support Students of Color and Immigrants at California Community Colleges" (California Tomorrow, 2002)

Attachments: Description of attachment formats (file type, hard copy, etc.)

Attached are several local reports that can be used to examine trends in the North Bay. (all copies are Hard Copy—due to the difficulty of attaching the documents to this Web based template and the lack of compatibility of the documents to the Web template)
The Data that is attached is from the work that Letta Hlavachek did on the Educational Master Plan that was created in 2003-future. This EMP was not used—and a new one was put in place with the arrival of President White. However, the data is still relevant to our planning process and we can use this Program Review to REQUEST the Department of Organizational Research and Development to PROVIDE us with more CURRENT DATA that is of the kind reflected in COM past planning reports. The Counseling Department would like to request the data from the "Student Satisfaction Survey" which was implemented last year, 2007. We requested the results from the Department of Research and Organizational Development and were told that they would not be able to provide that data from the district wide survey conducted with COM students. We still request that data so that we may utilize it for planning for 2008-2009.

Attached are hard copies of:

COM Planning Decision 2000: COM in the Past Five Years (1995-2000 enrollment trends.) This document provides a historical perspective on the climate impacting enrollment on our courses; and 1990-2040
COM Planning Decision: Marin County Projections of population growth and demographics from 1990-2040 (Age 17 and younger thru Age 50 and older); Hispanic Demographics; African American Demographics; Whites Demographic. This document supports the efforts we are making to reach the different populations cited above.

English as a Second Language Task Force Report: Draft 2003 College of Marin. We have not received any new data specific to ESL, and are requesting that the Department of Research and Organizational Development deliver this type of data which will allow for the Counseling Dept to plan their curricula offerings better.

Ladders of Opportunity, A Board of Governor's Initiative for Developing California's New Workforce

Policy Report: "The High-Quality Learning Conditions Needed to Support Students of Color and Immigrants at California Community Colleges" (California Tomorrow, 2002)

2008 GetREAL: Relevance in Education and Learning
I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>Funded</th>
<th>#of</th>
<th>Support</th>
<th>Application:</th>
<th>Instruction:</th>
<th>Access:</th>
<th>Outcomes:</th>
<th>Assessment:</th>
<th>Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td></td>
<td></td>
<td></td>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Request</td>
<td>0</td>
<td>Classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit Cost  | Qty. | Tax | S&H | Total Cost:  |
-----------|------|-----|-----|-------------|
2525.0     | 1    | 209.0 | 0.0 | 2734.0      |

Expense Item:
- LCD Projector: 850.00
- Cable/Connector / Panel: 200.00
- Mounting Bracket: 350.00
- Installation: 650.00
- Speakers: 250.00
- Projection Screen: 225.00

Shared With:
- DSPS/EOPS/ESL

One-time Expense:
- Electrician

On-going Expenses:
- None-in house Media Services department staff

Additional Justification for this item:
This equipment installed in our "laboratory" of the Career/Transfer Center would allow the instructional faculty to demonstrate in the facility the utilization of all the resources to conduct research on careers, labor market data, choosing a college major, researching and analyzing all information available. The Counseling faculty are given a low priority when it comes to "access" to a "smart classroom" There are only 14 classrooms at KTD—and more than 53 instructors requesting to use them.

This equipment would allow Counseling faculty to use the technical resources as part of their curriculum. It would allow Counseling faculty to bring small groups into the center to lead instruction on these very important areas of "student's needs". Counseling faculty would coordinate with faculty from other academic disciplines to introduce their students to the breadth of career options within their "major" discipline. This is a practical and pragmatic approach to helping students understand where a body of knowledge could lead to further academic study (ie transfer and advanced degrees) as well as application in the field of work.
Having this equipment in the Center would allow for much more "cross-fertilization" of academic instruction and the Counseling curriculum. This would make it more attractive to instructors and Counseling faculty to teach using these resources available in the Career/Transfer Center. Students will also respond to the "technology" upgrades, meeting the student expectations of a "good college" is technologically up to date in all areas.

**Expense Item:**
Digital Projectors

**Shared With:**
to be shared by general counselors teaching counseling, college success and career courses for classroom presentation: general counselor's presentations to high school students; general counselor's presentations at "Parent Night" at local high schools; general counselor's presentations to Community groups (ie Marin Employment Center Career Center; local community organizations -to potential special population students about how to matriculate into COM; general counselors presentations to COM student athletes; general counselor's presentations to Career Day at IVC campus; general counselors presentations to High School Counselors; general counselorsworkshops for UC/CSU Applications; general counselorsworkshops for ESL Students;Counseling Dept. faculty with "General Counseling Assignment that provide these services--will use these computers.

**One-time Expense:**

**On-going Expenses:**

**Additional Justification for this item:**

---

**Expense Item:**
Laptop computers

**Shared With:**
to be shared by general counselors teaching counseling, college success and career courses for classroom presentation: general counselor's presentations to high school students; general counselor's presentations at "Parent Night" at local high schools; general counselor's presentations to Community groups (i.e., Marin Employment Center Career Center; local community organizations - to potential special population students about how to matriculate into COM; general counselors presentations to COM student athletes; general counselors presentations to Career Day at IVC campus; general counselors presentations to High School Counselors; general counselors workshops for UC/CSU Applications; general counselor workshops for ESL Students; (Counseling Dept. faculty with General Counseling Assignment that provide these services—will use these computers.

One-time Expense:
laptop computers

On-going Expenses:
lamps, and update software.

Additional Justification for this item:

<table>
<thead>
<tr>
<th>Priority</th>
<th>Funded</th>
<th># of</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgent</td>
<td>Previously Funded</td>
<td>ALL Students</td>
<td></td>
</tr>
</tbody>
</table>

Unit Cost | Qty. | Tax | S&H | Total Cost: |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12000.0</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>12000.0</td>
</tr>
</tbody>
</table>

Expense Item:
Scanner (for Incoming Transcripts from other Universities/Colleges/Counseling Documents/Forms (Confidential Information)

Shared With:
Veterans Counseling Services; Testing Office; Health Center; DSPS, EOPS, ESL, (Primarily used for Counseling functions with students at COM)

One-time Expense:
To replace old and slow scanner which gets heavy use

On-going Expenses:

II. External Funds/Resources

III. Student Material Fees Funds

IV. Expense Justification

Evidence: What data or evidence have you provided? Please briefly describe.

Attachments: Description of attachment formats (file type, hard copy, etc.)
Other Expenses Report

COUN-2008

I. Office Supplies, Materials and Equipment

<table>
<thead>
<tr>
<th>Priority:</th>
<th># of</th>
<th>Support</th>
<th>Expense Item:</th>
<th>Unit Cost:</th>
<th>Qty.</th>
<th>Tax</th>
<th>S&amp;H:</th>
<th>Total Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(None)</td>
<td>0</td>
<td></td>
<td>Printing various Fact Sheets, Forms and Brochures for students</td>
<td>3000.00</td>
<td>1</td>
<td>0</td>
<td>0.00</td>
<td>3000.0</td>
</tr>
</tbody>
</table>

Shared With:

Impacts all academic, career technical educational programs at COM—credit and noncredit. Increased student diversity at COM necessitates an increased effort at outreach and printed resources to reach the underrepresented student populations. Printing resources serve students in all Academic, Career Technical Education, ESL, EOPS, DSPS, BASIC SKILLS, INTERNATIONAL, STUDENT ATHLETES, CALWORKS, areas. Each academic year brings in an entire new population that must be informed and educated about opportunities at COM. Students who are non-traditional often rely on sources that are not reliable (documented)—it is critical for the Counseling Department to broadcast culturally appropriate information about education opportunities to enable access for all students to all services and educational opportunities.

One-time Expense:

On-going Expenses:

The Counseling Department currently does not have a supply budget and relies on Matriculation or other available funds. The annual budget is about $3,000.

None 0 Classes 0.00 1 0 0.00 0.0

Shared With:

One-time Expense:

On-going Expenses:
Urgent ALL Students Eureka Career Software 6,000. 1 0 0.00 6000.0

Shared With:

The Counseling faculty share this Workforce/labor market information with all disciplines @ COM. Eureka provides local salary (entry/middle/top pay) for all regions of CA—including Marin County. This is critical information for students, faculty (and Administrators) often parents of local high school students want economic assurances of their investment in their child's education. Eureka is a reliable current database of labor market data. We share it with the Transfer/Career Center.

One-time Expense:

On-going Expenses:

The annual cost is about $6,000 per year to maintain it in our individual offices as well as the Transfer/Career Center for student use. This is the ONLY source of current up to date reliable Career Information/Workforce/Career Assessment/College Major Planning data that COM has to advise students, faculty, administrators, parents, and community leaders. This resource is used in ALL Counseling curriculum, and in the majority of Counseling services—to assist students in accessing up to date data about careers/salary/labor market data/college majors and training.

Urgent ALL Students CollegeSource Subscription. An online service that has about 40,000 colleges and 34,000,000 courses for referencing and is essential for transcript evaluation.

Shared With:
Impacts all academic programs at COM and career technical education programs/ departments. Addresses accountability of COM to access equivalency of coursework at all academic institutions of incoming students to COM from other institutions of higher education (University/College); Accountability to addressing COM prerequisites; petitioning prior course content completed at other institutions for equivalency to specific graduation requirements at COM (ie Nursing Program, etc.)/COM petitions for course equivalency; academic units/equivalents. Without this resource COM will not be able to matriculate students entering the college who have completed academic coursework at other accredited institutions. Without this resource the impact could negatively impact increasing enrollment in COM programs—if students are not credited with prior work completed at accredited institutions—then students will have to go to other community colleges who utilize this standardized/WASC recognized academic resource. Impacts ALL Programs at COM.

One-time Expense:

One time license fee of approximately $7,000.

On-going Expenses:

Annual renewal fee of approximately $1,600

### II. Non-Instructional Expenses

<table>
<thead>
<tr>
<th>Priority</th>
<th># of Support</th>
<th>Expense Amount</th>
<th>Expense Type</th>
<th>Purpose or Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>0</td>
<td>$4000</td>
<td>Student Services</td>
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</tr>
</tbody>
</table>

### III. Other Student Expense

<table>
<thead>
<tr>
<th>Priority</th>
<th># of Support</th>
<th>Description</th>
<th>Projected Expense</th>
<th>Proposed Fee</th>
<th>Reason for Expense</th>
</tr>
</thead>
</table>

### IV. Attachments

**Evidence:** What data or evidence have you provided? Please briefly describe.

**Attachments:** Description of attachment formats (file type, hard copy, etc.)

College of Marin Program Review Other Expenses • CG v.2 June 2008
# Faculty Unit Allocation and Support Staff Report

## COUN-2008

### I. Program Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>Rinetta</td>
<td>Full-time, tenured</td>
<td>19.5</td>
<td>30 units</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

**Specialty:**
Academic, Career and Personal Counseling in EOPS

**Leadership:**
Academic Standards Committee Chairperson; Petitions Committee Chairperson.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flynn</td>
<td>Robert</td>
<td>Full-time, tenured</td>
<td>39.5</td>
<td>30 units</td>
<td>00.000</td>
<td></td>
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</table>

**Specialty:**
Academic, Career and Personal Counseling for general student population

**Leadership:**
Counseling Curriculum Review Committee Chair, Educational Planning Committee, Internship Training

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreman</td>
<td>Jennifer</td>
<td>Adjunct, ETCUM</td>
<td>19</td>
<td>18 units</td>
<td>00.000</td>
<td></td>
</tr>
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</table>

**Specialty:**
Academic Counseling, DSP Accommodation and Support for DSPS students

**Leadership:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fung</td>
<td>Theodora</td>
<td>Full-time, tenured</td>
<td>34.5</td>
<td>30</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

**Specialty:**
Academic and Personal Counseling.

**Leadership:**
Department Chair, Counseling Services Program Review team; Transfer and International Student Advisory Committees; Crisis Intervention Team; counselor liaison with science majors and Nursing department; pre-med advisor; Union Treasurer; Union Grievance Officer; Union Contract Negotiations Team.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furuya</td>
<td>Bruce</td>
<td>Full-time, tenured</td>
<td>6.5</td>
<td>30</td>
<td>00.000</td>
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</tr>
</tbody>
</table>

**Specialty:**
Academic, Personal and Athletic Counseling

**Leadership:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gutierrez</td>
<td>Cecilia</td>
<td>Emergency Hire</td>
<td>5 mon</td>
<td>15 units</td>
<td>00.000</td>
<td></td>
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</table>

**Specialty:**
counselor for Puente students

**Leadership:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanna</td>
<td>Ginny</td>
<td>Adjunct, ETCUM</td>
<td>19.5</td>
<td>10 units</td>
<td>00.000</td>
<td></td>
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</table>

**Specialty:**
Personal and Academic Counseling. Also Mental Health Counselor.

**Leadership:**
Crisis Intervention Team

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haynes-Barnes</td>
<td>Marnitha</td>
<td>Emergency Hire</td>
<td>4 mon</td>
<td>18 units</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

**Specialty:**
ESL--credit/non credit and general counseling.

**Leadership:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hlavachek</td>
<td>Letta</td>
<td>Full-time, tenured</td>
<td>18.5</td>
<td>30 units</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

**Specialty:**
Academic and Career Counseling

**Leadership:**
Counseling Curriculum Task Force; Counseling Department Program Review team; College of Marin advisory Board for Auto Technology and Medical Assistant; College of Marin representative to Marin County one-stop career center; Liaison to Career Technical Education Department. Community Outreach Committee.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magallanes -Rivera</td>
<td>Alexandra</td>
<td>Full-time, tenured</td>
<td>8.5</td>
<td>30 units</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

**Specialty:**
Academic and Personal Counseling. High School Outreach. Bilingual: Spanish

**Leadership:**
Transfer Agreement Guarantee/TAG Liaison, Program Review, Transfer Adv. Comm., H.S. Counselor Liaison/Community Outreach Committee

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mize-Kurzman</td>
<td>Pamela</td>
<td>Full-time, tenured</td>
<td>27.7</td>
<td>30 units</td>
<td>00.000</td>
<td></td>
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</tbody>
</table>
**Specialty:**
Academic and Career Technical Counseling.

**Leadership:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ng-Jung</td>
<td>Bessie</td>
<td>Full-time, tenured</td>
<td>32.5</td>
<td></td>
<td>30 units</td>
<td>00.000</td>
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</table>

**Specialty:**
Academic and Career Counseling

**Leadership:**
Study Skills courses

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olsen</td>
<td>Marlin</td>
<td>Part-time, RETCUM</td>
<td>4 units</td>
<td></td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

**Specialty:**

**Leadership:**
Curriculum Committee, Program Review, Counseling Curriculum Review Committee, Transfer Advisory Committee, Hiring Comm. for Dean for Student Services (twice)

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoon</td>
<td>Keith</td>
<td>Adjunct, ETCUM</td>
<td>6</td>
<td>6 units</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

**Specialty:**
Academic Counseling/ specialist in UC transfer.

**Leadership:**
DSPS Coordinator

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sklove</td>
<td>Brett</td>
<td>Adjunct, ETCUM</td>
<td>8.5</td>
<td>6</td>
<td>00.000</td>
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</tr>
</tbody>
</table>
### Program Review

**Specialty:**
Academic and Veterans Counseling

**Leadership:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweeney</td>
<td>Jim</td>
<td>Temp Pool</td>
<td>6 mo</td>
<td>18 units</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

Specialty:
Transfer/Career Center assigned counselor

**Leadership:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenison-Scott</td>
<td>Joetta</td>
<td>Full-time, tenured</td>
<td>18</td>
<td>22.5 unit</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

Specialty:
General Counseling

Leadership:
chair of Student Service Planning Committee.

**Leadership:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thompson</td>
<td>Rose</td>
<td>Full-time, tenured</td>
<td>25.5</td>
<td>30 units</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

Specialty:
Academic, Career and Personal Counseling for EOPS students.

**Leadership:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuttle</td>
<td>Nick</td>
<td>Temp Pool</td>
<td>6 mo</td>
<td>18 units</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

Specialty:
Academic and Career Counseling

**Leadership:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ullman</td>
<td>Wendy</td>
<td>Full-time, tenured</td>
<td>19.5</td>
<td>30 units</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

Specialty:
Academic Counseling, DSP Accommodation and Support for DSPS students.

**Leadership:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Williams</td>
<td>Charles</td>
<td>Full-time, tenured</td>
<td>36.5</td>
<td>30 units</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

Specialty:
Academic and International Students Counseling

**Leadership:**
II. Instructional Support Staff

Name: Last, First | Purpose: | # of | Supported | Hrs. per wk.
---|---|---|---|---
Kate Dodele | Clerical | 37.5 | Students | 37

Leadership:
Hiring Committee for Dean of Student Development; member of Student Service Planning Committee

Name: Last, First | Purpose: | # of | Supported | Hrs. per wk.
---|---|---|---|---
Susan Scott | Clerical | 37.5 | Students | 37

Name: Last, First | Purpose: | # of | Supported | Hrs. per wk.
---|---|---|---|---
Tsedal Agidew | Clerical | 20 | Students | 20

Leadership:

III. Teaching Unit Requirements

IV. Projected Staff Requirements

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Hours Per Week</th>
<th># of</th>
<th>Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>50</td>
<td>0</td>
<td>Students</td>
</tr>
<tr>
<td>Other</td>
<td>40</td>
<td>0</td>
<td>Students</td>
</tr>
</tbody>
</table>

Justification:
2 part time clerical support staff for evening counseling services at both Kentfield and IVC campuses.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Hours Per Week</th>
<th># of</th>
<th>Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>150</td>
<td>0</td>
<td>Students</td>
</tr>
</tbody>
</table>

Justification:
Full time professional Transcript/Degree Evaluator

To increase direct services to ESL, Basic Skills and Career students. Counseling faculty should be increased by 4 permanent full-time.

V. Faculty Requirements

1. No full time instructors in the subject area.
2. Non-Availability of part-time instructors in a subject area.
3. Reduction in department Teaching Units as a result of full-time faculty retirements or other significant causes.
4. Recent or forthcoming growth as a result of additional sections of classes to enrollment demands.

5. Temporary growth in department Teaching Units as a direct result of a short-term grant or other interim resource.

6. Current or forthcoming changes that illustrate the immediate need of additional full-time faculty within this department.

7. Program Review findings.

8. Other considerations.

VI. Attachments

Evidence: What data or evidence have you provided? Please briefly describe.

College of Marin’s Planning Information report on demographic data of population growth from 1990-2040 documents the increase in Hispanic, Asian, and the over 50 year old populations. (see the hard copy report attached to the Curriculum category of Program Review)

College of Marin's report, "English as a Second Language Task Force Report" documents the need for the growing population of students seeking services and curricula in the ESL Program. (see this hard copy report attached to the Curriculum category of Program Review.)

The College of Marin ESL Program and Basic Skills Programs both report increased demand for their curricula and increased student enrollment. Increased student enrollment will create a direct impact on the need for increased formal Counseling services.

Attachments: Description of attachment formats (file type, hard copy, etc.)

See hard copy reports attached to the Curriculum section of this Program Review:
College of Marin Planning Information: Deographic/Population Growth 1990-2040 (by ethnicity and age groups)
POLICY REPORT: "The High-Quality Learning Conditions Needed to Support Students of Color and Immigrants at California Community Colleges"
English as a Second Language Task Force Report, College of Marin
Ladders of Opportunity: A Board of Governors' Initiative for Developing California's New Workforce
GetREAL California 2008

College of Marin Program Review Faculty Unit Allocation and Support Staff • CG v.I February 2008
Facilities General

COUN-2008

I. Current Offices (For the Program/Department, Faculty and Staff)

<table>
<thead>
<tr>
<th>Office</th>
<th>Use:</th>
<th>Shared Office:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 132</td>
<td>Faculty, Full-time</td>
<td>No</td>
</tr>
<tr>
<td>AS 133</td>
<td>Faculty, Full-time</td>
<td>No</td>
</tr>
<tr>
<td>DSP</td>
<td>Faculty, Full-time</td>
<td>No</td>
</tr>
<tr>
<td>DSP</td>
<td>Faculty, Full-time</td>
<td>No</td>
</tr>
<tr>
<td>DSP</td>
<td>Faculty, Full-time</td>
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</tr>
<tr>
<td>LC 162</td>
<td>Faculty, Full-time</td>
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</tr>
<tr>
<td>SS 206</td>
<td>Faculty, Adjunct</td>
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</tr>
<tr>
<td>SS 206</td>
<td>Faculty, Adjunct</td>
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</tr>
<tr>
<td>SS 206</td>
<td>Faculty, Adjunct</td>
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</tr>
<tr>
<td>SS 212</td>
<td>Faculty, Adjunct</td>
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<td>SS 212</td>
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<tr>
<td>SS 212</td>
<td>Faculty, Adjunct</td>
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</tr>
<tr>
<td>SS 214</td>
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</tr>
<tr>
<td>SS 217</td>
<td>Faculty, Full-time</td>
<td>No</td>
</tr>
<tr>
<td>SS 218</td>
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<td>SS 219</td>
<td>Faculty, Adjunct</td>
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<td>SS 219</td>
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<td>SS 220</td>
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<tr>
<td>SS 224</td>
<td>Faculty, Adjunct</td>
<td>Yes</td>
</tr>
</tbody>
</table>

II. Preferred Instructional Rooms (Classrooms, Labs and Instructional Spaces)

III. Instructional Support Spaces (Storage, Conference Room, etc.)

IV. Justification for Projected Facility Requirements

Primary Goal: Degree/Transfer
Secondary Goal: Basic Skills or ESL
Other Goal: career and vocational

Application: Please indicate how the projected requirements will be applied.

Counselors need more private counseling space. Currently too many counselors share offices, making it logistically difficult during the busy time when most of the counselors are on duty. Four additional counseling offices are needed in the Student Services building.

Instruction: How will instruction be improved for Student Learning and Success?

Counseling assignments will be scheduled better and to suit student flow rather than space availability.

Access: How will access be improved for Student Learning and Success?

More students will be seen and counseled.

Outcomes: What Student Learning or other outcomes are expected?

Assessment: How will the outcomes be measured for future planning?
**Evidence:** What data or evidence supports your projected requirements?

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<tr>
<th>Attachments:</th>
<th>Current Blueprint</th>
<th>Room Plans</th>
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College of Marin Program Review Facilities General • CG v.I February 2008
I. Institutional Excellence. The Board believes that superior results originate in high aspirations. Therefore, the Board's basic and most important goal for the College is to excel in every activity it undertakes. By so doing, it will achieve a position of local, state and perhaps even national prominence.

Objective 1: Department counselors work individually assisting students with transfer preparation. Counselors also offer regularly scheduled workshops and activities designed to assist the student in the transfer process, as well as the opportunity to schedule an appointment with University Representative each semester. In addition, the Transfer/Career Center offers resources for information application, preparation, and eligibility for transfer. Career resources are also available in the Center to assist in career exploration and for declaring academic majors.

Objective 2: Transfer centered counseling that results in students being admitted to a four year institution, becoming better prepared and becoming more empowered to make academic decisions.

Attachments:

II. Academic Excellence. The College must offer its students rigorous, high-quality curricula including degree and certificate programs in lower division arts and sciences and in vocational and occupational fields; remedial instruction; English as a Second Language instruction; support services which help students succeed at the postsecondary level; adult noncredit education; and community services courses and programs, in keeping with state mandates. Academic excellence in all of the College's curricula and support services is at the core of the College's environment. The curricula must remain current and challenging.

Objective 1a: Through the following area of counseling students develop their personal and professional goals and expectations.

Academic counseling: Students assess, plan and implement his or her immediate and/or long term goals.

Career Counseling: Students are assisted in assessing his or her abilities, and interests and is advised concerning current and future employment trends.

Personal Counseling: Students are assisted with personal, family or other social concerns when it is related to the student's education.

Objective 1b: Student Development Services to promote students decision making based upon informed choices, personal self reflection, and a sound understanding of their skills.

Attachments:

III. Faculty and Staff Excellence. For the College to excel, it must attract and maintain a faculty and staff of the highest quality, one that functions within an environment of professional development and renewal, and one that focuses on and values the teaching and learning process.

Objective 1a: The department consists of fourteen permanent counseling faculty and nine adjunct faculty who are available to help students at both the Kentfield and Indian Valley campuses five days, four evenings a week on a year-round.

Objective 1b: Students and the Marin community will have access to the counseling support services and curriculum on a year-round basis.
IV. Community Responsiveness. The College must offer broad curricula to meet the needs of students. It must select areas of special interest and need to the communities it serves.

Objective 1a: Outreach to the community at large and high school students to avail themselves of services, focus on maximizing all individual potential to benefit from the academic experience.

Objective 1b: The border community is encourage to be involved as a result of outreach to high school communities, community based organizations, marin employment center, marin couty-wide athletics, other institutions of high education, etc. Example of outreach outcomes include Transfer Day, Career Fair, Parent Night, Orientations and Placement Exams at the high schools, High School Counselors Luncheon, Campus Tours for High School Counselors and staff on both campuses. It is the hope of the counseling department that our outreach efforts will results in increased enrollment at the College of Marin.

Objective 1c: Evidence is provided in the data submitted in Hard Copy in the Counseling Department Program Overview. This data documents the special populations served through outreach programs, and the high school population, along with first generation college students.

Attachments:

V. Diversity. The community college is the primary opportunity for people of great diversity to come together for growth and development. The College has an absolute obligation to bring together people of different ages, races, and ethnic backgrounds, male and female, at different levels of development, in an atmosphere of equal opportunity and tolerance.

Objective 1a: The student is assisted in assessing his/her attributes, abilities, and interests and is advised concerning employment trends.

Objective 1b: Career technical counseling to support work force development in the Marin areas, as well as California by encouraging students with accurate and comprehensive data on job trends, new areas of employment, and compensation.

Objective 1c: Evidence is provided in the data recorded on the DQD Report documenting the number of students completing Career Certificates. All Career Technical Education /Workforce students must meet with a Counselor to complete this process.

Attachments:

VI. Fiscal Responsibility. The Board and the Administration must operate the College in a fiscally sound way. Together, they must limit expenditures to those that relate directly to the College’s mission, goals and objectives; maintain a prudent level of reserves; and generate new sources of revenue to supplement state funding allocations.

Objective 1a: In the past and present the counseling department has followed state mandates to provide required program reviews for accreditation. Last program review was completed in 2004.

Attachments:

VII. Develop and implement sound and coordinated planning processes. Develop and implement sound and coordinated planning processes, utilizing data gathered through Program Review, and other data sources, to support institutional, instructional, and student support service goals, and to promote achievement of student learning outcomes.

Objective 1a: The counseling department implements changes on an on-going basis utilizing data to meet the changing needs of the students.

Objective 1b: Refer to the SLO Portion of this Program Review: Counseling Mission Statement, Counseling Program SLO's, and the Counseling Departments contribution to Student Support Service Goals and promote student learning outcome.

Objective 1c:
VIII. Create a physical environment that is inviting to students, generates pride in the community, adheres to green principles, and supports the College’s Mission, Goals and Initiatives.

Objective 1c:

Attachments:
I. Program Excellence (Best Practices)
Briefly summarize examples staff/faculty, institutional, and academic excellence.

The Counseling Department has a number of exceptional programs designed and provided to target specific student populations. These are some of them:

a. Athletic counseling and teaching services designed to support the at-risk students involved in sports programs.

b. Counseling 114, College Success Investigations, provides a model for extended orientation to students.

c. High School outreach services, incorporating Matriculation services, on-site testing, collaboration with high school staff and individual student educational planning and presentations and consultation with parents.

d. Exceptional Transfer support services. [See text of Program Review under students served part 3.]

e. Innovative career development classes provided on both campuses incorporating community resources.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

The Counseling Department is significantly under staffed. The changing needs of the diverse student body, coupled with the increasing complexity of articulation, students under-preparedness for college and the expectation of the Marin community, has created a tremendous demand for counseling services in new and challenging ways. Non-credit counseling services for ESL students are currently inadequate. For students to succeed they must have access to services and that starts with counseling.

III. Moving Forward Objectives (Planning)
Briefly summarize examples of data-driven and coordinated planning to improve student enrollment, learning and success.

In addition to increasing the counseling faculty, the department needs the following resources as identified in this Program Review process:

1. An enhanced Career Development program incorporating additional staff and counselors as well as collaboration with County programs.

2. A Degree Audit system including software and staffing to efficiently serve students with important aspect of counseling.

3. More extensive resources to support four-year partner institutions in serving our students in selecting a transfer school.

4. Provide enhance outreach, orientation and counseling support for credit and non-credit English as a Second Language programs.

5. The Basic Skills Initiative will require significant counseling resources and classes.

6. Development of a Transcript Evaluator to support counselors and students who have transcripts from outside colleges and universities.

IV. Other Concluding Remarks
Briefly summarize any additional insight necessary to conclude this program review.

The Counseling Department at the College of Marin has a long and distinguished history of supporting students in achieving their academic goals, while developing important life skills in critical thinking, self reflection, goal setting and decision making. We seek to be the premier counseling department in the Bay Area, providing exceptional transfer counseling, basic-skill program support, ESL counseling, innovative student development programs to enhance self knowledge, and by providing critical career-technical counseling to support California's workforce needs. We are committed to our current students and those to come in the future as we work to create a plan for succession leadership development to train the next generation of counselors.

Note: Attached are hard copies of the IE Instructional Equipment and Materials Report which INCLUDES the Justification portion of the report. A Hard copy was delivered to Bernie Blackman on 3/27/08.

Attached are hard copies of the OE Other Expenses Report for COUN Spring 2008 which INCLUDES the Justification portion of the report.

There was a technical error with the Program Review Template and our Justification was lost in the initial report thus we have printed it out and submitted a hard copy as of 3/27/08.