The Student Support Services Division at Merritt College engaged each unit within its area to identify Student Learning Outcomes pertinent to their individual service units beginning in September of 2004. The First Groups Chosen were:

- Financial Aid
- EOPS
- DSPS
- Student Activities
- Health Services
- Counseling

Each Team was aware that the goal was to develop learning outcomes that describe what students are expected to know and/or be able to do as a consequence of receiving the services provided by the student services unit, we were very clear that these were not service area outcomes, they were Student Learning Outcomes.

As Student Services professionals we understood how vital it was to articulate our contributions to student learning and define our role as indispensable partners in the learning process.

- After the agreement of the initial outcomes, each unit has met at-least twice a semester to review outcomes for currency and the changing needs and characteristics of our students.
- Each unit has developed survey instruments in order to gauge student satisfaction as well as gather feedback from students interacting with student services about how well they perceive that student learning outcomes are addressed. (Presently DSPS and EOPS are using Survey Instruments).
- Each Student Services unit has developed Assessment instruments designed specifically to measure achievement of each of their designated outcomes.
- In light of this data, student services teams will meet as a group, with the Student Services Leadership at the end of each semester the teams will review and revise if necessary the list of outcomes.
- We repeat the above steps regularly and as needed to improve student learning. observable, measurable and able to be demonstrated

Status:
✓ Presently EOPS/CARE, General Counseling, Cal Works and DSPS (all units are either at the stage of gathering data from their respective assessment instruments reviewing and revise outcomes based on the findings).
✓ We are gathering data on Health Services, and Student Activities is on hold.
As this moment (and as far back as 2005) Merritt Student Services are at 100% identification of outcomes. That is in-line with our sister colleges, keep in mind that we have had more then a few accreditation visits and each report has found that student services were in schedule for meeting the 2012 deadlines.

**Some highlights**

**EOPS Student Learning Outcome #5:** EOPS students will be able to identify five transfer resources or services.

The student survey was administered in spring 2011. 53 students completed the survey. Results: Fifteen percent of the students surveyed could name five transfer resources or services. These included Transfer Center, transfer counselor, ASSIST, IGETC or CSU GE sheets, Transfer Fair. Thirty-seven percent named at least three and the remaining 48% named one or two.

As a result of our survey, EOPS students need additional information regarding the transfer services available on-campus. In fall 2011, we will collaborate with Transfer Center director/counselor to propose conducting a transfer workshop for EOPS students. EOPS students could also benefit from contact with the 4-year college representatives from CSU Eastbay, SFSU and UCB. Currently under consideration, inviting these college representatives to serve on the EOPS/CARE advisory committee and to seek opportunities for campus tours for EOPS students.

**EOPS Student Learning Outcome #6:** Mandatory EOPS counseling sessions are effective in teaching EOPS students the basic academic concepts required to achieve their academic goals.

To measure the effectiveness of its Counseling and Advising services, EOPS developed an evaluation tool, the EOPS College Knowledge Survey. The survey was an 8-item 10-point questionnaire to assess the student’s knowledge of basic academic concepts that are critical to their academic success. Starting in fall, 2010, all students applying for EOPS services were asked to complete the survey as part of the application process. This group who received no EOPS counseling prior to completing the survey comprised the “pre-test” group. The “post-test” group was made up of active or continuing EOPS students who had attended at least one session with their EOPS counselors prior to completing the survey.

The results were striking: on a 10-point scale, the average score from the pre-test sample (n=54) was 4.31, while the average score from the post-test group (n=53) was 6.87. Specifically, students who had received EOPS counseling services demonstrated significantly more knowledge than their non-EOPS peers in the following areas:

- Identifying a major offered at Merritt
- Knowing the highest degree that can be earned at Merritt
Knowing the number of units required to graduate with an AA/AS degree

Maximum grade required for a class to count towards one's major

Places on campus that offer help with homework

Also, 100% of post-test respondents indicated that they had a Student education Plan (SEP) whereas only 4% of the non-EOPS students said likewise. Those students who had received no EOPS services were more likely to misidentify the majors and degrees that can be earned at Merritt; almost none could name specific courses required for graduation, and only a handful knew the minimum units needed to graduate with an Associate's degree.

**Student Services Program Review**

As part of the Student Services Program Review, dated Feb. 22, 2010, a Student Satisfaction Survey was to be administered in 2010. The purpose of the survey was to determine the level of EOPS student satisfaction with the existing EOPS services and to provide information that would assist the program in improving its services. The survey was expanded to include one additional item to measure satisfaction with CARE services. During the fall 2010 semester, EOPS students were asked to complete the satisfaction survey. A total of 74 surveys were completed. The results indicated that

- The majority (84%) of those students surveyed indicated that they were very satisfied with EOPS/CARE services.
- The top three statements students were most in agreement with were that the program is helpful with their concerns; the staff is prompt in responding to my needs, and the staff promotes student independence and responsibility.
- Specific program services that students were most satisfied with were priority registration, book vouchers, and counseling support.
- Further findings were that students rated EOPS counselors excellent as to their effectiveness and EOPS/CARE staff were rated high in level of customer service.
- CARE students were most satisfied with the CARE book voucher, followed by the meal program and cash grants.
- Areas where students seemed somewhat dissatisfied include: counseling appointments are not available when needed, the number of staff is not adequate, and telephone calls are not returned promptly.

There was also space for student comments. Some of the comments were as follows:

"The EOPS staff and services provided are excellent and have made a tremendous difference in my overall college learning experience."

"I think EOPS is a really good program. I don’t think I would have been able to attend Merritt this semester if it weren’t for the CARE and EOPS programs."

“It’s been 34 years since I was last in school and I was concerned about being involved in this process again. You guys got me through the rough spots and well on my way to reaching my goals.”

“I refer this program to all new students here at Merritt College. This program is...so needed and appreciated. Keep up the good work.”

Possible actions to improve services,

- EO²S needs to further identify when students need counseling appointments, or if drop-in hours should be expanded to meet student needs.
- Review telephone procedures - re-set telephone passwords so that peers could access voice mail and return calls.

**DSP UPDATED SLO’s**

November 10, 2011

To: Ron Nelson
From: Rissa Coplan

Re: SLO Suggestions:

1. Students will be able to identify the primary services available to all students registered with DSP.

2. Students will know who to contact to obtain approval for in-class support and testing accommodations each semester.

3. Students will know that DSP can assist them with self-advocacy and knowing their rights as a student with a disability. Students will complete a self-report survey to determine their knowledge of DSP services and programs and evaluate their knowledge of the above.

Students will attain a minimum score of at least 75%

Proposed timeline: Surveys to be taken during 2 week period each November and April and given to all DSP students with appointments with a counselor.
Vital signs:

- 100% of the units have identified SLO's
- SLO's have been reviewed and revised each semester (as indicative by the Calworks addition of a Pre and Post test accompany student participation in a new Mentor Program that will pair experienced students with new students in CalWorks.
- Data has been gathered and reviewed by a majority (80%) of the Units.
PRIORITY RESOURCE REQUESTS: Facilities

FACILITIES

Priority #1:

Power and data upgrade college-wide to support instructional and student services programs, including power panel upgrade to lower P Bldg, 4 new L6-30p circuits with twist-lock outlets in D250 server room, and replacement/addition of power outlets as a safety issue in A133, D204, D116, and P218.

Priority #2:

HVAC health issue: heat and ventilation systems in Buildings A & P.

College-Wide Facility Issues

1. Bathrooms – health and safety [ventilation, leakage, etc]: 2nd level P Bldg; 1st level A Bldg; D Bldg
2. Railing needed on concrete curb at North entrance to Health Center: Safety
3. HVAC – health: A Bldg heat and ventilation; P Bldg 1st and 2nd levels.
4. Upgrade of R Bldg outside shell or roof to prevent leaking in winter.
5. Classroom chairs/tables, particularly in computer labs
6. Library Security Gate
7. Student study desks for lower P
8. Student waiting area outside P305
9. Study and Eating Tables for A Building courtyard
10. Resurfacing of parking lot behind F Building

Programmatic Facility Issues

1. Drafting chairs H105: Landscape Horticulture/Design
2. Upgrade carpet in Fitness Center: PE/Athletics. Health issue
3. Replace leaky gate valves (25): Landscape Horticulture
4. Light Control for Smart Classrooms through tinted and whitewashed windows and dimmer switches: ALL
5. Expand kiln room and add power for safety: Ceramics
6. Add 6’ fence at N end of Lab Preschool playground to protect children from electrical boxes children – Safety issue: Child Development
7. Replace Mondo Track via warranty: PE/Athletics. Safety issue
PRIORITIZED RESOURCE REQUESTS

TECHNOLOGY

Priority #1:

Computer/Server Refresh college-wide
- 400 Computers, 12 printers in computer labs
- 85 Computers for Merritt College Faculty plus spares for loaners
- 100 Computers, 30 printers for Merritt College Staff
- 10 Additional/upgrade servers for student and administrative networks

Priority #2:

Software upgrades for Information Technology management, diagnostics & imaging, and program enhancement.

FACILITIES

Priority #1:

Power and data upgrade college-wide to support instructional and student services programs, including power panel upgrade to lower P Bldg, 4 new L6-30p circuits with twist-lock outlets in D250 server room, and replacement/addition of power outlets as a safety issue in A133, D204, D116, and P218.

Priority #2:

HVAC health issue: heat and ventilation systems in Buildings A & P.

EQUIPMENT

Priority #1. Learning Center: 2 copiers; 5 mounted LCD projectors; 5 Smart Boards.

STAFFING

Classified – Priority Order

1. Switchboard-Mailroom Classified employee
2. .5 Permanent PT Evening Library Technician
3. Coordinator of Administration and Student Services: Student Services
4. Advisor, Student Clubs and Organizations: Student Services
5. Custodian

Faculty – Priority Order

2. Math Instructor w/emphasis in Basic Skills
3. Child Development Instructor
4. Landscape Horticulture Instructor
5. African American Studies Instructor
6. Accounting/Business Instructor
7. Astronomy/Physics Instructor
8. 2 Counseling Positions

Administrative – Priority Order
1. Dean of Grants and Special Programs
2. Dean of Academic Pathways and Student Success
3. Dean of Academic Pathways and Student Success
College-Wide Resource Requests

TECHNOLOGY

1. **Computer/Server Refresh college-wide: Priority #1**
2. **Software upgrades for Information Technology management, diagnostics & imaging, and program enhancement: Priority #2**
3. Internet and network cabling for track, scoreboard, and Self Reliant House
4. Upgrade to faster cisco switch for L301A – Library Conference Room
5. 8000 Compass units for Assessment

FACILITIES

1. Power and data upgrade college-wide to support instructional and student services programs, including power panel upgrade to lower P Bldg, 4 new L6-30p circuits with twist-lock outlets in D250 server room, and replacement/addition of power outlets as a safety issue in A133, D204, D116, and P218: **Priority #1**
2. **HVAC health issue: heat and ventilation systems in Buildings A & P: Priority #2**
3. Bathrooms – health and safety [ventilation, leakage, etc]: 2nd level P Bldg; 1st level A Bldg; D Bldg
4. Railing needed on concrete curb at North entrance to Health Center: Safety
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9. Student study desks for lower P
10. Student waiting area outside P305
11. Study and Eating Tables for A Building courtyard
12. Resurfacing of parking lot behind F Building

EQUIPMENT

1. **Learning Center: 2 copiers; 5 mounted LCD projectors; 5 Smart Boards: Priority #1**
2. Smart Media Display for Library Conference room – L 301
3. Furniture for faculty offices

Programmatic Resource Requests

TECHNOLOGY

1. Software for student authentication, timed limit, and configuration w/Moodle
2. Software upgrades for Vectorworks and Sketchup: Landscape Horticulture
3. Technology Cart: Communications
4. 10 copies Kurzweil; 5 copies Dragon Naturally Speaking: DSP
5. Photoshop: CalWorks

**FACILITIES**

1. Replace Mondo Track: PE/Athletics. Safety issue
2. Drafting chairs H105: Landscape Horticulture/Design
3. Upgrade carpet in Fitness Center: PE/Athletics. Health issue
4. Replace leaky gate valves (25): Landscape Horticulture
5. Light Control for Smart Classrooms through tinted and whitewashed windows and dimmer switches: ALL
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<th>EQUIPMENT</th>
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<tbody>
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<td>1 ECG, Respirometers: Biology</td>
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<td>2 Training dummies; 12 radio scanners; 6 2-way radios; fingerprint equipment; forensic microscopes; training wall; mountain bikes; golf cart: ADJUS</td>
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<td>3 Faculty iPads: Business and Real Estate</td>
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<td>4 Networked Copier: Counseling, DSP, EOPS, FYE</td>
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<td>5 Scanner: Counseling &amp; CalWorks</td>
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<td>6 Shredder: Counseling</td>
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<td>7 2 LCD projectors: Counseling</td>
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<td>8 Smoke blower; 2 pike poles; chain saw, circular saw; MSA setups; shovels; turn-out coats: Fire Science</td>
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<td>9 Copier, pruning saws, Smart irrigation controller, nursery carts for Propagation, lawn mower: Landscape Horticulture</td>
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<td>10 Supply cabinets; faculty desks/chairs: Math</td>
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<td>11 5 Electronic keyboards: Music</td>
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<td>12 Office furniture; file cabinets; storage cabinets: Paralegal</td>
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<td>13 Sound System in Gym; new tables in Training Room; Basketball equipment; Track &amp; Field equipment; Badminton equipment: PE &amp; Athletics</td>
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<td>14 Alva Braille display: DSP</td>
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<td>15 Digital Camera: CalWorks</td>
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<td>16 Heavy duty color printer: VPSS</td>
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