



The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy

2020-2021

Annual Program Update

I. Introduction and Directions

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

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

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

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research

and Planning (npellegrin@peralta.edu).

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

Division 1 - Evan Nichols (anichols@peralta.edu)

Division 2 – Laura Forlin (lforlin@peralta.edu)

Division 3 – Heather Casale (hcasale@peralta.edu).

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

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

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

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

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

Merritt College Institution-Set Standards 2020-2021

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

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

College Profile

Student Body Demographics

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

Course Success Rates

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

**Includes 'EW' grades*

II. Program Overview

Mission Statement

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

The Communication Dept. does not have a mission statement. We plan to formulate a mission this academic year. In terms of how we support and contribute to the MC Mission, we do this in multiple ways.

MC Mission: to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

Although we do not have an official mission, the objectives of the communication dept. are as follows:

- *Increase effectiveness in interpersonal, group, and mass communication interactions;
- *Practice ethics in public speaking;
- *Use critical thinking skills and strategies to analyze mass media, negotiate conflict, and manage relationships.

The Communication Dept. goals closely align with the MC Mission, as we support students in gaining knowledge, skills that are essential to successfully and responsibly participating in a democratic society.

Faculty and Staff

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

Name	Faculty/Staff	PT/FT
Hilary Altman	Faculty	FT
Jayi Thompson	Faculty	FT
James Johnson	Faculty	PT
Cole McLean	Faculty	PT
Halima Mohammed	Faculty	PT
Rebeca Moran	Faculty	PT
Nancy Petersen	Faculty	PT
Brielle Plump	Faculty	PT
Shiela Rodolfo	Faculty	PT

Program Goals

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

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

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

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

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
Increase number of dual-enrollment classes offered	IP	M1,M2,M3	P1,P2	
A Dedicated Speech Lab	IP	M1,M2,M3,M4	P1,P3,P4,P5	
Increase success rates of African-American, multiethnic, and male students	IP	M1,M2,M3,M5	P1	

Increase number of students attaining Communication AA-T degrees	IP	M1,M2	P1	
Establish Communication Career Day	NEW	M1,M2	P1,P4	
Partner with NBC for internships, guest lectures, & mentoring students towards employment in media jobs, with a focus on underrepresented populations	NEW	M4, M5	P1,P2,P3,P4,P5	

III. Facilities Utilization

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

When we go back to face-to-face, we use classrooms on campus, as well as two offices for our faculty. We encourage students to use the Learning Center for support with speeches, as we do not currently have a dedicated Speech Lab.

IV. Program Update Data

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

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

APU Data Dashboards:

- [Course Completion and Retention Rates Dashboard – Instruction](#)
- [Course Completion and Retention Rates Dashboard – Student Services](#)
- [Enrollment Trend and Productivity Dashboard](#)
- [Degrees and Certificates Dashboard](#)

For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of

student surveys, or external reports (i.e. [IPEDS](#) or [Launchboard](#)). Include the number of students served over an academic year and summarize their demographics.

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

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

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

Growth in Enrollment & Productivity:

The Communication program has had a growth in the number of students we serve, specifically when it comes to our online course offerings. Although Merritt College had a steady drop in enrollment from 22.8K in 2016-1017 to 19.6K in 2019-20, the Communication Dept. at Merritt saw steady growth, from 1293 students in 2016-17 to 1875 students in 2019-20. Along with our growth in enrollment, the Comm Dept. has maintained high productivity. Our low point in terms of productivity was in 2017-18 (17.2). Every other academic year between 2016-17 until 2019-20, we have been at our above 18.6. Comm has seen our highest productivity during Summer, with 26.1 in 2018-19 and 21.5 in Summer 2017-18.

Improvements in Completion and Retention rates:

Over the last three academic years (2017-2020), the Communication Dept. completion and retention rates have increased, specifically for Black/African-American, Hispanic/Latino, and Male students. (See attached Document:

Communication Dept. Improvements in Completion Retention 2017-2020" with charts)

We want to grow the number of COMMUNICATION AA-T Degrees

With all of our growth, we have not seen this same increase in the number of students completing the COMMUNICATION AA-T Degree. The most COMM AA-T degrees completed was in 2018-19 (8 degrees granted).

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

The Communication faculty discuss specific exercises and assignments we practice in each of our classes, relevant to the specific PLOs for our major. Please find our PLO mapping to each of our courses attached (Document titled: "Communication Program Level Outcomes Mapping"). This provides a summary overview of how these PLOs are alive, taught, and shared in our classes. The specific exercises and assignments we discuss in our monthly discipline meetings provide the ways in which we assess these.

The Communication Program is up to date on all but 2 Comm 6 SLOs (which should be completed by the end of October).

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the [ILOs](#).

As in past years, the Communication Discipline has learned a great deal from both our SLO and PLO assessments. We have regular and ongoing dialogue regarding assessment at our monthly discipline meetings, where all faculty share the assignments used to assess both SLOs and PLOs. Because public speaking is a required PLO and SLO for Communication, we had been asking for a Communication Lab, where we could support students to improve public speaking skills for at least several cycles beginning before the year 2000. Recently, we have instead worked with the Learning Center to train their tutors in how to provide assistance to students in planning for and practicing their speeches.

Outside of the SLO and PLO assessment process, as part of our monthly meetings, we have discussed the increase in the number of students in our classes who speak English as a 2nd (or at times 3rd or 4th) language. We recognize that we need to create a non-credit bridge public speaking class for students who do not yet feel ready to deliver a public speech in English.

Also, outside of the SLO and PLO assessment process, we recognize the need for our department to reach out to high school students and students just starting their programs at Merritt to let them know about the Communication AA-T.

The following item is for instructional programs only

Discuss how your PLOs align with the [ILOs](#).

Our PLOs are mapped to the ILOs in CurriQunet. I have also provided a copy of this mapping in the attached document titled: "[Program Mapping PLOs to ILOs – Communication Discipline.](#)"

V. Curriculum

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

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

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

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

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

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

Curriculum Review

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

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

Modifications

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

Course Number	Course Title	Reviewer
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace
COMM 10	Gender and Communication	Nghiem Thai
COMM 3	Introduction to Human Communication	Nghiem Thai
COMM 45	Public Speaking	Nghiem Thai

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

Program Title	Program Type	Reviewer
Administration of Justice: Police Science	AA Degree	Elaine Wallace
Communication	AA-T Degree	LaShaune Fitch

Deactivations

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

Course Number	Course Title	Reviewer
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace
COMM 18	Aging & Communication	Nghiem Thai
COMM 13	Ethnic Perceptions in Mass Media	Nghiem Thai

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

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

Curriculum Improvement

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

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

- The Communication dept. is working on a partnership with NBC. NBC wants to increase the percentage of underrepresented populations in their newsrooms across the board to 50%. We are asking for guest lectures, student mentoring towards internships and jobs in media, and workshops.
- We have completed our 2-year Communication AA-T map. In our efforts to increase student success for those who take a longer pathway to graduation, we will work on our 3-year and 4-year program maps towards a Communication AA-T
- Communication Faculty discuss both Program Level Outcomes and how these are achieved in each of our courses at our monthly discipline meetings.
- Starting at our November, 2020 meeting, the Communication Faculty Discipline Meetings will include a discussion of how we can decrease achievement gaps for males, Black/African-American, and Hispanic/Latino students as we move forward

Curriculum Development

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

Title	Description	Justification	Anticipated Effective Term
Beginning Spelunking	Introductory activity class on basic practices, equipment, and safety considerations in the exploration of caves	[Assessment data, student demand or need, academic/occupational knowledge or skills not taught in existing curricula, program requirements, community or industry partnerships, grant funding, etc.]	Fall 2022
Ethnic Perceptions in Mass Media	A focus on stereotyping, systematic bias and annihilation, as well as positive changes in media	Students express a desire for more media studies classes, UCB has only a media studies major (no speech comm major), this will work well with our partnership with NBC and preparing students for work in media	Spring 2022

Argumentation	Adding this course provides students with an option for LIST A in the AA-T degree, while also preparing them for careers in Law, Media, Business, and Politics	This is a CORE COURSE at most CSUs, including CSUEB (where many of our students transfer). We believe this will increase Comm majors, graduates and transfers	Spring 2022
NON Credit Public Speaking Course	Bridge course for students who speak English as a 2 nd (or 3 rd or 4 th) language and want to practice speaking before taking the class for credit	Provides students who may not feel confident in their English speaking skills with a bridge course to prepare for Comm 45	Spring 2022

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

Title	Description	Justification	Anticipated Effective Term
Outdoor Recreational Activities Not for the Faint of Heart	Certificate of achievement to train daredevil students seeking a lifetime of adrenaline rushes in the great outdoors. Courses include bungee jumping, rock climbing, sky diving, spelunking, and ziplining.	[Basic skills, occupational, or transfer pathways; advisory board recommendations or LMI data; community or industry partnerships; grant funding, etc.]	Fall 2022
Allied Health or Nursing Preparation (Interdisciplinary with Comm 20)	Certificate to capture the hundreds (perhaps more) students who come back to Merritt to take pre-reqs for Nursing and other Allied Health degree transfers	Completed Certificates earn the college cash. We already have likely 1000 students completing these courses. We need to capture this in a certificate, to qualify for the student centered funding formula	ASAP in collaboration with Biology, Psych, English, etc.

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

VI. Funded Resources

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

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
Early-Alert support for students	No			No. Students who are missing class and assignments early in the semester are not getting outside help.
Staff support to notify students in online and remote courses when they fail to show up or hand in work. This was very helpful when it was in place	No			No. Students who are missing class and assignments early in the semester are not getting outside help.
Facilitate improvement of online teaching methods and student engagement strategies	Yes! College-Wide	?	?	Instructors are receiving workshops, instruction, and technical help to improve online teaching methods and engagement strategies
Supplies	Yes		\$500	Able to get much-needed classroom supplies to improve delivery of face-to-face and hybrid online instruction

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID- 19 Related (Yes/No)

Resource Requests (Non-Personnel)

Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or Periodicals
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
Supplies: Non-Instructional or OTHER	Brochures to advertise the COMMUNICATION AA-T. Increasing Communication AA-T graduates by even one person will result in nearly enough to pay for these brochures in full.	1000	1	No
Supplies: Instructional	Assuming we go back to face-to-face classes in 2021-2022, we will need classroom supplies for basic teaching strategies	500	3	No
Technology & Equipment: Replacement	Desktop in A201 too old to function.	800	2	No
Technology & Equipment: Replacement	Printer in A201 too old to function	500	5	No
Other	Guest speaker honorarium for a Communication Career Day	500	4	No

VIII. Participants

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

Hilary Altman

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