



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

Community Social Services / Substance Abuse (COSER)

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 Program SOC

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 Community Social Services/Substance Abuse associate degree and certificate of achievement program is designed to prepare students for employment in entry-level paraprofessional positions providing counseling, case management, crisis management, and relapse prevention services to substance abuse clients. The program also offers further training for persons already employed in the field. The program requirements comply with CAADE (California Association on Alcohol and Drug Education) guidelines. Community Social Services/Substance Abuse is offered both for the Associate of Arts degree and the Certificate of Achievement.

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
Full-time faculty – Ronald L. Moss	Faculty	Full-Time
Part-time Staff Assistant – Econzi Musa	Staff Assistant	Part-Time

III. 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.

Peralta District Strategic Goals

- 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.

Merritt College Strategic Goals

- 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.
Evaluate, revise, and update all COSER courses	IP	M1, M4	P3	
Implement ongoing process for assessment and review of instructional pedagogy.	IP		P4	
Strengthen program and curriculum planning process based upon current data.	IP	M1, M4	P1	
Align the future direction of the COSER program with industry changes and develop strategies to address the changes in industry and professional standards.	NEW	M4	P2	
Ensure that COSER fosters student retention and completion rates that align with college completion rates.	New	M1	P5	

IV. Facilities Utilization

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

Assigned classrooms are P-307 and P-301. The other spaces needed are on the program review request. P-112 is currently closed due to COVID-19 forcing the district to a remote learning process; however, upon return to the campus, P-112 is the new space where the COSER reentry and student academic success plan will be initiated. COSER also uses the college's Newton/Seale room for outreach and recruitment events.

V. 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:

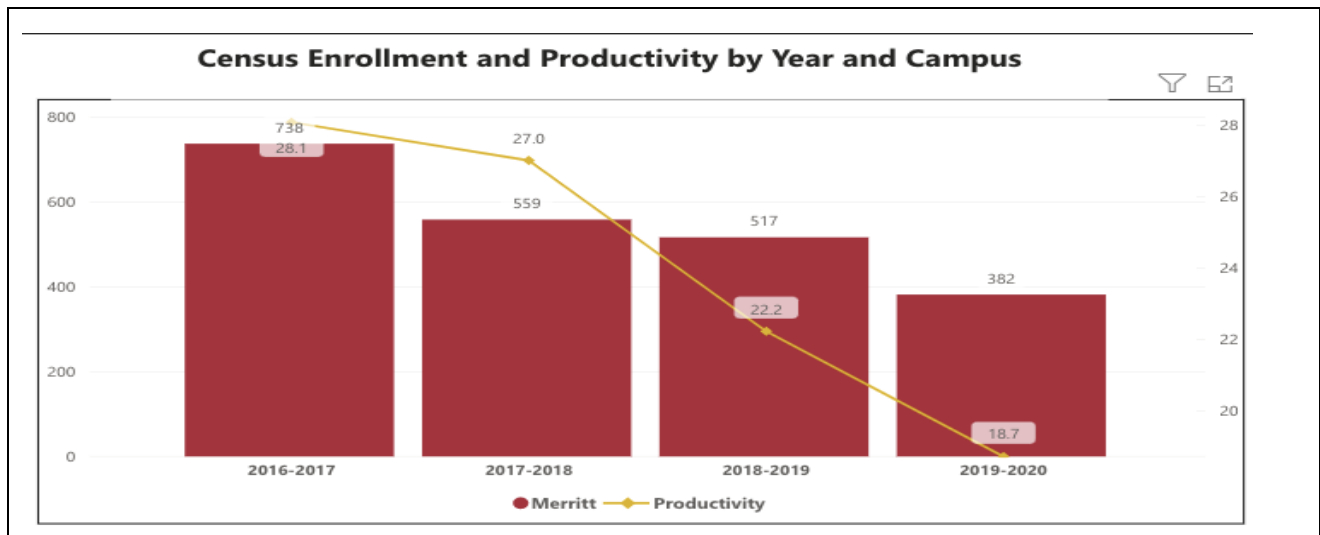
- [Course Completion and Retention Rates Dashboard – Instruction](#)
- [Course Completion and Retention Rates Dashboard – Student Services](#)
- [Enrollment Trend and Productivity Dashboard](#)
- [Degrees and Certificates Dashboard](#)

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](#))



Although the college enrollment has remained relatively stable for the three-year period between 2017-18 and 2019-20 the Merritt College productivity dropped from 16.3 to 15.5. While the COSER program enrollment in that same period dropped, the productivity of the program remained significantly higher than the college productivity. The COSER FTES for 2017-18 was 88.97, COSER productivity was 27% with an enrollment cap of 200. Similarly, COSER FTES for 2018-19 was 77.97, productivity was 22.2%. Again, the enrollment cap was between 150-200. In the 2019-20 school year, COSER FTES was 51.8%, productivity was 18.7%.

The enrollment cap was recently reduced from 200 to a current enrollment number of 50. Previously, COSER had large class sizes that utilized primarily a lecture format with standardized multiple-choice tests. As a result, one program outcome was a high rate of incompletes. This negative outcome demanded a reevaluation of the method(s) of instruction and a more comprehensive, student-centered approach. The use of the Canvas Learning Management System and changes to a multi-modal classroom pedagogy and organization methods are expected to increase completion rates. The new COSER Staff Assistant has been tasked with drilling down on accumulated data to identify gaps in student learning and assess student needs to refine the support mechanisms necessary to improve completion rates. In order to support student persistence to complete courses within the semester, the use of embedded tutoring, hands on technology training, group study, and peer reviews will be implemented in the COSER Reentry and Academic Success Center to increase student participation and support to improve student participation and completion rates.

Over the past three years, there has been a significant drop in enrollment. Possible factors might be a robust economy, which tends to contribute to a decline in enrollment when people are working. Additionally, the Citizens 4 Education (C4E) program, which helped build COSER enrollment by recruiting and enrolling formerly incarcerated students has shuttered. A program focus for the 2020-21 school year will be to conduct a review to determine how best to increase enrollment. Historically, COSER has never advertised or recruited students, so preliminary thoughts include an outreach and enrollment initiative.

Course Completion and Retention Rates by Subject

Academic Year	Gender	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2017-2018	F	73	274	67.5%	67.5%	93.4%	93.4%
2017-2018	M	68	282	57.8%	57.8%	86.9%	86.9%
2018-2019	F	69	268	70.9%	70.9%	91.0%	91.0%
2018-2019	M	60	249	44.2%	44.2%	64.7%	64.7%
Total		219	1073	60.4%	60.4%	84.4%	84.4%

Academic Year	Age	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2017-2018	30-34	19	64	60.9%	60.9%	81.3%	81.3%
2017-2018	35-54	68	287	60.3%	60.3%	88.9%	88.9%
2017-2018	55-64	29	113	71.7%	71.7%	98.2%	98.2%
2017-2018	65 & Above	10	31	71.0%	71.0%	90.3%	90.3%
2018-2019	19-24	7	10	20.0%	20.0%	80.0%	80.0%
2018-2019	25-29	10	37	83.8%	83.8%	91.9%	91.9%
2018-2019	30-34	10	41	63.4%	63.4%	92.7%	92.7%
2018-2019	35-54	58	252	60.7%	60.7%	77.8%	77.8%
2018-2019	55-64	35	153	56.2%	56.2%	79.7%	79.7%
2018-2019	65 & Above	6	19	5.3%	5.3%	26.3%	26.3%

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2017-2018	Black / African American	57	234	53.0%	53.0%	84.6%	84.6%
2017-2018	Hispanic / Latino	25	107	65.4%	65.4%	91.6%	91.6%
2017-2018	Unknown / NR	21	72	68.1%	68.1%	95.8%	95.8%
2017-2018	White	29	100	63.0%	63.0%	95.0%	95.0%
2018-2019	Asian	6	19	42.1%	42.1%	89.5%	89.5%
2018-2019	Black / African American	54	220	56.4%	56.4%	75.5%	75.5%
2018-2019	Hispanic / Latino	26	103	58.3%	58.3%	83.5%	83.5%
2018-2019	Two or More	9	40	80.0%	80.0%	90.0%	90.0%
2018-2019	Unknown / NR	11	48	60.4%	60.4%	83.3%	83.3%
2018-2019	White	19	71	45.1%	45.1%	62.0%	62.0%

Course Completion and Retention Rates by Subject

Academic Year	Gender	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	F	65	237	65.4%	73.5%	87.8%	86.3%
2019-2020	M	40	141	53.9%	66.1%	87.9%	85.2%
Total		105	378	61.1%	70.9%	87.8%	85.9%

Academic Year	Age	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	25-29	10	28	39.3%	50.0%	92.9%	90.9%
2019-2020	30-34	14	54	57.4%	66.0%	75.9%	72.3%
2019-2020	35-54	49	174	63.2%	72.4%	85.6%	83.6%
2019-2020	55-64	24	103	68.9%	78.0%	95.1%	94.5%

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	Black / African American	38	138	55.8%	67.5%	87.7%	85.1%
2019-2020	Hispanic / Latino	23	78	57.7%	71.4%	83.3%	79.4%
2019-2020	Two or More	6	29	62.1%	62.1%	79.3%	79.3%
2019-2020	Unknown / NR	17	61	67.2%	70.7%	93.4%	93.1%
2019-2020	White	15	52	71.2%	82.2%	96.2%	95.6%

From 2017-18 to 2019-20, the Merritt College completion rate ranges from 67% to 70%. During the same timeframe, the retention rate goes from 81% to 88%. COSER has no summer classes, so the data includes only spring and fall. The completion rate for COSER for the last two years is 60.6%. The goal is to increase the COSER completion rate to align with the COSER retention rates of approximately 81% to 88%. The COSER retention rate is on par with the overall college retention rates of 84.8% over the last three years. The COSER 2019-20 school year enrollment is (f) 237 to (m) 141; completion rates is (f) 65.4% to (m) 53.9%; and retention rates (f) 92.9% to (m) 75.9%--consistently demonstrates that female (f) students tend to do better than male (m) students in the COSER Program. There was one class in particular where completed rates were disproportionately impacted. Liability concerns, due to the COVID-19 pandemic, made it difficult for many students to complete their field experience internship course for Spring 2020. This is believed to be a major factor in the low completion rate of 31%.

The three-year goal is to increase COSER completion rates to align with college, district, and state standards. Underlying factors that are believed to contribute to lower completion rates are: substance abuse recovery issues, and ongoing financial concerns. In many cases, an incarceration history causes difficulty transitioning to an academic program with a client centered focus. There are three age groups in the COSER program with low completion rates: ages 19-24 at 20% completion, ages 25 to 29 with 39% completion, and ages 55 to 64 at with

56% completion. To improve COSER completion rates, the department is developing and implementing the new COSER Reentry and Academic Success Center.

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).

For the previous two years, the focus has been on bringing COSER SLO assessment and courses modifications up to date. The COSER program now has a culture of on-going assessment. One full time faculty is responsible for assessing all COSER courses every three years. As of fall 2020, all SLO assessments are up to date. The focus for the 2020-2021 academic year is to review and assess the two COSER programs so that PLOs are up to date.

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](#).

The faculty instructor for COSER has been in ongoing conversations with the Human Development Chair of Chairs and the COSER program staff. The COSER Faculty Instructor, Staff Assistant, and Student Worker convenes ongoing department meetings to identify student learning gaps and unmet student needs that have gone unaddressed and hinder student academic achievement and completion. The focus is to improve student completion rates by determining how to better address and meet student's unmet academic needs. Processes, i.e. early alert, tutoring, book loans, and access to technology are being implemented in the COSER Reentry and Academic Success Center, where students will have access to personnel and academic resources.

A Student Personnel Services Specialist has not been hired yet; however, the COSER Staff Assistant position has been filled and a SWF student worker has been hired. These three positions have developed and will maintain the day to day operation of the COSER Reentry and Academic Success Center so that students' needs are met.

Many COSER students frequent the center because they have difficulty with knowledge of basic English and writing skills and the efficient use of the technology. The COSER Reentry and Academic Success Center has been set up with an embedded tutor, from the Learning Center, to provide basic writing skills and technology tutoring and support. COSER course specific tutoring, group study facilitation, and Canvas technology navigation and support is provided by the SWF student worker who is a graduate of the program.

The COSER Staff Assistant convenes office hours to meet with students to identify unmet needs and assist them with identifying campus and community services that support academic *and* unmet personal needs that hinder successful completion of the program. The COSER Staff Assistant will also provide information to COSER students about programs and services, facilitate workshops, and create advising guides that provide assistance with understanding the process of applying for and following through with the completion and submission of applications for permits, licenses and certificates.

The Staff assistant also meets with representatives from college counseling, the learning center, and student services as needed to link COSER students to services and collect and compile statistical data for a variety of documents and reports that will allow the COSER Faculty Instructor to make data driven decisions about program improvement and improving student completion rates.

The following item is for instructional programs only

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

Upon successful completion of the COSER program, students will be able to:

1. Apply knowledge of mental health/human service trends, issues and regulations to inpatient, outpatient and other programs within the human services delivery system.
2. Display appropriate communication and interpersonal skills through active listening, sensitivity and effective responses to both verbal and non-verbal behavior
3. Demonstrate appropriate professional behavior (e.g. timeliness) and interpersonal skills such as teamwork, leadership, and cultural diversity.
4. Establish rapport with clients, gather information about the conditions that bring clients in for a service, and refer clients to appropriate resources.

Assessment of COSER PLOs are used to evaluate PLO alignment with Merritt College ILOs.

The below entries briefly describe at least one way in which COSER PLOs align with Merritt College ILOs

COMMUNICATION

Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.

COSER PLOs use assessment methods that require written skills and oral skills. Students are required to present to the class, at least once per semester, on a variety of industry and / or discipline related topics.

CRITICAL THINKING

Think critically using appropriate methods of reasoning to evaluate ideas, identify, and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.

COSER PLOs require students to think critically to resolve problems that inevitably arise when working with clients in agencies that serve people with substance use disorders and their families.

QUANTITATIVE REASONING

Apply college-level mathematical reasoning to analyze and explain real world issues and to interpret and construct graphs, charts, and tables.

COSER PLOs require students to utilize industry statistics to maintain current knowledge of changes in substances of abuse, demographics, and trends of use. Understanding these data, that pertain to how changes in diverse demographics reflect environmental and socio-economic shifts in substance use and abuse, is critical to effectively intervene with an ever-evolving substance using population and their families.

CULTURAL AWARENESS

Through a knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.

COSER PLOs require both instructors and students to use a diverse multicultural lens to explore and study the course content. The COSER “Working with Diverse Populations” course is a curriculum requirement that conducts an in-depth exploration of this ILO in specific detail.

CIVIC ENGAGEMENT AND ETHICS

Internalize and exhibit ethical values and behaviors that address self- respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

COSER PLOs are aligned with the National Association for Alcoholism and Drug Abuse Counselors (NAADAC) Code of Ethics. Ethical professionalism is an ongoing discussion in COSER and is the foundation on which all course instruction is based.

INFORMATION AND COMPUTER LITERACY

Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.

COSER PLOs align: The industry requires electronic data entry, so students are required to use technology. To prepare our students, COSER has made available to students the latest technological resources, i.e. computers with webcams for documenting digital evaluations and software for assessment, documentation, and record keeping.

VI. 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
COSER 10	Community Resources and Social Policy	R. Moss
COSER 16B	Communication: Families in Crisis	R. Moss
COSER 20	Group Dynamics: Working with Small Groups	R. Moss
COSER 21	Psychology/Pharmacology of Drugs of Abuse	R. Moss
COSER 22	Social Psychology of Substance/Drug Abuse	R. Moss
COSER 25	Maintaining Sobriety and Relapse Prevention	R. Moss
COSER 26	Case Management for Substance Abuse Paraprofessionals	R. Moss
COSER 27	Crisis Management for Substance Abuse	R. Moss
COSER 28	Co-Occurring Disorders: Mental Illness and Drug Abuse	R. Moss
COSER 29	Working with Diverse Populations	R. Moss
COSER40	Community Social Services Field Experience	R. Moss
COSER 42	Counseling Skills and Substance Abuse	R. Moss

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

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
COSER 40	Field Experience	Moss / 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
N/A		

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.*

COSER 40 Field Experience has been updated to a cooperative education course (COSER 476C). Many COSER students are already employed and come to the COSER program in need of a mandatory state certification to continue employment. Historically, COSER 40 has not allowed students who work in the industry to apply paid work hours to the eight (8) hour weekly field experience requirement. Hence, COSER 40 is being updated to a cooperative education course, which allows students, who are already employed in the industry, to receive eight (8) hours academic credit per week that fulfill COSER’s experiential learning requirement. Eight (8) field experience hours per week is the previously approved COSER program field experience hours for satisfactory course completion, and eight (8) cooperative education employment hours per week will satisfy this requirement.

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
COSER 41	Substance Abuse and the Law	State Licensing requirement	Fall22

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
N/A			

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

VII. 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
Replacement computer in P307: The smart classroom for COSER is regularly used for instructional and visual aids i.e. PowerPoint, overheads, and videos. The iMac desktop computer, that is currently in service, no longer accepts software updates and needs to be upgraded / replaced.	No			
Two laptops are needed as back up for personal tutoring and instruction when there is a need for more than four computer terminals. Additionally, the 2 student workers can utilize these systems to continue developing tracking systems of student participation and grades that will be used as an early alert system for identifying students who are struggling early, so tutoring and an academic support intervention can be implemented.	Yes	SWF		
Facilities COSER is seeking to expand academic services and support in the following ways: 1. Reallocated room P112 in the P building for the COSER Reentry and Academic Success Center	Yes	N/A P-112 is a converted storage area.		
A .5 student worker will facilitate study groups, teach new reentry students how to use technology and address the dearth in basic writing skills and prepare students to effectively complete more complex learning tasks than result in higher completion rates.	Yes	SWF		

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
<p>A 1.0 Student Personnel Services Specialist will:</p> <ol style="list-style-type: none"> 1. Will be the first point of contact and the primary support for new student enrollment and provide immediate familiarization with campus resources and access. 2. Work directly with the COSER Staff Assistant to coordinate outreach services to increase enrollment. 3. Will work with COSER faculty to ensure program processes are being properly developed, implemented, monitored and followed. 4. Will maintain the upkeep of space and student computers and, working directly with the information provided by the student workers and Staff assistant, will develop a system to collect, input, and track data pertaining to student progress and daily use of services. 	Partially Funded	SWF		Remains pending due to COVID-19

VIII. Resource Requests

In the tables below, please add resource requests for your program for the **2021-22 fiscal year**. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request ('1' indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table ([how to add rows](#)).

Personnel Resource Requests

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)
50% Staff Assistant TYPE: Personnel - Classified Staff AMOUNT: \$53,408	A .5 staff assistant to run the COSER certificate support program	50%	\$23,408	\$30,000	\$53,408	1	
Student worker TYPE: Personnel - Student Worker AMOUNT: \$10,000	One Clerical Aid III 20 hours per week. This student worker assists students in the COSER Academic Success Center with course content tutoring and technical computer support for accessing the COSER Canvas website. Directs students to department and college resources, and community resources and performs other office duties such as answering phones, email, greeting visitors and faculty and co-chair support of the department.	50%	\$10,000	N/A	\$10,000	1	No
Student Personnel Services Specialist	Will be first point of contact in the COSER Academic Success Center. Will perform campus and community recruitment and outreach activities, mentor students on academic and career objectives and the development of job ready materials, i.e. resumes, job ready attitudes, interviewing techniques and test preparation skills. Establish and maintain database and tracking of COSER student class and program participation. Assist with preparing and maintaining various College, District, and State reports. Will work with individual students and small groups with a special emphasis on preparing to successfully reenter the community and the world of work. Identifies and refers students to employment opportunities and related campus and community	100%	\$48, 509.76 (Job code 139) (Range 61) (Step C [2]) https://web.peralta.edu/hr/files/2020/06/Local-1021-Salary-Schedule-Effective-7-1-2019.pdf	\$30,000	\$78,510	1	No

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)
	services. https://web.peralta.edu/hr/files/2012/10/Student-Personnel-Services-Specialist-JD.pdf						

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)
Professional Development	CEU courses, industry and pedagogy conferences	\$5000	1	No
Instructional Supplies	27-inch iMac Desk Computer and software for P307 smart classroom	3000	1	No
Textbooks	Spring 21 and Fall 22 textbooks for COSER book loan program (Spr21 COSER - 16B, 20, 27; Fall22 – COSER 10, 26, 28)	TBD	1	No

IX. Participants

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

Ronald L. Moss

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