



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](mailto: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](mailto:anichols@peralta.edu))

Division 2 – Laura Forlin ([lforlin@peralta.edu](mailto:lforlin@peralta.edu))

Division 3 – Heather Casale ([hcasale@peralta.edu](mailto:hcasale@peralta.edu)).

If you have questions regarding the curriculum section, please contact Nghiem Thai ([nthai@peralta.edu](mailto: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.

| <b>Metric</b>               | <b>Definition</b>  | <b>Set Standard</b>              |
|-----------------------------|--|----------------------------------|
| 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  |
| <b>Gender</b>                         |         |         |         |
| Female                                | 64%     | 64%     | 63%     |
| Male                                  | 34%     | 34%     | 34%     |
| Decline to State/<br>Unknown          | 2%      | 2%      | 3%      |
| <b>Race/Ethnicity</b>                 |         |         |         |
| 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%     |
| <b>Age</b>                            |         |         |         |
| 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<br>(Duplicated Count) | 33,288  | 33,637  | 32,928   |
| Overall Success Rate                   | 70%     | 70%     | 68%      |
| <b>Gender</b>                          |         |         |          |
| Female                                 | 70%     | 70%     | 69%      |
| Male                                   | 69%     | 69%     | 66%      |
| Decline to State/<br>Unknown           | 77%     | 74%     | 64%      |
| <b>Race/Ethnicity</b>                  |         |         |          |
| 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%      |
| <b>Age</b>                             |         |         |          |
| 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 goal of distance education is to promote the delivery of online and hybrid distance learning courses that meet the educational needs of our students, by using innovative and accommodative technology, and good teaching practices by well-trained faculty members.

### 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     |
|--|-------------------------|-----------|
| Monica Ambalal: DE Coordinator   | All members are faculty | Full time |
| Danae Martinez and Adoria Williams<br>(Spring/Summer 2020 DE tech assists paid through college – not associated with EDT)  |                         | Part time |
| James Marteney, Xavier Gomez, and Alexis Alexander (EDT courses)   |                         | Part time |
| <p><i>Note: DE Coordinator position is currently a .4 reassignment, paid for with district funds. For Fall 2020 it has been renamed a 1.0 reassign time for one semester due to the need of assistance with DE due to COVID and remote teaching and funds are provided by both Merritt College and district.</i></p> |                         |           |

### 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.

| <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.                                    | <b>Completion</b> - Increase number of degrees and certificates by 20% over the next 5 years.      |
| M2.                                    | <b>Transfer</b> - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years). |
| M3.                                    | <b>Time to Completion</b> - Reduce the number of excess units earned by students.                  |
| M4.                                    | <b>Employment</b> - Maintain at least 82% of students attaining employment in the field of study.  |
| M5.                                    | <b>Equity</b> - 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<br>(C, IP,<br>NA,<br>NEW) | Applicable<br>College<br>Goal(s) | Applicable<br>District<br>Goal(s) | If completed, describe<br>supporting evidence,<br>including measurements of<br>achievements.  |
|--|----------------------------------|----------------------------------|-----------------------------------|---|
| We created separate Student and Faculty Distance education websites in 8/2018 with Susan May | C                                | M 5                              | P1                                | -Status: completed and currently being reworked by Merritt College web design team to update names, contact information, and EDT courses offered for 2020 |

|  |          |            |            |   |
|--|----------|------------|------------|---|
| <p>Established process to add tutors/observers/evaluators/DSPS support to online courses (completed 12/2018)</p> | <p>C</p> | <p>M 1</p> | <p>P 4</p> | <p>-Follow-up: Website data shows students and faculty are viewing these pages to receive the Canvas helpline and to find how to connect with DE assistance</p> <p>-Status: fully implemented and working for the past year</p> <p>-Follow-up: Instructors and the director of campus evaluations (Inga Marciulionis) are writing to inquire about processes. A <a href="#">Canvas page</a> for instructors was crafted to assist with the online evaluation process in 2019.</p> |
| <p>Transitioned Learning Management Systems from Moodle to Canvas Spring 2019</p>                                | <p>C</p> | <p>M 5</p> | <p>P 5</p> | <p>-Status: Fully implemented as of Spring 2020 with help of district IT team</p> <p>-Follow up: Tim and Srujana are no longer taking requests for transitions but they do receive some in rare instances – it is up to the discretion of the IT team and the availability of the data if they can make these requests.</p>   |
| <p>We hired Monica Ambalal to replace the outgoing distance education coordinator Alexis Alexander (2018)</p>    | <p>C</p> | <p>M 2</p> | <p>P 5</p> | <p>-Follow-up: Monica is hired for 0.4 and with a special exception for 1.0 for Fall 2020 due to remote teaching emergency plans. In addition, she is chair of DE and overseas recommendations for EDT courses, and she serves as the DE Coordinator at Merritt College.</p>  |

|   |           |            |            |   |
|---|-----------|------------|------------|---|
| <p>Increase online course retention/success and completion rates to reach the rates in face-to-face courses</p> | <p>IP</p> | <p>M 5</p> | <p>P 1</p> | <p>Status: summer 2019 saw an increase in success with an average of 72-78% retention – we still need comparison data for Summer 2020 moving forward to see the possibilities of why these percentages increased however I attribute it to the numbers of college students moving home to the Bay Area from their home colleges during the summer</p> <p>-Follow-up: in 2019-2020 19% of our online courses made up total courses offered at Peralta and 25% of Merritt College courses were offered completely online.</p> |
| <p>Requesting Membership into the CVC-OEI Consortium Cohort</p>   | <p>IP</p> | <p>M 2</p> | <p>P 2</p> | <p>-Status: We have been accepted in Spring of 2020 and are awaiting further contact from CVC-OEI representatives</p> <p>-Follow-up: Due to the COVID and remote teaching in place CVC has decided to accept all applicants from last year's application cycle. We just approved a 'trust relationship' with our college and Instructure with CVC supporting our interests (8/14/2020)</p>  |
| <p>Achieving equity gaps of African-American and LatinX students in online platforms</p>                        | <p>IP</p> | <p>M 5</p> | <p>P 1</p> | <p>Status: Ongoing. This year's data shows our African-American students (59% success) and Hispanic students (66%) are performing lower online in comparison to other communities on campus.</p>  |

| Race/Ethnicity   | Peralta CCD       |              | Merritt College   |              |
|------------------|-------------------|--------------|-------------------|--------------|
|                  | Graded Enrollment | Success Rate | Graded Enrollment | Success Rate |
| African-American | 13,285            | 57%          | 2,732             | 59%          |
| Asian            | 20,715            | 81%          | 2,264             | 82%          |
| Hispanic         | 16,527            | 65%          | 3,060             | 66%          |
| Native American  | 107               | 56%          | 21                | 70%          |
| Pacific Islander | 311               | 64%          | 39                | 70%          |
| Two or More      | 5,308             | 67%          | 825               | 66%          |
| Unknown          | 1,109             | 69%          | 253               | 64%          |
| White            | 10,438            | 75%          | 1,324             | 79%          |
| <b>Total</b>     | <b>67,800</b>     | <b>70%</b>   | <b>10,518</b>     | <b>69%</b>   |

Follow-up: Consider data for face-to-face vs. online of the same data pool for next year. See attached table 2019-2020. These will be a mix of online and face-to-face classes, including classes forced to move online learning platforms during COVID.

#### IV. Facilities Utilization

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

- Since 2018, the tutoring center and the library, the Learning Resources Center, computer labs on campus, and our counseling staff has all grouped together to help students and staff with using Canvas and transitioning to online learning platforms – Canvas.
- A note should be made here about the Student Services center – they provided drop in hours at the beginning of the semesters to ensure students could log on Canvas and retrieve passwords
- In 2019, Monica Ambalal began to offer regular DE office hours and drop-in sessions in A117. She also hosted 3 training sessions in 2-3 hours segments in Fall.
- In Spring 2020 Monica hosted a series of emergency trainings for Canvas in March before we transitioned to a fully online campus
- During the Spring 2020 shift to online, 8 tech assists were hired to offer immediate daily assistance through Zoom only
- In Summer 2020 Adoria Williams and Danae Martinez acted as summer DE tech assists and Monica Ambalal continued working from spring until July 26, 2020. All of this work was completed through Zoom, Big Blue Button, and email – with some phone conversations.

#### 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](#))

#### **Gaps in Retention: DE**

- Online course retention jumped from 77% in 2018-2019 to 79% in 2019-2020
- The data shows students in 2018-2019 showed retention of 77% for online courses while face-to-face reported slightly higher data at 79% retention.
- In 2019-2020, the numbers flipped to reflect that students in online courses showed a 79% retention and face-to-face declined to a 76%
- Follow up: while this is not an extremely significant change, I believe we should consider the fact that many instructors and students were made to go online in Sp 2020 without having completed online training – this fact skews raw data as there is no way to track which students were learning in a traditional setting, and we understand that testing, methods of instruction, and ways of learning were interrupted and changed. I recommend researching data and comparing the statistics for the 2020/2021 school year to these to truly understand any shifts and consider reasoning how/why.
- Equity gaps must be considered. Our African-American students showed a 53% completion rate with LatinX communities listed at 59%, and Caucasian students at a 75% for 2019/2020.
- To do: To increase online student retention, we propose participating in the Starfish program and requesting updates to that app so students may receive emails to their direct email accounts (Gmail etc).

### Gaps in Success Rates: Distance Education

- The overall online student success rate at Merritt College declined by 1% between 2017 – 2020 (from 70% to 69%)
- Our highest achieving students are Asian at 82% with African-American students achieving 23% less
- An increased awareness of disparities among success rates will allow Merritt College to make thoughtful decisions about growing its distance education program.
- We suggest confirming and adopting processes for course review as well as creating and facilitating professional development to address disparate success rates. (See 2017/2018 – 2019/2020 below):

| Race/Ethnicity   | Peralta CCD       |              | Merritt College   |              |
|------------------|-------------------|--------------|-------------------|--------------|
|                  | Graded Enrollment | Success Rate | Graded Enrollment | Success Rate |
| African-American | 13,285            | 57%          | 2,732             | 59%          |
| Asian            | 20,715            | 81%          | 2,264             | 82%          |
| Hispanic         | 16,527            | 65%          | 3,060             | 66%          |
| Native American  | 107               | 56%          | 21                | 70%          |
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| Two or More      | 5,308             | 67%          | 825               | 66%          |
| Unknown          | 1,109             | 69%          | 253               | 64%          |
| White            | 10,438            | 75%          | 1,324             | 79%          |
| <b>Total</b>     | <b>67,800</b>     | <b>70%</b>   | <b>10,518</b>     | <b>69%</b>   |

- The DSPS population achieved a slightly higher success rate from 66% in 2017/2018 to 68% in 2019/2020. We attribute this to the resources and DSPS awareness provided by the Merritt Student center and counseling departments.
- First generation students maintained a 68% success rate from the 2017/2018 school year to 2019/2020
- Our highest success rates by age are in the 0-17 group (87% success) who likely have a comfort with technology and are able to successfully use Canvas apps on their phone - however it should be noted not all students in that age group have access to Internet. The lowest performing age group for online classes is 25-29 (66% success).
- The success for people identifying as women declined by 2% for female students in 2020. This can be attributed to many women with children being identified as primary caretakers of children and parents who have now been forced to learn online while maintaining care of another person– however a survey will need to be conducted to prove this speculation.
- To help remedy this data, Merritt College needs to improve education for instructors who are new to online learning. There should be funding provided for training, and all members of the college student services teams need to assist in creating the awareness of digital redlining, the gender imbalances in the home environment, and the inequity of access for students of color.

### Gaps in Retention: EDT

- Data for EDT enrollment is skewed as the primary reason for enrollment prior to March 2020 was due to instructors who generally wanted to learn Canvas vs. teachers who enrolled in EDT after March 2020 due to the requirements to teach online.

- I propose we wait until the next APU cycle to analyze data. The primary concerns will be: retention of faculty, consideration of student vs. faculty enrollment in EDT, and

**Gaps in Success: EDT**

- 38% completion rate reported for 2019/2020 compared to the 74% in 2018/2019
- In 2018/2019 EDT 1 showed the highest enrollment and completion rates with 92% compared to any other class offered. EDT 5 reflects the lowest at 58%.

\*Note that success rates continue to grow since the 2016/2017 school year.

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 SLO's in the EDT areas are in the process of being updated. They have since been assigned to Alexis Alexander and Xavier Gomez (Fall 2020)
- Due to our lack of classes and regular cuts to EDT schedules in the past five years, the EDT certificate has not been as successful and program learning outcomes need to be developed beginning in Fall 2020.
- Monica Ambalal has just been placed as chair of EDT and has updated all courses in EDT to include curriculum updates, updates to texts and resources, and aligning SLOs to college and district goals.

**Current PLO's for Canvas Certificate**

1. Create interactive, online assignments that will promote critical thinking and active learning.
2. Create a variety of online course modules appropriate for given courses.
3. Demonstrate understanding of universal design and accessibility across the digital divide as well as section 508 accessibility.

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](#).

In progress (Fall 2020)

The following item is for instructional programs only

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

PLO 1 aligns with the district ILO “Critical thinking:” the idea of creating challenging online assignments is commensurate with the district mission of offering ‘real world’ experience for students.

PLO 2 aligns with ILO “Communication:” Students are taught how to design high-caliber, effective modules and unites that provide students with ample material that encourages success.

PLO 3 aligns with district ILO “Information and Computer Literacy:” In this class, students will be taught how to craft modules that specifically meet state LMS standards while using UDL and accessibility guidelines.

## 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 \(7<sup>th</sup> Edition\)](#), 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 |
|---------------|---|----------|
| N/A           | *Notes: all EDT courses have been updated for Fall 2020 |          |
|               |   |          |
|               |   |          |

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 |
|---------------|--------------|----------|
| N/A           |              |          |

### 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    |
|---------------|-----------------------|-------------|
| EDU 801       | Drupal Webpage Design | 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 |
|---------------|--------------|----------|
| 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**.

|  |
|--|
| <ol style="list-style-type: none"> <li>1. Merritt EDT program is being completely revamped in Curricunet to reflect updated texts, SLO alignment, and DE addendums for every class.</li> <li>2. Distance Ed committee with the help of Nathan Pellegrin (data specialist) continues to monitor our equity gaps and the areas where we need to keep attention to our underserved students.</li> <li>3. EDT chair is assigning SLOs to EDT faculty for Fall 2020.</li> </ol> |
|--|

### 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 |
|------------------------------------|---|---|----------------------------|
| EDT 8: Applying the CVC-OEI Rubric | This course teaches the 5 sections of the OEI rubric so faculty may have their courses peer-reviewed (POCR) and be full aligned to participate in the consortium. | All members of Peralta faculty interested in participating in the CVC-OEI will need training on rubric alignment. We anticipate being fully accepted and receiving resources from the | Fall 2022                  |

|  |   |   |             |
|--|---|---|-------------|
|  |   | organization by Spring 2021.  |             |
| EDT 502:<br>Introduction to<br>Online Learning | Basic introductory course that teaches students how to use LMS, and general computer, hardware, software, and LTIs needed to successfully learn online. | Fee-based and non-credit course reinstated due to the demonstrated need by both faculty and student populations to receive training in general computer training. | Summer 2021 |

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.

| <b>Title</b> | <b>Description</b> | <b>Justification</b> | <b>Anticipated Effective Term</b> |
|--------------|--------------------|----------------------|-----------------------------------|
| 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.

| <b>Brief description of resource request</b> | <b>Was request funded?<br/>(Yes or No)</b> | <b>Funding Source<br/>(Specify Fund or Grant)</b> | <b>Total Award Amount</b> | <b>Outcome/Accomplishment</b> |
|--|--|---|---------------------------|-------------------------------|
| N/A  |  |   |                           |                               |

## 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

| <b>Personnel Sub-Category</b><br>(Full-Time or Part-Time Faculty, Classified, Student Worker) | <b>Description/Justification</b>  | <b>Percent Time</b> | <b>Estimated Annual Salary Costs</b> | <b>Estimated Annual Benefits Costs</b> | <b>Total Estimated Cost</b> | <b>Priority Rank</b><br>(1=Highest priority) | <b>COVID-19 Related</b><br>(Yes/No) |
|---|---|---------------------|--------------------------------------|--|-----------------------------|--|-------------------------------------|
| <b>Classified Staff</b>   | We currently do not have a staff person to support students in their online learning. This position would be responsible for training and supporting online learners in addition to faculty in their course development. This position would also develop online learning resources for students. |                     | \$60,000                             | \$35,000                               | \$90,000                    | 4<br>ML                                      | No                                  |
| <b>Student Workers</b>  | Students tech tutors "Provide resources, support and services that are specific to online students."  |                     | Hourly                               |  | \$15,000                    | 2<br>ML                                      | Yes                                 |
| <b>Faculty Reassignment</b>   | Given that the district is projecting to pay only .4 for DE Coordinators next year, and given that the tasks, projects, and responsibilities  |                     | \$55,000                             | \$19,000                               | \$74,000                    | 1<br>HL                                      | No                                  |

| Personnel Sub-Category<br>(Full-Time or Part-Time<br>Faculty, Classified, Student<br>Worker) | Description/Justification   | Percent<br>Time | Estimated<br>Annual<br>Salary<br>Costs | Estimated<br>Annual<br>Benefits<br>Costs | Total<br>Estimated<br>Cost | Priority<br>Rank<br>(1=Highest<br>priority) | COVID-<br>19<br>Related<br>(Yes/No) |
|--|---|-----------------|--|--|----------------------------|---|-------------------------------------|
|  | of the DE Coordinator have grown exponentially (and are likely to continue to grow), it is imperative that Merritt fund additional faculty reassignment to lead and support distance education. Recommendation is 0.6 load.   |                 |  |  |                            |   |                                     |
| <b>Full-time Faculty</b>   | Because equity and accessibility are legal and moral imperatives in education, and because the expertise necessary to create equity and accessibility is highly specialized, we are in urgent need of a full-time, permanent faculty member with expertise in these areas. Having an Equity/Accessibility Instructional Designer will allow Merritt College to align online materials to federal, state, and local requirements, and to better meet the needs of the diverse community of Merritt College students. Additionally, this position would assist and mentor faculty in developing high quality online courses that align with the OEI Course Design Rubric and Peralta Equity Rubric. |                 | \$85,000                               | \$30,000                                 | \$115,000                  | 3<br><br>HL                                 | No                                  |

| <b>Personnel Sub-Category</b><br>(Full-Time or Part-Time Faculty, Classified, Student Worker) | <b>Description/Justification</b>  | <b>Percent Time</b> | <b>Estimated Annual Salary Costs</b> | <b>Estimated Annual Benefits Costs</b> | <b>Total Estimated Cost</b> | <b>Priority Rank</b><br>(1=Highest priority) | <b>COVID-19 Related</b><br>(Yes/No) |
|---|---|---------------------|--------------------------------------|--|-----------------------------|--|-------------------------------------|
| <b>Part-Time Legal Council Position</b>   | There is currently a need for an advisor who may direct faculty regarding new online policies that will be needed for the 20/21 school year. We ask a new hire for one year who will craft policies and work with CA ed code, PFT, and our faculty handbooks. |                     |                                      |  | \$30,000 stipend            | 5<br>LL                                      |                                     |

## 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<br>(select from above list)              | Description/Justification  | Total Estimated Cost | Priority Rank<br>(1=Highest Priority) | COVID-19 Related<br>(Yes/No) |
|--|--|----------------------|---------------------------------------|------------------------------|
| <b>Professional Development: Department wide PD needed</b> | <ul style="list-style-type: none"> <li>• Create and facilitate face-to-face and online workshops on how to support online learners from disproportionately impacted groups (ie: using the Peralta Equity Rubric). This is imagined as a consultant position.</li> <li>• Create and maintain a community of practice for Merritt faculty and staff to share their experiences and enhance their online teaching practices</li> <li>• Provide support for departments in developing pilot online and hybrid pathways</li> <li>• Create infrastructure to support faculty in course redesign (summer institutes, workshops, online courses, communities of practice)</li> </ul> | \$20,000             | 2<br><br>HL                           | Yes                          |
| <b>Supplies: Software</b>                                  | <ul style="list-style-type: none"> <li>• Namecoach: \$7,000</li> <li>• Turnitin: \$20,000</li> <li>• Honor Lock: \$2500</li> <li>• Proctorio: \$70,000</li> <li>• VoiceThread: \$14,000</li> <li>• Labster – unsure</li> <li>• Films on Demand - unsure</li> </ul>   | \$113, 500           | 1<br><br>ML<br>(CAMPUS WIDE?)         | Yes                          |

| Resource Category<br>(select from above list) | Description/Justification  | Total<br>Estimated<br>Cost              | Priority<br>Rank<br>(1=Highest<br>Priority) | COVID-19<br>Related<br>(Yes/No) |
|---|--|---|---|---------------------------------|
| <b>Instructional supplies</b>                 | <ul style="list-style-type: none"> <li>• Laptops for faculty</li> <li>• <a href="#">CORA</a> training for all members of Merritt College</li> </ul>  | \$80,000<br><br>\$50,000                | 3<br><br>HL                                 | Yes                             |
| <b>Technology and Equipment Replacement</b>   | <ul style="list-style-type: none"> <li>• Hotspots for faculty to use for distance learning</li> <li>• Distance Education Laptop and projector that works to be installed in 4<sup>th</sup> floor science building so DE could maintain distanced meetings once we resume face-to-face</li> </ul>                     | \$30,000<br><br>\$15,000<br><br>\$5,000 | 5<br><br>HL                                 | Yes                             |
| <b>Non-Instructional Supplies</b>             | <ul style="list-style-type: none"> <li>• Cables, mouse, and computer accessories, computer screen covers and various protective gear for school supplied laptops or hotspots</li> <li>• Computer, tablet, and phone mounts</li> <li>• Eyewear for instructors or students who are using Zoom at an access</li> </ul> | \$80,000                                | 4<br><br>ML                                 | Yes                             |

## **IX. Participants**

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

**Monica F. Ambalal (chair of EDT and DE Coordinator)**

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