



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

First Year Experience

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 Mission of the First Year Experience Program is to empower students to be autonomous and to be able to navigate the educational system in order to increase enrollment, retention, graduation and transfer success.

The vision of the FYE Program is to increase student retention and success by helping first year students make a successful transition to college. The FYE Program's vision is also to introduce students to many academic opportunities and to make Merritt College their home campus. The FYE I.M.P.A.C.T. Program works diligently to: Support students in building a sense of community and belonging by integrating them into campus activities, learning communities, and the campus community at large. Teach students campus policies and procedures to help them navigate the educational system. mentor them to learn to advocate for themselves and to overcome obstacles that might prevent them from accomplishing their academic goals. Teach students to network in order to build their social capital and help them develop their leadership skills.

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
Rosa S. Perez Coordinator (0.5 reassigned time)	Faculty	Full-Time
None	n/a	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.
---------------------	--	---------------------------------------	--	--

Program Goal	Status	College Goal	District Goal	Completed
1. To expand the learning community cohorts in order to provide more access and support and increase the retention and completion of incoming freshmen students.	<i>IP Ongoing goal.</i>	<i>M.1,2,3 & 5</i>	<i>P.1 & 3</i>	n/a
2. To validate the successful accomplishment of students completing the first year at Merritt College by holding an end of the year celebration.	<i>IP Ongoing goal.</i>	<i>M.1, 2 ,3 & 5</i>	<i>P.1, 2, 3 & 4</i>	n/a
3. To provide FYE counselors with professional development in career counseling to better prepare them to teach the Coun 57: Career and Life Planning courses in the FYE program.	<i>IP Ongoing goal.</i>	<i>M.1, 2 ,3 & 5</i>	<i>P.5</i>	n/a
4. To take the FYE IMPACT students to 4-year universities campus tours (Private, UC and CSU), to provide them with options beyond Merritt College and connect them to programs and resources at those 4-year universities.	<i>IP Ongoing goal.</i>	<i>M.1, 2 ,3 & 5</i>	<i>P.5</i>	n/a
5. To bring incoming high school students for Merritt College for campus tours and New Student Orientations. This requires the FYE IMPACT program to pay for the buses to bring them, and also pay for their lunches when possible.	<i>IP Ongoing goal.</i>	<i>M. 2 & 5</i>	<i>P.1, 3 & 4</i>	n/a
6. To create and purchase high quality outreach materials for ease and clarity of advising about FYEs services and eligibility by program counselors and	<i>IP Ongoing goal.</i>	<i>M.1, 2 ,3 & 5</i>	<i>P.1 & 4</i>	n/a

faculty and staff within Peralta and all members of the community when materials are posted online.				
7. To continue to offer the pre-collegiate Adelante Summer Bridge program in Summer to provide access and support to incoming high school students. Adelante has a direct pipeline to the learning communities at Merritt College in the Fall and Spring to serve disproportionately impacted populations such as males of all ethnicities, African Americans, Latinos and other minority groups identified by the equity initiative.	<i>IP Ongoing goal.</i>	<i>M.1, 2, 3 & 5</i>	<i>P.1, 3 & 4</i>	n/a

IV. Facilities Utilization

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

The FYE IMPACT program utilizes:

Office Space:

- One full time counselor office in building R (R-105). The office has a desk, credenza, one chair for the counselor and 2 chairs for students. It also has a telephone and a computer with printer.
- It has been necessary for the program to place an additional very small table with a computer and a chair in the open area of R-105: Welcome Center/ Transfer Center/ Orientation/Sankofa/Veterans open area (pre-Covid). The computer is used by a student assistant to help students enroll in classes as well as address multiple other needs such as view and print (in general area shared printer) their class schedules, grades, SEP, learning how to access Canvas, and campus email, etc.
- The FYE program is serving over 700 students with a 50% reassigned time full-time counselor. The program desperately needs additional space for a Center to provide services to a population larger than the whole of DSPS or EOPS.

Classroom Space:

- For classes, it utilized the classroom space necessary to teach four 2-class cohorts in the fall for a total of 28 units, and three 2-class cohorts in the spring for a total of 18 units. The total for the year of space utilization for instruction in the FYE program is 14 classes which adds up to 46 units. As of the time Covid measures were taken by the college, there has not been any classroom space utilization because all Counseling courses have been taught remotely ever since.

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](#)

I. FYE – Instruction Role:

a. Instruction: Overall completion and retention 2019-2020 of FYE compared to campus rates:

Year 2019/2020	Student Group	Completion	Retention	Completion w/o MW/EW	Ret w/o MW/EW
19-20	FYE	58%	96%	80%	95%
19-20	Merritt	68%	89%	76%	87%

Source: BI Tool provided by Peralta District for APU completion.

FYE Retention in previous years:

- 2016-17: 83%
- 2017-18: 81%
- 2018-19: 78%
- 2019-20: 89%

Completion:

The FYE program managed to reach a higher percentage of students with a passing grade (80% Completion w/o EWs) than the college's average 76% Completion. It should be pointed out, though, that Covid emergency measures that our college district had to abide by meant to require students to shift to remote learning without preparation, which became an impossible task for many students. The devastating consequences of the sudden shift are clear in the Completion data that includes MW/EW grades: under that lens, only 58% of students passed (completed) their FYE cohort classes. Such an overall completion rate had never been seen before in the FYE program.

Retention: The overall number of students who remained in the class until the end regardless of passing or failing it, was very high at the campus (89%) as well as in the FYE program (96%). This student behavior is interpreted under the special circumstances of Covid measures as a positive sign of students' grit. Under shifting conditions imposed by the Covid emergency measures, Instructors and students alike were unable to determine early if a student could or couldn't pass their classes. Under normal circumstances students would have been advised early about additional supports to increase chances of learning or their choice to drop classes if it was clear that chances of passing were too limited. Moreover, it was almost at the end of the semester when students received the recommendation to take advantage of EWs if needed.

Looking at the retention rates for the program since 2016, it has always been above the college rates, and it has remained very high, with the lowest rate seen in 2018-19 at 78%. The year of this report (2019-2020) it increased in the positive to 89% retention.

b. Instruction: FYE overall course enrollment, completion and retention **by Ethnicity**.
Academic Years 2019-2020

Year	Ethnicity	Enrollment Headcount	Completion w/o EWs	Retention w/o EWs
2019-2020		FYE	FYE	FYE
	Asian	22 (10%)	95%	95%
	Black/AfAm	51 (21%)	92%	96%
	Hisp/Lat	150 (63%)	87%	95%
	Two or +	7 (3%)	50%	50%
	White	7 (3%)	93%	93%
	Total	237	89%	94%

Source: Course completion and retention rates dashboard provided by Peralta District.

The largest ethnic group serviced by the program was Latino (63%), followed by African American (21%). Their successful completion and retention rates are inverse to their proportion in the program: African American students were slightly more successful at passing their FYE classes (92% versus 87%) and at remaining enrolled in the program until the end (96% versus 95%).

Although the percentage values were more differentiated in FYE, the programmatic ethnic

composition followed exactly the distribution of ethnicities at the college, as shown on page 3 of this document. Merritt's largest student ethnic group was that of Latinos † (33%), followed by African American (22%), Asian (19%) and White (15%).

b. Instruction: FYE completion and retention rates by cohort – 2019/2020

Cohort #	Course	Code	Enrollment	Completion %	Retention %
1	Engl 1A	43595	35	37	83
	Coun 57	43378	35	80	86
2	Engl 1A	47670	28	50	57
	Coun 57	43379	28	71	75
3	Engl 1A	47671	28	54	75
	Coun 57	47625	28	64	86
4	Engl 264A	43449	28	61	86
	Coun 57	43427	28	86	86

FYE Completion and Retention rates, Fall 2019, by cohort

Cohort #	Course	Code	Enrollment	Completion/ w/o EW* %	Retention %
1	Comm 20	24585	39	51/87	100
	Coun 30	22490	39	56/92	100
2	Engl 1A	24588	31	55/94	97
	Coun 30	22510	28	68/95	96
3	Comm 20	23313	39	79/100	100
	Coun 30	24584	39	77/100	100

FYE Completion and Retention rates, Spring 2020, by cohort.

*First number is completion; second number is completion with EWs.

Enrollment:

All cohorts in Fall 2019 and spring 2020 exceeded the College's minimum enrollment of 25 students.

Completion:

Historically, the cohort classes are composed by one English and one Counseling course, or one Communications and one Counseling course, and usually the rates of completion and retention are higher for the Counseling classes than for the English classes.

During the 2019-2020 academic year the percent of students who passed the cohort classes followed the previous trend of having stronger completion rates for the Counseling courses compared to the English and Communication classes. In fall 2019 the values varied quite extremely between cohorts: Cohort 3 had the strongest consistency between classes, showing only a 10% difference (54% completion for English and 64% for Counseling). The least consistency was observed in Cohort 1 showing a 43-point difference (37% completion for English and 80% for Counseling). The variation in completion for the other two cohorts was a moderate 20% difference.

The unusually high difference between completion rates for Fall 2019 Cohort #1 is explained by multiple reasons. That cohort had a new English instructor who had not worked with FYE students or in a cohort model before. The faculty member was unaware of the amount of instructor involvement and additional tutoring and supports needed by recently graduated high school students who are largely unprepared for college. That same instructor worked at multiple colleges at the same time and was simply unable to be available to his students and to attend the program's meetings where counseling and teaching faculty share about their challenges and brainstorm strategies to help students overcome barriers to learning. During those meetings instructors identify interventions to support students who are clearly at risk of failing the FYE cohort classes and are targeted for even stronger intrusive counseling to help them through their other classes.

The table for spring 2020 includes completion rates that vary much less than the previous semester, especially when the data was adjusted to remove the impact of Covid-lead MWs and EWs. Those adjusted completion rates vary only from 87% to 100% completion.

Retention:

The number of students who remained in both classes until the end of the semester regardless of passing or failing was very high as it historically has been in the FYE cohorts. In fall 2019 retention varied from 57% in Cohort #2 English class to much higher retention in the other three English classes. All the Counseling classes had very strong retention, being the lowest a 75% which was the Counseling course paired with the English taught by the new English instructor. During Spring 2020 the retention rates in FYE were extremely high in both Communications, English and Counseling. Students stayed enrolled in their classes in spite of the woes of the Covid interventions. Cohort 1 and 3 actually achieved 100% retention in both classes, while the third cohort achieved a retention rate very close to 100% as well.

c. Instruction: FYE Completion 2017/18, 2018/19

Year	Course	Code	Enr	W	ABC	D	F	Compl	%	Avg
Fall 2017	Coun 57	44445	41	3	32	1	5	33	80.48	
	Coun 57	44446	34	4	30	0	0	30	88.23	
	Coun 57	45432	32	7	24	1	0	25	78.12	
	Engl 1A	43743	42	3	35	1	3	36	85.71	
	Engl 201A	43745	34	4	25	5	0	30	88.23	
	Engl 201A	45431	29	10	13	4	2	17	58.62	
	Engl 201B	45518	2	2	0	0	0	0	n/a	
			212					171		80.66
Spr 2018	Comm 20	22139	46	7	31	4	4	35	76.08	
	Comm 20	22140	31	6	24	1	0	25	80.64	
	Comm 20	28777	32	6	21	0	5	21	65.62	
	Coun 30	28078	34	6	27	0	1	27	79.41	
	Coun 30	28079	44	2	41	1	0	42	95.45	
	Coun 30	28484	36	4	32	0	0	32	88.88	

			223					182		81.61
Fall 2018	Coun 57	43700	29	6	20	3	0	23	79.31	
	Coun 57	43701	46	8	35	1	2	36	78.26	
	Coun 57	43798	33	4	29	0	0	29	87.87	
	Engl 201A	43797	29	8	13	6	2	19	65.51	
	Engl 201B	43906	4	0	4	0	0	4	100.0	
	Engl 1A	43574	35	8	23	2	2	25	71.42	
	Engl 1A	45192	29	13	16	0	1	16	55.17	
	Engl 201A	43575	27	5	19	0	3	19	70.37	
			232					171		73.70
Spr 2019	Coun 30	23356	41	2	37	1	1	38	92.68	
	Coun 30	23357	30	4	21	0	5	21	70.00	
	Coun 30	23395	32	0	30	1	1	31	96.87	
	Comm 20	22902	39	2	33	1	3	34	87.17	
	Comm 20	22901	31	8	15	3	5	18	58.06	
	Comm 20	24793	29	1	22	2	4	24	83.75	
			202					166		82.17

Completion rates by FYE course 2017-2018 and 2018-2019

Completion rates of FYE courses in past academic years was overall quite strong, with some low values, usually in the English or Communication classes, directly related to instructors being new to FYE, with little to no experience working with the population served by the program: a student body with a large concentration of very young, recent high school graduates unfamiliar with college; underserved, minority, first generation college students who work 20-40 hours a week and who are frequently English learners and undocumented.

II. FYE – Student Services Role:

a. Student Services: types of services offered

The FYE program is a comprehensive Student Services support program that provides multiple services to the Merritt College campus and to new matriculating students or students who have completed less than 30 college units. The following are some of the most salient services offered by the program:

- Outreach
- Community partnerships
- Intentional curriculum
- Student engagement and participation
- Academic counseling
- Preparation for transfer
- Career planning
- Leadership/mentorship
- Civic engagement
- Validation celebration
- Connect students with additional resources (food bank, computer loans, etc.)

b. Number of students served in FYE (classes and counseling):

2017-2018	483
2018-2019	534
2019-2020	629
2020-2021	722

Source: BI Tool provided by Peralta District.

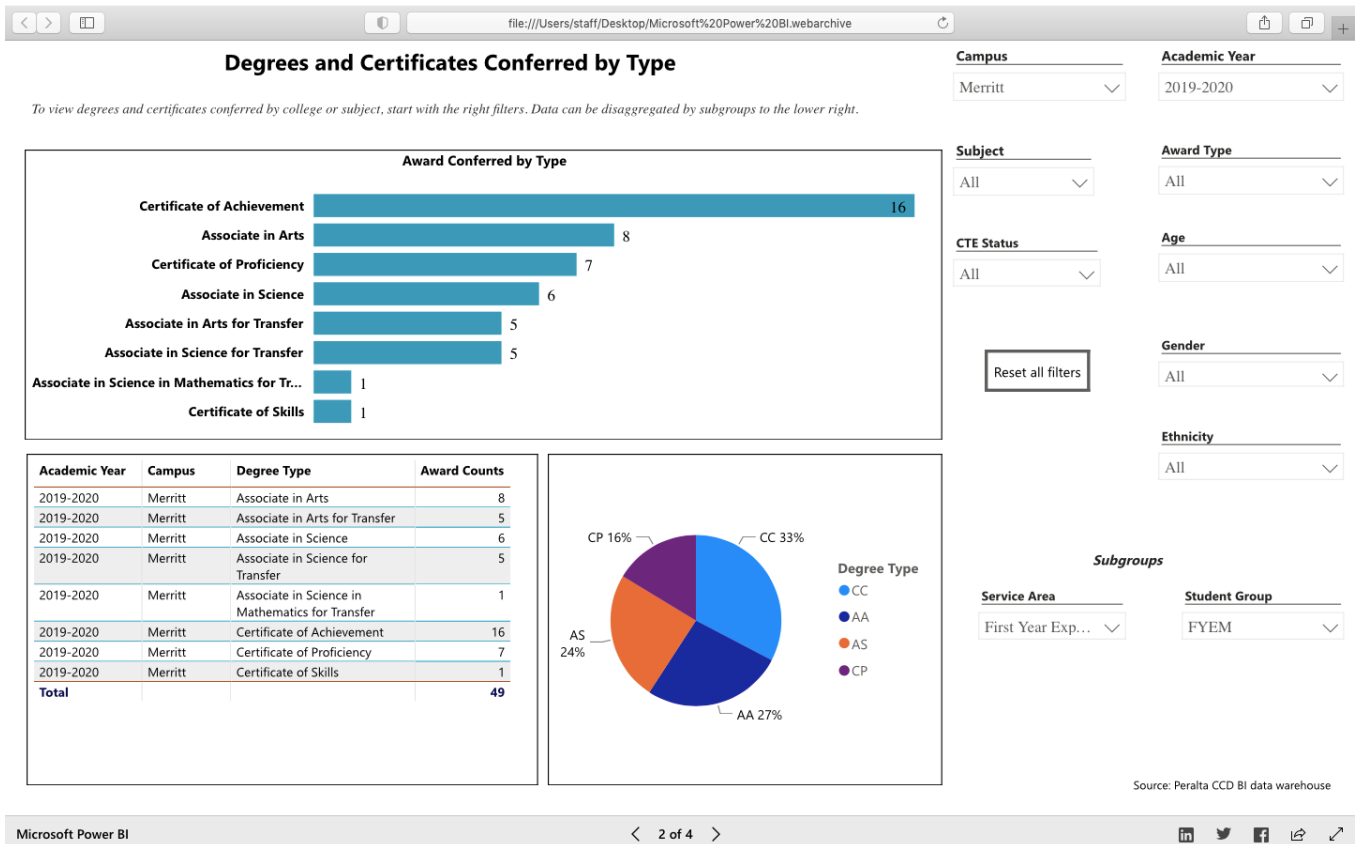
The total amount of students served by the program shown above includes all active students who were part of instructional cohorts, and are still in the pipelines attending classes and receiving counseling and guidance services from the FYE counselor(s). The yearly totals do not include students who already transferred or graduated and went to work or left the college for any other reasons.

FYE provided services to **629** unduplicated students during 2019-2020. That is a very large number of students to serve with extremely limited programmatic resources. The totals have steadily increased during the last 7 years in about 100 additional students per year, however the college has not yet assigned additional counselors, institutionalized budget or other necessary resources to the program in spite of it being one of the sources of outreach to underserved populations for the college and keeping high numbers of enrollment, completion and retention.

c. FYE Student Services role - Number of counseling meetings:

The 629 students served by the program in 2019-2020 required at least 3 meetings in the fall for a total of 2,006 counseling sessions, and at least two counseling sessions in the spring for a total of 1,258. The sum total for the year yields a minimum of 3,264 counseling sessions to support new students succeed in their efforts to graduate from college. As much as counseling is a crucial component of the overall support efforts to help new students acclimate to college, there are many other instructional and student services provided to them to ensure they feel welcome to our college and accept it as their second home.

d. FYE Student Services Role – number of students who graduated 2019-2020



During the 2019-2020 academic year there were 49 FYE students who obtained either a certificate or an Associate degree. From those, 11 were ADTs, which are meant for transfer students to gain guaranteed acceptance into a CSU.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionately impacted students.

In spite of the woes of Covid measures directed by the State, the FYE program managed to keep high levels of enrollment, completion and retention. It was challenging for students and instructors to shift to a remote/online mode. It was harder to connect students to campus resources such as financial aid, admissions issues, etc. because counselors could not simply walk over to the different counters with the student to resolve problems.

Fortunately, males and African American students had very high completion and retention rates in the FYE program. There were no gaps identified in the services or performance for groups identified as disproportionately impacted.

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 FYE program has 4 SAOs. Two of them to assess learning career exploration skills through a course (Coun 57) and leadership skills through the FYE student club. The other two SAOs assess students' self-knowledge development, self-responsibility and self-direction with guidance from the FYE program. During Fall 2019 the FYE program assessed SAOs #1 and #3.

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](#).

- o SAO # 1 (SAO/PLO 1): Career exploration skills, was assessed in Fall 2019 with 40 students attending Coun 57. The results were very positive. 99% of students turned in their assignments demonstrating they had learned how to use different college and career tools. Through the counseling classes students learned how to use all items described in the SLO (catalog, Assist.org., GE advising sheets, requirements for different degree levels, policies and procedures of the college, student ed plans, etc). They also learned how to write resumes, cover letters and personal statements which they included in their career portfolio, due as a final project.
- o SAO #3: (SAO/SLO 1): Self-knowledge development through Community Circle exercises. This SAO was assessed also in Fall 2019 with the same 40 students attending Coun 57. All students answered the questionnaire and their responses indicated they felt validated as human beings going through a complicated time in their lives adapting to becoming adults and having responsibilities of working and going to college. Most responses indicated as well that the exercise helped them give meaning to their experiences and beginning their healing process, liberating themselves from their own oppression. They learned about their identity and culture. All responded that they got to know each other at a deeper level and were able to see the similarities between them, which facilitated the development of relationships among them. All answered it fostered deeper respect, appreciation and connections with their fellow classmates.

The following item is for instructional programs only
Discuss how your PLOs align with the [ILOs](#).

n/a

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.

The FYE program is not an instructional discipline and does not have any courses to report on. The FYE cohorts include one counseling class and one English or Communications class. In regards to the curriculum status of Counseling classes, they are all updated on a regular basis.

Course Number	Course Title	Reviewer
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace
n/a		

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
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
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace
n/a		

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**.

n/a (The FYE program is not instructional in nature).

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

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	Certificate of achievement to train daredevil students seeking a lifetime of	[Basic skills, occupational, or transfer pathways; advisory board recommendations or LMI	Fall 2022

Heart	adrenaline rushes in the great outdoors. Courses include bungee jumping, rock climbing, sky diving, spelunking, and ziplining.	data; community or industry partnerships; grant funding, etc.]	
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* See below original request chart	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
Faculty stipends with STRS	Yes	VPSS budget	\$17,000	Retention increased because most instructors were providing above and beyond services which aided in reaching higher completion and retention, especially in Spring 2020 during the Covid-19 crisis.
Student Employee Assistants	No	VPSS budget	\$10,000	
Overtime for clerical perm and non-perm	No	VPSS budget	\$7,500	
Classroom books	No	VPSS budget	\$2,500	
Supplies for outreach and recruitment	Yes/No	VPSS budget	\$5,162.32	Although some supplies were received by the District, the program has not seen them yet as of October 2020. The biggest barrier was the limitations imposed by Covid, as well as other issues such as USB sticks distributed to District offices instead of FYE and unable to determine what offices got them, or small hand sanitizer bottles intended for students taken by other employees before they have ever reached the FYE program.
Instructional – classroom supplies for FYE students and instructors (staplers, clickers, colored paper, binders, pens, erasers, etc).	No	VPSS budget	\$1,500	
Guest Speakers	No	VPSS budget	\$600	
Independent contractor/consultants	No	VPSS budget	\$10,000	

Brief description of resource request* See below original request chart	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
Events/Programs-Outside products	No	VPSS budget	\$5,000	
Student Transportation	No	VPSS budget	\$2,500	
Miscellaneous student services	No	VPSS budget	\$2,000	
Publishing/Doc. publication	No	VPSS budget	\$1,500	
			\$64,136	

Original 2019-2020 FYE Resource request summary

<u>Description</u>	<u>2019-2020 Request</u>	<u>Justification</u>
Faculty Stipends	\$17,000	Stipend for coordination of FYE, additional support to students with extended office hours, field trip, team building, end of year celebration and participation in outside of class FYE events.
STRS	\$1,197	
STRS	\$400	
Medicare	\$145	
Unemployment	\$5	
Workers Comp	\$289	
Student Employee Assistants	\$10,000	Student Employees not eligible for FWS
Overtime for perm & non-perm	\$7,500	FYE clerical support
Classroom books	\$2,500	Classroom books
Supplies outreach/recruitment	\$2,000	Outreach items to provide during high school visits
Instructional-classroom	\$1,500	Supplies to support FYE students
Guest speakers-lecturers	\$600	End-of-Year celebrations
Independent contractors-consultants	\$10,000	3 bus trips: CSU, UC, Private 4-year universities
Events/Programs-outside products	\$5,000	FYE End of the Year celebration
Student Transportation	\$2,500	Bus passes for students in need
Misc. student services	\$2,000	Additional supplies needed for FYE celebrations and FYE club
Publishing/Doc. publication	\$1,500	FYE flyers, brochures, etc.
Subtotal	\$64,136	

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)
Faculty Stipends	Stipend for coordination of FYE, additional support to students with extended office hours, field trip, team building, end of year celebration and participation in outside of class FYE events.		\$20,000		\$20,000	1	Yes
Student Workers	Student workers not eligible for FWS		\$21,000		\$21,000	3	No
Overtime for clerical perm and non-perm	FYE clerical support		\$6,000		\$6,000	1	No
3 adjunct FYE counselors	To assist with the large number of students served by the FYE program. (629 in 2019-2020 and 722 so far in 2020-21)		\$40,000		\$40,000	2	No
Staff Assistant	The program has grown from 1 cohort throughout the years to four cohorts each semester for a total of 8 cohorts. Support is needed to collect data, documents,		\$45,000	\$55,000	\$100,000	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)
	review budgets, order supplies, epafs, stipends that support the overall success of the eight cohort of students.						
					\$187,000		

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)
Classroom books	To purchase books and career assessments for FYE students, such as MBTI, SDS, etc.	\$5,000	1	No
Supplies outreach/recruitment	Outreach items to provide during high school visits	\$5,000	3	No

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
Instructional-classroom	Supplies to support FYE students	\$1,500	1	No
Guest speakers-lecturers	End-of-Year celebrations	\$600	2	No
Events/Programs-outside products	FYE End of the Year celebration	\$500	2	No
Misc. student services	Additional supplies needed for FYE celebrations and FYE club	\$200	3	No
Publishing/Doc. publication	FYE flyers, brochures, etc.	\$1,500	2	No
Professional Development Total	Trainings are needed to stay current in field.	\$3,500 \$17.800 Total	2	Yes

IX. Participants

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

Rosa S. Perez Flores, Counseling Department Co-chair and FYE Coordinator.

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