



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

2020-2021

Annual Program Update

I. Introduction and Directions

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

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

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

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

and Planning (npellegrin@peralta.edu).

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

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

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

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

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

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

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

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

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

Merritt College Institution-Set Standards 2020-2021

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

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

College Profile

Student Body Demographics

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

Course Success Rates

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

**Includes 'EW' grades*

II. Program Overview

Mission Statement

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

The mission of the Merritt College Learning Center is to serve as a campus hub for learners and to assist students in becoming more efficient, effective, and independent learners. The primary focus is to provide supplemental academic support and to help students reinforce the mastery of concepts in college courses across the curriculum. To assist students in achieving their maximum potential, the Learning Center staff collaborates with faculty, staff, and administrators in addressing the learning needs, academic performance, and retention of students.

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
Isela González Santana	Faculty	FT
Charlotte Victorian	Staff	FT
Walter Johnson	Staff	FT
Lowell Bennett	Faculty	PT
30 Student Workers/Tutors	Staff	PT

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.	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.
1. Increase the number of students who access tutoring services in the Learning Center.	IP	M5	P1	
2. Increase success and retention rates for students who access tutoring in	IP	M1	P1 P3	

the LC.				
3. Develop an online tutoring program to provide academic support across disciplines and programs.	C	M1 M3	P3	Researching online tutoring platforms such as GoBoard, Cranium Café, and OceanTutor, etc.
4. Increase collaboration with faculty across disciplines to enhance tutorial support and ensure alignment between curricular expectations of faculty and tutorial services.	C	M1 M3 M5	P4	This is an ongoing activity that requires regular outreach to faculty to develop tutor training workshops, mentor tutors, dedicate a portion of their office hours in the LC to assist students and help guide tutors.
5. Strengthen equity of tutoring services through hiring of student tutors who represent our MC student populations.	New	M5	P1	In process, tutor recruitment and hiring includes an equity-focused process that includes rigorous search to respond to students' language and cultural differences as well as learning styles. This process includes a personal interview with the LC Director and Coordinator, an orientation, a tutor training course with an equity-based curriculum, and ongoing tutor and program evaluations.

IV. Facilities Utilization

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

The Learning Center has three study labs for drop-in and appointment-based tutoring and mentoring. The three study labs include the following areas:

- Writing and Reading Across the Curriculum (WRAC) and General Study Lab to help students understand the writing process;
- Mathematics Study Lab academic and supplemental services to support all levels of course work including Career Education, collegiate, and transfer level courses, as well as developmental learning;
- Sciences Study Lab to provide tutoring in biology, chemistry, physics, and nutrition;
- Academic support for programs in Career Education (CE) include Childhood Development, CIS, Nutrition, and MEDAS, as well as online learning (Canvas) occurs in all three study labs of the Learning Center as well as in the computer labs.

The Learning Center has two computer labs described here:

- One open computer lab is open for students during normal operation hours.

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](#))

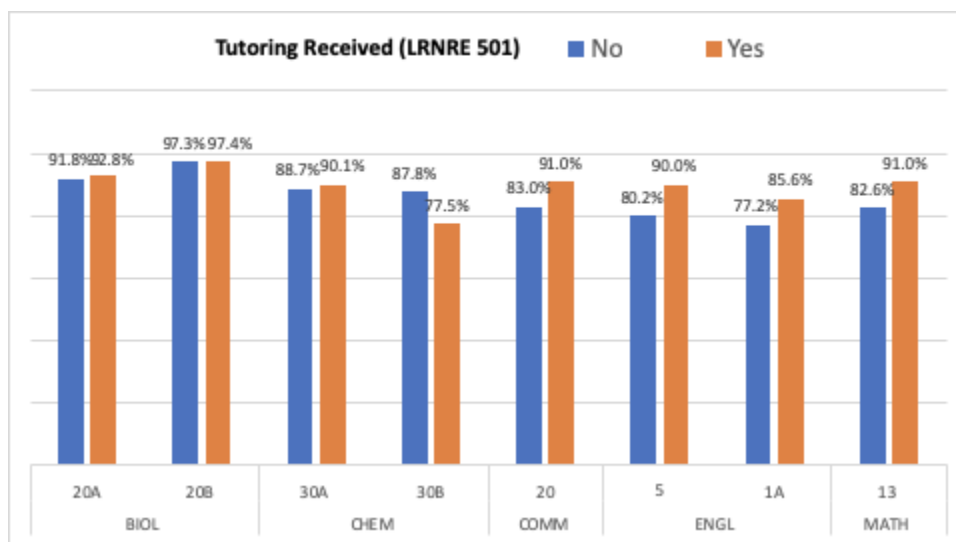


Figure 1. Course Retention for Students Receiving Tutoring Through the Learning Center versus Not, by Course

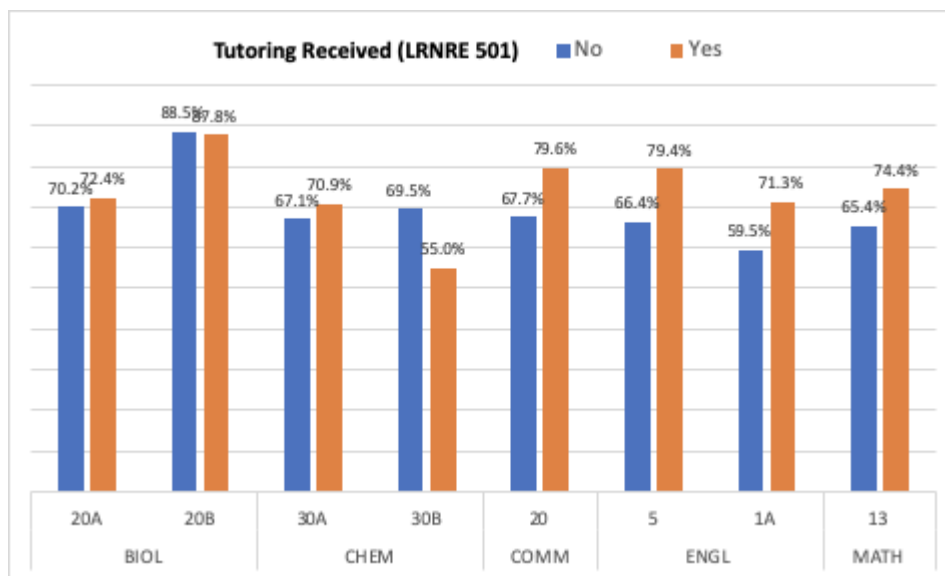


Figure 2. Course Successful Completion for Students Receiving Tutoring Through the Learning Center versus Not, by Course

Analysis: Course retention (fig 1) and course completion (fig 2) for English, Math, and Communications is 9%-13% higher for students who utilize tutoring in the Learning Center as compared to students who do not access LC tutoring. The number of students who utilized tutoring in Biology and Chemistry were significantly fewer than Math and English. Retention and successful completion rates for students enrolled in Chemistry and Biology were slightly higher for those who utilized LC tutoring versus those who did not; for Chemistry 30B, retention and successful completion were lower for students who were tutored than for those who were not tutored in the LC, raising important questions pertinent to future research. For example, is it possible that students who utilized tutoring in Chemistry 30B were at risk of not passing the course at the time they began receiving tutoring service at the Learning Center? If so, how might this impact the results of tutoring? And what strategies can the LC employ to increase the number of students enrolled in science courses? Perhaps Career Education funding can be allocated to pay Science faculty stipends to participate more actively in the Learning Center, possibly provide

tutoring assistance or mentoring to science tutors.

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).

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 following item is for instructional programs only

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

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
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace
LRNRE 30	Introduction to Tutoring	Lowell Bennett & Isela González Santana
LRNRE 280	Study Skills	Isela González Santana

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
NA		

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
NA		

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
NA		

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.**

<p>Implementing innovative pedagogies, delivery methods/modalities, or educational resources and technologies for LRNRE 280 and 501.</p> <p>LRNRE 280: Develop new engaging curriculum tailored for online learning with a more innovative approach using audio/visual tools, interactive modalities between students and discipline-specific options for students wanting to hone their skills for specialized purposes.</p> <p>LRNRE 501: Ascertain an online tutoring platform that allows tutor across disciplines provide academic support that is accessible, reliable, and allows for appropriate supervision of all tutoring sessions plus provides necessary data to track usage.</p>

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 Heart	Certificate of achievement to train daredevil students seeking a lifetime of adrenaline rushes in the great outdoors. Courses include bungee jumping, rock climbing, sky diving, spelunking, and ziplining.	[Basic skills, occupational, or transfer pathways; advisory board recommendations or LMI data; community or industry partnerships; grant funding, etc.]	Fall 2022
LRNRE 501 A, B, C	A: Introduction to methods of effective tutoring; B: Continued approaches to tutoring: Socratic method, brain dominance concepts, adjusting study methods, cultural awareness and	This course fills a need to provide on-demand training for tutors. Continued tutor training to lead to Certificate of Completion.	Fall 2022

	<p>communications, and referring students to campus resources;</p> <p>C: Capstone course in methods of tutoring: The role of learning centers in higher education, working with specific student populations, and group tutoring.</p>		

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
4 Instructional Assistants	NO	NA	\$85,055	District-Wide Hiring Freeze of hourly classified staff employees
Learning Center Computer Refresh to include 106 computers Computer Labs—34 Electronic Classroom--44 Math Lab—7 Science Lab—4 WRAC—12 Staff, Reception & Conference Room—5	NO	NA	\$212,000	The outcome if computer refresh is not funded will be detrimental to the entire operation of the Learning Center as well as to the various programs and departments that utilize the computer labs for instruction and meetings.
GoPrint Station	NO	NA	\$5,000	Without a GoPrint Station, students are unable to purchase print cards; since we do not turn students away for services they are entitled to, we have been printing students' documents at no charge; therefore, it is in our best interest to purchase a GoPrint Station so that we can collect some revenue to help purchase supplies and other needed items.
Service Contract with GoPrint	NO	NA	\$3,000	

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)
4 Instructional Assistants	<p>Part-Time Permanent Instructional Assistants One(1) in Math; One (1) in English, One (1) in ESOL, and one (1) in Science. (One full-time IA for Computer Lab already exists.) NOT FUNDED LAST YEAR</p> <p>Justification: The Learning Center was awarded 15K from Guided Pathways in spring 2020; IA's are integral to meeting compliance for AB705 and Guided Pathways; IA's in collaboration with faculty develop supplemental workshops designed to support Early Alert actions; IA's provide supplemental instruction to support student success through proactive and intervention best practices.</p>	50%	\$97,920	\$6,824	\$104,744	1	Yes

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)
60	60 Tutors needed for AB705 compliance in Math and English; 35 TUTORS FUNDED LAST YEAR Drop-in, appointment-based across the disciplines PLUS 25 Embedded Tutors for Math 13 and English 1A with support and CE courses with contextualized curriculum(Guided Pathways)	20 hours per week at minimum wage	\$280,000	0	\$280,000	1	Yes
1 Counselor or Mental Health Specialist	Students who visit the Learning Center often seek support beyond tutoring; many ask for academic advising and/or emotional support. A need for a counselor and/or a mental health specialist is currently important during the Pandemic but will continue to be a critical need Post Pandemic.	20%				2	Yes

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)
Online Tutoring Platform	An online tutoring platform is imperative for accreditation and overall compliance as the college continues to provide tutoring support across disciplines remotely; the LC has been providing tutoring services on Zoom but Zoom does not provide the features necessary to maintain a viable online tutoring program with tools for necessary reporting, supervision, and evaluation purposes plus tools to aide tutors in assisting students across disciplines.	\$20,000 per year This is estimated for Merritt College only based on former costs for Upswing, an online tutoring platform.	1	YES Even when our District returns to their respective campuses, online tutoring will continue to be a fundamental need.
<ul style="list-style-type: none"> • Supplies: Library Collections 	Supplies: Books, Magazines, and Periodicals/ Updated Textbooks for Math, Science and English – electronic version for tutor reference	\$1,000	2	Yes
<ul style="list-style-type: none"> • Technology & Equipment: Replacement 	\$212,000 for Learning Center Computer Refresh to include 106 computers Computer Labs—34 Electronic Classroom--44 Math Lab—7 Science Lab—4 WRAC—12 Staff, Reception & Conference Room—5	\$212,000	1	No

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
<ul style="list-style-type: none">Technology & Equipment: Replacement	\$5,000 (GoPrint Station @ \$5,000)	\$5,000	1	No
<ul style="list-style-type: none">				

IX. Participants

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

Isela González Santana

Charlotte Victorian

Walter Johnson

Lowell Bennett

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