



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

# Orientation

### 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	Macro-Region

	degree or certificate in a CE program in the year after graduation.	Employment Rate, by Program SOC
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## **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/ 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 (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/ 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 Orientation program at Merritt college considers its mission to promote and integrate new and returning students to the campus by introducing them to programs, resources, and policies in order to make the students feel welcome and to support them in their successful navigation of the college environment.

### 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
Maria Spencer	Staff	Full-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.

<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 (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
Provide information on campus services and resources; provide information to students regarding specialized services offered on campus to address their	C	M5	P1	Through a combination of options; 1) in person 2)online zoom platform, 3) the My Path orientation. All three options provided data.

educational needs and support their success while in college				A short survey, and registration information measured a student's needs.

#### **IV. Facilities Utilization**

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

- 1) Office with desk computer and telephone for Outreach, Recruitment and Orientation.
- 2) One desk with a computer, telephone, printer in R/105 open area for welcome center student assistance.
- 3) Nine Computers in shared space in R 105 open area to provide access to students to complete the online orientation to request and a one on one in person orientation
- 4) With college permission we use the Huey P Newton Lounge (R 110) for larger group orientation and information sessions four times a semester.
- 5) Due to COVID-19 pandemic and the mandated shelter in place requirement Merritt College became a closed campus the utilization of an online zoom platform orientation and the My Path Orientation is now the only choice for students. The change from on campus services face to face are now changed to working remotely from home independently. This is a temporary situation until the campus receives permission to reopen to the public.



## 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](#))

The significant change has been the change of using an online orientation that was outdated and deciding to stop using this online service completely. It was due to the information being provided to students being no longer current or accurate. In addition, the program system being used, no longer provided assistance to make updates in service they provided.

However, a second option for an online orientation is available through the CCC Apply application with the link to the My Path orientation. This is provided by the State Chancellors

office. Problem with this option is not having full control over its content and the design. The system is very confusing to the student.

In addition, due to the Covid-19 Pandemic an additional option was created to provide a more indebt orientation was designed to ensure students received in real time resources to students in need. A zoom orientation platform was implemented allowing students to ask questions during the orientation. Also, the power point slides reference all the student services departments and learning communities so students can make informed decisions on what programs they may want to use and the instructions on how to reach the departments. The only issues that were a challenge was scheduling students for the orientation many are working odd hours and on- call so it was difficult to nail down a re- occurring date and time to offer. There is also the problem with students during the onset having proper access to the zoom session via phone, lap -top or desktop. Although there were no tech problems I only learned through engagement that many borrowed their devices.

The problem with this option as the primary orientation and it being tied to the CCC Apply application is that Merritt cannot be sure if the students using this option are retaining important information they need specifically in areas of using PASSPORT the student portal, CANVAS the virtual classroom, and accessing or receiving personal resources and links to these areas.

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).

Progress made was implementing a zoom orientation providing accurate information in real time and sharing updates on resources available to students specifically focusing on student academic support as well as food, housing financial assistance during the pandemic. Students were able to share through a post survey two things they learned from the zoom orientation that would help them succeed as a college student.

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](#).

SLO/SAO #1.

**Title:** Information on campus resources and student services

**Description:** Student will be able to self- identify specifically a student services support program or an Instructional Support program that they can benefit from in order to be a successful student. Some examples of a support programs are financial aid, counseling, admissions & records and DSPS. Puente or First Year Experience, the Learning Center, Tutoring, Counseling.

The following item is for instructional programs only

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

**Method used:** Information was collected through a short post survey created in office 365 forms this was provided to students after each orientation virtually.

One question asked participants to list 2 resources that they would utilize to be successful in college after attending the orientation.

**Criteria for Success:** More than half of the students who completed the on - line orientation through the virtual zoom platform listed a support program that they would use to help them be a successful student.

**Results from the Survey:**

**N: 64**

Student Service Programs Listed	Number of times selected
Counseling	23
Tutoring / Learning Center	17
Financial Aid	5
Computer loaner program	2
Library	4
EOPS	4
Student Services	8
Other; mentoring, work study, Puente, tech support, scholarships, Internships, communication & networking	10

**Rating of the Orientation on scale of 1- 5**

N: 64

95% rated between "4-5" for this, question.

**Question: Would you recommend this orientation to other Students?**

N:64

96% of people answered yes

- **Evaluation of the results:**

From the qualitative responses most of the references were towards the counseling and tutoring services as important and would lead them to success. Interesting to note is the benefits chosen of having counseling session & tutoring as a priority first and not financial assistance although we know the challenges students face with not enough income. It is a critical time right now and students have mentioned that they want to complete their degrees/certificates quickly in order to get a good paying job. Interesting to note is although there were only 2 responses about the computer loaner program there was many comments in the feedback about having access to a good computer especially when mentioning and reminding students that all classes will be offered virtually until further notice.

**Program issues/gaps/problems were identified? Where does your program need to improve?**

Getting approval for a new online orientation as soon as possible would make a big difference in the success of a student. Previously we had an old online orientation that was completely outdated and needed to be removed.

One area is setting up a re - occurring orientation on zoom due to a student odd, schedules is difficult to schedule zoom sessions that meet the need of all the students that choose this option.

## 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.

<b>Course Number</b>	<b>Course Title</b>	<b>Reviewer</b>
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace

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.

<b>Program Title</b>	<b>Program Type</b>	<b>Reviewer</b>
Administration of Justice: Police Science	AA Degree	Elaine Wallace

### 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

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
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## 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.

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

<b>Title</b>	<b>Description</b>	<b>Justification</b>	<b>Anticipated Effective Term</b>
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

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? (Yes or No)</b>	<b>Funding Source (Specify Fund or Grant)</b>	<b>Total Award Amount</b>	<b>Outcome/Accomplishment</b>
Nothing has been funded.	No	N/A	0	



<b>Personnel Sub-Category</b> (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> (1=Highest priority)	<b>COVID-19 Related (Yes/No)</b>

## 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

<b>Resource Category</b> (select from above list)	<b>Description/Justification</b>	<b>Total Estimated Cost</b>	<b>Priority Rank</b> (1=Highest Priority)	<b>COVID-19 Related(Yes/No)</b>
<b>-Desktop computer Monitors /mouse/keyboard</b>	This is for the main office to conduct the day to day activities, communication through emails, research/data collecting, and reporting. Setting up logistics for the orientations for the students.	<b>2,000.00</b>	<b>1</b>	<b>No</b>
<b>1- Printer/color /copier/ Scanner</b>	This is for the main office, to print, copy and scan documents related to in-person and online orientations. Prepare orientation packets, informational handouts.	<b>\$849.99 Staples</b>	<b>2</b>	<b>No</b>
<b>1- Laptop and IPAD</b>	This is used to be mobile when conducting orientation presentations offsite using power point and accessing online networks. For out of the office events.	<b>1,200.00 Staples</b>	<b>3</b>	<b>No</b>
<b>Office Supplies Copier Ink, paper, pens, desk and chair</b>	Basic day to day, essentials to function in your office. The desk and chair are very old and not functional for sitting for long periods of time a upgrade is necessary when conducting work that requires you to be on your computer the majority of your 8 hours at the office and working remotely not during the shelter in place. Not ergonomic functional.	<b>2,000.00</b>	<b>1</b>	<b>No</b>

## **IX. Participants**

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

**Maria Spencer**  
**Nathan Pelligran**  
**VPSS Dr. Lilia Chavez**

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