



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

Student Accessibility Services

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 SA 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	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
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.

Our mission is to:

- Empower students with disabilities for success.
- Provide services to minimize the limiting effects of a disability.
- Advocate for the needs and rights of students with disabilities.
- Create a "level playing field" in the classroom.

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
Frances Moy	Faculty	Full-Time
Mary Ciddio	Faculty	Full-Time
Hiring	Faculty	Full-Time
Lee Peevy	Staff	Full-Time
Reagan Pruitt	Staff	Full-Time
Ron Nelson	Faculty	Part-Time
Jack Smith	Faculty	Part-Time
Mitra Mofidi	Faculty	Full-Time
Polly Jones	Staff	Part-Time
Geneva Toliver	Staff	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.

<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.
Students who utilize alternate media services will demonstrate a greater understanding of their course content. Students who use alternate media services should have greater	IP	M1	P1	

access to class content than without it. This is an area that students indicated they were not satisfied with so more time and effort is needed to address this. This will be measured by student survey.				
Students with disabilities will demonstrate the ability to successfully navigate college and community support systems. Students need to attend orientation and counseling appointments to know about services and support available to them at Merritt and the community. Knowing where to go for support will help students develop self-advocacy skills which will be used when they leave Merritt	IP	M1	P1	
Students with disabilities will demonstrate the ability to make progress towards their individual educational goals such as associate degrees, certificate and transfer requirements.	IP	M3	P1	
Adopt a district wide Disability Services Database Management System. A management system has been identified and agreed upon by all the campuses. The final details are in progress with district IT.	IP	M5	P1	

<p>Develop additional program Special Classes for students with Intellectual disabilities not currently served by the college's standard course offerings. These 3 courses (LRNRE 261,262, 281) will qualify for a Certificate of Completion. Many of these students will then be referred back to the Regional Centers and Department of Rehabilitation for employment and community involvement.</p> <p>Increase outreach to Hispanic and Asian communities especially through OUSD, Department of Rehabilitation, and other agencies that serve these communities</p>	New	M5	P1	
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IV. Facilities Utilization

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

Currently our department is located in various buildings. In the Student Center, R-building are Counseling, Student Accessibility Services reception counter for disability services information, intake and ongoing Counseling appointment arrangements, SAS Student Services Assistant for navigation and equipment loans. The High Tech Center, Alternate Media, Learning Opportunity Program and the test proctoring center and classroom are located in the P building. LRNRE classes are taught throughout the campus.

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](#))

For the SAS Program from the APU Data Dashboards the SAS Completion Rate is 64.6% compared to the Overall Merritt Completion Rate of 67.6%, while the SAS Retention Rate is 87.4% compared to the Overall Merritt Retention Rate of 88.4%.

From the APU Data Dashboards the significant ethnicity demographics for SAS indicates African American 225 of 555 total or 40.5%, Hispanic 123 of 555 total or 22%, Asian 44 of 555 or 8%.

The overall Merritt ethnicity demographics indicates African American 2655 of 12,130 total or 21.8%, Hispanic 4055 of 12,130 or 33%, Asian 2300 of 12,130 or 18.9%.

Improved outreach to the Hispanic and Asian disability communities is needed by SAS.

For Degrees and Certificates completion SAs students have gone from a completion rate of 114 in 2018-19 to 150 in 2019-20.

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).

SAS conducted a student survey Spring 2020 and 13 surveys were collected. 11 students rated their overall experience with SAS as Excellent or Very Good. This indicates students continue to rank their experience with SAS very highly.

We also asked students their experience with their SAS Counselor, the staff in the SAS Office, experience with accessing their accommodations and experience with their accommodations.

Overall students ranked their experience with Counselors, Staff, accessing accommodations and experience with their accommodations as positive. The majority of students gave a ranking of Excellent, Very Good and Good.

All the results of the survey indicate SAS students are satisfied with the entire SAS program and their accommodations.

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 211	Computer Access	Mary Ciddio
LRNRE 261	English for Life and Career Success	Mitra Mofidi
LRNRE 561	English for Life and Career Success	Mitra Mofidi
LRNRE 262	Math for Life and Career Success	Frances Moy
LRNRE 562	Math for Life and Career Success	Frances Moy
LRNRE 281	Career Awareness, Disability and Success	Mary Ciddio
LRNRE 566	Career Awareness, Disability and Success	Mary Ciddio
Coun 507C	Career Exploration	Mary Ciddio

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
Basic Employability Certificate of Completion	Certificate of Completion	Mary Ciddio

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.**

Since we are teaching online via Canvas we are making clear efforts to enhance student equity and achievement by providing as much one-on-one Zoom time to help students by posting our office hours, providing “cyber café” meeting opportunities for students to talk amongst themselves and share their knowledge, concerns and successes and for class “virtual meetings” on a weekly basis.

Access has been central in providing the material. Additional technology support is available in Computer Access Projects Lab. Considering expansion.

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
Coun 302	Adapted Personal development for students with Intellectual Disabilities (iD) and Autism, who are enrolling in Merritt College	This is part of 5 classes for students with ID for preparation for the job market	Fall 2022
Coun 303	Life Skills for Health for the same as Coun 302	This is part of 5 classes for students with ID for preparation for the job market	Fall 2022
Coun 104	Wellness and Recovery Action Plan for the large population of students at Merritt with Psychological Diagnosis	Given that we have a large number of students with Psych issues at Merritt, This class is necessary for retention and success	Fall 2022
Adaptive Horticulture	5 courses for students with ID, Psych and low academic ability to be developed through the Landscape Horticulture Dept.	This ID etc. population of students is already on campus or planning to join Horticulture. There are 5 courses from Solano College that could be cloned	Fall 2023

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.]	

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
TYPE: Technology and Equipment - New AMOUNT: \$4,096 JUSTIFICATION: A Data Base Management System for DSPS/All Peralta called Disability Services Management Suite (DSMS) or AIM (Accessible Information Management) to be purchased to replace the current system Student Accommodation Manager.	Yes	District General Funds	\$16,000	AIM will launch late Fall 2020 /Spring 2021
TYPE: Technology and Equipment - New AMOUNT: \$1,250 JUSTIFICATION: Sonocent online note taking system. We need to purchase enough licenses for 10 students.	Yes	DSPS Budget	\$1000	Students were provided licenses for Sonocent as part of their accommodations for recording lectures
TYPE: Other - AMOUNT: \$20,000 JUSTIFICATION: Real Time Captioning/Transcription of lectures with the Roger Pen microphone and accessories	Yes	DSPS Budget	\$3,600	Students who hearing impairments are provided the equipment for real time captioning of instructor lectures, tutoring and study groups.
TYPE: Professional Development - Individual/personal PD needed	No			

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
AMOUNT: \$500 JUSTIFICATION: SAS staff training multiple sessions to be held mid-semester for 2 hours each for special disability categories – for example Autism, Deaf, Hearing Impaired, Visually Impaired.				
TYPE: Facilities - Labs AMOUNT: \$1,000 JUSTIFICATION: Testing space for 20 students for disability classroom testing accommodations	Yes	DSPS Budget	\$14,000	Remodeled a classroom into the testing lab to accommodate up to 20 students
TYPE: Supplies - Instructional Supplies and Materials AMOUNT: \$10,000 JUSTIFICATION: Smart Pens for note taking – we need to purchase more	Yes	DSPS Budget	\$2,000	Students are loaned a Smart Pen to as part of their accommodations to record lectures.

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)
Kurzweil Adaptive Software License	3 year subscription for screen readers for all print impaired students	\$9000	1	No

IX. Participants

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

Frances Moy	Mary Ciddio	Jack Smith	Lee Peevy
Ron Nelson	Reagan Pruitt	Mitra Mofidi	Polly Jones

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