



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

Special Programs & Grants

Administrative Unit Outcome (AUO) 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	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.

Merritt College's Special Programs and & Grants thrives to provide innovative and effective approaches to improve programs, processes and access, to disproportionately impacted student populations that lead to student success.

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
Lilia Chavez, Ed.D, Vice President of Student Services/Dean of Special Programs & Grants	Administrator	FT
Staff Assistant – Vacant from 10/2018 through Soledad Leung Support between Grace Kwon start date:		
Judy Adams, EOPS Coordinator	Staff	FT
Kathleen Olbekson-Whitmore, EOPS Staff Assistant	Staff	FT
Rose Allen, EOPS Counselor	Faculty	FT
Etna Ross	Adjunct	PT
Ken Waters	Adjunct	PT
Chelsea kubischta	Adjunct	PT
Andrea Melano	Adjunct	PT
Rachel Ellis, CARE Specialist	Staff	FT
Margie Rubio, Next Up Project Manager	Staff	FT
Carlos McLean	Adjunct	PT
Roniqua Green	Adjunct	PT
Carmen Johnson, CalWORKs Coordinator	Staff	FT
LaVora Mathis-Payne	Adjunct	PT
Frances Moy, Student Accessibility Services Coordinator/Counselor	Faculty	FT
Mary Ciddio	Faculty	FT

Ronaldo Nelson	Adjunct	PT
Jackie Smith	Adjunct	PT
Reagan Pruitt, Staff Assistant	Staff	FT
Lee Peevy,	Staff	FT
Rosa S. Perez, FYE Coordinator/Counselor	Faculty	FT
Rosa S. Perez, Adelante Summer Bridge – Combined		

Interpreters: 6

Other Staff:

Geneva Toliver – Reasonable Accommodations

Student Staff: 8

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.
Develop collaborative meetings and activities yearly between faculty and staff from categorical programs (EOPS, CARE, Next UP, CalWORKs, SAS, FYE & Adelante) for the purpose of improving customer service, communication,	C This goal will be repeated for continuous improvements	M3, M5	P1	In 19-20, the staff from the categorical programs i.e., EOPS, CARE, Next Up, CalWORKs, SAS, FYE and Adelante Summer bridge responded to a seven question survey to determine staff satisfaction with the effectiveness of services

<p>transparency, and accountability.</p>			<p>provided by the Dean of SP & G and Staff Assistant. The Service Area Outcome measured the continuous improvement of satisfaction with the leadership, communication, efficiency, transparency and accountability of the OSPG in addressing the needs of the various programs. The evaluation of responses from the surveys did not meet the 75% satisfaction success measure originally projected. The data reveals engagement of staff and positive responses that demonstrate a supportive work environment. This is important as it increases program collaboration to better serve our students and reduce duplication of services. The Categorical Programs have maintained their staff however, there have been leadership changes that continue to affect the overall morale of the staff therefore, this survey measures the staff's overall experience with the Dean's Office, Transparency, Response time, Support and leadership will be continued to increase the efficiency of the office of Special Programs and Grants.</p>
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IV. Facilities Utilization

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

The Dean of Special Programs & Grants has an office in Student Services located in the R building 113F. In addition, the Staff Assistant has an office next door to the Dean. EOPS has three Offices one for the Coordinator, Counselor and Adjuncts along with two cubicles. EOPS also has a closet for supplies. CARE has one office and one cubicle all located in the Counseling area. Next Up has one office located in Student Services. CalWORKs has one office that houses the Coordinator, Adjunct Counselor with two small cubicles and one front desk. Student Accessibility Services (SAS) has three offices one for the Coordinator, one for the FT Counselor, and one for the two adjunct faculty who share the space. In addition, a cubicle is located in front of the SAS offices for the staff assistant and a front counter space located in the Counseling area. In addition, SAS has offices located in the P Building that include computer lab, a side office, a big general meeting space and an additional office for staff support. Two additional offices one for the Alternative Media Specialist and the other is for the Assessment Specialist who executes test Proctoring/Reasonable accommodations for students). The First Year Experience Program and Adelante Summer Bridge are housed in one office with a work station outside of the office for a student worker.

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](#))

A significant change that took place in the Office of Special Program's & Grants includes the loss of the Staff Assistant for which the position was vacant from 9/2018 through 12/2019. The dean was allowed to hire a substitute staff to support the office from 12/2019 through 4/2020. Due to past practice and staff feeling unsupported the survey focused on satisfaction of the office efficiency, transparency, accountability, communication and document turnaround time to the programs.

Another significant change that impacted the OSPG was the loss of the Vice President of Student Services and was temporarily filled by the college president. This was significant as all services and processes are interconnected. Without upper leadership available and staff support the categorical programs satisfaction was affected by these changes.

In spring of 20 due to COVID 19 all students services transitioned to virtual platforms.

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 SAO for the Office of Special Programs & Grants was completed. The survey results demonstrate that only 63% of the staff responded. Moving forward the OSPG would like to see an increase of staff engagement/response of the SAO survey by a 10% increase in efforts to increase data outcomes and overall improvements.

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 criteria of success noted that at least 75% of categorical programs that report to the OSPG will show responses that indicate they are satisfied or very satisfied with the leadership, communication, efficiency, transparency and accountability they received during 2019-2020. A total of 63% of the staff responded to the satisfaction survey. The answers of the respondents were mostly positive; the great majority of employees feel guided, supported and satisfied with the communication and responsiveness of the Dean's office which supports the programs efficiency and service to students. The one question regarding satisfaction with the staff assistant was responded to differently because the position had been vacant for over a year.

The office of Special Programs & Grants has held discussions at individual program and service coordination meetings. The results were positive and the Dean hired a staff assistant in Summer 2020. The Categorical programs have been responsive and committed. An aspect that needs to change, although the programs receive funding from the State the OSPG requires institutional funding for trainings and program incidentals. As the area acknowledges the SAO

improvements as follows: 75% of satisfaction was not reached. Questions 1,3,4,6, and 7 resulted with 100% reported (good, very good or excellent) demonstrating that satisfaction is high. Question 2 regarding transparency was reported at 92%. Based on team meetings the staff reported that other areas that need attention were the budget and systems to collect data as the head count does not document the different types of services or the number of high touches provided to students.

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.

Course Number	Course Title	Reviewer
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.

Program Title	Program Type	Reviewer
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.**

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

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
The Office of Special Programs & Grants did not request any additional funds.				N/A

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)
Professional Development(Personal-Dean and the Staff Assistant)	The Dean is required to attend various trainings for all the categorical programs at the State level. It is imperative that half of the cost come from the OSPG and not the program. There are other trainings for the Dean that are not covered through the program funds therefore, a budget for continuous professional development is needed. In addition, funding is requested for the staff assistant's trainings.	\$8,500	1	
Professional Development (Department Wide)	In order to stay current with technology tools to support staff working remotely additional trainings are needed.	\$10,000	1	Yes
Reasonable Accommodations	The Office of Student Accessibility Services has two staff who require reasonable accommodations to fulfill their daily duties as they serve students. District policy mandate -	\$40,000	1	
Supplies: Software	Adobe Acrobat, calendly, and other tools	\$800	1	Yes
Supplies: Non-Instructional	Basic office supplies and equipment that support programs.	\$5,000	1	
Technology & Equipment Replacement	The dean, staff assistant, work stations need desktops and laptops replaced. Due to COVID current and efficient technology tools are needed to improve the efficiency of our services.	\$7,000	1	Yes

IX. Participants

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

Dr. Lilia Chavez, Vice President of Student Services

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