



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

# Transfer Center

### 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 degree or certificate in a CE program in the year after graduation.	Macro-Region Employment Rate, by Program SOC

## College Profile

### Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
<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 mission of Merritt College's Transfer Center is to assist students preparing to transfer to a four-year institution by providing comprehensive and current information, resources, counseling and activities that support students in the transfer process. The Transfer Center is committed to assisting institutional efforts to increase the rate of transfer among students from traditionally underrepresented groups.

### 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
Khoo, Angela	Faculty	Full-Time
VACANT	Faculty	Full-Time
VACANT	Faculty	Part-Time
VACANT	Faculty	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.	<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.
The Transfer Center/Department does not have any instructional program (there is not an AA/AS or certificate in Transfer Counseling). It does have several goals in its student support services	NA	M2	P1	NA

role which are listed in the General Student Services section of the General Counseling report, under Question 3: Essential functions/alignment with college mission.				

#### IV. Facilities Utilization

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

The Transfer Center does not have a dedicated space. The area was reconfigured and is now the Welcome Center since Spring 2016. As a result, the Transfer Center materials and marketing collateral were moved to a less visible area. Although data was not collected, observed outcome includes a lower number of appointments and drop-in from our college/university representatives.

The workshop space was also divided, so workshops which are anticipated to have larger than 6-8 students are now scheduled in the ASMC room. In 2017 one of the counseling rooms was also given to a classified staff. This added to the already lack of office space in the counseling area and the need for adjunct Counselor office space. It also resulted in room shortage for our 4 year college/university admissions representative visits.

In March 2020, Merritt College moved to remote services due to the novel COVID-19 pandemic. While Student services still remain available, the transfer counselor is working remotely from home through May 29, 2021. College campuses and district office are also closed through May 29, 2021. When the transfer counselor returns to campus after May 29, 2021, the same facility issues facing the transfer center in the past will continue to be the same, that there is NO dedicated space for Transfer Center at Merritt College.

According to **Title 5, Section 66738**, of the California Ed. code of Regulations (page 42) it is the intent of the Legislature that the transfer function shall be a central institutional priority of all segments of higher education in California, and that the segments shall have a fundamental policy and practice that maintains an effective transfer system. Without a central location and dedicated space and visibility for the Transfer Center cannot properly facilitate transfer by providing services to students in collaboration with on-campus special programs, high schools having a high proportion of student who are members of one or more ethnic minorities, and university partners.



## 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.

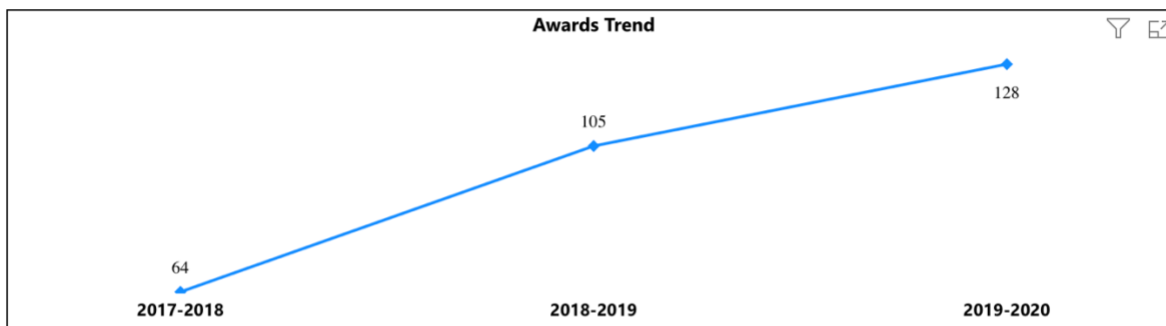
*For departments in the Business and Operations areas,* use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

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](#))

## Degrees and Certificates Awards Trend and Conferred by Subject

To view degrees and certificates conferred by college or subject, start with the right filters. Data can be disaggregated by subgroups to the lower right.



Academic Year	Campus	Subject	Description	Degree Type	Award Counts
2019-2020	Merritt	TRANS STDY	Trans Studies/CSU GE Breadth	Certificate of Achievement	113
2019-2020	Merritt	TRANS STDY	Transfer Studies/IGETC	Certificate of Achievement	15
2018-2019	Merritt	TRANS STDY	Trans Studies/CSU GE Breadth	Certificate of Achievement	98
2018-2019	Merritt	TRANS STDY	Transfer Studies/IGETC	Certificate of Achievement	7
2017-2018	Merritt	TRANS STDY	Trans Studies/CSU GE Breadth	Certificate of Achievement	51
2017-2018	Merritt	TRANS STDY	Transfer Studies/IGETC	Certificate of Achievement	13
<b>Total</b>					<b>297</b>

Source:

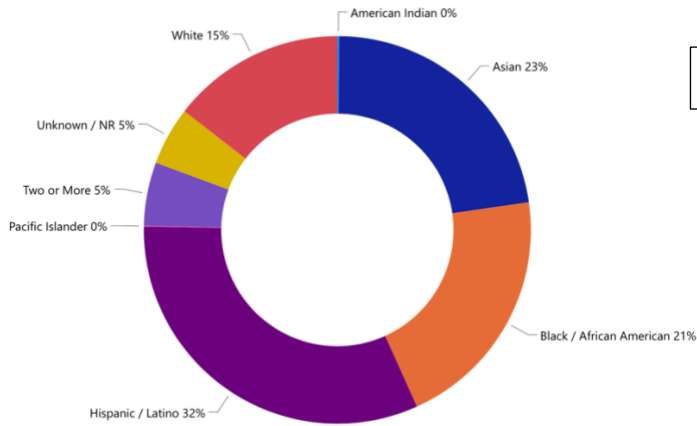
<https://app.powerbi.com/view?r=eyJrIjoizjU2M2M5MzItOTcwZi00Y2U1LWJmODUfYTc0YjIhZGI2ZDhjIiwidCI6ImVIYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDEzMjNmZlslmMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd>

Since the launching of the Associate Degree for Transfer (ADT) program in 2012 where the transfer pathway was streamlined for California community college students to transfer to a 4-year college, our transfer center has been steadily promoting the transfer degree.

According to data obtained from the APU dashboards from the online powerbi tool, under Degrees and Certificates we are moving towards an upward trend. We increase our degrees and certificates by **22%** from academic year 2018/19 to academic year 2019/20.

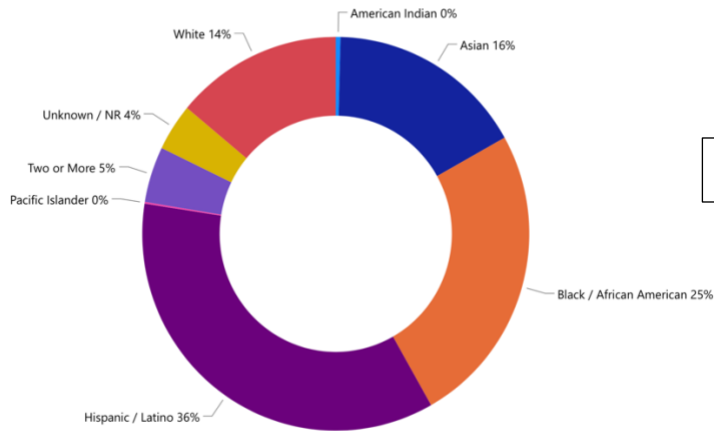
## Degrees & Certificates Conferred by Ethnicity

ETHNICITY



Academic Year 2018-2019

ETHNICITY



Academic Year 2019-2020

Source:

<https://app.powerbi.com/view?r=eyJrIjoiziU2M2M5MzItOTcwZi00Y2U1LWJmODUyTc0YjIhZGI2ZDhjIiwidCI6ImVIYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOiZ9&pageName=ReportSectionde32556e136b0a8caccd&pageName=ReportSectionac5b3e581ea3e32f3fae>

The above graph highlights the degrees and certificates conferred by Ethnicity. The trend for the following groups is as follows:

Ethnicity Group	Percentage Change	AY 2018-19 to AY 2019-20
White	<b>(6.7%)</b>	Decrease from AY 2018/19
Asians	<b>(30.43%)</b>	Decrease from AY 2018/19
Black/African American	<b>19 %</b>	Increase from AY 2018/19
Hispanic/Latino	<b>12.5%</b>	Increase from AY 2018/19

According to the data above, it can be deduced that the Black/African American and Hispanic/Latino group is more successful in obtaining a degree or certificate for Transfer Study. Merritt College has some targeted learning communities' programs. Our Sankofa/Umoja, Puente and FYE programs goal is to increase the number of educationally underserved students who enroll at Merritt College. These learning communities together with and in collaboration with the transfer center guide, counsel, motivate and support students from their time of enrollment at Merritt to earn their degrees, transfer to a four-year college or university.

To continue to enhance Advancement of student access, equity, and success (PCCD P1) and to increase transfers to CSU and UC by 6% annually – (M2), the Transfer Center will take the following 5 approaches to:

1. Promote more effectively **Transfer Pathways Programs**. That is to highlight the varies admission guarantees available (see below) for students. The goal will be that Merritt College students transfer and eventually earn a bachelor's degrees in 2 years at the transfer school.
2. Promote **major preparation** and eliminate inefficient credits (excess credits) with accurate general transfer curriculum advising (e.g. IGETC & CSU Breadth)
3. Create a more "robust" Transfer Center web presence with the hopes of increasing student engagement on workshops and webinars participation
4. Establish Transfer Pathways Social Media outreach & marketing, including creating live chats
5. Collaboration with PCCD Scholarship Foundation

1. **Transfer Pathways Programs** available to Merritt Students:

- Associate of Transfer Degrees (ADTs) (which guarantees a saved spot at many CSU's)
- UC Transfer Pathways (that outlines a set of courses students should take to be competitive)
- UC Transfer Admission Guarantee (TAG)
- UC Pathways+
- HBCU ADT Pathways
- Articulation agreements with Independents and Out-of-State schools
- Educational & Career pathways with our local feeder schools
  - Mill's Peralta Pathway – guaranteed spot when requirements met
  - Holy Names University – ADT Pathways plus scholarship

Taking advantage of dual enrollment and cross enrollment programs at the 4-year university/college can also will facilitate the student's timely graduation from the 4-year school and therefore putting the student into the workspace within 2 years of transfer.

## 2. Promote **major preparation**

The Transfer Center hopes to eliminate inefficient credits and promote major preparation with accurate general transfer curriculum and advising to our transfer students. The transfer process can be both complicating and complex for the student. Starting a transfer student on the correct transfer pattern (eg. IGETC & CSU Breath) would prepare a student to enroll in a university as a junior with all lower division major requirements completed.

## 3. Create a more “robust” **Transfer Center web** presence

Create a more “robust” web presence in the hopes of creating more engagement of increasing student engagement on workshops and webinars participation has already began. Weekly, the transfer counselor meets with the webmasters to update and review the website. Plans are in place to incorporate links to assist.org, The official transfer and articulation system for California's public colleges and universities. It is also a computerized student-transfer information system that displays reports of how course credits earned at one California colleges or university can be applied when transferred to another. The interactive elements can help to support our students transfer strategies by allowing students to more easily plan their academic studies on their own.

## 4. Establish **Transfer Pathways Social Media** outreach and marketing, including creating live chats

With funding, the Transfer center hopes to be able to get on social media messaging platforms that includes chat features and metrics and data to the number of visits, clicks to the site, the number of downloads (of forms etc) and overall engagement.

## 5. Collaboration with PCCD **Scholarship Foundation**

Almost all our students have financial challenges (especially now with COVID-19 and layoffs). Therefore, there needs to be collaboration with our PCCD Scholarship Foundation to initiate PCCD to create transfer scholarships. We also need to continue to work with our Independent/private transfer school on transfer scholarship offers.

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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).

**SLO#1: Transfer Information Competency**

***“Students accessing the Transfer Center will identify transfer resources and/or services.”***

The data for this SLO was obtained from the MC Transfer Center Student Survey, Q. #9 which is provided to students during the months of January through March, and online via telephone from March 16 – May 30, 2020 due to the mandatory “shelter-in-place” mandate

Q.# 9: *“After visiting the Transfer Center and meeting with the counselor, I am now aware that the following resources and services are available from them.*

Please see below chart with tally of students answers for spring 2020 (N = 20)

**Tally of student's answers for Spring 2020  
2 months on campus, 3 months online (shelter-in-place 3/15/2020)**

		Total marked		
Info/Resources	Library of catalogs	0		
	Handouts Activities calendar	10		
Events/Activities Etc.	college representative visits (appointments & information tables)	10		
	workshops & information sessions	1		
	classroom & club presentations	0		
	campus tours (if	0		

	funding is available)			
Programs	UC Transfer Admission Guarantee (TAG)	8		
	Concurrent Enrollment Program	2		
	UC Berkeley Transfer Alliance Project (TAP)	0		
Online Resources	Transfer Center website, with information and calendar of events	10		
	Transfer Center Facebook page	0		
	online college/university search resources (e.g., ASSIST)	0		
	<del>computers &amp; wi-fi capability in the Transfer Center</del>	0		

**N=20**

**Results and analysis of results.**

Results: The services most frequently circled were: Handouts activities calendar (10) College reps (10), Transfer Center Website (10), and UC TAG information (8). The Concurrent enrollment (2) and workshops (1) were very under-utilized services.

**Analysis:** The Transfer Center composes calendars of Transfer activities and services for the semester and posts them on the transfer web-page, TV screen monitors, bulletin boards in visible areas of campus, and provides copies to students in the counseling and welcome center areas. It appears that there is a strong interest of students in obtaining and utilizing this information because 50% of those who responded to the survey indicated they actually used the information to attend the activities or visit the college reps. Throughout the semester, and much more so now, during the shelter in place directive, students are checking the Transfer Center website for information and updates. The Transfer Center actually benefits from the increased traffic because it does not have a physical location on campus where students can find all the information posted on the website.

Another service that is highly utilized by students is information on TAG for UC bound transfer students. The Transfer Center depends greatly on counselors alerting their students about this special admissions process that they can benefit from. Students then follow up with the information provided on the Transfer Center website where we post deadlines, and any updates needed for

them to remain eligible for this unique opportunity.

Concurrent enrollment is a program that has usually been used sparsely by our students at Merritt College. With the special conditions that happened this semester, there were only two students in total who took advantage of the program. The Transfer Center Director will discuss with colleagues and administrators' ways in which to increase the accessibility of information and utilization of it.

Overall, the SLO is positive in the sense that students who accessed the Transfer Center, and its website were able to identify transfer resources accessible to them via print and web services.

Q #7: "I have or have had a student educational plan which lists my major, schools I am considering transferring to, and a list of courses I need to take every semester, and when can I transfer".

Items noted on SEP	Yes	No
SEP on file	20	
Major listed	20	
Identified potential transfer schools	20	
Appropriate list of general ed (CSU-GE or IGETC)	20	
List of major requirements at each 4-year	20	
Timeline to transfer	20	

N=20

Results and analysis of results.

Results: 20/20 students had a SEP on file and a major listed on the plan. The plan identifies the courses as well needed to reach the student's academic goal. 100% of the plans identified at least one potential transfer school.

**Analysis:** It was a very positive experience to realize that all students who responded to the survey in fact had on file a Student Educational Plan. By virtue of having experienced with a counselor how to research all the pieces of the puzzle and how to put all together means that the student has been empowered to gain a more detailed understanding of the pathways they need to follow to reach their academic goal(s), and have now more confidence and control over prioritizing and designing their advancement through the different steps of the plan.

Based on the results above, the Transfer Center is meeting its objectives of guiding students in the most effective course taking patterns to assist them with



their transfer in the projected/plan terms.

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 results of the transfer center program's Student Learning Outcomes shows that the Transfer Center is meeting its objectives however, this COVID-19 pandemic was unforeseen by everyone (worldwide). The dialogue occurring now is online services are effective only when our students have access to consistent internet and computers. While Merritt's "Chromebook Loan" (computer loan program) is a start, many students still do not have the resources to support online learning and services.

Changes need to be made were we can encourage and keep our students motivated to transfer regardless of these unforeseen circumstances. Especially when the disparity is now between the low-income students that is disadvantage relative to their peers (that have access to resources).

The transfer center's SLO is aligned with Merritt College's ILO's as follows:

**COMMUNICATION** – The transfer center sends out weekly announcements via Facebook and Hub with specific events, workshops and 4-year university visits to all enrolled students. The Transfer activities are also shared and presented to the whole counseling department staff & programs such as Sankofa/Umoja, Puente, FYE, Next-Up, Cares and this has resulted in the active participation and support of the programs. The counseling staff are updated during our weekly counseling meetings and informed on transfer information that will affect the students they counsel. Due to COVID-19, communication is now limited to online messaging, zoom meetings, webinars and workshops. Precision communication happens in 1-1 counseling sessions via telephone or zoom.

**CRITICAL THINKING** – The students who seek transfer counseling is able to recognize the need for information, asks appropriate questions in 1-1 meetings, workshops and webinars. After visiting and meeting with counselors, the student is able to actively conceptualize transferring to a 4 year university and understand the depth, breadth and process of transferring.

**QUANTITATIVE REASONING** – Transfer students must have completed transferable math and English, which is quantitative reasoning and English language composition. These are the minimum requirements and academic standards that students you must complete to be considered for admission to the UC & CSU's.

**CULTURAL AWARENESS** - To shape and affirm the student's academic goals by helping the student understand that they can be successful, both academically and socially

regardless of their socio-cultural backgrounds and/or the socio-cultural backgrounds of others

CIVIC ENGAGEMENT AND ETHICS - Often part of the admissions process is the Personal Insight Questions and the transfer student is asked to write about an extracurricular activity outside the realm of the academics. While such activities are voluntary they often involve civic engagement and are student initiated. Some examples are activities that enrich the lives of their community.

INFORMATION AND COMPUTER LITERACY - Transfer students are able to use the appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals. This is especially accelerated with the current COVID-19 pandemic where all instruction and student services has gone remote and online.

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

Not applicable

## 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.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
TYPE: Personnel - Classified Staff AMOUNT: \$60,000 JUSTIFICATION: Classified Staff/Our sister colleges have dedicated classified staff at their Transfer Centers during campus hours. A full-time classified staff can interact directly with students on non-academic issue, transfer campus FAQ's, collect data and help coordinate college representative visits & assist with tabling issues.				
TYPE: Personnel - Student Worker AMOUNT: \$36,000 JUSTIFICATION: Student worker TWO (2)/Students can assist with campus tours, tabling events, duplication & social media updates				
TYPE: Technology and Equipment - New AMOUNT: \$500 JUSTIFICATION: Adobe Creative Suite software and updates – site license for use with transfer flyers, designs and conversions				

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
<p>TYPE: Other - Offices            AMOUNT: \$0            JUSTIFICATION: Private Office space/Having an office for college reps in the Transfer Center is a function of a Transfer Center, that has been established by the State to provide services for students to increase transfer rates, especially for underrepresented students</p>				
<p>TYPE: Other - Other            AMOUNT: \$0            JUSTIFICATION: Dedicated TRANSFER CENTER SPACE at Merritt College. The Ed Master Plan lists having a "fully functioning Transfer Center" as a primary goal but nothing has been in place since 2016. Mandated by Title V of the Ed Code, providing facility/facilities are plan components under Minimum Program standards of the Ed Code. Title V (b) states that "Each community college district governing board shall direct the development and adoption of a transfer center plan describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in the standards outlined ... include, but not be limited to: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting".</p>				



Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
<p>TYPE: Professional Development - Individual/personal PD needed            AMOUNT: \$4,000            JUSTIFICATION: PD/Conference fees and travel for UC Ensuring Transfer Success Conference, CSU Counselor Conferences, HBCU &amp; AICCU conferences, Transfer Director Conference</p>				
<p>TYPE: Facilities - Offices            AMOUNT: \$0            JUSTIFICATION: Private Office space/Having an office for college reps in the Transfer Center is a function of a Transfer Center, that has been established by the State to provide services for students to increase transfer rates, especially for underrepresented students</p>				
<p>TYPE: Facilities - Other            AMOUNT: \$0            JUSTIFICATION: Dedicated TRANSFER CENTER SPACE at Merritt College. The Ed Master Plan lists having a "fully functioning Transfer Center" as a primary goal but nothing has been in place since 2016. Mandated by Title V of the Ed Code, providing facility/facilities are plan components under Minimum Program standards of the Ed Code. Title V (b) states that "Each community college</p>				

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
<p>district governing board shall direct the development and adoption of a transfer center plan describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in the standards outlined ... include, but not be limited to: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting".</p>				
<p>TYPE: Supplies - Noninstructional Supplies and Materials            AMOUNT: \$3,000            JUSTIFICATION: Office supplies and promotional materials, printing and duplicating, Banners, balloons and advertising material for transfer center &amp; events</p>				

## 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)
Full time - Classified Staff Transfer Center	A full-time classified staff can interact/ response immediately to online students on non-academic issue, transfer campus FAQ's especially now during COVID. Staff can manage the website and improve social media marketing. If we get an online chat feature on our transfer website, staff can support this feature. Staff can also assist in collecting data for reports. When we open campus the staff can help coordinate college representative visits & assist with tabling issues.		\$60,000				YES
Student worker TWO (2)	Students can assist with campus tours, tabling events, duplication & social media updates when campus is open		\$36,000				YES

<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 (1=Highest priority)</b>	<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

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
Supplies: Books, Magazines, and/or Periodicals <b>Subscription</b>	<a href="#">Transferology</a> , a hosted solution online. Transferology was designed for students and their specific needs, using language they can understand. Their companion site, the Transferology Lab, was designed for college and university counselors	TBD	1	YES
Supplies: Software	<b>Live chat (various vendors – LiveAgent, Birdeye, Glady, Zendesk, HappyFox)</b> has become the leading digital contact method for online customers, as a staggering 46% of customers prefer live chat compared to just 29% for email, and 16% for social media	TBA	1	YES
Other	<b>Subscription to CANVA, Animoto</b> for web design flyers and banners. to create a large variety of engaging content, flyers, videos, that will attract and engage students	\$1000	1	YES
Supplies: Non-Instructional Supplies	Office supplies and promotional materials, printing and duplicating, Banners, balloons and advertising material for transfer center & events	\$3,000	2	NO

## **IX. Participants**

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

**Angela Khoo**

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