



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

Student Services Division

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.

The mission of Merritt College Student Services Division is to support the academic and professional goals of students by providing essential resources and quality customer service that is welcoming, aligned, and seamless to the student experience. Student Services honors college-wide initiatives by collaborating with Instruction and partners at large to support the well-being of the community through 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
Dr. Lilia Chavez	Admin.	FT
Jamila Saleh	Staff	FT
Susana De La Torre – A & R	Staff	FT
Marisol Chaves-Roque – A & R	Staff	FT
Maryhelen Kaufman – A & R	Staff	FT
Brock Drazen – Athletics	Faculty	FT
Liana Gerardo – Athletics	Staff/Trainer	FT
Dr. Lisa Webb – Counseling & Equity	Admin.	FT
Rosa Perez – Counselor/FYE & Adelante	Faculty	FT
Jose Salceda – Counselor/Puente	Faculty	FT
Steve Pantell – Counselor/Articulation	Faculty	FT
Lesley Scurry – Counselor/Matric.	Faculty	FT
Angela Khoo – Counselor/Transfer	Faculty	FT
Rose "CJ" Allen – Counselor/EOPS/CARE	Faculty	FT
Frances Moy – Counselor/SAS	Faculty	FT
Mary Ciddio – Counselor/SAS	Faculty	FT
Stefani de Vito – Counselor/Veterans/ Health Services	Faculty	FT
Derrick Ross – Counselor/Sankofa	Faculty	FT
Sara Altruk – Counselor/Career	Faculty	FT
Chelsea Kubischta - Counselor/EOPS/CARE	Adjunct	PT
Ken Waters – Counselor/EOPS/CARE	Adjunct	PT
Andrea Melano – Counselor/EOPS/CARE	Adjunct	PT
Etna L. Ross – Counselor/EOPS/CARE	Adjunct	PT
Roniqua Cook-Green – Counselor/Next Up	Adjunct	PT

Commented [MS1]: @Lilia Chavez will we be adding the adjunct coaches?

Carlos McLean – Counselor/Next Up	Adjunct	PT
LaVora Mathis-Payne – Counselor/CalWORKs	Adjunct	PT
Jack Smith – Counselor/SAS	Adjunct	PT
Ron Nelson – Counselor/SAS	Adjunct	PT
Marlo Beall – Counselor/General	Adjunct	PT
Judit Trinidad Lopez – Counselor/General/Fruitvale	Adjunct	PT
Mayra Macias – Counselor/General/Fruitvale	Adjunct	PT
Samantha Wong – Counselor/General	Adjunct	PT
Marissa Yempasook – Counselor/General	Adjunct	PT
Ernesto Nery, Financial Aid Director	Admin	FT
Phasasha Pharr – Financial Aid Specialist	Staff	FT
Antonia Andrew – Financial Aid Specialist	Staff	FT
Alyson Hunter – Financial Aid Specialist	Staff	FT
Sahra Omar – Financial Ai Specialist	Staff	FT
Pauline Pang-Sagara – Financial Aid Specialist	Staff	FT
* Health Services - .5 Special Assignment	Faculty	FT
Maria Spencer – Outreach & Orientation	Staff	FT
* Phi Theta Kappa (PTK) - Doris & Mary		
Tauheeda Anderson – Sankofa	Staff	FT
Margie Rubio – Next Up	Staff	FT
Dean Special Programs & Grants	Vacant	FT
Judy Adams, EOPS Coordinator	Staff	FT
Kathleen Olbekson-Whitmore	Staff	FT
Rachel Ellis - CARE	Staff	FT
Carmen Johnson – CalWORKs Coordinator	Staff	FT
Soledad Leung – CalWORKs Senior Clerical	Staff	PT
Reagan Pruitt – SAS Staff Assistant	Staff	FT
Lee Peevy – SAS Media technology	Staff	FT
Doris Hankins - Student Activities Director	Admin	FT
Alejandra Cerda – Student Activities Staff Assistant	Staff	FT
Sylver Daniels – Counseling Front Desk	Staff	FT
Mihn Dao – Counseling Support	Staff	FT
Judith Golden – Mental Health	Staff	PT
Grace Kwon – Staff Assistant SP & G	Staff	FT
• Reasonable accommodations (2) additional staff a. G. Toliver and L. Ross	Staff	PT
• SAS Interpreters for Hard of hearing and visually and impaired. Various Interpreters (6)	Staff	PT
• Student Workers 25		
Tamas Stewart – Athletic Coach	Adjunct	PT
Armond Gray – Athletic Coach	Adjunct	PT
Derrick Jones – Athletic Coach	Adjunct	PT
Greggmar Swift – Athletic Coach	Adjunct	PT
Glenn Van Staatum – Athletic Coach	Adjunct	PT
Robert Shantz – Athletic Coach	Adjunct	PT
Damion McNeil – Athletic Coach	Adjunct	PT
Danielle Adams – Athletic Coach	Adjunct	PT
Fred Brown – Athletic Coach	Adjunct	PT
Gregory Stewart – Athletic Coach	Adjunct	PT
Michael Ohioze – Athletic Coach	Adjunct	PT
Leigh Ann Di Domenico - Counseling	Adjunct	PT

III. Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

Peralta District Strategic Goals

- 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.

Merritt College Strategic Goals

- 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.
Evaluate the efficiency and effectiveness of support services provided by Student Services unit.	IP – (On-going)	M1,2,3 & 5	P1 & 4	
Engage, monitor and assess Student Services' Division for integration with college-	IP - (On-going)	M1,2,3, & 5	P1, 4 & 5	

wide initiatives to support to support student success, i.e., Guided pathways, AB 705, Student Success & Equity Student Centered funding formula, and financial aid budgets.				
Support enrollment management through in reach and outreach efforts that are critical to serving disproportionately impacted populations.	IP - (On-going)	M1,2,3 & 5	P1,2,3,4 & 5	

IV. Facilities Utilization

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

Student Services has been housed in building R for several years. It utilizes over half of the office spaces available in the building to provide services such as:

Adelante Summer Bridge
Admissions & Records
Athletics
CalWORKs
Career Center
Centro Latino
Counseling
EOPs/CARE
Financial Aid
First Year Experience (FYE)
Health Services
Next UP
Outreach & Orientation
Phi Theta Kappa (PTK)
Puente Project
Sankofa
Student Accessibility Services (SAS – aka DSPS)
Student Activities & Campus Life
Transfer Center
Veterans
Welcome Center

Dean Special Programs & Grants
Dean Counseling & Equity
Vice President of Student Services
Staff Assistant of Vice President

The Office of the Vice President of Student Services is in the R building behind Financial Aid. There are two offices one for the VPSS R-113E, and another for the staff assistant R-113D. In addition, there are two cubicles for supporting staff R-113R

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](#))

N/A

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).

Previous administration was unable to assess their Administrative Unit Outcome (AUO). The current VPSS will be reviewing, updating and assessing the AUO in Spring 2021.

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](#).

N/A

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.**

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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.

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	Certificate of achievement to train daredevil students	[Basic skills, occupational, or transfer pathways; advisory board	Fall 2022

the Faint of Heart	seeking a lifetime of adrenaline rushes in the great outdoors. Courses include bungee jumping, rock climbing, sky diving, spelunking, and ziplining.	recommendations or LMI 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
VPSS Office advocates for all personnel requested by the programs that report to it. Personnel requests are contained in each program annual program update (APU). No funding was requested due to VPSS vacancy.	NO			

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)
Clerical Assistant II	The VPSS's office provides services to over 24 programs. The division is impacted by a high volume of LARS, evaluations, Dismissals, record corrections, verifications, leave forms, program reports, complaints, invoices, budget and other documents. The division services students, staff and faculty.	FT	\$34,100	\$38,500	\$72,600	-1-	No
Student Workers	All services have moved remotely impacting the office's workload. The student worker will support answering the phone, filing, and internal tracking of requests to the office.	PT	\$16,000			-1-	Yes
Overtime	Overtime is required to support access to all students. Service area(s) support the overflow of student requests via, phone, email, fax, mail, virtual and complaints, peak Enrollment,		\$20,000	\$1,884.00		1	Yes,- Partially

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)
	these efforts ensure that students services is accessible to support student needs.						

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 for VPSS & Staff Assistant	To attend CSSO, Title IX, Athletics and SAS oversight PD's, trainings, and conferences to stay current in field. Staff assistant professional development training Advanced Office Suite, and Advanced excel.	\$12,000	1	
Professional Development for Division and ICC Contract	In-Service Division trainings to support professional development and new initiatives. In order to stay current with technology tools and to support staff working remotely additional trainings are needed. Trainings that include: Technology tips, Cranium café, A & R, teams, excel, data collection, BI tool and qualtrics etc.	\$15,000	1	Yes
Reasonable Accommodations	Support staff required for permanent staff	\$40,000	1	
Supplies: Non- Instructional	Operational office supplies, pallet of paper for division and ink cartridges.	\$5000.00	1	
Service Contract	FAO, A&R, VPSS, Dean of SP&G, Counseling two copier/equipment lease rental. Service Contract Interpreter contract to support LEP population	\$10,000	1	
Supplies: Software	Maxient tracks incidents, behavior records and data the clery (\$7K). Ocelot - ChatBot (\$9,250), survey monkey, SARs license, adobe acrobat and calendly.	\$18,000	1	Yes
Technology & Equipment: Replacement/upgrades	Desktop refresh for the VPSS office, VP Staff Assistant, two additional desktops for student worker stations.	\$8,500	1	Yes

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
Other	Moving file cabinet maintenance. Membership dues for the CSSO	\$1000	1	

IX. Participants

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

Dr. Lilia Chavez
Jamila Saleh

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

