Merritt College

2016-2017 Annual Program Update Template

Final Version: Approved PCCD May 20, 2016

Introduction, Directions and Timeline

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. Additionally, the Annual Program Update 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 all of these terms: discipline, department, program, administrative unit, or unit.

If you have questions regarding data, please contact Samantha Kessler, Research and Planning Officer skessler@peralta.edu. If you have questions regarding other material in the APU, please contact your Dean or Manager.

You will need the following items in order to complete the Annual Program Update document at the colleges, many of which are provided for you in this document:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College Educational Master Plan
- College SSSP plan, Equity and Basic Skills Plans
- Data profiles, Taskstream and Curricunet reports

2016-2017 APU CALENDAR

Task	Responsible Party	Due Dates	IPB CALENDAR
Summer APU Work	Researcher, Department Chairs	18-Aug	Pre-Planning
Pre-Planning and Flex Day	College-wide	Aug 18-19	
APU due	Department Chairs/Program Directors	30-Sep	Intensive Planning
	Meetings with Dean or Manager		
Dean/Manager Review	Dean/Manager	7-Oct	
Training: CEMPC - Validation Process and Rubrics		10-Oct	
APU Validation	CEMPC or Sub-Committee	31-Oct	
Notes: CEMPC will validate all APU's and return to the department by 10/31. CEMPC will return the APU and validation notes, indicating 'accepted' or 'needs revisions.'			
APU Revisions (if needed)	Department Chairs/Deans	7-Nov	
Notes: Revisions are discussed and finalized with the Dean or manager. Copy of final report forwarded to Samantha for filing.			
Resource Request Summary	Deans/Managers	14-Nov	
Training: Managers - Resource Request Prioritization Rubric		15-Nov	
Resource Request Prioritization by Management Team	Deans/Managers	30-Nov	
Note: Managemement team will forward prioritized resources to President's Office by 11/23. President's Office will combine into one list and forward to Governance Committees by 11/30.			
Training: All Governance Committees - Governance Resource Request Review and Recommendation Process		30-Nov	
Resource Request Review #1	CEMPC, MTC, CFC	31-Dec	Budget Development
Faculty and Staff Prioritization	Academic Senate, Classified Senate	31-Dec	
Resource Request Review #2	CEMPC, MTC, CFC	28-Feb	
College Council Review of Recommendation to President of 17-18 Resource Requests	College Council	28-Feb	
Communicate Funded Requests to the College, Finalize New Faculty Hires	President	Feb-17	
Review Budget Template, Submit to Governance Groups, Forward to President for Approval	Participatory Governance Committees, President	Feb-April 2017	Budget Finalization
Preliminary Budget submitted to District	President	Apr-17	
District informs College of Budget Revisions	District	May-17	
Budget finalized	District	May-June 2017	

7/11/2016 SK V.3

Background and Contextual Information

PURPOSE: THROUGHOUT THE APU, YOU WILL BE ASKED TO LINK YOUR PROGRAM PLANNING, GOALS, ACTIVITIES AND/OR DATA TO THOSE OF THE DISTRICT AND COLLEGE. THE INFORMATION IN THIS SECTION WILL PROVIDE AN OVERVIEW TO THE NECESSARY BACKGROUND INFORMATION. YOU CAN VIEW ADDITIONAL INFORMATION OR COMPLETE PLANS USING THE LINKS PROVIDED.

Merritt College Strategic Goals 2016-2017

The following are the Peralta Community College District's Strategic Goals and Merritt College Strategic Goals for the Academic Year 2015-2016 which will be evaluated prior to the start of the next academic year.

PCCD Strategic Goals	2016-2017 Merritt College Goals
A: Advance Student Access, Equity, and Success	Create an environment of exceptional student access, equity and success.
B: Engage and Leverage Partners	Engage our community through respectful dialogue to create partnerships and opportunities for our students.
C: Build Programs of Distinction	Create and implement effective innovative programs that meet the diverse needs of our community.
D: Strengthen Accountability, Innovation and Collaboration	Through collegial governance, support institutional communication, innovation and interdisciplinary collaboration.
E: Develop and Manage Resources to Advance Our Mission	Develop human, fiscal and technological resources to advance and sustain our mission.

Merritt College Institution-Set Standards 2015-2016

Institution-set Standards are used by a college to evaluate student outcomes relative to the College's Mission. The evaluation of student achievement performance may include different measures, and program-specific measures. These standards are reported in the ACCJC Annual Report. More information can be found on the ACCJC website: http://www.accjc.org/wp-content/uploads/2015/11/Test_Your_Knowledge_ACCJC_News_Fall_2015.pdf.

Performance Measure	Definition of Measure	Minimum Standard
1. Course completion (*Success Rate*)	Term percentage of credit course enrollment where the student receives a grade of "C" or better.	67%
2. Student Retention (*Fall to Fall Persistence*)	Term percentage of students who are enrolled on or after census date in the fall term of the subsequent academic year.	44%
3. Associate Degree Completion	Number of degrees earned in an Academic year.	312
4. Certificate Completion	Number of certificates earned in an Academic year.	222
5. Transfer to 4 Year Institution	Number of first-time College students tracked over 6 years who transfer.	175

Institutional Effectiveness Indicators (Scorecard data – CCCO Datamart) *Note: Most of these measures are cohort measures with different definitions than the college metric. Please refer to the definitions page for the complete definition, or the website below.*

Complete Scorecard data specifications can be found here: http://datamart.cccco.edu/App_Doc/Scorecard_Data_Mart_Specs.pdf

Indicator	2015-2016 Merritt College Outcome	Goal		Indicator	2015-2016 Merritt College Outcome	Goal	
Completion Rate (College Prepared)	53%	-		Completion of Degrees (Annual)		-	
Completion Rate (Unprepared for College)	31%	-		Completion of Certificates (Annual)		-	
Overall	34%	-		Transfers to 4-Year Institutions (Annual)		-	
		1 year	6 year	Accreditation Status	FA-P (Probation)	1 Year FA-SR (Sanction Removed)	6 Year FA-N (Fully Accredited – No action)
Remedial Rate (English)	28%	30%	35%	Annual FTES		-	
Remedial Rate (ESL)	1%	-	-				
Remedial Rate (Math)	28%	30%	35%				
CTE Rate	40%	-					
		1 year	6 year				
Successful Course Completion (Fall 2015	65%	67%	67%				

Merritt College Data Profile: Fall 2015 and Spring 2016

*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

Headcount: Demographics					
Fall 2015 Total 6940			Spring 2016 Total 6800		
Female	4465	64%	Female	4312	63%
Male	2312	33%	Male	2330	34%
Unknown	163	2%	Unknown	158	2%
Black/African American	2016	29%	Black/African American	1950	29%
Hispanic/Latino	1858	27%	Hispanic/Latino	1819	27%
White	1225	18%	White	1143	17%
Asian	1074	15%	Asian	1080	16%
Unknown/Not Reported	375	5%	Unknown/Not Reported	391	6%
Two or More Races	320	5%	Two or More Races	351	5%
Pacific Islander	40	1%	Pacific Islander	42	1%
American Indian	32	0%	American Indian	24	0%
Below 16	65	1%	Below 16	18	0%
16 to 18	646	9%	16 to 18	440	6%
19 to 24	2357	34%	19 to 24	2383	35%
25 to 29	1190	17%	25 to 29	1290	19%
30 to 34	789	11%	30 to 34	781	11%
35 to 54	1365	20%	35 to 54	1356	20%
55 to 64	321	5%	55 to 64	320	5%
65 and above	207	3%	65 and above	212	3%
Average Age	30		Average Age	30	

Course Retention and Success

Fall 2015	Retention %	Success %	Spring 2016	Retention %	Success %
	82%	68%		82%	70%
Female	82%	68%	Female	83%	69%
Male	82%	67%	Male	82%	68%
Unknown	85%	75%	Unknown	83%	71%
Black/African American	78%	58%	Black/African American	78%	59%
Hispanic/Latino	83%	67%	Hispanic/Latino	83%	68%
White	85%	78%	White	87%	80%
Asian	87%	78%	Asian	86%	78%
Unknown/Not Reported	84%	74%	Unknown/Not Reported	84%	74%
Two or More Races	81%	68%	Two or More Races	81%	66%
Pacific Islander	90%	67%	Pacific Islander	85%	70%
American Indian	89%	75%	American Indian	76%	72%
Below 16	815	66%	Below 16	96%	88%
16 to 18	86%	69%	16 to 18	87%	76%
19 to 24	80%	61%	19 to 24	82%	64%
25 to 29	81%	68%	25 to 29	81%	69%
30 to 34	84%	72%	30 to 34	81%	72%
35 to 54	84%	73%	35 to 54	83%	72%
55 to 64	85%	76%	55 to 64	83%	74%
65 and above	88%	80%	65 and above	91%	81%

Distance Education Comparison

Fall 2015	Retention %	Success %	Spring 2016	Retention %	Success %
Non Distance Ed	83%	70%	Non Distance Ed	83%	71%
100% Distance Ed	72%	64%	100% Distance Ed	77%	61%
Hybrid	76%	59%	Hybrid	75%	64%

2015-2020 Educational Master Plan

The Educational Master Plan (EMP) serves as a key part of the College's integrated planning process and will be implemented during the next five years through action-oriented strategic plans. It is the foundation and primary reference for guiding program planning and reviews, managing student learning outcomes, and coordinating College resources.

http://www.merritt.edu/wp/emp/

Strategic Directions

Student Success

The College will engage in integrated planning related to student success, student equity, distance education, foundation skills, career technical education and transfer curriculum.

Partnerships

The College will enhance, pursue and increase partnerships with educational, nonprofit and community employers to enhance and create viable and timely programs.

Non-Credit to Credit Pathways

The College will increase non-credit pathways leading to credit programs for native and nonnative English speakers focused on developing self-advocacy, civic engagement and self-sufficiency.

Engagement and College Culture

The College will implement strategies to increase student, faculty and staff equity and engagement and will create a culture of inclusiveness that demonstrates value of diversity across the campus.

Institutional Stability

The College will utilize data driven decision making based on learning assessments in the Integrated Planning and Budgeting Model to advocate for adequate human, technological, facility and fiscal resources to support successful achievement of the Educational Master Plan strategic initiatives.

2015-2016 SSSP Plan Goals

The Student Success and Support Program (SSSP) is a state mandated program that provides critical support services to students on the front-end of their educational experience to increase student success. The 5 Components of SSSP that help ensure educational success are: Admission, Orientation, Assessment, Counseling and Advisement and Follow-up.

http://www.merritt.edu/wp/studentsuccess/

Access: Increase enrollment of under-represented populations within the College service area, specifically Latino and African American male students.

Course Success: Increase overall college successful completion rate (students earning grade C or better in the course).

ESL and Basic Skills Completion: Increase course success rates and ensure that students succeed at the same rate as the overall College percentage of students who successfully complete courses.

Degree and Certificate Completion: Increase the number of students obtaining a degree or certificate, specifically number of degrees earned by African American and American Indian/Alaskan Native, and number of certificates earned by African American, American Indian/Alaskan Native, and Hispanic/Latino students.

Transfer: Increase transfers to CSU and UC, specifically African American and Hispanic/Latinos.

2015-2018 Student Equity Plan Goals:

The Student Equity Plan uses campus-based research and data analysis to identify target groups in need of academic performance improvement. The plan outlines goals and activities to decrease performance gaps for disproportionately impacted student groups.

http://web.peralta.edu/pbi/files/2010/11/Merritt-College-Student-Equity-Plan.pdf

The 2015-16 Student Equity Plan is centered on the main purpose of achieving equity throughout the student body that is reflective of the diversity of the community served by Merritt College while striving to ensure student access, retention and success across student equity indicators and target groups. The overall goals of the 2015-16 Student Equity Plan are based on the following principles:

1. Improve student access to college programs and services;
2. Increase and balance student equity and diversity in college programs and services;
3. Improve success by closing the performance gap and mitigating disproportionate impact for identified target groups.

Overall goals are based on local and state data requirements, institutional data analysis and key findings from 2006 to 2014 and are grounded in moving the college toward achieving stated goals and activities identified in the Student Equity Plan. The target groups identified for each indicator in the "Goals and Activities" section are considered a priority. Below is a summary of goals under each indicator:

Access: Improve access of under-represented populations within the college service area to
o Increase the African American population;
o Increase the Hispanic/Latino population;
o Increase the male student population;
o Increase the foster youth population.

Course Completion (*Retention*): Increase overall college retention rate to
o Improve course completion for African Americans in Mathematics and English;
o Improve Fall to Spring course completion rates, particularly for African American
and Hispanic/Latino students;
o Improve course completion for Native Hawaiian/Pacific Islander students;
o Improve course completion for foster youth.

ESL and Basic Skills Completion: Increase completion rates and ensure that students succeed at the same rate as the overall percentage of students who successfully complete courses with a grade of A, B, or C or Credit as follows:
o Improve ESL course completion for Hispanic/Latino, American Indian/Alaska
Native, and Foster Youth;
o Improve Basic Skills course completion in English;
o Improve Basic Skills course completion in Mathematics.

NOTE: Per the 2014 Basic Skills Initiative (BSI) End-of –the-Year Report, this Equity Report reaffirms pre-established goals to

a. Increase the successful course completion rate for credit Basic Skills and ESL courses by 2% per year (10% over five years);
b. Increase the persistence of Basic Skills and ESL students by 2% per year (10% over five years);
c. Increase the percentage of students who progress from basic skills to transfer level mathematics or English by 2% per year (10% over five years).

Degree and Certificate Completion: Increase the number of students obtaining a degree or certificate who are below the .85 level:
o Degree: African American, American Indian/Alaskan Native, Foster Youth
o Certificates: African American, American Indian/Alaskan Native, Hispanic/Latino,

Foster Youth

Transfer: Increase the overall college transfer rate to aim to reach 1.0 level for groups not achieving this level:
o Focus on under-represented populations to CSU and UC:
- African American
- Hispanic/Latinos
- American Indian/Alaska Native
- Low income

Basic Skills Plan Goals

The Basic Skills Initiative supports academic achievement and personal development of students who are building their reading, writing, critical thinking and mathematical skills to succeed in college-level work through excellent academic programs and comprehensive support services.

Basic Skills Initiative: http://www.merritt.edu/wp/basicskillsinitiative/

- Increase the placement of students directly in transfer-level English and Mathematics courses through the adoption of placement tests, other student assessment indicators and related policies that include multiple measures.
- Accelerate student completion of transfer-level English and Mathematics courses by shortening course sequences for underprepared students.
- Increase student completion of basic skills and gateway transfer-level courses by providing pro-active student support services that are integrated with instruction.
- Accelerate student progression through CTE pathways by contextualizing remedial instruction in foundational skills.

I. Program Information

Program Name:

Date:

Program Type (circle or highlight one):   **Instructional**   **Non-Instructional**   **Student Services or Special Programs**   **Administrative Unit**

College Mission Statement: 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.

Program Mission:

Date of Last Comprehensive Program Review:

Date of Comprehensive Program Review Validation:

II. Reporting Progress on Attainment of Program Goals

Purpose: In this section, you will look at your goals stated in the last program review, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or input the revised goal.	Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)	Progress on Goal (indicate date next to the appropriate status for the goal)	Goal Detail (Describe how the goal was met, or is still being pursued. If a goal is new or revised, explain the revision.)
Assessment	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date) New Goal _____ (current date)	
Curriculum (if applicable)	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date) New Goal _____ (current date)	
Instruction (if applicable)	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date) New Goal _____ (current	

		date)	
Student Success and Student Equity	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date) New Goal _____ (current date)	
Professional Development, Institutional and Professional Engagement, and Partnerships	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date) New Goal _____ (current date)	
Other Goals	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date) New Goal _____ (current date)	

III. Data Trend Analysis

Purpose: In this section, you will report, review and reflect on your program data since the last program review (Fall 2015 and Spring 2016). You may copy and paste the tables that were provided to you in your data packet via email.

Please review and reflect upon the data for your program that was sent via email. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review. *If you have questions or concerns regarding your data, please contact Samantha Kessler, Research and Planning Officer:* skessler@peralta.edu.

Student Enrollment Demographics: **(Copy/paste enrollment tables from data file)**

1. **What changes have occurred in enrollment since 2015-2016 program review?**

Course Sections and Productivity: **(Copy/paste Fall 15 and Spring 16 tables from data file)**

1. **Please comment on changes that have occurred in productivity since the 2015-2016 program review.** (e.g. increase, decrease or no change)

Student Success: **(copy/paste the course retention and course (successful) completion tables.**

1. **Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review.** (Note: Course retention is the % of students who finish the course – any grade other than W. Successful course completion is the % of students earning a grade C or better in the course.

Student Success in Distance Education/Hybrid classes versus face-to-face classes: **(copy/paste the Distance Ed retention and course completion data here.)**

1. **Describe any difference in the Retention and Success of face-to-face and distance education courses.**

Other program specific data. Other data could include: departmental research via survey or special projects that significantly supports the goals or future plans for the program.

IV. Aligning Program Goals, Activities and Planning

Purpose: In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

2015-2020 EMP Goals

Foundations:
1. Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.
2. Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.
3. Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.

Career Technical Education:

1. Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.
2. Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.
3. Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.
4. Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.

Transfer:

1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.
4. Augment and strengthen support services for transfer students campus-wide.
5. Augment and strengthen support for transfer students within academic programs.

Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. 3) Identify the goal number in that area the department goals aligns to. (Goal 1-5) 4) Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.

Program/ department or unit Goal	Foundations	Transfer	CTE	How does this goal or the program activities align with the Educational Master Plan Strategic Directions and Goals?	Measurable Outcomes: Institution Set Standards and IE Goals					
					Successful Course Completion Rate	Retention Rate (F to F Persistence)	Degree or Cert. Completion	Transfer	Remedial Rate Math (Basic Skill Success)	Remedial Rate English (Basic Skills Success)
Example: Expand counseling COUN course delivery option to include hybrid and/or online course. (from 15-16 Program Review)	*Goal 1*		*Goal 3*	*The Objective of these activities is to provide student with more options and increase enrollment. Offering courses at the high school also strengthens partnerships with the highschools and can build a pipeline from the HS to Merritt to improve HS to college transition and student success.*	*X*	*x*				

2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).

   a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College's Equity, SSSP and Basic Skills Goals

(list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary

The Student Equity Plan, SSSP Plan, and Basic Skills Plans outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)	Math Course Completion	English Course Completion	Fall to Spring Retention	Basic Skills BS Math Course Completion	BS English Course Completion	BS ESL Course Completion	Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	

*S = SSSP, E=EQUITY, B=BASIC SKILLS

Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)

To be completed by the Program, Department or Unit:				
Problem, Achievement Gap or Observation	**Activity/Intervention**	**Target Student Population**	**Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)**	**Relevant College Equity/SSSP/BS Goal**
Example: Lack of program diversity	*Looking at diversity partnering with Oakland unified for pathways*	*African American and Hispanic/Latinos*	*Increase headcount/enrollment of these populations*	*SSSP and Equity Plan – Access for African Americans and Latinos*
	.			

b.   Are additional resources required to facilitate the activities or interventions related to this area? If yes, make sure to discuss with your Dean.

3. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Activities: In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. Please note if your program has participated in any activities related to each of these plans. <mark>If applicable to your program.</mark>

To be completed by the Program, Department or Unit: How did you participate in the plan activities outlined above? (Use N/A if not applicable)	
Student Equity Plan	
SSSP Plan	
Basic Skills Plan	

V. Curriculum and Assessment Status

Purpose: In this section, you will review your curriculum changes and improvements and assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the _Assessment Completion Report, Curriculum Update Report, CurricUNET META,_ and _Takstream._ If you have questions about curriculum or assessment, please contact Clifton Coleman, Curriculum and Assessment Specialist, ccoleman@peralta.edu.

1. Use the following table to document the curricular, pedagogical or other changes your department made since the most recent program review, and the planned changes for the upcoming year. _Note, curriculum updates are required every two years for CTE, every three years for non-CTE._ Identify if the changes were based on course or program level assessment, or other data/evidence collected by the program or other requirements like Title 5, certification or accreditation requirements. Attach evidence (Curriculum Update report, the assessment report from TaskStream, departmental meeting notes, etc).

Change or Planned Improvement	Identify the Data, Assessment results or Evidence that support the change or plan for improvement	Status: Completed or Ongoing and Planned date of completion.
Example: We are planning an AS Degree in Arboriculture with the support of the Tree Care Association.	**_Industry/sector recommendation._**	**_Planned date of completion: Fall 2017._**

2. Attach the Assessment Completion Report (Clifton provides this report at Flex Day), and the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September) Please evaluate your program's progress on assessment.

3. What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

VI. Additional Questions for CTE, Counseling, Library and Student Services/Admin Units

Purpose: In this section, certain programs or departments will answer questions specific to the program. **Leave the section blank if your program, department or unit is** *not CTE, Counseling, Library or Student Services/Administration.*

For CTE:

1. Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements?

3. Is your discipline/department/program currently participating in any grants specific to the program? Please discuss your progress in meeting the stated goals in the grant.

For Counseling:

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?

2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

For Library Services:

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below:

	This Academic Year	Previous Academic Year (s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			
Total Print Book Collection (Titles)			
Total E-book Collection (Titles)			
Total Database Subscriptions			
Total Media Collection (Titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions Describe (optional)			
Other circulations Transactions – Describe – (optional)			
Total circulation Transactions			

For Student Services and/or Administrative Units:

1. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

2. Briefly describe any changes that have impacted the work of your unit.

VII. New Resource Needs Not Covered by Current Budget

Purpose: In this section, programs will documents new and repeat resource requests, and document the support of the request with data or evidence.

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review? (yes/no)	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans? (List the course and SLO or PLO and Academic Year) or Does other data support your resource requests? If so, explain the metric and trend or result. (1-3 sentences)	How will this resource contribute to student success? (1-3 sentences)	Alignment with College (List Goal A-E)	Alignment with PCCD Goal (List Goal A-E)

*New faculty requests must be listed here.

Technology and Equipment: How will the new technology or equipment contribute to student success?

Technology and Equipment Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review? (yes/no)	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans? (List the course and SLO or PLO and Academic Year) or Does other data support your resource requests? If so, explain the metric and trend or result. (1-3 sentences)	How will this resource contribute to student success? (1-3 sentences)	Alignment with College (List Goal A-E)	Alignment with PCCD Goal (List Goal A-E)

Facilities: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review? (yes/no)	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans? (List the course and SLO or PLO and Academic Year) or Does other data support your resource requests? If so, explain the metric and trend or result. (1-3 sentences)	How will this resource contribute to student success? (1-3 sentences)	Alignment with College (List Goal A-E)	Alignment with PCCD Goal (List Goal A-E)

Professional Development or Other Requests: How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development Request(s)	Dollar Amount	Already Requested in Recent Program Review? (yes/no)	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans? (List the course and SLO or PLO and Academic Year) or Does other data support your resource requests? If so, explain the metric and trend or result. (1-3	How will this resource contribute to student success? (1-3 sentences)	Alignment with College (List Goal A-E)	Alignment with PCCD Goal (List Goal A-E)

				sentences)			

Endorsed by the District Academic Senate May 17, 2016

Glossary: Definitions

The following are only some common terms and definitions. If you have additional questions about data, terms or definitions found in this APU, please contact Samantha Kessler, Research and Planning Officer skessler@peralta.edu.

Term	**Definition**
ACCJC	Accrediting Commission for Community and Junior Colleges
Annual Unit Planning (APU)	A report documenting reflecting continuous quality improvement containing progress on goals, assessment results, and program changes and improvements, as well as requests for new resources.
Assessment	An ongoing process aimed at understanding and improving student learning. At Merritt, Assessment data is housed in Task Stream.
CCCO	California Community College Chancellor's Office
Certificate Completion	(PCCD definition) Number of Students earning a Certificate
Completion Rate (CCCO - Scorecard definition)	Cohort measure of the percentage of first time students and achieved an outcome of Degree, Certificate, transfer or 'transfer-prepared' within six years of entry.
Completion Rate (Course-level)	(PCCD and state definition) The measure of students earning a grade of C or better in a course. Also called *success rate,* or Successful Course Completion.
CTE Rate (CCCO - Scorecard definition)	Cohort measure of the percentage of student who attempted a CTE course for the first-time and completed more than 8 units in the subsequent 3 years in a single discipline and achieved a Degree, Certificate, Transfer or 'transfer-prepared' within 6 years of entry.
CurricUNET	Software for Curriculum information changes and updates.
Degree Completion	(PCCD definition) Student earning a Degree
Enrollment	A student enrolled in a class is counted once. Enrollment for a department, division and college is 'duplicated' in the sense that all class enrollments are counted, including students taking multiple courses.
FTEF	Full-time Equivalent Faculty 1FTEF = 1 instructor teaching 15 equated hours per week for 1 semester.
FTES	Major student workload measure. It is the equivalent of 525 hours of student instruction per FTES, or one student enrolled in courses for 3 hours a day, 5 days a week, for an academic year of 35 weeks.
Goals	Broad learning outcomes and concepts as a vision for the program and expressed in general terms.

Headcount	Unduplicated count of students. Students are counted once per academic year. If the headcount is by term, the student is counted once per term.
Institutional Effectiveness Indicators	System of indicators and goals that are intended to encourage improvement in institutional effectiveness at California Community Colleges.
Institution-set Standards	Measures of evaluating student achievement performance of an institution and/or program required by ACCJC.
Learning Outcomes	The skills and/or knowledge that a student can expect to have upon completion of a specific education task (course, program, degree, etc.)
Mission Statement	A brief statement of the general values and principles which guide the program curriculum and/or department goals.
Productivity	FTES/FTEF. A measure of the productivity of a class or group of classes. Number of full time students per full time faculty member.
Program Review (PR)	Comprehensive reporting documents completed every three years, containing progress on goals, assessment results, and program changes and improvements, as well as requests for new resources.
Remedial Rate (CCCO - Scorecard definition)	Cohort measure of the percentage of credit students who attempted for the first time a course designated at 'levels below transfer' and then successfully completed a college-level course within 6 years.
Retention (Course-level)	(PCCD definition) The measure of students retained in a class, or earning a grade other than W.
Retention (Institution-level)	A measure tracking students who enroll in consecutive terms at the college. Sometimes this term is interchanged with persistence. Can be tracked Fall to Spring, or Fall to Fall.
Student Success Scorecard	California Community College Chancellor's Office performance measurement system that tracks student success at the college.
Taskstream	Merritt's assessment tool and assessment data tracking system.
Transfer (as a metric)	Number of Students enrolling in a 4-year College or University after attending Merritt College