

Merritt College

2017-2018 Annual Program Update Template

Merritt College Data Profile: Fall 2016 and Spring 2017

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

<i>Headcount by Gender</i>	<i>Fall 2016</i>		<i>Spring 2017</i>	
<i>Female</i>	4514	64%	4742	64%
<i>Male</i>	2396	34%	2485	34%
<i>Unknown/Unreported</i>	133	2%	132	2%
<i>Headcount by Race/Ethnicity</i>				
<i>American Indian</i>	29	0%	26	0%
<i>Asian</i>	1129	16%	1227	17%
<i>Black / African American</i>	1903	27%	1864	25%
<i>Hispanic / Latino</i>	2064	29%	2195	30%
<i>Pacific Islander</i>	47	1%	42	1%
<i>Two or More</i>	369	5%	384	5%
<i>Unknown / NR</i>	341	5%	381	5%
<i>White</i>	1161	16%	1240	17%
<i>Headcount by Age</i>				
<i>Under 16</i>	38	1%	100	1%
<i>16-18</i>	808	11%	764	10%
<i>19-24</i>	2430	35%	2552	35%
<i>25-29</i>	1186	17%	1255	17%
<i>30-34</i>	766	11%	775	11%
<i>35-54</i>	1296	18%	1401	19%
<i>55-64</i>	327	5%	315	4%
<i>65 & Above</i>	192	3%	197	3%
<i>Total Headcount</i>	7043		7359	

	<i>Fall 2016</i>		<i>Spring 2017</i>	
Gender	Retention %	Success %	Retention %	Success %
<i>Female</i>	78%	66%	79%	70%
<i>Male</i>	78%	65%	79%	68%
<i>Unknown/Unreported</i>	83%	72%	82%	75%
Race/Ethnicity	Retention %	Success %	Retention %	Success %
<i>American Indian</i>	83%	77%	74%	60%
<i>Asian</i>	83%	76%	84%	78%
<i>Black / African American</i>	73%	57%	74%	60%
<i>Hispanic / Latino</i>	76%	65%	80%	70%
<i>Pacific Islander</i>	79%	69%	80%	74%
<i>Two or More</i>	77%	65%	78%	66%
<i>Unknown / NR</i>	82%	69%	83%	72%
<i>White</i>	85%	78%	85%	78%
Age Range	Retention %	Success %	Retention %	Success %
<i>Under 16</i>	82%	82%	94%	89%
<i>16-18</i>	78%	65%	82%	74%
<i>19-24</i>	75%	62%	76%	65%
<i>25-29</i>	77%	66%	79%	70%
<i>30-34</i>	82%	71%	81%	71%
<i>35-54</i>	81%	70%	82%	74%
<i>55-64</i>	83%	71%	85%	73%
<i>65 & Above</i>	84%	78%	85%	72%

**Distance
Education**

Retention and Success by Distance Ed	Fall 2016		Spring 2017	
	Retention %	Success %	Retention %	Success %
<i>100% online</i>	70%	62%	74%	59%
<i>Hybrid</i>	69%	53%	74%	61%
<i>Face to Face</i>	80%	69%	81%	72%

I. Program Information

Purpose: This section will identify basic information about your program. 2015-2016 Program reviews and 2016-2017 APU can be found at: <http://www.merritt.edu/wp/institutional-research/program-review/>

Program Name: Business

Date: 10/24/2017

Members of the Comprehensive Instructional Program Review Team: Fereshteh Mofidi, Guy Forkner

Mission Statement

The Merritt College Business Department seeks to promote skill development; foster productive attitudes and behaviors; reinforce positive ethical and social conduct; and provide a successful program in business education and industry employment.

Merritt College's business programs and courses provides opportunities to think critically, engage in analyzing workplace issues within the classroom setting; and develop an appreciation of diversity and cultural differences in the modern business world.

Our department currently offers 12 degrees and certificates:

1. AA degree in Accounting
2. AA degree in Administrative office Systems and Applications
3. AA degree in Administrative Assistant
4. AS-T degree in Business Administration
5. AA degree in Business Information Processing
6. AA degree in General Business
7. Business Management Certificate of Achievement

8. Entrepreneurship Certificate of Achievement
9. Legal Office Assistant Certificate of Achievement
10. Retail Management Certificate of Achievement
11. Human Resources Certificate of Achievement
12. Small Business Management Certificate of Achievement

Our curriculum and certificate provides the educational credit necessary for students to be able to enter to the job market as well as transferring to 4-year colleges or universities. We now have nearly 500 students in certificate and AA degree program during this semester.

As a CT program, our underlying goal is to train students for job placement, promotion, transfer and career development. To this end we counsel Advisory Committee which includes member of local businesses and small businesses as well.

Our major need at this time is for funding to hire two fulltime faculty members for Accounting and Economic Departments to be able to offer more day and night classes and serve students with different need efficiently. We need to hire one part-time classified to be able to help our department to market and recruited more students. In addition, we need more fund to upgrade our classroom equipment, chairs, desks and other necessities for achieving our goal (providing the best education and training to the community).

Merritt College Mission: The mission of the Peralta Community College District is to provide accessible, high-quality adult learning opportunities to meet the educational needs of the multicultural East Bay community.

To accomplish it's mission the college provides open access to excellent instructional programs and comprehensive support services in culturally –rich, caring and supportive learning environment.

Our purpose is to provide opportunities for lifelong learning, contribute to the economic growth of our communities while assisting students to attain degrees and certificates. Earn credits to transfer and develop the skills necessary to complete their educational goals.

Alignment: The business Department mission aligns with college mission as follows:

1. We offer an array of classes covering nearly every aspect of our department goal and in an up-to-date fashion.
 2. We offer internships to train students for professional work.
 3. We offer many ways for students to get involved beyond taking classes. Such as involving with Business club,
 4. We offer 12 degrees and certificates in a wide variety of specialties.
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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

We are in compliance with this standard. The problem we are faced with is that due to not having fulltime faculty members we were unable to update most of our classes in the curicunet.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

Entrepreneurship Certificate of Achievement

Retail Management Certificate of Achievement

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

13. AA degree in Accounting

14. AA degree in Administrative office Systems and Applications
15. AA degree in Administrative Assistant
16. AS-T degree in Business Administration
17. AA degree in Business Information Processing
18. AA degree in General Business
19. Business Management Certificate of Achievement
20. Entrepreneurship Certificate of Achievement
21. Legal Office Assistant Certificate of Achievement
22. Retail Management Certificate of Achievement
23. Human Resources Certificate of Achievement
24. Small Business Management Certificate of Achievement

Date of Last Comprehensive Program Review: May 2016

Date of Comprehensive Program Review Validation: May 2016

II. Reporting Progress on Attainment of Program Goals

Purpose: In this section, you will look at your goals stated in the 2015-2016 program review and 2016-2017 APU, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Assessment</i></p>	<p>1. PCCD Goal: _____ 2. Merritt Goal _____</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)</p>	
<p><i>Curriculum (if applicable)</i> Expand entrepreneurship program to include drone certificate of achievement for students to be able to be prepared for drone job market.</p>	<p>1. PCCD Goal: C 2. Merritt Goal: C</p>	<p>Completed: _____ (date) Revised/New: __Fall 2018____ (date) Ongoing: _____ (date)</p>	<p>Enroll minimum of 30 students in drone certificate program.</p>
<p><i>Instruction (if applicable)</i></p>	<p>1. PCCD Goal: _____ 2. Merritt Goal _____</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)</p>	

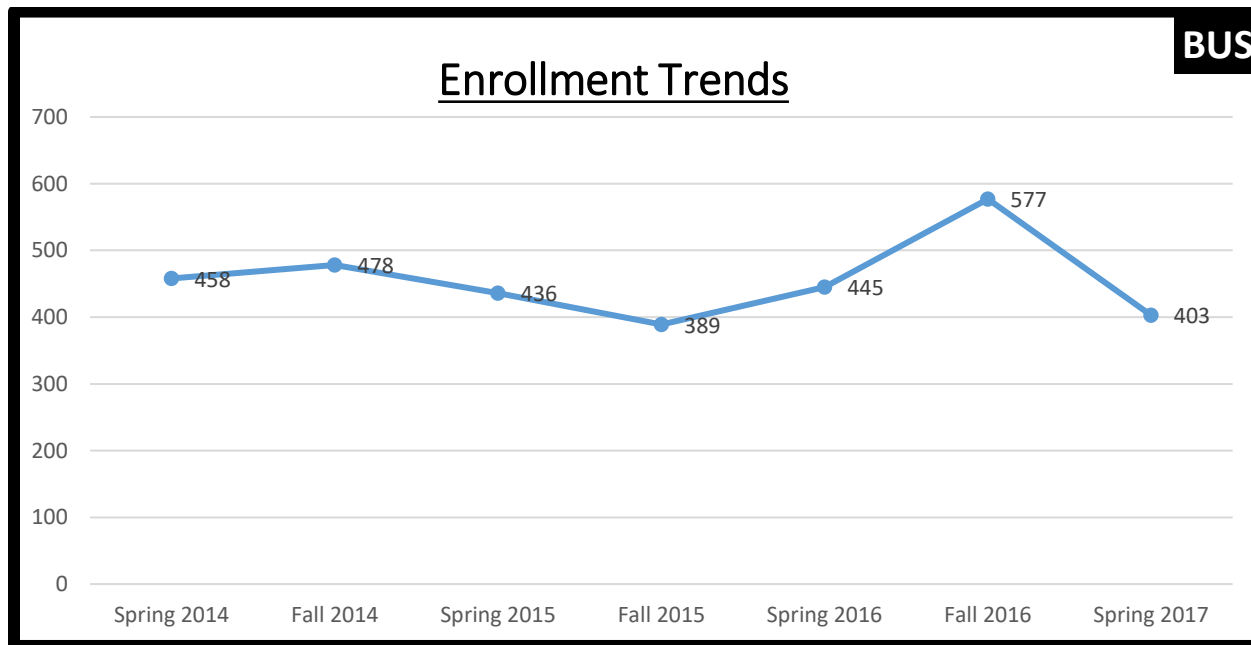
<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Student Success and Student Equity</i> Increase transfer rate of Merritt Business students.</p>	<p>1. PCCD Goal A 2. Merritt Goal A</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: ___ongoing_____ (date)</p>	<p>Increase online business class offerings, at least 5 more classes. Increase marketing for business programs by hiring an independent contractor to create a marketing plan for business (facebook, linkedin, etc.).</p>
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships</i> Create internship opportunities for business students.</p>	<p>1. PCCD Goal: B 2. Merritt Goal: B</p>	<p>Completed: _____ (date) Revised/New: ___Fall 2018_____ (date) Ongoing: _____ (date)</p>	<p>For Fall 2018, place 30 students in internship programs.</p>
<p><i>Other Goals</i></p>	<p>1. PCCD Goal: _____ 2. Merritt Goal _____</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)</p>	

III. Data Trend Analysis

Purpose: In this section, you will report, review and reflect on your program data. 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 or Dropbox. 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?

The enrollment decreased due to the job market increasing and lack of marketing from District and campus.

Course Sections and Productivity: (Copy/paste tables from data file)

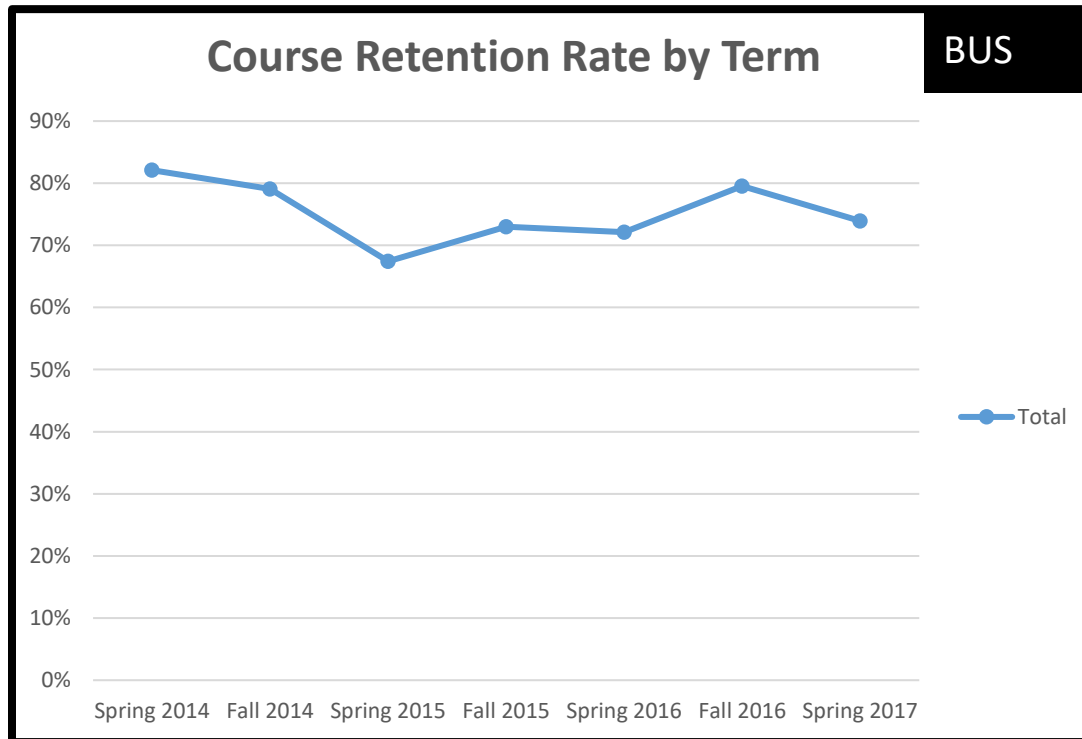
Subject		BUS													
Course	TERM	Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
	# Sections	Pro d.	# Sections	Pro d.	# Sections	Pro d.	# Sections	Pro d.	# Sections	Pro d.	# Sections	Pro d.	# Sections	Pro d.	
10 INTRO TO BUSINESS	3	26.37	5	18.27	3	20.67	3	18.50	3	23.35	3	20.33	2	22.75	
1A FINANCIAL ACCOUNTING			1	17.50			1	10.00			1	18.00			
1B MANAGERIAL ACCTG	1	4.00			1	8.00			1	11.00					
2 INTRO TO BUS LAW	3	19.83	2	16.75	3	19.17	2	18.25	2	20.50	3	17.67	2	24.50	
20 GENERAL ACCOUNTING									1	15.00			1	17.00	
5 HUMAN RELATIONS/BUS	1	25.50	1	17.00	1	25.00	1	17.00	1	21.00	1	15.00	1	10.50	
50 PRINCIPLES OF MGMT	1	18.00			1	18.50	1	18.00	1	18.50	1	15.00			
51 ELEMENTS/SUPERVISIO N	1	15.00			1	11.50	1	14.00	1	9.00	1	16.00			
52 PSYCH/HUMAN RELATION	1	18.50			1	20.00			1	19.00			1	19.50	
54 SMALL BUSINESS MGMT	1	14.00	1	15.50	1	16.00	1	11.00	1	18.50	1	18.50	2	5.18	
56 HR MANAGEMENT			1	12.50							1	18.50			
70 INTRO TO MARKETING			1	13.00			1	19.00			1	17.50	1	19.50	

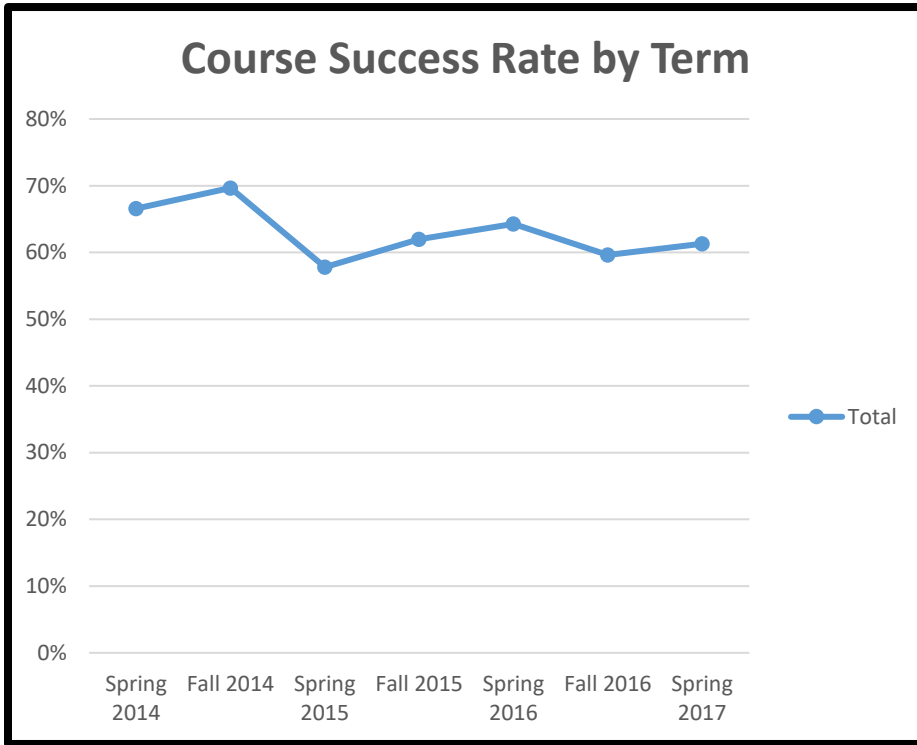
76 E-COM/ENTREPRENEUR			1	20.00							1	17.00	1	10.00
80 FINANCIAL LITERACY	1	18.00	1	24.58			1	13.50			2	18.75		
Total Sections and Productivity by Subject and Term	13	18.99	14	17.32	12	17.93	12	16.11	12	18.38	16	17.90	11	15.55

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

Decreased due to the offering some of the classes instead of every other semester, we offered every semester.

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

Increase online retention 2017 due to tutoring online and face to face on campus.

2. Describe any achievement gaps present in your disaggregated enrollment, retention and successful course completion data. (Your data is disaggregated by Gender, Race/Ethnicity, Age, and student populations: DSPS, Low Income, Foster Youth and Veterans)

The Achievement gap got smaller due to online tutoring and more virtual office hours for students to ask their questions.

Student Success in Distance Education/Hybrid classes versus face-to-face classes:

Success %						
Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017

Face to Face	Hybrid	Face to Face	Hybrid	Online	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Online	Face to Face	Hybrid
			48%										38%
	53%			39%				46%		78%			78%
		54%					20%					39%	
		93%					100%					68%	
			48%								43%		
65%		59%			72%		47%		69%			68%	
47%	82%	39%	90%	84%	48%		60%	95%	55%	95%	82%	48%	50%
77%	60%	80%	72%	53%	57%	32%	74%	59%	72%	66%	70%	66%	
		62%						53%			63%		
63%							69%				36%		
	64%			54%				44%		62%	52%		
	49%			45%						68%			
50%			68%	28%				41%		41%			38%
67%	66%	72%	66%	58%	61%	32%	65%	59%	67%	62%	68%	61%	51%

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

Distance students fare well when compared to on-campus, face-to-face (F2F) students, either showing significant increase in their grades and retention than f2f classes.

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. 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/or 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 our relationship with local entrepreneurs to have more internship opportunities for our work forced students, offering more business classes at local high schools and increase the numbers of transfer students in business department	X		X	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 high schools 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 <u>Student Equity Plan, SSSP Plan, and Basic Skills Plans</u> outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)				Basic Skills			Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fall to Spring Retention	BS Math Course Completion	BS English Course Completion	BS ESL Course Completion			
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)

<u>Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the PLANNING for 2017-2018.</u>				
<u>Problem, Achievement Gap or Observation (data)</u>	<u>Activity/Intervention</u>	<u>Target Student Population</u>	<u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u>	<u>Relevant College Equity/SSSP/BS Goal</u>
<i>Example: Lack of fulltime faculty members to promote and offer more classes.</i>	<i>Looking at partnering with Oakland unified schools for pathways as well as local entrepreneurs</i>	<i>African America, Asian and Hispanic/Latinos</i>	<i>Increase headcount/enrollment of these populations</i>	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>

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 Funding: 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. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding?**

<u>Please report on the outcomes from 2016-2017 funding.</u>				
<u>Plan</u>	<u>What was funded?</u>	<u>Was this part of a larger activity or initiative?</u>	<u>What need did this address?</u>	<u>What measurable outcome resulted in this funding?</u>
<u>Student Equity Plan</u>				
<u>SSSP Plan</u>				
<u>Basic Skills Plan</u>				
<u>Strong Workforce</u>				

V. Curriculum and Assessment Status

Purpose: In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META*, and *Taskstream*.

Curriculum Review Plan

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

Directions

All department chairs, program directors, and full-time faculty members should have access to CurricUNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at lfitch@peralta.edu.

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).
- Add more rows to each table as needed.

Course Number	Course Name	2018-2019	2019-2020	2020-2021
<i>BUSINESS</i>				
<i>BUS 10</i>	<i>Introduction to Business</i>	x		
<i>BUS 5</i>	<i>Human Relations in Business</i>			
Bus 2	Introduction to Business Law	x		

Program Type	Program Name	2018-2019	2019-2020	2020-2021
<i>Certificate of Proficiency</i>	<i>Entrepreneurship</i>	X		
Certificate of Proficiency	Human Resources	x		
Certificate of Proficiency	Dorn technician/pilot		x	

Student Learning Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO's were assessed, the results, changes that were made or plan to be made.

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	Learning Outcome Assessed			

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

2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

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. **More partnership with local high schools programs as well as local entrepreneurs and do more community outreach.**
2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements? Currently under planning steps.
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. NO

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:

	<u>This Academic Year</u>	<u>Previous Academic Year (s)</u>	<u>Explanation of Changes</u>
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			
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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 document new and repeat resource requests **not covered by current budget**, 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 or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

*New faculty and staff requests must be listed here.

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

Technology and Equipment	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

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

Facilities	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

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	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

Signatures

Discipline, Department or Program Chair

Print name

Signature

Date

Dean

Print name

Signature

Date