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.

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

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

Distance Education

Retention and Success by Distance Ed	Fall 2016		Spring 2017	
	Retention %	Success %	Retention %	Success %
100% online	70%	62%	74%	59%
Hybrid	69%	53%	74%	61%
Face to Face	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: Educational Technology

Date: Tuesday, October 03, 2017

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: The mission of the EDT program is to allow students to gain knowledge in the area of 21st Century online teaching skills. This includes the technology and the pedagogy needed to help students succeed in online classes. The goal of the program is to provide the instruction needed to help participants to create and present accessible and student centered experience for their online students.

Date of Last Comprehensive Program Review: October 4, 2016

Date of Comprehensive Program Review Validation: October 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.

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.	**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 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**?)
Assessment Assessment of student work will be based on best practices in the area of online education, as demonstrated by various accepted and acknowledged tools, such as the Open Educational Initiative online course rubric or the Quality Matters rubric	1. PCCD Goal C, D 2. Merritt Goal C, D	Completed: _____ (date) Revised/New: _____ (date) Ongoing: 10/10/2017 (date)	Assessment in this area has been continuously improved with the help of tools such as the OEI online course rubric. Students in the EDT program are assessed using the standards of best practices, and they are also asked to learn to incorporate best practices and rubrics in their own hybrid and online courses. https://sites.google.com/site/coursedesignrubricoeifinal
Curriculum (if applicable) This year curriculum has been updated to reflect the switch to Canvas that is happening at Peralta This revision of content will continue for each EDT class	1. PCCD Goal C, D 2. Merritt Goal C, D	Completed: _____ (date) Revised/New: 08/2018 (date) Ongoing: 10/10/2017 (date)	This is an ongoing project that will be completed by the end of the summer 2018
Instruction (if applicable)	1. PCCD Goal C, D 2. Merritt Goal C, D	Completed: _____ (date) Revised/New: _____	

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.	**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 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**?)
		(date) Ongoing: _____ (date)	
Student Success and Student Equity *More training for faculty in use of Canvas to improve student success*	1. PCCD Goal X 2. Merritt Goal X	Completed: _____ (date) Revised/New: _____ (date) Ongoing: spring 2018 (date)	
Professional Development, Institutional and Professional Engagement, and Partnerships	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)	
Other Goals	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)	

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:

Subject	EDT

Enrollment Total

Term	# Enrollments
Spring 2014	64
Fall 2014	75
Spring 2015	79
Fall 2015	72
Spring 2016	69
Fall 2016	31
Spring 2017	61

# Enrollments	Term		
Gender	**Female**	**Male**	**Unknown/Not Reported**

Spring 2014	38	25	1
Fall 2014	54	20	1
Spring 2015	58	18	3
Fall 2015	47	19	6
Spring 2016	35	29	5
Fall 2016	22	9	
Spring 2017	38	22	1

# Enrollments	Ethnicity					
Term	**Asian**	**Black / African American**	**Hispanic / Latino**	**Two or More**	**Unknown / NR**	**White**
Spring 2014	9	16	14	1	5	19
Fall 2014	5	33	19	1	2	15
Spring 2015	7	26	16		5	25
Fall 2015	11	21	8	1	3	28
Spring 2016	10	20	11	3	1	24
Fall 2016	4	10	7		1	9
Spring 2017	14	11	9	4	4	19

# Enrollments	Age Range					
Term	**19-24**	**25-29**	**30-34**	**35-54**	**55-64**	**65 & Above**

Spring 2014	4	8	15	19	8	3
Fall 2014	4	6	11	23	7	1
Spring 2015	2	6	12	25	5	1
Fall 2015	2	7	13	23	2	6
Spring 2016	6	6	10	19	10	5
Fall 2016	1	2	4	15	2	2
Spring 2017	6	8	3	26	5	7

# Enrollments	Low Income		
Term	Not Low Income	Undetermined	Low Income
Spring 2014	37	7	13
Fall 2014	24	12	16
Spring 2015	37		14
Fall 2015	39	7	7
Spring 2016	12	37	7
Fall 2016	10	11	5
Spring 2017	14	34	7

# Enrollments	DSPS Status	
	DSPS Students	Non DSPS Students
Term		N
Spring 2014	2	55
Fall 2014	2	50
Spring 2015	4	47

Fall 2015	2	51
Spring 2016	5	51
Fall 2016		26
Spring 2017	4	51

# Enrollments	Foster Youth Status	
Term	Not Foster Youth	Foster Youth
Spring 2014	56	1
Fall 2014	52	
Spring 2015	51	
Fall 2015	53	
Spring 2016	56	
Fall 2016	26	
Spring 2017	55	

# Enrollments	Veteran Students	
Term	Non Veterans	Veterans
Spring 2014	53	4
Fall 2014	52	
Spring 2015	50	1
Fall 2015	51	2
Spring 2016	54	2
Fall 2016	25	1
Spring 2017	52	3

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

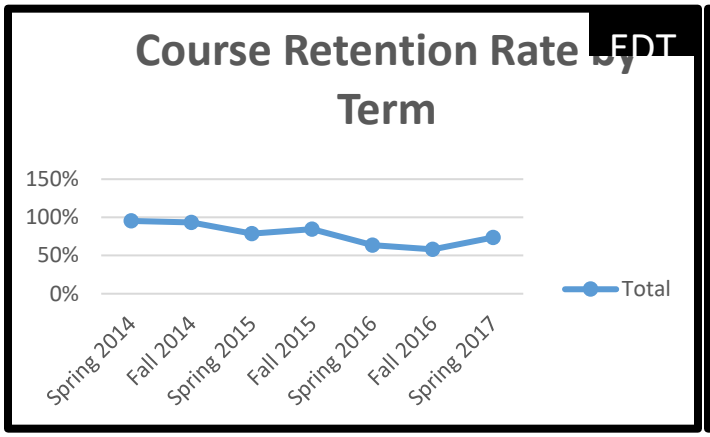
Course Sections and Productivity:

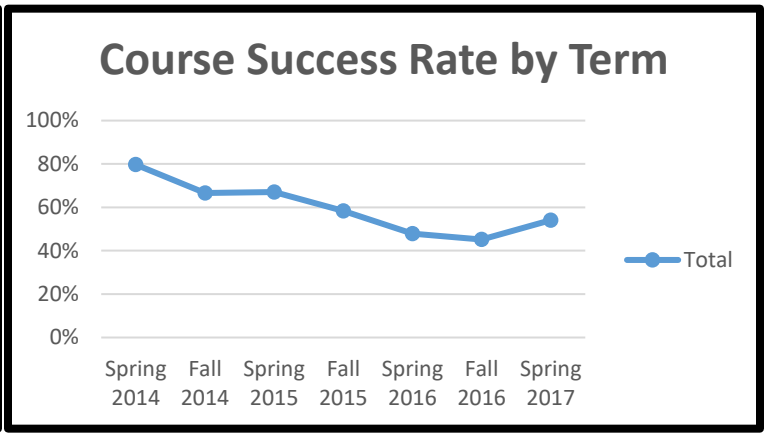
Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.
1	25.00			1	19.89						
1	22.16			1	21.03			1	17.65		
		1	22.16			1	19.36			1	19.32
		1	23.92			1	19.89			1	15.37
2	**23.58**	**2**	**23.04**	**2**	**20.46**	**2**	**19.62**	**1**	**17.65**	**2**	**17.35**

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

In general these courses have dips in productivity based on the cohort enrolled, some people who enroll are very motivated to learn the skills and they complete no matter what their personal obstacles happen to be. Other times teachers sign up for these classes and because of their computer skill levels they give up and don't spend enough time to get orientated and do the work. This is going to be much easier to track and address in Canvas because I can send prompts to people the second they don't get their work in on time.

Student Success:





1. **Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review**

Retention is up

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)**

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

This doesn't apply to the EDT classes, they are all 100% online and there are no hybrids or face to face classes to compare them to.

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. 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)
Revise all curriculum to reflect use of Canvas	*x*		*x*	*These courses will help all student use and understand Canvas and provide effective online classes to improve student engagement and retentions*	*X*	*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	Basic Skills: BS English Course Completion	Basic Skills: 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)

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.				
Problem, Achievement Gap or Observation (data)	**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**
Student Achievement gap between online and face to face courses	*Train teachers to use student centered methods of instruction*	*All Peralta Instructors and students*	*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 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?**

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

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
EDT 01	Introduction to Online Teaching		Review	
EDT 02	Introduction to Using Online Courseware		Review	
EDT 03	Introduction to Hybrid Course Design		Review	
EDT 04	Designing Curriculum for Online Instruction		Review	
EDT 05	Multimedia for Online Instruction		Review	
EDT 06	Providing Feedback to Online Students		Review	

Program Type	Program Name	2018-2019	2019-2020	2020-2021
Certificate of Proficiency	Online teaching and Learning		Update and Review	

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			
EDT	***Outcome: 2 Adding Content to the Course Management System*** Add content using the Canvas	*Students are switching to Canvas and using Canvas tools to complete this outcome*	*All curriculum is updated in EDT 1 2 3 and 4*	*Spring 2018*

	or other HTML editor, either through typing or through copy and pasting of existing materials.			

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?

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.

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 ***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)
DE coordinator	??	No	The current DE coordinator is retiring and money is needed to on board a new person		DE coordinator handles all online teaching problems and training at the campus

*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)

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)
Teacher training for Canvas					

Signatures

Discipline, Department or Program Chair

Alexis Alexander		10/31/2017
Print name	*Signature*	*Date*

Dean

Print name	*Signature*	*Date*