

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: Emergency Medical Technician

Date: 13 October 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: Prepare students for positions in the dynamic pre-hospital environment (firefighter, EMT, and Paramedic)

Date of Last Comprehensive Program Review: 27 September 2016

Date of Comprehensive Program Review Validation: 12 December 2013

<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>conversion to the new LMS, instructors will attend Canvas training sessions offered on the Merritt Campus.</p>
<p>Student Success and Student Equity Increase the number of career day opportunities and add a digital recruitment platform to better prepare students for civil service and private sector first responder career positions.</p>	<p>1. PCCD Goal: X 2. Merritt Goal: X</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: 5/18</p>	<p>Merritt EMT continues to collaborate with the International Association of Black Professional Firefighters and its Oakland chapter in student preparation for civil service career opportunities in the fire service. The IABPFF digital recruitment platform is one vehicle that satisfies student success and equity. Targets include: hosting a full day civil service workshop on campus during Spring 2018, and enrolling at least 100 current/former students in the database by the end of 2018.</p>
<p>Professional Development, Institutional and Professional Engagement, and Partnerships Collaborate with OUSD to offer EMR and EMT training to high school juniors and seniors</p>	<p>1. PCCD Goal: X 2. Merritt Goal: X</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: 5/18</p>	<p>Target goals include offering EMR and EMT year-round; creation of a degree option that will allow students to petition for a Fire/EMS certificate by the end of high school graduation; or petition for a two-year degree option by the end of year one at Merritt.</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:

Enrollment

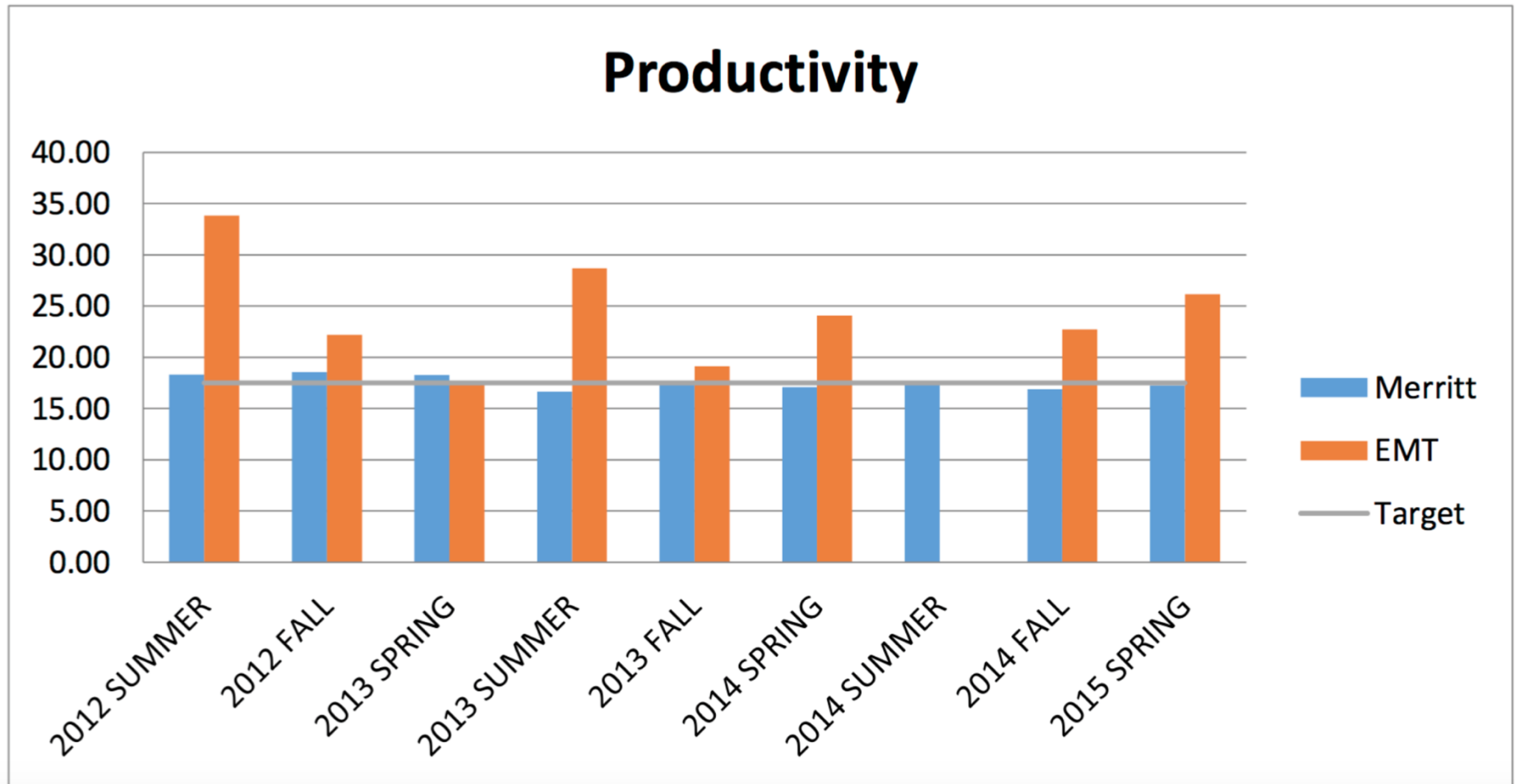
EMT	F15	F16	S16	S17
	63	99	44	88

Demographics

TERM	COLLEGE	SUBJECT	FEMALE	MALE	UNKNOWN	AGE_LT_20	AGE_BT_20_24	AGE_BT_25_39	AGE_GTEQ_40	E_American	E_Asian
Fall 2016	MERRITT	EMT	47	49	3	34	33	25	7	0	10
Spring 2016	MERRITT	EMT	17	27	0	7	11	25	1	0	5
Spring 2017	MERRITT	EMT	31	57	0	16	40	29	3	1	13

TERM	E_Asian	E_Black_Africa	E_Hispani	E_Pacif	E_Two_More	E_Unknown	E_White
Fall 2016	10	27	30	0	7	3	22
Spring 2016	5	11	13	0	1	1	13
Spring 2017	13	22	17	0	7	4	24

Course Sections and Productivity:



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

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

Student Success:

	Fall 2014	Fall 2015	Fall % Chg	Spring 2015	Spring 2016	Spring % Chg
TOTAL	-	-	-	-	-	-
Course Completion Rate*	0.92	0.89	-0.03	0.85	1	0.2
Course Success Rate**	0.87	0.51	-0.4	0.78	0.89	0.1

Student Enrollment Demographics:

	Fall 2014	Fall 2015	Fall % Chg	Spring 2015	Spring 2016	Spring % Chg
TOTAL	40	64	60%	46	44	-4.3%
Female	15	26	73.3%	21	17	-19%
Male	25	37	48%	25	27	8%
Age <20	0	9	-	3	7	133.3%
Age 20-24	20	22	10%	24	11	-54.2%
Age 25-39	18	33	83.3%	17	25	47.1%
Age >=40	2	0	-100%	2	1	-50%
African American	12	20	66.7%	12	11	-8.3%
American Indian/Alaskan	0	1	-	1	0	-100%
Asian	1	6	500%	7	5	-28.6%
Hispanic	8	19	137.5%	9	13	44.4%
Pacific Islander	0	0	0%	0	0	0%
White	12	12	0%	11	13	18.2%
Two or more Races	5	4	-20%	3	1	-66.7%
Unknown	2	2	0%	3	1	-66.7%

1. **Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review.** Increased in enrolled students under the age of 20—mostly likely due to the cohort agreement with OUSD.
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) No significant changes.**

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

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

	Fall 2014	Fall 2015	Fall % Chg	Spring 2015	Spring 2016	Spring % Chg
TOTAL	-	-	-	-	-	-
100% DE	0	0	0	0	0	0
Hybrid	0	0	0	0	0	0
100% Face-to-Face	0.87	0.73	-0.1	0.78	0.89	0.1

Describe any difference in the Retention and Success of face-to-face and distance education courses. EMT is not offered in a hybrid or distant learning format.

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)
Add a paramedic course	x			The Objective of this activities is to provide students with the opportunity to obtain advance training. This attained certification is a common minimum job requirement for career fire service positions in the State of California	X	X	X			
Add a degree option				The objective of this activity is to provide students with the opportunity to obtain a two-year degree.	X	X	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 <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>
Lack of program diversity	Actively participating with the City of Oakland, Oakland Black Firefighters Association, IABPFF Fire Recruit, and OUSD to increase diversity	African American, Hispanic/Latinos, and women	Increase headcount/enrollment among students in the mentioned target student population.	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?**

<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>	N/A			
<u>SSSP Plan</u>	N/A			
<u>Basic Skills Plan</u>	N/A			
<u>Strong Workforce</u>	N/A			

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
EMT 211	Emergency Medical Technician	X		
EMT 230	Introduction to First Responder Training	X		
EMT 221	Emergency Medical Technician-Paramedic			Reactivate

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. Form partnerships with affinity fire service organizations and the City of Oakland; formulate a degree option in Fire & EMS Leadership; continue working on efforts to launch an on campus paramedic course; and continue to integrate various forms of technology to enhance student success.
2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements? No.
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. Perkins to secure equipment for paramedic training—funds have yet to be used to purchase initial set of equipment items.

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			

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)
EMT & Paramedic Skills Instructors, and a lead paramedic instructor	\$200,000	Yes	Offer on campus paramedic training	Target discussed in section II—discussed in section IV—recommendation from advisory committee in section VI	Prepare students to pass the NREMT required skills testing— instructor request will assist student with accomplishing learning objectives associated with paramedic cognitive and psychomotor training

*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)
Advanced life support teaching equipment	\$95,000	Yes	Offer on campus paramedic training	Target discussed in section II—discussed in section IV—recommendation from advisory committee in section VI	Prepare students to learn psychomotor skills, and pass the NREMT required skills testing

Facilities: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success? No

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)
N/A					

Signatures

Discipline, Department or Program Chair

Demond Simmons _____

Print name

Dean

Print name

Demond Simmons

Signature

Signature

13 October 2017

Date

Date