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

Program Name:Humanities

Date: 10-13-17

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: To help learners clarify their personal values through the analysis of multiple viewpoints in ambiguous moral situations, examining the process of valuing, and understanding the nature of moral decision-making.

Date of Last Comprehensive Program Review: 10/2016

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 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	1. PCCD Goal:_____ Strengthen Accountability. . .__ 2. Merritt Goal_____ Through Collegial governance, support institutional communication, innovation and collaboration to main and improve our programs __	Completed: 10/2016 (date) Revised/New: _____10/2017_____ (date) Ongoing: ____10/17- _____ (date)	Plan 1. The online humanities section is active and fully enrolled Plan 2. Look at transfer patterns and rates to determine what additional courses may be need.
Curriculum (if applicable)	1. PCCD Goal:_ _____ Build programs of Distinction 2. Merritt Goal_____ Create and implement effective innovative	Completed: ____10/2016_____ (date) Revised/New: _____10/2017_____ (date) Ongoing: ____10/17- _____	The classes that are offered through the humanities program are intended to appeal and be accessible to the Bay Area's diverse demographics. Therefore the classes offered need to be equally diverse to meet the needs of our student population. So, all of the humanities courses offered at Merritt College include: intra-personal creative and critical thinking exercises, and intra personal learning.

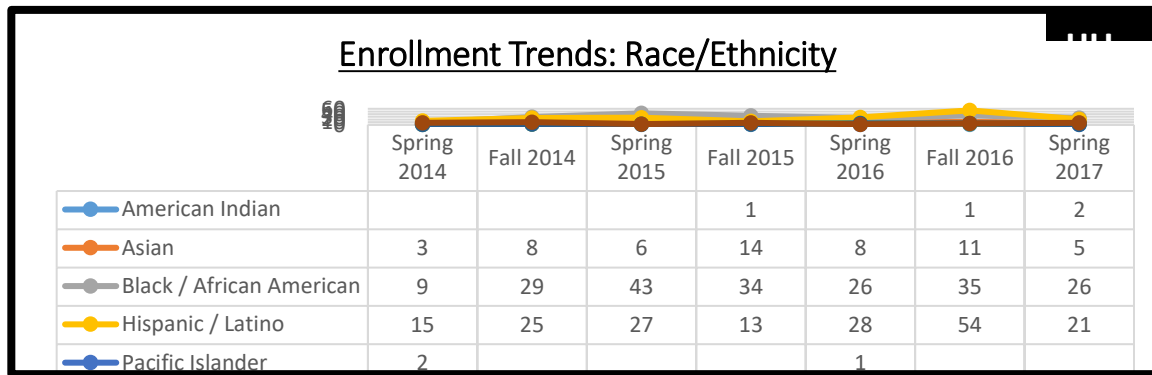|			
	programs that meet the diverse needs	(date)	backgrounds to cross-fertilize and enrich each other, through a Socratic method of directly engaging with each others' deeply held questions and experiences
Instruction (if applicable)	1. PCCD Goal:_____ Create and offer Programs of Distinction 2. Merritt Goal_____ Create and implement effective innovative programs that meet the diverse needs	Completed: __10/2016_____ (date) Revised/New: ____10/2017_____ (date) Ongoing: _____10/17-_____ (date)	In order to attract and better serve the students who attend Merritt, more emphasis has been placed on offering more cultural diversity in the humanities course readings. Our last dean made it a point to consult with the department co-chairs to ensure that faculty were offered opportunities to collaborate with a faculty member who is experienced in the use of multi-culturalism., meet with department co-chairs for suggestions, as well as hire part-time faculty who are experienced and comfortable teaching a multi-cultural student population.
Student Success and Student Equity	1. PCCD Goal:_____Advance Student Access, Equity, and Success 2. Merritt Goal_____ Create an environment of exceptional student access,	Completed: ___10/2016_____ (date) Revised/New: _____10/2017_ (date) Ongoing: _____10/17-_____	Inquire into learners' values, goals, and life purpose. Through classroom evaluations that occur every semester, it is ensured that all humanities classes engage creative ways of teaching (poetry, music, art) to depend learners' insight into their experiences with themselves and the world.

	equity, and success	(date)	
Professional Development, Institutional and Professional Engagement, and Partnerships	1. PCCD Goal:_____ Engage and Leverage Partners 2. Merritt Goal_____ Engage our community through respectful dialogue to create partnerships	Completed: _____10/2016_____ (date) Revised/New: _____10/2017_____ (date) Ongoing: _____10/2017- _____ (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: **(Copy/paste enrollment tables from data file)**

Enrollment Trends: Race/Ethnicity

	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
American Indian				1		1	2
Asian	3	8	6	14	8	11	5
Black / African American	9	29	43	34	26	35	26
Hispanic / Latino	15	25	27	13	28	54	21
Pacific Islander	2				1		

1. **What changes have occurred in enrollment since 2015-2016 program review?**
   According to the graph for Enrollment Trends, enrollment is down in spring 2017 to 69 from 115 in fall 2016.

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

Fall 2014 # Sections	Prod.	Spring 2015 # Sections	Prod.	Fall 2015 # Sections	Prod.	Spring 2016 # Sections	Prod.	Fall 2016 # Sections	Prod.	Spring 2017 # Sections	Prod.
2	19.50	3	14.24	2	19.25	2	18.75	3	19.33	2	17.25
2	19.50	3	14.24	2	19.25	2	18.75	3	19.33	2	17.25

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

   According to the data provided on the Course Sections and Prodcutivity table, in the fall of 2016 3 sections of humanties classes were offered and the productivity was 19.33. As of spring 2017 the number of sections was decreased by one, and the productivity also declined to 17.25.

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

Subject	HUMAN
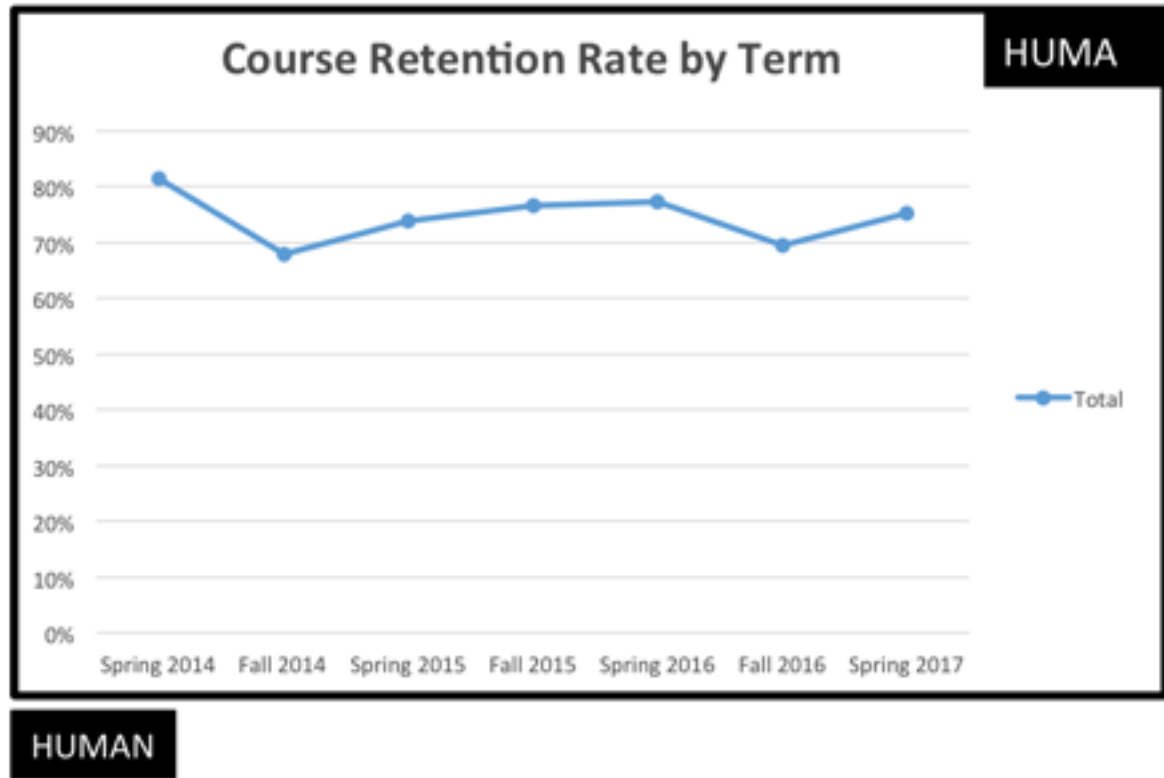
Row Labels	Total Retention %
Spring 2014	82%
Fall 2014	68%

Spring 2015	74%
Fall 2015	77%
Spring 2016	77%
Fall 2016	70%
Spring 2017	75%
Grand Total	**74%**
Subject	HUMAN

Row Labels	Total Success %
Spring 2014	79%
Fall 2014	53%
Spring 2015	60%
Fall 2015	60%
Spring 2016	60%
Fall 2016	60%
Spring 2017	54%
Grand Total	**59%**

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

Compared to fall 2016, in spring 2017 the student retention increased 5% from 70% to 75%, but the number of students who successfully completed the course fell slightly from 60% to 54%.

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) In the spring 2017 semester the retention of men and women fell from the low 60% range to the mid to low 50% range. Also, Asian, Black and Latino student retention dropped from as little as 3% to as great as 16%.**

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.**

Retention in the face-to-face classes only dropped by 1% from 69% to 68% while the hybrid online course retention dropped 5% from 57% to 52% in spring 2017.

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 counseling COUN course delivery option to include hybrid and/or online course. (from 15-16 Program Review)*	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				

SLO #3: Apply fundamentals of critical thinking to writing well organized, well developed, effective, well edited, cited, logically sound essays and a research paper.		x		By hopefully increasing the number of the professors at Merritt College who can teach Humanities classes, students will have more opportunities to write and think critically about the impact of humanities topics on society and culture. The more opportunities that are offered for students in humanities classes, the stronger the Humanities department will become that which will in turn increase the opportunities for student success. This departmental/program goal is consistent with the master plan goal of promoting and augmenting " new ideas" and "further strengthening our programs and services for student success." It exemplifies opportunities for greater attention to partnerships, college engagement and innovation for students. Lastly, it affirms that Merritt College will continue to serve its students and community effectively with broad-based leadership, and vision	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).

By developing online Moodle courses in Human Values/ Ethics and Human Values/ Through the Arts that are both experiential /hands-on and promote involvement in the community, as well as researching and creating web-based materials, students are given the opportunity to build learning communities that support their understanding of humanities topics through discussion, but they also learn to work collaboratively, creating more classroom teamwork while reinforcing class instruction. The courses draw on the resources and personal experiences and critical reflection of the students' own lives. The online class availability is often helpful to our DSPS student population, many of whom have mobility and travel issues.

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			Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
						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)

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**
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*
lack of available classes	*Look to hire a new adjunct professor*	*Evening students; working class students, students with day jobs*	*Increase headcount*	*SSSP and Equity Plan for students*

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

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	**n/a**			
SSSP Plan	**n/a**			
Basic Skills Plan	**n/a**			
Strong Workforce	**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
Examples: ART 1	*Introduction to Art History*	*X*		
ART 4	*History of Modern Art*		*Deactivate*	
ART 7	*History of African-American Art*			*Reactivate*

Program Type	Program Name	2018-2019	2019-2020	2020-2021
Certificate of Proficiency	*Art Foundation*	*X*		
Humanities 2- Human Values	(3 sections: 1 online, 1 M,T,Th, and 1 Tu/Th section)	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?

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)
n/a					

*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)
n/a					

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)
The English/Humanities Department needs a home. We are the only department in the college that does not have offices in the buildings where we teach. English and humanities classes are offered in three different buildings—A, D, and P. Faculty offices are in four different buildings—A, D, F, and P. This situation makes it extremely difficult for the department to support the technology needs of faculty. Unlike all other departments in the college, English/Humanities has no place to store and secure equipment for classroom use. Lack of centralized offices and classrooms also		Yes	Create and implement effective innovative programs that meet the diverse needs of our students.	See pg.#15 of this document.	The stronger and more stable the department is, the better the department can support student academic success.

negatively impacts opportunities for formal and informal collaboration amongst faculty. We need a centralized location for our classes and offices.				

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

Todd Johnson   10-17-17

Print name   *Signature*   *Date*

Dean

_____

Print name

_____

Signature

_____

Date