

# Merritt College – (Spanish)

## 2017-2018 Annual Program Update - Spanish

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### **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.

	Fall 2016		Spring 2017	
<b>Headcount by Gender</b>				
Female	4514	64%	4742	64%
Male	2396	34%	2485	34%
Unknown/Unreported	133	2%	132	2%
<b>Headcount by Race/Ethnicity</b>				
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%
<b>Headcount by Age</b>				
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%
<b>Total Headcount</b>	<b>7043</b>		<b>7359</b>	

	Fall 2016		Spring 2017	
<b>Gender</b>	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%
<b>Race/Ethnicity</b>				
	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%
<b>Age Range</b>				
	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 &amp; Above</i>	84%	78%	85%	72%

**Distance  
Education**

Fall 2016

Spring 2017

**Retention and Success by Distance Ed**

	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%

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# I. Program Information

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**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: Spanish**

**Date: 10/06/2017**

**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 Spanish Department at Merritt is to help students develop communicative and cultural competence in Spanish. Students who study Spanish at Merritt work on developing proficiency in listening, speaking, writing, and reading in Spanish, in addition to developing cultural knowledge about the Spanish-speaking world. Courses are conducted predominantly in Spanish and much class time is dedicated to task-based, communicative activities. Latino student enrollment at Merritt College has been steadily increasing 1% - 2% per year since 2012, a direct reflection of Oakland's growing Latino population; therefore, the interest in adopting Spanish Language for bilingual speakers has been a critical topic of discussion among Spanish language instructors and department chairs. Currently there is no program of study for Spanish. Merritt had one contract instructor in Spanish for almost 20 years. Currently in Fall 2015, Merritt is offering only two sections of Span 1A, one in the day and one in the evening. Without a doubt, we could readily fill a third section each semester and eventually move Spanish to a place comparable to our sister colleges. This is very hard to accomplish without a contract faculty to build the program.

**Date of Last Comprehensive Program Review: 10/05/2015**

**Date of Comprehensive Program Review Validation: 12/2015**

## 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><b>Program Goal</b></p> <p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.</p>	<p><b>Which institutional goals will be advanced upon completion?</b></p> <p>(PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b></p> <p>(indicate date next to the appropriate status for the goal)</p>	<p><b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b></p> <p>(If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>?</p> <p>If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p>
<p>These are suggested categories of goals.</p> <p><i>Assessment:</i> Develop inquiry-based faculty focus groups responsible to examining assignments, assessments, and results in a rigorous, authentic, and on-going manner.</p>	<p>1. PCCD Goal D: Strengthen Accountability, innovation, and Collaboration</p> <p>2. Merritt Goal D:</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>The Spanish discipline currently employs a single instructor. The English department integrates Spanish into its faculty focus groups. The Spanish instructor engages in ongoing assessment and meets regularly with member of the SLOAC committee to review and discuss assessment.</p>
<p><i>Curriculum:</i> Expand course offerings and curriculum with the intent to offer more foreign language learning opportunities to students.</p>	<p>1. PCCD Goal C: Build Program of Distinction</p> <p>2. Merritt Goal C:</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____</p>	<p>English co-chairs are presently engaged in the process of developing and implementing a new course titled Spanish for Heritage Speakers. Once this course is approved, the plan is to expand the Spanish Discipline by offering this course to native bilingual Spanish speakers. The act of doing so will</p>

Program Goal	Which institutional goals will be advanced upon completion?	Progress on Goal	Goal Detail and Measurement – How did you/will you evaluate this Goal?
<p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.</p> <p>These are suggested categories of goals.</p>	<p>(PCCD and MC Goal Mapping)</p>	<p>(indicate date next to the appropriate status for the goal)</p> <p>(date)</p>	<p>(If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>?</p> <p>If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p> <p>no doubt increase enrollments.</p>

*Instruction:* Develop a Community of Practice to strengthen collegial ties between instructors for the purpose of improving student access to campus resources.

- 1. PCCD Goal A:  
Advance Student Access, Equity, and Success
- 2. Merritt Goal A:

Completed: \_\_\_\_\_  
(date)

Revised/New: \_\_\_\_\_  
(date)

Ongoing: \_\_\_\_\_  
(date)

Previous assessments efforts have led to the conclusion that embedded tutors increase student success. Co-chairs will work with the Spanish instructor to assess the feasibility of adding embedded tutors. Available funding sources may include Basic Skills (BSI 2.0), Basic Skills Student Outcomes Transformation (BSSOT), and others.:



<p><b>Program Goal</b></p> <p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.</p> <p>These are suggested categories of goals.</p>	<p><b>Which institutional goals will be advanced upon completion?</b></p> <p>(PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b></p> <p>(indicate date next to the appropriate status for the goal)</p>	<p><b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b></p> <p>(If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>?</p> <p>If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p>
<p><i>Student Success and Student Equity:</i> Integrate cultural activities in the classroom and in external/campus activities</p>	<p>1. PCCD Goal C: Build Program of Distinction</p> <p>2. Merritt Goal_ C:</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>The current Spanish instructor incorporates cultural competency activities into classroom work and includes organized field trips. English department co-chairs want to see more campus engagement and participation in cultural activities (i.e., Day of the Dead, Annual Cesar Chavez event).</p>
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships:</i> Create and participate in professional development opportunities; focus on acquiring, integrating, and delivering culturally competent curriculum.</p>	<p>1. PCCD Goal: D Strengthen Accountability, Innovation, and Collaboration</p> <p>2. Merritt Goal: D</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>Professional develop has been limited to flex-day participation. However, it would be beneficial for the Spanish instructor(s) to participate in teacher-training and curriculum development activities.</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.

**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**?)

*Other Goals*

1. PCCD Goal: \_\_\_\_\_

Completed: \_\_\_\_\_

(date)

2. Merritt Goal \_\_\_\_\_

Revised/New: \_\_\_\_\_

(date)

Ongoing: \_\_\_\_\_

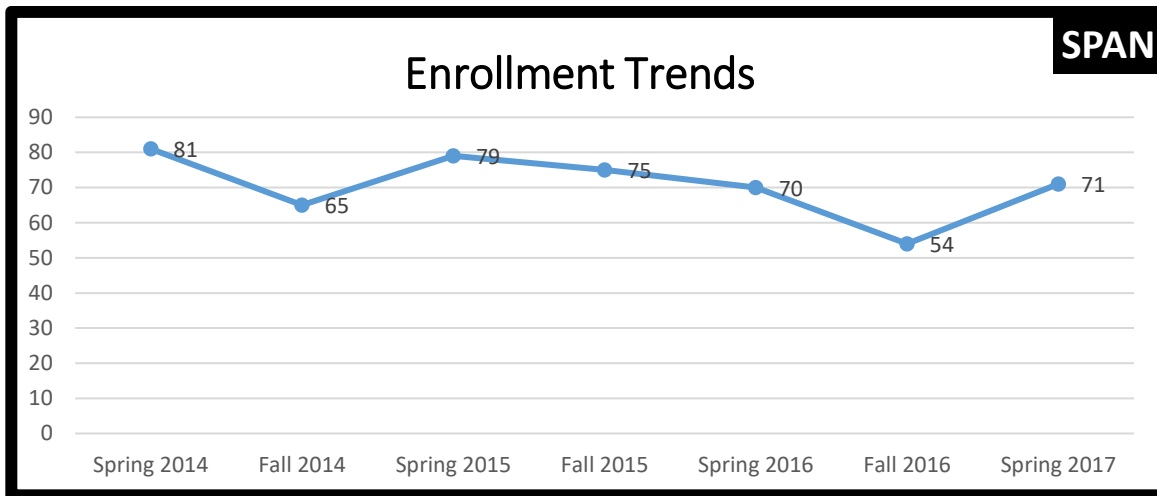
(date)

# 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](mailto:skessler@peralta.edu).**

## Student Enrollment Demographics:



- 1. What changes have occurred in enrollment since 2015-2016 program review?** Currently, only one course is taught, 1A Elementary Spanish, but the trends in enrollment show an increase since the 2016-2016 program from 54% to 71% bring enrollment closer to what it was in 2014, 81%. There is, therefore, a marked increase in enrollment. The current plan is to add Spanish 1B and Spanish for Heritage speakers to increase enrollment

## Course Sections and Productivity:

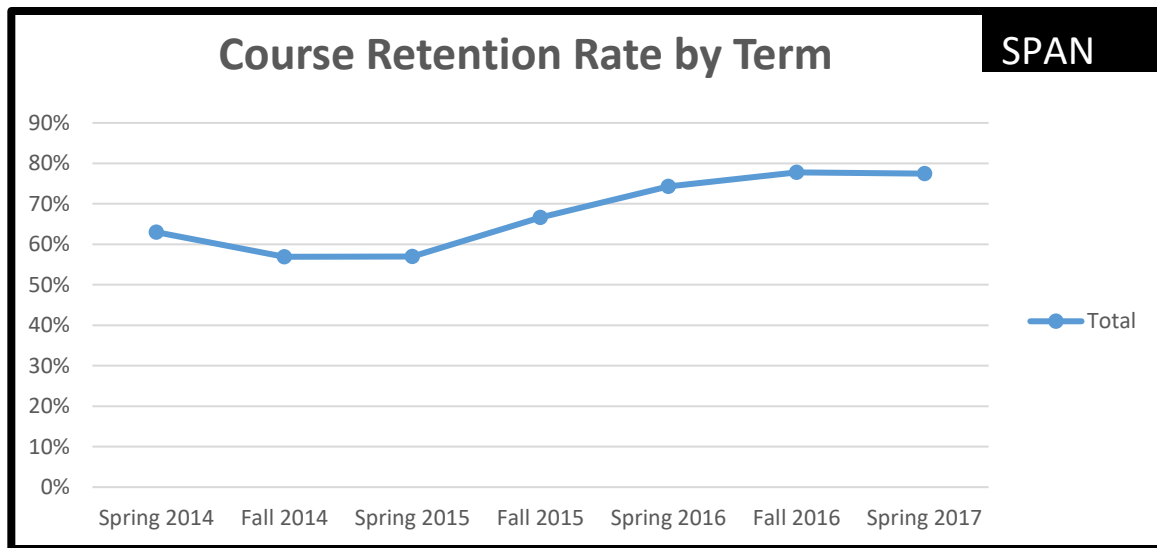
Course	TERM Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.
1A ELEMENTARY SPANISH	2	20.25	2	16.25	2	19.75	2	18.75	2	17.50	1	26.50	2	17.75
<b>Total Sections and Productivity by Subject and Term</b>	<b>2</b>	<b>20.25</b>	<b>2</b>	<b>16.25</b>	<b>2</b>	<b>19.75</b>	<b>2</b>	<b>18.75</b>	<b>2</b>	<b>17.50</b>	<b>1</b>	<b>26.50</b>	<b>2</b>	<b>17.75</b>

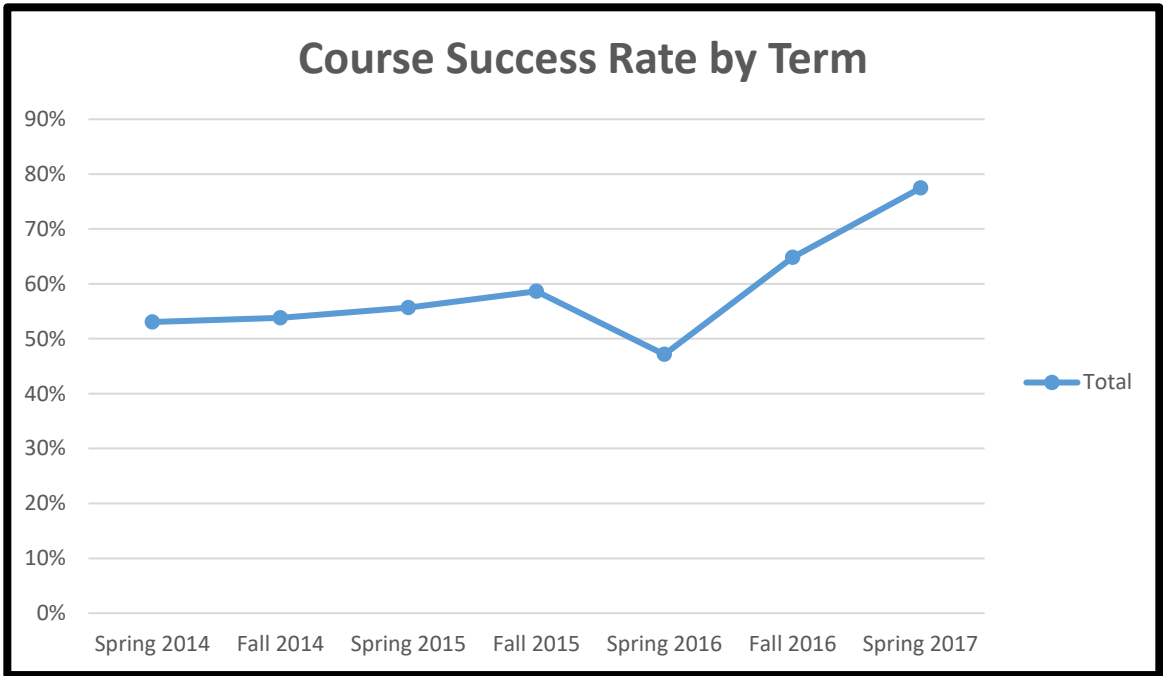
1. **Please comment on changes that have occurred in productivity since the 2015-2016 program review.** (e.g. increase, decrease or no change). Productivity over time had shown incremental increases and fluctuations (highs and lows) from 20.25 to the current 17.75%, which represents a drop in productivity since the 2015-2016 program review.

## Student Success:

Subject	SPAN
<b>Row Labels</b>	<b>Total Retention %</b>
Spring 2014	63%
Fall 2014	57%
Spring 2015	57%
Fall 2015	67%
Spring 2016	74%
Fall 2016	78%
Spring 2017	77%
<b>Grand Total</b>	<b>67%</b>
Subject	SPAN

Row Labels	Total Success %
Spring 2014	53%
Fall 2014	54%
Spring 2015	56%
Fall 2015	59%
Spring 2016	47%
Fall 2016	65%
Spring 2017	77%
<b>Grand Total</b>	<b>58%</b>





- Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review:**  
The percentage of course completion as of Spring 2017 shows a marked increase from at 77% although this is 1% below fall 2016. The trend show and increase both in retention (77%) and success (77%).

Subject SPAN

Retention and Success by Gender

Gender	Term							Success %						
	Retention %													
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Female	58%	48%	52%	63%	68%	74%	83%	53%	45%	52%	59%	43%	63%	83%
Male	74%	77%	68%	74%	86%	84%	67%	57%	73%	64%	57%	57%	68%	67%
Unknown/Not Reported	67%	0%	0%	100%	100%	#DIV/0!	#DIV/0!	33%	0%	0%	100%	50%	#DIV/0!	#DIV/0!

Subject SPAN

Retention and Success By Race/Ethnicity

Race/Ethnicity	Term							Success %						
	Retention %													
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
American Indian			100%	0%						100%	0%			
Asian	50%	100%	83%	50%	50%	50%	75%	0%	100%	83%	50%	25%	50%	75%
Black / African American	56%	44%	19%	35%	68%	72%	65%	47%	41%	14%	25%	27%	56%	65%
Hispanic / Latino	69%	72%	72%	85%	77%	88%	96%	62%	67%	72%	74%	62%	82%	96%
Pacific Islander	100%	0%	100%		50%	100%	100%	100%	0%	100%		0%	100%	100%
Two or More	100%	43%	75%	50%	100%	43%	100%	100%	43%	75%	50%	75%	43%	100%
Unknown / NR	100%	60%	60%	50%	100%	100%	100%	100%	60%	60%	50%	100%	50%	100%
White	45%	75%	56%	86%	100%	100%	50%	36%	75%	56%	86%	67%	71%	50%

Subject SPAN

Retention and Success Rates by Age Group

Age Range	Term							Success %						
	Retention %													
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017

Under 16					100%	50%							100%	50%	
16-18	86%	75%	77%	43%	100%	92%	92%	71%	75%	77%	43%	33%	83%	92%	
19-24	58%	59%	51%	82%	79%	76%	73%	50%	56%	49%	71%	61%	57%	73%	
25-29	77%	58%	64%	38%	46%	80%	89%	69%	50%	64%	25%	23%	60%	89%	
30-34	33%	50%	20%	45%	60%	100%	50%	33%	50%	20%	45%	20%	100%	50%	
35-54	61%	45%	57%	70%	88%	75%	69%	44%	45%	57%	60%	50%	75%	69%	
55-64	50%	0%	50%	100%	67%	0%	100%	50%	0%	50%	100%	33%	0%	100%	
65 & Above		75%	100%		100%		100%		75%	100%		100%		100%	

Subject SPAN  
Retention and Success Rates by DSPS Status

Term	Retention %							Success %						
	DSPS STATUS	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
DSPS Students	0%	67%	40%	80%	67%	100%	100%	0%	67%	40%	80%	67%	100%	100%
Non DSPS Students	64%	56%	58%	66%	75%	77%	76%	54%	53%	57%	57%	45%	64%	76%

Subject SPAN  
Retention and Success Rates by Low Income Status

Term	Retention %							Success %						
	Low Income students	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Low Income Students	63%	49%	56%	64%	100%	78%	92%	54%	45%	56%	58%	22%	72%	92%
Not Low income	63%	82%	61%	78%	100%	78%	100%	50%	82%	57%	61%	67%	56%	100%
Undetermined	50%	71%	33%	57%	67%	78%	71%	50%	71%	33%	57%	49%	63%	71%

Subject SPAN  
Retention and Success Rates by Foster Youth Status

Term	Retention %	Success
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								%						
Foster Youth Status	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Not Foster Youth	63%	56%	58%	67%	75%	77%	80%	53%	55%	57%	59%	48%	66%	80%
Foster Youth Status		67%	0%		0%	100%	0%		33%	0%		0%	0%	0%

Subject SPAN  
Retention and Success Rates by  
Veteran Status

Term								Success %						
Retention %								Success %						
Veteran Status	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Not Veterans	65%	57%	56%	66%	74%	77%	78%	54%	54%	55%	58%	47%	63%	78%
Veterans	0%	50%	100%	100%		100%	67%	0%	50%	100%	100%		100%	67%

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): Category - Gender (male/female) the period 2015-2016 enrollment for female students appears to have been on a steady increase ranging from 63% to 74%, but by Spring 2017 there was a significant increase to 83%, an increase of nearly 20%. Success rates paralleled enrollments showing for 2015-2016 63%, and then an increase to 83% in 2017. Enrollments by male students dropped slightly from 84% during the period 2-15-2016 to 67% by spring 2017. Success rates dropped only slightly from 68% to 67%. It is clear that female enrollment and success rates have increased while male enrollments and success have declined slightly.

Category – Race/Ethnicity the period 2015-2016 enroll reveals the following:

Race/Ethnicity	Retention/Success 2015 - 2016	Retention/ Success Spring 2017	Retention/Success % of Change
American Indian	50%/50%	ND/ND	ND
Asian	50%/75%	50%/75%	Increase 25%/25%
Black/African American	72%/65%	56%/65%	Decrease 7%/Increase 8%
Hispanic/Latino	88%/96%	82%/96%	Increase 7%/ Increase 14%
Pacific Islander	100%/100%	100%/100%	Consistent
Two or More	43%/100%	43%/100%	Increase 57%/Increase 57%
Unknown/NR	100%/100%	50%/100%	No change/Increase 50%
White	100%/50%	71%/50%	Increase 50%/Decrease 21%

Category – Age showed reduction in both enrollments and success for the following age groups:

<b>Age</b>	<b>Retention/Success 2015 - 2016</b>	<b>Retention/Success Spring 2017</b>	<b>Retention/Success% of Change</b>
16-18	92%/92%	83%/92%	No Change/Increase 9%
19-24	76%/73%	57%/73%	Increase 3%/ Increase 16%
25-29	80%/89%	60%/89%	Increase 9%/Increase 29%
30-34	100%/50%	100%/50%	Decrease 50%/Decrease 50%
35-54	75%/69%	75%/69%	Decrease 6%/Decrease 6%
55-64	0%/100%	0%/100%	Increase 100%/Increase 100%
16 & Under /65 & above	No significant change	No significant change	No Significant Change

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

<b>Row Labels</b>	<b>Term Retention %</b>						
	<b>Spring 2014 Face to Face</b>	<b>Fall 2014 Face to Face</b>	<b>Spring 2015 Face to Face</b>	<b>Fall 2015 Face to Face</b>	<b>Spring 2016 Face to Face</b>	<b>Fall 2016 Face to Face</b>	<b>Spring 2017 Face to Face</b>
ELEMENTARY SPANISH	63%	57%	57%	67%	74%	78%	77%
<b>Grand Total</b>	<b>63%</b>	<b>57%</b>	<b>57%</b>	<b>67%</b>	<b>74%</b>	<b>78%</b>	<b>77%</b>

	<b>Success %</b>						
	<b>Spring 2014 Face to Face</b>	<b>Fall 2014 Face to Face</b>	<b>Spring 2015 Face to Face</b>	<b>Fall 2015 Face to Face</b>	<b>Spring 2016 Face to Face</b>	<b>Fall 2016 Face to Face</b>	<b>Spring 2017 Face to Face</b>
ELEMENTARY SPANISH	53%	54%	56%	59%	47%	65%	77%
	<b>53%</b>	<b>54%</b>	<b>56%</b>	<b>59%</b>	<b>47%</b>	<b>65%</b>	<b>77%</b>

1. **Describe any difference in the Retention and Success of face-to-face and distance education courses:** Online courses are not offered for Spanish 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. **No Data**

## IV. Aligning Program Goals, Activities and Planning

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**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 <u>Goal</u>	<u>Foundations</u>	<u>Transfer</u>	<u>CTE</u>	<u>How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?</u>	<u>Measurable Outcomes: Institution Set Standards and IE Goals</u>					
					<u>Successful Course Completion Rate</u>	<u>Retention Rate (F to F Persistence)</u>	<u>Degree or Cert. Completion</u>	<u>Transfer</u>	<u>Remedial Rate Math (Basic Skill Success)</u>	<u>Remedial Rate English (Basic Skills Success)</u>
<i>Assessment of students' strengths and needs through the development of inquiry-based faculty focus groups responsible for reviewing assignments and assessments.</i>	Goal 1			<i>Only one course in taught, Spanish 1A. Spanish 1B is offered, but never fills; however, on the horizon is a course titled Spanish for Heritage speakers, which will help stress the importance of being bi-lingual (reading, writing, and speaking). Regular SLOAC assessment is encouraged.</i>	x	x		x		
<i>Curriculum Development is encouraged possibly incorporating both credit and non-credit courses</i>				The proposed course, Spanish for Heritage speakers is for bilingual native speakers specifically, and the purpose for providing the course is two-fold: 1) to increase retention and successful completion, and 2) to emphasize the 2 <sup>nd</sup> level Spanish 1B course as a pathway to improvement	x	x	x	x		

<p><b>Instruction</b> is the responsibility of a single instructor at the writing of this review; we hope to increase the courses taught, which will enable the hiring of additional faculty.</p> <p><b>Student Success and Student Equity</b> is addressed through the integration of cultural activities inside and outside of the classroom, celebrating the rich, Spanish culture.</p> <p><b>Professional Development, Institutional and Professional Engagement and Partnerships:</b> The desire is to create and participate in professional development opportunities that focus on innovative ways to integrate and deliver culturally competent curriculum</p>				<p>An embedded tutor is made available to assist with students, to enhance the learning experience , and to provide additional assistance with coursework. The Community of Practice plans to work with the college researcher to develop instruments to asses the effectiveness of embedded tutoring in Spanish courses</p> <p>The current instructor fully integrates cultural contexts into classroom activities and expresses the desire to do much more – field trips and other activities outside of the classroom and into the surrounding community</p> <p>Program expansion is essential if the intention if to create additional opportunities for collegial exchange. The instructor attends meeting Spanish and other Language courses instructors in the Peralta District.</p>	x	x	x	x		
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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 <b>Student Equity Plan, SSSP Plan, and Basic Skills Plans</b> 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)*

<b><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></b>				
<b><u>Problem, Achievement Gap or Observation (data)</u></b>	<b><u>Activity/Intervention</u></b>	<b><u>Target Student Population</u></b>	<b><u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u></b>	<b><u>Relevant College Equity/SSSP/BS Goal</u></b>
<i>We do not have a full-time instructor in Spanish; we have just one part-time instructor, which limits the courses that can be offered</i>	<i>We need to add curriculum and hire at least two full-time Spanish instructors.</i>	<i>African American and Hispanic/Latinos</i>	<i>Increase access for students to meet foreign language requirements for transfer; increase quality of instruction through the development of collegial exchange opportunities</i>	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>
<i>Lack of access to classes designed specifically for native Spanish speakers</i>	<i>Expand program by adopting and implementing Spanish 22A for Heritage Speakers.</i>	<i>Latinos</i>	<i>Increase headcount/enrollment for this population; increase retention and success.</i>	<i>Equity/SSSP Latinos</i>
<i>Lack of advanced courses for Spanish language development for non-native speakers</i>	<i>Expand program by marketing courses – Spanish 1A and 1B, and once approved, Spanish 22A</i>	<i>African Americans and Latinos</i>	<i>Increase access for students to gain foreign language experiences that will impact transfer opportunities and increase persistence.</i>	<i>Equity/SSSP African American and Latinos</i>



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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?**

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



# V. Curriculum and Assessment Status

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**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](mailto: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
SPANISH 1A	ELEMENTARY SPANISH			
SPANISH 1B	ELEMENTARY SPANISH			
(NEW)	SPANISH FOR HERITAGE LEARNERS	ACTIVATE		

Program Type	Program Name	2018-2019	2019-2020	2020-2021

## 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			
<i>Spanish 1A</i>				

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

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**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:

	<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

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**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)
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\*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?	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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(yes/no)

**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)
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**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? Field trips and workshops. Workshops directed at curriculum development and enhancement, and field trips to increase community awareness and involvement.

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)
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## Signatures

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*Discipline, Department or Program Chair*

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*Print name*

\_\_\_\_\_

*Signature*

\_\_\_\_\_

*Date*

*Dean*

\_\_\_\_\_

*Print name*

\_\_\_\_\_

*Signature*

\_\_\_\_\_

*Date*