

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: Anthropology

Date: 10-22-2017

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 Merritt’s Anthropology Program is to teach students to think appreciatively and globally about diversity in human cultures, human history and prehistory, and human biology, to foster cross-cultural understanding, and to develop a critical world view which will enable students to succeed in higher levels of education and in any profession. As such, the program mission aligns with the Merritt College mission 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.

Date of Last Comprehensive Program Review: April 19, 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 ?)
<i>Assessment</i> Goal 1: continue SLO assessment cycle Activities and Rationale: continue SLO assessment for all anthropology courses in a timely manner within the prescribed cycle	1. PCCD Goal: _____ Goal 2. Assessment: continue SLO assessment cycle will advance institutional goals of Strengthen Accountability, Innovation and Collaboration 2. Merritt Goal_ CRITICAL THINKING Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces,	Completed: _____ (date) Revised/New: _____ (date) Ongoing: Progress on Goal 1. is ongoing; this program is presently up to date on assessment 2017 ____ (date)	The goal was completed outcomes were input into our system and listed in the course syllabus: The program has consistently maintained updated SLO and Assessment information. evaluation is based upon Exam . All of text chapters relate directly to the SLO being assessed, so the entire test will be used.
<i>Curriculum (if applicable)</i> reinstate Anthro 2 Activities and Rationale: reinstate Anthro 2, which	1. PCCD Goal: _____ Goal 1. Reinstatement of	Completed: _____ (date) Revised/New: _____	

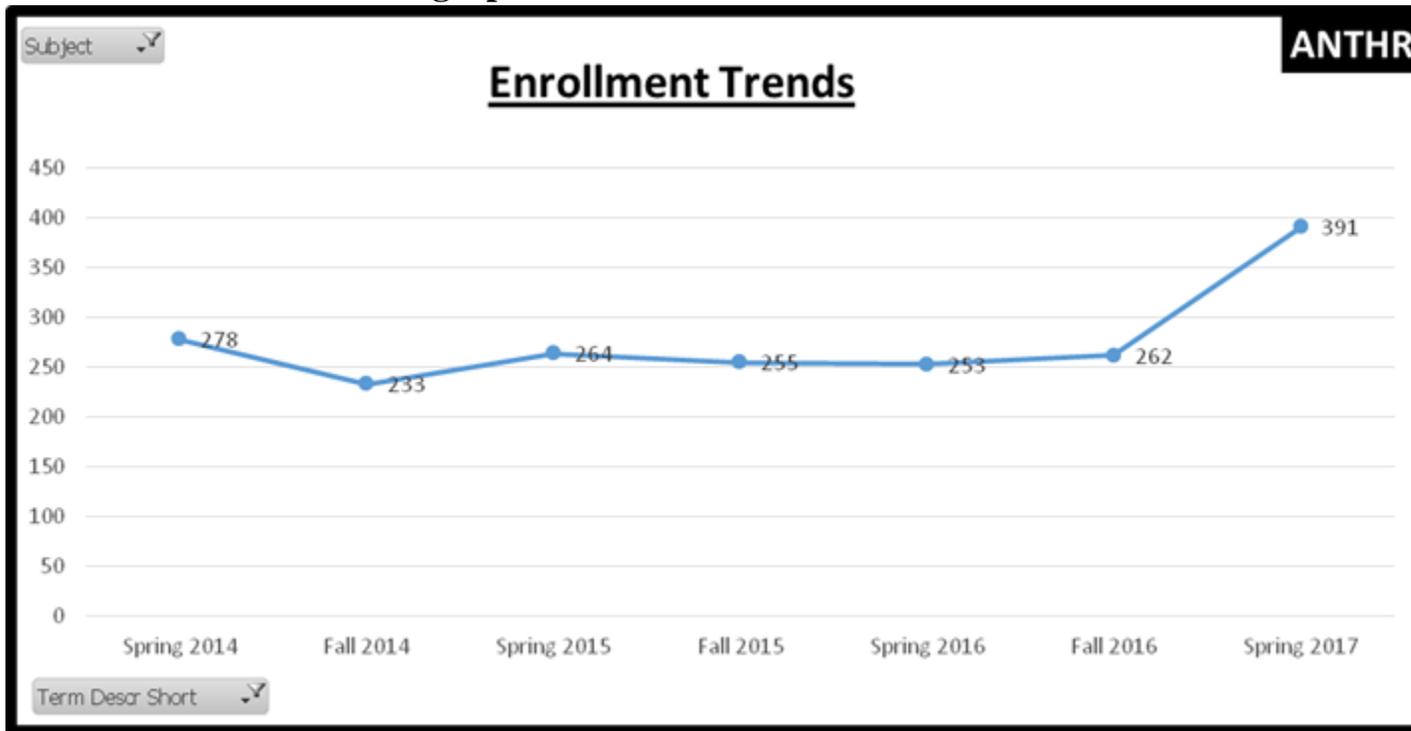
<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (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>has not been taught at Merritt for many years, to enhance students' ability to complete the new AA-T degree.</p>	<p>Anthro 2 will advance institutional goals of advancing student access, equity, and success and build programs of distinction. 2. Merritt Goal__ GOAL 1: Create an environment of exceptional student access, equity and success.</p>	<p>(date) Ongoing: ___on-going _____ (date)</p>	<p>This goal is still pending</p>
<p><i>Instruction (if applicable)</i> Goal 3. Instruction: add new full-time faculty, reinstate Anthro 2, offer more DE sections Activities and Rationale: these offerings will help students complete the new AA-T degree.</p>	<p>1. PCCD Goal:_____ Goal 3. Instruction: add new full-time faculty, reinstate Anthro 2, offer more DE sections and will advance institutional goals of Building Programs of Distinction 2. Merritt Goal__ GOAL 1: Create an environment of exceptional student access, equity and success. GOAL 3: Create and Implement effective and innovative programs that meet the</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: Progress on Goal 3. Anthro 2 has been reinstated, presently the hiring of a new full-time faculty member is pending.</p>	<p>This is an on-going goal that will be focused upon in 2018 as well.</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:



1. **What changes have occurred in enrollment since 2015-2016 program review? The most noticeable change from 2015-2016 Is the clear increase in student over-all enrollment in the program. We attribute this to experienced tenured faculty leadership, strong adjunct support and desirable course offerings.**

Course Sections and Productivity:

ANTHR.xlsx
from Nghiem Thai (Merritt College)

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Subject	ANTHR														
	TERM		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017		
Course	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	
1 INTRO TO PHYSICAL ANTHRO	3	14.96	3	14.06	3	13.18	5	12.09	2	26.25	3	24.00	5	20.40	
16 SEX AND SOCIETY	1	15.00			1	10.50			1	12.50					
1L PHYSICAL ANTHRO LAB	1	25.00	1	23.75	1	25.00	1	24.38	1	26.25	1	25.00	2	24.69	
3 SOCIAL/CULTURAL ANTHRO	1	20.00	1	19.50	1	20.50	1	20.00	1	28.00	2	19.50	2	20.00	
5 AM INDIAN HISTORY/CULTURE	1	10.50	1	11.50	1	10.50									
7 MAGIC, RELIGION, WITCHCRAFT	1	17.50	1	9.50	1	18.50	1	15.00	1	6.25			1	14.00	
Total Sections and Productivity by Subject and Term	8	16.49	7	15.13	8	15.37	8	14.73	6	18.89	6	22.69	10	20.59	

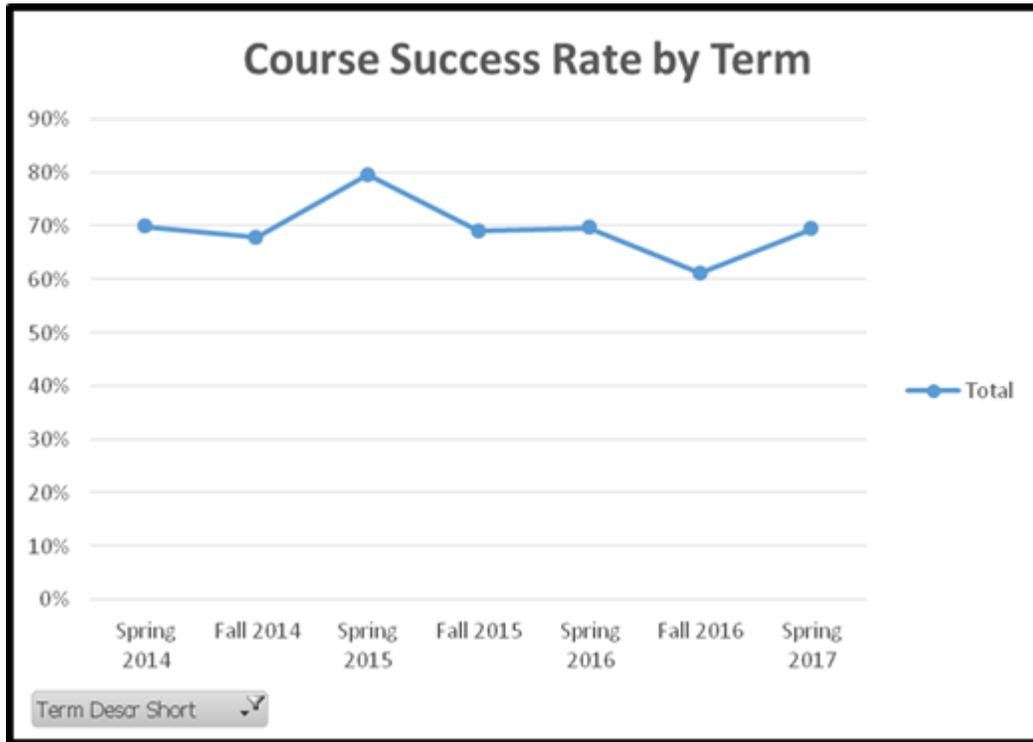
- Subject
- ADJUS
 - AFRAM
 - ANTHR
 - ART
 - ASAME
 - ASTR
 - ATHL
 - BIOL

Comments

 Write a comment 

Post a comment to start a discussion.
[@Mention](#) someone to notify them.

1. **Please comment on changes that have occurred in productivity since the 2015-2016 program review.** (e.g. increase, decrease or no change) Productivity has in all sections deviating slightly a few percentage points. However, Anthro 7 is still low in productivity, we will discuss with the Department Chair and Dean in order to plan a strategy to increase productivity and enrollment.



Student Success:

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

Retention and success numbers seem to slowly be going back up toward our high 2015 numbers. However, as the Lead tenured faculty member nears retirement it will be imperative that a new faculty hire is put into place to maintain this positive retention and success direction.

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

The data does not indicate any achievement gaps in the disaggregated enrollment, retention and successful course completion data, the numbers have remained consistent with a few percentage points.

ANTHR.xlsx
from Nghiem Thai (Merritt College)

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Comments

Write a comment

Post a comment to start a discussion.
[@Mention](#) someone to notify them.

Retention %												Success %									
Term												Term									
Spring 2014												Spring 2014									
Face to Face												Face to Face									
Row Labels	Face to Face	Face to Face	Face to Face	Online	Face to Face	Face to Face	Face to Face	Face to Face	Online												
AM INDIAN HISTORY/CULTURE	67%	74%	71%									67%	61%	71%							
INTRO TO PHYSICAL ANTHRO	91%	85%	89%	81%	79%	60%	85%	64%	69%	74%	79%	88%	73%	85%	78%	66%	56%	80%	44%	54%	63%
MAGIC, RELIGION, WITCHCRAFT	54%	70%	81%		63%		72%				64%	34%	50%	73%		57%		56%			
PHYSICAL ANTHRO LAB	88%	74%	98%		85%		90%		93%		90%	85%	72%	95%		79%		90%		90%	
SEX AND SOCIETY	50%		62%			6126	72%					27%		62%				60%			
SOCIAL/CULTURAL ANTHRO	78%	74%	78%		78%		82%	61%	83%		80%	70%	62%	71%		73%		66%	53%	75%	
Grand Total	78%	79%	84%	81%	78%	60%	82%	62%	77%	74%	81%	70%	68%	80%	78%	68%	56%	73%	49%	66%	63%

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

- 1. Describe any difference in the Retention and Success of face-to-face and distance education courses. The success gap between on-line and face to face classes has improved dramatically since 2015-2016. The date for 2017 shows an 8% gap when compared to an almost 15% gap in previous years.**

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				

Assessment: continue SLO assessment cycle	x	x		Activities and Rationale: continue SLO assessment for all anthropology courses in a timely manner within the prescribed cycle	x	x				
Curriculum: reinstate Anthro 2	x			Develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer		x	x	x		

Instruction: add new full-time faculty.	x	x		Faculty will develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer as well as help support student Success and Retention.	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).

As a program we are focusing on a systemic problem, the cost of text books and the challenge faced when 50% of the class has failed to purchase the required text. Providing open educational resources speaks directly access and successful course completion.

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)				Basic Skills			Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fall to Spring Retention	BS Math Course Completion	BS English Course Completion	BS ESL Course Completion			
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	

***S = SSSP, E=EQUITY, B=BASIC SKILLS**

Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable

outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)

<u>Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the PLANNING for 2017-2018.</u>				
<u>Problem, Achievement Gap or Observation (data)</u>	<u>Activity/Intervention</u>	<u>Target Student Population</u>	<u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u>	<u>Relevant College Equity/SSSP/BS Goal</u>
<i>Example: Lack of program diversity</i>	<i>Looking at diversity partnering with Oakland unified for pathways</i>	<i>African American and Hispanic/Latinos</i>	<i>Increase headcount/enrollment of these populations</i>	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>
. Success rate of African American students is at 55% the lowest on the data list by race	Planning to discuss with the department chair for possible adoption of low cost or free text material increase the over-all use of textbooks.	<i>African American and Hispanic/Latinos</i>	Increase retention and success of targeted population	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>

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

3. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Funding: In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding? N/A**

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

V. Curriculum and Assessment Status

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

Curriculum Review Plan

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

Directions

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

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

Course Number	Course Name	2018-2019	2019-2020	2020-2021
<i>Examples: ART 1</i>	<i>Introduction to Art History</i>	<i>X</i>		
<i>ART 4</i>	<i>History of Modern Art</i>		<i>Deactivate</i>	
<i>ART 7</i>	<i>History of African-American Art</i>			<i>Reactivate</i>

Program Type	Program Name	2018-2019	2019-2020	2020-2021
Social Sciences	Psychology-AA-T Degree	X		
Psych 28	Psych 28 Introduction to Research Methods in Psychology	X		
Psych 1A	PSYCH 001A INTRODUCTION TO GENERAL PSYCHOLOGY	X		
Psych 6	PSYCH 006 SOCIAL PSYCHOLOGY	X		
Psych 10	PSYCH 010 PSYCHOLOGY AND LIFE: BASIC PRINCIPLES		X	
Psych 12	PSYCH 012 HUMAN SEXUALITY	X		
Psych 24	PSYCH 024 ABNORMAL PSYCHOLOGY	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			
Psych 6	Demonstrate the ability to articulate independently and creatively about human Social	During the pre-test it became clear that a higher number of students than in previous semesters indicated that they could not afford (Worked with my colleague Dr. Rivas, the Merritt Library team and the Bookstore manager in order to identify an alternative	Psych 1A will be ready in

	Behavior and the cultural influences that affect our behavior.	or simply did not purchase) a text book, I have an additional question that asks students what could have gone better for them in the course and a pattern was developed.	source for providing learning material to our students.	spring 2018, psych 6 by fall 2018.
Psych 1a	Students will be asked to give definitions for the 8 major approaches that psychologists use to understand mental process and behavior and to provide one example from theory, research, application for each approach to show that they understand the approaches. Students will also be asked to use visual memory strategies to help their learning of the approaches.	Student were able to identify and define the major approaches that psychologists use to understand behavior and mental processes. this was clearly indicated with an above 80% correct answer to this question upon examination.	Psych 1A Adoption of open source (OER) material spring 2018.	ongoing
PSYCH 012 HUMAN SEXUALITY	Investigate and distinguish the key elements of male and female Sexual Anatomy and Physiology.	Student were able to identify and define the key elements of male and female sexual anatomy and physiology above 80% correct answers in examination.	No changes were made	Ongoing
Psych 024 Abnormal Psychology	Review different theoretical perspectives related to how a person experiencing a character disorder can live a more effective life, and ask students to choose a theoretical perspective that they see as being most effective for individuals to live their life effectively even though faced with a character disorder.	All students were able to identify a theoretical perspective that related to their own person development	No changes made	ongoing

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? Discussion takes place between the tenured faculty team with feedback from adjunct faculty when possible. Evidence can be found by reviewing e-mail messages between faculty leaders and professional day department meeting.

2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September). We will be assessing all courses in the psychology department in the fall of 2018
 - a. Psych 28, 1A, 12, 6, 24 will be assessed fall 2018

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:

	<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)
Teaching Assistant	15,000		<i>Student Success and Student Equity</i> OER materials for our Intro to Psych 1A course	This goal is aimed at increasing student retention and success and most importantly access to classes that are presently some of the largest and most productive at Merritt College, in order to support and increase this goal a teaching assistant is vital.	Provide support to instructor and students as defined by the job description for a teaching assistant.

*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)

		(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)

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?	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)

		(yes/no)			

Signatures

Discipline, Department or Program Chair

Print name

Dean

Print name

Signature

Signature

Date

Date