

Merritt College  
2017-2018 Annual Program Update Template

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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.

<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%
<b><i>Headcount by Race/Ethnicity</i></b>				
<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%
<b><i>Headcount by Age</i></b>				
<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 &amp; Above</i>	192	3%	197	3%
<b><i>Total Headcount</i></b>	<b>7043</b>		<b>7359</b>	

	<i>Fall 2016</i>		<i>Spring 2017</i>	
<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**

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<b>Retention and Success by Distance Ed</b>	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%

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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:** Child Development

**Date:**

**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 program offers two degrees and seven certificates: A.A. in Child Development, A.S.-T in Child Development, Assistant Teacher, Associate Teacher, Teacher, Infant-Toddler Specialist, Family Child Care Provider, Introduction to Infant/Toddler Care Certificate of Completion; Introduction to Early Childhood Education for Family Child Care Providers Certificate of Completion. In addition to the degrees, and seven certificates in child development, the program offers flexibility to students with varying educational goals. It also provides learning opportunities for employees who wish to continue their education and upgrade their skills. Students completing the degree and/or certificate options meet the requirements mandated by state and local regulatory agencies.*

*The AS-T degree prepares students to function in a variety of early childhood programs and services and is for students who seek to transfer to a CSU institution or to prepare for a career in early childhood education by meeting the requirements to work in public or private child care facilities. To support our ELL providers and students, we offer three unit bilingual (English/Mandarin) and English/Spanish) CHDEV courses: CHDEV 51, CHDEV 50 and CHDEV 53.*

**Date of Last Comprehensive Program Review: 11/15**

**Date of Comprehensive Program Review Validation: 3/16**

## 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> *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><b>Which institutional goals will be advanced upon completion?</b> (PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b> (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> (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>? 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>Assessment</i> 1. Assess annually a minimum of 1 SLO per regularly taught course 2. Assess PLO's on a three year cycle 3. Align all recently taught courses with ILO's 4. Continue to engage in campus wide dialogue around assessment 5. Develop a process to review assessment results for both Distance Education courses and corresponding face to face classes.</p>	<p>1-5. PCCD Goal: A, C, D 1-5. Merritt Goal: Environment of Exceptional Student Access, equity and success; Create and implement effective innovative programs that meet the diverse needs of our community; through collegial governance, support institutional communication, innovation and interdisciplinary collaboration.</p>	<p>Ongoing: #1.#2.#3.#4 #5 9/15/17</p>	<p>1-4. CHDEV slos are assessed on a three year cycle 7. s so that every instructor is assessing 1 slo per regularly taught course. We used this approach for the academic year 2016-2017 and it was successful. We will continue using this approach for 2017-18.</p> <p>5. We are developing a process to compare the result from F to F and distance ed to see if the results are very different; a process in which we take a course that is taught in both formats and having faculty take a similar assessment assignment and assess together in both formats. For example, CHDEV 51 and 53.</p>
<p><i>Curriculum (if applicable)</i> 1. Update all CHDEV course outlines 2. Expand our hybrid and on-line classes offerings 3. Course revision for the 2<sup>nd</sup> phase of the Curriculum Alignment Project (CAP).</p>	<p>1-3. PCCD Goal A &amp; C 1-3. Merritt Goal: Merritt Goal: Environment of Exceptional Student Access, equity and success; Create and implement effective innovative programs that</p>	<p>Completed: #4 8/15/17 Ongoing: #2 6/30/17 Ongoing: #1,#3 9/17</p>	<p>We develop 1-2 on-line and/or hybrid courses each academic year. CHDEV 51 &amp; 53 12/15; CHDEV 56A, 56B &amp; 50 6/17. In collaboration with the ESL Department at Laney we developed 2 new certificates (4 non credit CHDEV-vessel ESL courses) completing our CHDEV professional pathways.</p>

<b>Program Goal</b> *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.	<b>Which institutional goals will be advanced upon completion?</b> (PCCD and MC Goal Mapping)	<b>Progress on Goal</b> (indicate date next to the appropriate status for the goal)	<b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b> (If your goal was <b>completed</b> : How did you <b>evaluate</b> or determine the <b>outcome</b> ? 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> ?)
<i>4. Development of non-credit courses and programs</i>	<i>meet the diverse needs of our community.</i>		<i>#3 Course Revision has been done for 2 out of 7 CAP Expansion Courses. The remaining courses are in progress.</i>
<i>Instruction (if applicable)</i> <i>1. Continue offering classes during the day, evening and weekend to meet student need.</i> <i>2. Offer beginning level courses at College of Alameda to build enrollment</i> <i>3. Offer bilingual Spanish/ Mandarin/Vietnamese/ English CHDEV bridge courses per student demand.</i> <i>4. Offer non-credit CHDEV courses with vessel ESL at Merritt Fruitvale.</i>	<i>1,2,3,4. PCCD Goal A &amp; C</i> <i>1,2,3,4. Merritt Goal: Environment of Exceptional Student Access, equity and success;</i> <i>Create and implement effective innovative programs that meet the diverse needs of our community</i>	<i>Completed #4; 8/17/17;</i> <i>Revised: #2 9/15/17</i> <i>Ongoing: #1, #3</i>	<i>#2 Revised; need additional time to get agreement with COA to offer MC classes on their campus. The campus chair has requested this from our administration. We have not made progress on securing the MOA..</i> <i>#3. Revised: based on our research we have found a need for CHDEV 51 to be taught bilingually English/Mandarin.</i>  <i>#4. The non credit CHDEV courses were scheduled for Fall 2017 and have rigorous enrollment; 40 students with a waiting list. We have secured SSP funding for the coordinator of the program.</i>
<i>Student Success and Student Equity</i> <i>1. Secure stable and sustaining funding for the CHDEV advising and certificate support program currently funded by a F5 Alameda County grant</i> <i>2. Expand student access to a tutoring through virtual and f2f mentors.</i>	<i>1. PCCD Goal: A, B, C</i> <i>2. PCCD Goal: A, B, E</i> <i>1, 2. Merritt Goal: Environment of Exceptional Student Access, equity and success;</i> <i>Create and implement effective innovative programs that meet the diverse needs of our</i>	<i>Ongoing #1 &amp; #2 9/17</i>	<i>1. We have identified ongoing SWF &amp; SSSP funding from the college so that we can institutionalize the highly successful tri-lingual CHDEV program for permit advising and certificate support. The Child Development Department is working with the Division 1 Dean and the VPSS to hire a permanent Human Development Staff Assistant and a part time counselor.</i>



<p><b>Program Goal</b> *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><b>Which institutional goals will be advanced upon completion?</b> (PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b> (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> (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>? 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>community; Engage our community through respectful dialogue to create partnerships and opportunities for our students. Develop human, fiscal and technological resources to advance and sustain our mission.</i></p>		<p><i>2.The students do have access through the California Early Child mentor Program for virtual and f2f mentoring and work has been done to inform our students and online/hybrid faculty about this option.</i></p>
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships</i> <i>1. To recruit new faculty and to mentor our part time pool of instructors.</i> <i>2. To develop a CHDEV Career Pathway with the final employment goal of TK credentialed teacher. The pathway model will have at least the following six entry points and possible employment exits.</i></p>	<p><i>1.PCCD Goal :C, E</i> <i>2. PCCD Goal A,B,C</i> <i>1,2. Merritt Goal: Create and implement effective innovative programs that meet the diverse needs of our community; develop human, fiscal and technological resources to advance and sustain our mission</i></p>	<p><i>Completed: #1 9/30/17</i> <i>#2 9/8/16</i></p>	<p><i>1. Our four recent part time hires have been evaluated and are continuing to teach for our program. Two additional part time hires will begin teaching 2017-18 in courses located in the community.</i> <i>#2 To support student success and partnerships with the Early Care and Education industry, we created an on-line interactive map of the CHDEV Career Pathway with the final employment goal of TK credentialed teacher. The interactive pathway model has six+ entry points and possible employment exits and links to relevant information on permits/certificates and job descriptions. It is now posted on our CHDEV webpage and is reproduced hard copy.</i></p>

<p><b>Program Goal</b>            *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><b>Which institutional goals will be advanced upon completion?</b>            (PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b>            (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>            (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>?            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>Other Goals</i></p>	<p>1. PCCD Goal: _____            2. Merritt Goal _____</p>	<p>Completed: _____            (date)            Revised/New: _____            (date)            Ongoing: _____            (date)</p>	

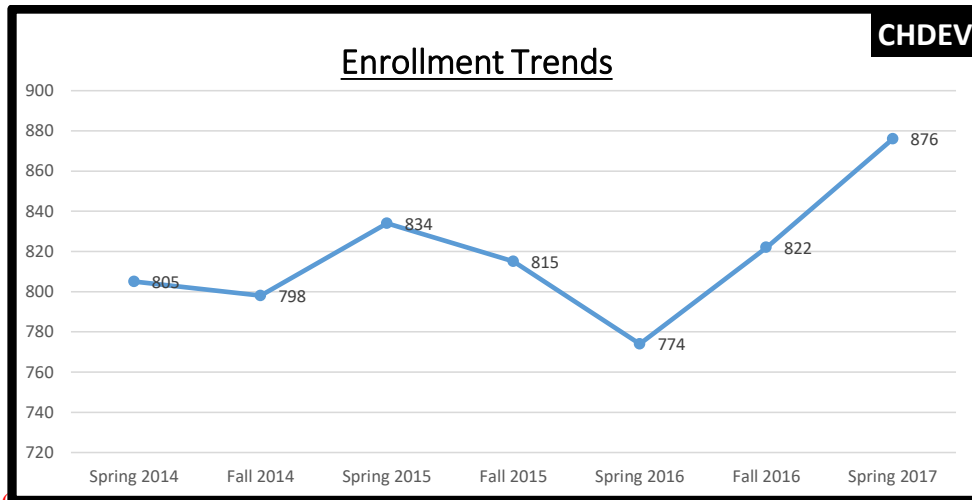
### III. Data Trend Analysis

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**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.

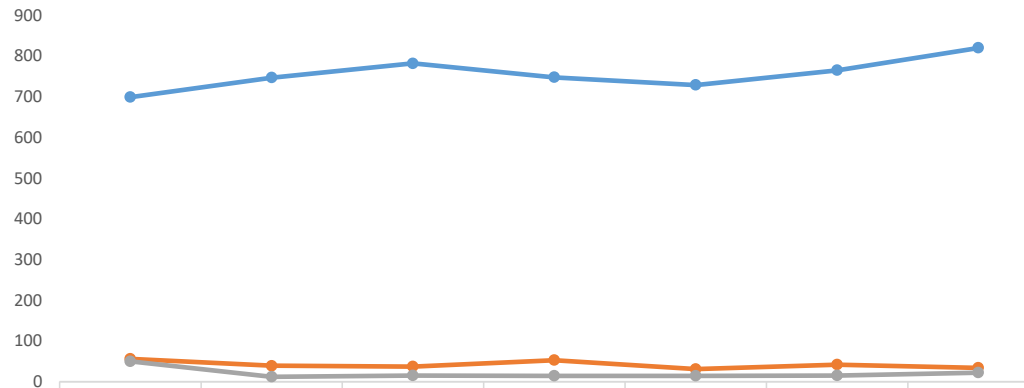
**Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review. \*If you have questions or concerns regarding your data, please contact Samantha Kessler, Research and Planning Officer: [skessler@peralta.edu](mailto:skessler@peralta.edu).**

#### Student Enrollment Demographics:



## Enrollment Trends: Gender

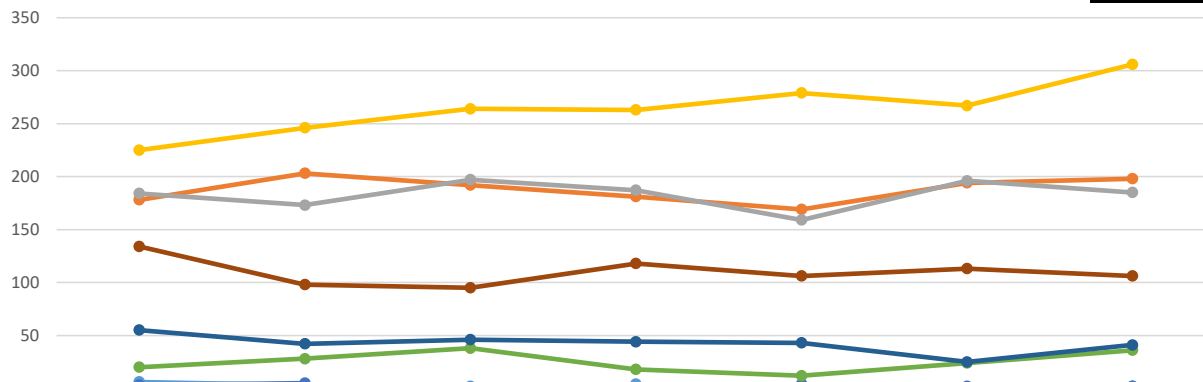
CHDEV



	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Female	699	747	782	748	729	765	820
Male	56	39	37	53	31	42	34
Unknown/Not Reported	50	12	15	14	14	15	22

### Enrollment Trends: Race/Ethnicity

CHDEV



	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
American Indian	6	3	2	4	2	1	2
Asian	178	203	192	181	169	194	198
Black / African American	184	173	197	187	159	196	185
Hispanic / Latino	225	246	264	263	279	267	306
Pacific Islander	3	5			4	2	2
Two or More	20	28	38	18	12	24	36
Unknown / NR	55	42	46	44	43	25	41
White	134	98	95	118	106	113	106

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

*Overall enrollment has increased by 60 students in Spring 2017; male enrollment has decreased by 19. Enrollment trends by race ethnicity has seen a small increase in Asian students, Black/African American student enrollment has stayed about the same, Hispanic Latina students have increased by almost 40 students; there has been a small decrease in White students.*

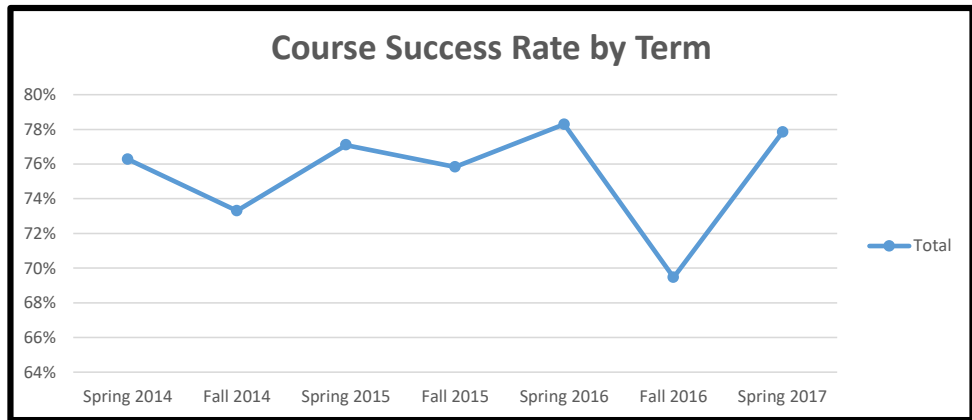
### Course Sections and Productivity:

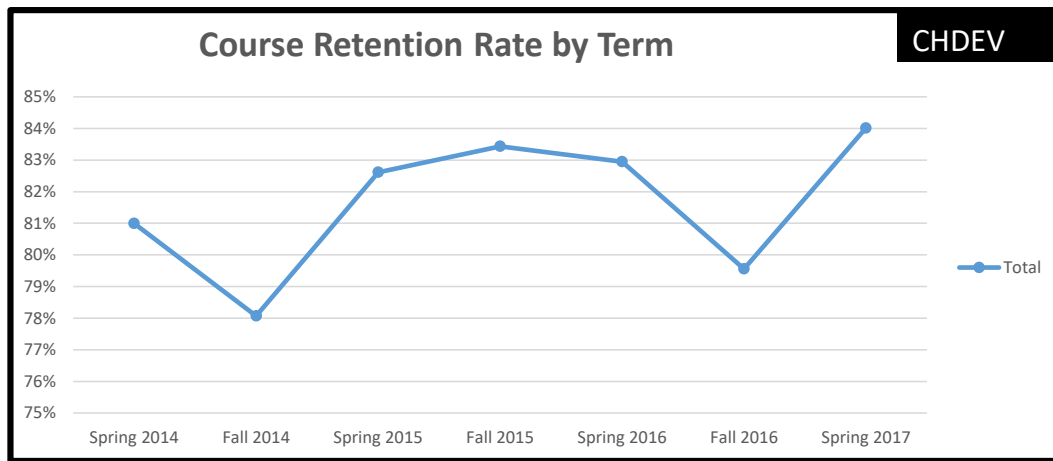
Row Labels	Term Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
	#Sections	Prod.	#Sections	Prod.	#Sections	Prod.	#Sections	Prod.	#Sections	Prod.	#Sections	Prod.	#Sections	Prod.
CHDEV	22	17.40	21	17.70	21	19.15	23	16.98	19	18.65	21	16.82	21	17.55

**1. Please comment on changes that have occurred in productivity since the 2015-2016 program review.**

*The pattern appears to be the same; the productivity is lower in the Fall semester than in the Spring semester. Given that the Fall semester is used for district funding from the state, it seems important that we review this data with our dean to better understand the pattern and how we can ensure that the highest productivity is in the Fall semesters.*

### Student Success:





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

*There was a significant drop in both retention and course completion in Fall 2016; retention fell from 83% to 79%; course completion fell from 78% to 70%. This one semester seems to be an aberration because in the following semester both the retention rate and the completion rate bounce back up to 84% and 78% respectively. As a department we discussed the factors that might explain this dip; we eliminated course schedule and faculty since these were consistent from 2015-2017.*

**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)**

*There were 2 CHDEV courses that had lower course retention/success rates: CHDEV 51 75% retention 63% success; CHDEV 50 success 72%. These are 2 of the beginning courses; there are several factors that may contribute to the lower retention/success rate in these classes. There may be a misperception that CHDEV as a discipline is an “easy major/program” and students will drop and/or fail because they are not academically prepared for a college level course.*

*There is an achievement gap in success by race/ethnicity: Asian 84% White 83%, Latino 75%, Black/African American 61%. There is a similar retention gap in retention by race/ethnicity: Asian 89%, White 86%, Latino 83%, Black/African American 72%.*

*There was no significant achievement gap between DSPS students and non DSPS students nor between low income/not low income/not determined. The retention/success rate climbed as our students aged; from 16-18 years 65% retention/59% success over 65 years 90%/90%.*

### **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.**

*There is an 11% difference in the retention rate and a 15% difference in success rate of CHDEV 51 f2f and hybrid classes in favor of students who take the hybrid sections. In discussing this difference with the instructor who teaches CHDEV 51 hybrid, she noted that the academic and technological skills of the students who sign up for CHDEV 51 on-line are higher than those in her face to face classes.*

*On the other hand there is an opposite 10% difference in the retention rate and a 15% of CHDEV 53 students' f2f and hybrid classes in favor of students who take the f2f sections. One factor may be the load of taking both hybrid classes at the same time may contribute to the lower retention rate of CHDEV 53. CHDEV 53 is one of our newer hybrids; the first feedback on an assignment comes later in the semester; the instructor is considering changing assignments so that the students receive feedback early in the semester.*

*There was significant gap in the retention rate of CHDEV 74, but only in Fall 2106; 76% hybrid, 93% f2f. CHDEV 58, 59 and 75 are administration courses and are only taught on-line so we are unable to make comparisons.*

**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. **Career pathways map; professional development staff, bilingual community classes and non credit classes, embedded tutors.**



## 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.

<u>Program/ department or unit 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>
1. Assess annually a minimum of 1 SLO per regularly taught course 2. Assess PLO's on a three year cycle 3. Align all recently taught courses with ILO's 4. Continue to engage in campus wide dialogue around assessment 5. Develop a process to review assessment results for both Distance Education courses and corresponding face to face classes..	2		Goal 1	<i>In our assessment process, we are continually assessing and making changes based on student performance and feedback to ensure CTE students engagement in experiences that enhance learning and student success.</i>	x	x	x	x		

<p><i>Curriculum (if applicable)</i></p> <ol style="list-style-type: none"> <li>Update all CHDEV course outlines</li> <li>Expand our hybrid and on-line classes offerings</li> <li>Course revision for the 2nd phase of the Curriculum Alignment Project (CAP).</li> </ol>	2		Goal 3, 4		x	x	x	x		
<p><i>Instruction (if applicable)</i></p> <ol style="list-style-type: none"> <li>Continue offering classes during the day, evening and weekend to meet students need.</li> <li>Offer beginning level courses at College of Alameda to build enrollment</li> <li>Offer non-credit CHDEV courses with vessel ESL at Merritt Fruitvale</li> </ol>	2		Goal 3	<p><i>We build our schedule of classes and community locations to meet students' needs. Our programs in development strengthen the on ramps to our CHDEV/CTE Career pathways and build enrollment in the department and college.</i></p>	x	x	x			x
<p><i>Student Success and Student Equity</i></p> <ol style="list-style-type: none"> <li>Secure stable and sustaining funding for the CHDEV advising and certificate support program through Strong Workforce, SSP, CE funding.</li> <li>Expand student access to tutoring through CA mentor program</li> </ol>	1		Goal 3,4	<p><i>Our CHDEV advising and certificate program assesses students' needs to accelerate completion of certificates, degrees and transfer readiness. This program has significantly increased certificate completion at Merritt College.</i></p>	x	x	x			

2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).

- a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College's Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

**2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary**

The <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>Eligible CHDEV students were not applying for certificates; with F5 grant, the department created the CHDEV program for permit advising and certificate support.</i>	<i>We are securing ongoing funding from SWF, CE, SSSP grants so that we can institutionalize the highly successful bi-lingual CHDEV program for permit advising and certificate support.</i>	<i>All Child Development Students African American, Native American, Pacific Islanders, Low Income</i>	<i>Degree &amp; certificate completion</i>	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>
<i>ELL Learners need supportive courses and career pathway</i>	<i>Offer beginning level courses at College of Alameda to build enrollment Offer bilingual Spanish/English CHDEV bridge courses per student demand.</i>	<i>Hispanic/Latino ELL Early Care Providers who want to develop professionally</i>	<i>Access, course completion, certificate completion</i>	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>

	Offer non-credit CHDEV courses with vessel ESL at Merritt Fruitvale			
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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.

**Commented [co1]:** Do we have enough resources for the above activities or interventions?

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>	\$30,000 to CHDEV permanent staff assistant for the highly successful bi-lingual CHDEV		There was a gap in the number of CHDEV students eligible for their certificates and those applying for them.	The number of CHDEV students receiving certificates and CA permits increased significantly.

	<i>program for permit advising and certificate support.</i>		<i>The CHDEV permit advising and certificate support program eliminated this gap.</i>	
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## 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	Deactivate
CHDEV 009	Early Childhood Environmental Education			X
CHDEV 050	Principles and Practices of Teaching Young Children	X		
CHDEV 051	Child Growth and Development	X		
CHDEV 052	Observation and Assessment		X	
CHDEV 053	The Child, the Family and the Community	X		
CHDEV 054A	Social Emotional Foundations for Early Learning		X	
CHDEV 054B	Introduction to Curriculum	X		
CHDEV 055A	Practicum-Field Experience	X		
CHDEV 055C	Advanced Practicum-Field Experience	X		
CHDEV 056A	Infant/Toddler Development and Care		X	
CHDEV 056B	Curriculum and Environments for Infants and Toddlers		X	
CHDEV 058	Preschool Administration		X	
CHDEV 059	Preschool Supervision and Staff Relations		X	
CHDEV 060	Emergent Literacy and Children's Literature		X	
CHDEV 061	Advanced Curriculum Development		X	
CHDEV 062	Overview of Operations of Family Child Care		X	
CHDEV 068	Play-Based Curriculum		X	
CHDEV 074	Health, Safety and Nutrition	X		
CHDEV 075	Supervising Adults in Early Childhood Programs		X	
CHDEV 080	Teaching in a Diverse Society	X		
CHDEV 084	Curriculum and Strategies for Children with Special Needs		X	
CHDEV 091A	The Infant/Toddler Lab Practicum		X	
CHDEV 220	Family Child Care for the Beginning Provider			X
CHDEV 222A	Key Issues in Child Development: Infant/Toddler I			X
CHDEV 222B	Key Issues in Child Development: Infant/Toddler II			X
CHDEV 225A	Introduction to Infant/Toddler Curriculum I			X
CHDEV 246	Emergent Topics: Best Practices for Working with Children			X
CHDEV 248OK	Engaging Interactions and Environments: Providing a Solid Foundation for Young Children's Development		X	
CHDEV 502	Introduction to Infant/Toddler Development	X		
CHDEV 503	Introduction to Infant/Toddler Curriculum	X		
CHDEV 504	Introduction to Early Childhood Development for Family Child Care Providers	X		
CHDEV 505	Introduction to Early Childhood Education Curriculum for Family Child Care Providers	X		



Program Type	Program Name	2018-2019	2019-2020	Reactivate	Deactivate
A.A. Degree	Child Development				
AS-T Degree	Early Childhood Education				
Certificate of Achievement	Teacher				
Certificate of Completion	Introduction to Early Childhood Education for Family Child Care Providers				
Certificate of Completion	The Introduction to Infant/Toddler Care				
Certificate of Proficiency	Assistant Teacher				
Certificate of Proficiency	Associate Teacher				
Certificate of Proficiency	Family Child Care Provider				
Certificate of Proficiency	Infant/toddler Specialist				

## 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.

Course	Course Title	Course Status	# SLOS	1	2	3	4	5	6	7	Assessed?	SLO NOTE
CHDEV 050	PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN	Active Fall 2017	3	16-17	16-17	16-17	X	X	X	X	Y	
CHDEV 051	CHILD GROWTH AND DEVELOPMENT	Active Fall 2017	3	16-17	16-17	16-17	X	X	X	X	Y	
CHDEV 052	OBSERVATION AND ASSESSMENT	Active Fall 2017	3	16-17	16-17	16-17	X	X	X	X	Y	
CHDEV 053	THE CHILD, THE FAMILY AND THE COMMUNITY	Active Fall 2017	3	16-17	16-17	16-17	X	X	X	X	Y	
CHDEV 054A	SOCIAL AND EMOTIONAL FOUNDATIONS FOR EARLY LEARNING	Active Fall 2017	3	16-17	0	16-17	X	X	X	X	Y	Assessment plans entered for Fall 2017 for slo #2, #3
CHDEV 054B	INTRODUCTION TO CURRICULUM: THE PRESCHOOL PROGRAM	Active Fall 2017	3	15-16	15-16	15-16	X	X	X	X	Y	
CHDEV 055A	PRACTICUM-FIELD EXPERIENCE	Active Fall 2017	3	14-15	15=16	16-17	X	X	X	X	Y	Assessment plans entered for Fall 2017 for slo #1.

CHDEV 055C	ADVANCED PRACTICUM-FIELD EXPERIENCE	Active Spring 2017	3	14-15	14-15	14-15	X	X	X	X	Y	No students enrolled in this class F2017.
CHDEV 056A	INFANT/TODDLER DEVELOPMENT AND CARE	Active Summer 2017	3	16-17	16-17	16-17	X	X	X	X	Y	
CHDEV 056B	CURRICULUM AND ENVIRONMENTS FOR INFANTS AND TODDLERS	Active Summer 2017	3	15-16	15-16	16-17	X	X	X	X	Y	
CHDEV 058	PRESCHOOL ADMINISTRATION	Active Summer 17	3	15-16	15-16	15-16	X	X	X	X	Y	
CHDEV 059	PRESCHOOL SUPERVISION AND STAFF RELATIONS	Active Fall 17	3	16-17	15-16	16-17	X	X	X	X	Y	
CHDEV 060	EMERGENT LITERACY AND CHILDREN'S LITERATURE	Active Spring 18	5	0	0	0	0	0	X	X	N	
CHDEV 062	OVERVIEW OF OPERATIONS OF FAMILY CHILD CARE	Active Spring 18	3	15-16	15=16	15-16	X	X	X	X	Y	Only offered every 4 <sup>th</sup> semester
CHDEV 068	PLAY-BASED CURRICULUM	Active Spring 2017	5	14-15	14-15	16-17	0	0	X	X	Y	
CHDEV 074	HEALTH, SAFETY AND NUTRITION	Active Fall 2017	3	16-17	0	0	X	X	X	X	Y	Assessment plan for slo#2 entered Fall 17
CHDEV 075	SUPERVISING ADULTS IN EARLY CHILDHOOD PROGRAMS	Active Spring 2017	3	15-16	15-16	0	X	X	X	X	Y	Only 2 slos for this course; Spring 2017 plan entered, but no results. Contacted



## 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.

*Fall 2016-Spring 2017*

1. *The group discussed how the department can best use the California Early Childhood mentor program in our programs and courses. .*
2. *The group also discussed changes at the state government level and how they will affect our programs, students and development in the future.*
3. *E-Portfolio Project input from group, including interview discussion*

*The department is working on having each student with our major create an Eportfolio. The members of the committee were asked to give input as to what items would be beneficial to put into the portfolio. The discussion was very fruitful with many ideas shared.*

4. *We also polled the members about effective questions to practice using a new software call InterviewStream which we plan to use in a few of our classes. They gave us questions such as, "When you are involved in a conflict, what do you do?" Much sound practical advice was given to share with students when they go to an interview.*

2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements? NA

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.

*The CHDEV Department manages two grants from the CDTC (Child Development Training Consortium). These grants provide students with stipends for working with children 0-5 and being in school and/or place students with mentor teachers in the field for*

*their lab practicum hours or for continued mentoring once they get employment in the field or while they take online or hybrid courses in CHDEV. The department is working with the personnel in the Child Development Resource Office to reach out to more students about the services both grants offer students. In addition the grant coordinator works with faculty to inform them about the grants and solicits their help in getting the word out to students about benefits of the grants.*

*With the F5 Alameda County grant (2017-18 \$25,000.00, plus SWF and SSSP funding) our CHDEV advising and certificate program assesses students' needs to accelerate completion of certificates, degrees and transfer readiness. This program has significantly increased certificate completion at Merritt College.*

**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)
<i>We need an additional full time faculty position</i>	\$100,000	yes	<i>1-5. PCCD Goal: A, C, D 1-5. Merritt Goal: Environment of Exceptional Student Access, equity and success; Create and implement effective innovative programs that meet the diverse needs of our community; through collegial governance, support institutional communication, innovation and interdisciplinary collaboration.</i>		<i>To create more cohesion in this complex department and strengthen our capacity to maintain our current programs, To take advantage of grant opportunities and to expand our contract education partnerships</i>

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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? (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)
<i>VHS to Digital (DVD and flash drive) Converter</i>	\$500.00	no	<i>1,2,3,4. PCCD Goal A &amp; C 1,2,3,4. Merritt Goal: Environment of Exceptional Student Access, equity and success; Create and implement effective innovative programs that meet the diverse needs of our community</i>		<i>Course Completion</i>

**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)
<i>Removal of the rusted gates at the entrance to A building; assemble the new outdoor tables and install in the A building courtyard</i>		No	<i>1,2,3,4. PCCD Goal A &amp; C 1,2,3,4. Merritt Goal: Environment of Exceptional Student Access, equity and success; Create and implement effective innovative programs that meet the diverse needs of our community</i>		<i>Upgrade the physical environment and give students appropriate outdoor furniture for meeting place and study area.</i>

**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)

## Signatures

*Discipline, Department or Program Chair*

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*Dean*

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date