

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%
<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 &amp; Above</i>	192	3%	197	3%
<i>Total Headcount</i>	7043		7359	

	<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**

<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%

# 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: CHEMISTRY**

**Date: 10/19/2017**

**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 chemistry program is to provide students with a strong foundation in chemistry in an accessible, engaging manner.

**Date of Last Comprehensive Program Review: October 1, 2016**

**Date of Comprehensive Program Review Validation: March 3, 2016**

## 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></p> <p>To revise course SLOs in a way that allows assessment to be more functional and informative.</p>	<p>1. PCCD Goal: _____</p> <p>2. Merritt Goal <u>  X  </u></p>	<p>Completed: <u>  5/1/17  </u> (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>All course outlines were revised fall 2016 including SLOs to ensure that they are assessable.</p>
<p><i>Curriculum (if applicable)</i></p> <p>To develop a general education chemistry course with high enrollment and success.</p>	<p>1. PCCD Goal: _____</p> <p>2. Merritt Goal <u>  X  </u></p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: <u>  10/19/17  </u> (date)</p>	<p>A general education “Food Chemistry” course is currently under development.</p>
<p><i>Instruction (if applicable)</i></p>	<p>1. PCCD Goal: _____</p> <p>2. Merritt Goal _____</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____ (date)</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>Student Success and Student Equity</i></p> <p>To increase student success rates across all groups by 10%.</p>	<p>1. PCCD Goal: _____</p> <p>2. Merritt Goal <u>  X  </u></p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: <u>  10/19/17  </u> (date)</p>	<p>A new “Barbara Lee Science Academy” is in the works with a comprehensive curriculum and college-readiness program to support incoming students.</p>
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships</i></p> <p>To advocate for and participate in more focused professional development.</p>	<p>1. PCCD Goal: _____</p> <p>2. Merritt Goal _____</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: <u>  10/19/17  </u> (date)</p>	<p>The chemistry department has worked within the assessment of our ILOs to advocate for PD activities. The chemistry department chair has also been working with the PFT and DAS to advocate for more PD that focuses on pedagogy.</p>
<p><i>Other Goals</i></p>	<p>1. PCCD Goal: _____</p> <p>2. Merritt Goal _____</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____ (date)</p>	

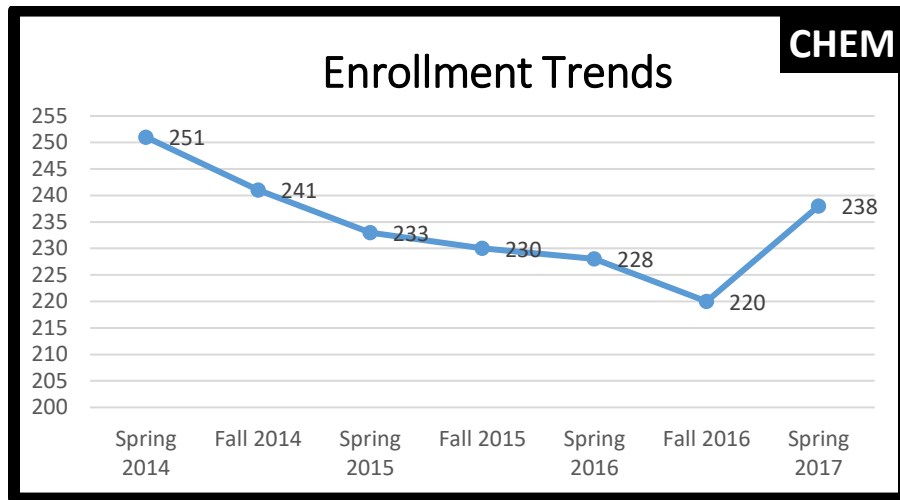
# III. Data Trend Analysis

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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: (Copy/paste enrollment tables from data file)



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

Enrollment remains relatively stable with small variations each semester. Notably, increased in Spring 2017 .



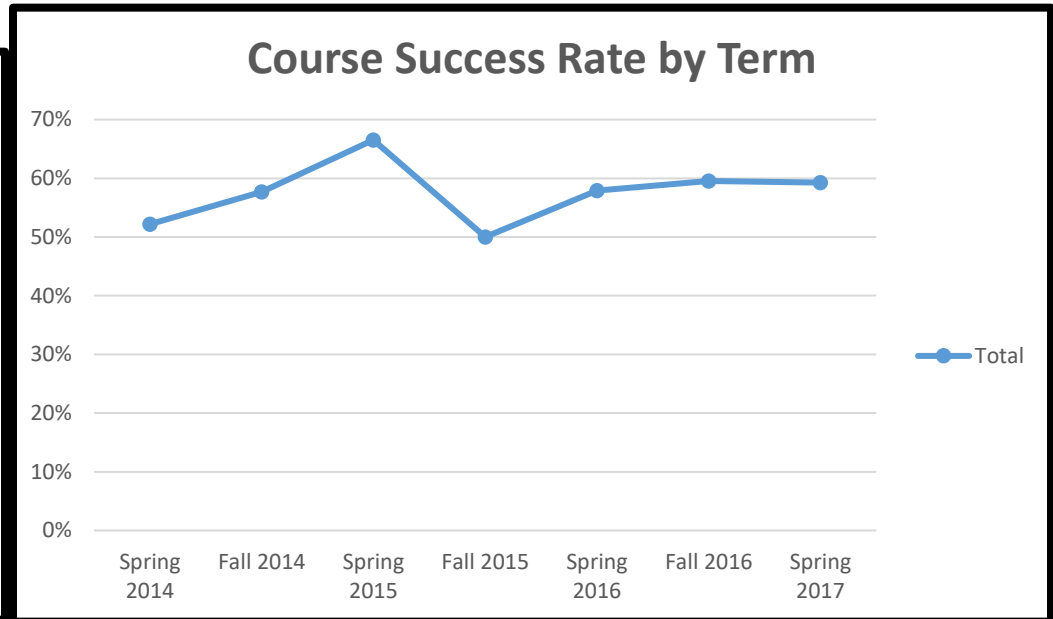
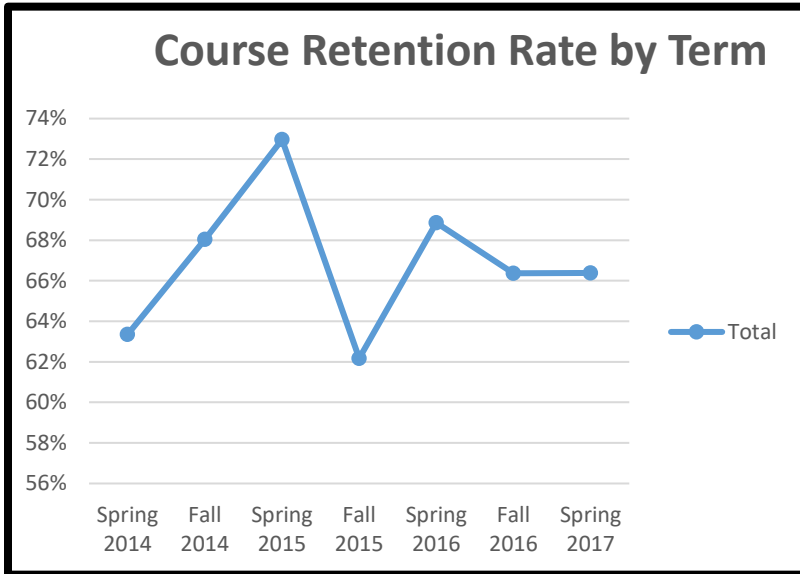
**Course Sections and Productivity: (Copy/paste tables from data file)**

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.
12A ORGANIC CHEMISTRY			1	12.14			1	14.42			1	10.96		
12B ORGANIC CHEMISTRY	1	6.07			1	13.85			1	4.04			1	6.92
1A GENERAL CHEMISTRY			1	21.67			1	22.92	1	14.58	1	22.50	1	14.46
1B GENERAL CHEMISTRY	1	20.00			1	13.76			1	18.77			1	20.42
30A INTRO GENERAL CHEM	3	17.82	3	16.86	3	18.33	3	17.57	3	17.14	3	17.57	3	18.86
30B INTRO ORGAN/BIOCHEM	1	18.08	2	10.28	1	12.69	1	10.38	1	8.08	1	13.33	1	10.00
Total Sections and Productivity by Subject and Term	6	15.58	7	15.43	6	15.76	6	17.09	7	14.00	6	17.10	7	15.84

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

Productivity remains high for Chem30A, Chem1A, and Chem1B and remains relatively low for Chem30B, Chem12A, and Chem12B; the reason for low productivity in these sections is that they are not as widely required and so fewer students need to take them. Further complicating the issue is that the courses have high unit counts for FTEF with laboratory sections.

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



Gender	Retention %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Female	63%	66%	73%	62%	69%	69%	67%
Male	65%	73%	71%	64%	68%	61%	66%
Unknown/Not Reported	67%	100%	100%	#DIV/0!	100%	100%	50%

Gender	Success %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Female	50%	56%	67%	50%	56%	62%	59%
Male	56%	61%	64%	50%	60%	55%	59%
Unknown/Not Reported	50%	100%	100%	#DIV/0!	100%	100%	50%

Race/Ethnicity	Retention %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
American Indian	100%	50%		100%	0%	100%	
Asian	66%	66%	69%	68%	69%	67%	71%
Black / African American	46%	59%	67%	51%	70%	60%	54%
Hispanic / Latino	63%	69%	74%	50%	63%	61%	63%
Pacific Islander	0%	0%	100%	100%		50%	100%
Two or More	57%	36%	62%	54%	64%	43%	62%
Unknown / NR	45%	73%	75%	80%	73%	88%	50%
White	88%	84%	84%	84%	78%	82%	79%

Race/Ethnicity	Success %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017

American Indian	100%	50%		100%	0%	0%	
Asian	60%	64%	67%	59%	64%	56%	63%
Black / African							
American	28%	45%	59%	33%	55%	52%	46%
Hispanic / Latino	45%	46%	59%	35%	47%	55%	56%
Pacific Islander	0%	0%	100%	100%		50%	100%
Two or More	43%	27%	62%	46%	50%	43%	54%
Unknown / NR	45%	64%	75%	70%	45%	88%	50%
White	82%	82%	82%	77%	78%	77%	72%

Age Range	Retention %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Under 16						100%	
16-18	50%	100%	100%	40%	80%	75%	71%
19-24	61%	60%	72%	61%	65%	62%	58%
25-29	67%	78%	79%	63%	63%	67%	71%
30-34	71%	73%	62%	78%	89%	72%	74%
35-54	62%	67%	76%	50%	73%	69%	86%
55-64	50%	100%	0%	50%		100%	100%

Age Range	Success %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Under 16						100%	
16-18	17%	100%	75%	20%	60%	75%	71%
19-24	47%	45%	64%	46%	52%	55%	48%
25-29	60%	69%	76%	53%	52%	61%	66%
30-34	61%	73%	56%	67%	89%	60%	71%

35-54	56%	64%	68%	45%	64%	69%	81%
55-64	25%	0%	0%	50%		67%	100%

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

The course retention and completion rates remain relatively unchanged since the last program update.

**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 is no achievement gap in terms of gender but there is a significant one in terms of race/ethnicity. This may be due to the fact that we have a large number of women instructors but no instructors of any race other than white. This is something that we hope to rectify by participating in the FDIP (with two interns last year) and by running a summer bridge program to support first-generation college students.

**Student Success in Distance Education/Hybrid classes versus face-to-face classes: (copy/paste the Distance Ed retention and course completion data here.)**

**1. Describe any difference in the Retention and Success of face-to-face and distance education courses.**

No DE courses are offered at this time.

**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.

None.

# 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 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)
<b>Example:</b> 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				
1. To develop a general education chemistry course with high enrollment and success.	X			Development of Food Chemistry Course.	X	X				
2. To increase student success rates across all groups by 10%.	X	X		Development of Food Chemistry Course.	X	X	X	X		

3. To advocate for and participate in more focused professional development.	X			The chemistry department is actively seeking professional development opportunities that support innovative teaching and classroom development.						
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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			BS Math Course Completion	BS English Course Completion	BS ESL Course Completion	Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fall to Spring Retention						
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>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>
Achievement Gap	Barbara Lee Science Academy under development	1 <sup>st</sup> generation college students	Increase success rates for this population	SSSP and Equity Plan
Achievement Gap	Math Bootcamp	African American and Hispanic/Latinos	Increase success rates for these populations	SSSP and Equity Plan
Achievement Gap	Study Skills Seminars	African American and Hispanic/Latinos	Increase success rates for these populations	SSSP and Equity Plan

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

Yes. We would like to offer a math Boot Camp program next semester to gather data on its efficacy; we'd also like to encourage counselors to advocate participation in the Boot Camp upon enrollment.

We would like to request funding for a study skills seminar series (see 2015 Program Review) that will support student success in science courses.

And we would like college support for the Barbara Lee Science Academy in the recruitment of students and financial support for the program.

- 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>				
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# 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](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
<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>
<b>CHEM 001A</b>	General Chemistry	X		
<b>CHEM 001B</b>	General Chemistry	X		
<b>CHEM 012A</b>	Organic Chemistry	X		
<b>CHEM 012B</b>	Organic Chemistry	X		
<b>CHEM 030A</b>	Introductory General Chemistry	X		
<b>CHEM 030B</b>	Introductory Organic and Biochemistry	X		

Program Type	Program Name	2018-2019	2019-2020	2020-2021
<i>Certificate of Proficiency</i>	<i>Art Foundation</i>	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			
Chem1A	1	About half of the students completed the problem correctly with most getting partial credit.	Study skills course and participation points needed	Funding needed.
Chem12A	3 & 4	Students achieved quite well.	Adjust assignments to improve outcomes.	completed
Chem30A	5	¾ of the students were able to correctly do the titration with about ½ of them able to correctly complete the calculations.	Model the procedure and calculations for one experiment prior to students doing the work.	completed

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?

Courses that have multiple instructors (Chem30A) do a common assessment and meet to discuss what the assessment will be, results from the assessment, and the actions that will improve outcomes. Department meetings also included dialogue regarding assessment and all faculty are encouraged to participate in professional day activities around

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

**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)
Instructors to teach boot camp and study skills seminars	\$4000	Yes	To increase student success rates across all groups by 10%.	Outcomes assessment p. 22	Increase success and retention.
Instructional Assistants	\$5000	Yes	To increase student success rates across all groups by 10%.	Outcomes assessment p. 22	Increase success and retention.

\*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	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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		<b>Program Review or APU? (yes/no)</b>			
Department Printers	\$400	Yes	To increase student success rates across all groups by 10%.	Chem1B SLO5 (2013/14)	Increase success and retention
Ongoing Consumables	\$8000	Yes	All goals – required for laboratory sections.	Chemistry courses have a lab component that require consumables.	Hands-on learning for students.

**Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

<b>Facilities</b>	<b>Dollar Amount</b>	<b>Already Requested in Recent Program Review or APU? (yes/no)</b>	<b>What Program Goal does this request align to? (cut and paste from section II)</b>	<b>What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)</b>	<b>How will this resource contribute to student success? (1-3 sentences)</b>

**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?

<b>Professional Development</b>	<b>Dollar Amount</b>	<b>Already Requested in Recent Program Review or APU? (yes/no)</b>	<b>What Program Goal does this request align to? (cut and paste from section II)</b>	<b>What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)</b>	<b>How will this resource contribute to student success? (1-3 sentences)</b>
STEM teaching speakers	\$2000	Yes	To increase student success rates across all groups by 10%.	Faculty need to be apprised of the most current teaching resources for STEM learning.	Increase success and retention

## Signatures

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*Discipline, Department or Program Chair*

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*Print name*

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*Signature*

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*Date*

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*Print name*

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*Signature*

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