

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:

Communication

Date: 11/4/2017

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 goal of the Communication discipline is to increase student success in interpersonal and group interactions and public speaking engagements and to give students the tools to analyze what they witness in mass media. With hands-on practice of effective listening, public speaking, and discussion of the cultural implications of verbal, nonverbal, and mass communication in a diverse world, students will become better citizens of a global population. Additionally, this communication training will improve students' potential to acquire, maintain, and advance in their careers and relationships, transfer to four-year colleges, and navigate through an increasingly intercultural landscape of interpersonal and group associations.

Date of Last Comprehensive Program Review: 9/24/16

Date of Comprehensive Program Review Validation: 10/16/2016

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.

Program Goal	Which institutional goals will be advanced upon completion?	Progress on Goal	Goal Detail and Measurement – How did you/will you evaluate this Goal?
<p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.</p> <p>These are suggested categories of goals.</p>	<p>(PCCD and MC Goal Mapping)</p>	<p>(indicate date next to the appropriate status for the goal)</p>	<p>(If your goal was <u>completed</u>: How did you <u>evaluate</u> or determine the <u>outcome</u>?</p> <p>If your goal is <u>ongoing</u>: What is your <u>measure</u> and <u>target</u>? If your goal is <u>new or revised</u>: What is your <u>measure and target</u>?)</p>
<p><i>Assessment</i></p> <p>Consistent assessment schedule- Group cohesion</p>	<p>1. PCCD Goal: C</p> <p>Build Programs of Distinction</p> <p>2. Merritt Goal 3</p> <p>Create and Implement effective and innovative programs that meet the diverse needs of our community.</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: <u>11/4/19</u> (date)</p> <p>New Goal _____ (current date)</p>	<p>At Spring 17 professional development department meeting, assigned assessment duty to each faculty member. Completion due dates were also established and <u>accomplished</u>. In the middle of same process for Fall 17.</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.

Curriculum (if applicable)

Strategic goal of advancing student access, success, and equity. Involves offering many hybrid courses, even in our field of Communication where classroom settings are generally preferred. This supports our goal of competent communication through mediated communication applications, the ILO of information and computer literacy, Merritt's mission assisting (face to face and distance) students in attaining degrees and certificates, and the PCCD goal of student access.

Which institutional goals will be advanced upon completion?

(PCCD and MC Goal Mapping)

1. PCCD Goal: A
Advance Student Access, Equity and Success
2. Merritt Goal 1
Create an environment of exceptional student access, equity and success.

Progress on Goal

(indicate date next to the appropriate status for the goal)

Completed: _____
(date)

Revised/New: _____
(date)

Ongoing: 11/4/19
(date)

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**?)

Increased number of Hybrid class offerings to high schools from 4 in Spring 16 to 10 in Fall '17 and added a 4 new high schools.

Program Goal	Which institutional goals will be advanced upon completion?	Progress on Goal	Goal Detail and Measurement – How did you/will you evaluate this Goal?
<p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.</p> <p>These are suggested categories of goals.</p> <p><i>Instruction (if applicable)</i></p>	<p>(PCCD and MC Goal Mapping)</p>	<p>(indicate date next to the appropriate status for the goal)</p>	<p>(If your goal was completed: How did you evaluate or determine the outcome?</p>
<p>Partnering with educational entities off-campus. From 2012 to S15 we had 4 Communication graduates. We currently have 203 students that have declared Communication as their major. We would like to grow this number, particularly through building relationships with Leadership Public Schools (LPS) and other forward thinking high schools that want to offer their seniors college courses. We would like to increase communication competence for students before they enter college. We will be getting those students to think and listen more critically, as stated in our outcome and the ILO. We'll be helping students earn College credits to complete their educational goals (Merritt mission) and granting student access to success (PCCD Goal).</p>	<p>1. PCCD Goal B: Engage and Leverage Partners</p> <p>2. Merritt Goal 2: Engage our community through respectful dialogue to create partnerships and opportunities for our students</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: <u>11/4/19</u> (date)</p>	<p>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>LPS high school increased their number of classes to 4 in Fall 17. New dual enrollment off-campus high school partners include: Amethod Oakland Charter, Envision Academy, Oakland Unity, & Oakland Military Institute. Student forums revealed increased knowledge of “I” statements and interpersonal concepts.</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.

Student Success and Student Equity

Communication Lab

An established Communication Lab, with qualified student assistants will help in our efforts towards reaching all of our goals. It will allow our students access to additional communication training; like public speaking, critical thinking and listening, and self-awareness. Institutionally it will improve their communication and critical thinking skills, creating an even more supportive learning environment with comprehensive support services which is part of Merritt's mission. The lab will accomplish the district goals by creating a culture of innovation and making Communication a program of distinction.

Which institutional goals will be advanced upon completion?

(PCCD and MC Goal Mapping)

1. PCCD Goal B:
Engage and Leverage Partners

2. Merritt Goal 2:
Engage our community through respectful dialogue to create partnerships and opportunities for our students

Progress on Goal

(indicate date next to the appropriate status for the goal)

Completed: _____
(date)

Revised/New: _____
(date)

Ongoing: 11/4/19
(date)

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**?)

With the establishment of a new President, new VP of Instruction, and new interim dean we have to re-establish the importance of investing in the Communication Lab.

We have attempted to establish that importance through email communication, but have yet to receive feedback.

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.

Professional Development, Institutional and Professional Engagement, and Partnerships

Establishment of the Communication Lab will allow us to provide trainings for employees at local corporations, bringing representative from Bay Area organizations to campus for potential training and instruction, and helping us to create partnerships with these companies. This will also help in our ability to build partnerships with local organizations for student internships, jobs, informational interviews, mentoring, and careers.

Which institutional goals will be advanced upon completion?

(PCCD and MC Goal Mapping)

1. PCCD Goal E: Develop and Manage Resources to Advance Our Mission

2. Merritt Goal 5: Develop human, fiscal, and technological resources to advance and sustain our mission

Progress on Goal

(indicate date next to the appropriate status for the goal)

Completed: _____
(date)

Revised/New: _____
(date)

Ongoing: 11/4/17
(date)

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**?)

With the establishment of a new President, new VP of Instruction, and new interim dean we have to re-establish the importance of investing in the Communication Lab.

We have attempted to establish that importance through email communication, but have yet to receive feedback.

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.

Other Goals

Funding Communication conferences travel and High School Outreach
- The fields of Communication and Mass Media are changing rapidly. The rise of the Internet and wireless communication are changing not only the medium, but the message. Our ability to stay current will enhance our ability to teach students how to communicate effectively across platforms. This concept is specifically related to the Communication ILO and Merritt's mission to provide excellent instructional programs. This is certainly necessary in fostering the district's goal of a culturally innovative environment.

- Building relationships with Leadership Public Schools and other forward thinking high schools that want to offer their seniors college courses. Teaching students how to increase their communication competence at a younger age will those students to think and listen more critically, as stated in our outcome and the ILO. We'll be helping students earn College credits to complete their educational

Which institutional goals will be advanced upon completion?

(PCCD and MC Goal Mapping)

1. PCCD Goal 4: Strengthen Accountability, Innovation and Collaboration
2. Merritt Goal: Through collegial governance, support institutional communication, innovation and interdisciplinary collaboration.

Progress on Goal

(indicate date next to the appropriate status for the goal)

Completed: _____
(date)

Revised/New: _____
(date)

Ongoing: 11/4/17
(date)

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**?)

Approved funding to present at the Strengthening Student Success Conference on Oct. 5th 2016. As of 11/4/17 still have not been reimbursed despite completing all paperwork I was notified to complete.

Have also presented on our hybrid dual enrollment program at the Linked Learning Conference in January 17 and the Online Teaching Conference in Anaheim, CA in June 17. Haven't even filed paperwork for reimbursement at this point.

LPS has requested two additional hybrid Comm courses for Spring 18; Public Speaking and Survey of Mass Media.

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.

goals (Merritt mission) and granting student access to success, while partnering with high schools in the community (PCCD 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**?)

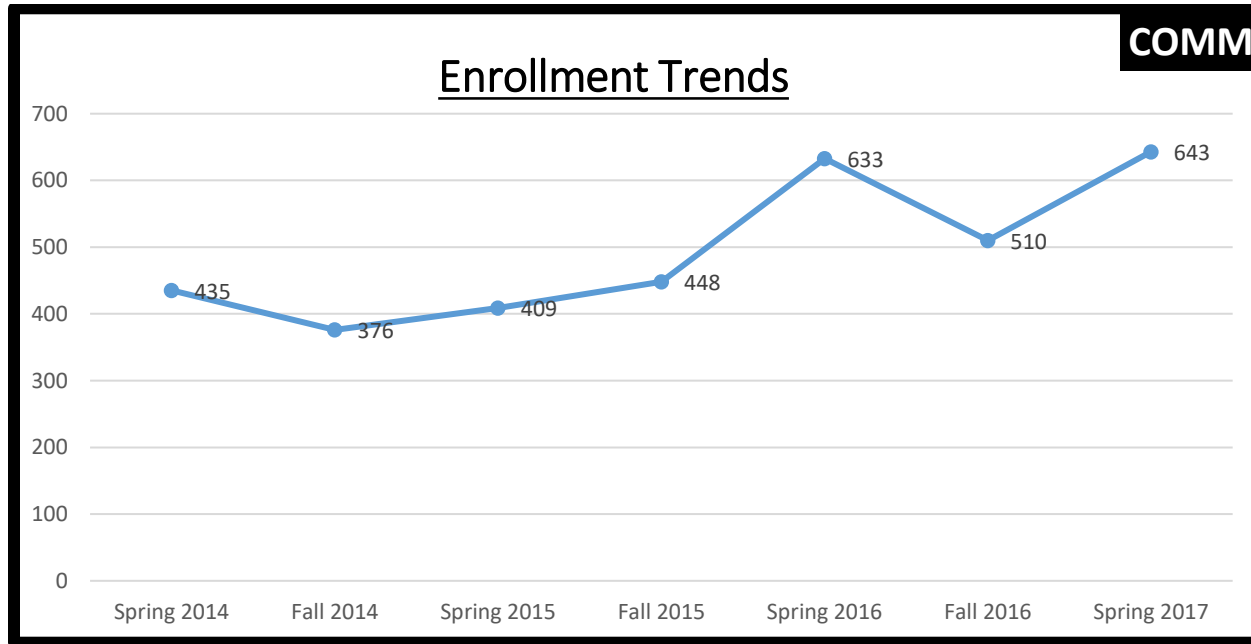
If your goal is **ongoing**: What is your **measure** and **target**? If your goal is **new or revised**: What is your **measure and target**?)

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 communication program has experienced significant growth in enrollment since our last program review. We had a 38.6% increase in enrollment between Fall 2015 (368 students enrolled) and Fall 2016 (51.1% growth from Fall 2015 with 510 students enrolled) and even larger growth in the Spring semester, with over 50% growth between Spring 2015 (419 students enrolled) and Spring 2016 (51.1% with 633 students enrolled) and Spring, 2017 (53.5% growth from Fall 2015 with 643 students enrolled).

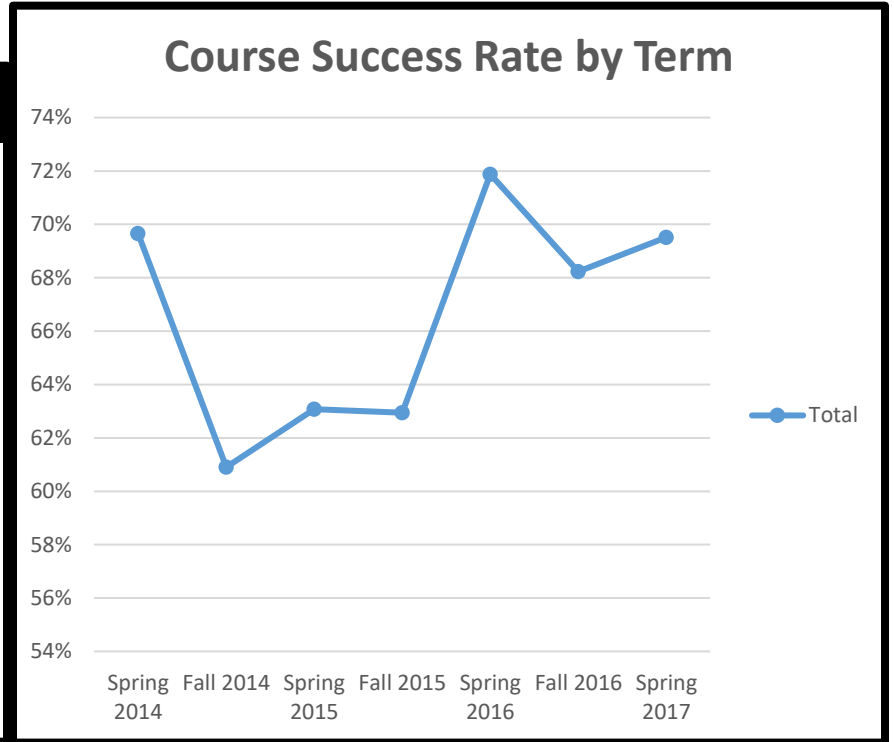
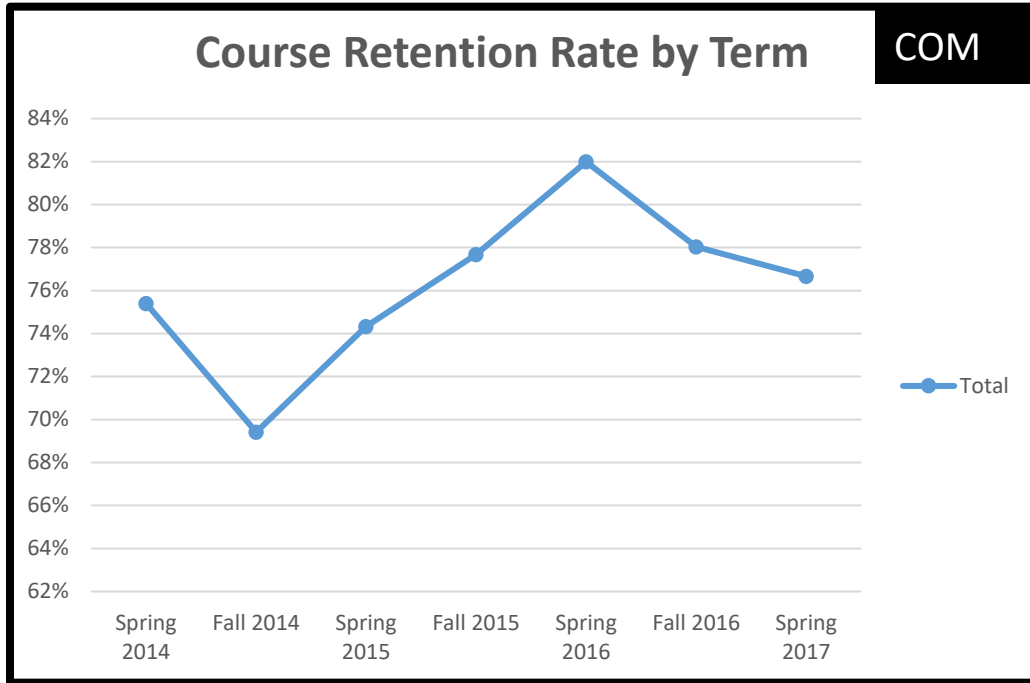
Course Sections and Productivity:

Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.
1	12.00			1	9.50						
		1	13.00	1	12.00	1	12.00			1	20.00
6	18.18	7	18.08	8	18.70	11	18.62	11	19.06	11	19.61
								1	15.00		
1	19.00	1	18.50	1	17.00	1	18.50	1	18.00	1	14.00
2	15.75	2	19.00	2	18.25	2	23.00	2	17.50	2	21.00
1	16.50	1	11.50			2	17.50			2	15.00
11	17.10	12	17.29	13	17.28	17	18.61	15	18.51	17	18.93

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

The communication program experienced significant growth since the 2015-2016 program review. We have had a 15% increase in total course sections offered between Fall 2015 (13 sections) and Fall 2016 (15 sections) and a 41.7% increase in course sections between the Spring, 2015 (12 sections) and Spring 2016/2017 (17 sections) semesters.

Student Success:



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

The communication program had its highest retention rate (82%) in our history in Spring, 2016. This number decreased 4% to 78% in Fall, 2016, then decreased an additional 1% to 77% in Spring, 2017. Along with this change in retention, the communication program experienced a simultaneous change in student success rates. The communication program saw a four percentage point decrease in student success, from a historic high of 72% in Spring, 2016 to 68% in Fall, 2016. The program then saw an almost two percentage point increase (nearly 70%) in student success from Fall, 2016 to Spring, 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)**

The communication program has a clear disparity in enrollment data based on gender. Aggregating the total enrollment for Fall, 2016 and Spring, 2017, there are 87.4% more females (744) than males (397). The communication program has seen a slow increase in students under 18 years of age, with a new demographic of 16-18 year olds appearing over the past three semesters.

The one area where achievement gaps are present and show great areas of disparity in our retention and success data exists in the percentage of students completing courses in the communication program by race/ethnicity. Averaging the retention and success rates for Fall, 2016 and Spring, 2017, there are large disparities between white students (81%), Black/African American and Hispanic/Latino students (62%) and students who identify as Pacific Islanders (60%). We did not see these disparities for success/retention in gender, age, income, or other areas. Interestingly, we have higher retention and success rates among both Low Income and DSPS students than “Not Low Income” and “Non DSPS” registered students. For Spring, 2017, the communication program saw differences in retention and success rates based on student age, with higher rates of retention (92% for 55-64; 80% for 35-54) and success (92% for 55-63; 76% for 35-64) for older students as compared with lower rates of retention (66% for 16-18 year olds) and success (60% for 16-18 year olds) for younger students.

# Enrollments	Term		
	Female	Male	Unknown/Not Reported
Spring 2014	288	127	20
Fall 2014	267	100	9
Spring 2015	267	133	9
Fall 2015	316	129	3
Spring 2016	418	208	7
Fall 2016	337	168	5
Spring 2017	407	229	7

Retention and Success by Gender

Gender	Retention %							Success %						
	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017
Female	75%	69%	74%	78%	83%	80%	76%	70%	61%	63%	72%	71%	69%	
Male	78%	71%	75%	77%	80%	75%	77%	73%	61%	63%	70%	63%	71%	
Unknown/Not Reported	65%	78%	78%	78%	100%	80%	71%	45%	67%	33%	86%	40%	71%	

Enrollment by Race/Ethnicity

Term	Ethnicity							
	American Indian	Asian	Black / African American	Hispanic / Latino	Pacific Islander	Two or More	Unknown / NR	White
Spring 2014	3	53	181	90	5	27	15	61
Fall 2014	4	41	148	104	3	15	17	44
Spring 2015	1	48	154	101	4	16	25	60

Fall 2015		55	138	152	1	28	17	57
Spring 2016	3	76	170	250	3	40	26	65
Fall 2016	1	74	134	212	4	25	13	47
Spring 2017	2	101	184	242	5	34	17	58

Retention and Success By Race/Ethnicity

Race/Ethnicity	Term													
	Retent ion %							Succ ess %						
	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017
American Indian	33%	100%	0%		67%	100%		33%	100%	0%		67%	100%	100%
Asian	81%	83%	83%	87%	88%	82%	84%	79%	78%	73%	75%	78%	77%	79%
Black / African American	71%	58%	70%	68%	73%	79%	77%	63%	49%	55%	52%	61%	68%	66%
Hispanic / Latino	77%	71%	68%	80%	84%	74%	70%	72%	58%	56%	64%	75%	60%	64%
Pacific Islander	100%	100%	50%	100%	100%	100%	40%		100%	25%			100%	40%
Two or More	78%	60%	81%	79%	83%	92%	76%	70%	60%	75%	68%	65%	84%	71%
Unknown / NR	73%	76%	72%	94%	92%	77%	82%	73%	76%	64%	88%	88%	77%	76%
White	80%	86%	90%	79%	85%	79%	91%	75%	82%	87%	65%	78%	77%	86%

Enrollment by Income

# Enrollments	Low Income		
	Not Low Income	Undetermin ed	Low Inco me
Spring 2014	89	3	152
Fall 2014	84	12	130
Spring 2015	87	1	144
Fall 2015	71	42	147
Spring 2016	17	220	55
Fall 2016	19	140	83
Spring 2017	21	195	61

Retention and Success By Income

	Term Retenti on %							Succe ss %						
	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017
Low Income students	75%	66%	73%	77%	82%	76%	63%	69%	56%	60%	61%	72%	60%	55%
Low Income Students	75%	66%	73%	77%	82%	76%	63%	69%	56%	60%	61%	72%	60%	55%
Not Low income	76%	78%	77%	80%	74%	58%	65%	72%	75%	71%	67%	63%	48%	59%
Undetermined	67%	62%	100%	79%	82%	82%	80%	67%	38%	0%	66%	72%	75%	73%

Enrollment by Foster Youth Status

# Enrollments	Foster Youth Status	
	Not Foster Youth	Foster Youth
Spring 2014	241	3
Fall 2014	221	5
Spring 2015	227	5
Fall 2015	251	9
Spring 2016	288	4
Fall 2016	237	5
Spring 2017	273	4

Retention and Success By Foster Youth Status

Foster Youth Status	Term							Success						
	Retention %							%						
	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017
Not Foster Youth	75%	70%	74%	77%	82%	78%	77%	70%	61%	63%	63%	72%	68%	70%
Foster Youth Status	75%	60%	80%	89%	80%	100%	50%	25%	40%	80%	67%	40%	60%	50%

Enrollments by Veteran Status

# Enrollments	Veteran Students	
	Non Veterans	Veterans
Spring 2014	236	8
Fall 2014	218	8
Spring 2015	222	10
Fall 2015	250	10
Spring 2016	279	13
Fall 2016	234	8
Spring 2017	263	14

Retention and Success by Veteran Status

Veteran Status	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017
Not Veterans	76%	69%	74%	78%	82%	78%	76%	70%	61%	62%	64%	72%	68%	69%
Veterans	67%	88%	100%	50%	92%	63%	87%	67%	63%	90%	30%	85%	63%	80%

Enrollment by Age

# Enrollments	Age Range								
	Term	Under 16	16-18	19-24	25-29	30-34	35-54	55-64	65 & Above
Spring 2014		8	80	54	30	55	15	2	
Fall 2014		15	97	36	32	39	7		
Spring 2015		7	84	54	36	41	9	1	
Fall 2015		27	87	61	33	48	4		
Spring 2016	3	37	95	59	40	49	9		
Fall 2016	1	42	88	47	24	33	7		
Spring 2017	12	42	77	43	41	48	12	2	

Retention and Success by Age

Age Range	Term Retention %							Success %						
	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017	Sp 2014	Fa 2014	Sp 2015	Fa 2015	Sp 2016	Fa 2016	Sp 2017
Under 16					67%	100%	76%					67%	100%	76%
16-18	80%	67%	60%	86%	81%	71%	66%	80%	61%	40%	68%	79%	57%	60%
19-24	76%	67%	72%	82%	83%	87%	78%	69%	55%	59%	64%	70%	78%	66%
25-29	71%	64%	75%	67%	81%	77%	78%	64%	60%	64%	57%	74%	71%	74%
30-34	77%	80%	89%	81%	84%	67%	86%	77%	73%	82%	66%	72%	63%	83%
35-54	78%	74%	72%	65%	80%	67%	80%	74%	70%	61%	60%	67%	63%	76%
55-64	69%	86%	56%	100%	67%	57%	92%	56%	86%	56%	75%	56%	29%	92%
65 & Above	100%		100%				100%	100%		100%				100%

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

Retention of Online vs. Hybrid Vs. Face to Face Classes

Row Labels	Term Retention %													
	Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid
ETHNIC PERCEPTIONS IN MEDIA				38%					32%					
GROUP DISCUSSION			76%		70%		91%		86%		81%		82%	
INTERCULTURAL COMM		69%		52%		57%				80%				78%
INTERPERS.COMM SKLS	79%	78%	75%	70%	80%	79%	86%	72%	82%	86%	76%	77%	82%	69%
INTRO/HUMAN COMMUNICATION											77%			
PUBLIC SPEAKING	73%	68%	76%	68%	68%	61%	88%	58%	85%	76%	92%	79%	82%	69%
SURVEY OF MASS MEDIA		63%				73%		63%		58%			68%	
Grand Total	78%	72%	75%	60%	77%	71%	87%	64%	83%	81%	78%	78%	81%	71%

Success of Online vs. Hybrid Vs. Face to Face Classes

Success %													
Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid
			38%				26%						
		63%		62%		85%		81%		75%		82%	
	67%		48%		43%				76%				70%
72%	71%	67%	61%	69%	66%	68%	55%	75%	71%	67%	65%	73%	63%
										73%			
70%	68%	58%	64%	53%	50%	75%	52%	61%	72%	73%	76%	77%	62%
	57%				69%		54%		46%			65%	
71%	67%	65%	55%	65%	59%	71%	51%	74%	70%	69%	67%	73%	65%

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

The communication program has seen a significant increase in retention rates in our hybrid and distance education courses between 2015 (64%) and 2016 (78%) and 2017 (71%). There is also a decrease in the disparity between retention rates in face-to-face and hybrid/distance education sections from 2015 (difference of 23%) and 2017 (difference of 10%). The communication program has also had significant increases in success rates for our hybrid sections between fall 2015 (51%) and fall 2016 (67%), yet there was a decrease in success rates during the spring semesters from 70% (Spring, 2016) to 65% (Spring, 2017).

Other program specific data. Other data could include: departmental research via survey or special projects that significantly supports the goals or future plans for the program.

IV. Aligning Program Goals, Activities and Planning

Purpose: In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

2015-2020 EMP Goals

Foundations:

1. Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.
2. Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.
3. Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.

Career Technical Education:

1. Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.
2. Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.
3. Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.
4. Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.

Transfer:

1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.
4. Augment and strengthen support services for transfer students campus-wide.
5. Augment and strengthen support for transfer students within academic programs.

Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.

Program/ department or unit Goal	Foundations	Transfer	CTE	How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?	Measurable Outcomes: Institution Set Standards and IE Goals					
					Successful Course Completion Rate	Retention Rate (F to F Persistence)	Degree or Cert. Completion	Transfer	Remedial Rate Math (Basic Skill Success)	Remedial Rate English (Basic Skills Success)
Advancing student access, success, and equity	Goal 2 x			The Objective of these activities is to provide student with more options and increase enrollment. Offering courses at the high schools 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				
Consistent assessment schedule- Group cohesion	Goal 2.8 x			The Objective of these activities is to strengthen SLO/PLO assessment to support quality teaching and learning.	x	x				
Partnering with educational entities off-campus	Goal 2 x			The Objective of these activities is to spread the Comm curriculum to increase completion of courses.	x	x				

Communication Lab	Goal 2 x			The Objective is to develop services in the Comm Lab that increase completion of courses, certificates, degrees and transfers for the entire college.	x	x				
Funding Communication conferences attendance	Goal 2.7 x			The Objective is to increase professional development for faculty, where they gain knowledge to help train faculty on culturally responsive teaching.						
Building relationships with Leadership Public Schools and other forward thinking high schools	Goal 2 x			The Objective is to advance our Comm curriculum to increase completion of courses, certificates, degrees and transfer.	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 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			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)

<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>Disparity in retention and success rates based on race/ethnicity. Also decreased retention/success in hybrid/online courses</i>	<i>Communication Lab-Support outside of classroom and office hours time for speech development, planning, and practice/feedback</i>	<i>All students at Merritt College could use this Communication Lab. It would be a Learning Center specific to public speaking, including support with outline preparation, speech research, and oral presentations.</i>	<i>Improved retention/success for students who are underrepresented/underresourced. Improved retention/success for hybrid/online students.</i>	<i>Equity, SSSP, BS (basic skills of research and outline preparation are useful for both English and Communication)</i>
<i>Increasing our program diversity even beyond what we already have. We have noticed our numbers going up in under-resourced/underrepresented populations as more students declare a Communication major</i>	<i>Increasing the number of students in our AA-T degree program</i>	<i>African American and Hispanic/Latino Students</i>	<i>Increase headcount/enrollment of students from underrepresented and under-resourced groups</i>	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>

<i>Increasing our program diversity even beyond what we already have. We are increasing the number of students in underresourced/ underrepresented populations</i>	<i>Increasing the number of Oakland high schools where we offer courses</i>	<i>African American and Hispanic/Latino Students</i>	<i>Increase headcount/enrollment of students from underrepresented and underresourced groups</i>	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>
<i>Increasing number of transfers to UC & CSU for all students, including under-resourced/ underrepresented populations</i>	<i>Communication Lab</i>	<i>ALL students, particularly helpful for under-resourced students</i>	<i>Increasing course completion and number of transfers to UC & CSU for all students, including under-resourced/ underrepresented populations</i>	<i>Equity and SSSP - Successful course completion and increasing number of transfers to UC & CSU</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.

Yes. We need a dedicated space for the communication lab, funding for student workers, and release time for faculty to have oversight.

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?** **No**

Please report on the outcomes from 2016-2017 funding.

<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
COMM 3	Introduction to Human Communication	X		
COMM 4	The Dynamics of Group Discussion		X	
COMM 6	Intercultural Communication		X	
COMM 10	Gender and Communication			X
COMM 13	Ethnic Perceptions In The Mass Media			X
COMM 18	Aging and Communication			X
COMM 19	Survey of Mass Media		X	
COMM 20	Interpersonal Communication Skills	X		
COMM 22	History of Mass Media (Now Comm 19)	Deactivated		
COMM 45	Public Speaking		X	
COMM 220-A-F	Communication for Employment Preparation	Deactivated		

Program Type	Program Name	2018-2019	2019-2020	2020-2021
Association of Arts for Transfer	Communication Studies	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			
Comm 3	Class SLOs were not in the CurricUNET System...	None	None	Incomplete
Comm 4	4 of 4	Varied	Added group discussion and immediate constructive feedback of all members after each group activity	Completed

Comm 6	4 of 4	Varied	Differed depending on SLO	Completed
Comm 19	6 of 6	Varied	Differed depending on SLO	Completed
Comm 20	4 of 4	Varied	Added a more specific rubric for the individual speech to improve student understanding of requirements and expectations.	Completed
Comm 45	5 of 5	Varied	Added a more specific rubric for the informative and persuasive speeches to improve student understanding of requirements and expectations.	Completed

Course	Course Title	Course Status	# SLOS	1	2	3	4	5	6	7	Assessed?
COMM 4	THE DYNAMICS OF GROUP DISCUSSION	Active Fall 2017	4	15-16	15-16	15-16	15-16	X	X	X	Y
COMM 3	INTRO/HUMAN COMMUNICATION	Active Fall 2017									
COMM 6	INTERCULTURAL COMMUNICATION	Active Spring 2017	4	16-17	16-17	16-17	16-17	X	X	X	Y
COMM 13	ETHNIC PERCEPTIONS IN THE MASS MEDIA		4	15-16	15-16	15-16	15-16	X	X	X	Y
COMM 19	SURVEY OF MASS MEDIA	Active Spring 2017	5	16-17	15-16	16-17	16-17	0	X	X	Y
COMM 20	INTERPERSONAL COMMUNICATION SKILLS	Active Fall 2017	4	0	16-17 f17*	16-17	16-17	X	X	X	Y
COMM 45	PUBLIC SPEAKING	Active Fall 2017	5	16-17	16-17	16-17 f17*	15-16	15-16	X	X	Y

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?

As a program, meaningful dialogue takes place during our monthly department meetings. They usually occur on the last Friday of each month. As a group of full and part time instructors, we discuss course assessment, our assessment results and program outcomes. Evidence can be found in our meeting minutes.

Our program also engages in campus-wide ILO planning. Evidence of the participation of our faculty and the work we have done and submitted is on the SLOAC website (<http://www.merritt.edu/wp/slo/mcilo/communication/>). We are participating in the current Critical Thinking ILO discussion for Fall, 2017.

2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

Blackman- 1 SLO assessment for Dynamics of Group Discussion (Comm 4)

Altman- 1 speech SLO assessment Comm 20 & Comm 45 (2 total assessments)

Rudolfo:- 1 SLO assessment Comm 3

JT- 1 SLO assessment Comm 20

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)
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*New faculty and staff requests must be listed here.

Technology and Equipment: How will the new technology or equipment contribute to student success?

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

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

Facilities	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
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Professional Development or Other Requests: How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

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

Discipline, Department or Program Chair

Print name

Signature

Date

Dean

Print name

Signature

Date