

Merritt College

2017-2018 Annual Program Update - **English**

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

100% online

Hybrid

Face to Face

Fall 2016

Retention %

Success %

Spring 2017

Retention %

Success %

70%

62%

74%

59%

69%

53%

74%

61%

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: English

Date: 10/06/2017

Program Type (circle or highlight one): **Instructional** Non-Instructional Student Services or Special Programs Administrative Unit

College Mission Statement: The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

Program Mission: The Mission of the English Department is to empower students through the development of critical thinking, reading, and writing skills to actively and effectively engage in a diverse and increasingly complex world.

Date of Last Comprehensive Program Review: 09/30/16

Date of Comprehensive Program Review Validation: 05/20/2016

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 *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.	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 ?)
<p>These are suggested categories of goals.</p> <p><i>Assessment:</i></p> <p>Goal: Develop inquiry-based faculty focus groups responsible for examining assignments, assessments, and results on an ongoing, rigorous and authentic manner.</p>	<p>1. PCCD Goal: D</p> <p>D. Strengthen accountability, Innovation, and collaboration.</p> <p>2. Merritt Goal: D</p> <p>Through collegial governance, support, institutional communication, innovation, and interdisciplinary collaboration.</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>Activity – ongoing: Engage department via dialog regarding results in an effort to improve learning and strengthen teaching and to prioritize actions.</p> <p>Comment: The department has been engaged in ongoing assessment dialogue, assigning specific SLOs to be assessed and uploaded into TaskStream each semester. Discussions during department meetings, including principal SLO coordinators, as well as focus and inquiry groups funded via the Basic skills Student Outcomes Transformation (BSSOT) grant have served to increase engagement and provided major opportunities to meet, discuss, plan, and reflect on curriculum, assessment, and ongoing activities to support Basic Skills students through transfer.</p> <p>Revised Activity: Develop a 2-year assessment plan to assess SLO's for all English courses as required by the college and ACCJC.</p>

Program Goal

*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.

These are suggested categories of goals.

Which institutional goals will be advanced upon completion?

(PCCD and MC Goal Mapping)

Progress on Goal

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

Goal Detail and Measurement – How did you/will you evaluate this Goal?

(If your goal was **completed**: How did you **evaluate** or determine the **outcome**?

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

Comment: The department has actively engaged in SLOAC's 2-year plan and, as a result, has made significant improvement in the completion of course assessment by over 30% in the 2016-2017 cycle.

Activity – Ongoing: Review and revise the alignment between differing levels of curriculum to assure that students are well prepared at next levels.

Comment: The department engaged in shared reading-based writing assessment in spring 2017, and as a result faculty identified significant gaps in student writing abilities that signaled a need for improved curriculum alignment, including coordination of teaching methodologies and expectations. For example, although English 201 (Writing Workshop) is added to schedules for those students needed assistance, there is still ongoing concern about the different methods of teaching the result in student placement in courses that they may struggle to complete.

<p>Program Goal</p> <p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.</p> <p>These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion?</p> <p>(PCCD and MC Goal Mapping)</p>	<p>Progress on Goal</p> <p>(indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal?</p> <p>(If your goal was completed: How did you evaluate or determine the outcome?</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>Activity – Ongoing: Developing Communities of Practice for English 252 (Integrated Reading and Writing), English 201 A/B (Introduction to Composition and Reading), and English 1A (Composition and Reading).</p> <p>Comment: The department continues to form faculty focus groups – instructors from all levels and engaged in student-directed projects: Acceleration, Assessment, English/Academic Jams, Summer Bridge, and support for BSSOT and Basic skills (BSI 2.0) grants.</p>
<p><i>Curriculum:</i></p> <p>Goal: Strengthen and expand curriculum with the intent to increase enrollment and retention, as well as success rates in both basic skills and transfer-level courses</p>	<p>1. PCCD Goal E</p> <p>Develop and manage resources to advance our mission</p>	<p>Completed: _____</p> <p>(date)</p> <p>Revised/New: <u>10/06/2017</u></p> <p>(date)</p> <p>Ongoing: <u>Fall 2017 – Spring 2019</u></p>	<p>Revision explanation: By revisiting course curriculum and coordination of content and delivery of pedagogy, we will increase student engagement in Basic Skills courses, leading to success in transfer-level courses. The original goal did not specify how expansion of curriculum would impact students directly.</p>

<p>Program Goal</p> <p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.</p> <p>These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion?</p> <p>(PCCD and MC Goal Mapping)</p>	<p>Progress on Goal</p> <p>(indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal?</p> <p>(If your goal was completed: How did you evaluate or determine the outcome?</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>2. Merritt Goal E</p> <p>Create an environment made up of exceptional students access, equity, support, and success.</p>	<p>(date)</p>	<p>Activity – Ongoing: Use student assessment scores to enroll students in English 208 (Writing Workshop), an essential component to provide support and assure success across disciplines.</p> <p>Comment: Active departmental support promoting English 208 resulted in improved enrollment by nearly 80%. The department will add more sections for basic skill and transfer-level courses.</p> <p>Activity – Ongoing: Create a non-credit workshop course to pair with English 1A.</p> <p>Comment: The opportunity to create non-credit courses presents countless opportunities to support student success. The department will create a non-credit writing workshop course to pair with English 1A and other transfer-level courses across disciplines.</p> <p>Activity – Ongoing: Continue to assess student experiences and success with accelerated courses.</p>

Program Goal

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These are suggested categories of goals.

Which institutional goals will be advanced upon completion?

(PCCD and MC Goal Mapping)

Progress on Goal

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

Goal Detail and Measurement – How did you/will you evaluate this Goal?

(If your goal was **completed**: How did you **evaluate** or determine the **outcome**?

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

Comment: The department added an accelerated course to the roster this spring, English 264 (Preparation for Composition and Reading) in an effort to meet BSSOT grant requirements, and to shorten the pre-transfer engagement period, enabling student to reach transfer-level in one-two semesters. Two section of English 264 are currently in progress complete with embedded tutors. [English 264 was born out of *Reading, Writing, and Research* and adopted from Berkeley City College]. The department will continue to engage in further development of curriculum for this course.

Activity – Ongoing: We have adopted English 264, and intensive 5-unit accelerated course one level below English 1A. The aim of the course is to improve retention and completion rates by reducing the basic skills course sequence.

<p>Program Goal</p> <p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.</p> <p>These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion?</p> <p>(PCCD and MC Goal Mapping)</p>	<p>Progress on Goal</p> <p>(indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal?</p> <p>(If your goal was completed: How did you evaluate or determine the outcome?</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>Comment: Designated faculty will attend the 2017 California Acceleration Project to learn more about the successes and/or failures of parallel programs throughout California Community College campuses and to share new and innovative ways to improve student engagement and success. The department will continue to work to accelerate student completion of transfer-level English courses by refining a Community of Practice to support underprepared students. To that end, we will examine strategies and their effectiveness for shortening course sequences, and monitor methods for engaging and assisting students.</p>
<p>Instruction: Secure a designated for English with instructional supplies to strengthen collegial ties between instructors and improve student English Services and resources.</p>	<p>1. PCCD Goal E: Develop and Manage Resources to Advance Our Mission</p> <p>Support quality instruction: Increase investment in</p>	<p>Completed: _____ (date)</p> <p>Revised/New: <u>10/06/2017</u> (date)</p> <p>Ongoing: _____ (date)</p>	<p>Reason for New Goal: This assessment goal calls for Communities of Practice; this goal is redundant and does not take into consideration that the success of a faculty focus group is dependent on its ability to physically meet – a designated area is necessary to enable faculty to build collegiality and to develop strategies for the design of transformative practices.</p>

Program Goal

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These are suggested categories of goals.

Which institutional goals will be advanced upon completion?

(PCCD and MC Goal Mapping)

material, equipment and teaching and learning resources to enhance student-learning outcomes.

2. Merritt Goal E

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)

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**?)

Revised Activities:

- 1) Coordinate with facilities committee to secure a designated area for English Department Communities of Practice
- 2) Write and present a proposal to Faculty Senate requesting a designated area for English faculty focus groups to meet.

<p>Program Goal</p> <p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal.</p> <p>These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion?</p> <p>(PCCD and MC Goal Mapping)</p>	<p>Progress on Goal</p> <p>(indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal?</p> <p>(If your goal was completed: How did you evaluate or determine the outcome?</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>Student Success and Student Equity:</p> <p>Examine best practices for integrating early alert intervention strategies inside and outside of the classroom</p> <p>Revised: Increase student completion of basic skills and gateway transfer-level courses for African American and Latino males through the improvement of communications between students and support services.</p>	<p>1. PCCD Goal A: Advance Student Access, Equity, and Success</p> <p>Student equity planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> <p>2. Merritt Goal 4</p> <p>Create and environment of exceptional student access, equity, and success</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: Present - 2018 (date)</p>	<p>Reason for Revision: The original goal lacked specificity; the revised goal placed the focus on specific student populations that demonstrate low course completion rates in transfer-level courses.</p> <p>Revised Activities:</p> <ol style="list-style-type: none"> 1. Integrate Learning/Writing Center support to increase student success through supplemental instruction and tutoring – address reading and writing across the curriculum. Target mathematics, DSP&S and science. <p>Comment – Ongoing: Learning Center Director and English co-chair work in concert to develop and implement ongoing writing workshops delivered by faculty across the curriculum. Workshops on skill-building and reading/writing strategies and concepts are delivered by English department faculty.</p> <ol style="list-style-type: none"> 2. A faculty focus group will keep abreast of the most current methods employed to communicate student progress in an on-going, systematic manner (i.e., mid-term progress reports, embedded tutoring, and referrals to support services such as, DSP&S and EOP). 3. Develop a system of communication between

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 completed: How did you evaluate or determine the outcome?</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>embedded tutors, instructors, and other available resources to address specific needs when students show signs of academic fatigue and/or mental stress. The system may incorporate assistance from student services, counselors, mental health professionals, student groups/clubs, motivational speakers, and/or career professional mentors who are willing to make classroom presentations and/or schedule appointments to address student concerns or needs.</p> <p>4. Continue to participate in the district’s Early Alert Pilot Project. Comment: The district suspended the Early Alert Project.</p> <p>5. Plans for cohort model of students and instructors for 264/1A sequence are still in progress. Two English 264 courses were piloted fall semester 2017. The department does not have current results to assess the ability of students to successfully complete English 1A at the writing of this document. The plan is to collect data from fall semester 2017 and spring semester 2018.</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.

Professional Development, Institutional and Professional Engagement, and Partnerships:

Strengthen partnerships with OUSD high schools and Adult Education programs that support the success of disproportionately impacted populations: ESL, Black and Latino males and foster youth.

Which institutional goals will be advanced upon completion?

(PCCD and MC Goal Mapping)

1. PCCD Goal: _____

2. Merritt Goal _____

Progress on Goal

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

Completed: _____
(date)

Revised/New: _____
(date)

Ongoing: _____
(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**?)

Activities: Work with Student Life to implement a series of training seminars that will: 1) increase culture awareness; 2) promote understanding of ways to integrate cultural competency and curriculum and instruction.

Comment: Puente, First Year Experience (FYE), and Sankofa are special academic programs the include English coursework and sponsor clubs that work closely with Associated Students of Merritt College (ASMC); the learning communities provide ongoing events and activities that raise cultural awareness and at the same time impact faculty and staff sensitivity and understanding of students with diverse backgrounds.

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

Which institutional goals will be advanced upon completion?

(PCCD and MC Goal Mapping)

1. PCCD Goal: _____

2. Merritt Goal _____

Progress on Goal

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

Completed: _____

(date)

Revised/New: _____

(date)

Ongoing: _____

(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**?

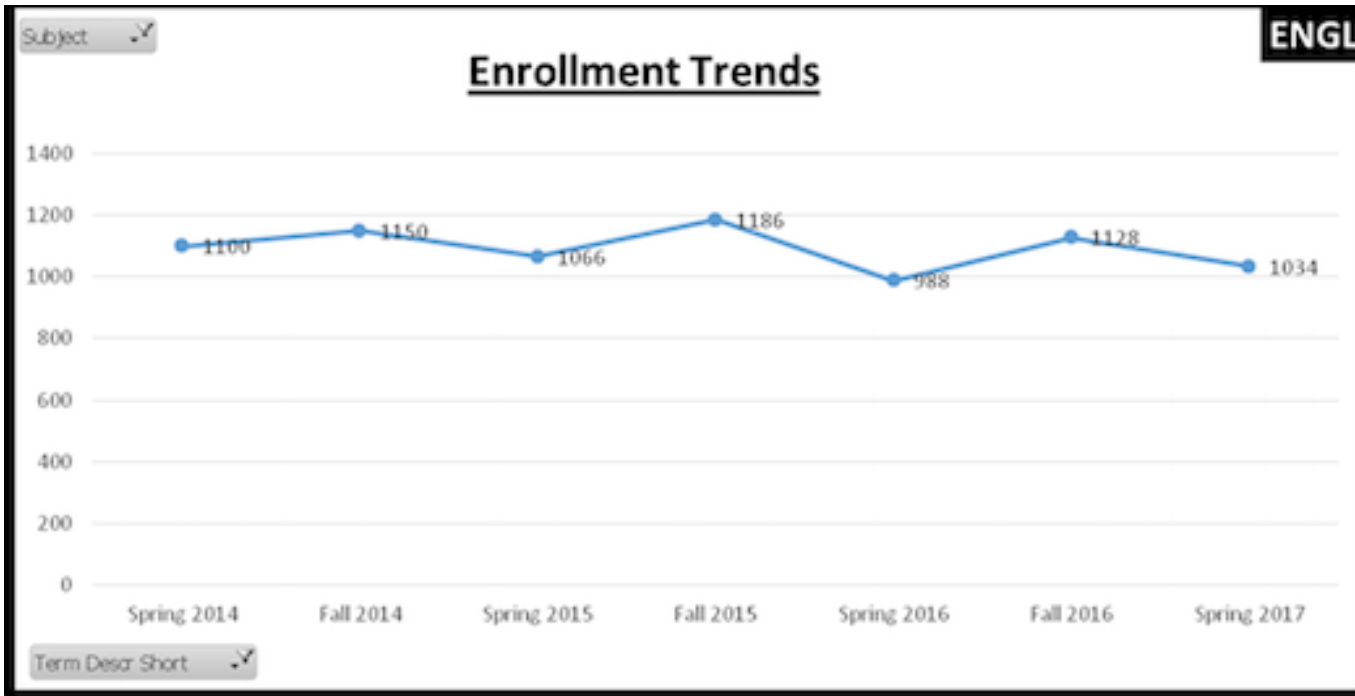
If your goal is **ongoing**: What is your **measure** and **target**? If your goal is **new or revised**: What is your **measure and target**?)

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?

Enrollment has fluctuated only slightly downward since 2015-2016.

Course Sections and Productivity:

Course	TERM Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.
1A COMP AND READING	11	14.63	11	14.95	10	15.43	11	16.54	9	16.78	12	16.63	12	16.54
1B COMP AND READING	2	15.5	3	16	2	16	3	14.66	2	13.75	3	14.5	2	14.25
201A PREP FOR COMP/READNG	8	15.69	8	16.06	7	18.14	8	17.06	7	17.65	8	15.87	7	12.32
208 WRITING WORKSHOP					1	17.14	2	9.01	2	12.04	2	16.06		
252A INTG READING/WRITING	4	13.1	5	16.6	5	15.55	5	15.8	4	13.77	5	14.3	4	13.95
280A ENGLISH FUNDAMENTALS WKSP	1		1	10.65	1	12.3	1	12.42	1	8.51				
5 CRITICAL THINKING	8	16.11	7	14.5	5	17.94	7	16.29	6	19.72	6	15.84	9	15.59
Total Sections & Productivity by Subject & Term	34	15.66	35	15.22	31	16.27	37	15.98	31	16.18	36	15.78	34	14.95

Please comment on changes that have occurred in productivity since the 2015-2016 program review. (e.g. increase, decrease or no change): Overall, productivity in English for 2017 is 16.05. The table above shows only slight movement up and down for productivity in 1A and 1B, while 201A is only slightly lower for 2017, and the same is true for 252, 280 and 5.

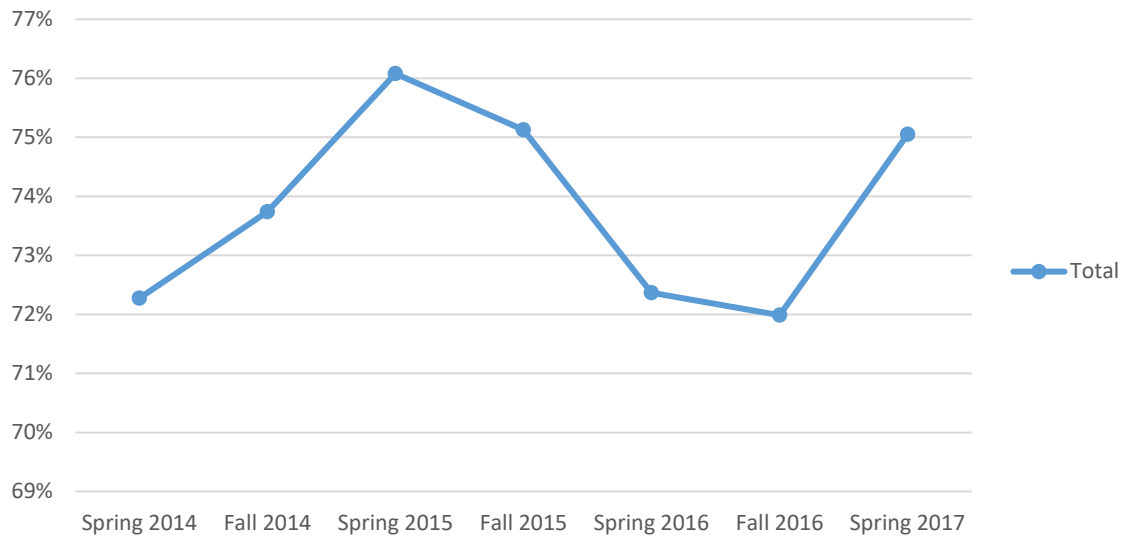
Student Success:

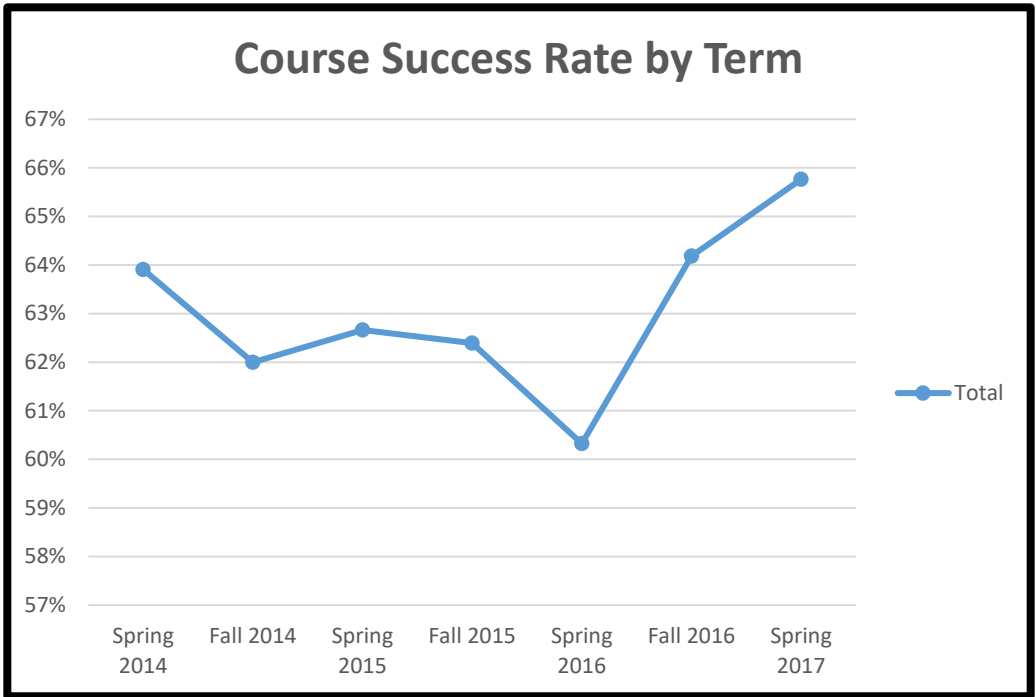
Course Description	Term Retention %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Composition and Reading	73%	76%	78%	77%	72%	73%	76%
Critical Thinking	84%	74%	82%	80%	79%	79%	78%
English Fundamentals WKSP	100%	100%	100%	100%	100%		
English Fundamentals WKSP	100%	100%	100%	100%	100%		
Integrated Reading/Writing	56%	72%	65%	65%	70%	63%	66%
Prep for Composition/Reading	61%	64%	71%	69%	66%	70%	74%
Writing Workshop			73%	82%	60%	75%	
Total Rates by Subject and Term	72%	74%	76%	75%	72%	72%	75%

	Success %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Composition and Reading	64%	60%	64%	64%	62%	65%	65%
Critical Thinking	76%	68%	75%	75%	72%	71%	68%
English Fundamentals WKSP	67%	60%	78%	71%	58%		
English Fundamentals WKSP	68%	63%	77%	71%	69%		
Integrated Reading/Writing	53%	64%	58%	53%	56%	56%	58%
Prep for Composition/Reading	55%	59%	52%	51%	51%	62%	69%
Writing Workshop			38%	71%	55%	71%	
	64%	62%	63%	62%	60%	64%	66%

Course Retention Rate by Term

ENGL





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

All courses show a range of 3-4% increase in retention while success shows consistency in 1A and slight, not significant reductions in all courses.

Subject ENGL
Retention and Success by
Gender [CHART 1]

Gender	Term Retention %							Success %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Female	74%	75%	77%	76%	72%	72%	75%	66%	64%	63%	65%	61%	64%	65%
Male	70%	70%	75%	73%	73%	72%	76%	60%	59%	62%	58%	60%	64%	67%
Unknown/Not Reported	74%	77%	62%	90%	64%	71%	70%	58%	46%	46%	80%	55%	71%	60%

Subject ENGL
Retention and Success By
Race/Ethnicity [CHART 2]

Race/Ethnicity	Term Retention %							Success %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
American Indian	75%	80%	75%	75%	60%	80%	50%	63%	80%	50%	75%	60%	80%	50%
Asian	83%	80%	80%	82%	72%	71%	83%	79%	74%	71%	75%	67%	63%	75%
Black / African American	69%	73%	74%	71%	70%	68%	72%	59%	58%	56%	54%	55%	59%	62%
Hispanic / Latino	71%	74%	77%	75%	75%	76%	77%	64%	63%	67%	63%	62%	68%	66%
Pacific Islander	20%	50%	75%	75%	20%	67%	75%	20%	25%	50%	38%	0%	50%	75%
Two or More	72%	62%	82%	73%	69%	60%	56%	58%	50%	70%	67%	57%	54%	51%
Unknown / NR	71%	77%	78%	85%	76%	78%	81%	65%	66%	63%	73%	67%	70%	72%
White	77%	75%	75%	83%	78%	79%	75%	67%	70%	66%	74%	76%	75%	69%

Subject ENGL
Retention and Success Rates
by Age Group [CHART 3]

Age Range	Term Retention %							Success %							
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	
Under 16	100%				100%	100%	82%	100%					100%	100%	73%
16-18	85%	73%	83%	71%	78%	71%	83%	80%	64%	67%	60%	69%	63%	79%	
19-24	69%	72%	75%	73%	71%	70%	75%	62%	60%	62%	59%	57%	62%	64%	
25-29	72%	75%	76%	84%	71%	76%	66%	64%	65%	62%	74%	62%	66%	57%	
30-34	78%	79%	83%	76%	69%	84%	78%	62%	67%	61%	64%	58%	76%	71%	
35-54	71%	80%	74%	77%	78%	76%	79%	63%	66%	64%	66%	66%	67%	73%	
55-64	88%	71%	80%	76%	69%	70%	68%	70%	59%	66%	52%	61%	70%	53%	
65 & Above	100%	50%	50%	83%	80%	50%	33%	67%	0%	50%	83%	80%	50%	0%	

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 age groups 19-29 and 25-29 show less success by a range from 15-22% when compared to age groups 16 and under and 16-18. Age group 55-64 success rate dropped significantly by 17%.

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

**Retention and Success of
Online vs. Hybrid Vs. Face to
Face Classes English**

Row Labels	Term																	
	Retention % Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017					
	Online	Face to Face	Face to Face	Hybrid	Online	Face to Face	Face to Face	Hybrid	Online	Face to Face	Face to Face	Hybrid	Online	Face to Face	Face to Face	Hybrid		
COMP AND READING	54%	Face	Hybrid	Face	Hybrid	73%	Face	Hybrid	Face	Hybrid	26%	Face	Hybrid	Face	Hybrid	Face	Hybrid	
Critical Thinking		78%	53%	77%	70%	73%	80%	71%	78%	73%	26%	79%	52%	74%	65%	79%	66%	
ENGLISH FUNDAMENTALS WKSP	100%	89%	66%	86%	47%		89%	66%	84%	71%		91%	51%	85%	45%	84%	68%	
ENGLISH FUNDAMENTALS		100%		100%			100%		100%			100%						
INTG READING/WRITING		56%		100%			100%		100%			100%						
PREP FOR COMP/READNG		61%		72%			65%		65%			70%		63%		66%		
WRITING WORKSHOP			67%	64%			71%	67%	69%			66%	72%	70%		75%	61%	
Grand Total		54%					73%		82%			60%		75%				
		74%	61%	76%	61%	73%	78%	68%	76%	72%	26%	76%	55%	73%	60%	78%	66%	
Success %																		
Spring 2014	Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017							
Online	Face to Face	Hybrid	Face to Face	Hybrid	Online	Face to Face	Hybrid	Face to Face	Hybrid	Online	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid
COMP AND READING	32%	Face	Hybrid	Face	Hybrid	30%	Face	Hybrid	Face	Hybrid	22%	Face	Hybrid	Face	Hybrid	Face	Hybrid	
CRITICAL THINKING		73%	29%	66%	36%	30%	73%	42%	67%	51%	22%	68%	42%	69%	47%	72%	46%	
ENGLISH FUNDAMENTALS WKSP		82%	55%	77%	47%		81%	62%	78%	69%		82%	49%	76%	38%	73%	59%	
ENGLISH FUNDAMENTALS WKSP		67%		60%			78%		71%			58%						
INTG READING/WRITING		68%		63%			77%		71%			69%						
PREP FOR COMP/READNG		53%		64%			58%		53%			56%		56%		58%		
WRITING WORKSHOP		54%	67%	59%			51%	63%	51%			49%	72%	62%		71%	50%	
	32%						38%		71%			55%		71%				
		67%	47%	65%	40%	30%	65%	54%	63%	59%	22%	63%	51%	66%	44%	70%	52%	

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

The charts above show that face to face courses continue to be more popular than online than hybrid and online courses, but as the culture continues to change, online course will not doubt increase in demand. The charts show that hybrid courses are preferred by an average of 20% more than those who chose online. With the transition to Canvas and the involvement of more faculty, there may be a foreseeable increase in enrollments and success in online courses.

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

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.

<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>	

<p>1. Assessment:</p> <p>Develop inquiry-based faculty focus groups responsible for examining assignments, assessments, and results on an ongoing, rigorous and authentic manner.</p>				<p>The English Department has actively engaged in the college-wide 3-year plan; as a result, the department has made significant improvements in completion of quality course assessments; the Department has engaged in ongoing assessment dialog, and has also begun to deepen these discussions in department meetings and through faculty focus inquiry groups; funding from the Basic Skills Transformational Grant will allow the department to engage in more regular and rigorous dialog that focuses on deepening the connections between course assessment and transformational teaching.</p> <p>The Department engaged in a shared reading-based writing assessment in spring 2016; as a result, faculty members identified significant gaps in student writing that indicated a need for improved curriculum alignment to enhance instruction.</p>	X	X		X		X
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<p>2. Curriculum (if applicable)</p> <p>Expand and strengthen curriculum with the intent to increase retention rates in both basic skills English and transfer-level English; curricula will employ special themes or topics that align with students' academic or career interests.</p>				<p>The Department participated in various activities to promote a course that was recently adopted, English 208 – <i>Writing Workshop</i>, a supplemental instruction course for supporting students' writing development across the curriculum; in fall 2016, enrollment for this course improved by nearly 50%. The Department plans to gradually add sections of this course to continue supporting teaching and learning in both foundational and transfer-level courses.</p>	X	X		X		X
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<p>3. Instruction: Accelerate student completion of transfer-level English courses by developing a Community of Practice to examine the most effective strategies for shortening course sequences for underprepared students.</p> <p>4. Student Success and Student Equity: Increase student completion of basic skills and gateway transfer- level courses of African American males and Latino males</p>				<p>Faculty Focus Groups will explore strategic acceleration practices that would allow students to complete all foundational - level English (252 and 201) in one to two semesters and prepare them for transfer-level reading and writing across the curriculum.</p> <p>The addition of two full time instructors is vital for the English Program to engage in transformative instructional and student success practices. The Department is integrating The Writing Center to support increased student success through supplemental instruction and participating the development of and ongoing tutor training program to increase student success. The Department is researching ways communicate student progress (i.e., mid-semester progress reports, embedded tutoring, referrals to support services such as DSPS, EOPS, and others) to increase retention and successful completion. Instructors integrate available campus resources to support engagement, success, course completion, retention, and transfer.</p>	X	X		X		X
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<p>5. Professional Development, Institutional and Professional Engagement, and Partnerships:</p> <p>Develop stronger partnerships with OUSD high schools and Adult Education programs that impact populations: ESL, Black and Latino males, and foster youth.</p>			<p>Puente, FYE, and Sankofa are three special academic programs that involve English course work and sponsor clubs that promote success among foundational, transfer and CTE students. In addition, the Department is involved in the development of a new assessment tool and the use of multiple measures to help place students more effectively, thereby reducing the amount of time it takes for all students to complete college-level course work across disciplines including CTE, Transfer, and Foundational.</p>	X	X				X
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2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).
 - a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College’s Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

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

The 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>

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

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

<u>Please report on the outcomes from 2016-2017 funding.</u>				
<u>Plan</u>	<u>What was funded?</u>	<u>Was this part of a larger activity or initiative?</u>	<u>What need did this address?</u>	<u>What measurable outcome resulted in this funding?</u>
<u>Student Equity Plan</u>				
<u>SSSP Plan</u>				
<u>Basic Skills Plan</u>				
<u>Basic Skills Student Outcomes Transformation Grant</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
English 1A	Composition and Reading			
English 1B	Composition and Reading			
English 5	Critical Thinking in Reading and Writing			
English 201 A/B	Introduction to composition and Reading			
English 252 A/B	Integrated Reading and Writing			
English 264 A/B	Preparation for Composition and Reading			
English 208	Writing Workshop			

In the English Department meeting initiating Fall 2017 faculty agreed to draw from syllabi one or two SLOs to assess and input in the new CurriCUNET-Meta, which will incorporate SLOs and assessment. Evidence can be found in the minutes and at the end of the semester as data is uploaded.

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

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

Dean

Print name

Signature

Signature

Date

Date