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.

Headcount by Gender	Fall 2016		Spring 2017	
Female	4514	64%	4742	64%
Male	2396	34%	2485	34%
Unknown/Unreported	133	2%	132	2%
Headcount by Race/Ethnicity				
American Indian	29	0%	26	0%
Asian	1129	16%	1227	17%
Black / African American	1903	27%	1864	25%
Hispanic / Latino	2064	29%	2195	30%
Pacific Islander	47	1%	42	1%
Two or More	369	5%	384	5%
Unknown / NR	341	5%	381	5%
White	1161	16%	1240	17%
Headcount by Age				
Under 16	38	1%	100	1%
16-18	808	11%	764	10%
19-24	2430	35%	2552	35%
25-29	1186	17%	1255	17%
30-34	766	11%	775	11%
35-54	1296	18%	1401	19%
55-64	327	5%	315	4%
65 & Above	192	3%	197	3%
Total Headcount	7043		7359	

	Fall 2016		Spring 2017	
Gender	Retention %	Success %	Retention %	Success %
Female	78%	66%	79%	70%
Male	78%	65%	79%	68%
Unknown/Unreported	83%	72%	82%	75%
Race/Ethnicity	Retention %	Success %	Retention %	Success %
American Indian	83%	77%	74%	60%
Asian	83%	76%	84%	78%
Black / African American	73%	57%	74%	60%
Hispanic / Latino	76%	65%	80%	70%
Pacific Islander	79%	69%	80%	74%
Two or More	77%	65%	78%	66%
Unknown / NR	82%	69%	83%	72%
White	85%	78%	85%	78%
Age Range	Retention %	Success %	Retention %	Success %
Under 16	82%	82%	94%	89%
16-18	78%	65%	82%	74%
19-24	75%	62%	76%	65%
25-29	77%	66%	79%	70%
30-34	82%	71%	81%	71%
35-54	81%	70%	82%	74%
55-64	83%	71%	85%	73%
65 & Above	84%	78%	85%	72%

Distance Education				
	Fall 2016		Spring 2017	
Retention and Success by Distance Ed	Retention %	Success %	Retention %	Success %
100% online	70%	62%	74%	59%
Hybrid	69%	53%	74%	61%
Face to Face	80%	69%	81%	72%

I. Program Information

Program Name: Ethnic Studies

Date:

Program Type (circle or highlight one):   <mark>Instructional</mark>   **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 Department of Ethnic Studies is to offer opportunities for students to deepen their understanding of the multicultural and multi-racial history and character of the American experience generally and the varied racial and ethnic experiences specifically. In addition, the aim is to locate the experiences of people of color in a larger global context in terms of identity, culture, sociology, history and economic relations between nations. As new processes of migration evolve, due to global economic politics, the program purpose is to incorporate into the curriculum, new topics of discussion and learning

such as: borderlands, scarcity and migration, globalization and democracy and the increasing "ethnization" of central economies.

Date of Last Comprehensive Program Review:

Date of Comprehensive Program Review Validation:

II. Reporting Progress on Attainment of Program Goals

Purpose: In this section, you will look at your goals stated in the 2015-2016 program review and 2016-2017 APU, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.	Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)	Progress on Goal (indicate date next to the appropriate status for the goal)	Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was **completed**: How did you **evaluate** or determine the **outcome**? If your goal is **ongoing**: What is your **measure** and **target**? If your goal is **new or revised**: What is your **measure and target**?)
Assessment	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)	
Curriculum (if applicable)	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)	
Instruction (if applicable) Open a community extension center for AFRAM	PCCD Goal: A& C Merritt Goal: 2&3	Completed: _____ (date) Revised/New: Spring 2018 Ongoing: _____ (date)	Goal in progress, department chair met with a few possible organizations to discuss possible community based partnership for an Ethnic Studies/ AFRAM extension

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**?)
Student Success and Student Equity	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)	
Professional Development, Institutional and Professional Engagement, and Partnerships 1. Extend and strengthen high school concurrent enrollment offerings 2. Increase enrollment in MLAT and ASAME courses 3. Complete the MLAT major	PCCD Goal: Objective A & B Merritt Goal: 2 PCCD Goal: Objective A Merritt Goal: 1& 3 PCCD Goal: Objective A Merritt Goal: 1	Completed: _____ (date) Revised/New: _____ (date) Ongoing: Spring 2018	Department has increased course offerings and established additional partnerships with high school (goal still in progress) Department chair is strategizing to increase enrollment in MLAT and ASAME courses (would like to increase offerings online as to increase student interest) Department chair is assessing the department's capacity and student engagement in MLAT course to explore the need

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**?)
Other Goals 1. Offer 1-2 NATAME courses by Fall 2017	PCCD Goal: Objective A Merritt Goal: 2 & 3	In progress Spring 2018	In progress, department chair searching for qualified NATAME instructor
2. Hire effective faculty in MLAT	PCCD Goal: Objective A Merritt Goal: 1 & 3	In progress	Part Time MLAT faculty has slowed increased interest in the program, but a full time M/LAT instructor would have more time to develop partnerships and invest in recruitment to build the program
3. Hire a 3rd FT AFRAM faculty	PCCD Goal: Objective A Merritt Goal: 1& 3	In progress	A full time AFRAM faculty departed, so the program is in need of a 2nd full time faculty
4. Hire FT staff for Africana Center	PCCD Goal: Objective A & C Merritt Goal: 1	In progress	

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: **(Copy/paste enrollment tables from data file)**

AFRAM

# Enrollments	Term		
Gender	Female	Male	Unknown/Not Reported
Spring 2014	467	213	42
Fall 2014	426	211	14
Spring 2015	376	218	16
Fall 2015	418	262	13
Spring 2016	329	208	12
Fall 2016	411	219	4
Spring 2017	307	160	6

M/LAT

# Enrollments Term			
Gender	Female	Male	Unknown/Not Reported
Spring 2014	51	56	2
Fall 2014	86	75	2
Spring 2015	43	26	
Fall 2015	28	6	
Spring 2016	38	20	1
Fall 2016	58	23	1
Spring 2017	62	31	3

ASAME

# Enrollments Term			
Gender	Female	Male	Unknown/Not Reported
Spring 2014	11	8	
Fall 2014	13	13	1
Spring 2015	18	14	1
Fall 2015	13	7	
Spring 2016	30	25	1
Fall 2016	24	11	

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

Since 2015-16 enrollment has fluctuated, enrollment has been higher in AFRAM, M/LAT and ASAME in the fall, but is lower in the spring. This is consistent in all Ethnic studies programs.

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

Subject	AFRAM

	TERM										Fall
	Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		
Course	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Se
10 SOCIOLOGY OF AFRICAN-AMER	1	21.50			1	14.50					
12 PSYCHOLOGY OF AFRI-AMER	1	17.00	1	14.00	1	17.50			1	21.00	
14A SOC PSYCH/AF-AM MALE/FEMALE	2	17.98	1	33.00	1	17.50	1	19.50	1	28.00	
16 AFRICAN AMERICAN INCARCERATION	1	21.38	1	15.50	1	19.51	1	21.00			
18 AFRICAN HERITAGE OF LATIN AM	1	19.50			1	21.00			2	18.00	
19 RACISM IN THE UNITED STATES	1	20.00	1	24.50	2	19.25	3	17.83	1	18.50	
2 BLACK ECONOMICS							1	21.50			
25 CLASSICAL AFRICAN CIV	1	10.50			1	17.00					
30 AFRI-AM HIST: AFRICA TO 1865	2	32.22	4	17.96	1	19.00	4	21.43	2	23.25	
31 AFRI-AM HIST: 1865-1945	2	24.75	2	22.25	4	19.45	2	24.50	3	20.00	
38 ENVIR RACISM/JUSTICE	1	22.50	1	16.00	1	17.00	1	15.50	1	16.00	
39 BLACK WORLD FILMS			1	14.00			1	22.00	1	17.00	
4 BLACK PANTHER PARTY	1	23.00	1	20.00	2	17.25			1	15.00	
41 AFR-AM WRITERS (FICTION)	1	20.00									
42 AFR-AM WRITERS (NON-FICTION)	1	20.27	1	13.50	1	18.50	1	13.00			
45 RELIGION/AFRI-AMER CHURCH			1	20.28			1	20.28			

	Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
	# Sec.	Prod.	# Sec.	Prod.	# Sec.	Prod.	# Sec.	Prod.	# Sec.	Prod.	# Sec.	Prod.
49 I/S - AFRAM STUDIES									2		1	
5 AFRICAN AMER FAMILY IN US	1	23.00	1	25.00	1	20.00	1	27.00	1	16.50		
Total Sections and Productivity by Subject and Term	**17**	**21.68**	**16**	**19.51**	**18**	**18.47**	**19**	**20.52**	**15**	**19.64**		

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	17.50					1	13.74	2	8.93	1	15.00
										1	13.50
1	17.50	1	16.50	1	16.50	1	15.50	1	16.50	1	19.50
3	5.33	1	18.00								
5	**10.20**	**2**	**17.25**	**1**	**16.50**	**2**	**14.61**	**3**	**11.45**	**3**	**16.00**

Subject	ASAME

	TERM										
	Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016
Course	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections
30 ASIANS THRU FILMS	1	9.50							1	11.52	
45A ASAME HIST TO 1945			1	13.50			1	10.00			1
45B ASAME HIST 1945-PRES					1	8.25			1	16.50	
Total Sections and Productivity by Subject and Term	**1**	**9.50**	**1**	**13.50**	**1**	**8.25**	**1**	**10.00**	**2**	**13.98**	**1**

1. **Please comment on changes that have occurred in productivity since the 2015-2016 program review.** (e.g. increase, decrease or no change)
   Although AFRAM productivity remains above the institutional average, it has decreased. M/LAT experienced a decreased for a semester, but has gradually increased while ASAME has increased since 2015, but still remains shy of the institutional average.

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

Subject	M/LAT											
Retention and Success by Gender												
Term									**Success %**			
	Retention %												
Gender	**Spring 2014**	**Fall 2014**	**Spring 2015**	**Fall 2015**	**Spring 2016**	**Fall 2016**	**Spring 2017**	**Spring 2014**	**Fall 2014**	**Spring 2015**	**Fall 2015**	**Sprin 2016**
Female	86%	73%	51%	79%	50%	72%	81%	86%	73%	51%	79%	34%
Male	75%	76%	46%	33%	80%	65%	77%	75%	76%	46%	33%	50%
Unknown/Not Reported	100%	50%	#DIV/0!	#DIV/0!	0%	100%	67%	100%	50%	#DIV/0!	#DIV/0!	0%

Subject	AFRAM

Retention and Success by Gender

	Term Retention %							Success %			
Gender	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall
Female	75%	76%	79%	82%	86%	80%	75%	62%	56%	60%	6
Male	81%	81%	82%	81%	84%	82%	83%	59%	59%	61%	6
Unknown/Not Reported	71%	79%	75%	69%	67%	100%	83%	50%	64%	50%	3

Retention %						Success %				
Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
		70%		67%				42%		64%
	89%		45%		69%		81%		35%	
74%				57%		68%				52%
74%	**89%**	**70%**	**45%**	**63%**	**69%**	**68%**	**81%**	**42%**	**35%**	**59%**

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

Retention and student success has increased within AFRAM & M/LAT over the past three semesters. Since 2015, retention and success has decreased for a semester, but increased over the next few semester.

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)**

   DSPS students have experience a lot of academic success in Ethnic Studies, AFRAM, M/LAT and ASAME, over 60% of students have consistently experienced success since 2016

AFRAM

						Success %					
Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
74%	73%	88%	91%	85%	76%	63%	59%	61%	69%	77%	63%
78%	81%	81%	85%	81%	78%	60%	57%	60%	61%	66%	61%

ASAME

					Success %					
Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
100%	100%	100%	100%		50%	100%	100%	100%	100%	
88%	69%	42%	60%	69%	71%	80%	41%	32%	57%	57%

M/LAT

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	Spr...
100%	100%	100%	100%	100%	50%	100%	100%	100%	100%	100%	67%	0%	10...
81%	74%	49%	69%	57%	71%	78%	81%	74%	49%	69%	38%	59%	70

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

Success %												
Spring 2014 Face to Face	Hybrid	Fall 2014 Face to Face	Hybrid	Spring 2015 Face to Face	Hybrid	Fall 2015 Face to Face	Hybrid	Sprig 2016 Online	Face to Face	Hybrid	Fall 2016 Face to Face	Hyb...
65%												
57%		37%		57%		52%						
56%	49%	67%	48%	56%	85%	72%	71%	76%	70%		72%	31
72%		77%	46%	42%		68%	60%	70%	68%		78%	26
70%		34%		68%		56%			64%		60%	
47%		55%		46%		55%					52%	
64%				83%					96%		55%	
								35%				
63%		63%		83%	53%				67%			
		32%				66%			71%		67%	

62%	54%	58%	54%	60%	61%	62%	58%	73%	67%	47%	69%	28...
52%				53%								
	62%		69%		50%		42%			47%	88%	
						50%			100%			
38%		54%		43%					36%			
55%		41%		61%		69%			57%		54%	
		60%				65%					61%	
68%		62%		66%		62%			54%		100%	
	49%				45%							
62%	**54%**	**58%**	**54%**	**60%**	**61%**	**62%**	**58%**	**73%**	**67%**	**47%**	**69%**	**28**

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

    Since 2016, face to face and distance education retention and success have similar numbers, there is not much differentiation between the numbers.

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.

N/A

IV. Aligning Program Goals, Activities and Planning

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

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

2015-2020 EMP Goals

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

Career Technical Education:

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

Transfer:

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

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

Program/ department or unit Goal	Foundations	Transfer	CTE	How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?	Measurable Outcomes: Institution Set Standards and IE Goals					
					Successful Course Completion Rate	Retention Rate (F to F Persistence)	Degree or Cert. Completion	Transfer	Remedial Rate Math (Basic Skill Success)	Remedial Rate English (Basic Skills Success)
Example*: Expand counseling COUN course delivery option to include hybrid and/or online course. (from 15-16 Program Review)*	x		x	*The Objective of these activities is to provide student with more options and increase enrollment. Offering courses at the high school also strengthens partnerships with the high schools and can build a pipeline from the HS to Merritt to improve HS to college transition and student success.*	X	x				

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).

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)	Math Course Completion	English Course Completion	Fall to Spring Retention	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
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)

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.				
Problem, Achievement Gap or Observation (data)	**Activity/Intervention**	**Target Student Population**	**Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)**	**Relevant College Equity/SSSP/BS Goal**
Example: Lack of program diversity	*Looking at diversity partnering with Oakland unified for pathways*	*African American and Hispanic/Latinos*	*Increase headcount/enrollment of these populations*	*SSSP and Equity Plan – Access for African Americans and Latinos*
Lack of retention of African American male students	Implement accountability peer learning groups	African American Males	Course completion for African American males	SSSP and Equity
Low enrollment in ASAME and MLAT courses	Create and implement recruitment strategies	African America, Asian and Latino	Increase enrollment for African American, Asian and Latino students	Equity

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?**

Please report on the outcomes from 2016-2017 funding.				
Plan	**What was funded?**	**Was this part of a larger activity or initiative?**	**What need did this address?**	**What measurable outcome resulted in this funding?**
Student Equity Plan	X	X	X	X
SSSP Plan	Ubuntu Leadership Academy for African American male high school students (with the goals of college preparation and enrollment)	This was an effort of the Ethnic Studies department to address issues of enrollment, retention and course completion amongst African American males	Enrollment, retention and course completion of African American male students	All students enrolled completed both courses. All students enrolled received a letter grade of C or better
Basic Skills Plan	X	X	X	X
Strong Workforce	X	X	X	X

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

Chart Title

Course Number	Course Name	2018-2019	2019-2020	2020-2021
Examples: ART 1	*Introduction to Art History*	*X*		
ART 4	*History of Modern Art*		*Deactivate*	
ART 7	*History of African-American Art*			*Reactivate*
AFRAM 2	Black Economics		X	
AFRAM 3	Ghana: Pan African Thought and the Struggle for African's Liberation	X		
AFRAM 4	The Black Panther Party: Strategies on Organizing the People		X	
AFRAM 5	The African American Family in the U.S.	X		
AFRAM 8	African American Politics		Reactivate	
AFRAM 10	Sociology of African Americans		X	
AFRAM 11	Perceptions of the African American Male in America	X		
AFRAM 12	Psychology of African Americans	X		
AFRAM 13	Ethnic Perception in the Mass Media		Deactivate	

AFRAM 14A	Social Psychology of Black Male Female Relationships		X	
AFRAM 14B	Social Psychology of Black Male/Female Relationships		X	
AFRAM 16	The Prison Industrial Complex: African American Incarceration			
AFRAM 18	African Heritage in Latin America	X		
AFRAM 19	Racism in the United States		X	
AFRAM 23	The Perceptions of African American Women	X		
AFRAM 25	Classical African Civilization		X	
AFRAM 27	Afro-Caribbean History, Politics and Culture		X	
AFRAM 30	African American History, Africa to 1865	X		
AFRAM 31	African American History, 1865-1945	X		
AFRAM 32	African American History, 1945- Present	X		
AFRAM 33	The Roots of African American Culture		X	
AFRAM 38	Environmental Racism and Justice		X	
AFRAM 39	Black World Films		X	
AFRAM 41	African American Writers (Fiction)		X	
AFRAM 42	African American Writers (Non Fiction)	X		
AFRAM 43	African American Writers (Poetry)	X		
AFRAM 45	Religion and the African American Church in America		X	
M/LAT 6	Racism in the United States		X	
M/LAT 12	United States Relations with Mexico and Latin America		X	

M/LAT 19	History of the Mexican-American	X		
M/LAT 23	Introduction to Psychology of Mexican American	X		
M/LAT 28	Survey of Third World Films		X	
M/LAT 30A	Survey of Latin-American Films		X	
M/LAT 30B	Survey of Latin-American Films		X	
ASAME 1	Art and Culture of Asia	X		
ASAME 19	Racism in the United States	X		
ASAME 30	Asians and Asian-Americans through Films	X		
ASAME 32	Asian-American Psychology		X	
ASAME 45A	Asian-American History to 1945		X	
ASAME 45B	Asian-American History 1945 to the Present	X		
NATAM 19	Racism in the United States	X		

Program Type	Program Name	2018-2019	2019-2020	2020-2021
Certificate of Proficiency	*Art Foundation*	*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			
AFRAM 4	Analyze the origins and philosophy of the Black Panther Party	92 % of the students submitted the weekly assignments and displayed competence in the material disseminated	Instructor will continue to utilize as a learning tool to meet course learning objectives and possibly make into a stratified assignment as a method to explore course material further, pace and track learning, as well as develop skills	Completed

1. What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

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.

   N/A

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

   N/A

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.
   N/A

For Counseling:

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?
   N/A

2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.
   N/A

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:

    N/A

	This Academic Year	**Previous Academic Year (s)**	**Explanation of Changes**
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?

   N/A

2. Briefly describe any changes that have impacted the work of your unit.

    N/A

VII. New Resource Needs Not Covered by Current Budget

Purpose: In this section, programs will documents 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)
Full time M/LAT instructor		Yes	Hire full time M/LAT faculty	M/LAT enrollment has increased	A full time M/LAT instructor could develop the program, through partnerships, enrollment efforts and developing a program certificate.
Full Time AFRAM instructor		Yes	A full time AFRAM faculty departed, so the program is in need of a 2nd full time faculty	After the departure of the full time AFRAM instructor, the program was effected, for there were less instructors and more responsibility for the remaining full time instructor/department chair. The number of course offerings decreased from 16 to 12. The responsibilities shared between the full time AFRAM instructors fell on the remaining instructor/department chair, this included management of the Africana center, instructor evaluations, program evaluations, course evaluations, a course load of six and other administrative duties	A full time AFRAM instructor will provide the AFRAM program an opportunity to develop, allowing there to be a focus on the Africana center, instructor development, student retention and success. With more support the department will have the opportunity to develop the Ethnic Studies department.

*New faculty and staff requests must be listed here.

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

Technology and Equipment	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
10 Apple iPads for the Africana Center	5,000	N	This request support the Africana center (associated with the Africana center goal in section II)	The Africana center is vital resources for the African American studies program, the learning modules support the learning of students enrolled in all the AFRAM course. Being that productive in the program is high, the usage of the Africana center is also high.	The Africana center provides supplemental learning for students enrolled in the AFRAM courses. Students also learn valuable learning tool that will support their academic success upon matriculation.

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)
X	X	X	X	X	X

Professional Development or Other Requests: How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

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

Signatures

Discipline, Department or Program Chair

Seals, Jason

Print name   *Signature*   *Date*

Dean

Print name   *Signature*   *Date*