

Merritt College

# 2017-2018 Annual Program Update Template

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## Merritt College Data Profile: Fall 2016 and Spring 2017

\*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

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

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

**Distance  
Education**

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

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# I. Program Information

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**Purpose:** This section will identify basic information about your program. 2015-2016 Program reviews and 2016-2017 APU can be found at:  
<http://www.merritt.edu/wp/institutional-research/program-review/>

**Program Name: Fire Science**

**Date: October 13, 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 statement of the Fire Science Department 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 become successfully in a Fire Department career**

**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.

<p><b>Program Goal</b> *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p><b>Which institutional goals will be advanced upon completion?</b> (PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b> (indicate date next to the appropriate status for the goal)</p>	<p><b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b> (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>? If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p>
<p><i>Assessment</i></p> <ul style="list-style-type: none"> <li>Develop a plan for continuous assessment and complete an assessment cycle</li> <li>Align all course with ILOs</li> <li>Map and align program with ILOs</li> <li>Transfer completed SLOs over to Taskstream</li> <li>Receive additionally training on Taskstream and the SLO process</li> </ul>	<p>1. PCCD Goal: <u>ACE</u></p> <p>2. Merritt Goal <u>ACE</u></p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: <u>Spring 2018</u> (date)</p>	<p>This is ongoing, to ensure instructors are receiving one-on-one tutorials on the entire assessment process</p>
<p><i>Curriculum (if applicable)</i></p> <ul style="list-style-type: none"> <li>Create a two-year degree program in Fire and EMS leadership</li> <li>Create a two-year degree program for Fire Science</li> <li>Develop a Fire Science Certificate of Achievement</li> <li>Implement Firefighter Academy curriculum changes</li> </ul>	<p>1. PCCD Goal: <u>BC</u></p> <p>2. Merritt Goal <u>BC</u></p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: <u>Spring 2018</u> (date)</p>	<p>Fire Science students (those seeking the career and those already in the profession) need a course outline of courses to take to achieve a degree and to master the skill set need to be successful with a career in the fire service and a career advancement for those who are already in the profession. The education received will show the depth of the Merritt opportunities in fire science.</p>

<p><b>Program Goal</b> *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p><b>Which institutional goals will be advanced upon completion?</b> (PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b> (indicate date next to the appropriate status for the goal)</p>	<p><b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b> (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>? If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p>
<p><i>Instruction (if applicable)</i></p> <ul style="list-style-type: none"> <li>Intergrate technology into classrooms</li> </ul>	<p>1. PCCD Goal: _____ 2. Merritt Goal _____</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: Fall 2018 _____ (date)</p>	<p>Technology is a vital part in a student’s learning for personal growth and in the career of fire service. The technology introduced will allow the student and instructor to communicate more effectively and timely. It will also allow the classroom to become more interactive with video scenarios, PowerPoint presentations, webinars to list a few.</p>
<p><i>Student Success and Student Equity</i></p> <ul style="list-style-type: none"> <li>Develop 2 year degree programs for Fire Science students</li> <li>Develop high school pathways to FISCO</li> </ul>	<p>1. PCCD Goal: ____AC____ 2. Merritt Goal ____AC____</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: Spring 2018 _____ (date)</p>	<p>We would like to continue our ongoing partnerships with local high school and offer college courses to our youth. Market programs to the community targeting marketing to the female population. Pilot a daytime class to see if it will increase FISCO productivity. Continue to support the growth and depth of the Firefighter academy. The goal is that the growth and connection to the EMT/Paramedic program we will garner a lot of interest amongst the students and increase enrollment.</p>
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships</i></p> <ul style="list-style-type: none"> <li>Continue to engage in ongoing professional development opportunities</li> </ul>	<p>1. PCCD Goal: ____BCDE____ 2. Merritt Goal ____BCDE____</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: ____Spring 2018____ (date)</p>	<p>The program does not require state or national licensing. However, to offer firefighter academy Merritt’s Fire Science program and stay competitive with other academies we need to make a priority for all instructors to attend conferences, seminars and workshops to continue to learn about</p>

<p><b>Program Goal</b></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. These are suggested categories of goals.</p>	<p><b>Which institutional goals will be advanced upon completion?</b> (PCCD and MC Goal Mapping)</p>	<p><b>Progress on Goal</b> (indicate date next to the appropriate status for the goal)</p>	<p><b>Goal Detail and Measurement – How did you/will you evaluate this Goal?</b> (If your goal was <b>completed</b>: How did you <b>evaluate</b> or determine the <b>outcome</b>? If your goal is <b>ongoing</b>: What is your <b>measure</b> and <b>target</b>? If your goal is <b>new or revised</b>: What is your <b>measure and target</b>?)</p>
<ul style="list-style-type: none"> <li>Continue to meet regularly with Advisory Board members and community partners to maintain proficiency in our discipline</li> </ul>			<p>the fire science and the growth of it. To also stay updated with changing policies, fire codes and technology as it develops and constantly changes in fire science.</p>
<p><i>Other Goals</i></p> <ul style="list-style-type: none"> <li>Secure funding for cost prohibitive fire science academy and COPED student gear and equipment</li> </ul>	<p>1. PCCD Goal: ___AC___</p> <p>2. Merritt Goal ___AC___</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: ___Fall 2018___ (date)</p>	<p>Fire Science required gear and equipment is normally paid for by students but can range up to 6000 per student which excluded many students of color and marginalized people. Securing funds would enable the program to offer use of gear and equipment to secure the training needed for employment.</p>



# III. Data Trend Analysis

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**Purpose:** In this section, you will report, review and reflect on your program data. You may copy and paste the tables that were provided to you in your data packet via email.

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

## **Student Enrollment Demographics:**

TOTAL	FALL 2015	Fall 2016	Fall 2016
Female	6	2	2
Male	32	39	55
Age <20	8	9	10
Age 20-24	19	17	25
Age 25-39	11	15	20
Age >40	0	0	0
African American	12	18	22
American Indian/Alaskan	0	0	0
Asian	6	3	4
Hispanic Latino	13	13	18
Pacific Islander	0	0	0
White	3	3	9
Two or more Races	4	1	3
Unknown	0	3	1

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

Gender: Female enrollment down, Male enrollment up

Age: Stayed consistent

Race: African American and Latino increased

### Course Sections and Productivity:

	Fall 2015	Fall 2016	Spring 2016
<b>Census Enrollment</b>	<b>54</b>	<b>61</b>	<b>81</b>
<b>Sections</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>Productivity</b>	<b>13.5</b>	<b>15.04</b>	<b>15.84</b>

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

Enrollment increased and now has the number of sections for 2016 which can probably be connected to the increase in enrollment.

### Student Success:

	Fall 2015	Spring 2016	Spring 2016
<b>Course Retention</b>	<b>50</b>	<b>55</b>	<b>78</b>
<b>Course Success</b>	<b>50</b>	<b>54</b>	<b>75</b>

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

Course retention rate is total number of students with grades A, B, C, D, F, I Withdraw, Pass, No Pass, In Progress, Report Delayed and Military Withdraw. The number increased by Spring 2016

Course success is the total number of students with grades A,B,C and PASS. Course success also went up in Spring 2016.

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)**

Based on the data it the program is moving in the right direction with increase in number of students, we do however need to increase our recruitment for female students into the program. The age ranges that are highest is consistent the average age of newly higher persons in the fire service career.

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

Currently, FISCO does not have Distance Education or Hybrid classes

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

The success of this program has been shown with the number of students we have successfully help gain a career in the fire service. The number of successes from this program from previous years has increased. Locally in the departments that surround Merritt College we have averaged one -two hires when these department have opened up their hiring process.

#### 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)
<ul style="list-style-type: none"> <li>Develop a plan for continuous assessment and complete an assessment cycle</li> <li>Align all course with ILOs and continue to engage in campus wide dialogue around assessment</li> <li>Map and align and program with ILOs</li> <li>Transfer completed SLOs over Taskstream</li> <li>Receive additionally training on Taskstream and SLO process</li> </ul>			Goal 1 and 2	In our assessment process, we are continually assessing and making changes based on student performance and feedback to ensure CTE students engagement in experiences that enhance learning and student success	X	x				

Professional Development, Institutional and Professional Engagement and Partnerships <ul style="list-style-type: none"> <li>• Continue to engage in ongoing professional development opportunities</li> <li>• Continue to meet regularly with Advisory Board members and community partners to maintain proficiency in our discipline</li> </ul>			Goal 2,3, and 4	We engage industry partners (future employers), administration, faculty, and students to support program success and sustainability.	X	X				
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<p>Promote Student Success and Student Equity</p> <ul style="list-style-type: none"> <li>• We would like to continue our partnerships with the local high schools and offer college courses to our youth</li> <li>• Market program to the community targeting female population</li> <li>• Pilot daytime class to see if it will help with FISC productivity</li> <li>• Promotion of Firefighters Academy and local non profits such as Bay EMT</li> <li>• Expand into Paramedics and the EMT/EMR programs- This program option may garner a lot of interest amongst the students and increase enrollment</li> <li>• Secure funding for cost prohibitive fire science academy and COPED student gear and equipment</li> </ul>			Goal 3		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 <b>Student Equity Plan, SSSP Plan, and Basic Skills Plans</b> outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)				Basic Skills			Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fall to Spring Retention	BS Math Course Completion	BS English Course Completion	BS ESL Course Completion			
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	

**\*S = SSSP, E=EQUITY, B=BASIC SKILLS**



*Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)*

<b><u>Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the PLANNING for 2017-2018.</u></b>				
<b><u>Problem, Achievement Gap or Observation (data)</u></b>	<b><u>Activity/Intervention</u></b>	<b><u>Target Student Population</u></b>	<b><u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u></b>	<b><u>Relevant College Equity/SSSP/BS Goal</u></b>
Lack of program diversity	Actively participating with the City of Oakland, Oakland Black Firefighters Association, International Association of Black Professional Firefighters Recruitment team and OUSD to increase activity	African American and Hispanic/Latinos and women	Increase headcount/enrollment of these populations	SSSP and Equity Plan – Access for African Americans and Latinos
Industry observation and recommendation	Develop a two year FISCO certificate, degree	African American, Latinos and women	Helping this population obtain degrees and certificates	SSSP and Equity Plan Degrees and Certificates completion for AA and Latino

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

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

<b><u>Please report on the outcomes from 2016-2017 funding.</u></b>				
<b><u>Plan</u></b>	<b><u>What was funded?</u></b>	<b><u>Was this part of a larger activity or initiative?</u></b>	<b><u>What need did this address?</u></b>	<b><u>What measurable outcome resulted in this funding?</u></b>
<b><u>Student Equity Plan</u></b>	N/A			
<b><u>SSSP Plan</u></b>	N/A			
<b><u>Basic Skills Plan</u></b>	N/A			
<b><u>Strong Workforce</u></b>	N/A			



# V. Curriculum and Assessment Status

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**Purpose:** In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META*, and *Taskstream*.

## Curriculum Review Plan

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

### Directions

All department chairs, program directors, and full-time faculty members should have access to CurricUNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at [lfitch@peralta.edu](mailto:lfitch@peralta.edu).

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).
- Add more rows to each table as needed.

Course Number	Course Name	2018-2019	2019-2020	2020-2021
FISCI 201	Fire Service Organization	X		
FISCO 202	Fundamental of Fire Prevention	X		
FISCI 203	Building Construction for Fire Protection	X		
FISCI 204	Fire Behavior and Combustion	X		
FISCI 205	Fire Protection and Systems	X		
FISCI 211	Firefighter Academy	X		

Program Type	Program Name	2018-2019	2019-2020	2020-2021
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<i>Certificate of Proficiency</i>	<i>Art Foundation</i>	X		
<i>FISCI 208/209</i>	<i>Fire Science Certificate of Achievement</i>	X		
<i>Not Active</i>	<i>Fire Science 2 year degree</i>	X		
<i>Not Active</i>	<i>Fire Science Professional Development Degree</i>	x		

### Student Learning Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO's were assessed, the results, changes that were made or plan to be made.

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	Learning Outcome Assessed			

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

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**Purpose:** In this section, certain programs or departments will answer questions specific to the program. **Leave the section blank if your program, department or unit is not CTE, Counseling, Library or Student Services/Administration.**

### **For CTE:**

1. Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements?
3. Is your discipline/department/program currently participating in any grants specific to the program? Please discuss your progress in meeting the stated goals in the grant.

### **For Counseling:**

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?
2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

### **For Library Services:**

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below:

	<u>This Academic Year</u>	<u>Previous Academic Year (s)</u>	<u>Explanation of Changes</u>
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			
Total Print Book Collection (Titles)			
Total E-book Collection (Titles)			
Total Database Subscriptions			
Total Media Collection (Titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions Describe (optional)			
Other circulations Transactions – Describe – (optional)			
Total circulation Transactions			



**For Student Services and/or Administrative Units:**

1. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?
  
2. Briefly describe any changes that have impacted the work of your unit.

# VII. New Resource Needs Not Covered by Current Budget

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**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)

\*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)

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**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)

**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

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*Discipline, Department or Program Chair*

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

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

*Dean*

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

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*