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

Retention and Success by Distance Ed	Fall 2016		Spring 2017	
	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

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: Learning Center

Date: October, 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 Merritt College Learning Center is to serve as a campus hub for learners and to assist students in becoming more efficient, effective, and independent learners. The primary focus is to provide supplemental academic support and to help students reinforce the mastery of concepts in college courses across the curriculum.

To assist students in achieving their maximum potential, the Learning Center staff collaborates with faculty, staff, and administrators in addressing the learning needs, academic performance, and retention of students.

Date of Last Comprehensive Program Review: November 2015

Date of Comprehensive Program Review Validation: February 25, 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. 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 Revised: Design a new student satisfaction survey of the Learning Center and strategize ways to disseminate and collect responses.	1. PCCD Goal:__A_____ 2. Merritt Goal__A_____	Completed: _ (date) Revised/New: __ Fall 2018_____ (date) Ongoing: _____ (date)	Revised goal was necessary because previous the outcome of the previous goal was a survey to which 109 students responded out of the 728 students who had used the Learning Center. No evidence of this survey, including results or analysis has been located. Measure of revised goal: responses and analysis of at least three students who use the Learning Center.
Curriculum (if applicable) Support LRNRE 30, *Introduction of Tutor Training*; participate in the development of certification for the trained tutors. New: Adopt a non-credit distance education tutor training course, NC LRNE 502	1. PCCD Goal:____C___ 2. Merritt Goal____C___	Completed: _____ (date) Revised/New: _____ (date) Ongoing: ___2017-2018_____ (date)	With fiscal support of the Basic Skills Transformation Grant, two instructors developed curriculum for tutor training course; an online LRNE 30 was approved by College CIC and will be offered in spring 2018. Measure for LRNE 502 would be the adoption of the course and approval to launch by Fall 2018. Target: All tutors will be required to enroll in a tutor training course in order to be employed as a tutor in the LC.

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**?)
Instruction (if applicable) Offer workshops in reading, writing math, study skills and other skills that contribute to student success.	1. PCCD Goal:__A & C__ 2. Merritt Goal__A & C___	Completed: _____ (date) Revised/New: _____ (date) Ongoing: ___17-18_____ (date)	Measure: Student surveys for students who participate in workshops. Target: increase student success in English and Math Measure for new goal: adoption of non-credit certificate program to support student success in Math, English, and possibly a computer literacy course. Target: to increase student success in basic skills courses
Student Success and Student Equity NEW: Develop a Tutor Advisory Group consisting of faculty, tutors, instructional assistants and community members whose primary focus will be to increase success and retention rates for basic skills (and ESL), gateway courses and enhance their learning experience in the Learning Center. This Tutor Advisory Group will strengthen the connection between learning assistance in and classroom instruction. In addition, student tutors come and go, while permanent	1. PCCD Goal:__A & C__ 2. Merritt Goal__A & C___	Completed: _____ (date) Revised/New: ___fall 2020_____ (date) Ongoing: _____ (date)	Measure: Increase retention and success of all math and English across levels to close the achievement gap for basic skills (including ESL) students, particularly for African American and Latino students. Target: 85% success rates and 80% retention rates all across all basic skills and ESL for target

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**?)
Instructional assistants assigned full-time would strengthen the consistency and quality of services in the Learning Center.			
Student Success and Student Equity Update the Learning Center website with semester discipline tutoring schedules and additional web-based study skills resources and provide an online system for scheduling appointments with tutors. The WRAC website needs to be developed.	1. PCCD Goal:__A __ 2. Merritt Goal__A_____	Completed: _____ (date) Revised/New: _____ (date) Ongoing: __17-18_____ (date) The Center has begun to use an electronic platform called Home Base for scheduling tutoring appointments; information about this new technology needs to be added to the website.	Measure: Learning Center website with up-to-date information regarding face-to-face and online tutoring, tutor schedules, etc. Target: Increase access to up-to-date information regarding learning resource services.
Student Success and Student Equity Launch and implement Upswing, an online tutoring resource for distance education students and face--face students. Examine the online tutoring component in canvas New: The Learning Center Director will work with researcher to collect data to determine if online tutoring has	1. PCCD Goal:_A & E___ 2. Merritt Goal_A & E____	Completed: ___9/23/16_____ (date) Revised/New: _____ (date) Ongoing: _____ (date)	Measure: Data needs to gathered to determine how many students are utilizing this online tutoring service and how successful it has been in supporting student learning across disciplines Target: Once data is collected, it will need to be analyzed in order to determine a target and strategize ways to increase usage by students in DE and face-to-face courses across all disciplines.

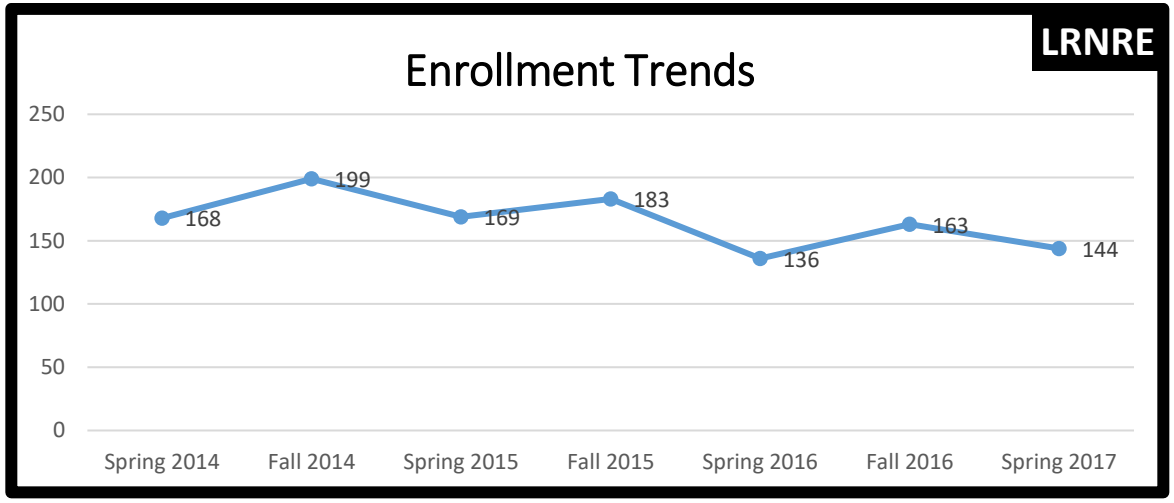
Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.	**Which institutional goals will be advanced upon completion?** (PCCD and MC Goal Mapping)	**Progress on Goal** (indicate 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**?)
increased success. in Distance Education courses.			
Professional Development, Institutional and Professional Engagement, and Partnerships Increase the number of discipline faculty who hold office hours in of the Learning Center **Revised:** Increase the number of discipline faculty actively engaged in the Learning Center.	1. PCCD Goal:__B_____ 2. Merritt Goal__B_____	Completed: _____ (date) Revised/New: _____ (date) Ongoing: ___17-18_____ (date)	Measure: Increase number of faculty holding office hours in the LC and/or actively engaged in various aspects of learning assistance. Target: Wider representation of faculty members from across disciplines involved in the Learning Center either through office hours or in other capacities. Background: The Learning Center has invited faculty to hold office hours. At this date, five English, one science, one history, and four math faculty members are holding office hours in the Learning Center. The LC Director will continue to invite faculty to spend an office hour in the Learning Center.
Other Goals	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised/New: __ ____ (date) Ongoing: ___ _____ (date)	

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.

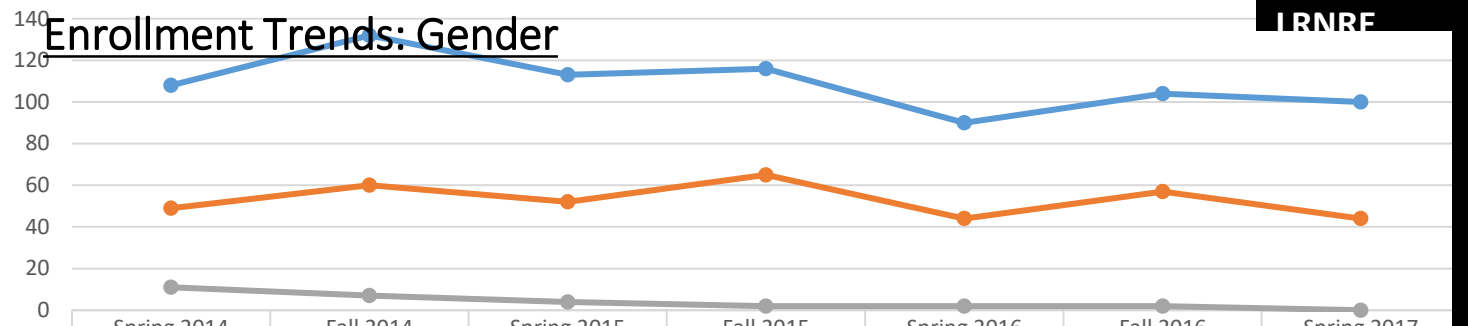
**Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review. ****If you have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

Student Enrollment Demographics:



Enrollment Trends: Gender

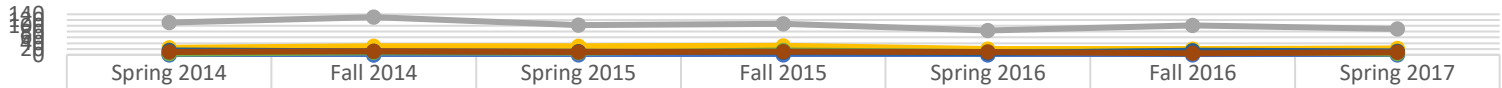
LRNRE



	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Female	108	132	113	116	90	104	100
Male	49	60	52	65	44	57	44
Unknown/Not Reported	11	7	4	2	2	2	0

Enrollment Trends: Race/Ethnicity

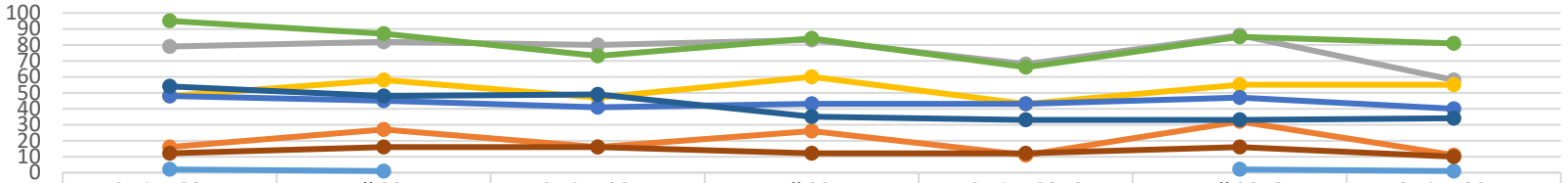
LRNRE



	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
American Indian	1	0	2	2	1	2	1
Asian	3	7	7	8	5	9	8
Black / African American	111	130	103	107	84	101	89
Hispanic / Latino	24	29	29	31	20	20	22
Pacific Islander	0	0	0	0	0	0	0
Two or More	4	9	7	15	10	12	4
Unknown / NR	15	12	11	9	6	14	12
White	10	12	10	11	10	5	8

Enrollment Trends: Age

LRNRE



	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Under 16	2	1				2	1
16-18	16	27	16	26	11	32	11
19-24	79	82	80	83	68	86	58
25-29	48	58	47	60	43	55	55
30-34	48	45	41	43	43	47	40
35-54	95	87	73	84	66	85	81
55-64	54	48	49	35	33	33	34
65 & Above	12	16	16	12	12	16	10

Special Populations Enrollments By Term

LRNRE

# Enrollments Term	Low Income Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Not Low Income	97	90	84	78	15	26	15
Undetermined	15	41	13	66	215	219	221
Low Income	242	233	225	199	46	111	54

# Enrollments Term	DSPS Status Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
DSPS Students	140	128	129	128	118	146	113

Non DSPS Students	214	236	193	215	158	210	177

# Enrollments	Foster Youth Status						
Term	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Not Foster Youth	329	340	298	327	265	348	286
Foster Youth	25	24	24	16	11	8	4

# Enrollments	Veteran Students						
Term	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Non Veterans	335	343	305	325	259	334	272
Veterans	19	21	17	18	17	22	18

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

The decline in enrollment from fall to spring reflects overall decline in college enrollment from fall to spring semesters. Overall usage of the Learning Center has declined since 2015-2016 and may also reflect decline of enrollment for college overall. Data reveals a wide disparity between genders. Male students use the Learning Center 50% less than female students. There is also a wide disparity in ethnicity. Latino, Asians, Pacific Islanders, and American Indians use the Learning Center far less than African American students. The majority of students who use the Learning Center are between ages 19 and 64. The usage by Foster Youth has declined significantly since fall 2014 and continues to drop since fall 2015. Usage by Veterans has been consistent since fall 2015.

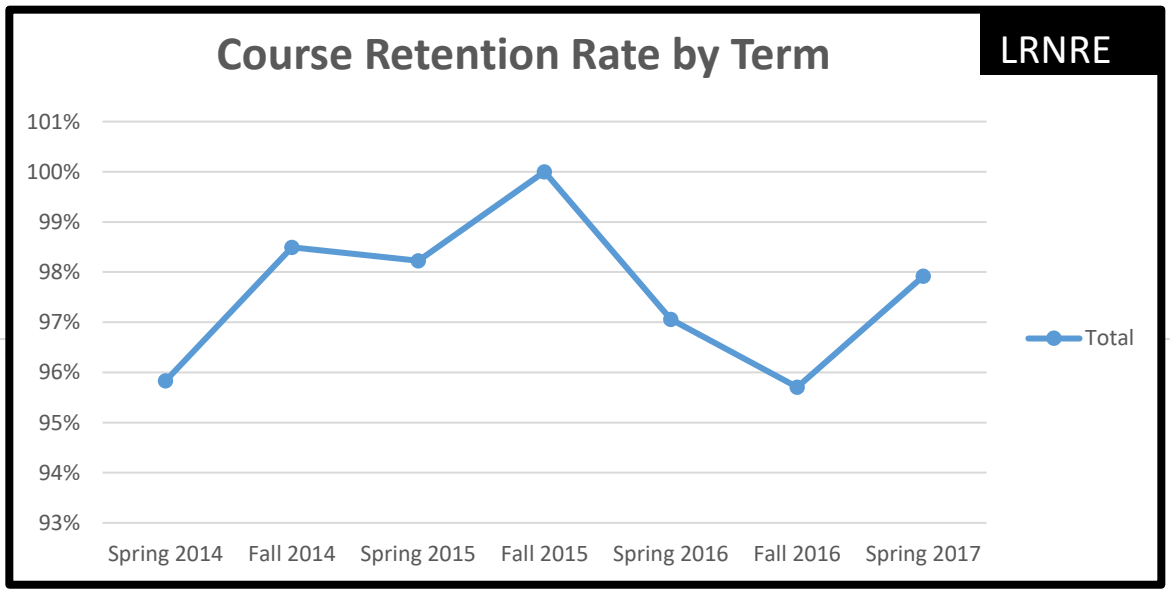
Course Sections and Productivity:

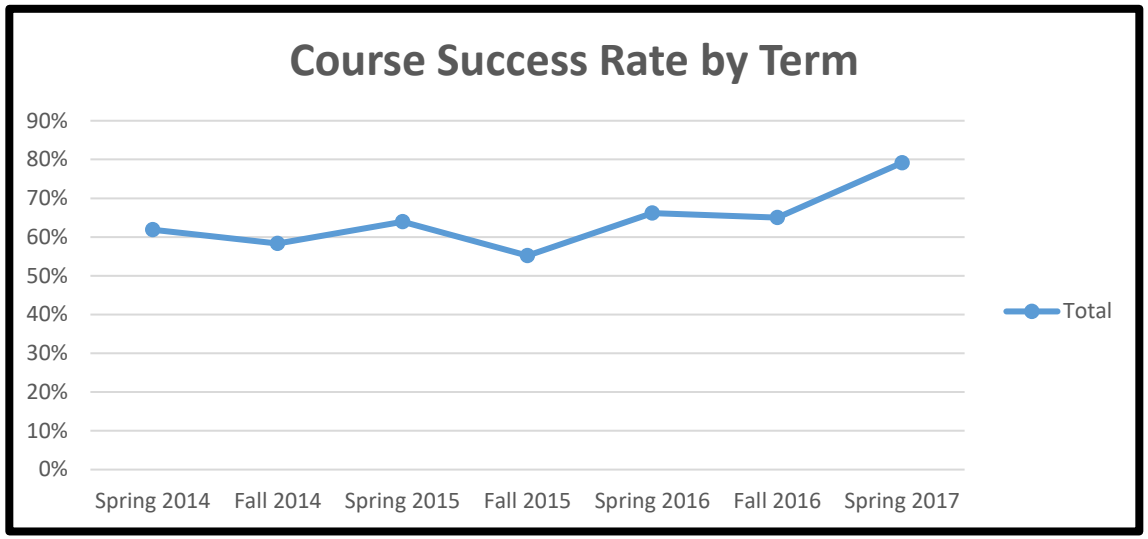
Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.
1	25.01	1	25.01	1	18.75	1	20.01	1	0.00	1	21.26
								1	7.27	1	4.68

1	2.26	1	3.57	1	2.29	1	3.13	1	0.00	1	2.85
2	18.19	2	21.91	2	15.19	2	15.29	1	14.83	2	27.42
2	4.77	2	5.81	1	8.57	2	6.25	2	0.00	1	5.55
8	60.38	6	71.46	4	166.63	4	99.76	5	88.93	4	26.13
14	**23.25**	**12**	**27.45**	**9**	**24.03**	**10**	**34.05**	**11**	**33.64**	**10**	**18.97**

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

Overall productivity is higher than the college standard. However, productivity declined significantly from 2015-2016 to 2016-2017. No strong correlation between #'s of sections and the decrease of productivity.





Subject	LRNRE

Row Labels	Total Retention %
Spring 2014	96%
Fall 2014	98%
Spring 2015	98%
Fall 2015	100%
Spring 2016	97%
Fall 2016	96%
Spring 2017	98%
Grand Total	**98%**
Subject	LRNRE

Row Labels	Total Success %

Spring 2014	*62%*
Fall 2014	58%
Spring 2015	64%
Fall 2015	55%
Spring 2016	66%
Fall 2016	65%
Spring 2017	79%
Grand Total	**64%**

	Term Retention %							**Success %**						
Course Description	**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**
COMPUTER ACCESS	83%	95%	85%	100%	100%	95%	100%	78%	90%	85%	100%	100%	82%	100%
COMPUTER ACCESS PROJ	100%	100%	100%	100%	100%	100%	100%	65%	60%	68%	76%	71%	61%	75%
Engl for Life & Career Success						64%	78%						43%	78%
METACOGNITIVE LEARNING I	100%	95%	100%	100%	92%	96%	93%	88%	73%	87%	82%	88%	88%	71%
STUDY SKILLS	97%	99%	100%	100%	97%	100%	100%	52%	50%	51%	41%	51%	59%	77%
SUPERVISED TUTORING														
Total Rates by Subject and Term	**96%**	**98%**	**98%**	**100%**	**97%**	**96%**	**98%**	**62%**	**58%**	**64%**	**55%**	**66%**	**65%**	**79%**

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

Course retention declined from fall 2015 to fall 2016 by about 4%. Retention and success increased from fall 2016 to spring 2017 by about 2%.

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)**

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

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

	Term Retention %										Success %									
Row Labels	Spring 2014 Face to Face	Fall 2014 Face to Face	Spring 2015 Face to Face	Hybrid	Fall 2015 Face to Face	Sprig 2016 Face to Face	Hybrid	Fall 2016 Face to Face	Hybrid	Spring 2017 Face to Face	Spring 2014 Face to Face	Fall 2014 Face to Face	Spring 2015 Face to Face	Hybrid	Fall 2015 Face to Face	Sprig 2016 Face to Face	Hybrid	Fall 2016 Face to Face	Hybrid	Spring 2017 Face to Face
COMPUTER ACCESS	83%	95%	85%		100%	100%		95%		100%	78%	90%	85%		100%	100%		82%		100%
COMPUTER ACCESS PROJ	100%	100%	100%		100%	100%		100%		100%	65%	60%	68%		76%	71%		61%		75%
Engl for Life & Career Success								64%		78%								43%		78%
METACOGNITIVE				100%			92%		100%					83%			85%		89%	
LEARNING I STUDY SKILLS	100%	95%	100%		100%	92%		93%		93%	88%	73%	88%		82%	92%		87%		71%
SUPERVISED TUTORING	97%	99%	100%		100%	97%		100%		100%	52%	50%	51%		41%	51%		59%		77%
Grand Total	**96%**	**98%**	**98%**	**100%**	**100%**	**98%**	**92%**	**95%**	**100%**	**98%**	**62%**	**58%**	**63%**	**83%**	**55%**	**64%**	**85%**	**64%**	**89%**	**79%**

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

Currently, the only distance education course offered in Learning Resources is Metacognitive Learning Skills; therefore, it is difficult to analyze differences between 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.

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*	*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*				
Assessment Support the administration of the Noel Levitz or CSSE to gather data on the Learning Center. Design a new survey and find ways to collect more surveys.	X			The objective of activities related to this goal is to assess students' strengths and needs thoroughly to accelerate completion of courses, especially at the basic skills level for math and English.	X	X			X	X

Curriculum Support LRNRE 30, *Introduction to Tutor Training*; participate in the development of certification for the trained tutors. New: Adopt a non-credit distance education tutor training course from College of Alameda, NC LRNE 502	x	x	x	The objective of activities related to this goal is to support students so that they may successfully complete courses in order to attain college goals to graduate, transfer, and/or obtain a certificate.	X	X	X	X	X	X
Instruction Offer workshops in reading, writing math, study skills and other skills that contribute to student success. New: English faculty to be identified to work collaboratively with Math faculty to create a non-credit certificate for college readiness.	x				X	X			X	X

Student Success and Student Equity Update the Learning Center website with semester discipline tutoring schedules; and, additional web-based study skills resources. Develop the WRAC website with tutor schedules and resources for reading and writing	x	x	x	The objective of activities related to this goal is to increase access of information for students requiring tutoring support in all areas and levels.	X	X	X	X	X	X
Student Success and Student Equity Launch and implement Upswing, an online tutoring resource for distance education students and face--face students. Examine the online tutoring component in canvas New: The Learning Center Director will work with researcher to collect data to determine if online tutoring has increased success. in Distance Education courses.	x	x		The objective of activities related to these goals is to increase student retention and success across disciplines from for both face-to-face and distance education students.	X	X	X	X		

Professional Development, Institutional and Professional Engagement, and Partnerships Increase the number of discipline faculty who hold office hours in of the Learning Center	x	x		The objective is to increase faculty participation in the Learning Center in order to improve overall student success.	X	X			X	X

2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).
    a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College's Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

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

The **Student Equity Plan, SSSP Plan,** and **Basic Skills Plans** outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)	Math Course Completion	English Course Completion	Fall to Spring Retention	Basic Skills: BS Math Course Completion	Basic Skills: BS English Course Completion	Basic Skills: 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*
Research is needed on the impact of tutoring and on what tutoring needs are not being met	Work with the researcher and the District-wide taskforce to research the impact of tutoring including the new online tutoring. Determine the rate of participation of students from targeted populations. Gather disaggregated data to determine if all groups are utilizing the LC proportionally.	African American and Hispanic/Latinos Disproportionately impacted groups.	Course completion, retention, BS course completion leading to certificate, degree and transfer outcomes	Equity/SSSP, BS for African Americans and Latinos

Diversify the tutor pool	Work with faculty and staff to recruit diverse tutors for math and English tutoring.	African American and Hispanic/Latinos	Retention and completion. When diverse students work with their peers or see their peers tutoring, they are more likely to feel connected and engaged, two of the factors that lead to success, and consequently to seek out assistance consistently. (RP Group Research: Student Success (re) Defined)	Improve course completion for African Americans in Mathematics and English; Increase and balance student equity and diversity in college programs and services.
Lack of faculty participation in Learning Center	Share Summary Reports of student usage of LC with faculty across disciplines. Invite faculty to hold office hours in the LC.	All disproportionately impacted groups.	Increase overall usage of Learning Center resources including tutoring across disciplines and computer labs.	Equity/SSSP, BS for all target groups
Online tutoring and Success strategy workshops	Launched Upswing in fall 2016, an online tutoring platform open to all Merritt College students needing support in all subjects.	All groups.	Increase access to tutorial support for distance education and face-to-face students	Equity/SSSP for Distance Education students

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	Hiring tutors of diverse cultural and linguistic backgrounds	To address success and retention all target populations.	By hiring a diverse group of tutors, offering high quality tutor training, and making online tutoring available, The Learning Center is impacting all the equity goals.	Diversity of tutoring staff has increased
SSSP Plan				
Basic Skills Plan	Hiring and training of embedded tutors in sections of basic skills math and English	To increase retention and accelerate successful course completion of basic skills courses by African Americans & Latinos	By providing a diverse group of trained tutors and offering online tutoring, The Learning Center is impacting all the Basic Skills goals and the third goal of the BSOT Grant: "Increase student completion of basic skills and gateway transfer-level courses by providing pro-active student support services that are integrated with instruction."	Increased success and retention of basic skills courses in math and English

Strong Workforce				

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
Examples: ART 1	*Introduction to Art History*	*X*		
ART 4	*History of Modern Art*		*Deactivate*	
ART 7	*History of African-American Art*			*Reactivate*

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.

Course	Course Title	Course Status	# SLOS	1	2	3	4	5	6	7	Assessed?	SLO NOTE
LRNRE 211	COMPUTER ACCESS	Active Fall 2017	3	16-17	16-17	16-17	X	X	X	X	Y	
LRNRE 272	COMPUTER ACCESS PROJECTS	Active Fall 2017	3	16-17	16-17	16-17	X	X	X	X	Y	16-17, No Action Plan Specified
LRNRE 280	STUDY SKILLS	Active Fall	3	16-17	0	16-17	X	X	X	X	N	

		2017										
LRNRE 297A	METACOGNITIVE LEARNING I	Active Fall 2017	3	0	0	16-17	X	X	X	X	y	
LRNE 280	STUDY SKILLS	Active Fall 2017	3	16-17	16-17	0	X	X	X	X	y	
LRNRE 501	SUPERVISED TUTORING	Active Fall 2017	4	0	0	0	16-17*	X	X	X	N	
LRNRE 261	ENGL FOR LIFE AND CAREER SUCCESS	Active Fall 2017						X	X	X		NOT IN TASKSTREAM
LRNRE 30	INTRO TO TUTORING	Active Fall 2017						X	X	X		NOT IN TASKSTREAM

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?

This question requires information I do not have.

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:

	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.

The Program Review of 2015 indicates there was a student satisfaction survey disseminated to over 700 students, but only 109 responses were collected. I do not know where the results of this survey are kept or if they were ever analyzed.

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

A Learning Center Coordinator was hired in spring 2017.

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)**
5 Instructional Assistants, to be embedded in Math, English, ESOL, and Science. One IA for Computer Lab.		Yes but reason for request has been modified.	*Student Success and Student Equity:* *Develop a Tutor Advisory Group consisting of faculty, tutors, instructional assistants and community members whose primary focus will be to increase success and retention rates for basic skills (and ESL), gateway courses and enhance their learning experience in the Learning Center. This Tutor Advisory Group will strengthen the connection between learning assistance in and classroom Instruction*	Student Equity Plan states goals of the institution to close achievement gaps for African American and Latino students by increasing access and completion in ESL and all basic skills courses. http://web.peralta.edu/pbi/files/2010/11/Merritt-College-Student-Equity-Plan.pdf This data is also referenced in the Institutional Research http://www.merritt.edu/wp/institutional-research/wp-content/uploads/sites/362/2016/07/LRNRE-2016-APU.pdf	To strengthen the connection between learning assistance and classroom instruction and enhance the overall impact of the Learning Center on student success and retention, a Tutor Advisory Group made up of, though not limited to Instructional Assistants, is essential. Student tutors come and go, while permanent Instructional assistants would strengthen the consistency and quality of learning assistance. An Advisory Group made up of Instructional Assistants

				Low success and retention rates in preparation courses in biology, math, and English pp. 18-19 of Biology Program Review 2015: http://www.merritt.edu/wp/institutional-research/wp-content/uploads/sites/362/2016/07/BIOL-Program-Review-2015-2016.pdf pp. 8-10 of Math: http://www.merritt.edu/wp/institutional-research/wp-content/uploads/sites/362/2016/07/MATH-Program-Review-2015-2016.pdf pp. 22-23 in English Program Review 2015: http://www.merritt.edu/wp/institutional-research/wp-content/uploads/sites/362/2016/07/ENGL-Program-Review-2015-2016.pdf	who are embedded in the classrooms working closely with faculty will help close the achievement gap by providing direct assistance to students in preparation/gateway courses; IA's enhance instruction in basic skills courses that have historically shown greatest attrition and lowest success rates, particularly for African American and Latino students. In addition, there is currently no IA in the computer lab, which limits supervision.
Human Resource: Provide four stipends to faculty(F/T or Adjunct) to train and mentor tutors and instructional assistants in order to increase success and retention in basic skills (and ESL) courses.	$500 X 4 faculty X 2 semesters = $4000	No	*Student Success and Student Equity:* *Hire five instructional assistants to work closely with instructors of preparation courses in math, English, science and ESL.* And *Professional Development, Institutional and Professional Engagement, and Partnerships:*	Same data as previous request (for Instructional Assistants)	To strengthen the connection between learning assistance and classroom instruction, faculty must be actively engaged in the key aspects of learning assistance. Basic skills courses have historically shown greatest attrition and lowest success rates.

			Increase the number of discipline faculty actively engaged in the Learning Center.		Therefore, these four faculty members working closely with instructional assistants and/or tutors will directly impact student success and retention rates and help close the achievement gap specifically for African American and Latino students.
Human Resource: Provide one stipend to a faculty member (f/t or adjunct) to enhance and maintain an updated website for the Learning Center including WRAC, Math, and Science Labs in order to increase access for all students.	$500 per semester	No	Update the Learning Center website with semester discipline tutoring schedules and additional web-based study skills resources and provide an online system for scheduling appointments with tutors. The WRAC website needs to be developed.	Student Equity Plan data: Access for target populations: http://web.peralta.edu/pbi/files/2010/11/Merritt-College-Student-Equity-Plan.pdf Institutional Research data: http://www.merritt.edu/wp/institutional-research/wp-content/uploads/sites/362/2016/07/LRNRE-2016-APU.pdf	By enhancing and making the Learning Center website more user-friendly and informative, usage of the Learning Center and all available resources would increase; as a result, student success should also increase.

*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)

Computer Refresh to upgrade computers in computer lab, electronic classroom, math & science lab, WRAC and staff, reception, conference room		Yes	In Section VII, **New Resource Needs**, 2016 APU for Learning Center includes this need; this appears to have been a new goal in 2016.	Yes. Learning Center Usage data. See Program Review 2015: http://www.merritt.edu/wp/institutional-research/wp-content/uploads/sites/362/2016/07/Learning-Center-Program-Review-2015-2016.pdf	Updated computers will increase the ease with which students can use computers to complete course work.
A Go Print Station and Go Print Printer (high volume) specifically designated for the 16 (WRAC) Center. Currently, students in the Writing Center go to the opposite end of the LC to Print.	Software : $500 + Card reader: $1100 = $1600	Yes	In Section VII, **New Resource Needs**, 2016 APU for Learning Center includes this need; this appears to have been a new goal in 2016.		
Two Ipads	$1200		Revised goal: Design a new student satisfaction survey of the Learning Center and strategize ways to disseminate and collect responses	LC wants to use the Ipads to collect student responses to the surveys about the Learning Center (p.7)	Completed survey with results compiled and reported.

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)
Participation for LC Director, Coordinator, Tutor Training Coordinator, and Computer Lab Supervisor as well as selected tutors (and/or Instructional Assistants) to attend Conferences that will expand institutional knowledge and understanding of best practices for learning centers. Conferences would include the following: ACTLA, Tutor Expo, and 3CSN		No	*Student Success and Student Equity:* *Develop a Tutor Advisory Group consisting of faculty, tutors, instructional assistants and community members whose primary focus will be to increase success and retention rates for basic skills (and ESL), gateway courses and enhance their learning experience in the Learning Center. This Tutor Advisory Group will strengthen the connection between learning assistance in and classroom Instruction*	Data gathered from a research completed in 2015 and shared in the Program Review for the Learning Center shows that students who are enrolled in LRNE 501 – Supervised Tutoring and are utilizing the Learning Center are likelier to successfully complete English and Math than those who do not utilize the Learning Center. Program Review 2015: http://www.merritt.edu/wp/institutional-research/wp-content/uploads/sites/362/2016/07/Learning-Center-Program-Review-2015-2016.pdf	In order to increase this success, we need to expand and enhance the knowledge and motivation of faculty, staff, tutors and IA's to work collaboratively and cohesively toward common goals. In order to do this, the college needs to provide more opportunities for faculty, staff and tutors to participate in conferences and trainings that emphasize best practices in learning

					centers.

Signatures

Discipline, Department or Program Chair

Print name	*Signature*	*Date*

Dean

Print name	*Signature*	*Date*