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: Physics (Part of Math/Physical Science Department)

Date: October 30, 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 physics discipline's mission is to offer lower division college physics courses for students planning to transfer to four-year colleges or to apply to professional certificate programs in the various fields of allied health.

Date of Last Comprehensive Program Review: Oct. 5, 2015

Date of Comprehensive Program Review Validation: Dec. 1, 2015

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**?)
Curriculum Maintain articulation agreement with UCB Physics.	1. PCCD Goal:___A___ 2. Merritt Goal___A___	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _Nov. 6, 2017_ (date)	Ensure that all prerequisites and co-requisites for the Physics 4A – 4C series conform to the same for the UCB Physics 7 series. This may require curriculum changes to be completed on a relatively fast timescale.
Curriculum (if applicable) Make preparations to offer Physics 4C at Merritt in Fall 2018 as part of the rebuilding process for the Physics discipline.	1. PCCD Goal:___A___ 2. Merritt Goal___A___	Completed: _____ (date) Revised/New: __Oct. 29, 2017__ (date) Ongoing: _____ (date)	Take inventory of equipment on hand for Physics 4C labs by the beginning of Spring 2018 semester, and buy equipment as necessary during the spring.
Instruction (if applicable) Hire a part-time instructor to teach Physics 10 in Spring 2018 as part of	1. PCCD Goal:_A, E__ 2. Merritt Goal_A, E__	Completed: _____ (date) Revised/New: __Oct. 29, 2017__	

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**?)
the rebuilding process for the Physics discipline.		Ongoing: _____ (date) _____ (date)	
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. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)	
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:

Subject	PHYS
Enrollment Total	
Term	**# Enrollments**
Spring 2014	54
Fall 2014	55
Spring 2015	50
Fall 2015	54
Spring 2016	63
Fall 2016	58
Spring 2017	55

# Enrollments	Term		
Gender	Female	Male	Unknown/Not Reported
Spring 2014	18	32	4
Fall 2014	28	24	3
Spring 2015	29	21	
Fall 2015	23	31	
Spring 2016	27	34	2
Fall 2016	28	29	1
Spring 2017	29	24	2

# Enrollments	Ethnicity							
Term	American Indian	Asian	Black / African American	Hispanic / Latino	Pacific Islander	Two or More	Unknown / NR	White
Spring 2014		14	11	14		2	4	9
Fall 2014	1	18	9	7		4	3	13
Spring 2015	1	9	11	8		4	4	13
Fall 2015	1	14	13	12			1	13
Spring 2016		22	10	12		2	2	15
Fall 2016		14	15	12	1	4	2	10
Spring 2017		21	3	16		3	4	8

# Enrollments Term	Age Range					
	16-18	19-24	25-29	30-34	35-54	55-64
Spring 2014	1	17	11	6	9	
Fall 2014	1	18	12	10	8	
Spring 2015	1	11	10	9	12	
Fall 2015	3	17	7	8	4	
Spring 2016	5	16	9	4	10	
Fall 2016	3	15	9	9	6	1
Spring 2017		11	10	7	7	

# Enrollments Term	Low Income		
	Not Low Income	Undetermined	Low Income
Spring 2014	22		22
Fall 2014	24	2	23
Spring 2015	20	1	22
Fall 2015	12	6	21
Spring 2016	1	39	4
Fall 2016	3	31	9
Spring 2017	5	27	3

# Enrollments	DSPS Status	
	DSPS Students	Non DSPS Students
Term		N
Spring 2014	1	43
Fall 2014		49
Spring 2015	1	42
Fall 2015	1	38
Spring 2016	3	41
Fall 2016	6	37
Spring 2017	2	33

# Enrollments	Foster Youth Status	
	Not Foster Youth	Foster Youth
Term		
Spring 2014	43	1
Fall 2014	48	1
Spring 2015	43	
Fall 2015	39	
Spring 2016	44	
Fall 2016	42	1
Spring 2017	35	

# Enrollments Veteran Students		
Term	Non Veterans	Veterans
Spring 2014	42	2
Fall 2014	48	1
Spring 2015	42	1
Fall 2015	39	
Spring 2016	43	1
Fall 2016	43	
Spring 2017	34	1

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

   Enrollment since Spring 2014 has been fairly steady across various demographic slices. Total enrollment should increase somewhat in the 2017-18 academic year due to the concurrent offerings of the Physics 2 and 4 series.

Course Sections and Productivity:

TERM													
Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.
1	16.50	1	11.00	1	12.50	1	18.00	1	17.50	1	17.00	1	19.00
		1	18.05							1	12.58		
				1	13.67							1	9.30
						1	9.84						
1	11.48							1	15.31				
2	**13.41**	**2**	**15.33**	**2**	**13.22**	**2**	**12.98**	**2**	**16.15**	**2**	**14.28**	**2**	**13.03**

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

Fall to Fall and Spring to Spring have remained roughly constant, with noise at the 10% level.

Student Success:

Row Labels	Total Retention %
Spring 2014	65%
Fall 2014	75%
Spring 2015	90%
Fall 2015	89%
Spring 2016	92%
Fall 2016	83%
Spring 2017	84%
Grand Total	**83%**

Row Labels	Total Success %
Spring 2014	*59%*
Fall 2014	65%
Spring 2015	82%
Fall 2015	78%
Spring 2016	89%
Fall 2016	69%
Spring 2017	75%
Grand Total	**74%**

Term Retention %

Course Description	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
GEN PHYSICS W/CALCULUS	81%			89%	93%		
GENERAL PHYSICS		73%	96%			78%	94%
INTRO TO PHYSICS	55%	77%	84%	89%	91%	86%	79%
Total Rates by Subject and Term	**65%**	**75%**	**90%**	**89%**	**92%**	**83%**	**84%**

Subject

Success %

Course Description	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
GEN PHYSICS W/CALCULUS	76%			78%	93%		
GENERAL PHYSICS		64%	92%			65%	88%
INTRO TO PHYSICS	48%	68%	72%	78%	86%	71%	68%
Total Rates by Subject and Term	**59%**	**65%**	**82%**	**78%**	**89%**	**69%**	**75%**

Subject PHYS

Retention and Success by Gender

Term

Gender	Retention % Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Female	72%	68%	97%	87%	89%	89%	83%
Male	59%	79%	81%	90%	94%	76%	83%
Unknown/Not Reported	75%	100%	#DIV/0!	#DIV/0!	100%	100%	100%

Gender	Success % Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Female	61%	61%	90%	74%	85%	64%	72%
Male	56%	67%	71%	81%	91%	72%	75%
Unknown/Not Reported	75%	100%	#DIV/0!	#DIV/0!	100%	100%	100%

Race/Ethnicity	Term Retention % Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
American Indian		100%	100%	100%			
Asian	64%	78%	100%	93%	82%	71%	86%
Black / African American	45%	67%	91%	77%	100%	80%	100%
Hispanic / Latino	64%	43%	63%	100%	92%	92%	69%
Pacific Islander						100%	

	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Two or More	50%	75%	100%		100%	100%	100%
Unknown / NR	75%	100%	75%	100%	100%	50%	100%
White	89%	85%	100%	85%	100%	90%	88%

| Race/Ethnicity | Term Retention % | | | | | | | Success % | | | | | |
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
American Indian		100%	100%	100%					100%	100%	100%		
Asian	64%	78%	100%	93%	82%	71%	86%	64%	67%	100%	86%	82%	64%
Black / African American	45%	67%	91%	77%	100%	80%	100%	45%	56%	82%	77%	100%	53%
Hispanic / Latino	64%	43%	63%	100%	92%	92%	69%	57%	29%	38%	58%	83%	67%
Pacific Islander						100%							100%
Two or More	50%	75%	100%		100%	100%	100%	0%	75%	75%		50%	100%
Unknown / NR	75%	100%	75%	100%	100%	50%	100%	75%	100%	75%	100%	100%	50%
White	89%	85%	100%	85%	100%	90%	88%	78%	77%	100%	85%	100%	90%

Subject	PHYS

Retention and Success Rates by Age Group

| Age Range | Term Retention % | | | | | | | Success % | | | | | |
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	F…
16-18	0%	100%	100%	100%	100%	100%		0%	0%	0%	100%	100%	10…
19-24	65%	64%	81%	85%	91%	74%	83%	58%	55%	69%	67%	88%	5…
25-29	75%	83%	90%	100%	83%	85%	100%	75%	67%	90%	100%	83%	6…
30-34	50%	67%	91%	92%	100%	89%	44%	33%	67%	91%	83%	100%	7…

35-54	67%	100%	100%	75%	100%	100%	100%	67%	100%	92%	75%	90%	10
55-64						0%							0

Subject	PHYS												

Retention and Success Rates by DSPS Status

DSPS STATUS	Term Retention %							Success %					
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	
DSPS Students	100%		100%	100%	100%	83%	50%	0%		0%	100%	100%	8
Non DSPS Students	64%	75%	90%	89%	92%	83%	85%	60%	65%	84%	77%	88%	6

Subject	PHYS												

Retention and Success Raets by Low Income Status

Low Income students	Term Retention %							Success %					
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	
Low Income Students	60%	54%	83%	89%	100%	89%	67%	53%	42%	75%	80%	100%	7
Not Low income	71%	93%	96%	92%	100%	100%	67%	67%	89%	88%	77%	100%	10
Undetermined		100%	100%	83%	91%	80%	87%		50%	100%	67%	88%	6

Subject	PHYS												

Retention and Success Rates by Foster Youth Status

Retention and Success Rates by Foster Youth Status

Foster Youth Status	Term Retention %							Success %					
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	F... 2...
Not Foster Youth	66%	76%	90%	89%	92%	82%	84%	60%	67%	82%	78%	89%	6...
Foster Youth Status	0%	0%					100%	0%	0%				10...

Subject PHYS

Retention and Success Rates by Veteran Status

Veteran Sataus	Term Retention %							Success %					
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	F... 2...
Not Veterans	63%	74%	90%	89%	92%	83%	83%	60%	65%	82%	78%	90%	6...
Veterans	100%	100%	100%		100%		100%	50%	100%	100%		0%	

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

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:

N/A

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.

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)
Maintain articulation agreement with UCB Physics.		X		This goal will maintain the articulation relationship between UCB and the PCCD Physics discipline, thereby enabling PCCD Physics students to transfer to UCB having completed their first year of physics at Merritt/PCCD.				X		
Make preparations to offer Physics 4C at Merritt in Fall 2018 as part of the rebuilding process for the Physics discipline.		X		This goal will enable Physics students from Merritt College transfer to UCB and CSU schools entirely through courses taken at Merritt College.				X		
Hire a part-time instructor to teach Physics 10 in Spring 2018 as part of the rebuilding process for the Physics discipline.		X	X	Physics 10 is a prerequisite course for several allied health programs as well as a course that can be used for general science degree requirements.	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	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**

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				
SSSP Plan				
Basic Skills Plan				
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
PHYS 10	Introduction to Physics	X		
PHYS 2A	General Physics I		X	
PHYS 2B	General Physics II			X
PHYS 4A	General Physics with Calculus I		X	
PHYS 4B	General Physics with Calculus II			X
PHYS 4C	General Physics with Calculus III	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			
PHYS 4A	1, 2	Students did well on the calculation problem involving projectile motion, but did not "pass" the conceptual-question assessment.	I need to make sure the students are making the connection between the math and what's physically going on. This will entail more discussion of the concepts in lecture before solving problems.	Assessment completed, improvement to be made in Fall 2018.
Others to be filled in SOON.				

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).

This is overdue, and needs to be developed SOON.

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?

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

VII. New Resource Needs Not Covered by Current Budget

Purpose: In this section, programs will 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)
New Part-time instructor for Physics 10 (4 credits) in Spring 2018.	(4/15) FTEF	No	Hire a part-time instructor to teach Physics 10 in Spring 2018 as part of the rebuilding process for the Physics discipline.	Physics enrollment is growing, and instructional needs are growing alongside this increased enrollment in physics.	Directly, will allow students needing PHYS 10 for admission into allied health programs to complete that requirement. Indirectly, supports rebuild of the Physics discipline at Merritt College.

*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	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)

		Review or APU? (yes/no)			
Charge-to-mass ratio (e/m) apparatus (2X)	$6,000	No	Make preparations to offer Physics 4C at Merritt in Fall 2018 as part of the rebuilding process for the Physics discipline.	Physics 4C has not been offered at Merritt College in 10 years, but we are now in a position to offer it in Fall 2018. We have the equipment to support four e/m stations, but should have six for a fully enrolled Physics 4C lab section.	Physics 4C is the capstone course for physics transfer students. Completing it at Merritt College is a more economical option than e.g. UCB.
Triple-beam balance (3X)	$900	No	Make preparations to offer Physics 4C at Merritt in Fall 2018 as part of the rebuilding process for the Physics discipline.	We have three working triple-beam balances, we should have six for a fully enrolled physics lab section, including Physics 4C	See not for e/m apparatus request.

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

Discipline, Department or Program Chair

_____   _____   _____

Print name   *Signature*   *Date*

Dean

_____   _____   _____

Print name   *Signature*   *Date*