

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.

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

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

**Distance
Education**

Retention and Success by Distance Ed	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%

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: Sociology

Date:

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: Sociology at Merritt College aims to provide students with an understanding of how all aspects of society works; from the smallest levels of individual interaction to the operation of the largest institutions. Students will learn sociological theories, concepts and research methods that are useful for navigating personal and professional relationships in business, politics, criminal justice, health care, agriculture, communications and other industries. This knowledge will enable students to be competitive for sociology related to jobs and/or prepare them to pursue a B.S. in Sociology or related social sciences at the University level.

Date of Last Comprehensive Program Review: Fall 2015

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>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.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Assessment:</i> Assess all courses taught at least once every three years offered</p>	<p>1. PCCD Goal: Engage and leverage partners 2. Merritt Goal: Engage our community through respectful dialog to create partnerships and opportunities for our students</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: 10/26/2017 (date)</p>	<p>1. At the current time, the only course that needs to be assessed is Soc 120: Introduction to Research Methods. This course is currently being taught for the second time will be assessed at the end of Fall 2017 to compare between the first and second time the course has been offered</p>
<p><i>Curriculum (if applicable)</i> 1. Extend Merritt College sociology courses in the community 2. Collaborate with student services and other departments to bring sociology related workshops, events and speakers to campus regularly (every semester) 3. Develop partnerships with both high schools and 4 year universities to integrate curriculum to create clear pathways for students interested in the discipline</p>	<p>1. PCCD Goal: Develop and manage resources to advance our mission 2. Merritt Goal: Develop human, fiscal and technological resources to advance and sustain our mission</p>	<p>Completed: _____ (date) Revised/New: 10/26/2017 (date) Ongoing: _____ (date)</p>	<p>1-3. At the present time, there has been no collaboration between Sociology and student services to help develop these pathways or student activities to bring speakers. Because this goal requires collaboration with other departments, I have decided to revise it to something that can be self-contained within the program. Going forward, I will be requesting .1FTE to provide program advising to students planning to major in sociology and transfer with the degree. If approved, the target measure will be to have each student majoring in Sociology to meet with the program advisor at least twice a semester.</p>

<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Instruction (if applicable)</i></p> <ol style="list-style-type: none"> 4. Create face-to-face, distance education and hybrid course outlines for all courses in the department that have a similar level of rigor but also additional and targeted support for their students 5. Extend the Sociology course offerings to 15 classes 6. We are working to secure an adjunct that will offer evening and weekend classes 	<ol style="list-style-type: none"> 1. PCCD Goal: <ul style="list-style-type: none"> • Build programs of distinction • Advance student access, equity and success 2. Merritt Goal <ul style="list-style-type: none"> • Create and implement effective and innovative programs that meet the diverse needs of our community • Create an environment of exceptional student access, equity and success 	<p>Completed: 10/26/2017 (2) (date)</p> <p>Revised/New: 10/26/2017 (2)(3) (date)</p> <p>Ongoing: 10/26/2017 (1) (date)</p>	<ol style="list-style-type: none"> 1. Currently there are face-to-face, distance education and hybrid course outlines for all courses in the department but there is not currently targeted support for online students. This semester, I have created a pilot module in my distance education canvas shell that provides students with a tutorial to help them navigate the platform and provide some basic study and course success tips and suggestions. The effectiveness of this module will be measured by completion by students and feedback provided by students from the exit survey that I provide 2. Currently there are 8 courses being taught in fall and currently 7 are scheduled to be taught in Spring 2018 so we have a total of 15 courses already not including summer. Of these courses, we offer Soc 1,2,3,5 and 120. We are looking to extend those offerings pending curriculum committee approval for Soc 6,8 and 10. 3. Currently, I have access to the adjunct pool and I will be requesting that local colleges inform students in their graduate programs for sociology about the availability for adjunct teaching opportunities at Merritt.

<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Student Success and Student Equity</i></p> <p>Provide embedded tutoring and/or study groups for all sociology courses</p>	<p>1. PCCD Goal: Strengthen accountability, innovation and collaboration</p> <p>2. Merritt Goal: Through collegial governance, support institutional communication, innovation and disciplinary collaboration</p>	<p>Completed: 10/26/2017 (a) (date)</p> <p>Revised/New: 10/26/2017 (b) (date)</p> <p>Ongoing: _____ (date)</p>	<p>a. Spring 2017 semester there were 3 embedded tutors for Sociology and student feedback showed that it was very helpful. Unfortunately, when I requested embedded tutors for Fall 2017, I was told that there were no funds in the budget to support those efforts.</p> <p>b. I will be requesting funds to support sustained embedded tutoring when available. I will also work with the learning center to ensure that sociology tutors receive training necessary to be successful and helpful to students.</p>
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships</i></p> <p>Create Study Abroad programs for the sociology department that partner with other colleges in the district and local community organizations</p>	<p>1. PCCD Goal: Advance student access, equity and success</p> <p>Develop and manage resources to advance our mission</p> <p>2. Merritt Goal Engage our community through respectful dialog to create partnerships and opportunities for our students</p> <p>Create an environment of exceptional student access, equity and success</p>	<p>Completed: _____ (date)</p> <p>Revised/New: 10/26/2017 (date)</p> <p>Ongoing: _____ (date)</p>	<p>Currently I am in collaboration with the Office of International Education at the district to create a summer semester short term Study Abroad program to Ghana with the Dance Program at Laney, the Communication Program at College of Alameda and the Umoja Program at Berkeley City College.</p> <p>To help with funding for this trip we plan to do community fundraisers and seek out local sponsorship for our students from local businesses.</p>

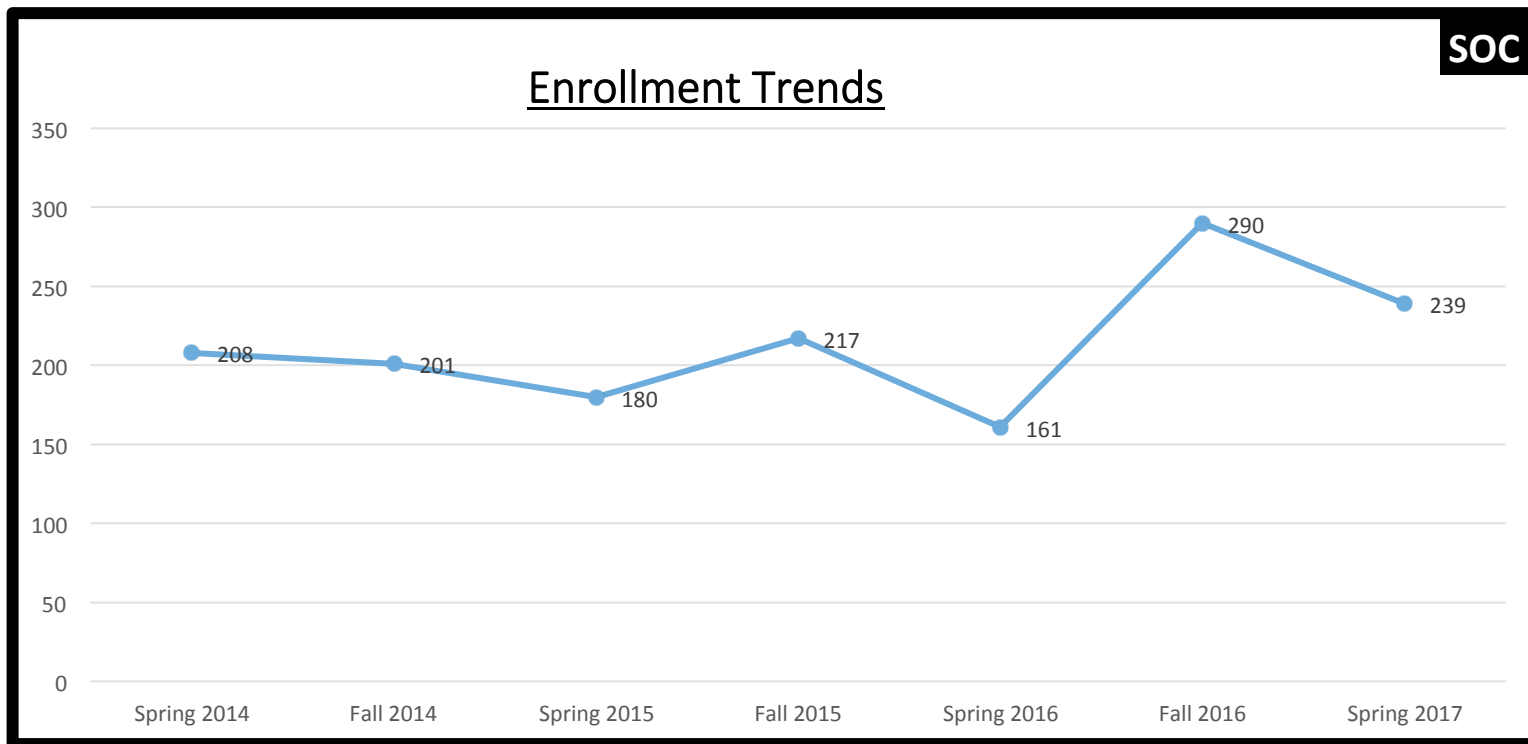
<p>Program Goal</p> <p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Other Goals</i></p>	<p>1. PCCD Goal: _____</p> <p>2. Merritt Goal _____</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____ (date)</p>	

III. Data Trend Analysis

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

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

Student Enrollment Demographics:



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

Enrollment has increased from a total of 378 students during the 2015-16 academic year to 529 students during the 2016-17 academic year. There is a constant of Spring semester being lower enrolled overall than Fall semester but even that drop was lower during the 2016-17 academic year than during the 2015-16 academic year

One significant change to acknowledge is that students who identified as Hispanic/Latino were the only race/ethnic group with increased enrollment during Spring Semester than the Fall semester of the same academic year. During the 2016-17 academic year there were 72 Hispanic/Latino identified students enrolled in the fall and 82 enrolled in the spring.

There was also a significant increase in white students enrolled in during the 2016-17 academic year. During the entire 2015-16 academic year there were only 25 white students enrolled. For the 2016-17 academic year, the number of those students more than doubled with 30 white students enrolled during fall 2016 and 27 enrolled during Spring 2017

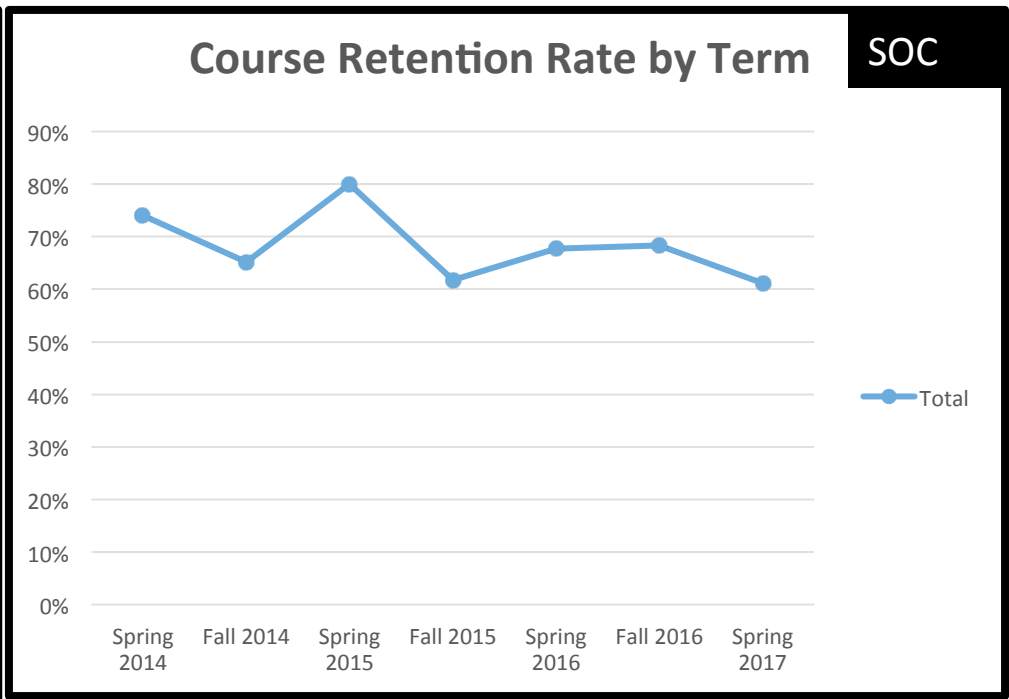
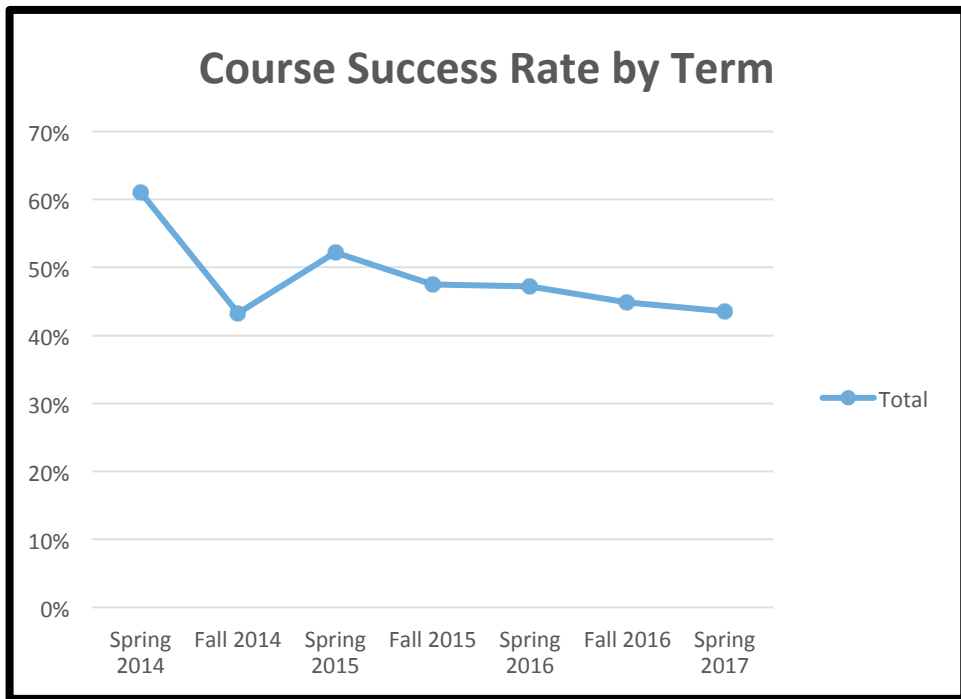
Course Sections and Productivity:

Course	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 INTRO TO SOCIOLOGY	4	16.37	5	17.30	4	15.13	4	19.38	2	23.00	5	19.80	4	20.63
120 INTRO TO RESEARCH METHODS											1	10.50		
2 SOCIAL PROBLEMS	1	18.50	1	14.50	1	14.50			1	25.50	1	19.00	2	13.00
3 SOCIOLOGY OF WOMEN	1	21.00					1	15.50	1	9.00			1	11.00
5 MINORITY GROUPS					1	15.00	1	14.50			1	16.50		
Total Sections and Productivity by Subject and Term	6	17.49	6	16.83	6	15.00	6	17.92	4	20.13	8	18.13	7	17.07

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 has decreased from 38.05 during the 2015-16 academic year to 35.20 during the 2016-17 academic year. Though the overall productivity decreased, both Soc 3 (Sociology of Women) and Soc 5 (Minority Groups) had slight increases in productivity. Soc 3, which is normally taught during the Spring semester increased productivity from 9 to 11 from the 2015-16 academic year to the 2016-17 academic year. Soc 5, which is normally taught during the fall increased its productivity from 14.5 to 16.5 from the 2015-16 academic year to the 2016-17 academic year.

Student Success:



Course Description	Retention %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
INTRO TO RESEARCH METHODS						33%	
INTRO TO SOCIOLOGY	70%	65%	76%	61%	63%	71%	61%
MINORITY GROUPS			93%	66%		73%	
SOCIAL PROBLEMS	78%	69%	83%		80%	71%	58%
SOCIOLOGY OF WOMEN	83%			65%	56%		68%
Total Rates by Subject and Term	74%	65%	80%	62%	68%	68%	61%

Course Description	Success %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
INTRO TO RESEARCH METHODS						19%	
INTRO TO SOCIOLOGY	61%	44%	45%	47%	46%	48%	42%
MINORITY GROUPS			73%	55%		45%	
SOCIAL PROBLEMS	46%	38%	59%		55%	42%	44%
SOCIOLOGY OF WOMEN	74%			42%	33%		50%
Total Rates by Subject and Term	61%	43%	52%	47%	47%	45%	44%

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

With respect to retention, overall there was an increase of retention during fall semester and a decrease in spring semester from the 2015-16 academic year to the 2016-17 academic year. Specifically however, there were some courses that saw increases by semester. Specifically, Soc 1 (Introduction to Sociology) saw increased during fall semester from the 2015-16 academic year to the 2016-17 academic year from 61% to 71%. Soc 5 (Minority Groups) and Soc 3 (Sociology of Women) also saw increases in retention. During fall semester, Soc 5 saw an increase from 66% to 73% during the 2015-16 academic year to the 2016-17 academic year. During spring semester, Soc 3 saw an increase from 65% to 68% during the 2015-16 academic year to the 2016-17 academic year

With respect to success, overall there were slight decreases during both fall and spring semesters from the 2015-16 academic year to the 2016-17 academic year. The only course that saw an increase in success was Soc 3 (Sociology of Women) that saw an increase during Spring semester from 33% to 50%.

2. Describe any achievement gaps present in your disaggregated enrollment, retention and successful course completion data. (Your data is disaggregated by Gender, Race/Ethnicity, Age, and student populations: DSPS, Low Income, Foster Youth and Veterans)

The data suggests that students identified as Black/African American have the lowest retention and success rates, closely followed by students identifying as Hispanic/Latino. The data here however, reflect a much smaller gap than most national data about achievement gaps by race and may be skewed because of the aggregate numbers of students enrolled. For example, during Spring 2017 there was a 100% success rate for American Indian students enrolled during spring, but there was only ONE student where as there was only a 29% success rate for Black/African American identified students but there were 85 enrolled. Similarly, there was only a success rate of 41% of Hispanic/Latino identified students but there were 82 enrolled.

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

Row Labels	Term Retention %													
	Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Face to Face	Hybrid	Face to Face	Hybrid	
INTRO TO RESEARCH METHODS													33%	
INTRO TO SOCIOLOGY	88%	54%	69%	57%	79%	72%	71%	49%	63%	73%	66%	58%	66%	
MINORITY GROUPS					93%		66%			73%				
SOCIAL PROBLEMS	78%		69%		83%				80%		71%	67%	54%	
SOCIOLOGY OF WOMEN	83%						65%		56%			68%		
Grand Total	84%	54%	69%	57%	84%	72%	69%	49%	68%	73%	62%	60%	62%	

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

Currently there is no significant difference in retention for face-to-face and distance education courses, however, success for hybrid courses has been higher for Soc 1 (Introduction to Sociology) in the 2016-17 academic year. During fall, face-to-face success was 43% while hybrid success was 58% and in spring, face-to-face success was 39% and hybrid success was 47%.

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)
<i>Example: Expand counseling COUN course delivery option to include hybrid and/or online course. (from 15-16 Program Review)</i>	x		x	<i>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.</i>	X	x				
Extend Sociology course offerings to at least 15 classes	2	3		Offering more classes provides our students with more options to fulfill requirements for transferrable courses that pertain to their specific sociological interests.	X	X	X	x		
Assess all courses taught at least once every three years offered	1,2	2,3		By assessing our courses we can make sure that the curriculum and pedagogy that students engage in are targeted to promote success not only at Merritt but also provide preparation for what students will need to be successful when they transfer	x	x	x	x	x	x

Create face-to-face, distance education and hybrid course outlines for all courses in the department that have a similar level of rigor but also additional and targeted support for their students	1	3	3,4	Providing students the opportunities to take courses around their work and home life schedules encourages engagement and retention by providing students more educational options	X	X	X	X	x	
Provide embedded tutoring and/or study groups for all sociology courses	1,2,3	3,4,		Tutoring is specifically targeted to help our basic skill students keep up with the rigor of transferrable sociology courses. Because Sociology does not have prerequisite s for math and English, basic skills students often struggle	X	X	X	X	X	x
Develop partnerships with both high schools and 4 year universities to integrate curriculum to create clear pathways for students interested in the discipline	1		3,5	This goal was changed to create a program advising aspect of the Sociology AA-T program. This will require that students that declare the major meet with a specific program advisor that can provide more specific guidance to students as they navigate the courses necessary to complete the degree and explore transfer options to 4-year institutions.	X	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)				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)

Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the <i>PLANNING</i> for 2017-2018.				
<u>Problem, Achievement Gap or Observation (data)</u>	<u>Activity/Intervention</u>	<u>Target Student Population</u>	<u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u>	<u>Relevant College Equity/SSSP/BS Goal</u>
<i>Example: Lack of program diversity</i>	<i>Looking at diversity partnering with Oakland unified for pathways</i>	<i>African American and Hispanic/Latinos</i>	<i>Increase headcount/enrollment of these populations</i>	<i>SSSP and Equity Plan – Access for African Americans and Latinos</i>
Low retention and success	Try to contact students who are withdrawing from courses to determine the reason. Preliminary data shows that students often withdraw due to things unrelated to academic performance like housing instability, work conflicts, or family constraints.	African American	<i>Increase retention and success</i>	SSSP: Access Equity: Successful course completion and Fall to spring retention

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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.

To create the survey needed to collect this data we will need to collaborate with the institutional researcher to create the survey and determine the best method for distribution especially since we will be asking for data from students who have withdrawn from course.

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

<u>Please report on the outcomes from 2016-2017 funding.</u>				
<u>Plan</u>	<u>What was funded?</u>	<u>Was this part of a larger activity or initiative?</u>	<u>What need did this address?</u>	<u>What measurable outcome resulted in this funding?</u>
<u>Student Equity Plan</u>	N/A			
<u>SSSP Plan</u>	N/A			
<u>Basic Skills Plan</u>	Embedded Tutoring	I believe that the funding was part of a larger initiative promoted by the learning center	This initiative addressed the additional assistance that basic skills students often need to handle the rigor of transferrable sociology courses	Data showed that there was a significant increase in the number of students using the learning center

<u>Strong Workforce</u>	N/A			
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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
<i>Examples: ART 1</i>	<i>Introduction to Art History</i>	<i>X</i>		
<i>ART 4</i>	<i>History of Modern Art</i>		<i>Deactivate</i>	
<i>ART 7</i>	<i>History of African-American Art</i>			<i>Reactivate</i>
SOC 1	INTRODUCTION TO SOCIOLOGY			X
SOC 2	SOCIAL PROBLEMS			X
SOC 3	SOCIOLOGY OF WOMEN		X	
SOC 5	MINORITY GROUPS		X	
SOC 45	SOCIOLOGY OF SPORTS		X	
SOC 120	INTRODUCTION TO RESEARCH METHODS			X

Program Type	Program Name	2018-2019	2019-2020	2020-2021
<i>Certificate of Proficiency</i>	<i>Art Foundation</i>	X		
ASSOCIATES FOR TRANSFER	SOCIOLOGY		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.

No SLOS were assessed during the 2016-2017 academic year because all courses except Soc 120 had already been assessed within the last three years. Soc 120 will be assessed after Fall 2017 to allow a comparison between the two semesters it has been taught since being activated Fall 2016

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

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

For CTE:

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

For Counseling:

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

For Library Services:

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

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

For Student Services and/or Administrative Units:

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

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

VII. New Resource Needs Not Covered by Current Budget

Purpose: In this section, programs will document new and repeat resource requests not covered by current budget, and document the support of the request with data or evidence.

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Two adjunct faculty	Commensurate with experience	yes	Extend the Sociology course offerings to 15 classes We are working to secure an adjunct that will offer evening and weekend classes	There is currently only 1 full time instructor. Teaching a full load would only cover 10 courses so adjuncts are needed to meet the goal of offering 15 classes.	We are seeking adjuncts that are available during evenings and weekends. This would allow our students more options to take courses around their schedules
Instructional aide	\$8500 per academic school year	yes	Create face-to-face, distance education and hybrid course outlines for all courses in the department that have a similar level of rigor but also additional and targeted support for their students	There is no explicit data to support this but as an instructor, having an instructional aide has allowed me to spend less time with administrative tasks and allowed me to devote more time to students.	An instructional aide will allow all instructors to be more present for students because they do not have to spend time making copies, entering grades. This will allow the instructors also to be more intentional and thoughtful with the feedback they provide students and types of

					activities and assignments they give
Program Advising	.1FTE for faculty or equivalent stipend for adjunct	no	Develop partnerships with both high schools and 4 year universities to integrate curriculum to create clear pathways for students interested in the discipline	At this time there is only anecdotal evidence but there have been multiple students that seek out the sociology instructor asking for assistance in which courses to take to obtain the degree and for assistance with choosing a transfer institution and sociology related career paths. Many students do not know about transfer agreements or how to research potential transfer institutions to see which ones are the best fit for their specific sociological interests	Advising will help ensure that students do not take unnecessary classes in their pursuit of the Sociology AA-T and are well informed and have assistance in the transfer process. Specifically, this will strengthen the pathway for students attending CSUs because of the transfer guarantee for Sociology AA-T students.

*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)
Wifi hotspot	N/A	No	PCCD Goal: Develop and manage resources to advance our mission Merritt Goal: Develop human, fiscal and technological resources to advance and sustain our mission	Currently the wifi in the A building rarely works in the offices. As a result, the instructor often has to do work in the learning center or take work home to complete it. This is inefficient and prevents the instructor and student from using the internet to access emails, moodle or any other internet resources that may be beneficial to them during the meetings.	This will contribute to student success by allowing greater access to the internet by instructors and students in the sociology office

21 inch desktop mac to be used for data collection and analysis and to track student progress in the program	\$2000	yes	<p>Program Goal:</p> <ul style="list-style-type: none"> • Provide embedded tutoring and/or study groups for all sociology courses • Develop partnerships with both high schools and 4 year universities to integrate curriculum to create clear pathways for students interested in the discipline • Assess all courses taught at least once every three years offered <p>1. PCCD Goal:</p> <ul style="list-style-type: none"> • Build programs of distinction • Advance student access, equity and success <p>2. Merritt Goal</p> <ul style="list-style-type: none"> • Create and implement effective and innovative programs that meet the diverse needs of our community 	There is no official data to support this but as the program grows, there will be a need for centrally located information and a workstation for program advising, tutoring, research and assessment that should be accessible by all faculty and staff of the program.	<p>The computer would be used by program staff, faculty and students.</p> <p>Assessments would be done on the computer to allow for data to be kept centrally located instead of depending on one person to keep track of everything.</p> <p>Program advising data on students would be kept on the computer again for centrally located access to student data.</p> <p>Students would be able to use the computer for qualitative and quantitative research projects because it would be loaded with the statistical software</p>
Ergonomic office chairs for instructors and students	\$1000	no		There is not much data support this except for the experiences of students and the instructor not being able to spend long amounts of time sitting in the chairs currently in the office	Especially for the instructor who spends lots of time doing work in the office, a comfortable chair can make the work less painful

STATA statistical Software licensing					
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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)
The door of the Sociology instructor's office A204 does not lock	unknown	no	Unsure if this directly relates to any program goal but without a secure space for sociology equipment I am unable to bring and offer resources like books, and other documents to students because they are not secure.	N/A	

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)
	\$600	yes	Program Goal: Create face-to-face, distance education and hybrid course outlines for all courses in the department	There is currently no documented evidence to support this because not many community colleges provide	Learning how to use statistical analysis software will teach

Net Courses 90 and 120			<p>that have a similar level of rigor but also additional and targeted support for their students</p> <p>PCCD Goal:</p> <ul style="list-style-type: none"> • PCCD Goal: Develop and manage resources to advance our mission • Build Programs of Distinction <p>Merritt Goal:</p> <ul style="list-style-type: none"> • Develop human, fiscal and technological resources to advance and sustain our mission • Create an environment of exceptional student access, equity and success 	training in research methods.	students one of the most valuable skills in the discipline to not only serve them as they pursue their transfer degrees but also provide them with an in demand employable skill of being able to collect an analyze data.
Supported travel to Sociology conferences related to pedagogy and research	\$25000	yes	<p>Program Goal:</p> <ul style="list-style-type: none"> • Collaborate with student services and other departments to bring sociology related workshops, events and speakers to campus regularly (every semester) • Create face-to-face, distance education and hybrid course outlines for all courses in the department that have a similar level of rigor but also additional and targeted support for their students <p>PCCD Goal: Build Programs of Distinction</p> <p>Merritt Goal:</p>		Attending and presenting at these conferences will allow me to learn about new engaging pedagogical too address student needs. Presenting at these conferences will also allow me to build relationships with potential speakers or workshop facilitators and also bring distinction to the program.

			<ul style="list-style-type: none"> • Develop human, fiscal and technological resources to advance and sustain our mission • Create an environment of exceptional student access, equity and success 		
Funding to for Faculty Led Study Abroad	\$5000	no	<p>Program Goal: Extend Merritt College sociology courses in the community</p> <p>1. PCCD Goal:</p> <ul style="list-style-type: none"> • Build programs of distinction • Advance student access, equity and success <p>2. Merritt Goal</p> <ul style="list-style-type: none"> • Create and implement effective and innovative programs that meet the diverse needs of our community • Create an environment of exceptional student access, equity and success 	<p>Research shows that the majority of community college students do not have the opportunity to participate in study abroad opportunities. Providing our students with this opportunity would contribute to student equity.</p> <p>Historically, Peralta study abroad programs have course linked to them that have high percentages of enrollment from people in the community. Study abroad provides an opportunity to reach out to the community to attract potential students.</p>	<p>Study abroad is the best way to provide sociology student with a global perspective on social issues. To experience how other societies operate on a macro and micro level will allow students for a better ability to analyze social relationships here in the US and give them an understanding of the world outside of the traditional US structure.</p>

Signatures

Discipline, Department or Program Chair

Print name

Signature

Date

Dean

Print name

Signature

Date