



# Welcome to Program Review

Merritt College - 2019

Adult Education - Service Area or Special Program

Program Review

## Program Overview

**Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.**

The mission of Merritt College is to enhance the quality of life in the communities we serve by helping adult learners 18 years of age or older, underemployed, unemployed, former incarcerated, ESL, and GED 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, by the way of credit and non-credit.

### Program Total Faculty and/or Staff

Full Time

Part Time

**The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.**

Create a joint system of operations.

NAC members recognized the importance of centralizing a number of processes and procedures: established a data-sharing MOU, coordinated facilities co-sharing plans, explored joint educational centers, embedded ABE/ASE instruction in CTE classes under a common infrastructure.

Status

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

In-Progress

College Goal

Completion: Increase number of degrees and certificates by 20% over the next 5 years.

District Goal

Advance Student Access, Equity, and Success

Developed a short-term education campaign through branding and marketing to ensure internal and external audiences were informed of the consortium's available services.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Employment: Maintain at least 82% of students attaining employment in the field of study.

District Goal

Engage and Leverage Partners

Provided Adult School-to-College Transition Services: Ensuring a “warm hand-off” from one system to another and follow-up to support persistence and success through training Transition Liaisons to facilitate community college matriculation.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Equity: Reduce the achievement gaps for African-American, multiethnic and male students.

District Goal

Develop and Manage Resources to Advance Our Mission

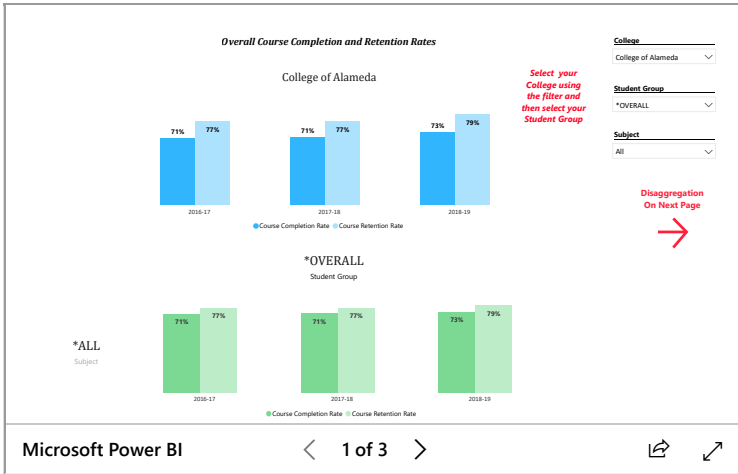
**Describe your current utilization of facilities, including labs and other space**

I currently occupy building D, room 178, Merritt College. This space is a “smart classroom,” with 13 desktop computers, two printers, two overhead projectors, and a surround sound system. The room is in need of repairs. There is a water leak, computers are dated, and the floor is bare, missing carpet and tile.

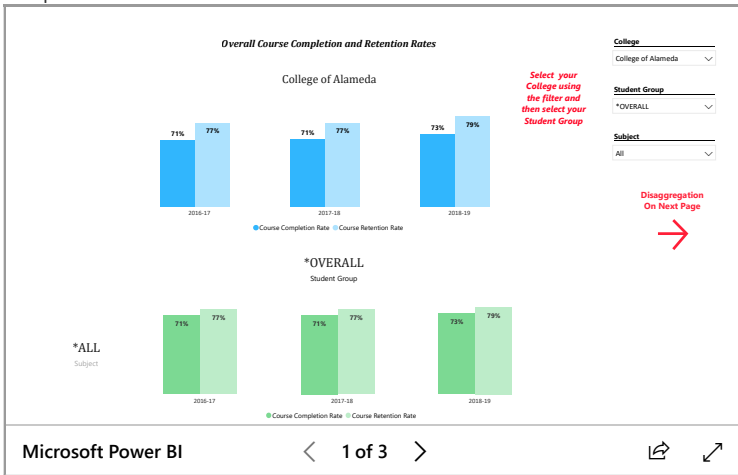
**Students Served**

College Level - Program and Department comparison

Chart



Compare



Detail the services provided by your program/service area.

Re-entry Education Fair - I was able to make contact with 15 individuals. Five individuals scheduled to register for the summer term.

Re-entry fair March 2020

Create a Contract Ed. For Diversity in Health Training Institute

Applied and received the DeskTop WIOA grant.

Applied for and received a \$55,000 grant to expand noncredit to mirror credit courses that will Close the gap between basic skills English acquisition classes and career pathways and transfer courses.

**Reflect on collaboration and engagement with other programs/service areas that have contributed towards student success and meeting program goals**

Assist in the planning and implementing the Diversity in Health Training Institute cohort  
 Brown Bag Series â€” Non-credit â€” Financial aid â€” AB 705 â€” Counseling â€” Residency. Staff and CBOâ€™s attend these series.  
 College Success Workshops â€” Monthly â€” subjects include: tutoring, study habits, financial aid, and non-credit, how to become a better student - 15-20 students attend each event  
 Summer Bridge â€” Summer 2019 â€” Partnership with Oakland Adult school â€” GED/Financial Literacy course.  
 YouthUprising â€” Fall 2019 - EMT â€” Child Development â€” Contract ED. (In progress)  
 Unity Council College Fair-Merritt - Laney â€” 60 attendees â€” 20 enrolled into Merrittâ€™s ESL courses.

**Review and reflect your programâ€™s data using the Student Services Dashboard. Describe any significant changes and discuss what the changes mean to your program.**

CommunityPro brings everyone together in service to students by creating a comprehensive catalog of classes and services available throughout the community with their eligibility requirements. Using a Common Intake Form augmented by records at the other agencies who may have served students, we can make an informed referral, confirm an intake appointment, and know that the student is being served.

As the chair that oversaw the flaws to implement the program, here is a list that is currently affecting the use of the system:â€”â€”-The intake system is very long and requires information like DOB. Itâ€™s hard to get this information from meeting someone for the 1st time. We need it to be easier for us to input new students.â€”-The way the system is set up there is no point person at the adult schools who are activating the students and also updating their files to show referrals to the TLâ€™s. Without this the system does not recognize the transition from one institution to anotherâ€”-The system from Peraltaâ€™s end only uploads new students 2-3 times a semester. This means we have to keep our notes and then upload them later once they are in the system. It adds more work

**Detail the completion rates for your program and comment upon it. Do performance gaps exist in the completion rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, Foster youth, Veterans, and students with disabilities or other groups not listed here? Note: groups whose completion rate is 3% or less than the College completion rate reflect a disproportionate impact.**

Currently, ESOL students enrolled at Merritt College do not have access to a clear pathway to transition into career opportunities and/or transfer-level English at Merritt. We have offered one section of the ESOL Bridge to Credit program and plan to offer all levels in the upcoming academic year (2019-2020). ESOL credit courses are challenging for individuals in the Fruitvale community because they do not provide the academic flexibility to attend class without affecting their college transcript and recent immigrants living in the area usually face out-of-state tuition fees while they are in the process of adjusting their immigration status in the country.

**If differences exist, please detail the differences and describe the activities your program is making to address the differences. How will your program evaluate the effectiveness of these activities?**

The ESOL department at Merritt College aims to expand its offerings in noncredit to mirror credit courses. The purpose of this is to close the gap between basic skills English acquisition classes and career pathways and/or transfer courses. A typical timeline for a student to complete all levels would be four semesters. It is projected that 300 students would be reached with 4 sections of credit ESOL courses and 6 sections of noncredit ESOL courses offered in one semester.

One specific non-credit certificate program that the ESOL Department at Merritt College would like to develop and implement is the Vocational English for Speakers of Other Languages (VESL) I Certificate of Competency, a career preparation sequence of noncredit classes designed for English language learning students seeking short-term training that leads to entry-level careers in the hospitality and service industries, with the option of specific trades areas. This certificate provides students with basic customer service and general workplace language skills, as well as language skills for basic computer use and job hunting in the United States.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

No Actions/Requests

Improvement Actions

## Assessment - Service Area

List your Service Area outcomes or attach an applicable report

Adult Ed Students at Merritt College

Student Count by Term

Row Labels      Headcount

S17 4

S18 92

M18 7

S19 70

S20 30

M19 27

F19 96

Grand Total 326

Adult Ed Student Race/Ethnicity (IPEDS Categories) and Gender

Count of emplid    Column Labels

Race/Eth.    Female    Male    Total

African American 82    104 186

Asian 15    6    21

Hispanic/Latino 27    31 58

Pacific Islander 1    1    2

Two or More 10    10 20

Unknown 6    10 16

White 7    16 23

Total 148 178 326

How does your department, program, or unit ensure that students are aware of learning or service area outcomes? If you chose other, please provide more information

Provide in writing at first contact

Where are the service area and/or program level outcomes published?

Program or Service Area Website

If you chose website, please specify URL

https://www.merritt.edu/wp/adult-transition-program/

If you chose other, please provide more information

**Briefly describe at least three of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the service area outcome and assessment cycle (year) for each example.**

2016 - 17

2017 - 18

2018 - 19

2016 - 17

2017 - 18

2018 - 19

2016 - 17

2017 - 18

2018 - 19

**Briefly describe three of the most significant plans for service area improvements for the next three years as a result of what you learned during the Assessment process.**

**What do members of your service area do to ensure that meaningful dialogue takes place in both developing and assessing your service area outcomes?**

**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 department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?**

**How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?**

Enrolling students, students retention numbers, new and repeated programming.

**In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.**

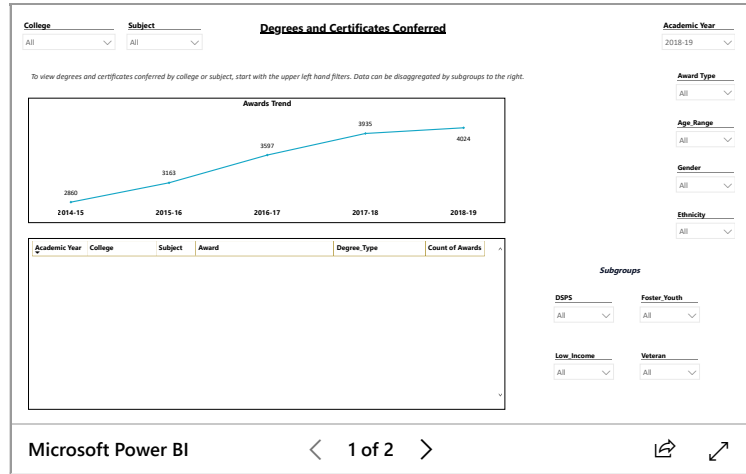
Improvement Actions

Choose your Action

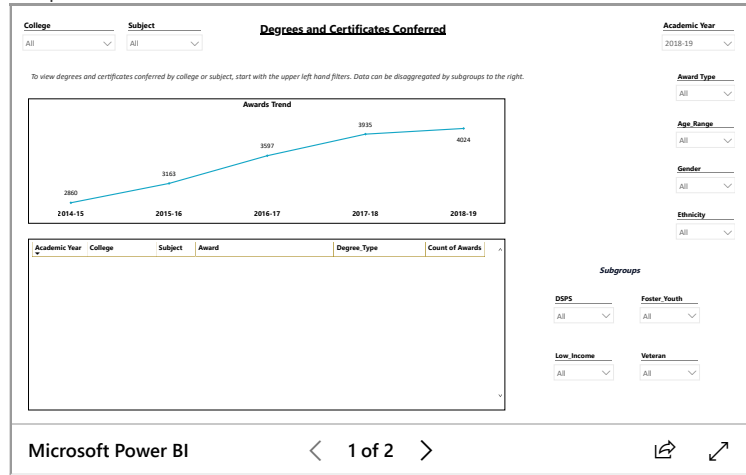
## Degrees and Certificates

College Level - Program and Department comparison

### Chart



### Compare



What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

The ESOL department at Merritt College and the Unity Council aims to expand its offerings in noncredit to mirror credit courses. The purpose of this is to close the gap between basic skills English acquisition classes and career pathways and/or transfer courses. A typical timeline for a student to complete all levels would be four semesters. It is projected that 300 students would be reached with 4 sections of credit ESOL courses and 6 sections of noncredit ESOL courses offered in one semester. These skills can enhance students ability to improve to complete one of many degrees and certificate programs

One specific non-credit certificate program that the ESOL Department at Merritt College would like to develop and implement is the Vocational English for Speakers of Other Languages (VESL) I Certificate of Competency, a career preparation sequence of noncredit classes designed for English language learning students seeking short-term training that leads to entry-level careers in the hospitality and service industries, with the option of specific trades areas. This certificate provides students with basic customer service and general workplace language skills, as well as language skills for basic computer use and job hunting in the United States.

**Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?**

Yes

**What is planned for the next 3 years to increase the number of certificates and degrees awarded?**

Create noncredit programs for English language learning students seeking short-term training that leads to entry-level careers in the hospitality and service industries, with the option of specific trades areas.

**In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.**

Improvement Actions	No Actions/Requests
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## Engagement

**Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.**

The ESOL Department at Merritt College is in the process of developing and implementing a Vocational English for Speakers of Other Languages (VESL) I Certificate of Competency, a career preparation sequence of noncredit classes designed for English language learning students seeking short-term training that leads to entry-level careers in the hospitality and service industries, with the option of specific trades areas. This certificate provides students with basic customer service and general workplace language skills, as well as language skills for basic computer use and job hunting in the United States.

**Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.**

**Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.**



In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Choose your Action

Improvement Actions

### Action Plan Summary and New Program Goals

Total Improvement Plans: 0

Total Resource Request: 0

Review, add or modify the following actions plans that were entered in each section. Then review the Program Goals that were marked as in progress. Determine if you would like to keep the in progress goals and draft new 3-year goals for your department or program. The action plan items should support your new program goals. Align your program goals to the college strategic goals and District Strategic Goals.

Section / Head Description

#### Student Services & Special Programs

#### Engagement

#### New and Continuing Goals

Discipline, Department or Program Goal

Increase enrollment in Merritt College CTE programs  
Participate in Merritt College Committees including CE committee, Guided Pathways, AB 705, Equity on a regular basis.  
Work with Employment Specialist to create opportunities for Adult Job placement.  
Develop at least one program every semester  
Participate in Job Fairs that serve Merritt College Students  
Seek grant opportunities for Merritt college to develop a career center.

College Goal

Equity: Reduce the achievement gaps for African-American, multiethnic and male students.

PCCD Goal

Engage and Leverage Partners

- Align ESOL from AS to college course titles, equivalencies
- Align OACE ESL with Merritt's ESL courses at Unity Council.
- Math/English metric into college-level (ab705)
- AS Career Ed/ articulation into College
- Getting OACE classes/schedule on Merritt and Laney website links to Merritt and Laney on OACE
- Dual enrollment for GED and Adult High School Diploma at Merritt and Laney campuses.

### Resource Request Summary

Total Cost: \$0

Total Resource Request: 0

**Engagement**

**Personnel**

No Resources found for this category

**Professional Development**

No Resources found for this category

**Technology and Equipment**

No Resources found for this category

**Supplies**

No Resources found for this category

**Facilities**

No Resources found for this category

**Library**

No Resources found for this category

**Other**

No Resources found for this category

**Student Services & Special Programs**

**Personnel**

No Resources found for this category

**Professional Development**

No Resources found for this category

**Technology and Equipment**

No Resources found for this category

**Supplies**

No Resources found for this category

**Facilities**

No Resources found for this category

**Library**

No Resources found for this category

**Other**

No Resources found for this category

## Sign and Submit

**Please provide the list of members who participated in completing this program review.**

Victor Littles

**Please enter the name of the person submitting this program review.**

Victoria Menzies