



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

2020-2021

Annual Program Update

I. Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research

and Planning (npellegrin@peralta.edu).

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the [SLOAC webpage](#), or contact the SLOAC committee member for your division:

Division 1 - Evan Nichols (anichols@peralta.edu)

Division 2 – Laura Forlin (lforlin@peralta.edu)

Division 3 – Heather Casale (hcasale@peralta.edu).

If you have questions regarding the curriculum section, please contact Nghiem Thai (nthai@peralta.edu), chair of the [Curriculum Committee](#).

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the [Peralta Faculty & Staff Portal](#).

You will need the following items in order to complete the Annual Program Update document at the colleges:

- [Program Review or APU document](#) from AY 2019-20.
- [Budget Information](#) for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- [Institution Set Standards](#).
- [College 2018 Educational Master Plan Update](#).
- [Guided Pathways Plan](#)
- [Student Equity Plan](#).
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

Merritt College Institution-Set Standards 2020-2021

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution's mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

| Metric | Definition | Set Standard |
|-----------------------------|--|----------------------------------|
| Course Completion (Success) | the number of student completions with a grade of C or better divided by the number of student enrollments | 66% |
| Certificates | Number of certificates earned in an academic year | 222 |
| Degrees | Number of associate degrees earned in an academic year | 322 |
| Transfer | Number of students who transfer to a 4- year college/university | 187 |
| Licensure (CE) | Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study | 70% |
| Employment (CE) | The job placement rate of student completing a degree or certificate in a CE program in the year after graduation. | Macro-Region Employment Rate, by |

College Profile

Student Body Demographics

| | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------------|---------|---------|---------|
| Annual Unduplicated Count of Students | 12,336 | 12,861 | 12,130 |
| Gender | | | |
| Female | 64% | 64% | 63% |
| Male | 34% | 34% | 34% |
| Decline to State/ Unknown | 2% | 2% | 3% |
| Race/Ethnicity | | | |
| American Indian | < 1% | < 1% | < 1% |
| Asian | 19% | 20% | 19% |
| Black / African American | 23% | 23% | 22% |
| Hispanic / Latino | 31% | 32% | 33% |
| Pacific Islander | 1% | < 1% | < 1% |
| Two or More | 5% | 6% | 5% |
| Unknown / NR | 4% | 4% | 5% |
| White | 16% | 16% | 15% |
| Age | | | |
| 18 and Under | 15% | 15% | 16% |
| 19-24 | 35% | 35% | 35% |
| 25-29 | 16% | 17% | 16% |
| 30-34 | 11% | 11% | 11% |
| 35-54 | 17% | 17% | 17% |
| 55 and Over | 6% | 6% | 5% |

Course Success Rates

| | 2017-18 | 2018-19 | 2019-20* |
|--|---------|---------|----------|
| Total Enrollment (Duplicated Count) | 33,288 | 33,637 | 32,928 |
| Overall Success Rate | 70% | 70% | 68% |
| Gender | | | |
| Female | 70% | 70% | 69% |
| Male | 69% | 69% | 66% |
| Decline to State/ Unknown | 77% | 74% | 64% |
| Race/Ethnicity | | | |
| Black/African-American | 62% | 62% | 60% |
| Asian | 81% | 80% | 81% |
| Hispanic | 68% | 68% | 64% |
| Native American | 66% | 72% | 53% |
| Pacific Islander | 61% | 71% | 63% |
| Two or More | 65% | 67% | 68% |
| Unknown | 72% | 73% | 66% |
| White | 78% | 78% | 75% |
| Age | | | |
| Under 16 | 83% | 91% | 84% |
| 16-18 | 73% | 75% | 69% |
| 19-24 | 65% | 66% | 64% |
| 25-29 | 70% | 69% | 68% |
| 30-34 | 73% | 73% | 73% |
| 35-54 | 74% | 73% | 71% |
| 55-64 | 74% | 71% | 66% |
| 65 and Over | 77% | 77% | 60% |

*Includes 'EW' grades

II. Program Overview

Mission Statement

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 the Administration of Justice program is to provide all students with core foundational knowledge of the criminal justice system so that students have equal access to college and universities with criminal justice pathways, as well as have the skills necessary to work various public safety careers.

Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

| Name | Faculty/Staff | PT/FT |
|-----------------|---------------|-------|
| Elaine Wallace | Faculty | FT |
| Mildred Oliver | Faculty | PT |
| Drennon Lindsey | Faculty | PT |
| Howard Jordan | Faculty | PT |
| Brian Tremper | Faculty | PT |
| Austin Uwakwe | Faculty | PT |
| Stevie Daniels | Faculty | PT |

III. Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

| <u>Peralta District Strategic Goals</u> | |
|---|---|
| P1. | Advance student access, equity, and success. |
| P2. | Engage and leverage partners. |
| P3. | Build programs of distinction. |
| P4. | Strengthen accountability, innovation, and collaboration. |
| P5. | Develop and manage resources to advance our mission. |

| <u>Merritt College Strategic Goals</u> | |
|--|--|
| M1. | Completion - Increase number of degrees and certificates by 20% over the next 5 years. |
| M2. | Transfer - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years). |
| M3. | Time to Completion - Reduce the number of excess units earned by students. |
| M4. | Employment - Maintain at least 82% of students attaining employment in the field of study. |
| M5. | Equity - Reduce the achievement gaps for African-American, multiethnic, and male students. |

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

| Program Goal | Status (C, IP, NA, NEW) | Applicable College Goal(s) | Applicable District Goal(s) | If completed, describe supporting evidence, including measurements of achievements. |
|---|-------------------------------|----------------------------------|-----------------------------------|--|
| ASSESSMENT Complete assessments for 2 SLOs per course. Complete assessment of 1 PLO | IP | A | A | |

| | | | | |
|---|----|-----|-----|--|
| CURRICULUM Credit by Exam Option | IP | ABC | ABC | |
| INSTRUCTION Integrate Canvas into classrooms | C | AC | AC | Canvas is used in 100% of courses. This was a District requirement as of Fall 2020 and all instructors have been trained in the use of Canvas. |
| STUDENT SUCCESS AND STUDENT EQUITY Creating 2-year mapping plan of program for students | IP | A | A | |
| PROFESSIONAL DEVELOPMENT, INSTITUTIONAL AND PROFESSIONAL ENGAGEMENT, AND PARTNERSHIPS Attend Professional Development Conferences and develop community partnerships | IP | DE | DE | |
| OTHER GOALS Credit/No Credit | IP | AC | AC | |

IV. Facilities Utilization

Describe your current utilization of facilities, including labs and other space. Confirm previously reported content.

We are currently holding all classes in the A Building. The Administration of Justice program is also housed in the A building and occupies A-128. This space allows for two office spaces, a conference room, and a space for the Safety Aide Office, as well as a computer lab for the dispatch program. In addition, our instructor holds a lab in the S building so that the students can use the microscopes.

Currently, only part of the space in A128 is being used because of lack of funds for updates. Cosmetically, walls need to be repainted and holes patched from the removal of shelving that was previously used when the room was a library.

In order to support our forensics course, the instructor temporarily uses space in the S building in order to use the microscopes.

V. Program Update Data

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

APU Data Dashboards:

- [Course Completion and Retention Rates Dashboard – Instruction](#)
- [Course Completion and Retention Rates Dashboard – Student Services](#)
- [Enrollment Trend and Productivity Dashboard](#)
- [Degrees and Certificates Dashboard](#)

For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. [IPEDS](#) or [Launchboard](#)). Include the number of students served over an academic year and summarize their demographics.

For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations, or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for [Windows](#) and [Mac](#))

ADJUS Department Data taken from Course Completion and Retention Rates Dashboard

| Year | 2017-2018 | 2018-2019 | 2019-2020 |
|-----------------|-----------|-----------|-----------|
| Completion Rate | 68.3% | 72.7% | 74% |
| Retention Rate | 87.1% | 89.7% | 90.1% |

No significant changes noted however, our numbers are steadily improving.

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

We have made no updates to our SLOs but expect to make progress in the upcoming months.

Likewise, we have made no updates to our PLOs.

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the [ILOs](#).

We are still working to establish clear deadlines for SLO training and assistance. Our instructors do not have a complete understanding of the purpose of SLOs, how to assess them, and the timeline for completing the assessment. With the transition from face-to-face to virtual courses and the additional training that took place as a result, our SLO assessment efforts were halted temporarily. Additionally, the new Department Chair is working to establish a schedule for assessments that can be adhered to by the department faculty.

There have been no changes/updates to our program based on assessment outcomes of our SLOs/PLOs, but we are working toward it!

The following item is for instructional programs only
Discuss how your PLOs align with the [ILOs](#).

PLO #1 – Demonstrate an understanding and ability to analyze crime, policies, procedures, and the people that shape the justice system

-This PLO aligns with the Critical Thinking ILO

PLO #2 – Bridge policies and procedures with practical knowledge and apply that knowledge to prospective careers in the criminal justice sector

-This PLO does not align with an ILO

PLO #3 – Demonstrate the critical thinking skills necessary to effectively evaluate problems in the criminal justice system and provide solutions to these problems nationally and locally.

-This PLO aligns with the Critical Thinking ILO

PLO #4 – Create and contribute to an environment conducive and accepting of in-depth analysis and critique of social policy and social justice issues as it relates to socioeconomic

status, race, gender, ethnicity, and culture

-This PLO aligns with the Civic Engagement & Ethics ILO

VI. Curriculum

Note: If your department, program, or unit does not have a curricular component, please skip to the Section VII.

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook \(7th Edition\)](#), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4](#))
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020](#) and [Administrative Procedure 4020](#) require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016\(a\)](#), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

Curriculum Review

Consult [CurriQunet](#) and the [Course Curriculum Review Status](#) or [Program Curriculum Review Status](#) spreadsheets to determine when a course or program was last updated or deactivated.

Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly

enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

Modifications

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

| Course Number | Course Title | Reviewer |
|----------------------|---|-----------------|
| ADJUS 21 | Introduction to Administration of Justice | Elaine Wallace |
| ADJUS 22 | Concepts of Criminal Law | Mildred Oliver |
| ADJUS 51 | Juvenile Law | Margaret Dixon |
| ADJUS 57 | Report Writing | Margaret Dixon |
| ADJUS 56 | Corrections | Drennon Lindsey |
| ADJUS 200 | Law Enforcement Pre-Academy | Howard Jordan |
| | | |
| | | |
| | | |
| | | |
| | | |

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

| Program Title | Program Type | Reviewer |
|---|---------------------|-----------------|
| Administration of Justice: Police Science | AA Degree | Elaine Wallace |
| Administration of Justice | AS Degree | Margaret Dixon |
| Administration of Justice: Police Science | AA Degree | Margaret Dixon |
| Administration of Justice: Police Science | Certificate | Margaret Dixon |
| Administration of Justice: Corrections | AA Degree | Margaret Dixon |
| Administration of Justice: Corrections | Certificate | Margaret Dixon |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Deactivations

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

| Course Number | Course Title | Reviewer |
|---------------|---|----------------|
| ADJUS 21 | Introduction to Administration of Justice | Elaine Wallace |
| | None | |
| | | |
| | | |

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

| Program Title | Program Type | Reviewer |
|---|--------------|----------------|
| Administration of Justice: Police Science | AA Degree | Elaine Wallace |
| None | | |
| | | |
| | | |

Curriculum Improvement

Based on ongoing curriculum review, describe plans for **program-level** improvement in terms of any of the following considerations:

- Advancing **student equity and achievement** for disproportionately impacted students.
- Fostering **intersegmental alignment** and **guided pathways** through articulation, course sequencing, and program mapping.
- Implementing innovative **pedagogies, delivery methods/modalities, or educational resources and technologies.**

- **With the onset of the COVID-19 Pandemic and the transitioning of all courses to virtual classroom formats, faculty are working to ensure that student learning is not negatively impacted and that all students are supported as needed.**
- **The new Faculty Chair is continuing the efforts of the previous chair to ensure that students are getting the best instruction regardless of the faculty.**
- **Faculty are working to improve distance education through innovative use of the Canvas LMS.**

Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

| Title | Description | Justification | Anticipated Effective Term |
|----------------------|--|--|----------------------------|
| Beginning Spelunking | Introductory activity class on basic practices, equipment, and safety considerations in the exploration of caves | [Assessment data, student demand or need, academic/occupational knowledge or skills not taught in existing curricula, program requirements, community or industry partnerships, grant funding, etc.] | Fall 2022 |
| None | | | |
| | | | |
| | | | |

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

| Title | Description | Justification | Anticipated Effective Term |
|--|---|---|----------------------------|
| Outdoor Recreational Activities Not for the Faint of Heart | Certificate of achievement to train daredevil students seeking a lifetime of adrenaline rushes in the great outdoors. Courses include bungee jumping, rock climbing, sky diving, spelunking, and ziplining. | [Basic skills, occupational, or transfer pathways; advisory board recommendations or LMI data; community or industry partnerships; grant funding, etc.] | Fall 2022 |
| None | | | |
| | | | |
| | | | |

The Curriculum Committee shall prioritize the review and approval of new courses and

programs that are identified in this section of the APU.

VII. Funded Resources

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

| Brief description of resource request | Was request funded? (Yes or No) | Funding Source (Specify Fund or Grant) | Total Award Amount | Outcome/Accomplishment |
|---------------------------------------|------------------------------------|---|--------------------|------------------------|
| Golf Cart (1) | Yes | Strong Workforce | | |
| Dispatch Simulator | Yes | Strong Workforce | +/- \$15,000.00 | |
| Security Guard Software | Yes | Strong Workforce | +/- \$5,000.00 | |

Resource Requests (Non-Personnel)

Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or Periodicals
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

| Resource Category (select from above list) | Description/Justification | Total Estimated Cost | Priority Rank (1=Highest Priority) | COVID-19 Related (Yes/No) |
|--|---|-----------------------------|--|-------------------------------------|
| Professional Development (Department wide) | In-service professional development. Guest lecturer stipend | \$1,000.00 | ML – 2 | No |
| Professional Development (Personal/Individual) | Safety Conferences for FT and PT staff | \$4,000.00 | HL – 1 | No |
| Supplies: Book, Magazines, and/or Periodicals | Instruction DVDs | \$1,000.00 | ML – 2 | No |
| Supplies: Instructional Supplies | Fingerprinting consumables | \$1,000.00 | HL – 1 | No |
| Technology & Equipment: New | Smart Classroom for A128 | \$25,000.00 | ML – 2 | No |
| Technology & Equipment: Replacement | Printers are outdated and need to be replaced (3) | \$3,000.00 | HL – 1 | No |

IX. Participants

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

Mildred Oliver
Margaret Dixon

Thank you for your time and effort in completing the Annual Program Update!