



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**

# **Philosophy**

### **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](mailto: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](mailto:anichols@peralta.edu))*

*Division 2 – Laura Forlin ([lforlin@peralta.edu](mailto:lforlin@peralta.edu))*

*Division 3 – Heather Casale ([hcasale@peralta.edu](mailto:hcasale@peralta.edu)).*

*If you have questions regarding the curriculum section, please contact Nghiem Thai ([nthai@peralta.edu](mailto: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
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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 Program SOC

## **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%
<b>Gender</b>			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
<b>Race/Ethnicity</b>			
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%
<b>Age</b>			
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.

Empower students through the development of critical thinking, reading, and writing skills to actively and effectively engage in a diverse and increasingly complex world. Through a case study approach, analyze and evaluate the positive and negative consequences of different philosophical positions.

### **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
Egbert Hignio	Faculty	Part-Time
Roslyn Johnson	Faculty	Part-Time

### 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.

#### Peralta District Strategic Goals

- 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.

#### Merritt College Strategic Goals

- 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?

<b>Program Goal</b>	<b>Status (C, IP, NA, NEW)</b>	<b>Applicable College Goal(s)</b>	<b>Applicable District Goal(s)</b>	<b>If completed, describe supporting evidence, including measurements of achievements.</b>
Ongoing Assessment	C	Support institutional communication, innovation and collaboration to maintain and improve our programs.	Strengthen accountability.	Activities: Ongoing department wide dialog about assessment including: course SLO's to improve learning, continuing dialog about best teaching practices, to prioritize actions.



#### **IV. Facilities Utilization**

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

There is currently only one philosophy class offered at Merritt College that meets face-to-face, and we have also tried running an online philosophy class, as well. The Philosophy department needs a home. It is one of the only departments in the college that does not have offices in the buildings where we teach. English and philosophy classes are offered in three different buildings—A, D, and P. Faculty offices are in four different buildings—A,D,F, and P. This situation makes it extremely difficult for the department to support the technology needs of faculty. Unlike all other departments in the college, English/Philosophy have no place to store and secure equipment for classroom use. Lack of centralized offices and classrooms also negatively impacts opportunities for formal and informal collaboration amongst faculty. We need a centralized location for our classes and offices.

## **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](#))

According to the census enrollment and productivity rate from the graphs provided :

For Umoja students the completion rate was 100%. Retention went from 82.8% to 88.9%.

For Veteran students our completion was: from 100% to 50% since 2018. For retention from 100% to 75%.

For our Puente students our completion was 100% , and retention went from to 100% since 2018 to 100% .

In general, overall completion went from 2018 to now 61.9 to 56.7%.

In general, overall retention went from 84.1 to 88.1%.

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).

Currently, the philosophy department does not offer a degree, nor a certificate. Currently, there are only two philosophy classes that are offered at Merritt College, but we hope to add more classes. Student Learning Outcomes are discussed every semester and updated as needed every semester in coordination with the Division I SLOAC advisor.

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](#).

There has been more encouragement and interest in adding more philosophy classes at Merritt College. As student interest increases, we will add more philosophy classes. This is consistent with the programs learning outcome of: creating and implementing effective innovative programs that meet the diverse needs of our students.

The following item is for instructional programs only

Discuss how your PLOs align with the [ILOs](#).

The stronger and more stable the department is, the better the department can support student academic success.

## **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 \(7<sup>th</sup> Edition\)](#), 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.

<b>Course Number</b>	<b>Course Title</b>	<b>Reviewer</b>
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace
PHIL 010	Logic	LaShaune Fitch
PHIL 01	Introduction to Philosophy	
PHIL 049	Independent Study in Philosophy	

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.

<b>Program Title</b>	<b>Program Type</b>	<b>Reviewer</b>
Administration of Justice: Police Science	AA Degree	Elaine Wallace
n/a	n/a	n/a



### 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
n/a	n/a	n/a

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
n/a	n/a	n/a

### 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**.



As previously stated, our goal is to create and implement more effective classes that meet the diverse needs of our students who need to take philosophy to fulfill their requirements for graduation. The stronger and more developed the philosophy department is, the better the department can support student academic success.

## 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
Phi 010 - Logic	Consideration of logical problems of language, deduction and induction, fallacies, theory of argument and the scientific method, and study of correct reasoning in Aristotelian and modern logic.	This course has good enrollment numbers across the district and is much needed by students. Merritt only offers one Philosophy course.	Spring 2021
PHIL 031A/B	Ethics & philosophy. This is a higher level philosophy course that is offered at some of our sister schools: BCC and Laney.	In order to attract more students to Merritt's philosophy class, it is important to add high level classes to complement the intro level philosophy class .	Fall 2022

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.

<b>Title</b>	<b>Description</b>	<b>Justification</b>	<b>Anticipated Effective Term</b>
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

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/Accomplishments
There is a definite need in the philosophy department for a photocopier to make single copies to take to the production center on campus. Also, a computer for our adjunct professors to use, as well as a centralized office space would be extremely helpful.	no	Fund?	\$6,000-\$10,000	This will allow instructors to work without having to pay for ink on campus or in the library, if funded.

**VIII. Resource Requests**

In the tables below, please add resource requests for your program for the **2021-22 fiscal year**. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request ('1' indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table ([how to add rows](#)).

Personnel Resource Requests

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
<b>PT faculty</b>	Currently, we only have one instructor in the philosophy department who is qualified and eligible to teaching in spring 2021.	100%	\$6-7K	?	\$6-7K

# 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)
Technology & Equipment	There is a definite need in the philosophy department for a photocopier machine to make single copies to take to the production center on campus. Also, a computer for our adjunct professors to use, as well as a centralized office space would be extremely helpful.	\$6,000-\$10,000	1
Other	office space is desperately needed for our PT instructors since the philosophy department and the English department don't currently have a centralized meeting space.	0	1

## **IX. Participants**

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

**Todd C. Johnson**

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