



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

# Centro Latino

## 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](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
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	Macro-Region

	degree or certificate in a CE program in the year after graduation.	Employment Rate, by Program SOC
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## **College Profile**

### Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
<b>Gender</b>			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
<b>Race/Ethnicity</b>			
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%
<b>Age</b>			
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.

To target outreach, recruitment, in-reach and retention services to Chicano / Latino communities in the service area by providing support services to students who desire to pursue higher education.

While collaborating with other programs on campus and surrounding communities, and working with students of all ethnic, cultural, and linguistic backgrounds, the Centro Latino endeavors to focus its efforts on the unique linguistic, cultural and immigration related barriers faced by Latino/Chicano students.

### 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
Marta Zielke (Full time faculty with 0.2 re-assigned time. Retired June 2020)	Faculty	0.2

### 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?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
a. Increase awareness in the surrounding Latino/Chicano community by providing information about educational opportunities offered at Merritt College.	IP (ongoing)	M 5	P 1 & 2	
b. Increase access of Latino/Chicano students to college by providing Spanish bilingual/bicultural services and academic counseling and guidance to current high school students and their families who are facing linguistic, cultural and immigration barriers to enter college.	IP (ongoing)	M 2, 3 & 5	P 1 & 2	
c. Increase retention of Latino/ Chicano students by providing Spanish bilingual/ bicultural academic, career and personal counseling to students already enrolled at Merritt College who are facing linguistic, cultural and immigration barriers to remain in college.	IP (ongoing)	M 1, 2, 3 & 5	P 1	
d. Develop and maintain a network of referral sources and CBOs that address the unique needs of Latino/ Chicano students (ESOL, immigration, etc.)	IP (ongoing)	M 5	P1 & 2	

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

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

During the 2019-2020 academic year there was one full time counselor who had a 0.2 reassigned time assignment to work on Centro Latino duties.

The counselor met with students individually in her full-time faculty office, used open areas in building R such as the one in the Welcome Center area to do Spanish/bilingual orientations and used high school 's facilities to conduct bilingual orientations for their students and parents, as well as to assist students with Peralta applications and enrollment in classes.



## 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](#))

2019	Jul	Aug	Sep	Oct	Nov	Dec	Total
SARS	10	85	27	37	33	17	209
e-cn	20	37	7	8	28	10	110
				Jul-Dec 2019 Grand total:			319
2020	Jan	Feb	Mar	Apr	May	Jun	Total
SARS	48	43	28	28	32	2	181
	23	2	6	51	45	16	143
				Jan to Jun 2020 Grand total:			324

*Students serviced at the Merritt campus by the Centro Latino counselor.*

*Source: SARS. Reason code detail and E-counseling data sheets for 2019-2020.*

The Centro Latino focuses on providing outreach and retention services to Latino students who face linguistic, cultural and immigration barriers to accessing or remaining in college.

During the 2019-2020 academic year many potential students were serviced at their high schools through outreach orientations and in-group meetings with students and their high school counselors or non-profit mentors to assist them to apply to Peralta, choosing Merritt as their home school. They were also assisted with orientations and campus tours when counselors requested that service for their graduating seniors.

The chart above shows additional students (643) who were already enrolled in Merritt during 2019-2020 and needed in-person or remote counseling services of various kinds such as guidance and advocacy to resolve enrollment issues due to immigration status, problems obtaining financial aid because DACA out-of-state tuition exemptions had not been yet processed, financial aid barriers because student had an SSN but parents were undocumented, initial or comprehensive student educational plans, pre-requisite clearances, Spanish bilingual career counseling, meeting with student and parent to explain college expectations, advocacy to limit parent expectations of student working full time, higher education limitations sharing information with parents, etc.

While the Centro Latino typically visited high schools for outreach, once Covid measures were enforced, all services had to be offered virtually. The retirement of the counselor who carried the Centro Latino responsibilities will naturally have an effect on especially the retention of undocumented students. It is my hope that the college will honor its mission to educate all people in the community it serves and hire the necessary professionals needed to do the work.

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).

The Centro Latino has two SLOs. Both were assessed in Fall 2019.

- SLO #1: Pursue educational goals and plans using a CC  
Community members who receive services from the Centro Latino, (either bilingual outreach services before enrolling at Merritt, or counseling services once they are enrolled) will be able to describe how attending a community college will help them advance toward their educational goals. Their response will include knowledge of the 3SP steps to transition into a community college.
- SLO #2: Educational Resources  
Community members who receive services from the Centro Latino, (either bilingual outreach services before enrolling at Merritt, or counseling services once they are enrolled) will be able to identify, access, and use educational resources (electronic and otherwise) to plan and pursue their academic and career goals, including services for undocumented students.

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](#).

As reported to SLOAC for SLO #1:

"Most students understood the benefits of obtaining a college degree, steps to enroll in college and additional steps for undocumented students (if they want to receive a tuition fee waiver). More than 90% of students indicated they either did not know or were unsure of the steps to enroll in a community college before they attended the bilingual outreach presentation."

"My evaluation of the results is similar to last year's. There is a very large Latino immigrant population in the feeder public high schools (44% in OUSD alone). Many are undocumented. The Centro Latino's experience working with OUSD Latino students transitioning into Peralta has been that they are strongly motivated to seek work, not schooling, starting in 9th grade. Parents play a strong role in encouraging their offspring to seek paid work to help with the cost of supporting the family. This is not surprising as 75% of families with children attending OUSD have income levels usually below the federal guidelines of poverty."

"While empathizing with the families' needs and values, high school teachers and counselors encourage students to focus on the expectations of their new home country, where higher education is one of the few tools they will be able to use to access jobs with higher salaries and reach a better quality of life in the American society."

"The Centro Latino, like all members of community colleges, follows the efforts of their previous educators by addressing immigrant students home values/demands and assisting students to find the best balance to enter careers that will help them earn higher wages, while helping the country meet the need for college skilled and educated workers."

"The combination of being first generation high school and first-generation college, together with the pressure from their families to seek full-time or more than full time work (for expenses of siblings and extended family) puts students at high risk for dropping out from college. The Centro

Latino attended several parent nights with OUSD high school to address this and other issues with the families.”

As reported to SLOAC for SLO #2:

“Almost all students (98%) who answered the survey demonstrated having learned paper and online resources they could use for career exploration and planning.”

“The Centro Latino will continue to strive to educate students and their families regarding the benefits of attending college. It will continue to network with feeder high schools and reach out to Latino students already at our college to help them learn where to find the information they need, how to create their educational plans, how to choose courses effectively, etc.”

The following item is for instructional programs only

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

n/a

## VI. Curriculum (n/a; the Centro Latino is not an instructional program)

*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.

Course Number	Course Title	Reviewer
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace

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

## 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

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

## 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.**

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## 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

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

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
2 part time bilingual counselors (15 hours/week each) to provide bilingual/bicultural counseling and guidance to students	No	General funds	\$35 x 30 x 17wks = \$17,850 per semester = \$35,700 per year	
Program funding To provide buses for high school students and their parents to attend Spanish/ bilingual orientations at Merritt College. To pay for keynote speakers and other presenters.	No	General funds	\$5000	
Space. To create a center where multiple services can be provided: counseling, mentoring, immigration related services, jobs information, health services information, etc.	No	n/a	n/a	





# 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)
Program funding	To provide buses for high school students and their parents to attend Spanish/ bilingual orientations at Merritt College. To pay for keynote speakers and other presenters.	\$5,000	2	No

## **IX. Participants**

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

**Dr. Lilia Chavez**

**Rosa Perez (SARS data support)**

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