



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**

### **ETHNIC STUDIES (AFRAM, M/LAT, ASAME, NATAM)**

#### **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.

<b>Metric</b>	<b>Definition</b>	<b>Set Standard</b>
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.

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The Mission of the Department of Ethnic Studies is to offer opportunities for students to deepen their understanding of the multicultural and multi-racial history and character of the American experience generally and the varied racial and ethnic experiences specifically. In addition, the aim is to locate the experiences of people of color in a larger global context in terms of identity, culture, sociology, history and economic relations between nations. As new processes of migration evolve, due to global economic politics, the program purpose is to incorporate into the curriculum, new topics of discussion and learning such as: borderlands, scarcity and migration, globalization and democracy and the increasing "ethnization" of central economies.

### 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
Seals, Jason (AFRAM)	Faculty	FT
Martinez, Danae (AFRAM)	Faculty	FT
Brumfield, Jonathon (AFRAM)	Faculty	PT
Imara, Nehanda (AFRAM)	Faculty	PT
Vanhook, Lawrence (AFRAM)	Faculty	PT
Mcknight, Robert (AFRAM)	Faculty	PT
Garcia, Alejandro (M/LAT)	Faculty	FT
Lara, Ismael (M/LAT)	Faculty	PT
Price, Darby (ASAME/NATAM)	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.	<b>Completion</b> - Increase number of degrees and certificates by 20% over the next 5 years.
M2.	<b>Transfer</b> - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).
M3.	<b>Time to Completion</b> - Reduce the number of excess units earned by students.
M4.	<b>Employment</b> - Maintain at least 82% of students attaining employment in the field of study.
M5.	<b>Equity</b> - 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.
Open a community extension center for AFRAM, to offer more courses in the community (in progress, searching for a location)	IP	M5	P1	n/a
Expand Dual Enrollment, establish new partnerships	IP	M5	P1	n/a

(preferably with OSA and Head Royce) (the department has established new partnerships with Envisions High School and CRYJ, since 2015 increasing the number of number of dual enrollment to approx.				
Increase enrollment in MLAT and ASAME courses (there's been a gradual increase in course enrollment for both disciplines)	IP	M5	P1	n/a
Complete the MLAT major (hired a new M/LAT instructor, the instructor is working on the major)	Partially completed	M5	P3	New Hire M/LAT Alejandro Garcia (new hire and department chair working on the major IP)
Offer 1-2 NATAME courses	C	M5	P1	NATAM 76E offered Fall 19
Hire effective faculty in M/LAT	C	M5	P3	New Hire M/LAT Alejandro Garcia
Hire a 3rd FT AFRAM faculty (not complete, need to explore the possibility making the Africana center a lab for African American studies it could be the justification for an additional hire)	IP	M5	P3	n/a
Hire FT staff for Africana Center (not complete, need to identify a funding source)	iP	M5	P3	n/a
Africana Center, expand learning modules and online access	N	M5	P3	n/a

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

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

AFRAM and MLAT have been designated two smart classrooms in the A Building. 206, 214  
Building A, Offices 203, 204  
Library, Africana Center, L127

## 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:

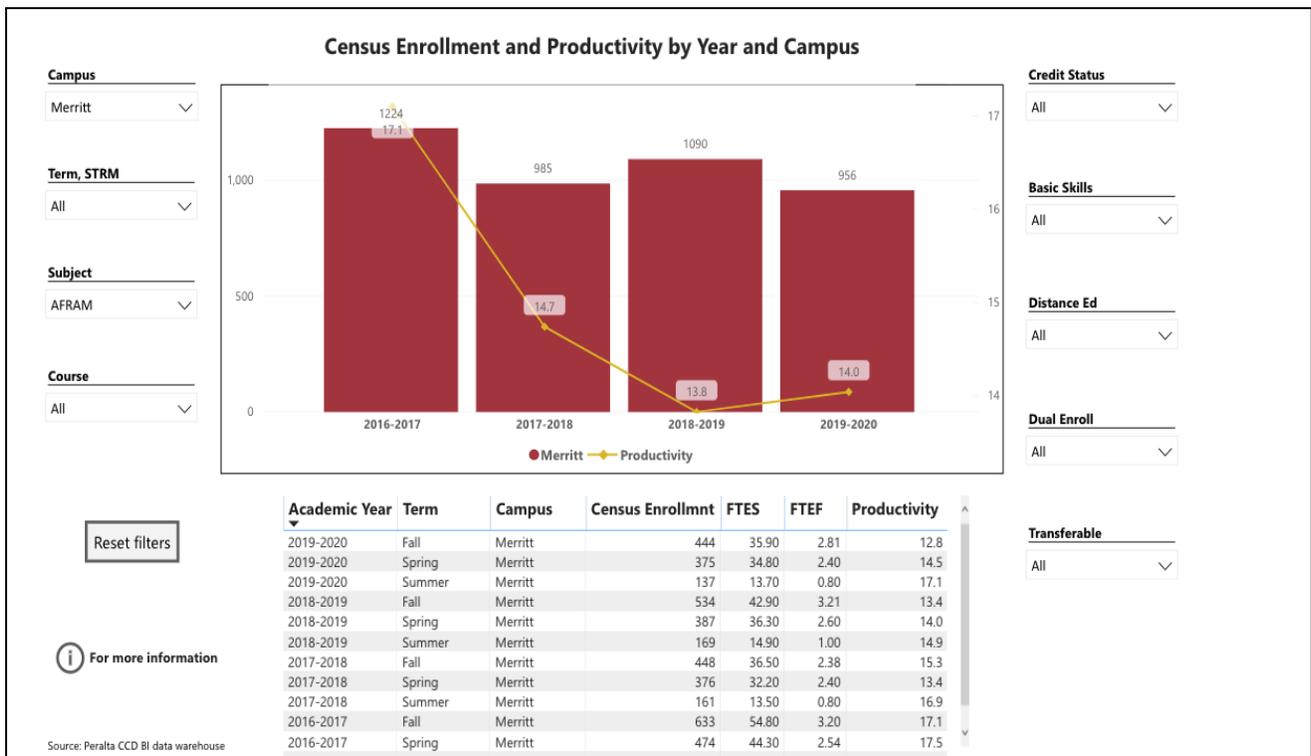
- [Course Completion and Retention Rates Dashboard – Instruction](#)
- [Course Completion and Retention Rates Dashboard – Student Services](#)
- [Enrollment Trend and Productivity Dashboard](#)
- [Degrees and Certificates Dashboard](#)

*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.*

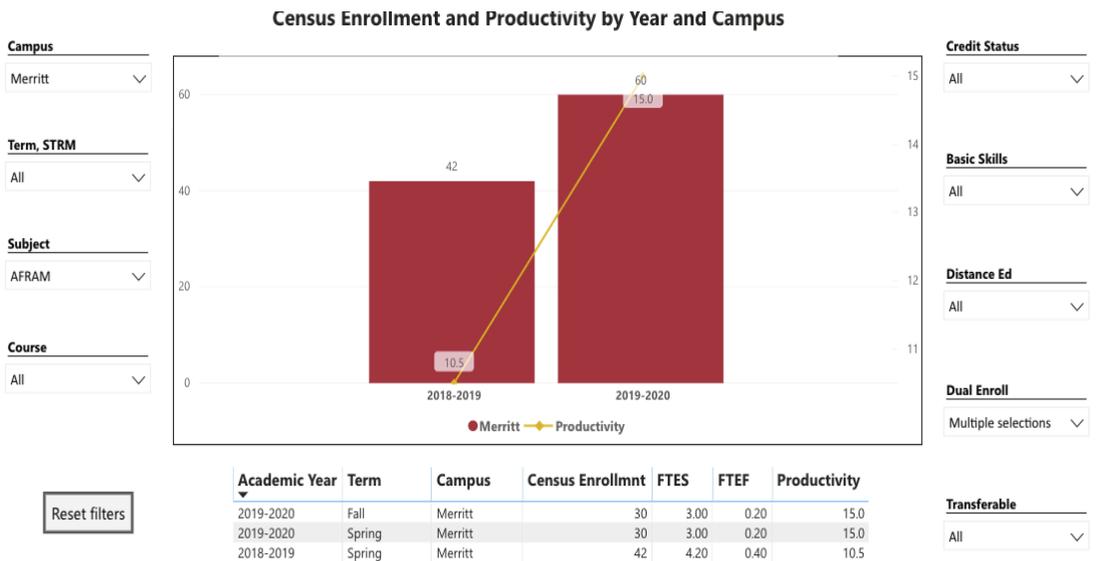
*For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.*

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](#))



#### AFRAM Productivity (above)



#### AFRAM Dual Enrollment Productivity (above)

Much like the institution, AFRAM's enrollment has decreased, while ASAME, M/LAT and NATAM enrollment has increased. The chair is exploring AFRAM scheduling strategies to increase enrollment and retention, this includes an increased number of courses are offered on line in AFRAM, ASAME and MLAT.

Ethnic Studies continues to offer dual enrollment course, and productivity continues to increase. The department established new partnerships with Envisions High School and CRYJ to offer dual enrollment courses. Since 2015 the Ethnic Studies department has offered approximately 30 dual

enrollment courses. Dual Enrollment contributed to the overall success of the department, and align with the institutional strategic goals pertaining to **equity** and **transfer**. increased offerings and engagement with high school students that could become full time students post graduation.

A FT M/LAT instructor has been hired. The Instructor made an immediate impact, within the department and with students. M/LAT productivity increased from 8.8 to 17.3 from Spring 19 to Fall 19. With a FT M/LAT instructor the department will have the opportunity to develop a M/LAT major and expand course offerings to support the institutional strategic goal of **Equity** – Reduce the achievement gaps for African-American, multiethnic, and male students

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).

AFRAM: All courses are up to date or being reviewed. Chair and/ or full time faculty will update courses as needed.

MLAT: All courses are up to date. Full time M/LAT faculty will update courses as needed.

ASAME: All ASAME courses are up to date. Chair will update as needed.

NATAM: NATAM 76E is the only course active—no update needed. Chair will update as needed.

PLOs—are in progress, the chair will be assessing PLOs #1 and #2

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](#).

PLOs—are in progress, the chair will be assessing PLOs #1 and #2

The following item is for instructional programs only

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

The PLO's of the African American studies major align with the following ILO's

**COMMUNICATION**

Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose.

**CRITICAL THINKING**

Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.

**CULTURAL AWARENESS**

Through a knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.

**CIVIC ENGAGEMENT AND ETHICS**

Internalize and exhibit ethical values and behaviors that address self- respect and respect for others with integrity and honesty that will enable success and participation in the larger society.

The foundational focus of the PLO'S of the African American studies major cultivates an educational process that prepares students **both for their economic role in society and for their social, intellectual, and spiritual enhancement**. The AA program embeds cooperative learning and interactive methods of teaching into courses and utilizes the following supplemental learning tools, the Africana center, study abroad and community service to engage the learning specifics of the ILO'S which enhance effective and innovative learning.

## 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
AFRAM 5	Psychology of African Americans	Jon Drinnon
AFRAM 13	Ethnic Perception in Media	Jon Drinnon
AFRAM 18	African Heritage of Latin American	Jon Drinnon
AFRAM 19	Racism in the United States	Jon Drinnon
AFRAM 30	African American History: Africa to 1865	Jon Drinnon
AFRAM 31	African American History: 1865-1945	Jon Drinnon
AFRAM 33	The Roots of African American Culture	Jon Drinnon
AFRAM 38	Environmental Racism and Justice	Jon Drinnon
AFRAM 39	Black World Films	Jon Drinnon

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
AFRAM 48NH	African American Spirituality for the New Millennium	Bradley Balukjian
NATAM 78B	Lewis and Clark Expedition: Ecology and Indians, Pt 1	Bradley Balukjian
M/LAT 48	M/LAT 48	Bradley Balukjian
NATAM 76A-D	Native Americans and the Bay Area Environment: Pre European, Mission, Rancho and Anlgo and Contemporary Periods	Bradley Balukjian
AFRAM 28	Survey of Third World through Films	Bradley Balukjian

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.**

Creating an ADT for African American studies, adopting course, AFRAM 35 (from Laney)—in progress.

**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.

<b>Title</b>	<b>Description</b>	<b>Justification</b>	<b>Anticipated Effective Term</b>
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
AFRAM 35- Women of Color	Interdisciplinary examination of the lives of women of color in the U.S.: Exploration of the intersection of gender, class, ethnicity and race in the lives of African American, Asian-American, Chicana/Latina, and Native-American women in the U.S.	Course Needed to create African American studies ADT	Fall 2020

Indicate new programs slated for development within the next academic year (2021-  
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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
M/LAT Program	AA degree in M/LAT studies	Emphasis of equity and student success; support BIPOC matriculation	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

## 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

<b>Personnel Sub-Category</b> (Full-Time or Part-Time Faculty, Classified, Student Worker)	<b>Description/Justification</b>	<b>Percent Time</b>	<b>Estimated Annual Salary Costs</b>	<b>Estimated Annual Benefits Costs</b>	<b>Total Estimated Cost</b>	<b>Priority Rank</b> (1=Highest priority)	<b>COVID-19 Related</b> (Yes/No)
Africana Center Staff	Need a classified staff person to coordinate activities in the Africana center. The center is a learning tool for African American studies course; multimedia learning modules instrumental to student success in AFRAM courses should be updated and maintained consistently		25,000		25,000	1	No
Africana Center Student Workers	Student workers (2) are essential for the operation of the Africana Center. The student workers support students and community members with overall access to the automated materials.		29,800		29,800	1	No

## 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

<b>Resource Category</b> (select from above list)	<b>Description/Justification</b>	<b>Total Estimated Cost</b>	<b>Priority Rank</b> (1=Highest Priority)	<b>COVID-19 Related</b> (Yes/No)
Supplies: instructional	Laptop (FT faculty needs a new laptop to provided effective communication and support during COVID. Previous laptop (used) given (2018) is having a number of difficulties	2,000	1	Yes
Supplies: Instructional	(2) Printers (needed for FT faculty to complete administrative duties remotely)	6,00	1	Yes
Supplies: Library Collections	Journal of Black Psychology (Institutional E-access) (supplemental learning tool to keep curriculum updated)	1038.00	3	No
Supplies: Library Collections	Journal of African American Studies (supplemental learning tool to keep curriculum updated)	99.00	3	No
Professional Development (individual)	Membership to African Black Psychological Association (professional development)	1,200	3	No
Technology & Equipment: New & Service Contract	Africana Center, update/expand learning modules and establish online access for students and community (learning modules are supportive learning tools for all African Americans studies courses)	10,000	2	No

## **IX. Participants**

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

Seals, Jason

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