



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

Puente Project

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	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
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 Puente Program is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees, and return to their communities as leaders and mentors to future generations.

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
Jose A. Salceda – Counselor/Co-Coordinator	Faculty	FT
Isela Gonzalez Santana – English Instructor/Co-Coordinator	Faculty	FT

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.
1. To maintain a strong connection with student participants until they graduate and/or transfer	This program goal is ongoing/in progress and will continue to be assessed. In the Spring of 2020, the Puentes Program's Counselor/Co-Coordinator	This program goal aligns with Merritt College's Strategic Goals of Completion (M1), Transfer	This program goal aligns with the Peralta District's goal of advancing Student Access, Equity,	This program goal is ongoing/in progress and will continue to be assessed.

<p>to four-year colleges and universities.</p>	<p>administered a Comprehensive Evaluation to Puente students to elicit information about students' experiences with the Puente learning community and the degree to which the Puente environment has enhanced/not enhanced students' commitment to their college environment. Based on the results of the Comprehensive Evaluation, 90% of Puente students strongly agreed or agreed with the statement, <i>The activities that I am involved in at Puente support my transfer plan.</i> Puente students reported being involved in the following activities: transfer success workshops, scholarship workshops, Puente Transfer Motivational Conference, <i>Día de Muertos</i>, community fundraisers, university fieldtrips, regular meetings with Puente Counselor and Puente English Instructor.</p>	<p>(M2), and Equity (M5).</p>	<p>and Success (P1). In addition, the program goal aligns with the Peralta District's goal of building Programs of Distinction (P3).</p>	
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<p>2. To redesign and expand the Puente Mentor Program.</p>	<p>This program goal is ongoing/in progress and will continue to be assessed. Each semester, the Puente Program facilitates two mentor activities, including professional and peer mentors visiting either the counseling or English classes to share their college to career journeys. In the Spring of 2020, the Puente Program's Counselor/Co-Coordinator administered a Comprehensive Evaluation to Puente students to elicit information about students' experiences with the Puente learning community and the degree to which the Puente environment has enhanced/not enhanced students' commitment to their college environment. Based on the results of the Comprehensive Evaluation, 87% of Puente students strongly agreed or agreed with the statement, <i>I've had regular contact with a mentor</i> and 94% strongly agreed or agreed with the statement, <i>I learned a great deal from a mentor.</i></p>	<p>This program goal aligns with Merritt College's Strategic Goals of Completion (M1), Transfer (M2), and Equity (M5).</p>	<p>This program goal aligns with the Peralta District's goal of advancing Student Access, Equity, and Success (P1). In addition, the program goal aligns with the Peralta District's goal of building Programs of Distinction (P3).</p>	<p>This program goal is ongoing/in progress and will continue to be assessed.</p>
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IV. Facilities Utilization

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

The Puente Room, P-108: In 2010, the Merritt Community celebrated the grand opening of the Puente Room in P-108 – a space that provides a “home away from home. Since 2010, the Puente Room has kept regular hours, Monday through Friday and serves approximately 100 students per semester. A long conference table and chairs were donated by the Office of Instruction and the Office of the President donated two desktop computers for student use. Students utilize the room to study, hold Puente Club meetings, conference with community members and mentors, and build interpersonal relationships that foster personal and intellectual growth.

Instructor and Counselor Offices in the Puente Room: While several Puente Programs at other community colleges have designated study spaces similar to that of Puente at Merritt, the instructor and counseling offices are usually not in close proximity to the program's study spaces as that of the Puente Program at Merritt College. Students find it convenient to meet with the Puente counselor and instructor whose offices are situated side by side in the Puente Room, P-109 and P-110. The Team finds it extremely helpful for providing on-going support and intervention strategies.

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](#))

2019-2020: Puente Course Complete Rate = 83%
2019-2020: Puente Course Retention Rate = 90%

2019-2020: Merritt College Course Completion Rate = 68%
2019-2020: Merritt College Retention Rate = 89%

In 2019-2020 the Puente Program's course completion rate was 15% above the course completion rate for Merritt College and 1% above the course retention rate for Merritt College. The Puente Program has long prided itself on providing quality services to our students in order to maintain the course completion and course retention rates above that of the general student population. Puente provides an array of services in order to meet this standard. In particular, the Puente team works closely with students in a culturally rich, caring and supportive learning environment. Our purpose is to provide opportunity for lifelong learning, develop critical thinking and writing skills, leadership development, enrichment opportunities, ongoing support while assisting students to attain degrees and certificates and return to their community as leaders and mentors to future generations.

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).

In the Spring 2020, Puente assessed the following Student Learning Outcome (SLO): *Students will be able to identify major preparation, general education and elective courses needed to attain or transfer into their chosen major and degree level.* In order for this SLO to be considered successfully achieved 75% of students in the Puente learning community needed to have a comprehensive Student Education Plan (SEP) tailored to their individual academic plan on file by the end of the spring semester and complete a comprehensive evaluation.

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](#).

Results indicated that 90% of students participating in the Puente Program completed a comprehensive SEP and were able to explain which courses they were using to meet general education, major preparation, and electives. The attainment of this SLO helped the students to feel empowered and make effective academic decisions by following a comprehensive SEP created in collaboration with their Puente Counselor.

The following item is for instructional programs only

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

N/A

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

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.**

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
Professional Development	Yes	SEA	\$1,500	Puente Counselor and English Instructor will attend regional and/or statewide trainings.
Supplies	Yes	SEA	\$1,000	Replenish office supplies, including toner, markers, pens, paper, binders, folders, etc.
Graduation Stoles	Yes	SEA	\$1,400	Graduation stoles provided to Puente graduates during the spring semester.

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)
Service Contract	Charter Buses – Fall/Spring Provide transportation to attend Puente Transfer Motivational Conference and visit select universities.	\$4,000	1	No
Service Contract	End of the Year Celebration. Students receive completion certificates and graduates receive graduation stoles. Event is catered.	\$2,000	2	No
Non-Instructional Supplies	Replenish office supplies, including toner, markers, pens, paper, binders, folders, etc.	\$1,000	3	No

IX. Participants

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

Jose A. Salceda Puente Counselor / Co-Coordinator

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