

# 2020 Annual Program Review

**Program Name:** LATINO CENTER

**Program Review Author:** Maria Martinez, Veronica Castillo

**I. PROGRAM DESCRIPTION:** In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

*Note: If no changes have occurred, feel free to copy and paste from your last review. If it exists, feel free to copy the brief description of your program from the college catalog: <http://www.smc.edu/CollegeCatalog/Pages/default.aspx>*

The goals of the Latino Center are:

- to provide students with a proactive support network of culturally relevant, comprehensive bilingual services in order to promote their personal and academic growth and success
- to collaborate with SMC faculty, staff and members of the neighboring community on projects/activities pertinent to the advancement of Latino students.
- to collect and evaluate data related to Latino students in order to develop programs and/or identify effective practices that address their changing needs.

The Latino Center was established in 1983, and is a counseling center dedicated to promoting the academic and personal growth of Latino students through intentional use of counselors' cultural competence to address students' needs. The Latino Center offers Latino students a network of faculty, staff, peers and services (**Appendix A**). It supports SMC's mission to "[provide] a safe, inclusive, and dynamic learning environment that encourages personal and intellectual exploration – one that challenges and supports students in achieving their educational goals. "This is accomplished via direct services to students and through our faculty and staff collaboration with other programs/ services and departments. Though targeting students of Latino background, all students are welcome to use our services.

The Adelante Program was established in 1989 and is an academic and support program offered through the Latino Center. The program provides added structure through required counseling and workshop activities. It focuses on academic achievement, cultural awareness, and personal growth of students so they may confidently and successfully navigate the educational system. Program students receive priority enrollment dates and have priority for enrolling in Adelante sections. Adelante classes highlight and accentuate the Latino culture and/or the underrepresented student experience within the context of the course subject. These classes are offered every spring and fall semester and emphasize verbal, written and critical thinking skills essential to college success.

## II. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES)

Identify the original objectives from your last review, as well as any objectives that emerged during the year (if applicable). For each objective, determine status and explanation for status.

Objective	Status (Check one)	Status Explanation
Follow-up on Institutional Research Adelante Faculty report recommendations.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	The research report and findings were sent to all active Adelante faculty for the 2019/20 academic year. Feedback was requested. We then created an Adelante Program Homeroom in Canvas to centralize program information and updates for faculty and staff use.

Obtain funds to renew full menu of StudentLingo student success online workshops for an additional 3 years.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	Online workshops were funded by Associated Students, Office of Mike Tuitasi, and Health and Wellness Center's mental health grant. These online workshops continue to be available to the entire SMC community through July 31, 2023.
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### III. ACHIEVEMENTS

**(Optional)** List any notable achievements your program accomplished in the last year.

- 30th Adelante Program Anniversary
- Created Latino Center/Adelante Program Instagram account and Facebook account.

### IV. CURRENT PLANNING AND RESOURCE NEEDS

#### Part 1: Narrative

Broadly discuss issues or needs impacting program effectiveness for which institutional support or resources will be needed for the next academic/fiscal year.

- Need to retain the part-time counseling hours currently funded by SEAP funding. Total adjunct counseling hours are 27.
- 2020-2021 will be last year one of the full-time counselors will be working before she retires. The Latino Center will be requesting a new full-time counselor position to replace the counseling full-time position.

#### Part 2: List of Resources Needed

Itemize the specific resources you will need to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives for next year.

*While this information will be reviewed and considered in institutional planning, the information does not supplant the need to request support or resources through established channels and processes.*

Resource Category	Resource Description/Item	Rationale for Resource Need (Including Link to Objective)
<b>Human Resources</b>	Click or tap here to enter text.	Click or tap here to enter text.
<b>Facilities</b> <i>(info inputted here will be given to DPAC Facilitates Comm.)</i>	Click or tap here to enter text.	Click or tap here to enter text.
<b>Equipment, Technology, Supplies</b> <i>(tech inputted here will be given to Technology Planning Committee)</i>	10 white Board desks for Math Tutoring.	It will reduce the need for scratch paper for Math tutoring. This links to the first goal of the Latino Center.
<b>Professional Development</b>	Click or tap here to enter text.	Click or tap here to enter text.

### V. CHALLENGES RELATED TO SPRING 2020 COVID-19 CRISIS AND RESPONSE:

List significant challenges your program faced in Spring 2020 due to COVID-19. Please also include your responses and solutions to this crisis.

## **Transition to remote counseling services (i.e outreach to students, counselor training, equipment)**

- Need to quickly check-in and inform students of changes to campus and program remote services:
  - called and/or emailed all program students to check on how they were dealing with the transitions, inform of program updates, provide information about food delivery program and other emerging resources.
  - posted Latino Center/Adelante Program changes and updates on our website and send at least weekly e-mails.Created Instagram and Facebook accounts for the Latino Center in order to offer students another means of communication with them.
  
- Obtain necessary materials and access to work remotely:
  - most? counselors and staff needed to borrow college Chromebooks, headphones w/ speaker and take some of their office materials home; some later found their work would be facilitated by equipment, such as headphones w/ speakers, and purchased on their own.
  - this often-required faculty and staff to connect multiple times with the IT dept and others in order to finish proper setup of equipment, software/app access
  
- Quickly develop plans/options to perform job duties remotely:
  - within approximately 3 weeks, we worked with the larger counseling department to explore and determine access to campus systems, equipment, and outside technology and tools to be able to deliver remote services:
    - through various department-wide and center-based meetings, initial instructions and instructional videos were developed to use apps/software such GoogleApps and Zoom to perform video and telephone counseling.
  
- Adapt to personal, technical, student needs as remote services are implemented:
  - ongoing communication w/ staff and faculty to determine needs and bring on use of software like Jabber, to improve ability to call out to students so that a campus number appears on screen for students
  - provide human resources support to fac/staff experiencing worker's comp injury related to working remotely
  
- Compensate faculty/staff for the additional time spent outside of work preparing and learning how to use new tools and implement changes were
  - some were able to use toward MOU Flex, use compensatory time, or were able to apply for compensation via the MOU agreement reached at the end of the semester
  
- Provide timely referrals and information to students:
  - not fully resolved, as all services are offered remotely. Try to stay up to date on numerous campus emails being sent, checking program/services websites, referring to/emailing their individual financial aid specialists; there is some delay as we can no longer walk students to another office or try calling on campus extension
  
- Assist students in locating information on campus website:
  - walk students through use of the SMC website to access resources such as Counseling or Admissions call-back queue, Covid-19 Enrollment Updates, etc.

## **Transition to remote therapy sessions**

- Maintaining internet connection w/ telehealth services:
  - unresolved, have impacted sessions (i.e freezing), so some of the content is missed and needs to be repeatedInterpersonal and non-verbal communication are impacted w/ use of telehealth, via video or phone; loss of facial expressions.
  - Both Adelante and Black Collegians hired an additional part-time therapist paid with grant funding by the Center for Wellness and Well Being. An additional service the new therapist offered was to provide during weekly "Blackalante Healing Circle" Zoom sessions to all students in Adelante and Black Collegians students. These sessions began June 24<sup>th</sup> and will continue until August 19<sup>th</sup>. They have been well attended. The new therapist doesn't seem to have the internet

issues that the first therapist has been encountering with her own personal internet provider. This new therapist is able to provide service to many students that are comfortable with group sessions.

## **Transition to remote tutoring**

1. Assess students' math skills and needs, and provide specialized individual tutoring to students

Response: Using the platform Zoom to conduct online math tutoring. We provided the students with a meeting link, which they can access daily during the hours of operation. If there are multiple students in the meeting, SI (Supplemental Instructor) will spend approximately five minutes with each student and rotate. On average, an online tutoring session with a student lasts 30-40 minutes.

2. Assists students with specific classroom assignments related to mathematical problem-solving, and comprehension of basic mathematics concepts

Response: Via Zoom, students are able to share their computer screen and show their specific assignments and problems. They can also take a screenshot, take pictures, and email them to the SI. SI is using a MacBook Air and iPad Pro for math tutoring. Through the Notability app the tutor is able to write on iPad and mirror my screen, so that the students can view everything the tutor writes.

3. Reinforce mathematical terminology, concepts, and problem-solving techniques presented to students in the classroom

Response: At the end of the tutoring session, SI emails each student a PDF of the notes they worked on. Via Zoom, we discuss test-taking strategies, and general tips and tricks for achieving success in math. SI also provides students with a Google Drive link which contains notes, exam reviews, and past exams for most math classes.

4. Assists students with the use of computer based mathematical problem-solving tools, graphing and scientific calculators

Response: SI has been utilizing the Desmos app on my iPad for graphing purposes. SI is able to mirror their screen and show students step-by-step how to graph various functions. SI has also been utilizing the TI-84+ emulator for statistics courses. The students are able to see all the calculator functions the tutors screen.

5. Reviews students completed assignments to determine specific learning needs

Response: SI is able to review students completed assignments via Zoom, when time permits. When it is busy, SI has students email their work. SI uses office hours to review assignments and provide students feedback. SI also started a Discussion Board through Canvas, where students can post questions or assignments at any time.

6. Assist instructors in assessing students' progress

Response: SI looks through the SMC GPS periodically to see if any of our students in the program have been flagged by their professors. SI leaves notes on their profile and message the student with Zoom link and hours which they can join. Beginning Fall 2020, SI will have tutoring appointments specifically for students flagged through GPS.

7. Facilitate Math Therapy workshops; hire student math tutors to help in our math lab and workshops

Response: Math Therapy workshops have two-components: mindfulness techniques and math problem-solving strategies, which are helpful to our students to achieve success in math. Unfortunately, it was cancelled during Spring 2020 due to COVID-19. SI has discussed with our counselor Dr. Tyffany Dowd ways to continue Math Therapy during Fall 2020 via Zoom. SI will hire student math tutors (depending on budget) to help us during tutoring sessions and Math Therapy workshops.

8. Provide graphing and scientific calculators for students enrolled in statistics and science classes; provide math textbooks for all subjects

Response: The Program continues to provide graphing and scientific calculators to students enrolled in a

statistics or science courses. SI has specific distribution and drop-off dates, where students can pick-up or return a calculator at SMC. SI follows all the guidelines of the college to make it a safe experience. SI has digital copies of several math textbooks, which he is able to share with our students. SI has physical copies of certain textbooks at home. SI is able to take pictures and scan when necessary.

### **Transition to remote student & parent workshops**

→Continue Sister to Sister and Brother to Brother Mentoring program between SMC and JAMS:

-unable to maintain. Program completely canceled since program consists of SMC students mentoring JAMS students on a face-to-face basis. We discussed having the mentors and mentees Zoom each other, but given that the students at JAMS are under 18 years of age, we didn't think it was a good idea per the John Adams School Administration.

→Continue Hombre a Hombre workshops:

- held the final two sessions via Zoom. Approx. 15 students attended the first Zoom, which is lower than the 25-30 students that usually attend. More email and Instagram plus reminders were sent for second session and students were invited during counseling sessions and approx. 20 students attended.

→Continue Noche De Familia:

-Final NDF was held in the Latino Center instead of JAMS Middle School. Program went well but the Latino Center was pretty full with only about 15 people. We did not hold the two remaining Noche De Familia events because we assumed we would have low attendance from our parents. We will offer Noche de Familia again beginning during fall 2020 and re-evaluate the service during remote learning and see if parents will attend the sessions.

→Continue Men of Color Mentoring:

- Held two Men of Color Zoom Meetings for the mentors. Usual attendance is approx. 90% of mentors and mentees, but about ½ attended. Cancelled a planned hike for the mentors and mentees.

-Mentees were emailed about 3 times to ask they set up meetings with counselor and about 70% of them did so. Majority of the mentees who did not set up meetings with counselor were from Black Collegians. Individual emails were sent but there was little response.

→Started Men of Color Action Network (MOCAN):

-Network consists of the faculty and staff from the Men of Color Mentoring Program in addition to other faculty and staff that have decided to get more involved in supporting our students, faculty, and staff who identify as Men of Color.

-Have collected information via surveys from Men of Color SMC students, which we shared with the senior staff and SMC Leadership. Also, currently working on a mission statement and objectives for the group.

### **Transition student and classified staff to working remotely**

→Provide timely referrals and information to students:

-not fully resolved, as all services are offered remotely and response times are delayed. Some steps have included trying to stay up to date on numerous campus emails being sent, checking program/services websites, referring to/emailing their individual financial aid specialists

→Assist students in locating information campus website:

-walk students through use of the SMC website to access resources such as, Counseling or Admissions call-back queue, Covid-19 Enrollment Updates

**Activity/supervision of Adelante Students Club**

→ Club Advisor and club cabinet continued to offer club meetings through Zoom to Adelante Club members. They were not as well attended as on ground club meetings but it was greatly appreciated by those that did attend because it was their only opportunity to meet other program students through the ice breakers and games. Many of the students reported academic Zoom fatigue but the club meetings were an outlet for students and they looked forward to it. In fact, that led to “Chill Hour” which continues during the summer as an outlet for students through Zoom. This option is completely student led.

**VI. THE NEXT SECTION IS FOR CTE PROGRAMS ONLY**

**PARTNERSHIPS:**

**Part 1: Industry advisory meeting dates and attendance for 2019-2020.**

Date of Meeting	# of SMC Attendees	# of Non-SMC Attendees
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

**Part 2: Employer partnerships/collaborations for 2019-2020. Identify the most salient partnerships or collaborations.**

Employer Name	Type of partnership or Collaboration <ul style="list-style-type: none"> <li>• Advisory attendance</li> <li>• Internship site</li> <li>• Donations</li> <li>• Job placement</li> <li>• Other</li> </ul>	Optional: Additional information about partnership or collaboration
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**CONGRATULATIONS – that’s it! Please save your document with your program’s name and forward it to your area Vice President for review.**

**The following section will be completed by your program’s area VP**

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**Vice Presidents:**

First, please let us know who you are by checking your name:

- Christopher Bonvenuto, Vice President, Business and Administration
- Don Girard, Senior Director, Government Relations & Institutional Communications

- Sherri Lee-Lewis, Vice President, Human Resources
- Jennifer Merlic, Vice President, Academic Affairs
- Teresita Rodriguez, Vice President, Enrollment Development
- Michael Tuitasi, Vice President, Student Affairs

Next, please check this box to indicate that you have reviewed the program’s annual report Provide any feedback and comments for the program here:

Click or tap here to enter text; the box will expand when you enter text.

Finally, please **save the document** and email it to both Stephanie Amerian ([amerian\\_stephanie@smc.edu](mailto:amerian_stephanie@smc.edu)) and Erica LeBlanc ([leblanc\\_erica@smc.edu](mailto:leblanc_erica@smc.edu)). If you have any questions, please contact us!

Thank you for your input!

# Appendix

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Appendix A



ACADEMIC SUCCESS

PERSONAL GROWTH

# ADELANTE PROGRAM

at the Santa Monica College LATINO CENTER

## THIS IS WHAT WE DO



You can use Latino Center services as little or as often as you like. But, if you want more support and structure while exploring Latino culture, Adelante is for you!

Adelante offers a more structured counseling experience in order to provide added support and resources to help you succeed. You must meet counseling and workshop requirements each semester.

- Early Priority Enrollment Date
- Enrollment in Adelante Class sections
- Latino Experience Accentuated in Adelante Classes
- Eligibility for Latino Center Scholarships
- Latino Center E-mail Updates
- Opportunities to Network with Latino Faculty and Students

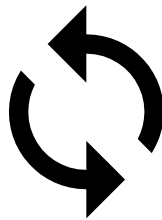
You may join the program during one of the two application periods throughout the year. Contact the Latino Center for details.

## ABOUT ADELANTE STUDENTS



91%

About 9 in 10 Adelante students say transfer is their primary goal. Compare that to about 74% of all SMC students who reported a transfer goal. Adelante is a great program in which to network with transfer oriented students.



84%

Latino freshmen who participate in Adelante are more likely to re-enroll for their second fall semester than those who do not participate in Adelante. Just 60% of Latino Non-Adelante freshmen who started in the fall returned the next fall.



74%

Latino Adelante first-time freshmen successfully completed enrolled courses at higher rates than Latino Non-Adelante freshmen. On average, 57% of these Non-Adelante students successfully completed their enrolled courses.

Santa Monica College

# Latino Center

Focusing on Latino Student Success and Personal Growth

Student Services Center, 2nd  
floor (310) 434-4459  
[www.smc.edu/LatinoCenter](http://www.smc.edu/LatinoCenter)

## A STUDENT SUCCESS NETWORK

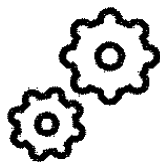
Make a connection! Our bilingual counselors and staff are here to assist you in getting the most out of your SMC experience. Our goal is to provide you with a support network that connects you to the people and resources you need to succeed.



## OUR SERVICES



Academic  
Counseling



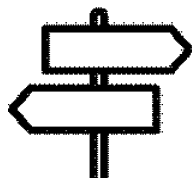
Career  
Counseling



Math  
Tutoring



Financial Aid  
Information



Community  
Referrals



Psychological  
Services



Adelante  
Program