



Student Equity Plan

2015-2018

**Merritt College
12500 Campus Drive
Oakland, CA 94619**

Peralta Community College District

Merritt College Student Equity Plan 2015-2018 Signature Page

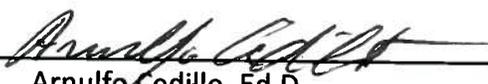
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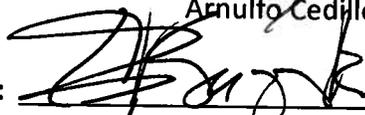
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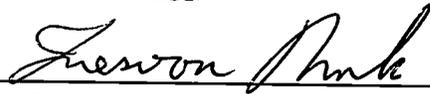
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MERRITT COLLEGE STUDENT EQUITY PLAN 2015-18

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Executive Summary

I. Executive Summary

Merritt College was established in 1954 and is situated in Oakland, California as one of the four colleges that form the Peralta Community College District in Alameda County. It offers a comprehensive day and evening program of transfer, technical, occupational and basic skills education and is committed to meeting the educational needs of the diverse student population it serves.

Merritt College is highly committed to student equity and success as indicated throughout its core values particularly:

- Diversity: We honor, and respect the different backgrounds, experiences, languages, values and cultures of everyone at the college.
- Campus Climate: We strive to create a student-centered learning environment that leads to student retention, persistence and success.

The 2014 Merritt College Equity Committee used a variety of resources and key findings from several college-wide projects to support the preparation of this plan. In 2005-06 the college actively collected, analyzed, and interpreted institutional student data through *The Equity for All Scorecard Project: Institutional Responsibility for Student Success*, a collaborative action research project with the University of Southern California's (USC) Center for Urban Education. The college examined institutional data on retention and persistence, academic pathways, excellence (measures of higher level student academic accomplishments), and transfer to adopt plans for improving institutional effectiveness in student equity and student success.

In 2008, the college was awarded a comprehensive five-year Title III Grant, *Strengthening Pathways, Systems and Services to Maximize Student Success* which focused on activities designed to strengthen the institution's core academic performance indicators in the four key areas of: retention, drop rate, successful course completion, and transfer. The Title III Grant Project college built upon Equity for All Project results and examined longitudinal data on the four core academic performance indicators over the five- year period of 2008 to 2013.

The Merritt Equity team actively utilized campus-based research, data analysis, and findings resulting from the college's Basic Skills Initiative (BSI), the Community College Survey of Student Engagement (CCSSE) administered to students 2011 and 2014, and the Noel-Levitz Student Satisfaction Survey administered 2009, 2011, and 2014. Furthermore, goals and activities included in this plan are based on the California Community Colleges Chancellor's Office Scorecard, 2010 U.S. Census Bureau demographic data, and Bay Area Census data. As a result,

the target groups in need of academic performance improvement were identified through a series of collaborative efforts involving all stakeholders: faculty, staff, administrators, students, trustees, community members, and other external stakeholders.

A. Target Groups

The target groups vary per indicator (see Section B. Goals) based on student characteristics in need of improvement towards obtaining equity in overall student access and performance. Target groups in need of improvement have been previously identified based on data, studies and reports. For example, as a result of the Equity for All Scorecard Project (2006) African American and Hispanic/Latino students were targeted because:

- The majority of these students were enrolled in basic skills or lower level courses with their share of basic skills enrollments much greater than their representation in the student body.
- Similarly, the majority of these students were enrolled into programs leading to lesser economically rewarding occupations;
- Student progress towards certificates, degrees, and transfer to four-year colleges, and the student retention rate were below the statewide average;
- In addition to the above, more recently, the African American and Hispanic Students represent 65% of the students in the Disability Services Program. (361 out of 557, Annual State Chancellor's Disability data 2013-2014).
- Although 9.9 percent of California's civilian population has disabilities, only 3.0 percent of working Californians have a disability. This results in a 21% unemployment rate for individuals with disabilities. (Per Employment Development Department, Vol. 1, Issue 2, September, 2012.);
- Individuals with disabilities are the largest minority group in the State of California as it cuts across all races.

The findings of this report are included for the purposes of updating, continuing or setting new goals for the new three-year Student Equity Plan (2015- 2018).

B. Goals

The 2014 Student Equity Plan is centered on the main purpose of achieving equity, throughout the student body, that is reflective of the diversity of the community served by Merritt College while striving to ensure student access, retention and success across student equity indicators and target groups.

The overall goals of the 2014 Student Equity Plan are based on principles to:

1. Improve student access to college programs and services.
2. Increase and balance student equity and diversity in college programs and services.

3. Improve success by closing the performance gap and mitigating disproportionate impact for identified target groups.

Overall goals are based on local and state data requirements, institutional data analysis and key findings from 2006 to 2013 and are grounded in moving the college in achieving stated goals and activities identified in the three-year Student Equity Plan (2015-18). The target groups identified for each indicator in the "Goals and Activities" section are considered a priority. Below is a summary of goals under each indicator:

- Access: Improve access of under-represented populations within the college service area.
 - Increase the African American population
 - Increase the Hispanic/Latino population
 - Increase the male student population
- Course Completion (*Retention*): Increase overall college retention rate
 - Improve course completion for African Americans in mathematics and English.
 - Improve Fall to Spring course completion rates, particularly for African American and Hispanic/Latino students
 - Improve course completion for "Other- Non White" students
- ESL and Basic Skills Completion: Increase completion rates and ensure that students succeed at the same rate as the overall percentage of students who successfully complete courses with a grade of A, B, or C or Credit as follows:
 - Improve ESL course completion
 - Improve Basic Skills course completion in English
 - Improve Basic Skills course completion in mathematics

NOTE: Per the 2014 Basic Skills Initiative (BSI) End of the Year Report reaffirmed pre-established goals to:

- a. Increase the successful course completion rate for credit Basic Skills and ESL courses by 2% per year (10% over five years).
 - b. Increase the persistence of Basic Skills and ESL students by 2% per year (10% over five years).
 - c. Increase the percentage of students who progress from basic skills to transfer level mathematics or English by 2% per year (10% over five years).
- Degree and Certificate Completion: Increase the number of students obtaining a degree or certificate.
 - Degree: African American, American Indian/Alaskan Native
 - Certificates: African American, American Indian/Alaskan Native, Hispanic/Latino

- Transfer: Increase the overall college transfer rate
 - Focus on under-represented populations to CSU and UC
 - African American
 - Hispanic/Latinos

C. Activities

The Equity Committee identified various activities and actions required for the college to achieve goals specified in the plan. Below is a summary of primary activities for each indicator. A more detailed explanation is provided in the “Goals and Activities” section of this plan:

- Access: Increase outreach and recruitment to target groups
- Course Completion (Retention): Improve course completion, particularly the rate of male students
- ESL and Basic Skills Completion: Ensure and monitor appropriate course placement and completion
- Degree and Certificate Completion: Increase the number of students obtaining a degree or certificate for all target groups
- Transfer: Increase the number of students transferring to a four-year university for all target groups particularly for under-represented populations

D. Resources

Merritt College provides an array of programs and services aimed at student access, retention, graduation, and success. Resources available at Merritt College include:

Associated Students Merritt College (ASMC): ASMC builds student leadership skills, advocates for student success, and provides students with extracurricular opportunities in student government, ASMC activities, clubs, and more.

Athletics: Intercollegiate programs for men and women attract a diverse population of often traditionally underserved full-time student populations. Intercollegiate programs include Soccer, Cross Country, Basketball, and Track and Field. Coaches provide outreach and recruitment and build overall skills and confidence of students to succeed in academics and life.

Cooperative Agencies for Resources in Education (CARE): CARE is a program within Early Opportunity Programs and Services (EOPS) that is designed to help single-parent students succeed in college and to provide additional support services to qualifying students including vouchers for childcare, transportation books and school supplies.

Centro Latino: Centro Latino is committed to providing support services to students from various ethnic, cultural, and linguistic backgrounds who desire to pursue higher education. While collaborating with other programs on campus and surrounding communities, the Centro Latino focus is on outreach, recruitment, and retention of Chicano/Latino communities.

Cooperative Work Experience: Work experience, in conjunction with a program of instruction, makes it possible for a student to obtain college credit for paid or volunteer work experience.

Disabled Student Program and Services (DSPS): DSPS provides support and reasonable accommodations, as defined by state and federal laws, such as readers, note takers, specialized equipment use to students with documented physical communication, learning, psychological or other medical condition.

Extended Opportunity Program and Services (EOPS): EOPS offers grants, counseling, priority registration, and other “above and beyond” services to students who are both economically and educationally disadvantaged.

Financial Aid: Financial Aid offers financial assistance with educational costs including fee waivers, grants, loans, and federal work-study.

Learning Center: The Learning Center was designed to help all students acquire the skills they need to succeed in college. The center offers help in three ways: self-paced classes, free tutorial services, and computer lab and technology services.

MerrittWORKS/CalWORKS: MerrittWORKS/CalWORKS provides case management services to students who are enrolled in classes and currently receiving aid for dependent children on an ongoing basis as they pursue their academic goals.

Peralta Scholars Program: A district-wide collaborative in partnerships with K-12 which will utilize a portion of each college’s student equity funds to pay for administrative expenses.

PUENTE: The Puente project is two-semester counseling, mentoring, and writing program with a focus on Mexican American/Latino readings and a goal toward transferring to a four-year college or university. It is open to all students.

Sankofa: Sankofa is a new academic and student support service program focusing on the success of African American students, but is open to all students. Emphasis is on support for the successful completion of English, mathematics, science, and technology related programs and in establishing partnerships. Students are assisted with Student Educational Plans (SEPs), selecting courses, career exploration, particularly in STEM fields, and in connections to services across the campus.

Student Support and Success Program (SSSP): Formerly the matriculation program which is a state-mandated program/process, which brings the College’s staff and resources into a partnership with students to ensure their educational success.

Tutoring: The Learning Center's tutoring program serves students by offering academic assistance across the curriculum. The Learning Center's objective is to prepare and assist students in academic advancement and improved self-esteem. Free tutoring is offered individually or in a small group setting on a drop-in basis.

Transfer Center: Provides assistance to students who plan to transfer to a four-year college or university.

Veterans Affairs: Provides assistance to veterans and their dependents who may be eligible for various educational benefits.

Special Programs and Grants:

- **Bridges to the Baccalaureate:** Identifies and recruits Merritt students to pursue research careers in biomedical and behavioral sciences
- **Campus Mental Health Education Services:** provide peer to peer support, social media outreach and mental health consultation.
- **Career Ladders Project:** To create a science bridge program from high school to the community college. The project is geared to increase the number of students who obtain associate degrees in science and to become transfer ready in science majors.
- **First Five of Alameda County:** A student cohort model designed to assist child development students in completing certificates and degrees.
- **Peralta Achievement Collaborative (PAC):** Provides employment, training and supportive services for 300 ex-offenders and other low income residents with barriers to employment. The focus is on warehousing/logistics.
- **SB70 CTE Community Collaborative Digital Multimedia Grant:** Outreach and career exploration about Career and Technical Education (CTE) classes for middle and high school students who are interested in exploring the field of microscopy.
- **Trade Adjustment Community College Career Training:** Goal is to increase college capacity in delivering career pathway training using CAA strategies and workforce integration with focus on health care, logistics and transportation, and industrial technologies.

E. Contact Person/Student Equity Coordinator

Arnulfo Cedillo, Ed.D., Vice President, Student Services

II. Campus-Based Research and Data Analysis

A. Overview

The Peralta Community College District Research and Planning Office compiled district-wide and individual college data and applied criteria to identify areas of disproportionate impact across equity indicators and data tables in accordance with the Student Equity Guidelines (CCCCO, March 2014). The college does not have a Foster Youth program and Veteran data indicators were not available as other sub-groups; however the college will submit data and indicators for Veterans in its follow-up yearly plan.

In preparation for this plan, Merritt College reviewed campus-based research, examined data and report findings, surveys, and key findings from college projects, and reports including the following:

- California Community Colleges Chancellor's Office (CCCCO) Scorecard
- Merritt College Community College Survey of Student Engagement (CCSSE), 2011 and 2014 Key Findings
- Noel Levitz Student Satisfaction Survey (2009, 2011, 2014) and Summary Findings, September 2014
- Peralta Community College District, Research and Planning Office County Data Reports
- The Equity for All Scorecard Project: Institutional Responsibility for Student Success, October 2006
- The Merritt College Title III Annual Report of Student Outcomes, Year 5 Findings 2012-13 (five years of longitudinal data from 2008 to 2013)
- Basic Skills Initiative (BSI) Report (2014)
- U. S. Census Bureau (2010) Demographic Data
- www.bayareacensus.gov Demographic Data
- Business Intelligent Tool Peralta Research Planning Office

B. Indicator Definitions and Data Analysis Findings

The Peralta Community College District, Research and Planning Office led efforts in collecting data to measure disproportionate impact summarized per the Chancellor's Office in Table 1 below.

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Table 1. Data Sources for the Success Indicators That Measure Disproportionate Impact by Disaggregated Subgroups

Success Indicators	Gender		Ethnicity		Age Group		Disability Status		Economically Disadvantaged		Foster Youth	Veterans
	DM	DOD	DM	DOD	DM	DOD	DM	DOD	DM	DOD	N/A	DM/INT
Access (Under Development)	✓		✓		✓							
Course Completion	✓		✓		✓							
ESL and Basic Skills Completion												
ESL		✓		✓		✓		✓		✓		
Remedial English		✓		✓		✓		✓		✓		
Remedial Mathematics		✓		✓		✓		✓		✓		
Degree and Certificate Completion												
30-Units		✓		✓		✓		✓		✓		
Persistence		✓		✓		✓		✓		✓		
Completion (SPAR)		✓		✓		✓		✓		✓		
Transfer	✓		✓		✓		✓		✓			

DM=Data Mart; DOD=Data On Demand; N/A=Not Applicable; INT=Internal District or College Data

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

U.S. Census Bureau data from 2010 for the City of Oakland and the Alameda County were used as a comparison for the “access” indicator because Merritt College serves the majority of its students from those two areas respectively.

Findings:

- **Gender:** Males comprise 48.6% of the county service area and represent 33.1% of the student population. Male students are under-represented by 15.5% at the county level, and 15.4 % at the city of Oakland.
- **Ethnicity/Race:** Males and females from “Some Other Race” are under-represented across all age groups.
- **Economically Disadvantaged:** Per CCC Apply, during the 2013-14 academic year, 54.20% of students (n=3,395) responded the need for financial assistance because their income was below \$15,315 for single persons or \$20,535 per couple (adding \$5,250 for each dependent child). 17.76% of the 3,395 identified themselves as single parents. 54.43% responded “NO” to the question “Did either of your parents graduate from college?”
- **Foster Youth:** Currently, Merritt does not offer a Foster Youth program
- **Veterans:** There are 55 (head count) students at Merritt

The table below represents a summary of the U.S. Census Bureau data from 2010 for the Alameda County and City of Oakland as well as district college data which were used as a comparison for the “access” indicator based on Merritt College service area whose majority of student population is from Oakland followed by the county and neighboring areas respectively.

Table 2. Service Area Student Categories

Category	Alameda County	Merritt College	City of Oakland
	2010 Census- 1,510,271 District figure- 1,227,003*	Fall 2013 6,647	2010 Census 390,724
Gender			
Female	631,237 (51.4%)	4,033 (60.7%)	201,205 (51.5%)
Male	595,766 (48.6%)	2,202 (33.1%)	189,519 (48.5%)
Unknown		412 (06.2%)	
Total	1,227,003 (100.0%)	6,647 (100.0%)	390, 724 (100%)

Ethnicity			
African-American	184,126 (12.2%)	2,029 (30.5%)	106,637 (27.3%)
American Indian/ Alaska Native	4,189 (00.9%)	27 (00.4%)	1,214 (00.3%)
Asian	390,524 (25.8%)	901 (13.6%)	59,057 (15.1%)
Filipino		120 (01.8%)	6,070 (01.6%)
Hispanic/Latino	339,889 (22.5%)	1,213 (18.2%)	99,068 (25.4%)
Multi-Ethnicity	60,862 (04.0%)	709 (10.7%)	14,076 (03.6%)
Pacific Islander	11,933 (00.8%)	38 (00.6%)	2,081 (00.5%)
Unknown/Other	4,191 (00.3%)	358 (05.4%)	1,213 (00.3%)
White Non- Hispanic	514,559 (34.1%)	1,252 (18.8%)	101,308 (25.9%)
Total	1,510,271 (100.0%)	6,647 (100.0%)	390,724 (100.0%)
Age**		Age**	Age**
15-17	57,353 (04.7%)	16-18 370 (05.6%)	< 20 92,435 (23.7%)
18-19	43,041 (03.5%)	19-24 2,413 (36.3%)	20-24 27,018 (06.9%)
20-21	44,081 (03.6%)	25-29 1,128 (17.0%)	25-29 33,898 (08.7%)
22-24	62,968 (05.1%)	30-34 732	30-34 34,101 (08.7%)
25-29	113,597 (09.3%)	(11.0%)	35-39 32,177 (08.2%)
30-34	114,607 (09.4%)	35-54 1,450	40-49 55,815 (14.3%)
35-44	227,491 (18.5%)	(21.8%)	50+ 115,280 (29.5%)
45-54	222,617 (18.1%)	55-64 369	
55 and above	341,248 (27.8%)	(05.6%)	
Total	1,227,003 (100.0%)	65+ 180 (02.7%) 6,647 (100.0%)	390,724 (100.0%)
Disability Status	Pop. 21 to 64 years		Pop. 21 to 64 years
No	712,429	6,295 (94.7%)	712,429
Yes	(81.3%)	352 (05.3%)	(81.3%)
Total	164,364 (18.7%)	6,647 (100.0%)	164,364 (18.7%)
	876,783 (100.0%)		876,793 (100.0%)
Low Income (from CCC Apply)		From CCC Apply***	
No		965 (28.4%)	314,235 (80.4%)
Yes		1,840 (54.20%)	76,489 (19.6%)
No Response		590 (17.38%)	
Total		3,395 (100.0%)	390,724 (100.0%)
Foster Youth		Not Applicable	

Veterans	Pop. 18 years and older		Pop 18 years and older
No	988,510	55 Headcount	275,799 (91.9%)
Yes	(90.8%)		24,209 (08.1%)
Total	100,410		299,988 (100.0%)
	(09.2%)		
	1,088,920		
	(100.0%)		

* The Peralta District figure of 1, 227, 003 excluded the population less than 15 years old

**Age groups are broken down differently by the district than those from the U.S. Census

***From students who enrolled in at least one term during 2013-14 Academic Year

NOTE: Although District and Chancellor's Office data were also considered, The Merritt College Title III Annual Report of Student Outcomes, Year 5 Findings, 2012-13 serves as the foundation for the remaining indicators because as a longitudinal study it establishes progress, or lack of, based on a five-year study of goals set from 2008 to 2013 in measuring indicators (including disproportionate impact) that are the same or similar to those required in Student Equity.

B. COURSE COMPLETION. Ratio of the number of credit courses that student by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

In 2008, a five-year goal was established to decrease the percentage of students who do not successfully complete courses from 36 percent to 31 percent or increase the percentage of students who successfully complete courses with a grade of A, B, or C or Credit from 64 to 69 percent (n=18,615)

Findings:

- The goal to decrease the number of students who did not successfully complete courses from 36 percent to 31 percent was not met in each of the five years.
- Gender: The overall rate for females was 64% and 63% for males.
- Ethnicity: All groups fell below the goal.

In 2008 a five-year goal was established to increase the overall college retention rate from 56 percent to 65 percent (n=2,503). (Title III Grant Project Definition of Retention: The percentage of students who continue from semester to semester which is the CCC definition of persistence).

Findings:

- The goal was to increase the overall college retention rate from 56 percent to 65 percent NOT met.
- Gender: The overall retention for females was 57% and 53% for males

- Ethnicity: All ethnic groups fell below the stated retention goal of 65%.

In 2008 a five-year goal was established to decrease the average drop rate from 30 percent to 25 percent (n=19,030).

Findings:

- The goal to decrease the average drop rate from 30 percent to 25 percent was met.
- Gender: The drop rate was 22% for both females and males
- Ethnicity: Only Other non-White students had a drop rate of 31% higher than 25% goal

C. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

ESL

In 2008 a five-year goal was established to increase the successful course completion rates (percentage/goal not specified) for ESL across all years to date with a grade of A, B, or C or Credit) (n=57)

Findings:

- The goal to increase the successful course completion rates for ESL across all years to date with a grade of A, B, or C or Credit was met. The overall rate was 49% in Year 5 (2013).
- Gender: The overall rate for females was 58% and 36% for males.
- Ethnicity: Progress for all groups was mixed across the five years with several N/A in ethnic categories. The report duly noted a high drop of students in enrollment assumed to a sharp decline in the number of ESL courses offered in 2011-12.

In 2008 a five-year goal was established to decrease the ESL students drop rate (percentage rate/goal not specified) (n=54)

Findings:

- The goal to decrease the ESL students drop rate was met. The overall rate in Year 5 (2013) 35%.
- Ethnicity: Although all groups fell below the baseline rate each year, the report also duly noted a high drop of students in enrollment assumed to a sharp decline in the number of ESL courses offered in 2011-12.

BASIC SKILLS

In 2008, a five-year was established to decrease the percentage of basic skills students who do not successfully complete basic skills courses from 62 percent to 57 percent, or to increase the

percentage of basic skills students who successfully complete courses) with a grade of A, B, or C or Credit from 38 to 43 percent (n=865).

Findings:

- The goal to decrease the percentage of basic skills students who do not successfully complete basic skills courses was met. The overall rate of students who do not successfully complete basic skills courses was 52% in Year 5 (2013).
- Gender: The overall rate who did not successfully complete basic skills courses was 54% for females and 48% for males.
- Ethnicity: All groups successfully completed basic skills courses with the exception of Asian (from 66% to 50%), and African American (from 55% to 45%).

In 2008, a five-year goal was established to increase the successful course completion rates (percentage/goal not specified) for basic skills English students across all years to date with a grade of A, B, or C or Credit) (n=208)

Findings:

- The goal to increase the successful course completion rates (percentage/goal not specified) for basic skills English students across all years with a grade of A, B, or C or Credit was met. The overall rate course completion for basic skills English was 66% in Year 5 (2013).
- Gender: The overall rate course completion in basic skills English was 66% for females and 67% for males.
- Ethnicity: Groups that fell below the 66% rate include Asian 50%, African American 64%, Hispanic/Latino 50%, Multiple 62%, and Unknown 60%.

In 2008, a five-year goal was established to increase the successful course completion rates (percentage/goal not specified) for basic skills mathematics students across all years to date with a grade of A, B, or C or Credit) (n=600)

Findings:

- The goal to increase the successful course completion rates for basic skills mathematics students across all years with a grade of A, B, or C or Credit was met. The overall rate course completion for basic skills Mathematics was 47% in Year 5 (2013).
- Gender: The overall rate course completion in basic skills mathematics was 50% for females and 42% for males.
- Ethnicity: All groups successfully completed basic skills mathematics at 47% or higher with the exception of African American at 39%.

In 2008, a five-year goal was established to increase the basic skills student retention rate from 41 percent to 50 percent (n=258) was established.

Findings:

- The goal to increase the basic skills retention rate was met. The overall rate in Year 5 (2013) was 63%.
- Gender: The Fall-to-Spring retention rate was 68% for females and 55% for males.
- Ethnicity: Groups that fell below the 63% include: African American (from 65% to 62%), Other non-White (from 66% to 62%), White non-Hispanic (from 66% to 62%), Multiple (from 63% to 57%) and Unknown (from 63% to 57%).

In 2008, a five-year goal was established to decrease the basic skills students drop rate (percentage not specified as a goal) percent (n=966) was established.

Findings:

- The goal to decrease the basic skills students drop rate was met. The overall drop rate in Year 5 (2013) was 29%.
- Gender: The overall drop rate was 28% for females and 30% for males.
- Ethnicity: All groups decreased the drop rate. The report duly noted a high drop of students in enrollment assumed to a sharp decline in the number of ESL courses offered in 2011-12.

In 2008, a five-year goal was established to decrease the basic skills English drop rate from 57 percent to 52 percent (n=297).

Findings:

- The goal to decrease the basic skills English students drop rate was met. The overall basic skills English drop rate in Year 5 (2013) 25%.
- Gender: The overall basic skills English rate was 26% for females and 23% for males.
- Ethnicity: Groups that fell below 25% include: Asian (from 32% to 35%), African American (from 40% to 28%), Filipino (from 19% to 50%), and Multiple (from N/A to 33%).

In 2008, a five-year goal was established to decrease the basic skills mathematics students' drop rate from 56 percent to 51 percent (n=615)

Findings:

- The goal to decrease the basic skills mathematics drop rate met. The overall basic skills mathematics drop rate in Year 5 (2013) 30%.
- Gender: The overall basic skills mathematics rate was 29% for females and 31% for males.
- Ethnicity: All groups fell below the goal to decrease the basic mathematics drop rate to 51%.

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Per District data, from 2008-09, the total number of degrees and certificates awarded has increased from 93 degrees and 51 certificates to 170 degrees and 131 certificates in 2012-13.
Findings:

Per 2012 presentation to the Board of Trustees by Vice President of Student Services:

- From 2008-09 to 2011-12
 - Associate degrees: African American, Native American, and Asian/Pacific Islander students received fewer associate degrees than the previous years
 - Certificates: African American, Latino, and Native American students declined in the number of certificates awarded

E. TRANSFER. Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

In 2008 a five-year goal was established to increase the transfer rate from 1 percent (245 students total) to 1.5 percent (367 students total)

Findings:

- Met across the five years; 736 total number of students transferred to a four-year university over the course of the five grant years ending in 2013.

In 2008, a five-year goal was established to increase the number of transfer-ready students from 130 (fall '01-'06 baseline) to 195 students (fall '08-fall 2013)

Findings:

- Met across the five-year grant period; 449 total number of students who reached transfer-ready status (students who achieve 60 or more transferable credits within six years).
- Per CCCO's Data Mart a decline from private (independent) four-year universities from in-state and out of state has taken place as follows:
 - 2007-08
 - In-state private (independent): 43 transfers
 - Out of state independent: 26 transfers
 - 2012-13

- Instate private (independent): 34 transfers
- Out of state independent: 26 transfers

III. Goals and Activities

Goals and activities aimed at student success for the five indicators of Access, Course Completion (Retention), ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer follow:

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GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

GOAL A. Increase access of under-represented populations within the college service area to match the community served.

- African American from 35% to 37% (PBI)
- Disability Status from 5.3% to 10%
- Hispanic/Latino from 15% to 25% (HSI)
- Male, particularly African American and Latino populations

Strategy: Increase outreach and recruitment to target groups to enhance diversity and increase global awareness

Target Date	Activity	Responsible Person/Group	Expected Outcome
Fall 2014	Establish an Outreach and Recruitment Office for the college.	President, VPSS, VPI	Coordinated college-wide effort targeting underrepresented groups.
Fall 2015	Create a welcoming environment by showcasing various ethnic and cultural backgrounds through the development of marketing materials (posters, banners, photographs, etc.)	VPSS, Marketing	Create an intercultural and/or cross-cultural atmosphere for all.
Each Spring	Identify and remove access barriers for under-represented groups i.e., limited open summer bridge and outreach to high school target groups	VPSS, VPI, Dean of Academic Pathways & Success, 3SP and Student Equity Steering Committee	Address and correct any disproportionate impact to groups of students

Spring 2016	Utilize Student Ambassadors to mentor K-12 students to encourage enrollments which better reflect the community within the service area.	VPSS, Recruiter	Nurture and increase enrollment of under-represented student populations.
Every Semester	Collaborate with K-12 and Academic Senate on Common Core Standards (SSI 1.1). *	VPI, Academic Senate President, Counseling outreach programs	Implement plan to increase college readiness in partnership with local feeder high schools, placing emphasis on mathematics and English curriculum.

*Student Success Initiative

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION (RETENTION)

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

GOAL B. Increase overall college retention rate from 55% to 60%

- Improve course completion for African Americans in mathematics
- Improve course completion of "Other- non White" students
- Improve Fall to Spring course completion rates particularly African American and Hispanic/Latino students

Strategy: Develop faculty initiatives to enhance retention in the classroom

Target Date	Activity	Responsible Person/Group	Expected Outcome
Every semester	Intensify and monitor academic course selection, advising, and career assessment to help male, particularly African American and Latino students, select a course of study early in their educational experience.	VPSS, VPI, Counseling	Improve course completion rates for all male students.

Fall 2015	Intensify retention activities including intrusive counseling follow-up, learning communities, expand embedded tutors to college level courses with a high percentage of target groups	VPI, Deans of Instruction, Instructional faculty, program staff	Improve student success and retention rates in programs and activities in and out of the classroom.
Spring 2016	Implement Early Alert through the PeopleSoft and/or a third party student administration system.	VPSS, VPI, Instructional faculty, Counselors	Students who appear to be struggling early in the semester will have the opportunity to meet with a faculty and/or counselor to determine and address issue/s.
Fall 2016	Implement a new course offerings time-grid for consideration in offering alternative schedule/s (i.e., block schedule) in support of 3SP legislation encouraging students to attend full-time (SSI 3.3)*	VPI, Department Chairs, instructional faculty	Schedule course offerings in the most feasible sequential and direct patterns that will assist students to complete all degree coursework on time.
Spring 2017	Actively develop and revise two-year scheduling for degrees and certificates that would guarantee students the opportunity to complete a program on time.	VPI, Instructional deans and faculty	Increase student course and degree completion as well as transfer and graduation.
Every Semester	Provide faculty development across specific and general areas of disciplines (SSI 6.1) to improve retention.	VPI, Instructional Deans, Human Resources	Modify curriculum and teaching approaches that will lead to improved retention, success and persistence across all student equity goals.

*Student Success Initiative

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

GOAL C. Increase completion rates and ensure that students succeed at the same rate as the overall percentage of students who successfully complete courses with a grade of A, B, C or Credit

- ESL from 49% to 52%
- Basic skills English from 66% to 69%
- Basic skills mathematics from 47% to 50%

Strategy: Enhance the transition from developmental pre-collegiate to collegiate level courses

Target Date	Activity	Responsible Person/Group	Expected Outcome
Every Semester	Ensure appropriate course placement including continuing the “Mathematics Jam” giving students the opportunity to brush up on their skills and retake the assessment to be able to test into a different level (SSI 8.3).	VPI, Basic Skills faculty, Researcher	Students will continue to be assessed and placed at proper level of coursework.
Every Semester	Provide ESL and Basic Skills training to faculty based on current best practices (SSI 6.1) and to all student services staff.	VPSS, Counseling, Admissions and Records, Basic Skills, Dean of Special Programs and Grants	Provide comprehensive academic program and student support services and resources to students.
2017-18	Support the growth of the ESL program. Monitor completion rates of ESL, Basic Skills English and mathematics while exploring the development of alternative basic skills curriculum (SSI 5.1)*	VPI, Basic Skills, instructional deans, faculty, Researcher	Increase student achievement in mathematics through accelerated basic skills course delivery systems and academic support services.

*Student Success Initiative

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

GOAL D. Increase the number of students obtaining a degree or certificate

- Degree: African American, American Indian/Alaskan Native
- Certificates: African American, American Indian/Alaskan Native, Hispanic/Latino

Strategy: Promote the completion of degrees and certificates

Target Date/Timeline	Activity/Action	Responsibility	Outcome
Fall 2015	Ensure all students have an abbreviated SEP prior to enrollment (SSI 2.5).	VPSS, Counseling Faculty, Admissions and Records	All of incoming “targeted students” will declare a degree, certificate, transfer/major goal early.
Fall 2015	Ensure all students have a comprehensive SEP prior to the completion of 30 units.	VPSS, Counseling Faculty, Admissions and Records	Ensure students declare a major early and achieve their educational and career objectives on time.
Every Semester	Conduct degree audit and promote degree completion requiring all students with 30+ units to see a counselor.	Admissions and Records, Counseling, IT	Increase degree completion through early review of graduation status with counselor informing students of their progress of degree or certificate.

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

GOAL E. Increase the transfer rate from 1.5% to 5%

- Focus on under-represented populations to CSU and UC
 - African American
 - Hispanic/Latinos

Strategy: Enhance and promote strategies that will encourage students to transfer to a four-year college or university

Target Date	Activity	Responsible Person/Group	Expected Outcome
Spring 2015 and Ongoing	Continue to develop, maintain, and promote MOU's, Articulation and Transfer agreements with CSU, UC, and independent four-year colleges and universities.	VPSS, Transfer Center Director, Articulation Officer, Counseling Faculty	Increase transfer rates to four-year colleges and universities and in particular, from under-represented populations will continue to be a priority recognizing the various factors affecting transfer agreements and MOU's.
	Continue to host representatives from four-year institutions to provide personal and group advising on transfer.	Transfer Center Director and Counseling Faculty	Provide Merritt College students clear transfer pathways as addressed through MOU's, transfer agreements and the individualized rep visits.

	Create, publicize, and maintain transfer organizations, activities, events	Transfer Center Director and Counseling Faculty	Make students aware and keep them informed about the requirements and benefits to transferring to a four-year college or university.
	Enhance tracking of transfer students, particularly to out-of-state universities. Ensure dissemination of information via counseling, college website and social media venues.	Transfer Center Director, Counseling Faculty, Admissions and Records, Researcher	Improve accurate count of the actual number of students who transfer. Improve strategies for dissemination of information within and outside the college.

IV. Budget Sources of Funding

Sources of funding to fulfill the goals and implement the proposed activities of the Student Equity Plan will include both internal and external funding sources such as:

- Categorical funds
 - Foundations
 - Grants or Proposals
 - General Fund from district/college
- General fund allocations will fund support programs, salaries of educational administrators, faculty, and support staff per applicable guidelines and regulations.

Additionally, Merritt College, as part of the Peralta Community College District, will continue to submit proposals or grant applications available at the local, state and federal levels, to implement and measure Student Equity goals and activities.

Similarly, the College, through its integrated planning and resource allocation processes, will use Student Equity funds to support inter-related program activities such as the Peralta Scholars Program. The Peralta Scholars Program is a district-wide collaborative in partnerships with K-12 which will utilize a portion of each college's student equity funds to pay for administrative expenses. Other uses of Student Equity funds would include paying for a coordinator, researcher, and temporary services.

IV. Integration of the Student Equity Plan into College Planning

Merritt College is committed to the integration of the Student Equity Plan with other institution-wide planning processes and programs. For example, coordination with the Student Success and Support Program (SSSP) will take place to discuss how best to mitigate disproportionate impact and closely monitor Student Equity as a shared responsibility college-wide. Furthermore, the Merritt College Student Equity Plan will be part of the college and District processes of integrated planning and integrated resource allocation.

V. Evaluation Schedule and Process

The purpose of the evaluation schedule and process is to ensure that all aspects of the Student Equity Plan are being implemented. Key goals and activities contributing to closing the gaps and mitigating disproportionate impact in Student Equity were developed and reflect the core values of the college. The Student Equity Committee will meet regularly throughout the academic year and collaborate with 3SPC and other committees and combine college-wide efforts to monitor, analyze, discuss, and evaluate the progress of the plan.

Evaluation (Assessment) Schedule

Under the respective leadership of the College vice presidents, appropriate deans or directors , each goal and activity will be evaluated for effectiveness by the end of each semester as follows:

End of Semester—

- September through November—Each dean or director will monitor respective goals and activities on a weekly basis to assist in providing early intervention/s to drops and to promote retention.
- December through October--Each dean or director will monitor respective goals and activities on a monthly basis.
- Each dean or director will provide a progress report to the Student Equity Coordinator

Spring Semester—

- The Student Equity Plan Coordinator, in concert with the researcher from the District's Research and Planning Office, will collect data to monitor progress on activity outcomes annually.
- The researcher will also compile the equity data at benchmark points to determine status on proposed goals and as a means of identifying new areas of concern and disproportionate impact.
- The status report will be submitted to the Student Equity Committee.
- The Student Equity Coordinator and/or the researcher will lead presentations and discussion of the findings.

Summer—

- June- September—The Student Equity Committee will update the Student Equity Plan on an annual basis and submit a report on the progress/status of each indicator pertaining to activity results, any barriers to carrying out the activities, and plans to address such barriers. The Student Equity Committee will present the revised plan to the shared governance entities and submit it for approval by the Board of Trustees prior to its submission to the state Chancellor's Office.

VI. Attachments

Attachment I: The Merritt College Title III Annual Report of Student Outcomes, Year 5 Findings (2012-13)

Attachment II: Merritt College Community College Survey of Student engagement (CCSSE): 2011 and 2014 Key Findings

Attachment III: Noel Levitz Student Satisfaction Survey Summary (September 2014)

Summary of Findings — Years 1 – 5 (2008/'09 – 2012/'13)

Seven of 10 objectives addressing Goal 1 are known to have been met in Year 5. The following list shows progress across all four years.

1.1.1: Overall college retention: Increase rate from 56 percent to 65 percent.

- ☹️ **Year 1:** *Objective for 2013 was not met:* The overall college retention rate for all matriculating students was 54 percent.
- 😊 **Year 2:** *Objective for 2013 was met:* The overall college retention rate for all matriculating students was 66 percent, a notable increase over the Year 1 rate.
- ☹️ **Year 3:** *Objective for 2013 was not met:* The overall college retention rate for all matriculating students was 51 percent, showing a large drop from the Year 2 rate.
- ☹️ **Year 4:** *Objective for 2013 was not met:* The overall college retention rate for all matriculating students was 54 percent, a slight increase over the rate in Year 3.
- ☹️ **Year 5:** *Objective for 2013 was not met:* The overall college retention rate for all matriculating students was 55 percent.

Summary discussion for the 5-Year Grant Period: With the exception of Year 2, when the 66 percent retention rate was higher than the baseline rate and the 2013 objective, Merritt has seen a retention rate that remains between 51 and 55 percent — lower than the 2013 objective and lower than the baseline rate of 59 percent.

When the data are disaggregated by ethnic population, it is evident that neither Asian, African American, nor Hispanic students (three of the largest populations) have not reached the 2013 objective since Year 2. The two other largest populations — Multiple ethnicity and White (non-Hispanic) — have never reached the 2013 objective.

1.1.2: Basic skills student retention: Increase rate from 41 percent to 50 percent.

- 😊 **Year 1:** *Objective for 2013 was met:* The retention rate for basic skills students was 58 percent.
- 😊 **Year 2:** *Objective for 2013 was met:* The retention rate for basic skills students was 67 percent, an increase over the Year 1 rate.
- 😊 **Year 3:** *Objective for 2013 was met:* The retention rate for basic skills students was 53 percent. However, this indicates a large decline since Year 2.
- 😊 **Year 4:** *Objective for 2013 was met:* The retention rate for basic skills students was 58 percent, which represents an increase over the rate of 53 percent in Year 3.
- 😊 **Year 5:** *Objective for 2013 has been met:* The retention rate for basic skills students was 63 percent.

Summary discussion for the 5-Year Grant Period: The retention rate for basic skills students has been over 50 percent throughout all five grant years. It was over 60 percent in Year 2 (when it reached a high point of 67 percent) and in Year 5.

1.1.3: Average drop rate: Decrease from 30 percent to 25 percent.

- 😊 **Year 1:** *Objective for 2013 was met:* The average course drop rate for all matriculating students was 25 percent.
- 😊 **Year 2:** *Objective for 2013 was met:* The average course drop rate for all matriculating students was 19 percent. This is moving in the desired direction, since a lower drop rate is preferable to a higher one.
- 😊 **Year 3:** *Objective for 2013 was met:* The average course drop rate for all matriculating students was 22 percent, slightly higher (and therefore, slightly worse) than in Year 2.
- 😊 **Year 4:** *Objective for 2013 was met:* The average course drop rate for all matriculating students was 23 percent.
- 😊 **Year 5:** *Objective for 2013 has been met:* The average course drop rate for all matriculating students was 22 percent.

Summary discussion for the 5-Year Grant Period: The course drop rate for all matriculating students has met the 2013 objective by remaining at or below 25 percent each year.

1.1.4: Drop rate for basic skills English students: Decrease from 57 percent to 52 percent.

- 😊 **Year 1:** *Objective for 2013 was met:* The course drop rate for basic skills English students was 32 percent.
- 😊 **Year 2:** *Objective for 2013 was met:* The course drop rate for basic skills English students was 28 percent. This is moving in the desired direction, as a lower drop rate is preferable to a higher one.
- 😊 **Year 3:** *Objective for 2013 was met:* The course drop rate for basic skills English students was 25 percent. This continues to move in the desired direction.
- 😊 **Year 4:** *Objective for 2013 was met:* The course drop rate for basic skills English students was 30 percent, 5 percentage points higher than in Year 3.
- 😊 **Year 5:** *Objective for 2013 has been met:* The course drop rate for basic skills English students was 25 percent.

Summary discussion for the 5-Year Grant Period: The largest population, African American students, has remained below the 2013 objective rate and below the African American baseline rate each year. This is a positive trend. The course drop rate for all basic skills English students has remained lower than their baseline rate across all 5 grant years.

1.1.5: Drop rate for basic skills mathematics students: Decrease from 56 percent to 51 percent.

- ☺ **Year 1:** *Objective for 2013 was met:* The course drop rate for basic skills mathematics students was 32 percent.
- ☺ **Year 2:** *Objective for 2013 was met:* The course drop rate for basic skills mathematics students was 31 percent.
- ☺ **Year 3:** *Objective for 2013 was met:* The course drop rate for basic skills mathematics students was 27 percent. This has moved in the desired direction for three years.
- ☺ **Year 4:** *Objective for 2013 was met:* The course drop rate for basic skills mathematics students was 30 percent.
- ☺ **Year 5:** *Objective for 2013 has been met:* The course drop rate for basic skills mathematics students was 30 percent.

Summary discussion for the 5-Year Grant Period: The course drop rate for basic skills mathematics students has met the 2013 objective each year by remaining between 27 and 32 percent since Year 1. It has also remained between 10 and 15 percentage points below the baseline rate each year.

1.1.6: Overall successful college course completion: Decrease the percentage of students who do not successfully complete courses from 36 percent to 31 percent.

- ☹ **Year 1:** *Objective for 2013 was not met:* 39 percent of all matriculating students enrolled in classes did not successfully complete their courses (61 percent of students received an A, B, C, or credit in their courses. *)
- ☹ **Year 2:** *Objective for 2013 has not yet been met:* 38 percent of all matriculating students enrolled in classes did not successfully complete their courses. (62 percent of students received an A, B, C, or credit in their courses.)
- ☹ **Year 3:** *Objective for 2013 was not met:* 36 percent of all matriculating students enrolled in classes did not successfully complete their courses. (64 percent of students received an A, B, C, or credit in their courses.)
- ☹ **Year 4:** *Objective for 2013 was not met:* 35 percent of all matriculating students enrolled in classes did not successfully complete their courses. (65 percent of students received an A, B, C, or credit in their courses.)
- ☹ **Year 5:** *Objective for 2013 was not met:* 36 percent of students enrolled in classes did not successfully complete their courses. (64 percent of students received an A, B, C, or credit in their courses. *)

Summary discussion for the 5-Year Grant Period: The 2013 objective has not been met in any year of the grant period. It has consistently ranged between 39 and 35 percent of students *not* successfully completing their courses (or a successful completion rate of between 61 and 65 percent).

* This is a duplicative count, representing the total number of students successfully completing all classes divided by the total number of students receiving grades in all classes.

1.1.7: Basic skills successful course completion: Decrease the percentage of basic skills students who do not successfully complete basic skills courses from 62 percent to 57 percent.

- ☺ **Year 1:** *Objective for 2013 was met:* 44 percent of basic skills students did not successfully complete their courses. (56 percent of basic skills students received an A, B, C, or credit in their courses.)
- ☺ **Year 2:** *Objective for 2013 was met:* Again, 44 percent of basic skills students did not successfully complete their courses. (56 percent of basic skills students received an A, B, C, or credit in their courses.)
- ☺ **Year 3:** *Objective for 2013 was met:* 40 percent of basic skills students did not successfully complete their courses. (60 percent of basic skills students received an A, B, C, or credit in their courses.)
- ☺ **Year 4:** *Objective for 2013 was met:* 46 percent of basic skills students did not successfully complete their courses. (54 percent of basic skills students received an A, B, C, or credit in their courses.)
- ☺ **Year 5:** *Objective for 2013 has been met:* 48 percent of basic skills students did *not* successfully complete their courses. (52 percent of basic skills students received an A, B, C, or credit in their courses. *)

Summary discussion for the 5-Year Grant Period: The 2013 objective was met each year, with the strongest year being Year 3, when just 40 percent of basic skills students did *not* successfully complete their courses.

1.1.8: Actual transfer rate: From 1 percent (245 students total) to 1.5 percent (367 students total)*

- ☺/☹ **Year 1:** *Objective for 2013 has been met in terms of percentage, but not in terms of actual number of students:* 2 percent of students transferred in Year 1. The number of students who transferred in Year 1 was 153.
- ☺/☹ **Year 2:** *Objective for 2013 has been met in terms of percentage but not yet in terms of actual number of students:* 3 percent of students transferred in Year 2. The number of students who transferred in Year 2 was 123. Added to the number of students who transferred in Year 1 (153), this brings the total number of students who transferred to 276.
- ☺ **Year 3:** *Objective for 2013 has been met.* 2 percent of students, or 93 students, transferred in Year 3. Added to the number of students who transferred in Year 1 and Year 2, this brings the total number of students who transferred to 369.
- ☺ **Year 4:** *Objective for 2013 has been met.* 2 percent of students, or 86 students are known to have transferred in Year 4 (as data for transfers to the UC system are unavailable, that number may be higher). The total number of students who transferred in Years 1 through 4 is 455.
- ☺ **Year 5:** *Objective for 2013 has been met:* 3 percent of students transferred in Year 5 to the CSU and UC systems. The number of students who transferred in Year 5 was 145.

* * Although not stated as such in the Title III grant proposal, it is presumed that the goal of 367 is for the five year grant period, as is the cases with the goal of the number of students who are transfer-ready. (See Objective 1.1.9.)

Summary discussion for the 5-Year Grant Period: Merritt has exceeded its 2013 objective each year, with a range of 2 to five percent of students and a total of number of 736 students transferring to the UC and CSU systems.

1.1.9: Transfer-ready: From 130 students (fall '01-'06 baseline) to 195 students (fall '08 – fall 2013)

☺ **Year 5:** *Objective for 2013 has been met:* In all, 449 students who started at Merritt during the 5-Year Title III grant period (2008/9 – 2012/13) have achieved transfer-ready status. This is 130% above the objective of 195 students for the 5-year period.

Merritt College

Title III Annual Report of
Student Outcomes

Year 5 Findings (2012-2013)

Prepared for Merritt College by *Learning Partnerships*

DECEMBER 28, 2013

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

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TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Executive Summary

In October 2008, Merritt College was awarded a federal five-year comprehensive development Title III grant to strengthen its ability to successfully serve its entire student population, with a specific focus on students who are under-prepared for college course work and students of populations that have typically been underserved or have experienced a lack of college success. In preparation for implementation, the college utilized a multi-year planning process, conducted in two phases and involving all stakeholders: faculty, staff, administrators, students, Peralta trustees, community members, and other external stakeholders. First, a Title III planning grant provided an incentive to conduct an in-depth institutional analysis of and reflection on the college's strengths, weaknesses, and significant problems. Next, Merritt participated in the *Equity for All: Institutional Responsibility for Student Success* project in a partnership with the University of Southern California (USC) Center for Urban Education to examine disaggregated institutional data by ethnicity and race to assist colleges in closing the equity gap in educational outcomes for minority and low-income students.

These projects, many planning processes, and opportunities converged to result in Merritt's Title III Grant Activity, *Strengthening Pathways, Systems, and Services to Maximize Student Success*, and in setting Goal 1 of the grant, focusing on strengthening the institution's core academic performance indicators in four key areas:

- **Retention:** Increase the percentage of students who continue, or persist, from semester to semester.
- **Drop Rate:** Decrease the percentage of students who withdraw from courses within a semester.
- **Successful Course Completion:** Increase the percentage of students who receive an A, B, C (or credit) out of those receiving any grade.
- **Transfers:** Increase the percentage of students who successfully transition from Merritt College to a four-year college or university each fall.

This report focuses on "Year 5" of the grant period, from fall 2012 through spring 2013. Similar to the prior four years, this report looks closely at these four key indicators and their movement from their baselines since Title III work was initiated. The baseline averages that mark the starting points for the four indicators were computed as the averages of several years of performance data (2001–2006) on each indicator before Title III funding began.

Summary of Findings

Eight of ten objectives addressing Goal 1 were met in Year 5. Following is a summary of Year 5 accomplishments and trends across the five grant years.

Goal 1: Strengthen the institution's core academic performance indicators in four key areas: retention, drop rate, course completion, and transfer.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Objective 1.1: By September 2013, Merritt will improve its core academic performance indicators in four key areas: retention, drop rate, course completion, and transfer:

1.1.1: Overall college retention: Increase rate from 56 percent to 65 percent.

⇒ **Year 5:** *Objective for 2013 was not met:* The overall college retention rate for all matriculating students was 55 percent.

✂ **Across the 5-Year Grant Period:** With the exception of Year 2, when the 66 percent retention rate was higher than the baseline rate and the 2013 objective, Merritt has seen a retention rate that remains between 51 and 55 percent — lower than the 2013 objective and lower than the baseline rate of 59 percent.

When the data are disaggregated by ethnic population, it is evident that Asian, African American, or Hispanic students (three of the largest populations) have not reached the 2013 objective since Year 2. The two other largest populations — Multiple ethnicity and White (non-Hispanic) — have never reached the 2013 objective.

1.1.2: Basic skills student retention: Increase rate from 41 percent to 50 percent.

⇒ **Year 5:** *Objective for 2013 has been met:* The retention rate for basic skills students was 63 percent.

✂ **Across the 5-Year Grant Period:** The retention rate for basic skills students has been over 50 percent throughout all five grant years. It was over 60 percent in Year 2 (when it reached a high point of 67 percent) and in Year 5.

1.1.3: Average drop rate for all matriculating students: Decrease from 30 percent to 25 percent.

⇒ **Year 5:** *Objective for 2013 has been met:* The average course drop rate for all matriculating students was 22 percent.

✂ **Across the 5-Year Grant Period:** The course drop rate for all matriculating students has met the 2013 objective by remaining at or below 25 percent each year after Year 1.

1.1.4: Drop rate for basic skills English students: Decrease from 57 percent to 52 percent.

⇒ **Year 5:** *Objective for 2013 has been met:* The course drop rate for basic skills English students was 25 percent.

✂ **Across the 5-Year Grant Period:** The largest population, African American students, has remained below the 2013 objective rate and below the African American baseline rate each year. The course drop rate for all basic skills English students has remained lower than their baseline rate across all 5 grant years.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

1.1.5: Drop rate for basic skills mathematics students: Decrease from 56 percent to 51 percent.

⇒ **Year 5:** *Objective for 2013 has been met:* The course drop rate for basic skills mathematics students was 30 percent.

✂ **Across the 5-Year Grant Period:** The course drop rate for basic skills mathematics students has met the 2013 objective each year by remaining between 27 and 32 percent since Year 1. It has also remained between 10 and 15 percentage points below the baseline rate each year.

1.1.6: Overall successful college course completion: Decrease the percentage of students who do *not* successfully complete courses from 36 percent to 31 percent.

⇒ **Year 5:** *Objective for 2013 was not met:* 36 percent of students enrolled in classes did not successfully complete their courses. (64 percent of students received an A, B, C, or credit in their courses.*)

✂ **Across the 5-Year Grant Period:** The 2013 objective has not been met in any year of the grant period. It has consistently ranged between 39 and 35 percent of students *not* successfully completing their courses (or a successful completion rate of between 61 and 65 percent).

1.1.7: Basic skills successful course completion: Decrease the percentage of basic skills students who do *not* successfully complete basic skills courses from 62 percent to 57 percent.

⇒ **Year 5:** *Objective for 2013 has been met:* 48 percent of basic skills students did *not* successfully complete their courses. (52 percent of basic skills students received an A, B, C, or credit in their courses.*)

✂ **Across the 5-Year Grant Period:** The 2013 objective was met each year, with the strongest year being Year 3, when just 40 percent of basic skills students did *not* successfully complete their courses.

1.1.8: Actual transfer rate: Increase the transfer rate from 1 percent (245 students total) to 1.5 percent (367 students total)**

⇒ **Year 5:** *Objective for 2013 has been met:* 3 percent of students transferred in Year 5 to the CSU and UC systems. The number of students who transferred in Year 5 was 145.

✂ **Across the 5-Year Grant Period:** Merritt has exceeded its 2013 objective each year, with a range of 2 to five percent of students and a total of number of 736 students transferring to the UC and CSU systems.

* This is a duplicative count, representing the total number of students successfully completing all classes divided by the total number of students receiving grades in all classes.

** Although not stated as such in the Title III grant proposal, it is presumed that the goal of 367 is for the five-year grant period, as is the cases with the goal of the number of students who are transfer-ready. (See Objective 1.1.9.)

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

1.1.9: Transfer-ready: From 130 students (fall 2001–fall 2006 baseline) to 195 students (fall 2008–fall 2013)

⇒ *This objective was met.* In all, 449 students who started at Merritt during the 5-Year Title III grant period (2008/9 – 2012/13) have achieved transfer-ready status.

Objective 1.2: Merritt’s Office of Research and Planning will disseminate an annual report of student outcomes for the college’s core academic performance indicators in four key areas to measure institutional effectiveness.

⇒ *This objective was met:* An Annual Report of Student Outcomes will be distributed in early 2014.

✂ **Across the 5-Year Grant Period:** This objective has been met each year with an in-person presentation by the evaluator and electronic wide distribution of the annual report of student outcomes among the college faculty and administrative personnel.

Conclusion

In the 2012–2013 academic year, basic skills student retention and successful course completion and course drop rates for all students met Merritt’s goals for 2013. Student numbers increased overall (although basic skills student numbers declined for the fifth year in a row). Basic skills Hispanic/Latino students in particular show strong gains across several areas; basic skills African American students also show notable gains in some areas. In another positive trend which makes increasingly accurate tracking of progress possible, lower percentages of students overall are in “unknown” categories of ethnicity and gender. This improvement in the collection of student demographic data increases the reliability of disaggregated findings in this report and should help the college glean useful information from its student data in the future.

Looking across the full five-year Title III grant period, some challenges stand out: Although the retention rate goal for basic skills students has been met consistently each year, the goal for the overall college retention rate — the rate at which all matriculating students who enroll in the fall semester return for the spring semester — has never been met. In parallel trends, although the successful course completion goal for basic skills students was met each year, the successful course completion rate for the population of all matriculating students has never been met. These trends raise questions about why the two populations’ experiences differ. They also may point to opportunities to cross-walk strategies that effectively support basic skills students to the broader student population.

Note about Data Discrepancies: *In some instances, the baseline numbers cited in the objectives of the Title III grant proposal do not match baseline data available to the evaluators in the development of this report. These discrepancies are presented in detail in the body of the report.*

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Introduction

In October 2008, Merritt College was awarded a federal five-year comprehensive development Title III grant to strengthen its ability to successfully serve its entire student population, with a specific focus on students who are under-prepared for college course work and students of populations that have typically been underserved or have experienced a lack of college success. In preparation for implementation, the college utilized a multi-year planning process, conducted in two phases and involving all stakeholders: faculty, staff, administrators, students, Peralta trustees, community members, and other external stakeholders. First, a Title III planning grant provided an incentive to conduct an in-depth institutional analysis of and reflection on the college's strengths, weaknesses, and significant problems. Next, Merritt participated in the *Equity for All: Institutional Responsibility for Student Success* project in a partnership with the University of Southern California (USC) Center for Urban Education to examine disaggregated institutional data by ethnicity and race to assist colleges in closing the equity gap in educational outcomes for minority and low-income students. These projects, many planning processes, and opportunities converged to result in Merritt's Title III Grant Activity, *Strengthening Pathways, Systems, and Services to Maximize Student Success*, and in setting Goal 1 of the grant focusing on strengthening the institution's core academic performance indicators in four key areas:

- **Retention:** Increase student retention from semester to semester.
- **Drop Rate:** Reduce the rates at which students drop courses rather than continue to completion.
- **Course Completion:** Increase the number of students who successfully complete courses with the grade of C or above or Credit.
- **Transfer:** Increase the number of students that transfer to four-year colleges and universities.

To measure progress against a baseline, Merritt staff computed average scores for these areas for the years 2001 through 2006 to serve as the baseline figures for benchmarking progress in the five academic years spanning 2008-2009 through 2012-1013.

This fifth and final annual report to be submitted presents data and findings for the 2012–2013 academic year related to the Merritt Title III objectives for student performance outcomes by 2013 that include:

- 1.1.1: Overall college retention: Increase rate from 56 percent to 65 percent.
- 1.1.2: Basic skills student retention: Increase rate from 41 percent to 50 percent.
- 1.1.3: Average drop rate: Decrease from 30 percent to 25 percent.
- 1.1.4: Drop rate for basic skills English students: Decrease from 57 percent to 52 percent.
- 1.1.5: Drop rate for basic skills mathematics students: Decrease from 56 percent to 51 percent.
- 1.1.6: Overall college course completion: Decrease the percentage of students who do not successfully complete courses from 36 percent to 31 percent.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

1.1.7: Basic skills completion: Decrease the percentage of basic skills students who do not successfully complete basic skills courses from 62 percent to 57 percent.

1.1.8: Actual transfer rate: From 245 students (1 percent) to 367 students (1.5 percent)**

1.1.9: Transfer-ready: From 130 students (fall 2001–fall 2006 baseline) to 195 students (fall 2008 – fall 2013)

This is the fifth of five annual reports designed to provide information and analyze findings in order to inform ways the college can make progress in enhancing outcomes for its students.

Points to Bear in Mind about Data Presented in this Report

- ▶ **Sources:** Year 5 values presented in tables in this report come from data received by the project evaluators from the Peralta Community College District, Office of Institutional Research in September through November 2013. This data has been combined with similar data presented in reports for Years 1 through 4. Baseline values in objective statements come from the Title III grant proposal. At times, the baseline data available to the evaluators do not match data in objective statements from Merritt College documents. The discrepancy between baseline data calculated by the evaluators and the baseline data taken from the grant proposal may have resulted from a shift to new data and application systems that occurred in 2009.
- ▶ **Current “n” Values:** When a population is very small, a change among a handful of students may result in a large change in percentages. To assist the reader in determining the comparative significance of percentages, “n” values are presented for the current year in tables in the full report.
- ▶ **Numbers in red:** To call attention to specific areas for potential improvement, population percentages that are below the overall average performance for a specific objective in Year 5 are rendered in red.

** Although not stated as such in the Title III grant proposal, it is presumed that the goal of 367 is for the five year grant period, as is the case with the goal of the number of students who are transfer-ready. (See Objective 1.1.9.)

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Title III Goal I: Student Performance Data

Fall-to-Spring Retention Rates for All Matriculating Students

Objective 1.1.1. (Retention Goal #1): Increase the overall college semester-to-semester (fall-to-spring) retention rate for all matriculating students from 56 percent to 65 percent.

**TABLE 1: Fall-to-Spring Retention Rates for ALL MATRICULATING Students
(Student Persistence across Semesters)**

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 65%

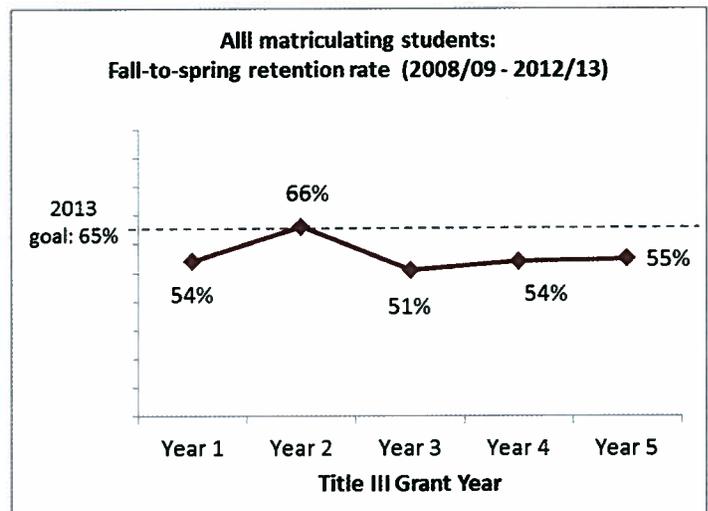
	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013	
Overall Rate	59%*	54%	66%	51%	54%	55%	2,503**

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS OF OVERALL PROGRESS

Year 5

- From fall 2012 to spring 2013, there was a 1 percentage point increase in overall student retention rates compared to Year 4.
- The Year 5 retention rate of 55% falls short of the 2013 goal by 10%.
- With the exception of Year 2, the fall-to-spring retention rate has remained below the baseline and the 2013 goal.
- The adjacent chart illustrates the trend of retention rates for all matriculating students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 65%.



* This figure, based on data available to the evaluators, differs from the 56 percent baseline figure in the Title III grant proposal.

** In this and all tables regarding spring-to-fall retention rates, "n" = the number of students from the fall term who continue in the spring headcount.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

**TABLE 2: Fall-to-Spring Retention Rates for ALL MATRICULATING Students
by Ethnicity
(Student Persistence across Semesters)**

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 65%

Ethnicity	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013	
						Retention Rate	n
Asian	58%	52%	69%	51%	51%	48%	n=301
African American	58%	55%	64%	50%	53%	58%	n=933
Filipino	60%	51%	73%	48%	49%	53%	n=35
Hispanic/Latino	59%	57%	66%	52%	56%	60%	n=467
Native American	58%	53%	69%	52%	62%	69%	n=18
Pacific Islander	N/A	N/A	77%	40%	61%	63%	n=17
Other (non-White)	57%	55%	63%	50%	55%	36%	n=9
White (non-Hispanic)	61%	54%	64%	49%	53%	51%	n=276
Multiple	N/A	N/A	44%	47%	47%	51%	n=225
Unknown	59%	55%	66%	57%	61%	60%	n=222
Overall Rate	59%	54%	66%	51%	54%	55%	n=2,503

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- As in Years 1, 3, and 4, almost all ethnic groups for which data have been disaggregated across time had retention rates (persistence from the fall to spring semester) in Year 5 that were lower than their baseline rates.
- A notable exception to this pattern is that retention rates for African American and Hispanic/Latino students are at or slightly above their baseline rate.
- The rate for Native American students is significantly higher than their baseline rate (10%), but with only 18 students in Year 5, it is not clear whether this indicates a clear trend for that population.
- The retention rate for Asian students is 10% lower than their baseline rate.
- Of the students with the largest populations at Merritt, none have reached the 2013 retention goal of 65% since Year 2.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

**TABLE 3: Fall-to-Spring Retention Rates for ALL MATRICULATING Students
by Gender**

(Student Persistence across Semesters)

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 65%

Gender	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013	
Male	55%	52%	65%	49%	50%	53%	n=798
Female	60%	57%	67%	52%	55%	57%	n=1,500
Not Supplied	54%	42%	59%	57%	59%	58%	n=205
Overall Rate	59%	54%	66%	51%	54%	55%	n=2,503

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER

Year 5

- Retention rates of male and female students went up in Years 4 and 5.
- The retention rate for Year 5 women is 4% higher than for men.
- The overall Year 5 retention rate and rates for women and men remains below the baseline rate and the 2013 goal of 65%.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Fall-to-Spring Retention Rates for Basic Skills Students

Objective 1.1.2. (Retention Goal #2): Increase the fall-to-spring retention rate for basic skills students from 41 percent to 50 percent.

TABLE 4: Fall-to-Spring Retention Rates for BASIC SKILLS Students*
(Basic Skills Student Persistence across Semesters)

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 50%

	Baseline Fall to Spring 2001–2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012– Spring 2013	
Overall Rate	63%*	58%	67%	53%	58%	63%	n=258

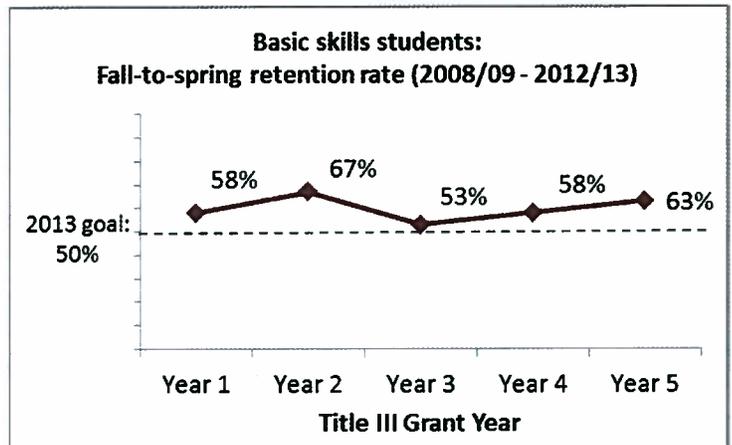
Data Source: Peralta Community College District, Office of Institutional Research

**Note: "Basic skills students" are those enrolled in Basic Skills English, Basic Skills Math, and/or Basic Skills English as a Second Language (ESL).*

ANALYSIS OF OVERALL PROGRESS

Year 5

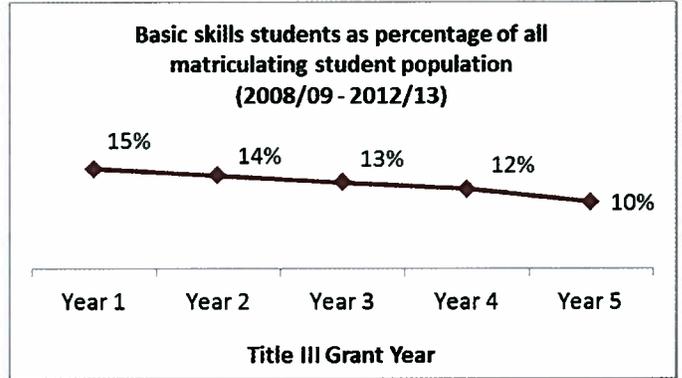
- The overall fall-to-spring retention rate for basic skills students has increased by 5 percentage points since Year 4 and now matches the baseline rate. This continues to be in a positive direction.
- The retention rate for basic skills students in Year 5 surpassed the 2013 goal of 50 percent.
- The adjacent chart illustrates the trend of retention rates for all basic skills students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 50%.



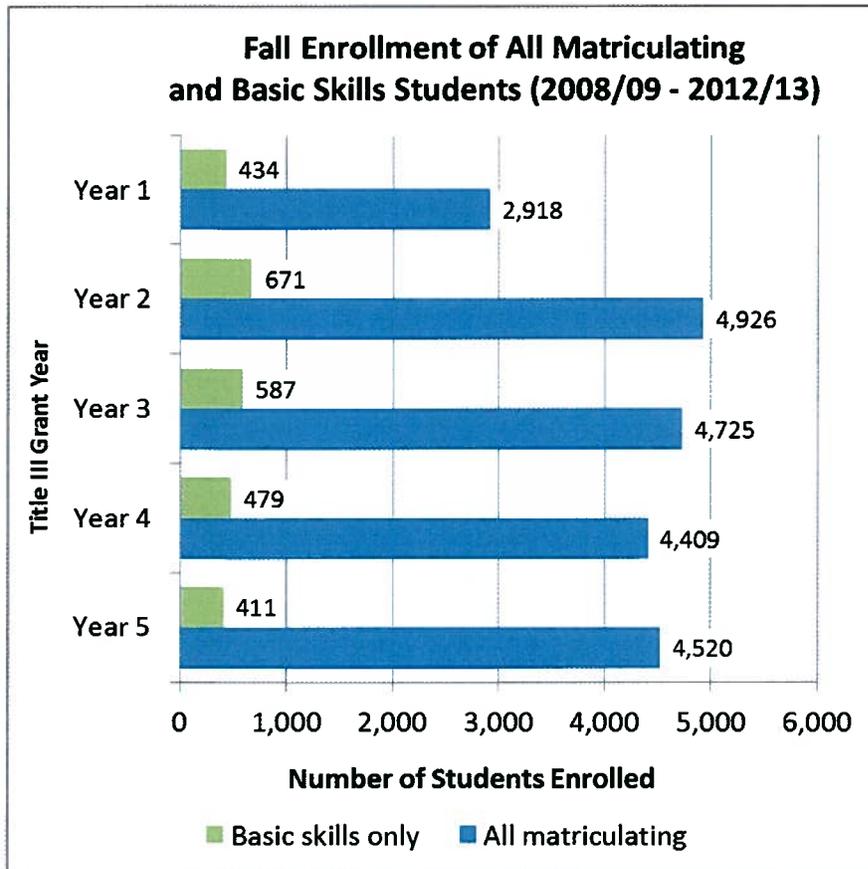
* This figure, based on data available to the evaluators, differs from the 41 percent baseline figure in the Title III grant proposal.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

- Special note:** In Year 5, basic skills students represented 10% of the population of all matriculating students. As the adjacent line chart shows, there has been a consistent downward trend in the proportion of basic skills students each year. We highlight this trend in case it points to a shift in student needs and/or in the student population Merritt is reaching.



For comparisons of enrollment numbers over time, the chart below shows the fall headcount for all matriculating students and the basic skills student population over each of the past five years.



TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

**TABLE 5: Fall-to-Spring Retention Rates for BASIC SKILLS Students
by Ethnicity**

(Basic Skills Student Persistence across Semesters)

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 50%

Ethnicity	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	
	Fall to Spring 2001–2006	Fall 2008–Spring 2009	Fall 2009–Spring 2010	Fall 2010–Spring 2011	Fall 2011–Spring 2012	Fall 2012–Spring 2013	
Asian	62%	49%	72%	32%	64%	64%	n=9
African American	65%	62%	69%	57%	55%	62%	n=123
Filipino	67%	89%	71%	71%	50%	100%	n=2
Hispanic/Latino	59%	53%	65%	48%	59%	65%	n=74
Native American	52%	75%	71%	0%	50%	100%	n=3
Pacific Islander	N/A	N/A	100%	50%	80%	100%	n=1
Other (non-White)	69%	80%	75%	N/A	100%	50%	n=1
White (non-Hispanic)	66%	68%	65%	87%	53%	62%	n=8
Multiple	N/A	N/A	33%	42%	56%	60%	n=25
Unknown	63%	58%	66%	62%	69%	57%	n=12
Overall Rate	63%	58%	67%	53%	58%	63%	n=258

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- African Americans — the largest population of students enrolled in basic skills classes — is 12 percentage points above the 2013 target retention rate of 50% and nearly matches the overall rate for all Year 5 basic skills students. However, their Year 5 retention is 3 percentage points lower than their baseline rate.
- Hispanic/Latino students — the second largest basic skills student group — show notably strong gains. They had a Year 5 retention rate that was 15 percentage points higher than the 2013 target retention rate, 2 percentage points higher than the Year 5 overall rate of 63%, and 6 percentage points higher than their baseline rate.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

**TABLE 6: Fall-to-Spring Retention Rates for BASIC SKILLS Students
by Gender**

(Basic Skills Student Persistence across Semesters)

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 50%

Gender	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013	
Male	57%	53%	64%	51%	50%	55%	n=72
Female	65%	62%	69%	54%	61%	68%	n=169
Not Supplied	52%	44%	66%	51%	65%	55%	n=17
Overall Rate	63%	58%	67%	53%	58%	63%	n=258

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER

Year 5

- The retention rate for male basic skills students is 5 percentage points above the 2013 target rate of 50%, and female student rate is a remarkable 18 percentage points above the goal.
- Year 5 shows the greatest gender gap for basic skills student retention rates: The women’s rate is 13 percentage points above the retention rate for men.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Course Drop Rates for All Matriculating Students

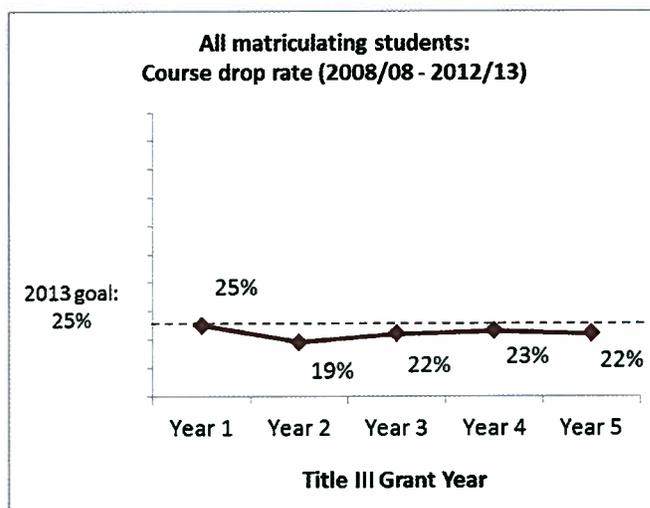
Objective 1.1.3. (Course Drop Rate Goal#1): Decrease average course drop rates from 30 percent to 25 percent.

TABLE 7: Student Course Drop Rate for ALL Matriculating Students							
BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5							
2013 GOAL: 25%							
	Baseline Fall and Spring Semesters 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013 <i>("n"= total # of course enrollments)</i>	
Overall Rate	28%*	25%	19%	22%	23%	22%	n=19,030
<i>In this table, lower numbers are better. The goal is a course drop rate of 25% or lower.</i>							
Data Source: Peralta Community College District, Office of Institutional Research							

ANALYSIS OF OVERALL PROGRESS

Year 5

- The overall course drop rate was 3 percentage points lower than the 2013 target of 25 percent and also below the baseline rate of 28 percent. Sustaining a positive pattern, the drop rate for all matriculating students has been below the baseline average and at or below the 2013 goal in each of the 5 grant years.
- The adjacent chart illustrates the trend of course drop rates for all matriculating students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 25%.



* This figure, based on data available to the evaluators, differs from the 30 percent baseline figure in the Title III grant proposal.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

TABLE 8: Course Drop Rates for ALL Matriculating Students by Ethnicity

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 25%

Ethnicity	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	
	Fall to Spring 2001–2006	Fall 2008–Spring 2009	Fall 2009–Spring 2010	Fall 2010–Spring 2011	Fall 2011–Spring 2012	Fall 2012–Spring 2013 (“n”= total # of course enrollments)	
Asian	22%	19%	13%	18%	19%	17%	n=1,929
African American	32%	28%	22%	26%	26%	25%	n=7,744
Filipino	26%	25%	22%	22%	24%	20%	n=256
Hispanic/Latino	28%	24%	20%	22%	22%	21%	n=3,338
Native American	31%	25%	19%	22%	14%	18%	n=138
Pacific Islander	N/A	N/A	25%	20%	30%	22%	n=115
Other (non-White)	27%	26%	15%	26%	22%	31%	n=68
White (non-Hispanic)	19%	19%	15%	18%	19%	16%	n=1,980
Multiple	N/A	N/A	25%	25%	25%	24%	n=1,961
Unknown	25%	22%	17%	19%	22%	21%	n=1,501
Overall Rate	28%	25%	19%	22%	23%	22%	n=19,030

In this table, lower numbers are better. The goal is a course drop rate of 25% or lower.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- Almost all ethnic groups have course drop rates at or below the 2013 goal of 25%.
- In a positive trend that has been consistent across the 5 grant years, the drop rates of almost all ethnic groups are at or lower than they were during the baseline period.
- Only Other non-White students have course drop rates higher than the 2013 goal.
- African American, Other non-White, and multiple-race students have course drop rates higher than the overall Year 5 rate.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

TABLE 9: Course Drop Rates for ALL Matriculating Students by Gender

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 25%

Gender	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013 (“n”= total # of course enrollments)	
Male	28%	25%	20%	22%	23%	22%	n=6,395
Female	28%	25%	19%	23%	24%	22%	n=10,989
Not Supplied	29%	24%	12%	19%	18%	18%	n=1,646
Overall Rate	28%	25%	19%	22%	23%	22%	n=19,030

In this table, lower numbers are better. The goal is a course drop rate of 25% or lower.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER

Year 5

- In a continuing trend, Year 5 drop rates for all gender groups were lower than the 2013 target of 25 percent.
- In another sign that course drop rates continue to move in the desired direction, they are also 6 or more percentage points below the baseline rate for each gender group.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Course Drop Rates for Basic Skills Students (English, Math, and ESL Classes)

Objective 1.1.4. (Course Drop Rate Goal #2): Decrease drop rate for basic skills English students from 57 percent to 52 percent.

Objective 1.1.5. (Course Drop Rate Goal #3): Decrease drop rate for basic skills mathematics students from 56 percent to 51 percent.

Tables 10 and 11, on this and the following page, show aggregate drop rates for students in three kinds of basic skills classes: English, mathematics, and English as a Second Language.

TABLE 10: Course Drop Rates for ALL BASIC SKILLS Students by Ethnicity

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: NOT SPECIFIED

Ethnicity	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	
	Fall to Spring 2001–2006	Fall 2008–Spring 2009	Fall 2009–Spring 2010	Fall 2010–Spring 2011	Fall 2011–Spring 2012	Fall 2012–Spring 2013 ("n" = total # of course enrollments)	
Asian	34%	33%	20%	24%	17%	24%	n=42
African American	42%	27%	34%	29%	38%	33%	n=484
Filipino	26%	40%	31%	29%	0%	33%	n=6
Hispanic/Latino	34%	30%	24%	19%	22%	23%	n=243
Native American	60%	58%	22%	50%	0%	25%	n=8
Pacific Islander	N/A	N/A	40%	38%	29%	50%	n=2
Other (non-White)	33%	35%	0%	50%	15%	50%	n=2
White (non-Hispanic)	29%	24%	21%	19%	19%	24%	n=34
Multiple	N/A	N/A	37%	33%	30%	25%	n=93
Unknown	39%	21%	26%	27%	20%	37%	n=52
Overall Rate	39%	34%	28%	25%	29%	29%	n=966

In this table, lower numbers are better.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- There are positive trends for basic skills students in this area. Year 5 course drop rates for almost all ethnic groups of basic skills students are lower than at the baseline. This includes African American students, whose course drop rate in Year 5 was 9 percentage points below their baseline rate and Hispanic/Latino students, whose course drop rate was 11 percentage points below their baseline rate.
- The Hispanic/Latino and multiple race drop rates are lower than the overall rate.
- The drop rate for African American students is higher than the overall rate, but it is lower than it was in Year 4. *(Analysis continues next page.)*

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

- Within these positive developments, it should be noted that overall basic skills course enrollments are declining. This is not surprising, given the declining numbers of basic skills students. (Course enrollments are not the same as student numbers, as one student may enroll in several courses.) Year 5 course enrollments were 17 percent lower than in Year 4. Course enrollments by Hispanic/Latino students show the largest drop: a 13 percent decline between Year 4 and Year 5 (after a decline of 42 percent between Year 4 and Year 3).

TABLE 11: Course Drop Rates for ALL BASIC SKILLS Students by Gender

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: NOT SPECIFIED

Gender	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013 <i>("n"= total # of course enrollments)</i>	
Male	41%	41%	30%	25%	30%	30%	n=296
Female	39%	30%	28%	25%	27%	28%	n=580
Not Supplied	58%	34%	17%	26%	34%	32%	n=90
Overall Rate	39%	34%	28%	25%	29%	29%	n=966

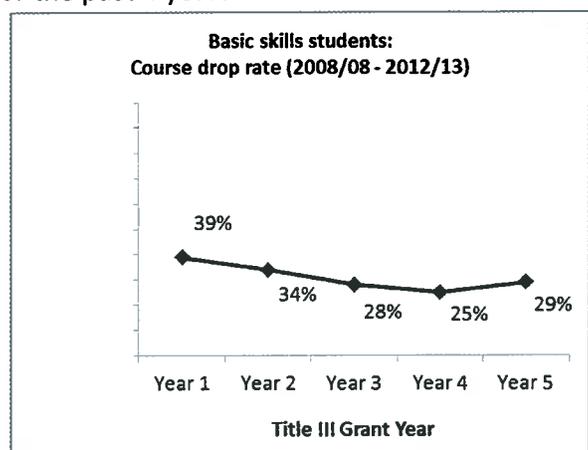
In this table, lower numbers are better.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER

Year 5

- Course drop rates for basic skills students have remained notably lower than the baseline average for each gender category for the past 4 years.
- Course drop rates for basic skills students are about the same as in Year 4.
- The adjacent chart illustrates the trend of course drop rates for all basic skills students across the 5 Title III grant years. There is no specified 2013 course drop rate goal for the complete basic skills population.



TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

TABLE 12: Course Drop Rates for BASIC SKILLS English Students by Ethnicity

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 52%

Ethnicity	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	
	Fall to Spring 2001–2006	Fall 2008–Spring 2009	Fall 2009–Spring 2010	Fall 2010–Spring 2011	Fall 2011–Spring 2012	Fall 2012–Spring 2013	(“n”= total # of course enrollments)
Asian	32%	44%	17%	19%	22%	35%	n=17
African American	40%	34%	27%	27%	37%	28%	n=156
Filipino	19%	29%	0%	0%	0%	50%	n=2
Hispanic/Latino	31%	24%	24%	16%	23%	14%	n=73
Native American	62%	75%	50%	0%	N/A	0%	n=4
Pacific Islander	N/A	N/A	40%	33%	33%	N/A	N/A
Other (non-White)	43%	25%	N/A	N/A	0%	N/A	N/A
White (non-Hispanic)	24%	0%	14%	29%	28%	18%	n=11
Multiple	N/A	N/A	67%	44%	29%	33%	n=21
Unknown	31%	27%	26%	23%	18%	31%	n=13
Overall Rate	37%*	32%	26%	25%	30%	25%	n=297

In this table, lower numbers are better. The goal is a course drop rate of 52% or lower.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- The overall course drop rate for basic skills English students decreased by 5 percentage points over Year 4. It remains significantly lower than the 2013 goal of 52 percent and is 12 percentage points lower than the baseline average.
- While the course drop rate for African Americans (the largest population of basic skills English students) is slightly higher than the overall Year 5 rate, it is well below the 2013 goal rate and the baseline rate.
- The course drop rate for Hispanic/Latino students (the second largest population of basic skills English students) is remarkably lower than the 2013 goal and their baseline rate.

* This figure, based on data available to the evaluators, differs from the 57 percent baseline figure in the Title III grant proposal.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

TABLE 13: Course Drop Rates for BASIC SKILLS *English* Students by Gender

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 52%

Gender	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013 (“n”= total # of course enrollments)	
						23%	n=94
Male	41%	41%	33%	22%	31%	23%	n=94
Female	36%	26%	25%	26%	28%	26%	n=178
Not Supplied	45%	33%	4%	22%	38%	20%	n=25
Overall Rate	37%	32%	26%	25%	30%	25%	n=297

In this table, lower numbers are better. The goal is a course drop rate of 52% or lower.

Data Source: Peralta Community College District, Office of Institutional Research

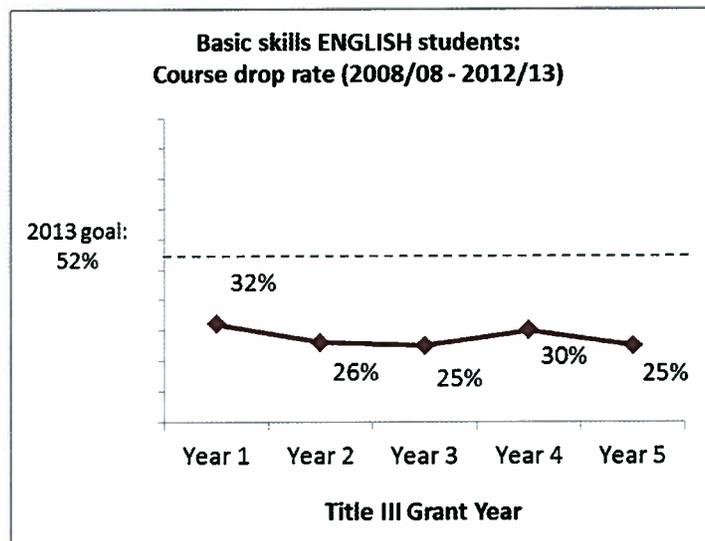
ANALYSIS BY GENDER

Year 5

- All gender groups continue to show a lower course drop rate than they did in the baseline period, and all are considerably lower than the 2013 goal of 52 percent.

Trend for Basic Skills ENGLISH Students across Five Years

The adjacent chart illustrates the trend of course drop rates for Basic Skills English students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 52%.



TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

TABLE 14: Course Drop Rates for BASIC SKILLS Math Students by Ethnicity

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 51%

Ethnicity	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013 (“n”= total # of course enrollments)	
						Drop Rate	n
Asian	38%	23%	14%	29%	14%	22%	n=18
African American	47%	35%	38%	31%	38%	35%	n=328
Filipino	34%	16%	38%	0%	0%	25%	n=4
Hispanic/Latino	33%	28%	20%	15%	22%	24%	n=130
Native American	59%	41%	14%	67%	0%	50%	n=4
Pacific Islander	N/A	N/A	57%	40%	20%	50%	n=2
Other (non- White)	30%	33%	0%	50%	40%	0%	n=1
White (non- Hispanic)	29%	21%	23%	17%	16%	23%	n=22
Multiple	N/A	N/A	22%	30%	30%	20%	n=69
Unknown	36%	29%	29%	27%	24%	38%	n=37
Overall Rate	42%*	32%	31%	27%	30%	30%	n=615

In this table, lower numbers are better. The goal is a course drop rate of 51% or lower.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- The overall course drop rate for basic skills math students and the rate for each ethnic group are all below the baseline rate and considerably lower than the 2013 target of 51 percent.
- The basic skills math course drop rate for Hispanic/Latino students has been lower than the overall rate each year, including in the baseline period.

* This figure, based on data available to the evaluators, differs from the 56 percent baseline figure in the Title III grant proposal.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

TABLE 15: Course Drop Rates for BASIC SKILLS Math Students by Gender

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 51%

Gender	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013 (“n”= total # of course enrollments)	
						31%	n=188
Male	44%	36%	32%	29%	32%	31%	n=188
Female	41%	29%	31%	27%	29%	29%	n=365
Not Supplied	62%	39%	32%	26%	34%	37%	n=62
Overall Rate	42%	32%	31%	27%	30%	30%	n=615

In this table, lower numbers are better. The goal is a course drop rate of 51% or lower.

Data Source: Peralta Community College District, Office of Institutional Research

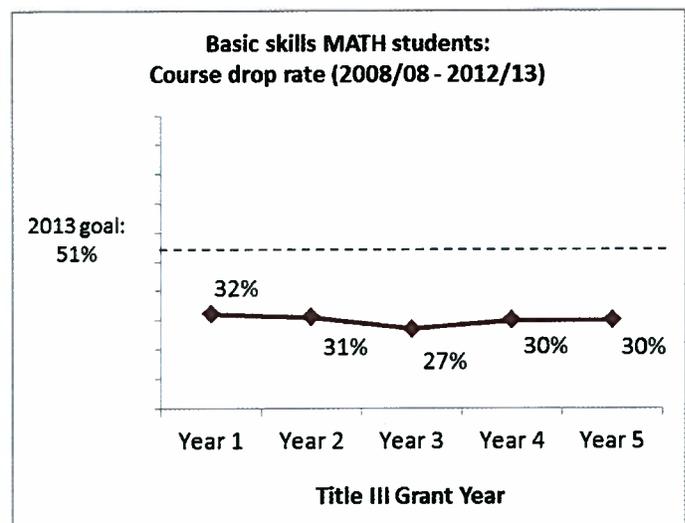
ANALYSIS BY GENDER

Year 5

- Each year, the course drop rates for all gender groups in basic skills math were lower than they were in the baseline period and considerably lower than the 2013 goal of 51 percent.
- 10 percent of students did not supply their gender. It is possible that more complete data about gender would lead to changes in the percentages for male and female student course drop rates reported here.

Trend for Basic Skills ENGLISH Students across Five Years

- The adjacent chart illustrates the trend in course drop rates for Basic Skills Math students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 51%.



TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

TABLE 16: Course Drop Rates for BASIC SKILLS ESL Students by Ethnicity

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: NOT SPECIFIED

Ethnicity	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013 (“n”= total # of course enrollments)	
Asian	32%	32%	25%	22%	16%	0%	n=7
African American	39%	0%	29%	50%	33%	N/A	N/A
Filipino	25%	75%	0%	80%	N/A	N/A	N/A
Hispanic/Latino	39%	39%	24%	21%	19%	35%	n=40
Native American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other (non-White)	26%	60%	N/A	N/A	0%	100%	n=1
White (non-Hispanic)	33%	50%	N/A	0%	0%	N/A	N/A
Multiple	N/A	N/A	N/A	N/A	N/A	67%	n=3
Unknown	50%	9%	17%	37%	0%	50%	n=2
Overall Rate	39%	39%	24%	23%	17%	35%	n=54

In this table, lower numbers are better.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- The overall course drop rate for basic skills ESL students has remained below the baseline rate each year.
- Mirroring the overall drop in enrollment in basic skills classes, there has been a dramatic decline in the number of Hispanic/Latino student enrollments in ESL classes, from 331 in Year 3 to 83 in Year 4, to 40 in Year 5. Overall enrollment in basic skills ESL has dropped over the same period from 386 in Year 3 to 133 in Year 4 to 54 in Year 5.
- It is assumed that lower enrollment in ESL classes in Year 5 is due to a reported sharp decline in the number of ESL courses offered, beginning in Year 4.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

TABLE 17: Course Drop Rates for BASIC SKILLS ESL Students by Gender

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: NOT SPECIFIED

Gender	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013 (“n”= total # of course enrollments)	
						Drop Rate	n
Male	38%	46%	24%	23%	23%	57%	n=14
Female	39%	36%	25%	22%	16%	27%	n=37
Not Supplied	67%	32%	5%	31%	0%	33%	n=3
Overall Rate	39%	39%	24%	23%	17%	33%	n=54

In this table, lower numbers are better.

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER

Year 5

- Male basic skills ESL students had a course drop rate 19 percentage points higher than the baseline rate and 24 percentage points higher than the overall Year 5 rate. Even with the relatively small number of male students, this rapid increase is notable.
- Female basic skills ESL students had a course drop rate lower than the baseline rate and the overall Year 5 rate.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Ancillary Tables 17a and 17b: These two tables compare the various populations (all matriculating, all basic skills, and basic skills by subject) in Year 5.

Year 5 (2012-2013) COURSE DROP RATES										
All Matriculating and Basic Skills (BS) Students ("n"=course enrollments)										
	ALL Matriculating Drop Rate		ALL BASIC SKILLS Drop Rate		BS ENG Drop Rate		BS Math Drop Rate		BS ESL Drop Rate	
	Asian	17%	n=1,929	24%	n=42	35%	n=17	22%	n=18	0%
African American	25%	n=7,744	33%	n=484	28%	n=156	35%	n=328	N/A	N/A
Filipino	20%	n=256	33%	n=6	50%	n=2	25%	n=4	N/A	N/A
Hispanic/Latino	21%	n=3,338	23%	n=243	14%	n=73	24%	n=130	35%	n=40
Native American	18%	n=138	25%	n=8	0%	n=4	50%	n=4	N/A	N/A
Pacific Islander	22%	n=115	50%	n=2	N/A	N/A	50%	n=2	N/A	N/A
Other (non-White)	31%	n=68	50%	n=2	N/A	N/A	0%	n=1	100%	n=1
White (non-Hispanic)	16%	n=1,980	24%	n=34	18%	n=11	23%	n=22	N/A	N/A
Multiple	24%	n=1,961	25%	n=93	33%	n=21	20%	n=69	67%	n=3
Unknown	21%	n=1,501	37%	n=52	31%	n=13	38%	n=37	50%	n=2
Overall Rate	22%	n=19,030	29%	n=996	25%	n=297	30%	n=615	35%	n=54

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY AND GENDER

- Overall basic skills course drop rates in Year 5 are higher than course drop rates for all matriculating students.
- As it did in Years 3 and 4, this table makes especially visible that the African American student course drop rate is higher than the overall (average) course drop rate in each category.
- As the table below shows, male and female students have very close course drop rates across each category, except in ESL.

Year 5 (2012-2013) COURSE DROP RATES										
All Matriculating and Basic Skills (BS) Students ("n"=course enrollments)										
	ALL Matriculating Drop Rate		ALL BASIC SKILLS Drop Rate		BS ENG Drop Rate		BS Math Drop Rate		BS ESL Drop Rate	
	Male	22%	n=6,395	30%	n=296	23%	n=94	31%	n=188	57%
Female	22%	n=10,989	28%	n=580	26%	n=178	29%	n=365	27%	n=37
Not Supplied	18%	n=1,646	32%	n=90	20%	n=25	37%	n=62	33%	n=3
Overall Rate	22%	n=19,030	29%	n=966	25%	n=297	30%	n=615	33%	n=54

Data Source: Peralta Community College District, Office of Institutional Research

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Successful Course Completion

Objective 1.1.6. (Course Completion Goal #1): Increase the percentage of students who successfully complete courses (with a grade of A, B, or C or credit) from 64 to 69 percent.*

**TABLE 18: Successful Course Completion Rates for ALL Matriculating Students
with Grade of A, B, or C or Credit**

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 69%

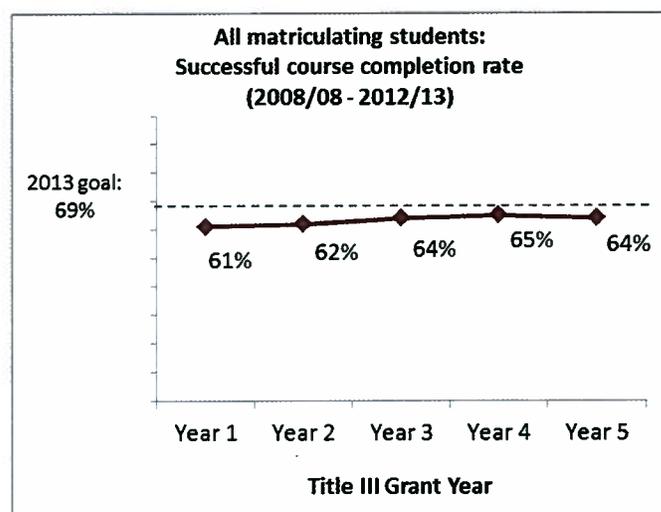
	Baseline Fall and Spring Semesters 2001–2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013 <i>("n"= total # of grades awarded)</i>	
Overall Rate	64%	61%	62%	64%	65%	64%	n=18,615[†]

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS OF OVERALL PROGRESS

Year 5

- The Year 5 overall successful course completion rate (i.e., courses completed with an A, B, or C grade or credit) matches that of the baseline period. This is 5 percentage points lower than the desired 2013 rate of 69 percent.
- A 64 percent success rate means that students did *not* successfully complete their courses 36 percent of the time. This is 5 percentage points higher than the desired goal of having only 31 percent of courses *not* successfully completed.
- The adjacent chart illustrates the trend of successful course completion rates for all matriculating students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 69%.



* Actual wording in Title III grant proposal is: "Decrease the percentage of students who do not successfully complete courses from 36 percent to 31 percent." Goal is stated in terms of successful course completion here for clarity.

[†] Please refer to the glossary of this report for an explanation of the difference in populations used to determine course success and course drop rates.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

**TABLE 19: Successful Course Completion Rates for ALL Matriculating Students
with Grade of A, B, or C or Credit by Ethnicity**

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 69%

Ethnicity	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	
	Fall to Spring 2001– 2006	Fall 2008– Spring 2009	Fall 2009– Spring 2010	Fall 2010– Spring 2011	Fall 2011– Spring 2012	Fall 2012–Spring 2013 <i>("n"= total # of grades awarded)</i>	
Asian	75%	74%	76%	76%	77%	77%	n=1,890
African American	57%	52%	53%	57%	58%	58%	n=7,554
Filipino	68%	63%	65%	72%	74%	66%	n=250
Hispanic/Latino	66%	64%	63%	64%	65%	65%	n=3,275
Native American	60%	60%	56%	62%	73%	66%	n=136
Pacific Islander	N/A	N/A	62%	57%	56%	59%	n=112
Other (non- White)	67%	64%	65%	64%	67%	65%	n=65
White (non- Hispanic)	76%	72%	73%	75%	75%	76%	n=1,935
Multiple	N/A	N/A	52%	57%	60%	62%	n=1,916
Unknown	69%	66%	64%	70%	67%	68%	n=1,482
Overall Rate	64%	61%	62%	64%	65%	64%	n=18,615

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

Year 5

- The African American successful course completion rate has remained around 11 to 12 percentage points below the 2013 goal of 69% since Year 3 (as it was in the baseline period). It also has been consistently below the overall rate each year.
- The Hispanic/Latino successful course completion rate is approximately the same in Year 5 as it has been each year since the baseline. In Year 5, it was four percentage points below the 2013 goal.
- Asian and White (non-Hispanic) students are the only two populations that meet (and, in fact, exceed) the 2013 goal for successful course completion rates.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

**TABLE 20: Successful Course Completion Rates for ALL Matriculating Students
with Grade of A, B, or C or Credit by Gender**

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 69%

Gender	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013 <i>("n"= total # of grades awarded)</i>	
Male	63%	59%	58%	64%	64%	63%	n=6,286
Female	65%	61%	62%	64%	64%	64%	n=10,717
Not Supplied	62%	62%	69%	69%	70%	72%	n=1,612
Overall Rate	64%	61%	62%	64%	65%	64%	n=18,615

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER

Year 5

- The successful course completion rate for male students is 6 percentage points below the 2013 goal of 69%; for female students, it is 5 percentage points lower.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Objective 1.1.7. (Course Completion Goal #2): Increase the percentage of basic skills students who successfully complete courses (with a grade of A, B, or C or credit) from 38 to 43 percent.*

**TABLE 21: Successful Course Completion Rates for Basic Skills Students
with Grade of A, B, or C or Credit**

BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5

2013 GOAL: 43%

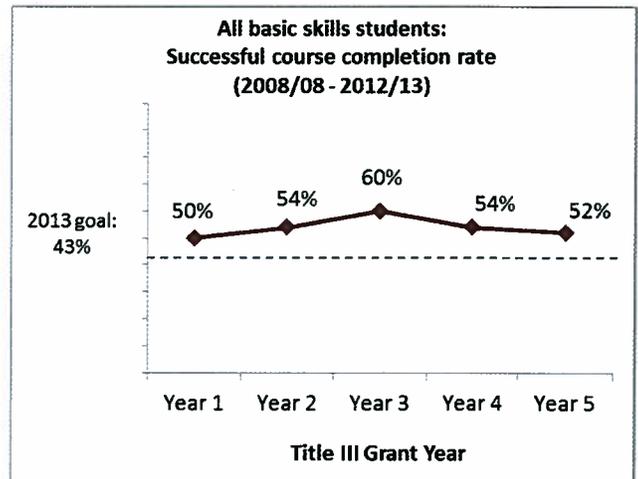
	Baseline Fall and Spring Semesters 2001–2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011– Spring 2012	Year 5 Fall 2012–Spring 2013 <i>(“n”= total # of grades awarded)</i>	
Overall Rate	56%[†]	50%	54%	60%	54%	52%	n=865

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS OF OVERALL PROGRESS

Year 5

- Basic skills students successfully completed courses at a rate of 52 percent, which surpasses the goal for 2013.
- Another way of reading the Year 5 numbers is to say that the percentage of basic skills students who did *not* successfully complete their courses in Year 5 is 48 percent, which is 9 percentage points lower than the 2013 goal of 57 percent.
- Although the 2013 goal has been achieved, it is notable that, except in Year 3, the successful course completion rate has been lower than in the baseline period.
- The adjacent chart illustrates successful course completion rates for basic skills students across the 5 Title III grant years. The dashed line indicates the 2013 goal of 43%.



The tables on the following pages summarize successful course completion rates across all years for ease of comparison over time between **all matriculating and basic skills students by ethnicity, gender, and basic skills subject areas.**

* Actual wording in Title III grant proposal is: “Decrease the percentage of basic skills students who do not successfully complete courses from 62 percent to 57 percent.” Goal is stated in terms of successful course completion here for clarity.

[†] The 56% baseline figure here, based on data available to the evaluators, differs from the baseline in the Title III grant proposal.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Successful Course Completion by Ethnicity: All Matriculating Students across All Years:

TABLE 22: COMPARISON OF SUCCESSFUL COURSE COMPLETION RATES FOR ALL MATRICULATING STUDENTS ACROSS ALL YEARS TO DATE, WITH GRADE OF A, B, OR C OR CREDIT by ETHNICITY ("n" = total # of grades awarded)

2013 Goal: 69%

	Baseline (2001- 2006)	Year 1 (2008- 2009)	Year 2 (2009- 2010)	Year 3 (2010- 2011)	Year 4 (2011- 2012)	Year 5 (2012-2013)	
Asian	75%	74%	76%	76%	77%	77%	n=1890
African American	57%	52%	53%	57%	58%	58%	n=7,554
Filipino	68%	63%	65%	72%	74%	66%	n=250
Hispanic/Latino	66%	64%	63%	64%	65%	65%	n=3,275
Native American	60%	60%	56%	62%	73%	66%	n=136
Pacific Islander	N/A	N/A	62%	57%	56%	59%	n=112
Other (non-White)	67%	64%	65%	64%	67%	65%	n=65
White (non-Hispanic)	76%	72%	73%	75%	75%	76%	n=1,935
Multiple	N/A	N/A	52%	57%	60%	62%	n=1,916
Unknown	69%	66%	64%	70%	67%	68%	n=1,482
Overall Rate	64%	61%	62%	64%	65%	64%	n=18,615

Data Source: Peralta Community College District, Office of Institutional Research

Successful Course Completion by Ethnicity: All Basic Skills Students across All Years:

TABLE 23: Comparison of Successful Course Completion Rates for All BASIC SKILLS Students across ALL YEARS TO DATE, with Grade of A, B, or C or Credit by ETHNICITY ("n" = total # of grades awarded)

2013 Goal: 43%

	Baseline (2001- 2006)	Year 1 (2008- 2009)	Year 2 (2009- 2010)	Year 3 (2010- 2011)	Year 4 (2011- 2012)	Year 5 (2012-2013)	
Asian	66%	57%	73%	77%	73%	50%	n=36
African American	55%	36%	47%	54%	46%	45%	n=424
Filipino	55%	46%	69%	64%	75%	67%	n=6
Hispanic/Latino	60%	52%	54%	65%	59%	58%	n=226
Native American	43%	33%	56%	50%	33%	71%	n=7
Pacific Islander	N/A	N/A	60%	50%	42%	50%	n=2
Other (non-White)	62%	65%	75%	50%	64%	100%	n=1
White (non-Hispanic)	72%	69%	68%	84%	67%	69%	n=29
Multiple	N/A	N/A	33%	57%	51%	56%	n=49
Unknown	60%	57%	57%	50%	59%	53%	n=25
Overall Rate	56%	50%	54%	60%	54%	52%	n=865

Data Source: Peralta Community College District, Office of Institutional Research

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Successful Course Completion by Ethnicity: Basic Skills English Students across All Years:

TABLE 24: Comparison of Successful Course Completion Rates for BASIC SKILLS ENGLISH Students across ALL YEARS TO DATE, with Grade of A, B, or C or Credit by ETHNICITY ("n" = total # of grades awarded) (No 2013 goal specified.)

	Baseline (2001- 2006)	Year 1 (2008- 2009)	Year 2 (2009- 2010)	Year 3 (2010- 2011)	Year 4 (2011- 2012)	Year 5 (2012-2013)	
Asian	55%	55%	85%	80%	71%	50%	n=12
African American	47%	47%	54%	65%	59%	64%	n=104
Filipino	67%	67%	100%	100%	100%	50%	n=2
Hispanic/Latino	51%	51%	53%	65%	68%	70%	n=57
Native American	33%	33%	50%	100%	N/A	100%	n=3
Pacific Islander	N/A	N/A	75%	67%	29%	N/A	N/A
Other (non-White)	67%	67%	N/A	N/A	100%	N/A	N/A
White (non-Hispanic)	86%	86%	83%	67%	89%	86%	n=7
Multiple	N/A	N/A	20%	80%	82%	62%	n=13
Unknown	45%	45%	59%	52%	71%	60%	n=10
Overall Rate	49%	49%	59%	66%	65%	66%	n=208

Data Source: Peralta Community College District, Office of Institutional Research

Successful Course Completion by Ethnicity: Basic Skills Math Students across All Years:

TABLE 25: Comparison of Successful Course Completion Rates for BASIC SKILLS MATH Students across ALL YEARS TO DATE, with Grade of A, B, or C or Credit by ETHNICITY ("n" = total # of grades awarded) (No 2013 goal specified.)

	Baseline (2001- 2006)	Year 1 (2008- 2009)	Year 2 (2009- 2010)	Year 3 (2010- 2011)	Year 4 (2011- 2012)	Year 5 (2012-2013)	
Asian	60%	57%	79%	68%	67%	47%	n=17
African American	48%	43%	43%	50%	40%	39%	n=320
Filipino	60%	69%	62%	80%	60%	75%	n=4
Hispanic/Latino	62%	57%	68%	66%	55%	55%	n=125
Native American	36%	42%	57%	33%	33%	50%	n=4
Pacific Islander	N/A	N/A	50%	40%	60%	50%	n=2
Other (non-White)	71%	67%	75%	50%	60%	100%	n=1
White (non-Hispanic)	75%	70%	64%	85%	61%	67%	n=21
Multiple	N/A	N/A	36%	50%	44%	58%	n=69
Unknown	63%	52%	53%	51%	51%	51%	n=37
Overall Rate	53%	49%	52%	60%	47%	47%	n=600

Data Source: Peralta Community College District, Office of Institutional Research

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Successful Course Completion by Ethnicity: Basic Skills ESL Students across All Years:

**TABLE 26: Comparison of Successful Course Completion Rates for BASIC SKILLS ESL Students across ALL YEARS TO DATE, with Grade of A, B, or C or Credit by Ethnicity ("n" = total # of grades awarded)
(No 2013 goal specified.)**

	Baseline (2001- 2006)	Year 1 (2008- 2009)	Year 2 (2009- 2010)	Year 3 (2010- 2011)	Year 4 (2011- 2012)	Year 5 (2012-2013)	
Asian	73%	43%	64%	86%	83%	57%	n=7
African American	67%	0%	57%	75%	50%	N/A	N/A
Filipino	25%	0%	100%	20%	N/A	N/A	N/A
Hispanic/Latino	58%	48%	52%	65%	59%	52%	n=44
Native American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other (non- White)	68%	40%	N/A	N/A	100%	N/A	N/A
White (non- Hispanic)	67%	25%	N/A	100%	50%	0%	n=1
Multiple	N/A	N/A	N/A	100%	N/A	0%	n=3
Unknown	67%	76%	70%	44%	83%	50%	n=2
Overall Rate	60%	49%	55%	65%	67%	49%	n=57

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY ETHNICITY

All Years and Year 5

- Progress for each ethnic group continues to be mixed across the five years. However, Hispanic/Latino basic skills English students continued their upward trend, with a Year 5 successful course completion rate 19 percentage points higher than their baseline.
- African American basic skills English students have a successful course completion rate that is higher in Year 5 than Year 4 and continues a pattern of being higher than their baseline rate.
- The greatest increase in overall success rates as compared with the baseline rate was among basic skills English students, who completed Year 5 with a 66% successful course completion rate, as compared with 49% in the baseline period.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Successful Course Completion by Gender: All Matriculating Students across All Years:

TABLE 27: Comparison of Successful Course Completion Rates for All Matriculating Students across ALL YEARS TO DATE, with Grade of A, B, or C or Credit by Gender ("n" = total # of grades awarded)
2013 Goal: 69%

	Baseline (2001- 2006)	Year 1 (2008- 2009)	Year 2 (2009- 2010)	Year 3 (2010- 2011)	Year 4 (2011- 2012)	Year 5 (2012-2013)	
Male	63%	59%	58%	64%	64%	63%	n=6,286
Female	65%	61%	62%	64%	64%	64%	n=10,717
Not Supplied	62%	62%	69%	69%	70%	72%	n=1,612
Overall Rate	64%	61%	62%	64%	65%	64%	n=18,615

Data Source: Peralta Community College District, Office of Institutional Research

Successful Course Completion by Gender: All Basic Skills Students across All Years:

TABLE 28: Comparison of Successful Course Completion Rates for All BASIC SKILLS Students across ALL YEARS TO DATE, with Grade of A, B, or C or Credit by Gender ("n" = total # of grades awarded)
2013 Goal: 43%

	Baseline (2001- 2006)	Year 1 (2008- 2009)	Year 2 (2009- 2010)	Year 3 (2010- 2011)	Year 4 (2011-2012)	Year 5 (2012-2013)	
Male	52%	42%	49%	59%	46%	48%	n=262
Female	57%	53%	55%	61%	58%	54%	n=519
Not Supplied	38%	55%	64%	54%	54%	46%	n=84
Overall Rate	56%	50%	54%	60%	54%	52%	n=865

Data Source: Peralta Community College District, Office of Institutional Research

Successful Course Completion by Gender: Basic Skills English Students across All Years:

TABLE 29: Comparison of Successful Course Completion Rates for BASIC SKILLS ENGLISH Students across ALL YEARS TO DATE, with Grade of A, B, or C or Credit by Gender ("n" = total # of grades awarded)
(No 2013 goal specified.)

	Baseline (2001- 2006)	Year 1 (2008- 2009)	Year 2 (2009- 2010)	Year 3 (2010- 2011)	Year 4 (2011- 2012)	Year 5 (2012-2013)	
Male	49%	43%	50%	63%	58%	67%	n=64
Female	56%	53%	59%	69%	70%	66%	n=125
Not Supplied	50%	53%	75%	59%	54%	63%	n=19
Overall Rate	54%	49%	59%	66%	65%	66%	n=208

Data Source: Peralta Community College District, Office of Institutional Research

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Successful Course Completion by Gender: Basic Skills Math Students across All Years:

TABLE 30: Comparison of Successful Course Completion Rates for BASIC SKILLS MATH Students across ALL YEARS TO DATE, with Grade of A, B, or C or Credit by Gender ("n" = total # of grades awarded) (No 2013 goal specified.)							
	Baseline (2001- 2006)	Year 1 (2008- 2009)	Year 2 (2009- 2010)	Year 3 (2010- 2011)	Year 4 (2011- 2012)	Year 5 (2012-2013)	
Male	49%	40%	47%	53%	40%	42%	n=184
Female	55%	52%	54%	56%	49%	50%	n=354
Not Supplied	30%	55%	50%	57%	51%	44%	n=62
Overall Rate	53%	49%	52%	55%	47%	47%	n=600

Data Source: Peralta Community College District, Office of Institutional Research

Successful Course Completion by Gender: Basic Skills ESL Students across All Years:

TABLE 31: Comparison of Successful Course Completion Rates for BASIC SKILLS ESL Students across ALL YEARS TO DATE, with Grade of A, B, or C or Credit by Gender ("n" = total # of grades awarded) (No 2013 goal specified.)							
	Baseline (2001- 2006)	Year 1 (2008- 2009)	Year 2 (2009- 2010)	Year 3 (2010- 2011)	Year 4 (2011- 2012)	Year 5 (2012-2013)	
Male	59%	41%	51%	66%	46%	36%	n=14
Female	60%	51%	55%	66%	74%	58%	n=40
Not Supplied	33%	59%	75%	48%	83%	0%	n=3
Overall Rate	60%	49%	55%	65%	67%	49%	n=57

Data Source: Peralta Community College District, Office of Institutional Research

ANALYSIS BY GENDER

Year 5

- In every category (matriculating and basic skills) except basic skills English, female students have a lower successful course completion rate in Year 5 than at the baseline.
- With the exception of basic skills English, male students have the same or lower successful course completion rates in Year 5 than at the baseline.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Ancillary Tables 31a and 31b: These two tables compare the various populations (all matriculating, all basic skills, and basic skills by subject) in Year 5.

Year 5 (2012-2013) SUCCESS RATES - All Matriculating and Basic Skills (BS) Students ("n"=course enrollments)										
	ALL Matriculating Success Rate		ALL BASIC SKILLS Success Rate		BS ENG Success Rate		BS Math Success Rate		BS ESL Success Rate	
Asian	77%	n=1890	50%	n=36	50%	n=12	47%	n=600	57%	n=7
African American	58%	n=7,554	45%	n=424	64%	n=104	39%	n=320	N/A	N/A
Filipino	66%	n=250	67%	n=6	50%	n=2	75%	n=4	N/A	N/A
Hispanic/Latino	65%	n=3,275	58%	n=226	70%	n=57	55%	n=125	52%	n=44
Native American	66%	n=136	71%	n=7	100%	n=3	50%	n=4	N/A	N/A
Pacific Islander	59%	n=112	50%	n=2	N/A	N/A	50%	n=2	N/A	N/A
Other (non-White)	65%	n=65	100%	n=1	N/A	N/A	100%	n=1	N/A	N/A
White (non-Hispanic)	76%	n=1,935	69%	n=29	86%	n=7	67%	n=21	0%	n=1
Multiple	62%	n=1,916	56%	n=49	62%	n=13	58%	n=69	0%	n=3
Unknown	68%	n=1,482	53%	n=25	60%	n=10	51%	n=37	50%	n=2
Overall Rate	64%	n=18,61	52%	n=865	66%	n=208	47%	n=600	49%	n=57

Data Source: Peralta Community College District, Office of Institutional Research

Year 5 (2012-2013) SUCCESS RATES - All Matriculating and Basic Skills (BS) Students ("n"=course enrollments)										
	ALL Matriculating Success Rate		ALL BASIC SKILLS Success Rate		BS ENG Success Rate		BS Math Success Rate		BS ESL Success Rate	
Male	63%	n=6,286	48%	n=262	67%	n=64	42%	n=184	36%	n=14
Female	64%	n=10,71	54%	n=519	66%	n=125	50%	n=354	58%	n=40
Not Supplied	72%	n=1,612	46%	n=84	63%	n=19	44%	n=62	0%	n=3
Overall Rate	64%	n=18,61	52%	n=865	66%	n=208	47%	n=600	49%	n=57

Data Source: Peralta Community College District, Office of Institutional Research

YEAR 5: ANALYSIS BY ETHNICITY AND GENDER ACROSS ALL ENROLLMENT CATEGORIES

- Hispanic/Latino students have successful course completion rates in Year 5 that are higher than the overall rates in all matriculating and basic skills categories.
- African American students' Year 5 successful course completion rates are lower than the overall rates in all categories.
- Men's successful course completion rates are lower than the overall rates in all categories except basic skills English.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Transfers to California Public Universities

Objective 1.1.8. (Transfer Goal): Increase actual percentage of transfers from 1% (245 students total) to 1.5% (367 students total) of matriculating student population to a 4-year university. Please see **Glossary** for a detailed explanation of the difference between this metric and any of a number of **transfer rate** metrics.

In the following two tables, the percentage of students transferring is calculated by dividing the total number of matriculating students enrolled in the fall semester by the total number of students known to have transferred to an institution in the California State University or University of California system that same semester. It should be noted that there are other ways to calculate transfer percentages, and those different methodologies are an important topic of discussion among community college administrators nationwide, because all methods of arriving at transfer rates have their strong and weak points. The approach for calculating transfer rates for the Title III grant was determined to be both practical and satisfactory, with consistency from year to year in the approach used critical to following trends. Please see the glossary at the end of this report for further discussion about considerations related to the calculation of transfer rates.

**TABLE 32: Transfers: Actual Percentage of All Matriculating Students
BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 • YEAR 5**

2013 GOAL: 1.5%

	Baseline (Fall 2001- Fall 2006)	Year 1 Fall 2008	Year 2 Fall 2009	Year 3 Fall 2010	Year 4 Fall 2011	Year 5 Fall 2012
Overall (Number and Percent)	130/year, or total 781 (3%* of total 29,673 matriculating students for 6- year baseline period)	153 (3% of 5,363 fall 2008 matriculating students)	123 (3% of 4,926 fall 2009 matriculating students)	93 (2% of 4,725 fall 2010 matriculating students)	222 (5% of 4,409 fall 2011 matriculating students)	145 (3% of 4,520 fall 2012 matriculating students)
Matriculating Student Number Source: Peralta Community College District, Office of Institutional Research Transfer Data Source: California Post-Secondary Education Commission						

- The transfer rate *each year* has exceeded the 2013 goal.
- The total number of students who have transferred to a 4-year university over the course of the 5 grant years is 736, which is well above the goal of a total of 367 students. (It is about 99 percent above that goal.)

* This figure, based on data available to the evaluators, differs from the 1 percent baseline figure in the Title III grant proposal.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Transfer Readiness

Objective 1.1.9 (Transfer-ready Goal): Increase the number of students who are transfer-ready from 130 to 195.

Merritt has surpassed this goal. A student who reaches transfer-ready status achieves 60 or more transferable credits within six years.* 125 students of the cohort that entered in fall 2008 had reached transfer-ready status by the end of their fifth year. Students in cohorts that began at Merritt after fall 2008 have also achieved transfer-ready status. In all, 449 students who started at Merritt during the 5-Year Title III grant period (2008/9 – 2012/13) have achieved transfer-ready status.

The table below shows how long after their first term of enrollment at Merritt students achieved transfer-ready status. Each academic year consists of three terms (fall, spring, and summer).

How many students from each cohort that started during the Title III grant period have achieved 60 transferable units by summer 2013?		
When cohort of students first enrolled at Merritt	# of Transfer-Ready Students	# of Years (or partial years) it took
Fall 2008	125	5 years (13 - 15 terms)
Spring 2009	37	
Summer 2009	20	
Fall 2009	118	4 years (10 - 12 terms)
Spring 2010	43	
Summer 2010	2	
Fall 2010	67	3 years (7 - 9 terms)
Spring 2011	22	
Summer 2011	2	
Fall 2011	12	2 years (4 - 6 terms)
Spring 2012	1	
Summer 2012	0	
Total unique count:	449	

* This definition corrects a definition used in evaluation reports in previous years, which specified that transfer-readiness entailed achieving 56 transferable units at three years.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Appendix

- ▶ Glossary
- ▶ Supporting Data for the Report: Available Upon Request

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Glossary

Course Success: Student succeeds in the course with A, B, C, or CR (credit) grade notations.

Drop Rate: The percentage of courses which (duplicated) matriculating students drop within any given semester. The drop rate is calculated by dividing the number of courses dropped by the total number of courses in which students enrolled during a semester.

Matriculating Student: Matriculation is a state-mandated program/process that brings the College's staff and resources into a partnership with students to ensure their educational success. Students are identified as matriculating and are a part of the matriculating process/program if they select one of the following educational goals (1) obtain a Bachelor's Degree after completing an Associate Degree; (2) obtain a Bachelors Degree without completing an Associate Degree (3); obtain a two year Associate Degree without transfer; (4) obtain a two year Vocational Associate's Degree without transfer; (5) earn a Vocational Certificate without transfer; (6) improve basic skills in English and mathematics; and (7) undecided. These students participate in an organized process of: orientation, assessment, counseling, and advising.

Persistence Rate: The percentage of students enrolled in the next term out of the number of students enrolled in the first term. The persistence rate is calculated by dividing the number of students with at least one course with A, B, C, D, F, CR, NC, FW, W, or I in the second term by the number of students with at least one course with A, B, C, D, F, CR, NC, FW, W, or I in the first term. The resultant number is multiplied by 100 to obtain the percentage.

Retention Rate (Semester-to-Semester): The percentage of students who continue from semester to semester (i.e. from fall to spring). In other words: In the first semester, the student is enrolled in at least one course and receives A, B, C, D, F, CR, NC, FW, W, or I grade notations. In the second semester, the student is enrolled in at least one course and receives A, B, C, D, F, CR, NC, FW, W, or I grade notations

Success Rate: The percentage of students successful in courses out of the total number of students enrolled in courses. The success rate is calculated by dividing the number of (duplicated) students with A, B, C, or CR by the number of (duplicated) students with A, B, C, D, F, CR, NC, FW, W, or I. The resultant number is multiplied by 100 to obtain the percentage.

Term-to-Term Persistence: Student persists from one term to the next term (i.e. from fall to fall). In other words: In the first term, the student is enrolled in at least one course and receives A, B, C, D, F, CR, NC, FW, W, or I grade notations. In the second term, the student is enrolled in at least one course and receives A, B, C, D, F, CR, NC, FW, W, or I grade notations.

Transfer: A student who successfully transitions from Merritt College to a four-year college or university.

Transfer Rate: The Student Outcomes indicators do not include a formal calculation of transfer rate, Merritt provides the following explanation and discussion:

Researchers generally measure transfer by the actual number of students who transfer (by volume) or they use a rate to capture transfer over time. To measure the transfer

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

rate one must first determine which students to include in the denominator as not all students have a stated goal of transfer. However, selecting students who have a stated educational goal of transfer as the basis for the transfer rate may not be a prudent choice. Research suggests that at least 25% of new students are undecided about their educational goal (Horn and Lew), although many of these undecided students ultimately transfer (Horn and Lew). On the other hand, of those students who select an educational goal other than undecided, many change their educational goal during their first year (Sengupta and Jepsen).

Given the reliability issues presented in utilizing student educational goals as a denominator, researchers have developed multiple approaches to measure transfer rates. Outlined below are the five major transfer metrics used by researchers in the California Community College system:

- 1. Transfer-intent behavior metric: A cohort of new students who complete a minimum of 12 units and attempt a transfer level mathematics or English course during enrollment (transfer-intent behavior) and who transferred to a four-year institution within 6 years*
- 2. Transfer prepared metric: Students who complete 60 transferable units with a GPA ≥ 2.0*
- 3. The transfer directed metric: Students that complete both transfer-level mathematics and English.*
- 4. Transfer ready metric: A new student cohort who complete 60+ transfer units with a 2.0+ GPA, including the successful completion of any transfer level English and any transfer level mathematics course within six years.**
- 5. Transfer estimate metric: An expected transfer rate which a college could use to compare with actual student transfers. Transfer estimates are computed from a regression analysis including variables/characteristics that affect transfer rates. The variables included in the regression analysis include the following: (1) distance to nearest CSU/UC ;(2) county median household income; (3) academic preparedness of students upon entry; (3) percentage of students over 30 years of age; (4) percentage of students taking basic skills courses; and (5) the percentage of students on need-based financial aid.*

Transfer Ready: The rate by which a first-time entering freshman cohort meets the basic transfer requirements for admittance to the California State University system. According to the California Community Colleges Chancellor's Office, it is the rate at which the transfer-directed student cohort completes 60 or more transfer units with a 2.0 or higher GPA at six years, including the successful completion (earning A, B, C, or CR) of any transfer-level English and any transfer-level math course.*

* This definition corrects a definition used in evaluation reports in previous years, which specified that transfer-readiness entailed achieving 56 transferable units at three years.

TITLE III ANNUAL REPORT OF STUDENT OUTCOMES

Supporting Data for the Report

*Data source for all tables in this report is: Peralta Community College District,
Office of Institutional Research
All supporting data are available upon request.*

Community College Survey of Student Engagement

Merritt College

2014 Key Findings

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Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2014 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five of the CCSSE special-focus items on promising educational practices. Select faculty survey data are also highlighted.

Promising Practices for Student Success

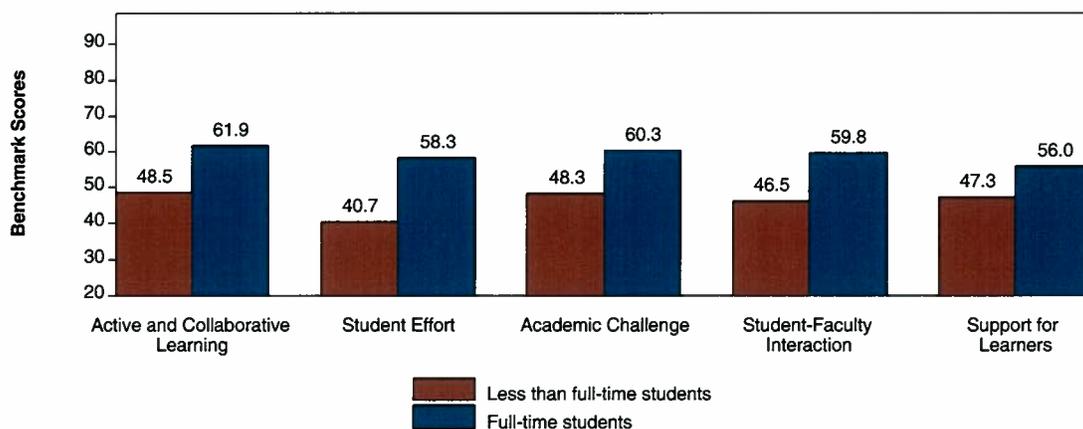
In each annual administration, CCSSE has included special-focus items to allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance of great interest to the field. The 2014 special-focus items are part of an ongoing national research project focused on community college students' participation in a defined collection of promising practices for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and attainment. This work will link data from the CCSSE special-focus items; related items on the faculty survey (CCFSSE), which explore the extent of faculty members' use of the identified promising practices in their teaching; and institutional data collected from the Community College Institutional Survey (CCIS) that address questions about how these promising practices are implemented across varied institutions.

This data collection will provide empirical confirmation of promising educational practices in community colleges, quantification of the extent to which those practices are part of the current experience of our students, and information about whether participation in these types of practices varies across subgroups of students. Ongoing data analysis will provide new evidence of how student participation in these practices is related to overall student engagement, academic progress, and college completion.

Benchmark Overview by Enrollment Status

Figure 1 below represents your institution's CCSSE benchmark scores by students' enrollment status.

Figure 1



Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of *CCSSE* and *SENSE* Data,” available at www.ccsse.org.

CCSSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2014 *CCSSE* Cohort (2012-2014) throughout all reports.

CCSSE Benchmarks

★ Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

★ Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

★ Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

★ Student-Faculty Interaction

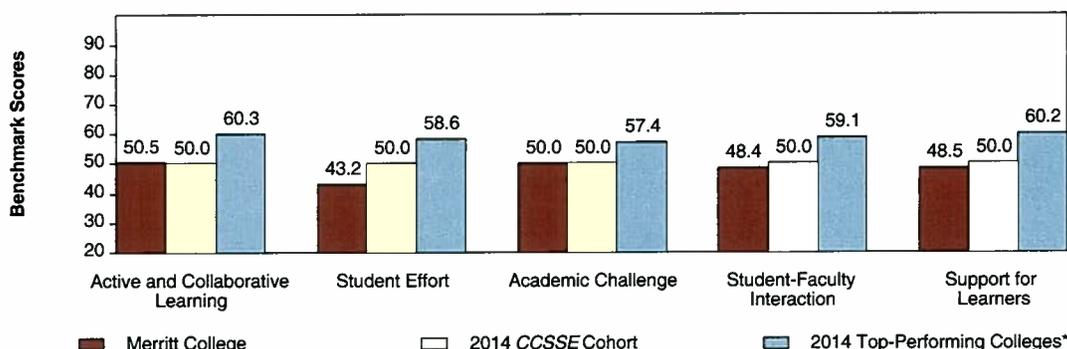
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about *CCSSE* benchmarks, please visit www.ccsse.org.

Figure 2



*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.ccsse.org.

Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *CCSSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest relative to the 2014 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the the 2014 *CCSSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *CCSSE* online reporting system at www.ccse.org.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2014 *CCSSE* Cohort. For instance, 10.2% of Merritt College students, compared with 8.4% of other students in the cohort, responded *often* or *very often* on item 4h. It is important to note that some colleges' highest scores might be lower than the cohort mean.

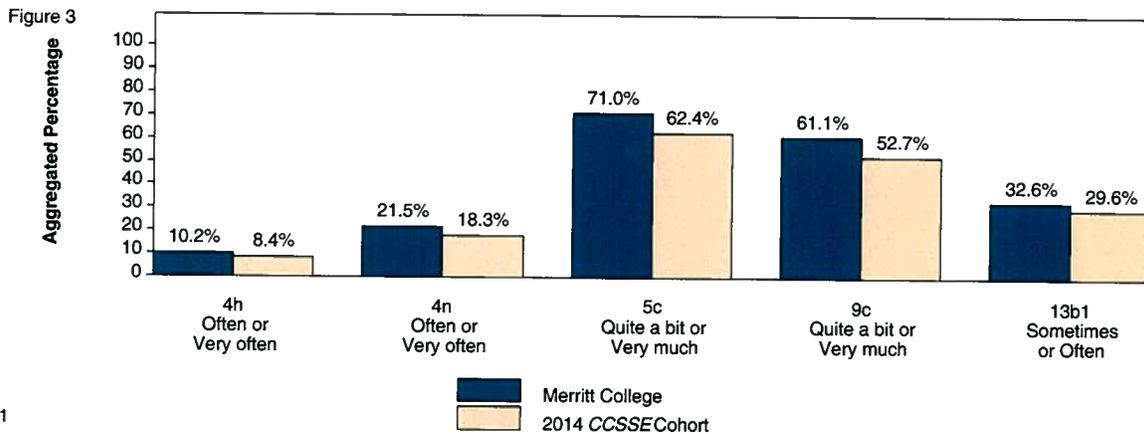


Table 1

Benchmark	Item Number	Item
Active and Collaborative Learning	4h	Tutored or taught other students (paid or voluntary)
Student-Faculty Interaction	4n	Discussed ideas from your readings or classes with instructors outside of class
Academic Challenge	5c	Synthesizing and organizing ideas, information, or experiences in new ways
Support For Learners	9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
Support For Learners	13b1	Frequency: Career counseling

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 5, *quite a bit* and *very much* responses are combined.

For Item(s) 9, *quite a bit* and *very much* responses are combined.

For Item(s) 13, *sometimes* and *often* responses are combined.

Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2014 CCSSE Cohort. For instance, 20.4% of Merritt College students, compared with 32.4% of other students in the cohort, responded *often* or *very often* on item 4b. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 4

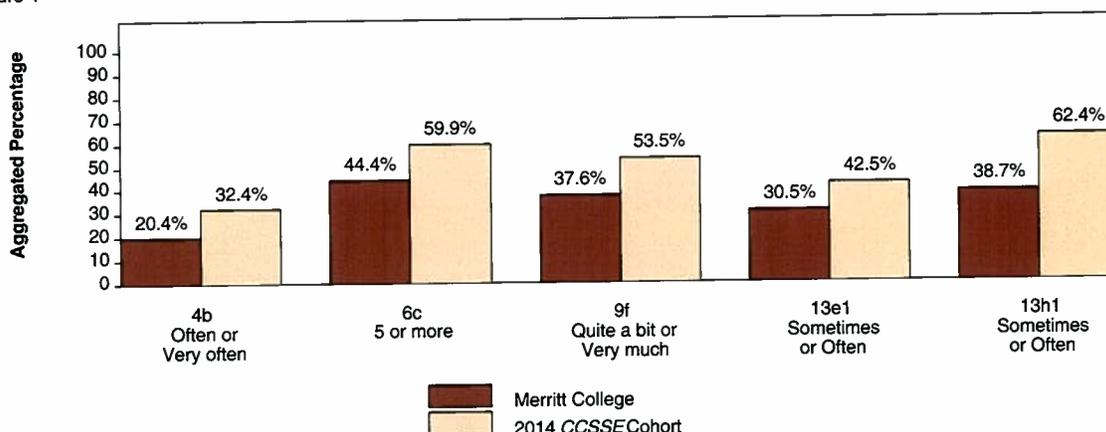


Table 2

Benchmark	Item Number	Item
Active and Collaborative Learning	4b	Made a class presentation
Academic Challenge	6c	Number of written papers or reports of any length
Support For Learners	9f	Providing the financial support you need to afford your education
Student Effort	13e1	Frequency: Skill labs (writing, math, etc.)
Student Effort	13h1	Frequency: Computer lab

Notes:

- For Item(s) 4 (except 4e), *often* and *very often* responses are combined.
- For Item(s) 6, 5 to 10, 11 to 20, and *more than 20* responses are combined.
- For Item(s) 9, *quite a bit* and *very much* responses are combined.
- For Item(s) 13, *sometimes* and *often* responses are combined.

2014 CCSSE Special-Focus Items

The Center adds special-focus items to *CCSSE* each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2014 special-focus items continue to elicit new information about students' experiences associated with promising educational practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses. Frequency results from the first five promising practices items for your college and the *CCSSE* promising practices respondents are displayed across pages 6 and 7.

Figure 5: During the current term at this college, I completed registration before the first class sessions(s).

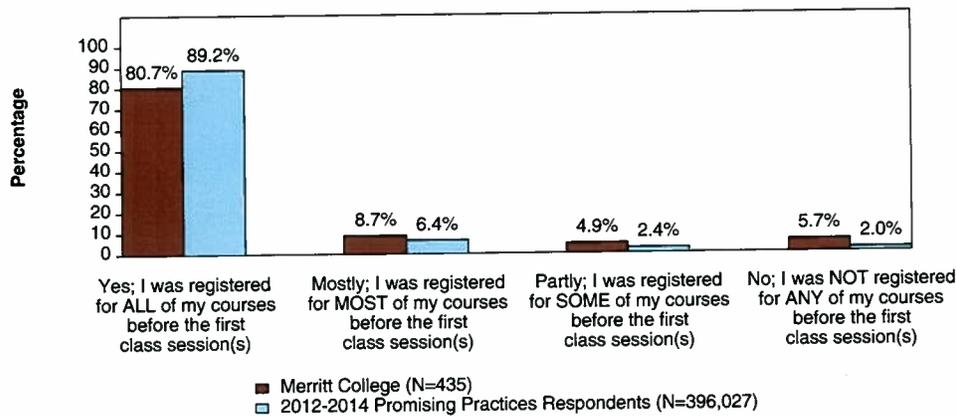


Figure 6: The ONE response that best describes my experience with orientation when I first came to this college is:

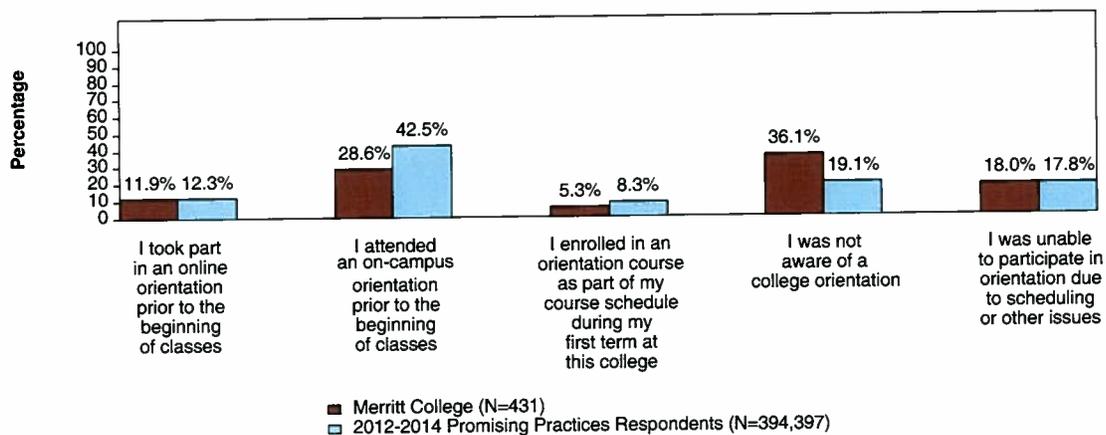


Figure 7: During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").

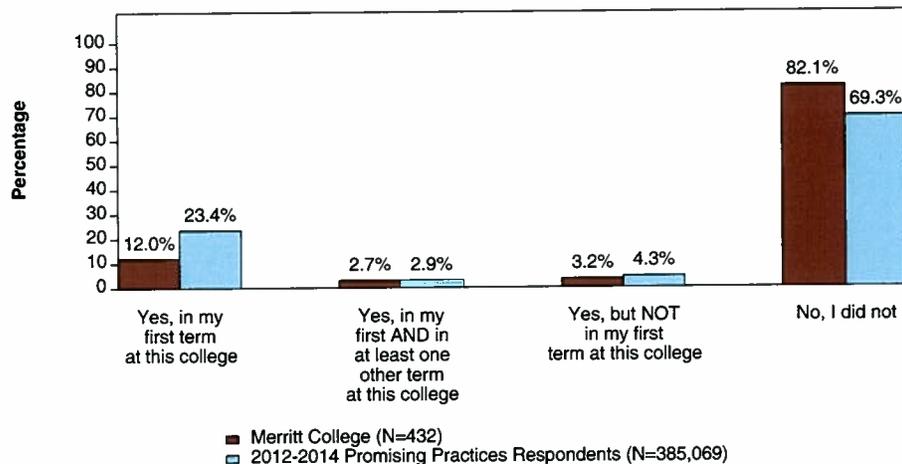


Figure 8: During my first term at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).

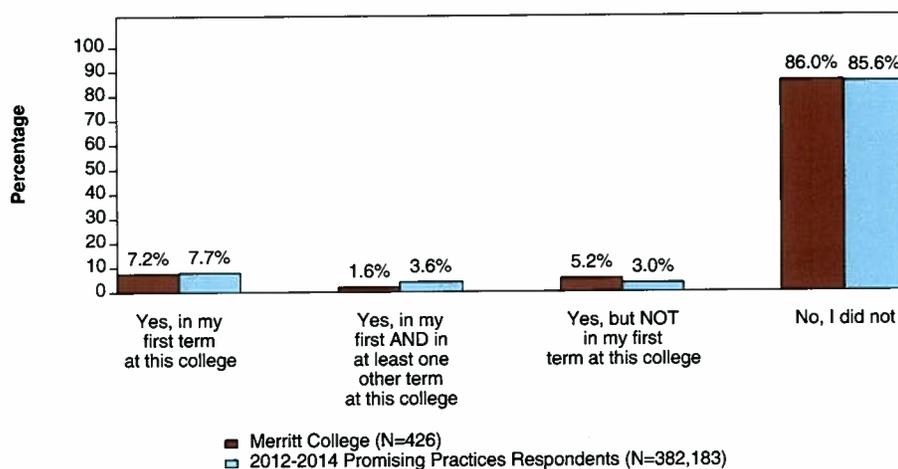
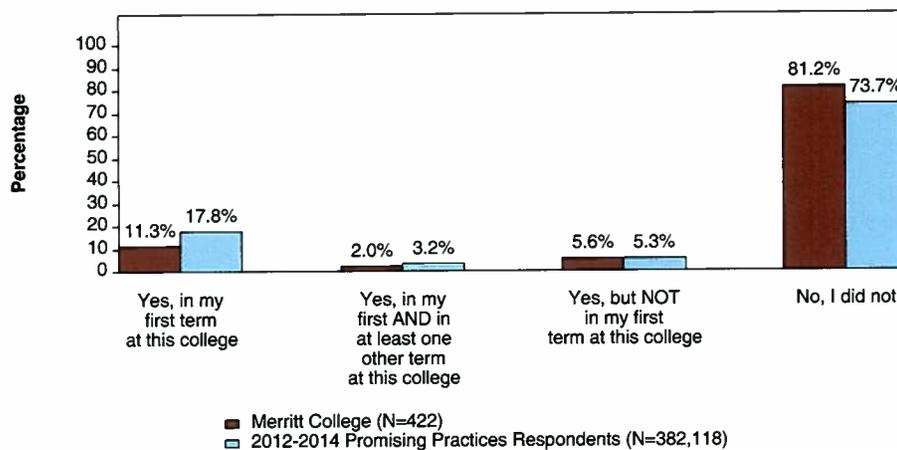


Figure 9: During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).



CCFSSE

The Community College Faculty Survey of Student Engagement (CCFSSE) results displayed below reveal the proportion of full- and part-time faculty members that are involved in teaching or facilitating organized 'learning communities' (two or more courses that a group of students take together), structured experiences for new students (sometimes called a 'freshman seminar' or 'first-year experience'), and student success courses (such as a student development, extended orientation, study skills, student life skills, or college success courses). Additionally, these results can be viewed alongside the corresponding CCSSE special-focus item results featured on page 7 to reveal a more complete picture of how students and faculty are participating in the same promising practices. For colleges that did not administer CCFSSE, cohort respondent data are provided.

Figure 10: During the current academic year at this college, have you been involved in teaching or facilitating a(n)

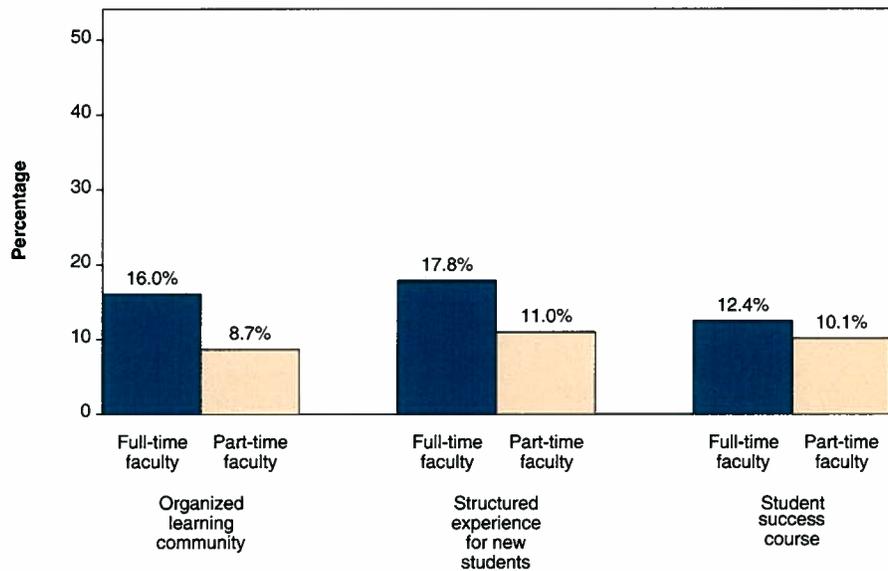


Table 3

Response	Organized learning community		Structured experience for new students		Student success course	
	Full-time faculty (N)	Part-time faculty (N)	Full-time faculty (N)	Part-time faculty (N)	Full-time faculty (N)	Part-time faculty (N)
Did teach or facilitate	2,722	1,357	3,019	1,722	2,097	1,589
Did not teach or facilitate	14,252	14,316	13,955	13,951	14,877	14,084
Total	16,974	15,673	16,974	15,673	16,974	15,673