



Merritt College

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Student Equity Plan

November 24, 2015



MERRITT COLLEGE STUDENT EQUITY PLAN

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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 2015-16 Merritt College SSSP/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 the area of 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. Through the Title III Grant Project, the college built upon the data examined through the Equity for All Project in examining longitudinal data on the four core academic performance indicators over the five year period of 2008 to 2013.

The Merritt SSP/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 in 2011 and 2014, and the Noel-Levitz Student Satisfaction Survey administered in 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 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) key findings were that 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 in programs leading to lesser economically rewarding occupations;
- Student progress towards certificates, degrees, and transfer to four-year colleges;
- The students' 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 Merritt College Equity Committee also identified foster youth as a target group based on their numbers for access and course completion.

The findings of this report are included for the purposes of updating, continuing or setting new goals for Merritt College's Student Success and Support Program and Student Equity Plan.

B. Goals

The 2015-16 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 2015-16 Student Equity Plan are based on the following principles:

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 toward achieving stated goals and activities identified in the Student Equity Plan. 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 to
 - Increase the African American population;
 - Increase the Hispanic/Latino population;
 - Increase the male student population;
 - Increase the foster youth population.
- Course Completion (*Retention*): Increase overall college retention rate to
 - 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;
 - Improve course completion for foster youth.
- 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, this Equity Report reaffirms 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 who are below the .85 level:
 - Degree: African American, American Indian/Alaskan Native
 - Certificates: African American, American Indian/Alaskan Native, Hispanic/Latino
- Transfer: Increase the overall college transfer rate to aim to reach 1.0 level for groups not achieving this level:
 - Focus on under-represented populations to CSU and UC:
 - African American
 - Hispanic/Latinos
 - American Indian/Alaska Native

C. Activities

The SSSP/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:

Altazor, is a student led club working with Merritt faculty to increase the number of Latino students transferring to UC, CSU and private four-year colleges and universities by providing mentoring, assistance with college applications and guiding students in presenting themselves as viable transfer ready students.

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 connecting students 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 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 and is available on a drop-in basis or by appointment.

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:** Provides peer to peer support, social media outreach, and mental health services consultation.
- **First Five of Alameda County:** A student cohort model designed to assist child development students in completing certificates and degrees.
- **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

PLANNING COMMITTEE AND COLLABORATION

Merritt College is committed to the integration of the Student Equity Plan with other institution-wide planning processes and programs. Coordination with the Student Success and Support Program (SSSP) has taken place to discuss how best to mitigate disproportionate impact and closely monitor Student Equity as a college-wide shared responsibility.

The formation of the SSSP/Student Equity Planning Committee responsible for ongoing development, implementation, and evaluation of the plan was planned to be inclusive. The committee included an appropriate mix of administrators, faculty, staff, researchers, students and others involved with other institution-wide planning and evaluation. We have coordinated our categorical programs when developing activities that are most likely to effectively meet the goals listed in the plan, including:

- Disabled Student Programs and Services (DSPS);
- Extended Opportunity Programs and Services (EOPS) and Special Services;
- Student Success and Support Program (SSSP);
- Programs for foster youth;
- Programs for veterans;
- California Work Opportunity and Responsibility to Kids (**CalWORKs**);
- Student Financial Aid Administration, Board Financial Assistance Program (BFAP);
- Basic Skills Initiative (BSI).

The student equity plan has been developed with the active involvement of all groups on campus including, but not limited to, the Academic Senate, academic faculty and staff, student services representatives, and students.

We know that student equity is affected by the awareness, actions and assumptions of individuals in every part of Merritt College; therefore, it was important to coordinate student equity planning with institution-wide planning efforts such as accreditation, the Educational Master Plan, the Student Success and Support Program plan, CCCC Institutional Effectiveness goal setting, and the Basic Skills plan. The student equity planning is also included in and linked to program review, particularly as it relates to indicators that are disaggregated by student demographics.

Furthermore, the Merritt College Student Equity Plan is part of the college and District processes of integrated planning and integrated resource allocation.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Dr. Arnulfo Cedillo	Vice President, Student Services	Student Services
Lesley Scurry	Counselor	Counseling Dept.
Frances Moy	DSPS Coordinator/Counselor	DSPS Dept.
Dr. Mario Rivas	Academic Senate President	Academic Senate
Isela Santana	English Faculty co-chair	English faculty
Debra Jacks	Student Services Specialist	New Student Orientation
Carlos McLean	Counselor	Counseling Dept.
Marta Zielke	Counselor	Centro Latino
Minh Dao	Student Services Specialist	New Student Assessment
Samantha Knappenberger	Research and Planning Officer	Research Office
Lorna Pascual	Learning Center Coordinator	Learning Center
Romeo Garcia	Dean, Special Programs	Categorical Programs
Mary Ciddio	Counselor	DSPS Dept.
Claire Crosetti	Counselor Coordinator CalWORKS	CalWORKS Dept.
Yesenia Araiza	ASMC board member	ASMC
Etna Ross	EOPS Counselor	EOPS Dept.
Tanya Ilarde	Co-Chair, Counseling Dept.	Counseling Dept.
Ann Elliott	Co-Chair English Dept.	ESL
Dan Lawson	Math Faculty	Math Dept.

Access

CAMPUS-BASED RESEARCH: ACCESS

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.

Target Population(s)	# of your college's total enrollment in AY 2009-2014 (Aggregated)	% of your college's total enrollment (proportion) AY 2009-2014 (Aggregated)	% of adult population within the community served (proportion) 2010 US Census	Proportionality Index
Race				
American Indian / Alaska Native	603	1.2%	.7%	1.62
Asian	10,390	20.5%	20.4%	1.00
Black or African American	15,176	29.9%	19.9%	1.50
Native Hawaiian or other Pacific Islander	357	.7%	.6%	1.21
White	15,516	30.6%	43.1%	.71
Some other race	5,393	10.6%	10.7%	.99
More than one race	3,294	6.5%	4.4%	1.47
Ethnicity				
Hispanic or Latino	9,824	19.4%	20.2%	.96
Gender				
Female	32,233	63.5%	48.2%	1.32
Males	18,497	36.5%	51.8%	.70

Unknown				
Special Populations	FA 2008-SP 2015 # STUDENTS	FA 2008- SP 2015 % of Enrollment	% of adult population in community	Proportionality Index
Current or former foster youth	3,967	1.935	Not collected in Census	n/a
Individuals with disabilities	13,127	7.06%	Not collected in Census	n/a
Low-income students	84,221	60.45%	Not collected in Census	n/a
Veterans	4,489	2.18%	Not collected in Census	n/a

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A. Increase access to underrepresented populations within the college service are to match the community served.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Proportionality Index	Goal* the ideal is 1.00	Goal Year
Latinos	.96	1.0	2016
Disabled Students	.24	1.0	2017
Veterans	.27	1.0	2017
Foster youth	n/a	1.0	2016

ACTIVITIES: A. ACCESS

- A.1**
- **Activity Type(s)** Set up Merritt informational booths in Oakland area events for recruitment purposes.

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.1	Latinos	2434
	Disabled	377
	Veterans	201
	Foster Youth	100

• **Activity Implementation Plan**

Promote Merritt College through informational booths set up during Oakland area events for purposes of recruiting the targeted populations. The locations will be identified by community announcements. Opportunities identified would include community-based events such as Art&Soul, Laurel Street Fair, Oaktoberfest, The Black Expo, and other community events. A data card will be used to collect demographic information, including ethnicity, names of individuals seeking college or career information.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Fall 2015 –on-going through 2016	\$5,000	General Funds - \$5,000

• **Link to Goal**

These activities will assist in recruiting students from the targeted populations for purposes of increasing access to these groups.

• **Evaluation**

- Data will be collected during each event and function for purposes of establishing a base- line of whether the recruitment opportunity is effective;
- Information will be collected as to the number of students contacted from the data card information, including whether the individual chooses to attend Merritt College;
- Collection of the data will be on-going with quarterly and yearly reports on these recruitment activities.

A.2

- **Activity Type(s)** Have a series of informational sharing sessions of classes, programs, enrollment processes, and sections specific to areas of study.

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.2	Latinos	2434
	Disabled	377
	Veterans	201
	Foster Youth	100

- **Activity Implementation Plan**

Informational sharing sessions will be hosted of classes, programs, enrollment processes, and sections specific to areas of study. These series will be part of the community breakfast meetings where community based organizations, and educational partners will come together and receive direction information from the college and departments on campus.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Fall 2015 ongoing throughout 2016	\$5,000	General Funds \$1,000

- **Link to Goal**

These programs will recruit community organizations, as well as our educational partners to come onto the campus and receive information vital to the groups they serve.

- **Evaluation**

- Data to be collected includes number in attendance and surveys of information received and how to improve the sessions.
- Data collected will be per event and then reported out quarterly and annually to see how many individuals and organizations were reached and the effectiveness of the services provided.

Success Indicator: Course Completion

Course Completion (*Retention²*)

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

“Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

Target Population(s) DISTANCE ED 3 Years total: F2012-Spring 2015	CREDIT SUCCESS RATE (# SUCCESS FOR SAMPLE/TOTAL SUCCESSES)	CREDIT ENROLLMENT RATE (# ENROLLMENT OF SAMPLE/TOTAL ENROLLMENT)	PROPORTIONALITY INDEX
Race/Ethnicity			
American Indian / Alaska Native	.37%	.37%	1.00
Asian	21.31%	16.77%	1.27
Black or African American	28.10%	34.18%	.82
Hispanic or Latino	19.97%	21.18%	.94
Native Hawaiian or other Pacific Islander	.33%	.43%	.76
White	17.94%	14.55%	1.23
Some other race	7.83%	7.40%	1.06
More than one race	4.15%	5.13%	.81
Gender			
Males	29.88%	29.89%	1.00
Females	64.42%	64.69%	1.00
Unknown	5.70%	5.42%	1.05
Special Populations			
Current or former foster youth *All Courses (Distance and Non-Distance)	2.45%	3.09%	.79
Individuals with disabilities *All Courses (Distance and Non-Distance)	7.44%	7.27%	1.02
Low-income students	67.33%	70.37%	.96
Veterans *All Courses (Distance and Non-Distance)	3.04%	3.01%	1.01

Target Population(s) NON-DISTANCE ED	CREDIT SUCCESS RATE (# SUCCESS FOR SAMPLE/TOTAL SUCCESSES)	CREDIT ENROLLMENT RATE (# ENROLLMENT OF SAMPLE/TOTAL ENROLLMENT)	PROPORTIONALITY INDEX
Race/Ethnicity			

American Indian / Alaska Native	.55%	.53%	1.03
Asian	14.05%	11.91%	1.18
Black or African American	30.13%	35.11%	.86
Hispanic or Latino	23.66%	24.00%	.99
Native Hawaiian or other Pacific Islander	.47%	.52%	.92
White	19.17%	16.13%	1.19
Some other race	7.37%	7.10%	1.04
More than one race	4.60%	4.71%	.98
Gender			
Males	32.75%	33.36%	.98
Females	59.55%	59.29%	1.00
Unknown	7.70%	7.37%	1.05
Special Populations			
Current or former foster youth *All Courses (Distance and Non-Distance)	2.45%	3.09%	.79
Individuals with disabilities*All Courses (Distance and Non-Distance)	7.44%	7.27%	1.02
Low-income students	62.60%	66.45%	.94
Veterans *All Courses (Distance and Non-Distance)	3.04%	3.01%	1.01

Target Population(s)	Proportionality Index	Goal* the ideal is 1.00	Goal Year
Black or African American	.86	1.0	2017
Hispanic or Latino	.99	1.0	2016
Native Hawaiian/Pacific Islander	.92	1.0	2017
Males	.98	1.0	2016
Foster Youth	.79	1.0	2017
Low Income	.94	1.0	2016

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Proportionality Index	Goal* the ideal is 1.00	Goal Year
Black or African American	.86	1.0	2017
Hispanic or Latino	.99	1.0	2016
Native Hawaiian/Pacific Islander	.92	1.0	2017
Males	.98	1.0	2016
Foster Youth	.79	1.0	2017
Low Income	.94	1.0	2016

ACTIVITIES: B. COURSE COMPLETION**B.1**

- **Activity Type(s)** Increase overall college retention rate by 1% and increase course success rates for targeted population.

	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support, e.g., Chemistry "Boot Camp."
x	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	Black or African American	2985
	Hispanic or Latino	2434
	Native Hawaiian/Pacific Islander	52
	Males	4220
	Foster Youth	101

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

	Low Income	2000
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• **Activity Implementation Plan**

Develop faculty initiatives to enhance retention in the classroom, especially courses showing lower course completion data, including the use of embedded tutoring, early alert intervention and intrusive academic counseling.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	January 2016 through 2017	\$5,000	0

• **Link to Goal**

Involving faculty in the retention strategy will provide direct linkages to student success and faculty involvement and coordination with student services, especially counseling, e.g., Chemistry Boot Campu

• **Evaluation**

- Data will be quantitative by the number of faculty, the number of course sections and the completion rate of the targeted populations in the courses.
- This data would be collected after each semester and at the end of the academic year to determine the faculty enhancements in the retention rates.

B.2

- **Activity Type(s)** Implementation of the Early Alert program with assistance of the district student success office.

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.2	Black or African American	2985
	Hispanic or Latino	2434
	Native Hawaiian/Pacific Islander	52

	Males	4220
	Foster Youth	101
		2000

• **Activity Implementation Plan**

The Early Alert program implementation is vital to increasing student retention and completion. A pilot project has been completed. Next step is to fully implement this program campus wide, with wide faculty participation.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2		\$5,000	0

• **Link to Goal**

Community college students have many challenges when they attend college. The Early Alert Program is set up for instructors to note when students are having difficulty in their classes, identify such students and then refer them to the campus office designated to assist students with these challenges so they can continue in their courses and successfully complete the course(s).

• **Evaluation**

- Data to be collected is the number of faculty involved in the Early Alert program, the number of students referred and the outcome of the referral.
- Data collection will take place as the referral takes place and the result of the referral. Compilation of the data will take place at the end of each semester and then annually to determine the effectiveness of the Early Alert program and determine improvements to be made to the program.

Success Indicator: ESL and Basic Skills Completion

C. ESL and Basic Skills Completion

The 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 ESL or basic skills course.

Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy.

The analysis of ESL data can be challenging because (a) many non-ESL students can be included in a cohort since a number of native English speakers often enroll in ESL courses, (b) ESL students do not necessarily intend to persist through ESL programs and may take college courses prior to completing the final ESL basic skills course, or may never complete the final ESL or basic skills course, (c) Non-Credit ESL courses are excluded from both the Scorecard and the Basic Skills Cohort Tracker Tool data.

Options for measuring course completion for ESL and Basic Skills include indicators taken from or related to the (a) ARCC Scorecard “Basic Skills Improvement for ESL” measure, (b) Basic Skills Cohort Tracker Tool, (c) Progress through sequence, (d) Completion of recognized milestones for ESL students, (e) appropriate progress on the student educational plan (SEP) through ESL into collegiate work, and (f) local college options. Although the Scorecard and the Basic Skills tracker offer a slightly different definition of cohorts, colleges could begin to tie efforts to these instruments available on the Chancellor’s Office website.

Colleges should report on the academic/progress probation and disqualification data of their students. The report should include the college’s organized effort in dealing with this matter to assist students in improving their academic/progress probation and disqualification rate/s.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. The 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 ESL or basic skills course. Calculate progress rates through basic skills by dividing:

Target Population(s) ENGLISH 5 Years (04-05 to 08-09)	English Outcome % (#cohort successes/total successes)	English Cohort % (# cohort enrollment/total enrollment)	PROPORTIONALITY INDEX
Race/Ethnicity			
American Indian / Alaska Native	.33%	1.03%	.32
Asian	15.14%	10.51%	1.44
Black or African American	46.26%	56.55%	.82
Hispanic or Latino	23.79%	18.42%	1.29
Native Hawaiian or other Pacific Islander	.83%	1.03%	.81
White	5.99%	6.01%	1.00
Some other race	7.65%	6.45%	1.19
More than one race	n/a	n/a	n/a
Gender			
Males	33.11%	33.32%	.99
Females	65.89%	65.28%	1.01
Unknown	1.005	1.41%	.71
Special Populations			
Current or former foster youth	.67%	1.35%	.49
Individuals with disabilities	10.98%	10.89%	1.01
Low-income students	70.88%	72.32%	.98
Veterans	1.00%	.76%	1.32

Target Population(s) MATH 5 Years (04-05 to 08-09)	Math Outcome % (#cohort successes/total successes)	Math Cohort % (# cohort enrollment/total enrollment)	PROPORTIONALITY INDEX
Race/Ethnicity			
American Indian / Alaska Native	.39%	.60%	.65
Asian	10.79%	8.38%	1.29

Black or African American	42.91%	54.91%	.78
Hispanic or Latino	21.72%	17.49%	1.24
Native Hawaiian or other Pacific Islander	1.43%	1.0%	1.43
White	13.26%	9.21%	1.44
Some other race	9.49%	8.41%	1.13
More than one race	n/a	n/a	n/a
Gender			
Males	31.99%	31.36%	1.02
Females	66.45%	66.84%	.99
Unknown	1.56%	1.80%	.87
Special Populations			
Current or former foster youth	.39%	1.16%	.34
Individuals with disabilities	9.23%	8.89%	1.03
Low-income students	71.00%	70.20%	1.01
Veterans	1.04%	1.005	1.04

*NOTE: Math and English are separated. Measure used is Proportionality index, with a benchmark of .85

Average Disproportionality for English/ESL & Math Basic Skills Completion

Target Population (S) 5 Years (04-05 to 08-09)	AVERAGE PROPORTIONALITY INDEX
American Indian / Alaska Native	.49
Asian	1.37
Black or African American	.8
Hispanic or Latino 1.27	1.27
Native Hawaiian or other Pacific Islander	1.12
White	1.22
Some other race	1.16
More than one race	n/a
Gender	
Males	1.0
Females	1.0
Unknown	
Special Populations	

Current or former foster youth	.42
Individuals with disabilities	1.02
Low-income students	1.0
Veterans	1.18

Populations with a proportionality index farthest from .85 (from most to least disproportionate) include the following:

- Foster Youth, .42%
- American Indian/Alaska Native, .49%
- Black or African American, .8%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Proportionality Index	Goal* the ideal is 1.00	Goal Year
American Indian/Alaska Native	.49	1.0	2020
Black or African American	.8	1.0	2020
Hispanic or Latino ESL	.76	1.0	2020

The only target population that is different from the populations with the three greatest gaps is **Hispanic or Latino Male**. The reason for this is because Male's completion rates in ESL reflect a disproportionate impact of .76 (5 cohorts combined; see chart below). Our largest ESL population is Hispanic or Latino; therefore, we can conclude that the population most affected by this disproportionate impact is the Latino male. Although data indicates that Foster Youth experience a .42 disproportionate index, Foster Youth are eligible for grant money such as the California Chafee Program, funding that can potentially provide foster youth students with the necessary activities to improve their completion rates.

FEMALE ESL Completion							
Ethnicity	Cohort Count	ESL Outcome Count	ESL Outcome Rate	Cohort %	ESL Outcome %	Proportionality Index	80% Index
Total	588	38	6.46%	100.00%	100.00%		
African American	17	4	23.53%	2.89%	10.53%	3.64	65.88%

District: Peralta Community College District

College: Merritt College

American Indian/Alaskan Native	0	0					
Asian	108	8	7.41%	18.37%	21.05%	1.15	20.74%
Hispanic	435	19	4.37%	73.98%	50.00%	0.68	12.23%
Pacific Islander	0	0					
White	14	5	35.71%	2.38%	13.16%	5.53	100.00%
Unknown	14	2	14.29%	2.38%	5.26%	2.21	40.00%

MALE ESL Completion

Ethnicity	Cohort Count	ESL Outcome Count	ESL Outcome Rate	Cohort %	ESL Outcome %	Proportionality Index	80% Index
Total	331	14	4.23%	100.00%	100.00%		
African American	8	1	12.50%	2.42%	7.14%	2.96	100.00%
American Indian/Alaskan Native	1	0	0.00%	0.30%	0.00%	0.00	0.00%
Asian	46	3	6.52%	13.90%	21.43%	1.54	52.17%
Hispanic	249	4	1.61%	75.23%	28.57%	0.38	12.85%
Pacific Islander	1	0	0.00%	0.30%	0.00%	0.00	0.00%
White	4	0	0.00%	1.21%	0.00%	0.00	0.00%
Unknown	22	6	27.27%	6.65%	42.86%	6.45	218.18%

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

- **Activity Type(s)** (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.):

	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	American Indian/Alaska Native	18
	Hispanic or Latino ESL	884
	Black or African American	1,347

- **Activity Implementation Plan**

Develop a cohesive and systematic embedded tutoring program in all basic skills, ESL AND first-level degree applicable English(1A) and Math(1A) courses. The College will design and implement ongoing tutor training and coordination of an embedded tutoring program.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Jan 2016 – May 2020	Equity - \$5,000	SSSP \$5,000

- **Link to Goal**

Quality embedded tutoring helps ensure a more seamless support system for basic skills and ESL students. A highly-coordinated embedded tutoring program would ensure that all embedded tutors understand their roles and responsibilities and are knowledgeable about tutor

methodology. Basic skills students who make it to degree applicable courses are often academically vulnerable; without the support of an embedded tutor, these students often “slip through the cracks” and do not successfully complete classes necessary for attaining a degree.

• **Evaluation**

- Data will be collected as tutors are placed in classes, and post-class surveys for completion and understanding will take place.
- Data collection will be at the beginning of the course on student grades and grades received from the course at its conclusion. Data will be reported upon completion of the semester and the academic year to determine the effectiveness of embedded tutors.

C.2

- **Activity Type(s)** (Mark an X in all that apply. See Student Equity Expenditure Guidelines for more information.):

	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.2	ESL Males	331

- **Activity Implementation Plan**

Research and evaluate data on ESL students who complete degree applicable English and Math courses; also, research and evaluate data on ESL Latino students and ESL classes to better understand why Latinos are not completing ESL courses.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	January 2016 – May 2017	Student Equity Funds – \$5,000	SSSP \$5,000 Basic Skills Initiative \$5,000

- ***Link to Goal***

Current data only reflects ESL completion alone, not completion of a degree applicable course. The College does not offer ESL courses that allow students to advance directly from ESL to degree-applicable English courses. Therefore, more research is needed to evaluate completion rates of ESL students in basic skills English and Math and degree applicable courses. The College needs to design a system for tracking ESL students more thoroughly; the College needs more information about specific reasons for why Hispanic or Latinos in ESL are not completing ESL courses; ESL completion rates for ESL students who complete a degree applicable course would help the College develop future goals and activities for improving ESL completion.

- ***Evaluation***

- Data collection will begin with current data as a base, and research will be conducted to evaluate completion rates of ESL students in Basic Skills English, math and degree applicable courses.
- Collection of the data will take place at the end of each semester and then provide an annual reporting on what was collected and analyzed will be undertaken.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The 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 as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

Target Population(s) 5 Years (04-05 to 08-09) Degree or Certificate	Completion Outcome % (#cohort degree or cert/total degree or certs)	Completion Cohort % (# cohort began degree or cert/total started degree or cert)	PROPORTIONALITY INDEX
Race/Ethnicity			
American Indian / Alaska Native	.64%	.89%	.71
Asian	14.01%	14.12%	.99
Black or African American	49.36%	45.83%	1.08
Hispanic or Latino	17.52%	18.59%	.94
Native Hawaiian or other Pacific Islander	.64%	1.04%	.61
White	9.87%	11.48%	.86
Some other race	7.96%	8.05%	.99
More than one race	n/a	n/a	n/a
Gender			
Males	26.43%	37.57%	.70
Females	72.61%	60.69%	1.20
Unknown	.96%	1.74%	.55
Special Populations			
Current or former foster youth	.32%	.99%	.32
Individuals with disabilities	12.74%	7.01%	1.82
Low-income students	87.26%	77.83%	1.12
Veterans	1.27%	99.01%	1.00

*Proportionality index used with a benchmark of .85

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Proportionality Index	Goal* the ideal is 1.00	Goal Year
American Indian/Alaska Native	.71	1.0	2017
Hispanic or Latino	.94	1.0	2016
Native Hawaiian/other Pacific Islander	.61	1.0	2017
Males	.70	1.0	2017
Foster Youth	.32	1.0	2017

Foster youth is low across all measures, but the college will limit the use Equity funds to that particular population because it had identified it earlier as a group that needed additional support and ascertained a state grant to help the college support those students increase their overall success rates.

The statistical data for degree completion indicated target populations different than those chosen by the college. The groups that are not completing degrees or certificates proportionately to their enrollment numbers are Native American, Pacific Islanders and Males in general.. At the time of this report, data disaggregated by gender was not available to demonstrate that African American and Hispanic males complete degrees and certificates below the expected outcomes. It is important to note that White students (0.86) barely made the mark of .85 proportionality index that the college is using to determine disproportionate impact.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

- **Activity Type(s)** Focusing on program, classroom and counseling activities.

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support

x	Research and Evaluation	x	Professional Development		
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• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.1	American Indian/Alaska Native	42
	Hispanic or Latino	2434
	Native Hawaiian/other Pacific Islander	52
	Males	
	Foster Youth	201

• **Activity Implementation Plan**

A support program, Sankofa, recently had its grand opening in May of this year. Sankofa targets African American students, males in particular, but is open to all students. Sankofa offers designated counselors, a community space, peer tutors, integrated instruction, supplemental instruction and tutoring, motivational/cultural workshops, campus tours, a book loan program as well as a mentor component. A counselor is currently being hired to oversee this program.

Merritt is also currently offering a fall semester student success and equity speaker series. Three of the five speakers are males from various ethnic backgrounds who have been sharing motivating and empowering presentations on topics such as incarceration, race, power and environment and native identity. This speaker series should be continued as it offers student equity development opportunities for the campus staff and students as well.

We have begun to address how to improve the degree and certificate completion rates of male students and targeted students by providing the support, community, influence, and dynamism needed to aid them in overcoming barriers to success.

Research is needed to know which ethnic group of males and targeted populations have the lowest rates. Having this information disaggregated by ethnic groups will allow us do targeted interventions. We need to know what academic major males and targeted populations tend to declare and is there a large percentage of these students who are not successful within particular majors. With this data, we can do targeted outreach to the department to obtain the instructors perspective and do student focus groups to discover the students’ perspectives to understand what barriers are hindering them from reaching their goals. We would then be able to do specific interventions such as embedded tutors, making a counseling appointment count for extra credit, or doing in class presentations on degree/certificate completions for example.

If a student is undecided about their major or educational goal, we intend to refer them to a career and life planning class after their first semester, Counseling 57, Career and Life Planning, as well as having them meet with a counselor, which we feel would be supportive interventions for the student. Utilizing the student’s academic portal, we would like them to be able to run “What if” scenarios for students to see what it would take to earn a certificate or degree in a particular major. This would be a tool to empower students to have a good idea of what they need to reach their educational goals. Finally, a report could be generated that would list the targeted students who have reached 60 units. Outreach to those students would be initiated to encourage them to meet with a counselor to see if they are eligible for a degree or certificate and/or inform them of their status and remaining requirements. It is also important to monitor trends in deficiencies of non-graduates which contribute to the low retention rates among under-represented groups and seek solutions to problems of dropping out.

We need to study program design features of programs most successful at graduating students in high proportions for Pacific Islanders. We need to locate in what kind of institutions Pacific Islanders are addressing their educational needs and we need to discover what kind of college majors are students in this ethnic group pursuing. The use of embedded tutoring in courses where the use of male tutors, preferably from an ethnic group that has difficulty with completion will be one of our goals. Target a report of male students who have reached 60 units to target communications to them encouraging to meet with a counselor to inform them of their status, remaining requirements, and possible certificates/degrees they may already qualify for.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Spring 2016 and on-going	\$10,000; District \$10,000	General Fund \$1,000

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

• **Link to Goal**

These activities will place emphasis on targeted populations so they receive needed support. In clarifying career goals, having undecided students enroll in a career and life planning course, they will explore different majors and careers, do self- assessments and create a career action plan that will help them reach their goals. The use of “What If” reports will provide students with the ability to see for themselves how the classes they are taking fit into various degrees and certificates. This may motivate them to continue on with their current plan or explore different majors they have not considered.

• **Evaluation**

- Data collection will be on-going per scheduled activity and evaluated on a consistent basis. The academic advising section of the student portal will be monitored for student usage, by gender, each semester to see if this tool is being used.

- Data collection will be collected per activity with reporting out quarterly and annually on the effectiveness of the activities. Specific data regarding trends and deficiencies in male degree completion rates will be sought by the middle of Spring 2016 for planning purposes to generate additional strategies for the 2016-2017 academic year.

D.2

- **Activity Type(s)** Foster youth and Degree and Certificate Completion

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.2	Foster youth	201

- **Activity Implementation Plan**

Currently there is no separate program in place that targets foster youth at Merritt College. However, through a district-wide initiative, a plan will be implemented during the upcoming academic year to address the needs of foster youth. Outreach needs to take so that we know who these students are and what unique challenges they are experiencing. On the college application, as well as on the EOPS application, one of the questions asks if the student is a former foster youth. Gathering this information from these sources, as well as from the financial aid department, will provide an opportunity to provide targeted interventions such as referral to specific programs like the Sankofa program, the Puente program or special services like EOPS or CalWorks.

Gathering more research data will also provide more insight about this population such as gender, and ethnicity, which would help in designing and implementing success strategies.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Spring 2016 and on-going	\$10,000 district, \$5,000 Merritt	Grant funded \$50,000

- ***Link to Goal***

These activities will identify and provide services to a targeted population that up to now has not been identified.

- ***Evaluation***

- Data will be collected per each activity to analyzed numbers in attendance and the strategies being utilized to reach this targeted population.
- Collection of data will take place per each activity with reporting out quarterly and annually to analyze the effectiveness of the activities and consider proposed improvements.

Transfer

E. Transfer

The 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 addition to the above success indicators (metrics), local colleges have the flexibility to consider additional indicators such as capturing how many students are prepared by meeting the CSU GE Breadth or IGETC requirements, capturing AB540 students, completion of low unit certificates and other indicators which might be captured solely locally.

`CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The 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. Calculate transfer rates by dividing:

Target Population(s) 6 Years (03-04 to 08-09) Transfer Velocity	Transfer Outcome % (#cohort transfer/total Transfer)	Completion Cohort % (# cohort with intent to transfer/total with intent to transfer)	PROPORTIONALITY INDEX
Race/Ethnicity			
American Indian / Alaska Native	0.26%	0.61%	0.42
Asian	15.80%	9.94%	1.59
Black or African American	39.12%	44.12%	0.89
Hispanic or Latino	17.62%	20.92%	0.84
Native Hawaiian or other Pacific Islander	1.30%	1.13%	1.14
White	16.06%	11.42%	1.41
Some other race	8.29%	9.07%	0.91
More than one race	n/a	n/a	n/a
Gender			
Males	37.05%	34.44%	1.08
Females	61.66%	63.82%	0.97
Unknown	1.30%	1.74%	0.74
Special Populations			

Current or former foster youth	n/a	n/a	n/a
Individuals with disabilities	5.42%	6.04%	0.90
Low-income students	62.07%	70.47%	0.88
Veterans	n/a	n/a	n/a

Populations with a proportionality index furthest from .85 (from most to least disproportionate) include the following:

1. American Indian / Alaska Native - .42
2. Hispanic or Latino - .84
3. Low-income students - .88

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Proportionality Index	Goal* the ideal is 1.00	Goal Year
American Indian / Alaska Native	.42	1.0	2020
Hispanic or Latino	.84	1.0	2020
Black or African American	.89	1.0	2020

The largest student population at Merritt College is the Black or African American student population. Although low-income students have a .88 proportionality index and are one of the three populations with the greatest gaps, the .01 differential between low income students and Black of African American students warrants the college to target the largest student population.

ACTIVITIES: E. TRANSFER

E.1

- **Activity Type(s)** Development of an outreach plan targeting the impacted population, including a coordinated effort with different representative groups on campus.

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
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* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

E.1	American Indian / Alaska Native	42
	Hispanic or Latino	2434
	Black or African American	2985

• **Activity Implementation Plan**

Develop a transfer outreach plan for incoming and current students, targeting Native American, Hispanic/Latino and African American Students. The outreach plan would include a coordinated effort, e.g., task force(s) that may include representatives from the following:

- Transfer Center
- First Year Experience Program (FYE)
- Sankofa Program
- Puente Program
- Categorical Programs – EOPS, DSPS, MerrittWorks, Veterans
- Basic Skills Initiative
- District – Dean of Institutional Effectiveness

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	January 2016-December 2019	\$10,000	General Fund - \$1,000

• **Link to Goal**

An outreach plan would identify targeted students and include activities to educate and assist students on transferring.

• **Evaluation**

Quantitative – college transferable Math & English of students
 Quantitative – transfer rates for students in FYE, Puente & Sankofa
 Qualitative- Survey students to determine what factors facilitate transfer
 Data will be gathered at the end of every year

E.2

- **Activity Type(s)** Coordination of transfer activities and special programs with all student services programs.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.2	American Indian / Alaska Native	42
	Hispanic or Latino	2434
	Black or African American	2985

- **Activity Implementation Plan**

Coordinate transfer activities and special programs, such as but are not limited to the annual Transfer Day College Fair, concurrent enrollment program, the University of California Transfer Admission Guarantee (TAG) program, and campus tours with the following (but not limited to):

- Transfer Center
- FYE
- Sankofa Program
- Puente Program
- Student Activities – student clubs

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	January 2016-December 2019	\$5,000	General Fund - \$1,000

- **Link to Goal**

By coordinating the transfer activities to include other student services programs and services, students will receive coordinated efforts geared toward their success.

• **Evaluation**

- Quantitative – college transferable Math & English of students
- Quantitative – transfer rates for students in FYE, Puente & Sankofa
- Qualitative- Survey students to determine factors that inhibit and/or facilitate transfer
- Data will be gathered at the end of every year

- **Activity Type(s)** Collection of data on First Year Experience and Puente Program, to be expanded to the Sankofa Program for the gathering of transfer data.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.3	American Indian / Alaska Native	42
	Hispanic or Latino	2434
	Black or African American	2985

- **Activity Implementation Plan**

RESEARCH

Collect data on FYE and the Puente Program, which are established transfer-orientated programs, focusing on learning community completion and transfer rates. Expand to Sankofa if/when learning communities are established.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3	January 2016-December 2019	\$5,000	

- ***Link to Goal***

Research will provide quantitative data to determine whether or not the activities are increasing the transfer goal.

- ***Evaluation***

- Quantitative – college transferable Math & English of students
- Quantitative – transfer rates for students in FYE, Puente & Sankofa
- Qualitative- survey student perceptions as to what facilitates transfer
- Data will be gathered at the end of every year

Other College- or District-wide Initiatives Affecting Several Indicators

The District Office of Student Success and Equity (OSSE) at the Peralta Community College District (PCCD) supports the four colleges in their efforts to foster student success and equity as determined by indicators from the Student Success Score Card and other statistical measures.

Our office services all Peralta students, with a focus on dual enrollment, foster youth, adult education, and students affiliated with Community-Based Organizations (CBOs). The OSSE will support the campuses by providing outreach to targeted populations, the establishment of OSSE offices on each campus to service targeted populations, and student success/equity training. The OSSE also provides district-wide coordination of PCCD's UMOJA programs.

Outreach to Targeted Populations

The District Office of Student Success and Equity (OSSE) connects with high school districts, community-based organizations, and other agencies that service our targeted populations. From these partnerships, the OSSE assists students with the following processes: Informing students about college programs, applying to the Peralta Colleges, and planning group campus tours that include orientation and assessment. We also share information about the various summer programs and support services available at the colleges.

College Offices of Student Success and Equity (C-YES)

Each Peralta campus will establish an OSSE, known by the acronym C-YES: "Your Educational Success." These offices are designed to serve the following purpose: Serve as a "hand-off" site for students of our partner organizations, provide academic counseling to these populations, connect them to campus and community resources, and facilitate student success workshops. The office has a coordinator, counselor, and clerical support to provide these services to the students.

Student Success and Equity Training

The transformation of California Community Colleges into institutions committed to student success and completion is an ongoing project. There are theories, studies, and data being produced at a rapid rate. The District OSSE has taken the responsibility to engage the campuses in this dialogue, share best practices, and partner with the colleges to ensure that we are serving our students with the best data and information available. Monthly training and discussion sessions will be coordinated with each campus's SSSP and Equity Planning Committee.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

• ***Indicators/Goals to be affected by the activity***

x	Access	x	Degrees and Certificate Completion
x	Course Completion	x	Transfer
x	ESL and Basic Skills Course Completion		

• ***Activity Type(s)***

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

• ***Target Student Group(s) & # of Each Affected****

ID	Target Group	# of Students Affected
F.1	African American	2985
	Hispanic	2434
	Foster youth	100
	DSP	377
	Veterans	201

• ***Activity Implementation Plan***

This district wide program will serve as a “hand-off” site for students of our partner organizations, provide academic counseling to these populations, connect them to campus and community resources, and facilitate student success workshops, with a focus on dual enrollment, foster youth, adult education, and students affiliated with Community-Based Organizations (CBOs). The OSSE will

support the campuses by providing outreach to targeted populations, the establishment of OSSE offices on each campus to service targeted populations, and student success/equity training. The OSSE will also provide district-wide coordination of PCCD’s UMOJA programs. This program will connect with high school districts, community-based organizations, and other agencies that service our targeted populations. From these partnerships, the OSSE will assist students with the following processes: Informing students about college programs, applying to the Peralta Colleges, and planning group campus tours that include orientation and assessment. We also share information about the various summer programs and support services available at the colleges.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	December, 2015; End date TBD	\$172,500	Career Pathway Trust II-\$75,000

• **Link to Goal**

This program will impact our ability to outreach the targeted population, provide for student success by offering direct services to these populations, and providing an office point of contact for these targeted populations.

• **Evaluation**

- Data will be collected to track activities of the office to provide reports and assessment on students served, and the impact of services on the targeted population and the impact on closing the achievement gap.
- Data collection will be done at point of contact, with quarterly summaries and an annual report at the end of the academic year.

Summary Budget

2015-16 Student Equity Plan Summary Budget
Peralta Community College
Merritt College

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation \$ 587,637

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level \$ -

Part II: 2015-16 Planned Student Equity Expenditures \$ 587,637

Balance 2015-16 College Student Equity Allocation \$ -

**2014-15 Student Equity Plan Summary Budget.
Part I: Funding
Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
 - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
 - 0 If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - 0 If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

SUMMARY 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 SSSP/Student Equity Committee will meet regularly throughout the academic year and collaborate with 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 president, vice presidents, appropriate deans or directors, will each measure and evaluate the effectiveness of each goal and activity by the end of each semester as follows:

End of Semester—

- September through November-- each dean or director will monitor respective goal and activity on a weekly basis to assist in providing early intervention/s to drops and promote retention.
- December through October-- each dean or director will monitor respective goal and activity on a monthly basis.
- Each dean or director will provide a progress report to the Student Equity Coordinator
- Progress on the Equity Plan goals will be made to campus constituencies, e.g., Academic Senate; Student Senate.

Spring Semester—

- The Student Equity Plan Coordinator, in concert with the researcher from the college and the District's Research and Planning Office, will collect data to monitor progress on activity outcomes annually.
- The researcher will also re-compile the equity data to determine status on proposed goals and identify new areas of concern and disproportionate impact.
- The status report will be submitted to the SSSP/Student Equity Committee.
- The Student Equity Coordinator and/or the researcher will lead presentations and discussion of the findings.
- Progress on the Equity Plan goals will be made to campus constituencies, e.g., Academic Senate; Student Senate.

Summer—

- June- September-- the SSSP/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 a plan to address such barriers. The SSSP/Student Equity Committee will present the revised plan to the shared governance entities and submit it for approval by the Board of Trustees before submitting to the state Chancellor's Office.
- Equity Plan data will be included in the campus' annual planning summit.

Attachments
