Peralta Community College District
Merritt College Academic Senate Meeting
Sign-In Sheet

Senators:

Heather Casale
Jennifer Yates
(signature)
Don Lawson
(signature) Kessler
Metcalf Tobin
(signature) Tom Renbarger
Terry Wilhut
Tae-Soon Park
T. Marcellioni
T. Zielke
Fereshteh Mafi

Guests:

Nghiem Thai

Merritt College Academic Senate

Thursday, November 2, 2017
12:30 to 2:00 PM – Room R29
AGENDA

12:40

Approved w/

1. **Call to Order:** Agenda Review
2. **Reading & Approval of Minutes**
   2.1   October 19   *Approved w/o obj*
3. **Reports of Officers**
   3.1   President; 3.2 Vice-President; 3.3 Treasurer; 3.4 Recording Secretary
4. **Reports of Shared Governance, Standing and Special Committees**
   CDCPD-Metcalf-Tobin, CEMPC–Rivas, CIC-Thai, CBC-Lawson, MTC- Hackett, *SbUAC*
5. **Standing item:** Accreditation update-Casale; IEPI-Participatory Governance Manual-Rivas; OER Grant-Pantell; BSI/SSSP/Equity Integrated Plan-Rivas
6. **New Business**
   6.1   SSSP/Equity/Basic Skills Integrated Plan. The Senate will review the draft proposed plan for integration of SSSP/Equity/Basic Skills programming and budgeting. Samantha Kessler will review the draft with the Senate which is due to the state Chancellor's Office in December 2017. Kessler/Ciddio (10.1o Processes for Institutional Planning and Budget Development)
   6.2   Senate Resolution asking for specific plan from college and district administration regarding support of faculty, staff, and students before, during, and after implementation of CANVAS on-line learning management system in fall of 2018. The Senate will review a resolution proposal demanding from college and district administration specific program plans to ensure that every effort is made to respond to the support and training needs of faculty, staff, and students with respect to the transition to CANVAS. (10. 4; Educational Program Development; 10.10 Processes for Institutional Planning and Budget Development) Ciddio
   6.3   District Academic Senate Resolution for Revision of AP6250. The Senate will review and discuss the proposed DAS Resolution calling for change in the Administrative Policy 6250 to include consultation with the District Academic Senate and college Senates with respect to consultation in planning and budget development. The DAS is asserting that state law requiring consultation with the faculty Senate in the area of "Processes for Institutional Planning and Budget Development" is not being followed with respect to processes that need to include faculty. (10.10 Processes for Institutional Planning and Budget Development) Ciddio

7.0 Adjournment

The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

Title 5 53200 defines the Senate's role as an organization whose primary function is to make recommendations with respect to the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matte

Meetings in R-29   1st & 3rd Thursday of the Month

Select district
Select college

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual.
Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more informat

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries							
2000	Classified and Other Nonacademic Salaries							
3000	Employee Benefits							
4000	Supplies & Materials							
5000	Other Operating Expenses and Services							
6000	Capital Outlay							
7000	Other Outgo							

Goal 1: Improve Access to college for underserved populations.			
SSSP			
Activities	**Measurable Outcomes**	**Timeline**	**Responsible person(s)**
1a. Increase outreach to feeder high schools. 1b. Research and Evaluate persistence of dual enrolled students to Merritt College students. 1c. Support the scaling of successful dual enrollment courses that lead to enrollment at Merritt College.	1a. Increase enrollment in top feeder high schools. (AY 2017 as baseline). 1b. Annual Dual-enrollment research and evaluation report. Presentations to Academic Deans/faculty. Report published on website. 1c. Increased number of sections and students served by dual enrollment (AY 2017 as baseline).	1a. 2017-2019 1b. End of AY 2018 and 2019 1c. 2017-2019	1a. VPSS/Outreach 1b. Research and Planning Office. 1c. VPI/Admissions and Records
Student Equity			
1d. Target outreach for underrepresented student populations. 1e. Develop partnerships with community agencies that serve underrepresented students. 1f. Increase engagement in community activities. 1g. Create opportunities to bring community agencies to campus.	1d. Increase enrollment and decrease disproportionate impact for African American, male (all groups), and Hispanic/Latino students (AY 2017 as baseline). 1e. Increase in number of partnerships (AY 2017 as baseline). 1f. Increase Merritt College representation at Community Events. 1g. Number of events held and participation, feedback or satisfaction surveys.	1d. 2017-2019 1e. 2017-2019 1f. 2017-2019 1g. 2017-2019	1d. VPSS/VPI/Outreach Coordinator 1e. President/VPI/VPSS 1f. President/VPI/VPSS 1g. President/VPI/VPSS
Basic Skills Initiative			
1h. Recommend a non-credit committee to research and plan for development of non-credit basic skills certificate at Merritt (ESL, Reading, Writing and Math). 1i. Train faculty on non-credit course development (Professional Development). 1k. Develop contextualized ESL or basic skills non-credit courses for CTE programs.	1h. Committee membership, meeting minutes, reports and plan. Approved certificates with completion rate of 70%. 1i. Number of trainings, participation. 1k. At least 4 approved certificates for high enrolled CTE programs. 1l. Marketing materials developed and distributed.	1h. Fall 2017-Spring 2018. 1i.2017-2019 1j.2017-2019 1k.2017-2019	1h. Non-credit committee/VPI/Assoc. Dean 1i.Professional Development Committee/Integrated Plan Committee 1j. Non-credit committee/VPI/Assoc. Dean/CTE Committee

1l. Market non-credit courses and certificates to students.			1k.VPI/VPSS/Outreach Coordinator

Goal 2: Increase ESL and Basic Skills Math and English Course Completion Rates.			
SSSP			
Activities	**Measurable Outcomes**	**Timeline**	**Responsible person(s)**
2a. Establish Early Alert Working group to study effective strategies and plan for early alert components and criteria. 2b. Implement Starfish program components to reach students on probation. 2c. Implement mandatory in person orientation and counseling for all first time students.	2a. Working group members, meetings, and minutes. Early alert criteria established and communicated to Students Services staff and faculty. 2b. Reduce number of students on academic probation. Reduce number of basic skills/ESL course repetitions. Initial evaluation of early alert, impact on course success. 2c. 100% of first time students receive counseling and orientation by Spring of 2019. Student evaluation, retention rates of in-person vs online orientation.	2a. 2018 2b.2019 2c.Spring 2019	2a. VPSS/VPI in collaboration with ESL and Basic Skills faculty. 2b. VPSS/VPI in collaboration with ESL and Basic Skills faculty. 2c. VPSS/VPI in collaboration with Counseling Department chairs and Orientation Coordinator.
Student Equity			
2d. Provide embedded tutors for all Basic Skills classes. 2e. Recruit and train additional tutors to replace those who leave the program.	2d. 100% of Basic Skills courses have embedded tutors, course retention and success rates. Survey to students about embedded tutor. Evaluation of tutor impact (Course retention and success). 2e. 100% of tutors receive training.	2d. 2017-2019 2e. 2018-2019	2d. Learning Center Coordinator. 2e. BSSOT committee/ Tutor Training Coordinator.
Basic Skills Initiative			
2f. Evaluate accelerated courses established by the college. 2g. Provide training and professional development opportunities for basic skills faculty. 2h. Identify a .5 Basic Skills Counselor. 2i. Promote Math and English Jams in feeder high schools.	2f. 90% Course retention, 75% success rates. 75% Persistence and success of accelerated students to Transfer level Math and English. 2g. At least one PD activity per year for Basic Skills Faculty, activity attendance. 2h. Basic Skills counselor hired.	2f.2017-2019 2g.2017-2019 2h.2017-2019 2i.2017-2019	2f. Research and Planning Office/Basic Skills Coordinator/ Basic Skills and ESL Faculty

	2i. Increase enrollment of Math and English Jams by ____ students/%.		2g. Professional Development Committee/ Integrated Plan Committee 2h. VPSS/ Counseling Department Chairs 2i. Math and English Faculty.

Goal 3: Reduce the achievement gap by increasing persistence and completion at the course and program level.			
SSSP			
Activities	**Measurable Outcomes**	**Timeline**	**Responsible person(s)**
3a. Research best practices and past successful programs at Merritt College. 3b. Expand weekend and evening library hours. 3c. Open one computer lab late night (8-10pm) with attendant. 3d. Pilot a mandatory .5 credit orientation for first time online students.	3a. Data analysis and report presented to IP Committee. 3b. Increased library attendance. 3c. Secure open computer lab, attendant, and track attendance. 3d. Enrolled 100% of first time online students in orientation course. At least 75% success rate of first time online students, and increase in overall success rate of online courses.		
Student Equity			

3e. Conduct focus groups to determine needs of special populations and programs (male students, students of color, foster youth, first time students, CTE programs, Basic Skills students, transfer students) 3f. Scale up effective learning community strategies to increase enrollment in learning communities and success of learning community students. 3g. Establish a College Distance Ed Committee to study distance education student outcomes. 3h. Provide professional development and training opportunities for online faculty.	3e. Conduct at least one focus group per term. Collect and analyze data. Present to IP committee and publish on website. 3f. Increase enrollment in learning communities by 10%. 80% term to term persistence of learning community students and 80% average success rate of learning community students. 3g. Distance Ed. Committee membership and meeting minutes. 3h. At least one PD activity per year for distance ed. Faculty, faculty attendance.		
Basic Skills Initiative			
3i. Provide instructional assistants for basic skills students and classes. 3j. Increase support for writing workshops and curriculum support via learning center tutorial programs.	3i. 100% of basic skills classes with instructional assistant. 3j. Add at least ____ writing workshops.		

Goal 4: Increase transfer rate through targeted transfer readiness strategies.			
SSSP			
Activities	**Measurable Outcomes**	**Timeline**	**Responsible person(s)**
4a. Provide coordination for transfer center services.	4a. Hire transfer center/services coordinator.		
Student Equity			
4b. Coordinate with learning communities to take bus trips to transfer institutions. 4c. Coordinate with learning communities to pilot a transfer student mentor program.	4b. All learning communities will take at least one bus trip per term to transfer institutions. 4c. Establish pilot transfer student mentor program and enroll at least 5 students. Interview students and mentors to get feedback about the transfer mentor program. Curriculum timeline, course outlines, etc.		
Basic Skills Initiative			

Goal 5: Support and Sustain quality instruction and services to increase student access and success.			
SSSP			
Activities	**Measurable Outcomes**	**Timeline**	**Responsible person(s)**
5a. (Re)Establish career/employment center. 5b. Provide coordination and outreach for career/employment center.	5a. Appropriate staff hired and center opened. Attendance, tracking how many students served. 5b. appropriate staff hired, outreach materials developed and distributed.		
Student Equity			
Basic Skills Initiative			
5d. Provide computers, instructional equipment and materials for ESL and basic skills classes. 5e. Create credit and non-credit certificate courses leading to employment or higher education.	5d. The college identifies and allocates technical resources need to support the ESL and basic skills classes. 5e. ____ number of approved non-credit certificates developed by Fall 2018. Target enrollment of ____ students.		

MERRITT COLLEGE 2017-2019 INTEGRATED PLAN

SSSP/STUDENT EQUITY/BASIC SKILL INITIATIVE

Report template: http://extranet.cccco.edu/Portals/1/AA/BasicSkills/2017/AA17-12_SS17-04_BSI_SE_SSSP_Integrated_Plan_2017-2019.pdf

1. Assess your college's previous program efforts:
   a. In the table below, list progress made toward achieving the goals outlined in your 2015-2016 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

15-16 Goal	Progress * The baseline year for the 15-16 plans was 2014-2015.
Increase enrollment of under-represented populations within the college service area.	• College enrollment has steadily increased since 2014-2015. Academic Year headcount of Hispanic/Latino and male students has steadily increased. Academic Year headcount has increased from 15-16 to 16-17. Foster Youth headcount has decreased. (figure 1a.) • *Per Outreach APU: In Spring 2016,* Merritt College attended 6 outreach events in the community from January –May (Black Expo, Music in the Park, Art and Soul Festiva, China Town Street Festival, Dia de los Muertos, etc.) and hosted 2 community breakfasts at the college with an average attendance of 49 CBO's from the community and high school representatives. • *Per Orientation APU*: Orientation services increased data collection to evaluate and improve their services. As a result, they implemented changes in the orientations, tools used and information discussed. • *Per Counseling APU:* Counseling increased communication with feeder high schools regarding college enrollment and referred students to online orientation. • Enrollment from several feeder high schools has increased in the last 3 years, indicative of successful outreach and recruitment efforts. (Figure 1a2.)

Increase course completion rate.	• Academic year course completion rate has increased. The academic year course completion rate for all populations of focus (African American/black, Hispanic/Latino, Pacific Islander, Males and Foster Youth) has increased. (figure 1b)
	  ○ African American and Foster Youth students still experience disproportionate in course completion across all courses, basics skills and hybrid/distance ed (Figure 1b2.)
	• *Per counseling APU:* The counseling department hired three new counselors in Spring 2016 (Sankofa, Veterans and Puente).
	  ○ Counseling appointments have steadily increased and the department is exploring ways to offer more evening counselor availability for evening students.

15-16 Goal	Progress * The baseline year for the 15-16 plans was 2014-2015.
Increase <u>ESL, Basic Skills Math and English course completion</u> rates. Close gap between ESL/Basic Skills Completion and college level courses.	• Overall, Academic Year Basic Skills Math Completion rates have increased, ESL completion rates have decreased, and Basic Skills English rates have varied. Math and ESL completion rates are considerably lower than the overall average completion rate for the college. • Enrollments in basic skills Math and English courses have decreased, which could be an outcome of the increased use of Multiple Measures and direct placement of students into transfer level courses. • The rate for the student populations of focus (African American/black, Hispanic/Latino, Pacific Islander and Foster youth have varied however the rates of African American/black students in basic skills courses have remained low. (Figure 1c.) • *Per Counseling APU:* Increase the use of Multiple Measures to place students directly into transfer level courses. A counselor was assigned to go into basic skills classroom and explain benefits of counseling services. In addition, a part-time basic skills counselor was hired. The Basic Skills Student Outcomes Transformation Grant has provided additional support for Basic Skills support.
Increase <u>persistence</u> of Basic Skills and ESL students *and* Increase <u>progress rate</u> of Basic Skills Math and English to transfer level sequence.	• In 216-2017 Merritt College received the Basic Skills Student Outcomes Transformation (BSSOT) Grant and began integrating BSSOT and Basic Skills Initiative (BSI) activities. The college is in the beginning stages of implementing activities to achieve these updated and integrated basic skills goals including: contextualized courses, accelerated course sequences, SLAM and STEM pathways for Math, Math and English Jams, improved placement via Multiple Measures, and conducting pre-assessments at feeder high schools. These initiatives have planned implementation dates of 2017-2019 and will be evaluated following the implementation.
Increase <u>degree</u> and <u>certificate</u> completion	• The number of degrees and certificates awarded has continued to increase since 14-15 (Figure 1d.)
Increase <u>transfer rates</u> to CSU/UC for under-represented populations.	• CSU transfers increased from 14-15 to 16-17, UC transfers have decreased each year since 14-15. Additional 16-17 data is not available, yet. • *Per Transfer Center APU:* The transfer center will continue to host Transfer Day College Fair annual each fall where over 35 college/universities are represented, including the UC and CSU colleges. The Transfer Center continues to host colleges/universities for on-campus advising and information tabling, and works with partner schools to assist with bridge programs (UC Berkeley/Merritt/National Institute of Health – Bridge to Baccalaureate). The Transfer center collaborates with special programs who serve student population such as EOPS, FYE, Sankofa, Puente, CAFYES, and more.

b. To what do you attribute your overall success or lack thereof?

Success:

- (Support for counseling services) General increase in SSSP services, mostly seen in counseling follow up appointments related to comprehensive SEP's, career counseling, special program orientation services (Veterans, EOPS, CARE, DSPS, etc.), degree audit, graduation petitions and additional student success workshops, placement assessment and retesting. (see SSSP service trend chart)
- Per Transfer Center APU: In September 2016, a temporary full-time staff assistant was hired and supports tracking students who use the Transfer Center. In addition, marketing for events and services has increased and has yielded results! For example, 32 students attended a workshop on 9/27/16 which, apart from the annual Transfer Day College Fair, has yielded the highest workshop attendance in 9 years. Approximately 85% of the students indicated they found out about the workshop through a flyer on campus.
- An analysis of Math and English (Below and College level) courses reveals a significant impact that tutoring has on the course level retention and success across the majority of targeted student populations. A sample from Spring 17 of Math 203, Math 13, English 252A and English 1A enrollments reveal higher retention and success rates for students who received tutoring for these courses. In addition, with the exception of male students in Math 203, retention and success rates for African American, Hispanic/Latino and male students were higher if the students received tutoring. (see chart below)
- Discuss increase in library usage As a result of SSSP and Student Equity support, the Library expanded hours resulting in increases in student checking out library book and materials and patrons utilizing the library. Library data also showed an increase in populations of focus (Males, African American, and Hispanic/Latino Students) using the library from 2014-2015 to 2015-2016. (Nghiem's Equity Proposal)
- Discuss overlap of BSI/BST and new BST initiatives and timelines Goals, objectives and activities initiated by the Basic Skills Initiative have been integrated into the Basic Skills Student Outcomes Transformation (BSSOT) work. The BSSOT initiatives include: Math and English Jams, Summer Bridge programs, embedded tutoring and counseling in basic skills, accelerated and contextualized courses and improved assessment methods.

Challenges:

- Per Transfer Center APU: In spring 2016, the Career/Transfer Center was reconfigured and materials and marketing collateral were moved to a less visible area. Observed outcome includes a lower number of appointments and drop-in for college/university representative, as well as a lower number of student who sign up for the Transfer Center email listserv.
- Per meeting with Counseling chairs September. 2017. Implementation of Early Alert has components at the District and Campus level. We are in the implementation stages of early alert, so there is little data available to evaluate the program. Some potential obstacles are: delayed and cumbersome alert system (it takes time from the point at which the instructor initiates the alert, to the time a counselor or appropriate support person receives the alert), and no specific early alert Counselor assigned at Merritt. Feedback from the counselors reveal that there are challenges with the way counselors follow up on alerts. The students do not respond positively from phone calls from unknown college staff, or do not respond to phone calls at all. They recommended brainstorming different methods to address the alerts. Starfish Implementation may contribute to the success of Early Alert in the coming terms.

c. In the table below, identify one goal from your 2015-2016 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities.

| Goal | Activities in each program that serve the goal listed. | | |
	SSSP	Student Equity	BSI
Increase ESL and Basic Skills (Math and English) Completion Rates	• Monitor course placement and completion. • Basic Skills counselors. • Early Alert • Tutoring/Embedded Tutors • Mental Health Counselor	• Monitor course placement and Completion. • Embedded tutoring in BS, ESL courses and first transfer-level English and Math. • Tutor training and coordination. • Research ESL and BS outcomes data.	• Pre-assessment activities in Math/English (JAMS). • BS counselor • Embedded tutors • Tutor coordination

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

Tutoring services provided in the learning center have proven to be effective in supporting students in course completion, especially for disproportionate groups in Math and English and below college level courses. For example, in Spring 2017, a sample of course with the largest number of students receiving tutoring revealed that students who received tutoring had higher course retention and success rates, especially for our previously determined populations of focus: Hispanic/Latinos, African American and male students. (see summary chart below)

CHDEV Pilot project – Child Development employs a part-time counselor to work with other professional staff in the department on certificate support and to meet with students to create SEP's after the students have completed an advisory guide. Students use the advisory guide in meetings with the counselor to write the SEP. Having this counselor increases access to support services for Child Development students. Child Development has a large Hispanic/Latino, African American and Low Income population. Implementing this system has resulted in increased in Child Development degree and certificate completions. (Christine's Equity Proposal)

Future Plans

Questions 3-8 address the 2017-2019 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.

Activity Ideas from email and meeting :10/17

1. Create non-credit ESL (Reading, Writing, CTE/ESL)

2. Create credit and non-credit certificate courses leading to employment or higher education
3. Draw on experiences from programs that worked but were defunded.
4. Provide addition writing workshop and curriculum support via learning center tutorial programs
5. Provide Computers, other instructional equipment and materials for ESL and basic skills classes
6. Identify and inquire regarding specific program needs that are unmet (Sankofa, Puente, FYE, Adelante, etc.) to see where funds can be applied.
7. Create focus group with Strong Workforce, Allied Health, et al to assure that student are prepared for program entrance and completion
8. Provide counseling/mentoring
9. Provide Professional Development Training for faculty and students
10. Create and engage in community activities
11. Promote Math/English/Academic Jams on high school campuses
12. Increase feeder school participatory, dual enrollment in English, math, and other disciplines as warranted.

Tutoring, intrusive tutoring, embedded tutoring, instructional assistants, study groups
Preparatory courses
Learning communities
Mentors
Mandatory services (orientation, counseling)

How should we display activities that really serve all 3 initiatives? i.e. tutoring, counseling, mentoring, library, etc.
How can we make the focus on DI groups more prominent?
How do we make these activities more concrete and measurable?

Goal	Activities in each program that serve the goal listed.			Goal Area
	SSSP	Student Equity	BSI	
Improve access to college for underserved populations.				✓Access Retention Transfer ESL/BS Completion Degree and Cert. Completion Other:_____
Increase ESL and Basic Skills Math and English course completion rates.				Access Retention Transfer ✓ESL/BS Completion Degree and Cert. Completion Other:_____
Reduce the achievement gap by increasing persistence and completion at the course and program level.				Access ✓Retention Transfer ESL/BS Completion ✓Degree and Cert. Completion Other:_____
Increase transfer rate through targeted transfer readiness strategies.				Access Retention ✓Transfer ESL/BS Completion Degree and Cert. Completion Other:_____
Support and sustain quality instruction and services to increase access and success.				✓Access ✓Retention ✓Transfer ✓ESL/BS Completion ✓Degree and Cert. Completion Other:_____

Disproportionate Impact Table
Merritt College 2018 Integrated Plan

▓▓▓ proportionality index below .85 / ▒▒▒ proportionality index below .90	Access	Transfer Rate	SPAR Completion Rate (Degree, Cert or Transfer Readiness)	Course Completion (Success Rate) All Courses	Course Completion (Success Rate) Basic Skills Courses	Course Completion (Success Rate) Distance Ed and Hybrid
Female						
Male	■		■			
African American						■
Asian			■			
Filipino		■				
Hispanic/Latino		■				
Native American, American Indian/Alaska Native		■	■			
Other/Unknown	■	■	■			
Pacific Islander			■			■
Two or More Races/Multi-Ethnic			■			■
White	■					
DSPS	n/a					
Foster Youth	n/a			■	■	■
Veterans	n/a					
Economically Disadvantaged/Low Income	n/a	n/a	■	n/a	n/a	n/a

Disproportionate Impact Table
SSSP Services

▮ proportionality index .85 and below / ▨ proportionality index .90 and below	Assessment	Counseling	Abbr. ED Plan	Comp. Ed Plan	Follow Up	Orientation-Assessment-Placement	Orientation
Female							
Male				▨			
African American		■			■		
Asian							■
Hispanic/Latino							
Native American, American Indian/Alaska Native		■	■	■	■		
Other/Unknown							
Pacific Islander	▨		■				
Two or More Races/Multi-Ethnic							
White	■		■	■	■	■	
DSPS		■	■	■	■		■
Foster Youth							
Veterans							■
Financial Aid Recipients		■	■	■	■		
Non-Financial Aid Recipients	■	■	■	■	■	■	

ACCESS	2011-2015 enrolled students compared to ACS 2011-2015 estimates
Transfer Rate	5 cohort years - 6 years to transfer
SPAR COMPLTION	5 cohort years - 6 years to achieve the outcome
SSSP services	Merritt Majors, enrolled at Merritt in SP 17, directed status
Completion rates (Course Success)	3 years aggregated

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. Need input from President and VP's

Currently, the college has separate SSSP/Student Equity and Basic Skills Committees. With this completion of this plan, the taskforce is also proposing an integrated SSSP/Student Equity/Basic Skills Initiative Committee to monitor the plan and expenditures and evaluate progress towards established goals. The committee will be comprised of faulty, classified staff, administration and students. The

committee will send at least one representative to the District Academic Affairs and Student Services Committee (DAASSC) to provide an update on behalf of Merritt College.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment.

The noncredit offerings are designed to assist students build a strong academic foundation so that students will be ready to take and pass a credit course (s). In addition noncredit course (s) /certificate (s) will also lead the student towards a degree, certificate, and/or transfer. Current offerings that are either completed or in progress are basic skills preparation and career track pathways. The college currently has ten non-credit certificates in progress and various non-credit courses completed and in progress. The chart below outlines the Certificates and included courses completed or in progress:

Certificate	Courses	Certificate	Courses
Student Success Certificate	Basic English for Career and Life Success Basic Math for Career and Life Success (Draft) Personal Development for Career and Life Success Wellness and health for Career and Life Success Life Skills for Health		Library Information Literacy
Allied Health Certificate	EKG Phlebotomy CPR Medical Terminology	Drone Academy Certificate	Introduction to Drone's Flying Careers
Business Certificate	Internet technology for business Introduction to Open Office Word Program Introduction to Open Office Spreadsheet Financial Literacy Introduction to Accounting Introduction to Financial Aid	Job Preparation Certificate	Resume writing Cover letter design Interview Preparation Job Searching
Small Business Program Certificate	Internet Technology for Business Financial Literacy Introduction to Accounting Introduction to Retailing Introduction to Quick Books	Cyber Security Certificate	Computer Safety Awareness Identity Management Literacy Protection
Personal Finances Program Certificate	Internet technology for Business Financial Literacy Introduction to Quick Books Introduction to Investment Introduction to Accounting Introduction to Open Office Spreadsheet	LANHT Landscape Design Certificate	
Communications Certificate	Basics of Human Communications Online (DE)	BASIC SKILLS Certificate	ESL Noncredit ESOL – Bridge to Credit Program VESOL

6. Describe your professional development plans to achieve your student success goals.

7. How and how often will you elevate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators or any other metric you find appropriate to your college.
Internal mid year evaluation? SSSP committee? Flex day updates? Update progress on website? — see q10.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals.

Coordination of college efforts to integrate SSSP, Student Equity, and BSI is an important endeavor. In Peralta, the District Academic Affairs and Student Services Committee (DAASSC) has recommended that colleges have one college committee to review the integration of SSSP/Equity/BSI plans and goals. Further, DAASSC has recommended that the college integrated plan committees provide an update to DAASSC each semester about the progress of obtaining goals and integrating SSSP/Equity/BSI services. Finally, DAASSC will facilitate having a district-wide annual Integrated Summit to discuss possibilities for coordination across district colleges to support the achievement of integration plans and goals.

9. Budget

10. Executive Summary (with link to website)

11. What support from the CCCCO and on what topics would help you accomplish your goals for student success and the closing of achievement gaps?

12. Point of Contact

1a. Headcount By Academic Year:			
	2015	**2016**	**2017**
Total Headcount *PCCD	11415	11417	11985
American Indian	47	41	38
Asian	1931	1967	2103
Black / African American	3204	3072	3103
Hispanic / Latino	2871	3152	3432
Pacific Islander	64	66	74
Two or More	548	545	625
Unknown / NR	641	603	594
White	2109	1971	2016
Male Students	3881	3915	4117
Foster Youth	222	135	116

1a2. Academic Year Enrollment by Feeder High School				
High School	**AY 2015**	**AY 2016**	**AY 2017**	**% Change in 3 years**
SKYLINE HIGH	558	544	617	11%
OAKLAND TECHNICAL HIGH	431	497	564	31%
BERKELEY HIGH	382	401	413	8%
OAKLAND HIGH	287	320	378	32%
SAN LEANDRO HIGH	238	231	271	14%
ALAMEDA HIGH	184	200	200	9%
ENCINAL HIGH	143	170	198	38%
CASTLEMONT HIGH	120	176	183	53%
MCCLYMONDS HIGH	107	152	100	-7%
LIFE ACADEMY HIGH	99	104	139	40%
FREMONT HIGH	74	102	160	116%
COLISEUM COLLEGE PREP ACADEMY	50	156	125	150%
CASTRO VALLEY HIGH	91	99	139	53%
DEWEY HIGH	109	103	113	4%
JOHN C FREMONT HIGH	134	86	51	-62%
BISHOP ODOWD HIGH	95	89	86	-9%
LPS OAKLAND R & D CAMPUS	40	106	111	178%

1b. Course Completion Rate by Academic Year (all courses)			
Success Rate *PCCD	2015	2016	2017
Grand Total	67%	68%	69%
American Indian	69%	71%	71%

Asian	78%	78%	78%
Black / African American	57%	58%	60%
Hispanic / Latino	66%	68%	69%
Pacific Islander	64%	67%	73%
Two or More	66%	66%	67%
Unknown / NR	69%	72%	72%
White	79%	78%	78%
Male	67%	67%	68%
Foster Youth	47%	56%	60%

1.b2 Disproportionate Impact – 3 years aggregated course completion data

Ethnicity	Success Denominator	Success Numerator	Enrollment %	Success %	Prop. Index
American Indian	511	353	0%	0%	1.02
Asian	14797	11547	14%	16%	1.15
Black / African American	34647	20136	32%	28%	0.86
Hispanic / Latino	29439	19925	27%	27%	1.00
Pacific Islander	640	431	1%	1%	1.00
Two or More	5788	3834	5%	5%	0.98
Unknown / NR	5484	3878	5%	5%	1.04
White	16384	12782	15%	18%	1.15
Total	107690	72886			

FOSTER YOUTH	Success Denominator	Success Numerator	Enrollment %	Success %	Prop. Index
Not FY	104045	71001	97%	97%	1.01
Foster Youth	3645	1885	3%	3%	0.76

1.c Basic Skills and ESL by Academic Year

Enrollments*PCCD

	2015	2016	2017
ENGL	495	416	314
ESL	94	117	115
MATH	873	806	693

Success Rates*PCCD

	2015	2016	2017
Not Basic Skills Courses	67%	69%	69%
ENGL	66%	60%	62%
ESL	61%	62%	55%
MATH	52%	49%	54%

Success Rates by Ethnicity*PCCD			
Row Labels	2015	2016	2017
English			
American Indian	67%	100%	n/a
Asian	79%	74%	67%
Black / African American	60%	54%	51%
Hispanic / Latino	72%	63%	70%
Pacific Islander	n/a	100%	100%
Two or More	65%	67%	62%
Unknown / NR	68%	56%	45%
White	71%	67%	83%
MATH	2015	2016	2017
American Indian	70%	60%	100%
Asian	64%	70%	59%
Black / African American	46%	40%	42%
Hispanic / Latino	56%	55%	64%
Pacific Islander	67%	67%	100%
Two or More	56%	51%	42%
Unknown / NR	63%	55%	67%
White	67%	66%	75%

Foster Youth Success Rates*PCCD			
ENGL	2015	2016	2017
Foster Youth	53%	33%	17%
MATH			
Foster Youth	21%	37%	36%

1D. MERRITT COLLEGE AWARDS AND CERTIFICATES

Chart showing AA/AS Degrees and Certificates by academic year:

- 2014-2015: 298 (AA/AS Degrees), 469 (Certificates)
- 2015-2016: 403 (AA/AS Degrees), 540 (Certificates)
- 2016-2017: 387 (AA/AS Degrees), 592 (Certificates)

Legend:
- ■ AA/AS Degrees
- ■ Certificates
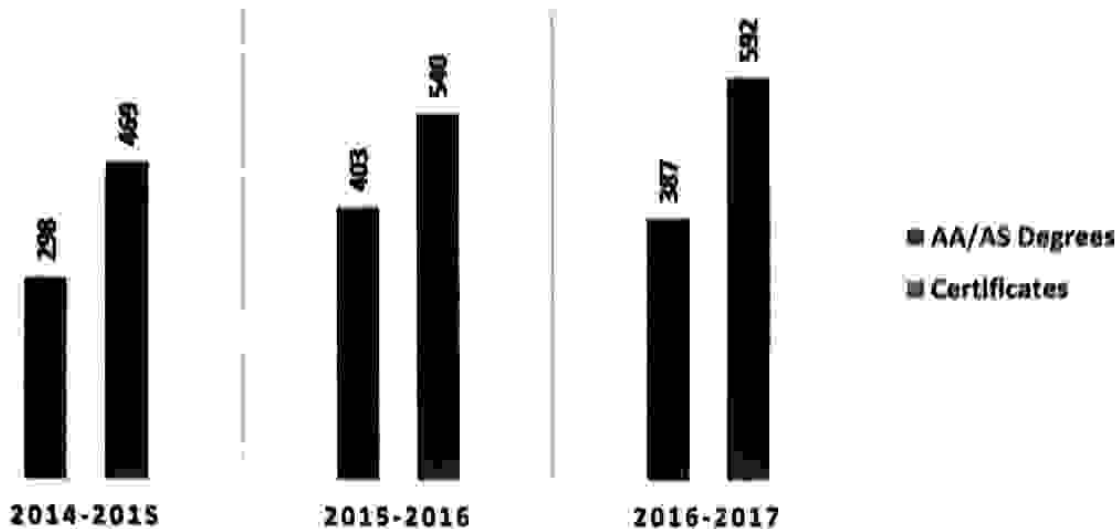
Merritt College Transfers by Academic Year
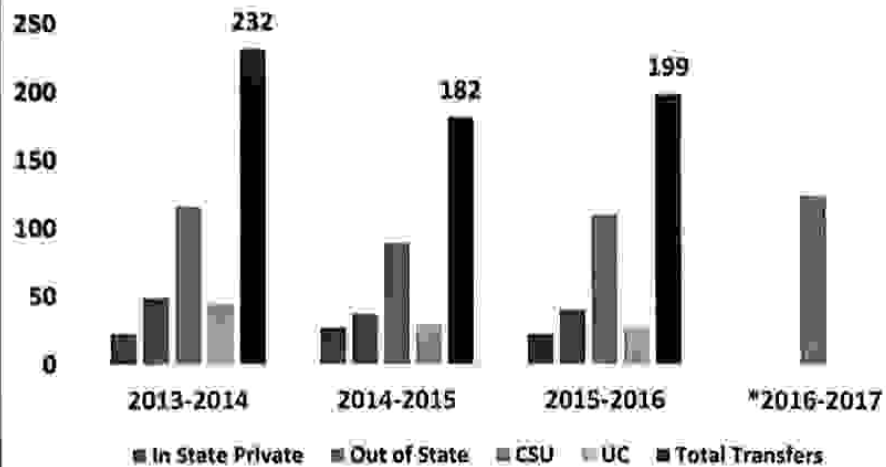
Chart with values:
- 2013-2014: Total Transfers 232
- 2014-2015: Total Transfers 182
- 2015-2016: Total Transfers 199
- *2016-2017

Legend: ■ In State Private ■ Out of State ■ CSU ■ UC ■ Total Transfers

SSSP Services Summary: Fall 2014-Spring 2017

	F 14	S 15	F 15	S 16	F 16	S 17	% Change F14-F16	% Change S15-S17	Contact Activities
ABB SEP	816	626	369	452	763	715	-6%	14%	1 or 2 term SEP for any student using any assessment method
ACADEMIC	3510	3694	3117	3229	3655	3444	4%	-7%	Student Advisement services; drop-in, appointment or group, no SEP

SSSP Services Summary: Fall 2014-Spring 2017

	F 14	S 15	F 15	S 16	F 16	S 17	% Change F14-F16	% Change S15-S17	Contact Activities development (Excess units, prereq's, HS concurrent enrollment)
ASSESS	560	607	522	393	620	539	11%	-11%	Assessment test with multiple measure placement (EG PCCD Assessments - Compass)
ASSESS MM	28	26	68	172	13	27	-54%	4%	Student Placement using alternative/multiple measures in lieu of an assessment test. i.e. other college transcripts, international evals, etc.
ASSESS EAP					11	2			High School Early Assessment Program Placement Result
ASSESS O	7	6	7	31	26	7	271%	17%	Other college assessment results
COMP SEP	753	991	1111	840	708	628	-6%	-37%	2 or more term SEP; reflects # of terms to reach declared course of study (major) (financial aid petition)
FL ACAD	135	216	1279	1551	947	986	601%	356%	Follow up Receive Comprehensive SEP
FL CAREER	316	368	525	745	663	757	110%	106%	Follow up Career and course of study (major) counseling
FL ORIENTATION	215	327	300	354	341	425	59%	30%	Follow up Orientation services/activities other than new student orientation. E.g. VA, EOPS, CARE, DSPS, or International Students
FL OTHER	200	938	1081	920	1768	1749	784%	86%	Follow up Degree audit, graduation petition, and any additional student success workshops, placement assessment retesting
ORIENTATION	374	204	374	110	410	399	10%	96%	New Student Orientation (Mandatory Orientation Only)
PROGRESS	162	256	597	550	584	487	260%	90%	Clear initial or continued academic/progress probation (any academic/progress probation support services, student success workshops
RE-ADMIT	18	41	112	74	75	0	317%	-100%	Complete re-admit petition for dismissal (any support services for dismissal students)
Total	7094	8300	9462	9421	10584	10165	49%	22%	

Notes: 43% increase in overall SSSP services recorded. General increase in follow up appointments (comp SEP, career, special program orientations and other services). Decrease in Comprehensive SEP's.

Spring 2017: MATH 203

	Enrollment	Retention %	Success %
Received Tutoring	50	76%	66%
No Tutoring	187	75%	57%
Grand Total	237	76%	59%

	Enrollment		Retention%		Success %	
Ethnicity	Received Tutoring	Not Tutored	Received Tutoring	Not Tutored	Received Tutoring	Not Tutored
American Indian		1		100%		100%
Asian	6	21	67%	52%	50%	48%
Black / African American	17	56	77%	68%	65%	39%
Hispanic / Latino	22	76	77%	82%	73%	68%
Pacific Islander		1		100%		100%
Two or More	2	13	100%	92%	50%	54%
Unknown / NR	2	6	50%	83%	50%	67%
White	1	13	100%	85%	100%	77%
Grand Total	50	187	76%	75%	66%	57%

	Enrollment		Retention %		Success %	
Row Labels	Received Tutoring	Not Tutored	Received Tutoring	Not Tutored	Received Tutoring	Not Tutored
Female	34	123	82%	78%	77%	59%
Male	16	64	63%	70%	44%	55%
Grand Total	50	187	76%	75%	66%	57%

Spring 2017: ENGL 252A

ENGL 252A	Enrollment	Retention %	Success %
Received Tutoring	19	84%	79%
Did not Receive Tutoring	75	60%	48%

	Grand Total	94	65%	54%

Ethnicity	Enrollment Received Tutoring	Not Tutored	Retention % Received Tutoring	Not Tutored	Success % Received Tutoring	Not Tutored
Asian	2	5	50%	100%	50%	100%
Black / African American	9	34	78%	53%	67%	41%
Hispanic / Latino	5	26	100%	65%	100%	50%
Pacific Islander	1		100%		100%	
Two or More	2	6	100%	50%	100%	50%
Unknown / NR		3		67%		33%
White		1		0%		0%
Grand Total	19	75	84%	60%	79%	48%

Gender	Enrollment Received Tutoring	Not Tutored	Retention % Received Tutoring	Not Tutored	Success % Received Tutoring	Not Tutored
Female	13	57	92%	63%	85%	51%
Male	6	17	67%	53%	67%	41%
Unknown/Unreported		1		0%		0%
Grand Total	19	75	84%	60%	79%	48%

Spring 2017: MATH 13

	Enrollment	Retention %	Success %
Received Tutoring	41	98%	76%
Not Tutored	198	77%	59%
Grand Total	239	81%	62%

Ethnicity	Enrollment Received Tutoring	Not Tutored	Retention % Received Tutoring	Not Tutored	Success% Received Tutoring	Not Tutored
Asian	4	25	100%	72%	100%	64%
Black / African American	17	55	100%	80%	65%	56%
Hispanic / Latino	11	66	91%	73%	73%	52%
Pacific Islander		2		100%		50%
Two or More	3	10	100%	70%	100%	50%

Ethnicity	Enrollment Received Tutoring	Not Tutored	Retention % Received Tutoring	Not Tutored	Success % Received Tutoring	Not Tutored
Unknown / NR	2	7	100%	86%	50%	71%
White	4	33	100%	85%	100%	73%
Grand Total	41	198	98%	77%	76%	59%

Gender	Enrollment Received Tutoring	Not Tutored	Retention % Received Tutoring	Not Tutored	Success % Received Tutoring	Not Tutored
Female	23	124	96%	81%	74%	64%
Male	18	72	100%	71%	78%	50%
Unknown/Unreported		2		50%		50%
Grand Total	41	198	98%	77%	76%	59%

Spring 2017: ENGL 1A

English 1A	Enrollment	Retention %	Success %
Received Tutoring	47	91%	81%
Not Tutored	348	78%	61%
Grand Total	395	80%	64%

Ethnicity	Enrollment Received Tutoring	Not Tutored	Retention % Received Tutoring	Not Tutored	Success % Received Tutoring	Not Tutored
American Indian		2		50%		50%
Asian		36		94%		72%
Black / African American	18	109	89%	71%	78%	57%
Hispanic / Latino	18	133	100%	80%	94%	58%
Pacific Islander		4		100%		100%
Two or More	1	17	0%	71%	0%	47%
Unknown / NR	5	13	80%	85%	60%	85%
White	5	34	100%	79%	80%	74%
Grand Total	47	348	91%	78%	81%	61%

Gender	Enrollment Received Tutoring	Not Tutored	Retention % Received Tutoring	Not Tutored	Success % Received Tutoring	Not Tutored
Female	13	57	92%	63%	85%	51%
Male	6	17	67%	53%	67%	41%

Unknown/Unreported		1		0%		0%
Grand Total	19	75	84%	60%	79%	48%

November 2, 2017

Resolution to Provide Support for Faculty, Staff, and Students

before, during and after transition to CANVAS

Whereas, success in online instruction requires that faculty, staff, and students be able to have questions answered when they need to have them answered in a timely and efficient manner;

Whereas, transition to the CANVAS learning management system is to be initiated Fall semester, 2018

Whereas, there is a significant achievement gap, including course completion and success, between students at Merritt College taking face-to-face courses versus online;

Whereas, support for students and faculty for online courses has not been available on a comprehensive and consistent basis;

including funding

Be it resolved, that the Merritt College Academic Senate calls for College Administration and District Administration to provide a detailed plan in writing, which would identify when, where and how support would be available to provide the training and support needs of faculty, staff and students in the area of CANVAS online instruction to be presented to the Academic Senate by Senate Meeting on Thursday, December 7, 2017.

Be it resolved, that the Support for Faculty, Staff and Students for online CANVAS instruction be integrated into one of the existing services on campus such as the Welcome Center.

Resolution Proposed by:

Mario Rivas, Academic Senate President; Mary Ciddio, Academic Senate Vice President

The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

RESOLUTION FOR REVISION OF ADMINISTRATIVE PROCEDURE 6250

Whereas, California Title 5 § 53200 of the California Code of Regulations, states an "Academic Senate means an organization whose primary function is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters" and "Academic and professional matters" include "10. Processes for institutional planning and budget development." § 53200(C);

Whereas, The faculty members of budget and planning committees are unable to fulfill their charge due to not having adequate information or consultation regarding the College or District budget because of an undefined role in the budget management process outlined in AP6250;

Whereas, The District Academic Senate recognizes that it is then unable to properly fulfill its obligation "to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters" pertaining to "Processes for institutional planning and budget development" as members of budget and planning committees are unable to properly fulfill their obligation to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters" pertaining to "Processes for institutional planning and budget development" because its faculty on the Budget Advisory Committee are unable to fulfill this charge due to not having adequate information regarding the College or District budget or a defined role in the budget management process outlined in AP6250;

Whereas, Peralta Board Policy 2510 states regarding the Academic Senate that "The Board or its designees will consult collegially with the Academic Senate, by relying primarily upon the advice and recommendations of the senate*, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate" (BP2510) and Peralta Administrative Policy 2511 states, "The Governing Board of the Peralta Community College District, through its Chancellor, affirms the recognition of the District Academic Senate (DAS) and the Academic Senates of Berkeley City College, the College of Alameda, Laney College, and Merritt College (College Academic Senates) under Title 5 of the California Administrative Code and as provided for in law (specifically AB 1725)." (AP2511);

Resolved, That the Chancellor or District designees immediately convene with the District Academic Senate or District Academic Senate designees to revise AP6250 to include consultation with the College and District Academic Senates and the relevant designated deliberative bodies at each stage of the budget management process as presently articulated in AP6250: Budget Calendar, Budget Directives, Budget Preparation, Budget Consolidation, Budget Presentation of each of the preliminary, tentative, and final budgets, and Budget Adoption; and

Resolved, that this proposed revision be completed in time to be approved and enacted prior to January 2018 for implementation in the 2018-2019 budget process.

Resolution approved on 5 September 2017.

ADMINISTRATIVE PROCEDURE 6250 BUDGET MANAGEMENT

I. Budget Calendar

Each January the Board will adopt a budget development calendar that identifies activities and sets dates for each step in the budget development process.

II. Budget Directives

Each February the Board will give direction for budget development to include:

A. Reaffirmation of mission;

B. Resource allocation (set level of Reserve for Contingency, Workers' Compensation Reserve, and any special project reserve;

C. Determination of the amount of resources estimated to be available for General Fund expenditure with potential increases or decreases during the budget preparation period;

D. Preliminary establishment of base budget for the District and each site.

III. Budget Preparation

A. Prior to March 1 information will be provided to Cost Center managers that will include the status of current expenditures, state and county estimates of revenues, site "based budget" allocations, and targets for the increases or decreases.

B. Each college and the central services offices will prepare a site budget through the Cost Center Managers using the information provided. Each President may provide additional directions or forms for site budget development to compliment these general procedures.

C. Each college will work with the Vice Chancellor for Finance and Administration and Vice Chancellor for Educational Services in analyzing class offerings as they apply to the development of both revenue and expenditure plans.

D. Each President and Vice Chancellor will submit their respective budget to the Vice Chancellor for Finance and Administration in the prescribed format. The submission will clarify that the site budget has met the Board-approved budget development guidelines.

E. The District will develop the annual budget with an objective of improving the equity among the colleges by following the principles and guidelines incorporated into the Budget Allocation Model as recommended by the Planning and Budgeting Council and approved by the Chancellor.

IV. Budget Consolidation

The Vice Chancellor of Finance and Administration's Office will:

A. Check forms for compliance with instructions;

B. Check mathematical accuracy;

C. Ensure that the aggregate of the budgets submitted is within the site allocation; and

D. Enter the data into the computer and provide each site a copy of the budget for review.

V. Budget Presentation and Adoption

A. Preliminary budget

1. No later than the last board meeting in May, the Vice Chancellor for Finance and Administration will present the Preliminary Budget to the Board. No formal action is required by the Board on the Preliminary Budget.

2. Between the time that the Preliminary Budget is developed and the Final budget is adopted, changes to the budget will be made as additional information is received from the state based on the state budget adoption process.

B. Tentative budget

No later that July 1, the Board will adopt a Tentative Budget. This budget will reflect changes made to the Preliminary Budget.

C. Final budget

As prescribed by the California Code of Regulations, Title V, Section 58305, the Board will adopt a final budget for the District by September 15. This budget reflects changes made to the Tentative Budget and provides the operational budget base for the fiscal year of adoption.

VI. Budget Presentation and Adoption

It is the responsibility of each Cost Center Manager to control the budget(s) within his/her assignment. The Vice Chancellor for Finance and Administration's Office will provide a monthly budget report and assistance in budget analysis and management as required.

References:
Education Code Section 70902 (b) (5)
Title 5 Sections 58300 et seq.
ACCJC Accreditation Standard III D

Approved by the Chancellor: September 24, 2012
Revised and approved by the Chancellor: June 15, 2015
Revised and approved by the Chancellor: March 13, 2017