

# Preview

Status: Draft

## Details

### College

Merritt College

### Assurances

#### Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

#### Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

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## Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

### SSM Data Sharing

I agree with the SSM data sharing.

Yes

## Pillar 1. Clarify the Path

### Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

#### Scale of Adoption at Our College

Scaling in progress

#### Progress to Date

##### Progress to Date Implementing Practice \*

- 8 areas of interest adopted and visible on revamped website <https://merritt.ezpathways.com/>
- Program review for each programs addressed how they monitor program maps and program completion
- Marketing materials being created for the Oakland community to highlight signature programs
- Updated college catalogue clearly delineates programs and paths to completion moving to an online real-time college catalogue
- Renewed equity minded focus on job preparation and attainment – pre-apprenticeship program for CIS
- Refining program maps to align with career goals

## Timeline for Progress to Date

### Term and Year

Fall - 2021

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Create personalized stories for programs to personalize the journey of each academic pathway

Market academic programs to prospective and new students through the Areas of Interest in outreach, orientation, and counseling

Continue to have faculty meet with Tassel Software to improve program maps.

Coordinate with other Peralta colleges to streamline program mapping across Peralta

Rebrand Guided Pathways initiative to reflect more interest in pathways completion of Merritt College students

Develop ways to incentivize program completion – some students leave programs if they get employment – would like students to attain certificate or degree anyway

### Term and Year

Spring - 2023

### Term - Detail (optional)

Not Entered

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into. \*

The college administration and faculty have not committed to the use of the Areas of Interest as the basis for guiding students into appropriate academic pathways. Outside of the Guided Pathways Core Team, there have been no ongoing discussions about the implementation and promotion of the Areas of Interest. Furthermore, the college website needs to be revamped to reflect Guided Pathways principles.

### Support Needed - Detail \*

How did CCSF create its ingenious “wheel” of Interest Areas with a career interest survey in the middle? We love the design.

Continued fiscal and human resources to improve the college website and advocacy to promote institutional buy in

**Type(s) of Support**

- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support

**Practice B**

**Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.**

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice \***

Technical programs and courses slowed in 2021 – 2022 because there was a gap in leadership for several months and the college curriculum approval process became unaligned. Since the systematic process of curriculum approval was not efficient, the curriculum committee is still working to update the curriculum that will appear in the college catalog.

The college catalog is now available online and changes will appear in real-time.

Cannabis program / Digital trade / launched in 2022 – aim is to institutionalize programs to meet labor market demand. (There is no labor market demand in this area as it is an emerging industry)

Summer bridge programs and dual enrollment programs at Merritt are the most popular programs in the PCCD district. There is also an increased focus to offer dual enrolment courses at the charter schools as well as public high schools. The goal is to reach more students in the community to explore options at Merritt that they have nearly completed.

Through systematic technical review and curriculum approval processes, the Curriculum Committee ensures that all academic programs are designed to prepare students for further education and/or employment. Program outlines, as documented in CurriQunet, include clear descriptions of instructional content, course requirements, and career opportunities. In addition, CE programs must have documented local labor market information (from the Centers of Excellence) and advisory board meeting minutes to support their justification. There have been challenges organizing curriculum updates via zoom.

Three Career Education Counselors were hired for all CE programs to focus on the entire pathway from designing education plans to career placement.

**Timeline for Progress to Date****Term and Year**

Not Entered

**Next Steps****Timeline for Next Steps**

**Next Steps Toward Implementing Practice at Scale \***

- Working with Tassel software to make program maps more customizable to serve students needs.
- More training sessions for parents and prospective students to educate on the components / considerations for dual enrollment, CE, and transfer programs
- Create shorter stackable certificates so students can demonstrate that they have reached milestones – value added from each certificate.
- Establish mentorship program and with high school and CBO's to increase student engagement.
- Increase mentors, guest speakers, and career advisors in various fields regarding Merritt programs.
- Use outcomes data to illustrate the effectiveness and relevance of Merritt's programs.
- When reasonable effectiveness cannot be demonstrated, offer resources, support and mentorship to those programs.
- Continue campaign to bring all active programs into compliance through a regular cycle of review and updating as part of the program review process.

**Term and Year**

Spring - 2023

**Term - Detail (optional)**

Not Entered

**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into. \***

- Labor market data is not readily available for many CE programs. However, finally, the histotech career is now its own listing on ONET.
- Internships are needed in order for some students to complete their degree or certificates. In many cases, students attain career opportunities without completing the certificate (Career changers with pre-existing degree attainment)
- ESO ventures – job incubator – we do not have the instructors who can drive this program
- Merritt has “data challenges:” for example, no systematic way to track which colleges and universities Merritt students transfer to. Each CE Program is responsible for its own job placement data collection, rather than a coordinated college-wide effort.
- Many courses that have been converted to online with a lab component may not be approved at the CSU or UC level if they are not taught in person

**Support Needed - Detail \***

- Regional coordination, information from local businesses, job development/ agreement to place Merritt students in local businesses.
- Software that tracks students after they leave Merritt. At a recent GP workshop, we heard of one CCC using “Alumni Tracker” – tell us more!

### Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams
- Technology support
- Reporting/data

## Practice C

**Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice \*

- Career information available through the Merritt Website, but not for all programs. Many programs have updated the informational videos to include career information including chemistry, real estate and CIS.
- Transfer information for each program is also located on the college website
- Tassel Software is taking the lead on this for CE and then will map the non-CE degrees to different jobs or further CE training available at campus.

### Timeline for Progress to Date

#### Term and Year

Not Entered

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

- Each CE program will formally detail the pathway from clarifying the path to ensuring learning. Template can be used by all programs to evaluate any areas that need developing
- Increased focus on program career and employment information for each program.
- Create more testimonials for community that details instructor and career achievers the examples of their pathways to completion
- Upgrade all CE program web pages to clearly state where students currently work, what they are earning and most recent jobs info for each program.
- Info on “further education opportunities” to be developed by non-CE academic departments and integrated into college website and Catalog.

- Create full program maps for programs and/or departments where more than a 2 year degree is needed. Market these programs as a cost-savings.

**Term and Year**

Spring - 2023

**Term - Detail (optional)**

Ongoing through 2022-2023

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**Support**

No support requested

**Practice D**

**Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.**

**Scale of Adoption at Our College**

Scaling in progress

**Progress to Date****Progress to Date Implementing Practice \***

Tassel Software is continuing work on creating customizable program maps for each area that offers a certificate or degree. This will enable some students to envision a pathway that may take 6 semesters to complete as opposed to 4 semesters. While these factors may impact financial aid opportunities, it will give more students the opportunities to complete.

Since the 2019-2020 academic year, Merritt has collaborated with independent contractor Irving Chin (DBA Tassel Software) to develop 75 program maps for associate degrees and certificates of achievement. Curriculum information and scheduling data have been provided to Mr. Chin to build preliminary program maps and a validation check using his program mapping software. Faculty review of the program maps began in Spring 2020, followed by feedback from the Counseling Department in Fall 2021. For the past 2 years, department chairs and program directors have been working with Tassel Software to complete the evaluation and refinement of the program maps for adoption.

**Timeline for Progress to Date****Term and Year**

Spring - 2021

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**Next Steps**

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale \*

- Continue incentivizing faculty leadership to work with Tassel.
- Showcase the success of programs that have worked with Tassel.
- Develop program maps for part-time students
- Implement two-year class scheduling plans to ensure that students can complete programs in a timely manner

### Term and Year

Summer - 2023

### Term - Detail (optional)

Ongoing 2022-2023

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## Support

No support requested

## Practice E

**Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).**

### Scale of Adoption at Our College

At scale

### Progress to Date

#### Progress to Date Implementing Practice \*

Math Equity Study – several colleges are involved in a study around culturally sensitive teaching and assessment methods. Merritt began participating in this study in 2022.

Approved sabbatical around closing the achievement gap in math course – should inform courses moving forward

Contextualized math courses for allied health and the sciences being developed – deactivating math 203 and all pre-transfer level math courses

Enhancing online features of math offerings – many courses are using open- source textbooks that are free to the student

AB 1705 will impact math courses CE students are taking

More intentional about Dual enrollment pathways – move closer to certificate completion

Dual enrollment summer Career Exploration cohort

Represent Ed – career readiness

Reintroducing CIS into dual enrollment

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

- Align math pathways to guided pathways
- Establish a MESA program
- Engage math and science faculty to start a career exploration track in STEM fields
- Try the Hidden Genius program STEM CORE program again
- Make it clearer to students (via website, online orientation, and initial counseling session) that their choice of 1st math course depends on their career goal in broad terms: liberal arts/social sciences vs. business/lab sciences/engineering.
- Develop an online tool that would help the students self-identify the adequate level of math courses through their responses to a quick survey
- Create professional pathways videos for STEM featuring program alumni
- Enhancing online features of math offerings – many courses are using open source textbooks
- Develop DualE math certificates
- Reintroducing CIS into dual enrollment
- Pre-apprenticeship program for CIS

### Term and Year

Spring - 2023

### Term - Detail (optional)

2022-2024

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into. \*

- How to sustain Communities of Practice for Precalculus, Trig and Calculus I?
- Lack of interest from faculty to participate in communities of practice.

- Pandemic impacting the quality of instruction from some faculty
- Inadequate faculty preparation for online instruction as a modality (use of videos/manipulatives etc)
- Lower enrollment in math classes being offered online due to reduced enrollment cap
- Expense of online resources available to faculty and students

#### Support Needed - Detail \*

- Institutional support for Math Communities of Practice. Examples of other CCCs that have addressed this.
- Institutional support for online teaching pedagogies and tools / equity
- Open source math tools to make learning accessible to more students
- Marketing for math and STEM related fields - helping students understand student experience (create professional pathways videos for STEM - from students and employees)

#### Type(s) of Support

- Regional training
- On-campus/individual training
- Technology support

## Pillar 2. Get on the Path

### Practice A

**Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.**

#### Scale of Adoption at Our College

Not systematic

#### Progress to Date

#### Progress to Date Implementing Practice \*

While not “every” new student receives this level of guidance and attention, the following programs and K-12 partner

- First Year Experience: 4 cohorts (45 students each) progress together through a yearlong series of linked Counseling
- Puente: 2 cohorts, similar Learning Community to FYE, Latinx focus, with goal of transfer; college/UC visits.
- Sankofa: Affinity Group for students with AFRAM focus: dedicated counselor, career and college success workshop
- EOPS/CARE/CalWORKS/NextUP: Affinity Group like Sankofa, but for low-income, 1st-time college students, CalV
- Veterans Services: Affinity Group for Veterans and Military Family: each gets dedicated counselor, career planning
- Athletics: Team athletes move as a cohort through Kinesiology courses appropriate to their team; coaches act as
- Street Scholars Peer Mentoring Program offers onboarding and ongoing support services to formerly-incarcerate
- Any student who enrolls in Counseling 24 (College Success), 30 (Personal Growth & Development) or 57 (Career

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

- Onboard a new pillar 2 lead and build a pillar 2 team.
- Continue/enhance partnerships with local high school counselors to help new students enter one of Merritt's existing onboarding programs.
- Improve website and online orientation such that existence of these programs is clear to incoming students who may then self-select/apply for these programs.
- Start campus-wide dialog on whether a Counseling course should be required for all new students, thereby catching those students who don't fall into existing Learning Community or Affinity Groups.
- Recommend that there be a "Career Coach" Button on the Merritt College Home page to lead student to take various career and education pathway tools.
- Urge all faculty to require their students to turn in a Comprehensive Education Plan as an assignment.
- Explore options for institutionalizing in-person Orientation in addition to online Orientation. Conduct student focus groups to learn what students wish they would have known in their first week

### Term and Year

Fall - 2022

### Term - Detail (optional)

Ongoing 2022-2023

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#### Next Steps Toward Implementing Practice at Scale \*

Improve website and orientation such that existence of existing "onboarding programs" is clear to incoming students who may then self-select/apply for these programs.

Start campus-wide dialog on whether a Counseling course should be required for all new students, thereby catching those students who don't fall into existing Learning Community or Affinity Groups.

Explore options for institutionalizing in-person Orientation in addition to online Orientation. Conduct student focus groups to learn what students wish they would have known in their first week, and how best to convey that information.

### Term and Year

Spring - 2023

### Term - Detail (optional)

2022-2023

## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into. \*

- We have a well trained Welcome Center to help students enroll. Students often get frustrated and then go register elsewhere without the hurdles. I recommend that the Welcome Center be front and Center on the front page of Merritt College and accentuated in the Apply and Enroll tab so students find help before they give up.
- SAS will hire a Student Navigator to help our students and others in the Welcome Center to register
- Confer with District to confirm if they will provide support in this area by sharing their PIO.

### Support Needed - Detail \*

- Online Orientation has been overhauled and provides online as well as Zoom orientation. This must be made mandatory and regularly updated. Maria Spencer has been working on this With Dr. Chavez, VPSS.
- Coordination with District Office re: removing unnecessary enrollment holds. Susana Dela Torre deals with the High School Hold. OUSD sends a list to Peralta with student high school graduation dates then A&R has to fill out a change of major form in order to change the student's status from high school to College student. This results in delays for new graduates who want to register for Fall classes because if they are not automatically on the list, they need to bring in their diploma or a letter from their counselor or Principal in order to then fill out the Change of Major form (Name is confusing for students)

### Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support

## Practice B

**Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice \*

All students have the option to enroll in transfer-level Math and English courses accompanied by a support course. Students are recommended or required to take one or more of these support courses based on their overall high

school GPA and grades/completion of high school English and Math, per AB705. Support courses include embedded tutors, more time with instructors, more individualized attention, and time to address students' knowledge gaps in foundational areas.

While such widely-available support courses have not yet been developed for "gateways" to specific majors, faculty typically use the major's initial course (e.g. RadSci 1A, ADJUS 21) to assess student preparedness and ensure students get the support they need. Examples include referrals to: free tutoring available in the campus Learning Center, wraparound support offered by the onboarding programs listed in Section 2A, and courses, support and accommodations offered by Student Access Services.

## Timeline for Progress to Date

### Term and Year

Not Entered

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

- Increase the number of transfer level math and English courses taught with support. Continue to develop the effectiveness of the support courses.
- Begin exploration of "gateway courses" in meta-majors, once meta-majors are developed.
- Increase the number of faculty trained to teach "gateway courses."

### Term and Year

Spring - 2023

### Term - Detail (optional)

Ongoing 2022-2023

## Support

No support requested

## Practice C

**Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).**

### Scale of Adoption at Our College

At scale

## Progress to Date

### Progress to Date Implementing Practice \*

In Fall 2019, Merritt's Math department rolled out 2-unit Support Courses that students may take concurrently with Statistics and Precalculus. Preliminary student success data shows a stunning improvement in first-time math pass rates: in Fall 2015, 15% of first-time math-takers passed transfer-level math within 2 semesters. In Fall 2019, with support courses fully implemented, that number rose to 48% - after just ONE semester!

Merritt's Math department also increased the number of Math Jams to 3 per year (one winter and two summer math jams, each one week long). Students gain math confidence in a self-paced environment with the aid of a math instructor.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

- In the “course search” function of the student enrollment system, clarify the notation of Math courses with and without support.
- Increase effectiveness of support courses through training and professional development
- Explore enhancing Math Jam to support STEM programs, i.e. CIS, NURS, etc.

### Term and Year

Spring - 2023

### Term - Detail (optional)

2022-2023

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into. \*

While the first-time pass rate of transfer-level Math courses skyrocketed, the overall number of students enrolling in math courses in their first semester dropped 40% from 2015. While the cause of this decrease is currently unknown, possibilities include: (a) more students entering CE programs, which may not require transfer-level math; (b) transfer-level math plus a 2-unit support course = 6 units, half a full-time load, which may be off-putting for first-semester students; (c) online “course search” menu does not clearly explain which courses have attached support and which do not and the associated scheduling impact, resulting in student confusion/avoidance of math altogether; (d) it's unclear whether enrollment numbers included high school students taking Merritt math courses through dual-enrollment.

Funding ongoing Math Jams.

### Support Needed - Detail \*

Technical support re: notation of Math and English courses with and without support such that students can easily see which is which and the scheduling impact of each.

### Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support

## Practice D

**Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).**

### Scale of Adoption at Our College

At scale

### Progress to Date

#### Progress to Date Implementing Practice \*

Support courses for English 1A have been institutionalized: a series of two or three noncredit workshops (free of charge) that students take concurrently with ENGL 1A, per AB705 guidelines.

### Timeline for Progress to Date

#### Term and Year

Fall - 2019

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

- In the “course search” function of the student enrollment system, clarify the notation of English courses with and without support.
- Increase effectiveness of support courses through training and professional development
- Discuss development of English Jams or other summer/winter bridge programs to improve students’ readiness for ENGL 1A.

#### Term and Year

Fall - 2023

**Term - Detail (optional)**

ongoing 2022-2023

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**Support**

No support requested

**Practice E**

**Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.**

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date****Progress to Date Implementing Practice \***

For students with learning disabilities, support is scaffolded such that those who can succeed in mainstream courses with support are given the accommodations they need, such as alternative test environments, assistive technology, specialized tutoring and note-taking services. For those whose disabilities are severe enough to make success in mainstream courses unlikely even with accommodations, Merritt's Learning Resources department offers both credit and noncredit courses such as "Basic English for Life and Career Success" and "Basic Math for Life and Career Success," coupled with career exploration and job-readiness training.

**Timeline for Progress to Date****Term and Year**

Not Entered

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale \***

- We should increase faculty awareness of the many intensive support services available on campus (EOPS, Street Scholars, SAS, Health Center, etc.) so that they can inform struggling students.
- SAS (Student Accessibility Services) has recommended that our students also enroll in LRNRE 272 in order to get technical help with Canvas and other technical areas. We are working on making that a non-credit course so it will be free to our students.
- Student focus groups: make this a topic of upcoming student focus groups – how can Merritt better support. We are contracting with The RP Group to conduct 4 focus groups.
- Establish basic needs program to address basic needs challenges within this extremely vulnerable population.

**Term and Year**

Fall - 2023

**Term - Detail (optional)**

2022-2023

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**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into. \***

Many poorly prepared students do not persist until the end of the course and often the cause of them leaving is unknown.

This type of research is difficult, time-consuming and labor-intensive. How can we address this capacity issue?

**Support Needed - Detail \***

Institutional support to purchase computer software for students. Computer loan program for students

Data on why students leave Merritt: exit interviews?

**Type(s) of Support**

- On-campus/individual training
- Reporting/data

**Practice F**

**The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.**

**Scale of Adoption at Our College**

At scale

**Progress to Date****Progress to Date Implementing Practice \***

Merritt has a robust dual-enrollment program in partnership with Oakland Unified School District. We work with students in disciplines throughout the college.

Beginning Spring 2022, a comprehensive 5-step plan was implemented by the new dean of enrollment. This plan gave clear responsibilities to deans, faculty, and staff on the enrollment team. The goal was to improve and smooth out the enrollment process for dual enrollment courses. This will improve our number of dual enrollment offerings and ensure partnerships between schools for specific programs. These were all goals of the 2021 SOAA. Two successful example programs are with Arise which focuses on medicine. They are ramping up enrolling students in the 1-year

genomics certificate of achievement; and Leadership Public Schools continues their successful partnership with the Communications department as they are a communications-focused school.

Merritt hosts two large, well-attended trainings per year for high school counselors to give these crucial referral sources accurate, updated information about Merritt's programs that they will share with their advisees.

Several Learning Communities and Affinity Groups listed in Section 2A conduct outreach on-site at area high schools, thereby actively recruiting Merritt students and helping them onboard with appropriate support.

Though Merritt has yet to create an official "Outreach" position or office, a handful of dedicated employees routinely organize tours of Merritt's campus for local high school students. Similarly, these individuals table for Merritt at community events such as the Laurel Street Fair.

Merritt offers the Adelante Summer Bridge program for graduating high school Seniors.

## Timeline for Progress to Date

### Term and Year

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

- Efforts are being made to engage students to enroll in CE programs connected to their dual-enrollment courses if they are of interest.
- Implement a robust dual enrollment matriculation plan. DualE students completed their ed plans. Students will know their path – continuing onto work in their field, continuing onto Merritt College to explore an AD or CE certificate; or continuing onto a 4-year university. Students must have a plan know why they are choosing that plan. They do not get left navigating their options on their own.
- Recommend we create an Outreach Page on the website so we know about all the events that are taking place on campus and so we do not overlap our programs and services.

### Term and Year

Fall - 2022

### Term - Detail (optional)

2022-2024

## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into. \*

Starting Dual Enrollment classes that align with the OUSD calendar will ease some of the enrollment issues.

Batch enrollment process needs help. Better understanding of the timeline for enrollment is essential and how it relates to census.

### Support Needed - Detail \*

Technical support with Batch Enrollment

Advance planning of calendar with OUSD

### Type(s) of Support

- Technology support

## Pillar 3. Stay on the Path

### Practice A

**Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.**

#### Scale of Adoption at Our College

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice \*

Students in each program mentioned in section 2A get their own dedicated counselor who follows their progress until they leave Merritt. Some programs require students have a minimum of 3 counseling appointments per semester in order to qualify for material benefits like book vouchers and school supplies. Students in these “high touch” Learning Communities and Affinity Groups benefit from “invasive counseling.”

Students who do not participate in any of the programs specified in 2A are more likely to see multiple counselors, or no counselor, in the course of their Merritt careers, and confusion about majors and requirements is the likely result if they are not in a well mapped out CE program. Merritt offers limited online counseling services for distance learners.

Since Merritt’s academic advising staff is not large enough to provide “every” student with individualized career and academic advising, other methods of monitoring students’ progress must be explored. One idea is to revive Orientation classes (1 unit) that were formerly taught by the Counseling Department. Another is to build out Passport’s

ability to auto-award degrees and track students' progress toward degrees, certificates and transfer. A third is to partner more directly with academic departments/CE programs

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

- Counseling has been approved from one additional counseling position to support Latinx males.
- If personnel increases are financially impossible, building out Passport's "degree and transfer audit" module will help address the shortfall.
- Increase participation in support programs listed in Section 2A through website and online orientation such that existence of support programs is clear to incoming students who may then self-select/apply for these programs, where they will receive dedicated counseling.
- As an interim step, strongly urge all faculty to require their students to turn in a Comprehensive Education Plan as an assignment. Nursing, Radiologic Science and Child Development already follow this practice.
- Explore departmental/program role in progress monitoring: to what extent are faculty and staff willing/able to advise students on their progress? What support is needed?

### Term and Year

Fall - 2022

### Term - Detail (optional)

ongoing 2022-2024

---

## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into. \*

Counselors currently track program progress by hand; capacity issues.

### Support Needed - Detail \*

IT help: Programmer to develop a ruleset to determine all permutations of coursework leading to all awards, degrees, certificates (including progress toward stackable certificates).

### Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training
- Technology support
- Reporting/data

## Practice B

Students can easily see how far they have come and what they need to do to complete their program.

### Scale of Adoption at Our College

Not systematic

## Progress to Date

### Progress to Date Implementing Practice \*

This function is still in development and will be addressed by rollout of Program Maps, as well as clearer messaging in the Merritt website and Catalog.

See “Invasive Counseling” in 3A: students in these programs typically have a better understanding of their progress due to regular counseling appointments.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Develop online student progress tracker that tells each individual student their progress on their path. Tracker would also determine other areas in which they are close to receiving a degree or certificate.

### Term and Year

Fall - 2022

### Term - Detail (optional)

2022-2023

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into. \*

Examples of degree tracker software??

District cooperation. If framed as a money-saver (in labor costs) and money-maker (in SCFF), perhaps the district will develop this module.

#### Support Needed - Detail \*

Integration of program mapping software with personal student records – or get District to prioritize designing the Degree/Transfer Tracker functions in our existing PeopleSoft/Passport system.

#### Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support

## Practice C

**Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.**

#### Scale of Adoption at Our College

Scaling in progress

#### Progress to Date

##### Progress to Date Implementing Practice \*

In 2021, a taskforce made up of admin, faculty, and staff established the Merritt CARE Crisis Team. The Merritt CARE Team is a campus assessment and intervention team that serves as a resource to the campus community by directly and immediately addressing student concerns. The goal of the team is to respond to student concerns and/or behaviors before they escalate or become a crisis. Doing so will support the mission of the College and the institutional values and strategic goals of student equity, persistence, and success.

**The prompts in this section do not explicitly address the life challenges most likely to derail Merritt students in particular:** poverty, homelessness, food insecurity, illness/lack of access to medical and mental health care, substance abuse, exposure to violence, and inadequate time to balance work, family responsibilities and classes. Many, though not all, of these student needs are addressed by the programs listed in Section 2A. In addition, Merritt offers free mental health counseling and crisis intervention in our Health Center; referrals for emergency housing, food and medical care; Personal Care Kits for housing-insecure students.

#### Timeline for Progress to Date

##### Term and Year

Spring - 2022

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#### Next Steps

##### Timeline for Next Steps

**Next Steps Toward Implementing Practice at Scale \***

With the implementation of the Merritt CARE Team, significant progress has been made especially with a cross-functional team coming together to address last year's next steps:

- Offer faculty/staff training in how to approach at-risk students face-to-face, how to have a supportive conversation about student needs and how to give students a “warm hand-off” to the many services available on campus

Continue to work together to address Basic Needs Programming and more programming that addresses the root cause of students not completing their programs.

**Term and Year**

Spring - 2022

**Term - Detail (optional)**

ongoing 2022-2023 and beyond

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**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into. \***

Capacity issues: not enough personnel nor enough resources dedicated to support programs that help students overcome barriers to completion.

**Support Needed - Detail \***

Identify reliable software that connects students with services (Many colleges have abandoned Starfish)

**Type(s) of Support**

- Connections with other Guided Pathways teams
- Technology support
- Other

**Practice D**

**Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.**

**Scale of Adoption at Our College**

Not systematic

**Progress to Date**

### Progress to Date Implementing Practice \*

Implementation varies by department. For example, some programs (such as Nursing) assist rejected applicants by suggesting remediation coursework or alternative programs in a related field (such as Medical Assisting). Now that we have a year of CE specific counselors focused on career clusters, we can encourage the counselors to redirect students to other programs within the same field. We see examples of this with students who don't get into nursing and radiologic science programs coming to the histotechnician program and thriving getting well-paying clinical laboratory jobs within a semester.

These conversations also occur during Counseling appointments, but students must initiate. Counselors often guide students toward stackable certificates as an entry to the student's desired field, thereby building the student's confidence, resume and work-readiness while also affording them a "real-world" view of their chosen career area.

Counselors frequently advise students to further explore career options in Counseling 57, Career and Life Planning, and to take advantage of the career exploration software on our website, such as Road Trip Nation.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Better inform all stakeholders on alternatives to limited-access programs more open to all students. Areas of Interest will help with clarifying these alternatives.

#### Term and Year

Fall - 2022

#### Term - Detail (optional)

ongoing 2022-2023

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### Support

✓ Check this box if support is needed to advance this work

#### Challenge or barrier you are running into. \*

Lack of implementation and training. Do programs even know about each other? Are counselors trained on how to do this?

#### Support Needed - Detail \*

How are other CCC's addressing this issue? Can you share specific examples? Training. Reeducating on the difference between redirecting and tracking.

### Type(s) of Support

- Policy guidance
- Connections with other Guided Pathways teams

## Practice E

**The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice \*

- Merritt has implemented Block Scheduling so that courses don't overlap because they all start and end within established time blocks.
- To meet students' diverse scheduling needs, Merritt adopted the WHOA campaign, wherein faculty are encouraged to offer more Weekend, Hybrid, Online and Afternoon courses.
- The Peralta District is now using a district-wide scheduling tool called POST that enables colleges to plan schedules from a district-wide perspective. For example, if Business 1A is being offered face-to-face on Mon/Wed mornings at 2 of our 4 campuses, it serves students better to offer Merritt's sections of Business 1A on Tues/Thurs, in the afternoon or evening, or on weekends.
- There is a robust evening schedule of courses. In some cases, entire programs are offered at night to accommodate students who work full-time: examples include Bioscience, Child Development, Real Estate, and Community Social Services. All prerequisites for ADN and BSN programs are now offered in both day and evening formats.
- Even prior to the pandemic, Merritt had vastly increased its online sections to accommodate distance learners and employed/busy students.

### Timeline for Progress to Date

#### Term and Year

Not Entered

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

While we've greatly increased accessibility by offering courses in multiple formats (online, hybrid, F2F) and in multiple time frames (morning, afternoon, evening, weekend), our next challenge is to think programmatically, not just course by course. For example, certain courses that are required to complete a degree or certificate are rarely if ever offered, and there is no reliable way to predict if a given course will be offered in Summer, Fall or Spring. Program Mapping can

address some of these challenges. Another alternative is for departments and programs to clearly state online in the catalog, "This class is offered in Fall Semester only" so that students and advisors can plan ahead.

**Term and Year**

Fall - 2022

**Term - Detail (optional)**

ongoing 2022-2023

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**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into. \***

- Many lab courses do not fit into a block scheduling format
- Some programs offer too many courses in one modality – online vs face-to-face
- Budget cuts and FTEF reduction causes colleges to offer fewer courses and decrease availability of course sections

**Support Needed - Detail \***

Examples of software or other methods by which colleges ensure that necessary courses are offered when students need them.

**Type(s) of Support**

- Connections with other Guided Pathways teams
- Technology support

## Pillar 4. Ensuring Learning

**Practice A**

**Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.**

**Scale of Adoption at Our College**

Planning to scale

**Progress to Date**

**Progress to Date Implementing Practice \***

- Program Reviews (due every 3 years) and Annual Program Updates (due every non-Program Review year) address this issue.
- Student Learning Outcomes are submitted annually and are typically tied to success metrics in each respective field.
- Programs must be kept updated in CurriQnet, per statewide regulations. At present, only 30% of Merritt programs are in compliance. Guided Pathways is collaborating with the Curriculum Committee to (a) incentivize compliance and (b) clarify faculty responsibilities in this area, possibly through better new-faculty orientation and/or system alerts.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

- Highlight further education and employment outcomes targeted by each program in college catalog and college website – could we create an inventory of employment outcomes?
- Agree upon an incentive or stipend to bring in one person from each program to collect employment outcomes in common fields related to their program.
- Regularly (e.g. every year) survey employers for what qualities/outcomes they are looking for in prospective employees.

### Term and Year

Fall - 2022

### Term - Detail (optional)

ongoing 2022-2023

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## Support

✓ Check this box if support is needed to advance this work

### Challenge or barrier you are running into. \*

- Many programs have outdated curriculum that present options to the student that are no longer relevant

### Support Needed - Detail \*

Training on how to address non-relevant and outdated curriculum

### Type(s) of Support

- Policy guidance
- Connections with other Guided Pathways teams

## Practice B

**Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice \*

The Biology/Chemistry department has a shared Canvas page to encourage sharing of resources and discussions that can be about active learning, but it isn't very active currently.

Some departments are experimenting with joint assignments, such as Nutrition and English, to improve the writing skills of Nutrition program students. Genomics and communications to establish Health Communication career options.

Many programs have active learning components – lab courses / field trips/ internships / discovery-based learning / self-paced learning / project-based learning / presentations / poster sessions. This is currently done at the department or program's discretion.

### Timeline for Progress to Date

#### Term and Year

Not Entered

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

- Encourage more programs to include an experiential learning component in each of their introductory courses. Track the courses that include these experiences
- This can also be addressed with Online Equity Training which teaches how to engage students in online learning environments and demonstrates pedagogy that promotes effective communication amongst peers. In 2021, Merritt College used Guided Pathways funding to pay faculty to take the Peralta Online Equity Training. We were the first to pay for the professional development. In two cohorts, 28 faculty across English, Math, Business, CIS, Child Development, and other CE programs completed the training that incorporates many of these practices. Continue training 2 cohorts per year AND aligning more courses to Peer Online Course Review (POCR) CVC-OEI rubric.
- We are currently in the process of designing a POCR course to be offered in our EDT program at Merritt.
- Four faculty are currently taking Open For Anti-Racism pedagogy training.

**Term and Year**

Spring - 2022

**Term - Detail (optional)**

ongoing 2022-2023

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**Next Steps Toward Implementing Practice at Scale \***

- Encourage broader participation in professional development through @ONE courses, EDT coursework through Peralta, and the self-paced Peralta Equity Rubric Training.
- Coaching department chairs to include discussions about teaching and learning in department meetings, and to encourage Communities of Practice for each class.
- Share formative assessment strategies/questions among faculty of similar disciplines, to get an idea of how we can encourage critical thinking and practical problem-solving in class. Include active and applied learning questions in faculty observations and in student evaluations, to gain insight on these specific metrics.
- Invite faculty to discipline-wide meetings (e.g. Biology, English, etc.) to share active learning and assessment strategies, assignments, etc. Shared Canvas shells could be created for the purpose of sharing these ideas online at any time.
- Encourage faculty to attend active and applied learning.

**Term and Year**

Fall - 2022

**Term - Detail (optional)**

ongoing 2022-2023

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**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into. \***

Ensuring that adjunct faculty include rich learning experiences for students – ensuring a consistently rich experience for students. Many students at Merritt take teachers and not courses.

**Support Needed - Detail \***

Examples from other colleges

### Type(s) of Support

- Connections with other Guided Pathways teams
- On-campus/individual training

## Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice \*

Many CE programs have internship, externship and clinical rotation requirements: Nursing, Radiologic Science, Medical Assisting, Nutrition, Bioscience, Histo technology, Community Social Services, and Cybersecurity. While common in CE programs, such experiential learning opportunities are less-frequently seen in non-CE academic disciplines.

### Timeline for Progress to Date

#### Term and Year

Not Entered

### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

- Encourage more programs to incorporate applied-knowledge experiences such as internships into requirements for program completion.
- Invest in more functional and enhanced laptop computers for students who don't have access.
- Have a Canvas Dashboard where announcements for career fairs, internships, scholarships, study abroad opportunities, etc. can be found and accessed by all students. This can also make it easier for faculty to share these resources with students.
- Faculty should be informed of employment data of students from their classes they teach. What percentage of their students end up in which careers? If faculty know this, they can have a better idea of what kinds of internships, projects, etc. are most appropriate for the courses they teach.
- Provide opportunities for faculty to make connections/partnerships with employers that students want to connect with (e.g. industry professionals, businesses, government and community leaders and other educational institutions).

**Term and Year**

Spring - 2023

**Term - Detail (optional)**

Ongoing 2022-2023

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**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into. \***

Faculty reluctance/exhaustion.

**Support Needed - Detail \***

Examples of how other CCCs incorporate internships, service learning, etc. into program expectations.

**Type(s) of Support**

- Policy guidance
- Regional training

**Practice D**

**Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.**

**Scale of Adoption at Our College**

Scaling in progress

**Progress to Date****Progress to Date Implementing Practice \***

- Efforts have been made to assess all student learning outcomes in all courses at the college over the course of 3 years.
- The SLOAC committee meets bi-weekly to track progress of program outcomes assessment.

**Timeline for Progress to Date****Term and Year**

Fall - 2018

## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

- Continue to train faculty on SLO assessment.
- Faculty teaching the same course can discuss what specific learning objectives, unit-level learning outcomes, and course-level outcomes are appropriate for the class, instead of doing things independently from each other.

#### Term and Year

Fall - 2022

#### Term - Detail (optional)

ongoing 2022-2023

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## Support

No support requested

## Practice E

**Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.**

#### Scale of Adoption at Our College

Planning to scale

#### Progress to Date

##### Progress to Date Implementing Practice \*

Although outcomes assessment occurs regularly, the degree to which this assessment drives improvements in pedagogy is at each department or program's discretion.

#### Timeline for Progress to Date

**Term and Year**

Not Entered

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**Next Steps****Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale \***

- Flex Day workshops that offer examples of how a given program's assessment results prompted a change in their teaching.
- More regular department Meetings would be a good opportunity to review general trends on assessment data and program review data, to inform faculty of results, and inspire improvements in teaching and learning.

**Term and Year**

Fall - 2022

**Term - Detail (optional)**

ongoing 2022-2023

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**Support**

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into. \***

Engaging the college as a whole (adjuncts and full-time faculty) to participate in the development of assessment instruments and scoring student work

**Support Needed - Detail \***

Funding. Examples of how other CCs are doing this.

**Type(s) of Support**

- Connections with other Guided Pathways teams
- On-campus/individual training

**Practice F**

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

### Scale of Adoption at Our College

Not systematic

### Progress to Date

#### Progress to Date Implementing Practice \*

Assistance with resumes and portfolios occurs at the discretion of each department and/or program. Students may also get help with resumes and interview prep through resources such as Interview Stream and Road Trip Nation on our website, in courses such as Counseling 30, 57 and 207C

Annual job fairs and the Career Education Open House help connect students with potential employers.

CE programs such as histotechnology and microscopy require student portfolios demonstrating knowledge of microscopy and histotechniques.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

- Highlight programs and departments that excel in this area to serve as models and mentors for other departments.
- Encourage the use of Canvas "Portfolios," which allow students to collect their best work that demonstrates their prowess and/or growth, which can be used to show future employers.

#### Term and Year

Fall - 2022

#### Term - Detail (optional)

ongoing 2022-2023

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### Support

No support requested

### Practice G

**The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.**

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice \*

CCSSE was administered Fall 2021

Beginning April 2022, we are starting community brainstorming conversations around topics selected as most important. The top 3 for the first conversation:

- 1) Teaching modality - where is the demand and what are the outcomes for students?
- 2) Application to Enrollment pipeline - how to streamline the process and create clear routing for different student types; and
- 3) Communication - internal, external, regular newsletter and/or texts to students.

This conversation will be used to inform professional development and planning summit conversations, and build community.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Present results of these surveys to the campus during Flex Days and make them the basis of professional development workshops.

Surveys that assess the effectiveness of educational practices at the college should be advertised and easily accessible by faculty, who are the main driving force of professional development Flex Days at the college.

#### Term and Year

Spring - 2022

#### Term - Detail (optional)

ongoing 2022-2023

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### Support

✓ Check this box if support is needed to advance this work

**Challenge or barrier you are running into. \***

Disconnect between survey data and faculty/staff action steps.

**Support Needed - Detail \***

Examples of how other CCCs have tied survey results to professional development

Having data that can be parsed by discipline, or even by class, so that faculty can track their own course's effectiveness/success, or their own departments effectiveness/success.

Training faculty to go through and read survey data, or have our researchers publish easy-to-understand data.

**Type(s) of Support**

- Connections with other Guided Pathways teams
- Reporting/data

## Student Engagement & Support

### Student Engagement: Implementation

**In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)**

- Student survey(s)

**Engagement Efforts - Details \***

In Fall 2021, in keeping with our commitment to put students first, a survey was conducted asking students about their experiences in classes and services with regard to equity, diversity and inclusion. Six hundred and twenty-three (623) students completed the survey, with 299 submitting comments. Highlights include:

Compared to other DEI affirming statements, students were less likely to agree or strongly agree with the following statements:

- "I have found one or more communities or groups where I feel I belong at Merritt

Over 40% of students reported at least some difficulty in the following areas:

- Applying for financial aid
- Making an appointment with a college counselor
- Paying fees

From this survey, we plan to reach out to students who provided their contact info and ask them to join task forces that work on improving the areas of concern in the survey and to join the various GP pillar task force teams.

## Course Alignment

This statement continues to hold true for 2022: This is a growth area for Merritt: to function well enough as an institution that Student Education Plans drive course availability, rather than the other way around. As we continue to adopt and embrace the Guided Pathways mindset, a primary goal is to increase understanding and communication between Instruction and Student Services so that such a thing is possible in the future.

College faculty are still getting used to the task of program mapping given the challenges in enrollment management such as technological limitations on class scheduling and student registration, ongoing class cuts due to declining enrollment, and a lack of comprehensive institutional planning.

For the Career Education plans, the CE Committee has hired CE dedicated counselors to ensure students have an opportunity to plan their semesters. We saw a significant increase in completions with dedicated CE counselors.

## Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 <a href="#">Merritt-College-SOAA-Final-March 2021.pdf</a>	Self-Assessment	4/17/2022, 9:26:03 PM	N/A
 <a href="#">CCRC SOAA CCC March2019_edits_jlh 5 5 2019_pdf.pdf</a>	Self-Assessment	3/1/2020, 6:56:57 PM	N/A

## Success Story (Optional)

### Story: Merritt Engages Faculty in More Equity Training

**Title \***

Merritt Engages Faculty in More Equity Training

**Follow-up Contact Persons(s)**

Name	Title	Email	Phone
Feather Ives	Program Director	fives@peralta.edu	(510) 384-8527
Jason Holloway	Dean of Math, Science and Technology	jholloway@peralta.edu	(510) 436-3426

**Challenge \***

As a result of our 2018 - 2021 Equity Assessment Received from the State, there was zero mention of faculty's role in addressing equity on campus or in the classroom. The challenge was creating systemic, measurable ways to engage faculty in equity training.

### Success Story \*

To address this, we have 2 initiatives. First, as part of Guided Pathways, we set a goal to have faculty train on the Peralta Online Equity Training which addresses equity in 8 areas: Technology, Student Resources and Support, Universal Design for Learning, Diversity & Inclusion, Images and Representation, Human Bias, Content Meaning, and Connection & Belonging. Over 2 cohorts, 28 faculty across CE and non-CE completed the training and were paid \$500 from Guided Pathways funds to do so. The next step is to have a least half of the faculty align a course to the rubric for an additional \$1000 for the first course, and \$250 for subsequent courses. The majority of enrollees were from English, Child Development, Math, Business, Biology, and CIS.

The second initiative is the Open For Anti-Racism (OFAR) training through the CC Consortium for OER (CCCOER). Five faculty are receiving rigorous training on implementing the practices. Taken from the website: "The Open for Antiracism (OFAR) program – co-led by CCCOER and College of the Canyons – emerged as a response to the growing awareness of structural racism in our educational systems and the realization that adoption of open educational resources(OER) and open pedagogy could be transformative at institutions seeking to improve. Although many institutions have published impressive statements decrying racism, calling for change, and putting equity into their strategic plans, these haven't always been translated into teaching practices that directly affect students."

Each of the participating faculty is currently implementing extensive action plans during Spring 2022, that were designed in Fall 2021. Students are engaged in pre-and post-surveys measuring impact in the classroom. The RP Group will also be surveying students after the completion of the project. Students are learning about anti-racism in their respective disciplines. The plan is to report out our results with the Merritt community via Flex Day.

### Outcomes \*

Some measurable improvements:

- Increased OET completions amongst Merritt faculty
- Building community amongst faculty
- Increase the number of courses aligned to the rubric
- Increase interest in improving online education
- With the forthcoming focus on Math pathways, we will set as a goal alignment to the rubric for all courses and measure outcomes versus previous years.

### Vision for Success Goals

- ✗ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ✗ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- ✗ Decrease the average number of units accumulated by California Community College students earning associate degrees
- ✗ Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✓ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

## Story: Merritt Implements CARE Crisis Team with Cross-Functional Task Force

### Title \*

Merritt Implements CARE Crisis Team with Cross-Functional Task Force

### Follow-up Contact Persons(s)

Name	Title	Email	Phone
Feather Ives	Program Director	fives@peralta.edu	(510) 384-8527
Jason Holloway	Dean of Math, Science and Technology	jholloway@peralta.edu	(510) 436-3426

### Challenge \*

Merritt lacked a referral system for faculty and staff to refer students to a team of experts who can address a multitude of challenges students face that prevent them from completing the semester.

### Success Story \*

The Merritt CARE Team is a campus assessment and intervention team that serves as a resource to the campus community by directly and immediately addressing student concerns. The goal of the team is to respond to student concerns and/or behaviors before they escalate or become a crisis. Doing so will support the mission of the College and the institutional values and strategic goals of student equity, persistence, and success. The role of the Team is as follows:

1. Serve as a resource and provide consultation and support to students, faculty, and staff.
2. Gather information and meet with students to assess situations of concern and provide support.
3. Receive referrals from faculty and staff.
4. Refer students to the appropriate resources on campus for counseling, additional support, and guidance.
5. Recommend and implement intervention strategies.
6. Assist in educating and empowering the Merritt community to recognize and report student issues and concerning behavior.
7. Keep track of patterns of behavior or continuing concerns.
8. Communicate with faculty/staff who report concerns to let them know the student has been contacted.

Examples of when to refer a student to the CARE Team for support include the following:

1. Concern for a student's welfare due to consecutive absences from class.
2. Concern for a student due to something written in an email, paper, or class assignment.
3. Need for follow-up with a student after he/she reports family or personal issues.
4. Concerning behavior (crying, yelling, excessive talking, disruption) of a student during class (online or face-to-face), through email, on-campus or during office hours.
5. A student's behavior or appearance changes suddenly or dramatically.
6. A student reports being homeless or food insecure.
7. Faculty, staff, or student feeling threatened by a student.
8. Concerns regarding drug/alcohol abuse
9. A student mentions they may be dropping out of school.

**Outcomes \***

Faculty have referred XX number of students.

XX number of faculty have referred to the CARE team.

Challenges have included unsafe living environments for students.

**Vision for Success Goals**

- × Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- × Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- × Decrease the average number of units accumulated by California Community College students earning associate degrees
- × Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✓ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

**Story: Dual Enrollment Onboarding Gains Structure****Title \***

Dual Enrollment Onboarding Gains Structure

**Follow-up Contact Persons(s)**

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### Challenge \*

Previously, the process of enrolling dual enrollment courses was unstructured and led by faculty and department chairs. This led to confusion, long, threaded emails, and time wasted.

The new dean of enrollment along with the enrollment team established a systematic way of onboarding and enrollment dual enrollment.

### Success Story \*

The new dual enrollment step by step plan established clear roles and responsibilities for individuals in the process:

Step 1. establishing the class, class code and instructor with the division dean. (Dean and Dept Chair).

Counselors at the high schools in conjunction with the Dual Enrollment team complete the following steps:

Step 2. Assist students with completing the CCC Apply Application

Step 3. Create the student enrollment registration list that includes the (students full name, student ID #, date of birth, and last 4 digits of their social security number).

Step 4. Assist student with completing the special enrollment form and ensuring the correct information is documented and legible.

Step 5. you will then go to the A & R webpage and select Dual Enrollment this is where you will complete the Intake form, submit the student enrollment registration list you created, and upload all the special enrollment forms. If you need a copy of the special enrollment form you can download it from the dual enrollment webpage below this email.

Please note that the list and all the documents must be sent/uploaded 3 weeks prior to when classes start. This allows the enrollment team to validate the student records and add them into the class. The list you generate will be returned to the division dean and your point of contact with enrollment updates/results and any flags that need to be corrected on your end with the student.

### Outcomes \*

This approach led to clear expectations and further highlighted our strengths and challenges in the process. It has brought faculty, administrators, and classified professionals closer together and working to improve the process.

The strengths included teamwork, patience, schools want programs and to complete certificates and love Merritt classes like genomis and communications.

Areas of improvement identified: shifting the start date for Dual E courses to better align with the high school's academic calendar; clarify who is to follow-up, and improve our follow-up with the various campuses when certain items are missing.

### Vision for Success Goals

- ✓ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ✓ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

- ✗ Decrease the average number of units accumulated by California Community College students earning associate degrees
- ✓ Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✓ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults



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