

Student Equity and Achievement Program Summary

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06/30/2019 09:10 PM PDT

Details

Assurances

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

Progress & Success

Process & Schedule

The Merritt College Student Equity & Achievement Committee will evaluate its goals on a bi-annual basis (fall and spring). This effort will be led by the Office of Student Services in partnership with the Office of Instruction, the Office of Institutional Research and the Academic Senate. In addition, the goals will be reviewed and evaluated at each semester's Strategic Planning Summits and will be included annually in the Merritt College Educational Master Plan updates. Bi-annual review will allow for adjustments, shifting and the restructuring of activities based on progress of our goals. In addition to the bi-annual assessments, programs and services funded through equity funds will submit program updates that support program review goals which measure Access, Recruitment (outreach), Retention (in-reach) Transfer, and Certificates and degree completion. Evaluation will include data analysis reports, program review evaluation and discussion and review by college participatory governance committees.

Success Criteria

Merritt College's goal is to provide equitable access and efficient guidance to all students regardless of their social economic, ethnic, gender, lifestyle, or cultural status. The Student Equity and Achievement Committee continues to provide opportunities for input from the campus community through regularly scheduled monthly meetings and bi-annual outcome-based forums that address/assess relevant issues of the student's experience. Also, there are various on-going scheduled campus wide meetings and committees that include the following: College Council, Budget , Facilities , Technology , Council of Department and Program Chairs, Academic Senate, Classified Senate, Associated Students of Merritt College, Institutional Effectiveness, Guided Pathways,

and Career Education (CE). Each of these committees promote the College mission statement and support student success by integrating equity into the charge and the purpose of college committee work. These committees are required to include student, faculty, classified professionals, and administration so as to represent all voices across the campus. This ensures input and feedback so that decisions are made through cross-functional inquiry from Instruction, Student Services and Business & administrative Services divisions. The College aims to ensure coordination across student equity related categorical programs or campus-based programs by providing opportunities for input and constructive dialogue through our Program Review processes, resource prioritization process, and improved communication through emails, meetings and forums where relevant issues are shared, discussed and synthesized. We will further develop a systematic and integrated approach to ensure coordination across student equity-related categorical programs as aligned with Guided Pathways. The four pillars of the Guided Pathways initiative includes: I. Creating the pathway II. Helping people select a pathway III. Staying on the pathway IV. Ensuring that learning is happening on the pathway In addition, the College is in the process of hiring a Director for Institutional Research who will assist in developing benchmarks and deliverables as well as monitor, track, and quantify the College's equity goals and activities in collaboration with participatory governance.

Executive Summary

<http://www.merritt.edu/wp/institutional-research/>

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	763	908	+19%
Attained the Vision Goal Completion Definition	339	381	+12.39%
Completed Both Transfer-Level Math and English Within the District in the First Year	51	172	+237.25%
Retained from Fall to Spring at the Same College	3067	3588	+16.99%
Enrolled in the Same Community College	5386	6301	+16.99%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Foster Youth	Male	Transferred to a Four-Year Institution	5	6	+20% ▯▯◀
Foster Youth	Female	Transferred to a Four-Year Institution	6	13	+116.67% ▯▯◀
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀ ▯
More than one race	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀ ▯
Some other race	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀ ▯
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀ ▯
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀ ▯
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	0	1	0% ◀ ▯
Filipino	Female	Attained the Vision Goal Completion Definition	5	5	0% ◀ ▯
Filipino	Female	Enrolled in the Same Community College	122	122	0% ◀ ▯
Hispanic or Latino	Female	Transferred to a Four-Year Institution	91	100	+9.89% ◀ ▯
Black or African American	Male	Transferred to a Four-Year Institution	53	58	+9.43% ◀ ▯
Black or African American	Female	Transferred to a Four-Year Institution	113	117	+3.54% ◀ ▯
Disabled	Male	Transferred to a Four-Year Institution	17	20	+17.65% ◀ ▯
Disabled	Female	Transferred to a Four-Year Institution	38	45	+18.42% ◀ ▯
LGBT	Female	Attained the Vision Goal Completion Definition	7	8	+14.29% ▯▯◀
Foster Youth	Male	Attained the Vision Goal Completion Definition	2	3	+50% ▯▯◀
More than one race	Female	Attained the Vision Goal Completion Definition	2	7	+250% ▯▯◀
Asian	Male	Attained the Vision Goal Completion Definition	14	17	+21.43% ▯▯◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Economically Disadvantaged	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	18	21	+16.67% ◀▶
Asian	Male	Retained from Fall to Spring at the Same College	140	164	+17.14% ▶▶◀
White	Female	Enrolled in the Same Community College	523	536	+2.49% ◀▶
Some other race	Female	Enrolled in the Same Community College	24	33	+37.5% ▶▶◀
Black or African American	Female	Enrolled in the Same Community College	965	1144	+18.55% ▶▶◀

Additional Categories

No population groups selected.

Activities

Promote and Increase Non-credit Offerings

Brief Description of Activity

The College has determined from student and community feedback that promotion of non-credit offerings which provide students with free courses and facilitate skill-building, serve as a gateway to credit courses and employment preparedness.

Related Metrics

- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Filipino : Female : Attained the Vision Goal Completion Definition
- Filipino : Female : Enrolled in the Same Community College
- Overall : All : Attained the Vision Goal Completion Definition
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College

Dual Enrollment

Brief Description of Activity

The College will continue to identify and augment successful dual enrollment course offerings that will lead to subsequent enrollment at Merritt College.

Related Metrics

- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Filipino : Female : Attained the Vision Goal Completion Definition
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College

- Overall : All : Enrolled in the Same Community College
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- More than one race : Female : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- Asian : Male : Retained from Fall to Spring at the Same College
- White : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College

Access and Successful Enrollment

Brief Description of Activity

Through community relations and outreach efforts, the College will continue to increase the number of contacts and partnerships within service-area high schools, county agencies, and community based organizations to create direct pathways to our academic and career education programs.

Related Metrics

- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Filipino : Female : Attained the Vision Goal Completion Definition
- Filipino : Female : Enrolled in the Same Community College
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- More than one race : Female : Attained the Vision Goal Completion Definition
- Asian : Male : Retained from Fall to Spring at the Same College
- White : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College

Providing Classes When and Where Students Need Them

Brief Description of Activity

The College will improve its WHOA (Weekend, Hybrid, On-line, Afternoon) program that allows students to access classes (offered only in the afternoon, online or on the weekends) that meet their personal and working lives. We will also increase the number of afternoon, evening and weekend course offerings for students with “non-traditional” schedules.

Related Metrics

- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Filipino : Female : Attained the Vision Goal Completion Definition
- Filipino : Female : Enrolled in the Same Community College
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College
- Hispanic or Latino : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution

- Black or African American : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- More than one race : Female : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Asian : Male : Retained from Fall to Spring at the Same College
- White : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College

Excellent Customer Service

Brief Description of Activity

Merritt will continue to provide ongoing trainings particularly in the Student Services area but also with academic and Business Services staff assistants provide the support, expertise, and customer service experience that leads to successful on-boarding and enrollment (Admission and Records, Counseling, Financial Aid).

Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College

AB 705 Compliance

Brief Description of Activity

We are committed to closing the achievement gaps in many of our severely impacted populations. In adherence to the state mandate AB 705, students are now being placed directly into transfer level math and English courses with recommended or required co-requisite support courses to enable them to get up to speed if they have yet to master a concept or technique. Embedded tutors are also available in these gateway courses to assist the student during class time. The college learning center is also available Monday through Friday to receive free tutoring support and organize study groups. In addition, the college is running successful math and English Jams to build student confidence before entering their courses or taking state exams.

Related Metrics

- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- More than one race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

Improve and Increase Retention and Persistence Rates

Brief Description of Activity

To improve and increase the persistence rates of students overall and disproportionately impacted students, the College will do the following : * 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, and transfer students). • Using program review/APU, and other data, evaluate successful learning community models and replicate best practices across the college. • Using program review/APU, and other data, evaluate learning community models • Pilot a non-credit “Intro to Online Learning” for first-time online students. • Establish periodic student service area meetings to identify and resolve semester-to-semester student enrollment challenges.

Related Metrics

- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Filipino : Female : Attained the Vision Goal Completion Definition
- Filipino : Female : Enrolled in the Same Community College
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- More than one race : Female : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- Asian : Male : Retained from Fall to Spring at the Same College
- White : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College

Improve Transfer Rates

Brief Description of Activity

To improve the transfer rates of the overall population and those students who are disproportionately impacted, the College is working to develop a full-service Transfer Center; strengthen coordination among learning communities and other programs with regard to transfer information and college tours; increase the number of articulation agreements with UC's, CSU's and private colleges including Historically Black Colleges and Universities (HBCU); working with local four-year institutions such as Cal State East Bay, Mills College and Holy Names to develop two plus two pathways; increase the numbers ADTs offered; and fully implement Guided Pathways to clearly define and shorten the path to graduation and transfer.

Related Metrics

- Foster Youth : Male : Transferred to a Four-Year Institution
- Overall : All : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution



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