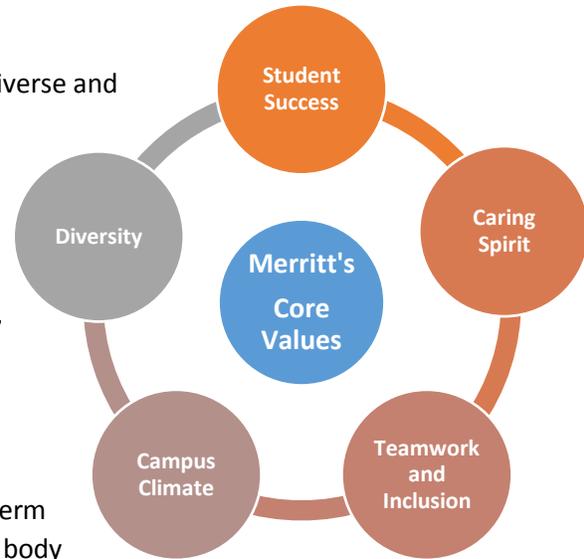




Merritt College 2017-2019 Integrated Plan Executive Summary

SSSP, Student Equity and Basic Skills Initiative

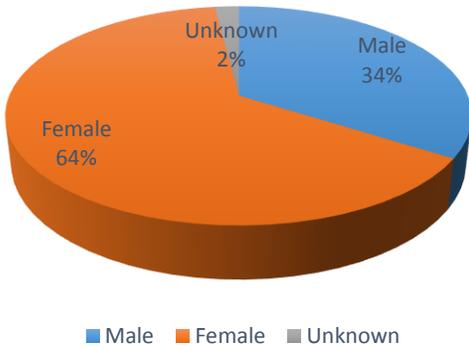
Merritt College offers students the opportunity to study in a diverse and beautiful learning environment, from excellent student support services and dedicated faculty and staff. The **mission** of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic and global economy. The college honors the **core values** of student success, caring spirit, teamwork and inclusion, campus climate and diversity.



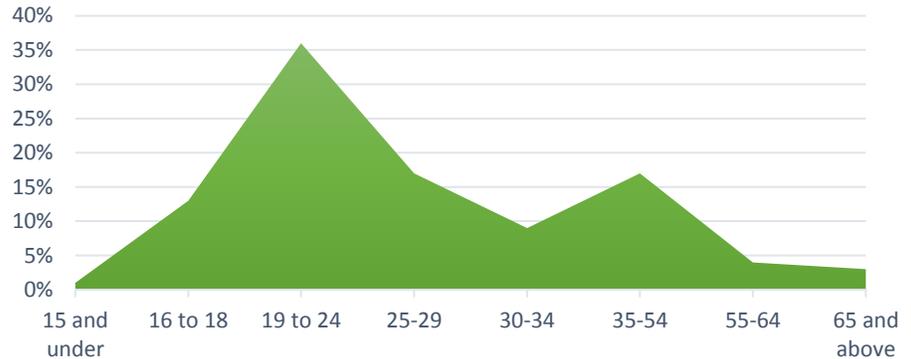
Fall 2017 Student Profile

In fall 2017, over 7,300 students enrolled at Merritt College. The majority of students, 64% were female, and 34% male. The average age of students this term is 29 years old, although the largest age group is 19-24 year olds. The student body is diverse, with 32% of students identifying as Hispanic/Latino, 24% as Black/African American and 17% as Asian. Nearly 40% of students indicated their main goal, or one of their goals is to transfer, while 37% of students indicate their goal is to earn an AA or Certificate, with or without transfer. Nearly 17% of students are undecided on their educational goal. Nearly 86% of students this term are enrolled part-time.

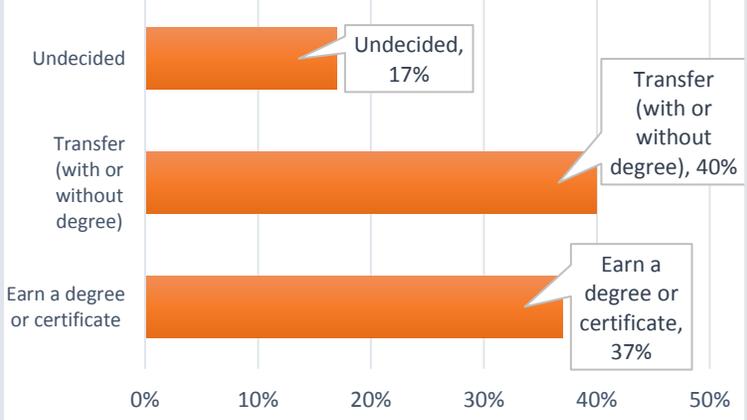
Fall 2017 Enrollment by Gender



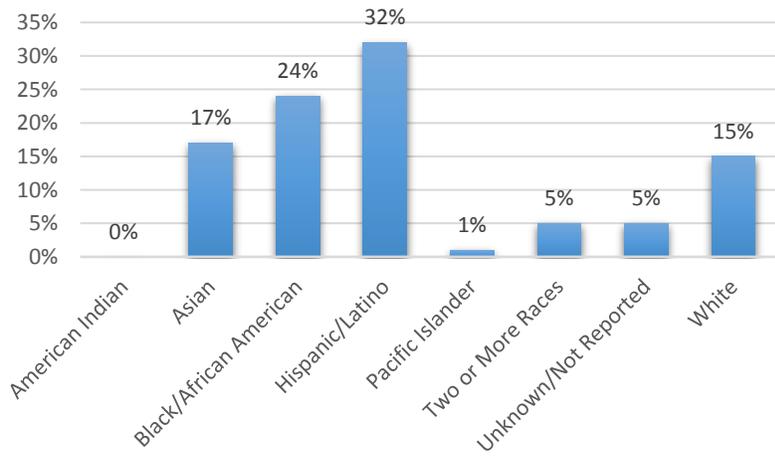
Fall 2017 Enrollment by Age



Educational Goals



Fall 2017 Enrollment by Race/Ethnicity



2014-2016 Merritt College SSSP, Student Equity, Basic Skills Initiative Goals Progress Overview

As part of the 2017 Integrated Plan, Merritt College evaluated the goals of the previous Student Equity, SSSP and Basic Skills Plans. The table below outlines the evaluation of progress on these goals. Detailed data points can be found in the appendices of the 2017 Integrated Plan.

15-16 SSSP, Student Equity and BSI Goals	Progress
<p>Increase <u>enrollment</u> of under-represented populations within the college service area.</p>	<ul style="list-style-type: none"> • College enrollment has steadily increased since 2014-2015. Academic Year headcount of Hispanic/Latino and male students has steadily increased. Foster Youth headcount has decreased. • In spring 2016, Merritt College attended 6 outreach events and hosted 2 community breakfasts at the college with an average attendance of 49 CBO's from the community and high school representatives. • Orientation services increased data collection to evaluate and improve their services. • Counseling increased communication with feeder high schools regarding college enrollment and referred students to online orientation. Enrollment from several feeder high schools has increased in the last 3 years, indicative of successful outreach and recruitment efforts.
<p>Increase <u>course completion</u> rate.</p>	<ul style="list-style-type: none"> • Academic year course completion rate has increased. The academic year course completion rate for all populations of focus (African American/black, Hispanic/Latino, Pacific Islander, Males and Foster Youth) has increased. <ul style="list-style-type: none"> ○ African American and Foster Youth students still experience disproportionate impact in course completion across all courses, basics skills and hybrid/distance ed. • Counseling appointments have steadily increased and the department is exploring ways to offer more evening counselor availability for evening students.
<p>Increase <u>ESL, Basic Skills Math and English course completion</u> rates. Close gap between ESL/Basic Skills Completion and college level courses.</p>	<ul style="list-style-type: none"> • Overall, Academic Year Basic Skills Math Completion rates have increased, ESL completion rates have decreased, and Basic Skills English rates have varied. Math and ESL completion rates are considerably lower than the overall average completion rate for the college. • Enrollments in basic skills Math and English courses have decreased, which could be an outcome of the increased use of Multiple Measures and direct placement of students into transfer level courses. • The rate for the student populations of focus (African American/black, Hispanic/Latino, Pacific Islander and Foster youth have varied however the rates of African American/black students in basic skills courses have remained low. • The Basic Skills Student Outcomes Transformation Grant has provided additional support for Basic Skills support.
<p>Increase <u>persistence</u> of Basic Skills and ESL students <i>and</i> Increase <u>progress rate</u> of Basic Skills Math and English to transfer level sequence.</p>	<ul style="list-style-type: none"> • The college is in the beginning stages of implementing activities to achieve these updated and integrated basic skills goals including: contextualized courses, accelerated course sequences, SLAM and STEM pathways for Math, Math and English Jams, improved placement via Multiple Measures, and conducting pre-assessments at feeder high schools. These initiatives have planned implementation dates of 2017-2019 and will be evaluated following the implementation.
<p>Increase <u>degree and certificate completion</u></p>	<ul style="list-style-type: none"> • The number of degrees and certificates awarded has continued to increase since 14-15.

15-16 SSSP, Student Equity and BSI Goals	Progress
Increase <u>transfer rates</u> to CSU/UC for under-represented populations.	<ul style="list-style-type: none"> CSU transfers increased from 14-15 to 16-17. UC transfers have decreased each year since 14-15. Additional 16-17 data is not available, yet. The transfer center will continue to host Transfer Day College Fair annual each fall where over 35 college/universities are represented, including the UC and CSU colleges. The Transfer Center continues to host colleges/universities for on-campus advising and information tabling, and works with partner schools to assist with bridge programs (UC Berkeley/Merritt/National Institute of Health – Bridge to Baccalaureate). The Transfer center collaborates with special programs who serve student population such as EOPS, FYE, Sankofa, Puente, CAFYES, and more.

2014-2016 PCCD Equity Goals Progress Overview

In 2015, our former Chancellor Dr. Jose Ortiz established a District Office of Student Success and Equity (OSSE) at the Peralta Community College District (PCCD) to support the four colleges in their efforts to foster student success and equity, as determined by indicators from the Student Success Score Card and other statistical measures. The office served all Peralta students, with a focus on dual enrollment, foster youth, African American/Latino, and students affiliated with community-based organizations (CBOs). The OSSE also supported each college by providing outreach to targeted populations, and the district-wide coordination of PCCD's UMOJA programs. Of the 2.76 million funds for 2015-16, 25% or \$690,000 was allocated from student equity funds to support the Colleges in these efforts.

In 2016, Chancellor Laguerre (PCCD), changed the scope of the student equity funds held at the district. The districtwide focus is on addressing equity gaps in access. The work includes connecting with high school districts (i.e. dual enrollment), community-based organizations, and other agencies that service our targeted populations. Collectively, we are working together districtwide to gain greater visibility within our service areas to remove barriers and increase the number of disproportionately impacted student populations attending PCCD. In fall 2016, all district UMOJA related program funding of \$160,000 was transferred to the colleges.

Success Indicators	Goals	Progress
Access	<p>Improve, develop and grow activities related to outreach and recruitment</p> <p>Increase capacity and access to orientation for all students</p>	<p>Academic year: 2015-16</p> <ul style="list-style-type: none"> The Office of Student Success and Equity (OSSE) focused on dual enrollment, foster youth, adult education, and students affiliated with Community-Based Organizations (CBOs). The OSSE will supported the campuses by providing outreach to targeted populations, and worked to establish OSSE offices on each campus to service targeted populations, and student success/equity training. The OSSE also provided district-wide coordination of PCCD's UMOJA programs. <p>Outreach to Targeted Populations</p> <ul style="list-style-type: none"> OSSE connected with high school districts, community-based organizations, and other agencies that service our targeted populations. From these partnerships, the OSSE assisted students with the following processes: Informing students about college programs, applying to the Peralta Colleges, and planning group campus tours that include orientation and assessment. We also shared information about the various summer programs and support services available at the colleges. <p>College Offices of Student Success and Equity (C-YES)</p>

		<ul style="list-style-type: none"> The original design was to establish a C-YES office at each College: “Your Educational Success.” These offices were designed to serve the following purpose: Serve as a “hand-off” site for students of our partner organizations, provide academic counseling to these populations, connect them to campus and community resources, and facilitate student success workshops. This work lead to the discussion and hiring of the transition liaison positions currently held at each college. <p>Student Success and Equity Training</p> <ul style="list-style-type: none"> The transformation of California Community Colleges into institutions committed to student success and completion is an ongoing project. There are theories, studies, and data being produced at a rapid rate. OSSE assumed the responsibility of engaging the colleges in this dialogue, share best practices, and partner with the colleges to ensure that we serve our students with the best data and information available. Monthly training and discussion sessions were coordinated with each colleges SSSP and Equity Planning Committee.
Access		<p>Academic year: 2016-17</p> <p>Outreach and Recruitment Targeted Populations</p> <ul style="list-style-type: none"> Coordinate initiatives such as removing barriers to student access by improving the admissions process Establish clear matrix targets for in-reach/outreach to impacted student populations based on district student equity data Increase dual enrollment options for K-12 students Promote the promise programs to increase access to disproportionately impacted student groups Generate greater visibility to promote the Colleges brands to successfully address equity/access issues Drip e-campaigns to prospect students, applied but never enrolled, stop-outs, close to completion, bursar hold based on demographic data sets. Increase success rate of OPEN cccapply/college processed applications Improve student experience in passport for new and returning students. Non-credit admissions application development in PeopleSoft to enable the Colleges to offer non-credit classes/certificates to disproportionately impacted student populations. Dual enrollment, processing all paperwork to ensure State compliance Coordinated the SSSP working group to coordinate district wide consistency in multiple measures Swag – promotional material for the Colleges Multi-lingual – districtwide outreach lead for targeted populations (i.e. Latino) Marketing – Comcast and KTUV targeted population TV Ad campaigns

Student Equity Budget Summaries

2015-2016, 2016-2017 PCCD Equity Budget

OBJECT CODE	DESCRIPTION	2015-16	2016-17
1000	Classified	\$ -	\$ -
2000	Classified, Non-Academic and other salaries	\$41,862.00	\$41,862.00
3000	Benefits	\$18,840.00	\$18,840.00

4000	Supplies	\$28,953.00	\$ -
5000	Advertising, TV, misc. operational, conference	\$22,331.00	\$22,331.00
Total Budget		\$111,986.00	\$83,033.00

2014-2015, 2015-2016, 2016-2017 Merritt College Equity Budget

OBJECT CODE	DESCRIPTION	2014-15	2015-16	2016-17
1000	Counseling, Faculty and Other Salaries	\$2,369.00	\$138,764.00	\$174,960.00
2000	Classified, Non-Academic and Other Salaries	\$64,806.00	\$256,015.00	\$280,705.00
3000	Benefits	\$978.00	\$61,347.00	\$32,558.00
4000	Supplies	\$ -	\$51,422.00	\$56,503.00
5000	Consultant, Professional Service	\$132,423.00	\$127,018.00	\$136,108.00
6000	College Library Books, Equipment & Other Capital Outlay	\$ -	\$7,000.00	\$66,258.00
	Grand Total	\$210,576.00	\$641,566.00	\$747,092.00

2017-2019 Integrated Plan: District Summary

Success Indicators	Goals	Objectives and Progress
Access		<p>Academic year: 2017-18</p> <p>Outreach and Recruitment Targeted Populations</p> <ul style="list-style-type: none"> • Coordinate initiatives such as removing barriers to student access by improving the admissions process • Establish clear matrix targets for in-reach/outreach to impacted student populations based on district student equity data • Increase dual enrollment options for K-12 students • Promote the promise programs to increase access to disproportionately impacted student groups • Generate greater visibility to promote the Colleges brands to successfully address equity/access issues • Drip e-campaigns to prospect students, applied but never enrolled, stop-outs, close to completion, bursar hold based on demographic data sets. • Increase success rate of OPEN cccapply processed applications, • Improve student experience in passport for new and returning students. • Non-credit admissions application development in PeopleSoft to enable the Colleges to offer non-credit classes/certificates to disproportionately impacted student populations. • Dual enrollment, processing all paperwork to ensure State compliance • Swag – promotional material for the Colleges • Multi-lingual – districtwide outreach lead for targeted populations (i.e. Latino) • Marketing – Comcast and KTUV targeted population TV Ad campaigns

The district-wide focus is closing the equity gaps in access for disproportionately impacted student populations. Specifically, the District is leveraging equity funds along with the Colleges to create a consistent experience districtwide for outreach and admissions.

The work includes outreach and recruitment with high school districts, community-based organizations, and other agencies that service our targeted populations. Early college initiatives to disproportionately impacted groups such as dual enrollment (public and charter schools, CBOs), middle college experience, and promise programs. Targeted district lead student e- campaigns based on analytical and demographic data to support the educational goals of prospective students. Continuous district-wide review and improvements student experience to remove barriers to the admissions and enrollment process.

These district initiatives are in alignment with the initial 2015-16 college-wide initiatives and goals submitted by each college as stated below:

- College Promise
- PCCD Equity Coordination
- PCCD Umoja
- Increase African American and Latino populations
- Increase the male student population
- Increase the foster youth population
- Increase campus awareness and needs of Dreamers
- Media outreach including TV promotion
- Outreach to Adult School student populations

2017-2019 Merritt College Integrated Plan Goals and Activities Summary

2017-2019 Integrated Goals	Activities in each program that serve the goal listed.		
	SSSP	Student Equity	BSI
Improve access to college for underserved populations.	Increase outreach to feeder high schools. Research and evaluate persistence of dual enrolled students from HS to college enrollment. Support the scaling of successful dual enrollment courses that lead to enrollment at Merritt College.	Target outreach for underrepresented student populations.	Recommend a non-credit committee to research and plan for development of non-credit basic skills certificate at Merritt (ESL, Reading, Writing and Math). Train faculty on non-credit course development (Professional Development). Develop contextualized ESL or basic skills non-credit courses for CTE programs. Market non-credit courses and certificates to students.
		Develop partnerships with community agencies that serve underrepresented students. Increase engagement in community activities. Create opportunities to bring community agencies to campus. Pilot courses taught at community based organizations (CBO’s). (E.g. COSER, Accounting)	
		Student Populations of Focus: Male Students (All Racial/Ethnic Groups) Hispanic/Latino Students	

<p>Increase ESL and Basic Skills Math and English course completion rates.</p>	<p>Establish Early Alert Working group to study effective strategies and plan for early alert components and criteria.</p> <p>Implement Starfish program components to reach students on probation.</p> <p>Implement mandatory in person orientation and counseling for all first time students.</p>	<p>Provide embedded tutors for all Basic Skills classes.</p> <p>Recruit and train additional tutors to replace those who leave the program; assign them to courses.</p> <p style="text-align: center;">Student Populations of Focus: Black/African American Students Foster Youth</p>	<p>Evaluate accelerated courses established by the college.</p> <p>Provide training and professional development opportunities for basic skills faculty.</p> <p>Identify a .5 Basic Skills Counselor.</p> <p>Promote Math and English Jams in feeder high schools.</p>
<p>Reduce the achievement gap by increasing persistence and completion at the course and program level.</p>	<p>Research best practices and past successful programs at Merritt College.</p> <p>Expand weekend and evening library hours with computer lab attendant.</p> <p>Pilot a mandatory .5 credit or non-credit "Intro to Online Learning" for first time online students.</p> <p>Advertise/market/recruit for late night student services (extended library hours with computer access and support).</p>	<p>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).</p> <p>Using program review/APU, and other data, evaluate learning community models and the status of learning communities at the college to determine outcomes and needs.</p> <p>Use learning community strategies to increase enrollment and success in learning communities.</p> <p style="text-align: center;">Student Populations of Focus: Male (All Racial/Ethnic Groups) Students Asian Students Black/African American Students Hispanic/Latino Students Multi-Ethnic Students Low Income/Economically Disadvantaged Students Foster Youth</p>	<p>Provide Instructional Assistants for basic skills students and classes.</p> <p>Increase support for writing workshops and curriculum support via learning center tutorial programs.</p>
<p>Increase transfer rate through targeted transfer readiness strategies.</p>	<p>Establish Transfer Center</p> <p>Provide coordination for transfer center services.</p>	<p>Coordinate with learning communities to take bus trips to transfer institutions.</p> <p>Coordinate with learning communities to pilot a transfer student mentor program.</p> <p style="text-align: center;">Student populations of focus: Hispanic/Latino Students</p>	<p>Assess the status and implementation of Multiple Measures Assessment, implement fully.</p> <p>Provide additional assessment support for students placed 2 or more levels below transfer in Math/English.</p>

			<p>Explore additional pathways for students placing 2 or more levels below transfer in Math/English.</p> <p>Develop and implement accelerated course pathways to transfer level.</p>
<p>Support and sustain quality instruction and services to increase access and success.</p>	<p>Re)Establish career/employment center.</p> <p>Provide coordination and outreach for career/employment center.</p> <p>Establish employment relationships with public and private industry.</p>	<p>Establish pathway and partnership with Adult Ed. to develop GED classes.</p> <p>Establish an Integrated Plan Committee to monitor the Integrated Plan.</p> <p>Coordinate Integrated Plan activities, completion and evaluation.</p> <p>Partner with the Professional Development Committee to organize professional development activities for faculty and staff to include: Distance Education teaching and learning, Basic Skills teaching and learning, student equity and inclusion.</p>	<p>Provide computers, instructional equipment and materials for ESL and basic skills classes.</p> <p>Create credit and non-credit certificate courses leading to employment or higher education.</p>
		<p>Student Populations of Focus: All disproportionately impacted student groups across access, SSSP services, course and program completion, basic skills and transfer metrics: Male, Black/African American, Hispanic/Latino, Asian, White, Foster Youth, Veterans, DSPS, and Low Income/Economically Disadvantaged Students</p>	

This matrix and full Integrated Plan Report was vetted through various campus participatory governance committees for feedback, revision, recommendation and/or approval.

See the full plan here: [insert link]