

THE EQUITY FOR ALL SCORECARD PROJECT: INSTITUTIONAL RESPONSIBILITY FOR STUDENT SUCCESS

*A Collaborative Action Research Project with the
USC Center for Urban Education*

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FINAL REPORT TO THE PRESIDENT

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MERRITT COLLEGE
THE EQUITY FOR ALL SCORECARD PROJECT:
INSTITUTIONAL RESPONSIBILITY FOR
STUDENT SUCCESS

Executive Summary

An Invitation to Dialogue and Action

The Equity for All Scorecard Team examined Merritt College's institutional data concerning student course enrollment, completion, transfer, and degree attainment during the 2005-2006 academic year. We invite you to read our report¹ and to participate in dialogue in upcoming months about our findings and the next steps our college should take for improving student success at Merritt.

Our key findings raise a number of concerns requiring further attention by the entire campus community. As a whole, these findings suggest that the college can do more to support the educational success of all of our students and, in particular, of African American and Hispanic/Latino students, who are lagging behind their peers on a substantial number of the indicators of academic progress examined by our Equity Scorecard team.

Key Findings for Discussion and Agenda Setting

On the one hand, African American and Hispanic/Latino students are the overwhelming majority of students enrolled in basic skills or lower level courses and their share of basic skills enrollments is much greater than their representation in the student body. On the other hand, based on what would be expected from their overall enrollment shares, large numbers of African American and Hispanic/Latino students are "missing" from higher level and transfer courses. In addition, a relatively small percentage of African American and Hispanic/Latino students are honored on the Dean's List, which indicates they are not being supported to achieve at the highest levels in their courses.

¹ Available at <http://www.merrittcollege.peralta.edu>

A similar pattern emerged when we examined student enrollments by race and ethnicity in different fields of study at Merritt. Considering that some fields of study lead to more economically rewarding occupations, this stratification in enrollments translates into unequal opportunities for our students to increase their standard of living upon graduation. These findings led our team to question whether there is unconscious tracking of students into certain majors or programs.

Looking at student progress towards certificates, degrees, and transfer to four-year colleges, our team was concerned to find that our college's retention rate is below the statewide average. In addition, despite a large increase in the number of our matriculating students over the past ten years, the number of our students who transfer has declined. An alarmingly small share of our matriculating students actually transferred to a four-year college or university—only one percent!

Again, our results generate a special concern for African American and Hispanic/Latino students, who, despite expressing the desire to transfer in large numbers, are significantly underrepresented among students who do manage to make the transition to a four-year campus, as well as among those we have enrolled in the courses necessary to meet the state of California's course completion requirements for transfer.

Further, only a very small number of our transfer students made their way to one of the prestigious University of California (UC) campuses. Only 165 Merritt College students transferred to a UC campus between academic years 1999-2003. Of these, only 38 students were African American and only 24 were Hispanic/Latino.

Next Steps

In the coming months, we would like to involve the entire campus community in adopting a three-year plan for improving our institutional effectiveness in the area of student success. To begin that discussion, throughout the report you will find indicators of student academic progress and success, called "fine-grained measures," and equity indicators that will serve as a foundation for dialog on equity goals to benchmark our progress. If you have any questions about this report or would like to schedule a discussion of our findings at your department meeting, please contact the Equity Scorecard team leader, Audrey Trotter at (510) 434-3820.

Section I: Introduction²

Large-scale demographic changes and social movements within the last 40 years have radically changed the postsecondary institutional environment, particularly that of the community college. This country's emphasis on access to greater postsecondary educational opportunities has paved the way for minority students to enroll in large numbers in institutions of higher education. As a result, the face of higher education has changed and now sports a more diverse hue. Merritt College is no exception to the changes and it is an institution characterized by its diversity. Students who enroll at Merritt College are a reflection of the large, urban metropolis in which the college is located.

The purpose of this report is to describe the activities and findings of the Merritt College Equity for All Scorecard team. This report begins by outlining the goals and background of the Equity for All Project and describes the formation of the Merritt College Equity for All Scorecard team. The institutional context of Merritt College is subsequently summarized. Thereafter, "Academic Perspectives," the Equity for All self-assessment framework on which this interim report focuses, is defined. Student outcomes in academic perspectives are measured through "vital signs." The vital signs are organized sets of data utilized as a starting point from which to measure the status of equity for a given perspective. After discussing vital signs used to measure equity in academic perspectives, we highlight significant gaps in performance that the vital signs revealed. The narrative of gaps is accompanied by charts and graphs, illustrating areas in which the team identified as needing further investigation. The report concludes with recommendations for future steps to communicate and disseminate data on student outcomes disaggregated by race and ethnicity.

Goals and Background of the Equity for All Project

Higher education decision makers have traditionally favored interventions that look to change the student so that they are better able to adapt to the processes and structures that govern postsecondary institutions. The Equity for All project seeks to reframe the discussion from student responsibility to institutional accountability and place the processes of higher education center-stage to bring about change at the institutional level. This is accomplished through the in-depth examination of existing institutional data, disaggregated by race and ethnicity. The purpose of such an examination is to investigate the effectiveness

²Section I of this report was adapted from a Center for Urban Education template.

of individual institutions to promote equity and excellence in the educational outcomes of historically underrepresented students.

The key principle of Equity for All is that individuals at all levels of leadership, responsibility, and power are the ones who can make change happen and bring about equitable educational outcomes. The capacity of individuals to become agents of change can be facilitated by engagement in a collaborative productive activity. In Equity for All this principle is implemented by the formation of teams of practitioner-researchers who convene on a regular basis to examine data on student outcomes and develop a scorecard that represents the “state of equity” for their campus. These teams are called “evidence teams” and are comprised of faculty, administrators and other college personnel who come together to critically examine and discuss routinely collected data in order to reach a measure of understanding as to why inequities persist on their campuses. Members of the evidence teams assume the role of researcher, whose job it is to “hold up a mirror to their respective institutions and reflect the status of underrepresented students on basic educational outcomes.” Participation in the evidence teams enables various members of the college community to transform raw data (usually seen only by institutional researchers and stored in obscure reports) into simplified, yet compelling “stories” that are accessible to a wider audience. Organizational learning occurs when new knowledge is constructed by evidence team members and is used to induce institutional change for the improvement of educational outcomes for minority student groups.

Evidence team members begin by analyzing available data, organized in the vital signs worksheet, disaggregated by race and ethnicity across four perspectives: access, retention and persistence, transfer readiness, and excellence. The initial analysis of the vital sign data leads evidence team members to question and focus on specific educational outcomes by student groups for further analysis. These questions in turn become the goals and measures by which institutional effectiveness will be evaluated by the evidence team. The result is the creation of an “Equity Scorecard,” a self-assessment framework that evaluates the current status of equity within the institutions. The Scorecard highlights areas in need of further attention and establishes performance goals in the four perspectives as a means to attain equity.

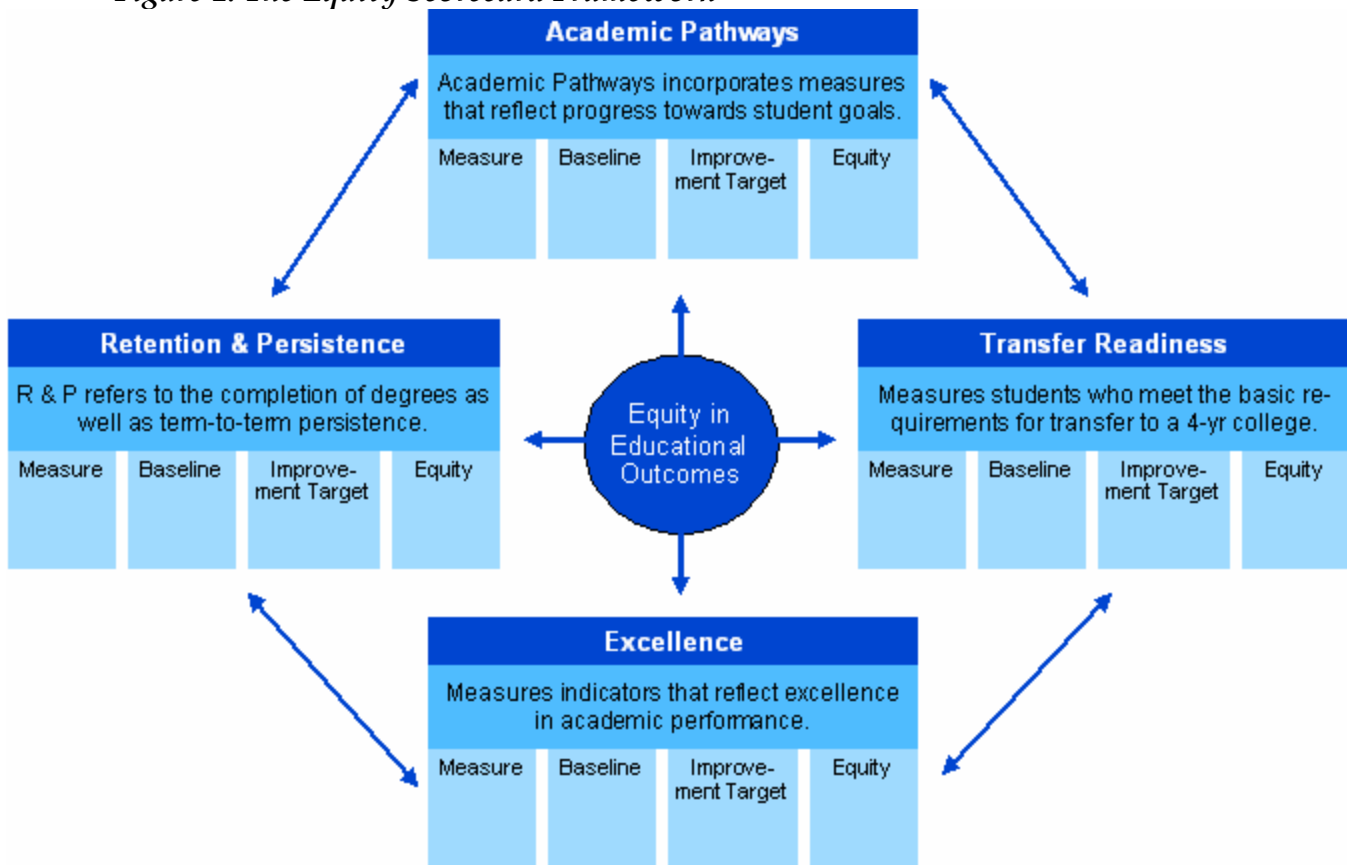
The Equity Scorecard Framework

The Scorecard is a “living” assessment framework that needs to be monitored to assess to what extent inequities are being eliminated in four perspectives. The Equity Scorecard contains a set of measures that provides an institution’s leadership with a comprehensive view of how well historically underrepresented students are performing. As such, an institution’s Equity Scorecard should be modified and updated on a routine basis.

Definitions

Four perspectives make up the structure of the Scorecard (see Figure 1):

Figure 1: The Equity Scorecard Framework



The definition of each perspective appears on the next page.

***Academic Pathways:** This perspective includes indicators that represent access to majors, programs, and tracks (e.g., transfer vs. vocational track).*

***Retention and Persistence:** Retention refers to percent of students retained in courses out of a total enrolled in courses. Persistence is the percent of students enrolled in the next term out of students enrolled in first term.*

***Transfer Readiness:** This perspective consists of measures that indicate students' completion of required academic requirements for transfer and measures that indicate institutional structures and practices that are conducive to a transfer-oriented culture.*

***Excellence:** While measures of retention may represent the fulfillment of minimal requirements for "academic survival", excellence measures represent higher level academic accomplishments that can lead to majors in STEM fields, transfer to selective institutions, winning academic scholarships, etc. The excellence perspective calls attention to the importance of institutions focusing on producing "leaders" and not just "survivors" (Gandara, 1999).*

In addition, there are four sections included within each of the four perspectives in the Scorecard: Measure, Baseline, Improvement Target, and Equity.

1. A **fine-grained measure** is an indicator that illustrates possible areas of equity or inequity of educational outcomes among ethnic/racial groups of students. A possible measure for Academic Pathways could be successful completion of courses for the Associate degree, for example.
2. The **baseline** constitutes the current status of the measure. For example, one can determine the percentage of students in a given ethnic group who successfully complete courses for the degree.
3. The **improvement target** is a benchmark that expresses the criteria that indicate a goal has been accomplished. For example, the improvement target for completion of courses required for the degree could be a designated percent, such as 5% for a given ethnic group.
4. **Equity** represents a numerical goal that the team aims to achieve for a given measure. For example, the team may decide that equity is achieved when at least 50% of all ethnic groups who attempt an Associate Degree successfully earn the degree.

Each of the four perspectives outlined in this report is organized according to the following format:

- A. Overview of the Indicators
- B. Detailed Description of the Data—Shown in Charts, Tables, and Narrative
- C. Fine-grained measures and recommendations

The responsibilities of the Scorecard Team are to examine and analyze data based on the current status of a measure, choose several key findings within each perspective, note gaps or disparities, and make recommendations or set benchmarks to close gaps and accomplish equity at Merritt College. *The Scorecard team does not make any prescriptive statements in this report.* All data in this report are of six fall semesters from fall 1999 to fall 2004.

Please note that the “5% rule” for analyzing data has been applied. For example, if an ethnic group is 5% or more below the average, or underrepresented by 5% or more, in a non basic skills area, then that group was discussed in the analysis. On the other hand, if a group was overrepresented in basic skills by 5% or more then a discussion about said group was included in the analysis section.

When examining outcomes of a particular cohort of students, the students’ representation disaggregated by race and ethnicity in that cohort was shown as a point of comparison. In other words, representations in student outcomes disaggregated by race and ethnicity were measured against representations in the cohort, usually referred to as the baseline. The matriculating population, in some instances, can be used as the point of comparison, or baseline group, to compare to student outcomes.

Section II: Institutional Context

The Equity for All: Institutional Responsibility for Student Success Project is a partnership between the Center for Urban Education, Rossier School of Education, University of Southern California, the Lumina Foundation for Education, and the California Community Colleges, Chancellor's Office. Merritt College was one of nine California community colleges selected to participate in a year-long project.

Invitation to Participate in Equity for All

Dr. Evelyn Wesley, President of Merritt College, responded to Merritt's invitation to participate in the project in spring 2005. Dr. Wesley initiated enthusiasm for participation in the Equity for All Scorecard Project when she distributed an article from the January/February 2004 *Change* journal by Estela Mara Bensimon, "*The Diversity Scorecard: A Learning Approach to Institutional Change*" to Merritt's Title III Strengthening Institutions Planning Grant Task Force members. Title III Task Force members had been engaged since fall 2004 in examining Merritt's institutional strengths and weaknesses in the areas of academic programs, institutional management, fiscal stability, and technology. Title III Task Force members immediately embraced the Scorecard research data inquiry process as another important means of identifying and confirming areas for improving institutional effectiveness and student success.

Beyond the Title III planning process, Merritt College was also involved in developing and implementing an institutional integrated planning and budgeting framework via the work of another campus-based Task Force. The work of this task force was also aligned with the Peralta Community College District's strategic planning process, goals, and objectives. At the same time, Merritt College was in the process of hiring a college-based research and planning officer and promoting increased usage of institutional data by college-wide constituent groups in its decision-making practices. All in all, Merritt was at a unique point in its history and in its institutional goals as it began its participation in the Equity for All Scorecard Project.

Dr. George Herring became the Interim President of Merritt College following Dr. Wesley's retirement in June 2006. As a retired Vice Chancellor of Administrative Services for the District, former President of College of Alameda, and service as Merritt's Interim Manager of Business and Administrative Services during the Scorecard Project, Dr. Herring's leadership and advocacy will bring continuity in achieving the long-term goals of the Scorecard project.

Composition of Equity for All Team

Merritt's Equity for All Scorecard team was initially comprised of eight members who were invited to participate in the project by the college's president and two researchers from the Center for Urban Education (CUE), Rossier School of Education, and University of Southern California. Over the course of the project, the team met a total of twelve times. Merritt's team leader and college research and planning officer led the college's efforts and collaborated with a CUE research associate and research assistant to achieve project goals. The CUE research associate participated in meetings on campus every other month and other college constituents participated in meetings when discussions about their areas of responsibility occurred. By the end of the project, Merritt's Equity for All Scorecard Team members included:

Merritt College Members

Audrey Trotter, Ph.D., Faculty, Education and Learning Resources, Team Leader
Anika Toussant-Jackson, Research and Planning Officer
Linda Berry, Vice President of Instruction
Anita Black, Faculty, Business/CIS/District Staff Development Coordinator
Hector Cordova, Ph.D., Dean, Humanities and Social Science Division
Courtney Loder, Assessment Coordinator (Former)
Jennifer Lough Kennedy, Principal, Kennedy Consulting
Steve Pantell, Ph.D., Counselor/Articulation Officer
Stacy Thompson, Ed.D., Faculty, Department Chair, Child Development
Jennifer Yates, Faculty, Radiologic Science (Spring 2006)
Marta Zielke, Counselor, Puente Program, (Spring 2006)

Center for Urban Education, Rossier School of Education, University of Southern California Members

Alicia C. Dowd, Ph.D., Research Associate
Edlyn Vallejo Peña, Research Assistant

Merritt's Equity for All Scorecard Team, including the college president, implemented the project by participating in a Center for Urban Education two-day Orientation in May 2005 at the University of Southern California. The college team participated in the orientation on day one, and the project's team leader participated in a half-day training session on day two.

Several Scorecard team members also served on the Title III Planning Task Force and the Integrated Planning and Budgeting Committee, which led to cross-functional research data analysis, planning, and project or committee outcomes.

Section III: Work of the Team

During the year-long project, from May 2005 to May 2006, on a quarterly basis (approximate) the team 1) conducted analysis of existing institutional data organized by the vital signs data worksheet for each of the four perspectives; 2) produced written and verbal Interim Reports to the President following the examination of each perspective; 3) communicated of the team's progress and identified fine-grained measures for each perspective to the college community via the college's shared governance's processes, and at staff development programs throughout the project; and, 4) disseminated findings and recommendations in a final President's Report. The culmination of the project team's efforts resulted in the recommendation of specific fine grained measures to improve equity at Merritt College, with benchmarks for improvement.

The challenges and opportunities experienced by Merritt's Scorecard team as they analyzed and interpreted vital signs data included the:

- Complexity of reviewing data in spreadsheet formats
- Establishment of a systematic process for the request and receipt of institutional data from the District's Office of Institutional Research and Planning
- Constraints in meeting project timelines
- Coordination of team member schedules
- Development of team roles, responsibilities, momentum, understanding, and consensus on using participatory and action research methods
- Interpretation and application of institutional data across various college planning efforts
- Utilization of data to influence the "Merritt Way" of make informed college-wide decisions

Section IV: Perspective 1—Academic Pathways

A. Overview of Merritt Student Population

To complete the first perspective, **Academic Pathways**, the Merritt College Scorecard Team examined student data (vital signs) pertaining to *institutional access/composition, educational tracks, and pathways to transfer*.

Below you will find the questions addressed in the Academic Pathway.

Academic Pathways	
1. Institutional Access/Composition	What is the ethnic/racial composition of new students who attend Merritt College? How do Merritt College demographics compare to demographics of the college service area?
2. Educational Tracks	What do students want to achieve by attending Merritt College?
3. Pathways to Transfer	What is the composition of students in gateway courses?

Institutional access/composition: *What is the ethnic/racial composition of students who attend Merritt College? How do Merritt College demographics compare to demographics of the college service area?*

The answer to the above mentioned questions will serve two functions: 1) provide information on students who attend Merritt College; and, 2) provide baseline data to assess enrollment data. Because the Scorecard Project focuses on students with academic goals (also referred to as matriculating students)^{3,4}, the data analyzed in all of the perspectives will be limited to students who declare the goal of transfer, the goal of attaining an Associate degree or certificate. **Chart 1** (page 16) illustrates the demographic characteristics of Merritt College matriculating students. **Chart 2** (page 16) provides a comparison of the ethnic composition of the matriculating student population to the college service area population.

³ Matriculating students are approximately 61% of Merritt College population.

⁴ Non-matriculating (or exempt) students were excluded from this analysis completely because they have an existing Bachelor degree or Associate degree from an accredited institution. The student is enrolled in fewer than 12 units, and has declared one of the following educational goals: educational enrichment; discover/formulate career interest; prepare for new career; advance in current job; maintain a certificate or license; educational enrichment; or complete credits for high school diploma. Please see page 12 of the Merritt College Catalogue.

Educational tracks: *What do students want to achieve by attending Merritt College?*

Student declared educational goals can provide important information about student academic aspirations. Student declared goals were examined to determine what students hope to gain from their experience at Merritt College. Student goals can be compared to student accomplishments to determine if students have achieved their goals. **Table 1** (page 18) delineates student stated goals by race and ethnicity.

Pathway to transfer: *What is the composition of students in gateway courses?*

English and Mathematics courses are foundational courses important to success in college. As a first step in describing the performance of different groups at Merritt College, it is important to know the composition of students enrolled in foundational courses. Since basic skills English and Mathematics may function as gatekeeper courses for some, *precluding failing students from enrolling in and successfully completing a variety of college level courses and transferable courses*, we examined student enrollment in basic skills, college level, and transferable courses. The pathways to transfer charts are organized as follows:

- **Chart 3** (page 19) describes student enrollment in basic skills English, Mathematics, and English as a Second Language courses fall 1999 to fall 2004
- **Chart 4** (page 21) shows enrollment in college level English and Mathematics courses.
- **Charts 5** (page 22) depicts enrollment in transfer level English and Mathematics courses.
- **Table 4** (page 22) describes new matriculating student's enrollment in transfer level courses.
- **Table 5** (page 24) shows enrollment data of new matriculating students by lowest level basic skills courses, intermediate college level, and highest level transferable courses by ethnicity

B. Detailed Description of the Academic Pathways Data

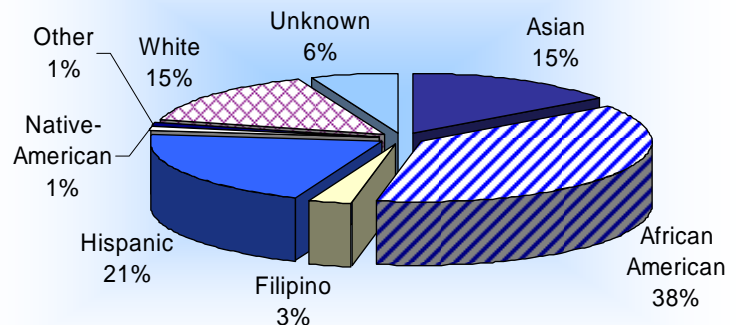
1. Institutional Access/Composition: *What is the ethnic/racial composition of students who attend Merritt College? How do Merritt College demographics compare to demographics of the college service area?*

Data on the ethnic composition of Merritt College students serves two purposes: 1) to reveal the population/s who attend the college; and 2) serve as baseline data in analyzing enrollment data.

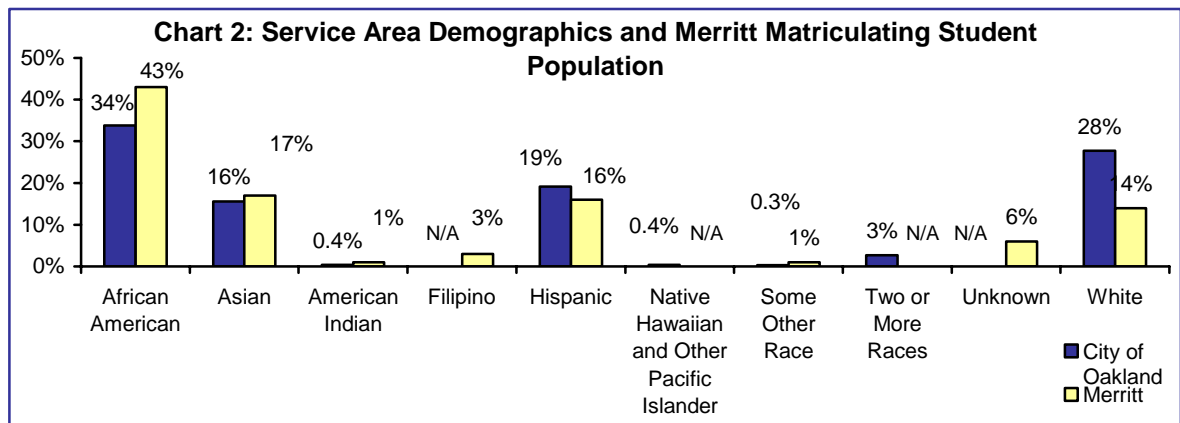
■ Analysis

- **Chart 1** shows that of new matriculating students no one group is in the majority at Merritt College. Merritt College is a majority minority campus. The largest ethnic group is African American and the smallest is Native American.

Chart 1. Ethnic/Racial Composition of Merritt New Matriculating Students Fall Semesters 1999-2004 (N=6794)



Institutional Access/Composition: How do Merritt College demographics compare to demographics of the college service area?



■ Analysis

- **Chart 2** shows the ethnic composition of matriculating students enrolled from fall 1999 to fall 2004 compared to the Merritt College service area, and

- revealed that White matriculating students were underrepresented at Merritt College in comparison to their representation in the city of Oakland.
- U.S. Census and Merritt College demographic data show different ethnic/racial categories, which precludes a complete comparative analysis of every ethnic/racial group that attends Merritt College. There is no separate category for Native Hawaiian and “Two or More Races” categories in Merritt College demographic data. Likewise, the U.S. Census data does not have a separate category for Filipino and “Unknown” persons.

2. Educational Tracks: *What do matriculating Merritt College students intend on achieving?*

Data on student educational goals provide some information to evaluate student progress. However, please note that an analysis of student progress towards an Associate degree or to transfer is difficult to conduct because students often change their educational goals several times during their educational career. Further, the absence of data on students that transfer to colleges nationally precludes a discussion on whether students ultimately transfer. Nonetheless, information on student declared educational goals are instructive. **Table 1** (page 18) describes the educational goals of students on an academic track enrolled from fall 1999 to fall 2004. For the purpose of this analysis, student declared educational goals were limited to the following academic goal categories: transfer, Associate degree, transfer with an Associate degree, undecided, and basic skills.⁵

⁵ The educational goal of attainment of a vocational certificate was excluded because less than 2% of students from each ethnic group declared that goal.

Table 1: Student Declared Educational Goal ⁶ Fall Semesters 1999-2004 <i>Chart should be read by rows, which sum to 100%</i>					
Ethnicity	Transfer	Associate degree	Transfer with Associate degree	Undecided	Basic Skills
Asian (N=3260)	15%	9%	25%	46%	5%
African American (N=8035)	10%	11%	35%	42%	2%
Filipino (N=537)	14%	10%	35%	40%	1%
Hispanic/Latino (N=3142)	7%	7%	22%	31%	33%
Native American (N=139)	12%	12%	38%	36%	2%
Other (N=285)	13%	10%	31%	44%	3%
Unknown (N=1044)	17%	6%	29%	46%	2%
White (N=2446)	21%	10%	31%	38%	1%
Total (N=18,888)	12%	10%	30%	41%	7%
<i>This is an example of how to read this table: Of the Asian students declaring an educational goal, 15% declared a goal of transfer, 9% declared a goal of attaining an Associate degree, 25% declared a goal of transfer with an Associate degree, 46% were undecided, and 5% declared a goal of basic skills.</i>					

■ **Analysis**

- “Undecided” is the predominate educational goal declared by students across all ethnic/racial groups. Almost half of the students in every ethnic/racial group were undecided.
- When the two transfer groups (transfer with an Associate degree and transfer) are combined, transfer is the second most popular educational goal declared by students.
- The least popular educational goal declared by students is basic skills.

3. Pathway to Transfer: Who is enrolled in pre-collegiate and collegiate courses?

In this section, we examine transferable courses and courses that lead to the attainment of an Associate degree. Enrollment and successful completion of these courses may impact student decisions about their area of concentration (or major). Additionally, the time that it takes for students to transfer, or to attain a degree may be impacted by success in these courses.

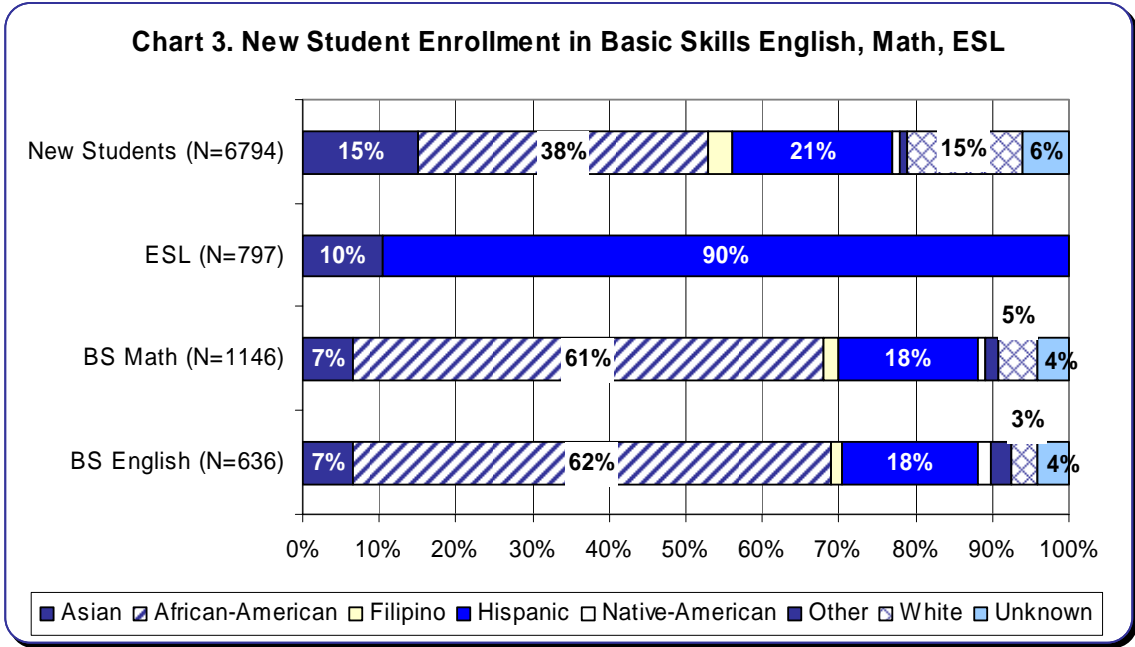
⁶ In this table matriculating students include the following groups: new, returning, continuing, and high school students.

Pre-collegiate courses

The following table and chart (Table 2 and Chart 3) depict student enrollment in basic skills English, basic skills Mathematics, and English as a Second Language (ESL) courses from fall 1999 to fall 2004. Basic skills courses do not count towards the Associate degree, are not transferable to a four year college or university, and are the lowest level courses offered at Merritt College.

Table 2. New Matriculating Students Enrollment Figures: Basic Skills Courses				
Each column sums to 100%				
Ethnicity	%New Matriculating Student Population	%Basic Skills English (N=636)	% Basic Skills Mathematics (N=1146)	% ESL (N=797)
Asian	15%	7%	7%	10%
African American	38%	62%	61%	-----
Filipino	3%	1%	2%	-----
Hispanic/Latino	21%	18%	18%	90%
Native American	1%	2%	1%	-----
Other	1%	3%	2%	-----
Unknown	6%	4%	4%	-----
White	15%	2%	6%	-----

This is an example of how to read this table: Of students enrolled in ESL, Hispanic/ Latino students were 90% of enrollments. Asian students were 10% of students enrolled in ESL.



■ **Analysis**

- African American students are overwhelmingly represented in basic skills courses relative to their representation in the matriculating student population.
- Hispanic/Latino students are overwhelmingly represented in ESL courses relative to their representation in the matriculating student population.

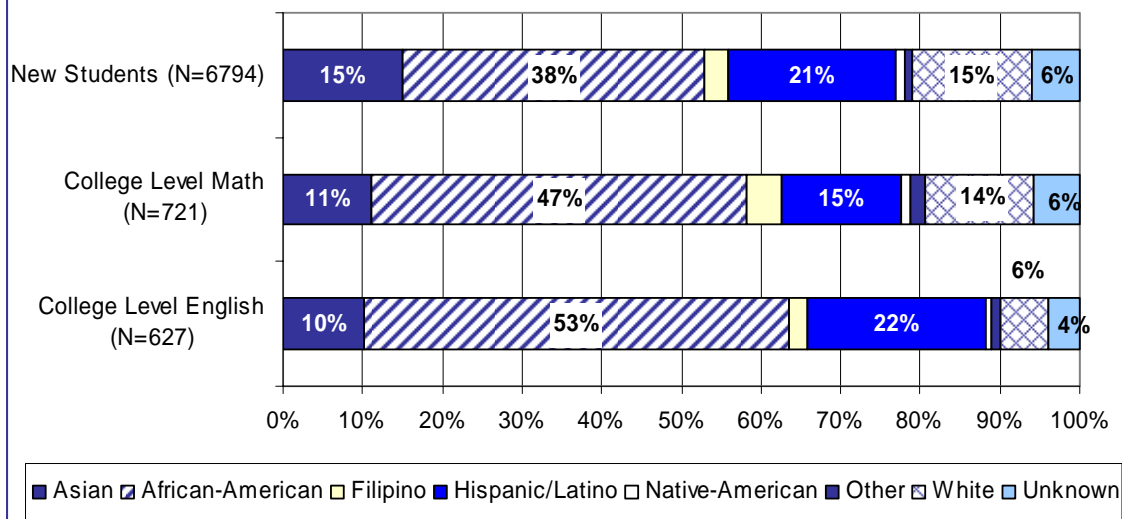
College level courses

College level English and Mathematics courses must be taken to attain an Associate degree. These courses are not transferable to a four-year university. College level courses include courses that are numbered 200 through 249. **Table 3** below shows new matriculating student enrollment data by ethnicity and enrollment by ethnicity in College level English and Mathematics. **Chart 4** (page 21) shows new student enrollment data by ethnicity in college level English and Mathematics courses, fall 1999 to fall 2004.

Table 3: New Matriculating Students Enrollment in College Level Courses Each column sums to 100%			
Ethnicity	%New Matriculating Student Population	%College Level English (N=627)	%College Level Mathematics (N=721)
Asian	15%	10%	11%
African American	38%	54%	46%
Filipino	3%	2%	5%
Hispanic/Latino	21%	22%	14%
Native American	1%	1%	1%
Other	1%	1%	2%
Unknown	6%	4%	6%
White	15%	6%	14%

This is an example of how to read this table: Approximately 15% of new and matriculating students are Asian, 10% of students in College level English are Asian and 11% of students enrolled in College level Mathematics Asian.

Chart 4. New Student Enrollment in College Level English, Math



■ **Analysis**

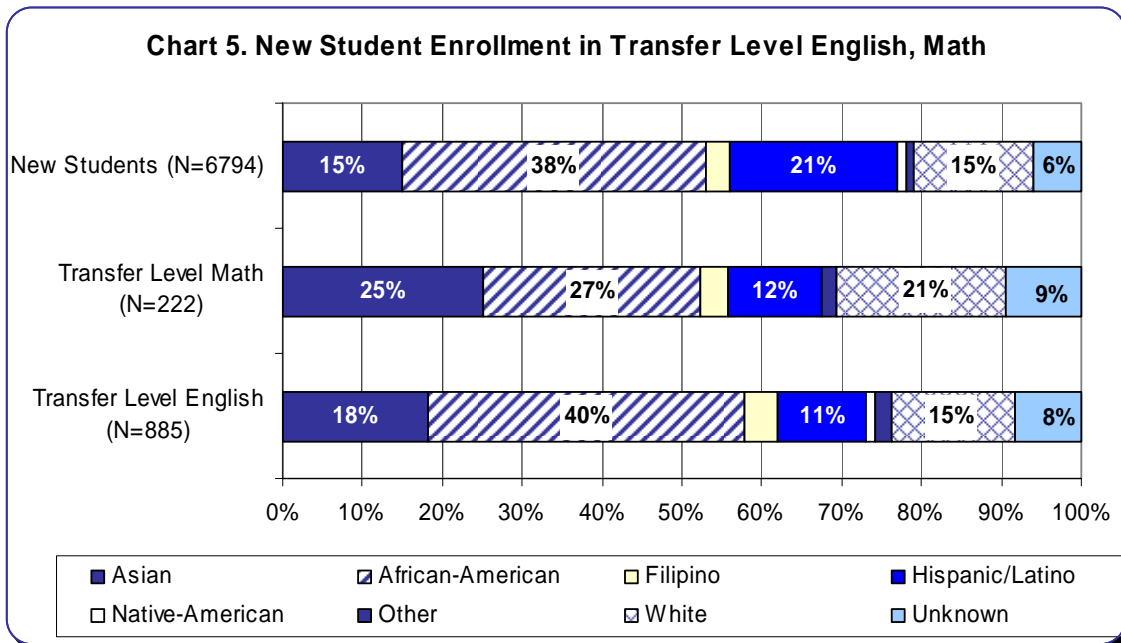
- Asian and White students are underrepresented in college level English courses relative to their representation in the matriculating student population.
- Hispanic/Latino students are underrepresented in college level Mathematics courses relative to their representation in the matriculating student population.
- African American students are nearly the majority of students in College level English and Mathematics courses.

Transfer courses

Transfer courses (numbered 1 through 199) are one level above college level courses and are the only courses that can be transferred to a four-year college or university. **Table 4** shows new matriculating students enrolled in transfer level courses and **Chart 5** describe students enrolled in transferable English and Mathematics courses.

Table 4: New Matriculating Students Enrollment in Transfer Level Courses			
Ethnicity	% New Matriculating Student Population	% Transfer English (N=885)	% Transfer Mathematics (N=222)
Asian	15%	18%	25%
African American	38%	41%	27%
Filipino	3%	4%	4%
Hispanic/Latino	21%	11%	11%
Native American	1%	1%	0%
Other	1%	2%	2%
Unknown	6%	8%	9%
White	15%	15%	21%

This is an example of how to read this table Approximately 15% of new and matriculating students are Asian, 18% of students in Transfer level English are Asian and 25% of students enrolled in College level Mathematics are Asian.



■ **Analysis**

- African American students are underrepresented in transfer level Mathematics courses relative to their representation in the matriculating student population.
- Hispanic/Latino students are underrepresented in transfer level English and Mathematics courses relative to their representation in the matriculating student population.

Section Summary

1. With the exception of Hispanic/Latino overrepresentation in ESL and college level English, the data reflect a precipitous decline in the representation of Hispanic/Latino students (who are generally underrepresented in all courses) in the advanced (collegiate) courses.
2. With the exception of transfer level Mathematics, African Americans are overrepresented in basic skills courses, college level courses, and transfer courses in comparison to their representation in the matriculating student population.
3. Enrollment in transferable English most closely mirrors the ethnic/racial composition of the new matriculating population.

Summary enrollments by ethnicity and course category

In the previous section, the ethnic composition of courses were reviewed and compared to the composition to the matriculating population. In this section, we examine each ethnic group’s distribution in the lowest level basic skills courses, intermediate level college skills courses, and highest transfer level courses. **Table 5** describes the aforementioned data.

Table 5: New Matriculating Students Enrollment By Ethnicity and Course Category
(Columns sum to 100%).

	Asian (N=561)	African American (N=2184)	Filipino (N=124)	Hispanic Latino (N=694)	Native American (N=43)	Other (N=83)	Unknown (N=234)	White (N=403)
Lowest Level: Basic Skills Courses	36%	50%	26%	36%	49%	48%	32%	20%
Intermediate Level: College Courses	25%	31%	38%	46%	28%	25%	28%	34%
Highest Level: Transfer Courses	39%	19%	36%	18%	23%	27%	40%	46%

This is an example of how to read this table: Of all Filipino students enrolled in English and Mathematics courses at Merritt College, 26% of Filipino students were enrolled in basic skills, 38% were enrolled in college level courses, and 36% were enrolled in transfer level course.

■ **Analysis**

Half of all African American students enrolled in Mathematics or English courses (basic skills, college level, or transfer level courses) are enrolled in basic skills courses. Conversely, nearly half of all White students who are enrolled in English or Mathematics course (basic skills, college level, or transfer level courses) are enrolled in transfer level courses.

Academic Pathways: Fine-grained Measures and Equity Goals

Below, we list the **fine grained measures** recommended for Merritt College to monitor. We provide the **Baseline, or current status of the ethnic group’s share** in the given measure. In addition, **we offer the Equity Benchmark, which is set to the percentage at which the given ethnic group is represented in the cohort.** Please note that **equity is the ideal**, but ultimately an equity goal for each measure will be set by the college community in the next phase of the Equity Scorecard project.

Fine-grained Measures	Baseline	Equity Benchmark
Institutional Access/Composition⁷		
Share of White students at Merritt College	14%	28%
Student Declared Educational Goal⁸		
Share of Asian students with a goal of Undecided	46%	41%
Share of Asian students with a goal of transfer with Associate Degree	25%	30%
Share of Hispanic/Latino students with a goal of transfer with Associate Degree	22%	30%
Share of Hispanic/Latino students with a goal of transfer	7%	12%
Share of Hispanic/Latino students with a goal of basic skills	32%	1-3%
Share of “Unknown” students with a goal of “Undecided”	46%	41%

⁷Equity percentages reflect the City of Oakland demographics.

⁸Equity percentages reflect the student declared goals for the entire population.

Fine-grained Measures	Baseline	Equity Benchmark
Basic Skills and ESL⁹		
African American share in basic skills English courses	62 %	38%
African American share in basic skills Mathematics courses	61%	38%
Hispanic/Latino share in ESL courses	90%	21%
College Level Courses¹⁰		
Asian share in college level English courses	10%	15%
Hispanic/Latino share in college Mathematics courses	14%	21%
White share in college level English	6%	15%
Transfer Level Courses¹¹		
African American share in transfer level Mathematics courses	27%	38%
Hispanic/Latino share in transfer level English	11%	21%
Hispanic/Latino share in transfer level Mathematics	11%	21%

⁹Equity percentages reflect the new matriculating student demographics.

¹⁰Equity percentages reflect the new matriculating student demographics.

¹¹Equity percentages reflect the new matriculating student demographics.

Section V: Perspective II—Retention and Persistence

A. Overview of the Indicators

Retention and Persistence Perspective	
1. Retention	<i>To what degree are Merritt College students retained?</i>
2. Persistence	<i>To what extent are Merritt College students persisting?</i>
3. Persistence to Certificate	<i>Have we reached equity in the representation of ethnic groups who receive a Certificate at Merritt College?</i>
4. Persistence to Associate degree	<i>Have we reached equity in the representation of ethnic groups who receive an Associate degree at Merritt College?</i>

Retention

The retention rate is the number of students that receive a grade other than “W”. A student is retained in the course to end of term if they receive a grade of A, B, C, D, F, CR, NC, I, RD, and IP. The retention rate is derived by dividing the percent of students retained in courses out of total enrolled in courses.

Retention is one indicator of the institution’s effectiveness in fostering student achievement. Measuring the rate of retention is the first step to determine the degree of student success. Data reflecting Merritt College student retention rates separated by ethnicity and gender are provided in **Table 6.** (page 29) To assess the retention rates of ethnic groups, comparisons will be made amongst racial/ethnic groups. Additionally, the state retention rate is provided as a point of comparison.

Persistence

Persistence data reflect the percentage of students who enroll on Census Day in one semester and return and attend class in the subsequent semester. **Essentially, persistence data describe students’ continuous attendance from semester to semester.** Research indicates that students who persist are more likely to attain a degree, attain a certificate, transfer or receive personal enrichment. A typical student in community college persists for six years before they receive a degree or transfer. Studies have identified the major impediments to persistence. The barriers include: lack of social integration, financial challenges, student entry

characteristics (e.g., motivation), external variables (e.g., economy, fees), internal variables (e.g., learning communities), and academic preparedness.^{12,13}

Matriculating student persistence rates are shown in this report for the college and state by race and gender in **Table 7** (page 30). Due to the absence of statewide data on persistence, comparisons will be made amongst ethnic/racial groups. Student persistence to attainment of a certificate is depicted in Chart 6 (page 31). Chart 7 (page 32) shows persistence to certificate by type of program. Chart 8 (page 33) depicts persistence to student attainment of an Associate degree. Chart 9 (page 34) shows persistence to Associate degree by program.

- **An analysis of student attainment of Associate degree or Certificate is difficult to conduct because students often change their educational goals several times during their educational career.** As a result of this challenge and when possible, two baselines are provided. Student achievement is compared to student stated educational goal upon initial enrollment and to matriculating student population, as well.

¹²Trudy H. Bers and Kerry E. Smith. Persistence of community college students: The influence of student intent and academic and social integration *Research in Higher Education*, 32 (5), 539-556.

¹³ Braxton, et al.

B. Detailed Description of the Retention and Persistence Data

1. Retention: *To what degree are Merritt College students retained?*

Table 6: Matriculating Student Retention Rate by Ethnicity Fall Semesters 1999-2005		
Ethnicity	Retention Rate Male	Retention Rate Female
Asian	72%	75%
African American	73%	70%
Filipino	75%	73%
Hispanic/Latino	72%	74%
Native American	66%	72%
Other	74%	75%
White	78%	78%
Unknown	73%	74%
Overall Rate	73%	73%

Table 6 shows the retention rate of male and female matriculating students by ethnicity for the period fall 1999 to fall 2004.

■ Analysis

- Native American male students are not being retained in their courses.
- No female ethnic group is far beneath the average retention rate.
- The largest gap in retention exists between Native American males and females.
- **Merritt College is not retaining a good portion of its students who enroll.** Merritt College's student retention rate is below the state rate.
- **The state retention rate is 82% and the Merritt College student retention rate is 73%.**

Note: The demographics of community colleges statewide are different than Merritt College. Nonetheless, the disparity between the state retention rate and Merritt's student retention rate is cause for concern.

2. Persistence: *To what extent are Merritt College students persisting?*

Table 7: Matriculating Student Persistence Rate by Ethnicity Fall Semesters 1999-2005		
Ethnicity	Retention Rate Male	Retention Rate Female
Asian	50%	59%
African American	52%	57%
Filipino	56%	60%
Hispanic/Latino	52%	58%
Native American	58%	54%
Other	50%	55%
White	55%	60%
Unknown	51%	58%
Overall Rate	52%	58%

Table 7 depicts the fall to spring persistence of male and female matriculating students by ethnicity for the period fall 1999 to fall 2004.

■ **Analysis**

- When examined by ethnicity, all groups are performing relatively close to the average.
- Female students persisted at a higher rate than male students for every ethnic/racial group.
- The largest gap in persistence exists between Asian males and females.
- **The college persistence rate is 56%. This means that almost half of Merritt's student population is choosing not to return in the spring after attending in the fall semester.**
- In the absence of statewide data on persistence, analysis of persistence in this report makes comparisons across ethnic groups and between genders, rather than between Merritt and other community colleges.

3. Persistence to Certificate: *Have we reached equity in the representation of ethnic groups who receive a certificate at Merritt College?*

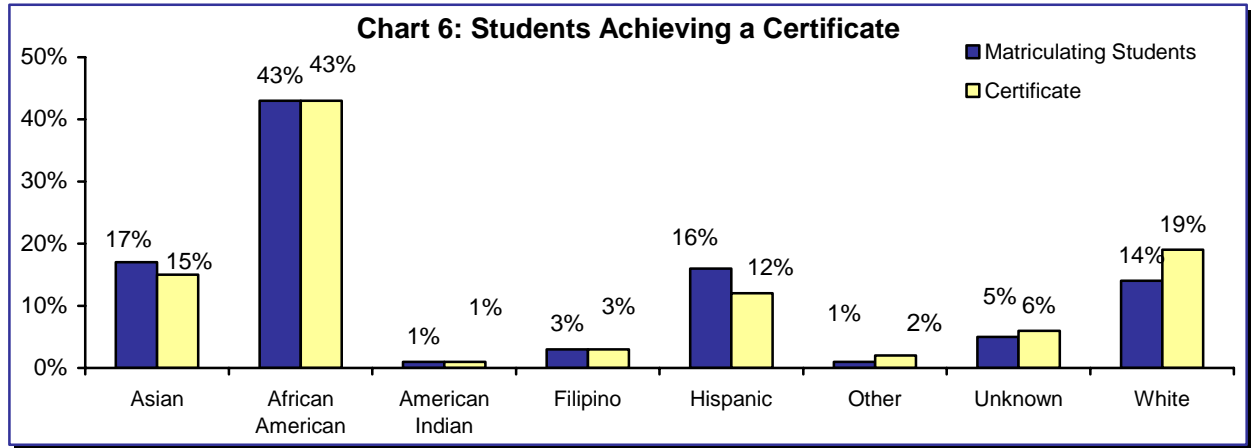


Chart 6 shows the percentage of certificates awarded to students by ethnic/racial groups. There were 1688 certificates awarded 1999 to 2004.

■ **Analysis**

- There are no large disparities between the ethnic/racial groups representation in the matriculating population and the percentage within the ethnic/racial group who attain a certificate.

Chart 7: Persistence to Certificate by Type of Program

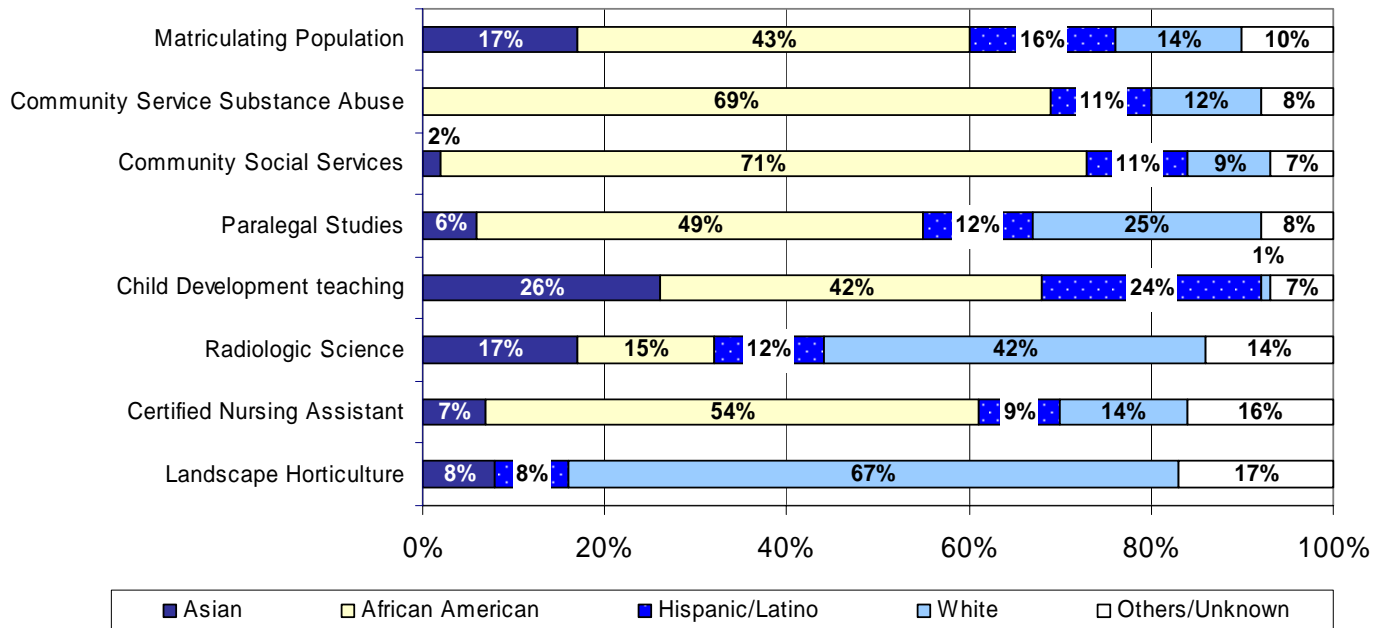


Chart 7 depicts the demographics of the seven programs that awarded the most certificates in academic years 1999 to 2004.

■ **Analysis**

The four predominate ethnic groups’ representation (relative to their representation in the matriculating population) in the seven disciplines awarding the most Certificates is explained below.

- Asian students are *overrepresented* in Certificates awarded in Child Development Teaching. However, Asian students are *underrepresented* in the Certificates awarded in many disciplines. These disciplines include Landscape Horticulture, Certified Nursing Assistant, Paralegal Studies, and Community Social Services. *No* Asian students received Certificates in Community Social Services Substance Abuse.
- African Americans students are *overrepresented* in Certificates awarded in Certified Nursing Assistant, Paralegal Studies, Community Social Services, and Community Social Services Substance Abuse. However, there are *absolutely no* African- Americans who receive a Certificate in Landscape Horticulture.
- Hispanic/Latino students are *overrepresented* in Certificates awarded in Child Development Teaching. However, Hispanic/Latinos are *underrepresented* in the

Certificates awarded in Landscape Horticulture and Certified Nursing Assistant.

- White students are *overrepresented* in Certificates awarded in Landscape Horticulture, Paralegal Studies, and Radiologic Sciences. However, White students are underrepresented in Child Development Teaching and Community Social Services Substance Abuse.

4. Persistence to Associate degree: *Have we reached equity in the representation of ethnic/racial groups who receive an Associate degree at Merritt College?*

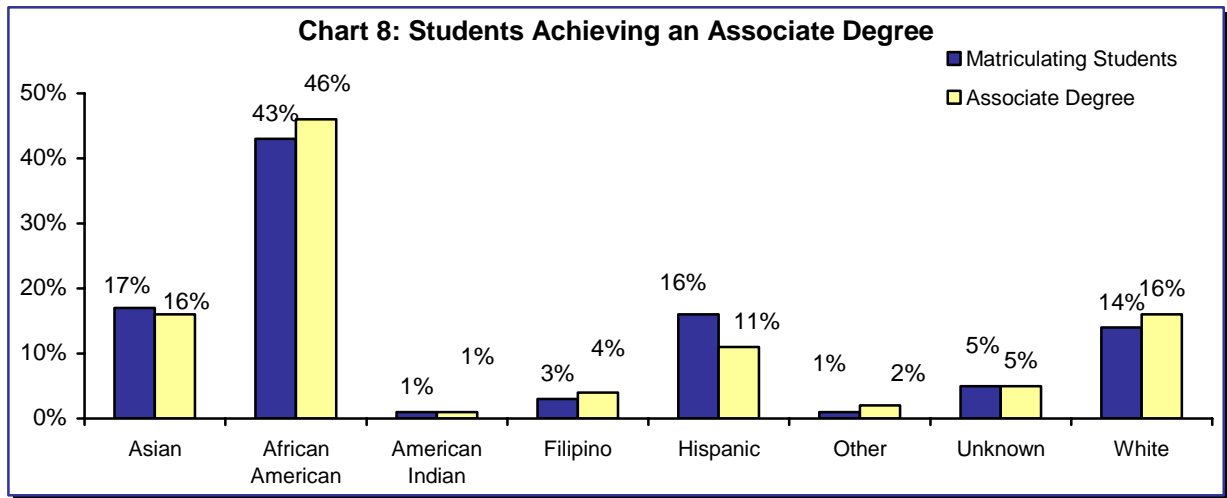


Chart 8 shows the percentage of Associate degrees awarded by ethnicity.

■ **Analysis**

- There are no large disparities between the ethnic/racial groups representation in the matriculating population and the percentage within the ethnic/racial group who attain an Associate Degree.

Chart 9: Persistence to Associate Degree by Type of Program

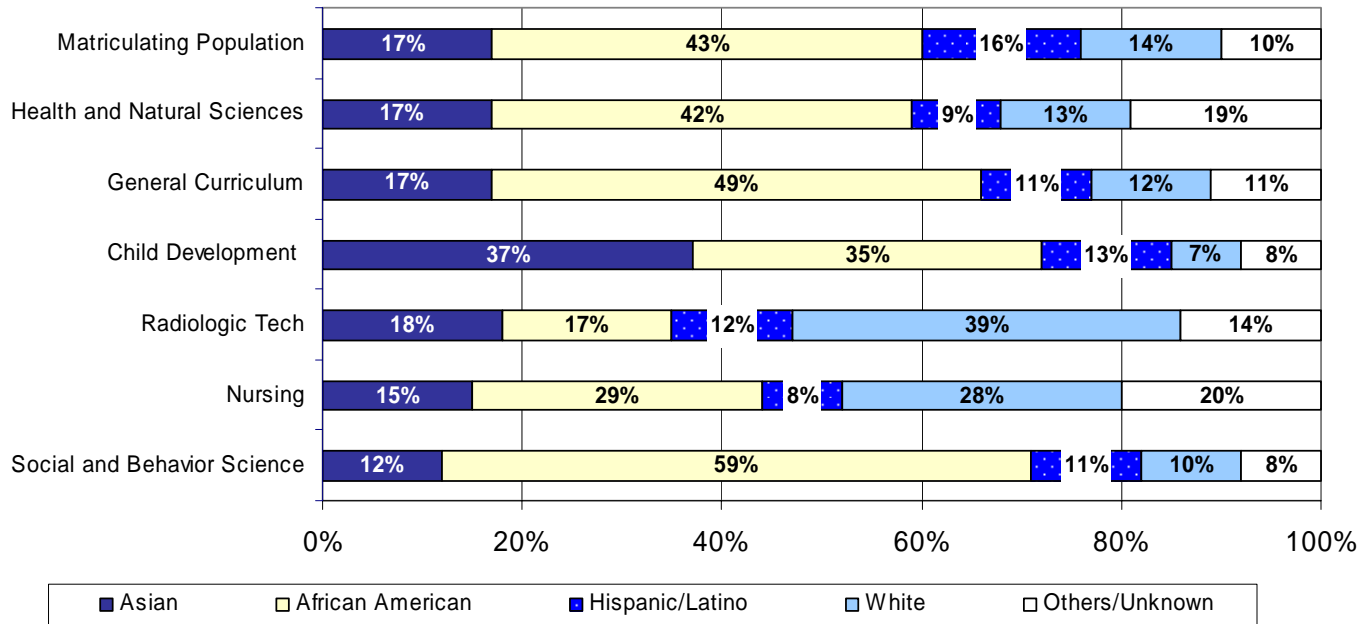


Chart 9 shows the top six disciplines that awarded Associate degrees between 1999 and 2004 and the ethnic/racial groups for which the degrees were awarded.

■ **Analysis**

The four predominate ethnic groups representation (relative to their representation in the matriculating population) in the six disciplines awarding the most Associate degrees is explained below.

- Asian students are *overrepresented* in Associate degrees awarded in Social and Behavioral Sciences and Child Development.
- African Americans students are *overrepresented* in Associate degrees awarded in Social and Behavioral Sciences and General Curriculum. However, African Americans are *underrepresented* in Associate degrees awarded in Nursing, Radiologic Science, and Child Development.
- Hispanic/Latino students are *underrepresented* in Associate degrees awarded in Nursing, General Curriculum, and Health and Natural Sciences.
- White students are *overrepresented* in Associate degrees awarded in Radiologic Science and Child Development. White students are *underrepresented* in Associate degrees awarded in Child Development.

Section Summary

1. Nearly a majority of the college population did not return to Merritt from fall to spring.
2. Merritt College is not retaining its students, as half of students withdraw in any given semester.
3. Retention and persistence institutional data revealed a two-tiered system in certain programs and disciplines with student groupings by race and ethnicity (e.g. certain program majors will earn less upon graduation, etc.).

Retention and Persistence: Fine-grained Measures and Equity Goals

Below, we list the **fine grained measures** recommended for Merritt College to monitor. We provide the **Baseline, or current status of the ethnic group’s share** in the given measure. In addition, **we offer the Equity Benchmark, which is set to the percentage at which the given ethnic group is represented in the cohort.** Please note that **equity is the ideal**, but ultimately an equity goal for each measure will be set by the college community in the next phase of the Equity Scorecard project.

Fine-grained Measures	Baseline	Equity Benchmark
Retention by Ethnicity and Gender		
Native American male share of students retained in their courses	66%	73%
College Compared to State Retention Rates		
Merritt College student retention rate compared to state retention rate	73%	82%
College Persistence Rate		
Merritt College Persistence Rate	56%	TBD
Equity in the Top Seven Disciplines Awarding Certificates¹⁴		
Asian share of students awarded Certificates in Child Development Teaching	26%	17%
Asian share of students awarded Certificates in Landscape Horticulture	8%	17%

¹⁴Equity percentages reflect the matriculating student demographics.

Fine-grained Measures	Baseline	Equity Benchmark
Asian share of students awarded Certificates in Certified Nursing Assistant	7%	17%
Asian share of students awarded Certificates in Paralegal Studies	6%	17%
Asian share of students awarded Certificates in Community Social Services	2%	17%
African American share of students awarded Certificates in Community Social Services	71%	43%
African American share of students awarded Certificates in Community Social Services Substance Abuse	69%	43%
African American share of students awarded Certificates in Certified Nursing Assistant	54%	43%
African American share of students awarded Certificates in Paralegal Studies	49%	43%
African American share of students awarded Certificates in Landscape Horticulture	0%	43%
African American share of students awarded Certificates in Radiologic Sciences	15%	43%
Hispanic/Latino share of students awarded Certificates in Child Development Teaching	24%	16%
Hispanic/Latino share of students awarded Certificates in Landscape Horticulture	8%	16%
Hispanic/Latino share of students awarded Certificates in Certified Nursing Assistant	9%	16%
White share of students awarded Certificates in Landscape Horticulture	67%	14%
White share of students awarded Certificates in Radiologic Science	42%	14%

Fine-grained Measures	Baseline	Equity Benchmark
White share of students awarded Certificates in Child Development Teaching	1%	14%
White share of students awarded Certificates in Paralegal Studies	25%	14%
White share of students awarded Certificates in Community Social Services	9%	14%
Equity in the Top Six Disciplines Awarding Associate Degrees¹⁵		
Asian share of students awarded an Associate degree in Child Development	37%	17%
Asian share of students awarded an Associate degree in Social and Behavioral Science	12%	17%
African American share of students awarded an Associate degree in Social and Behavioral Science	59%	43%
African American share of students awarded an Associate degree in Nursing	29%	43%
African American share of students awarded an Associate degree in Radiologic Science	17%	43%
African American share of students awarded an Associate degree in Child Development	35%	43%
African American share of students awarded an Associate degree in General Curriculum	49%	43%
Hispanic/Latino share of students awarded an Associate degree in General Curriculum	11%	16%
Hispanic/Latino share of students awarded an Associate in Health and Natural Sciences	9%	16%
Hispanic/Latino share of students	8%	16%

¹⁵Equity percentages reflect the matriculating student demographics.

Fine-grained Measures	Baseline	Equity Benchmark
awarded an Associate degree in Nursing		
White share of students awarded an Associate degree in Radiologic Science	39%	14%
White share of students awarded an Associate degree in Nursing	28%	14%
White share of students awarded an Associate degree in Child Development	7%	14%

Section VI: Perspective III—Transfer Readiness

A. Overview of the Indicators

The following questions are addressed in the examination of Merritt’s transfer readiness institutional data.

Transfer Readiness	
1. Transfer Trends	<i>Over the last nine years, how many students have transferred to California public universities?</i>
2. Transfer Readiness	<i>2. To what extent are Merritt College students on track to transfer?</i>
	<i>2a. What is the composition of the students (six percent) who are on track to transfer?</i>
	<i>2b. What is the composition of the students who are not on track to transfer?</i>
3. Actual Transfers	<i>How many Merritt College students transfer to California public universities?</i>

Transfer Trends

Data on transfer trends provide a context for assessing the pattern of transfer at a college. Transfer trends are impacted by type of programs/courses offered, student educational goals, and the college mission. **Chart 10** (page 41) describes the transfer trends to California public universities over the last decade.

Transfer Readiness

Determining the proportion of a college’s student population that is transfer ready is complicated. Students who are in a position to enroll in transfer-level coursework are considered transfer ready. That is, they have declared transfer as their academic goal and have completed all prerequisites for transfer courses. Students who have declared transfer as an academic goal, but who have not completed prerequisites, or who do not have sufficient academic skills to complete transfer courses, are not included in the metrics that follow.

There are several metrics that attempt to approximate the percentage of students who are positioned to transfer, including the student-right-to-know indicator, the California Community College Chancellor’s Transfer Prepared metric, and the Research and Planning Group’s Transfer Direct metric. In this report, we utilized

the Transfer Direct metric to determine the extent to which Merritt College students are positioned to transfer.

Transfer Direct is defined as students who, within six years of their initial enrollment at Merritt College, and within three years of beginning their English and Mathematics sequence, have completed 12 or more transferable units and are enrolled in a transfer-level English and Mathematics course.¹⁶ We used this definition without considering the date of initial enrollment, focusing instead only on the completion of 12 transferable units and the English and Mathematics sequence within three years.

Chart 11 (page 42) shows the percentage of students who are transfer direct by number of transferable units and **Chart 12** (page 43) show the percentage and ethnic/racial composition of students who are transfer direct; **Charts 13 through 15** (pages 44-46) show students in the same cohort who are not transfer direct. These students are categorized by the number of units they have completed.

Actual Transfers

While the transfer readiness perspective reflects the number of students who are anticipated to transfer within a certain period of time, data presented in **Chart 16** (page 47) illustrates the actual number of transfers, regardless of the time to degree.

It would be useful to have a standard metric for transfer rates to make comparisons between colleges. However, the multiple functions and missions of California Community Colleges preclude such standardization. For example, some California Community Colleges emphasize vocational programs, such as Los Angeles Trade and Technical College. Other colleges, such as Santa Monica College, emphasize transfer. Still others, such as Merritt College, emphasize transfer and vocational programs. This diversity of programs and emphasis makes it nearly impossible to create a standard metric for examination of transfer readiness.

In this report, we examine transfer data from the California public universities because it is the only data available to us at this time.

¹⁶ This definition is from the Research and Planning Group.

B. Detailed Description of the Transfer Data

1. **Transfer Trends:** *Over the last nine academic years, how many students have transferred to California public universities?*

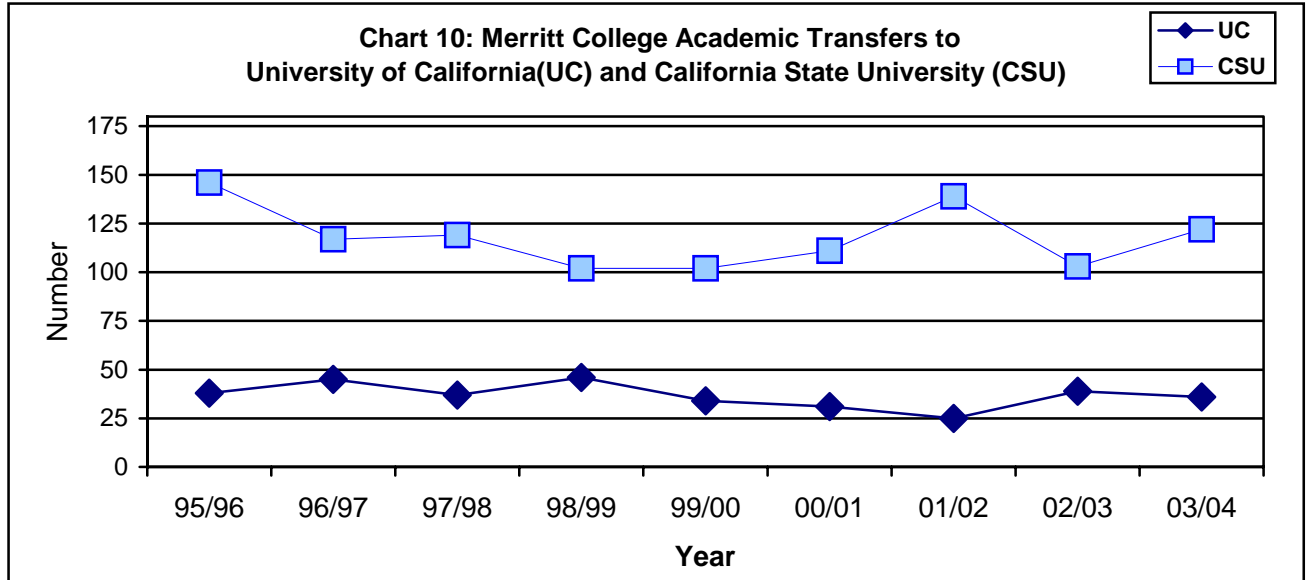


Chart 10 shows that there was a small decline (a net loss of 24 students) in the number of students who transferred to CSU and UC from 1995-2004.

Over the last nine years (fall and spring semesters), an average of 13,540 students attended Merritt College. During the same time period, an average of 155 students transferred to either a CSU or UC.

■ Analysis

Even though Merritt College students have a variety of goals other than transfer, only approximately 1% of our students transferred to California public universities over the last nine academic years.

2. Transfer Readiness: To what extent are Merritt College students on track to transfer?

Chart 11. New Matriculating Students by Number of Transferable Units Completed In Academic Year 2001/02- Spring 2004 N=3373

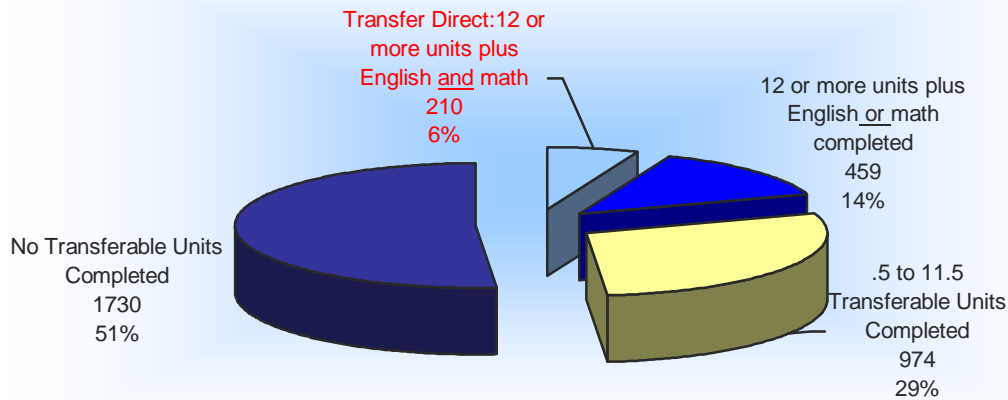
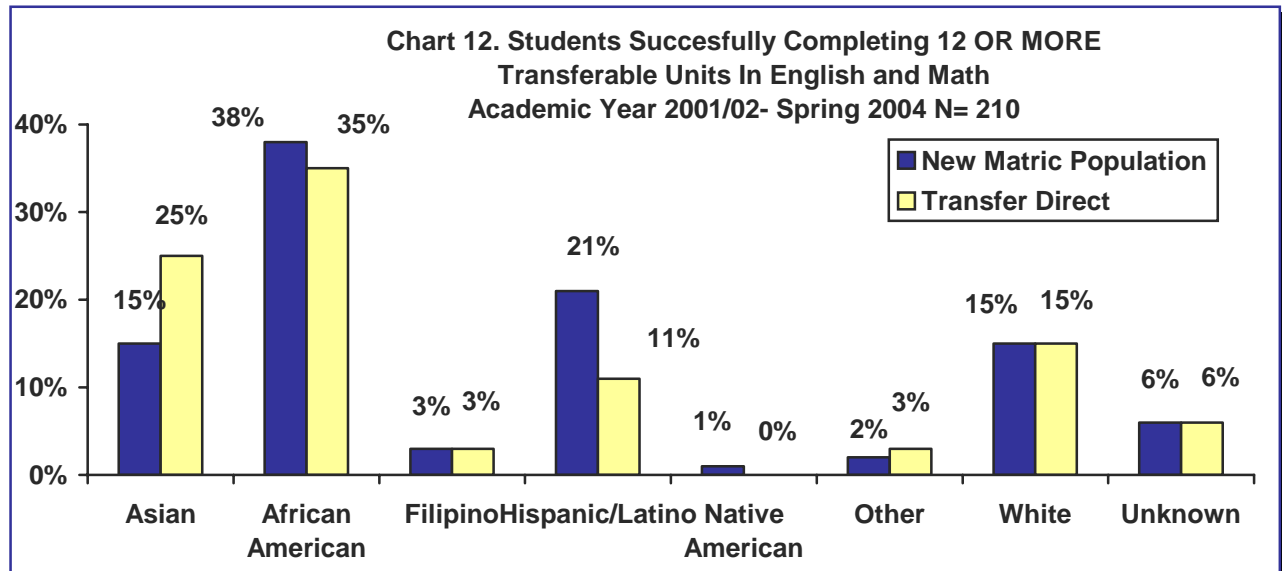


Chart 11 above shows that of the new matriculating students tracked from 2001 to 2004, 94% of new matriculating students who began in 2001 were not transfer direct by 2004.

■ **Analysis**

- An overwhelming majority of Merritt College students in this cohort are not on a path to transfer.
- Only 210 students completed 12 or more transferable units and English and Mathematics within three years.

2a. *What is the composition of the students (six percent) who are on track to transfer?*



■ **Analysis**

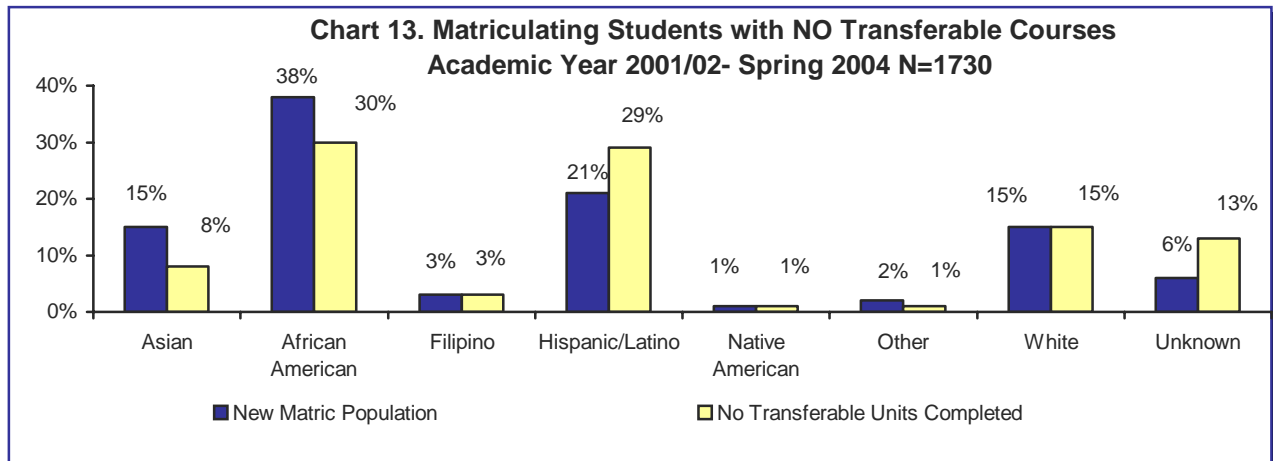
- Hispanic/Latinos are under-represented among those who have taken 12 or more units in English and Mathematics.

2b. *What is the composition of students who are not on track to transfer?*

Charts 13 through 15 (pages 44 through 46) depict the composition of matriculating students (94%) who are not transfer direct based on the number of transferable units completed. The students are separated into three categories:

1. Students with no transferable units completed in three years,
2. Students with between .5 to 11.5 transferable units completed within three years, and;
3. Students with 12 transferable units in addition to transferable English or Mathematics completed in three years.

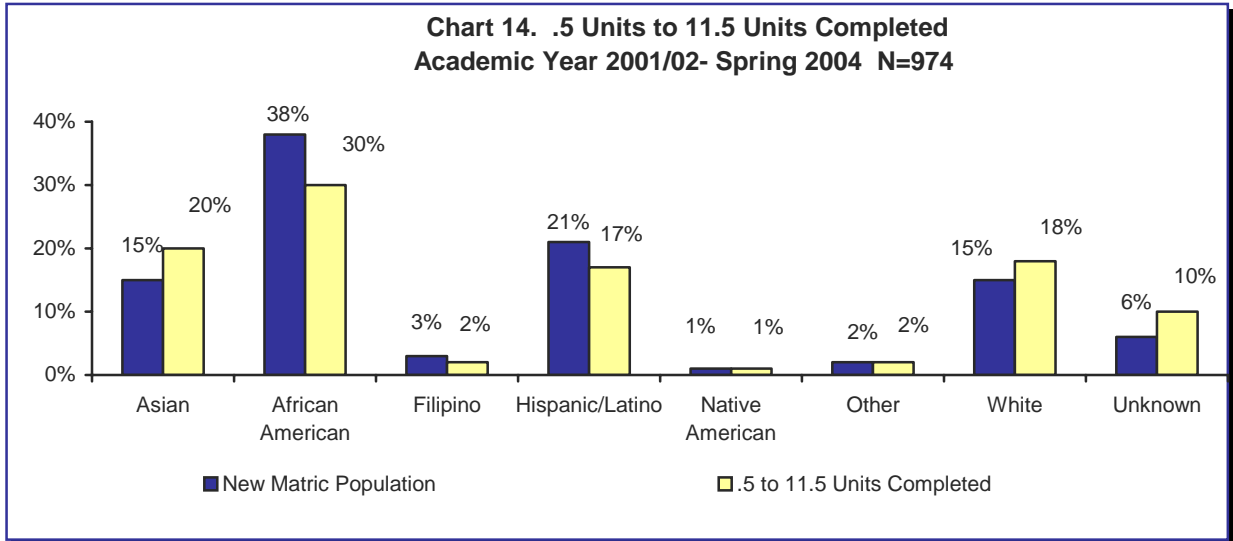
Category 1: Students with NO transferable units completed



■ **Analysis**

- There were 1730 matriculating students who completed NO transferable courses within the three year period, fall 1999 to fall 2004.
- A large percentage of Latinos in this cohort are not in a position to transfer as they had not taken any transfer level courses within a three year period.

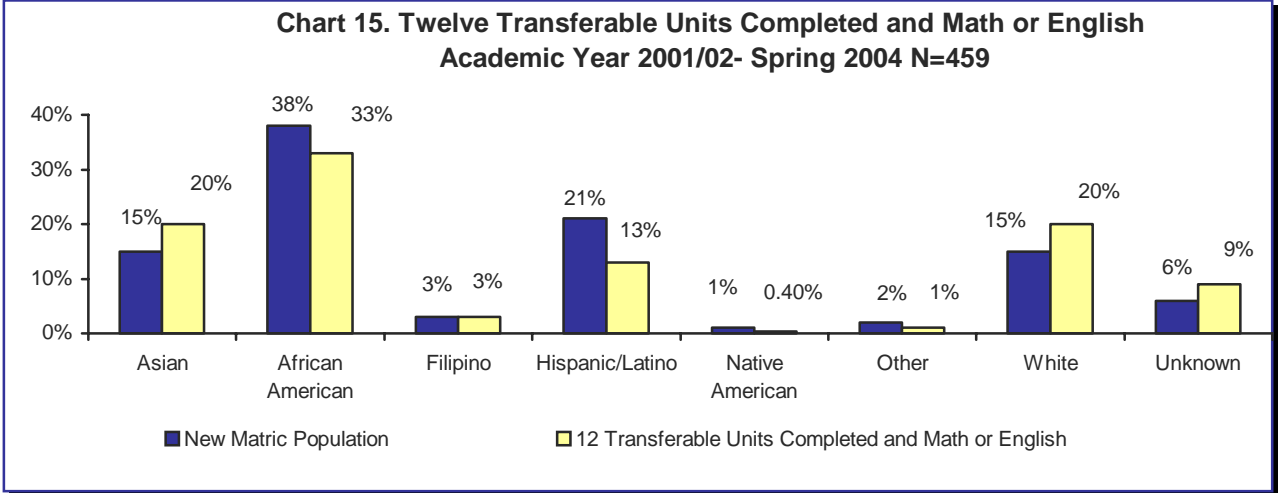
Category 2: Students who have completed a few transferable units



■ **Analysis**

- Compared to their representation in the matriculating population, African Americans and Hispanic/Latinos are underrepresented in the group of students who have taken between .5 and 11.5 units.

Category 3: Students who have completed 12 or more transferable level units including Mathematics or English

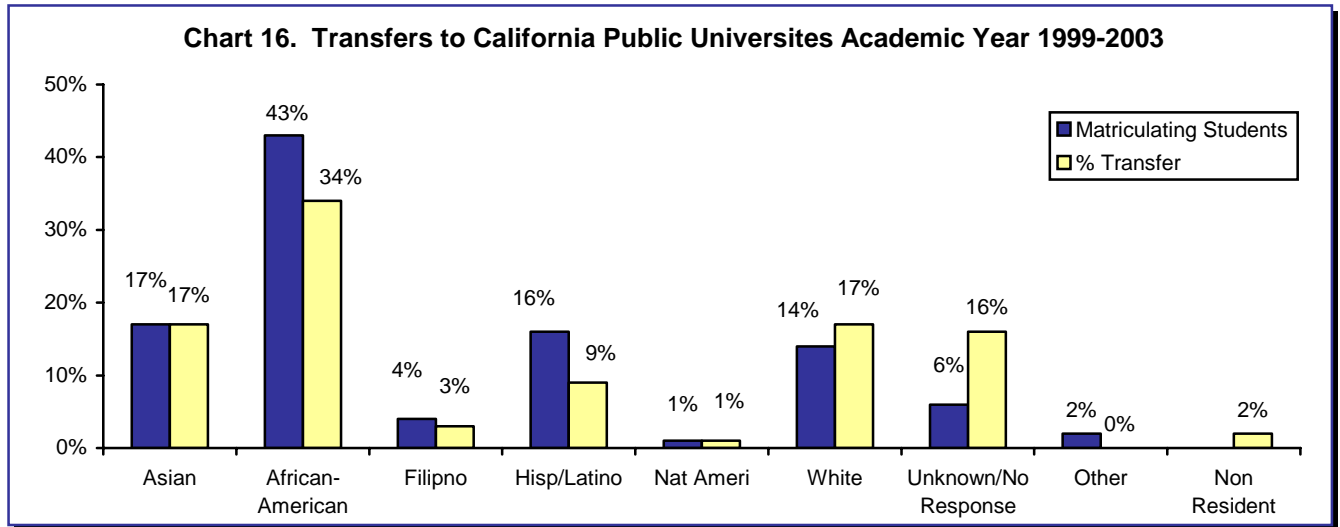


■ Analysis

- African American and Hispanic/ Latinos are not completing the necessary English or Mathematics and the 12 units needed to be on track to transfer.

3. Actual Transfers: *How many Merritt College students transfer to California public universities?*

Merritt College students transfer to California public universities: there were 738 students who transferred to California public universities in the CSU and UC systems between 1999 and 2003.



■ Analysis

- African American and Hispanic/Latino students are underrepresented in transfers to California public universities relative to their representation in the population.

Section Summary

1. Though student enrollment has increased from 1995 to 2004, Merritt students have experienced a decline in transfer rates.
2. Hispanic/Latino are underrepresented in the transfer direct category, and Hispanic/Latino and African Americans are less likely to complete 12 transferable units, including Mathematics and English.
3. African Americans and Hispanic/Latinos are underrepresented among students who transfer.

Transfer Readiness: Fine-grained Measures and Equity Goals

Below, we list the **fine grained measures** recommended for Merritt College to monitor. We provide the **Baseline, or current status of the ethnic group’s share** in the given measure. In addition, **we offer the Equity Benchmark, which is set to the percentage at which the given ethnic group is represented in the cohort.** Please note that **equity is the ideal**, but ultimately an equity goal for each measure will be set by the college community in the next phase of the Equity Scorecard project.

Fine-grained Measures	Baseline	Equity Benchmark
Transfer Readiness: Students who have not taken any transferable units¹⁷		
Hispanic/Latino share of students who have taken no transferable units in a three year period.	29 %	21%
“Unknown” share of students who have taken no transferable units in a three year period.	13%	6%
Transfer Readiness: Students who have taken a few transferable units¹⁸		
African American share of students who have taken a few transferable units (between .5 and 11.5)	30%	38%
Transfer Readiness: Students who are on the pathway to transfer¹⁹		
African American share of students who have taken transfer level English or Math within three years AND 12 transferable units.	33%	38%
Hispanic/Latino share of	13%	21%

¹⁷ Equity percentages reflect the new matriculating student demographics.

¹⁸ Equity percentages reflect the new matriculating student demographics.

¹⁹ Equity percentages reflect the new matriculating student demographics.

Fine-grained Measures	Baseline	Equity Benchmark
students who have taken transfer level English or Math within three years AND 12 transferable units.		
Transfer Readiness: Students who are transfer direct²⁰		
Hispanic/ Latino share of students who have taken transfer level English and Math within three years	11%	21%
Merritt College Actual Transfers: Transfer students²¹		
Transfer Students	155 per year (average over nine years)	TBD
African American student transfers to California public universities	34%	43%
Hispanic/Latino student transfers to California public universities	9%	16%

²⁰ Equity percentages reflect the new matriculating student demographics.

²¹ Equity percentages reflect the matriculating student demographics.

Section VII: Perspective IV—Excellence

A. Overview of the Indicators

The following questions are addressed in the examination of Merritt College student data pertaining to Excellence.

Excellence	
1. IGETC Certification	<i>To what degree are Merritt College students receiving IGETC certification?</i>
2. Breadth Certification	<i>To what degree are Merritt College students receiving breadth certification?</i>
3. Dean’s List/Honors Status	<i>What is the composition of our Deans List/ Honors status students?</i>
4. Time to Degree: In Less than 3 years <ul style="list-style-type: none"> ▪ Complete requirements for transfer ▪ Complete Associate degree 	<i>a. How many students completed 60 or more transferable units in 3 years or less?</i> <i>b. How many students attain an Associates degree in three years or less?</i>
5. UC Direct Population	<i>To what extent are our students UC Direct?</i>
6. Excellence Status	<i>To what degree are different ethnic groups achieving excellence?</i>

IGETC Certification

The Intersegmental General Education Transfer Curriculum (I.G.E.T.C) is a series of courses that community college students can use to satisfy lower-division General Education requirements at any CSU or UC campus.²² A student may receive full or partial certification, if they take the necessary courses outlined in the IGTEC with a grade “C” or better. Receipt of IGETC certification is not required for admission to a university. Data reflecting student IGTEC certification at Merritt College are depicted in **Chart 17** (page 52).

Breadth Certification

The general education/breadth requirements are designed to give university undergraduates a broad background in all major academic areas: life sciences, physical sciences, social sciences, humanities, and fine arts.²³ The general

²² 2005-2007. Merritt College Catalog. (77)

²³ 2005-2007. Merritt College Catalog. (78)

education/breadth requirements specify the courses that students must take or credit hours they must accumulate in each area.²⁴ Students with breadth certification may transfer to CSU. Data reflecting student IGTEC certification at Merritt College are illustrated in **Chart 18** (page 52).

Dean's List/Honors Status

The percentage of students on the Dean's List may be a proxy, which indicates the level of student success at a College. Students are placed on the Dean's list when they have completed 12 or more units with a semester grade point average (GPA) of 3.25 or better.²⁵ The honor status GPA is computed on the basis of units attempted and completed District-wide.²⁶ The student's honor status is assigned to the college where the majority of units were completed.²⁷ The composition of Merritt College students who are on the Dean's List is represented in **Chart 19** (page 53).

Time to Degree: In Less than Three Years, Complete Associate degree, or Complete 60 or more units

Time to degree is used as an indicator of excellence to highlight those students who complete an Associate degree in three years or less. Students who take more than three years to complete their degree may be faced with other challenges or institutional barriers that may require further examination. **Chart 20 and Chart 21** (page 54) show the demographics of students who complete an Associate's degree in three years or less compared to students who take more than three years to complete.

University of California (UC) Direct Population

UC direct students have completed 60 UC transferable units. UC direct was selected as an indicator of excellence because UC is nationally recognized as an elite state university system that requires the completion of rigorous course work to gain admission. **Chart 22** (page 55) describes the demographics of students who are UC direct having completed the necessary 60 UC transferable units.

²⁴ Ibid.

²⁵ 2005-2007. Merritt College Catalog. (31)

²⁶ Ibid.

²⁷ Ibid.

B. Detailed Description of Excellence Data

1. IGETC Certification: *To what degree are Merritt College students receiving IGETC certification?*

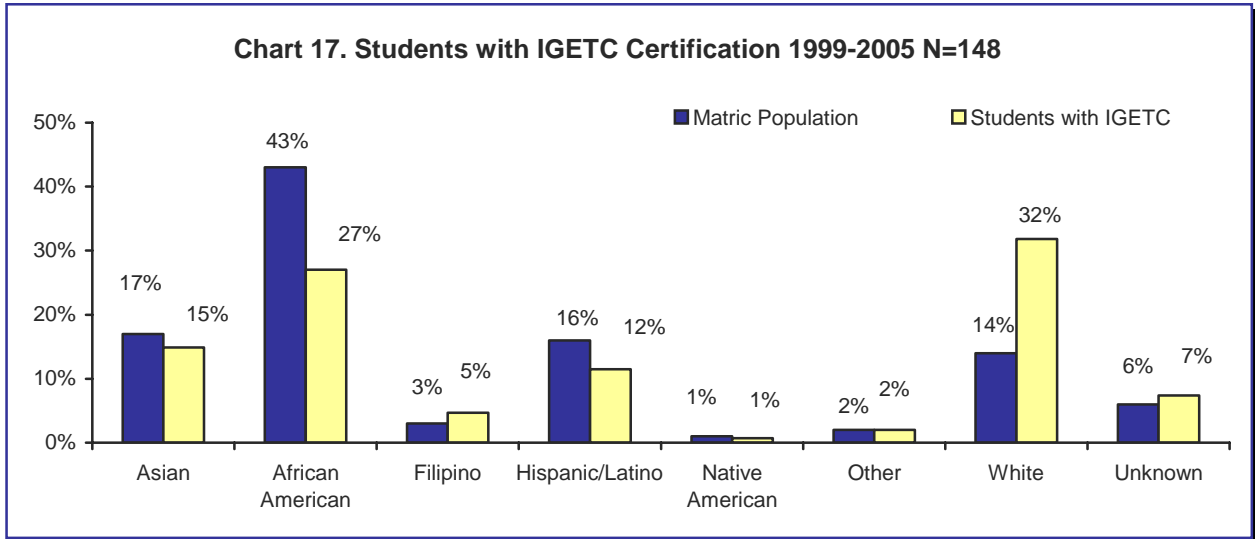


Chart 17 shows the composition of the 148 students who were IGETC certified.

■ Analysis

- African American students are underserved relative to their representation in the matriculating population receiving IGETC certification.

2. Breadth Certification *To what degree are Merritt College students receiving breadth certification?*

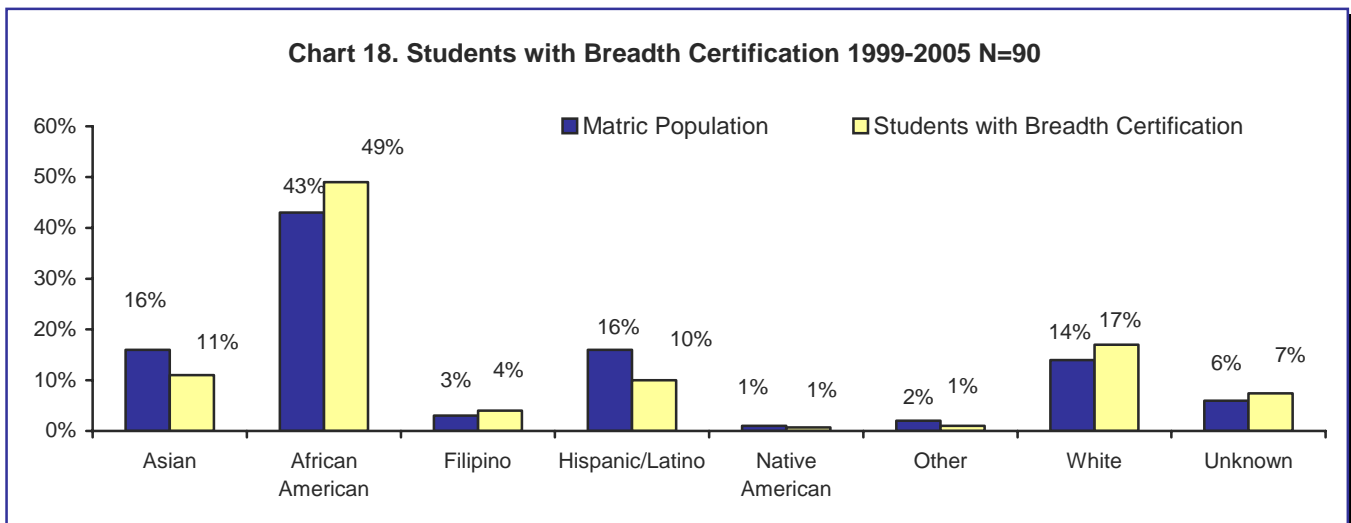


Chart 18 (page 52) shows that approximately 90 matriculating students have received breadth certification from fall 1999 to fall 2004.

■ **Analysis**

- Asian and Hispanic/Latino students are not receiving breadth certification at the rate that they should.

3. Dean’s List/Honors Status: What is the composition of our Dean’s List/Honors status students?

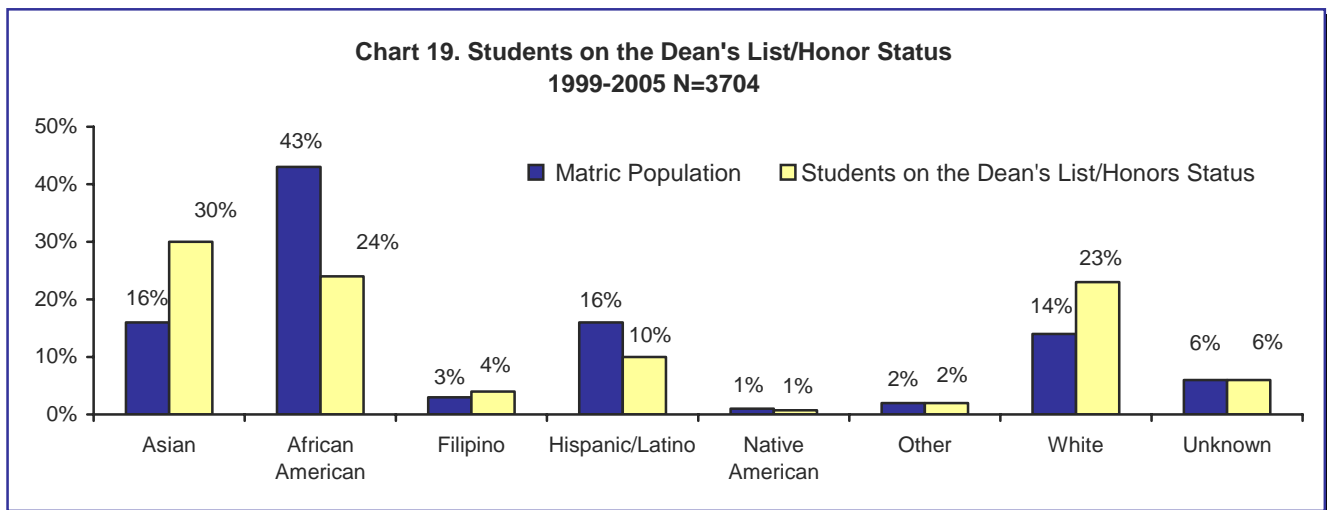
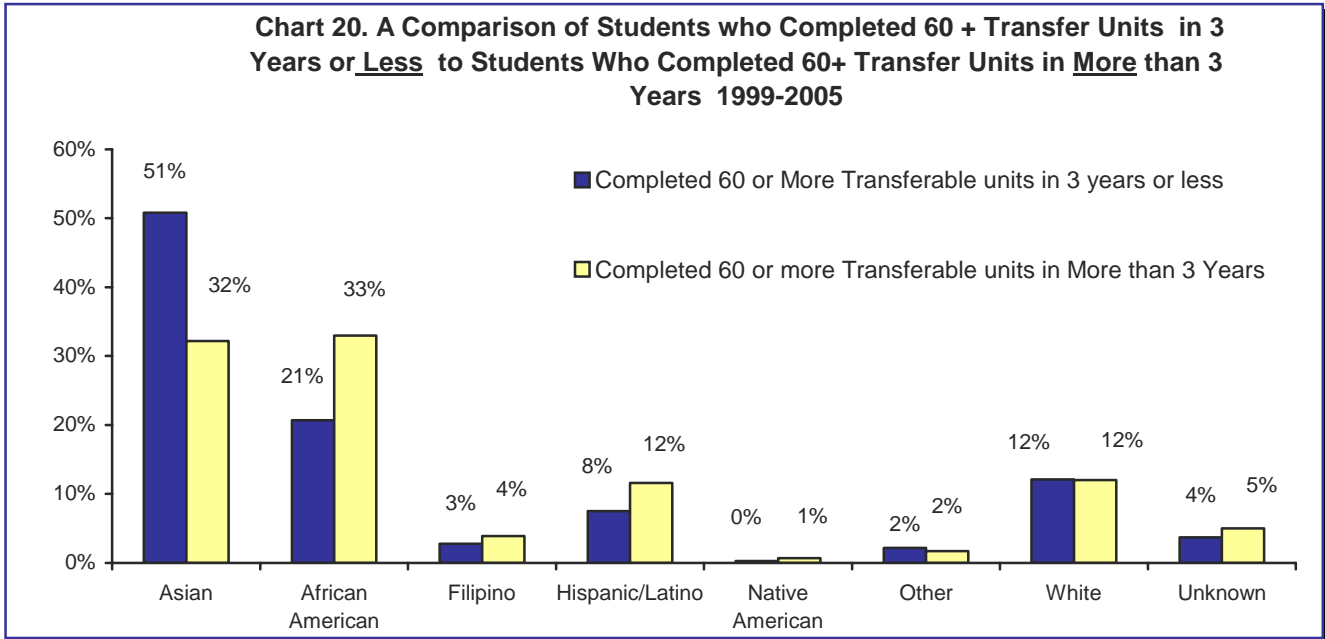


Chart 19 above depicts the composition of the 3704 students on the Dean’s List from fall 1999 to fall 2004.

■ **Analysis**

- A relatively small percentage of African American and Hispanic/Latino students make the Dean’s list.

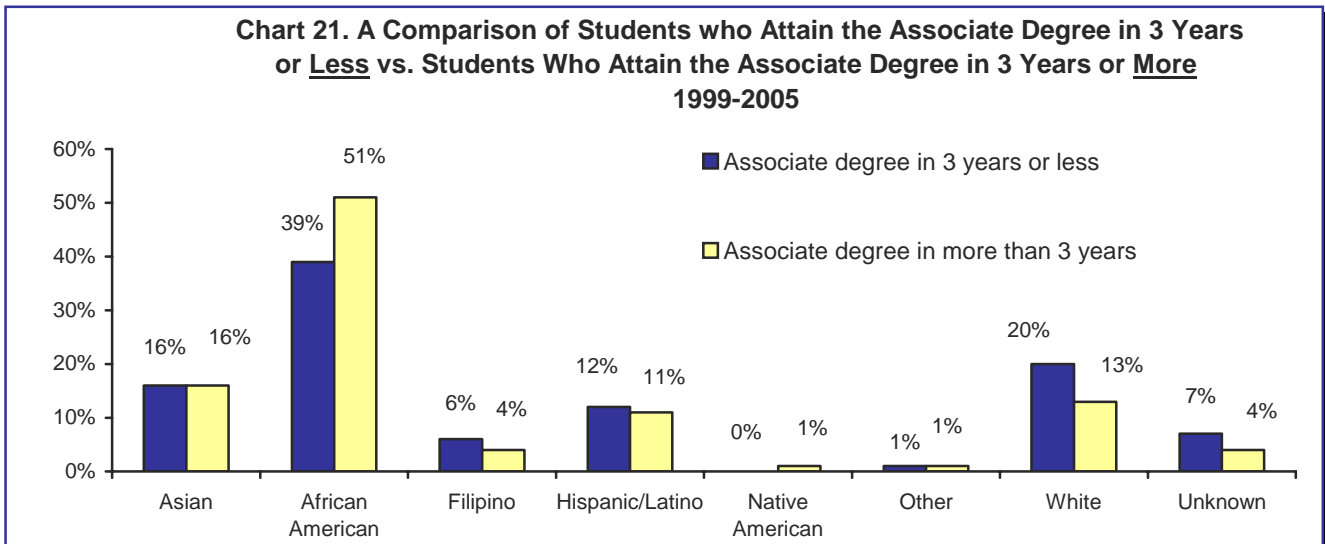
4a. Time to Degree: How many students complete 60+ transferable units in three years or less?



■ Analysis

- **Chart 20** above illustrates that in comparison to other ethnic groups at Merritt, African American students are more likely to take more than three years to complete 60 or more transferable units.

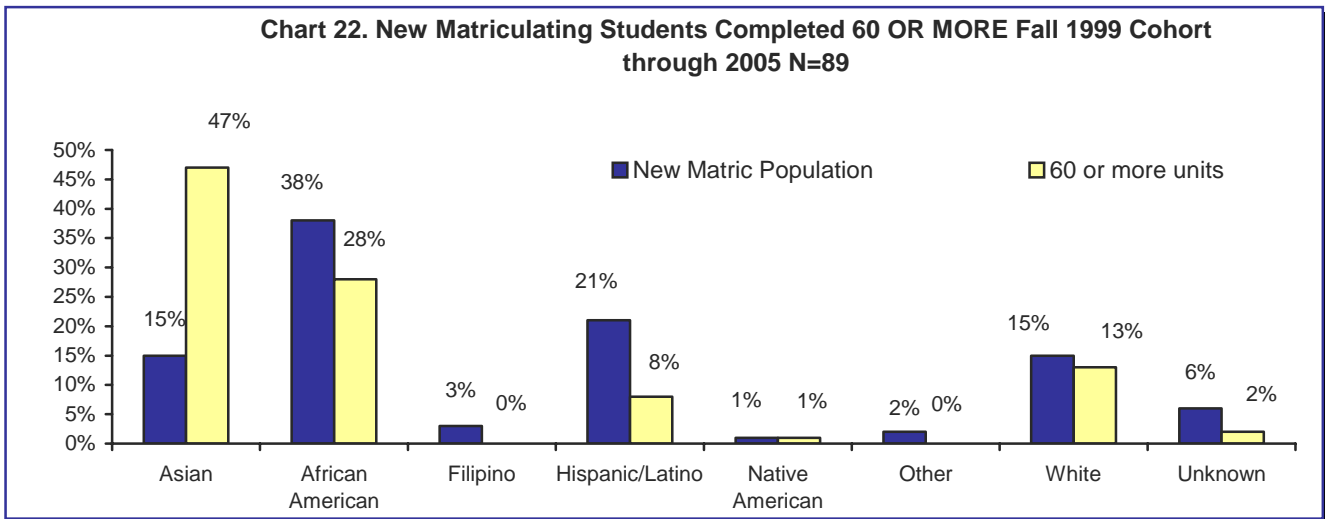
4b. How many students attain an Associate degree in three years or less?



■ **Analysis**

- **Chart 21** (page 54) illustrates that in comparison to other ethnic groups at Merritt, African American students are more likely to take more than three years to attain an Associate degree.

5. University of California (UC) Direct Population: *To what extent are our students UC Direct?*



■ **Analysis**

- Only 89 students from a cohort of 2067 new matriculating students followed from 1999 through 2005 were UC direct.
- Of the 89 students who were UC direct (completed 60 or more UC transferable units), African American and Hispanic/Latino students are highly underrepresented compared to their representation in the overall matriculating population.

6. Excellence Status: *To what degree are different ethnic groups achieving excellence?*

Table 8 (page 56) depicts each ethnic group’s status in the areas of Excellence.

- A plus sign (+) denotes a group that is excelling or is overrepresented (relative to their representation in the matriculating population) in an Excellence category.
- A minus (-) sign denotes a group that is underserved or is underrepresented (relative to their representation in the matriculating population) in an Excellence category.

- The blank cell denotes a group at parity (achieved equity). This group is equally represented in the matriculating and in the Excellence category.

Please Note: The information in the Excellence Chart does not adhere to the 5% rule discussed in the introduction. If a group is above or below equity/parity by one percentage point, then they received the appropriate plus or minus sign.

Table 8: Excellence Status Disaggregated by Ethnic/Racial Groups						
	IGETC Certif.	Breadth Certif.	Dean's List	60+ transfer units	AA Degree	UC Direct
Asian	+	-	+	+		+
African American	-	+	-	-	-	-
Filipino	+	+	+	-	+	-
Hispanic	-	-	-	-	+	-
Native-American				-	-	
Other		-				+
White	+	+	+		+	-
Unknown	+	+		-	+	-

■ Analysis

- Asian, White, and Filipino students are performing well in IGETC Certification and Dean's List.
- African American and Hispanic students are underperforming, in IGETC Certification, Dean's List, 60+ transfer units, & UC direct.

Section Summary

1. African American and Hispanic/Latino students are underserved in terms of making the Dean's List.
2. African American students are the only group of students who are more likely to take more than three years to a) complete 60 or more transferable units, and b) attain an Associate Degree.
3. African American and Hispanic/Latino students are generally underrepresented in excellence categories compared to their representation in the overall matriculating population.

Excellence: Fine-grained Measures and Equity Goals

Below, we list the **fine grained measures** recommended for Merritt College to monitor. We provide the **Baseline, or current status of the ethnic group's share** in the given measure. In addition, **we offer the Equity Benchmark, which is set to the percentage at which the given ethnic group is represented in the cohort.** Please note that **equity is the ideal**, but ultimately an equity goal for each measure will be set by the college community in the next phase of the Equity Scorecard project.

Fine-Grained Measures	Baseline	Equity Benchmark
IGETC Certification²⁸		
African American share of students who receive IGETC Certification	27%	43%
Breadth Certification²⁹		
Asian share of students who receive Breadth Certification	11%	17%
Hispanic/Latino share of students who receive Breadth Certification	10%	16%
Dean's List/Honors Status³⁰		
African American share of students who are on the Dean's List	24%	43%
Hispanic/Latino share of students who are on the Dean's List	10%	16%
Time to Degree		
African American share of students who take more than three years to transfer	33%	21%
African American share of students who take more than three years to attain an Associate Degree	51%	39%

²⁸ Equity percentages reflect the matriculating student demographics.

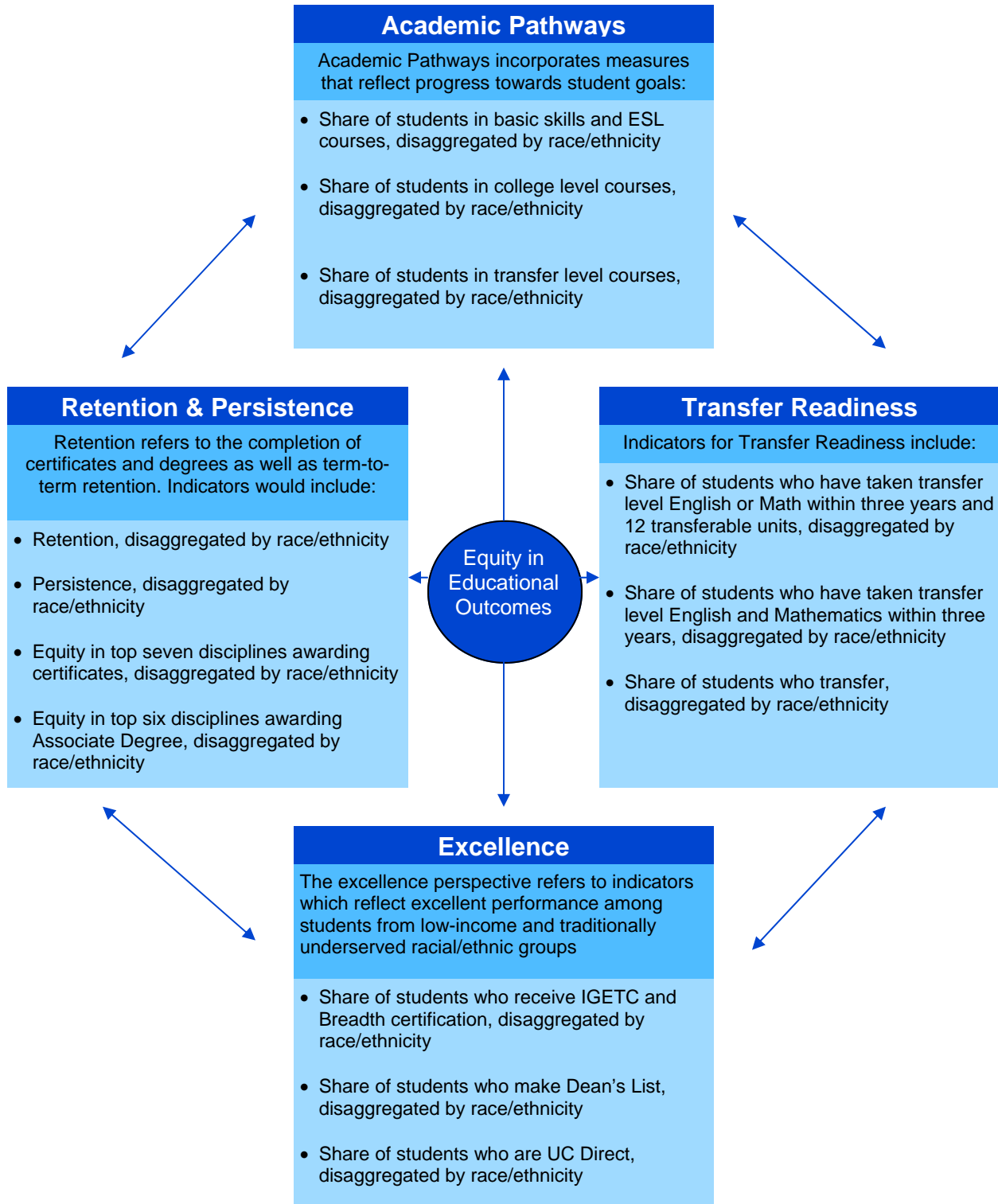
²⁹ Equity percentages reflect the matriculating student demographics.

³⁰ Equity percentages reflect the matriculating student demographics.

Fine-Grained Measures	Baseline	Equity Benchmark
UC Direct Population³¹		
Overall Population UC Direct within three years	89 per year	TBD
African American share of students UC Direct	28%	43%
Hispanic/Latino share of students UC Direct	8%	16%

³¹ Equity percentages reflect the matriculating student demographics.

Section VIII: Merritt College's Equity Scorecard



Section IX: Conclusion

The findings presented here occurred through careful examination and discussion of institutional data, disaggregated by ethnicity/race. The new knowledge about the state of equity in educational outcomes at Merritt College arising out of the collaborative process undertaken by the *Equity for All* team is vitally important. However, the work of the team does not stop at this point. If these findings are to have any lasting effect, it will only be as a result of sharing these findings about the state of equity at Merritt College with the wider campus community and implementing any recommendations that come from the ensuing discussions. As such, we have developed a multi-pronged dissemination strategy to spread the word about what we have found and to engage faculty, administrators, staff and students in a discussion about how to bring about equity in educational outcomes, especially by setting benchmarks:

1. Select benchmarks for each fine grained measure. These benchmarks represent objectives defined by a numeric value that bring the campus closer to equitable outcomes. Setting these numeric values requires further analysis of the commonalities of those students who achieve their stated goals.
- Create 'Equity Briefs' for distribution to faculty, administrators, and staff: For each perspective, we will create an *Equity Brief* highlighting some of the more interesting findings to be electronically distributed in existing e-newsletters to faculty and administrators. This will allow members of the campus community to keep abreast of the team's work, and will encourage stakeholders to get actively involved in the process of cultivating equity.
- Presentations to Academic Senate and other campus committees: The Merritt College *Equity for All* team will give regular status reports to the Academic Senate and other campus committees about the team's progress and findings. In order to foster a culture of equity on the campus, it is important to incorporate the concept at all planning levels. By engaging the Academic Senate and other campus committees in an ongoing dialogue about equitable educational outcomes, we hope to cultivate a sense of institutional responsibility for student success.

It is our hope that this dissemination strategy will help to bring the entire campus community into a dialogue about equitable educational outcomes. While we are proud of what we as the Merritt College *Equity for All* team have accomplished

thus far, we must continually infuse the state of equity into the larger discussion about institutional effectiveness.