

MERRITT COLLEGE
STUDENT EQUITY PLAN

SUBMITTED BY:
RESEARCH AND PLANNING OFFICE
STUDENT SERVICES DIVISION
SPRING 2008

DRAFT

MERRITT COLLEGE STUDENT EQUITY PLAN

Table of Contents

Signature Page

Executive Summary

- Background
- Summary of Findings
- Goals
- Activities
- Resources
- Contact Person

Campus-Based Research

- Indicator Definitions and Data
- Access
- Course Completion
- Degree and Certificate Completion
- Transfer

Goals and Activities

- Access
- Course Completion
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer

Budget

- Sources of Funding

MERRITT COLLEGE

STUDENT EQUITY PLAN

Signature Page

District: Peralta Community College District **College:** Merritt College

President, Board of Trustees

Date

District Chancellor: _____

College President: _____

Academic Senate President: _____

Student Equity Coordinator: _____

Executive Summary

EXECUTIVE SUMMARY

Background

By law California community colleges must provide open access to all students regardless of ethnicity, gender, age, disability, or economic circumstances. To that end, the California legislature mandated that California community colleges provide educational equity through faculty representation and student outcomes. The Board of Governors of the California Community College Chancellors Office then adopted a student equity policy which established the framework for the Student Equity Plan and tied college adoption of the Plan to state funding.

Merritt College Equity Planning Process

The Student Equity Plan is part of a larger equity planning process at Merritt College. Merritt College has a strong commitment to diversity, as reflected in its' staff, faculty, and student population. Moreover, in recognition of the importance of equity, Merritt College has incorporated equity as its 5th strategic direction. As a part of the educational master plan process and strategic planning process, every unit must provide analysis of its progress towards equity. This information is critical to decision making and curriculum improvements.

Report Preparation /Dissemination

The student equity plan was submitted to the Peralta Community College District Board of Trustees.

Equity Indicators

Merritt College has approximately 20 institutional equity indicators.¹ In this report, student outcomes are described through the following four equity indicators requested by the state.

1. **Access:** A comparison of the ethnic and gender composition of the colleges service area to students who enrolled at the college.
2. **Successful Course Completion:** The percentage of credit courses that students actually complete by the end of the term by ethnicity. "Course Completion" means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.
3. **Basic Skills:** The percentage of students who after enrolling in Basic Skills English and Mathematics proceed to and successfully² complete College Level or Transfer Level English and Mathematics.

¹ These indicators were provided through the Equity For All Scorecard Process.

² Students who do not enroll in the subsequent semesters are a part of the unsuccessful population in the denominator. If these students are taken out, the rates for each group increase by at least 15%.

4. **Certificate and Degree Completion:** The percent of students who receive a degree or certificate compared to the percent of students in that group with the same informed matriculation goal by ethnicity.
5. **Transfer:** The percentage of students who transfer to California Public Universities by ethnicity.

Data Parameters and Limitations

The following parameters have guided this report:

- To ensure that the analysis is not based on outliers, the data in this report reflect an average for the time period 2000-2006, unless otherwise noted.
- In order to assess equity, a benchmark of 5% was used. Groups that fall at least 5% below the college average are identified as a target group requiring remediation in the academic area of concern.
- The inconsistency in ethnic categorizations between Merritt College and the US Census 2000 and the state data resulted in data gaps. The report provides analysis of student outcomes for the following ethnic groups:
 - Asian
 - Black/African-American
 - Hispanic
 - Filipino
 - American Indian
 - Other Non White
 - White Non Hispanic
 - Unknown
- The city of Oakland was identified as Merritt College's service area as it is the area where a majority of Merritt College students reside.

Summary of Findings

A review of the data revealed the following findings:

Access

When compared to the city of Oakland, Merritt College's service area, Latinos/Hispanics are underrepresented in Merritt College's population. Latinos/Hispanics are underrepresented by over ten percent as compared to their representation in the service area.

Similar to national trends, men are underrepresented at Merritt College. There is a far greater proportion of females enrolled at Merritt than males.

Implications/Next Steps

Latino/Hispanic under representation may reflect some barriers to access. Latino/Hispanic under enrollment must be explored through community surveys and focus groups to determine the reason/s for under enrollment.

Successful Course Completion

African American students were the only ethnic group where both male and female performed below average. Native American women, "Other" women, and "Unknown" men also performed below average.

Implications/Next Steps

Given that African American students are generally unsuccessful in their course work, they may have difficulty achieving their educational goals. For example, students with an educational goal of transfer may be unable to do so, if they do not have a "B" average that is required by most universities to transfer. Instructional strategies and support services should be assessed to determine cultural relevance.

Basic Skills

Approximately 65% of students successfully completed college level or transfer level English after having enrolled in Basic Skills. In English, the following groups of students performed beneath the college/transfer level average of 65%: Filipino, Hispanic, Native American, and White students

Approximately 40% of students successfully completed college level or transfer level Mathematics after having enrolled in Basic Skills. Students who identify as "Other" were the only group to perform below the average of 40% for college/transfer level Mathematics.

Implications/Next Steps

The data indicate that some students (over a third) are not successful as they transition into a higher level English course. There is cause for concern for students transitioning into college or transfer level Mathematics as 60% of them are not successful. The curriculum should be evaluated to determine the extent to which there is a skills/curriculum alignment between basic skills and college and transfer level English.

Faculty and staff should be interviewed to gain insight to the impediments to successful transition from basic skills to college level work.

Degree and Certificate Completion

A disparity exists between the stated educational goal and the percentage of degrees awarded for every ethnic group. However, there were no inequities in certificates attained by ethnic group and the stated educational goals by ethnic group.

Implications/Next Steps

[To address the challenges to degree attainment, student success in XYZ must be]

Merritt College should explore through post graduation surveys/ focus groups the factors that contribute to the success of this small group of students.

Transfer

African-Americans and Latino/Hispanic students are underrepresented in transfers to University of California (UC) and California State University (CSU). Asian students are underrepresented in transfers to CSU.

Implications/Next Steps

A great proportion of Merritt College's African American and Hispanic/Latino students are not achieving their educational goal of transfer to a university. To determine the impediments to transfer a survey of faculty, staff, and students should be conducted to determine the factors that contribute to the low number of transfers.

Goals and Activities

The goals and activities described were updated to address changes in student outcomes. For each goal there are multiple activities that reflect institution wide efforts. You will find in the body of the report activities for each goal. Listed below are the student equity goals addressed.

- *Access*
Continue to identify and remove access barriers for under-represented groups. Outreach to the service area population so that the college population may be reflective of this.
- *Successful Course Completion*
Increase the percentage of courses successfully completed by students, particularly underrepresented students.
- *Basic Skills*
To provide a variety of educational opportunities in reading, writing, and mathematics to basic skills program participants as well as develop strategies to enhance student success.
- *Degree and Certificate Completion*

Increase the percentage of successful degree and certificate completion rates by Merritt College students, particularly underrepresented students.

- *Transfer*
Increase the number of underrepresented students who transfer to 4-year institutions each year

Budget

The sources of funding include matriculation, basic skills, and title III budget.

Contact

For further information regarding this report, please contact:

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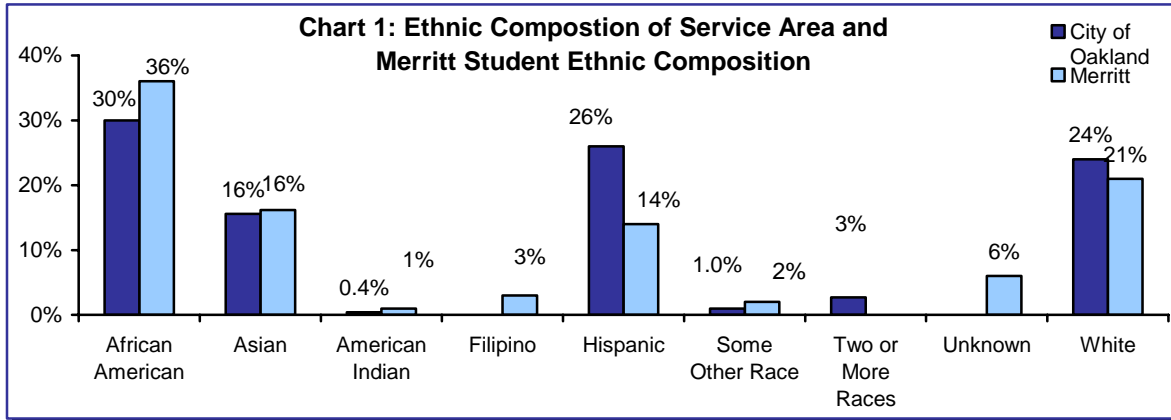
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Phone: (510) 436-2477

Campus-Based Research

CAMPUS BASED RESEARCH

- I. **ACCESS:** A comparison of the ethnic and gender composition of the colleges service area to students who enrolled at the college.



Source: American Community Survey 2006 and Peralta Institutional Research Office³
How to read this chart:

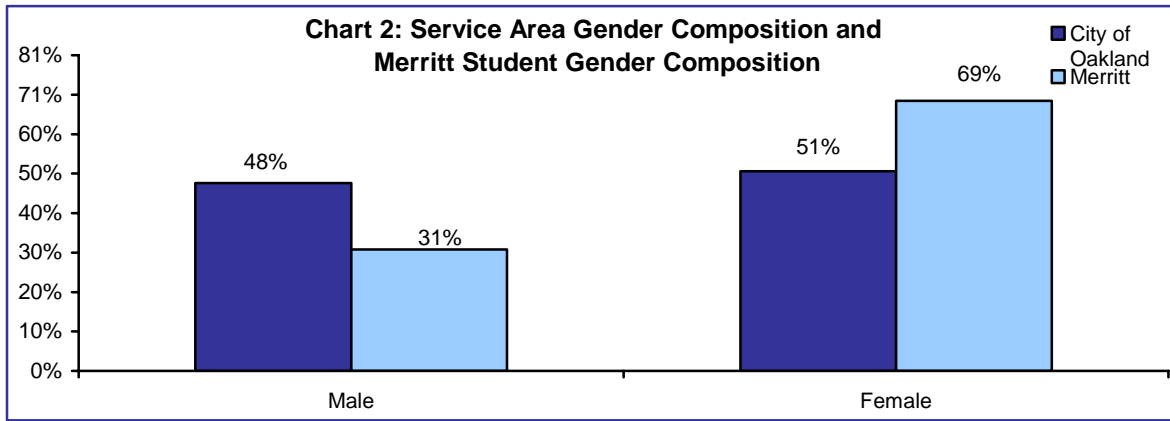
Data Description

- When compared to the city of Oakland population, Hispanic students were underrepresented.
- Of city of Oakland residents 26% of the population identify as Hispanic, whereas at Merritt approximately 14% of students identify as Hispanic.

Implications/Next Steps

Latino/ Hispanic under representation may reflect some barriers to access. Latino/ Hispanic under enrollment must be explored through community surveys and focus groups to determine the reason/s for under enrollment.

- I. **ACCESS:** A comparison of the ethnic and gender composition of the colleges service area to students who enrolled at the college.



Source: American Community Survey 2006 and Peralta Institutional Research Office

How to read this chart: While 48% of city of Oakland's population are males, 31% of students at Merritt College are males.

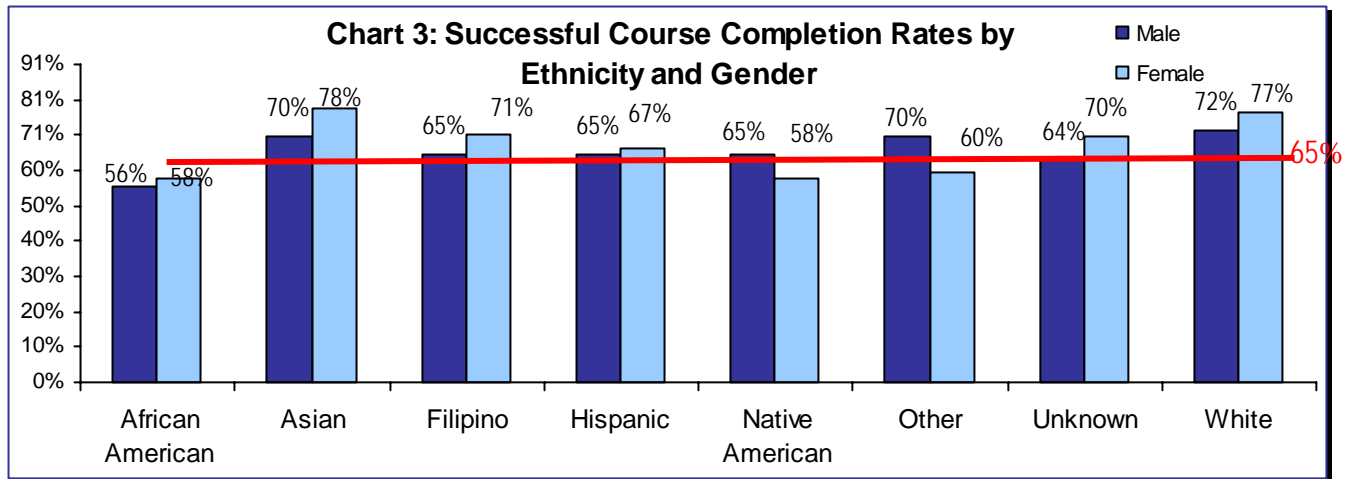
Data Description

- As is common throughout higher education, there is a higher number of females than male students at Merritt College. While male students are 48% of the City of Oakland's adult population, at Merritt College males are only 31%. Conversely, females are 51% of the cities population and females at Merritt College are 69% of the population.

Implications/Next Steps

Merritt College should assess its course offerings for equity in the types of programs offered to ensure that programs reflect industries dominated by males and females.

II. SUCCESSFUL COURSE COMPLETION: The percentage of credit courses that students by population group actually complete by the end of the term. “Course Completion” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.



Source: Peralta Institutional Research Office

How to read this chart: The successful course completion rate for Asian men was 70% while the successful course completion rate for Asian women was 78%.

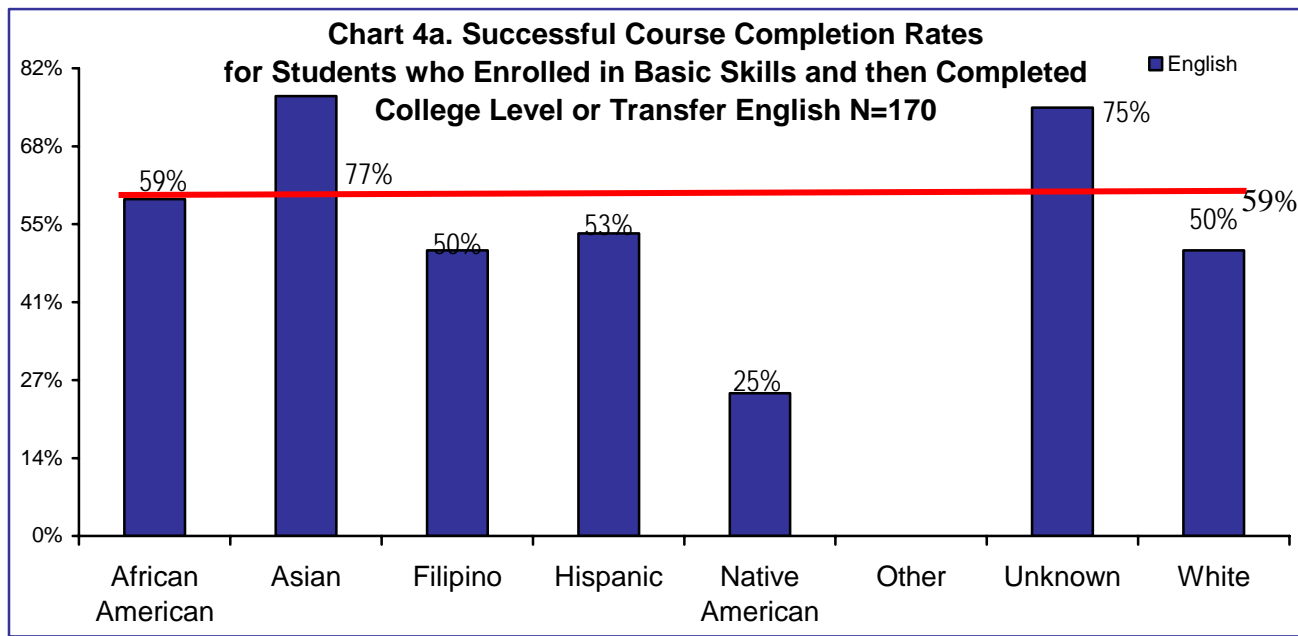
Data Description

- o The successful course completion rate for all groups was 65%. African American students were the only group where males (56%) and females (58%) were below the college average.
- o Other groups including Native American women (58%). “ Other” women (60%), and “Unknown” men (64%) performed below the college average.

Implications/Next Steps

Given that African American students are generally unsuccessful in their course work, they may have difficulty achieving their educational goals. For example, students with an educational goal of transfer may be unable to do so, if they do not have the “B” average necessary to transfer. To have a robust understanding why African-American, Native American women, “ Other” women, and “Unknown” men are underperforming a focus groups of underperforming students should be conducted to determine the reason/s for the poor performance so that strategies can be developed to appropriately address them.

III. BASIC SKILLS: The percentage of students who after enrolling in Basic Skills English and Mathematics proceed to and successfully⁴ complete College Level or Transfer Level English and Mathematics.



Source: Peralta Institutional Research Office

Note: the following groups consisted of populations of less than 14 students: Asian, Filipino, Native American, White and Unknown.
How to read this chart:

Data Description

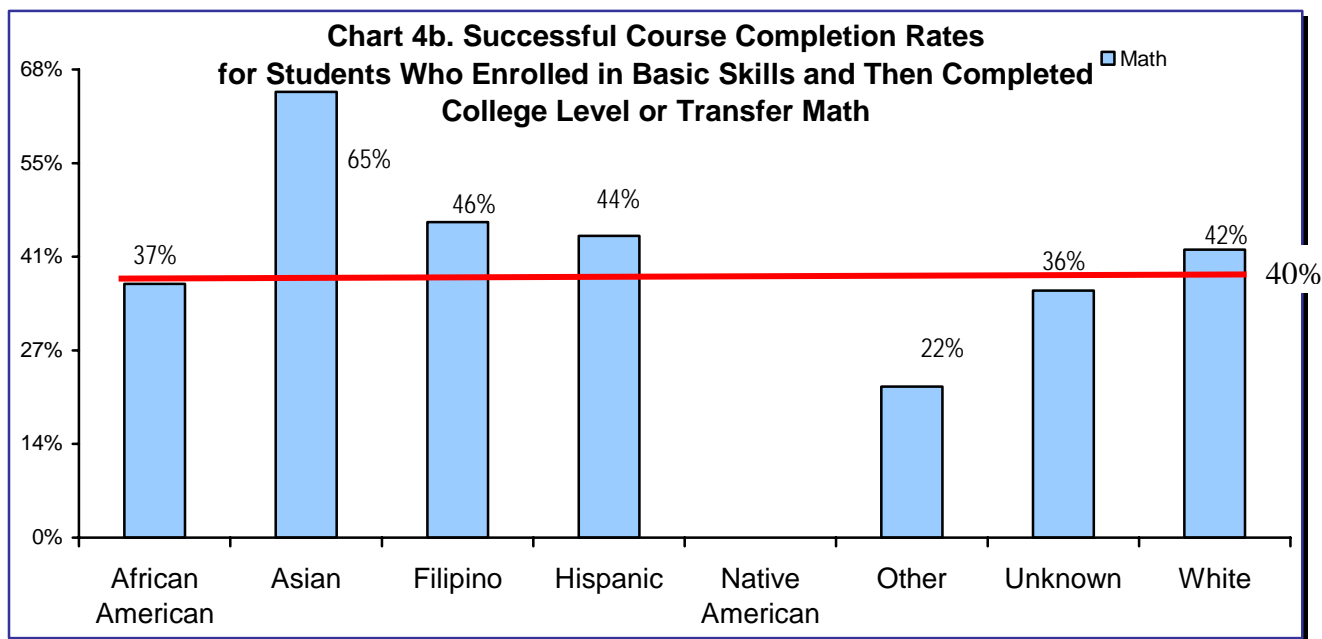
- o Approximately 65% of students successfully completed college level or transfer level English after having enrolled in Basic Skills. Note in this analysis students are defined as unsuccessful if they choose not enroll in the subsequent year.
- o The following students performed beneath the college average for students: Filipino, Hispanic, Native American and White students.

Implications/Next Steps

The data indicate that some students (over a third) are not successful as they transition into a higher level English course. The curriculum should be evaluated to determine the extent to which there is a skills/curriculum alignment between basic skills and college and transfer level English. Further, although not shown here many students may not enroll in the college or transfer level English course after enrolling in the basic skills course. The lapse in reenrollment may negatively impact their performance. It is suggested that faculty and students be interviewed to determine the impediments to student enrolling in college level or transfer level course.

⁴ Students who do not enroll in the subsequent semesters are a part of the unsuccessful population in the denominator. If these students are taken out, the rates for each group increase by at least 15%.

III. BASIC SKILLS: The percentage of students who after enrolling in Basic Skills English and Mathematics proceed to and successfully⁵ complete College Level or Transfer Level English and Mathematics.



Source: Peralta Institutional Research Office

Note: the following groups consisted of populations of less than 14 students: Filipino and "Other".

How to read this chart:

Data Description

- Approximately 40% of students successfully completed college level or transfer level Mathematics after having enrolled in Basic Skills. Note in this analysis students are defined as unsuccessful if they choose not enroll in the subsequent year.
- Students who identify as "Other" were the only group to perform below average.

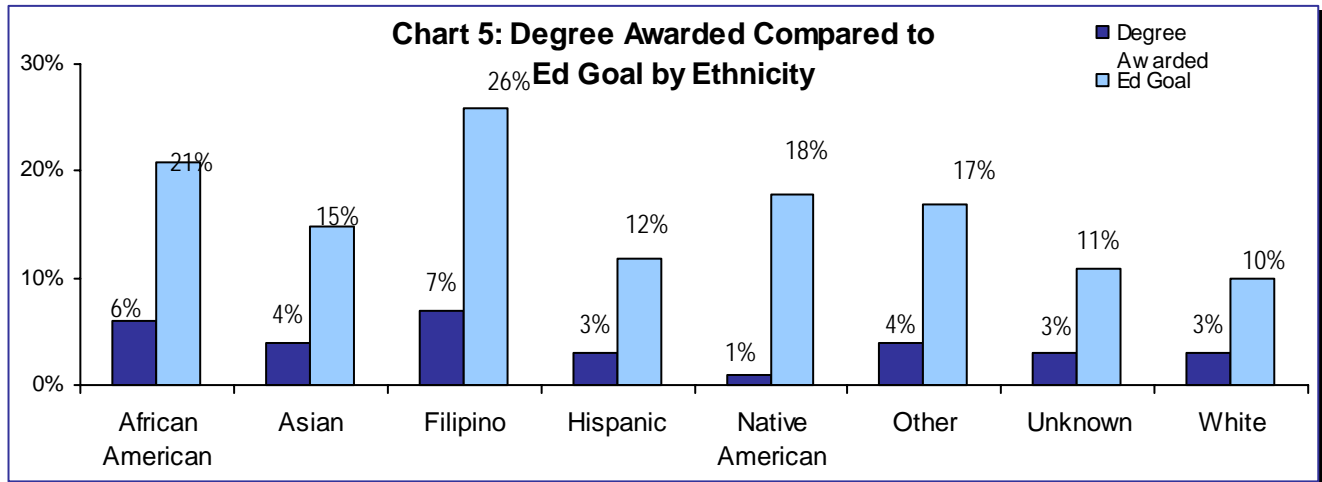
Implications/Next Steps

The data indicate that most students (60%) are not successful as they transition into a higher level Mathematics course. This is cause of great concern. The curriculum should be evaluated to determine the extent to which there is a skills/curriculum alignment between basic skills and college and transfer level Mathematics.

Further, although not shown here many students may not enroll in the college or transfer level Mathematics course after enrolling in the basic skills course. The lapse in reenrollment may negatively impact their performance. It is suggested that faculty and students be interviewed to determine the impediments to student enrolling in college level or transfer level course

⁵ Students who do not enroll in the subsequent semesters are a part of the unsuccessful population in the denominator. If these students are taken out, the rates for each group increase by at least 15%.

IV. DEGREE AND CERTIFICATE: The percent of students who receive a degree or certificate compared to the percent of students in that group with the same informed goal.



Source: Peralta Institutional Research Office

How to read this chart: 21% of African Americans had an ed goal of Associates Degree and 6% received a degree.

Data Description

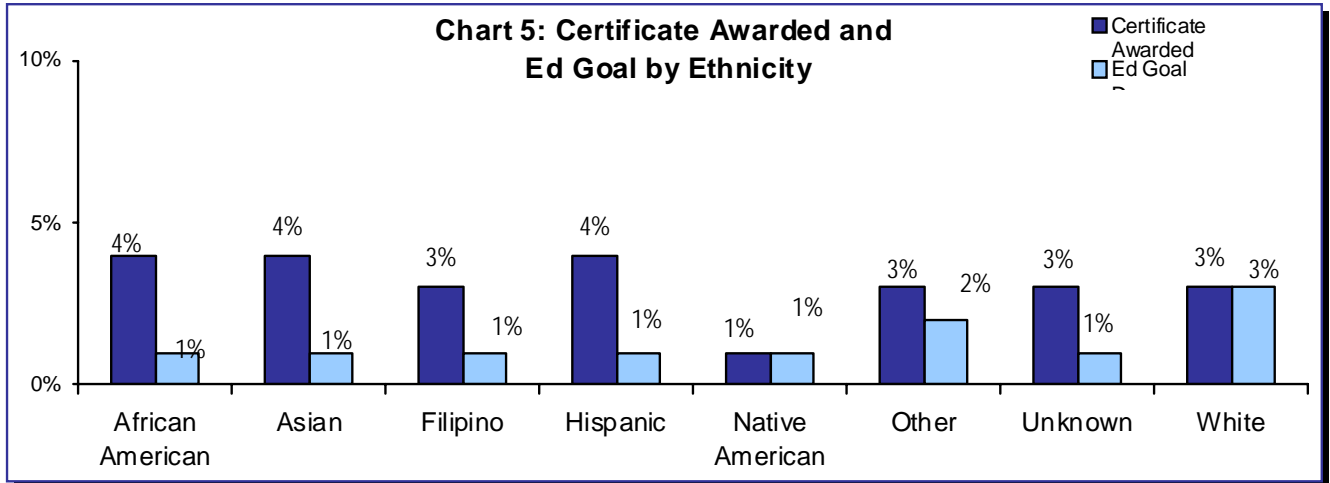
- There was inequity for every group shown. Students across the board did not attain the Associate Degree in the same proportion as stated degree attainment as a educational goal, irrespective of ethnicity. The group with the largest disparity (21% differential) between educational goal and actual degree awarded were Filipino students.
- The group with the smallest disparity (8 % differential) were white students.

Implications/Next Steps

[To address the challenges to degree attainment, student success in XYZ must be]

Merritt College should explore through post graduation surveys/ focus groups the factors that contribute to the success of this small group of students.

IV. DEGREE AND CERTIFICATE: The percent of students who receive a degree or certificate compared to the percent of students in that group with the same informed goal.



Source: Peralta Institutional Research Office

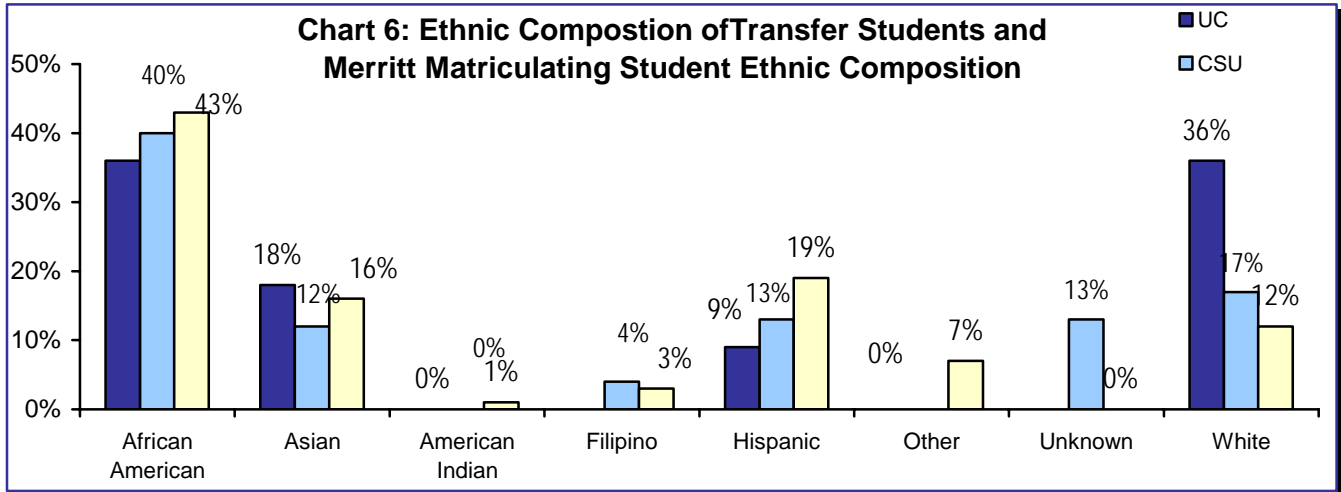
How to read this chart: 1% of African Americans had a ed goal of certificate attainment and 4% received a certificate.

Data Description

- Data on student certificates awarded show that there is equity in certificates awarded by ethnic group.

Implications/Next Steps

V. TRANSFER: The percentage of students who transfer to California Public Universities compared to their educational goals by ethnic group.



Source: UC data-California Postsecondary Education Commission (CPEC), CSU⁶ data-CSU Statistical Reports

How to read this chart:

Data Description

- o In the academic year 2006-2007 there were 148 transfers to California Public Universities.
- o A majority of these transfers attend CSUs (126) and a minority transfer to UCs (22) African-American, Hispanic/Latino and Filipino students are underrepresented in transfers to UC and CSU relative to the percentage of degree seeking students.
- o Asian students are underrepresented in transfers to CSU.

Implications/Next Steps

A great proportion of Merritt College's African American and Hispanic/Latino students are not achieving their educational goal of transfer to a university. To determine the impediments to transfer a survey of faculty, staff, and students should be conducted to determine the factors that contribute to the low number of transfers.

⁶ CSU- does not report an "Other" category.

Goals and Activities

GOALS AND ACTIVITIES

1. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

GOAL 1. Continue to identify and remove access barriers for under-represented groups. Outreach to the service area population so that the college population may be reflective of this.

ACTIVITY 1.1

| Activity | Target Date | Responsible Party |
|------------------------------|-------------|--|
| Development of Latino Center | Fall 2008 | Vice President of Instruction & Vice President of Student Services |

EXPECTED OUTCOME 1.1.1

The Development of a Latino Center at Merritt College will enhance access, and educational opportunity for Latino and assist in the development of a network of faculty, students, classes and essential services with the goal to promote Latino student success by providing a wide range of bilingual services which include:

- Academic, vocational, and personal counseling.
- Financial aid/scholarship information
- Educational planning.
- Access to Counseling Complex Computer Lab. Tutoring.

ACTIVITY 1.2

| Activity | Target Date | Responsible Party |
|---|-------------|--|
| Ensure visibility in feeder high schools by Counselors and Student Ambassadors participation in Career and College Day Activities, particularly those schools in which the number of underrepresented students is the highest. Highlight high school concurrent enrollment. | Ongoing | Dean of Student Services, Student Outreach Committee |

EXPECTED OUTCOME 1.2.1

High school students within the community will become aware of and select Merritt as the college to pursue their educational goals. The expanding presence of on-site Merritt College counselors at our feeder schools will also enhance college readiness, concurrent enrollment and exchange of information between college counselors and high school students.

ACTIVITY 1.3

| Activity | Target Date | Responsible Party |
|---|-------------|--------------------------|
| Increase outreach to agencies within the community, such as community based organizations. Focus on organizations wherein current staff must increase educational experience in order to continue working in their fields, such as substance abuse counselors and preschool teachers. | Ongoing | Dean of Student Services |

EXPECTED OUTCOME 1.3.1

Individuals within the community will come to Merritt to complete the courses requirement necessary to remain current and employable within their field of work.

ACTIVITY 1.4

| Activity | Target Date | Responsible Party |
|--|--------------------|---------------------------|
| Ensure marketing and registration material are available in Spanish. | Spring, 2008 | District Marketing Office |

EXPECTED OUTCOME 1.4.1

Spanish speaking students for whom English is a second language will be able to complete the application process without having a language barrier.

ACTIVITY 1.5

| Activity | Target Date | Responsible Party |
|--|--------------------|---|
| Improve electronic access for students . | Fall, 2008 | Technology Committee People Soft Implementation Team |

EXPECTED OUTCOME 1.5.1

Step by step instructions to students attempting to register on-line as well as attempting to navigate CCC apply will increase student ability to successfully apply at Merritt College.

ACTIVITY 1.6

| Activity | Target Date | Responsible Party |
|------------------------------------|--------------------|--|
| Develop Latino community alliances | Fall, 2008 | Outreach Developer Student Outreach Committee |

EXPECTED OUTCOME 1.6.1

Access and information will be provided to potential students originating from community based organizations

GOALS AND ACTIVITIES

2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

GOAL 2. Increase the percentage of courses successfully completed by students, particularly underrepresented students.

ACTIVITY 2.1

| Activity | Target Date | Responsible Party |
|--|-------------|--------------------|
| Continue to promote COUN 24, College Success and COUN 57, Career Life Planning. These classes should be discussed at all orientation sessions for new students. Flyers should be prominently placed around campus. | Ongoing | Counseling Faculty |

EXPECTED OUTCOME 2.1.1

Students will learn techniques and resources that will better assist them in successfully completing their courses.

ACTIVITY 2.2

| Activity | Target Date | Responsible Party |
|---|-------------|--|
| Continue to strengthen the link between general counseling and categorical programs such as DSPS and EOPS. It | Ongoing | Dean of Student Services, Counseling Faculty including general, DSPS, and EOPS |

| | | |
|---|--|--|
| is known that a significant number of underrepresented student participate in these categorical programs. | | |
|---|--|--|

EXPECTED OUTCOME 2.2.1

By continuing to improve the dialogue between these programs, more underrepresented students would be linked to these programs and offered needed support services that increase their chances of successful course completion.

ACTIVITY 2.3

| Activity | Target Date | Responsible Party |
|---|--------------------|--|
| Revisit the use of the Early Alert system on campus, through the use of our new PeopleSoft student administration system. | Fall 2008 | VP of Instruction, VP of Student Services, Instructional Faculty, Counselors |

EXPECTED OUTCOME 2.3.1

Students who appear to be struggling early in the semester will be given the opportunity to meet with a counselor and/or the instructor to determine issues and, hopefully, alleviate them.

ACTIVITY 2.4

| Activity | Target Date | Responsible Party |
|--|---------------------------------------|---|
| Strive to hire qualified faculty and staff who reflect the diverse population of Merritt and who demonstrate sensitivity to the needs of underrepresented groups. Faculty should also be encouraged to integrate cultural diversity into their curriculum. | Ongoing as positions become available | PCCD Human Resources, VP of Instruction, VP of Student Services |

GOAL 2. (Continued)

EXPECTED OUTCOME 2.4.1

Cultural diversity will be represented, valued, and appreciated.

ACTIVITY 2.5

| Activity | Target Date | Responsible Party |
|---|--------------------|---------------------------------|
| Ensure that students are informed that they may enroll in fewer than 12 units and still receive financial aid. Some students may enroll in 12 or more units as a way to receive financial assistance. Some of these students may not understand the level of work required to successfully complete a full load of courses. | Ongoing | Financial Aid Staff, Counselors |

EXPECTED OUTCOMES 2.5.1

Students will enroll in an appropriate amount of classes taking into consideration hours of employment, family/home obligations, and other time management considerations.

ACTIVITY 2.6

| Activity | Target Date | Responsible Party |
|---|--------------------|---|
| Encourage faculty to clearly state course expectations in their syllabi so requirements are clear to students at start of semester. | Ongoing | VP of Instruction, Dean of Instruction, Instructional Faculty |

EXPECTED OUTCOME 2.6.1

Course requirements will be clear to all students at the beginning of each semester.

ACTIVITY 2.7

| Activity | Target Date | Responsible Party |
|--|--------------------|--------------------------|
| Encourage students to enroll in COUN 24 if they are on academic or progress probation. Course is designed to prepare students to successfully manage college life and reviews topics such as study skills, test taking strategies, learning styles, note taking styles, etc. | Ongoing | Counseling Faculty |

EXPECTED OUTCOME 2.7.1

This process will remind students of importance of time management. Course completion rates will increase for the population of students who complete Counseling 24.

ACTIVITY 2.10

| Activity | Target Date | Responsible Party |
|--|--------------------|---|
| Continue to monitor and compare the percentage of successful course completions for basic skills, vocational, degree-applicable, transfer-level, and all courses with the statewide averages for the CCC system. | Ongoing | Vice President of Instruction Vice President of Student Services |

EXPECTED OUTCOME 2.10.1

Basic skills faculty will see the percentage and adjust their teaching styles accordingly.

ACTIVITY 2.11

| Activity | Target Date | Responsible Party |
|--|--------------------|--|
| Monitor trends of low course completion rates among Hispanic and African American students and seek solutions to these problems. | Ongoing | College Research & Planning Officer Office of Instruction |

EXPECTED OUTCOME 2.11.1

Hispanic and African American students will show an increase in successful course completion rates

3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete degree--applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

GOAL 3. To provide a variety of educational opportunities in reading, writing, and mathematics to basic skills program participants as well as develop strategies to enhance student success.

ACTIVITY 3.1

| Activity | Target Date | Responsible Party |
|---|-------------|--|
| Monitor completion rates for ESL/Basic Skills Courses | annually | Vice President of Instruction, Campus researcher, Basic Skills Taskforce |

EXPECTED OUTCOME 3.1.1

Data may identify need for instructor training on teaching basic skills, and /or additional classes.

ACTIVITY 3.2

| Activity | Target Date | Responsible Party |
|--|-------------|---|
| Intervention strategies will be provided to increase success rates in basic skills and ESL | annually | Vice President of Instruction, Vice President of Student Services |

EXPECTED OUTCOME 3.2.2

Teachers who have had training will have better success rates than teachers who have not been trained. It anticipates that these will be higher success rates with students moving toward more degree applicable courses.

4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

The percent of students who receive a degree or certificate compared to the percent of students in that group with the same informed goal.

GOAL 4. Increase the percentage of Successful degree and certificate completion rates by Merritt College students, particularly underrepresented students.

ACTIVITY 4.1

| Activity | Target Date | Responsible Party |
|--|--------------------|--|
| Continue to compare the actual number of degrees and certificates awarded for the reported academic year with the previous academic year, including ethnicity and gender | Ongoing | Vice President of Instruction, Campus researcher |

EXPECTED OUTCOME 4.1.1

Data on numbers, recipients, and deficiencies of non-graduates will be reported campus wide. Discussions and recommendations for increasing numbers of recipients will be conducted in Administrative Council/Matriculation meetings and be addressed in appropriate Program Reviews.

ACTIVITY 4.2

| Activity | Target Date | Responsible Party |
|---|--------------------|--|
| Develop a process for identifying students from targeted groups who are close to completion of a degree or certificate and inform them of their status. | Ongoing | Vice President of Student Services, Counseling Faculty |

EXPECTED OUTCOME 4.2.2

Numbers of degrees and certificates will increase 3% per semester.

GOALS AND ACTIVITIES

5. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

GOAL 5. Increase the number of underrepresented students who transfer to 4-year institutions each year.

ACTIVITY 5.1

| Activity | Target Date | Responsible Party |
|--|--------------------|--|
| Deliver workshop on the basics of transfer to instructional faculty | Ongoing | Transfer Center Director Articulation Officer Counseling faculty |
| Use feedback from the transfer basics workshop to create workshop for Professional Development program | Ongoing | Transfer Center Director Articulation Officer Counseling faculty |

EXPECTED OUTCOME 5.1.1

Instructional faculty will give current, accurate transfer information to students and will encourage students to see counselors for transfer planning. Instructors and students will see transfer as an institution-wide effort.

ACTIVITY 5.2

| Activity | Target Date | Responsible Party |
|--|--------------------|---|
| Continue developing new, and maintaining current, articulation agreements with 4-year institutions in California and in other states | Ongoing | Articulation Officer Transfer Center Director Counseling Faculty, Curriculum Committee, Instructional faculty |

EXPECTED OUTCOME 5.2.1

New and existing articulation agreements ease the way for transfer to 4-year institutions by providing students the opportunity to complete admission, graduation, and major preparation requirements.

ACTIVITY 5.3

| Activity | Target Date | Responsible Party |
|---|----------------------------------|--|
| Continue hosting representatives from 4-year institutions for individual and group advising on transfer | Ongoing throughout academic year | Transfer Center Director Counseling faculty |

EXPECTED OUTCOME 5.3.1

Visits by representatives of 4-year institutions provide Merritt College students clear transfer pathways, individual advising, and encouragement for transfer.

ACTIVITY 5.4

| Activity | Target Date | Responsible Party |
|---|--------------------|--|
| Create, publicize, and maintain Transfer Club | Fall, 2008 | Transfer Center Director Counseling faculty |

EXPECTED OUTCOME 5.4.1

The Transfer Club will provide those students who have declared or are considering transfer with activities such as campus visits, admission incentives, and peer and institutional support for transfer.

ACTIVITY 5.5

| Activity | Target Date | Responsible Party |
|---|----------------------------------|--|
| Continue promoting availability and benefits of transfer guarantee programs | Ongoing throughout academic year | Transfer Center Director Counseling faculty |

EXPECTED OUTCOME 5.5.1

Transfer guarantee programs provide students with a clear and guaranteed pathway for transfer, minimizing confusion about requirements and anxiety about the admission process.

ACTIVITY 5.6

| Activity | Target Date | Responsible Party |
|---|--|--|
| Continue developing, promoting, and holding transfer activities for all students, including workshops and visits to 4-year institutions | Ongoing throughout academic year but particularly prior to peak application period | Transfer Center Director Articulation Officer Counseling faculty |

EXPECTED OUTCOME 5.6.1

Transfer activities on the Merritt College campus help keep students aware of and informed about transfer possibilities and requirements. Visits to 4-year institutions give students encouragement and a realistic picture of transfer as a goal, particularly when they are exposed to students with similar backgrounds who have transferred successfully.

ACTIVITY 5.7

| Activity | Target Date | Responsible Party |
|--|--|--|
| Continue developing, promoting, and holding transfer activities aimed specifically at underrepresented students, including workshops and visits to 4-year institutions | Ongoing throughout academic year but particularly prior to peak application period | Transfer Center Director Articulation Officer Counseling faculty |

EXPECTED OUTCOME 5.7.1

Transfer activities provided by EOPS and CALWORKs, aimed specifically at underrepresented students, help keep students aware of and informed about transfer possibilities and requirements. Visits to 4-year institutions give students encouragement and a realistic picture of transfer as a goal, particularly when they are exposed to students with similar backgrounds who have transferred successfully.

ACTIVITY 5.8

| Activity | Target Date | Responsible Party |
|---|----------------------------------|---|
| Develop and offer alternative support services aimed at underrepresented students | Ongoing throughout academic year | EOPS faculty and staff CALWorks faculty and staff Financial Aid staff |

EXPECTED OUTCOME 5.8.1

Underrepresented students will be provided the support services by EOPS and other Student Services departments that help support their continued successful participation in Merritt College activities leading to transfer.

ACTIVITY 5.9

| Activity | Target Date | Responsible Party |
|---|---|--|
| Faculty will continue attending transfer training sessions at 4-year institutions, particularly those in the Merritt College service area such as UC Berkeley, SFSU, CSU EB, Mills, Holy Names, St. Mary's, etc.) | Ongoing throughout academic year and by invitation by 4-year institutions | Transfer Center Director Articulation Officer Counseling faculty |

EXPECTED OUTCOME 5.9.1

Transfer training by local 4-year institutions provide counseling faculty with accurate and current information about transfer opportunities that can then be passed on to Merritt College students.

ACTIVITY 5.10

| Activity | Target Date | Responsible Party |
|--|----------------------------------|--|
| Participate in department meetings across instructional disciplines to provide information to instructional faculty about transfer | Ongoing throughout academic year | Transfer Center Director Articulation Officer Counseling faculty |

EXPECTED OUTCOME 5.10.1

By attending department meetings across instructional disciplines, counseling faculty will provide instructional faculty with accurate and current information that can then be passed on to Merritt College students. In addition, these meetings will maintain the effective working relationship between instructional and counseling faculty.

ACTIVITY 5.11

| Activity | Target Date | Responsible Party |
|---|----------------------------------|---|
| Provide counseling for students with special needs or who are at-risk | Ongoing throughout academic year | Counseling faculty EOPS faculty CALWorks faculty DSP&S faculty |

EXPECTED OUTCOME 5.11.1

By providing students with special needs or who are at risk with individualized counseling and support services, students within these populations who might not have considered transfer as an option will be provided the information and support to do so.

ACTIVITY 5.12

| Activity | Target Date | Responsible Party |
|---|----------------------------------|--------------------|
| Continue to promote transfer as a viable option for underrepresented students who come for counseling | Ongoing throughout academic year | Counseling faculty |

EXPECTED OUTCOME 5.12.1

By continuing to promote and encourage transfer as a viable option for underrepresented students, counseling faculty will help these students develop in themselves the vision and belief that transfer is a very realistic possibility.

ACTIVITY 5.13

| Activity | Target Date | Responsible Party |
|---|-------------|--|
| Track students who transfer to out-of-state universities. | Ongoing | Office of Institutional Development College Research & Planning Officer |

EXPECTED OUTCOME 5.13.1

By having data on the number of students who transfer to out-of-state universities, we will have more accurate percentages of the actual number of students who transfer.