



Merritt College

We change lives.



CampusBasedSkills
Conclusions Course
Degree Completion
TargetIndicator
Equity ESL Summary
Student
OutcomesFunding
accessGroups
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Peralta Accountability for Student Success (PASS)

October 28, 2016

The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.



Peralta Accountability for Students Success (PASS) 2014-15

The Peralta Accountability for Students Success (PASS) original funding was allocated from Measure B revenues which totaled \$3.5 million. Of the \$3.5 million \$500,000 was disseminated district-wide. The allocation was to be based upon adhering to the three year rolling average college FTES for the remaining funds or disseminated as follows:

- \$580,800 College of Alameda
- \$586,200 Berkeley City College
- \$613,200 Merritt College
- \$1,219,800 Laney College

Approval for funding requests consisted of eight District criteria:

- First year cost
- Total cost of ownership over a 5 year period
- Number of students to be served or other appropriate numeric measure
- Impact on the quality of core academic programs including Math, Science & English
- Impact on the training of students for successful careers
- Impact on educating students to transfer to four year universities
- Impact on future college and district enrollment growth
- Impact on the community, local industry & local economy



PASS Proposal Process

Upon receiving the allocation of PASS funds from the District Office, an invitation to the Merritt Community was sent out to submit proposals based on several criteria. The criteria for approval for funding requests were as follows:

1. Aligns with College Mission and Merritt's Strategic Goals
 - a. Collaboration with external partners
 - b. Innovative (not currently provided)
 - c. Scalability/Sustainability
 - d. Technology/Orientation
2. Demonstrates measurable outcomes in closing the student achievement gap through the following:
 - a. Enrollment
 - b. Instruction
 - c. Instructional and student support services
3. Fulfills the completeness or compliance of an existing program
4. Targets specific populations with specific outcomes and institutional data used
5. Designates the number of students served; i.e., total cost/students served
6. Generates revenue opportunity with specifics provided
7. Aligns with SSSP State recommendations
8. Proposals were submitted to Merritt College's Office of the President



18 Proposals Received

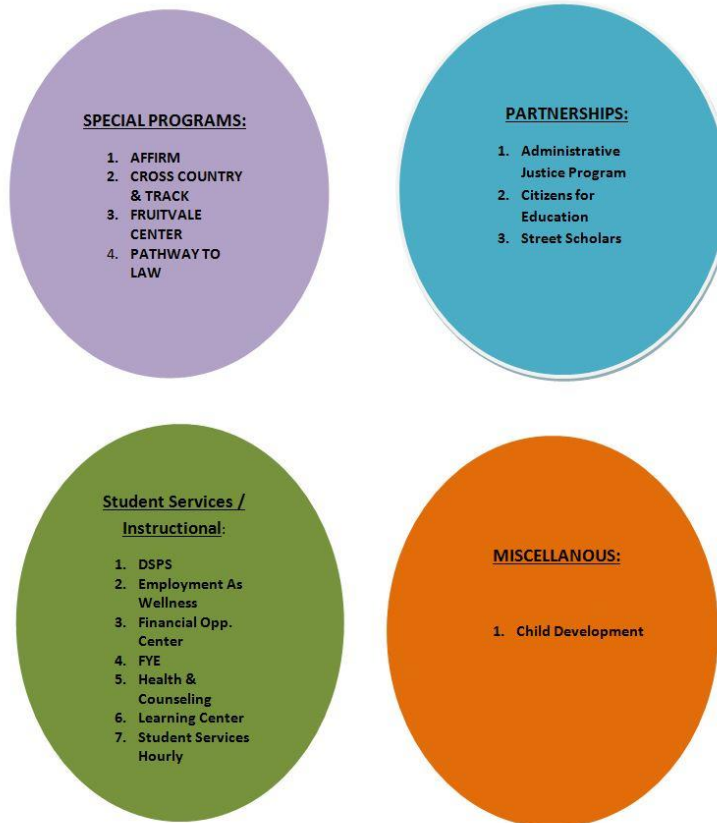
<i>Proposal Name</i>	<i>Budget Requested</i>
Administration of Justice Program	\$348,850.60
AFFIRM: Supporting African-American Student Success	\$1,631,900.00
Altazor	\$5,000.00
Child Development	\$72,000.00
Citizens for Education	\$232,000.00
DSPS-SAM Project	\$72,000.00
Employment as Wellness – Coaching for Successful Job Placement	\$402,820.00
Financial Opportunity Center – Increasing Student Success Through Financial Literacy	\$91,743.43
Fruitvale Education Center	\$198,354.00
FYE/IMPACT	\$80,432.12
Health Center/Personal Counseling Program	\$47,639.00
Learning Center – Science Tutoring Area	\$15,921.99
Pathway to Law School Program	\$275,000.00
SANKOFA	\$87,000.00
Street Scholars Peer Mentoring Program	\$49,440.00
Student Services Hourly Classified	\$93,500.00
Track and Cross Country	\$52,300.00
Transitions/Outreach	\$19,000.00
Total	\$3,774,901.14

9. PASS Proposals were scored using the Rubric Measures Scale ranged from “Not Addressed” to “Outstanding” with equivalent scores as follows:

- Not Addressed = 1
- Below Expectations = 2
- Basic = 3
- Satisfactory = 4
- Outstanding = 5



10. The proposals could be categorized into four areas:



11. Each PASS proposal was vetted through the participatory governance process. The College Budget Committee provided feedback to the President

12. Approved proposals were reviewed with the Administrative Team for funding allocations

13. College President submitted recommended proposals to Chancellor's Cabinet



Project Review Calendar

- *June 1, 2014:* PASS Proposals Funding Requests Due
- *June 13, 2014:* Merritt College is allocated \$613,200
- *June 15, 2014:* College President and the Deputy Chancellor recommend project funding to Vice Chancellor, Finance & Administration
- *June 30, 2014:* Vice Chancellor, Finance & Administration prepare report and submit it to the Chancellor
- *July 30, 2014:* Chancellor selects final projects to be funded and informs the Vice Chancellor, Finance & Administration
- *August 13, 2014:* **PASS Proposal reduced from \$613,200 to \$435,700 (-\$177,500)**

PASS Budget Allocation

The original allocation to Merritt was \$613,200. On October 9, 2014, the allocation was revised to \$435,700 due to funding needs at the District level. There were several proposals received from the Merritt community. Funding was granted in two phases, Phase I and Phase II. Phase I amounted to \$75,500 while Phase II totaled to \$360,200. Not all submitted requests were funded.

During the two phases, some of the proposals were fully expended while some were carried over to the following fiscal year. The proposals with remaining balances or those who were unable to carry out the plan were either used for the specific proposal the following year redirected to other proposals not fully funded at the initial phases or the program will be allowed another opportunity to “make good” on its proposal this academic, such as Pathway to Law School. Child Development submitted proposals in the first phase for \$50,000 as match for the First Five grant, but later found that it did not need the funds until this academic year. Therefore, their request will be funded in 2016-17.



Thirteen (13) Proposals were awarded

1. **Child Development (CHDEV)** – Provide CHDEV students advising that will align with student’s intended major; expand existing data pool of providers to recruit and support Early Care and Education workers to obtain/upgrade their permits and work towards an A.A. Degree in CHDEV, and collaborate with the counseling department to develop CHDEV Program and Permit Materials.
2. **Disabled Students Programs (DSPS) – Student Accommodation Manager (SAM) Project** – is a secure web site for easily managing all of the data generated by the provision of Disability Services Programs (DSPS) at all four Peralta colleges, as well as paperless student files for our students with disabilities as they navigate from one DSPS program to another within Peralta. SAM is able to manage all of the student files with the mandated forms for compliance, as well as case notes, medical, psychological and other disability documentation, tracking contacts for each service provided, tracking counseling appointments, accommodation notices for instructors, referrals to campus and community agencies, and more.
3. **Employment as Wellness –Coaching for a Successful Job Placement** – The objective of the Employment as Wellness program is to:
 1. Provide support services to better serve disadvantaged students enrolled in technical certificate programs
 2. Fulfill or expand student support in the Career Center that is not fully funded by the District
 3. Provide coaching to students on Working the Hidden Labor Market (HLM) and skills to successfully secure employment through the Coaching for Successful Job Placement model.
4. **Financial Opportunity Center** – increasing student success through financial literacy – The Financial Opportunity Center will incorporate a 3-pronged approach to serve students. The three service levels are:
 1. Introductory Workshops – financial literacy, financial aid, student loans
 2. In-Depth Workshops – variety of financial literacy topics such as credit reports, banking, credit cards, budgeting, bankruptcy, investing, financial aid, planning, and student loans
 3. One-on-One coaching – students must apply and/or be referred by a staff member to participate in this part of the program.



5. **Fruitvale Education Center** – The Fruitvale Education Center can expand its services to higher education at Merritt College to its surrounding communities by outreaching to high schools and community based organizations.
6. **FYE/IMPACT** – The need for an effective program to ensure that our **first-year students** complete their first semester of college and move on to succeed in later semesters is supported by our 2012 performance data from Chancellor’s Accountability Report (ARCC). FYE/IMPACT plans to implement a set of services to create a sense of community and support our students during the crucial first year by creating a network of supportive student services that are available at the time and place when student need them.
7. **Health Center/Personal Counseling Program** – Since January, 2011, the services in the Merritt College Health Center have been sustained by grants – most recently, the Alameda County Mental Health Grant. The grant concluded on June 30, 2014, and the Health Center needs funds on a short-term basis to serve as a transition between the continuity of services between the District and College sites.
8. **Pathway to Law School Program** – Merritt was recently selected to participate in a 2+2+3 Pathway to Law School Program in conjunction with the State Bar of California. The Paralegal Program, now inclusive of the Pathway to Law School and soon to be the Pre-Law Certificate and AA in Pre-Law, is in great need of funds to get both of these programs off of the ground. Funds are needed to obtain ABA Accreditation for the Paralegal Program and make it the best and largest paralegal program in the area.
9. **Street Scholars Peer Mentoring Program** – Street Scholars is a student support program that will close the achievement gap by providing instructional support services to formerly incarcerated students at Merritt College. The program is currently funded by the Alameda County Innovations in Reentry Fund to serve 25 formerly incarcerated students enrolled in Merritt College. Additional funds requested from PASS will expand program capacity to 50 students.
10. **Transitions/Outreach** – Formalize a comprehensive outreach program that interfaces directly with perspective students at local high schools. Identify and assist with matriculation components to Merritt College. College night presentations, financial aid workshops, campus tours, and career exploration.
11. **The Learning Center** – Provide new biologically based study materials, models, slides, and a microscope to the new Learning Center locations, which currently has no study aids other than the room. Merritt’s niche in the Peralta District is preparing students for nursing school and other health care or health science professions. There is no current budget that allocates funds or supplies funding for biological study aids on the Merritt campus.



12. **Track & Cross Country** – Student success requires more than sport skill coaching.

While sport training and competition is an integral part of developing the life skills necessary to survive and thrive in the world at large, underserved, underrepresented and disadvantaged students need individual guidance in every aspect of their education to succeed. Our Women and Men’s Cross Country and Track and Field programs offer that guidance from before enrollment until graduation and beyond. Funding is needed to pay part-time faculty/coaches approximately \$50 per hour for recruiting, administrative assistance, and tutoring as well as purchasing snacks and nutritious food students are unable to purchase and to provide social enrichment/integration that would allow alumni to informally share their experiences through structured presentations to help students maintain their goals.

13. **SANKOFA** – The intent of the Sankofa program is to implement a program unique to Merritt College in three critical ways:

1. First, to address the absence of a campus-based academic and counseling oriented program specifically designed to target the African American student population which has been the largest racial group at Merritt;
2. Second, to align critical study skills training needs, to provide documented methods for improving student academic preparation and development, and as a programmatic service for the delivery of culturally relevant counseling and programming primarily to students of African descent, but open to all students; and
3. Third, to provide documented support services designed to increase student retention and completion rates of this specific cohort of students.



Program Achievements 2014-15

Below are a few examples of 2014-15 program achievements.

» **FINANCIAL OPPORTUNITY CENTER**

Original 2014-15 Allocation: \$45,000.00

- **Program Description:** The Financial Opportunity Center incorporates a 3-pronged approach to serve students
 - 1. Introductory Workshops
 - Financial literacy, financial aid and student loans
 - 2. In-Depth Workshops
 - Credit reports, banking, credit cards, budgeting, bankruptcy, investing, financial aid planning and student loans
 - 3. One-on-One Coaching
- **Points of Success:**
 - 1,430 students served (Program Goal: 350)
 - 50 students received One-on-One Coaching
 - Over 1,000 students were taught basic financial literacy facts through the Introductory Workshops
 - 56.87% of students increased their understanding of secured credit cards
- **Achievement Gap Filled:**
 - Provide individual coaching
 - Provide training for successful careers
 - Reviewed credit reports and develop strategies to change bad habits and fix mistake
 - Help students understand the financial requirements so that they can accurately plan their academic pathway.





» STREET SCHOLARS PEER MENTORING PROGRAM

Original 2014-15 Allocation: \$39,700.00

- **Program Description:** Street Scholars is a peer-mentoring program designed to support student success and address underlying issues beyond the classroom, e.g. substance abuse, that affect formerly incarcerated students' achievement at Merritt College

Additional Funding: Alameda County Innovations in Re-entry Fund



- **Points of Success:**
 - Enrolled 26 formerly incarcerated students (Program Goal: 25)
 - 10 formally incarcerated students completed 2 semesters with:
 - No failing grades
 - No drug or alcohol relapses that disrupt academic progress
 - No rearrests or incarcerations
- **Achievement Gap Filled:**
 - Recruited 26 students of color with past incarceration histories
 - Provided peer support in group settings called "healing circles"
 - Healing circles offered for 1 hour in the morning & 2 hours in the afternoon
 - Academic and life support provided by mentors
 - Provided tutoring
 - Offered leadership-trainings opportunities via the Peer Mentoring Training Program
 - 9 students participated in trainings and of these, 3 students continued their peer mentoring trainings during the 2015-16 year





When I first came here [to Merritt] -- lost -- I was sitting at the computer in the career center trying to pick my classes, and I can't even remember the last time I sat in front of a computer. It had to be at least 12 years. And this dude walked up to me and said, "What you trying to do, get your life together?" "Yeah, I am really!" And that's what I said! At first, it kind of shocked me, because this dude kind of big...And he gave me the game...And now it's like you wouldn't believe -- in 18 months...now it's like I've got my home here. And that dude was one of the Street Scholars. That's what peer mentoring is.

- Will, Street Scholar



» EMPLOYMENT AS WELLNESS

Original 2014-15 Allocation: \$75,000.00

- **Program Description:** The Employment as Wellness Program focuses in 3 areas:
 - Provide support services to better serve disadvantaged students enrolled in technical certificate programs
 - Fulfill or expand student support in the Career Center that is not fully funded by the District
 - Provide coaching to students on *Working the Hidden Labor Market (HLM)* and assist in building skills so that students in the program can successfully secure employment through the *Coaching for Successful Job Placement* model
- **Points of Success:**
 - Enrolled 159 students:
 - 90 students in Clinical Medical Assisting (CMA)
 - 69 students in the Administrative Medical Assisting (AMA) Programs
 - 159 students received coaching for successful job placement
 - 16 healthcare/clinic community partners have entered into a fully executed 2-year externship partner agreement with the Merritt College Medical Assisting programs
- **Achievement Gap Filled:**
 - Raised completion rate 19.5% by the second semester of the program
 - Provided tutoring and mentoring to participants
 - Invited 20 local healthcare providers to the Merritt College Medical Assisting Job Fair which offered students the opportunity to develop their own externship and job placements
 - Intervention strategies during the academic year proved effective for students struggling to complete the programs
 - Enrolled students in study skills workshops
 - Connected students to Student Services such as DSPTS





“I have 24 hours left to do on my externship and was asked by Mr. Maples yesterday if I would be interested in continuing to work with them in the office after my externship was over. Of course, I didn’t hesitate to answer a very happy YES!”

-Dvoshe Walkowiak



» LEARNING CENTER

Original 2014-15 Allocation: \$16,000

Program Description: The Learning Center (LRC) received \$16,000 to purchase models for the Science Tutoring Lab. These models are used extensively in the tutoring of biology students. The models are an essential element in tutoring students in Human Anatomy (Biol. 2) and Human Anatomy & Physiology (Biology 20 A & B).

Biology 10 (non-majors Biology) also covers human anatomy and physiology to a lesser degree. There is a laboratory portion to each of these courses. The syllabi for these courses frequently states the need for at least 10 hours a week (outside of class time) to study and review.

Having the models in the LRC gives students access to these materials outside of actual class laboratory time. There is nowhere else on campus where these are available.

Points of Success: A recently retired Biology instructor who volunteers in the Learning Resource Center, speaking from her experience while teaching, her students who used the resources in the LRC did better on their lab practicals and quizzes.

She wishes data was available to compare student grades for those using the Science room and those who did not. If such data was available, I am sure the overall scores of student using the Science room would be higher. The College Researcher will be working with the LRC to capture this data.

The LRC is an area where group learning is encouraged and students in different classes and even with different instructors can share ideas, study hints, and information.





Science Model Inventory

<i>Item</i>	<i>#</i>	<i>Description</i>
Bones	9	3B Skeleton, 5th Vertebral X-Section, 5 Piece Vertebra Set, Female Pelvis, Male Pelvis, Pectoral Girdle, Pelvic Girdle, Skull Regular & Budget
Cellular	3	Animal Cell, DNA Model Kit & Mitochondria
Systems	6	Circulatory - Cardio Vascular, Digestive, Functional Lung Model, Neural – Spinal Cord with Spinal Canal, Reproductive - Urinary & Respiratory
Tissues	3	Epithelial – Skin Plaque, Kidney X-Section & Neuron
Muscles	3	2 Arms, 2 Hearts & 2 Legs
Special	7	½ Head Sagittal Cut, Brain – 1 with Cranial Nerves - 2, Ear Model - 2, Eye Model – 5 Part, Torso, Ventricles - 2 & 1 Nikon Eclipse #200 Microscope
Total	31	





PASS Allocation 2015-16

- Approved PASS Proposals 2014-15 received funding: October 2014
- 6 - PASS Proposals had a remaining balance which was rolled over to the following 2015-16.

<i>PASS Proposal Name</i>	<i>Allocation for 2015-16</i>
Employment as Wellness - Coaching for Successful Job Placement	\$70,000.00
FYE/IMPACT	\$10,882.00
SANKOFA	\$80,323.00
Student Services Hourly Classified	\$12,776.98
Transitions/Outreach	\$2,577.27
Reserve - President's Cost Center	\$94,397.00
Total	\$270,956.25



Student Services Hourly 2015-16 Year End Report

The departments identified within Student Services that need additional full, part-time or hourly personnel is a genuine concern. This grant began to get Student Services staffing back on track through providing the very necessary services our students need. These departments included Admissions and Records (A&R), Counseling, Financial Aid, Transfer Center, Student Center Welcome Desk, Athletics, and Outreach/Orientation/Assessment Services. Student Services sincerely wanted to enhance the quality of life in the communities it serves by helping students attain their educational goals. In order to better serve our students, all the offices in Student Services extended their office hours to be available to students and answer questions, provide direction and guidance. This grant provided overtime to key Classified Staff and faculty to work additional hours in an effort to better serve new and returning students. Each of the departments identified were in the Student Services area. By working together to increase office hours and provide needed services to students, the students had one less obstacle to overcome and were one step closer to achieving their educational goals.





Outcomes:

Student Services is aware that students need to take an active role in their educational experiences. But if the offices that are supposed to provide answers and direction are not open due to budget restrictions, how will students accomplish their needs and their dreams? The confidence students develop by their willingness to speak up and ask, will easily translate to community advocacy and engagement.

Through this grant, Student Services was able to provide additional hours to Counseling, Financial Aid, Athletics, Admissions & Records, Transfer and Assessment services. Overall the extra assistance meant that more students were assisted in a more effective manner through getting questions answered, receiving referrals to other campus services, and/or assistance with the completion of necessary forms and documents.

Top three achievements

1. Assisting students when they have need.
2. Providing staff support to departments where there is usually only one staff member.
3. Providing services to more students that otherwise would not have been possible without additional staff.

Challenges of implementing PASS

1. Identifying individuals who could work the necessary hours and provide the necessary service.
2. Recognizing that we had limited hours with each employee but yet the need for services is constant.

Recommendations proposed to address the challenges

1. We need to develop a staffing pattern whereby we have permanent staff in each of the critical student services areas where there is high student traffic.
2. We need to fund an hourly staffing program to continue to meet the needs of the students.

A student's perceptions about the program

When students have needs, they just want assistance. This grant provided that assistance. So, if a student does not complain because their questions were taken care of, then we did our job. With this grant, we were able to provide more assistance to students in Counseling, A&R, Financial



Aid, and Athletics. That made a marked difference with the students and the staff that work in those areas.



Effective intervention strategies

Extended Student Services hours with hourly staff helped to decrease student wait time and the lines of students at services such as Admissions & Records, Financial Aid, and Counseling. Complaints decreased and the services were improved. This grant provided those opportunities and we took advantage of it.

Next Steps

Student Services welcomes the opportunity to continue extended student services hours. Also needed is a staffing pattern that identifies needed positions and permanent funding to support the positions to serve our students effectively and efficiently.



Employment as Wellness Project 2015-16 Year-End Report

This report details achievements through May 31, 2016. The project provided Medical Assisting (MA) student graduates with job readiness, externship and job placement services. The project also supported the development of Merritt College's Employer Medical Assistant Allied Healthcare Advisory Board with the focus of strengthening relationships with the local healthcare industry. In addition progress continues towards the development of the Career Services Center that will provide job readiness and placement assistance to students involved in Career Technical Education, specific to Merritt College's Allied Health Programs.

The project aimed to provide 100% of Medical Assisting (MA) students with job readiness services through a combination of the workshop, *Coaching for Successful Job Placement*, and individual coaching sessions. Furthermore, 100% of MA students who successfully completed academic coursework were to be enrolled and placed in externships. Job placement assistance continues for those students who successfully completed the entire program of study and did not secure employment at the externship site. The project also outlined the continued development of the Medical Assisting Advisory Board to further the vision of establishing a unified Employer Allied Healthcare Advisory Board, which would include representation from all of Merritt College's Allied Health and Biosciences programs. Lastly, the project began the process of building the infrastructure for Merritt College's Career Services Center in Building D. The furniture and equipment has been installed. Computers in the career center are installed and we are awaiting the delivery of surge protectors to complete the installations.

The August 2015 and January of 2016 MA programs experienced various levels of success as noted in the chart below. The August 2015 cohort experienced a course completion rate of 80% and a 95.8% externship success rate. Combining those securing employment and continuing their education, an overall student success of rate 75% was achieved. The Spring 2016 cohort faced some challenges which has impacted student success. As noted below 50 students originally enrolled, twenty-six (26) or 52% successfully completed their academic program and will be participating in externships during the summer 2016 session. Four students received incompletes and expect to complete the program in the summer of 2016, increasing the completion rate to 60%. These four students will participate in externships in the Fall of 2016.



Measured Outcomes

Clinical Medical Assisting (CMA)

Term	Enrollment	Course completers	Placed in Externship	Non-completers	Employed	Active in Job Placement	Continuing Education
Fall 2015	30	24 (80%)	23 (95.8%)	6 (20%)	10 (59%)	7 (29%)	8 (33%)
Spring 2016	50	26 (52%)	26 (100%)	24 * (48%)	Participating in externships Summer 2016	n/a	none

*Figure based on number 16 students who withdrew, 4 students failed the class and 4 students with incomplete.

Administrative Medical Assisting AMA & Medical Terminology

Upon consultation provided by the Medical Assisting Advisory Board, students receiving training in both Clinical and Administrative medical assisting enhance their employability by becoming multi-functional, with the ability to perform tasks related to the front and back offices in a clinical setting. Both these courses provide the students with a basic overview and understanding of what can be expected when enrolling in the Medical Assistant program. Ten (10) AMA and (15) Medical terminology students enrolled for the Fall 2016 Medical Assistant program.

Term	Enrollment	Completers	Placed in Externship	Non-completers	Employed	Active in Job Placement	Continuing Education MA
Med Term in 2016	36	36 (100%)	N/A	0	N/A	N/A	15
AMA Spring 2016	35	24 (68.5%)	N/A	12 (31.5%)	N/A	N/A	10



Additional Measured Outcomes

1) Medical Assistant participants by gender and ethnicity:

Fall 2015	# Enrolled	Completers	Cont. Ed	Postpone Placement	Employed %	Active in Extern
Black	10 (34.5%)	6 (60%)	2 (33%)	2 (33%)	1 (16.5%)	1 (16.5%)
Hispanic	11 (37.9%)	10 (90.9%)	4 (36.3%)	1 (<1%)	8 (80.0%)	n/a
Asian	4 (13.7%)	3 (75%)	2 (50%)	1	1 (25%)	n/a
Mid-East	3 (10.3%)	3 (100%)	3 (100%)	3 (100%)	0%	n/a

* There is a high demand for Bilingual Spanish/English and Cantonese/ Mandarin speaking MA's.

Spring 2016	# Enrolled	Completers	Cont. Ed	Postpone Placement	Employed %	Active in Extern
Black	17 (34%)	10 (58.8%)	0*	n/a	n/a	10 (100%)
Hispanic	23 (46%)	10 (43.4%)	0*	n/a	n/a	10 (100%)
Asian	7 (14%)	6 (85.7%)	0*	n/a	n/a	5 (100%)
Mid-East	2 (4%)	1 (50%)	1*	n/a	n/a	1 (100%)
White	1 (2%)	0%	0	n/a	n/a	0%

*There are six students who plan to pursue higher education and careers in Allied Health Care. Two students are pursuing careers as physician assistants. One student will start in the Fall 2016 at the University of California at Davis. The other student already possess a Bachelor's Degree, and needs to work one year in the health field to qualify to apply to a Physician Assistant (PA) program. The other four students plan to work one or two years. Their plan is to enroll in general education and prerequisite courses to apply to a nursing program in the future. As of the date of this report the four students had not confirmed their enrollment in college courses in the Fall 2016.

Four (4) students from the Spring 2016 cohort received incompletes. If the four completed their assignments a 60% successful completion rate will be achieved.

Number of students with SEP: Not Applicable under the guidelines identified in the scope of work. Student Education Plans are constructed through the Merritt College Counseling Department

Number of students participating in priority registration: 80

Number of students receiving tutoring: 80



Number of students completing degree objectives by the end of the spring semester:

50 with 26 students from Spring cohort participating in COPED 470 during Summer 2016

Number of students retained (projected): 25 students from AMA and Medical Terminology courses retained to and enrolled in MA program for the Fall 2016

Qualitative Outcomes/Achievements

- Honoring a proposed outcome, 80 (100%) of the MA students participated in *Coaching for Successful Job Placement* workshop and received individual job coaching sessions.
- The MA Advisory Board implemented and was involved in providing suggestions for curricular enhancement, as well as industry prospective and opportunities for externships and job placement. A very productive Medical Assisting (MEDAS) Advisory Board meeting was held on October 23, 2015.
- As of May 31, 2016, thirty-one (31) healthcare / clinic community partners are working with our MEDAS program. Externship/partnership agreements are presently in various stages of renewal, new contracts and/or active. Please see the attached MEDAS Externship partners excel list. The list provides a brief summary and overview of our externship partner's level of involvement in, hosting externs, function in an advisory capacity and/or have hired our externs. Our externship partners hired 59% of Fall 2015 MA students who are not continuing their education and are seeking employment.

Challenges

There were several challenges for MEDAS this academic year.

- 1) Creating and providing a harmonious inspiring, collaborative learning environment for the students. Staff issues have had impact on student retention, student success and credibility of the program in the eyes of the student community.
- 2) Providing learning/teaching supplies for the clinical lab on a timely basis. A full complementary of supplies was not available to provide lab/clinical instruction for the Spring 2016 cohort. Toward the end of spring semester only a partial order was received. This necessitated the need to provide a summer two-week workshop on clinical lab for approximately twenty (20) students who felt they were not ready to participate in their externship.
- 3) The class space appears to impact the learning environment when more than 40 students are enrolled. Fifty (50) students were enrolled in the Spring 2016 cohort.



4) The current externship process has been in place for years was found not to be in accordance with the Peralta Community College District requirements. The new externship process and procedures needs to be clarified and implemented to continue our externship partner relationships. An expedited turnaround time for externship approval is critical to be responsive and keep pace with the needs of the Allied Health Community Partners. Several new contracts are pending approval from legal counsel at the District Office. Job placements from externships will be impacted if we do not expedite the approval and turnaround process. Over the last four cohorts we have been averaging 50% to 55% of our students being hired after completion of their externship.

Recommendations

The medical assistant program affords and provides career opportunities to students that have and are presently facing various obstacles to success. One of the challenges is the lack of possessing the study skills to meet the challenges and demands of a rigorous short term program. Intervention strategies executed in the 2013-2014 academic year proved effective for students struggling to complete the MA program of study. Students enrolled and participated in a study skills workshops provided by DSPS, which successfully allowed for retention. The incorporation of these services would prove highly effective in decreasing attrition rates by identifying potential learning barriers early in a student's course of study. It is recommended that future students participate in a workshop conducted by Ms. Barbara Dimopoulous of DSPS prior to commencing the regular school schedule.

Student materials and supplies need or should be ordered taking into account the time needed for processing, delivery and distribution by the Peralta Community College District office. If possible supplies for the Fall 2016 semester should be ordered as soon as possible.

The new externship process and procedures need clarification and implementation. An expeditious turnaround time frame for externship contract approval needs to be established and expedited to be responsive to the needs of the Allied Health Community Partners.

The Merritt College Career Center is and will be a work in progress. Based on resources available we recommend that basic job readiness be provided to Allied Health Care students. This includes regular scheduled workshops students can attend as their schedules permit. The workshops include: 1) *Coaching for Successful Job Placement/ Engage for Success*. 2) Resume and cover letters and 3) Interviewing. The career center has been set up to provide workshops for groups of twenty to twenty-four students.



Additional staff and resources are needed for externship services and to provide quality services to students and the employer community.

Student Perceptions

A student survey of services provided under this program will be conducted in 2016.

Intervention Strategies

Increasing Student Success: Incorporation of the DSPTS study skills workshop early in the academic process would prove highly effective in decreasing attrition rates by identifying potential learning barriers early in a student's course of study, ultimately increasing the student success rates.

Adequate Lab Supplies: Identify and order MA lab supplies for future cohorts taking into consideration the entire procurement process. For example, order supplies for Fall 2016 cohort on July 5, 2016. Lab supplies delivered to classrooms should be stocked and ready prior to the first day of class.

Externship Contract Approval Process: Work with the Peralta District Office to establish an externship contract review process that allows for faster response and turnaround time to meet the needs of students and the Allied Health Business community. Establish a time frame for the development of the process by the Fall 2016. Emphasize the importance and impact that timely review of the externship contract approval has on students' success and job placement.

Career Center Services: Work with Dean Delia and Dean Kunkel in identifying resources to fund the series of job readiness workshops for the academic year 2016-2017. Based on the resources available for workshops at the Career Center, make available at least a minimum of three workshop per week on: 1) *Coaching for Successful Job Placement/Engage for Success.* 2) Resume & cover letter preparation 3) Interviewing skills & techniques.

Additional Information

Team teaching and respect is critical to a learning environment. One of the biggest issues that impacted the success rate for the Spring 2015 is the lack of team teaching for a variety of reasons. My hope and desire for future cohorts and our externship partners is that this particular issue be resolved.

Thank you for allowing the opportunity to serve Merritt College students.



Merritt College held Externship at the following Community Clinics:

Alameda Family Planning	MDSTAT Urgent Care
Alameda Health Systems (updating)	Louis, David, MD Clinic
Anthony Jones MD, Clinic	Mission Primary Care
Asian Health Center	Mission Neighborhood Health Center
Bean, Gary, MD	Montclair Physical Therapy
Calif. Cardiovascular Con. & Medical Group	Native American Health Clinic
City Health Urgent Care	New Day Pediatrics
Concentra Urgent Care	Oakland Children's Hospital
Direct Urgent Care	Oakland Medical Group
East Bay Eye Associates	Okoronkwo, Uchenna II, MD
East Bay Oncology & Hematology Associates	Primary Pediatric Medical Group
Heart-Medicine & Chest Clinic	Roots Community Clinic
La Clinica de La Raza	The Women's Center at St. Rose Hospital
La Loma Medical Group	US Healthworks
Lifelong Medical Care	UCSF Ambulatory Surgery Center
	Wong, Clifford, MD Clinic



FYE/IMPACT 2015-16 Year-End Report

The mission of FYE/IMPACT program aligns with the three goals stated by Measure B and prioritized in the PASS Proposal guidelines. That is, we recruit and support students from underserved populations into a program designed to meet their specific needs, with the goal of enabling students to improve their academic persistence, progress, and achievement. The office for FYE/IMPACT addressed the needs of our students during the crucial first year by creating a network of supportive student services that are available at the time and place when students need them. Since many of our first year students are also first generation college students and are therefore unable to learn about college from their parents, it is a best practice to create a comprehensive network of interlocking services that students can access through a consistent presence in a designated area. Peralta's FYE/IMPACT program is a major initiative of Merritt College; accordingly, a .50 counselor was assigned to coordinate the program starting in January 2014. However, the Budget Allocation Model (BAM) has not allocated funds to support the core activities planned to achieve these goals. For these reasons, the FYE/IMPACT program turned to Title 3 and the PASS Grant to expand our services.

The need for an effective program to ensure that our first-year students complete their first semester of college and move on to succeed in later semesters is supported by our 2012 performance data (the most recent year available) from the Chancellor's Accountability Report (ARCC). While the percentage of Merritt students who showed the intent to complete the academic year and who completed at least 30 units remained fairly stable over the past three cohorts studied, the fall-to-fall persistence rate for our students fell by 13.3% in 2012. While students do well in our basic skills courses (within two points of our peer group of colleges) they have a far lower rate of passing the subsequent course in the basic skills sequence after their initial success (more than 13 points lower than our peers). The many social and financial factors that contribute to this drop in student persistence and improvement are shared by all community colleges, but some are having greater success in addressing these problems.

With the support of PASS, the FYE/IMPACT implemented a comprehensive set of services to create a sense of community and support for our students through their first contacts with the college during outreach, recruitment, registration and assessment through registration, negotiating financial aid, and succeeding in their first semester courses. First-semester students were mentored and tutored by others who have cleared these hurdles themselves and who can offer advice and empathy as well as acting as living examples that success is possible for new students much like themselves. The FYE/IMPACT program has an embedded outreach component to help the incoming students. The FYE/IMPACT students in the club conducted the campus tours when we had special high school orientations and assessments, assisted counselors and outreach coordinator during the new student orientations, acted as peer advisors and assisted



students in enrolling in classes for summer and fall terms at their high schools, and provided information they learned about the programs to the new students. The FYE/IMPACT program instructors and counselors, too, were part of this community of learners and were available for informal consultation and coaching outside of class as well as during office hours.

The program has an innovative component embedded in the counseling courses in the Fall term called “Community Circle”. The community circle acts as a support group in which students are required to participate for 6 consecutive Thursdays. As part of this component, students are asked to bring in an item that they cherish and share it with the class. This exercise not only gives students an opportunity to develop a voice in the classroom; it also gives students an opportunity to get to know each other and build a sense of community and mutual support.



From the start, the FYE/IMPACT program familiarizes students with the rewards of completing their studies and making it to transfer. First-semester students will complete a counseling course in college success that teaches them ways of developing their identities as students with strong goals and achievement orientation, as well as how to give and accept support from each other along the way. This course includes the so-called “soft skills” that support academic and career success; for example, students learn that they may already have some of the requisite skills that are valued in the professional world because they have made it to college in the first place, and



because they dare to insist on nothing less than success. In the second semester of their first year, students take a counseling course called, “Career and Life Planning” where they will learn about paths to lucrative employment and how to succeed at every step of the way. Incoming students who may never have known that they are capable of completing a four-year degree and beyond will become familiar and comfortable with the requirements for transfer and the various sources of academic and financial support they can access on the way. In the Spring 2015 term one of the cohorts took “Communications 20: Interpersonal Communications” where they learned to developed their personal voices.

The FYE/IMPACT expanded its connections to our communities—to the business and arts communities that will hire our students, to the families and neighborhood communities that have nurtured our students and will go on nurturing them as they grow into advancing students and professionals. For example, the program implemented a service learning component that involved our students in tutoring and mentoring younger students in their own former high schools and after-school programs, as well as in Merritt’s summer bridge program Adalante. In this way, our students become effective ambassadors for future outreach by showing their neighbors that college students on their way to high-paying jobs look a lot like the kid next door. Students also developed their leadership skills through the FYE/IMPACT program and became part of the Associated Students of Merritt College (ASMC) team. Alicia Castaneda became the ASMC vice president, La’Nesha Edwards became the Inner Club Council (ICC) chairperson, Pashael Dorsey became the ASMC secretary and Rebekah Tha Len Tial and Paw Ku Tee became ASMC senators. Lastly, the FYE/IMPACT program validates students’ success by celebrating their success at the end of the year and student recognition ceremonies.

Outcomes

1. 100% of students will complete a comprehensive educational plan by the end of their first semester, to be revisited and revised at the end of the second semester.
2. 100% of students will complete a portfolio of their work experiences and achievements by the end of the First Year. These portfolios will continue throughout their college careers and will become the basis for job applications, transfer personal statements, and other roads to success.
3. Project participants’ successful completion of first year courses will increase by at least 5% in the first year.
4. Project participants’ persistence from the first year to the second year of college will improve by 15% for project participants by the start of Year Two (Fall 2015).



Number of students served (by gender, ethnicity) by program

In Fall 2015 and Spring 2016, the FYE/IMPACT program served a total of 127 students, 80 females and 47 males. 62 were Hispanics, 37 African American, 8 Asians, 3 Middle Eastern, 1 Native American, 6 White, 1 Indian, 1 Russian, 4 African and 4 mixed race.

- 127 Completed their student Educational Plans (SEPs)
- Number who participated in priority registration:
- 70 students participated in early registration

All students were encouraged to access the tutoring support services and other resources available in the learning center. Data will be collected in future cohorts to see how many students access the tutoring services.

Everyone in the program received mentoring by FYE/IMPACT faculty and FYE/IMPACT student club leaders.

- Number retained (projected):
 - 96/127 students were retained in the program in the Fall 2015 and Spring 2016 academic year (76%).





Top three achievements

1. The FYE/IMPACT program was able to pay for outreach supplies;
2. FYE/IMPACT was able to pay to take students on a campus tour of University of California/Davis & San Francisco State University (SFSU);
3. FYE/IMPACT was able to pay for an end of the year graduation ceremony.

Challenges of implementing PASS

The major challenge to implementing the PASS grant in FY 15-16 was that we were unable to access the funds until several months after the fiscal year started. The program was unable to pay for embedded English tutors for the English courses, nor take students to the planned Pacific Leadership Institute to Fort Miley on a team building fieldtrip at the beginning of the Fall 2015 semester. The FYE/IMPACT program was also unable to hire a researcher for the program as a result of not receiving the funds in time. As a result, the program needed to improvise and many planning hours were wasted.

In the Spring 2016 term, a high number of students in one of the cohorts worked and had a hard time engaging in the FYE/IMPACT club activities because of lack of time.

The FYE/IMPACT students that were engaged in the program wanted their own FYE/IMPACT space for them to hang out, hold meetings, study, form study groups and tutor each other. It was challenging for FYE/IMPACT faculty to attend team meetings because they had multiple professional obligations as adjuncts that prevented them from investing additional time into this meetings.

Proposed recommendations to address challenges

I recommend that FYE/IMPACT program is provided by the institution with consistent budget because this grant is ending this year and therefore have no funds to operate. In order to fully implement the Student Learning Outcomes (SLOs) we would need to obtain more money to pay for the items listed on the Pass proposal. The last recommendation would be to appoint a designated person in charge of processing all of grant requisitions, stipends etc, to reduce the number of hours the faculty coordinator hours used in trying to find someone who is willing and able to access funds so that the project can function as planned. Lastly, I would like to recommend that the FYE/IMPACT program gets its own space to serve as a home on campus for students.



Students' perceptions about the program

The students' perceptions about the program were positive. When students were surveyed at the end of the Spring 2015 semester, one of the questions asked them to describe how the FYE/IMPACT program influenced their academic experience and they wrote:

"The FYE program has motivated me to get what I want; this class has shown me that I have a lot of help along the way. UC-Davis is my transfer goal. My Counselor has set my career plan for me and I know where to go and how to get there. I wouldn't have known what to do without her."

– Bryan

"It helped me to realize that I have a lot of support on campus for classes."

– Kelly

"It helped me learn more about the importance of education; my counselor was very supportive of me and clarified my questions and doubts."

– Tania

"I liked the fact that we were able to get to know ourselves and find out more about our personality and who we are. The journey of my first year experience was amazing. So many opportunities were given to me. I become the president of the student club, was connected to the campus and introduced to a new life. The FYE program gave me much more to look forward to."

– La'Nesha

"The program was a huge help getting started and stay on track with my classes."

– Norma

Effective intervention strategies

The mentoring, nurturing and support students received from instructors and counselors helped students feel like they were not alone. This gave them confidence to stay in school and keep moving forward. The offering of the counseling courses was a very effective strategy of the program as it helped students not only learn about college, but also to learn about themselves. This finding was collected from surveys at the end of Fall 2015 and Spring 2016 terms.



Additional Information

The FYE/IMPACT program received \$2,100.00 from the Vice President of Student Services (VPSS) office to fund t-shirts and hoodies for the students with the FYE IMPACT logo designed by a student as a way of representing and advertising the program.

While these services were designed for this specific population of underserved students, the services provided can be applicable to every student on campus. Although the focus of the program is for 1st year students, any student can benefit from career exploration, learning how to create a resume, career letter, professional portfolio etc.

The project was focused on all three, outreach, retention and completion. During the Fall 2015/Spring 2016 academic year, we had a total of 10 students doing outreach on a volunteering basis. The program was able to retain 76% of the students. If funding and support become available, the project would maintain the same focus, but probably expand to make every new student an FYE/IMPACT student as a way of improving the college's retention and achievement gap. (To pursue this goal, we should begin college-wide discussions of aligning the FYE/IMPACT SLOs to the Institutional Learning Outcomes (ILOs).

Next Steps

The next step is to secure funding for the upcoming 2016-17 fiscal year to ensure the FYE/IMPACT program is sustainable.

What Students Are Saying About First-Year Experience

"It was a good feeling to have someone believe in me and encourage me to do my best."

– Christopher Jackson

"The FYE counselors and teachers made it easy for me to adapt to college life."

–Anthony Nelson

"I benefited so much from my experience that I am sharing the information with my friends. Thank you for your help!"

–Miao Zeng

"Because of FYE, I knew where to go, who to talk to, and where to find resources. Soon I'll be transferring to a four-year university!"

–Vanessa Chavarria



Transitions/Outreach 2015-16 Year-End Report

The Transitions Project was proposed as a pilot to address the lack of systematic outreach services to feeder high schools where graduating seniors could receive early access to the mandatory components of the Student Success and Support Program (3SP). Services proposed included:

- Planned PCCD application sessions
- Assessment preparation sessions
- Host college days that include assessment, orientation and campus tours of Merritt
- Academic Counseling follow-up with seniors at their high school campuses for discussion of assessment scores and completion of Initial Student Ed Plan (first semester classes).
- Support to overcome multiple systemic barriers to enrollment faced by graduating high school students:
 - CCCApply technical problems, e.g. keeping application in cyberspace without generating a PCCD student ID
 - “High-school Student Status” holds
 - Campus fees and other student fees holds left over from concurrent enrollment
 - Social Security number mismatch
 - AB540/DreamAct forms (initial out-of-state fees posted deter students’ follow-through)
 - Financial aid myriad issues, etc.

This year the Transitions Project planned to use the orientation sessions to provide students with information about campus services and programs that could help them decide on and reach their academic goals. (EOPS, DSPS, Adelante, Puente, FYE, Sankofa).

Transitions also planned to provide bus trips to UCs, CSUs and private universities identified as target schools for transfer by the incoming students and freshmen.



OUTCOMES

The Transitions Project was piloted to address the college's need for a systematic outreach process to feeder high schools. This year Merritt College hired an orientation/outreach specialist who also coordinated the efforts of a campus Welcome Center. This position focused on broadening outreach efforts to include more than just feeder high schools in the college's outreach activities. The outreach specialist was very successful obtaining positive interest and response from the community. Given the presence of this new element in the outreach efforts, the Transitions project took advantage of the resource and worked in collaboration with it. It teamed up as well with the existing First Year Experience program at our campus planning and conducting "College Days" for Castlemont, Fremont, Life Academy and Oakland International high schools to provide their graduating seniors early access to the mandatory components of the Student Success and Support Program (3SP). As per original grant proposal, services included:

- Hosting college days that included assessment, orientation and campus tours of Merritt College.
- Academic Counseling follow-up with seniors at their high school campuses for discussion of assessment scores (not yet Common Assessment, but COMPASS), Improved Multiple Measures Project placement recommendations and high school transcript review to help students decide on English and Math initial step at the college.
- Completion of Initial Student Ed Plan (first semester classes).
- Support to transitioning students to overcome multiple systemic barriers to enrollment in classes:
 - CCCApply technical problems, e.g. keeping application in cyberspace without generating a PCCD student ID
 - High-school Student holds
 - Campus fees and other student fees holds left over from concurrent enrollment
 - Social Security number mismatch
 - AB540/DreamAct forms (initial out-of-state fees posted deter students' follow through)
 - Financial aid myriad issues

During the Orientation and the campus tour visiting students were informed by the FYE/Outreach/Transitions team of various campus programs such as EOPS, DSPS, Adelante, Puente, FYE and Sankofa that could provide for them additional and ongoing support identifying educational goals and pathways that would eventually be reflected in a comprehensive SEP and regularly reevaluated in a partnership to help new college students craft their own educational experience.



The Transitions project had planned on providing bus trips to UCs, CSUs and private universities identified as target schools for transfer by the incoming cohort. Given that funds were not received this year, it simply maximized the partnership with the First Year Experience, Outreach and the Office of the Vice President of Student Services who provided funding for a bus to take freshmen to UC Davis where students were cordially received by UC staff and students and provided them with a new-student general information session as well as a comprehensive campus tour.



Quantitative

171 high school senior students received assessment, orientation and a campus tour during their visit to Merritt College campus. 100 of those students completed an initial SEP in a combined effort of the team composed by FYE/Outreach/ Transitions and several Welcome Center and FYE Student Assistants. *Although Oakland International brought a large number of students few will enroll in Merritt because they need to work on ESL classes first.



High School	Male	Fem	Total	Afr Am	Latino	Asian	Other
Castlemont	7	8	15	1	13	1	0
Fremont	10	12	22	3	16	0	3
Life Academy	24	25	49	2	44	2	1
Oakland Int.*	47	38	85	2	52	12	21
	88	83	171	8	125	15	25

- Number with completed Initial SEP: 100%

Qualitative

Top three achievements

Internally: the collaboration between assessment, orientation, FYE and Transitions grew exponentially as we all teamed up to reach a common goal of providing a positive first impression of college to the visiting high school seniors.

Externally: High schools look forward to establish a system where every year their students can benefit from the “College Days” offered by our campus.

Challenges of implementing PASS

Funds were not available, but the challenge was overcome by working collaboratively with the office of the VPSS.

Proposed recommendations for challenges

Improve communication between all parties involved in the allocation and disbursement of funds.

Students’ perceptions about the program

Counselors at the high schools are very satisfied with the “College Days” and look forward to receiving this kind of service for their graduating seniors. Students had many questions during the student panels and during the campus tours led by student assistants.

Effective interventions strategies

Packaging multiple 3SP services in the same day in a group format makes use of time and resources very effective.



Additional Information

The services provided were not for all students on campus, they were only for new incoming students.

Project focused on outreach.

NEXT STEPS

The outreach efforts are now more effective because there are more people and programs involved and there is a dedicated person to do it as well. I look forward to seeing inter-institutional efforts to continue growing into a self-sustaining system.



SANKOFA 2015-2016 Year-End Report

Main purpose of SANKOFA is to promote academic success for African descended students through counseling, workshops, tutoring and peer advising. To create culturally relevant courses and community activities to increase African descended student confidence based on research findings claiming that marginalized students perform better academically when they take classes and participate in activities that promote pride in their cultural heritage.

The program was scheduled to begin activities during fall semester but there were initial difficulties securing a coordinator because of college and district load maximum. One of the co-coordinators, Jason Seals, had a full teaching load and was also the co-chair of his department and was not eligible to take the additional .25 release time for the coordination. During that time, even without a coordinator, Ronda Johnson served as hourly counselor and began meeting with students to provide academic counseling. Linda Brown the administrative program assistant also worked to schedule meetings and maintain contact with faculty, staff and students interested in being a part of the Sankofa program when it was officially launched.



At the beginning of the spring semester, Todd Johnson and Charity Clay were identified as co-coordinators that would each assume .25 load to share the coordination duties. Initially the coordination duties were split, but after they were not being shared equally and due to Todd Johnson having other important obligations, Charity Clay became the sole coordinator in March. During the Spring semester, the Sankofa program was also provided a counselor, Derrick Ross, with a split assignment; 50% general counseling and 50% dedicated specifically to Sankofa students.

Outreach efforts during the spring semester resulted in 56 Merritt Students signing up for Sankofa. The students had access to counseling with Mr. Ross, access to embedded tutoring in African American and Sociology courses and tutoring in Basic Skills subjects. Sankofa students also had 3 peer advisors to additionally assist with registering for courses, understanding how to use Moodle, resolving conflict, time management, etc. In addition to the support, the Sankofa program provided financial literacy workshops throughout the semester and had an end of the semester celebration to acknowledge participants, especially those matriculating. Currently the program is planning to use remaining money to continue these activities and add an Early Start



program in August aimed at helping incoming freshmen (high school graduating seniors, June 2016) transition to and become college ready. The program also has over 50 students that were not in the program that are currently on the waiting list to join for the 2016-2017 academic school year. With the program just starting in the spring semester, the 2016-2017 academic year will be the first full year of program operation.

Outcomes

The primary objective for this semester was to ensure that every student in the Sankofa program had an SEP by the end of the semester. Additional outcomes were to provide embedded counseling to students, peer advising support and life skills workshops.

Quantitative

- **Number of students served (by gender, ethnicity) by program:**
 - 36% self-identified men (20 students), 64% self-identified women (36 students).
 - 100% self-identified as Black
- **Number with completed SEP:**
 - 14 Students had SEPs completed by Derrick
- **Number who participated in priority registration:**
 - Because the program started after the beginning of the Academic year, none of the current students received priority registration. The plan is for Spring 2017 to be the first semester that our students receive priority Registration.
- **Number who received tutoring:**
 - 25 Sankofa students received tutoring in the following areas
 - AFRAM 37.3%
 - ENGL 25.4%
 - SOC 16.9%
 - MATH 16.9%
 - Other subjects included COMM, CHEM, POSC



- **Number who received mentoring:**
 - 30 of Sankofa students received peer mentoring in the following areas.
 - Class Scheduling 19.4%
 - Student Services assistance 22.2%
 - Classroom issues 25%
 - Personal issues 25%
 - In addition to assisting Sankofa students, our peer advisors also provided the same support for 46 NON- Sankofa students.
- **Number who have completed their degree objectives by end of spring semester (AA, certificate);**
 - Of our 56 students, 8 are matriculating
 - Eddie Barnett – AA Social and Behavioral Sciences (Highest Honors), transferring to UC Davis
 - Dario Harper – AA Social and Behavioral Sciences, transferring to CSU East Bay
 - Tamika Lewis – AA Social and Behavioral Sciences, transferring to CSU East Bay
 - Quinlan Mosely – Certificate of Achievement Substance Abuse
 - Cyntheria Owens – AA in African American Studies (High honors) & Social and Behavioral Sciences (High Honors), transferring to UC Berkeley
 - Leneka Pendergrass – AAT Administration of Justice (Honors), transferring to UC Berkeley
 - Chico Singh – AAT Sociology (Honors), transferring to UNLV
 - Lauren Williams – Transferring to Grambling State University
- **Number retained (projected):**
 - We currently project to retain 40 of the returning 48 students but we also have a projected 50 students incoming and over 50 current Merritt students on the waiting list that missed the registration deadline for the spring semester

Top three achievements

1. Embedded tutoring: We offered counseling in 4 African American Classes; African American 14, 19, 30 and 31 and in Sociology 1, 2 and 3. These offerings were beneficial not only to Sankofa students but all students in the classes because our tutors helped all students in the classes even if they were not Sankofa students



2. Peer Advising: We were fortunate to have some peer advisors with a lot of life and academic experience. We tried to reflect the needs of our student population so we had a young man who has overcome some unfortunate legal situations and is currently excelling in the EMT program with aspirations to work as a paramedic for the Fire department. In addition to being a great advisor, his maturity and dedication allowed him to be a role model for other young students with similar backgrounds. We had a lot of young men express interest in the EMT program on campus and also develop confidence that they could overcome similar situations. We had two older women peer advisors who are both mothers who are previously incarcerated. Their openness and honesty about their experiences served as motivation and a deterrent for some of our younger students who did not fully grasp how dehumanizing incarceration is. For our students who are also parents, seeing these students balance motherhood, work and school was inspiring, and they helped provide tips for working/student parents to help them learn how to be successful. Our other peer advisor is a father and young man who finally completed his degree after being in and out of college for nearly 20 years. He was able to show a lot of our students that it is never too late to finish an educational journey and also showed them how important it is to learn how to get certified or recognized in things that you already have a passion for instead of simply pursuing any degree. The peer advising support we had this semester was the most impactful thing we had because it helped create an atmosphere among students where they felt comfortable confiding in each other and confident that they would get support and not judgment. The peer advisors facilitated study groups and support groups to help students, even those that were not in Sankofa but those where were going through difficulties with things on and off campus.
3. Another achievement was our end of the semester celebration. We had a lot of students coming in and out of the Sankofa office or going directly to the learning center for tutoring so the end of the year celebration was an opportunity to bring All the Sankofa students together to meet each other and fellowship with the staff and students. We had faculty come and introduce themselves to the students that are planning to amend their curriculum for the 2016-2017 semester

Challenges implementing PASS

The Biggest challenge with implementing PASS was getting access to the budget and a correct accounting of available dollars to determine what we could afford to spend money on. Initially there were some erroneous charges to the budget so we had to wait until they were sorted out to get an accurate account of the funds.

Another challenge was a lack of clarity on how to properly spend the funds. Confusion about budget codes, how to create ePAFS, timelines for purchases, misunderstandings about Purchase Orders and requisition forms, chain of command, and other things likely to be the result of having a new coordinator with no previous Merritt College administrative experience resulted in some deadlines not being met and some processes improperly handled.



We had difficulties all semester with the joint appointment between general counseling and Sankofa with our newly hired counselor. The counselor was uncooperative with Sankofa coordinator suggestions to provide targeted outreach to at risk students (those with a significant number of F's and W's of more than 100 credits that were not approaching matriculation). The counselor also neglected do outreach to at risk Sankofa students and potential Sankofa students currently in high school. As a result, the coordinator had to assume the majority of outreach activities by referring students to other counselors to get their SEPs and other academic needs met and by visiting local high schools to speak to potential Merritt Sankofa students. Initially some of these difficulties were thought to be the result of poor scheduling, but after the scheduling issues were resolved, the performance did not improve and ultimately, as noted above, only 14 of our 56 students got from the counselor by the end of the SEMESTER.



Proposed recommendations for challenges

Since gaining access to the budget and meeting with the business office, Vice President of Student Services, Counseling Chairs and the President's Office, the coordinator is getting a better understanding of the policies and procedures and is working to ensure that all Sankofa matters are done according to regulations.

Although I do not work in counseling, I have scheduled meetings with the counseling department chairs and the VPSS to discuss how to proceed with ensuring our students get the counseling they need to be successful. Initially I proposed hiring an additional hourly counselor but that request would only be justified if the counseling need exceeded the ability, which is currently not the situation indicated by counseling data.

Students' perceptions about the program

Students were interviewed for the newsletter and here are excerpts about what they said about Sankofa.



Every time I come into this office, there is a guarantee that I will have my needs met. The goal is to empower us and make sure we know everything that needs to be done to make us more successful.”

- Caleb Jacks

I appreciate all of the information that we get about scholarships and other updates and that we can go deeper with our counseling and get peer support and tutoring.

- Marquita Price

I came to Sankofa so I could communicate effectively with other students. I wanted to uplift those in my community who need help with school or other problems.

- Daron Austin, Peer Advisor

I love working with Sankofa students and helping them succeed. It has made me stronger personally to be able to reach out to people and build relationships.

- Eddie Barnett, Tutor

We also did a poll of students using google forms asking them what they like most about Sankofa and what they wanted to see more of from Sankofa. The poll uses open ended responses but the common theme about what students liked most about the program was the support and sense of community in the office and they appreciate the tutoring and peer advising. Students overwhelmingly wanted more workshops at more times, more events and support groups.

Effective intervention strategies

Our data shows that the tutoring and peer advising are the most effective because those are the services that students took advantage of the most. Many students who came to ask about signing up for Sankofa for the 2016-2017 academic year inquired about the program because of an experience they had with a tutor, peer advisor or Sankofa student talking about the support they receive in the program.

Additional information

In addition to the PASS funding, we have district funds through the UMOJA community that our program is a part of. Those funds expire at the end of the calendar year so using some of them has allowed us to retain some of the PASS money as we work to institutionalize the services we provide on a consistent basis starting with the 2016-17 year.

All services provided are applicable to all students. Both our peer advisors and tutors saw more NON- Sankofa students than students in the program, and because our counselor has a split assignment between our program and general counseling, the services he provides for Sankofa students is likely to be similar to what he provides for general counseling.



I was not the coordinator when the project was initiated but I assume that outreach, retention and completion are all focuses of the project and I would not change but rather shift the focus if additional funding became available. The biggest shift would be creating an intentional pipeline from middle schools and high school, through Merritt to 4 year colleges and universities. Additional funding would allow us the opportunity to collaborate more with those middle and high schools by bringing them to campus for events, setting up mentoring programs where our Sankofa program student leaders can mentor youth as they prepare to transition into college. For the other end of the pipeline, additional funding would allow us to provide our current students with opportunities to visit and learn more about college campuses outside of the local area. In addition to shifting to an intentional pipeline, we want to invest in curriculum development that is culturally relevant to our students. This effort will require that we have committed and qualified academic leads specifically in African American Studies, English, Math, Social Sciences and Hard Sciences. The goal is to ensure that students can take courses with a culturally relevant curriculum in each of the IGETC areas and complete their degrees or Transfer requirement. The academic leads will also provide additional mentorship. We want to provide mentorships for specific cohorts including but not limited to; young men and women, LGBT students, formerly incarcerated students, former foster youth, students with children, older students returning back after being out of school for 5 years or more.

To help specifically with retention and completion we want to make sure we have peer advisors and embedded tutors so our students receive the support they need in the classroom and on campus around student services. If funding is available we would also like to provide mental health services to students who struggle with family and social environmentally related trauma that often results in students dropping out or not performing well in their classes. Ultimately, due to the increasing population of homelessness and displacement among our student population, it would be ideal if we could provide campus or near campus housing for struggling students are often unable to continue attending Merritt because they have not stable housing.

An addition shift in our program would be becoming a part of the larger Umoja Community that serves African Descended students at various California Community Colleges. That program has additional resources for students, staff and faculty that are available through paid membership. Those resources include but are not limited to student conferences, scholarships, staff learning institutes, transfer agreements and additional support for transfers specifically to HBCUs.

Next Steps

As mentioned earlier, the next step, especially as the PASS dollars are expensed, is to identify funding from SSSP, Equity, Pathways and Basic Skills to institutionalize and expand the major components of the Sankofa program. Immediately, our plan is to have an “early start” program for students transitioning from High School to Merritt so they are prepared for the levels of college academics and have a supportive environment as they transition into adult autonomy.



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The coordinator is currently creating the budget draft for both this early start program and the 2016-17 academic year with hopes of them to be approved before June 20th.

In 2016-17, Sankofa will also begin offering the culturally specific curriculum in English, Sociology, Psychology, Communications and potentially other subjects.





PASS Proposals Future Plans

- Evaluation of PASS Proposals for Institutionalization
- Improve communication between all parties involved in the allocation and disbursement of funds
- Continue to maintain, develop, and expand Community Partnerships as a result of the proposals such as the following:
 - Department of Labor
 - Alameda County Innovations in Re-entry Fund
 - Oakland Unified School District
 - Hidden Genius Project/Kapor Center for Social Justice
 - OUSD Superintendent's Office
 - OUSD Principals' Professional Development
 - OUSD High Schools and Programs
 - Community Breakfast
 - College Tours
 - School Presentations
 - Skyline
 - Oakland High
 - ARISE
 - Leadership High, Hayward
 - Bay Tech
 - Envision Schools
 - Community Fairs
 - Art and Soul Festival
 - China Town Street Fair
 - Laurel Street Festival
 - OctoberFest
 - Cal State East Bay College Day
 - Black College Expo (400 High School Students, 26 Colleges)
 - LFFT Inc. – STEM Initiative
 - Children's Hospital – FIND Program Internships and possible satellite office
 - Foster Care Collaborative (District CAYFES Committee, John Burton Foundation, CASA, ILSP)
 - Youth Business USA – Bo Ghirardelli
 - Self-eSTEM - Summer STEM Camp for Girls
 - Oakland Promise/East Bay College Fund
 - Marcus Foster Educational Institute/East Bay College Access Network
 - Oakland Rotary Club
 - Oakland Chamber of Commerce



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- Port of Oakland Community Advisory Committee
- BART – Rodd Lee - Federal, State and Local Government and Community Affairs Department Manager

The College has approximately \$147,202 carry over for 2016-17.



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The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.