Merritt College

Educational Master Plan
Strategic Update 2018

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Educational Master Plan

Strategic Update 2018

Introduction

The 2015-2020 Educational Master Plan serves as a comprehensive blueprint for long-term organizational administration and development in fulfillment of the mission of Merritt College "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." It reflects a shared vision "to create meaningful lives including fulfilling careers, community participation, self-expression, and a love of learning," founded upon the five core values of student success, a caring spirit, teamwork and inclusion, a student-centered campus climate, and diversity. The Plan provides strategic directions for the implementation of infrastructure and operations to sustain and improve academic programs, student support services, and, ultimately, institutional effectiveness.

Various statutes, regulations, policies, procedures, and standards—from the state to the local level—govern the composition and revision of an educational master plan. The California Education Code provides the basis for educational planning by requiring governing boards of community college districts to develop and approve "long-range academic and facilities plans and programs and promote orderly growth and development of the community colleges within the district" (Cal. Ed. Code § 70902). Furthermore,

- Title 5 regulations specify that educational master plans "shall be modified and brought up to date periodically as deemed necessary by the governing board" and "shall contain the educational objectives of the community college or district and the future plans for transfer programs, career technical programs, noncredit courses and programs, and remedial and developmental programs" (CAL. CODE REGS. tit. 5, § 55080(b)(c)).
- Peralta Community College District (PCCD) Board Policy 3250 and Administrative Procedure 3225 call for all plans to "contain goals, objectives, and long-range measurable outcomes" that are "challenging and quantifiable, address achievement gaps for underrepresented populations, and align the educational attainment of California's adult population to the workforce and economic needs of the state."
- Accrediting Commission for Community and Junior Colleges (ACCJC) Eligibility Requirement 19 and Standard 1.B.9 oblige accredited colleges to systematically plan for and continuously evaluate "improvement of institutional structures and processes, student achievement of educational goals, and student learning."

Purpose

In accordance with the aforementioned requirements, this document reevaluates the 2015-2020 Educational Master Plan in the context of new legislation, public policies, and initiatives that promote the "college completion agenda." The primary intent is to update one component of the Plan, namely the strategic directions. In their place, new strategic goals—modelled after the systemwide goals of the California Community Colleges—are presented to steer Merritt College onto a more focused course toward improving student outcomes and eliminating achievement gaps in the next five years.

Background

Merritt College's Educational Master Plan, approved by the PCCD Board of Trustees on June 14, 2016, presented five strategic directions to guide Merritt until the year 2020. Addressing the areas of student success, partnerships, noncredit to credit pathways, engagement and college culture, and institutional stability, these strategic directions reflected priorities that could be traced back through successive stages to the strategic goals of the *System Strategic Plan for the California Community Colleges* adopted in 2006 and updated in 2013.

System Strategic Plan for the California Community Colleges 2006

Peralta Community College District Strategic Plan 2008

System Strategic Plan for the California Community Colleges Update 2013

Peralta Community College District Strategic Plan 2015

Merritt College Educational Master Plan 2016

While the linkage among the various planning levels was apparent [see table below], what was not clear was the distinction between the strategic directions and strategic goals of the College with regard to the Educational Master Plan. To compound the uncertainty, the College strategic goals had been established for a three-year period to expire in 2017, whereas the Educational Master Plan strategic directions spanned a five-year period from 2015 until 2020.

Alignment of Former Strategic Goals and Directions

California Community Colleges System *Strategic Goals*	Peralta Community College District *Strategic Goals*	Merritt College *Strategic Goals*	Merritt College *Educational Master Plan Strategic Directions*
College Awareness and Access – Increase awareness of college as a viable option and enhance access to higher education for growing populations. Student Success and Readiness – Promote college readiness and provide the programs and services to enable all students to achieve their educational and career goals.	Advance student access, equity, and success.	Create an environment of exceptional student access, equity, and success.	Student Success – Engage in integrated planning related to student success, student equity, foundation skills, career technical education, and transfer curriculum.
Partnerships for Economic and Workforce Development – Strengthen the Colleges' capacities to respond to current and emerging labor market needs and to prepare students to compete in a global economy.	Engage and leverage partners.	Engage our community through respectful dialogue to create partnerships and opportunities for our students.	Partnerships – Enhance, pursue, and increase partnerships with educational, nonprofit, and community employers to enhance and create viable and timely programs.
College Awareness and Access – Increase awareness of college as a viable option and enhance access to higher education for growing populations. Student Success and Readiness – Promote college readiness and provide the programs and services to enable all students to achieve their educational and career goals.	Build programs of distinction.	Create and implement effective, innovative programs that meet the diverse needs of our community.	Noncredit to Credit Pathways – Increase noncredit pathways leading to credit programs for native and nonnative English speakers.
System Effectiveness – Improve system effectiveness through communication and coordination, regulatory reform and performance measurement.	Strengthen accountability, innovation, and collaboration.	Through collegial governance, support institutional communication, innovation, and interdisciplinary collaboration.	Engagement and College Culture – Implement strategies to increase student, faculty, and staff equity and engagement, and create a culture of inclusiveness that demonstrates the value of diversity across the campus.
Resource Development – Provide enhanced resources and allocation methods to ensure high-quality education for all.	Develop and manage resources to advance our mission.	Develop human, fiscal, and technological resources to advance and sustain our mission.	Institutional Stability – Utilize the integrated planning and budget model to advocate for adequate human, technological, facility, and fiscal resources to support successful achievement of the Educational Master Plan strategic initiatives.

Meanwhile, on July 17, 2017, the California Community Colleges (CCC) Board of Governors approved Chancellor Eloy Ortiz Oakley's new strategic plan, *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs*. The Vision for Success proposed six ambitious systemwide strategic goals for measurable improvements in student achievement by the year 2022. Recognizing the diverse needs and missions of the 114 colleges under its purview, the California Community Colleges Chancellor's Office (CCCCO) called for each college to align its local goals to the systemwide goals to ensure a concerted effort across the state. Specifically, "this means that all colleges should have goals for **increasing degrees and certificate completion, increasing transfers, improving time to completion, increasing job placement in field of study, and narrowing achievement gaps** across all these measures."

In light of these circumstances, it became apparent that Merritt needed to reassess its institutional goals. The review of the Educational Master Plan presented an opportune time to clarify exactly what the current college strategic goals are and how they support the Vision for Success strategic plan.

Planning Process

The 2018 Strategic Update of the Educational Master Plan represents the culmination of a longstanding collaborative process among the constituents of Merritt College. Over the course of two years, four strategic planning summits, and countless meetings, members of the faculty, staff, administration, and student body engaged in continual dialogue and work around the institutional priorities of the College. Much of the direct effort was coordinated by the Strategic Planning Taskforce convened by the College President, Vice President of Instruction, and Academic Senate President. The Taskforce met regularly during the spring 2018 semester to organize two collegewide planning summits during which the new college strategic goals were proposed and finalized.

At the strategic planning summit on March 23, 2018, attended by 66 Merritt employees and students, the Research and Planning Officer presented student data trends to provide a local perspective on the challenges being addressed by the Chancellor's Vision for Success strategic goals. Attendees then engaged in a group exercise to 1) map activities from the Educational Master Plan and Integrated Plan to the statewide goals and 2) assess the status of each activity. This endeavor affirmed that existing college initiatives were addressing student achievement and outcomes in line with the Chancellor's goals.

The subsequent planning summit on April 27, 2018 included another presentation on the specific college metrics of degree and certificate completion, transfer, time to completion (total units earned), employment in field of study, and achievement gaps. This eye-opening data helped attendees to set SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals for Merritt that aligned directly with the Vision for Success goals.

The planning process was further informed by institutional activities in response to accreditation and statewide initiatives. The need for integrated planning related to the consolidation of the Basic Skills Initiative, Student Equity Program, and Student Success and Support Program into the newly established Student Equity and Achievement Program (Cal. Ed. Code § 78222), as well as initial exploration of the Guided Pathways Framework, provided additional opportunities for the assessment and amalgamation of myriad goals, objectives, and activities spread across various institutional plans.

While Merritt's new strategic goals were approved by the College Council on May 16, 2018, documentation and integration of the goals into existing institutional plans was still needed. Work continued over summer 2018 as the Strategic Planning Taskforce met to draft, edit, and complete the Educational Master Plan Update. The new strategic goals were introduced to the wider college community during College Flex Day on August 17, 2018. With approval of this document by the College Council and Board of Trustees in November, the College was prepared to conduct comprehensive program reviews through the lens of the new strategic goals.
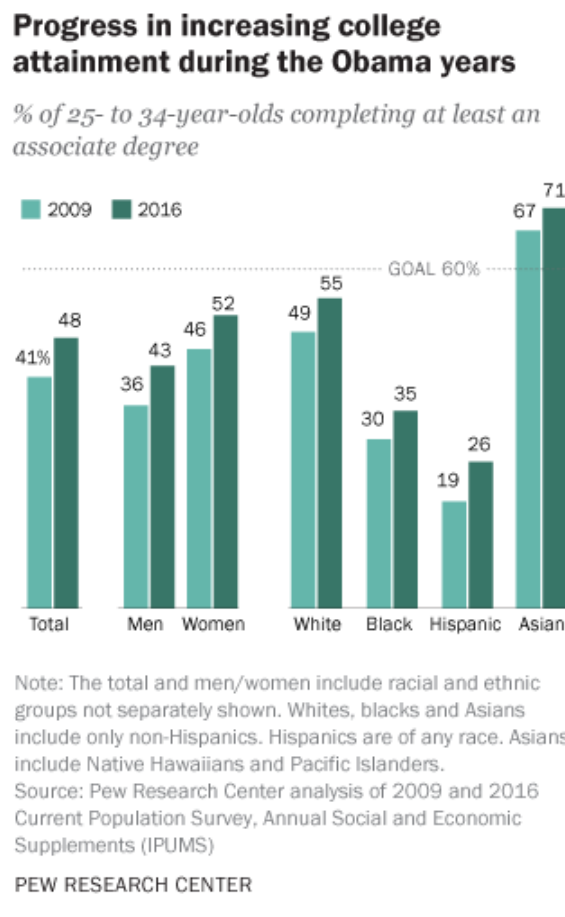
The following timeline provides an overview of the milestones of the planning process.

Planning Process Timeline

Activities	Dates
2015-2020 Education Master Plan (EMP) approved by PCCD Board of Trustees	June 14, 2016
Fall Planning Summit, Merritt College Student Lounge	September 23, 2016
2016 Accreditation Follow-Up Report submitted to ACCJC	October 2016
ACCJC External Evaluation Team site visit	November 9, 2016
Spring Planning Summit, Sequoyah Country Club	May 12, 2017
Vision for Success systemwide goals approved by CCC Board of Governors	July 17, 2017
2017 Accreditation Follow-Up Report submitted to ACCJC	October 2017
ACCJC External Evaluation Team site visit	October 25, 2017
2017-2019 Integrated Plan submitted to CCCCO	December 15, 2017
Guided Pathways Self-Assessment submitted to CCCCO	December 23, 2017
Strategic Planning Taskforce meeting	February 9, 2018
2018 Accreditation Midterm Report submitted to ACCJC	March 2018
Strategic Planning Taskforce meetings	March 6 & 21, 2018
Strategic Planning Summit I	March 23, 2018
Guided Pathways Work Plan submitted to CCCCO	March 30, 2018
Strategic Planning Summit II	April 27, 2018
2018-2023 Merritt College Strategic Goals approved by College Council	May 16, 2018
Strategic Planning Taskforce meetings	July 3 & 30, 2018
Strategic Planning Taskforce meeting	August 7, 2018
EMP Strategic Update 2018 presented at Flex Day	August 17, 2018
2018 EMP Strategic Update approved by College Council	TBD
2018 EMP Strategic Update approved by PCCD Board of Trustees	TBD

Planning Framework

In his first address to a joint session of Congress in 2009, President Barack Obama identified education as one of the three critical areas for investment in the country's economic future. Acknowledging the steady decline of the United States in the Organisation for Economic Co-operation and Development's national rankings of educational attainment, he announced an ambitious goal that "by 2020, America will once again have the highest proportion of college graduates in the world." In measurable terms, his 2020 College Completion Goal called for an increase in the overall college degree attainment rate of Americans ages 25-34 from 40 to 60 percent (or roughly 10 million more graduates with an associate or baccalaureate degree). Obama was not the first to endorse the "college completion agenda," but he focused attention on it as a national priority and catalyzed a widespread movement to improve institutional accountability and student outcomes throughout higher education.

Progress in increasing college attainment during the Obama years

% of 25- to 34-year-olds completing at least an associate degree

2009 ■ 2016

GOAL 60%

	Total	Men	Women	White	Black	Hispanic	Asian
2009	41%	36	46	49	30	19	67
2016	48	43	52	55	35	26	71

Note: The total and men/women include racial and ethnic groups not separately shown. Whites, blacks and Asians include only non-Hispanics. Hispanics are of any race. Asians include Native Hawaiians and Pacific Islanders.
Source: Pew Research Center analysis of 2009 and 2016 Current Population Survey, Annual Social and Economic Supplements (IPUMS)

PEW RESEARCH CENTER

http://www.pewresearch.org/fact-tank/2017/01/18/u-s-still-has-a-ways-to-go-in-meeting-obamas-goal-of-producing-more-college-grads/

College Completion Agenda

The college completion agenda is a national push for reform, which acknowledges the stark reality that the promise of higher education has not come to fruition for many Americans. Increasing access to college has not necessarily translated into student success, especially for those populations that would benefit the most from the attainment of a college credential.

Challenges at the National Level

In a 2011 presentation on "Meeting President Obama's 2020 College Completion Goal," Martha Kanter, Under Secretary of Education, highlighted the following statistics to illustrate the urgency of meeting the goal.

- Only half of all undergraduates complete a college degree in six years.

- 38% of all U.S. students take a remedial course in their first or second year.

- More than 60% of jobs will require a postsecondary education.

- Students with a bachelor's degree will earn 40% more in their lifetime (29% more with a community college degree) than students with only high school diplomas.

Eight years later, data from the National Center for Education Statistics' *Condition of Education 2018* paints a similar picture.

International Educational Attainment	2015	2016
Percentage of the population 25 to 34 years old who completed high school		
United States	90.5%	91.5%
Organization for Economic Cooperation and Development (OECD) countries	83.6%	84.1%
Percentage of the population 25 to 34 years old who attained a postsecondary degree		
United States	46.5%	47.5%
OECD countries	41.8%	43.1%

Undergraduate Retention and Graduation Rates	2014–15	2015–16
4-year institutions		
Retention rate of first-time undergraduates	80.7%	80.8%
Graduation rate (within 6 years of starting program) of first-time, full-time undergraduates	59.4%	59.8%
2-year institutions		
Retention rate of first-time undergraduates	61.3%	62.3%
Graduation rate (within 3 years of starting program) of first-time, full-time undergraduates	29.0%	30.3%

Educational Attainment of Young Adults	2016	2017
Percentage of 25- to 29-year-olds with selected levels of educational attainment		
High school completion or higher	92%	92%
Associate's or higher degree	46%	46%
Bachelor's or higher degree	36%	36%
Master's or higher degree	9%	9%

Employment and Unemployment Rates by Educational Attainment	2016	2017
Employment rates of 25- to 34-year-olds		
Total	77%	78%
With less than high school completion	59%	57%
Who completed high school as highest level	70%	72%
Who attained a bachelor's or higher degree	86%	86%
Unemployment rates of 25- to 34-year-olds		
Total	6%	5%
With less than high school completion	13%	13%
Who completed high school as highest level	9%	7%
Who attained a bachelor's or higher degree	2%	3%

Annual Earnings of Young Adults	2015	2016
Median annual earnings for 25- to 34-year-olds		
Total	$40,400	$40,000
With less than high school completion	$25,300	$25,400
Who completed high school as highest level	$30,900	$31,800
Who completed some college but did not attain a degree	$35,100	$34,900
Who attained an associate's degree	$37,400	$38,000
Who attained a bachelor's or higher degree	$54,500	$54,800
Who attained a bachelor's degree	$50,600	$50,000
Who attained a master's or higher degree	$60,800	$64,100

https://nces.ed.gov/pubs2018/2018144_At-a-Glance.pdf

Challenges at the State Level

The California Master Plan for Higher Education, enacted through the Donahue Higher Education Act of 1960, established a tripartite structure of public postsecondary education consisting of the University of California, the California State University, and the California Community Colleges. Designed to differentiate the missions and functions of these three segments of higher education, the Master Plan espoused the principle of universal access to affordable, high-quality educational opportunities for the growing population of California.

Despite its undeniable success at increasing student enrollment in college from the 1960s through the 1980s, the Master Plan has ultimately failed to make a mark on college completion and the attainment of a baccalaureate degree. California Community Colleges Chancellor Oakley underscored this dilemma in his Vision for Success strategic plan, enumerating the challenges faced by the system:

- **Most community college students never reach a defined end goal.**
  At last count, only 48 percent of students who entered a CCC left with a degree, certificate, or transferred *after six years* (according to the 2017 Student Success Scorecard).

- **Students who do reach goals take a long time to do so.**
  Students who complete an associate's degree on average take 5.2 years to do so and often accumulate far more course units than needed to reach the end goal of a degree, certificate, or transfer.

- **Older and working students are often left behind.**
  Although open to all Californians, the CCCs were initially designed primarily to serve young people just out of high school. Adults of other ages present unique challenges and today represent a significant portion of the community college student body: over 40 percent are age 25 or older.

- **Community colleges are more expensive than they appear.**
  California's community colleges offer one of the least expensive tuition rates in the country. Still, the total amount of money spent by students and taxpayers to attain a particular outcome at a community college can be quite high because the average student takes several years to complete a credential, degree, or transfer and commonly accumulate many excess units along the way.

- **Serious and stubborn achievement gaps persist.**
  In the community college system, certain student groups are much less likely to reach a defined end goal such as a degree, certificate, or transfer. Specifically, completion rates are lower among African-American students (36 percent), American Indian/Alaskan students (38 percent), Hispanic students (41 percent), and Pacific Islander students (43

percent), compared to stronger completion rates of Asian students (65 percent), Filipino students (57 percent) and White students (54 percent).

- **High-need regions of the state are not served equitably.**
  Researchers have found significant disparities in basic CCC service coverage and penetration in different regions of the state. Areas with the lowest college attainment of adults and the lowest median household income also have the lowest CCC enrollment per capita.

Vision for Success

For 2.1 million CCC students—and the health of the broader system of higher education and workforce development—the CCC system must embrace a handful of clear, aggressive goals that reflect the most urgent needs of the moment. Based on a review of current literature and research and interviews with approximately 50 experts inside and outside the system, these urgent needs are defined as increasing the number and percentage of students who reach a defined educational goal and decreasing the amount of time and cost it takes them to do it, while addressing critical achievement gaps across students and regions. To meet California's economic and social needs, the CCC system should aim to reach the following *system-wide* goals by 2022.

Systemwide Goals for Meeting California's Needs

1. **Increasing Degree and Certificate Completion**

   Over five years, increase by at least 20 percent the number of CCC students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

2. **Increasing Transfer**

   Over five years, increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.

3. **Improving Time to Completion**

   Over five years, decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent systemwide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.

4. **Increasing Job Placement in Field of Study**

Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index.

5. **Narrowing Local Achievement Gaps**

   Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

6. **Narrowing Regional Achievement Gaps**

   Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of closing regional achievement gaps for good within 10 years.

California Community Colleges Guided Pathways

To help realize the Vision for Success Goals outlined by the State Chancellor's Office, Merritt College has embraced the Guided Pathways model as a framework for decision-making, goal-setting, and allocation of funds. Harnessing the creativity of Merritt students, faculty, staff and administrators, Guided Pathways empowers the College to plan a thoughtful redesign of its programs, processes and practices from the inside out.

Merritt's Guided Pathways journey began when a small cohort of faculty and administrators attended a regional Guided Pathways conference in Fall 2017. After submitting a self-assessment to CCCCO in December of that year, the College received a five-year, noncompetitive grant to plan and implement Guided Pathways at Merritt.

The College's initial task was to select, from the CCCCO's Fourteen Key Elements, the two elements which will guide Year One activities. To do this, the Guided Pathways task force consulted with key shared governance groups and solicited feedback from the wider campus community during the Spring 2018 Planning Summits. Through this consensus-building process, the College chose to build its first year of Guided Pathways around Cross-Functional Inquiry and Shared Metrics.

The concept of cross-functional inquiry was baked into the College's next task: establishing a Guided Pathways governing structure. Formed in Summer 2018, Merritt's Guided Pathways Core Team is a five-person work group consisting of an Administrative Lead, Faculty Lead, Classified Lead, Research Lead, and a classified Project Manager. The Core Team will direct Guided Pathways planning and implementation for the duration of the five-year grant.

Guided Pathways is organized around a "Four Pillar" structure, wherein each pillar represents one component of the student journey. To operationalize this concept, the Core Team opted to organize four Pillar Teams and define goals for each:

- **Pillar I, Clarify the Path**, concerns overall curriculum. At Merritt, the goal of Pillar I is to increase student understanding of three basic concepts:

    - Degree and certificate options available at Merritt.
    - Employment and/or transfer opportunities associated with each degree or certificate.
    - Courses and time needed to complete each degree or certificate.

- **Pillar II, Choose the Path**, concerns the new-student process. Merritt's Core Team identified two specific goals to pursue under Pillar II:

    - To smooth the onboarding, education planning and initial enrollment process for incoming students.
    - To support development of K-12 partnerships, high school and community outreach, dual enrollment and summer bridge programs.

- **Pillar III, Stay on the Path**, concerns student retention and persistence. The Merritt team interprets Pillar III's charge thusly:

    - To notice at-risk students, intervening promptly and effectively to connect them with appropriate support services.

- To create incentives and supports for all students to persist through completion of their goals.

- **Pillar IV, Ensure Outcomes**, concerns the effectiveness of pedagogy and career preparation. At Merritt, Pillar IV goals are as follows:

  - To ensure that Merritt's programs and courses equip students with the skills and information they need to attain their chosen goals.
  - To promote/expand existing efforts to forge partnerships with employers and transfer schools.
  - To track outcomes and student success data.

At Merritt's August 2018 Professional Development Day, the Core Team presented Merritt's rollout of Guided Pathways and its four-pillar structure. Offering concrete examples of the projects each Pillar Team might undertake, the Core Team proceeded to recruit leadership and membership for each Pillar Team.

In its most visible milestone to date, the Core Team conducted a campus-wide, half-day Guided Pathways Retreat and training on October 5th, 2018. The event drew a broad audience representing every constituent group at Merritt: students, full-time faculty, adjunct faculty, classified professionals and administrators. Merritt's First Year Experience program was highlighted as a model for embodying and enacting Guided Pathways principles. The event also provided an opportunity for each Pillar Team to conduct its first meeting with guidance and support from the Core Team. As a result, each Pillar Team has now identified and prioritized its projects for the 2018-19 academic year.
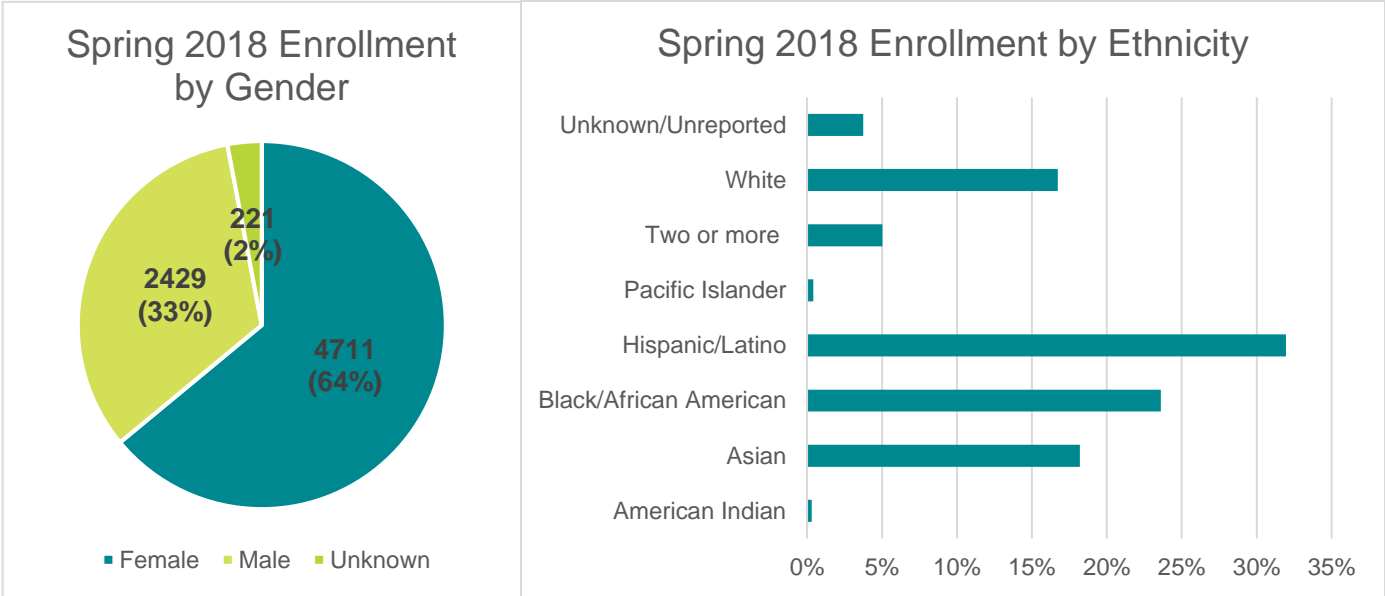
One of the great challenges of grant-funded initiatives is "institutionalizing" the work: creating permanent, structural changes that endure beyond the timeframe of the grant. To institutionalize Guided Pathways at Merritt, the Core and Pillar Teams will function _not_ as another layer of shared governance, but as strategists who embed Guided Pathways into Merritt's existing shared governance structure. Accordingly, the Core and Pillar Teams are composed of individuals who are already instrumental to Merritt's shared governance and who will bring the work of Guided Pathways into their respective committees.

Data and Analysis

Merritt College Today

Spring 2018 Student Profile

During the spring 2018 semester, enrollment at Merritt consisted of a student headcount of 7,341, equating to 2135.68 total FTES. The following graphs provide a breakdown of students by age, gender, and ethnicity.

Spring 2018 Enrollment by Age Range

	Under 18	19 to 24	25 to 29	30 to 34	35 to 54	55 to 64	65 and above
	1106	2518	1155	819	1286	267	210

Spring 2018 Enrollment by Gender

- Female: 4711 (64%)
- Male: 2429 (33%)
- Unknown: 221 (2%)

Spring 2018 Enrollment by Ethnicity

- Unknown/Unreported
- White
- Two or more
- Pacific Islander
- Hispanic/Latino
- Black/African American
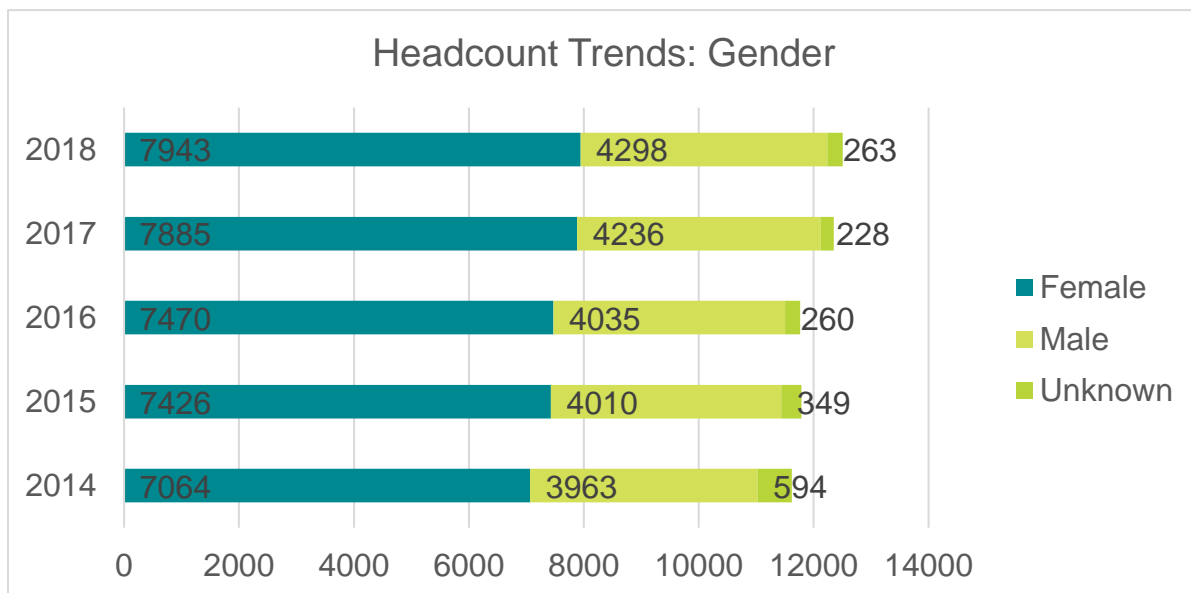- Asian
- American Indian
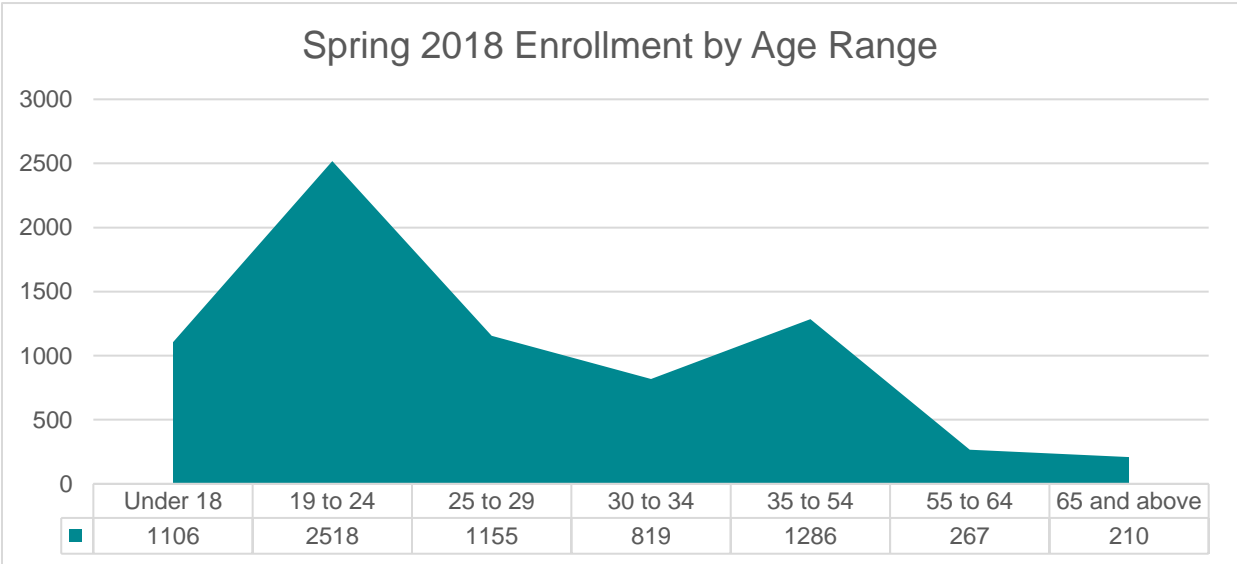
Merritt College Tomorrow

2014-2018 Demographic Trends

Five-year trend data show:

- A three percent increase in high-school-aged students (both students under the age of 16 and students aged 16-18) attributable to the growth of dual-enrollment courses offered through the Oakland Unified School District
- Little change in the female-male ratio of students
- Increases in Asian (2%) and Latino (7%) students, but decreases in African-American (-5%) and White (-3%) students
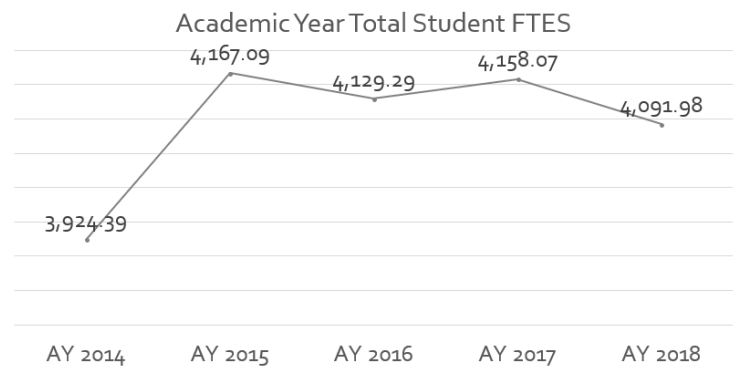
Headcount Trends: Age	2014	2015	2016	2017	2018
Under 16	7%	7%	8%	9%	10%
16-18	11%	12%	13%	14%	14%
19-24	15%	15%	15%	15%	14%
25-29	14%	15%	14%	14%	14%
30-34	14%	14%	13%	13%	13%
35-54	15%	15%	14%	14%	14%
55-64	12%	13%	12%	12%	12%
65 & Above	10%	11%	10%	9%	10%

Headcount Trends: Gender

Year	Female	Male	Unknown
2018	7943	4298	263
2017	7885	4236	228
2016	7470	4035	260
2015	7426	4010	349
2014	7064	3963	594

Headcount Trends: Ethnicity	2014	2015	2016	2017	2018
American Indian	0%	0%	0%	0%	0%
Asian	17%	17%	17%	17%	19%
Black / African American	29%	28%	27%	26%	24%
Hispanic / Latino	24%	25%	28%	29%	31%
Pacific Islander	1%	1%	1%	1%	1%
Two or More	5%	5%	5%	5%	5%
Unknown / NR	5%	5%	5%	5%	4%
White	19%	19%	17%	17%	16%

2014-2018 Enrollment and FTES Trends

While student headcount has increased 7.6% over the five period, FTES has increased just 4.3% (and actually declined from a high of 4,167 in the 2015 academic year). This suggests that although more students are attending Merritt, they are more likely to be part-time and/or attempting fewer units.

Academic Year Headcount

11332	11491	11463	12017	12189
AY 2014	AY 2015	AY 2016	AY 2017	AY 2018

Academic Year Total Student FTES

3,924.39	4,167.09	4,129.29	4,158.07	4,091.98
AY 2014	AY 2015	AY 2016	AY 2017	AY 2018
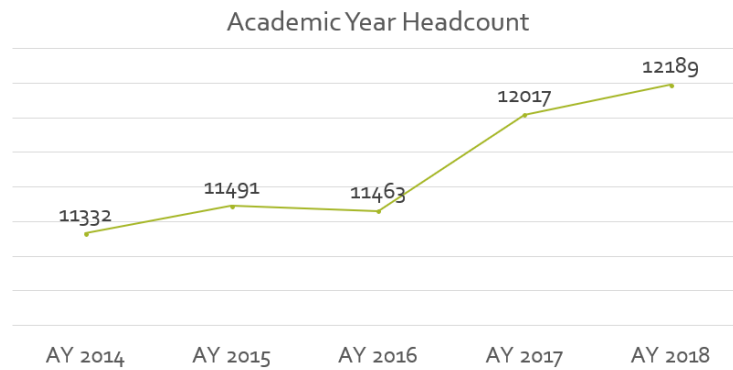
Student Success and Achievement

There has been only slight variation in course success and retention rates, with the exception of the most recent increase in Spring 2018 (Figure 1). Term to term persistence, both at the College and throughout the District (Figures 2 and 3), remains a challenge, as well as throughput of transfer-level Math and English (Figure 4). However, there has been a steady increase in degrees, certificates and total transfers for the last several years (Figures 5 and 6).
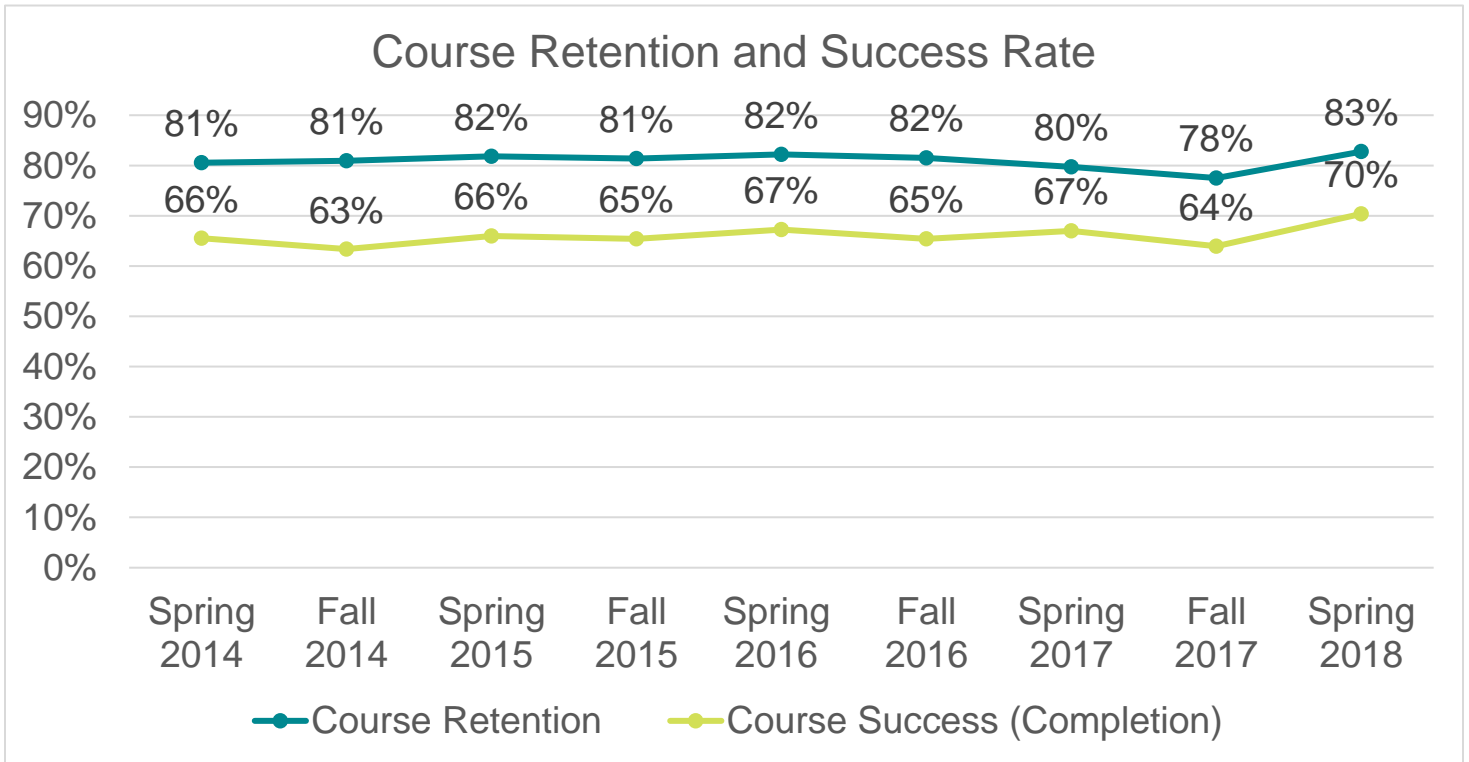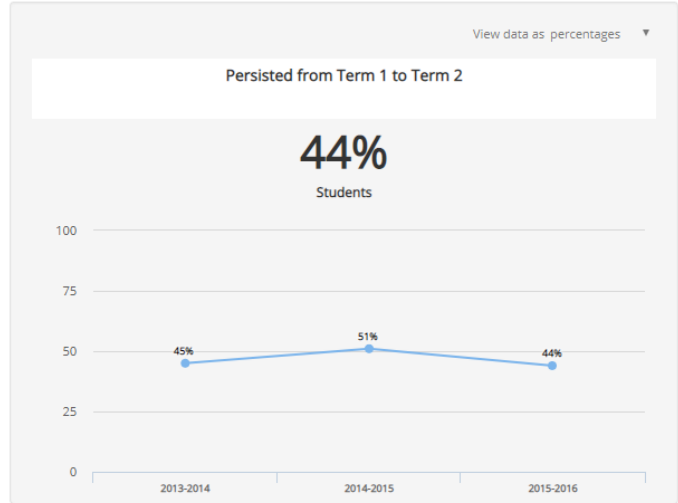

FIGURE 1

*15-16 FIRST TIME STUDENT COHORT: CALPASS

PCCD Persistence

First Term Enrolled	# First Time Students (Merritt Majors)*	% Persisted anywhere in PCCD – Following Spring Term
Fall 2013	479	64.1%
Fall 2014	670	48.9%
Fall 2015	836	54.5%
Fall 2016	851	55.7%
Fall 2017	743	64.4%

FIGURE 3

Transfer Level Achievement

Successfully Completed Transfer Level Math in Year One	5%
Successfully Completed Transfer Level English in Year One	13%
Successfully Completed both Transfer Level Math and English in Year One	4%

*(2015-2016 First Time Student Cohort: CalPass)

FIGURE 4

Merritt College Degrees and Certificates

Year	Associates Degrees (ALL)	Certificates (ALL)	Total
2009-2010	409	473	882
2010-2011	464	401	865
2011-2012	428	178	606
2012-2013	405	153	558
2013-2014	280	353	633
2014-2015	297	468	765
2015-2016	398	538	936
2016-2017	390	617	1007
2017-2018	392	620	1012

Legend: Associates Degrees (ALL) ▮ Certificates (ALL) ▮ Total —

FIGURE 5

Merritt College Transfers

Year	CSU	UC	Out of State	In State Private	Total Transfer
2013	81	15	52	34	182
2014	116	44	49	23	232
2015	89	29	37	27	182
2016	110	27	40	22	199
2017	124	42	40	16	222

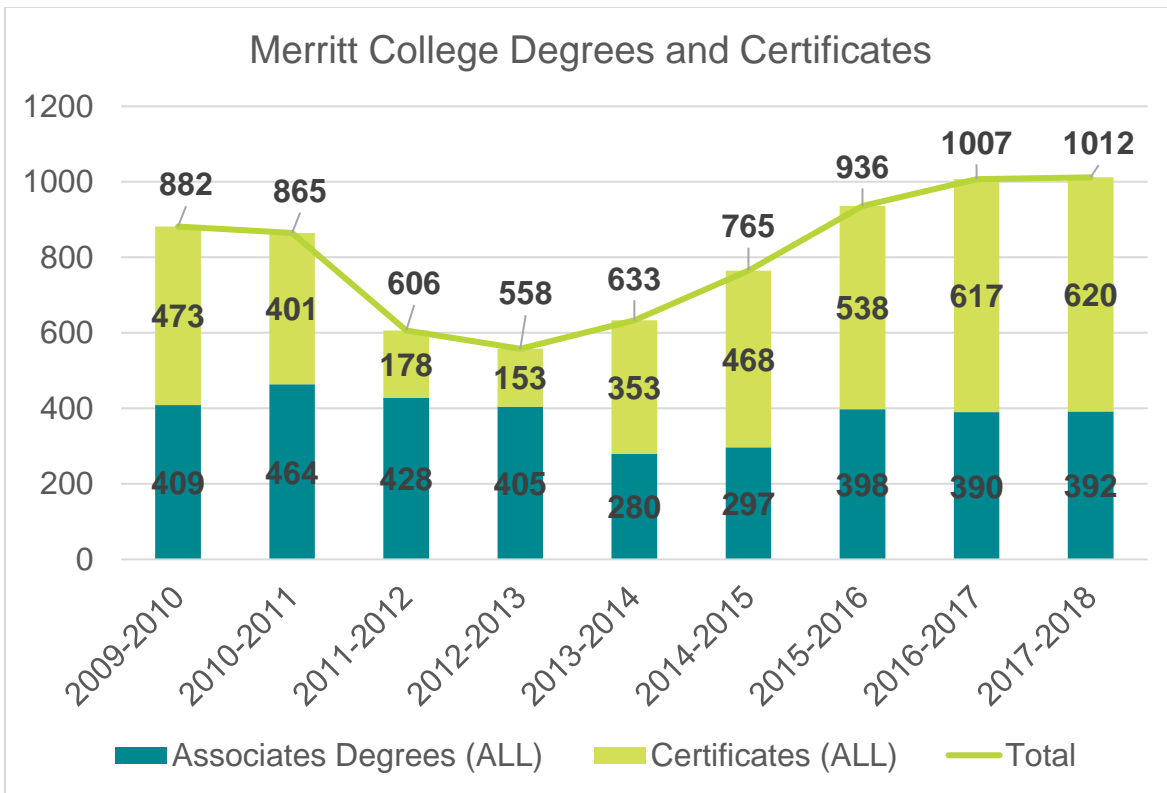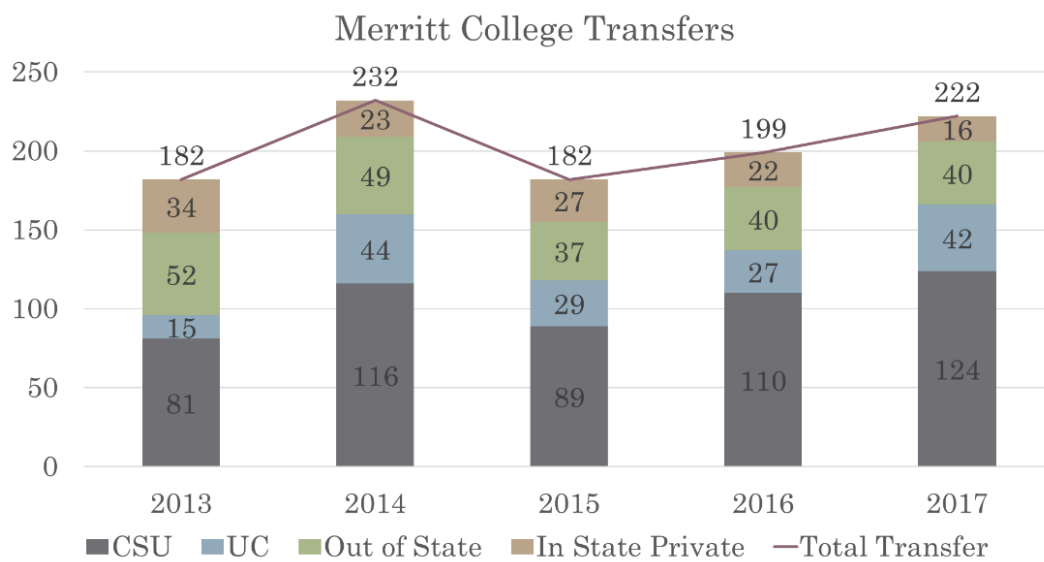Legend: ▮ CSU ▮ UC ▮ Out of State ▮ In State Private — Total Transfer

FIGURE 6

Given the emphasis at the state level on the Strong Workforce Program, Merritt College incorporated the review of employment and wage data into this update of the strategic goals. While individual programs submit annual detailed program plans, which include specific and measurable targets for student success metrics, the College reviewed and integrated targets for aggregated employment and workforce related metrics (Figure 7), as well as disproportionate impact data (Figure 8) according to the Student Equity Plan guidelines, both aligning with Chancellor Oakley's Vision for Success.

| Metric	2012-2013 Cohort	2013-2014 Cohort	2014-2015 Cohort	2015-2016 Cohort
Employed in the second fiscal quarter after exit	65%	68%	69%	70%
Employed in the fourth fiscal quarter after exit	66%	68%	69%	71%
Job closely related to field of study				79.5%
Median Change in earnings	23%	29%	45%	41%
Attained a living wage	46%	48%	56%	59%

FIGURE 7

Equity Indicators *Percentage Point Gap +/- 3%		Bl/Af. American	Am. Indian/Alaska Native	Asian	Hispanic /Latino	Multi-Ethnicity/Two or More	Pac. Islander	Unk	White	Male	Female	Total
Transfer Velocity (CCCCO) 5 Yrs cohorts		-1.5	-7.1*	15.5	-5.4	1.2*	17.9*	-5.2	0.0	.3	.3	32.1
SPAR Completion (CCCCO) 5 Yrs Cohorts		2.7	-.8*	-1.6	-.8	-1.5*	-8.8*	-.9	2.6*	-3.2	2.2	13.4
Course Completion (PCCD Data) AY 2017	All Courses	-9.3	1.0	9.0	.1	-2.1	3.5	3.2	9.2	-1.6	.7	69
	Basic Skills	-8.8	-9.4*	6.9	6.7	-9.4	40.6*	6.8*	17.4	-6.2	1.0	59.4
	Distance Ed	-10.3	1.6	15.1	-2.6	-13.1	-8.4*	6.7	9.6	-1.4	.7	59.7
Remedial Rate (CCCCO) 5 Years Cohorts	English	-5.6	-7.8*	17	8.9	-11.7*	-9.4*	-.2	.2	-.1	.3	32.8
	Math	-6.2	-.5	8.6	3.6	-8.4*	4.5*	6.2	10.8	-.1	.2	27.7
	ESL	6.5*	-5*	1.8	-1.0		-5*	.8	9.3*	-1.6*	1.3	5.0

FIGURE 8

This data, along with an analysis of progress towards the 2015 EMP Goals and activities supported the development of Merritt College's new strategic goals. The matrix below demonstrates the alignment of the original EMP goals with the new CCCCO Vision for Success goals, as well as the progress of the original EMP activities.

While the majority of the original goals and activities have yet to be completed, several new state initiatives have prompted new vision for these activities and also provided a means to leverage resources and provide structure for sustained student success. Beginning in 2018, Guided Pathways will provide a framework for implementing an integrated and coordinated, institution-wide approach to student success by creating structured educational experiences that support each student from point of entry to attainment of educational goal. In addition, the state programs such as Strong Workforce, Basic Skills Student Outcomes and Transformation (BSSOT), Basic Skills Initiative (BSI), Student Equity, and Student Success and Support Programs (SSSP) will also support various areas of the original Educational Master Plan as well as Guided Pathways implementation.

Guided Pathways

Strong Workforce	BSSOT	Integrated: BSI/Student Equity/SSSP
CTE (Career Education)	Foundational Skills	Transfer
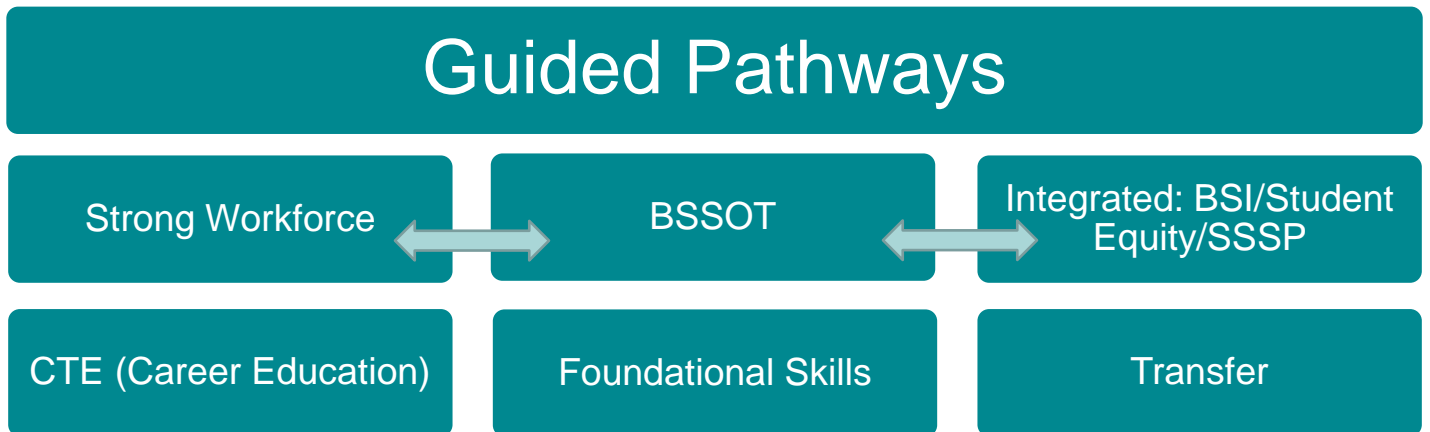
Alignment of Educational Master Plan Goals and Activities

CCCCO Vision for Success Goals	Educational Master Plan Goals	Status of Educational Master Plan Basic Skills, CTE, and Transfer Activities		
		To Be Initiated	In Progress	Completed
1. Completion Over five years, increase by at least 20 percent the number of CCC students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	Basic Skills 2 Support and develop programs, curriculum, and services that increase completion of courses, certificates, degrees, and transfer. Basic Skills 3 Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus. CTE 1 Increased Student Engagement: Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success by contextualizing and proactively engaging students.	CTE 1.1 Create avenues to engage CTE programs in the conversation and development around basic skills contextualization in light of new funding for this design.	Basic Skills 2.8 Strengthen SLO/PLO assessment to support quality teaching and learning Basic Skills 3.2 Review institutional structures as they pertain to basic skills and make recommendations Basic Skills 3.3 Develop formal mechanisms to facilitate communication and coordination between faculty and staff across disciplines, learning communities and student services to respond to students' holistic needs	
2. Transfer Over five years, increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.	Transfer 1 Establish fully functioning transfer center. Transfer 2 Acquire more and better data (higher granularity) on transfer rates. Collect transfer data to include UC, State, and private institutions. Transfer 3 Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.	Transfer 1.2 Visit other colleges and do a comparative analysis Transfer 1.3 Identify budget and program responsibilities staffing needed Transfer 4.2 Increase transfer-related activities, campus-wide, such as group information meetings, diversified college fairs, e.g. HBCUs and HSIs, literature and advertising, e.g., targeted discipline-specific marketing, and more discipline-related events	Transfer 1.1 Identify what we already have Transfer 2.1 Updated outdated data (e.g. equity data for transfer) Transfer 2.2 Survey graduating students on what affected their decisions to transfer, what support services would help Transfer 3.1 Identify select departments consistent with students' transfer preferences and develop faculty-to-faculty and student-to-student pipelines, e.g., already established ADT majors, High	

CCCCO Vision for Success Goals	Educational Master Plan Goals	Status of Educational Master Plan Basic Skills, CTE, and Transfer Activities		
		To Be Initiated	**In Progress**	**Completed**
	Transfer 4 Augment and strengthen support services for transfer students campus-wide. Transfer 5 Augment and strengthen support for transfer students within academic programs.	Transfer 4.3 Hire a full-time, experienced coordinator for campus transfer center Transfer 5.1 Faculty mentoring of students by discipline, include transfer data in program reviews, recognize faculty for efforts in this area	interest transfer majors, e.g., psychology, STEM, Administration of Justice, Child Development, Human Development Transfer 3.2 Faculty to faculty and student to student discipline pipeline at select institutions (3 UC, 3 CSU, 2 private) Transfer 3.3 Further develop cross-registration programs and increase student participation in them Transfer 3.4 Look at possibility of developing an AA program that builds a larger student transfer pool related to Merritt's course offering, e,g., Wellness-related AA that would incorporate health education, nutrition and dietetics, Kinesiology, Psychology, Ethnic Studies, etc. Transfer 4.1 Create and/or increase funding/capacity for transfer clubs (e.g. Puente, Sankofa, First Year Experience)	
3. Time to Completion Over five years, decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent systemwide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.	Basic Skills 1 Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees, and transfer readiness. Basic Skills 2 Support and develop programs, curriculum, and services that increase completion of courses, certificates, degrees, and transfer. Basic Skills 3	Basic Skills 1.1 Improve assessment process to place more students directly into gateway courses Basic Skills 1.2 Extend on-site assessment to high schools Basic Skills 1.5 Strengthen orientation to include use of technology in college and developing a college identity Basic Skills 2.2 Strengthen Early Alert interventions. Midterm counselling update	Basic Skills 1.4 Use writing sample for English placement Basic Skills 2.4 Increase campus engagement around student athletics and other events; STEM problem of the week/basic skills Basic Skills 2.6 Strengthen the curriculum: contextualized courses in Math &English; learning communities; first-year experience pathway	Basic Skills 1.3 Require undeclared majors to enroll in COUN 57 or a career workshop to earn the right for priority enrollment Basic Skills 3.4 Coordinate/integrate the multiple efforts occurring: grant funded, categorical, general fund

CCCCO Vision for Success Goals	Educational Master Plan Goals	Status of Educational Master Plan Basic Skills, CTE, and Transfer Activities		
		To Be Initiated	**In Progress**	**Completed**
	Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.	session – students meet with basic skills counselor to re-assess progress and current status. Interventions can be suggested to address certain issues

Basic Skills 3.1 Incorporate explicit language regarding mission, goals, and objectives of basic skills education into mission statement, educational master plan, and college catalog | | |
| 4. Employment
Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index. | CTE 1
Increased Student Engagement: Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success by contextualizing and proactively engaging students

CTE 2
Coordinated Employer Partnerships: Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering high-quality internships, serving on advisory boards, and engaging in curriculum development

CTE 3
Strong Inroads Into and Support Through Programs: Strengthen Merritt College's "on-ramps" to CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that | Basic Skills 2.1 Create comprehensive CTE pathways for DSP students

CTE 1.2 CHDEV will place students employed either after or during their tenure at Merritt with Mentor Teachers for 6-12 months

CTE 2.2 Child Development Department will begin a portfolio development project for next academic year for CHDEV majors; students will finish program with a tangible product to facilitate securing employment.

CTE 3.1 Have successful CTE program students participate in the advertising, recruitment, and mentorship of new and targeted populations.

CTE 4.1 Dissemination of information and data across CTE programs through the use of a drop box, a section of the college newsletter and inclusion in the college website | CTE 4.3 Build cohesion among CTE programs by vetting the idea of developing a series of annual fundraisers, appreciation luncheons/dinners, awards and recognition for students and faculty for excellence, achievement, partner contributions, community service, etc. | CTE 2.1 Develop a career center where we all can come together to prepare students for successful internship opportunities and career placement employment

CTE 4.2 CTE programs continue and improve their work with the college researcher to analyze the data to determine trends, common threads among CTE programs and where CTE programs need to support their students with academic skills |

CCCCO Vision for Success Goals	Educational Master Plan Goals	Status of Educational Master Plan Basic Skills, CTE, and Transfer Activities		
		To Be Initiated	**In Progress**	**Completed**
	ensure student success for targeted population CTE 4 Strengthened CTE Programs: Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes	CTE 4.4 Analyze evaluate and improve communication across CTE programs addressing the need for dissemination of information about successful and reproducible CTE program models, common needs of CTE programs such as timely budget allocation, and grant opportunities		
5. Equity Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.	Basic Skills 1 Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees, and transfer readiness. Basic Skills 2 Support and develop programs, curriculum, and services that increase completion of courses, certificates, degrees, and transfer. Basic Skills 3 Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus. CTE 3 Strong Inroads Into and Support Through Programs: Strengthen Merritt College's "on-ramps" to CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population	Basic Skills 2.3 Establish a student ambassador/peer mentor program to contact struggling students	Basic Skills 2.5 Develop tutoring-across-the-curriculum training program Basic Skills 2.7 Increase professional development both on campus and off campus: develop faculty inquiry groups; promote faculty training in culturally responsive teaching; developing curriculum CTE 3.2 Create partnerships with other educational entities such as Oakland Unified School District Adult Education and design and implement pilot non-credit programs	

New Strategic Goals

Merritt's newfound SMART strategic goals, which replace the broader—but ultimately unquantifiable—strategic directions set forth in the Educational Master Plan, shall steer the College over the next five years toward institutional achievement of deep-rooted improvements in student outcomes. They shall be evaluated annually at college planning summits to ensure that measurable progress and continual relevance.

1. ## Completion

   Increase number of degrees and certificates by 20% over the next 5 years.

2. ## Transfer

   Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).

3. ## Time to Completion

   Reduce the number of excess units earned by students.

4. ## Employment

   Maintain at least 82% of students attaining employment in the field of study.

5. ## Equity

   Reduce the achievement gaps for African-American, multiethnic, and male students.

Next Steps

The newly established Institutional Effectiveness Committee will be fundamental to the implementation of these strategic goals. Its function includes facilitating the integration of other college plans in support of the Educational Master Plan, as well as regular evaluation and update of this document and its activities. The Committee will support the continuation of bi-annual summits in an effort to continuously include college constituencies and other governance committees in the planning process. The College recognizes the need to continue to refine and improve the planning processes via regular and systematic evaluation of the entire Planning and Budgeting Integration Model.

Conclusion

MOVING IN   **MOVING THROUGH**   **MOVING ON**

This update of Merritt College's Strategic Goals and Educational Master Plan integrates federal, state and local initiatives including President Obama's completion agenda, Chancellor Oakley's Vision for Success and the Peralta Community College District's commitment to the successful student experience of 'Moving In, Moving Through, and Moving On.' These goals, along with the emerging work of Guided Pathways, refocuses all College activities on student success, with clearly outlined targets and measures of effectiveness.