



2017-2022 STRATEGIC ENROLLMENT MANAGEMENT (SEM) PLAN – INTERIM SUBMISSION 3/7/19



MOVING IN

MOVING THROUGH

MOVING ON

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Acknowledgements

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Introduction

Merritt College Overview

Merritt College is a public, comprehensive two-year college, and one of the four colleges of the Peralta Community College District in Alameda County. Nestled in the hills above San Francisco Bay, Merritt College offers students the opportunity to study in one of the most dramatic natural settings in Northern California. With a panorama that includes the Golden Gate Bridge and the Pacific Ocean, Merritt's striking vistas provide a breathtaking backdrop for quality academic and career technical programs.

Minutes from the East Bay's busiest commercial centers, Merritt College provides career education programs in Administration of Justice, Biosciences, Business, Child Development, Community Social Services, Environmental Studies, Landscape Horticulture, Medical Assistant, Nutrition and Dietetics, Paralegal, Radiologic Technology, Registered Nursing, and Real Estate, in addition to offering strong general education and transfer majors in the sciences and associate degree programs such as African American Studies, Anthropology, Mathematics, Psychology, Social and Behavioral Sciences and Sociology.

Merritt College operates an outreach site, Merritt@Fruitvale, which serves a predominantly Latino community and is located at 1900 Fruitvale Avenue in Oakland. The site forms a vital link with other community groups such as the Unity Council, to coordinate and plan services for community members. Merritt@Fruitvale has traditionally had a special emphasis on English as a Second Language course offerings, and through grant funds and community collaboration directed by the Unity Council, assisted in the development of Merritt's Medical Assistant and Healthcare Interpreter programs. One of the goals for Merritt@Fruitvale is to ease the transition of students to the main campus for first generation college goers or nontraditional students by encouraging students to take classes at the Fruitvale Center in their community prior to the main campus.

Merritt's more than 7,000 students benefit from a diverse and beautiful learning environment, as well as from excellent student support services and dedicated faculty and staff. Merritt College offers degrees in 24 disciplines and certificates in 52 disciplines. The College faculty, staff and administrators exemplify the College's motto: *We change lives!*

A Historical Perspective

During the years in which the community college concept was evolving, many institutions set the stage for the Peralta Community College District. Longtime East Bay residents will recall The Part Time School, Central Trade (later named The Joseph C. Laney Trade and Technical Institute) and The Merritt School of Business.

In July of 1953, the Oakland Board of Education created Oakland Junior College, developing Laney and Merritt as separate and distinct campuses of the new institution. Merritt College was named for one of the pioneer developers of Oakland, Dr. Samuel Merritt.

In 1954, Merritt added an outstanding liberal arts curriculum to the already established business curriculum. In June 1955, the first students graduated with Associate in Arts degrees. In November of 1963, the residents of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont voted to establish a separate junior college district. The name chosen to encompass the District's six cities was "Peralta" in honor of Sgt. Luis Maria Peralta, who had been granted 44,800 acres of East Bay lands in August of 1820. On July 1, 1964, the Board of Education voted to

offer vocational, occupational, and liberal arts courses on each of the existing campuses.

Merritt College moved in 1971 from its Grove Street campus to the East Oakland hills near Skyline Boulevard.

Merritt College Mission Statement

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. (Adopted by the PCCD Board of Trustees Fall 2014).

Merritt College Core Values

To achieve the mission, Merritt staff, faculty and administrators practice the following core values in developing and implementing programs and services, as well as creating instructional opportunity leading to quality and excellence.

Student Success – Provide challenging and rigorous learning experiences that support the academic and personal success of our students.

Caring Spirit – We genuinely care about every member of our campus community.

Teamwork and Inclusion – We encourage everyone to participate in college governance and assume responsibility for acting on our shared commitment to provide exceptional learning experiences.

Campus Climate – We strive to create a student-centered learning environment that leads to student retention, persistence and success.

Diversity – We honor and respect the different backgrounds, experiences, languages, values and cultures of everyone at the college.

College Strategic Goals

Merritt College held 3 strategic planning meetings in Spring 2018 to develop strategic goals for 2018-19. The meetings were called “Strategic Planning Summits.” In the summits it was decided that the college would align its strategic goals with the California Community College Chancellor’s Office strategic goals. There will be another Strategic Planning Summit Spring 2019. The following are five college strategic goals, all focusing on improving students’ success and achievement, and all directly pertain to increasing enrollment and retention of students:

1. Increase number of degrees and certificates by 20% over the next 5 years;
2. Increase transfers to CSU and UC by 6% annually;
3. Reduce excess units necessary to achieve academic goals;
4. Maintain 82% of students attaining employment in the field of study;
5. Decrease achievement gap for African American, multi-ethnic and male students.

Purpose of Strategic Enrollment Management

The purpose of SEM planning at Merritt College is to align outreach and recruitment, admissions, financial aid, class scheduling, instruction, student support services, and efficient pathways to student success and completion that will help students “Move in, Move Through, and Move On,” with respect to their academic pursuits as well ensure continued enrollment growth and fiscal viability.

Enrollment management planning at Merritt College is under the direction of a joint Academic Senate/Administration Enrollment Management Committee that was initiated by the Academic Senate in the spring of 2017. Subsequent to this, the Merritt College Enrollment Management Committee, jointly chaired by a faculty member and an administrator, reviewed and accepted the Merritt College Academic Senate’s “Philosophy Statement on Enrollment Management.”

Philosophy Statement on Enrollment Management

This philosophy statement was formally approved by the Merritt College Academic Senate on March 16, 2017 and adopted by the Merritt College Council in February, 2017. The philosophy statement, as suggested by the California Academic Senate’s paper “Enrollment Management Revisited,” is meant to infuse the faculty voice in the development of college enrollment management planning, policies, and practices at Merritt College.

Merritt College Academic Senate

Accepted and reaffirmed by Senate on Meeting of March 7, 2019

Enrollment management encompasses the policies and procedures related to recruiting, enrolling, educating, retaining, and helping students be successful in achieving their academic goals (Moving In, Moving Through and Moving On), whether these be pursuing a certificate, AA degree, transfer or improvement of skills. The Academic Senate of Merritt College adheres to the principle that all planning related to managing enrollment should at the center involve faculty in decision-making and prioritize student success needs when making decisions about what classes and programs to offer, and when, where, and how to offer classes, including class size. Also, decisions about enrollment management should be informed by effective collection and thorough analysis of data, especially information related to how to promote the equitable success of our diverse student body. Finally, decisions about enrollment management should consider the financial status of the institution and the wellbeing of faculty, staff, students, and administration.

Guiding Principles for Strategic Enrollment Management

SEM planning at Merritt College as defined by the PCCD principles will be guided by the following:

- SEM goals and strategic initiatives will be aligned to the college & District mission and strategic goals.
- Student success will be at the core of all SEM practices.
- Decisions regarding goals, strategic initiatives and practices will be data-informed
- Equity will be characterized in all SEM strategies and practices.
- Striving for excellence will be supported through innovation.
- Ensure that the methods of recruiting students are responding to the educational needs of our diverse communities and provides procedures that support prospective students to make connections with our college and make enrollment in our college an enjoyable and gratifying process.

- Ensure that all educational programs (e.g. DE, NC, Basic Skills, Dual enrollment, etc.) are developed to take into account diverse student groups (age, ethnicity, Student Accessibility, language diversity, etc.) as well as how to support students' learning and success.
- Enrollment management must take into account factors that affect the ability to physically accommodate students. There should be a regular assessment of limitation of facilities on enrollment.
- The effect of software applications (e.g. PeopleSoft) on enrollment management must be considered.

Relationship between PCCD and College SEM Plans

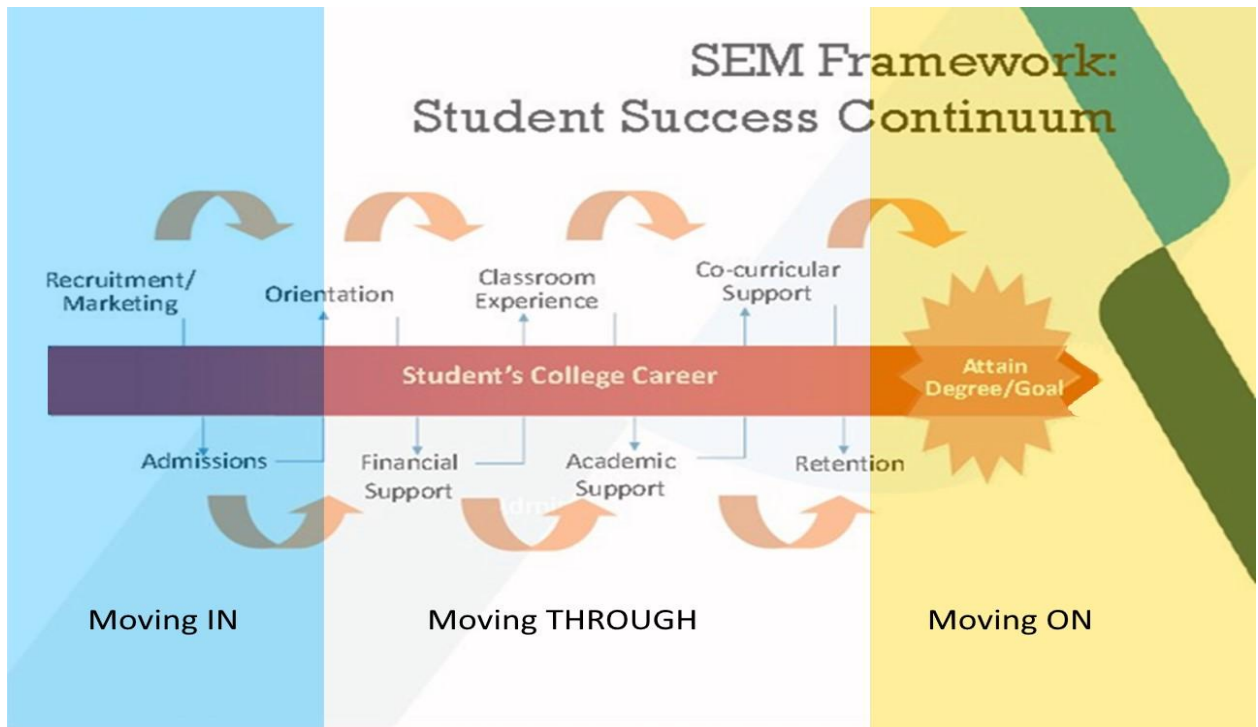
Each of the colleges in the Peralta Community College District will have a strategic enrollment management plan designed to meet specific college enrollment goals. The responsibility for establishing and achieving specific enrollment objectives rests with each individual college. The district level strategic enrollment management plan is designed to support the college plans by marshalling resources, coordinating efforts, increasing communication, and sharing data. The goal at the district level is to establish goals and strategies that support the attainment of college goals.

The Planning Process

The SEM is an on-going college process wherein an Enrollment Management Committee accomplishes the following:

- Collects and analyzes internal and external data (EMP, BSI, SSSP/Equity Integrated Plan, Student Success Data, Class enrollment data, etc.), and identifies challenges and opportunities for supporting enrollment growth, and develops a plan to improve enrollment numbers that address the three aspects of the college's work: Helping students "Move In, Through, and On from the Institution;"
- Continuously evaluates and updates data to ensure an effective enrollment management strategic plan that responds to the needs of the institution to maintain and or grow its enrollment.
- Maintain the framework of "Moving In, Moving Through, and Moving On" in the key components of strategic enrollment management.





Background Preparation for Plan

The goals and objectives were derived from the following planning processes:

- Educational Master Plan data and Strategic Directions
- Student Success Continuum
- PCCD strategic goals and objectives
- Merritt College strategic goals and objectives
- 2016 - 2017 Merritt College Enrollment Management Committee working committee
- Merritt College Enrollment Management Summer 2017 Task Force.
- Merritt College Enrollment Management Spring 2019 Task Force.

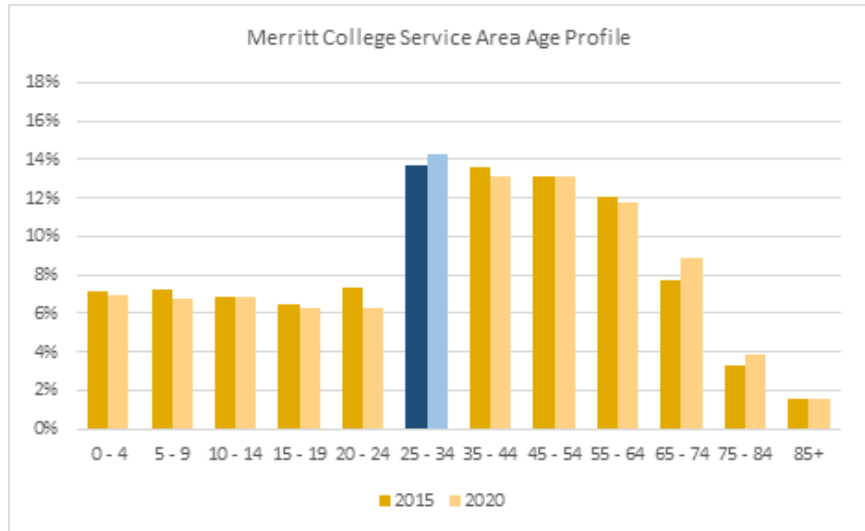
Data Considerations

External Data: Merritt College Service Area

In 2016, as part of the work done to complete the 2015-2020 Educational Master Plan Update, the College completed an analysis of the service area population. Demographic factors and trends in age, race and ethnicity, income and educational level will inform Merritt’s enrollment management planning, objectives, and activities.

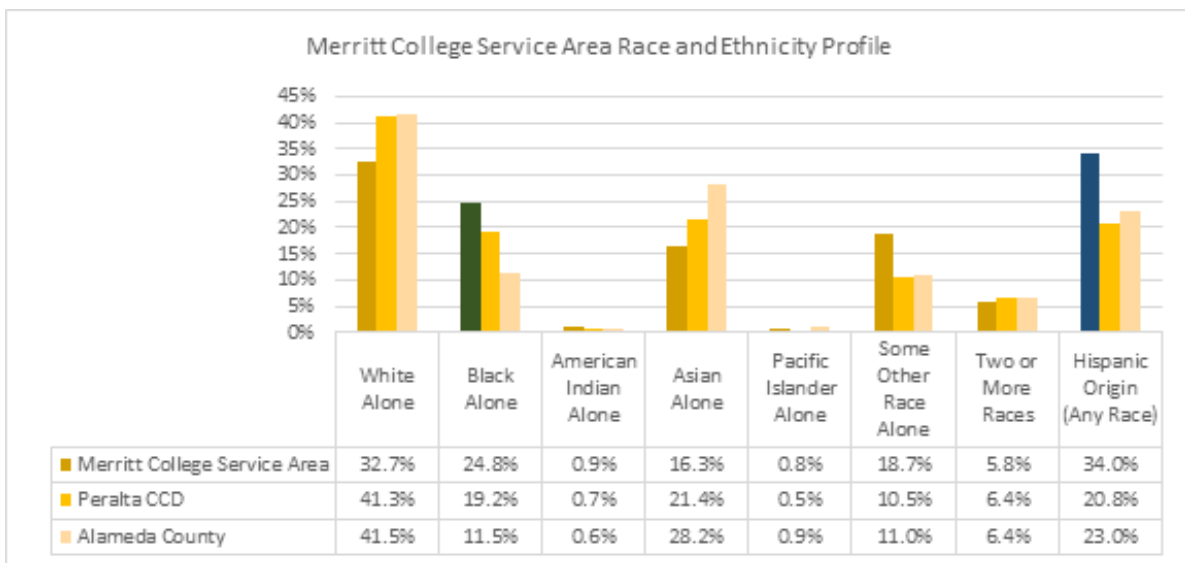
Age Demographics

The median age of the service area, 36.1, is slightly lower than the PCC District service area and Alameda County. In addition, the number of 25-34 year old residents is projected to increase by 2020.



Race and Ethnicity Demographics

The majority ethnic group in the service area is Hispanic, larger than both the PCC District service area and Alameda County. Merritt College also serves a higher proportion of black residents and those that identify as some other race.



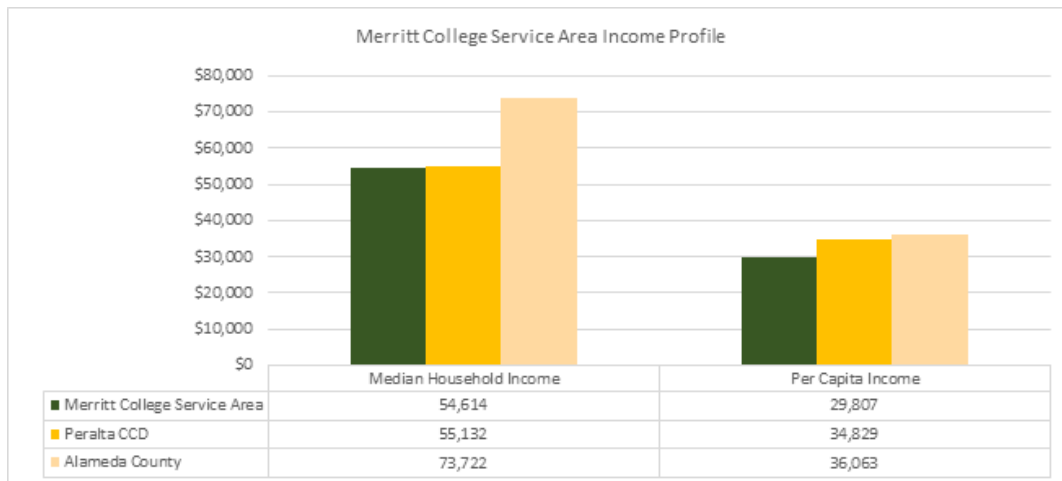
In the Merritt College service area, 15.1% of the population does not speak English well, the largest concentration of these individuals are between 18 and 64 years of age and live in households where Spanish or Asian and Pacific Island languages are spoken at home.

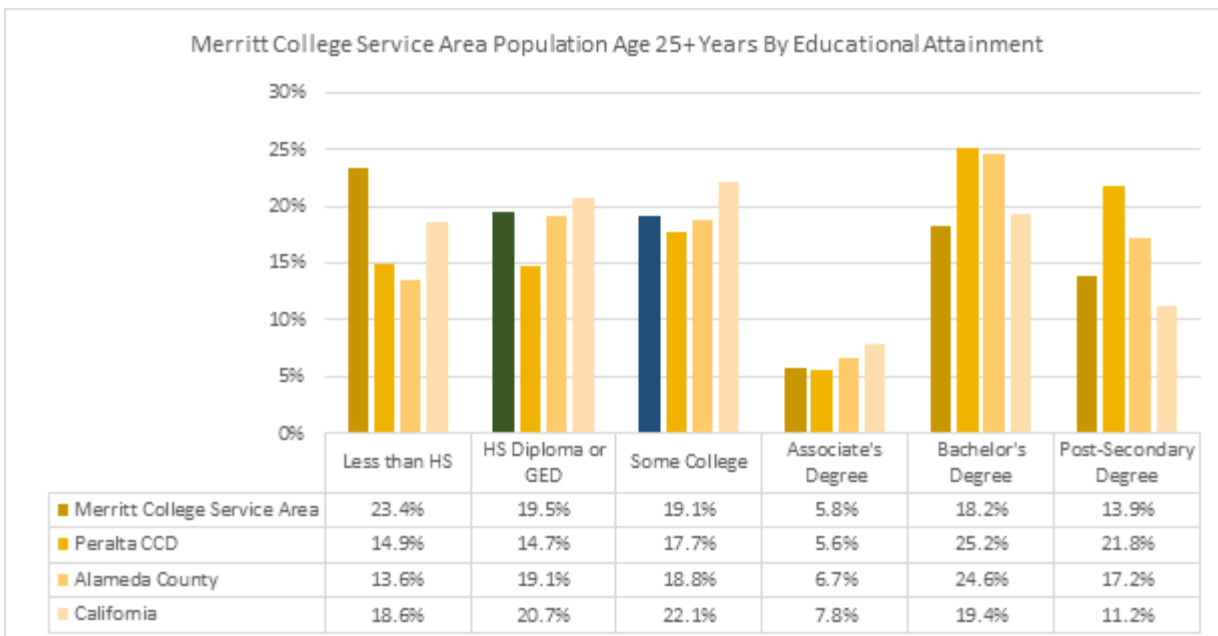
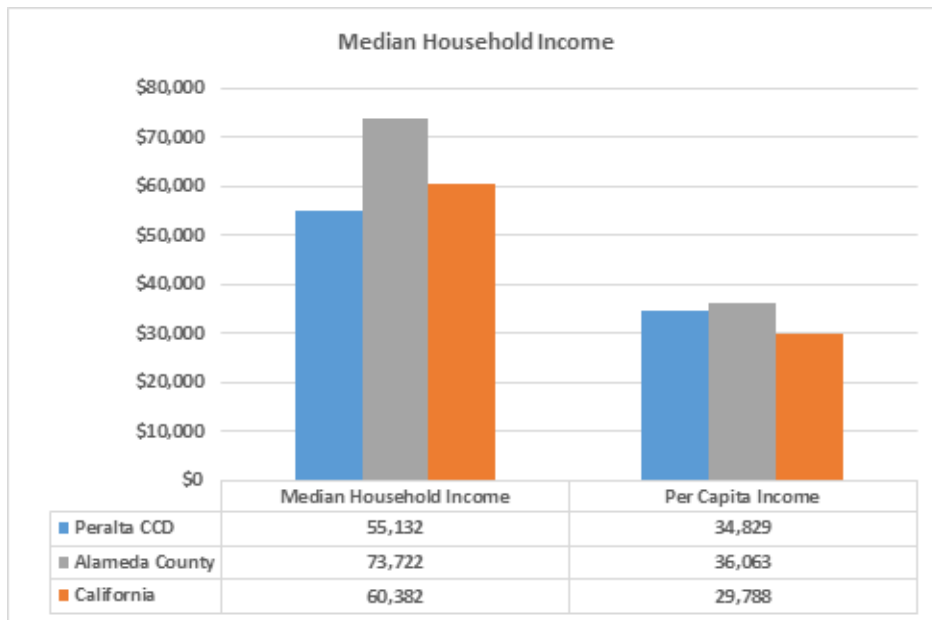
Merritt College Service Area - Percentage of Population Who Speak the Indicated Language at Home and do not Speak English Well

	Merritt College Service Area	Peralta CCD	Alameda County	California
<i>5 to 17 years</i>				
<i>Speak Spanish</i>	0.4%	0.2%	0.2%	0.4%
<i>Speak other Indo-European languages</i>	0.0%	0.0%	0.0%	0.0%
<i>Speak Asian and Pacific Island languages</i>	0.2%	0.1%	0.1%	0.1%
<i>Speak other languages</i>	0.0%	0.0%	0.0%	0.0%
<i>18 to 64 years</i>				
<i>Speak Spanish</i>	8.8%	4.2%	3.8%	6.4%
<i>Speak other Indo-European languages</i>	0.2%	0.2%	0.4%	0.4%
<i>Speak Asian and Pacific Island languages</i>	3.1%	2.9%	2.5%	1.5%
<i>Speak other languages</i>	0.2%	0.1%	0.1%	0.1%
<i>65 years and over</i>				
<i>Speak Spanish</i>	0.8%	0.4%	0.4%	1.0%
<i>Speak other Indo-European languages</i>	0.1%	0.1%	0.3%	0.3%
<i>Speak Asian and Pacific Island languages</i>	1.3%	1.6%	1.3%	0.8%
<i>Speak other languages</i>	0.0%	0.0%	0.0%	0.0%
<i>Total</i>	15.1%	9.8%	9.1%	11.0%

Income and Education Demographics

Median household income for the Merritt College and the PCC District service areas is below median levels for Alameda County and the state of California. In the Merritt Services, there is a large percentage of the population whose highest educational attainment are ‘some college’ and ‘HS diploma, GED or less.’ In the college service area, 62% of the population fall into these two categories.

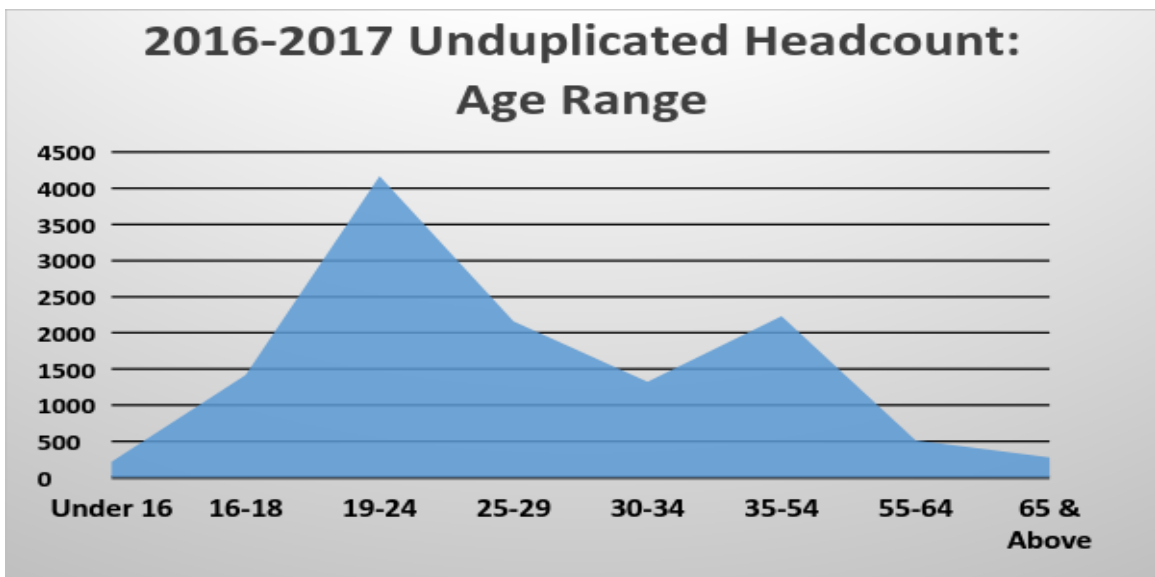
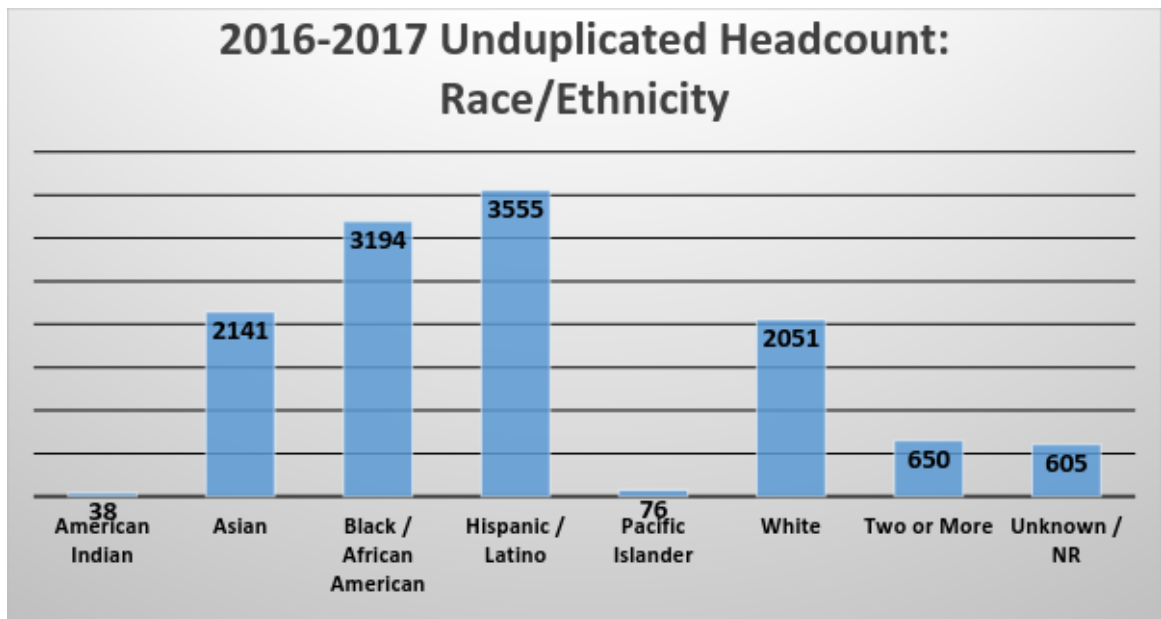
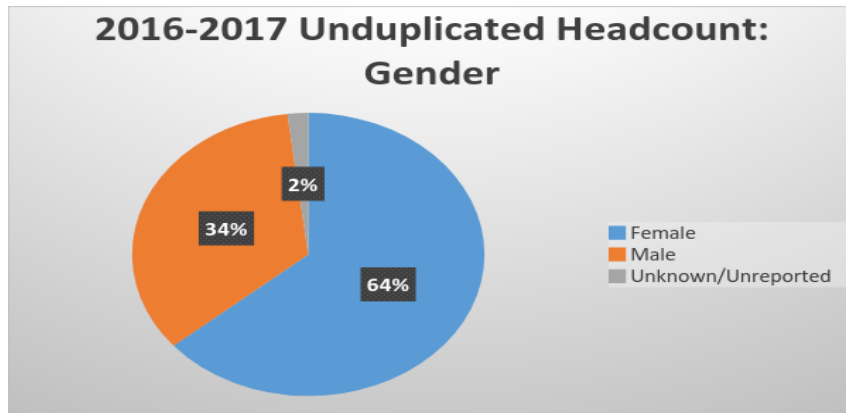




Internal Data: Merritt College Student Population and Student Success and Achievement Data

Student Demographics: 2016-2017 Student Profile

Merritt College has a majority of female students. The Hispanic and Latino population has been growing, and in 2016-2017 was the largest racial ethnic group. Nearly 29% identify as Hispanic/Latino, followed by 26% as Black/African American and 17% as Asian. The majority of students are between the ages of 19-24, however, 35% of students are age 30 and above.



2017-2018 GENDER DATA – ANNUAL STUDENT COUNT: FEMALE, MALE, UNKNOWN

Report Area	Annual/Term Student Count	
Page 1 of 3 (30 items) < 1 2 3 >		
	Annual 2017-2018	
	Student Count	Student Count (%)
<input type="checkbox"/> Merritt Total	11,459	100.00 %
<input type="checkbox"/> Female Total	7,259	63.35 %
African-American	1,718	23.67 %
American Indian/Alaskan Native	23	0.32 %
Asian	1,137	15.66 %
Filipino	203	2.80 %
Hispanic	2,316	31.91 %
Multi-Ethnicity	372	5.12 %
Pacific Islander	43	0.59 %
Unknown	313	4.31 %

	Annual 2017-2018	
	Student Count	Student Count (%)
White Non-Hispanic	1,134	15.62 %
<input type="checkbox"/> Male Total	3,929	34.29 %
African-American	906	23.06 %
American Indian/Alaskan Native	11	0.28 %
Asian	712	18.12 %
Filipino	107	2.72 %
Hispanic	1,142	29.07 %
Multi-Ethnicity	212	5.40 %
Pacific Islander	11	0.28 %
Unknown	151	3.84 %

	Annual 2017-2018	
	Student Count	Student Count (%)
White Non-Hispanic	677	17.23 %
<input type="checkbox"/> Unknown Total	271	2.36 %
African-American	35	12.92 %
Asian	23	8.49 %
Filipino	4	1.48 %
Hispanic	51	18.82 %
Multi-Ethnicity	15	5.54 %
Pacific Islander	3	1.11 %
Unknown	55	20.30 %
White Non-Hispanic	85	31.37 %

The Gender Headcount is relatively unchanged from 2017

(Female, 63.35%; Male, 34.29%; Unknown, 2.36%)

2017-18 RACE DATA

ANNUAL STUDENT COUNT

;

	Annual 2017-2018	
	Student Count	Student Count (%)
☐ Merritt Total	11,459	100.00 %
African-American	2,659	23.20 %
American Indian/Alaskan Native	34	0.30 %
Asian	1,872	16.34 %
Filipino	314	2.74 %
Hispanic	3,509	30.62 %
Multi-Ethnicity	599	5.23 %
Pacific Islander	57	0.50 %
Unknown	519	4.53 %
White Non-Hispanic	1,896	16.55 %

The data on race is relatively consistent with the prior year (AY 2017). However, there is a drop of 4.6% African-American students, 2.3% Asian students, 1.3% White students, and .04% for Hispanic/Latino students.

2017-18 AGE DATA

ANNUAL STUDENT COUNT

	Annual 2017-2018	
	Student Count	Student Count (%)
☐ Merritt Total	11,459	100.00 %
19 or Less	2,912	25.41 %
20 to 24	3,025	26.40 %
25 to 29	1,808	15.78 %
30 to 34	1,182	10.32 %
35 to 39	708	6.18 %
40 to 49	857	7.48 %
50 +	966	8.43 %
Unknown	1	0.01 %

As in previous years, the largest age groups we serve range from ages 24 and younger which represents approximately 52% of the students. The combined group from ages 25 to 34 totals nearly 26% of students.

FTES, FTEF, and Productivity: Trends and Targets

Below is an historical 5 year trend of Academic Year Totals for course sections, census enrollment, Total FTES, Total FTEF and productivity for Merritt College.

	AY 2014	AY 2015	AY 2016	AY 2017	AY 2018
<i>Sections</i>	871	929	956	974	1015
<i>Census</i>	34286	33626	32166	33279	32930
<i>FTES Total</i>	3936.23	4186.34	4120.39	4150.04	4195.28
<i>FTEF Total</i>	227.9	242.52	241.95	247.83	258.19
<i>Productivity</i>	17.27	17.26	17.03	16.75	15.27

The 2018-2019 enrollment targets for the Peralta Community College District and all College are below.

*PCCD Data	Alameda	Berkeley	Laney	Merritt	PCCD
RES FTES Target	3214	3924	6661	3701	17,500

Department FTES and Program Completion and Transfer Trends

Biology, Math, English, Child Development, Administration of Justice, Landscape Horticulture, Communication and Community and Social Services (COSER) have seen a trend in high FTES and percentage of total college FTES since 2015-2016.

Subject/ Department	Year 15-16	% of FTES	Year 16-17	% FTES	Year 17-18	% FTES
BIOL	426.25	10%	393.57	9.5%	447.94	10.7%
MATH	371.75	9%	390.92	9.4%	412.94	9.8%
ENGL	305.59	7%	301.95	7.3%	330.24	6.7%
CHDEV	201.14	5%	189.53	4.5%	179.50	4.3%
ADJUS	305.91	7%	198.07	4.7%	185.13	3.7%
LANHT	203.17	5%	172.25	4.1%	152.42	3.6%
COMM	122.41	3%	137.18	3.3%	154.30	3.7%
COSER	129.87	3%	112.80	2.7%	88.96	2.1%

Over the past three years, the majority, 33% of all program completions have been in Child Development (CHDEV). Other areas of high program completion since 2014-2015 are Health Occupations (HLTOC), Transfer

Studies (TRANS STDY), Social Sciences (SOCSC), and Landscape Horticulture (LANHT). From 2015-16 to 2017-18 the Total Merritt College Awards (Degrees and Certificates) grew from 930 to 1123 or 20.8%.

Area of Study	2015-2016	2016-2017	2017-2018	3 Year Total – Awards	% of Total Awards – 3 years
3 Year Total – Awards	936	1009	1067	2992	
CHDEV	286	320	363	969	32%
SOCSC	87	68	74	229	8%
HLTOC	80	82	90	252	8%
TRANS STDY	66	72	64	202	7%
LANHT	43	50	33	126	4%
ADJUS	38	54	41	133	4%

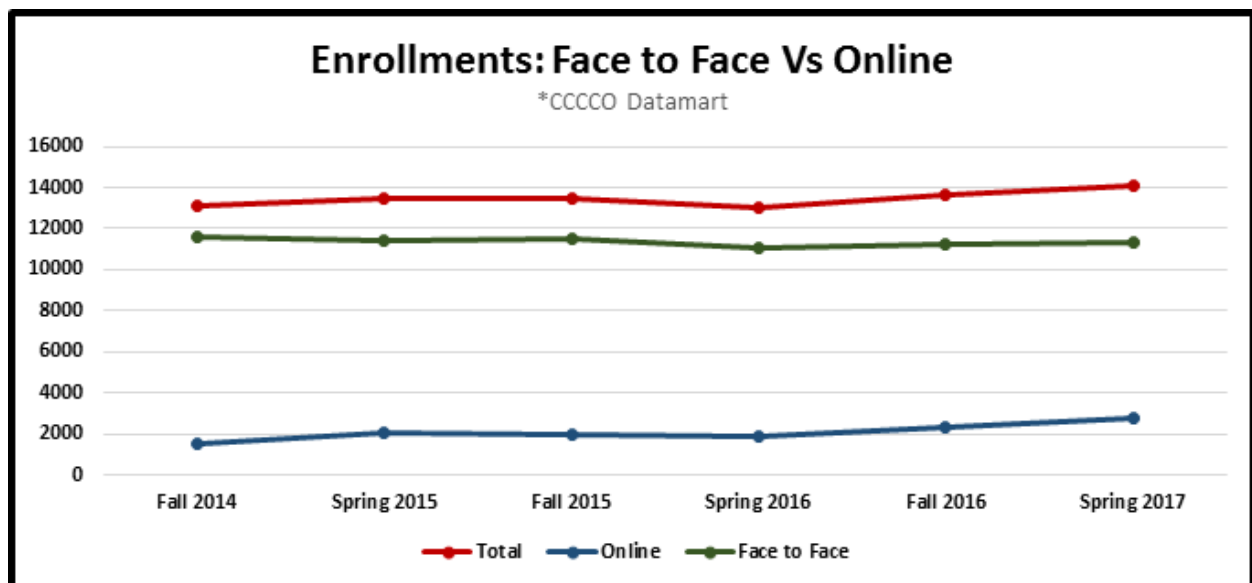
In 2016-2017, the top 5 areas of concentration for Merritt College Transfers to California State Universities were:

- Psychology
- Sociology
- Health Science
- Criminal Justice
- Human Development

From 2013-14 to 2016-17 there was a 6.9% increase in transfers to CSU's with an average of 110 transfers per year.

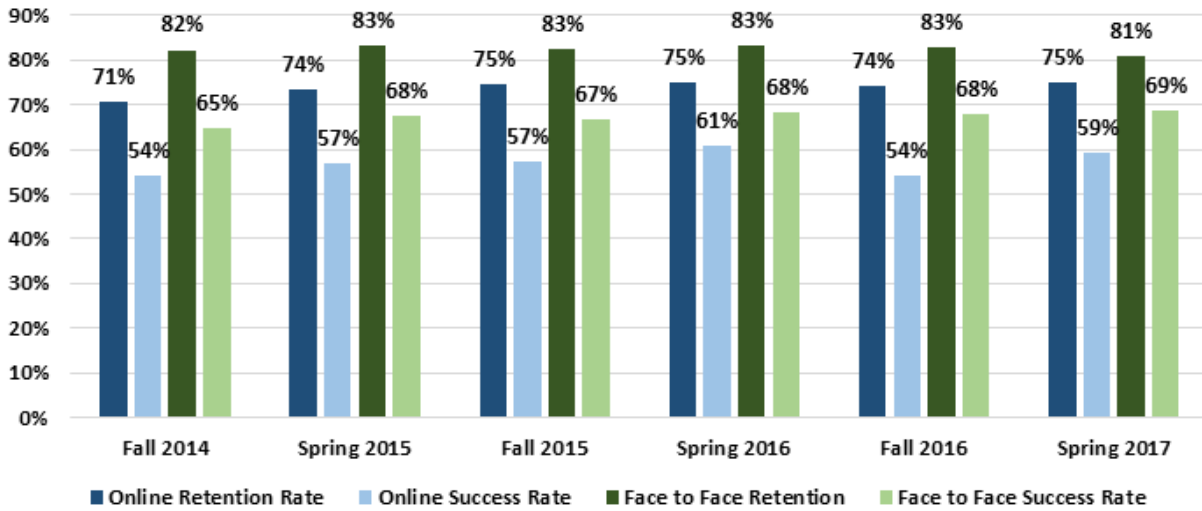
Distance Education Trends

Enrollment in distance education courses has continued to increase since 2015. Course retention and success in online courses remain lower than face to face courses.



Course Retention and Success Rates: Online vs. Face to Face

*CCCCO Datamart



Enrollment Status Summary Report - Data & Format Area

Report Area	Enrollment Status Summary							
	Spring 2017		Fall 2017		Spring 2018		Fall 2018	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
<input checked="" type="checkbox"/> Merritt Total	6,775	100.00 %	6,671	100.00 %	7,317	100.00 %	7,672	100.00 %
First-Time Student	1,535	22.66 %	888	13.31 %	657	8.98 %	1,151	15.00 %
First-Time Transfer Student	632	9.33 %	1,387	20.79 %	542	7.41 %	665	8.67 %
Returning Student		0.00 %	692	10.37 %	521	7.12 %	659	8.59 %
Continuing Student	3,833	56.58 %	2,689	40.31 %	4,337	59.27 %	3,969	51.73 %
Uncollected/Unreported		0.00 %	5	0.07 %	22	0.30 %	31	0.40 %
Special Admit Student	775	11.44 %	1,010	15.14 %	1,238	16.92 %	1,197	15.60 %

Distance Education (DE) Full Time Equivalent Students (FTES) Summary Report - Data & Format Area

Report Area	Annual 2016-2017			Annual 2017-2018		
	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES
<input checked="" type="checkbox"/> Merritt Total	4,628.15	98.60	4,726.75	4,777.20	57.93	4,835.14
Delayed Interaction (Internet Based)	1,217.49	0.00	1,217.49	1,406.51	0.00	1,406.51
Non Distance Education Methods	3,410.66	98.60	3,509.26	3,370.69	57.93	3,428.62

Report Format Selection Area - Check field to include in the report

Demographic Options

TOP Options

FTES in Distance Education classes increased by 15.5% between 2016-17 and 2017-18.

Year over Year FTES Rate Change	2.00%
Year over Year Supplemental Change	1.00%
Year over Year Student Success Change	1.00%

Description		Count	
Year 1 FTES '18-'19			
Basic Allocation			
Credit FTES: Target	\$3,727	4,275	
Non Credit FTES	\$3,347	65	
CDCP FTES	\$5,457	-	
Special Admit Credit FTES	\$5,457	-	
Incarcerated Credit & CDCP FTES	\$5,457	-	
Incarcerated Non-Credit FTES	\$3,347	-	
Year 1 Supplemental (used 2017-18 data)			
Pell Grant Recipients	\$919	1,575	
AB540 Students	\$919	239	
California Promise Grant Recipients	\$919	5,418	
Year 1 Student Success (used 2017-18 data)			
All Students	Associate Degree	\$1,320	351
	Associate Degrees for Transfer	\$1,760	64
	Credit Certificates	\$880	191
	Nine or More CTE Units	\$440	848
	Transfer	\$660	741
	Transfer Level Math and English	\$880	28

Pell Grant Recipients	Achieved Regional Living Wage	\$440	790
	Associate Degree	\$500	226
	Associate Degrees for Transfer	\$666	46
	Credit Certificates	\$333	117
	Nine or More CTE Units	\$167	383
	Transfer	\$250	280
	Transfer Level Math and English	\$333	13
	Achieved Regional Living Wage	\$167	201
Promise Grant Recipients	Associate Degree	\$333	285
	Associate Degrees for Transfer	\$444	59
	Credit Certificates	\$222	146
	Nine or More CTE Units	\$111	586
	Transfer	\$167	453
	Transfer Level Math and English	\$222	17
	Achieved Regional Living Wage	\$111	354

Description		Count
Year 2 FTES '19-'20		
Basic Allocation		
Credit FTES		4,361
Non Credit FTES		66
CDCP FTES		-
Special Admit Credit FTES		-
Incarcerated Credit & CDCP FTES		-
Incarcerated Non-Credit FTES		-
Year 2 Supplemental (goals)		
Pell Grant Recipients		1,591
AB540 Students		241
California Promise Grant Recipients		5,472
Year 2 Student Success (goals)		
All Students	Associate Degree	355
	Associate Degrees for Transfer	65
	Credit Certificates	193
	Nine or More CTE Units	856
	Transfer	748
	Transfer Level Math and English	28
	Achieved Regional Living Wage	798
Pell Grant Recipients	Associate Degree	228
	Associate Degrees for Transfer	46
	Credit Certificates	118
	Nine or More CTE Units	387
	Transfer	283
	Transfer Level Math and English	13
	Achieved Regional Living Wage	203
Promise Grant Recipients	Associate Degree	288
	Associate Degrees for Transfer	60
	Credit Certificates	147
	Nine or More CTE Units	592
	Transfer	458
	Transfer Level Math and English	17
	Achieved Regional Living Wage	358

Description	Count	
Year 3 FTES '20-'21		
Basic Allocation		
Credit FTES	4,448	
Non Credit FTES	68	
CDCP FTES	-	
Special Admit Credit FTES	-	
Incarcerated Credit & CDCP FTES	-	
Incarcerated Non-Credit FTES	-	
Year 3 Supplemental (goals)		
Pell Grant Recipients	1,607	
AB540 Students	244	
California Promise Grant Recipients	5,527	
Year 3 Student Success (goals)		
All Students	Associate Degree	358
	Associate Degrees for Transfer	65
	Credit Certificates	195
	Nine or More CTE Units	865
	Transfer	756
	Transfer Level Math and English	29
	Achieved Regional Living Wage	806
Pell Grant Recipients	Associate Degree	231
	Associate Degrees for Transfer	47
	Credit Certificates	119

	Nine or More CTE Units	391
	Transfer	286
	Transfer Level Math and English	13
	Achieved Regional Living Wage	205
Promise Grant Recipients	Associate Degree	291
	Associate Degrees for Transfer	60
	Credit Certificates	149
	Nine or More CTE Units	598
	Transfer	462
	Transfer Level Math and English	17
	Achieved Regional Living Wage	361

Year 4 FTES '21-'22		
Basic Allocation		
Credit FTES	4,537	
Non Credit FTES	69	
CDCP FTES	-	
Special Admit Credit FTES	-	
Incarcerated Credit & CDCP FTES	-	
Incarcerated Non-Credit FTES	-	
Year 4 Supplemental (goals)		
Pell Grant Recipients	1,623	
AB540 Students	246	
California Promise Grant Recipients	5,582	
Year 4 Student Success (goals)		
All Students	Associate Degree	362
	Associate Degrees for Transfer	66
	Credit Certificates	197
	Nine or More CTE Units	874
	Transfer	763
	Transfer Level Math and English	29
	Achieved Regional Living Wage	814
Pell Grant Recipients	Associate Degree	233
	Associate Degrees for Transfer	47
	Credit Certificates	121
	Nine or More CTE Units	395
	Transfer	288
	Transfer Level Math and English	13
	Achieved Regional Living Wage	207
Promise Grant Recipients	Associate Degree	294
	Associate Degrees for Transfer	61
	Credit Certificates	150
	Nine or More CTE Units	604
	Transfer	467
	Transfer Level Math and English	18
	Achieved Regional Living Wage	365

2017 – 2022 MERRITT COLLEGE STUDENT ENROLLMENT MANAGEMENT PLAN GOALS AND OBJECTIVES

Goals	By the Academic Year 2019-2022, Merritt College will reach the RES FTES target of 3,905 with Merritt College's FTEF allocation of 280.56. Given the adoption of SCFF in the successive years, over the next 5 years we will work to raise the level of student transfer by 6% annually, increase student completion of degrees and certificates by 20% over the next 5 years, improve significantly the percentage of students obtaining employment in their field of study, and reduce the number of units it takes our students to complete their programs to 79 units. Merritt College will strive to reduce the achievement gap for African-American, Multi-Ethnic and Male students as well as provide increased access to underserved populations in line with the vision, core values, mission and strategic planning of the College, District, and State Chancellor's new vision goals and funding formula.
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Objectives

Activities are organized across the following 6 objectives:

1. **Guided Pathways** – Ensure that the development of Guided Pathways increases enrollment and productivity, while meeting student demand needs as well as the community's need for relevant education for personal improvement, career enhancement and skills development. Ensure that the development of Guided Pathways helps effectively deploy FTEFs.
2. **Engage in Effective Schedule Development** - *provide students with the class schedule they need at the days/times they need to achieve their educational goals through the use of college enrollment and related data;*
3. **Enhance Collaborative Instructional and Student Services Support** - Ensure that Collaborative Instructional and Student Support Services increase student enrollment, success and persistence, while being productive;
4. **Promote Non-Credit Offerings** - *provides students with non-credit courses that facilitate skill-building experiences leading to entry into credit courses and job opportunities;*
5. **Enhance Distance Education** - *provide students with a flexible and quality learning experience through student support, instructional programs, faculty training and technical support;*
6. **Data Management.** *Ensure that the college has a data collection, management and reporting system to track and provide updates to the state MIS based on the CCCCO's new funding formula.*

Implementation

The following are specific activities, measurable outcomes, timeline recommendations and identification of responsible persons related to implementing the objectives of the Merritt College Enrollment Management Plan and objectives for 2017-22.

Merritt's newfound SMART strategic goals, which replace the broader 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.

- **Completion** Increase number of degrees and certificates by 20% over the next 5 years.
- **Transfer Increase** transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).
- **Time to Completion** Reduce the number of units it takes our students to complete their programs to 79 units.
- **Employment** Improve significantly the percentage of students obtaining employment in their field of study
- **Equity** Reduce the achievement gaps for African-American, multiethnic, and male students.

GOAL	Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<p><u>Completion</u></p> <p>Increase number of degrees and certificates by 20% over the next 5 years.</p>	<ol style="list-style-type: none"> Review all current degree and certificate offerings including completion data, and implement changes as deemed necessary. We are positive that we can reach, even exceed, our RES FTES target goal and will strive to do so by raising productivity. Because of our FTES success, we will shift more attention to the other two areas that affect allocations. With the implementation of Guided Pathways, and in consideration of the new Student Centered Formula Funding develop clear pathways to transfer, degrees, scaffolding of certificates by updating the Catalog and website to be consistent with the requirements of the programs with links to successful job placement and living wages in the future. This will be done in coordination with CIC in implementing all changes in a timely fashion. 	<p>Percentage increases in student success measured by completion.</p> <p>See attached Exhibit 1 for past history.</p>	<p>Spring, 2020 and annually thereafter.</p>	<p>Department Chairs, Discipline faculty leaders, Deans, VPI.</p>
<p><u>Transfer</u></p> <p>Increase transfers to CSU and UC by 6%</p>	<ol style="list-style-type: none"> Provide students with applicable information regarding transferring to state colleges by increasing individual or group follow-up sessions with counselors and providing a one-hour 	<p>A six percent increase annually in transfers.</p>	<p>2019-20</p>	<p>Counseling Dept. Deans, VPI, VPSS, Transfer Center</p>

<p>annually. (Reach approx. 35% in 5 years).</p>	<p>seminar regarding transfer information each fall semester, led by counselors, during the student campus hour for ALL interested students.</p> <ol style="list-style-type: none"> 2. Maintain opportunities annually for CSU's and UC's to be on campus to answer questions. 3. Implementation of AB 705 in a thoughtful way, while encouraging students to aim high will impact this area as well since transfer will be part of the discussion and students will be encouraged to pursue courses that will expedite their transfer and completion. 4. Develop more non-credit support classes and certificates to help implement AB 705 and prepare students for transfer level English and Math. 	<p>See Exhibit 2 for data to date.</p>		
<p><u>Time to Completion</u></p> <p>Reduce the number of excess units it takes our students to complete their programs to 79 units.</p>	<ol style="list-style-type: none"> 1. Increase student awareness of the benefits of accelerating their educational completion goals. Through Counseling Department, regularly address "excess units" with each student in an effort to provide them with support in being realistic about their goals. 2. Implementation of AB 705 will impact this area as well as students wanting to transfer will be advised to pursue transfer level courses that will expedite their completion. 3. Follow the guidance of Guided Pathways and facilitate choice of meta-majors to help students 	<p>Reducing the number of excess units to 79.</p>	<p>2019-20 and annually thereafter.</p>	<p>Administrators, VPSS, Counseling Dept.</p>

	<p>focus on their goals earlier on in their college program. Revise the catalog and website to make the options clear.</p> <p>4. Develop a career center that will provide students with ongoing support in researching options for internships while completing their courses and employment after degrees are obtained. Provide students with resources for wage information for their goals and local employer information on whom is hiring for what positions.</p>			
GOALS	Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<p><u>Employment</u></p> <p>Improve significantly the percentage of students obtaining employment in their field of study</p>	<ol style="list-style-type: none"> 1. Develop a full service Career Center that has the capacity to survey their students and follow up on their job search post-graduation. The Career Center must be staffed by at least two Job Developers who maintain contact with the local labor market and employers so that we have allies in the field helping our students. 2. Disseminate materials to student body, via website and brochures that are applicable to local employment in areas of study where job opportunities exist with forecasts for future growth. 	<p>Engage in an initial fact-finding mission regarding applicable employment opportunities. Identify task force participants to follow up with respective places of employment, regarding opportunities and</p>	<p>Spring, 2020</p>	<p>Faculty aligned with CTE and other disciplines applicable for work opportunities.</p> <p>Newly established task force including faculty and student service representatives</p>

	<ol style="list-style-type: none"> 3. Determine a method of gathering data to measure results. 4. In light of the Student Centered Funding Formula we need to develop a process and hire a researcher to help gather employment and wage information on our graduates. 	<p>qualifications. Create template for disseminating information to students.</p> <p>Develop brief pre- and post-graduation surveys for graduates to identify employment status.</p>		<p>Institutional Researcher to provide options for surveys and collect data.</p>
<p><u>Equity</u></p> <p>We will provide greater access to underserved populations in line with the vision, core values, mission and strategic planning of the College, District, and State Chancellor’s new vision goals and funding formula.</p>	<ol style="list-style-type: none"> 1. Expand awareness of Merritt’s offerings and opportunities to high schools (public, charter and private) in targeted Oakland communities, employing identified faculty, students and classified that are representative of targeted audiences. 2. Continue to increase our Dual Enrollment and continue our ongoing partnership with OUSD and other feeder districts. 3. Ensure student awareness of financial aid opportunities and the respective responsibilities. Incorporate Financial Aid workshops with orientation and counseling and provide outreach to students who are potentially eligible. 4. Increase college staffing in Financial Aid to meet student needs. 	<p>An increase in percentage of low-income and ethnically diverse enrollment data.</p>	<p>2019-20 and every year thereafter.</p>	<p>VPSS, Counseling, Faculty Senate, Student Services</p>

	<p>Weave information and experiences related to supportive programs and student services into class curriculum to facilitate students' knowledge of available support.</p> <p>Create attractive printed materials. Continue to bring high school students from targeted areas onto Merritt's campus through the year.</p>			
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Conclusion

The Merritt College Strategic Enrollment Management Plan focuses on addressing how to best increase enrollment of students by improving practices in 5 key areas of college programming:

- **Establish Guided Pathways** - *provides students with clear, educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes;*
- **Engage in Effective Schedule Development** - *provides students with the class schedule they need at the days/times they need to achieve their educational goals through the use of college enrollment and related data;*
- **Enhance Collaborative Instructional and Student Services Support** - *provides students with a seamless learning experience through integrated instructional and student services support;*
- **Promote Non-Credit Offerings** - *provides students with non-credit courses that facilitate skill-building experiences leading to entry into credit courses and job opportunities;*
- **Enhance Distance Education** - *provides students with a flexible and quality learning experience through student support, instructional programs, and technical support.*

The plan is based on a philosophy of enrollment management developed by the Merritt College Academic Senate and drawn from the Academic Senate of California Community Colleges seminal article entitled “Enrollment Management Revisited.” The philosophy emphasizes ensuring an integration of all campus resources, administration, instruction, student support services, and student leadership. From a practical perspective the Strategic Enrollment Plan was developed by referring to Merritt College’s Educational Master Plan, analysis of data related to the need for education within the local community, as well as intentionally designing the enrollment management plan to address the college’s strategic goals, and college plans aimed at impacting student enrollment and success. The plan’s success will in the end depend on how well Merritt College’s Academic Senate and college administration work collaboratively to ensure the attainment of goals and objectives of the SEM Plan.

Exhibit 1 Awards

Program Awards Summary Report - Data & Format Area

Report Area		Program Awards Summary		
		Annual 2015-2016 Award Count	Annual 2016-2017 Award Count	Annual 2017-2018 Award Count
<input checked="" type="checkbox"/>	Merritt Total	930	977	1,123
	Associate in Science for Transfer (A.S.-T) Degree	30	44	42
	Associate in Arts for Transfer (A.A.-T) Degree	8	19	22
	Associate of Science (A.S.) degree	144	162	152
	Associate of Arts (A.A.) degree	219	163	199
	Certificate requiring 60+ semester units	13	16	13
	Certificate requiring 30 to < 60 semester units	37	126	110
	Certificate requiring 18 to < 30 semester units	152	73	68
	Certificate requiring 12 to < 18 units	6	1	
	Certificate requiring 6 to < 18 semester units	320	373	455
	Other Credit Award, < 6 semester units	1		
	Noncredit award requiring from 48 to < 96 hours			62

Report Format Selection Area - Check field to include in the report


Exhibit 2 Transfer Data

CSU The California State University
WORKING FOR CALIFORNIA

Students
Faculty & Staff
Teaching & Learning
Administration
Alumni, Parents & Donors
Business, Community & Gov't
Public Affairs

Back | Search

California Community College Transfers By Concentration, Ethnicity, Gender, and Campus of Origin.

 Download Data
20,422 KB

Community College District	<input type="text" value="Peralta Community College District"/>
Institution Name	<input type="text" value="Merritt College"/>
Sex Code	<input type="text" value="(All) ▼"/>
CIP Code	<input type="text" value="(All)"/>
College Year	<input type="text" value="2013-2014"/>
CSU Campus	<input type="text" value="(All)"/>
Systemwide Discipline Division	<input type="text" value="(All)"/> <input type="button" value="Submit"/> <input type="button" value="Reset"/>

College Year	2015-2016
CSU Campus	(All)
Systemwide Discipline Division	(All) <input type="button" value="Submit"/> <input type="button" value="Reset"/>

CSU Concentration Name	African American	American Indian	Asian American	Hispanic	Non-Resident Alien	Pacific Islander	Two or More Races	Unknown	White, Non-Latino	Grand Total
African-American Studies	5									5
American Studies							1			1
Anthropology					1					1
Business Administration	1			1	1					3
Child Development/Early Childhood Education	1									1
Cinema/Film	1									1
Cinema/Film (Professional Performance)					1					1
Communications			2							2
Computer Science					1					1
Corrections	2			1						3
Creative Writing	1									1
Criminal Justice	3		2	5				1	1	12
Earth Sciences				1						1
Economics									1	1
English										3
Gender/Ethnic/Women's Studies	2				1					3
Gender/Women's and Gay/Lesbian Studies				1						1
Health Science	9			3	1		1			14
Human Development	1			1					1	3

2/23/2019

Community College Transfers By Institution of Origin

Human Resources/Personnel Management	1									1
International Business	1									1
Kinesiology/Physical Education	1			1					1	3
Management	1								1	2
Marine Engineering Technology									1	1
Marketing			1	1						2
Mechanical Engineering									1	1
Mexican-American/Chicano/Chicana Studies				1						1
Nursing, Pre-Licensure			1				1		3	5
Political Science/Government			1						1	2
Pre-Nursing	3			1	1					5
Psychology	3		1	4	1				1	10
Recreation Management	1			1						2
Sociology	5		1	4			1	1		12
Software Engineering									1	1
Speech Communication			1		1					2
Statistics									1	1
Undeclared				1					1	2
Grand Total	42	0	10	26	10	0	4	2	16	110

College Year	<input type="text" value="2016-2017"/>
CSU Campus	<input type="text" value="(All)"/>
Systemwide Discipline Division	<input type="text" value="(All)"/> <input type="button" value="Submit"/> <input type="button" value="Reset"/>

CSU Concentration Name	African American	American Indian	Asian American	Hispanic	Non-Resident Alien	Pacific Islander	Two or More Races	Unknown	White, Non-Latino	Grand Total
Accountancy			1							1
Anthropology									1	1
Asian American Studies								1		1
Biology	1									1
Business Administration	1		1	4						6
Chemical Engineering			1							1
Child Development/Early Childhood Education	1		1							2
Communications	3			1	1					5
Communicative Disorders				1						1
Computer Engineering					1					1
Computer Science				1						1
Conflict Resolution, Negotiation and Peace Building				1						1
Corrections	3									3

<http://asd.calstate.edu/ccct/2016-2017/index.asp>

1/2

23/2019

Community College Transfers By Institution of Origin

Criminal Justice	5		2	1	1				1	10
Criminology and Criminal Justice Studies				1						1
Earth Sciences				1						1
English	1									1
Health Science	6		1	3			1	2	1	14
History				1						1
Human Development	4			1	1				1	7
Human Resources/Personnel Management				1						1
Interior Design				1						1
International Business								1		1
Kinesiology/Physical Education	1				1		1			3
Liberal Studies	2		2	1					1	6
Marketing				1						1
Nursing, Pre-Licensure	1		1	1			1		1	5
Physics				1						1
Political Science/Government	2									2
Pre-Nursing	2							1	1	4
Psychology	6		1	8	1		1		1	18
Quantitative Methods, Analysis, Business Analytics	1									1
Recreation Administration	1			1						2
Social Work	1			1						2
Sociology	9		2	3					2	16
Grand Total	51	0	13	35	6	0	4	5	10	124

Export To ->

Excel CSV Text

Records Per Page: 10

Simple Layout Advanced Layout

Transfer Volume to In-State Private (ISP) and Out-of-State (OOS) Baccalaureate Granting Institutions Report - Data & Format Area

Report Area

Student Transfer Volume to ISP/OOS

	2012-2013 Transfer Count	2013-2014 Transfer Count	2014-2015 Transfer Count	2015-2016 Transfer Count	2016-2017 Transfer Count
<input checked="" type="checkbox"/> Merritt Total	85	72	63	61	56
<input type="checkbox"/> In-State-Private (ISP)	34	23	26	22	16
<input type="checkbox"/> Out-of-State (OOS)	51	49	37	39	40

Report Format Selection Area - Check field to include in the report