

**(2) Institutional Goals**

Based on the comprehensive analysis of Merritt College’s strengths, weaknesses, and significant problems, the institutional goals related to the one proposed Title III Activity, *Strengthening Pathways, Systems, and Services to Maximize Student Success*, and the three inter-related component areas are:

<b>Institutional Goals Related to the Proposed Title III Activity and Its Three Inter-related Components</b>	
<b>Institutional Goal Related to the Title III Activity</b>	
Title III Activity: <i>Strengthening Pathways, Systems, and Services to Maximize Student Success</i>	Goal 1: Strengthen the institution’s core academic performance indicators in four key areas: retention, drop rate, course completion, and transfer.
<b>Institutional Goals Related to the Three Inter-related Activity Components</b>	
Curriculum and Instruction—Component I	Goal 2: Strengthen the curriculum for basic skills and gateway courses.
Faculty and Staff Development—Component II	Goal 3: Expand faculty and staff professional development to improve instruction and support services.
Support Services for Students—Component III	Goal 4: Improve delivery and integration of academic and non-academic support services for students to enhance student success.

**(3) Objectives Related to Institutional Goals**

The chart below outlines the measurable objectives related to Merritt’s institutional goals that will contribute to the growth and self-sufficiency of the institution. These institutional objectives are directly related the proposed Title III Activity and its three inter-related components. These objectives are described in measurable terms and include specific tasks, methods involved, and tangible results.

<b>Measurable Institutional Objectives Related to Title III Activity</b>
<p><b>Goal 1: Strengthen the institution’s core academic performance indicators in four key areas: retention, drop rate, course completion, and transfer.</b></p> <p><b>Objective 1.1:</b> By September 2013, Merritt will improve its core academic performance indicators in four key areas: Retention, Drop Rate, Course Completion, and Transfer.</p> <ul style="list-style-type: none"> <li>1.1.1: Overall College Retention: Increase rate from 56% to 65%</li> <li>1.1.2: Basic Skills Student Retention: Increase rate from 41% to 50%</li> <li>1.1.3: Average Drop Rate: Decrease from 30% to 25%</li> <li>1.1.4: Drop Rate for Basic Skills English Students: Decrease from 57% to 52%</li> <li>1.1.5: Drop Rate for Basic Skills Mathematics Students: Decrease from 56% to 51%</li> <li>1.1.6: Overall College Course Completion: Decrease the percentage of students who do <u>not</u> successfully</li> </ul>

<p>complete courses from 36% to 31%</p> <p>1.1.7: Basic Skills Course Completion: Decrease the percentage of basic skills students who do <u>not</u> successfully complete basic skills courses from 62% to 57%</p> <p>1.1.8: Actual Transfer Rate: From 1% (245 students total) to 1.5% (367 students total)</p> <p>1.1.9: Transfer Ready: From 130 students (Fall 01-06 baseline) to 195 students (Fall 08-Fall 2013)</p> <p><u>Objective 1.2:</u> By September 2009, Merritt's Office of Research and Planning will disseminate an annual report of student outcomes for the college's core academic performance indicators in four key areas to measure institutional effectiveness</p>
<p><b>Goal 2: Strengthen the curriculum for basic skills and gateway courses.</b></p> <p><u>Objective 2.1:</u> By September 2009, a comprehensive assessment of the college's basic skills English, Mathematics, and ESL courses and student support services will be conducted by an external evaluator.</p> <p><u>Objective 2.2:</u> By September 2010, based on the external evaluator's written recommendations, the college will create a new Developmental Education Program (DEP) organizational structure.</p> <p><u>Objective 2.3:</u> By September 2010, 100% of the college's 35 core basic skills and gateway courses will be aligned by the Title III Curriculum and Instruction Team and Student Learning Outcomes (SLOs) integrated, creating the foundation for Merritt's new highly coordinated Developmental Education Program (DEP).</p> <p><u>Objective 2.4:</u> By September 2011, the Title III Learning Communities (LCs) Team will enroll students in the basic skills and gateway Learning Communities, using control and treatment groups and serving 120 students annually.</p>
<p><b>Goal 3: Expand faculty and staff professional development to improve instruction and support services.</b></p> <p><u>Objective 3.1:</u> By September 2009, a campus-based Teaching and Learning Center (TLC), staffed by a .50 FTE coordinator position, will offer an annual schedule of flexible, varied, and responsive professional development activities for faculty and staff.</p> <p><u>Objective 3.2:</u> By September 2011, faculty and staff will participate in the Kellogg Institute Summer Institute and Advanced Training for Developmental Education, and training in Supplemental Instruction, Learning Communities, and First Year Experience Programs.</p> <p><u>Objective 3.3:</u> By September 2013, 100% of Merritt's faculty will be trained in and have written plans for Student Learning Outcomes (SLOs) assessment at the course and program level.</p> <p><u>Objective 3.4:</u> By 2013, Merritt will have awarded 24 Campus Innovation Mini Grants to increase faculty and staff engagement and student success.</p>
<p><b>Goal 4: Improve delivery and integration of academic and non-academic support services for students to enhance student success.</b></p> <p><u>Objective 4.1:</u> By September 2009, a comprehensive assessment of the college's support services for students will be conducted by an external evaluator.</p> <p><u>Objective 4.2:</u> By September 2011, the Title III First Year Experience (FYE) Team will enroll students in a year-long, transfer-oriented First Year Experience Program, using control and treatment groups and serving a total of 60 students annually.</p> <p><u>Objective 4.3:</u> By September 2012, based on the external evaluator's written recommendations, the college will strengthen institutional systems for the delivery of support services for students (i.e., assessment, orientation, counseling and advising, financial aid, transfer, tutorial services).</p> <p><u>Objective 4.4:</u> By September 2013, student participation in key matriculation procedures (i.e., assessment, orientation, counseling and advising) will increase and tutorial services will expand:</p> <p>4.4.1: Assessment: From 54% to 74%</p>

4.4.2: Orientation: From 29% to 50%
4.4.3: Counseling and Advising—SEP Plans: From 50% to 75% of matriculating students
4.4.4 Tutorial Services: Increase basic skills/gateway tutors from 0 to 10 and certify tutor training program
Source: Peralta DataBank

A summary of the relationship of the Comprehensive Development Plan (CDP) problems, the institutional goals and objectives, and Merritt’s Title III Activity and its three inter-related components follows:

<b>Relationship of Institutional Objectives to Problems and Goals</b>			
<b>Academic Problems</b>			
<b>Comprehensive Development Plan Problems</b>	<b>Institutional Goal to Address Problem</b>	<b>Institutional Objectives Related to Goals</b>	<b>Title III Activity and Inter-related Components Related to Goals</b>
Merritt’s core academic performance indicators are too low, particularly for basic skills students, in four key areas: retention, drop rate, course completion, and transfer.	1	1.1 and 1.2	Title III Activity— <i>Strengthening Pathways, Systems, and Services to Maximize Student Success</i>
	2	2.1 and 2.2	Curriculum and Instruction—Component 1
	3	3.1, 3.2, and 3.3	Faculty and Staff Development—Component 2
	4	4.1 and 4.2	Support Services for Students—Component 3
<b>Institutional Management Problems</b>			
The institutional management information and operational systems are inefficient.	Not applicable	Not applicable	This problem will not be addressed by Merritt’s Title III Activity
<b>Fiscal Problems</b>			
New fiscal management systems and ongoing budget cuts limit the college’s capacity to respond to enrollment growth and student needs.	Not applicable	Not applicable	This problem will not be addressed by Merritt’s Title III Activity

**(4) Institutionalizing Practices and Improvements**

Merritt College President Dr. Robert Adams, the college’s senior leadership team, shared governance committees, department heads, faculty, staff, and students were all integrally involved in the Title III assessment process and fully support institutionalizing new practices, programs, and positions developed through the Title III grant. Merritt is committed to ensuring that these changes become an integral part of the college’s culture, climate, and operations.