

# Merritt College Institutional Midterm Report



## **MIDTERM REPORT**

Submitted to the Accrediting Commission  
for Community and Junior Colleges  
Western Association of Schools and Colleges  
March 2018

Merritt College  
12500 Campus Drive  
Oakland, California 94619


Merritt College Midterm Report  
Certification Page

**To:** Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

**From:** Dr. Marie-Elaine Burns  
Merritt College  
12500 Campus Drive  
Oakland, CA 94619

We certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

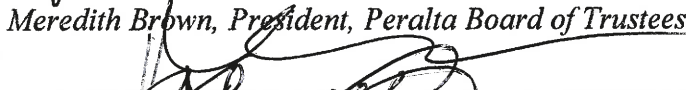
Signatures:

 2-9-18

Marie-Elaine Burns, Ed.D., President, Merritt College


Date

2/27/18

  
Meredith Brown, President, Peralta Board of Trustees

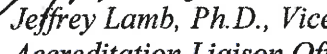
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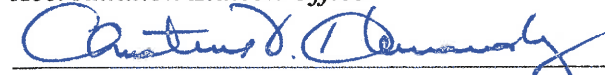
  
Jowel C. Laguerre, Ph.D., Chancellor, Peralta Community College District

Date

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Jeffrey Lamb, Ph.D., Vice President of Instruction, Merritt College  
Accreditation Liaison Officer

Date

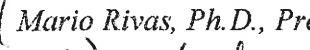


2/2/18

Christine V. Hernandez, Vice President of Student Services, Merritt College

Date

2/8/18

  
Mario Rivas, Ph.D., President, Merritt College Academic Senate

Date



2/8/18

Waaduda Karim, President, Merritt College Classified Senate

Date



02/22/18

Iris Martin, President, Associated Students of Merritt College

Date

**List of Key Individuals Involved in Report Preparation  
Accreditation Response Team and Coordinators**

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Dinh Truong, Project Manager

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## TABLE OF CONTENTS

Certification Page.....	2
List of Key Individuals Involved in Report Preparation.....	3
Statement on Report Preparation .....	5
Improvement Plans from Self-Evaluation Process .....	7
<b>Progress on Self-Identified Actionable Improvement Plans from the 2015 Self Evaluation Report</b>	
Self-Identified Actionable Improvement Plan 1 .....	9
Self-Identified Actionable Improvement Plan 2 .....	11
Self-Identified Actionable Improvement Plan 3 .....	13
Self-Identified Actionable Improvement Plan 4 .....	14
Self-Identified Actionable Improvement Plan 5 .....	15
Self-Identified Actionable Improvement Plan 6 .....	16
Self-Identified Actionable Improvement Plan 7 .....	17
Self-Identified Actionable Improvement Plan 8 .....	18
Self-Identified Actionable Improvement Plan 9 .....	19
Self-Identified Actionable Improvement Plan 10 .....	21
Self-Identified Actionable Improvement Plan 11 .....	22
Self-Identified Actionable Improvement Plan 12 .....	25
Self-Identified Actionable Improvement Plan 13 .....	27
Data Trend Analysis .....	28
Annual Fiscal Report .....	35
Appendix: Glossary of Acronyms .....	36

## **Statement on Report Preparation**

Merritt College submitted an Institutional Self-Evaluation Report in Support of Reaffirmation of Accreditation to the Accrediting Commission for Community and Junior Colleges (ACCJC) in spring 2015. [\[SRP.1\]](#) In the report, the College identified thirteen (13) actionable improvement plans (AIPs) to increase institutional effectiveness. [\[SRP.2\]](#) The progress and updates on the AIPs are addressed in the Midterm Report.

### **Timeline**

To ensure a timely trajectory for task completion, the Project Manager developed a ten-month timeline to map the work needed for writing the Midterm Report from June 2017 through March 2018. More specifically, the timeline was comprised of three action periods: 1) Preparation, 2) Dissemination, and 3) Finalization. [\[SRP.3\]](#)

### **Preparation**

The Midterm Report was completed with the participation of administrators, faculty, and staff. During preparation, the taskforce assigned to complete the report consisted of the Accreditation Liaison Officer (ALO), and the Accreditation Response Team (ART), consisting of a Faculty Liaison, and Project Manager. Additionally, the Steering Committee consisted of co-leads, administrators, and committee members from the previous Accreditation Follow-Up Report teams. Strategy and working sessions created opportunities for the Steering Committee to collaboratively share ideas, discuss important improvements, and provide updates. [\[SRP.4\]](#) Templates were distributed to participants to guide and focus the work sessions. [\[SRP.5\]](#) Throughout the Midterm Report process, the ART met weekly with the ALO to discuss the submitted work and refine the draft. [\[SRP.6\]](#)

### **Dissemination/ Refinement/ Modification**

In Fall 2017, the first Midterm Report draft was distributed College-wide and to participatory governance groups, including the Academic and Classified Senates, for initial feedback and vetting. During the months of December-January, the draft was placed on a Moodle site with an invitation to the entire College to preview, note any inconsistencies and add feedback. Based on the feedback, the draft underwent several revisions. [\[SRP.7\]](#)

### **Finalization**

On Flex Day, in spring of 2018, an update and announcement was provided to the College on the status of the Midterm Report. [\[SRP.8\]](#) The Merritt College Council and Peralta Community College District Board of Trustees approved the final Midterm Report in February 2018. [\[SRP.9, SRP.10\]](#)

MERRITT COLLEGE ACCREDITATION MIDTERM REPORT

<b>Statement of Report Preparation Evidence</b>	
<b>Number</b>	<b>Title</b>
SRP.1	<a href="#"><u>Institutional Self-Evaluation Report Spring 2015</u></a>
SRP.2	<a href="#"><u>Appendix B Listing of Actionable Improvement Plans</u></a>
SRP.3	<a href="#"><u>Accreditation Midterm Report Timeline</u></a>
SRP.4	<a href="#"><u>Accreditation Midterm Report Working Sessions</u></a>
SRP.5	<a href="#"><u>Actionable Improvement Plan Templates</u></a>
SRP.6	<a href="#"><u>Accreditation Response Team Midterm Report Meeting Notes</u></a>
SRP.7	<a href="#"><u>Accreditation Midterm Report Dissemination</u></a>
SRP.8	<a href="#"><u>Accreditation Midterm Report Flex Day Announcement</u></a>
SRP.9	<a href="#"><u>College Council Meeting Minutes, February 21, 2018</u></a>
SRP.10	<a href="#"><u>Peralta Board of Trustees Meeting Minutes, February 27, 2018</u></a>



## Improvement Plans from Self-Evaluation Process

Merritt College established thirteen actionable improvement plans (AIPs) focusing on Accreditation Standards I.A, I.B.7, II.A.1.c, II.A.7.c, II.B.1, II.B.3, II.B.3.a, II.C.1, III.B.1a, III.C.1.b, III.D.1.b, IV.A.2.b, and IV.B.2.b in its *Institutional Self-Evaluation Report in Support of Reaffirmation of Accreditation* in spring 2015. The AIPs address areas identified for improvement based on the analysis and evaluation of the College's adherence to the Commission Standards.

### **Actionable Improvement Plans Summary:**

1. The College will research the feasibility of implementing Distance Education (DE) A.A. degree program(s), expand and improve the DE evaluation methods, and increase DE Student Support Services **Standard I.A**
2. The College will review and update the Educational Master Plan and the participatory governance handbooks to strengthen institutional effectiveness and to streamline the College's decision-making processes. In addition, an organized summary of evaluations will be linked to the College's annual accomplishments. The results will serve as a guide to the strategic planning process. **Standard I.B.7**
3. The College will continue to assess its course student learning outcomes on a three-year cycle. Programs with capstone courses and/or license exams will continue with their established assessment cycles. General education degrees will be assessed starting spring 2015 using course outcome data. Assessment of institutional learning outcomes will be revised in spring 2015 with a College-wide professional workshop that focuses on increased dialogue between disciplines. The Student Learning Outcomes Assessment Committee (SLOAC) will develop and run all workshops and reports. **Standard II.A.1.c**
4. The College will review, update, and publish the Student Behavioral Manual and Student Code of Conduct and make them accessible in appropriate locations during the 2015-16 academic year. **Standard II.A.7.c**
5. The College will determine counseling needs during 2014-15 for implementation of the Student Service Success Plan and increase the number of counseling faculty for the 2015-16 academic years. **Standard II.B.1**
6. To supplement District research, an on-campus Research Data Specialist will analyze reports to increase data collection with regards to program effectiveness, grant projects, and evaluation of institutional effectiveness. The College will then be able to apply the analysis and data to improvement plans. During the 2015-16 academic year, the College will seek to hire a full-time Research Data Specialist to aid with these processes. **Standard II.B.3**
7. The College will assess and expand online student services to include ease of enrollment, accessibility and ascertain levels of satisfaction. **Standard II.B.3.a**
8. The College will update and expand existing Merritt College Library collections, staff, and funding sources and seek to identify additional instructional space for MCL functions and activities. **Standard II.C.1**

9. The College will work with the District on developing a funded maintenance program that utilizes the principle that “total cost of ownership” is key in the development process for all physical resources including updates to Merritt College’s 60-year-old facilities.  
**Standard III.B.1.a**
10. The District/College will develop, coordinate, and implement the District’s enterprise system training workshops in order to optimize human resource competence by providing formal training for new employees along with professional development opportunities for existing employees. **Standard III.C.1.b**
11. Merritt College and the Enrollment Management Task Force will develop and enhance target programs for high risk students; and early outreach to local high schools, academic and career pathways, and adult education that will align with the District Budget Allocation Model and State FTES apportionment funding. **Standard III.D.1.b**
12. The College will continue to enhance its relationship with faculty by delineating how the 10+1 (academic matters) applies to the Merritt College governance structures and College functions. Reliance on the Academic Senate and appropriate faculty leadership for academic matters will be specified for implementation of College-wide initiatives. In fall 2015, a graphic outline will be included in the College governance manual.  
**Standard IV.A.2.b**
13. To increase administrative position stability and enhance the College’s participatory governance process, the College President will complete the permanent searches for administrative positions by spring 2015 and support long term planning and administrative stability by assisting with and advocating for reconvening the District Administrative Leadership Training Program as a means of fostering future administrative leaders from within existing faculty and administration personnel.  
**Standard IV.B.2.b**



**Progress on Self-Identified Actionable Improvement Plans  
from the 2015 Self Evaluation Report**

This section reports on the progress and integration of the AIPs into ongoing evaluation and planning processes to achieve institutional effectiveness. For each AIP, the status and outcome(s) are outlined in the chart below. Any plan that is still pending will have a completion timeline and responsible parties indicated.

<b>Actionable Improvement Plan 1</b>			
<b>Self-Identified Improvement Plan</b>	<b>Timeline</b>	<b>Standard(s)</b>	<b>Responsible Party</b>
The College will research the feasibility of implementing Distance Education (DE) A.A. degree program(s), expand and improve the DE evaluation methods, and increase DE Student Support Services by 2015-16.	Ongoing Spring 2019	I.A	Vice President of Instruction, Vice President of Student Services, Academic Senate President, Distance Education Coordinator
<b>Outcome(s):</b>			
<p>The College is currently working on updating curriculum to meet standards for up to date courses and programs. This process is associated with the implementation of the CurricUNET META. The DE Coordinator at Merritt is an active member of the curriculum committee and is working with the committee to update and improve all DE addendums for online and hybrid courses. At the same time, the College has made much progress in the addition and expansion of online services to support DE students, such as online counseling and access to all other student services. Through the learning resources program, there has also been an addition of an online tutoring service, Upswing, that provides 24/7 online tutoring support for all subjects. <a href="#">[AIP1.1]</a></p> <p>For further expansion, there have been many options added to the online offerings at Merritt, particularly in the areas of Communication, English, and the Social Sciences. This represents a growing momentum in the enactment of both of the above processes which will lead to the development of more online programs and degrees in the future after the foundational work is complete. <a href="#">[AIP1.2]</a></p> <p>The process of evaluation of existing DE classes is well integrated into the overall evaluation of faculty that is ongoing at Merritt College. Existing faculty and their online course content are evaluated on a revolving three-year cycle. Faculty evaluators receive help and training from the DE Coordinator. <a href="#">[AIP1.3]</a> Merritt evaluators are using the Online Education Initiative (OEI) course design rubric as a starting point for evaluating online content. <a href="#">[AIP1.4]</a> Students also have an opportunity to review online teachers and submit their comments and other data electronically and anonymously.</p> <p>As a vehicle to improve support for student learning, the College and the District are transitioning from the Moodle to the Canvas learning management platform. This aligns with efforts across the state to increase access, success, and retention of online learners. In order to prepare for this transition, in collaboration with the District, there has been a multi-faceted</p>			

push to train faculty to use Canvas at Peralta. There have been, and continue to be, many face-to-face trainings offered on all campuses. There is also online training, such as the four-week Introduction to Canvas training that is offered at least twice each semester. DE is also supported with numerous well developed online resources for Canvas training and support for students. [\[AIP1.5\]](#)

In order to more fully meet the needs of our online students, Merritt College will be creating a Distance Education Committee that will work to create a Distance Education Plan that will address such key topics as orienting students to online learning, faculty preparation for teaching online, best practices in developing online courses, etc. [\[AIP1.6\]](#)

<b>AIP 1 Evidence</b>	
<b>Number</b>	<b>Title</b>
AIP1.1	<a href="#">Merritt College Online Tutoring</a>
AIP1.2	<a href="#">Online/Hybrid Courses, Fall 2017 vs. Fall 2013</a>
AIP1.3	<a href="#">Distance Education Faculty Training</a>
AIP1.4	<a href="#">Course Design Rubric for the Online Education Initiative</a>
AIP1.5	<a href="#">Canvas Faculty Resources and Training</a>
AIP1.6	<a href="#">Distance Education Committee Meeting Notes, March 7, 2018</a>

MERRITT COLLEGE ACCREDITATION MIDTERM REPORT

<b>Actionable Improvement Plan 2</b>		
<b>Self-Identified Improvement Plan</b>	<b>Timeline</b>	<b>Standard(s)</b>
<p>The College will update the Educational Master Plan (EMP) and the participatory governance handbooks to strengthen institutional effectiveness and streamline the College’s decision-making processes.</p> <p>An organized summary of evaluations will be linked to the College’s annual accomplishments with results to serve as a guide to the strategic planning process.</p> <p>The update and a calendar of regular evaluations for continuous improvement will be completed by spring 2015.</p>	Completed	I.B.7
<b>Outcome(s):</b>		
<p>In spring 2016, the College updated the 2015-2020 EMP. [<a href="#">AIP2.1</a>, <a href="#">AIP2.2</a>] Program planning is aligned to the EMP via the Annual Planning Updates (APU) process in fall 2016 and program activities are linked to Strategic Goals and Directions, Institution-Set Standards (ISS), and Institutional Effectiveness (IE) goals. [<a href="#">AIP2.3</a>]</p> <p>The College developed a series of administrative procedures that outlines policies and procedures for effective decision making on campus. [<a href="#">AIP2.4</a>]</p> <p>The College Educational Master Planning Committee (CEMPC) validated the EMP and program alignment in APUs in 2016-17. [<a href="#">AIP2.5</a>] CEMPC currently organizes the bi-annual planning summits that serve as a venue for College-wide review, evaluation of goals and strategic initiatives. [<a href="#">AIP2.6</a>]</p> <p>In 2016, Merritt received an Institutional Effectiveness Partnership Initiative (IEPI) Innovation and Effectiveness grant to address integrated planning, decision-making, and shared governance processes to implement needed improvements. [<a href="#">AIP2.7</a>] To support the vision, the participatory governance handbook was revised in spring 2016 and fall 2017. [<a href="#">AIP2.8</a>]</p> <p>The College integrated the annual review of the ISS into the Strategic Planning Summits. [<a href="#">AIP2.9</a>, <a href="#">AIP2.10</a>] The strategic directions of the EMP are integrated into the Strategic Enrollment Management Plan (SEM), currently in draft form. The SEM plan is designed to be a living document that informs the College of initiatives on both the instructional and student support sides that support the student journey MOVING IN, MOVING THROUGH, and MOVING ON from Merritt College. The current draft of the plan was shared with the College before the end of the fall 2017 semester. [<a href="#">AIP2.11</a>]</p>		

<b>AIP 2 Evidence</b>	
<b>Number</b>	<b>Title</b>
AIP2.1	<a href="#">Educational Master Plan Website</a>
AIP2.2	<a href="#">Merritt College Educational Master Plan 2015-2020</a>
AIP2.3	<a href="#">2017-2018 Annual Program Update Template (pp. 10-11)</a>
AIP2.4	<a href="#">2015-2016 Administrative Procedures</a>
AIP2.5	<a href="#">CEMPC Validation of APU-EMP Alignment</a>

MERRITT COLLEGE ACCREDITATION MIDTERM REPORT

AIP2.6	<a href="#"><u>CEMPC Implementation of Spring 2017 Planning Summit</u></a>
AIP2.7	<a href="#"><u>Institutional Effectiveness Partnership Initiative Grant</u></a>
AIP2.8	<a href="#"><u>Collegial Governance and Decision-Making Handbook</u></a>
AIP2.9	<a href="#"><u>Institution-Set Standards Review (Spring 2017 Planning Summit Agenda)</u></a>
AIP2.10	<a href="#"><u>Institution-Set Standards and Institutional Effectiveness Goals Review</u></a>
AIP2.11	<a href="#"><u>Strategic Enrollment Management Plan 2017 Draft</u></a>

<b>Actionable Improvement Plan 3</b>		
<b>Self-Identified Improvement Plan</b>	<b>Timeline</b>	<b>Standard(s)</b>
The College will continue to assess its course student learning outcomes on a three-year cycle. Programs with capstone courses and/or license exams will continue with their established assessment cycles. General education degrees will be assessed starting spring 2015 using course outcome data. Assessment of institutional learning outcomes will be revised in spring 2015 with a College-wide professional workshop that focuses on increased dialogue between disciplines. The Student Learning Outcomes and Assessment Committee (SLOAC) will develop and run all workshops and reports.	Completed	II.A.1.c
<b>Outcome(s):</b>		
<p>The Student Learning Outcomes and Assessment Committee (SLOAC) continues to function as a planning, training, advisory, and supportive body for the campus. The campus has continued to provide requested resources to support the functions and goals of the committee, including three Division Assessment Coordinators (ACs). ACs function to provide training, support, guidance, and alignment with College Mission and Goals as pertain to assessment and its incorporation into College planning. [<a href="#">AIP3.1</a>]</p> <p>College-wide dialogue is promoted through newsletters, Flex Day presentations, and committee discussions in the Academic Senate and the Council of Department Chairs and Program Directors. Additionally, an assessment calendar is maintained and ongoing bimonthly strategy meetings are held. [<a href="#">AIP3.2</a>, <a href="#">AIP3.3</a>, <a href="#">AIP3.4</a>, <a href="#">AIP3.5</a>]</p> <p>By Fall 2017, as detailed in the Accreditation Follow-Up Report (AFR), the goals described in the Acceleration Plan were achieved. In Fall 2017, the College was able to achieve 100% assessment of all active courses and programs in SLOs and PLOs. At the end of fall 2017, 100% assessment of ILOs was completed. In Spring 2018, the College will continue ongoing assessment with a focus on program-level assessment. [<a href="#">AIP3.6</a>, <a href="#">AIP3.7</a>]</p>		

<b>AIP 3 Evidence</b>	
<b>Number</b>	<b>Title</b>
AIP3.1	<a href="#">Student Learning Outcomes and Assessment Committee Website</a>
AIP3.2	<a href="#">SLOAC Meeting Agendas and Minutes 2016-2017</a>
AIP3.3	<a href="#">SLOAC Assessment Timeline Fall 2017</a>
AIP3.4	<a href="#">SLOAC Assessment Update Fall 2017</a>
AIP3.5	<a href="#">SLOAC Updates in Merritt Connection Newsletter September-October 2017</a>
AIP3.6	<a href="#">Learning Assessment Report and Acceleration Plan 2015-2018</a>
AIP3.7	<a href="#">Accreditation Follow-Up Report October 2017</a>

<b>Actionable Improvement Plan 4</b>		
<b>Self-Identified Improvement Plan</b>	<b>Timeline</b>	<b>Standard(s)</b>
The College will review, update, and publish the Student Behavioral Manual and Student Code of Conduct and make them accessible in appropriate locations during the 2015-16 academic year.	Completed	II.A.7.c
<b>Outcome(s):</b>		
<p>The Student Behavioral Manual and Student Code of Conduct, updated in 2016 by the Vice President of Student Services and School Nurse, is located in the Merritt College Website. [<a href="#">AIP4.1</a>]</p> <p>Additionally, in the 2016-2017 Academic Year, the Director of Student Activities &amp; Campus Life reintroduced and reconstituted the Merritt College Student Handbook and Planner that had not been active since 2009. The Planner includes policies such as:</p> <ul style="list-style-type: none"> <li>• Prohibition of Harassment</li> <li>• Discrimination</li> <li>• Sexual Assault Procedures</li> <li>• Student Privacy: the Family Educational Rights and Privacy Act (FERPA), Student's Rights and Grievance Procedures, Grade Changes</li> <li>• Student Standards of Conduct</li> <li>• Discipline Procedures and Due Process</li> </ul> <p>All of the policies were published in English, Spanish and Chinese and are located online. [<a href="#">AIP4.2</a>, <a href="#">AIP4.3</a>, <a href="#">AIP4.4</a>]</p>		

<b>AIP 4 Evidence</b>	
<b>Number</b>	<b>Title</b>
AIP4.1	<a href="#">Student Behavioral and Sexual Assault Policies and Procedures Manual</a>
AIP4.2	<a href="#">2017-2018 Student Handbook and Planner, pp. 187-212</a>
AIP4.3	<a href="#">Student Concerns and Complaints Website</a>
AIP4.4	<a href="#">2017-2019 Merritt College Catalog, pp. 305-342</a>



<b>Actionable Improvement Plan 5</b>		
<b>Self-Identified Improvement Plan</b>	<b>Timeline</b>	<b>Standard(s)</b>
The College will determine counseling needs during 2014-15 for implementation of the Student Service Success Plan and increase the number of counseling faculty for the 2015-16 academic years.	Completed	II.B.1
<b>Outcome(s):</b>		
<p>A Student Services committee was established by the VPSS in 2015-16, including Counseling faculty among its members. The Committee met once a month to discuss Merritt’s needs that could be addressed/resolved by utilizing SSSP funding. The Committee also functions as a forum to keep members updated on activities so they could inform different constituencies of SSSP plans and accomplishments. [<a href="#">AIP5.1</a>]</p> <p>In 2014-15, the need for hiring counselors was discussed in the Counseling Department. As a result, the following year (2015-16) four new full-time, tenure-track counselors were hired in fall 2016 to address the needs for targeted services to African American (Sankofa), Latino (Puente), Veterans (Veterans) and DSPS (Accommodations) students. [<a href="#">AIP5.2</a>]</p> <p>The Counseling Department hired new adjunct counselors to replace faculty that had left or transitioned in order to continue having the capacity to serve the counseling and guidance needs of students. The Basic Skills Initiative grant earmarked funds to hire a dedicated counselor to address the needs of that particular high-risk student population. [<a href="#">AIP5.3</a>]</p> <p>Additionally, as part of the Basic Skills and Student Outcomes Transformation (BSSOT) Grant that the College was awarded in the Fall of 2017, we have hired a BSSOT Coordinator—Counseling to provide support to the various initiatives within the BSSOT grant. [<a href="#">AIP5.4</a>]</p> <p>Various programs regularly request counselors to provide services for the specific needs of their students, such as: Foster Youth, Child Development program, Oakland Promise, Basic Skills, Early Alert, and other District and Instructional programs. In 2014-15, the Counseling Department was able to provide counselors for CAFYES (foster youth), Basic Skills and Early Alert.</p> <p>To address the high volume of students needing counseling services to enroll in classes (remove blocks, balance hours, pre-requisite clearance, etc.), the full-time, tenure-track counselors work an 11-month contract (i.e., 18 additional days) to provide services two weeks before the beginning of each semester. SSSP funds were identified to address this need.</p>		

<b>AIP 5 Evidence</b>	
<b>Number</b>	<b>Title</b>
AIP5.1	<a href="#">Student Success and Support Program Meeting Minutes March-May 2015</a>
AIP5.2	<a href="#">Counselor Job Postings 2015-2016</a>
AIP5.3	<a href="#">Counseling Department Hiring 2015-2017</a>
AIP5.4	<a href="#">Basic Skills Transformation Grant Counselor Lead Job Posting</a>

<b>Actionable Improvement Plan 6</b>		
<b>Self-Identified Improvement Plan</b>	<b>Timeline</b>	<b>Standard(s)</b>
To supplement District research, an on-campus Research Data Specialist will analyze reports to increase data collection with regards to program effectiveness, grant projects, and evaluation of institutional effectiveness. The College will then be able to apply the analysis and data to improvement plans. During the 2015-16 academic years, the College will seek to hire a full-time Research Data Specialist to aid with these processes.	Completed	II.B.3
<b>Outcome(s):</b>		
<p>A permanent, full-time Research and Planning Officer was hired in Fall 2015. <a href="#">[AIP6.1]</a> The College Researcher increased data-driven planning and decision-making (e.g., EMP, APUs, BS, Student Equity, SSSP, and SWF) by providing timely and accurate reports extracted from the District’s Business Information Tool (BI Tool) <a href="#">[AIP6.2]</a></p> <p>The Research and Planning Officer has played a key role in improving Merritt’s Integrated Planning and Budget Model, particularly the APU/Program Review process. Through the work of the Researcher, the College has localized the District APU template, created a clear timeline for the APU/PR process, enhanced the Institutional Research website. Additional goals are to improve College-wide evaluations of institutional effectiveness and processes, e.g., ISSs, IE goals, planning summits, and widespread surveys. <a href="#">[AIP6.3, AIP6.4]</a></p>		

<b>AIP 6 Evidence</b>	
<b>Number</b>	<b>Title</b>
AIP6.1	<a href="#">Research and Planning Officer Job Description</a>
AIP6.2	<a href="#">Institutional Research Website and Data Reports</a>
AIP6.3	<a href="#">Annual Program Update Process and Resources Fall 2017</a>
AIP6.4	<a href="#">Strategic Planning Summit Presentations 2016-2017</a>

<b>Actionable Improvement Plan 7</b>			
<b>Self-Identified Improvement Plan</b>	<b>Timeline</b>	<b>Standard(s)</b>	<b>Responsible Party</b>
The College will assess and expand online student services to include ease of enrollment, accessibility and ascertain levels of satisfaction. This is scheduled for 2015-16.	Ongoing Spring 2019	II.B.3.a	Vice President of Student Services, Dean of Enrollment Services, Distance Education Coordinator
<b>Outcome(s):</b>			
<p>Since 2016, the College has offered group-facilitated and face-to-face orientations with an online component. The dual options provided greater ease of access for all students, particularly those with special considerations such as time or transportation constraints. This shift has improved the opportunities for enrollment and increased the number of students served. [<a href="#">AIP7.1</a>]</p> <p>Students who accessed online orientation also received assistance onsite from Student Services. To support the transition to online enrollment, student ambassadors were hired and trained each semester to assist new and returning students gain access and navigate through the online portals. [<a href="#">AIP7.2</a>, <a href="#">AIP7.3</a>]</p> <p>To evaluate and assess the quality and effectiveness of orientations, a SurveyMonkey was initiated to gather data. After analysis and data compilation, student ratings ranged from good to excellent in areas of satisfaction of services. The College is again offering face-to-face enrollment since some survey data indicated that students preferred this option. [<a href="#">AIP7.4</a>]</p> <p>The College will continue to focus on improving the online enrollment process by updating the online orientation and refining online website options to include e-counseling and student education plans. Additional strategies are to investigate the District efforts to improve student experiences in enrollment in classes. [<a href="#">AIP7.5</a>, <a href="#">AIP7.6</a>]</p> <p>While the College feels that we have made important improvements in this area, we still want to focus on the improving the ease of enrollment that can lead to increased service to students.</p>			

<b>AIP 7 Evidence</b>	
<b>Number</b>	<b>Title</b>
AIP7.1	<a href="#">New Student Orientation Website</a>
AIP7.2	<a href="#">Student Ambassador Job Description</a>
AIP7.3	<a href="#">Online Orientation Sessions 2015-2018</a>
AIP7.4	<a href="#">Student Orientation Survey Results 2015-2016</a>
AIP7.5	<a href="#">Steps to Apply and Enroll Website</a>
AIP7.6	<a href="#">District Strategic Enrollment Management Plan 2017 Draft</a>

<b>Actionable Improvement Plan 8</b>		
<b>Self-Identified Improvement Plan</b>	<b>Timeline</b>	<b>Standard(s)</b>
The College will update and expand existing Merritt College Library (MCL) collections, staff, and funding sources and seek to identify additional instructional space for MCL functions and activities. This is scheduled for spring 2015 and will be ongoing.	Completed	II.C.1
<b>Outcome(s):</b>		
<p><b>Collections</b> To update library collections during the 2016-2017 academic year, the Library added over 400 new volumes and continued focused weeding of older materials to increase the proportion of titles published within the past five years from three to five percent of total holdings. Ongoing collection development has resulted in the acquisition of an additional 300 books thus far in 2017-2018. [<a href="#">AIP8.1</a>]</p> <p><b>Staffing</b> Efforts to bolster library staffing in support of extended operating hours succeeded with the hiring of:</p> <ul style="list-style-type: none"> <li>• A permanent, full-time, tenure-track librarian in August 2016,</li> <li>• A Principal Library Technician and a Senior Library Technician in October 2016 and May 2017, respectively, and</li> <li>• Additional part-time librarians and library aides through Student Equity funding in 2016-2017 and 2017-2018 [<a href="#">AIP8.2</a>]</li> </ul> <p><b>Funding</b> Budget allocations for collection development and staffing were sustained from 2016-2017 to 2017-2018. [<a href="#">AIP8.3</a>]</p>		

<b>AIP 8 Evidence</b>	
<b>Number</b>	<b>Title</b>
AIP8.1	<a href="#">Merritt College Library New Books Added 2016-2017</a>
AIP8.2	<a href="#">Library Staff Hiring 2016-2017</a>
AIP8.3	<a href="#">Library Budgets 2015-2018</a>

<b>Actionable Improvement Plan 9</b>			
<b>Self-Identified Improvement Plan</b>	<b>Timeline</b>	<b>Standard(s)</b>	<b>Responsible Party</b>
The College will work with the District on developing a funded maintenance program that utilizes the principle that “total cost of ownership” is key in the development process for all physical resources including updates to Merritt College’s 60-year-old facilities.	Ongoing Spring 2019	III.B.1.a	President, Director of Facilities
<b>Outcome(s):</b>			
<p>In coordination with the District, the College relies on the following plans, processes, and activities to function within a “facilities total cost of ownership” framework.</p> <p>The annual facilities maintenance plan includes the 30-day Project that occurs during the summer when school is out. The Project addresses maintenance issues inside and outside of the classrooms and building surroundings. [<a href="#">AIP 9.1</a>]</p> <p>The daily Facility Maintenance Plan addresses effective solutions, prioritization, response efficiency, and costs through a work order system. Status reports are sent to the Colleges on a weekly basis. [<a href="#">AIP 9.1A</a>]</p> <p>The five-year Facilities Master Plan is currently being updated with the assistance of outside consultants. [<a href="#">AIP9.2</a>] Surveys were initially sent out by the consultants followed by campus forums regarding the Facilities Master Plan for Merritt, fall 2017. [<a href="#">AIP9.3</a>, <a href="#">AIP9.4</a>] This was followed by District discussions and review by the Board of Trustees. [<a href="#">AIP9.5</a>]</p> <p>To achieve and maintain a high level of campus cleanliness, an additional custodian was budgeted for fiscal year 2017-18. The position is currently being advertised. [<a href="#">AIP9.6</a>]</p> <p>In addition to hiring an additional custodian, and to address the repairs and maintenance of the 60-year old facilities, a new management position, a Director of Facilities is currently being advertised. [<a href="#">AIP 9.7</a>]</p> <p>The College will continue to assess and review processes and systems related to “total cost of ownership” and our overall facilities needs to provide required services to faculty, staff, and students.</p>			

<b>AIP 9 Evidence</b>	
<b>Number</b>	<b>Title</b>
AIP9.1	<a href="#">30-Day Proposed Projects 2017-2018</a>
AIP9.1A	<a href="#">Facilities Open Work Order List</a>
AIP9.2	<a href="#">Draft Facilities Master Plan 2017</a>
AIP9.3	<a href="#">Facilities and Sustainability Campus Forum Notes May 2016</a>
AIP9.4	<a href="#">Facilities Master Plan Forum Invitations and Minutes Fall 2017</a>

MERRITT COLLEGE ACCREDITATION MIDTERM REPORT

AIP9.5	<a href="#">Board of Trustees Retreat Agenda, November 28, 2017</a>
AIP9.6	<a href="#">Custodian Job Posting Fall 2017</a>
AIP9.7	<a href="#">Director of Facilities and Operations Job Posting Fall 2017</a>



<b>Actionable Improvement Plan 10</b>		
<b>Self-Identified Improvement Plan</b>	<b>Timeline</b>	<b>Standard(s)</b>
The District/College will develop, coordinate, and implement the District's enterprise system training workshops in order to optimize human resource competence by providing formal training for new employees along with professional development opportunities for existing employees. This is scheduled for fall 2016.	Completed	III.C.1.b
<b>Outcome(s):</b>		
<p>PROMT training workshops were conducted on Flex Days and during the semester that included one-on-one training, onboarding training (orientation, i.e., introduction to PROMT and systems) [<a href="#">AIP10.1</a>] The Business Services manual was updated to serve as a resource to new and existing staff. [<a href="#">AIP10.2</a>]</p> <p>These trainings were collaboratively accomplished with the Management Leadership Development Academy at Peralta (MLDAP) and the Chancellor. The first and second cohorts had several participants from Merritt who have since advanced to leadership positions at the College and the District. [<a href="#">AIP10.3</a>, <a href="#">AIP10.4</a>]</p> <p>Professional development opportunities for existing employees include a President's allocation for professional development for classified staff and instructional faculty. [<a href="#">AIP10.5</a>, <a href="#">AIP10.6</a>]</p>		

<b>AIP 10 Evidence</b>	
<b>Number</b>	<b>Title</b>
AIP10.1	<a href="#">Budgets, Requisitions, and Travel Presentation, October 2017</a>
AIP10.2	<a href="#">Business and Administrative Services Manual 2017</a>
AIP10.3	<a href="#">Management Leadership Development Academy of Peralta in C-Direct Newsletter June 2016 &amp; 2017</a>
AIP10.4	<a href="#">New Employee Orientation and Onboarding in C-Direct Newsletter March and August 2017</a>
AIP10.5	<a href="#">Classified Staff Professional Development Fund in Merritt Connection March 2017</a>
AIP10.6	<a href="#">Professional Development Committee Webpage and Application</a>

<b>Actionable Improvement Plan 11</b>			
<b>Self-Identified Improvement Plan</b>	<b>Timeline</b>	<b>Standard(s)</b>	<b>Responsible Party</b>
Merritt College and the Enrollment Management Task Force will develop and enhance target programs for high risk students; and early outreach to local high schools, academic and career pathways, and adult education that will align with the District Budget Allocation Model and State FTES apportionment funding	Ongoing Fall 2018	III.D.1.b	Vice President of Student Services, Dean of Enrollment Services
<b>Outcome(s):</b>			
<p>Within the context of state-generated apportionment and the District Budget Allocation Model that rewards Colleges for increased FTES, Merritt has partnered with the District to develop and enhance programs and services designed to meet the needs of the general student population in addition to targeted student populations. <a href="#">[AIP11.1]</a> The College and/or District launched several focused initiatives that included:</p> <p><b>“District Enrollment Management Summit”</b>: On March 3, 2017, this was an opportunity to hear about the District Enrollment Management Plan, share “promising practices” on student retention, learn about new initiatives (e.g., non-credit, AB 288, etc.) for potential areas of growth, and work with campus leadership on enrollment management planning. <a href="#">[AIP 11.2]</a></p> <p><b>“District Enrollment Management Committee”</b>: The District Enrollment Management Committee ensures that each College has in place an effective plan for recruiting, expanding, and maintaining its student enrollment, and also advises the four Colleges on issues of class scheduling. The Committee will work with each College and PBIM committees to develop and to implement each College’s Enrollment Management Plan. This committee will assure the broad dissemination of information to constituent groups. Specifically, the District Enrollment Management Committee will:</p> <ol style="list-style-type: none"> <li>1. Support collaborative activities that ensure student success in the spirit of “Moving In, to Moving Through, and Moving On;”</li> <li>2. Review existing marketing and outreach plans and projects from all four Colleges and recommend changes, as needed;</li> <li>3. Develop short-term and long-term enrollment management goals;</li> <li>4. Conduct research and continuously evaluate data related to effective enrollment management;</li> <li>5. Clarify delineation of functions and roles and responsibilities pertaining to enrollment between the District Office and the four Colleges; and,</li> <li>6. Identify issues requiring follow-up and/or referral within PBIM.</li> </ol> <p><a href="#">[AIP 11.3]</a></p> <p><b>“Merritt College Strategic Enrollment Management (SEM) Plan”</b>: In concert with the District Enrollment Plan efforts, Merritt has developed a draft College enrollment management plan that links to its Educational Master Plan. The purpose of SEM planning at Merritt 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</p>			

academic pursuits as well ensure continued enrollment growth and fiscal viability. [[AIP11.4](#)]  
A joint Academic Senate/Administration Enrollment Management Committee has been formed. Within the SEM is the Academic Senate's "Philosophy Statement on Enrollment Management" (March 16, 2017).

**"Super Saturdays"**: To support matriculation efforts across the District, for the last two semesters starting three weeks prior to the beginning of classes, the College held "Super Saturdays" for the community with the focused goals of:

1. Encouraging enrollment;
2. Easing and streamlining the enrollment process; and
3. Improving access for all interested students.

[[AIP 11.5](#)]

**"Transfer Day"**: A College-wide transfer fair was offered to prospective College students to create extended opportunities to gather and share information about transfer options.

[[AIP11.6](#)]

**"Career Day"**: A College-wide career fair was offered to prospective College students to create extended opportunities to gather and share information about career options. [[AIP11.7](#)]

**"Outreach"**: Merritt has seen gradual and consistent increases in enrollment. To maintain this growth the College will:

1. Increase the number of College tours to the College by 10%;
2. Increase the number of dual enrollment students who persist by 10%, and finally;
3. Adding additional community partners.

In alignment with Merritt's strategic goals, the district-wide outreach committee has created a uniform presentation for recruitment. [[AIP11.8](#), [AIP11.9](#)]

**"Partnerships"**: The College has several initiatives focusing on industry partners and related career pathways. For example, Student Services has focused on academic and career pathways and adult education through an expansion of services. These services have included non-credit enrollment. To support this option for students, a campaign was launched to promote noncredit development to faculty. A series of promotions with background information about noncredit were initiated campus-wide. [[AIP11.10](#)] The District Workforce Development and Continuing Education team supported this effort by providing presentations on noncredit courses and programs at both a Curriculum and Instruction Council meeting and a flex day workshop in October 2017. [[AIP11.11](#)]

**"Dual Enrollment"**: Through change in the requirements and restrictions related to dual enrollment, Merritt has promoted access through an increase in our courses being offered either at local high schools or on campus with an increase in high school age students. The College has focused on developing clear curricular pathways with Oakland Unified School District and several local charter schools. As a result, there has been a dramatic increase in the number of students who participate in this opportunity. [[AIP11.12](#)]

**"Community Day"**: The event was held in the breezeway of the Student Center, to introduce community members and leaders to the services, course offerings and opportunities offered by Merritt, and provided resources and information to inform and assist current and new students. The event featured tabling from over 20+ student services units, office of instruction units,

MERRITT COLLEGE ACCREDITATION MIDTERM REPORT

student clubs and community organizations. The event was free and open to the public. For our students and guests, ASMC sponsored “Taco Tuesday” food truck, that provided tacos to all participants. [[AIP 11.13](#)]

**AIP 11 Evidence**

<b>Number</b>	<b>Title</b>
AIP11.1	<a href="#">FTES and FTEF Allocations Based on BAM 2017-2018</a>
AIP11.2	<a href="#">District Enrollment Management Summit March 2017</a>
AIP11.3	<a href="#">District Strategic Enrollment Management Advisory Task Force Website</a>
AIP11.4	<a href="#">Strategic Enrollment Management Plan 2017</a>
AIP11.5	<a href="#">Super Saturdays Announcements 2017</a>
AIP11.6	<a href="#">Transfer Day Flyer October 2017</a>
AIP11.7	<a href="#">Job Fair November 2016</a>
AIP11.8	<a href="#">Outreach Events Calendar 2015-2016</a>
AIP11.9	<a href="#">In-Reach Events 2016-2017</a>
AIP11.10	<a href="#">Noncredit Promotion</a>
AIP11.11	<a href="#">Noncredit Curriculum Presentation October 2017</a>
AIP11.12	<a href="#">Concurrent and Dual Enrollment Trends 2013-2017</a>
AIP 11.13	<a href="#">Community Day Flyer</a>

<b>Actionable Improvement Plan 12</b>		
<b>Self-Identified Improvement Plan</b>	<b>Timeline</b>	<b>Standard(s)</b>
The College will continue to enhance its relationship with faculty by delineating how the 10+1 (academic matters) applies to the Merritt College governance structures and College functions. Reliance on the Academic Senate and appropriate faculty leadership for academic matters will be specified for implementation of College-wide initiatives. In fall 2015, a graphic outline will be included in the College governance manual.	Completed	IV.A.2.b
<b>Outcome(s):</b>		
<p>The College continues to enhance its relationship with constituents by delineating how the 10+1 applies to its governance structures and operations. This is accomplished by regular faculty consultation on 10+1 matters. [<a href="#">AIP12.1</a>]</p> <p>The College completed the Collegial Governance Decision making flow chart in fall 2015 and updated it in February 2016. The decision-making chart in the governance handbook outlines and clarifies the communication structure. [<a href="#">AIP12.2</a>]</p> <p><b>Progress Since Fall 2015</b></p> <p>Institutional Effectiveness Partnership Initiative Innovation and Effectiveness Grant Focus Area E: “Establish clear lines of communication throughout the College to increase engagement by all constituencies” with the following objectives: [<a href="#">AIP12.3</a>]</p> <ol style="list-style-type: none"> <li>1. Make recommendations for improvement based on the results of the spring 2017 governance evaluation process [<a href="#">AIP12.4</a>]</li> <li>2. Draft a College Council constitution for inclusion in the revised participatory governance handbook to delineate the roles and responsibilities of participatory governance committees. [<a href="#">AIP12.5</a>]</li> <li>3. Participatory governance committee members evaluate the effectiveness of their respective committees in April/May of each year. [<a href="#">AIP12.6</a>]</li> <li>4. The Peralta Community College District has been hosting a series of conversations with College and District Academic Senates on participatory governance and the 10+1. [<a href="#">AIP12.7</a>]</li> <li>5. The Merritt College Academic Senate President meets regularly with the College President and Vice Presidents. [<a href="#">AIP12.8</a>]</li> <li>6. In accordance with the by-laws of our College Council, the leaders of the Classified Senate, the Academic Senate, meet with the Chair of the College Council and the President to set the agenda for the College Council. [<a href="#">AIP12.9</a>]</li> </ol>		

<b>AIP 12 Evidence</b>	
<b>Number</b>	<b>Title</b>
AIP 12.1	<a href="#">10+1 Matters on Academic Senate Meeting Agendas Spring 2017</a>
AIP 12.2	<a href="#">Collegial Decision-Making Process Flow-Chart February 2016</a>
AIP 12.3	<a href="#">Institutional Effectiveness Partnership Initiative Grant 2016-2017</a>
AIP 12.4	<a href="#">Participatory Governance and Engagement Presentation Spring 2017</a>

MERRITT COLLEGE ACCREDITATION MIDTERM REPORT

AIP 12.5	<a href="#">Participatory Governance Handbook Draft Fall 2017</a>
AIP 12.6	<a href="#">Governance Assessment Results 2017</a>
AIP 12.7	<a href="#">C-Direct with Announcement of District 10+1</a>
AIP 12.8	<a href="#">Regular Meetings with College President and Vice Presidents</a>
AIP 12.9	<a href="#">Leadership Council Email from President</a>



<b>Actionable Improvement Plan 13</b>		
<b>Self-Identified Improvement Plan</b>	<b>Timeline</b>	<b>Standard(s)</b>
To increase administrative position stability and enhance the College's participatory governance process, the College President will complete the permanent searches for administrative positions by spring 2015 and support long term planning and administrative stability by assisting with and advocating for reconvening the District Administrative Leadership Training Program as a means of fostering future administrative leaders from within existing faculty and administration personnel.	Completed	IV.B.2.b
<b>Outcome(s):</b>		
<p>From 2015-2016, all administrative positions were filled. More recently there has been turnover; the College has since hired a permanent President, Vice President of Student Services (VPSS), and a new Dean of Allied Health and Public Safety. The Director of Student Activities and Campus Life has also been filled. The addition of a third dean, constitutes a new division structure with the goal of equitably distributing the workload and increasing division productivity. [<a href="#">AIP13.1</a>]</p> <p>The College is in the process of filling two dean positions permanently. [<a href="#">AIP13.2</a>] The new Director of Facilities and Operations position has been posted. [<a href="#">AIP13.3</a>] The new VPSS position began in January 2018. The College is in the process of filling a new Dean of Enrollment Services. [<a href="#">AIP 13.4</a>]</p> <p>Several Merritt College employees were selected and participated in the 2015-16 and the 2016-17 Management Leadership Development Academy at Peralta. [<a href="#">AIP13.5</a>] The New Employee Orientation was an activity that originated at the District Leadership Academy. It was entitled Day Zero and was implemented by a team of participants in efforts to improve the onboarding of new Peralta Employees. [<a href="#">AIP13.6</a>, <a href="#">AIP13.7</a>]</p>		

<b>AIP 13 Evidence</b>	
<b>Number</b>	<b>Title</b>
AIP13.1	<a href="#">Administrative Hiring 2015-2018</a>
AIP13.2	<a href="#">Division Deans Job Postings Fall 2017</a>
AIP13.3	<a href="#">Director of Facilities and Operations Job Posting Fall 2017</a>
AIP13.4	<a href="#">Dean of Enrollment Services Job Description</a>
AIP13.5	<a href="#">Management Leadership Development Academy of Peralta in C-Direct Newsletter June 2016 and June 2017</a>
AIP13.6	<a href="#">New Employee Orientation and Onboarding in C-Direct Newsletter March and August 2017</a>
AIP13.7	<a href="#">Management Leadership Development Academy of Peralta Program June 2016</a>

## Data Trend Analysis

This section will review key student success, achievement and financial metrics reported annually in the ACCJC Annual Reports. This section also provides an overview of student demographic trends and a student demographic profile for fall 2017. Since the 2015 Self-Study, Merritt has increased its understanding of institution set-standards. Each year, the College reviews updated data, reassesses methodology for determining standards using three- and five-year averages, and evaluates actual performance based on institution-set standards as part of its strategic planning summits.

<b>Student Course Completion</b>			
ACCJC Reporting Year	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Reported Term</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
Institution Set-Standard	69%	67%	63%
Stretch Goal	67%	67%	67%
Actual Performance	65%	66%	66%
Difference between Standard and Performance	-4%	-1%	+3%
Difference between Stretch Goal and Performance	+2%	+1%	+1%
<p>*Note that the College’s process for establishing institution-set standards involves reviewing trend data annually, recalculating averages, and reassessing the standard. Each year we improve our understanding of institution-set standards and refine our methodology. The College will be reviewing stretch goals in our upcoming Spring 2018 Strategic Planning Summit. We also anticipate key conversations about Guided Pathways may impact our overall stretch goals.</p> <p><b>Analysis of the data:</b> While the overall average course completion rate has remained relatively flat, various other initiatives at the College explore this metric in depth to analyze changes across department, programs and diverse student groups (Gender, Race/Ethnicity, Age Groups, Disability Status, Veteran Status, Low Income Status and Foster Youth). The Student Success and Support Program (SSSP)/Student Equity Committee analyzes the achievement gap in course completion, which informs the planning and improvement of needed student support services. Through this work, Merritt has achieved improvement in course completion in several student groups.</p>			
<b>Degree Completion</b>			
ACCJC Reporting Year	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Reported AY</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Institution Set Standard	300	312	212
Stretch Goal	N/A	N/A	450
Actual Performance	253	293	398
Difference between Standard and Performance	-47	-19	+186
Difference between Stretch Goal and Performance	N/A	N/A	52

MERRITT COLLEGE ACCREDITATION MIDTERM REPORT

\*Note that the College’s process for establishing institution-set standards involves reviewing trend data annually, recalculating averages, and reassessing the standard. Each year we improve our understanding of institution-set standards and refine our methodology. The College will be reviewing stretch goals in our upcoming Spring 2018 Strategic Planning Summit. We also anticipate key conversations about Guided Pathways may impact our overall stretch goals.

**Analysis of the data:** Degree completions has been steadily increasing in the last three years. Associate Degrees in Social and Behavioral Sciences and Health Sciences continue to be programs that graduate a large number of students annually. The ISS in this area dropped because of shifts in the three-year versus 5 year averages. Our stretch goal is based on anticipated increases due to the renewed emphasis on degree completion through Strong Workforce Project, Perkins, Equity Plans, and the developmental work through our Basic Skills Transformation grant.

**Certificate Completion**

ACCJC Reporting Year	2015	2016	2017
Reported AY	2013-2014	2014-2015	2015-2016
Institution Set Standard	222	222	322
Stretch Goal	N/A	N/A	640
Actual Performance	347	467	537
Difference between Standard and Performance	125	245	215
Difference between Stretch Goal and Performance	N/A	N/A	103

\*Note that the College’s process for establishing institution-set standards involves reviewing trend data annually, recalculating averages, and reassessing the standard. Each year we improve our understanding of institution-set standards and refine our methodology. The College will be reviewing stretch goals in our upcoming Spring 2018 Strategic Planning Summit. We also anticipate key conversations about Guided Pathways may impact our overall stretch goals.

**Analysis of the data:** Certificate completions have been steadily increasing in the last three years. Child Development is consistently the program with the largest number of students earning certificates. In recent years, a large number of students complete certificates in Transfer Studies/CSU GE-Breadth and Clinical Medical Assisting. Our stretch goal is based on anticipated increases due to the renewed emphasis on certificate completion through Strong Workforce Project, Perkins, Equity Plans, and the developmental work through our Basic Skills Transformation grant.

**Transfer**

ACCJC Reporting Year	2015	2016	2017
Reported AY	2013-2014	2014-2015	2015-2016
Institution Set Standard	300	175	187
Stretch Goal	N/A	N/A	226
Actual Performance	228	180	197
Difference between Standard and Performance	-72	+5	+10
Difference between Stretch Goal and Performance	N/A	N/A	+29

\*Note that the College’s process for establishing institution-set standards involves reviewing trend data annually, recalculating averages, and reassessing the standard. Each year we improve our understanding of institution-set standards and refine our methodology. The College will be reviewing stretch goals in our upcoming Spring 2018 Strategic Planning Summit. We also anticipate key conversations about Guided Pathways may impact our overall stretch goals.

MERRITT COLLEGE ACCREDITATION MIDTERM REPORT

**Analysis of the Data:** Number of transfers varies from year to year. The College is focused on supporting transfers, especially to CSU and UCs, through focused initiatives outlined in its Educational Master Plan and supported by SSSP and Student Equity. With the College's efforts to implement that Guided Pathway framework, we anticipate growth in transfer.

**Student Learning Outcomes Assessment**

ACCJC Reporting Year	2015	2016	2017
Number of Courses	764	443	443
Number of Courses Assessed	285	265	245
Number of Programs	75	44	46
Number of Programs Assessed	13	4	29
Number of Institutional Learning Outcomes	6	6	6
Number of Institutional Learning Outcomes Assessed	2	3	4

**Analysis of the Data:** From 2016-2017, Merritt implemented a plan to accelerate the assessment of student learning outcomes at the course, program and institutional levels. In that process, the College refined its methodology for defining 'active' courses in order to closely track this assessment completion. In addition, the College is on a three-year rolling assessment cycle and most assessments are completed late in the spring semester. At the time of annual report submission, in early spring, many course assessments are in the process of being completed. In fall 2017, the College reported 100% assessment of courses, programs and institutional learning outcomes.

**Licensure Pass Rate**

2016					
Program	Standard	Actual Performance	Difference	Stretch Goal	Difference
Nursing	70%	94%	+24%	100%	+6%
Radiologic Science	70%	100%	+30%	100%	+0%
Dietary Technician	70%	67%	-3%	75%	+8%
Dietary Manager	70%	70%	0%	75%	+5%
2015					
Program	Standard	Actual Performance	Difference	Stretch Goal	Difference
Nursing	70%	100%	+30%	N/A	N/A
Radiologic Science	70%	89%	+19%	N/A	N/A
Dietary Technician	70%	75%	+5%	N/A	N/A
Dietary Manager	70%	60%	-10%	N/A	N/A
2014					
Program	Standard	Actual Performance	Difference	Stretch Goal	Difference
Nursing	70%	100%	+30%	N/A	N/A
Radiologic Science	70%	83%	+13%	N/A	N/A
Dietary Technician	70%	65%	-15%	N/A	N/A
Dietary Manager	70%	67%	-3%	N/A	N/A

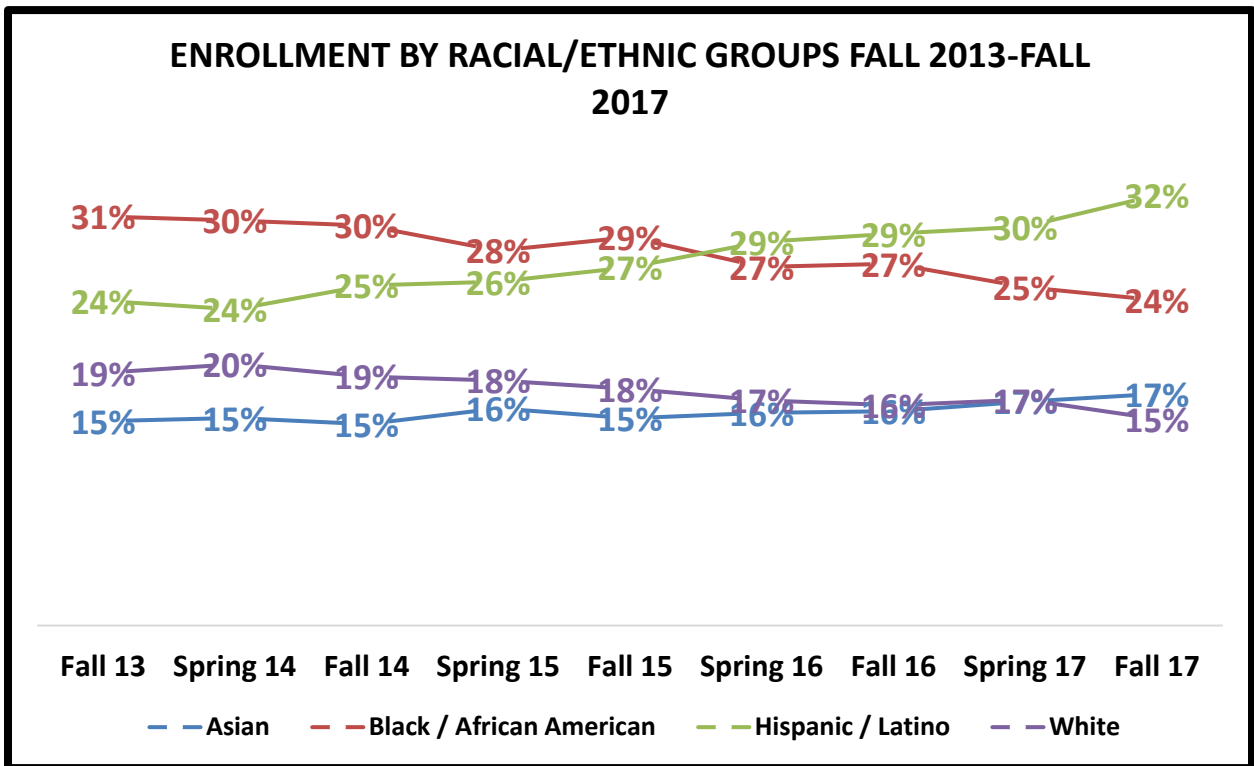
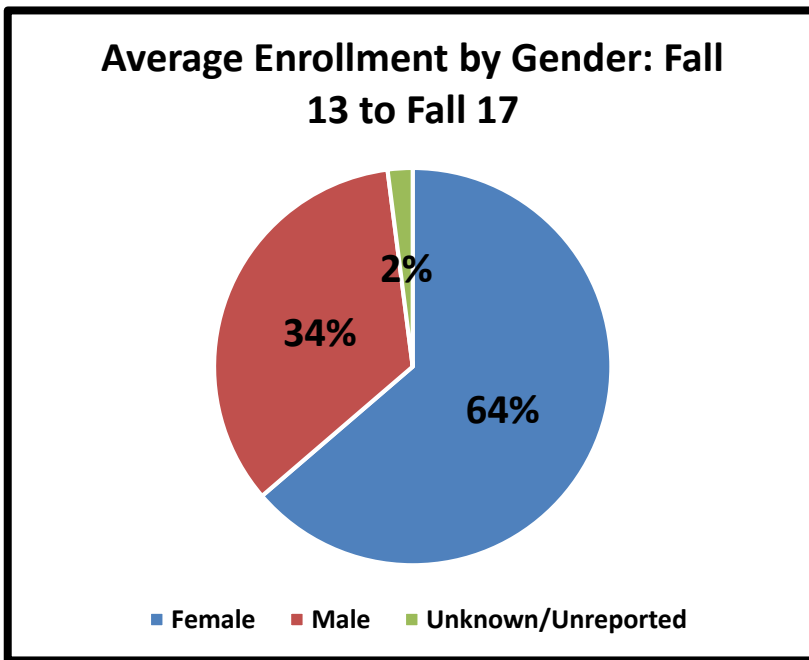
**Analysis of the data:** The Merritt College Nursing Program was named #1 in the state in 2017 and has consistently high licensure pass rates. The Radiologic Science Program also has high and increasing licensure pass rates. In the most recent year, the Dietary Manager Program reached the standard. The Dietary Technician Program has implemented an improvement plan for

MERRITT COLLEGE ACCREDITATION MIDTERM REPORT

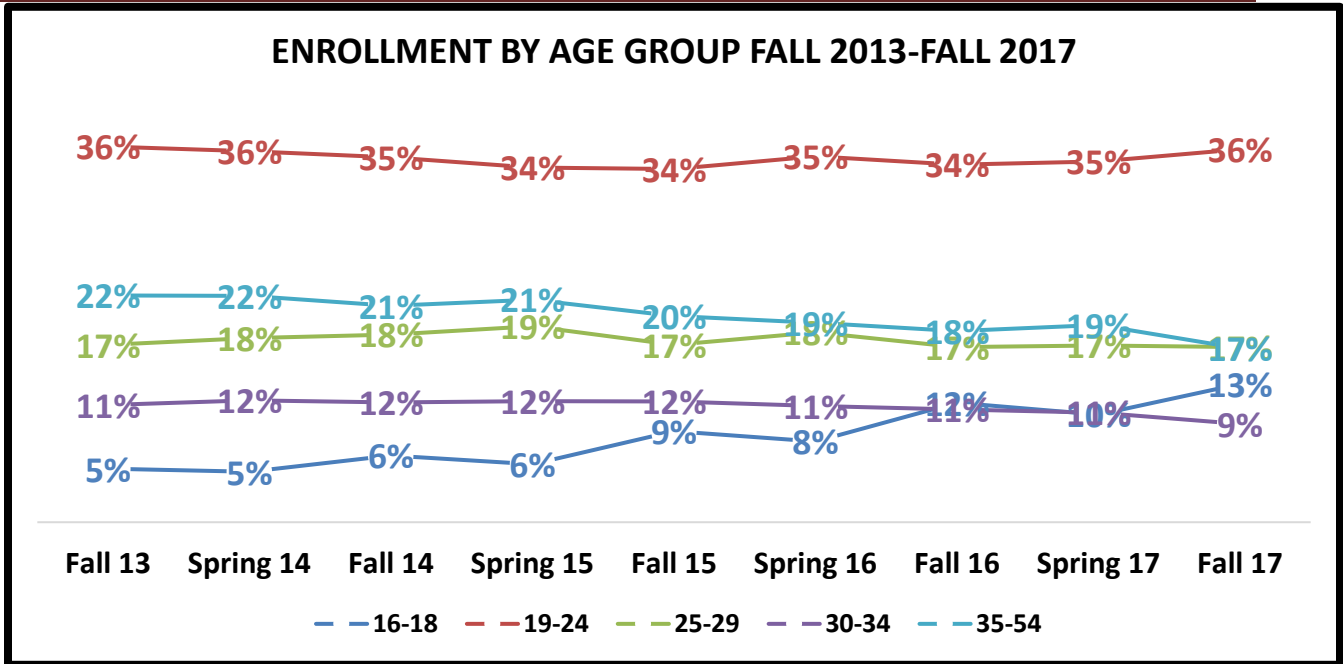
increasing pass rates. The national average for this program, 67%, is slightly lower than the College standard, but the most recent cohort of Dietary Technician students achieved a pass rate of 100%.					
<b>Job Placement Rate</b>					
<b>2016</b>					
Program Name	Institution Set Standard	Actual Performance	Difference	Stretch Goal	Difference
Radiologic Science	70%	100%	+30%	100%	0%
<b>2015</b>					
Program Name	Institution Set Standard	Actual Performance	Difference	Stretch Goal	Difference
Nursing		100%	n/a	100%	0%
<b>2014</b>					
Program Name	Institution Set Standard	Actual Performance	Difference	Stretch Goal	Difference
N/A					
<p>*Note that the College’s process for establishing institution-set standards involves reviewing trend data annually, recalculating averages, and reassessing the standard. Each year we improve our understanding of institution-set standards and refine our methodology. The College will be reviewing stretch goals in our upcoming Spring 2018 Strategic Planning Summit. We also anticipate key conversations about Guided Pathways may impact our overall stretch goals.</p> <p>The College is improving its system of tracking student and graduate employment outcomes. With the support of the Strong Workforce initiative, programs will be focused on improving student employment outcomes as well as reporting on these outcomes. In the future, we will be relying on the CTEOS data produced by Santa Rosa Junior College.</p>					

**Enrollment Demographics Trends: Fall 2013-Fall 2017**

Merritt College serves approximately 7,000 students per term and over 10,000 students per academic year. The study body is diverse, but has experienced some changes in demographics in recent years. The gender distribution has remained generally the same for the last several years, approximately 64% female and 34% male, however the racial/ethnic distribution of students has changed. The enrollment patterns of our largest ethnic groups (Asian, African American, Hispanic/Latino and White) has been in flux. The proportion of Hispanic/Latino and Asian students is increasing, while the proportion of African American students is declining. Currently, Hispanic/Latino students comprise the largest racial/ethnic group, followed by African American students. Enrollments of 16-18 and 19-24 year olds have increased and 19-24 year olds continue to be the largest age group of enrolled students.

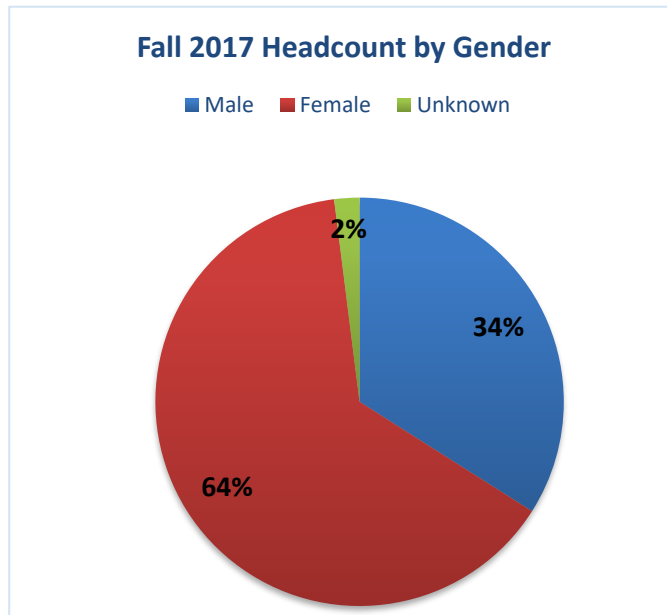


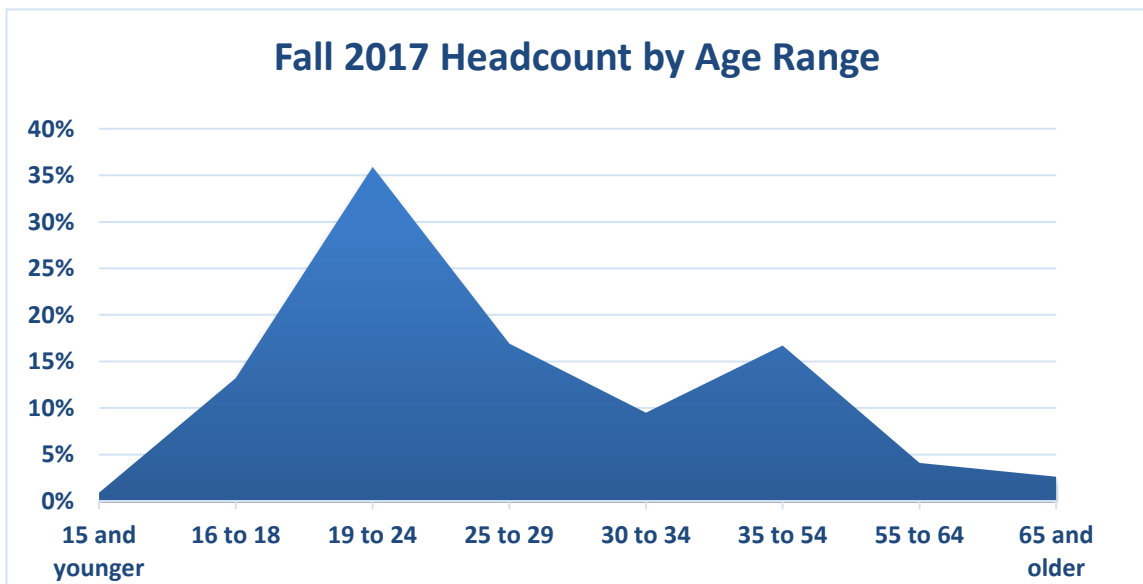
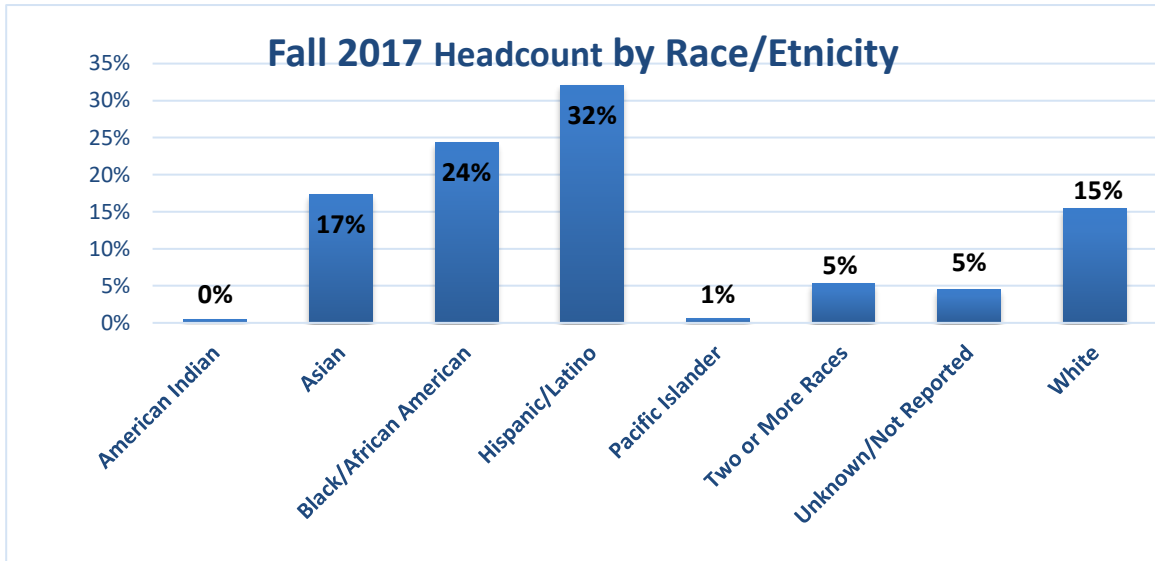




### Fall 2017 Student Demographic Profile

This semester, Fall 2017, Merritt College has an enrollment of 7,340 students diverse across gender, race/ethnicity, and age group. Distribution of students by gender has remained the same as previous semesters. The population of Hispanic/Latino students has increased to 32%, the highest in the history of the College. 19 to 24 year olds remain the largest age group at the College, although 16-18 year olds have increased, most likely due to an increase in dual and concurrent enrollment course offerings. The majority of students (86%) are enrolled part-time, and the most common educational goal for students is AA degree completion and transfer to a four-year institution.





**ANNUAL FISCAL REPORT DATA**

Category	Reporting year		
	2014	2015	2016
<b><u>General Fund Performance</u></b>			
Revenues	\$146,892,941	\$161,101,652	\$186,996,827
Expenditures	\$143,866,155	\$159,843,207	\$185,259,306
Expenditures for Salaries and Benefits	\$113,601,870	\$122,758,912	\$136,588,830
Surplus/Deficit	\$3,026,786	\$1,258,445	\$1,737,521
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	2%	1%	1%
Reserve (Primary Reserve Ratio)	13%	13%	11%

**Analysis of the data:** The District has consistently shown fiscal prudence over the past three reporting years, demonstrating surpluses over these years and maintaining a reserve ratio sufficiently above the 5% minimum generally acceptable reserve percentage.

<b><u>Other Post-Employment Benefits</u></b>			
Actuarial Accrued Liability (AAL) for OPEB	\$174,703,920	\$152,429,020	\$152,429,020
Funded Ratio (Actuarial Value of plan Assets/AAL)	0%	0%	0%
Annual Required Contribution (ARC)	\$11,228,305	\$9,874,857	\$9,874,857
Amount of Contribution to ARC	\$8,756,303	\$7,308,367	\$7,151,315

**Analysis of the data:** Actuarial Accrued Liability for OPEB will continue to decrease as fewer number of employees are eligible to receive lifetime retirement benefits since the District ceased offering lifetime retirement benefits for employees hired on or after July 1, 2004.

<b><u>Enrollment</u></b>			
Actual Full Time Equivalent Enrollment (FTES)	18,642	19,502	19,528

**Analysis of the data:** The District has maintained consistent enrollment figures over the past three reporting years.

<b><u>Financial Aid</u></b>			
USDE official cohort Student Loan Default Rate (FSLD - 3 year rate)	24%	28%	22%

**Analysis of the data:** Merritt College has entered into a partnership with ECMC-Project Success to address successful retention rates, loan repayment, and cohort default rates. The expected outcome of the ECMC partnership will be a further decline in the cohort default rate.

**APPENDIX: Glossary of Acronyms**

Accrediting Commission for Community and Junior Colleges	ACCJC
Accreditation Liaison Officer	ALO
Accreditation Response Team	ART
Actionable Improvement Plan	AIP
Annual Planning Updates	APU
Assessment Coordinator	AC
Basic Skills and Student Outcomes Transformation Grant	BSSOT
Budget Allocation Model	BAM
College Educational Master Planning Committee	CEMPC
Cooperating Agencies Foster Youth Educational Support	CAFYES
Distance Education	DE
Educational Master Plan	EMP
Family Educational Rights and Privacy Act	FERPA
Full-Time Equivalent Student	FTES
Institutional Effectiveness	IE
Institutional Effectiveness Partnership Initiative	IEPI
Institutional Learning Outcomes	ILO
Institution-Set Standards	ISS
Management Leadership Development Academy at Peralta	MLDAP
Merritt College Library	MCL
Oakland Unified School District	OUSD
Office of Institutional Effectiveness and Planning	OIEP
Program Learning Outcomes	PLO
Service Area Outcomes	SAO
Strategic Enrollment Management	SEM
Student Learning Outcomes	SLO
Student Learning Outcomes and Assessment Committee	SLOAC
Student Success and Support Program	SSSP
Vice President of Instructions	VPI
Vice President of Student Services	VPSS