



Merritt College

Data Portfolio for the Educational Master Plan

Draft March 24, 2016

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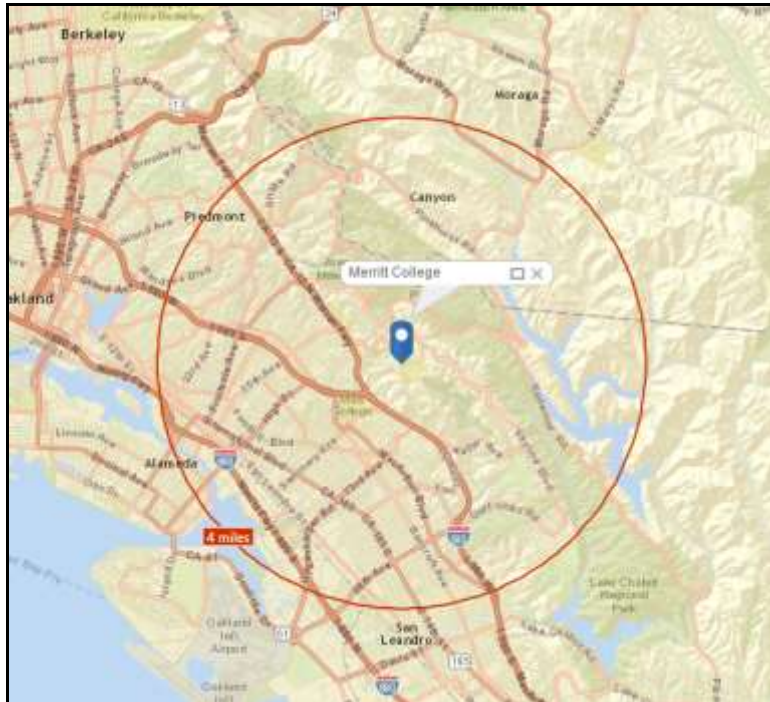
External Environmental Scan

Overview

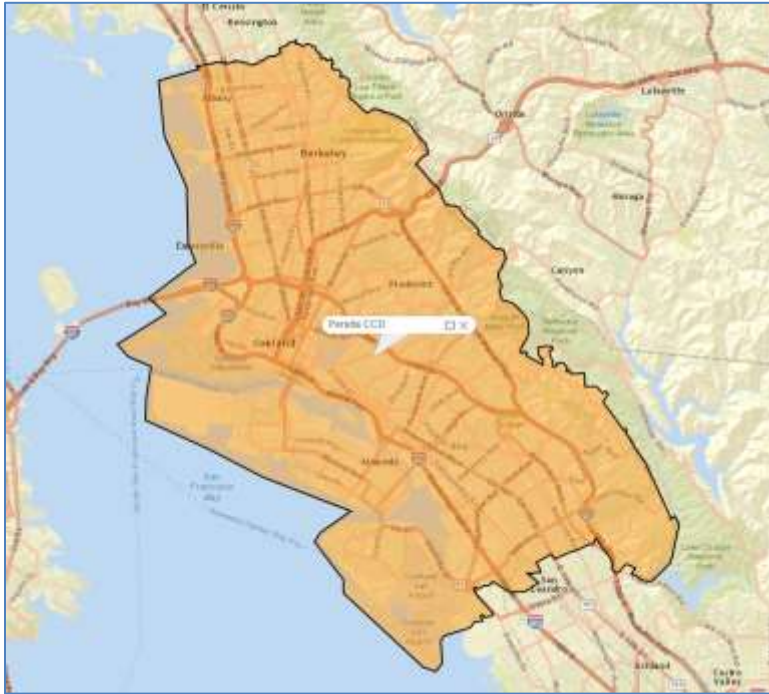
The External Scan is an analysis of the population of the college's service area. The data examines many metrics in an attempt to better understand who lives in the service area of the college. The college service area has been defined as a circular geographic area with a 4-mile radius, with the college at its epicenter. For comparison purposes, data is also provided for the Peralta Community College District, the County of Alameda and the State of California.

Students in California will attend a college for a variety of reasons. They do not always select the college that is closest to where they live. For the purposes of this plan, the region demarcated by the 4-mile ring is used to answer the questions, "Who lives in the area around the college?" and, "In which ways is that population changing?"

Following is a map showing the College's effective service area.



The following map shows the boundaries of the Peralta Community College District.



The following map shows Alameda County.

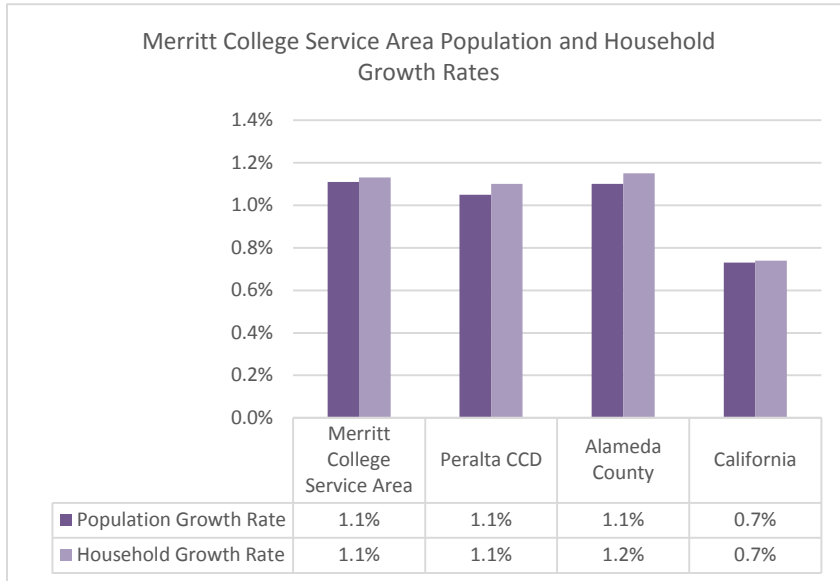


Demographic Trends of the population

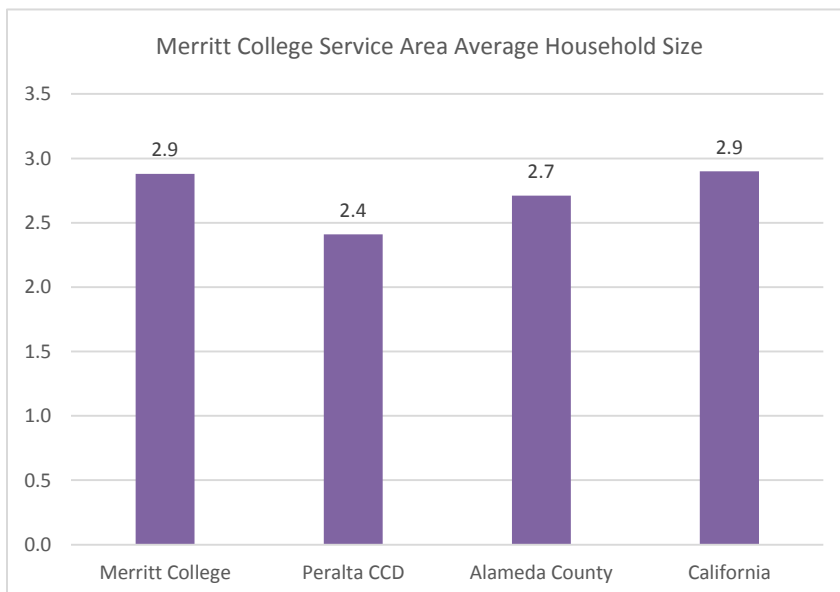
This section of the plan examines the demographic trends of the college service area population. Whenever helpful, the service area data includes comparison data for the population living in the entire District, the County and in the State.

Population Growth

The rates of growth in the population and the number of households in the College service area is 1.1% per year. These rates are approximately the same as those for the District and County populations and more robust than those for the State of California.



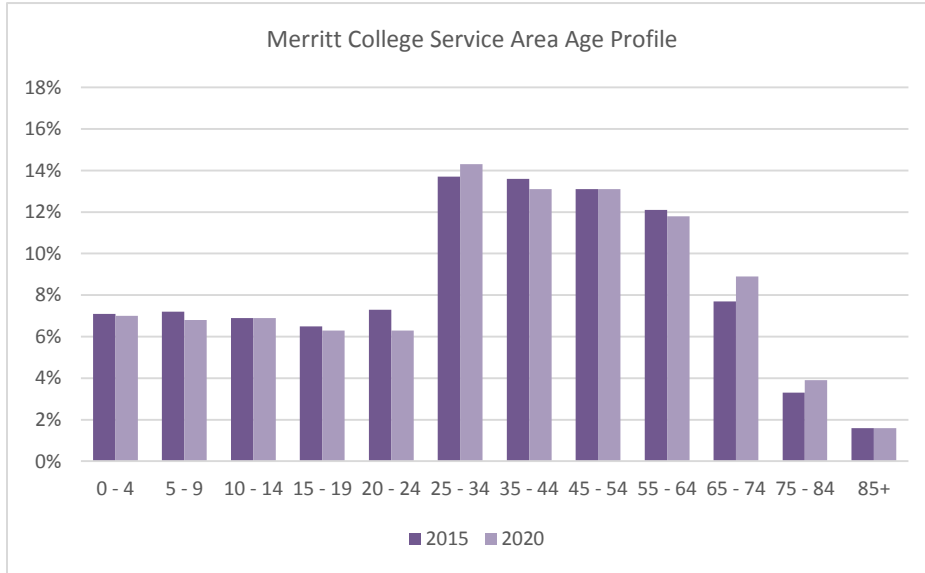
The Merritt College service area has average household size of 2.9 persons, the same as for the State of California. This is larger than the average household size for the District (2.4 persons) and the County (2.7 persons).



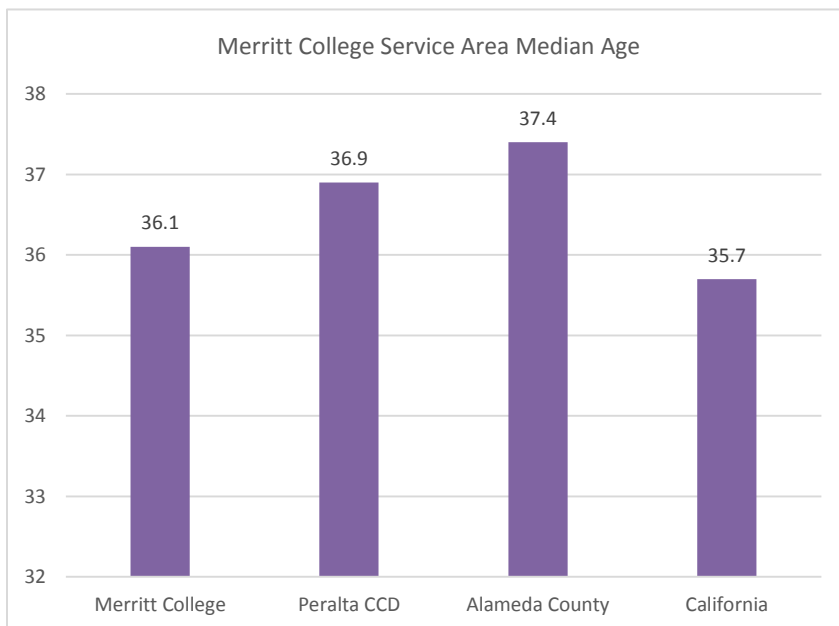
Age Profile

The age profile of the population is important for predicting future enrollment growth and for measuring the community college participation rate in the community.

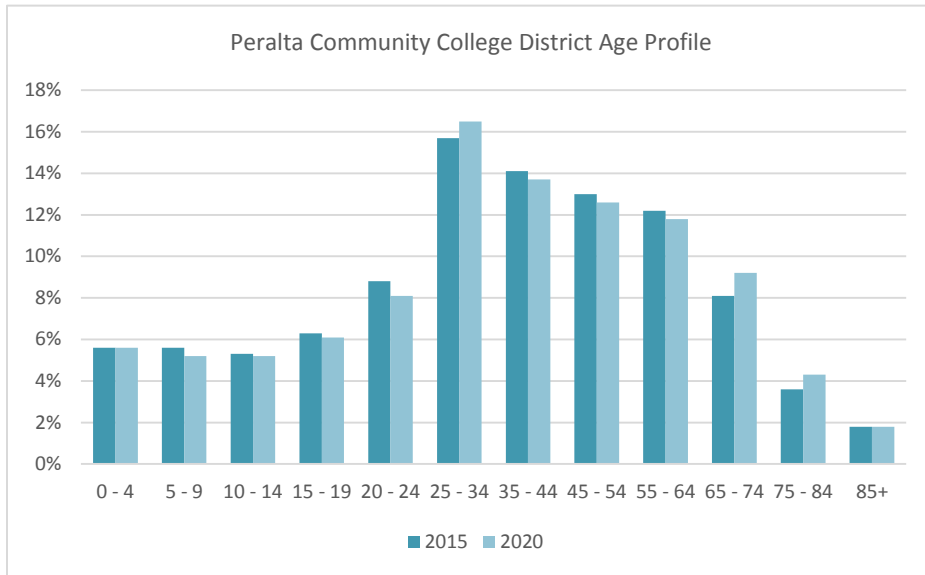
The Merritt College service area data reveal that all the age groups younger than 25 are projected to decline as a percentage of the population except for the 10 to 14-year-old segment that will remain static. There are only three age segments projected to grow as a percentage of the population. Those are the 25-34, 65-74 and 75-84 segments. Twenty-five to 34 year olds might present the best opportunity for enrollment growth over the next five years.



The Merritt College service area has a median age of 36.1 years. This is slightly younger than the population of the District (36.9 years) and the County (37.4 years). California’s population has a median age of 35.7.



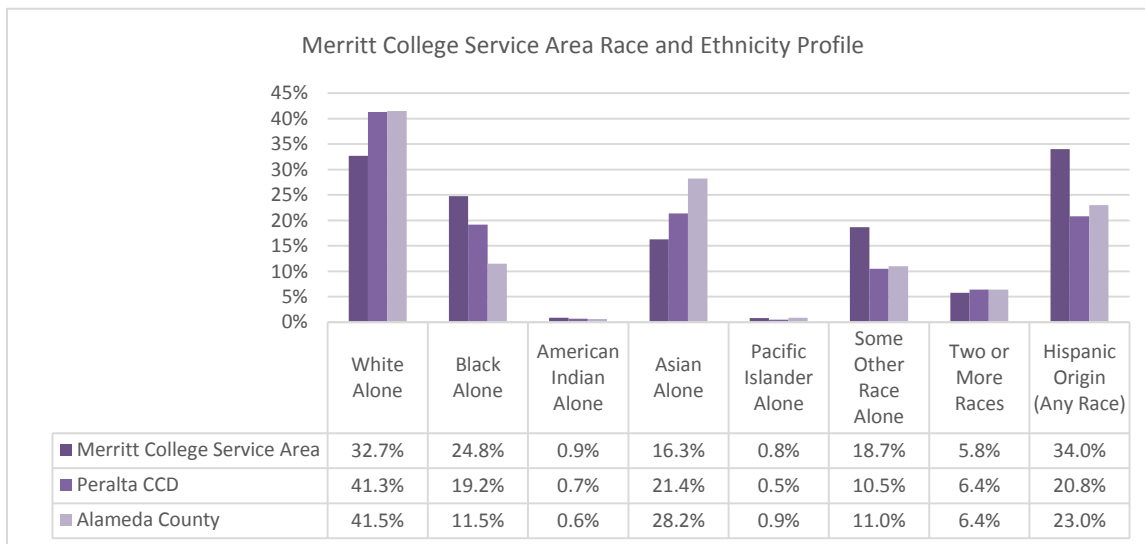
The District service area reflects the same age segmentation trend as the College with growth projected in the 25 to 34-year-old segment as well as in the 65-74 and 75-84 year old segments.



Race/Ethnicity

This section of the External Scan examines the race/ethnicity profile of the service area population. Note: people of Hispanic origin may be of any race.

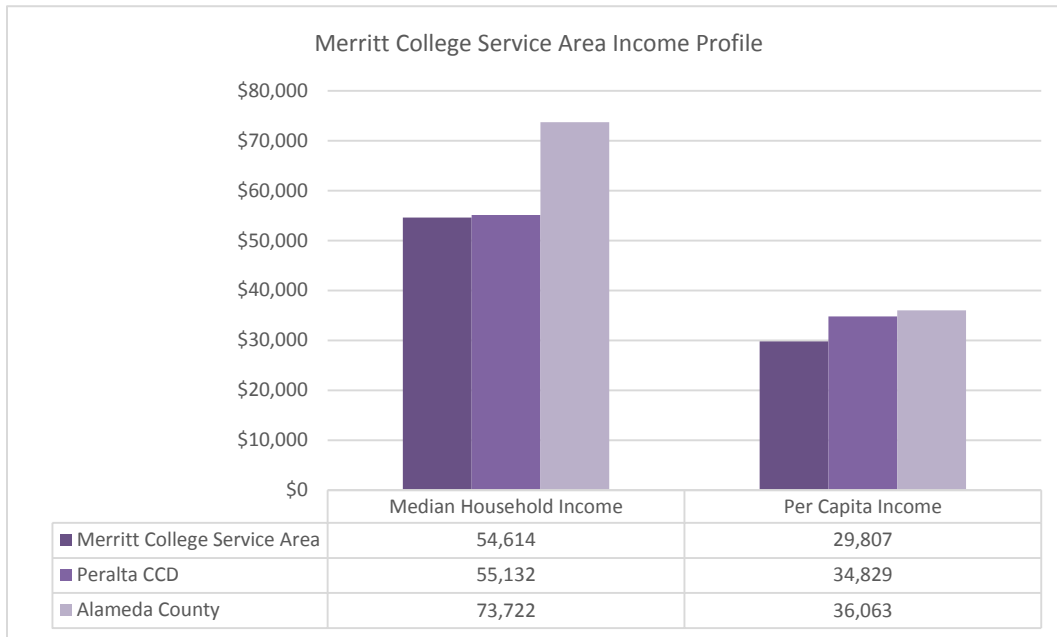
In the Merritt College service area, the majority of the population (34.0%) identify themselves as Hispanic. The next largest population segments are White Alone (32.7%), Black Alone (24.8%), Some Other Race Alone (18.7%) and Asian Alone (16.3%). The graph shows the race and ethnicity profile for the District and the County for comparison.



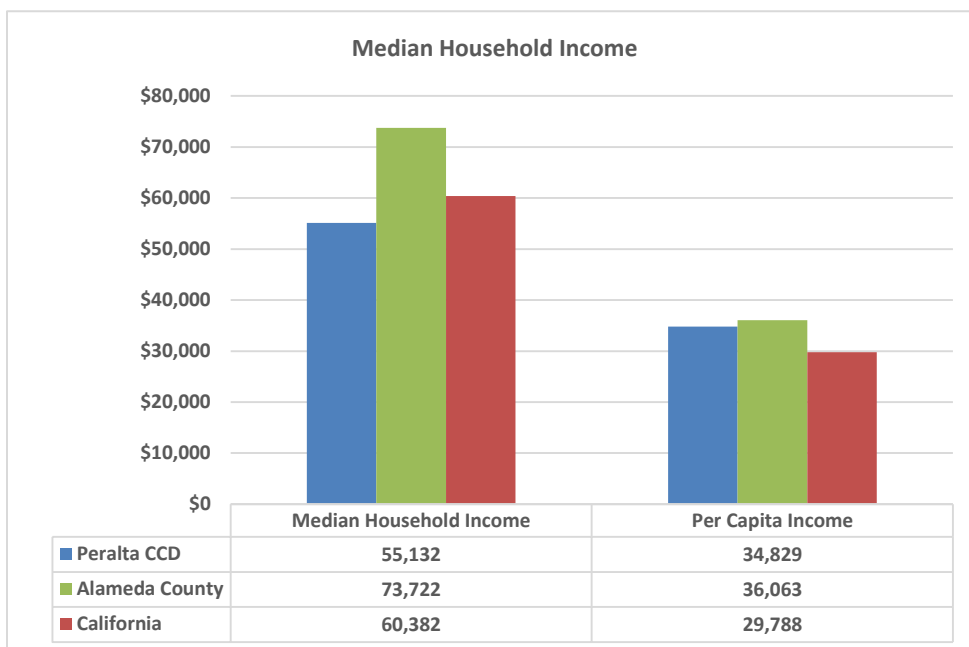
Income Profile

The income profile shows the relative income levels in the college service area compared with the population of the District and the County.

In the Merritt College service area, the median household income is \$54,614. This is slightly lower than the median income of the District population (\$55,132) and far lower than the level for the County (\$73,722). Per capita income in the college service area (\$29,807) is lower than that for the District and the County.



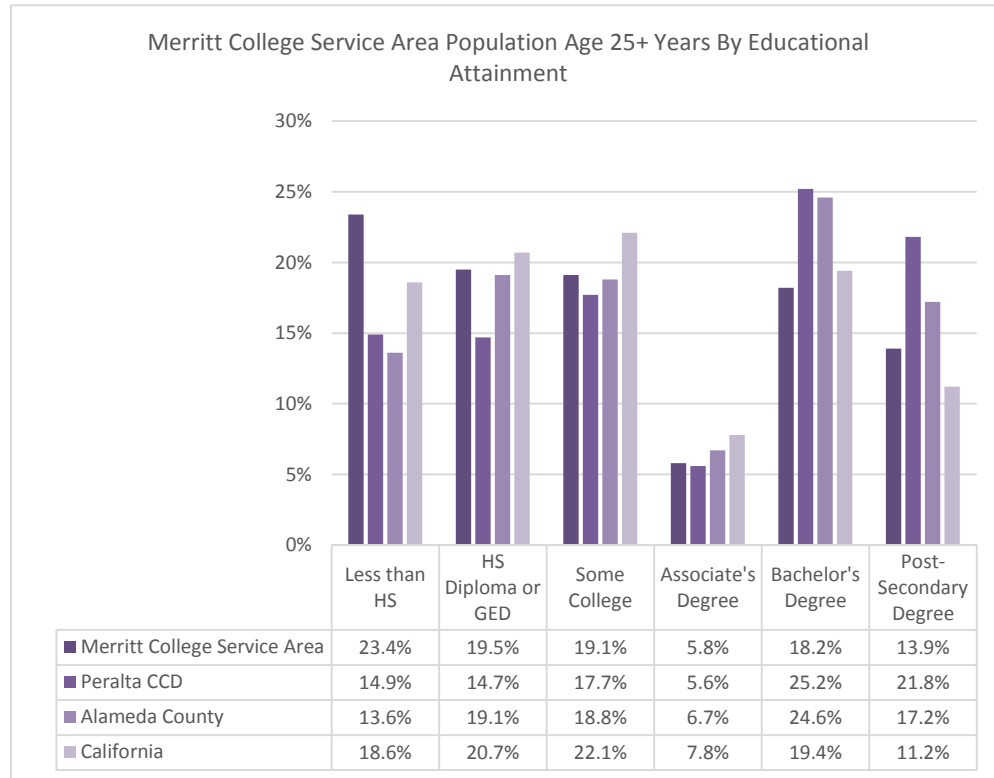
Looking at the District as a whole, median household income is lower than that of the county and the state. However, per capita income in the District is only slightly lower than the level for the County and higher than the state. This indicates a smaller average household size in the District that was previously shown to be true.



Educational Attainment

Educational attainment shows the highest level of education for the population 25 years of age and older.

In the Merritt College service area, the population is less highly educated than the District population. The graph shows that the percentages of the population 25 years and older holding Bachelor’s and other post-secondary degrees are lower than for the District and the County. The graph also shows large percentages of the population whose highest educational attainment are “Some College” and “HS Diploma, GED or Less”. In the college service area, 62.0% of the population fall into these two categories.



Language Spoken at Home

The following data shows the English proficiency for the population 5 years and older who live in a household that speaks another language at home. More specifically, the table values indicate the percentage of the population who do not speak English well for each of the languages spoken at home. For example, in the Peralta CCD service area, among the 18-64 age group who live in a household where Spanish is spoken at home, 4.2% of those individuals do not speak English well.

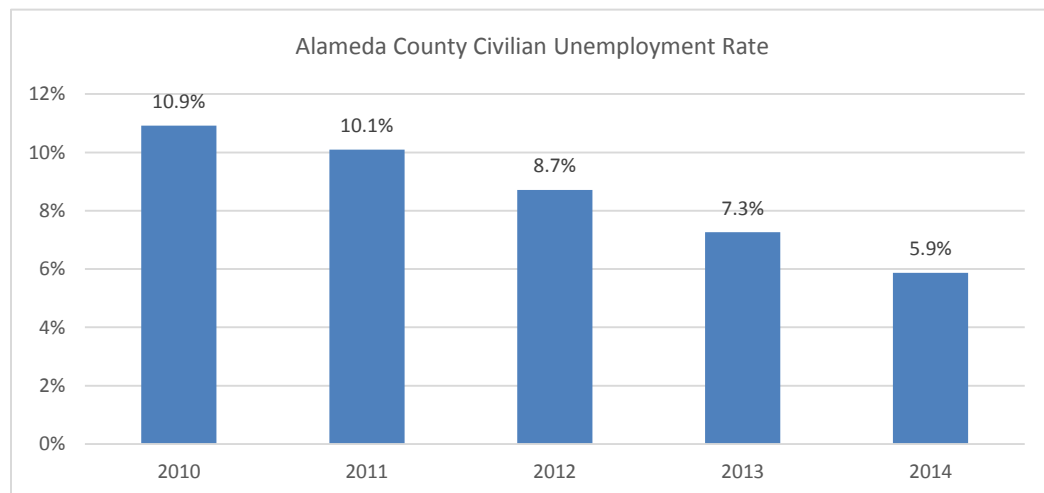
In the Merritt College service area 15.1% of the population does not speak English well. The largest concentration of these individuals are between 18 and 64 years of age and live in households where Spanish or Asian and Pacific Island languages are spoken.

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
5 to 17 years				
Speak Spanish	0.4%	0.2%	0.2%	0.4%
Speak other Indo-European languages	0.0%	0.0%	0.0%	0.0%
Speak Asian and Pacific Island languages	0.2%	0.1%	0.1%	0.1%
Speak other languages	0.0%	0.0%	0.0%	0.0%
18 to 64 years				
Speak Spanish	8.8%	4.2%	3.8%	6.4%
Speak other Indo-European languages	0.2%	0.2%	0.4%	0.4%
Speak Asian and Pacific Island languages	3.1%	2.9%	2.5%	1.5%
Speak other languages	0.2%	0.1%	0.1%	0.1%
65 years and over				
Speak Spanish	0.8%	0.4%	0.4%	1.0%
Speak other Indo-European languages	0.1%	0.1%	0.3%	0.3%
Speak Asian and Pacific Island languages	1.3%	1.6%	1.3%	0.8%
Speak other languages	0.0%	0.0%	0.0%	0.0%
Total	15.1%	9.8%	9.1%	11.0%

Economic Data

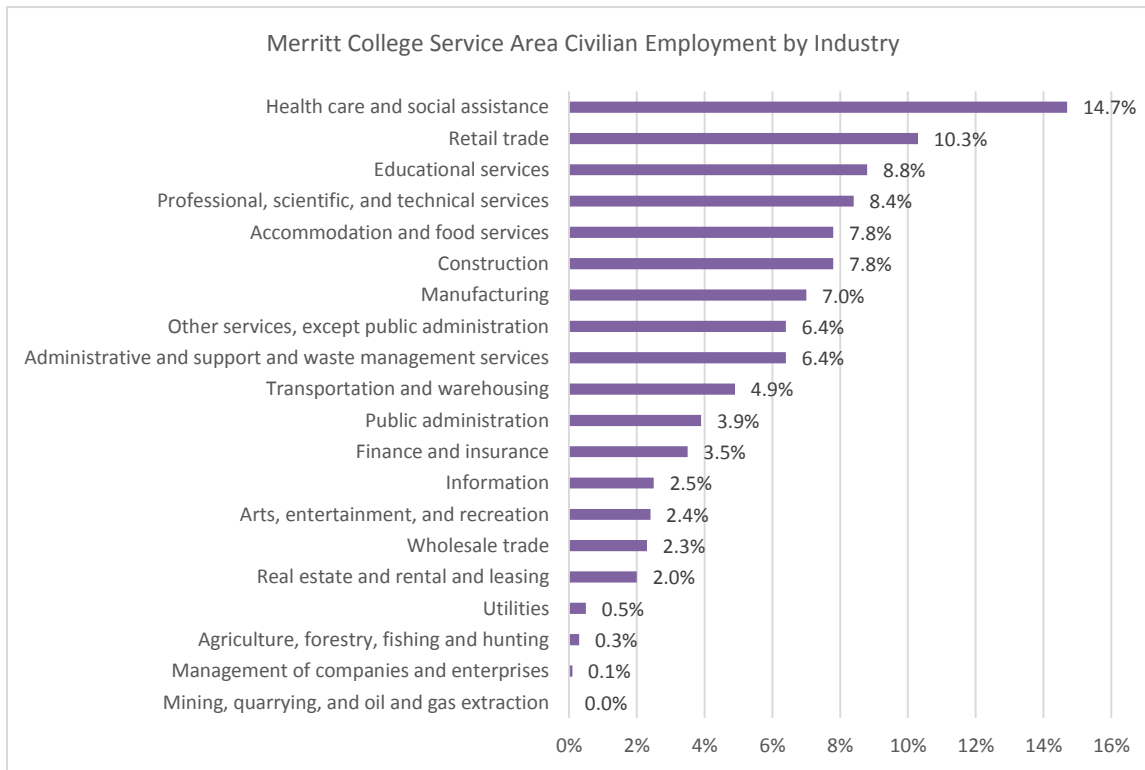
Unemployment Rate

The unemployment rate in Alameda County has fallen steadily over the past six years.



Employment by Industry

The following graph shows the percentages of the civilian workforce by Industry for the Merritt College service area. The top four industries employ 42.2% of the civilian workforce. These industries are health care and social assistance, retail trade, educational services and professional, scientific and technical services.



Occupation Trends

The following data is for the Oakland-Hayward-Berkeley Metropolitan Division (Alameda and Contra Costa Counties). The first table shows the occupations with the most job openings from 2012 to 2022.

Occupational Title	Total Job Openings 2012-2022	2014 First Quarter Wages	
		Median Hourly	Median Annual
Cashiers	14,010	\$10.86	\$22,596
Personal Care Aides	12,580	\$9.95	\$20,687
Combined Food Preparation and Serving Workers, Including Fast Food	10,910	\$9.19	\$19,105
Retail Salespersons	10,630	\$11.21	\$23,312
Waiters and Waitresses	9,070	\$9.09	\$18,904
Registered Nurses	8,510	\$62.23	\$129,429
Laborers and Freight, Stock, and Material Movers, Hand	7,060	\$13.50	\$28,079
General and Operations Managers	5,800	\$54.93	\$114,245
Customer Service Representatives	5,620	\$19.51	\$40,584
Office Clerks, General	5,610	\$18.04	\$37,526
Stock Clerks and Order Fillers	5,260	\$12.30	\$25,588
First-Line Supervisors of Office and Administrative Support Workers	4,550	\$29.09	\$60,522
Construction Laborers	4,240	\$22.12	\$46,013
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	4,040	\$20.44	\$42,518
Accountants and Auditors	3,990	\$35.88	\$74,629
Carpenters	3,950	\$31.13	\$64,754
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	3,700	\$14.45	\$30,048
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	3,700	\$9.63	\$20,042
Nursing Assistants	3,510	\$16.56	\$34,442
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	3,330	\$28.89	\$60,088
Cooks, Restaurant	3,250	\$10.53	\$21,896
Elementary School Teachers, Except Special Education	3,230	-	\$71,194
Software Developers, Applications	3,190	\$51.65	\$107,424
Landscaping and Groundskeeping Workers	3,040	\$13.57	\$28,224
Market Research Analysts and Marketing Specialists	2,960	\$37.50	\$77,994
Computer Systems Analysts	2,870	\$43.24	\$89,942
Maids and Housekeeping Cleaners	2,730	\$12.98	\$26,995
First-Line Supervisors of Retail Sales Workers	2,730	\$20.73	\$43,116

The next table shows the fastest growing occupations in Alameda and Contra Costa Counties.

Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Percent Change 2012-2022	Annual Average Percent Change	2014 First Quarter Wages [1]	
					Median Hourly	Median Annual
Pipelayers	500	870	74.0%	7.4%	\$29.54	\$61,435
Brickmasons and Blockmasons	560	830	48.2%	4.8%	\$28.45	\$59,178
Personal Care Aides	23,590	34,480	46.2%	4.6%	\$9.95	\$20,687
Dental Laboratory Technicians	510	730	43.1%	4.3%	\$20.12	\$41,837
Market Research Analysts and Marketing Specialists	5,240	7,480	42.7%	4.3%	\$37.50	\$77,994
Meeting, Convention, and Event Planners	610	870	42.6%	4.3%	\$23.05	\$47,949
Biomedical Engineers	660	940	42.4%	4.2%	\$50.01	\$104,014
Personal Financial Advisors	1,860	2,640	41.9%	4.2%	\$36.69	\$76,332
Information Security Analysts	750	1,060	41.3%	4.1%	\$51.80	\$107,738
Skincare Specialists	540	760	40.7%	4.1%	\$17.35	\$36,094
Web Developers	1,320	1,850	40.2%	4.0%	\$37.00	\$76,951
Painters, Construction and Maintenance	3,560	4,920	38.2%	3.8%	\$21.48	\$44,687
Computer-Controlled Machine Tool Operators, Metal and Plastic	420	580	38.1%	3.8%	\$19.51	\$40,577
Multimedia Artists and Animators	2,020	2,750	36.1%	3.6%	\$39.08	\$81,301
Tapers	600	810	35.0%	3.5%	\$31.53	\$65,584
Geological and Petroleum Technicians	660	890	34.8%	3.5%	\$24.40	\$50,768
Logisticians	890	1,200	34.8%	3.5%	\$35.74	\$74,327
Dietetic Technicians	410	550	34.1%	3.4%	\$16.17	\$33,619
Drywall and Ceiling Tile Installers	1,570	2,100	33.8%	3.4%	\$37.03	\$77,008
Cement Masons and Concrete Finishers	730	970	32.9%	3.3%	\$25.16	\$52,317
Grinding and Polishing Workers, Hand	400	530	32.5%	3.3%	\$15.57	\$32,394
Cost Estimators	2,100	2,770	31.9%	3.2%	\$33.44	\$69,551
Electrical Power-Line Installers and Repairers	410	540	31.7%	3.2%	\$51.28	\$106,655
Software Developers, Applications	7,170	9,440	31.7%	3.2%	\$51.65	\$107,424
Environmental Scientists and Specialists, Including Health	1,580	2,080	31.6%	3.2%	\$43.85	\$91,206
Occupational Health and Safety Specialists	770	1,010	31.2%	3.1%	\$45.43	\$94,494

The largest employers in Alameda County are listed in the table below.

Alameda County Largest Employers		
Employer Name	Location	Industry
Alameda County Law Enforcement	Oakland	Government Offices-County
Alameda County Sheriff's Ofc	Oakland	Government Offices-County
Alta Bates Summit Medical Ctr	Oakland	Hospitals
Alta Bates Summit Medical Ctr	Berkeley	Hospitals
Bayer Health Care	Berkeley	Laboratories-Pharmaceutical (mfrs)
Berkeley Coin & Stamp Foster's	Berkeley	Coin Dealers Supplies & Etc
California State-East Bay	Hayward	Schools-Universities & Colleges Academic
Coopervision Inc Advanced	Pleasanton	Optical Goods-Wholesale
East Bay Water	Oakland	Transit Lines
Highland Hospital	Oakland	Hospitals
Kaiser Permanente Medical Ctr	Oakland	Hospitals
Lawrence Livermore Natl Lab	Livermore	Small Arms Ammunition (mfrs)
Life Scan Inc	Fremont	Physicians & Surgeons Equip & Supls-Mfrs
Oakland Police Patrol Div	Oakland	Police Departments
Residential & Student Svc Prog	Berkeley	Schools-Universities & Colleges Academic
Safeway Inc	Pleasanton	Grocers-Retail
Tesla Motors	Fremont	Automobile Dealers-Electric Cars
Transportation Dept-California	Oakland	Government Offices-State
UCSF Benioff Children's Hosp	Oakland	Hospitals
University of Ca-Berkeley	Berkeley	Schools-Universities & Colleges Academic
University of California	Berkeley	Schools-Universities & Colleges Academic
Valley Care Health System	Livermore	Hospitals
Washington Hospital Healthcare	Fremont	Hospitals
Waste Management	Oakland	Garbage Collection
Western Digital Corp	Fremont	Electronic Equipment & Supplies-Mfrs

Internal Environmental Scan

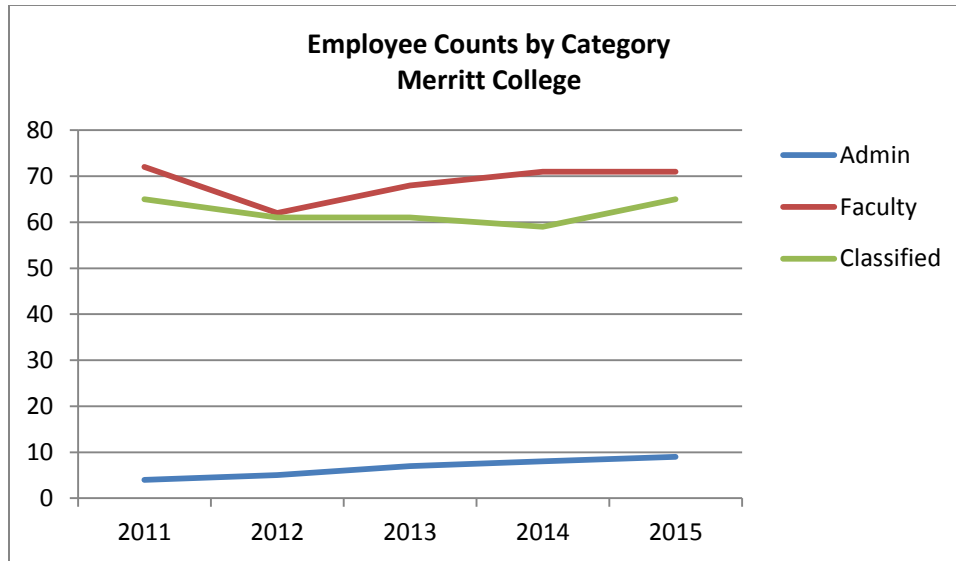
Employee Data

Internal Data Table 1

Permanent Employee Counts by Category

Merritt College employed 145 permanent staff in Fall 2015. Overall, the number of employees has increased by only 4 people or 3% in recent years, mainly due to a doubling of Administrators from a very low 4 to 9. The number of Classified remained constant at 65 while the number of permanent Faculty decreased by 1, from 72 to 71 over the past five years. Compared to the District as a whole, Faculty have not grown at all compared to a 17% increased within the District. Professional Classified staff have increased by 2 over the past five years from 14 to 16 while the Technical staff has decreased by 2 by from 21 to 19. Clerical and Maintenance staff have remained essentially constant at 20 and 9, respectively.

		Merritt College						Change	District
Emp Type	EEO6 Occ2	2011	2012	2013	2014	2015	'11 to '15	Change '11 to '15	
Admin	Admin	4	5	7	8	9	125%	35%	
Faculty	Faculty	72	62	68	71	71	-1%	17%	
Classified	Professional	14	14	16	17	16	14%	5%	
	Clerical	20	17	14	14	20	0%	5%	
	Technical	21	20	22	22	19	-10%	2%	
	Skilled					1	na	15%	
	Maintenance	10	10	9	6	9	-10%	4%	
	Subtotal	65	61	61	59	65	0%	4%	
Total	Total	141	128	136	138	145	3%	12%	



Internal Data Table 2

Full-time to Part-time Faculty FTEF Ratio

The table below shows the full-time equivalent (FTEF) count of full-time (permanent) and part-time (temporary) faculty at the Merritt College. The FTEF of permanent faculty decreased by 7% over the past five years while the FTEF of part-time faculty increased by 43%. The table also displays the ratio between the FTEF of the permanent (full-time) faculty and that of the part-time (temporary or hourly) faculty. The ratio has been declining for permanent full-time faculty due to their loss of FTEF growth and the high growth of part-time faculty FTEF. Five years ago the ratio was 62% permanent to 38% temporary faculty. This year it is down to 51% to 49%. The District as a whole has maintained a nearly constant ratio of near 50/50 over that past five years. Note: The Overload FTEF of permanent faculty of about 8.0 is not included in this table nor in the full- to part-time ratio. Also note that ratio displayed here is not the official Full- to Part-time ratio it tracks the same trend information.

Merritt College						
Employee Type	2011	2012	2013	2014	2015	Change '11 to '15
Faculty	73.6	67.5	69.9	69.9	68.1	-7%
PT Faculty	45.5	41.1	53.2	59.8	64.9	43%
Total	119.1	108.6	123.1	129.7	133.0	12%
Faculty	62%	62%	57%	54%	51%	
PT Faculty	38%	38%	43%	46%	49%	
District						
Faculty	49%	49%	47%	48%	50%	
PT Faculty	51%	51%	53%	52%	50%	

Internal Data Table 2b

Permanent Employees by Ethnicity

The table below displays the College's Fall Permanent Employees by Ethnicity with a comparison to the district as a whole for Fall 2015. For Fall 2015, the College's 9 administrators were 11% African-American, 11% Asian/Pacific Islander, 44% Latino, and 22% White. For Fall 2015, the College's 71 permanent faculty were 34% African-American, 10% Asian/Pacific Islander, 10% Latino, and 39% White. Over the past five years, there has been an increase in Latino faculty and a decrease in White faculty. For Fall 2015, the College's 65 classified staff were 38% African-American, 18% Asian/Pacific Islander, 11% Latino, and 22% White. Over the past five years, there has been an increase in Asian/Pacific Islander and Latino classified and a decrease in Mixed/Other classified. In Fall 2015, Mixed/Other were 9% of the classified staff.

Merritt College								District
Emp Type	Ethnicity	2011	2012	2013	2014	2015	Change '11 to '15	2015
Admin	African-Am	100%	60%	43%	50%	11%	-89%	36%
	Asian/PI	0%	20%	29%	13%	11%	na	19%
	Filipino	0%	0%	0%	0%	0%	na	0%
	Latino	0%	0%	14%	38%	44%	na	15%
	Native Am	0%	0%	0%	0%	0%	na	0%
	White	0%	20%	14%	0%	22%	na	23%
	Mixed/Other	0%	0%	0%	0%	11%	na	7%
Faculty	African-Am	36%	37%	38%	37%	34%	-6%	21%
	Asian/PI	7%	8%	9%	8%	10%	43%	15%
	Filipino	1%	0%	0%	0%	0%	-100%	0%
	Latino	10%	11%	12%	11%	10%	0%	14%
	Native Am	0%	0%	0%	0%	0%	na	0%
	White	44%	42%	41%	42%	39%	-11%	45%
	Mixed/Other	1%	2%	0%	1%	7%	600%	5%
Classified	African-Am	38%	38%	38%	39%	38%	0%	31%
	Asian/PI	9%	21%	20%	19%	18%	100%	29%
	Filipino	6%	0%	0%	0%	0%	-100%	0%
	Latino	8%	7%	7%	8%	11%	38%	14%
	Native Am	0%	0%	0%	0%	0%	na	1%
	White	23%	21%	21%	20%	22%	-4%	15%
	Mixed/Other	15%	13%	15%	14%	11%	-27%	11%

Internal Data Table 2c

Permanent Employees by Age Group

The table below displays the College's Fall Permanent Employees by Age Group with a comparison to the District as a whole for Fall 2015. For Fall 2015, the College's 9 administrators were 0% Under 30, 11% 30 to 39, 11% 40 to 49, 44% 50 to 59, 22% 60 to 65, and 11% Over 65. For Fall 2015, the College's 71 permanent faculty were 0% Under 30, 11% 30 to 39, 17% 40 to 49, 30% 50 to 59, 28% 60 to 65, and 14% Over 65. For Fall 2015, the College's 65 classified staff were 8% Under 30, 18% 30 to 39, 22% 40 to 49, 32% 50 to 59, 15% 60 to 65, and 5% Over 65.

Merritt College								District
Emp Type	Age Group	2011	2012	2013	2014	2015	Change '11 to '15	2015
Admin	Under 30	0%	0%	0%	0%	0%	na	1%
	30 - 39	0%	0%	29%	0%	11%	na	12%
	40 - 49	0%	20%	0%	25%	11%	na	22%
	50 - 59	25%	40%	57%	25%	44%	76%	39%
	60 - 65	50%	40%	14%	50%	22%	-56%	16%
	Over 65	25%	0%	0%	0%	11%	-56%	9%
Faculty	Under 30	0%	0%	0%	1%	0%	na	1%
	30 - 39	8%	10%	9%	8%	11%	38%	17%
	40 - 49	15%	19%	18%	23%	17%	13%	27%
	50 - 59	36%	27%	34%	30%	30%	-17%	26%
	60 - 65	29%	27%	25%	24%	28%	-3%	19%
	Over 65	11%	16%	15%	14%	14%	27%	10%
Classified	Under 30	6%	7%	5%	8%	8%	33%	6%
	30 - 39	17%	13%	18%	17%	18%	6%	18%
	40 - 49	15%	16%	15%	19%	22%	47%	30%
	50 - 59	40%	41%	41%	32%	32%	-20%	30%
	60 - 65	17%	16%	16%	19%	15%	-12%	12%
	Over 65	5%	7%	5%	5%	5%	0%	5%

Student Demographics

Internal Data Table 3

Fall Headcount Enrollment by Student Attributes

The table and charts below display the Fall Headcount of the College over the past five years by various student attributes. The headcount enrollment has increased by 1% while the FTES (full-time equivalent students) has increased by 2% over the past five years. The District as a whole has experienced a decline of 3% in headcount and stable FTES numbers over the same period.

Some 74% of the College's students are part-time compared to 65% districtwide. The ratio between full- and part-time students has remained steady over the past five years.

There is no majority ethnicity at the College or districtwide with a large proportion of Other/Unknowns and Multiple ethnicities. The Multiple category has grown in recent years to 11% because students may now indicate more than one ethnicity on their applications and are doing so. The largest proportion of students is African Americans at 29% and 6 percentage points higher than the district as a whole. The second largest is Latinos at 20%, 3 percentage points higher than in the district as a whole. Whites make up 18%. The proportion of Latinos has increased by 25% over the past five years while that of the African-Americans has decreased some. There are very few Filipinos at 3% but somewhat more than in the district as a whole.

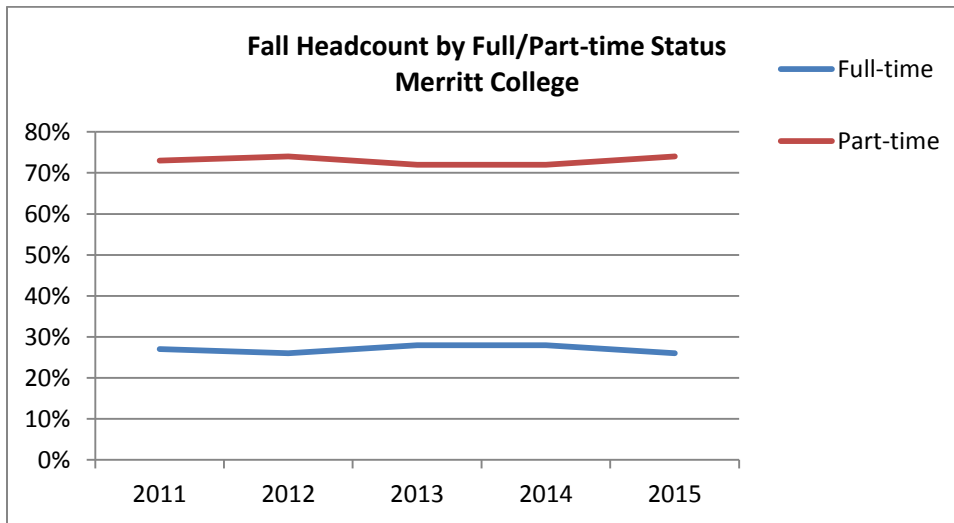
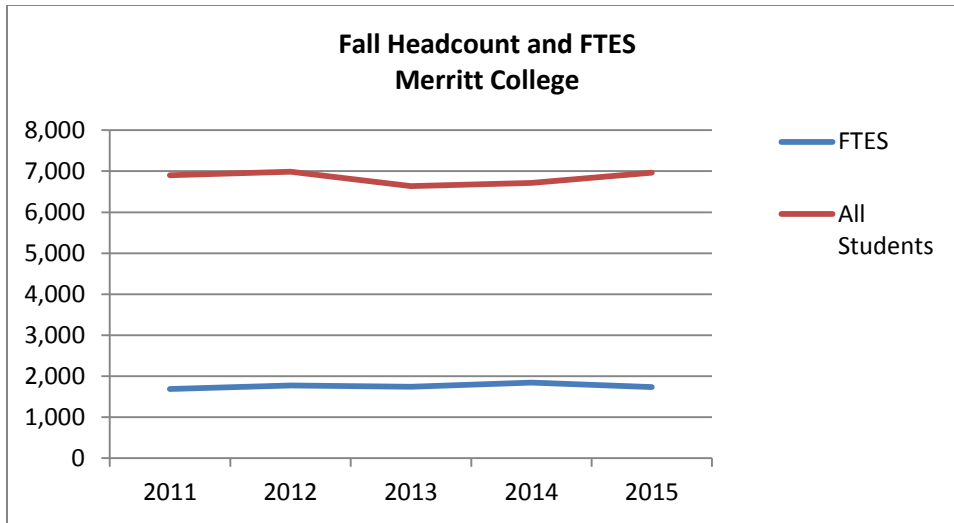
The Female to Male ratio is 64% to 33%, substantially higher than the district ratio of 56% to 42%. It has been steady over the most recent five years.

Some 45% of students are 24 years old or younger compared to 51% in the district. Those over 30 to 54 comprise a significant group at 33%.

A large proportion of the College's students (42%) have transfer (with or without an AA/AS degree) as their educational goal at the beginning of their academic careers. This is, however, 3 percentage points lower than in the district as a whole. The next largest group of students at 14% is taking courses to maintain or improve their job skills. Some 8% are pursuing an AA/AS degree without plans to transfer

while another 4% are pursuing a CTE certificate, both of which are higher than in the district. Significantly, 11% say they are undecided about their goal while another 2% are hoping to discover their career interests. It is also noteworthy that 9% say they are four-year college students taking some of their required classes at the College. This breakdown of students' educational goals has been very stable over the past five years except for a substantial recent increase in those aiming to transfer and a corresponding decrease in those in the Undecided / Other and four-year students taking some of their required classes at the College.

Merritt College							District
Attribute	2011	2012	2013	2014	2015	Change '11 to '15	2015
All Students	6,899	6,987	6,637	6,716	6,962	1%	26,209
FTES	1,691	1,773	1,744	1,845	1,731	2%	8,959
Full-time	27%	26%	28%	28%	26%		35%
Part-time	73%	74%	72%	72%	74%		65%
African Am	31%	31%	31%	30%	29%		23%
Asian/Pac Isl	15%	15%	14%	13%	13%		21%
Filipino	2%	2%	2%	2%	3%		2%
Latino	15%	16%	18%	19%	20%		17%
Multiple	7%	10%	11%	11%	11%		13%
Native Am	0%	0%	0%	0%	0%		0%
White	18%	19%	19%	19%	18%		18%
Other/Unkwn	11%	7%	5%	5%	5%		6%
Female	63%	62%	62%	64%	64%		56%
Male	31%	33%	34%	33%	33%		42%
Unkwn	6%	5%	5%	3%	3%		3%
Under 16	1%	0%	0%	0%	1%		1%
16 - 18	7%	7%	7%	9%	11%		12%
19 - 24	32%	35%	35%	35%	33%		38%
25 - 29	16%	17%	17%	17%	17%		16%
30 - 34	11%	11%	11%	11%	11%		10%
35 - 54	24%	22%	21%	20%	20%		17%
55 - 64	6%	5%	5%	5%	5%		4%
65 and Over	3%	3%	3%	3%	3%		2%
Transfer w or wo AA/AS	31%	34%	37%	38%	42%		45%
Earn AA/AS only	9%	9%	10%	9%	8%		7%
Earn Certificate Only	4%	3%	4%	3%	4%		3%
Prepare/Maintain/Adv in Career	16%	16%	14%	15%	14%		10%
Discover career interests	3%	3%	3%	3%	2%		3%
Improve basic skills	1%	1%	1%	1%	2%		3%
Educational Development	4%	4%	4%	4%	4%		4%
Complete HS credits/GED	1%	1%	1%	3%	4%		3%
Undecided / Other	16%	14%	11%	10%	11%		12%
4yr coll stdnt taking courses	14%	14%	14%	14%	9%		10%



Internal Data Table 3b

Fall Headcount Enrollment Trends by Residency Status

The table below displays the College’s Headcount enrollment by Residency Status over the past five years. In-state residents account for 95% of headcount enrollment in Fall 2015, while Out of State account for 4% and International students account for 1%. The number of Out of State students has almost tripled over the last five years from 102 to 273. International student enrollment has declined slightly from 101 to 98 over five years.

Merritt College							District
Residency Status	2011	2012	2013	2014	2015	Change '11 to '15	Change '11 to '15
In-state	6,696	6,717	6,359	6,393	6,621	-1%	-5%
Out of State	102	159	196	239	273	168%	73%
International	101	111	82	84	98	-3%	22%
Total	6,899	6,987	6,637	6,716	6,962	1%	-3%
In-state	97%	96%	96%	95%	95%	-2%	-2%
Out of State	1%	2%	3%	4%	4%	300%	100%
International	1%	2%	1%	1%	1%	0%	0%

Internal Data Table 4

New Students at Census by Top 25 Feeder High Schools

The table below displaying the top 25 feeder high schools of new students indicates that Berkeley High School is the largest feeder school with 68, up 19% from five years ago. Most new students are coming from high schools in the Oakland Unified and Alameda Unified but many are coming from schools and districts throughout the east bay. The data in the table indicates new schools have begun to feed students to the College.

Merritt College							
High School	District	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change '11 to '15
SKYLINE HIGH	OAKLAND UNIFIED	57	44	87	62	68	19%
OAKLAND TECHNICAL HIGH	OAKLAND UNIFIED	34	46	32	38	50	47%
SAN LEANDRO HIGH	SAN LEANDRO UNIFIED	32	40	32	31	28	-13%
CASTLEMONT HIGH	OAKLAND UNIFIED	3	3	12	23	28	833%
BERKELEY HIGH	BERKELEY UNIFIED	30	33	29	45	25	-17%
OAKLAND HIGH	OAKLAND UNIFIED	20	17	21	20	24	20%
SAN LORENZO HIGH	SAN LORENZO UNIFIED	9	18	8	15	19	111%
FREMONT HIGH	OAKLAND UNIFIED	2	2	2	2	19	850%
CASTRO VALLEY HIGH	CASTRO VALLEY UNIFIED	12	12	16	18	18	50%
BISHOP ODOWD HIGH	PRIVATE	12	25	22	12	15	25%
LIFE ACADEMY HIGH	OAKLAND UNIFIED	7	8	12	18	15	114%
HAYWARD HIGH	HAYWARD UNIFIED	10	17	9	8	12	20%
ALAMEDA HIGH	ALAMEDA UNIFIED	8	18	15	13	11	38%
ENCINAL HIGH	ALAMEDA UNIFIED	9	12	14	6	11	22%
JAMES LOGAN HIGH	NEW HAVEN UNIFIED	9	5	17	9	9	0%
PINOLE VALLEY HIGH	WEST CONTRA COSTA UNIFIED	9	10	7	5	9	0%
ALBANY HIGH	ALBANY CITY UNIFIED	4	4	7	6	9	125%
DEER VALLEY HIGH	ANTIOCH UNIFIED	4	4	4	5	9	125%
YGNACIO VALLEY HIGH	MT. DIABLO UNIFIED	9	0	2	3	9	0%
DEWEY HIGH	OAKLAND UNIFIED	17	10	21	16	8	-53%
ARROYO HIGH	SAN LORENZO UNIFIED	10	15	10	9	8	-20%
PIEDMONT HIGH	PIEDMONT CITY UNIFIED	6	8	12	5	8	33%
MOUNT EDEN HIGH	HAYWARD UNIFIED	10	8	2	4	8	-20%
PITTSBURG HIGH	PITTSBURG UNIFIED	2	6	2	5	7	250%
EL CERRITO HIGH	WEST CONTRA COSTA UNIFIED	11	11	9	11	6	-45%

Internal Data Table 4a

New Students at Census by Top 20 Feeder High School Districts

This table displays the top 20 feeder high schools districts of new, first-time college students at the College. Clearly, Oakland Unified provides the greatest numbers of new students but large numbers of new students also come from West Contra Costa, Berkeley, San Leandro, and San Lorenzo Unified. Those from Oakland Unified have increased by 18% over the past five years while those from San Lorenzo Unified have increased 63%. Students also come from all the districts in the east bay and even beyond. Area private high schools are also a substantial source of new, first-time college students for the College.

Merritt College						
District	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change '11 to '15
OAKLAND UNIFIED	228	220	274	286	270	18%
PRIVATE	45	69	63	58	45	0%
WEST CONTRA COSTA UNIFIED	45	53	41	42	32	-29%
BERKELEY UNIFIED	35	35	30	53	36	3%
SAN LEANDRO UNIFIED	35	43	34	34	38	9%
SAN LORENZO UNIFIED	24	35	24	30	39	63%
ALAMEDA UNIFIED	21	38	38	19	27	29%
HAYWARD UNIFIED	26	33	20	23	41	58%
SAN FRANCISCO UNIFIED	21	25	26	18	18	-14%
CASTRO VALLEY UNIFIED	14	12	20	19	19	36%
MT. DIABLO UNIFIED	21	15	18	8	18	-14%
ACALANES UNION HIGH	14	21	16	16	8	-43%
FREMONT UNIFIED	9	20	14	12	11	22%
ANTIOCH UNIFIED	12	8	12	11	14	17%
SAN RAMON VALLEY UNIFIED	8	9	8	12	14	75%
NEW HAVEN UNIFIED	9	5	17	9	9	0%
VALLEJO CITY UNIFIED	9	9	13	8	9	0%
PIEDMONT CITY UNIFIED	7	8	13	5	11	57%
LIBERTY UNION HIGH	6	5	9	15	8	33%
EAST SIDE UNION HIGH	8	4	9	8	8	0%

Student Success, Retention, Persistence

Internal Data Table 5

Fall Course Success and Retention Rates, All Students

This table displays the course success rates for all students over the past five fall terms by selected attributes. In Fall 2015, the College's success rate was course rate was 64%, about the same as its 65% of five years ago. The rate has been quite stable but clearly is not improving.

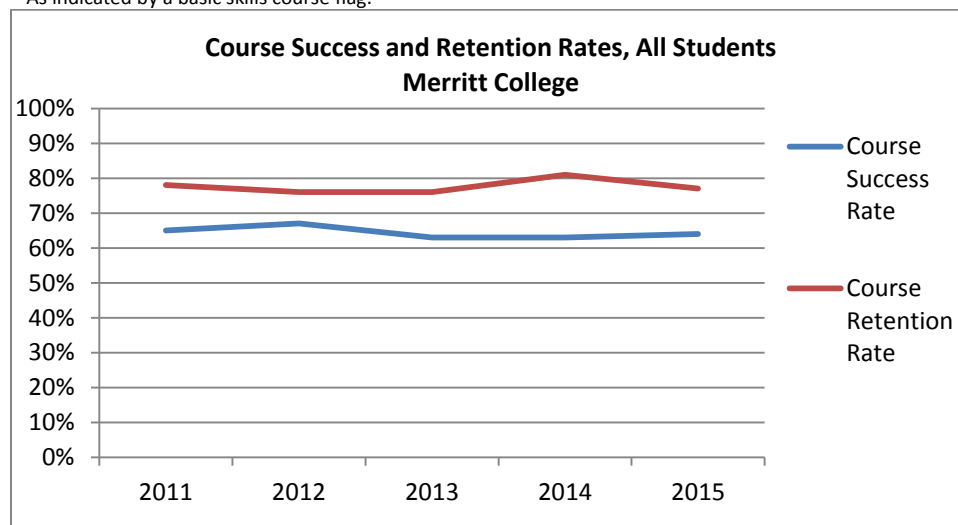
The course success rates vary by ethnicity with Asian/Pacific Islanders having the highest rate at 76% while African-American students have the lowest rate of 54%. Latinos are at the average rate of 64% while Whites are substantially higher at 74%.

Students succeed at substantially a lower rate than the overall rate in Basic Skills courses at 47% which is down from 54% of five years ago. They do somewhat better in CTE courses at 71% compared to Non-CTE courses at 60%. The success rate in distance education courses is less than the overall rate at 57%.

For the most part, these rates are consistent with those districtwide although students clearly do worse in basic skills classes at 47% compared to 57% districtwide.

Merritt College						District 2015
Dimension	2011	2012	2013	2014	2015	
Course Success Rate	65%	67%	63%	63%	64%	65%
Course Retention Rate	78%	76%	76%	81%	77%	80%
Success Rates by Ethnicity						
African-Am	56%	58%	55%	53%	54%	54%
Asian/PI	78%	78%	75%	77%	76%	76%
Filipino	72%	72%	74%	74%	72%	68%
Latino	66%	67%	63%	61%	64%	62%
Native Am	57%	80%	67%	68%	72%	63%
Other/Unkwn	66%	67%	60%	64%	67%	63%
White	75%	79%	76%	75%	74%	71%
Success Rates for Basic Skills Courses*						
BS Crs	54%	52%	49%	51%	47%	57%
Success Rates by CTE/Non-CTE Course						
CTE Course	70%	72%	70%	70%	71%	70%
Non-CTE Course	62%	63%	59%	58%	60%	63%
Success Rates for Distance Ed Courses						
Distance Ed Course	50%	54%	51%	54%	57%	58%

* As indicated by a basic skills course flag.



Internal Data Table 6

Fall to Fall Persistence Rates

Fall to Fall Persistence Rates are displayed in the table below by various dimensions or attributes. For all students, the rate in Fall 2015 is 47%, a significant improvement over the rate of 44% of five years ago and one percentage point lower than the district rate. First-time College students return for the following fall at a 43% rate, up significantly from 38% five years ago. Full-time students, be they everyone or new First-time College, persist at very substantially higher rates than part-time students though their rates are not as much higher as the corresponding district rates.

Merritt College						District
Dimension	2010	2011	2012	2013	2014	2014
All Students	44%	46%	45%	47%	47%	48%
First-time Students	38%	40%	41%	43%	43%	44%
Full/Part-time, All Students						
Fulltime, All	56%	60%	62%	58%	56%	62%
Parttime, All	42%	43%	42%	45%	45%	44%
Full/Part-time, First-time College Students						
Fulltime, First-time	53%	59%	64%	55%	59%	64%
Parttime, First-time	35%	36%	37%	41%	38%	36%

Internal Data Table 7

Fall to Spring Persistence Rates

Fall to Spring Persistence Rates are displayed in the table below. For all students, the rate in Fall 2015 is 68%, a significant improvement over the rate of 61% of five years ago and one percentage point higher than the district rate. First-time College students return for the following fall at a lower 64% rate, but that is up very significantly from 55% five years ago. Full-time students persist at very substantially higher rates than part-time students but were 7 percentage points below the district rate at 79%. Part-time students had a rate 2 percentage points higher than the corresponding district rate at 65%.

Merritt College						District
Dimension	2010	2011	2012	2013	2014	2014
All Students	61%	62%	67%	68%	68%	68%
First-time Students	55%	56%	63%	61%	64%	66%
Full/Part-time, All Students						
Fulltime, All	77%	79%	84%	83%	79%	86%
Part-time, All	58%	59%	64%	66%	65%	63%

Internal Data Table 8

Annual Degrees and Certificates Awarded

Annual total awards are up by 3% over the past five years. The number of Associate Degrees decreased by a third from 455 to 294. The number of certificates awarded, however, increased by nearly two-thirds from 291 five years ago to 462 during 2014-15, the latest full-year available. The total awards of 756 is up 3% from five years ago and represents 26% of all the awards in the district.

The table also displays the unique number of students earning awards as some students earn more than one degree or certificate in the same year. The number of unique students earning Associate Degrees

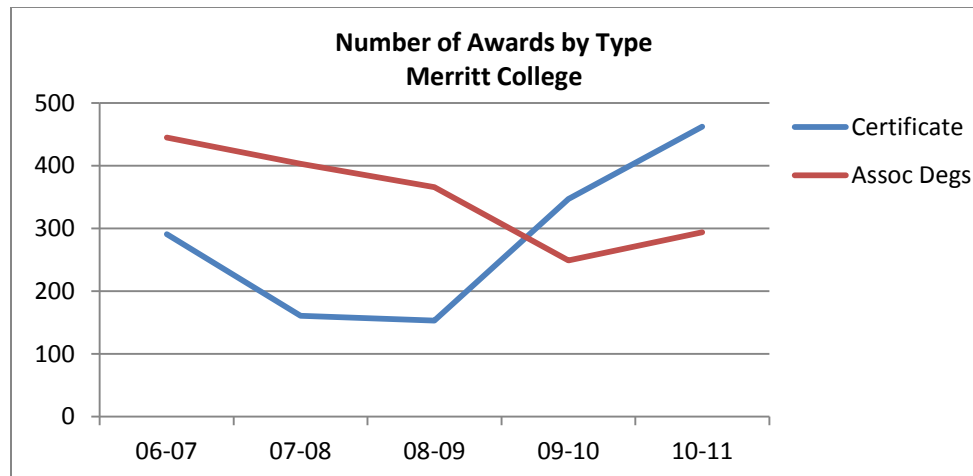
has decreased by 21%. In 2014-15, 246 students earned 294 degrees. The number of unique students earning Certificates is up by 52%. In 2014-15, 357 students earned 462 certificates.

A breakdown of degrees awarded by ethnicity for unduplicated students shows that African-Americans earned the greatest proportion at 29% of all degrees earned followed by Asian/Pacific Islanders at 22%. Whites and Latinos each earned about 19% of the degrees. The proportions by ethnicity have shifted some over the past five years. There has been an increase of a third in the proportion by Latinos and an increase of nearly 75% by Whites. African-Americans and Asian/Pacific Islanders proportions remained steady.

Certificates earned by ethnicity for unduplicated students show a somewhat different proportional breakdown than that for degrees earned. Latinos earned the greatest proportion at 28% of all certificates earned followed by African-Americans at 24%. Asian/Pacific Islanders earned 22% of the certificates while Whites earned 14%. The proportions by ethnicity have remained steady over the past five years except for Latinos. The Latino proportion doubled from 14% to 28%.

The top ten majors for degrees and certificates are also displayed. Social Sciences, Health Sciences, Liberal Arts, Child Development, and Nursing are among the highest number of degrees. Child Development, Paralegal Services, Dietary Manager, and Radiologic Science are among the highest number of certificates earned.

Merritt College						Change '11 to '15	District	College
Dimension	2010-11	2011-12	2012-13	2013-14	2014-15		2014-15	as a Percent of District
Assoc Degs	445	403	366	249	294	-34%	1,291	23%
Certificate	291	161	153	347	462	59%	1,568	29%
Total	736	564	519	596	756	3%	2,859	26%
Awards by Unique Students								
Assoc Degs	312	302	273	203	247	-21%	1,040	24%
Certificate	235	150	143	269	357	52%	1,201	30%
Total Unique (not the sum)	480	405	377	413	515	7%	1,720	30%
Associate Degrees by Ethnicity (Unduplicated Students)								
African-Am	33%	32%	39%	31%	29%		22%	
Asian/PI	21%	15%	14%	18%	22%		32%	
Latino	12%	14%	18%	23%	18%		15%	
Native Am	0%	1%	0%	0%	1%		0%	
Other/Unkwn	22%	22%	13%	14%	11%		15%	
White	13%	17%	16%	14%	19%		17%	
Certificates by Ethnicity (Unduplicated Students)								
African-Am	23%	21%	27%	24%	24%		19%	
Asian/PI	20%	21%	15%	19%	22%		30%	
Latino	13%	16%	17%	25%	26%		20%	
Native Am	1%	0%	0%	0%	1%		0%	
Other/Unkwn	29%	21%	23%	13%	12%		14%	
White	14%	22%	17%	19%	15%		17%	



Internal Data Table 8b

Associate Degrees by Top 20 Largest Majors

The table below displays the Top 20 Majors for Associate Degrees awarded by the College over the last five years sorted by the total number over those five years. Social Sciences, Health Sciences, and Child Development majors are the largest majors. Nursing, Liberal Arts, and Business are also degrees with the most majors.

Merritt College						
Major	2010-11	2011-12	2012-13	2013-14	2014-15	5-yr Total
SOCSOC Social&Behavioral Sci	98	98	94	51	38	379
HLTSC Health Sciences	55	45	55	47	61	263
CHILD DEVELOPMENT	31	48	30	28	33	170
NURSING	34	24	23	15	32	128
Liberal Arts	88	9	2	6	2	107
RADSC Radiologic Science	19	21	15	19	17	91
Liberal Arts/Arts & Humanities	4	33	23	5	1	66
Business Administration	16	18	11	5	7	57
PARLG Paralegal Studies	8	16	8	8	14	54
NUTR Dietetics Technology	10	12	12	11	7	52
COSE/SUBSTANCE ABUSE	13	10	12	8	4	47
BUS Accounting	13	12	9	3	8	45
ADJUS Police Science	9	6	8	7	10	40
ADJUS Corrections	6	5	11	7	6	35
SCIEN Natural Sciences	2	7	7	8	10	34
REAL ESTATE	4	11	7	3	5	30
LANHT Landscape Architecture	0	3	4	6	12	25
BUS General Business	3	7	5	6	1	22
AFRAM African-American Studies	5	1	4	0	6	16
Liberal Arts	0	2	12	0	1	15

Internal Data Table 8c

Certificates by Top 20 Largest Majors

The table below displays the Top 20 Majors for Certificates awarded by the College over the last five years sorted by the total number over those five years. Child Development, Dietary Manager and Paralegal Studies majors are among the largest majors. [Note: there may be a coding error in assigning Transfer Studies to certificates. District IR is checking into this.]

Merritt College						
Major	2010-11	2011-12	2012-13	2013-14	2014-15	5-yr Total
CHDEV Assistant Teacher	51	8	2	105	155	321
CHDEV Associate Teacher	47	6	0	58	92	203
NUTR Dietary Manager	27	27	21	22	22	119
PARLG Paralegal Studies	15	26	24	15	28	108
RADSC Radiologic Science	21	23	14	20	19	97
COSEK/SUBSTNCE ABUSE	16	17	17	11	9	70
LANHT Basic Landscape Hortict	13	10	23	12	12	70
Trans Studies/CSU GE Breadth	0	1	0	7	47	55
CHDEV Teacher	14	9	10	11	9	53
REAL ESTATE	18	6	9	7	5	45
ADJUS Police Science	6	2	9	10	7	34
BIOSE: Optical Microscopy	0	1	0	29	1	31
ADJUS Corrections	4	2	8	10	4	28
Transfer Studies/IGETC	1	0	0	2	15	18
EDT Online Teaching	9	2	1	2	2	16
LANHT/LAN DESIGN/CON	3	5	3	2	3	16
BUS Accounting	2	3	2	2	4	13
COSEK Community Social Services	2	3	3	1	3	12
VOCATIONAL NURSING	10	2	0	0	0	12
LANHT PermacultureDesign Cultr	2	0	0	3	6	11

Transfer and Other Student Data

Internal Data Table 9

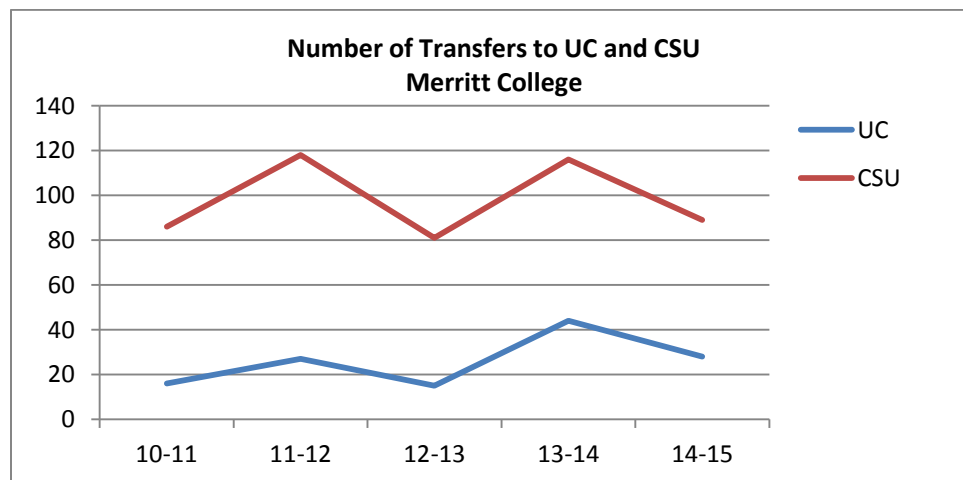
Transfers to CSU and UC

Annual transfers to UC and CSU are up by 15% over the past five years. The number transferring to CSU increased by 3% to 89. Transfers to UC increased five years ago to 28 during 2014-15 but year to year variability obscures a clear trend. Total UC and CSU transfers of 117 represent 12% of all the transfers in the district.

A breakdown of transfers by ethnicity shows that African-Americans transferred the greatest proportion to CSU at 43% of all transfers followed by Latinos at 24%. White transfers were 13% while Asian/Pacific Islander transfers were just 6% of all transfers to CSU. The proportion by ethnicity has remained steady over the past five years.

A breakdown of transfers to UC by ethnicity shows that Latinos transferred the greatest proportion at 39% of all transfers followed by African-Americans at 32%. Asian/Pacific Islander made up 18% of transfers and Whites made up 11% of all transfers to UC. The proportion by ethnicity has remained steady over the past five years while any trends are obscured by year-to-year viability and low numbers.

Merritt College						Change '11 to '15	District 2014-15	College as a Percent of District
Dimension	2010-11	2011-12	2012-13	2013-14	2014-15			
CSU	86	118	81	116	89	3%	587	15%
UC	16	27	15	44	28	75%	376	7%
Total	102	145	96	160	117	15%	963	12%
Transfers to CSU by Ethnicity								
Asian/PI	6%	8%	15%	15%	6%		30%	
African-Am	45%	47%	36%	43%	43%		25%	
Filipino	5%	0%	0%	0%	0%		0%	
Latino	20%	15%	23%	19%	24%		13%	
Native Am	1%	0%	1%	0%	0%		0%	
White	13%	16%	12%	6%	13%		14%	
Other/Unkwn	10%	13%	12%	17%	15%		17%	
Transfers to UC by Ethnicity								
Asian/PI	13%	15%	0%	0%	18%		37%	
African-Am	19%	26%	0%	23%	32%		11%	
Filipino	0%	0%	0%	0%	0%		0%	
Latino	25%	0%	33%	39%	39%		15%	
Native Am	0%	0%	0%	0%	0%		0%	
White	13%	33%	27%	20%	11%		24%	
Other/Unkwn	31%	15%	0%	0%	0%		9%	



Internal Data Table 10

Six-Year Transfer Velocity Rate

The Transfer Velocity Rate is a metric developed and calculated by the state Chancellor’s Office (CCCCO) that tracks “transfer directed” first-time college students over a six-year period for transfer to a four-year college including private and out-of-state colleges. Transfer directed students are those first-time students who earn at least 12 units including a transfer level English or mathematics course within six years of first enrollment.

By this measure, the College transferred 25% of the most recently tracked cohort (2008-09 year of first enrollment) and an average of 34% over the last five years. The College’s rates are generally substantially lower than those of the district as a whole over these five years. Both the College and the district experienced a substantial drop in transfer velocity from the 2007-08 to the 2008-09 cohort. The statewide average for these same cohorts is 41% and thus the College’s rate is substantially below the

statewide rate. In addition, there is no significant statewide drop in the rate from the 2007-08 to the 2008-09 cohorts as there is for the College.

Merritt College					
College	2004-05	2005-06	2006-07	2007-08	2008-09
Merritt	34%	31%	38%	40%	25%
PCCD	48%	48%	50%	45%	35%

Internal Data Table 11

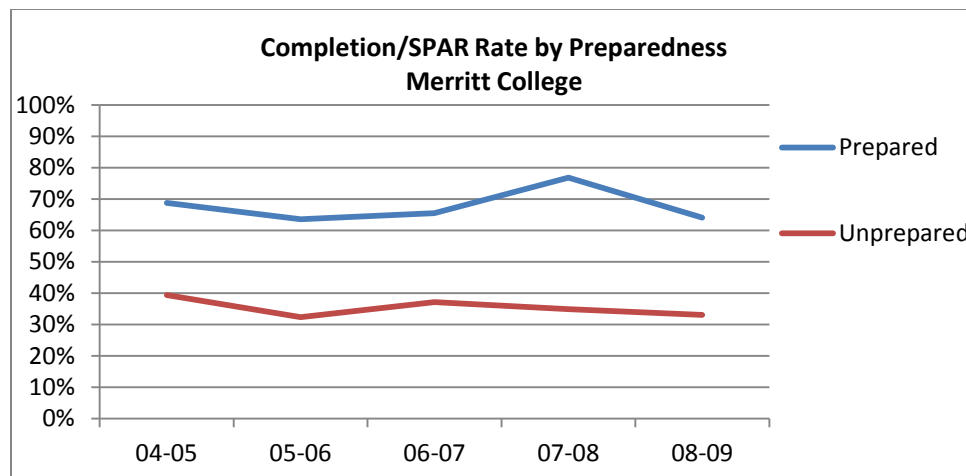
Six-Year Completion (aka Student Progress and Attainment Rate (SPAR))

The Student Success Scorecard produced and published by the California Community Colleges Chancellor's Office (CCCCO) standardized a set of student progression or milestone metrics. Research has shown that each time a student progresses beyond one of these milestones the likelihood of the student completing a degree or certificate increases.

The Six-Year Completion rate tracks the percentage of first-time students with a minimum of 6 units earned who attempted any math or English courses in the first three years and earned a degree or certificate, transferred to a four-year institution, or achieved Transfer Readiness status within six year of initial CCC enrollment. A Transfer Ready student is one who earned 60 UC/CSU transferable units with a GPA \geq 2.0. In addition, two subgroups of the first-time cohort were tracked. The College Prepared group included those whose lowest level of attempted math or English was at the transferable level. The Unprepared for College group were those who first attempted math or English at a below transferable level.

By this measure, the College has achieved an overall five-year average of 42%. This compares to a five-year average of 50% for the district as a whole and a statewide five-year average of 48%. For the College Prepared subgroup, the College's five-year average is 68% compared to a district five-year average of 74% and a statewide five-year average 70%. For the Unprepared for College subgroup, the College's five-year average is 35% compared to a district five-year average of 40% and a statewide five-year average 41%. The College's rates show some variation from year to year. However, as more clearly seen in the Chart, both the College Prepared and the Unprepared for College rates show a slight downward trend over these five cohorts, especially for the Unprepared for College, and hence a downward trend for the College's overall rate.

Merritt College							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
College	College Prepared	69%	64%	66%	77%	64%	68%
	Unprepared for College	39%	32%	37%	35%	33%	35%
	Overall	44%	38%	42%	46%	39%	42%
PCCD	College Prepared	72%	72%	76%	74%	74%	74%
	Unprepared for College	42%	40%	40%	39%	39%	40%
	Overall	50%	50%	50%	49%	49%	50%
Statewide	College Prepared	69%	71%	71%	70%	70%	70%
	Unprepared for College	40%	41%	41%	41%	40%	41%
	Overall	48%	49%	49%	48%	47%	48%



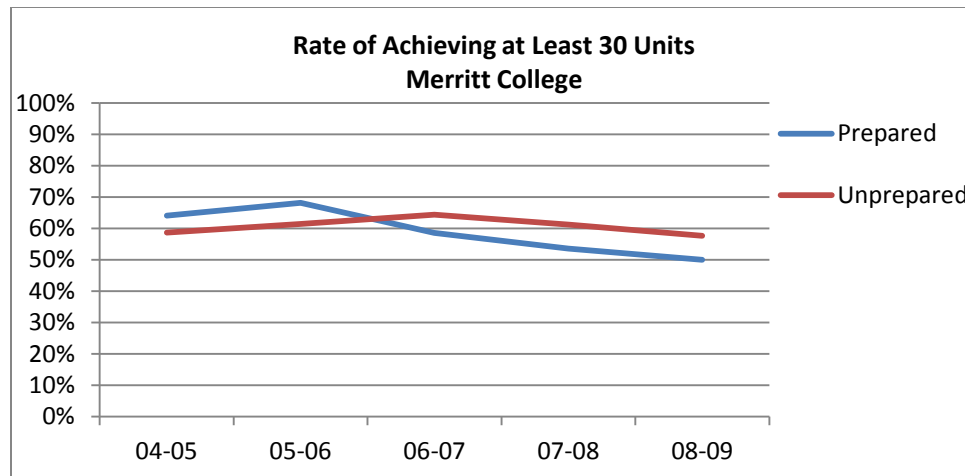
Internal Data Table 12

Six-Year Rate of Achieving at Least 30 Units (Scorecard)

The Six-Year Rate of Achieving at Least 30 Units is a CCCCO Scorecard rate that tracks the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units, at any level, within the CCC system.

By this measure, the College has achieved an overall five-year average of 60%. This compares to a five-year average of 62% for the district as a whole and a statewide five-year average of 66%. For the College Prepared subgroup, the College’s five-year average is 59% compared to a district five-year average of 62% and a statewide five-year average 70%. For the Unprepared for College subgroup, the College’s five-year average is 61% compared to a district five-year average of 61% and a statewide five-year average 60%. The College’s rates show some variation from year to year. As more clearly seen in the Chart, the College Prepared and the Unprepared for College rates show a slight downward trend over the last three cohorts.

		Merritt College					
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Merritt	College Prepared	64%	68%	59%	54%	50%	59%
	Unprepared for College	59%	61%	64%	61%	58%	61%
	Overall	60%	63%	64%	59%	56%	60%
PCCD	College Prepared	64%	61%	63%	61%	61%	62%
	Unprepared for College	62%	63%	63%	59%	59%	61%
	Overall	63%	62%	63%	60%	60%	62%
Statewide	College Prepared	68%	69%	70%	70%	71%	70%
	Unprepared for College	38%	65%	65%	65%	65%	60%
	Overall	65%	66%	66%	67%	66%	66%



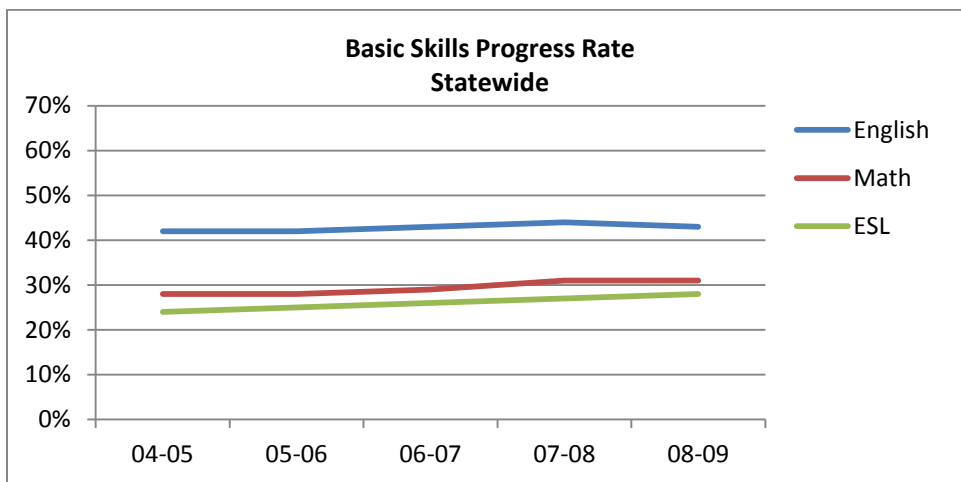
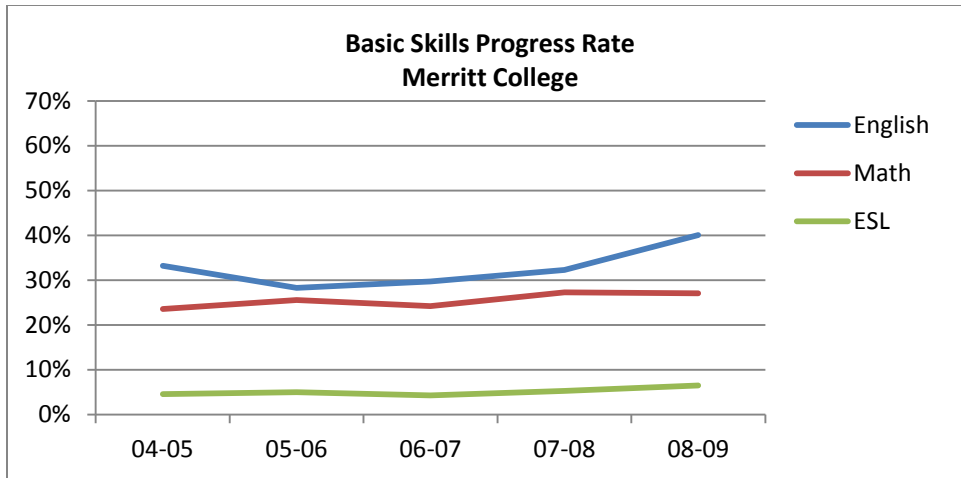
Internal Data Table 13

Six-Year Basic Skills Progress Rate (Scorecard)

The Six-Year Basic Skills Progress Rate is a CCCCO Scorecard rate that tracks the percentage of credit students who attempted for the first time a course below transfer level in math, English and ESL and who successfully completed a college-level course in the corresponding discipline within six years. The cohort is defined as the year the student attempts for the first time a course at below transfer level in math, English and/or ESL.

For the Remedial English group, the College’s five-year average is 33% compared to a district five-year average of 28% and a statewide five-year average 43%. For the Remedial Math group, the College’s five-year average is 26% compared to a district five-year average of 30% and a statewide five-year average 30%. For the Remedial ESL group, the College’s five-year average is 5% compared to a District five-year average of 17% and a statewide five-year average 26%. The College’s rates show some variation from year to year. As more clearly seen in the Chart, the College’s Remedial English, Math, and ESL rates show an upward trend over the five cohorts but especially the Remedial ESL rates. The District and the State show slight but clear upward trends for all three remedial progressions.

Merritt College							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Merritt	Remedial English	33%	28%	30%	32%	40%	33%
	Remedial Math	24%	26%	24%	27%	27%	26%
	Remedial ESL	5%	5%	4%	5%	7%	5%
PCCD	Remedial English	30%	26%	28%	29%	28%	28%
	Remedial Math	28%	29%	31%	30%	30%	30%
	Remedial ESL	14%	15%	16%	19%	23%	17%
Statewide	Remedial English	42%	42%	43%	44%	43%	43%
	Remedial Math	28%	28%	29%	31%	31%	29%
	Remedial ESL	24%	25%	26%	27%	28%	26%



Internal Data Table 14

Six-year Career Technical Education (CTE) Completion Rate (Scorecard)

The Six-Year Career Technical Education (CTE) Completion Rate is a CCCCO Scorecard rate that tracks the percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C) and who earned a degree or certificate, transferred to a four-year institution, or achieved Transfer Prepared status within six year of initial CCC enrollment. A Transfer Prepared student is one who earned 60 UC/CSU transferable units with a GPA \geq 2.0.

The College’s average CTE Completion Rate of its last five cohorts is 43% compared to a district five-year average of 47% and a statewide five-year average 50%. The College’s rates show some variation over the five cohorts and the trend appears steady. The District and the State rates have also been steady over these five cohorts.

Merritt College							
College	Cohort Type	2004-05	2005-06	2006-07	2007-08	2008-09	5-yr Avg
Merritt	CTE Completion Rate	44%	44%	41%	44%	40%	43%
PCCD	CTE Completion Rate	48%	47%	46%	47%	47%	47%
Statewide	CTE Completion Rate	50%	51%	51%	50%	50%	50%

Internal Data Table 15

Fall 2015 Multicampus Headcount Enrollment (Intradistrict Swirl)

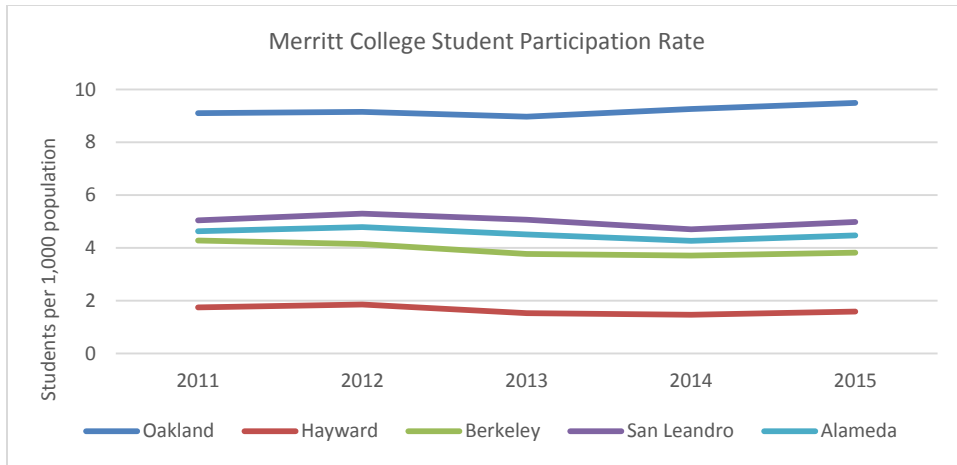
Students within the Peralta Community College District frequently attend more than one college within the district. This Intradistrict Swirl is displayed below from the Merritt College's perspective for Fall 2015. In Fall 2015, the Merritt had a census headcount enrollment of 6,935 students. Of these, 4,559 or 66% were attending only Merritt, while the other 34% were attending one or more of the other district colleges. For example, row two of the table shows that 891 or 13% of Merritt students were also attending the Laney College and row three indicates that 517 or 7% were also attending the College of Alameda. Eight percent of Merritt students were enrolled in two other district colleges and another 1% were enrolled at all three of the other district colleges.

Merritt College		
Campuses Students Attend	Count	Percent
MC_ONLY	4,559	66%
MC_LC	891	13%
MC_COA	517	7%
MC_BCC	329	5%
MC_LC_COA	314	5%
MC_LC_BCC	158	2%
MC_COA_BCC	92	1%
MC_COA_LC_BCC	75	1%
COA_Total	6,935	100%

Student Participation Rate Analysis

The student participation rate (SPR) measures how many students attend the college per 1,000 persons in the population. The following participation rates are disaggregated by city. The cities shown are the ones with the largest number of enrollments. For each city of residence, the table shows the SPR.

At Merritt College, the highest SPR is in the city of Oakland. Participation rates have fallen the most drastically in Berkeley and Hayward over the past five years. Only in Oakland did the participation rate rise (4%).



Merritt College Student Participation Rate						
City	2011	2012	2013	2014	2015	% Change
Oakland	9.1	9.2	9.0	9.3	9.5	4%
Hayward	1.7	1.9	1.5	1.5	1.6	-9%
Berkeley	3.7	3.7	3.3	3.2	3.4	-9%
San Leandro	5.1	5.3	5.1	4.7	5.0	-1%
Alameda	4.6	4.8	4.5	4.3	4.5	-3%

Survey Results

In collaboration with the District, the consulting team developed a survey for faculty, staff, students and administrators. All members of these constituent groups were invited to participate. The survey took approximately 5 minutes to answer and contained a few common questions and several different questions for each group. In total, 595 people responded to the survey district-wide. The survey was not highly scientific, nor were the response numbers statistically significant. The survey provides anecdotal data that should be used appropriately.

All Respondents

The first question asked respondents to identify all of the campuses at which they teach or take classes. There is clearly a lot of “swirl” (students attending classes at more than one college) in the Peralta District. There is also some swirl among faculty.

The following section provides a summary of the results for those respondents (175 in total) who teach or take classes at Merritt College.

Question 1: At which college(s) do you work or take classes? (Check all that apply.)

The response data shows that a significant number of respondents attend or work at multiple colleges in the district.

Answer Options	Response Percent	Response Count
Berkeley City College	22%	39
College of Alameda	17%	30
Laney College	26%	46
Merritt College	100%	175
Peralta District Office	1%	2
Other (please specify)	1%	2
answered question		175

Question 2: What is your primary role at the College(s)?

Students comprised the largest number of respondents (71%).

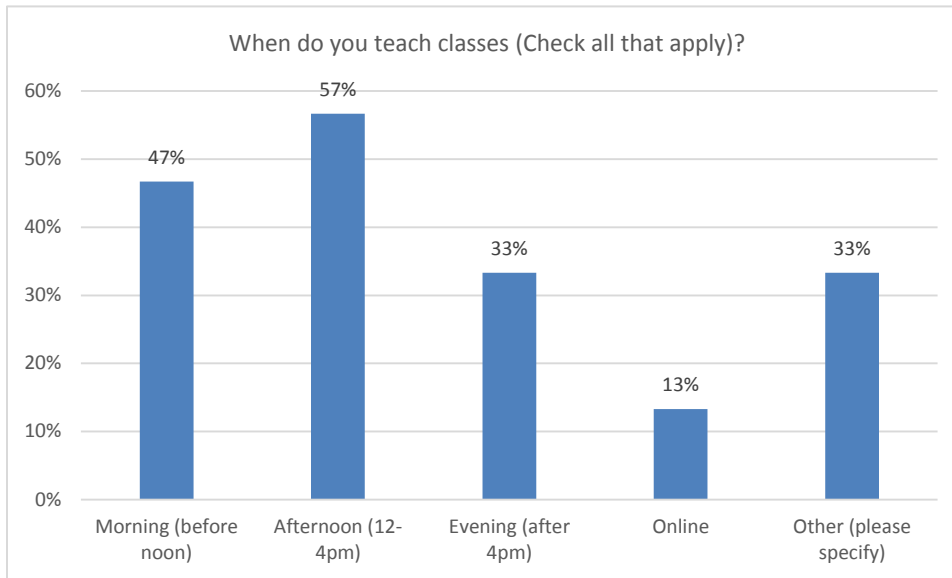
Answer Options	Response Percent	Response Count
Classified Staff	7%	13
Full Time Faculty	11%	19
Part Time Faculty	8%	14
Student	71%	124
Administrator	3%	5
Other (please specify)	300%	3
answered question		175

Faculty Questions

The next two questions were only presented to respondents identifying themselves as faculty (part-time or full-time) – 25 respondents.

Question 3: When do you teach classes (Check all that apply)?

The majority of the faculty respondents (57%) teach in the afternoon, 47% teach in the morning and 33% teach in the evening. The “Other” responses were either N/A, “I am a counselor”, or “weekends”.

**Question 4: How long have you been with College?**

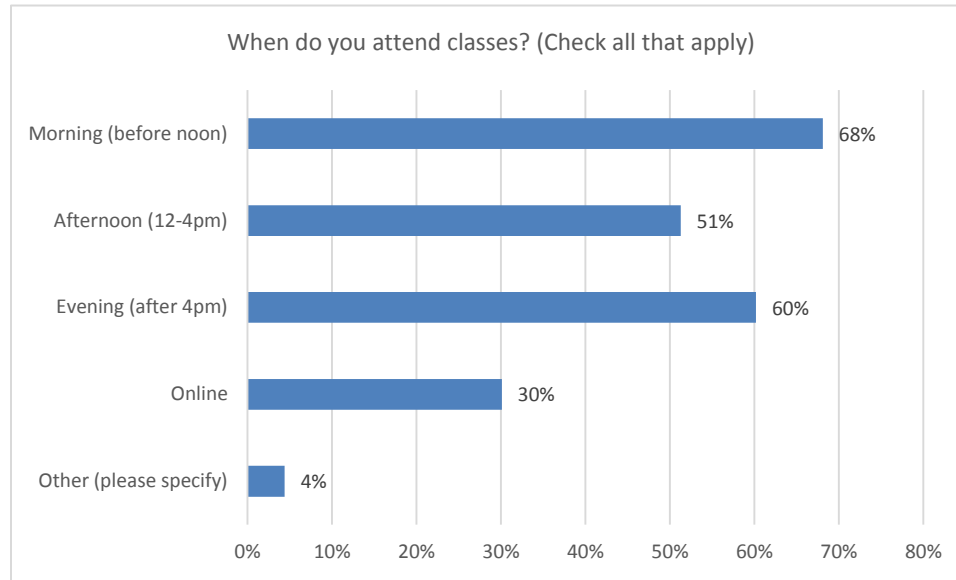
There were 25 responses to this question with an average of 11.8 years.

Student Questions

The following five questions were presented only to respondents identifying themselves as students (86 individuals).

Question 5: When do you attend classes? (Check all that apply)

Nearly one-third (30%) of students responding to the survey are taking at least one online class. The student respondents are taking classes at all times of day.



Question 6: Which of the following describes your employment status? (Check all that apply)

Students were allowed to select more than one response to this question. The response data shows that 63% of the student respondents are working at least part-time. Relatively few student respondents indicated they were recently laid off or unable to find employment. The “Other” responses included international students, and those on disability.

Answer Options	Response Percent	Response Count
Part-time job(s) 1-20 hours/week	27%	30
Part-time job(s) 21-40 hours/week	16%	18
Full-time job. Minimum of 40 hours/week	20%	22
Laid off from job during the past 12 months	3%	3
Homemaker/Caregiver	11%	12
Unable to find employment	11%	12
Not actively searching for employment	10%	11
Retired	9%	10
Other (please specify)	8%	9
answered question		112

Question 7: What is the zip code of your primary residence or mailing address?

There were 106 student responses with 38 zip codes. The following table shows the responses by city.

Zip Code	City	Response Count	Zip Code	City	Response Count
94602	Oakland	8	94545	Hayward	1
94605	Oakland	7	94613	Oakland	1
94610	Oakland	6	94110	San Francisco	1
94611	Oakland	6	94704	Berkeley	1
94609	Oakland	6	94564	Pinole	1
94621	Oakland	5	94597	Walnut Creek	1
94619	Oakland	5	94553	Martinez	1
94603	Oakland	5	94580	San Lorenzo	1
94705	Berkeley	5	94547	Hercules	1
94601	Oakland	5	94588	Pleasanton	1
94541	Hayward	4	94546	Castro Valley	1
94606	Oakland	4	94044	Pacifica	1
94577	San Leandro	4	94708	Berkeley	1
94501	Alameda	4	94806	San Pablo	1
94702	Berkeley	3	94518	Concord	1
94608	Emeryville	3	95687	Vacaville	1
94607	Oakland	3	94530	El Cerrito	1
95618	Davis	2	94531	Antioch	1
94578	San Leandro	2	Grand Total		106
93609	Caruthers	1			

Question 8: How would you prefer to attend classes? (check all that apply)

The majority of student respondents preferred classroom based learning. Approximately one-third prefer online classes and hybrid classes.

Answer Options	Response Percent	Response Count
In a classroom	87%	97
Online	28%	31
Hybrid (online and classroom)	29%	32
Other (please specify)	1%	1
answered question		112

Question 9: Please indicate when you would prefer to take classes? (Check all that apply)

Students were allowed to select multiple responses on this question. The results show that among the respondents, there is significant preference for all times of day, weekends, summer classes and short sessions. Interestingly, the preferences for morning, afternoon and evening classes were nearly equal.

Answer Options	Response Percent	Response Count
Mornings	67%	76
Afternoons	53%	60
Evenings	50%	56
Weekends	25%	28
Summer	35%	40
Short sessions	37%	42
Other (please specify)	2%	2
answered question		113

Question 10: Please indicate the number of units you are taking this semester.

Thirty-five percent of the student respondents reported attending college on a full-time basis.

Answer Options	Response Percent	Response Count
Fewer than 3 units	3%	3
3 to 4.9 units	21%	24
5 to 9.9 units	33%	37
10 to 11.9 units	7%	8
12 to 14.9 units	28%	32
More than 15 units	7%	8
Other (please specify)	1%	1
answered question		113

Question 11: Which of the following non-Peralta colleges have you attended for at least one course in the past two years, either online or in person? (Check all that apply)

Answer Options	Took one or more courses online	Took one or more courses in person	Response Count
Chabot College	1	4	5
City College of San Francisco	0	5	5
Diablo Valley College	0	2	2
Academy of Art University			1
Cabrillo College (in person)			1
College of Marin	0	1	1
Contra Costa College	1	0	1
Fresno City College			1
IQRAA Academy			1
Mills College			1
Mission College			1
UC Berkeley			1
UCB EXTENSION			1
University of Arizona		1	1
Valencia Community College			1
College of San Mateo	0	0	0
National University	0	0	0
Skyline College	0	0	0
University of Phoenix	0	0	0
answered question			20

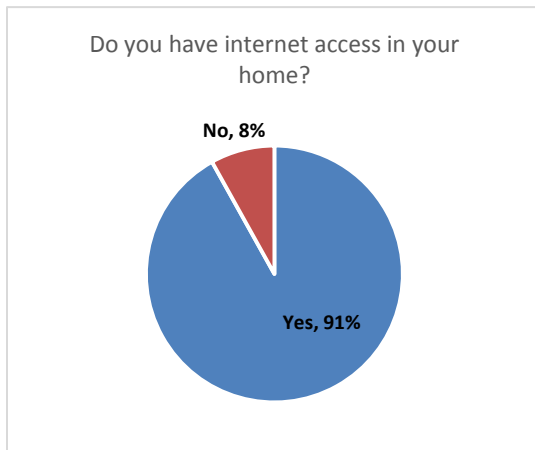
Question 12: Which of the following devices do you have regular access to? (Check all that apply)

This question has a high degree of bias in that it was an online survey. There would naturally be a larger than average number of respondents who own or have regular access to a computer. Given that there were 113 students who responded to this question, and 278 answer options were selected, a high percentage of these students have regular access to more than one device.

Answer Options	Response Percent	Response Count
Desktop computer	44%	50
Laptop computer	76%	86
Tablet	40%	45
Smartphone	84%	95
Other (please specify)	2%	2
answered question		113

Question 13: Do you have internet access in your home?

The question has inherent bias due to the fact that the survey was delivered online.



Question 14: How would you describe your technology usage? (Check all that apply)

A large percentage of students use computers and laptops.

Answer Options	Response Percent	Response Count
I use a cell phone	89%	100
I use a tablet	46%	52
I use a computer/laptop for Internet and email	90%	102
I use a computer/laptop for Microsoft Office	72%	81
I use a computer/laptop for college coursework	81%	91
I use mobile devices for apps and games	59%	67
I use technology for college coursework	68%	77
I use social media sites (e.g., Twitter, Facebook, Instagram) once a week or more	64%	72
I use computers and/or mobile devices for photos and videos	70%	79
I feel comfortable using computers and mobile devices	74%	84
Other (please specify)	2%	2
answered question		113

Non-Students

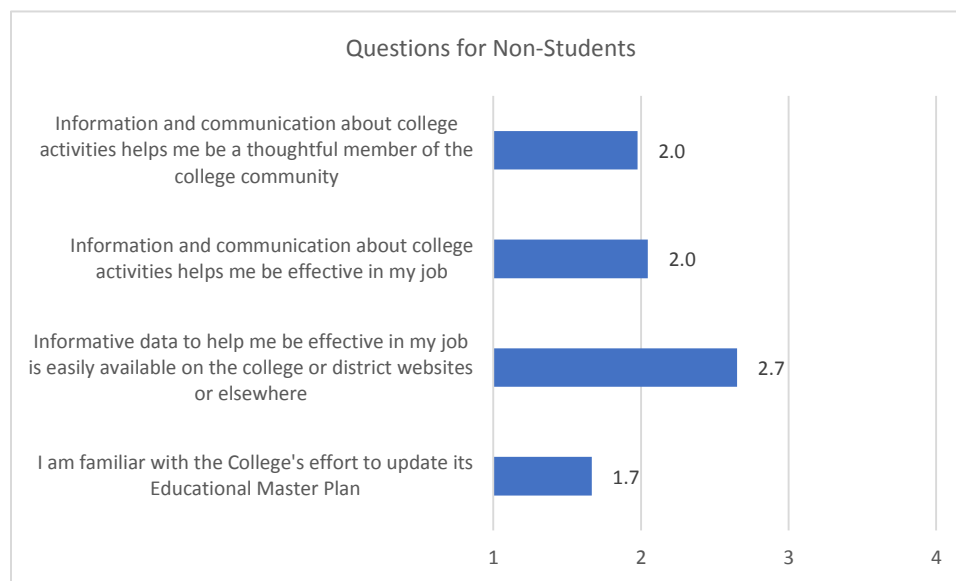
The following question was given only to respondents who identified themselves as administrators, staff or faculty.

Question 15: This question asked respondents if they agreed/disagreed with the following four statements.

The chart below shows the weighted average response for each question. The responses are as follows:

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

The first question about the college community received a weighted average score of 2.0. This indicates that the respondents as a whole agreed with the statement. The fourth statement garnered a weighted average response of 1.7 indicating that the respondents as a whole agreed somewhat strongly with the statement.



All Respondents

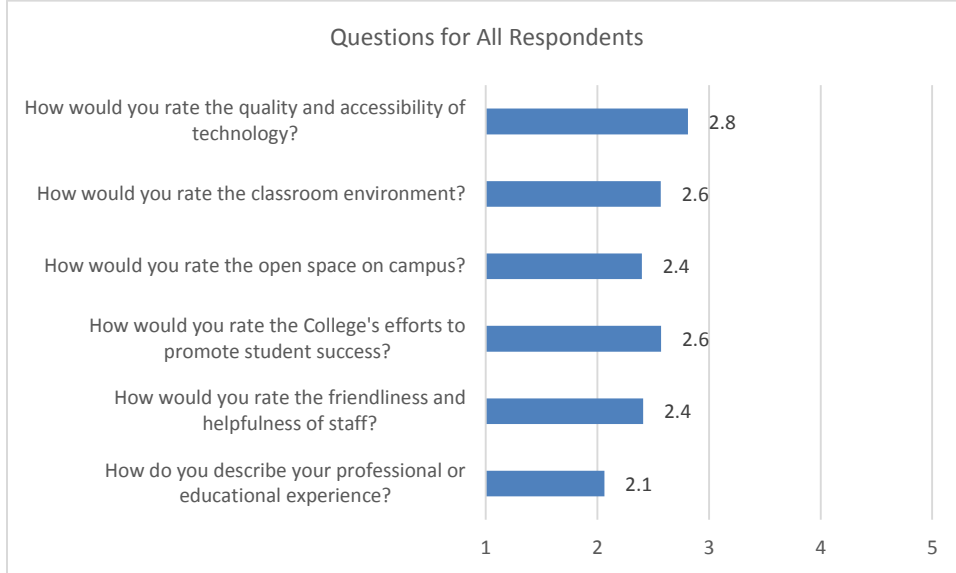
The remaining seven questions were asked of all respondents to the survey.

Question 16: This question asked respondents to rate six aspects of the College.

Responses to each question were as follows:

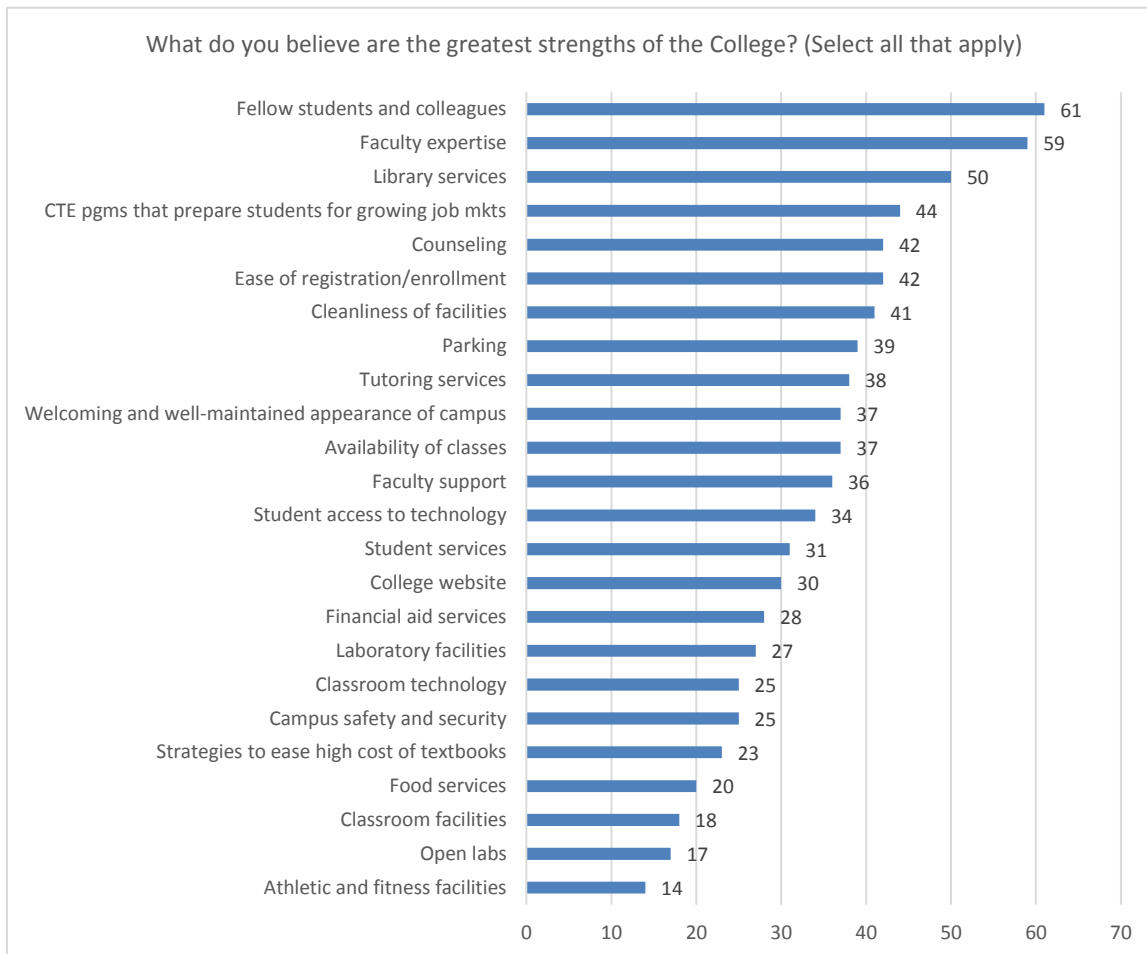
1. Excellent
2. Good
3. Average
4. Fair
5. Poor

The results below include the weighted average response for each question. For example, the last question related to overall experience received a weighted average score of 2.1, or, Good.



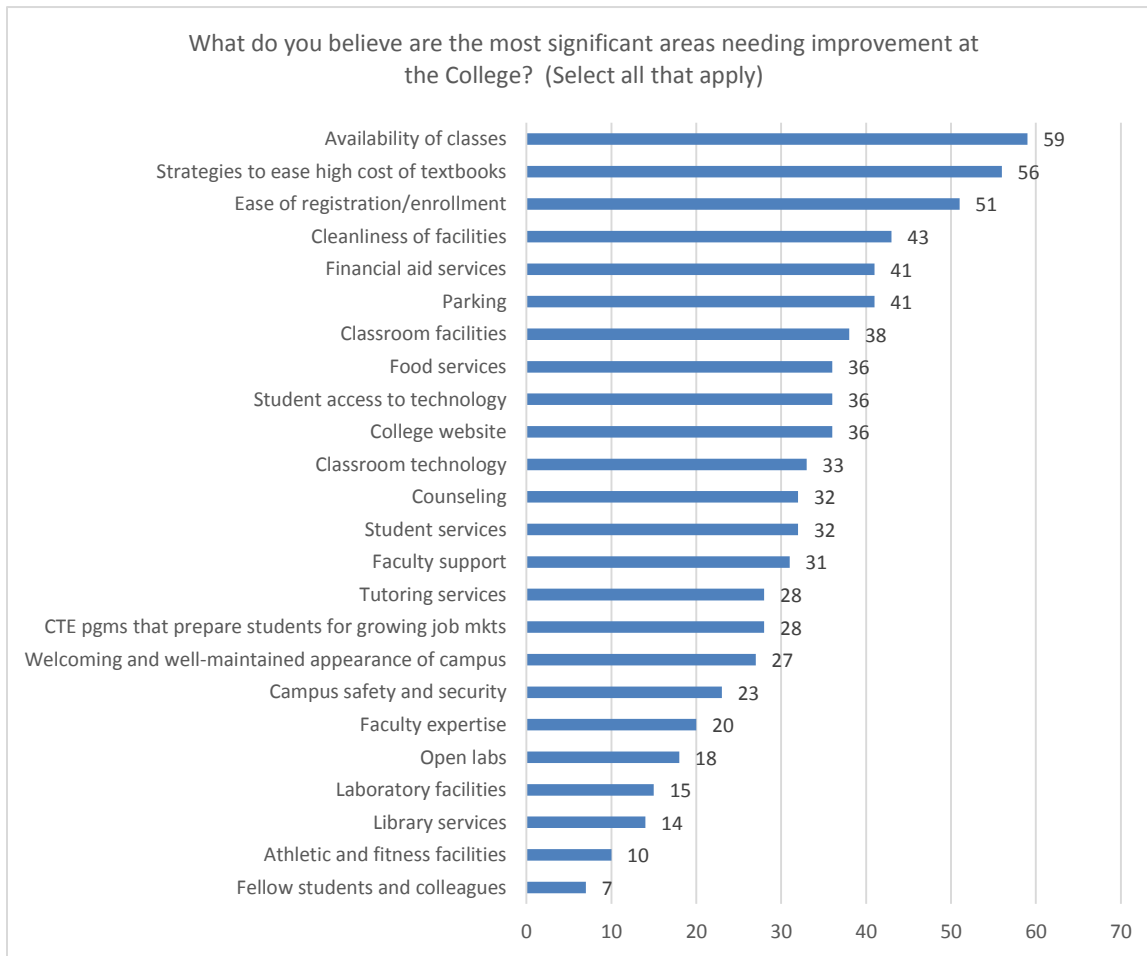
Question 17: What do you believe are the greatest strengths of the College? (Select all that apply)

A total of 139 respondents answered this question. They were allowed to select as many responses as they wished.



Question 18: What do you believe are the most significant areas needing improvement at the College? (Select all that apply)

A total of 185 respondents answered this question. They were allowed to select as many responses as they wished. The most common area needing improvement was “Availability of Classes”. It was selected by 59 respondents.



Question 19: On average, how long does it take to commute from your home to the campus?

The majority of respondents indicated that their commute to campus is between 15 and 30 minutes.

Answer Options	Response Percent	Response Count
Less than 15 minutes	22%	31
Between 15 and 30 minutes	42%	59
Greater than 30 minutes and less than 45 minutes	14%	20
Between 45 minutes and one hour	11%	15
More than one hour	8%	11
Other (please specify)	4%	6
answered question		142

Question 20: Please list any programs or courses that are not currently offered at your College that you would like to see added.

Respondents listed programs and services they would like added and expanded. For programs that already exist, respondents indicated they wanted more classes offered (e.g., programming, languages, evening classes, etc.). The following word cloud shows the programs (and comments) most mentioned. The larger the font-size, the more times the item was mentioned.



Question 21: What do you think is the single most critical consideration for the College planning committee as it plans for success of the College and its students for the next five years?

There were 85 ideas submitted. Following is a word cloud showing the most commonly mentioned words. The larger the word, the more times it was mentioned.



Idea
Better customer service in student support services
Keeping fees low and affordable for student populations
Greater focus on sustainability
Increase training for instructors
Better scheduling to improve course availability for students
More holistic planning relative to the service area, programs offered. Increase operational effectiveness. Reduce ad hoc approach to operations and planning.
More evening and weekend classes
Keep technology current and in good working order
More and better parking
Counselors - make sure all students see a counselor, develop educational plan, don't rely solely on assessment instruments.
More stability and longevity of administrators who work collaboratively with faculty and staff
More internships for students
Increase safety on campus
Focus on underrepresented students
Access to college for working students, mature students, veterans, immigrants...

Question 22: Was there a question that was not asked that you would have liked to have seen in this survey? Please elaborate.

Following is a summary of the 27 responses to this question.

- How can professors be held accountable?
- How can the quality of instructors be increased?
- How can administrators, faculty and staff work together in a more effective way?
- How can the quality of instructors be increased?
- How can hiring procedures be streamlined?
- Questions about the Chancellor and District duties relative to the college.
- When will the college have an enrollment management plan?
- There were no questions regarding the student health care services, which in my opinion has improved over the past year.

- What do you think of the communications between faculty, dept. chair, dean, VPI and/or president?
- How do we link our courses and programs to employer needs?
- How supportive is administration of faculty and programs?
- What is the impact of online learning -- are those strategies being fairly evaluated.
- What obstacles pose the greatest challenge to your success in the Peralta system?
- What suggestions do you for actively engaging students in student life like clubs/government/other extracurricular activities?
- What would enhance faculty experience at college?

Planning Assumptions – Merritt College

Preliminary Conclusions from the Data Portfolio

Following is an initial listing of conclusions that emerge from the data portfolio *and* that respond to the PCCD District Strategic Goals, which are intended provide a strategic focus for the colleges' efforts, priorities, plans and resource allocation. This listing helps bridge the data and the development of goals for the College's educational master planning. The District Strategic Goals furnish a framework for college planning, and the goals developed by the College can become part of a feedback loop to inform future planning at the District level.

Each planning assumption is preceded with the specific data finding(s) that leads to the conclusion. Most in the listing can be applied to multiple District Strategic Goals, and in fact, some "assumptions" are consistent with District 2015-16 Institutional Objectives.

District Strategic Goal A: Advance Student Access, Equity, and Success

1. *Finding – Student Success:* Of sixteen student success measures identified for inclusion in the data portfolio, including measures from the state "Scorecard," *improvement* in student success for Merritt over the last five-year timeframes is mixed. Of the 16 measures, five showed improvement, eight were uneven or mixed, and three declined.

Assumption: The District has prioritized student success in core educational areas as a 2015-16 number-one Strategic Focus. And, the College has its Student Equity Plan and Student Success plan to coordinate with, and to shed light on, this EMP. There are no magic bullets for student success, but with the expertise and dedication of faculty and staff, and enhanced funding from the State, student success assessment and strategies will be critical to effective educational master planning at Merritt College over the next five years.

2. *Finding – Student Gender Disparity:* The disparity among genders in student enrollment is exceptionally large, with 64% female and 33% male enrollment in Fall 2015.

Assumption: This gender disparity is becoming wider and more prevalent across educational levels, student success measures, and degrees awarded nationwide. At community colleges, it cannot be completely justified by program mix variables. Efforts to achieve gender equity in educational access and achievement are imperative to ensure against male disenfranchisement and societal/cultural imbalance.

3. *Finding – Ethnic and Cultural Pluralities:* Put together, the ethnic and cultural distributions of the college students, the college service area population, and the college faculty and staff are remarkably varied, with no one ethnicity having a majority, and all distributions being representative of each other.

Assumption: This plurality is remarkable in the State, the country and in the world and warrants celebration—and offer opportunities. The college is likely creating models and strategies of how to best take advantage of the synergy that may exist and the educational and community building exemplary possibilities.

District Strategic Goal B: Engage and Leverage Partners

4. *Finding – Partnerships with Employers:* The Alameda County Civilian Unemployment Rate is significantly low, at 5.9% in 2014; multiple large employers exist in Alameda County (Kaiser Permanente, Tesla Motors, Safeway, Inc., and Western Digital, to name a few); and numbers for projected next-generation, skilled, living-wage employments are great (market research analysts, environmental scientists and specialists, multi-media artists and animators, for examples). The robust economic climate in the service area provides significant advantages for the College.

Assumption: Maximizing partnerships and innovative opportunities with large as well as specialized employers in the Bay Area can provide opportunities for existing academic and employment program enhancement and future development of unique, cutting-edge programs.

District Strategic Goal C: Build Programs of Distinction

5. *Finding – Aging of Population:* All age categories of the service area population are projected to decline between the years of 2015 and 2020, with the exception of those between 25 and 34 years of age and those over 65.

Assumption: Identifying and developing programs to address this increasing age segment of 25-34-year-olds would provide a key service to the community. For example, second- and third-career seekers are increasingly common in this age group and in the current environment. This group, versus the first-career and initial four-year-college transfer category of students, would benefit from enhanced and re-designed CTE and complementary CTE programming.

6. *Finding – Less-than-high-school Educational Attainment of Population:* The levels of educational attainment of the Merritt College service area adult population are quite diverse, with similar percentages in categories with less than high school attained, high school diploma, baccalaureate degree, and advanced degrees. The less-than-high school attainment category is at 23%, which is higher than for the PCCD service area, the County of Alameda, and the State of California.

Assumption: Given the current available non-credit enhancement funds from the State, as well as the high school subjects and GED programs that are critical for the 23% of the adult population who need to develop personal economic sustainability, Merritt College may want to prioritize non-credit programs at this time. Further, non-credit FTES now provides the same income/funding as credit programs.

7. *Finding – Campus Climate and Student Opinions:* Students (124), and faculty and staff, responded to the EMP survey conducted during March. Their responses are both helpful and perplexing. For example, it is helpful for planning to know that students have a broad range of preferences regarding course scheduling times and methods; 87% prefer classroom-based learning, but an additional 29% prefer hybrid classes. (Students could check more than one response.) Many, 35% and 37% respectively, appreciate summer and short session programming. Additionally, it was confirmed that students are relatively technology-savvy, with 90% responding that they use the Internet and email. (See other technology-use indices, as well).

On the other hand, some critical features of the College received mixed ratings, and need further follow-up. While 61 of the 139 student and staff respondents identified “Fellow students and colleagues” as the *greatest strength* of the College, 41 identified “Cleanliness of

the campus” as a strength. This is perplexing because another 43 respondents identified the same feature “Cleanliness of the campus” as in *need of improvement*. Similar conflicting responses patterns are present for “Ease of registration”, “Parking”, “Campus safety”, to name a few.

Assumption: More research, including surveying, about student opinions is needed to understand whether student preferences are being adequately addressed. Student engagement is one of the most important variables contributing to student success, and these results introduce more questions than they answer. This survey was intended to provide a very initial assessment of student, faculty and staff opinions and experiences. Given that some of these results are difficult to interpret and that understanding student opinions is important for addressing student success, more research is imperative.

District Strategic Goal D: Strengthen Accountability, Innovation, and Collaboration

8. *Finding – Age Distribution of Faculty/Staff:* Forty-two percent of permanent faculty (of 71 total) were over 60 years of age in Fall 2015.

Assumption: Over time, faculty retirements create the opportunity to develop new programs, take advantage of varied talents, and enhance professional development. Doing so with intentional design, and re-design, provides the College with new avenues for change.

District Strategic Goal E: Develop and Manage Resources to Advance Our Mission

9. *Finding - Enrollment Development and "Swirl":* Enrollment and FTES has remained flat between 2010 and 2015. Typical enrollment assessment measures are included in this data portfolio. For example, the number of new freshmen from high schools has remained relatively constant—a positive indication. Additionally, of 6,935 students enrolled at Merritt College in Fall 2015, 34% were enrolled simultaneously at another PCCD community college. “Availability of classes” was identified as the top feature “in need of improvement” in the survey. Moreover, the adult population is not projected to grow more than 1.1% per year, and it is an aging population.

Assumption: An in-depth and systematic enrollment management assessment is needed to evaluate reasons for slow enrollment growth and “swirl” and identify solutions for the College to ensure future enrollment/FTES, course scheduling, and program viability.