



**Institutional
Midterm Report**

March 15, 2012



Submitted by:

Dr. George Herring President
Merritt College
12500 Campus Drive
Oakland, CA 94619

To:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Peralta Community College District Board of Trustees
Cyril Gulassa, President, Board of Trustees
Dr. William "Bill" Riley, Vice President, Board of Trustees
Edward W. Withrow, Trustee
Marcie Hodge, Trustee
Linda Handy, Trustee
Dr. Nicky Gonzalez Yuen, Trustee
Abel Guillen, Trustee
Esteem Brumfield, Student Trustee
Rich Copenhagen, Student Trustee

Midterm Report - Certification Page

Date: March 15, 2012

This Midterm Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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

Signed

(Chief Executive Officer)

(Chair, Governing Board)

(Name, Title, Representing)

TABLE OF CONTENTS

Statement on Report Preparation and Overview of ACCJC Recommendations since June 30, 2009
..... Page 4

RECOMMENDATIONS

2009 Team Recommendation 1: Mission Statement
Document deliberations regarding review and revision of the college mission and communicate to campus community.
..... Page 8

2009 Team Recommendation 2: Program Review
Refine program review, planning, and resource allocation processes, and develop a means to assess those processes.
..... Page 10

2009 Team Recommendation 3: Student Learning Outcomes and Assessment
Develop a plan to accelerate progress on use of student learning outcomes and assessment to improve institutional effectiveness.
..... Page 13

2009 Team Recommendation 4: Performance Evaluations
Develop a plan to complete all outstanding performance evaluations.
..... Page 18

2009 Team Recommendation 5: Human Resource Planning
Examine the relationship between the adequacy of full-time faculty in core academic areas and the ability of the college to provide a comprehensive curriculum.
..... Page 24

2011 Commission Recommendation 5 [reported by Merritt College]: Impact of recent and future financial decisions on the college’s ability to sustain programs and services.
..... Page 27

PROGRESS ON COLLEGE IMPROVEMENT PLANS
Progress on Self-Identified Improvement Plans
..... Page 33

APPENDIX
Evidence Included
..... Page 50

Statement on Report Preparation and Overview of ACCJC Recommendations since June 30, 2009

In spring 2009, Merritt College submitted its Comprehensive Self-study Report to the Accrediting Commission for Community and Junior Colleges. An eight-member evaluation team visited Merritt College and the Peralta Community College District offices March 9-12, 2009 to validate the data provided. The evaluation team issued four commendations and five recommendations to Merritt College. The Team Recommendations were the following:

- Team Recommendation 1: Accurately document deliberations regarding review and revision of the college mission, and communicate revisions to the campus community.
- Team Recommendation 2: Refine program review, planning, and resource allocation processes, and develop a means to assess those processes.
- Team Recommendation 3: Develop a plan to accelerate progress on use of student learning outcomes and assessment to improve institutional effectiveness.
- Team Recommendation 4: Develop a plan to complete all outstanding performance evaluations.
- Team Recommendation 5: Examine the relationship between the adequacy of full-time faculty in core academic areas and the ability of the college to provide a comprehensive curriculum.

In addition, the Team issued three recommendations for the Peralta District. The recommendations were as follows:

- Team Recommendation 6: District Management Systems
- Team Recommendation 7: District Financial Resources and Technology
- Team Recommendation 8: Board and District Administration

The recommendations concerning the Peralta District Office were also included in the team reports of the other three Peralta Colleges: Berkeley City College, College of Alameda, and Laney College.

In its June 30, 2009 letter reporting ACCJC action on the team report and recommendations, the Commission placed Merritt College on Warning status. The letter also detailed two follow-up reports to be completed prior to the midterm report:

March 15, 2010—Provide the status toward resolution of:

- Recommendation 2: Program Review
- Recommendation 4: Performance Evaluations
- District Recommendation 6: District Management Systems
- District Recommendation 7: District Financial Resources and Technology
- District Recommendation 8: Board and District Administration

March 15, 2011—Demonstrate resolution of:

- District Recommendation 6: Management Systems
- District Recommendation 7: Financial Resources and Technology

In November 2009, in response to the 2009 Annual Fiscal Report filed by Merritt College and the other three Peralta colleges, the ACCJC requested that the Peralta Community College District provide a Special Report which responded to six specific audit findings in the District's 2007-2008 independent audit report from Vavrinek, Trine, Day & Co., LLP (VTD). The Special Report was filed with ACCJC on April 1, 2010.

Merritt College filed its March 15, 2010 Follow-Up report addressing College Recommendations 2 and 4, and District Recommendations 6, 7, and 8. The Commission visited Merritt College on April 15, 2010 to validate its Follow-Up Report. On June 30, 2010, the Commission sent a letter to the college accepting the Report and requiring an additional Follow-Up Report, due October 15, 2010, to demonstrate that the college had fully addressed Recommendation 2 (Program Review) of the 2009 Evaluation Report.

After the April 2010 evaluation team visit to the Peralta Community College District, the Commission placed Merritt College and the other three Peralta colleges on Probation status "...for significant deficiencies identified by the 2010 Special Visit Team to the Peralta Community College District" (Letter of June 30, 2010). The Commission letter of June 2010 requested that the recommendations made to Merritt College and the other three colleges pertaining to District practices be addressed directly by the District Office in an October 15, 2010 report to the ACCJC. Following the June 2010 Commission letter, Peralta reporting to ACCJC was divided between reports concerning District practices and recommendations which were provided directly to ACCJC by the Peralta District, and reports concerning college practices and recommendations which are completed and filed by Merritt College and the other Peralta colleges.

The Peralta District filed their report by the October 15, 2010 deadline, and Commission representatives visited the District on November 4, 2010. In a January 31, 2011 letter to the Peralta community, Chancellor Wise E. Allen notified the District that Merritt College and the other three Peralta colleges were retained on Probation status, pending another report to be filed by the District Office by March 15, 2011. The deadline for filing that report was subsequently changed to April 1, 2011. District Recommendation 6 (Management Systems) and Recommendation 7 (Financial Resources and Technology) were among the recommendations addressed directly by the Peralta Community College District Office.

Evaluation team visits took place April 11-12, 2011. Merritt College faculty, staff and administrators were visited on campus to conduct verification and validation of the April 1, 2011 District report to the Commission. The Commission actions following the visit were reported in June 30, 2011 letters to Merritt College, to the other three Peralta colleges, and to the Peralta District.

On June 30, 2011, the Commission removed Merritt College and all four Peralta colleges from Probation status; however, the ACCJC placed Merritt College and all Peralta colleges on Warning status for District issues and asked the Peralta Community College District to correct the deficiencies noted in five new Commission Recommendations. The five new recommendations explicitly replaced and superseded all earlier District Recommendations. The Peralta District was required to file a Follow-Up Report by March 15, 2012, in response to the five Commission Recommendations. In addition, regarding Commission Recommendation 5, Merritt College was required to “...evaluate the impact of recent and future financial decisions on the college’s ability to sustain programs and services”, and to submit a Midterm Report by March 15, 2012.

In preparation for Merritt’s 2012 Midterm Report to ACCJC, Merritt’s Accreditation Liaison Officer (ALO), Dr. Linda Berry, presented an Accreditation progress report in November of 2010. She highlighted the Follow-Up Report of October 15, 2010, and described to the campus community the steps that had been taken to refine program review, planning, and resource allocation processes. An Accreditation Committee was convened on August 26, 2010, and it has met frequently since that time. Anita M. Black assumed the Interim Vice President of Instruction position and ALO responsibilities in January 2012.

As part of its charge, the Accreditation Committee gathered information pertaining to the resolution of all 2009 Team Recommendations, progress on the college’s planning agenda from the 2009 Self-Study, and the 2011 Commission Recommendation. January and February presentations on the draft report were made to the college’s governance bodies: The Administrative Team, College Council, College Budget Committee, Academic Senate, Classified Senate, College Educational Master Planning Committee, Council of Department Chairs and Program Directors, and Associated Students of Merritt College. The Merritt College Midterm Report was completed with the participation of administrators, faculty, staff and students, and the College Council approved the college’s midterm report on February 22, 2012.

Concluding Remarks

Merritt College administrators, faculty, and staff have worked with District administration in addressing the June 30, 2011 recommendation pertaining to the impact of recent and future financial decisions on the college’s ability to sustain programs and services. The college has addressed the 2009 Recommendations and college action plans since June, 2009. Merritt College’s President, Accreditation Liaison Officer, and key faculty, staff and students look forward to meeting with representatives of the Commission to discuss and validate Merritt’s Midterm Report on the 2009 ACCJC Recommendations and progress on Merritt College’s improvement plans identified in its 2009 Self-study.

Dr. George Herring
President
Merritt College

Report prepared by

Dr. Linda Berry, Former Vice President of Instruction, Accreditation Liaison Officer
Anita M. Black, Interim Vice President of Instruction, Accreditation Liaison Officer

College Accreditation Committee

Alexis Alexander, DSPS Faculty, CIC and Technology Committee Chair, Peralta Professional Development Officer, and College Webmaster
Sinead Anderson, Associated Students of Merritt College President
Tom Branca, Landscape Horticulture Faculty
Marilyn Bull, Support Staff, Office of Instruction
Patricia Denoncourt, Coordinator of Learning Center
Dr. Melinda Downing, Biology Faculty
Ann Elliott, English Department Co-Chair, SLOAC Chair, Basic Skills Coordinator
Dr. Eric Gravenberg, Vice President of Student Support Services
Rachel Hurtubise, CARE Program Specialist
Ken Litchfield, Landscape Horticulture Faculty
Pamela Mack, Sociology Faculty
Jon Murphy, Allied Health Faculty
Dr. Steve Pantell, Articulation Officer and Counseling Department Co-Chair
Dr. Tae-Soon Park, Academic Senate President, Math Department Co-Chair
Patricia Rom, College Network Coordinator
Dr. Stacy Thompson, Child Development Faculty and Accreditation Chair
Dr. Audrey Trotter, Director of Learning Center and Title III Project Director
Dera Williams, Staff Assistant/Administration, Office of Instruction

RESPONSE TO TEAM RECOMMENDATIONS AND COMMISSION ACTION LETTER

2009 Team Recommendation 1: Mission Statement

In order to increase effectiveness, the team recommends that the college ensure that its governance and decision-making processes relative to review of its mission include clear documentation of procedures and an accurate record of deliberations, decisions, actions, and impacts on college operations. Furthermore, the college must clearly communicate to the campus community any such revisions made to its mission and the impacts of those changes to college operations (I.A.3., IV.A.2.).

Response

The college took to heart Team Recommendation 1 to “Accurately document deliberations regarding review and revision of the college mission, and communicate revisions to the campus community.” The college Mission Statement underwent review and minor grammatical corrections in 2008, and it seemed appropriate to initiate a midterm assessment of the mission statement in light of the state emphasis on courses and programs that lead to transfer, career technical pathways, and basic skills.

Merritt’s mission statement is as follows:

The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society.

To accomplish its mission the College provides open access to excellent instructional programs and comprehensive support services in a culturally rich, caring and supportive learning environment.

Our purpose is to provide opportunities for lifelong learning, contribute to the economic growth of our communities while assisting students to attain degrees and certificates, earn credits to transfer and develop the skills necessary to complete their educational goals.

Affirmed as corrected by College Council: 12/17/2008

Since 2009 the college Mission Statement has been posted in high-traffic areas on campus, particularly in the Student Center (Building R), and on the college website. Whenever the Mission Statement is revised and approved at College Council, the revision is posted on the college website.

In fall 2011, the Merritt College Accreditation Committee convened a Mission Statement subcommittee with the sole purpose of soliciting input from the college community regarding

the viability of Merritt's mission statement. The subcommittee designed a survey and sent it electronically to the entire campus community including staff, faculty, administrators, and students on September 30, 2011. When asked whether or not the mission statement should be changed to more closely reflect the California Community College Chancellor's Office focus on basic skills development, workforce development, and transfer preparation, 54.8% of respondents replied in the affirmative. However, to an earlier question, 43.2% of respondents stated that they would leave the college Mission Statement as it is. These responses reflect the college's desire to grapple with the definition of "lifelong learning opportunities" for Merritt's community of learners.

In addition, the survey queried respondents whether the mission statement 1) should be included on every committee agenda, and 2) should be reviewed at the end of every meeting to ascertain if meeting agendas reflect the college mission. Respondents were in favor of including the mission statement on committee agendas, and were overwhelmingly opposed to reviewing committee work within the framework of the mission statement at the end of each committee session.

The College mission statement was reaffirmed by consensus at the October 2011 College Council meeting.

Evidence

- R1.1 College Council Meeting Minutes, December 17, 2008
- R1.2 College Mission Statement Posting Document, 2009
- R1.3 Accreditation Subcommittee Mission Statement Survey, September 30, 2011
- R1.4 College Council Meeting Notes, October 26, 2011

2009 Team Recommendation 2: Program Review

The team recommends that the college further refine its program review, planning, and resource allocation processes so that they are more clearly based on an analysis of quality, effectiveness, and student learning. Furthermore, the college must develop a systematic means to evaluate those processes and assess whether its plans actually lead to improvements in programs and services (I.B.3, I.B.6, and I.B.7)

Response

Summary of Response from the Follow-Up Report of March 15, 2010

Merritt College has established an ongoing and systematic cycle of evaluation and planning that assists the college in using its limited resources effectively and efficiently. One of the documents used for planning is the College Educational Master Plan, updated every five years in the year preceding the accreditation self-study. The College Plan represents a key planning tool used by the college, and is based on analyses, evaluations, and planning derived from unit plans and program reviews. The cycle of evaluation involved in the development of the Educational Master Plan includes an iterative process of District-wide planning discussions integrated with college-based discussions.

Data from the College Unit Planning processes are used for the following:

- Program Review
- College Educational Master Plan, 2009 - 2015
- Prioritization and justification of faculty and classified position requests for hire
- Prioritization of instructional equipment, material, and supplies
- Prioritization of facility needs, particularly as the District creates a new facilities master plan which will guide the ongoing expenditures of Measure A bond funds.

Resource needs identified in the unit plans were documented in the College Educational Master Plan, as well as in the District-wide Technology and Facility Plans. As part of the District Strategic Planning process, the District Wide Educational Master Planning Committee (DEMPC) defined a master planning cycle described below. The planning cycle delineates a timeline for unit planning, program review, district-wide environmental scans, and Educational Master Plan (EMP) updates.

DISTRICT WIDE EDUCATIONAL MASTER PLANNING CYCLE

<i>Annual EMP Milestone Progress Reviews</i>	
CYCLE	PROCESS
Annual	Annual Program Updates Review District Wide EMP Milestones
Three Years	All Programs Reviewed
Six Years	Educational Master Plan Updates
Six Years	Accreditation Self-study

The Instructional Program Review process consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curricular, pedagogical, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Program Review process include:

- The Instructional Program Review Team
- Core data elements
- Completion of an Instructional Program Review Narrative Report

Timeline for Instructional and Student Services Program Review	
January-April 2010, 2013, 2016	All programs undergo review
September/October every year	Annual Program Updates: review of annual data and student success factors.

Summary Comments

Merritt College continues to engage in the integrated strategic planning process at the college and through District planning. It is committed to the college’s four strategic directions, to its institutional priorities, and to assisting the District in making significant progress on its five goals to:

- Advance student access and success
- Engage our communities and partners
- Build programs of distinction
- Create a culture of innovation and collaboration
- Ensure financial health

Merritt College is well positioned to further these District goals through leadership in the district-wide retention and persistence initiative, through our extensive community partnerships, our various grants supporting faculty creativity and innovation in designing new curricula, and through college-wide collaboration to remain fiscally healthy.

The college, in collaboration with the District office and the other three Peralta Colleges, will always work to focus district-level strategic planning on the educational needs of the colleges.

Current Progress from March 2010 to March 2012

In fall 2010 the college went through a rigorous process to refine the program review, planning, and resource allocation model. A subcommittee of the Accreditation Committee was formed to review other college templates and best practices in assessing and evaluating program review, planning, and resource allocation models. As a result, the college created a program review evaluation tool template adapted from The Academic Senate for California Community Colleges, Program Review Model (Setting a Standard 2009-09) to systematically evaluate these processes and to improve programs and services. The program review

evaluation tool was first implemented in November 2010 and disseminated to faculty, staff and students via Survey Monkey.

Merritt College has followed its integrated planning and budgeting planning processes to identify and document resource requests through program review and annual program updates. The College Educational Master Planning Committee (CEMPC) identified college priorities and forwarded recommendations to the College Council for review and approval. These recommendations are forwarded to the College President for final approval and presentation at the District Planning and Budgeting Integration Model Committee meeting (PBIM). The college and District then continued with the budget development processes to complete the planning, program review, and resource allocation cycle.

Evidence

- R2.1 College Educational Master Plan 2009-2015
- R2.2 PCCD Unit Plan Template
- R2.2 PCCD Technology and Facility Plans
- R2.3 Program Review Handbooks
- R2.4 Merritt College Grant Matrix
- R2.5 Annual Program Update (APU) template
- R2.6 Merritt College Integrated Planning and Budget Process Flow Chart
- R2.7 Program Review Evaluation Tool
- R2.8 College Priority List to District PBIM

2009 Team Recommendation 3: Student Learning Outcomes and Assessment

The college should develop an action plan to accelerate progress on the use of student learning outcomes and assessment to improve institutional effectiveness. Specifically, the college should expedite the completion of student learning outcomes for all programs, degrees, certificates, and courses. Furthermore, the college should accelerate the identification of assessment strategies for student learning outcomes, implement the assessment strategies, and use the results of the assessment for continuous quality improvement (II.A.1.a, c, 2.a,b,c,e,f,h,i, A.3, A.6, Eligibility Requirement 10).

Response

Assessment Report

In January 2009, the Merritt College Student Learning Outcomes and Assessment Committee (SLOAC) recognized the need to develop an action plan to achieve proficiency in student learning outcome creation and assessment by the 2012 deadline set by ACCJC. To that end, in spring 2009 SLOAC commissioned Marcy Alan Craig from Cabrillo College to work with the committee on developing an action plan. The action plan calls for course-embedded assessment of the student learning outcomes for each course. Since that time, Merritt College has phased in the assessment plan with several disciplines while focusing on crafting effective, viable student learning outcomes for all courses.

In fall 2010, Merritt College went to full implementation of its assessment action plan. The 2010-11 plan called for all faculty, full- and part-time, to assess at least one course during the academic year. Binders were created for each discipline with required forms and documentation for implementing the plans. SLOAC Committee members met with department chairs and key discipline faculty to explain the plan and provide assistance for implementation.

The result was a widespread campus buy-in of course and program assessment as an essential feature of the college's new pedagogical culture, a real culture shift. As of spring 2012, over 80% of the courses actively offered at Merritt College have SLOs, and for the 2011-12 assessment cycle 45% of courses have assessment plans. Many faculty members are 1) completing analysis of assessment results from fall 2011, 2) identifying next steps to improve learning, and 3) meeting with department colleagues to draft department summaries of work completed by individual faculty. Other faculty members are implementing assessment plans and collecting and analyzing results during the spring 2012 semester.

Instructional department chairs and program leads have participated in professional development through ongoing small group and individual work sessions on developing assessment plans and using TaskStream. Departments and academic programs are developing a three-year timeline for assessing all courses and all degrees. Individual departments such as the Natural Sciences Department have developed their own assessment leader. Natural Sciences, Child Development, English, Nutrition and other departments have held summit meetings to dialogue about assessment results and to develop plans to improve learning.

The Annual Program Update (APU) was revised for fall 2011 to include the use of assessment results both for the development of action plans and for the identification of resource requests. The APU also asks programs to be accountable for assessment of student learning outcomes.

Program Maps: Aligning the Curriculum

Since 2008, the college has been engaged in mapping a student's journey through a program, including courses in the program, program outcomes, and assessment points. The following disciplines have completed maps: Administration of Justice, African American Studies, Anthropology, Business Administration, Child Development, Computer Information Systems, Communication, English, Environmental Studies, Landscape Design, Nursery Management, Microscopy, Nutrition, Paralegal, Radiological Science, and Real Estate. Recently, three of the program maps—Administration of Justice, African American Studies and Business Administration were selected for publication in Dr. Ruth Stiehl's and Dr. Lewchuck's revised *Mapping Primer*. Maps can be seen on the Learning Assessment website.

TaskStream: Accountability Management System

Starting in spring 2011 and ongoing, the college has made an all-out effort to implement TaskStream as its Accountability Management System (AMS). At present over 110 Merritt College faculty, staff, and administrators have TaskStream subscriptions. The college uses TaskStream as a means to inform chairs, program directors, and other campus stakeholders of the assessment work that has been completed. To increase use of this AMS tool, TaskStream training videos on inputting SLOs and assessment plans are now on the Merritt College website.

Institutionalizing Student Learning Outcome Assessment

The college has also developed activities and procedures to institutionalize student learning outcomes assessment. These include the following:

- Including SLO assessment training as a part of the Title III grant objectives aligning the grant with and augmenting the SLO assessment work in-progress at the college
- Requiring all new and updated courses that come to the curriculum committee have SLOs and assessment methods (spring 2009)
- Configuring CurricUNET to include the SLO coordinator's review and approval of SLOs (spring 2009)
- Requiring all syllabi to include SLOs (spring 2009)
- Adopting the revised Annual Program Update (noted earlier) that ties action plans and resource requests to assessment results and asks departments and programs to account for assessment work (fall 2011)
- Scheduling FLEX activities that present assessment practices and offer faculty and staff time to work on assessment processes (fall 2009 ongoing)
- Ongoing updates to CDCPD, Council of Department Chairs and Program Directors, of assessment work as documented in TaskStream (fall 2010)
- Making SLO Assessment a standing Academic Senate Agenda item (fall 2009).
- Funding for SLO coordinator position, adjunct faculty participation, SLOAC committee membership, and classified assistance (2009 ongoing)
- Funding for college designees to participate in state-wide and local institutes, convocations, workshops and conferences addressing SLO assessment (ongoing)
- Developing an assessment website and TaskStream training videos (ongoing).

Learning Support Programs and Services

Throughout fall 2011, the SLO coordinator conferred with vice presidents of student services and of instruction, and with other non-instructional program directors and lead staff to configure TaskStream workspaces for Student Services and administration, thus finalizing the college's TaskStream hierarchy.

A key feature of this process was naming these workspaces, and it was decided to name them "Learning Support Services and Programs," comprising everything outside the classroom such as business services, EOPS, the Library, administrative offices, and custodial services. This is another example of how the learning assessment work creates a shared language of alignment and integration. SLOs for Student Services programs and services have been entered in TaskStream, and these programs are in the process of documenting improvements.

Orientation: Heretofore, orientation was the weakest link of all of the student services, yet it is perhaps the most important support service for ensuring a successful student transition. If a student's transition to the college is not successful, there is a high probability that student will struggle. This struggle leads to academic difficulty, potential loss of student aid, and increased time to degree completion. In spring 2011, a new orientation initiative was launched with a student learning outcome goal of increasing the number of students who are participating in orientation and assessments.

In July 2011, over 60 students participated in a College Success Institute established to orient incoming/returning students. On the same day, over half of the students were able to take their assessment, and the other half took their assessment the next day. After they were assessed, students met with their counselors for advisement and course selection. Heretofore, students could bypass orientation and take their assessment. As a result, a majority of students did not go see a counselor, or they were unaware of the support services that were available to them. Implementing this new system enabled more students to complete the registration process successfully and to complete the financial aid process earlier. With this data, the Student Learning Outcome was to reach more students through orientation to ensure that they followed the prescribed matriculation process to thereby facilitate their successful transition to Merritt College.

In fall 2011, a new orientation program was instituted serving over 400 students compared to 45 in the previous academic year. All students who attended orientation were advised, assessed, and then enrolled into courses. In addition, Merritt's Title III Student Services Implementation Team is researching and reviewing online orientation software programs for possible implementation in fall 2012.

Financial Aid: The Student Learning Outcomes for Financial Aid are driven by a number of factors. Chief among them is the need to increase student financial literacy and to provide financial assistance for students to complete their educational and career objectives. To that end, the Financial Aid Office offers a series of workshops on student loans, completing financial aid applications, and other activities designed to inform students of a variety of financial programs and services. Over 120 students have attended these workshops.

In addition, the College has established a grant-funded Financial Opportunity Center (FOC) with goals of providing integrated services to low-income students, assistance in stabilizing their finances, building assets, and staying in college. Merritt is implementing a multi-strand approach that incorporates the following core services:

- Financial Services including financial literacy, access to mainstream financial services, personal budgeting assistance, and debt counseling to help students stabilize their personal finances, reduce reliance on payday lenders and check cashing outlets, and stabilize their debt/income ratio
- Employment and Workforce Services including career counseling and contextualized case management to help students succeed in Merritt College Career and Technical Education programs that lead to career path employment in high wage industries
- Access to Income Supports including eligibility determination and enrollment into public income support programs including Federal financial aid, food stamps, public medical benefits, Earned Income Tax Credits, and TANF resources

EOPS/CARE: One of the EOPS/CARE Student Learning Outcomes is to help students navigate the college successfully. Intrusive counseling is one of the most effective methods for improving student success. Students must attend three mandatory counseling appointments per semester. These sessions are designed to teach them the requisite academic skills to achieve their goals. To assess the efficacy of this approach, in fall 2011 EOPS/CARE developed an evaluative tool to measure “college knowledge”. A pre- and post-survey was administered to 60 students. This mandatory counseling resulted in a 10% increase in the number of students who chose their educational objective.

In November 2011, a District-wide Student Services Summit was held to share across all Peralta colleges the assessment work happening outside the classroom. At this convocation two Merritt programs, DSPS and Merritt works, presented improvements made as a result of the focus on Student Learning Outcomes. The ensuing conversations also prompted reflection on developing assessment methods and tools based on what faculty and staff are already doing, and supporting the principle that the college is always doing assessment. This work reflects the college’s achievement of proficiency in documenting assessments and strengthening the overall culture of evidence and inquiry.

All this is evidence of progress the college has made both in the culture of inquiry and in accountability for assessment of learning outcomes. It is becoming a basic principle of the college that assessment is everyone’s responsibility, and that assessment contributes not only to student learning but to the college’s ability to adjust its teaching and learning practices in order to improve student success. Merritt College is now confident that it will reach proficiency by the 2012 deadline.

Evidence

- R3.1 Alan Craig Report
- R3.2 Assessment binders from divisions
- R3.3 TaskStream
- R3.4 TaskStream Status Report
- R3.5 Annual Program Updates
- R3.6 Professional Developmental Agendas, August 18, 2011 and January 10, 2012
- R3.7 Student Services Binder
- R3.8 Financial Opportunity Center Grant
- R3.9 College Knowledge Student Evaluation Tool

2009 Team Recommendation 4: Performance Evaluations

In order to increase effectiveness, the team recommends that the college develop a plan to complete all outstanding performance evaluations expeditiously. This was also a recommendation of the 2003 visiting team (III.A.1b).

Response

In view of the June 30, 2009 ACCJC Recommendation regarding performance evaluations, Merritt College adopted an aggressive plan to complete all evaluations for classified professionals by the end of December 2009, and college administrators were held accountable for ensuring completion. This plan and documentation of progress were provided in the Merritt College Follow-up Report submitted March 15, 2010.

Furthermore, the college developed a plan to evaluate faculty on a timeline that complied with Board Policy and the Peralta Federation of Teacher's (PFT) Agreement between the faculty union and District management. Instructional division deans 1) participated in evaluation of probationary faculty, 2) developed evaluation clusters for tenured and adjunct faculty, and 3) oversaw the evaluation process in order to comply with Board Policy and the PFT agreement regarding part-time and contract faculty evaluations.

The following section presents information on evaluation plans for administrators, classified staff, and faculty.

Administrator Evaluations

From Follow-up Report, March 15, 2010

All administrators are evaluated on an annual cycle. The cycle for 2009-10 began in May 2009 with peer/staff evaluations. All administrators were then required to attend Managers' College in June 2009 for leadership development and performance management. In August 2009 each manager completed a self-assessment, and the supervisor completed the evaluatee's performance evaluation. In September 2009, managers' evaluations were submitted to the Board of Trustees and discussed in closed session.

From 2010-2012

The evaluation cycle for 2010-11 was initiated in June 2010 with a request to all Peralta managers to identify 20 peers/staff to provide evaluations by mid-October. The initial goal-setting conference between a manager and his/her supervisor was completed by October 1, 2010. The Management Evaluation Forms for 2010-11 were updated to include the District updated strategic goals, listed in the Goal Setting/Initial Conference form for the 2010-2011 Academic Year. A revised timeline was sent to all managers on October 12, 2010.

The manager evaluation process for 2011 was slightly delayed due to a review and streamlining of the process. The revision of the manager's evaluation process resulted in clearer directions for developing and measuring meaningful performance goals. The new criteria were labeled as S.M.A.R.T. [see table below]. The submission date for all 2011-12 administrative evaluations is February 1, 2012.

S. M. A. R. T.	<ul style="list-style-type: none"> ➤ <i>Specific</i> ➤ <i>Measurable</i> ➤ <i>Achievable</i> ➤ <i>Results Oriented</i> ➤ <i>Time-Bound</i>
<i>Performance goals should be clear and guide action. To do that, goals must meet the following criteria:</i>	
SPECIFIC:	<i>Be specific about expected results. Define these clearly and simply. Performance objectives should describe the general actions required to achieve performance expectations.</i>
MEASURABLE:	<i>Clarify what will be measured and how. Some objectives can be measured quantitatively, others must be measured qualitatively. Describe how success will be assessed.</i>
ACHIEVABLE:	<i>Goals should be attainable and agreed upon. While realistic, they should also be a stretch to provide challenge and professional growth</i>
RESULTS ORIENTED:	<i>Goals must be focused on the desired end result or outcome desired.</i>
TIME-BOUND	<i>Goals should have a specific date for completion.</i>

Classified Staff Evaluations

From Follow-up Report, March 15, 2010

Prior to the Self-study of 2009, classified staff performance evaluations had not always been completed on an annual basis as prescribed. The Commission’s reiteration that the annual timelines must be adhered to in order to meet accreditation standards was taken seriously and the Follow-up Report of March 15, 2010 documents progress in completing classified staff evaluations.

Due to severe budget cuts and the departure of the business manager, the Merritt College Business Office lost three full-time staff to consolidation of positions and bumping rights. With the arrival of a new business manager in January 2012, the Business Office is back on schedule with annual evaluations of Business Office staff.

From 2010-2012

Merritt administrators have been working collaboratively with PCCD Human Resources to develop a system to complete performance evaluation for all classified staff members. All administrators are notified by Human Resources of each staff member's hire date so that evaluations will occur on or near the anniversary hire date. This process has been extremely successful as the administration continues to evaluate classified staff on an annual basis as prescribed in Board Policy and accreditation standards.

Faculty Evaluations

From Follow-up Report, March 15, 2010

The College and District have confirmed the need for timely and ongoing evaluations for probationary, contract, and part-time faculty. According to the agreement between the District and faculty union, probationary faculty undergo a rigorous four-year evaluation process with prescribed evaluation committees and a Tenure Facilitator on each campus who coordinates the process and required paperwork for all tenure-track faculty.

According to the *Faculty Evaluations Policies and Procedures Handbook* prepared by the Office of the Vice Chancellor of Educational Services, contract and adjunct faculty will be evaluated every three years. The *Handbook* is reviewed annually and revised as needed. In concert with PFT representatives, the college's instructional deans have developed a three year evaluation cycle for completion of evaluations of tenured faculty.

Tenure Track Faculty Evaluation Process

The college and District recognize the importance of nurturing, guiding, and evaluating probationary faculty. The *Faculty Evaluations Policies and Procedures Handbook* states the following:

Peralta Community College District's tenure review is a four-year process to assure excellence in all aspects of the academic enterprise. The evaluation criteria are derived from those academic qualities, skills, and attitudes of professional behavior which constitute excellence. The tenure review system is founded upon the following principles:

- Recognition and acknowledgement of good performance
- Enhancement of satisfactory performance
- Continual development of faculty who are performing satisfactorily to further their own growth
- Improvement of performance
- Promotion of professionalism.

The faculty has the professional responsibility to play a central role in evaluating their peers. Only through the mutual effort of faculty and administration can the goal of promoting

quality education be achieved. Adherence to this policy assures that only highly qualified professional staff will be recommended for tenure to the Board of Trustees of the Peralta Community College District (Faculty Evaluations Policies and Procedures Handbook, August 2011).

All tenure track faculty evaluations are completed on time. The files are reviewed and certified by the Academic Senate President, the Vice President of Instruction, and the College President. The files are kept in a locked cabinet in the Office of Instruction, and a signed summary sheet on each evaluatee is forwarded to District Human Resources. Files of probationary faculty in their fourth evaluation year are sent to the Chancellor for review and final approval of permanency.

Part-Time Faculty Evaluation Process

In 2006, a tentative agreement was reached between the Peralta Federation of Teachers and the District regarding a Part-Time Faculty Rehire Preference Pool. This agreement established a Preferred Hiring Pool of part-time faculty, outlined the process for part-time faculty evaluations, and formalized the criteria for entry into the pool. Central to entrance into the pool is an evaluation rating of “*Surpasses requirements,*” or “*Is Exemplary.*”

The District Office of Human Resources is charged with creating and maintaining an updated electronic list of all individuals who are accepted into the Preferred Hiring Pool. Members of the Preferred Hiring Pool are guaranteed an offer of an assignment if such assignments are available. The administrative procedures for Part-Time Faculty Evaluations are documented in the *Faculty Evaluations Policies and Procedures Handbook*.

The following outlines the process for selecting part-time faculty to be evaluated:

1. A list of all District part-timers is provided to the college by District Human Resources in conjunction with the Office of Educational Services
2. Following Education Code Section 87663, a list is developed of part-time faculty to be evaluated each academic year in the following order of priority:
 - a) First year of employment in the District
 - b) Faculty who have successfully completed the Faculty Diversity Internship Program
 - c) Temporary long-term-substitutes
 - d) All other temporary/part-time faculty by discipline, by department, by college, and by seniority, with priority given to faculty who will enhance the diversity of the faculty in terms of ethnicity and gender.

Approximately one-third of part-time faculty in each discipline is evaluated in an academic year. Thus, all part-time faculty will have an opportunity to be evaluated once every three years.

In order to more effectively address the number of incomplete part-time faculty evaluations, the Peralta Federation of Teachers and the District agreed in January 2009 to streamline the evaluation process for tenured and part-time faculty. The streamlined process requires a single evaluator, who may be contract or adjunct faculty.

The Peralta District and the four colleges have worked collaboratively to adhere to and complete the Part-Time Faculty Evaluation process. The advantage to the individual faculty member is that he/she can qualify for the Preferred Hiring Pool if the faculty member achieves at least a rating of “surpasses requirement.” The instructional deans have worked diligently to ensure that division faculty have participated in these critical evaluations.

PART TIME FACULTY EVALUATIONS		
Instructional Division	2009-10 Academic Year	2010-11 Academic Year
Division I	85% completed	Scheduled
Division II	91% completed	Scheduled

As of December 19, 2011, a side agreement letter regarding part-time and tenured faculty evaluations was signed by the Peralta Federation of Teachers (PFT) and the District Office.

Tenured Faculty Evaluations

The biggest challenge has been to complete tenured faculty evaluations. However, the College has experienced greater participation over the past three years in conducting and completing evaluations for tenured faculty. The instructional deans created evaluation matrices with a three-year cycle for completion so that at the end of three years, all faculty will have been evaluated once and will have participated as a peer evaluator at least once. In the 2010-2011 evaluation cycle, 100% of tenured faculty were evaluated in both divisions. The 2011-2012 tenured faculty evaluations are in progress.

Tenured Faculty Evaluations				
Instructional Division	2008-09 Cycle	2009-10 Cycle	2010-11 Cycle	2011-2012
Division I	100% Completed	100 %Completed	100% Completed	In Progress
Division II	100% Completed	97% Completed	100% Completed	In Progress

From 2010-2012

Merritt College continues to adhere to the cycle of evaluation for tenure-track, part-time, and tenured faculty. Each fall at the Council of Department Chairs and Program Directors, the Office of Instruction initiates the process of evaluation for adjunct and tenured faculty. The evaluation cycle for tenure-track faculty is initiated by the District Office of Educational Services, which works directly with the college Tenure Review Committee Facilitator (TRC). In turn, each TRC Facilitator coordinates evaluation schedules with the college’s Tenure Review Committees and the Vice President of Instruction. Finally, the process is certified

each term by the review and approval of each TRC file by the academic senate president, the vice president of instruction, and the college president. The summary sheets from each file are then forwarded to the District Office of Educational Services.

Evidence

- R4.1 Board Policy 3.30: Tenure Track Faculty Evaluation Policy
- R4.2 Board Policy 3.30B: Tenured Faculty Evaluation Policy
- R4.3 Part time/Tenured Faculty Evaluations Policies and Procedures Handbook, December 19, 2011
- R4.4 Manager Evaluation Timeline
- R4.5 3-Year Cycle of Tenured Faculty Evaluations
- R4.6 Part Time Faculty Rehire Preference Pool Tentative Agreement
- R4.7 Revised Procedures for Evaluating Part-Time Faculty
- R4.8 December 9, 2011 PFT Side Letter - Part time and Tenured Faculty Evaluations
- R4.9 Division 1 and Division 2 Tenured Faculty Evaluation 3-Year Cycle

2009 Team Recommendation 5: Human Resource Planning

In order to increase effectiveness, the team recommends that the college examine more closely the relationship between the adequacy of full-time faculty in core academic areas and the ability of the college to offer a comprehensive curriculum and to develop and assess student learning outcomes at the course, program, and institutional levels (III.A.2.).

Response

College Curriculum Development

Merritt College offers a comprehensive curriculum in transfer, basic skills and CTE programs. This curriculum is examined closely through the college's shared governance process, beginning with program reviews initiated by departments and units. Program reviews are summarized by deans and vice presidents and presented to key shared governance committees such as the Council of Department Chairs and Program Directors, College Educational Master Planning Committee, College Budget Committee, Facilities Committee, and College Council. Full-time faculty in core academic areas are identified to address the ability of the college to offer a comprehensive curriculum, based upon the analysis completed by departments/units and thorough examination summarized by deans and vice presidents.

Since 2007, Merritt College has added nine full-time faculty members in the following areas: Communication, Landscape Horticulture, Psychology, Associate Degree Nursing, Radiologic Science, History/Mexican-Latin studies, and Counseling. This pool of new faculty is very diverse with three Latino(a) Americans, three Asian Americans, two African Americans, and one LGBTQ.

Despite budget reductions, Merritt College maintains its emphasis on curriculum development and curriculum revision. Over the past two years, faculty have developed new curricula in Medical Assisting, Chronic Care Assistant, Landscape Horticulture, Environmental Management, Personal Trainer, Genomics, Biology, and Microscopy. Discipline faculty have revised curricula in Child Development, Business, Psychology, Nutrition, Political Science, African American Studies, and Real Estate. In addition, they have added degrees and certificates in Communication, Administration of Justice, Landscape Design, and Microscopy. The table below documents the degrees and certificates awarded by Merritt College in comparison to its sister colleges. Merritt College students comprise 18-20% of the total Peralta student population, and yet the college awards between 31-36% of degrees and certificates earned each year in the Peralta District.

Certificates and Degrees Awarded			
	2008-09	2009-10	2010-11
Total Awarded in Peralta	1702	1862	1889
Merritt College	581 (31%)	669 (36%)	656 (35%)
Berkeley City College	142 (8%)	120 (7%)	155 (8%)
College of Alameda	251 (15%)	362 (19%)	320 (17%)
Laney College	728 (43%)	711 (38%)	758 (40%)

Development and Assessment of Learning Outcomes

Merritt College began identifying learning outcomes for programs and courses in 2007, following the Ruth Stiehl model of mapping programs to articulate the student's journey through the curricula. The following disciplines have completed maps: Administration of Justice, African American Studies, Anthropology, Business Administration, Child Development, Computer Information Systems, Communication, English, Environmental Studies, Landscape Design, Nursery Management, Microscopy, Nutrition, Paralegal, Radiological Science, and Real Estate. Recently three of the college maps—Administration of Justice, African American Studies and Business Administration were selected for publication in Dr. Ruth Setiehl's and Dr. Lawrence Lewchuck's revised *Mapping Primer*.

In 2009, Merritt brought Marcy Alan Craig from Cabrillo College to assist with an action plan calling for course-embedded assessment of student learning outcomes for each course. Since that time, Merritt College has phased in the assessment plan with several disciplines while focusing on crafting effective and viable student learning outcomes for all courses. During fall 2010, Merritt College went to full implementation of its assessment action plan in instruction and student services.

TaskStream

Beginning spring 2011, the college continues with an all-out effort to implement TaskStream as its Accountability Management System (AMS). Over 110 Merritt College faculty, staff, and administrators have TaskStream subscriptions. The college uses TaskStream as a means to inform chairs, program directors, and other campus stakeholders of the assessment work completed.

Learning Support Programs and Services

Throughout fall 2011, the SLO coordinator conferred with the vice presidents of student services and instruction, with other non-instructional program directors, and lead staff to configure TaskStream workspaces for Student Services and administration, thus finalizing the college's TaskStream hierarchy.

A key feature of the process included naming these workspaces "Learning Support Services and Programs," comprising all areas outside the classroom (Business Services, EOPS, the

Library, Administrative Offices and Custodial Services). This is another example of how the learning assessment activities create a shared language of alignment and integration. SLOs for Student Services programs and services have been entered into TaskStream and these programs are in the process of documenting their improvements.

In November 2011, a District-wide Student Services Summit was held to examine and Peralta's assessment pursuits occurring outside the classroom. At this summit two Merritt programs, DSPS and MerrittWorks, presented improvements made as a result of the focus on student learning outcomes. The ensuing conversations also prompted reflection on developing assessment methods and tools based on what faculty and staff are already doing. These assessment methods and tools support the principle—the college is engaged with assessment. This work reflects the college's advancement towards proficiency in documenting assessments and strengthening the overall culture of evidence and inquiry.

Evidence

- R5.1 CIC Minutes
- R5.2 CIPD Approval Materials
- R5.3 Assessment binders from divisions
- R5.4 TaskStream
- R5.6 TaskStream Status Report
- R5.7 Annual Program Updates
- R5.8 Professional Developmental Agendas, August 18, 2011 and January 10, 2012

2011 Commission Recommendation 5 [reported by Merritt College]

Regarding Commission Recommendation 5, Merritt College must evaluate the impact of recent and future financial decisions on the college's ability to sustain programs and services.

Response

The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society.

To accomplish its mission, the college provides open access to excellent instructional programs and comprehensive support services in a culturally-rich, caring and supportive learning environment.

Merritt College's strong and collegial governance processes which is upheld by dedicated faculty and staff provides the foundation for weathering the storm of budget crises. Budget reductions are discussed in specially-scheduled budget forums, and faculty, staff and students are given opportunities to ask questions and voice concerns. For example, the College President invited the District Vice Chancellor of Finance to present at a College Council meeting and to answer questions about budget reductions. In addition, the Chancellor held Town Hall Forums on budget presentations at all four colleges. The budget forum held at Merritt was attended by over 300 faculty, staff and students.

Operational Changes

For the past several years, all four colleges of the Peralta District have engaged in a planning and budgeting process that included the establishment of four district-wide committees (Technology, Facilities, Education, and Planning and Budgeting Integration). A special sub-committee of the Planning and Budgeting Integration Committee (PBI) was charged with developing a Budget Allocation Model (BAM) to be vetted through the PBI with a recommendation for implementation. The goals of this district-wide sub-committee were as follows:

- To ensure college representation in decisions regarding district-wide planning and budgeting for technology, facilities, and educational matters
- To establish a budget allocation model linked to college planning, annual program updates, resource requests, program review, and educational master plans
- To create a district-wide committee process for forwarding recommendations to the Chancellor for approval and implementation.

Fiscal decisions that have positively impacted the college's ability in providing services to students include:

- District Offices of Financial Services and Information Technology committed to providing centralized funding for library database annual renewals

- The District support for a new Merritt College science building using approximately \$40 million in Measure A Bond funds. The new science building will support the college's allied health programs, mathematics, sciences, and other programs of study, as well.
- The newly renovated Library and Learning Center facilities are scheduled for completion 2012. The renovated facilities will house new computer labs, a Writing Across the Curriculum Center, tutorial services, and high-tech/high-touch learning spaces.
- The SMART Classroom project which provides upgraded technology to 51 Merritt College classrooms.
- A district-wide staffing plan has been implemented to identify critical and essential positions at each college.
- Three dean positions have been approved for Merritt College (two for Instruction and one for Student Services). A Dean for Grants and Special Projects, who reports to the vice president of student services, was hired in November 2011. Recruitment for two instructional deans is in progress, and the positions will be filled spring 2012.

Special Funding

Merritt College is fortunate to have a variety of external funding sources that provide supplemental funding for special projects and support for programs, services, and core classes.

- The college has a five-year \$1.9 million dollar comprehensive development Title III grant project, now in its fourth year. The project is designed to strengthen the institution, to help in carrying out the college's mission, and to strengthen the institution's core academic performance indicators in four key areas: retention, drop rate, course completion, and transfer. Specific goals, objectives, and tasks fall under three inter-related component areas—curriculum and instruction, faculty and staff development, and support services for students.

The Title III grant has played a role in sustaining college programs and services by providing support for external evaluations of the college's developmental education program and the delivery of support services for students. The recommendations resulting from these evaluations have served as a blueprint for program and student services improvements. Nationally-normed student satisfaction and engagement surveys have been conducted. The college has also prepared annual reports on institutional student outcomes. The examination and analysis of survey results and these evaluations have supported college planning and decision-making.

- The college was awarded funding for two Department of Labor (DOL) grants. One DOL grant is administered through The Unity Council, a non-profit in the primarily Latino community of Fruitvale in East Oakland. The objectives of this DOL grant are to support bilingual/bicultural first generation college students in completing the Medical Assistant curriculum, and to further their skills and increase their chances of job promotion by completing the Chronic Care Assistant curriculum. The grant has also enabled Merritt to hire a full-time career counselor who is fully-grant funded.

A second DOL grant for \$2.9 million dollars is intended to address the needs of re-entry students, including parolees, who need to enroll in basic skills courses, assistance in deciding on a career path, and support in re-entering the workforce. This grant funds classes and services for the populations served.

- The Local Initiatives Services Corporation (LISC) grant, a one-year renewable \$160,000 grant has enabled the college to establish a Financial Opportunity Center (FOC) to help students with financial literacy and economic self-sufficiency. Additional funds to support this effort were also awarded by the Bay Area Workforce Collaborative, a San Francisco based foundation.
- The Bay Area Workforce Collaborative, an one-year renewable grant for \$200,000, is designed to assist Merritt in realigning the college's student services, particularly focused on career and technical education.
- In 2012, the college was awarded a \$98,000 one-year grant by the Superior Court of Alameda County targeting the parolee re-entry student population.
- In 2011, Alameda County awarded Merritt a \$225,000 grant designed to support and develop career development pathways in the mental health field for African-American males.

The college has also received supplemental revenue funding to sustain instruction and student services. Those funding sources include:

- Digital Media Grant: Facilitate science workshops to middle and high school students.
- National Institute of Health (NIH) Bridges to Baccalaureate Grant: Recruits and supports students of color for transfer into biomedical majors at UC campuses.
- Career Advancement Academy (CAA): Recruits and supports students in Career and Technical Education (CTE) programs with foundation classes and entry-level CTE classes (i.e. Emergency Medical Technician (EMT) First Responder).
- Nursing Capacity Grant: Supports pre-nursing students by funding prerequisite science classes.
- Department of Justice grant: Supports students in Administration of Justice program by providing additional training opportunities.
- Health Resources and Services Administration (HRSA) grant: Supports students studying in Genomics through the purchase of additional instrumentation equipment.
- Alameda County Behavioral Health Care Services grant: Provides internship placements and identifies student work sites.
- Faculty Entrepreneurship Project 2.0: Funds training for faculty, curriculum and professional development.
- Contract Education: Partnerships with area high schools have permitted the continuation of high school-to-college pathways through offering specific courses at high school locations.

Inter-District Collaboration

Merritt College's ability to provide quality instruction and student services are sustained, in part, by creative collaborations with the other Peralta colleges and with colleges in neighboring Districts. For example:

- Beginning in fall 2009, the Peralta District FLEX days each semester included meetings of discipline faculty from the four colleges. These meetings, co-facilitated by administrators and faculty leaders, promoted thinking and collaboration on strategies to strengthen the disciplines. Several disciplines, including English as a Second Language (ESL), Business, English, and Computer Information Systems (CIS), have extended meetings throughout the semester.
- Student Services leaders from the four colleges coordinate and collaborate on ideas on resource sharing. These strategies include maintaining core and mandated campus services (e.g. DSPS, EOPS, Matriculation, etc.), while consolidating or centralizing non-core services (e.g. health services, etc.). Merritt College is also working with its sister colleges on establishing eCounseling, and has been able to fund a part-time mental health counselor to provide personal counseling services to students.
- With assistance from the Peralta District office, the colleges have collaborated on grants. Grant project managers across the District now meet on a monthly basis. The colleges and District are able to leverage internal and external resources to better serve our collective students and community members. More importantly, frequent and purposeful communications have resulted in newly established grant procurement and management processes.
- The Peralta colleges have joined with the Contra Costa Community Colleges in successfully achieving a state Career Advancement Academies (CAA) grant. This created several sustainable models for the delivery of career and technical education programs to at-risk students.

Class Schedule Reductions

In fall 2009, statewide budget reductions resulted in cuts to course offerings and thus to a decline in the number of students served. This period of "belt-tightening" provided the impetus for further examination and strengthening of academic and career pathways at Merritt. Programs with declining enrollments and workforce opportunities have been reduced or put on hiatus. As a result, class schedule development is undertaken with increased attention to student pathways and the needs of incoming students to complete educational goals within a reasonable timeframe.

Criteria used for reduction in course offerings include:

- Maintain the schedule within budget
- Assess enrollments, enrollment trends, and student retention in the consolidation/reduction of course offerings
- Promote discussions across departments and programs to ensure student needs are met and that breadth and depth of programming are preserved
- Support new programs and new courses to enhance student success

Merritt College's governance bodies (e.g. College Budget Committee; Council of Department Chairs and Program Directors (CDCPD); College Educational Master Planning Committee (CEMPC); Academic Senate, etc.) meet often on the impact of budget cuts on the college. The guiding principle of these discussions is to support student access by keeping cuts as far away from the classroom as possible. However, the state mandated workload reduction by its very nature demands cuts to the course schedule. The plan then is to preserve the essence of programs through protection of core classes required for program completion. The college's productivity and efficiency rose to its highest level, and Merritt managed to maintain most of its student base while graduating over 300 students each year with degrees and certificates.

Operational Budget Cuts

Given the uncertainty and continuous revisions to the State budget during this last year, the Peralta District adjusted its budget assumptions and notified all segments within the District to adjust their respective targets accordingly. Merritt College Budget Committee, a key shared governance committee, facilitated the college's response to the District PBI structure.

In 2010-2011 the President held Town Hall Meetings to promote a college wide dialogue on budget reductions. In addition the Budget Committee members met with all primary shared governance committees, i.e. College Council, CEMPC, CDCPD, and Facilities, to apprise them of our budget status. The Budget Committee outlined three reduction scenarios—5%, 10% and 15% overall cuts to the college budget. The Budget Committee further identified the source of each line item reduction pertaining to each scenario. Upon request, when notified, the college responded to each District reduction by using these budget scenarios.

Thus by going through the college shared governance processes, all stakeholders had the opportunity to have input on these critical college-wide decisions. Then the President forwarded the college budget reductions to the District and communicated them to the college. The college continues to rely on our shared governance processes to address ongoing budget reductions.

Evidence

- CR5.1 Vice Chancellor Gerhard's PowerPoint Presentation at 2011 College Council Meeting
- CR5.2 Chancellor Wise Allen's Merritt College Budget Forum Announcement
- CR5.3 PBI Model
- CR5.4 BAM Model
- CR5.5 New Science Building Construction Plan
- CR5.6 L Building—Library and Learning Center Renovation Architecture Plan
- CR5.7 L Building—Library and Learning Center Renovation Meeting Minutes
- CR5.8 SMART Classroom Project List
- CR5.9 Merritt College Faculty Priority Hiring List (2011)
- CR5.10 Dean's Position Announcements
- CR5.11 Merritt College Matrix of Grants
- CR5.12 Copies of Merritt College Grant Narratives
- CR5.13 Title III Hunter Boylan External Evaluation Report on Developmental Education

- CR5.14 Title III Noel Levitz External Evaluation Report t on Student Services
- CR5.15 Title III Community College Survey on Student Engagement (CCSSE) Report
- CR5.16 Title III Annual Report of Student Outcomes (2009, 2010, 2011)
- CR5.17 Peralta Community College Flex Day Program—Spring 2011; Fall 2011
- CR5.18 District Office Grants Meeting Agendas
- CR5.19 Career Academy Grant
- CR5.20 Council of Department Chairs and Program Directors (CDCPD) Handouts on Course Scheduling (2010; 2011)
- CR5.21 Council of Department Chairs and Program Directors (CDCPD) Meeting Minutes (2010; 2011)
- CR5.22 College Educational Master Planning Committee Meeting Minutes (CEMPC)
- CR5.23 College Budget Committee Meeting Minutes (2010; 2011)

PROGRESS ON COLLEGE IMPROVEMENT PLANS

Progress on Self-Identified Improvement Plans

Response

The 2009 Merritt College Institutional Self-Study in Support of Reaffirmation of Accreditation provided the college with an opportunity to evaluate the quality of the institution in its service to students and the community. In the 2009 Self-Study, forty-three improvement plans were identified by college faculty and staff. Since then the college has made significant progress on its self-identified improvement plans: nineteen improvement plans are completed; seventeen are in progress; six are ongoing; and, one is on hold.

The following summary highlights progress made on some of the self-identified improvement plans under Standards IA, IB, IIA, IIB, IIC, IIIA.1.b, IIIB, IIIC, IIID, IVA, and IVB. The summary of progress on all self-identified plans begins on page 35.

Mission Statement and Institutional Effectiveness

In fall 2011, the college conducted its annual review of its mission statement to determine whether it continued to reflect and guide the actions of the college. A survey monkey was administered to faculty, staff and students. Survey respondents overwhelmingly reaffirmed the college's mission statement. The reaffirmed mission statement is posted on the college website and shared governance committees have been asked to include it on their meeting agendas. In addition, college and District websites have been updated to enhance internal and external communication.

Student Learning Programs and Services—Instructional

The college is committed to diversity in hiring, instruction, and in providing programs and services. More importantly, the development and implementation of course and program level SLOs for both instructional and student services programs has been accelerated to meet expected goals for proficiency. The College is committed to student learning and the assessment of student learning for ongoing institutional improvement and effectiveness.

Student Support Services

Seven of the nine student support services self-identified improvement plans have been completed and two scheduled for completion by fall 2012. To date, an adjunct counselor has been hired to provide mental health counseling, workshops, and services. The college has also been awarded a grant to support financial aid outreach activities. The college has taken the necessary steps to improve the self-identified plans for improving Disabled Programs and Services (DPS) to students by increasing additional face-to-face course sections, and approving requests for the purchase of software and equipment to serve DPS students. The college also provides counselor services to meet specific program needs, and completed the translation of college marketing and registration materials, and signage into Spanish.

Library and Learning Support Services

The college Library is an essential component for student learning and success. The Library is undergoing facilities renovation as a part of the Library and Learning Center Facilities Renovation project scheduled for completion in the coming year. The Library has also made progress in implementing current technology in the acquisition of digital resources, the purchase of additional computer workstations, and the implementation of an electronic paperless-based selection and acquisition system. The Library continues to seek consistent and increased general fund budget allocations for its annual expenditures.

Evaluation of Personnel

The college instituted a faculty evaluation cycle. Evaluations are ongoing for all personnel including faculty, classified, and administrators. The Peralta Federation of Teachers (PTF) and the District reached an agreement for tenured and part-time faculty evaluations in a side-agreement letter in December 2011.

Physical Resources

The college is committed to creating a safe, secure, and state-of-the-art educational facility. The college works with the District's Risk Management Officer to address health and safety issues in a timely manner. College facilities infrastructure improvements and construction projects are planned and implemented in collaboration with faculty and staff from program and college units.

Technology Resources

The college fully supports technology infrastructure enhancements. A college Technology Plan has been developed and processes have been reviewed to improve the steps in the approval of technology requests via the Annual Program Updates (APU). The 2011-12 SMART classroom project included technology updates for 51 classrooms to enhance the delivery of instruction. A Teaching and Learning Center opened in 2010 with the goal of promoting campus-based faculty and staff professional development activities.

Financial Resources

The college has developed a budget allocation model linked to college and District goals and planning processes with the intention of promoting transparency. The Annual Program Updates (APU) process is a refinement of the three-year program review cycle and is used by the college as a strategic planning tool with linkages to planning to meet annual budget, staffing, and equipment requests.

Leadership and Governance

The purpose of the College Council is to receive and review college policy recommendations from any and all college groups, obtain constituent opinions, advise the President as to policy recommendations, provide a venue for college-wide initiatives, and provide a means of communication within the college community. Merritt's College Council, the highest level of the college's shared governance structure, is responsible to the President for recommendations which directly impact all proposed broad-based college policy and

procedural changes. The College Council requested in 2010-11 that all shared governance and standing committees review, revise, and update, as needed, their by-laws.

Board and Administrative Organization

The college continues to develop external resources through grants and partnerships and to expand outreach to the community for increased facility rental agreements. The college's grant project directors are active members of the newly established District Grants Committee that began holding monthly meetings in fall 2011. The college has also implemented the evaluation of its decision-making and institutional planning structures.

Progress on Self-Identified Improvement Plans

MERRITT COLLEGE MIDTERM REPORT - 2009 PLANNING AGENDA ITEMS

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
Standard 1A: Mission Statement	1: The college will review and revise the mission statement at least every six years, or as necessary to reflect a new direction of the college agreed upon by the governance groups and approved by the Board of Trustees.	Accreditation Committee College Council President	Ongoing	The most recent review of the mission statement was conducted in fall 2011 via a Survey Monkey sent to Merritt College community. The mission statement was reaffirmed. College will continue to review the mission annually. Survey sent to Merritt College community.	Survey and survey results College Council minutes
Standard 1B: Institutional Effectiveness	2: Upgrade the Merritt College website for better communication with the community.	Technology Committee All college segments	Completed	Technology Coordinator designed website transition to Drupal.	New Merritt College website

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
Standard IIA: Student Learning Programs and Services - Instructional	3: During the 2008-09 academic year, faculty plan to update, create and hire part-time faculty in areas related to women, LGBTQ communities, and Latino Americans to offer more courses that teach to the experiences of diverse groups. On-line instruction and purchasing more classroom technology are in process and are included in the college master plan.	Social Sciences Department Chair Social Sciences Faculty VPI	Completed	New faculty hires include: 3 Latino-a; 3 Asian-Americans; 2 African Americans; 1 LGBTQ; and, Mexican Latin American courses are offered online. In fall 2011: 51 new Smart Classrooms installed.	Tenure Review Committees M/LAT Online course offerings Smart Classrooms List
	4: To facilitate student access and success, Merritt wants to ensure that its new website is easy to navigate and that all critical information is posted timely. In addition, Peralta students should be given access to Peralta.org email so that instructors can expand their communication with students.	VPSS Student Services Staff Technology Committee	Completed	All Peralta students receive a peralta.edu e-mail address. Moodle shells are available to all instructors to facilitate student-instructor communications.	Merritt website Moodle instructor training schedules
	5: During the 2008-09 academic year the aim is to complete all mapping and SLO formation for all degree and certificate programs. In addition, those who have already completed this phase of the process will complete the assessment of student achievement so that they are able to begin making improvements in curriculum and instruction.	Faculty Department Chairs SLOAC Academic Senate VPI	In progress	Chairs developed a three-year assessment cycle for all courses, programs, and certificates. Over 80% courses have SLOs; over 40% courses have assessment plans.	SLOs in CurricUNET and TaskStream Assessment plans in TaskStream Course syllabi with learning outcomes delineated. TaskStream (printed copy)

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
	6: Evaluate and rewrite Anthropology degree (spring, 2009). Assess Degree requirements for subjects that do not currently offer degrees such as Ethnic Studies and Psychology (academic year 2009-10).	Anthropology Faculty Social Sciences Department Chair CIC VPI	Ongoing	The transfer model curricula is on hold for Anthropology; has been submitted for Communications; is in progress for Administration of Justice; and, underway for Psychology.	Curricula in CurricUNET Submissions to State Chancellor's Office
	7: A Plagiarism/Academic Dishonesty policy is to be initiated by the Office of the Vice President and addressed by the Academic Senate.	VPI and VPSS Academic Senate	Completed	Delineated in Merritt College catalog	Merritt College Catalog
Standard IIB: Student Support Services	8: MerrittWorks and CARE: Hire a part-time counselor to provide mental health related workshops regarding abusive relationships, stress reduction, depression support and other issues common to many service recipients.	VPSS	Completed	An adjunct has been hired to provide mental health counseling in the college's Health Center and to serve on Merritt's Crisis Team.	Counselor schedule Schedule of workshops provided

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
	9: Financial Aid: Hire staff dedicated to outreach and academic counseling for Financial Aid probation students and money management counselor.	VPSS	Completed	College was awarded a Financial Opportunity Center (FOC) grant. Hired financial coach and a workforce development counselor.	FOC grant awarded by L.I.S.C. FOC grant plan FOC report
	10: High Tech Center: Under the DSPS umbrella, the High-Tech computer lab is in the process of developing an on-line course for students with disabilities.	DSPS Staff VPSS VPI	In progress	Spring 2012 an additional face-to-face section of Learning Resources 211 (computer assess) was added.	Spring 2012 course schedule
	11: DSPS: Improve physical and electronic access for students with disabilities.	DSPS Staff VPSS VPI	Completed	Purchased software (Kurzweil) to enable students to have textbooks read to them. Purchased a wheelchair accessible golf cart through Measure A funds	License agreement Measure A forms
	12: Learning Opportunity Program: Increase staff to expand program capacity and to provide services in a timely manner to current students. Expand tutoring services for students with learning disabilities.	DSPS Staff VPSS	Completed	Increased Instructional Assistant support for students in the Learning Opportunity Program Study Skills class.	Attendance log from High Tech Center

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
	<p>13: Counseling: Advocate for additional full-time counselors, and provide needed assistance to students in the areas of transfer and nursing program information. Collaborate with District office to provide training for counseling staff.</p>	<p>Counseling Department VPSS</p>	<p>Completed</p>	<p>Transfer Counselor hired in 2007 and Athletics Counselor hired in 2008 to assist with student athletes and general counseling.</p>	<p>Tenure Review Committee Report Counseling Department meetings minutes Nursing Program meeting minutes</p>
	<p>14: EOPS: Expand EOPS services by developing guidance courses and other curricula, community activities, and mental health services for students.</p>	<p>EOPS Staff VPSS VPI</p>	<p>Completed</p>	<p>EOPS counselors taught Counseling 200A/200B to expand EOPS orientation. Mental health services were expanded.</p>	<p>Schedule of Counseling classes targeted to EOPS students Schedule of mental health counselor</p>
	<p>15: Veterans' Affairs: Ensure that student veterans have SEPs. Create an informational FAQ link on the Merritt web site for student veterans.</p>	<p>VPSS</p>	<p>In progress</p>	<p>Increased services for veterans via centralized office functions. New student veterans have Student Educational Plans (SEPS) and there is ongoing progress to complete SEPS for all veterans.</p>	<p>Increased hours of veterans counselors SEPs for new student veterans Plan to complete SEPs for all vets Schedule of counseling hours. Minutes from counselor's meetings</p>

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
	16: Recruitment: Ensure marketing/registration materials are available in Spanish.	Counseling Department VPSS	Completed	In response to an OCR complaint, marketing/registration materials, and signage were translated into Spanish and Cantonese. A CTE Grant funded the translation of recruitment materials into Spanish.	OCR Report Marketing and registration materials translated into Spanish.
Standard IIC: Library and Learning Support Services	17: Technology: Library faculty and staff will transition from a paper-based selection and acquisition process to a fully electronic one. Student work stations will be upgraded to adequately support access to digital content.	Librarians and Staff VPI	In progress	District wide integrated library system in progress. Student work stations have been updated with 9 new laptop computers funded by Measure A.	Modules implemented: cataloging, reserves, circulation, Webpac, acquisitions and serials; training schedules on modules Measure A forms
	18: Resources: Library faculty and staff will continue to advocate for a stable, consistent general fund allocation for ongoing and annual expenditures.	Librarians and Staff VPI	In progress	Funds are allocated annually for supplies. Measure A funds were used to expand the book collection.	Annual budget allocation Measure A request forms

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
	19: Security: Library faculty and staff will collaborate with the Business Office to determine a security solution for the Library that includes secure doors and security measures for the general collection.	Librarians and Staff Business Services Manager	In progress	The Library is undergoing renovation and the swing space currently has security personnel. A new security gate is planned for the renovated Library facilities and will be funded by Measure A.	Safety Aide schedules Measure A request for security gate L Building Renovation Facilities Plan
Standard IIIA.1.b: Evaluation of personnel.	20: The evaluation cycle and processes for all personnel are currently being addressed; segments include faculty, classified, and administrators.	Faculty Department Chairs Business Service Manager VPI VPSS President	Ongoing	Three-year cycle was created for tenured faculty evaluations. A new Part-Time and Tenured Faculty Evaluation Policy and Procedures Handbook was updated by the PFT. Managers and classified staff are evaluated on an annual basis.	Evaluation cycle for tenured faculty Evaluation cycle for part-time faculty December 2011 PFT Side Letter with new Part-Time and Tenured Faculty Evaluation Policy and Procedures.
Standard IIIB: Physical Resources	21: Establish a more efficient and effective system of processing Measure A requests	Business Services Manager VPI	Completed	Reorganization of Business Office resulted in better oversight of Measure A requests.	Approved Measure A request form.

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
	22: Schedule more frequent drills for disaster planning.	Health and Safety Committee	In progress	District Risk Manager is implementing a district-wide disaster planning process. Fire Drill held in Spring 2011 and planned for Spring 2012. An earthquake Drill is planned for Fall 2012.	College and District Emergency Preparedness Plans.
	23: Fill vacant custodial positions.	Business Services Manager	On hold	Due to budgetary restrictions these positions have been put on hold.	
	24: Schedule upgrades and repairs to Environmental Science Center	LANHT/ENVT Department Chair Campus Network Coordinator Technology Committee	In progress	Technology upgrades approved.	Letter from District Facilities Committee
	25: Complete upgrades at the Fruitvale Education Center.	VPI	Completed	Measure A funds allocated for purchase of furniture, computers, and classroom upgrades.	Budget allocations Upgrades to classrooms, computer lab, and office space.

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
Standard IIIC: Technology Resources	26: Clarify college-wide process for requesting technology related equipment and sustainable funding sources.	Technology Committee VPI and Business Service Manager	Completed	The college has created and implemented a budget allocation model process.	Annual Program Updates Budget allocation model
	27: Increase effective communication among LRC, Library, Instruction and IT.	Technology Committee Librarians and Staff Campus Network Instruction VPI	Ongoing	The library staff participates in facilities planning. The librarians and staff must increase involvement with all LRC, CDCPD and Technology Committee to enhance communication between the library, instruction, and Technology Committee.	Meeting minutes Library website
	28: Implement College Technology Plan.	Technology Committee	In progress	College Technology Plan near completion.	Draft College Technology Plan District Technology Plan
	29: Expedite planning, design, implementation of the Teaching-Learning Center.	TLC Coordinator	Completed	Teaching and Learning Center for faculty and staff development established through Title III funding.	Teaching and Learning Center Room R29

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
Standard IIID: Financial Resources	30: Refine the budget planning process such that all resource allocation decisions are aligned with institutional plans.	CEMPC Budget Committee CDCPD	In progress	Annual Program Updates now result in identification of annual resource requests.	Annual Program Updates Resource Requests Budget Allocations
	31: Communicate the alignment of planning and budgeting in written documents and on the web so that the planning and budgeting processes are transparent to staff, students, and the community.	CEMPC Budget Committee Business Services Manager	Ongoing	Development of planning and budgeting flow chart more clearly describes college process.	Planning and budgeting flow chart BAM flow chart Alignment with District wide planning and budgeting process.
	32: Establish facilities and technology priorities for the college through the educational master planning process.	Facilities and Technology Committees CEMPC Department Chairs	Completed	Facilities and technology priorities now identified annually through the Annual Program Updates.	Annual Program Updates Facilities and Technology Committee inputs to resource requests Resource Requests
	33: Review the budget development process for possible streamlining	Budget Committee CEMPC College Council	Completed	College process now aligned with District wide Planning and Budgeting Implementation Model (PBIM)	Description of PBIM College planning and budgeting flow chart

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
	34: Establish procedures at the college for submitting financial reports for grants and contracts.	Dean of Grants and Workforce Development College Executive Committee	In progress	College has newly established processes and timelines for submitting financial reports for grants.	Financial reports for Merritt College grants and contracts. Draft District Grants Handbook 2012.
Standard IVA: Leadership and Governance	35: Campus Climate: Areas needing improvement were highlighted by faculty and staff. The issues included College Executive Leaders advocating for resources and delivering timely communications (from and to the District), supporting staff and students through professional development, and providing attention and resolution about serious problems in an expeditious manner.	Academic Senate College Executive Committee	In progress	The Academic Senate held meetings with the College Leadership Team in 2011. The Leadership Team staffing changed in December 2011.	Survey from Academic Senate on Merritt College leadership. Meetings between Senate and Executive leadership.
	36: Communication: There is a gap between the clarity of written policies, the levels of staff, faculty and student knowledge about their roles in the shared governance processes. Through each shared governance committee, the college will review and update committee processes to ensure transparency and distribute a revised College Council Committees By-Laws to all constituent groups.	College Executive Committee College Council Academic Senate CDCPD Classified Senate ASMC	In progress	Meetings between Senates and administrative leadership continue as needed for more effective communication and transparency. The College Council updated Shared Governance Committee By-Laws.	Meeting notes Redesigned processes Updated College Council By-Laws

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
	<p>37: The college needs to better communicate the mission, vision and value statements of the college by posting these documents on campus and on the Merritt College home page on the web.</p>	<p>College Council Technology Committee</p>	<p>Completed</p>	<p>Copies of the Mission, Vision and Value statements have been posted around campus and on the Merritt website.</p>	<p>Laminated copies posted on campus. Posted statements on Merritt's website.</p>
	<p>38: External Relationships: Merritt College plans to 1) continue to respond to all ACCJC recommendations; 2) expand when possible its high school partnerships; and 3) ensure that all grant progress reports are submitted in a timely manner by hiring a retiree familiar with the Peralta systems who can assist the project director with the financial information.</p>	<p>College Executive Committee</p>	<p>In progress</p>	<p>Merritt continues to respond to ACCJC recommendations; Merritt has expanded high school partnerships; Merritt has hired a retiree to assist with Nursing grant reporting.</p>	<p>Follow Up Reports to ACCJC Contract Education contracts with high school partners Hiring documents for retiree funded by Associate Degree Nursing grants</p>
	<p>39: Governance: The College Council will formalize the charge and draft bylaws for the College Educational Master Planning Committee (CEMPC). CEMPC members will continue to fully participate on the District Wide Educational Master Planning Committee (DWEMPC) to ensure that college concerns and plans are adequately represented.</p>	<p>President College Council</p>	<p>Completed</p>	<p>CEMPC has bylaws and CEMPC members participate on the District Education Committee (replaced DWEMPC).</p>	<p>CEMPC bylaws Membership list of the District wide Education Committee Agendas and minutes of the District wide Education Committee</p>

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
Standard IVB: Board and Administrative Organization	40: Resource Allocation: Develop external resources through grants and partnerships, including expanded facility rentals, in order to more fully fund instructional and student support services to students.	All segments of the college College Executive Committee	In progress	Merritt partners with the Unity Council on a DOL grant to support the college's Medical Assistant and Chronic Care Assistant programs. In addition, DOL, DOJ, CAA, and Title III grants support instruction and student services.	DOL Grant CAA grant DOJ grant Title III MA and Chronic Care Assistant curricula L.I.S.C. grants for Financial Opportunity Center
	41: Relationship with District Service Centers: Clarify District procedures for purchasing and financial reporting such that college purchasing requests and grant reports are processed in a more timely and efficient manner.	College Executive Committee Dean of Grants and Workforce Development	In progress	In Fall 2011, the PCCD published the first draft of a District Grants and Special Project Management Handbook. The penultimate draft was disseminated in 2012 and describes the project monitoring and purchasing procedures for more efficient and effective grants management.	Draft District Grants Handbook 2012

Standard	Self-Identified Improvement Plans	Responsible Parties	Timeline Status	Comments	Evidence
	<p>42: Evaluations: Develop mechanisms for regular formal evaluation of District/college role delineation and governance and decision-making structures. Evaluate District service centers to assess effectiveness in providing services to the colleges.</p>	<p>College Executive Committee</p>	<p>In progress</p>	<p>Evaluation process was created for the 2010 program review cycle as a component of the Program Budget Integration Model (PBIM) model.</p>	<p>PBIM model PBIM evaluation</p>
	<p>43: Evaluate institutional planning at the college; strengthen communication of processes so college constituents have the opportunity to be well informed.</p>	<p>College Executive Committee</p>	<p>Ongoing</p>	<p>In November 2010 a Survey Monkey on the Integrated Planning and Budgeting Prioritization of Resources and Outcomes was administered.</p>	<p>November 2010 Survey Monkey Merritt Planning and Budgeting Evaluation Tool</p>

APPENDIX

Evidence

2009 Team Recommendation 1: Mission Statement

- R1.1 College Council Meeting Minutes, December 17, 2008
- R1.2 College Mission Statement Posting Document, 2009
- R1.3 Accreditation Subcommittee Mission Statement Survey, September 30, 2011
- R1.4 College Council Meeting Notes, October 26, 2011

2009 Team Recommendation 2: Program Review

- R2.1 College Educational Master Plan 2009-2015
- R2.2 PCCD Unit Plan Template
- R2.2 PCCD Technology and Facility Plans
- R2.3 Program Review Handbooks
- R2.4 Merritt College Grant Matrix
- R2.5 Annual Program Update (APU) template
- R2.6 Merritt College Integrated Planning and Budget Process Flow Chart
- R2.7 Program Review Evaluation Tool
- R2.8 College Priority List to District PBIM

2009 Team Recommendation 3: Student Learning Outcomes and Assessment

- R3.1 Alan Craig Report
- R3.2 Assessment binders from divisions
- R3.3 TaskStream
- R3.4 TaskStream Status Report
- R3.5 Annual Program Updates
- R3.6 Professional Developmental Agendas, August 18, 2011 and January 10, 2012
- R3.7 Student Services Binder
- R3.8 Financial Opportunity Center Grant
- R3.9 College Knowledge Student Evaluation Tool

2009 Team Recommendation 4: Performance Evaluations

- R4.1 Board Policy 3.30: Tenure Track Faculty Evaluation Policy
- R4.2 Board Policy 3.30B: Tenured Faculty Evaluation Policy
- R4.3 Part time/Tenured Faculty Evaluations Policies and Procedures Handbook, December 19, 2011
- R4.4 Manager Evaluation Timeline
- R4.5 3-Year Cycle of Tenured Faculty Evaluations
- R4.6 Part Time Faculty Rehire Preference Pool Tentative Agreement
- R4.7 Revised Procedures for Evaluating Part-Time Faculty
- R4.8 December 9, 2011 PFT Side Letter - Part time and Tenured Faculty Evaluations
- R4.9 Division 1 and Division 2 Tenured Faculty Evaluation 3-Year Cycle

2009 Team Recommendation 5: Human Resource Planning

- R5.1 CIC Minutes
- R5.2 CIPD Approval Materials
- R5.3 Assessment binders from divisions
- R5.4 TaskStream

- R5.6 TaskStream Status Report
- R5.7 Annual Program Updates
- R5.8 Professional Developmental Agendas, August 18, 2011 and January 10, 2012

2011 Commission Recommendation 5 [reported by Merritt College]

- CR5.1 Vice Chancellor Gerhard's PowerPoint Presentation at 2011 College Council Meeting
- CR5.2 Chancellor Wise Allen's Merritt College Budget Forum Announcement
- CR5.3 PBI Model
- CR5.4 BAM Model
- CR5.5 New Science Building Construction Plan
- CR5.6 L Building—Library and Learning Center Renovation Architecture Plan
- CR5.7 L Building—Library and Learning Center Renovation Meeting Minutes
- CR5.8 SMART Classroom Project List
- CR5.9 Merritt College Faculty Priority Hiring List (2011)
- CR5.10 Dean's Position Announcements
- CR5.11 Merritt College Matrix of Grants
- CR5.12 Copies of Merritt College Grant Narratives
- CR5.13 Title III Hunter Boylan External Evaluation Report on Developmental Education
- CR5.14 Title III Noel Levitz External Evaluation Report t on Student Services
- CR5.15 Title III Community College Survey on Student Engagement (CCSSE) Report
- CR5.16 Title III Annual Report of Student Outcomes (2009, 2010, 2011)
- CR5.17 Peralta Community College Flex Day Program—Spring 2011; Fall 2011
- CR5.18 District Office Grants Meeting Agendas
- CR5.19 Career Academy Grant
- CR5.20 Council of Department Chairs and Program Directors (CDCPD) Handouts on Course Scheduling (2010; 2011)
- CR5.21 Council of Department Chairs and Program Directors (CDCPD) Meeting Minutes (2010; 2011)
- CR5.22 College Educational Master Planning Committee Meeting Minutes (CEMPC)
- CR5.23 College Budget Committee Meeting Minutes (2010; 2011)