MERRITT COLLEGE

SPRING 2015

Institutional Self-Evaluation in Support of Reaffirmation of Accreditation Submitted By:

Merritt College 12500 Campus Drive Oakland, California

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

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Submitted by:

Merritt College
12500 Campus Drive
Oakland, California 94619

Submitted to:

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

Spring 2015

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Accreditation Liaison Officer
Merritt College

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CERTIFICATION OF THE INSTITUTIONAL SELF-EVALUATION REPORT

Date: December 9, 2014

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

From: Merritt College - 12500 Campus Drive Oakland, CA 94619

This Institutional Self-Evaluation Report is submitted for the purpose of assisting in the determination of the Merritt College accreditation status.

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

Abel Guillén	President, Peralta Community College District Governing Board
José M. Ortiz, Ed.D.	Chancellor, Peralta Community College District
Norma Ambriz-Galaviz, Ed.D.	President, Merritt College
Elmer Bugg, Ph.D.	Vice President, Instruction, Merritt College Accreditation Liaison Officer
Tae-Soon Park, Ph.D.	President, Merritt College Academic Senate and Faculty Accreditation Liaison
Stefanie Harding	President, Merritt College Classified Senate
Tracey Christian	President, Associated Students of Merritt College

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority:

Merritt College is a state, public two-year community college, one of 112 such institutions comprising the California Community Colleges system and authorized by the State of California. Therefore, Merritt College operates as an educational institution and awards degrees under the auspices of the Board of Governors of the California Community Colleges, is accredited by the Western Association of Schools and Colleges, and is governed by a locally elected Board of Trustees.

The College has several programs that have additional accreditation requirements. The College's Associate Degree Nursing (ADN) program is approved by the California Board of Registered Nursing. Its Radiologic Science program is accredited by the Joint Review Committee on Education in Radiologic Technology. The program is also regulated by California Department of Public Health, Radiologic Health Branch. The College's Dietetics Manager Program is accredited by the State of California Licensing and Certification Department and by the National Association of Nutrition and Foodservice Professionals (ANFP). When the applicant passes the national exam they become a Certified Dietary Manager (CDM). The dietetic technician program is accredited by the Academy of Nutrition and Dietetics (AND). When the applicant passes the national exam they become a Dietetic Technician, Registered (DTR). Merritt's accredited Fire Science program is based on the Fire and Emergency Services Higher Education (FESHE) Model Curriculum, which is modeled by the California State Fire Marshal and the U.S. Fire Administration; and the National Fire Academy. Successful completion of Merritt's Certificate program qualifies the pre-service student for State Firefighter 1 certification (pending completion of either 6 months experience as a full-time paid firefighter or of 12 months of experience as a volunteer firefighter). Classes are also offered for Fire Service personnel in search of continuing education leading to various State certifications including Fire Officer, Fire Prevention Officer, and Public Education Officer.

2. Mission:

Merritt College's mission statement, as recently revised, was adopted by the Board of Trustees in June 24, 2014. This statement forms the basis for the College's Institutional Learning Outcomes, supporting goals, and the annual institutional objectives published in the *Educational Master Plan*. The mission statement is included in the College Catalog, Schedule of Classes and other significant publications and is posted on the College website. The statement appropriately reflects the College as an open access institution, offering associate degree and certificate of achievement programs that prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning. Institutional commitment to student learning is central to the mission statement. The College strives for students to learn to contribute to the global community as they develop an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments.

3. Governing Board:

The Peralta Community College District Board of Trustees, elected at large by Alameda County residents, consists of seven members who represent the local community and two Student Trustees (with an advisory vote), elected by the student body to represent student issues and concerns. The Board establishes policies consistent with the College's mission and is responsible for the institution's financial integrity and stability to ensure a sound educational program. All regular and special meetings are open to the public; all Board actions are taken in public, except where state law provides otherwise; and an opportunity for members of the public to address the Board is provided at each meeting. All Board members are expected to adopt and adhere to the principles and standards defined by the Board of Trustees Code of Ethics and Standards of Practice (Board Policy 2715).

4. Chief Executive Officer:

The Peralta Community College District Board of Trustees has the responsibility for hiring and evaluating the Chancellor of the District and the President of the College and delegates full authority to the Chancellor to administer Board policy and to oversee the general operations of the District and the President to oversee the general operations of the College.

5. Administrative Capacity:

The College President is directly supported by a senior staff consisting of the Vice President of Instruction, the Vice President of Student Services and the Director of Business and Administration. Senior staff members are responsible for providing vision and leadership for all college operations. They, in turn, are supported by various deans, managers, and supervisors, who are responsible for specific departments or operations. All administrators meet or exceed the minimum qualifications for their positions in terms of educational preparation and experience.

6. Operational Status:

In the fall semester of 2013, Merritt College served approximately 7,000 students. Approximately 84 percent of those students enrolled on a part-time basis in credit courses and approximately 64% of them identified a goal of meeting Associate in Arts degree, career technical certificate, or transfer requirements.

7. Degrees:

In the fall semester of 2013, approximately 64 percent of students enrolled in credit courses identified a goal of meeting Associate in Arts degree, career technical certificate, or transfer requirements. A majority of the College's credit courses are applicable to the Associate in Arts degree and/or meet requirements for career technical certificates. Of those courses that are not degree applicable, most fulfill the College's mission of basic skills development.

(For supporting information, see Standard I.A.1 and Standard II.A.1 of this institutional self-evaluation.)

8. Educational Programs:

In accordance with its mission, Merritt College offers educational programs that enable students to transfer to universities, prepare for careers, and develop college-level skills. The College currently offers courses in more than 37 fields of study, and 4 Associate Transfer Degrees (with 2 ATD more in the pipeline) for which the primary objective is to prepare students for transfer to four-year institutions and/or to complete the requirements for the Associate in Arts and Associate of Science degrees. Students also have the opportunity to prepare for employment or retrain to maintain state-of-the-art skill levels in more than 22 career technical education fields of study for which certificates of achievement are awarded upon successful completion of requirements in the major. Student learning outcomes have been identified and are assessed for all courses and programs. All degree and most certificate programs are two academic years in length.

9. Academic Credit:

The awarding of academic credit at Merritt College is based on Title 5, Section §55002.5 of the California Code of Regulations. All curricula are reviewed by Merritt's Curriculum and Instruction Council (CIC) every six years while CTE courses are reviewed every two years. CIC advises the Vice President of Instruction and the Academic Senate and makes recommendations to the Academic Senate concerning curriculum and instructional matters.

The College uses the Carnegie unit as a basis to define the credit hour. For example, a three-unit lecture course requires a minimum of three lecture hours per week plus six hours of homework per week for a semester-length course.

All distance learning mode courses are subject to the same rigor and review as face-to-face courses and comply with the provisions of Title 5.

10. Student Learning and Achievement:

Merritt College has established and publishes Institutional Learning Outcomes for all students who attend the College, and these outcomes are assessed. The educational objectives for each Merritt College degree or certificate program are defined through the College's curriculum approval process and published in the College's printed and online catalog. Student Learning Outcomes have been developed for all courses and programs, and they are regularly assessed and aligned with Course Learning Outcomes, Program Learning Outcomes and Institutional Learning Outcomes. Regardless of location or instructional delivery method, the expected outcomes of a given course or program are the same.

11. General Education:

General Education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competence in writing and computational skills and serve as an

introduction to major areas of knowledge (Title 5 – 55806). The quality and rigor of these courses is consistent with the academic standards appropriate to higher education. The General Education component of programs is consistent with statewide standards.

12. Academic Freedom:

Merritt College's academic freedom statement (Board Policy 4030) ensures that faculty and students can examine controversial issues in an objective manner, have access to all required information sources, and develop an understanding of conflicting viewpoints through critical thinking without fear of reprisal. It also stresses integrity and responsibility. This statement is widely distributed, as is the Academic Senate's Statement on Professional Ethics.

13. Faculty:

In the fall semester of 2014, Merritt College employed 73 contract faculty members. Faculty hiring processes have been effective in the selection of highly qualified and appropriately experienced full-time faculty members. The duties of a faculty assignment are set forth in the faculty collective bargaining agreement and include curriculum development and assessment of student learning.

14. Student Services:

Merritt College prides itself on providing appropriate student services and student learning support programs to its diverse student body in order to facilitate access, retention, and success. Major areas of student services are as follows: Admissions and Records, Articulation, Assessment Center, Financial Aid and Scholarships, CalWORKs, Child Development Center, Counseling Services, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Health Services Center, Student Life, Transfer Services, and Veterans Services. The College's services and programs for students are consistent with its Mission. The College also provides opportunities for student involvement that enhances student retention, assists with definition and clarity of personal and educational goals, and stimulates goal attainment through a commitment to academic excellence.

15. Admissions:

As an open access community college, Merritt College has no formal admissions requirements other than requiring new students to complete the Merritt College mandatory assessment and orientation process. Merritt College adheres to admissions policies consistent with its mission as a public California community college and compliant with California Code of Regulations, Title 5. Information about admissions requirements is available in the College Catalog, Schedule of Classes, and on District and College websites.

16. Information and Learning Resources:

The recently remodeled Merritt College Library currently has 47,087 books and 79 print periodical subscriptions. The Library currently has approximately 20,000 electronic books and

subscribes to 70 electronic databases, which provides access to over 15,000 full-text periodicals. These electronic resources support the curricular needs of both traditional and online students and are available 24/7. To support student learning, the Library has a small alcove area for library instruction, 3 group study rooms, over 20 computers for student use, and over 121 seats configured in a variety of ways to facilitate student success. The College's Learning Center includes an English Center, a Math Center and the Science Tutoring Center, and 12 computers for writing across the curriculum. The college also hosts two computer labs, one with 34 computers with 2 DSPS units, and one lab with 44 computers with 4 DSPS designated units.

17. Financial Resources:

The College President presents balanced budgets that support personnel and operational expenditures to the Chancellor and Board of Trustees on a yearly basis. The College President provides regular reports to the Chancellor and College community on the College's budget and its possible impact and ramifications to college operations. The annual budget of Merritt College meets the requirements of state law and the District's reserve for contingencies are consistent with recommendation by the State Chancellor's Office.

18. Financial Accountability:

The Peralta Community College District and its Colleges undergo an annual financial audit, conducted in accordance with the requirements of the California Community Colleges Chancellor's Office. Audit findings support the overall preparation of the budget and financial statements of the District and the College as conforming to accepted accounting principles. Corrections are responded to in a timely manner, and an annual audit report is presented to the Board of Trustees at a regularly scheduled public meeting, providing the opportunity for public comment. Audit results have steadily improved since the last comprehensive visit culminating in a perfect audit, free from findings, for the 2013-2014 Fiscal Year.

19. Institutional Planning and Evaluation:

In pursuit of its mission, Merritt College engages in an ongoing and systematic cycle of planning, implementation, and evaluation that is integrated with student learning outcomes assessment, program review, and resource allocation. The College's planning process is also integrated with the District's strategic planning process. As part of its strategic planning process, the College develops goals that are assessed annually through the measurement of key performance objectives. Based on the assessment of those objectives and other student outcomes, adjustments to existing goals and/or the development of new goals are instituted to achieve continuous improvement.

20. Public Information:

Merritt College provides an annually updated catalog (both printed and online). It includes general information about Merritt College, such as the official name, address, telephone number, and web address; the locations of satellite sites; the Institutional Learning Outcomes; the Mission, Vision, Values and Goals statements; course/program/degree offerings; the academic

calendar; the academic freedom statement; available financial aid and other student support services; available learning resources; admissions information; acceptance of transfer credits; assessment information; student fee information and refund policies; and requirements for degrees and certificates. Because requirements for transfer change frequently, students are directed to access the online student-transfer information system, ASSIST, to obtain the most current information. For the most up-to-date Associate in Arts degree and career technical certificate requirements, students are directed to the Counseling Department website. The College Catalog also identifies the Board of Trustees and the names of and degrees held by academic administrators, full-time faculty and associate faculty members. Major policies affecting students such as grievance and complaint procedures, sexual harassment, nondiscrimination, the Student Conduct Code and the Code of Academic Conduct are also published in the catalog. This information is also published in the more widely distributed Schedule of Classes and is available on the College website. Every effort is made to ensure that the College is represented with precise, accurate, and current information including providing a link to the District's website where additional information, Board Policies, and Administrative Procedures can be found.

21. Relations with the Accrediting Commission:

Merritt College has consistently demonstrated honesty and integrity in its relationships with the Accrediting Commission. The College is in full compliance with the standards, policies, guidelines and public disclosure requirements of the Accrediting Commission. The Accreditation Liaison Officer prepares the annual institutional reports through which compliance with Commission standards is reaffirmed and substantive institutional changes are described. From 2009 through 2013, the College was on a variety of sanctions in its effort to seek reaffirmation of its accreditation status. Following the permanent hiring of a Chief Academic Officer and most recently the hiring of a Curriculum and Assessment Specialist, the College has as part of this self-evaluation study conducted a review of its curriculum inventory and has identified areas where substantive changes will be forthcoming to the Accrediting Commission immediately upon the completion of this self-evaluation report.

CERTIFICATION OF CONTINUED COMPLIANCE WITH COMMISSION POLICIES

Policy on Distance Education and Correspondence Education

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

Distance Education (DE) and hybrid-education offerings at Merritt College support the mission of the College; both of these instructional methods provide the community access to quality education and services that support a diverse community of learners through the use of technology. Two of Merritt College's strategic initiatives – initiatives that grow out of the mission – are linked to "access" and "technology." Thus, there is a clear correspondence between the mission of Merritt College, its strategic initiatives, and the existence of courses approved for DE delivery.

All courses are the same in content, rigor, and quality, no matter what the mode of delivery as the course outline of record. Merritt requires that all courses proposed for DE delivery be separately reviewed and approved by the Curriculum and Instructional Council, a sub-committee of the Academic Senate, before being forwarded for multiple levels of approval at the District and regional approval in the case of career and Technical Education programs. All DE courses meet Title 5, Sect requirements:

- At Merritt all courses that are approved for DE delivery demonstrate that there will be "regular effective contact" between instructor and students in the class.
- The Peralta Community College Board of Trustee ensures that: (a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voicemail, e-mail, or other activities.

Originating faculty, when proposing DE as a delivery method for existing or new courses must begin the process with a conversation with a department chair. Then the originating faculty must create a detailed description and rationale for proposing DE delivery, including sample assignments focusing on the appropriateness of DE delivery for the content of the course and SLOs.

The definition of DE by ACCJC includes a requirement that DE courses demonstrate that there is "regular substantive interaction" between faculty and students. This is one of the major distinctions between DE and correspondence education drawn by ACCJC. At Merritt, "regular effective contact," is equivalent to "regular substantive interaction." That is to say, when Merritt fulfills the Title 5 requirements of the State of California, the accreditation requirements of ACCJC are simultaneously fulfilled.

Policy on Institutional Compliance with Title IV

Merritt College complies with the requirements of Title IV of the Higher Education Act. Merritt College follows the federal regulations that require first-time borrowers of Direct Loans to receive entrance counseling which is available at studentloans.gov. The College directs students to that site. At Merritt College, all Title IV and State Student Eligibility Requirements and Policies are stated in the Financial Aid Handbook which is updated every new award year to remain compliant with regulatory changes and which is available on the College website. A Financial Aid Manual of Policies and Procedures is also updated every year.

The Merritt College Financial Aid Department, part of the Student Services Division, is particularly committed to and effective at serving a very diverse population of students regardless of their economic background. The highest priority is given to helping students find funding avenues to meet college costs, so it provides comprehensive information and access to an array of federal (Title IV) and state student financial aid programs and scholarships for successful college completion.

The Department is dedicated to educating students by providing a myriad of workshops throughout the year such as: FAFSA/BOGFW application; Professional Judgment/ Income Adjustments; Special Exception/Appeal; Direct Loan workshops; What's New in Financial Aid; Financial Aid Rights and Responsibilities; and a variety of scholarship workshops. The department partners with community groups at Merritt College to provide Financial Literacy workshops, which teach students how to pay bills and improve credit scores, increase income, build savings and assets, and reduce debt. All announcements of workshops are listed on the Department's website calendar as well as advertised throughout the campus's announcement boards. One-on-one appointments are available to students who cannot make workshop times for financial aid assistance and financial literacy coaching. Training sessions are also conducted for other service providers within Student Services so faculty and staff are aware of the Federal and State changes that may affect their student population.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Merritt College complies with this policy through the College Catalog, Schedule of Classes, College website, and other forms of social media. Merritt College uses several forms of institutional advertising to ensure integrity and responsibility in marketing, student recruitment, and representation of the College's accredited status to prospective and current students. The following list is an overview of how Merritt College promotes its educational programs on and off campus:

A. Advertising, Publications, and Promotional Literature

Merritt College utilizes the College Catalog and Schedule of Classes, which are available in print and electronic formats, to inform the public of its educational programs and services. These publications are clear and updated electronically to ensure that they are factually accurate. The College Catalog and Schedule of Classes offer information on Merritt College's education program and display the regulatory and enrollment information as required by Standard II.B of the ACCJC Accreditation Standards.

B. Student Recruitment for Admissions

Merritt relies on qualified faculty and staff who are knowledgeable about the College's admissions policies and procedures for financial aid. Improving the college's outreach and recruitment efforts is the Vice President of Student Services current initiative and will serve as the primary recruitment unit for the campus. A fundamental strategic objective of this outreach and recruitment effort will be to provide prospective and current students with increased access to Merritt College.

The strategic approach will be to disseminate admissions information, major sheets, and other college information at feeder high schools and community events. The effort will train, coordinate, and employ student ambassadors to serve as representatives at college fairs, community events, and high school visits. Together, we will work to assist current and prospective students with admissions and successfully transitioning into college.

C. Representation of ACCJC Accredited Status

Merritt College maintains its accreditation status and informs the public of accreditation activities via the college website. The current accreditation status with the ACCJC is also published in the 2013-2015 College Catalog, page 13. Additionally, the College Catalog includes statements that (1) Merritt's Nursing Program is approved by the California Board of Registered Nursing; (2) its Radiologic Science program is accredited by the Joint Review Committee on Education in Radiologic Technology and is also regulated by California Department of Public Health, Radiologic Health Branch; (3) the College's Dietetics Manager Program is accredited by the State of California, Licensing and Certification and by the national Association of Nutrition and Foodservice Professionals (ANFP); and (4) Merritt's Fire Science program is accredited by The Fire Science Technology program is based on the Fire and Emergency Services Higher Education (FESHE) Model Curriculum, which is modeled by the California State Fire Marshal and the U.S. fire Administration; the National Fire Academy.

Policy on Institutional Degrees and Credits

Merritt College is in compliance with the ACCJC's Policy on Institutional Degrees and Credits. To accomplish this compliance Merritt College adheres to the Peralta Community Colleges'

Board Policy Definition of Courses which states that "course units of credit shall be based on a pre-specified relationship between the number of units and hours, the type of instruction, and performance criteria" (Title 5, Section 55002.5).

The College uses the Carnegie unit to define the credit hour and complies with the ACCJC's assessment of clock-to-credit-hour conversion formula. The appropriate formula for credit hour is part of the CurricUNET management system, ensuring accuracy and consistency in assigning credit hours. For example,

- A three-unit lecture course requires a minimum of three lecture hours per week plus six hours of homework (or six hours of a combination of homework and to-be-arranged hours) per week for a semester length course.
- One unit of credit for a laboratory course requires a minimum of three hours of laboratory work per week per semester.

The College Catalog states information on requirements for A.A., A.S., A.A.-T, A.S.-T degrees including the requirement that graduation with a degree is based upon completion of 60 units of lower-division college-level work as defined in BP/AP 4100.

Levels of Appropriate Rigor

The curriculum approval process ensures consistency that faculty approved standards are upheld for every course and program approved by the Curriculum and Instructional Council. Additionally, the faculty discuss appropriate rigor at the department level and through the work of the Academic Senate. The Peralta Community College District's Board of Trustees Board Policy 4220 Academic Senate includes:

> "The College Academic Senates shall represent the faculty and make recommendations to their College administration and to the Board concerning academic and professional matters of importance at a single College in the District."

Further the "academic and professional matters" definition includes grading policies and standards regarding student preparation and success.

Student Learning Outcomes

Merritt College publishes student learning outcomes expected for every course. This information is available on the Course Outline of Record and is found on the course syllabus for each course. Student Learning Outcomes for programs are available both on the program's website and in the College Catalog for every program. Student Service areas have also identified learning outcomes. The Merritt College Academic Senate passed a resolution in support of including SLO information in the course syllabi.

Assessment Results Provide Sufficient Evidence of Student Achievement

Merritt College faculty and staff use an assessment management tool for recording and cataloging assessment data. This data is shared regularly in Department meetings and is systematically reviewed and used by faculty for course and program improvement during annual program planning and comprehensive program reviews. Additionally, the District's Office of Institutional Research annually posts program data that includes information on student success and persistence, as is noted on the State Chancellor's Community College website as the College's Scorecard.

Policy on Institutional Integrity and Ethics

Merritt College upholds and protects the integrity of its practices through its mission statement and institutional strategic initiatives, commitment to diversity, policies and procedures, and compliance with the California Education Code and other relevant regulatory requirements. The College regularly reviews its institutional plans and educational policies to ensure that they are current and accurate.

Merritt College completes and submits all required reports to the Accreditation Commission, California Community Colleges Chancellor's Office (CCCCO), state and federal governments, and any other body requiring information about the College. The College ensures that information related to its mission, strategic initiatives, educational programs, admissions requirements, student services, tuition and other fees, financial aid programs, and policies related to transcripts, transfer of credit, and refunds of tuition and fees is accurate and readily available to the public. The College Catalog, Schedule of Classes, and website are the main sources of information with regard to Merritt College's educational programs and institutional policies. The College's accreditation status is published in the catalog. Merritt College has policies to ensure academic honesty, integrity in hiring and prevention of conflict of interest violations. The College Catalog, Schedule of Classes, and related policies and procedures address how violations of integrity are addressed. Due process protections for employees are also addressed in collective bargaining agreements. Merritt College utilizes established policies and procedures to receive and address complaints, which may be submitted confidentially and anonymously, regarding questionable accounting practices; operational activities that are in violation of applicable laws, rules, and regulations; or questionable activities that may indicate potential fraud, waste, and/or abuse. The District/College regularly reviews its policies and procedures through its governance process to ensure they are equitably and consistently administered. Merritt College welcomes accreditation site visit teams and provides assistance and support to peer evaluators so that they may perform their duties.

Policy on Contractual Relationships with Non-Regionally Accredited Institutions

Merritt College does not contract responsibilities for programs or services such as recruitment, admissions, student support, online support, instructional curriculum materials, and student authentication processes with any non-regionally accredited organizations. Merritt College retains full functional responsibility for all of its programs and services.

RESPONSES TO PREVIOUS ACCJC RECOMMENDATIONS

Merritt College last completed an institutional Self-Study in 2009. This section outlines, by topic matter, the recommendations and the year requested, the submission of the college's mid-term report, special visits of the Comprehensive Evaluation Team, Visiting Teams' reports, Commission Recommendations, Commission Actions and College/District Responses to Commission Recommendations and Actions.

JUNE 30, 2009 – MARCH 15, 2013 - COLLEGE

- Following the March 9-12, 2009 ACCJC visiting team report, the commission issued a **Warning** to Merritt College and asked the College to correct two specific deficiencies (recommendations 2 & 4). Later in the submissions of midterm reports and special District reports, the College was asked to submit a special March 15, 2013 follow-up report. This report was to address an analysis of staff sufficiency and the quality of educational programs and services before and after budget reductions with sufficient detail and evidence to evaluate the impact of these reductions on the overall educational quality of the College. All the colleges were also required to describe how they intend to deal with any resulting negative impact. **(CERT.1-3)**

COLLEGE UDPATE AND RESPONSE TO PREVIOUS RECOMMENDATIONS

- **Recommendation 2: Program Review**
  The Team recommended 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 improvement in programs and services (I.B.3, I.B.6, and I.B.7).

Response:

In 2009, Merritt College was asked to refine its program review and planning and resource allocation processes so that they are clearly based on an analysis of quality, effectiveness, and student learning. This is done in collaboration with the District, utilizing a participatory committee structure for operational planning and budgeting that integrates planning, budgeting, and resource allocation District-wide. An administrative procedure (AP3250) was adopted and clearly defines and clarifies the district-wide processes for developing recommendations leading to decision making. **(CERT.4)**

The College has maintained the Annual Program Review Model by integrating it into the resource allocation and participatory governance structure of the College. The participation of the various governance committees increases transparency of and participation in the decision-making process of the College. Annual unit plans allow departments to align goals with the College's strategic goals, summarize qualitative and outcomes assessment, and to describe their equipment, facilities, and staffing needs. The College is committed to adjusting aspects of the

model for improvement. The College is currently evaluating its governance processes including program review.

The College continues to meet this standard.

- **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.1.b).

Response:

Merritt College, within a two-year time period, addressed both of these recommendations from the 2009 report. The first year, the College administration informed its constituencies of the importance of completion annual classified and administrative evaluations, and of adherence to a cyclical performance evaluation process for tenured (contract) and adjunct faculty. Thus, an aggressive plan was designed to complete all classified and administrative evaluations. The College administrators and president were respectively accountable for the completion of classified and administrative evaluations. The College's Instructional Deans oversaw and participated in completion of adjunct and contract faculty evaluations in accordance with the Peralta Federation of Teachers (PFT) agreement. In addition, the College Faculty Evaluation Facilitator updates and maintains the faculty spreadsheet. She regularly disseminates to all faculty the updated spreadsheet to ensure timely updates.

The President and each executive administrator are responsible for the satisfactory completion of both classified and administrative evaluations on an annual basis. The Office of Human Resources sends an evaluation spreadsheet master listing to the College President which indicates the dates of most recent evaluation of all employees.

- **Special Request 2013: An analysis of staff sufficiency and the quality of educational programs and services**
  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). **(CERT.5-6)**

Response:

The College provided a full evaluation to clarify "the specific impact of District financial decisions or changes on the College's ability to sustain educational program and services at the College." The College's March 2013 Follow-up Report included an analysis of staff sufficiency and the quality of educational programs and services before and after budget reduction with sufficient detailed evidence to evaluate the impact of these reductions and the overall educational quality of the College. Lastly, the College was asked to describe how it would deal with any resulting negative impact.

The College's leadership team convened a group of faculty, staff and administrators to address the ACCJC's Commission Recommendation for the District and College. Specifically, designated individuals researched and provided the quality analysis of staffing, educational programs and services. This work resulted in the College's constituencies examining the financial data to identify strategies for continued improvement of programs and services through integrated budgeting. The follow-up report included trend analysis of the College's financial resources and staff sufficiency prior to and followed by the critical era of budget reductions from 2009 through 2012. In the past eighteen months, the College's strategies of increased collaboration, communication, and coordination has continued. The practice of data-driven decision-making with increased faculty and staff engagement is demonstrated through the participatory governance process of the College.

JUNE 30, 2009 – MARCH 15, 2013 - DISTRICT

As part of this review, ACCJC asked the District, to correct their deficiencies during this six-year period. **(CERT.7-18)**

DISTRICT UDPATE AND RESPONSE TO PREVIOUS RECOMMENDATIONS

The responses to district recommendations/actions since 2009 include the Institutional Self-Study Report and all district recommendations from the Accrediting Commission for Community and Junior Colleges (ACCJC). The District's responses are grouped into four categories (Board and District administration, technology, human resources, and financial resources). The responses are provided accordingly.

Board and District Administration

- **2009 District Recommendation 1:** *The team recommends that the district assess the overall effectiveness of its service to the college(s) and provide clear delineation of functional responsibilities and develop clear processes for decision making. (Standard IV.B.1, IV.B.3.a,b,c,f,g).*

Response:

Central to addressing this recommendation was the implementation in Fall 2009 of the Planning and Budgeting Integration Model (PBIM) and the district-level committee structure comprised of the District Technology Committee, the District Facilities Committee, the District Education Committee, and the higher level Planning and Budgeting Council which reports directly to the Chancellor. Each of these four committees includes the appropriate district office Vice Chancellor or Associate Vice Chancellor; district and college administrators; faculty; and staff from the four colleges and district office service centers. What was noted in 2009, and has proven to be true, is that these committees and their membership are able to actively address district services and, through well-designed meeting agendas, are able to focus on collaboration between the district office service centers and the colleges to provide a greater focus on those services which are centralized. This structure clearly delineates the District and the College's functional responsibilities, providing a clear process for decision making. The Chancellor then

consults with the Chancellor's Cabinet, comprised of the four college presidents and lead district administrators, before a decision is made.

When the Planning and Budgeting Integration (PBI) process was implemented five years ago, it was agreed that its foundation was based on each individual college's planning needs, as each college is most aware of their needs towards ensuring student success. The first element of the PBI requires that the colleges conduct program reviews every three years, provide an annual program update, and develop annual educational and resource planning priorities. These efforts are in alignment with the five district strategic planning goals and the annual institutional objectives/outcomes. The colleges integrate the results of committee work, such as that of the technology, curriculum, facilities, and other committees into college planning. During the annual institutional planning process, the colleges develop plans addressing: instructional and student services programs; facilities; staffing and fiscal priorities; IT and equipment; and marketing. It has been established that the planning of the four colleges must drive district planning which then drives the provision of district services or those services which are centralized.

The role of the Education, Technology, and Facilities Committees is to support the colleges in coordinating their efforts and in resolving issues. These committees include college and district representatives with relevant knowledge, responsibility, and experience. The College and District committees ensure information flow between these and the College/District counterpart committees

These district committees are charged with the development of district-wide recommendations that best serve students and the community by using evidence-based processes and criteria. The overarching Planning and Budgeting Council (PBC) is charged with making recommendations to the Chancellor, and receives draft policy initiatives from the Chancellor, providing input and recommendations significant actions are taken by the Chancellor.

The PBI is responsible for providing oversight on the implementation of strategic planning and annual institutional objectives/outcomes, and to ensure that each of the four committees meet required annual objectives to align with strategic planning goals.

The PBI process begins each year with an all-day off-site summit wherein the Chancellor gathers all committee members to discuss key issues to be addressed during that year. This summit provides an opportunity for the committees to set annual objectives and to review progress toward the last year's objectives. This summit ensures accountability and that the district office service centers and colleges work together collaboratively and transparently in the decision-making process.

PBI ensures transparency by posting all PBI materials on the district website. All committee agendas, minutes, documents, results of annual PBI process assessments, and other key materials are available for viewing and download on the District website at: http://web.peralta.edu/pbi/

The Chancellor's Cabinet is comprised of the Chancellor; the District's four Vice Chancellors of Educational Services; Finance and Administration; Human Resources and Employee Relations;

the Associate Vice Chancellors of Information Technology and Student Services; General Counsel, the Director of Public Information, Communication and Media; and the four college presidents.

Two administrative procedures relevant to this recommendation were approved. AP 2430 Delegation of Authority to the Chancellor's Staff details the roles and responsibilities of district managers who report directly to the Chancellor. AP 3250 Institutional Planning details decision making through the district committee process.

The District continues to address this recommendation regarding clear delineation of functional responsibilities and having clear processes for decision making. The district/colleges meet the standards associated with this recommendation.

- **(2010) Recommendation 2:** *In order to meet the Standards, the team recommends the District evaluate the reporting structure with regard to the inspector general so that the position is properly placed in the hierarchy of the District organization. (Standard IV.B.1.j).*

- **(2010) Recommendation 7:** *In order to meet the Standard, the visiting team recommends a change in the reporting relation of the Inspector General from the Board of Trustees to the Chancellor. (Standard IV.B.1.j)*

Response:

The October 15, 2010 Follow-Up Report references the July 19, 2010 Board meeting at which an agreement was unanimously reached that the Inspector General position would report directly to the Chancellor. On January 5, 2011, the individual serving in this position resigned from the District. At that point in time the position was discontinued.

This recommendation is fully resolved and the associated accreditation standards are met.

- **(2010) Recommendation 3:** *In order to meet the Standards, the team recommends the District clarify the role of the board members with respect to the work of the District managers. This would include a review of reporting structures, methods for board inquiries, distinction between board policy setting and oversight, and management, leadership, and operational responsibilities for the District. (Standards IV.B.1.d, IV.B.1.j)*

- **(2010) Recommendation 4:** *In order to meet the Standard, the team recommends the District provide ongoing and annual training for board and management on roles and functions as it relates to District policy and operations. (Standard IV.B.1.f)*

- **(2010) Recommendation 5:** *In order to meet the Standard, the team recommends the District engage in ongoing discussion about the role of the board and how it serves its trustee role for the good of the District. The role of the board should be reviewed regularly with each board member. (Standard IV.B.1, IV.B.1.j)*

- **(January 2011) Recommendation 1:** *The team recommends that the 2010 Recommendation 5 be revised to include the following language: The Team additionally recommends that the Board of Trustees continue to redefine the appropriate roles of the Board and its relationship to the Chancellor. The Board of Trustees should also refine and change the roles and charges of the Board Committees so that they also reflect an appropriate role for the Board. (Standard IV.B.1, 3)*

- **(2010) Recommendation 8:** *In order to meet the Standard, the visiting team recommends a regular review of board roles to assure that the board is relying on the Chancellor to carry out the policy set by the board. (Standard IV.B.1.j)*

- **(2010) Recommendation 9:** *The team recommends the Board of Trustees and District adhere to their appropriate roles. The District must serve the colleges as liaison between the colleges and the Board of Trustees while assuring that the college presidents can operate their institutions effectively. Meanwhile, the Board must not interfere with the operations of the four colleges of the district and allow the Chancellor to take full responsibility and authority for the areas assigned to district oversight. (Standards IV.B.3.a-g)*

Response:

2010 Recommendations #3, #4, #5, #8, and #9 and 2011 Recommendation #1 addressed the roles and responsibilities of a community college Board of Trustees. The recommendations stress the need for the Board to focus on its role as a policy-making body and must act in a manner consistent with its policies and bylaws; that the Board has a means for board development; that the board hires the Chancellor and delegates full responsibility and authority to him/her to implement and administer Board policies without Board interference; and that all other personnel, especially the college presidents, report to the Chancellor and not to the Board. Further, it was stated that Board Committees needed to stay within the scope of work of a Board of Trustees and not become involved in the operations of the district office service centers and the colleges.

In 2010, the members of the Board of Trustees engaged in intensive training provided by the Community College League of California (CCLC). The training focused on the roles and responsibilities of the Board and on ACCJC Standard IV. B. Of the seven current elected Board members, six went through this training. As a result of the training, the Board adopted the CCLC document, "Board and CEO Rules: Different Jobs, Different Tasks (2000)." The Board was clear in stating that the Board has authority only to hire and evaluate the Chancellor, and that it assigns the Chancellor responsibility for the operation of the District and the hiring and evaluation of all administrators.

As the Board updated board policies, per an ACCJC recommendation, there were four specific policies adopted in 2011 and one in 2012 that demonstrated the Board's knowledge of their function, purpose, role, and responsibilities. In so doing, the Board demonstrated compliance with accreditation Standard IV.B and full resolution of any previous deficiencies.

Board Policy 2200: Board Duties and Responsibilities references accreditation Standard IV.B.1 and California Education Code section 70902 and in so doing the policies delineate the responsibilities of the Board, especially that the Board "respect(s) the authority of the Chancellor by providing policy, direction, and guidance only to the Chancellor who is responsible for the management of the District and its employees, and delegate(s) the authority to the Chancellor to issue regulations, and directives to the employees of the district."

Before the Board had eliminated these board committees, it had adopted a policy that the Board would be able to meet as a Committee of the Whole (BP 2220) to "gather information, hear from the public, and provide a forum to discuss pertinent issues that may ultimately come before the Board for further discussion and action."

The Board adopted a very detailed policy regarding Delegation of Authority to the Chancellor (BP 2430) and a very clear policy on Board Education (BP 2740).

On November 12, 2013, the Board held a Special Workshop which continued to demonstrate the Board's ability to work within their official role and to work directly with the Chancellor and to delegate full responsibility to the Chancellor. The agenda for the Special Workshop covered Strategic Planning, Board/Chancellor Relations, the Chancellor's Goals, and the Board's Goals and Professional Development.

The minutes demonstrate that the Board continues to meet Standard IV.B. The Board spoke about open lines of communication that they have with the Chancellor, thanked the Chancellor for bringing leadership and a sense of calm to the District. They further stated that they looked forward to continuing to move in a positive direction. The Chancellor stated that he "appreciates board members calling (him) before board meetings with any questions they have about the board agenda which streamlines board meetings and (fosters) open communication."

At the November 12, 2013 meeting the Board addressed the fact that "accreditation is fundamental to how we operate." In keeping with accreditation standards, board members noted that the focus must be on best practices in the areas of institutional integrity; teaching and learning processes; student support systems; resources; and governance. A board member drew attention to the ACCJC Guide to Accreditation for Governing Boards. This focus on accreditation demonstrates the board's willingness and commitment to towards improvement and to continue meeting these standards.

At the November 12, 2013 Board meeting, the Board addressed the "number of workshops and conferences that board members can attend to achieve trustee excellence." The Board's current vice president was the newest of the board at that time, and spoke of the Board's interest in the Excellence in Trusteeship Program presented by the CCLC. She felt that it was important for the Board to be involved in this program as it has a direct relationship in their role as trustees. To date, each of the seven elected board members has been very active in in the CCLC Excellence in Trusteeship Program.

At this same meeting, the Board began its annual self-evaluation.

As noted, the board continues to take seriously the accreditation standards and those standards which address the role of the board of trustees. The board continues to demonstrate that these previous recommendation continue to be resolved and the accreditation standards are met.

- **(2010) Recommendation 6:** *In order to meet the Standards, the team recommends the board consider regular review of the code of ethics to assure thorough understanding and application of its intent. (Standard IV.B.1,e; IV.B.1.h)*

Response:

In addressing this recommendation in 2010, the Board conducted a review of the code of ethics, conflict of interest code, and reviewed pertinent ACCJC accreditation standards, California Government Code, and California Education Code. In September 2010, the Board agreed that within the annual Board self-evaluation they would evaluate themselves in keeping with the code of ethics.

During the updating of board policies and administrative procedures, the code of ethics and conflict of interest were reviewed and significantly updated. BP 2715 Code of Ethics and Standards of Practice was finalized by the Board at the end of 2012 and AP 2710 Conflict of Interest Disclosure also was approved. At the beginning of 2013, the Board finalized BP 2710 Conflict of Interest and AP 2712 Conflict of Interest Code. All four went through a first and second reading at a Board meeting and it was clear that the Board took these quite seriously.

This recommendation continues to be resolved and the associated accreditation standards are met.

- **(January 2011) Recommendation 4:** *The team recommends that the district continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the district has invested substantial effort to address all recommendations, it is incumbent to the district to ensure that these efforts continue and are institutionalized within the district.*

Response:

This recommendation has been appropriately placed in each section of the District Recommendations where there are recommendations from 2009 and 2010. The responses in each area continue to show that the Peralta Community College District continues to address all recommendations, including those from 2009 and 2010, as the District assists the colleges in meeting and exceeding the accreditation standards.

- **(January 2011) Recommendation 3:** *The team recommends that the Board of Trustees develop and implement a plan to review all Board policies so that the policies reflect only policy language and that the operational processes for these policies be reflected in a system of administrative regulations (procedures). (Standard IV.B.1.e, IV.B.3)*

- **(June 2011) Commission Recommendation 4:** *While evidence identifies progress, the District has not achieved compliance with Standard IV.B and Eligibility Requirement #3. Specifically, the District has not completed the evaluation of Board policies to the end of maintaining policies that are appropriate to policy governance and excluding policies that inappropriately reflect administrative operations. Therefore, in order to meet Standards and Eligibility Requirements, the District must evaluate all Board policies and implement actions to resolve deficiencies.*

- **(2012) Commission Recommendation 4:** *In the June 2011 action letter, ACCJC stated the following: While evidence identifies progress, the District has not achieved compliance with Standard IV.B and Eligibility Requirement #3. Specifically, the District has not completed the evaluation of Board policies to the end of maintaining policies that are appropriate to policy governance and excluding policies that inappropriately reflect administrative operations. Therefore, in order to meet Standards and Eligibility Requirements, the District must evaluate all Board policies and implement actions to resolve deficiencies.*

  In the July 2, 2012 letter, ACCJC updated the recommendation to include," The District has revised a significant number of its Board Policies. This project needs to be completed so that all policies are reviewed and revised as necessary by March 15, 2013".

Response:

As reported in the March 15, 2013 Follow-Up Reports filed by the four colleges, the District has reviewed and revised all Governing Board policies and District administrative procedures. The District, under the leadership of the Governing Board and the Chancellor, adopted a comprehensive approach to policy and procedure review through the utilization of the CCLC framework for policies and procedures. This approach involved renumbering and transitioning the existing District Board Policy Manual to the CCLC framework, eliminating any unnecessary policies and procedures, as well as adopting some new policies and procedures. It should be noted that 68 of the 72 California community college districts use the CCLC approach to Board policies and district administrative procedures.

Since the submission of the March 15, 2013 Follow-Up Report and the review by an ACCJC Evaluation Team in April 2013, the Peralta Community College District continues to use the CCLC approach to updating and revising board policies and district administrative procedures. With Update #22 (June 2013), the District revised/updated four policies and ten administrative procedures. With Update #23 (October 2013), the District revise/updated seven policies and six administrative procedures. Additional administrative procedures have been updated given the many procedural changes in keeping with California Community Colleges Student Success and Support Act. At the time this response was being written, the District had engaged in reviewing and updating the specific policies and procedures associated with CCLC Update #24 (April 2014). It is anticipated that there will be an Update #25 (October 2014), which the District will work with.

This recommendation continues to be resolved; there is an ongoing process now for reviewing and updating board policies and district administrative procedures; the standards continue to be met.

Technology

- **2009 District Recommendation 2:** *The team recommends that the district immediately resolve the functional issues associated with the implementation of the district-wide adopted software management systems for student, human resources, and financial administration. (Standards III.C.1.a, III.C.1.c, III.C.1.d, and IV.B.3.b)*

- **(January 2011) Recommendation 4:** *The team recommends that the district continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the district has invested substantial effort to address all recommendations, it is incumbent to the district to ensure that these efforts continue and are institutionalized within the district.*

Response:

This Management Systems recommendation initially was addressed in the College Follow-Up Reports submitted March 15, 2010 (and the number assigned to the recommendation differed in the College letters) and was further addressed in the District Follow-Up Report submitted October 15, 2010. This clearly was a district-level recommendation since the District Office of Information Technology was and is responsible for the management of the enterprise management system, PeopleSoft.

The PeopleSoft system was purchased in 2004/2005 and while various financial modules were implemented in 2005, the student administration system and other non-finance modules were implemented in November 2007. The District hired RWD Technologies to provide a change management strategy to assist in the move from the legacy system to PeopleSoft. RWD provided a successful approach and a method to address problems experienced by front-end users as the transition was made. As noted in 2010, the move from a "data storage" system to a "process control" system created a major shift for end users.

However, when RWD Technologies service contract ended, their process was not maintained/ continued in an effective manner, resulting in frustration and complaints. RWD had used a clear project governance system, defined leadership roles and expectations, structured leadership to projects across the colleges, and provided clear reporting on project status. To address this accreditation recommendation, a decision was made to implement a structure in keeping with the RWD process and to communicate this widely throughout the District as a means to addressing functional issues and implementation of additional non-financial modules.

The PeopleSoft Resolution Team (PRT) was established and is currently chaired by the Director of Enterprise Services. The PRT is the coordinating body that identifies critical implementation functions and the PRT members are kept up-to-date on the implementation of new PeopleSoft modules. The PRT meets monthly and are thus provides monthly updates and input

opportunities to the Director of Enterprise Services. The PRT's essential charge is to identify and prioritize the ongoing and new functionality issues or needs, monitor the resolution of identified issues, and receive status reports from the Office of Information Technology. Within the current Planning and Budgeting Integration (PBI) Model, the PRT provides regular status reports to the District Technology Committee.

It is noted on the front page of the website (http://web.peralta.edu/prt/) "The PeopleSoft Resolution Team offers an institutional forum to facilitate discussion and deliberations related to the District's PeopleSoft database and associated applications. An expression of shared governance practices, the PRT's administrative procedures, are outlined below (PRT Administrative Procedures). The team also serves as a repository for all of the projects and issues handled by numerous functionality teams whose documents appear in the navigation on the left."

The process for submitting online requests for Tech Support has been simplified through the "Footprints" ticket method, and is described at http://helpdesk-dit/footprints/customer.html as noted on this webpage, one can submit, edit, and check on the status of each tech support request. The Help Desk puts out a weekly report on completed projects which are posted on the webpage.

The need for increased staffing to assist with PeopleSoft modules and PeopleSoft issues has been important. The District Help Desk team consists of a Director of Enterprise Services; two Application Software Analysts; two Senior Application Software Analysts; one Senior PeopleSoft Database Administrator; one Enterprise Resource Planning Project Manager; and five analysts in specific areas that review specific PeopleSoft modules (Research, Student Finance, Curriculum, Financial Aid, and Admissions & Records).

During the 2013-2014 academic year, there was an emphasis on moving from the financial aid module in the legacy system to the financial aid module in the PeopleSoft system. A consultant was hired to assist with the project, with contributing involvement from Financial Aid staff The PeopleSoft financial aid module was implemented successfully and ongoing review and training is being provided.

The issues related to this 2009 recommendation remain resolved and the standards are met.

Human Resources

- **(2010) Recommendations 1:** *In order to meet standards at all times, all personnel selection actions must adhere to the established policies and procedures. (Standard III.A.1.a)*

- **(January 2011) Recommendation 4:** *The team recommends that the district continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the district has invested substantial effort to address all recommendations, it is incumbent to the district to ensure that these efforts continue and are institutionalized within the district.*

Response:

This 2010 recommendation came as a result of the creation of the Inspector General position, which reported to the Board (and has since been eliminated), and the creation of the Vice Chancellor of Human Resources position which caused confusion among constituencies as to the process in creating a new position. As noted by the visiting team, "Direct operational control of the district should be handled by the Chancellor rather than by members of the Board acting individually as though they speak for the entire board."

As reported in the October 15, 2010 Follow-Up Report, in July 2010 the interim Chancellor was extremely clear with the Board that he and he alone reported to the Board, that the Board had a limited role in personnel selection, and that Board training (which happened) would be essential to help the board better understand their role and responsibilities. The current Chancellor and the Board have an effective working relationship and the Chancellor is the only employee who reports to the Board.

With the review and updating of board policies and district administrative procedures all personnel or Human Resources policies and procedures were updated. These board policies and district administrative procedures are being adhered to. Those pertinent to this 2010 recommendation include the following:

- Board Policy 7120 Recruitment and Hiring
- Board Policy 7210 Academic Employees
- Board Policy 7230 Classified Employees
- Board Policy 7240 Confidential Employees
- Board Policy 7250 Academic Administrators
- Board Policy 7260 Classified Managers
- Administrative Procedure 7121 Faculty Hiring
- Administrative Procedure 7123 Hiring Procedures for Regular Academic Administrators and Classified Managers
- Administrative Procedure 7125 Hiring Acting and Interim Academic and Non-Academic Administrators

This recommendation remains resolved and the accreditation standards are met.

Financial Resources

- **2009 District Recommendation 3:** *The team recommends that the district take immediate corrective action to implement all appropriate controls and necessary MIS system modifications to achieve access to a fully integrated computer information management system, including modules for students, financial aid, human resources, and finance, in order to assure financial integrity and accountability. All corrective action and system testing should be completed within two years and the governing board should receive regular implementation progress reports until project completion. (Standards III.D.1.a, III.D.1.b, and III.D.2a).*

- **(January 2011) Recommendation 4:** *The team recommends that the district continue to address all recommendations from 2009, 2010 and the current visit (November 2010). Although the district has invested substantial effort to address all recommendations, it is incumbent to the district to ensure that these efforts continue and are institutionalized within the district.*

Response:

The District responded to these recommendations in the April 1, 2011 District Follow-Up Report. The Visiting Team found that the hiring of a Director of Enterprise Services to manage the PeopleSoft system was key to resolving this recommendation. This position has been sustained and as noted by the April 2011 Visiting Team, the Director of Enterprise Services focused on the issues identified by the 2009 Visiting Team. The Commission viewed this recommendation as having been fully resolved.

The District continues to upgrade and support the modules within PeopleSoft to allow for accurate and timely financial reporting. During the last fiscal year, the human resources and student finance module were upgraded and the Student Financial Aid Module was implemented. The full implementation of the Student Financial Aid module was completed in August 2014 and this module has been welcomed by students and by employees of the Office of Financial Aid at both the district and individual colleges. Another improvement to the PeopleSoft system is the use of the electronic personnel action form, which since it provides for position control and electronic oversight of the financial transactions associated with the requested position. The Electronic Content Management feature is being implemented and is important to the work of Accounts Payable. Trust and agency funds have been moved from the Legacy system to the PeopleSoft system, which provides a better method of oversight and management of these funds.

The colleges have the ability to access and run all of their financial information, as all of the college business managers have the capacity to run their financial statements at any time during the fiscal year. The college business managers have access to the General Ledger to allow for inquiry and report processing as needed. The Vice Chancellors of Information Technology and Finance, the College Business Managers, and the Administration meet on the first Thursday of every month for ongoing assessment of the PeopleSoft financial management functions providing for an ongoing discussion of how to improve the system and continue the dialogue regarding effective electronic budget management. These monthly meetings are important while the District moves to upgrade the financial management modules to PeopleSoft version 9.0 during the 2014-2015 academic year. It should be noted that this upgrade is a priority in the District Information Technology Strategy plan.

This recommendation remains resolved and the associated accreditation standards continue to be met.

- **(January 2011) Recommendation 2:** *The team recommends that the district continue to monitor its progress toward meeting the issues listed in the Corrective Action Matrix. In*

particular, the district needs to plan to address the OPEB bond and to be evaluated on keeping to its 2010-2011 budget. (Standard III.D.1,2,3)

- **(June 2011) Commission Recommendation 1:** *The District has identified several options to address the OPEB liability without stating which option it intends to pursue. In accordance with Standard III.D.1, b and c, and Eligibility Requirement #17, the District needs to identify the amount of obligation that currently exists as a result of the activities related to the OPEB loss and establish a plan and timeline that reflects how the District will pay off any liability that may have resulted from the OPEB bonds.*

- **(Special Report 2013):** *The District shall provide a report that clearly states the district's plan for funding its OPEB obligations, including an assessment of the OPEB bonds and the increasing debt service required (Accreditation Standard III.D.3.c)*

Response:

Two previous district recommendations required that the Peralta Community College District address OPEB obligations and the liabilities associated with the District OPEB bonds. Further, in 2013 the Peralta Community College District was required to file a special financial report that provided the District's plan for funding its OPEB obligations.

The special financial report which was filed with ACCJC on April 1, 2013 (http://web.peralta.edu/accreditation/files/2010/03/Peralta-4-1-13-Special-Report-to-ACCJC-Final.pdf) provided details from the OPEB Substantive Plan (December 2012; updated September 2014) (http://web.peralta.edu/trustees/files/2011/08/Substantive-Plan-SR.pdf). These documents are archived and readily available through the District website. The District has been successfully addressing, and will continue to address OPEB obligations and liabilities and the District OPEB Bonds. The OPEB Substantive Plan fully addresses the issues that were cited by ACCJC. The District Retirement Board meets regularly to ensure oversight of OPEB bonds and planning and to review investment portfolio updates.
(http://web.peralta.edu/trustees/board-committees/retirement-board)

In 2011, the District made substantial and critical changes on how it valued and funded its OPEB liabilities and debt. In order to manage and reduce liabilities, the District: successfully negotiated with collective bargaining units to place maximums or caps on District paid health benefit plans, implemented a OPEB charge that brought new revenue into the OPEB trust, changed the investment policy statement such that it matches the targeted rate of return with the OPEB liability, and restructured the program oversight to one that provides more transparency and accountability. As a direct result of these accomplishments the actuarial value of the OPEB liabilities had decreased $39 million by April 2013, trust assets had increased by $50 million and related debt service had been held to approximately 5% of the Unrestricted General Fund. It was determined that over time all debt service would be funded out of trust assets that are in excess of the actuarial liabilities. The current actuarial determined liability is $174,703,920 million compared to trust assets of $218,549,849 million. A new actuarial study will begin in November 2014 and will be completed by March 2015. Over time as the difference between the liabilities and trust assets widens, the assets in excess of the liabilities will be used to fun partially or fully

the related debt service. As the evidence to date suggests, the District's plans have been successful and over the next 25 years are projected to fully fund all associated liabilities. Please refer to Standard III.D.1.c. and III.D.1d. for additional information.

This recommendation remains resolved and the associated accreditation standards continue to be met.

- **(Special Report, November 2009):** The district was required to file a report by March 15, 2010 requiring responses to specific audit findings in the 2008 audit: OPEB liabilities, Oversight and Monitoring (2008-1), Financial Accounting System Procedures (2008-2), Information Systems (2008-3), Bursar's Office and Trust Fund Reporting Changes (2008-8), Accounts Payable/Purchasing Functions (2008-11), and Using Associated Student Body Fund to Account for General Fund Reserves (2008-18).

- **(June 2011) Commission Recommendation 2:** *In accordance with Standard III.D.2.a, c, and g and Eligibility Requirement #18, the District needs to resolve outstanding audit findings identified in the Department of Education letter dated May 20, 2011 referring to Audit Control Number (CAN) 09-2009-10795. That letter identifies the findings for each of the four colleges as those findings relate to Department of Education areas of funded programs including Title IV and Financial Aid. Additionally, the District should resolve all audit findings in the Vavrinck, Trine, Day, & Co. LLP, Certified Public Accountants' audit reports for years 2008, 2009, and future audit reports issued after the date of this recommendation.*

- **(2012) Commission Recommendation 2:** *In the June 2011 action letter, ACCJC stated the following: In accordance with Standard III.D.2.a, c, and g and Eligibility Requirement #18, the District needs to resolve outstanding audit findings identified in the Department of Education letter dated May 20, 2011 referring to Audit Control Number (CAN) 09-2009-10795. That letter identifies the findings for each of the four colleges as those findings relate to Department of Education areas of funded programs including Title IV and Financial Aid, Additionally, the District should resolve all audit findings in the Vavrinek, Trine, Day, & Co. LLP, Certified Public Accountants' audit reports for years 2008, 2009, and future audit reports issued after the date of this recommendation.*

- ***In the July 2, 2012 letter,*** *ACCJC updated the recommendation with the following statement: Although the District has resolved a significant number of the audit findings from prior audits, a number of audit findings remain unresolved. The remaining audit findings need to be resolved by March 15, 2013.*

- **(Special Report 2013):** *The District shall provide excerpts from the 2011/12 audit report showing that the District has addressed the multiple 2010/11 audit findings, especially those that were repeated from prior years. If the report shows that the District has not resolved the persistent findings, the District should submit a plan that demonstrates how the findings will be resolved (Accreditation Standard III.D.3.c)*

Response:

These recommendations address audit findings and the focus of the recommendations is the requirement that specific audit findings be resolved and that the District should have a plan for resolving audit findings.

In November 2009, the Peralta Community College District was required to submit a Special Report addressing seven specific audit findings: OPEB liabilities (which became a separate recommendations as noted above); district internal control structure (internal control system, oversight and monitoring, financial accounting system procedures, information systems, bursar's office and trust fund activity reporting changes, accounts payable/purchasing functions) and Associated Student Body Fund to Account for General Fund Revenues. All of these audit findings were from the June 30, 2008 independent audit report, some of which were repeated from the 2007 audit report. The Peralta Community College District filed the report with ACCJC on April 1, 2010. It was with this report that the Peralta Community College District began a Corrective Action Matrix approach to addressing audit findings. As the visiting team in November 2010 reported, "the matrix is a detailed plan which lists the corrective actions….for audit findings… The matrix lists the responsible party, due date, status, and related systematic integration." All of these audit findings have been resolved and continue to remain resolved.

The Peralta Community College District Office of Finance continues to use a Corrective Action Matrix (CAM) as a plan of action/method for addressing any and all audit findings. As noted by the November 2010 visiting team, for each audit finding the CAM lists the needed Corrective Action, the Responsible Point Person for resolving the audit finding, the expected due date for resolving the audit finding, a listing of the Status of the resolution of the audit finding (which is updated until resolved), and the Systematic/Source Integration.

A Commission recommendation in June 2011, which was repeated as a Commission Recommendation in June 2012, with the addition that all audit findings from prior audits had to be resolved by March 15, 2013, required that all audit findings to that date in time be resolved by March 15, 2013. Further, the Peralta Community College District was required to submit a Special Financial Report on April 1, 2013. The Special Financial Report essentially was similar in content to the June 2011/June 2012 Commission recommendations. The visiting team report dated April 2013reported that "the number of audit findings has been reduced from 53 as of 6/30/2009 to 8 as of 6/30/12. Of those 8, only four are from the prior year. The remaining 49 finding have been cleared." The July 3, 2013 Commission action letter noted, "The Peralta Community College District has resolved most of the 53 audit findings and is well on the way to resolving the remaining few. The District has also developed and implemented a plan to fund the Other Post-Employment Benefits (OPEB) Obligations." Of those eight (8) audit findings from June 30, 2012, five (5) were repeated in the June 30, 2013 findings: Time and Effort Reporting, Financial Reporting (one program), Equipment Management, Concurrent Enrollment, and CalWORKs Reporting. As of the time of the writing of this response, these five (5) have been resolved and the June 30, 2014 audit report will substantiate this conclusion.

Detail regarding independent audits and that "responses to external audit findings are comprehensive, timely, and communicated appropriately" can be found in Standard III.D.2.a and

Standard III.D.2.b of this Institutional Self-Evaluation. Independent audit reports can be found at the following website: http://web.peralta.edu/business/finance-contacts/annual-financial-reports/ . The most current corrective action matrix (September 21, 2014) is available at this website: http://web.peralta.edu/business/files/2014/09/PCCD-CAM-June-30-2013-to-September-21-2014.pdf . At the time of the March 2015 site visit, the 2014 independent audit report will be available, as well as an updated Corrective Action Matrix.

These recommendations are resolved and the associated accreditation standards continue to be met.

- **(June 2011) Commission Recommendation 3:** *While evidence identifies progress, the District has not achieved compliance with Standard III.D and Eligibility Requirement #17. Specifically, the District has not achieved a long-term fiscal stability related to resolution of collective bargaining agreements on compensation and postretirement benefits. Therefore, in order to meet the Standards and the Eligibility Requirements, the District must assess its fiscal capacity and stability and implement actions to resolve the deficiencies.*

- **(2012) Commission Recommendation 3:** *In the June 2011 action letter, ACCJC stated the following: While evidence identifies progress, the District has not achieved compliance with Standard III.D and Eligibility Requirement #17. Specifically, the District has not achieved a long-term fiscal stability related to resolution of collective bargaining agreements on compensation and post-retirement benefits. Therefore, in order to meet the Standards and the Eligibility Requirements, the District must assess its fiscal capacity and stability and implement actions to resolve the deficiencies.*

- ***In the July 2, 2012 letter****, ACCJC updated the recommendation: The District has secured modifications to the collective bargaining contracts resulting in a soft cap on retiree benefits. The District must demonstrate its ability to maintain its fiscal stability over the long term (beyond three years) and assess the impact of the new revenue achieved through the passage of the parcel tax.*

Response:

In the March 15, 2013 College Follow-Up Reports, the Peralta Community College District was able to report that the District had maintained fiscal accountability, stability, and solvency for fiscal years 2010-11, 2011-12, and 2012-13. This now also is true for fiscal year 2013-14.

The 2013 reports emphasized various strategies that were major to fiscal stability and those continue to be foundational to ongoing fiscal stability.

- The District negotiated with all three collective bargaining units a variable rate cost cap on district paid medical and health care benefits.
- The District has in place a monthly financial reporting process through which monthly financial reports are disseminated and thus provide the District with the capability to continuously monitor and assess its fiscal capacity. In fact, since

March 2013, each college has been able to run its own financial reports and monitor funds.

- The District implemented new Board Policies and District Administrative Procedures that establish minimum standards and accountability for budget preparation and funding.
- The District has a revised district Budget Allocation Model (BAM) that was initially implemented in fiscal year 2012-2013 and continued to be reviewed and addressed in fiscal year 2013-14, and will be monitored again in 2014-15.
- The District successfully had voter support to pass the Measure B- Parcel Tax which provides additional revenue for eight years--$7,682,155 (2012-13) and $8,053,384 (2013-14) and for 2014-2015 $8,055,785 has been budgeted.
- The District continues to build a strong reserve which was at 12.36% at the beginning of fiscal year 2014-2015 and the District is doing so to offset the Parcel Tax when it expires. In 2012-2013, $2.8 million was added and $1.3 million in 2013-2014.

This recommendation remains resolved and the associated accreditation standards continue to be met.

JULY 3, 2013

The Visiting team found that Merritt College had maintained the educational quality of its programs and services. Any negative impacts resulting from past budget reductions have been minimized so that the College remains focused on its mission.

The Visiting team also found the District was taking the issue of fiscal accountability, stability, and solvency seriously and engaging in all possible methods to address this need.

The Commission took action to remove the College from *warning* status and *re-affirm* the college's accreditation.

IN SUMMARY, this is the long trek of Merritt College since submitting its 2009 Self Study Report in reaffirmation of its accreditation. It is within the context of **reaffirmation of accreditation**, that the College undertook this latest Self-Evaluation endeavor. The next section presents an abstract of the Self-Evaluation contained below.

Supporting Evidence:

CERT.1 Merritt College 2009 Self-Study Report
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2009-Merritt-College-Institutional-Self-Study-in-Support-of-Reaffirmatio....pdf

CERT.2 Visiting Team Report (March 9-12, 2009)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-College-Evaluation-Report.pdf

CERT.3 ACCJC Letter to Merritt College President (June 30, 2009)
http://www.merritt.edu/wp/accreditation/wp-

content/uploads/sites/3/2014/11/2009.06.30-ACCJC-Action-Letter-Warning-to-MC.pdf

CERT.4 Merritt College Follow-Up Report (March 15, 2010)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2010.03.15-MC-Progress-Report-to-ACCJC.pdf

CERT.5 Merritt College Follow-Up Report (March 15, 2013)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2013.03.15-MC-Follow-Up-Report.pdf

CERT.6 ACCJC Letter to Merritt College President (July 3, 2013)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Accreditation-letter-follow-up-report-2013.pdf

CERT.7 ACCJC Letter to PCCD Chancellor (June 30, 2009)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2009.06.30-ACCJC-Letter-to-PCCD.pdf

CERT.8 Visiting Team Report (April 15, 2010)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2010.04.15-ACCJC-Follow-Up-Report-on-MC.pdf

CERT.9 ACCJC Letter to PCCD Chancellor (June 30, 2010)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2010.06.30-ACCJC-Action-Letter-Probation-to-PCCD.pdf

CERT.10 PCCD Special Report Regarding Independent Audit Findings
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2010.04.01-PCCD-Special-Report-Regarding-Independent-Audit-Findings.pdf

CERT.11 PCCD Follow-Up Report (October 15, 2010)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/ACCJC-101510-FollowUp-Report-FINAL.pdf

CERT.12 ACCJC Letter to Interim PCCD Chancellor (January 31, 2011)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2011.01.31-ACCJC-Action-Letter-Continue-on-Probation-to-PCCD.pdf

CERT.13 PCCD Follow-Up Report (April 1, 2011)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2011.04.01-PCCD-Follow-Up-Report.pdf

CERT.14 Visiting Team Report (April 10-12, 2011)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2011.04.10-12-ACCJC-Follow-Up-Visit-Report-on-PCCD.pdf

CERT.15 ACCJC Letter to Merritt College President (June 30, 2011)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/ACCJC-Removal-from-Probation_Merritt-College1.pdf

CERT.16 PCCD Follow-Up Report (March 15, 2012)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-March-15-2012-Follow-Up-Report.pdf

CERT.17 ACCJC Letter to PCCD Chancellor (July 2, 2012)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/ACCJC-Peralta-Action-Letter-July-2-2012.pdf

CERT.18 Visiting Team Report (April 16-17, 2012)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2012.04.16-17-ACCJC-Follow-Up-Visit-Report-on-PCCD.pdf

MAJOR COLLEGE DEVELOPMENTS SINCE THE LAST SELF-EVALUATION

Since the completion of the last self-evaluation report in 2009, a number of significant improvements have taken place at the College and the District. Considerable efforts have been made to improve upon the items noted in the recommendations from the last team visit. The College and the District continue to refine processes to ensure transparency and the integration of planning, budgeting, and resource allocation. The key improvements include:

Board Policies and Administrative Procedures	
Academic Year	Activity
2011-12	Adopted Board Policy 2410 Board Policy and Administrative Procedure outlining the process for ongoing review of Board Policies (BP) and Administrative Procedures (AP)
2011 – present	Followed the policy of review which is based upon recommendations from the California Community College League
2011 – present	Revised and updated 138 Board Policies
2011 – present	Revised and updated 142 Administrative Procedures
2013-14	Delineations in the PCCD Function Map revised
Integrated Planning, Budgeting and Resource Allocation	
Academic Year	Activity
2010 – 11	Development of the PCCD Budget Allocation Model (BAM) by the Planning and Budgeting Council (PBC)
2011-12	Review and revision of the BAM for allocations for Non-Res Students
2012-13	Review and revision of the BAM for multi-year IT expenditure planning
2013-14	Review and revision of the BAM for facility, maintenance, and operation expenditure planning
2014 – present	Review of the BAM for allocation of Total FTES rather than RES FTES
2014 – present	Incorporation of assessment results in department fund allocations at the College.
Participatory Governance	
Academic Year	Activity
2009-10	Development and Implementation of the Planning and Budgeting Integration Model (PBIM) of District-wide participatory governance process
2010-11	Evaluation and improvement of the PBIM process
2011-12	Evaluation and improvement of the PBIM process
2012-13	Evaluation and improvement of the PBIM process
2013-14	Evaluation and improvement of the PBIM process. Restructuring of committee memberships
2014 – present	Enhancement of the PBIM process linking committee goals to PCCD Strategic Planning Goals and Institutional Objectives
Strategic Planning	
Academic Year	Activity
2008-09	Development of the PCCD Strategic Plan

2010-11	District-wide Strategic Plan Update
2011	Review and Revision of the PCCD Mission Statement
2011-12	District-wide Strategic Plan Update
2012-13	District-wide Strategic Plan Update
2013-14	District-wide Strategic Plan Update
2014	Review and revalidation of the PCCD Mission Statement
2014	Review and revision of PCCD Strategic Goals and Institutional Objectives
2014 – present	Comprehensive review and revision of the PCCD Strategic Plan
Technology	
Academic Year	Activity
2010-11	Development and implementation of PeopleSoft Resolution Teams to identify and monitor resolution of critical issues
2011-12	IT Strategy for 2012 – 2015 developed
2012-13	Hired a Director of Enterprise Services to manage the PeopleSoft system
2012-13	Trust accounts and agency funds moved from the Legacy system into PeopleSoft
2013-14	PeopleSoft Human Resources module upgraded
2013-14	PeopleSoft Student Finance module upgraded to include the Electronic Content Management feature
2014 – present	PeopleSoft Student Financial Aid module implemented
Assessment of Student Learning Outcomes	
Academic Year	Activity
2006 – 07	Development of SLOAC committees and framework for assessment
2008 – present	Assessment of course level outcomes
2010-1111	Taskstream system adopted for use in recording, tracking, and reporting assessment results
2010 – present	Assessment of program level outcomes
2012 – present	Assessment of Institutional Level Outcomes
2014 - present	Assessment of Administrative Unit Outcomes

Introduction

HISTORY AND OVERVIEW

Merritt College is a public, comprehensive two-year college. It is one of the four colleges of the Peralta Community College District in Alameda County. Merritt College offers a complete day and evening program of transfer, technical, occupational and basic skills education, and is committed to meeting the educational needs of the diverse student population it serves. Located on a 125-acre site in the hills of East Oakland, Merritt College combines modern, spacious facilities with a spectacular view of the entire Bay Area. An integral part of a large, busy, urban community, the location provides a sense of tranquility and peace.

Originally, the now named Merritt College was located at what is now 5714 Martin Luther King Jr. Way (then called Grove Street) in the flatlands of North Oakland. In 1923, the campus of University High School was built for children of faculty of the University of California in Berkeley. The campus closed during World War II, but was reopened as the Merritt School of Business in 1946. In 1954, the Oakland Unified School District, then operating the Merritt campus and the Laney Trade and Technical School, formed Oakland Junior College (later renamed Oakland City College). In 1960, the same year as the opening of Skyline High School, OUSD decided to relocate Merritt College from Grove Street to the hills of East Oakland. Funding came primarily as a result of a 1965 bond issue which also established a new downtown Oakland ("Civic Center") campus building for Laney College and the founding of the College of Alameda. The current Merritt College campus was opened in 1971.
Merritt College has a long and influential history with state and nation-wide impact. In 1967, Merritt founded the first "Black Studies" department in the country. The Soul Student Advisory Council (later called the Black Student Union) advocated for student participation in college decisions. The now famed Huey P. Newton and Bobby Seale were Merritt College students when they formed the first chapter of the Black Panther Party for Self-Defense in 1966. The legacy of such activism serves as the foundation of the social justice orientation of the College and serves as a proud part of the Colleges' history. In honor of this legacy, the student lounge, the campus' main assembly room, is named for Black Panther co-founders Huey P. Newton and Bobby Seale.

Merritt College maintains a tradition of ongoing, self-reflective dialogue to ensure responsible education through reshaping and redefining the College's pedagogical and service needs, and to extend further outreach efforts. Faculty, staff, administration are caring, committed, well-trained, diverse, professional, innovative, and work collaboratively to aid student success.

The College offers numerous degrees and certificates to meet the needs of all students. The degrees and programs range from Administration of Justice and Business, to Landscape Horticulture and Radiologic Science. The majority of our programs have both Associate Degrees and Certificate offerings. In addition, the College has worked with the State Chancellor's Office to develop and complete Associate Degrees for Transfer.

The College provides programs and services such as Puente, the Veteran's Center, CARE, CalWORKs, Math Jam, First Year Experience, the newly remodeled Learning Center, the campus-wide Basic Skills Initiative, and much more as described in this evaluation. These

programs are intended to aid students academically and foster the completion of their goals, including degree and transfer aims.

The College's continued growth and improvement as an institution, maintains strong student and community ties to ensure a holistic experience to succeed as responsible, contributing members of the community and workforce.

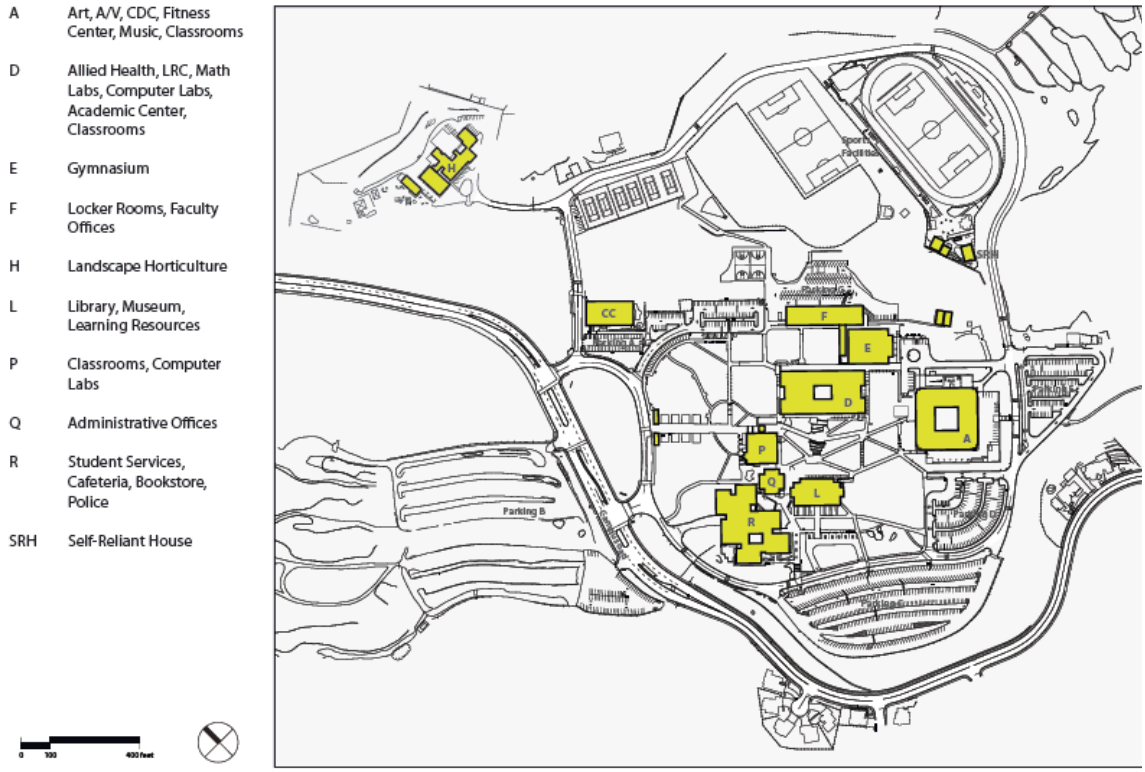
Barbara Lee Science and Allied Health Center

LOCATION AND FACILITIES

The College is in a beautiful hilltop location, with a breathtaking view of the San Francisco Bay. The campus is home to eleven permanent buildings, four tennis courts, and two recently renovated sports fields. Recent renovations have brought the College's Library up to 21st century standards, and the construction of the new 107,000 sq. ft. Barbara Lee Science and Allied Health Center is set for completion by the fall of 2015.

Merritt College is easily accessible by car via Hwy 13 and Interstate 580, two of the east bay's major highways, and features ample student parking. The College is also easily accessible by the region's public transportation. There is direct connection from BART's (the Bay Area Rapid Transit system) Fruitvale Station to AC Transit's #54 bus, which arrives regularly at ten to thirty minute at peak intervals.

Merritt also offers opportunities for intellectual and cultural growth at the Fruitvale Education Center, 1900 Fruitvale Avenue, Oakland. The Center forms a vital link with other community groups to coordinate and plan services for the community. The Fruitvale Education Center has a special emphasis on English as a Second Language courses. One of the goals for the Center is to ease the transition of students to the main campus for first-time or nontraditional students.

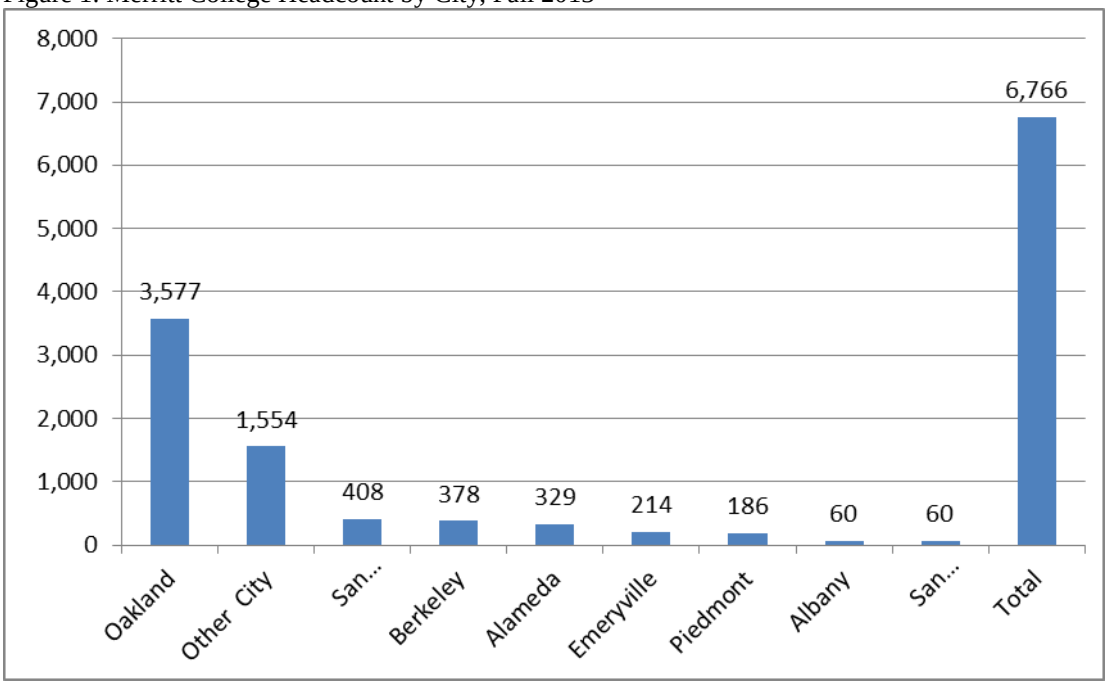


EXISTING CAMPUS BUILDINGS

ENROLLMENT AND DEMOGRAPHICS

Merritt College serves students from the San Francisco and East Bay area; the largest portion is from Oakland followed by the cities of Alameda, San Leandro, and Emeryville (Figure 1).

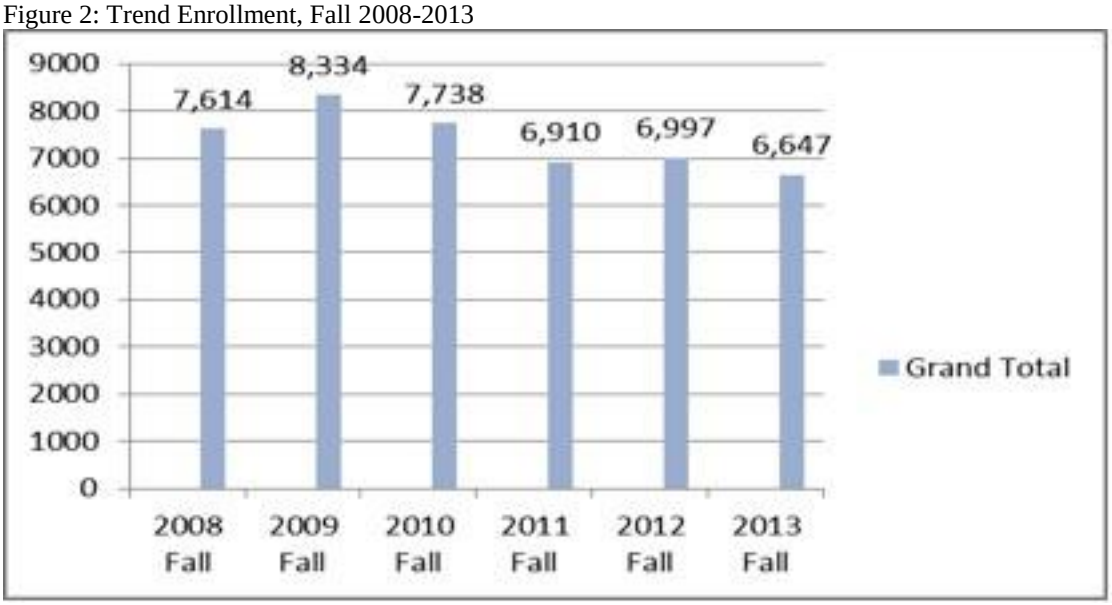
Figure 1: Merritt College Headcount by City, Fall 2013



Source: BI Tool data, 2013

In the past six years, Merritt College's enrollment has ranged from 6,500 through 8,200, with an approximate enrollment in fall of 2013 of 6,900 (Figure 2).

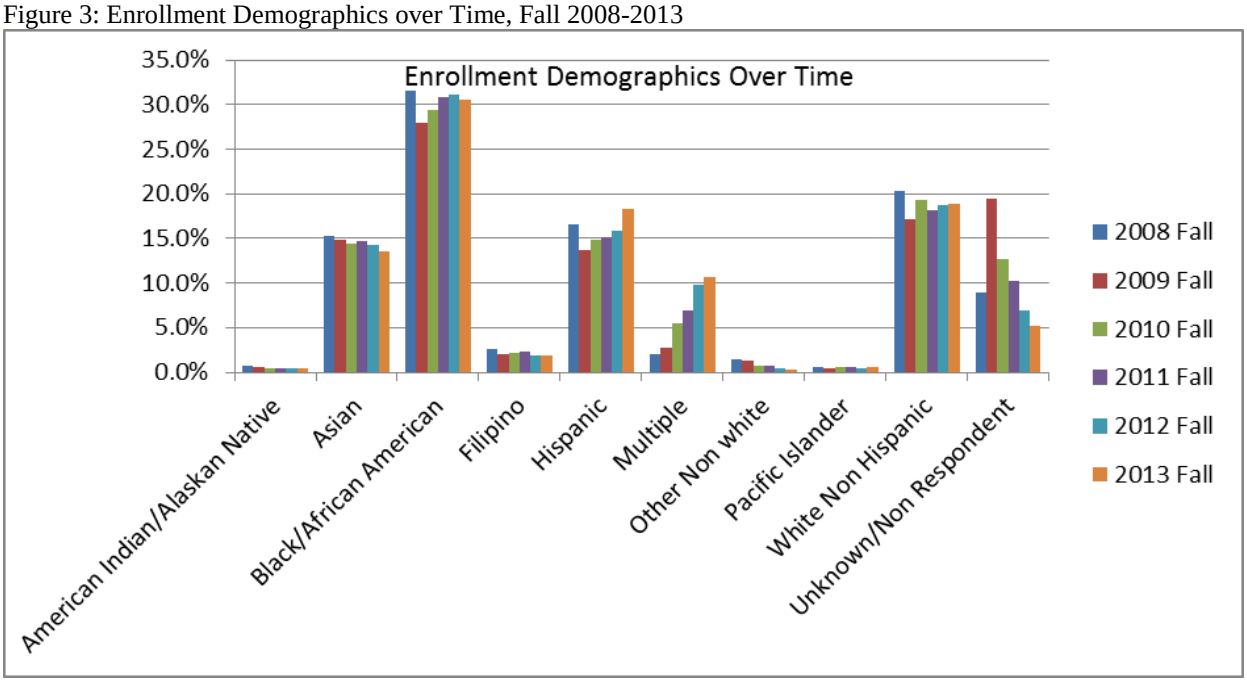
Figure 2: Trend Enrollment, Fall 2008-2013



Source: PCCD Office of Institutional Research

The Merritt College student population is highly diverse and reflects the wide range of cultural and ethnic backgrounds present in Alameda County and the Oakland metropolitan area. Approximately 31% of Merritt's student population is African American, forming the largest ethnic group at the College; the second largest group is White, non-Hispanic, followed by Latino, Asian American, and others (Figure 3).

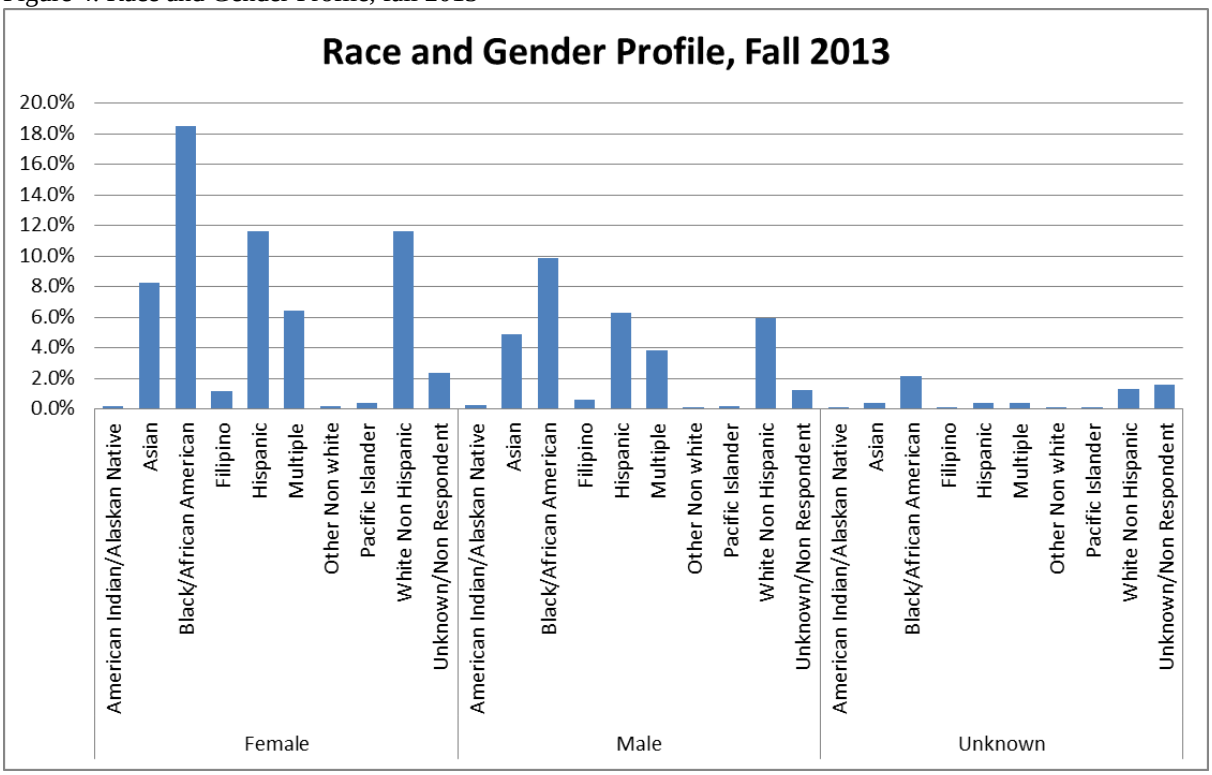
Figure 3: Enrollment Demographics over Time, Fall 2008-2013



Source: PCCD Office of Institutional Research

The characteristics of the College's student body population continue to evolve and shift; the majority of this population is African American female students (Figure 4).

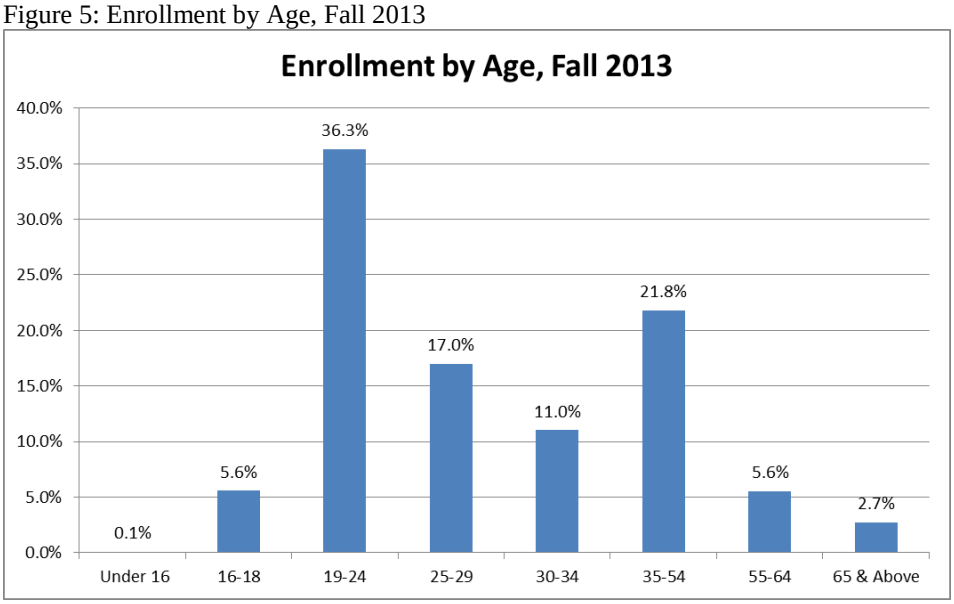
Figure 4: Race and Gender Profile, fall 2013



Source: PCCD Office of Institutional Research

Merritt College students comprise a wide range of ages. While the fastest growing are 19-24 years old, the data show that there is a significant number of students are over age 35 (Figure 5).

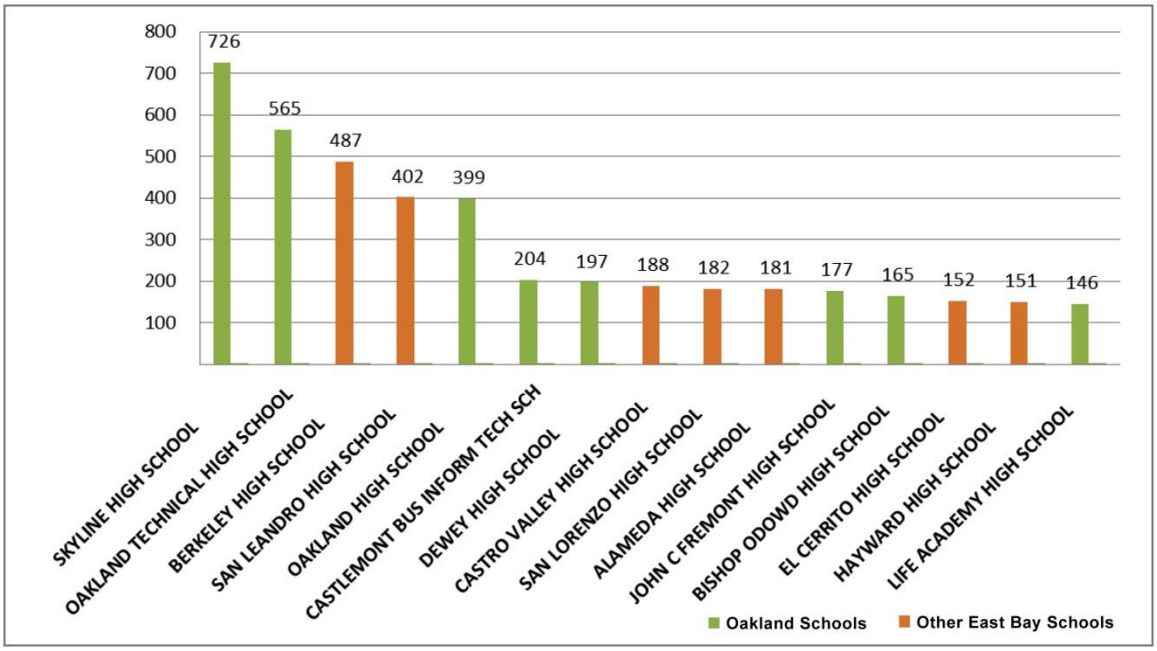
Figure 5: Enrollment by Age, Fall 2013



Source: PCCD Office of Institutional Research

In the years ranging from 2008-2013, the majority of new entry students had attended Oakland high schools (Figure 6).

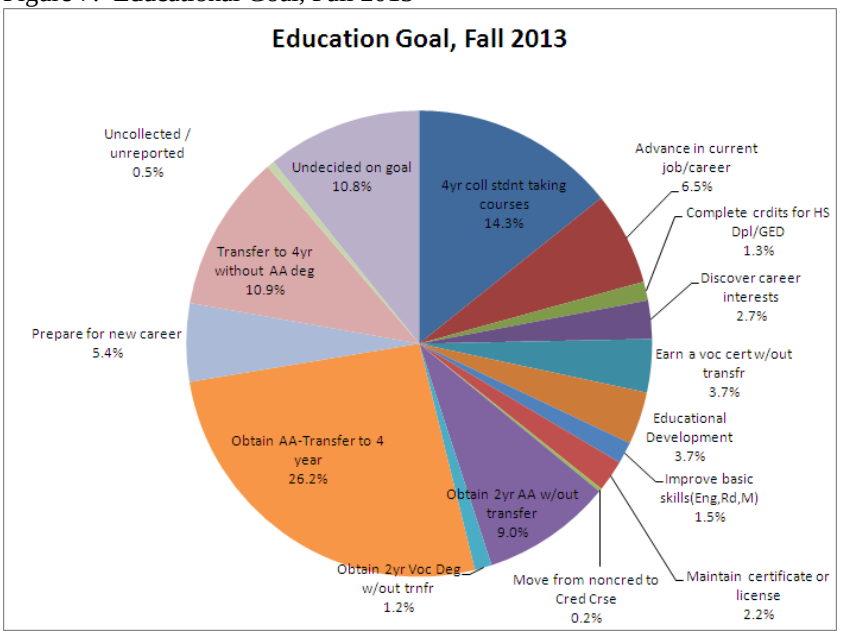
Figure 6: First Time Student, Last High School Attended, 2008-2013



Source: PCCD Office of Institutional Research

Admissions to both the University of California (UC) and California State University (CSU) system colleges occur continuously each year. The costs for attending these institutions have simultaneously risen dramatically in the past five years. Merritt College transfers a greater number of students to CSU than UC, as referenced in figure 7.

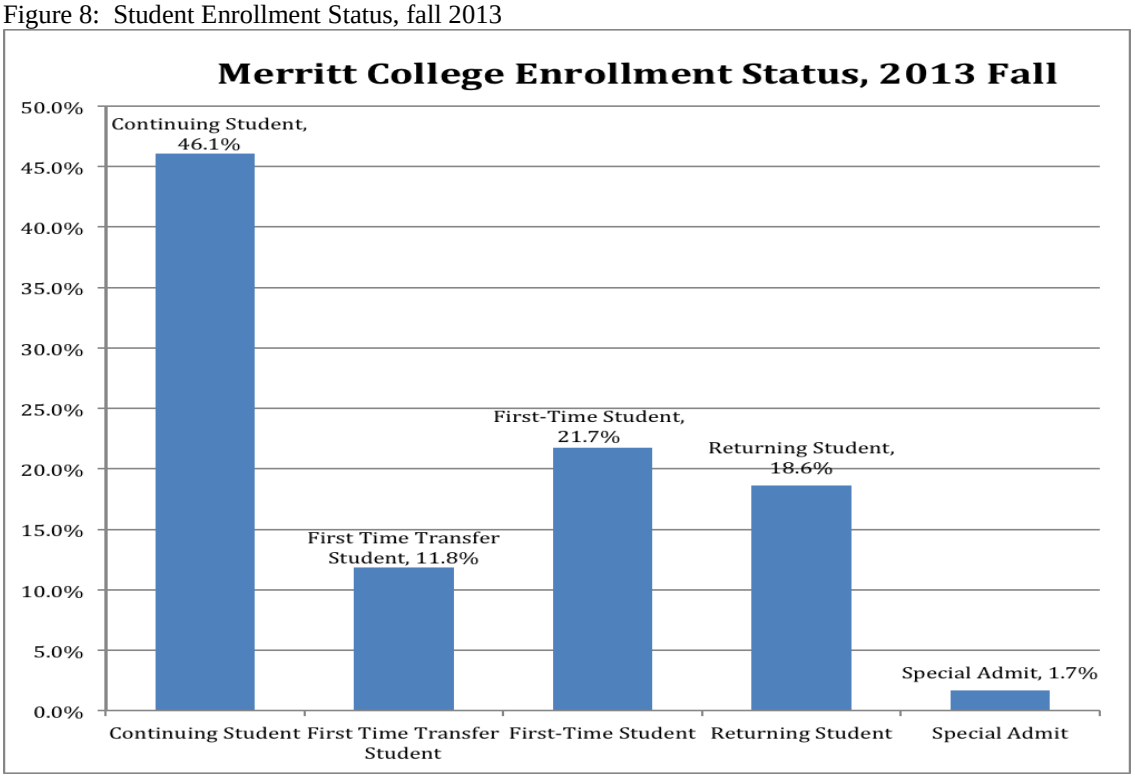
Figure 7: Educational Goal, Fall 2013



Source: PCCD Office of Institutional Research

On a semester basis, approximately 46% of the total enrolled students are continuing from the previous semester. Approximately 22% of these students are entering for their first semester. A special early outreach to local high schools has increased the special admit population to almost 2%, with a continuing expected increase (Figure 8).

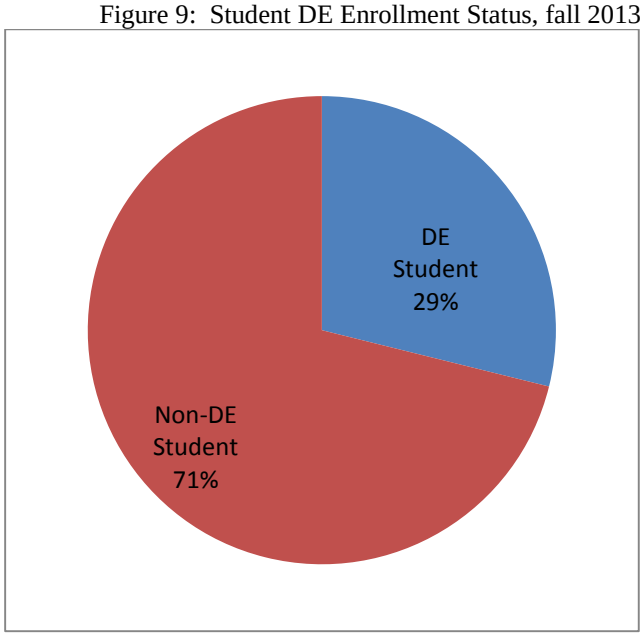
Figure 8: Student Enrollment Status, fall 2013



Source: PCCD Office of Institutional Research

Merritt College has increased its number of Distance Education course offerings in the past six years. These course offerings include 100% online or hybrid course where only a portion of the course is taught via online. Figure 9 displays the percentage offered as online as compared to the traditional face to face offerings.

Figure 9: Student DE Enrollment Status, fall 2013

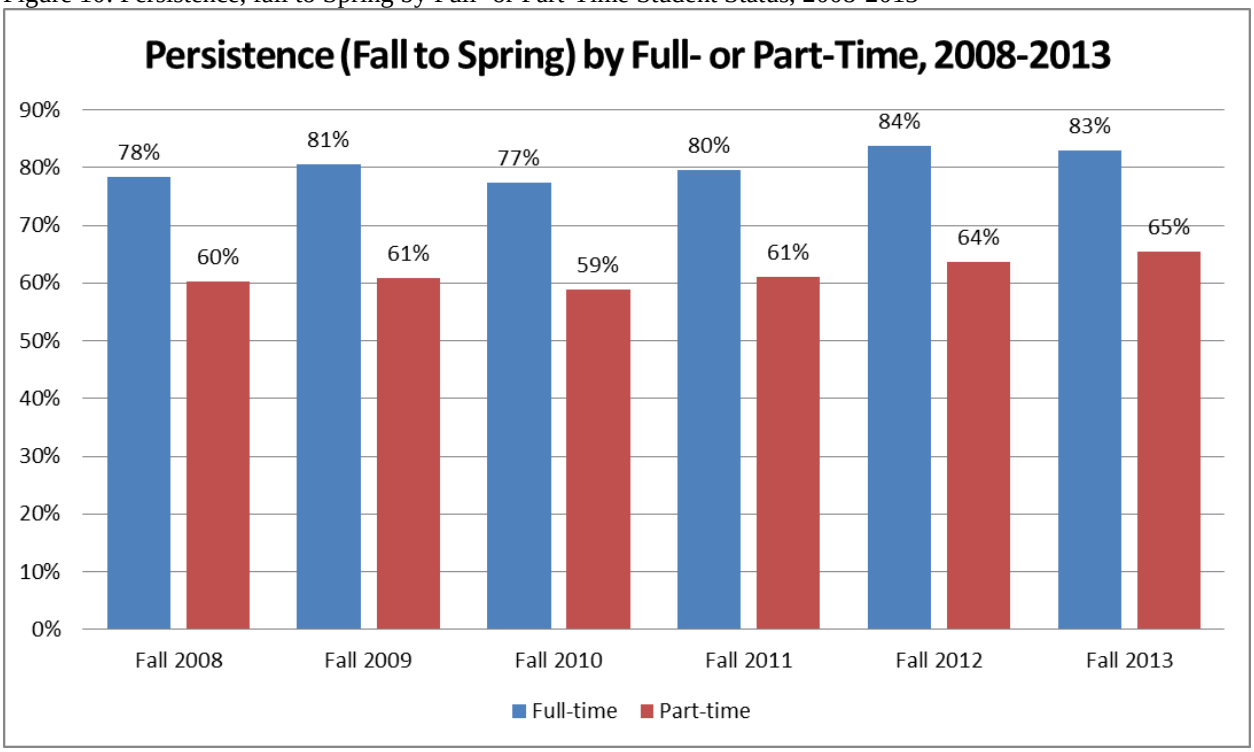


Source: PCCD Office of Institutional Research

STUDENT SUCCESS

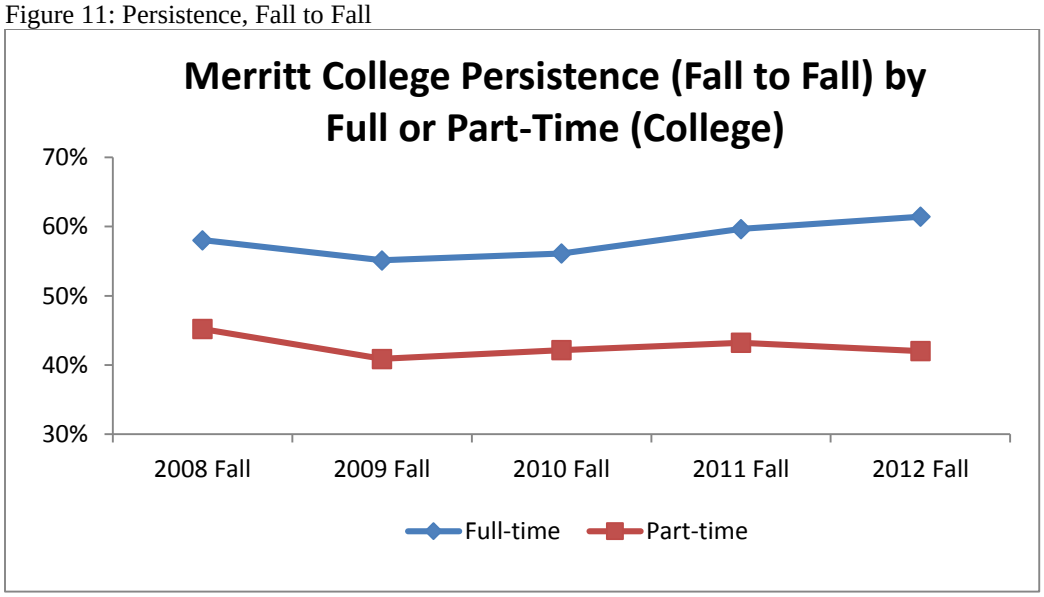
Full-time students are continuously persistent at a greater rate than the College's part-time students from either fall to spring or fall to fall as shown in Figures 10 and 11.

Figure 10: Persistence, fall to Spring by Full- or Part-Time Student Status, 2008-2013



Source: PCCD Office of Institutional Research

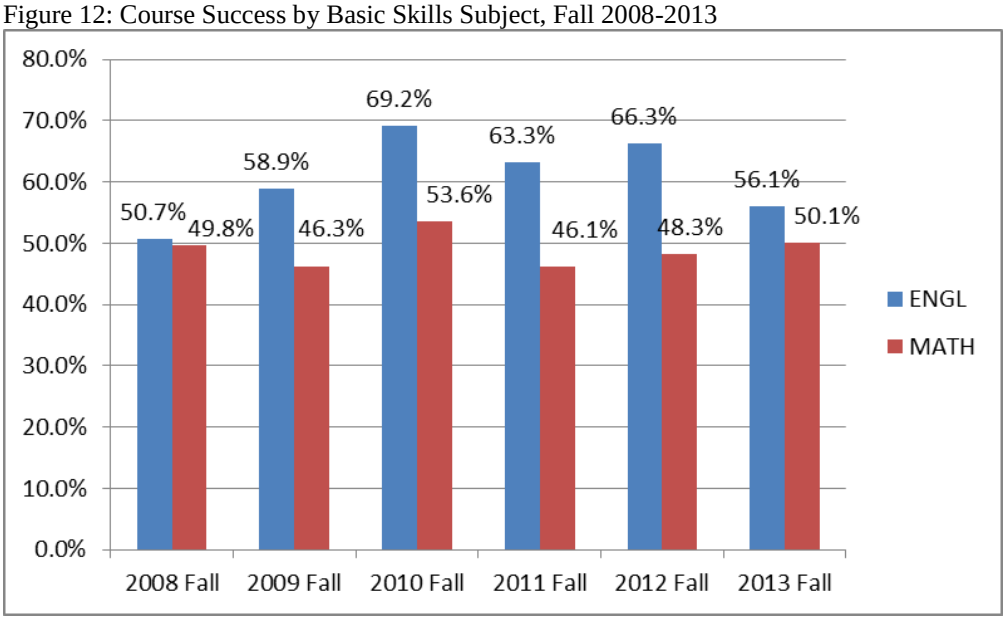
Figure 11: Persistence, Fall to Fall



Source: PCCD Office of Institutional Research

The College offers a diverse array of programs to meet both student and market demands. These include day and evening associate degree programs, and basic skills education taught by dedicated faculty and supported by professional staff and administrators. The College has a course success rate of approximately 46-54% for Basic Skills Mathematics and a success rate of 50-69% for Basic Skills English (Figure 12).

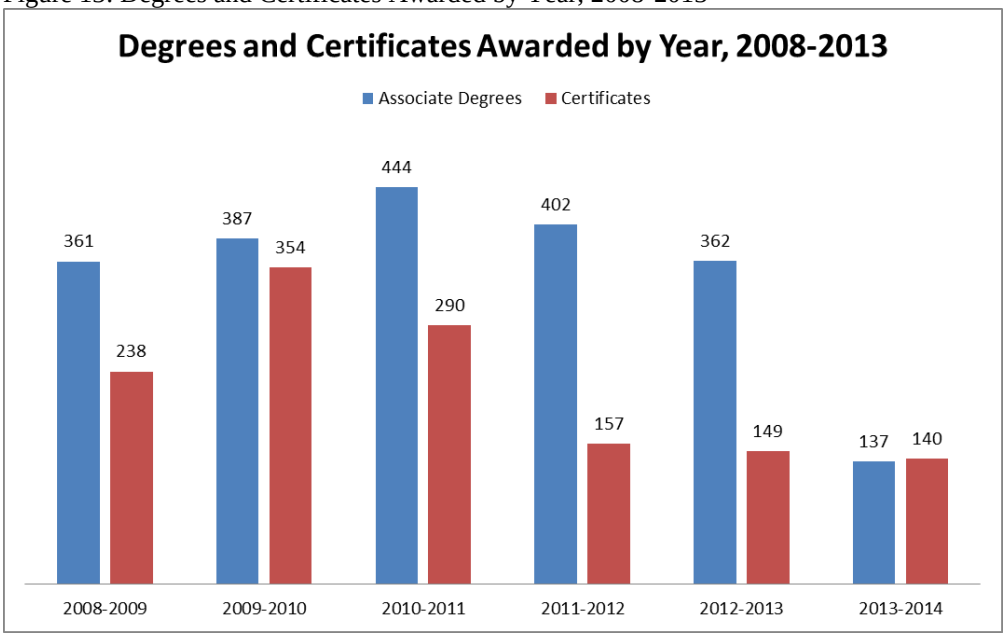
Figure 12: Course Success by Basic Skills Subject, Fall 2008-2013



Source: PCCD Office of Institutional Research

Over the past five years students attain associates degrees at a greater rate as compared to certificates of achievement as shown in figure 13. In 2013-14, the total degrees awarded had not yet all been recorded into the District database (Figure 13).

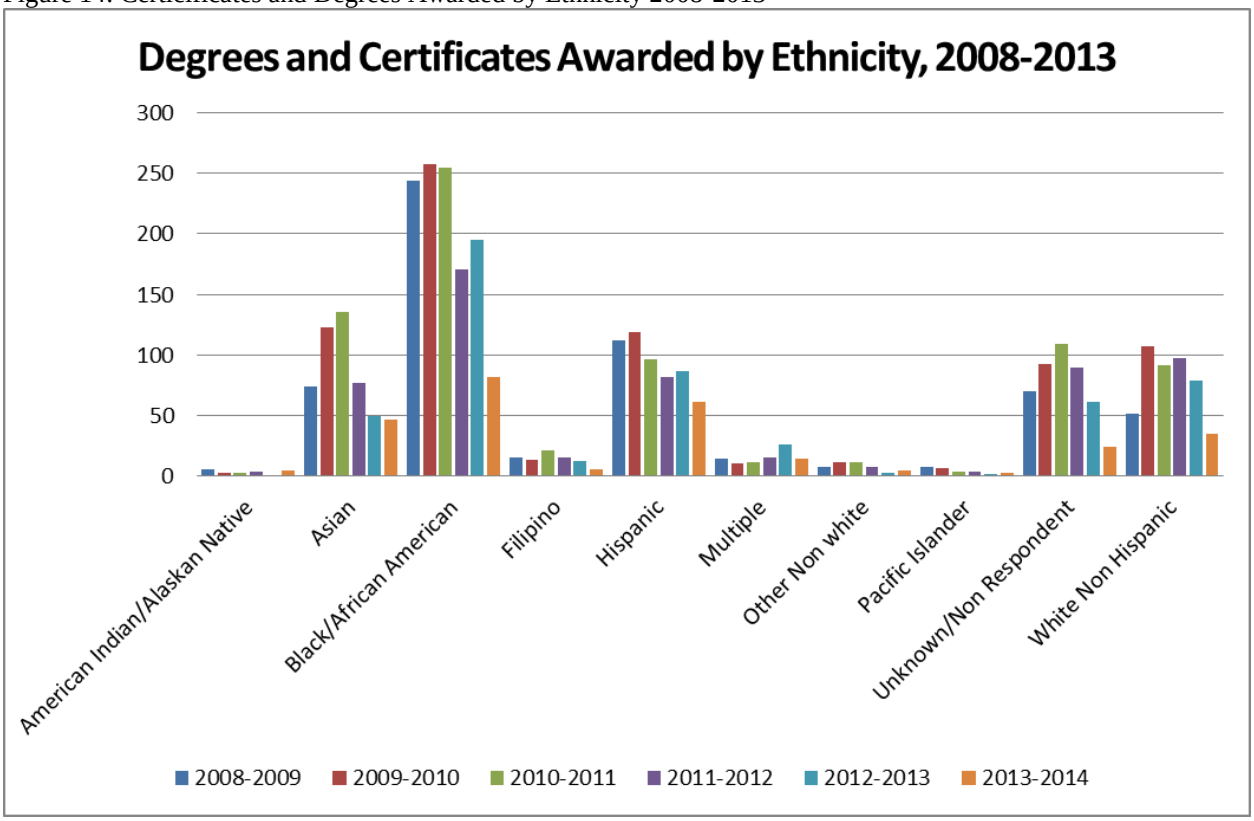
Figure 13: Degrees and Certificates Awarded by Year, 2008-2013



Source: PCCD Office of Institutional Research

Over the last six years, the largest number of degrees and certificates were awarded to African American students, followed by Asian, Hispanic, White Non Hispanic, and unknown ethnicity students (Figure 14).

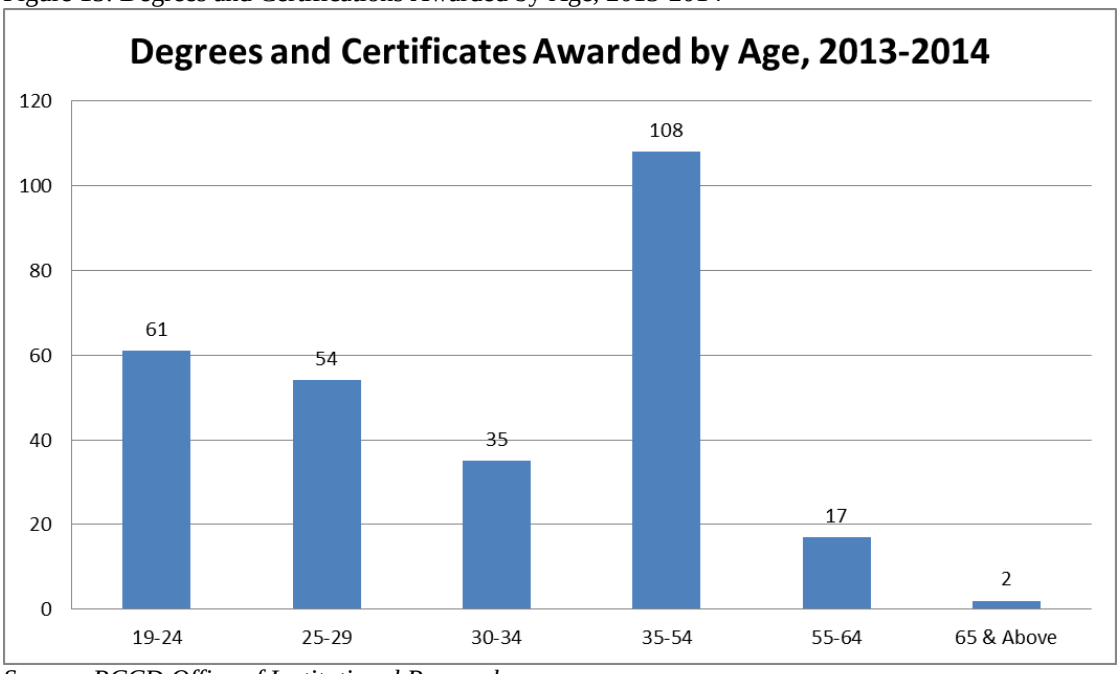
Figure 14: Certicificates and Degrees Awarded by Ethnicity 2008-2013



Source: PCCD Office of Institutional Research

The largest population to earn a degree or certificate in 2013-2014 were students age 35-54, followed by students aged 19-34 combined (Figure 15).

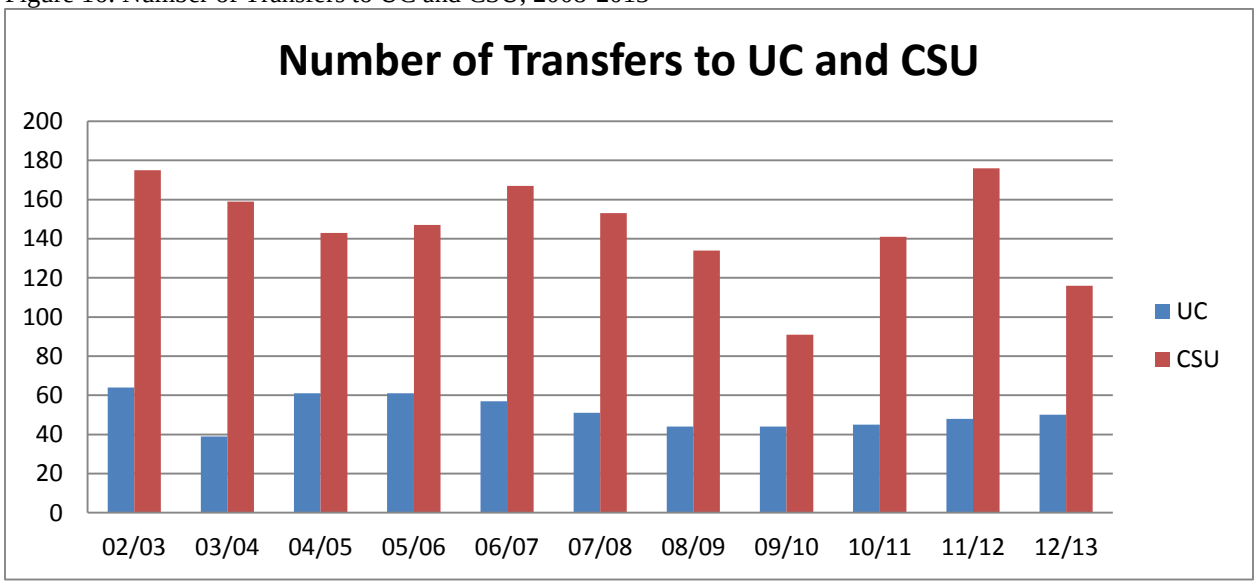
Figure 15: Degrees and Certifications Awarded by Age, 2013-2014



Source: PCCD Office of Institutional Research

Admissions to both the University of California (UC) and California State University (CSU) system colleges continue each year. The costs for attending these institutions have risen dramatically in the past five years. Merritt College transfers a significantly greater number of students to the CSU system, as referenced in figure (Figure 16).

Figure 16: Number of Transfers to UC and CSU, 2008-2013

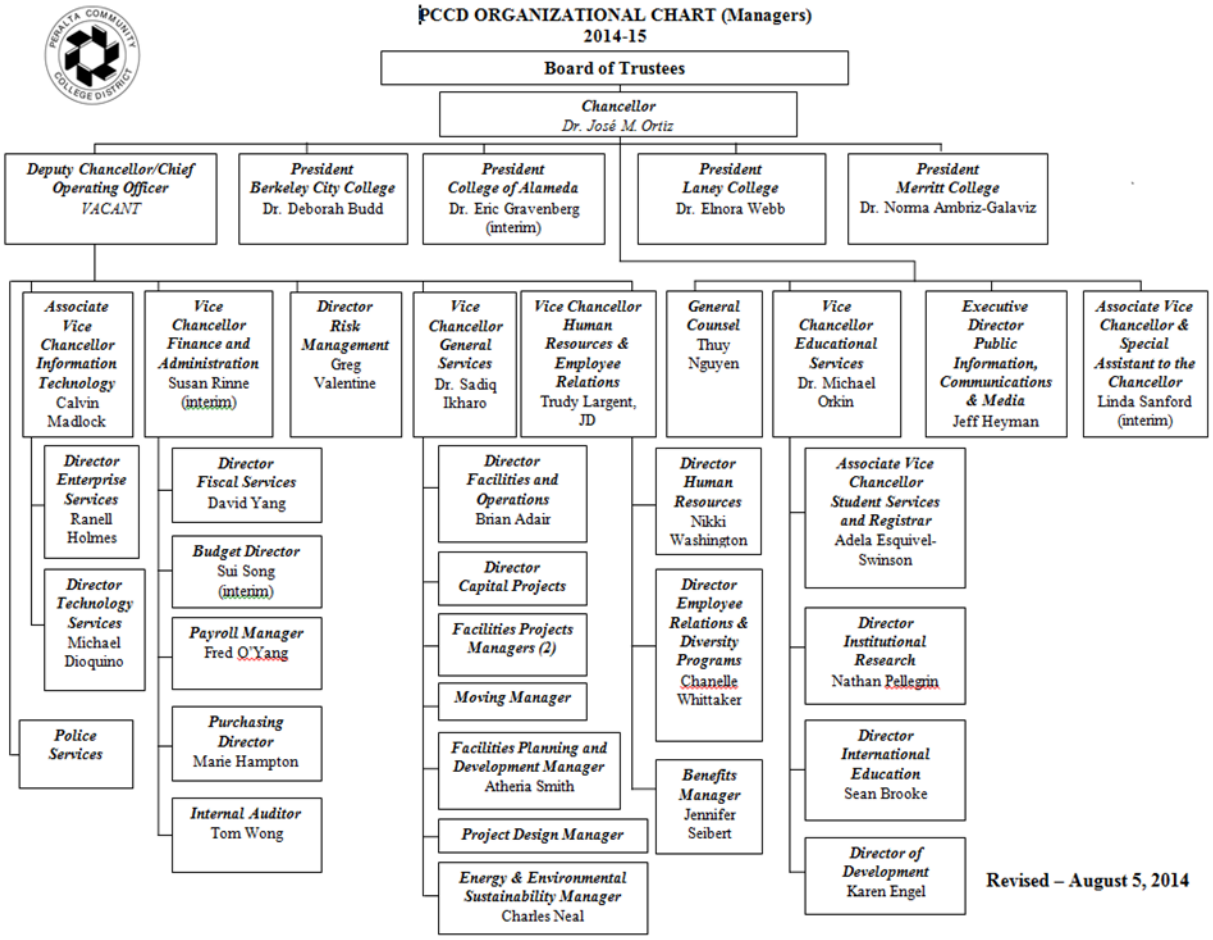


Source: PCCD Office of Institutional Research

ORGANIZATIONAL STRUCTURES

1. Peralta Community College District Organizational Chart

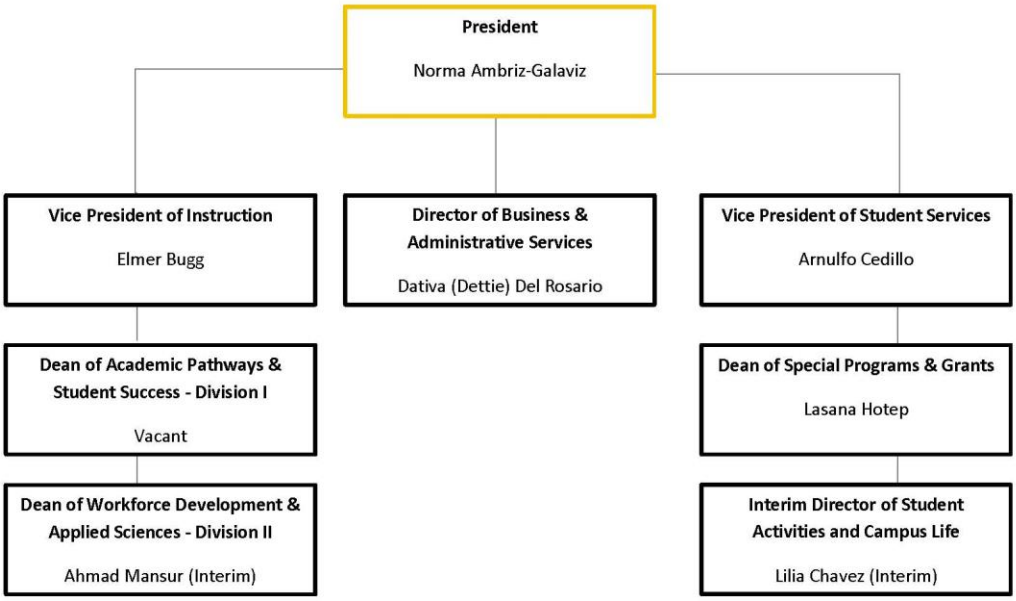
Merritt College is part of the four-college Peralta Community College District (College of Alameda, Berkeley City College, Laney College and Merritt College). Governed by a seven-member Board of Trustees, the District is organized as shown below to provide educational programs and services to Alameda County, California.



2. Merritt College Organizational Charts

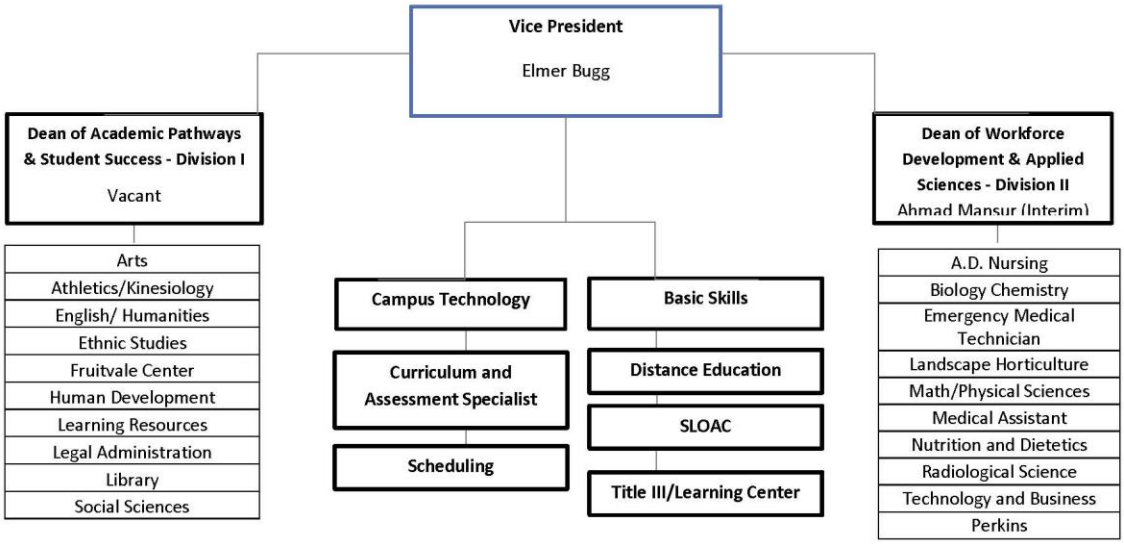
a. Office of the President:

Dr. Ambriz-Galaviz, as President of Merritt College, as reflected below, is administratively supported by the Vice President of Instruction, the Vice President of Student Services, and the Director of Business and Administration.



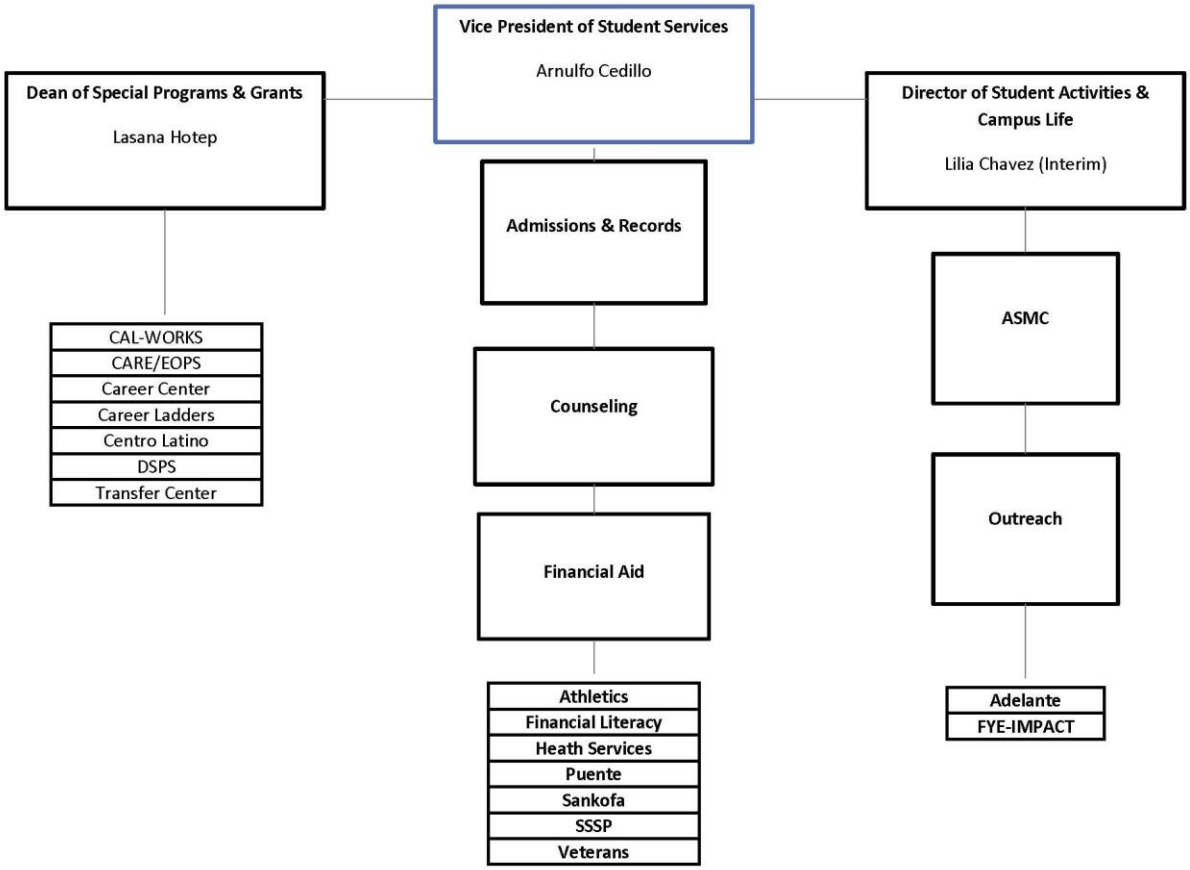
b. Office of the Vice President of Instruction:

Dr. Bugg, as Vice President of Instruction is a member of the president's Senior Staff and is responsible for overseeing all instruction, credit and non-credit, and for bringing overall leadership to the development, maintenance and improvement of quality instruction and academic support services across the College. He is administratively supported by two academic deans and is also responsible for development of close alliances with other organizational units of the College as well as with the other sister colleges, the community, business, government and community leaders, organizations and groups as appropriate to the functioning of Instruction.



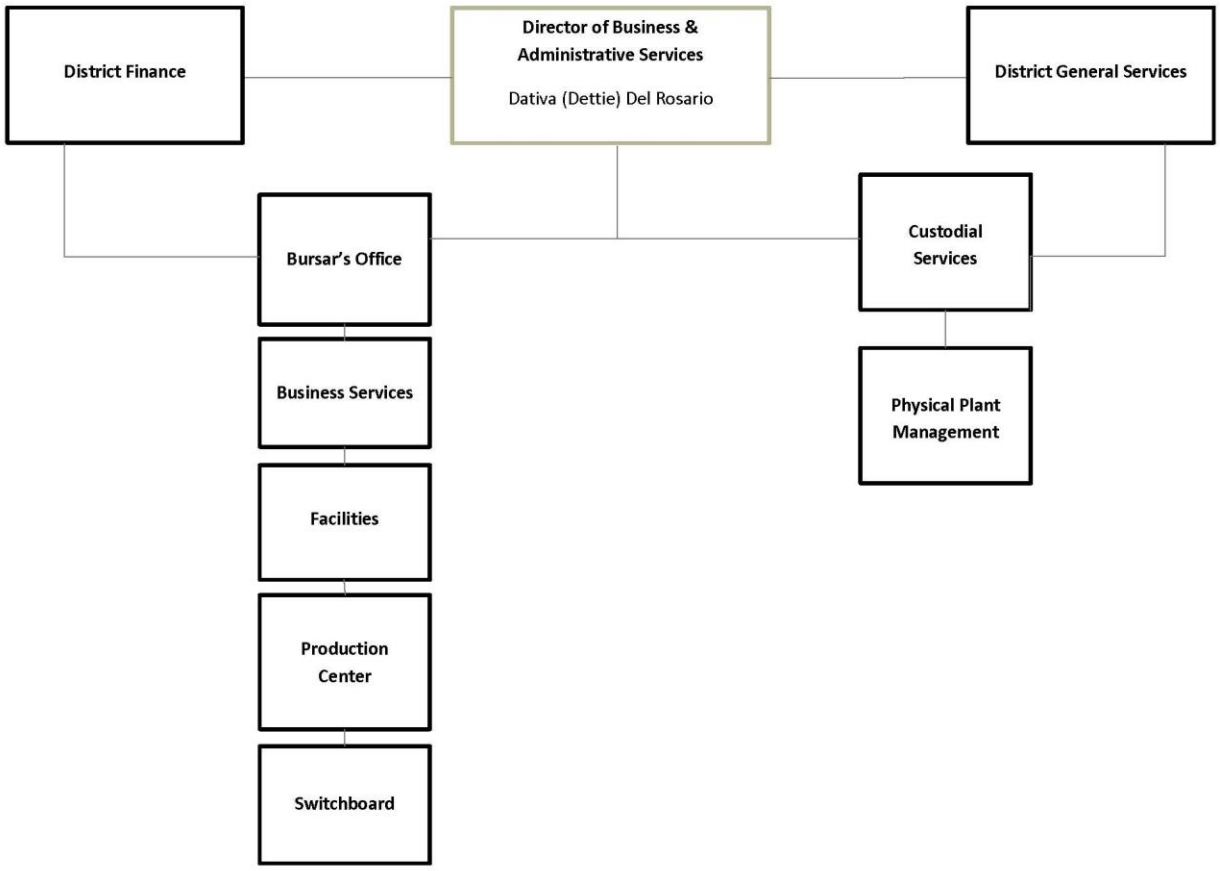
c. Office of the Vice President of Student Services:

Dr. Arnulfo Cedillo, as Vice President of Student Services is a member of the president's Senior Staff and responsible for providing leadership, vision, and strategic direction to the student affairs function through the effective planning and organization of activities, initiatives, services and operations within the Student Services operation. In collaboration, with the other members of the Executive Team, the VPSS models a student-centered philosophy, provides leadership in learning-centered program development, promotes achievement, empowerment, and integrity, and works to enhance the overall student experience at Merritt College.



d. Office of the Director of Business and Administrative Services:

Dr. Dativa "Dettie" Del Rosario is a member of the president's Senior Staff and, in support of a student-centered environment, is responsible for planning, organization, implementation, and evaluation of all areas assigned to the Administrative Services unit including: budget development, fiscal operations, fiscal accountability, facilities management, campus security, student cashiering, business office, custodial, food services, grounds, and custodial services. In collaboration with the President, and the Executive Team, Dr. Del Rosario provides financial analysis, and business assessment to ensure fiscal stability and accountability at the College.



DISTRICT OFFICE AND COLLEGE FUNCTIONAL MAP

As mentioned earlier, Merritt College is part of a four-college community college District. In order to ensure a smooth operation between the District offices and the colleges, a functional map has been adopted and recently affirmed that includes the sequence of decision-making steps, individuals or roles involved in the execution of those steps, and departments responsible for different phases of the process. The District offices and the colleges find the functional map useful for quickly identifying the process owners of a given process, as well as the points at which responsibility shifts from one area to another (i.e., from the District to the college; from the college to the District).

Legend: P=Primary Responsibility, S=Secondary Responsibility, SH=Shared Responsibility

Standard I: Institutional Mission and Effectiveness

A. MISSION The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	**District**
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S

B. IMPROVING INSTITUTIONAL EFFECTIVENESS The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	**District**
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S

b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	N/A	N/A
h. The institution awards credit based on student achievement of	P	S

the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.		
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approve course outline.	P	S
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill	P	S

degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.		
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	P	S
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	N/A	N/A
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A
B. STUDENT SUPPORT SERVICES The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.		
	College	**District**

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	SH	SH
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
C. LIBRARY AND LEARNING SUPPORT SERVICES Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty		

input, and other appropriate measures in order to improve the effectiveness of the services.		
	College	**District**
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.
A. HUMAN RESOURCES The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional

effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.		
	College	**District**
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate	P	S

preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.		
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	SH	SH
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	SH	SH
a. The institution plans professional development activities to meet the needs of its personnel.	SH	SH
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	SH	SH
B. PHYSICAL RESOURCES Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
	College	**District**
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	P
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures	S	P

effective utilization and the continuing quality necessary to support its programs and services.		
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH
C. TECHNOLOGY RESOURCES Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
	College	**District**
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	P	S
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH
D. FINANCIAL RESOURCES Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level		

of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.		
	College	**District**
1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	SH
a. Financial planning is integrated with and supports all institutional planning.	SH	SH
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	S	P
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible. Use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P
a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	P
b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately	S	P
c. Appropriate financial information is provided throughout the institution, in a timely manner.	SH	SH
d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P
e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement	S	P
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	SH	SH
a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial	S	P

emergencies and unforeseen occurrences.		
b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	S	P
d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.	S	P
e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	S	P
g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	P	S
h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.	SH	SH
4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	P	S

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and	P	S

services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.		
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision- making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	P	S
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S
B. BOARD AND ADMINISTRATIVE ORGANIZATION In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.		
	College	**District**
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and	S	P

the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.		
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i. The governing board is informed about and involved in the accreditation process.	S	P
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with • resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d. The district/system effectively controls its expenditures.	S	P
e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use	S	P

	effective methods of communication, and they exchange information in a timely manner.		
g.	The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

ORGANIZATION OF SELF-EVALUATION REPORT

Accreditation Task Force	Evidence Team
Dr. Norma Ambriz-Galaviz, College President	Ms. Doris Hankins, Classified
Dr. Dettie C. Del Rosario, Director of Business Services	Mr. Nghiem Thai, Classified
Dr. Siri Brown, Faculty	Ms. Patricia Rom, Classified
Mr. Jon Drinnon, Faculty	Ms. Tara Marrero, Classified
Ms. Stefanie Harding, Co-Chair Classified Senate President	
Ms. Marilyn Bull, Classified	
Ms. Cynthia Alvarado, Classified	
Steering Committee	**Research Team**
Dr. Norma Ambriz-Galaviz, College President	Dr. Siri Brown, Faculty
Dr. Elmer Bugg, Vice President of Instruction	Dr. Jennifer Yates, Faculty
Dr. Dettie C. Del Rosario, Director of Business Services	Ms. Ann Elliott, Faculty
Dr. Tae-Soon Park, Academic Senate President	Dr. Jennifer Shanoski, Faculty
Ms. Doris Hankins, Classified Senate President	Ms. Cynthia Alvarado, Classified
Dr. Arnulfo Cedillo, Vice President of Student Services	
Ms. Tracy Christian, ASMC President	
Ms. Maura "Molly" Sealund, Classified	

Standard I

Co-Chairs and Administrative Support	Team Members
Dr. Elmer Bugg, Vice President of Instruction	Ms. Maura Sealund, Classified
Dr. Mario Rivas, Faculty Co-Chair	Ms. Tanya Ilarde, Faculty
	Ms. Marilyn Bull, Classified
	Ms. Stefanie Harding, Classified Senate President
	Dr. Tae-Soon Park, Academic Senate President
	Ms. Ann Elliott, Faculty
	Mr. Chris Grampp, Faculty

Standard IIA

Co-Chairs and Administrative Support	Team Members
Mr. Ahmad Mansur, Interim Dean of Workforce Development	Ms. Christine Olsen, Chair of Human Development Department
Mr. Jon Drinnon, Faculty Co-Chair Co-Chair of English/Humanities Department	Ms. Margaret Dixon, Chair of Legal Administration Dept.
	Ms. Inga Marciulionis, Chair Athletics and Kinesiology Department
	Dr. Siri Brown, Chair of Ethnic Studies Department

	Dr. Jennifer Shanoski, Co-Chair of Biology & Chemistry Department
	Dr. Arja McCray, Co-Chair of Biology & Chemistry Department
	Mr. Chris Grampp, Chair Landscape Horticulture Department
	Dr. Tae-Soon Park, Chair of Mathematics and Physical Sciences Department
	Mr. Guy Forkner, Chair of Technology & Business Department
	Dr. Steve Pantell, Co-Chair of Counseling Department
	Ms. Dawn Williams, Director of Nursing and Allied Health
	Mr. Demond Simmons, Director of EMT
	Dr. Jennifer Yates, Director Radiological Science Department
	Ms. Mary Louise Zernicke, Director Nutrition & Dietetics Department

Standard IIB

Co-Chairs and Administrative Support	Team Members
Dr. Arnulfo Cedillo, Vice President of Student Services	Mr. Carlos McLean, Faculty
Dr. Steve Pantell, Faculty Co-Chair	Ms. Lesley Scurry, Faculty
	Ms. Isela Gonzalez-Santana, Faculty
	Ms. Debra Jacks, Classified
	Mr. Minh Dao, Classified
	Ms. Susana de la Torre, Classified
	Ms. Hilary Altman, Faculty
	Mr. Jason Holloway, Faculty

Standard IIC

Co-Chairs and Administrative Support	Team members
Dr. Lilia Chavez Director of Student Activities and Campus Life	Ms. CJ "Rose" Allen, Faculty
	Ms. Eva Ng-Chin, Faculty
	Mr. Nghiem Thai, Classified
	Mr. Armando Cerroblanco, Classified
	Ms. Lorna Pascual, Classified
	Mr. Walter Johnson, Classified
	Ms. Denise Woodward, Classified
	Mr. Clint Robins, Classified
	Mr. Brock Drazen, Faculty

Standard IIIA

Co-Chairs and Administrative Support	Team Members
Mr. Lasana Hotep Dean of Special Grants and Programs	Mr. Clifton Coleman, Classified
	Dr. Dettie Del Rosario, Director of Business Services

Standard IIIB

Co-Chairs and Administrative Support	Team Members
Ms. Sadie Bradley, Classified Co-Chair	Dr. Hank Fabian, Faculty
Mr. Brock Drazen, Faculty Co-Chair	Ms. Maura "Molly" Sealund, Classified
	Ms. Margaret Dixon, Faculty
	Mr. Newt McDonald, Faculty
	Mr. Todd Johnson, Faculty
	Ms. Waaduda Karim, Classified
	Mr. Lee Peevy, Classified
	Mr. Robert Smith, Classified

Standard IIIC

Co-Chairs and Administrative Support	Team Members
Ms. Patricia Rom, Classified Co-Chair Network Coordinator	Mr. Walter Johnson, Classified
	Ms. Mary Louise Zernicke, Faculty
	Mr. Simon Chan, Classified
	Mr. Anthony Powell, Faculty
	Ms. Alexis Alexander, Faculty
	Ms. Halima Mohammed, Faculty
	Ms. Lesley Scurry, Faculty
	Mr. Ron Perez, Classified
	Mr. Tony Hampton, Classified

Standard IIID

Co-chairs and Administrative Support	Team Members
Dr. Dettie C. Del Rosario, Director of Business & Administrative Services	Ms. Linnea Willis, Faculty
	Mr. Carlos McLean, Faculty
	Ms. Tanya Ilarde, Faculty
	Mr. Daniel Lawson, Faculty
	Dr. Tae-Soon Park, Academic Senate President
	Dr. William Love, Faculty

	Ms. Kinga Sidzinska, Classified
	Ms. Charlotte Victorian, Classified
	Mr. Timothy Brice, Classified
	Mr. Nghiem Thai, Classified
	Ms. Denise Woodward, Classified

Standard IV

Co-Chairs and Administrative Support	Team Members
Dr. Norma Ambriz-Galaviz, College President	Mr. Jayi Thompson, Faculty
Ms. Stefanie Harding, Co-Chair Classified Senate President	Ms. Marta Zielke, Faculty
	Ms. Christine Olsen, Faculty
	Dr. Jennifer Shanoski, Faculty
	Ms. Tiffany Higgins, Faculty

ACCREDITATION TIMELINE

STAGE ONE: Preparing to Conduct an Accreditation Self Evaluation

FALL 2013

September 27, 2013

- Self-Evaluation Faculty Co-Chair selected and reassigned;
- Self-Evaluation Audit instrument prepared and submitted for adoption; and
- Self-Evaluation Timeline submitted to, reviewed and adopted by, College Council.

STAGE TWO: Launching the Self-Evaluation Process

FALL 2013

October – November 2013

- Convened the Accreditation Steering Committee:
  - Assigned administrative co-chairs
  - Selected faculty or classified co–chairs
  - Completed ACCJC training by 10/29/13
  - Recruited and assigned members to the Standards Work Groups (Co-Chairs)
- Team Building Session:
  - Face-to-face introductions to Self-Evaluation Team
  - Review goals, the process, and the resources for the Self-Evaluation effort
  - Discuss and schedule for future meetings.
  - Work Group Sessions:
    - Reviewed goals, the process, and the resources related to your standard
    - Reviewed Self-Evaluation Audit instrument for your standard
      - Discuss timeline and schedule for conducting an audit of your standard
      - Discuss timeline and schedule for collecting and aggregating the audit findings for your standard
      - Following the audit, identify general data and other information that your Work Group will need access to support your conclusions and any potential improvement plans your Work Group may suggest to enhance. institutional effectiveness in meeting your standard.
  - Discuss timeline and schedule for future meetings.

November—Follow-Up

- Work Group Co–chairs meet with the Accreditation Liaison Officer and the Accreditation Self-Evaluation Chair to refine schedules, discuss work strategy, set up spring meetings.
- Work Group Co–chairs contact every member of their Standard Work Group to confirm commitment and meeting schedule

- Hold one meeting of the Work Group. The Accreditation Self-Evaluation Chair will attend and provide orientation specific to that Standard, answer questions, and collect requests for data.
- The College President and the Accreditation Liaison Officer, with their counterparts from the other three colleges of the Peralta CCD, will attend and participate in regularly scheduled meetings with the Vice Chancellor, Education Services to respond to district-wide accreditation matters.

SPRING 2014

January-February 2014

- Accreditation Steering Committee meets
- Co–Chairs hold "launch meeting" for their respective Standards Work Group
  - Confirm schedule of meetings and deadlines
  - Review website access and procedures for posting and online discussion
  - Develop and assign specific tasks for research and writing
  - Invite the Accreditation Self-Evaluation Chair to attend to answer questions and give more explanation
- The Accreditation Self-Evaluation Chair will contact the Accreditation Liaison Officer, administrative Co–Chairs (and other Co–Chairs as available), organize and submit data requests
- Complete audit of your standard
- Co–Chairs and anyone else so inspired may suggest reading, planning, research

March 2014

- Accreditation Steering Committee meets
- Standard Work Groups meet. The Accreditation Self-Evaluation Chair will attend as needed.
  - Review initial findings related to audit and specific areas of research
  - Identify themes and begin shaping report
  - Determine further data or research needs
  - Set deadline for sharing initial drafts (posted on website by end of April)

April 2014

- Co–Chairs may meet individually with Work Group members to discuss drafts and suggest development, organization, revision ideas.
- Accreditation Steering Committee meets
- Standards Work Groups meet to discuss and share drafts, general progress, posting process and deadline. Troubleshooting, revision suggestions, additional information, etc. The Accreditation Self-Evaluation Chair will attend as needed.

May 2014

- Accreditation Steering Committee meets

- Standards Work Groups make revisions as suggested. Work Groups may not meet as a whole, but Co–Chairs will consult and follow–up to make sure members have what they need to complete the tasks by the November deadline.

June 2014

Deadline for all first drafts to be posted for review by the Accreditation Liaison Officer and The Accreditation Self-Evaluation Chair: Monday, June 9, 2014.

STAGE THREE: Preparing the Self-Evaluation Draft

SUMMER 2014

- Standards Work Group members take a breath. They may need to answer a few questions or clarify points, but overall Work Group effort for FY2013-14 is done.
- The Accreditation Liaison Officer and the Accreditation Self-Evaluation Chair will review posted drafts and prepare for fall 2014work on the second draft.

FALL 2014

August 2014

- Accreditation Steering Committee met for all–day retreat to discuss Self Evaluation draft and plan for revisions, documentation, etc.
- Standards Work Groups met with the Accreditation Self-Evaluation Chair to address Steering Committee feedback and recommendations before Draft 1 is posted for general review.
- All draft Standards are due from the Executive Team

September 2014

- All drafts to respective working groups (Standard 1 to CEMPC; Standard 2 to CDCPD; Standard 3 to Budget, Facilities, etc.; and Standard 4 to College Council and President's Leadership Team).
- All drafts returned from working group to Standard Leads and ALO.
- Standard 1 and Standard 4 reviewed by Executive Team and integrated into Self-Evaluation Report document.
- Standard 2 and Standard 3 reviewed by Executive Team and integrated into Self-Evaluation Report document.

STAGE FOUR: Finalizing the Self-Evaluation Report

October 2014

- Final copy of the Self-Evaluation Report posted on college website for campus review.
- College President and ALO hold a series of public forums (morning, afternoon, evening in the Student Lounge).
- Executive Team conducts final review, all input integrated, formatting complete.

November 2014

- Merritt College Self-Evaluation Report forward to Chancellor's Cabinet
- Merritt College Self-Evaluation Report forward to Board of Trustees (FIRST READING)

December 2014

- Merritt College Self-Evaluation Report forward to Board of Trustees (SECOND READING)

ABSTRACT OF THE SELF-EVALUATION REPORT

Since the last full accreditation cycle, Merritt College has institutionalized substantive changes. The College's Mission Statement has recently been updated and its Strategic Goals and Objectives for FY 14-17 have been adopted for the College through a collaborative participatory process. In the process, six Institutional Learning Outcomes (ILO's) have been reaffirmed and made central to divisional, department, program, and course level planning.

Student Learning Outcomes have been imbedded into the College's strategic planning and budget allocation process and the strategic planning process has been redesigned to strengthen linkage to the departments' Annual Program Updates (APUs). The participatory governance process at the College has been assessed and changes are being put in place to streamline the decision tree and improve input from constituency groups following that evaluation. The College's reliance on evidence-based decision-making has been strengthened and, with changes and permanent hires within the District's Office of Institutional Research, more reliable and relevant data is available for use in college's educational master planning, talent acquisitions, technological advancement, and budget allocation processes. In addition, the College has engaged in focused research through its Title III grant, Basic Skills Initiative, and other grant initiatives to explore areas that directly affect student success.

Merritt College continues to upgrade its physical plant to better serve its student population and the regional community through funds received from various tax initiatives. For example, Measures A, B, and E have allowed for the upgrading of the R, P, Q, D, and A Buildings. The remodeled Student Services building now houses all areas of student registration, counseling, transfer, financial aid, cafeteria, student government offices, and other services central to student life at Merritt. The College library has had a much needed renovation and the Learning Center, within the Library, has also been upgraded and expanded to strengthen student academic success. Currently, the College is eagerly awaiting the opening of a new 107,000 sq. ft. instructional facility with state-of-the-art classrooms and facilities to support its Science and Allied Health programs. The athletic and kinesiology programs have new fields and spaces to provide quality education. Smart classrooms are now commonplace at Merritt College and faculty are employing technology to assist with instruction and are conducting original research to advance learning and scholarship. These changes to the physical plant allow Merritt to provide a welcoming academic environment for students, faculty, staff, administrators, and community alike.

Standard I: Institutional Mission and Effectiveness

Merritt College's mission statement articulates the College's commitment to ensuring its students attain knowledge and mastery of skills as well as develop the appreciation, attitudes, and values necessary for success in a global economy. In recognition of the changing climates within which community colleges operate, Merritt College's mission statement undergoes a six-year cycle of review in order to verify that the College maintains academic, social, and economic relevance and continually responds to the learning needs of the community we serve. A review of the College's mission statement was undertaken in the spring of 2014 and slight amendments were suggested which were endorsed by the College Council and recommended to the College

President. The new mission statement has recently been approved by the Peralta Community College District Board of Trustees. The College consistently conducts, utilizes, and assesses research data in an ongoing systematic cycle of evaluation, integrating planning, implementation, and re-evaluation to verify and improve the effectiveness of the College's mission. The College uses district data, nationally recognized surveys and program and course assessment data to accomplish this Standard.

Merritt College employs participatory decision-making processes to ensure campus-wide input into improving student learning. Various constituencies of the College work collaboratively to successfully acquire funding for improving academic affairs and student services. The College employs course, program, and College research to inform planning processes at the discipline, department, and college level, and there is ongoing critical dialogue on strategies for integrating student learning outcomes (SLOs) and Assessment into both the program and course levels to enhance student success. College faculty (both full-time and part-time), staff, and administrators have received training on SLOs and Assessment, incorporating SLOs and assessment into the fabric of the student learning experience at the College. The College has also developed strategies for mapping programs to SLOs and assessing student success as they relate to the Institutional Learning Outcomes (ILOs). The Student Learning Outcomes and Assessment Committee (SLOAC) has been essential in coordinating the assessment plans across all the constituencies of the College and has also provided training and one-on-one assistance for faculty to make the most propitious use of this critical pedagogical tool.

Standard II: Student Learning Programs and Services

The instructional divisions of the College maintain high quality and varied face-to-face, hybrid, and online course offerings that meet the needs of the students in accordance with the mission of the College. Instructional programs are systematically assessed in order to assure accuracy, improved pedagogy and learning strategies, and completed student learning outcomes. The College incorporates values that enhance diversity into the academic life of our students and maintains a high level of integrity in its instruction, curriculum development, and assessment of student learning outcomes. The College affords opportunities for students to learn about and appreciate policies on ethics, rights, and responsibilities.

Merritt College recruits and admits diverse students who are able to benefit from the College programs, consistent with the College's Mission, Vision and Values. The College identifies the needs of the diverse student body and creates and maintains a wide variety of services to address those needs to support student success. Merritt College stays focused on a "Students First" philosophy. The College works to maintain pathways through the Merritt College experience that are characterized by ensuring access, progress, learning, and success. Student support services use ongoing, systematic assessment and planning grounded in student learning outcomes to improve the effectiveness of the services. Merritt College has an open-enrollment policy that is clearly mirrored as a value in its Mission, Vision, and Values statement

The Merritt College Library (MCL) Mission is to provide access to information, collections, systems, and services that support transfer, basic skills, and CTE curricula. In addition, the MCL provides students with a means for developing their information competency and information

retrieval skills that will support immediate student needs as well as those that encourage and/or promote lifelong learning. The MCL leverages technology to provide information access to distance education students, off-site students, and other campus community members.

Standard III: Resources

Merritt College is committed to maximizing its human, physical, technological, and financial resources in fulfillment of its mission to enhance the quality of life of the communities we serve. In terms of human resources, we invest in our personnel and ensure diversity within the ranks of our administrators, faculty, and classified staff through thoughtfully crafted policies and procedures. Our technological resources are maintained and upgraded as necessary to continue to leverage the power of digital technology to support our work administratively and in the classroom. We understand that we are stewards of the physical and financial resources and adhere to strict policies to assure the public that our resources are being used to enhance student success. We work cooperatively through participatory governance bodies and the District to maintain the integrity of our resources and provide a voice for all stakeholders in the management of the College's resources. All of our ongoing and new resource needs are informed by student learning outcomes (where appropriate) and continual integrated resource needs assessment through our participatory governance committees and appropriate executive decisions.

Physical resource planning, including facilities, equipment, land and other assets is integrated with institutional planning and supports student learning programs and services. Planning for major projects is guided by the College's Education and Facilities Master Plans **(III.B.1)**. Both long and short range planning are informed by the District's Strategic Goals and the Planning and Budgeting Integration Model. The District Office of General Services provides centralized support for the College for maintenance of buildings and grounds and design and construction of new buildings and renovations. This includes facility and property services as well as maintenance and operations, capital outlay, centralized mailroom and duplication services, and Peralta Police Services. The facility and property services include capital planning and management, real property leasing, energy management, custodial and security services as well as parking.

Technology resources that support student learning programs and services to improve institutional effectiveness are the shared responsibilities of the District Office of Information Technology (IT) and the College. The network infrastructure, communication systems, and information systems are centralized under the direction of the Associate Vice Chancellor (AVC) of IT at the District Office. District IT staff support the district-wide network infrastructure up to college edge switch, telecommunications system, and district-wide information systems. Each college manages their own network from edge switch to MDF/IDF/POE adhering to standards recommended by District IT. The College's network coordinator and campus based technicians support faculty, staff, computer labs, servers, server applications, smart classrooms, wireless access points, and network devices at the College. Each college manages their own network adhering to standards recommended by District IT.

Merritt College has an overall budget for the fiscal year 2014-2015, of $17.4 million from the unrestricted general fund. This is a slight increase of $539,365 or 3.18% as compared to the

budget in fiscal year 2013-14. The College budget is divided into non-discretionary and discretionary budgets. Non-discretionary budgets are those that support the salaries and related benefits of permanent positions within the funded budget. Discretionary budgets consist of hourly personnel, supplies, materials, services, and capital equipment budgets.

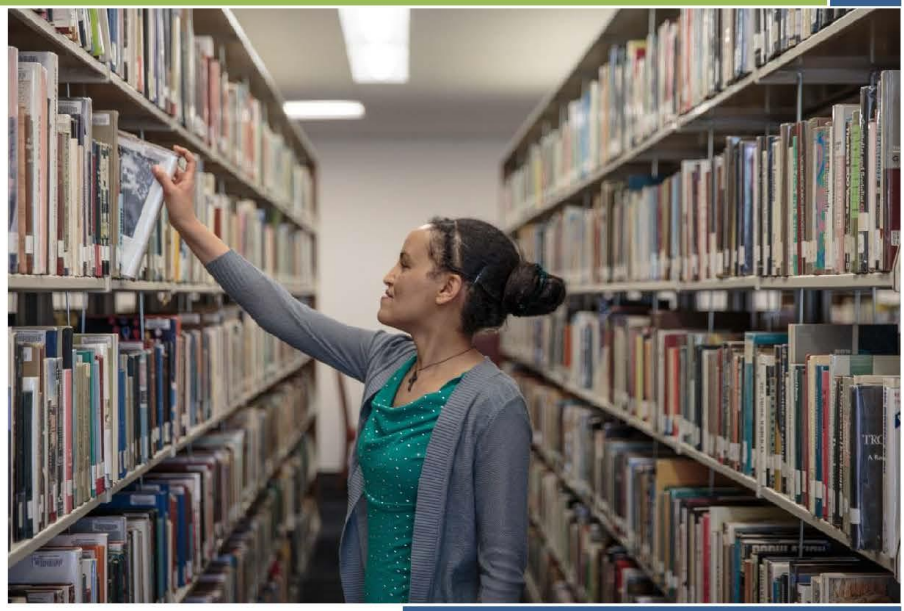
The District adopted a Budget Allocation Model (BAM) which parallels the State of California's funding model established in Senate Bill 361 (SB361). The shift to utilization of the SB361 model has defined limits on the majority of resources and expenditures and has encouraged accountability at all levels. The linkage of allocations to expenditures at the college level has moved the Peralta Community College District to greater fiscal stability and clarity as to how colleges support their own and the District's budgetary functions, and how auxiliary enterprises are funded. Implementation of the Budget Allocation Model is consistent with Board Policy Board Policy (BP) 6200- Budget Preparation and Administrative Procedure (AP) 6200 – Budget Management.

Standard IV: Leadership and Governance

Merritt College's leadership is comprised of the President and her administrative team, the Academic Senate, the Classified Senate, the Associated Students of Merritt College and the representatives from the collective bargaining units. The leadership team recognizes collaboration as central to the participatory decision-making process. This is further supported by approved policies and administrative procedures which fosters effective student learning programs and services for the College and District.

The Governing Board of the Peralta Community College District (PCCD) is comprised of four colleges and District Services. The roles and responsibilities for the Board of Trustees, Chancellor and College Presidents are clearly outlined and available for viewing by the general public on the District website and reinforced by the functional map between the District and each college. Board policy delegates authority to the Chancellor to issue regulations and directives to the employees of the District. The Chancellor is charged with implementing district administrative procedures to ensure the quality, integrity, and effectiveness of student learning programs and services. Organizational charts outline the report lines from the District to each college which are available on the District and College websites.

Standard I. Institutional Mission and Effectiveness



Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Abstract:

Merritt College's mission statement articulates the College's commitment to ensuring its students attain knowledge and mastery of skills as well as develop the appreciation, attitudes, and values necessary for success in a global economy. In recognition of the changing climates within which community colleges operate, Merritt College's mission statement undergoes a six-year cycle of review in order to verify that the College maintains academic, social, and economic relevance and continually responds to the learning needs of the community we serve. A review of the College's mission statement was undertaken in the spring of 2014 and slight amendments were suggested which were endorsed by the College Council and recommended to the College President **(I.A.1)**. The new mission statement has recently been approved by the Peralta Community College District Board of Trustees **(I.A.2)**. The College consistently conducts, utilizes, and assesses research data in an ongoing systematic cycle of evaluation, integrating planning, implementation, and re-evaluation to verify and improve the effectiveness of the College's mission. The College uses district data, nationally recognized surveys and program and course assessment data to accomplish this Standard.

Standard I.A: Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary:

Merritt College mission statement **(I.A.3)** has recently been revised and approved by the Peralta Community College District Board of Trustees to include the below underlined additions in language:

> 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 <u>and in a global economy</u>.
>
> 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.

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

The mission statement is included on page 15 of the Merritt College Catalog **(I.A.4)**. In the upcoming cycle of reprint for the catalog, this statement will be amended to include the recent language additions approved by the Board of Trustees. Additional comments on how the recent language additions came about follow below in the discussion of the planning process of this Standard's self-evaluation. To ensure widespread awareness of this amended mission statement, the College has undertaken the posting of the revised mission statement across the campus and on the College website **(I.A.5)** and it is included in the updated student handbook. The College will also include the revised mission statement in all appropriate publications and publicity **(I.A.6)**.

Self-Evaluation:

The College meets this Standard. Merritt College's mission statement identifies three primary groups of students served by the College: those seeking preparation for transfer to baccalaureate-granting institutions, those seeking career and technical education for employment purposes, and those seeking to acquire pre-collegiate skills for use in post-secondary studies.

The College provides access to quality education programs and services through face-to-face, hybrid and distance education (DE) modalities in a manner consistent with its mission. The College approach to DE, in the spirit of continuous improvement, is moving to offering complete programs online in contrast to the present practice of only providing supplemental coursework offerings **(I.A.7)**. Online programs offered completely in the DE modality allow the College to serve the diverse instructional delivery needs of its service area.

Supporting Evidence:

I.A.1. Merritt College Council Meeting Minutes, 03/26/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-meeting-minutes-2014.03.26.pdf

I.A.2. PCCD Board of Trustees Meeting Minutes, 06/24/14 (Item 20)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-BOT-meeting-minutes-2014.06.24-item-20.pdf

I.A.3. Merritt College Mission Statement
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-College-Mission-Statement.pdf

I.A.4. Merritt College Mission Statement in Catalog (p. 15)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Catalog-p-15.pdf

I.A.5. Merritt College Mission Statement on Website
http://www.merritt.edu/wp/mission-goals/

I.A.6. Merritt College Mission Statement in Brochure
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-College-brochure.pdf

I.A.7. PCCD Distance Education
http://web.peralta.edu/de/

Actionable Improvement Plan:

The College will research the feasibility of implementing Distance Education (DE) A.A. degree program(s), expand and improve the DE evaluation methods, and increase DE Student Support Services by 2015-16.
Administrative Lead: Vice President of Instruction and Vice President of Student Services

Standard I.A.1

The institution establishes student learning programs and services aligned with its purpose, its character, and its student population.

Descriptive Summary:

The College conducts regular assessments of its courses and programs, regardless of delivery method, to ensure they align with the mission statement's call for (1) "excellent instructional programs" and (2) programs that "contribute to the regional economic health of the communities the College serves." These assessments, paired with ongoing analysis of student outcomes, have led to broadening basic skills offerings in Math, English, Sciences, and other foundational studies to improve student success, retention, and persistence rates among basic skills students **(I.A.8)**.

Additionally, the College's career/technical education (CTE) programs are advised by industry Advisory Committees that ensure curriculum relevance to employment opportunities in the fields, guide program development in response to regional economic needs, and inform the program with employment and growth trend data **(I.A.9)**. Through these efforts, the College's CTE programs continually have high licensure pass rates in Allied Health disciplines **(I.A.10)**.

The College is committed to student success. Through Title III and Basic Skills initiatives, the College has established programs and services that are aligned with its Mission Statement, including the establishment of Learning Communities. Learning Communities utilize cohort instruction and integrative learning, and embedded tutors facilitate directed learning activities and learning support services **(I.A.11)**.

Self-Evaluation:

The College meets this Standard. The College relies on student satisfaction data **(I.A.12)**, institutional data **(I.A.13)** and primary research **(I.A.14)** to ensure that its student learning programs and services are aligned with its purposes, its character, and its student population.

Supporting Evidence:

I.A.8. Merritt College ESL/Basic Skills Allocation End-of-Year Report, 2012-13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2012-to-2013-ESL-BS-EOY-Report.pdf
Merritt College ESL/Basic Skills Allocation End-of-Year Report, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Basic-Skills-2014-EOY-Report-and-2015-Goals.pdf

I.A.9. Merritt College Homeland Security BACCC Program Endorsement Request
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Homeland-Security-program-development.pdf
Merritt College Homeland Security BACCC Program Endorsement
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Homeland-Security-Program-Endorsement-by-BACCC.pdf

I.A.10. Merritt College Nursing Pass Rates
http://www.rn.ca.gov/schools/passrates.shtml
Merritt College Radiologic Science Pass Rates
https://portal.jrcertaccreditation.org/summary/programannualreportlist.aspx
Merritt College Dietetics & Nutrition Pass Rates
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Dietary-managers-exam-pass-rates.pdf
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Dietetic-technician-exam-pass-rates.pdf

I.A.11. Merritt College Title III Annual Report of Student Outcomes, 2012-13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Title-III-AR-of-Student-Outcomes-Y5-COMPLETE-12-28-13.pdf

I.A.12. Merritt Community College Survey of Student Engagement, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CCSSE-2011.pdf
Merritt Community College Survey of Student Engagement, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CCSSE-2014.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

I.A.13. PCCD Office of Institutional Research
http://web.peralta.edu/indev/

I.A.14. Merritt College Qualitative Student Data Report, Fall 2013
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Fall-2013-Qualitative-Student-Data-Report.pdf

Actionable Improvement Plan:

None

Standard I.A.2

The mission statement is approved by the governing board and published.

Descriptive Summary:

Merritt College is part of the Peralta Community College District, and on June 24, 2014, the Board of Trustees approved the College's recently updated mission statement **(I.A.15)**. Prior to that time, the Board of Trustees last approved the College's revised Mission Statement in 2004 **(I.A.16)**. This updated mission statement will be published in the College Catalog at next printing and is listed on all participatory governance and committee correspondence.

Self-Evaluation:

The College meets this Standard. The Board recently approved changes to Merritt's Mission Statement and that statement is to be published in hardcopy and electronic formats.

Supporting Evidence:

I.A.15. PCCD Board of Trustees Meeting Minutes, 06/24/14
http://web.peralta.edu/trustees/files/2011/04/6-24-14-Board-Meeting-Minutes.pdf

I.A.16. PCCD Board of Trustees Meeting Minutes, 10/12/04
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-BOT-Meeting-Minutes-10-12-04.pdf

Actionable Improvement Plan:

None

Standard I.A.3

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary:

Merritt College's use of its governance and decision-making process in reviewing and revising its mission statement is chronicled below in a summary of the College's most recent efforts to update its mission statement. As mentioned earlier, Merritt College's mission statement was last approved by PCCD Board action in 2004. This followed a review process that began at the College in 2003.

On November 5, 2003, a Task Force was convened to respond to a recommendation from the Accreditation Commission to: (1) review and revise the College's current Mission Statement to reflect specific commitments; and (2) establish a process for the Mission Statement to be evaluated and revised on a regularly scheduled basis **(I.A.17)**.

In December 2003, a revised Mission, Vision, and Values statement was drafted and endorsed by the College community, approved and adopted by the College Council, and approved by the Board of Trustees in 2004. The 2004 mission statement read 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.
>
> The College's purpose is to provide opportunities for lifelong learning, contribute to the economic growth of communities served while assisting students to attain degrees and certificates, earn credits to transfer and develop the skills necessary to complete their educational goals **(I.A.18)**.

Following this 2004 ratification and adoption, the College has regularly reviewed its mission statement, and on November 19, 2008, the College Council met to reaffirm the College's Mission statement **(I.A.19)**. No discussion was held on that date, and the topic was tabled until March 11, 2009 when the College Council, with a quorum present, recommended two minor edits to the Mission Statement **(II.A.20)**. Archival data shows that two motions were passed to approve the minor modifications and to affirm the revised Mission Statement **(I.A.21)**.

In spring of 2009, the College presented its Institutional Self-Study in Support for Reaffirmation of Accreditation to the Board of Trustees for adoption and submittal to ACCJC. Contained in that document was the four-step process proposed for periodically reviewing and revising Merritt College's Mission Statement **(II.B.22)**:

1. A committee approved by College Council reviews the mission statement and makes recommendations of any possible changes to the College Council.
2. The revision recommendations are reviewed by all Merritt College governance groups, and feedback is provided to the College Council.
3. Upon final review, the College Council makes a recommendation to the Merritt College President.
4. The President submits the revised mission statement to the Board of Trustees for final approval.

This document also contained a planning agenda associated with Standard I that read:

> 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 **(I.A.23)**.

The College Education Master Planning Committee (CEMPC), a sub-committee of the College Council, undertook this planning agenda as a major task for its committee work during FY 13-14, subsequently created a calendar of meetings and extensive dialogue, and sent a resolution to the College Council. The College Council met on March 26, 2014, received the resolution from CEMPC **(I.A.24)** and took action to recommend this minor modification to the College President **(I.A.25)**. The President then prepared and submitted the changes to the PCCD Board of Trustees at its June 24, 2014 meeting **(I.A.26)** where the PCCD Board of Trustees took action to approve the proposed changes to Merritt's Mission Statement and authorized its publication **(I.A.27)**.

Self-Evaluation:

The College meets this Standard. Using its governance and decision-making processes, the College reviews its mission statement on a regular basis and revises it as necessary.

Supporting Evidence:

I.A.17. Merritt College Accreditation Task Force
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Accreditation-Task-Force-2003.11.05.pdf

I.A.18. Merritt College Mission Statement, 2004
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-mission-statement-in-Institutional-Progress-Report-2004.03.15.pdf

I.A.19. Merritt College Council Meeting Minutes, 11/19/08
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-meeting-minutes-2008.11.19.pdf

I.A.20. Merritt College Council Meeting Minutes, 03/11/09
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-meeting-minutes-2009.03.11.pdf

I.A.21 Merritt College Council Meeting Minutes, 10/26/11
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-Meeting-Minutes-10-26-11.pdf
Merritt College Council Meeting Minutes, 03/28/12
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-meeting-minutes-2012.03.28.pdf

I.A.22 Merritt College 2009 Self-Study Report (pp. 4-5)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2009-Merritt-College-Institutional-Self-Study-in-Support-of-Reaffirmatio....pdf

I.A.23. Merritt College 2009 Self-Study Report (pp. 7 & 199)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2009-Merritt-College-Institutional-Self-Study-in-Support-of-Reaffirmatio....pdf

I.A.24. Merritt College Educational Master Planning Committee Resolution to College Council
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/CEMPC-Resolution-to-College-Council.pdf

I.A.25. Merritt College Council Meeting Minutes, 03/26/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-meeting-minutes-2014.03.26.pdf

I.A.26. PCCD Board of Trustees Meeting Packet, 06/24/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-BOT-packet-2014.06.24.pdf

I.A.27. PCCD Board of Trustees Meeting Minutes, 06/24/14
http://web.peralta.edu/trustees/files/2011/04/6-24-14-Board-Meeting-Minutes.pdf

Actionable Improvement Plan:

None

Standard I.A.4

The institution's mission is central to the institutional planning and decision-making.

Descriptive Summary:

Beginning in 2005, Merritt undertook a systemic change to ensure that the College's mission was central to its institutional planning and decision-making. The mission statement is central to the College's successful contribution to achieving the District mission and strategic goals as well as to the strategic directions chosen by the College **(I.A.28)**. In April of 2005, the College Council approved and recommended to the College President the following 10-step planning model **(I.A.29)**:

- Step 1: Situational Analysis & Recommendation
- Step 2: Feedback
- Step 3: Endorsement
- Step 4: Division Goals
- Step 5: Annual Unit Action Plans
- Step 6: Synthesis
- Step 7: Review & Analysis
- Step 8: Review & Feedback
- Step 9: Endorsement of College Annual Action Plan
- Step 10: Presidential Approval

The College then took action to design and implement a ten-step budget development process for instructional programs and a five-step budget development process for non-instructional units at the College **(I.A.30)**.

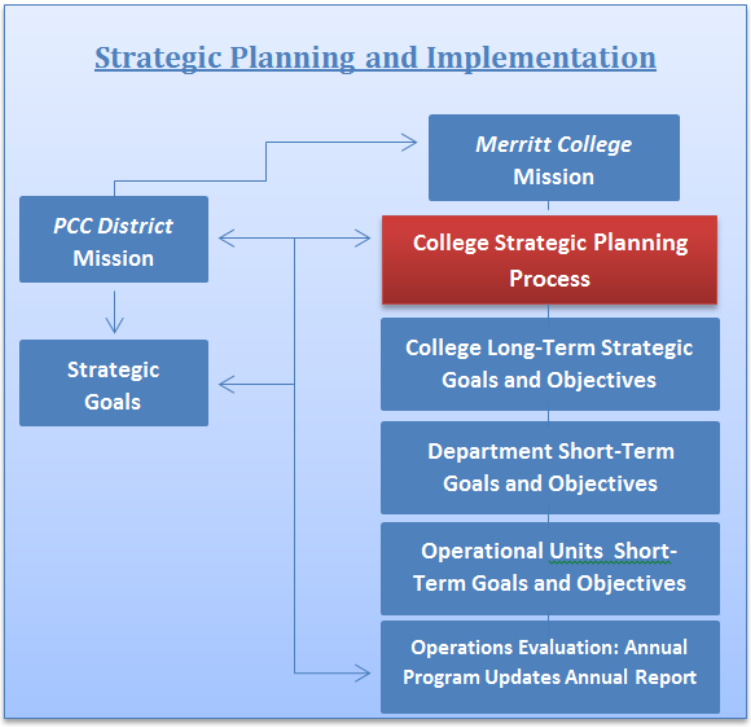
Building on work initiated in 2005 and continued through 2007 **(I.A.31)**, CEMPC in FY 13-14 undertook to assess the College's institutional planning processes and concluded:

The current institutional planning model needs to be updated with a special emphasis on:

- Establishing strategic goals and objectives for FY 14-17;
- Updating the College Educational Master Plan; and
- Implementing a strategy of market segmentation research directly connected to the College's mission statement.

In its assessment of the College, CEMPC found the College's mission statement needed stronger linkage to the District's mission statement, and that the College's strategic planning process needed to be streamlined to encompass participatory decision-making in the various governance areas of the College (i.e., budget, staffing, facilities, technology, educational programs, and student achievement).

As the chart below shows, CEMPC identified a bi-lateral linkage between the College's mission statement and the District's mission statement. Thus, as the District establishes strategic goals and objectives to improve the overall effectiveness of the District office as a service center to the District's four colleges, so in a similar manner Merritt uses its long-term goals and objectives as a means to improving its effectiveness toward meeting its mission statement. To that end, the College's strategic goals and objectives now serve as a platform for all departments on campus to establish linked annual goals and objectives and at the same time allow for annual evaluations that assess how well the departments, the divisions, and the operational units contribute to the College achieving its mission.



This updated process was implemented in January of 2014 when the College community met in a daylong retreat to discuss "Evidence-Based Decision Making: Evaluating Overall Educational Quality and Institutional Effectiveness" and to review initial drafts of this Self-Evaluation document **(I.A.32)**. In continuance of this process, the College's leadership team met on July 18, 2014 and August 12, 2014 for two days of strategic planning. The outcome was to make recommendations to establish strategic goals and objectives for FY 14-17 **(I.A.33)**. Present at these sessions were: the Academic Senate President and Executive Committee, the Classified Senate President and Executive Committee, the Associate Student President and Executive Board, the College President and Management Team, and a significant number of department chairs. Participants discussed, among other topics, reframing the College's strategic planning process and establishing strategic goals and objectives (**I.A.34)**, the human side of change, and the need for process goals. In addition, environmental scan data was presented that allowed for a refocusing of the College's view of its student profile and achievement data.

On August 14, 2014 during a Flex activity, the College President presented **(I.A.35)** the collegially generated strategic goals and objectives for a broader campus dialogue. On August 15, 2014, the President began the implementation of these goals and objectives and directed the management team to facilitate departmental implementation of the revised goals and connect them to the College's mission **(I.A.36)**.

Self-Evaluation:

The College meets this Standard. Merritt College's Mission Statement is central to the strategic planning and institutional planning process at the College.

Supporting Evidence:

I.A.28. Merritt College Integrated Planning & Budgeting Process
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Integrated-Planning-Budgeting-Process.pdf

I.A.29. Merritt College Integrated Planning & Budgeting Model
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Integrated-Planning-Budgeting-Model.pdf

I.A.30. Merritt College Budget Process Flowchart
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-budget-process-flowchart.pdf

I.A.31. Merritt College 2009 Institutional Self-Study
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2013/06/2009-Merritt-College-Institutional-Self-Study-in-Support-of-Reaffirmatio....pdf

I.A.32. Merritt College Flex Day Schedule, 01/16/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Flex-Day-Schedule-01-16-14.pdf

I.A.33. Merritt College Strategic Planning Session Agenda, 07/18/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-agenda-2014.07.18.pdf
Merritt College Strategic Planning Session Notes, 07/18/14

http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-Planning-Accreditation-Session-I-July-18-2014-Minutes.pdf
Merritt College Strategic Planning Session Agenda, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-agenda-2014.08.12.pdf
Merritt College Strategic Planning Session Notes, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Strategic-Planning-Session-Notes-08-12-14.pdf

I.A.34. Merritt College Strategic Planning Session PowerPoint, 07/18/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-PowerPoint-2014-07-18.pdf
Merritt College Strategic Planning Session PowerPoint, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-PowerPoint-2014-08-12.pdf

I.A.35. Merritt College Flex Day Schedule, 08/14/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Professional-Development-Schedule_August-2014_8.5.14.pdf

I.A.36. Merritt College Division I Meeting Agenda, 08/15/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Division-I-meeting-agenda-2014.08.15.pdf
Merritt College Division II Meeting Agenda, 08/15/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Division-II-meeting-agenda-2014.08.15.pdf

Actionable Improvement Plan:

None

Standard I.B: Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Abstract:

Merritt College employs participatory decision-making processes to ensure campus-wide input into improving student learning. Various constituencies of the College work collaboratively to successfully acquire funding for improving academic affairs and student services. The College employs course, program, and College research to inform planning processes at the discipline, department, and college level, and there is ongoing critical dialogue on strategies for integrating student learning outcomes (SLOs) and Assessment into both the program and course levels to enhance student success. College faculty (both full-time and part-time), staff, and administrators have received training on SLOs and Assessment, incorporating SLOs and assessment into the fabric of the student learning experience at the College. The College has also developed strategies for mapping programs to SLOs and assessing student success as they relate to the Institutional Learning Outcomes (ILOs). The Student Learning Outcomes and Assessment Committee (SLOAC) has been essential in coordinating the assessment plans across all the constituencies of the College and has also provided training and one-on-one assistance for faculty to make the most propitious use of this critical pedagogical tool.

Standard 1.B.1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary:

At Merritt College, a number of governance and administrative bodies regularly assess SLOs and institutional processes in a continuous effort to maximize the College's effectiveness and efficacy as a learning institution **(I.B.1)**.

One of Merritt College's most powerful tools for self–reflective dialogue is through assessment of SLO achievement. In 2007, the College formalized the work being done on student learning outcomes by forming SLOAC. The College has invested further in this effort by providing .5 release time for an SLO/Assessment Coordinator, who chairs SLOAC. This .5 position was funded in 2008 and has been maintained at the same reassigned time level since its inception. The Coordinator and the committee regularly hold trainings on developing effective learning outcomes, and SLOAC members receive stipends to work with programs to establish learning

outcomes assessment at the course, program, and institutional levels. This work is further facilitated by the CDCPD and the College's use of Taskstream **(I.B.2)**, an online database and tool for assessing learning outcomes achievement, and their alignment at the course, program and institutional level. Every course taught at Merritt has specific SLOs that have been developed by faculty and input into Taskstream. Within this system, data structures are provided for:

- Identifying each course's SLOs;
- Identifying how the SLOs will be measured;
- Mapping each SLO to the College's Institutional Learning Outcomes (ILOs);
- Tracking student achievement of the identified outcomes each semester;
- Conducting an assessment of the SLOs and sharing the results of that assessment;
- Creating a plan for improvement based on assessment results; and
- Reporting on the status of those improvements.

Taskstream provides a platform for identifying program-level learning outcomes that are mapped to both the College's ILOs and its Mission Statement and for conducting a similar and continuous cycle of evaluation, reflection, and improvement **(I.B.3)**. Merritt College's current Educational Master Plan **(I.B.4)** is being updated with revisions scheduled for completion in June 2015. This document will serve as the cornerstone for the ongoing annual planning updates (APU) regarding student achievement at the College.

This approach to assessing institutional effectiveness as it relates to student achievement began in 2005 **(I.B.5)** and since then has served as an anchor for college-wide strategic planning and as a link to district-level educational master planning **(I.B.6)**. For example, the template for the APUs was recently reviewed and discussed at the District's Education Committee (DEC), which recommended that the colleges include SLO assessment as a mandated part of the annual review process **(I.B.7)**. At Merritt this recommendation was integrated into the budget development process **(I.B.8)**. The aim of this revision to the budget development process is to ensure and promote ongoing student achievement discussions within departments, to ensure that assessment results are used to identify areas of improvement within departments, and to enhance the departments' alignment with college strategic goals. Budget and staffing requests are now explicitly linked to continuous program and process improvement and student achievement. CEMPC's role in this evaluation process is to use assessment data as part of its ongoing monitoring and evaluation of the College's progress toward achieving long-term and short-term goals and objectives.

Furthermore, to promote ongoing, collegial, and self-reflective dialogue about the continuous improvement of student learning and institutional processes, CEMPC relies on student demographic, environmental, and achievement data provided by the Peralta Community College District Office of Institutional Research **(I.B.9)**. These data include:

- Enrollment by age, gender, ethnicity, full-/part-time status, day/evening status, matriculation goal, and matriculation status;
- CTE students by age, gender, ethnicity, and matriculation status;

- Basic skills students (English, math, and ESL) by age, gender, ethnicity, and matriculation status;
- Extended Opportunities Programs and Services (EOPS) and Disabled Students Programs and Services students by age, gender, ethnicity, and matriculation status; and
- Persistence, retention, course success, credential awards, associate degree and certificate rates college-wide and by gender, age, and ethnicity.

These data offer critical insight into students' successes and challenges and inform decisions at the course, program, and College, levels.

Merritt College makes use of revenue from external funding sources to maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. For example, the Title III: Strengthening Institutions Grant **(I.B.10)** provided funding to help address the needs of Basic Skills students and to ensure that faculty are equipped with skills and knowledge to effectively educate the 21st Century student population. The College's Basic Skills Initiative **(I.B.11)** funding provides resources that allow the infusion of technology into the Math classroom and to conduct original data mining across disciplines to identify continuous improvement needs. Perkins IV funding allows CTE programs to work with industry partners to ensure that curriculum is relevant to workforce development needs **(I.B.12)** and to take steps toward improvement where appropriate. The Enrollment Growth and Retention Grant from the Chancellor's Office funds success and remediation efforts in the College's Associate Degree in Nursing program **(I.B.13)**. The AB86 Career Pathway Trust Grant **(I.B.14)** will allow the College to strengthen its relationship with its secondary partners, to enhance dual enrollment, to encourage faculty-to-faculty dialogue, and to promote articulation of coursework.

Merritt College, through the mechanisms of participatory governance and college operations, maintains an ongoing dialogue about the relationships and needs for the successful implementation and support of Distance Education at the College. Participants in that effort are the Merritt DE Coordinator, SLOAC, the Merritt Technology Committee, and members of the Curriculum and Instructional Council. The College DE Coordinator is a member of the District-wide DE coordinators group, and a member of the statewide community of DE coordinators that meet on a monthly basis.

All courses that are offered through DE must undergo the same process of examination and approval via the local curriculum committee and the faculty senate, and the district-wide curriculum committee. DE classes include a special DE addendum that has been created at the District based on ACCJC standards for the delivery of online courses, which include standards for regular and effective contact **(I.B.15)**. In 2008 the four colleges and the District Academic Senate entered into an informal agreement that in order to be assigned to teach an online section of a course the assigned faculty person would have to have a training in teaching in the DE modality.

Recent topics of relevance to distance education that continue to engage the College community are intellectual property rights, copyright laws and practices in the online classroom, accessibility of online course materials, Section 508 compliance, the digital divide, and questions and ideas

related to online teaching theory and practice. These discussions fueled interest in activities in coursework design in the online classroom.

Self-Evaluation:

The College meets this Standard. Building on past success, Merritt College's current evaluation efforts focus on strengthening the College's capacity to support student learning and enhance self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Supporting Evidence:

I.B.1 Merritt College Council Committees & By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-Committees-By-Laws.pdf

I.B.2. Taskstream Website
https://www1.taskstream.com

I.B.3. Merritt College Curriculum & Instructional Council By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CIC-By-Laws.pdf

I.B.4. Merritt College Educational Master Plan
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-College-Educational-Master-Plan-2009-2015.pdf

I.B.5. Merritt College 2009 Institutional Self-Study
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2013/06/2009-Merritt-College-Institutional-Self-Study-in-Support-of-Reaffirmatio....pdf

I.B.6. PCCD Planning & Budgeting Integration Model
http://web.peralta.edu/pbi/files/2014/08/PBIM-Overview-2014.docx

I.B.7. Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf

I.B.8. Merritt College Budget Committee Meeting Minutes
http://www.merritt.edu/wp/budget-committee/agendas-minutes/

I.B.9. PCCD Office of Institutional Research
http://web.peralta.edu/indev/

I.B.10. Merritt College Title III Grant Project Presentation
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Title-III-Grant-Project-Presentation.pdf

I.B.11. Merritt College ESL/Basic Skills Allocation End-of-Year Report, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Basic-Skills-2014-EOY-Report-and-2015-Goals.pdf

I.B.12. Merritt College Landscape Horticulture Advisory Committee Membership
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Landscape-Horticulture-Advisory-Committee-Membership.pdf
Merritt College Landscape Horticulture Advisory Committee Meeting Minutes, 05/13/13

http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Landscape-Horticulture-Advisory-Committee-Minutes-2013.05.13.pdf

I.B.13. Associate Degree Nursing Program Enrollment Growth
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Enrollment-Growth-for-ADN-Program.pdf

I.B.14. East Bay Career Pathways Consortium
http://web.peralta.edu/ccpt/
East Bay Career Pathway Consortium Launch & Meeting, 10/02/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/East-Bay-Career-Pathway-Consortium-Launch-Meeting-10-02-14.pdf

I.B.15. Adding a DE Addendum to a Course in CurricUNET
http://youtu.be/OLh3fJCLdDc

Actionable Improvement Plan:

None

Standard I.B.2

The Institution sets goals to improve its effectiveness consistent with its stated purpose. The Institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary:

Merritt College is part of a four-college community college district, and, as such, the College's strategic continuous improvement goals are guided by the District's planning priorities and the College's mission. This descriptive summary presents highlights that distinguish College planning from District planning and how those two processes interact.

College Planning:

The College conducts its own strategic planning process while at the same time participating in a district-wide planning process. As described in Standard I.A.3 above (see p. 55 above), Merritt College's current strategic goals and objectives for FY 2014-2017 were developed in a Strategic Planning Retreat **(I.B.16)** held July 18, 2014 and August 12, 2014. These goals were designed to:

1. Increase coordination and collaboration among programs and services that promote student success and enhance college morale.
2. Nurture existing, and cultivate new, partnerships in the College's diverse educational, cultural and business communities to enhance Merritt College's ability to fund new student achievement initiatives, to maintain enrollment growth, and to provide enrollment opportunities that meet student needs.

3. Build programs of distinction by emulating field-tested practices that focus on technology, methodology, and special populations.
4. Ensure that learning assessment outcomes are driving pedagogy and College planning and budgeting processes.
5. Ensure that the College meets FTES targets, and that courses within a division or department are scheduled in such a way as to allow access to both day and evening students.
6. Verify data shown on the Merritt College Scorecard and align institutional practices to improve scorecard outcomes especially for special student populations.

The strategic goals and objectives developed in this session were expressed in measurable terms so that the degree to which they are achieved can be determined and widely disseminated and discussed. The College's strategic goals and objectives, linked to District goals, for the FY 14-17 period are as follows **(I.B.17)**:

FY 14-17 STRATEGIC GOALS

District Goal #1 **College Goal #1**	***Advance Student Access, Equity and Success*** ***Create an environment of exceptional student access, equity and success***

District Goal #2 **College Goal #2**	***Engage Our Communities and Partners*** ***Engage our Community through respectful dialogue to create partnerships and opportunities for our students***

District Goal #3 **College Goal #3**	***Build Programs of Distinction*** ***Create and implement effective and innovative programs that meet the diverse needs of our community***

District Goal #4 **College Goal #4**	***Create a Culture of Innovation*** ***Through participatory governance, support institutional communication, innovation and interdisciplinary collaboration***

District Goal #5 **College Goal #5**	***Develop Resources to Advance and Sustain our Mission*** ***Develop human, fiscal, and technological resources to advance and sustain our mission***

Goals and standards for Distance Education (DE) courses are consistent and aligned with institutional goals and the mission statement. To communicate the specific goals and standards for DE, the College DE Coordinator maintains a handbook for faculty on DE. This handbook contains sections on accessibility standards and best practices for online course development including iNacol and ACCJC best practices for online course delivery. Additionally, trainings

on the campus course management system (Moodle) are offered each semester. The College also offers all faculty access to a 17 unit program in educational technology that covers all aspects of instructional design and regulations for online teaching, accessibility, best practices, providing student support, and online learning theory and practices. As an additional incentive, these courses are eligible for step salary advancement.

Since our faculty receive extensive online training, they embrace the goals of our DE program. They create a shell that is reviewed by the DE coordinator and the respective department chair, and are then cleared to teach an online course. Regular evaluation of online instructors' shells and student evaluations creates an environment of continuous improvement in standards for DE education.

The College planning process is integrated with the District planning process. The District supports the colleges through the District Strategic Plan and the integration of the District Strategic Goals and Institutional Objectives with the College goals and objectives. Additionally, the District Goals and Institutional Objectives are integrated with Planning and Budgeting Council's goals.

District Planning:

College-wide goal setting is informed by district-wide strategic planning that occurs in a six-year planning cycle. Every six years the PCCD Strategic Plan Goals are reviewed and updated. The most recent review, in summer/fall of 2014 resulted in a slight change in wording to one of the five strategic goals. The PCCD Strategic Goals are:

- Advance Student Access, Equity, and Success;
- Engage and Leverage Partners;
- Build Programs of Distinction;
- Strengthen Accountability, Innovation and Collaboration; and
- Develop and Manage Resources to Advance the College Mission.

Additionally, each year measureable institutional objectives are also set as part of the overall strategic planning process. Setting these objectives is a collaborative endeavor involving all constituencies that make up the PBIM (Planning and Budgeting Integrated Model) participatory governance structure **(I.B.18)**. The strategic goals and institutional objectives are finalized at a yearly PBIM Summit, held at the beginning of each academic year. The previous year's institutional objectives are always available online.

Self-Evaluation:

The College meets this Standard. Through diverse venues and channels the College engages all segments of the campus community in a thoughtful process to set goals and objectives for the institution. The College's strategic goals are linked to the District's strategic goals and the College's strategic objectives are set in specific measurable terms that facilitate widespread discussion and promote interdepartmental collaboration.

Supporting Evidence:

I.B.16. Merritt College Strategic Planning Session Agenda, 07/18/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-agenda-2014.07.18.pdf
Merritt College Strategic Planning Session Notes, 07/18/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-Planning-Accreditation-Session-I-July-18-2014-Minutes.pdf
Merritt College Strategic Planning Session Agenda, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-agenda-2014.08.12.pdf
Merritt College Strategic Planning Session Notes, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Strategic-Planning-Session-Notes-08-12-14.pdf

I.B.17. Merritt College Strategic Goals & Objectives, 2014-17
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-strategic-goals-objectives-2014-2017.pdf

I.B.18. PCCD Planning & Budgeting Integration, 2013-14
http://web.peralta.edu/pbi/2013-14-planning-and-budgeting-integration/

Actionable Improvement Plan:

None

Standard I.B.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative data.

Descriptive Summary:

- College Planning:

Merritt College has a systematic, established, and ongoing cycle of evaluation and planning that assists the College in using its resources effectively and efficiently. The listing below identifies these processes:

Process	Review Cycle
Annual Program Updates	Annual
Review College's Educational Master Planning Milestones	Annual
Assess SLOs, PLOs and ILOs	Annual

Meta-research assessment	Annual
External Environmental Scan	Every two years
Program Review	Every three years
Update Educational Master Plan	Every five years
Accreditation Self-Evaluation	Every six years

CEMPC concluded that readily identifiable linkage to the College's strategic planning process needed improvement. In the spirit of continuous improvement, departments and divisions are now required to establish annual goals and objectives that are directly connected to the College's strategic goals and objectives **(I.B.19)**. To facilitate that all-inclusive process, a new research formula has been developed to collect and assess–student achievement data by discipline, department, and division **(I.B.20)**. Furthermore, the College is implementing an annual process for collecting student satisfaction data. This process will make use of surveys and focus groups to ensure that data used by departments and divisions is both quantitative and qualitative in nature. This annual data collection, along with data from the CCSSEE and Noel-Levitz Student Satisfaction Surveys are used in the institutional assessment process.

DE classes undergo the same approval process as face-to-face classes, and faculty are required to complete a DE Addendum for online classes that specify:

- How the course is to be conducted, (i.e., percentage of the course that is offered online from 51% to 100%);
- Recommended Maximum Student Enrollment;
- Various types of Instructor-Student Contact (ie. Bulletin Boards, Chat Rooms, Discussion Boards etc.);
- Accommodations for students with disabilities; and
- Access to library resources and assessment.

The Course Outline of Record (COR) approval process through CurricUNET incorporates required approval stages by the department chairs, the SLO coordinator, CIC, CIC Chair, Vice President of Instruction and the College President. All DE courses are brought to the CIC for peer review by the DE Coordinator, and are examined for feasibility and design. DE courses have to undergo the same rigorous approval process outlined above for face-to-face courses. Determinations of online course possibilities are integrated into the program review process at the College.

Online class planning is integrated into the overall planning process for departments and division deans, department chairs, and faculty consult the College data collection tool to determine which disciplines would benefit by the addition of online courses. As with face-to-face classes, evaluation of the need for online classes and programs is based on quantitative and qualitative measures. Quantitative measures include interpretation of enrollment data, course completion, productivity rates, number of degrees and certificates awarded to full-time equivalent students (FTES), and full-time equivalent faculty (FTEF). Qualitative measures include discussions at the Academic Senate, CDCPD, CIC, SLO assessment results at department meetings and flex activities.

Since the spring semester of 2014, completion of prescribed training is required before faculty are assigned online courses. To meet this requirement, faculty can take three Online Education courses (as offered at the College) or any approved outside online training course. This requirement, agreed to by the College, the District, and District Academic Senate, coincides with other District committees concerned with planning for educational standards and offerings at the colleges.

The College has separate processes for the planning, approval, evaluation, and review of courses offered in full or abbreviated DE mode. Current improvement strategies include: strengthening curriculum development strategies, Program Review updates, and APU templates to aid in identification of fiscal, technical, and human resources requirements; faculty training on use of student success data found in the PeopleSoft Business Intelligence tool; strengthening linkage with the District's Office of Institutional Research; and conducting informational sessions on federal regulations related to DE.

- District Planning:

The PCCD Strategic Planning process began in 2008 with the development of a District-wide Strategic Plan **(I.B.21)**. The district-wide annual operational planning structure, the PBIM, is evaluated yearly. Survey results, committee member interviews, and feedback obtained in open forums led to changes in the composition of committee memberships and enhancements in planning processes that were instituted at the onset of the 2014-15 academic year.

Self-Evaluation:

The College meets this Standard. Merritt College has a systematic, established, and ongoing cycle of evaluation and planning that assists the College in using its resources effectively and efficiently.

Supporting Evidence:

I.B.19. Merritt College Strategic Goals & Objectives, 2014-17
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-strategic-goals-objectives-2014-2017.pdf

I.B.20. Institutional Research Data Request, 06/06/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Institutional-Research-Data-Request-06-06-14.pdf

I.B.21. PCCD Strategic Planning
http://web.peralta.edu/strategicplan/strategic-plan-documents/

Actionable Improvement Plan:

None

Standard I.B.4

The Institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary:

The College ensures a broad-based planning process with opportunities for input by appropriate constituencies. The College has adopted a system of bi-lateral strategic planning, beginning with the College's participatory governance groups setting their strategic goals and objectives. These goals and objectives, initially drafted by the leadership of the major constituency groups, with input from their respective members are presented to the entire College community for implementation.

The College administration leads dialogue on its annual objectives commensurate with the College's strategic objectives for each respective area. The Office of Instruction links its strategic objectives to those of the division offices, and the objectives of the division offices are linked to each department within the division. At the departmental level, the process is linked to each department's Annual Program Update (APU) **(I.B.22-24)** thereby providing a structure for documentation of: department effectiveness in FTES goal attainment; progress with learning outcomes and student achievement; demographic trends and pedagogical responses to those trends; and requests for resources required for program maintenance and improvement.

Self-Evaluation:

The College meets this Standard. Merritt College maintains a broad-based planning process **(I.B.25)** that offers opportunities for input from appropriate constituencies. This input along with student outcome data is sent to the College Budget Committee to inform resource allocation deliberations and to College Council to inform recommendations to the College President. All of the resulting recommendations are discussed in College Council, and then disseminated for feedback from the College community.

Supporting Evidence:

I.B.22. Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf

I.B.23. Merritt College African-American Studies Annual Program Update, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-African-American-Studies-APU-2013-14.pdf

I.B.24. Merritt College Sociology Annual Program Update, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Sociology-APU-2013-14.pdf

I.B.25. Merritt College Integrated Planning & Budgeting Process
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Integrated-Planning-Budgeting-Process.pdf

Actionable Improvement Plan:

None

Standard I.B.5

The Institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary:

In the past five years Merritt College has consistently moved towards an assessment based model of quality control across the campus from budgets to programs and from student success assessment to pedagogical changes to enhance student success even further. The College has pursued a variety of avenues to assure institutional effectiveness and quality. The Peralta Community College District annually publishes a *Fact Book* and posts it on the District website. Quality assurance is also communicated through standardized reports that are published on the District website, such as ARCC (Accountability Reporting for the Community Colleges), the annual IPEDS reports from the U.S. Department of Education, and Perkins IV Core Indicator reports.

There has been a great deal of assessment college-wide since the last comprehensive visit, especially as it relates to improving teaching effectiveness. Many of these efforts have been supported by the College's Title III grant and Basic Skills Initiative, both of which have allowed the College to implement nationally recognized best practices on teaching and learning. The College has hosted in-service trainings by noted educators in the field, and, as a result of these trainings, Merritt has: expanded Learning Community offerings; conducted campus-wide integrated learning projects; initiated a first year experience program; broadened faculty awareness and capacity in basic skills instruction; and experimented with time on task programs to improve student success rates in Mathematics.

These efforts were assessed through field surveys and faculty control group feedback from qualitative interviews. Examples of assessment instruments used to improve teaching and learning include the Evergreen Learning Community Survey that allows students to share their responses to learning community assignments and concepts, in turn allowing faculty to improve the quality and effectiveness of their learning communities. In addition, the College has employed the Community College Survey of Student Engagement CCSSE) and the Noel-Levitz Student Satisfaction Surveys as a means for:

- Benchmarking and comparing Merritt student outcomes to national norms on educational practice and performance by community and technical colleges;
- Diagnosing and identifying areas in which the College could improve its students' educational experiences and outcomes; and
- Monitoring, documenting, and improving the College's effectiveness over time.

The College uses a variety of methods for sharing documented assessments, such as the College's January 2014 Retreat and its Strategic Planning Retreats **(I.B.26)** conducted on July 18 and August 12, 2014. The Retreats included a broad representation of campus constituencies, who were presented the documented assessment of student environmental and achievement data, as well as student profiles **(I.B.27)**.

Through the College's listserv, faculty are provided with information and updates about all issues related to DE, including information on student-centered online teaching, updates to the campus CMS, policies for managing student conduct, information on course organization and the annual student welcome and orientation.

Documented assessment of student achievement in online classes is housed in the Taskstream database for faculty use for continuous improvement in teaching and learning **(I.B.28)**.

Self-Evaluation:

The College meets this Standard. The institutional culture at Merritt College embraces systematic formal assessment for institutional improvement.

Supporting Evidence:

I.B.26. Merritt College Strategic Planning Session Agenda, 07/18/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-agenda-2014.07.18.pdf
Merritt College Strategic Planning Session Report, 07/18/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-Planning-Accreditation-Session-I-July-18-2014-Minutes.pdf
Merritt College Strategic Planning Session Agenda, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-agenda-2014.08.12.pdf
Merritt College Strategic Planning Session Report, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Strategic-Planning-Session-Notes-08-12-14.pdf

I.B.27. Merritt College Flex Day Retreat Presentation, 01/16/13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Flex-Day-Retreat-Presentation-01-16-13.pdf

I.B.28. Merritt College CIS 205 Assessment in Taskstream
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CIS-205-Assessment-in-Taskstream.pdf

Actionable Improvement Plan:

None

Standard I.B.6.

The institution assures the effectiveness of its ongoing planning and resource allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary:

CEMPC recently assessed the College's planning process and discovered that ongoing planning and resource allocation processes needed to be strengthened in three areas:

- Implementation of a detailed strategic planning process;
- Streamlining of the participatory decision-making processes in all governance areas of the College (i.e., budget, staffing, facilities, technology, educational programs, and student achievement); and
- Improved utilization of student learning outcome data in the College's ongoing planning and resource allocation processes.

Following this assessment, CEMPC forwarded several strategic planning and implementation recommendations **(I.B.29)** to the College Council for their deliberation and recommendation to the College President, with the goal of implementation in FY 2014. These recommendations have been evidenced above. Design and implementation of a Strategic Planning Retreat and updates to the College's strategic planning research profile are two recent examples of the College's commitment to ensuring effective and ongoing planning and resource allocation processes

Self-Evaluation:

The College meets this Standard. The College assures constructive, inclusive, and ongoing discussions related to institutional development, planning, and resource allocation in service of effectively meeting student learning outcomes.

Supporting Evidence:

I.B.29. Merritt College Educational Master Planning Committee Resolution to College Council
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/CEMPC-Resolution-to-College-Council.pdf

Actionable Improvement Plan:

None

Standard I.B.7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs and student support services, and library and other learning support services.

Descriptive Summary:

CEMPC annually evaluates both program outcomes and the relevance of those outcomes as they relate to the College's mission, stated purpose, and strategic objectives. The newly revised and implemented strategic planning process was a result of CEMPC examining the College's evaluation mechanisms and identifying opportunities for continuous improvement. CEMPC continues to assess this strategic planning process to determine the process' effectiveness in improving instructional programs, student support services, library resources, and other learning support services.

The basis for assessment of DE courses is highlighted in online faculty training that addresses various methodologies for soliciting student feedback in the online environment. Instructors are encouraged to survey students pre- and post-instruction on various issues related to their experience in the online course. Faculty are encouraged to use this student feedback to reexamine certain elements of their course organization and design. In addition to feedback on course activities, students are surveyed to discover student satisfaction with access to campus services, such as the library, financial aid, counseling, and other student services.

Self-Evaluation:

As a direct result of this feedback, the College is in the process of developing an online tutoring environment, using CCCConfer and Moodle **(I.B.30)**, that would allow online and hybrid students to schedule and attend online tutoring sessions. The DE coordinator is working in concert with the Learning Center to develop this program, scheduled for pilot in fall, 2015.

Supporting Evidence:

I.B.30. Merritt College *Distance Education Handbook*
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-College-Distance-Education-Manual.pdf

Actionable Improvement Plan:

The College will review and update the Educational Master Plan and the participatory governance handbooks to strengthen institutional effectiveness and to streamline the College's decision-making processes. In addition, an organized summary of evaluations will be linked to the College's annual accomplishments. The results will serve as a guide to the strategic planning process. The update and a calendar of regular evaluations for continuous improvement will be completed by spring 2015.
Administrative Lead: Vice President of Instruction and Vice President of Student Services

Standard II. Student Learning Programs and Services

Standard II: Student Learning Programs and Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Abstract:

The instructional divisions of the College maintain high quality and varied face-to-face, hybrid, and online course offerings that meet the needs of the students in accordance with the mission of the College. Instructional programs are systematically assessed in order to assure accuracy, improved pedagogy and learning strategies, and completed student learning outcomes. The College incorporates values that enhance diversity into the academic life of our students and maintains a high level of integrity in its instruction, curriculum development, and assessment of student learning outcomes. The College affords opportunities for students to learn about and appreciate policies on ethics, rights, and responsibilities.

Standard II.A: Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Descriptive Summary:

The mission of Merritt College is to "enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes, and values needed to succeed and participate responsibly in a democratic society and in a global economy." Thus, this mission is fulfilled by providing array of transfer and certificate programs, basic skills, workforce development and supportive services that promote student achievement.

All courses and instructional programs are aligned with the College mission and follow a thorough systematic approval process at the College and District **(III.A.1)**. The quality and rigor is monitored by the College's Academic Senate's Curriculum and Instructional Council as well as the District's

Council of Instructional Planning and Development **(II.A.2)**. The ultimate approval is made by the Board of Trustees **(II.A.3)**.

The College's instructional programs are regularly assessed to assure currency, improve teaching and learning strategies which supports student success. All instructional programs participate in the instructional annual program updates which includes data such as enrollment, student success data, transfer, basic skills, and program completion, learning outcomes assessment, strategic planning goals, actions plans and resource needs **(II.A.4)**.

Self-Evaluation:

The College meets this standard through an established rigorous and systematic process that ensures high-quality instructional programs that lead to degrees, certificates, employment, or transfer or programs that align with the College's mission. The instructional programs are systematically assessed for currency, improvement of teaching and learning strategies, and achieving student learning outcomes.

Supporting Evidence:

II.A.1 PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

II.A.2 PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

II.A.3 PCCD BP 4020 Program, Curriculum, and Course Development
http://web.peralta.edu/trustees/files/2011/04/BP-4020-Program-Curriculum-and-Course-Development3.pdf

II.A.4 Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf

Actionable Improvement Plan:

None

Standard II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary:

Merritt College demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity through the work of the Academic Senate's Curriculum and Instructional Council (CIC) **(II.A.5)**. As a standing committee of the Merritt College Academic Senate, the CIC is responsible for:

- Reviewing and approving proposals for new courses and programs including course and program based student learning outcomes, course and program revisions and deactivations;
- Participating in the program review and accreditation review processes;
- Reviewing and recommending changes in the general education and graduation requirements;
- Reviewing course proposals for alignment with articulation requirements;
- Recommending procedures and policies affecting curriculum; and
- Reviewing and recommending changes to the College Catalog.

After CIC approval, curriculum proposals move through the approval process to the Vice President of Instruction, the District Council of Instructional Planning and Development (CIPD), and the Board of Trustees. CIPD at the District level ensures uniform curriculum practices among the four colleges as established in the field of curriculum design and instructional technology and as recommended by the Academic Senate for California Community Colleges **(II.A.6)**. CIPD supports development of programs and courses at the colleges and accepts those program proposals from the colleges for review. CIPD processes and procedures for review of proposals provide a framework for consistent documentation of the content and objectives of programs and courses.

Instructional Annual Program Updates **(II.A.7)** are completed by faculty within each discipline and include: enrollment data, student success data, retention data, transfer, basic skills, and program completion, course SLO assessment, program improvements based on SLO assessment, strategic planning goals, college strategic plan relevance, action plans, and resource needs. CTE programs include additional data such as employment rate, licensing exam pass rates, Bureau of Labor Market Job Outlook, and salary information. Instructional Annual Program Updates are examined by the Vice President of Instruction while Student Services Reviews are examined by the Vice President of Student Services. These documents are taken into consideration for resource allocation, funding allocation, and hiring.

Individual instructors are responsible for aligning course level student learning outcomes with the institutional learning outcomes and creating, submitting and completing assessment plans on Taskstream, an online repository of Merritt College's student learning outcomes and assessment

plans. Program level outcomes are also assessed and documented on Taskstream. Allied Health programs with programmatic accreditation requirements from agencies other than ACCJC (such as the California Board of Nursing and the Joint Review Committee on Education in Radiologic Technology) require program-specific yearly assessment plans with submission of data to their respective accrediting bodies. These data may include graduation/completion rates, employment rates, licensing exam pass rates, and other data. Individual instructors are responsible for updating all courses on a regular basis. Both CTE program courses and non-CTE courses are updated at least every three years, in the curriculum management system called CurricUNET. CTE programs have advisory committees **(II.A.8)**, which also serve to evaluate program level outcomes and review curriculum to ensure relevancy to industry practice.

All online classes at Merritt College must undergo the same rigorous review process as face-to-face courses. These courses are originated and approved inside of the regular, accepted process for course planning and development in CIC. To ensure the quality of Distance Education (DE) offerings, the College has developed a Distance Education addendum that must be completed for each course **(II.A.9)**. The Distance Education addendum includes information about regular and effective contact, learning resources, instructional strategies and support for online learners. This has been a democratic and voluntary process; in which faculty determine courses that are suitable for the Distance Education modality. The College also maintains standards for instructors who become eligible to teach in the online modality only after successfully completing a series of three Merritt College professional development courses on how to teach online (or the equivalent at another college). Regular and substantive teacher/student interaction for DE courses is integrated into the course review and approval process.

The College is in the process of developing a strategy of incorporating the new Open Educational Initiative to assist Merritt College students achieve transfer objectives. This will be an ongoing process that faculty and administrators will be examining as the Initiative develops. All course outlines approved by the College, whether online, hybrid, or face-to-face, must be updated on a regular cycle. Distance education addendums require faculty to describe to the curriculum committee how they plan to deliver materials online. Learning theory, although not explicitly required in the DE addendum, is a topic of discussion for course review in the context of the CIC. The DE coordinator for the College provides professional development opportunities and resources on adult learning theory, student-centered learning, use of Web 2.0 and educational technology, learning objects and Courseware Management System (CMS) (Peralta uses Moodle) training on campus. Training in Section 508 and other areas for accessibility are also provided.

The College uses research collected via the so-called Business Intelligence (BI) tool **(II.A.10)** to compare and document achievement levels in online courses. This is an ongoing process. The College currently offers a modular student orientation, which can be incorporated within each shell in the CMS. All teachers are required to provide a non-mandatory orientation to their online class that is offered on campus on the first day of class or before.

Self-Evaluation:

The College meets this Standard. Evidence confirms that the College has mechanisms in place to assure that all programs and services align with the College mission. The Annual Program Updates, Comprehensive Program Reviews, and Curriculum Approval process are designed to ensure the ongoing monitoring of quality and integrity of programs. The College approves fields of study and programs based on documented alignment with transfer institutions and labor market demand. Curriculum currency is assured by an ongoing review cycle.

Supporting Evidence:

II.A.5 Merritt College Curriculum & Instructional Council Schedule, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CIC-2014-15-Schedule.pdf

II.A.6 PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

II.A.7 Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf

II.A.8 PCCD CTE Advisory Committee Meeting Minutes
http://web.peralta.edu/pbi/educational-committee/cte-committee/minutes/

II.A.9 Adding a DE Addendum to a Course in CurricUNET
http://youtu.be/OLh3fJCLdDc

II.A.10 BI Tools & Data Flow
http://web.peralta.edu/indev/files/2012/03/BI-and-data-flow-03-12-12.pdf

Actionable Improvement Plan:

None

Standard II.A.1.a

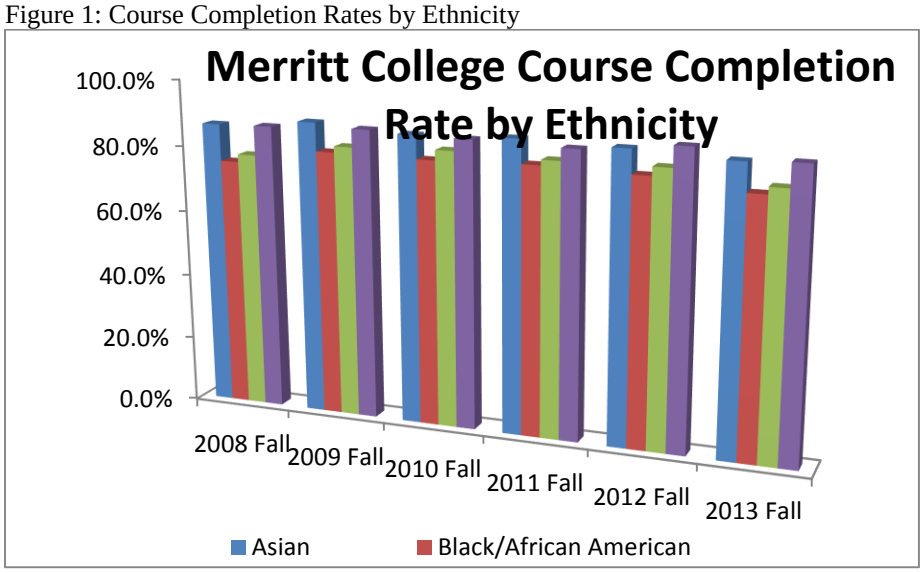
The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary:

Merritt College offers a comprehensive curriculum to serve a diverse collection of communities within its greater Oakland service area, including the needs of its 10 feeder high schools **(II.A.11)**. The College's student population in 2012-13 was over 60% female, with 48% of its total student population between the ages of 25-49, and 84% were part-time students. African-

Americans comprised the largest ethnic group (31%) with White and Latinos forming the next largest ethnic groups respectively (16% and 18%). The College is committed to assessing student learning outcomes to meet the needs of this diverse student population and to utilizing research and analysis to inform the College of the students' needs.

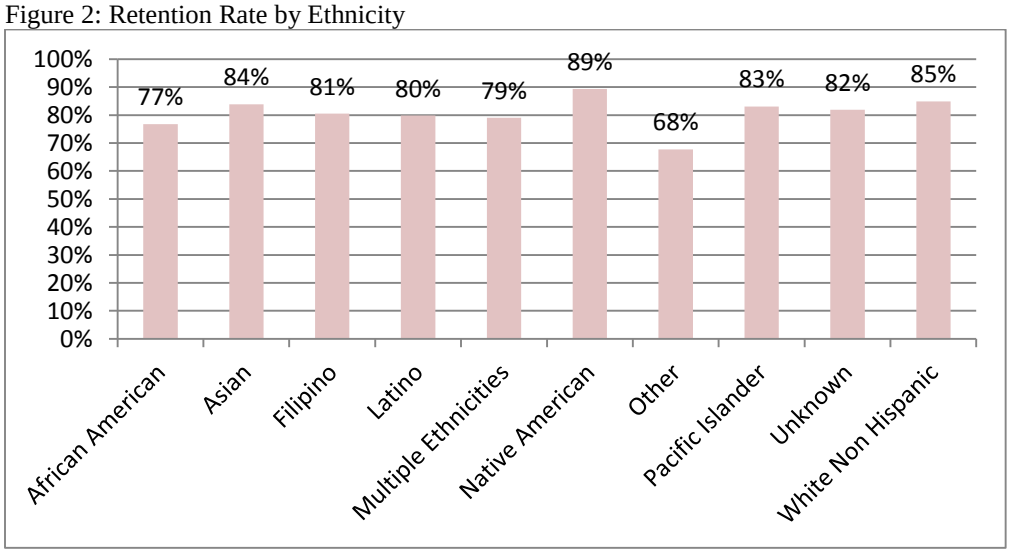
Figure 1: Course Completion Rates by Ethnicity



Source: PCCD Office of the Institutional Researcher

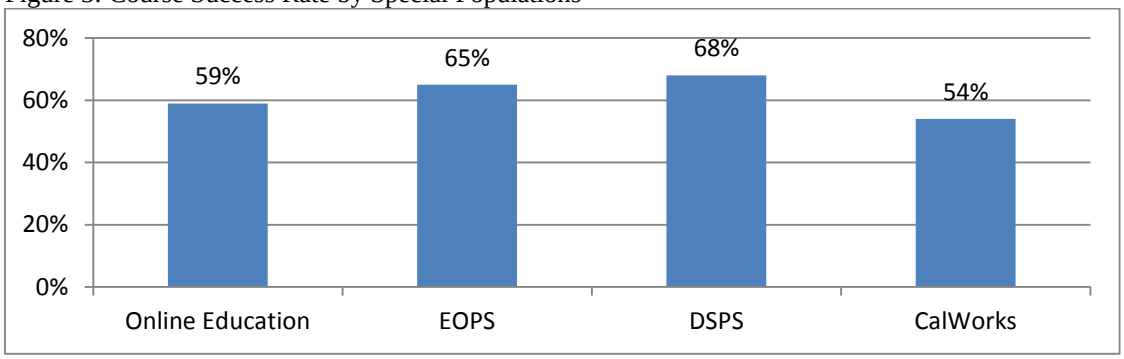
Applicants come to the College to satisfy three broad educational needs: acquisition of the basic skills necessary to meet students' future goals, transfer preparation, and development and mastery of career and technical education (CTE) skills. Data from the 2011-12 academic year shows that of those students that came to Merritt ready for college-level coursework, 60% completed a certificate, degree, or transfer within six years. Not all students arrive at Merritt College fully prepared for college-level coursework, however. According to our Student Success Scorecard, 27.3% of students enroll needing remediation in math, 32.3% in English, and 5.3% in English as a Second Language **(II.A.12)**.

Figure 2: Retention Rate by Ethnicity



Source: PCCD Office of the Institutional Researcher

Figure 3: Course Success Rate by Special Populations



Source: PCCD Office of the Institutional Researcher

Because of this broad demographic range, the College offers a wide variety of courses and programs to meet its students' needs. Offerings include online courses, concurrent enrollment courses, accelerated courses, intersession courses offerings basic skills preparation courses, non-credit courses, and courses offered at high school and community establishments and on evenings and weekends **(II.A.13)**.

Merritt College faculty, staff, and administration employ a systematic approach to ensure that the quality of instruction and services are maintained in order to meet students' needs **(II.A.14)**. The institution utilizes a wide range of processes and procedures to ensure that disciplines, programs, courses, and services are periodically assessed for quality, effectiveness, teaching and learning strategies, currency, and student learning outcomes. These processes and procedures include:

- Annual Program Updates;
- Program Review, conducted every three years;
- Faculty evaluations, conducted every three years for tenure-track, full-, and part-time faculty with a self-evaluation that connects student learning outcomes assessment to faculty performance;
- Surveys of staff and students;
- Staff development;
- Student learning outcomes and assessment training;
- Flex activities and department meetings to share SLO assessment results among discipline colleagues; and
- Stipends for part-time faculty to create SLO assessment plans.

Individual instructors are responsible for examining results of assessment (i.e. exam scores, project grades, skill competencies, course embedded assessment plans etc.) to determine whether students are achieving stated learning outcomes and to develop plans to improve teaching. Instructors are responsible for making changes in assessment practices and/or adjusting assessment tools and benchmarks in response to assessment results. This process is documented in Taskstream, the College's online repository of SLOs and assessment plans. Counselors also assess students' course placement needs using "multiple measures." This entails a review of items such as English and Math grades from high school, experiences and competency in either or both of these subjects in the workplace or other areas in their lives, how long it has been since

they have taken courses, and students' career goals. The College also periodically collects qualitative data from students in sample courses to assess general College needs.

Instructional Annual Program Updates (APUs) are completed by faculty within each discipline and include: enrollment data, student success data, retention data, transfer, basic skills, and program completion, course SLO assessment, program improvements based on SLO assessment, strategic planning goals, college strategic plan relevance, action plan, and resource needs. CTE programs use assessments, including annual evaluations of student employment rates, salary levels, and licensing exam pass rates as a way of applying research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. For example:

- The Child Development Department has looked at the current trend toward more professional training/credentialing for Early Care and Education classroom personnel. Courses were reviewed, in particular the program capstone course, CHDEV 55A/B Lab Practicum, to assess how well the department was meeting program outcomes. A survey was conducted with students being instructed to evaluate how well this course prepared them for the workplace and career enhancement. The department also used a Professional Work Skills Rubric to evaluate the program outcomes. Based on the results of this assessment more information processing skill competencies was included in the course content and in the pre-requisites leading to this capstone course. The Child Development Advisory Committee provides a valuable source of guidance in understanding and responding to industry trends and needs. The committee is informed by research and statewide trends in the field and meets once each semester in part to examine the results of the department's assessment work and provide input as it relates to better design courses and curriculum in order to "close the loop" and improve student performance.

- Allied Health programs with programmatic accreditation by agencies such as the California Board of Nursing and the Joint Review Committee on Education in Radiologic Technology require program-specific yearly assessment plans with submission of data to the accrediting bodies. The Landscape Horticulture department regularly monitors the requirements for landscape architecture and landscape contracting licensing by the state of California. These research data may include graduation/completion rates, employment rates, licensing exam pass rates, student leaning outcome results, and other data all of which is analyzed to improve program efficacy and student retention, persistence and success.

- Merritt College, in collaboration with the University of California at Berkeley, has been participating in an NIH grant since fall 2011. This program is aimed at increasing the number of students from underrepresented populations (African American, Hispanic, Native American, or Pacific Islander) who transfer to a 4-year university in a biomedical science-related field. The program offers participants course advising, transfer application preparation support, one-on-one and group tutoring opportunities, networking opportunities, science-related field

trips, and a paid research internship with a U.C. Berkeley laboratory. Students who have participated in this program have transferred to U.C. Berkeley, U.C. Davis, Stanford University, and other renowned institutions **(II.A.15)**.

- The College has recently closed-out a five-year Title III Comprehensive Development Grant which focused on three core interventions to boost student success: development of Learning Communities, creation of a First Year Experience Program, and improvements in the delivery of academic and student services. Examination of student outcome data indicates that the First Year Experience (FYE) program has had a powerful impact on students and on faculty professional development activities centered on teaching in the FYE and basic skills/gateway Learning Communities. The College has also introduced a number of effective new approaches through the Title III program such as embedding tutoring in basic skills Learning Communities, increasing the College's emphasis on Student Education Plans, and the creation of a Teaching and Learning Center that offers campus-wide professional development activities as well as mini-grants to encourage faculty and staff innovation **(II.A.16)**.

Self-Evaluation:

The College meets this Standard. Since Merritt College's last comprehensive self-evaluation, the College has expanded its use of SLOs and assessment data to strengthen student success and give the College's mission a living role in our students' lives. Student academic performance data for the College, such as student attrition, retention, completion rates for courses and programs, degree and certificate attainment rates, and transfer rates are disaggregated by gender and ethnicity and used to track student success and to improve outreach to underserved populations. Regular and rigorous assessments of these data are further supported by Merritt College's Equity Report, prepared in June 2011. This report took a close look at student achievement by ethnicity, gender, and age group, examining outcomes such as course success in basic skills English, math, and ESL; course success across the institution; fall-to-fall and fall-to-spring persistence; transfers to four-year institutions, in particular UCs and CSUs; and degrees and certificates awarded. This in-depth comparative analysis has provided critical information to the College leadership, faculty, and staff, enabling them to target their efforts to ensure that all students are equipped to succeed.

Supporting Evidence:

II.A.11 Merritt College Feeder Schools
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Feeder-Schools.pdf

II.A.12 Merritt College Student Success Scorecard
http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=344#home

II.A.13 Merritt College Learning Communities, Fall 2013
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Learning-Communities-Fall-2013.pdf
Merritt College Online/Hybrid Courses, Fall 2013

http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Online-Hybrid-Courses-Fall-2013.pdf

II.A.14 Northern California SLO-Net Conference Agenda & Report, 05/09/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Northern-California-SLO-Net-Conference-Agenda-05-09-14.pdf
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Northern-California-SLO-Net-Conference-Report-05-09-14.pdf

II.A.15 UC Berkeley-NIH CAL Bridges Fellows Program
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/UC-Berkeley-NIH-CAL-Bridges-Fellows-Program.pdf

II.A.16 Merritt College Learning Communities, Fall 2013
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Learning-Communities-Fall-2013.pdf

Actionable Improvement Plan:

None

Standard II.A.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary:

Merritt College offers curriculum, certificates and degrees to meet the current and future needs of our students. The College curricula and programs are offered in both traditional and innovative modes of instruction including:

- Evening, Weekend & Short Term Courses: To address the needs of our working adult student population, Merritt College offers numerous courses and programs in an evening and weekend format.
- Online Education: Our online course offerings provide students who are balancing the demands of professional and personal life with the flexibility to attend college from the location of choice. The College has chosen Moodle as a platform for online and hybrid courses based on its ease of interaction among students and instructors. Instructors are required to complete a training prior to teaching an online course. The training addresses standards for student contact in the online classroom. All contact is archived in Moodle with the capability of generating reports.
- Study Abroad Program: Merritt College currently offers 8 study abroad programs from several departments on campus. These programs occur during summer, spring, and winter breaks and have increased in popularity with students. The

program allows students to study science, culture, and politics and facilitates achievement of the College's stated purpose of preparing students to succeed in a democratic society and a global economy.

- Classes in the Community: Merritt College provides a variety of offerings in our surrounding communities such as the Fruitvale Center where residents can take ESL courses, or at local high schools where through concurrent enrollment students can earn college credit while finishing their secondary studies, or at area churches and community centers where residents, who might not otherwise consider attending college, can find attending college more accessible.
- Individualized Instruction: Students are able to receive free individualized instruction and tutoring at the Learning Center (LC). The LC offers tutoring and individualized instruction for students that need assistance in English composition, math, and science. Students needing assistance with general study skills, test preparation, and/or specific courses can also get assistance in the LC. In addition in the Learning Center computer labs are open to students needing assistance with mastery of computer literacy. Both areas are staffed with full-time staff, faculty, peer tutors, and other types of tutoring services.
- Contract Education: Merritt College offers not-for-credit, fee based classes to meet the various interests of the community. This includes courses in landscape/horticulture, child development, and ESL. Recently, Merritt College partnered with the Oakland Police Department to provide coursework in Administration of Justice enabling recruits to receive college credit while they prepare for a career in law enforcement.
- Technical/Skilled Education: Merritt College offers certificates and degrees that meet the demands of regional employers. The College's Nursing, Radiologic Science, Nutrition and Dietetics programs are highly successful and have expanded career opportunities for our students. Our recently accredited Fire Science program trains students interested in careers with the fire department while our Community and Social Services Program (COSER) offers drug and alcohol counseling certification to prepare numerous students for this growing field. The College's Genomics and Microscopy programs train students in high paying careers as research technicians, and our DNA sequencing instruction provides real world lab experience.
- Service Learning: Several programs on campus offer service learning. For example, our Radiology program requires students to participate in 4 hours of service learning for each of the two years. Students write a reflection paper following the activity. They work at the Alameda County Food Bank, volunteer at Nursing homes, help with charity runs, health fairs, etc. to create a very positive and worthwhile learning experience that enhances their connection to their communities. Our Ethnic Studies Department offers numerous service learning options that align with the College's social justice reputation and mission statement. These include Environmental Justice and Juvenile service learning options for students.

To effectively manage curricula across these diverse formats, the College has adopted the fully electronic curriculum management system CurricUNET as a repository for all course outlines.

The workflow in a subsequent Standard section exhibits the actual process of this electronic curriculum management system.

To assess and respond to student needs, two nationally normed surveys, the Community College Survey of Student Engagement (CCSSE) **(II.A.17)** and the Noel-Levitz Student Satisfaction Inventory **(II.A.18)** have been used by the College to assess student engagement and student satisfaction with the College's programs and services. The Noel-Levitz and CCSSE Surveys were administered in 2011, and 2014. The 2011 CCSSE survey indicated that very few students attended orientation, and the majority were unaware of many programs and services offered by the College. As a result, orientations are now mandatory for new students. Services are coordinated so students can attend orientation, assessment, and meet with a counselor in one visit to the College.

Planning for the delivery of instruction online is integrated within the department planning process and is also a part of the participatory governance process at the College. All faculty who want to teach online must meet training criteria set at the College. The training includes an exploration of different approaches to learning that consider student learning differences and also the types of online learning tools that are accessible to all students, how to offer materials in different modalities **(II.A.19)**, and how to provide a diverse and interactive learning environment online. The online teacher certification training is a series of three semester courses that qualify for salary advancement for the teacher/student.

Self-Evaluation:
The College meets this Standard. The variety of modes of delivery and the connections Merritt College makes with the employment sector are all areas that have been enhanced and developed in recent years. Moreover, the College regularly assesses student needs and satisfaction and incorporates these data into planning activities and continuous improvement across the College.

Supporting Evidence:

II.A.17 Merritt Community College Survey of Student Engagement, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CCSSE-2011.pdf
Merritt Community College Survey of Student Engagement, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CCSSE-2014.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

II.A.18 Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014

http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

II.A.19 PCCD Online Teaching Certificate
http://web.peralta.edu/de/for-faculty-2/online-teaching-certificate/

Actionable Improvement Plan:

None

Standard II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary:

Merritt College has actively worked to incorporate SLOs and assessment for courses, programs, certificates, and degrees. Student learning outcomes are reviewed and approved in the curriculum development process. In the College's electronic curriculum management system (CurricUNET) all courses and programs (which include certificates and degrees) have SLO reports associated with the course outline in record. When courses and programs are proposed or modified, the first step in the approval process is through the College's Student Learning Outcomes Assessment Committee (SLOAC) chair. The SLOAC chair is a required step in the approval workflow for all proposed SLOs for each new and revised course. No new course can be approved unless it has SLOs connected to it that have been approved by the SLOAC chair and the CIC.

Course and program SLOs **(II.A.20)** are assessed on a three year cycle with all SLOs assessed for every course and program at least once in each three year cycle. The assessment process consists of four steps:

- Assessment Plan: An assessment plan is devised for each course and program. The plan is focused on measuring the achievement of the stated student learning outcome. These plans are developed by individual instructors or by departments collectively; the faculty teaching a particular course makes the decisions regarding which plan is used for that course.
- Assessment Results: The assessment plan is carried out and results are collected. The results summarize whether or not the outcome is being achieved in the course and ideally show where the deficiencies, if any, lie.
- Action Plan: The action plan is the central component of the assessment process. The plan describes how, based on the assessment data, the instructor(s) plans to make improvements in the course or program. Action plans range from simply preparing an additional handout or improving an old handout to completely reworking the course to utilize a "flipped classroom" format. The action plan

includes a budget line where instructors can request resources to support their action plans.

- Status Report: The status report shows whether or not a particular action plan has been implemented and whether or not the budget request was fulfilled.

All four steps in the assessment process are documented and information is housed in an online assessment tracking system, Taskstream. Day and evening workshops are held weekly in the College's Teaching and Learning Center to assist faculty with the development of authentic assessment tools and the Taskstream data entry process. The SLOAC chair is also available for consultation with individuals and departments. Additionally, a small group of SLOAC members serves the College as "ambassadors" to answer questions and assure that quality assessment is occurring.

Monthly reports are generated and disseminated to department chairs and division deans to ensure that faculty are consistently completing their assessment work **(II.A.21)**. Assessment results are routinely discussed at the department level during department-wide meetings and at the College level during College hour and Professional Development Flex activities.

In addition to the ongoing assessment housed in Taskstream, all programs are required to use assessment results in their Comprehensive Program Reviews and Annual Program Updates. The College recently updated our Comprehensive Program Review and Annual Program Update templates to explicitly address assessment as part of the planning and budgeting process **(II.A.22)**. The Peralta Community College District has also established a taskforce that is addressing the incorporation of assessment results more generally into the templates. Assessment work has resulted in a number of specific, targeted improvements at the College. Such improvements include embedded tutors in some of our foundational math courses, the purchase of new instructional supplies in child development, and expansion of the anthropology laboratory equipment.

Self-Evaluation:

The College meets this Standard. The phases of Student Learning Outcomes Assessment model describe Merritt College's progress in identifying and assessing program and course outcomes.

Supporting Evidence:

II.A.20 Merritt College CHDEV 052 SLO Assessment
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CHDEV-052-SLO-Assessment.pdf

II.A.21 Merritt College Student Learning Outcomes & Assessment Committee Report, November 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-SLOAC-Report-November-2014.pdf

II.A.22 Annual Program Update SLO Assessment Addendum
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Addendum.pdf

Actionable Improvement Plan:

The College will continue to assess its course student learning outcomes on a three-year cycle. Programs with capstone courses and/or license exams will continue with their established assessment cycles. General education degrees will be assessed starting spring 2015 using course outcome data. Assessment of institutional learning outcomes will be revised in spring 2015 with a college-wide professional workshop that focuses on increased dialogue between disciplines. The Student Learning Outcomes Assessment Committee (SLOAC) will develop and run all workshops and reports.
Administrative Lead: Vice President of Instruction, Vice President of Student Services, and SLOAC Chair

Standard II.A.2

> ***The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.***

Descriptive Summary:

Merritt College offers a complete array of quality instructional courses and programs — collegiate, basic skills and developmental, continuing and community education, numerous study abroad options, training courses of all types, contract and a variety of special programs in credit and non-credit in all teaching modalities. These offerings take place both at our Oakland hills campus and in several locations within the community **(II.A.23)**. The College is committed to quality control and continuous improvement of these courses and programs.

All courses offered by Merritt College, regardless of the type of credit awarded, delivery mode, or location, maintain high quality and undergo periodic review that assures continuous, sustainable, improvement to the standard and quality. The College adheres to the District Board Policies governing course and program development through active participation on the Academic Senate's Curriculum and Instructional Council (CIC). The College offers a wide variety of courses that enable two-year transfer and career technical education leading to an Associate in Arts or Associate in Science degree, as well as courses that lead to various Certificates of Achievement and Proficiency **(II.A.24)**.

The CIC was chaired in recent years by the Distance Education Coordinator, which doubled the oversight to federal and state compliance, and quality assurance in all distance learning courses. The Articulation Officer is also another valuable member of CIC **(II.A.25)** for his expertise on the transferability of courses to CSU or UC, or appropriateness of Associate Degrees for Transfer (ADT). The implications of "core" courses to a major, certificate or degree along with their pre-requisites are considered during the review process. The College and District utilizes CurricUNET as an electronic database for faculty to introduce, review, and store course outlines

as well as program description proposals **(II.A.26)**. This database is accessible to faculty and administration.

Self-Evaluation:

The College meets this Standard. The assurance of the quality and improvement of instructional courses and programs offered in the name of the institution including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location are reviewed through a systematic faculty-driven process and supported by administration and Board policy.

Supporting Evidence:

II.A.23 Merritt College Fruitvale Education Center
http://www.merritt.edu/wp/fruitvalecenter/

II.A.24 Merritt College Catalog
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

II.A.25 Merritt College Curriculum & Instructional Council By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CIC-By-Laws.pdf

II.A.26 CurricUNET
http://www.curricunet.com/PCCD

Actionable Improvement Plan:

None

Standard II.A.2.a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary:

State regulation (Title 5 of the California Code of Regulations and the California State Education Code) as well as College policies guide how courses and programs are developed, approved, monitored, and improved. The Chancellor, through Board Policy/Administrative Procedure 4020 Program, Curriculum, and Course Development **(II.A.27)**, directs PCCD to comply with and use the *California Community Colleges Program and Course Approval Handbook* (5th edition, 2013) **(II.A.28)**. This Handbook offers guidance to assist colleges to comply with the definition of "credit hour" as provided in AP 4020, and the College is also provided criteria for course and program approval in the *Program and Course Approval Process Manual for Faculty and Administrators*, 3rd edition, February 2014 **(II.A.29)**.

The College values the central role of faculty in developing courses and course-level student learning outcomes (SLOs). Faculty members with appropriate expertise in their disciplines develop programs and program-level outcomes for all certificates and majors. The department chair, the supervising dean, and the Curriculum and Instructional Committee (CIC) review and approve both courses and programs and course and program SLOs. The Vice President of Instruction and the President review all courses and programs to ensure that the five basic criteria for course and program approval are met: appropriateness to mission, need, quality, feasibility, and compliance as noted.

Discipline faculty review and update all courses and SLOs on a three year cycle. New courses and updates are reviewed and approved by CIC and housed in CurricUNET. Any substantive changes to Course Outlines of Record (COR) **(II.A.30)** undergo further review and approval at the District level curriculum review committee, Council on Instruction, Planning and Development (CIPD). At the District level the four Peralta colleges can ensure that there is consistency in course offerings, and that detrimental competition between the colleges can be kept at a minimum.

All programs are evaluated through a Comprehensive Program Review process that occurs every three years. On off years when program reviews are not conducted, each Department is required to complete an Annual Program Update and develop a plan for continuous improvement. The College's Office of Instruction oversees the program review process. Instructional program reviews begin with faculty at the program or departmental level who are charged with evaluating the quality of their programs and for recommending needed program improvements. Student Services program reviews start with analysis and recommendations from the faculty and staff who provide direct services to students.

Self-Evaluation:

The College meets this Standard. The *California Community Colleges Program and Course Approval Handbook* (5th edition, 2013) and the *Program and Course Approval Process Manual for Faculty and Administrators*, 3rd Edition, February 2014 provide the College with well-established procedures to design courses and programs and to identify student learning outcomes. The administration and delivery of courses and programs is accomplished through established policies, review and approval procedures, and organizational structures. The College has a clearly established curriculum approval process to evaluate courses, programs, and services and to evaluate, propose, approve, and document changes and improvements. Established procedures ensure that faculty expertise is the driving force behind evaluating the quality and improvement of curriculum, instructional programs, and services.

Supporting Evidence:

II.A.27 PCCD BP/AP 4020 Program, Curriculum, and Course Development
http://web.peralta.edu/trustees/files/2011/04/BP-4020-Program-Curriculum-and-Course-Development3.pdf
http://web.peralta.edu/trustees/files/2011/04/AP-4020-Program-Curriculum-and-Course-Development.pdf

II.A.28 California Community Colleges *Program and Course Approval Handbook*
http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf

II.A.29 PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

II.A.30 Merritt College MATH 003A Course Outline of Record
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-MATH-003A-Course-Outline-of-Record.pdf

Actionable Improvement Plan:

None

Standard II.A.2.b

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary:

The College relies on faculty expertise to assess student learning outcomes (SLOs), and for occupational programs advisory committees assist faculty to identify competency levels and measurable student learning outcomes for courses, certificates, and degree programs. Typically, these advisory committees are composed of professional people from business and industry who provide expertise on the skills, competencies, and knowledge required in the field, including the need for new knowledge or skills as conditions evolve.

A recent example, of the benefit these advisory committees provide the College in identifying competency levels and measurable student learning outcomes for courses, can be seen in the work of the Cyber Security Initiative currently underway at the College **(II.A.31)**.

New courses, ideas for new programs, or changes to existing programs are usually shared with advisory groups, and their expertise and input are solicited. Advisory groups meet with discipline faculty at least once each semester. The Dean of Career and Technical Education and Economic Development maintains a roster of occupational advisory committees. Curricular changes and innovations are approved each month by the CIC, CIPD and Board of Trustees.

As mentioned, student learning outcomes are developed by the faculty member(s) responsible for writing the course outline of record and approved by the department chair(s) for appropriateness and consistency across the discipline. When more than one faculty member is teaching the course, this process is done collaboratively. The SLOAC chair assists with the development of SLOs to ensure that they represent measurable skills/knowledge that students are expected to have at the end of each course. Assessment of learning outcomes is done on a three-year cycle determined by each discipline. The assessment process, described above in detail, consists of four steps: 1) planning, 2) gathering results, 3) developing action plans, and 4) checking back in with a status update.

Faculty members in different academic disciplines conduct course/program assessment in a variety of ways. For example, in our *Introduction to General Chemistry (CHEM30A)* course, which is commonly team taught by four faculty, the faculty met to discuss a common question, gathered data in their respective classes, and then met again to brainstorm action plans for improvement. In the Child Development Department, faculty assessing the program outcomes found that students were struggling with the communication Program Learning Outcome **(II.A.32)**. Each instructor adjusted their curriculum to include oral exams and projects. In our *Intermediate Algebra (MATH203)* course, one faculty member incorporated computer based

tutorials to teach larger class sizes and used embedded tutors to assist students who were struggling with the fundamentals **(II.A.33)**.

Self-Evaluation:

The College meets this Standard. There is ample evidence that the College relies on faculty expertise to assess student learning outcomes, and the assistance of advisory committees, as appropriate, to identify competency levels and measurable student learning outcomes for courses, certificates, majors, and educational pathways. The College has a routine cycle of regularly assessing student progress toward achieving all SLOs. Course-level and program-level assessments are implemented, reviewed, and improved, and institutional outcomes are assessed in a rotational cycle.

Supporting Evidence:

II.A.31 Merritt College Applications Security AS Degree
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Applications-Security-AS-Degree.pdf
Merritt College Applications Security BACCC Program Endorsement Request
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Applications-Security-BACCC-Program-Endorsement-Request.pdf
Merritt College Infrastructure Security AS Degree
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Infrastructure-Security-AS-Degree.pdf
Merritt College Infrastructure Security BACCC Program Endorsement Request
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Infrastructure-Security-BACCC-Program-Endorsement-Request.pdf

II.A.32 Merritt College Child Development SLO Assessment Discussion
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Child-Development-SLO-Assessment-Discussion.pdf
Merritt College Communication SLO Assessment Discussion
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Communication-SLO-Assessment-Discussion.pdf

II.A.33 Merritt College MATH 203 SLO Assessment in Taskstream
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-MATH-203-SLO-Assessment-in-Taskstream.pdf

Actionable Improvement Plan:

None

Standard II.A.2.c

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary:

High-quality instruction begins with a search for highly qualified instructors through the faculty hiring process. Instructional quality is monitored through a rigorous tenure review and evaluation process, documented in the District/PFT Contract.

The Curriculum and Instructional Council (CIC) evaluates the breadth, depth, rigor and sequencing of learning and approves only those courses, certificates, and majors that meet those criteria. All course outlines of record in a major or certificate program must be reviewed every six years **(II.A.34).**

Synthesis of learning is a required aspect of the program learning outcomes for our CTE occupational programs, particularly those regulated by outside agencies. Synthesis of learning for our non-CTE program is assured through the SLO assessment and curriculum approval processes. To ensure the quality and transferability of our academic programs, Merritt College complies externally with standards established by the State Chancellors' office and those standards set by the CSU and UC systems for articulation agreements.

Self-Evaluation:

The College meets this Standard. The College has internal and external processes that work in concert to ensure that our high standards of academic excellence are met and are enhanced by our program review processes. High-quality instruction is ensured at the individual instructor level. The depth, breadth, rigor, sequencing, and time to completion of programs are ensured in the curricular process of approving majors and programs. Specialized areas of the curriculum have capstone exams (e.g., Administration of Justice) and have a well-established relationship with state or national licensing bodies (Health Sciences) or advisory committees (Real Estate) to insure academic integrity. Through the SLO and curriculum approval process the College ensures a synthesis of learning within degree and certificate programs.

Supporting Evidence:

II.A.34 PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

Actionable Improvement Plan:

None

Standard II.A.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students

Descriptive Summary:

The College is expressly committed to promoting awareness of and maintaining sensitivity to ethnic, cultural, and gender diversity within our student body, faculty, staff, administration, and course offerings and promoting student access through actively eliminating barriers to a college education. The College strives to make good on these commitments by hiring faculty and staff who share these values and are well-qualified to reflect them in their courses and programs.

The process of faculty hiring and evaluation utilizes criteria that addresses the diverse needs and student learning styles and places value on a variety of delivery modes. Candidates for contract faculty positions give a teaching demonstration as part of the interview process that is evaluated by the hiring committee in part by how effectively the candidates' delivery modes and teaching methodologies address diverse learning styles. In addition, listed in the minimum qualifications candidates should address their understanding of the importance of working effectively with a diverse student population.

Merritt College also encourages and supports implementation of widely accepted best practices, some researched and implemented with Title III grant **(II.A.35)** and Basic Skills Initiative sessions and trainings **(II.A.36)**. The Disabled Student Programs and Services office works with faculty to ensure that alternative methods of examination and knowledge attainment are available for students needing ADA accommodations. Instructors are provided access to professional development trainings on new teaching methodologies and technologies, and classroom faculty utilize the varied methods of instruction to respond to diverse student learning styles:

- Face-to-Face instruction
- On-line Instruction
- Hybrid Instruction
- Hands-on learning in science/technology laboratories and observation laboratories
- Flexibility in scheduling short-term, intercession, and evening and weekend offerings
- Peer instruction though group activities
- A variety of testing including oral, take-home, essay and multiple choice formats
- Integration of the Learning Center tutors and supplemental learning offerings to provide access to individual instruction
- Learning Communities

Self-Evaluation:

Merritt College meets this Standard. Throughout the institution, the value of diverse delivery modes and teaching methodologies that meet the different needs and learning styles of students is

clearly expressed and implemented, and many mechanisms are and have long been in place that reflect this value.

Supporting Evidence:

II.A.35 Merritt College Title III Grant Project Narrative
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Title-III-Grant-Narrative.pdf

II.A.36 Merritt College ESL/Basic Skills Allocation End-of-Year Report, 2012-13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2012-to-2013-ESL-BS-EOY-Report.pdf
Merritt College ESL/Basic Skills Allocation End-of-Year Report, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Basic-Skills-2014-EOY-Report-and-2015-Goals.pdf

Actionable Improvement Plan:

None

Standard II.A.2.e

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary:

As mentioned earlier, Merritt College evaluates all of its courses and programs through an ongoing systematic process to ensure quality and relevance. All programs and courses regardless of the mode or location of delivery are subject to the following reviews:

- Comprehensive Program Review **(II.A.37)**
- Annual Program Updates **(II.A.38)**
- Faculty review and approval by CIC and District CIPD **(II.A.39)**
- Review by CEMPC **(II.A.40)**
- Faculty evaluations by students **(II.A.41)**
- Student Satisfaction Survey **(II.A.42)**
- Syllabi, SLOs, and course update requirements **(II.A.43)**

Courses and programs are reviewed, updated, and assessed regularly on a three-year cycle established by policy and discipline faculty. Assessment progress is monitored on a monthly basis with reports generated by the SLOAC chair and distributed to department chairs and division deans. SLOAC has a review subcommittee that looks at assessment work to ensure that it is meaningful and results in positive improvement. A rubric to gauge assessment quality provides a framework for feedback. All of Merritt College's Comprehensive Program Reviews are current, and this year every discipline and program has submitted for review its Annual

Program Update for planning and budget allocation purposes. Course and program Outlines of Record are updated at least every six years to ensure relevance, appropriateness, and currency. The updated course outlines are submitted to the curriculum review process, which includes the SLOAC chair, department chairs, Division Deans, Vice President of Instruction, the College President, and faculty who serve on the CIC.

Self-Evaluation:

The College meets this Standard. The College has a well-established and well-documented six-year curriculum review cycle that provides an ongoing systematic review of the relevance, appropriateness, currency, and future direction of every course at the College.

In the program review process programs identify their needs and priorities in an annual cycle with a more comprehensive review every third year. Through this process, programs are required to demonstrate their relevance, appropriateness, achievement of student learning outcomes, currency, and future needs and plans. The program review template is currently undergoing a revision to strengthen the use of student learning outcomes in the planning and budgeting process.

Supporting Evidence:

II.A.37 PCCD *Instructional Program Review Handbook*
http://web.peralta.edu/accreditation/files/2012/03/7a-Program-Review-Handbook-Instruction.pdf

II.A.38 Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf

II.A.39 PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

II.A.40 Merritt College Educational Master Planning Committee By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCEMPC-By-Laws.pdf

II.A.41 PCCD Student Evaluations of Instructor
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-Student-Evaluation-of-Instructor.pdf

II.A.42 Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

II.A.43 Merritt College ENGL 280 Course Syllabus
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/English-280-Course-Syllabus.pdf
Rubric for Evaluating Student Learning Outcome Assessment
http://www.merritt.edu/wp/slo/wp-content/uploads/sites/296/2014/02/Rubric-for-

Evaluating-Assessment-Results.pdf
PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

Actionable Improvement Plan:

None

Standard II.A.2.f

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes and for courses, certificates, programs including general and career technical education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary:

The primary mechanism by which the College engages in systematic evaluation and integrated planning, as described in the Standard, is the program review process. Each program/department at the College completes an annual review, identifying needs and priorities for the next three-year period. The Office of Instruction and Student Services programs conduct a more comprehensive and in-depth review of program quality and student success every third year **(II.A.44-45)**.

Planning is integrated in the sense that it includes identification of staffing, equipment, budget, and facility needs, while focusing on evaluation of program quality and student success. Each program/service is asked to describe student learning outcomes assessments that are completed or in progress for courses, certificates, majors, educational pathways, and student services. Each program also must describe assessment plans for the next three years **(II.A.46)**.

For instructional programs, evaluation of curriculum currency, successful program completion, and student learning outcomes are part of the annual cycle of review. Student success, student equity, curriculum responsiveness and alignment of transfer degree programs with transfer institutions are evaluated every three years. Alignment of occupational programs with labor market demands is evaluated every two years **(II.A.47)**.

Since its last comprehensive accreditation cycle, the College has spent considerable time and effort to refine its program review process for all programs, services, and units at the College.
Presently all departments and service areas are engaged in an ongoing three year assessment cycle. The College highlights model assessments, and department chairs review results of program evaluations and student learning outcomes. Some occupational programs particularly in the Health Sciences and Public Safety routinely use standardized examinations and/or regulatory standards as criteria to measure student outcomes. These results are shared with appropriate

College faculty and administrators as well as with the related professional communities **(II.A.48)**.

Taken together, these processes equip Merritt with an in-depth, detailed picture of the College's effectiveness. This information is used for planning and continuous improvement at all levels. For example, the APU process includes SLO assessment that is integrated into the resource planning allocation, and teaching effectiveness.

In 2014 student services began using SLO assessments to update the College's strategic goals and objectives. These systems and assessments are supplemented with data from the District Institutional Research Office **(II.A.49)**.

Self-Evaluation:

Merritt College meets this Standard. The College's program review process is the strongest evidence that the College is committed to an ongoing, systematic evaluation and planning effort to assure the currency, quality, and alignment of programs and services. Although as mentioned in Standard I, the College is upgrading its strategic planning process, the entire planning process has yet to be fully tested. However, it shows promise of greater consistency, accessibility, transparency, and accountability. Planning and evaluation are now more explicitly linked to budgeting and resource allocation decisions than in the past. Summaries of student learning outcomes assessment projects and results have been incorporated into the CEMPC process for reviewing the effectiveness of Merritt's participatory governance process.

The College systematically strives to improve student learning outcomes in programs and services. However, the College realizes that its leadership must also continue to focus its energies and college resources on the careful implementation and improvement of its institutional planning initiatives, particularly the strategic goals and objectives, in order to make good on its commitment to ongoing improvement through the assessment of student learning outcomes.

Supporting Evidence:

II.A.44 PCCD *Instructional Program Review Handbook*
http://web.peralta.edu/accreditation/files/2012/03/7a-Program-Review-Handbook-Instruction.pdf

II.A.45 PCCD *Student Services Program Review Handbook*
http://web.peralta.edu/accreditation/files/2012/03/7b-Program-Review-Handbook-Student-Services.pdf

II.A.46 Merritt College Chemistry 3-Year SLO Assessment Plan
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Chemistry-3-Year-SLO-Assessment-Plan.pdf
Merritt College Radiologic Science 3-Year SLO Assessment Plan
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Radiologic-Science-3-Year-SLO-Assessment-Plan.pdf

II.A.47 PCCD *Student Services Program Review Handbook* (p. 19)
http://web.peralta.edu/accreditation/files/2012/03/7b-Program-Review-Handbook-Student-Services.pdf

II.A.48 Merritt College Administration of Justice Program Review, 2012-13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-ADJUS-Program-Review-2012-13.pdf
Merritt College Geography Program Review
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-GEOG-Program-Review.pdf
Merritt College Student Learning Outcomes & Assessment Committee Report, November 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-SLOAC-Report-November-2014.pdf

II.A.49 PCCD Institutional Research
http://web.peralta.edu/indev/

Actionable Improvement Plan:

None

Standard II.A.2.g

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary:

Only a few programs require departmental course and/or program examinations at Merritt College. Some vocational programs culminate in national or state Board exams (e.g., Allied Health), but the institution does not create these. Departments that have such examinations show evidence of validating their effectiveness in measuring learning and minimizing test bias. For example, Merritt's Associate Degree in Nursing (ADN) program utilizes the "test of essential academic skills" (TEAS) exam **(II.A.50)**, one of ATI Nursing Education's product solutions, as its multiple measure criteria. ATI's research regularly examines the predictability of its exam, and this exam complies with requirements of the CCCCO's Division of Workforce and Economic Development. Moreover, the Associate Degree Nursing Program carefully analyzes National Council of State Boards for Nursing (NCLEX) test results for their graduates and makes improvements to specific areas of the curriculum in response to the data **(II.A.51)**.

Self-Evaluation:

The College meets this Standard. Where departmental course and/or program examinations are used, appropriate procedures are implemented to minimize test bias and validate the examinations' effectiveness in measuring student learning.

Supporting Evidence:

II.A.50 ATI TEAS
https://www.atitesting.com/Solutions/pre-program/TEAS.aspx
II.A.51 NCLEX
https://www.ncsbn.org/nclex.htm

Actionable Improvement Plan:

None

Standard II.A.2.h

The institution awards credit based on student achievement of the course's stated learning outcomes.

Descriptive Summary:

The Curriculum and Instructional Council (CIC) is responsible for ensuring that course outlines are consistent with state guidelines and reflect generally accepted norms or equivalencies in higher education. The Course Outline of Record Addendum for each course states the units for each course and what students need to accomplish in order to achieve the course's learning outcomes and objectives. The degree of detail required and the need to accurately represent the rigor of the course through the outcomes, objectives, and assignments are described in *Program and Course Approval Process Manual for Faculty and Administrators, 3rd Edition, February 2014* **(II.A.52)**. This handbook also provides definitions for units of credit for both lecture and lab courses. The CIC is working with the Academic Senate to make sure that the criteria for establishing the relationship of units of credit to hours of work expected of students is clear to all faculty.

Self-Evaluation:

The College meets this Standard. Merritt College's processes of program review, annual program updates, and SLO assessment ensure that this standard is continually met. Merritt College has made great progress since the last accreditation cycle in standardizing the expectations for course outlines of record and ensuring that outlines comply with state regulations. The *Program and Course Approval Process Manual* was revised and expanded in February of 2014, and expectations for content and accuracy of course outlines have been communicated to faculty through the Academic Senate, Curriculum Tech Review Teams, department chairs, and faculty attending CIC meetings. The CIC keeps in close contact with the Academic Senate so that curriculum issues, including student learning outcomes and the relationship of units and hours, are clarified and addressed.

Supporting Evidence:

II.A.52 PCCD *Program and Course Approval Process Manual for Faculty and Administrators* http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

Actionable Improvement Plan:

None

Standard II.A.2.i

The institution awards degrees and certificates based on student achievement of the program's stated learning outcomes.

Descriptive Summary:

Degrees and certificates at Merritt College are awarded on the basis of successful completion of a prescribed sequence of courses at a required level of scholarship. Because each course has specific outcomes and objectives, the completion of the sequence assures that students completing a certificate or major have acquired a certain body of knowledge and skills **(II.A.53)**. Some certificates and degree programs include capstone courses, projects, or exams that measure cumulative knowledge, assuring that broader learning goals have been accomplished.

The College identified student learning outcomes for 28 Degrees in General Education fields and 20 Degrees and Certificate programs in Career and Technical Education and published those outcomes on the Web for students and the general public. The majors and certificates have been "mapped", so course outcomes are aligned to program and institutional outcomes. The relationship between completion of courses and achievement of program outcomes is concrete and verifiable.

Self-Evaluation:

The College meets this Standard. The College has a process for clarifying the distinction between outcomes and objectives and is working to ensure that all courses have appropriate student learning outcomes. In addition, the College is working to assure that course outcomes are mapped or aligned with program outcomes. Although the College implicitly recognizes student achievement of course-level outcomes and objectives in awarding degrees, certificates, and awards are not conferred based only on explicitly stated program outcomes, the College recognizes the need to take additional steps to improve the assessment of student achievement and integrate these measures into the planning and budget processes.

Supporting Evidence:

II.A.52 PCCD *Program and Course Approval Process Manual for Faculty and Administrators* http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

Actionable Improvement Plan:

None

Standard II.A.3

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary:

All academic degree programs at Merritt have a general education (GE) requirement. GE requirements are is listed on p. 112 of the Merritt College Catalog.

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 and in a global economy. To accomplish this mission, the College provides open access to excellent instructional programs and support services in a culturally-rich, caring, and supportive learning environment. The comprehensive learning outcome for general education at the College is contained in its vision statement and it's Institutional Learning Outcomes that read:

The College's vision is to:

- Create learning experiences that stimulate intellectual curiosity and empower students to communicate effectively, and think creatively and critically to embrace their potential.
- Prepare students to become the future leaders of our interconnected global society.
- Engage the community as an active participant and resource to learning through creative partnerships.

The College has six institutional learning outcomes:

1. Communication: Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and

purpose.

2. Critical Thinking: Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.
3. Quantitative Reasoning: Apply college-level mathematical reasoning to analyze and explain real world issues and to interpret and construct graphs, charts, and tables.
4. Cultural Awareness: Through a knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.
5. Civic Engagement and Ethics: Internalize and exhibit ethical values and behaviors that address self- respect and respect for others with integrity and honesty that will enable success and participation in the larger society.
6. Information and Computer Literacy: Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.

These institutional learning outcomes form the College's general education philosophy. The College offers courses and degree programs in five areas in response to student need: the natural sciences, social and behavioral sciences, humanities, English and foreign languages, and ethnic studies. Student Learning Outcomes are approved by the SLOAC chair and courses and programs are approved by CIC.

All course SLOs are mapped to the institutional outcomes either directly or through the stated program outcomes. This mapping is codified in the SLO addendum connected to each Course Outline of Record on CurricUNET. The connections are made by the faculty in each discipline who are the experts in their fields on the content of their courses.

The College Catalog describes the philosophy, goals, and ideals of the General Education (GE) degree requirements **(II.A.54)**. The philosophy was developed by faculty and is consistent with Board Policy/Administrative Procedure 4025 Philosophy and Criteria for Associate Degree and General Education **(II.A.55)**. The General Education (GE) requirement for all academic and vocational degree programs may be fulfilled by one of three options: Option A fulfills only the requirements at Merritt College; Option B also fulfills the CSU GE course requirements; or Option C includes completion of the Intersegment GE Transfer Curriculum for the California State University System and the University of California (IGETC).

New or revised courses proposed for General Education areas are sent to the Curriculum Tech Review committee, a subcommittee of the CIC, before they are reviewed by the CIC. The Curriculum Tech Review committee reviews the course outline against the criteria on the "GE Grid." Courses proposed for Area G, H, and I—American Cultures/Ethnic Studies, Global/Environmental Studies and Informational Literacy respectively—are reviewed by a group of discipline experts before going to the CIC. When the Curriculum Tech Review committee recommends a course to the CIC for approval, CIC is informed prior to final determination that

the course requirements for that particular area are satisfied. The faculty proposal originator, SLOAC chair, and CIC members ensure that the student learning outcomes and course objectives meet the criteria for that area.

Self-Evaluation:

The College meets this Standard. The requirements for the associate degree General Education requirements have been carefully developed, with reliance primarily on the expertise of the faculty. The College relies on the Curriculum and Instructional Council with Academic Senate oversight to ensure that the student outcomes and objectives of the proposed General Education courses are appropriately addressed. General Education has comprehensive learning outcomes for the students who complete it, including the values reflected in the College's vision and mission statements.

Supporting Evidence:

II.A.54 Merritt College Catalog
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

II.A.55 PCCD BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education
http://web.peralta.edu/trustees/files/2011/04/BP-4025-Philosophy-and-Criteria-for-Associate-Degree-and-General-Education1.pdf
http://web.peralta.edu/trustees/files/2011/04/AP-4025-Philosophy-and-Criteria-for-the-Associate-Degree-and-General-Education1.pdf

Actionable Improvement Plan:

None

Standard II.A.3.a/b/c

General education has comprehensive learning outcomes for students who complete it, including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences.

b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the

willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary:

All three General Education patterns (Options A, B, and C) published in the College Catalog, mandate courses in the areas of the humanities and fine arts, the natural sciences, and the social sciences. Merritt College's review processes ensure that all courses in each of these areas require students to gain an understanding of the GE course content and achieve the student learning outcomes designated for GE.

All three General Education patterns (Options A, B, and C) require oral and written communication skills, scientific reasoning, quantitative reasoning, and critical thinking. In addition, Option A includes a requirement for information literacy, which includes computer literacy. Option B includes a specific requirement for "Lifelong Understanding and Self Development," which echoes the Merritt College Institutional Outcome for Personal Development and Management ubiquitous throughout the curriculum **(II.A.56)**.

The three General Education options have somewhat different emphases. To encourage civic, political, and social responsibility Option A requires an "American Institutions" course, and Option B requires a "U.S. History, Constitution, and American Ideals" course. Option C does not have a similar requirement. Option A requires either an American Cultures or Ethnic Studies course to encourage a respect for cultural diversity. In addition, a significant number of the courses in all of the patterns include outcomes addressing the qualities described in this standard.

Aligned with the goals of this standard, the College's institutional outcomes also place value on intercultural literacy and an understanding of the ideas and values expressed in the world's cultural traditions. The institutional outcomes emphasize responsibility, including the understanding and demonstration of personal, civic, social, and environmental responsibility and cooperation in order to encourage students to become productive local and global citizens. These ideas are infused throughout the curriculum. The Curriculum and Instructional Council and the Academic Senate assure that courses submitted in fulfillment of General Education meet all the requirements for the Merritt College, CSU, and/or IGETC General Education patterns **(II.A.57)**.

Self-Evaluation:

Merritt College meets the requirements of Standards IIA.3.a, IIA.3.b, and IIA.3.c. The College clearly states its General Education philosophy and the intent of the educational ideals embodied in General Education courses. The General Education course approval process is rigorous and comprehensive.

Students who complete the Merritt College, CSU or IGETC General Education pattern for the associate degree are required to take courses intended to develop an understanding of the humanities, natural sciences, social/behavioral sciences, critical thinking, oral and written communication, and quantitative reasoning. Students who complete the Merritt College and

CSU patterns are also required to take courses intended to develop civic, political, and social responsibility. In addition, the CSU pattern puts emphasis on lifelong understanding and self-development. However, all students at the College, regardless of whether or not they are degree seeking, are expected to attain institutional outcomes including foundational skills, personal development and management, communication, critical analysis, creativity, intercultural literacy and interaction, and responsibility (including civic and global responsibility).

Supporting Evidence:

II.A.56 Merritt College Core Values
http://www.merritt.edu/wp/mission-goals/
II.A.57 Merritt College Catalog
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

Actionable Improvement Plan:

None

Standard II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary:

Merritt College offers 28 Degrees in General Education fields and 20 Degrees and Certificate programs in Career and Technical Education **(II.A.58)**.

All of the CTE programs offer one or more areas of inquiry. For example Child Development offers three pathways: Assistant Teacher, Associate Teacher and Teacher. Our Community Social Services program offers two areas of inquiry: Community Social Services and Substance Abuse. Administration of Justice at Merritt offers two areas of focus; Administration of Justice and Police Science. This program also offers an AA-T Degree. Merritt's Bioscience programs offer fields of study in Fluorescence Bioscience Microscopy, Illumina HISEQ DNA Sequencing, and Medical Genomics. Merritt's General Education fields offer a similar pattern to CTE. Landscape Horticulture offers 7 certificates and 3 AS degrees in basic landscape horticulture, landscape design and construction, parks and maintenance, and nursery management. The department also offers an AA degree in landscape architecture.

Still further, African American studies offers study in four areas of inquiry: Family/Society, History/Economics, Africa and the Diaspora, and Culture/Creativity. AA degrees in Social and Behavioral Sciences require students to select from an established core of interdisciplinary courses such as Business, Political Science and Psychology.

Specific requirements for all majors are listed in the College Catalog and on the Merritt College Website. The Office of Instruction is working to ensure that home pages for each major describe

the requirements in full detail and provide links to course outlines and related information. All degree programs (i.e., "majors") are reviewed and approved by CIC, the Academic Senate, the Vice President of Instruction, District CIPD, and ultimately approved by the Board of Trustees. These review and approval bodies assure that degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Self-Evaluation:

The College meets this Standard. All existing majors provide complete and accurate information for students on the College website and in the College Catalog. Majors must demonstrate focused study in one area of inquiry or in an established interdisciplinary core in order to be approved by the CIC and others in the approval hierarchy.

Supporting Evidence:

II.A.58 Merritt College Catalog
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

Actionable Improvement Plan:

None

Standard II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary:

All of Merritt's CTE certificates and degrees focus on students acquiring the requisite skills to effectively participate in their field of study. Each of the programs requires student engagement with rigorous standards established either by state guidelines and/or outside agencies or regional employers. Nursing and Radiologic Science are two programs, in which students must be prepared for external licensure and certification. Both programs employ state-of-the-art instruction and focus on, at minimum, preparing students who are capable of critical thinking, adept at problem solving and creativity, possess strong technical skills, and can provide quality patient care that is sensitive, compassionate, and culturally relevant. These programs are extremely successful with pass rates that exceed the State average. For example, over the past 5 years, the Associate Degree in Nursing Program has averaged a NCLEX pass rate of 95% and the Radiologic Science Program has averaged an 89.6% pass rate **(II.A.59)**.

Another exemplary program that prepares students to meet employment and other applicable standards is our Child Development program. Having broadened its student preparation to include infant/toddler care and home-based care, this program prepares students to function in a variety of early childhood programs. Perspectives on maturation, developmentally appropriate

practices, and professional advancement within the childcare field receive primary concentration. Current theory and research, cultural influences, practical applications, and a supervised laboratory preschool experience are a part of the student's program experience. Under the leadership of dedicated faculty, the program enjoys a reputation in the employer community of graduating sensitive, knowledgeable, caring individuals who are assets to their community by making positive contributions to the well-being of children and families. Merritt College also offers a relatively new A.S. degree in Landscape Architecture **(II.A.60)**, one of only 5 community college programs in the state to do so. The degree fulfills the educational requirement for state licensing in the field.

Self-Evaluation:

The College meets this Standard. Faculty develop career and technical education programs in consultation with appropriate advisory committees that respond to regional workforce development. Course outcomes reflect the technical and professional competencies considered critical by employers in business and industry. In some occupational areas, particularly the Public Safety and Allied Health disciplines, course and program outcomes are aligned directly with regulatory mandates, licensure, and certification. Certificates and degree proposals are reviewed by the appropriate directors and Deans for Workforce Development, and approved by the CIC, the Academic Senate, the Vice President of Instruction, CIPD, and the Board of Trustees.

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Supporting Evidence:

II.A.59 Merritt College NCLEX Pass Rates
http://www.rn.ca.gov/schools/passrates.shtml

II.A.60 Merritt College Landscape Architecture Degree
http://www.merritt.edu/wp/lanht/degrees/#la

Actionable Improvement Plan:

None

Standard II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.

Descriptive Summary:

The College assures that students and prospective students receive clear and accurate information about educational programs and transfer policies with multiple measures including carefully

monitoring and editing the College Catalog and the College's Certificates and Majors website. Descriptions of degrees and certificates in the College Catalog and on the web include the term they are effective, a description, program requirements, prerequisites/co-requisites, links to previous versions, any special notes, and contact information. Student learning outcomes are also included on the Merritt College website **(II.A.61)**.

During the spring 2015 semester, the Office of Instruction will be convening a Catalog Advisory Committee with representatives from the Offices of Instruction, Admissions & Records, Outreach and Retention, Counseling, and Financial Aid to review and update the catalog to maintain consistency between the College Catalog, the Schedule of Classes, and web information.

Self-Evaluation:

The College meets this Standard. The College has mechanisms in place to monitor and revise the College Catalog, the Schedule of Classes, and the College's website to ensure that students and prospective students receive clear and accurate information. The faculty evaluation process assures that faculty members teach to the course outline of record. SLOs are routinely included in syllabi, course outlines, and on the website.

Supporting Evidence:

II.A.61 Merritt College Degrees & Certificates
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf
http://www.merritt.edu/wp/degrees-certificates/

Actionable Improvement Plan:

None

Standard II.A.6.a

The institution makes available to its students clearly stated transfer-of credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary:

The College Catalog clearly states its transfer-of credit policies. In all three areas the following transfer topics are explained **(II.A.62)**:

- Preparing to Transfer

- Information on Concurrent Enrollment
- Transfer Center
- California Articulation Number System (CAN)
- Intersegmental General Education transfer Curriculum (IGETC)
- University of California System
- Berkeley Cooperative Admission Program (CAP)
- Impacted Programs
- Transfer Admissions Requirements
- High School Proficiency Examination
- General Requirements
- Requirements for Nonresidents
- General Education/Breadth Requirements
- University Requirements for the Baccalaureate Degree
- California State University System
- Transfer Admissions Requirements
- Making up Missing College Preparatory Subject Requirements
- U.S. History, Constitution, and American Ideals
- General Education and Course Requirements
- General Education Breadth Requirements
- Certification or General Education

Each of the above areas contains appropriate descriptions and encourages students to seek advice from academic counselors. A full-time transfer counselor offers one-on-one assistance for students along with numerous workshops, campus visits, and college transfer fairs. Transfer policies are reviewed annually by the articulation officer and the Curriculum and Instructional Council in concert with the Office of Instruction. Articulation agreements are maintained with the CSUs, UCs, area high schools, and several locally based private and out of state colleges and universities.

Self-Evaluation:

The College meets this Standard. Information about articulation is readily available in a number of places, formats, and media. The institution sees articulation as fundamental and has institutionalized its support by following Board Policies diligently and by way of Merritt College's Articulation Officer, who disseminates the most current information to faculty, students, and the community and promotes articulation between Merritt College and four-year institutions. The necessary information is available to students in written form, on the website, and through all academic counselors, including one full-time counselor who specializes in transfer.

Supporting Evidence:

II.A.62 Merritt College Catalog (p. 119-130)
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

Actionable Improvement Plan:

None

Standard II.A.6.b

> ***When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.***

Descriptive Summary:

Merritt College has institutionalized its methodology for changing program requirements and ensuring that the public and employees have access to the most current information. Information regarding specific majors and certificates is included in every Schedule of Classes and in the College Catalog which is (updated annually). Additionally, college webpages ensure that up-to-the-minute information is available to students and the public on demand.

Responsibility for "approving, revising or phasing out of instructional programs" is articulated in Board Policy/Administrative Procedure 4020 Program, Curriculum, and Course Development. The Vice President of Instruction is charged with ensuring that programs and their descriptions are kept up-to-date by implementing the District policies and procedures. The *Program and Course Approval Process Manual for Faculty and Administrators* explains in detail how a new program may be established and revised **(II.A.63)**. When a program is approved for revision, changes are made immediately on the College website informing students of the new standards or criteria. The College is now working to place a link on the program's webpage allowing students to access previous versions of the degree or certificate that may still apply to previously enrolled students who have catalog rights.

When programs are eliminated the Office of Instruction ensures a smooth transition for students to complete their education. The Merritt College's Program Deactivation / Discontinuance Process **(II.A.64)** was agreed to by the Academic Senate and the Administration and approved by the College Council on December 12, 2012 through the participatory governance process. The deactivation / discontinuance process draws all stake holders into the deliberations and applies qualitative and quantitative data to support the deliberations. The agreement sets a protracted timeline for the decision, which prevents precipitous decisions from having a deleterious impact on students or the College. Changes of program requirements that come from the CCC Chancellor's Office are received by the Office of Instruction and with the Articulation Officer are communicated in both meetings and correspondence to the Academic Deans and faculty through their Academic Senate. Those changes would also be communicated to the public on the College's website, the College Catalog, and the Schedule of Classes where appropriate.

Self-Evaluation:

The College meets this Standard. In order to ensure that program changes are made in a standardized way, Board Policies and Administrative Procedures clearly define how to make those changes, and a manager has been charged with the responsibility for overseeing the process and providing support to programs wishing to change. At the same time, the College works to ensure that students who started but did not complete a program have access to the requirements in effect when they began their studies. If programs are discontinued, an agreed upon process is followed, and students are informed and have the opportunity to finish what they started. Information regarding programs and program changes is readily available in the College Catalog and on the website.

Supporting Evidence:

II.A.63 PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

II.A.64 Merritt College Program Deactivation/Discontinuance Process
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-College-Program-Deactivation-Discontinuance-Process.pdf

Actionable Improvement Plan:

None

Standard II.A.6.c

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary:

The College Catalog and Schedule of Classes, available both in print and online, are clear, consistent, and accurate. Merritt College publishes the College Catalog (IIA.8) bi-annually, the Schedule of Classes up to three times each year, and a variety of flyers, pamphlets, updates, and other documents as needed. The College Catalog and the Schedule of Classes are both available in printed form as well as on the College website as a PDF file. An online Schedule of Classes is also available that reflects changes to the schedule that have occurred after the printed Schedule of Classes is published. The ad-hoc Catalog Advisory Committee assures consistency of information between the College Catalog, Schedule of Classes, and other printed information.

The District Office of Public Relations **(II.A.65)**, and contracted employees of the College produce a wide array of other publications to communicate to the community the College mission, programs, and services. Some of these publications are also available in Spanish. In addition to printed and online communication, the President's Office also promotes the College through email broadcasts and print advertising.

Self-Evaluation:

The College meets this Standard. Merritt College communicates key information to the public and prospective and current students through the course catalog, the student handbook, high school visitations, and outreach efforts, and the College website.

The College Catalog contains degree and transfer information, our mission and vision statements, and our core values. In addition, the catalog includes descriptions of student service programs, student rights and complaint processes, and course descriptions and degree requirements. The catalog is updated every two years to ensure that any changes that have occurred are clearly and accurately reflected in the catalog. The student handbook, available to students at no cost, provides important dates, including degree and transfer information and College policies. The College has recently updated its website to ensure the accessibility of College information to the community, employers, and prospective and current students.

Supporting Evidence:

II.A.65 PCCD Public Information
http://web.peralta.edu/publicinfo/

Actionable Improvement Plan:

None

Standard II.A.7

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institutions commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary:

At Merritt College, academic freedom and responsibility are outlined in Board Policy 4030 **(II.A.66)** and in the PFT/Peralta Community College District (AFA/SCJCD) Contract, Article 4 **(II.A.67)**. Both are published in print and accessible on the web. The College has Board Policy for student Academic Integrity published in the College Catalog and on the web. Plagiarism and its consequences are also stated in the College Catalog and is a component of the standardized syllabus in the *Faculty Handbook* **(II.A.68)**. All faculty have access to and are asked to use the

key elements in the College's model syllabus, which has as one of its elements an academic honesty clause.

Self-Evaluation:

The College meets this Standard. Merritt College's Code of Ethics identifies and protects faculty rights and responsibilities with regard to academic freedom. Merritt College's concept of free pursuit and dissemination of knowledge is outlined by a statement of the Academic Senate for California Community Colleges in April 1994), that is: "the intellectual virtues of being open-minded, fair, honest and objective in the consideration of differing views, being thorough in research, avoiding the manipulation of data, researching a well-reasoned point of view, and the like should be fostered within the intellectual character of the faculty member." Merritt College fosters such intellectual character in our faculty. Students are made aware of the need for academic honesty and consequences of plagiarism in all faculty syllabi.

The College does not promote specific beliefs or worldviews.

Supporting Evidence:

II.A.66 PCCD BP 4030 Grading and Academic Record Symbols
http://web.peralta.edu/trustees/files/2011/04/BP-4230-Grading-and-Academic-Record-Symbols.pdf

II.A.67 PCCD/PFT Collective Bargaining Agreement (Article 4)
http://web.peralta.edu/hr/files/2010/09/Peralta-Federation-of-Teachers-Contract-2007-2009.pdf

II.A.68 Merritt College Faculty Handbook, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Faculty-Handbook-2014-15.pdf

Actionable Improvement Plan:

None

Standard II.A.7.a

Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary:

The faculty hiring and evaluation process, already discussed under Standard IIA.2.d, requires that in order to be hired or to continue in employment, faculty must demonstrate currency in their respective fields. In the PFT/PCCD Contract, Article 4 (Academic Freedom) **(II.A.69)** states that the responsibility of faculty is to present material objectively, to present differing points of view, and to distinguish their own opinion from "general knowledge." Board Policy 4030 **(II.A.70)** also addresses academic freedom and responsibility.

Self-Evaluation:

The College meets this Standard. Objectivity in the presentation of classroom information is regularly assessed through our peer review process as well as through the tenure review process. The basis for peer review of tenured and non-tenured faculty involves four categories containing a total of 24 criteria. Among the criteria are four that address academic freedom and the unbiased presentation of information: Faculty members are required to (a) provide students with perspectives that respect diversity of viewpoints on topics being studied; (b) continually assess the teaching-learning process and modify as necessary to retain student interest, stimulate independent thinking, and encourage students to be analytical in their thinking; (c) create a climate conducive to learning; and (d) display behavior consistent with professional ethics listed in the Code of Ethics. All faculty members, including adjunct faculty, are evaluated on effectiveness for adherence to these four elements.

Supporting Evidence:

II.A.69 PCCD/PFT Collective Bargaining Agreement (Article 4)
http://web.peralta.edu/hr/files/2010/09/Peralta-Federation-of-Teachers-Contract-2007-2009.pdf

II.A.70 PCCD BP 4030 Academic Freedom
http://web.peralta.edu/trustees/files/2011/04/BP-4030-Academic-Freedom.pdf

Actionable Improvement Plan:

None

Standard II.A.7.b

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary:

The College provides statements outlining policies about student conduct, consequences for misconduct, and disciplinary procedures. These statements are provided, both online and in print within the College Catalog (Academic Dishonesty Statement and Student Conduct and Due Process, (p. 38-39 & 75-87) **(II.A.71)**.

Faculty members are instructed to inform students of the course requirements, grading procedures, and rules and expectations for acceptable conduct and behavior in their class, including definitions of plagiarism and the ethical use of technology. The consequences for misconduct vary generally, ranging from a reprimand of the student to expulsion. All faculty have access to and are asked to use the key elements in the College's model syllabus, which has as one of its elements an academic honesty clause.

Self-Evaluation:

The College meets this Standard. Merritt College requires academic honesty prominently and clearly. The Student Code of Conduct is published in the College Catalog and Schedule of Classes and clearly articulates requirement and consequence, included are:

- A statement of appropriate behavior for Merritt College students;
- A brief description of academic dishonesty;
- Possible disciplinary action for violations;
- Appeal procedures; and
- A guarantee of privacy rights.

Instructors are required to communicate to students the definition of plagiarism and their own policies on and consequences for cheating.

The College does not yet have uniform, specific consequences for any particular form of cheating. Each instructor determines the consequences for his or her classes, so students may experience very different consequences from one instructor to another. Furthermore, there is as yet no mechanism in place to assess the extent to which dishonesty is being detected by instructors or what interventions are being applied. Students are made aware of the need for academic honesty and consequences of plagiarism in all faculty syllabi.

Supporting Evidence:

II.A.71 Merritt College Catalog (pp. 38-39, 75-87)
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

Actionable Improvement Plan:

None

Standard II.A.7.c

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary:

Although Merritt College does not seek to instill specific beliefs or worldviews, the College does specify codes of conduct or ethics for all, from the Board of Trustees to administrators, faculty, staff, and students. Prior notice of expected student conduct and consequences for violation are found in the College Catalog, page 75 **(II.A.72)**. Guidelines for conduct and ethics are found in Board Policy 2715 for the Board of Trustees, Board Policy 7380 for faculty, staff, and students, and Administrative Policy 7380 for administrators **(II.A.73-75)**.

Self-Evaluation:

The College meets this Standard. The entire College community is given ample prior notice about specific codes of conduct regarding appropriate dissemination of particular viewpoints.

Supporting Evidence:

II.A.72 Merritt College Catalog (p. 75)
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

II.A.73 PCCD BP 2715 Code of Ethics and Standards of Practice
http://web.peralta.edu/trustees/files/2011/04/BP-2715-Code-of-Ethics-and-Standards-of-Practice.pdf

II.A.74 PCCD BP/AP 7380 Ethics, Civility and Mutual Respect
http://web.peralta.edu/trustees/files/2011/04/BP-7380-Ethics-Civility-and-Mutual-Respect.pdf
http://web.peralta.edu/trustees/files/2011/04/AP-7380-Ethics-Civility-and-Mutual-Respect.pdf

II.A.75 PCCD BP 5500 Student Standards of Conduct
http://web.peralta.edu/trustees/files/2011/04/BP-5500-Student-Standards-of-Conduct.pdf

Actionable Improvement Plan:

The College will review, update, and publish the Student Behavioral Manual and Student Code of Conduct and make them accessible in appropriate locations during the 2015-16 academic year. *Administrative Lead: Vice President of Student Services*

Standard II.A.8

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary:

Merritt College offers a Study Abroad Program but only to students enrolled at the College, so this standard is not applicable to the College.

Self-Evaluation:

N/A

Supporting Evidence:

N/A

Actionable Improvement Plan:

N/A

Standard II.B: Student Support Services

> ***The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.***

Abstract:

Merritt College recruits and admits diverse students who are able to benefit from the College programs, consistent with the College's Mission, Vision and Values **(II.B.1)**. The College identifies the needs of the diverse student body and creates and maintains a wide variety of services to address those needs to support student success. Merritt College stays focused on a "Students First" philosophy. The College works to maintain pathways through the Merritt College experience that are characterized by ensuring access, progress, learning, and success. Student support services use ongoing, systematic assessment and planning grounded in student learning outcomes to improve the effectiveness of the services. Merritt College has an open-enrollment policy that is clearly mirrored as a value in its Mission, Vision, and Values statement

Standard II.B.1

> ***The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning, and enhance achievement of the mission of the institution.***

Descriptive Summary:

Merritt College strives to assure the quality of student support serves meets the needs of its students. The institution demonstrates that these student support services meet the needs of the students by utilizing ongoing systematic assessment and planning to support student learning. Through the use of ongoing student learning outcomes, assessment, and discussion/planning, students are afforded improved student support services and that enhance in achieving the mission of the College.

Merritt College has an open access policy **(II.B.2)** that is clearly mirrored as a value in its mission, Vision, and Values statement:

> Open Access: We are committed to the availability of quality educational programs and services for every member of our educational community regardless of level of

preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

The open-access value means Merritt College is open to all high school graduates (or equivalent) and anyone over the age of 18. In addition, the College admits qualified high school students with the permission of their high school principal and parents. The College ensures that admission information **(II.B.3)** is readily available in print and online to the community it serves.

Student Services at Merritt College offers a broad range of student support services **(II.B.4)** that address the identified needs of students and enhance a supportive learning environment. The following descriptions give a brief overview of the comprehensive array of high quality, in-person and online student services provided by the College:

Admissions and Records: The College provides admission applications online to accommodate all types of students and their needs. The Admissions Office supports student learning by making its services accessible online, by phone and in-person assistance.

Assessment and Placement: Assessments are provided primarily on campus based computers through the College's online assessment software and are available on paper by special request and through DSPS assessment. Special group testing has been available for graduating high school seniors during each spring semester to assist them in preparing for priority registration for the coming summer and fall.

Associated Students of Merritt College (ASMC)**:** Merritt College has an active student government. The ASMC appoints representatives to all participatory governance committees. The ASMC maintains contact and receives feedback from the student body through social networking sites like Facebook, online surveys through their website, and by meeting with representatives from other student organizations within the campus and with other Peralta Colleges Associated Student organizations.

MERRITTWORKS (CalWORKs): This is a state funded program that works in collaboration with the Alameda County Department of Social Services to help families with dependent children transition from welfare to work. MERRITTWORKS provides support services to students who are enrolled in classes and who are currently receiving aid for dependent children. Direct support is provided for childcare, books, parking permits, bus passes, and career counseling to support student learning and enhance achievement for these students. This program also collaborates with other student support services at Merritt College to provide extra services, as well as hiring MERRITTWORKS students in their areas as student assistants. MERRITTWORKS partners with off campus support groups to support MERRITTWORKS students with individualized financial coaching.

CARE: (Cooperative Agencies Resources for Education): The CARE program, part of EOPS, is a state funded supplemental support service program for students who are single

heads of household with children age 13 and under and who have an active CalWORKs case number. CARE students receive supplemental counseling and advising services, textbooks, supplies, and meals. Services provided include workshops, activities and classes to enhance personal development, parenting and study skills, group support, peer networking and referrals to campus and community based resources.

Children's Center: The Merritt College Children's Center accepts children ages 2 years until entry into kindergarten for childcare. The program serves the students, staff, and faculty of Merritt College and community families as space allows. Families may be income eligible to receive subsidized childcare provided by the State of California. The program also serves families participating in CalWORKs or another alternative payment agency.

Academic Counseling and Advising: A variety of face-to-face and electronic counseling services are offered to assist students in counseling and immediate academic planning, as well as preparing student education plans and detailing transfer options. Students receiving services through counseling has nearly doubled in recent years. Moreover, counselors in the learning communities work closely with instructional faculty members to create robust learning community programs, thus creating strong linkages with instruction.

Ongoing articulation efforts establish course-to-course and major-to-major agreements to support a smooth transfer process for students. Merritt College maintains articulation with the CSU and UC systems and a number of independent colleges and universities within California **(II.B.5)**. In support of the new AA-T/AS-T degrees and to further smooth the transfer process, the College has made it a priority to submit courses for C-ID review and approval. The Articulation Officer is a counseling faculty member who participates on the Academic Senate's Curriculum and Instructional Council **(II.B.6)** and assists faculty in developing and maintaining agreements with baccalaureate institutions to secure Merritt College course transferability. Merritt College courses are submitted annually to establish transferability to the UC Transfer Course Agreement and the CSU and UC general education pattern requirements.

Transfer Center: The Transfer Center has a full-time counselor dedicated to providing transfer activities and counseling for transfer students. Once a year the transfer counselor coordinates a very well attended transfer symposium so that students can come and visit representatives from almost all the four-year institutions in the larger Bay Area.

Campus Life and Activities Office: This office reflects a more expansive vision of student life and engagement on campus and the College's investment in student development. The Student Activities Office strives to create an environment where students can achieve academic and personal success and develop a sense of civic responsibility. The office provides in-person and online services in the following areas: auxiliary services, campus life, and leadership development. The office provides a strong and vibrant student government with oversight of student organizations on campus.

The office also hosts a variety of events and activities in collaboration with other departments on campus to promote student life, student engagement, and an inclusive campus climate (e.g. Welcome Week Activities, Program Services Fair, Volunteer Fair, Club Rush, College Lectures Series, Merritt College Scholarship Ceremony, and the College's annual Commencement Ceremony. The office organizes a variety of multicultural events and activities to promote student engagement for diverse populations and the campus community in order to create a global community of learners.

Disabled Students Programs and Services: Many services and academic accommodations are available to students with verified disabilities. These services include:

- Learning Opportunity Program for serving students who have diagnosed learning disabilities;
- Computer Access lab containing state of the art adaptive computer hardware and software;
- Alternate Media Specialist who reformats books and study materials to auditory, large print, and other formats;
- On campus tram service that provides assistance to students who have mobility impairments.

Other services and academic accommodations include assistive technology, test proctoring, learning differential assessment, and workability services. The services and academic accommodations provided by DSPS help disabled students access the College and the learning experience.

Extended Opportunity Program and Services (EOPS): EOPS provides financial assistance and education support through counseling and is available to students who are low-income, first-generation college students, and/or disabled. EOPS collaborates with other student services at Merritt College and learning communities to maximize the participation and benefits to students. EOPS uses online resources to communicate with its students to keep them updated as to their current EOPS status, to make appointments, to view a calendar of events, and to get EOPS program updates. Its person-to-person orientation is used to assist continuing EOPS students. EOPS expanded its book service program for students by adding "book grants" along with book vouchers so that students could purchase their books online with more flexibility.

Financial Aid: The federal government, the State of California, and Merritt College provide financial aid for students who attend the College. Student aid is awarded through the Merritt College Financial Aid Office to students who demonstrate a need for financial assistance to pay for educational expenses. To demonstrate need, students must complete and electronically submit the Free Application for Federal Student Aid (FAFSA) **(II.B.7)** or the Board of Governors' Fee Waiver Application **(II.B.8)**. Students may also apply for scholarships through the Merritt College Scholarship Program in conjunction with the Peralta Foundation. Ensuring that college is affordable means having access to financial aid services for students who qualify, and Merritt College student services is committed to this principle.

Students applying for federal and state financial aid can do so online and check their financial aid application and award status through the student portal. The Financial Aid Office, in partnership with other student support programs, provides a series of workshops that provide information about traditional financial resources as well as public benefits such as Medi-Cal and food stamps. Individual assistance is provided for special populations such as AB 540 students, and services to these students are covered in a variety of workshops on related issues. Other student support services provide students with personalized financial education and coaching services that support attainment of economic self-sufficiency.

Health Center: Although limited in operating hours due to staff shortage, the Health Center, offering free and low-cost, confidential medical services, is open on a drop-in-basis, For additional services, students can access the Peralta Wellness Center at our sister campus as well as seeking online information from the Center for Disease Control and Prevention and Planned Parenthood through the Health Center website. As part of the health services provided on the campus, mental health and psychological services are also provided. These services include brief confidential individual counseling, crisis intervention, mental health and substance abuse assessments, and community referrals. Students can also access online resources such as stress management and relaxation exercises and presentations, suicide prevention resources, and well programs.

Learning Communities: All learning communities at Merritt College combine counseling and classroom instruction for an identified cohort. Several communities exist at Merritt College including but not limited to the following: First Year Experience, Puente and learning communities coupling counseling study skills classes with basic skills English and Mathematics classes **(II.B.9)**.

3SP: The Student Success Initiative, and the Vice President of Student Services has been charged with analyzing current services, meeting with student services units, and requesting input on necessary improvements for orientations, assessments, certain aspects of general counseling, student retention, and follow up efforts of the Student Success Initiative. Results of these efforts and the review of the Annual Program Updates have yielded the following service area objective (SAOs): development of an online orientation for students that have difficulty getting onto the campus. Additionally, discussions have taken place, which have resulted in improved content of the orientation process to better meet the needs of incoming students so that their questions and anxieties can be alleviated. Closer collaboration and coordination with the assessment and counseling offices has taken place and discussions continue on improving the assessment, orientation, and counseling components of the Student Success Initiative. Normal matriculation processes include admissions, assessment, orientation, counseling, development of a Student Education Plan (SEP) and follow-up support services. The matriculation process continues to be accessible both online and in print to accommodate all students. The College website provides current information about admission, placement, orientation, counseling, registration, and financial aid. Merritt College employs staff proficient in English and Spanish, to assist families with translations in those languages and provide direct assistance with Web applications and registration.

Outreach and Recruitment: Outreach and recruitment to high school students, distance education learners, transfer-bound students, and those retooling for the job market are made available on the Merritt College website as well as through on-site presentations.

Mental Health and Psychological Services: Mental Health and Psychological Services offers brief confidential individual counseling, crisis intervention, mental health and substance abuse assessments, and community referrals. Students can access online resources such as stress management and relaxation exercises and presentations, suicide prevention resources, and well programs.

Public Safety: The Police Services Department is present on campus ensuring the safety of all individuals while on campus and providing for the security of all properties of the College. The department engages student interaction through a variety of face-to-face and online services such as the parking permit process, citation review, and compliance with the Clery Act, lost and found, emergency preparedness, statistics, and incident reporting.

Veterans Services: The counseling department assists veterans, dependents of veterans, and guest veteran students with access to benefits that support them as they attend college. On campus certification is provided to verify veteran status. But it should be noted that veterans and dependents eligibility for benefits is determined by the Department of Veterans Affairs. Veteran students are referred to the website: www.gibill.va.gov. For eligibility benefits, students are referred to www.ebenefits.va.gov and for general veteran questions, students are referred to www.va.gov. A counselor, who specializes in assisting veterans, provides academic counseling, answers questions and refers veteran students to Online resources available through the Veterans Administration include access instructional videos, mobile applications, and information about confidential topics.

Additional services that interface with instructional programs are constantly being developed, and increased access to student services has been provided through the construction and/or renovation of facilities, and by the increased availability of online services. On-campus access to student services is found in the different computer labs and facilities around campus. Students can obtain information and referral about available services at these locations.

Merritt College provides an array of student support services to enhance student access, progress, and learning and success for day, evening, and online students. To ensure quality of service, the College employs a Comprehensive Program Review Process **(II.B.10)**, Annual Program Updates **(II.B.11)**, student satisfaction surveys **(II.B.12)**, and this year employed a qualitative research effort **(II.B.13)** to receive additional student input on how Merritt could better serve student needs particularly in the area of student services operations.

In recent years, Merritt has taken action to ensure that our growing populations of students taking courses online have access to the support they need to succeed. Examples of these efforts include:

- Students can access Admissions and Records through the College's website **(II.B.14)** to apply to the College and receive guidance by emailing questions or concerns.
- For eligible students taking online classes, DSPS provides necessary documentation (and support) to enable students to receive extra time on exams and other assignments. DSPS also provides distance-learning students access to Kurzweil screen reading software **(II.B.15)** (text to speech) either by providing a CD or downloading the software onto the student's computer. Furthermore, DSPS counselors provide extensive services to students through online communication (primarily e-mail) about a variety of issues as well as offer telephone counseling and advising.
- Financial Aid has its own website **(II.B.16)** to inform students, and Financial Aid Advisors provide additional support to both students and prospective students over the phone and through e-mail. The Financial Aid website is currently being revised to be even more user-friendly and informative and will include information specific to the needs of particular student groups.

To ensure the College continues to meet the needs of an evolving student population, Merritt College uses a variety of methods. Each of the College's student service units have defined student learning outcomes (SLOs), which are documented in Taskstream along with the SLOs related to students' academic experience. These SLOs form the basis for regular assessment of the quality of each service and enables the College's administrators and faculty to track service effectiveness and make improvements when needed. Every three years, a Comprehensive Program Review is conducted.

In fall 2013, Merritt College compiled a qualitative student data report based on responses from 180 students taking day and evening courses across a variety of departments. This research explored students' experiences with the College's key support services, including Financial Aid, Counseling, Admissions and Records, the bookstore, the library, and the Learning Center. Based on student feedback, the report developed a set of recommendations to enhance the quality of these services. Since that time, the College has utilized this information to improve the services provided to students by being open longer hours, providing computers for self-service opportunities, having staff available to answer questions, and seeking continual feedback of student services areas.

As noted earlier, Merritt College also conducted a campus-wide survey, the Noel-Levitz Student Satisfaction Inventory, of almost 500 students in spring 2009 and again in spring 2013. Based on approximately 100 questions, this survey gathered comprehensive student feedback on all aspects of their educational experience, including numerous student services. The results of this survey have been used to enhance the availability of student services and improve the student service experience at Merritt College.

Finally, the College has fully embraced the Student Success Initiative, and the Vice President of Student Services has been charged with analyzing current services, meeting with student services units, and requesting input on necessary improvements for orientations, assessments, certain

aspects of general counseling, student retention, and follow up efforts of the Student Success Initiative. Results of these efforts and the review of the Annual Program Updates have yielded the following service area objective (SAOs): development of an online orientation for students that have difficulty getting onto the campus. Additionally, discussions have taken place, which have resulted in improved content of the orientation process to better meet the needs of incoming students so that their questions and anxieties can be alleviated. Closer collaboration and coordination with the assessment and counseling offices has taken place and discussions continue on improving the assessment, orientation, and counseling components of the Student Success Initiative.

Self-Evaluation:

The College meets this Standard. Merritt College offers a comprehensive set of support services that are guided by student learning outcomes and regularly assessed using SLOs and SAOs, and qualitative research into students' experiences. This work is further supported by the College's commitment to the Student Success Initiative.

Supporting Evidence:

II.B.1 Merritt College Catalog (pp. 14-15)
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

II.B.2 PCCD BP 5052 Open Enrollment
http://web.peralta.edu/trustees/files/2013/12/BP-5052-Open-Enrollment.pdf

II.B.3 PCCD CCCApply
https://secure.cccapply.org/Applications/CCCApply/custom_logons/logon.asp?nextpage=/Applications/CCCApply/CCCApply1.asp?application_id=3539

II.B.4 Merritt College Catalog (pp. 102-110)
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

II.B.5 Merritt College IGETC, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-IGETC-2014-15.pdf
ASSIST IGETC
http://web1.assist.org/web-assist/help/help-igetc.html

II.B.6 Merritt College Curriculum & Instructional Council By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CIC-By-Laws.pdf

II.B.7 Free Application for Federal Student Aid (FAFSA)
https://fafsa.ed.gov/

II.B.8 CCC Board of Governors' Fee Waiver Application, 2014-15
http://web.peralta.edu/financial-aid/files/2011/09/2014-2015-BOGFW-Form-Fillable.pdf

II.B.9 Merritt College Learning Communities, Fall 2013
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Learning-Communities-Fall-2013.pdf

II.B.10 PCCD *Instructional Program Review Handbook*
http://web.peralta.edu/accreditation/files/2012/03/7a-Program-Review-Handbook-Instruction.pdf

II.B.11 Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf

II.B.12 Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

II.B.13 Merritt College Qualitative Student Data Report, Fall 2013
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Fall-2013-Qualitative-Student-Data-Report.pdf

II.B.14 Merritt College Admissions & Records
http://www.merritt.edu/wp/admissions/

II.B.15 Merritt College Disability Services Program
http://www.merritt.edu/wp/dsp/

II.B.16 Merritt College Financial Aid
http://www.merritt.edu/wp/financial-aid/

Actionable Improvement Plan:

The College will determine counseling needs during 2014-15 for implementation of the Student Service Success Plan and increase the number of counseling faculty for the 2015-16 academic years.
Administrative Lead: College President

Standard II.B.2

The institution provides a catalog for its constituents with precise, accurate and current information concerning the following: general information; requirements; major policies affecting students; and locations or publications where other policies may be found.

Descriptive Summary:

Merritt College produces a two-year catalog **(II.B.17)** normally published in late August. During non-publication years, the College produces a catalog supplement in July that contains current curricular changes. The catalog contains a comprehensive listing of policies and procedures related to admissions and student life as well as curricular information about degrees, certificates, programs, and courses.

The catalog is available both in print and online to maximize student access. At the time of print the 2013-15 catalog was accurate, and the printed catalog information was consistent with the

online version. In addition, in 2014 the Office of Instruction conducted an Audit of Curriculum to ensure ongoing consistency between the print and online catalogs as well as with the information on the CCC Curriculum inventory. In case of minor errors the catalog contains the following statement: "Merritt College endeavors to accurately and fairly present its programs and policies to the public." (Please see page 344 of the College Catalog for entire statement.) Students are provided with a Student Handbook at no charge available at the beginning of each semester, and they may access policies and additional school-related information in this publication. In addition, the College Library archives all historically pertinent College documents, which are available upon request

Self-Evaluation:

The College meets this Standard. The institution's catalog is a comprehensive document, providing clear and well-organized information.

Supporting Evidence:

II.B.17 Merritt College Catalog
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

Actionable Improvement Plan:

None

Standard II.B.2.a/b/c/d

The institution provides a catalog for its constituents with precise, accurate and current information concerning the following: general information; requirements; major policies affecting students; and locations or publications where other policies may be found.

Descriptive Summary:

Information needed by the general public and students in particular is easily found in the College Catalog, which provides comprehensive, clear, and well organized information.

General Information	*Page in 2013-2015 Catalog*
Official Name, Address(es), Telephone Number(s), Website	Cover and title page
Address of the Institution	Cover and title page
Educational Mission	15
Course, Program, and Degree Offerings	116-118; 133-329
Academic Calendar and Program Length	9-11; 133-329
Academic Freedom Statement	62-63
Available Student Financial Aid	32-37
Available Learning Resources	104-108;
Names and Degrees of Administrators and Faculty	Pages 330-338

Names of Governing Board Members 4

Information on requirements needed by the general public and students in particular is easily found in the campus catalog, which provides comprehensive, clear, and well organized information.

Requirements	*Page in 2013-2015 Catalog*
Admissions	20-24
Student Fees and Other Financial Obligations	22-26
Degree, Certificates, Graduation and Transfer	111-131

Information regarding major policies affecting students needed by the general public and students in particular is easily found in the campus catalog, which provides comprehensive, clear, and well organized information.

Major Policies Affecting Students	*Page in 2013-2015 Catalog*
Academic Regulations, including Academic Honesty	38-58
Nondiscrimination	59-69
Acceptance of Transfer Credits	44
Grievance and Compliant Procedures	69-92
Sexual Harassment	59-69
Refund of Fees	25-26

Policies not included in the catalog such as Board Policies are accessible on the District website (peralta.edu) as well as in a hard copy in the President's Office. Merritt College produces a two-year catalog that is normally published in late August of publication years. During non-publication years, the College produces a catalog supplement, normally in July, that primarily contains curricular changes. Policy changes would also be included if needed in this addendum. The library archives all historically pertinent College documents including the Board Policy Manual, which is made available to all.

Self-Evaluation:

The College meets this Standard. The institution provides a catalog for its constituents with precise, accurate, and current information concerning the following: general information, requirements, and major policies affecting students, and locations or publications where other policies may be found. Policies not included in the catalog such as Board Policies are accessible on the District website (peralta.edu) as well as in a hard copy in the President's Office. The College expends every effort to make the necessary policies available to the College constituencies.

Supporting Evidence:

See supporting evidence in Standard II.B.2.

Actionable Improvement Plan:

None

Standard II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary:

As described earlier, Merritt College uses a number of methods to research and identify student needs. One key component of this effort is the Noel-Levitz Student Satisfaction Survey **(II.B.18)**, conducted in both spring 2011 and spring 2014. Taken by almost 500 students, who answered more than 100 questions about their experience at Merritt College, the survey provided a wealth of information to administrators, faculty, and staff.

Results from the survey reveal a high level of satisfaction with the quality of courses, instruction and learning, equitable atmosphere on campus, accessibility and knowledge level of academic advisors, and overall opportunity for intellectual growth. The survey also highlighted some student concerns such as the accessibility and quality of library resources, the timeliness of financial aid, and the course registration process. With this information from the student perspective about both the strengths and challenges of the College, Merritt has utilized the survey results to extend the hours of the library, so students can access library resources, has made available tutors and instructional assistants to improve the learning opportunities, improved the timeliness of financial assistance with the advent of a financial aid module through the campus PeopleSoft system, and improved the course registration process including being able to register and pay online for courses.

Self-Evaluation:

The College meets this Standard. The College researches and identifies the learning support needs of its student population and provides appropriate services and programs to attract those needs.

Supporting Evidence:

II.B.18 Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

Actionable Improvement Plan:

To supplement District research, an on-campus Research Data Specialist will analyze reports to increase data collection with regards to program effectiveness, grant projects, and evaluation of institutional effectiveness. The College will then be able to apply the analysis and data to improvement plans. During the 2015-16 academic year, the College will seek to hire a full-time Research Data Specialist to aid with these processes.
Administrative Lead: College President

Standard II.B.3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method.

Descriptive Summary:

Merritt ensures equitable access for all students in several ways. The Fruitvale Education Center offers bilingual counseling and assistance with registration along with English as a Second Language courses. The Center administers a questionare **(II.B.19)** on a regular basis to current students as well as members of the community in order to assess their needs with regards to both classes and services.

In addition, Merritt offers a number of support services in an online format so that students enrolled in distance education courses have access to the assistance they need with respect to admission, registration, counseling, and more. Since fall 2011, Merritt has provided e-counseling for students accessible via a link on the College website **(II.B.20)**.

Self-Evaluation:

The College meets this Standard. The College provides equitable access to all of its students by offering appropriate, comprehensive, and reliable services to students in a variety of service locations and delivery methods.

Supporting Evidence:

II.B.19 Merritt College Fruitvale Education Center Questionnaire
II.B.20 Merritt College e-Counseling
http://www.merritt.edu/wp/counseling/e-counseling/

Actionable Improvement Plan:

The College will assess and expand online student services to include ease of enrollment, accessibility and ascertain levels of satisfaction. This is scheduled for 2015-16.
Administrative Lead: Vice President of Instruction and Vice President of Student Services

Standard II.B.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary:

The Associated Students of Merritt College (ASMC) is the official organization **(II.B.21)** of the student body. ASMC is a governing student organization representing all Merritt College students. Every student enrolled in Merritt College is a member of ASMC. ASMC's student clubs and organizations were established to provide opportunities for students to participate in scholastic, social, and recreational pursuits outside the regular classroom schedule. The Inter Club-Council (ICC) coordinates the clubs and organizations. Currently there are twelve clubs representing different interests such as fields of study, culture, politics, sports, honor societies, and support groups. The Office of ASMC is a key information and resource center for students, staff, and community members. The office supports the Associated Student body and student clubs and monitors and schedules both a conference room and offices for standing and scheduled student/staff meetings. It also provides photo copying services, approval of posting of informational flyers, photo I.D. cards for every student enrolled, a campus lost and found, and general information and referrals.

Through ASMC student leadership opportunities are provided and an environment that promotes personal and civic responsibilities as well as intellectual and personal development is established. This is accomplished through sponsoring events, activities, scholarships, and programs (i.e., guest speakers, films, celebrations) that introduce the campus community to diverse cultures and food and clothing drives to support students and their families in need. Additionally, there is an annual Leadership Conference where students learn to understand student government, their role in student leadership, and how to perform their roles as leaders.

Merritt College provides a rich multicultural environment that encourages the intellectual, aesthetic, and personal development of our students. There are numerous on-campus activities for students to participate in throughout the school year that encourage personal and civic responsibility, such as Chinese New Year, Cinco de Mayo, Black History Month, and Women's History Month. At various times throughout the year special events and guest speakers provide further enrichment from a broader world view perspective. These events have included a speech from Reyna Grande during Women's History Month, a presentation on Black fatherhood entitled "Through His Eyes" sponsored by the African American Studies department, a celebration of Cesar Chavez presented by the Puente Club, and a celebration of Malcolm X hosted by the Associated Students of Merritt College with a speech from Martin Luther King III **(II.B.22)**.

These are just a few examples of how the College provides a culturally and personally enriching environment for students. Merritt College's commitment to advancing efforts in this area is further evidenced by the 2013 hiring of a Director of Student Life and Campus Activities.

Supporting Evidence:

II.B.21 Associated Students of Merritt College Constitution
http://www.merritt.edu/wp/asmc/constitution-of-asmc/
ASMC Student Handbook
http://www.merritt.edu/wp/asmc/wp-content/uploads/sites/12/2014/01/asmc_handbook.pdf

II.B.22 Malcolm X Commemoration
http://www.merritt.edu/wp/blog/2014/04/28/malcolm-x-commemoration-to-feature-afrocentricity-founder-dr-molefi-kete-asante-on-may-13/

Actionable Improvement Plan:

None

Standard II.B.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary:

Merritt College provides a full complement of counseling and academic advising services to support student success. These include:

- General Counseling
- Disability Services Counseling
- EOPS/CARE Counseling
- Personal Counseling, Merritt Health Center
- Veteran's Affairs Program
- MerrittWorks (for students on CalWORKs Benefits)
- Transfer Center
- Puente Project
- Maximum Achievement Project (MAP)
- Centro Latino
- First Year Experience (FYE)

All counselors meet the minimum qualifications for a California Community College Counselor as required by the CCC Board of Governors' Minimum Qualification standards **(II.B.23)**. The evaluation policies and procedures for tenure-track, tenured, and part-time counselors are described in the Peralta Community College District Faculty Evaluation Policies and Procedures Handbook, July 2013 **(II.B.24)**. As described earlier, student services units develop and assess SLOs, the results of which are recorded in Taskstream, and every three years a Comprehensive Program Review is conducted.

Self-Evaluation:

The College meets this Standard. The College designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Supporting Evidence:

II.B.23 *Minimum Qualifications for Faculty & Administrators in California Community Colleges*
http://asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_(MB2)_020212.pdf

II.B.24 PCCD *Faculty Evaluations Policies & Procedures Handbook*
http://web.peralta.edu/educationalservices/files/2010/08/TR-Handbook-2013-14-Faculty-Evaluations-Policies-and-Procedures-Handbook.pdf

Actionable Improvement Plan:

None

Standard II.B.3.d

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary:

Merritt College proudly offers many courses that support and enhance student understanding and appreciation of diversity, ethnicity, and culture both within the United States and the global community. In this regard, one of our largest areas of studies is Ethnic Studies, which includes African American Studies, Asian and Asian American Studies, Mexican and Latin-American Studies, and Native American Study. There are also opportunities for students to study abroad **(II.B.25)**. For example, African American Studies just recently returned from Brazil as Fulbright scholars. Past Study Abroad trips have included:

- Ghana: African Heritage Educational Tour
- Kemet (Ancient Egypt): Classical Africa Educational Tour
- Jamaica: Africa in the Caribbean Educational Tour
- Haiti: African Rights Activist Tour

Merritt College also supports and enhances understanding and appreciation of campus diversity through a variety of programs and services, including but not limited to:

- PUENTE Club
- Centro Latino
- Fruitvale Center

Furthermore, the Associated Students of Merritt College (ASMC) sponsor student clubs which foster an understanding of and appreciation for diversity. These clubs include:

- Asian Cultural Club
- Black Student Union
- Puente Club
- C.O.S.E.R. Club

Merritt College like all other PCCD colleges requires study of ethnic diversity for graduation (AA/AS area 5).

Campus-wide activities occur year round that encourage and facilitate students' participation in culturally-focused celebrations (i.e. African American films month, inspirational speakers, Dia de los Muertos, Cinco de Mayo, study abroad in various locales sponsored by the African American Studies department, tours of Oakland China Town through the First Year Experience program, etc.).

Self-Evaluation:

The College meets this Standard. Merritt College designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Supporting Evidence:

II.B.25 Merritt College Study Abroad
http://www.merrittafram.com/studyabroad.html

Actionable Improvement Plan:

None

Standard II.B.3.e

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary:

The College assesses students for placement in English, English as a second language (ESL), and Mathematics, using instruments approved by the State Chancellor's Office. More specifically, Merritt uses Compass tests for English and Mathematics and the CELSA Reading test with an ESL writing sample.

Per the table below, provided by the State Chancellor's Office, the Compass publishers have previously been approved to assess students in English, ESL, and Mathematics.

MIS CODE	SECOND PARTY ASSESSMENT INSTRUMENT NAME	Approval Category	Begin Date	Expiration Date
	ACT COMPASS (COMPUTERIZED)			
1038	ACT COMPASS READING (new item pool)	Provisional	7/1/2013	7/1/2014
1039	ACT COMPASS WRITING (new item pool)		7/1/2013	7/1/2014
1040	ACT COMPASS NUMERICAL SKILLS/PRE-ALGEBRA (new item pool)		7/1/2013	7/1/2014
1041	ACT COMPASS ALGEBRA (new item pool)		7/1/2013	7/1/2014
1087	ACT COMPASS COLLEGE ALGEBRA (new item pool)	Probationary	7/1/2013	7/1/2014
1088	ACT COMPASS TRIGONOMETRY (new item pool)	Probationary	7/1/2013	7/1/2014
1070	ACT COMPASS ESL GRAMMAR USAGE	Probationary	7/1/2001	3/1/2015
1085	ACT COMPASS ESL LISTENING	Probationary	7/1/2001	3/1/2015
1086	ACT COMPASS ESL READING	Probationary	7/1/2001	3/1/2015

All tests approved by the Chancellor's office must be validated with ample evidence of objectivity and absence of bias. English Test Validity Data results were presented by the PCCD Education Service's Office of Institutional Research on February 12, 2012 **(II.B.26)**. Validity was measured in three ways:

- Relationship between assessment scores and grades.
- Comparison of assessed and non-assessed.
- Comparison of students who took the "right" course (recommended by CENG) and "wrong" course (not recommended by CENG).

The results revealed:

- Validity of the assessment instruments was confirmed.
- The results were found useful for counselors.
- Assessed results weren't much different from a non-assessed, pre-requisite method.
- Most students take English 1A.
- Students assessed into English 1A do significantly better than those inappropriately placed.

Math Test Validity Data was presented on April 11, 2011 **(II.B.27)**. PCCD took the position that a test is "valid" if it measures what it's supposed to measure. The Merritt College Math placement instrument is assessed according to two research questions:

- Are grades and success positively related to Compass scores?
- Do students who take Compass do "better" than students who don't take Compass?

The analysis yielded statistically significant results supporting Compass validity, specifically:

- On average, as grades increase, so do Compass scores.
- As Compass scores increase, the predicted chance of success increases.
- Students who take Compass do better than those who don't in the higher subtests and worse in the lowest subtest for both grade and course success.

The ESL writing sample validation expired July 1, 2012. Currently, the District Office of Student Services and the District Office of Institutional Research are in the process of completing the revalidation of the test by going through the State approval process and submitting the required studies and materials described in the State Chancellor's Office validation standards.

Counseling faculty use assessment test scores along with clearly defined multiple measures to determine appropriate student placement. The multiple measures criteria includes factors such as previous education records, grades, number of hours employed, primary language of the student, learning disabilities, life experiences, time for study, etc. The Ability to Benefit (ATB) test is provided for students who have not completed a high school degree or equivalent, and who need to establish federal financial aid eligibility.

Self-Evaluation:

The College meets this Standard. All assessment instruments used to recommend placement in English, ESL and mathematics are approved by the State Chancellor's Office. The computerized tests most frequently used by the College, the ACT Compass tests, are due for a six-year revalidation, typically done by the publisher, during the 2014-15 academic year. Validation of the ESL writing sample is in progress. The College in collaboration with the District Office of Institutional Research and the District Office of Student Services has a process in place to evaluate assessment instruments currently in use.

Supporting Evidence:

II.B.26 English Assessment Validity, 02/12/12
http://web.peralta.edu/indev/files/2011/11/Assessment-test-validity-English-2-12-12.pptx

II.B.27 Compass Math Text Validity PowerPoint Presentation, 04/11/11
http://web.peralta.edu/indev/.../Assessment-test-validity-math-04-11-11.pptx

Actionable Improvement Plan:

None

Standard II.B.3.f

The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which the files are maintained. The institution publishes and follows established policies for the release of student records.

Descriptive Summary:

Merritt College is in compliance with requirements regarding access to education records established by the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, as amended) and regulations in Title V of the California Administrative Code, Chapter 6, Article 6 **(II.B.28)**.

The College publishes and follows established policies for the release of student records. These policies can be found in the Merritt College catalog (published every two years) as well as in the student handbook (published each academic year).

The Peralta Community College District Administrative Procedure 3310 Records Retention Destruction addresses record retention, which includes student records **(II.B.29)**. The policy establishes what constitutes a student record, the length of time records are to be maintained and procedures for the destruction, storage and retrieval of records by departments.

The College adheres to the provisions of the Education Code, the Family Education Rights and Privacy Act (FERPA), and PCCD policies and administrative procedures regarding access and confidentiality of student records.

College and PCCD policies regarding student records are clearly stated in the College Catalog. FERPA information is also published in the Merritt College Catalog under the General information heading and on the PCCD Admissions and Records webpage. PCCD Board Policies and Administrative Procedures are published online at www.peralta.edu **(II.B.30)** under the Governance tab. The procedure for release of student records is detailed in Administrative Procedure 5040 "Student Records, Directory Information, and Privacy" **(II.B.31)**.

Other current student files are stored in the District Admission and Records storage room in downtown Oakland, a large cement block room with fire doors. The files are alphabetized by semester, campus, and by instructor. These files include add and drop forms, census, attendance and grade rosters, incomplete forms, and record corrections forms. Eventually these documents will be scanned and archived using our newly implemented system, Electronic Content Management (ECM). External student transcripts are now being scanned and archived by PCCD staff using the ECM system, which allows the units to be uploaded into PeopleSoft for staff use. The ECM System will also provide access to archived transcripts for counselors and other staff.

Back up of electronic student files occurs digitally every night in PeopleSoft. The PeopleSoft backup is provided by Data Protection Services (Cloud Backup). This includes the student records stored in the W drive. The student financial aid data files, which are on an IBM Mainframe, are processed on tape nightly. The tapes are picked up and stored offsite the next day by Iron Mountain, a data storage and records management company, to ensure that we can restore the data in the system at any time for any reason.

Paper records are kept at the College for one semester at most and then sent to the PCCD Office of Admissions and Records for permanent filing. All files prior to 2000 are currently stored at a private data storage organization in Livermore, California.

As for student applications the College shreds the following: High School concurrent forms after 5 years, Repeat Forms after 3 years, Academic Renewals after 5 years, Student Petitions/Evaluations (years prior to 2000, stored in Livermore facility), AB540 after 5 years, Non-Resident files after 5 years, External Transcripts after 5 years, IGETC/GE Petitions after 10 years, Subpoenas (Never), and Enrollment Verifications after 1 year.

Students have access to their academic record via the student self-service system Passport, which is available from the District website at www.peralta.edu. The portal requires that the student input their student ID number. Social security numbers are not used to access this system. Once into Passport, students are able to view their class schedule, holds, financial aid information, and their unofficial transcripts. To access their education records at the PCCD or College office of Admissions and Records, students must provide their student ID number and a government issued picture ID.

PCCD Financial Aid Offices are currently using a legacy system (SAFE). This antiquated system requires manual processing of student financial aid documents, which are stored in a secure file room located in the campus financial aid offices. Two of the Peralta campuses have adopted scanning/document imaging of all financial aid documents and store them electronically in a shared drive. The drive is password-protected and only financial aid users with appropriate security access can view student files. The other two campuses are in the process of also moving to scanning/document imaging of student financial aid documents. Merritt College is also in the process of moving to scanning /document imaging of student financial documents.

The Financial Aid Office, DSPS, and Health Services use a high standard protocol to preserve the confidentiality and security of records. Financial Aid documents are only accessible by Financial Aid staff. No information about the nature of students' disabilities or participation in the DSPS or Health programs is released to anyone without the written consent of the student. Confidential records are not integrated with other campus systems, and notes kept by DSPS counselors cannot be viewed by non-DSPS counselors. Confidential health records are not integrated with other campus systems.

Self-Evaluation:

The College meets this Standard. Merritt College maintains student records permanently, securely, and confidentially with provision for secure backup of all files, regardless of the form in which the files are maintained. The institution publishes and follows established policies for the release of student records.

Supporting Evidence:

II.B.28 Family Educational Rights and Privacy Act of 1974
http://web.peralta.edu/admissions/verificationsrelease-of-information/ferpa-2/

II.B.39 PCCD AP 3310 Records Retention Destruction
http://web.peralta.edu/trustees/files/2011/04/AP-3310-Records-Retention-Destruction1.pdf

II.B.30 PCCD Board Policies & Administrative Procedures
http://web.peralta.edu/trustees/bps-aps/

II.B.31 PCCD AP 5040 Student Records and Privacy
http://web.peralta.edu/trustees/files/2011/04/AP-5040-Student-Records-and-Privacy.pdf

Actionable Improvement Plan:

None

Standard II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

Student Support Services at Merritt College use assessment data to inform program improvement decision-making. The assessment data is derived from a variety of sources including: source data from the District's Office of Institutional Research, service area outcomes, and locally created surveys and focus groups.

Furthermore, Student Support Services **(II.B.32-35)** at Merritt College are evaluated through multiple processes:

- Development, implementation and assessment of student learning outcomes (SLOs) and/or area learning outcomes (ALOs);
- Annual Program Updates, which assess the extent to which students served have achieved the SLOs developed for each unit;

- Comprehensive Program Reviews, which are conducted on a three-year cycle; and
- Fulfillment of state and/or federal reporting requirements, applicable to categorically-funded programs, such as EOPS/CARE, DSPS, MerrittWorks and other special programs, such as Athletics.

Self-Evaluation:

The College meets this Standard. The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs.

Supporting Evidence:

II.B.32 Student Services SAO/SLO Assessment
II.B.33 Student Services Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Student-Services-APU-Template.pdf
II.B.34 Student Services Program Review Template
II.B.35 Student Services State & Federal Reporting Requirements

Actionable Improvement Plan:

None

STANDARD II C: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures

Abstract:

The Merritt College Library (MCL) Mission is to provide access to information, collections, systems, and services that support transfer, basic skills, and CTE curricula. In addition, the MCL provides students with a means for developing their information competency and information retrieval skills that will support immediate student needs as well as those that encourage and/or promote lifelong learning. The MCL leverages technology to provide information access to distance education students, off-site students, and other campus community members.

Standard II.C.1

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures

Standard II.C.1

The institution supports quality of instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary:

- The Merritt College Library

The library strives to provide quality service, and collections to support the information needs of the College student body, faculty, and staff **(II.C.1)**. The College relies on the expertise of faculty to:

- Provide student access to quality services, collections, equipment, and facilities;
- Provide tools, access, and support for information competency skills for students that encourage information retrieval for current and specific needs and to cultivate information components of critical thinking and, eventually, life-long learning; and
- Leverage (information) technology to provide information systems and instructional support to encourage scholarly inquiry, provide support for distance education, and to provide information access outside the physical footprint of the Library/Learning Commons.

Following a 3-year remodeling process, Library staff, collections, and services have just recently returned to the second and third floors of the campus L Building with approximately 19,000 square feet of assignable space. Merritt's library contains several functional areas including reference/instruction, cataloging, acquisitions, circulation/reserves, periodicals, archives, administration. The current print collection includes approximately:

- 50,000 circulating volumes
- 450 titles put on reserve by faculty per semester for student use.
- 100 titles of print periodicals holdings; and
- 30 periodical databases.

The print collection while small is supported through print resources available at CSU and UC libraries.

Collections are currently under review to assess the quality, currency, and depth of these materials. The eBook collection served as the digital and in-house collection during the relocation to the swing space. These are provided through *purchase* agreements from EBSCO and Gale by way of the CCL Consortium purchases. Currently these number approximate 19,500 titles for the EBSCO "circulating" collection and approximately 250 titles in the virtual reference library. This collection is optimal for currency and corresponds to the College's annual FTES target.

The MCL also retains a small print periodical collection with about ninety academic and general interest titles as well as five newspapers. The Periodicals Department maintains depth of print general interest magazines including Atlantic, Life, Look, and Newsweek. The database collection contains approximately 88 different databases, most of which are full-text, with both general interest and academic works included. The MCL employs two primary vendors, offered through the Council of Chief Librarians for Community Colleges consortium purchase program, in order to provide students access a wide variety of discipline materials through two different search interfaces. In addition, the databases and eBooks are now fully accessible remotely for students and faculty with current student or faculty IDs.

The MCL also keeps a small special collection of local history, rare/unique books/ephemera, campus history, and governance materials for use by the campus and surrounding communities. As most of the items are rare, or one-of-a-kinds, these are for in-house use only.

Collection management and development are guided by the Collection Development Policy, which provides for the life-cycle of books used at the MCL; this pertains to the selection, acquisition, purchase prioritization and de-selection (weeding) of the print circulating book collection. Through the work of the District Library/IT Committee and the District Planning and Budgeting Committee (PBC), the respective campus libraries are provided with annual $40,000 allocations for database subscriptions; these are provided through Lottery Funds (Proposition 20) and allowed the four campus libraries to provide students with database access after the 100% loss of TTIP funds due to the economic downturn.

The library also provides resources/equipment to support access to information and student learning. Currently there are 19 computers in the reference area, three of which are ADA compliant. The second and third floors and west outer perimeter are supported Wi-Fi access for student use. The student computers are networked to a pay-for-print system that uses student ID cards as payment medium. Two self-serve photocopiers and one staff-assisted color photocopiers support the Periodicals/Circulation areas. One microfilm scanner/printer can be used to access archival film collections.

- The Learning Resource Center (LRC)

Occupying the ground floor of the "L" Building, the Learning Center provides learning support services in sufficient quantity, currency, depth, and variety to facilitate the College's educational offerings. The Learning Center is staffed by instructional faculty, classified staff, and student peer advisors. The Learning Center's primary function is to assist students in becoming more efficient, effective, and independent learners. As a consequence, services are primarily centered on providing supplemental instructional support to help students in reinforcing and mastering concepts in courses across the curriculum. The Learning Center has approximately 22 peer advisors available each semester to provide tutoring and computer lab tech support. These tutors are recommended for hire by faculty in the related discipline and undergo specialized training to improve their effectiveness in delivering services to students.

Currently, the Learning Center offers supervised tutoring in English in a Writing across the Curriculum program, ESL, Mathematics, Sciences, Business, and Social Sciences. In addition, the Center serves students, faculty, and staff in an open lab format as well as a smart classroom to facilitate group tutoring.

To ensure that the Learning Center is meeting the needs of our students, the College employs a variety of tools to identify service gaps, to improve services, and to set priorities to ensure that services meet identified student needs. For example, the Learning Center conducts periodic student surveys, tutor and workshop evaluations. Learning Center faculty and staff participate in departmental meetings and other College committees to obtain feedback and use that data in Annual Program Updates to request more faculty hires, resources, equipment, and materials requisitions.

Self-Evaluation:

The College meets this Standard. Merritt College supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. The institution evaluates student support services to assure their adequacy in meeting identified student needs.

Supporting Evidence:

II.C.1 Merritt College Library Mission Statement
http://www.merritt.edu/wp/library#mission

Actionable Improvement Plan:

The College will update and expand existing Merritt College Library collections, staff, and funding sources and seek to identify additional instructional space for MCL functions and activities. This is scheduled for spring 2015 and will be ongoing.
Administrative Lead: Vice President of Instruction

Standard II.C.1.a

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary:

- The Library

The MCL provides the campus community with a broad range of learning support services including but not limited to: circulation, reserves, reference, periodicals, reprographics, cataloging, acquisitions, and special collections. The MCL has a very strong classified staff, two of whom possess MLIS terminal degrees and has endeavored to assist with keeping operations stable in the midst of two major building projects (and moves) within a four-year period that directly affected library services and operations.
Following faculty and staff recommendations, the library also provides 19 computers in the reference area, three of which are ADA compliant. The second and third floors and west outer perimeter have supported Wi-Fi access for student use. The student computers are networked to a pay-for-print system that can use student ID cards as payment for students to make copies. Two self-serve photocopiers and one staff-assisted color photocopiers support the Periodicals/Circulation areas.

- The Learning Center

The Merritt College Learning Center (LC) provides sufficient learning support services in quantity, currency, depth, and variety to facilitate educational offerings at the College **(II.C.2-5)**. The mission of the Learning Center is to serve as a campus hub for learners and to assist students in becoming more efficient, effective, and independent learners. The primary focus is to provide supplemental academic support and to help students reinforce the mastery of concepts in college courses across the curriculum.
The Learning Center collaborates with faculty, staff, and administrators to address the learning needs, academic performance, and retention of students. Learning Center services include:

- Free drop-in general tutoring
- Open entry/open exit supplemental instructional courses in Learning Resources and English
- English—Writing Across the Curriculum (WRAC*)* lab services to assist students in the writing process across disciplines
- Mathematics lab academic and supplemental services to support developmental, vocational, collegiate, and transfer level courses
- Science lab tutoring in biology, chemistry, physics
- Open computer labs

- Study skills and success workshops and classroom presentations, often in partnership with Counseling, College Success, and specific disciplines, programs, and services
- Study skills strategies provided in the form of tip sheets, and online resources
- Study groups led by faculty and tutors
- Training in discipline specific content strategies, learning theory, study strategies, communication strategies, learning styles, diversity, and customer service.

Instructional faculty, classified staff, and student peer tutor advisors staff the Learning Center. Student peer tutors provide free drop-in tutorial services and lab tech support. Staffing levels, which are highly dependent upon annual budget allocations, typically range from 16 to 26 tutors in the fall and spring terms and a smaller number during the summer term. Tutors must meet specific qualifications and be recommended for hire by discipline-related faculty. Learning Center tutors and staff participate in monthly staff meetings and training sessions to improve the delivery of the Center's services and tutor effectiveness.

The Learning Center uses a variety of tools and strategies to ensure that the Center meets the needs of students, its stated outcomes in enhancing student achievement and identifies gaps in services. The Learning Center conducts periodic student surveys, student evaluations of tutors, and workshop evaluations, such as the One Minute Journal Assessment. The College also administered the Community College Survey of Student Engagement (CCSSE) in 2011 and 2014 and the Noel-Levitz Student Satisfaction Survey in 2009, 2011, and 2014 **(II.C.6-9)**. These national survey instruments have provided the College with institutional and national benchmark data to support planning, the setting of priorities, and improvement in the delivery of services to students.

The Learning Center computer labs are used by distance education faculty for student orientations and at various times throughout the semester for hybrid courses class meetings that are held on campus. Learning Center staff also assist distance education students in the use of Moodle for their DE courses. The College's Learning Center and Distance Education Coordinator have implemented strategies to support distance education learners in the use of Moodle and how to access to online sites for tutoring support.

Self-Evaluation:

The College meets this Standard. The College relies on the library faculty expertise, informed by Course Outlines of Record in CurricUNET, and recommendations for the acquisition of materials. The Library gives regular student surveys, engages in the SAO/SLO processes, and provides varied support for both the traditional (in-house) library as well as for its remote, digital counterpart. The library is an integral part of the College's Educational Master Plan, and the department's Comprehensive Program Reviews and Annual Program Updates reflect continual contributions to the College's mission and stated purposes of providing open access to excellent instructional programs and comprehensive support services in a culturally rich, caring and supportive learning environment.

Supporting Evidence:

II.C.2 Merritt College Learning Center Annual Program Update, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/LC-2013-14-APU.pdf

II.C.3 Merritt College Learning Center Tutor Schedules, Fall 2013
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/LC-tutor-schedule-fall-2013.pdf

II.C.4 Merritt College Learning Center Staff/Tutor Training Meeting Agendas

II.C.5 Merritt College Learning Center One Minute Journal
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCLC-One-Minute-Journal.pdf

II.C.6 Merritt Community College Survey of Student Engagement, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CCSSE-2011.pdf
Merritt Community College Survey of Student Engagement, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CCSSE-2014.pdf

II.C.7 Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

Actionable Improvement Plan:

None

Standard II.C.1.b

The institution provides for ongoing instruction for users of the library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary:

- The Merritt College Library

MCL provides instructional lectures in response to classroom faculty's requests **(II.C.8)**. The largest users of this service are the humanities and the social sciences disciplines (i.e., English, Communications, and Counseling). The lectures, whose length ranges between one to two hours, are tailored to individual class sections by assignment and student learning outcomes. The availability of Library instruction is promoted through the Library Guide, the Library webpage as well as through Division meetings. The reference interview also acts as a form of direct

instruction for the student particularly for those with more specialized assignments in the allied health fields.

The library also provides Reference Librarian services during operational hours, services that provide one-on-one instruction to students and faculty in support of their academic needs. The library provides research guides and library handouts in both print and web-based forms in order to provide additional support for student learning.

The Library's webpage provides another means for the College to assist students in the access and use of library materials, services, and remote resources. For example, Pathfinders and information guides to electronic access of materials, and a number of links provide for self-study by remote users.

- Merritt College Learning Resource Center

The Learning Center makes use of survey data results from Community College Survey on Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Survey to plan and improve the delivery of services. To support this effort in the spring 2014 semester the Learning Center secured funding through the College's Basic Skills Initiative and conducted an assessment on the effect of Tutoring Services as they relate to Student Success. Basic Skills English and Mathematics grades for students who did not receive tutorial services versus Basic Skills English Mathematics grades for students who enrolled in the LRNRE 501 course (i.e. the non-graded class for drop-in tutoring) were assessed and analyzed. Assessment results indicated that the grades and pass rates of Basic Skills students who received tutoring were better than the grades and pass rates of students who did not participate in tutoring.

Self-Evaluation:

The College meets this Standard. The Library offers bibliographic instruction to assist students in the access and use of library materials, services, and remote resources. The Library provides this instruction through four course offerings and provides bibliographic instruction refreshers to faculty upon request. The Learning Center provides tutorial services to students and has implemented an "embedded tutor" services **(II.C.9)** in which tutors attend class meetings of assigned sections and assist students not only in the class itself but also during their scheduled hours in the Learning Center.

Supporting Evidence:

II.C.10 Merritt College Library Course-Related Instruction Form
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Library-Course-Related-Instruction-Form.pdf

II.C.11 Embedded Tutor Job Description

Actionable Improvement Plan:

None

Standard II.C.1.c

The Institution provides students and personnel responsible for learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary:

- The Merritt College Library

The MCL provides adequate access to library/learning support services regardless of location/delivery. During the academic year, the library is open five days per week Monday through Friday for a total of fifty-one hours. In the fall of 2013, the four Peralta college libraries implemented a remote authentication system through the Innovative Interfaces ILS that provided students and faculty access to the library's digital collections. This "remote authentication" allowed students access to materials that previously required multiple passwords to review materials from multiple vendors and provided access to some databases, notably Lexis-Nexis, to the "remote" campus community for the first time **(II.C.10)**. This action was especially significant for the College's distance education users and our face-to-face students because it gave students command of the information access from anyplace, at any time, they desire.

MCL's resources are also available by remote District access through the *PCCD Collaborative Library Catalog* and through *EBSCO* that currently comprises almost 19,500 volumes, including more than 22 full-text databases in a variety of disciplines and full-text electronic books. In addition, a currently registered student/faculty member also has borrowing privileges at the three other Peralta District colleges: Laney College, College of Alameda, and Berkeley City College.

- The Merritt College Learning Center

The Learning Center faculty and staff provide information to discipline faculty, counselors, staff, new and continuing students at division/departmental/club meetings. The Learning Center Director and staff also conduct specialized workshops, in-class presentations, presentations to participating students, and trainings on specific computer applications on an ongoing basis. The Learning Center Director also conducts specialized in-class presentations based on faculty requests to address specific student learning needs.
The Center's tutoring schedule has been mailed to the campus community, including to discipline faculty and specialized student programs and services. With the expansion of the Learning Center facility, there is an increase of faculty holding office hours in the Center, particularly in the Mathematics, English Writing across the Curriculum Lab, and Science Lab.

- Distance Education

The Library/Learning Commons provides a number of networked information resources appropriate for academic study. These include onsite and remote access to Web Pac, the College and District online union book catalog, full-text journal databases, full-text reference online

reference books (GVRL), and resource links that provide access to open-access scholarly materials.

As noted, the "parity of access" for distance education students was greatly enhanced this academic year with the implementation of remote authentication for the MCL's journal databases, reference books, and e-books. Any currently-registered Merritt student (or faculty) has access to these resource materials from remote computers or mobile devices. These provide MCL's resources to the campus community during the times when the Library and Learning Center are not accessible. In addition, the MCL is implementing improved Wi-Fi capacity in-house as well as in the surrounding building footprint in order to provide information resources to students via their mobile devices.

Self-Evaluation:

The College meets this Standard. The College provides access to its collections and services through both onsite and digital means.

Supporting Evidence:

II.C.12 Off-Campus Access to Databases & E-Books via Remote Authentication
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Off-Campus-Access-to-Databases-E-Books-via-Remote-Authentication.pdf

Actionable Improvement Plan:

None

Standard II.C.1.d

The institution provides effective maintenance and security for library and learning support services.

Descriptive Summary:

The MCL retains control over the circulating and reserves collections through the integrated library system's circulation module (Innovative Interfaces Millennium) **(II.C.11)**. Inventory control was implemented in 2011 that permitted library staff to determine inventory through the use of bar code scanners. Following the remodeling to Building L, MCL now employs a 3M security dual gate that is ADA-accessible for ingress and egress and an upgraded elevator to provide for a much higher level of property security **(II.C.12)**.

As part of the L Building remodel, the entire building has been re-keyed, and a new automated lighting system has been installed. In terms of computing security, all student laboratory and faculty/staff computers have been replaced with appropriate network and software security upgrades. Physical security is provided by the Administration of Justice Department's security cadets. Campus custodians and District engineers support inspection, maintenance, repair, and

security of Library/Learning Center's infrastructure, furnishings, and general upkeep. Student ID cards are used for authenticating the current status of the user.

Self-Evaluation:

The College meets this Standard. MCL's security is ensured by a 3M security gate as well as a recently added elevator that limits access to the library floor from the outside. Library users seeking computer use or remote access must a password at all times. In addition, the Learning Center requires proof of identity via a Driver's License for all those checking out materials.

Supporting Evidence:

II.C.13 Millennium Circulation Module
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Millennium-Circulation-Module-Screenshot.pdf

II.C.14 Merritt College Library 3M Service Agreement
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/3M-Service-Agreement.pdf

Actionable Improvement Plan:

None

Standard II.C.1.e

When the institution relies on collaboration with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual agreement.

Descriptive Summary:

Merritt College does not rely on collaboration with other institutions or other sources for library and other learning support services for its instructional programs.

Self-Evaluation:

N/A

Supporting Evidence:

N/A

Actionable Improvement Plan:

None

Standard II.C.2

The institution evaluates library/learning support services to assure adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

- The Merritt College Library

The MCL assesses its library/learning support services using the following instruments **(II.C.13-20)**:

- MCL user survey (paper survey in-house and online);
- PTEA (Perceived Teaching Effectiveness Assessment);
- LIA (Library Instruction Assessment).
- The Merritt College Learning Center

- The Merritt College Learning Center

The Learning Center participates in Annual Program Reviews (APU) and Comprehensive Program Reviews as a means of evaluating the efficacy of its services to meet the needs of our students **(II.C.21)**. The Center tracks students' usage of the Center through the SARS system and utilizes that data in the APU and in prioritizing requests for staff, equipment, and resource materials. The Learning Center has developed Service Area Outcomes (SAOs) and as a result has been able to assess the level of effectiveness to which tutorial services are supporting Basic Skills English and Mathematics instruction.

Self-Evaluation:

The College meets this Standard. The MCL user survey has been used since 2011 to monitor student satisfaction with the service points of the library. The PTEA is given after library lectures to determine student evaluations of the lecture as well as the lecture setting (viz. in-house, home classroom, other computer laboratory). As a result of the PTEAs, students indicated a preference for having library lectures in a hands-on laboratory, rather than in just a "smart" (presentation) classroom. In response to the suggestions, library lectures were given more often in the CIS laboratory in order to facilitate this recommendation. The Library Instruction Assessment, which was implemented in spring 2014, is a ten-item quick assessment to determine whether students are familiar with reference and elementary research skills.

Supporting Evidence:

II.C.15 Merritt College Library Program Review, 2012-13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Library-Program-Review.pdf

II.C.16 Merritt College Library Annual Program Update, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Library-Annual-Program-Update.pdf

II.C.17 Merritt College Library SLOs & Assessment Report
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCL-SLOs-Assessment-Report.pdf

II.C.18 Merritt College Library Perceived Teaching Effectiveness Assessment
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Perceived-Teaching-Effectiveness-Assessment.pdf

II.C.19 Merritt College Library Instruction Assessment
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Library-Instruction-Assessment.pdf

II.C.20 Merritt College Library Survey, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2014-15-MCL-SLO-survey.pdf

II.C.21 Merritt College Library Survey Results, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2014-15-MCL-SLO-survey-results.pdf

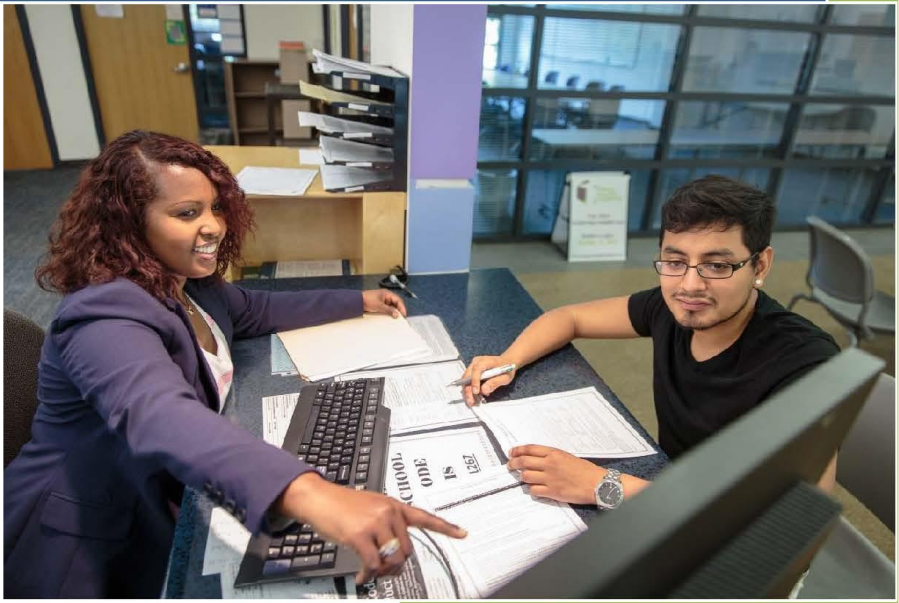
II.C.22 Merritt College Institutional Learning Outcomes
http://www.merritt.edu/wp/slo/mcilo/

II.C.23 Merritt College Learning Center Program Review, 2012-13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCLC-Program-Review-2012-2013.pdf
Merritt College Learning Center Annual Program Update, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCLC-APU-2013-2014.pdf

Actionable Improvement Plan:

None

Standard III. Resources



Standard III: Resources

The institution demonstrates strong commitment to a mission that emphasizes achievement effectively uses its human, physical, technological, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited Colleges in multi-College systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited Colleges.

Abstract:

Merritt College is committed to maximizing its human, physical, technological, and financial resources in fulfillment of its mission to enhance the quality of life of the communities we serve. In terms of human resources, we invest in our personnel and ensure diversity within the ranks of our administrators, faculty, and classified staff through thoughtfully crafted policies and procedures. Our technological resources are maintained and upgraded as necessary to continue to leverage the power of digital technology to support our work administratively and in the classroom. We understand that we are stewards of the physical and financial resources and adhere to strict policies to assure the public that our resources are being used to enhance student success. We work cooperatively through participatory governance bodies and the District to maintain the integrity of our resources and provide a voice for all stakeholders in the management of the College's resources. All of our ongoing and new resource needs are informed by student learning outcomes (where appropriate) and continual integrated resource needs assessment through our participatory governance committees and appropriate executive decisions.

Standard III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resources planning is integrated with institutional planning.

Descriptive Summary:

Merritt College is one of four colleges in the Peralta Community Colleges District (PCCD). The College's administrators, faculty, and classified staff are employed in accordance with policy and procedures developed, negotiated, and maintained by the District Board of Trustees to maximize quality while enhancing diversity and objectivity in hiring practices for human resources **(III.A.1-2)**. Merritt College is committed to employing qualified personnel that actively contribute to our mission and are dedicated to student success.

Current descriptions of duties, responsibilities, and qualifications for all positions are accessible to the public via the PCCD Human Resources webpage **(III.A.3)**. The posted job descriptions are developed through our participatory governance processes and accurately reflect the duties and responsibilities associated with the positions. The District and College demonstrate their commitment to seeking a diverse pool of candidates by advertising vacant positions in the *Chronicle of Higher Education, Diverse Issues in Higher Education,* academic employment sites and trade publications.

The staffing needs of the academic units are based on the College's mission/core values and the Program Review process. Our participatory governance committees, working in tandem with the president, oversee this process for the hiring of new faculty to meet institutional and programmatic needs. Faculty hires are required to meet the minimum qualifications based on the State Standards **(III.A.4)**. Faculty are integral to the hiring of adjunct and tenure track faculty.

Merritt College's hiring policies include, but are not limited to, providing full, objective, and equal access for all applicants; actively seeking applicants who demonstrate the required technical expertise, competency, and sensitivity that will enable them to work effectively in a multicultural educational environment; complying with all federal, state, and local laws; ensuring participation by faculty, classified staff, and administrators in their respective roles throughout the process; ensuring diversity on all screening committees; ensuring that committee members have knowledge in the position area, reviewing all components of the process to ensure the integrity of the process; and maintaining confidentiality throughout the process **(III.A.5)**. Each candidate must be approved by the Board of Trustees.

The College and the District demonstrate a commitment to diversity and fostering mutual respect by providing equal consideration to all qualified candidates **(III.A.6)**. Merritt College currently has 73 contract faculty and 183 active adjunct faculty to serve our student population. The Administrative team is qualified and permanent. Administrators are committed to the mission and core values of the College **(III.A.7)**.

Prior to the start of each semester, Merritt College and the District engage administrators, faculty, and classified staff in professional development exercises. The exercises are designed to enhance our ability to meet our students' learning outcomes and assessment needs as well as develop more innovative ways to fulfill our mission **(III.A.8)**.

Self-Evaluation:

The College meets this Standard. Merritt College hires qualified administrators, faculty, and classified staff from a diverse pool of applicants to fulfill our mission and core values.
We consistently evaluate our personnel to ensure the quality of services and instruction. Hiring decisions are based on program reviews, institutional planning, and are vetted through participatory governance processes. Regularly scheduled professional development activities take place at the College and District levels to provide professional enrichment opportunities and additional approaches to enhance student success.

Supporting Evidence:

III.A.1 PCCD BP 7120 Recruitment and Hiring
http://web.peralta.edu/trustees/files/2011/04/BP-7120-Recruitment-and-Hiring1.pdf
III.A.2 PCCD BP 7100 Commitment to Diversity
http://web.peralta.edu/trustees/files/2011/04/BP-7100-Commitment-to-Diversity.pdf
III.A.3 PCCD Human Resources—Job Descriptions
http://web.peralta.edu/hr/job-descriptions/
III.A.4 *Minimum Qualifications for Faculty & Administrators in California Community Colleges*
http://asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_(MB2)_020212.pdf
III.A.5 PCCD Human Resources Procedures
http://web.peralta.edu/hr/procedures/
III.A.6 PCCD BP 7100 Commitment to Diversity
http://web.peralta.edu/trustees/files/2011/04/BP-7100-Commitment-to-Diversity.pdf
III.A.7 Merritt College Administrative Profiles
http://www.merritt.edu/wp/administrative-profiles/
III.A.8 PCCD Flex Days
http://web.peralta.edu/educationalservices/flex-day/

Actionable Improvement Plan:

None

STANDARD III.A.1

The Institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary:

- The College

Merritt College is part of the four-college District where assures the integrity and quality of its programs and services by hiring qualified employees based in part on the Board of Trustees policies and procedures **(III.A.9)**. The College and the District hiring process includes a series of screenings, interviews, and background checks that permit well-qualified and trained candidates to demonstrate preparedness for available positions. Our faculty hiring process also adheres to the Academic Senate for California Community Colleges' guidelines regarding minimum qualifications for faculty in disciplines **(III.A.10)**.

Trainings and workshops are provided every semester for administrators, faculty, and classified staff during our Professional Development days **(III.A.11)**. The College's Title III program sponsored training and support for faculty and students services classified staff on the

development of Student Learning Outcomes and Assessment as well as Service Area Outcomes and Assessment **(III.A.12)**. Trainings on software, new technologies, and departmental processes are ongoing based on need.

Self-Evaluation:

The College meets this Standard. The College employs administrators, faculty, and staff that assure the integrity of our programs and services. The District's committee-based hiring procedures, maintains the integrity of the hiring process and by design encourages broad participation.

Supporting Evidence:

III.A.9 PCCD BP 7120 Recruitment & Hiring
http://web.peralta.edu/trustees/files/2011/04/BP-7120-Recruitment-and-Hiring1.pdf
PCCD AP 7121 Faculty Hiring
http://web.peralta.edu/trustees/files/2011/04/AP-7121-Faculty-Hiring1.pdf
PCCD AP 7123 Hiring Procedures for Regular Academic Administrators & Classified Managers
http://web.peralta.edu/trustees/files/2011/04/AP-7123-Hiring-Procedures-for-Regular-Academic-Administrators-and-Classified-Managers1.pdf
PCCD AP 7125 Hiring Acting and Interim Academic & Non-Academic Administrators
http://web.peralta.edu/trustees/files/2011/04/AP-7125-Hiring-Acting-and-Interim-Academic-and-Non-Academic-Administrators.pdf

III.A.10 *Minimum Qualifications for Faculty & Administrators in California Community Colleges*
http://asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_(MB2)_020212.pdf

III.A.11 PCCD Flex Days
http://web.peralta.edu/educationalservices/flex-day/

III.A.12 Merritt College SAO Assessment Follow-Up Group Schedule, 04-09-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/SAO-Assessment-Follow-up-Group-Schedule-2014.04.09.pdf

Actionable Improvement Plan:

None

Standard III.A.1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary:

- The College

Merritt College employs qualified faculty who meet the minimum qualifications established by the Board of Governors for the California Community Colleges. Faculty hiring at Merritt, and through the District, goes through a "faculty prioritization" process. All departments individually meet with their respective Deans to determine instructional staffing needs and prepare a written and oral presentation of criteria to be delivered to the Council of Department Chairs and Program Directors (CDCPD) for deliberation and prioritization.

The Academic Senate then provides both its own list and the list from CDCPD to the Vice President of Instruction (VPI), who weighs the input from both bodies and then creates a third list of recommended hires that is given to the College President. The President then creates a final list that is reviewed by the College Council as an information only agenda item. This process is reviewed and approved annually by the Academic Senate, Peralta Federation of Teachers, and the College President. The selection process for regular positions including full-time faculty is outlined in our Administrative Procedures **(III.A.13)**.

The College President then submits a final list of prioritized faculty positions for hire to the District Education Committee (DEC) and District Planning and Budgeting Council (PBC). These committees review lists from all four Peralta colleges and then forward them to the District Chancellor. Finally, the Board of Trustees and the Chancellor determine the total number of faculty hires that the budget permits. The Chancellor informs the College President of the number of authorized hires and the hiring process for tenure-tracked faculty begins.

Job announcements for faculty positions are written by College faculty, relying on discipline experts, which clearly states specific duties and responsibilities as well as minimum qualifications as determined and published by the Academic Senate for the California Community Colleges. The announcements emphasize the importance of discipline knowledge, current pedagogy, and commitment to fulfilling student learning outcomes. The "Request to Hire" personnel action includes an attachment that confirms that the department chair or discipline expert, the local Academic Senate President, the Peralta Federation of Teachers

representative, and the hiring manager have all been consulted on the justification for the hire and the description of the position. Job announcement for each category of employee can be found on the Human Resources website **(III.A.14)**.

- The District

District procedures ensure that faculty members play a significant role in the selection of new faculty **(III.A.15)**. Screening committees for new positions include at least three faculty members from the relevant or related discipline and are chaired by a faculty member. Classified committees also have at least three classified members, including a committee member appointed by the respective union while management selection committees have a minimum of five members comprised of faculty, classified staff, and administrators.

In order to seek qualified applicants, Human Resources staff routinely advertise classified, faculty, and administrative positions through the District Human Resources website, the California Community Colleges Registry, and flyers sent to local colleges. Depending on the position, additional outreach may include publication of job openings in resources such as *The Chronicle of Higher Education*, *Women in Higher Education*, *Diverse Issues in Higher Education*, and other professional education publications.

All faculty are required to meet the minimum qualifications of the position or be subjected to the equivalency process outlined in the District's Administrative Procedures and following best practices for meeting equivalencies expressed in various publications of the Academic Senate for California Community Colleges (ASCCC) **(III.A.16)**.

Self-Evaluation:

The College meets this Standard. Board Policy, Administrative Procedure, and best practices formulated by the ASCCC govern the hiring procedures and processes at Merritt College. The hiring process for each employee category involves a variety of constituencies, including unions, classified staff, administration, and District Human Recourses personnel **(III.A.17)**. The policies for recruitment, paper screening, committee composition and responsibility, oral evaluation of candidates and final recommendations for hire are clearly stated and adhered to at every stage of the hiring process.

Supporting Evidence:

III.A.13 PCCD AP 7121 Faculty Hiring
http://web.peralta.edu/trustees/files/2011/04/AP-7121-Faculty-Hiring1.pdf

III.A.14 PCCD Job Announcements
https://peraltaccd.peopleadmin.com/postings/search

III.A.15 PCCD AP 7121 Faculty Hiring
http://web.peralta.edu/hr/files/2012/08/AP-7121-Faculty-Hiring.pdf

III.A.16 PCCD AP 7211 Minimum Qualifications and Equivalencies
http://web.peralta.edu/hr/files/2012/08/AP-7211-Minimum-Qualifications-and-Equivalencies.pdf

III.A.17 PCCD HR Hiring Procedures
http://web.peralta.edu/hr/procedures/

Actionable Improvement Plan:

None

Standard III.A.1.b

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary:

- The College

Merritt College faculty and classified staff are evaluated systematically as outlined in the Peralta Federation of Teachers "Faculty Evaluation Guidelines", Appendix A20 and in the Local 1021 and Local 39 Collective Bargaining Agreements (Article V. SEIU and Article 96, 19). Administrators are evaluated on an annual basis pursuant to the Management Evaluation Procedures and the Implementing Procedures of Board Policy 7250 and 7260. Each evaluation process is coordinated with the District and follows specific guidelines **(III.A.18)**.

- The District

The District's Office of Human Resources guides the College's evaluation processes for adjunct faculty, new full-time faculty, tenured faculty, classified staff, and administrators, each of which are described below.

New Full-Time Faculty:

During the four-year faculty tenure review process, a four-member committee, including the Division Dean or Vice President of Instruction and three faculty members from the relevant or related discipline, evaluates new full-time faculty members. This rigorous evaluation process, comprising student evaluations, assessment of a faculty-prepared portfolio, peer observation, administrator observation, and self-evaluation, takes place during each of the four years before a final recommendation for tenure is made. All materials are reviewed and signed off on by the candidate and filed in the Office of Instruction.

Faculty seeking tenure undergo a process coordinated by a Tenure Review Facilitator, who receives reassigned time to ensure effective oversight of evaluations underway each year. The

Tenure Review Facilitators for the four colleges meet regularly to address and discuss various issues occurring at individual colleges. Every fall, the Tenure Review Facilitator and the Academic Senate President sign a form for each individual under review stating that the tenure review process has been followed. The appropriate Vice President and College President annually sign a form either recommending non-continuance, to continue probation, or to grant tenure.

Tenured Faculty:

Faculty members already holding tenure are evaluated every three years and undergo a similar extensive process, including student evaluations, assessment of a faculty-prepared portfolio, peer observation, an administrator observation, and self-evaluation. This undertaking provides the tenured faculty member with an opportunity to receive commendations and/or recommendations for improvement. If a rating of "below satisfactory" is assigned, a plan for improvement is developed and a re-evaluation is scheduled for the next academic year.

Adjunct Faculty:

The evaluation of adjunct faculty takes place in the first semester or first year of service, and at least once every six semesters thereafter. The evaluation includes a peer evaluation, student evaluations, an administrator evaluation, and a self-evaluation. For the initial assessment, the evaluation committee consists of one or two faculty members (full- and/or part-time) and an administrator. Subsequent evaluations have a committee that consists of one faculty member (full- or part-time) and an administrator. Monitoring and documentation for the evaluation of adjunct and tenured faculty is overseen by Division Deans, and adjunct faculty who have taught six out of the last ten semesters and receive a rating of "above satisfactory" are eligible for membership in the part-time faculty preferential hiring pool. In addition, adjunct faculty who are in the Minority Internship program are also placed immediately in the preferential hiring pool as a means of fostering diversity within the instructional ranks. Part-time faculty who gain entrance into the priority pool have preference over those not in the pool for teaching the same schedule that have taught in the past.

Classified Staff:

Evaluation of classified personnel is monitored and initiated by the District's Office of Human Resources. New classified hires are evaluated at the end of two months and prior to the end of six months before the end of the probationary period. All existing classified staff are evaluated on their anniversary dates of hire. The District developed forms may be found online at http://peralta.edu/apps/comm.

Administrators:

Managers are evaluated annually with the process coordinated by the Office of Human Resources. The purpose of the Management Performance Evaluation is to demonstrate commitment to organizational excellence and align performance with the district-wide and the College strategic goals and institutional objectives. The process was designed to assist with the

improvement of individual performance, thereby increasing institutional effectiveness. The management performance evaluation recognizes achievements; establishes training needs, including suggested areas for improvement; and encourages professional development. Additionally, every third year administrators are required to undergo a comprehensive evaluation.

Self-Evaluation:

The College meets this Standard. At the beginning of the year, Human Resources provides supervisors with a list of evaluations that are due and directs administrators to the policy and procedures in place for evaluations **(III.A.19)**. Each evaluation is based on clearly stated criteria as outlined in the appropriate employee contract and job description. The evaluation process includes improvement plans that encourage each employee to work toward continuous improvement in our efforts to serve students and the College.

Supporting Evidence:

III.A.18 PCCD *Faculty Evaluation Policies & Procedures Handbook*
http://web.peralta.edu/educationalservices/files/2014/01/Faculty-Evaluations-Handbook-rev-Aug2014-FINAL.pdf
PCCD Collective Bargaining Agreements
http://web.peralta.edu/hr/employee-relations/employee-relations-2/
Management Performance Evaluation Procedure
http://web.peralta.edu/hr/files/2011/08/Management-Performance-Evaluation-Procedure.pdf
PCCD BP 7250 Academic Administrators
http://web.peralta.edu/trustees/files/2011/04/BP-7250-Academic-Administrators.pdf
PCCD BP 7260 Classified Managers
http://web.peralta.edu/trustees/files/2011/04/BP-7260-Classified-Managers.pdf

III.A.19 Merritt College Classified Evaluation Schedule, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-2014-15-classified-evaluation-schedule.pdf

Actionable Improvement Plan:

None

Standard III.A.1.c.

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary:

Merritt College currently requires all faculty to apply student learning outcomes (SLOs) and the assessment process to their teaching as a component of the faculty self-evaluation. Merritt College has a history of resistance to tying student learning outcomes to faculty evaluations. In 2006 the District entered into a Memorandum of Understanding with the PFT to not link student learning outcome creation or assessment to faculty evaluations. Although over the course of the ensuing years there has been a split between those who wanted assessment linked to faculty evaluations and those that did not, this division has never prevented faculty from wholeheartedly embracing the value of SLO outcome assessment and moving towards proficiency in its use. This week the District and the PFT made the herculean effort to comply with this standard and reached an agreement that overturned the previous MOU. We are now in full compliance with this standard and look forward to reaping the benefits of evaluating our faculty for this essential aspect of improving our teaching.

Formal evaluations standards, procedures, and processes are negotiated between the District Office of Human Resources and the Peralta Federation of Teachers. There are established procedures for including an assessment of student learning outcomes as a component of faculty evaluations. The faculty self- evaluation form now requires faculty to reflect on how SLOs or Service Area Outcomes (SAOs) affect teaching and how faculty members can become more effective at producing the desired learning outcomes or affect services to students. One of the items in this self-evaluation states, "In terms of classroom instruction (or counseling services, etc.), including the assessment of Student Learning Outcomes, what have you learned about student needs, issues and your own teaching? How will you implement what you learned?" By including this in the self-evaluation, all faculty members must identify the extent to which they are participating in the SLO/SAO process and the degree of effectiveness of the SLOs/SAOs, whether they are teaching in traditional classroom modality or Distance Education modality, or in any aspect of their faculty assignment.

Additionally, there are other components in the evaluation process that emphasize assessment of the teaching and learning process in the section that details the requirements for "applications of knowledge base." Faculty members are encouraged to file additional information on assessment of student learning outcomes as a part of their evaluation portfolio.

Faculty members develop SLOs and SAOs, which are edited and approved by the appropriate college committee. All new and revised curriculum submitted to the College Curriculum and Instructional Council is reviewed by the SLO Coordinator before approval. This requires that SLOs be a part of each course outline. The College has also established an addendum to the official course outline of record as the location for listing student learning outcomes and assessment methods. Faculty members in the discipline are responsible for keeping this

addendum up-to-date. Faculty members are evaluated, in part, on whether they follow course outlines, and evaluators may review syllabi and sample assessment tools to ascertain this.

Additionally, assessment of student learning outcomes is directly addressed and considered in the Program Reviews and Annual Program Updates completed by faculty in the discipline, who realize that ongoing assessment is fundamental to institutional planning and the evaluation of institutional effectiveness. The results of SLOs/SAOs are assessed every year at the department level as a part of the program planning process, in order to measure and improve effectiveness. Full-time faculty members are required to participate in this discussion and adjunct faculty are strongly encouraged to participate. As a result of these discussions, several departments have made changes to teaching methodologies, course content and sequencing. Changes include content updates as well as using different methods to teach courses, including online and hybrid courses.

Merritt College's student learning outcomes are developed by teaching faculty and student services administration. The Student Outcomes and Assessment Committee chair conducts a review of the outcomes.

All personnel (full-time and part-time faculty, classified support staff, and managers) are evaluated systematically and at stated intervals. The evaluation process, criteria, and evaluation schedules are contained in the collective bargaining agreements and are supported by PCCD Board Policies and Administrative Procedures.

Contract faculty (full-time) are evaluated every three years. Part-time faculty are evaluated in their first-year of employment and six semesters thereafter. The evaluation process includes peer observations, student evaluations, an administrative evaluation and a portfolio. The evaluation process provides opportunities for commendations and recommendations for improvement. If a rating below satisfactory is assigned, a plan for improvement is developed and a re-evaluation is scheduled for the next academic year. Division Deans monitor and document the process. Complete instructions are detailed in the Faculty Evaluations Policies and Procedures Handbook **(III.A.20)**.

Tenure-track faculty are evaluated yearly for their first four years of employment, and adjunct faculty are evaluated every three years. During the four-year tenure track review process, evaluations are completed by a four-member committee, including the Division Dean and three faculty members from the discipline or a closely aligned discipline. The evaluation process includes peer observations, student evaluations, an administrative observation, a portfolio, and a self-evaluation each year. All evaluation materials are discussed and reviewed by the tenure candidate. Files are kept in the Office of Instruction at the campus. The tenure track process is coordinated by a tenure review facilitator at the campus. Each fall semester the tenure review facilitator and the academic senate president attest that the tenure review process has been followed. Each year, the appropriate vice president or college president, based upon the recommendation of the tenure review committee, recommend continuance, non-continuance, or probation for each candidate. At the end of the four year process, the present makes a final recommendation whether to grant tenure to the Chancellor and the Board of Trustees. The tenure review process is detailed in the Faculty Evaluations Policies and Procedure Handbook.

Classified staff are evaluated during a probationary period and then annually in the month of hire by their first-level manager. The evaluation process is detailed in the respective collective bargaining agreements and monitored by the Office of Human Resources. Forms are available on the Human Resources website **(III.A.21)**.

As mentioned, the evaluation process, criteria, and evaluation schedules are contained in the collective bargaining agreements and are supported by PCCD Board Policies and Administrative Procedures. Currently, the District Academic Senate and the Collective Bargaining Agent are in consultation on the inclusion of SLO assessment as part of faculty's evaluation process. A "side letter" agreement is currently in draft stage. Once completed, negotiations between the District and the Collective Bargaining Agent can begin. This contract process is expected to be completed by fall of 2014 for immediate implementation in the spring of 2015.

The College has integrated the SLO assessment process into the budget development process whereby departments that haven't completed SLO assessment are funded at 80% of the amount of actual expenditures, from previous year, within the department's discretionary fund account. This process is providing beneficial and motivation; a win-win for both parties.

Self-Evaluation:

The College meets this Standard. The College has focused on student learning outcomes in instruction, student services, and administrative services with a focus on ensuring student success and student completion of basic skills, transfer, or career technical education programs and successfully attaining learning outcomes for courses, services , and programs, as well as institutional learning outcomes.

Supporting Evidence:

III.A.20 PCCD *Faculty Evaluation Policies & Procedures Handbook*
http://web.peralta.edu/educationalservices/files/2014/01/Faculty-Evaluations-Handbook-rev-Aug2014-FINAL.pdf

III.A.21 PCCD Part-Time, Long Term Substitute, Tenured Faculty Evaluation Forms
http://web.peralta.edu/educationalservices/faculty-evaluations-tenure-review/part-time-long-term-substitute-tenured-faculty-evaluation-forms/
PCCD Tenure Track Faculty Evaluation Forms
http://web.peralta.edu/educationalservices/faculty-evaluations-tenure-review/tenure-track-faculty-evaluation-forms/

Actionable Improvement Plan:

None

Standard III.A.1.d:

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary:

- The College

The College's strong commitment to upholding and fostering ethical behavior throughout the campus community is demonstrated through the College and the District's mission statement and through the Board Policies and Administrative Procedures

- The District

The mission statement of the Peralta Community College District includes a commitment to encouraging a civil and ethical environment that values the perspective of all individuals **(III.A.22)**. Administrative Procedure 7380 Institutional Code of Ethics, Civility and Mutual Respect provides a definition of, and expectation for, ethical and civil behavior to which all employees are expected to adhere **(III.A.23)**.

In the event of a report of a violation of the code of ethics and civil behavior, the Office of Human Resources and the Department of Employee Relations conduct an investigation. There are multiple avenues for reporting violations of the institutional code of ethics or unprofessional conduct. Written or verbal complaints can be reported to an area supervisor/manager, Dean or Vice President. Faculty and staff can speak directly to their respective unions. Complaints can also be reported directly to the Office of Human Resources and/or the Department of Employee Relations. Additionally, the District has also implemented Board Policy 7700 Whistleblower Protection in which individuals can anonymously report allegations of fraud **(III.A.24)**. Such allegations can be reported directly to the Internal Auditor, the Office of Human Resources, or the Department of Employee Relations. Any reported violations of the Institutional Code of Ethics or allegations of fraud are immediately investigated by the Office of Human Resources and/or the Internal Auditor and may result in mandatory training for the individual and/or the imposition of other appropriate discipline.

Self-Evaluation:

The College meets this Standard. Merritt College and the District value ethical and civil behavior for all of its employees and have policies, processes, and procedures in place to respond to any violations of the College's code of ethics, civility and mutual respect.

Supporting Evidence:

III.A.22 PCCD BP 1200 Mission
http://web.peralta.edu/trustees/files/2011/04/BP_1200-Mission-edits2.pdf

III.A.23 PCCD AP 7380 Ethics, Civility, and Mutual Respect
http://web.peralta.edu/trustees/files/2011/04/AP-7380-Ethics-Civility-and-Mutual-Respect.pdf

III.A.24 PCCD BP 7700 Whistleblower Protection
http://web.peralta.edu/trustees/files/2013/12/BP-7700-Whistleblower-Protection1.pdf

Actionable Improvement Plan:

None

Standard III.A.2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purpose.

Descriptive Summary:

- The College

Merritt College has a sufficient number of full-time faculty members, administrators and classified staff to support the institution's mission and purpose. As of fall 2014, Merritt College had 73 contract faculty, and 183 active adjunct faculty to serve our student population **(III.A.25-26)**. The College President and the Executive Team are currently staffed with permanent employees, and the Deans' positions, at this writing, are in the process of being staffed with permanent employees. Our classified staffing levels are sufficient to maintain the administrative needs of our institution.

Merritt College also has a sufficient number of staff and administration with appropriate preparation and experience to provide the services and support needed to fulfill our institutional mission. In addition, The Office of Instruction has requested additional administrative support for enrollment management and new program development efforts at the College.

Self-Evaluation:

The College meets this Standard. Merritt College diligently monitors staffing levels and funding allocations in all areas to ensure we are meeting the needs of our institution. There is sufficient full-time faculty to provide instruction, update curriculum, review programs, and participate on campus and District committees.

Supporting Evidence:

III.A.25 Merritt College Contract Faculty, Fall 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-contract-faculty-Fall-2014.pdf

III.A.26 Merritt College Adjunct Faculty, Fall 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-adjunct-faculty-Fall-2014.pdf

Actionable Improvement Plan:

None

Standard III.A.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitable and consistently administered.

Descriptive Summary:

- The College

Merritt College has an effective process for the development of personnel policies and procedures. Led by the Office of Human Resources, all constituencies, including the Collective Bargaining units (Peralta Federation of Teachers, SEIU Local 1021, and IUOE local 39), and the District Academic Senate participate in shaping personnel policies and procedures. Additionally, the Planning and Budgeting Council, a component of the District participatory governance structure, reviews new policies and procedures and changes in existing policies and procedures. This review includes policies and procedures regarding personnel.

- The District

The District personnel policies and procedures are led by the Office of Human Resources. They are readily accessible to faculty, staff and the public via the District's website. All Board Policies and Administrative Procedures, procedures regarding tenure track faculty, and other personnel policies, including labor agreements, are published on the Peralta Office of Human Resources website **(III.A.27)**.

The personnel policies and processes are designed to result in fair treatment of all personnel. In the event an employee or prospective employee feels unfair or inappropriate actions have taken place, the Vice Chancellor of Human Resources is responsible to advise, investigate, resolve conflicts and ensure fairness in areas of hiring, discipline, and resolution of complaints and grievances.

Self-Evaluation:

The College meets this Standard. Personnel policies and procedures are periodically updated by the Vice Chancellor of Human Resources, vetted through the participatory governance process, and approved by the Board of Trustees. The College's participatory governance bodies provide input before final approval.

All personnel policies, including labor agreements, are published on the faculty and staff portal in a timely manner.

Supporting Evidence:

III.A.27 PCCD Human Resources
http://web.peralta.edu/hr/

Actionable Improvement Plan:

None

Standard III.A.3.a.

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary:

- The College

Merritt College and the District adhere to written policies ensuring fairness in all employment procedures.

- The District

The Peralta Community College District (PCCD) Board of Trustees adopted the Equal Employment Opportunity (EEO) Plan on June 25, 2013 that confirms, in writing, that the policies PCCD follows ensure diversity, equity, and inclusion in employment procedures **(III.A.28)**. General employment principles include District compliance with federal, state, and local laws, and District commitment to equal opportunity, fairness, and inclusion.

The EEO plan focuses on satisfying policies and practices required under the Title 5 regulation including:

- Analysis of the demographic makeup of the PCCD workforce population;
- Analysis of whether under-representation of monitored groups exists; and
- Requirements for a procedure to resolve complaints of noncompliance with Title 5 provisions and in instances of unlawful discrimination.

The EEO plan ensures that "equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all individuals."

In an effort to address constituent concerns in a timely manner, the Vice Chancellor of Human Resources meets regularly with the president of the faculty union (Peralta Federation of Teachers) and the presidents of the classified unions (SEIU 1021 and Local 39). To further support fair and appropriate treatment, the District Union Partnership Committee (DUPC) was established to effectively and expeditiously address issues and concerns affecting classified employees. DUPC meetings occur monthly.

Additionally, all management personnel are trained yearly on contract administration to support the appropriate and consistent administration of personnel related provisions **(III.A.29)**.

Self-Evaluation:

The College meets this Standard. Merritt operates under employment procedures established at the District level for administrators, faculty, and classified staff. These procedures ensure fair operation in all areas of employment, including hiring at all levels; "out-of-class" assignments in which staff perform duties outside of their specific classification; leaves of absence; and more. These policies are applied equally across the Peralta Community College District and throughout Merritt College, ensuring that every College employee is treated fairly in all matters.

Supporting Evidence:

III.A.28 PCCD EEO Plan
http://web.peralta.edu/hr/files/2010/09/Peralta-Community-College-District-EEO-Plan.pdf

III.A.29 PCCD Management Training, 11/14/13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-Management-Training-11-14-13.pdf

Actionable Improvement Plan:

None

Standard III.A.3.b.

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary:

- The College

Merritt College makes provisions for the security and confidentiality of personnel records. Personnel files contain employment applications, performance evaluations, written confirmation of employment actions, personal data, leave and attendance records and any additional information used to determine the employee's qualifications for employment, promotion, and compensation. All personnel files are forwarded to the District's Office of Human Resources.

- The District

Personnel files at the District are located in a security code file system accessed only by the Human Resources staff. All medical files are secured and housed separately from personnel files.

Education Code §87031 gives employees the right, "at reasonable intervals and at reasonable times" to inspect personnel records relating to their work performance or any grievance related to them. The Education Code also outlines applicable rules regarding the inspection of personnel files. All employees may make a request to review their personnel file in the presence of a Human Resources staff person. The process for reviewing personnel files can also be found in the various collective bargaining agreements. The release of personnel records (outside of public information) must be approved by the employee through a signed statement. Employees are encouraged to augment their personnel records by adding documents regarding additional training or other supplementary materials. All employees have online access to their pay information, W2 forms, vacation, medical leave, health benefits and other information through the password-protected PROMT system. Unique employee ID numbers have replaced employee's social security numbers.

District Administrative Policy (AP) 3310 - Records Retention and Destruction provides detailed provisions for both the maintenance and destruction of records. The policy provides the following information:

- Specific classes of records;
- Various ways in which records shall be retained;
- Length of time records should be kept;
- How records should be destroyed if necessary; and
- How records should be stored, as well as the process of retrieving and returning stored records to employees.

In addition, District Board Policy 3310 addresses the security of these records, stating:

> The Chancellor shall establish administrative procedures to assure the retention and destruction of all District records—including electronically stored information as defined by the Federal Rules of Civil Procedure—in compliance with Title 5. Such records shall include, but not be limited to student records, employment records and financial records **(III.A.30)**.

Self-Evaluation:

The College meets this Standard. Merritt and PCCD are fully compliant with requirements of laws related to employee confidentiality and employee access to records.

Supporting Evidence:

III.A.30 PCCD BP/AP 3310 Records Retention and Destruction
http://web.peralta.edu/trustees/files/2011/04/BP-3310-Records-Retention-and-Destruction2.pdf
http://web.peralta.edu/trustees/files/2011/04/AP-3310-Records-Retention-Destruction1.pdf

Actionable Improvement Plan:

None

Standard III.A.4.

> ***The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.***

Descriptive Summary:

- The College

Merritt College has a firm commitment to understanding and addressing issues of equity and diversity in its programs, policies, and practices. Our commitment to diversity is embedded in our College's mission as well as our core values **(III.A.31)**. Board Policy 7100 Commitment to Diversity recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students **(III.A.32)**.

Administrative Procedure 7102 Faculty Diversity Internship Program details the District's Faculty Diversity Internship Program pursuant to Title 5 §53500 and Education Code §87487 **(III.A.33)**. The purpose of the program is to enhance recruitment of qualified persons from diverse backgrounds in an effort to build a diverse and representative faculty, particularly for disciplines in which recruitment is difficult and/or for disciplines in which a shortage of qualified

faculty is anticipated. The District's Diversity Coordinator is a faculty member on reassigned time. Job openings, workshops, resources, forms and documents, as well as "Frequently Asked Questions" for prospective applicants can be found on the Faculty Diversity Internship Program website **(III.A.34)**.

- The District

In 2013 the Board of Trustees adopted the District's Equal Employment Opportunity Plan (EEO Plan) in compliance with Title 5. A component of the plan was the formation of EEO Advisory Committee that has representation from all constituencies in the District, facilitated by the Director for Employee Relations. This committee meets regularly to monitor diversity within the District's institutions and also to monitor recruitment and hiring practices. The EEO Advisory Committee also has the responsibility of reviewing and revising the District EEO Plan. The EEO Plan has three areas of focus:

1. Dialogue, intended to specifically create an on-going and intellectual dialogue on the topic of equity as it relates to our students and staff;
2. Recruitment/Hiring, with the intent to increase our efforts to recruit, hire, and retain a diverse workforce that meets the needs of our students; and
3. Policies and Procedures, for the purpose of reviewing and updating policies and procedures related to hiring practices on a regular basis.

The EEO Advisory Committee is also tasked with recommending and sponsoring District events that support an inclusive campus community **(III.A.35)**.

Additionally, the Office of Human Resources provides EEO/Diversity training to selection/hiring committees and has conducted Flex Day (Professional Development) workshops for faculty that specifically focus on issues related to equity and diversity. Consistently throughout each academic year faculty, staff, administrators, and students hold campus events such as Black History Month, Women's History Month, Hispanic Heritage Month, and Cinco de Mayo celebrations.

Self-Evaluation:

The College meets this Standard. Understanding of and appreciation for diversity is a core value of the institution and is demonstrated through our policies, procedures, and trainings around diversity and inclusion.

Supporting Evidence:

III.A.31 Merritt College Mission & Core Values
http://www.merritt.edu/wp/mission-goals/

III.A.32 PCCD BP 7100 Commitment to Diversity
http://web.peralta.edu/trustees/files/2011/04/BP-7100-Commitment-to-Diversity.pdf

III.A.33 PCCD AP 7102 Faculty Diversity Internship Program
http://web.peralta.edu/trustees/files/2011/04/AP-7102-Faculty-Diversity-Internship-Program-.pdf

III.A.34 PCCD Faculty Diversity Internship
http://web.peralta.edu/facultydiversity/

III.A.35 PCCD EEO Plan
http://web.peralta.edu/hr/files/2010/09/Peralta-Community-College-District-EEO-Plan.pdf

Actionable Improvement Plan:

None

Standard III.A.4.a.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary:

The College and the District creates and maintains programs that support its diverse personnel demonstrated through its mission statement, and through the Board Policies and Administrative Procedures. An equal opportunity plan was codified and adopted.
In June 2013, the District Board of Trustees adopted an Equal Employment Opportunity Plan (EEOP) in order to help create a diverse community of administrators, faculty, and staff. The plan states:

> The principle of equal employment opportunity applies to all aspects of the employment relationship and includes, but is not limited to, initial consideration for employment, evaluation of performance, promotion and advancement, compensation, access to training and other professional-development opportunities. The Equal Employment Opportunity Plan reflects the District's commitment to equal employment opportunity where all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all, will foster diversity, promote excellence and provide a positive student learning experience.

The EEOP lays out a number of strategies for both increasing diversity throughout the District and cultivating an environment that embraces individuals from all backgrounds. For example, the EEOP is further supported by two Board Policies.

1. BP 3420 addresses equal employment opportunity **(III.A.36)**:

   The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and

community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. The Board agrees that diversity in the academic environment fosters cultural awareness, mutual understanding, harmony, respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program. The Chancellor shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

2. BP 7100 expresses the District's deep commitment to diversity **(III.A.37)**.

   The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and Professional Development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

These mandates from the highest levels set a standard of inclusiveness and support for diversity throughout the District, one that filters down into a wide range of programs, practices, and services at Merritt College.

Self-Evaluation:

The College meets this standard. The District supports diversity in hiring personnel and offering programs and services through Board Policy 7100 and Board Policy 3420.

Supporting Evidence:

III.A.36 PCCD BP 3420 Equal Employment Opportunity
http://web.peralta.edu/trustees/files/2011/04/BP-3420-Equal-Employment-Opportunity2.pdf

III.A.37 PCCD BP 7100 Commitment to Diversity
http://web.peralta.edu/trustees/files/2011/04/BP-7100-Commitment-to-Diversity.pdf

Actionable Improvement Plan:

None

Standard III.A.4.b.

The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary:

- The College

The College adheres to the District policy of equal employment opportunity and full recognition of diversity. The mission of Merritt College states,

> *"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 appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and global economy."*

Merritt College core values include,

> "*Diversity – we honor and respect the different backgrounds, experiences, languages, values, and cultures of everyone at the college.''*

To adhere to this mission and meet the core values stated above, diversity starts from the selection of the committee members who would participate in the hiring process, the formulation of the criteria and questions to be asked, respectful of various ethnic group backgrounds, religion, age, gender, sexual orientation, color or physical and mental ability, to decisions made as to the person being hired.

While the District has full responsibility of the hiring process and compliance with the policies and procedures that promotes diversity, the College faithfully adheres to it.

- The District

The Peralta Community College District is an equal opportunity employer that provides an educational and work environment in which no person is denied access to any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, color, or physical or mental ability. This includes decisions about employment, compensation, promotion, termination, and/or employment status. PCCD is guided by our mission, values and strategic plan which represent the District's core commitments and beliefs. In particular, "we recognize and celebrate the strengths of our diverse students, communities, and colleagues" **(III.A.38)**.

While the institutional policies and procedures clearly promote diversity, the Office of Human Resources and Employee Relations is responsible for recruiting, hiring, retaining, and cultivating equity and diversity through regular assessment of our progress. The Vice Chancellor for

Human Resources is responsible to ensure adherence to all aspects of Title 5, §53023 and are monitored effectively. Every position description is reviewed for language and qualifications that respect and promote diversity and to ensure that job announcements are written to be sensitive to diverse individuals. Comprehensive recruitment is conducted to reach diverse groups and attract a highly qualified and diverse pool of applicants. Recruitment practices and advertising is reviewed annually to determine the effectiveness of each publication. The data provides a longitudinal view of the ethnicity of applicant pools, hires, and current employee groups **(III.A.39)**.

Self-Evaluation:

The College meets this Standard. Employee demographics are tracked regularly by the District's Institutional Research Office, providing critical information as to whether each college is meeting its equity and diversity goals. The most recent analysis of Merritt College employees was conducted in fall 2014, and it status of administrators, faculty, and classified staff by occupation, gender, ethnicity, and age.

Supporting Evidence:

III.A.38 PCCD BP 1200 Mission
http://web.peralta.edu/trustees/files/2011/04/BP_1200-Mission-edits2.pdf
III.A.39 PCCD Facts: Employee Statistics
http://web.peralta.edu/indev/files/2010/04/Employee-Statistics-Merritt2.pdf

Actionable Improvement Plan:

None

Standard III.A.4.c.

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary:

Fair and conscientious treatment of members of the Merritt community and the District is guided by Board Policy 7380: Ethics, Civility and Mutual Respect **(III.A.40)**, which states:

> It is the policy of the Peralta Community College District to foster an environment which maximizes student learning and employee performance, and a climate of civility and mutual respect among faculty, staff, students, and members of the Board of Trustees of the District.
>
> As members of the Peralta Community College District community, we are expected to treat each other with civility and respect, recognizing that disagreement and informed debate are valued in an academic community. Behaviors that unduly interfere with the

ability to learn or work in the College environment depart from the standard for ethics, civility and respect and are unacceptable.

Individuals covered by this policy include faculty, staff, managers, supervisors, students, and members of the Board of Trustees. The Chancellor shall issue an administrative procedure detailing this policy.

Self-Evaluation:

The College meets the Standard. Through the development and implementation of a number of board policies and procedures Merritt College and the District seek to ensure that all of its employees and students are treated with utmost respect. These values are affirmed in the College Catalog and covered by Board Policy 7380 that deals with ethics, civility and mutual respect for all.

Supporting Evidence:

III.A.40 PCCD BP 7380 Ethics, Civility, and Mutual Respect
http://web.peralta.edu/trustees/files/2011/04/BP-7380-Ethics-Civility-and-Mutual-Respect.pdf

Actionable Improvement Plan:

None

Standard III.A.5.

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary:

To meet its mission "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 responsibility in a democratic society," and in accordance with Board Policy, Merritt College and the District offer opportunities to all employees for continued professional development.

The College and the District have regularly scheduled professional development activities to meet the needs of all Administrators, Faculty and Staff. Faculty training is by far the most comprehensive because funding is provided by the State Chancellor's Office specific to faculty staff development. However, many professional development opportunities are coordinated by the District Office of Educational Services and are for all employees. Professional development workshops and activities occur primarily during Flex days (the week before the fall and spring semesters begin) **(III.A.41)**. Other professional development workshops and programs are also

offered during the year. Ongoing, individual technical support and training resources are available online.

The College has a Professional Development Committee (PDC) with the charge to plan, develop, coordinate, review and evaluate all of the professional development activities that take place at the College **(III.A.42)**. Membership to the committee includes administration, faculty, and staff. The College also provides funds for travel to conferences and other professional development events as well as sabbaticals for faculty. Information about professional development opportunities is disseminated via e-mail, District and College websites, and in participatory governance meetings **(III.A.43)**.

Self-Evaluation:

The College meets this standard. The College and District offer a variety of professional development opportunities for its faculty, staff, and administrators all of which focus on the objective of impacting student learning and success.

Supporting Evidence:

Actionable Improvement Plan:

None

Standard III.A.5.a.

> ***The institution plans professional development activities to meet the needs of its personnel.***

Descriptive Summary:

- The College

On a regular basis, Merritt College plans and schedules professional development activities before the beginning of each semester in coordination with the District's professional development activities to meet its personnel needs. The College has a Professional Development Committee that actively plans, monitors and oversees all professional development activities.

- The District

The College and the District have regularly scheduled professional development activities to meet the needs of all Administrators, Faculty and Staff. In-service training is regularly offered for all administrative personnel for cultural change (improving campus climates), diversity awareness/appreciation, SLO and Program Assessment, leadership skills, management tools (PeopleSoft, BI tool, etc.), personnel administration, collective bargaining contracts, contract

compliance, performance evaluations, progressive discipline, and other Human Resource practices **(III.A.44)**.

Although classified staff currently do not have professional development obligations the District has provided professional development activities for classified employees focused upon customer service, diversity awareness/appreciation, student services operations, Excel/Word and Outlook update trainings, and personal development. Recently, a full day of activities for classified staff occurred during the spring break entitled "Classified Matters" **(III.A.45)**. Additionally the Office of Employee Relations periodically runs workshops on "employee benefits" and "retirement planning." And the Office of Risk Management has provided specific workshops and trainings on emergency preparedness, such as "earthquake preparedness" or "what to do if there is a shooter on campus."

All faculty with a teaching assignment have a Professional Development responsibility. All other employees (non-teaching faculty, classified staff, confidential employees and managers) are welcome and invited to attend Professional Development activities. Current information about Professional Development can be found online at the PCCD website **(III.A.46)**.

Faculty members have opportunities for on-going training in diversity, technology, use of smart classroom equipment, distance education, PeopleSoft updates, Microsoft applications, Taskstream (used for storing SLOs and assessment plans), CurricUNET, assessment, curriculum development, classroom teaching techniques, and health and safety. Faculty are also offered step/column professional development credit for completing Educational Technology courses (EDT 1, 2, and 3) that introduce faculty to teaching in the distance education modality and utilization of the Moodle courseware management system. Moodle workshops are also offered throughout the academic year.

Per the Peralta Federation of Teachers contract, there are 3 Flex days before the beginning of each semester in the fall and spring. One day is a District professional development day and the ensuing two days are individual college Flex days. On the District Flex day keynote speakers give presentations on topics such as learning assessment, student success, teaching methods, cultural change, and diversity awareness/sensitivity.

The Peralta Federation of Teachers negotiates an agreement with the District to designate faculty obligations, the process for selection of a District Professional Development Officer, and the structure of the colleges' Professional Development Committees. The District Professional Development Officer coordinates professional development activities at the District level. Additionally, the Professional Development Officer and the individual college professional development committees plan additional activities at their respective colleges and review requests for funds to travel to conferences, pay professional association fees, cover the cost of courses related to fields of study, or subscribe to professional journals. Recently, the Peralta Federation of Teachers negotiated the return of sabbaticals in the 2013-14 and 2014-15 years. Prior to 2013, sabbaticals were suspended for over 6 years due to budgetary constraints. The contractual agreement between the Peralta Federation of Teachers and the District deems that the District provide $120,000 for professional development travel and activities (Laney $48,000,

COA $24,000, BCC $24,000, Merritt $24,000). Additionally, the District Professional Development Office receives $18,000 per academic year for District Flex days **(III.A.47)**.

At Merritt College, professional development opportunities fall under the purview of the Professional Development Committee (PDC) comprised of three administrators, three faculty members, and three classified staff members charged with planning, coordinating, and directing professional development for Merritt College personnel.

As stated above, Merritt College receives $24,000 annually as part of the College's Collective Bargaining Agreement plus an additional $8,000 per year from the College President. Typically these funds are used to support registration fees, travel, lodging, meals for academic conferences and workshops for faculty, the Professional Development Committee Chair's reassigned time, stipends for clerical help, part of sabbatical leave cost and Flex days' food. Any administrator, faculty member, or classified staff member seeking professional development can apply to the PDC for funding to support the desired development activity.

Self-Evaluation:

The College meets this Standard. Merritt College and the District provide professional development activities to administrators, faculty, and staff to advance the needs of the personnel. The College's Professional Development Committee (PDC), a group of three administrators, three faculty members, and three classified staff members, is charged with planning, coordinating, and directing professional development for Merritt College personnel. These development opportunities take place on a scheduled and ad hoc basis.

Supporting Evidence:

III.A.41 PCCD Flex Days
http://web.peralta.edu/educationalservices/flex-day/

III.A.42 "Classified Matters" Professional Development Event
http://web.peralta.edu/blog/2013/04/10/p-span-classified-professional-development-at-laney-college/

III.A.43 PCCD Professional Development
http://web.peralta.edu/staff-development/

III.A.44 PCCD/PFT Collective Bargaining Agreement (Appendix A5: Professional Days Agreement)
http://web.peralta.edu/hr/files/2010/09/Peralta-Federation-of-Teachers-Contract-Appendix-2007-2009.pdf

Actionable Improvement Plan:

None

Standard III.A.5.b.

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

Evaluation of the professional development program follows the guidelines set forth by the California Community College Council for Staff and Organizational Development. Online surveys, evaluations of District and college workshops, and suggestions provided by the College Professional Development Committee all provide invaluable guidance into assessing our training needs. All of the faculty Professional Development Flex day workshops are evaluated by participants using forms designed for that purpose. Attendance rosters are reviewed to gauge participation. Evaluation results are discussed at campus Professional Development meetings **(III.A.48)** and in District Professional Development meetings. Results are evaluated and assessed to seek guidance for making improvements to future professional development activities **(III.A.49)**. The District Office of Educational Services generates various reports about Professional Development participation for further review.

The District Professional Development Officer submits a Flex day calendar report to the State Chancellor's Office at the end of each academic year. Flex day Professional Development activities are required to be organized by the nine criteria listed in AB1725. Those nine criteria are:

1. Course instruction and evaluation
2. In-service training and instructional improvement
3. Program and course curriculum on learning resource development and evaluation
4. Student personnel services
5. Learning resource services
6. Related activities, such as student advising, guidance, orientation, student success, and diversity
7. Departmental or division meetings, conferences, workshops, and institutional research
8. Other duties as assigned by the District
9. Necessary support activities of the above

Self-Evaluation:

The College meets this Standard. At every professional development event evaluation forms are given to each participant to assist in understanding which activities are successful and to look for areas of improvement. These evaluations are completed anonymously to ensure depth of responses. The forms are evaluated by the Professional Development Committee to assess the benefit of the training and to prepare for future training to be offered as a continuation or as a supplement.

Supporting Evidence:

III.A.45 Merritt College Professional Development Committee Meeting Minutes http://www.merritt.edu/wp/staffdevelopmentcommittee/sample-page/agendas-minutes/

III.A.46 Merritt College Flex Days Evaluation Results, Fall 2014 http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-flex-days-evaluation-results-2014.08.14-15.pdf

Actionable Improvement Plan:

None

Standard III.A.6.

Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

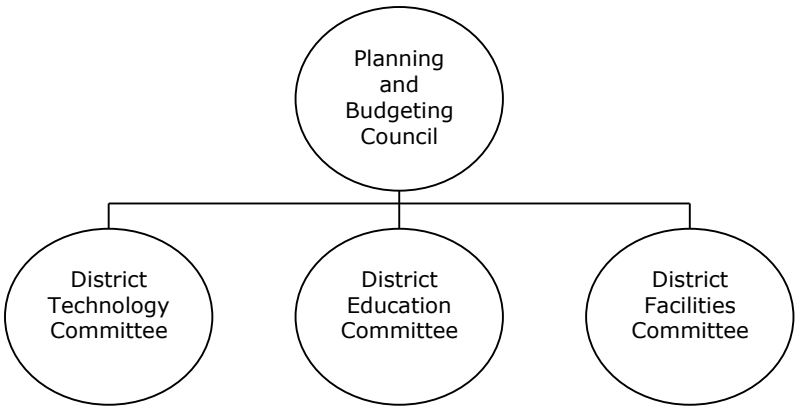
- The College

The College regularly assesses its human resource needs in a number of ways that integrate human resources planning with institutional planning. Comprehensive Program Review, Annual Unit Plan Updates and Administrative Unit Reviews allow for the identification of staffing needs that fulfill the mission of individual units and programs. The College relies on a participatory governance process to review and provide input into all plans, including human resources decisions.

- The District

The College's human resource planning is integrated with the District's institutional planning through a participatory governance process that channels campus requests through the District's Planning and Budgeting Integration Model (PBIM) **(III.A.50)**. The PBIM is an integrated District planning and budget advisory system comprised of four committees that receives planning input from the colleges, reviews it, and makes recommendations to the Chancellor.

The District Vice Chancellor of Educational Services serves as the District Education Committee co-chair, providing guidance and support in making human resource recommendations. College administrators, classified staff, and faculty serve on the District Education Committee the District Technology Committee and the Planning and Budgeting Council. This planning structure provides integration between the District and the colleges to assure effective coordination of human resource requests.



This integrated District committee structure provides an opportunity for administrators, faculty, staff, and students from all four PCCD colleges to discuss, preview, prioritize, introduce, and recommend human resource priorities. For example, the four colleges' prioritized classified staff and faculty hiring requests detailed in the colleges' Program Review and Annual Program Updates are sent to the District Education Committee each spring for review and discussion. Subsequently these requests are sent to the Planning and Budgeting Council before recommendations are forwarded to the Chancellor for approval and implementation.

Self-Evaluation:

The College meets this Standard**.** Human resource planning is integrated with institutional planning through the College Program Review and Annual Program Updates (APU). Prioritization of hiring faculty or classified is done through the participatory governance process both at the College and the District levels. Through the integrated planning, governance, and budgeting process, positions are identified for new hiring and for position replacement.

Recommendations for any human resource needs are forwarded to the District and are discussed at the Planning and Budgeting Council for recommendation to the Chancellor.

Supporting Evidence:

III A.47 PCCD Planning & Budgeting Integration Model
http://web.peralta.edu/pbi/files/2014/08/PBIM-Overview-2014.docx

Actionable Improvement Plan:

None

Standard III.B: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Abstract:

Physical resource planning, including facilities, equipment, land and other assets is integrated with institutional planning and supports student learning programs and services. Planning for major projects is guided by the College's Education and Facilities Master Plans **(III.B.1)**. Both long and short range planning are informed by the District's Strategic Goals and the Planning and Budgeting Integration Model. The District Office of General Services provides centralized support for the College for maintenance of buildings and grounds and design and construction of new buildings and renovations. This includes facility and property services as well as maintenance and operations, capital outlay, centralized mailroom and duplication services, and Peralta Police Services. The facility and property services include capital planning and management, real property leasing, energy management, custodial and security services as well as parking.

Standard III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary:

As mentioned, Merritt College is located on 125 acres in the hills of East Oakland, California. The College's somewhat remote location in no way prevents the College from providing safe and sufficient physical resources to support our campus community. Our location is an asset rather than a liability. The main campus consists of seven buildings completed in 1971:

- Building R, the Student Center, housing all of the Student Services functions, including the Office of the Vice President of Student Services, the Bookstore, Cafeteria and Student Government;
- Building L housing the Library, the Learning Center, and the Africana Center;
- Building Q housing the administrative complex including the Office of the President, Office of the Vice President of Instruction, the Office of Business Services, Reprographics and the Mailroom;
- Building P housing the Community Social Services Program, the High Tech lab for DSPS, the Learning Opportunities Program, Computer Information Systems, and Business);
- Building D, currently the largest classroom building in the District at 65,000 sq. ft., housing the College's Allied Health programs [Nursing, Radiologic Technology, Nutrition & Dietetics], Natural and Life Sciences programs, and the majority of the College's instructional offices;
- Building E/F housing the Merritt's Gym, men and women's locker rooms, and faculty offices); and

- Building A housing Merritt's Fine Art programs, the Child Development Department and Lab School for Preschoolers, African American Studies, Anthropology, Music, Administration of Justice, Communications, and the College's Fitness Center).
- The Fruitvale Education Center, located in the Fruitvale area of Oakland, offering non-credit citizenship classes and English as a Second Language and CIS computer credit classes in partnership with the Unity Council as part of its outreach efforts.
- In fall 2015 a 107,000 sq. ft. Science and Allied Health Building presently under construction housing faculty offices, and classrooms for the Science and Allied Health disciplines.

In addition, to these instructional facilities, the College has a District-run Childcare Center, six tennis courts, four soccer fields, and an all-weather track. Up the hill from the tennis courts is the 7.5 acre Landscape Horticulture facility consisting of three classrooms, a small office space, tool room, a 5,000 sq. ft. field house, and 5,000 sq. ft. of greenhouses.

The Peralta Community College District and its colleges, place a high level of attention on the safety of their facilities. Commitment to safety is demonstrated through activities that include, but are not limited to, regular meetings of the District Safety Committee, the District's Facilities Committee, and the College's Safety Committee and Facilities Committee **(III.B.2)**.

The Office of Risk Management periodically offers trainings, safety workshops, and a reporting process for accidents or injuries **(III.B.3)**. The College's Director of Business Services and Administration serves as the Safety Officer for the campus overseeing communication during emergency situations, maintenance of signage, storage and disposal of hazardous materials and facilities inventories. The District uses the State Chancellor's Office Facilities Planning Unit Guidelines **(III.B.4)** to determine if current facilities provide adequate capacity to support instructional and support needs for the College. Using capacity load ratios, the state guidelines provide foundational information for determining needs for general lecture, laboratories, library, offices, and support spaces. This information helps to determine if adequate space is available to support current and projected enrollment. Additionally, through the College's participatory decision-making processes, facilities needs are identified, analyzed, and discussed. This process includes identifying equipment and facilities needs in Annual Program Updates and Comprehensive Program Reviews. Each year, physical resource needs are prioritized and forwarded to the District Facilities Committee where facilities resource needs, including deferred maintenance and emergency items, are discussed further, prioritized for the colleges, and then sent to the District's Planning and Budgeting Council **(III.B.5)** for further review and recommendations to the Chancellor.

Self-Evaluation:

The College meets this Standard. In order to provide safe and sufficient physical resources in support of the College's programs and services (both on and off campus), a number of evaluative processes and inspections are utilized. If the results of those evaluations and inspections indicate

that modifications or repairs are needed, those needs are prioritized and resolved through established committees and/or departments either at the College or the District level.

Supporting Evidence:

III.B.1 Merritt College Facilities Master Plan
http://web.peralta.edu/general-services/files/2011/07/Merritt_3-6-09_REVISED_FINAL_DRAFT_Merritt_Master_Plan.pdf

III.B.2 PCCD Safety Committee Mission & Scope of Responsibilities
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-Safety-Committee-mission-scope-of-responsibilities.pdf

III.B.3 PCCD Risk Management
http://web.peralta.edu/risk-management/

III.B.4 *Facilities Planning Manual for the California Community Colleges*
http://extranet.cccco.edu/Divisions/FinanceFacilities/FacilitiesPlanning/ReferenceMaterials/FacilitiesPlanningManual.aspx

III.B.5 PCCD Planning & Budgeting Council
http://web.peralta.edu/pbi/planning-and-budgeting-council/

Actionable Improvement Plan:

None

Standard III.B.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary:

The District provides comprehensive facilities planning activities so that its physical resources are maintained and constructed to assure effective utilization. The comprehensive planning begins in the facilities master planning stage, when campus-wide planning identifies broad goals and initiatives. Once any individual project is launched, the project architects, engineers, project managers and facility planners meet often with the College end users to identify the programmatic requirements of the project, develop schematic designs, and ultimately progress to the construction document phase that allows the project to be put out to bid in order for the contract to be awarded.

Upgrades and replacement of facilities have been significant due to capital construction programs. The passage of two separate bond measures (Measure A and Measure E) provided the majority of the funding for capital construction in the past decade. Information about Measure A and E projects can be found on the PCCD General Services website **(III.B.6)**. Alameda County

voters passed the $390 million Measure A Bond on June 6, 2006 by an overwhelming 74.7 %, of the voters, one of the highest support rates for a community college bond measure in the State. The Measure A Financial and Performance Audit report describes how the money has been spent to date for capital projects **(III.B.7)**. Every project at the College has a steering committee that is comprised of faculty, students, at least one administrator, immediate end-users, facility maintenance staff, a project manager, an architect (if appropriate), and the project is coordinated by the Department of General Services (DGS) manager for planning and development. Most of the planning meetings are held at the College for the convenience of campus personnel.

Additionally, in the past two fiscal years, $500,000 was allocated from the general fund for facilities operations and maintenance. Routine maintenance projects are generated through a centralized work order process. First, staff members at the College send a request to the campus Business Office. The work order request is then input by Business Office staff into Mainstar, the centralized maintenance software application, which transmits the request to the DGS.

The DGS then reviews the request, prioritizes all requests for the District, and assigns the work for completion. Requests are reviewed on a daily basis to ensure completion in a timely manner, and safety requests are prioritized to ensure immediate attention.

DGS facilities maintenance teams comprise the following units: Facilities Maintenance and Operations Division, Engineering Department, Custodial Department, Grounds Department, Capital Outlay, Design and Construction Division, and the Facilities Planning and Development Division. The role and function of each unit are described in the DGS 2013-14 Administrative Program Review **(III.B.8)**. The engineers and groundskeepers, based at the College, work through DGS and therefore receive directives from their respective manager at DGS. However, each college has its own custodial team which falls under the jurisdiction of the College's Business Office. The routine maintenance schedule includes the following standard elements: system level operation and maintenance information such as physical descriptions, functional descriptions, troubleshooting, preventative maintenance procedures and schedule, corrective maintenance repair requirements, parts lists, significant drawings, and equipment specific information. This is organized into a centralized vendor/manufacturer data library. Due to budget constraints and limited manpower, preventative maintenance has been limited with regards to performing regular maintenance work on a regular basis. Most maintenance is performed on as as-needed basis.

When emergency situations occur, DGS executes the Public Contract Code §22050 Emergency Contracting Procedures. Under this code, the Chancellor may authorize emergency projects to begin without prior approval from the Board of Trustees as long as the chancellor reports the project to the Board at the next general meeting.

The following steps are taken to start emergency projects: First, the DGS project coordinator and the project manager send an urgent letter and contract to the Chancellor to institute immediate action. Secondly, upon the Chancellor's approval, the DGS project manager authorizes the contractor to begin work immediately. Finally, on behalf of the Chancellor, DGS prepares a Board report on the emergency project and a request for the Board of Trustees to ratify the already approved project.

The College communicates its facilities needs to DGS in one of three ways. Routine maintenance is through the work order process which is handled by the campus Business Office. The DGS Chief Engineer assigns the work to the Assistant Chief Engineer that is located on campus for immediate attention and implementation. Secondly, if the scope of work is especially large, or over and above the skill set of the campus stationary engineers, a capital outlay project is developed and funded for outside contractors to complete the work. Finally, additional urgent repairs that are not covered by the annual maintenance and operations budget are initiated through the District integrated planning and budgeting process (PBIM) each spring. The items requiring attention are brought to the District Facilities Committee which can pass a resolution for immediate action that is sent to the Planning and Budgeting Council. Upon review by this shared governance body, a recommendation is then sent to the Chancellor for approval. Then the approved project is sent to the Board of Trustees for approval or ratification. DGS Comprehensive Program Reviews of maintenance operations have been the primary vehicle used to evaluate the effectiveness of facilities and equipment in meeting the needs of the College's programs and services. These reviews have provided great insight into staffing levels relative to facilities service needs. Additionally, several additional processes are in place to ensure effective use of physical resources, including the College Facilities Committee, the District Facilities Committee and the department level Program Reviews and Annual Program Updates. Regular review assures that the physical environments most conducive to student success are maintained and constructed.

One of Merritt's primary venues for ensuring that the College's physical resources continually support effective programs and services is the College Facilities Committee. The College Facilities Committee is led by co-chairs, one of whom must be a faculty member, and its charge is to:

- Advise on the development of facilities planning processes and timelines;
- Recommend funding priorities for Building Funds;
- Receive and review facilities proposals from departments, program areas and/or the District Physical Plant Office;
- Recommend representatives to serve on District facilities committees that impact Merritt facilities;
- Routinely review and monitor campus compliance with ADA and 504 and make recommendations to ensure compliance;
- Recommend procedures and policies affecting facilities and physical environment of the campus;
- Review the State's Specialization Report and the Five year Master Plan for campus compliance and make recommendations to ensure compliance;
- Establish Subcommittees to assist with the planning for building renovations and remodels; and
- Sponsor facilities orientation workshops for the College community.

In addition, the Facilities Committee participates in campus planning and development. These activities include:

- Planning and development of new buildings, infrastructure and major renovation projects;
- Construction management;
- Equipment and furniture purchasing for occupancy of new buildings;
- Space management and planning;
- Transportation planning;
- Tenant improvements to existing buildings; and
- Facilities Master Plan development and updates.

Self-Evaluation:

The College meets this Standard. Quality of facilities and equipment is continuously addressed by appropriate committees (i.e., Facilities, Budget and College Council) and comprehensive Program Reviews and Annual Program Updates, which review and prioritize the campus' physical and resource needs as well as available funding. The College has a number of processes designed to meet the program and service needs of the College regardless of delivery method. Comprehensive Facilities Master and Five-Year Construction plans guide the construction and modification of buildings, and departments that will eventually occupy the buildings are consulted throughout the construction process. Equipment replacement needs not met during the construction phase are identified and addressed, where possible, through the College planning process. Maintenance of buildings and equipment occurs via regular maintenance schedules, with additional needs reported and addressed as they occur. Technology equipment is updated in accordance with a rollover schedule.

Supporting Evidence:

III.B.6 PCCD Project Status Reports–Measure A, E and State
http://web.peralta.edu/capital-outlay-planning-and-constuction/project-status-reports-measure-a-e-state/

III.B.7 PCCD Measure A Audit Report, 2013
http://web.peralta.edu/measurea/files/2011/08/June-30-2013-Measure-A-Fin-Perf-Audit.pdf

III.B.8 PCCD Department of General Services Program Review, 2013-14
http://web.peralta.edu/pbi/files/2010/11/DGS-PROGRAM-REVIEW-2014.pdf

Actionable Improvement Plan:

The College will work with the District on developing a funded maintenance program that utilizes the principle that "total cost of ownership" is key in the development process for all physical resources including updates to Merritt College's 60 year-old facilities.
Administrative Lead: College President

Standard III.B.1.b

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary:

The College and the District continually evaluate the College's facilities, particularly when concerns are raised about health or safety issues. When warranted, the College's Director of Business Services and Administration consults with the District Risk Management Director to assess potentially hazardous conditions and facilitate repairs. The District Office of Risk Management implements policies and procedures for the identification, collection, and analysis of risk related information. This office also provides periodic training **(III.B.9)** for the leadership, staff, and faculty, and actively participates with the facilities and safety committees to identify health, safety, and quality improvement related issues. The College Health and Safety Committee is a participatory governance committee which makes recommendations on policies that concern health and safety issues. The committee also reviews disaster/emergency preparedness and response information, fire and earthquake information, Americans with Disabilities Act (ADA) compliance and campus signage. The local Fire Department conducts regular inspections, and the District Department of General Services conducts spot safety inspections to detect unsafe conditions.

For new construction and upgrade projects that involve ADA compliance, the District Department of General Services (DGS) submits construction documents and specifications to the California Division of the State Architect (DSA) for review and approval. DSA provides design and construction oversight and also develops accessibility, structural safety, and historical building codes and standards utilized in various public and private buildings throughout the State. For existing facilities, DGS started a district-wide ADA Improvement Project in 2009.

The District contracts with the Alameda County Sheriff's Department for policing of the campus. In addition to sheriffs, the College provides safety aides to assist in maintaining a safe campus. Safety aides patrol the campus in late afternoons and early evenings, wearing safety aide jackets and have equipment that provides immediate contact with the sheriffs. Additionally, to ensure facilities and parking lot safety, DGS has contracts with two separate vendors, Securitas and American Guard, to perform district-wide security services. Both security companies' scope of services includes, but is not limited to, securing the buildings in the event of damage and destruction, providing training in the appropriate response to unsafe conditions, emergency situations, and/or criminal activity, and maintaining logs and reports of criminal activities to the appropriate enforcement agencies. These vendors regularly check facilities and parking lots and look for criminal activities. If criminal activity occurs, they contact the appropriate Police Department to enforce the law. In addition, the Sheriffs constantly patrol parking lots and the campus. The District Security Surveillance Camera project began in 2008 and was completed in 2013 to ensure additional facilities security. Coordination with faculty, staff and police departments was established as part of the project.

Currently underway is a new security project, financed by Proposition 39. The Proposition 39 LED Lighting Upgrade is an energy-efficient lighting project that will increase security and

safety around facilities and in campus parking lots. This lighting upgrade will give students, faculty, staff, administrators, and visitors safer access as well as reduce liability in the event that crimes or personal injury may happen. Once per month a District safety meeting occurs, where the campus maintenance crew, the Risk Management Director, Sheriff's Office representative, and Department of General Services representative discuss and address current security and safety issues that need immediate repairs and correction.

Disaster planning is coordinated through a District effort that involves all four campuses and the District Office. Board Policy 3505 details the District's Emergency Response Plan **(III.B.10)**. The emergency operations plan contains information on assessments on major earthquake threats, tsunami, flooding, landslide/mudflows, wild land fires, transportation and/or train incidents, hazardous materials, civil unrest, terrorism threats, and other national security emergencies. It also lists the Incident Command Structure. During each year, an emergency preparedness workshop is provided for all employees that profiles ways to reduce emergency risks. Evacuation routes are posted in every classroom and each college has an individual college disaster and/or emergency operations plan. The Merritt College plan provides emergency phone numbers for key local agencies and college personnel and directions regarding what employees and assigned leaders are to do when specific events occur **(III.B.11)**.

Beginning in 2008, the Standardized Emergency Management (SEM) structure was implemented for the College. Periodically, SEMS/NIM courses are offered district-wide and many campus personnel have been trained in CPR and evacuation procedures. Board Policy 6800 Safety **(III.B.12)** and Administrative Procedure 6802 **(III.B.13)** detail compliance with OSHA regulations, establishment of an Injury and Illness Program, and procedures for our Hazardous Material Communications Program.

The Department of General Services has completed the following tests to ensure healthy environments. Asbestos: Abatement reports have been completed for each college. Facilities buildings built before 1970 contain asbestos in construction materials. For these facilities, before construction projects can begin, asbestos removal is performed as required by California's Asbestos Standards in Construction by asbestos certified consultants if the asbestos fiber content is more than 0.1% and the space is larger than 100 square feet. Air Quality: Tests are conducted on an as requested basis. DGS conducts the tests in existing buildings. For new construction, best management practices and thresholds of significance are included in construction criteria. At this point in time, a lighting assessment is in progress for classrooms and stairwells. Finally, when new facility construction and/or renovations of existing facilities occur, ergonomic furniture designs are incorporated into the project to improve occupational health and safety and productivity. Common ergonomic furniture are computer desks, office furniture, keyboards, computer monitors, and chairs.

Self-Evaluation:

The College meets this Standard. The Peralta Community College District designs, builds, and maintains the instructional and support facilities within the framework of the Division of the State Architect (DSA) guidelines for access, safety, and security. The District has long been successful in the assessment and identification of needed health and safety improvements,

disabled access issues, environmental conservation, emergency preparedness, as well as parking and traffic circulation matters. Instructional and support facilities meet rigorous state (DSA) seismic, air quality, and disabled access criteria. The College assumes ultimate responsibility for the health and safety of all those who frequent the campus and thus provides for the safety and security of employees, students, and visitors at the local site.

Since the last comprehensive accreditation visit, the District contracted with an independent architectural services firm to conduct a comprehensive assessment of possible disabled access barriers in an attempt to improve on state mandates and conform to federal ADA accessibility requirements. The assessment is an ongoing process, and the results are being prioritized through efforts of the District Facilities Committee, General Services, and the College's Facilities Committee to allow for a collaborative data-driven process that links directly to budget allocation.

Supporting Evidence:

III.B.9 PCCD Risk Management Information Bulletin, February 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-Risk-Management-Information-Bulletin-February-2014.pdf

III.B.10 PCCD BP 3505 Emergency Response Plan
http://web.peralta.edu/trustees/files/2011/04/BP-3505-Emergency-Response-Plan.pdf

III.B.11 Merritt College Emergency Operations Plan
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Emergency-Operations-Plan.pdf

III.B.12 PCCD BP 6800 Safety
http://web.peralta.edu/trustees/files/2011/04/BP-6800-Safety.pdf

III.B.13 PCCD AP 6802 Injury and Illness Prevention and Hazardous Materials Program
http://web.peralta.edu/trustees/files/2011/04/AP-6802-Injury-Illness-Prevention-Hazardous-Materials-Program.pdf

Actionable Improvement Plan:

None

Standard III.B.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary:

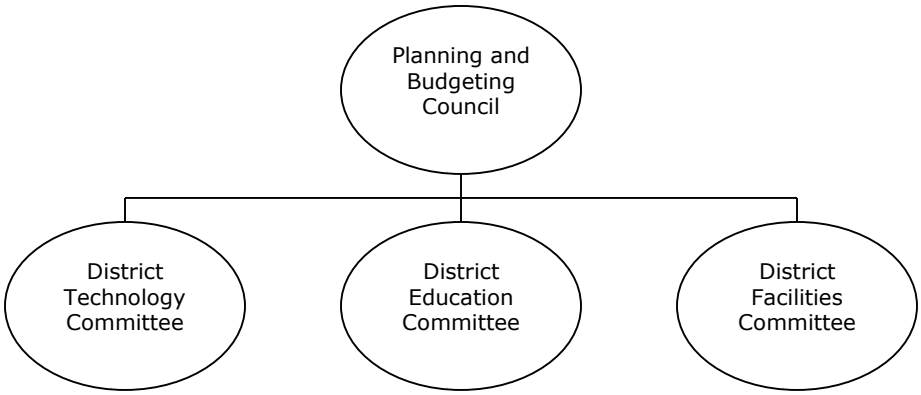
Merritt College evaluates its facilities and equipment on an annual basis. This is done through long-term capital outlay planning and the annual Five-Year Scheduled Maintenance Plan. Facilities development and maintenance require the collegial effort of several College participatory decision-making bodies. The planning and management of physical resources is a

highly integrated cross-component function at the College. Through our program review process and specific program-based planning efforts, programs throughout the College define and prioritize their needs. The Office of Business Services and Administration oversee all construction projects and provide accounting and procurement support.

To a large extent Merritt College works through the District planning process and District committees that include College representation to assure that the College's physical resources support the programs and services and to evaluate its facilities and equipment. The Peralta Community College District operates under an integrated planning and budgeting model to enable effective long-term planning across all aspects of the educational experience. This Planning and Budgeting Integration Model (PBIM) was instituted in 2009 with the following goals:

- Integrate planning and budgeting across the four colleges and District offices;
- Bring the expertise of the four colleges together to focus on trends, best practices, and student learning and success;
- Support a culture of collaboration; and
- Streamline decision making among the colleges and District service centers by providing a transparent process of collaboration and recommendations leading to decisions.

The PBI is an integrated district-wide planning and budget advisory system of four committees that receive planning inputs from the colleges and make recommendations to the Chancellor. Its basic structure is as follows:



The role of the District Facilities Committee **(III.B.14)** is to recommend decisions that build on the college program reviews and annual institutional plans and goals in order to identify collaborative solutions that utilize resources on a district-wide basis as well as develop and advocate for district-wide strategies that respond to college priorities.

Within this structure, the District Facilities Committee set the following goals/objectives for the 2013-14 academic year:

- Ensure the College constituents understand how the Facilities Master Plan is integrated with the Education Master Plan;

- Adhere to the District's environmental sustainability policies by supporting sustainable facilities for better energy & water consumption; and
- Continue to improve collaboration among the District and College Facilities Committees as well as communication by sharing information relating to capital projects with DFC membership and College constituents using web postings, newsletters, and periodic updates.

In pursuit of these goals, in 2013-14 the District Facilities Committee:

- Developed a master schedule of all long-term capital projects across the District, posting it online to maximize access;
- Performed surveys of the capital needs at each college campus, including assigning each a priority level and estimated cost;
- Conducted presentations on the District's five-year facilities plan as well as sustainability to a variety of audiences;
- Identified and tracked emergency capital projects; and
- Continuously fed this and more information back into the PBIM, ensuring that all facilities-related endeavors were undertaken in the context of the District's educational needs and goals as well as its long-term plans and finances.

Self-Evaluation:

The College meets this Standard. The College through the District governance process closely follows physical planning and budget development guidelines. The guidelines and processes followed allow for input from and participation by all District constituents on a representative basis in financial planning and budget development. Through the planning-budgeting-linkage model (PBIM), the planning-budgeting-managing linkage reflects a well-integrated, data-driven system that better informs all College participants.

Supporting Evidence:

III.B.14 PCCD Facilities Committee
http://web.peralta.edu/pbi/facilities-committee/

Actionable Improvement Plan:

None

Standard III.B.2.a

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary:

The College engages in a participatory governance process to determine facilities and equipment needs through the comprehensive Program Review and Annual Program Update processes. After the passage of Measure A, which included funds for capital improvement and equipment, College-wide prioritized lists were developed, utilizing the College planning processes involving all campus constituencies. Annually, capital construction projects are prioritized at the District level via the Five Year Capital Outlay Plan and the College's Facilities Master Plan **(III.B.15)** which are in alignment with the College's Mission and Strategic Goals and Objectives. The College's facilities requests are driven by institutional improvement goals for instructional programs, student services programs, and administrative priorities. For example, renovation of science and CTE labs is driven by the need to reflect state of the art technologies and practices to adequately prepare students for the workforce.

Every attempt is made to forecast related costs associated with equipment purchases and facility requests. The College always considers the cost of operating and maintaining facilities – the total cost of ownership. The District has several mechanisms in which to ensure that this occurs. Facilities Design Standards ensure that new and renovated facilities are designed and constructed with energy efficiency and sustainability in mind **(III.B.16)**. For new buildings and renovation of existing facilities in particular, energy efficiency is a high priority **(III.B.17)**. Additionally, other facilities design criteria include but are not limited to architectural finishes; selection of ergonomic furniture; selection of mechanical, electrical and building management controls that are state of the art, durable, and within the range of knowledge of the staff that maintains them; maintenance contracts; and service agreements.

Self-Evaluation:

The College meets the Standard. Merritt College has developed a number of long-range capital plans that support the College's programmatic needs. Based on those plans, the College develops and implements capital projects and the planning for each facility includes the development of a spreadsheet outlining the total cost of ownership. At the same time, the College is working to continuously improve on the efficiency of the operation and maintenance of the facilities in order to reduce some of those costs.

Supporting Evidence:

III.B.15 PCCD Five-Year Capital Outlay Plan
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-5-Year-Capital-Outlay-Plan.pdf
Merritt College Facilities Master Plan
http://web.peralta.edu/general-services/files/2011/07/Merritt_3-6-09_REVISED_FINAL_DRAFT_Merritt_Master_Plan.pdf

III.B.16 *Facilities Planning Manual for the California Community Colleges*
http://extranet.cccco.edu/Divisions/FinanceFacilities/FacilitiesPlanning/ReferenceMaterials/FacilitiesPlanningManual.aspx

III.B.17 Proposition 39 Update: Briefing for Planning & Budgeting Council
http://www.merritt.edu/wp/accreditation/wp-

content/uploads/sites/3/2014/11/Proposition-39-Update-Briefing-for-PBC-11-22-13.pdf

Actionable Improvement Plan:

None

Standard III.B.2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

Institutional planning precedes and provides direction for physical resource planning. College strategies addressing facilities are evaluated and assessed annually. The College relies on a participatory governance process to review and provide input into plans, including technology decisions. The College's facilities planning is integrated with the District's institutional planning through participatory governance processes that channel campus requests through the District's Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated district-wide planning and budget advisory system of four committees that receive planning inputs from the colleges and make recommendations to the Chancellor. The District Vice Chancellor of General Services co-chairs the District Facilities Committee (DFC), providing guidance and support in making facilities recommendations. The District and the College staff and faculty serve on the DFC.

This dual participation provides cooperation between the District and College to assure effective coordination and delivery of facilities services. The DFC provides a forum for administrators, faculty, staff, and students from the District and all four colleges to introduce, discuss, preview, prioritize, and recommend projects and services that relate to teaching and learning.

The Vice Chancellor of General Services meets weekly with the College President during the Chancellor's Cabinet meeting to report upon the implementation of facilities projects in progress. In addition to co-chairing the DTC, the Vice Chancellor of General Services regularly attends all PBIM committee meetings, answering questions and providing input on an as needed basis. Every project being undertaken at the College has a steering committee that is comprised of faculty, students, an administrator, immediate end-users, facilities maintenance staff, and a project manager.

The College Facilities Committee which is comprised of administrative representatives, faculty, classified staff, and students, is charged with the responsibility for all matters related to planning, maintaining, and upgrading the College facilities **(III.B.18)**. The committee assists in the planning of major capital improvement projects and makes recommendations for improvement in the aesthetics, safety, and security of all the College facilities, including buildings and grounds. It makes recommendations to higher level planning committees on campus, the President, and

the District Facilities Committee (DFC) **(III.B.19)**. The College is represented on the DFC by the Business Manager, faculty, students, and a representative from the College Facilities Committee **(III.B.20)**. Deliberations and recommendations are then vetted and forwarded to the Planning and Budgeting Council which recommends projects to the Chancellor for approval **(III.B.21)**.

The College also evaluates facility needs based upon the results of Comprehensive Program Reviews and Annual Program Updates. The results of these processes justify requests at both the College and District levels. The District Office of General Services then works with the College and end-users on prioritization of major building projects to ensure that long-range capital projects are linked to long-term strategic planning, yearly operational planning, and the College's mission and goals.

Self-Evaluation:

The College meets the Standard. Physical resource planning is an integral part of both the long-term and short-term planning processes at Merritt College. Program review also ensures the evaluation of facilities. Physical resource needs as well as construction, equipment, and maintenance requirements are addressed via the appropriate consultation groups such as the Facilities Committee and the P&RC. Each group incorporates assessment into its work to make certain plans for improvement are based on an evaluation of what has already been accomplished and what work is still needed.

Supporting Evidence:

III.B.18 Merritt College Facilities Committee By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Facilities-Committee-By-Laws.pdf
III.B.19 Merritt College Facilities Needs List
III.B.20 PCCD Facilities Committee
http://web.peralta.edu/general-services/pbim-facilities-committee/
III.B.21 PCCD Planning & Budgeting Council
http://web.peralta.edu/pbi/planning-and-budgeting-council/

Actionable Improvement Plan:

None

Standard III.C: Technology

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technological planning is integrated with institutional academic and facilities planning.

Abstract:

Technology resources that support student learning programs and services to improve institutional effectiveness are the shared responsibilities of the District Office of Information Technology (IT) and the College. The network infrastructure, communication systems, and information systems are centralized under the direction of the Associate Vice Chancellor (AVC) of IT at the District Office. District IT staff support the district-wide network infrastructure up to college edge switch, telecommunications system, and district-wide information systems **(III.C.1)**. Each college manages their own network from edge switch to MDF/IDF/POE adhering to standards recommended by District IT. The College's network coordinator and campus based technicians support faculty, staff, computer labs, servers, server applications, smart classrooms, wireless access points, and network devices at the College. Each college manages their own network adhering to standards recommended by District IT.

Standard III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary:

- The College

Technology resources that meet the needs of learning, teaching, and college-wide communication include the following:

- Merritt College provides a wide variety of technology services to faculty, staff, and students. The College's network system is powered by 20 Compaq servers, 2 Cisco 6509 core switches, and 54 Cisco 2960, 3550, 4506, and 4510 switches. This system supports the College's three major functions: Student Service, Academic Affairs, and Business Services. The network is separated into two virtual networks, administrative and instructional. While the students have access to all the instructional offerings, they do not have access to administrative programs or servers. Over 20 servers provide applications and storage for instructional programs, Student Services programs, and administrative areas. Merritt has 20 computer labs which provide students with equipment and software that meet their learning needs. Some computer labs are large and seat up to 65 students while others are small and department specific. Over 90 wireless access points serve the growing demand for mobile internet access. There is at least one in every building as well as one offsite at the Fruitvale Center. The Library subscribes to multiple research databases which are available on the student-use computers as well as standard software, internet, wireless, and GoPrint server access.

- The High Tech Center for DSPS students contains 20 computers with a wide variety of adaptive software and hardware including hearing impaired, sight impaired, blind, and cognitive software. Lee Peevy, the Alternate Media

Specialist, who is blind himself, uses Jaws, Kurzweil, and NVDA to digitize textbooks into Kurzweil documents and uploads them to a cloud server for DSPS students. This lab also has wireless access.

- The College has recently increased the number of technology-enhanced ("smart") classrooms to a total of 51, each one equipped with an electronic security access, computers, AV equipment, state of the art sound system, projectors and wireless internet. These technological enhancements enable students and teachers to engage in a learning environment that facilitates student success. There is at least 1 wireless access point in Buildings A, D, E, F, H, L, N, P, Q, R, and The Fruitvale Center. The buildings with over 8 total wireless access points are the A, D, L, P, and R buildings.

Furthermore, Merritt will be opening a new Science and Applied Health Building in fall 2015. The project, designed from the start to be one of the most advanced science centers at a community college in California, was launched in 2013, Its construction, one of the largest Measure A bond projects in the District, was only undertaken after careful consultation with students, faculty, staff, and the community. The building will include cutting-edge breakthroughs in sustainable and green technology. All of the classrooms and computer labs in the new Science and Applied Health Building, opening in fall 2015, are also equipped with "smart" capabilities and state-of-the-art technology.

The Merritt IT Staff are responsible for all campus technology including all connectivity to the District and CENIC, 55 network switches, wireless access points, smart classrooms, network servers, software and hundreds of desktops, laptops, iPads, and printers. Requests for service are sent to the Merritt Help Desk via email or by voicemail. The Merritt IT staff response is guided by priorities set by administration. In short, the greater number of students, faculty or staff affected by any given problem, the higher the priority.

Self-Evaluation:

The College meets this Standard. Merritt College's technology resources support the College's stated learning outcomes and facilitate the effectiveness of administrators, faculty and staff in college operations. In recent years there has been significant progress in the planning, support, and deployment of network bandwidth and availability, distance education, faculty and staff computing, and the innovative teaching and learning design of classrooms. The District Technology Committee sets College priorities and the College aligns them with the College's Strategic Goals **(III.C.2)**. Technology planning is fully integrated into the District and College planning processes.

Supporting Evidence:

III.C.1
III.C.2

Actionable Improvement Plan:

None

Standard III.C.1.a

Technology Services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary:

- The College

Merritt College has 51 Smart Classrooms installed and completed in 2011, including 48 "Level 1" rooms, 2 "Level 3" Smart Classrooms, and 1 custom designed for the Fitness Center. They contain fully integrated video systems, sound systems, smart boards, microphones, DVD/VCR players, pc or iMac computers, wireless access, laptop and iPod connections, and assisted hearing devices. The "Level 3" and customized Smart Classrooms contain additional equipment and features and are used for large classes, events, campus meetings and the Fitness Center. They are secured by ID card access wireless locks managed by the Business Office. All rooms have Ethernet connections and are capable of remote access by Merritt IT staff from an Extron management server. Merritt IT staff support all 51 Smart Classrooms. Smart Classroom Training is regularly scheduled at the beginning of every semester and is available to faculty and staff upon request.

- The District

District IT has over 100 physical servers consisting of HP, Dell, and Compaq server manufacturers. District IT also utilizes virtualization technology through VMware which rides on HP and Cisco UCS blade servers. Storage for the servers comes from HP SAN systems, EMC SAN systems, and Netapp SAN systems. To date, the District has implemented phase one of its virtualization project, which now focuses on HP blade servers and Netapp storage **(III.C.3)**.

The District has recently moved from a Cisco network standard to various manufacturers who focus on one area. For example, Fortinet is used for firewall appliances; A10 Networks is currently used for load balancing appliances; Arista is used for distribution core switches; and Enterasys/Extreme is used for edge switches. As a result, the District's network is robust, reliable, and scalable to all District needs. All facets of the network are redundant, so there is always a backup system in case of breakdown.
Internet access is provided through the Corporation for Education and Network Initiatives in California (CENIC) and Gigaman connections at the District Offices and at each of the colleges. CENIC's California Research and Education Network – Digital California (CalREN-DC) provides high-quality network services for K-20 students and employees. As a CENIC Associate, PCCD must ensure that the user community complies with the CalREN Acceptable Use Policy (AUP). In order to ensure compliance, the PCCD Computer Use and Electronic Mail

Guidelines incorporate the same terms specified by the CalREN AUP **(III.C.4)**. Email for faculty and staff is provided by a MS Exchange Server. Student email is provided by MS Office365.

District IT staff also support the administrative and voice network for the District. PeopleSoft, an Enterprise Resource Planning (ERP) application system that offers a suite of products designed to solve complex business problems, runs on the administrative network. PeopleSoft typically offers their products to large corporations, government/educational institutions, and organizations.

In 2005, Peralta invested in and implemented the Financial Services Management (FSM) suite, which consists of 27 modules, such as Purchasing, Asset Management, Accounts Receivables, General Ledger, Expenses, Accounts Payable, and Inventory tracking. These modules support the finance and budgeting (commitment accounting) needs at the District as well as Business Service Managers at the colleges. The Commitment Accounting module, which enables users to allocate salary and operational costs to different funding sources, also allows the colleges and District unit offices to control their own budgeting process module for HR, It enables campus and District units to control their procurements through the purchase requisition workflow process. The College accesses these modules using a web-based portal called Peralta Real-Time Online Management Technology (PROMT) **(III.C.5)**.

In 2005 Peralta also invested in (and implemented) the Human Capital Management (HCM) suite, which consist of 16 modules, such as Payroll, Time and Labor, Human Resources, Talent Acquisition Manager, ePay, Resume Processing. These centralized functions support the colleges and District by paying all employees (faculty, staff, administrators, student workers, etc.). The employee intake process is handled through the centralized District HR office. In addition, the HR module maintains position and employee data, data that is stored and updated in this module related to employee, job, position, compensation, and benefit information. The College accesses these modules using the web-based portal called Peralta Real-Time Online Management Technology (PROMT).

In 2005 Peralta invested in the Campus Solutions (CS) suite, formally Campus Administration suite, consisting of 10 modules, such as Gradebook, Student Administration, Campus Self Service, Community Access, and many others, The suite of modules, which was fully implemented in 2008, primarily benefits students by efficiently integrating admissions, registration, enrollment, grades, class schedules, and class rosters. The College utilizes PASSPORT as a system to access critical information for student matriculation and success.

PASSPORT can be summed up by three different functions as follows:

- Student Center – self-service portal that allows the student to add a class, drop a class, make a payment, search for classes, and view Unofficial Transcripts.
- Faculty Center – self-service portal that allows faculty access via Web-VPN (remote access) to contact students, download class rosters to MS-Excel, enter grades and positive attendance, indicate an Early Alert, submit Attendance and

Census Rosters, view Student Personal Contact Information, and set user preferences.

- Student Records – self-service portal that allows staff, counselors, and administrators to search for Course Catalogues, search for classes, assign Service Indicators, activate students, view transfer credit, view transcript requests, update an academic calendar, update a student's Program/Plan, update the term/session, view grades, view term history, view Class Rosters, view Instructor Schedules, view Online Grade Rosters, withdraw from a session, withdraw from a Term, and view Academic Standing.

The District is currently in the process of implementing the Student Financial Aid Module as a part of the PeopleSoft CS suite of applications. Previously, the Student Financial Aid system was running on a Mainframe (legacy) EMAS-Pro/SAFE system that was not web-based and required an interface to the PeopleSoft system. Our new People Soft Financial Aid module has automated many Financial Aid processes that previously required manual processing by staff. Although there are now streamlined and automated processes with the new system, the Financial Aid Office is still required by the Department of Education to collect physical documents from students who were selected for verification, have a "C" comment flag, or must resolve conflicting information. These physical files are stored in a secure file room located in the campus financial aid offices.

PCCD launched the Student Financial Aid Project as a part of the District's IT Strategy to improve the efficiency and effectiveness of its processing of Student Financial Aid at the College financial aid service centers. The existing system does not have self-service functions and requires dedicated IT staff to update, setup, and run process and reports periodically. The current software has reached its end of life and must be replaced as a top priority. The implementation is very complex and has failed on numerous prior attempts.

The new PeopleSoft module is a web-based solution, which requires no interfaces to and from other student systems at Peralta and no additional cost. There are four financial aid module updates per year and the system will provide self-service functionality for the students via the web. Students can now view required documents requested by the financial aid office and will be able to view their financial aid awards. The functional users will have more control over setup and processes, and many processes will be able to run daily if needed. The system is in compliance with the Department of Education file format for Pell Payment processing.

District IT is scheduled to complete the implementation of the PeopleSoft academic advising module by spring 2015 semester. This module will consist of PeopleSoft Academic Advising and Student Educational Plan (SEP) modules. These modules are already owned by Peralta and no additional cost expenditure is required. Implementation of these modules was attempted in 2005 and 2009 but was not successful on both attempts. Under new IT District leadership implementation will be concluded by spring 2015, after which the District and colleges will be in compliance with State mandated student success initiatives.

The Oracle Business Intelligence (BI) tool was implemented in 2008 to allow more accessibility and visibility in the Student Administration module promoting strategic and operational

decisions primarily at the College level. This innovative tool allows for widespread access to data and data analysis. Now faculty leaders and administrators have the ability to access information in order to make strategic decisions impacting enrollment, faculty staffing, staff, administrators, and students. This tool is necessary in order to allow faculty and staff the ability to access and utilize information directly from their own desktops rather than having to funnel all requests through a central department or the District.

Securing College data and providing backup and recovery is the responsibility of the District Office of IT. To maintain the reliability of servers hosted by District IT, the Department of General Services has installed and maintains an emergency generator to provide backup electrical power to the District building for as long as necessary during a power outage.
Although the District does not have a fully integrated wireless network, it is moderately implemented in regard to autonomous access points. Currently the District is not utilizing wireless controllers to manage access points. Access points deployed throughout the District vary in their capabilities. Most of the access points are N (capable of internet speeds up to 300Mbps) and G (generally limited to 56Mbps). Purchase and deployment of access points is done on an as needed basis.

Currently the District is utilizing Alertify as its Emergency Alert system for emergency and some non-emergency communications. In the event of a campus emergency the District HelpDesk is notified by the Department of General Services or Risk Management, and the Alertify process is triggered. Information Technology begins a process of sending data, student contact information and employee data (primarily email) provided by the HR department and downloaded once per semester after census, to Alertify, and the student and employees are notified. After an analysis in 2013, it was discovered that the existing system was not adequate because the system took 20 minutes to notify each campus, totaling over an hour to notify the entire four campuses in the District of an emergency. As a result, the Department of General Services and Information Technology have initiated an RFP to procure a new emergency alert system that can adequately support the emergency needs of the District. We are expecting to complete this procurement and implementation by the end of the fall 2014 semester.

District Education (DE) platforms are processed, operated, and managed by the District Office of Educational Services. However, District IT pays the bill for hosted services. PCCD has been a local leader in the field of distance education with an established track record of delivering high quality online courses and linked online student support services for more than five years. Today, all four Peralta campuses have a fully-developed distance education component. In the fall of 2013, PCCD offered 193 online and hybrid classes, with 6,400 enrollments by 4,800 students, resulting in 740 FTES. The four colleges share a common Courseware Management System, Moodle, which is hosted on an external server and fully integrated with Passport/PeopleSoft, Peralta's enterprise software system, for easy registration and tracking of student enrollment and performance.

The PCCD Distance Education (DE) program is overseen by the Vice Chancellor of Educational Services and supported by 4 DE campus coordinators (.25 reassigned time each), one per college, and a District DE coordinator (.5), a full-time Moodle/web programmer, and a part-time help-desk/troubleshooting support person. There is also a District Distance Education

Committee consisting of faculty members from each college serving as distance education coordinators for their campuses, along with a faculty lead (District DE coordinator), supported by release time. This team provides basic technical support to faculty teaching online courses and pedagogical advice in the area of DE. The District's IT Help Desk provides additional support to online students.

PCCD's decision to use Moodle for its own District-level courses was based on an in-depth comparison of CMS vendors, conducted by IT staff and the distance education coordinators from Berkeley City College (BCC) in 2007. After reviewing the merits of various vendors, such as Blackboard, Angel (absorbed by Blackboard in 2009), and others, the recommendation was to use Moodle due to low start-up costs and the fact that it allowed for maximum institutional control and flexibility—an important consideration as Peralta ramped up its Distance Education Program from one college to four colleges, each with its own online learning needs and agenda. The most recent ITC survey affirms this choice and shows that Moodle is gradually emerging as a favored CMS among community colleges nationwide. Over the last six years, usage of Blackboard by two-year colleges surveyed has steadily declined, from 39 percent in 2007 to 35 percent in 2012. During the same period, usage of Moodle has steadily grown, from 10 percent in 2007 to 14 percent in 2012, indicating that more and more two-year colleges are choosing Moodle as their designated Courseware Management System (Instructional Technology Council (ITC).

Moodle's architecture also allows for a certain amount of adaptability in terms of adjusting to Next Generation CMS and other technological innovations that may emerge in the near future. Its adaptability, low start-up costs, and lack of fees for individual add-on features (a source of expense with other CMS options) make it an ideal investment for a large-scale system that wants to minimize cost while maximizing impact. By using Moodle, PCCD can create an immediate response to the increased demand for online courses and the limited infrastructure and budgetary challenges of its individual colleges. At the same time, it can develop an interim system with minimal investment, positioning it to take advantage of new technologies as they emerge rather than stay with an outdated system simply to justify the money already expended in migrating systems. Peralta currently uses an external hosting company for its CMS installation. The CMS provides a standardized system and interface for users while, at the same time, accommodating the individual needs of colleges.

PCCD Distance Education classes are accessible to disabled students as required by federal law. The CMS installation is continually developed in accordance with Section 508, the federally-mandated accessibility code for educational institutions. PCCD is working with a Design Consultant, Jennifer Burke, who is an expert in accessibility design. The College also has established campus-based Offices of Alternative Media as well as an Accessibility Director, who works with the DE instructors to make sure that online offerings are accessible **(III.C.6)**.

The existing PCCD Distance Education website is a WordPress site, which can be integrated with the functionality of Moodle. WordPress is the platform that was used to create the Merritt College, all the Peralta college websites, and the PCCD website and is well positioned to enhance a Moodle-based CMS with blogging technology. Instructors can also use these

technologies to create their own webpage, to promote their class, list resources, and connect with current and prospective students.

In addition to the District Education website, District IT also maintains two in-house developed technology tracking shadow systems. One is for Professional Development – software to monitor, maintain, and track Professional Development Flex hours. The other is for EZPass – software to manage and maintain the AC Transit bus passes for students.

For curriculum, PCCD utilizes CurricUNET, a web-based service that automates the processing of submitting course and program proposals via a Web browser. CurricUNET also provides access to course outlines, instructor syllabi, and an opportunity to review the student learning outcomes for each course. PCCD also utilizes Taskstream as a management system for student learning outcomes and assessment. During the 2014-15 academic year, the District will be implementing a move to integrate both systems into CurricUNETMeta so that all information related to courses, programs, SLOs, and their assessment can be aggregated into one system.

Telephone systems vary by campus throughout the District. There are three separate voice telecommunication systems; 1) MITEL-VoIP, 2) MITEL-PBX, and 3) CISCO-VoIP. The District has a maintenance support contract for the MITEL-PBX systems for Merritt College. The District IT warehouse has approximately 10 CISCO-VoIP phones remaining in storage for distribution to BCC upon request. District IT is in the process of initiating a District–wide Telecommunication Project as a part of the IT Strategy that will include a cost efficient, reliable, and scalable voice telecommunication system to accommodate all four campuses and the District office.

Self-Evaluation:

The College meets this Standard. Technology resources are used throughout the College to support and increase the effectiveness of student learning programs and services, communication, and the quality of services provided to students. The overarching direction for all decisions about technology come from the College's Educational Master Plan. The identification of technology needs is a collaborative process involving all campus constituents. Faculty and staff, through their instructional divisions, identify technology needs and trends through their Annual Program Review Updates (Unit Plans) and Comprehensive Program Reviews **(III.C.7)**.

Supporting Evidence:

III.C.1 Matrix for District/College IT Responsibilities
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Matrix-for-college-district-IT-responsibilities.pdf

III.C.2 PCCD Information Technology Strategy
http://web.peralta.edu/it/files/2013/04/Peralta-District-wide-Information-Technology-Strategy-Plan-February-2012.pdf

III.C.3 Merritt College Educational Master Plan
http://web.peralta.edu/pbi/files/2010/08/Merritt-College.pdf

III.C.4 Instructional Program Review Narrative Report Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Instructional-Program-Review-Narrative-Report-Template.pdf
Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf

III.C.5 PCCD Telephone, Computer, Network, & Electronic Mail Guidelines
http://web.peralta.edu/it/files/2014/06/PCCD-Telephone-Computer-Network-and-Electronic-Mail-Use-Guidelines-v1-1-Final-Draft.pdf

III.C.6 PS Usage Modules
http://www.cenic.org/page_id=114/

III.C.7 "2012 Distance Education Results—Trends in eLearning: Tracking the Impact of eLearning at Community Colleges", April 2013
http://www.itcnetwork.org/attachments/article/87/AnnualSurveyApril2013.pdf

III.C.8 Industry
http://www.industrious.com/

Actionable Improvement Plan:

None

Standard III.C.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary:

- The College

In 2012, the District developed an Information Technology (IT) Strategy, for the colleges and the District Office in order to ensure maximal use of technology for the benefit of students, faculty, staff, and community as well as plan for the future. One of the top priorities identified by this plan was to institutionalize IT staff training and professional development.

- The District

District coordinated training occurs primarily when projects are implemented and as a part of the System Development Lifecycle Methodology **(III.C.8)**, implemented in 2013. There is a component of this method that includes training and knowledge transfer. This training is provided by the vendor deploying the software, services, or product. There is no formal trainer in place at this time.

Additionally, the District provides two training events for District IT staff per year, provided by Oracle World and the Higher Educations User Group (HEUG). We send five staff members to

each training, rotating them so that they do not all attend the same conference each year. We also take advantage of the knowledge transfer and training from the consultants that complete upgrades, which is a part of the contract on a train-the-trainer approach.
Currently the District has no formal training plan in place to address district-wide technology training needs. Training can be divided into two components: Functional Training (end-user) and Technical Training (technical IT staff). The AVC of IT has suggested and recommended to the DTC a need for Technology Trainer position at Peralta. The position would be centralized at District IT and provide a series of technology trainings through-out the academic year based on training calendar.

Training currently is identified by the Director of Technology services and Director of Enterprise during software upgrades and/or implantations. On several occasions the Director of Enterprise Services along with the CIO have identified trainings that goes beyond the technical component but also involve functional departments such as Admissions and Records and Educational Services staff. Recently District IT secured training for several staff members to be trained in curriculum and student records along with security training. The Director of Technology Services identified training needs for the Sr. Network Coordinators while planning the refresh of the network infrastructures along with the implementation of virtual servers in the District IT Main Distribution Facility (MDF).

Training for new employees is conducted by the internal department staff. However there are no formal training processes in place. Often this is not adequate because our major ERP system is very complex and training should be ongoing. In some instances, we have found that much of the staff did not have proper training specifically in the functional unit areas such as Admissions & Records, Educational Services, Human Resources, and Finance and Administration and Purchasing. Often times there is an expectation that the District IT staff should train the College staff in functional areas. But IT staff do not have expertise in functional areas, so they cannot provide this type of training. The District Office of Educational Services identifies and schedules technology training as part of the Professional Development program for the District.
The District has a Helpdesk, and it is working on expanding its capabilities. Footprints Helpdesk software is the issue resolution tracking system implemented at the District office to provide a system to address immediate and long-range technical support needs. The District Help Desk procedures with regard to Help Desk ticket response times and ticket information are as follows:

- Ticket will be assigned no later than 4 hours after ticket has been opened;
- Ticket must be resolved no later than 3 business days after ticket has been opened;
- When the issue is resolved, a detailed explanation of what was done to resolve the issue and close the ticket is developed;
- Help Desk runs a daily report that will flag tickets that are overdue; and
- Only Help Desk staff create tickets, end users must now email or call Help Desk with their requests.

Students, faculty, staff, and administrators have access to technical support from the PCCD Help Desk, staffed by experienced IT professionals. The Help Desk is working on adding an open source platform that will allow for customer interaction by phone, by e-mail, or by chat function. This Helpdesk ticket system is now the industry standard for customer service helplines,

whereby the customer is issued a number for their case, for future reference. The Help Desk is hosted through a separate external vendor-hosted server.
There are a variety of Moodle training opportunities for DE instructors. This includes workshops on District faculty Flex days, online videos and manuals, and a three course certificate program in using Moodle for online teaching. Professional development training for faculty and staff is available both online on the Distance Education webpage and through Merritt College's Online Education Certificate Program **(III.C.9)**.

Self-Evaluation:

The College meets this Standard. The Peralta Community District has a history of providing training for faculty and staff through a variety of professional development activities and for students through workshops, online modules, and facilitated labs and centers. The appointment of a professional development coordinator provided the foundation for the development of a robust year-round training program for faculty, staff, and administrators.

Merritt College's Technology Plan also sets priorities for training – and for providing technical support as needed – for all users. The Technology Plan also recommends increased funding for staff training needs assessment, an operational training plan, and evaluations of trainings.

Supporting Evidence:

III.C.9 System Development Lifecycle Methodology (p. 5)
http://peraltaccd.granicus.com/MetaViewer.php?view_id=2&clip_id=155&meta_id=55784

III.C.10 PCCD Distance Education
http://web.peralta.edu/de/
Merritt College Online Teaching Certificate
http://www.merritt.edu/wp/edt/degrees/

Actionable Improvement Plan:

The District/College will develop, coordinate, and implement the District's enterprise system training workshops in order to optimize human resource competence by providing formal training for new employees along with professional development opportunities for existing employees. This is scheduled for fall 2016.
Administrative Lead: Director of Business and Administrative Services

Standard III.C.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary:

As noted earlier, the Peralta Community College District (PCCD) is guided by its 2012 Information Technology Strategy **(III.C.10)**, which identifies a number of priorities for each of the four colleges in the PCCD, such as:

- Tech refresh—the set of processes and policies that ensures that an organization renews its technology infrastructure and maintains an adequate level to support its business operation—must be undertaken with advance planning and careful consideration
- Students are increasingly abandoning traditional PCs and hardwire connections for smartphones and tablets connected through Wi-Fi or 4G cell service; their expectation is that they have access to all content, anytime, anywhere.
- 50% of the devices that are attached to the Internet are not traditional PCs or laptops; as such, the District cannot continue building systems and delivering content only to traditional PCs.

As regular evaluations of infrastructure and existing equipment are made (faculty and staff computers, smart classroom peripherals, printers, scanners, etc.), this leads to subsequent recommendations for the replacement of outdated equipment or upgrade to a newer technology. Through program review and annual program review updates, the faculty, staff and administrators determine and prioritize list of equipment and technology needs. This process allows everyone to provide input and advocate for resources needed to improve student learning and student support.

Once lists are prioritized, there is collaboration with District IT for recommendations on standard equipment. These recommendations include consideration of long-term maintenance and repair costs. However, purchasing of equipment and hardware is dependent upon whether funding is available to make the respective request.

Technology planning at the College is coordinated with District technology planning. College requests for new technology resources are channeled through the district-wide participatory governance process of the Planning and Budgeting Integration Model (PBIM). First, personnel submit requests to College program heads and/or department chairs who then submit requests to division managers and appropriate College committees and managers. Prioritized campus lists are then forwarded to the District Technology Committee (a subcommittee in the PBIM) for dialogue and recommendation to the PCCD Planning and Budgeting Council before going to the Chancellor. This planning and budgeting process provides the public an opportunity to advocate for the resources needed to meet various institutional needs.

Self-Evaluation:

The College meets this Standard. Merritt College provides for the management, maintenance, and operation of its instructional technology and works with District IT to ensure the technological infrastructure is in place to support the College's needs.

The College has set up systematic and need-driven technology acquisition systems. The College and District technology plans position the institution to maintain, upgrade, or replace instructional technology and equipment to meet institutional needs.

Supporting Evidence:

III.C.11 PCCD Information Technology Strategy
http://web.peralta.edu/it/files/2013/04/Peralta-District-wide-Information-Technology-Strategy-Plan-February-2012.pdf

Actionable Improvement Plan:

None

Standard III.C.1.d

The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.

Descriptive Summary:

- The College:

As regular evaluations of infrastructure and existing equipment (faculty and staff computers, smart classroom peripherals, printers, scanners, etc.) are made this leads to subsequent recommendations for the replacement of outdated equipment or upgrades to newer technologies. Through Program Review and Annual Program Review updates, the faculty, staff and administrators determine and prioritize a list of equipment and technology needs. This process allows everyone to provide input and advocate for resources needed to improve student learning and student support.

General campus technology requests are handled at the College by a Help Desk Escalation Process. Typically, a user encounters and submits a request to the College IT coordinator. College IT staff troubleshoot the issue and determine if it needs to be addressed at the District level. If the issue falls under the District umbrella, then the College IT coordinator will contact the helpdesk at the District for resolution.

Technology planning at the College is coordinated with District technology planning. College requests for new technology resources are channeled through the District shared governance process and through the Planning and Budgeting Integration Model (PBIM). First, personnel submit requests to College program heads and/or department chairs who then submit requests to division managers and appropriate College committees and managers. Prioritized campus lists are then forwarded to the District Technology Committee (a subcommittee in the PBIM) for dialogue and recommendation to the PCCD Planning and Budgeting Council before going to the Chancellor. This planning and budgeting process provides a public opportunity to advocate for the resources needed, at all levels, to meet institutional needs.

- The District:

The College maintains a large number of workstations and servers over a complex network. District IT with guidance from the College is responsible for providing the College's faculty, staff, and students with high-performance and reliable network services. The District in consultation with the College also sets standards for College technology to be purchased and maintained. Standards for technology that connect to the network include specifications for anti-virus software and policies for updating software that prevent viruses and other damaging situations **(III.C.12)**.

District IT often gets requests from the District and campus communities that require specialized technology, but at times no one in-house has the capability or skill to complete the request. When this happens, District IT leads the effort to procure a vendor following District Purchasing Guidelines, which often leads to a Request for Proposal (RFP) process. If it is a low dollar amount, 3 quotations are required for an Independent Contractor to do the work. District IT works with the constituency group to develop a statement of work in collaboration with purchasing, then puts together the bid documents for the process.

Data Security (PeopleSoft) is handled by District IT providing secure databases and sound security principles. The System Security (Network) is also provided by District IT, which owns a security compliance package that blocks invalid network connectivity. The network's security is augmented with the use of firewalls and certificates.
New and end-of-life equipment is stored at the District Office in the IT cage. End-of-life equipment is processed in the cage, and then a request to the warehouse is sent to begin salvaging the equipment. New undisbursed equipment is housed at the District Office until ready for deployment.

Self-Evaluation:

The College meets this Standard. The procurement, support, and maintenance of college technology are driven by the institutional needs of College programs and services. While departments plan for their specific technology needs as a part of their Annual Program Updates, other entities within the College focus on maintaining efficient communication and processes to ensure that all constituent needs are being met.

Supporting Evidence:

III.C.12 PCCD Telephone, Computer, Network, & Electronic Mail Guidelines
http://web.peralta.edu/it/files/2014/06/PCCD-Telephone-Computer-Network-and-Electronic-Mail-Use-Guidelines-v1-1-Final-Draft.pdf

Actionable Improvement Plan:

None

Standard III.C.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary:

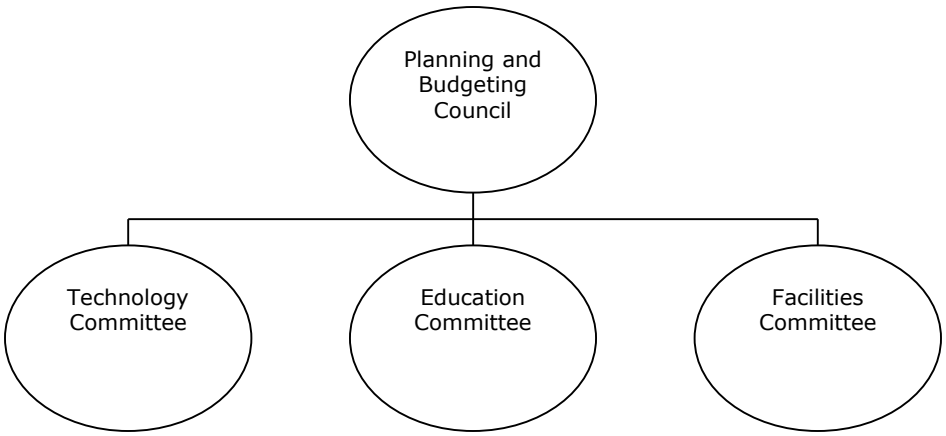
- The College

Technology planning is integrated into institutional planning at both the College and District level. Merritt College's Technology Committee is charged with the following:

- Assess how effectively current technology is being utilized at the College;
- Identify, prioritize and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the College;
- Identify, prioritize and recommend both on-going and specialized training needs for maximum utilization of technological resources;
- Identify, prioritize and recommend staffing for technology;
- Develop an on-going comprehensive College Technology Plan for consideration by College Council;
- Recommend funding strategies and priorities for major technology spending;
- Advise the District Technology Committee about the information technology needs and concerns of Merritt College;
- Receive regular reports from the District Information Technology Committee, and review and respond as appropriate; and
- Establish (as needed) technology subcommittees.

All major technology decisions are integrated with institutional planning processes. College strategies addressing technology are evaluated and assessed annually. The College relies on a participatory governance process to review and provide input into plans, including technology decisions.

The College's Technology planning is integrated with the District's institutional planning through participatory governance processes that channel campus requests through the District's Planning and Budgeting Integration Model (PBIM). The PBIM is an integrated district-wide planning and budget advisory system of four committees that receive planning inputs from the colleges and make recommendations to the Chancellor.



- The District

The District Associate Vice Chancellor of IT co-chairs the Technology Committee, providing guidance and support in making technology recommendations. District Information Technology staff and faculty from the colleges serve on the District Technology Committee (DTC). This provides a liaison between the District and College to assure effective coordination and delivery of technology services. The DTC provides a forum for administrators, faculty, staff, and students from the District and all four colleges to discuss, preview, prioritize, introduce, and recommend technology products and services, view application demonstrations, along with discussing pedagogy, as each relates to using technology for teaching and learning. For example, the PCCD Information Technology Strategy was documented at the PBIM meeting on February 2012 **(III.C.12)**.

The Director of Technology Services is a member of the Facilities Committee, ensuring coordination between District IT and the District Office of General Services. In addition, the Director of Enterprise Services attends the Education Committee providing expertise in making technology related recommendations. The AVC of IT regularly attends all PBIM committee meetings answering questions and providing input on an as needed basis.

The District Technology Services staff and the College Campus Network Coordinators, along with Senior College Information Systems Analysts are all members of the District-wide Engineering Network Group (ENG). Meetings are held monthly to discuss and agree upon standards and guidelines, along with the resolution of district-wide network infrastructure, desktop computing and telecommunications issues. The Director of Technology Services reports these issues, concerns, and updates to the District Technology Committee (DTC) monthly. This staff person also reports on Facilities issues or other pertinent service related information technology issues.

Technology planning is incorporated into capital improvement planning through the Information Technology Strategy **(III.C.13)** and the Five-year Facilities/Construction Plan which is updated annually. The IT Strategy prioritizes projects utilizing an A, B, C hierarchy for projects. Projects designated as Priority A are serviced first. Resolving ongoing issues is reported, tracked, and resolved through our Footprints issue resolution ticketing system.

Self-Evaluation:

The College meets this Standard. At the department level, assessment of technology needs occurs during the comprehensive program review and annual update processes and results in the preparation of annual planning activities. In addition, regular evaluation and replacement of equipment occurs as part of the College Technology Plan and Refresh Schedule. The College's Technology planning is integrated with the District's institutional planning through participatory governance processes that channel campus requests through the District's Planning and Budgeting Integration Model (PBIM).

Supporting Evidence:

III.C.13 PCCD Information Technology Strategy Memo, 02/06/12
http://web.peralta.edu/pbi/files/2010/11/IT-Strategy-Memo-2-6-12.pdf

III.C.14 PCCD Information Technology Strategy
http://web.peralta.edu/it/files/2013/04/Peralta-District-wide-Information-Technology-Strategy-Plan-February-2012.pdf

Actionable Improvement Plan:

None

Standard III.D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Abstract:

Merritt College has an overall budget for the fiscal year 2014-2015, of $17.4 million from the unrestricted general fund. This is a slight increase of $539,365 or 3.18% as compared to the budget in fiscal year 2013-14. The College budget is divided into non-discretionary and discretionary budgets. Non-discretionary budgets are those that support the salaries and related benefits of permanent positions within the funded budget. Discretionary budgets consist of hourly personnel, supplies, materials, services, and capital equipment budgets.

The District adopted a Budget Allocation Model (BAM) which parallels the State of California's funding model established in Senate Bill 361 (SB361). The shift to utilization of the SB361 model has defined limits on the majority of resources and expenditures and has encouraged accountability at all levels. The linkage of allocations to expenditures at the college level has moved the Peralta Community College District to greater fiscal stability and clarity as to how

colleges support their own and the District's budgetary functions, and how auxiliary enterprises are funded. Implementation of the Budget Allocation Model is consistent with Board Policy Board Policy (BP) 6200- Budget Preparation and Administrative Procedure (AP) 6200 – Budget Management.

STANDARD III.D.1

The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary:

- The College

The College budget and financial planning and expenditures are driven by the College mission, vision, values, goals, and strategies in accordance with the College's Education Master Plan, Facilities Master Plan, and Strategic Goals and Objectives. The College conducts Program Reviews every three years and the mission and goals are always at the forefront for consideration. Annual Program Updates (APUs) are completed October of each year by all instructional programs and student support services. These documents detail the current financial needs of each Program, are incorporated into the budgeting process, and financial planning process, and are used to set priorities for funding and timelines.

The College Mission and Goals are set forth on the College website and are reflected in the College's Education Master Plan, Facilities Master Plan, and Strategic Goals and Objectives. The Mission and Goals of Merritt College are as follows:

Mission & Goals

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

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.

Merritt College Core Values

- **Student Success** – We provide challenging and rigorous learning experiences that support the academic and personal success of our students.

- **Caring Spirit** – We genuinely care about every member of our campus community.
- **Teamwork and Inclusion** – We encourage everyone to participate in College governance and assume responsibility for acting on our shared commitment to provide exceptional learning experiences.
- **Campus Climate** – We strive to create a student-centered learning environment that leads to student retention, persistence and success.
- **Diversity** – We honor and respect the different backgrounds, experiences, languages, values and cultures of everyone at the College.

As set forth in detail in the contents of Standard III.D., the mission and goals of the College as well as the College's Core Values are the foundation of the budgeting and planning process. The entire process is in place so that the mission, goals, and core values can be met. The process focuses on student success, teamwork, inclusion, a caring spirit, a student-centered learning environment, and diversity. The budgeting and financial planning process is driven by the mission to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy. The budgeting and financial planning process helps to ensure that the College provide open access to excellent instructional programs and comprehensive support services in a culturally rich, caring, and supportive learning environment. The budgeting and financial planning process helps the College 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.

- The District

The College has financial resources sufficient to support student learning programs and services and to improve institutional effectiveness. Similar to most California community colleges, the College has been impacted by state workload reductions and fluctuations in enrollment. Merritt College is one of four colleges in the Peralta Community College District (PCCD), which as whole serves approximately over 24,500 students each semester **(III.D.1)**.

PCCD funds general operations primarily through apportionment (SB361) from the State of California. The Full-Time Equivalent Student (FTES) measurement is the primary workload measure used by the state to determine how much total unrestricted revenue each college will receive. There are three major sources of revenue that are included in the unrestricted general fund— general apportionment, local property taxes, and enrollment fees and tuition. These revenues make up approximately 89% of the total revenue received.

In addition to unrestricted general revenue, PCCD receives restricted funding from federal, state, and local agencies to pay for specific programs and services. The General Restricted Fund accounts for the revenues and expenditures for the operation and support of programs that are specifically restricted by laws, regulations, donors, or other outside agencies' terms and conditions.

There are other sources of revenues and funds established for specific purposes:

- Special Revenue Fund, established in accordance with the State Budget and Accounting Manual, accounts for support of contractual services provided by the colleges that are not integral to the general operations of the District;
- The Parking Services Fund accounts for the revenues received from parking fees;
- Bond Construction Funds account for the proceeds from the sale of bonds and is used for the acquisition or construction of authorized projects;
- The Child Development Fund accounts for the operations and support of child care and development services. Sources of revenue within this fund include grants and parent fees;
- The Retiree Health Benefit Trust Fund (Other Post-Employment Benefits [OPEB] Reserve Fund) accounts for resources and expenditures towards current and future liabilities related to health benefits for retirees;
- The Trust and Agency Fund is used to account for assets held by the District in a trustee or agency capacity for individuals, private organizations, other governmental units and/or other funds;
- The Self-Insurance fund accounts for the resources and expenditures of the District's self-insured property, and liability/workers' compensation claims;
- The Student Body Center Fee Trust Fund accounts for funds collected by the District for financing, constructing, remodeling and operating student centers;
- The Student Financial Aid Fund accounts for the deposit and direct payment of government-funded financial aid, including grants and loans or other funds intended for student support and aid; and
- Measure B – Parcel Tax was a special parcel tax measure approved by voters on June 5, 2012. This provides the District with an annual parcel tax on all parcels located within the District's boundaries of $48 per parcel, per year, for eight years. The funding's designated use is for maintaining core academic programs, such as Math, Science, and English; training students for careers; and preparing students to transfer to four-year colleges and universities **(III.D.2)**.

Overall, the District relies primarily on the general unrestricted fund revenues, which are distributed to the four colleges, the District Office, and centralized services through the resource allocation model entitled "PCCD Budget Allocation Model," typically referred to as the BAM **(III.D.3)**. The District BAM is driven in large part by FTES. Each of the four colleges is provided FTES goals at the beginning of the academic year. College allocations are adjusted up or down based on increases or decreases in their three-year rolling average FTES. The most recent three-year averages are: College of Alameda-19.08%, Berkeley City College - 19.88%, Laney College - 40.61%, and Merritt College - 20.43%.

In August 2010, the Planning and Budgeting Council took up the challenging task of working to create a Budget Allocation Model (BAM) for the unrestricted general fund. The purpose of creating the BAM was twofold: first, to move to a model that would equitably serve the colleges, and second, to fully respond to previous accreditation recommendations. Unfortunately, the previous model, developed in 2008, was never implemented. Previous resource allocation methods relied almost exclusively on prior year allocations being carried

forward and provided minimal linkages between revenues and expenditures. The core principles supporting the current BAM, revised in subsequent years after its initial implementation, are: simple and easy to understand, consistent with the State's SB361 funding model, provides for financial stability, provide for a reserve in accordance with PCCD Board policy, provides clear accountability, provides for periodic review and revision, utilizes conservative revenue projections, maintains autonomous decision-making at the college level, provides some centralized services, and is responsive to the District's and colleges' planning processes.

Excluding international and out-of-state student fee revenue, the projected District total revenue for fiscal year 2014-15 is $128,791,119. All budget expenditures associated with the OPEB program are subtracted from this amount as exclusions in order to arrive at the actual resources available. For fiscal year 2014-15 the OPEB exclusion equals $18,754,797; thus total resources available for allocation equal $110,036,322.

The budgets attributed to Out-of-State and International revenues are allocated to each college in proportion to the FTES generated at each college. For example, the College of Alameda generated 200.71 FTES for out-of-state and international Students. This equates to approximately 14.81% of the total out-of-state and international students' FTES generated in the District. As a result, after subtracting the operational budget for the International Program, COA is allocated $679,856. The allocations attributed to out-of-state and international revenues for the three other colleges follow form: Berkeley City College (33.51%) amounting to $1,538,321, Laney College (40.24%), amounting to $1,847,239 and Merritt College (11.43%), amounting to $524,754.

From these resource allocations, expenses for centralized services are allocated to each college in the same three-year rolling average manner. Centralized services are departments located within the District office that provide the colleges and District as a whole support in functional areas specifically not located at the colleges. An example would be accounts payable. The Accounts Payable department is located within the District Office and pays invoices and other colleges and District financial obligations. In total, there are thirteen District service centers with a total combined budget of $21,231,765. Centralized Services are departments that are physically located at the respective colleges with personnel assigned, but the budgets have been centralized for cost efficiency and accountability purposes. In total, there are four centralized service centers with a total combined budget of $6,190,939.

After allocating the projected expenses for the District Office Service Centers and Centralized Services and allocating projected revenues for the out-of-state and international students and the Parcel Tax, the net revenue allocation by college is shown below:

Figure 1: Net Revenue Allocation by College

	Berkeley City College	College of Alameda	Laney College	Merritt College
BAM Allocations	$17,962,939	$16,442,326	$35,400,036	$17,399,168
2014-15 Actual Allocations (based upon projected expenditures)	$15,684,256	$15,523,535	$30,961,345	$17,475,512
Difference from BAM	($ 2,278,683)	($ 918,791)	($ 4,438,691)	$ 76,344
Parcel Tax Allocations	$ 1,464,996	$ 1,448,823	$ 2,777,320	$1,442,750
Total with Parcel Tax Allocation	$17,149,252	$16,972,358	$33,738,665	$18,918,262
Amount Over/(under) BAM Allocation	($ 813,687)	$ 530,032	($1,661,371)	$ 1,519,094

Source: PCCD 2014-15 Final Budget

Shifting from a base rollover allocation model to the PCCD BAM model[4] based upon the SB361 Budget Allocation Model is a paradigm shift in funding methodology. Due to the size and magnitude of this change, it is taking multiple years to ameliorate undue negative operational impacts to programs and services. Full implementation of the Budget Allocation Model is an ongoing participatory process involving input from all the colleges and the District. Modifications to the BAM are made each year during the fall semester via the participatory governance structure at Planning and Budgeting Council meetings. Since the inception of the BAM, there have been multiple modifications. These include determining the allocation for non-resident and out-of-state students, provisions for allocating growth dollars, provisions for multi-year IT expenditures utilizing carry-over funding, and provisions for allocating resources for facility, maintenance and operations expenditure planning. Currently, an Enrollment Management Task Force is reviewing additional recommendations that will be forwarded to the Planning and Budgeting Council for discussion and analysis. Additional options to achieve full implementation over time include shifting FTES targets to provide additional apportionment to some colleges, shifting growth money from one college to another, calculating FTES allocations on total FTES rather than RES FTES, reducing centralized support functions and services and deficit reduction plans. Additionally, should colleges or service centers deficit spend, the amount that was deficit spent is subtracted from any potential carryover funding. Should carryover funding be insufficient to cover deficits, a one-time reduction in the subsequent year budget may be used.

Each year, the annual budget building process begins with updating a list of tentative budget assumptions. These assumptions are used in developing the adopted budgets. As more detailed information is received from the Office of the Governor and the State Chancellor's Office, the assumptions are adjusted accordingly. The assumptions are categorized in three ways: General Assumptions, Revenue Assumptions, and Expenditure Assumptions. The 2014-15 Budget Assumptions are listed in the 2014-15 Final Budget **(III.D.4)**.

Financial planning is a well-documented process that involves all constituencies. In the Peralta Community College District, the integrated budgeting and planning processes and the participatory governance structure support transparency and commitment to continuous educational improvement. Information about financial resources and management is widely available to those who serve on the Planning and Budgeting Council, the colleges, and the larger community. All PBIM committee minutes are widely distributed on the Peralta email listserv and posted on the District website **(III.D.5)**. Annual budgets are posted online once they are approved by the Board of Trustees **(III.D.6)**.

Independent external audits are conducted each year for all funds. The results of the audits are reported to the Board of Trustees and annual financial reports are posted online **(III.D.7)**.

Board Policy 6200 and Administrative Procedure 6200 identify activities and set dates for each step in the budget development process **(III.D.8)**.

Self-Evaluation:

The College meets this standard. Merritt College's mission and goals provide the foundation for financial planning. Its mission is to enhance the quality of life in the surrounding communities by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

To meet this mission budgeting and financial planning processes seek to advance student success, teamwork, inclusion, a caring spirit, a student-centered learning environment, and diversity. These are all well reflected in the College's Education Master Plan, Facilities Master Plan and Strategic Goals and Objectives.

The District Board of Trustees provides direction through the board policies and administrative procedures. The board policy that provides directives for budget and financial planning is Board Policy (BP) 6200 and Administrative Procedure (AP) 6200. This governing board policy includes a budget calendar and directives that include assumptions and principles of fiscal stability as approved annually by the Board of Trustees. These directives not only affirm the College's mission and foundation for financial planning targeted on securing sufficient revenues, but also, to ensure that the College provides open access to excellent instructional programs and comprehensive support services in a culturally rich, caring and supportive learning environment.

Supporting Evidence:

III.D.1 PCCD Student Demographics, Fall 2013
http://web.peralta.edu/indev/files/2010/04/Fall-2013-PCCD-Demographics.pdf

III.D.2 PCCD Measure B
http://web.peralta.edu/business/files/2013/01/18-Measure-B_Eng.pdf

III.D.3 PCCD Budget Allocation Model
http://web.peralta.edu/pbi/files/2010/11/BAM-2-28-2014.docx

III.D.4 PCCD Final Budget, 2014-15 (pp. 13-14)
http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf
III.D.5 PCCD Planning & Budgeting Integration
http://web.peralta.edu/pbi/
III.D.6 PCCD Annual Adopted Budgets
http://web.peralta.edu/business/finance-contacts/annual-adopted-budget/
III.D.7 PCCD Annual Financial Reports
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/
III.D.8 PCCD BP/AP 6200 Budget Preparation
http://web.peralta.edu/trustees/files/2011/04/BP-6200-Budget-Preparation.pdf
http://web.peralta.edu/trustees/files/2011/04/AP-6200-Budget-Management2.pdf

Actionable Improvement Plan:

None

Standard III.D.1.a

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary:

- The College

The College's financial planning process is driven by the College mission, vision, values, goals and strategies in accordance with the College's Education Master Plan, Facilities Master Plan, and Strategic Goals and Objectives. The College conducts Program Reviews every three years. The College mission and goals are always at the forefront for consideration. Annual Program Updates (APUs) are completed every October of each year by all instructional programs and student support services. The results of the Program Reviews and APUs are then used in shaping the budget for each year, in determining the needs of each department/program, and in the financial planning process.

Furthermore, for every budget cycle the institution identifies goals for achievement through the budgeting and planning process. Each campus constituency has a voice in shaping the budget through various governance committees. The input is then taken by the President, Business Services Officer, Budget Committee, and Administrative Team and used to shape the budget and conduct appropriate financial planning.

When there are competing needs, the President, Vice Presidents, and Deans meet with the Department Chairs, Program Directors, and any other staff/faculty necessary to determine the needs, the priorities, and to set realistic goals. Then the College Administrative Team and Budget Committee are able to establish priorities and develop financial institutional plans on both a long term and short term basis and to set timelines for said expenditures. These goals are further set forth in the College's Education Master Plan, Facilities Master Plan and Strategic Goals and Objectives. These priorities are discussed at various shared governance committees,

and ultimately decisions are made by the President, Administrative Team, College Budget Committee and others after receiving input and feedback from all of the interested parties.

Lastly, the budget and financial planning is led by the Business Services Officer, with the advice and assistance of the College Budget Committee, which makes recommendations to the President and to College Council.

The College Budget Committee is the shared governance committee in which College financial planning and budgeting starts. The College Budget Committee is comprised of the College President, three (3) members of the College Administrative team including the Vice President of Instruction, Vice President of Student Services, and the Director of Business & Administrative Services, six (6) faculty representatives, four (4) classified staff representatives, and one (1) student representative **(III.D.9)**. This Committee meets once a month and is tasked with various charges, including the following:

- Advising on the development of budgetary policies, processes, and timelines;
- Receiving and reviewing budget proposals from departments and/or program areas;
- Reviewing and recommending the overall College budget, including recommending funding priorities;
- Reviewing the prioritization of vacant classified and faculty positions;
- Reviewing categorical funding, such as for DSPS or EOPS;
- Providing budget orientation workshops to the college community; and
- Engaging in self-directed study as mandated by Title 5 of the California Code of Regulations and maintaining authority delegated by the California Community Colleges Chancellor's Office.

After the College Budget Committee meets, the College Budget Committee Co-Chairs (including an elected faculty co-chair and the Director of Business and Administrative Services) attend and report to the College Council. The College Council consists of 21 representatives from the following four Merritt College constitute groups—faculty, classified staff, administration and students—four faculty representatives, five classified staff representatives, three administrative representatives—Vice President of Instruction, Vice President of Student Services and one Instructional Dean selected by the College President, three student representatives, the Co-Chair of the College Educational Master Planning Committee, the faculty Chairperson of the Curriculum and Instructional Council, the faculty Chairperson of Council of Department Chairs and Program Directors, the faculty Co-Chair of the College Budget Committee, the faculty Co-Chair of the Merritt Technology Committee, and the faculty Co-Chair of the College Facilities Committee. The College President and Business and Administrative Services Manager serve as ex-officio, non-voting members of the College Council **(III.D.10)**.

The College Council was formed so that all shared governance bodies, committees, and other constituencies could communicate with each other regarding issues, priorities, budget, resources, and various other items. Each committee reports to the College Council, and all the committee chairs and co-chairs report back to their respective committees such that there is a continuous flow of information back and forth to assist with the planning process for the College.

This process has been instrumental to the College's planning and development, including financial planning and budget development.

- The District

Financial planning at the College and District level is fully integrated, supporting planning at both levels. As described earlier, the District operates under its Planning and Budgeting Integration Model (PBIM) **(III.D.11)**, which brings the expertise of the four colleges together to focus on trends, best practices, and student learning, and success through a coordinated planning and budgeting system that delineates functional responsibilities and provides a clear process for decision-making.

The PBIM consists of three District sub-committees: the District Education Committee, the District Technology Committee, and the District Facilities Committee. The role of the three committees is to recommend decisions that inform and guide College program reviews and annual institutional plans and goals. Specifically, the committees:

- Stress the use of program reviews and unit plans in making decisions;
- Seek collaborative solutions that utilize resources on a district-wide basis;
- Assist in developing District strategies that are acceptable to all colleges;
- Provide feedback to the colleges;
- Provide technical reviews of College priorities;
- Ensure consistency between College requests and existing approved projects; and
- Identify opportunities for college-to-college collaboration where resource sharing could be useful.

Using this process, the committees make requests and recommendations to the District's Planning and Budgeting Council (PBC) **(III.D.12)**, which is responsible for providing oversight on the implementation of the Strategic Plan. The PBC tracks recommendations including any modifications and determines whether the recommendations should be implemented; if the recommendations are not implemented, the PBC determines the reasons for the lack of implementation and informs the colleges and the District as to the Council's rationale for the rejection. The PBC also ensures accountability on process steps and determines whether constituencies, colleges, District service centers, committees, or others will perform the agreed upon steps in the process.
In undertaking these tasks, the PBC is guided by specific operating principles that include the following:

- **Use a District-Wide Perspective:** The committees will focus on student success using a district-wide perspective to coordinate the strengths of the colleges.
- **Use Shared Agreement to Create Collaborative Solutions:** The "shared agreement" decision model will support the success of each college in a coordinated district-wide strategy.

- **Ensure Consistent Committee Engagement:** Committee members are expected to attend all meetings. If a member misses three meetings, the PBC will request a replacement, but there can be only one replacement per year per college.
- **Commit to Process and Meeting Effectiveness:** The PBI committee meetings will start and end on time, use well-designed agendas, and balance deliberation with decision-making.
- **Adhere to the Annual Integrated Calendar:** Each committee will perform its responsibilities according to the timelines set in the integrated planning-budgeting calendar.
- **Maintain a Transparent Process:** PBI meetings are open with opportunities for comment provided to the public. Minutes will be published on a timely basis. Committees can use a variety of methods to offer additional input and communication, for example inviting presenters, proposing site visits, listening sessions, meetings at the colleges, etc.

Upon receipt of requests or recommendations from the District Education Committee, District Technology Committee, and/or District Facilities Committee, the PBC conducts a review through the above-described lens and then recommends a particular action (or lack thereof) to the Chancellor. This inclusive and comprehensive process ensures that all planning decisions are:

- Rooted in the ground-level experiences of students, faculty, and staff via program reviews and unit plans;
- Taken into account on how a decision in one area, such as education or technology, impacts all other areas;
- Reviewed by a range of individuals with both a variety of perspectives and a shared goal of collaboratively supporting student success; and
- Viewed through the lens of the short- and long-term institutional plans of the District and each college.

Self-Evaluation:

The College meets this Standard. Financial planning is fully integrated with and supports all planning at the institutional level. Since the District operates through the Planning and Budgeting Integration Model (PBIM) that consists of three District-level subject matter committees—the District Education Committee, the District Technology Committee, and the District Facilities Committee— the College has mirrored this governance model through a similar set of participatory committees—College Education and Master Planning Committee, College Technology Committee and College Facilities Committee. In addition, there are two other vital committees where decisions are made based on recommendations that support planning. These are the College Budget Committee and the College Council. The College Council was formed so that all shared governance bodies, committees and constituencies can communicate with each other regarding issues, priorities, budget, resources and various other items.

All College committees are scheduled to meet monthly, the last participatory committee meeting of the month being the College Council where all committee reports are forwarded, discussed

and voted on for recommendations to the College President. Each committee chair reports back to their respective committees so that there is a continuous flow of information back and forth to assist with the planning process for the College.

The participatory governance committees such as the CEMPC, CFC, and CTC meet prior to the District's three committees, DEC, DTC, and DFC. The District Planning and Budgeting Council, where the expertise of the four colleges is collected together, focuses on trends, best practices, and student learning, and success through a coordinated planning and budgeting system.

Supporting Evidence:

III.D.9 Merritt College Budget Committee By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Budget-Committee-By-Laws.pdf

III.D.10 Merritt College Council By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-By-Laws.pdf

III.D.11 PCCD Planning & Budgeting Integration Model
http://web.peralta.edu/pbi/files/2014/08/PBIM-Overview-2014.docx

III.D.12 PCCD PBIM Committee Flowchart
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PBIM-Committee-Flowchart.pdf

Actionable Improvement Plan:

None

Standard III.D.1.b

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary:

- The College

Financial resources are a key variable in institutional planning at Merritt College. The financial resources development and allocation process at the College begins with the District's Budget Allocation Model (BAM) **(III.D.13)**. This model was developed through a participatory governance process within the Planning and Budgeting Integration Model (PBIM) Committee.

The colleges have broad oversight of their institutional responsibilities, including having primary authority over educational programs and student services functions. The District Office, in contrast, has primary responsibility for ensuring compliance with applicable statutes, regulatory

compliance, and essential support functions, and responsibility to provide support to the colleges as they pursue their service mission to regional communities.

The colleges develop autonomous and individualized processes to meet state and accreditation standards whereas the District is responsible for providing centralized functions which include human resources, fiscal and budgetary oversight, payroll, procurement, construction and capital outlay, information technology, facilities maintenance, security services and district-wide education and planning services.

The BAM follows the State of California's funding model established in Senate Bill 361 (SB361) and was a product of the 2010-11 Planning and Budgeting Council (PBC). Each college receives annual base funding allocations based on the BAM model.

- The District

Merritt College and the Peralta Community College District have an integrated planning and budgeting framework that relies upon the District's Mission and Strategic Goals as a foundation for financial planning. The framework aligns planning, resource allocation, and assessment/evaluation. The District Mission Statement was reviewed and reaffirmed by the Board of Trustees during June of 2014. It is a comprehensive statement that demonstrates a strong commitment to the achievement of student learning and success. It also drives the Strategic Planning Goals and annual Institutional Objectives, which are integrated into every component of the planning and budgeting processes.

The District first implemented a strategic planning process in 2008-2009 with strategic planning on a six year cycle. The process for updating the strategic plan began during the spring of 2014 with the review and revalidation of the PCCD Mission Statement (BP1200). An external scan was completed during the summer of 2014, which informed a review and revalidation of the District strategic goals. The mission statement and strategic goals are posted online. The 2015 PCCD Strategic Plan is in the final stages of completion and includes new planning and resource allocation initiatives that focus upon student success, equity, and career/technical pathways programs.

For annual operational planning and budgeting, the District implemented the Planning and Budgeting Integration Model (PBIM) beginning in 2009 **(III.D.14)**. This participatory governance structure was also updated in 2014 to include alignment with the Mission, Strategic Planning Goals and Institutional Objectives **(III.D.15)**. The PBIM provides the structure for broad constituent and college-based communication and input in budget development. The budgeting process becomes the vehicle for allocation of financial, human, physical and technology resources to carry out the College priorities for serving student educational objectives. The highest level of participatory governance is the District Planning and Budgeting Council (PBC).

The overarching PBIM structure and planning processes have been evaluated annually since its inception. Results from these self-assessments/surveys as well as additional input from all constituencies resulted in the changes to the annual planning and budgeting process made in

2014 **(III.D.16)**. These modifications not only created a stronger planning process connection to the resource allocation process but also strengthened the alignment with the PCCD Mission, Strategic Goals, and Institutional Objectives.

The colleges also engage in a three year Comprehensive Program Review cycle and Annual Program Updates (APUs), both of which integrate the Mission, Strategic Goals and Objectives with resource allocation and financial planning by identifying resource needs and priorities for personnel, facilities, and equipment. Completion of the updated forms and templates is ongoing, with full implementation of the newly aligned processes slated for the next Comprehensive Program Review cycle in 2015-16. Both results of the Comprehensive Program Review and results from Annual Program Updates include data that informs faculty hiring prioritization processes, classified hiring prioritization processes, administrative hiring, and the allocation of resources during budget development. The Planning and Budgeting Council receives and reviews the colleges' resource priorities, making final recommendations to the Chancellor each spring as part of the budget building process for the following fiscal year per PBC Meeting Minutes March 28, 2014 and April 25, 2014 **(III.D.17)**.

The College mission and strategic goals drive the College budget development. Strategic planning is a key element for all successful financial planning. All financial planning is done within the parameters of the goals and objectives, aligned with the five District Strategic Planning Goals as follows **(III.D.18)**:

A. Advance Student Access, Equity, and Success
B. Engage and Leverage Partners
C. Build Programs of Distinction
D. Strengthen Accountability, Innovation and Collaboration
E. Develop and Manage Resources to Advance Our Mission

Any viable budget development process is predicated on foundational assumptions for revenue and expenditure requirements and those assumptions are discussed and analyzed by the administrative team, the Board of Trustees, and the members of the Planning and Budgeting Council **(III.D.19)**.

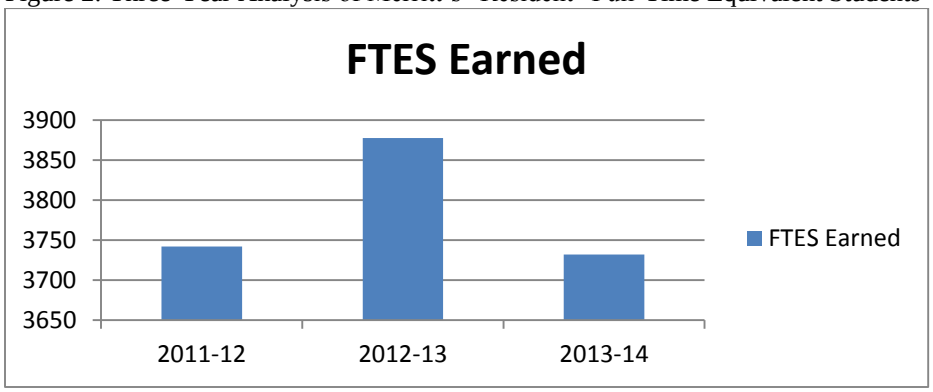
Self-Evaluation:

The College meets this Standard. BP 6200 and AP6200 include a budget calendar and directives that contain assumptions and principles of fiscal stability as approved annually by the Board of Trustees. These directives affirm the missions of the District and the College and set annual FTES targets for the College.

The FTES target, for the College, is the primary workload measure used by the District Office to determine Merritt College's proportional share of the District's total revenue received in State Appropriation. For example, Merritt's target resident FTES for FY 2014-15 is at 4,010 out of a District FTES target of 19,355. Colleges are allocated fiscal resources based on a funding formula that includes: a three-year rolling average FTES and a percentage arrived using the BAM model. Below is the three year average of resident FTES earned by Merritt College.

Figure 2 below shows Merritt College has consistently met "base" resident FTES targets over the years.

Figure 2: Three-Year Analysis of Merritt's "Resident" Full-Time Equivalent Students



Source: PCCD 2014-15 Final Budget

Supporting Evidence:

III.D.13 PCCD Budget Allocation Model
http://web.peralta.edu/pbi/files/2010/11/BAM-2-28-2014.docx

III.D.14 PCCD Planning & Budgeting Integration Model
http://web.peralta.edu/pbi/files/2014/08/PBIM-Overview-2014.docx

III.D.15 PCCD Mission & Strategic Goals
http://web.peralta.edu/strategicplan/

III.D.16 PCCD PBIM Assessment Surveys
http://web.peralta.edu/pbi/

III.D.17 PCCD Planning & Budgeting Council Meeting Minutes, 03/28/14 & 04/25/14
http://web.peralta.edu/pbi/files/2010/04/PBC-minutes-March-28-2014.docx
http://web.peralta.edu/pbi/files/2010/04/April-25-20141.docx

III.D.18 Merritt College Strategic Goals & Objectives, 2014-17
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-strategic-goals-objectives-2014-2017.pdf

III.D.19 PCCD Budget Assumptions, 2014-15
http://web.peralta.edu/pbi/files/2010/11/2014-15-Budget-Assumptions-1-year-May.pdf

Actionable Improvement Plan:

Merritt College and the Enrollment Management Task Force will develop and enhance target programs for high risk students; and early outreach to local high schools, academic and career pathways, and adult education that will align with the District Budget Allocation Model and State FTES apportionment funding.
Administrative Lead: Vice President of Instruction and College President

Standard III.D.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary:

- The College

The Peralta Community College District considers both short and long term interests of the four colleges regarding institutional and financial plans, including planning for long-term liabilities and obligations.

At Merritt College the College President assumes primary responsibility for the successful operations and performance of the College making sure that the available resources are used wisely and allocated appropriately to meet the needs of the students and the College's mission, including the long term obligations of the College.

The President's Executive Team meets regularly to discuss the financial plans for the College followed by a regular meeting of all managers to provide the leadership team with updates from each department. This is also the opportunity to provide the fiscal update and the State of Merritt College Budget. For long term financial obligations whether current or future the District provides the oversight, accounting, and accrual of these obligations. One of the most common obligations other than the Other Post-Employment Benefits (OPEB) is the maintenance of faculty leave banking. The College records the hours banked and used by the faculty on a monthly basis and sends the tally to the District for accounting.

- The District

Various tools such as multi-year projections, population demographic trends, fund-balance projections, and cash flow analysis inform group discussions and final recommendations to the Chancellor. Existing and potential liabilities are identified and considered as they relate to the payment of long-term liabilities and obligations in the budget-development process **(III.D.20-21)**.

The District utilizes multiple methodologies to analyze and project ending year fund balances. With the advice of the District's financial advisor, a cash flow is completed annually. This analysis is used to determine if Tax Revenue Anticipation Notes (TRANS) short term borrowing will be needed to meet all expenditure requirements during the fiscal year. No TRANS were sought or needed during the 2013-14 fiscal year nor anticipated for the 2014-15 fiscal year.

The District has also developed a multi-year revenue and expenditure forecast model. Expenses for fixed costs such as employee benefits, utilities, normal supply cost inflation, retiree benefit obligations, and other non-discretionary expenses are built into the multi-year forecast. Revenue projections are similarly built into the model. Critical data elements for FTES enrollment, state base allocation, and potential staff deficits as well as receipt of local parcel tax revenue and facilities bond revenue are incorporated into the model. The District projects a positive ending

balance for the 2014-15 fiscal year end and the ability to manage expected expenditure requirements. Both the College and the District consider short term liabilities as they affect long-term liabilities.

For example, the District negotiates all labor contracts. Labor contract agreements impact the College. The District Office of Finance and Administration projects the impact of changes in labor management agreements as a component of the annual budget assumptions used in preparing the colleges' budgets. When evaluating potential labor agreements, the District takes into account both the cost of salaries and the costs of related benefits in order to ensure that projected financial resources are available in both the short-term and long-term.

Planning for payment of long-term liabilities is incorporated into the District budget building process, the Five-Year Construction Plan **(III.D.22)**, and annual financial audits **(III.D.23)**. According to the annual audit report for the fiscal year ending June 2013, PCCD recognized its long-term financial obligations and incorporated those into its financial plans, including retirement and other post-employment benefits (OPEB).

Financial reserves are maintained in order to meet long-term obligations as well as budget emergencies. Board Policy 6200 Budget Preparation **(III.D.24)** requires the District to budget a 5-percent reserve as the minimum fund balance and that budget projections address the District's short and long-term mission, goals, and commitments. The implementation of this Board Policy is accomplished through Administrative Procedure 6200 **(III.D.25)** Budget Management and the establishment of annual budget assumptions. Both documents mandate that the mission statement inform the allocation of resources. The PCCD general fund budget provides adequate resources to support the cost of instruction, student services, and institutional support. Planning for long-term liabilities consists primarily of general obligations bonds to cover the cost of future retiree health benefits.

In December 2005, PCCD became the first public entity in the country to issue OPEB bonds to fund lifetime health benefits. The proceeds of the bonds are in an Indentured Trust Fund and can only be used to pay or reimburse the District for payment of retiree health benefit costs. Investments to date have been sound and are regularly reviewed. In the most recent actuarial study, the OPEB actuarial accrued liability (AAL), unfunded actuarial accrued liability (UAAL), and annual required contribution (ARC) were identified as $174,703,920, $174,703,920 and $11,228,305 respectively. The ARC is used as the basis for determining expenses and liabilities under GASB43/45 **(III.D.26)**.

In 2006 and 2009 the District restructured the 2005 OPEB bonds. For the 2006 transaction, three short maturities of current interest bonds were restructured to mature in 2049. In the 2009 transaction, two short maturities of current interest bonds were restructured to mature in 2011 to 2015. As a result, these transactions increased the overall debt service to the program. In October 2011, the District restructured the current interest bonds that were issued in 2006 and 2009. The purpose of this restructuring was to provide debt service payment relief to the unrestricted general fund. At that time, the District was in a position where it had to cut in excess of $15 million to balance its operating fund (unrestricted general fund). Further, plans were developed to cut the District's operating fund in anticipation of additional workload

reductions at the State level, plus increases attributed to CalPERS employer contribution increases, increases in health and welfare expenditures for current employees, and increases in debt services payments attributed to OPEB bonds. A summary of the debt services prior to and after the restructuring is provided below.

Figure 3: Debt Service Restructuring

	Debt Service Prior to Restructuring	Debt Service Post Restructuring
Estimated Debt Service in 2012	$8,104,282.78	$1,637,033.92
Estimated Debt Service in 2013	$9,159,220.60	$4,247,467.76
Estimated Debt Service in 2014	$10,366,629.27	$5,810,280.98
Estimated Debt Service in 2015	$11,745,840,47	$6,727,396.13
Estimated Debt Service in 2016	$19,823,770.80	$7,646,992.27
Estimated Debt Service in 2017	$9,247,141.55	$13,312,115.32

Source:

After fiscal year 2017, the average annual increase in debt service will be approximately 3%. Due to these restructurings, the District's unrestricted general fund saved approximately $29 million in debt service payments over this six-year period as reflected in the Peralta CCD – OPEB Substantive Plan, December 2012 **(III.D.27)**.

The District has appropriated additional resources to fund the gap between the OPEB Trust assets and the District's Actuarial Accrued Liability (AAL). As a result of a multi-year savings plan, the estimated actual balance held in the District's OPEB Special Reserve Fund, as of June 30, 2014 was $10, 256,579 **(III.D.28)**. Amounts on deposit in the unrestricted OPEB Reserve Fund are available to pay for SWAP Agreement termination payments, debt service on the 2005 Bonds, or Other Post-Employment Benefits. Although the OPEB Reserve Fund is available to pay debt service on the Bonds, the District has budgeted for fiscal year 2014-15 sufficient amounts from the General Fund to satisfy debt service on the 2005 Bonds.

The Peralta Community College District negotiates with three recognized employee bargaining units. The results of these negotiations often impact the level of benefits provided to employees and future retirees and associated cost to the District. Those bargaining units are Service Employees International Union (SEIU) Local 1021, International Union of Operating Engineers (IUOE) Local 39, and California Federation of Teachers Local 1603 (Peralta Federation of Teachers or PFT).

Effective July 1, 2012, the District and the three bargaining units successfully negotiated numerous changes including plan design changes, employee contributions, and the incorporation of a variable rate cap limiting the amount the District pays for medical and dental benefits. The changes for medical plans introduced a mid-level self-funded medical plan, which provides the same level of benefits as the District's traditional self-funded plan but exclusively utilizes the network provided by Anthem Blue Cross. Employees that see practitioners outside of the Anthem Blue Cross network now have to pay a premium difference which varies with the number of dependents covered ($15 - $45 monthly). The District continues to offer a Kaiser plan free to employees. Employees hired on or before June30, 2004 are eligible to receive District paid benefits for the duration of the employees' lives. Employees hired after June 30,

2004 and retired from the District are eligible to receive District paid benefits until the age of 65, at which time the employee would then have coverage under Medi-Cal/Medicare. With the incorporation of these plan changes, changes in employee contributions, and the District paid cap, the annual savings to the District is approximately $500,000. In addition to this annual savings, the District also realized long-term savings or reduction in the long-term liability as reflected in the reduction of the actuarial determined OPEB liability. Prior to these changes, the District's actuarial determined OPEB liability was approximately $221 million. The current actuarial determined liability is $174,703,920 as posted in the PCCD Actuarial Study of Retiree Health Liabilities conducted in 2012 **(III.D.29)**.

Beginning in fiscal year 2010-11, the District implemented an OPEB charge to supplement funds available in the OPEB Trust to pay for the cost of current employees' future benefits. For fiscal year 2011-12, the OPEB charge resulted in approximately $7 million of additional deposits into the OPEB trust. Based upon the most recent actuarial study, the OPEB charge was initially calculated at 12.5%. For fiscal year 2014-15 the charge is calculated at 9.5%. This amount is applied to all budgets that support positions eligible for OPEB. The District estimates that this will over the course of a 25-year period result in approximately $150 million of deposits to the OPEB Trust, not including any interest earnings or appreciation through investments. The transfers to the OPEB post-retirement fund are made with every payroll. The most recent actuarial study, cited above, was reviewed and discussed with the Planning and Budgeting Council to update committee members on the status of the District's liability for post-retirement benefits as shown in the March 2013 meeting minutes **(III.D.30)** and the actuarial study was also on the agenda of the Board of Trustees as an information item in relation to submission of an ACCJC report **(III.D.31)**.

At the April, 2011 meeting, the PCCD Retirement Board (RB) approved by-laws and a charter that clearly articulates the mission and purpose of the Retirement Board. The RB is comprised of five voting members, with the Vice Chancellor of Finance as Chair. Terms of service for the RB are two years. In addition, there are six advisory members. Each of the three collective bargaining groups within PCCD has an advisory seat, and the Peralta Retiree Organization (PRO) has three seats. The RB meets quarterly and all agendas, meeting minutes, and documents are posted online **(III.D.32)**. At the January 26, 2012 meeting of the RB, Neuberger Berman was selected to serve as the Discretionary Trustee of the OPEB trust. Functioning in this role, the Neuberger Berman Discretionary Trustee ensures the IPS is adhered to by the investment managers, constantly monitors the investment managers, evaluates them against their established benchmarks, and advises or makes recommendations to the RB on changes to the IPS as circumstances and the markets change. Additionally, Neuberger Berman also functions as the custodian of the plan assets. As of September 11, 2014 the OPEB investment trust had assets of $218,549,849 **(III.D.33)** as shown in the Neuberger Berman Investment Performance Update dated September 11, 2014 with a projected liability of $174,703,920 **(III.D.34)**.

In addition, two bond measures approved by local voters, support PCCD operations. Measure A, passed in 2006, was a $390 million General Obligation Bond designated for capital improvements, including construction and renovation, and instructional equipment. Measure B – Parcel Tax was a special parcel tax measure approved by voters on June 5, 2012. This provides the District with an annual parcel tax on all parcels located within the District's boundaries of

$48 per parcel, per year, for eight years. The funding's designated use is for maintaining core academic programs, such as Math, Science, and English; training students for careers; and preparing students to transfer to four-year colleges and universities **(III.D.35)**.

Recently, taking advantage of historically low interest rates, the District refunded its outstanding general obligation bonds. These bonds payable are related to the issuance of Series B, C, and D General Obligation Bonds, Election 2000 Series A and B District General Obligation Bonds, and Election 2006 General Obligation Bonds. Due to its fiscal stability and sound financial stewardship, the refinancing will save local taxpayers nearly $18 million over the 21-year life of the bonds. The District went to market with $157,725,000 in new bonds to refund outstanding bonds approved by voters in 1992, 2000, and 2006 to enhance and modernize District facilities **(III.D.36)**.

Self-Evaluation:

The College meets the Standard. The District has taken great strides in the past few years to address the issues and concerns raised by the PCCD Governing Board and the ACCJC about the long-term sustainability of the OPEB program. Two of the major achievements—the debt service restructuring and the implementation of the OPEB charge—will aid in the long-term sustainability of the program. As mentioned previously, the debt service restructuring will provide the District with budgetary relief of approximately $29 million, and the OPEB charge has created an ongoing and dedicated revenue stream that will over time fund the Actuarial Accrued Liability (AAL). It is anticipated that any valuation in excess of the AAL will be used to satisfy the OPEB bond debt service obligations. Through sound fiscal management practices at the College and District levels, long-term liabilities and priorities are clearly identified and plans for payments have been developed and implemented to maintain fiscal stability.

Supporting Evidence:

III.D.20 PCCD Budget Assumptions, 2014-15
http://web.peralta.edu/pbi/files/2010/11/2014-15-Budget-Assumptions-1-year-May.pdf

III.D.21 Neuberger Berman Board of Trustees Presentation, 06/12/14
http://web.peralta.edu/trustees/files/2011/08/NB-Presentation-Peralta-Board-Meeting-6.12.14.pdf

III.D.22 PCCD Five-Year Capital Outlay Plan
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-5-Year-Capital-Outlay-Plan.pdf

III.D.23 PCCD Annual Financial Reports
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

III.D.24 PCCD BP 6200 Budget Preparation
http://web.peralta.edu/trustees/files/2011/04/BP-6200-Budget-Preparation.pdf

III.D.25 PCCD AP 6200 Budget Management
http://web.peralta.edu/trustees/files/2011/04/AP-6200-Budget-Management2.pdf

III.D.26 PCCD Actuarial Study of Retiree Health Liabilities
http://web.peralta.edu/business/files/2011/06/PeraltaCCD-3141-Final-2012-Report.pdf

III.D.27 PCCD OPEB Substantive Plan
http://web.peralta.edu/trustees/files/2011/08/Substantive-Plan-SR.pdf

III.D.28 PCCD Final Budget
http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf

III.D.29 PCCD Actuarial Study of Retiree Health Liabilities
http://web.peralta.edu/business/files/2011/06/PeraltaCCD-3141-Final-2012-Report.pdf

III.D.30 PCCD Planning & Budgeting Council Meeting Minutes, 03/22/13
http://web.peralta.edu/pbi/files/2010/04/PBC-Minutes-3-22-13-rev.doc

III.D.31 PCCD Board of Trustees Meeting Agenda, 03/26/13
http://web.peralta.edu/trustees/files/2011/04/000-3-26-13-final-agenda.pdf

III.D.32 PCCD Retirement Board Agenda & Minutes
http://web.peralta.edu/trustees/board-committees/retirement-board/2014-retirement-board-agendas-and-minutes/

III.D.33 Neuberger Berman Investment Performance Update, 09/11/14
http://web.peralta.edu/trustees/files/2011/08/Investment-Review-9.11.2014.pdf

III.D.34 PCCD Actuarial Study of Retiree Health Liabilities
http://web.peralta.edu/business/files/2011/06/PeraltaCCD-3141-Final-2012-Report.pdf

III.D.35 PCCD Measure B
http://web.peralta.edu/business/files/2013/01/18-Measure-B_Eng.pdf

III.D.36 PCCD Media Release, 09/14/14
http://web.peralta.edu/blog/2014/09/05/peralta-community-college-District-announces-its-successful-bond-refinancing-delivering-local-taxpayers-nearly-18-million-in-savings/

Actionable Improvement Plan:

None

Standard III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary:

- The College

The District Finance provides allocation to the colleges through the President based on the approved Budget Allocation Model. At the college level, the Budget Allocation Process begins in consultation with the department chairs, then on to the College Budget Committee, and then

finally to the College Council **(III.D.37)**. The College budget development and allocations for the fiscal year 2014-15 are as follows:

- Baseline budgets for discretionary accounts from the allocations provided by the District Finance and Administration were provided for all disciplines at the department chairs meeting conducted on March 5, 2013 CDCPD meeting.

- Department Chairs compiled the list of requests and entered them into a Budget Template provided by the District Office of Finance and Administration. All requests were documented in Taskstream with reports attached.

- Department Chairs held individual department meetings with Division Deans and the SLOAC chair (if desired) to facilitate a discussion of priorities for the upcoming fiscal year. A list of priorities was made for inclusion in the budget request spreadsheet.

- Department Chairs completed the budget request spreadsheet and submitted it to the Division Deans with copies of Taskstream reports and minutes from the budget prioritization meeting.

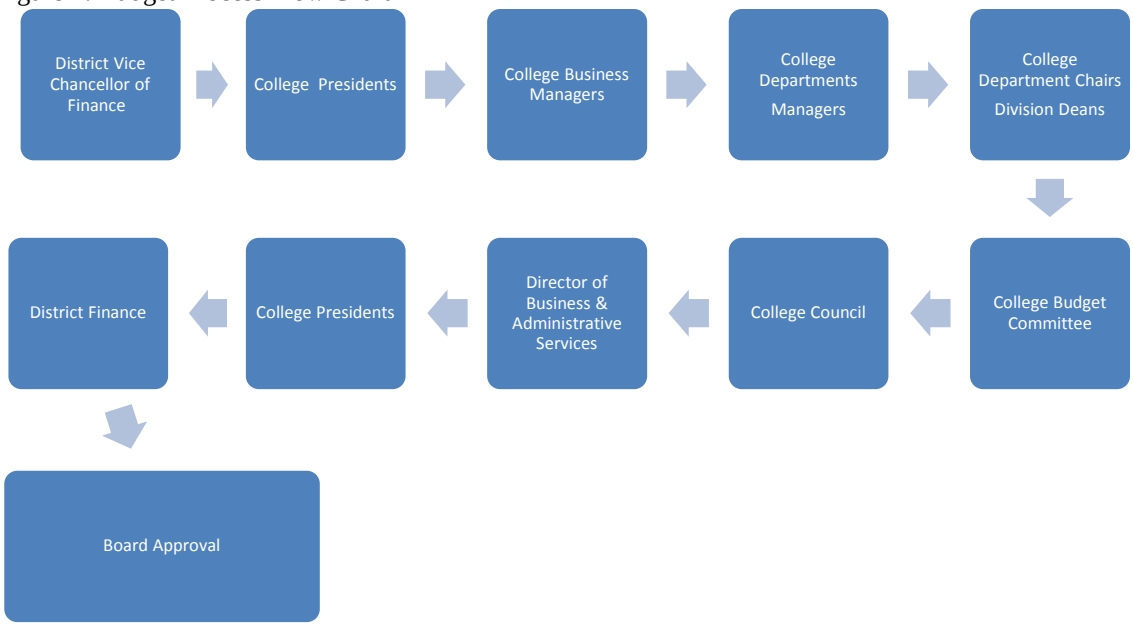
- Division Deans compiled the budget requests and submitted them to the Business Manager and appropriate Vice President for review.

- The reviewed budget requests were submitted to the College Budget Committee for recommendation to President for approval.

- Following President's approval, the completed College budget requests were submitted to District Office of Finance and Administration for submittal for Board consideration and approval.

Figure 4 below shows the budget process flow interface between the College and the District.

Figure 4: Budget Process Flow Chart



Source: Merritt College Business & Administrative Services Manual, 2013 Ed.

- District

The College and the PCCD have clearly defined guidelines and processes for financial planning and budget development. Board Policy 6200 Budget Preparation **(III.D.38)** articulates and defines the process of how the colleges will develop their annual fiscal year budgets in an open, transparent and communicative manner. It sets the criteria for addressing the District's long-term mission, goals, and commitments to the budget building process and includes a statement that supports the College's and District's educational plans. Administrative Procedure 6200 Budget Management **(III.D.39)** details the process to implement this policy, which includes a budget calendar, budget directives, a timeline for budget preparation, budget consolidation, budget presentation, and adoption of the tentative and final budgets each year.

Board Policy 6300 Fiscal Management and Accounting **(III.D.40)** establishes procedures to assure that the District's fiscal management is in accordance with Title 5 Section 58311 of the California Code of Regulations, including that adequate internal controls exist, that fiscal objectives, procedures and constraints are communicated to the Board and employees, that adjustments to the budget are made in a timely manner, that the management information system provides accurate and reliable fiscal information, and that responsibility and accountability for fiscal management are clearly delineated. Administrative Procedure 6300 General Accounting **(III.D.41)** defines the functions of the Accounting Office. The Vice Chancellor for Finance and Administration outlines the responsibilities of employees in providing internal controls, describes procedures and controls for accounts receivables, student loans, grants, cash disbursement and cash receipts.

Board Policy 6320 Investments **(III.D.42)** ensures that the District investments are in accordance with law, including California Government Code Sections 53600 et seq. This policy applies to all funds under the day-to-day control of the District with the exception of funds invested as part of the Other Post-Employment Benefits (OPEB) program. Administrative Procedure 6320 Investments **(III.D.43)** directs the Vice Chancellor of Finance and Administration to invest funds in a manner providing the highest investment return, given security considerations, while meeting the daily cash flow needs of the District and conforming to all applicable federal, California, and local laws governing the investment of public funds. This administrative procedure applies to all funds with the exception of funds invested as part of the OPEB program.

The Retirement Board (RB) was established on April 13, 2011 and is charged with the responsibility and authority to oversee the management of the OPEB Trust. PCCD's objectives in establishing a Trust for the pre-funding of its OPEB liabilities was to comply with the requirement of GASB 45 and to create a retirement system that complies with the California Constitution and Government Code provisions. Specifically, the Retirement Board determines the investment policy and strategy for the OPEB Trust and is empowered to inquire and resolve any matter it considers appropriate to carry out its responsibilities. The document entitled "Investment Policy Statement and Investment Guidelines" (IPS) **(III.D.44)** codifies the policies that govern the OPEB investment program and the management of the investment assets. The Retirement Board is the fiduciary of the OPEB program and uses the IPS as a framework for decisions. The by-laws of the Retirement Board **(III.D.45)** can be found at the District website. Implementation of the RB policies is carried out by a Discretionary Trustee, (Neuberger Berman, mentioned previously in other sections of this report). The Trustee has no duty or authority to require any contribution or transfers be made to the OPEB Trust or determine whether any contribution complies with the terms of the OPEB program. The Trustee is not responsible for any assets until it receives the assets. Payments from the OPEB Trust Fund are made at the direction of the Retirement Board. The Trustee maintains the OPEB Trust Fund as single fund for investment purposes. Details of the OPEB Trust Agreement **(III.D.46)** can also be found at the District website.

Clearly defined guidelines for financial planning and budget development have been created and codified by policy and procedures. They are implemented through the participatory governance structure with all constituent groups having the opportunity to participate in developing institutional plans and budgets. The Planning and Budgeting Council holds monthly meetings during the academic year. It publishes the meeting notes online, and agendas, minutes and informational handouts are distributed electronically as well as posted on the Planning and Budgeting Integration website **(III.D.46)**. The Planning and Budgeting Council is a District participatory governance committee with representation from all constituencies from all four colleges, including faculty, classified staff, administrators, students, and collective bargaining units. It reviews revenue projections and resource allocations for the District's tentative and adopted budgets, annual budget assumptions, and the annual integrated planning and budgeting calendar.

Self-Evaluation:

The College meets the Standard. The guidelines and processes for financial planning and budget development are clearly articulated, well-defined, and well communicated to all constituencies, thus providing opportunities for participation in the development process. The shared governance committees at the College are the channels of communication and decision making. Membership of each committee is comprised of representatives from administration, faculty, staff and students. The College Council collects all the reports from each shared governance committee and discusses and approves recommendations to the President.

The Planning and Budgeting Council at the District is the counterpart of the College Council at the College. It is a District participatory governance structure that ensures all constituencies from the four colleges are represented throughout the budget development and planning processes. Recommendations for approval by the Chancellor occur at this level. All decision making, discussions, and recommendations are in accord with Board Policies and Administrative Procedures, which are reviewed and updated regularly.

Supporting Evidence:

III.D.37 Merritt College Budget Process Flowchart
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-budget-process-flowchart.pdf

III.D.38 PCCD BP 6200 Budget Preparation
http://web.peralta.edu/trustees/files/2011/04/BP-6200-Budget-Preparation.pdf

III.D.39 PCCD AP 6200 Budget Management
http://web.peralta.edu/trustees/files/2011/04/AP-6200-Budget-Management2.pdf

III.D.40 PCCD BP 6300 Fiscal Management and Accounting
http://web.peralta.edu/trustees/files/2011/04/BP_6300-FiscalManagement-Accounting.pdf

III.D.41 PCCD AP 6300 General Accounting
http://web.peralta.edu/trustees/files/2011/04/AP_6300-GeneralAccounting.pdf

III.D.42 PCCD BP 6320 Investments
http://web.peralta.edu/trustees/files/2011/04/BP-6320-Investments.pdf

III.D.43 PCCD AP 6320 Investments
http://web.peralta.edu/trustees/files/2013/12/AP-6320-Investments.pdf

III.D.44 PCCD Investment Policy Statement & Investment Guidelines
http://web.peralta.edu/trustees/files/2011/06/Peralta-IPS-1.24.2012.pdf

III.D.45 PCCD Retirement Board By-Laws
http://web.peralta.edu/trustees/files/2011/06/Retirement-Board-Bylaws.pdf

III.D.46 PCCD OPEB Trust Agreement
http://web.peralta.edu/trustees/files/2011/06/PeraltaOPEBTrust-Agreement1-12.pdf

III.D.47 PCCD Planning & Budgeting Integration
http://web.peralta.edu/pbi/

Actionable Improvement Plan:

None

STANDARD III.D.2

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound decision-making.

Descriptive Summary:

- The College

To assure the financial integrity of the institution and responsible use of financial resources, Merritt College developed the Business and Administrative Services Manual **(III.D.48)**, which describes the practices and policies of the administrative and fiscal services of the College. This is guided by Board Policies and Administrative Procedures approved by the District Board of Trustees. The manual is continually updated to reflect any changes that have been adopted by the District.

To further enhance the College community's ability to function efficiently and effectively the Standard Operating Procedures (SOP) in Figure 5 below have been developed.

Figure 5: Standard Operating Procedures (SOP)

Standard Operating Procedure (SOP) #	Description
MSOP1	Budget Development Process
MSOP2	Budget Transfers
MSOP3	Travel Authorization Request
MSOP4	Disbursement Procedures (Bursar & ASMC)
MSOP5	Student Employment
MSOP6	Submitting Work Orders
MSOP7	Processing Independent Consultant Contracts (ICC)
MSOP8	Request for Keys & Badges
MSOP9	Request for Parking Permits & Enforcements
MSOP10	Request to Advertise – Vacancies/New Positions
MSOP11	Hiring Hourly Employees
MSOP12	Creating electronic Personnel Action Forms ePAF
MSOP13	Year End Closing Procedures
MSOP14	Leave Banking Procedures

Source: Merritt College Business & Administrative Services Manual, 2013 Ed.

The College Business Office upholds the financial integrity of the institution as the final approver of all requisitions, personnel actions, budget transfers, and travel requests. The documents are carefully reviewed to assure proper accounts have been charged, funding is available, and purchases/travel are within District guidelines.

The internal control structure of the business office reviews all requisitions in the PROMT system based on documentation submitted prior to forwarding to the District Accounts Payable for payment. There are only two levels of approval in the PROMT system: 1) Cost center manager initiating the requisition, and 2) Business Manager. At the business office the budget is reviewed for not only its availability but also the correct accounting codes the requisition is charged to. In addition, entries on the requisition field and the supporting documents such as "Quotes" or invoices are evaluated. After review and approval, the documents are forwarded to the District Office, either through Purchasing for sourcing and dispatch or to Accounts payable for payment. (Extracted from the 2013 Edition Business and Administrative Services Manual)
The business office reviews all electronic personnel action forms (ePAF) to confirm that accurate accounting codes are in place for the assignment classification and/or discipline being charged. The business manager approves the ePAF authorizing that the accounting codes are correct.

- The District

Placing a high value on financial integrity and responsible use of resources, the College and the PCCD have various internal control tools and processes in place. Additionally, the institution disseminates dependable and timely information for sound financial decision making. The District Planning and Budgeting Council regularly reviews and discusses financial documents. The College Business Office must approve all journal entries. The District Office of Finance must approve all inter-fund transfers. The District's Internal Auditor performs regular audits of procurement as well as routine checks on processes that involve cash-handling **(III.D.49)**. For additional assurance, an external auditor annually audits internal controls to ascertain compliance with generally accepted accounting principles.

The District utilizes the dynamic PeopleSoft/PROMT system that integrates data from Student Services, Human Resources, Payroll, Finance, and Financial Aid modules. This system is used to record and update transactions continually and thus provides accurate up-to-date accounting information. It is used to record journal entries, accounts payable, accounts receivable, revenues, payroll, grants, purchase requisitions as well as budget information. Various reports and queries can be queried on demand in the system, including financial and budget reports. All managers are responsible for regularly monitoring their budgets and expenditures to serve as a guide for sound decision-making. To ensure financial integrity of the institution and responsible use of resources, the PeopleSoft/PROMT system has built-in mechanisms such as user IDs and passwords that allow system access at the appropriate security level thus limiting the data only to particular users who have access. Some users may be grated query access only, so that they can review but not change the data.

College administrators review their budgets regularly during the course of the fiscal year. If there are any changes to permanent positions after the final budget is loaded, those additions or

deletions can only be made upon submission of a Personnel Action Form by the appropriate administrator. The form is reviewed by the manager's immediate supervisor and approved by the College President before transmission to the Office of Human Resources and District Payroll.

The purchasing and procurement system has controls that preclude charges to accounts that have insufficient funds. The purchasing approval process requires several levels of approval. Approval is required from the manager of a unit, the College Business Manager, and the District Director of Purchasing. These safeguard measures protect the College from unauthorized or inappropriate use of funds.

Self-Evaluation:

The College meets the Standard. The financial management system used by the District and the colleges has appropriate control mechanisms where "check and balance" takes place at every step of the process. Sound internal controls are tested through the disbursements and the records or documentation maintained after expenditures are recorded.

The procurement system was designed to do budget check from requisitions, to encumbrances until payment of invoices. At the College level, two approvals are necessary prior to purchase of any expenditure, and budget verification begins at the pre-encumbrance level when requisitions are created. The first level of approval is at the cost center or department manager, and the second level is the Business Office approval. At the business office budgets are verified, vendor names and addresses are checked, the amount requested and the supporting documentation attached especially the payment of services for which contracts need prior approval at the District level **(III.D.50)**.

Before funds are encumbered, the Purchasing department at the District does another budget check to determine if the bidding processes (in terms of the type and amount of goods and services being procured) have been followed and copies of any contracts have been included.

All invoices are centrally mailed to the Accounts Payable Department at the District Office. Prior to creating a voucher for payment, the requisitions or purchase orders need to be referenced to verify if goods are received and services are completed. Final budget verification takes place and invoices are submitted if they match with the original requisitions. If documents from the colleges are defective, such defects are communicated immediately to the colleges. If the defects are not rectified, no checks are cut and no payment is made.

The internal auditor likewise performs audit checks on a regular basis in addition to the external auditors.

Supporting Evidence:

III.D.48 Merritt College *Business & Administrative Services Manual*
http://www.merritt.edu/wp/businessservices/wp-content/uploads/sites/21/2013/12/Business-Services-Manual_Merritt-College.pdf

III.D.49 PCCD Internal Audit
http://web.peralta.edu/internal-audit/
III.D.50 Overview of Purchasing Policies & Procedures
http://web.peralta.edu/business/files/2011/06/Purchasing-Procedures.pdf

Actionable Improvement Plan:

None

Standard III.D.2.a

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary:

- The College

Merritt College is committed to using allocated financial resources to support the student learning outcomes. Below is a chart that outlines the distribution of expenditures according to major category.

The table following provides the breakdown of major categories of expenditures over a four year period:

Figure 6: Unrestricted General Fund Broken Down by Expenditures Category

Categories	2011-12	2012-13	2013-14	2014-15
Full-Time Academic	4,504,091	3,924,120	4,945,560	5,068,044
Academic Administration	456,538	548,543	778,388	889,472
Other Faculty Assignments	1,383,365	1,347,880	851,867	1,103,960
Part-Time Academic	1,999,384	2,331,668	1,442,337	891,522
Classified Salary	2,534,413	2,353,734	3,079,437	3,164,524
Fringe Benefits	4,642,035	4,184,119	4,562,440	4,834,996
Books, Supplies and Services	1,184,611	956,138	1,258,514	1,492,038
Equipment Capital Outlay	7,199	9,009	17,604	30,956
Total	16,711,636	15,655,211	16,936,147	17,475,512

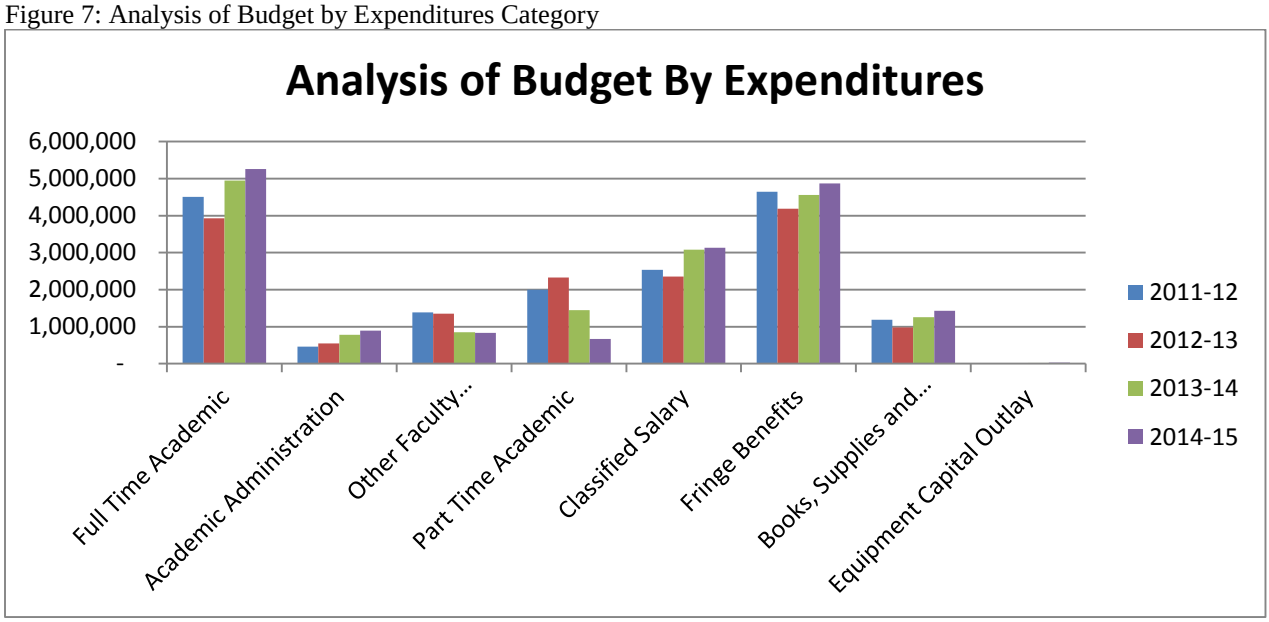
Source: PCCD 2014-15 Final Budget

The College resources to fund the general operations came from three major revenue sources — general apportionment, local property taxes and enrollment fees and tuition. Allocation for these resources goes to the District and from there distributed to the colleges.

Merritt College is one of the four colleges of Peralta Community College District and relies heavily on its share of the District's general unrestricted fund. Allocation of the funds to the colleges is based on Budget Allocation Model (BAM) **(III.D.51)** adopted by the Planning & Budgeting Council on May 20, 2011. The BAM was implemented on July 2011 after the Chancellor's approval. It was revised on February 9, 2012, February 19, 2013 and February 28, 2014.

As shown from the above table, the highest share of expenditures is in the areas of instructional salaries, both full-time and part-time, and the fringe benefits associated with them. This can better be gleaned from Figure 7 presented below:

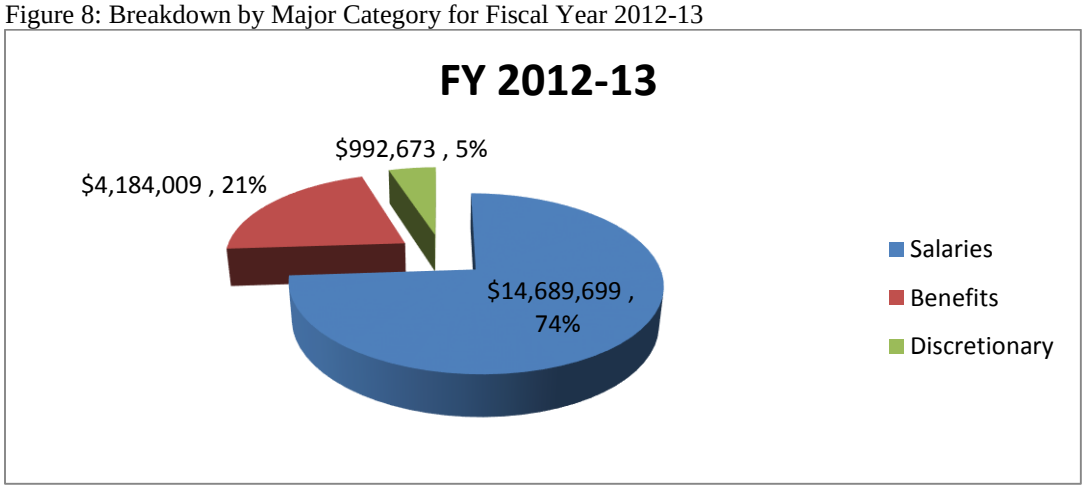
Figure 7: Analysis of Budget by Expenditures Category



Source: PCCD 2014-15 Final Budget

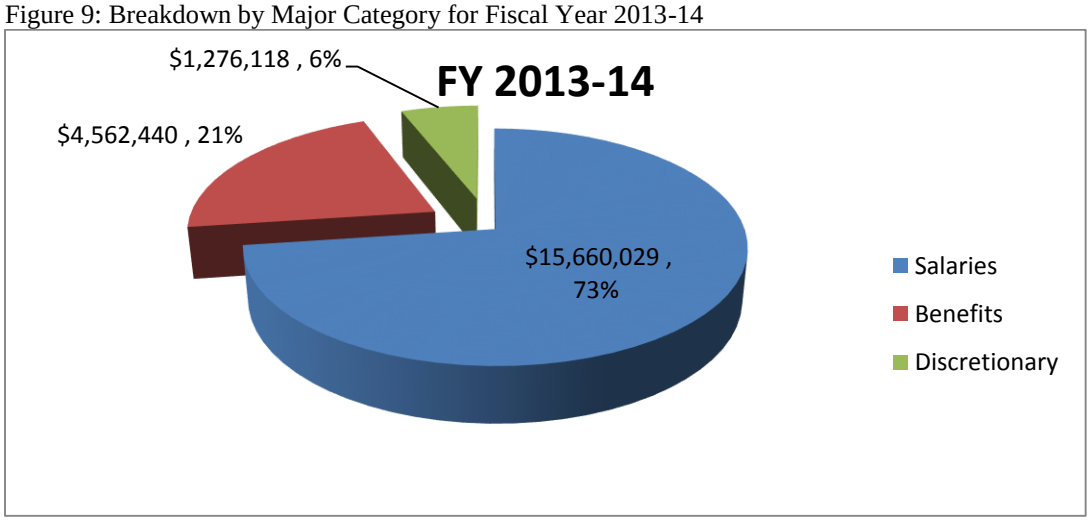
As mentioned earlier, the highest percentage of the College Budget over the years has been comprised of salaries, benefits, and discretionary accounts (books, supplies and services, and equipment). The combined salaries and benefits accounted for an average of 92% of the total budget as shown in the Chart provided (93.7% in fiscal year 2012-13, 92.5% in fiscal year 2013-14 and 91.5% in fiscal year 2014-15). Presented in Figure 8-10 below is the breakdown of expenditures over a three year period.

Figure 8: Breakdown by Major Category for Fiscal Year 2012-13



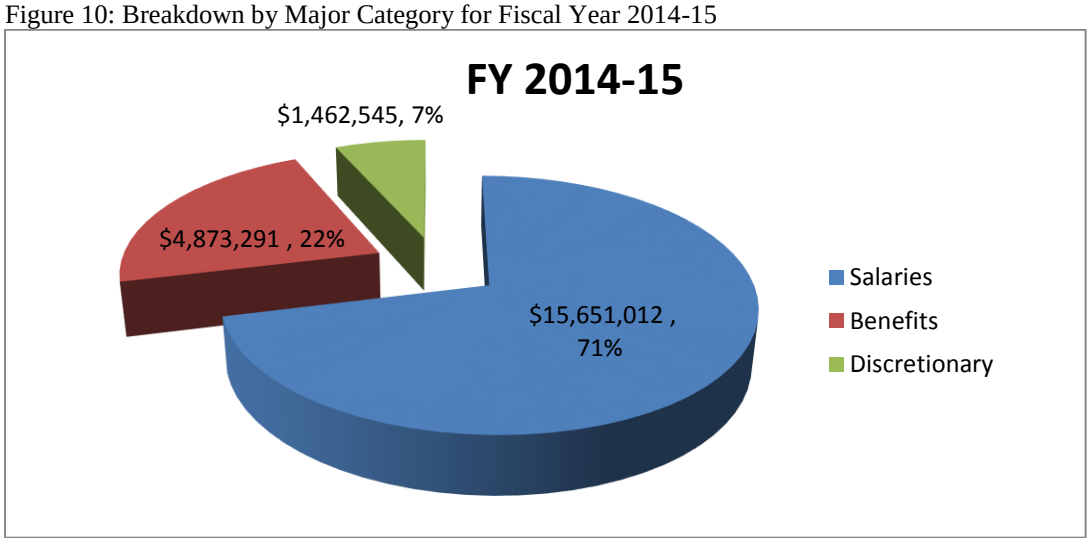
Source: PCCD 2014-15 Final Budget

Figure 9: Breakdown by Major Category for Fiscal Year 2013-14



Source: PCCD 2014-15 Final Budget

Figure 10: Breakdown by Major Category for Fiscal Year 2014-15



Source: PCCD 2014-15 Final Budget

- The District

The College and District financial documents have a high degree of reliability and accuracy, and the budget reflects appropriate allocation and use of resources to support student learning programs and services. The District regularly prepares financial reports throughout the fiscal year, which includes the tentative budget, a mid-year report and the final adopted budget. These reports are reviewed by the Planning and Budgeting Council (PBC) and presented to the Board of Trustees. Copies are distributed electronically to the PBC and Board of Trustees and posted online on the District website under District Offices/Business Services **(III.D.52)**. The allocation of resources to support student learning programs and services is guided by the Colleges' Educational Master Plans, the District Strategic Plan, Comprehensive Program Reviews, and Annual Program Update documents. Resource allocations are distributed based upon base budgets and established allocation processes articulated in the Budget Allocation Model (BAM) and Administrative Procedures AP 6200 Budget Management and AP 6300 General Accounting **(III.D.53-54)**.

The District creates numerous financial documents, all of which are prepared in a timely manner, broadly distributed, and used for evaluative purposes. Financial documents include, but are not limited to: an annual financial audit report, 311A- Annual Financial and Budget Report, annual external audits, monthly updates to the Board of Trustees, and monthly budget status reports. As required by California Education Code, the State Budget and Accounting Manual, and Board Policy 6400 Audits **(III.D.55)** ensure the integrity of financial operations by way of an annual audit that is performed by independent Certified Public Accountants (CPAs), who possess the qualifications and credentials required by the State of California and are experienced with auditing California community colleges. The audits are conducted in such a manner as to comply with Education Code and State regulations, the Federal Single Audit Act and OMB A-133, applicable requirements and standards set forth by the California Department of Finance, and guidelines published by the American Institute of Certified Public Accountants.

The June 30, 2013 fiscal year end audit was completed in a timely manner and submitted to the State Chancellor's Office within the statutory timeframe required. The audit was performed on all financial records of the District which include all District funds, student financial aid, bookstore, Associated Students trust funds, other post-retirement funds (OPEB), capital outlay bonds, and the Measure B parcel tax. As noted on page 81 of the audit report **(III.D.56)** the District received an unmodified (unqualified) audit opinion in relation to its financial statements and received a qualified audit opinion related to federal and state compliance. An unmodified (unqualified) audit opinion indicates that the District's financial statements and records are free from material errors and are maintained within generally accepted accounting standards.

The Vice Chancellor of Finance prepares a management report in response to the annual audit that includes actions taken or planned in response to the auditor's findings and recommendations. Recommendations made by the auditors are either fully implemented or considered completed, or if they are not, an explanation is provided with a plan of action to remedy the situation. The District utilizes a Corrective Action Matrix (CAM) **(III.D.57)**, to track and monitor progress

towards resolving all audit findings. The CAM includes a list of responsible parties, a timeline, and action plans for remedying the situation.

Typically, there are three major types of audit findings: 1) financial accounting and reporting, 2) non-compliance with Federal Single Audit requirements, and 3) non-compliance with State program laws and regulations.

Figure 11 below provides an overview of the number and types of findings reported with the last three financial reports **(III.D.60)**:

Figure 11: Types and Classification of Findings – 3 Year History

	2012-13	2011-12	2010-11
Type of Audit Finding			
Financial Accounting and Reporting	3	0	12
Single Audit	6	4	7
State Compliance	5	4	4
Total Audit Findings	14	8	23
Classification of Audit Finding			
Material Weaknesses	2	0	5
Significant Deficiencies	12	8	18
Total Audit Findings	14	8	23

Source: PCCD Annual Financial Report, 2013

The 2013-14 Auditor's Report identified certain deficiencies in internal controls that are considered to be material weaknesses and significant deficiencies. A *deficiency in internal controls* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected, on a timely basis. Two findings (2013-1 and 2013-2), described in the accompanying CAM, were determined to be material weaknesses. They have, however, been resolved. A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance. One finding (2013-3), described in the accompanying CAM, was determined to be a significant deficiency. It also has been resolved. In total, there were fourteen findings in the 2013-14 Auditor's Report identified as deficiencies. It should be noted that all of the corrective actions for the findings have been or are projected to be fully implemented by December 31, 2014.

The District's annual audit report for the fiscal year ending June 30, 2014 will be publicly available in December 2014. At that time the Vice Chancellor of Finance will reassess its achievements and develop corrective actions for any new findings, if necessary.

Self-Evaluation:

The College meets the Standard. Through established processes the College and the District are able to assure financial integrity of the institution and responsible use of resources. Board Policies and Administrative Procedures are in place that establish and ensure that fiscal controls are present. The annual audit report, which includes audits of OPEB funds, capital outlay bonds, and the Measure B Parcel Tax are presented to the Board of Trustees and placed on the District website. Audit findings are supported by recommendations from the external auditor and are responded to in the form of an action plan. The PeopleSoft/PROMT system and monthly financial reports are available via the District website(s) to provide interested stakeholders with timely and accurate financial information. This information is also readily available and shared on a regular basis with the District Planning and Budgeting Council.

Supporting Evidence:

III.D.51 PCCD Budget Allocation Model
http://web.peralta.edu/pbi/files/2010/11/BAM-2-28-2014.docx

III.D.52 PCCD Business Services
http://web.peralta.edu/business/

III.D.53 PCCD AP 6200 Budget Management
http://web.peralta.edu/trustees/files/2011/04/AP-6200-Budget-Management2.pdf

III.D.54 PCCD AP 6300 General Accounting
http://web.peralta.edu/trustees/files/2011/04/AP_6300-GeneralAccounting.pdf

III.D.55 PCCD BP 6400 Audits
http://web.peralta.edu/trustees/files/2011/04/BP-6400-Audits.pdf

III.D.56 PCCD Annual Financial Report, 2013
http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2013.pdf

III.D.57 Corrective Action Matrix, 09/21/14
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/corrective-action-matrix/

III.D.58 PCCD Annual Financial Report, 2011
http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2011.pdf

III.D.59 PCCD Annual Financial Report, 2012
http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2012.pdf

III.D.60 PCCD Annual Financial Report, 2013
http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2013.pdf

Actionable Improvement Plan:

None

Standard III.D.2.b

Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.

Descriptive Summary:

- The College

It is the goal of the District and the Colleges to address the findings for corrective measures and then implement an improvement plan that ensures adherence to and compliance with those measures. Vavrinek, Trine, and Day has been hired as the external auditor of the Peralta Community College District. An annual audit is conducted on all the four colleges and the District Office. The audit schedule is provided to the colleges in advance, and once the audit is completed, the findings are discussed at the District Office and then communicated to the campus concerned.

- The District

Institutional responses to external audit findings are comprehensive, timely, and broadly disseminated. Audit findings are first reviewed in an exit conference attended by the audit firm, the District Vice Chancellor of Finance, accounting and finance staff, and, depending on the significance of audit findings in any college operational area, the appropriate college staff. The complete audit report is presented to the Governing Board annually as soon as it is available. This year's annual audit report was presented to the Board of Trustees by the independent auditor on January 21, 2014 **(III.D.61)** and subsequently placed on the District website for information and access by all employees and the public. Through the audit report the board is made aware of any audit findings and recommendations provided by the auditors along with the administration's response to each finding and the management report. The Vice Chancellor of Finance assembles all findings and draft responses and is responsible to create the management responses, which are incorporated into the completed audit report. The administration's response to each finding includes actions taken and/or planned in response to the auditor's findings and recommendations. Recommendations made by the auditors are either fully implemented (completed), or, if not, an explanation is provided by management. Each annual audit report also includes the previous year's audit findings and recommendations along with a summary of corrective action, list of responsible parties, and timelines for completion **(III.D.62-63)**.

Annual audit reports and the corrective action matrix are regular items presented to the Planning and Budgeting Council (PBC), a component of the District's participatory governance structure, and to the Chancellor's Cabinet. In 2014 the PBC first reviewed and discussed the 2012-13 audit report during its January 31st meeting **(III.D.64)**. District financial information, including annual audit reports, is published regularly and copies of these documents made public by posting them online. They can be found at the webpage for District Offices/Business Services **(III.D.65)**.

Self-Evaluation:

The College meets the Standard. All financial documents such as the Budget Reports, and Independent Audit Reports reflect information about the use of financial resources to support student learning programs and services. Assumptions used to prepare the budget are well outlined in the budget report including each college's allocations according to the Budget and Allocation Model (BAM).

The District's financial audits are publicly available and reported and reviewed at regularly scheduled Board meetings, participatory governance meetings, and staff and management meetings. When audit findings are identified, the colleges and the District take timely and appropriate action to implement corrective actions to address the identified deficiency.
Prior to issuing the audit report, any audit findings are first communicated to the District Finance, and corrective actions are discussed with the colleges prior to issuing the management responses. Communication regarding financial planning, budgeting, and annual audits is extensive, and information is widely available for public review.

Supporting Evidence:

III.D.61 PCCD Board of Trustees Meeting Minutes, 01/21/14
http://web.peralta.edu/trustees/files/2011/04/1-21-141.pdf
III.D.62 PCCD Annual Financial Reports
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/
III.D.63 Corrective Action Matrix, 09/21/14
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/corrective-action-matrix/
III.D.64 PCCD Planning & Budgeting Council Meeting Minutes, 01/31/14
http://web.peralta.edu/pbi/files/2010/04/January-31-2014.docx
III.D.65 PCCD Business Services
http://web.peralta.edu/business/

Actionable Improvement Plan:

None

Standard III.D.2.c

Appropriate financial information is provided throughout the institution.

Descriptive Summary:

- The College

All financial information is provided to the college presidents at the Chancellor's cabinet and through the college presidents' individual meetings with the Chancellor. The college presidents are charged with disseminating the information to the campus community and developing

realistic plans to meet financial emergencies and unforeseen occurrences in collaboration with the District Office of Finance and Administration. The Vice Chancellor of Finance and Administration provides the college presidents and college business managers with monthly financial statements for analysis and planning.

Key financial information is disseminated to the College community throughout the year using a variety of communication methods in a timely manner. All financial information is communicated through the shared governance committees meetings such as the College Budget Committee, then to the College Council, then to the President and the College community.

- The District

The colleges and the District provide appropriate and timely financial information. The institutions use the PeopleSoft system to record and monitor functions and activities related to students, financial aid, finance, position control, payroll, grants, and human resources. In the Finance module, revenues and expenditures are accounted for separately. Expenditures are recorded through the requisition and procurement processes in which orders go through approval beginning with the College level division administrator, the College Business Office, and the District Office of Finance and Administration. Similar processes are followed for expediting budget transfer, expense reimbursements, independent contracts, and petty cash. Position control is separately maintained with very limited access to campus staff. Each manager has access to the accounts, both restricted and unrestricted, for which they are responsible with the option to either view the PeopleSoft screens or run various reports. These records are reliable and accurate and provide timely information to appropriate end users.

Information concerning the state of the California economy, state tax revenues and projections for community college budgets and the breakdown for PCCD is broadly disseminated by the District Vice Chancellor of Finance and by constituent leaders throughout the District. Such timely and on-going information is communicated via email distribution groups for the participatory governance committees (i.e. PBC@peralta.edu or DEC@peralta.edu ,etc.) via employee list serves (i.e. PPD Managers@peralta.edu or Laney-FAS@peralta.edu , etc.), and posted online on the District website under the "planning and budgeting integration" tab. Additionally, the Vice Chancellor of Finance provides separate presentations at PCCD Board meetings, **(III.D.66)** on Flex days and during the PBIM Summit via Summit Budget Presentations **(III.D.67)**.

The CCFS 311 quarterly report is shared and discussed at the Chancellor's Cabinet and the Planning and Budgeting Council **(III.D.68)**. The Board of Trustees also receives the CCFS 311 reports and further receives monthly reports as part of the regular Board agenda on approval of any Fund transfer, approval of additional revenue, approval of grants, approval of purchase orders, and approval of consultant contracts. Trustees carefully review all agenda items for budgetary impact. Presentations on the tentative budget and the final budget are done annually in June and September **(III.69-70)**.

Self-Evaluation:

The College meets the Standard. The financial management system provides robust timely information on the current budget as well as the prior year's budget, which may be used to support institutional and financial planning and financial management. Financial information is disseminated in a timely manner and readily available throughout the institution as well as available to the public.

Through the PROMT System, a real time on line financial system, the status of the budget, including the total amount spent and remaining available balance, is easily accessible.

Supporting Evidence:

III.D.66 PCCD Planning & Budgeting Council Board of Trustees Presentation, 09/09/14
http://web.peralta.edu/pbi/files/2010/11/Board-Presentation-09-09-2014.pptx
III.D.67 PCCD PBIM Summit Presentation
http://web.peralta.edu/pbi/files/2014/08/PBIM-Summit-Presentation1.pptx
PCCD PBIM Summit Budget Presentation
http://web.peralta.edu/pbi/files/2014/08/Summit-Budget-Presentation-8-29-2014.pptx
III.D.68 PCCD Planning & Budgeting Council Meeting Minutes, 10/25/13
http://web.peralta.edu/pbi/files/2010/11/PBC-minutes-October-25-2013.docx
III.D.69 PCCD Board of Trustees Meeting Minutes, 06/24/14
http://web.peralta.edu/trustees/files/2011/04/6-24-14-Board-Meeting-Minutes.pdf
III.D.70 PCCD Board of Trustees Meeting Minutes, 09/09/14
http://web.peralta.edu/trustees/files/2011/04/9-9-14-Board-Meeting-Minutes.pdf

Actionable Improvement Plan:

None

Standard III.D.2.d

All financial resources, including short-and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary:

- The College

In order to implement effective oversight of the College finances, an additional dean was hired to provide oversight on special programs and grants including oversight of financial aid. The Director of Special Programs and Grants, which is now funded by the general unrestricted fund, was added to the Administrative team., Although this position existed in prior years, it was funded by "soft" money or by grants, and it can be eliminated should the grants expire.

The Director of Special Programs and Grants is in charge of overseeing financial aid, student services state and federal grants, the bookstore, and the student cafeteria. Institutional investments and assets are handled at the District level.

Under direction of the Vice President of Student Services, the Dean of Special Programs and Grants **(III.D.71)** serves as the College compliance officer relative to the provisions stipulated in the grants procured and implemented by the College. Responsibilities for this position include providing the direction of the Career Center, EOPS/CARE, and CalWORKs and:

- Aligning communication protocols and operational procedures with the PCCD District to coordinate grant strategy and management;
- Coordinating the training for the successful implementation of grants per guidelines from funders;
- Overseeing the submission of narrative reports – develop a grant reporting matrix;
- Ensuring the accuracy and timely submission of reports to funding agencies;
- Implementing a comprehensive plan addressing the career and technical education and workforce development needs of students, the College, and the community;
- Planning, organizing, and directing a comprehensive overview of the Extended Opportunity Programs and Services (E.O.P.S.) Program and Cooperative Agencies Resources for Education (C.A.R.E.), and Cal WORKS Programs including DSPS, Financial Opportunity Center (FOC), and Careers to Success Program (CSP) program coordinators;
- Managing and providing leadership in the development and implementation of goals, objectives, and priorities for assigned activities, programs, and operations in accordance with Student Learning Outcomes, College and District strategic directions; participating in long-range planning activities and integrated budget planning;
- Establishing and maintaining liaison with College programs and community agencies;
- Serving as the College representative on community agencies and boards; and
- Working cooperatively as a member of the management team and the Student Services team.

- The District

The District Office has likewise hired the Director of Grants, who provides coordination of new and existing grants to the colleges.

In accordance with the stated system approved by the Budget and Accounting Manual, the District has established a fund-based accounting system. A description of the District fund-based accounting system is included in the annual budget and in the introduction to Standard III.D of this report **(III.D.72)**. Financial statements are produced from the PeopleSoft system to support all funds and other accounts to ensure integrity of information and to provide auditable records for all financial resources. College administrators have access to the tools and reports that allow managers to practice effective oversight of budgets. The District Finance Office monitors all

College funds on an ongoing basis and recommends any needed adjustments to departments, divisions, college administrators, and to participatory governance committees. College Business Office Managers approve purchase requisitions and changes to individual budgets. Purchase requisitions flow through the Business Office for review to ensure there is an available budget, and that the expenditures meet relevant requirements. This allows corrections or adjustments to be made prior to the actual expenditure. All contracts entered into must be reviewed by the area manager, college president, general counsel, and Vice Chancellor of Finance and Administration. Board Policy 6340 Contracts and Administrative Procedure 6340 Contracts set forth the requirements, procedures, and controls for processing contracts **(III.D.73)**.

Grant applications are reviewed and approved prior to submission to ensure that the grants align with the mission of the departments and the colleges and support the colleges and District Strategic Goals and Institutional Objectives. All grants much be approved by the Chancellor and the Vice Chancellor of Finance and Administration prior to submission. Grants and categorical funds are monitored by principal investigators, grant accountants, and Associate Vice Chancellors or Vice Chancellors. Quarterly and annual categorical and grant reports are prepared collaboratively between the college departments and the District Finance Office prior to being submitted to the Vice Chancellor of Finance and Administration for approval and signature. Each federal, state, or private grant is supported by the PeopleSoft accounting system to ensure that records are maintained to meet all reporting requirements and grant conditions.

As required by Board Policy 6400 Audits **(III.D.74)**, the District undergoes annual audits on its financial records including financial statements, internal control procedures, and compliance with state and federal requirements. The June 30, 2013 fiscal year end audit was completed in a timely manner and submitted to the State Chancellor's Office within the statutory timeframe required by the State's Budget and Accounting Manual and Title 5 Section 58305 of the California Code of Regulations. The annual audits include review of institutional investments and assets, financial aid grants, all auxiliary, capital outlay, capital bond funds, parcel tax, and foundation funds. Board Policy 6320 Investments **(III.D.75)** ensures that the District's invested funds are not required for immediate District needs and are in accordance with law, including California Government Code Sections 53600 et seq. Debt repayment obligations are reviewed on an ongoing basis and planned and budgeted for as part of the College's annual budget development process. All debts are accounted for and reported within the District's annual financial statements and audited as part of the annual audit report.

The District's voters passed a facilities bond measure (Measure A) **(III.D.76)** and a parcel tax (Measure B) **(III.D.77)** used to support and strengthen core instructional programs. Each of these voter approved measures was established within the fund-based accounting system to segregate income and expenditure records and provide suitable financial statements. Annual performance and financial audit reports are conducted on these funds to ensure the funds are being correctly reported and accounted for as well as to provide assurance that the funds are being spent on projects that meet the requirements of the bond language as voted for by the local constituencies. Measure A, a $390 million capital improvement bond, was passed by voters in 2006. Audits are available on the website **(III.D.78)**. The bonds are required to meet all of the obligations of a Proposition 39 bond measure including the establishment of a Citizen's Bond Oversight Committee. The Citizen's Oversight Committee, consisting of seven members, is

charged with receiving reports on the use of bond funds and ensures that funds are spent in accordance with bond language. Board Policy 6740 Citizen's Oversight Committee prescribes the formation of the committee, and Administrative Procedure 6740 details membership, purpose, and operation of oversight committees **(III.D.79)**. Information about the Measure A Citizen's Oversight Committee can be found on the District website (**III.D.80)**.

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The District is also served by an independent Retirement Board for purposes of managing reserve funds to pay for future retiree health benefits. District funds have been transferred into independent fund management accounts through a revocable trust overseen by the Retirement Board. Neuberger Berman was selected to serve as the Discretionary Trustee of the OPEB trust. Functioning in this role, the Neuberger Berman Discretionary Trustee ensures the IPS is adhered to by the investment managers, constantly monitors the investment managers, evaluates them against their established benchmarks, and advises or makes recommendations to the RB on changes to the IPS as circumstances and the markets change. Additionally, Neuberger Berman also functions as the custodian of the plan assets. Information about the Retirement Board, described previously in other sections of this report, can be found on the District website **(III.D.81)**.

Integrity of funds is ensured through the PeopleSoft accounting system. The financial aid departments at each college use PeopleSoft systems to process and administer financial aid. Students submit required financial aid documentation to the college's financial aid department. Each campus has financial aid staff that review student financial aid files, determine student eligibility, package, award, and disburse financial aid to students. Financial aid is disbursed to eligible financial aid students twice a semester through a third party debit card service (Higher One). All state and federal funds that are awarded and disbursed are reported to state and federal systems within the required timeframe. The financial aid supervisors at the colleges complete required data reporting as mandated by state and federal regulations. Each college financial aid supervisor also ensures that his/her financial aid department is following proper processes and maintains compliance within federal and state guidelines.

The District Financial Aid Office has created a Financial Aid Policies and Procedures Manual **(III.D.82)**, which has been disseminated to each of the four PCCD colleges and posted on the District's website as well. The District Director of Financial Aid works with all the campus financial aid supervisors to update the manual every year. Each college financial aid supervisor is responsible to ensure that all of their staff are trained and informed of changes to the policies and procedures manual as well as any federal and state updates. The financial aid supervisors attend annual Federal and State financial aid conferences to stay up-to date with regulations. The District Director also meets with the financial aid supervisors on a monthly basis to ensure that guidelines are being met and the required work is completed.

The District directly purchases insurance policies and participates in joint self-funded programs with other schools and community college districts to meet all anticipated risks and liabilities. Listed below is a recap of coverage provided through insurance policies and joint self-funded programs:

- Property Program - protects members from the risk of direct physical loss or damage to property (real and personal), boiler and machinery, cyber losses, and electronic data processing losses. Builder's Risk, and as related to construction, modernization, alteration, renovation or repair.
- Liability Program - provides defense and indemnification for third party claims for damages arising out of bodily injury or property damage for up to $50M with a $25,000 self-insured retention. The Liability Program includes: General Liability, Auto Liability, Employment Practice Liability, Errors and Omissions, Libel/Slander/Defamation, Violation of Civil Rights, Professional Negligence, Sexual Molestation, a reimbursement benefit for the summoning of emergency assistance (911 calls) up to $2500 per incident.
- Cyber-Liability - provides property and liability coverage (subject to the terms, conditions and exclusions of the Cyber policy) for cyber losses including loss of confidential records. This insurance covers such losses as: Crisis Management Costs, including Customer Notification, Support and Credit Monitoring Expenses; Forensic Analysis; Privacy Regulatory Defense and Penalties; Data Extortion; and PCI (Payment Card Industry) Fines.
- ASCIP Comprehensive Crime (Employee Dishonesty) which includes: Employee Faithful Performance Blanket Bond; Premise Coverage; Transit Coverage; Depositors Forgery Coverage.
- Automobile Physical Damage program will pay for loss to a covered automobile or its equipment under two coverage areas: Comprehensive Coverage: From any cause except the covered automobile's collision with another object and Collision Coverage: Caused by the covered automobiles' collision with another object.

The Workers' Compensation Program not only provides members the mandated coverage for work related employee injuries, but also provides additional enhancements and services as well. Highlights of the program include: coverage up to statutory limits; claims administration services for the life-of-the-claim. York Risk Services Group are the claim administrators. They also provide ergonomic evaluations, specialized and mandated trainings, and consultation on safety-related matters.

District cash investments are basically governed under the California Government Code, which lists allowable investment instruments. The District transfers all tax receipts to the Alameda County Treasurer for safeguarding and investment. The County Treasurer provides monthly reports on District cash and investments. Local voter approved tax revenue is accounted for separately by the County Treasurer and reported to the District. As noted previously, the District has also transferred funds to the OPEB fund and contracts for investment management services. This money is invested in a revocable trust fund outside of the District accounting system.

Self-Evaluation:

The College meets the Standard. All financial resources coming from grants adhere not only to established business practices but are spent according to the eligibility requirements of that particular grant. Internal controls are present ensuring that financial transactions are

appropriately reviewed and vetted. The Governing Board is provided with all commitments entered into by the College and the District, as required by Education Code and Board Policy.

Cash management and monitoring of investments on a short and long term basis are the direct responsibility of the District and are communicated to the colleges through the participatory governance process. Grants management is each college's responsibility with close coordination with District Finance.

Supporting Evidence:

III.D.71 Dean of Special Programs & Grants Job Description
http://web.peralta.edu/hr/files/2012/10/Dean-of-Special-Programs-Grants-JD2.pdf
III.D.72 PCCD Final Budget, 2014-15
http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf
III.D.73 PCCD BP/AP 6340 Contracts
http://web.peralta.edu/trustees/files/2013/12/BP-6340-Contracts.pdf
http://web.peralta.edu/trustees/files/2013/12/AP-6340-Contracts2.pdf
III.D.74 PCCD BP 6400 Audits
http://web.peralta.edu/trustees/files/2011/04/BP-6400-Audits.pdf
III.D.75 PCCD BP 6320 Investments
http://web.peralta.edu/trustees/files/2011/04/BP-6320-Investments.pdf
III.D.76 PCCD Measure A
http://web.peralta.edu/measurea/files/2011/08/Measure_A_Resolution_and_bond_language.pdf
III.D.77 PCCD Measure B
http://web.peralta.edu/business/files/2013/01/18-Measure-B_Eng.pdf
III.D.78 PCCD Measure A Audit Reports
http://web.peralta.edu/measurea/documents/#audit-reports
III.D.79 PCCD BP/AP 6740 Citizens' Oversight Committee
http://web.peralta.edu/trustees/files/2011/04/BP-6740-Citizens-Oversight-Committee.pdf
http://web.peralta.edu/trustees/files/2011/04/AP-6740-Citizens-Oversight-Committee.pdf
III.D.80 PCCD Measure A Bond Citizens' Oversight Committee Membership
http://web.peralta.edu/measurea/citizens-bond-oversight-committee-membership/
III.D.81 PCCD Retirement Board
http://web.peralta.edu/trustees/board-committees/retirement-board/
III.D.82 PCCD Financial Aid Handbook, 2013-14
http://web.peralta.edu/financial-aid/files/2011/09/2013FinAid_booklet.pdf

Actionable Improvement Plan:

None

Standard III.D.2.e

The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary:

- The College

The College internal control systems that deal with operations are implemented through the Business and Administrative Services Division. All standard operating procedures are simplified step-by-step instructions based on the coded and numbered approved Board Policies and Administrative Procedures. Through the participatory governance structure, board policies affecting the internal control systems are reviewed regularly. The District's Internal Auditor is in communication with the College Business Office and introduces ways and means to improve performance.

- The District

The District employs an Internal Auditor **(III.D.83)** to ensure the integrity of the District accounting system and to ensure that all funds are used in accordance with the intended purpose of the funding sources. Each internal audit report is used to improve operations, increase efficiencies, and to promote effectiveness in serving our students and the public. Following is a partial list of internal audit assignments completed over the past twelve months.

- Performed a prioritized district-wide risk assessment of key business systems and developed an internal audit plan and strategy, based on the risk assessment results focusing on improving District's personnel's accountability and efficiency.
- Performed internal control evaluations of several key business systems (e.g. procurement, Independent Contractor Contracts, pension reporting, time and effort reporting, etc.), and provided internal control recommendations.
- Introduced to staff and management the concept of self-assessments for regulatory compliance, accountability, and control in business processes.
- Assisted the Finance department in compiling and packaging business procedures manuals for accounting, time and effort reporting.
- Provided best business practices and internal control advisories on an on-going basis to HR, Finance, Benefits, and Purchasing regarding a host of compliance and internal controls in district-wide forums and meetings.
- Provided on-going internal control advisories and audit plans to assist the Purchasing Department in creating a best-value, cost-effective approach to procurement of services to ensure effective and optimal use of scarce resources.
- Coordinated and provided a single point of contact for all external audits, including the current CalPERS Audit, District Annual Auditors, and IRS 1098T audits.
- Developed a grants tracking database for the Grants departments to capture critical data for more efficient grants management.

- Developed a best practices data security policy to be issued for the District.

Under Education Code Section 85266.5 fiscal independence is granted to a college or district by the Board of Governors and is based on the recommendations of the county office of education and results of an audit of the College's or District's internal controls by an independent Certified Public Accountant. When evaluating applications for fiscal independence, the Board of Governors assesses applicants based on four standards.

1. Adequate fund balances. The College/District has avoided deficit balances in its funds and has maintained a prudent reserve in its unrestricted general fund for the past five years.
2. Statute and Governing Board. The College/District makes only lawful and appropriate expenditure in carrying out the programs authorized by statute and by the governing board.
3. Adequate internal controls. The staff of the accounting, budgeting, contracts, management information systems, internal audits, personnel, and procurement departments are adequate in numbers and skill level to administer administrative programs independent of detailed review by the county office of education and to provide an internal audit function that assures adequate internal controls.
4. Legality and propriety of transactions. The staff of the accounting, budgeting, contracts, management information systems, internal audits, personnel, and procurement departments exercise independent judgment to assure the legality and propriety of transactions.

As is implicit throughout these four standards, the Vice Chancellor of Finance and Administration serves to monitor performance, and the associated staff in the College or District provide the level of scrutiny called for under Education Code Section 85266.5. The Internal Auditor enhances the internal control structure by providing an ad-hoc independent review and periodic audits on a random basis. A major aspect of the established internal control structure is the ability for authorized users to review budgets and other financial information pertaining to their area of responsibility in a timely manner. College budget managers have access to PeopleSoft through PROMT, a system that provides tools and reports to allow managers the ability to practice effective oversight of their budgets. The District Office of Finance and Administration monitors all College funds on an ongoing basis and recommends any needed adjustments to departments, divisions, participatory governance committees, and administrators. There are checks and balances built into the District processes such as document approvals at different levels and pre-approval of inter-fund transfer by both the College Business Manager and the District finance staff. There are routine checks on processes that involve cash-handling, materials fees, and inventory control.

Self-Evaluation:

The College meets the Standard. The College and the District assess their internal controls on an on-going basis and use the results of those assessments to revise procedures as needed. College financial resources, including auxiliary and grant funds, are managed in accordance with

appropriate procedures and used with integrity in a manner consistent with the mission and goals of the College.

The internal control structure is transparent. Access to PeopleSoft through PROMT provides authorized users access to review budgets and other financial information pertaining to their area of responsibility in a timely manner. In addition, the PROMT system provides tools and reports to enable managers to practice effective oversight of their budgets

Supporting Evidence:

III.D.83 PCCD Internal Auditor Job Description
http://web.peralta.edu/hr/files/2012/10/Internal-Auditor-JD1.pdf

Actionable Improvement Plan:

None

Standard III.D.3

The institution has policies and procedures to ensure sound financial practices and financial stability.

Descriptive Summary:

- The College

The College adheres to the Board Policies and Administrative Procedures approved by PCCD Board of Trustees. To ensure clarity and transparency, the College has developed its own Business and Administrative Services Manual **(III.D.84)** based on the approved board policies and procedures. The business manual is reviewed and updated regularly to align with the District's standards.

- District

The PCCD Board of Trustees has developed multiple Board Policies to ensure sound financial practices, and there are Administrative Procedures that outline the practices to be followed. These policies and administrative procedures are reviewed and revised on a regular basis. Additionally, the College and the District strictly adhere to the California Education Code and to Title V regulations.

The following Board Policies and Administrative Procedures ensure sound financial practices and financial stability and can be found online under the Board of Trustees **(III.D.85)**:

- BP 6100 Delegation of Authority and AP Delegation of Authority for Business Services

- BP 6110 Workers Compensation Settlement Authority and AP 6110 Workers Compensation Settlement Authority
- BP 6150 Designation of Authorized Signatures and AP 6150 Designation of Authorized Signatures
- BP 6200 Budget Preparation and AP Budget Management
- BP 6300 Fiscal Management and Accounting and AP General Accounting
- BP 6320 Investments and AP 6320 Investments
- BP 6330 Purchasing and AP Purchasing
- BP 6340 Contracts and AP 6340 Contracts and AP 6350 Contracts Construction
- AP 6365 Accessibility of Information Technology
- AP 6385 Refreshments Meals Served at Meetings
- BP 6400 Audits and AP 6400 Audits
- BP 6500 Property Management and AP 6500 Property Management
- BP 6550 Disposal of Property and AP 6550 Disposal of Property
- BP 6600 Capital Construction and AP 6600 Capital Construction
- BP 6620 Naming of Buildings and Facilities and AP 6620 Naming of Buildings and Facilities
- BP 6700 Civic Center and Other Facilities and AP 6700 Civic Center and Other Facilities Use
- BP 6740 Citizen Oversight Committee and AP Citizen Oversight Committee
- AP 6801 Transportation Safety
- AP 6802 Injury Illness Prevention Hazardous Material Program

Self-Evaluation:

The College meets the Standard. Both the College and the District are in full compliance and strictly adhere to the California Ed Code and Title V Regulations. The institution has board policies and administrative procedures that deal with Finance to ensure sound financial practices and financial stability.

To provide clarity in directions and consistency in the implementation of the procedures, the College developed and continuously updates the Business Manual and Standard Operating Procedures applicable to the operations of the College.

Supporting Evidence:

III.D.84 Merritt College *Business & Administrative Services Manual*
http://www.merritt.edu/wp/businessservices/wp-content/uploads/sites/21/2013/12/Business-Services-Manual_Merritt-College.pdf

III.D.85 PCCD Board Policies & Administrative Procedures
http://web.peralta.edu/trustees/bps-aps/

Actionable Improvement Plan:

None

Standard III.D.3.a

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary:

The District and Merritt College have sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and development of contingency plans to meet financial emergencies and unforeseen occurrences.

The District ending fund balance provides for a reserve for economic uncertainty at a minimum of the 5% level recommended by the Board of Governors plus a contingency reserve for unforeseen occurrences. Figure 12 below shows the audited General Fund ending balances over the past four years.

Figure 12: Schedule of Financial Trends and Analysis

For the Fiscal Year Ended June 30	Budget 2013-14	Actuals 2012-13	Actuals 2011-12	Actuals 2010-11
Unrestricted General Fund				
Revenues*	$111,171,357	$107,394,573	$104,769,229	$112,425,309
Other Sources*	12,691,939	9,152,116	8,093,251	10,153,021
Total Revenues and Other Sources	*123,863,296*	*116,546,689*	*112,862,480*	*122,578,330*
Expenditures*	117,782,451	108,128,047	106,228,619	115,033,411
Other Uses and Transfers Out*	6,242,386	5,613,258	6,633,861	4,670,296
Total Expenditures and Other Uses	*124,024,837*	*113,741,305*	*112,862,480*	*119,703,707*
Increase (Decrease) in Fund Balance	(161,541)	2,805,384	-	2,874,623
Ending Fund Balance*	$15,326,744	$12,823,280	$10,017,896	$9,322,904
Available Reserves	*$15,326,744*	*$12,823,280*	*$10,017,896*	*$9,322,904*
Available Reserves as a Percentage of Total Outgo	12.36%	11.2%	8.88%	7.79%
Long-term Debt**	$664,718,582	$678,185,799	$677,829,167	$665,464,696
Annual Funded FTES***	18,626	18,191	18,006	19,510

Source: PCCD Annual Financial Report, 2013

While the recent economic conditions in the State have put a strain on the budget and cash flows, the College and the District have been fiscally conservative in their forecasts to ensure adequate cash flow. Fund balances are managed through careful budget preparation, continuous monitoring, and frequent updates to year-end balance projections. Board Policy 6200 Budget Preparation provides the framework for budget preparation and Administrative Procedures 6200 Budget Management and 6300 General Accounting **(III.D.86)** detail the practices and guidelines to be followed. These efforts help the College maintain balances at levels deemed necessary to

offset the risks associated with both anticipated state deferrals (both intra and inter year) and unanticipated emergencies.

The College's cash flow is closely monitored throughout the year. An annual cash flow analysis is conducted each year with advice from the District's financial advisor. This analysis is used to determine if Tax Revenue Anticipation Notes (TRANS) short term borrowing will be needed to meet all expenditure requirements during the upcoming fiscal year. When cash-flow projections have predicted shortfall, the District has participated in the past in tax anticipation programs, which provide low interest, short-term borrowing against future tax revenues. However, no TRANS were sought or needed during the 2013-14 fiscal year nor are they anticipated for the 2014-15 fiscal year. The College also actively manages payments and receipts throughout the year to maximize the availability of cash from payables and receivables. Combined, these efforts have provided the College and the District the necessary cash to meet all obligations.

The District calculates known liabilities for employee vacations, faculty banked overload leave, and retiree health benefits (OPEB liabilities are described elsewhere in this report.). As the benefits are earned, accumulated unpaid vacation benefits are accrued as a liability. The entire compensated absence liability is presorted on the financial statements **(III.D.87)**. For government funds the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year end and have not yet been paid with expendable available resources. These amounts are reported in the fund from which the employees who have accumulated leave are paid. The District also participates in "load banking" with eligible academic employees when the employee may teach extra class sections in one period in exchange for time off in another period. Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are not paid for any sick leave balance at termination of employment or any other time. Although the value of accumulated sick leave is not recognized as a liability in the District's financial statements, retirement credit for unused sick leave is accumulated for all academic and classified employees. These fiscally prudent actions result in a financial position which is projected to safeguard student learning and support services needs for the foreseeable future.

Self-Evaluation:

The College meets this Standard. These fiscally prudent actions result in a financial position that is projected to safeguard student learning and support services needs for the foreseeable future. Active management of payments and receipts is also utilized throughout the year to maximize the availability of cash from payables and receivables. Combined, these efforts have provided the College and the District the necessary cash to meet all obligations.

From the chart provided above, PCCD has maintained sound ending fund balance reserves significantly above the 5% minimum level set by the Board. Over the four year period, the reserves vary between 7.79% in FY 2010-11, increased to 8.88% in FY 2011-12, and reach over 10% reserves in FY 2012-13 at 11.2% and 12.36 % reserves in FY 2013-14.

This is the result of the closer monitoring of the funds throughout the year both at the College and District level.

Supporting Evidence:

III.D.86 PCCD BP 6200 Budget Preparation
http://web.peralta.edu/trustees/files/2011/04/BP-6200-Budget-Preparation.pdf
PCCD AP 6200 Budget Management
http://web.peralta.edu/trustees/files/2011/04/AP-6200-Budget-Management2.pdf
PCCD AP 6300 General Accounting
http://web.peralta.edu/trustees/files/2011/04/AP_6300-GeneralAccounting.pdf
III.D.87 PCCD Annual Financial Report, 2013
http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2013.pdf

Actionable Improvement Plan:

None

Standard III.D.3.b

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary:

- The College

The College practice of effective oversight of finances not only applies to general unrestricted funds but also to all external sources of funds such as Federal, State and local grants, contractual relationships, and financial aid.

For all grant funded expenditures all requisitions are closely monitored to ensure that they meet the criteria and guidelines set forth by the grantors. All other sources of funds received by the College for a specific purpose are transmitted to the District for proper accounting in the PROMT system.

Scholarships received by the College for a particular person or group as designated by the grantor are transmitted to the Foundation for proper accounting and disbursement.

- The District

To ensure oversight of finances including financial aid, grants, externally funded programs, contractual relationships, and foundations and investments the institution has an annual external audit prepared in accordance with generally accepted accounting principles that are comprehensive and thorough **(III.D.88)**. As required by state law, the District retains an

independent auditor that performs separate audits of Proposition 39 bond funds and investments annually. Part of the scope of the audit includes an evaluation and review of financial statements.

Institutional investments are managed by the Vice Chancellor of Finance and Administration using investment options needed to earn additional revenue and interest. Those options are reviewed on a regular basis by the Board of Trustees. The ongoing assessment and evaluation of District financial processes occurs through Annual Program Updates (APUs), Comprehensive Program Reviews (every three years), annual audits, and related corrective action matrixes for audit findings, quarterly categorical program and grant program reports, productivity reports, and budget and expenditure reports and their analyses. Additionally, the College and the District also submit required financial and non-financial reports to the State Chancellor's Office and the Accrediting Commission for Community and Junior Colleges (ACCJC). Many of these reports provide analyses of revenues and expenditures that demonstrate effective monitoring of fiscal conditions **(III.D.89)**. Budget managers utilize the PeopleSoft system to run reports covering burn rates, negative balances, and budget histories in order to analyze trends and make budget adjustments.

The College and the District use a position control structure for all funds to build, monitor, and maintain personnel budgets. Through the use of position control, staffing needs are identified and analyzed in support of program review priorities and recommendations. Critical replacement position flow up from the departments to the division, where they are prioritized for the College based on the nature of the position using specific criteria such as legal mandates, health and safety, threshold of educational and support services, essential operations, and the mission and goals of the College. Using the position control model, funding is then allocated or reallocated to fund the approved priorities.

Other controls or mechanisms used to exercise and practice effective finance oversight are the policies and procedures mentioned in a previous section of this report on budget development, budget management, accounting, and fiscal monitoring. These policies and procedures articulate and define the process of how the College develops its annual fiscal year budget in an open and transparent manner. The Integrated Planning and Budget Building Calendar sets the timeline for those actions **(III.D.90)**.

Peralta Colleges Foundation as a Separate Entity

The Peralta Colleges Foundation (the Foundation) is a legally separate, 501©3 tax-exempt organization and as such has its own separate audit each year by an independent auditor. The Foundation acts primarily as a fundraising organization to provide grants and scholarships to students and support to employees, programs, and District departments. Although the District does not control the timing or number of receipts from the Foundation, the majority of resources or income the Foundation holds and invests is restricted to the activities donors' request. Because the amount of receipts from the Foundation is insignificant to the District as a whole, the Foundation is not considered a component unit of the District **(III.D.91)**.

Self-Evaluation:

The College meets the Standard. There is sufficient oversight at the College and the District to ensure proper management of all finances, including financial aid, grants, and externally funded programs and auxiliary services. There is appropriate monitoring of the student loan defaults as well as the revenue streams and assets. Financial reviews are ongoing at various levels beginning with College departments, divisions to the President, and to the District Office of Finance and Administration. Audits are performed by both external auditors and the internal auditor. The external auditor presents the audit results to the Board of Trustees each year. Copies of the audits and financial reports are available to all on the District website. The oversight structure enforces consistent and uniform application of policies, procedures and accounting principles, emphasizing adherence to internal controls, thus ensuring compliance with federal, state, and local reporting requirements.

Supporting Evidence:

III.D.88 PCCD Annual Financial Reports
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

III.D.89 PCCD Special Report to ACCJC (April 1, 2013)
http://web.peralta.edu/accreditation/files/2010/03/Peralta-4-1-13-Special-Report-to-ACCJC-Final.pdf

III.D.90 PCCD Integrated Planning & Budget Development Calendar, 2014-15
http://web.peralta.edu/pbi/files/2010/11/2014-15-Integrated-Planning-and-Budget-Development-Calendar-Revised-Final.docx

III.D.91 Peralta Colleges Foundation
http://web.peralta.edu/foundation/

Actionable Improvement Plan:

None

Standard III.D.3.c

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligation, including other post-employment benefits (OPEB), compensated absences, and other employee related obligations.

Descriptive Summary:

The College and the District plan for and allocate appropriate resources for payment of liabilities and future obligations. A review of both short term and long term liabilities is part of the annual budget building process. Information related to all liabilities is also part of the annual audit. All information is presented to the Planning and Budgeting Council and the Board of Trustees. Additionally the OPEB liability is monitored closely by the Retirement Board **(III.D.92)**. Other compensation-related obligations such as employee vacation accrual, sick leave, and load

banking are calculated annually. Expenses are recorded in the year they occur and adequate resources are set aside to cover the estimated long-term liabilities.

The District has addressed the OPEB liabilities **(III.D.93)** to cover the medical insurance costs for retirees in accordance with negotiated contracts with the various bargaining units of the District. Employees hired on or before June 30, 2004 are eligible to receive District paid health benefits for the duration of the employees' lives. Employees hired after June 30, 2004 and retired from the District are eligible to receive District paid benefits until the age of 65, at which time the employee would have coverage under Medi-Cal/Medicare as the primary source of medical coverage with the District's coverage becoming secondary.

Effective July 1, 2012 the District and the three collective bargaining units successfully negotiated numerous changes including plan design changes, employee contributions, and the incorporation of a variable rate cap limiting the amount the District pays for medical and dental benefits. The plan design changes for medical plans introduced a mid-level self-funded medical plan, which provides the same level of benefits as the District's self-funded plan but exclusively utilizes the network provided by Anthem Blue Cross. The District continues to offer its traditional self-funded PPO plan, which allows employees to see practitioners outside of the Anthem Blue Cross network, but employees now have to pay the premium difference between this mid-level plan (PPO lite) and the traditional PPO plan. The District continues to offer a Kaiser plan that is free to employees. The District and the bargaining units also agreed upon the maximum contribution the District will pay for dental benefits. With the incorporation of these plan design changes, employee contribution, and the District paid cap, the annual savings to the District is approximately $500,000 as outlined in the Peralta CCD – OPEB Substantive Plan, December 2012 **(III.D.94)**. In addition to this annual savings, the District will also realize a long-term savings or reduction in long-term liability as reflected in the reduction of the actuarial determined OPEB liability.

PCCD developed an OPEB Substantive Plan in December, 2012. This plan was recently revised/updated in September 2014 and contains the following elements:

- The first element is the associated liabilities. These liabilities consist of the debt service associated with the bonds sold to fund the revocable trust, the six branches of SWAP agreements, and lastly the actuarial study projecting the actuarial accrued liability directly related to the existing OPEB obligation.
- The second element is the restricted assets set aside to fund the ongoing expenses and liabilities within the OPEB program. The two assets within the program are the investments currently held in the revocable trust originating from the bond sale in 2005 and the OPEB reserve fund held in the Alameda County Treasurer's Office.
- The third element is the annual expenses incurred related to the operations of the OPEB program. These expenses are a result of fulfilling the OPEB obligations to existing retirees, setting aside funds to pay for future obligations for current employees when they retire, annual debt service payments associated with the bonds, operational expenses related to maintaining the trust, and periodic payments that are contractually required under the existing B-1 SWAP.

- The fourth element is the revenues that have been and will continue to be transferred into the revocable trust to fund the expenses and liabilities. These revenues include the OPEB charge that is now applied to all budgets that support positions eligible for OPEB in addition to any appreciation in market value of the portfolio within the revocable trust.

Central to the long-term sustainability and funding of the OPEB program is for the revenues (OPEB charge and Trust appreciation) to have the ongoing resources to support the annual expenses of the trust as well as to fund the Actuarial Accrued Liability (AAL). The District has appropriated additional resources to fund the gap between the OPEB Trust assets and the District's AAL (this is the OPEB Reserve Fund). The estimated balance in the OPEB Reserve, as of June 30, 2013, exceeds $10,000,000. This amount is available to pay for any lawful expenditures of the District, including but not limited to SWAP Agreement termination payments, debt service on the 2005 Bonds, or Other Post-Employment Benefits. Although the OPEB Reserve Fund is available to pay for debt services on the bonds, the District continues to budget sufficient amounts from the General Fund to satisfy debt service obligations and related refunding.

Beginning in fiscal year 2010-11, the District implemented an OPEB Charge to supplement funds available in the OPEB Trust to pay for Other Post-Employment Benefits. The OPEB Charge is a uniformly applied District-paid charge to all programs and is a function of the current Annual Required Contribution (ARC) calculated as a percentage of payroll for all OPEB eligible active employees. Based on the current actuarial study, the OPEB charge for 2014-15 is calculated to be 9.5%. The funds to which the OPEB charge is applied each fiscal year are accounted for in the OPEB Reserve Fund. The District estimates that the OPEB charge will over the course of a 25-year period result in approximately $150 million of deposits to the OPEB Trust, not including any interest earnings or appreciation through investments.

The District has made great strides over the last few years to address the issues and concerns raised by the PCCD Governing Board and ACCJC about the long-term sustainability of the OPEB program. Two of the major achievements that ensure the long-term sustainability of the program are the debt service restructuring that occurred in 2011 and the implementation of the OPEB Charge. The debt service restructuring provided the District with budgetary relief of over $29 million over a five year period, and the OPEB Charge has created an ongoing and dedicated revenue stream that will over time fund the Actuarial Accrued Liability (AAL). Investments to date have been sound and are regularly reviewed. In the most recent actuarial study the OPEB actuarial accrued liability (AAL), unfunded actuarial accrued liability (UAAL), and annual required contribution (ARC) were identified as $174,703,920, $174,703,920 and $11,228,305 respectively. The estimate of the current value of the assets held in the OPEB Trust is $218,549,849 **(III.D.95)**.

Self-Evaluation:

The College meets this Standard. Long Term obligations to all personnel in terms of medical and retirement are addressed through the OPEB Bonds, including its long term sustainability. As reiterated in the summary above, the concerns of its long term sustainability were addressed

through OPEB debt service restructuring and implementation of the OPEB charge. Debt service restructuring in 2011 provided a $29 million relief over five years while the OPEB charge provided additional revenue streams to fund the Actuarial Accrued Liability.

Supporting Evidence:

III.D.92 PCCD Retirement Board
http://web.peralta.edu/trustees/board-committees/retirement-board/
III.D.93 PCCD OPEB Trust Agreement
http://web.peralta.edu/trustees/files/2011/06/PeraltaOPEBTrust-Agreement1-12.pdf
III.D.94 PCCD OPEB Substantive Plan
http://web.peralta.edu/trustees/files/2011/08/Substantive-Plan-SR.pdf
III.D.95 Neuberger Berman Investment Performance Update, 09/11/14
http://web.peralta.edu/trustees/files/2011/08/Investment-Review-9.11.2014.pdf

Actionable Improvement Plan:

None

Standard III.D.3.d

The actuarial plan to determine other post-employment benefits OPEB is prepared as required by appropriate accounting standards.

Descriptive Summary:

The District contracted with Total Compensation Systems, Inc. (TCS) as of November 1, 2012 to analyze liabilities associated with its current retiree health program (OPEB). The report was prepared in compliance with GASB 43 and 45, which requires an actuarial study no less frequently than every two years **(III.D.96)**. The actuarial report includes estimates for PCCD's retiree health program and results from a cash flow adequacy test as required under Actuarial Standard Practice 6 (ASOP 6). The cash flow adequacy testing covers a twenty-year period. The estimates, calculated separately for active employees and retirees included:

- The total liability created (the actuarial present value of total projected benefits or (APVTPB).
- The "ten year pay-as-you-go" cost to provide these benefits.
- The Actuarial Accrued Liability (AAL).
- The amount necessary to amortize UAAL over a period of 30 years.
- The annual contribution required to fund retiree benefits over the working lifetime of eligible employees (the "normal cost").
- The Annual Required Contribution (ARC) which is the basis of calculating the annu8al OPEB cost and net OPEB obligation under GASB 43 and 45.

Beginning November 1, 2012 TCS estimated the "pay-as-you-go" cost of proving health benefits for current retirees to be $10,879,051. For current employees the value of benefits

accrued in the year beginning November 1, 2012 (the normal cost) is $1,256,073. This normal cost would increase each year based on covered payroll. The Actuarial Accrued liability (AAL) is $174,703,920. Combining the normal cost with the UAAL amortization costs produces an annual required contribution (ARC) of $11,228,305. This (ARC) is used as the basis for determining expenses and liabilities under GASB 43 and 45.

Results of the Actuarial Study, dated March 1, 2013, were reviewed and presented to both the Board of Trustees and the Planning and Budgeting Council **(III.D.97)**.

Self-Evaluation:

The College meets this Standard. The District hired an independent consultant to conduct an actuarial study in accordance with GASB 43 & 45. The study was completed and the amount was determined for Annual Required Contribution (ARC) and the OPEB costs as required by appropriate accounting standards.

Supporting Evidence:

III.D.96 PCCD Actuarial Study of Retiree Health Liabilities
http://web.peralta.edu/business/files/2011/06/PeraltaCCD-3141-Final-2012-Report.pdf

III.D.97 PCCD Board of Trustees Meeting Minutes, 03/26/13
http://web.peralta.edu/trustees/files/2011/04/001-3-26-13-minutes.pdf
PCCD Planning & Budgeting Council Meeting Minutes, 03/22/13
http://web.peralta.edu/pbi/files/2010/04/PBC-Minutes-3-22-13-rev.doc

Actionable Improvement Plan:

None

Standard III.D.3.e

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary:

On an annual basis the institution assesses and allocates resources for the repayment of locally incurred debt instruments that can affect the financial condition of the institution. As part of the annual budget development process all debt obligations are recognized and sufficient resources are allocated for the payment of the upcoming fiscal year's debt obligation. As noted previously, the District did not need to issue Tax Revenue Anticipation Notes (TRANS) in 2013-14 or for the fiscal year 2014-15. This significant improvement of the District's cash balances is the result of the passage of the local parcel tax, reduction in statewide deferrals, improved fiscal oversight, and adherence to established policies and procedures. The College's and District's overall

financial stability is currently characterized as stable and the District's management practices are considered "good" under Standard & Poor's Financial Management Assessment (FMA) methodology **(III.D.98)**.

Both short-term and long-term debt obligations are reviewed by the Vice Chancellor of Finance and Administration and relevant information is provided as part of the annual budget report to the Board of Trustees **(III.D.99)**. Additionally, independent external auditors examine all debt obligations and related fiscal information as part of the annual audit process.

Self-Evaluation:

The College meets this Standard. The locally incurred debt obligations are reviewed annually and included in the budget assumptions for the following fiscal year. All maturing debts whether short term or long term are accrued and become part of the annual budget report.

Furthermore, the District has maintained sufficient ending fund balance reserves of over 10% for the past two consecutive years posting 11.2 % in FY 2012-2013 and over 12% in FY 2014-15.

Supporting Evidence:

III.D.98 Standard & Poor's Report, 10/04/11
http://web.peralta.edu/business/files/2011/09/SPs-Report.pdf
III.D.99 PCCD Annual Financial Reports
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

Actionable Improvement Plan:

None

Standard III.D.3.f.

Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary:

- The College

The College suggests to all potential student loan borrowers that they attend the College's regularly offered student loan workshop conducted by Financial Aid staff.

- The District

The College and the District monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. At the College level, the Financial Aid Office is under the guidance of the Vice President of Student Services. At the District level,

centralized Financial Aid services are under the guidance of the District Director of Financial Aid and the Associate Vice Chancellor of Student Services. Types of processes vary among the various funds received and disbursed by the College and/or District **(III.D.100)**. All funds are reconciled as required by each state or federal funding source. Federal and state-funded programs are reviewed as part of the annual audit by the District's independent external auditors **(III.D.101)**.

Federal regulations and statutes contain many default prevention measures designed to ensure that students do not default on their Title IV loans. The default provisions contained in federal regulations and statutes may not specifically state that they are default prevention measures, but these provisions ensure that students:

- Know they have a loan obligation and not a grant.
- Understand the terms of the loan and repayment obligation
- Are properly notified as to when the repayment obligation begins
- Receive required notices relative to the loan obligation
- Begin repayment at the proper time.

Financial Aid staff use the federal National Student Loan Database System and the Department of Education website to review student borrowers, identify students entering or in repayment as well as those in delinquent status, and contact them to provide information on resources to assist them in maintaining federal Title IV eligibility while successfully managing their loan repayment obligation. First, the requirement for the particular funding source (including Pell grants, EOPS and TRIO grants or student loans) is reviewed by the College Business Office and the District to determine the process required. Once the process is clearly identified, the internal process is established. The next step involves the actual drawdown of funds, which is completed by District staff.

For the past three years, the Colleges' and the District's default rate was under 30 percent which is within federal guidelines. The District Financial Aid Office is also working with third party vendors such as Great Lakes and Nelnet to acquire reports of students who are delinquent in loan repayment and are at risk of default. Additionally, as a default prevention tool, the campuses are investigating offering financial literacy workshops that will be mandatory for all potential loan borrowers.

Figure 13: Student Loan Default Rates

	2013-14	2012-13	2011-12
Received Federal Financial Aid (PCCD unduplicated head count)	9,487	9,146	9,075
Total Enrolled (PCCD unduplicated head count)	52,307	52,992	54,521
Total Student Participation Rates	18.14%	17.26%	16.64%
Direct Loans Default Rate:			

College of Alameda	18.7	28.5	15.0
Laney College	13.5	8.8	22.5
Merritt College	**24.1**	**23.8**	**21.8**
Berkeley City College	**15.5**	**26.2**	**25.8**

Source:

Since all campuses are within the 30% overall threshold set by the US Department of Education, the District has been pleased with the relatively limited default rates it has experienced in the past three years. In order to monitor revenue streams and assets, the College and the District staff at each campus work closely together. If default rates were to exceed the 30% threshold, a collaborative effort by the institutional leadership will form a default prevention committee that will create a comprehensive plan for the College and methods to apply this plan to reduce the default rate.

Self-Evaluation:

The College meets this Standard. Compliance with all federal and state mandates and regulations is managed through established processes and procedures and extensive use of internal control mechanisms. Based on the table presented above on student loan default rates over the three-year period ending 2013-14, Merritt College has a default rate within the 30% threshold set by the US Department of Education.

In addition, some preventative measures were implemented at the college level when one of the grants was used for "Financial Literacy" to prepare students to understand their finances, personal budgeting, and loan payments.

Supporting Evidence:

III.D.100 PCCD Financial Aid
http://web.peralta.edu/financial-aid/
PCCD *Financial Aid Handbook*
http://web.peralta.edu/financial-aid/files/2011/09/2013FinAid_booklet.pdf
III.D.101 PCCD Annual Financial Reports
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

Actionable Improvement Plan:

None

Standard III.D.3.g

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary:

Contracts with external entities follow an established set of Governing Board policies and administrative procedures aimed at insuring consistency with the mission and goals of the institution. Internal controls have been put in place to ensure compliance with the Board policies and procedures, dictating which contract needs Board approval and which can be approved by senior administrators.

Board Policy 6340 Contracts **(III.D.102)** requires that all contracts in excess of $25,000 with a single organization, individual, or vendor per fiscal year be approved by the Board of Trustees. Additionally, contracts that are non-public projects as defined under Public Contract Code 22002 and are funded by Construction/Capital Outlay Bond funds in excess of $83,400 with a single organization, individual, or vendor per fiscal year require prior approval of the Board of Trustees. Administrative Procedure 6340 Contracts **(III.D.103)** further defines contract types and District business processes pertaining to taking of bids and issuance of contracts. Administrative Procedure 6350 Construction **(III.D.104)** details the provisions of "change orders," the written supplemental agreement to an awarded construction contract. All change orders must be Board approved or ratified prior to the performance of the work included in the change order. Administrative Procedure 6330 Purchasing **(III.D.105)** outlines the specifications and procedures for procurement through the use of a purchase order. This included selection of vendors, price quotations, bid requirements, and other purchase protocols.

Processing contracts for approval is a multi-tiered process requiring various approvals and signatures along the way. If necessary large contracts either in complexity, scope, or monetary value may use expanded templates. These documents include a cover sheet, in which the initiator details the description, purpose, justification, and funding source related to the contract request. Contracts are first reviewed by the department manager, who in turn forwards the documents to the Purchasing Office and the District Business Services Office for additional revue and vetting. Contracts deemed to meet the institution's mission and goals are then presented to the Chancellor and subsequently to the Board of Trustees for approval (as board policy dictates). All contracts contain standardized language that protect the College and the District and allows for change orders or termination if the required standards of quality are not met.

Self-Evaluation:

The College meets this Standard. Board Policies and Administrative Procedures clearly define all contracting requirements and articulate the processes to be followed. Due to several layers of approval for any contract to take effect, since the District and the Board have to approve, the College provides enough time for the approvals to be in place. There are sufficient controls in

place to ensure that contracts and agreements are consistent with the mission and goals of the institution and that the integrity of the process is maintained.

Supporting Evidence:

III.D.102 PCCD BP 6340 Contracts
http://web.peralta.edu/trustees/files/2013/12/BP-6340-Contracts.pdf
III.D.103 PCCD AP 6340 Contracts
http://web.peralta.edu/trustees/files/2013/12/AP-6340-Contracts2.pdf
III.D.104 PCCD AP 6350 Contracts—Construction
http://web.peralta.edu/trustees/files/2011/04/AP-6350-Contracts2.pdf
III.D.105 PCCD AP 6330 Purchasing
http://web.peralta.edu/trustees/files/2013/12/AP-6330-Purchasing.pdf

Actionable Improvement Plan:

None

Standard III.D.3.h

The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary:

Regular assessment of fiscal management processes takes place throughout the year both internally and externally.

Internally, all departments go through program planning which includes self-assessment and identification of areas for improvement. The District performs Comprehensive Program Reviews of the accounting, general services and payroll functions every three years and uses the results for improvement.

The District-wide Planning and Budgeting Council (PBC), a participatory governance committee, reviews the budgeting process and financial information and regularly evaluates financial management processes and results to improve internal control structures. The representatives on the PBC include all constituencies including all four college presidents (or vice presidents of instruction), the Vice Chancellor of Finance, the Vice Chancellor of Educational Services, and the District Budget Director as well as faculty, classified employees, and students. Meeting monthly, the PBC shares information about the state and District budget and reviews and discusses budget assumptions and the tentative and mid-year budget reports. The PBC also evaluates the effectiveness of the PCCD Budget Allocation Model **(III.D.106)** and makes recommendations to improve it. Minutes from these meetings are posted on the website and can be found at http://web.peralta.edu/pbi/ **(III.D.107)**.

PeopleSoft financial reports are available online for all divisions and units to review and track all expenditures. Divisions and units can request additional financial reports from the Vice Chancellor of Finance and Administration. Divisions and units can also request in-person meetings with the District Business Services employees for more in-depth knowledge or guidance about financial analysis of their budgets or completion of any required end-of-year reports.

Externally, independent auditors annually examine the College's and District's finances, along with bond-related activities. The audits include all funding sources including auxiliary, capital outlay bonds, and parcel tax funds. Audit recommendations are quickly implemented. During the preliminary audits conducted by external auditors, internal control processes are evaluated. They identify areas and make recommendations on where improvements can be made in the financial processes. Audit findings, when identified, are addressed through the implementation of timely corrective actions **(III.D.108)**. Annual audit reports **(III.D.109)** are reported and reviewed at regularly scheduled meetings of the Board of Trustees, participatory governance meetings, and staff and management meetings. The results of these audits provide the catalyst for improvement.

Self-Evaluation:

The College meets this Standard. Financial management processes are regularly evaluated by the Planning and Budgeting Council and independent external auditors. From these evaluations, processes and procedures are revised to improve the financial management systems and to assure adequate internal controls. The College and the District have solid financial management with appropriate processes in place to ensure stability and effective management controls.

Supporting Evidence:

III.D.106 PCCD Budget Allocation Model
http://web.peralta.edu/pbi/files/2010/11/BAM-2-28-2014.docx
III.D.107 PCCD Planning & Budgeting Council Meeting Minutes
http://web.peralta.edu/pbi/planning-and-budgeting-council/minutes/
III.D.108 Corrective Action Matrix, 09/21/14
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/corrective-action-matrix/
III.D.109 PCCD Annual Financial Reports
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

Actionable Improvement Plan:

None

Standard III.D.4

Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary:

- The College

The effective use of financial resources is assessed through the participatory governance process and annual program updates. Every fall semester at Merritt College, each Department or service area submit Comprehensive Program Reviews (once every three years) or Annual Program Updates including personnel, facilities, and resources requests **(III.D.110)**. This includes faculty hiring and faculty hiring prioritization. These Reviews and Updates are summarized and discussed at CDCPD, CBC, CEMPC, and College Council and recommendations will be made to the College President and then to the District. Incorporating the reports, the College Educational Master Planning and Facilities Master Plan will be updated **(III.D.111)**.

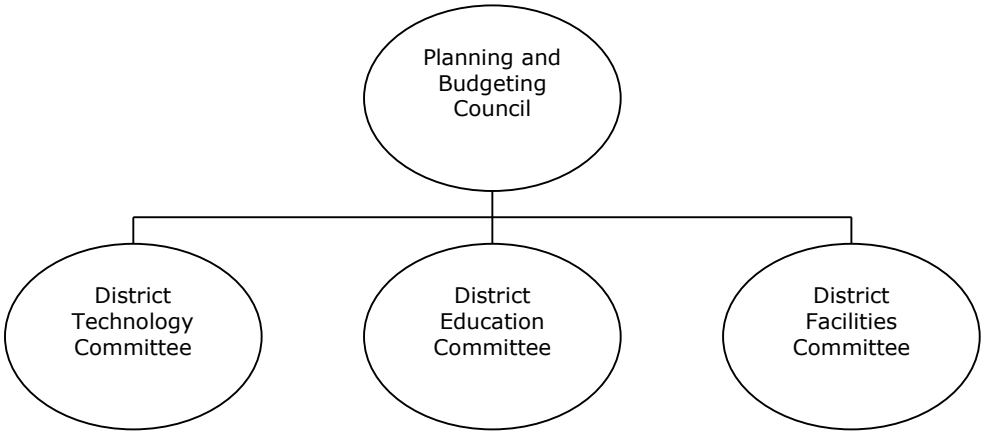
In terms of faculty hiring according to AP 7121 Faculty Hiring **(III.D.112)**, the need for contract faculty positions shall be cooperatively determined through a well- defined, thoughtful planning process involving the College President, the College Academic Senate President, and the College PFT representative. Once the process is decided, then the Department Chairs/Program Directors /Disciplines/Student Services wishing to hire a new faculty for the following academic year will present data and rationales for hire at the October or November Council of Department Chairs and Program Directors (CDCPD) meeting. Voting members of CDCPD will rank the proposals, create a hiring priority list, and submit the list to the Academic Senate. The Faculty Senate will endorse or alter the list from CDCPD and send the list to the VPI/College President. If changes are made, CDCPD members/Academic Senate will be notified by email.

- The District

Financial resource planning is integrated with institutional planning. Central to the development of the College's and District's budgets are the results from Comprehensive Program Reviews and Annual Program Updates. Instruction, student services, and administrative units have both Annual Program Updates and Comprehensive Program Reviews. These planning processes incorporate assessment of student learning outcomes and dialogue and analysis to develop plans for improvement. Every review and/or update includes an analysis of data trends, requests for increasing available resources, and wide discussion on how to increase/decrease resource use and the implications of those decisions. Requests for additional resources begin at the department level at each college.

The College relies on a participatory governance process to review and provide input into the plans, including all resource areas. College level resource planning is integrated with the District's institutional planning through participatory governance processes that channel campus requests through the District's Planning and Budgeting Integration Model (PBIM). The PBIM is

an integrated District planning and budget advisory system consisting of four committees that receive planning input from the colleges and make recommendations to the Chancellor.



The District Associate Vice Chancellor of IT co-chairs the District Technology Committee, the District Vice Chancellor of General Services co-chairs the District Facilities Committee, the Vice Chancellor of Education Services co-chairs the District Education Committee, and the Vice Chancellor of Finance and Administration co-chairs the Planning and Budgeting Council. This governance structure provides a liaison between the District and College to assure effective coordination and delivery of centralized services. These committees also provide a forum for administrators, faculty, staff, and students from the District and all four colleges to discuss, preview, prioritize, and recommend resource priorities.

For example, the College's prioritized classified staff and faculty hiring requests detailed in the College's Comprehensive Program Reviews and Annual Program Updates are first sent to the District Education Committee each spring for review and discussion. Subsequently these requests are sent to the Planning and Budgeting Council, which further examines the priorities before final recommendations are forwarded to the Chancellor for approval and implementation **(III.D.113)**. Budgetary efficiency benchmarks from the District perspective include indicators such as ratio of actual expenditures to total budget, productivity, and load efficiency. Over the course of the year, division deans and program coordinators, as well as District office staff, run financial reports to ensure that they are on track. Similarly, the Chancellor's Cabinet regularly reviews reports for the District's unrestricted general fund, grants, and other restricted funds to ensure that resources are adequately provided. Corrections to the budget are made as needs are identified throughout the year and as additional resources are received.

Self-Evaluation:

The College meets the Standard. Through the integrated planning and budgeting process, the College's mission and annual goals and objectives serve as guidelines for consideration of the allocation of resources. The institution has implemented an on-going, systematic process that integrates, planning, budgeting, and resource allocation and includes assessment of the effective use of financial resources and the utilization of the results of the evaluation as the basis for improvement.

Supporting Evidence:

III.D.110 Instructional Program Review Narrative Report Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Instructional-Program-Review-Narrative-Report-Template.pdf
Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf

III.D.111 Merritt College Master Educational & Facilities Master Plan
http://web.peralta.edu/pbi/files/2010/08/Merritt-College1.pdf

III.D.112 PCCD AP 7121 Faculty Hiring
http://web.peralta.edu/trustees/files/2011/04/AP-7121-Faculty-Hiring1.pdf

III.D.113 PCCD Planning & Budgeting Council Meeting Agenda & Minutes, 03/28/14
http://web.peralta.edu/pbi/files/2010/04/Mar282014.docx
http://web.peralta.edu/pbi/files/2010/04/PBC-minutes-March-28-2014.docx

Actionable Improvement Plan:

None

Standard IV. Leadership and Governance

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Abstract:

Merritt College's leadership is comprised of the President and her administrative team, the Academic Senate, the Classified Senate, the Associated Students of Merritt College and the representatives from the collective bargaining units. The leadership team recognizes collaboration as central to the participatory decision-making process. This is further supported by approved policies and administrative procedures which fosters effective student learning programs and services for the College and District.

Standard IV.A: Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enable the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary:

Embodied within the values of Merritt College and the Peralta Community College District is the practice of collaboration and trust, which reinforce ethics and integrity as key organizational ingredients by which teamwork and inclusion are demonstrated through effective collective leadership **(IV.A.1)**.

The participation of all constituencies within the participatory governance process is actively integrated within the organizational structure **(IV.A.2)**. There are numerous examples of collaborative dialogue regarding various ideas, recommendations for student success, and institutional effectiveness. In the spirit of continuous improvement the appointment of new college administrators has created the need to formally learn and fully appreciate the College's governance roles and how the District committees and constituencies support student learning. The current college governance handbook will be updated within the academic year.

Self-Evaluation:

The College meets this Standard. Historically Merritt College has embraced shared governance, now more accurately referred to as participatory governance. Merritt takes full advantage of a participatory decision-making process as the primary vehicle to encourage and attain college-wide input in operational strategic planning and policy development. These inclusive decisions provide the necessary guidance to govern and administer the College, delegating responsibility, and ensuring that all constituency opinions are heard and have a positive impact on key issues.

The College constituencies adhere to a participatory governance calendar **(IV.A.3)** from which all committees are designated a specific date and time within each month for their meetings. The majority of college governance meetings are held on Wednesdays and Fridays are reserved for the District governance committees.

Integrated into the participatory process of governance are the establishment of annual goals and the outcomes of the objectives that contribute to the fulfillment of the goals. The annual institutional outcomes are presented at the annual Planning and Budgeting Integration Summit. The College sets measureable outcomes/objectives in alignment with the district-wide institutional outcomes **(IV.A.4)**. The College provides an update as to how the measureable outcomes/objectives have been achieved.

The Planning and Budgeting Integration Model (PBIM) **(IV.A.5)** states that the District's Planning and Budgeting Council and Technology, Facilities, and Education committees establish, pursuant to Board Policies and District Administrative Procedures, a main goal/objective to ensure the quality, integrity, and improvement of student learning, programs and services, and to address the resources necessary to support them.

Supporting Evidence:

IV.A.1. Merritt College Participatory Governance
http://www.merritt.edu/wp/shared-governance/
PCCD Planning & Budgeting Integration
http://web.peralta.edu/pbi/

IV.A.2 Merritt College Integrated Planning & Budgeting Process
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Integrated-Planning-Budgeting-Process.pdf

IV.A.3 Merritt College Participatory Governance Calendar

IV.A.4 Merritt College Strategic Goals & Objectives, 2014-17
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-strategic-goals-objectives-2014-2017.pdf

IV.A.5. PCCD Planning & Budgeting Integration Model
http://web.peralta.edu/pbi/files/2014/08/PBIM-Overview-2014.docx

Actionable Improvement Plan:

None

STANDARD IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary:

In its history, the Merritt College community has cultivated an environment characterized by three essential qualities:

- Shared values
- Participatory governance
- Participatory decision-making

One of Merritt's most important shared values is that of participatory governance, defined by the campus community as "appropriately shared responsibility and cooperative action among the components of Merritt with the intent of fostering constructive joint thought and action" (AAUP, 1966, editors' note) **(IV.A.6)**. Merritt College uses participatory decision-making as the primary vehicle to encourage and attain college-wide input in operational and strategic planning, policy development, and recommendations by which the College is governed and administered. Through this process the College is able to delegate responsibility and ensure that all constituency opinions are heard and influence key issues.

The College leadership's commitment to participatory decision-making is reflected in the following governance committee list **(IV.A.7)**:

- College Council: The College Council serves as the foremost participatory governance body on the campus whose purpose is to receive and review policy recommendations from its sub-committees, obtain constituent opinions, and make recommendations to the President on implementation of college policies. In this way, the College Council provides a venue for college-wide initiatives and provides a means for inclusive communication within the College community.

- College Educational Master Planning Committee (CEMPC): As a subcommittee of the College Council, CEMPC serves as a planning body that identifies the strategies and processes the College will use to fulfill its mission, facilitates the integration of institutional planning and budgeting, and assesses the outcomes of the strategic planning process. The role of CEMPC is to conduct a situational analysis of college effectiveness every five years, with annual updates as needed and to recommend short and long term strategic goals and directions.

- College Budget Committee: The College Budget Committee, another College Council sub-committee, is charged with (1) providing advice on the development of budgetary policies, processes and timelines; (2) receiving and reviewing budget requests from departments and/or program areas; (3) reviewing and recommending the overall College Budget with respect to its Unrestricted General Funds; (4) recommending funding priorities for the overall college budget; and (5) sponsoring budget orientation workshops for the College community.

- College Facilities Committee: The College Facilities Committee, another sub-committee of the College Council, functions to (1) advise the development of the College's facilities planning processes and timelines; (2) recommend funding priorities for Building Funds; (3) receive and review facilities proposals/requests from departments, program areas, and/or the District General Services Office; (4) recommend representatives to serve on District facilities committees that impact Merritt facilities; (5) routinely review and monitor campus compliance with ADA and 504 and make recommendations to ensure compliance; (6) recommend procedures and policies affecting facilities and the physical environment of the campus; (7) review the State's Specialization Report and the Five Year Master Plan for campus compliance and make recommendations to ensure compliance; (8) establish Subcommittees to assist with the planning for building renovations and remodels; and (9) sponsor facilities orientation workshops for the College community.

- Technology Committee: As the fourth College Council sub-committee, the tasks of the Technology Committee include to (1) assess how effectively current technology is being utilized at the College; (2) identify, prioritize and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the College; (3) identify, prioritize and recommend both on-going and specialized training needs for maximum utilization of technological resources; (4) identify, prioritize and recommend staffing for technology; (5) develop an on-going comprehensive College Technology Plan for consideration by College Council; (6) recommend funding strategies and priorities for major technology spending; (7) advise the District Technology Committee about the information technology needs and concerns of Merritt College; (8) receive regular reports from the District Information Technology Committee, and review and respond as appropriate; and (9) establish (as needed) technology subcommittees.

As mentioned in Standard I, Merritt College has recently updated its strategic planning process, an enhanced process that offers a prime example of the College's commitment to implementing structures fostering innovation and taking full advantage of systematic participatory processes to ensure effective discussion, planning, and plan implementation.

This creative, thorough, and inclusive process reached its peak on August 14, 2014 **(IV.A.8)**. After eight months of assessment, discussion, and planning, at the fall 2014 Semester opening day convocation the College President and the Accreditation Liaison Officer presented five

strategic goals and objectives to the entire college community including student leadership for feedback and dialogue.

As this new strategic plan is implemented, CEMPC has the responsibility for ensuring that the strategic goals and objectives are integrated into the College's educational master planning process and is synthesized throughout the participatory governance processes at the College. The College Council has the responsibility for monitoring the success of the strategic plan, making quarterly reports to the College community on its success, and with the assistance of CEMPC, retools the strategic plan and its assumptions if the assessed outcomes of the plan are found wanting.

Self-Evaluation:

The College meets this Standard. The Merritt College leadership team strives to continuously create opportunities through the participatory governance structure and processes, professional development and empowerment of its employees to share their voice and their time through active participation in the interest of student success, retention, and completion. There are opportunities for systematic discussion, collaboration, planning, and assessment of the College's goals and initiatives.

The President is accessible to faculty, staff and students through office appointments, attendance to participatory governance committee meetings, and regular operational college and district unit meetings. The President and Vice President of Instruction have held regular college-wide "Brown bag" meetings for the College community to voice their opinions, ideas, recommendations, and thoughts regarding their current experiences at the College **(IV.A.9)**.

Supporting Evidence:

IV.A.6 1966 Statement on Government of Colleges and Universities
http://www.aaup.org/report/1966-statement-government-colleges-and-universities
http://www.aaup.org/file/statement-on-government.pdf

IV.A.7 Merritt College Council Committees & By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-Committees-By-Laws.pdf

IV.A.8 Merritt College Flex Day Schedule, 08/14/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Professional-Development-Schedule_August-2014_8.5.14.pdf

IV.A.9 Attached copies of announcements for the Brown-Bag sessions

Actionable Improvement Plan:

None

STANDARD IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary:

The faculty, staff, administrators, and students have clear roles defined in the participatory and decision-making process publications for Merritt College. **(IV.A.10)**. The College regularly publishes and updates both student and faculty handbooks that delineate how to get involved in campus decision-making processes. These processes are further reinforced in Board Policy 2510 Participation in Local Decision Making **(IV.A.11)** that states the same constituencies shall participate in decision-making processes within the District and College. In addition, Administrative Procedure 2511 Role of Acadmic Senates in District and College Governance **(IV.A.12)** outlines the role of the Academic Senates within the District and College Governance structure. The District Academic Senate represents the four college academic senates and is empowered to make recommendations to the Chancellor and the Board of Trustees with respect to "academic and professional matters" **(IV.A.13)**. Similarly, each college Academic Senate is recognized to make recommendations with respect to the same matters to the College's president.

"Academic and professional matters" by Title 5 §53200 regulations, encompass the following areas:

1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. District and college governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

The other faculty organization within the District and College is the Peralta Federation of Teachers (PFT), and, in Article 1 of the collective bargaining agreement, faculty's role in the College and District governance and decision-making structures is outlined. The rights and responsibilities of faculty in the participatory governance process is also noted in the Faculty Handbook **(IV.A.14)**.

The Merritt College Classified Senate (MCCS) has codified Classified Staff's role and responsibilities within the College and District governance and decision-making processes within their constitution and by-laws. MCCS empowers the classified membership to serve as active participants in the decision-making processes of the College and District as defined by California Education Code. Classified personnel are also represented by two bargaining units, depending on the classification of their respective positions. The units include SEIU- Local 1021, and the International Union of Operating Engineers-Local 39, but certain "confidential positions" aren't part of the bargaining units depending on the nature of their positions.

The Associated Students of Merritt College (ASMC) is another vital component of the participatory governance structure. As displayed on the ASMC webpage, the constitution and Student Handbook delineates opportunities for students to develop leadership skills and advocate for student success through their representation on various campus-wide committees **(IV.A.15)**. In this publication and in other venues students are encouraged to become involved in the assessment and development of college policies and annual resource allocations. The numerous clubs help the College achieve its Mission by supporting our commitment to diversity, fostering a caring spirit, and preparing future leaders **(IV.A.16)**.

Self-Evaluation:

The College meets this Standard. The District and College have implemented written policies that provide faculty, staff, administrators, and students the opportunity to collaboratively participate in the decision-making processes.

Supporting Evidence:

IV.A.10 Merritt College Council By-Law
IV.A.11 PCCD BP 2510
IV.A.12 PCCD AP 2511
IV.A.13 PCCD Academic Senate By-Laws
IV.A.14 PCCD/PFT Collective Bargaining Agreement
http://web.peralta.edu/hr/files/2010/09/Peralta-Federation-of-Teachers-Contract-2007-2009.pdf
Merritt College Faculty Handbook, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Faculty-Handbook-2014-15.pdf
IV.A.15 Associated Students of Merritt College
http://www.merritt.edu/wp/asmc/
Associated Students of Merritt College Handbook
http://www.merritt.edu/wp/asmc/wp-content/uploads/sites/12/2014/01/asmc_handbook.pdf
IV.A.16 Merritt College Mission Statement
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-College-Mission-Statement.pdf

Actionable Improvement Plan:

None

Standard IV.A.2.a

> ***Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.***

Descriptive Summary:

Faculty, classified staff, administrators, and students have substantive and clearly defined participatory governance roles at Merritt College. For example, the Academic Senate of Merritt College is a faculty organization that is responsible for making recommendations to the College President on all "academic and professional matters." As defined in Title 5, Sections 53200-204, these include:

- Curriculum, including establishing prerequisites.
- Degree and certificate requirements.
- Grading policies.
- Educational program development.
- Standards or policies regarding student preparation and success.
- College governance structures, as related to faculty roles.
- Faculty roles and involvement in accreditation processes.
- Policies for faculty professional development activities.
- Processes for program review.
- Processes for institutional planning and budget development.
- Other academic and professional matters as mutually agreed upon

Additionally, as described earlier, the Council of Department Chairs and Program Directors (CDCPD) is a committee of faculty that serves as an advisory body to both the Merritt Academic Senate **(IV.A.17)** and the Vice President of Instruction on matters of instruction and student success.

At the District level, the Peralta Federation of Teachers represents faculty on salary and working conditions, and the Faculty Handbook also includes all rights and responsibilities of instructors **(IV.A.18)**.

The classified staff at Merritt College possess a strong voice in the participatory decision-making process. For example, the Classified Senate is the officially elected representative body of the classified staff in the participatory governance process. Through direct engagement and participation, its goals are to foster communication and understanding among all college constituents; to improve staff morale by providing a forum for the voice of classified employees;

and, ultimately, to enhance the quality of campus services, thus providing Merritt College students with exceptional service and educational experience. The Classified Senate's responsibilities include the following **(IV.A.19)**:

- Provide classified staff with formal representation and voting rights in the formulation and application of policy and practice;
- Provide a means through which the classified staff will coordinate with administration, faculty, and students to assure opportunities for input from classified staff regarding Classified Senate business and classified staff representation on Classified Senate committees, thus assisting in the participatory governance process;
- Communicate to the President and the College Council the needs, concerns, viewpoints, and recommendations developed by the Classified Senate;
- Strengthen the unity of the Merritt College Classified Staff through networking activities and other informational forums; and
- Promote and support activities that develop or increase the skills, productivity, and professionalism of the classified staff, including education and leadership opportunities.

Two union organizations represent the contractual interest of the classified staff: SEIU, Local 1021 represents educational staff and Local 39 represents the negotiated interest of custodial and engineering staff **(IV.A.20)**.

Students also actively contribute to the effective functioning of the College learning environment. The Associated Students of Merritt College's (ASMC) constitution **(IV.A.21)** states the organization's purpose is as follows: "to encourage students in community participation, and in the planning and direction of student and community activities." The bylaws of ASMC state the group's central mission as "the improvement of the quality of campus life" and the goal of the ASMC "is to be the voice of the Merritt Student Body" in governance matters.

Not only does each of these bodies exist on their own, but the by-laws of the Standing Participatory Governance Committees at Merritt College expressly state that members of faculty, administration, classified staff, and students work cooperatively in the College's participatory decision-making process. For example, the College Council is the highest participatory governance committee, and its by-laws state, "it shall be the policy of the College community to establish procedures to ensure Merritt College students, faculty, and staff (permanent and hourly), and administration have the right to participate effectively in college governance."

Students, faculty, and staff have established mechanisms and/or organizations for providing ample and effective input into institutional decisions.

Self-Evaluation:

The college meets this Standard. At Merritt College faculty, classified staff, students and administration all have a clearly defined role in the College's institutional governance and have

opportunities to give input and participate actively with recommendations on institutional policies, planning, and budget issues that relate to their areas of responsibility and expertise.

Supporting Evidence:

IV.A.17 Merritt College Council of Department Chairs & Program Directors By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CDCPD-By-Laws.pdf
IV.A.18 Merritt College Faculty Handbook, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Faculty-Handbook-2014-15.pdf
IV.A.19 Merritt College Classified Senate By-Laws
http://www.merritt.edu/wp/classifiedsenate/about/by-laws/
IV.A.20 SEIU 1021 Website
Local 39 Website
IV.A.21 Associated Students of Merritt College Constitution
http://www.merritt.edu/wp/asmc/constitution-of-asmc/

Actionable Improvement Plan:

None

Standard IV.A.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary:

Merritt's student learning programs and services are overseen primarily by the College's Curriculum and Instructional Council (CIC) and the Student Learning Outcomes Assessment Committee (SLOAC). Both CIC and SLOAC are sub-committees of the Academic Senate **(IV.A.22)**. Consistent with Title 5, Section 53200, CIC has the responsibility for making recommendations to the Academic Senate and to the Vice President of Instruction on the approval of curriculum, including establishing prerequisites and placing courses within disciplines as well as other matters relating directly to curriculum. SLOAC advises and trains faculty in the creation of SLOs and assessment plans and recommends approval to the CIC regarding the creation of student learning outcomes and assessment of student learning outcomes. The Vice President of Instruction supports the work of CIC by providing reassigned time to the committee chair and assigning a Curriculum and Assessment Specialist **(IV.A.23)** from the Office of Instruction to the committee, and the President supports SLOAC by providing reassigned time to a SLO/assessment coordinator to oversee creation of student learning outcomes and assessment.

Self-Evaluation:

The College meets this Standard. The College President commits to quality and excellence for student learning programs and services. The presidential leadership is demonstrated through a thorough understanding of faculty academic and professional responsibility and through an open door policy that encourages communication and reliance on the Academic Senate where appropriate.

Each fall and spring semesters the Professional Development Flex-days serve to further review the annual strategic planning process, revisit learning outcomes and assessment, and reinforce the values, goals, and direction of the College from the College leadership team. Recently, the College President shared with campus constituencies her strategic priorities and the importance of outcomes assessment contributing to data driven decisions and continuous improvement focused on student retention, persistence, and success.

Supporting Evidence:

IV.A.22 Merritt College Curriculum & Instructional Council By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CIC-By-Laws.pdf
Merritt College Student Learning Outcomes & Assessment Committee By-Laws
http://www.merritt.edu/wp/slo/sloac/

IV.A.23 Curriculum & Student Outcomes Assessment Specialist Job Description
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Curriculum-Student-Outcome-Assessment-Specialist-Job-Description.pdf

Actionable Improvement Plan:

The College will continue to enhance its relationship with faculty by delineating how the 10+1 (academic matters) applies to the Merritt College governance structures and College functions. Reliance on the Academic Senate and appropriate faculty leadership for academic matters will be specified for implementation of college-wide initiatives. In fall 2015, a graphic outline will be included in the College governance manual.
Administrative Lead: College President

Standard IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary:

As described earlier, Merritt's participatory governance structure is solidly in place to work for the good of the College, evidenced in particular by the establishment and interdependent operations of the College Council and the four committees that are under its umbrella (CEMPC, Budget, Facilities, and Technology) **(IV.A.24)**. While a budget crisis several years ago presented significant challenges to these committees, **(IV.A.25)** currently the College is strengthening its capacity to collaborate by identifying the College's strategic priorities and linking student learning and program outcomes to the planning, budget development, technology acquisition, and capital improvement processes. With Merritt's recent appointments of a relatively new President, new Vice President of Instruction, and new Vice President of Student Services, special emphasis has been placed on improving not only the functioning of these bodies but also the College's strategic planning process and communication channels **(IV.A.26)**.

In the summer 2014, two day long strategic planning sessions were held on the College campus involving representatives from the various constituencies of the campus community. The District and college goals where reviewed, revised, and affirmed by the participants. In addition, specific objectives were identified for each of the goals.

The College Distance Education website **(IV.A.27)** is maintained and monitored for current information and descriptions of online and hybrid courses. The Curriculum & Instructional Council is charged with the review of proposed courses for online or hybrid modality **(IV.A.28)**. Both online and face to face courses are provided with a Moodle site so that instructors can take full advantage of the online capability that the CMS offers to both types of modalities. Ongoing Moodle training sessions are provided to faculty and course expectations are outlined by the DE coordinator. The District Academic Senate and administrations of all the colleges have reached an agreement that states in order for instructors to be assigned a hybrid or online course they have shown that they have undergone a sufficient amount of training in teaching the online modality. The Merritt online coordinator offers a series of courses in using Moodle and teaching online that are open to faculty for salary advancement. Faculty need to have taken this series or its equivalent elsewhere to be assigned to teach online.

The College Catalog and Schedule of Classes offer students information regarding the delivery of online or hybrid course offerings and expectations for this method of instruction. Increased communication has been fostered by the President by investing in a new college website which has the advantage of being able to store and disseminate the work of our various governance committees. In addition, the President and Vice President of Instruction have instituted "Brown Bag" get-togethers **(IV.A.29)**, campus-wide Retreats, and Strategic Planning activities. The aim of these types of activities is to enhance campus communication and to implement an institutional development strategy focused on factors influencing the culture of the College (i.e., leadership and management style; organizational structure, policies & practices; working environment and nature of tasks at the College; external environment and the communities served; and attitude of college to risk-taking and innovation). Effective communication and inclusivity is fostered by the President's monthly Leadership meetings, in which the presidents of the faculty, classified, and student senates meet with the College President to discuss current issues and resolve any problems.

Self-Evaluation:

The College meets this Standard. The collective leadership of Merritt College values the College's formal governance structure which exemplifies the commitment to collegiality and collaboration. Representatives from all college-wide constituencies join and engage in discussion for the good of the institution. The implementation of the new College website has provided the opportunity to formally publish the shared governance areas. All committees are now able to document their agendas, minutes, and activities for internal and external community use and to meet the requirements of the Brown Act.

All of the constituencies are informed of their respective roles and provide representatives to serve on the College and District governance committees. The widespread participation fosters active communication and collaboration for continuous improvement in the teaching and learning environment.

Supporting Evidence:

IV.A.24 Merritt College Council Committees & By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-Committees-By-Laws.pdf
IV.A.25 5/10/15% Budget cuts
IV.A.26 Dr. Norma Ambriz-Galaviz Biography
http://www.merritt.edu/wp/dr-norma-ambriz-galaviz/
Dr. Elmer A. Bugg Biography
http://www.merritt.edu/wp/dr-elmer-a-bugg/
Dr. Arnulfo Cedillo Biography
http://www.merritt.edu/wp/dr-arnulfo-cedillo/
IV.A.27 Merritt College Distance Education
http://www.merritt.edu/wp/distance-ed/
IV.A.28 Merritt College Curriculum & Instructional Council By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CIC-By-Laws.pdf
IV.A.29 Documents of the forums/study sessions/brown-bags/retreats

Actionable Improvement Plan:

None

Standard IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary:

Merritt College takes the Accreditation Recommendations received from the Commission extremely seriously. For example, since the 2009 Accreditation Visit Self Study Report, we have responded with a Mid-Term Report in March 2012, a Follow-Up Report in 2013 (as required); and submitted annual. Each of these reports documented the thorough and rigorous actions taken by the College in response to each of the Commission's concerns **(IV.A.30)**.

At its June 5-7, 2013 meeting, the Commission took action to remove Merritt College from warning status and to reaffirm accreditation as the College has publically disclosed. The College's new website now displays accurately all correspondence from the Commission regarding its accreditation status and discloses all developments undertaken by the College to continuously improve its practices and better meet the educational needs of our students.

In addition to maintaining effective interaction with the ACCJC, Merritt College has several vocational programs that require regular communication with external agencies for the purpose of accreditation and community involvement. Examples include the following:

- Merritt College's Associate Degree Nursing Program is accredited through the Board of Registered Nursing [BRN] **(IV.A.31)**;
- The College Radiologic Science Program complies with California Department of Public Health Radiologic Health Branch policies and Title 17 of the California Code of Regulations and maintains accreditation from the Joint Review Committee on Education in Radiologic Technology [JRCERT] **(IV.A.32)**;
- The Nutrition and Dietetic program receives approval and accreditation from the Dietary Manager Association and the Commission on Accreditation of Dietetic Education/ American Dietetic Association (CADE/ADA) **(IV.A.33)**;
- The College's Child Development Department communicates regularly with several organizations, including Oakland Head Start, the East Oakland License Child Care Association, Alameda County Health, First 5 of Alameda County, the State Foster Care and Kinship Program, and the Regional Center of the East Bay **(IV.A.34)**, and
- Merritt College's Fire Academy Program just became one of forty-seven accredited academies within California **(IV.A.35)**.

To sustain and enhance all of these programs, Merritt College ensures that the channels of effective communication are always open.

Self-Evaluation:

The College meets this Standard. As public institutions, Merritt College and the District recognize the importance of making information about programs and operations available and transparent. All of the reports to and from ACCJC and those due to external agencies are filed and posted on the College website for transparency. The Peralta District webpage posts audit and financial reports.

Supporting Evidence:

IV.A.30 Merritt College Accreditation Evidence
http://www.merritt.edu/wp/accreditation/evidence
IV.A.31 Merritt College Nursing Program
http://www.merritt.edu/wp/nurs/
IV.A.32 Merritt College Radiologic Science Program
http://www.merritt.edu/wp/radsc/
IV.A.33 Merritt College Nutrition & Dietetics Program
http://www.merritt.edu/wp/nutr/
IV.A.34 Merritt College Child Development Department
http://www.merritt.edu/wp/chdev/
IV.A.35 Merritt College Fire Academy Program
http://www.merritt.edu/wp/fisci/

Actionable Improvement Plan:

None

Standard IV.A.5

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary:

The College's participatory governance and decision-making structures and processes have been continually updated since first installation in the fall of 2005. Presently, CEMPC is charged with conducting annual reviews of the College's participatory governance and decision-making structures and processes **(IV.A.36)**. These processes are regularly evaluated to assure their integrity and effectiveness. CEMPC's latest evaluation (fall 2013) showed positive results but also noted five areas for potential improvement:

1. The strategic planning process could be improved;
2. The College could make better use of student achievement data;
3. There could be a stronger linkage and collaboration between the College's governance committees;
4. There could be broader campus-wide participation with and discussion of critical issues; and
5. The campus leadership team could be more proactive in creating positive cultural change (as seen below).

With this assessment in hand, Merritt quickly began taking action to address the identified challenges. For example, CEMPC implemented a strategic planning retreat with the College

Leadership Team, as described earlier. CEMPC recognized a major problem that governance committees were having which was the lack of specific direction for their actions. The retreat provided goals and objectives for the assessment of the College's planning and implementation process. In addition, student achievement data was gathered and presented at this retreat which served as a basis for establishing long-term college goals and objectives. These goals and objectives set the stage for establishing division and department strategic directions. Opening day of the retreat, August 14, 2014, also served to provide the basis for campus-wide participation with and discussion of critical issues. Through this approach, the College Leadership Team was able to become more proactive in its organizational development efforts. Representatives of the College Council now communicate more effectively and purposefully with their constituent groups. The results of CEMPC's evaluation and the outcomes of the strategic planning retreat have been widely communicated to the campus community.

Self-Evaluation:

The College meets this Standard. The decision-making structure for Merritt College and Peralta Community College District has a history of participatory governance application that is reinforced through its effectiveness. The various constituencies provide representatives which can tend to increase the collaborative nature of committees. Another benefit of enhanced governance processes is that committees have more time to deliberate and come to well-reasoned and thoughtful decisions.

Supporting Evidence:

IV.A.36 Merritt College Educational Master Planning Committee By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCEMPC-By-Laws.pdf

Actionable Improvement Plan:

None

Standard IV.B: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Abstract:

The Governing Board of the Peralta Community College District (PCCD) is comprised of four colleges and District Services. The roles and responsibilities for the Board of Trustees, Chancellor and College Presidents are clearly outlined and available for viewing by the general public on the District website and reinforced by the functional map between the District and each

college **(IV.B.1)**. Board policy delegates authority to the Chancellor to issue regulations and directives to the employees of the District **(IV.B.2)**. The Chancellor is charged with implementing district administrative procedures to ensure the quality, integrity, and effectiveness of student learning programs and services. Organizational charts **(IV.B.3)** outline the report lines from the District to each college which are available on the District and College websites.

Standard IV.B.1

> ***The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.***

Descriptive Summary:

The Peralta Community College District (PCCD) is comprised of four colleges: Berkeley City College, College of Alameda, Laney College, and Merritt College. The Governing Board for the PCCD consists of seven publicly elected members **(IV.B.4.)**. Each member is elected from a specific geographic area in North Alameda County, serving a four-year term. Board member terms are staggered with biennial elections in accordance with California Education Code (BP 2100 Board Elections) **(IV.B.5)**. Though elected by geographic area, the members of the governing board represent the interests of all county residents. Two student trustees (non-voting) are elected by the student body of the four colleges for a one-year term and may serve a maximum of two terms (BP 2015 Student Board Members) **(IV.B.6)**. On an annual basis the Governing Board elects a president and vice president (BP 2210 Officers) **(IV.B.7)**.

The Governing Board has clearly defined its duties and responsibilities **(IV.B.8)**. The Governing Board is committed to:

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards;
- Assure fiscal health and responsibility;
- Monitor institutional performance and educational quality;
- Advocate and protect the District;
- Delegate power and authority to the Chancellor to effectively lead the District,
- Hire the Chancellor and evaluate the Chancellor at least annually;
- Respect the authority of the Chancellor by providing policy, direction, and guidance to the Chancellor who is responsible for the management of the District and its employees; and
- Delegate authority to the Chancellor to issue regulations and directives to the employees of the District.

In keeping with theses duties, the Governing Board reviews and approves long-range academic and facilities plans and programs; approves courses of instruction and educational programs;

establishes academic standards, probation and dismissal and readmission polices; assumes responsibility for the District's operational and capital outlay budgets; regularly reviews enrollment and student achievement data; reviews and approves all grant requests; and maintains a strategic partnership with the Peralta Foundation. The Board assures that the District is financially sound through careful budget planning and ongoing budget reporting from the District Office of Finance.

As stated in the Peralta Community College District Mission and critical to the work of the Board, the District's purpose is to provide "accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees of Arts and Science and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment; and
- Early college programs for community high school students (BP 1200, Mission, 2011; reapproved 2014).

The Governing Board recognizes "the basic principle that they possess legal authority only when they are convened as a Board" and when necessary "will meet as a committee of the whole when it is found to be appropriate to consider items such as educational or facilities master planning, budget study sessions, audit status, or policy review." The purpose of "committee-of-the-whole meetings" (is) to gather information, hear from the public, and provide a forum to discuss pertinent issues that may ultimately come before the Board for further discussion and action.

Three board members are members of the Retirement Board **(IV.B.9)**. The Retirement Board committee meets quarterly to ensure sound fiscal decisions regarding GASB 45 and OPEB and provide reports to the governing board at a regular governing board meeting. There is a district website set aside specifically for this committee and all pertinent documents are posted and available for viewing by internal and external constituencies.

The Governing Board holds regularly scheduled meetings (BP 2310 Regular Meetings of the Board) **(IV.B.10)**, adheres to its policy on agenda development and posting (BP 2340 Agendas) **(IV.B.11)**, adheres to a conflict of interest policy (BP 2710 Conflict of Interest) **(IV.B.12)**, and agrees to a Code of Ethics and Standards of Practice (BP 2715) **(IV.B.13)**.

The Governing Board adheres to a clearly defined policy for selecting the District Chancellor (chief administrator) as outlined in Board Policy 2431 Chancellor Selection **(IV.B.14)**, delegates authority to the Chancellor as outlined in Board Policy 2430 Delegation of Authority **(IV.B.15)**, and annually evaluates the Chancellor in keeping with Board Policy 2435 Evaluation of the Chancellor **(IV.B.16)**. The Chancellor evaluates the College Presidents. (AP 7126 Management Performance Evaluations) **(IV.B.17)**. All board policies and district administrative procedures are posted at the District website.

The Chancellor, through the District Office of Educational Services, provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the District. The Office of Educational Services **(IV.B.18)** responsibilities include: the areas of institutional research; accreditation; strategic planning, which includes setting annual district measureable objectives; workforce and economic development; distance education; oversight of the District Council on Instruction, Planning and Development (CIPD); co-chair of the District Education Committee; and holds regular meetings with college Vice Presidents and Deans).

Board Policy 4020, Program, Curriculum, and Course Development **(IV.B.19)** assures the annual review of the quality of programs, integrity and effectiveness of student learning programs and services. At the college level the Academic Senate's Curriculum and Instructional Council, further strengthens the establishment of courses and programs to align them with the College's mission and strategic direction.

The Mission Statement for the College was recently updated to make explicit the importance of students attaining knowledge and skills to participate responsibly "in a global economy."

Self-Evaluation:

The College meets this Standard. The Governing Board, in keeping with the Mission of the Peralta Community College District, has established policies that assure the quality, integrity, and effectiveness of the student learning programs and services. The Governing Board has charged the Chancellor with setting and implementing district administrative procedures to ensure the quality, integrity, and effectiveness of student learning programs and services. The Chancellor is charged with providing regular reports to the board. The College President reports to the Chancellor and works collaboratively with the members of the Chancellor's Cabinet in fulfilling the Board Policies and Administrative Procedures. The selection and evaluation of the Chancellor and College President is carried out by clearly defined board policies.

Supporting Evidence:

IV.B.8 PCCD BP 2010 Board Membership
http://web.peralta.edu/trustees/files/2011/04/BP-2010-Board-Membership1.pdf
IV.B.9 PCCD BP 2100 Board Elections
http://web.peralta.edu/trustees/files/2011/04/BP_2100-BoardElections.pdf
IV.B.10 PCCD BP 2015 Student Board Members
http://web.peralta.edu/trustees/files/2011/04/BP_2015-Student-Board-Members5.pdf
IV.B.11 PCCD BP 2210 Officers
http://web.peralta.edu/trustees/files/2011/04/BP_2210-Officers.pdf
IV.B.12 PCCD BP 2220 Board Responsibilities
http://web.peralta.edu/trustees/bps-aps/
IV.B.13 PCCD Retirement Board By-Laws
http://web.peralta.edu/trustees/files/2011/06/Retirement-Board-Bylaws.pdf

IV.B.14 PCCD BP 2310 Regular Meetings of the Board
http://web.peralta.edu/trustees/files/2011/04/BP_2310-RegularMeetingsBoard.pdf

IV.B.15 PCCD BP 2340 Agendas
http://web.peralta.edu/trustees/files/2011/04/BP_2340-Agendas-Sep-143.pdf

IV.B.16 PCCD BP 2710 Conflict of Interest
http://web.peralta.edu/trustees/files/2011/04/BP-2710-Conflict-of-Interest1.pdf

IV.B.17 PCCD BP 2715 Code of Ethics and Standards of Practice
http://web.peralta.edu/trustees/files/2011/04/BP-2715-Code-of-Ethics-and-Standards-of-Practice.pdf

IV.B.18 PCCD BP 2431 Chancellor Selection
http://web.peralta.edu/trustees/files/2011/04/BP_2431-Chancellor_Selection_2011_Revision-Board-amendment.pdf

IV.B.19 PCCD BP 2430 Delegation of Authority to the Chancellor
http://web.peralta.edu/trustees/files/2011/04/BP-2430-Delegation-of-Authority-to-the-Chancellor.pdf

IV.B.20 PCCD BP 2435 Evaluation of the Chancellor
http://web.peralta.edu/trustees/files/2011/04/BP-2435-Evaluation-of-the-Chancellor.pdf

IV.B.21 PCCD AP 7126 Management Performance Evaluations
http://web.peralta.edu/trustees/files/2011/04/AP-7126-Management-Performance-Evaluations1.pdf

IV.B.22 PCCD Educational Services
http://web.peralta.edu/educationalservices/

IV.B.23 PCCD BP 4020 Program, Curriculum, and Course Development
http://web.peralta.edu/trustees/bps-aps/

Actionable Improvement Plan:

None

Standard IV.B.1.a

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary:

The Governing Board is an independent policy-making body. The Board President and Vice President adhere to their roles and responsibilities **(IV.B.20)**. The members of the Governing Board adhere to their appropriate roles and responsibilities **(IV.B.21)**. The members of the Governing Board commit to acting as a whole, that they "speak and act on behalf of the District, not as individuals" and "use care not to misrepresent their individual opinions or actions as those of the Board" **(Iv.B.22)**. Board members have authority only when acting as a board legally in session.

The Governing Board provides opportunity for public participation at Board meetings **(IV.B.23)**. The Governing Board also ensures a role for the Academic Senate, staff and students in local decision making (BP 2510 Participation in Local Decision Making) **(IV.B.24)**. Lastly, the Governing Board is made aware of the Colleges' student achievement data and analysis with an annual presentation from the Office of Educational Services and Vice Chancellor of Educational Services. The presentation is extensive and includes traditional course work as well as distance education learning **(IV.B.25)**.

Self-Evaluation:

The College meets this Standard. Governing Board members have authority only when acting as a board legally in session. Once the board reaches a decision, it acts as a whole. Board members annually file statements of economic interest. Further, because the District is a public entity, the Governing Board is ultimately responsible to the citizens of the District.

Supporting Evidence:

IV.B.24 PCCD BP 2210 Officers
http://web.peralta.edu/trustees/files/2011/04/BP_2210-Officers.pdf
IV.B.25 PCCD BP 2220 Board Responsibilities
http://web.peralta.edu/trustees/bps-aps/
IV.B.26 PCCD BP 2200 Committee of the Whole
http://web.peralta.edu/trustees/files/2011/04/BP_2220-CommitteeWhole.pdf
IV.B.27 PCCD BP 2345 Public Participation at Board Meetings
http://web.peralta.edu/trustees/files/2011/04/BP-2345-Public-Participation-at-Board-Meetings.pdf
IV.B.28 PCCD BP 2510 Participation in Local Decision Making
http://web.peralta.edu/trustees/files/2013/12/BP-2510-Participation-in-Local-Decision-Making.pdf
IV.B.29 PCCD Board of Trustees Presentation on Student Success Scorecard

Actionable Improvement Plan:

None

Standard IV.B.1.b

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary:

The District's mission is to **(IV.B.26)**:

- Empower our students to achieve their highest aspirations;
- Develop leaders who create opportunities and transform lives;
- Provide students and communities with equitable access to educational resources, experiences, and life-long opportunities to meet and exceed their goals; and
- Deliver programs and services that sustainably enhance the region's human, economic, environmental, and social development.

Board policies related to academic affairs are developed and reviewed by the Board **(IV.B.27)**. The administrative procedures to implement these policies are developed and reviewed under the Chancellor's leadership. The policies and procedures are consistent with the District and the College mission statements, federal laws, California Education Code, and State Title 5 regulations. Also, the District's five strategic planning goals are consistent with policies and procedures and address the improvement of student learning programs and services and the resources necessary to support them. The goals are:

- Advance Student Access, Success, and Equity;
- Engage Communities and Partners;
- Build Programs of Distinction;
- Create a Culture of Innovation and Collaboration; and
- Develop Resources to Advance and Sustain our Mission.

The District annually sets institutional outcomes to address and implement the strategic goals. Those institutional outcomes seek to ensure quality, integrity, and improvement of student learning programs and services, as well as provide the resources needed to support them. The annual institutional outcomes are presented at the annual Planning and Budgeting Integration Summit. Each college then sets measureable outcomes/objectives in alignment with the district-wide institutional outcomes. The colleges then provide an update as to how the measureable outcomes/objectives were achieved.

The Planning and Budgeting Integration Model (PBIM) sub-committees (Technology, Facilities, Education, and Planning and Budgeting Council), are established pursuant to Board Policies and District Administrative Procedures, have as their main goal/objective to ensure the quality, integrity, and improvement of student learning and programs and services and to address the resources necessary to support them **(IV.B.28)**. Through this district-wide committee process, the colleges and District service centers work together to ensure student success.

Self-Evaluation:

The College meets this Standard. The Governing Board acts in a responsive manner based on its expectations for quality, integrity, and improvement of student learning programs and services. It reviews all policies, especially those pertaining to educational services and offerings, on a regular basis to ensure that these policies are consistent with the District Mission Statement. The Chancellor makes certain that all district administrative procedures which implement board policy ensure the quality, integrity, and improvement of student learning programs and services. The District Budget Allocation Model provides a defined method for allocating funding to the colleges for student learning programs and services. The District also assists the colleges in

seeking additional funding through grants and special programs targeted toward the quality, integrity, and improvement of student learning programs and services, and those requests are presented to the Governing Board for review and approval. The voter approved Measure B Parcel Tax further provides college and district-wide resources to address student needs. These funds are now linked to a funding process called Peralta Accountability for Student Success Program.

Supporting Evidence:

IV.B.30 PCCD BP 1200 Mission
http://web.peralta.edu/trustees/files/2013/12/BP-1200-Mission-edits.pdf
IV.B.31 PCCD Board of Trustees
http://web.peralta.edu/trustees/
IV.B.32 PCCD Planning & Budgeting Integration
http://web.peralta.edu/pbi/

Actionable Improvement Plan:

None

Standard IV.B.1.c

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary:

Final approval and responsibility for the educational programs and fiscal integrity of the District is the responsibility of the Governing Board. In its policy on duties and responsibilities (BP 2200), the board acknowledges its responsibility to "establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations," "monitor institutional performance and educational quality," "assure fiscal health and stability," and "advocate and protect the District."

Various board policies in Chapters Four and Five of the Board Policy Manual speak to educational quality, are adhered to by the District and Colleges and are regularly updated. Those policies include program, curriculum and course development; general education; articulation; graduation requirements; student learning outcomes; standards of scholarship; the provision of essential student support services, including the Student Success and Support Program; and others, and these policies can be found on the District website.

A regular agenda item at each board meeting is the Chancellor's Report which provides the Chancellor the opportunity in public session to have the various Vice Chancellors and College Presidents update the Board on various topics and initiatives, which can include grant applications, curriculum changes, programs of distinction, education planning, student

achievement, enrollment data, and other such reports that address educational quality and financial integrity.

The Board at each meeting receives an oral report from the District Academic Senate President which consistently addresses the obligation to provide students educational quality and ensure their success.

In conjunction with the Chancellor and District General Counsel, the Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the colleges and the District office. As needed, the District hires other employees to take on specific tasks. The Board is regularly updated on legal matters in closed session **(IV.B.29)**.

The Governing Board assumes responsibility for monitoring all aspects of district and college finances. An external auditor conducts an annual, independent audit of the District's financial statements and accounting practices, which is reviewed by the Board and presented at a public meeting. The Chief Financial Officer regularly holds meetings of the Retirement Board regarding Other Post-Employment Bonds (OPEB), and investments which meet GASB 45 regulations. The Board receives quarterly financial reports and enrollment reports in addition to a comprehensive multi-year annual report on the financial condition of the District, as required by the state following the guidelines of the State Chancellor's Office for California Community Colleges **(IV.B.30)**.

Self-Evaluation:

The College meets this Standard. The Governing Board, functioning as an independent body, has ultimate responsibility for educational quality, legal matters, and financial integrity **(IV.B.31)**. The Board's decisions are in keeping with the District's Mission and adhere to federal law, state law and regulations, and local policies and guidelines.

Supporting Evidence:

IV.B.33 PCCD Board of Trustees Meeting Agendas & Minutes
http://web.peralta.edu/trustees/2011-2012-agendas-minutes/

IV.B.34 CCCCO *Budget & Accounting Manual*
http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Standards/BAM/bam2012ed/CompleteBAM/Budget_and_Accounting_Manual_2012_Edition.pdf

IV.B.35 PCCD Board Policies
http://web.peralta.edu/trustees/bps-aps/

Actionable Improvement Plan:

None

Standard IV.B.1.d

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary:

The Governing Board's policies specify the Governing Board's size, duties, responsibilities, structure, and operating procedures are approved by the board and published in the Board Policy Manual.

The policies specific to this Standard were reviewed and approved by the Governing Board in September 2011 and are regularly reviewed by the Board **(IV.B.32-48)**.

Self-Evaluation:

The College meets this Standard. The Governing Board publishes its by-laws and policies pertaining to its size, duties, responsibilities, structure, and operating procedures. These are publically available on the District's website.

Supporting Evidence:

IV.B.36 PCCD BP 2010 Board Membership
http://web.peralta.edu/trustees/files/2011/04/BP-2010-Board-Membership1.pdf

IV.B.37 PCCD BP 2100 Board Elections
http://web.peralta.edu/trustees/files/2011/04/BP_2100-BoardElections.pdf

IV.B.38 PCCD BP 2015 Student Board Members
http://web.peralta.edu/trustees/files/2011/04/BP_2015-Student-Board-Members5.pdf

IV.B.39 PCCD BP 2210 Officers
http://web.peralta.edu/trustees/files/2011/04/BP_2210-Officers.pdf

IV.B.40 PCCD BP 2200 Board Duties and Responsibilities
http://web.peralta.edu/trustees/files/2011/04/BP_2200-BoardDutiesResponsibilities.pdf

IV.B.41 PCCD BP 1200 Mission
http://web.peralta.edu/trustees/files/2011/04/BP_1200-Mission-edits2.pdf

IV.B.42 PCCD BP 2220 Committee of the Whole
http://web.peralta.edu/trustees/files/2011/04/BP_2220-CommitteeWhole.pdf

IV.B.43 PCCD Retirement Board
http://web.peralta.edu/trustees/board-committees/retirement-board/

IV.B.44 PCCD BP 2310 Regular Meetings of the Board
http://web.peralta.edu/trustees/files/2011/04/BP_2310-RegularMeetingsBoard.pdf

IV.B.45 PCCD BP 2340 Agenda Development and Posting
http://web.peralta.edu/trustees/files/2011/04/BP_2340-Agendas-Sep-143.pdf

IV.B.46 PCCD BP 2715 Code of Ethics and Standards of Practice
http://web.peralta.edu/trustees/files/2011/04/BP-2715-Code-of-Ethics-and-Standards-of-Practice.pdf

IV.B.47 PCCD BP 2345 Public Participation at Board Meetings
http://web.peralta.edu/trustees/files/2011/04/BP-2345-Public-Participation-at-Board-Meetings.pdf

IV.B.48 PCCD BP 2510 Participation in Local Decision Making
http://web.peralta.edu/trustees/files/2013/12/BP-2510-Participation-in-Local-Decision-Making.pdf

IV.B.49 PCCD BP 2330 Quorum and Voting
http://web.peralta.edu/trustees/files/2013/12/BP-2330-Quorum-Voting.pdf

IV.B.50 PCCD BP 2360 Minutes and Recording
http://web.peralta.edu/trustees/files/2011/04/BP-2360-Minutes-and-Recording.pdf

IV.B.51 PCCD BP 2740 Board Education
http://web.peralta.edu/trustees/files/2011/04/BP-2740-Board-Education.pdf

IV.B.52 PCCD BP 2745 Board Evaluation
http://web.peralta.edu/trustees/files/2011/04/BP-2745-Board-Evaluation.pdf

Actionable Improvement Plan:

None

Standard IV.B.1.e

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary:

The Governing Board for the Peralta Community College District is charged with establishing policies which govern the operation of the District and has the expectation that all policies are followed properly. The governing board charges the Chancellor to develop and implement administrative procedures applicable to the board policies. The Board Policy Manual which contains approved policies and administrative procedures, as noted previously, is posted on the District's website **(IV.B.49)**.

In 2011 the Governing Board made a decision to convert all existing policies and procedures to the Community College League of California (CCLC) format/process. CCLC provides a legal service to assist governing boards throughout the California Community College system in maintaining updated and accurate board policies and administrative procedures. Given the conversion to the CCLC process, no policy or procedure at this time is older than 2011.

Many policies and procedures have been updated since 2011 as advised by CCLC per their update reports, which are provided at least every six months. Further, given the ongoing changes by the state legislature to Education Code and resultant changes in state Title 5 regulations, the Chancellor also can recommend policy and procedural changes to implement the changes at the State level even prior to any recommendation from CCLC. Administrative Procedure 2410 **(IV.B.50)** provides a clear procedure for the Policy Development Process.

All board agendas, minutes, and videos of governing board meetings can be found at the following website: http://web.peralta.edu/trustees/meetings-votelog/. As can be seen in reviewing board agenda, minutes, or videos of board meetings, the board's actions are consistent with its policies and with district administrative procedures.

Self-Evaluation:

The College meets this Standard. The Governing Board regularly evaluates its policies and district practices, revises them as necessary, and acts in a manner that is consistent with its policies and by-laws. The Governing Board is greatly assisted in this process through the legal service provided by the Community College League of California.

Supporting Evidence:

IV.B.53 PCCD Website
http://web.peralta.edu/
IV.B.54 PCCD BP 2410 Board Policy and Administrative Procedure
http://web.peralta.edu/trustees/files/2011/04/BP-2410-Board-Policy-and-Administrative-Procedure1.pdf

Actionable Improvement Plan:

None

Standard IV.B.1.f

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary:

The Governing Board has a process for board member development. New board members (trustees) and a new board president are provided with a board orientation. Board members are encouraged to annually attend at least one professional workshop conducted by one of the associations of community college trustees. Board members attend various workshops, trainings, and conferences provided by the California Community College Trustees (CCCT), the Community College League of California (CCLC), and the Association of Community College Trustees (ACCT) in order to keep current on issues and trends effecting post-secondary education **(IV.B.51-54)**. Further, the Board engages in study sessions at least annually, which are open to the public.

The current members of the Governing Board have participated in the Community College League of California's Board Governance Education Program which focuses on the following competencies: Accreditation, Student Success, Governance, Fiscal Responsibilities, Board

Evaluation, Ethics Training, and Brown Act Training. The Board held a study session in November 2013 to refresh their understanding of Board member duties and responsibilities. Board members are elected for four-year terms and those terms are staggered as stated in Board Policy 2100, Board Elections, which adheres to California Education Code.

Self-Evaluation:

The College meets this Standard. The Governing Board trustees provide orientation for new board members. Board members attend professional workshops and conferences and belong to the appropriate professional organizations. The board participates in trainings provided by the Community College League of California. The board does have a process in place that provides for continuity of board membership and staggered terms of office.

Supporting Evidence:

IV.B.55 PCCD BP 2740 Board Education
http://web.peralta.edu/trustees/files/2011/04/BP-2740-Board-Education.pdf
IV.B.56 CCLC Trustee Handbook
http://web.peralta.edu/trustees/files/2011/06/TrustHdbkWeb1.pdf
IV.B.57 CCLC Learning Guide
http://web.peralta.edu/trustees/files/2011/06/Learning-Guide-for-new-CC-trustees.pdf
IV.B.58 Example of Peralta Trustee Workshop

Actionable Improvement Plan:

None

Standard IV.B.1.g

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary:

The Governing Board undertakes a self-evaluation annually **(IV.B.55)**. The self-evaluation is conducted during the months of November and December. A self-evaluation form is provided to each trustee and student trustee near the 15th of November **(IV.B.56)**. Trustees complete the self-evaluation form and deliver it to the Board President by the end of November. The document is used as the foundation for a formal discussion during a workshop scheduled in conjunction with the December board meeting. The board goal in self-evaluation is to share views, values, concerns, and priorities and recommendation among themselves. The results of the self-evaluation process are used to identify accomplishments in the past year and goals for the upcoming year.

Self-Evaluation:

The College meets this Standard. The Governing Board's process for assessing its performance is clearly defined in Board Policy 2745, Board Evaluation. The policy is publically available on the District's website on the Board of Trustees webpage.

Supporting Evidence:

IV.B.59 PCCD BP 2745 Board Evaluation
http://web.peralta.edu/trustees/files/2011/04/BP-2745-Board-Evaluation.pdf
IV.B.60 CCLC Trustee Handbook
http://web.peralta.edu/trustees/files/2011/06/TrustHdbkWeb1.pdf

Actionable Improvement Plan:

None

Standard IV.B.1.h

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary:

Board Policy 2715, Code of Ethics and Standards of Practice, details the standards of ethical conduct for board members **(IV.B.57)**. This policy is supported by the following **(IV.B.58-62)**:

- BP 2220 Committee of the Whole
- BP 2710 Conflict of Interest
- BP Special Interest Groups
- BP 2350 Speakers and Decorum
- BP 2315 Closed Sessions
- BP 2200 Board Duties and Responsibilities
- BP Administrative Matters

Any allegations of violation of the code of ethics are to be directed to the President of the Board or the Vice President if the President's behavior is in question.

Self-Evaluation:

The College meets this Standard. The Governing Board works to be collegial, collaborative, and professional. The Governing Board takes seriously their responsibility to the colleges, the community, and the law.

Supporting Evidence:

IV.B.61 PCCD BP 2715 Code of Ethics and Standards
http://web.peralta.edu/trustees/files/2011/04/BP-2715-Code-of-Ethics-and-Standards-of-Practice.pdf
IV.B.62 PCCD BP 2220 Committee of the Whole
http://web.peralta.edu/trustees/files/2011/04/BP_2220-CommitteeWhole.pdf
IV.B.63 PCCD BP 2710 Conflict of Interest
http://web.peralta.edu/trustees/files/2011/04/BP-2710-Conflict-of-Interest1.pdf
IV.B.64 BP on Handling Special Interest Groups
IV.B.65 PCCD BP 2350 Speakers and Decorum
http://web.peralta.edu/trustees/files/2011/04/BP-2350-Speakers-and-Decorum.pdf
IV.B.66 PCCD BP 2315 Closed Sessions
http://web.peralta.edu/trustees/files/2013/12/BP-2315-Closed-Sessions.pdf
IV.B.67 PCCD BP 2200 Board Duties and Responsibilities
http://web.peralta.edu/trustees/files/2011/04/BP_2200-BoardDutiesResponsibilities.pdf
IV.B.68 BP on Handling Administrative Matters

Actionable Improvement Plan:

None

Standard IV.B.1.i

The governing board is informed about and involved in the accreditation process.

Descriptive Summary:

The Board of Trustees has been informed about and involved with the accreditation process through regular reports from the Chancellor, Vice chancellors, and College Presidents. The four Peralta colleges, and the District Service Center, have been required to file numerous follow-up reports with the Accrediting Commission for Community and Junior Colleges (ACCJC) from 2010 through 2013. Those follow-up reports addressed numerous district recommendations and some of those were specific to the Governing Board (see *"Responses to Previous ACCJC Recommendation"* above). Further, those follow-up reports were followed up with ACCJC site visits. All reports required by ACCJC are placed on board agendas for board review and approval. The Governing Board has also been provided regular updates on strategies and processes that were used to respond to the various recommendations to ensure that the District/Colleges came into compliance with eligibility requirements, accreditation standards, and commission policies.

The Governing Board's response to these reports makes it evident that the board takes the accreditation process seriously and wants to be knowledgeable regarding all the work that is being done to meet and comply with eligibility requirements, accreditation standards, and commission policies. Board Members have made themselves available to meet with the various visiting teams from ACCJC. The Governing Board assumes full responsibility for ensuring that all ACCJC recommendations are effectively and efficiently responded to in a timely manner.

The Governing Board also participates in various Community College League of California (CCLC) events which provide information and updates regarding regional accreditation, and often members of the Accrediting Commission for Community and Junior Colleges (ACCJC) staff provide workshops at these events **(IV.B.63-64)**.

Self-Evaluation:

The College meets this Standard. The Governing Board is well informed about and appropriately involved in the accreditation process. The Governing Board is clear about the purpose and value of accreditation and the ongoing need to meet and exceed accreditation standards.

In a Study Session on November 12, 2013, the Board addressed accreditation and the minutes for this study session report the following Board position **(IV.B.65)**:

> "Accreditation is fundamental to how we operate. Because of accreditation standards, our focus is on best practices when it comes to institutional integrity, teaching and learning processes, student support systems, resources, governance, etc. If we could meet those standards on a regular ongoing basis, we would have a stellar district that we would be proud of. The reputation of our district, it would be enhanced as we continue to meet our accreditation responsibility. This next cycle is critical for us to do so. (The former President of the Board) alerted everyone to the "Guide to Accreditation for Governing Boards" publication which explains the Accreditation Standards that describe the duties and responsibilities of Governing Board Members for meeting Accreditation Standards and for leading a results-oriented college."

Supporting Evidence:

IV.B.72 CCLC Annual Convention: An Oasis of Opportunity, November 2014
http://leagueconvention.wordpress.com/
IV.B.73 CCLC Legislative Conference, January 2015
http://www.ccleague.org/i4a/pages/Index.cfm?pageID=3424
IV.B.74 PCCD Board of Trustees Meeting Minutes, 11/12/13
http://web.peralta.edu/trustees/files/2011/04/11-12-13-minutes-revised.pdf

Actionable Improvement Plan:

None

Standard IV.B.1.j

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full

responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary:

The Governing Board has the responsibility for selecting and hiring the chancellor of the Peralta Community College District and the process for selecting a Chancellor **(IV.B.66)**. The Governing Board conducts annual evaluations of the chancellor in closed session. The role and responsibilities of the Chancellor are outlined in Board Policy 2430, Delegation of Authority to the Chancellor, and in the Chancellor's job description **(IV.B.67)**. Board Policy 2435 provides for the Evaluation of the Chancellor **(IV.B.68)**.

The Governing Board delegates full responsibility and authority to the chancellor to implement and administer board policies and administrative procedures without Board interference and holds the Chancellor accountable for the operation of the District. The Governing Board has taken seriously an ACCJC recommendation requiring the Board not to micromanage the District and has charged the Chancellor with full responsibility for administering the District. The selection/hiring process for College Presidents, overseen and managed by the Chancellor, is contained in Board Policy 7120 **(IV.B.69)**.

The Chancellor meets weekly with his Cabinet, comprised of the Deputy Chancellor, the Vice Chancellors; the Associate Vice Chancellor of Information Technology; Associate Vice Chancellor of Student Services; General Counsel; the Director of Public Information, Communications and Media; and the four College Presidents. These meetings provide the forum for addressing District strategic and educational planning with the purpose of maintaining quality educational programs and services for the community.

Self-Evaluation:

The College meets this Standard. Procedures are in place for the selection and evaluation of the Chancellor and the College Presidents. The Board and the Chancellor adhere to these procedures, respectively. Board members understand their role is limited to policy making, and this commitment is clearly stated in Board policies. The Board has and upholds a policy for delegation of authority to the Chancellor and by extension to the college Presidents.

Supporting Evidence:

IV.B.75 PCCD BP 2431 Chancellor Selection
http://web.peralta.edu/trustees/files/2011/04/BP_2431-Chancellor_Selection_2011_Revision-Board-amendment.pdf

IV.B.76 PCCD PB 2430 Delegation of Authority to the Chancellor
http://web.peralta.edu/trustees/files/2011/04/BP-2430-Delegation-of-Authority-to-

the-Chancellor.pdf
PCCD Chancellor Job Description
http://web.peralta.edu/hr/files/2012/10/Chancellor-JD1.pdf

IV.B.77 PCCD BP 2435 Evaluation of the Chancellor
http://web.peralta.edu/trustees/files/2011/04/BP-2435-Evaluation-of-the-Chancellor.pdf

IV.B.78 PCCD BP 7120 Recruiting and Hiring
http://web.peralta.edu/trustees/files/2011/04/BP-7120-Recruitment-and-Hiring1.pdf

Actionable Improvement Plan:

None

STANDARD IV.B.2

The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary:

Merritt College's President has primary responsibility for providing quality and effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The College President is responsible to the Chancellor of the Peralta Community College District and serves as the Chief Executive Officer of the College. The President plans, organizes, develops, selects, and evaluates college personnel and assesses institutional effectiveness **(IV.B.70)**. In addition, the Chancellor's cabinet members identify college and district-wide policies and administrative procedures.

The College's organizational structure **(IV.B.71)** is led by the Executive Team consisting of the President, Vice President of Instruction, the Vice President of Student Services, and the Director of Business and Administrative Services. The President and the College Administrative Team are responsible for implementing Board Policies, Administrative Procedures, the California Education Code, collective bargaining contracts, college contracts, and external agency agreements.

The President and designated representatives from the various constituencies utilize the participatory decision-making process as a means of soliciting input and increasing formal dialogue on institutional priorities. The participatory governance process funnels recommendations to the College Council and provides recommendations to the President on all major decisions affecting the College **(IV.B.72)**.

As of January 2013, a new President was appointed and has provided stability in executive leadership and a renewed interest in collective leadership. The new President has an open door

policy and makes time to listen to employees. She advocates for the College's mission and how the College can better serve its communities.

The College President supports and sponsors faculty and/or staff initiated proposals that promote student success. Additionally, she promotes new ideas by supporting and advocating for grants, new programs, expansion of student recruitment and outreach efforts, grants (CPT & CTE Enhancement Funds), study abroad and other innovative methods of deepening learning and achieving student success **(IV.B.73)**.

Self-Evaluation:

The College meets this Standard. Since the new president was appointed, she has established institutional effectiveness in maintaining quality of instruction, student services, and fiscal management. She actively engages in the participatory governance process on a weekly basis with all the College constituencies. She maintains regularly scheduled meetings with leaders and governance committees.

Supporting Evidence:

IV.B.79 Merritt College President Job Description
http://web.peralta.edu/hr/files/2012/10/College-President-MC-JD.pdf

IV.B.80 Merritt College Organizational Chart
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-organizational-chart-2014.12.01.pdf

IV.B.81 Merritt College Council By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-By-Laws.pdf

IV.B.82 PASS Proposal Template
CPT Workplan
CTE Enhancement proposal
Study Abroad Program Flyer

Actionable Improvement Plan:

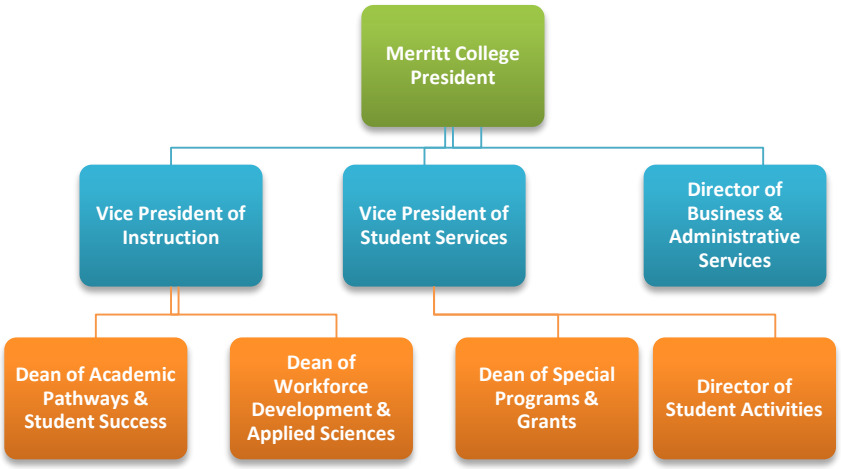
None

IV.B.2.a

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary:

Merritt College's President supervises an administrative structure comprising three executive administrators and four mid-level managers, as outlined below:



The President also directly supervises a contracted public information officer, an executive assistant, and a staff assistant.

With the assistance of this Administrative Team, as well as the College's participatory governance committees, the President plans and evaluates the resource needs for the College and promotes those needs within the Chancellor's Cabinet and District committees. The President delegates authority to administrators and others consistent with their responsibilities and delegated authority **(IV.B.74)**.

Self-Evaluation:

The College meets this Standard with clear organizational structure that outlines the functions of the College president and details those functions that are delegated to other administrative levels. The president is ultimately responsible for oversight of the College budget, planning, governance structure, personnel, and College image.

Supporting Evidence:

IV.B.83 PCCD Human Resources—Management Job Descriptions
http://web.peralta.edu/hr/job-descriptions/management/

Actionable Improvement Plan:

None

Standard IV.B.2.b

The president guides institutional improvement of the teaching and learning environment by the following:

- ***establishing a participatory process that sets values, goals, and priorities;***
- ***ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;***
- ***ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and***
- ***establishing procedures to evaluate overall institutional planning and implementation efforts.***

Descriptive Summary:

Since the last comprehensive accreditation visit, the prior permanent and interim presidents guided and supported the teaching and learning environment by utilizing the governance structure and updating the College Educational Master Plan. The College Educational Master Planning Committee (CEMPC), which provides a smooth transition to the District Planning and Budgeting Integration Model (PBIM), supports the participatory governance and participatory decision-making structure for district-wide operational planning, budgeting, and resource allocation. The College's and District's missions, strategic goals, and institutional objectives are all identified and evaluated annually to enhance current practices and/or provide the impetus to revise and improve them.

The College President facilitates the establishment and assessment of the College goals, priorities and teaching and learning self-evaluation. This consistent focus reinforces the College and District integration planning model adopted in 2009. The model assures continuous quality improvement to the teaching and learning environment as well as directs resources to the areas with the highest assessed needs.

At the local level, the College Leadership Team guided a comprehensive strategic planning session during the summer of 2014. It was a participatory governance process with representatives from all college constituencies: Academic Senate, Classified Senate, Associated Students, Administration, and the Council of Department Chairs and **(IV.B.75)** Program Directors (CDCPD). The agreed upon strategic goals and objectives were forwarded to CEMPC for the purpose of reviewing and prioritizing the suggested goals. This process included in-depth research, comparison and analysis of the College's department/program annual program unit plans (APUs) for the purpose of course, program, and services alignment. The APUs included data on student learning outcomes and student success data for planning and prioritization of specific program objectives to increase the College's effectiveness.

Once the goals and objectives were refined they were forwarded to the highest participatory governance committee: the College Council. The College Council's task was to finalize the College goals and priorities and forward them to the College President for approval and implementation.

Self-Evaluation:

The College meets this Standard. The College President has created an organizational structure that clearly outlines the functions of the College President and details those functions that are delegated to other administrative and quasi-administrative levels. The collegial nature of the enhanced participatory governance structure encourages the College constituencies to acknowledge that the ultimate responsibility for oversight of the College budget, planning, governance structure, personnel and community partnerships rests with the College President.

The College President is actively seeking to fill all vacant administrative positions so that stability can be achieved and effective and consistent support for faculty and students can be maintained. With the exception of the College President, the executive leadership members are all new to their positions, and the College is currently conducting a search to fill one of two permanent deans' positions. The President recently hired a new permanent dean for Division 1, Academic Pathways and Student Success. Over the years, the College continues to be challenged to maintain stable administrative leadership for the College.

In the past the District provided an Administrative Leadership training program as a means of professional development for faculty interested in moving into administrative leadership positions. Re-instituting this program is advisable in order to ensure continuous quality personnel, both from faculty and administration ranks, with experience from within the District.

Supporting Evidence:

IV.B.84 Merritt College Strategic Goals & Objectives, 2014-17
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-strategic-goals-objectives-2014-2017.pdf
Merritt College Council Meeting Minutes

Actionable Improvement Plan:

To increase administrative position stability and enhance the College's participatory governance process, the College President will complete the permanent searches for administrative positions by spring 2015 and support long term planning and administrative stability by assisting with and advocating for reconvening the District Administrative Leadership Training Program as a means of fostering future administrative leaders from within existing faculty and administration personnel.
Administrative Lead: College President

Standard IV.B.2.c

The president assures the implementation of statutes regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary:

The President assures the implementation of statutes, regulations, and governing board polices and assures that institutional practices are consistent with the institutional mission and policies on a regular basis through her leadership, communication, and monitoring the effective implementation of administrative procedures **(IV.B.76)**. The President also stays informed on state-wide actions and developments from the Board of Governors, directives from the System's Chancellor's Office, and legislative developments that have a direct or indirect impact on the community colleges. The President regularly attends CEO meetings, conferences, and events to collaborate and confer with her colleagues from other colleges on changes and issues that may have an impact on the community college system **(IV.B.77)**. Examples of adherence to regulations and policies begin with familiarizing faculty and staff with policies and procedures, which are available on the District website. The President is also an active member of the District Chancellor's Cabinet and contributes to the creation of the weekly agenda with a major focus on items related to policy and the overall implementation of the College and District strategic goals. The President disseminates this information to the College constituencies that have a stake in implementing regulations and making changes to policy.

The President assures that college goals align with the College mission and are implemented through the integrated resource allocation model. The President and all college administrators attend all Board of Trustee meetings. The President meets on a bi-weekly basis with all college administrators and on a weekly basis with the executive members. The agenda is collaboratively developed and frequently relates to policy and procedure implementation. All governance committees meet on a monthly basis and through interaction with the President and her administrative team (as well as their own sources of information) incorporate matters related to external directives and changes to the College mission and polices.

Self-Evaluation:

The College meets this Standard. The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with the institutional mission and policies. She is informed, inclusive, and collaborates with all college constituencies. She also assures coordination with District services for consistency of procedures.

Supporting Evidence:

IV.B.91 PCCD Human Resources—Job Descriptions
IV.B.85 Merritt College President Job Description
http://web.peralta.edu/hr/files/2012/10/College-President-MC-JD.pdf
IV.B.86 Sample of Conferences/Workshops attended by College President

Actionable Improvement Plan:

None

Standard IV.B.2.d

The president effectively controls budget and expenditures.

Descriptive Summary:

The College President effectively monitors and controls budgets and expenditures. As the Chief Executive Officer of the College, the President is responsible for developing and administering the College budget with the assistance from the Director of Business and Administrative Services. The College President and the Director of Business and Administrative Services work with the College's participatory committees to implement the annual integrated resources of the College. All participatory governance committees, but especially the Budget Committee, have the opportunity to contribute to the budget development and expenditure processes that relate directly to their areas **(IV.B.78)**. All of these processes draw assessment findings into the determination of budgets. For more information on this process please revisit Standard III.D.

Self-Evaluation:

The College meets this Standard. The President works with the College Executive Team **(IV.B.79)** and District/College governance committees and organizational personnel to effectively control budgets and expenditures.

Supporting Evidence:

IV.B.87 Example of President's approval of college budget
IV.B.88 Merritt College Executive Team Meeting Schedule

Actionable Improvement Plan:

None

Standard IV.B.2.e

The President works and communicates effectively with the communities served by the institution.

Descriptive Summary:

The College President communicates effectively with the community surrounding the College and local communities served by the institution within Alameda County **(IV.B.80)**. Local neighbors and community members receive notification for ground-breaking and/or ribbon-cutting ceremonies for new and/or renovated buildings on campus, enabling them to better understand how their community-supported bond measure funds are used for college facilities and infrastructure, and the President also provides community members a forum to express their concerns about the impact these developments may have on their lives. During the construction of the new Allied Health and Science building a time lapse web-cam was placed at the building site to show the community how the project was developing. A link to the video was put on the Merritt College website **(IV.B.81)**.

The College and President support the Barbara Lee & Elihu Harris Lecture Series by hosting the Martin Luther King Jr. Freedom Center **(IV.B.82)**. The College grants to the Center several offices free of charge as a contribution to the community. The lecture series and the Freedom Center promote an exchange of ideas to inspire the community and to enhance leadership.

The President is a member of the Oakland Rotary, Oakland Metropolitan Chamber of Commerce, Oakland African American Chamber of Commerce, and the Hispanic Chamber of Commerce of Alameda County. The College communicates to the public through access to College website links regarding campus events, construction updates, and news releases **(IV.B.83)**.

Self-Evaluation:

The College meets this Standard. The College President is actively engaged in the campus and service community to maintain strong and influential ties to the community in order to promote the best interests of the community. In her short tenure, the College President has been recognized for her accomplishments by local legislators and county representatives.

Supporting Evidence:

IV.B.89 Merritt College news items on President's community activities
IV.B.90 Merritt College Science Building Construction Webcam
http://oxblue.com/open/clarksullivan/merritt

IV.B.91 Martin Luther King Freedom Center
http://www.merritt.edu/wp/martin-luther-king-jr-freedom-center/
IV.B.92 Merritt College Website
http://www.merritt.edu/wp/

Actionable Improvement Plan:

None

STANDARD IV.B.3

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Descriptive Summary:

Merritt College and Peralta District clearly delineate and publish the institutional governance structures on their respective websites. The District functional mapping document **(IV.B.84)** was a collaboratively-developed document that details the District's and College's operational responsibilities, whether primary, secondary, or shared, in relation to tasks outlined in the various Accreditation Standards.

Self-Evaluation:

The College meets this Standard. The District provides key leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the District/system and acts as the liaison between the colleges and the Governing Board.

Supporting Evidence:

IV.B.93 PCCD Functional Map

Actionable Improvement Plan:

None

Standard IV.B.3.a

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary:

The publicly elected Board of Trustees is the Governing Board for the Peralta Community College District and its four Colleges. The authority of the Governing Board is delineated in California Education Code, and is mandated to provide fiduciary oversight of and direction to the District. The Governing Board ensures that current Board Policy addresses key operational issues identified for a California community college district.

The Governing Board recruits, selects, and appoints the Chancellor and delegates to the Chancellor executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action. The role and responsibilities of the Chancellor are delineated in Board Policy 2430 **(IV.B.85)**. Authority and responsibility for implementing policies and procedures of the governing board, as well as the directives from the Chancellor, at the college level rests with the College President as stated in Administrative Procedure 2430.

The Deputy Chancellor and Chief Operating Officer; Vice Chancellor of Educational Services; the General Counsel; and the Director of Public Information, Communication, and Media report directly to the Chancellor. The Vice Chancellor of General Services, the Vice Chancellor of Human Resources and Employee Relations, the Office of Finance and Administration, and the Associate Vice Chancellor for Informational Technology report to the Deputy Chancellor and Chief Operating Officer. The roles and responsibilities of these administrators are delineated in job descriptions which are housed in the District Office of Human Resources **(IV.B.86)**. General statements of responsibilities of the Vice Chancellors are also included in Administrative Procedure 2430.

All district administrators noted above and the four College Presidents form the Chancellor's Cabinet. The Chancellor's Cabinet meets weekly at the District Office in an effort to set and communicate expectations of educational excellence and integrity throughout the District and to assure ongoing support for the effective operations of the Colleges by the District Offices. This team serves to ensure (1) a clear delineation of the role of the district office administrators versus the college presidents and (2) accountability for planning and decision-making as relates to district goals and objectives.

Self-Evaluation:

The College meets this Standard. The role and responsibilities of the Chancellor, as the chief executive officer/chief administrative officer of the Peralta Community College District, is clearly defined in Board Policy and Administrative Procedures. The role of the College

President as chief executive officer/chief administrative officer of the College is also clearly defined in Board Policy and Administrative Procedures **(IV.B.87)**.

Supporting Evidence:

IV.B.94 PCCD BP 2430 Delegation of Authority to the Chancellor
http://web.peralta.edu/trustees/files/2011/04/BP-2430-Delegation-of-Authority-to-the-Chancellor.pdf

IV.B.95 PCCD Human Resources—Management Job Descriptions
http://web.peralta.edu/hr/job-descriptions/management/

IV.B.96 PCCD AP 2430 Delegation of Authority to the Chancellor
http://web.peralta.edu/trustees/files/2013/12/AP-2430-Delegation-of-Authority-to-the-Chancellors-Staff1.pdf

Actionable Improvement Plan:

None

Standard IV.B.3.b

The district/system provides effective services to support the colleges in their mission and functions.

Descriptive Summary:

The District Office's primary purpose is to provide centralized operational and logistical support to the four colleges **(IV.B.88)**. Under the leadership of the Chancellor and Deputy Chancellor, the District Office provides key support services to the colleges. The main services involve instructional and student services support, including institutional research, specific admissions and records centralized functions, district-wide grant and special programs support, international students services, specific financial aid services that are centralized, human resources and employee relations, business and financial services, legal services, public relations and marketing, facilities planning and construction, information technology, and community and governmental relations. A brief description of the support provided by each of these service areas to the colleges follows:

- Deputy Chancellor

  The Office of the Deputy Chancellor supports the colleges by ensuring that the day-to-day operations of the District Office function at maximum efficiency in providing timely services to the colleges.

- Vice Chancellor, Educational Services

  The Office of the Vice Chancellor of Educational Services provides district-wide coordination and support of educational services through the District. In

conjunction with the associate vice chancellor of student services and registrar, the director of international education, the director of development and the director of institutional research this office is responsible for coordinating district-wide educational planning, filing reports to the Governing Board, and compiling and filing required reports to the California Community Colleges' Chancellor's Office.

This office also supports district-wide implementation of curriculum and instruction, student services policies and procedures, Tech Prep and provides support in grant and resource development, financial aid coordination, oversight of the District's faculty diversity internship program, implementation of staff development activities and tenure review processes.

- Vice Chancellor, Finance and Administration

  The Office of Finance and Administration supports the colleges by administering property and contracts; developing and overseeing the District's budgets, providing for audits and an accounting of funds; the acquisition of supplies, equipment, and property; and the protection of assets and persons.
  It also is charged with making appropriate periodic reports to the Governing Board regarding the financial status of the District.

- Vice Chancellor, General Services

  The Office of General Services supports the colleges by providing facility and property services, as well as facilities maintenance and operations, capital outlay, design and construction, facilities planning and development management, mailroom/duplication, and police services.

- Vice Chancellor, Human Resources

  The Office of Human Resources and Employee Relations supports the four colleges by providing quality service in all human resource functions. Among the services the Office of Human Resources and Employee Relations provides to the colleges includes: coordinating and facilitating recruitment for classified and academic staff; performance evaluations, and classified; and compensation matters. In addition, the Office offers assistance and resolution of employee relation matters; interprets and implements union contracts; provides orientations for new employees; maintains personnel records; and administers employee leave benefits and other applicable fringe benefits (except health and welfare benefits). The Office adheres to relevant state and federal regulations.

- Associate Vice Chancellor, Information Technology

  The Office of Information Technology provides leadership, service, and support in the use of institutional technology to further the mission of the Peralta

Community Colleges. The Office of Information Technology is charged with the planning, evaluation, acquisition, implementation, development, maintenance, and support of new and existing technology in accordance with the District's Comprehensive Technology Plan. As such, the IT department is responsible for administrative systems, network and telecommunications, servers and web applications to support efficient college operations. The Office of Information Technology consequently manages the District budget and cycles for technology and equipment replacement as part of its regular operational duties and responsibilities.

- General Counsel

  The Office of General Counsel supports the colleges by negotiating, writing, reviewing, summarizing, researching and executing a wide variety of agreements for the District and the colleges, including marketing agreements, instructional service agreements, license agreements, real estate leases, confidentiality agreements, and other general business contracts. The Office provides the College with counsel on a variety of legal issues; including: providing advice to executives on legal risks; researching unique legal issues impacting the District and the colleges by identifying applicable statutes, judicial decisions, and codes; providing pre-litigation work to minimize risks and maximize legal rights; developing solutions to complex legal questions; and providing training to district and college employees on substantive legal topics.

- Public Information Officer

  The Office of Public Information is also responsible for growing and protecting the Peralta Community College District, and its four colleges, brand. As such, the Office creates and implements the District's marketing, and communications programs, including public affairs, public information, media and community relations, advertising and recruitment, social media, crisis communication, district publications and public events. This office also coordinates the publication of the class schedule, and acts as a resource before, during and after emergency situations by providing guidelines and information to help manage crisis situations.

Self-Evaluation:

The College meets this Standard. The District provides effective services that support the colleges in their missions and functions. The Chancellor's Cabinet provides a weekly opportunity for dialogue among the College Presidents and key district administrators, which assists in assuring effective centralized services to support the colleges in their missions and function.

Supporting Evidence:

IV.B.97 PCCD Organizational Chart
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-Organizational-Chart.pdf
PCCD Functional Map
http://web.peralta.edu/hr/job-descriptions/management/

Actionable Improvement Plan:

None

Standard IV.B.3.c

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges

Descriptive Summary:

The District provides fair distribution of resources through a Budget Allocation Model (BAM) **(IV.B.89)**. The budget allocation model provides a specific method of unrestricted general fund allocation in keeping with California SB 361. The current resource allocation model was implemented July 2011.

In establishing the new funding model various allocation models in other multi-college districts were explored. For the purpose of transparency and fairness, the Peralta Community College District decided to utilize the SB 361 model in allocating apportionment resources to the colleges. The goal was to provide the colleges with what they earn from the state. This model includes three fundamental revenue drivers: base allocation, credit FTES, and non-credit FTES. The base revenue allocation takes into consideration the economies of scale and size of the colleges. Apportionment funding from the SB 361 formula represents more than 70% of the District's unrestricted revenue. The shift to utilization of an SB 361 model has defined limits on the majority of resources and expenditures and has encouraged fiscal accountability at all levels.

- The guiding principles for the Budget Allocation Model:
- Are Simple and easy to understand;
- Are consistent with the State's SB 361 model;
- Provides financial stability;
- Provides a reserve in accordance with PCCD board policy;
- Provides clear accountability;
- Provides for periodic review and revision;
- Utilizes conservative revenue projections;
- Maintains autonomous decision making at the college level;
- Provides some services centralized at the district office; and
- Are responsive to the District's and College's planning processes.

The annual base allocation per SB 361 includes credit base revenue and non-credit base revenue. In addition, the unrestricted lottery, apprenticeship, and Measure B Parcel Tax funds are factored in. There also are provisions for distributing new resources, regulatory compliance (such as the Faculty Obligation Number), growth, non-resident enrollment fees, other new resources, prior-year carry over, and multi-year IT expenditure planning. Refer to the Budget Allocation Model for full and up-to-date information regarding the distributions of resources district-wide.

In creating this allocation model in 2010 and implementing the model in 2011, it was noted that it is important that guidelines, procedures, and responsibilities are clear with regard to district compliance with law and regulation as it relates to the 50% law, full-time/part-time faculty requirements, attendance counting, audit requirements, fiscal and accounting standards, procurement and contract law, employment relations and collective bargaining, and payroll processing and related reporting requirements.

This model provides transparency to the colleges to drive the integration of planning with available funding/resources. Given the transparency of available funding and the transparency of educational planning, it allows for the colleges to ensure effective college operations to meet the needs of students and to ensure continuous quality improvement at the college level. The transparency also provides the College with the needed data to assist in seeking appropriate grant funding in order to provide services over and above the minimum requirement.

Self-Evaluation:

The College meets this Standard. The Budget Allocation Model is responsive to the College needs. Although resources are finite and community needs are great, the resources are allocated to address those needs as effectively as possible and in a manner that supports student success, student outcomes, and fulfills the mission of the colleges and the District.

Supporting Evidence:

IV.B.98 PCCD Budget Allocation Model
http://web.peralta.edu/pbi/files/2010/11/BAM-2-28-2014.docx
PCCD *Budget Allocation Model Manual*
http://web.peralta.edu/pbi/files/2013/07/Budget-Allocation-Model-February-2013.pdf

Actionable Improvement Plan:

None

Standard IV.B.3.d

The district/system effectively controls its expenditures.

Descriptive Summary:

The Peralta Community College District effectively controls its expenditures. As an educational institution, the District uses governmental accounting with emphasis on the use of resources to attain the institution's objectives. Systematic and procedural controls at the district and college levels help to prevent overspending and reinforce accountability from budget managers.

The Chancellor has overall responsibility for the management of the District's budget. The Deputy Chancellor is responsible for the general management of the total budget, budget controls, and the accounting programs of the District. The college Presidents are responsible for operating their colleges within budget parameters. College Administrative Teams' responsibilities include adherence to guidelines established by district administrative services, compliance with deadlines, and adherence to generally accepted accounting principles.

The District, as required, has an annual external audit conducted and presented at the District Planning and Budgeting Council, the Chancellor's Cabinet, and at the Governing Board **(IV.B.90)**. Audit findings are placed in a Corrective Action Matrix and are assigned Office of Finance and Administration for resolution. The District maintains a 5% Reserve for Economic Uncertainties as mandated the Board of Governors.

Self-Evaluation:

The College meets this Standard. Systematic and procedural controls at the District and the college levels produce reasonable and balanced budgets, prevent overspending, and reinforce accountability from budget managers. The Merritt College business officer and college administration under the leadership of the College President closely monitor the college budget and college expenditures.

Supporting Evidence:

IV.B.99 PCCD Planning & Budgeting Council Meeting Minutes
http://web.peralta.edu/pbi/planning-and-budgeting-council/minutes/
PCCD Board of Trustees Meeting Agendas & Minutes
http://web.peralta.edu/trustees/2011-2012-agendas-minutes/

Actionable Improvement Plan:

None

Standard IV.B.3.e

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operations of the colleges

Descriptive Summary:

The College Presidents' responsibility for implementation and administration of Board Policies and District Administrative Procedures is stated in Administrative Procedure 2430 **(IV.B.91)**. The Presidents "administer compliance of all their assigned college personnel with all Board Policies and Administrative Procedures. The Presidents shall provide leadership to their campus community [participatory] governance process in a systematic annual review of Board of Trustees Policies, District Administrative Procedures, and college operating procedures with the expectation that recommendations for improvements will be made."

The College Presidents are delegated this authority, and the Chancellor holds the Presidents accountable for the operation of the colleges through an annual performance evaluation process. The Presidents also meet individually with the Chancellor on a weekly basis to provide updates regarding college operations and initiatives. Further, the presidents attend meetings of the governing board and provide reports on college initiatives, programs, and other pertinent issues.

Self-Evaluation:

The College meets this Standard. The Merritt College President confirms that the Chancellor gives her full responsibility and authority to implement and administer delegated district policies and district administrative procedures without the Chancellor's interference and holds her accountable for the operation of the College.

Supporting Evidence:

IV.B.100 PCCD AP 2430 Delegation of Authority to the Chancellor's Staff
http://web.peralta.edu/trustees/files/2013/12/AP-2430-Delegation-of-Authority-to-the-Chancellors-Staff1.pdf

Actionable Improvement Plan:

None

Standard IV.B.3.f

The district/system acts as liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary:

The Chancellor, as Chief Executive Officer of the District, is the liaison between the colleges and the Governing Board **(IV.B.92)**. The Chancellor, on behalf of the colleges, submits to the Governing Board all matters that the board should consider. When college items are brought to the board for action, appropriate college personnel are in attendance at the meeting to answer any questions the board might have. The Merritt College's President attends Board meetings and provides a written report on college initiatives and programs **(IV.B.93)**.

Self-Evaluation:

The College meets this Standard. The District has a clearly defined and effective role as a liaison between the colleges and the governing board. The District and the colleges use effective methods of communication in a timely manner to relay information and engage in dialogue which is pertinent to district-wide issues and board action items. The availability of information posted on the District website regarding upcoming board meeting schedules, agendas, and searchable minutes from prior meetings is an efficient way to communicate information **(IV.B.94)**. This information is available to all faculty, administrators, staff, and the community. Keeping stakeholders fully informed about board/college communications is an important part of the organization's institutional integrity.

Supporting Evidence:

IV.B.101 PCCD Chancellor Job Description
http://web.peralta.edu/hr/files/2012/10/Chancellor-JD1.pdf
IV.B.102 Example of President's Board Reports
IV.B.103 PCCD Board of Trustees
http://web.peralta.edu/trustees/

Actionable Improvement Plan:

None

Standard IV.B.3.g

The district/system regularly evaluates the district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary:

Through the PBI committee process **(IV.B.95)** (each committee meets monthly) there is an ongoing evaluation of the District's role in decision-making structures and processes through committee agenda items at every committee meeting which focus on how the District can best serve the colleges in meeting their educational goals and how the colleges can work collaboratively with the district service centers.

This structure, for example, annually reviews college resource needs (personnel, technology, facilities); budget allocation and the method of allocation; technology planning from a district perspective and providing quality services to the colleges; and facilities planning and use of Measure A and Measure E funds. At the beginning of each academic year, the Planning and Budgeting Committees come together for a formal Summit. The Chancellor reviews all the key issues and topics that have to be addressed district-wide and addresses the district strategic goals and the annual setting of district-wide measureable objectives. Each committee sets its own annual goals in keeping with the strategic planning goals. These four committees pull together key district administrators and college personnel and serves to address the appropriate roles of the colleges and the district service centers.

The PBI meetings are open to all who wish to attend. The monthly agendas are forwarded to the entire Peralta community. Meeting minutes and documents are posted on a district website. All motions from these committees are forwarded to the Chancellor for action. The Chancellor involves the Chancellor's Cabinet in the decision-making process.

At the end of each academic year, an evaluation survey is forwarded to all PBI committee members for input and comment **(IV.B.96)**. The survey data results are provided at the annual Summit for action and improvement of the process. The survey and survey results are posted to a district website. During weekly Chancellor's Cabinet meetings, the Chancellor and district service centers administrators and the four college presidents engage in dialogue focused on the interrelationship between the colleges and district office and the need to assure integrity and effectiveness in their partnership aimed at assisting the colleges in meeting educational goals and ensuring student success.

In December 2013, a Customer Satisfaction Survey was sent to all district employees. The purpose of the survey was to seek individual opinions about experiences employees have had with each of the district service centers. Over 280 Peralta employees responded to the survey. The service centers reviewed in the survey included: Admission and Records, Benefits and Medical services, Business Services, Chancellor's Office, Educational Services, General

Counsel, General Services, Health Services, Human Resources, Information Technology, Payroll, the Peralta Foundation, Public Information, Purchasing, Risk Management, and Student Services. An important part of the survey is the written comments sections since they provided detail for each service center to review and respond to. Survey results were posted to a district website. In general, the responses were positive and provided suggestions for improvement.

In fall 2013, the Chancellor began a process with college and district administration focused on the issue of changing the culture **(IV.B.97)**. The goal of this process was to look at current behavior and practices and to determine ways to strengthen a culture of accountability and student focus. The Chancellor had identified an organizational need to change the culture throughout the District, affecting both the operations and the image of the District among its employees, community, and students. The focus of this process was accountability in an effort to create needed shifts in the way administrators and staff achieve desired results. Managers have identified various shifts that need to be made.

As part of the Institutional Self-Evaluation process, the District service centers and colleges worked collaboratively to address the Function Map **(IV.B.98)**, which is provided at the beginning of this report. This process provided another opportunity to delineate, outline, and review district, college, and shared district/college responsibilities related to accreditation standards and the day-to-day operation of the District and College services aimed at student success.

Self-Evaluation:

The College meets this Standard. The District service centers and the four colleges engage in ongoing evaluation of role delineation and governance and decision-making structures as delineated above. The establishment of the Planning and Budgeting Integration Model committees has been an important step to enhance effective dialogue and transparency between the District and the colleges and has provided a means to improve assistance to the colleges in meeting their educational goals.

The Chancellor's Cabinet is also a key means of addressing decision-making structures and the ongoing need for face-to-face dialogue among key district-wide administrators. The Cabinet provides an effective forum to address planning and resource needs of the colleges as they work to achieve their strategic goals and to meet their measureable educational objectives in order to achieve student success.

In addition to the various strategies noted above, the District has a District Academic Senate, a District Classified Senate, and a Peralta Student Council, which work collaboratively across the District and address continuous quality improvement to meet the missions of the colleges and the district.

Supporting Evidence:

IV.B.104 PCCD Planning & Budget Integration
http://web.peralta.edu/pbi/

IV.B.105 PCCD PBIM Assessment Survey Summary, June 2014
http://web.peralta.edu/pbi/files/2014/08/PBIM-Survey-June-2014-Summary-08-18-14.pdf
IV.B.106 "Changing Peralta's Culture" Management Workshop Agenda
IV.B.138 PCCD Functional Map

Actionable Improvement Plan:

None

APPENDIX A:
LISTING OF SUPPORTING EVIDENCE

CERTIFICATION

Supporting Evidence:

CERT.1 Merritt College 2009 Self-Study Report
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2009-Merritt-College-Institutional-Self-Study-in-Support-of-Reaffirmatio....pdf

CERT.2 Visiting Team Report (March 9-12, 2009)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-College-Evaluation-Report.pdf

CERT.3 ACCJC Letter to Merritt College President (June 30, 2009)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2009.06.30-ACCJC-Action-Letter-Warning-to-MC.pdf

CERT.4 Merritt College Follow-Up Report (March 15, 2010)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2010.03.15-MC-Progress-Report-to-ACCJC.pdf

CERT.5 Merritt College Follow-Up Report (March 15, 2013)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Accreditation-letter-follow-up-report-20131.pdf

CERT.6 ACCJC Letter to Merritt College President (July 3, 2013)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Accreditation-letter-follow-up-report-2013.pdf

CERT.7 ACCJC Letter to PCCD Chancellor (June 30, 2009)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2009.06.30-ACCJC-Letter-to-PCCD.pdf

CERT.8 Visiting Team Report (April 15, 2010)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2010.04.15-ACCJC-Follow-Up-Report-on-MC.pdf

CERT.9 ACCJC Letter to PCCD Chancellor (June 30, 2010)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2010.06.30-ACCJC-Action-Letter-Probation-to-PCCD.pdf

CERT.10 PCCD Special Report Regarding Independent Audit Findings
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2010.04.01-PCCD-Special-Report-Regarding-Independent-Audit-Findings.pdf

CERT.11 PCCD Follow-Up Report (October 15, 2010)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/ACCJC-101510-FollowUp-Report-FINAL.pdf

CERT.12 ACCJC Letter to Interim PCCD Chancellor (January 31, 2011)
http://www.merritt.edu/wp/accreditation/wp-

content/uploads/sites/3/2014/11/2011.01.31-ACCJC-Action-Letter-Continue-on-Probation-to-PCCD.pdf

CERT.13 PCCD Follow-Up Report (April 1, 2011)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2011.04.01-PCCD-Follow-Up-Report.pdf

CERT.14 Visiting Team Report (April 11, 2011)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2011.04.10-12-ACCJC-Follow-Up-Visit-Report-on-PCCD.pdf

CERT.15 ACCJC Letter to Merritt College President (June 30, 2011)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/ACCJC-Removal-from-Probation_Merritt-College1.pdf

CERT.16 PCCD Follow-Up Report (March 15, 2012)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-March-15-2012-Follow-Up-Report.pdf

CERT.17 ACCJC Letter to PCCD Chancellor (July 2, 2012)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/ACCJC-Peralta-Action-Letter-July-2-2012.pdf

CERT.18 Visiting Team Report (April 16-17, 2012)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2012.04.16-17-ACCJC-Follow-Up-Visit-Report-on-PCCD.pdf

Standard I: Institutional Mission and Effectiveness

Standard I.A: Mission

Supporting Evidence:

I.A.1. Merritt College Council Meeting Minutes, 03/26/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-meeting-minutes-2014.03.26.pdf

I.A.2. PCCD Board of Trustees Meeting Minutes, 06/24/14 (Item 20)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-BOT-meeting-minutes-2014.06.24-item-20.pdf

I.A.3. Merritt College Mission Statement
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-College-Mission-Statement.pdf

I.A.4. Merritt College Mission Statement in Catalog (p. 15)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Catalog-p-15.pdf

I.A.5. Merritt College Mission Statement on Website
http://www.merritt.edu/wp/mission-goals/

I.A.6. Merritt College Mission Statement in Brochure
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-College-brochure.pdf

I.A.7. PCCD Distance Education
http://web.peralta.edu/de/category/peralta/

Standard I.A.1

Supporting Evidence:

I.A.8. Merritt College ESL/Basic Skills Allocation End-of-Year Report, 2012-13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2012-to-2013-ESL-BS-EOY-Report.pdf
Merritt College ESL/Basic Skills Allocation End-of-Year Report, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Basic-Skills-2014-EOY-Report-and-2015-Goals.pdf

I.A.9. Merritt College Homeland Security BACCC Program Endorsement Request
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Homeland-Security-program-development.pdf
Merritt College Homeland Security BACCC Program Endorsement
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Homeland-Security-Program-Endorsement-by-BACCC.pdf

I.A.10. Merritt College Nursing Pass Rates
http://www.rn.ca.gov/schools/passrates.shtml
Merritt College Radiologic Science Pass Rates
https://portal.jrcertaccreditation.org/summary/programannualreportlist.aspx
Merritt College Dietetics & Nutrition Pass Rates

http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Dietary-managers-exam-pass-rates.pdf
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Dietetic-technician-exam-pass-rates.pdf

I.A.11. Merritt College Title III Annual Report of Student Outcomes, 2012-13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Title-III-AR-of-Student-Outcomes-Y5-COMPLETE-12-28-13.pdf

I.A.12. Merritt Community College Survey of Student Engagement, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CCSSE-2011.pdf
Merritt Community College Survey of Student Engagement, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CCSSE-2014.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

I.A.13. PCCD Office of Institutional Research
http://web.peralta.edu/indev/

I.A.14. Merritt College Qualitative Student Data Report, Fall 2013
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Fall-2013-Qualitative-Student-Data-Report.pdf

Standard I.A.2
Supporting Evidence:

I.A.15. PCCD Board of Trustees Meeting Minutes, 06/24/14
http://web.peralta.edu/trustees/files/2011/04/6-24-14-Board-Meeting-Minutes.pdf

I.A.16. PCCD Board of Trustees Meeting Minutes, 02/10/04

Standard I.A.3
Supporting Evidence:

I.A.17. Merritt College Accreditation Task Force
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Accreditation-Task-Force-2003.11.05.pdf

I.A.18. Merritt College Mission Statement, 2004
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-mission-statement-in-Institutional-Progress-Report-2004.03.15.pdf

I.A.19. Merritt College Council Meeting Minutes, 11/19/08
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-meeting-minutes-2008.11.19.pdf

I.A.20. Merritt College Council Meeting Minutes, 03/11/09
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-meeting-minutes-2009.03.11.pdf

I.A.21 Merritt College Council Meeting Minutes, 10/26/11
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-Meeting-Minutes-10-26-11.pdf
Merritt College Council Meeting Minutes, 03/28/12
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-meeting-minutes-2012.03.28.pdf

I.A.22 Merritt College 2009 Self-Study Report (pp. 4-5)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2009-Merritt-College-Institutional-Self-Study-in-Support-of-Reaffirmatio....pdf

I.A.23. Merritt College 2009 Self-Study Report (pp. 7 & 199)
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2009-Merritt-College-Institutional-Self-Study-in-Support-of-Reaffirmatio....pdf

I.A.24. Merritt College Educational Master Planning Committee Resolution to College Council
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/CEMPC-Resolution-to-College-Council.pdf

I.A.25. Merritt College Council Meeting Minutes, 03/26/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-meeting-minutes-2014.03.26.pdf

I.A.26. PCCD Board of Trustees Meeting Packet, 06/24/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-BOT-packet-2014.06.24.pdf

I.A.27. PCCD Board of Trustees Meeting Minutes, 06/24/14
http://web.peralta.edu/trustees/files/2011/04/6-24-14-Board-Meeting-Minutes.pdf

Standard I.A.4
Supporting Evidence:

I.A.28. Merritt College Integrated Planning & Budgeting Process
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Integrated-Planning-Budgeting-Process.pdf

I.A.29. Merritt College Integrated Planning & Budgeting Model
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Integrated-Planning-Budgeting-Model.pdf

I.A.30. Merritt College Budget Process Flowchart
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-budget-process-flowchart.pdf

I.A.31. Merritt College 2009 Institutional Self-Study
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2013/06/2009-Merritt-College-Institutional-Self-Study-in-Support-of-Reaffirmatio....pdf

I.A.32. Merritt College All-Campus Retreat Agenda & Notes, 01/16/14

I.A.33. Merritt College Strategic Planning Session Agenda, 07/18/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-agenda-2014.07.18.pdf
Merritt College Strategic Planning Session Notes, 07/18/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-Planning-Accreditation-Session-I-July-18-2014-Minutes.pdf
Merritt College Strategic Planning Session Agenda, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-agenda-2014.08.12.pdf
Merritt College Strategic Planning Session Notes, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Strategic-Planning-Session-Notes-08-12-14.pdf

I.A.34. Merritt College Strategic Planning Session PowerPoint, 07/18/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-PowerPoint-2014-07-18.pdf
Merritt College Strategic Planning Session PowerPoint, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-PowerPoint-2014-08-12.pdf

I.A.35. Merritt College Flex Day Schedule, 08/14/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Professional-Development-Schedule_August-2014_8.5.14.pdf

I.A.36. Merritt College Division I Meeting Agenda, 08/15/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Division-I-meeting-agenda-2014.08.15.pdf
Merritt College Division II Meeting Agenda, 08/15/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Division-II-meeting-agenda-2014.08.15.pdf

Standard I.B: Improving Institutional Effectiveness

Standard I.B.1

Supporting Evidence:

I.B.1 Merritt College Council Committees & By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-Committees-By-Laws.pdf

I.B.2. Taskstream Website
https://www1.taskstream.com

I.B.3. Merritt College Curriculum & Instructional Council By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CIC-By-Laws.pdf

I.B.4. Merritt College Educational Master Plan
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-College-Educational-Master-Plan-2009-2015.pdf

I.B.5. Merritt College 2009 Institutional Self-Study
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2013/06/2009-Merritt-College-Institutional-Self-Study-in-Support-of-Reaffirmatio....pdf

I.B.6. PCCD Planning & Budgeting Integration Model
http://web.peralta.edu/pbi/files/2014/08/PBIM-Overview-2014.docx

I.B.7. Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf

I.B.8. Merritt College Budget Committee Meeting Minutes
http://www.merritt.edu/wp/budget-committee/agendas-minutes/

I.B.9. PCCD Office of Institutional Research
http://web.peralta.edu/indev/

I.B.10. Merritt College Title III Annual Report of Student Outcomes, 2013-14

I.B.11. Merritt College ESL/Basic Skills Allocation End-of-Year Report, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Basic-Skills-2014-EOY-Report-and-2015-Goals.pdf

I.B.12. Merritt College Landscape Horticulture Advisory Committee Membership
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Landscape-Horticulture-Advisory-Committee-Membership.pdf
Merritt College Landscape Horticulture Advisory Committee Meeting Minutes, 05/13/13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Landscape-Horticulture-Advisory-Committee-Minutes-2013.05.13.pdf

I.B.13. Associate Degree Nursing Program Enrollment Growth
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Enrollment-Growth-for-ADN-Program.pdf

I.B.14. East Bay Career Pathways Consortium
http://web.peralta.edu/ccpt/
East Bay Career Pathway Consortium Launch & Meeting, 10/02/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/East-Bay-Career-Pathway-Consortium-Launch-Meeting-10-02-14.pdf

I.B.15. Adding a DE Addendum to a Course in CurricUNET
http://youtu.be/OLh3fJCLdDc

Standard I.B.2
Supporting Evidence:

I.B.16. Merritt College Strategic Planning Session Agenda, 07/18/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-agenda-2014.07.18.pdf
Merritt College Strategic Planning Session Notes, 07/18/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-Planning-Accreditation-Session-I-July-18-

2014-Minutes.pdf
Merritt College Strategic Planning Session Agenda, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-agenda-2014.08.12.pdf
Merritt College Strategic Planning Session Notes, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Strategic-Planning-Session-Notes-08-12-14.pdf

I.B.17. Merritt College Strategic Goals & Objectives, 2014-17
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-strategic-goals-objectives-2014-2017.pdf

I.B.18. PCCD Planning & Budgeting Integration, 2013-14
http://web.peralta.edu/pbi/2013-14-planning-and-budgeting-integration/

Standard I.B.3
Supporting Evidence:

I.B.19. Merritt College Strategic Goals & Objectives, 2014-17
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-strategic-goals-objectives-2014-2017.pdf

I.B.20. Institutional Research Data Request, 06/06/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Institutional-Research-Data-Request-06-06-14.pdf

I.B.21. PCCD Strategic Planning
http://web.peralta.edu/strategicplan/strategic-plan-documents/

Standard I.B.4
Supporting Evidence:

I.B.22. Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf

I.B.23. Merritt College African-American Studies Annual Program Update, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-African-American-Studies-APU-2013-14.pdf

I.B.24. Merritt College Sociology Annual Program Update, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Sociology-APU-2013-14.pdf

I.B.25. Merritt College Integrated Planning & Budgeting Process
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Integrated-Planning-Budgeting-Process.pdf

Standard I.B.5
Supporting Evidence:

I.B.26. Merritt College Strategic Planning Session Agenda, 07/18/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-agenda-2014.07.18.pdf
Merritt College Strategic Planning Session Notes, 07/18/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-Planning-Accreditation-Session-I-July-18-2014-Minutes.pdf
Merritt College Strategic Planning Session Agenda, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Strategic-planning-session-agenda-2014.08.12.pdf
Merritt College Strategic Planning Session Notes, 08/12/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Strategic-Planning-Session-Notes-08-12-14.pdf

I.B.27. student profiles?

I.B.28. Taskstream online course assessment snapshot

Standard I.B.6
Supporting Evidence:

I.B.29. Merritt College Educational Master Planning Committee Resolution to College Council
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/CEMPC-Resolution-to-College-Council.pdf

Standard I.B.7
Supporting Evidence:

I.B.30. Merritt College *Distance Education Handbook*
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-College-Distance-Education-Manual.pdf

Standard II: Student Learning Programs and Services

Standard II.A.1

Supporting Evidence:

II.A.1 Merritt College Curriculum & Instructional Council Schedule, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CIC-2014-15-Schedule.pdf
PCCD Curriculum Process
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-Curriculum-Process.pdf

II.A.2 PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

II.A.3 Sample completed APU with Addendum from a CTE program
Sample completed APU from Student Services

II.A.4 PCCD CTE Advisory Committee Meeting Minutes
http://web.peralta.edu/pbi/educational-committee/cte-committee/minutes/

II.A.5 Adding a DE Addendum to a Course in CurricUNET
http://youtu.be/OLh3fJCLdDc

II.A.6 BI Tools & Data Flow
http://web.peralta.edu/indev/files/2012/03/BI-and-data-flow-03-12-12.pdf

Standard II.A.1.a

Supporting Evidence:

II.A.7 Merritt College Feeder Schools
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Feeder-Schools.pdf

II.A.8 Merritt College Student Success Scorecard
http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=344#home

II.A.9 Merritt College Learning Communities, Fall 2013
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Learning-Communities-Fall-2013.pdf
Merritt College Online/Hybrid Courses, Fall 2013
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Online-Hybrid-Courses-Fall-2013.pdf

II.A.10 Northern California SLO-Net Conference Agenda & Report, 05/09/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Northern-California-SLO-Net-Conference-Agenda-05-09-14.pdf
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Northern-California-SLO-Net-Conference-Report-05-09-14.pdf

II.A.11 UC Berkeley-NIH CAL Bridges Fellows Program
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/UC-Berkeley-NIH-CAL-Bridges-Fellows-Program.pdf

II.A.12 Merritt College Learning Communities, Fall 2013
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Learning-Communities-Fall-2013.pdf

Standard II.A.1.b
Supporting Evidence:

II.A.13 Merritt Community College Survey of Student Engagement, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CCSSE-2011.pdf
Merritt Community College Survey of Student Engagement, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CCSSE-2014.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

II.A.14 Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

II.A.15 EDT Training & Certification Documentation

Standard II.A.1.c
Supporting Evidence:

II.A.16 Merritt College CHDEV 052 SLO Assessment
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CHDEV-052-SLO-Assessment.pdf

II.A.17 Merritt College Student Learning Outcomes & Assessment Committee Report, November 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-SLOAC-Report-November-2014.pdf

II.A.18 Annual Program Update SLO Assessment Addendum
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Addendum.pdf

Standard II.A.2

Standard II.A.2.a
Supporting Evidence:

II.A.19 PCCD BP/AP 4020 Program, Curriculum, and Course Development
http://web.peralta.edu/trustees/files/2011/04/BP-4020-Program-Curriculum-and-Course-Development3.pdf
http://web.peralta.edu/trustees/files/2011/04/AP-4020-Program-Curriculum-and-Course-Development.pdf

II.A.20 California Community Colleges *Program and Course Approval Handbook*
http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf

II.A.21 PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

II.A.22 Merritt College MATH 003A Course Outline of Record
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-MATH-003A-Course-Outline-of-Record.pdf

Standard II.A.2.b
Supporting Evidence:

II.A.23 CTE Advisory Committee example

II.A.24 Notes from OCT. 29 Chemistry and CHDEV Department meeting

II.A.25 Merritt College MATH 203 SLO Assessment in Taskstream
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-MATH-203-SLO-Assessment-in-Taskstream.pdf

Standard II.A.2.c
Supporting Evidence:

II.A.26 PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

Standard II.A.2.d
Supporting Evidence:

II.A.27 Merritt College Title III Grant Executive Summary

II.A.28 Merritt College ESL/Basic Skills Allocation End-of-Year Report, 2012-13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2012-to-2013-ESL-BS-EOY-Report.pdf
Merritt College ESL/Basic Skills Allocation End-of-Year Report, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Basic-Skills-2014-EOY-Report-and-2015-Goals.pdf

Standard II.A.2.e
Supporting Evidence:

II.A.29 PCCD *Instructional Program Review Handbook*
http://web.peralta.edu/accreditation/files/2012/03/7a-Program-Review-Handbook-Instruction.pdf

II.A.30 Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf

II.A.31 PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

II.A.32 Merritt College Educational Master Planning Committee By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCEMPC-By-Laws.pdf

II.A.33 PCCD Student Evaluations of Instructor
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-Student-Evaluation-of-Instructor.pdf

II.A.34 Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

II.A.35 Merritt College ENGL 280 Course Syllabus
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/English-280-Course-Syllabus.pdf
Rubric for Evaluating Student Learning Outcome Assessment
http://www.merritt.edu/wp/slo/wp-content/uploads/sites/296/2014/02/Rubric-for-Evaluating-Assessment-Results.pdf
PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

Standard II.A.2.f
Supporting Evidence:

II.A.36 PCCD *Instructional Program Review Handbook*
http://web.peralta.edu/accreditation/files/2012/03/7a-Program-Review-Handbook-Instruction.pdf

II.A.37 PCCD *Student Services Program Review Handbook*
http://web.peralta.edu/accreditation/files/2012/03/7b-Program-Review-Handbook-Student-Services.pdf

II.A.38 SLO Assessment 3-Year Action Plan

II.A.39 PCCD *Student Services Program Review Handbook* (p. 19)
http://web.peralta.edu/accreditation/files/2012/03/7b-Program-Review-Handbook-Student-Services.pdf

II.A.40 Program Review Examples
Merritt College Student Learning Outcomes & Assessment Committee Report, November 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-SLOAC-Report-November-2014.pdf

II.A.41 PCCD Institutional Research
http://web.peralta.edu/indev/

Standard II.A.2.g
Supporting Evidence:

II.A.42 ATI TEAS
https://www.atitesting.com/Solutions/pre-program/TEAS.aspx

II.A.43 NCLEX
https://www.ncsbn.org/nclex.htm

Standard II.A.2.h
Supporting Evidence:

II.A.44 PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf

Standard II.A.2.i
Supporting Evidence:

II.A.45 SLO Procedures
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/SLO-procedures.pdf

Standard II.A.3
Supporting Evidence:

II.A.46 Merritt College Catalog
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

II.A.47 PCCD BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education
http://web.peralta.edu/trustees/files/2011/04/BP-4025-Philosophy-and-Criteria-for-Associate-Degree-and-General-Education1.pdf
http://web.peralta.edu/trustees/files/2011/04/AP-4025-Philosophy-and-Criteria-for-the-Associate-Degree-and-General-Education1.pdf

Standard II.A.3.a/b/c
Supporting Evidence:

II.A.48 Merritt College Core Values
http://www.merritt.edu/wp/mission-goals/
II.A.49 Merritt College Catalog
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

Standard II.A.4
Supporting Evidence:

II.A.50 Merritt College Catalog
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

Standard II.A.5
Supporting Evidence:

II.A.51 Merritt College NCLEX Pass Rates
http://www.rn.ca.gov/schools/passrates.shtml
II.A.52 Merritt College Landscape Architecture Degree
http://www.merritt.edu/wp/lanht/degrees/#la

Standard II.A.6
Supporting Evidence:

II.A.53 Merritt College Degrees & Certificates
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf
http://www.merritt.edu/wp/degrees-certificates/

Standard II.A.6.a
Supporting Evidence:

II.A.54 Merritt College Catalog (p. 119-130)
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

Standard II.A.6.b
Supporting Evidence:

II.A.55 PCCD *Program and Course Approval Process Manual for Faculty and Administrators*
http://web.peralta.edu/curriculum/files/2012/07/PCAPM-2014-Program-and-Course-Approval-Process-Manual-3rd-edition-Final-March-2014-edition-with-hyperlinks.pdf
II.A.56 Merritt College Program Deactivation/Discontinuance Process
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-

College-Program-Deactivation-Discontinuance-Process.pdf

Standard II.A.6.c
Supporting Evidence:

II.A.57 PCCD Public Information
http://web.peralta.edu/publicinfo/

Standard II.A.7
Supporting Evidence:

II.A.58 PCCD BP 4030 Grading and Academic Record Symbols
http://web.peralta.edu/trustees/files/2011/04/BP-4230-Grading-and-Academic-Record-Symbols.pdf
II.A.59 PCCD/PFT Collective Bargaining Agreement (Article 4)
http://web.peralta.edu/hr/files/2010/09/Peralta-Federation-of-Teachers-Contract-2007-2009.pdf
II.A.60 Merritt College Faculty Handbook, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Faculty-Handbook-2014-15.pdf

Standard II.A.7.a
Supporting Evidence:

II.A.61 PCCD/PFT Collective Bargaining Agreement (Article 4)
http://web.peralta.edu/hr/files/2010/09/Peralta-Federation-of-Teachers-Contract-2007-2009.pdf
II.A.62 PCCD BP 4030 Academic Freedom
http://web.peralta.edu/trustees/files/2011/04/BP-4030-Academic-Freedom.pdf

Standard II.A.7.b
Supporting Evidence:

II.A.63 Merritt College Catalog (pp. 38-39, 75-87)
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

Standard II.A.7.c
Supporting Evidence:

II.A.64 Merritt College Catalog (p. 75)
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf
II.A.65 PCCD BP 2715 Code of Ethics and Standards of Practice
http://web.peralta.edu/trustees/files/2011/04/BP-2715-Code-of-Ethics-and-Standards-of-Practice.pdf
II.A.66 PCCD BP/AP 7380 Ethics, Civility and Mutual Respect
http://web.peralta.edu/trustees/files/2011/04/BP-7380-Ethics-Civility-and-Mutual-

Respect.pdf
http://web.peralta.edu/trustees/files/2011/04/AP-7380-Ethics-Civility-and-Mutual-Respect.pdf

II.A.67 PCCD BP 5500 Student Standards of Conduct
http://web.peralta.edu/trustees/files/2011/04/BP-5500-Student-Standards-of-Conduct.pdf

Standard II.A.8
Supporting Evidence:
None

Standard II.B: Student Support Services

Standard II.B.1
Supporting Evidence:

II.B.1 Merritt College Catalog (pp. 14-15)
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

II.B.2 PCCD BP 5052 Open Enrollment
http://web.peralta.edu/trustees/files/2013/12/BP-5052-Open-Enrollment.pdf

II.B.3 PCCD CCCApply
https://secure.cccapply.org/Applications/CCCApply/custom_logons/logon.asp?nextpage=/Applications/CCCApply/CCCApply1.asp?application_id=3539

II.B.4 Merritt College Catalog (pp. 102-110)
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

II.B.5 Merritt College IGETC, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-IGETC-2014-15.pdf
ASSIST IGETC
http://web1.assist.org/web-assist/help/help-igetc.html

II.B.6 Merritt College Curriculum & Instructional Council By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CIC-By-Laws.pdf

II.B.7 Free Application for Federal Student Aid (FAFSA)
https://fafsa.ed.gov/

II.B.8 CCC Board of Governors' Fee Waiver Application, 2014-15
http://web.peralta.edu/financial-aid/files/2011/09/2014-2015-BOGFW-Form-Fillable.pdf

II.B.9 Merritt College Learning Communities, Fall 2013
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Learning-Communities-Fall-2013.pdf

II.B.10 PCCD *Instructional Program Review Handbook*
http://web.peralta.edu/accreditation/files/2012/03/7a-Program-Review-Handbook-Instruction.pdf

II.B.11 Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf

II.B.12 Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

II.B.13 Merritt College Qualitative Student Data Report, Fall 2013
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Fall-2013-Qualitative-Student-Data-Report.pdf

II.B.14 Merritt College Admissions & Records
http://www.merritt.edu/wp/admissions/

II.B.15 Merritt College Disability Services Program
http://www.merritt.edu/wp/dsp/

II.B.16 Merritt College Financial Aid
http://www.merritt.edu/wp/financial-aid/

Standard II.B.2
Supporting Evidence:

II.B.17 Merritt College Catalog
http://www.merritt.edu/wp/wp-content/uploads/2013/12/13-15-Merritt-Catalog.pdf

Standard II.B.2.a/b/c/d
Supporting Evidence:
None

Standard II.B.3
Supporting Evidence:

II.B.18 Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

Standard II.B.3.a
Supporting Evidence:

II.B.19 Merritt College Fruitvale Education Center Questionnaire
II.B.20 Merritt College Fruitvale Education Center Student Satisfaction Survey

II.B.21 Merritt College e-Counseling
http://www.merritt.edu/wp/counseling/e-counseling/

Standard II.B.3.b
Supporting Evidence:

II.B.22 Associated Students of Merritt College Constitution
http://www.merritt.edu/wp/asmc/constitution-of-asmc/
ASMC Student Handbook
http://www.merritt.edu/wp/asmc/wp-content/uploads/sites/12/2014/01/asmc_handbook.pdf

II.B.23 Malcolm X Commemoration
http://www.merritt.edu/wp/blog/2014/04/28/malcolm-x-commemoration-to-feature-afrocentricity-founder-dr-molefi-kete-asante-on-may-13/

Standard II.B.3.c
Supporting Evidence:

II.B.24 *Minimum Qualifications for Faculty & Administrators in California Community Colleges*
http://asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_(MB2)_020212.pdf

II.B.25 PCCD *Faculty Evaluations Policies & Procedures Handbook*
http://web.peralta.edu/educationalservices/files/2010/08/TR-Handbook-2013-14-Faculty-Evaluations-Policies-and-Procedures-Handbook.pdf

Standard II.B.3.d
Supporting Evidence:

II.B.26 Merritt College Study Abroad
http://www.merrittafram.com/studyabroad.html

Standard II.B.3.e
Supporting Evidence:

II.B.27 English Assessment Validity, 02/12/12
http://web.peralta.edu/indev/files/2011/11/Assessment-test-validity-English-2-12-12.pptx

II.B.28 Compass Math Text Validity PowerPoint Presentation, 04/11/11
http://web.peralta.edu/indev/.../Assessment-test-validity-math-04-11-11.pptx

Standard II.B.3.f
Supporting Evidence:

II.B.29 Family Educational Rights and Privacy Act of 1974
http://web.peralta.edu/admissions/verificationsrelease-of-information/ferpa-2/

II.B.30 PCCD AP 3310 Records Retention Destruction
http://web.peralta.edu/trustees/files/2011/04/AP-3310-Records-Retention-Destruction1.pdf
II.B.31 PCCD Board Policies & Administrative Procedures
http://web.peralta.edu/trustees/bps-aps/
II.B.32 PCCD AP 5040 Student Records and Privacy
http://web.peralta.edu/trustees/files/2011/04/AP-5040-Student-Records-and-Privacy.pdf

Standard II.B.4
Supporting Evidence:

II.B.33 Student Services SAO/SLO Assessment
II.B.34 Student Services Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Student-Services-APU-Template.pdf
II.B.35 Student Services Program Review Template
II.B.36 Student Services State & Federal Reporting Requirements

Standard II C: Library and Learning Support Services

Standard II.C.1
Supporting Evidence:

II.C.1 Merritt College Library Mission Statement
http://www.merritt.edu/wp/library#mission

Standard II.C.1.a
Supporting Evidence:

II.C.2 Merritt College Learning Center Annual Program Update, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/LC-2013-14-APU.pdf
II.C.3 Merritt College Learning Center Tutor Schedules, Fall 2013
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/LC-tutor-schedule-fall-2013.pdf
II.C.4 Merritt College Learning Center Staff/Tutor Training Meeting Agendas
II.C.5 Merritt College Learning Center One Minute Journal
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCLC-One-Minute-Journal.pdf
II.C.6 Merritt Community College Survey of Student Engagement, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CCSSE-2011.pdf
Merritt Community College Survey of Student Engagement, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CCSSE-2014.pdf

II.C.7 Merritt College Noel-Levitz Student Satisfaction Inventory, 2011
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2011.pdf
Merritt College Noel-Levitz Student Satisfaction Inventory, 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Noel-Levitz-Student-Satisfaction-Inventory-2014.pdf

II.C.8 Merritt College Title III Grant, 2009-14

II.C.9 Statistical Summary Report on the Effect of Tutoring Services on Student Success—spring 2014

Standard II.C.1.b
Supporting Evidence:

II.C.10 Merritt College Library Course-Related Instruction Form
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Library-Course-Related-Instruction-Form.pdf

II.C.11 Embedded Tutor Job Description

Standard II.C.1.c
Supporting Evidence:

II.C.12 Off-Campus Access to Databases & E-Books via Remote Authentication
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Off-Campus-Access-to-Databases-E-Books-via-Remote-Authentication.pdf

Standard II.C.1.d
Supporting Evidence:

II.C.13 Millennium Circulation Module
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Millennium-Circulation-Module-Screenshot.pdf

II.C.14 Merritt College Library 3M Service Agreement
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/3M-Service-Agreement.pdf

Standard II.C.1.e
Supporting Evidence:
N/A

Standard II.C.2
Supporting Evidence:

II.C.15 Merritt College Library Program Review, 2012-13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Library-Program-Review.pdf

II.C.16 Merritt College Library Annual Program Update, 2013-14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Library-Annual-Program-Update.pdf

II.C.17 Merritt College Library SLOs & Assessment Report
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCL-SLOs-Assessment-Report.pdf

II.C.18 Merritt College Library Perceived Teaching Effectiveness Assessment
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II.C.19 Merritt College Library Instruction Assessment
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Library-Instruction-Assessment.pdf

II.C.20 Merritt College Library Survey, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/2014-15-MCL-SLO-survey.pdf

II.C.21 Merritt College Library Survey Results, 2014-15
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II.C.22 Merritt College Institutional Learning Outcomes
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II.C.23 Merritt College Learning Center Program Review, 2012-13
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http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCLC-APU-2013-2014.pdf

Standard III: Resources

Standard III.A: Human Resources

Supporting Evidence:

III.A.1 PCCD BP 7120 Recruitment and Hiring
http://web.peralta.edu/trustees/files/2011/04/BP-7120-Recruitment-and-Hiring1.pdf

III.A.2 PCCD BP 7100 Commitment to Diversity
http://web.peralta.edu/trustees/files/2011/04/BP-7100-Commitment-to-Diversity.pdf

III.A.3 PCCD Human Resources—Job Descriptions
http://web.peralta.edu/hr/job-descriptions/

III.A.4 *Minimum Qualifications for Faculty & Administrators in California Community Colleges*
http://asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_(MB2)_020212.pdf

III.A.5 PCCD Human Resources Procedures
http://web.peralta.edu/hr/procedures/

III.A.6 PCCD BP 7100 Commitment to Diversity
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III.A.7 Merritt College Administrative Profiles
http://www.merritt.edu/wp/administrative-profiles/

III.A.8 PCCD Flex Days
http://web.peralta.edu/educationalservices/flex-day/

Standard III.A.1
Supporting Evidence:

III.A.9 PCCD BP 7120 Recruitment & Hiring
http://web.peralta.edu/trustees/files/2011/04/BP-7120-Recruitment-and-Hiring1.pdf
PCCD AP 7121 Faculty Hiring
http://web.peralta.edu/trustees/files/2011/04/AP-7121-Faculty-Hiring1.pdf
PCCD AP 7123 Hiring Procedures for Regular Academic Administrators & Classified Managers
http://web.peralta.edu/trustees/files/2011/04/AP-7123-Hiring-Procedures-for-Regular-Academic-Administrators-and-Classified-Managers1.pdf
PCCD AP 7125 Hiring Acting and Interim Academic & Non-Academic Administrators
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III.A.11 PCCD Flex Days
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III.A.12 Merritt College SAO Assessment Follow-Up Group Schedule, 04-09-14
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Supporting Evidence:

III.A.13 PCCD AP 7121 Faculty Hiring
http://web.peralta.edu/trustees/files/2011/04/AP-7121-Faculty-Hiring1.pdf

III.A.14 PCCD Job Announcements
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III.A.15 PCCD AP 7121 Faculty Hiring
http://web.peralta.edu/hr/files/2012/08/AP-7121-Faculty-Hiring.pdf

III.A.16 PCCD AP 7211 Minimum Qualifications and Equivalencies
http://web.peralta.edu/hr/files/2012/08/AP-7211-Minimum-Qualifications-and-Equivalencies.pdf

III.A.17 PCCD HR Hiring Procedures
http://web.peralta.edu/hr/procedures/

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Supporting Evidence:

III.A.18 PCCD *Faculty Evaluation Policies & Procedures Handbook*
http://web.peralta.edu/educationalservices/files/2014/01/Faculty-Evaluations-Handbook-rev-Aug2014-FINAL.pdf
PCCD Collective Bargaining Agreements
http://web.peralta.edu/hr/employee-relations/employee-relations-2/
Management Performance Evaluation Procedure
http://web.peralta.edu/hr/files/2011/08/Management-Performance-Evaluation-Procedure.pdf
PCCD BP 7250 Academic Administrators
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PCCD BP 7260 Classified Managers
http://web.peralta.edu/trustees/files/2011/04/BP-7260-Classified-Managers.pdf

III.A.19 Merritt College Classified Evaluation Schedule, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-2014-15-classified-evaluation-schedule.pdf

Standard III.A.1.c
Supporting Evidence:

III.A.20 PCCD *Faculty Evaluation Policies & Procedures Handbook*
http://web.peralta.edu/educationalservices/files/2014/01/Faculty-Evaluations-Handbook-rev-Aug2014-FINAL.pdf

III.A.21 PCCD Part-Time, Long Term Substitute, Tenured Faculty Evaluation Forms
http://web.peralta.edu/educationalservices/faculty-evaluations-tenure-review/part-time-long-term-substitute-tenured-faculty-evaluation-forms/
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http://web.peralta.edu/educationalservices/faculty-evaluations-tenure-review/tenure-track-faculty-evaluation-forms/

Standard III.A.1.d
Supporting Evidence:

III.A.22 PCCD BP 1200 Mission
http://web.peralta.edu/trustees/files/2011/04/BP_1200-Mission-edits2.pdf

III.A.23 PCCD AP 7380 Ethics, Civility, and Mutual Respect
http://web.peralta.edu/trustees/files/2011/04/AP-7380-Ethics-Civility-and-Mutual-Respect.pdf

III.A.24 PCCD BP 7700 Whistleblower Protection
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Standard III.A.2
Supporting Evidence:

III.A.25 Merritt College Contract Faculty, Fall 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-contract-faculty-Fall-2014.pdf

III.A.26 Merritt College Adjunct Faculty, Fall 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-adjunct-faculty-Fall-2014.pdf

Standard III.A.3
Supporting Evidence:

III.A.27 PCCD Human Resources
http://web.peralta.edu/hr/

Standard III.A.3.a
Supporting Evidence:

III.A.28 PCCD EEO Plan
http://web.peralta.edu/hr/files/2010/09/Peralta-Community-College-District-EEO-Plan.pdf
III.A.29 PCCD Management Training, 11/14/13
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-Management-Training-11-14-13.pdf

Standard III.A.3.b
Supporting Evidence:

III.A.30 PCCD BP/AP 3310 Records Retention and Destruction
http://web.peralta.edu/trustees/files/2011/04/BP-3310-Records-Retention-and-Destruction2.pdf
http://web.peralta.edu/trustees/files/2011/04/AP-3310-Records-Retention-Destruction1.pdf

Standard III.A.4
Supporting Evidence:

III.A.31 Merritt College Mission & Core Values
http://www.merritt.edu/wp/mission-goals/
III.A.32 PCCD BP 7100 Commitment to Diversity
http://web.peralta.edu/trustees/files/2011/04/BP-7100-Commitment-to-Diversity.pdf
III.A.33 PCCD AP 7102 Faculty Diversity Internship Program
http://web.peralta.edu/trustees/files/2011/04/AP-7102-Faculty-Diversity-Internship-Program-.pdf
III.A.34 PCCD Faculty Diversity Internship
http://web.peralta.edu/facultydiversity/
III.A.35 PCCD EEO Plan
http://web.peralta.edu/hr/files/2010/09/Peralta-Community-College-District-EEO-Plan.pdf

Standard III.A.4.a

Supporting Evidence:

III.A.36 PCCD BP 3420 Equal Employment Opportunity
http://web.peralta.edu/trustees/files/2011/04/BP-3420-Equal-Employment-Opportunity2.pdf

III.A.37 PCCD BP 7100 Commitment to Diversity
http://web.peralta.edu/trustees/files/2011/04/BP-7100-Commitment-to-Diversity.pdf

Standard III.A.4.b
Supporting Evidence:

III.A.38 PCCD BP 1200 Mission
http://web.peralta.edu/trustees/files/2011/04/BP_1200-Mission-edits2.pdf

III.A.39 PCCD Facts: Employee Statistics
http://web.peralta.edu/indev/files/2010/04/Employee-Statistics-Merritt2.pdf

Standard III.A.4.c
Supporting Evidence:

III.A.40 PCCD BP 7380 Ethics, Civility, and Mutual Respect
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Standard III.A.5

Standard III.A.5.a
Supporting Evidence:

III.A.41 PCCD Flex Days
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III.A.42 "Classified Matters" Professional Development Event
http://web.peralta.edu/blog/2013/04/10/p-span-classified-professional-development-at-laney-college/

III.A.43 PCCD Professional Development
http://web.peralta.edu/staff-development/

III.A.44 PCCD/PFT Collective Bargaining Agreement (Appendix A5: Professional Days Agreement)
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Standard III.A.5.b
Supporting Evidence:

III.A.45 Merritt College Professional Development Committee Meeting Minutes
http://www.merritt.edu/wp/staffdevelopmentcommittee/sample-page/agendas-minutes/

III.A.46 Merritt College Flex Days Evaluation Results, Fall 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-flex-days-evaluation-results-2014.08.14-15.pdf

Standard III.A.6
Supporting Evidence:

III A.47 PCCD Planning & Budgeting Integration Model
http://web.peralta.edu/pbi/files/2014/08/PBIM-Overview-2014.docx

Standard III.B: Physical Resources

Standard III.B.1
Supporting Evidence:

III.B.1 Merritt College Facilities Master Plan
http://web.peralta.edu/general-services/files/2011/07/Merritt_3-6-09_REVISED_FINAL_DRAFT_Merritt_Master_Plan.pdf

III.B.2 PCCD Safety Committee Mission & Scope of Responsibilities
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-Safety-Committee-mission-scope-of-responsibilities.pdf

III.B.3 PCCD Risk Management
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III.B.4 *Facilities Planning Manual for the California Community Colleges*
http://extranet.cccco.edu/Divisions/FinanceFacilities/FacilitiesPlanning/ReferenceMaterials/FacilitiesPlanningManual.aspx

III.B.5 PCCD Planning & Budgeting Council
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Standard III.B.1.a
Supporting Evidence:

III.B.6 PCCD Project Status Reports–Measure A, E and State
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III.B.7 PCCD Measure A Audit Report, 2013
http://web.peralta.edu/measurea/files/2011/08/June-30-2013-Measure-A-Fin-Perf-Audit.pdf

III.B.8 PCCD Department of General Services Program Review, 2013-14
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Standard III.B.1.b
Supporting Evidence:

III.B.9 PCCD Risk Management Information Bulletin, February 2014
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-Risk-Management-Information-Bulletin-February-2014.pdf
III.B.10 PCCD BP 3505 Emergency Response Plan
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III.B.11 Merritt College Emergency Operations Plan
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Emergency-Operations-Plan.pdf
III.B.12 PCCD BP 6800 Safety
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III.B.13 PCCD AP 6802 Injury and Illness Prevention and Hazardous Materials Program
http://web.peralta.edu/trustees/files/2011/04/AP-6802-Injury-Illness-Prevention-Hazardous-Materials-Program.pdf

Standard III.B.2
Supporting Evidence:

III.B.14 PCCD Facilities Committee
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Standard III.B.2.a
Supporting Evidence:

III.B.15 PCCD Five-Year Capital Outlay Plan
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Merritt College Facilities Master Plan
http://web.peralta.edu/general-services/files/2011/07/Merritt_3-6-09_REVISED_FINAL_DRAFT_Merritt_Master_Plan.pdf
III.B.16 *Facilities Planning Manual for the California Community Colleges*
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III.B.17 Proposition 39 Update: Briefing for Planning & Budgeting Council
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Standard III.B.2.b
Supporting Evidence:

III.B.18 Merritt College Facilities Committee By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Facilities-Committee-By-Laws.pdf

III.B.19 Merritt College Facilities Needs List
III.B.20 PCCD Facilities Committee
http://web.peralta.edu/general-services/pbim-facilities-committee/
III.B.21 PCCD Planning & Budgeting Council
http://web.peralta.edu/pbi/planning-and-budgeting-council/

Standard III.C: Technology

Standard III.C.1

Standard III.C.1.a

Supporting Evidence:

III.C.1 Matrix for District/College IT Responsibilities
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Matrix-for-college-district-IT-responsibilities.pdf
III.C.2 PCCD Information Technology Strategy
http://web.peralta.edu/it/files/2013/04/Peralta-District-wide-Information-Technology-Strategy-Plan-February-2012.pdf
III.C.3 Merritt College Educational Master Plan
http://web.peralta.edu/pbi/files/2010/08/Merritt-College.pdf
III.C.4 Instructional Program Review Narrative Report Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Instructional-Program-Review-Narrative-Report-Template.pdf
Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf
III.C.5 PCCD Telephone, Computer, Network, & Electronic Mail Guidelines
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III.C.6 PS Usage Modules
http://www.cenic.org/page_id=114/
III.C.7 "2012 Distance Education Results—Trends in eLearning: Tracking the Impact of eLearning at Community Colleges", April 2013
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III.C.8 Industry
http://www.industrious.com/

Standard III.C.1.b

Supporting Evidence:

III.C.9 System Development Lifecycle Methodology (p. 5)
http://peraltaccd.granicus.com/MetaViewer.php?view_id=2&clip_id=155&meta_id=55784

III.C.10 PCCD Distance Education
http://web.peralta.edu/de/
Merritt College Online Teaching Certificate
http://www.merritt.edu/wp/edt/degrees/

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Supporting Evidence:

III.C.11 PCCD Information Technology Strategy
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Standard III.C.1.d
Supporting Evidence:

III.C.12 PCCD Telephone, Computer, Network, & Electronic Mail Guidelines
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Standard III.C.2
Supporting Evidence:

III.C.13 PCCD Information Technology Strategy Memo, 02/06/12
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III.C.14 PCCD Information Technology Strategy
http://web.peralta.edu/it/files/2013/04/Peralta-District-wide-Information-Technology-Strategy-Plan-February-2012.pdf

Standard III.D: Financial Resources

Standard III.D.1
Supporting Evidence:

III.D.1 PCCD Student Demographics, Fall 2013
http://web.peralta.edu/indev/files/2010/04/Fall-2013-PCCD-Demographics.pdf
III.D.2 PCCD Measure B
http://web.peralta.edu/business/files/2013/01/18-Measure-B_Eng.pdf
III.D.3 PCCD Budget Allocation Model
http://web.peralta.edu/pbi/files/2010/11/BAM-2-28-2014.docx
III.D.4 PCCD Final Budget, 2014-15 (pp. 13-14)
http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf
III.D.5 PCCD Planning & Budgeting Integration
http://web.peralta.edu/pbi/
III.D.6 PCCD Annual Adopted Budgets
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III.D.7 PCCD Annual Financial Reports
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III.D.8 PCCD BP/AP 6200 Budget Preparation
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Standard III.D.1.a
Supporting Evidence:

III.D.9 Merritt College Budget Committee By-Laws
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III.D.10 Merritt College Council By-Laws
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III.D.11 PCCD Planning & Budgeting Integration Model
http://web.peralta.edu/pbi/files/2014/08/PBIM-Overview-2014.docx
III.D.12 PCCD PBIM Committee Flowchart
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PBIM-Committee-Flowchart.pdf

Standard III.D.1.b
Supporting Evidence:

III.D.13 PCCD Budget Allocation Model
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III.D.14 PCCD Planning & Budgeting Integration Model
http://web.peralta.edu/pbi/files/2014/08/PBIM-Overview-2014.docx
III.D.15 PCCD Mission & Strategic Goals
http://web.peralta.edu/strategicplan/
III.D.16 PCCD PBIM Assessment Surveys
http://web.peralta.edu/pbi/
III.D.17 PCCD Planning & Budgeting Council Meeting Minutes, 03/28/14 & 04/25/14
http://web.peralta.edu/pbi/files/2010/04/PBC-minutes-March-28-2014.docx
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III.D.18 Merritt College Strategic Goals & Objectives, 2014-17
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III.D.19 PCCD Budget Assumptions, 2014-15
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Standard III.D.1.c
Supporting Evidence:

III.D.20 PCCD Budget Assumptions, 2014-15
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III.D.21 Neuberger Berman Board of Trustees Presentation, 06/12/14
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III.D.22 PCCD Five-Year Capital Outlay Plan
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III.D.23 PCCD Annual Financial Reports
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III.D.24 PCCD BP 6200 Budget Preparation
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III.D.25 PCCD AP 6200 Budget Management
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III.D.26 PCCD Actuarial Study of Retiree Health Liabilities
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III.D.27 PCCD OPEB Substantive Plan
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III.D.28 PCCD Final Budget
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III.D.29 PCCD Actuarial Study of Retiree Health Liabilities
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III.D.30 PCCD Planning & Budgeting Council Meeting Minutes, 03/22/13
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III.D.31 PCCD Board of Trustees Meeting Agenda, 03/26/13
http://web.peralta.edu/trustees/files/2011/04/000-3-26-13-final-agenda.pdf

III.D.32 PCCD Retirement Board Agenda & Minutes
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III.D.33 Neuberger Berman Investment Performance Update, 09/11/14
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III.D.34 PCCD Actuarial Study of Retiree Health Liabilities
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Standard III.D.1.d
Supporting Evidence:

III.D.37 Merritt College Budget Process Flowchart
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III.D.38 PCCD BP 6200 Budget Preparation
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III.D.41 PCCD AP 6300 General Accounting
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III.D.42 PCCD BP 6320 Investments
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III.D.43 PCCD AP 6320 Investments
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III.D.44 PCCD Investment Policy Statement & Investment Guidelines
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III.D.45 PCCD Retirement Board By-Laws
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III.D.46 PCCD OPEB Trust Agreement
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Standard III.D.2
Supporting Evidence:

III.D.48 Merritt College *Business & Administrative Services Manual*
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III.D.49 PCCD Internal Audit
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Supporting Evidence:

III.D.51 PCCD Budget Allocation Model
http://web.peralta.edu/pbi/files/2010/11/BAM-2-28-2014.docx
III.D.52 PCCD Business Services
http://web.peralta.edu/business/
III.D.53 PCCD AP 6200 Budget Management
http://web.peralta.edu/trustees/files/2011/04/AP-6200-Budget-Management2.pdf
III.D.54 PCCD AP 6300 General Accounting
http://web.peralta.edu/trustees/files/2011/04/AP_6300-GeneralAccounting.pdf
III.D.55 PCCD BP 6400 Audits
http://web.peralta.edu/trustees/files/2011/04/BP-6400-Audits.pdf
III.D.56 PCCD Annual Financial Report, 2013
http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2013.pdf

III.D.57 Corrective Action Matrix, 09/21/14
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/corrective-action-matrix/

III.D.58 PCCD Annual Financial Report, 2011
http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2011.pdf

III.D.59 PCCD Annual Financial Report, 2012
http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2012.pdf

III.D.60 PCCD Annual Financial Report, 2013
http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2013.pdf

Standard III.D.2.b
Supporting Evidence:

III.D.61 PCCD Board of Trustees Meeting Minutes, 01/21/14
http://web.peralta.edu/trustees/files/2011/04/1-21-141.pdf

III.D.62 PCCD Annual Financial Reports
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

III.D.63 Corrective Action Matrix, 09/21/14
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/corrective-action-matrix/

III.D.64 PCCD Planning & Budgeting Council Meeting Minutes, 01/31/14
http://web.peralta.edu/pbi/files/2010/04/January-31-2014.docx

III.D.65 PCCD Business Services
http://web.peralta.edu/business/

Standard III.D.2.c
Supporting Evidence:

III.D.66 PCCD Planning & Budgeting Council Board of Trustees Presentation, 09/09/14
http://web.peralta.edu/pbi/files/2010/11/Board-Presentation-09-09-2014.pptx

III.D.67 PCCD PBIM Summit Presentation
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PCCD PBIM Summit Budget Presentation
http://web.peralta.edu/pbi/files/2014/08/Summit-Budget-Presentation-8-29-2014.pptx

III.D.68 PCCD Planning & Budgeting Council Meeting Minutes, 10/25/13
http://web.peralta.edu/pbi/files/2010/11/PBC-minutes-October-25-2013.docx

III.D.69 PCCD Board of Trustees Meeting Minutes, 06/24/14
http://web.peralta.edu/trustees/files/2011/04/6-24-14-Board-Meeting-Minutes.pdf

III.D.70 PCCD Board of Trustees Meeting Minutes, 09/09/14
http://web.peralta.edu/trustees/files/2011/04/9-9-14-Board-Meeting-Minutes.pdf

Standard III.D.2.d
Supporting Evidence:

III.D.71 Dean of Special Programs & Grants Job Description
http://web.peralta.edu/hr/files/2012/10/Dean-of-Special-Programs-Grants-JD2.pdf

III.D.72 PCCD Final Budget, 2014-15
http://web.peralta.edu/business/files/2011/06/2014-15-Final-Budget.pdf

III.D.73 PCCD BP/AP 6340 Contracts
http://web.peralta.edu/trustees/files/2013/12/BP-6340-Contracts.pdf
http://web.peralta.edu/trustees/files/2013/12/AP-6340-Contracts2.pdf

III.D.74 PCCD BP 6400 Audits
http://web.peralta.edu/trustees/files/2011/04/BP-6400-Audits.pdf

III.D.75 PCCD BP 6320 Investments
http://web.peralta.edu/trustees/files/2011/04/BP-6320-Investments.pdf

III.D.76 PCCD Measure A
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III.D.77 PCCD Measure B
http://web.peralta.edu/business/files/2013/01/18-Measure-B_Eng.pdf

III.D.78 PCCD Measure A Audit Reports
http://web.peralta.edu/measurea/documents/#audit-reports

III.D.79 PCCD BP/AP 6740 Citizens' Oversight Committee
http://web.peralta.edu/trustees/files/2011/04/BP-6740-Citizens-Oversight-Committee.pdf
http://web.peralta.edu/trustees/files/2011/04/AP-6740-Citizens-Oversight-Committee.pdf

III.D.80 PCCD Measure A Bond Citizens' Oversight Committee Membership
http://web.peralta.edu/measurea/citizens-bond-oversight-committee-membership/

III.D.81 PCCD Retirement Board
http://web.peralta.edu/trustees/board-committees/retirement-board/

III.D.82 PCCD Financial Aid Handbook, 2013-14
http://web.peralta.edu/financial-aid/files/2011/09/2013FinAid_booklet.pdf

Standard III.D.2.e
Supporting Evidence:

III.D.83 PCCD Internal Auditor Job Description
http://web.peralta.edu/hr/files/2012/10/Internal-Auditor-JD1.pdf

Standard III.D.3
Supporting Evidence:

III.D.84 Merritt College *Business & Administrative Services Manual*
http://www.merritt.edu/wp/businessservices/wp-content/uploads/sites/21/2013/12/Business-Services-Manual_Merritt-College.pdf

III.D.85 PCCD Board Policies & Administrative Procedures
http://web.peralta.edu/trustees/bps-aps/

Standard III.D.3.a
Supporting Evidence:

III.D.86 PCCD BP 6200 Budget Preparation
http://web.peralta.edu/trustees/files/2011/04/BP-6200-Budget-Preparation.pdf
PCCD AP 6200 Budget Management
http://web.peralta.edu/trustees/files/2011/04/AP-6200-Budget-Management2.pdf
PCCD AP 6300 General Accounting
http://web.peralta.edu/trustees/files/2011/04/AP_6300-GeneralAccounting.pdf
III.D.87 PCCD Annual Financial Report, 2013
http://web.peralta.edu/business/files/2011/06/Annual-Financial-Report-2013.pdf

Standard III.D.3.b
Supporting Evidence:

III.D.88 PCCD Annual Financial Reports
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/
III.D.89 PCCD Special Report to ACCJC (April 1, 2013)
http://web.peralta.edu/accreditation/files/2010/03/Peralta-4-1-13-Special-Report-to-ACCJC-Final.pdf
III.D.90 PCCD Integrated Planning & Budget Development Calendar, 2014-15
http://web.peralta.edu/pbi/files/2010/11/2014-15-Integrated-Planning-and-Budget-Development-Calendar-Revised-Final.docx
III.D.91 Peralta Colleges Foundation
http://web.peralta.edu/foundation/

Standard III.D.3.c
Supporting Evidence:

III.D.92 PCCD Retirement Board
http://web.peralta.edu/trustees/board-committees/retirement-board/
III.D.93 PCCD OPEB Trust Agreement
http://web.peralta.edu/trustees/files/2011/06/PeraltaOPEBTrust-Agreement1-12.pdf
III.D.94 PCCD OPEB Substantive Plan
http://web.peralta.edu/trustees/files/2011/08/Substantive-Plan-SR.pdf
III.D.95 Neuberger Berman Investment Performance Update, 09/11/14
http://web.peralta.edu/trustees/files/2011/08/Investment-Review-9.11.2014.pdf

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Supporting Evidence:

III.D.96 PCCD Actuarial Study of Retiree Health Liabilities
http://web.peralta.edu/business/files/2011/06/PeraltaCCD-3141-Final-2012-Report.pdf
III.D.97 PCCD Board of Trustees Meeting Minutes, 03/26/13
http://web.peralta.edu/trustees/files/2011/04/001-3-26-13-minutes.pdf

PCCD Planning & Budgeting Council Meeting Minutes, 03/22/13
http://web.peralta.edu/pbi/files/2010/04/PBC-Minutes-3-22-13-rev.doc

Standard III.D.3.e
Supporting Evidence:

III.D.98 Standard & Poor's Report, 10/04/11
http://web.peralta.edu/business/files/2011/09/SPs-Report.pdf
III.D.99 PCCD Annual Financial Reports
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

Standard III.D.3.f
Supporting Evidence:

III.D.100 PCCD Financial Aid
http://web.peralta.edu/financial-aid/
PCCD *Financial Aid Handbook*
http://web.peralta.edu/financial-aid/files/2011/09/2013FinAid_booklet.pdf
III.D.101 PCCD Annual Financial Reports
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

Standard III.D.3.g
Supporting Evidence:

III.D.102 PCCD BP 6340 Contracts
http://web.peralta.edu/trustees/files/2013/12/BP-6340-Contracts.pdf
III.D.103 PCCD AP 6340 Contracts
http://web.peralta.edu/trustees/files/2013/12/AP-6340-Contracts2.pdf
III.D.104 PCCD AP 6350 Contracts—Construction
http://web.peralta.edu/trustees/files/2011/04/AP-6350-Contracts2.pdf
III.D.105 PCCD AP 6330 Purchasing
http://web.peralta.edu/trustees/files/2013/12/AP-6330-Purchasing.pdf

Standard III.D.3.h
Supporting Evidence:

III.D.106 PCCD Budget Allocation Model
http://web.peralta.edu/pbi/files/2010/11/BAM-2-28-2014.docx
III.D.107 PCCD Planning & Budgeting Council Meeting Minutes
http://web.peralta.edu/pbi/planning-and-budgeting-council/minutes/
III.D.108 Corrective Action Matrix, 09/21/14
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/corrective-action-matrix/
III.D.109 PCCD Annual Financial Reports
http://web.peralta.edu/business/finance-contacts/annual-financial-reports/

Standard III.D.4
Supporting Evidence:

III.D.110 Instructional Program Review Narrative Report Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Instructional-Program-Review-Narrative-Report-Template.pdf
Annual Program Update Template
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/APU-Template.pdf

III.D.111 Merritt College Master Educational & Facilities Master Plan
http://web.peralta.edu/pbi/files/2010/08/Merritt-College1.pdf

III.D.112 PCCD AP 7121 Faculty Hiring
http://web.peralta.edu/trustees/files/2011/04/AP-7121-Faculty-Hiring1.pdf

III.D.113 PCCD Planning & Budgeting Council Meeting Agenda & Minutes, 03/28/14
http://web.peralta.edu/pbi/files/2010/04/Mar282014.docx
http://web.peralta.edu/pbi/files/2010/04/PBC-minutes-March-28-2014.docx

Standard IV: Leadership and Governance

Standard IV.A: Decision-Making Roles and Processes
Supporting Evidence:

IV.A.1. Merritt College Participatory Governance
http://www.merritt.edu/wp/shared-governance/
PCCD Planning & Budgeting Integration
http://web.peralta.edu/pbi/

IV.A.2 Merritt College Integrated Planning & Budgeting Process
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Integrated-Planning-Budgeting-Process.pdf

IV.A.3 Merritt College Participatory Governance Calendar

IV.A.4 Merritt College Strategic Goals & Objectives, 2014-17
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-strategic-goals-objectives-2014-2017.pdf

IV.A.5. PCCD Planning & Budgeting Integration Model
http://web.peralta.edu/pbi/files/2014/08/PBIM-Overview-2014.docx

Standard IV.A.1
Supporting Evidence:

IV.A.6 1966 Statement on Government of Colleges and Universities
http://www.aaup.org/report/1966-statement-government-colleges-and-universities
http://www.aaup.org/file/statement-on-government.pdf

IV.A.7 Merritt College Council Committees & By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-Committees-By-Laws.pdf

IV.A.8 Merritt College Flex Day Schedule, 08/14/14
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Professional-Development-Schedule_August-2014_8.5.14.pdf

IV.A.9 Attached copies of announcements for the Brown-Bag sessions

Standard IV.A.2
Supporting Evidence:

IV.A.10 Merritt College Council By-Law
IV.A.11 PCCD BP 2510
IV.A.12 PCCD AP 2511
IV.A.13 PCCD Academic Senate By-Laws
IV.A.14 PCCD/PFT Collective Bargaining Agreement
http://web.peralta.edu/hr/files/2010/09/Peralta-Federation-of-Teachers-Contract-2007-2009.pdf
Merritt College Faculty Handbook, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Faculty-Handbook-2014-15.pdf
IV.A.15 Associated Students of Merritt College
http://www.merritt.edu/wp/asmc/
Associated Students of Merritt College Handbook
http://www.merritt.edu/wp/asmc/wp-content/uploads/sites/12/2014/01/asmc_handbook.pdf
IV.A.16 Merritt College Mission Statement
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Merritt-College-Mission-Statement.pdf

Standard IV.A.2.a
Supporting Evidence:

IV.A.17 Merritt College Council of Department Chairs & Program Directors By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CDCPD-By-Laws.pdf
IV.A.18 Merritt College Faculty Handbook, 2014-15
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-Faculty-Handbook-2014-15.pdf
IV.A.19 Merritt College Classified Senate By-Laws
http://www.merritt.edu/wp/classifiedsenate/about/by-laws/
IV.A.20 SEIU 1021 Website
Local 39 Website
IV.A.21 Associated Students of Merritt College Constitution
http://www.merritt.edu/wp/asmc/constitution-of-asmc/

Standard IV.A.2.b
Supporting Evidence:

IV.A.22 Merritt College Curriculum & Instructional Council By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CIC-By-Laws.pdf
Merritt College Student Learning Outcomes & Assessment Committee By-Laws
http://www.merritt.edu/wp/slo/sloac/

IV.A.23 Curriculum & Student Outcomes Assessment Specialist Job Description
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/Curriculum-Student-Outcome-Assessment-Specialist-Job-Description.pdf

Standard IV.A.3
Supporting Evidence:

IV.A.24 Merritt College Council Committees & By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-Committees-By-Laws.pdf

IV.A.25 5/10/15% Budget cuts

IV.A.26 Dr. Norma Ambriz-Galaviz Biography
http://www.merritt.edu/wp/dr-norma-ambriz-galaviz/
Dr. Elmer A. Bugg Biography
http://www.merritt.edu/wp/dr-elmer-a-bugg/
Dr. Arnulfo Cedillo Biography
http://www.merritt.edu/wp/dr-arnulfo-cedillo/

IV.A.27 Merritt College Distance Education
http://www.merritt.edu/wp/distance-ed/

IV.A.28 Merritt College Curriculum & Instructional Council By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-CIC-By-Laws.pdf

IV.A.29 Documents of the forums/study sessions/brown-bags/retreats

Standard IV.A.4
Supporting Evidence:

IV.A.30 Merritt College Accreditation Evidence
http://www.merritt.edu/wp/accreditation/evidence

IV.A.31 Merritt College Nursing Program
http://www.merritt.edu/wp/nurs/

IV.A.32 Merritt College Radiologic Science Program
http://www.merritt.edu/wp/radsc/

IV.A.33 Merritt College Nutrition & Dietetics Program
http://www.merritt.edu/wp/nutr/

IV.A.34 Merritt College Child Development Department
http://www.merritt.edu/wp/chdev/

IV.A.35 Merritt College Fire Academy Program
http://www.merritt.edu/wp/fisci/

Standard IV.A.5
Supporting Evidence:

IV.A.36 Merritt College Educational Master Planning Committee By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCEMPC-By-Laws.pdf

Standard IV.B: Board and Administrative Organization
Supporting Evidence:

IV.B.1 PCCD BP 2220 Board Responsibilities
http://web.peralta.edu/trustees/bps-aps/
PCCD Functional Map
IV.B.2 PCCD Budget Allocation Model
http://web.peralta.edu/pbi/files/2010/11/BAM-2-28-2014.docx
IV.B.4. PCCD Functional Map
IV.B.5 PCCD BP 2710 Conflict of Interest
http://web.peralta.edu/trustees/files/2011/04/BP-2710-Conflict-of-Interest1.pdf
PCCD BP 2200 Committee of the Whole
http://web.peralta.edu/trustees/files/2011/04/BP_2220-CommitteeWhole.pdf
PCCD BP 2210 Officers
http://web.peralta.edu/trustees/files/2011/04/BP_2210-Officers.pdf
PCCD BP 2715 Code of Ethics and Standards of Practice
http://web.peralta.edu/trustees/files/2011/04/BP-2715-Code-of-Ethics-and-Standards-of-Practice.pdf
IV.B.6 PCCD BP 2310 Regular Meetings of the Board
http://web.peralta.edu/trustees/files/2011/04/BP_2310-RegularMeetingsBoard.pdf
IV.B.7 PCCD BP 2340 Agendas
http://web.peralta.edu/trustees/files/2011/04/BP_2340-Agendas-Sep-143.pdf

Standard IV.B.1
Supporting Evidence:

IV.B.8 PCCD BP 2010 Board Membership
http://web.peralta.edu/trustees/files/2011/04/BP-2010-Board-Membership1.pdf
IV.B.9 PCCD BP 2100 Board Elections
http://web.peralta.edu/trustees/files/2011/04/BP_2100-BoardElections.pdf
IV.B.10 PCCD BP 2015 Student Board Members
http://web.peralta.edu/trustees/files/2011/04/BP_2015-Student-Board-Members5.pdf
IV.B.11 PCCD BP 2210 Officers
http://web.peralta.edu/trustees/files/2011/04/BP_2210-Officers.pdf
IV.B.12 PCCD BP 2220 Board Responsibilities
http://web.peralta.edu/trustees/bps-aps/
IV.B.13 PCCD Retirement Board By-Laws
http://web.peralta.edu/trustees/files/2011/06/Retirement-Board-Bylaws.pdf

IV.B.14 PCCD BP 2310 Regular Meetings of the Board
http://web.peralta.edu/trustees/files/2011/04/BP_2310-RegularMeetingsBoard.pdf

IV.B.15 PCCD BP 2340 Agendas
http://web.peralta.edu/trustees/files/2011/04/BP_2340-Agendas-Sep-143.pdf

IV.B.16 PCCD BP 2710 Conflict of Interest
http://web.peralta.edu/trustees/files/2011/04/BP-2710-Conflict-of-Interest1.pdf

IV.B.17 PCCD BP 2715 Code of Ethics and Standards of Practice
http://web.peralta.edu/trustees/files/2011/04/BP-2715-Code-of-Ethics-and-Standards-of-Practice.pdf

IV.B.18 PCCD BP 2431 Chancellor Selection
http://web.peralta.edu/trustees/files/2011/04/BP_2431-Chancellor_Selection_2011_Revision-Board-amendment.pdf

IV.B.19 PCCD BP 2430 Delegation of Authority to the Chancellor
http://web.peralta.edu/trustees/files/2011/04/BP-2430-Delegation-of-Authority-to-the-Chancellor.pdf

IV.B.20 PCCD BP 2435 Evaluation of the Chancellor
http://web.peralta.edu/trustees/files/2011/04/BP-2435-Evaluation-of-the-Chancellor.pdf

IV.B.21 PCCD AP 7126 Management Performance Evaluations
http://web.peralta.edu/trustees/files/2011/04/AP-7126-Management-Performance-Evaluations1.pdf

IV.B.22 PCCD Educational Services
http://web.peralta.edu/educationalservices/

IV.B.23 PCCD BP 4020 Program, Curriculum, and Course Development
http://web.peralta.edu/trustees/bps-aps/

Standard IV.B.1.a
Supporting Evidence:

IV.B.24 PCCD BP 2210 Officers
http://web.peralta.edu/trustees/files/2011/04/BP_2210-Officers.pdf

IV.B.25 PCCD BP 2220 Board Responsibilities
http://web.peralta.edu/trustees/bps-aps/

IV.B.26 PCCD BP 2200 Committee of the Whole
http://web.peralta.edu/trustees/files/2011/04/BP_2220-CommitteeWhole.pdf

IV.B.27 PCCD BP 2345 Public Participation at Board Meetings
http://web.peralta.edu/trustees/files/2011/04/BP-2345-Public-Participation-at-Board-Meetings.pdf

IV.B.28 PCCD BP 2510 Participation in Local Decision Making
http://web.peralta.edu/trustees/files/2013/12/BP-2510-Participation-in-Local-Decision-Making.pdf

IV.B.29 PCCD Board of Trustees Presentation on Student Success Scorecard

Standard IV.B.1.b
Supporting Evidence:

IV.B.30 PCCD BP 1200 Mission
http://web.peralta.edu/trustees/files/2013/12/BP-1200-Mission-edits.pdf
IV.B.31 PCCD Board of Trustees
http://web.peralta.edu/trustees/
IV.B.32 PCCD Planning & Budgeting Integration
http://web.peralta.edu/pbi/

Standard IV.B.1.c
Supporting Evidence:

IV.B.33 PCCD Board of Trustees Meeting Agendas & Minutes
http://web.peralta.edu/trustees/2011-2012-agendas-minutes/
IV.B.34 CCCCO *Budget & Accounting Manual*
http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Standards/BAM/bam2012ed/CompleteBAM/Budget_and_Accounting_Manual_2012_Edition.pdf
IV.B.35 PCCD Board Policies
http://web.peralta.edu/trustees/bps-aps/

Standard IV.B.1.d
Supporting Evidence:

IV.B.36 PCCD BP 2010 Board Membership
http://web.peralta.edu/trustees/files/2011/04/BP-2010-Board-Membership1.pdf
IV.B.37 PCCD BP 2100 Board Elections
http://web.peralta.edu/trustees/files/2011/04/BP_2100-BoardElections.pdf
IV.B.38 PCCD BP 2015 Student Board Members
http://web.peralta.edu/trustees/files/2011/04/BP_2015-Student-Board-Members5.pdf
IV.B.39 PCCD BP 2210 Officers
http://web.peralta.edu/trustees/files/2011/04/BP_2210-Officers.pdf
IV.B.40 PCCD BP 2200 Board Duties and Responsibilities
http://web.peralta.edu/trustees/files/2011/04/BP_2200-BoardDutiesResponsibilities.pdf
IV.B.41 PCCD BP 1200 Mission
http://web.peralta.edu/trustees/files/2011/04/BP_1200-Mission-edits2.pdf
IV.B.42 PCCD BP 2220 Committee of the Whole
http://web.peralta.edu/trustees/files/2011/04/BP_2220-CommitteeWhole.pdf
IV.B.43 PCCD Retirement Board
http://web.peralta.edu/trustees/board-committees/retirement-board/
IV.B.44 PCCD BP 2310 Regular Meetings of the Board
http://web.peralta.edu/trustees/files/2011/04/BP_2310-RegularMeetingsBoard.pdf
IV.B.45 PCCD BP 2340 Agenda Development and Posting
http://web.peralta.edu/trustees/files/2011/04/BP_2340-Agendas-Sep-143.pdf
IV.B.46 PCCD BP 2715 Code of Ethics and Standards of Practice
http://web.peralta.edu/trustees/files/2011/04/BP-2715-Code-of-Ethics-and-Standards-of-Practice.pdf
IV.B.47 PCCD BP 2345 Public Participation at Board Meetings
http://web.peralta.edu/trustees/files/2011/04/BP-2345-Public-Participation-at-Board-

Meetings.pdf

IV.B.48 PCCD BP 2510 Participation in Local Decision Making
http://web.peralta.edu/trustees/files/2013/12/BP-2510-Participation-in-Local-Decision-Making.pdf

IV.B.49 PCCD BP 2330 Quorum and Voting
http://web.peralta.edu/trustees/files/2013/12/BP-2330-Quorum-Voting.pdf

IV.B.50 PCCD BP 2360 Minutes and Recording
http://web.peralta.edu/trustees/files/2011/04/BP-2360-Minutes-and-Recording.pdf

IV.B.51 PCCD BP 2740 Board Education
http://web.peralta.edu/trustees/files/2011/04/BP-2740-Board-Education.pdf

IV.B.52 PCCD BP 2745 Board Evaluation
http://web.peralta.edu/trustees/files/2011/04/BP-2745-Board-Evaluation.pdf

Standard IV.B.1.e
Supporting Evidence:

IV.B.53 PCCD Website
http://web.peralta.edu/

IV.B.54 PCCD BP 2410 Board Policy and Administrative Procedure
http://web.peralta.edu/trustees/files/2011/04/BP-2410-Board-Policy-and-Administrative-Procedure1.pdf

Standard IV.B.1.f
Supporting Evidence:

IV.B.55 PCCD BP 2740 Board Education
http://web.peralta.edu/trustees/files/2011/04/BP-2740-Board-Education.pdf

IV.B.56 CCLC Trustee Handbook
http://web.peralta.edu/trustees/files/2011/06/TrustHdbkWeb1.pdf

IV.B.57 CCLC Learning Guide
http://web.peralta.edu/trustees/files/2011/06/Learning-Guide-for-new-CC-trustees.pdf

IV.B.58 Example of Peralta Trustee Workshop

Standard IV.B.1.g
Supporting Evidence:

IV.B.59 PCCD BP 2745 Board Evaluation
http://web.peralta.edu/trustees/files/2011/04/BP-2745-Board-Evaluation.pdf

IV.B.60 CCLC Trustee Handbook
http://web.peralta.edu/trustees/files/2011/06/TrustHdbkWeb1.pdf

Standard IV.B.1.h
Supporting Evidence:

IV.B.61 PCCD BP 2715 Code of Ethics and Standards
http://web.peralta.edu/trustees/files/2011/04/BP-2715-Code-of-Ethics-and-Standards-of-Practice.pdf
IV.B.62 PCCD BP 2220 Committee of the Whole
http://web.peralta.edu/trustees/files/2011/04/BP_2220-CommitteeWhole.pdf
IV.B.63 PCCD BP 2710 Conflict of Interest
http://web.peralta.edu/trustees/files/2011/04/BP-2710-Conflict-of-Interest1.pdf
IV.B.64 BP on Handling Special Interest Groups
IV.B.65 PCCD BP 2350 Speakers and Decorum
http://web.peralta.edu/trustees/files/2011/04/BP-2350-Speakers-and-Decorum.pdf
IV.B.66 PCCD BP 2315 Closed Sessions
http://web.peralta.edu/trustees/files/2013/12/BP-2315-Closed-Sessions.pdf
IV.B.67 PCCD BP 2200 Board Duties and Responsibilities
http://web.peralta.edu/trustees/files/2011/04/BP_2200-BoardDutiesResponsibilities.pdf
IV.B.68 BP on Handling Administrative Matters

Standard IV.B.1.i
Supporting Evidence:

IV.B.72 CCLC Annual Convention: An Oasis of Opportunity, November 2014
http://leagueconvention.wordpress.com/
IV.B.73 CCLC Legislative Conference, January 2015
http://www.ccleague.org/i4a/pages/Index.cfm?pageID=3424
IV.B.74 PCCD Board of Trustees Meeting Minutes, 11/12/13
http://web.peralta.edu/trustees/files/2011/04/11-12-13-minutes-revised.pdf

Standard IV.B.1.j
Supporting Evidence:

IV.B.75 PCCD BP 2431 Chancellor Selection
http://web.peralta.edu/trustees/files/2011/04/BP_2431-Chancellor_Selection_2011_Revision-Board-amendment.pdf
IV.B.76 PCCD PB 2430 Delegation of Authority to the Chancellor
http://web.peralta.edu/trustees/files/2011/04/BP-2430-Delegation-of-Authority-to-the-Chancellor.pdf
PCCD Chancellor Job Description
http://web.peralta.edu/hr/files/2012/10/Chancellor-JD1.pdf
IV.B.77 PCCD BP 2435 Evaluation of the Chancellor
http://web.peralta.edu/trustees/files/2011/04/BP-2435-Evaluation-of-the-Chancellor.pdf
IV.B.78 PCCD BP 7120 Recruiting and Hiring
http://web.peralta.edu/trustees/files/2011/04/BP-7120-Recruitment-and-Hiring1.pdf

Standard IV.B.2
Supporting Evidence:

IV.B.79 Merritt College President Job Description
http://web.peralta.edu/hr/files/2012/10/College-President-MC-JD.pdf
IV.B.80 Merritt College Organizational Chart
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-organizational-chart-2014.12.01.pdf
IV.B.81 Merritt College Council By-Laws
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MCC-By-Laws.pdf
IV.B.82 PASS Proposal Template
CPT Workplan
CTE Enhancement proposal
Study Abroad Program Flyer

Standard IV.B.2.a
Supporting Evidence:

IV.B.83 PCCD Human Resources—Management Job Descriptions
http://web.peralta.edu/hr/job-descriptions/management/

Standard IV.B.2.b
Supporting Evidence:

IV.B.84 Merritt College Strategic Goals & Objectives, 2014-17
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/MC-strategic-goals-objectives-2014-2017.pdf
Merritt College Council Meeting Minutes

Standard IV.B.2.c
Supporting Evidence:

IV.B.85 Merritt College President Job Description
http://web.peralta.edu/hr/files/2012/10/College-President-MC-JD.pdf
IV.B.86 Sample of Conferences/Workshops attended by College President

Standard IV.B.2.d
Supporting Evidence:

IV.B.87 Example of President's approval of college budget
IV.B.88 Merritt College Executive Team Meeting Schedule

Standard IV.B.2.e
Supporting Evidence:

IV.B.89 Merritt College news items on President's community activities
IV.B.90 Merritt College Science Building Construction Webcam
http://oxblue.com/open/clarksullivan/merritt

IV.B.91 Martin Luther King Freedom Center
http://www.merritt.edu/wp/martin-luther-king-jr-freedom-center/
IV.B.92 Merritt College Website
http://www.merritt.edu/wp/

Standard IV.B.3
Supporting Evidence:

IV.B.93 PCCD Functional Map

Standard IV.B.3.a
Supporting Evidence:

IV.B.94 PCCD BP 2430 Delegation of Authority to the Chancellor
http://web.peralta.edu/trustees/files/2011/04/BP-2430-Delegation-of-Authority-to-the-Chancellor.pdf
IV.B.95 PCCD Human Resources—Management Job Descriptions
http://web.peralta.edu/hr/job-descriptions/management/
IV.B.96 PCCD AP 2430 Delegation of Authority to the Chancellor
http://web.peralta.edu/trustees/files/2013/12/AP-2430-Delegation-of-Authority-to-the-Chancellors-Staff1.pdf

Standard IV.B.3.b
Supporting Evidence:

IV.B.97 PCCD Organizational Chart
http://www.merritt.edu/wp/accreditation/wp-content/uploads/sites/3/2014/11/PCCD-Organizational-Chart.pdf
PCCD Functional Map
http://web.peralta.edu/hr/job-descriptions/management/

Standard IV.B.3.c
Supporting Evidence:

IV.B.98 PCCD Budget Allocation Model
http://web.peralta.edu/pbi/files/2010/11/BAM-2-28-2014.docx
PCCD *Budget Allocation Model Manual*
http://web.peralta.edu/pbi/files/2013/07/Budget-Allocation-Model-February-2013.pdf

Standard IV.B.3.d
Supporting Evidence:

IV.B.99 PCCD Planning & Budgeting Council Meeting Minutes
http://web.peralta.edu/pbi/planning-and-budgeting-council/minutes/
PCCD Board of Trustees Meeting Agendas & Minutes
http://web.peralta.edu/trustees/2011-2012-agendas-minutes/

Standard IV.B.3.e
Supporting Evidence:

IV.B.100 PCCD AP 2430 Delegation of Authority to the Chancellor's Staff
http://web.peralta.edu/trustees/files/2013/12/AP-2430-Delegation-of-Authority-to-the-Chancellors-Staff1.pdf

Standard IV.B.3.f
Supporting Evidence:

IV.B.101 PCCD Chancellor Job Description
http://web.peralta.edu/hr/files/2012/10/Chancellor-JD1.pdf
IV.B.102 Example of President's Board Reports
IV.B.103 PCCD Board of Trustees
http://web.peralta.edu/trustees/

Standard IV.B.3.g
Supporting Evidence:

IV.B.104 PCCD Planning & Budget Integration
http://web.peralta.edu/pbi/
IV.B.105 PCCD PBIM Assessment Survey Summary, June 2014
http://web.peralta.edu/pbi/files/2014/08/PBIM-Survey-June-2014-Summary-08-18-14.pdf
IV.B.106 "Changing Peralta's Culture" Management Workshop Agenda
IV.B.138 PCCD Functional Map

APPENDIX B:
LISTING OF ACTIONABLE IMPROVEMENT PLANS

Standard I

Standard I.A: The College will research the feasibility of implementing Distance Education (DE) A.A. degree program(s), expand and improve the DE evaluation methods, and increase DE Student Support Services by 2015-16.
Administrative Lead: Vice President of Instruction and Vice President of Student Services

Standard I.B.7: The College will review and update the Educational Master Plan and the participatory governance handbooks to strengthen institutional effectiveness and to streamline the College's decision-making processes. In addition, an organized summary of evaluations will be linked to the College's annual accomplishments. The results will serve as a guide to the strategic planning process. The update and a calendar of regular evaluations for continuous improvement will be completed by spring 2015.
Administrative Lead: Vice President of Instruction and Vice President of Student Services

Standard II

Standard II.A.1.c: The College will continue to assess its course student learning outcomes on a three-year cycle. Programs with capstone courses and/or license exams will continue with their established assessment cycles. General education degrees will be assessed starting spring 2015 using course outcome data. Assessment of institutional learning outcomes will be revised in spring 2015 with a college-wide professional workshop that focuses on increased dialogue between disciplines. The Student Learning Outcomes Assessment Committee (SLOAC) will develop and run all workshops and reports.
Administrative Lead: Vice President of Instruction, Vice President of Student Services, and SLOAC Chair

Standard II.A.7.c: The College will review, update, and publish the Student Behavioral Manual and Student Code of Conduct and make them accessible in appropriate locations during the 2015-16 academic year.
Administrative Lead: Vice President of Student Services

Standard II.B.1: The College will determine counseling needs during 2014-15 for implementation of the Student Service Success Plan and increase the number of counseling faculty for the 2015-16 academic years.
Administrative Lead: College President

Standard II.B.3: To supplement District research, an on-campus Research Data Specialist will analyze reports to increase data collection with regards to program effectiveness, grant projects, and evaluation of institutional effectiveness. The College will then be able to apply the analysis and data to improvement plans. During the 2015-16 academic year, the College will seek to hire a full-time Research Data Specialist to aid with these processes.
Administrative Lead: College President

Standard II.B.3.a: The College will assess and expand online student services to include ease of enrollment, accessibility and ascertain levels of satisfaction. This is scheduled for 2015-16.
Administrative Lead: Vice President of Instruction and Vice President of Student Services

Standard II.C.1: The College will update and expand existing Merritt College Library collections, staff, and funding sources and seek to identify additional instructional space for MCL functions and activities. This is scheduled for spring 2015 and will be ongoing.
Administrative Lead: Vice President of Instruction

Standard III

Standard III.B.1.a: The College will work with the District on developing a funded maintenance program that utilizes the principle that "total cost of ownership" is key in the development process for all physical resources including updates to Merritt College's 60 year-old facilities.
Administrative Lead: College President

Standard III.C.1.b: The District/College will develop, coordinate, and implement the District's enterprise system training workshops in order to optimize human resource competence by providing formal training for new employees along with professional development opportunities for existing employees. This is scheduled for fall 2016.
Administrative Lead: Director of Business and Administrative Services

Standard III.D.1.b: Merritt College and the Enrollment Management Task Force will develop and enhance target programs for high risk students; and early outreach to local high schools, academic and career pathways, and adult education that will align with the District Budget Allocation Model and State FTES apportionment funding.
Administrative Lead: Vice President of Instruction and College President

Standard IV

Standard IV.A.2.b: The College will continue to enhance its relationship with faculty by delineating how the 10+1 (academic matters) applies to the Merritt College governance structures and College functions. Reliance on the Academic Senate and appropriate faculty leadership for academic matters will be specified for implementation of college-wide initiatives. In fall 2015, a graphic outline will be included in the College governance manual.
Administrative Lead: College President

Standard IV.B.2.b: To increase administrative position stability and enhance the College's participatory governance process, the College President will complete the permanent searches for administrative positions by spring 2015 and support long term planning and administrative stability by assisting with and advocating for reconvening the District Administrative Leadership Training Program as a means of fostering future administrative leaders from within existing faculty and administration personnel.
Administrative Lead: College President