



MERRITT COLLEGE
EDUCATIONAL MASTER PLAN
2009-2015

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Chapter 1: Introduction

WELCOME TO MERRITT COLLEGE

Merritt College is a public, comprehensive two-year college, and one of the four colleges of the Peralta Community College District in Alameda County. Nestled in the hills above San Francisco Bay, Merritt College offers students the opportunity to study in one of the most dramatic natural settings in Northern California. With a panorama that includes the Golden Gate Bridge and the Pacific Ocean, Merritt's striking vistas provide a breathtaking backdrop for quality academic and career-technical programs.

Minutes from the East Bay's busiest commercial centers, Merritt College provides career-technical programs in Administration of Justice, Child Development, Community Social Services, Environmental Studies, Landscape Horticulture, Medical Assistant, Nutrition and Dietetics, Paralegal, Radiologic Technology, Registered Nursing and Vocational Nursing, and Real Estate, in addition to offering strong general education and transfer majors in the sciences and associate degree programs such as African American Studies and Anthropology. Merritt's more than 7,000 students benefit from a diverse and beautiful learning environment, as well as from excellent student-support services and dedicated faculty and staff. The College faculty, staff and administrators exemplify the College's motto: **We change lives!**

THE PERALTA DISTRICT—A SHORT HISTORY

During the years in which the community college concept was evolving, many institutions set the stage for the Peralta Community College District. Longtime East Bay residents will recall The Part Time School, Central Trade (later named The Joseph C. Laney Trade and Technical Institute) and The Merritt School of Business. In July of 1953, the Oakland Board of Education created Oakland Junior College, developing Laney and Merritt as separate and distinct campuses of the new institution. Merritt College was named for one of the pioneer developers of Oakland, Dr. Samuel Merritt.

In 1954, Merritt added an outstanding liberal arts curriculum to the already-established business curriculum. In June 1955, the first students graduated with Associate in Arts degrees. In November of 1963, the residents of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont voted to establish a separate junior college district. The name chosen to encompass the District's six cities was "Peralta" in honor of Sgt. Luis Maria Peralta, who had been granted 44,800 acres of East Bay lands in August of 1820. On July 1, 1964, the Board of Education voted to offer vocational, occupational, and liberal arts courses on each of the existing campuses. Merritt College moved in 1971 from its Grove Street campus to the East Oakland hills near Skyline Boulevard.

Merritt College operates an outreach site, the Fruitvale Education Center, which serves a predominantly Latino community and is located at 1900 Fruitvale Avenue in Oakland. The Center forms a vital link with other community groups, such as the Unity Council, to coordinate and plan services for the community. The Fruitvale Education Center has a special emphasis on English as a Second Language courses, and through grant funds and community collaboration directed by the Unity Council, assisted in the development of Merritt's Medical Assistant and Healthcare Interpreter programs. One of the goals for the center is to ease the transition of students to the main campus for first-time

nontraditional students by encouraging students to take classes at the center and at the main campus.

ACCREDITATION

Merritt College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), which accredits associate degree granting institutions and is one of three commissions under the Western Association of Schools and Colleges (WASC). Individual college occupational programs are accredited or certified by the Board of Registered Nurses, the Board of Licensed Vocational Nurses, the Joint Review Committee on Education in Radiologic Technology, the California Association for Alcohol/Drug Educators, the Commission on Dietetic Education (CADE)/American Dietetic Association (ADA), the California Department of Health Services, and the National Dietary Manager Association.

MISSION, VISION AND VALUES OF MERRITT COLLEGE

Mission

The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes, and values needed to succeed and participate responsibly in a democratic society. To accomplish its mission, the College provides open access to excellent instructional programs and comprehensive support services in a culturally-rich, caring and supportive learning environment. Our purpose is to provide opportunities for lifelong learning, and 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.

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.

Vision

Merritt College will

- 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 inter-connected global society.
- Engage the community as an active participant and resource to learning through creative partnerships

MERRITT COLLEGE TODAY

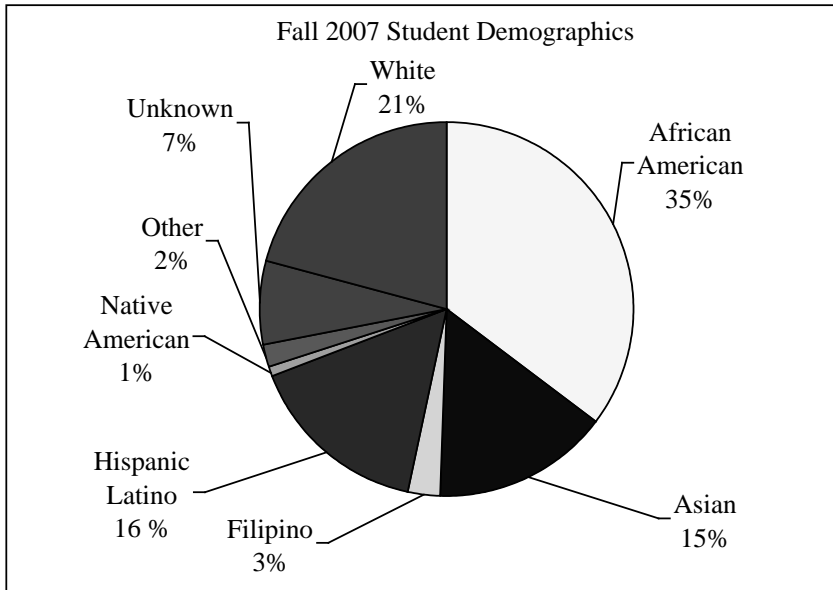
Student Demographics

The charts below depict Merritt College's demographics in Fall of 2007. Merritt College has a highly diverse student population: 35% African American; 16% Latino; 15% Asian; 3% Filipino; 1% Native American; and 21% Caucasian. The majority of its students are part-time (85%) and female (69%), and the average age of the student body is 33 years old, which suggests either a significant population of re-entry students, or professional students increasing their skill level, or both.

Table 1: College Profile – Fall 2007

Profile of Merritt College Student Body: Fall 2007			
Total Head Count	7,409	Matriculating	62% (4,594)
		Exempt	37.8% (2,801)
		Other	0.2% (14)
Total FTES	1,949	Prior Educational Level	Not H.S. graduate: 5%
			H.S. diploma/GED: 48%
Course Load	Full-Time: 15% Part-Time: 85%	Language	English Speaking: 88% (6,500)
			Eng. Not Primary: 11% (1,051)
Gender	Male: 30% (2,253) Female: 69% (5,104) Unknown: 1% (52)	Citizenship	U.S. Citizen: 83% (6,200)
			Perm. Resident: 13% (988)
Average Age	33		

Chart 1: Student Racial/ Ethnic Breakdown – Fall 2007



College Resources and Activities

As stated in the mission statement, Merritt College is committed to helping students attain knowledge, master skills, and develop the appreciation, attitudes, and values needed to succeed and participate responsibly in a democratic society.

The College has benefited from state funding for accessibility, Basic Skills Initiative funds, several state grants for the Associate Degree Nursing program, and from the recent \$380 million bond measure (Measure A) passed by the residents of Alameda County. In addition, the College's Child Development program receives monies from the Alameda County First 5 Every Child Counts Commission funded by Proposition 10, which levies a tax on tobacco products.

New funding includes a state grant to establish a Respiratory Therapy program, a federal Title III grant, a grant for Predominately Black-Serving Institutions (MAP: Maximum Achievement Project), and grant funds for the East Bay Career Advancement Academy. The College is currently addressing the challenge of coordinating activities in order to reduce duplication of services to students.

STRATEGIC DIRECTIONS 2005-2010

In 2005, the College's Integrated Planning Committee met to draft five-year Strategic Directions for review and approval by the College Governance Committees. The agreed-upon Strategic Directions are as follows.

STRATEGIC DIRECTION I: STUDENT LEARNING OUTCOMES

Improve the effectiveness of teaching and learning at Merritt College through the development and implementation of Student Learning Outcomes for both instruction and support services.

STATEMENT OF INTENT

As reflected in our mission statement, Merritt College is committed to helping students attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society. Towards this end, the College will:

- Identify expected outcomes as to what students should know and/or be able to do as a consequence of completing a course program or utilizing a support service;
- Systematically and routinely measure the attainment of those outcomes;
- Effectively communicate the results of this assessment; and
- Utilize the measurement /assessment data to revise /refine courses and support services and to inform allocation of human, fiscal and physical resources.

STRATEGIC DIRECTION II: CULTURE OF COMMUNICATION

To have clear communication and listening be a way of life at Merritt College in order to arrive at true shared values, and develop an appreciation of the diverse perspectives in the College community.

STATEMENT OF INTENT

Consistent with Merritt's mission to develop appreciation and attitudes for success, provide lifelong learning opportunities, and foster a caring learning environment, we will develop a community that excels in the communication of ideas, values and decisions among all segments of the Merritt College community in a timely, efficient, free flowing manner. Towards this end, Merritt College will develop mechanisms to

- create a shared understanding of how institutional effectiveness is defined and measured;
- provide regular and timely communication of ideas, information, decisions, news, priorities, action plans and progress among College constituencies; and
- develop a feedback loop through which College constituency can participate.

STRATEGIC DIRECTION III: TECHNOLOGY AND MEDIA RESOURCES

Develop and maintain technological, information and media resources that support the needs of students, faculty, and staff and that are consistent with the College's mission.

STATEMENT OF INTENT

An examination of the Colleges' technological infrastructure and media resources suggests that there are disparities in the technology and media available to various segments within the College community. Some of these disparities exist as a result of resources managed by the PCCD; others are specific to the Merritt College campus. These disparities impact the ability of the College to optimize quality education and opportunities for life long learning. In order to enhance student experiences, increase faculty capacity to support growth, and improve the College's ability to provide effective instruction and College services, Merritt College will

- provide technology and media resources, appropriate infrastructure modifications, and staff training sufficient to eliminate the current disparities;
- develop and implement College technology and media standards; and
- provide training so that information and learning resources may be used effectively and efficiently.

STRATEGIC DIRECTION IV: RESOURCE DEVELOPMENT

Develop an institutional approach to optimize the utilization of existing resources and develop adequate future resources to support Merritt's mission.

STATEMENT OF INTENT

In order to enhance institutional effectiveness, attain Student Learning Outcomes, implement more effective communication strategies, and provide appropriate technological and media resources, it is imperative that the College maximize the utilization of current human, fiscal and physical resources, invest in innovation and develop new revenue streams. Specifically Merritt will

- pursue business partnerships that effectively link our curriculum with industry needs as well as service learning opportunities for students;
- pursue grants, gifts, donations, and additional facility rental;
- provide faculty/staff training and mentoring as an investment in our human resources; and
- systematically maintain and upgrade campus facilities to provide an excellent, clean, and safe environment for learning.

INSTITUTIONAL LEARNING OUTCOMES (ILOS): 2005-2009

Institutional Learning Outcomes were drafted late in 2005, and presented to the College community in 2006. These ILOs were reviewed, revised, and adopted in Spring of 2008. ILOs are defined as "*What students will be able to do out in the world as a result of their experiences at Merritt College.*" The following are Merritt College's approved Institutional Learning Outcomes.

Communication

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

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.

Quantitative Reasoning

Apply college-level mathematical reasoning to analyze and explain real world issues and to interpret and construct graphs, charts, and tables.

Information and Computer Literacy

Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.

Cultural Awareness

Through 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.

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.

STUDENT LEARNING OUTCOMES (SLOS): 2005-2012

College faculty, staff, administrators and students were provided information and training on Student Learning Outcomes and Assessment in the context of how SLOs reveal the student's journey through the institution, and the many ways in which a student's progress and success can be measured and demonstrated.

In 2003, the Landscape Horticulture and Child Development departments were led by the Vice President of Instruction in a pilot project to identify program SLOs and to create program maps in order to elucidate a student's progress through these programs. In succeeding years, Dr. Ruth Stiehl, consultant on Student Learning Outcomes, has presented workshops on identification and assessment of learning outcomes as measurements of student learning and success in the institution. In Fall 2007, a Student Learning Outcomes and Assessment Committee (SLOAC) was created, and an SLOAC Coordinator is identified each year and given .5 release time to work with faculty and staff on developing program outcomes and drafting program maps. Faculty and Staff have been sent to the summer White Water Institute in Oregon to receive training on development and assessment of learning outcomes. To date, two administrators and four faculty have attended this Institute and assumed the role of trainer in order to assist faculty and staff with this work.

To date, most of Merritt College's instructional programs have identified program outcomes and created program maps that illustrate the students' journey through the program. In 2008-09, instructional and student services faculty and staff will create rubrics as assessment tools, and will continue to articulate outcomes at the course level, communicate those outcomes through course syllabi, and begin the work of aligning course outcomes with program outcomes and ILOs. Appendix II provides examples of program maps.

Document 1 below describes the phases of Student Learning Outcomes Assessment, and identifies the phases for the various Merritt instructional programs. Document 2 is a progress report on Student Learning Outcomes in Student Support Services.

DOCUMENT 1

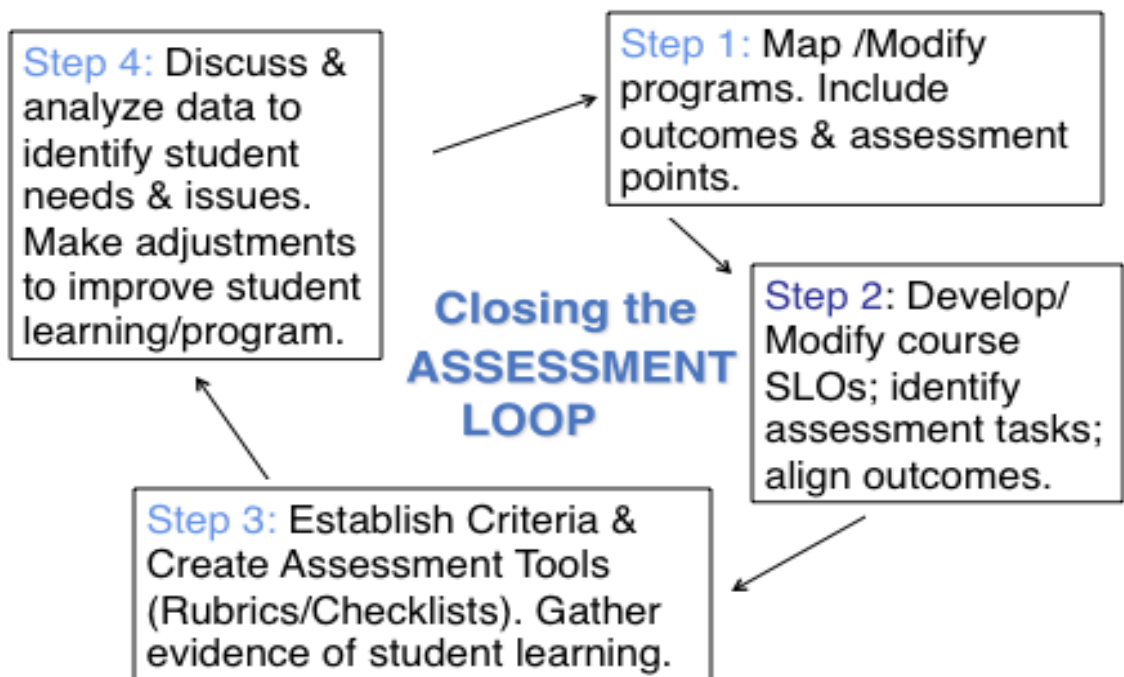
STUDENT LEARNING OUTCOMES ASSESSMENT

Where the Accrediting Commission (ACCJC) expects all colleges to be in 2012

Proficiency	<ul style="list-style-type: none">• Student learning outcomes and authentic assessment are in place for courses, programs and degrees.• Results of assessment are being used for improvement and further alignment of institution-wide practices.• There is widespread institutional dialogue about the results.• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.• Appropriate resources continue to be allocated and fine-tuned.• Comprehensive assessment reports exist and are completed on a regular basis.• Course student learning outcomes are aligned with degree student learning outcomes.• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
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Phases of Student Learning Outcomes Assessment: : Instructional Programs

Most instructional departments and programs at Merritt have been assessed as being in one of four phases of the Assessment Process, corresponding to the steps outlined in the “Assessment Loop” below.



INSTRUCTIONAL PROGRAMS

PHASE ONE: : STEP ONE

PHASE ONE/Step One: :

- **Develop program learning outcomes**
- **Create program maps**
- **Write course outcomes for stand-alone courses**

Disciplines/Departments/Programs In Phase One:

ESL	Basic Landscape
Horticulture	Geology
Medical Assistant	Fire Science
Natural science	Humanities
Real Estate	Human Services
Recreation	Spanish

Description of Phase One

In this phase the program or discipline identifies the program learning outcomes and maps the courses that comprise the program's degrees and certificates.

- Develop program outcomes in dialogue with others in the department, in the college or in the community.
- Align program outcomes with Institutional Learning Outcomes.
- Learn mapping conventions.
- Dialogue with members of the program or discipline (and with other faculty and community or industry partners) to write or modify program learning outcomes and program map.
- Work with mapping assistant to create a PPT map of the program or complete SLO addendum for course outcomes and assessment tasks.

DESIRED PARTICIPATION: 75% of the faculty in the program and at least one student. It is highly recommended that other faculty or community partners participate in the drafting of outcomes for programs that offer degrees and certificates.

INSTRUCTIONAL PROGRAMS

PHASE TWO: : STEP TWO

PHASE TWO/Step Two: :

- **Align program outcomes with courses.**
- **Write course outcomes.**

Disciplines/Departments/Programs In Phase Two:

Administration of Justice	Community Social Services
Police Science	CIS
African American Studies	English
Anthropology	Environmental Studies
Business	LNHT: : Nursery Management
Child Development	Nutrition
• Full Certificate	+Dietary Manager
• Assistant Teacher	+Dietary Assistant (1)
• Associate Teacher	+Dietetic Technology
• Early Intervention	Paralegal Studies
• Violence intervention	Vocational Nursing
Communications	

Description of Phase Two

- Learn about course outcomes versus exit skills/objectives.
- In dialogue with the faculty in the program or discipline (and other faculty and community and industry partners as appropriate), write outcomes for the **five** most frequently offered courses.

Step Two in the Assessment Loop: : Identifying assessment tasks

When we write student learning outcomes, we always need to think about the assessment tasks or assignments we envision our students completing in order to demonstrate their learning. This helps ground our aspirations for student learning in reality.

NOTE: : Create outcomes with assessment in mind.
How do you plan to gather evidence of student learning?

INSTRUCTIONAL PROGRAMS

PHASE THREE: : STEP THREE

PHASE THREE/Step Three: :

- **Develop plans and tools for assessment**
- **Gather evidence of student learning**

Disciplines/Departments/Programs In Phase Three:

Chemistry

Associate Degree Nursing

Radiologic Science

Description of Phase Three

- Decide when assessments will occur in the program and course.
- Map key assessment points in the program map (if not completed in phase one.)
- Identify which assignments allow students to demonstrate achievement of outcomes or develop assessment tasks (talk with others about these).
- Develop criteria for these tasks: : *scoring guides or rubrics*. Attend rubric workshops. Meet with others to decide “what is good. “
- Administer the assessment and gather evidence of student learning.

PHASE FOUR: : STEP FOUR

PHASE FOUR/Step Four:

- **Analyze data**
- **Make adjustments**

Description of Phase Four:

- Analyze evidence of student learning. Dialogue within department to gain better understanding of student learning issues and to decide what actions to take to improve learning.
- Decide what improvements to make to courses and program.
- Write a department report.
- Include this report with the changes/adjustments/improvements and *any resources* needed to implement them in Unit Plan and Program Review.

STUDENT SERVICES PROGRAMS

DOCUMENT 2

STUDENT LEARNING OUTCOMES IN STUDENT SERVICES

As an institution, we must continually evaluate our own effectiveness in our primary mission: to educate students who have entrusted their future to us. By establishing Student Learning Outcomes (SLOs) at the Student Support Services level, we aspire to assess student achievement of those outcomes and use the results to make improvements in our student support programs and services.

Merritt College Student Services has engaged each unit within its area to identify Student Learning Outcomes pertinent to their individual service units. This process began in September of 2004 by selection of the first cluster group to be tasked with addressing how their individual program, policy, or practice can improve or expand student learning, and how that learning can be assessed.

The Student Services Departments have been divided into five SLO clusters:

1. EOPS, Financial Aid, Student Activities, DSPS.
2. Health Services, Transfer, Counseling, Puente.
3. Assessment, Orientation, CaWORKs.
4. Athletics, Job Placement, Veteran's Services.
5. Dean's office, Merritt College Bookstore, Care Program.

SLO CLUSTER ONE

Progress to Date

All of the participants of cluster one (*EOPS, Financial Aid, Student Activities and DSPS*) identified three initial Student Learning Outcomes and are at the stage of collecting and analyzing data or reviewing and refining assessment tools for continuous program improvement with reference to those three Student Learning Outcomes.

EOPS preliminary findings focusing on **SLO #1** (Students will be able to understand, be a responsible party in and follow the required stipulations of a **written and signed EOPS contract**) point to a higher grade point average held by students who complete their mandated 3 counselor appointments as opposed to those who did not keep their appointments. Preliminary findings also indicate the existence of a possible link between student persistence and counselor contacts.

The **Financial Aid program** is in the process of collecting and analyzing all data from their presently identified four learning outcomes.

Student Services Programs

The final Pre & Post testing for the three identified **Student Activities** program learning outcomes were completed in fall 2006. Presently the Student Activities unit is in the process of collecting and analyzing data to be finalized in spring 2007.

The **DSPS** program has presently begun collecting student surveys pertinent to **SLO #1** (*Students will be able to use resources to self advocate*). Data analysis has begun and will be concluded by spring 2007. The DSPS program coordinator and staff will continue meeting with the Dean of Student Services throughout spring 2007 to re-define four additional SLOs.

Next Steps

1. All units in the first cluster will have completed data collection and analysis by spring of 2007.
2. By spring 2007, EOPS will have completed development of SLO #2 & #3 pre-post testing tools, and will have administered all pre & post testing as well as compiled and analyzed all results. EOPS will have designed assessment instruments for new SLO #4 & #5.
3. DSPS will continue to compile and analyze findings from SLO #1, conclude revision of SLO #2 & SLO #3 and will have identified two additional SLOs in 2007.
4. Financial Aid will continue to analyze and apply data and will have identified 1 additional SLOs in 2007
5. Student activities will continue to compile and analyze data for the first 3 SLOs and will have identified 2 additional SLOs in 2007.

SLO CLUSTER TWO

Progress to Date

All the participants of Cluster Two (*Health Services, Transfer, Counseling and Puente*) are in the process of fine tuning assessment tools for their respective SLOs. The Health Services unit has presently completed preliminary pre & post testing of 19 students for their SLO #1. The compiled data indicated a 75% increase in the knowledge of students (from pre to post test) with regard to how TB is transmitted and how TB skin tests indicate exposure.

Next Steps

By spring 2007 each unit in Cluster Two will have completely developed their assessment tools and defined a clear strategy and timeline for administering the assessment tool. Health Services will have identified a fifth SLO.

SLO CLUSTER THREE

Progress to Date

Student Services Programs

All units participating in Cluster Three (*Assessment, Orientation, and CalWORKs*) have identified mission statements, are refining learning outcomes, and are presently identifying measurement strategies.

Next Steps

Each unit in Cluster Three will have clearly identified learning outcomes and assessment tools by spring 2007.

SLO CLUSTER FOUR

Progress to Date

All units participating in Cluster Four (*Athletics, Job Placement and Veterans*) have defined a mission statement. The Athletic Department and Job Placement have identified Student Learning Outcomes and are in the process of identifying an assessment process. The Veterans Program has not yet identified Student Learning Outcomes; they are to be completed by spring 2007.

Next Steps

Each unit in Cluster Four will have clearly identified learning outcomes and assessment tools by spring 2007.

SLO CLUSTER FIVE

Progress to Date

Cluster Five has been identified (Dean's office; the Merritt College Bookstore and the Care Program); each unit has identified a mission statement and is presently in the process of refining learning outcomes.

Next Steps

Each unit in Cluster Five will have clearly identified learning outcomes and assessment tools by spring 2007.

Draft submitted 2/13/2007

Challenges for the College

Enrollment and Welcome Center Services

Enrollment services are coordinated through the District office of Admissions and Records with staffing at each Peralta College. The implementation of the PASSPORT system requires students to apply and register online, and trained Student Ambassadors assist students in completing this process. Although A & R staffing is limited, the Student Ambassadors make it possible to provide enrollment services to offsite students, such as students at area high schools and at senior centers.

Merritt College has recently implemented a Welcome Center to attract students and provide assistance for them as they enter the College. Welcome Center staff guide students through the Matriculation process, refer them to services on campus, increase student retention and persistence through expanded services, and enhance student success at the College.

Internal and external environmental scans reveal that residents in the District's service area advocate for more short term and open-entry/open exit classes. Merritt College addresses this student demand through 3-weekend classes in Real Estate and through a Weekend Transfer College that provides six transfer-level classes in one term either at night or on weekends. The College has responded to increased interest in distance education courses through expanded online offerings in career and technical programs as well as in transfer programs. There is now interest, District wide, in a common course management system as well as in online support services for both students and faculty. The College is supporting a .5 Distance Education Coordinator.

Outreach & Recruitment

At Merritt College, outreach and recruitment are coordinated through the Office of Student Services. The College sends counselors to area high schools to assist in answering questions about College in general, and about the Peralta Colleges in particular. Additionally, the Office of Instruction and the Office of Student Services work in tandem to provide instructional and support services to qualified high school juniors and seniors who are capable of success in college-level courses.

The partnership between Instruction and Student Services has resulted in the College better meeting the needs of its community student populations. The College's offsite center, the Fruitvale Education Center, has historically served a primarily Latino population in the Fruitvale and San Antonio areas of Oakland through courses in English for non-native speakers, and through a Healthcare Sector Initiative that trains future Medical Assistants, Healthcare Interpreters, and Dental Assistants. The Sector Initiative includes several community health clinics (La Clinica, Native American Health, Asian Health) as well as two acute care facilities (Kaiser Permanente and Alameda County Medical Center).

The Child Development, Landscape Horticulture, and Real Estate programs at Merritt actively engage in outreach and recruitment activities by offering courses in the community. At one time, there were Child Development courses at over 20 off-campus sites. The department continues to offer foundation courses off campus, but students must come to Merritt to complete the program. Landscape Horticulture offers courses off campus that are community beautification projects, and Real Estate schedules a course in Berkeley in order to pique interest in the College's Real Estate program.

The President's implementation of an Outreach and Recruitment Task Force has increased efforts to recruit students to Merritt College. Merritt's first Welcome Day was scheduled in August 2008, with the objective to introduce new students to the campus, to financial aid processes, and to instructional and student services programs.

Marketing

Marketing of the College's programs is an ongoing effort, and too often it appears that College programs are a secret well-kept from the public. The most effective form of marketing at the moment is through partnerships with community-based organizations and the public high schools. However, it is essential that Merritt invest in showcasing its programs throughout the Peralta service area and beyond through collaboration with the District Marketing Department to develop program brochures and other marketing tools.

Basic Skills

Success in Basic Skills classes is an ongoing challenge for Merritt College Basic Skills students. State funds for the Basic Skills Initiative are intended to assist colleges with design and implementation of projects that will lead to enhanced student success in these courses. Merritt College will implement projects such as the Bridge Academy for Student Success that creates a cohort of students in a learning community; expanded tutoring opportunities for non-native speakers in career and technical programs, and the establishment of a Latino Center that will encourage students to make the transition from the College's Fruitvale Education Center to the main campus.

Matriculation

Merritt College faculty and staff advocate for a mandatory orientation and assessment process, and for a truncated late enrollment period. The counseling faculty and staff at Merritt are experienced and knowledgeable, but there are too few of them to provide full counseling services to the Merritt student population. The College is fortunate to have a dedicated assessment center that can serve students on a drop-in basis. Larger computer labs on campus can accommodate large groups of students needing to be assessed during peak periods. The Matriculation component that needs to be expanded is follow-up. The lack of sufficient counseling faculty and staff make this component very difficult to implement.

EDUCATIONAL MASTER PLAN

Process Overview

The *District-Wide Educational Master Plan* is an overall framework for the evolution and development of the Peralta Community College District. Drawing on environmental scan reports, program reviews, and unit plans, the plan establishes a direction for meeting the needs of students and the community through a coordinated approach across the four Colleges and District service centers.

The College master plans and the *District Wide EMP* were developed collaboratively to create an integrated planning framework linking program review, educational planning, facilities improvement and resource allocation. This integrated planning approach achieves one of the major goals of the *District Wide Strategic Plan* and fulfills a major District-level accreditation recommendation.

Purpose

The purpose of the Educational Master Plan is to present a shared educational “road map” for the Colleges and District service centers for the next several years. This shared District-wide road map is made up of the agreed-upon educational principles, goals, and integrated planning and budgeting processes that provide both a clear future direction and a set of adaptive mechanisms to ensure the plan is a living document. The *District Wide EMP* is an umbrella statement of direction for the four *College Educational Master Plans*, and documents the common planning criteria, methodologies, and agreements that bring consistency to and provide a context for the *College Educational Master Plan*. The District-wide plan’s road map is composed of several specific elements:

1. **Educational Program Framework:** The set of overarching program themes provide a shared focus for the Colleges, and the unique areas of career-technical focus for each College.
2. **Integrated Instructional and Student Service Strategies:** The educational strategies for instruction and student services enable the College to meet current and anticipated needs of students.
3. **Shared Decision-Making Criteria and Processes:** The intent is to document the processes shared across the Colleges on a District-wide basis that will enable the Colleges and District as a whole to remain flexible and adaptive to change.

Plan Development Process

The concepts contained herein reflect the contributions and agreements of faculty, staff, students and administrators who participated in several planning processes from September 2006 to June 2008. The plan is derived from an iterative process of District-wide planning discussions integrated with College-based discussions. The District-wide foundational planning began with the Strategic Planning Steering Committee, was guided in the process by the Strategic Management Team and District-Wide Educational Master Planning Committee (DWEMPC), and received input from faculty and deans via program review. In addition, members of the following groups contributed to its design: the Committee for Strategic Education Planning (CSEP); Academic Senate Presidents; Vice Presidents of Instruction; Student Services planning staff. Faculty provided input at the District August 2007 and College spring 2008 Flex Days, and through unit and College planning in 2007-2008.

Plan Implementation

The implementation of the District and College Educational Master Plan requires District-wide collaboration and engagement of all stakeholders, modeled after the two year process that resulted in the formal publishing of the District strategic plan in June 2006. Merritt College will engage the following groups in its implementation plan.

- **Council of Department Chairs and Program Directors (CDCPD):** The Council was established as part of the College’s commitment to shared governance, which ensures that the voices of faculty, staff, and students are heard as part of the decision-making process at the College. All shared governance committees- CDCPD, College Council, College Budget Committee, Facilities Committee, and Technology Committee- adopted by-laws in 2004. CDCPD makes recommendations regarding budget allocations and faculty hires, and chairs and program directors participate in peer evaluations, unit planning, program review, accreditation self study, and so on.

- **College Facilities and Budget Committees:** The College Facilities and Budget committees play an integral role in planning and implementation of the College's ongoing Educational Master Plan. The College has completed a major renovation of its Student Center, and next plans to relocate the Learning Center programs and to design a new Allied Health/Sciences building.
- **College Council:** This council includes representatives from all shared governance committees at the College, and provides input and insight into College issues. The Council ultimately sends recommendations to the College President.
- **Basic Skills Task Force:** The Basic Skills Task Force works with faculty and staff to design strategies for enhanced academic success of basic skills students. Several projects have been selected for funding for 2008-09 with the expressed intent to increase retention, persistence, and academic success of basic skills students.
- **The President's Three Initiatives:** As an integral part of planning at the College and led by senior administrative staff, these initiatives focus on Recruitment, Retention, and Resource Development (the College's 3 R's). The President intends to expand participation on these task forces so that all faculty and staff will become engaged in all three practices.

Self Study Cycle

The planning cycle for the District and College plans and how they align with the six-year accreditation process is described below.

Five-Year Educational Master Plans Cycle & Milestone Progress Review

The District Wide and College Educational Master Plans are living documents, and will be updated every five years in the year preceding the accreditation self-study. This will allow the District to comprehensively review its programs and services and address many of the issues required for the accreditation self study.

There will be annual reviews of implementation milestones listed for each District Wide strategy, in addition to the five-year regular update. The College will provide input on attainment of its planning goals as evidence of progress on each of the strategies of the District Wide EMP. This information will be presented to SMT and College and District wide Educational Master Planning committees at the start of every fall term to inform development of annual educational planning priorities.

Three-Year Program Review Cycle

The program review process will proceed on a three-year cycle. Program reviews will use many of the same data elements and topics as unit review, but will include a more comprehensive set of data items, such as an in-depth curriculum review.

Annual Unit Plan Updates

Each year, all instructional and student service unit plans will be updated based on an assessment of issues and completion of prior year initiatives. This will form the foundation of an integrated planning and budgeting process. Annual updates are also needed to provide continuity to multi-year improvement efforts, especially where emerging programs are being piloted or watch programs are being revitalized.

Table 2: Annual EMP Milestone Progress Reviews

Cycle	Process
Annual	Update Unit Plans Review District Wide EMP Milestones
Two Years	Environmental Scanning
Three Years	All Programs Reviewed
Five Years	Master Plan Updates
Six Years	Accreditation Self Study

COHORT MODEL

PCCD has adopted a targeted strategy which identifies three major markets that offer growth opportunities. The following model outlines the three cohorts based on their stated goals and course taking behavior; suggesting that there are differing approaches that the District should take that more appropriately meet students' needs. The cohort models are:

- Beginning the Journey: 12-24 year olds
- Adjusting the Path: 25-54 year olds
- Enriching Life: 55 years old and up

The core principles guiding the implementation of the cohort approach included the following concepts:

- Each cohort is an important student population and will receive services designed to meet their needs.
- There are sub-cohorts for each cohort, especially the 25-54 age group. Specialized approaches can be developed for these groups.
- After outreach, student success and curriculum/scheduling approaches are determined for each cohort, an integrated approach will be developed that meets as many of the needs as possible.

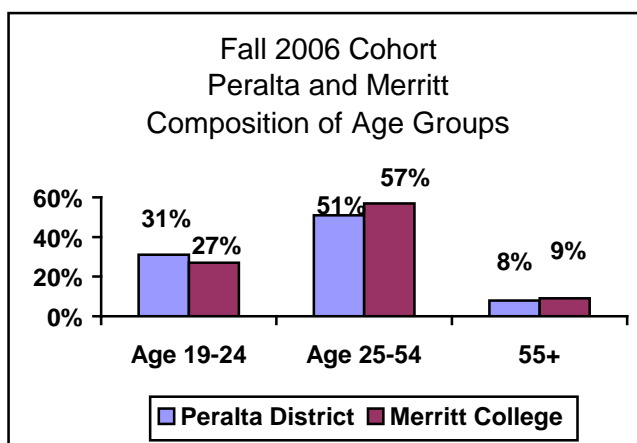
An integrated success strategy for each cohort will require an overview or description of the representative group, a needs analysis, an educational strategy and quantitative targets, and a record of persistence and success for each targeted group.

The chart below indicates the characteristics of the three cohorts in the Peralta District.

Table 3: PCCD Cohort Model

Cohort Data (Fall 2006)	Age	Proportion	Percent Full Time	BA Degree or Higher	Undecided	Transfer	Career	Cultural Enrichment
Beginning the Journey	12-24	41%	44%	6%	33%	23%	22%	5%
Adjusting the Path	25-54	51%	23%	27%	27%	18%	31%	10%
Enriching Life	55+	8%	11%	47%	36%	5%	24%	25%
Total / Average		100%						

Chart 2: Merritt 25 Size



A majority of Merritt College students are non-traditional students, and nearly two thirds (64%) are over the age of 25. The breakdown of the College age groups is shown below.

Table 4: Merritt College Age Groups *

Age Groups	Total	
Under 16	47	1%
16-18	526	7%
19-24	2079	27%
25-29	1203	16%
30-34	836	11%
35-54	2289	30%
55-64	545	7%
Over 65	184	2%
Unknown	7	0%
Total Students	7716	100%

*Merritt College Equity Plan, 2007. Data was averaged over six years, 2000-2006.

Strategies for Advancing Cohort 1 “Beginning the Journey” (16-24)

The 19-24 year old segment at Merritt College represents 27% of its student population, perhaps due to the nature of its career technical programs that attract more mature students, such as the allied health programs (Nursing, Radiologic Technology, Nutrition & Dietetics, and Medical Assistant), Real Estate, and Landscape Horticulture. We are currently piloting programs in Microscopy and Genomics that will attract recent high school graduates, and once these programs are established, the College will form articulation partnerships with area high schools to encourage students to concentrate on science and math. Other strategies include creating a public safety pre-academy to assist 18-24 year-olds in preparing to enter a firefighter or police academy, as well as crafting an EMT preparation class to enhance success in the Basic EMT course. To complete this career path, Merritt College will implement a paramedic program since there is no such program in the area.

Merritt College’s Transfer Center schedules transfer events, and the Transfer Counselor meets individually with students to prepare them for transfer to a four-year college or university.

One challenge to meeting the needs of the 24 and under age group is a widespread lack of preparation for college work. The College’s Basic Skills Plan addresses the need to provide strategies for success for students who lack foundational skills for college-level work.

High School Partnerships

General Education Transfer Path

- Continue to offer college-level transfer courses for American Indian Public High School, Skyline High, Life Academy, and BEST both at their sites and at Merritt College.
- Expand these transfer path partnerships in area high schools.

Career Technical Education Path

- Offer courses in Administration of Justice at Unity High and Mandela High.
- Expand business course offerings at BEST.
- Propose CPR and EMT prep classes for high school students desiring to enter public safety careers.
- Provide tours of the Genomics lab upon its completion to encourage high school students to consider careers in science.
- Promote health careers in area high schools through presentations at Career Days and tours of the program facilities at Merritt College.

Strategies for Advancing Cohort 2: “Adjusting the Path” (30-54)

Numerous sub-groups are reflected in the 41% of students in Cohort 2. Many of these students are preparing for a career in the health field, and are taking prerequisite classes. Other students in this large age category have college degrees and are taking courses to enhance their skills in disciplines such as Landscape Horticulture and Real Estate. Others are re-entry students who, for a variety of reasons, left college and are now back to complete a certificate, degree, or skills improvement. Although some of these students have degrees, many of them have little or no experience with college, and test into basic skills classes. Merritt’s Basic Skills Plan will address the needs of re-entry students as well as the needs of new college students.

Strategies for Advancing Cohort 3: “Enriching Life”

Merritt College intends to expand its over 55 student population through the implementation of the following strategies.

Emeritus College

- Survey the residents of the Ridgeway community located behind the College campus to determine their interests in credit and non-credit course offerings.
- Partner with wine merchants in Oakland and Alameda County to develop and offer a lecture series on wine and wine tasting.
- Develop and offer a lecture series on health and fitness for seniors.
- Offer a walking fitness program for seniors.

Second Careers for Seniors

- Develop and offer skills enhancement courses for seniors needing to re-enter the job market.

Chapter 2: District Wide Educational Planning Context

The District Wide Master Plan and the Merritt College Educational Plan respond to the challenges and opportunities identified in scans of the District's internal and external environments conducted in 2007.

Merritt College Responses to an External Scan

An external scan by Chuck McIntyre (February 2008) provides economic and labor market data on the Oakland Metropolitan area. The report states that initiatives should be developed to do the following: expand Oakland's healthcare industry; develop curriculum to address the workforce needs of the biotechnology industry; revitalize downtown Oakland as a retail hub; develop partnerships in logistics based upon Oakland's maritime port; and pay attention to emerging opportunities in the green industry, in design and digital media, and in specialty food manufacturing. The following are ways in which Merritt is responding to the McIntyre report.

- The Allied Health programs at Merritt College recognize the unmet need for quality health care in the community, and struggle to address this need through additional state funding for capacity building and private funding (Kaiser Permanente and Song-Brown grants) for enhancing student success. In 2000, the Associate Degree Nursing program admitted 40 students; in 2008 the program admitted 116 students. An increase of this magnitude is only possible through hiring additional faculty, procuring additional clinical sites and classroom space, and obtaining sufficient equipment and material so that each student will have a quality educational experience.

Plan: Merritt College plans to add additional health care programs. Medical Assistant and Healthcare Interpreter were recently added to the curriculum, and a grant was just awarded to add Respiratory Therapist to the allied health programs at Merritt.

- Within the last year, two biotechnology programs have been added to the curriculum at Merritt College: Microscopy and Genomics. Measure A funds have been identified to build out these two programs with equipment and space.

Plan: Both programs are developing curricula that will lead to associate degrees and to industry careers.

- Merritt College is establishing a partnership with experts in the field of wine appreciation that will involve local vendors and enable Merritt to offer community-interest courses in wine tasting and possibly basic viticulture.

Plan: The first wine lecture series is scheduled for January 2008, and a committee is exploring additional lecture series possibilities.

- The emerging "green industry" is of particular interest to Merritt College because of its environmental programs and already-established community partnerships. The Regional Technical Training Center (RTTC) and Merritt College partnered in Spring 2008 on offering courses to clients from RTTC that will directly lead to employment.

Plan: The chair of the Landscape Horticulture Department is now providing oversight for the Environmental Management and Technology program in order to better explore community partnerships that may result in the greening of courses across the curriculum.

The external scan documents important shifts in demographics, economics and community needs:

MODERATE AREA GROWTH CONTINUES, shifting to the northern part of the District and suggesting the possibility of new District off-campus community centers in that area. Merritt College's location near the top of Skyline Drive in Oakland is a deterrent to many students who rely on public transportation. The District has negotiated an agreement with AC Transit to provide a discounted bus pass to students enrolled in 12 or more units.

Plan: Offer more courses in a distance education mode. Merritt's Distance Education Coordinator is developing courses that will train faculty in using Moodle as an online course management system.

Merritt offers courses in Child Development throughout the District's service areas, and offers courses at the Berkeley Realtors Office in Berkeley.

Merritt will continue to expand its career and technical course offerings in the community in response to student demand for these courses.

MORE DIVERSE POPULATIONS: Merritt College is planning for an increase in Latino and Asian immigrant populations, since foreign immigrants will comprise one half of the area growth.

Plan: Expand ESL course offerings and strengthen the bridge between the Fruitvale Education Center and the Merritt campus; develop non-credit curriculum; ensure that ESL courses are part of the College's Basic Skills Plan.

CHANGE IN STUDENT SKILLS AND PREPARATION: Students currently tend to be more computer literate and accustomed to multi-media in the delivery of instruction. Conversely, they may need more assistance with basic skills, time management, and critical thinking.

Plan: Implement the College's Basic Skills Plan, which includes projects in designing learning communities and assisting students with language skills.

Implement the College Title III grant, which focuses on enhancing student success through expanding faculty training in a teaching/learning center, strengthening services to students, and identifying Student Learning Outcomes for basic skills courses.

Implement the College Predominately Black Institution grant that will assist African American males to persist in college and increase their academic success.

Improve technology in the delivery of instruction through upgrading classrooms to the appropriate levels of smart classrooms.

INCREASED OPPORTUNITIES FOR WORKFORCE DEVELOPMENT: The Peralta District plays a significant role in training workers for the labor market, and Merritt has a major part in educating and training students for employment in allied health fields, child development, real estate, paralegal, landscape horticulture and design, environmental management, and administration of justice.

Plan: Establish or strengthen partnerships with business and industry to ensure that existing and new programs address the critical and essential skills needed in the workforce.

Expand outreach efforts in area high schools to recruit students into career technical programs at Merritt College.

Explore transfer opportunities for students in Merritt's career technical programs, particularly for bachelor degrees in Nursing, Criminal Justice, and Environmental Technology.

Merritt College Responses to an Internal Scan

Chuck McIntyre also performed an internal scan (February 2008) to evaluate conditions at the four Peralta Colleges. The internal scan revealed a need for enhanced classroom technology, additional instructional delivery systems such as online, non-credit, and contract education, and expanded basic skills offerings to address the increase in students lacking these skills.

In the internal assessment, McIntyre lists five factors that influence a student's choice of a community college: proximity, cost, transferability of units to UC and CSU, quality of faculty and instruction, and availability of classes.

PERALTA DISTRICT VISION, VALUES, PRINCIPLES AND GOALS.

The Peralta Community Colleges' *District-Wide Strategic Plan* presents a shared vision for the future of the District's Colleges and service centers. The plan's goals, values and principles reflect student and community needs, and provide clear direction for enhancing the Colleges' role in meeting the educational needs of the service area.

Vision: We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that enhance the region's human, economic and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals.

Values: Our values represent the core commitments and beliefs that will guide our actions and our efforts to realize the vision of the *Strategic Plan*.

STUDENTS AND OUR COMMUNITIES

Student Success: The Colleges and service centers evaluate all decisions in light of how they will support student and community success.

Diversity: We recognize and celebrate the strengths of our diverse students, communities, and colleagues.

EXCELLENCE AND INNOVATION

Excellence: We promote the highest level of quality in all programs and services.

Innovation: The Colleges and service centers support creative approaches to meet the changing demographic, economic and educational needs of our communities.

Financial Health: We effectively manage resources.

COMMUNICATION AND COLLABORATION

Collaboration: The Colleges and service centers use a consultative decision-making process based on trust, communication and critical thinking.

Trust: We support one another's integrity, strength and ability.

Employee Development: We promote the development of all employees.

Communication: We seek first to understand, then to be understood.

Respect: We treat one another with care and respect.

Peralta CCD Principles

These principles provide guidance for planning, decision-making, and institutional processes:

Educational Needs are Primary—Educational needs and activities drive the enterprise.

Planning Drives Resources—Resources will be allocated on the basis of information-based, strategic planning processes.

Shared Governance—The *Strategic Plan* will be implemented according to the spirit of collaboration and the roles and responsibilities embodied in shared governance.

Diversity and Shared Strengths—College autonomy and District-wide collaboration are mutually supportive and create the highest levels of student and community success.

Organizational Development—The Colleges and service centers provide ongoing attention to building the capacity and effectiveness of all organizational processes.

Collaboration—The Colleges and service centers are committed to collaborating as a team and coordinating programs and services to maximize the benefits to students and the community.

Future Orientation—We strive to anticipate change and provide leadership for the human and social development of our communities.

Goals

The guiding framework will be implemented through efforts to achieve five strategic goals. The goals provide broad guidance and direction for planning at all levels and across the Colleges and service centers. In addition, all Peralta employees, units, and programs can contribute to the achievement of these goals through discretionary and decentralized action.

A: Advance Student Access and Success

Actively engage our communities to empower and challenge all current and potential students to succeed.

B: Engage Our Communities and Partners

Actively engage and partner with the community on an ongoing basis to identify and address critical needs.

C: Build Programs of Distinction

Create a cohesive program of unique, high-quality educational programs and services.

D: Create a Culture of Innovation and Collaboration

Implement best practices in communication, management, and human resource development.

E: Ensure Financial Health

Ensure that resources are used wisely to leverage resources for student and community success.

Merritt College

Merritt College's Educational Master Plan 2008 shares the vision of the District-wide plan. A successful College plan will reflect the vision, values and goals of the District, as represented by its strategic plan, and the mission, values and goals of the California Community College System, and will implement that plan through the effective, efficient, and equitable deployment of available resources by

- identifying the educational, economic, social and cultural needs and resources of Merritt College today and in the future;
- identifying the available programs and resources of the Colleges and District;
- providing an analysis of capacity to respond to community needs;
- articulating the operational priorities that will allow the College to best use available and planned future resources within the context of both the District's and the College's strategic plans.

In 2005-2007 Merritt College engaged in program reviews, unit reviews, and CSEP analysis as part of the College's strategic planning, its response to ACCJC recommendations, its preparation for the accreditation self-study cycle, and its response to District requests. These reviews and summaries were used to prioritize budget, faculty and staff, and Measure A requests. In addition, they form the basis for the College's own Educational Master Plan, which reflects the McIntyre internal and external scans and prioritizes allocations for College facilities, technology, budget and staffing.

A major factor in Merritt College's achievement of the Educational Master Plan goals will be the development of a marketing strategy that will promote new and ongoing instructional and student service programs. Marketing objectives for each program and discipline need to be articulated, along with strategies, tasks, and individuals responsible for each of these. The plan for each discipline should be derived from market segmentation research.

The process of formulating Student Learning Outcomes and designing assessment tools to measure these outcomes is ongoing, and much work has already been completed. The majority of instructional programs at Merritt College have identified program outcomes and mapped the students' journey through the program. The plan for 2008-2010 is to assess program outcomes and identify course outcomes for inclusion on course outlines and syllabi. A workshop on developing rubrics was presented on the August 19, 2008 Professional Day, and a drop-in workshop on October 22 was facilitated by SLOAC members to assist faculty in developing course outcomes. The final work, in 2010-12, will be to align course outcomes with program outcomes and Institutional Learning Outcomes.

Program analysis data was included in Unit Plan Summaries, and plans to address program evaluations has been captured in the instructional Unit Plans (summarized in Chapter 4 of this document).

The College's Mission, Vision, and Values, presented in Chapter 1 of this document, provide an additional framework for the College's Educational Master Plan.

Principles and Goals: The principles and goals of Merritt College align with those of the District as a whole:

- Advance Student Access, Equity, and Success
- Engage our Community and Partners
- Build Programs of Distinction
- Create a Culture of Innovation and Collaboration
- Ensure Financial Health

Chapter Three: Shared Priorities and Processes

INTRODUCTION

The planning context of Merritt College's plan is based on a careful analysis of the data supplied by the District in the external and internal environmental scans, prepared concept papers, and the PCCD, CPEC, CDE and ABAG data banks and by the College's own program reviews and unit plans.

IMPLICATIONS OF MCINTYRE EXTERNAL SCAN FOR MERRITT COLLEGE

Transportation

PCCD: The PCCD Area has many competitors, few major roads, and difficult transportation, suggesting the need for longer, once-a-week classes, off-site locations, and distance learning. As East Bay traffic worsens, this may be the student's greatest single direct cost, suggesting the need for distance education, flexible course scheduling, and off-site centers.

Merritt: Merritt College is difficult to reach for students relying on public transportation. The Fruitvale Education Center affiliated with Merritt is the only off-site center in the PCC District, and it serves a primarily Latino population in the Fruitvale and San Antonio neighborhoods. Merritt's Child Development program offers foundation courses at a multitude of sites in the Oakland, Alameda, and Berkeley service areas, with the goal of transitioning students to the Merritt campus to complete their certificates and degree. The implementation of an AC Transit discounted bus pass will assist students with the cost of traveling to Merritt.

Area Growth

PCCD: Moderate area growth is shifting to the northern part of the District, also suggesting the need for new off-college sites.

Merritt: Merritt College can capitalize on this growth by assessing the demand for its career technical programs in the growth areas of the community.

Demographics

PCCD: An aging population with few high school graduates suggests the need for earlier intervention in K-12 to decrease drop-out rate (which is 40%) and maximize entry into college transfer programs, along with marketing to the 55+ niche through non-credit, community, and contract education especially designed to meet the unique needs of this market.

Merritt: Merritt College currently partners with several area high schools to offer college-level enrichment and transfer courses to high school students. The goal is to expand into 2 additional high schools each year. The College needs to design new programs for the 55+ plus niche, particularly concentrating on health and wellness to assist seniors in achieving longer, healthier lives.

Diversity

PCCD: Community differences in demographics and socioeconomics in the area suggest niche marketing to populations segmented by age and by community/neighborhood. For example, fifty percent of area growth is in foreign immigrants, suggesting a need for ESL and non-credit programs.

Merritt: Merritt College has a very diverse student population: 33% African American, 17% Latino, 16% Asian, 3% Filipino, and 1% Native American. Merritt already serves an immigrant population through its Fruitvale Education Center and on campus. One attraction to Merritt College is its outstanding Study Abroad Program that provides opportunities for students to have diverse experiences in Cuba, Jamaica, Egypt, Ghana, Mexico, and El Salvador.

Student Characteristics

PCCD: Students have changed; they are more IT/Media conversant, but have a greater need for study and time management skills, suggesting more work on basic skills and staff development oriented to student needs and learning styles which includes proactive activities, working in communities or groups, more technology and more flexible facilities. Although the number of high school graduates is decreasing, studies suggest that they are better prepared for college than in the past.

Merritt: The College's Equity for All project revealed students' lack of success in basic skills classes. Funds from the Basic Skills Initiative grant have been allocated to projects that will address these deficiencies, such as creating learning communities and establishing a Latino Center to attract more students to Merritt. The College has dedicated a room as a Faculty-Staff Resource Center to assist in training and staff development on campus.

Economy

PCCD: Changes in the regional economy dictate labor market needs and available jobs, suggesting a need for curriculum change. PCCD can train for most area jobs. The College must assume a major role in area development, responding to area labor market needs, training for emerging sectors, and marketing to area niches with low college-going rates.

Merritt: Merritt College addresses labor market needs through niche programs: Nursing, Radiologic Science, Microscopy, Genomics, Early Childhood Education, and Real Estate.

Implications of Economic Cycles

PCCD: Economic cycles are important to planning as they have complex effects. Both economic declines and improvement create a need for training and/or retraining and may increase enrollment. PCCD future enrollment depends on the economy, Prop. 98 funding, student costs, changes in delivery methods, and the District budget. Growth in attendance at PCCD Colleges has been uneven but steady,

Merritt: Merritt College enrollment and FTES generation have fluctuated over the past several years, with an additional factor being curriculum development and curriculum renewal. In Fall 2000, there were 4966 students in attendance. That number grew to over 7,000 students in Fall 2007. As the interest in Registered Nursing grew due to a shortage of nurses in California, there was an immediate impact on the prerequisite courses such as Chemistry, Anatomy and Physiology, Microbiology, and Interpersonal Communications. The Biology course offerings have grown by more than 25% since 2000. In addition, retirements in Administration of Justice and Real Estate provided opportunities for program renewal in both these areas, with a concomitant renewal of interest from the student population. A shortage of police officers in the city of Oakland has prompted the College to design a public safety pre-academy to better prepare students striving to enter the police and firefighter academies.

IMPLICATIONS OF MCINTYRE INTERNAL SCAN FOR MERRITT COLLEGE

Classroom Technology

PCCD: A preliminary review of Peralta College facilities, together with discussions at faculty focus groups suggests a general lack of technology tools in PCCD classrooms (stationary or mobile projections systems, smart boards, computer stations/laptops in the classroom, tables for group work). Most faculty have shifted away from primarily lecturing to students and instead engage them in interactive and collaborative learning experiences. This suggests that along with technology is a need for professional development in teaching and assessment methods that also move away from lecture/multiple choice tests. The prevalence of technology suggests that all faculty, part-time and full-time, should have access to computers.

Merritt: Merritt College is sorely lacking in terms of technology available to classroom faculty. There are no “smart” classrooms on campus even though the College has a plethora of sophisticated equipment such as DNA sequencers for Genomics, Simulation people for Nursing, and electron microscopes for Microscopy.

There is an urgent need for staff to deliver AV equipment and provide technology support services for faculty and staff. Currently, there is no one on campus to handle AV problems and equipment.

Distance Learning

PCCD: Online instruction is growing rapidly, up by 371% since 2000, while traditional face-to-face instruction has increased by just 2%. The average California community college delivers 6% of instruction online, but PCCD delivers less than 1% this way, and would need to enroll about 1,100 FTES online to reach 6%.

Merritt: Merritt has a fledgling distance education program, due in part to the lack of a common course management system in the District, and the lack of faculty and student technology support. Merritt faculty are in the process of developing a certificate program that instructs faculty how to teach online, and this approach seems promising in increasing Merritt’s online course offerings.

Fundamental Skills

PCCD: Students may be more literate in technology, but are not necessarily more literate in language and computational skills. Roughly 80% of students enrolling are assessed with less-than-college level skills in English and/or Math. Compounding this problem for faculty is that 20% of PCCD students have baccalaureate degrees, twice the rate at a typical community college, so that faculty are faced with students with post-collegiate skills in the same classroom as those with pre-collegiate skill levels.

Merritt: Merritt College data from the Equity for All project reveals less than satisfactory outcomes for Merritt students enrolled in basic skills courses. Projects approved by the Basic Skills Task Force will pilot strategies to address these deficiencies. In addition, the College has been awarded a \$1.9 million Title III Strengthening Institutions federal grant. Merritt will focus on student success, particularly in basic skills courses.

Retention and Success

PCCD: Factors leading to increased retention and success include a reasonable student-counselor ratio, a student success center with adequate tutoring services, and an array of student support services.

Merritt: Merritt recently hired two additional counselors, so the College has 8 counselors serving approximately 7,000 students. Merritt's Learning Center provides tutoring services, study skills courses, and consultation with faculty on writing and math skills. Tutors provide assistance in a broad range of subjects. Merritt's student services are now located in a "one-stop shop" venue in a renovated building.

English as a Second Language (ESL)

PCCD: PCCD's diverse enrollment differs markedly from the state average: 31% African-Americans compared to 8%; 28% Asians compared to 13%. The Hispanic enrollment is less than that of the state average. Population projections over the next two decades show that area population growth will be made up of Asians and Hispanics, with some decline in African Americans and whites, and modest growth in other groups.

All four PCCD Colleges offer growing ESL programs with an average productivity of 29.8 FTES:FTEF ratio, and ESL faculty collaborate effectively through PEAC (Peralta ESL Advisory Council). However, all courses offered are for credit, and concern is the lack of mid-level non-credit ESL offerings, which prevents the transition of area individuals from K - 12 and adult schools to PCCD Colleges. There is also a concern as to whether or how ESL is integrated contextually into all disciplines as appropriate, particularly workforce and vocational training programs.

Merritt: Merritt College's ESL program is primarily located at the Fruitvale Education Center, and bridges to the Merritt campus for higher level courses. There are facility challenges at the Center with a lack of classrooms. For several years, ESL courses were not offered on the Merritt campus, but the department is working on transitioning the students onto the main campus and into degree and certificate programs. Non-native speakers of English who are enrolled in the child development program can choose the option of taking a preparatory course in their native language before taking the first course in the sequence in English. There has been a demonstrated rise in retention and student success when students choose this option.

Community and Neighborhood Centers

PCCD: Preliminary analysis of PCCD's market penetration shows that the formerly high MP area around Merritt College has declined rapidly, while areas like Emeryville and Berkeley West are increasing rapidly. Future population growth will shift from South Oakland to North Oakland and Berkeley.

Merritt: Merritt College's Fruitvale Education Center is the only Center in the District, and Merritt has historically offered courses at community sites. At one time, the Child Development program offered courses at over 20 sites in the community. Many of Merritt's career technical programs are high student demand, so Merritt is often asked to offer such courses at other Peralta Colleges. In addition, Merritt partners with community health clinics and acute care facilities so that medical assistant, nursing, and radiologic science students can complete internship requirements for the program degree.

Enrollment Management

PCCD:

Merritt: Merritt College's president is introducing at Merritt the concept of Enrollment Development, which entails maintaining a pool of potential students. The vice presidents, deans, and entire administrative team consider ways in which the College can improve its retention, persistence, and student success outcomes.

Intervening with K-12 Students

PCCD: Poor persistence rates in PCCD's feeder high schools along with projections of a downturn in K-12 enrollment and graduates suggest that PCCD Colleges must partner with high schools to inform and interest more students in preparing for postsecondary education for transfer or for immediate job training. Although PCCD graduates appear better prepared than those elsewhere in California, 40% of 9th graders in the Oakland Unified School District do not make it to graduation.

Merritt: Merritt College offers transfer-level credit courses at several area high schools. Merritt is also cooperating with Laney and COA in applying for a CTE grant to involve middle and upper level high school students in Multimedia Arts programs and courses. During the summer, four high school programs were held at Merritt College: Pre Collegiate Academy; Project Soar, Revising Baseball in Community, and courses for the American Indian Public High School. Merritt and OUSD administrators are formalizing Merritt's concurrent enrollment model through an MOU with OUSD in order to implement it District wide in PCCD's feeder high schools.

Campus Climate and Student Life

PCCD: If the Colleges are to competitively enroll younger students, most of whom enroll to complete lower level general education to prepare for transfer, they must create an inviting environment that replicates as much as possible the lower division in- and out-of-class ambience of a four-year institution. The Colleges should create a collegiate atmosphere for all students through activities - clubs, government, intramurals, forums, and functions along with inviting areas where students can learn, study, gossip, lounge, eat, hang out, etc, - that encourage students to stay around and engage with friends, colleagues, and faculty. Currently, all the Colleges appear to lack such areas.

Student health also needs consideration. Few support services are available at PCCD Colleges for physical and/or mental health. Lack of adequate food and bookstore operations can be a factor in recruiting and retaining students.

Merritt: Merritt needs to improve its student life, and plans to do so. Events will be coordinated through student activities as well as through an events coordinator who will solicit presenters for book signings. An annual Welcome Day is being planned, and all College staff are encouraged to recognize the role they play in engaging students in the institution.

Niche Marketing

PCCD: Most community colleges tend to market too broadly and generally, so small marketing budgets are stretched across general efforts through radio, TV, newspapers, direct-mail brochures, course schedules, and the like that are directed to most area residents. There is little research to show whether or not these efforts are successful, but PCCD should try efforts directed at specific niches.

Merritt: Merritt College markets its specialty programs, such as Landscape Horticulture, Real Estate, and Microscopy, through its advisory committees and department brochures. The Nursing and Radiologic Science programs have an overabundance of applicants each year, at least 400% of capacity in the case of the AD Nursing program. Other programs on campus, such as Environmental Studies, are in dire need of marketing campaigns that will directly connect the course of study to jobs in the community.

Alternative Delivery: Non-credit, Community, and Contract Information

PCCD: PCCD Colleges rely almost entirely on regular credit instruction to generate FTES. Less than 1% of activity is generated through non-credit instruction, although the statewide average is 8%. Non-credit courses, however, are a viable delivery mechanism for many immigrants needing instruction in basic/fundamental skills, ESL, citizenship, VESL, and for others for whom credits are less important than knowledge and skills. PCCD's activity in community service and contract education is just one-fourth that of the typical community college. Area community groups call for more partnerships with local area agencies, NGOs, and private firms that could involve contracts, public and private grants, and sharing of scarce resources. Engaging in more of these activities may require support at the District level to aid College faculty and staff in the time-consuming activity of identifying opportunities, making the appropriate contacts and applications, implementing the initiatives, and monitoring the work.

Merritt: Merritt College has engaged in more contract education opportunities than its sister Colleges, but those partnerships need to be expanded. Merritt is negotiating with both Kaiser and Alameda County Medical Center to offer an LVN to RN step-up program for LVNs in the acute care facilities who wish to upgrade their skills and positions. Other contract education and continuing education opportunities will be developed in Real Estate, allied health programs, Microscopy, and Genomics.

Program Development

PCCD: Reviewing, revising and revitalizing the curricula is an ongoing process that renews the institution and attracts new students. Implementation of new programs, and reduction of existing programs, must be based on research, trend analysis, and labor market data.

Merritt: Decisions about new curricula and revisions of old programs will be submitted to the established curriculum approval process. There are new opportunities for collaboration with other Colleges in the District, particularly in the biosciences.

Scheduling

PCCD: PCCD Colleges can be more competitive and provide greater service through more flexible scheduling that takes into account students' work and family schedules and reduces transportation costs. Twenty-five percent of PCCD students reside outside District boundaries, with market penetration increasing to the south but decreasing in the north. Saturday and weekend courses are a good fit for some students. Offering more online courses and scheduling classes with fewer, more intensive class sessions are two ways to reduce student costs for transportation.

Transportation costs are also affected because high cost curricula are offered primarily at just one District College, unlike high demand general education courses. This reduces the cost of instruction for the District, but at the expense of student cost for transportation. Ten percent of PCCD students attend two or more Colleges at once, and if they persist more than three years, 25% attend two or more Colleges.

It may be appropriate to identify programs and disciplines for which student demand is sufficient that courses may be taught productively at more than one College.

Merritt: Merritt College is expanding its online offerings through first offering instruction for faculty in teaching online courses and advocating for a system of faculty and student support. For several years, Merritt has offered 3-weekend courses in Real Estate, and weekend courses in the sciences because of impacted laboratories.

Partnering with Area Colleges and Universities

PCCD: Close proximity to many four-year colleges and universities in the East Bay offers an opportunity for partnerships that ease barriers to transfer. Community colleges can partner with four year institutions in a variety of ways, i.e., sharing campuses, articulating degree programs, sharing work-study students and tutors/student assistants, and cooperating in distance learning. Partnerships that ease transfer of courses make a college more competitive, and the guarantee of transfer may increase enrollment of high school graduates in the community college.

Merritt: Merritt College has formed a partnership with UC Berkeley to offer the lab sections of its extension science courses because of impacted lab space at UCB. In addition, the College has had ongoing meetings and collaboration with Holy Names University regarding a teacher preparation pathway for child development students, and a BSN pathway for Merritt College graduates in the AD Nursing program. Merritt plans to establish a four-year transfer path to Cal State East Bay from Merritt's Administration of Justice program to CSU East Bay's Criminal Justice program.

Course and Section Analysis (CSEP)

The CSEP process, begun in 2007, was an effort to begin examining characteristics of enrollment, section allocation, time and type of course offerings, and productivity across all four Colleges in an effort to be transparent and strategic in terms of enrollment management and instructional quality. The agreed upon Guiding Principles are listed below.

GUIDING PRINCIPLES

The purpose of the program improvement process is to ensure responsiveness to our communities and to deliver academically sound programs meeting the mission of California community colleges as defined in the Education Code. The guiding principles for the process are as follows:

- *Provide high quality education;*
- *Ensure relevance to student and community needs;*
- *Meet community expectations for sound financial management of public funding (i.e., productivity);*
- *Emphasize revitalizing programs through staff development, community outreach, use of best practices, and innovative scheduling and delivery; and*
- *Respect all contract provisions.*

The CSEP data collected by the District was used in Merritt's instructional unit plans. Resource requests are reviewed in light of these data. **Table 5** documents a program's FTES generation and productivity over four years. **Table 6** presents the program's "rating" agreed to by the Merritt College Educational Master Planning Committee (CEMPC).

TABLE 5 PROGRAM DATA: FALL 2003-SPRING 2008

DEPT	AC YEAR	TERM	SEC	ENRL	AVG	FTEF	FTES	FTES/ FTEF
ADJUS	03-04	Fall	7	230	33	1.40	23.00	16.43
		Spring	7	195	28	1.40	19.50	13.93
	04-05	Fall	5	175	35	1.00	17.50	17.50
		Spring	7	177	25	1.20	33.73	28.11
	05-06	Fall	9	238	26	1.40	73.44	52.46
		Spring	11	288	26	1.60	96.02	60.01
	06-07	Fall	11	374	34	1.60	101.26	63.29
		Spring	12	398	33	1.80	164.79	91.55
	07-08	Fall	10			1.6	115.97	72.48
	Spring	12			2.0	122.28	61.14	
AFRAM	03-04	Fall	13	462	36	2.60	43.43	16.70
		Spring	9	307	34	1.80	32.64	18.13
	04-05	Fall	13	482	37	2.60	47.91	18.43
		Spring	10	328	33	2.00	34.54	17.27
	05-06	Fall	14	401	29	3.00	42.52	14.17
		Spring	13	335	26	2.80	35.60	12.71
	06-07	Fall	14	402	29	2.95	43.09	14.61
		Spring	14	396	28	2.77	32.40	11.70
	07-08	Fall	12			2.37	35.96	15.17
	Spring	14			2.78	34.61	12.45	
ANTHR	03-04	Fall	9	290	32	2.40	36.46	15.19
		Spring	9	296	33	2.20	36.55	16.61
	04-05	Fall	9	256	28	2.58	31.33	12.14
		Spring	10	241	24	2.80	29.75	10.62
	05-06	Fall	9	233	26	2.57	28.17	10.96
		Spring	7	136	19	1.57	15.08	9.61
	06-07	Fall	10	226	23	2.57	29.83	11.61
		Spring	9	232	26	2.40	23.46	9.78
	07-08	Fall	10			2.58	33.16	12.85
	Spring	11			2.74	44.97	16.41	
ART	03-04	Fall	19	557	29	4.82	78.34	16.25
		Spring	19	634	33	5.37	89.27	16.62
	04-05	Fall	18	517	29	4.69	71.30	15.20
		Spring	19	516	27	4.95	70.64	14.27
	05-06	Fall	18	449	25	4.54	62.69	13.81
		Spring	17	467	27	4.42	63.60	14.39
	06-07	Fall	19	523	28	5.10	70.66	13.85
		Spring	17	474	28	4.54	61.65	13.58
	07-08	Fall	17			4.51	65.28	14.47
	Spring	17			4.51	68.95	15.29	

DEPT	AC YEAR	TERM	SEC	ENRL	AVG	FTEF	FTES	FTES/ FTEF
ASAME	03-04	Fall	2	40	20	0.40	4.36	10.90
		Spring	2	46	23	0.40	5.14	12.85
	04-05	Fall	2	44	22	0.40	4.92	12.30
		Spring	2	38	19	0.40	4.16	10.40
	05-06	Fall	2	58	29	0.40	5.80	14.50
		Spring	1	41	41	0.20	4.10	20.50
	06-07	Fall	1	41	41	0.20	4.10	20.50
		Spring	2	65	33	0.40	6.50	16.25
	07-08	Fall	2			.40	6.80	17.00
	Spring	2			.40	5.40	13.50	
ASTR	03-04	Fall	3	110	37	0.62	11.21	18.08
		Spring	3	51	17	0.46	5.07	11.02
	04-05	Fall	4	109	27	0.82	11.50	14.03
		Spring	5	95	19	0.82	9.48	11.56
	05-06	Fall	4	97	24	0.83	10.48	12.63
		Spring	4	82	21	0.82	9.36	11.42
	06-07	Fall	3	68	23	0.59	6.83	11.57
		Spring	4	93	23	0.80	10.62	13.27
	07-08	Fall	3			.59	5.55	9.40
	Spring	3			.59	7.86	13.33	
BIOL	03-04	Fall	18	895	50	8.03	204.86	25.51
		Spring	21	1122	53	9.52	252.75	26.55
	04-05	Fall	20	952	48	9.03	232.14	25.71
		Spring	30	1206	40	13.63	296.47	21.75
	05-06	Fall	32	1273	40	13.72	306.83	22.36
		Spring	30	1114	37	13.08	275.02	21.03
	06-07	Fall	31	1264	41	13.82	311.13	22.51
		Spring	33	1099	33	14.36	261.31	18.20
	07-08	Fall	30			12.90	282.13	21.87
	Spring	37			14.69	274.87	18.71	
BUS	03-04	Fall	12	258	22	2.67	27.66	10.36
		Spring	11	325	30	2.78	35.71	12.84
	04-05	Fall	14	246	18	2.98	25.39	8.52
		Spring	11	240	22	2.57	25.95	10.10
	05-06	Fall	10	245	25	2.12	26.19	12.35
		Spring	11	258	23	2.38	29.63	12.45
	06-07	Fall	10	313	31	2.18	35.13	16.12
		Spring	10	250	25	2.18	28.63	13.13
	07-08	Fall	10			2.12	32.78	15.46
	Spring	10			1.98	31.27	15.79	

DEPT	AC YEAR	TERM	SEC	ENRL	AVG	FTEF	FTES	FTES/ FTEF
CHDEV	03-04	Fall	39	1392	36	8.11	135.43	16.70
		Spring	41	1390	34	8.09	138.81	17.16
	04-05	Fall	37	1220	33	7.67	127.56	16.63
		Spring	42	1312	31	9.10	132.16	14.52
	05-06	Fall	42	1188	28	9.15	120.93	13.22
		Spring	39	1053	27	8.24	114.99	13.96
	06-07	Fall	40	1287	32	8.00	133.07	16.63
		Spring	42	1061	25	8.57	105.17	12.27
	07-08	Fall	37			8.70	108.32	12.45
	Spring	44			9.58	100.89	10.53	
CHEM	03-04	Fall	5	260	52	2.96	67.52	22.81
		Spring	5	172	34	2.64	42.64	16.15
	04-05	Fall	5	223	45	3.12	56.70	18.17
		Spring	7	233	33	3.84	56.54	14.72
	05-06	Fall	7	243	35	4.00	59.46	14.87
		Spring	6	228	38	3.16	53.48	16.92
	06-07	Fall	7	246	35	3.84	61.02	15.89
		Spring	6	170	28	3.16	40.94	12.96
	07-08	Fall	8			4.16	57.99	13.94
	Spring	6			3.15	45.18	14.34	
CHIN	06-07	Fall	1	47	47	0.31	8.86	28.59
		Spring	1	47	47	0.33	9.40	28.48
	07-08	Fall	1			.33	10.00	30.30
		Spring	1			.33	14.20	43.03
CIS	03-04	Fall	10	331	33	2.30	34.47	14.98
		Spring	10	306	31	2.58	41.20	15.97
	04-05	Fall	9	298	33	2.22	39.50	17.79
		Spring	10	288	29	2.67	37.86	14.18
	05-06	Fall	9	259	29	2.22	35.20	15.86
		Spring	12	320	27	2.97	38.78	13.06
	06-07	Fall	13	349	27	3.04	47.10	15.49
		Spring	12	297	25	2.92	35.03	12.00
	07-08	Fall	13			3.33	37.04	11.12
	Spring	11			3.52	39.90	11.34	
COMM	05-06	Spring	12	402	34	2.39	44.85	18.76
	06-07	Fall	13	444	34	2.58	48.57	18.83
		Spring	13	391	30	2.59	42.48	16.40
	07-08	Fall	12			2.38	46.54	19.55
		Spring	13			2.57	43.77	17.03

DEPT	AC YEAR	TERM	SEC	ENRL	AVG	FTEF	FTES	FTES/ FTEF
COPEP	03-04	Fall	1	25	25	0.16	2.17	13.54
		Spring	2	45	23	0.32	4.47	13.96
	04-05	Fall	1	25	25	0.19	2.30	12.11
		Spring	2	71	36	0.67	6.70	10.00
	05-06	Fall	2	51	26	0.44	4.67	10.61
		Spring	2	67	34	0.45	6.23	13.85
	06-07	Fall	2	51	26	0.65	4.52	6.95
		Spring	2	59	30	0.50	5.23	10.47
	07-08	Fall	2			.43	5.40	12.563
	Spring	3			.73	8.73	11.96	
COSER	03-04	Fall	9	858	95	2.57	131.51	51.17
		Spring	8	481	60	2.67	82.17	30.78
	04-05	Fall	11	724	66	3.08	106.44	34.56
		Spring	10	641	64	3.08	89.57	29.08
	05-06	Fall	10	705	71	3.13	107.50	34.35
		Spring	5	309	62	2.08	56.33	27.08
	06-07	Fall	6	528	88	2.28	78.23	34.31
		Spring	6	511	85	2.28	75.83	33.26
	07-08	Fall	6			2.33	80.70	34.64
	Spring	6			2.21	55.57	25.60	
COUN	04-05	Fall	6	178	30	1.20	21.00	17.50
		Spring	6	120	20	0.92	11.16	12.13
	05-06	Fall	6	147	25	1.20	17.26	14.38
		Spring	4	113	28	0.66	10.47	15.86
	06-07	Fall	7	201	29	1.26	21.40	16.98
		Spring	4	119	30	0.66	11.49	17.41
	07-08	Fall	9			1.29	16.46	12.76
	Spring	9			1.17	18.80	16.07	
DANCE	03-04	Fall	1	22	22	0.10	1.47	14.67
		Spring	1	26	26	0.10	1.73	17.33
ECON	03-04	Fall	2	70	35	0.40	8.00	20.00
		Spring	3	97	32	0.60	10.50	17.50
	04-05	Fall	2	54	27	0.40	6.14	15.35
		Spring	3	80	27	0.60	8.58	14.30
	05-06	Fall	2	61	31	0.40	6.94	17.35
		Spring	3	65	22	0.60	6.98	11.63
	06-07	Fall	3	70	23	0.60	8.08	13.47
		Spring	2	51	26	0.40	5.74	14.35
	07-08	Fall	2			.40	7.92	19.08
	Spring	3			.60	8.1	13.50	
EDUC	03-04	Spring	1	12	12	0.20	1.20	6.00
	05-06	Fall	1	15	15	0.20	1.50	7.50
	06-07	Fall	1	12	12	0.20	1.20	6.00
	07-08	Fall	1			.20	1.10	5.50
		Spring	0					

DEPT	AC YEAR	TERM	SEC	ENRL	AVG	FTEF	FTES	FTES/ FTEF
EMART	03-04	Fall	1	37	37	0.23	1.26	5.47
		Spring	1	35	35	0.20	3.10	15.49
	04-05	Fall	1	70	70	0.19	1.43	7.51
		Spring	3	132	44	0.51	4.84	9.48
	05-06	Fall	7	49	7	0.39	0.94	2.42
		Spring	3	30	10	0.55	1.49	2.70
	06-07	Fall	2	47	24	0.44	5.39	12.24
		Spring	1	10	10	0.24	1.43	5.97
EMT	03-04	Fall	2	83	42	0.83	21.02	25.33
		Spring	2	80	40	0.84	20.27	24.13
	04-05	Fall	2	71	36	0.84	17.98	21.41
		Spring	2	99	50	0.84	25.08	29.86
	05-06	Fall	2	73	37	0.84	18.49	22.02
		Spring	2	78	39	0.82	19.00	23.17
	06-07	Fall	3	86	29	1.27	20.74	16.33
		Spring	3	94	31	1.26	22.99	18.25
	07-08	Fall	3			1.05	19.81	18.87
			3			1.26	25.55	20.27
ENGL	03-04	Fall	41	1402	34	9.72	162.11	16.68
		Spring	40	1317	33	9.78	155.53	15.90
	04-05	Fall	41	1196	29	10.79	136.90	12.69
		Spring	40	1213	30	10.63	156.96	14.77
	05-06	Fall	44	1229	28	12.13	158.88	13.10
		Spring	39	1054	27	10.29	132.65	12.89
	06-07	Fall	40	1171	29	9.67	151.43	15.66
		Spring	33	894	27	9.31	111.34	11.96
	07-08	Fall	38			10.44	131.79	12.62
		Spring	39			10.78	125.88	11.68
ENVMT	06-07	Fall	1	18	18	0.11	0.74	6.68
		Spring	7	164	23	1.21	7.53	6.22
	07-08	Fall	12			1.97	15.00	7.62
		Spring	22			2.38	13.50	5.68
ENVST	03-04	Fall	3	104	35	0.45	8.08	17.96
		Spring	3	76	25	0.39	4.21	10.79
	04-05	Fall	3	84	28	0.26	7.01	26.96
		Spring	3	50	17	0.22	2.71	12.33
	05-06	Fall	2	20	10	0.00	2.07	#DIV/0!
		Spring	5	95	19	0.78	6.36	8.15
	06-07	Fall	4	59	15	0.62	5.04	8.13
		Spring	2	49	25	0.36	0.41	1.14
	07-08	Fall	1			.16	.857	5.36
		Spring	2			.350	.646	1.85

DEPT	AC YEAR	TERM	SEC	ENRL	AVG	FTEF	FTES	FTES/ FTEF
ESL	03-04	Fall	15	420	28	4.72	58.83	12.46
		Spring	15	364	24	4.82	50.61	10.50
	04-05	Fall	16	365	23	5.21	53.51	10.27
		Spring	17	358	21	5.35	53.11	9.93
	05-06	Fall	18	405	23	5.62	60.00	10.68
		Spring	19	436	23	5.89	66.25	11.25
	06-07	Fall	21	566	27	5.95	83.25	13.99
		Spring	19	351	18	5.56	55.24	9.93
	07-08	Fall	17			4.80	51.23	10.67
	Spring	16			4.71	50.96	10.82	
ETECH	03-04	Fall	1	30	30	0.19	2.03	10.71
	04-05	Fall	1	28	28	0.20	1.60	8.01
		Spring	1	4	4	0.19	0.39	2.06
	05-06	Fall	1	32	32	0.20	1.31	6.55
		Spring	1	13	13	0.20	0.00	0.00
	06-07	Fall	1	15	15	0.20	0.89	4.47
		Spring	1	11	11	0.13	0.38	2.88
FISCI	03-04	Fall	2	59	30	0.40	5.90	14.75
		Spring	1	31	31	0.20	3.19	15.95
	04-05	Spring	1	9	9	0.21	0.93	4.41
	05-06	Fall	2	43	22	0.38	4.30	11.32
		Spring	2	29	15	0.37	2.90	7.84
	06-07	Fall	2	58	29	0.40	5.80	14.50
		Spring	2	49	25	0.39	4.90	12.56
	07-08	Fall	3			.370	26.07	70.46
		Spring	2			.390	6.20	15.90
GEOG	03-04	Fall	1	18	18	0.20	2.16	10.80
		Spring	2	50	25	0.40	5.00	12.50
	04-05	Fall	2	47	24	0.40	5.34	13.35
		Spring	2	60	30	0.40	6.70	16.75
	05-06	Fall	2	48	24	0.40	5.38	13.45
		Spring	2	34	17	0.39	3.85	9.87
	06-07	Fall	3	64	21	0.60	6.88	11.47
		Spring	3	74	25	0.60	8.57	14.28
	07-08	Fall	4			.80	8.34	10.43
		Spring	3			.59	7.38	12.51
GEOL	03-04	Fall	3	85	28	0.70	11.29	16.13
		Spring	3	54	18	0.64	8.23	12.86
	04-05	Fall	2	61	31	0.50	9.46	18.93
		Spring	3	47	16	0.74	6.13	8.28
	05-06	Fall	3	25	8	0.70	5.67	8.10
		Spring	2	34	17	0.55	6.34	11.52
	06-07	Fall	1	17	17	0.35	4.08	11.66
		Spring	1	24	24	0.36	5.76	16.00
	07-08	Fall	1			.35	3.36	9.60
		Spring	3			.69	5.80	8.40

DEPT	AC YEAR	TERM	SEC	ENRL	AVG	FTEF	FTES	FTES/ FTEF
HIST	03-04	Fall	6	147	25	1.20	16.56	13.80
		Spring	6	160	27	1.20	17.60	14.67
	04-05	Fall	5	129	26	1.00	14.22	14.22
		Spring	5	159	32	1.00	17.66	17.66
	05-06	Fall	6	165	28	1.20	18.00	15.00
		Spring	5	123	25	1.00	13.34	13.34
	06-07	Fall	5	111	22	0.97	12.54	12.93
		Spring	4	91	23	0.80	9.42	11.78
	07-08	Fall	3			.60	7.82	13.03
	Spring	3			.60	8.64	14.40	
HLTED	03-04	Fall	2	71	36	0.40	7.98	19.95
		Spring	3	164	55	0.43	14.79	34.39
	04-05	Fall	2	66	33	0.40	7.28	18.20
		Spring	1	25	25	0.20	3.00	15.00
	05-06	Fall	1	39	39	0.20	4.68	23.40
		Spring	2	114	57	0.40	12.06	30.15
	06-07	Fall	2	65	33	0.40	7.80	19.50
		Spring	2	31	16	0.40	3.36	8.40
	07-08	Fall	2			.40	8.16	20.40
	Spring	3			.40	13.26	33.15	
HLTOC	03-04	Fall	1	26	26	0.01	0.43	43.20
	04-05	Fall	1	37	37	0.13	2.47	18.98
		Spring	1	20	20	0.13	1.33	10.25
	05-06	Fall	1	41	41	0.13	2.73	21.02
		Spring	1	39	39	0.13	2.60	20.00
	06-07	Fall	1	42	42	0.13	2.80	21.54
		Spring	1	38	38	0.13	2.53	19.48
	07-08	Fall	2			.39	4.23	10.85
		Spring	2			.13	4.75	36.53
HUMAN	03-04	Fall	5	157	31	1.00	16.50	16.50
		Spring	5	194	39	1.00	20.48	20.48
	04-05	Fall	5	154	31	1.00	16.14	16.14
		Spring	5	152	30	0.99	14.99	15.14
	05-06	Fall	5	135	27	1.00	14.08	14.08
		Spring	5	142	28	0.99	12.91	13.04
	06-07	Fall	5	137	27	1.00	14.56	14.56
		Spring	4	104	26	0.80	11.44	14.30
	07-08	Fall	4			1.0	9.96	9.96
	Spring	4			.80	10.22	12.78	
HUSV	05-06	Fall	1	10	10	0.20	1.00	5.00
		Spring	6	107	18	0.95	9.87	10.39
	06-07	Fall	8	132	17	1.33	11.53	8.67
		Spring	7	172	25	1.38	14.58	10.57
	07-08	Fall	8			1.39	12.70	9.13

DEPT	AC YEAR	TERM	SEC	ENRL	AVG	FTEF	FTES	FTES/ FTEF
		Spring	7			1.10	8.97	8.15
INSUR	06-07	Spring	3	44	15	0.45	3.67	8.15
	07-08	Fall	3			.46	3.73	8.12
		Spring	0					
LANHT	03-04	Fall	32	1014	32	7.01	105.93	15.11
		Spring	29	772	27	6.26	93.00	14.86
	04-05	Fall	26	748	29	5.86	92.53	15.79
		Spring	32	687	21	7.01	83.91	11.97
	05-06	Fall	28	823	29	6.19	102.84	16.61
		Spring	31	847	27	6.59	103.34	15.68
	06-07	Fall	30	808	27	7.04	102.94	14.62
		Spring	27	795	29	6.18	94.57	15.30
	07-08	Fall	32			6.87	101.63	14.79
		Spring	32			6.82	109.00	15.98
LRNRE	03-04	Fall	20	2215	111	3.90	79.45	20.37
		Spring	22	2273	103	3.93	82.31	20.94
	04-05	Fall	11	2353	214	3.88	80.27	20.69
		Spring	6	1945	324	3.82	65.26	17.08
	05-06	Fall	6	2212	369	2.75	61.60	22.40
		Spring	7	2462	352	3.11	66.37	21.34
	06-07	Fall	7	2335	334	4.27	63.33	14.83
		Spring	6	919	153	3.01	10.46	3.47
	07-08	Fall	6			6.51	10.11	1.55
		Spring	6			3.780	49.20	13.02
M/LAT	03-04	Fall	1	34	34	0.19	4.08	21.47
		Spring	2	82	41	0.40	9.84	24.60
	04-05	Spring	2	69	35	0.40	8.28	20.70
	05-06	Spring	2	41	21	0.40	4.92	12.30
MATH	03-04	Fall	33	1285	39	7.95	156.97	19.74
		Spring	31	1256	41	7.49	152.23	20.32
	04-05	Fall	34	1294	38	7.85	159.30	20.29
		Spring	32	1098	34	7.83	141.42	18.06
	05-06	Fall	36	1180	33	8.43	147.12	17.45
		Spring	26	877	34	6.39	117.05	18.32
	06-07	Fall	35	1171	33	8.35	149.03	17.85
		Spring	32	943	29	7.69	119.04	15.48
	07-08	Fall	36			8.26	144.64	17.51
		Spring	36			8.33	137.75	16.54
MEDAS	05-06	Fall	1	21	21	1.07	9.61	8.98
		Spring	1	27	27	0.67	8.99	13.42
	06-07	Spring	1	25	25	1.40	20.48	14.63
	07-08	Fall	1			.830	8.763	10.56
		Spring	2			.770	6.857	8.91

DEPT	AC YEAR	TERM	SEC	ENRL	AVG	FTEF	FTES	FTES/ FTEF
MUSIC	03-04	Fall	8	283	35	1.62	32.47	20.05
		Spring	8	259	32	1.62	29.15	17.99
	04-05	Fall	6	239	40	1.46	27.08	18.55
		Spring	8	250	31	1.86	27.84	14.97
	05-06	Fall	9	227	25	1.75	25.36	14.49
		Spring	9	277	31	1.75	31.36	17.92
	06-07	Fall	9	263	29	1.75	30.00	17.14
		Spring	8	215	27	1.55	24.72	15.95
	07-08	Fall	8			1.55	28.17	18.18
	Spring	8			1.54	26.23	17.03	
NURAD	03-04	Fall	1	25	25	1.56	15.00	9.62
		Spring	1	27	27	1.56	16.20	10.38
	04-05	Fall	1	15	15	1.08	9.00	8.33
		Spring	1	12	12	1.08	7.20	6.67
NURS	03-04	Fall	10	387	39	8.93	64.52	7.22
		Spring	9	299	33	9.76	57.57	5.90
	04-05	Fall	9	373	41	10.27	62.48	6.08
		Spring	9	209	23	9.04	45.96	5.08
	05-06	Fall	10	351	35	9.38	60.35	6.43
		Spring	9	228	25	10.58	47.37	4.48
	06-07	Fall	12	491	41	8.74	98.34	11.25
		Spring	11	295	27	8.84	57.83	6.54
	07-08	Fall	8			12.51	87.27	6.98
	Spring	8			11.54	69.13	5.99	
NUTR	03-04	Fall	11	286	26	1.34	28.19	21.04
		Spring	17	395	23	2.01	38.02	18.91
	04-05	Fall	17	360	21	2.61	37.25	14.27
		Spring	17	380	22	2.72	41.16	15.13
	05-06	Fall	17	366	22	2.65	39.31	14.84
		Spring	17	364	21	2.64	38.36	14.53
	06-07	Fall	14	320	23	2.27	32.66	14.39
		Spring	15	325	22	2.48	34.46	13.89
	07-08	Fall	17			2.49	28.39	11.40
	Spring	18			2.830	36.62	12.94	
P E	03-04	Fall	27	1102	41	7.13	53.01	7.44
		Spring	19	1109	58	6.75	51.49	7.63
	04-05	Fall	23	1207	52	7.49	62.91	8.40
		Spring	17	1001	59	7.51	44.31	5.90
	05-06	Fall	20	1085	54	7.70	50.39	6.54
		Spring	16	1065	67	7.30	52.86	7.24
	06-07	Fall	21	1138	54	5.74	56.89	9.91
		Spring	20	1008	50	6.01	51.96	8.65
	07-08	Fall	20			5.64	57.21	10.14
	Spring	19			5.79	48.50	8.38	

DEPT	AC YEAR	TERM	SEC	ENRL	AVG	FTEF	FTES	FTES/ FTEF
PARLG	03-04	Fall	9	360	40	1.73	35.82	20.71
		Spring	9	335	37	1.73	33.60	19.42
	04-05	Fall	9	308	34	1.82	31.47	17.29
		Spring	9	251	28	1.82	26.62	14.63
	05-06	Fall	9	249	28	1.82	26.68	14.66
		Spring	10	205	21	2.02	21.83	10.81
	06-07	Fall	11	262	24	2.15	26.63	12.39
		Spring	9	225	25	1.82	23.20	12.75
	07-08	Fall	10			1.88	24.73	13.16
	Spring	10			1.68	22.63	13.47	
PHIL	03-04	Fall	3	75	25	0.60	8.26	13.77
		Spring	4	99	25	0.80	10.60	13.25
	04-05	Fall	3	61	20	0.60	6.70	11.17
		Spring	4	71	18	0.80	7.72	9.65
	05-06	Fall	3	44	15	0.60	4.88	8.13
		Spring	3	53	18	0.60	5.94	9.90
	06-07	Fall	3	52	17	0.60	5.48	9.13
		Spring	1	18	18	0.20	1.80	9.00
	07-08	Fall	2			.40	4.76	11.90
	Spring	2			.40	4.48	11.20	
PHYS	03-04	Fall	4	85	21	1.52	18.33	12.06
		Spring	6	127	21	2.52	28.53	11.32
	04-05	Fall	4	85	21	1.51	18.63	12.34
		Spring	6	112	19	2.42	25.33	10.47
	05-06	Fall	4	74	19	1.51	16.07	10.64
		Spring	5	81	16	1.95	16.50	8.46
	06-07	Fall	4	80	20	1.65	16.97	10.28
		Spring	3	63	21	1.13	12.80	11.33
	07-08	Fall	5			1.74	13.13	7.55
	Spring	6			2.21	21.00	9.50	
POSCI	03-04	Fall	8	197	25	1.60	19.08	11.93
		Spring	6	138	23	1.21	14.80	12.23
	04-05	Fall	8	194	24	1.60	19.93	12.45
		Spring	6	156	26	1.20	16.86	14.05
	05-06	Fall	5	159	32	1.00	16.40	16.40
		Spring	4	111	28	0.80	11.66	14.58
	06-07	Fall	5	152	30	1.00	15.84	15.84
		Spring	4	127	32	0.80	13.80	17.25
	07-08	Fall	5			1.0	13.04	13.04
	Spring	4			.79	11.12	14.08	

DEPT	AC YEAR	TERM	SEC	ENRL	AVG	FTEF	FTES	FTES/ FTEF
PSYCH	03-04	Fall	9	541	60	1.79	53.92	30.12
		Spring	7	422	60	1.40	44.52	31.80
	04-05	Fall	9	396	44	1.80	40.31	22.39
		Spring	8	336	42	1.40	35.63	25.45
	05-06	Fall	12	466	39	2.40	47.82	19.93
		Spring	11	401	36	2.20	42.58	19.35
	06-07	Fall	12	447	37	2.40	47.36	19.73
		Spring	11	396	36	2.19	42.06	19.21
	07-08	Fall	11			2.19	45.42	20.74
	Spring	12			2.39	41.61	17.41	
RADTE	03-04	Fall	11	291	26	4.02	39.67	9.87
		Spring	10	250	25	3.64	40.26	11.06
	04-05	Fall	10	317	32	3.57	46.57	13.05
		Spring	11	293	27	3.66	59.46	16.25
	05-06	Fall	10	341	34	3.19	54.17	16.98
		Spring	11	317	29	4.15	60.96	14.69
	06-07	Fall	10	302	30	3.86	53.72	13.92
		Spring	10	234	23	4.31	56.18	13.03
	07-08	Fall	10			4.05	57.32	14.15
	Spring	9			4.74	55.51	11.71	
RECSE	04-05	Spring	1	14	14	0.20	1.68	8.40
	05-06	Fall	1	17	17	0.20	2.04	10.20
		Spring	1	16	16	0.20	1.92	9.60
	06-07	Fall	1	38	38	0.20	4.56	22.80
		Spring	1	16	16	0.19	1.55	8.14
	07-08	Fall	1			.20	4.32	21.60
		Spring	1			.20	1.92	9.60
RLEST	03-04	Fall	14	877	63	2.74	87.70	32.01
		Spring	19	923	49	3.80	92.30	24.29
	04-05	Fall	21	936	45	4.20	91.83	21.86
		Spring	23	917	40	4.53	87.00	19.21
	05-06	Fall	23	872	38	4.56	84.15	18.45
		Spring	22	687	31	4.40	62.74	14.26
	06-07	Fall	21	771	37	4.20	75.91	18.07
		Spring	20	812	41	3.99	53.57	13.43
	07-08	Fall	22			4.40	45.80	10.41
	Spring	19			3.99	26.95	6.75	
SOC	03-04	Fall	4	162	41	0.80	15.15	18.94
		Spring	3	137	46	0.59	15.06	25.53
	04-05	Fall	4	160	40	0.80	14.44	18.04
		Spring	3	132	44	0.60	14.50	24.17
	05-06	Fall	3	118	39	0.60	13.04	21.73
		Spring	4	119	30	0.60	13.12	21.87
	06-07	Fall	3	131	44	0.60	14.25	23.74
		Spring	3	111	37	0.60	12.28	20.47
	07-08	Fall	4			0.79	15.0	18.98
	Spring	3			0.59	12.25	20.76	

DEPT	AC YEAR	TERM	SEC	ENRL	AVG	FTEF	FTES	FTES/ FTEF
SPAN	03-04	Fall	6	145	24	1.85	21.70	11.73
		Spring	5	125	25	1.52	18.43	12.13
	04-05	Fall	4	120	30	1.19	17.27	14.51
		Spring	5	146	29	1.52	22.07	14.52
	05-06	Fall	5	107	21	1.52	15.97	10.50
		Spring	6	122	20	1.72	17.61	10.24
	06-07	Fall	6	152	25	1.72	22.62	13.15
		Spring	6	126	21	1.71	19.11	11.17
	07-08	Fall	8			2.11	26.15	12.39
	Spring	8			2.25	20.99	9.33	
SPCH	03-04	Fall	9	366	41	1.80	37.80	21.00
		Spring	12	427	36	2.38	44.14	18.55
	04-05	Fall	11	438	40	2.20	46.38	21.08
		Spring	12	454	38	2.40	50.12	20.88
	05-06	Fall	12	472	39	2.37	50.71	21.40
V/NUR	03-04	Fall	3	88	29	4.00	28.07	7.02
		Spring	3	79	26	3.64	25.46	7.00
	04-05	Fall	1	23	23	3.55	22.23	6.26
		Spring	3	82	27	3.71	26.13	7.04
	05-06	Fall	3	50	17	3.50	16.60	4.74
		Spring	1	20	20	3.70	19.33	5.22
	06-07	Fall	3	85	28	3.08	28.83	9.36
		Spring	3	78	26	3.14	25.13	8.00
	07-08	Fall	1			2.87	18.37	6.40
	Spring	3			3.52	28.66	8.14	

The following chart **CSEP Evaluation** for instructional programs shows the CSEP data as of spring, 2007, but the growth code rating is based on the CSEP data from fall, 2002 – fall, 2006. The ratings were agreed upon by the College Educational Master Planning Committee (CEMPC).

TABLE 6 CSEP EVALUATION

Division 1			
Art, Communication, Music	Evaluation	Plan to Address Evaluation	Comments
Art	Grow/ Revitalize	Expansion of class offerings is planned. Building A remodel will address an expanded Kiln facility, spray booth and additional storage for ceramics. Need shared computer lab in A building. No contract retirees or contract additions for five years.	Attracts non-matriculating students. Digital Arts added to attract new audience.
Communication	Maintain	New Comm instructor hired. Awaiting computers, projectors and furniture. AA degree design to be fleshed out in F08. Space for a Communication lab needs to be incorporated in facilities planning. No retirees or additions to contract faculty for five years.	Courses required by Allied Health programs. Faculty in process of designing an AA degree.
Music	Maintain/Grow	Plans to add Music 15AB and create a class in HipHop Music by S09. Add non-credit music courses targeting retirees. Long range - must ensure computer lab for digital Music/Art in A building remodel. No retirees or additional hires for five years.	Digital technology is planned. New electronic keyboards recently purchased. Community choral & orchestra classes are now offered.

Social & Behavioral Sciences	Evaluation	Plan to Address Evaluation	Comments
Anthropology	Maintain/Grow	Program will expand offerings in high schools.	AA degree; Anthropology museum is unique; lab w/lec course satisfies lab science requirement. Study abroad component.
History	Watch/Revitalize	New contract faculty member hired. FT faculty will be able to revitalize program.	
Political Science	Watch/Revitalize	Need to hire FT faculty for Fall 2009	No FT faculty
Psychology	Maintain	Add more online classes. Additional faculty member hired.	
Sociology	Maintain	Expand variety of course offerings.	No FT faculty
African American Studies	Maintain/ Grow	Cutting number of sections offered in Fall 2008. Added first on-line Afram for Fall 2008. Summer abroad course will be 5 units which will increase FTES	AA degree; study abroad component; ethnic studies required for AD Nursing program; Huey P. Newton Archive Center.
Asian American Studies	Maintain	Expand variety of course offerings. Design Ethnic Studies major.	No FT faculty
Mexican-Latin Studies	Maintain/Grow	Need to prioritize this neglected area, revise courses, expand offerings, and hire PT faculty	No FT faculty; expand offerings
Native American Studies	Revitalize	Need to prioritize this neglected area and rewrite classes and hire PT faculty	No FT faculty; expand offerings

English, Humanities	Evaluation	Plan to Address Evaluation	Comments
English	Grow	<p>Priority: develop basic skills classes, and coordinate developmental education program at Merritt.</p> <ul style="list-style-type: none"> -Develop new basic skills programs including learning communities to improve student success, retention and persistence. <p>Make connections with local high schools to prepare more students to study English and Humanities at Merritt</p> <ul style="list-style-type: none"> -Develop computer modules for Learning Center English classes in vocabulary, spelling, grammar, reading/writing. -Work towards more consistency across sections. <p>Complete Student Learning Outcomes & assessment.</p> <ul style="list-style-type: none"> -Hold English/Humanities sponsored events to build department reputation (e.g. a reader/speaker bureau; honorariums) 	Core discipline for transfer and skills development.
Humanities	Watch/Revitalize	<ul style="list-style-type: none"> -Rewrite course & catalog description to make course more relevant to current student interests. -Develop Humanities 2 curriculum that focuses on themes such as health, child development and administration of justice. <p>Offer classes at different times and offer more hybrid and online classes.</p>	Single course offering, Human Values, that satisfies degree requirement.

Human Development	Evaluation	Plan to Address Evaluation	Comments
Child Development	Grow 12.5 proposed productivity Title II required ratio = 6/1 for this age group. Improve productivity	Recruit high school students for concurrent enrollment in child development. Create an articulation agreement with local high schools for ROP. Collaborate with Holy Names College to create a BA degree in child development that requires students to take classes at both campuses, Hire full time faculty to develop an infant/toddler certificate and lab program. We anticipate retirements in the next 5 years.	Declining enrollment due to students taking G.E. classes for AA degree. This decline in child development enrollment is statewide.
Human Services	Watch/Revitalize	Advertise classes and collaborate with the mental health community. Recruit a cohort for the Career Advancement Academy.	Perform a needs assessment. Possibility of establishing an AA degree.
COSER	Maintain		Highest productivity at Merritt. Awarded CAADE accreditation.
Education	Watch	Revise course outlines. Collaborate with 4year institutions that offer this course to create a cohort for students interested in becoming teachers.	Only 1 course articulated w/CSU, and does not draw sufficient enrollment.
Counseling	Maintain		Courses offered to enhance student success.
Languages	Evaluation	Plan to Address Evaluation	Comments
ESL	Watch/Grow	Outreach, recruitment in the Fruitvale community as well as in the Oakland Hills. Form a bridge between Adult Ed and Fruitvale and a stronger bridge with Fruitvale and Merritt campus.	Good English skills are required for degrees, transfer, and employment. Enrollment & productivity show a large decline for Fall 07. A growth area is VESL.
Spanish	Watch/Revitalize	Actively recruit students. Offer a conversational Spanish course for	Spanish is the second language of California, and the department now offers a

		travelers.	transferable 2-year program.
Chinese	Maintain/Grow	Continue recruitment. Find additional PT instructors.	Chinese offers students an opportunity to excel in our global economy.
Legal Administration	Evaluation	Plan to Address Evaluation	Comments
Administration of Justice	Maintain/Grow Good productivity Department plans to increase classes at high school sites.	<p><i>Short Term:</i></p> <p>Purchase promotional materials for outreach in high schools.</p> <p>Promote continued education at OPD by offering more night, online and modular courses</p> <p>Have a "Transcript Review Day" at OPD</p> <p><i>Long Term:</i></p> <p>Redesign the Pre-Academy to run similar to an actual Academy.</p> <p>Need designated classroom for stationary equipment such as laptops and other multimedia equipment, accessible and secure in the classroom.</p> <p>Expand use of technology and provide the opportunity for more hands-on activities.</p> <p>Provide required text in audio format to accommodate the different learning styles of the students.</p> <p>Additional Adjunct faculty to address the expected growth of the program.</p> <p>Partnership with Merritt's Safety Aid program.</p> <p>Offer a Dispatching course for a career as a 911 Dispatcher.</p>	AA & certificate in Corrections and Police Science; provides police academy for Oakland Police Department. The department is attempting to address the hiring needs of OPD.

Paralegal	Grow	Increase enrollments through marketing.	AA and certificate in Paralegal Studies. Control number of sections.
Fire Science	Grow	Partner with area high schools to build bridge to firefighter academy.	Courses are offered as preparation for the Firefighter I certificate and the Firefighter Academy. Curriculum may be expanded to include Fire Marshall training.
Physical Education	Evaluation	Plan to Address Evaluation	Comments
PE	Watch/Revitalize	Continue to advocate for PE as an associate degree requirement. Design additional courses that stress health and wellness.	Proposal to make PE a graduation requirement; need to create fee-based classes; program partners with OPD & OFD to improve physical fitness of academy candidates.
Health Education	Maintain		2 sections offered each term to support COSER, Recreation, & and PE programs.
Recreation	Watch/Revitalize	Review whether or not this is a viable major, and recommend additional staffing and course revision or program elimination.	AA degree, but not sufficient course offerings.
Division 2			
Physical Sciences	Evaluation	Plan to Address Evaluation	Comments
Astronomy	Watch/Revitalize	Partner with Chabot Space & Science Center	What is the District plan? Number of sections should be reduced.
Physics	Watch/Revitalize	Review student demand and revise course offerings	What is the District plan? Currently no contract Physics instructor.
Chemistry	Maintain 15.0 is	Not possible to increase productivity because of limited lab size.	New faculty member added. Dept working w/Environmental Studies program on an Environmental Chem class.

	productive		Working w/Biology on joint computer lab use.
Geography	Watch/Revitalize		Productivity boost in SP 06. Needs a plan re. course offerings.
Geology	Watch/Revitalize		Productivity boost in SP 06. Needs a plan re. course offerings.
Environmental Sciences	Watch/Revitalize		Only Environ Studies program at a CC in N. Cal. Department needs to partner with other disciplines to improve enrollments.
Biology	Evaluation	Plan to Address Evaluation	Comments
Biology	Maintain/Grow Biology is adding more programs to provide additional science options for students.	Involved in outreach programs. Introduce science as a career to pre-teens and teens by inviting these age groups to Merritt. Travel to different middle and high schools to introduce science as a career. Write grants to fund newer programs (microscopy and genomics) along with other biology programs. Seek collaborations with different companies as an alternative funding pathway. Offer microscopy and genomic programs as potential training centers for local and global companies and agencies.	AS degree in Natural Sciences. Two new programs in process: Genomics and Microscopy.

Mathematics/ Philosophy	Evaluation	Plan to Address Evaluation	Comments
Mathematics	Maintain/Grow		AA degree. Recommend self-assessments for students.
Philosophy	Watch/Revitalize	Assess student demand.	Is this a scheduling problem?
Business, CIS, Real Estate	Evaluation	Plan to Address Evaluation	Comments
Business	Grow	Needs a marketing plan and focused program emphasis that distinguishes Merritt's Business program from those of our sister Colleges.	Department needs to redesign and strengthen degree & certificate programs. An Insurance certificate program was created last year.
CIS	Watch/Grow 15.5 productivity proposed	Identify new target audiences and/or new courses to attract students.	Declining productivity. Identify and address technology training needs of students, and provide self-assessment for online students. Faculty to develop online and DE courses. Digital media is a growing trend.
Real Estate	Maintain/Grow	Assess need for continuing education.	AA degree. Successful weekend program. Design continuing education program.

Landscape Horticulture	Evaluation	Plan to Address Evaluation	Comments
Landscape Horticulture	Grow 14.5 productivity proposed	New instructor hired. Working with Env.Sci. to broaden course offerings. Curriculum expanding to include an AA in Landscape Architecture. Classes in tissue culture are being considered as part of the propagation series. Partnerships with workforce development will include new classes in sustainability and green jobs. Continued presence in the community in order to better understand community needs. Addition of fee based classes in Env.Sci. to address current topics.	Growth potential, especially in design, but lack of physical space. Expand partnerships.
AD Nursing	Evaluation	Plan to Address Evaluation	Comments
AD Nursing	Grow (if possible) [There is an inverse relation between # of students & productivity due to ratios in clinic.]	Continue to apply for grants; expand the KP Summer Bridge Program; Hire new faculty; develop mentoring & tutoring program and expand internet links.	Serious RN shortage in CA. Department has several grants to increase capacity, retention, and student success.
LVN/ Medical Assistant	Evaluation	Plan to Address Evaluation	Comments
LVN	Watch/ Revitalize	Size of LVN class limited to number of clinical instructors. Over 40% of the class plan to continue in nursing and acquire a RN degree.	Uncertain continuing employment for the LVN in acute care settings.
Medical Assistant	Maintain [class size reflects number of job openings]	MA students need more structure to be successful. Greater retention can be accomplished with new assessment tools in English and math.	Medical Assistant classes are tailored to community employment needs.

Radiologic Technology	Maintain 13.5 productivity proposed	Hired one full-time faculty. Hire one part-time transcript evaluator to assist with permit-to-apply process. Use bond measure funds to purchase two new x-ray tube/digital imaging-PACs systems for 2 new labs. To be installed in new science building.	A.S. degree. Excellent student retention & success. Continuing shortage of rad techs in area healthcare facilities. Technology upgrades in the field will dictate continuous curriculum updates.
Nutrition/ Dietetics	Grow 14.5 productivity proposed Revitalize Dietary Manager/DSS Program	Expand/revise web page; feature students/grads in State association mailers and conferences-advertise in printed schedule (on-going); Develop brochure—(Fall 08). Participate in construction plans for Food Science (FS) Lab in new Science building. Contact vendors of FS lab equipment. Expand use of guest speakers, chefs, professional associations in industry (Spring/Fall 08) . Meet & confer with State RDs for pending DSS program reapproval (Spr 08). Utilize latest classroom technologies. Implement self-assessment tool/exam for students entering Nutr programs to increase retention & student success.	A.S. in Dietetic Tech. Certificates in Diet Tech, Diet Service Supervisor, Dietary Manager, and Dietary Assistant. Food Science Lab, when built, will increase enrollments.

G= Growth Mode

M; M/G= Maintain or Maintain/Grow

W; W/R= Watch or Watch/Revitalize

Benchmarks are established for CTE programs

Chapter 4: Academic Excellence – Our Current Programs

ART, COMMUNICATION, MUSIC

Mission Statement

The **Art** Department at Merritt College seeks to generate and nurture the creative element in human life. Artistic impulse is an intrinsic human necessity for holistic health. The shared creative process of a class in painting or ceramics fosters, in the warmest, most accessible way, a general communication that spreads out to benefit the entire community.

Mission Statement

Through providing education in the **Communication** discipline, we hope to increase students' abilities for success in interpersonal and group interactions. Through the practice of public speaking, effective listening, and discussion of the cultural implications of verbal and nonverbal communication in a diverse world, students will become better citizens of a global population. Additionally, they will have the communication training to improve their potential in their careers, transfer to four-year colleges, establish and maintain relationships with others, and participate in everyday interactions.

Mission Statement

Through **Music** education we strive to foster an understanding and appreciation for music that will enhance our understanding of history and our place in today's world. Through study, rehearsal and performance we seek to motivate and develop the best corporate ideas and efforts of the whole in order to inspire and entertain in creative ways unique to humankind.

Art and Music History

Both art and music were large programs in the early years of Merritt College. In 1973, 2.0 FTE contract instructors were transferred to Merritt, and an additional 1.0 FTE contract instructor was hired, bringing the total to 7.0 FTE contract instructors and three part-time instructors for art. Music had 3.0 FTE contract and two adjunct instructors. Degree majors were offered in both art and music.

The mid-1980s was a time of financial hardship in the Peralta District, resulting in consolidation of programs throughout the District. Faculty in Art and Music were reduced to 3.7 FTE contract faculty and no adjuncts. Because of tuition increases, the student population decreased, and pressure was applied to decrease sections and increase class size. By the early 1990s, no contract instructors remained in music. Eventually, the College added a .66 FTE contract instructor for music, who later became a 1.0 FTE.

Currently, our **Art** faculty consists of well-known artists in the community, targeting a large audience of non-matriculating students. **Music** classes remain steady, focusing on lecture classes meeting GE requirements. The Merritt College Music program offers choral and orchestral classes that perform in the community, again unique to Merritt, and are well known and appreciated. Both Music 10 and 11 enrollments exceed those at our other campuses.

Speech/Communication History

For many years, there was only 1.0 FTE faculty position in the speech department, and it was vacant from 2000- 2003. As of Fall 2008, a second full-time, tenure-track instructor was hired. **Communication** is a dramatically growing discipline, inspired and fueled by a strong full-time instructor and the fact that it is a prerequisite for Merritt's Nursing and Child Development programs. **Communication** at Merritt attracts the largest number of students District-wide in this discipline.

Art, Communication and **Music** all have new classes being developed that are essential for student success now and in the future, requiring our investment in digital technology.

All three disciplines are essential to Merritt's strategy in preparing students to be professionally and personally qualified through completion of their educational goals, and all three disciplines offer classes required for AA and Bachelor's degrees.

Art at Merritt is unique because of its specific faculty members who are well known and respected in the community.

ACTION PLANS:

Art

- Create an Art Department website
- Design an Art certificate
- Designate an Art History classroom with WiFi and digital projection equipment [F]
- Put computers in classrooms for internet research and computer arts
- Upgrade lighting in A122 and A133 [F]

Communication

- Create a Communication Lab by Fall 2009
- Design and submit an AA degree in Communication
- Develop a mass media path within the Communication AA
- Design a Communication website
- Develop a journalism course for College newspaper
- Develop more hybrid and online classes

Music

- Develop new courses in Jazz, Blues, Popular Music, Music from the American Theater
- Design a Music website
- Create a gospel choir on or off campus
- Develop new courses in Rock, Hip-Hop, and Voice classes in popular, blues, rock, country, and R&B music styles for transfer to CSU and UC

- Secure a room with multiple computers and software for digital music
- Request facility renovation in A117: replace roll down door with permanent wall
- Create 6-8 small practice rooms in Building A, each with keyboard and computer access

ASTRONOMY

This program offers courses for transfer students and students with an interest in Astronomy.

Astronomy History

At least one Astronomy course has been taught each semester during most of the College's history. For several years, the department has worked to develop a relationship with the nearby Chabot Space and Science Center (COSCC). Merritt has offered an Astronomy class at COSCC for the last few terms. To take advantage of the many opportunities for Merritt's offerings in Astronomy associated with this new facility, the College hired a 1.0 FTE faculty member in Astronomy five years ago. This faculty member has since retired.

BIOLOGY

Mission Statement

The on-going mission of the biology department is to offer 21st century technology to our local and far-off communities. We are passionately committed to initiating outreach programs that will stir up an interest of science in kids at a young age. We are fully dedicated to attracting students from all walks of life and desire to be a bridge to our students' successes.

Based on the needs of the labor market, we offer core classes in the sciences such as anatomy/physiology and microbiology that will help students achieve their dreams of becoming allied health professionals or other science related professionals.

Biology History

The Biology Department has had a long history at Merritt College. The department has its roots in the 1950s at the Merritt campus of Oakland City College located on Grove Street. The department grew through the 1960s to include a wide variety of courses with a full-time faculty that reached into double-digit numbers. After the formation of the Peralta Community College District, part of the Merritt biology faculty transferred to the newly opened College of Alameda. Ten full-time faculty members and two technicians moved to the present Merritt site in the Oakland hills in the early 1970s.

The Biology Department has these major roles (in order of number of students enrolled in the courses) that include:

- providing prerequisites for RN, LVN and radiation technology programs (BIOL 20A, 20B, 24, 2, 3 and 4),
- offering general education and non-major transfer courses (BIOL 10),
- offering field courses for community education (BIOL 101-108, BIOL 48),
- providing first year university biology for biology majors and pre-medical, pre-dental, and pre-pharmacology students (BIOL 1A, 1B),

- providing courses that contribute to the environmental science degrees and certificates, and
- offering an associate of science degree in biology.

Currently, department data demonstrates that enrollment in the sciences continues to be very strong. The Biology Department is maintaining and increasing enrollments yearly.

To better meet workforce needs, the Department has initiated two new programs, genomics and microscopy. The inception of these programs, along with our core science classes for allied health professionals, will better help Merritt College serve the community. The Department is currently attempting to form consortia with agencies such as forensics departments to help Merritt College better serve its diverse communities by preparing students for the labor market.

BUSINESS

Mission Statement

The Merritt College Business Department has a mission to develop and sustain effective partnerships with business, governmental, and community agencies to foster economic development and workforce preparation for its students.

Vision

The Business Program at Merritt College strives to be a model for career and transfer education by fostering student success, transforming lives, and strengthening the diverse community it serves.

Values

The Business Program at Merritt College values instructional excellence, quality student support services, a caring and inclusive environment, and the ability to model best practices for career and transfer education via a variety of academic and business community partnerships.

Business History

The Business department has offered courses since the 1950s as Oakland Junior College, in the 1960s as the Merritt School of Business, and today as Merritt College.

Based on the McKinsey Economic Report, the Business Department needs to redesign and strengthen the following degree and certificate programs.

- Accounting
- Business Administration
 - Business Management
 - General Business
 - Retail Clerk
- Administrative Assistant
 - Legal Office Assistant

- Administrative Office Systems & Applications
 - Office Administrator
- Business Information Processing

The Business Department should consider incorporating some of the following occupational areas in the degree and certificate programs. These occupations were identified in the Preliminary McIntyre Environmental Scan Report.

- Retail salesperson
- Customer service rep
- Office clerk general
- Business Support
- Finance & Insurance
- E- commerce & Internet sales
- Business transfer program to 4-year institutions

CHEMISTRY

Mission Statement

The mission of the chemistry program is to give all students the chemistry background needed to succeed in their program of study. Chemistry has always been one of the important programs on the campus. Professor A. Lobel in the 1960's was a nationally leading educator in teaching students how to apply math to chemistry and wrote the seminal volume on "Dimensional Analysis." All science programs start with chemistry. It is a science pre-requisite for biology, physics, nursing, pre-med, pharmacy, nutrition, optometry, physical therapy, pre-vet, geology, radiology and many others.

Chemistry does outreach to the high schools through the California Association of Chemistry Teachers to work with the high school teachers to stay current in chemistry.

Merritt College's chemistry program joined the other campuses programs in choosing one textbook for all of the Introductory Chemistry classes in the District.

Merritt College's Chemistry program has implemented and is modeling for the other departments in the District a new computer based laboratory system by Vernier.

ACTION PLAN

- Chemistry has just added a new full-time instructor.
- The program is working with the Environmental Studies program on initiating an Environmental Chemistry class.
- The program has just purchased a Nuclear Magnetic Resonance Spectrometer (NMR), an Ultraviolet-Visible spectrophotometer, and two Gas Chromatography apparatuses to augment the organic chemistry class's analytical ability.
- Chemistry is working with Biology to make a joint computer lab for use with the new computer based educational technology.

CIS

Mission Statement

The Computer Information Systems program prepares students for entry-level positions in Internet programming, Computer Networks, PC Applications, and Web Page authoring. Certificates of Achievement are offered in the respective areas upon satisfactory completion of the designated course of study.

The Merritt College CIS Department is part of a comprehensive, multi-cultural, public, open-access institution with a mission to develop and sustain effective partnerships with business, governmental, and community agencies to foster economic development and workforce preparation for its students.

Vision

The CIS Program at Merritt College strives to be a model for career and transfer education by fostering student success, transforming lives, and strengthening the diverse community it serves.

Values

The CIS Program at Merritt College values instructional excellence, quality student support services, a caring and inclusive environment, and the ability to model best practices for career and transfer education via a variety of academic and business community partnerships.

ACTION PLAN

- We will complete our Program Level mapping and SLOs for all CIS Department degree/certificate programs by the end of spring 2008. Determine which programs need to be reconfigured and/or dissolved during the mapping process.
- Re-establish the CIS Department Advisory Committee; solicit a broad spectrum of business professionals and hold at least one meeting spring 2008.
- Initiate brainstorming session with Art, Business and Music Departments to determine a new program niche to address Digital Media Industry in the East Bay.
- After Program mapping, strengthen or dissolve existing certificate and degrees. Identify emerging niche via advisory committee, cross-discipline program & curriculum development, outside partnerships.
- The Business Department needs to work closely with the Merritt College Basic Skills Committee to communicate entry level English & Math basic skill sets required for student success in the department's degree/certificate programs. The department must coordinate activities with Student Support Services to ensure student retention and success in business classes, i.e., tutoring, personal counseling & referral to outside community services, peer advising support program, etc.

ENGLISH & HUMANITIES

The English Department at Merritt was established in the mid-1950s when the College expanded to include a liberal arts curriculum. Over the next twenty years, the department grew to include twenty FTE contract faculty and offered a wide selection of English courses from basic skills to second year literature and creative writing courses. The department sponsored a literary journal and a newspaper. During the mid-1980s, when the Peralta District as a whole

suffered revenue losses and declining enrollments, the English department experienced a major decrease in full-time faculty and a reduction of course offerings. By 1990, there were 7.0 FTE contract faculty. Course offerings were so limited that the English major was deactivated. Over the last several years, with retirements and resignations, the hiring of 4.0 FTE contract faculty has only maintained faculty at 7.0 FTE.

In 1998, the department initiated the PUENTE program, a two-semester reading/composition sequence (English 201 and English 1A) that fosters achievement in English through mentoring, counseling, and a focus on Latino themes and issues, and in addition, promotes transfer of underrepresented students. In 2001, Dr. Chriss Warren Foster developed a new basic skills course, English 252, Integrated Reading and Writing and adopted two writing work shop courses. In 07-08, Isela Gonzalez Santana has developed a study abroad class on El Salvador that is concurrent with a new research course she developed. In Fall 2007 Jon Drinnon spearheaded a District-wide effort to develop an alternative English 1A course, English 100, to meet the needs of AA and AS degree students who will all need an English 1A level course to earn their degrees. This course has been put on the State Academic Senate basic skills web site as a model approach for an alternative to English 1A for AA and AS graduation.

Mission Statement

Empower students through the development of critical thinking, reading, and writing skills to actively and effectively engage in a diverse and increasingly complex world.

Humanities

Currently, the Humanities Department at Merritt College consists of one university transfer-level course, Humanities 2: Human Values. In addition to two to three traditional on-campus sections of the course per semester, the College offers students an alternative mode of delivery in two online sections. Because enrollments have been on a downward trend in the last three years, the College eliminated one section of Humanities 2 in Spring 2007. One contract faculty member teaches the on-line courses as part of her load while the face-to-face courses are taught by adjuncts. On a positive note, instructors teaching humanities are developing SLOs for Humanities. And in Fall 2006, the College's curriculum committee reviewed and accepted the revised and updated Human Values course outline, including the online addendum.

ACTION PLAN

Build, maintain enrollment, and increase productivity. The English/Humanities department has been experiencing a decline in enrollments related to a decline in the College's enrollment and to a reduction in total number of sections offered in English and Humanities. We are planning to take the following actions:

Humanities

- Rewrite the course and catalog description for the Humanities Class in an effort to make the course more relevant to current student interests.
- Gather more information about what has happened over the last four years in enrollment in Humanities. Class size has decreased from 37 to 27.
- Reduce number of sections and continue to monitor class size and cancel under-enrolled classes.
- Offer classes at different times and offer more hybrid and online classes.

- Develop Humanities curriculum that satisfies requirements in majors such as nursing and child development.

English

- Make connections with local high schools to prepare more students to study English and Humanities at Merritt.
- Develop modules for Learning Center English classes in vocabulary, spelling, grammar, and reading/writing.
- Hold English/Humanities sponsored events to build department reputation.
- Write grant applications to develop and improve our basic skills program.
- Develop new basic skills programs and learning communities to improve student success, retention and persistence and draw more students to our program.
- Work towards more consistency in offerings and work towards program level consistency through the possible implementation of writing exit exams at certain levels and department faculty work on Student Learning Outcomes and assessment.

ENVIRONMENTAL STUDIES

Mission Statement

To provide certificates and Associate Degrees in Environmental Studies.

This is the only Environmental Studies Program offered at the community college level in Northern California. The California Occupational Projection for 2002-2012 projects a 25% increase in Environmental Engineering technicians in the Bay Area. This program has tremendous growth potential, especially if it becomes more interdisciplinary by merging with the Earth Science Program (Geology and Geography Programs) at Merritt College. These two programs could become known as the Earth and Environmental Studies Program and the instructors could teach courses throughout the District.

ACTION PLAN

- Use SLO Mapping to identify courses that overlap with program and work with certificate and vocational programs to include an interdisciplinary course in Environmental Studies into the program.
- Offer more courses off campus
- Instructors are willing to teach off-site, as needed.

GEOGRAPHY

Mission Statement

This program offers courses for transfer students and students with an interest in Geography.

The California Occupational Projection for 2002-2012 projects a 23% increase in Physical Science Technicians in the Bay Area. This program has tremendous opportunities for growth especially if it becomes more interdisciplinary and merges with the Environmental Studies Program. Cultural Geography will be a mandatory course for the Digital Bridge Program in Fall 2008.

ACTION PLAN

- Use SLO Mapping to identify courses that overlap with program and work with certificate and vocational programs to include an interdisciplinary Geography course.
- Work with the Digital Bridge Academy and make Earth Science (Geography and Geology) courses mandatory for that program.
- Offer more courses at high schools and businesses.
- Instructors willing to teach offsite.

GEOLOGY

Mission Statement

This program offers courses for transfer students, Environmental Studies Majors, and students with an interest in Geology.

The California Occupational Projection for 2002-2012 projects a 23% increase in Physical Science Technicians, and a 7% increase in Geological and Petroleum Technicians in the Bay Area. This program has tremendous growth potential especially if it becomes more interdisciplinary and merges with the Environmental Studies Program. These two programs could become known as the Earth and Environmental Studies Program and the instructors could teach interdisciplinary courses within the District and in neighboring cities.

ACTION PLAN

- Use SLO Mapping to identify courses that overlap with program and work with certificate and vocational programs to include an interdisciplinary Geology course.
- Continue working with the Digital Bridge Academy and ensure that Geology courses are incorporated into the Digital Bridge Academy.
- Offer more courses off campus at High Schools, and businesses.
- Willing to teach offsite and within the District.

HUMAN DEVELOPMENT

Mission Statement

The Merritt College **Child Development Program** prepares effective early care and education professionals to provide quality programs and services to children, families and the community.

History

The Child Development Program was one of five occupational programs offered when the College opened in 1965. At that time, it was under the auspices of the Health Science and Physical Education Division. The program was designed to prepare students for employment in child care centers, family child care and various types of careers in early care and education. The Child Development Program grew from one course and one part-time instructor in 1965 to 4.0 FTE faculty and 25 part-time faculty offering over forty sections by 2005.

The Child Development Program is committed to quality training for the students who participate in the program. Classes prepare students to function in a variety of early care and education careers including family child care, center based care and other careers related to children and families. Perspectives on maturation, developmentally appropriate practices, and professional

advancement within the early care and education field receive primary concentration. Current theory and research, cultural influences, practical applications and a supervised laboratory preschool experience are connected so students will discover their most effective and unique role with children. Courses are offered during the day, evenings and on weekends in order to meet the needs of our students.

In addition to the Associate in Arts degree and 5 certificates in child development, the program offers flexibility to students with varying educational goals. It also provides learning opportunities for employees who wish to continue their education and upgrade their skills. Students completing the degree and/or certificate options meet the requirements mandated by state and local regulatory agencies.

Mission Statement

The Merritt College **Community Social Services Program** was one of the early programs offered by Merritt College at the Grove Street location. It is an extremely popular program and has enjoyed high enrollments. The program offers an Associate of Arts degree and a certificate in substance abuse.

Mission Statement

The mission of the **Human Services Program** is to provide students with training for a career in the human services field.

History

The Human Services program recently separated from the Community Social Services program, and a certificate in Human Services was created. Currently the department is working collaboratively with other colleges and mental health programs to create a Human Services AA degree.

The **Child Development program** holds advisory committee meetings once per semester in order to get input from our community partners, especially child care employers, on how to best prepare our students for a career in early care and education. There have been several recommendations from the committee:

1. Reactivate the Observation course
2. Create an Infant/Toddler certificate/lab school
3. Better evaluate students' ability to work with other child care providers in a work environment
4. Increase the number of Merritt College students with AA degrees in Early Childhood Education
5. Increase the number of Merritt College students who transfer to BA degree programs

As a result of these recommendations, the following have occurred:

1. The observation course was reactivated.
2. The department created an infant/toddler lab practicum course. Work is continuing on creating other infant/toddler courses to create an infant/toddler certificate.

3. A rubric was created to evaluate students' observed ability to work with others in the lab. Students must pass this portion of the evaluation criteria in order to pass the lab class.
4. Merritt College and the child development department entered into a reciprocity agreement with all the other community colleges in Alameda County for the core ECE 12 units.
5. We are currently participating in a statewide effort through the California Community College Early Childhood Education (CCCECE) project to align 24 ECE units with the CSUs so that students may more easily transfer to 4 year institutions.

ACTION PLAN

Child Development

- On going participation with CCCECE and the Curriculum Articulation Project, CAP to fulfill students need to transfer to CSU and UCs.
- Provide technical support for all technical/media areas and prompt repair of technical and AV equipment.
- Provide wireless internet (WiFi) in all the classrooms in the A building.
- Hire an additional full time faculty who specializes in Infant/Toddler care and development.
- Create an infant toddler lab environment in the A building.
- Hire clerical support for the Child Development Department.
- Hire a department researcher to follow-up with the placement of Child Development Department graduates.
- Hire a counselor to assist students in transfer and processing permit applications through the California Commission on Teacher Credentialing (CTC).

Community Social Services

- Built in LCD, projectors, DVD players and screens.
- Training for faculty on People Soft.
- WiFi access in the classroom for students.
- Schedule outreach with local substance abuse and community service agencies.
- A list of community social services agencies needs to be put in a data base and contacted.

Human Services

- Hire 1 full time faculty if the program is to grow, and establish an AA degree.

LANDSCAPE HORTICULTURE

The Landscape Horticulture Department was one of the original departments offering courses when the College opened in 1965 on the old Grove Street campus. Landscape Horticulture (formerly Ornamental Horticulture) is a broad field that is concerned with the production, care, sale, installation, and use of landscape plants. The present facility was constructed in 1980 on 7.5 acres of land. Presently, the landscape horticulture department, one of the largest horticultural facilities in Northern California, offers a comprehensive vocational education

program. As with all other vocational education programs, it prepares students for specific careers. The program offers certificates and a degree curriculum. Both daytime and evening courses are offered. Approximately 42-45 classes are offered each semester, enrolling an average of 850 students. Students can earn an associate of science degree or specialized certificates.

ACTION PLAN

Landscape Horticulture is a stand alone program in the District.

- Meet regularly as a department to discuss curriculum, instructional strategies and assessments; and to ensure that SLOs are addressed and measured as part of each horticulture class, certificate or degree offered at Merritt College.
- Integrate SLOs into the Program Review documents.
- Hire a fourth F/T faculty to stabilize department and provide access for students.
- Continue the horticulture website as a marketing tool for Merritt College students and community. Continually upgrade of department and faculty web pages.
- Acquire/use modern technology in the classroom, including DVDs, laptop computers, LCD projectors and access to the world wide web (internet).
- Expand upon the partnerships with local businesses and organizations that hire students with horticulture degrees.
- Continue and expand upon the internship and scholarship programs for our students.
- Continue to regularly review and update course outlines, in order to ensure SLOs are clearly stated.
- Hire a twenty-hour per week permanent part-time position for the self reliant house.
- Convert the existing lath house into a landscape design studio in order to expand the landscape design offerings.
- Establish a horticultural digital collection of images used in Horticulture classes bringing the department's classroom materials into the 21st century.
- Maintain facility with improved trails, weed control, and upgrade plant materials for student access and study.
- Upgrade classrooms for light, heat, electrical service and air conditioning to make classroom environment more conducive to students.
- Upgrade greenhouse technology in order for students to more successfully use greenhouses as laboratories.
- Improve refuse collection process in order to make facility more attractive to students and community.
- Replace, repair and construct retaining walls and paths in order for students to access facility grounds for study of plant materials and use for labs.

ENGLISH AS A SECOND LANGUAGE

Mission Statement

The mission of the ESL Department is for immigrant students to become successful in reaching their goals in the U.S., whether they are for academic or vocational purposes.

Values

To this end, the Language Arts Department places a high value on maintaining a rigorous program of study. English as a Second Language has six levels of classes before a student can enter the regular English program. Levels 1-3 are held at our satellite campus, Fruitvale, while Levels 3-5 are offered on campus.

ACTION PLAN

- Meet regularly as a department to discuss instructional strategies and assessments that ensure SLOs are addressed and measured.
- Integrate SLOs into syllabi and Program Review Documents.
- Acquire and use modern technology in the classroom, including DVDs, laptop computers and VGA projectors.
- Establish regular communication between Fruitvale and Merritt campus to address the needs of second language students.
- Begin Computer classes for ESL as soon as the new computer lab is up and running at Fruitvale. Goal: Spring, 2008.
- Set up a Webpage for ESL.
- Create more ESL classes tied to Health Careers, Child Development, and other programs.
- Hire an ESL Instructional Aide for the Learning Center and Fruitvale Center.

LEARNING CENTER

Mission Statement

The mission of the Merritt College 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 instructional support and to help students reinforce the mastery of concepts in College courses across the curriculum.

History

Prior to 1995, Merritt's Tutorial Services was located in Building Q, and the Writing Center and Computer Lab for students were located in separate areas of the lower level of Building L. In 1995, Tutorial Services, the Writing Center, and the Computer Lab merged and moved to its current location in Building D to form what is now the College's Learning Center. This merger provided centralized delivery of academic support services to students and significantly increased the Center's FTES revenue generation for the College.

ACTION PLAN

- Include overall plans/goals and specific action steps.
- Conduct an assessment of the impact of the new Passport system's sign-in procedures and tracking of Learning Center Services provided to students—focused FTES reporting accuracy
- Develop work plan, timeline, and identify persons responsible for the update of the Center's course outlines including Student Learning Outcomes by June 2009
- Convene a Fall and Spring term Learning Center Faculty Orientation including faculty, administration, and staff to outline roles, responsibilities, and expectations for Learning Center faculty beginning January 2009
- Disseminate a monthly Learning Center Student Success schedule of workshops conducted by Learning Center Faculty beginning February 2009
- Collaborate with the College's administration in stabilizing the Center's budget across multiple years beginning in 2009-10
- Facilitate the Learning Center and Library Facilities Planning Team project to meet goals and objectives for the Center's move to Swing Space in Building A by June 2009, and a final move to its new space in the lower level of Building L by Fall of 2010
- Formulate plans, in consultation with internal College constituencies to improve the culture and climate of the Learning Center's environment for increased professionalism, as the Center moves to Building A and Building L
- Participate in the external evaluation of the College's Development Education Program and Learning Center that will be conducted through the Title III grant in April 2009
- Respond to Learning Center recommendations from the external evaluation conducted in April 2009 and implement a plan of action and timeline to standards for national learning assistance program certification
- Continue ongoing outreach by conducting in-class presentations and workshops across disciplines on study skills strategies and Learning Center services to promote increased student retention
- Respond to the Colleges student satisfaction survey results to evaluate and improve the delivery of services to students

LEGAL ADMINISTRATION

Mission Statement

The mission of the Legal Administration Department is to provide all students with the education, skills and training that will enable them to become effective problem-solvers and perform various tasks in the public safety and legal community. Through the hands-on experience in the classroom and high academic expectations, the Legal Administration Department will ensure that the students are ready to pursue their career goals in the public safety and legal fields.

Many of the local law enforcement, corrections and fire department agencies are actively recruiting due to the large number of retirees and a shortage of qualified applicants.

The need for qualified paralegals is in high demand. Paralegal services are very instrumental in the success of many law firms.

ACTION PLAN

- Offer online courses in Fire Science and Paralegal
- Add an additional online course in Administration of Justice
- Work with Biology department to develop a cross-discipline forensics course
- Increase department enrollment by marketing to the community
- Increase enrollment in Paralegal Internship
- Partner with the Oakland Police Department to offer more classes to prepare students for the police academy
- Develop internship program for the Administration of Justice program
- Educate and train students on how to draft documents pertaining to careers in the public safety and legal fields
- Partner with campus Safety Aid coordinator in order to increase participation from Administration of Justice students
- Develop student Criminal Justice Club
- Increase marketing of the department by using different marketing tools such as brochures, posters, postcards and use of the department website
- Offer more day classes that are usually only offered at night
- Divide classes into modules to accommodate students who can not attend a full semester
- Demonstrate proficiency in verbal and written communication by focusing on basic skills
- Work effectively with diverse groups in the community
- Provide training for all faculty in legal updates pertaining to the field
- Develop Security Guard certification program

MATH & PHILOSOPHY

Mission Statement

The mathematics department at Merritt College provides lower division math courses required for the associate in arts associate in science degrees, the vocational certificate, and transfer to four-year colleges, and prepares students to succeed in many science and liberal art courses by teaching appropriate math courses. Helping students to achieve these goals is the mission of the math department.

ACTION PLAN

- Instructors and students should be evaluated at the end of each course in terms of retention.
- A short departmental test could be given for basic skill courses before the end of the course to allow the teacher to see weaknesses and strengths and work with students accordingly.

- Provide self-assessment test for all math courses.
- Hire more math tutors for the math-lab.
- Recommend math faculty to spend their office hours in math-lab.

NURSING

Mission Statement

Nursing education is most effectively carried out in a collegiate setting in which the controlling body is the College. The College is dedicated to serve both the community and the individual. The educational program should provide for the personal growth of the student, taking into consideration his/her cultural, ethnic uniqueness and support system, and should better prepare him/her to assume the responsibilities of a citizen in his/her community. The educational program should be challenging, broad in scope, and flexible to meet individual needs, with general education courses to precede or accompany nursing education courses. The program is designed to prepare the graduate to assume a first level nursing position in a hospital and similar community agencies, and to take responsibility for further professional growth.

Currently the state of California is experiencing a nursing shortage. Studies have shown that community colleges should do a better job of helping students complete college health care programs and provide more financial resources for academic programs through partnerships between schools and businesses. More than most professions, the health care industries rely on community colleges to provide trained employees. Use of grants can expand the program's enrollment to help meet this need.

ACTION PLAN

- Provide the community with a continued supply of associate degree nurses to address the overall need in the state.
- Maintain the currency of the faculty by attending continuing education classes, department seminars and nursing workshops.
- Support retention in the program by refining and expanding the Kaiser Permanente Summer Bridge to Success Program.
- Continue to apply for grants to support retention by developing tutoring and mentoring programs and expand the enrollment of the program.
- Expand the internet links of the College's web-site to include additional information about the program.
- Continue plans for program expansion with the purchase of additional classrooms and hiring of faculty.
- Develop online web-based classes.

NUTRITION

Nutrition has been part of Merritt College since its inception in 1965. Currently, Nutrition and Dietetics provides courses for transfer to a four year institution, self-enrichment for the life-long learner, as well as three certificates and one degree via three distinct programs.

The Dietary Manager/Dietetic Service Supervisor Program was established as a Certificate of Achievement in 1971 and was elevated to a Certificate of Completion in 2005. Merritt College just completed its re-approval of the DSS program with the State by incorporating multiple new standards and requirements. On the national level, the Dietary Manager Association has approved our program through 2011.

In 1999 a new Dietetic Technician Program was Developmentally Accredited by the Commission on Accreditation of Dietetic Education/ American Dietetic Association (CADE/ADA) with subsequent approval of an Associate of Science Degree by the State. Application for regular accreditation (through self study and site visit) was made in 2003-4 with accreditation granted in December 2004. A Certificate of Achievement in Dietetic Technology was added to accommodate students with prior degrees. The third program, a one-semester (7 unit) Certificate of Achievement in Dietary Assistant was implemented to provide entry-level training for dietetics paraprofessionals. Additionally, the Nutrition and Dietetics program offers two well-established transfer courses to the universities, which may also be taken for self-enrichment and knowledge in Human Nutrition and career options in the field of Nutrition and Dietetics. A third university transfer course, Nutrition and Weight Management, has recently been added to the curriculum.

Our three-tiered program is unique in California. Our DM/DSS program is the only one in the Bay Area and the only DMA-approved program in the state. Our DT program is one of only two in Northern California. Nutrition and Dietetics is a program of distinction in the Peralta Community College District.

ACTION PLAN

1. Provide timely and succinct dissemination of information to potential students by impacting those entering into our programs and supporting retention of students to ultimately increase number of graduates in the DM/ DSS, DA and DT Programs.
 - Advertise our programs to health care facilities in the larger bay area with mailings of program information
 - Develop a brochure
 - Nutrition and Dietetics will expand its internet presence attached to Merritt College Main Website to meet accreditation requirements in providing information essential to students. This is the primary method of disseminating program information to prospective candidates. Plan to upgrade web page to be more interactive and provide more detailed information such as including the posting of Student Learning Outcomes on the web.
 - Tables at State conferences
 - Meet with College counselors to review details of program requirements, differences in Nutrition Programs to have them accurately present information to prospective students.
2. Provide proper training to students in food science/ production/ food service systems/ and medical nutrition therapy as mandated by State and national accrediting agencies by:
 - Continue with plans to construct Food Science lab in the "D" Building renovation
 - Supply and equip food science lab with industrial kitchen equipment

- Expand use of guest speakers: chefs, representatives of the professional organizations/ industry and off site field trips as encouraged by DHS as Food Service Lab on site construction is not completed.
3. Faculty and Program Directors need to maintain currency as required by accreditation and program approvals.
 - Program directors/faculty to attend training on reaccreditation process, attend conference and workshops to stay abreast of new standards & practices in the field.
 - Continue to communicate with the State and complete re-approval processes for the DSS program by implementing mandatory changes.
 4. Prepare self-study required for the CADE/ADA accreditation process for Dietetic Technology Program
 5. Check feasibility of collaborating with the WIC agencies.
 6. Continue discussions with healthcare facilities, community programs and agencies regarding
 7. Utilize latest classroom technologies for teaching Nutrition & Dietetics:
 8. Support student learning and encourage retention by supporting the hire of a permanent Instructional Assistant & lab assistant to provide tutoring, especially those who are ESL and speak Spanish as a primary language.

PHYSICAL EDUCATION

Mission Statement

The Merritt College Physical Education department is committed to providing courses that meet major and graduation requirements that meet the needs of the communities served by the College, and that enhance life-long fitness, health and recreation.

With the aging of America and Baby Boomers comes chronic disease, poor nutrition, and sedentary lifestyles. The PE program at Merritt College assists all students to strive for life-long fitness, health, and improved nutrition. In addition, the Merritt College PE program partners with the Oakland Police and Fire Departments to enhance the physical conditioning of potential academy recruits.

Health Education: 2 sections of Health Ed 1 are offered each term in support of the COSER, Recreation, and PE programs.

Recreation: An AA degree is offered, but since the retirement of Ken Hurst several years ago, there is no fulltime faculty member to assist students in attaining this degree.

ACTION PLAN

PE

- Renovate gym: floor, bleachers, scoreboard, baskets.
- Replace worn carpet in Fitness Center.
- Replace worn equipment designated for PE classes.
- Create a PE website to link to the Merritt website.
- Participate in a basic skills proposal to assist with student success at Merritt College.

- Develop a personal trainer certification program.
- Work with Parks and Recreation department to develop employment opportunities for MC students.
- Create fee-based classes for community outreach purposes.

Health Education

- Continue to offer Health Ed 1 as a required course for other programs at the College.

Recreation & Leisure

- Revitalize this degree through replacement of staff, hourly or fulltime.
- Partner with Parks & Recreation departments and Oakland high schools to recruit students for this program.

PHYSICS

This program offers courses for transfer students and students with an interest in Physics.

ACTION PLAN

- Use SLO Mapping to identify courses that overlap with program and work with certificate and vocational programs
- Offer more courses off campus at high schools and businesses

REAL ESTATE

Merritt College Real Estate program provides a comprehensive offer for beginning as well as advance students who are Seeking a new occupation to improve the students existing skills. This program has been in existence since fall of 1982 and has survived the market's ups and downs over the history of this program.

Merritt College offers day, evenings and weekend classes, and students receive both certificate as well as degree programs that provide employment and promotional opportunities. Our students are given the opportunity to work in the Real Estate field in the following capacities; Real Estate Agents and Brokers, Appraisers, Property Managers, Financiers, Land Developers, and Investors.

The Berkeley and Oakland Board of Realtor provide facilities and marketing for enrollment in classes needed in this industry. Most recently our advisory committee has recommended two new classes and they are Computer Applications for Real Estate and Common Interest Development. Computers Applications for Real Estate is being offer this fall 2007 and the Common Interest Development will be offered in Spring 2008. This program has a minimum of 20 industry leaders who address the students annually. The Merritt Real Estate Forum, an approved student ASU club, has been developed over the last 4 year. Which is a student run organization made up of current and past students and industry leaders from the community. This organization has approximately 540 members and its growing each semester, the RE department has two semiannual workshop put up for the community that addresses the current needs of it community, these workshops are generally on Saturdays. These Workshops bring hundreds of people from the local communities to Merritt College.

The program has been successful in attracting a new and successful population to its weekend classes. Real Estate weekend programs are attended by students who are motivated and clear about their intent to specialize in Real Estate. The weekend program was developed to

compete with private Real Estate schools such as Anthony's, Allied, and The Oakland School of Real Estate.

ACTION PLAN

The Real Estate Department is extending its class offerings by developing recently three new courses with two new courses in the process of being approved. The department will develop new courses as they are relevant.

The future holds opportunities to expand into distance learning programs as well as programs related to RE Construction for RE agents, Loan Brokers, and the offering of the new courses "Computers for RE Agents" and "Common Interest Development" (CID). The department is in the process of developing courses to meet the requirements for the Continuing Education Courses of the California Department of Real Estate (DRE).

RADIOLOGIC TECHNOLOGY

Mission Statement

The purpose of the Radiologic Science Program at Merritt College is to prepare qualified practitioners who are competent in the art and science of diagnostic imaging. The goals of the program are to:

1. Prepare students to demonstrate competency in the essential aspects of medical imaging while meeting the needs of the health care workforce.
2. Develop skills in team building, critical thinking and effective communication.
3. Encourage appropriate attitudes and foster affective growth in providing care and responding to patients' needs during imaging procedures.
4. Promote professional growth and life-long learning.

History of the Radiologic Science Program

The Merritt College Radiologic Science Department was founded in the early 1960's and was originally housed in the old Grove Street campus. The program has provided qualified radiologic technologists to meet the workforce needs of hospitals and outpatient imaging centers throughout the Bay Area for nearly fifty years. Most East Bay hospital facilities are staffed with at least one graduate of our program, in many departments the majority of technologists are Merritt graduates. As baby boomers are aging, the demand for qualified health care workers is soaring. The program is operating at maximum capacity for the staffing, space, and equipment currently provided. The projected need for technologists in the coming years ensures that the program will continue to serve the needs of the community, both for program participants and the health care delivery system. The program will continue to offer an education and significant earning potential for graduates as well as provide for the staffing needs of Bay Area health care organizations.

State labor statistics project that Healthcare jobs are expected to grow more than any other occupation in the next decade. Local evidence (Program Advisory Committee) indicates that there is a continuing shortage of radiologic technologists in area healthcare facilities. Merritt Radiologic Science graduates are heavily recruited by hospitals in the East Bay, San Francisco, and the Sacramento area.

ACTION PLAN

Planned Curriculum Updates/Expansion

Technology will continue to increase in complexity over the next five to ten years, prompting increased use of digital imaging modalities and the outgrowth of new specialty areas including fusion technology (combinations of modalities, such as CT and Nuclear Medicine PET scanning). Regular curriculum updates for the program will continue to reflect evolving technologies and scope of practice. Instructors will continue to expand the use of online resources in curriculum across program courses. Emphasis on critical thinking and problem solving within the profession and in adult learning in general has prompted faculty to infuse activities throughout the curriculum that encourage the development of these skills.

Staffing Needs

At least 4.0 faculty are necessary to operate the program with no additional offerings of continuing education or elective courses. The program is currently operating with two full time and three part-time faculty. Approval for hiring a third faculty position with addition of a fourth part-time faculty would allow for effective program operation and possible expansion of course offerings.

The program receives approximately 200 applications each year. Review of application materials and transcripts of program applicants is an extremely time-consuming process necessitating the hire of a part-time classified staff person. This person will conduct scheduled Permit to Apply sessions to assist students in the application process during the application period.

In support of larger classes and to decrease attrition rates, the program requires continuous hiring of student peer tutor-mentors and instructional aides on a yearly basis. Peer tutor-mentors ensure that students receive the extra tutoring needed for success in program courses, in addition to the mentoring that assists students in fitting in and achieving competency in the college and clinical environments. Instructional aides provide additional supervision necessary in laboratory courses to ensure safe equipment handling and proper treatment of student “patients.”

SOCIAL & BEHAVIORAL SCIENCES

The Social and Behavioral Sciences at Merritt College is composed of six major discipline areas that have historically been and are currently critical to the overall liberal arts education of our students: Anthropology, Sociology, Psychology, Political Science and Ethnic Studies (AFRAM, MLAT, NATAM, ASAME). There are two degree disciplines, African American Studies (AFRAM) and Anthropology, both offering AA degrees. All of the courses in the six disciplines are part of the requirements for any AA/AS degree and for CSU and UC transfer. Thus, enrollments are generally strong, and courses in the Social and Behavioral Sciences align with the College’s overall mission of addressing issues of diversity, gender, critical thinking, citizenship, global understanding and college proficiency in writing. In addition, both Anthropology and AFRAM offer lab (hands on) application learning, have strong study abroad course work, and offer classes in the community at churches and high schools.

ACTION PLAN

The central plan for this department is to increase the number of full-time faculty in the Social and Behavioral Sciences. Sociology, History and Political Science have lacked full-time instructors for 3-4 years, and the College is filling these vacancies as the budget permits. The

history position was filled for 2008-09, and a request will be made to fill the sociology position for 2009-10.

A second focus for the department is to improve the use of classroom technology through acquisition of equipment purchased with Measure A funds, including new computers for the Anthropology lab and the Huey P Newton Archive Center.

Finally, department faculty have expressed the need for a marketing plan to increase enrollments. Funding is needed to support this institutional and individual responsibility, some of which might be generated through grants and contracts. The African American Studies and Anthropology departments are working to build their study abroad and community classes which will also increase enrollment and program visibility.

VOCATIONAL NURSING

Mission Statement

The Vocational Nursing Program at Peralta has been in continuous operation since 1952. It prepares students to learn the components of the science and art of nursing through participation in a planned sequence of related learning experiences in the classroom and clinical settings.

Presently, the role of the LVN in the acute hospital setting is on a hold pattern. Job openings for LVNs are in rehabilitation centers, convalescent centers, clinics, doctor's offices, jails and prisons.

ACTION PLAN

Students who are entering the LVN program today are often applying to both nursing programs (LVN and ADN). At the present time the employment trend is greater in the RN sector, but the space availability is a dilemma. Prerequisites are being added to the LVN program so that when they finish the LVN program they will have four classes toward RN prerequisites.

At the beginning of the first semester the LVN program has "Family Day". This is an opportunity for families to learn about the program and how they can assist in helping the student to be successful. During the third (final) semester there is time set aside for Career Day to have health care providers share first hand job descriptions. Additionally, previous LVN students are invited to share their experiences with taking the Board exam and with employment opportunities.

The emphasis for the class that begins January 2008 is retention. Students who are not passing exams or who are struggling with the dosage calculation package will be identified earlier in the program, and remediation with tutoring will be strongly encouraged. For the class that begins August 2009, the LVN program will be implementing a new class prior to beginning the program named "Strategies for Success in the Vocational Nursing Program." This prerequisite class will have four components to it: dosage calculation, medical terminology, writing skills, and professional ethics.

TABLE ZZ INSTRUCTIONAL PROGRAM PLANS

INSTRUCTIONAL DISCIPLINE	GOALS AND FUTURE DIRECTIONS	RESOURCE NEEDS
<p>Administration of Justice MISSION STATEMENT: <i>The department's mission is to provide all students with the education, skills and training that will enable them to become effective problem solvers and perform various tasks in the public safety community.</i></p>	<p>Generate early interest in Corrections and/or Police Science through High School outreach.</p> <p>Promote continuing education at OPD by offering more night, online and modular courses.</p> <p>Partner with Merritt counselors to have a "Transcript Review Day" at OPD.</p> <p><i>Long Term:</i> Redesign the Pre-Academy to simulate the Academy. Offer Private Security Guard Card Certification course to enable students to obtain entry level jobs in private security. Offer a Dispatching course for a career as a 911 Dispatcher.</p>	<ul style="list-style-type: none"> • Marketing materials • Additional Adjunct faculty to address the expected growth of the program • Designated classroom in which to keep stationary equipment and multimedia equipment • Equipment from SIRCHIE Finger Print Laboratories, Inc. • Affiliation with a Public Safety Center that houses a Police Academy
<p>African American Studies MISSION STATEMENT: <i>Courses in the Social and Behavioral Sciences are in alignment with the College's overall mission of addressing issues of diversity, gender, critical thinking, citizenship, global understanding and college proficiency in writing.</i></p>	<p>Build study abroad and community classes. Add first on-line Afram for Fall 2008.</p>	<ul style="list-style-type: none"> • Marketing materials • Equipment for Smart classrooms • Archival materials for preservation • Website support • Complete renovations for Newton Center
<p>Anthropology MISSION STATEMENT: <i>Courses in the Social and Behavioral Sciences are in alignment with the College's overall mission of addressing issues of diversity, gender, critical</i></p>	<p>Build study abroad program. Expand partnerships with area high schools. Market the uniqueness of the Anthropology Museum at Merritt.</p>	<ul style="list-style-type: none"> • Skeletons for Anthropology Museum • Projection system/Smart Cart • Marketing materials • Upgrading/creating computer component for Anthropology lab for digital and online methods of investigation

<p><i>thinking, citizenship, global understanding and college proficiency in writing.</i></p>		
<p>Art MISSION STATEMENT: <i>The department's mission is to generate and nurture the creative element in human life. The shared creative process of a class in painting or ceramics fosters, in the warmest, most accessible way, a general communication that spreads out to benefit the entire community.</i></p>	<p>Expand class offerings in photography, print-making, and areas of Art history. Expand Kiln facility, spray booth and additional storage for ceramics. Create an Art Department website. Design an Art Certificate that will offer hands-on experiences in varying arts, including digital art. Designate an art history classroom with WiFi and digital projection equipment. Put computers in classrooms for internet research and computer arts programs. Establish business partnerships, create service-learning initiatives, and pursue grants, gifts, donations, and additional facility rental options.</p>	<ul style="list-style-type: none"> • Multimedia equipment • Kilns and other ceramics equipment • metal storage cabinets • stools, chairs & tables. • Upgraded lighting • spray booth for ceramic glazing
<p>Astronomy</p>	<p>Participate in the design for the new Science Building. Partner with Chabot Space and Science Center to develop and offer interdisciplinary Planetary Science courses. Merge Student Learning Outcomes with Service Learning to provide student volunteers in science for Oakland Unified School District, and community organizations in Oakland. Create interdisciplinary courses to increase faculty partnership and communication.</p>	<ul style="list-style-type: none"> • New lecture and lab space in new Science Building • On-campus observatory that can be used by the Astronomy program, Earth Science Program, Chemistry Program and Biology Program • Telescopes, telescope stands, computers, astronomical equipment and supplies, and projector • New faculty member due to recent retirement • Storeroom assistant to replace position lost in budget cuts (2003)
<p>Asian American Studies</p>	<p>Review course offerings.</p>	<ul style="list-style-type: none"> • Smart classroom for high enrollment film course
<p>Biology MISSION STATEMENT: <i>The department's mission is to offer 21st century technology to</i></p>	<p>Participate in the design for the new Science Building. Develop outreach programs to attract more students to Merritt College science programs. Introduce science as a career to</p>	<ul style="list-style-type: none"> • New state of the art lecture and lab space in new Science Building • Walk-in cold room and large autoclave for Microbiology.

<p><i>local and distant communities, and to initiate outreach programs to stir interest in science in children at an early age.</i></p>	<p>pre-teens and teens by creating open house events for these age groups. Write grants to fund newer programs (microscopy and genomics) along with other biology programs. Seek collaborations with companies as an alternative funding pathway. Offer microscopy and genomic programs as potential training centers for local and global companies and agencies.</p>	<ul style="list-style-type: none"> • Additional funding for student assistants and tutors • More equipment, material, and supply funds for increased enrollments • Funds for service contracts for genomics & microscopy • Dedicated space for Genomics Center and Microscopy •
<p>Business MISSION STATEMENT: <i>The department's mission is to develop and sustain effective partnerships with business, governmental and community agencies to foster economic development and workforce preparation for its students.</i></p>	<p>Develop a marketing plan and focused program emphasis that distinguishes Merritt's Business program from those of our sister Colleges. Redesign and strengthen degree and certificate programs. Incorporate into program occupational areas identified in the McIntyre Environmental Scan. Re-establish Business Department Advisory Committee.</p>	<ul style="list-style-type: none"> • Full time faculty in Accounting • Upgraded classroom furniture and whiteboards • Smart classrooms
<p>Chemistry MISSION STATEMENT: <i>The department's mission is to give all students the chemistry background needed to succeed in their program of study.</i></p>	<p>Participate in the design for the new Science Building. Collaborate with the Environmental Studies program on an Environmental Chemistry class. Collaborate with Biology on joint computer lab use. Continue outreach program to high school chemistry teachers to assist them in currency of the discipline.</p>	<ul style="list-style-type: none"> • New state of the art lecture and lab space in new Science Building • Organic chemistry lab requires renovation in order to continue using the lab, whether the new building is built or the D-building is renovated. The need is <u>IMMEDIATE!</u> Fume hoods need renovation and the pipe system on the benches needs replacing. Safety renovations are needed in the stockroom. The other two chemistry labs also require minor renovations until the new building is built or the D-building is renovated. • Student assistants to work in stockroom
<p>Child Development</p>	<p>Recruit high school students for</p>	<ul style="list-style-type: none"> • New FT instructor for

<p>MISSION STATEMENT: <i>The Merritt College Child Development Program prepares effective early care and education professionals to provide quality programs and services to children, families and the community.</i></p>	<p>concurrent enrollment in child development. Create an articulation agreement with local high schools for ROP. Collaborate with Holy Names College to create a BA degree in child development that requires students to take classes at both campuses.</p>	<p>Infant/Toddler certificate & lab school; clerical support; department researcher to track placements; counselor to assist with permit applications; multimedia equipment; computers & technology; wireless connection in classrooms</p> <ul style="list-style-type: none"> • Infant/Toddler lab; wireless internet in A Building classrooms; heat and air conditioning for A Building classrooms.
<p>Chinese</p>	<p>Chinese, currently offered to high school students, offers students an opportunity to excel in our global economy.</p>	<p>Additional adjunct faculty who can teach on the Merritt campus.</p>
<p>Communication MISSION STATEMENT: <i>The department's mission is to increase students' abilities for success in interpersonal and group interactions; to prepare them with intercultural skills that foster citizenship within a global population; to improve their career and college transfer potential; and to establish and maintain healthy relationships with others.</i></p>	<p>Additional Communications instructor is in process for F08. AA degree design to be fleshed out in F08 and sent through approval process.</p>	<p>Still awaiting computers, projectors and furniture ordered Communication lab with observation room.</p>
<p>Computer Information Systems MISSION STATEMENT: <i>The Department is part of a comprehensive, multi-cultural, public, open-access institution with a mission to develop and sustain effective partnerships with</i></p>	<p>Declining productivity. Identify and address technology training needs of students, and provide self-assessment for online students. Faculty to develop online and DE courses. Digital media is a growing trend.</p>	<p>Upgraded software (VISTA) and computers, projection equipment and new whiteboards. Common course management system for online courses. Course needed for faculty to develop online courses. Upgraded computer labs needed with improved networking.</p>

<p><i>business, governmental, and community agencies to foster economic development and workforce preparation for its students.</i></p>		
<p>Community Social Services MISSION STATEMENT: <i>The mission of the Community Social Service Program is to provide information, training and skill development to enhance drug recovery rehabilitation.</i></p>	<p>Highest productivity at Merritt. Working toward CAADE accreditation.</p>	<p>Built-in multimedia equipment; WiFi access in classroom Additional instructional assistants because of large class size.</p>
<p>Education</p>	<p>Revise course outlines. Collaborate with 4 year institutions that offer this course to create a cohort for students interested in becoming teachers. Only 1 course articulated w/CSU which does not draw sufficient enrollment.</p>	
<p>English MISSION STATEMENT: <i>Empower students through the development of critical thinking, reading, and writing skills to actively and effectively engage in a diverse and increasingly complex world.</i></p>	<p>Develop basic skills classes, and contribute to the coordination of a developmental education program. Develop new basic skills programs including learning communities to improve student success, retention and persistence and attract more students. Make connections with local high schools to prepare more students to study English and Humanities at Merritt. Develop computer modules for Learning Center English classes in vocabulary, spelling, grammar, and reading/writing. Work towards more consistency across sections ongoing faculty work on Student Learning Outcomes and assessment. Hold English/Humanities sponsored events to build department reputation (e.g. a reader/speaker bureau; honorariums)</p>	<p>Newly designed space for the WRAC within the relocated Learning Center. Financial support to develop these including support for Bridge Academy (Fall 2008). FT Instructional Assistant in Writing & Reading across the curriculum; Multimedia equipment; laptops. Faculty offices located to best maximize collaboration and collegiality. Storage areas for equipment.</p>

	Write grant applications to strengthen the success of all English/ humanities students and to support faculty development	
Environmental Sciences MISSION STATEMENT: <i>To provide certificates and Associate Degrees in Environmental Studies.</i>	Only Environmental Studies program at a CC in N. Cal. Department needs to partner with other disciplines to improve enrollments.	Environmental Center [Self Reliant House] needs upgrades and repairs.
ESL MISSION STATEMENT: <i>The mission of the Department is to enable students to converse and write in English and for immigrant students to become successful in reaching their goals in the U.S., whether they are academic or vocational goals.</i>	Outreach, recruitment in the Fruitvale community as well as in the Oakland Hills. Form a bridge between Adult Ed and Fruitvale and a stronger bridge with Fruitvale and Merritt campus. Create a Latino Center with Basic Skills funds to strengthen transition from Fruitvale to Merritt.	ESL Instructional Assistant; desk computers for faculty and staff and ESL computer lab; printers; Multimedia equipment; new student desks Upgraded ESL computer lab at the Fruitvale Education Center; carpet replacement and repair of electrical outlets.
Fire Science	Courses are offered as preparation for the Firefighter I certificate and the Firefighter Academy. Curriculum may be expanded to include Fire Marshall training. Potential partner in Public Safety Center on Merritt campus.	Additional qualified adjunct faculty.
Geography	Work with the Digital Bridge Academy and make Earth Science (Geography and Geology) courses mandatory for that program. Offer more courses at high schools and businesses.	
Geology MISSION STATEMENT: <i>The mission of the Geology Program at Merritt College is to provide students with a broad education in geology (physical geology, environmental</i>	Use SLO Mapping to identify courses that overlap with program and work with certificate and vocational programs to include an interdisciplinary Geology course. Continue working with the Digital Bridge Academy and ensure that Geology courses are incorporated into the Digital Bridge Academy. Offer more courses off campus at	

<p><i>geology, field studies, oceanography, and planetary geology) using in-class lectures, laboratory assignments, fieldwork, and the critical analysis of data, charts and graphs.</i></p>	<p>High Schools, and businesses.</p>	
<p>Health Education</p>	<p>2 sections offered each term to support COSER, Recreation, & and PE programs.</p>	<p>Multimedia equipment.</p>
<p>History MISSION STATEMENT: <i>Courses in the Social and Behavioral Sciences are in alignment with the College's overall mission of addressing issues of diversity, gender, critical thinking, citizenship, global understanding and college proficiency in writing.</i></p>	<p>FT hire has been approved for Fall 2008. FT faculty will be able to revitalize consistency and quality of course offerings.</p>	<p>FT faculty; Multimedia equipment; classroom maps</p>
<p>Humanities</p>	<p>Revise course and catalog description to make Humanities more relevant to current student interests. Develop Humanities 2 curriculum that focuses on themes such as health, child development and administration of justice, Collect data re enrollments in the last four years in Humanities. Class size has decreased from 37 to 27. Reduce number of sections and continue to monitor class size and cancel under-enrolled classes. Offer classes at different times and offer more hybrid and online classes.</p>	<p>Multimedia equipment; laptops.</p>
<p>Human Services MISSION STATEMENT: The mission of the Human Services Program is to provide</p>	<p>Advertise classes and collaborate with the mental health community. Hire a classified person to advertise and recruit for the program. Partner with BCC on this program.</p>	<p>FT faculty needed to grow the program and collaborate with mental health community. Classified person needed to recruit and advertise for the program.</p>

<p>students with training for a career in the human services field.</p>		
<p>Landscape Horticulture MISSION STATEMENT:</p>	<p>Program is working more closely with Environmental Sciences to broaden course offerings. Curriculum is expanding to include an AA in Landscape Architecture. Classes in tissue culture are being considered as part of the propagation series. Partnerships with workforce development are currently being undertaken and will include new classes in sustainability and green jobs. Continued presence in the community in order to better understand community needs. Addition of fee based classes in Environmental Sciences to address current topics.</p>	<p>2 FT faculty requested: one to replace a retiree and one to expand program (24-26 PT faculty currently). FT instructional assistant needed for both Landscape Hort & Environmental Sciences. Hire a 20-hour week greenhouse instructional assistant. Instructional equipment, materials, and tools are needed, as well as software and computers. Repairs and upgrades needed in classrooms, lath house, greenhouses, and overall facility. Addition of a design lab in the existing lath house. R/R of all outside gates that lead from facility to outside areas/grounds. Construction of an outdoor propagation area by outdoor growing area. Establishment of a tissue culture lab. Replace all desks and chairs to accommodate today's students. Reduction in size of floral refrigerator to gain classroom space.</p>
<p>Math MISSION STATEMENT: <i>The mission of the department is to assist students in achieving their educational goals by providing lower division math courses required for the associate degree, vocational certificate, and transfer to four-year colleges.</i></p>	<p>Design specialized assistance for DSPS students. Evaluate instructor retention. Provide self-assessment test for all math courses.</p>	<p>More math tutors for Math Lab. More instructor availability in Math Lab.</p>
<p>Mexican/Latin American Studies</p>	<p>Rewrite classes and hire PT faculty Expand offerings</p>	

<p>Music MISSION STATEMENT: <i>Through Music education we strive to foster an understanding and appreciation for music that will enhance our understanding of history and our place in today's world. Through study, rehearsal and performance we seek to motivate and develop the best corporate ideas and efforts of the whole in order to inspire and entertain in creative ways unique to humankind.</i></p>	<p>Digital technology planned. Add community choral & orchestra classes Add non-credit music courses targeting retirees. Long range - ensure computer lab for digital Music/Art in A building remodel.</p>	<p>25 electronic keyboards & accessories; Multimedia and audio equipment; laptops; new student desks. Computer room for digital music classes. Secure room for audio recording</p>
<p>Native American Studies</p>	<p>Prioritize this neglected area by rewriting classes.</p>	<p>Hire additional PT faculty.</p>
<p>Nursing: Associate Degree MISSION STATEMENT: <i>Nursing education is most effectively carried out in a collegiate setting; the College is dedicated to serve both the community and the individual. The educational program provides for the personal growth of the student, taking into consideration his/her cultural, ethnic uniqueness and support system, and prepares him/her to assume the responsibilities of a citizen.</i></p>	<p>Participate in design of new Science/Allied Health building. Continue to apply for grants; expand the KP Summer Bridge Program; recruit additional faculty; develop mentoring & tutoring program and expand internet links</p>	<p>.5 clerical assistant for AD Nursing only. New Science/Allied Health building will provide badly needed state-of-the-art skills labs and lecture rooms.</p>
<p>Nursing: Vocational MISSION STATEMENT: <i>The mission of the</i></p>	<p>The size of the LVN class is limited to the number of clinical instructors. Ninety three students applied for the class January, 2008 only 33</p>	<p>D Building renovation will provide state-of-the-art skills labs and lecture rooms. Stethoscopes and blood pressure</p>

<p><i>department is to prepare students to learn the components of the science and art of nursing through participation in a planned sequence of related learning experiences in the classroom and clinical settings.</i></p> <p>Medical Assistant</p>	<p>were accepted. Over 40% of the class plan to continue in nursing and acquire a RN degree. There will be three recommended classes for the next class Aug., '09 to facilitate transferring LVN to RN bridge. Uncertain continuing employment for the LVN in acute care settings. MA students need more structure to be successful. Greater retention can be accomplished with a new assessment tools in English and math. Medical Assistant classes are tailored to community employment needs.</p>	<p>cuffs; Mannequins; DVDs and current videos; Alcohol swabs, syringes; Wound care equipment; Linen; Glucometers; Suction equipment; IV monitors and fluids Locked cabinets; Electric beds (4); 2 foot pedal sinks; Smart classrooms</p>
<p>Nutrition & Dietetics MISSION STATEMENT: <i>The mission of the department is to provide courses for transfer to a four year institution, self-enrichment for the life-long learner, as well as three certificates and one associate degree via three distinct programs.</i></p>	<p>Support retention of students to ultimately increase number of graduates in the DM/ DSS, DA and DT Programs. Develop brochures/web page/mailings Supplies and reference resource for new Nutrition Weight Management course Use chefs and industry experts &/or take field trips to train students until new food science lab is constructed Meet with State Dietitians and Dept. Health Services Licensing and Certification to coordinate educational expectations for the DSS degree</p>	<p>Computers for students to take practice tests Technological equipment Food Production/ Food service Systems and Medical Nutrition need Food Science Lab with industry equipment to properly teach skills needed for employment in the industry per State DHS Instructional Assistant</p>
<p>Paralegal MISSION STATEMENT: <i>The mission of the department is to provide all students with the education, skills and training that will enable them to become effective problem-solvers and perform various tasks in the public safety and legal community.</i></p>	<p>Control number of sections</p>	<p>Multimedia equipment (LCD, smart cart) Promotional material (pamphlets, brochures, postcards) File cabinet Computer Software (specific to paralegal program)</p>
<p>Philosophy</p>	<p>Review and revise the schedule for</p>	

	better efficiency.	
<p>Physical Education MISSION STATEMENT: <i>The Merritt College Physical Education department is committed to providing courses that meet major and graduation requirements, that meet the needs of the communities served by the College, and that enhance life-long fitness, health and recreation.</i></p>	<p>Continue to advocate for PE as an associate degree requirement. Design additional courses that stress health and wellness.</p>	<p>PE/Athletics needs FT clerical assistant; need men's locker room attendant; upgrade equipment in Fitness Center; replace worn equipment for PE classes; need website support. Exercise room with sprung floor for aerobics, yoga, tai chi, and mat exercises. Gym needs renovation; replace worn carpet in Fitness Center;</p>
<p>Physics MISSION STATEMENT: <i>The mission of this program is to offer courses for transfer students and students with an interest in Physics.</i></p>	<p>Re-evaluate course offerings in context of transfer majors.</p>	<p>Physics equipment and supplies</p>
<p>Political Science MISSION STATEMENT: <i>Courses in the Social and Behavioral Sciences are in alignment with the College's overall mission of addressing issues of diversity, gender, critical thinking, citizenship, global understanding and college proficiency in writing.</i></p>	<p>Dwindling enrollments since FT faculty resigned.</p>	<p>FT faculty; Multimedia equipment</p>
<p>Psychology MISSION STATEMENT: <i>Courses in the Social and Behavioral Sciences are in alignment with the College's overall mission of addressing</i></p>	<p>Add more on line classes. We are adding 1 more for Fall 2008— Human Sexuality</p>	<p>Multimedia equipment</p>

<p><i>issues of diversity, gender, critical thinking, citizenship, global understanding and college proficiency in writing.</i></p>		
<p>Radiologic Science MISSION STATEMENT: <i>The mission of the program at Merritt College is to prepare qualified practitioners who are competent in the art and science of diagnostic imaging.</i></p>	<p>Technology will continue to increase in complexity over the next five to ten years, prompting increased use of digital imaging modalities and the outgrowth of new specialty areas including fusion technology (combinations of modalities, such as CT and Nuclear Medicine PET scanning). Regular curriculum updates for the program will continue to reflect evolving technologies and scope of practice. Instructors will continue to expand the use of online resources in curriculum across program courses. Emphasis on critical thinking and problem solving within the profession and in adult learning in general has prompted faculty to infuse activities throughout the curriculum that encourage the development of these skills.</p>	<p>Hire one full-time faculty. Hire one part-time transcript evaluator to assist with permit-to-apply process. Use bond measure funds to purchase two new x-ray tube/digital imaging-PACs systems for 2 new labs, to be installed with D building renovation. New classroom furniture is essential.</p>
<p>Real Estate MISSION STATEMENT: <i>The mission of the program is to provide comprehensive offerings for beginning as well as advanced students who seek a new occupation to improve their current skills.</i></p>	<p>The Real Estate Department is extending its class offerings by developing new courses as they are relevant. The future holds opportunities to expand into distance learning programs as well as programs related to RE Construction for RE agents, Loan Brokers, and the offering of the new courses “Computers for RE Agents” and “Common Interest Development” (CID). The department is in the process of developing courses to meet the requirements for the Continuing Education Courses of the California Department of Real Estate (DRE).</p>	<p>1.0 Faculty member due to retirement. The department has a need for clerical support for faculty and students. This is a growing instructional program that needs support for students, faculty and RE industry.</p>
<p>Recreation</p>	<p>AA degree, but not sufficient course offerings. Review whether or not this is a viable major, and recommend additional staffing and course</p>	<p>FT faculty needed to run program with AA degree. Partnership with Oakland Parks & Recreation and Oakland High Schools. Multimedia equipment needed.</p>

	revision or program elimination.	
<p>Sociology</p> <p>MISSION STATEMENT: <i>Courses in the Social and Behavioral Sciences are in alignment with the College's overall mission of addressing issues of diversity, gender, critical thinking, citizenship, global understanding and college proficiency in writing.</i></p>	<p>No FT faculty, nor has there been for years. Course offerings support transfer degrees.</p>	<p>FT faculty if expansion of course offerings is desired. Multimedia equipment needed.</p>
<p>Spanish</p> <p>MISSION STATEMENT: <i>The mission of the department is to enable students to converse and write in other foreign languages and to appreciate other cultures around the world.</i></p>	<p>Spanish is the second language of California, and the department now offers a transferable 2-year program. Continue recruitment of students into Spanish classes. Continue to offer higher level courses and more electives.</p>	

TABLE AA Student Services Program Plans

STUDENT SERVICES UNIT	Goals and Future Directions	Resource Needs
Admissions & Records	Establish off-site registration sites in the community and high schools. Develop a paperless process for admissions and student records. Work closely with staff and students during the transition to Passport.	Funding for 5 additional student ambassadors and 5 laptop computers (approx \$10,000).
Assessment	Schedule for assessment and orientation is completed for Fall 2008. Review of Matriculation Orientation and Assessment processes planned to develop streamlined process. Orientation and Assessment will be given at high schools and community centers for smoother transition to Merritt.	Mobile Assessment tools such as laptop computers and staff to assist Assessment Coordinator.
Athletics	District-wide Athletic assessment is being conducted to assure equity among Colleges in terms of adequate facilities and sustaining College teams. Merritt College is considering adding Men and Women's Soccer in Fall 2009, and baseball and softball in Spring 2010.	Additional staff and funds. Proposals to corporations to assist in funding athletics.
Bookstore	Increase volume of book sales through increased used textbook sales and buy back sales. Improve internet offerings on Follett website. Offer vocational program supplies, such as nurses uniforms. Plan Author book readings so authors' books could be sold in bookstore and signed.	Larger space to provide these services.
CalWORKs	Hire to fill staff assistant position to support CalWORKs area. Assist more CalWORKs students with on campus childcare.	Fill pending position, hire a CalWORKs point person to coordinate childcare for CalWORKs students District wide and assume fiscal responsibility.
CARE	Train a replacement for Care Coordinator on leave. Procure gas cards for students	Qualified temporary Replacement. Funding for gas cards.
Counseling	Expand bridge counseling services for junior and seniors at area high schools. Develop an in-service training plan for part-time counselors. Counselors will take the lead in identifying processes for Early Alert. Work with instruction on a class schedule that better accommodates student needs.	Additional 2 full time contract counselors and hourly counselors.
Disability Support	Establish greater partnerships with	Funding from Staff Development Committee

Program & Services	community organizations, hire vacant staff assistant position. Create series of workshops for College staff, especially part time faculty.	
EOPS	Publicize the EOPS/CARE program to the campus and community. Submit a Basic Skills proposal to enhance student success and retention. Work with Basic Skills and Learning Center staff.	
Financial Aid	Hire a consultant to develop 1) a streamlined process for staff to disburse checks to students before classes begin and 2) customer service training.	Hire a consultant.
Food Services	Re-establish the food service committee; survey students on food on campus; analyze the survey and make recommendations.	Food Service Committee
High Tech Center	Hire additional staff and hourly instructors in order to expand hours of DSPS High Tech Center.	Funding for staff, and commitment of 1351 dollars for FTES-generating classes.
Outreach	Develop an Outreach Master Plan and Calendar. Increase the Counselor support to area high schools.	Funding for additional hourly counselors to support outreach effort.
Puente	Promote Puente to the College and community as part of Latino Initiative. Increase number of participants and classes for the program.	Funding
Student Activities	Prepare an annual Master Calendar for Student Life. Increase campus life activities and increase student and faculty participation thru emails to better inform the campus community. Hire a part-time Student Activities Coordinator to promote student clubs.	Funding for student life functions and part time Student Activities Coordinator.
Student Health Services	Expand health services as a result of the MOU established between the Peralta Community College District and Alameda County Health Care Services Agency (ACHSA). The expansion would include the provision of primary care (clinical) health services and mental health/ psychological services. Create a plan to continue health services after retirement of the health services coordinator.	Coordinate with District regarding health fee and expanded Health Services
Student Orientation	Orientation process is under review. Orientation and Assessment will be given at high schools and community education	Funding for offsite assessment; development of interactive online orientation; and development of outreach CD.

	centers for a smoother transition to the College.	
Transfer/Career/ Employment Center	Increase visibility of Transfer and Career Centers. Enhance Transfer relationship with four year institutions throughout U.S., esp. in California. Establish Career Center for all students instead of special populations. Career Center coordinator will visit classes to discuss CTE programs and give workshops on resume building & self inventory testing to prepare students for employment.	Funding for the Career Center.

Recommended priorities from CEMPC

PRIORITY #	ITEM
1	Critical facility/equipment repairs or upgrades that address health and safety issues.
2	Marketing the College programs to improve enrollment and services to students.
3	Critical repairs that affect delivery of services.
4	Technology upgrades, particularly for smart classrooms and computer labs
5	Student desks College-wide
6	Dedicated space for Microscopy and Genomics programs
7	Large Autoclave for Microbiology
8	New Science/Allied Health building or renovation to D Building
9	New building for Child Development funded by the State
10	Space conversion of existing lath house for new design lab at Landscape Horticulture
11	Expansion of parking for Landscape Horticulture by reconfiguring tennis court parking
12	Establish a portable tissue culture lab at Landscape Hort where diesel tank is
13	Establish office space and reception area for mental health services for students
14	Establishment of Black Panther Educational Archives in Building L
*	Better District support for research

Appendix I

Facility Needs - Instructional

ADMINISTRATION OF JUSTICE PROGRAM

Plans:

Generate early interest in Corrections and/or Police Science through High School outreach.

Promote continuing education at OPD by offering more night, online and modular courses.

Partner with Merritt counselors to have a “Transcript Review Day” at OPD.

Long Term:

Redesign the Pre-Academy to simulate the Academy.

Offer Private Security Guard Card Certification course to enable students to obtain entry level jobs in private security.

Offer a Dispatching course for a career as a 911 Dispatcher.

Facility Needs:

The Administration of Justice discipline is the largest growing discipline in the Legal Administration Department, and is now faced with inadequate classroom accommodations for both day and night classes.

- Large classroom needed.
- Secure storage space (Large enough to fit a TV, TV Cart, and a Smart Cart).
- New student desks.
- Long term: an affiliation with the planned Public Safety Center.

ART PROGRAM

Plans:

Expand class offerings in photography, print-making, and areas of Art history.

Expand Kiln facility, spray booth and additional storage for ceramics.

Create an Art Department website.

Design an Art Certificate that will offer hands-on experiences in varying arts, including digital art.

Designate an art history classroom with WiFi and digital projection equipment.

Put computers in classrooms for internet research and computer arts programs.

Establish business partnerships, create service-learning initiatives, and pursue grants, gifts, donations, and additional facility rental options.

Facility Needs:

- A new Kiln room adjacent to the old one.
- A safety spray booth inside the Ceramics studio (A133) for glazing of ceramics ware.
- Improved lighting in A122 and A133.
- Computer lab with MACs in the A Building complex for use by Art, Music, and others.

ASTRONOMY PROGRAM

Plans:

Participate in the design for the new Science Building.

Partner with Chabot Space and Science Center to develop and offer interdisciplinary Planetary Science courses.

Merge Student Learning Outcomes with Service Learning to provide student volunteers in science for Oakland Unified School District, and community organizations in Oakland.

Create interdisciplinary courses to increase faculty partnership and communication.

Facility Needs:

- New lecture and lab space are desperately needed in new Science Building; current space needs renovation and updated technology.
- On-campus observatory that can be used by the Astronomy program, Earth Science Program, Chemistry Program and Biology Program

BIOLOGY PROGRAM

Plans:

Participate in the design for the new Science Building.

Develop outreach programs to attract more students to Merritt College science programs.

Introduce science as a career to pre-teens and teens by creating open house events for these age groups.

Write grants to fund newer programs (microscopy and genomics) along with other biology programs.

Develop a marine biology program.

Seek collaborations with companies as an alternative funding pathway.

Offer microscopy and genomic programs as potential training centers for local and global companies and agencies.

Facility Needs:

- New state-of-the-art lecture and lab space desperately needed in new Science Building to accommodate large growth in student enrollment and new programs with advanced technology (Microscopy and Genomics).
- Dedicated space for Genomics Center and Microscopy with needed power upgrades.
- Walk-in cold room and large autoclave for Microbiology.

BUSINESS PROGRAM

Plans:

Develop a marketing plan and focused program emphasis that distinguishes Merritt's Business program from those of our sister Colleges.

Redesign and strengthen degree and certificate programs.

Incorporate into program occupational areas identified in the McIntyre Environmental Scan.

Re-establish Business Department Advisory Committee.

Facility Needs:

- Multimedia technology in lecture rooms: Nomad or 3M Overhead Technology adopted by College Technology Committee.
- Internet and LAN/WAN connectivity.
- Classrooms need up-to-date furniture with wide desk tops to accommodate accounting worksheets and student textbooks.
- Whiteboards are needed in lecture classrooms.
- Instructors desk/chair and classroom furniture needs to be mobile for lecture and team groups when classroom activities dictate a reconfiguration for instructional purposes.

CHEMISTRY PROGRAM

Plans:

Participate in the design for the new Science Building.

Collaborate with the Environmental Studies program on an Environmental Chemistry class.

Collaborate with Biology on joint computer lab use.

Continue outreach program to high school chemistry teachers to assist them in currency of the discipline.

Facility Needs:

- Renovation of all chemistry facilities: labs, computer lab/study room, and stockroom.

CHILD DEVELOPMENT PROGRAM

Plans:

Recruit high school students for concurrent enrollment in child development.

Create an articulation agreement with local high schools for ROP.

Collaborate with Holy Names University to create a BA degree in child development that requires students to take classes at both campuses.

Facility Needs:

- Create an infant toddler lab environment in the A building that includes state of the art observation area, parent/student resource room, student lunch room, faculty/student/parent conference room, reception area and appropriate drop-off/pick-up areas.
- Provide wireless internet (WiFi) in all the classrooms in the A building.
- Provide appropriate heating and air conditioning for all classrooms in the A building.
- Repairs to lab school.
- Upgrades to lab school yard.
- Replacement of student desks.

CIS PROGRAM

Plans:

Identify and address technology training needs of students, and provide self-assessment for online students. Faculty to develop online and DE courses.

Digital media is a growing trend.

Facility Needs:

- Carpeting, air conditioning in CIS computer labs.
- More reliable networking and Internet connection (improved speed required).
- Projection equipment and new whiteboards need to be installed in labs.
- Common course management system for online courses.
- Upgraded computer labs needed with improved networking.

COMMUNICATION PROGRAM

Plans:

AA degree design will be fleshed out in F08 and sent through approval process.

Communication Lab will be designed and plans approved.

Facility Needs:

- Communication lab with observation room.

ENVIRONMENTAL STUDIES PROGRAM

Plans:

Merritt College houses the only Environmental Studies program at a community college in Northern California. The Department needs to partner with other disciplines to improve enrollments.

Facility Needs:

- Environmental Center (Self-Reliant House) needs critical upgrades and repairs, including an ADA compliant pathway to the Center.
- Build urban farming area at foot of slope.
- Upgrade permeable surface on pathways.
- Repair gas line.
- Replace temporary lighting with high efficiency demonstration lighting and controllers.

ENGLISH PROGRAM

Plans:

Develop basic skills classes, and assist in coordinating a developmental education program.

Develop new basic skills programs including learning communities to improve student success, retention and persistence and attract more students.

Partner with local high schools to prepare more students to study English and Humanities at Merritt.

Develop computer modules for Learning Center English classes in vocabulary, spelling, grammar, and reading/writing.

Ongoing faculty work on Student Learning Outcomes and assessment.

Write grant applications to strengthen the success of all English/ humanities students and to support faculty development

Facility Needs:

- Classrooms with comfortable furniture, good air ventilation and heating, good lighting, and up-to-date computer and multimedia equipment.
- Faculty offices closer to classrooms.

ESL PROGRAM

Plans:

Expand outreach and recruitment in the Fruitvale community as well as in the Oakland Hills.

Form a bridge between Adult Education and Fruitvale, and a stronger bridge with Fruitvale and the Merritt campus.

Create a Latino Center with Basic Skills funds to strengthen transition from Fruitvale Education Center to the Merritt campus.

Facility Needs:

New carpet, desks, repairs, and fresh paint are needed at the Fruitvale Education Center.

LANDSCAPE HORTICULTURE PROGRAM

Plans:

Work closely with Environmental Sciences to broaden course offerings.

Expand curriculum to include an AA in Landscape Architecture.

Plan classes in tissue culture as part of the propagation series.

Form partnerships with workforce development to include new classes in sustainability and green jobs.

Continue presence in the community in order to better understand community needs.

Add fee based classes in Environmental Sciences to address current topics.

Facility Needs:

- Add a design lab in the existing lath house.
- Repair or replace main water supply as gate valves leak.
- Repair or replace electrical system as power needs outstrip power supplied.
- Repair or replace all outside doors leading into facility and tool room.
- Repair or replace all door stops and door closure units.
- Repair or replace of all outside gates that lead from facility to outside areas/grounds.
- Repair or replace ceiling in men's room.
- Add hot water to both men's/woman's restroom.
- Repair or replace retaining wall opposite facility foyer entry.
- Replace access stairway to redwood grove opposite foyer entry.
- Construct an outdoor propagation area by outdoor growing area.
- Establish a tissue culture lab.
- Replace all desks and chairs to accommodate today's students.
- Reduce size of floral refrigerator to gain classroom space.
- Assess night lighting from bus stop to horticulture facility.

- Replace all drafting stools with ergonomically appropriate stools..
- Along with blackboards add whiteboards for instruction.
- Add a new space for a landscape design/smart classroom/environmental center. (Laney Art center)
- Install skylights in all classrooms/offices to increase natural lighting.
- Repair and reconfigure all heating/cooling in offices and classrooms. Install energy saving thermostats.
- Expand parking capacity by reconfiguring tennis court area.
- Remove hazardous diesel tank and reconfigure for outdoor storage.
- Renovate Greenhouses to upgrade watering, lighting, and physical components.
- Computer lab for CAD classes.

LEARNING CENTER

Plans:

Assist in planning the move of the Learning to swing space in Building A and eventually to a permanent home in Building L.

Expand services to students.

Facility Needs:

- Sufficient swing space to replicate current services. Expanded permanent space to increase services to students.

LIBRARY

Plans:

Increase student and faculty access to information in a variety of formats.

Expand hours of operation.

Expand digital collections.

Facility Needs:

- Public access elevator.
- Bibliographic instruction area – enclosed classroom for lecture/hands-on instruction in Library use.
- Replacement of lighting to provide full-spectrum/non-glare lighting.
- Data/electrical/WiFi upgrades.
- Entrance gate to replace malfunctioning turnstiles.

NURSING PROGRAM: RN

Plans:

Continue to apply for grants

Expand the Kaiser Permanente Summer Bridge Program

Recruit additional faculty

Develop a respiratory therapy program to meet community healthcare needs

Develop mentoring and tutoring program and expand internet links

Facility Needs:

- A new Science/Allied Health building is critically needed in order for AD Nursing to provide state-of-the-art skills labs and lecture rooms to prepare nursing students for the 21st Century workforce.
- Dedicated space is needed for the Bridge to Success Academy for entering AD Nursing students.
- Dedicated space is needed for a simulation lab housing simulation patients (SIM Man and Baby).
- Additional space will be needed for a respiratory therapy program.

NURSING PROGRAM: LVN/MA PROGRAMS

Plans:

MA students need more structure to be successful.

Greater retention can be accomplished with new assessment tools in English and math.

Medical Assistant classes are tailored to community employment needs.

Facility Needs:

- D Building renovation will provide necessary state-of-the-art skills labs and lecture rooms.
- Smart classrooms and skills lab with pedal sinks.
- Satellite skills laboratory in a general classroom for the MA program.

NUTRITION PROGRAM

Plans:

Support retention of students to ultimately increase number of graduates in the DM/ DSS, DA and DT Programs.

Develop brochures/web page/mailings

Procure supplies and reference resource for new Nutrition Weight Management course

Use chefs and industry experts and take field trips to train students until new food science lab is constructed

Meet with State Dietitians and Dept. Health Services Licensing and Certification to coordinate educational expectations for the DSS degree

Support community liaisons which house students in their supervised practice rotations

Program directors/faculty to attend training on reaccreditation process, and maintenance of accreditation and approval of programs from governing agencies, attend conference and workshops to stay abreast of new standards & practices in the field.

Facility Needs

- A Food Science Lab is critically needed for instruction in food service systems, food production, food science, safety and sanitation, and medical nutrition. This would include equipment specified in the D-Building renovation such as:

Individual lab stations with gas/electric heating systems, sinks, deck ovens, dishwashing sinks, refrigeration, steamer, ice maker, demonstration teaching table, carts and pots/pans/ measuring utensils, knives, etc. for each station.

- Computer stations within the Nutrition Dept Office for students to mimic computerized exam process.

PE PROGRAM

Plans:

Continue to advocate for PE as an associate degree requirement.

Design additional courses that stress health and wellness.

Establish a men and women's soccer program.

Facility Needs:

- An exercise room with a sprung floor is needed for aerobics, yoga, tai chi, and for mat exercises.
- Gym needs renovation.
- Replace worn carpet and older equipment in Fitness Center.

PHYSICS PROGRAM

Plans:

Re-evaluate course offerings in context of transfer majors.

Facility Needs:

- New lecture and lab space are desperately needed in new Science Building; current space needs renovation and updated technology.

RADIOLOGICAL TECHNOLOGY PROGRAM

Plans:

Technology will continue to increase in complexity over the next five to ten years, prompting increased use of digital imaging modalities and the outgrowth of new specialty areas including fusion technology (combinations of modalities, such as CT and Nuclear Medicine PET scanning). Regular curriculum updates for the program will continue to reflect evolving technologies and scope of practice.

Use bond measure funds to purchase two new x-ray tube/digital imaging-PACs systems for 2 new labs, to be installed with D building renovation.

New classroom furniture is essential.

Facility Needs:

- New lecture and lab space are desperately needed in new Science Building; current space needs renovation and updated technology to address new specialty areas and equipment in the industry.
- New classroom furniture to accommodate larger adults.

REAL ESTATE PROGRAM

Plans:

Expand into distance learning programs.

Extend course offerings by developing new courses such as RE Construction for RE agents and Loan Brokers, "Computers for RE Agents" and "Common Interest Development" (CID).

Develop courses to meet the requirements for the Continuing Education Courses of the California Department of Real Estate (DRE).

Facility Needs:

- Large classroom is needed in the D Building renovation.
- Real Estate department needs storage space for multimedia equipment purchased for the department.

SOCIAL AND BEHAVIORIAL SCIENCES & ETHNIC STUDIES PROGRAMS

Plans:

Build study abroad and community classes.

Add first on-line Afram for Fall 2008.

Expand course offerings in Asian American studies and Native American

Hire full-time faculty History, Political Science, Sociology.

Facility Needs:

- Black Panther Educational Center - to be located in the Library, basement floor in the former DSPS testing lab. This is documented in the architectural plans.
- Smart classrooms for all disciplines in this department, with touch screen interactive display units for an interactive anthropology museum, and drop down smart screen with computers and printers for the Black Panther Archive center and museum.

Facility Needs – Student Services

Health Services

- For Mental Health Services: 3-4 offices and a receptionist area.

Appendix II

HUMAN RESOURCES

Faculty

- 1.0 Human Services instructor
- 1.0 Infant/Toddler instructor for Child Development
- 1.0 general Child Development instructor
- 1.0 Basic Skills instructor in English
- 1.0 Sociology instructor
- 1.0 Political Science instructor
- 2.0 General Counselors
- 1.0 EOPS Counselor
- 1.0 Pediatrics Instructor for ADN program
- 1.0 Radiologic Science Instructor
- Part-time webmaster to build Learning Center website

Classified

- 2 ECC Professional Development Coordinators for Child Development
- Clerical support for Child Development
- Researcher for Child Development
- .5 Instructional Assistant position for English (to support writing and reading across the curriculum)
- .5 ESL Instructional Assistant for the College Learning Center and at the Fruitvale Center
- 1.0 Clerical Assistant for Student Activities
- Assistant to maintain greenhouses in Landscape Horticulture
- Assistant to help maintain 7.5 acres at Landscape Horticulture
- 30-hour/week receptionist for College Health Center
- Classified help in Nutrition & Dietetics for student recruitment.
- Instructional assistant in Nutrition to help in setting up lab courses.
- Part-time Evaluator for Radiologic Science program during application period.
- Clerical support for Real Estate program.