



# Institutional Self-Evaluation Report

January 2021

At Merritt, We Change Lives!



Merritt College | 12500 Campus Drive | Oakland, CA 94619



**Institutional Self-Evaluation Report**  
**In Support of an Application for**  
**Reaffirmation of Accreditation**

Submitted by

Merritt College  
12500 Campus Drive  
Oakland, CA 94619

to

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

January 2021

## Certification

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

From: Dr. David M. Johnson, President  
Merritt College  
12500 Campus Drive  
Oakland, CA 94619

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

 <small>Julina Bonilla (Dec 15, 2020 08:14 PST)</small>	12/15/2020
Julina Bonilla, President, Peralta Community College District Board of Trustees	Date
 <small>Carla Walter (Dec 7, 2020 15:33 PST)</small>	12/07/2020
Carla Walter, Ph.D., Interim Chancellor, Peralta Community College District	Date
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Michael Cooper, President, Associated Students of Merritt College	Date

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## List of Acronyms

AA	Associate in Arts
AAUP	American Association of University Professors
AB	Assembly Bill
ACCJC	Accrediting Commission for Community and Junior Colleges
ACRL	Association of College and Research Libraries
ACSO	Alameda County Sheriff's Office
ADA	Americans with Disabilities Act
ADT	Associate Degree for Transfer
ALO	Accreditation Liaison Officer
AP	Administrative Procedure
APPA	Association of Physical Plant Administrators
APU	Annual Program Update
AS	Associate in Science
ASCCC	Academic Senate for the California Community Colleges
ASMC	Associated Students of Merritt College
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer
AUO	Administrative Unit Outcome
BACCC	Bay Area Community College Consortium
BAM	Budget Allocation Model
BOG	Board of Governors
BOT	Board of Trustees
BP	Board Policy
BSI	Basic Skills Initiative
BSP	Bond Spending Plan
BSTEM	Business, Science, Technology, Engineering, and Math
CalWORKs	California Work Opportunity and Responsibility to Kids
CARE	Cooperative Agencies Resources for Education
CBOC	Citizens' Bond Oversight Committee
CBT	Collaborative Brain Trust
CCC	California Community Colleges
CCCAA	California Community College Athletic Association
CCCCO	California Community Colleges Chancellor's Office
CCL	Council of Chief Librarians
CCLC	Community College League of California
CCLC	Community College Library Consortium
CCR	California Code of Regulations
CCSSE	Community College Survey of Student Engagement
CDCPD	Council of Department Chairs and Program Directors
CE	Career Education
CEAC	Career Education Advisory Committee
CEMPC	College Educational Master Planning Committee
CER	Cisco Emergency Response
C-ID	Course Identification

CIPD	Council on Instruction, Planning, and Development
COR	Course Outline of Record
CSU	California State University
DE	Distance Education
DFC	District Facilities Committee
DGS	Department of General Services
EDD	Employment Development Department
EDT	Educational Technology
EEO	Equal Employment Opportunity
EOPS	Extended Opportunity Programs and Services
ePAF	Electronic Personnel Action Form
ESOL	English for Speakers of Other Languages
FCMAT	Fiscal Crisis and Management Assistance Team
FDIP	Faculty Diversity Internship Program
FERPA	Family Educational Rights to Privacy Act
FON	Faculty Obligation Number
FTEF	Full-Time Equivalent Faculty
FTES	Full-Time Equivalent Student
FTMP	Facilities and Technology Master Plan
FUSION	Facilities Utilization Space Inventory Options Net
FYE	First-Year Experience
GE	General Education
GPA	Grade Point Average
HBCUs	Historically Black Colleges and Universities
HIPAA	Health Insurance Portability and Accountability Act
HR	Human Resources
IEC	Institutional Effectiveness Committee
IEPI	Institutional Effectiveness Partnership Initiative
IGETC	Intersegmental General Education Transfer Curriculum
ILO	Institutional Learning Outcome
IPB	Integrated Planning and Budgeting
IPBM	Integrated Planning and Budgeting Model
IPEDS	Integrated Postsecondary Education Data System
ISER	Institutional Self-Evaluation Report
ISS	Institution-Set Standard
IT	Information Technology
ITL	Introductory Transfer level
IUOE	International Union of Operating Engineers
KPI	Key Performance Indicator
LIS	Library Information Studies
LMI	Labor Market Information
LMS	Learning Management System
LRNRE	Learning Resources
MIS	Management Information Systems
OER	Open Educational Resources

OPEB	Other Post-Employment Benefits
OUSD	Oakland Unified School District
PBC	Planning and Budgeting Council
PBIM	Planning and Budgeting Integration Model
PCAH	Program and Course Approval Handbook
PCCD	Peralta Community College District
PGC	Participatory Governance Council
PFT	Peralta Federation of Teachers
PLO	Program Learning Outcome
PRT	Partnership Resource Team
SAO	Service Area Outcome
SAS	Student Accessibility Services
SB	Senate Bill
SDO	Staff Development Officer
SEA	Student Equity and Achievement
SEIU	Service Employees International Union
SEM	Strategic Enrollment Management
SLAM	Statistics and Liberal Arts Math
SLO	Student Learning Outcome
SLOAC	Student Learning Outcomes and Assessment Committee
SMSR	Scheduled Maintenance and Special Repairs
SSSP	Student Success and Support Program
TCO	Total Cost of Ownership
TOP	Taxonomy of Programs
UC	University of California
USDE	United States Department of Education
VPAS	Vice President of Administrative Services
VPI	Vice President of Instruction
VPSS	Vice President of Student Services

## A. Introduction

### College History

Merritt College is a diverse, urban community college in Oakland, California. One of the four constituent colleges of the Peralta Community College District (PCCD), Merritt inspires students to lead meaningful lives through fulfilling careers, community engagement, self-expression, and a lifelong love of learning. Committed faculty and staff foster a close-knit environment in which students from all backgrounds can attain a quality education.

#### Mission Statement

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

The College was founded as Merritt School of Business at 240 East 10<sup>th</sup> Street in 1929 and relocated to 57<sup>th</sup> Street and Grove Street (now Martin Luther King Jr. Way) in 1946. Merritt School of Business and Laney Trade and Technical Institute became the two campuses of Oakland Junior College in 1953. A decade later, the residents of the cities of Alameda, Albany, Berkeley, Emeryville, and Piedmont voted to join with Oakland to form a new college district, resulting in the establishment of the Peralta Junior College District with Laney and Merritt as distinct colleges. A \$47 million bond measure approved in 1965 funded the construction of new campuses for the College of Alameda on its namesake island, Laney College in Downtown Oakland, and Merritt College in the East Oakland hills.

Today, Merritt offers over 100 academic programs culminating in associate degrees, certificates, transfer to four-year colleges or universities, or qualifications for in-demand careers in the workforce. Some of the College's notable programs include Administration of Justice, Child Development, and Landscape Horticulture. The Allied Health programs of Medical Assisting, Nutrition and Dietetics, Nursing, and Radiologic Science are located in the 110,000 square-foot, state-of-the-art Barbara Lee Science and Allied Health Center, which was dedicated in 2015.

Merritt's student services programs are especially designed to guide and support students and direct them to the appropriate resources. The campus has a renovated Library and Learning Center, as well as learning communities geared toward both Latinx students (Puente) and African-American students (Sankofa), and a First-Year Experience program created for first-generation college students. The College's Admissions and Records, Counseling, Financial Aid, and Veterans offices and programs provide exceptional service with students' welfare and success as their number one priority.

At Merritt College, *we change lives!*

## Guided Pathways Developments Since 2015

State policy initiatives implemented over the last five years have significantly changed the way that the College delivers education and redefined the role of community colleges in general. Merritt has adapted to these changes through a sustained commitment to excellence and ongoing efforts to ensure that all students have the support that they need to achieve their goals.

To help realize the “Vision for Success” goals established by the California Community Colleges (CCC) Chancellor, Merritt College has embraced the Guided Pathways model as a framework for goal-setting, decision-making, and allocating funds. Harnessing the creativity of Merritt students, faculty, staff, and administrators, Guided Pathways empowers the College to plan a thoughtful redesign of its programs, processes, and practices from the inside out.

Merritt’s efforts to establish Guided Pathways began when a small cohort of faculty and administrators attended a regional Guided Pathways conference in fall 2017. After submitting a self-assessment to the California Community Colleges Chancellor’s Office (CCCCO) in December of that year, the College received a five-year, noncompetitive grant to plan and implement Guided Pathways at Merritt.

The College’s initial task was to establish a Guided Pathways governing structure. Formed in the summer of 2018, the Guided Pathways Core Team is a six-person work group consisting of two administrative leads, a faculty lead, two classified leads, and an institutional researcher. The Core Team is charged with directing Guided Pathways planning and implementation for the duration of the five-year grant.

Guided Pathways is organized around a “Four Pillar” structure, wherein each pillar represents one component of the student journey. To operationalize this concept, the Core Team opted to organize four Pillar Teams and define goals for each.

- ***Pillar I, Clarify the Path***, addresses overall curriculum. At Merritt, the goal of Pillar I is to increase student understanding of three basic concepts:
  - degree and certificate options available at Merritt,
  - employment and/or transfer opportunities associated with each degree or certificate, and
  - courses and time needed to complete each degree or certificate.
  
- ***Pillar II, Choose the Path***, addresses new-student recruitment and matriculation. The Core Team identified two specific goals to pursue under Pillar II:
  - facilitate the onboarding, educational planning, and initial enrollment process for incoming students and
  - support the development of K-12 partnerships, high school and community outreach, dual enrollment, and summer bridge programs.

- ***Pillar III, Stay on the Path***, addresses student retention and persistence. The Merritt team interprets Pillar III’s charge thusly:
  - identify at-risk students, intervening promptly and effectively to connect them with appropriate support services, and
  - create incentives and supports for all students to persist through completion of their goals.
  
- ***Pillar IV, Ensure Learning***, concerns the effectiveness of pedagogy and career preparation. At Merritt, Pillar IV goals are as follows:
  - ensure that instructional programs and courses equip students with the skills and information they need to attain their chosen goals,
  - promote and expand existing efforts to forge partnerships with employers and transfer schools, and
  - monitor outcomes and student success data.

At the August 2018 flex (professional development) day, the Core Team presented Merritt’s rollout of Guided Pathways and its four-pillar structure. The Core Team proceeded to recruit Pillar Leads and working members for each Pillar Team, offering concrete examples of the projects each Pillar Team might undertake.

On October 5, 2018, the Core Team launched its kickoff event—a campuswide, half-day Guided Pathways retreat and training. The event drew a broad audience representing every constituent group at Merritt: students, full-time faculty, part-time faculty, classified professionals, and administrators. The First-Year Experience program was highlighted as a model for embodying and enacting Guided Pathways principles. The event also provided an opportunity for each Pillar Team to conduct its first meeting, with guidance and support from the Core Team. As a result, each Pillar Team identified and prioritized its activities for the year.

One of the great challenges of grant-funded initiatives is institutionalizing improvements and innovations—creating permanent, structural changes that endure beyond the time frame of the grant. To institutionalize Guided Pathways at Merritt, the Core and Pillar Teams function not as another layer of participatory governance, but as strategists who embed Guided Pathways into Merritt’s existing governance structure. Accordingly, the Core and Pillar Teams are composed of individuals who are already instrumental to Merritt’s governance and who will bring the work of Guided Pathways back to their respective committees.

Signature accomplishments of the College’s Guided Pathways efforts in the past two years include:

***General Capacity-Building Activities***

- The Senior Research and Planning Analyst administered the Ruffalo Noel Levitz Institutional Priorities Survey and Student Satisfaction Inventory in fall 2018 to collect data to inform Guided Pathways priorities.

- The Curriculum Committee spearheaded a campus wide campaign to review and update all active courses in CurriQunet, which resulted in compliance improving by 40 percentage points, from a baseline of 30 percent to current 70 percent compliance.
- The College conducted a thorough evaluation of its participatory governance processes and committees. Improvements based on this evaluation include assessment of membership gaps, recruitment of administrators, faculty, staff, and students for committee appointments; revision of committee bylaws; standardization of meeting agenda and minutes formats; and formal establishment of the Accreditation Committee and Career Education Advisory Committee (CEAC).

### ***Pillar 1: Clarify the Path***

#### Areas of Interest

A guiding principle of Guided Pathways is to organize degree and certificate programs into areas of interest (or meta-majors) that make it easy for students to identify and understand their options. With input from Merritt students, faculty, staff and administrators, the Guided Pathways Team organized Merritt’s 66 academic disciplines into eight focused areas of interest which were vetted and approved through participatory governance in fall 2020.

#### Program Maps

Another Guided Pathways imperative is the development of two-year program maps for every associate degree and certificate of achievement offered. These maps demonstrate a proposed sequence of courses and career training internships (where applicable) that will enable a student to complete each given degree within a two-year, four-semester timeframe.

To accomplish this goal, Merritt contracted with Tassel Software in fall 2020 to create program maps that will be customizable to the College’s needs. Notably, the majority of Merritt students have jobs and/or family responsibilities that make full-time attendance (at 15 units per semester) challenging. Tassel Software has, therefore, built “extension capability” into the program maps to balance coursework more realistically with the multiple demands on students’ time.

As of fall 2020, all 75 program maps have been developed and are now going through a multi-step validation process, beginning with the Counseling Department and continuing through the department chairs and program directors.

#### College Website

Another key area of activity under Pillar 1 involves the College website. In its initial assessment of campus needs, the Core Team noted that every campus constituency group identified deficiencies on the website. Although students increasingly turn to campus websites for vital information on all topics, Ruffalo Noel Levitz survey data from fall 2018 revealed an overwhelming sense that students and employees found the Merritt website inaccurate, inconsistently updated, and difficult to navigate.

In collaboration with the College administration, Institutional Effectiveness Committee (IEC), and Technology Committee, the Core Team assumed a large share of the financial and operational responsibility for the website overhaul project, including:

- researching and reviewing other college websites to use as models;
- gathering feedback from students about proposed models for the Merritt website;
- soliciting and reviewing bids from website developers;
- conducting interviews and selecting Lyra Designs to implement initial, critical fixes that affect website stability, functionality, and appearance; and
- developing a scope of work and contract that was approved in fall 2020.

## ***Pillar 2: Choose the Path***

### Successful Implementation of Assembly Bill (AB) 705

Critical to the “onboarding” process for incoming students is initial placement into English and math courses that are appropriate to each student’s need and academic goal. AB 705 mandates the College to maximize the probability that a student will enter and complete transfer-level English and math within a one-year timeframe by utilizing assessment measures that include high school performance to achieve this goal.

In response, the Math Department developed two curricular pathways for incoming students: Business, Science, Technology, Engineering, and Math (BSTEM) and Statistics and Liberal Arts Math (SLAM). The foundational course for BSTEM is precalculus, while the foundational course for SLAM is statistics. In either case, students have the option to add a two-unit support class to their foundational math course. Math courses with the attached support class incorporate embedded tutors, more individualized attention, and more time to understand and practice problem-solving.

To assist with proper placement, the Math Department also developed an assessment rubric that can be used by students themselves or in consultation with a counselor. Depending on the student’s high school math sequence, grades earned, and overall grade point average (GPA), the support course is either optional, recommended, or required.

Since full implementation of the new math pathways in fall 2019, preliminary student success data shows a stunning improvement in first-time math pass rates. In fall 2015, only 15 percent of first-time math-takers passed transfer-level math within two semesters. By fall 2019, with support courses fully implemented, that number rose to 48 percent after just one semester.

### Merritt HUB

Student survey data show that, when choosing an academic goal, Merritt students increasingly seek information about their job prospects and how various academic pathways may relate to their career. Nowhere is this connection more apparent than in Merritt’s many robust career education (CE) programs. Using Strong Workforce funds, CEAC hired a web designer to create the “Merritt HUB,” which showcases CE programs through video interviews with faculty, students, and graduates.

## Orientation

As of October 2020, the College's Student Services leadership and Pillar 2 Team have researched online orientation models. They are currently soliciting bids to create a new, improved online orientation module for Merritt. A key feature of the new module will be the ability to update and customize the module as information changes over time. Initial demonstrations and presentations were made to the Student Services Division in October 2020.

## Removal of Obstructive Enrollment Hold

In fall 2019, the Pillar 2 Team and Guided Pathways counterparts from the other Peralta Colleges successfully lobbied the District Academic Affairs, Admissions and Records, and Information and Technology (IT) departments to remove the new student enrollment hold in Passport (PCCD's student information system), thereby simplifying the matriculation and onboarding process.

## Fully Online Student Service Delivery

The COVID-19 pandemic forced all PCCD college campuses to close at the beginning of March 2020. It is expected that the stay-at-home order will persist at least through the end of the 2020-2021 academic year. To meet the challenges of onboarding new students in a completely virtual environment, the Vice President of Student Services and her team took the following decisive actions:

- assessed technology needs for all personnel in Counseling, Admissions and Records, Financial Aid and other student service programs;
- provided laptops, Google Voice accounts, Zoom accounts, and IT training to all student-serving personnel so that all student service functions can be conducted remotely;
- employed two IT professionals to meet with Student Services personnel to provide one-on-one support and update relevant webpages with current instructions, information, and referrals;
- converted paper forms to fillable PDFs, adopted DocuSign, and created portals for students to submit documents directly through departmental websites;
- offered extended hours (to 7:00 pm) daily during the three-week peak enrollment in fall 2020 to accommodate Zoom and/or phone counseling appointments; and
- provided Zoom Rooms for drop-in tech support as new students needed assistance with CCCApply, the Passport system, Zoom, and/or Canvas.

## ***Pillar 3: Stay on the Path***

The steps taken thus far to further Pillar 3 at Merritt have included:

- direct communication to all Merritt students via personal email and text,
- 100 percent online course delivery and Student Service delivery since March 2020,
- Chromebook Loan Program that provides all students with computer access,
- food pantry and Grab & Go Meals distributions and referrals, and
- health and mental health services, including free COVID-19 testing.

#### ***Pillar 4: Ensure Learning***

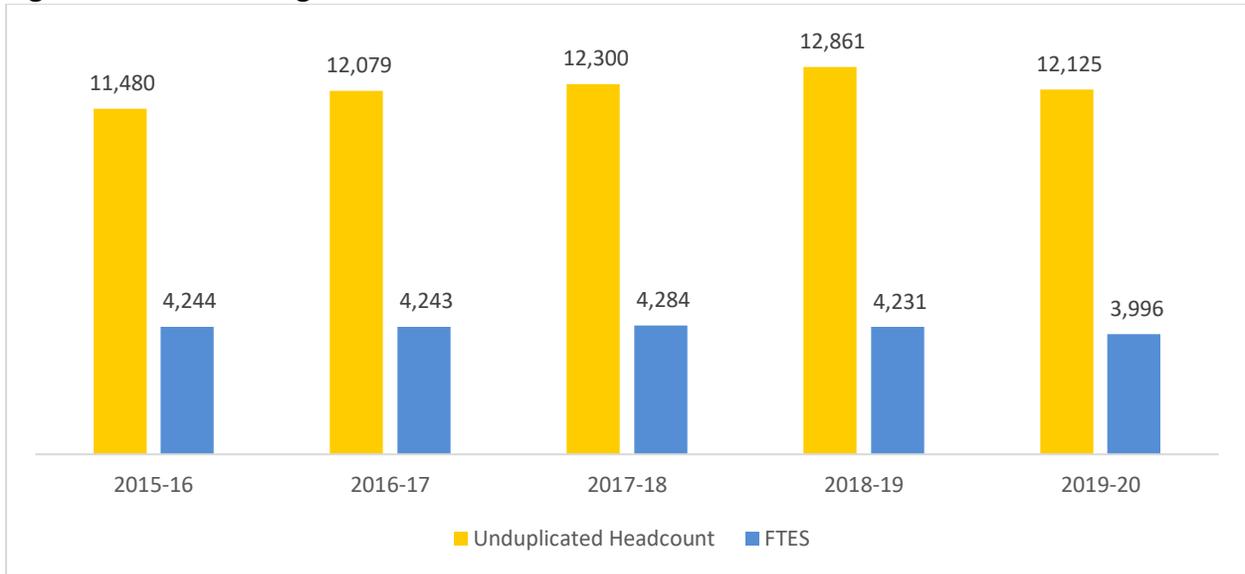
Lastly, Merritt College has undertaken the following initial steps toward implementing Pillar 4:

- Professional development workshops on equity and incorporating culturally competent pedagogy. These events have been well-attended and have contributed positively to the culture of inclusivity and student success at the College.
- Successful implementation of AB 705 with some of the strongest student success and completion rates in the District.
- Focused support on transfer for African-American and Latinx students that has been recognized with a commendation for the College. On November 19, 2020, the Campaign for College Opportunity designated Merritt as a 2020 Equity Champion of Higher Education for its efforts to increase the number of Associate Degrees for Transfer (ADTs) awarded to students of color. Berkeley City College and Laney College also received awards for their work, as did other colleges across the state. What was particularly edifying, however, was the fact that Merritt was identified as the only college in the state to have high equity indices for awarding ADTs *to both African-American and Latinx students*. The ADT is compelling because it provides students with rigorous academic preparation, a more direct pathway to the California State University (CSU) system and guaranteed junior status once they arrive on campus. At most two-year institutions, African-American and Latinx students take a disproportionately high number of units while enrolled. When students take extra units, the likelihood of them earning a degree decreases while the amount of debt that they incur often increases. As such, the College has a responsibility to ensure that every student knows about the ADT and that they have the opportunity to earn one in as many different disciplines as possible. This award underscores Merritt's commitment to that objective.

#### **Student Enrollment Data**

Merritt College enrolled 12,125 individual students, or 3,996 full-time equivalent students (FTES), during the 2019-2020 academic year, a six percent decrease from the prior year. Aside from this recent decline, student enrollment has remained relatively stable over the past five years. This is evidenced by the fact that the College has sustained just over 4,200 FTES during the four-year period from 2015 to 2019. Moreover, unduplicated headcount increased by 12 percent to a high of 12,861 during this time period.

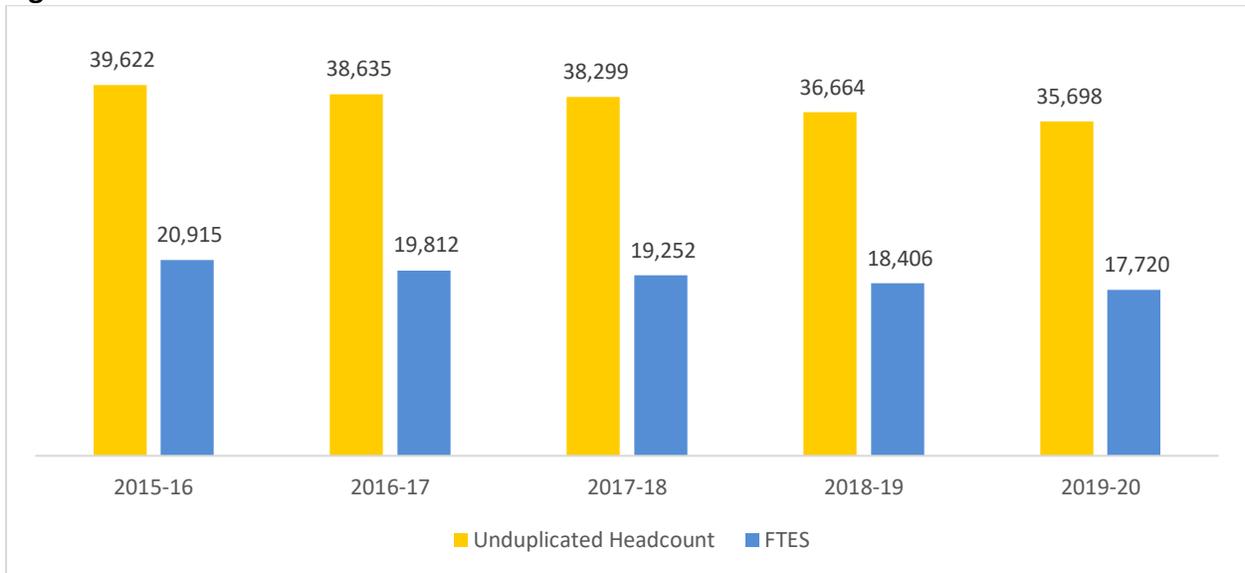
**Figure 1. Merritt College Student Enrollment**



Source: PCCD Data Warehouse

In comparison, PCCD experienced an overall enrollment decline of seven percent in unduplicated headcount and 12 percent in FTES over the same four-year period.

**Figure 2. PCCD Student Enrollment**



Source: PCCD Data Warehouse

**Age**

The age ranges of students have remained relatively stable over the past five years apart from a five-percent increase in the headcount of students aged 18 and younger. Ongoing collaboration with the Oakland Unified School District (OUSD) has expanded dual enrollment classes for the high school population from ten sections of 311 students in 2015-2016 to 46 sections of 1,251

students in 2019-2020. While enabling Merritt to counter the statewide and district wide trends of declining enrollments, these efforts have also served as vital community outreach opportunities.

**Table 1. Merritt College Student Enrollment by Age**

Age Range	2015-16		2016-17		2017-18		2018-19		2019-20	
	N	%	N	%	N	%	N	%	N	%
≤ 18	1,302	11%	1,628	14%	1,883	15%	1,877	15%	1,959	16%
19-24	3,925	34%	4,049	34%	4,276	35%	4,550	35%	4,251	35%
25-29	2,021	18%	2,079	17%	2,023	16%	2,194	17%	1,883	16%
30-34	1,297	11%	1,285	11%	1,305	11%	1,350	11%	1,300	11%
35-54	2,148	19%	2,211	18%	2,100	17%	2,169	17%	2,094	17%
≥ 55	770	7%	778	6%	731	6%	714	6%	638	5%
<b>Total</b>	<b>11,463</b>	<b>100%</b>	<b>12,030</b>	<b>100%</b>	<b>12,318</b>	<b>100%</b>	<b>12,854</b>	<b>100%</b>	<b>12,125</b>	<b>100%</b>

Source: PCCD Data Warehouse

### Gender

The ratio of female to male students has remained consistent over the past five years with almost twice as many females as males attending Merritt. Men are underrepresented in proportion to the general population of the service area, which is 49 percent male.

**Table 2. Merritt College Student Enrollment by Gender**

Gender	2015-16		2016-17		2017-18		2018-19		2019-20	
	N	%	N	%	N	%	N	%	N	%
Female	7,285	64%	7,674	64%	7,836	64%	8,204	64%	7,688	63%
Male	3,929	34%	4,132	34%	4,225	34%	4,363	34%	4,127	34%
Unknown	249	2%	224	2%	257	2%	287	2%	310	3%
<b>Total</b>	<b>11,463</b>	<b>100%</b>	<b>12,030</b>	<b>100%</b>	<b>12,318</b>	<b>100%</b>	<b>12,854</b>	<b>100%</b>	<b>12,125</b>	<b>100%</b>

Source: PCCD Data Warehouse

To address this disparity, the College’s 2017-2019 Basic Skills Initiative (BSI)/Student Equity Program/Student Success and Support Program (SSSP) Integrated Plan identified male students as a disproportionately impacted population for its goals on access and completion. Since then, while the enrollment of male students has not increased, their slight achievement gap in course success has almost been closed to within less than 1 percentage point. In addition, the number of degrees and certificates awarded to male students has increased substantially over the last five years from 181 in 2015-2016 to 293 in 2019-2020 – a 62 percent increase.

## Ethnicity

Merritt presently boasts an incredibly diverse student body in terms of ethnicity with no one group constituting a majority. The past five years have witnessed inverse trends in the African-American and Latinx populations. While African-American student enrollment decreased five points from 27 to 22 percent, Latinx student enrollment increased five percentage points from 28 to 33 percent. These changes reflect the broader demographic shifts in the overall population of the region. Asian student enrollment has increased slightly, while White student enrollment has decreased slightly.

**Table 3. Merritt College Student Enrollment by Ethnicity**

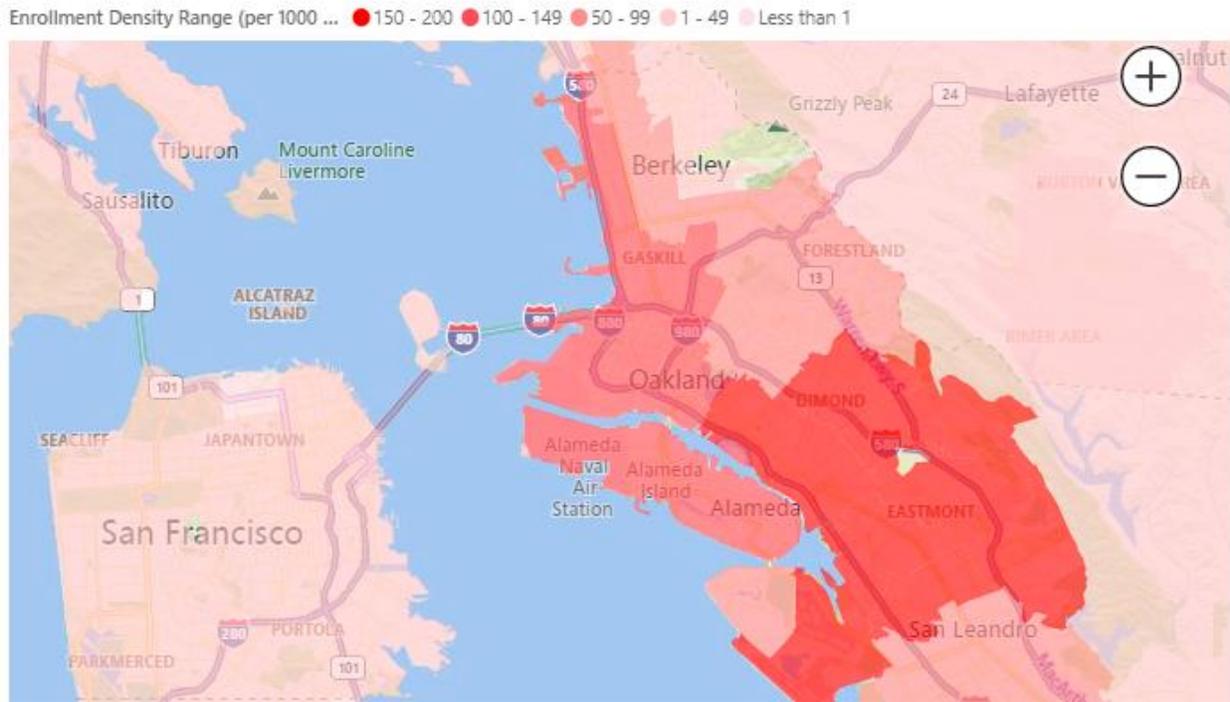
Ethnicity	2015-16		2016-17		2017-18		2018-19		2019-20	
	N	%	N	%	N	%	N	%	N	%
American Indian	42	< 1%	43	< 1%	37	< 1%	34	< 1%	34	< 1%
Asian	1,969	17%	2,110	18%	2,340	19%	2,548	20%	2,301	19%
Black / African American	3,067	27%	3,087	26%	2,878	23%	2,931	23%	2,652	22%
Hispanic / Latino	3,175	28%	3,447	29%	3,807	31%	4,060	32%	4,002	33%
Pacific Islander	70	1%	77	1%	68	1%	51	0%	55	0%
Two or More	561	5%	625	5%	644	5%	721	6%	602	5%
Unknown	585	5%	617	5%	523	4%	467	4%	629	5%
White	1,994	17%	2,024	17%	2,021	16%	2,042	16%	1,850	15%
<b>Total</b>	<b>11,463</b>	<b>100%</b>	<b>12,030</b>	<b>100%</b>	<b>12,318</b>	<b>100%</b>	<b>12,854</b>	<b>100%</b>	<b>12,158</b>	<b>100%</b>

Source: PCCD Data Warehouse

## Demographic Data

The Merritt service area includes the cities of Alameda, Albany, Berkeley, Emeryville, Oakland, Piedmont, and San Leandro of Northern Alameda County in the San Francisco East Bay region. In academic year 2019-2020, the majority of students (55 percent) resided in Oakland with no other municipality accounting for more than 10 percent of the total student population. The map below shows the number of Merritt students per 1,000 residents by home address postal code based on the five-year period from academic year 2015-2016 to 2019-2020. Color intensity represents enrollment density with dark red areas showing the highest level of enrollment per capita.

**Figure 3. Merritt College Enrollment Density**



Source: <https://www.merritt.edu/wp/institutional-research/service-area/>

### **Socio-Economic Data**

Although Alameda County and the San Francisco Bay Area encompass some of the most affluent neighborhoods, towns, and cities in the nation, Merritt students do not typically come from such areas. The enrollment density map above shows that the greatest concentration of students in East Oakland is populated predominately by African-Americans, followed by a growing influx of Latinos. These communities generally fall on the lower end of the socio-economic spectrum, experiencing higher mortality rates and less access to food, education, and healthcare. This reality is reflected in the fact that almost one-third of Merritt students identify as socio-economically disadvantaged, which is nearly double the percentage of the general Oakland population living below the poverty level (according to the U.S. Census Bureau).

**Table 4. Merritt College Student Enrollment by Socio-Economic Disadvantaged Status**

Status	2015-16		2016-17		2017-18		2018-19		2019-20	
	N	%	N	%	N	%	N	%	N	%
<b>Socio-Economic Disadvantaged</b>	3,570	31%	3,779	30%	3,761	31%	3,636	29%	3,595	29%
<b>All Other Students</b>	7,868	69%	8,394	70%	8,557	69%	9,075	71%	8,555	71%
<b>Total</b>	11,463	100%	12,030	100%	12,318	100%	12,854	100%	12,125	100%

Source: CCC Management Information Systems

**Table 5. Merritt College Students Receiving Financial Aid by Type**

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Type of Financial Aid</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>California College Promise Grant (CCPG)</b>	53%	50%	47%	44%	44%
<b>Grants Total (Non-CCPG)</b>	19%	16%	14%	14%	11%
<b>EOPS Grant</b>	0%	3%	2%	4%	2%
<b>Pell Grant</b>	19%	16%	13%	13%	11%
<b>Supplemental Educational Opportunity Grant</b>	6%	4%	4%	3%	5%
<b>Other Grants†</b>	3%	5%	4%	7%	4%
<b>Federal Direct Student Loans</b>	2%	2%	1%	1%	1%
<b>Scholarships</b>	0%	*	0%	0%	0%
<b>Federal Work Study</b>	1%	1%	0%	0%	0%
<b>Total Financial Aid Recipients</b>	55%	50%	47%	44%	44%

Source: CCC Management Information Systems

Students may be counted under multiple types of financial aid.

† Includes Cal Grant, CAFYES, CARE, Chafee, Completion, Full-time Student Success, Student Success Completion, and Other Noninstitutional

\* Fewer than ten students

## Labor Market Data

Merritt College is located in the Oakland-Berkeley-Livermore (formerly Oakland-Hayward-Berkeley) Metropolitan Division of the five-county San Francisco-Oakland-Berkeley Metropolitan Statistical Area. The Oakland-Berkeley-Livermore Metropolitan Division encompasses Alameda and Contra Costa Counties.

In May 2019, the civilian labor force numbered 1,393,900, with an unemployment rate of 2.6 percent. Civilian employment was 1,357,200 and industry employment (which excludes self-employed individuals, unpaid family workers, and household domestic workers) was 1,189,300. In the wake of the economic downturn and layoffs caused by the COVID-19 pandemic, the latest figures (May 2020) show a 15 percent decrease in civilian employment and a 14.2 percent decrease in industry employment.

Labor market information (LMI) from the California Employment Development Department (EDD) indicates that the largest industry sectors as of December 2019 are 1) Trade, Transportation, and Utilities, 2) Educational Services, Health Care, and Social Assistance, 3) Professional and Business Services, 4) Government, and 5) Leisure and Hospitality.

**Table 6. Employment by Industry Sector in Oakland-Berkeley-Livermore**

Industry Sector	Actual Employment 2019	Projected Employment 2026	Percentage Change
Trade, Transportation, and Utilities	207,600	213,900	3.0%
Educational Services, Health Care, and Social Assistance	198,500	229,400	15.6%
Professional and Business Services	192,700	210,400	9.2%
Government	178,000	169,100	-5.0%
Leisure and Hospitality	119,400	124,900	4.6%
Manufacturing	99,500	105,200	5.7%
Construction	75,200	82,200	9.3%
Financial Activities	55,300	60,600	9.6%
Other Services	40,800	43,900	7.6%
Information	27,900	27,200	-2.5%

Source: California Employment Development Department (<http://www.labormarketinfo.edd.ca.gov>)

The tables below present long-term projections for specific occupations by Standard Occupational Classification (SOC) codes with the most projected job openings and fastest growth rates in the Oakland-Berkeley-Livermore Metropolitan Division. These occupations require either a postsecondary certificate or an associate degree. The base year data is from 2016. Total job openings are the sum of new jobs, exits, and transfers. Wages are from the 2018 first quarter and do not include self-employed or unpaid family workers.

**Table 7. Occupations with the Most Job Openings Requiring a Postsecondary Certificate**

SOC Code	Occupational Title	Total Job Openings 2026	Median Hourly Wage	Median Annual Wage
31-1014	Nursing Assistants	11,240	\$16.79	\$34,911
53-3032	Heavy and Tractor-Trailer Truck Drivers	10,310	\$22.58	\$46,969
31-9092	Medical Assistants	8,930	\$18.89	\$39,283
31-9091	Dental Assistants	5,100	\$19.39	\$40,332
49-3023	Automotive Service Technicians and Mechanics	5,010	\$24.31	\$50,573
29-2061	Licensed Practical and Licensed Vocational Nurses	4,400	\$28.32	\$58,907
39-5092	Manicurists and Pedicurists	4,370	\$12.01	\$24,985
39-5012	Hairdressers, Hairstylists, and Cosmetologists	3,990	\$14.37	\$29,881
31-9011	Massage Therapists	2,380	\$22.67	\$47,141
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	2,340	\$30.66	\$63,775

Source: California Employment Development Department (<http://www.labormarketinfo.edd.ca.gov>)

**Table 8. Fastest Growing Occupations Requiring a Postsecondary Certificate**

SOC Code	Occupational Title	Percent Change 2016-26	Median Hourly Wage	Median Annual Wage
31-9092	Medical Assistants	38.30%	\$18.89	\$39,283
29-2041	Emergency Medical Technicians and Paramedics	37.60%	\$19.35	\$40,263
29-2055	Surgical Technologists	34.90%	\$31.19	\$64,868
31-9011	Massage Therapists	25.90%	\$22.67	\$47,141
27-4011	Audio and Video Equipment Technicians	24.00%	\$27.41	\$57,019
29-2071	Medical Records and Health Information Technicians	23.40%	\$25.23	\$52,500
31-9097	Phlebotomists	23.00%	\$21.95	\$45,660
39-5092	Manicurists and Pedicurists	20.20%	\$12.01	\$24,985
39-5012	Hairdressers, Hairstylists, and Cosmetologists	19.60%	\$14.37	\$29,881
31-1014	Nursing Assistants	18.10%	\$16.79	\$34,911

Source: California Employment Development Department (<http://www.labormarketinfo.edd.ca.gov>)

**Table 9. Occupations with the Most Job Openings Requiring an Associate Degree**

SOC Code	Occupational Title	Total Job Openings	Median Hourly Wage	Median Annual Wage
25-2011	Preschool Teachers, Except Special Education	5,290	\$18.42	\$38,324
23-2011	Paralegals and Legal Assistants	2,570	\$28.49	\$59,273
17-3023	Electrical and Electronics Engineering Technicians	2,290	\$29.55	\$61,466
15-1134	Web Developers	1,900	\$39.11	\$81,339
15-1152	Computer Network Support Specialists	1,520	\$38.38	\$79,826
29-2034	Radiologic Technologists	1,430	\$41.10	\$85,482
29-2021	Dental Hygienists	1,370	\$53.78	\$111,864
29-2012	Medical and Clinical Laboratory Technicians	1,180	\$ -	\$ -
17-3011	Architectural and Civil Drafters	1,150	\$29.11	\$60,552
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	1,090	\$23.32	\$48,498

Source: California Employment Development Department (<http://www.labormarketinfo.edd.ca.gov>)

**Table 10. Fastest Growing Occupations Requiring an Associate Degree**

SOC Code	Occupational Title	Percent Change	Median Hourly Wage	Median Annual Wage
29-2032	Diagnostic Medical Sonographers	42.90%	\$48.02	\$99,881
29-1126	Respiratory Therapists	33.60%	\$41.68	\$86,711
29-2012	Medical and Clinical Laboratory Technicians	33.00%	\$ -	\$ -
29-2035	Magnetic Resonance Imaging Technologists	31.10%	\$41.55	\$86,426
29-2034	Radiologic Technologists	26.20%	\$41.10	\$85,482
15-1134	Web Developers	24.10%	\$39.11	\$81,339
29-2056	Veterinary Technologists and Technicians	22.00%	\$20.31	\$42,243
17-3024	Electro-Mechanical Technicians	20.00%	\$26.75	\$55,648
17-3023	Electrical and Electronics Engineering Technicians	19.00%	\$29.55	\$61,466
19-4091	Environmental Science and Protection Technicians, Including Health	17.60%	\$31.51	\$65,538

Source: California Employment Development Department (<http://www.labormarketinfo.edd.ca.gov>)

## **Sites**

Merritt College operates a single campus at 12000 Campus Drive, Oakland, California, 94619. Courses in Child Development and English for Speakers of Other Languages, two noncredit certificate programs, and bilingual support services are also offered at an offsite location called Merritt College@Fruitvale. This site is located at 1900 Fruitvale Avenue, Suite 3E, Oakland, California, 94601. Dual enrollment courses are taught both on campus and at local OUSD high schools.

## **Specialized or Programmatic Accreditation**

### ***Bioscience/Histotechnician***

Accredited by the National Accrediting Agency for Clinical Laboratory Sciences  
5600 North River Road, Suite 720, Rosemont, Illinois, 60018  
(773) 714-8886 / [info@naaccls.org](mailto:info@naaccls.org)

### ***Community Social Services/Substance Abuse***

Accredited by the California Association for Drug/Alcohol Educators  
5230 Clark Avenue, Suite 3, Lakewood, California, 90712  
(707) 722-2331 / <https://dev.caade.org>

### ***Fire Science***

Accredited by the California State Board of Fire Services  
2551 Harvard Street, Suite 441, Sacramento, California, 95815  
(916) 568-3800 / <https://osfm.fire.ca.gov/boards-committees/state-board-of-fire-services>

### ***Nursing***

Approved by the California Board of Registered Nursing  
1747 North Market Boulevard, Suite 150, Sacramento, California, 95834  
(916) 322-3350 / <https://www.rn.ca.gov>

### ***Nutrition and Dietetics/Dietetic Technology***

Accredited by the Accreditation Council for Education in Nutrition and Dietetics  
120 South Riverside Plaza, Suite 2190, Chicago, Illinois, 60606  
(800) 877-1600 / [acend@eatright.org](mailto:acend@eatright.org)

### ***Radiologic Science***

Accredited by the Joint Review Committee on Education in Radiologic Technology  
20 North Wacker Drive, Chicago, Illinois, 60606  
(312) 704-5300 / [mail@jrcert.org](mailto:mail@jrcert.org)

## **B. Presentation of Institution-Set Standards and Student Achievement Data**

### **Data Element Definitions**

**Academic Year**—An academic year includes two regular semesters, fall and spring, and a summer session, as well as any short-term and intersession classes. Each academic year begins in mid-June with the summer term.

**Census Enrollment**—The number of enrollments on census day of each class.

**Certificate Completion**—The number of certificates earned in an academic year.

**Course Completion (or Course Success)**—Term percentage of credit course enrollment where students receiving a grade of A, B, C or P.

**Course Enrollment**—The total number of students in all state-funded classes. Each student is counted at least once and potentially multiple times, up to as many classes as they take within an academic year. This includes credit and noncredit classes and graded and nongraded attempts.

**Degree Completion**—The number of associate degrees earned in an academic year.

**Graded Enrollment**—The number of students in state-funded classes enrolled for a grade and receiving one of the following grades: A, B, C, D, F, W, I, IP, P, NP, RD.

**Unduplicated Headcount (or Headcount)**—The number of distinct students with at least one course enrollment within an academic year.

**FTEs** —Full-Time Equivalent Students. One FTEs = one student taking a full load of classes over an academic year. Within a semester of 17.5 weeks, this is equivalent to enrollment in 15 hours per week. It is the equivalent of 525 hours of student instruction per FTEs.

**FTEF**—Full-time Equivalent Faculty. One FTEF = one instructor teaching 15 equated hours per week for one semester.

**Job Placement Rate (Completers)**—The percentage of students completing a degree or certificate program who are employed in the year following graduation.

**Job Placement Rate (Concentrators)**—The percentage of students completing nine or more units within a Taxonomy of Programs (TOP) code who are employed within two years after leaving the CCC system.

**Persistence**—The number/rate of first-time students enrolled in at least one class in the fall term of a given academic year and at least one class in the fall term of the subsequent academic year.

**Success Rate**—The number of successful completions divided by the number of graded enrollments.

Transfer—Number of students who transferred to a four-year institution as reported by the University of California (UC) Office of the President, CSU Analytic Studies, or the CCCC’s Management Information Systems (MIS) Data Mart.

### Institution-Set Standards

Merritt College engages in intensive planning activities around institution-set standards (ISS) and other key indicators of student achievement and equity. At the fall planning summit, held each September, college constituencies come to together to align planning to the College mission and to assess trends and performance with respect to set standards and goals. Over the last five years, Merritt has seen notable increases in course completion and very significant gains in the numbers of degrees and certificates awarded to African-American and Latinx students.

**Table 11. Merritt College Overall Student Achievement**

Data Element	Institution-Set Standard	Stretch Goal	2015-16	2016-17	2017-18	2018-19	2019-20	Average
Course Completion	66%	71%	68%	69%	70%	70%	76%	71%
Persistence	n/a	n/a	43%	53%	48%	53%	53%	50%
Certificate Completion	222	776	537	617	648	671	657	619
Degree Completion	322	521	398	393	420	480	587	424
Transfer	187	248	179	222	229	229	N/A	209

Source: PCCD Data Systems

**Table 12. Merritt College Programmatic Student Achievement**

Data Element	Institution-Set Standard	Stretch Goal	2015-16	2016-17	2017-18	2018-19	2019-20	Average
Dietary Technician Exam Pass Rate	70%	N/A	75%	65%	N/A	N/A	N/A	70%
Dietary Manager Exam Pass Rate	70%	N/A	60%	67%	N/A	N/A	N/A	64%
Registered Nursing Exam Pass Rate	70%	N/A	100%	97%	100%	95%	N/A	98%
Radiologic Science Exam Pass Rate	70%	N/A	88%	94%	95%	100%	N/A	94%
Registered Nursing Job Placement Rate	84%	N/A	100%	98%	100%	N/A	N/A	99%
Radiologic Science Job Placement Rate	81%	N/A	94%	100%	95%	100%	N/A	97%

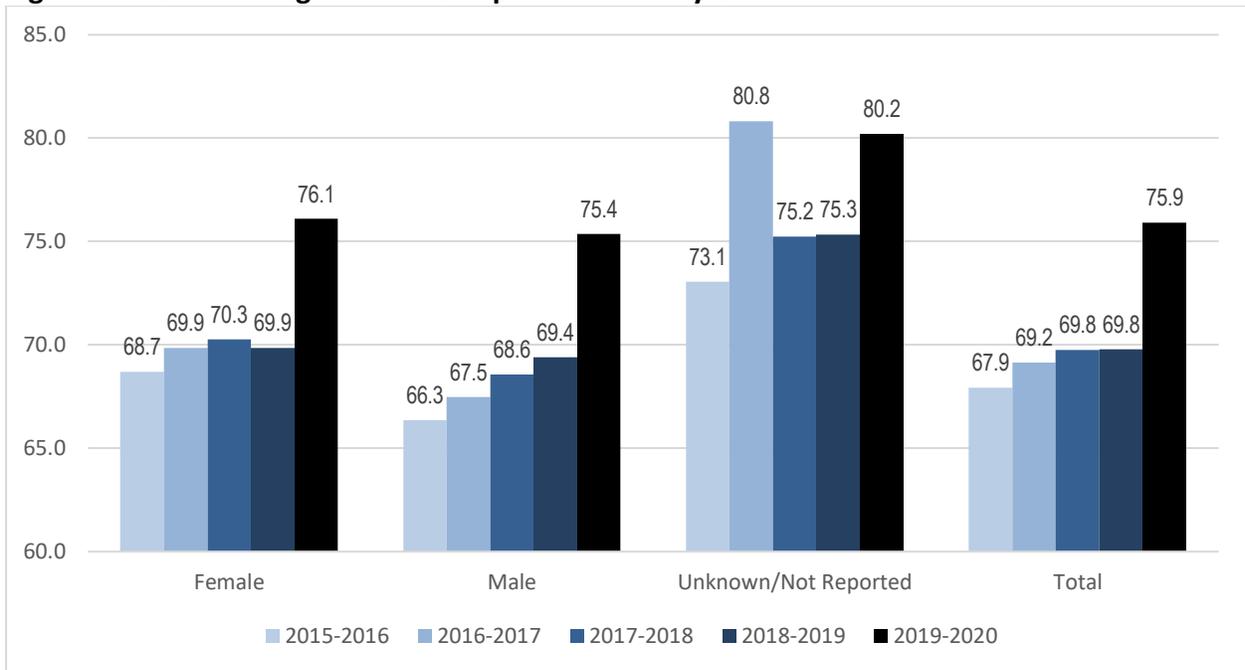
Source: PCCD Data Systems

## Student Achievement Data

### Course Completion

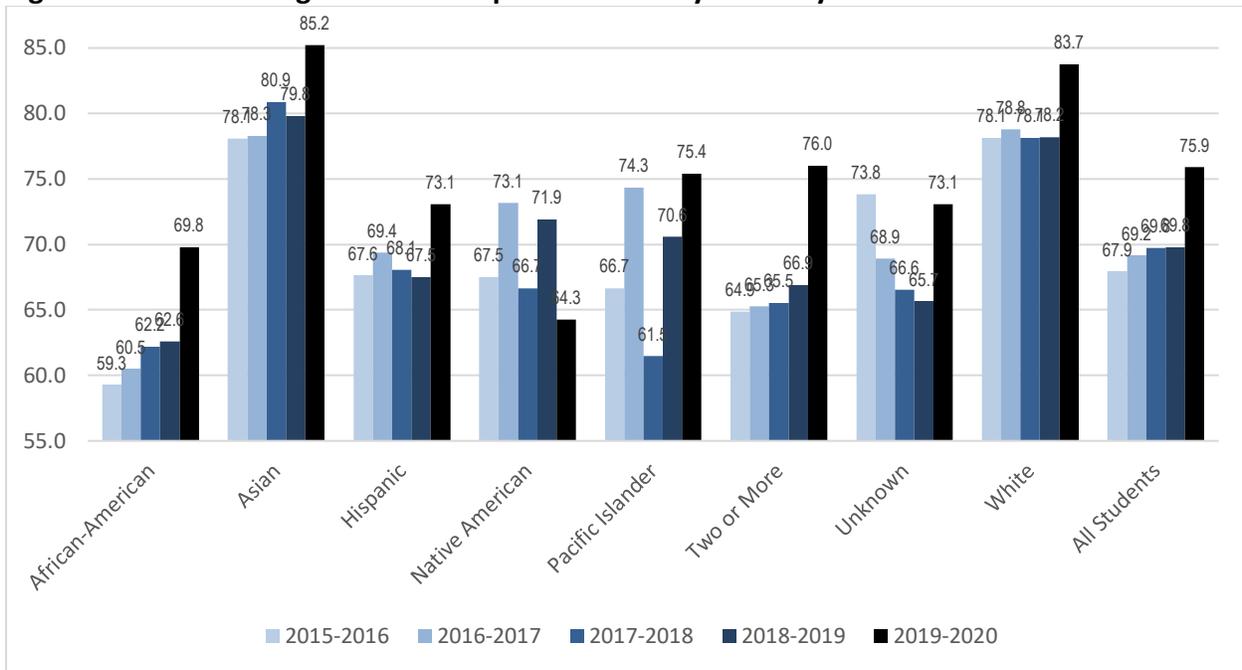
Course completion rates increased each year from 2015-2016 to 2018-2019 overall, as well as for the equity groups, male and African-American students. Completion rates for 2019-2020 are markedly higher than all previous years due to the corresponding increase in students granted “excused withdrawal” grades as a result of shelter-in-place measures for reducing the spread of COVID-19.

**Figure 4. Merritt College Course Completion Rates by Gender**



Source: PCCD Data Warehouse

**Figure 5. Merritt College Course Completion Rates by Ethnicity**



Source: PCCD Data Warehouse

**Persistence**

**Table 13. Merritt College Fall-to-Fall Persistence Rates of First-Time Students by Gender**

Gender	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Average
Female	36.2%	44.4%	43.2%	43.5%	41.0%	41.3%
Male	33.3%	42.5%	37.4%	37.3%	37.8%	37.5%
Decline to State/Unknown	0.0%	80.0%	27.3%	16.7%	35.7%	35.1%
All Students	35.0%	43.8%	40.6%	40.8%	39.8%	39.7%

Source: PCCD Data Warehouse

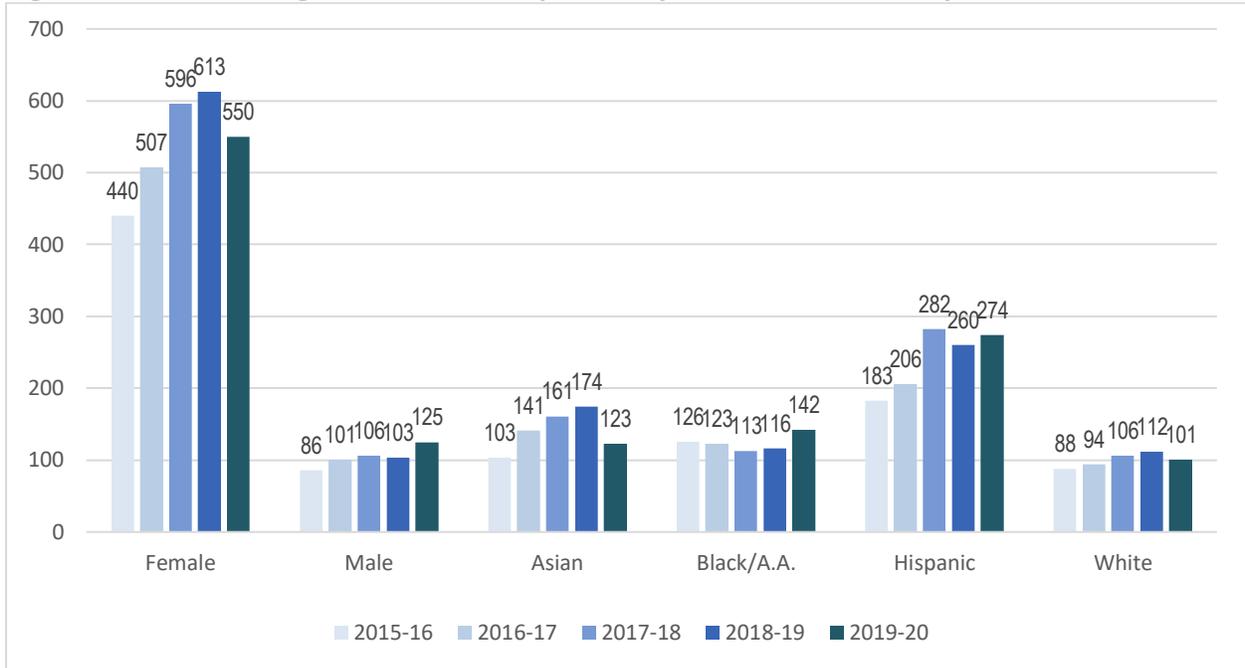
**Table 14. Merritt College Fall-to-Fall Persistence Rates of First-Time Students by Ethnicity**

Race/Ethnicity	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Average
Asian	34.2%	42.3%	46.2%	47.4%	41.7%	41.8%
Black/African-American	35.6%	39.4%	32.7%	34.4%	40.7%	36.5%
Hispanic/Latinx	35.0%	50.4%	46.5%	43.0%	42.0%	43.3%
Two or More	45.9%	37.9%	33.3%	44.4%	31.0%	39.4%
White	29.6%	36.8%	38.0%	36.4%	36.2%	34.4%
All Students	35.3%	43.9%	41.0%	40.8%	40.5%	40.0%

Source: PCCD Data Warehouse

## Certificate Completion

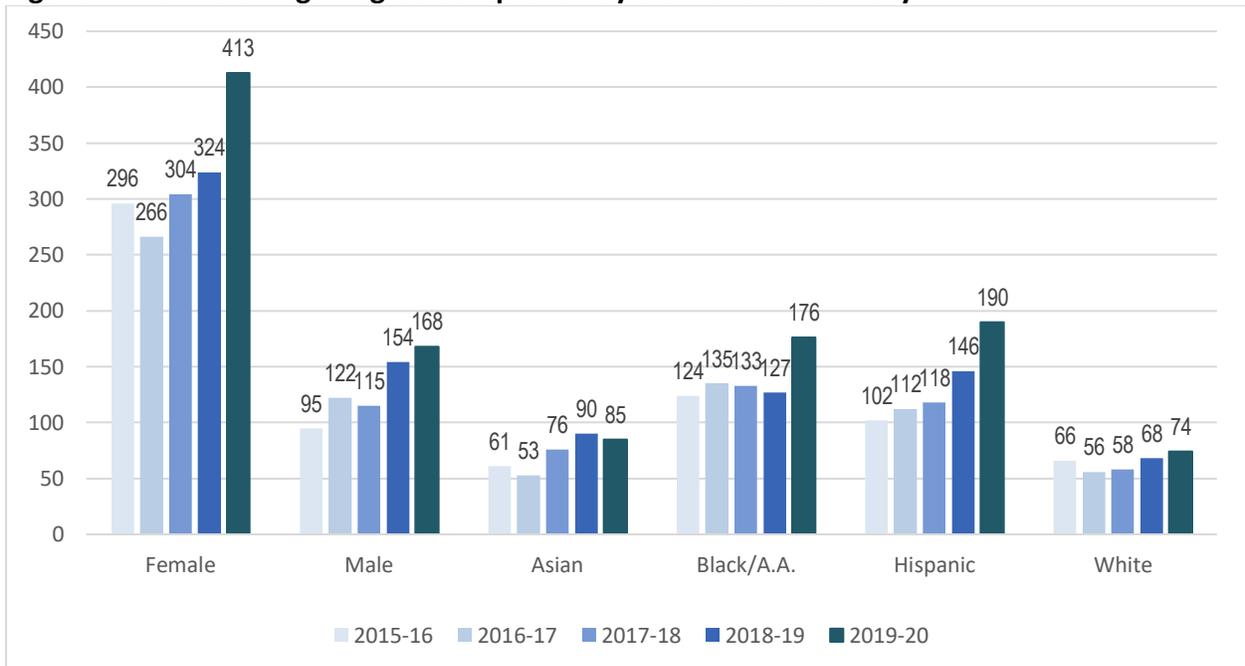
**Figure 6. Merritt College Certificate Completion by Gender and Ethnicity**



Source: PCCD Data Warehouse

## Degree Completion

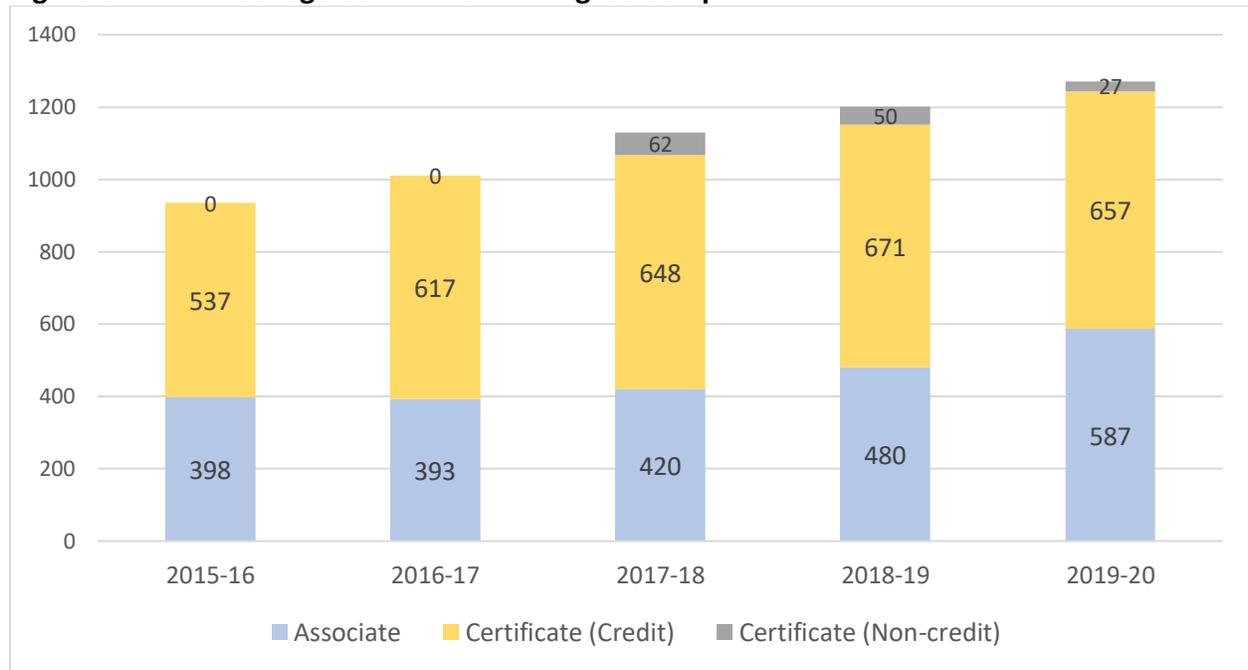
**Figure 7. Merritt College Degree Completion by Gender and Ethnicity**



Source: PCCD Data Warehouse

The number of certificates and degrees conferred has increased each year over the period from 2015-2016 to 2018-2019. Five hundred eighty-seven associate degrees were conferred in academic year 2019-2020, which is a 47 percent increase over the number conferred in 2015-16; 657 certificates were conferred in academic year 2019-2020, which is a 27 percent increase over 2015-2016. Averaged over this time period, Latinx students made up 29 percent of associate degrees and 37 percent of certificates, whereas African-American students made up 31 percent of associate degrees and 19 percent of certificates. Male students made up just 16 percent of certificates (a stable average), but increased in the share of associate degrees, from 24 percent in 2015-2016 to 32 percent in 2018-2019, and 29 percent in 2019-2020.

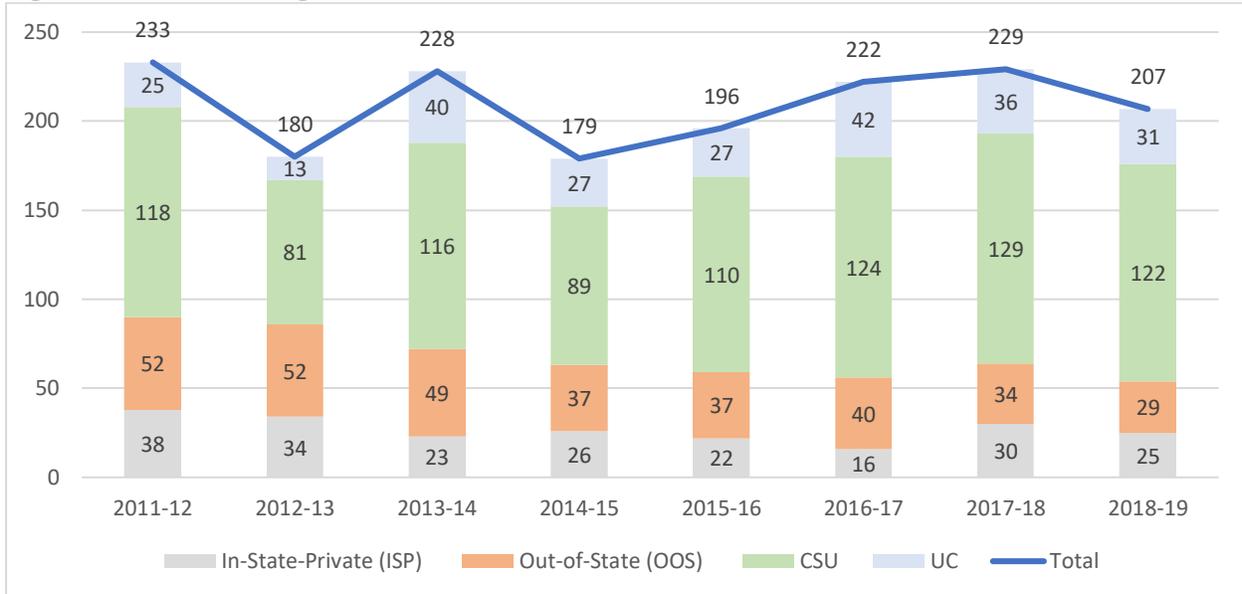
**Figure 8. Merritt College Certificate and Degree Completion**



Source: PCCD Data Warehouse

## Transfer

**Figure 9. Merritt College Transfers to Four-Year Institutions**



Source: CSU Analytic Studies, UC Office of the President, COMIS

## Job Placement

Job placement rates for each CE program area are shown below. Cohorts of CE concentrators are tracked to employment records two years after leaving Merritt. After 2013-2014, the overall percentage of students employed in the same occupational area as their degree increased each year, from 62 percent in 2013-2014 to 79 percent in 2017-2018.

**Table 15. Merritt College Job Placement Rates by TOP Code**

Cohort Year	2013-14	2014-15	2015-16	2016-17	2017-18
Outcome Year	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Accounting (0502)</b>	100%	50%	67%	100%	25%
<b>Administration of Justice (2105)</b>	62%	87%	92%	82%	94%
<b>Biotechnology and Biomedical Technology (0430)</b>	82%	85%	86%	88%	80%
<b>Business Administration (0505)</b>	60%	0%	33%	71%	50%
<b>Business and Commerce, General (0501)</b>	57%	67%	75%	63%	67%
<b>Business Management (0506)</b>	-	50%	80%	100%	50%
<b>Child Development/Early Care and Education (1305)</b>	74%	78%	83%	81%	83%
<b>Computer Information Systems (0702)</b>	N/A	N/A	73%	100%	67%
<b>Educational Technology (0860)</b>	100%	83%	75%	100%	72%

<b>Emergency Medical Services (1250)</b>	-	-	0%	100%	50%
<b>Fire Technology (2133)</b>	100%	80%	100%	100%	100%
<b>Health Professions, Transfer Core Curriculum (1260)</b>	67%	76%	83%	79%	78%
<b>Horticulture (0109)</b>	45%	55%	56%	52%	61%
<b>Human Services (2104)</b>	52%	47%	58%	54%	78%
<b>Medical Assisting (1208)</b>	89%	80%	100%	92%	71%
<b>Medical Laboratory Technology (1205)</b>	N/A	N/A	N/A	100%	100%
<b>Nursing (1230)</b>	100%	77%	82%	77%	92%
<b>Nutrition, Foods, and Culinary Arts (1306)</b>	84%	77%	79%	76%	83%
<b>Office Technology/Office Computer Applications (0514)</b>	-	67%	82%	79%	83%
<b>Paralegal (1402)</b>	64%	78%	62%	71%	75%
<b>Radiologic Technology (1225)</b>	83%	86%	100%	94%	100%
<b>Real Estate (0511)</b>	60%	50%	61%	60%	55%
<b>Total</b>	62%	63%	72%	76%	79%

Source: CCC Management Information System

### *Licensure/Certification Exam Passage*

**Table 16. Merritt College Programmatic Licensure/Certification Exam Pass Rates**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Dietary Technician</b>	75%	65%	N/A	N/A	N/A
<b>Dietary Manager</b>	60%	67%	N/A	N/A	N/A
<b>Registered Nursing</b>	100%	97%	100%	95%	N/A
<b>Radiologic Science</b>	88%	94%	95%	100%	N/A

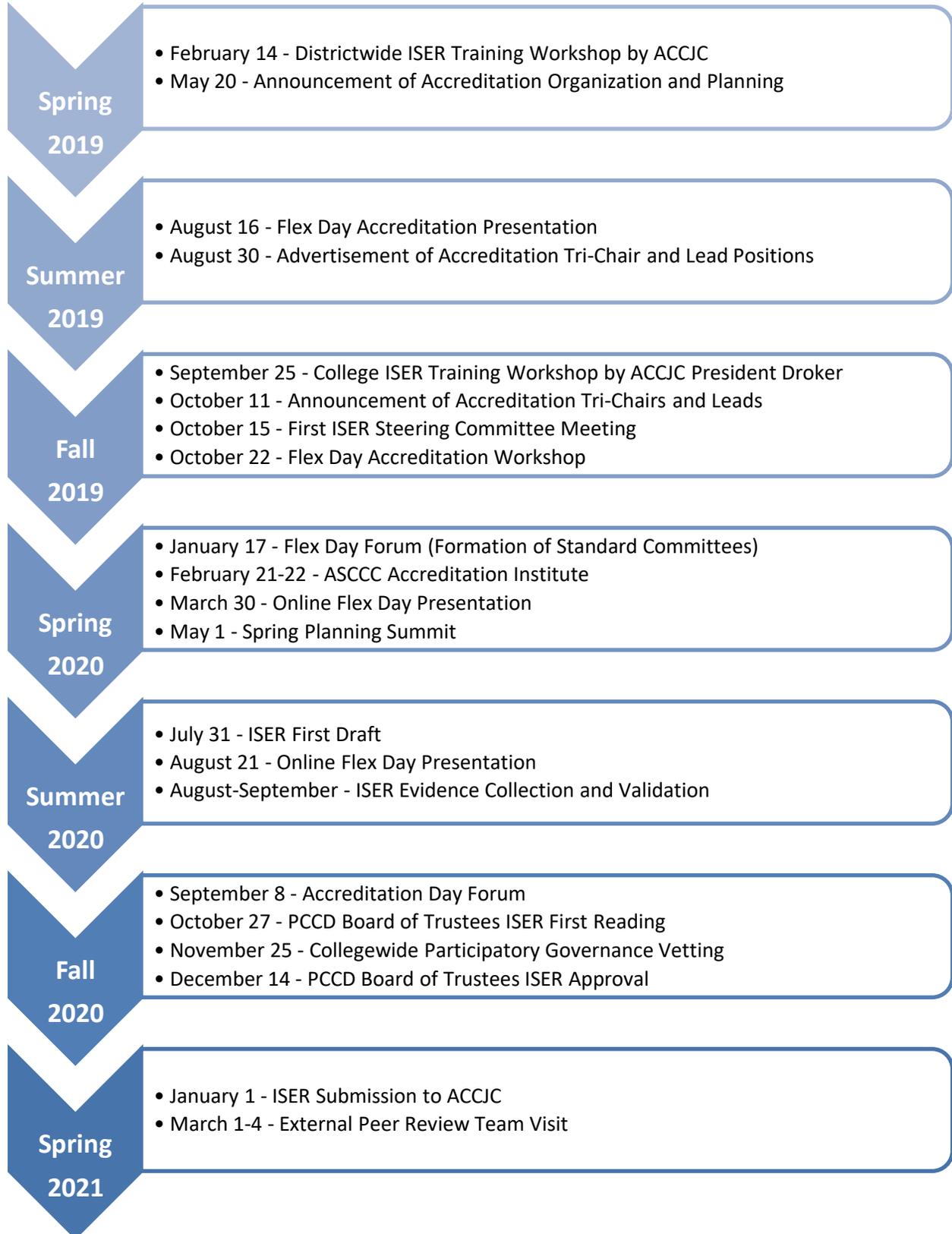
Source: CCC Management Information System

## C. Organization of the Self-Evaluation Process

### Accreditation Committee Structure

<b>ISER Steering Committee</b>					
<b>Administrative Tri-Chair ALO</b> C. Denise Richardson <i>Vice President of Instruction</i>	<b>Faculty Tri-Chair</b> Daniel Lawson <i>Math &amp; Physical Sciences Department Co-Chair</i>	<b>Classified Tri-Chair Classified Senate President</b> Tachetta Henry <i>Staff Assistant/Instruction</i>	<b>Academic Senate President</b> Thomas Renbarger <i>Physics Faculty</i>	<b>Accreditation Committee Chair</b> Hilary Altman <i>Arts Department Co-Chair</i>	<b>Accreditation Project Manager</b> Stefanie Harding <i>Consultant</i>
	<b>Standard I Committee</b>	<b>Standard II Committee</b>	<b>Standard III Committee</b>	<b>Standard IV Committee</b>	
<b>Administrative Leads</b>	Jason Holloway <i>Dean of Math, Science &amp; Applied Technology</i>	Lilia Chavez <i>Vice President of Student Services</i>	Victoria Menzies <i>Business &amp; Administrative Services Director</i>	David Johnson <i>President</i>	
<b>Faculty Leads</b>		Hilary Altman <i>Arts Department Co-Chair</i>	Rebecca Uhlman <i>Math Faculty</i>	Thomas Renbarger <i>Academic Senate President</i>	
<b>Classified Leads</b>	Carmen Johnson <i>CalWORKs Coordinator</i>	Margie Rubio <i>Student Services Specialist</i>	Jamila Saleh <i>Staff Assistant/Student Services</i>	Carmen Johnson <i>CalWORKs Coordinator</i>	
<b>Standard Committee Members</b>	Monica Ambalal Jessica Carrol Heather Casale Stefani de Vito Thomas Hart Iona Henderson Robert Holloway James Kennedy Inga Marciulionis Ron Moss A. Evan Nichols	<b><i>Instructional Programs</i></b> Simon Chan Barbara Dimoupolos Danae Martinez Janine Nkosi Carl Ogden Sun Young Ban  <b><i>Library &amp; Learning Support</i></b> Christana Forlastro Nia Hill Isela Gonzalez Santana Charlotte Victorian Adoria Williams  <b><i>Student Services</i></b> Mary Ciddio Lee Peevy	Bradley Balukjian Courtney Brown Alex Garcia Kinga Sidzinska Rebecca Uhlman Linnea Willis	Dinke Augustin Cy Bracy Shirley Chew Brock Drazen Berenise Herrera Egbert Higinio Grace Idowu Frances Moy Maria Suarez Rodriguez Megan Sara Talbot	

## Accreditation Timeline

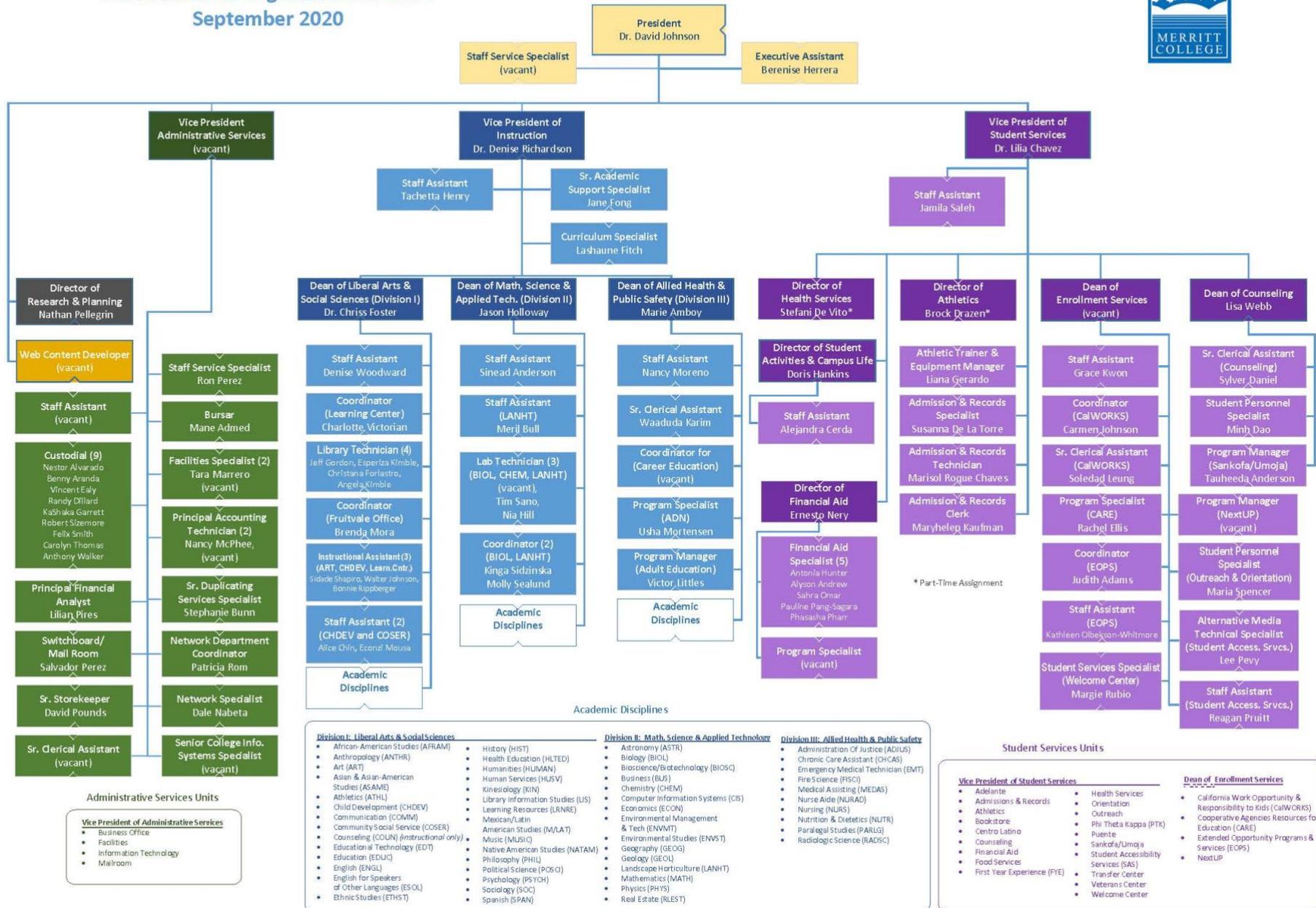


## **D. Organizational Information**

### **College Organizational Charts**

Merritt College is organized into three main areas under the management of a president and three vice presidents. These three areas are: Administrative Services, Instruction, and Student Services. Administrative Services was previously under the Office of the President and administered by the Director of Business and Administrative Services. The Director of Research and Planning and the Web Content Developer report directly to the President. College committees also play a pivotal role in the institution's participatory governance structure, and comprise representatives from the classified professional staff, faculty, administration, and student government.

Merritt College  
Administrative Organizational Chart  
September 2020

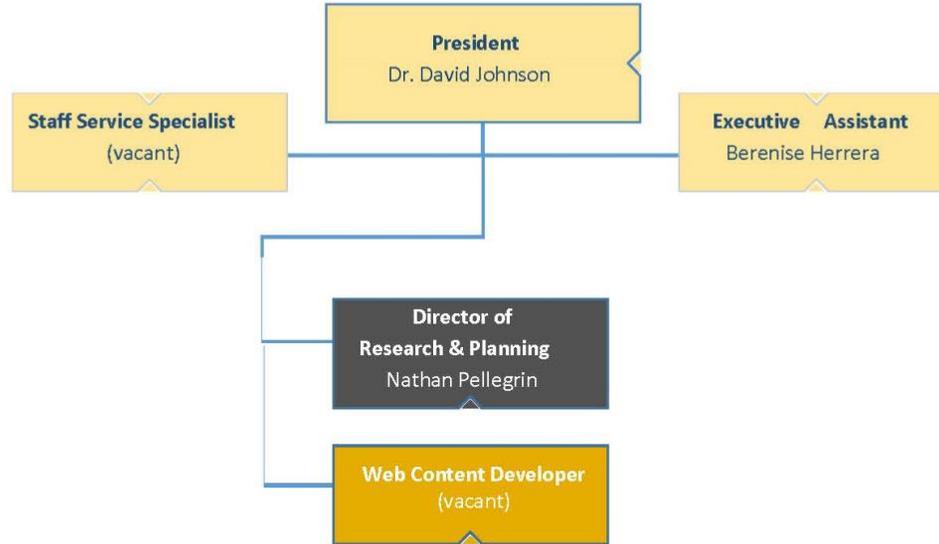


- Administrative Services Units**
- Vice President of Administrative Services
    - Business Office
    - Facilities
    - Information Technology
    - Mailroom

- Academic Disciplines**
- |   |  |   |
|---|--|---|
| <p><b>Division I: Liberal Arts &amp; Social Sciences</b></p> <ul style="list-style-type: none"> <li>African-American Studies (AFRAM)</li> <li>Anthropology (ANTHR)</li> <li>Art (ART)</li> <li>Asian &amp; Asian-American Studies (ASAMAS)</li> <li>Athletics (ATHL)</li> <li>Child Development (CHDEV)</li> <li>Communication (COMM)</li> <li>Community Social Service (COSER)</li> <li>Counseling (COUN) <i>(Instructional only)</i></li> <li>Educational Technology (EDT)</li> <li>Education (EDUC)</li> <li>English (ENGL)</li> <li>English for Speakers of Other Languages (ESOL)</li> <li>Ethnic Studies (ETHST)</li> <li>History (HIST)</li> <li>Health Education (HLTED)</li> <li>Humanities (HUMAN)</li> <li>Human Services (HUSV)</li> <li>Kinesiology (KIN)</li> <li>Library Information Studies (LIS)</li> <li>Learning Resources (LRNRE)</li> <li>Mexican/Latin American Studies (M/LAT)</li> <li>Music (MUSIC)</li> <li>Native American Studies (NATAM)</li> <li>Philosophy (PHIL)</li> <li>Political Science (POSCI)</li> <li>Psychology (PSYCH)</li> <li>Sociology (SOC)</li> <li>Spanish (SPAN)</li> </ul> | <p><b>Division II: Math, Science &amp; Applied Technology</b></p> <ul style="list-style-type: none"> <li>Astronomy (ASTR)</li> <li>Biology (BIOL)</li> <li>Bioscience/Biotechnology (BIOSC)</li> <li>Business (BUS)</li> <li>Chemistry (CHEM)</li> <li>Computer Information Systems (CIS)</li> <li>Economics (ECON)</li> <li>Environmental Management &amp; Tech (ENVMT)</li> <li>Environmental Studies (ENVST)</li> <li>Geography (GEOG)</li> <li>Geology (GEOU)</li> <li>Landscape Horticulture (LANHT)</li> <li>Mathematics (MATH)</li> <li>Physics (PHYS)</li> <li>Real Estate (REST)</li> </ul> | <p><b>Division III: Allied Health &amp; Public Safety</b></p> <ul style="list-style-type: none"> <li>Administration of Justice (ADJUS)</li> <li>Chronic Care Assistant (CHCAS)</li> <li>Emergency Medical Technician (EMT)</li> <li>Fire Science (FISCI)</li> <li>Medical Assisting (MEDAS)</li> <li>Nurse Aide (NURAJ)</li> <li>Nursing (NURS)</li> <li>Nutrition &amp; Dietetics (NUTR)</li> <li>Paralegal Studies (PARLS)</li> <li>Radiologic Science (RADSC)</li> </ul> |
|---|--|---|

- Student Services Units**
- |   |   |
|---|---|
| <p><b>Vice President of Student Services</b></p> <ul style="list-style-type: none"> <li>Adelante</li> <li>Admissions &amp; Records</li> <li>Athletics</li> <li>Bookstore</li> <li>Centro Latino</li> <li>Counseling</li> <li>Financial Aid</li> <li>Food Services</li> <li>First Year Experience (FYE)</li> <li>Health Services</li> <li>Orientation</li> <li>Outreach</li> <li>Phi Theta Kappa (PTK)</li> <li>Puente</li> <li>Sankofa/Umoja</li> <li>Student Accessibility Services (SAS)</li> <li>Transfer Center</li> <li>Veterans Center</li> <li>Welcome Center</li> </ul> | <p><b>Dean of Enrollment Services</b></p> <ul style="list-style-type: none"> <li>California Work Opportunity &amp; Responsibility to Kids (CalWORKS)</li> <li>Cooperative Agencies Resources for Education (CARE)</li> <li>Extended Opportunity Programs &amp; Services (EOPS)</li> <li>NextUP</li> </ul> |
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# Office of the President

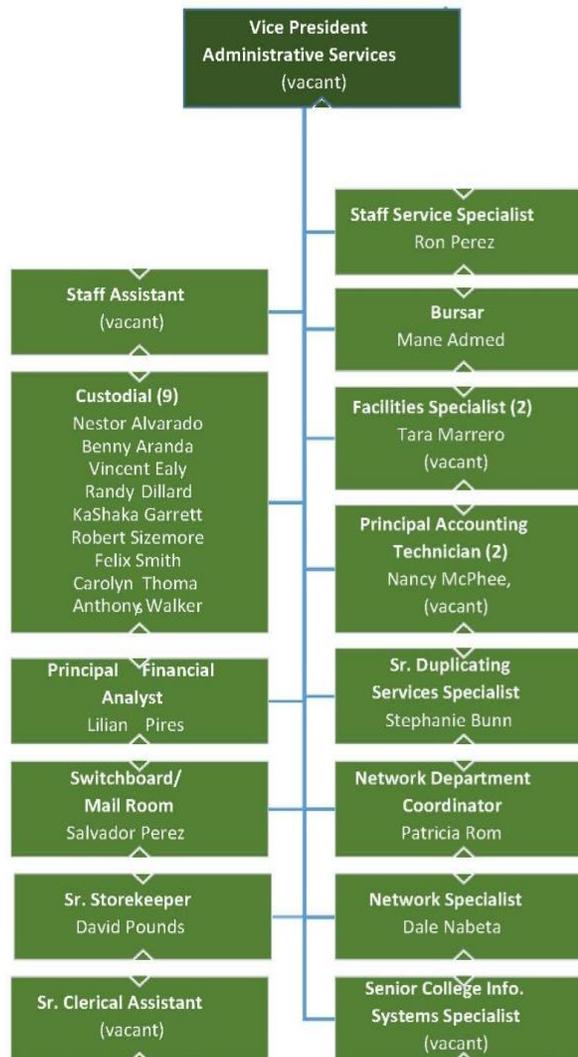


Merritt College  
 Administrative Organizational Chart  
 September 2020



**Vice President of Administrative Services**  
 Business Office  
 Facilities  
 Information Technology  
 Mailroom

Administrative Services



Merritt College  
Administrative Organizational Chart  
September 2020

Instruction



Academic Disciplines

**Division I: Liberal Arts & Social Sciences**

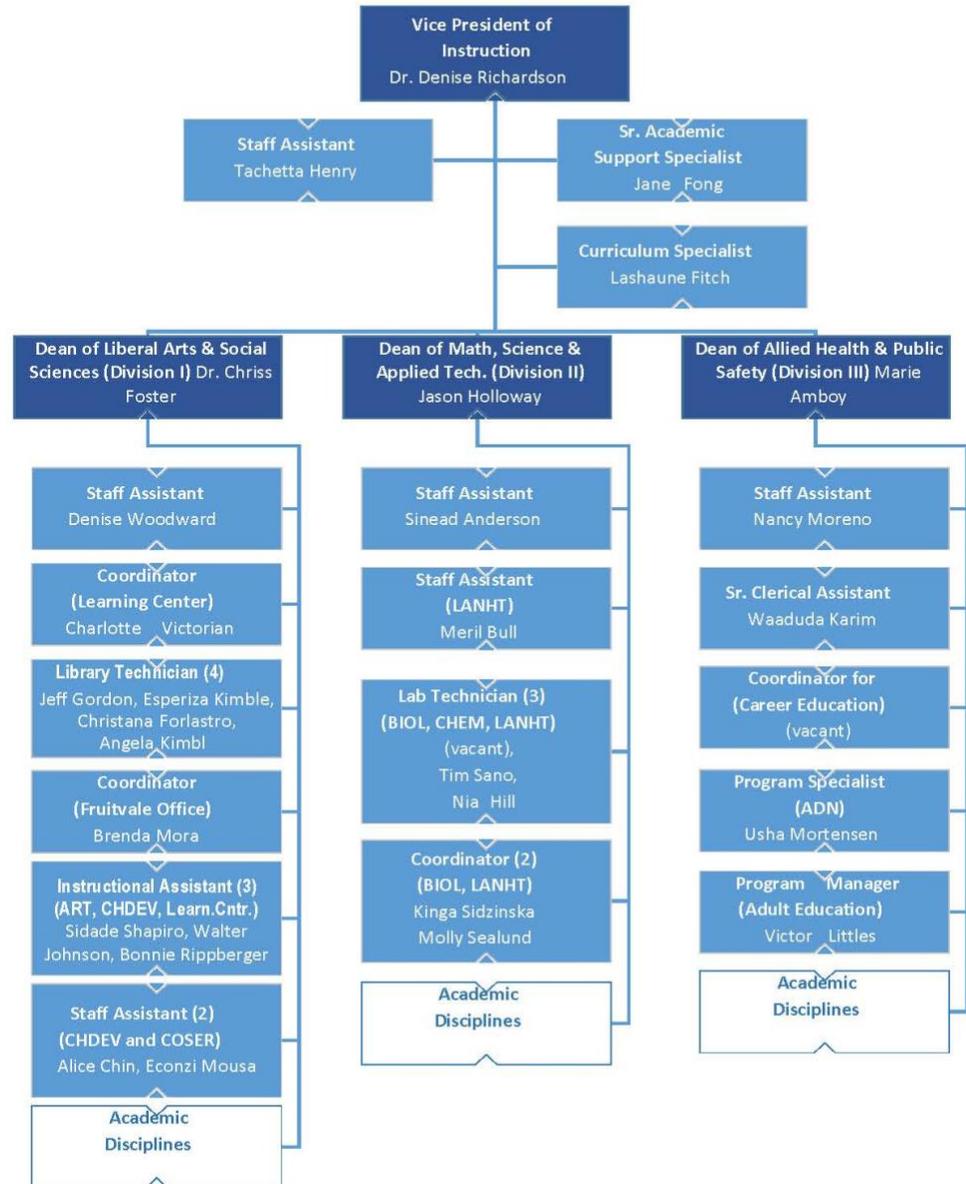
- African-American Studies (AFRAM)
- Anthropology (ANTHR)
- Art (ART)
- Asian & Asian-American Studies (ASAME)
- Athletics (ATHL)
- Child Development (CHDEV)
- Communication (COMM)
- Community Social Service (COSER)
- Counseling (COUN) (*instructional only*)
- Educational Technology (EDT)
- Education (EDUC)
- English (ENGL)
- English for Speakers of Other Languages (ESOL)
- Ethnic Studies (ETHST)
- History (HIST)
- Health Education (HLTED)
- Humanities (HUMAN)
- Human Services (HUSV)
- Kinesiology (KIN)
- Library Information Studies (LIS)
- Learning Resources (LRNRE)
- Mexican/Latin American Studies (M/LAT)
- Music (MUSIC)
- Native American Studies (NATAM)
- Philosophy (PHIL)
- Political Science (POSCI)
- Psychology (PSYCH)
- Sociology (SOC)
- Spanish (SPAN)

**Division II: Math, Science & Applied Technology**

- Astronomy (ASTR)
- Biology (BIOL)
- Bioscience/Biotechnology (BIOSC)
- Business (BUS)
- Chemistry (CHEM)
- Computer Information Systems (CIS)
- Economics (ECON)
- Environmental Management & Tech (ENVMT)
- Environmental Studies (ENVST)
- Geography (GEOG)
- Geology (GEOL)
- Landscape Horticulture (LANHT)
- Mathematics (MATH)
- Physics (PHYS)
- Real Estate (RLEST)

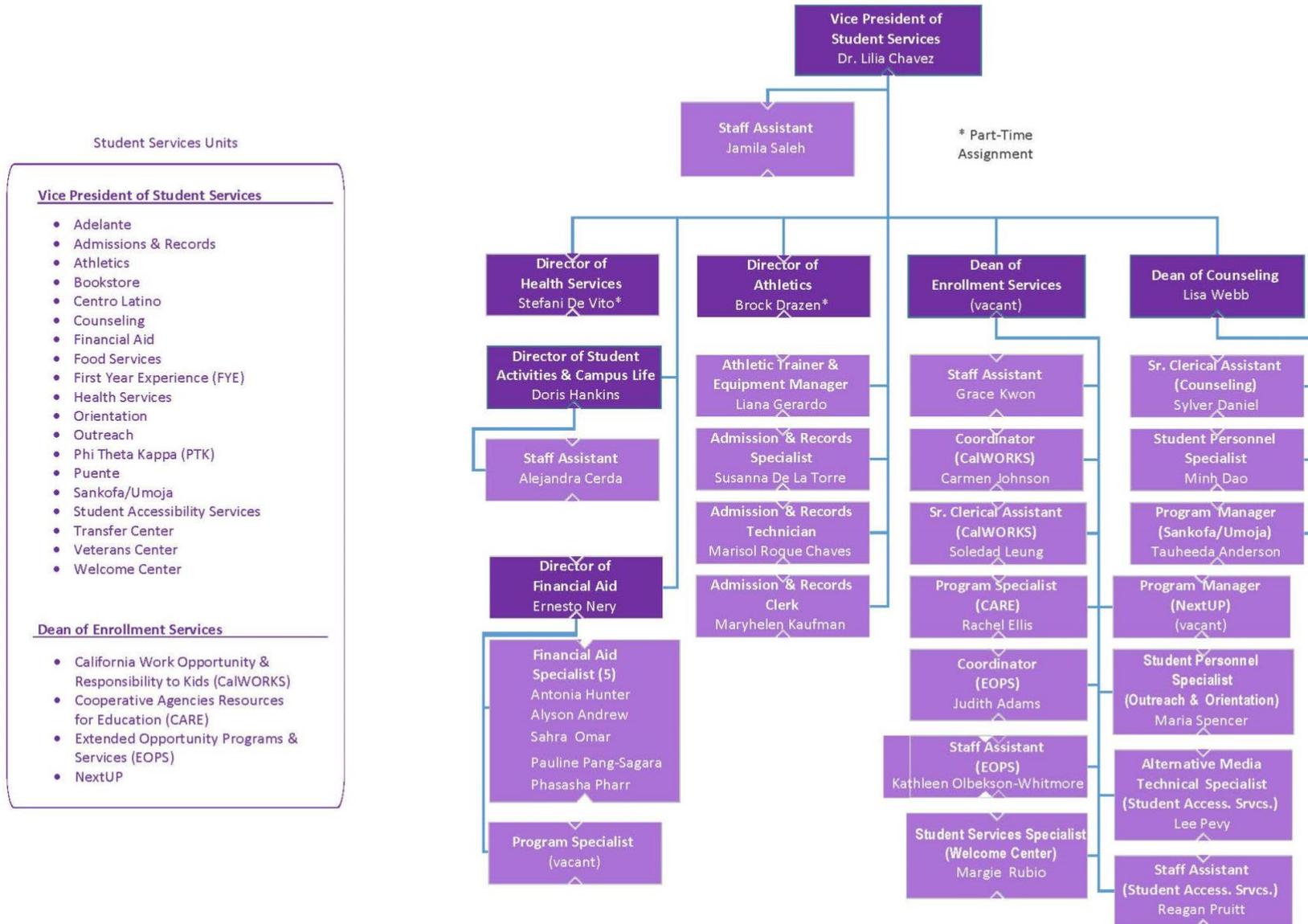
**Division III: Allied Health & Public Safety**

- Administration Of Justice (ADJUS)
- Chronic Care Assistant (CHCAS)
- Emergency Medical Technician (EMT)
- Fire Science (FISCI)
- Medical Assisting (MEDAS)
- Nurse Aide (NURAD)
- Nursing (NURS)
- Nutrition & Dietetics (NUTR)
- Paralegal Studies (PARLG)
- Radiologic Science (RADSC)





## Student Services



## District Functional Map

Merritt College and its sister institutions—Berkeley City College, College of Alameda, and Laney College—comprise the District. The functional map below delineates the extent to which the College or the District is responsible for the functions specified in Standard IV.D. The development of this functional map emerged from the collaborative and thoughtful efforts of the college presidents and vice presidents who made these assessments.

Responsibilities are identified between the College and District as indicated in the legend below.

***P Primary Responsibility***

Leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement.

***S Secondary Responsibility***

Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility.

***SH Shared Responsibility***

The district and the college are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function—district and college mission statements.

***N/A Not Applicable***

### Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission	College	District
1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	S
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S
<b>B. Assuring Academic Quality and Institutional Effectiveness</b>	<b>College</b>	<b>District</b>
<i>Academic Quality</i>		
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
<i>Institutional Effectiveness</i>		
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S

<p>9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)</p>	P	S
<p><b>C. Institutional Integrity</b></p>	<p><b>College</b></p>	<p><b>District</b></p>
<p>1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)</p>	P	S
<p>2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)</p>	P	S
<p>3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)</p>	P	S
<p>4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.</p>	P	S
<p>5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.</p>	SH	SH
<p>6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.</p>	P	S
<p>7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)</p>	SH	SH

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	P	S
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	SH	SH
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	S
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	P	S
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	S	P

## Standard II: Student Learning Programs and Support Services

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

A. Instructional Programs	College	District
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	S
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	S
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S
<b>B. Library and Learning Support Services</b>	<b>College</b>	<b>District</b>
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

<p>4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)</p>	P	S
<p><b>C. Student Support Services</b></p>	<p><b>College</b></p>	<p><b>District</b></p>
<p>1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)</p>	P	S
<p>2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.</p>	P	S
<p>3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)</p>	P	S
<p>4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.</p>	P	S
<p>5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.</p>	P	S
<p>6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)</p>	P	S

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH

### Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources	College	District
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	P	S
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	SH	SH

<p>5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</p>	SH	SH
<p>6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.</p>	N/A	N/A
<p>7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)</p>	P	S
<p>8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.</p>	P	S
<p>9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)</p>	P	S
<p>10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)</p>	P	S
<p>11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.</p>	S	P
<p>12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.</p>	SH	SH
<p>13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.</p>	SH	SH

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
<b>B. Physical Resources</b>	<b>College</b>	<b>District</b>
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
<b>C. Technology Resources</b>	<b>College</b>	<b>District</b>
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	P	S
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	P	S
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	P	S

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S
<b>D. Financial Resources</b>	<b>College</b>	<b>District</b>
<i>Planning</i>		
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	S	P
2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	S	P
<i>Fiscal Responsibility and Stability</i>		
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	S	P
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	P
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	SH	SH
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
<b><i>Liabilities</i></b>		
11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post- Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH

<b><i>Contractual Agreements</i></b>		
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	SH	SH
<b>Standard IV: Leadership and Governance</b> The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.		
<b>A. Decision-Making Roles and Processes</b>	<b>College</b>	<b>District</b>
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	S
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	P	S
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	S
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S

<p>5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.</p>	<p>P</p>	<p>S</p>
<p>6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.</p>	<p>P</p>	<p>S</p>
<p>7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	<p>P</p>	<p>S</p>
<p><b>B. Chief Executive Officer</b></p>	<p><b>College</b></p>	<p><b>District</b></p>
<p>1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</p>	<p>P</p>	<p>S</p>
<p>2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.</p>	<p>P</p>	<p>S</p>
<p>3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:</p> <ul style="list-style-type: none"> <li>• establishing a collegial process that sets values, goals, and priorities;</li> <li>• ensuring the college sets institutional performance standards for student achievement;</li> <li>• ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;</li> <li>• ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;</li> <li>• ensuring that the allocation of resources supports and improves learning and achievement; and</li> <li>• establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.</li> </ul>	<p>P</p>	<p>S</p>

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6. The CEO works and communicates effectively with the communities served by the institution.	P	S
<b>C. Governing Board</b>	<b>College</b>	<b>District</b>
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	S	P
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	S	P
4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	S	P
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P
6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.	S	P
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	S	P

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	S	P
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 11)	S	P
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	S	P
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	S	P
<b>D. Multi-College Districts or Systems</b>	<b>College</b>	<b>District</b>
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P

<p>2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.</p>	<p>S</p>	<p>P</p>
<p>3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.</p>	<p>S</p>	<p>P</p>
<p>4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.</p>	<p>S</p>	<p>P</p>
<p>5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.</p>	<p>SH</p>	<p>SH</p>
<p>6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.</p>	<p>SH</p>	<p>SH</p>
<p>7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	<p>S</p>	<p>P</p>

## **E. Certification of Continued Compliance with Eligibility Requirements**

### **Eligibility Requirement 1: Authority**

**The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.**

Merritt College is authorized to operate as a postsecondary, degree-awarding educational institution under the leadership, direction, and general supervision of the CCC Board of Governors (BOG), or as delegated to the CCCCO, and under the local authority and control of the PCCD Board of Trustees (BOT) by the California Education Code, Sections 70900 and 70902 [[ER1-1](#)].

Pursuant to the California Code of Regulations (CCR), title 5, section 51016, Merritt College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education (USDE) [[ER1-2](#)].

### **Eligibility Requirement 2: Operational Status**

**The institution is operational with students actively pursuing its degree programs.**

Merritt College has been in continuous operation as an accredited community college since 1956. During the 2019-2020 academic year, the College enrolled 12,125 unduplicated students and awarded 587 associate degrees.

### **Eligibility Requirement 3: Degrees**

**A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.**

A substantial portion of the Merritt College's educational offerings are programs that lead to an associate degree. The 2020-2021 college catalog contains a total of 40 degree programs—10 ADTs, 16 associate in arts (AA) degrees, and 14 associate in science (AS) degrees—each of which requires at least two academic years of study to fulfill the minimum requirements per CCR, title 5, section 55063 [[ER3-1](#)]. Approximately 98 percent of students are either enrolled in degree-applicable courses or have an educational plan with the goal of an associate degree.

#### **Eligibility Requirement 4: Chief Executive Officer**

**The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.**

The Merritt College President, Dr. David M. Johnson, was appointed by the PCCD BOT on May 26, 2020 [ER4-1]. As the chief executive officer, Dr. Johnson’s full-time responsibility is to the College, with requisite authority to administer board policies per PCCD Board Policy (BP) and Administrative Procedure (AP) 2430 [ER4-2, ER4-3, and ER-4-4]. Neither the PCCD Chancellor nor the Merritt College President serves as the BOT chair. The Commission has been informed of Dr. Johnson’s appointment and has acknowledged him as the Merritt College President.

#### **Eligibility Requirement 5: Financial Accountability**

**The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.**

Merritt College undergoes an annual external financial audit of all funds, books and accounts in accordance with California Education Code, Section 84040, and CCR, title 5, section 59102 et seq., per PCCD BP 6400 [ER5-1]. Audit reports for the preceding fiscal year are presented to the BOT and submitted to the CCCCCO by December 31 [ER5-2]. For the fiscal year ending June 30, 2019, the audit report conducted by the independent firm of Eide Bailly aka Vavinek, Trine, Day & Co., LLP, was accepted by the Board on January 21, 2020 [ER5-3].

The College monitors and manages student loans, default rates, revenue streams, and assets to ensure compliance with the requirements of Title IV of the Higher Education Act. When audit findings indicate deficiencies in the administration of Federal Student Aid programs, the College implements appropriate corrective actions as required by the USDE [ER5-4].

#### **Eligibility Requirements 6-21**

The rest of the Eligibility Requirements are addressed within the institutional analysis of the Standards in Section G of this report.

<b>Eligibility Requirement</b>	<b>Standard</b>
ER 6. Mission	I.A.1, I.A.4
ER 7. Governing Board	IV.C.1, IV.C.4, IV.C.11
ER 8. Administrative Capacity	III.A.9, III.A.10
ER 9. Educational Programs	II.A.1, II.A.6
ER 10. Academic Credit	II.A.9, II.A.10

**Eligibility Requirement****Standard**

ER 11. Student Learning and Achievement	I.B.2, I.B.3, II.A.1
ER 12. General Education	II.A.5, II.A.12
ER 13. Academic Freedom	I.C.7
ER 14. Faculty	III.A.2, III.A.7
ER 15. Student Support Services	II.C.1, II.C.3
ER 16. Admissions	II.C.6
ER 17. Information and Learning Support Services	II.B.1, II.B.4
ER 18. Financial Resources	III.D.1
ER 19. Institutional Planning and Evaluation	I.B.9, I.C.3
ER 20. Integrity in Communication with the Public	I.C.2
ER 21. Integrity in Relations with the Accrediting Commission	I.C.12, I.C.13

**Evidence List**

<b>Number</b>	<b>Description</b>
<a href="#">ER1-1</a>	PCCD BP 1100 Community College District
<a href="#">ER1-2</a>	ACCJC Accreditation Reaffirmation Letter, 01/26/18
<a href="#">ER3-1</a>	College Catalog 2020-2021, pp. 59-61
<a href="#">ER4-1</a>	PCCD BOT Meeting Minutes, Item 8.2, 05/26/20
<a href="#">ER4-2</a>	College President Job Description
<a href="#">ER4-3</a>	PCCD BP 2430 Delegation of Authority to the Chancellor
<a href="#">ER4-4</a>	PCCD AP 2430 Delegation of Authority to the Chancellor's Staff
<a href="#">ER5-1</a>	PCCD BP 6400 Financial Audits
<a href="#">ER5-2</a>	PCCD AP 6400 Financial Audits
<a href="#">ER5-3</a>	PCCD BOT Meeting Minutes, Item 3.1, 01/21/20
<a href="#">ER5-4</a>	USDE Final Audit Determination Letter, 09/26/19

## **F. Certification of Continued Institutional Compliance with Commission Policies**

Merritt College certifies that it continues to be in compliance with the federal regulations noted below and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

*Regulation citation: 602.23(b).*

Merritt College maintains an accreditation website accessible from the “About Merritt” main navigation menu on the homepage at [www.merritt.edu/wp/](http://www.merritt.edu/wp/). The accreditation website indicates the institution’s accreditation status, summarizes the accreditation process, and provides access to documents and resources pertaining to past and present accreditation cycles. The Commission letter of May 27, 2020, notifying the College of the Peer Review Visit, has been posted publicly on the Accreditation website [[CP-1](#)]. An online form to solicit third-party comment in advance of the Peer Review Visit scheduled for March 1-4, 2021, is also available on the Accreditation website [[CP-2](#)].

Compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* is further addressed in the institutional analysis of Standard I.C.12.

### **Standards and Performance with Respect to Student Achievement**

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

Merritt College has defined institution-set standards (ISS) for student performance measures, including course completion, certificate completion, degree completion, transfer to a four-year institution, licensure exams, and job placement, as documented in its 2020 Annual Report to ACCJC [[CP-3](#)]. The ISS serve as a baseline to evaluate the College’s progress toward meeting its own strategic goals focused on completion and equity, which were established in 2018 to align directly with the CCC “Vision for Success” goals [[CP-4](#)]. The College Research and Planning Officer presented the latest student achievement data to campus leaders for discussion at the spring planning summit on May 1, 2020 [[CP-5](#)].

Student achievement metrics also play an integral role in program review. ISS are incorporated into the 2020-2021 annual program update (APU) template to facilitate evaluation of program-level outcomes relative to the college mission [[CP-6](#)]. While instructional programs are not required to set their own standards, the program review process includes an assessment of how program goals align to and support College and District goals.

Student performance and achievement at Merritt College are further addressed in the institutional analysis of Standards I.B and II.A.

### **Credits, Program Length, and Tuition**

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

Merritt College's credit hour assignments and degree program lengths accord with standard practices in higher education as per PCCD BP/AP 4020 Program, Curriculum, and Course Development and BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education [[CP-7](#), [CP-8](#), [CP-9](#), [CP-10](#)]. The Curriculum Committee verifies credit hours and program lengths during technical review of proposals to ensure accuracy and consistency across courses taught in different methodologies, modalities, and settings, based on course identification (C-ID) descriptors, CSU and UC transfer policies, the CCC *Program and Course Approval Handbook*, and CCR, title 5, sections 55002.5 and 55063. The same tuition of \$46 per semester unit applies for all credit courses, regardless of program [[CP-11](#)]. The College does not offer any credit clock hour courses or programs.

Compliance with the Commission *Policy on Institutional Degrees and Credits* is further addressed in the institutional analysis of Standards II.A.5, II.A.9, and I.C.6.

### **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

Merritt College's transfer policies are appropriately disclosed to students and the public in the "Transfer Information" section of the college catalog [[CP-12](#)]. This information includes transfer procedures, a list of C-ID approved courses, articulation agreements, special transfer admission programs, and general education transfer requirements.

Compliance with the Commission *Policy on Transfer of Credit* is further addressed in the institutional analysis of Standard II.A.10.

### **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

Merritt College adheres to PCCD AP 4105 Distance Education in designating courses as offered via distance education (DE) in accordance with established federal and state definitions, rules, and regulations [[CP-13](#)]. Per CCR, title 5, section 55206, an addendum to the official course outline of record (COR) specifying how 1) course outcomes, 2) regular and effective contact between instructor and students and among students, and 3) compliance with the Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973 shall be achieved must be separately approved by the Curriculum Committee before any course may be offered fully or partially online [[CP-14](#)].

AP 4105 also stipulates that instructors use the Canvas learning management system, which requires official login credentials, to deliver course content in order to verify student identity and protect student information. The College and District maintain an information technology (IT) infrastructure that provides faculty and students with access to the Internet, email, student

information system, office productivity software, electronic library databases and resources, online tutoring, and learning tools inoperability applications in support of DE instruction.

The College does not offer any correspondence education courses or programs.

Compliance with the Commission *Policy on Distance Education and Correspondence Education* is further addressed in the institutional analysis of Standards II.A.7, II.B.1, and II.C.1.

### **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

Merritt College adheres to PCCD AP 5530 Student Rights and Grievance Procedure in the handling student complaints [CP-15]. AP 5530 is accessible to students on the PCCD BOT website, on the Merritt Student Services website, and in the College catalog. It specifies the grounds for filing a student grievance and enumerates the grievance process step-by-step.

Prior to the COVID-19 pandemic, students were able to visit the Office of the Vice President of Student Services located in Building R, Room 113, to complete a student support request form (or complaint form). The complaint was reviewed and addressed within 24-48 hours with a resolution or referral to the appropriate service area or instructional discipline for additional support. The current pandemic has required all services to transition remotely and the student support request form was updated and transitioned to a web-based online form called “Voice Your Concerns to the Vice President of Student Services” [CP-16]. This new approach assists with collecting data, pertinent student information and the nature of the concern to an excel sheet, logging the date and time of receipt for resolution accountability.

Initially, the hard copy form of the student complaints was housed in a binder. In 2017-2018, all complaint documents were transitioned to an electronic database. Hard copies were scanned, recording complaints dating back six years to 2014. The files demonstrate accurate implementation of the complaint policies and procedures. The student complaint files are maintained in the office of the Vice President of Student Services.

### **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

Merritt College provides clear, accurate, and current information in appropriate detail to students and the public about its programs and policies primarily through its catalog and website [CP-17, CP-18]. The College demonstrates integrity and responsibility in its promotion of educational programs and services, student outreach and recruitment, and disclosure of accredited status.

Compliance with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status* is further addressed in the institutional analysis of Standards I.C.1, I.C.2, I.C.5, and I.C.12.

## **Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

For the 2019-2020 academic year, the CCCCO Data Mart reports that Merritt College awarded 4,699 students and disbursed a total of \$7,990,370 in federal and state financial aid. Students receive aid in the form of BOG fee waivers, grants, scholarships, and private loans [[CP-19](#)]. Because Pell Grant funds are the largest block of federal dollars that flow through the District, those funds are thoroughly audited every year.

The College complies with the requirements of Title IV of the Higher Education Act of 1965, including findings from any audits of programs or other activities reviewed by the USDE. The College addresses issues raised by the USDE pertaining to financial responsibility requirements and program record-keeping. The institution also demonstrates that it has the fiscal and administrative capacity to resolve issues in a timely manner, and to sustain compliance with Title IV program requirements.

The College's student loan default rates are within the acceptable range defined by the USDE [[CP-20](#)]. Remedial efforts are undertaken if default rates approach a level outside of the acceptable range.

Compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and *Policy on Institutional Compliance with Title IV* is further addressed in the institutional analysis of Standards III.D.10 and III.D.15.

## **Evidence List**

<b>Number</b>	<b>Description</b>
<a href="#">CP-1</a>	ACCJC Peer Review Visit Team Chair Letter on Website
<a href="#">CP-2</a>	ACCJC Third Party Comments Form on Website
<a href="#">CP-3</a>	ACCJC Annual Report 2020
<a href="#">CP-4</a>	Educational Master Plan Strategic Update 2018, p. 27
<a href="#">CP-5</a>	Spring Planning Summit ISS Presentation, 05/01/20
<a href="#">CP-6</a>	APU Template 2020-2021, p. 2
<a href="#">CP-7</a>	PCCD BP 4020 Program, Curriculum, and Course Development
<a href="#">CP-8</a>	PCCD AP 4020 Program, Curriculum, and Course Development
<a href="#">CP-9</a>	PCCD BP 4025 Philosophy and Criteria for Associate Degree and General Education
<a href="#">CP-10</a>	PCCD AP 4025 Philosophy and Criteria for Associate Degree and General Education
<a href="#">CP-11</a>	College Catalog 2020-2021, p. 31
<a href="#">CP-12</a>	College Catalog 2020-2021, pp. 67-81

<b>Number</b>	<b>Description</b>
<a href="#"><u>CP-13</u></a>	PCCD AP 4105 Distance Education
<a href="#"><u>CP-14</u></a>	CurriQunet DE Addendum Form
<a href="#"><u>CP-15</u></a>	PCCD AP 5530 Student Rights and Grievance Procedure
<a href="#"><u>CP-16</u></a>	Voice Your Concerns Online Form
<a href="#"><u>CP-17</u></a>	College Catalog 2020-2021
<a href="#"><u>CP-18</u></a>	College Website
<a href="#"><u>CP-19</u></a>	Financial Aid Summary Report 2019-2020
<a href="#"><u>CP-20</u></a>	Loan Default Rates 2015-2017

## **G. Institutional Analysis**

### **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

**The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.**

#### **A. Mission**

- 1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

#### **Evidence of Meeting the Standard**

The College mission was approved by the PCCD BOT on June 24, 2014. Published in the College catalog and posted on the College website, it describes the institution’s general educational purpose, intended service population, and dedication to student learning and achievement as appropriate for a California community college [[I.A.1-1](#), [I.A.1-2](#)].

In addition, the College’s institutional learning outcomes (ILOs) demonstrate its commitment to student learning and achievement by defining the academic, technical, and ethical competencies expected of all students who complete an academic credential at Merritt [[I.A.1-3](#)].

#### **Analysis and Evaluation**

The foundational principles that guide the institutional purpose of Merritt College may be found in its 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 and a global economy.

The mission statement indicates both the broad educational purpose and intended student population of the College. As a public community college, Merritt realizes this purpose by providing students with accessible and affordable certificate and degree programs in “academic and vocational instruction at the lower division level,” including remedial instruction, adult noncredit education, and community services courses and programs (Cal. Educ. Code § 66010.4(a)).

Merritt’s commitment to student learning is evidenced by the six core competencies in the College’s ILOs:

- Communication
- Critical Thinking
- Quantitative Reasoning
- Cultural Awareness
- Civic Engagement and Ethics
- Information and Computer Literacy

The conclusion of the mission, which describes student achievement as success and participation “in a democratic society and a global economy,” aligns directly with the legislative mandate “to advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement” (Cal. Educ. Code § 66010.4(a)(3)).

- 2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

### **Evidence of Meeting the Standard**

The College administrative procedures on Data, Planning, and Decision-Making; Educational Master Planning; Integrated Planning and Budgeting; and Learning Outcomes Assessment collectively illustrate that the institution uses data to determine how effectively it is accomplishing its mission [[I.A.2-1](#), [I.A.2-2](#), [I.A.2-3](#), [I.A.2-4](#)].

More specifically, the mission statement review process, adopted in 2016, indicates that data collection and analysis constitute an integral step in the regular five-year review cycle of the college mission [[I.A.2-5](#)].

Merritt’s ISS and strategic goals exemplify the key performance indicators that the institution employs to establish minimum thresholds and aspirational targets for student achievement in support of its mission [[I.A.2-6](#), [I.A.2-7](#)].

The College 2015-2020 Educational Master Plan (EMP) and 2018 EMP Strategic Update demonstrate that the mission drives both strategic planning and goal-setting to meet the educational needs of students [[I.A.2-8](#), [I.A.2-9](#)].

### **Analysis and Evaluation**

The College has established administrative procedures to ensure that the institution collects, disseminates, analyzes, and discusses data to determine how effectively it is accomplishing its mission. These administrative procedures highlight the use of data in key planning, decision-making, and evaluation processes to improve institutional effectiveness. Specifically, the IPB administrative procedure emphasizes that all college decisions are data driven:

Driven by data and rooted in collaboration across the College's shared governance committees, the IPB Model serves as a blueprint for continuous institutional improvement, guiding the College's constituencies along an annual timeline of mission-based planning and budgeting activities designed to meet the educational needs of Merritt students.

As discussed later in Standard I.A.4, the mission statement is periodically reviewed in a five-year cycle aligned to educational master planning. IEC, which was formerly known as the College Educational Master Planning Committee (CEMPC), coordinates the ten-step mission statement review process. This includes the collection and analysis of pertinent data to inform reaffirmation or revision of the mission. These data may include demographic metrics of the service area, measures of student enrollment and achievement (including outcomes assessment data), and local or regional labor market information.

The key performance indicators that serve as benchmarks for determining how well Merritt meets its mission can be found in its ISS and strategic goals. As presented in Section B, the ISS pertain to course success, certificate completion, degree completion, transfer to four-year institutions, licensure exams, and job placement. These metrics are also reflected in the College's 2018-2023 strategic goals and are in direct alignment with the CCC Chancellor's "Vision for Success" strategic plan. The strategic goals speak to clear and measurable outcomes for Merritt students based on the institutional priorities delineated in the mission in the areas of completion, transfer, time to completion, employment, and equity.

The 2015-2020 EMP and 2018 EMP Strategic Update foreground the college mission as the guiding principle in the planning, implementation, and evaluation of programs and services to meet the educational needs of its students at Merritt College.

**3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

**Evidence of Meeting the Standard**

The College's program review and APU templates explicitly demonstrate that the institution's programs and services are aligned with its mission, which guides planning, decision-making, and resource allocation [[I.A.3-1](#), [I.A.3-2](#)].

Merritt's Curriculum website and PCCD *Program and Course Approval Handbook (PCAH)* affirm that alignment to the college mission is a primary criterion for the approval of courses (p. 67) and programs (p. 81), thus informing student learning and achievement at Merritt [[I.A.3-3](#), [I.A.3-4](#)].

## Analysis and Evaluation

The Merritt mission guides all aspects of College processes. This includes program review, a college wide, three-year cycle of planning, resource allocation, and evaluation. The fundamental principle of program review is that all programs and services, despite their myriad objectives, target populations, and resource needs, operate in support of the fulfillment of the college mission. By intentionally grounding the evaluation of individual programs and services in the mission statement, the College fosters a dedicated and collaborative effort, ensuring that the mission guides all planning, decision-making, and resource allocation.

In terms of student learning and achievement, the mission plays an integral role in the development, review, and revision of curriculum at Merritt. The appropriateness of academic programs and courses to the college mission is the first of five major criteria for the approval of curriculum in the CCC *PCAH*. This criterion is posted on the college Curriculum Committee website and incorporated into the PCCD *PCAH*.

- 4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

## Evidence of Meeting the Standard

The PCCD BOT meeting from June 24, 2014, documents approval of the Merritt College mission statement [[I.A.4-1](#)].

The College mission is widely distributed. It is posted on campus banners and the website, as well as published in institutional documents such as the class schedule, college catalog, faculty handbook, participatory governance handbook and meeting agendas, and educational master plan [[I.A.4-2](#), [I.A.4-3](#), [I.A.4-4](#), [I.A.4-5](#), [I.A.4-6](#), [I.A.4-7](#), [I.A.4-8](#), [I.A.4-9](#)]

The mission statement is periodically reviewed and updated as necessary through a ten-step process led by IEC [[I.A.4-10](#)].

## Analysis and Evaluation

The College mission statement, approved by the PCCD BOT on June 24, 2014, is disseminated widely to the college community by various means. Students, faculty, staff, administrators, and the general public see the mission displayed on prominent banners in high-traffic locations throughout the campus and on the college website. The mission statement is also included in college publications, governance handbooks and meeting agendas, and planning documents to provide a consistent reminder of the institution's educational purpose and vision.

The mission statement review process, approved by the College Council in 2016, charges CEMPC (now IEC) with the responsibility for initiating and coordinating the periodic review of the mission in a five-year cycle coinciding with the development and update of the EMP and consisting of ten steps for college wide engagement throughout the designated academic year.

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## Conclusions on Standard I.A. Mission

The College mission serves as the principal framework for all institutional endeavors in support of student learning and achievement. The mission statement broadly describes Merritt's purpose, goals, and priorities. Beyond the attainment of academic knowledge and skills, the mission directs the College to instill lifelong competencies and values in its students to enable them to lead meaningful and productive lives in society. The mission guides planning, decision-making, and resource allocation for all programs and services in meeting the educational needs of students. To determine the efficacy of the mission, the College conducts periodic, data-informed evaluations of its strategic goals, ISS, and ILOs through educational master planning and program review.

### Evidence List

<b>Number</b>	<b>Description</b>
<a href="#"><u>I.A.1-1</u></a>	College Catalog 2020-2021, p. 10
<a href="#"><u>I.A.1-2</u></a>	Mission and Goals Website
<a href="#"><u>I.A.1-3</u></a>	Institutional Learning Outcomes
<a href="#"><u>I.A.2-1</u></a>	College Administrative Procedure – Data, Planning, and Decision-Making
<a href="#"><u>I.A.2-2</u></a>	College Administrative Procedure – Educational Master Planning
<a href="#"><u>I.A.2-3</u></a>	College Administrative Procedure – Integrated Planning and Budgeting Model
<a href="#"><u>I.A.2-4</u></a>	College Administrative Procedure – Learning Outcomes and Assessment
<a href="#"><u>I.A.2-5</u></a>	Mission Statement Review Process
<a href="#"><u>I.A.2-6</u></a>	ACCJC Annual Report 2020
<a href="#"><u>I.A.2-7</u></a>	Educational Master Plan Strategic Update 2018, p. 27
<a href="#"><u>I.A.2-8</u></a>	Merritt College Educational Master Plan 2015-2020
<a href="#"><u>I.A.2-9</u></a>	Merritt College Educational Master Plan Strategic Update 2018
<a href="#"><u>I.A.3-1</u></a>	Program Review Template 2018-2019
<a href="#"><u>I.A.3-2</u></a>	APU Template 2019-2020
<a href="#"><u>I.A.3-3</u></a>	Merritt College Curriculum Website – Curriculum Review Process and Criteria
<a href="#"><u>I.A.3-4</u></a>	PCCD Program and Course Approval Handbook, pp. 67 & 81
<a href="#"><u>I.A.4-1</u></a>	PCCD BOT Meeting Minutes, 06/24/14
<a href="#"><u>I.A.4-2</u></a>	Merritt College Mission Statement Banners
<a href="#"><u>I.A.4-3</u></a>	Merritt College Mission and Goals Website
<a href="#"><u>I.A.4-4</u></a>	Merritt College Class Schedule Spring 2020
<a href="#"><u>I.A.4-5</u></a>	College Catalog 2020-2021, “Mission,” p. 10
<a href="#"><u>I.A.4-6</u></a>	Faculty Handbook 2020-2021

<b>Number</b>	<b>Description</b>
<a href="#">I.A.4-7</a>	Participatory Governance Handbook 2020, p. 3
<a href="#">I.A.4-8</a>	College Council Meeting Agenda, 10/28/20
<a href="#">I.A.4-9</a>	Educational Master Plan 2015-2020, “Mission,” p. 7
<a href="#">I.A.4-10</a>	Mission Statement Review Process

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## **B. Assuring Academic Quality and Institutional Effectiveness**

### **Academic Quality**

- 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

#### **Evidence of Meeting the Standard**

The College has regular, ongoing dialogue to ensure institutional effectiveness and improved student outcomes, with an emphasis on equity. Improvement of student outcomes are discussed in nearly every gathering, including participatory governance committee meetings, flex day programs, and college wide fall and spring summits [[I.B.1-1](#), [I.B.1-2](#), [I.B.1-3](#), [I.B.1-4](#)].

Merritt places a special emphasis on equity in student achievement, as highlighted by its 2019-2022 Student Equity Plan and the strategic goals laid out in the 2018 EMP Strategic Update [[I.B.1-5](#), [I.B.1-6](#)].

Institutional effectiveness was highlighted in the spring 2018 and fall 2020 planning summit presentations [[I.B.1-7](#), [I.B.1-8](#)].

The goal is continuous improvement of student learning and achievement [[I.B.1-9](#)].

#### **Analysis and Evaluation**

The College engages in regular and structured dialogue about significant academic factors that impact student learning and achievement. While the means and settings for this discourse may vary from governance committee meetings to professional development workshops to college wide strategic planning sessions, these conversations occur on an ongoing basis at the personal, programmatic, departmental, divisional, and institutional levels. More importantly, discussions about academic quality, institutional effectiveness, and student learning, achievement, and equity are grounded in critical analysis of data to ensure evidence-based planning and decision-making to continuously improve student outcomes.

### *Student Outcomes*

The Student Learning Outcomes and Assessment Committee (SLOAC) and its Assessment Coordinators lead college wide examination of student outcomes. SLOAC regularly reports on assessment activities as a standing agenda item at Academic Senate and Council of Department Chairs and Program Directors (CDCPD) meetings. It also conducts frequent professional development workshops at college flex days and provides templates to facilitate departmental and institutional discussion of assessment. Over the years, SLOAC has strategically steered institutional dialogue about the assessment of student learning outcomes (SLOs) and program learning outcomes (PLOs) from a matter of mere compliance to a deliberate means of improving the academic quality of instruction and learning. These efforts culminated in the College maintaining a regular discussion from the 2015-2016 to the 2017-2018 academic years to successfully assess and reaffirm each of its six ILOs as capstone academic competencies for graduating students.

### *Student Equity*

Student equity lies at the heart of institutional dialogue about student learning and achievement at Merritt College. The 2017-2019 Integrated Plan assessed the College's progress toward achieving the disparate objectives of the 2015-2016 Basic Skills Initiative, Student Equity Program, and Student Success and Support Program (SSSP) plans and established these unified goals:

1. Improve access to college for underserved populations.
2. Increase English as a Second Language (ESL) and Basic Skills math and English course completion rates.
3. Reduce the achievement gap by increasing persistence and completion at the course and program level.
4. Increase transfer rate through targeted transfer readiness strategies.
5. Support and sustain quality instruction and services to increase access and success.

These goals were subsequently refined in accordance with the aims of the Guide Pathways framework, the system wide goals of the CCC Chancellor's "Vision for Success", and the legal requirements of the Seymour-Campbell Student Success Act (AB 705) and the Student Equity and Achievement Program (Cal. Educ. Code § 78222) and incorporated into the 2019-2022 Student Equity Plan. The current plan includes "goals for access and retention, degree and certificate completion, English as a Second Language and basic skills, completion, and transfer for the overall student population and for each population group of high-need or disadvantaged students" (Cal. Educ. Code § 78220).

**Table 17. Merritt College Student Equity Plan Goals 2019-2022**

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	763	908	+19%
Attained the Vision Goal Completion Definition	339	381	+12.39%
Completed Both Transfer-Level Math and English Within the District in the First Year	51	172	+237.25%
Retained from Fall to Spring at the Same College	3067	3588	+16.99%
Enrolled in the Same Community College	5386	6301	+16.99%

***Academic Quality***

The College engages in conversation about academic quality through systematic processes for curriculum development, approval, and review, as further discussed in Standards I.A.1 and I.A.2.

***Institutional Effectiveness***

The 2018 EMP Strategic Update represents the culmination of a longstanding collaborative process among the College constituents. Over the course of two years, four strategic planning summits, and countless meetings, members of the faculty, staff, administration, and student body engaged in continual dialogue and work around Merritt’s institutional priorities. Much of the direct effort was coordinated by the Strategic Planning Taskforce convened by the College President, Vice President of Instruction, and Academic Senate President. The Taskforce met regularly during the spring 2018 semester to organize two college wide planning summits during which the new college strategic goals were proposed and finalized.

At the strategic planning summit in March 2018, attended by 66 Merritt employees and students, the Research and Planning Officer presented student data trends to provide a local perspective on the challenges being addressed by the CCC Chancellor’s “Vision for Success” strategic goals. Attendees then engaged in a group exercise to 1) map activities from the EMP and Integrated Plan to the statewide goals and 2) assess the status of each activity. This endeavor affirmed that existing college initiatives were addressing student achievement and outcomes in line with the state Chancellor’s goals.

The subsequent planning summit in April 2018 included another presentation on the specific college metrics of degree and certificate completion, transfer, time to completion (total units earned), employment in field of study, and achievement gaps. This eye-opening data helped attendees to set SMART (specific, measurable, achievable, relevant, and time-bound) goals for Merritt that aligned directly with the Vision for Success goals.

***Continuous Improvement of Student Learning and Achievement***

The College uses the substantive and collegial dialogue described above to effect continuous improvement of student learning and achievement through the mechanism of program review within the integrated planning and budgeting process. Discussion of outcomes assessment and curriculum review along with data analysis of student success and equity metrics are all

incorporated into the program review and annual program update templates in order to inform goal setting, program planning, and resource requests to support continuous quality improvement.

## **2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

### **Evidence of Meeting the Standard**

The following examples demonstrate that the College defines outcomes for all instructional, learning, support, and student services programs:

- English IA syllabus [[I.B.2-1](#)],
- English 1A COR [[I.B.2-2](#)],
- Computer Science AS degree program outline [[I.B.2-3](#)],
- Library service area outcomes (SAO) [[I.B.2-4](#)], and
- Student Services SAOs [[I.B.2-5](#)].

The following examples demonstrate that the College assesses outcomes for all instructional, learning, support, and student services programs:

- Child Development 50 SLO assessment [[I.B.2-6](#)],
- Mathematics and Physical Science Department PLO assessment [[I.B.2-7](#)],
- Radiologic Science program assessment plan/report [[I.B.2-8](#)],
- Library SAO assessment [[I.B.2-9](#)], and
- Sample ILO assessment report [[I.B.2-10](#)].

The 2020-2021 APU template and assessment validation rubric indicate that outcomes assessment serves as a basis for regular evaluation of programs [[I.B.2-11](#), [I.B.2-12](#)]

### **Analysis and Evaluation**

The College has defined outcomes for all its instructional courses and programs, learning support services, and student services. SLOs for courses are specified in the official CORs in CurriQunet (the College's curriculum inventory and management platform) and included in course syllabi distributed by instructors to students. PLOs for academic programs (certificates and degrees) are housed in CurriQunet as well, but also published in the college catalog. CurriQunet does not currently accommodate the documentation of SAOs, so these are maintained by their respective units in Word documents or Excel spreadsheets. The College has also established six ILOs to identify the general education competencies expected of all students who complete a certificate or degree program at Merritt or transfer to a four-year institution. Further details about the process for defining and documenting learning outcomes are provided in the analysis of Standard II.A.3

SLOAC, a standing committee of the Academic Senate, is responsible for facilitating the development and assessment of learning outcomes for courses, programs, service areas, and the institution as a whole. SLOAC faculty members from each of the three instructional divisions and the student services division are assigned as assessment coordinators to provide direct

assistance and support to the faculty and staff in their respective areas. SLOAC has established a regular three-year assessment cycle to ensure that SLOs, PLOs, SAOs, and ILOs are assessed consistently as documented in the administrative procedure on Learning Outcomes and Assessment. The administrative procedure also provides an annual assessment timeline that includes the following college wide activities:

Weeks 1-6 (Aug/Sept & Jan/Feb)	Weeks 7-14 (Oct/Nov & Mar/Apr)	Weeks 15-16 (Dec & May)
<ul style="list-style-type: none"> <li>• Curriculum and SLO assessment specialist/SLOAC chair compile and distribute assessment completion data for the assessment cycle and distributes to chairs, administrators, and key staff members.</li> <li>• Department chairs monitor assessment completion, create course and program assessment schedules, and plan for the term.</li> <li>• Faculty, department chairs, student services and administrators develop their respective outcomes assessment plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated assessment completion data is electronically disseminated to CDCPD.</li> <li>• The SLOAC website is continually updated with the latest assessment completion data.</li> <li>• Faculty, staff, and administrators begin submitting completed assessments.</li> <li>• SLOAC, with the assistance of department chairs, determine which ILO will be assessed in a given semester.</li> </ul>	<ul style="list-style-type: none"> <li>• The SLOAC website is continually updated with the latest assessment completion data.</li> <li>• Faculty participating in the term’s ILO assessment meet to share/aggregate results and discuss recommendations and action plans.</li> <li>• Faculty, staff and administrators submit completed assessments.</li> </ul>

The following methods are used to document these various assessments:

- SLOs – CurriQunet
- PLOs – Departmental discussion templates and programmatic accreditation reports
- SAOs – Assessment templates and reports
- ILOs – Assessment reports

Furthermore, to ensure that outcomes assessments form the basis for regular evaluation of instructional and student support programs and services, assessment results are summarized and analyzed as part of the program review process. SLOAC participates in the validation of submitted program reviews and annual program updates, using the established rubric.

**3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

**Evidence of Meeting the Standard**

The College’s 2020 Annual Report to ACCJC documents its ISS for student achievement [[I.B.3-1](#)].

Merritt’s semi-annual planning summits and program review process provide an opportunity for widespread assessment and discussion of the appropriateness of the ISS to the mission and the institution’s progress in meeting those benchmarks of student achievement [[I.B.3-2](#), [I.B.3-3](#)].

The ISS are published on the Institutional Effectiveness, Planning, and Research website [[I.B.3-4](#)].

**Analysis and Evaluation**

The College has established ISS for student achievement that are appropriate to its mission in accordance with the Higher Education Act. The current set of ISS were originally developed by the College Research and Planning Officer in collaboration with CEMPC during the 2015-2016 academic year, based on a standard deviation methodology of five-year averages of student performance metrics.

**Table 18. Merritt College Institution-Set Standards**

Student Achievement Metric	Institution-Set Standard
Course Completion	66%
Persistence	n/a
Certificate Completion	222
Degree Completion	322
Transfer	187
Licensure Exam Pass Rates	70%
Employment Rates for CTE Students	Macro-region employment rates per program

In spring 2016, the College began the practice of systematically evaluating progress in meeting ISS. This is scheduled to take place in two ways: 1) integration of ISS into the two semi-annual planning summits; and 2) integration of ISS into program review and APU templates. First, analysis and discussion of ISS are agendaized for the fall and spring planning summits. The summits are attended by faculty, administrators, staff, and student representatives. At the spring summit, dialogue on progress in meeting the ISS takes place. At the fall summit, the College finalizes its strategic goals for the upcoming year. In addition, the previous year’s ISS are also assessed at the fall summit in order to determine whether the College met or exceeded stated performance thresholds. Based on this assessment, the College may revise its ISS and identify strategies and activities to improve institutional progress in reaching or surpassing established

performance thresholds. The second practice the College has put into place to support the assessment of ISS is their inclusion in the program review process. As of fall 2016, the new APU template requires that all college programs and units incorporate strategies and activities to assist the College in meeting or exceeding institution-set standard performance thresholds for student achievement.

ISS are reported annually to the Commission as required and published on the College's Institutional Effectiveness, Planning, and Research website.

**4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

**Evidence of Meeting the Standard**

The College administrative procedures on Data, Planning, and Decision-Making and Student Learning Outcomes and Assessment illustrate the use of assessment data in institutional processes to support student learning and achievement [[I.B.4-1](#), [I.B.4-2](#)]

The 2020-2021 APU validation and resource request prioritization rubrics demonstrate the use of assessment data to improve student learning and achievement [[I.B.4-3](#), [I.B.4-4](#)].

**Analysis and Evaluation**

In support of student learning and achievement, the College has established two administrative procedures to ensure the use of assessment data in its institutional processes. The administrative procedure on Data, Planning, and Decision-Making specifically states that its anticipated outcome is the “use an analysis of data to improve student learning and achievement” through the processes of assessment, program review, and integrated planning and budgeting. The administrative procedure on Student Learning Outcomes and Assessment further clarifies that assessment results are used to improve “student success by promoting equitable practices that enrich student learning through effective instruction and student support services.” In addition, the administrative procedure indicates that assessment data are aggregated and analyzed in program reviews and APUs, and then used to justify resource requests as the final step in the assessment process. The rubric for validating program reviews and APUs, and the rubric for prioritizing resource requests, both include outcomes assessment as an essential criterion.

## **Institutional Effectiveness**

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

### **Evidence of Meeting the Standard**

The College IPB Model, IPB Cycle: Planning Phase infographic, and 2020-2021 APU training presentation exemplify the assessment of the mission through program review and evaluation of goals and objectives, learning outcomes, and student achievement [[I.B.5-1](#), [I.B.5-2](#), [I.B.5-3](#)].

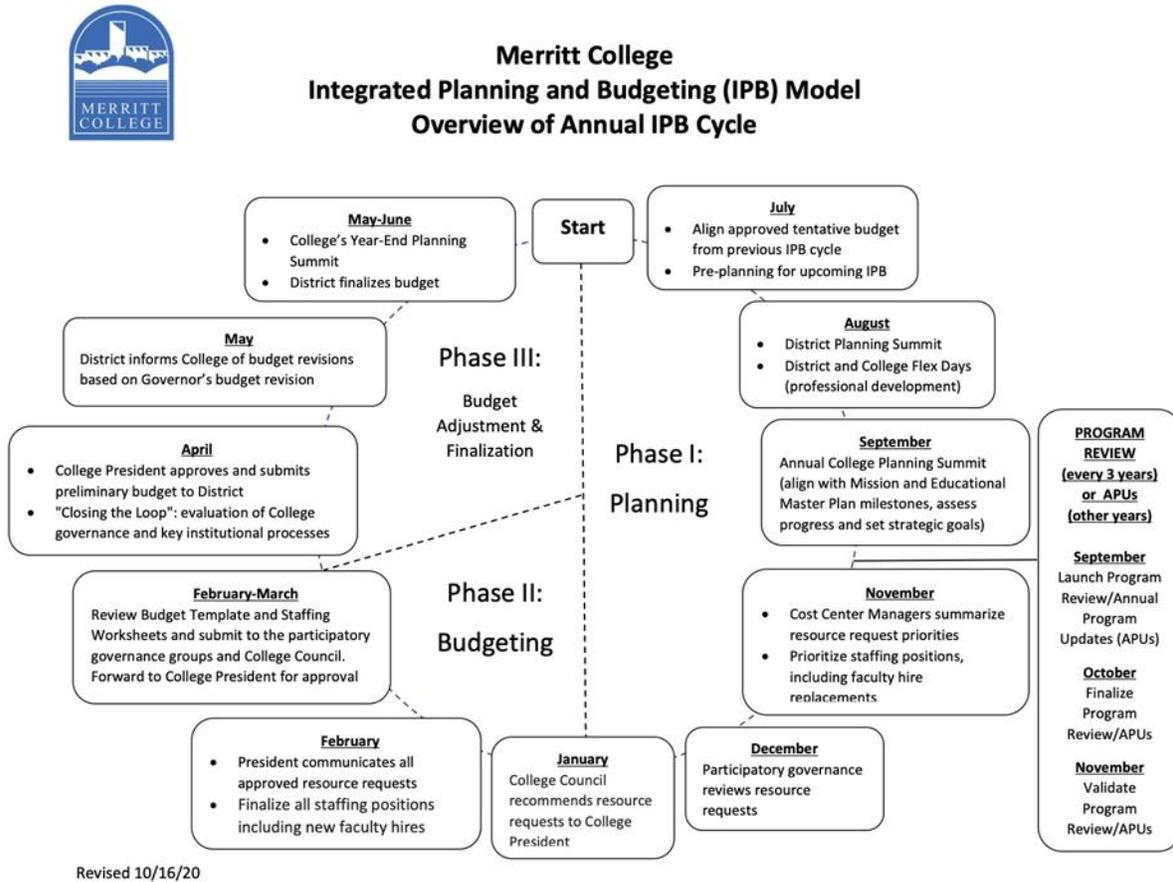
Merritt's 2020-2021 APU template and Microsoft Power BI data dashboards (census enrollment, course completion and retention, and degree and certificate awards) demonstrate the disaggregation of quantitative data by program type and mode of delivery [[I.B.5-4](#), [I.B.5-5](#), [I.B.5-6](#), [I.B.5-7](#)].

### **Analysis and Evaluation**

As initially discussed in Standard I.A.3, the College assesses its institutional effectiveness in terms of its mission through the program review process, which encompasses the evaluation of goals, analysis of student achievement and outcomes assessment data, curriculum planning and review, and resource requests. Program review incorporates both qualitative and quantitative data, disaggregated by student demographics, program type, and mode of delivery, as appropriate, to guide improvement of student success.

The program review process occurs on a continuous three-year cycle. All instructional, learning support, student services, and administrative units are required to complete a comprehensive program review report in the first year and APUs in the second and third years of the cycle. Program reviews and APUs serve as a key mechanism to drive the planning phase of the College's IPB model (IPBM). Accordingly, the timeline for completion, submission, and validation of reports must align with key activities in the IPB cycle.

Figure 10. Merritt College IPB Model and Cycle



While the program review and APU templates may be revised from year to year to highlight current initiatives, they uniformly include the three main building blocks of program goals and objectives, data and assessment results, and resource requests.

Figure 11. Merritt College IPB Cycle: Planning Phase



These constant elements provide a consistent means for the College to engage in ongoing planning, evaluation, and improvement of its programs and services to achieve its mission.

Completed program reviews and APUs are validated by unit managers and participatory governance committees, such as IEC, SLOAC, and the Curriculum Committee, to ensure conformity with institutional priorities and compliance with academic regulations and standards. All resource requests are aggregated and prioritized based on an established rubric that informs budget development for the following fiscal year. Additional participatory governance committees, including the Budget, Facilities, and Technology Committees and, ultimately, the College Council, vet the prioritized resource requests before recommending them to the President for approval.

- The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

### Evidence of Meeting the Standard

The College administrative procedures on Data, Planning, and Decision-Making, and the Educational Master Plan, along with the Power BI data dashboards housed on the Institutional Effectiveness, Planning, and Research website, all support the disaggregation and analysis of

learning outcomes and achievement for subpopulations of students at Merritt [[I.B.6-1](#), [I.B.6-2](#), [I.B.6-3](#), [I.B.6-4](#), [I.B.6-5](#)]

Completed program reviews and annual program updates, the 2018 EMP Strategic Update, and the 2019-2022 Student Equity Plan demonstrate that the College implements strategies to reduce performance gaps [[I.B.6-6](#), [I.B.6-7](#), [I.B.6-8](#), [I.B.6-9](#)].

### **Analysis and Evaluation**

The College disaggregates and analyzes learning outcome and achievement data by student subpopulations, identifies performance gaps, implements strategies (including resource allocation) to mitigate those gaps, and evaluates the efficacy of those strategies. The administrative procedure on Data, Planning, and Decision-Making guides Merritt in the “use and analysis of data to improve student learning and achievement, particularly of disproportionately impacted populations, in support of the College mission.” In addition, the administrative procedure on Educational Master Planning stipulates the analysis of both quantitative and qualitative data to support continuous improvement of institutional effectiveness.

The Director of Research and Planning, along with other College stakeholders, use the Microsoft Power BI data visualization tool to create dashboards with customized filters to disaggregate enrollment, course success, course retention, certificate completion, and degree completion rates. These data can be disaggregated by various demographic characteristics such as age, gender, ethnicity, enrollment status, or socioeconomic, disability, foster youth, and veteran status. Program review and APU templates include these dashboards to enable data analysis and reporting of achievement gaps for disproportionately impacted student subpopulations. The final component of program review and APU templates allows for resource allocation requests to address deficiencies and improve student learning and achievement.

As illustrated in the 2018 EMP Strategic Update, the College carefully studies demographic trends, course retention and success rates, while reporting on actual student outcomes. Achievement gaps identified for student subpopulations are indicated in the 2019-2022 Student Equity Plan, along with strategic activities to improve those metrics.

- 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

### **Evidence of Meeting the Standard**

With the support of Institutional Effectiveness Partnership Initiative (IEPI) Partner Resource Team (PRT) visits and an Innovation and Effectiveness Grant, the College institutionalized a regular evaluation process for policies and practices across all areas, including instruction, student and learning support services, resource management, and participatory governance [[I.B.7-1](#), [I.B.7-2](#)].

Over the past four years, the following ongoing institutional evaluations were conducted to assure program effectiveness in supporting academic quality, and accomplishment of the mission:

- Assessment of College Processes and Institutional Effectiveness 2016 [[I.B.7-3](#)]
- Community College Survey of Student Engagement (CCSSE) 2017 [[I.B.7-4](#)]
- Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS) 2018-2019 [[I.B.7-5](#)]
- Governance Assessment Survey 2020 [[I.B.7-6](#)]

### **Analysis and Evaluation**

The College regularly evaluates its policies, procedures, and practices as they pertain to strategic planning, program review, resource management, and governance structure to assure their efficacy in supporting academic quality and institutional effectiveness.

Merritt was placed on probation by the Commission in 2015, following the submission of its Institutional Self-Evaluation Report and a site visit by an External Evaluation Team, which resulted in eight District and nine College recommendations. To assist in its response to these recommendations, Merritt requested an IEPI PRT. The PRT visited the College in fall 2015, and again in spring 2016 to appraise its operational effectiveness. The College then applied for and was awarded a \$200,000 Innovation and Effectiveness Grant to support improvement of institutional effectiveness in the areas of integrated planning, outcomes assessment, ISS, and collegial communication and engagement.

As part of this effort, the College conducted an “Assessment of College Processes and Institutional Effectiveness” survey in spring 2016. The results of this survey lead to the implementation of an annual process to close the loop on a systematic cycle of evaluation, integrated planning and budgeting, program and service implementation, and re-evaluation. The following year, the College Planning and Research Officer administered the CCSSE to ascertain student experiences in the evaluation of institutional practices relative to five benchmarks:

- Active and collaborative learning
- Student effort
- Academic challenge
- Student-faculty interaction
- Support for learners

That was followed in 2018/2019 with the Ruffalo Noel Levitz SSI and IPS. While the SSI “asks students to indicate both the level of importance they place on an item, as well as their level of satisfaction that the institution is meeting this expectation,” the IPS “asks faculty, administration, and staff to indicate the level of importance and the level of agreement that the institution is meeting the student expectation.” The comparison of student and employee results informs the determination of institutional strengths and challenges, as well as the identification of performance gaps.

In spring 2020, the Director of Research and Planning again conducted an evaluation of institutional processes, including:

- outcomes assessment,
- program review,
- integrated planning and budgeting,
- collegial decision-making, and
- participatory governance

The evaluation results were presented at the spring planning summit on May 1, 2020.

- 8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

### **Evidence of Meeting the Standard**

The College employs a participatory governance calendar and committee meeting agenda and minute templates to broadly and regularly communicate the assessment and evaluation results to the community [[I.B.8-1](#), [I.B.8-2](#), [I.B.8-3](#)].

Dialogue about assessment data, evaluation reports, and survey findings occurs during semi-annual planning summits and flex days [[I.B.8-4](#), [I.B.8-5](#), [I.B.8-6](#)].

Institutional plans, self-evaluation reports, program reviews, annual program updates, and college wide survey results are posted on the website for all constituents to review [[I.B.8-7](#)].

### **Analysis and Evaluation**

The College routinely communicates evaluation results, including institutional strengths and weaknesses, to the entire campus community and disseminates associated reports to both internal and external stakeholders. The primary venues for college wide communication of assessment and evaluation activities are regular participatory governance committee meetings, professional development flex days that occur twice per semester, and semi-annual planning summits in the fall and spring semesters. Institutional evaluation reports and program reviews are posted on the College website once approved.

Merritt participatory governance committees meet on a regular basis throughout the academic year. The Office of the President publishes a collective schedule of all committee meetings, and meeting agendas that often include standing items for pertinent reports. Flex days, which occur at the beginning and in the middle of each semester, provide opportunities for all college constituents to participate in professional development activities and workshops. In addition, flex day programs usually include a general plenary session in the morning for institutional announcements, news, updates, and reports. Accreditation reports are a frequent plenary topic..

Finally, the College has held semi-annual strategic planning summits since 2014. Summit agendas typically include segments devoted to college wide surveys and evaluation results pertaining to:

- accreditation,
- institution-set standards,
- strategic goals and objectives,
- institutional processes and governance structures, and
- learning outcomes.

Various presentations, reports, and survey results are posted on the College website to keep all constituents apprised of institutional strengths and weaknesses, planning, and priorities.

**9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

### **Evidence of Meeting the Standard**

The College and District engage in cyclical, systematic evaluation and planning that address long-term institutional needs for human, physical, technological, and financial resources as evidenced by the following plans:

- PCCD Strategic Plan 2015 [[I.B.9-1](#)],
- College EMP 2015-2020 [[I.B.9-2](#)], and
- College EMP Strategic Update 2018 [[I.B.9-3](#)].

In addition, the College and District integrate program review and annual program updates, resource prioritization, and budget allocation in a comprehensive process to meet the short-term needs of academic programs and services [[I.B.9-4](#), [I.B.9-5](#), [I.B.9-6](#)].

### **Analysis and Evaluation**

The College engages in comprehensive long-term and short-term planning to meet its mission and to improve academic quality and institutional effectiveness. Such planning occurs on a regular basis, includes widespread participation, and adheres to consistent processes integrating strategic goals and objectives, program review, and resource allocation.

Long-range planning at Merritt stems from the principles, values, and goals espoused in the 2015 District Strategic Plan. The 2015-2020 College EMP serves as a comprehensive blueprint for the development, implementation, and maintenance of institutional infrastructure and resources to support academic programs and support services. Based on a data portfolio of demographic and socio-economics metrics from internal and external scans of the College and its service area, the

EMP presents strategic directions to guide the College in meeting goals and objectives for basic skills, transfer, and career education. The EMP was updated in 2018 to incorporate new College strategic goals for measurable improvements in student achievement directly aligned to the CCC Chancellor’s “Vision for Success.”

The EMP in turn drives short-term planning and evaluation at the both the institutional and programmatic levels. As described in the College’s IPB administrative procedure, the program review, outcomes assessment, and resource allocation processes collectively contribute to data-informed, evidence-based decision-making on an annual basis. The College’s systematic and multi-faceted evaluation and planning framework include the interrelated cycles indicated in the table below.

**Table 18. Merritt College Evaluation and Planning Cycles**

Evaluation and Planning Component	Cycle
Accreditation Institutional Self-Evaluation Report	6 years
Educational Master Plan	5 years
Mission Statement	5 years
Strategic Goals	5 years
Student Equity Plan	3 years
Program Review	3 years
Outcomes Assessment	3 years
Curriculum Review	3 years (non-CE), 2 years (CE)
Institution-Set Standards	Annual
Integrated Planning and Budgeting	Annual
Evaluation of Institutional Processes	Annual
Strategic Planning Summits	Semi-annual

### **Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

The College maintains academic quality and institutional effectiveness by engaging in substantive, widespread, and data-informed discussion about learning outcomes, equity, and achievement. Through ongoing cycles of program review, annual program updates, curriculum review, and outcomes assessment, the College strives to continuously improve its instructional, learning support, and student services programs. These processes rely on 1) the evaluation of ISS; 2) the assessment of ILOs, PLOs, SAOs, and course-level SLOs; and 3) the disaggregation and analysis of achievement data to identify equity gaps among subpopulations of students. Furthermore, the College conducts regular and systemic evaluations of its institutional policies, procedures, and practices, including strategic planning, program review, and budgeting and resource allocation. This comprehensive and integrated process addresses both the short- and long-term needs of programs and services to accomplish the College mission.

## Improvement Plan

Goal	Activities	Responsible Parties	Outcomes
Ensure that College constituents and the general public have access to disaggregated student assessment and achievement data for evaluation and planning	<p>January 2021</p> <ul style="list-style-type: none"> <li>Flex day workshop on how to locate, retrieve, and use disaggregated data</li> <li>Publication of recorded workshop and disaggregated data reports on website</li> <li>Communication of disaggregated data on student outcomes to BOT</li> </ul>	<p>President</p> <p>Vice President of Administrative Services</p> <p>Vice President of Instruction</p> <p>Director of Research and Planning</p> <p>Web Content Developer</p>	<p>Merritt Community view, discuss, and effectively use disaggregated data in program reviews &amp; APUs</p> <p>Public has access to Merritt College data</p>
Use disaggregated data to inform continuous quality improvement of programs and services to address equity gaps in student learning and achievement	<p>March 2021</p> <ul style="list-style-type: none"> <li>Flex day workshop on the analysis of disaggregated data on course success, retention, certificate and degree completion, transfer, and employment to identify disproportionately impacted student subpopulations</li> </ul> <p>May 2021</p> <ul style="list-style-type: none"> <li>Spring planning summit presentation on institutional use of disaggregated data for evaluation, planning, and improvement</li> <li>Incorporation of equity goals into the EMP</li> </ul>	<p>President</p> <p>Vice President of Administrative Services</p> <p>Vice President of Instruction</p> <p>Director of Research and Planning</p> <p>Academic Senate</p> <p>Institutional Effectiveness Committee</p> <p>Student Success and Equity Committee</p> <p>Educational Master Plan Taskforce</p>	<p>Increased equity in student achievement for disproportionately impacted populations per 2018-2023 Strategic Goals and 2019-2022 Equity Plan</p>

## Evidence List

<b>Number</b>	<b>Description</b>
<a href="#"><u>I.B.1-1</u></a>	Participatory Governance Committee Meeting Minutes, 11/16/20
<a href="#"><u>I.B.1-2</u></a>	Flex Day Program, 10/20/20
<a href="#"><u>I.B.1-3</u></a>	Planning Summit Equity and Data Review Presentations, 09/18/20 and 09/25/20
<a href="#"><u>I.B.1-4</u></a>	Planning Summit Institution-Set Standards Presentation, 05/01/20
<a href="#"><u>I.B.1-5</u></a>	Student Equity Plan 2019-2022
<a href="#"><u>I.B.1-6</u></a>	EMP Strategic Update 2018, p. 27
<a href="#"><u>I.B.1-7</u></a>	Planning Summit Institutional Effectiveness Presentation Spring 2018
<a href="#"><u>I.B.1-8</u></a>	Planning Summit Integrated Planning and Budgeting Presentation Fall 2020
<a href="#"><u>I.B.1-9</u></a>	APU Template 2020-2021
<a href="#"><u>I.B.2-1</u></a>	English IA Syllabus
<a href="#"><u>I.B.2-2</u></a>	English 1A COR
<a href="#"><u>I.B.2-3</u></a>	Computer Science AS Degree Program Outline
<a href="#"><u>I.B.2-4</u></a>	Library SAOs
<a href="#"><u>I.B.2-5</u></a>	Student Services SAOs
<a href="#"><u>I.B.2-6</u></a>	Child Development 50 SLO Assessment
<a href="#"><u>I.B.2-7</u></a>	Mathematics and Physical Sciences Department PLO Assessment
<a href="#"><u>I.B.2-8</u></a>	Radiologic Science Program Assessment Plan/Report
<a href="#"><u>I.B.2-9</u></a>	Library SAO Assessment
<a href="#"><u>I.B.2-10</u></a>	ILO Assessment Presentation, Spring 2019
<a href="#"><u>I.B.2-11</u></a>	APU Template 2020-2021
<a href="#"><u>I.B.2-12</u></a>	APU SLOAC Assessment Validation Rubric 2020-2021
<a href="#"><u>I.B.3-1</u></a>	ACCJC Annual Report 2020
<a href="#"><u>I.B.3-2</u></a>	Planning Summit Institution-Set Standards and Institutional Effectiveness Goals Presentation 09/23/16
<a href="#"><u>I.B.3-3</u></a>	Planning Summit Institution-Set Standards Presentation 05/01/20
<a href="#"><u>I.B.3-4</u></a>	ISS Website
<a href="#"><u>I.B.4-1</u></a>	College Administrative Procedure – Data, Planning, and Decision-Making
<a href="#"><u>I.B.4-2</u></a>	College Administrative Procedure – Learning Outcomes and Assessment
<a href="#"><u>I.B.4-3</u></a>	APU Validation Rubric 2020-221
<a href="#"><u>I.B.4-4</u></a>	APU Resource Request Prioritization Rubric 2020-2021
<a href="#"><u>I.B.5-1</u></a>	IPB Cycle: Planning Phase Infographic
<a href="#"><u>I.B.5-2</u></a>	APU Training Presentation 2020-2021
<a href="#"><u>I.B.5-3</u></a>	APU Template 2020-2021
<a href="#"><u>I.B.5-4</u></a>	Power BI Census Enrollment Data Dashboard
<a href="#"><u>I.B.5-5</u></a>	Power BI Course Completion and Retention Data Dashboard
<a href="#"><u>I.B.5-6</u></a>	Power BI Degree and Certificate Awards Data Dashboard
<a href="#"><u>I.B.5-7</u></a>	College Administrative Procedure – Data, Planning, and Decision-Making
<a href="#"><u>I.B.6-1</u></a>	College Administrative Procedure – Educational Master Planning
<a href="#"><u>I.B.6-2</u></a>	Power BI Student Demographic Data Dashboard
<a href="#"><u>I.B.6-3</u></a>	Power BI Course Completion and Retention Data Dashboard
<a href="#"><u>I.B.6-4</u></a>	Power BI Degree and Certificate Awards Data Dashboard
<a href="#"><u>I.B.6-5</u></a>	Community Social Services APU 2020-2021
<a href="#"><u>I.B.6-6</u></a>	Biology APU 2020-2021

<b>Number</b>	<b>Description</b>
<a href="#">I.B.6-7</a>	EMP Strategic Update 2018
<a href="#">I.B.6-8</a>	Student Equity Plan 2019-2022
<a href="#">I.B.6-9</a>	IPB Cycle: Planning Phase Infographic
<a href="#">I.B.7-1</a>	IEPI Partner Resource Team Summary Report 2017
<a href="#">I.B.7-2</a>	IEPI Innovation and Effectiveness Grant 2016
<a href="#">I.B.7-3</a>	Assessment of College Processes 2016
<a href="#">I.B.7-4</a>	CCSSE 2017
<a href="#">I.B.7-5</a>	Ruffalo Noel Levitz SSI and IPS 2018-2019
<a href="#">I.B.7-6</a>	Governance Assessment Survey 2020
<a href="#">I.B.8-1</a>	Participatory Governance Calendar 2020-2021
<a href="#">I.B.8-2</a>	Participatory Governance Committee Meeting Agenda Template
<a href="#">I.B.8-3</a>	Participatory Governance Committee Meeting Minutes Template
<a href="#">I.B.8-4</a>	Spring Planning Summit Agenda 2019
<a href="#">I.B.8-5</a>	Planning Summit Governance Assessment Presentation Spring 2020
<a href="#">I.B.8-6</a>	Flex Day Programs 2018-2020
<a href="#">I.B.8-7</a>	Accreditation and Institutional Effectiveness Websites
<a href="#">I.B.9-1</a>	PCCD Strategic Plan 2015
<a href="#">I.B.9-2</a>	College EMP 2015-2020
<a href="#">I.B.9-3</a>	EMP Strategic Update 2018
<a href="#">I.B.9-4</a>	PCCD Planning and Budgeting Integration Model (PBIM) Manual
<a href="#">I.B.9-5</a>	College Administrative Procedure – Integrated Planning and Budgeting Model
<a href="#">I.B.9-6</a>	IPB Annual Cycle

## **C. Institutional Integrity**

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

### **Evidence of Meeting the Standard**

The following documents demonstrate that Merritt College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations that need or can benefit from this information:

- Mission statement – Mission statement review process [[I.C.1-1](#)]
- Educational programs and learning outcomes – Curriculum review process [[I.C.1-2](#)], CurriQunet public search [[I.C.1-3](#)]
- Student support services – Catalog and website updates [[I.C.1-4](#), [I.C.1-5](#)]
- Accreditation status – Catalog and website updates [[I.C.1-6](#), [I.C.1-7](#)]

## **Analysis and Evaluation**

The College assures the clarity, accuracy, and integrity of information provided to all stakeholders through periodic review of content conveyed through its catalog and website. As noted above in Standard I.A.4, the IEC is charged with leading review of the College mission on a five-year cycle aligned to the development and update of the EMP. Learning outcomes and educational programs are revised as needed through the regular curriculum review process overseen by the Curriculum Committee as described in Standards II.A.1 and II.A.2. Course and program outlines that include their respective SLOs and PLOs, are accessible via the public search interface of CurriQunet, Merritt's official curriculum inventory system. The annual College catalog undergoes a rigorous process of review and revision coordinated by the Curriculum Specialist with assistance from the Curriculum Committee. The catalog contains up-to-date information about the College's accreditation status, student support services, and instructional programs.

- 2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)**

## **Evidence of Meeting the Standard**

The 2020-2021 Merritt College catalog provides current and prospective students with precise, accurate, and updated information on all facts, requirements, policies, and procedures [[I.C.2-1](#)].

A PDF version of the catalog is posted online on the College website [[I.C.2-2](#)].

## **Analysis and Evaluation**

The College publishes an annual catalog in both print and online formats, which is readily accessible to administrators, faculty, staff, and students, as well as the general public. Print copies are distributed campus wide to the Administrative Offices, Bookstore, Counseling Department, and Library. Employees may request a print catalog from the Office of Instruction. A PDF version of the full printed catalog is also posted online on the College website. The catalog contains accurate and current information as per the catalog requirements specified in Eligibility Requirement 20.

**Table 19. Catalog Requirements in the 2020-2021 Merritt College Catalog**

Commission Catalog Requirements (ER 20)		2020-2021 Catalog Page(s)
<b>General Information</b>		
Official Name Address(es) Telephone Number(s) Website Address		1
Educational Mission		10
Representation of Accredited Status with ACCJC		4
Course, Program, and Degree Offerings		87-404
Student Learning Outcomes for Programs and Degrees		87-404
Academic Calendar and Program Length		6-8
Academic Freedom Statement		418
Available Student Financial Aid		36-41
Available Learning Resources		15-24
Names and Degrees of Administrators and Faculty		428-432
Names of Governing Board Members		5
<b>Requirements</b>		
Admissions		25-30
Student Tuition, Fees, and Other Financial Obligations		31-34
Degrees, Certificates, Graduation and Transfer		57-81
<b>Major Policies and Procedures Affecting Students</b>		
Academic Regulations, Including Academic Honesty		42-56, 405-427
Nondiscrimination		407-408
Acceptance and Transfer of Credits		45-52
Transcripts		33, 43-44
Grievance and Complaint Procedures		409-416, 419-427
Sexual Harassment		407-408, 416-418
Refund of Fees		33-34
<b>Locations or Publications Where Other Policies May Be Found</b>		405-406

- 3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

### **Evidence of Meeting the Standard**

The Institutional Effectiveness, Planning, and Research website demonstrates that the College uses student assessment and achievement data to communicate matters of academic quality to its constituents and the public (data dashboards and USDE College Scorecard) [[I.C.3-1](#), [I.C.3-2](#)].

In addition, student achievement data are included in the 2015-2020 EMP, the 2018 EMP Strategic Update, and program reviews and annual program updates posted on the College website [[I.C.3-3](#), [I.C.3-4](#), [I.C.3-5](#)].

### **Analysis and Evaluation**

The College collects a wide array of student achievement data, which it makes available to internal and external stakeholders through its website. The Institutional Effectiveness, Planning, and Research website houses Microsoft Power BI data dashboards on student achievement metrics, such as course success, course retention, and certificate and degree completion. It also hosts a link to Merritt's USDE College Scorecard. Lastly, the website features the following plans and reports that include these data:

- Educational Master Plan,
- Integrated BSI-Student Equity-SSSP Plan,
- Student Equity Plan,
- institution-set standards, and
- program reviews and APUs.

- 4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

### **Evidence of Meeting the Standard**

The 2020-2021 College catalog substantiates that certificates and degrees are described in terms of their purpose, content, requirements, and outcomes (pp. 87-404) [[I.C.4-1](#)].

The same information is also posted on the College's Degrees and Certificate Programs website [[I.C.4-2](#)].

### **Analysis and Evaluation**

The College represents its certificates and degrees consistently in terms of their purpose, content, requirements, and learning outcomes through the publication of an annual catalog and postings on its website.

In the catalog, certificate and degree programs are listed alphabetically by discipline. Each program listing includes the following components:

- description of academic purpose and instructional content,
- career opportunities,
- program learning outcomes, and
- program requirements:
  - major, elective, and recommended courses and
  - major, general education (for associate degrees), and total units.

Where applicable, program application procedures, eligibility/admission requirements, and prerequisites are included in the program description (examples include accredited programs such as Nursing and Radiologic Science). The College's Guided Pathways program maps, with recommended course sequences, can be found in the College catalog. Certificate and degree program information is also provided on the College website.

**5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

**Evidence of Meeting the Standard**

PCCD BP 2410 Board Policy and Administrative Procedure, and AP 2410 Policy Development Process, document the regular review process for institutional policies and procedures [[I.C.5-1](#), [I.C.5-2](#)].

The 2020-2021 Merritt College Catalog exemplifies regular review of publications to ensure integrity in all representations of the College's mission, programs, and services [[I.C.5-3](#)].

**Analysis and Evaluation**

The College adheres to board policies and administrative procedures established by the PCCD BOT and Chancellor, respectively, including BP/AP 2410 which governs the development and review of said BPs and APs. BP 2410 specifies:

- The provisions of board policies and administrative procedures shall be updated in a timely manner to reflect all Board changes or modifications.
- Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote of all members of the Board. Proposed changes or additions shall be introduced through the consultative process described in AP 2410 Policy Development Process prior to the meeting at which action is recommended. The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission.
- Administrative Procedures may be revised as deemed necessary by the Chancellor.
- The Board reserves the right to propose to the Chancellor revisions to Administrative Procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

AP 2410 provides additional procedural details about the review process, including responsible parties and approval and implementation protocols.

- 6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

### **Evidence of Meeting the Standard**

The following documents and resources confirm that the College provides accurate information about the total cost of education to current and prospective students:

- PCCD BP/AP 5030 Student Fees [[I.C.6-1](#), [I.C.6-2](#)],
- PCCD nine-month student budget worksheet [[I.C.6-3](#)],
- Net Price Calculator on Financial Aid website [[I.C.6-4](#)],
- “Fees” section in college catalog (pp. 31-34) [[I.C.6-5](#)], and
- College Bookstore website [[I.C.6-6](#)]

### **Analysis and Evaluation**

The College provides accurate information on the total cost of education, including tuition, fees, and instructional materials, to current and prospective students. All student fees as authorized and delineated in BP and AP 5030 are quantified in a nine-month student budget worksheet made available to students. This enables them to project the overall price of either full-time or part-time enrollment for an academic year. For students receiving grants and scholarships, the College’s Financial Aid website links to an online net price calculator available through the CCCCO’s Management Information Systems. This tool allows students to estimate “net price information (defined as estimated cost of attendance — including tuition and required fees, books and supplies, room and board (meals), and other related expenses — minus estimated grant and scholarship aid).” Comprehensive fee information, including payment deadlines, payment options and plans, and refund policies, is published in the College catalog, which is updated on an annual basis. In addition, prices for textbooks and other course materials are listed on the College Bookstore website.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

### **Evidence of Meeting the Standard**

PCCD BP 4030 documents the District’s and College’s commitment to academic freedom and responsibility [[I.C.7-1](#)].

The 2020-2021 College catalog illustrates the local publication and use of PCCD BP 4030 (p. 418) [[I.C.7-2](#)].

Article 4 of the collective bargaining agreement between PCCD and the Peralta Federation of Teachers (PFT) delineates the District’s commitment to the free pursuit and dissemination of knowledge [[I.C.7-3](#)].

### **Analysis and Evaluation**

The College adheres to BP 4030 Academic Freedom to ensure intellectual freedom and responsibility for faculty and students. The policy explicitly states the institution’s commitment to the free pursuit and dissemination of knowledge:

Intellectual freedom is to be guarded as a basic right of all citizens in a free society. To this end, the colleges of the district are committed to free discussion and open inquiry in the pursuit of truth. It is recognized that freedom to think, to read, to speak and to question is necessary to the development of an informed citizenry. This freedom shall be integral to the philosophy of this district and is guaranteed to all staff and students.

In addition, the collective bargaining agreement between PCCD and the PFT includes an article specifically on faculty rights and responsibilities regarding academic freedom in instruction. BP 4030 is readily available on the PCCD BOT website and in the “District Administrative Procedures” section of the Merritt catalog.

**8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

### **Evidence of Meeting the Standard**

The following PCCD Board policies and administrative procedures document that the District and the College promote honesty, responsibility, and academic integrity for all constituents:

- AP 5500 Standards of Student Conduct, Discipline Procedures, and Due Process [[I.C.8-1](#)]
- BP 7360 Discipline and Dismissal – Academic Employees [[I.C.8-2](#)]
- BP 7365 Discipline and Dismissal – Classified Employees [[I.C.8-3](#)]

The 2020-2021 College catalog demonstrates the communication of AP 5500 and other related policies (pp. 419-423) [[I.C.8-4](#)].

Peralta Portal single-sign authenticates student identify for access to the Canvas learning management system [[I.C.8-5](#)].

## Analysis and Evaluation

The College and District have established and published wide-ranging board policies and administrative procedures to promote academic and/or professional honesty, integrity, and responsibility for trustees, administrators, faculty, staff, and students. These board policies and administrative procedures are disseminated to all constituencies via the District website and College catalog.

AP 5500 clearly defines the student code of conduct and specifies disciplinary action for violations:

Dishonesty such as cheating, plagiarism (including plagiarism in a student publication), forgery, alteration or misuse of college documents, records, or identification documents, or furnishing false information to the college.

BP 7360 states that “a contract or regular [academic] employee may be dismissed or penalized for one or more of the grounds set forth in Education Code Section 87732,” which include (a) immoral and unprofessional conduct and (b) dishonesty. Likewise, BP 7365 includes “dishonesty involving employment” as one of the grounds for discipline or dismissal of classified employees.

PCCD’s policies and procedures for DE addresses authentication for student identity. Students that are registered for distance education courses are assigned a specific login ID and password to access CANVAS online learning management system (LMS). This secure logon system ensures proper student identification authentication. Students must agree to the PCCD’s policies and procedures regarding academic honesty and acceptance use of IT services. The DE instructor discusses Academic Dishonesty, Due Process, and Conduct as part of the orientation process of the online/distance course. Students also are authenticated through direct online interaction between the students and instructors, which contributes to the verification process of the student’s identity. Instructors can also require proctored examinations, web video recording and monitoring, telephone call-back, and office hours to authenticate student’s identity.

The table below indicates the board policies and administrative procedures that foster honesty, responsibility, and integrity for the various constituencies of the College. These policies and APs also include the consequences for dishonesty.

**Table 20. PCCD BPs and APs on Honesty, Responsibility and Integrity**

Constituency	Board Policy	Administrative Procedure
Board of Trustees	BP 2710 Conflict of Interest	AP 2710 Conflict of Interest Disclosure
Board of Trustees	BP 2715 Code of Ethics and Standards of Practice	
Employees	BP 3410 Nondiscrimination	AP 3410 Nondiscrimination
Employees Students	BP 3430 Prohibition of Harassment	AP 3430 Prohibition of Unlawful Harassment
Employees Students	BP 3540 Sexual and Other Assaults on Campus	AP 3540 Sexual and Other Assaults on Campus

Constituency	Board Policy	Administrative Procedure
Employees Students	BP 3550 Drug-Free Environment and Drug Prevention	AP 3550 Preserving a Drug Free Environment for Employees AP 3551 Preserving a Drug Free Environment for Students
Employees	BP 3720 Information Technology Use	AP 3720 Telephone, Computer, and Network Use
Employees	BP 3820 Gifts	AP 3820 Gifts
Employees Students	BP 3900 Speech: Time, Place, and Manner	AP 3900: Speech: Time, Place, and Manner
Employees Students	BP 4030 Academic Freedom	
Students	BP 5500 Student Standards of Conduct	AP 5500 Standards of Student Conduct, Discipline Procedures, and Due Process
Faculty	BP 7360 Discipline and Dismissal – Academic Employees	
Staff	BP 7365 Discipline and Dismissal – Classified Employees	
Employees	BP 7370 Political Activity	
Employees Students	BP 7380 Ethics, Civility, and Mutual Respect	AP 7380 Ethics, Civility, and Mutual Respect
Employees	BP 7700 Whistleblower Protection	AP 7700 Whistleblower Protection

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

**Evidence of Meeting the Standard**

PCCD BP 4030 on Academic Freedom establishes the expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline [[I.C.9-1](#)].

The PCCD Faculty Evaluation Handbook and faculty evaluation forms operationalize this standard by including faculty professional responsibilities as an evaluation criterion [[I.C.9-2](#), [I.C.9-3](#)].

**Analysis and Evaluation**

Merritt faculty are expected to exercise academic and intellectual freedom responsibly through fair and objective instruction that distinguishes between their personal beliefs and professionally accepted views. PCCD BP 4030, which promulgates the principle of academic freedom, also addresses the corresponding responsibility for faculty, stating:

For each faculty member, intellectual freedom is both a right and a responsibility. As a right, it guarantees the instructor freedom to interpret personal findings and to communicate the conclusions without being subjected to interference, molestation, or penalty because the conclusions are at variance with those of other persons. As, a responsibility, it carries the obligation to study, to investigate, to present, to discuss and to interpret fairly and objectively facts and ideas related to the instructor's assignments.

The *Faculty Evaluation Handbook*, an appendix of the collective bargaining agreement between PCCD and the PFT, provides a mechanism for the College to meet this standard. In the area of professional responsibilities, one of the criteria for administrative and peer evaluations of faculty performance is behavior consistent with the American Association of University Professors (AAUP) Statement on Professional Ethics. AAUP affirms the primary professional responsibility of faculty to engage in fair and objective teaching:

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

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

### **Evidence of Meeting the Standard**

Merritt College's core values are posted on the Mission and Goals website [[I.C.10-1](#)].

Various board policies and administrative procedures pertaining to standards of conduct for students and employees are published on the PCCD website and in the College catalog [[I.C.10-2](#), [I.C.10-3](#)]

### **Analysis and Evaluation**

The College adheres to certain principles and standards governing the conduct of its students, staff, faculty, and administrators. Chief among these are the core values of student success, caring spirit, teamwork and inclusion, student-centered campus climate, and diversity, which inform both individual and institutional practices. These ideals are further articulated in board policies and/or administrative procedures on nondiscrimination (BP 3410); equal employment opportunity (BP 3420); prohibition of harassment (BP 3430); speech (BP 3900); academic freedom (BP 4030); student standards of conduct (BP 5500); commitment to diversity (BP 7100); and ethics, civility, and mutual respect (BP 7380). Clear notices of these policies and

values are provided on the college website and catalog and are also included in faculty and student handbooks. As a public community college dedicated to open access, Merritt does not seek to instill specific beliefs or world views among its students and employees, other than the mutually accepted values described above.

**11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

**Evidence of Meeting the Standard**

Not applicable.

**Analysis and Evaluation**

This standard does not apply to Merritt College, as it does not operate in a foreign location.

**12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

**Evidence of Meeting the Standard**

PCCD BP 3200 and AP 3200 ensure the College's compliance with accreditation policies, requirements, and standards, including the timely submission of required reports ([I.C.12-1](#), [I.C.12-2](#)).

The College Accreditation website demonstrates ongoing adherence to Commission requirements for public disclosure, institutional reporting, and team visits. ([I.C.12-3](#), [I.C.12-4](#), [I.C.12-5](#)).

**Analysis and Evaluation**

The College complies with Eligibility Requirement 21, the Policy on Rights and Responsibilities of the Commission and Member Institutions, accreditation standards, and other Commission requirements. It submits all reports by the deadlines set by the Commission as expected, including annual reports, institutional self-evaluation reports (ISERs), mid-term reports, and any follow-up or special reports. For example, in response to the Commission letter dated November 20, 2018, requesting a fiscal improvement plan, Merritt submitted the PCCD Integrated Financial Plan 2019-2024 by the December 14, 2020, deadline. The Accreditation website, which is one click away from the college homepage via the main navigation menu, discloses relevant accreditation information to the public such as the dates of the upcoming Peer Review Visit and a form for third-party comments.

**13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

#### **Evidence of Meeting the Standard**

The College Accreditation website demonstrates the integrity of its relationship with ACCJC, its institutional accrediting body, describing itself in consistent terms and communicating changes in accredited status publicly [[I.C.13-1](#), [I.C.13-2](#), [I.C.13-3](#)].

Merritt's Consumer Information website documents compliance with the federal statutes and regulations on public notifications as required by the USDE [[I.C.13-4](#)].

#### **Analysis and Evaluation**

The College maintains open and transparent relationships with all external agencies governing its accreditation and operation. Its institutional accreditation status with the Commission is disclosed on the Accreditation website, along with copies of submitted annual reports, ISERs, mid-term reports, and any follow-up or special reports. In this regard, Merritt also meets ACCJC Eligibility Requirement 21 on Integrity in Relations with the Accrediting Commission. Pursuant to federal statutes and regulations, the Student Services division publishes consumer information on the following stipulated topics:

- financial aid,
- drug and alcohol prevention,
- student athletes,
- Right-to-Know Act,
- Clery/Campus Security Act,
- FERPA,
- safeguarding customer information,
- fire safety reports,
- misrepresentation,
- loan disclosures, and
- gainful employment disclosures.

**14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

#### **Evidence of Meeting the Standard**

Merritt College's mission, vision, core values, and strategic goals demonstrate its commitment to high quality education, as well as student learning and achievement [[I.C.14-1](#)].

PCCD Board Policies 6250, 6300, and 6320 ensure that the College’s budget management, fiscal planning, and investments are not only subordinate to but also adequately support its educational mission [[I.C.14-2](#), [I.C.14-3](#), [I.C.14-4](#)].

Furthermore, PCCD AP 6320 addresses conflict of interest in the investment of funds [[I.C.14-5](#)]

## **Analysis and Evaluation**

The College’s commitment to high quality education is paramount to all fiscal considerations, as demonstrated by the principles embodied in its mission, vision, and core values, as well as the priorities established in its educational master plan and strategic goals. As a publicly funded, nonprofit institution, Merritt does not generate financial returns for investors. While it is a constituent college of PCCD, contributing FTES revenues to its parent organization and supporting the interests of the greater community, Merritt prioritizes student learning and achievement in making financial decisions and meeting other institutional objectives.

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## **Conclusions on Standard I.C. Institutional Integrity**

The College assures the institutional integrity of its policies, procedures, and publications and maintains honest and principled communications and relationships with the Commission and other external agencies. The College catalog and website provide students, employees, and community members with accurate and clear information about Merritt’s accreditation status, mission, educational programs, student support services, and learning outcomes. Through adherence to PCCD board policies and administrative procedures, the College fosters academic freedom, honesty, and responsibility for all faculty and students.

## **Evidence List**

<b>Number</b>	<b>Description</b>
<a href="#">I.C.1-1</a>	Mission Statement Review Process
<a href="#">I.C.1-2</a>	Curriculum Review Website
<a href="#">I.C.1-3</a>	CurriQunet Public Search Website
<a href="#">I.C.1-4</a>	College Catalog 2020-2021, “Student Services,” pp. 15-24
<a href="#">I.C.1-5</a>	Student Services Website
<a href="#">I.C.1-6</a>	College Catalog 2020-2021, “Accreditation,” p. 4
<a href="#">I.C.1-7</a>	Accreditation Website
<a href="#">I.C.2-1</a>	College Catalog 2020-2021
<a href="#">I.C.2-2</a>	College Catalog Website
<a href="#">I.C.3-1</a>	Institutional Effectiveness, Planning, and Research Website
<a href="#">I.C.3-2</a>	Link to USDE College Scorecard
<a href="#">I.C.3-3</a>	EMP 2015-2020, “Data Portfolio,” pp. 13-25
<a href="#">I.C.3-4</a>	EMP Strategic Update 2018, “Data and Analysis,” pp.15-21
<a href="#">I.C.3-5</a>	Program Reviews and APUs Website
<a href="#">I.C.4-1</a>	College Catalog 2020-2021, “Programs and Courses,” pp. 87-404
<a href="#">I.C.4-2</a>	Degree and Certificate Programs Website

<b>Number</b>	<b>Description</b>
<a href="#"><u>I.C.5-1</u></a>	PCCD BP 2410 Board Policy and Administrative Procedure
<a href="#"><u>I.C.5-2</u></a>	PCCD AP 2410 Policy Development Process
<a href="#"><u>I.C.5-3</u></a>	College Catalog 2020-2021
<a href="#"><u>I.C.6-1</u></a>	PCCD BP 5030 Student Fees
<a href="#"><u>I.C.6-2</u></a>	PCCD AP 5030 Student Fees
<a href="#"><u>I.C.6-3</u></a>	PCCD Nine-Month Student Budget 2020-2021
<a href="#"><u>I.C.6-4</u></a>	Net Price Calculator on Financial Aid Website
<a href="#"><u>I.C.6-5</u></a>	College Catalog 2020-2021, “Fees,” pp. 31-34
<a href="#"><u>I.C.6-6</u></a>	College Bookstore Textbook List Fall 2020
<a href="#"><u>I.C.7-1</u></a>	PCCD BP 4030 Academic Freedom
<a href="#"><u>I.C.7-2</u></a>	College Catalog 2020-2021, “BP 4030 Academic Freedom,” p. 418
<a href="#"><u>I.C.7-3</u></a>	PCCD-PFT Contract, Article 4: “Academic Freedom”
<a href="#"><u>I.C.8-1</u></a>	PCCD AP 5500 Standards of Student Conduct, Discipline Procedures, and Due Process
<a href="#"><u>I.C.8-2</u></a>	PCCD BP 7360 Discipline and Dismissal – Academic Employees
<a href="#"><u>I.C.8-3</u></a>	PCCD BP 7365 Discipline and Dismissal – Classified Employees
<a href="#"><u>I.C.8-4</u></a>	College Catalog 2020-2021, “AP 5500 Standards of Student Conduct, Discipline Procedures, and Due Process,” pp. 419-423
<a href="#"><u>I.C.8-5</u></a>	Peralta Portal Login Website
<a href="#"><u>I.C.9-1</u></a>	PCCD BP 4030 Academic Freedom
<a href="#"><u>I.C.9-2</u></a>	PCCD Faculty Evaluation Handbook, 2020, “Professional Responsibilities,” p. 7
<a href="#"><u>I.C.9-3</u></a>	PCCD Administrative Evaluation Form for Faculty
<a href="#"><u>I.C.10-1</u></a>	Missions and Goals Website
<a href="#"><u>I.C.10-2</u></a>	PCCD Board Policies and Administrative Procedures Website
<a href="#"><u>I.C.10-3</u></a>	College Catalog 2020-2021, “District Administrative Procedures,” pp. 405-427
<a href="#"><u>I.C.12-1</u></a>	PCCD BP 3200 Accreditation
<a href="#"><u>I.C.12-2</u></a>	PCCD AP 3200 Accreditation
<a href="#"><u>I.C.12-3</u></a>	Accreditation Website
<a href="#"><u>I.C.12-4</u></a>	Accreditation Status on Website
<a href="#"><u>I.C.12-5</u></a>	Third-Party Comments Form on Website
<a href="#"><u>I.C.13-1</u></a>	Accreditation Website One Click from Homepage
<a href="#"><u>I.C.13-2</u></a>	Accreditation Reports and Actions Letters on Website
<a href="#"><u>I.C.13-3</u></a>	Peer Review Visit and Third Party Comments Form
<a href="#"><u>I.C.13-4</u></a>	Consumer Information Website
<a href="#"><u>I.C.14-1</u></a>	Mission and Goals Website
<a href="#"><u>I.C.14-2</u></a>	PCCD BP 6250 Budget Management
<a href="#"><u>I.C.14-3</u></a>	PCCD BP 6300 Fiscal Management and Accounting
<a href="#"><u>I.C.14-4</u></a>	PCCD BP 6320 Investments
<a href="#"><u>I.C.14-5</u></a>	PCCD AP 6320 Investments

## **Standard II: Student Learning Programs and Support Services**

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

### **A. Instructional Programs**

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

### **Evidence of Meeting the Standard**

The College guarantees that all of its instructional programs, regardless of location or means of delivery, represent fields of study that are consistent with the mission, appropriate to higher education, and culminate in student achievement of learning outcomes. It accomplishes this by adhering to established board policies, administrative procedures, and curricular processes, including:

- PCCD BP/AP 4020 Program, Curriculum, and Course Development [[II.A.1-1](#)]
- PCCD BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education [[II.A.1-2](#)]
- PCCD BP/AP 4100 Graduation Requirements for Degrees and Certificates [[II.A.1-3](#)]
- PCCD BP/AP 4210 Student Learning Outcomes [[II.A.1-4](#)]
- PCCD AP 4102 Career and Technical Education [[II.A.1-5](#)]
- PCCD AP 4105 Distance Education [[II.A.1-6](#)]
- PCCD Program and Course Approval Handbook [[II.A.1-7](#)]
- Curriculum Committee Bylaws [[II.A.1-8](#)]
- Curriculum Review Process [[II.A.1-9](#)]
- Program Review and APU [[II.A.1-10](#)]

The “Programs and Courses” section (pp. 87-404) of the 2020-2021 College catalog reflects the criteria identified in this standard [[II.A.1-11](#)].

## Analysis and Evaluation

The College offers instructional programs in fields of study, regardless of location or means of delivery, that are consistent with its mission, are appropriate to higher education, lead to defined learning outcomes, and culminate in the attainment of academic credentials, transfer to four-year institutions, or employment. Merritt relies on established policies, procedures, and practices at both the District and College levels to ensure that all instructional programs meet this standard.

Various PCCD board policies and administrative procedures lay the foundation for the curriculum development, review, and approval processes, as well as the parameters for appropriate program requirements. BP 4020 directly addresses the need for alignment with the College mission:

The programs and curricula of the District shall be of high quality, relevant to the multicultural East Bay community and student needs, reflective of the District's and Colleges' Mission, Vision and Values, and evaluated regularly through program review and Annual Unit Plan updates to ensure quality and currency.

The corresponding AP 4020 outlines the curriculum approval workflow in accordance with the *CCC Program and Course Approval Handbook (PCAH)*. Collectively, BPs/APs 4025, 4100, 4102, and 4105 ensure that academic programs, including Career Education (CE) and Distance Education (DE), adhere to accepted standards of higher education. These standards are related to major and general education requirements, credit hours and unit counts, grades, advisory committees and gainful employment (for CE). BP/AP 4210 set the expectation that not only are learning outcomes identified and assessed for all programs but that assessment results are included in program review “to drive institutional planning, resource allocation, and budgeting decisions, address student needs, improve student services, and help students, administration, faculty, and staff to seek sustainable continuous quality improvement.”

Merritt employs three standard operating procedures to maintain the quality and integrity of its instructional programs: Curriculum approval, curriculum review, and program review. Curriculum approval and curriculum review are governed by the policies and procedures set forth in the District’s own *PCAH* and overseen by the College Curriculum Committee. Both of these curricular processes involve the submission of proposals (including DE addenda) in CurriQunet (the College’s curriculum inventory and management system) for approval through structured workflows that incorporate rigorous review by pertinent stakeholders. These include faculty initiators and department chairs/program directors, Curriculum Committee technical reviewers, and administrators. Lastly, the three-year comprehensive program review and APU process allows the College to consider all instructional programs through the lens of student achievement. Completion and assessment data are analyzed to guarantee that programs culminate in student attainment of learning outcomes, certificates, degrees, transfer, and employment. Data on certificate and degree completion, transfer, and job placement are provided in Section B of this report.

In practice, the review and publication of the annual College catalog closes the loop by presenting official documentation of all instructional programs in terms of the criteria expressed

in this Standard. The College mission statement is introduced at the beginning of the catalog as the guiding philosophy for the courses, certificates, and degrees described therein. As noted in Standard I.C.4, each program listing includes academic requirements appropriate to lower division, postsecondary education; learning outcomes; and anticipated credentials, transfer options, and career opportunities.

- 2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

### **Evidence of Meeting the Standard**

The College faculty exercise primary responsibility for curriculum development, review, and approval per the PCCD BP 2510 Participation in Local Decision-Making, PCCD AP 2511 Role of Academic Senates in District and College Governance, and PCCD *PCAH* (p. 81), [II.A.2-1](#), [II.A.2-2](#), [II.A.2-3](#). They regularly engage in curricular processes to ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations [[II.A.2-4](#), [II.A.2-5](#), [II.A.2-6](#)].

Faculty conduct ongoing, systematic curriculum and program reviews, using student achievement data, to continuously improve instructional courses and programs [[II.A.2-7](#), [II.A.2-8](#), [II.A.2-9](#), [II.A.2-10](#), [II.A.2-11](#), [II.A.2-12](#)].

### **Analysis and Evaluation**

Merritt faculty, both full-time and part-time, regularly engage in curriculum development, review, and approval to ensure that instructional content, design, and methods meet established academic and professional standards. In accordance with California Education Code, which extends to faculty the “primary responsibility for making recommendations in the areas of curriculum and academic standards” [§ 70902(b)(7)], curricular considerations fall under the purview of the Academic Senate. This authority over “academic and professional matters,” as defined by CCR, title 5, section 53200, is institutionalized at the District and College through BP 2510 Participation in Local Decision Making and AP 2511 Role of Academic Senates in District and College Governance.

While discipline faculty have the right to develop new courses and programs in their respective areas, as well as the professional obligation to maintain active curriculum, the Academic Senate delegates responsibility for curriculum approvals and recommendations to the Curriculum Committee. The Committee includes members from all four constituencies (administrators, faculty, staff, and students), both instructional and student services divisions, the Counseling Department (including the articulation officer), the Library, and the DE Committee. Although they are not official committee members, SLOAC assessment coordinators participate in the

approval workflow to vet SLOs for courses and PLOs for programs. This breadth of representation allows the Committee to conduct rigorous evaluations of curricular proposals from a variety of perspectives.

In reviewing curricular proposals for action, the Committee uses the following criteria based on statutes, regulations, policies, and standards in higher education as outlined in the PCCD *PCAH* (p. 81):

1. Appropriateness to mission of college, department, and discipline
2. Need as justified by department
3. Curriculum standards
4. Appropriateness of program content
5. Adequate resources
6. Compliance
7. CTE departments' advisory board support
8. Departmental faculty support
9. Consultation with other disciplines or colleges

Once approved and implemented, all curricula are documented in official CORs and program summaries in CurriQunet, in addition to being published in the College catalog.

All courses and programs, along with their associated learning outcomes, must be reviewed and assessed on a regular three-year cycle. In the case of CE courses and programs, California Education Code, section 78016, and CCR, title 5, section 55003(b)(4), mandate the review of programs and requisites every two years. The requirement for curriculum review is documented in the PCCD *PCAH* (pp. 108-109), on the Curriculum website and incorporated into program review and annual program update reporting templates.

The College is committed to delivering updated curriculum in compliance with standards established in CCR, title 5, and the CCCCO *PCAH*. Only courses that have been updated within the required timelines for CE and non-CE courses will be included in the fall 2021 schedule. This includes the addition of DE addenda for all courses that are scheduled to be offered online after fall 2021. Per the CCCCO, these updates must occur through the College's formal course update process, as emergency DE approvals will no longer be honored after that time. Workshops will be offered twice monthly to provide faculty with support in updating their courses.

- 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.**

### **Evidence of Meeting the Standard**

The College identifies and assesses course and PLOs per PCCD BP/AP 4210 Student Learning Outcomes and Merritt AP Learning Outcomes and Assessment [[II.A.3-1](#), [II.A.3-2](#)].

Learning outcomes are documented in officially approved CORs and program outlines in CurriQunet, course syllabi, and program listings in the catalog [[II.A.3-3](#), [II.A.3-4](#), [II.A.3-5](#), [II.A.3-6](#)].

Identification and review of learning outcomes occur during the curriculum process as indicated in the PCCD *PCAH*, curriculum review course and program checklists, and CurriQunet course and program approval workflows [[II.A.3-7](#), [II.A.3-8](#), [II.A.3-9](#), [II.A.3-10](#), [II.A.3-11](#), [II.A.3-12](#)].

SLOs remain consistent for a course, regardless of mode of delivery [[II.A.3-13](#), [II.A.3-14](#)].

SLOAC approves learning outcomes, coordinates and monitors outcomes assessment, and provides guidance and resources to faculty [[II.A.3-15](#), [II.A.3-16](#), [II.A.3-17](#), [II.A.3-18](#)].

### **Analysis and Evaluation**

The College has established procedures to 1) identify learning outcomes for all courses, certificates, and degrees and 2) regularly assess all instructional learning outcomes. AP 4210 mandates “a college-wide process for developing student learning outcomes....and in an ongoing manner to have outcomes assessment in every course [and] program.” SLOs are included in official CORs in CurriQunet, as well as on course syllabi distributed by instructors to students. PLOs are included in program outlines (or summaries) in CurriQunet, in addition to program listings in the College catalog. All learning outcomes are assessed in a continuous three-year cycle through a systematic approach with organized workflows, timelines, and responsible parties.

Merritt faculty determine appropriate learning outcomes for all courses and programs during the curriculum development, review, and approval processes coordinated by the Curriculum Committee. As outlined in the PCCD *PCAH*, the steps for initiating course and program proposals in CurriQunet involve the mandatory identification of SLOs (p. 73) and PLOs (p. 83). This requirement is reiterated in curriculum review checklists provided by the Committee to assist faculty in updating curriculum. Once submitted, proposals move through an automated approval workflow in which learning outcomes are examined and accepted by assessment coordinators from SLOAC before technical review and committee approval. Each course offered by Merritt has only one official COR. If a course is to be taught via DE (whether partially or fully), an addendum to the existing COR must be approved, rather than creating a brand new

COR for the online offering. This ensures that the SLOs for a particular course remain consistent, regardless of modality of instruction.

As discussed in Standards I.B.1 and I.B.2 above, SLOAC is the participatory governance body responsible for ensuring the assessment of learning outcomes. SLOAC has established a regular three-year assessment cycle for SLOs, PLOs, and ILOs, along with a detailed annual calendar highlighting when pertinent assessment activities and tasks are due. The SLOAC assessment coordinators maintain a spreadsheet of outcomes assessment that is continuously updated and includes the status of SLOs, PLOs and ILOs assessed by discipline. Links to the spreadsheet are published on the SLOAC website. Furthermore, the SLOAC website provides instructions, templates, and other resources to support faculty in meaningful assessment of student learning. SLOAC coordinators regularly work one-on-one with department chairs and program directors to facilitate PLO assessment. Given that spring 2020 was largely focused on making the transition to online instruction due to COVID-19, the College will restart the ILO assessment cycle in spring 2021. Also, the College will form a task force with the goal of transitioning all learning outcome assessment documentation to CurriQunet by June 2022.

- 4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

#### **Evidence of Meeting the Standard**

The College offers pre-collegiate level curriculum that is distinguished from college level curriculum by course numbering per PCCD *PCAH* guidelines [[II.A.4-1](#), [II.A.4-2](#), [II.A.4-3](#), [II.A.4-4](#), [II.A.4-5](#)].

The Counseling, English, and Mathematics departments advise students on appropriate placement and pathways to progress from pre-collegiate to collegiate level coursework [[II.A.4-6](#), [II.A.4-7](#)].

Curricular revisions required for the implementation of AB 705 have resulted in improved enrollment and success rates for transfer-level English and Math courses [[II.A.4-8](#)].

#### **Analysis and Evaluation**

The College offers pre-collegiate level curriculum designed to support students in acquiring the foundational knowledge and skills needed to succeed in college-level education. Merritt College has guidelines to distinguish college-level credit courses from noncredit courses, as well as courses that are transferable to four-year institutions. Noncredit courses used to support student success and completion are clearly designated.

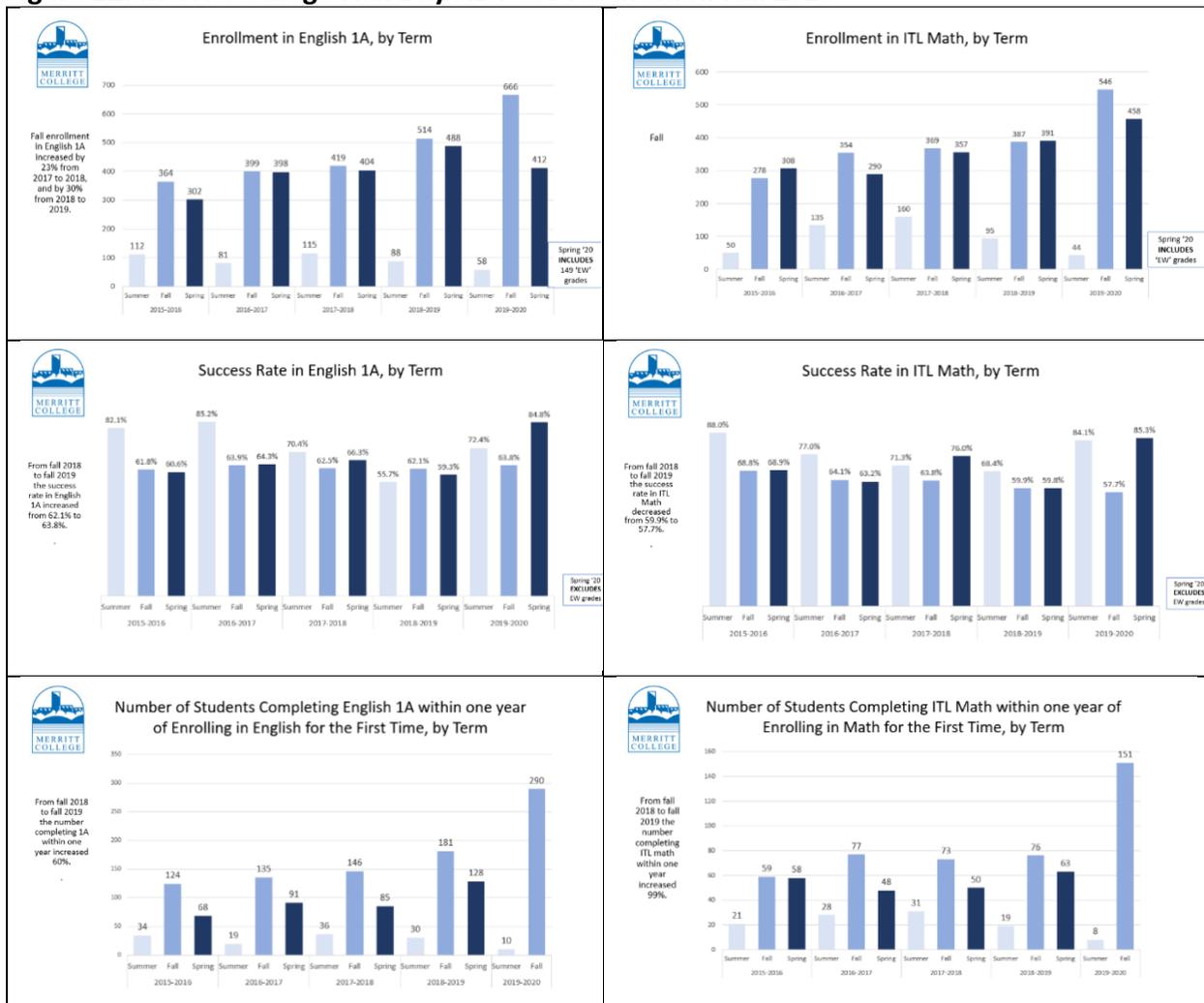
The College offers pre-collegiate level curriculum addressing basic skills (mathematics and English) and career education skills. In fall 2019, AB 705 was put into effect, requiring that the College discontinue Math and English placement exams. Instead, it utilized multiple measures and self-placement to direct students to first-year courses in those two subjects. The

English Department deactivated two levels of pre-collegiate courses, but continues to offer two courses that are one level below transfer-level English.

The English Department adopted a noncredit certificate program consisting of three one-hour per week courses linked to sections of a collegiate English composition course. Additional support is available in the form of embedded tutoring and drop-in tutoring in the campus' centrally located Learning Center. The pre-collegiate English courses are specifically designed for students enrolled in CE programs, or for those who have self-selected to take one basic skills course in preparation for collegiate English.

The pre-collegiate basic skills courses are distinguished from college level English and mathematics courses by course number; courses numbered between 200 and 299 are designated as pre-collegiate level. Courses numbered at 500 or above are noncredit courses. Merritt does not offer pre-collegiate developmental courses via distance education.

**Figure 12. Merritt College Flex Day AB 705 Presentation Fall 2020**



As evidenced by the figures above, there was a significant increase in the number of students who enrolled in and successfully completed introductory transfer level (ITL) courses in both English and Mathematics as a result of the reforms instituted at Merritt College in the 2019-2020 academic year. These reforms include new placement rules that place all incoming students into transfer level courses in both English and Mathematics. Co-requisite support courses have also been developed for students that may need additional support to succeed at the transfer level. These reforms did not result in a reduction of the overall success rate in the ITL courses.

- 5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

### **Evidence of Meeting the Standard**

The College adheres to PCCD BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education, BP/AP 4100 Graduation Requirements for Degrees and Certificates, and the PCCD *PCAH* in offering degree programs in accordance with accepted standards in American higher education (including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning) [[II.A.5-1](#), [II.A.5-2](#), [II.A.5-3](#), [II.A.5-4](#)].

### **Analysis and Evaluation**

The College's degrees and certificates adhere to practices and standards common to American higher education, including appropriate length, breadth, depth, and rigor of instruction and learning. All instructional programs meet the criteria set forth in CCR, title 5, and PCCD board policies and administrative procedures (as summarized in the CCC *PCAH* and PCCD *PCAH*, respectively).

PCCD BP/AP 4025 expound upon the philosophy and criteria for an associate degree, including general education, as codified in CCR, title 5, section 55061. This policy ensures that students earning the AA or AS degree obtain the scope of knowledge, skills, and values needed to participate successfully in society.

Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, [and] to develop the capacity for self-understanding...

PCCD BP/AP 4100 further define and describe the requirements for the following types of programs offered by the College:

- ***Credit***
  - Associate in Arts for Transfer (AA-T)
  - Associate in Science for Transfer (AS-T)
  - Associate in Arts (AA)
  - Associate in Science (AS)
  - Certificate of Achievement
  - Certificate of Proficiency
  
- ***Noncredit***
  - Certificate of Competency
  - Certificate of Completion

Specifically, students awarded a local associate degree must meet the following criteria:

1. ***Appropriate length*** – Satisfactory completion of at least 60 semester units in a curriculum accepted by the college toward a degree, as shown in its catalogs.
2. ***Breadth*** – Satisfactory completion of at least 19 semester units in general education in the areas of Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, and Ethnic Studies.
3. ***Depth*** – Satisfactory completion of at least 18 semester units of study in a major or area of emphasis as per the requirements listed in the college catalogs.
4. ***Rigor*** – A minimum grade point average of 2.0 and a grade of “C” or better in each course in the major.

These standards of scholarship are reiterated and expanded in the PCCD *PCAH* to guide faculty in the development of sound programs and in the College catalog to inform students of applicable degree and certificate requirements.

6. **The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

### **Evidence of Meeting the Standard**

The College effectively practices block scheduling, program mapping, and strategic enrollment management to schedule courses to enable completion of certificate and degree programs in a timely manner consistent with established norms in higher education [[II.A.6-1](#), [II.A.6-2](#), [II.A.6-3](#)]

### **Analysis and Evaluation**

The College schedules classes to enable students to complete all degrees and certificates in a timely manner. Specifically, students have the ability to complete all classwork for certificates in one year and all degrees in two years, given full-time enrollment. All degree required courses must be offered at least once every two years.

In addition, in the effort to ensure students are able to enroll in and successfully complete all required courses for degrees within a two-year period, Merritt employs a block schedule. This schedule provides established break times so that students have adequate time to move between classes, and an established college hour so that public forums and collegewide activities can be scheduled at a time when no classes are running.

Part of the College's strategic enrollment management goal for completion within the 2019-2020 academic year includes engaging in effective schedule development. Currently, faculty are being asked to review program maps for all certificates and programs in their disciplines or areas. These program maps are being validated by counselors and discipline faculty this academic year for publication in the catalog and on the website. This comprehensive two-year scheduling tool will help counselors serve students more efficiently, and will enable students to better predict how soon they can complete their degrees.

With the COVID-19 pandemic and the College transitioning to fully remote learning in March 2020, courses that were previously taught face-to-face were converted to online platforms. The initial transition to a largely online schedule during spring 2020 included a combination of synchronous and asynchronous online sections, and a limited number of hybrid sections for hard-to-convert classes in CE fields such as Emergency Medical Technician, Fire Science, Nursing, and Radiologic Science. The summer 2020 schedule was fully online with the majority of classes offered asynchronously. In fall 2020 we moved to a mostly online schedule with some hybrid sections allowed for essential industry disciplines. The College was deliberate in ensuring that the majority of online classes were asynchronous. This was done to provide students with the requisite flexibility to balance the life challenges brought about by COVID-19. A limited number of synchronous classes were included to accommodate disciplines such as ESOL, English, Spanish, and Allied Health due to their curricula requirements for real-time instruction. The College is using the same considerations to develop the spring 2021 schedule.

Department chairs and program directors collaborate to create pathways in a "1/3, 2/4" sequence to maximize student program completion opportunities. (In a four-semester sequence, students will be able to enter the first year or second year in the fall—semester 1 or 3). If students miss a class, they will not have to wait two years before having another opportunity to take it. The College engages in program mapping alignment and block scheduling with online courses that are offered synchronously. Instructional programs schedule classes in alignment with student needs and program pathways, giving students the opportunity to complete programs within the recommended period of time.

Through the program review process, the College reflects on time-to-completion data and institutional evaluation, and then devises plans to improve completion rates. Some department chairs consider including independent study courses where applicable to facilitate timely program completion.

**7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

**Evidence of Meeting the Standard**

The College follows PCCD AP 4105 Distance Education in implementing effective delivery modes, teaching methodologies, and learning support services that reflect the changing needs of its students and support equity of access and success for all [[II.A.7-1](#)].

The Curriculum Committee approves a distance education addendum for each course offered online per CCR, title 5, section 55206 [[II.A.7-2](#), [II.A.7-3](#)].

The College provides equitable access to learning and student support services for online students [[II.A.7-4](#), [II.A.7-5](#), [II.A.7-6](#), [II.A.7-7](#)].

The College disaggregates student achievement data by mode of delivery and trains faculty in equity-minded online pedagogy to address performance gaps [[II.A.7-8](#), [II.A.7-9](#), [II.A.7-10](#), [II.A.7-11](#)].

**Analysis and Evaluation**

The College is committed to providing our diverse student population with courses and support services that effectively “meet them where they are,” in terms of technology, ability, learning styles, and accessibility. To that end, Merritt College gathers and analyzes demographic information about its students with the goal of delivering an equity-based educational experience and student success for all.

Merritt offers classes in both face-to-face, hybrid, and fully online formats. The Curriculum Committee engages in a robust review of all DE addenda for hybrid and online courses, to ensure that they meet quality standards of instruction and include regular and effective contact between instructor and students. A DE Specialist sits on the Curriculum Committee and reviews proposed course outlines for appropriate justification, instructor-student contact, and quality standards.

Student Services offer dedicated counselors, financial support, supplies, referrals to on-and off-campus resources, and group activities. Student support programs include Veterans Services, EOPS (serving low-income, academically underprepared, first-generation college students), CARE (a subset of EOPS students and also single parents receiving CalWORKs cash aid with at least one child age 13 or younger), NextUP (Foster Youth support up to age 26), Street Scholars Peer Mentoring Program (for formerly incarcerated and systems-impacted students), Centro Latino, Student Accessibility Services (providing support including accommodations for students with disabilities) and CalWORKs.

In the College’s efforts to work towards equity in student success rates, it examines and uses student outcomes data to identify which subpopulations of students need support. Our support services include learning communities and support programs (also known as affinity groups).

Learning communities follow a cohort model, where students move together as a group through a set of linked classes over one to two semesters. First-Year Experience (FYE), Puente (which translates to “bridge” in Spanish and serves traditionally underserved students), and Sankofa/Umoja (with a primary focus on achievement for African-American students) aim to improve retention and persistence, by developing community bonds, and providing educational and peer support and resources. The Adelante Summer Bridge helps prepare OUSD high school students for college. With courses in English and Counseling, students gain essential skills and resources and improve their ability to succeed in fall coursework.

Merritt students have access to academic counseling and academic support through the Student Learning Center. The Student Learning Center provides both face-to-face and remote tutoring and assistance options. All of these services are geared towards increasing equity for all of our students. The College monitors and publishes student success data, looking at different demographics, and continuously seeking to provide an equitable learning experience for all.

To ensure quality instruction in DE courses, instructors must commit to using Canvas (PCCD’s official learning management system),. They must also have adequate training in at least one course management system, and use Peralta email. All scheduled courses automatically receive a Canvas “shell.” The College provides Educational Technology (EDT) courses, as well as flex day professional development activities for instructors to improve their online teaching skills.

With the COVID-19 pandemic and all classes moved to remote learning in March 2020, the Curriculum Committee developed a local emergency approval process for DE addenda for the summer session and fall semester. Beginning in March 2020, the College collaborated with the District to provide instructors with both the technology training and the time needed to convert face-to-face courses to distance education. This effort is still in progress, and considerable resources are being committed to assist with the transition to online instruction. During the spring 2020 semester, Merritt hired eight online tech assistants to support faculty as they transitioned to online instruction. This facilitated a successful and effective course conversion and helped the College maintain instructional quality.

The CCCCCO granted an emergency, temporary DE blanket addendum for all summer and fall 2020 courses. In fall 2020, 85 percent of Merritt’s classes were offered in an online format. The college increased EDT introductory classes for faculty in order to create new opportunities to meet the expected standards of AP 4105. The College maintains tech assistants to help faculty with Canvas courses, Zoom instruction, and various learning technology needs. Once qualified to teach DE courses, faculty are encouraged to maintain high quality online teaching methods by engaging in ongoing training and professional development.

The data for DE in 2019-2020 shows students in each demographic steadily climbing in enrollment percentages with both the 16-18 age group, and Latinx population as standouts in success and retention rates. The College has made strides to close the equity gaps in our online student population. The Peralta Online Equity Rubric institutionalizes practices that support online equity and inclusion and provides guidelines and assessment criteria for online instruction at Merritt. The College joined the California Virtual Campus/Online Education Initiative (CVC-

OEI) in spring 2020, with plans to implement the Peer Online Course Review process with a select group of faculty in spring 2021.

- 8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

#### **Evidence of Meeting the Standard**

Not applicable.

#### **Analysis and Evaluation**

This standard does not apply to Merritt College, as it does not systematically use department wide course or program examinations, including direct assessment of prior learning.

- 9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

#### **Evidence of Meeting the Standard**

The College awards course and program credits based on student attainment of learning outcomes as evidenced by official COR, program outlines, and outcomes mapping [[II.A.9-1](#), [II.A.9-2](#), [II.A.9-3](#), [II.A.9-4](#)]. Units of credit reflect appropriate standards in higher education per PCCD BP/AP 4020 Program, Curriculum, and Course Development [[II.A.9-5](#)].

#### **Analysis and Evaluation**

The College awards course credits, certificates, and degrees based on student attainment of learning outcomes in accordance with generally accepted practices for institutions of higher education, federal and state regulations, and District policies and procedures.

At the course level, credit is conferred for demonstrated achievement of SLOs. CORs indicate the units of credit, SLOs, and assessment methods used to determine students' grades. Students only earn course credit with a grade of A, B, C, or Pass. Likewise, certificates and degrees are awarded based on achievement of PLOs, which are mapped to both SLOs and ILOs. Program outlines, as documented in CurriQunet and published in the college catalog, include PLOs and total units of credit required for completion.

BP/AP 4020 specify the standards for credit hour calculations, defining one unit of credit (or credit hour) as "52.5 hours of total student hours (lecture, activity, laboratory, and/or outside of class work)" per semester. Over the College's 17.5-week semester, that equals three hours per week. AP 4020 conforms to the federal guideline for clock-to-credit-hour conversion, which

states that a credit hour represents the amount of work equivalent to “one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester” (34 CFR § 600.2). AP 4020 also complies with the title 5 definition that “one credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work, which may include inside and/or outside-of-class hours” (5 CCR § 55002.5).

- 10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

### **Evidence of Meeting the Standard**

The College adheres to established PCCD board policies and administrative procedures on transfer-of-credit (BP/AP 4050 Articulation, BP/AP 4100 Graduation Requirements for Degrees and Certificates, and PCCD AP 4235 Credit for Prior Learning) posted online and published in the catalog [[II.A.10-1](#), [II.A.10-2](#), [II.A.10-3](#), [II.A.10-4](#), [II.A.10-5](#), [II.A.10-6](#)].

The PCCD Admissions and Records website provides clear processes and forms for transcript evaluation and credit transfer [[II.A.10-7](#), [II.A.10-8](#), [II.A.10-9](#)].

The College develops, maintains, and documents articulation agreements with four-year institutions of higher education in ASSIST.org [[II.A.10-10](#), [II.A.10-11](#)].

### **Analysis and Evaluation**

The College and District have established policies and procedures on the transfer of credit from and to other institutions of higher education, which are clearly communicated to students through the college catalog and website. Department chairs and division deans ensure that courses transferred from other institutions to fulfill certificate or degree requirements have similar learning outcomes to comparable Merritt courses. The College maintains articulation agreements with the California State University (CSU) and University of California (UC) systems, as well as other public and private colleges and universities.

The following BPs and APs provide guidelines for transfer of credit, course substitution, credit for prior learning, and articulation:

- BP/AP 4050 Articulation
- AP 4100 Graduation Requirements for Degrees and Certificates
- AP 4235 Credit for Prior Learning

These policies and procedures are posted on the District website and reiterated in the “Admissions, Enrollment and Fee Policies;” “Academic Policies and Procedures;” and “Transfer

Information” sections of the College catalog. Additional information and applicable forms are available on the District’s Admissions and Records website.

In general, both lower and upper division coursework from a regionally accredited institution may be used to fulfill elective unit, general education, and program requirements. Students must submit a Petition for Course Substitution form for review and approval by the relevant department chairs and division deans. Students may also be granted credit for prior learning through approved evaluation methods, including:

- Advanced Placement (AP)
- College Level Examination Program (CLEP)
- International Baccalaureate
- Military service transcripts
- Industry recognized credentials
- Student-created portfolios
- Credit by examination

The College Articulation Officer has developed and maintains articulation agreements with all ten of the UCs, all 23 CSUs, and over 53 independent colleges and universities in and outside California. In addition, through partnership with the CCCCCO, Merritt actively participates in articulation agreements with Historically Black Colleges and Universities (HBCUs). Existing articulation agreements with other California public institutions are inventoried on the ASSIST.org website.

**11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

### **Evidence of Meeting the Standard**

Per PCCD BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education, the College has adopted ILOs in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives [[II.A.11-1](#), [II.A.11-2](#), [II.A.11-3](#)].

ILOs are aligned to PLOs through outcomes mapping during the curriculum development and review processes and assessed on a regular cycle [[II.A.11-4](#), [II.A.11-5](#)].

### **Analysis and Evaluation**

All Merritt academic programs include PLOs aligned to ILOs in the areas of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. District BP and AP 4025 Philosophy and Criteria for Associate Degree and General Education reflect the Board of Governors’ policy that the awarding of an associate degree symbolizes “a successful attempt on the part of the

college to lead students through patterns of learning experiences designed to develop certain capabilities and insights” (5 CCR § 55061). Such general education encompasses “intellectual skills, information technology facility, affective and creative capabilities, social attitudes, an appreciation for cultural diversity, and a recognition of what it means to be an ethical human being and effective citizens.”

These critical competencies of general education form the basis for the College’s six ILOs:

- ***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.
- ***Cultural Awareness***  
Through a knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level.
- ***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.
- ***Information and Computer Literacy***  
Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals.

Course- and program-level learning outcomes are mapped to ILOs in CurriQunet during the curriculum development and review processes. While the SLOs of stand-alone courses are linked directly to ILOs, those of program-applicable courses are linked to appropriate PLOs. The PLOs are in turn aligned to the ILOs, facilitating the integrated, multi-level assessment of student learning from basic knowledge and comprehension to the more complex cognitive skills of application, analysis, synthesis, and evaluation.

SLOAC and its ILO Coordinator ensure that ILO assessment occurs on the same three-year cycle as SLO, PLO, and SAO assessments. All six ILOs have been assessed according to the following schedule:

**Table 21. Merritt College Institution Learning Outcomes Assessment**

Semester	ILO Assessed
Fall 2015	Communication
Spring 2016	Quantitative Reasoning
Fall 2016	Cultural Awareness Civic Engagement and Ethics
Spring 2017	Information and Computer Literacy
Fall 2017	Critical Thinking

The ILO assessment process generally involves select faculty using common rubrics to evaluate samples of student work in courses and programs aligned to a given ILO. The assessment results are discussed in end-of-semester luncheons, and institutional improvement plans are shared campus wide at subsequent flex day events.

- 12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

### **Evidence of Meeting the Standard**

Per PCCD BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education and BP/AP 4100 Graduation Requirements for Degrees and Certificates, the College requires completion of a general education component in all of its degree programs. Such general education consists of analytical and critical thinking skills; cultural and ethical competencies; and broad comprehension of the major academic areas of arts and humanities, mathematics, natural and physical sciences, and social and behavioral sciences [II.A.12-1](#), [II.A.12-2](#)].

Faculty determine the appropriateness of courses for inclusion in the general education curriculum through the curriculum development and approval process [[II.A.12-3](#), [II.A.12-4](#), [II.A.12-5](#), [II.A.12-6](#)].

### **Analysis and Evaluation**

All Merritt degree programs incorporate a general education (GE) component based on a philosophy for the associate degree as expounded in title 5 regulation and adopted in District board policies and administrative procedures. Faculty, including the Articulation Officer, review courses for inclusion in the GE curriculum based on the appropriateness of their SLOs to patterns

of learning expected in an associate degree. GE competencies encompass fundamental cognitive and technical skills for lifelong learning, broad understanding of the content and methodology of the major areas of knowledge (i.e., arts and humanities, mathematics, natural sciences, and social sciences), and cultural and ethical capacity to participate in civil society.

Per BP 4025, GE “is designed to introduce students to the variety of means through which people comprehend the modern world” and “reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines.” AP 4100 stipulates that a local associate degree requires completion of 19 units of GE courses in the following five areas: natural sciences, social and behavioral sciences, humanities, language and rationality, and ethnic studies. An associate degree for transfer requires certified completion of the CSU GE Breadth pattern or Intersegmental General Education Transfer Curriculum (IGETC). These GE requirements are clearly stated in the “Associate Degrees and Certificates” and “Transfer Information” sections of the 2020-2021 college catalog.

The criteria and procedure for assigning courses to the local AA/AS GE, CSU GE Breadth, and IGETC patterns are outlined in AP 4025. Discipline faculty propose new courses and course modifications in CurriQunet through the curriculum development and approval processes. During technical review, the Articulation Officer identifies potential courses for inclusion in the GE patterns based on their content and learning outcomes. Local AA/AS GE courses are reviewed annually by the General Education Subcommittee of the Council on Instruction, Planning and Development (CIPD), and recommendations on additions and deletions are forwarded to CIPD for consideration and, ultimately, to the BOT for approval. The Articulation Officer is responsible for submitting courses on the ASSIST.org for CSU GE Breadth and IGETC approval by those respective institutions.

- 13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

### **Evidence of Meeting the Standard**

All Merritt degree programs include focused study in at least one area of inquiry per PCCD BP/AP 4100 Graduation Requirements for Degrees and Certificates, as evidenced by official program outlines in CurriQunet and the College catalog [[II.A.13-1](#), [II.A.13-2](#), [II.A.13-3](#), [II.A.13-4](#)].

### **Analysis and Evaluation**

All Merritt degree programs include focused study in at least one discipline (or set of related disciplines), major, or area of emphasis. Required major courses are selected based on the learning outcomes and competencies needed to demonstrate mastery of key theories and practices within a specific field of study at the appropriate degree level.

Per AP 4100, an associate degree requires “completion of at least 18 semester units of study in a discipline or from related disciplines as per the requirements listed in the college catalogs” with a grade of C or better in each course in the major. The college catalog clearly lists major requirements, including core and elective courses, for each degree program. Program outlines in CurriQunet include the mapping of learning outcomes to document how particular competencies learned each major course contribute to the attainment of PLOs.

**14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

**Evidence of Meeting the Standard**

AP 4102 Career and Technical Education requires that CE programs monitor students’ progress in attaining applicable competencies [[II.A.14-1](#), [II.A.14-2](#)]. Such technical competencies are reflected in the program requirements, PLOs, career opportunities indicated in official program outlines in CurriQunet and the catalog [[II.A.14-3](#), [II.A.14-4](#)].

Faculty determine appropriate career education competencies and learning outcomes through curriculum development, approval, and review; outcomes assessment and program review; and participation in advisory committees [[II.A.14-5](#), [II.A.14-6](#), [II.A.14-7](#), [II.A.14-8](#), [II.A.14-9](#)].

**Analysis and Evaluation**

Students who complete Merritt CE programs can demonstrate professional and technical competencies that meet employment standards and are prepared to pass external licensure and certification exams. The College ensures that CE certificate and degree programs have appropriate learning outcomes by means of 1) thorough curriculum development, approval, and review processes informed by faculty expertise; 2) ongoing assessment of student achievement of learning outcomes; and 3) input on current employment standards from advisory committees.

***Curriculum Development, Approval, and Review***

In accordance with the California Education Code, Section 78015; CCR, title 5, section 55130; the CCCCCO *PCAH*; and District AP 4020, the following criteria are required for the approval of CE programs:

- Labor market information (LMI)
- Advisory committee recommendation
- Regional consortium recommendation

All CE program proposals must include: 1) LMI data and analysis that address job openings and earning potential in the local service area, 2) advisory committee recommendations for curriculum development, and 3) recommendations by the Bay Area Community College Consortium. This information is reviewed by the Curriculum Committee, BOT, and CCCCCO in

determining the need for and viability of CE programs. Once approved, each CE program must be reviewed every two years to ensure that it:

- Meets a documented labor market demand.
- Does not represent unnecessary duplication of other manpower training programs in the area.
- Is of demonstrated effectiveness as measured by the employment and completion success of its students. (Cal. Ed. Code § 78016)

Program outlines as documented in CurriQunet and published in the catalog indicate PLOs, career opportunities, and applicable requirements for external licensure or certification.

### ***Learning Outcomes Assessment***

CE departments and faculty routinely assess student achievement of learning outcomes for program planning and development, instructional improvement, funding reports, and programmatic accreditation, certification, or licensure requirements. Program reviews and annual program updates include analysis of achievement data (such as exam pass rates and job placement rates) and outcomes assessment results as a basis for resource requests. Perkins V and Strong Workforce funding applications require reporting of core indicators such as skill attainment, completions, employment, and earnings. Several Merritt allied health and public safety programs are accredited by external agencies based on evaluation of curricular standards and student outcomes. For example, the Dietetic Technician and Radiologic Science programs must produce periodic assessment plans/reports on core competencies and student achievement benchmarks to maintain accreditation.

### ***Advisory Committees***

AP 4102 Career and Technical Education Programs requires all CE programs to have advisory committees composed of faculty, administrators, and local industry representatives from the appropriate fields. The advisory committees hold regularly scheduled meetings to discuss job market trends, technical competencies and skills in demand in the workforce, and the corresponding curriculum developments needed to train students for those career opportunities. As noted earlier, all new CE program proposals must include advisory committee minutes documenting curricular recommendations that speak to relevant technical and professional program outcomes for students.

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

### **Evidence of Meeting the Standard**

Per PCCD AP 4021 Program Discontinuance/Consolidation and AP 4100 Graduation Requirements for Degrees and Certificates, the College makes appropriate arrangements for students to complete programs that have been eliminated through established procedures, including the provision of catalog rights [[II.A.15-1](#), [II.A.15-2](#)].

These procedures are documented in the PCCD Program Continuance Appraisal Manual and College catalog (p. 4) [[II.A.15-3](#), [II.A.15-4](#)].

### **Analysis and Evaluation**

The College and District has established procedures to ensure that enrolled students are able to complete their education in a timely manner without disruption should programs be eliminated or significantly changed. AP 4021 Program Discontinuance/Consolidation, which is incorporated into the PCCD *PCAH* (4<sup>th</sup> edition), presents guiding principles, substantive criteria, and a detailed process for the elimination of programs. In addressing potential repercussions for students, AP 4021 states:

Any recommendation for program discontinuance will include...a plan and timeline for phasing out the program with consideration of the impact to students, faculty, staff, and the community. Due consideration will be given to approaches to allow currently enrolled students to complete their program of study. Students' catalog rights will be maintained and accounted for in allowing them to the finish the program.

The District developed a Program Continuance Appraisal manual in January 2020 to provide further guidelines for assessing program viability. Program impact on students constitutes one of the four qualitative factors used in the Program Continuance Appraisal Rubric, encompassing the following criteria:

- Ability of students to complete their educational goals
- Effect on students of modifying, discontinuing, or consolidating programs
- Effect on disproportionately impacted students served by programs
- Learning outcomes assessment data
- Student employment

Students enrolled in discontinued programs can avail themselves of catalog rights as defined in AP 4100 Graduation Requirements for Degrees and Certificates. If they are enrolled in at least one semester per academic year, they may satisfy the set of requirements as published in the college catalog at the time of college matriculation, program re-enrollment, or petition for a certificate/degree.

- 16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

### **Evidence of Meeting the Standard**

The College regularly evaluates all instructional programs through the comprehensive program review and annual program updates [[II.A.16-1](#), [II.A.16-2](#), [II.A.16-3](#)]. Administrators and participatory governance committees validate completed program reviews and annual program updates and prioritize resource requests contained therein to support continuous improvement of student learning and achievement [[II.A.16-4](#), [II.A.16-5](#)].

### **Analysis and Evaluation**

The College regularly evaluates the quality and currency of all instructional programs, regardless of their educational purpose and mode of delivery, through a regular and systematic program process. The effectiveness of all courses, certificates, and degrees—whether credit or noncredit, pre-collegiate- or collegiate-level, career- or transfer-oriented, face-to-face or online—are reviewed periodically to enhance learning outcomes.

As discussed in previous standards, Merritt engages in program review on a three-year cycle with the following objectives:

- Alignment of departmental and programmatic missions to the College mission
- Continuous improvement of student learning and achievement
- Data-driven planning and resource allocation
- Ongoing institutional effectiveness to meet the College’s strategic goals

The program review process is consistent for all instructional departments, programs, and unit. The first year of the cycle calls for a comprehensive program review report, followed by an APU each of the subsequent two years. Uniform program review and APU templates are used to ensure that all programs engage in setting and evaluation of goals, analysis of student achievement and outcomes assessment data, review and planning of curriculum, and identification of resource needs for actionable improvement. An emphasis on both qualitative and quantitative data, disaggregated by student demographics, program type, and mode of delivery to support program improvement and innovation assures that the program reviews and APUs contribute objectively to the College’s annual integrated planning and budgeting process.

Submitted program reviews and APUs are validated by the instructional deans, Curriculum Committee, IEC, and SLOAC for completion, adherence to institutional priorities, and compliance with academic policies and standards. Resource requests are then aggregated and prioritized by administrators based on an established rubric. Other participatory governance committees, including the Budget, Facilities, and Technology Committees and, ultimately, the

College Council, vet the prioritized resource requests for final recommendation to the President. Completed program reviews and APUs are posted on the College’s Institutional Effectiveness, Planning, and Research website to document ongoing institutional planning to improve student achievement and outcomes.

### Conclusions on Standard II.A. Instructional Programs

The College offers instructional programs in academic fields that 1) align with its mission, 2) reflect appropriate standards of American higher education, and 3) culminate in student attainment of learning outcomes, credentials, transfer, and/or employment. Faculty exercise collective responsibility over all curricular matters, including:

- Academic standards
- Content, methods, and delivery modes of instruction
- Associate degree, general education, and transfer requirements
- Learning outcomes

Through program review and annual program update; curriculum development, approval, and review; and learning outcomes assessment, faculty continuously evaluate the quality and currency of courses, certificates, and degrees in order to improve teaching and learning. As a result, Merritt students graduate with the breadth, depth, and rigor of academic knowledge and competencies needed to succeed in further education, workforce, and society.

### Improvement Plan

Goal	Activities	Responsible Parties	Outcomes
Prioritize program-level assessment in alignment with student completion goals and Guided Pathways	November 2020 <ul style="list-style-type: none"> <li>• Validation of APUs for program-level assessment by SLOAC</li> </ul> December 2020 <ul style="list-style-type: none"> <li>• Prioritization of resource requests in APUs based in part on assessment</li> </ul> Spring 2021 <ul style="list-style-type: none"> <li>• Posting of program-level assessments, validated APUs, and resource request prioritizations on website</li> </ul>	Academic Senate SLOAC Deans Vice Presidents Budget Committee Facilities Committee Technology Committee	Data that demonstrates students achieve program level goals upon completion of certificate or degree using job placement rates, transfer rates, and exam completion

Goal	Activities	Responsible Parties	Outcomes
Accelerate ILO assessment	<p>December 2020</p> <ul style="list-style-type: none"> <li>Identification of two ILOs for assessment in spring 2021</li> </ul> <p>January 2021</p> <ul style="list-style-type: none"> <li>Flex day launch of new ILO assessment cycle</li> </ul> <p>March 2021</p> <ul style="list-style-type: none"> <li>Flex day discussion of ongoing ILO assessment</li> </ul> <p>August 2021</p> <ul style="list-style-type: none"> <li>Flex day presentation on spring 2020 ILO assessment results</li> </ul>	<p>Administrators Faculty Classified Professionals</p> <p>Academic Senate</p> <p>SLOAC</p>	<p>Graduating students have the academic, life and citizenship skills to thrive in work, relationships, and participate in civic society.</p>

## Evidence List

Number	Description
<a href="#">II.A.1-1</a>	PCCD BP/AP 4020 Program, Curriculum, and Course Development
<a href="#">II.A.1-2</a>	PCCD BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education
<a href="#">II.A.1-3</a>	PCCD BP/AP 4100 Graduation Requirements for Degrees and Certificates
<a href="#">II.A.1-4</a>	PCCD BP/AP 4210 Student Learning Outcomes
<a href="#">II.A.1-5</a>	PCCD AP 4102 Career and Technical Education
<a href="#">II.A.1-6</a>	PCCD AP 4105 Distance Education
<a href="#">II.A.1-7</a>	PCCD Program and Course Approval Handbook, p. 81
<a href="#">II.A.1-8</a>	Curriculum Committee Bylaws
<a href="#">II.A.1-9</a>	Curriculum Review Website
<a href="#">II.A.1-10</a>	APU Template 2020-2021
<a href="#">II.A.1-11</a>	College Catalog 2020-2021, "Programs and Courses," pp. 87-404
<a href="#">II.A.2-1</a>	PCCD BP 2510 Participation in Local Decision Making
<a href="#">II.A.2-2</a>	PCCD AP 2511 Role of Academic Senates in District and College Governance
<a href="#">II.A.2-3</a>	PCCD Program and Course Approval Handbook, p. 81
<a href="#">II.A.2-4</a>	Curriculum Committee Bylaws and Membership 2020-2021
<a href="#">II.A.2-5</a>	CurriQunet Course Approval Workflow
<a href="#">II.A.2-6</a>	CurriQunet Program Approval Workflow
<a href="#">II.A.2-7</a>	PCCD Program and Course Approval Handbook, "Program and Course Review," pp. 108-109
<a href="#">II.A.2-8</a>	Curriculum Review Website
<a href="#">II.A.2-9</a>	Curriculum Review Course Checklist

<b>Number</b>	<b>Description</b>
<a href="#"><u>II.A.2-10</u></a>	Curriculum Review Program Checklist
<a href="#"><u>II.A.2-11</u></a>	Program Review Template 2018-2019
<a href="#"><u>II.A.2-12</u></a>	APU Template 2020-2021
<a href="#"><u>II.A.3-1</u></a>	PCCD BP/AP 4210 Student Learning Outcomes
<a href="#"><u>II.A.3-2</u></a>	College Administrative Procedure – Learning Outcomes and Assessment
<a href="#"><u>II.A.3-3</u></a>	English 1A COR
<a href="#"><u>II.A.3-4</u></a>	Communication 20 and Anthropology 1L Course Syllabi
<a href="#"><u>II.A.3-5</u></a>	Computer Science AS Degree in CurriQunet
<a href="#"><u>II.A.3-6</u></a>	Computer Science AS Degree in Catalog
<a href="#"><u>II.A.3-7</u></a>	PCCD <i>PCAH</i> , p. 73
<a href="#"><u>II.A.3-8</u></a>	PCCD <i>PCAH</i> , p. 83
<a href="#"><u>II.A.3-9</u></a>	Curriculum Review Course Checklist
<a href="#"><u>II.A.3-10</u></a>	Curriculum Review Program Checklist
<a href="#"><u>II.A.3-11</u></a>	CurriQunet Course Approval Workflow
<a href="#"><u>II.A.3-12</u></a>	CurriQunet Program Approval Workflow
<a href="#"><u>II.A.3-13</u></a>	CurriQunet DE Addendum Form
<a href="#"><u>II.A.3-14</u></a>	EDT 1 Course Outline of Record
<a href="#"><u>II.A.3-15</u></a>	SLOAC Bylaws
<a href="#"><u>II.A.3-16</u></a>	SLOAC Assessment Timeline 2019-2020
<a href="#"><u>II.A.3-17</u></a>	SLOAC Assessment Completion Spreadsheet
<a href="#"><u>II.A.3-18</u></a>	SLOAC Website
<a href="#"><u>II.A.4-1</u></a>	PCCD <i>PCAH</i> , “Guidelines for Associate Degree-Applicable Credit Courses,” p. 52
<a href="#"><u>II.A.4-2</u></a>	PCCD <i>PCAH</i> , “Guidelines for Non-Degree-Applicable Credit Courses,” p. 54
<a href="#"><u>II.A.4-3</u></a>	PCCD <i>PCAH</i> , “Guidelines for Transfer Level Courses,” p. 57
<a href="#"><u>II.A.4-4</u></a>	PCCD <i>PCAH</i> , “Assigning Course Numbers for All Courses,” p. 91
<a href="#"><u>II.A.4-5</u></a>	College Catalog 2020-2021, “Course Numbering,” p. 83
<a href="#"><u>II.A.4-6</u></a>	College Catalog 2020-2021, “AB 705 Placement Guidelines,” p. 28
<a href="#"><u>II.A.4-7</u></a>	Math Courses and Pathways Website
<a href="#"><u>II.A.4-8</u></a>	Impact of AB 705 Implementation, Fall 2020
<a href="#"><u>II.A.5-1</u></a>	PCCD BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education
<a href="#"><u>II.A.5-2</u></a>	PCCD BP/AP 4100 Graduation Requirements for Degrees and Certificates
<a href="#"><u>II.A.5-3</u></a>	PCCD Program and Course Approval Handbook
<a href="#"><u>II.A.5-4</u></a>	College Catalog 2020-2021
<a href="#"><u>II.A.6-1</u></a>	Block Scheduling Guidelines
<a href="#"><u>II.A.6-2</u></a>	Program Mapping Website
<a href="#"><u>II.A.6-3</u></a>	SEM Plan, pp. 69-70
<a href="#"><u>II.A.7-1</u></a>	PCCD AP 4105 Distance Education
<a href="#"><u>II.A.7-2</u></a>	CurriQunet DE Addendum Form
<a href="#"><u>II.A.7-3</u></a>	CurriQunet Course Approval Workflow
<a href="#"><u>II.A.7-4</u></a>	Power BI Course Completion and Retention Dashboard
<a href="#"><u>II.A.7-5</u></a>	FYE Website
<a href="#"><u>II.A.7-6</u></a>	Puente Website
<a href="#"><u>II.A.7-7</u></a>	Sankofa Website

<b>Number</b>	<b>Description</b>
<a href="#"><u>II.A.7-8</u></a>	Student Services Website
<a href="#"><u>II.A.7-9</u></a>	College Catalog 2020-2021, "Educational Technology (EDT)," pp. 222-224
<a href="#"><u>II.A.7-10</u></a>	DE Data 2019-2020
<a href="#"><u>II.A.7-11</u></a>	PCCD Online Equity Rubric
<a href="#"><u>II.A.9-1</u></a>	English 1A COR
<a href="#"><u>II.A.9-2</u></a>	Computer Science AS Degree in CurriQunet
<a href="#"><u>II.A.9-3</u></a>	Computer Science AS Degree in Catalog
<a href="#"><u>II.A.9-4</u></a>	Communication Studies AA-T Degree Outcomes Mapping
<a href="#"><u>II.A.9-5</u></a>	PCCD BP/AP 4200 Program, Curriculum, and Course Development
<a href="#"><u>II.A.10-1</u></a>	PCCD BP/AP 4050 Articulation
<a href="#"><u>II.A.10-2</u></a>	PCCD AP 4100 Graduation Requirements for Degrees and Certificates
<a href="#"><u>II.A.10-3</u></a>	PCCD AP 4235 Credit for Prior Learning
<a href="#"><u>II.A.10-4</u></a>	College Catalog 2021, "Admissions, Enrollment and Fee Policies," pp. 25-35
<a href="#"><u>II.A.10-5</u></a>	College Catalog 2021, "Academic Policies and Procedures," pp. 42-56
<a href="#"><u>II.A.10-6</u></a>	College Catalog 2021, "Transfer Information," pp. 67-81
<a href="#"><u>II.A.10-7</u></a>	PCCD Admission and Records Website
<a href="#"><u>II.A.10-8</u></a>	PCCD Request for Initial Transcript Evaluation Form
<a href="#"><u>II.A.10-9</u></a>	PCCD Petition for Course Substitution Form
<a href="#"><u>II.A.10-10</u></a>	CSU Transferable Courses on ASSIST.org
<a href="#"><u>II.A.10-11</u></a>	UC Transferable Courses on ASSIST.org
<a href="#"><u>II.A.11-1</u></a>	PCCD BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education
<a href="#"><u>II.A.11-2</u></a>	College Catalog 2020-2021, "Institutional Learning Outcomes," p. 10
<a href="#"><u>II.A.11-3</u></a>	ILO Website
<a href="#"><u>II.A.11-4</u></a>	Dietetic Technology AS Degree ILO Mapping
<a href="#"><u>II.A.11-5</u></a>	ILO Assessment Presentation, Spring 2019
<a href="#"><u>II.A.12-1</u></a>	PCCD BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education
<a href="#"><u>II.A.12-2</u></a>	PCCD AP 4100 Graduation Requirements for Degrees and Certificates
<a href="#"><u>II.A.12-3</u></a>	CurriQunet Course Approval Workflow
<a href="#"><u>II.A.12-4</u></a>	Merritt College GE Patterns 2020-2021
<a href="#"><u>II.A.12-5</u></a>	CSU GE Breadth on ASSIST.org
<a href="#"><u>II.A.12-6</u></a>	IGETC on ASSIST.org
<a href="#"><u>II.A.13-1</u></a>	PCCD AP 4100 Graduation Requirements for Degrees and Certificates
<a href="#"><u>II.A.13-2</u></a>	College Catalog 2020-2021, "Associate Degrees and Certificates," pp. 59-61
<a href="#"><u>II.A.13-3</u></a>	Computer Science AS Degree in CurriQunet
<a href="#"><u>II.A.13-4</u></a>	Computer Science AS Degree in Catalog
<a href="#"><u>II.A.14-1</u></a>	PCCD BP/AP 4200 Program, Curriculum, and Course Development
<a href="#"><u>II.A.14-2</u></a>	PCCD AP 4102 Career and Technical Education
<a href="#"><u>II.A.14-3</u></a>	Arboriculture AS Degree Program Outline in CurriQunet
<a href="#"><u>II.A.14-4</u></a>	Arboriculture AS Degree Program Outline in Catalog
<a href="#"><u>II.A.14-5</u></a>	Administration of Justice Program Review 2018-2019
<a href="#"><u>II.A.14-6</u></a>	Bioscience APU 2019-2020
<a href="#"><u>II.A.14-7</u></a>	Dietetic Technician Program Assessment Plan, Spring 2020
<a href="#"><u>II.A.14-8</u></a>	Radiologic Science Program Assessment Report, Fall 2019

<b>Number</b>	<b>Description</b>
<a href="#">II.A.14-9</a>	Perkins 1C Application 2020-2021
<a href="#">II.A.15-1</a>	PCCD AP 4021 Program Discontinuance/Consolidation
<a href="#">II.A.15-2</a>	PCCD Program Continuance Appraisal Manual
<a href="#">II.A.15-3</a>	PCCD BP/AP 4100 Graduation Requirements for Degrees and Certificates
<a href="#">II.A.15-4</a>	College Catalog 2020-2021, "Catalog Rights," p. 4
<a href="#">II.A.16-1</a>	Program Review Website
<a href="#">II.A.16-2</a>	PCCD Instructional Program Review Handbook
<a href="#">II.A.16-3</a>	APU Template 2020-2021
<a href="#">II.A.16-4</a>	APU Validation Rubric 2020-2021
<a href="#">II.A.16-5</a>	APU Resource Request Prioritization Rubric 2020-2021

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## **B. Library and Learning Support Services**

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

### **Evidence of Meeting the Standard**

The College provides library and learning support services of sufficient quality, currency, depth, and variety to enhance student learning and improve student achievement, regardless of location or means of delivery. Such services include:

- Library online resources such as website, catalog, LibAnswers and LibGuides [[II.B.1-1](#), [II.B.1-2](#), [II.B.1-3](#), [II.B.1-4](#)]
- Library collections, including databases and ebooks [[II.B.1-5](#)]
- Library equipment, facilities, and technology (including accommodations for students with disabilities) [[II.B.1-6](#), [II.B.1-7](#)]
- Library reference, orientation, and instruction [[II.B.1-8](#), [II.B.1-9](#), [II.B.1-10](#)]
- Learning Center brochure and website [[II.B.1-11](#), [II.B.1-12](#)]
- Tutoring [[II.B.1-13](#), [II.B.1-14](#)]
- Learning Center courses and workshops [[II.B.1-15](#), [II.B.1-16](#), [II.B.1-17](#), [II.B.1-18](#)]

## Analysis and Evaluation

The College strengthens student learning and achievement by providing learning support services of sufficient quantity, currency, depth, and variety through its Library and Learning Center. Operating under the auspices of the Office of Instruction, the Library and Learning Center offer information resources; reference, research, and tutoring services; educational technologies; and computer and study facilities. In addition, library and learning support faculty offer instruction in computer literacy, information competency, and study skills through formal Library Information Studies (LIS) and Learning Resources (LRNRE) courses, as well as informal orientations and workshops. These myriad learning support services are available both physically on campus and electronically online to all academic programs in the college curriculum, whether they prepare students for collegiate-level success, transfer to four-year institutions, or entry into the workforce.

### *Library*

The Library, which occupies the second and third floors of Building L, is open 62 hours/six days per week to serve day, evening, and Saturday classes and students during the regular fall and spring terms. The library website functions as a central portal to information, resources, and services for students and faculty, providing access to the OneSearch library catalog, databases and ebooks, LibAnswers frequently asked questions (FAQs), LibChat virtual reference, LibGuide research assistance, as well as library contacts and documents.

Library services support faculty instruction and student learning in three main areas:

### Collections

The library collection development policy establishes guidelines to ensure the breadth and depth, currency, relevance, and accessibility of library materials. Library collections include: General circulating books, archives, folios, hot topics series, periodicals, reference books, and reserve textbooks.

**Table 22. Merritt College Library Collections**

Type of Material	Number of Items
Print Books	44,000
eBooks	78,500
Streaming Videos	95,000
Print Periodicals	45
Databases	79

## Equipment, Facilities, and Technology

The Library provides a variety of practical equipment and technology, as well as comfortable and quiet facilities, to support and enhance student learning outside of the classroom. On the main floor, an open computer lab consists of 24 computer workstations, loaded with Microsoft Office software and networked to a multi-function laser printer. Students can check out flash drives, graphing calculators, headphones, and mobile device chargers from the circulation desk and make photocopies of library materials. The Library encourages individual and collaborative study with Wi-Fi internet throughout the premises, three group study rooms, twelve group tables, and 55 wired study carrels, for a total capacity of 190 seats.

Accommodations for students with disabilities are provided through a handicapped parking lot directly in front of the library entrance, an accessible computer workstation, a closed-captioned TV, an UbiDuo 2 communication device for the deaf and hard of hearing, and Kurzweil assistive technology software.

## Reference and Instruction

Whenever the Library is open, a librarian is available at the reference desk to offer one-on-one assistance, either in person or online via LibChat. Students can also reach the reference desk by phone, email, or text. Tailored library orientations are conducted in the Library, Learning Center computer lab, or smart classrooms to prepare students for research assignments in their courses. In addition, formal instruction with both credit and noncredit courses is regularly offered throughout the academic year. LIS 85 Introduction to Information Resources, a two-unit credit course, is usually scheduled as a late-start, eight-week class during fall and spring semesters, as enrollment permits. LIS 511 Research Skills I, LIS 512 Research Skills II, and LIS 513 Research Skills III, a series of newly developed noncredit workshops culminating in a certificate of completion, is being piloted during the spring 2020 semester to supplement ongoing library orientations.

## *Learning Center*

The Learning Center operates as campus hub for student learning, offering supplemental academic support services to reinforce student mastery of concepts and skills taught in courses across the college curriculum. Learning Center services include:

## Tutoring

The peer tutoring program offers free academic support to help Merritt students become more effective and independent learners. The Learning Center works with faculty to identify, recruit, and train tutors for face-to-face tutoring on a drop-in or scheduled basis in the Learning Center, online tutoring, and embedded tutoring. Tutors are required to have completed or be enrolled in the LRNRE 30 Introduction to Tutoring course. Subjects available for tutoring include Astronomy, Biology, Business, Chemistry, Child Development, Communication, English, History, Mathematics, Nutrition and Dietetics, Physics, Psychology, Sociology, and Spanish. The Learning Center also provides two types of online tutoring: A Merritt-based Tutoring Hub

on Zoom and the external NetTutor platform. The Tutoring Hub on Zoom was implemented in response to students' ongoing need for support during the COVID-19 campus closure in spring 2020. NetTutor, available through the Canvas learning management system, offers accessible, 24-hours-a-day tutoring in a wide variety of academic disciplines. Faculty who teach sections of transfer-level English and Math, ESOL, and other disciplines may request embedded tutoring. Embedded tutors and instructors sign an Embedded Tutoring Agreement to establish expectations in terms of roles and responsibilities in the classroom environment.

### Computer and Study Labs

The Learning Center provides two computer labs for faculty and students. One computer lab serves as an all-purpose smart classroom, which faculty may reserve for hands-on trainings and workshops. The other computer lab, open for student use during regular operating hours, offers access to the Internet, printing and scanning, and Microsoft Office and educational software.

The Learning Center also maintains three supervised study labs for tutorial support:

- Writing and Reading Across the Curriculum and General Study Lab
  - Mathematics Study Lab
  - Sciences Study Lab

Peer tutors work scheduled shifts in these study labs to assist individual or small groups of tutees with class assignments and projects.

Supplemental learning support for CE programs such as Child Development, Computer Information Systems, Medical Assisting, and Nutrition and Dietetics, along with technical support for online learning and Canvas, are also offered in all the computer and study labs.

### Courses and Workshops

Learning Center faculty teach two self-paced courses to support student success: LRNRE 280 Study Skills and LRNRE 501 Supervised Tutoring. LRNRE 280 is a variable-unit, open-entry/open-exit course on learning strategies and effective study skills. Students must enroll in LRNRE 501, a noncredit, open-entry/open-exit course, to receive tutoring services. In addition, the Learning Center hosts regular workshops on academic success, personal development, and scholarship application to encourage student engagement and foster an active learning community on campus.

- 2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

### **Evidence of Meeting the Standard**

Per PCCD BP/AP 4040 Library and Learning Support Services, the College relies on the expertise of librarians to select and maintain library materials, equipment, and technology to support the College curriculum and student learning [[II.B.2-1](#)]. The Library employs various methods and procedures to plan and evaluate efficacy and sufficiency of library resources in meeting student needs, including program review and annual program update, collection development policy, departmental outreach and collaboration, and curriculum development and approval [[II.B.2-2](#), [II.B.2-3](#), [II.B.2-4](#), [II.B.2-5](#), [II.B.2-6](#), [II.B.2-7](#), [II.B.2-8](#)].

### **Analysis and Evaluation**

The College acquires and maintains an appropriate inventory of library materials, learning resources, and educational equipment to support achievement of the College mission. Selection and evaluation of academic materials and equipment rely upon the professional expertise of faculty, including librarians and counselors, and learning support personnel.

BP 4040 Library and Learning Support Services calls for “planned and systematic acquisition and maintenance of library materials, resulting in a well-balanced collection having the depth, scope, and currency necessary to meet the needs of” the College. Furthermore, BP 4040 stipulates that librarians (in collaboration with other faculty) have the primary responsibility for the selection of library collections and resources to meet the students’ information needs.

The Library uses the program review process and a collection development policy to plan, budget, and prioritize library acquisitions that directly support the college curriculum. Program reviews and annual program updates allow for the identification of resource requests in the categories of library materials, technology, and equipment to support student learning. Once funds are allocated to the Library, the collection development policy guides the selection of books, periodicals, databases, and course materials based on the following criteria:

1. Relevance to the curriculum and appropriateness to the user
2. Timeliness and lasting value of material
3. Reputation of the author, issuing body, and/or publisher
4. Presentation: style, clarity, appropriate reading level
5. Special features: accurate, detailed, and logical index; bibliography; footnotes; pictorial representations
6. Ease of access or user-friendliness
7. Depth of current holdings in the same or similar subject
8. Cost of material relative to the budget and other available material
9. Accessibility in physical and/or online formats

This careful consideration ensures that the library collections have the adequate breadth, depth, quality, currency, and accessibility to meet the varied learning, reading, and research needs of Merritt students.

Librarians routinely conduct collection development, evaluation, and maintenance with the advice and recommendation of discipline faculty. All librarians are assigned as subject liaisons to academic departments and programs to communicate information about library resources and services to instructors and their classes. A library faculty member sits on the Curriculum Committee and participates in technical review of proposals to confirm that there are library resources to support new courses and programs.

**3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **Evidence of Meeting the Standard**

The College regularly evaluates Library and Learning Center services through the mechanisms of program review, outcomes assessment, and data surveys as evidenced by the following documents:

- Library Annual Report 2017-2018 [[II.B.3-1](#)]
- Library Program Review 2018-2019 [[II.B.3-2](#)]
- Learning Center APU 2019-2020 [[II.B.3-3](#)]
- Library SAO Assessment 2016-2017 [[II.B.3-4](#)]
- Library SAO Assessment 2017-2018 [[II.B.3-5](#)]
- CCCCO Annual Library Data Survey 2019-2020 [[II.B.3-6](#)]
- Association of College and Research Libraries (ACRL) Academic Library Statistics 2018 [[II.B.3-7](#)]
- Integrated Postsecondary Education Data System (IPEDS) Academic Libraries Survey 2018-2019 [[II.B.3-8](#)]
- Learning Center Tutoring Data 2018-2020 [[II.B.3-9](#)]
- Learning Center Satisfaction Survey 2018 [[II.B.3-10](#)]
- Learning Center Embedded Tutor Survey Summary 2018 [[II.B.3-11](#)]

### **Analysis and Evaluation**

The College regularly evaluates the effectiveness of its library and learning support services in meeting students' academic needs. The Library and Learning Center engage in ongoing self-evaluation activities to gauge the impact of services on student learning and achievement. Data on access to and usage of available resources and services are used to implement improvements.

Both the Library and Learning Center participate in regular program review and outcomes assessment processes. In 2016, librarians established three SAOs in the areas of resources,

services, and technology to evaluate the experience, knowledge, and skills students will acquire as a result of using the library:

- **Resources**  
Students have access to library information resources in various formats, which reinforce and supplement the college curriculum, programs, and courses.
- **Services**  
Students receive accurate, professional, and timely assistance at library service points, both in person and online.
- **Technology**  
Students receive adequate support in using information technologies to complete their coursework.

The SAOs on resources and services were assessed in the 2016-2017 and 2017-2018 academic years, respectively. The technology SAO is being assessed this semester using an online survey to examine students' needs, especially with regard to the exigencies for remote learning during the COVID-19 pandemic.

The Library Department also collects a variety of statistical data on circulation, collections (both print and electronic), and orientation and reference, using library services platforms and software such as Sierra, Alma/Primo, LibApps, and SARS Track. These data are compiled and analyzed in standard surveys such as the CCCCO Annual Library Data Survey, ACRL Academic Library Trends and Statistics, and IPEDS Academic Libraries Survey to document changes and trends in library services over time. The Learning Center maintains tutoring statistics and administers student satisfaction and tutoring surveys to gauge the impact of its learning support services on students. In 2018, Learning Center lead staff collaborated with the college researcher to conduct extensive research comparing success and retention rates for students who utilize the Learning Center services versus those who do not. The results showed that students who utilized the Learning Center were up to 70 percent more likely to successfully pass challenging classes such as English 1A, Math 13, Chemistry 30, and others. This data provided critical information to leverage campus wide support to expand and enhance the embedded tutoring program.

These evaluations demonstrate that the Library and Learning Center maintain a sufficient depth and variety of information, technology, and tutoring resources and services to meet the diverse learning needs of the student population in all academic programs, regardless of location or mode of delivery.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

### Evidence of Meeting the Standard

The College documents informal collaborations and formal contractual agreements with institutions and organizations for library resources and services, including the other Peralta Colleges, the Council of Chief Librarians (CCL) and Community College Library Consortium (CCLC), and various vendors [[II.B.4-1](#), [II.B.4-2](#), [II.B.4-3](#), [II.B.4-4](#), [II.B.4-5](#), [II.B.4-6](#), [II.B.4-7](#)]. The Library collects and analyzes student usage statistics to evaluate the effectiveness of provided resources and services [[II.B.4-8](#)].

### Analysis and Evaluation

Merritt College Library collaborates with various institutions, organizations, and consortia to provide appropriate information and learning support services for instructional programs. To ensure the integrity, reliability, and security of these resources and services, the Library documents its contractual agreements and regularly evaluates the accessibility, adequacy, and utilization of external provisions.

Within the District, the library department chairs from all four Colleges meet on a regular basis to coordinate the management of shared library technologies and to discuss common strategies for improving library services. CCL membership allows the Library to participate in the CCLC, a joint venture with the Community College League of California to facilitate cooperative purchases of electronic products such as subscription databases and the statewide Library Services Platform.

The Library and Learning Center maintain and document lease, maintenance, purchasing, and subscription contracts with the following vendors:

- CCLC
  - Databases and ebooks
    - Britannica
    - EBSCO
    - Gale
    - Infobase
    - LexisNexis
    - ProQuest
  - Ex Libris – Alma/Primo Library Services Platform
  - Springshare – LibApps (LibAnswers, LibChat, and LibGuides)
- Bibliotheca – 3-M security gate maintenance

- GOBI Library Solutions (formerly YBP Library Services) – Book purchasing
- ITC Systems – netZcore PRINT (formerly GoPrint) management and payment system
- Kanopy – Film streaming service
- NetTutor – Online tutoring service
- OCLC – Cataloging and metadata subscription
- Ricoh – Multi-function printers
- Valsoft SARS – SARS Track student self-serve check-in system

Ongoing service agreements assure the maintenance, reliability, and security of all equipment and resources provided for student use in the Library and Learning Center. Usage data is regularly analyzed to evaluate the accessibility and effectiveness of resources and services prior to renewal.

## Conclusions on Standard II.B. Library and Learning Support Services

The College provides library and learning support services of sufficient quality, quantity, and variety to support instruction and learning, regardless of location or means of delivery. Faculty, librarians, and learning support professionals develop, maintain, and evaluate resources and services in diverse formats, including library collections (books, databases, and media), computer laboratories, information and communication technologies, and reference and tutoring. Improvements to support student learning and achievement are based on evaluations of student need and satisfaction.

### Evidence List

<b>Number</b>	<b>Description</b>
<a href="#"><u>II.B.1-1</u></a>	Library Website
<a href="#"><u>II.B.1-2</u></a>	OneSearch Library Catalog
<a href="#"><u>II.B.1-3</u></a>	LibAnswers FAQs
<a href="#"><u>II.B.1-4</u></a>	LibGuides Research Websites
<a href="#"><u>II.B.1-5</u></a>	Library Databases and eBooks
<a href="#"><u>II.B.1-6</u></a>	CCCCO Annual Library Data Survey 2019-2020
<a href="#"><u>II.B.1-7</u></a>	LibAnswers FAQ on Accommodations for Students with Disabilities
<a href="#"><u>II.B.1-8</u></a>	LibChat Reference Service
<a href="#"><u>II.B.1-9</u></a>	Library Orientation Request Form
<a href="#"><u>II.B.1-10</u></a>	LIS 85 Course Outline of Record
<a href="#"><u>II.B.1-11</u></a>	Learning Center Brochure
<a href="#"><u>II.B.1-12</u></a>	Learning Center Website
<a href="#"><u>II.B.1-13</u></a>	Tutoring Assignments and Schedule Fall 2020
<a href="#"><u>II.B.1-14</u></a>	Online Tutoring Website
<a href="#"><u>II.B.1-15</u></a>	LRNRE 30 Course Outline of Record
<a href="#"><u>II.B.1-16</u></a>	LRNRE 280 Course Outline of Record
<a href="#"><u>II.B.1-17</u></a>	LRNRE 501 Course Outline of Record
<a href="#"><u>II.B.1-18</u></a>	Learning Center Workshops Spring 2020
<a href="#"><u>II.B.2-1</u></a>	PCCD BP/AP 4040 Library and Learning Support Services

<b>Number</b>	<b>Description</b>
<a href="#"><u>II.B.2-2</u></a>	Library Program Review 2018-2019
<a href="#"><u>II.B.2-3</u></a>	Library APU 2019-2020
<a href="#"><u>II.B.2-4</u></a>	Library Collection Development Policy
<a href="#"><u>II.B.2-5</u></a>	Library Subject Liaisons 2020-2021
<a href="#"><u>II.B.2-6</u></a>	Curriculum Committee Bylaws
<a href="#"><u>II.B.2-7</u></a>	CurriQunet Course Approval Workflow
<a href="#"><u>II.B.2-8</u></a>	Real Estate 2A Course Proposal Library Tab
<a href="#"><u>II.B.3-1</u></a>	Library Annual Report 2017-2018
<a href="#"><u>II.B.3-2</u></a>	Library Program Review 2018-2019
<a href="#"><u>II.B.3-3</u></a>	Learning Center APU 2019-2020
<a href="#"><u>II.B.3-4</u></a>	Library SAO Assessment 2016-2017
<a href="#"><u>II.B.3-5</u></a>	Library SAO Assessment 2017-2018
<a href="#"><u>II.B.3-6</u></a>	CCCCO Annual Library Data Survey 2019-2020
<a href="#"><u>II.B.3-7</u></a>	ACRL Academic Library Trends and Statistics 2018
<a href="#"><u>II.B.3-8</u></a>	IPEDS Academic Libraries Survey 2018-2019
<a href="#"><u>II.B.3-9</u></a>	Learning Center Tutoring Data 2018-2020
<a href="#"><u>II.B.3-10</u></a>	Learning Center Satisfaction Survey 2018
<a href="#"><u>II.B.3-11</u></a>	Learning Center Embedded Tutor Survey Summary 2018
<a href="#"><u>II.B.4-1</u></a>	PCCD Librarians Meeting Minutes 09/02/20
<a href="#"><u>II.B.4-2</u></a>	Council of Chief Librarians Membership
<a href="#"><u>II.B.4-3</u></a>	CCLC Database Subscriptions 2019-2020
<a href="#"><u>II.B.4-4</u></a>	Ex Libris Library Services Platform Institution Participation Agreement 2019-2020
<a href="#"><u>II.B.4-5</u></a>	YBP Library Services Memorandum of Agreement 04/03/09
<a href="#"><u>II.B.4-6</u></a>	Ricoh Order Agreement 2017-2021
<a href="#"><u>II.B.4-7</u></a>	Kanopy Master Subscription Agreement 08/31/17
<a href="#"><u>II.B.4-8</u></a>	GoPrint Usage Statistics

## **C. Student Support Services**

- 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

### **Evidence of Meeting the Standard**

The College's Student Services Division utilizes SAOs to assess the quality of services rendered [[II.C.1-1](#)]. SAOs are aligned with Merritt's ILOs and provide the means by which the student service areas assess student, classified professional staff, and faculty satisfaction. All student services programs participate in the program review/APU process to make assessments, highlight achievements, and initiate improvement plans when necessary. The College also periodically avails itself of the Ruffalo Noel Levitz and CCSSE surveys to augment needs assessments [[II.C.1-2](#), [II.C.1-3](#)].

As a result of these efforts, the Student Services Division has implemented changes in number of areas. These improvements include incorporating online appointments and counseling sessions, creating an automated response system (Financial Aid Chatbox) that responds immediately to student financial aid questions (and has the capability to communicate in English, Spanish, and basic Mandarin/Cantonese), and making significant upgrades to the student services websites [[II.C.1-4](#), [II.C.1-5](#), [II.C.1-6](#)].

### **Analysis and Evaluation**

The College regularly measures the quality of the student support service areas by utilizing internal and external survey methods. Programs are evaluated through annual assessment processes that include program review, APU, and SAO and SLO assessment. Program review follows a three-year cycle (one program review and two APUs) that evaluates the program's accomplishments, impact of services and resources supported by data-driven decisions. Each program utilizes the data to evaluate their services and improve the quality and delivery to students regardless of their location or delivery method.

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

### **Evidence of Meeting the Standard**

The College utilizes surveys annually to assess student support services. Each program identifies SAOs and/or SLOs to assess program effectiveness and ensure that the resulting data compel change and lead to quantifiable improvements [[II.C.2-1](#)]. SAO and SLO assessments are aligned with the College's IPB cycle. The process includes data analysis, goal setting, refinement, and evaluation [[II.C.2-2](#)]. The assessment evidence demonstrates the connection between the evaluation and college wide annual planning supported by the prioritization and resource allocation [[II.C.2-3](#)]. Assessment data from these reports can be located on the Institutional Effectiveness, Planning, and Research website [[II.C.2-4](#)].

### **Analysis and Evaluation**

All Student Services programs identify specific SAOs and/or SLOs for the student population they serve. The College utilizes the data points to make informed decisions, continuous improvements, and ensure alignment with the College Mission.

**3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

**Evidence of Meeting the Standard**

The College provides appropriate, comprehensive, and reliable services to its student population regardless of service location (main campus, dual enrollment high school sites, the Fruitvale Center) or delivery method (face-to-face, hybrid, online instruction) [\[II.C.3-1\]](#). The main campus is the locus of student support services. To ensure, however, that all students have equitable access, Merritt also provides services virtually—including virtual orientations, virtual tutoring services, and virtual counseling [\[II.C.3-2, II.C.3-3\]](#).

The College's student support services comprise the following offices and programs: Admissions and Records, Adelante Summer Bridge, Associated Student of Merritt College (ASMC), Athletics, Career Center, Counseling, Financial Aid, FYE, Fruitvale Center, Health Services, Learning Center, Library, Merritt Promise, Orientation, Outreach, Phi Theta Kappa Honor Society, Puente, Student Activities and Campus Life, Transfer Center, Tutoring, Umoja/Sankofa, Veterans Services, and Welcome Center [\[II.C.3-4\]](#).

To provide additional support services to students, Merritt maintains categorical programs, including EOPS/CARE, Next Up, CalWORKs, and Student Accessibility Services (SAS).

The College offers extended evening hours on Thursday nights to assist students. Student Services also provides additional extended hours Monday through Thursday during peak enrollment periods to accommodate new students. To address challenges students face with regard to accessing technology, the College created the Chromebook Loan Program so that learners have the ability to continue their education remotely [\[II.C.3-5\]](#). Other online learning support services include Canvas tutorials on the College website [\[II.C.3-6\]](#)

With regard to the food insecurity issues that students often face, Merritt has transitioned its onsite Food Bank (as a result of COVID-19 closures) to a community location that is more accessible to the student population [\[II.C.3-7\]](#).

Student Services has expanded and improved its services by transitioning to online platforms and hiring interpreters to support equitable access for our ESOL student population. All services are available via telephone, email, and the Web. Student Services programs have increased exponentially the number of fillable forms with QR codes posted on webpages to support mobile access. Students can enroll at Merritt online through (CCCApply), complete the online Free Application for Federal Student Aid (FAFSA), and apply online for emergency grant funds and ASMC and Peralta scholarships [\[II.C.3-8, II.C.3-9, II.C.3-10, II.C.3-11, II.C.3-12\]](#).

**Analysis and Evaluation**

The College provides appropriate, comprehensive, and reliable services to its student population regardless of service location or delivery method. Student support services ensure equitable

access to onsite and online priority enrollment, orientation, counseling, and tutoring services to all students

- 4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

### **Evidence of Meeting the Standard**

The College offers co-curricular and athletic programs that are consistent with the policies, standards of integrity, and mission of the institution and greatly enhance the quality of the student experience. The Athletics program adheres to the rules and regulations of the California Community College Athletic Association (CCCAA), Title IX, District and College policies, and the Athletic Coaches Handbook [[II.C.4-1](#), [II.C.4-2](#), [II.C.4-3](#), [II.C.4-5](#)]. The College offers eight intercollegiate athletic programs: men's and women's cross country, men's and women's track and field, men's and women's soccer, and men's and women's basketball. Oversight of these programs fall under the direction of the Vice President of Student Services, and the daily operations are managed by the Athletic Director. Athletics has a comprehensive set of web pages that provide access to the student-athlete application, including a QR code for mobile access [[II.C.4-6](#)]. Pertinent information is gathered to arrange appropriate wraparound services. A customized orientation is offered to review policies and procedures, while supporting students' acclimation to the College. The academic programs offered through the Kinesiology/Athletics Department fall under the purview of the Dean of Liberal Arts and Social Science.

The Office of Student Activities and Campus Life provides additional co-curricular activities that support the development of diverse student leaders. Student Activities participates in identifying SAOs and annual evaluation. The ASMC and the Inter Club Council follow the bylaws and constitution [[II.C.4-7](#)]. Learning and development opportunities are provided to students through engagement in leadership, social, cultural, and historical events [[II.C.4-8](#)]. The Phi Theta Kappa Honor Society allows students to serve as leaders based on a high GPA and with support to community service learning. Student Activities groups focus on issues such as food and housing insecurity and address these challenges by collaborating with community partners that include: Alameda Food Bank, World Central Kitchen, the Eat, Learn, Play Foundation, and the Peralta Foundation. Food distribution is conducted in collaboration with the David E. Glover Center in East Oakland to support accessibility to students and the community. Financial insecurities have also been addressed through Project Success, the Student Achievement Equity Grant, the Hunger Free Emergency food program and AT&T Scholarships.

The student government leadership attend conferences, summer trainings (within and outside the United States to encourage cultural exchange), the biannual Student Senate for the CCC General Assembly events, and the Congressional Black Caucus Summer Internship program. Student Activities and College Life also collaborates with categorical programs and learning communities to offer workshops to the student body. It is through these experiences that we develop student to lead, collaborate, communicate, problem solve and build social capital. Co-

curricular programs follow state and national regulations and participate in Merritt College's annual evaluation. The co-curricular programs align with the mission of the college and contribute to the social and cultural aspects of our student's education.

### **Analysis and Evaluation**

The College provides co-curricular and Athletic programs that are suited to the institution's mission and contribute to the social and cultural dimensions of the students' educational experience. The College retains the oversight and financial responsibility of the programs.

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

### **Evidence of Meeting the Standard**

The College provides academic advising and counseling services to support student success, retention, persistence, completion, transfer, and career development. Counseling services prior to COVID-19 were offered in-person, by phone, and via email. Due to pandemic, all services have been modified to allow students to schedule online and phone appointments through the eSARS platform [[II.C.5-1](#), [II.C.5-2](#)].

Counselors attend conferences, webinars, and trainings at the college and district, as well as the UC/CSU Conference, flex day activities, and specialized trainings for categorical programs [[II.C.5-3](#), [II.C.5-4](#)]. The counselors participate in various events such as campus tours, express enrollment days, College Day UC Berkeley Admissions Information Panel, Counselors Breakfast, and Statewide Motivational Conference. At the district wide counselors' flex day meeting, customized training is offered to review state initiatives such as AB 705 and Guided Pathways. PCCD safety issues and protocols support the professional development of counseling faculty and help them to stay proficient in their field

To comply with statewide mandates, counselors utilize the AB 705 guidelines to assist students with placement and develop student educational plans [[II.C.5-5](#)]. Counselor planning includes the review of majors, graduation, and transfer requirements. Counselors engage in outreach efforts to leverage community partners to assist in providing accurate information to incoming high school students for a seamless transition to college [[II.C.5-6](#)]. Counseling Services staff also participate in college assessment, faculty evaluation, and program review/APU to improve their areas [[II.C.5-7](#)]. The college catalog, class schedule, and student planner are updated annually. Merritt employs an articulation officer whose function is to maintain the accuracy of academic requirements for Student Services and Instruction. The VPSS Office is in the process of updating all Student Services webpages to make certain that students have the most up-to-date and accurate information on program requirements and career opportunities.

Merritt hosts an annual transfer day event that typically draws over 45 institutions of higher education, including CSUs, UCs, private and public colleges, and HBCUs [II.C.5-8]. This event provides students the opportunity to meet with representatives from four-year institutions to inquire about transfer requirements. In addition, the Transfer Center offers workshops to help students complete their college applications [II.C.5-9]. Merritt learning communities such as Sankofa and Puente expose students to higher education through campus tours as a bridge for transition.

## **Analysis and Evaluation**

Counseling Services has eleven full-time faculty who coordinate programs and fifteen part-time faculty. On average, the student ratio has been one full-time counselor per 2,000 students. Counseling Services is organized through the following programs: General Counseling, EOPS/CARE, Next Up, CalWORKs, SAS, Puente, Sankofa, FYE, Adelante Summer Bridge, Fruitvale Center, Athletics, Centro Latino, Street Scholars, Veterans, Articulation, Transfer, and Career Services. Each program provides customized services and orientations in the areas of college policies/procedures, campus information/tours, student panels, and enrollment support to ensure that students understand the program requirements, services, and campus resources.

- 6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

## **Evidence of Meeting the Standard**

The College adheres to PCCD BP 5010 and AP 5011 as they pertain to student admission and enrollment [II.C.6-1, II.C.6-2]. Specifically, the policies and procedures call for open admission of California residents and non-residents (eighteen years of age or older) who can benefit from instruction. Guidelines also allow admission of high school students with specific requirements [II.C.6-3].

Merritt adheres to other stipulations as well that support academic access, persistence, and success. Students are required to meet with a counselor to assess, evaluate and develop an action plan that provides resources, referral, and support.

In collaboration with Guided Pathways, the Counseling Department is participating in the development of program maps to define the different routes for completion of degrees, certificates, and transfer [II.C.6-4]. These efforts are aimed at reducing the number of excess units that students acquire. The College currently offers ten ADTs, and faculty are in the process of establishing several additional degrees [II.C.6-5]. Programs publish eligibility requirements in the College catalog, brochures, and online to support program navigation with the aim to prevent students from enrolling in unnecessary units [II.C.6-6, II.C.6-7]. Finally, District IT efforts to implement a comprehensive degree auditing system are nearing completion as well.

## Analysis and Evaluation

Merritt meets this standard through its adherence and adoption of District admissions policies that align with the College mission. Through the collaboration with Counseling and Guided Pathways, the College advises students on clear pathways to complete degrees, certificates, and transfer goals.

- 7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

## Evidence of Meeting the Standard

The College has adopted and adheres to AB 705 guidelines to support student placement into transfer-level coursework in Math and English during their first academic year. To compliment the efforts, AB 1805 requires that the College implement activities and practices that meet the statewide goal of reducing achievement gaps for students from traditionally underrepresented groups [[II.C.7-1](#), [II.C.7-2](#)].

The College broadly disseminated information to students about the development and implementation of AB 705 self-placement guidelines to expand access transfer-level courses in math and English. As a result, the majority of remedial math and English courses have been discontinued, and support classes have been developed to assist student enrolled in transfer-level coursework. The Math Department developed math sequencing charts for SLAM and BSTEM majors [[II.C.7-3](#)]. The support courses vary depending on the sequence students will follow based on their major and career pathway. The English Department also developed a self-placement tool to guide students into support classes (English 1A with English 508A, 508B and/or 508C noncredit courses). Students enroll in the appropriate math and English support classes based on a self-placement matrix and AB705 implementation guidelines. The College has continued to collect data for the implementation of AB705 to evaluate its effectiveness, minimize bias, and monitor the achievement gap [[II.C.7.4](#)].

## Analysis and Evaluation

The College regularly evaluates AB 705 implementation guidelines to validate their effectiveness while minimizing bias. Improvements have been implemented based on institutional data to support additional course when needed.

- 8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

## Evidence of Meeting the Standard

The College adheres to PCCD board policies and administrative procedures (BP 5040, AP 5035, and AP 5045) pertaining to student records [[II.C.8-1](#), [II.C.8-2](#), [II.C.8-3](#)]. Merritt ensures the

privacy, confidentiality, and maintenance of student records based on the Family Educational Rights to Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) [[II.C.8-4](#), [II.C.8-5](#)]. District board policies and administrative procedures governing the release of records are published in the District and College websites and in the College catalog [[II.C.8-6](#), [II.C.8-7](#)]. The Admissions and Records Office maintains student records in a secure online repository. In addition, Admissions and Records staff participate in trainings on regulatory changes to stay current in their field [[II.C.8-8](#)].

### **Analysis and Evaluation**

The College adheres to District Board policies and Administrative procedures, FERPA, HIPAA regulations. Holding to the policies, requests require the appropriate approval to release student records. Student records are retained in a secure location at the campus and district in order to comply with regulations and maintain student confidentiality.

### **Conclusions on Standard II.C. Student Support Services**

The College provides comprehensive student support services, regardless of location or means of delivery, that enhance student learning and achievement. Counseling, learning communities, athletics, and other extracurricular programs and services have established learning and service area outcomes to guide students through their educational journeys. Student support services participate in program review and outcomes assessment to assure equitable access to admissions, orientation, financial aid, learning support, governance, and graduation processes.

### **Evidence List**

<b>Number</b>	<b>Description</b>
<a href="#">II.C.1-1</a>	Student Area Outcomes
<a href="#">II.C.1-2</a>	Counseling Department APU 2019-2020
<a href="#">II.C.1-3</a>	Community College Survey of Student Engagement 2017
<a href="#">II.C.1-4</a>	Counseling Website
<a href="#">II.C.1-5</a>	Financial Aid Website
<a href="#">II.C.1-6</a>	Student Services Website Support
<a href="#">II.C.2-1</a>	SLOAC Website
<a href="#">II.C.2-2</a>	Student Services SAOs and SLOs
<a href="#">II.C.2-3</a>	College Administrative Procedure – Integrated Planning and Budgeting Model
<a href="#">II.C.2-4</a>	Institutional Effectiveness Website
<a href="#">II.C.3-1</a>	Merritt College @ Fruitvale Website
<a href="#">II.C.3-2</a>	Orientation Website
<a href="#">II.C.3-3</a>	Learning Center Website
<a href="#">II.C.3-4</a>	Student Services Website
<a href="#">II.C.3-5</a>	Chromebook Loan Program Website
<a href="#">II.C.3-6</a>	Canvas Tutorial for Students
<a href="#">II.C.3-7</a>	Grab-n-Go Website
<a href="#">II.C.3-8</a>	Steps to Apply & Enroll Website

<b>Number</b>	<b>Description</b>
<a href="#"><u>II.C.3-9</u></a>	OpenCCC Application to College
<a href="#"><u>II.C.3-10</u></a>	Financial Aid Website
<a href="#"><u>II.C.3-11</u></a>	Emergency Aid Grants Website
<a href="#"><u>II.C.3-12</u></a>	ASMC Scholarships 2020
<a href="#"><u>II.C.4-1</u></a>	CCCAA Constitution and Bylaws 2019-2020
<a href="#"><u>II.C.4-2</u></a>	PCCD BP/AP 5700 Intercollegiate Athletics
<a href="#"><u>II.C.4-3</u></a>	CCCAA Newsletter – Statement Supporting BLM
<a href="#"><u>II.C.4-4</u></a>	Athletics Title IX Compliance
<a href="#"><u>II.C.4-5</u></a>	Athletic Coaches Handbook
<a href="#"><u>II.C.4-6</u></a>	Athletics Website
<a href="#"><u>II.C.4-7</u></a>	ASMC Incorporated Constitution
<a href="#"><u>II.C.4-8</u></a>	Events, i.e. Welcome week, Club Rush, conferences, campus wide cultural activities and other club events
<a href="#"><u>II.C.5-1</u></a>	Counseling Website
<a href="#"><u>II.C.5-2</u></a>	Schedule and Reporting Systems (SARS) Appointment Summary Reports
<a href="#"><u>II.C.5-3</u></a>	District Wide Counseling Meeting (Agenda & Flyer)
<a href="#"><u>II.C.5-4</u></a>	College Flex Day Program
<a href="#"><u>II.C.5-5</u></a>	College Catalog 2020-2021, “AB 705 Placement Guidelines,” p. 28
<a href="#"><u>II.C.5-6</u></a>	Learning Communities Websites
<a href="#"><u>II.C.5-7</u></a>	Counseling APU and SAO/SLO Assessment
<a href="#"><u>II.C.5-8</u></a>	Transfer Day Email Communication
<a href="#"><u>II.C.5-9</u></a>	Transfer Center Website
<a href="#"><u>II.C.6-1</u></a>	PCCD BP 5010 Admissions, Special Admissions, and Enrollment
<a href="#"><u>II.C.6-2</u></a>	PCCD AP 5011 Admissions, Special Admissions, and Enrollment of High School and Other Students
<a href="#"><u>II.C.6-3</u></a>	College Catalog 2020-2021, “Admissions, Enrollment and Fee Policies,” pp.25-35
<a href="#"><u>II.C.6-4</u></a>	Guided Pathways Scale of Adoption Assessment
<a href="#"><u>II.C.6-5</u></a>	College Catalog 2020-2021, “Associate Degrees and Certificates,” pp. 59-61
<a href="#"><u>II.C.6-6</u></a>	College Catalog 2020-2021, “Associate Degrees and Certificate Requirements,” pp. 62-66
<a href="#"><u>II.C.6-7</u></a>	Student Services Eligibility Requirements
<a href="#"><u>II.C.7-1</u></a>	College Catalog 2020-2021, “AB 705 Placement Guidelines,” p. 28
<a href="#"><u>II.C.7-2</u></a>	Merritt College Equity Plan 2019-2022
<a href="#"><u>II.C.7-3</u></a>	Math Pathways Website
<a href="#"><u>II.C.7-4</u></a>	Impact of AP 705 Implementation Fall 2020
<a href="#"><u>II.C.8-1</u></a>	PCCD BP 5040 Student Records and Directory Information
<a href="#"><u>II.C.8-2</u></a>	PCCD AP 5035 Withholding of Student Records
<a href="#"><u>II.C.8-3</u></a>	PCCD AP 5045 Student Records—Challenging Content and Access Log
<a href="#"><u>II.C.8-4</u></a>	PCCD BP 5200 Student Health Services
<a href="#"><u>II.C.8-5</u></a>	PCCD AP 5200 Student Health Services
<a href="#"><u>II.C.8-6</u></a>	College Catalog 2020-2021, “Academic Records,” pp. 43-44
<a href="#"><u>II.C.8-7</u></a>	PCCD Authorization for Release of Student Records Form
<a href="#"><u>II.C.8-8</u></a>	Admissions and Records – New Director Learning Series 2020

## **Standard III: Resources**

**The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).**

### **A. Human Resources**

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

### **Evidence of Meeting the Standard**

The District ensures the integrity of its hiring processes by adhering to AP 7121 Faculty Hiring [[III.A.1-1](#)]. This administrative procedure ensures all applicants a fair process and assist the colleges with securing the best qualified candidates for administrative and classified managers. The procedures also provide instructions for hiring acting and interim administrators and the selection of the Chancellor [[III.A.1-2](#), [III.A.1-3](#)]. Also integral to this process is adherence to Equal Employment Opportunity and Non-Discrimination policy as outlined in BP 3420 and AP 7127, which are based on Education Code and CCR, title 5 [[III.A.1-4](#), [III.A.1-5](#)].

The District maintains a salary placement schedule for regular academic administrators and classified managers, as well as documented policies and procedures for faculty, staff, and administrative personnel [[III.A.1-6](#), [III.A.1-7](#), [III.A.1-8](#), [III.A.1-9](#)]. Faculty, classified, and management job descriptions are posted on the Human Resources (HR) website. Management job descriptions represent an example of these postings [[III.A.1-10](#)]. The HR Office supervises the recruitment and selection process. Positions are posted on the District HR and BOT websites [[III.A.1-11](#)]. HR hiring procedures for faculty, classified staff, and administrators are posted on the HR website [[III.A.1-12](#), [III.A.1-13](#)].

To ensure that roles accurately reflect the position duties of individual employees, there is also a process and an accompanying form to reclassify staff that have taken on responsibilities outside of their job description [[III.A.1-14](#), [III.A.1-15](#)].

All of the above processes support the College's mission to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy. The employees we hire directly impact our ability to achieve our

mission and similarly, our strategic goals, which include increasing degree completion rates, increasing transfers to CSUs and UCs, decreasing time to completion, increasing employment in fields of study and increasing equity by reducing achievement gaps among disparately impacted groups [[III.A.1-16](#), [III.A.1-17](#)].

## **Analysis and Evaluation**

Recruitment is an inclusive and participatory process that includes classified, staff, and management appointees. HR reviews committee composition for balance in gender. Together, hiring committee members develop screening criteria, interview questions, conduct first level interviews, and deliberate to identify the most qualified applicants to forward to the hiring manager for final interviews.

When positions are advertised on the Peralta Career site the job posting and job description include the position summary, duties and responsibilities, minimum qualifications, desirable qualifications and/or environmental demands. Job descriptions are developed and updated in collaboration with HR, the Classified Bargaining unit, and the Academic Senate. HR advises hiring managers to review and update job descriptions when requesting to advertise new or vacant positions. This process provides the manager an opportunity to add and update any new functions, responsibilities, or qualifications relevant to the position and department needs.

Job descriptions are also reviewed and updated when positions are advertised during the reclassification process, and if requested by management. New job classifications and changes to existing classifications are reviewed by HR and the bargaining unit. New management classifications are reviewed by HR and the College or District Academic Senate.

When employees believe that their job responsibilities exceed those indicated in their current job description, they may request a desk audit. If they can demonstrate that they are working out of class and have evidence to support that claim they become eligible for a reclassification. When an employee submits a reclassification request, an HR analyst reviews the information provided and conducts interviews with the employee and manager to determine if a position upgrade is warranted. The District is initiating a call to action that will include a classification and compensation study in spring 2021.

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

## **Evidence of Meeting the Standard**

The HR Department screens all part-time and full-time faculty applications for minimum qualifications in accordance with PCCD AP 7211 and the State Chancellor's *Handbook of Minimum Qualifications for Faculty and Administrators in California Community Colleges*

[\[III.A.2-1\]](#). Faculty advertisements provide specific examples of professional services included, but not limited to office hours, curriculum development evaluation and revision, professional growth activities, maintenance of class records and rosters, and participation in meetings, and outreach [\[III.A.2-2, III.A.2-3\]](#).

AP 7121 and the HR Hiring Process for Regular Faculty Position outline the faculty hiring process [\[III.A.2-4, III.A.2-5\]](#). AP 7121 is posted on the BOT website and the HR Procedures are posted on the department website.

As part of the faculty hiring process, selection committees review the minimum qualifications, desirable qualifications, and the duties outlined in the job description in order to develop paper-screening criteria and interview questions that are designed to evaluate each candidate's skills, knowledge and abilities essential to the position and discipline. The faculty interview process may also include a teaching demonstration [\[III.A.2-6\]](#).

Selection committees consist of appointees with knowledge and experience related to the discipline and include at least three full-time regular faculty, with at least one from the discipline and the remaining faculty appointed by the College Academic Senate President. The Chair of the selection committee is selected from the advertised discipline or a related discipline [\[III.A.2-7\]](#).

Faculty evaluation policies and procedures also set standards of excellence for instructors' development [\[III.A.2-8\]](#). Part-time faculty job descriptions differ from those of regular faculty job descriptions because they do not include the requirement to assess learning outcomes [\[III.A.2-9\]](#).

The District HR Office follows the State Chancellor's *Handbook of Minimum Qualifications for Faculty and Administrators in California Community Colleges* as a guideline for all faculty hires [\[III.A.2-10\]](#). Adhering to this process ensures that prospective faculty possess the knowledge of the subject matter and requisite skills for the positions they apply for.

## **Analysis and Evaluation**

Job descriptions and postings for faculty positions clearly state the minimum qualifications, desirable qualifications, and professional responsibilities for the position. Desirable qualifications are included on job announcements along with descriptions that exemplify the qualities and experience of ideal candidates. All faculty job descriptions include the responsibilities that define the full scope of professional services and expectations. Faculty evaluation policies and procedures are used to assess ongoing performance and skills related to subject knowledge, skills, and professional responsibility.

The responsibility for curriculum oversight and SLO assessment appears in the job descriptions for full-time faculty. All faculty are responsible for curriculum oversight, but since the evaluation of SLOs is not included in the contract for part-time faculty, assessment is not indicated in part-time job descriptions. However, part-time faculty who assess SLOs are eligible for compensation. SLOs are not part of the evaluation process per the contract, but instructors are expected to include SLOs in their course syllabi and to assess them.

**3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

**Evidence of Meeting the Standard**

The District has established board policies and administrative procedures for management selection [[III.A.3-1](#), [III.A.3-2](#), [III.A.3-3](#)]. The management recruitment process begins with the job announcement. The job announcement states the purpose of the position, essential responsibilities, and the minimum and desirable qualifications. Executive level job descriptions also include a description of institutional needs, professional qualifications, and preferable personal characteristics of the ideal candidate [[III.A.3-4](#), [III.A.3-5](#)]. Job descriptions for management positions are prepared in consultation with the hiring manager and approved by the College President and/or or Chancellor and HR. New management job descriptions also require the review of the College or District Academic Senate.

Once a manager is hired, the District evaluates the competence and effectiveness of its managers through the management evaluation process as outlined in AP 7124 [[III.A.3-6](#)]. In collaboration with their managers, new administrators establish goals and objectives within the first 60 days of hire and are evaluated after their first six months of employment. All other administrators are evaluated on an annual basis in accordance with the timeline and procedures detailed in the Board's administrative procedure for Management Performance Evaluations.

Administrators are required to attend an annual management retreat hosted by the Employee Relations and HR staff to review topics related to leadership, harassment awareness, discipline, and performance management [[III.A.3-7](#)]. If department budgets allow, managers are also provided opportunities to attend professional workshops and conferences. One example of a conference is the Association of California Community College Administrators Administration Transformational Leadership Program [[III.A.3-8](#)].

Community forums are also conducted during the hiring of the chancellor, vice chancellors, and college presidents to allow faculty, staff, administrators, students, and the public an opportunity to ask the candidates questions and to provide the hiring manager with their feedback and thoughts about the candidate's qualifications [[III.A.3-9](#)]. Feedback is provided on a forum evaluation form that is distributed and collected by HR staff at each forum.

**Analysis and Evaluation**

The District administrative procedure for hiring administrators consists of a thorough screening and interviewing process to identify qualified candidates who have the skills and experience to be effective leaders. The selection process is extensive and involves participation of existing managers, faculty, and staff. With the assistance and supervision of HR staff, an appointed hiring committee (consisting of administrators, faculty, and classified staff) develops application screening criteria, interview questions, and supplementary activities (e.g., writing samples) to identify the most qualified candidates. After determining which of these candidates will be

interviewed the hiring committee conducts the interviews and reaches consensus on a number of candidates to forward as finalists. The finalists are then interviewed by the hiring manager, and possibly other individuals appointed to serve on the finalist committee.

To ensure ongoing quality in the discharge of duties, management performance is evaluated through performance reviews that include feedback from the first level manager, peers, and an employee self-evaluation. Performance goals and evaluation are correlated with the District's strategic goals.

The District is also in the process of creating a local professional development training program that will be facilitated by District IT, HR, and the Finance Department managers. Together they will provide budget training and guidance related to purchasing, HR, and security. These skill-building modules will be offered twice yearly as part of the orientation required for new management and staff, and as a review and update opportunity for existing employees.

**4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

**Evidence of Meeting the Standard**

The College ensures that candidates possess the requisite degrees required for advertised positions. The application procedures on job advertisements for faculty and management require transcripts from fully accredited college or university institutions [[III.A.4-1](#), [III.A.4-2](#)]. The Office of HR uses the Database of Accredited Postsecondary Institutions and Programs website to confirm these academic credentials. All faculty and management hires are required to meet with the HR generalist for an intake orientation appointment. When scheduling the intake appointment, the HR generalist provides the new hire with a faculty employment checklists [[III.A.4-3](#), [III.A.4-4](#)]. Equivalencies for degrees earned outside of the U.S. are reviewed at the request of the applicant and reviewed for approval based on the process described in AP 7211 [[III.A.4-5](#), [III.A.4-6](#), [III.A.4-7](#)]. A committee is tasked with making determinations of equivalence and their decision is binding.

**Analysis and Evaluation**

The District ensures degrees held by faculty, administrators, and other employees are from accredited institutions through its HR review and equivalency processes. Applicants for faculty and management positions are required to upload transcripts when submitting their employment applications through the District's career portal. A written evaluation by an official foreign credentials/transcripts evaluation and translation service must be submitted for foreign degrees by the application deadline date.

PeopleAdmin is the applicant tracking system used by District HR for recruitments and applicant tracking. It provides HR the ability to customize employment applications, screen candidates using job specific questions, and to receive required or supplemental employment documents from applicants.

The District also has an administrative procedure that provides guidelines for the equivalency process. When an applicant seeks equivalency review, the District Academic Senate President appoints an Equivalency Committee to evaluate the applicant's academic qualifications, pertinent experience, and relevant coursework to determine whether the applicant meets equivalency to the minimum qualifications. The administrative procedure details the committee composition of the Equivalency Committee, specifies criteria for master's required and non-master's degree disciplines, and the responsibility of the HR department in the equivalency process. The District HR Office provides notification to the candidate or employee about the District Academic Senate's determination and places a copy of the letter in the employee's personnel file. HR maintains a tracking log of equivalency files which are saved in the shared department drive.

- 5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

### **Evidence of Meeting the Standard**

Classified evaluation schedules are distributed by the Office of HR. Classified evaluations forms are available on the HR website [[III.A.5-1](#), [III.A.5-2](#), [III.A.5-3](#)]. Faculty evaluation forms and procedures are available on the Academic Affairs website [[III.A.5-4](#), [III.A.5-5](#)]. After the probationary period evaluations occur yearly to monitor employee progress. Formal feedback is provided and documented to support ongoing progress or necessary improvement to meet the established job description criteria and the work performance goals.

The schedules are closely adhered to and formalize the employee evaluation process. The forms include employee information and the annual evaluation date as determined by guidelines set in the International Union of Operating Engineers (IUOE) Local 39 and Service Employees International Union (SEIU) Local 1021 bargaining agreements [[III.A.5-6](#), [III.A.5-7](#), [III.A.5-8](#)]. Policies and Procedures for faculty evaluations are detailed in the PFT's *Faculty Evaluation Handbook* [[III.A.5-9](#)]. Management performance evaluations are conducted per AP 7124 and are documented on the designated forms [[III.A.5-10](#), [III.A.5-11](#)]. Completed evaluation forms document progress in meeting the employment benchmarks or the need for improvement. The manager also indicates if continued employment is recommended. The evaluation results are then reviewed by the employee, signed, and submitted to HR where they are then included in the employee's personnel file.

### **Analysis and Evaluation**

The District has standard performance evaluations procedures for administrators, faculty, and staff. Classified and faculty evaluation procedures are detailed in the respective collective bargaining agreements. The HR Department coordinates the performance evaluation process for

classified employees while the Office of Academic Affairs provides oversight of the faculty evaluation process. The Office of Employee Relations provides guidance and tracking for management evaluations. Each bargaining unit has a standardized evaluation form that has set performance factors and rating scales.

Classified employees are evaluated twice during their probationary period and annually thereafter. The annual evaluation schedule for the fiscal year is emailed to the administrators at the Colleges and to the District departments twice a year, and upon request. Second and fifth month probationary evaluation reminders are emailed to the first level manager prior to the end date of the evaluation period. These emails include general evaluation guidance for the manager and instructions if an employee does not meet performance expectations during the probationary period. The evaluation process for confidential employees is identical to SEIU Local 1021 and IUOE Local 39 processes.

Completed evaluations are submitted to HR where they are tracked and stored. The HR Department also logs classified evaluation ratings, completion dates, and next evaluation dates on the Person Profile screen in PeopleSoft.

The *Faculty Evaluation Handbook* includes procedures and timelines for all faculty including tenure-track, tenured, and part-time faculty. Each campus has an assigned College Evaluation Coordinator who monitors the evaluation process, trains faculty evaluators and evaluatees, and ensures compliance with guidelines and timelines.

Management performance evaluations are performed to “demonstrate commitment to organizational excellence and align performance with the district wide strategic goals and institutional objectives.” It is a comprehensive process that includes peer review, self-evaluation, and the manager’s evaluation. The management evaluation process also includes the establishment of goals and objectives that are aligned with the District’s strategic goals. Information regarding the evaluation cycle, competencies, procedures, and rating scale are provided on the administrative procedure. The Office of Employee Relations provides managers with evaluation guidance and tracks the completion of management evaluations. Beginning in 2021, all managers will receive training regarding the evaluation process at the time of hire. The District anticipates that these improvements will result in a more streamlined and timely evaluation process.

The District’s evaluation processes are largely manual, so the District is planning to implement an online platform for performance management that will automate processes and improve efficiency. Transition to an online evaluation platform will require negotiated agreements with the bargaining units. These discussions will begin in 2021.

**~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~**

(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)

- 7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

### **Evidence of Meeting the Standard**

The District met its faculty obligation number (FON) in fall 2016, fall 2017, and fall 2018 [III.A.7-1]. However, the June 18, 2019, Fiscal Crisis and Management Assistance Team (FCMAT) report suggested changes be implemented to address a decline in enrollment over the last two years [III.A.7-2]. In addition to full-time faculty, the District employs part-time faculty who, upon achieving eligibility, can become part of the part-time faculty preferred pool [III.A.7-3]. The District maintains a list of those that have successfully entered the pool [III.A.7-4]. In order to maintain and build upon the number of faculty available to fill vacant teaching positions the District maintains postings of full-time and part-time instruction opportunities [III.A.7-5, III.A.7-6]. These actions have resulted in the District maintaining qualified faculty who are effective in supporting a high level of instruction and fulfilling the institutional mission and purpose.

### **Analysis and Evaluation**

The District maintains a sufficient number of full-time faculty to fulfill its institutional goals and to serve its students. Previously, the District met the FON number for three consecutive years between fall 2016 and fall 2018. Nonetheless, the District recognizes the need to adjust its FTEF to align with the decline in enrollment and FTES that has occurred over the past few years. FCMAT issued a report for the Peralta Community Colleges in June 2019, suggesting that productivity targets and the corresponding budgets be evaluated, and that revisions be made to the practice used for establishing annual FTES productivity targets. The funding measurement metrics and opportunities to improve performance should be carefully considered in all future productivity target discussions since the District is not earning the maximum revenue possible with the new funding formula. The District and colleges are actively engaged in implementing the FCMAT recommendations.

The District also has negotiated agreements with the PFT that aid the Colleges in maintaining a healthy pool of part-time faculty. In accordance with Articles 30.D and 30.H, the District maintains an eligibility list of all temporary part-time faculty, and has an established part-time faculty rehire preference pool as part of a negotiated agreement with PFT. The preferred hiring pool gives preference in assignment to part-time faculty that meet the eligibility guidelines set forth in the bargaining agreement. Colleges are required to offer preferred part-time faculty their average base-load assignments before they recruit externally. The electronic list of the pool is compiled in collaboration with Institutional Research, Academic Affairs, and HR. The list is publicly posted on the Peralta Institutional Research Reports website each semester, by College.

The District also maintains a non-preferred hiring pool in accordance with the bargaining agreement. This list includes part-time faculty who are currently employed by the District and

meet state minimum qualifications. If part-time faculty positions are open but there are no available qualified individuals in the discipline from the preferred hiring pool, the Division Dean or designee considers faculty members currently employed in the Department discipline or at another College within the District who are not in the preferred hiring pool.

The Office of HR maintains ongoing temporary pool announcements for part-time faculty (by discipline) on its HR Career site. College departments may contact HR to request applications from the pool. The HR staff screens applicants in the pool to ensure only qualified applicants are considered.

The diminution of FTES at Merritt College has been less pronounced than that of the other colleges overall (Merritt had a 4.35 percent drop from fall 2017 to fall 2019, while PCCD had a 9.4 percent decrease over the same period), but there is still a need to improve.

The District is responsible for setting productivity goals and resident FTES targets for the colleges.

**Table 23. Merritt College Enrollment Targets and FTEF Allocations 2020-2021**

Budget Allocation Model (BAM)	Allocation
BAM 3-Year Average - RES FTES	3,882
BAM 3-Year Average - RES FTES %	23.30%
Annual 2020-21 RES FTES allocation	3,722
BAM 3-Year Average - NON-RES FTES	230
TOTAL FTES	3,952
TOTAL FTES %	22.57%
Annual 2020-21 TOTAL FTES allocation	3,952
2020-21 FTEF Allocation based on FTES Allocation and Productivity Target	225.8
High Productivity FTEF Set Aside	8.4
<b>Allocation by Semester</b>	
Summer 2020 (10% of annual)	
RES FTES	372.2
TOTAL FTES	395.2
FTEF	22.6
Fall, Spring, 2020-21 (45% of annual each)	
RES FTES	1,674.8
TOTAL FTES	1,778.5
FTEF	101.6
Annual 2020-21	

RES FTES	3,721.8
TOTAL FTES	3,952.2
FTEF	225.8

Regarding productivity, the aim is for each institution to achieve a goal of 17.5 (the figure is derived by dividing the number of full-time equivalent students by the number of full-time equivalent faculty—FTES/FTEF). Over the past several years, Merritt College has consistently maintained the highest productivity in the District. For this Fall 2020 term, Merritt’s productivity reached 15.75, but the College anticipates an increase once the institution accounts for enrollment in the late-start courses.

Merritt’s resident FTES target for fall 2019/spring 2020 was 3514.5 (1757.25 per term). The College actually exceeded the fall 2019 FTES enrollment goal and would have likely done the same for the spring 2020 semester were it not for the precipitous drop in student enrollment as a result of the COVID-19 epidemic. Despite this, Merritt still achieved 96.1 percent of its FTES goal for the 2019-2020 academic year (3376.35 resident FTES).

**Table 24. Merritt College Enrollment Fall 2019 and Spring 2020**

	Fall 2019	Spring 2020
<b>Headcount</b>	7,338	7,012
<b>Census Enrollment</b>	15,253	13,614
<b>Resident FTES Target</b>	1,757.25	1,757.25
<b>Resident FTES Actual</b>	1,763.87	1,617.12
<b>Resident FTES Deficit</b>	6.62	-140.13
<b>Resident FTES % of Target</b>	100.38	92.03
<b>Nonresident FTES Actual</b>	62.6	60.63
<b>Total FTES Actual</b>	1,826.47	1,677.75
<b>FTEF Allocation</b>	126.25	110.45
<b>FTEF Staffed</b>	114.73	111.43
<b>FTEF Unstaffed</b>	0	0.33
<b>Productivity</b>	15.92	15.06
<b>Dual Enrollment Sections</b>	26	29

Merritt College employs several different strategies to achieve the FTES targets and productivity goals set by the District. These efforts are guided primarily by the Merritt Strategic Enrollment Management (SEM) Plan. The specific College goals (which are aligned to the State Chancellor’s “Vision for Success” goals) to be achieved by the 2021-2022 academic year are:

- Reach a resident FTES target (including the summer 2021 term) of 3722.
- Achieve a productivity of 17.5

- Raise the level of student transfer by six percent annually.
- Increase completion of degrees and certificates by twenty percent over the next five years.
- Reduce the number of average total units a student takes down to seventy-nine.

We will accomplish these goals by promoting outreach and recruitment to increase access, providing efficient enrollment services to ease the matriculation process, expanding financial aid opportunities to support those in need, scheduling courses strategically to meet student demand, and extending support services to raise success, completion, and transfer rates.

The College is effectively supporting its programs with the current number of faculty. However, the annual program update prioritization process revealed that there are a number of vacant full-time positions that need to be filled in order to restore the balance of full-time to part-time faculty as established by the FON. Currently there are 19 faculty positions that are open due to retirements or reassignments that have occurred over the last five years, which may explain why only 64.5 percent of FTEF is full-time. The College is working with the District to determine how many of these full-time faculty positions can be restored within the next two years. In the fall of 2019, the former President and several other key administrators retired or resigned, leaving several leadership gaps. As of fall 2020, all College administrative roles have been filled with permanent hires. These new administrators, including the President, Vice President of Student Services, Vice President of Instruction, and four new deans, have provided the leadership necessary to stabilize the college and implement the requisite processes and procedures. The College organizational chart illustrates the College's progress becoming a fully staffed institution. Merritt is also leveraging its fiscal resources to support the hiring of classified staff that were prioritized during the annual program update process.

**8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

**Evidence of Meeting the Standard**

The District has a Guide for Hiring Part-time Faculty that informs the District practices for part-time hires [III.A.8-1]. HR also utilizes a faculty checklist to prepare new hires for the intake appointment [III.A.8-2]. To assess the effectiveness of the onboarding process the District conducts an onboarding survey for new faculty [III.A.8-3]. Part-time faculty are evaluated during the first semester of employment according to the process as delineated in the Faculty Evaluations Policies and Procedures Handbook [III.A.8-4]. All faculty are required to attend flex day activities [III.A.8-5]. District professional flex days include workshops that help part-time faculty become familiar with District and College policies, procedures culture. These and other professional development activities are posted on the Staff Development website and featured in the Staff Development Office Newsletter [III.A.8-6, III.A.8-7]. Beginning of the semester flex days occur in August and January of each academic year [III.A.8-8, III.A.8-9, III.A.8-10, III.A.8-11].

## **Analysis and Evaluation**

The District has policies, procedures, and negotiated agreements that provide oversight, evaluation, and inclusion of part-time faculty in the District community. HR has an established orientation procedure for part-time faculty that requires an intake appointment with a HR staff member. Part-time faculty are included in professional development activities. The PFT Contract includes specific procedures for part-time faculty performance evaluation.

During the intake appointment, the new hire and the HR Generalist complete and review required new hire documents, discuss salary placement procedures and retirement options, and answer HR related questions. Intake appointments are scheduled on specific days and times of the week as part of an agreement with the PFT. Representatives from PFT are notified of the intake appointments and invited to meet with new hires to discuss union membership.

An overview of the new hire process for part-time faculty is posted on the HR website for public reference. The PCCD Guide for Hiring Part-time faculty is also published on the HR website to assist hiring managers and department chairs with the hiring process. This guide is used for training and as a reference for the Colleges. This document helps maintain a streamlined consistent hiring process for part-time faculty.

While the District meets this standard, HR and the Staff Development Officer are working to identify how the onboarding and orientation processes can be improved by distributing an onboarding and orientation survey to employees hired within the 2019-2020 academic year. This survey will help District HR and the Colleges work together to improve the onboarding experience for new hires. It will also help develop an understanding between the District and the Colleges about who is responsible for providing certain information to new hires. For example, HR provides information about salary placement, payroll, email access, benefits, and HR policies. At this time, HR is currently surveying how information related to systems access, schedule and job responsibilities, ID badge, keys, etc. are provided to new hires at each of the Colleges. Once HR consolidates this information, HR will revise the new hire checklist so that new employees have updated information that includes who to contact for specific requests within the first weeks of hire.

The evaluation process for part-time faculty is documented in Part Two of the PFT *Faculty Evaluations Handbook*. Evaluation of part-time faculty is a four-part process involving self-evaluation, faculty/classroom observation/evaluation, administrative evaluation, and student evaluation. Part-time faculty are evaluated within the first year of employment. Thereafter, evaluations are performed once every six regular semesters, unless a summary rating of “Does not consistently meet requirements” or “Does not meet requirements” is received. For part-time faculty, the second evaluation will be used to determine eligibility to enter into or remain in the Rehire Preference Pool.

All faculty, including part-time instructors, are required to participate in flex day activities. This requirement is documented in Professional Days Agreement under Appendix A.5.D of the PFT Contract. Part-time temporary faculty participate in flex day activities on the same basis as their weekly teaching assignments. For example, if the instructor has an assignment of teaching three

hours in-class and Professional Days are on that day, he/she shall participate and report three hours of flex activities.

The Staff Development Office also offers professional development outside of flex days and throughout the academic year. Part-time faculty are welcome and encouraged to participate in these activities as well. The Staff Development Officer has their own website and regularly sends out announcements regarding professional development opportunities. The Staff Development Office also hosts online office hours through Zoom and delivers a monthly newsletter that includes upcoming learning opportunities.

Part-time faculty are required to participate in flex day professional development activities, if the activities occur on a day that the part-time faculty ordinarily teaches. Planned improvements include more flex day activities that are designed for part-time instructors and a College sponsored new faculty orientation. Saturday, online, and pre-recorded orientations are being developed in the effort to provide a more robust orientation experience. This will complement the District's onboarding process and survey for new part-time faculty.

Professional development opportunities are provided to contract and part-time faculty when they are hired and all throughout the school year. New faculty are directed to read the online faculty handbook and the participatory governance manual in order to familiarize themselves with the College resources, processes and procedures and participatory governance committees.

**9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

**Evidence of Meeting the Standard**

The District Staffing Plan affirms the fact that Merritt College has a sufficient number of staff to support effective instruction [[III.A.9-1](#)]. Currently, Merritt has filled all of its administrative vacancies and has two IT Specialists, a Facilities Specialist, as well as two administrators that co-chair the technology and facilities committees, providing additional support in these areas [[III.A.9-2](#), [III.A.9-3](#)].

Per the 2019 Peralta FCMAT Report, a review of the total number of finance, payroll, and purchasing positions found the District staffing is comparable to districts of similar size. However, the report contains recommendations for organizational changes to build capacity within these departments. As a result, the District has begun the process of prioritizing department needs, and then begin filling vacant positions, training staff for their positions, utilizing software appropriately, and inserting controls within current practices [[III.A.9-4](#)].

To ensure staffing needs are met for core functions, the request to fill vacant budgeted positions should be completed as soon as an incumbent submits documentation for separation to maintain sufficient staffing for departments to function. When the College decides not to fill vacated positions right away—in order to adhere to faculty and staff prioritization practices as outlined in their IPB models—the College administration notifies the District immediately to request that the

position be filled or repurposed at a later date. This supports the College's ability to retain its vacant faculty and staff positions and to leverage them to serve the best interest of the institution.

Since the current request to advertise procedure requires College and District approvals with administrative signatures, an electronic process is being developed to improve tracking capacity and efficiency.

Per the Five-Year Integrated Financial Plan, FCMAT analyzed the District Office of Finance and Administration and made staffing and organizational recommendations to improve effectiveness and efficiency. In response to the counsel from the Collaborative Brain Trust (CBT), the District is examining centralized and decentralized services, encouraging collaboration, eliminating duplication, and aligning staff assignments with District and College priorities [[III.A.9-5](#)].

There are currently four classified staff vacancies that need to be filled by the end of the fiscal year. The College will rely on the IPB cycle to validate the necessity of those positions. All faculty and classified staffing requests are submitted and prioritized during the program review or APU process. They then go through a rigorous participatory governance vetting process. The list of positions that emerges from this process is arguably the most consequential product of the College IPB cycle [[III.A.9-6](#)]. The President then reviews the prioritized staffing lists and makes a decision to support or modify them as recommended. The extent to which the District is able to fund these prioritized positions significantly impacts whether the College is able to maintain operational integrity over time.

The program review/APU resource prioritization process includes data analysis to determine where the needs for support personnel are greatest based on student demand and or administrative necessity [[III.A.9-7](#)]. The qualifications for those positions are determined by the needs of the instructional, student services or administrative services units that require support. The job description is developed or revised by the manager of the department or unit, usually in collaboration with key stakeholders, such as department chairs, program directors or senate leadership.

### **Analysis and Evaluation**

The District's Staffing Plan provides guidance for workforce planning. The District utilizes the Planning Budgeting Integration Model and annual program review to assess and analyze staffing needs. The District and the Colleges identify needed positions using program reviews and annual program updates.

Currently, Merritt College has a sufficient number of administrators and faculty to support the effective operations of the College. There is a full staff of administrators, and the FON affirms that we have an adequate number of faculty to appropriately serve the student population.

**10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)**

**Evidence of Meeting the Standard**

The District has an adequate number of budgeted management positions at the Colleges and District Administrative Center. However, management turnover has been high during the last three fiscal years [III.A.10-1]. This has resulted in several administrative vacancies and interim appointments. The District is in the process of assessing the primary causes of management turnover and is committed to reversing this trend.

The Peralta District Office now has four Vice Chancellor positions (down from six in 2019). The 2019 Peralta FCMAT study recommended decreasing that number since similarly sized districts operate with fewer vice chancellors [III.A.10-2]. The study by CBT had a similar finding and recommended that the District consider reorganizing the District Office, streamlining the vice chancellor structure, and analyzing all positions as first tier (core-critical), second tier, or third tier. The District has responded accordingly.

CBT also recommends that the District analyze its services to determine which systems and processes should be centralized versus decentralized. This will require clarifying roles and responsibilities and revising job descriptions as needed. The District is actively pursuing this recommendation. As part of this process the District will also revise the protocol for communication and collaboration between the District Office and the Colleges to support the implementation of new operating procedures, including those services that are centralized versus decentralized.

As part of the District’s Five-Year Integrated Plan, it conducted a turnover analysis and developed recommendations to retain Executive level staff at the District office [III.A.10-3]. Work has begun on the following action items:

- Establish a Meet and Confer process for management.
- Provide clarity of job descriptions. Specifically, within one month of hire, and annually, managers are required to meet with their Supervisor to analyze job descriptions, to determine if they are in line with actual work performed or expected.
- Institute and define professional development opportunities for management.
- Consult with an outside, third party agency to establish a Leadership Academy for managers.
- Cease the overuse of interim appointments.
- Establish organized coaching and training sessions between managers and their direct reports.
- Review and update the existing management evaluation process to ensure relevancy to current performance priorities.

Merritt College is very fortunate to have highly effective and qualified administrators who are not only competent and mission-focused, but passionate about supporting students and moving

the College forward. Within the past year, the College has made great progress filling vacant administrative positions. In November 2019, the management team was notably understaffed with only four administrators. By May 2020, all of the administrative vacancies were filled and the management team grew to include eleven administrators. Currently four administrative hires are in progress and are due to be filled by January 2021 [[III.A.10-4](#)]. They include the Vice President of Administrative Services (VPAS), Vice President of Instruction, Dean of Enrollment Services, and Dean of Liberal Arts and Social Sciences. Currently there is an acting Vice President of Instruction and an Interim Dean of Liberal Arts. The VPAS position was upgraded from a budget director position and the dean of enrollment position replaced a vacant Dean of Grants and Special Programs position. The data revealed multiple complaints related to the inefficiencies of the College Business office operations. A VPAS is being hired to replace the business director. This is a position that is recommended to the four Colleges by the District in order to enhance operational effectiveness and function. Additionally, a Dean of Enrollment will be hired to replace a vacated Dean of Grants and Special Programs position. The repurposing of this position will enable the College to dedicate more focus and resources to the enrollment challenges that have intensified since the College's sudden transition to a largely online schedule.

### **Analysis and Evaluation**

The College uses the District standard for configuring its administrative structure. Merritt's administrative team includes the President, VPI, VPSS, VPAS, five deans, the Director of Research, the Director of Student Activities and Campus Life, and the Director of Financial Aid. Quantitative and qualitative data are used to assess the need for new administrative roles.

In November 2020, the College created a process of creating greater transparency around administrative hiring decisions by including requests for new administrative hires in program reviews and APUs for non-urgent positions. When time-sensitive hiring decisions must be made, they will be submitted to participatory governance committees for review.

By January 2021, Merritt will have a full complement of administrators. Four positions are currently in progress, the Dean of Liberal Arts, the VPI, the Dean of Enrollment, and the VPAS. The current group of administrators are highly qualified and committed professionals with credentials and skills that effectively support the College's mission and purposes

**11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

### **Evidence of Meeting the Standard**

The College and District meet this standard by maintaining a Board Policies and District Administrative Procedures website and by distributing notices of board policy changes [[III.A.11-1](#), [III.A.11-2](#)]. It also maintains a HR training page to ensure that there is widespread access to training for specific personnel transactions [[III.A.11-3](#)].

## **Analysis and Evaluation**

The District has established board policies and administrative procedures that provide personnel guidelines and policies. Board policies and administrative procedures are publicly accessible and available for viewing on the Peralta BOT page. Board policies and administrative procedure specific to personnel are found in section 7000 Human Resources. When board policies or procedures are updated, the Chancellor's Office sends a notice of the changes through the District email announcement service.

The HR Office and Employee Relations work in collaboration with bargaining unit representatives to discuss and resolve any personnel actions of concern.

Over the past two years, HR made efforts to document and publish its related procedures. The procedures include guidelines for recruitment, reclassification, working out-of-class, leave of absence reporting, submission of electronic personnel action requires, and student employment. Procedures are posted on the HR page and available to the public. The HR website also includes a training page that provides process references for specific personnel transactions. These documents are easily accessible and contain detailed instructions and workflow information. The training documents help maintain consistent and standardized process guidelines throughout the District.

Merritt adheres to all District personnel policies and procedures and implements them in a manner consistent with the College's equity focused mission.

**12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

## **Evidence of Meeting the Standard**

The District effectively creates and maintains appropriate programs that support its diverse personnel through the implementation of the following policies, plans and programs [[III.A.12-1](#), [III.A.12-2](#), [III.A.12-3](#), [III.A.12-4](#), [III.A.12-5](#), [III.A.12-6](#), [III.A.12-7](#)].

HR participates in diversity activities by offering workshops and participating in local career fairs [[III.A.12-8](#)]. HR procedures incorporate equal employment opportunity guidelines through its oversight of the District's hiring procedures HR also utilizes advertising services to assist with job posting and ad placement on specialized job boards [[III.A.12-9](#), [12-10](#)]. This service also helps HR accommodate College requests to advertise on websites aimed to attract diverse applicants.

Merritt College has also made equity an institutional focus and has begun an ongoing and inclusive campus conversation on equity that has inspired the interest and participation of faculty, staff, students and administrators [[III.A.12-11](#)].

## **Analysis and Evaluation**

The District is a representation of the community it serves and reflects this representation through its commitment to diversity. This commitment is demonstrated through Policies and Procedures, is recognized in BP 7100 and supports equal employment opportunity with the adoption of its Equal Employment Opportunity Plan required by BP 3420.

The Equal Employment Opportunity (EEO) Plan is a district wide written plan that implements the District's EEO Program, includes the definitions contained in CCR, title 5, section 53001, and complies with all legal requirements as listed in title 5. AP 3420 specifies the requirements of the EEO plan. The Plan is approved by the BOT and posted on the HR website. The Plan also provides district wide demographics by employee category.

As part of the requirement of AP 3420 and AP 7102, the District has in place a Faculty Diversity Internship Program (FDIP). FDIP aims to select and train a diverse pool of potential faculty to effectively teach and serve the wide range of students in the District, address gaps in equity, and develop a faculty body that reflects the diversity of our student population. A FDIP Coordinator (current faculty member) provides oversight for the program under the guidance of the Vice Chancellor of Academic Services. Information, application procedures, and frequently asked questions are posted on the FDIP Program page. Graduates of the FDIP Program are eligible for the PFT Rehire Preference pool per Article 30.H.1.a of the bargaining agreement.

The College adheres to District policies that protect employee rights to fair and equal treatment. These rights are posted on the District website. As an equity-focused institution Merritt seeks to recruit personnel that reflect the broad range of diversity represented by our students and community. The College has also begun an ongoing campus conversation on equity that is actively enhancing the culture of the campus.

### **13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

#### **Evidence of Meeting the Standard**

PCCD upholds a code of professional ethics for all of its personnel with the implementation of relevant Board and Administrative policies [[III.A.13-1](#), [III.A.13-2](#), [III.A.13-3](#), [III.A.13-4](#), [III.A.13-5](#), [III.A.13-6](#), [III.A.13-7](#), [III.A.13-8](#), [III.A.13-9](#)]. These policies are publicly available on the District website. The District hosts regular trainings to support widespread knowledge and adherence to these policies [[III.A.13-10](#), [III.A.13-11](#)].

## **Analysis and Evaluation**

Respect is one of the core values of the District. The District has a documented code of ethics and standards of practice that applies to all personnel and Board members. The policies state the expectation that all Peralta Community members are treated with civility and respect. Board policies for Discipline and Dismissal for Academic and Classified employees detail the consequences for unprofessional conduct.

The District upholds expectations for respect and civility. Board members, administrators, faculty, staff, students, and Peralta visitors are subject to these expectations. Unacceptable behaviors are clearly defined in District's Administrative Procedure for Ethics, Civility, and Respect. The District's Administrative Procedure outlines the formal and informal complaint process for those that experience harassment, discrimination, or retaliation. The Procedure for Prohibition of Unlawful Harassment clearly defines different forms of harassment and AP 3435 outlines the process for reporting complaints and investigations. Individuals may submit complaints to the college vice presidents and to the Vice Chancellor of Human Resources and Employee Relations. Investigations of complaints are conducted by the Office of Employee Relations. The District has a board policy and administrative procedure to encourage the reporting of unlawful activities. Employees that report incidents in good faith are protected from retaliation.

All administrators and supervisors are currently required to complete two hours of classroom training and education regarding sexual harassment prevention. The District has recently acquired an online training platform through the Alliance of Schools for Cooperative Insurance Programs. Per AB 1825, the State of California mandates statewide harassment and discrimination training for any employee who performs supervisory functions within a company of 50 employees or more. Previously, the District held such trainings in person. With the addition of the online platform, employees will have continued and immediate access to the required information. In-person refresher courses will continue to be provided by the Department of HR.

Additionally, the online training satisfies SB 1343, which requires State of California employers with five or more employees to provide nonsupervisory employees with at least one hour of sexual harassment training every two years, in addition to the requirements of AB 1825.

**14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

#### **Evidence of Meeting the Standard**

PCCD meets plans for and makes available professional development opportunities for all personnel in alignment with the District's mission, values and board policies [[III.A.14-1](#), [III.A.14-2](#)]. Regular and varied professional development activities are scheduled throughout the school year and incentives are provided in the form of stipends for independently acquired professional development, and fee waivers for courses taken at any of the District colleges [[III.A.14-3](#), [III.A.14-4](#)]. The District tracks attendance to confirm program completion and stipend eligibility for select professional development activities.

Consistent with its mission and values, the District promotes employee development for all employees [\[III.A.14-5\]](#). The District provides opportunities for professional development and encourages employee participation. Per BP 7160, the goal of professional development is to enhance employee performance and service to students and to assist employees to meet the changing needs in education [\[III.A.14-6\]](#). IUOE Local 39 and PFT have negotiated agreements that promote professional development and learning. The District occasionally provides classified staff and managers with opportunities for professional growth through workshops and classes. The Staff Development Office focuses on support and development opportunities for faculty and invites other employee groups to participate.

The PFT bargaining agreement contains negotiated requirements for professional development of full-time and part-time faculty [\[III.A.14-7\]](#). Per the contract, the District is required to allocate \$120,000 each year for faculty professional development. A Professional Development Committee established at each College makes advisory recommendations for the disbursement of professional development funds for faculty [\[III.A.14-8\]](#). The Committees meet regularly, oversee the sabbatical leaves process, and plans and develops professional flex day activities for the Colleges. The PFT contract also negotiated an 11-month faculty assignment for a District Staff Development Officer (SDO). The SDO meets with the College Professional Development Committees on a regular basis. The District Officer also routinely communicates with all employees of the District to keep them informed about Professional Development activities, opportunities, issues, and funding. The SDO also prepares reports for the state and coordinates district wide flex activities. The SDO maintains the District Staff Development Office website and composes a monthly newsletter [\[III.A.14-9\]](#).

The Appendix of the PFT Contract contain a Professional Days Agreement that outlines faculty obligations for flex days [\[III.A.14-10\]](#). The total flex day obligation for the academic year shall equal the total teaching obligation (or equated load assignment) from which the instructor is released. Part-time temporary faculty shall participate in flex day activities on the same basis as their weekly teaching assignments.

By contract, faculty are eligible for professional development leave (sabbatical) and research/work experience leave [\[III.A.14-11\]](#). Academic administrators are also eligible for sabbatical leave as outlined in AP 7347 [\[III.A.14-12\]](#).

The IUOE Local 39 contract has negotiated agreements that support employee development [\[III.A.14-13\]](#). Local 39 employees are eligible to receive up to three professional pay stipends per year as part of a contractual agreement for certification and licensing opportunities [\[III.A.14-14\]](#). The Office of Risk Management develops, prepares, and advertises an annual calendar of Local 39 trainings and workshops [\[III.A.14-15\]](#). They track attendance to confirm program completion and stipend eligibility.

The District waives class fees for all active employees for courses taken at any of the Peralta Colleges. The fee waiver form is available on the HR website [\[III.A.14-16\]](#). With manager approval, employees may also attend work related conferences and workshops offered outside of the District.

In response to COVID-19, the District has supported the Colleges in addressing the professional development needs of faculty and staff necessitated by the transition to a largely online schedule. This support has included coordination with the campus DE coordinators, the acquisition of chrome books for the campuses and LTIs for instructors.

Although the District offers opportunities for development, managers and staff throughout the District inquire about additional trainings and would like to see more offerings for professional development. The recent FCMAT report recommends that the District provide job related training on a more regular basis, set and clarify expectations of continued professional education for each staff member, and purposefully determine staff development activities based on a careful assessment of staff member needs [[III.A.14-17](#)]. A study conducted by the CBT recommended the establishment of a Professional Development Office with full-time staffing to address onboarding and ongoing professional development needs of all employees. The District is currently reviewing the recommendations of both entities and developing implementation strategies.

### **Analysis and Evaluation**

Merritt Faculty and staff are provided with professional development opportunities by the District, the College and their respective unions. The PCCD offers skills-based training to enhance work performance and to support learning of new processes and procedures. District departments including Risk Management, Academic Affairs, and HR extend varied and specialized training opportunities for employees.

At the College there is a Professional Development Committee that provides instructors with support to identify and pursue professional development opportunities of their own choosing. This includes the chance to apply for and be awarded sabbaticals.

### **15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

#### **Evidence of Meeting the Standard**

The District adheres closely to the contract negotiated agreements relative to security and the confidentiality of personnel records [[III.A.15-1](#), [III.A.15-2](#), [III.A.15-3](#)]. It also follows Administrative policies that provide employees access to their personnel records [[III.A.15-4](#), [III.A.15-5](#)].

### **Analysis and Evaluation**

The District maintains standards to protect the confidentiality of employee information. Personnel records are housed in secure locations in the District Office of Human Resources. All collective bargaining agreements include language regarding employee rights to access personnel files and provide procedures for employee review of their personnel files. Employment verification is limited to general employment information unless HR receives an authorized

document signed by the employee. The District incorporates Administrative Procedures for Public Records Access and Record Retention that reflect compliance with the California Public Records Act and federal and state record retention laws.

Personnel files are stored in locked files in the District HR Office. The high-density cabinets where the files are primarily stored can only be accessed with a secure passcode issued to designated HR staff members. Overflow personnel files for temporary staff and I-9 forms are stored in keyed file cabinets. All files and cabinets are locked at the end of the business day. The PFT, SEIU Local 1021, and IUOE Local 39 collective bargaining agreements outline procedures for employees to access their files. All employees have the right to inspect their personnel file during the District Office business hours. The HR Department has an assigned staff member to accommodate personnel file review requests. Upon an employee request, the HR Assistant confirms a time and day for the employee to review their personnel file. At the time of appointment, the employee is required to provide identification. The Assistant remains with the employee during their file inspection and employees are allowed to make copies of documents in their personnel files.

Personnel records are retained in accordance with AP 3310, which specifies requirements in line with federal and state laws.

Given that the HR Department still has many paper processes, physical space will eventually become an issue for the maintenance of personnel files and confidential documents. The District does utilize services for off-site storage, but this can cause delays in the retrieval of documents. Also, there are older personnel records that are retained on microfiche files. The District is planning to transfer these files to an electronic system. An electronic data and records management system will increase the efficiency in retrieving older documents, decrease the need for additional physical space in the HR Department, and provide electronic back up of paper files in case of disaster.

When HR receives employment verification requests, HR staff members verify employee title, start date, end date, full-time equivalent, and active or inactive status. Additional information such as salary or accrued leave hours is provided with written authorization from the employee. Each employee has an eight-digit employee ID number to protect personal information. The District follows AP 3300 Public Records Access in compliance with the California Public Records Act

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### **Conclusions on Standard III.A. Human Resources**

The District has established policies and procedures that are documented and utilized by HR staff in their daily operations and support of the Colleges and District Administrative Center.

Procedures for classified, faculty, and management hiring are well documented, and HR engages in careful oversight to ensure hiring procedures are fair, equitable, and followed in accordance with board policies.

The District maintains a sufficient number of qualified faculty through recruitments for full-time faculty and the part-time faculty rehire preference pool. The District is working to ensure that job descriptions are updated in a timelier manner and is reviewing strategies to facilitate that process.

The District is actively working to address high administrative turnover in recent years. Additional training and ongoing support to help managers provide effective and long-term leadership is in progress.

The District Office of Academic Affairs, the Office of Risk Management, and the Vice Chancellor of Human Resources provide regular professional development opportunities for faculty, staff, and administrators on flex days and throughout the school year. However, the recent change to a largely online schedule and the commitment to maintain quality instruction underscores the need for more district wide professional development opportunities.

### **Evidence List**

<b>Number</b>	<b>Description</b>
<a href="#"><u>III.A.1-1</u></a>	PCCD AP 7122 Hiring Procedures for Regular Academic Administrators and Classified Managers
<a href="#"><u>III.A.1-2</u></a>	PCCD AP 7123 Hiring Acting and Interim Academic and Non-Academic Administrators
<a href="#"><u>III.A.1-3</u></a>	BP 2431 Chancellor Selection
<a href="#"><u>III.A.1-4</u></a>	BP 3420 Equal Employment Opportunity (EEO)
<a href="#"><u>III.A.1-5</u></a>	AP 3410 Nondiscrimination
<a href="#"><u>III.A.1-6</u></a>	AP 7127 Salary Placement for Regular Academic Administrators and Classified Managers
<a href="#"><u>III.A.1-7</u></a>	HR Hiring Process: Management and Classified Positions
<a href="#"><u>III.A.1-8</u></a>	AP 7121 Full-Time Faculty Hiring
<a href="#"><u>III.A.1-9</u></a>	PCCD Guide for Hiring Part-Time Faculty
<a href="#"><u>III.A.1-10</u></a>	HR Job Descriptions Page of Management Jobs
<a href="#"><u>III.A.1-11</u></a>	Job Posting Example: Peralta Career Site
<a href="#"><u>III.A.1-12</u></a>	Hiring Process: Management and Classified Positions (Section 4)
<a href="#"><u>III.A.1-13</u></a>	Hiring Process: Regular Faculty Positions (Section 4)
<a href="#"><u>III.A.1-14</u></a>	AP 7231 Classification Plan
<a href="#"><u>III.A.1-15</u></a>	Request for Position Reclassification
<a href="#"><u>III.A.1-16</u></a>	Merritt College Mission
<a href="#"><u>III.A.1-17</u></a>	Merritt College Goals
<a href="#"><u>III.A.2-1</u></a>	AP 7211 Minimum Qualification and Equivalencies
<a href="#"><u>III.A.2-2</u></a>	Job announcements for faculty positions include the following duties Job Opportunities Page
<a href="#"><u>III.A.2-3</u></a>	Sample Faculty Posting
<a href="#"><u>III.A.2-4</u></a>	AP 7121 Faculty Hiring
<a href="#"><u>III.A.2-5</u></a>	Hiring Process: Regular Faculty Positions
<a href="#"><u>III.A.2-6</u></a>	Hiring Process: Regular Faculty Positions (Section 10, Page 8)
<a href="#"><u>III.A.2-7</u></a>	Hiring Process: Regular Faculty Positions (Section 7)

<b>Number</b>	<b>Description</b>
<a href="#"><u>III.A.2-8</u></a>	PFT Faculty Evaluation Handbook Policies and Procedures (Pages 5-7)
<a href="#"><u>III.A.2-9</u></a>	Sample Part-time Faculty Job Description
<a href="#"><u>III.A.2-10</u></a>	CCCCO Minimum Qualifications Handbook 2018
<a href="#"><u>III.A.3-1</u></a>	AP 7122 Hiring Procedures for Academic Administrators and Classified Managers
<a href="#"><u>III.A.3-2</u></a>	AP 7123 Hiring Acting and Interim Academic and Non-Academic Administrators
<a href="#"><u>III.A.3-3</u></a>	HR Procedures – Hiring Process for Management and Classified Positions
<a href="#"><u>III.A.3-4</u></a>	College President Job Description
<a href="#"><u>III.A.3-5</u></a>	Vice Chancellor of Academic Affairs Job Description
<a href="#"><u>III.A.3-6</u></a>	AP 7124 Management Performance Evaluations
<a href="#"><u>III.A.3-7</u></a>	August 2018 Management Retreat Agenda
<a href="#"><u>III.A.3-8</u></a>	Association of California Community College Administrators Administration Transformational Leadership Program
<a href="#"><u>III.A.3-9</u></a>	Sample Executive Forum – President of Merritt College
<a href="#"><u>III.A.4-1</u></a>	Sample Management posting VPAS Merritt
<a href="#"><u>III.A.4-2</u></a>	Sample Management posting Dean of Enrollment Merritt
<a href="#"><u>III.A.4-3</u></a>	HR Procedures Faculty Hiring Checklist
<a href="#"><u>III.A.4-4</u></a>	HR Faculty Checklist
<a href="#"><u>III.A.4-5</u></a>	AP 7211 Minimum Qualifications and Equivalencies
<a href="#"><u>III.A.4-6</u></a>	Equivalency Application
<a href="#"><u>III.A.4-7</u></a>	Sample Minimum Qualifications Verification Letter
<a href="#"><u>III.A.5-1</u></a>	Confidential Employee Evaluation
<a href="#"><u>III.A.5-2</u></a>	IUOE Local 39 eval form
<a href="#"><u>III.A.5-3</u></a>	SEIU Local 1021 eval form
<a href="#"><u>III.A.5-4</u></a>	Tenure Track Faculty Eval Forms
<a href="#"><u>III.A.5-5</u></a>	P/T and Tenured Faculty Eval Forms
<a href="#"><u>III.A.5-6</u></a>	SEIU Local 1021 Collective Bargaining Agreement Article 5.1
<a href="#"><u>III.A.5-7</u></a>	SEIU Local 1021 Collective Bargaining Agreement Appendix pp. 123-124
<a href="#"><u>III.A.5-8</u></a>	IUOE Local 39 Bargaining Agreement Article 19
<a href="#"><u>III.A.5-9</u></a>	Peralta Federation of Teachers Faculty Evaluation Handbook
<a href="#"><u>III.A.5-10</u></a>	AP 7124 Management Performance Evaluations
<a href="#"><u>III.A.5-11</u></a>	HR Management Evaluation Forms
<a href="#"><u>III.A.7-1</u></a>	FON Reports for Fall 2016, Fall 2017, and Fall 2018
<a href="#"><u>III.A.7-2</u></a>	FCMAT Report for Peralta Community College, June 28, 2019 Executive Summary
<a href="#"><u>III.A.7-3</u></a>	Article 30. D & H of Peralta Federation of Teachers CBA
<a href="#"><u>III.A.7-4</u></a>	Part-Time Faculty Preferred Hiring Pool List
<a href="#"><u>III.A.7-5</u></a>	Peralta Job Opportunities
<a href="#"><u>III.A.7-6</u></a>	Vacant faculty positions
<a href="#"><u>III.A.8-1</u></a>	PCCD Guide to Hiring Part-Time Faculty Section 3
<a href="#"><u>III.A.8-2</u></a>	HR Faculty Checklist
<a href="#"><u>III.A.8-3</u></a>	2020 Onboarding Survey
<a href="#"><u>III.A.8-4</u></a>	<i>Faculty Evaluations Handbook (Part 2)</i>
<a href="#"><u>III.A.8-5</u></a>	PFT Appendix A.5.D

<b>Number</b>	<b>Description</b>
<a href="#"><u>III.A.8-6</u></a>	Staff Development Website
<a href="#"><u>III.A.8-7</u></a>	PCCD Peralta Gems Newsletter-FA 2020 Staff Development Kickoff
<a href="#"><u>III.A.8-8</u></a>	Flex Day Program Aug 17 2018
<a href="#"><u>III.A.8-9</u></a>	Flex Day Program Jan 18 2019
<a href="#"><u>III.A.8-10</u></a>	Flex Day Program Aug 16 2019
<a href="#"><u>III.A.8-11</u></a>	Flex Day Program Jan 17 2020
<a href="#"><u>III.A.9-1</u></a>	District Staffing Plan
<a href="#"><u>III.A.9-2</u></a>	FCMAT Report Pages 51-57
<a href="#"><u>III.A.9-3</u></a>	Merritt College Administrative Assignments for Participatory Governance Committees 2020-2021
<a href="#"><u>III.A.9-4</u></a>	Merritt College Administrative Services Organizational Chart
<a href="#"><u>III.A.9-5</u></a>	CBT Phase II
<a href="#"><u>III.A.9-6</u></a>	Merritt Resource 2020 Prioritization List
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<a href="#"><u>III.A.10-1</u></a>	Management turnover rates for last three fiscal years
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<a href="#"><u>III.A.10-3</u></a>	Peralta Five-Year Integrated Financial Plan 2019-2024: Chapter 6
<a href="#"><u>III.A.10-4</u></a>	Merritt College Organizational Chart
<a href="#"><u>III.A.11-1</u></a>	Board Policies and District Administrative Procedures Homepage
<a href="#"><u>III.A.11-2</u></a>	Chancellor District Notice of Board Policy Change
<a href="#"><u>III.A.11-3</u></a>	HR Website Procedures, HR Training, Leaves
<a href="#"><u>III.A.12-1</u></a>	BP 7100 Commitment to Diversity
<a href="#"><u>III.A.12-2</u></a>	BP 3420 Equal Employment Opportunity
<a href="#"><u>III.A.12-3</u></a>	AP 3420 Equal Employment Opportunity
<a href="#"><u>III.A.12-4</u></a>	EEO Plan 2019-2022 – HR Website
<a href="#"><u>III.A.12-5</u></a>	AP 7102 Faculty Diversity Internship Program
<a href="#"><u>III.A.12-6</u></a>	Diversity Training Announcement in The Hub Newsletter Volume 2, Winter 2019
<a href="#"><u>III.A.12-7</u></a>	PFT Contract, Article 30.H.1.a
<a href="#"><u>III.A.12-8</u></a>	City Career Fair 9/11/19 & CCC Registry Job Fair– Peralta listed as a participant
<a href="#"><u>III.A.12-9</u></a>	AP 7121 Faculty Hiring
<a href="#"><u>III.A.12-10</u></a>	Hiring Procedures for Regular Academic Administrators and Classified Managers
<a href="#"><u>III.A.12-11</u></a>	Merritt Announcements of Equity Workshops and Conversations
<a href="#"><u>III.A.13-1</u></a>	Peralta Mission and Values
<a href="#"><u>III.A.13-2</u></a>	PCCD BP 2715 Code of Ethics and Standards of Practice
<a href="#"><u>III.A.13-3</u></a>	PCCD BP 7380 Ethics, Civility, and Mutual Respect
<a href="#"><u>III.A.13-4</u></a>	PCCD AP 7380 Ethics, Civility, and Mutual Respect
<a href="#"><u>III.A.13-5</u></a>	PCCD BP 7365 Discipline and Dismissal-Classified Employees
<a href="#"><u>III.A.13-6</u></a>	PCCD BP 7360 Academic Employees
<a href="#"><u>III.A.13-7</u></a>	PCCD AP 3430 Prohibition of Unlawful Harassment
<a href="#"><u>III.A.13-8</u></a>	PCCD AP 3435 Discrimination and Harassment Complaints and Investigations
<a href="#"><u>III.A.13-9</u></a>	PCCD AP 7700 Whistleblower Protection

<b>Number</b>	<b>Description</b>
<a href="#">III.A.13-10</a>	AB 1825
<a href="#">III.A.13-11</a>	SB 1343
<a href="#">III.A.14-1</a>	Peralta Mission and Values
<a href="#">III.A.14-2</a>	PCCD BP 7160
<a href="#">III.A.14-3</a>	IUOE Local 39 CBA 26.10 Stipends
<a href="#">III.A.14-4</a>	Enrollment Fee Waiver
<a href="#">III.A.14-5</a>	Peralta Mission and Values
<a href="#">III.A.14-6</a>	PCCD BP 7160
<a href="#">III.A.14-7</a>	PFT CBA Article 25 for Professional Development
<a href="#">III.A.14-8</a>	Professional Development Advisory Committee Meeting Agendas
<a href="#">III.A.14-9</a>	Staff Development Office Page
<a href="#">III.A.14-10</a>	PFT Appendix A5 Professional Days Agreement
<a href="#">III.A.14-11</a>	Articles 26.M and 26.R of the PFT Contract
<a href="#">III.A.14-12</a>	AP 7347
<a href="#">III.A.14-13</a>	IUOE Local 39 CBA Article 10.7
<a href="#">III.A.14-14</a>	IUOE Local 39 CBA 26.10 Stipends
<a href="#">III.A.14-15</a>	Risk Management 2019 Training Calendar
<a href="#">III.A.14-16</a>	Enrollment Fee Waiver
<a href="#">III.A.14-17</a>	FCMAT Report Pages 47-48
<a href="#">III.A.15-1</a>	Article 13 of PFT CBA
<a href="#">III.A.15-2</a>	Article 4.1 of SEIU Local 1021 CBA
<a href="#">III.A.15-3</a>	Article 19.3 of IUOE Local 39 CBA
<a href="#">III.A.15-4</a>	AP 3310 Records Retention and Destruction
<a href="#">III.A.15-5</a>	AP 3300 Public Records Access

## **B. Physical Resources**

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### **Evidence of Meeting the Standard**

All contracts with outside vendors guarantee that the college provides safe and sufficient physical resources at all locations [[III.B.1-1](#)].

The College and District perform regular and transparent review of the safety and accessibility of all facilities [[III.B.1-2](#), [III.B.1-3](#)].

### **Access**

The District and College are committed to maintaining access to all programs, courses, and services at all its locations. Toward that end, the District works in partnership with its insurance

carrier, the Alliance Schools for Co-Op Insurance, to fund a comprehensive ADA transition plan, which will be managed by the newly hired ballot measure program manager. This program will provide a complete assessment of each of the District's four campuses, with a comprehensive list of mitigation measures to bring each campus into full compliance. In addition, each new capital project will be designed to current ADA code, thus addressing many site and internal issues with the old buildings being replaced. Though just beginning, the "bond spending plan" contemplates an aggressive schedule, with anticipated completion in five to six years [[III.B.1-4](#)].

## *Safety and Security*

The District maintains a safe and secure environment for its students, staff, and visitors. The security apparatus of the District includes three separate units that work together to create a comprehensive system of security. The units include sworn officers from the Alameda County Sheriff's Office (ACSO), a private security company and the Student Safety Aide program. The Student Safety Aides are often enrolled in Merritt's Administration of Justice Program, which specifically trains students to enter the field of criminal justice.

The BOT renewed ACSO's contract through December 31, 2020 [III.B.1-5]. Before committing to a three-year contract, the Board requested that ACSO meet certain conditions. The areas in need of improvement included:

- cultural competency training;
- listening sessions with PCCD students on all four campuses;
- utilization of trained social service workers as an additional resource, modeled on a program in Eugene, Oregon; and,
- demonstration that officers understand the needs of the students of PCCD.

ACSO completed all but the cultural competency training. At the June 23, 2020, Board meeting, however, the Trustees voted to end the contract with ACSO as of January 1, 2021. Going forward, a community-based company (Zulu Community Protective Services) will assume responsibility for campus security at Merritt. The Oakland Police Department will replace ACSO as the lead agency responsible for addressing incidents requiring a law enforcement response.

To address safety issues related to facilities, the District has established a digital work order system that reports issues to the DGS. The District then assigns a facilities staff member to assess the issue. The College's chief business officer works the custodial staff to address issues directly. In those instances that require a maintenance engineer or grounds crew, the chief business officer reaches out to DGS for assistance.

Significant progress has been made towards resolving many longstanding safety issues, including the following:

- **Elevators:** The Governing Board approved a three-year "gold star" (highest service level) maintenance contract [III.B.1-6] for an elevator vendor and immediately developed a comprehensive maintenance and elevator upgrade plan for each campus and submitted to DGS. At Merritt, two elevators require a hydraulic jack replacement, and the contracting process began February 28, 2020. The construction will begin on an upgrade to the elevators by June 1, 2020 [III.B.1-7].
- **Fire alarm system:** The Oakland Fire Department placed five buildings on the Merritt campus on "fire watch" due to a broken fire alarm system. The District recently began working with the fire alarm vendor's regional manager and an organizational chart was prepared by the vendor. The College executed a specific plan to mitigate the problem and was taken off fire watch status on March 19, 2020 [III.B.1-8].

- **Emergency blue light phones:** Blue light phones are "emergency" devices that call the Sheriff's dispatch at the touch of a button. They are placed in areas of the campuses that are perceived as isolated. The first phase of the replacement project was completed in October 2020, with ten new digital phones installed on the Merritt campus. Phase 2 calls for an additional twelve phones to be installed, with a completion deadline set for December 2021.
- **Security camera upgrade:** Over 30 percent of the cameras in the District's security camera network on each College were not working and entailed full replacement of the "head end," the servers that are the "brains" of the system. The District completed this phase and is now diagnosing whether specific cameras are in service.

The District Safety and Risk Manager, the Vice Chancellor of General Services, and the Business Managers of each of the four Colleges meet monthly (in two separate sessions) to discuss security and safety issues. Additionally, there are three committees formed to address security and safety issues. The District Safety and Security Committee meets once per month and is chaired by the Vice Chancellor of General Services. The committee includes the District Risk Manager, the college business managers from each of the four campuses, and representatives from the Sheriff's office and the private security company (ACSO may not attend these meeting after December 31, 2020). The College Health and Safety Committee meets once per month to address health related concerns at each campus [III.B.1-9]. Issues addressed are broad and may include environmental issues, such as air quality, nighttime lighting and other concerns of Faculty and Staff.

Finally, the Vice Chancellor of General Services, working with the Sheriff's Office and the District's Public Information Office, issues an annual Cleary Report. The report includes crime statistics for the College and is presented to the Board once per year [III.B.1-10]. The document is distributed in hard copy to the campuses and is available on each of the campus' websites.

In order to increase responsiveness and accountability, the Department of General Services (DGS) is being reorganized. The goal is to enhance accountability by creating a centralized system with a clear chain of command. The centralized model was presented to the Chancellor for input, and implementation will begin before February 28, 2020 [III.B.1-11]. The new organizational structure should position the District to better react to the many facility challenges that exist.

### ***Health***

The District Risk and Safety Programs Manager oversees institutional safety and compliance. The Office of Risk Management is charged with developing and implementing the District's risk management program in a manner that fulfills the mission and strategic goals of the organization while ensuring compliance with state and federal laws and accreditation standards related to safety and risk management [III.B.1-12]. Additionally, this office is responsible for:

- Procuring and maintaining liability, property and other appropriate insurance and self-insured programs;

- Developing and implementing systems, policies and procedures for the identification, collection and analysis-of-risk related information;
- Educating and training the leadership, staff and business associates as to the risk management program, and their respective responsibilities in carrying out the risk management program;
- Collecting, evaluating, and maintaining data concerning patient injuries, claims, worker's compensation, and other risk-related data;
- Investigating and analyzing root causes, patterns, or trends that could result in compensatory or sentinel events;
- Identifying and implementing corrective action where appropriate;
- Serving as the organization's liaison to the insurance carrier;
- Working with the General Counsel to coordinate the investigation, processing, and defense of claims against the organization; and
- Actively participating in or facilitates committees related to risk management, safety, and quality improvement.

As the new Capital Projects Bond program begins, they will also be responsible for seeking a self-insurance program, and will assist in leading, facilitating, and advising DGS in designing their own departmental risk management program.

The Office of Risk Management also provides information and services to faculty, staff, and students regarding approved medical facilities in the local community, as well as instructions for workplace injuries through the "Company Nurse Injury Hotline." As required under CCR, title 8, section 3203, the Injury and Illness Prevention Program provides the framework for the District to ensure a safe and healthy work environment for all of its employees with the goal of eliminating occupational injuries and illnesses [[III.B.1-13](#)].

### **Analysis and Evaluation**

The District engages in ongoing efforts to ensure safe and adequately maintained facilities at all of the colleges. The Office of Risk Management also provides information and services to faculty, staff, and students regarding approved medical facilities in the local community, as well as instructions for workplace injuries.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

### **Evidence of Meeting the Standard**

The College and District have created plans and frameworks for the consideration of improvements to the college's physicals resources [[III.B.2-1](#), [III.B.2-2](#)]. Progress on these projects is reported to the college community and to the appropriate oversight entities on a regular basis [[III.B.2-3](#), [III.B.2-4](#), [III.B.2-5](#)].

All memoranda of understanding with outside contractors include provisions to guarantee that this standard is met [[III.B.2-6](#), [III.B.2-7](#), [III.B.2-8](#), [III.B.2-9](#)]. Planning for the provision of safe and sufficient physical resources to support programs and services is encompassed within the College EMP, which was developed in 2016. A revision is forthcoming in 2021, and the District has started work on a new strategic plan. The document defines the goals and objectives for the District and provides guiding principles for facilities planning. In the past, this issue was challenging, but with the passage of Measure G, the District's \$800M Capital Project Improvement Bond, there are funds available to significantly improve the campuses.

The 2017 Facilities and Technology Master Plan (FTMP), which the Governing Board approved on March 13, 2018, articulates a set of facilities and technology projects needed to meet the goals set forth in the EMPs created by the Colleges. [[III.B.2-10](#)] The aim is to ensure that programs, services, and learning facilities are adequately provided for and maintained. Key drivers for this plan include:

- Needs arising from each College EMP;
- The need to increase student success, retention, transfer and completion;
- The need to address 21<sup>st</sup> century teaching and learning pedagogies;
- The need to increase the recruitment and retention of faculty;
- Facilities improvement needs arising out of the existing facilities condition assessments at all District sites; and,
- The need for new and improved spaces such as libraries, classroom lecture and laboratory spaces that meet the latest in teaching methodologies at the Colleges.

The FTMP is aligned with the salient priorities of the region in terms of workforce needs and the new State of California energy standards. Updates to both the EMP and FMP are tied to instructional needs, as demonstrated by facilities projects affecting nearly every discipline and at each campus [[III.B.2-11](#)].

The 2017 FTMP was developed through a governance process that included input from key stakeholders and was adequately vetted by the District's Facilities Committee. Stakeholder participation and involvement occurred throughout the process and included input from students, faculty, staff, Facilities and Maintenance, Administration, and the Chancellor [[III.B.2-12](#)]. Moreover, in terms of facility planning, the District engages in two levels of facilities planning: long-term planning which results in updates to the Facility Master Plan, and short-term planning, which occurs on a continuous basis and identifies new needs that require near-term action. DGS regularly meets with the construction management teams [[III.B.2-13](#)]. They also report to and regularly meet with the Chancellor to ensure that projects are on time and on budget. As Measure G plans develop, regular meetings will be established between the leadership of each campus and appropriate staff at DGS.

As required per Proposition 39, the District has a Citizen's Bond Oversight Committee (CBOC) that has convened to monitor Measure G [[III.B.2-14](#)]. The CBOC meets quarterly to receive updates on projects and will review the expenditure of bond funds. Project status of various facility improvements are shared with the CBOC during meetings, and other areas of interest as well. As is required by Proposition 39, the CBOC will provide the BOT with an annual report.

The five-year Capital Outlay Plan identifies and prioritizes projects that may be eligible for additional State funding [[III.B.2-15](#)]. The plan is correlated with the static FTMP and is presented to the District's Facilities Committee for input. The projects identified in the Capital Outlay Plan require the preparation of a two-step proposal process in order to move forward. These proposals are known as the "Initial Project Plan" and the "Final Project Plan" and are submitted annually to the State. The District has been quite successful in receiving additional State funds and has hired two specialty consultants to assist in preparing proposals [[III.B.2-16](#), [III.B.2-17](#)].

Shorter term operational and tactical "ground-level" projects which assist in continuing the daily functionality of campus facilities, are based on a rolling five-year Scheduled Maintenance and Special Repairs (SMSR) Plan identified by the campus-based facility directors. Funding is provided by the State, and additional funds (known as "infrastructure improvement projects") have been earmarked from Measure G [[III.B.2-18](#)]. Both the five-year Capital Outlay Plan and the five-year SMSR are informed primarily by the campus facility directors and data from the College's maintenance work order system.

The planning process generated a FTMP that was adequate for creating a basis for the passage of Measure G. The plan will be updated and benefit from data regarding the size and utilization of facility spaces. The District's newly hired Measure G Program Management Team will manage a study to ensure that classrooms and laboratories are adequately utilized. The study will also evaluate whether technical spaces that require specialty teaching equipment, such as Science labs, are prioritized and replaced in a timely manner. Other planning efforts managed by AECOM (the District's Program Manager) will include the creation of a Districtwide sustainability plan that is still in progress [[III.B.2-19](#)]. The goal is to lower energy costs by leveraging capital improvement funds. Measure G funding will provide solar photovoltaics, grey water systems, underground geothermal heat exchange systems, and other infrastructure that will lower the cost of utilities to the District.

The next step in the implementation of the Measure G Bond is to create a Bond Spending Plan (BSP) that will be presented and approved by the Governing Board. The emphasis will be placed on health and safety projects, energy projects, infrastructure upgrades, and building replacement projects. Program Manager (AECOM) and the schedule and cash flow document has been presented to the Financial Advisors that are assisting the District with the bond sale [[III.B.2-20](#)].

In the area of sustainability, funding was established from Proposition 39 over five years ago as an incentive for California Community Colleges to lower their energy use. The District collaborated with a construction manager, the Statewide Coordinator of PGE's CCC-IOU program and other facility leaders in the Community College District to implement a "quick-start" program funded with the \$1.5M that had been awarded to PCCD [[III.B.2-21](#), [III.B.2-22](#)].

In 2017, the District initiated the development of a Sustainability and Resiliency Master Plan with the overarching goal of improving the District's capacity to provide sustainability education, lowering operating costs, providing a healthy environment, and educating a generation of environmentally conscious citizens. The program manager for Measure G has been

tasked with reviewing and revising this plan, as well as guiding its approval and implementation [[III.B.2-23](#)].

The District has initiated discussion at the District Facilities Committee around the construction of photovoltaic solar fields. In addition to energy savings, the photovoltaics would reduce energy costs for each campus, provide shade for cars during the day, and significantly improve night lighting under the new parking canopies. The Vice Chancellor of General Services presented the idea to the Chancellor's executive cabinet on January 13, 2020, where it was reviewed and approved for implementation. The cabinet supported the construction of photovoltaic solar fields in existing campus parking lots, specifically parking lot B at Merritt [[III.B.2-24](#)].

At Merritt College, the main transformer is located below ground in an electrical vault. It is currently showing signs of water intrusion, so the District plans to relocate the transformer in the coming year using bond (Measure G) funds. Additionally, a fire clearance project is underway to remove brush and dry trees that pose a fire threat to the campus and surrounding community [[III.B.2-25](#)].

### **Analysis and Evaluation**

The College works collaboratively with the District to maintain a safe and secure campus for faculty, staff, and students. Bond and State funds are maximized to provide innovative and energy efficient ways to support facilities and infrastructure. Participatory governance committees at the local and District level facilitate open and regular communication that influences decision making and prioritization of resources.

- 3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

### **Evidence of Meeting the Standard**

All building plans include numerous assessments analyzing and planning for impacts on noise, traffic, and other considerations [[III.B.3-1](#), [III.B.3-2](#)].

Current physical plant staffing levels fall below those recommended by the Association of Physical Plant Administrators (APPA) and the District is in the process of addressing this issue [[III.B.3-3](#), [III.B.3-4](#)].

### **Analysis and Evaluation**

The District and College evaluate facilities and equipment on a regular basis to ensure their feasibility and effectiveness in supporting institutional programs and services. Planning and evaluation take into account utilization and other relevant data.

The Vice Chancellor and Chancellor are in the process of reorganizing DGS, specifically to centralize services, which will establish clear reporting lines and consistent processes. Another

benefit will be greater cost efficiency and less redundancy in the number of staff positions required. The FTMPs will be updated once this reorganization is complete. These Plans will guide the acquisition, construction, and renovation of District facilities on an ongoing basis. District and College leadership, working with DGS, will be able to respond to new programming opportunities, external mandates, and unforeseen challenges or concerns.

Taking space utilization data and projected programmatic needs into account, the Five-Year Capital Outlay Plan outlines plans for new and replacement buildings, including state-funded projects and those funded by the Measures A and G local bonds. All building plans include numerous assessments analyzing and planning for impacts on noise, traffic, and other considerations.

The District will complete a comprehensive ADA Transition Plan, a document that identifies repairs and upgrades needed to clear paths of travel for ADA compliance at each campus. Once a vendor is selected, the assessment, mitigation, identification, and the creation of a “live” database will provide the District with an ADA project tracking database. In addition, site areas immediately surrounding all newly constructed bond projects are upgraded to ADA standards as a part of each project.

A multi-year Scheduled Maintenance plan will be developed by a newly hired Director of Facilities. The Director will work with the newly hired Measure G program manager in defining capital projects that will improve the maintenance and operation of each building. The plan will identify the repair and maintenance needs for roofs, utilities, mechanical, and exterior features on all campuses. The report will list eligible categories and includes hazardous material removal such as lead, asbestos, and chemicals, with additional funding from the state. The College will submit this plan every year through FUSION to secure maintenance and repair funds from the Chancellor’s Office. DGS is now working with the Finance Team to identify unspent funds and new projects are being identified.

The District has been quite successful in obtaining State capital outlay funding for the College. New projects include:

- Merritt College Child Development Center (\$19.726M): The Child Development Center features learning laboratories for students interested in teaching and caring for young children, as well as a daycare for employees and members of the community
- Merritt College Horticulture Center (\$22.256M): A full replacement project for a popular program, both with students and with the community.

The District has also developed first stage submittals for a gymnasium replacement.

Through careful facilities planning, the District and College will be better positioned to proactively assess and correct facility deficits. Facilities program reviews will be established once the re-organization is complete and will be the responsibility of the Director of Facilities. Site managers will be tasked with reviewing their custodial, engineering, grounds, and security staff to ascertain the level of service that may be provided. The number of maintenance crews will be compared to APPA standards, a common metric in facilities management. Current

staffing levels suggest that the District is falling short in staffing and can only provide service quality near the bottom of the rating system, considered rating level 5, or “crisis response.” While the reorganization is budget neutral, the District plans to increase funds for maintenance and operations in the coming years. The goal is improved staffing levels to mid-APPA rating level 3, or “managed care,” a standard commonly found in Community Colleges in California. Current staffing levels are approximately 67 percent of APPA level 3.

#### **4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

##### **Evidence of Meeting the Standard**

The passage of facilities bonds in the last few decades has supported the construction of new facilities at Merritt. For example, Measure A funded the construction of the Barbara Lee Science and Allied Health Center (Building S). The challenge for the District is in the ongoing maintenance of each new project, especially when enrollment is declining, and new funding is not available to maintain the buildings. As such, it is crucial for the College to understand and budget for its facility operations.

The reorganization of DGS is the first step towards better positioning staff to properly maintain each building. For example, when Merritt College’s Building S was completed, Building D should have been demolished to keep the overall square footage on campus the same. Instead, Building D was rented to two charter schools, and the ongoing maintenance includes an elevator, roof, and HVAC equipment replacement. Funds are not available to address those issues. The Board-approved rental rates cover custodial, grounds and general support services, but due to the age and condition of the buildings, the rate is not sufficient to cover the replacement of roofs, elevators and other major infrastructure repair [[III.B.4-1](#)].

In 2016, the District established total cost of ownership (TCO) guidelines, which were developed in consultation with each of the four Colleges and reviewed by the PBIM District Facilities Committee (DFC) on May 2, 2016, and by the PBC on May 27, 2016. These TCO Guidelines were a revision of the 2015 PCCD TCO Action Plan. Throughout Summer 2016, the draft was revised and refined, and a final draft version presented at the August 2016 flex day. The DFC adopted this plan at its September 2016 meeting. [[III.B.4-2](#)]

The TCO guidelines established the fundamentals for estimating the TCO for existing and new facilities and equipment at each College and the District Administrative Center (DAC), including:

- A common methodology to evaluate maintenance and operations’ needs for existing and proposed facilities and equipment;
- Utilization of data from District/College facility condition assessment drawn from the State Community College Chancellor's Office reporting system known as FUSION (Facilities Utilization, Space Inventory Options Net);
- The continued development of processes for the ongoing evaluation of the status of facilities and instructional equipment;

- Consciously attending to and effectively implementing the overarching goal of “assuring safe and sufficient physical resources for students, faculty, and staff;” and,
- Close collaboration between the District’s Service Centers (District General Services, Information Technology, and Finance and Administration), with the Colleges.

In 2017, the District developed a plan to ensure that long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment [III.B.4-3]. The TCO guidelines provided a basis for creating a data driven approach to facilities, and the 2017 plan (based on the guidelines) provided goals and an implementation schedule. The schedule called for the continued development of the guidelines, suggested multiple surveys to gain constituent input, and sought additional collaboration between DGS and the four colleges. Currently, two of the seven goals have been implemented, and the scheduled milestones still need to be met. Status of the goals is as follows:

- The College Facilities Committee project lists for scheduled maintenance were not fully developed, so the State Scheduled Maintenance Funds that were received between 2017 and 2019 were not spent;
- The total cost of ownership (TCO) Guidelines were not further developed;
- There is no evidence that DGS or the Colleges designed or implemented a survey (or convened focus groups) to evaluate Maintenance Connection software with the “end users,” or implemented revisions to improve the present system.

There is evidence that the District continues to provide appropriate training. The College’s Administration of Justice Program faculty continue to provide twice yearly safety training for the students in the Campus Safety Aide program [III.B.4-4]. There is evidence that Risk Management continued to train Engineering Staff, Grounds Staff, and Custodial Staff in various trainings to improve safety [III.B.4-5]. Furthermore, IT and Risk Management were able to implement the “Mass Notification Emergency Alert System” using Blackboard Connect.

- There is evidence that the District received Instructional Improvement Funds that will be dispatched to the College. However, there is evidence that the District received those funds [III.B.4-6].
- There is evidence that DGS is collaborating with the Colleges on the development and implementation of the Educational Facilities and Technology Master Plan (FTMP). The Bond Spending Plan (BSP) is directly linked to the FTMP [III.B.4-7]. DGS is currently scheduling a set of College Forums to discuss FTMP progress (Q&A sessions) and will conduct surveys as needed to ensure a broad dialogue and alignment of College/District strategic goals and objectives. Once the new FTMP plan begins implementation, it will be linked with the Sustainability Master Plan, which will be written by the Program Management team. In all cases, the deadlines of January 2017 – December 2018 was not met, but the presentation activities will be completed by March 31, 2020, and the sustainability plans will be completed by June 2020.
- More collaboration between DGS and DFC is needed to create a comprehensive facilities assessment. Additionally, greater emphasis on data-driven decision making, as suggested in the plan, will also improve the overall outcome [III.B.4-8].

Going forward, the Chancellor has directed DGS to work with the Program Management team to revise the existing TCO goals and schedule, anticipating that the District’s new leadership will execute. Additionally, DGS has hired a consultant to provide a facilities utilization study for each campus, to increase the validity of the projects through a data-based set of recommendations [III.B.4-9]. The purpose of this study is to provide staff with accurate information needed to determine whether the benefits of maintaining end of life buildings outweigh the deficits in funding.

### **Analysis and Evaluation**

District standards for design and construction are being developed. The new standards will consider various factors associated with TCO. Factors such as efficiency, lifespan, versatility, safety, and personnel requirements will be considered. Efficiencies in expediting the FTMP will be considered in order to decrease the “escalation” costs that whittle away at the buying power of the District. While appropriate bidding procedures will be followed, the District will make use of statewide purchasing programs when possible. The CCCCO “College Buys” program is a good example, which combine the purchasing power of all institutions in the CCC system.

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### **Conclusions on Standard III.B. Physical Resources**

The moderate decline of District facilities has unfolded over many years and issues will not be resolved overnight. Nonetheless, the College is optimistic that the stability in DGS leadership and its commitment to meaningful collaboration between Finance and the Colleges will result in the positive changes needed. There is also confidence that with persistence and the invaluable benefit of the capital improvement bond, DGS will be successful in achieving the desired objectives. The current BSP contemplates completing Measure G by June 30, 2025. There are significant funds to address the infrastructure issues, and new buildings will greatly improve the learning and working environments for faculty, staff, and students over time.

### **Evidence List**

<b>Number</b>	<b>Description</b>
<a href="#"><u>III.B.1-1</u></a>	AECOM Contract
<a href="#"><u>III.B.1-2</u></a>	PCCD Security and Public Safety Committee Meeting Minutes, 01/16/20
<a href="#"><u>III.B.1-3</u></a>	PCCD Injury and Illness Prevention Program, May 2008
<a href="#"><u>III.B.1-4</u></a>	PCCD Bond Spending Plan, June 2020
<a href="#"><u>III.B.1-5</u></a>	ACSO Contract Renewal
<a href="#"><u>III.B.1-6</u></a>	KONE Gold Standard Contract
<a href="#"><u>III.B.1-7</u></a>	KONE Maintenance Project List and Proposal: Merritt Elevator Repair Work
<a href="#"><u>III.B.1-8</u></a>	JCI Letter of Commitment
<a href="#"><u>III.B.1-9</u></a>	District Safety Meeting 2017-2018 Recap Summary
<a href="#"><u>III.B.1-10</u></a>	PCCD Annual Security (Clery) Report 2018, pp. 154-161
<a href="#"><u>III.B.1-11</u></a>	PCCD Safety Committee Meeting Minutes, 11/01/19
<a href="#"><u>III.B.1-12</u></a>	PCCD Office of Risk Management Website
<a href="#"><u>III.B.1-13</u></a>	PCCD Injury and Illness Prevention Program, May 2008

<b>Number</b>	<b>Description</b>
<a href="#"><u>III.B.2-1</u></a>	Dian Harrison Strategic Planning Contract
<a href="#"><u>III.B.2-2</u></a>	PCCD Five-Year Capital Outlay Plan 2016-2022
<a href="#"><u>III.B.2-3</u></a>	Roebbelen Project Status Summary, 04/28/20
<a href="#"><u>III.B.2-4</u></a>	PCCD Executive Leadership Team Meeting Notes, 01/13/20
<a href="#"><u>III.B.2-5</u></a>	PCCD DFC Meeting Minutes, 10/04/19
<a href="#"><u>III.B.2-6</u></a>	ALMA Strategies Contract
<a href="#"><u>III.B.2-7</u></a>	AECOM Contract
<a href="#"><u>III.B.2-8</u></a>	Kitchell Construction Contract for Extended Services
<a href="#"><u>III.B.2-9</u></a>	Elite Tree Contract
<a href="#"><u>III.B.2-10</u></a>	PCCD Facilities and Technology Master Plan 2017
<a href="#"><u>III.B.2-11</u></a>	Merritt College EMP Strategic Update 2018
<a href="#"><u>III.B.2-12</u></a>	AECOM Contract
<a href="#"><u>III.B.2-13</u></a>	DFC Meeting Minutes 10.4.19
<a href="#"><u>III.B.2-14</u></a>	Board Approval of New CBOC Members
<a href="#"><u>III.B.2-15</u></a>	PCCD Five-Year Capital Outlay Plan 2016-2022
<a href="#"><u>III.B.2-16</u></a>	May 2020 State Legislature Budget Revise Letter
<a href="#"><u>III.B.2-17</u></a>	ALMA Strategies Contract
<a href="#"><u>III.B.2-18</u></a>	Bond Spending Plan v.5
<a href="#"><u>III.B.2-19</u></a>	AECOM Contract
<a href="#"><u>III.B.2-20</u></a>	Bond Purchase Agreement
<a href="#"><u>III.B.2-21</u></a>	Kitchell Construction Contract for Extended Services
<a href="#"><u>III.B.2-22</u></a>	Contract for GonLED
<a href="#"><u>III.B.2-23</u></a>	AECOM Contract
<a href="#"><u>III.B.2-24</u></a>	PCCD Executive Leadership Team Meeting Notes, 01/13/20
<a href="#"><u>III.B.2-25</u></a>	Elite Tree Contract
<a href="#"><u>III.B.3-1</u></a>	EDA Grant Award Documentation
<a href="#"><u>III.B.3-2</u></a>	Scheduled Maintenance Plan
<a href="#"><u>III.B.3-3</u></a>	APPA Standards
<a href="#"><u>III.B.3-4</u></a>	Governing Board Report–Executive September 24, 2019
<a href="#"><u>III.B.4-1</u></a>	KONE Proposal for Upgrade
<a href="#"><u>III.B.4-2</u></a>	Flex Presentation & Minutes of September 2, 2016 DFC Meeting
<a href="#"><u>III.B.4-3</u></a>	Rec. 3 2017 Plan
<a href="#"><u>III.B.4-4</u></a>	Training Documents from Faculty Member Margaret Dixon: Safety Aid Program Overview, Safety Aide Training Schedule January 2020
<a href="#"><u>III.B.4-5</u></a>	Training Sign-In Sheets
<a href="#"><u>III.B.4-6</u></a>	Monthly Payment Schedule 2019-2020 and CCC Monthly Payment Schedule 2018-2019
<a href="#"><u>III.B.4-7</u></a>	Bond Spending Plan v.5
<a href="#"><u>III.B.4-8</u></a>	AECOM Contract
<a href="#"><u>III.B.4-9</u></a>	ALMA Strategies Contract

## C. Technology Resources

1. **Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

### Evidence of Meeting the Standard

The College has the services, personnel and resources needed to effectively support the institution's operations, student services and instruction needs. Merritt's IT staff works closely with the District to ensure continuity with PCCD standards and procedures. The District's IT Department is supervised by the Vice Chancellor of Information Technology who is responsible for the technology infrastructure and administrative systems district wide. The Vice Chancellor of Information Technology convenes regular meetings with representatives from each college to consolidate input from all campuses into districtwide plans, actions, and directions. District IT staff are assigned to each campus and at Merritt College they participate in the Technology Committee which provides forward-looking guidance on college technology needs. This is complemented by a districtwide IT help desk service which uses the Solar Winds trouble ticket to collect cross-cutting performance information on many district services. The Merritt Technology Committee utilizes the College's Institutional Researcher to perform surveys of students, classified staff, faculty, and administrative staff. The survey results are used to inform technology resource requests. They are used along with the prioritized results from the APUs to prioritize campus technology needs [[III.C.1-1](#), [III.C.1-2](#)].

The District maintains vendor support contracts for enterprise systems where physical hardware is essential to effective operation. For example, printer maintenance, copiers, reproduction and document imaging services, and library systems on Merritt's are supported by CommVault, a company contracted to backup and restoration services [[III.C.1-3](#)]. Local desktops and systems have access to a shared file storage for backup of day-to-day files and other artifacts.

Within PCCD, Merritt College is distinct in that it has several active programs that provide technology instruction: Cybersecurity, Computer Information Systems, and Computer Science. Technology instruction has different needs because many of the use cases and instructional laboratory exercises introduce risks to the network used for management, student records, and operations. The Charge of the Merritt Technology Committee includes mitigation of these risks [[III.C.1-4](#)].

The College identifies technology needs through its program review and annual program update processes. The IT staff also completes its own program review and annual program update. Needs that arise outside of the annual review cycle are addressed by the Merritt Technology Committee. Recommendations and decisions regarding technology are directly addressed when they fall into campus scope and brought to the district when the need is districtwide in scope. District IT makes provisions for reliability, disaster recovery, privacy, and security for institutional systems of record.

The move away from self-managed servers to subscription-based cloud services has brought greater flexibility and a more proactive approach to deploying services that benefit students and

staff. Additionally, Merritt and Peralta now have more resources to estimate capacity, install hardware, deploy software, and securely provide the credentials needed to roll out new services. Merritt has now turned its focus to directly capturing the needs of its constituencies through online surveys [[III.C.1-5](#)].

The survey is part of a series and is intended to help the Merritt Technology Committee formulate prioritized plans to improve user experiences for all constituencies on campus. This is meant to facilitate ongoing, intentional improvements to technology in service to the college and its students.

To further enhance District Technology support capacity, IT used the independent CBT and FCMAT report recommendations to identify areas in need of improvement [[III.C.1-6](#), [III.C.1-7](#)]. While these two reports were valuable for identifying opportunities for growth, they did not adequately reflect that some of the issues are currently being addressed or have already been resolved. Each section below outlines improvements or resolved gaps that were addressed under each of the following categories: technology services, professional support, maintenance of appropriate and adequate hardware and software, facilities' needs for the Institution's management and operational functions, academic programs, teaching and learning, and support services.

### ***Technology Services***

In fall 2018, the District Helpdesk was created as an effective way to respond to and resolve 600+ tickets monthly in the following domains: email, Passport, PeopleSoft, phones and voicemail, District and campus IT. The Helpdesk system makes it easy to submit and track progress on tickets and is accessible anywhere, anytime and includes robust reporting features. This tool was expanded to serve the following departmental needs independent of District IT: Admissions and Records, Institutional Research, Business Intelligence, District Financial Aid, District General Services, Marketing & Communications, employee ID badges through Peralta Police Services, and Campus IT departments. The Helpdesk is now a one-stop portal for submitting service requests for the District and the Colleges [[III.C.1-8](#)].

### ***Professional Support***

The campus and District network IT teams meet weekly to provide updates, coordinate activities and share knowledge [[III.C.1-9](#)]. Each member of the group reports on their campus or area and asks for assistance if needed. Occasionally, vendors are invited to demonstrate new technology and share information with the whole group. This weekly communication is invaluable and has created a strong sense of teamwork between the campuses and District IT. Prior to 2017, when these meetings began, District IT and the campuses did not have a structure to collaborate on projects and functioned in silos independent of one other.

### ***Facilities***

District network and wireless standards were updated to outline the minimum requirements and establish the design guidelines for Information Technology systems that will support network

and Wi-Fi connectivity [III.C.1-10]. The standards are given to vendors and contractors to ensure that they follow Peralta's requirements for equipment purchases and infrastructure installation.

### ***Hardware and Software***

In March 2017, District IT migrated all email to Microsoft Office 365 and implemented Single Sign On for all Peralta students and employees [III.C.1-11]. This District wide upgrade improved email service efficiency. During the implementation, District IT provided multiple training opportunities for faculty and staff to learn how to use the new system. Sessions were held at all the Colleges and at the District Offices [III.C.1-12].

District IT migrated PeopleSoft and the data center to the Azure cloud platform in 2018 [III.C.1-13]. It replaced all or most on-site data center hardware with rented 'virtual' server space at commercially available remote data centers, effectively remedying inevitable risks to system integrity [III.C.1-14]. The District has also programmed systems to allow preferred name functionality in PeopleSoft, as required by California state law (AB 1266) for students and scaffolded systems for all Peralta employees [III.C.1-15]. In March 2018, the District launched the Starfish Early Alert platform throughout the District, a student success tool that identifies students who need academic support and connects them to appropriate student service resources [III.C.1-16]. In the same year Peralta started the implementation of the District wide PeopleSoft modernization and business process improvement project [III.C.1-17]. The three goals were:

1. To enhance the student experience by streamlining processes that restrict student access and hinder success
2. To have agile systems that will meet the current demands and support evolving priorities which enable Peralta to respond to future business needs
3. To provide comprehensive, real-time access to better quality, easily understood information for all users of the system

In May 2018, the finance module was upgraded to PeopleSoft 9.2. The project was named ONEPeralta and updated the following modules: Accounts Payable, Purchasing, Commitment Control and General Ledger [III.C.1-18]. Lastly, the District changed from purchasing and maintaining its servers to cloud-based services hosted on infrastructure provided by Platform-as-a-Service (PaaS) providers.

### **Analysis and Evaluation**

The College has a dedicated staff of IT professionals that provide the campus with the skill and expertise needed to maintain smooth operations of campus technology. They have been particularly responsive and adept at maximizing resources to support faculty, staff, and administrators during the transition to a fully online curriculum due to COVID-19.

The Merritt IT team works closely with the District IT Department to engage in regular communication pertaining to the specific technology needs of the campus, and to participate in making the key decisions that lead to cohesive and integrated support for all four colleges. The District IT Department provides the structure for ongoing improvements by facilitating regular

and collaborative meetings with the IT leads of each College, and effectively maintaining and upgrading the operational software needed to support Instruction and Student Services.

- 2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

### **Evidence of Meeting the Standard**

The District has a long-term strategic plan spanning the years 2018-2020 [III.C.2-1, 2-2]. During this period the District and Colleges have updated and replaced technology to maintain the technology infrastructure. The plan is informed by the Educational and Facilities Master Plans, industry standards, state initiatives, facilities bond expectations, future projections, and trends in higher education. Despite budget constraints and high administrative turnover, District IT continues to work diligently to support the PCCD mission. The College has two full-time IT Specialists who are highly skilled and responsive. They work effectively to provide the institution with the necessary technology and assistance to support Instruction, Student Services and Administrative Services.

#### ***PCCD Technology Plans***

In March 2018, a Facility and IT Master Plan was developed outlining technology requirements for new facility infrastructure projects [III.C.2-3]. PCCD IT 2018-2020 Operational Strategy written June 22, 2018 focuses on three IT strategic pillars: 1) Rebuild and secure the core; 2) Operational Effectiveness, and 3) Student Success. These strategic pillars are identified by short-term strategic actions and expected institutional outcomes. The plan is being implemented according to the project timeline, and sufficiently addresses the institutional gaps.

The Districtwide Technology Capital Project prioritization and Rubric details the planning and prioritization of District and College needs, identifying priorities District-wide and vetting them through a rubric that is used in shared governance committees [III.C.2-4].

The District fiber network switch replacement, wireless infrastructure upgrade, and District datacenter refresh are other projects that will provide enhanced student access as well as instructional and business support. This project will replace end of life network switches and equipment, wireless access points and fiber optic cabling throughout the District complex, and end of life core network equipment, benefitting all users. This project has been identified on the District and College prioritization plan and Measure G funds have been requested.

## *Update Technology for the Colleges*

The following improvements have been made to update technology:

- Implemented Merritt College network upgrade in September 2018: 10GB core switches, building network switches, fiber optic cabling between buildings, and wireless infrastructure providing enhanced student access, as well as instructional and business support [[III.C.2-5](#)].

PCCD has planned and continues to plan for technology improvements throughout the District.

The College identifies technology needs through its program review and annual program update processes. The IT staff also completes its own program review and annual program update which has the entire campus as its purview. Program specific APUs demonstrate the kind of focused needs analysis that leads directly to actionable plans, and outcomes [[III.C.2-6](#)]. This was demonstrated when Merritt students took first place in the statewide Cybersecurity competition [[III.C.2-7](#)]. Needs that arise outside of the annual review cycles for Campus IT and individual programs are addressed by the Technology Committee. Recommendations and decisions regarding technology are directly addressed when they fall into campus scope and brought to the district when the need is district-wide in scope. District IT makes provisions for reliability, disaster recovery, privacy, and security for institutional systems of record. Merritt Technology Committee focuses on responsive and adaptive support such as helping faculty, students, and staff develop proficiency in delivering Zoom teleconferences [[III.C.2-8](#)].

### **Analysis and Evaluation**

As the District works to provide the necessary technology support for the College it must make sound financial investments that cover the cost of reliable equipment and services. An important consideration is total cost of ownership, which must be factored in for every prospective IT project. The CBT Report states long-term IT planning must include the development of a three-to five-year strategic technology master plan with timelines, accountabilities, and deliverables. The District engaged CBT to build and deliver a five-year technology master plan. Planning will utilize a participatory process based on PCCD's shared governance.

- 3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

### **Evidence of Meeting the Standard**

Technology resources at every location assure reliable access to academic and enterprise systems for all students, faculty, and staff. In December 2017, the District designed and implemented the Peralta Portal to simplify the user experience and support access to Peralta email and Canvas for students, faculty, and staff [[III.C.3-1](#)].

In September 2016, District IT implemented Cisco Emergency Response (CER) throughout the District to send 911 calls directly to the Public Safety Answering Point, with simultaneous notification to Peralta Police Services (PPS) [III.C.3-2]. The CER provides location information and a call back number to emergency responders, a requirement of the FCC. CER also provides this information to PPS. A new law effective February 16, 2020, requires private telephone systems to allow callers to reach emergency services (911) without the need to dial a prefix for an outside number first. Peralta is compliant in this area as well [III.C.3-3].

District IT continuously monitors and protects institutional data by utilizing a Microsoft security umbrella and Cisco open DNS tools to reduce phishing/spam attacks by 95% through a “defense in-depth” strategy implemented in December 2017 [III.C.3-4].

In fall 2018, the District upgraded the college campuses and the District Offices to 10GB redundant bandwidth connections to the internet. These circuits also interconnect all campuses, satellite sites and the District Office complex [III.C.3-5]. CCC Technology Center worked with CENIC (Corporation for Educational Network Initiatives in California) to upgrade the existing 1GB circuits to 10GB circuits for all California Community Colleges, resulting in a high-bandwidth, high-capacity redundant fiber network. Peralta’s three satellite locations (860 Atlantic Avenue, 970 Harbor Bay Parkway, and 2000 Center Street) were upgraded to 1GB circuits as part of this project as well in spring 2018. In 2018, District IT added modern firewalls at each campus for increased network security, and protection from threats and malware [III.C.3-6].

The CBT report states that the District should have a disaster recovery plan that is included in the Technology Master Plan. In March 2017, the District purchased and deployed CommVault backup and system recovery software to protect Peralta’s data and recover it in the event of a disaster [III.C.3-7]. In addition, District IT collaborated with the Merritt Cyber Security Program to conduct a network infrastructure security audit and remediated all high priority technical items in April 2019 [III.C.3-8, III.C.3-9].

The CBT report noted that a clear exit process with respect to IT access and privileges is needed. The District plans to implement the HCM pillar in Peoplesoft so that former employee accounts will be automatically terminated. In the interim, District IT has created a manual daily task to terminate all employees who have exited Peralta, pursuant to notification from Human Resources [III.C.3-10].

In addition, at the end of fiscal year 2017-2018, over 11,000 student workers were removed from the HR system as part of a Student Worker Account Clean Up [III.C.3-11]. The 600 active student workers were then rehired in the system with a termination date. Working with HR, a process was implemented to assure that accounts are terminated when a student worker’s assignments are complete.

In response to a need for reliable security cameras there has been oversight and coordination between Facilities and IT staff. Under the leadership of the Vice Chancellor of General Services, communication and collaboration between the two departments has been productive, and there is

a project underway to replace the existing head end equipment and upgrade the cameras at all sites [[III.C.3-12](#)].

The District has engaged in disaster recovery planning efforts that have been identified on a security standards document drafted by District IT and the Merritt Cybersecurity Program. The proposed disaster recovery plan is based on the requirements of the National Institute Standards and Technology. It is currently being vetted through the participatory governance process. Upon approval, PCCD security standards will be assigned a firm implementation date.

Merritt has taken definitive steps to meet this standard even in instances when the responsibility is with the district or shared with the College. The IT Security audit was guided by Merritt Cybersecurity faculty and implemented by students employed by the district in fulfillment of their Occupational Work Experience in Security Administration [[III.C.3-8](#)]. Proper confidentiality agreements were in place and the team was able to prevent a security breach initiated by a phishing email.

### **Analysis and Evaluation**

Maintaining safe, reliable, and secure access to technology is a primary goal of both District and Campus IT Departments. Merritt has been effective, not only meeting the Standard, but also in enhancing the occupational exposure of Computer Information Systems students through work experience. District IT continues to make technology improvements that advance the capacity of all four colleges, and to develop a disaster recovery plan with a District wide security standard that aligns with both state and federal requirements.

- 4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

### **Evidence of Meeting the Standard**

The institution has provided significant opportunities for faculty, staff, students, and administrators to receive support in the use of technology. Our current remote work and learning environment has required a uniquely focused emphasis on this effort and the institution has worked tirelessly to meet this demand by providing trainings and tools that have been readily available to the campus community. Examples of this support include DE classes, support with LTIs, Canvas, Zoom, workshops on culturally relevant pedagogy and other related DE topics. They are listed on page 4 of Merritt's approved College DE Addendum [[III.C.4-1](#)]. Additionally, Merritt College offers regular workshops, trainings and DE classes that directly fulfill this standard in the traditional learning and work environment [[III.C.4-2](#), [III.C.4-3](#), [III.C.4-4](#), [III.C.4-5](#), [III.C.4-6](#), [III.C.4-7](#), [III.C.4-8](#), [III.C.4-9](#), [III.C.4-10](#), [III.C.4-11](#)].

## **Analysis and Evaluation**

In September 2018, the District completed migration from the Moodle LMS to the Canvas LMS for all classes, students, and instructors. Online access to materials and activities for Peralta classes can be used for distance education, hybrid classes or in-classroom instruction. Canvas support was integrated with Peralta's Helpdesk system, improving the process of finding help and resolution to technology related problems.

In March 2017, the District launched Power BI to expand the access and ease of use of Peralta data to administrators, faculty, and staff. Power BI simplifies creation of complex datasets and reports and creates charts and graphs to provide data visuals.

In May 2018, the Peoplesoft Finance 9.2 upgrade was completed as part of ONEPeralta project (district wide project designed to upgrade all PeopleSoft modules and streamline business practices). Also, the District implemented Fluid WorkCenter, allowing users to navigate on mobile platforms with ease, reconfigured business processes using AWE (Approval Workflow Engine), allowing documents to be attached and reducing the paper trail and adding tracking capabilities.

As part of the continuous improvement to the system, Phase 1 of PeopleSoft Time and Labor module was completed in August 2019. This tracks leave of absence reports inside the system and saves 80 hours monthly of data entry for five HR staff. In addition, the Absence Management process for hourly employees was completed, correcting all critical calculations used for hourly sick leave accrual. All hourly sick leave balance errors have now been rectified.

Furthermore, in April 2019, the CalPERS transmittal file process was completed—a process that assures Alameda County reporting compliance, eliminates massive manual payroll corrections, and saves 20 hours of staff time monthly and a \$250 penalty per employee. Similarly, in July 2019 the CalSTRS transmittal file process was completed, providing Alameda County reporting compliance, eliminating massive manual payroll corrections, and saving 40 hours of staff time monthly.

Another IT initiative, the Transfer Credit Project, delivered functionality that improved the enrollment process for students by providing upfront information regarding requirements for graduation, avoiding duplication of courses taken at other institutions and monitoring academic progress throughout the students' time at Peralta. Counselors can now pull the Degree Audit Report and accurately advise the students. Prior to this upgrade the request was a manual process dependent on a counselor's judgement of whether the course credits from other institutions were transferable. The Transfer Credit Project was completed in June 2019.

In compliance with AB 705, effective January 1, 2018, PCCD implemented the Linked Classes Project providing students enrollment access without holds into a College level math class with linked support course and an English course with a support class. This project helps more students attain a degree, certificate, or transfer by increasing the likelihood they can complete College-level coursework in English and math within a one-year timeframe. PCCD completed this project in March 2019.

Effective September 2019, student workers are now able to view their paychecks online via PeopleSoft self-service. As part of this project, active directory and District employee email accounts were created. Prior to this implementation, student workers had to physically go to the Payroll department to request copies of their pay stubs.

The District's Enterprise team keeps a list of PeopleSoft items that need immediate attention. This spreadsheet is referred to as the "pain points." As problems are resolved, projects are shifted to the Completed column and the team moves on to the next item on the list. All "pain point" items must all be addressed as a prerequisite to the upgrade of PeopleSoft 9.2.

One of the preferred mechanisms for providing training is the semi-annual district wide flex day. Held in the Spring and Fall these are days when the college is closed as faculty and staff engage in professional development activities. These include training in the financial system ONEPeralta Go Live.

**5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

**Evidence of Meeting the Standard**

PCCD meets the standard of providing policies, procedures, and tools that guide the appropriate use of technology in the teaching and learning process [[III.C.5-1](#), [III.C.5-2](#), [III.C.5-3](#), [III.C.5-4](#), [III.C.5-5](#)].

**Analysis and Evaluation**

PCCD has clear policies and procedures that inform the use of technology in the teaching and learning community college environment. The official procedures that guide this work are below:

AP 3720 Telephone, Computer and Network Use outlines the rules and responsibilities regarding the usage of all telephone and communication systems, computer and computer communication facilities owned, leased, operated, or contracted by the District. This includes, but is not limited to, telephones, personal computers, laptops, workstations, tablets, servers, network devices, mobile devices, and associated peripherals, printers, fax machines, software, and information resources, regardless of whether used for administration, research, teaching or other purposes. HR provides this administrative procedure to all newly onboarded faculty.

BP 3720 Information Technology Use outlines the rules and responsibilities of students and staff who use Peralta's network, computers, learning management systems and other technology resources.

BP 3725 Information Security Standard states that PCCD adheres to the current CCC Information Security Standard. The Peralta District's Information Security program will adhere to the current CCC Information Security Standard.

The BOT, District, and College have documented policies and procedures on the use of technology in the teaching and learning process. The cycles for these long-term actions are in the process of being updated to more efficiently address technology needs that arise on a weekly, monthly, or even yearly basis. The College Technology Committee, which meets monthly, consults with local IT classified staff, and collaborates on creating procedures to address campus needs. This evidence highlights that Merritt Technology Committee formulated a policy of leveraging the Peralta IT Help Desk portal to assist community members who need help installing Zoom on their computers. The College IT staff and the Technology Committee have developed the following training tools: a helpful guide and an informative video for community members to help them enhance the quality of their Zoom teleconferences and a communication plan for faculty and staff that teaches them how to request installation of a native Zoom client on Merritt hard-wired internet computers. This plan improves the quality of sound and video during Zoom sessions.

### **Conclusions on Standard III.C. Technology Resources**

Merritt College is effective in providing technology resources to the campus. Nonetheless, more capacity is needed to maximize the use of instructional technology by a larger number of faculty, staff, students, and administrators. PCCD’s PeopleSoft business process modernization with the 9.2 upgrade, for example, will enhance user engagement for more efficient outcomes in enrollment services and business administrative services.

The Oracle agreement to upgrade PeopleSoft and modernize the business processes has been highly prioritized to meet the FCMAT and CBT recommendations. The District is developing an implementation timeline and fiscal and human resources for enhanced institutional effectiveness. The anticipated outcome is a technology platform that will increase student success across our Colleges with broad access to quality technology and support.

### **Evidence List**

<b>Number</b>	<b>Description</b>
<a href="#"><u>III.C.1-1</u></a>	2020 MC Resource Prioritization List
<a href="#"><u>III.C.1-2</u></a>	2020 MC Prioritized Technology Requests
<a href="#"><u>III.C.1-3</u></a>	BOTminutes03-28-17 CommVault
<a href="#"><u>III.C.1-4</u></a>	Merritt Technology Committee Charge
<a href="#"><u>III.C.1-5</u></a>	Student Survey on Enrollment and Priorities NOV 2020
<a href="#"><u>III.C.1-6</u></a>	CBT IT Assessment 06-06-19
<a href="#"><u>III.C.1-7</u></a>	FCMAT Risk Analysis page 19
<a href="#"><u>III.C.1-8</u></a>	Helpdesk Tickets 1 Year Report
<a href="#"><u>III.C.1-9</u></a>	IT Teams Weekly Mtg Minutes
<a href="#"><u>III.C.1-10</u></a>	Network and Wi-fi std 01-03-18
<a href="#"><u>III.C.1-11</u></a>	BOTminutes03-14-17 Office365
<a href="#"><u>III.C.1-12</u></a>	O365 Outlook Email Training
<a href="#"><u>III.C.1-13</u></a>	BOTminutes02-27-18 Cloud Migration

<b>Number</b>	<b>Description</b>
<a href="#"><u>III.C.1-14</u></a>	BOTminutes12-12-17 PeopleSoft
<a href="#"><u>III.C.1-15</u></a>	AB 1266 Preferred Name
<a href="#"><u>III.C.1-16</u></a>	BOTminutes03-27-18 Starfish
<a href="#"><u>III.C.1-17</u></a>	BOTminutes12-12-17 PeopleSoft
<a href="#"><u>III.C.1-18</u></a>	BOT IT 9.2 Upgrade 11-12-19
<a href="#"><u>III.C.2-1</u></a>	IT Strategy 2012 pages 1-2 of 99
<a href="#"><u>III.C.2-2</u></a>	PCCD IT Strategy 06-22-18
<a href="#"><u>III.C.2-3</u></a>	BOT FTMP Update 03-13-18
<a href="#"><u>III.C.2-4</u></a>	DTCminutes 03-29-19
<a href="#"><u>III.C.2-5</u></a>	BOTminutes09-12-17 MC Network
<a href="#"><u>III.C.2-6</u></a>	Tech Program APU Plan Student Success
<a href="#"><u>III.C.2-7</u></a>	Merritt Number 1 in CA Cyber Competition
<a href="#"><u>III.C.2-8</u></a>	Zoom Tools Slide COVID Guidance
<a href="#"><u>III.C.3-1</u></a>	BOTminutes12-12-17 Single Sign On
<a href="#"><u>III.C.3-2</u></a>	BOTminutes09-13-16 Emerg Response
<a href="#"><u>III.C.3-3</u></a>	Kari's Law
<a href="#"><u>III.C.3-4</u></a>	Phishing/spam attacks stats
<a href="#"><u>III.C.3-5</u></a>	CENIC Circuit Report
<a href="#"><u>III.C.3-6</u></a>	BOTminutes12-12-17 10G Firewalls
<a href="#"><u>III.C.3-7</u></a>	BOTminutes03-28-17 CommVault
<a href="#"><u>III.C.3-8</u></a>	Cyber Security Audit April 2019 – Peralta Security Assessment
<a href="#"><u>III.C.3-9</u></a>	Proof of PCI compliance
<a href="#"><u>III.C.3-10</u></a>	Helpdesk report of account termination
<a href="#"><u>III.C.3-11</u></a>	Student Worker Account Clean Up
<a href="#"><u>III.C.3-12</u></a>	BOTminutes10-22-19 Sec Cameras
<a href="#"><u>III.C.4-1</u></a>	MC Blanket DE Addendum - Page 4
<a href="#"><u>III.C.4-2</u></a>	DE FY18-19 Canvas Migration
<a href="#"><u>III.C.4-3</u></a>	ONE Peralta Training 5/21/18
<a href="#"><u>III.C.4-4</u></a>	Student Workers Access to Paycheck Summary
<a href="#"><u>III.C.4-5</u></a>	Time and Labor Phase 1
<a href="#"><u>III.C.4-6</u></a>	PeopleSoft Completed Projects
<a href="#"><u>III.C.4-7</u></a>	Project Approvals Transfer Credit
<a href="#"><u>III.C.4-8</u></a>	Project Approvals Linked Classes
<a href="#"><u>III.C.4-9</u></a>	Student Worker Paycheck Project
<a href="#"><u>III.C.4-10</u></a>	Painpoints and Priorities
<a href="#"><u>III.C.4-11</u></a>	Training OnePeralta Go Live 05-21-18
<a href="#"><u>III.C.5-1</u></a>	AP 3720 Technology Usage
<a href="#"><u>III.C.5-2</u></a>	BP 3720 Info Technology Use
<a href="#"><u>III.C.5-3</u></a>	BP 3725 Info Comms Standards
<a href="#"><u>III.C.5-4</u></a>	College Technology Committee Meeting Minutes Oct 8th
<a href="#"><u>III.C.5-5</u></a>	Create Remote Classroom Meetings or Pre-Record Lectures with Zoom

## D. Financial Resources

### Planning

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

### Evidence of Meeting the Standard

Merritt is one of four colleges within the District. Fiscal policies and procedures are codified as Board Policies and Administrative Procedures to guide the effective management of financial affairs committed to fiscal stability and integrity with respect to the allocation of resources.

The College effectively provides students with quality instruction and high touch student services support despite limited resources. This is achieved by strategically leveraging available general funds, grant funding and bonds. Merritt is also aligning its support of prioritized resource requests with the funding sources that preserve the greatest amount of unrestricted monies for the institution [[III.D.1-1](#)].

The College is also very well supported by dedicated faculty, staff and administrators who routinely extend themselves to ensure the best possible learning and experiential outcomes for students. Despite the current distance learning environment due to COVID-19, Merritt College has continued to maintain the highest productivity in the District, gained national recognition for its high rate of transfer among African-American and Latinx students attending community colleges in the state, and has earned the highest completion and student success rates in AB 705 courses in the District [[III.D.1-2](#), [III.D.1-3](#), [III.D.1-4](#)].

The College is in the process of hiring a Vice President of Administrative Services after being without a financial manager for three months, so there is currently a leadership vacuum in Administrative Services. Despite the absence of this key position, the College has maintained and even built upon our financial solvency during this time. The President and one of the financial analysts have worked effectively to keep budget processes moving smoothly during this interim period.

The Budget Committee meets monthly to review proposed hires among faculty, staff, and administrators, and to monitor the financial stability of the College. They review the Institutional budget and make recommendations to ensure that the actions of the College are in alignment with the strategic planning and budgeting model [[III.D.1-5](#), [III.D.1-6](#)].

The fall 2019 term marked the first semester that the Office of Instruction apportioned FTEF to each department based strictly upon past student enrollment patterns and productivity. Prior to that, it was more typical for the College to simply “roll the schedule over,” and, as a result, exceed its District allocation by as much as five FTEF in a semester. For the fall 2019 semester,

for example, our scheduling approach had the college 11.52 FTEF below the District Allocation, and for the fall 2020 semester we are currently 6.07 FTEF below our allocation (see table below). As a result, the cost savings to the District for those two semesters alone exceeded \$500,000.

**Table 25. Merritt College FTES Enrollments and FTEF Allocations Fall 2019 and Spring 2020**

	Fall 2019	Spring 2020
<b>Headcount</b>	7,338	7,012
<b>Census Enrollment</b>	15,253	13,614
<b>Resident FTES Target</b>	1,757.25	1,757.25
<b>Resident FTES Actual</b>	1,763.87	1,617.12
<b>Resident FTES Deficit</b>	6.62	-140.13
<b>Resident FTES % of Target</b>	100.38	92.03
<b>Nonresident FTES Actual</b>	62.6	60.63
<b>Total FTES Actual</b>	1,826.47	1,677.75
<b>FTEF Allocation</b>	126.25	110.45
<b>FTEF Staffed</b>	114.73	111.43
<b>FTEF Unstaffed</b>	0	0.33
<b>Productivity</b>	15.92	15.06
<b>Dual Enrollment Sections</b>	26	29

***Adopting a Board Policy to Adopt Sustainable Fund Balances and Reserves***

In October 2020, the College submitted a two-year parcel tax usage plan to the District Participatory Governance Council and Planning and Budget Committee in compliance with fiscal policies and procedures outlined in BP 6741 (which detail the new parcel tax funding process) [III.D.1-7, III.D.1-8]. The plan outlines how dollars received from the parcel tax (approximately \$2 million dollars per year for Merritt College) are spent strictly on classroom instruction, counseling, and student success activities as outlined in AP 6741 [III.D.1-9]. These expenditures are linked to specific Student Success Metrics and Merritt College Strategic Priorities, PCCD Strategic Goals, and the CCCCO’s “Vision for Success” [III.D.1-10].

The College receives its apportioned resources through the District’s Budget Allocation Model (BAM), contingent upon its full-time equivalent student (FTES) count. Based on the BAM, the College’s revenue includes both unrestricted and restricted funds to support and sustain student learning programs and services to improve its institutional effectiveness [III.D.1-11].

Prior to providing the College allocations, the current BAM model deducts district-related expenses, including, but not limited to, retiree benefits, OPEB debt services, DSPS contributions, and debts. Further deductions include full-time and part-time salary and benefits. PCCD then allocates the remaining revenues to each of the four Colleges, based on a three-year FTES rolling average.

### ***Distribution of Resources***

District revenue is divided into two general categories: 1) Funds retained by the District office to fund operational expenses associated with the District as a whole which includes operational and other direct and indirect overhead expense of operating each of the four colleges and the District office and 2) Funds also retained to retire District secured debt associated with borrowing which includes allocating appropriate resources for the repayment of any locally incurred debt instruments and the allocation of remaining funds to the four colleges pursuant to the BAM, based on apportionments as determined by each college's FTES count.

Over this past year, the College worked through the participatory governance processes to revise the Integrated Planning and Budget administrative procedures, and the program review/Annual Program Update processes. The revisions reflect the College's commitment to providing critical information in a timely and accurate manner in order to maintain fiscal accountability. Funds must be allocated and spent in alignment with the College Mission, institutional priorities, and District guidelines. To achieve this consistently the College will cultivate consistent linkages between program and fiscal planning by employing data-driven decision making. The new College IPB Model will help facilitate this process [\[III.D.1-6, III.D.1-12\]](#). The Business Office is also in the process of revising the 2017 Business and Administrative Services Manual [\[III.D.1-13\]](#). We have used this manual along with District materials to provide ongoing trainings regarding purchasing, account payable, account receivables, purchase order/requisitions, personnel action forms, etc. to minimize financial and accounting errors that have cost the college hundreds of thousands of dollars over the past several years [\[III.D.1-14\]](#).

### ***Management of Institutional Resources***

Annual financial reports, including audited financial statements, indicate that the District and the College have utilized funds in each area as specified by the program and funding source. Financial integrity in the process of fund management is supported through the District's established policy and procedure, regulations, and accepted accounting practices in managing its assets, cash, revenues, and expenses. The District employs the California Community College Sound Fiscal Management Self-Assessment Checklist as a benchmark to gauge long-term and short-term financial sustainability [\[III.D.1-15\]](#). Annual audits document the District's adherence to prudent financial management standards and audit results are presented to the Board of Trustees and posted on the District website [\[III.D.1-16\]](#).

The College's fiscal management processes, in coordination with those of the District, are moving forward with integrity. In June 2019, the FCMAT submitted a report that contained 78 recommendations. The District responded to the FCMAT recommendations with an Integrated Financial Plan 2019-2024 detailing an action plan to resolve the fiscal issues [\[III.D.1-17\]](#). The District has also provided ongoing planning/ reporting through the District Planning and Budgeting Integration Model, cash flow reports, CCCCCO updates, and a budget reduction plan.

The District has also contracted with the CBT to review and assess district operations. CBT published a Phase I Report evaluating the financial processes at the District and Colleges in June

2019 [III.D.1-18]. The CBT Phase II Final Report included the review, assessment, and recommendations for enrollment management practices across the District [III.D.1-19].

The District is currently revising the BAM model given changes to the state's funding formula. The BAM's basis on a three-year rolling FTES average provides the College with sufficient revenue to support the College's educational programs and services. The College leverages these and its restricted funds to maximize the overall capacity of the institution to fund the prioritized resource needs of the College as well as the operational costs.

### **Analysis and Evaluation**

Merritt College has implemented several measures to enhance financial management. Making certain that the college adheres to its FTEF Allocation from the District (based on the BAM) has been a critical step forward. Since implementing this new data-driven approach, the College has consistently come in under its FTEF allocation, thereby saving the District hundreds of thousands of dollars over the past year. Additionally, the College has been intentional in linking its use of Parcel Tax funds to the strategic goals of the College, the District and the State Chancellor's Office. Lastly, Merritt College is managing its institutional resources very strategically to align with the California Community College Sound Fiscal Management Self-Assessment Checklist

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

### **Evidence of Meeting the Standard**

Institutional excellence is the primary goal of the College IPBM. The IPB cycle is described in one of the College's four administrative procedures. It is driven by data and rooted in collaboration across participatory governance committees all committed to supporting the College mission through an intentional focus on student success [III.D.2-1, III.D.2-2].

### ***Institutional Policies and Procedures for Financial Planning***

Within the Peralta Community College District, financial planning is an integral part of a well-defined and coordinated district wide planning process that links District and College goals and strategic priorities. Each College is charged with aligning its planning efforts within the District's annual planning and budgeting timeline [III.D.2-3]. The District plans for long-term fiscal health and viability with a Five Year Integrated Financial Plan and includes budgeted or planned fiscal expenditures that have supported or will support the achievement of institutional plans or goals.

The District is making strides in its overall financial standing as evidenced by the tremendous progress it made in moving from having a FCMAT Initial Risk Assessment Rating that was over 60% to a stable FCMAT Risk Assessment Rating in May 2020 of less than 6% [[III.D.2-4](#)].

The College adheres to the District's clearly defined guidelines and processes for financial planning and budget development. These practices are codified in the following board policies and administrative procedures:

- BP 6250 Budget Management
- AP 6250 Budget Management
- BP 6300 Fiscal Management and Accounting
- AP 6300 General Accounting
- BP 6320 Investments
- AP 6320 Investments

By adhering to the timeline established in the PBIM, the College remains in alignment with these processes and procedures.

The College IPB was developed to coincide with the district-wide Educational Master Plan. Within the College, the IPB was developed to create an integrated planning framework that links program review, educational planning, facilities improvement and resource allocation. This intentional integrated planning approach achieves one of the major goals of the district-wide strategic plan, which is to develop and manage resources to advance our mission.

### ***Dissemination of Financial Information***

The Vice Chancellor of Finance disseminates regular budget reports to the Board of Trustees, including timely updates that apprise the Board at all stages of the budget planning cycle. This includes the tentative budget, adopted budget, and annual budget reports, as well as the annual external audit [[III.D.2-5](#)]. The Board approves the annual budget and external audit reports in a public session [[III.D.2-6](#)]. Senior leadership and decision-makers from each College regularly attend Board meetings, and all information presented to the Board is publicly available.

The College Budget Committee is chaired by the College's chief financial manager. Previously the Budget Director served in this position. Currently, the College is in the process of hiring a Vice President of Administrative Services who will take on this role and assume the responsibility of disseminating financial information to the campus community at the monthly Budget Committee meetings. The Business Office also provides financial reports at the weekly managers' meetings. In addition to these regular reports there are two planning summits and a yearly budget retreat where the College is apprised of the financial state of the College.

Merritt's annual budget is developed based largely on the identified resource priorities of the College as identified through the program review and annual program update process [[III.D.2-7](#)]. It includes strategic planning with the express purpose of enhancing the quality of life in our community by facilitating the success of our students as they pursue and achieve their academic and career goals. Phase I and Phase II of the College IPB cycle illustrate the linkage between

District and the College as the budget is allocated based on the BAM. These processes are all aligned with District and College administrative procedures and follow the District's timeline for budget development. Most importantly, the momentum of this process is sustained by the collaboration of administration and participatory governance committees.

### **Analysis and Evaluation**

The IPB Model serves as a blueprint for continuous institutional improvement, guiding the College constituencies along an annual timeline of mission-focused planning and budgeting activities designed to meet the educational needs of Merritt students. Because the IPB process is transparent and inclusive it contributes to consensus among Merritt's stakeholders related to College spending and supports financial responsibility and stability.

- 3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

### **Evidence of Meeting the Standard**

The College follows the guidelines for financial planning and budget management, as set forth in District AP 6250. In addition, the College aligns its planning cycle with the District's Annual Integrated Planning Calendar [[III.D.3-1](#)] The District calendar provides timelines for planning at the College, District, and Board levels. The budget calendar encompasses the whole fiscal year and concludes with the adoption of the final budget. Budget development at the College is completed within the timeline and submitted to the District for review [[III.D.3-2](#)].

### ***Financial Planning and Budget Development***

The District and College have established clearly defined policies and procedures for financial planning in budget development. Each year, the annual budget building process begins with updating a list of tentative budget assumptions, which are used in developing the adopted budget. As the District receives more detailed information from the Governor's Office and the State Chancellor's Office, the assumptions are adjusted accordingly. These budget assumptions are categorized in three ways: general assumptions, revenue assumptions, and expenditure assumptions. The 2019-2020 budget assumptions are listed in the annual adopted budget [[III.D.3-3](#)].

Merritt's annual IPB cycle takes place within the larger framework of the District's planning and budgeting cycle. The College's IPB cycle takes place on a fiscal year calendar (July-June) and is intricately aligned with the District's calendar of planning and budgeting activities. The College Budget Committee, which is co-chaired by the chief business officer, works closely with the Accreditation Committee to ensure adherence to the IPB cycle.

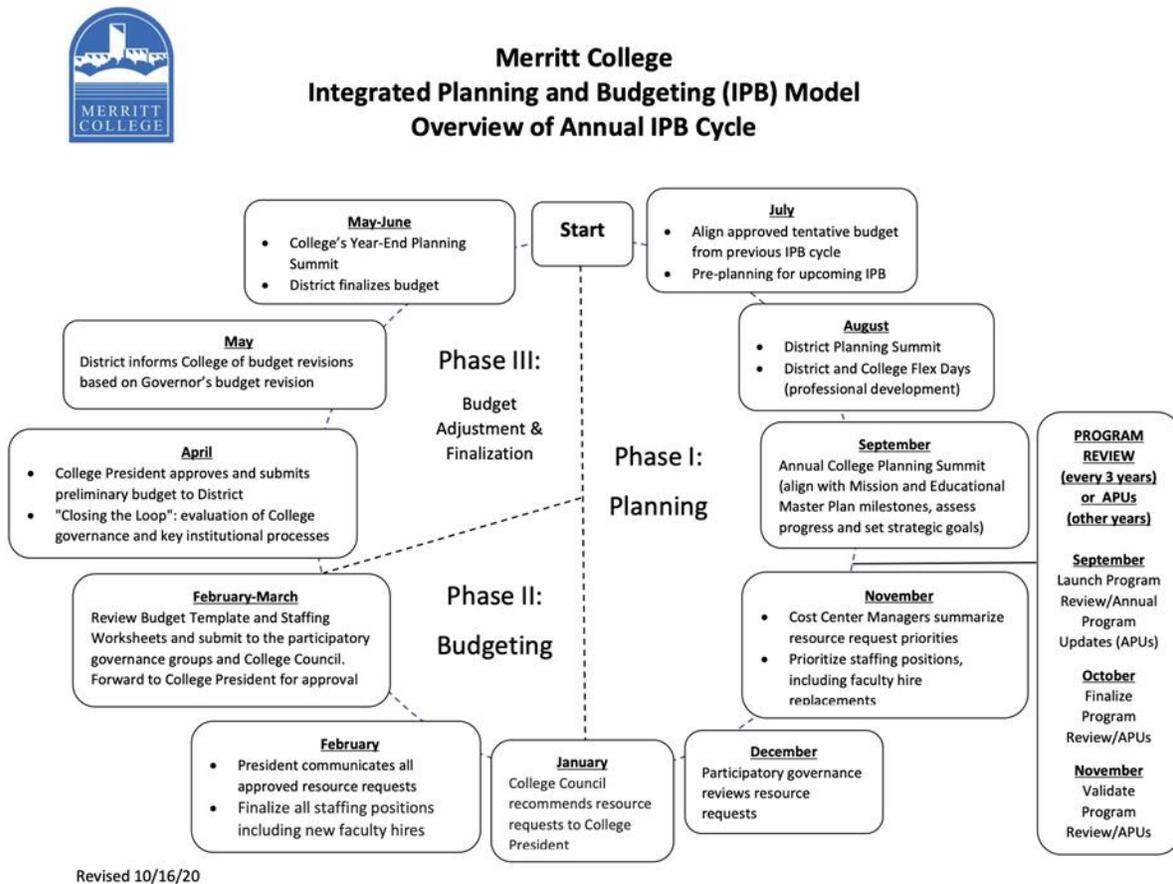
At the college level, Merritt's IPB cycle is divided into three distinct but interrelated phases: Phase I – Planning (July–February), Phase II – Budgeting (January–June) and Phase III – Budget Adjustment and Finalization (April–June). All three phases include ongoing budget and planning

activities related to the implementation of the College’s current year budget and a full schedule of IPB activities that are aligned with the planning and budgeting schedule for the next fiscal year.

Categorical funds and grants are designated for particular purposes and have specific eligibility requirements and guidelines set by the Grantor/Funder. However, they are considered within the overall budget planning of the College and inform resource allocation decisions. This process is outlined in detail in the College’s Integrated Planning and Budgeting Administrative Procedure [III.D.3-4].

After the final District budget is adopted by the Board of Trustees, the annual IPB cycle begins as illustrated below.

**Figure 13. Merritt College Annual IPB Model and Cycle**



## Analysis and Evaluation

Merritt utilizes its resources in direct alignment with the integrated planning and budgeting models of both the District and the College. The College IPBM establishes a well-defined and predictable structure for resource allocation that is driven by the program review and annual

program update cycles. Faculty, staff and administrators are provided trainings so that they understand the criteria for consideration and are knowledgeable about the process. The IPB calendar is adhered to and faculty, staff and administrators participate in an intense process of data-driven reporting and review.

Resources that have been prioritized for funding have met established standards related to program integrity. Participatory governance committees review the validated and prioritized lists to ensure that they align with the process and support the mission of the College. Once approved by the College president, the prioritized list of resources informs the proposed college budget that is submitted to the District for consideration and approval.

### **Fiscal Responsibility and Stability**

#### **4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

### **Evidence of Meeting the Standard**

Institutional Planning is based on established priorities of the College as supported by general funds, bond funding, grants and partnerships. The College has been successful in remaining within budget by leveraging its resources strategically to maximize overall spending within the established parameters of the individual funding sources. One of the benefits of the BAM is that it enables the College to plan based on the relative predictability of the base funding that the College can expect to receive.

### **Analysis and Evaluation**

#### ***District-Level Financial Resource Assessment and Development***

The District assesses its overall resources and expenditures each year through an integrated district wide planning and budgeting process. The District's Integrated Planning and Budget Building Calendar provides an overarching timeframe for the individual aspects of the district wide planning process and specifies when deliverables are to be accomplished and who is responsible [III.D.4-1]. The content of the calendar is vetted with the District's Planning and Budgeting Committee (PBC) and by the BOT. At the College level, there is a corresponding resource allocation planning process and timeline for identifying budgeting needs, developed according to the schedule outlined in the District's PBIM calendar.

In addition, the District's quarterly CCFS 311 report, incorporated into the Board meeting agendas, provides the public and all District and College employees with a comprehensive picture of the District finances [III.D.4-2]. These quarterly reports present financial information compared to the initial annual budget plan and past quarterly reports. Each quarterly report further includes a budget statement and narrative to convey the District's projected ending fund balance and any anticipated major events that might affect the ending fund balance.

Finally, to aid sound budgeting development and fiscal management, the District adopts a set of assumptions for budget development and for the tentative and adopted budget. This includes general assumptions for the budget, as well as specific assumptions for revenue and for expenditures. Through this document, the District formally affirms its commitment to adopting a budget that is balanced and confirms that the District and colleges use plans, planning documents, and planning processes as a basis for the development of their expenditure budgets.

### ***College-Level Financial Resource Assessment and Development***

The College's institutional planning process reflects a realistic assessment of financial resource availability, expenditure requirements for various revenue sources, and resource development opportunities. Through the annual district wide integrated planning and budgeting (IPB) process individuals involved in institutional planning are presented with accurate information about available funds and the College's fiscal condition and commitments, as well as new and potential funding streams and partnerships. This examination of the organizational budget and budget trends and prospects ensures that the annual plan, at both the College and District level, is based on sound financial planning. The District's BAM uses a three-year FTES average to provide the base allocation to the College.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

### **Evidence of Meeting the Standard**

The College rigorously adheres to the internal controls and processes established by the District for the management of fiscal resources. These specifications may be found in the following District Board policies and administrative procedures: BP 6300 Fiscal Management and Accounting, AP 6300 General Accounting, BP/AP 6330 Purchasing [[III.D.5-1](#), [III.D.5-2](#), [III.D.5-3](#), [III.D.5-4](#)].

The College also uses the District's PeopleSoft ONEPeralta financial management system, which integrates data from Student Services, HR, Payroll, Finance, and Financial Aid modules. The ONEPeralta system is used to record budget journal entries, accounts payable, accounts receivable, revenues, payroll, grants, and purchase requisitions. The system has built-in mechanisms, such as user IDs and passwords, which allow system access at the appropriate security level, thus limiting the data to designated users. Some users may be granted only query access, so that they can review but not change data. There are also controls in place for purchasing, and the system prevents spending where funds are not available. These controls flag accounts with insufficient funds, requiring further action prior to purchase. The Business Office staff approve all journal entries and requisitions. Managers review and approve procurement card expenditures, journals, and requisitions for their areas of responsibility. Budget transfers require approval of the appropriate department administrator and the College Director of Business Services before going through approval at the District level

Personnel changes are updated regularly during the course of the fiscal year with the Electronic Personnel Action Form (ePAF) system for position control. Organization administrators review position control for permanent positions during the budget development process and changes documents via the ePAF process. This review requires appropriate College approvals and further action by District Human Resource and Finance Departments. The four college chief business officers meet monthly with the Vice Chancellor of Finance to discuss, evaluate, and make recommendations on financial processes such as internal controls, procedures, and software enhancements [\[III.D.5-5\]](#).

The District engages an external auditor to conduct annual audits, and the District's Audit Reports demonstrate financial controls. In addition, the District employs a full-time Internal Auditor. Based on audit findings, the District is currently further strengthening its internal controls, particularly in the area of financial aid.

### **Analysis and Evaluation**

The College places high value on financial integrity and the responsible use of resources. For this reason, the College adheres to the specific mechanisms in place for budgetary control and for the dissemination of dependable and timely budgetary information for financial decision-making.

The PeopleSoft system continually records and updates financial transactions, providing accurate up-to-date accounting information. It is also able to produce various reports and queries on demand, including financial and budget reports that can be used by both the District and College to monitor spending, planning, and making informed financial decisions.

The Business Office emails the campus and cost center managers regular financial updates that are appropriate to those respective audiences. Additionally, each week the chief business officer provides a report at the Manager's meeting, apprising the administrative staff of any budgetary changes and providing strategic direction for spending and budget processes. The Budget Committee monitors the evaluation of the College's budget and financial practices, and the President provides direction that supports compliance with District policies and procedures.

The College has appropriate internal control mechanisms in place to assure the financial integrity of the institution and the responsible use of its financial resources. This includes District Board policies and administrative procedures, the District financial management system, and designated College personnel and procedures for the ongoing management and evaluation of the organization's budget and financial practices. Annual audits performed by an external auditor demonstrate financial controls (although the District is taking further steps to strengthen controls in the area of financial aid). Finally, information about the budget, fiscal conditions, and financial planning are provided throughout the College and individuals involved in institutional planning and management receive dependable and timely information to inform budget development and resource allocation.

- 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

### **Evidence of Meeting the Standard**

In compliance with the California Education Code, the District's financial statements are audited annually by an external independent firm in accordance with the CCCCCO Contracted District Audit Manual. The District's audit reports are met with timely and corrective action for findings.

The District regularly prepares and presents financial reports throughout the fiscal year for the College communities and BOT, including the tentative budget, a mid-year report, the final adopted budget, and the annual audit [III.D.6-1]. The Planning and Budgeting Council (PBC) reviews these reports, and copies are posted online on the District website under District Offices/Business Services [III.D.6-2].

The College's financial documents are generally viewed with a high degree of credibility by constituents because they are developed by the Business Office, and then reviewed by the administrative team and the Merritt Budget Committee before being disseminated to the College Council for further review.

In particular, the budget is regarded as having a high degree of accuracy as it is developed—and monitored for proper use of funds—according to a strict set of financial management and budget development policies set by the District and by internal controls implemented at both the College and District level. The accuracy and integrity of the budget is also monitored by regular financial reports and budget variance analyses and verified through the District's annual external audit, which validates fiscal information and practices at each college [III.D.6-3].

### **Analysis and Evaluation**

The College's inclusive approach to budget development and the consistent participation of faculty and staff throughout all three phases of the IPB cycle lend great credibility to the financial decisions made at Merritt. The College and the District prepare regular financial reports and fiscal trend analyses to ensure the effective use of financial resources in support student learning. Finally, the annual district wide audit demonstrates the integrity of financial management practices at both the District and College level.

- 7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### **Evidence of Meeting the Standard**

The District and College response to external audit findings are comprehensive, timely, and appropriately disseminated to internal and external audiences. The District has primary responsibility for organizing external audits for both the District and its colleges. The annual independent audit of the District includes all financial records of the District, including all

District funds and student financial aid funds. Each college, in turn, is responsible for responding to the audit in a comprehensive and timely manner. If audit findings are identified, the College and the District take swift and appropriate action to implement corrective actions in order to address any identified deficiencies.

The completed audit report is presented to the BOT, as required in AP 6400 Administrative Audits, and also presented to the District PBC. For the most recent audit, the audit exceptions and management recommendations report were presented to the BOT, along with related responses, by the external auditor on January 21, 2020 [III.D.7-1]. The report and responses were also presented to the District PBC at its February 21, 2020, meeting. The report was then placed on the District website.

### **Analysis and Evaluation**

The College follows the example of the District by providing complete access to the financial records of the College in a timely manner and taking whatever actions are appropriate to address any audit findings in a thorough and transparent manner.

The District has an established process for responding to external audit findings. All audit findings are first reviewed in an exit conference attended by the audit firm, the District Vice Chancellor of Finance, accounting and finance staff, and—depending on the significance of the audit findings in any college operational area—the appropriate college staff. The Vice Chancellor of Finance assembles all findings and compiles the responses to the findings, which are incorporated into the audit report.

The audit report documents actions taken or planned in response to the auditor’s findings and recommendations. These recommendations are fully implemented (completed), or, if not, an explanation is provided by management. The report includes a summary of the previous year’s recommendations and corrective actions taken, responsible parties, and timelines for completion.

The College participates in the annual District external audit. Information regarding the annual audit, including information about budget, fiscal conditions, financial planning, and audit results are communicated at the College level.

### **8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

#### **Evidence of Meeting the Standard**

The College and the District evaluate and assess their financial and internal control systems for validity and effectiveness on an ongoing basis and use the results of those assessments to improve procedures as needed. The District has primary responsibility for evaluating and assessing internal controls district wide, including evaluating and assessing internal controls at each College. Checks and balances are incorporated into the District processes such as document approvals at different levels preventing unilateral or unsupervised transactional activity. The

College also takes responsibility for continually assessing its own financial and internal control systems and making adjustments as needed.

The College reviews its financial and internal control systems regularly through its IPB process. These internal control systems are regularly evaluated and assessed for validity and effectiveness, through budget and cost center reports, and the results of this assessment are used for fiscal planning and improvement. Special funds are audited or reviewed by funding agencies on a regular basis. Expenditures from grants and special funds are made in a manner consistent with the intent and requirements of the funding source, and bond expenditures are consistent with regulatory and legal restrictions. The integrity of the fiscal management system is demonstrated through the audit. Internal control systems are regularly reviewed at the District and College level.

The District also conducts an annual external audit, as required by California Education Code Section 84040.5 and the State Budget and Accounting Manual, as well as related District Board Policies and Administrative Procedures, such as BP 6400-Financial Audits and AP 5400-Financial Audits [III.D.8-1, III.D.8-2]. The external audit is conducted by independent certified public accountants, who meet the qualifications and credentials required by the State of California and who are experienced with auditing California community colleges. The audit is conducted in compliance with the Education Code and American Institute of Certified Public Accountants standards.

### Analysis and Evaluation

The District employs an internal auditor to ensure the integrity of its accounting system and to ensure that all funds are used in accordance with the purpose of the funding sources. The audit is used to improve operations, increase efficiencies, and promote effectiveness in serving students.

- 9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

### Evidence of Meeting the Standard

The District maintains sufficient cash flow and reserves to meet all of its fiscal obligations including financial emergencies and unforeseen circumstances. The District maintains a minimum ten percent unrestricted general fund reserve in accordance with BP 6250 Budget Management – District Reserve Policy and Board Adoption and is demonstrated in the cash flow reports [III.D.9-1]. A prudent reserve, as defined by the CCCCO Fiscal Policy guidelines, is five percent. Below is a table summarizing the reserve amount for the last three years:

**Table 26. PCCD Fiscal Reserves 2017-2020**

Fiscal Year	Unrestricted General Reserve Amount	Percent of Budgeted Unrestricted General Fund Expenditures
2017-2018	\$13,894,555	9.42%
2018-2019	\$17,928,885	12.54 %

2019-2020	\$16,058,377	10.37%
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## Analysis and Evaluation

The District maintains sufficient cash flow and reserves to meet its financial obligations. The District and College have sufficient cash flow and reserves to maintain stability. The District implements strategies for risk management, and contingency plans to meet financial emergencies and unforeseen occurrences when necessary.

### **10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

#### Evidence of Meeting the Standard

The College and District practice effective oversight of fiscal resources. Financial oversight occurs at the College and the District levels. The District's annual comprehensive external audit is the main vehicle by which district wide financial practices and resources are monitored. The audit includes an evaluation and review of financial statements. It also includes a careful review of all financial resources and programs, including financial aid, grants, externally funded programs, contractual relationships, foundations, and investments.

BP 6250 Budget Management requires that the District adheres to title 5 and the CCC *Budget and Accounting Manual* in budgeting and accounting methods. The District's Fiscal Services Department (which includes accounts payable, payroll, student finance, grants, and special programs, and purchasing) provides financial oversight for the District. The Fiscal Services Department also provides oversight for College investments and assets. Assets are invested with the county of Alameda for revenues that are under the District accounts. Working with departmental budget managers at the Colleges as appropriate, the Fiscal Services staff maintain oversight for all funds, including financial aid, grants, and trusts. The Vice Chancellor of Finance and Administration and the Executive Fiscal Director prepare a fiscal report on a regular basis at the BOT meeting [[III.D.10-1](#)]. Special reports in regard to bond expenditures are also communicated on a regular basis at the BOT meeting per BP/AP 6740 Citizen's Oversight Committee [[III.D.10-2](#), [III.D.10-3](#), [III.D.10-4](#)].

The District's purchasing department, along with the Division of General Services, reviews and executes all contracts for the District. Contracts are presented to the Board each month for review and ratification. Purchasing processes are conducted according to BP/AP 6330 Purchasing [[III.D.10-5](#), [III.D.10-6](#)].

The District also partners with the Peralta Colleges Foundation. The Foundation is a legally separate, 501(c)(3) tax-exempt organization and, as such, has its own audit each year by an independent auditor. The Foundation acts primarily as a fundraising organization to provide grants and scholarships to students and support to employees, programs, and departments of the District. Although the District does not control the timing or amount of receipts from the

Foundation, the majority of resources or income that the Foundation holds and invests is restricted to the activities of the District at the request of the donors.

### **Analysis and Evaluation**

The College and the District practice effective oversight of finances, including financial aid, grants, externally funded programs, contractual relationship, auxiliary organizations or foundations, as well as institutional investments and assets. The 2019 external audit indicated that the District needed to adjust its practices to ensure effective oversight of finances in compliance with federal Title IV regulations and requirements. The District has taken measures to address this finding.

### **Liabilities**

- 11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

### **Evidence of Meeting the Standard**

The College and the District collaborate to ensure financial solvency of the institution through financial planning, budgeting, revenue and expense monitoring, and reporting [\[III.D.11-1\]](#).

The District's short-range financial decisions are made based on its long-range financial priorities. Planning for payment of liabilities and future employee-related obligations are addressed within the District's annual budget development process. The District projects a multi-year budget during the annual budget development cycle which assures fiscal solvency and an adequate amount of reserves per BP 6250 Budget Management. The District's tentative and final budget is reviewed by the District's participatory governance committees such as the PBC and PGC prior to the approval by the Board. The tentative budget is approved by the Board in June and final budget in September of each year.

Short-and long-term fiscal priorities are examined on an annual basis. Liabilities and obligations include OPEB debt service, CalSTRS and CalPERS rate increases, and retiree health benefits.

### **Analysis and Evaluation**

The College and the District work together to ensure that the financial resources are sufficient, thereby providing a reasonable expectation of short-term and long-term financial solvency. The District and the College continually assess and adjust financial management strategies to maintain solvency and consider long-term financial priorities when making short-range financial plans. The District also manages long-term liabilities and obligations as part of this financial planning process. Due to ongoing coordinated planning, the District and the College currently have appropriate financial resources to address all current liabilities and future obligations.

- 12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

### **Evidence of Meeting the Standard**

The District plans for and allocates appropriate resources for the payment of liabilities and future obligations. The District's complex OPEB program serves the contractual commitments contained within the collective bargaining agreements covering health benefits. The District continues to provide retirees who were hired prior to July 1, 2004 with lifetime medical benefits. For employees hired after July 1, 2004, medical benefits upon retirement are provided until age 65 or Medicare eligibility. As of June 30, 2018, PCCD's total OPEB liability was \$202.7 million, with \$189.8 million for the pre-2004 hires and \$12.9 million for the post-2004 hires. As of June 30, 2109, the liability was \$189,821,787 for pre-2004 hires and \$10,277,949 for post-2004 employees.

### **Analysis and Evaluation**

The current OPEB structure calls for the payment of the annual debt service (annual principal and interest payments) and the current retiree medical expenses to be paid out of the unrestricted general fund. To the extent permissible, the OPEB Trust, which is overseen by the Retirement Board, then reimburses the unrestricted general fund for the annual expense of the retiree medical cost. The District handles these transactions centrally because retiree costs are not associated with the annual operations of an individual college.

In order to continuously and effectively administer its bond and debt management, in 2016 the District revised its board policy and administrative procedures with respect to Debt Management. The District has continued to follow the 2014 audit recommendations and developed an action plan to fund OPEB liabilities, including associated debt service. Each year, the District conducts an actuarial study to determine the degree to which it should plan for covering the present value cost of these benefits. Bond proceeds are invested by the District Retirement Board.

The actuarial plan to determine OPEBs is current and prepared as required by appropriate accounting standards. Sources of evidence include: actuarial valuation report for pension and OPEB; notes to financial statements dealing with employee benefit plans, commitments and contingencies; and/or other documents that demonstrate the institution is complying with this Standard.

As described in the Merritt Special Report in Response to Commission Finding of Institutional Deficiencies, the District has improved its management of its OPEB Bond Program and increased its financial sustainability [[III.D.12-1](#)]. The 2020-2021 adopted final budget included a financial plan for the OPEB Bond Program. Through the implementation of the recommendations by FCMAT and the creation of the plan of finance for the OPEB Bond

program, the District has improved its management of its OPEB Bond Program and increased its financial sustainability.

- 13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

#### **Evidence of Meeting the Standard**

The District regularly assesses and allocates appropriate resources for the repayment of any locally incurred debt instruments that can affect the financial conditions of the District or the College. The District maintains primary responsibility for this task.

The District uses a debt service fund to account for and pay general long-term debt. The District evaluates the debt service fund annually to ensure appropriate resources are allocated for the repayment of any locally incurred debt instruments, and the information is in the annual financial report to the Board [[III.D.13-1](#)].

#### **Analysis and Evaluation**

On an annual basis, the District assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect its financial condition. During the annual budget development process, the District assesses short-term and long-term debts and allocates resources to meet debt service requirements.

- 14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

#### **Evidence of Meeting the Standard**

The District has procedures in place to ensure that all District/College personnel use financial resources in a manner consistent with the intended purpose of the funding sources. They include: BP 6300 Fiscal Management and Accounting, BP 6320 Investment, AP 6305 Debt, BP 6305 Debt Issuance and Management, AP 6740 Citizen's Bond Oversight Committee, and BP 6740 Citizen's Bond Oversight Committee [[III.D.14-1](#), [III.D.14-2](#), [III.D.14-3](#), [III.D.14-4](#), [III.D.14-5](#), [III.D.14-6](#)].

The College manages and tracks all financial resources in the District's financial management system by respective budget codes (fund, organization, account, and programs, etc.) to ensure funds are used in a manner consistent with the intended purpose of the funding source. For restricted funding sources, such as state categorical or grant funds, the District and College carefully track and review revenue and expenditures to ensure appropriate monitoring and use of funds with the intended purpose of the funding source, thereby ensuring a high degree of

integrity and minimizing financial and reputational risk [III.D.14-7]. The chart of accounts is set up based on the *CCC Budget and Accounting Manual* [III.D.14-8].

### **Analysis and Evaluation**

The District policies and procedures ensure that all expenditures are reviewed and approved to minimize undue institutional risk and exposure and are aligned with the College’s mission and strategic goals. All financial resources, including short-term and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

- 15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

### **Evidence of Meeting the Standard**

The College monitors and manages student loan default rates, revenue streams, and assets and works with the District to ensure compliance with federal requirements, including Title IV of the Higher Education Act. Specifically, the College’s Financial Aid Office is responsible for monitoring student loan default rates, revenue streams, and assets.

The student loan cohort default rate for the College for the last data report cycle is as follows:

**Table 27. Merritt College Student Loan Cohort Default Rates FY 2015-2018**

<b>Cohort</b>	<b>Student Loan Default Rate</b>
Fiscal Year 2017-2018	19.3 %
Fiscal Year 2016-2017	23.6 %
Fiscal Year 2015-2016	24.3 %

The College’s Financial Aid office determines student eligibility and fund management is maintained by the District’s finance department.

### **Analysis and Evaluation**

The College and District work to monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. Audits, which report no findings, demonstrate that the College complies with federal requirements.

## Contractual Agreements

- 16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

### Evidence of Meeting the Standard

The College and District enter into a variety of contractual agreements, including grants and awards, construction contracts, rental/lease agreements, instructional service agreements, and independent contractor agreements for professional services.

All contractual agreements with external entities undergo extensive review and approval at the College and District level per the following board policies and administrative procedures:

- BP 6340 Bids and Contracts
- AP 6340 Bids and Contracts
- AP 6350 Contracts – Construction
- AP 6350 Contracts – Accessibility of Information Technology

Procedures and approvals vary by type of contract (grants, construction, instructional service agreements/contract education, and independent contractor professional service agreements). Generally speaking, contractual agreements with external entities are initiated at the department or division level to achieve program or college-wide goals. Proposed agreements are reviewed and require approval by the appropriate dean, vice president, and the president. Once reviewed and approved by the appropriate College personnel, agreements are sent to the District's Finance and Legal office review and approval prior to an approval by the Chancellor. In the current virtual environment, the District created an online review and approval system with Contract Tracking System along with Adobe Sign [[III.D.16-1](#)].

Per BP 6100 Delegation of Authority, Business and Fiscal Affairs:

The Board delegates to the Chancellor the authority to supervise the general business procedures of the District to assure the proper administration of the following: property and contracts; the budget; audit and accounting of funds; the acquisition of supplies, equipment, and property; the protection of assets and persons; the construction, maintenance and use of facilities. All transactions shall comply with applicable laws and regulations, and with the California Community College Budget and Accounting Manual. [[III.D.16-2](#)]

Contracts and contract amendments are submitted to the Governing Board for ratifications at its bi-monthly meetings.

## Analysis and Evaluation

Contracting practices support the College Mission, Goals, and Priorities, and are in compliance with the Board Policies and Administrative Procedures. The District and College ensure that all contractual agreements are reviewed and approved to minimize undue institutional risk and exposure. The College and District maintain control over all contracts and each contract contains provisions whereby the District can terminate contracts that do not meet required standards of quality.

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## Conclusions on Standard III.D. Financial Resources

Merritt College adheres to all PCCD administrative and board procedures pertaining to financial management, as well as those of the College. One of the most impactful elements of financial planning at the College is the IPBM. The IPBM has been reviewed and endorsed by the administration and all of the participatory governance committees of the institution. It is a transparent and structured approach that promotes institutional effectiveness and facilitates sound financial practices at the College. Also embedded in the IPBM is a strategy for maximizing our restricted and unrestricted funding sources. This facilitates a distribution of resources that is data-driven and equitable in supporting Merritt College's student learning programs and services.

## Evidence List

<b>Number</b>	<b>Description</b>
<a href="#"><u>III.D.1-1</u></a>	Prioritized List of Resources
<a href="#"><u>III.D.1-2</u></a>	Merritt Productivity over Three Years
<a href="#"><u>III.D.1-3</u></a>	Merritt AB 705 Completion and Success Data
<a href="#"><u>III.D.1-4</u></a>	Recognition for Transfer Rates Among Black and Brown Students at Merritt College
<a href="#"><u>III.D.1-5</u></a>	Merritt September – December Budget
<a href="#"><u>III.D.1-6</u></a>	College Administrative Procedure – Integrated Planning and Budgeting Model
<a href="#"><u>III.D.1-7</u></a>	Merritt College submitted a two-year Parcel Tax usage plan
<a href="#"><u>III.D.1-8</u></a>	BP 6741
<a href="#"><u>III.D.1-9</u></a>	AP 6741
<a href="#"><u>III.D.1-10</u></a>	Merritt College Parcel Tax Expenditure Plan
<a href="#"><u>III.D.1-11</u></a>	PCCD Budget Allocation Model
<a href="#"><u>III.D.1-12</u></a>	APU Template
<a href="#"><u>III.D.1-13</u></a>	2017 Business and Administrative Services Manual
<a href="#"><u>III.D.1-14</u></a>	2020-21 Process Improvement Presentation
<a href="#"><u>III.D.1-15</u></a>	California Community College Sound Fiscal Management Self-Assessment Checklist
<a href="#"><u>III.D.1-16</u></a>	2019 PCCD Audit Report
<a href="#"><u>III.D.1-17</u></a>	PCCD Integrated Financial Plan 2019-2024
<a href="#"><u>III.D.1-18</u></a>	Phase I Report evaluating the financial processes at the District and Colleges in June 2019
<a href="#"><u>III.D.1-19</u></a>	CBT phase II report

<b>Number</b>	<b>Description</b>
<a href="#"><u>III.D.2-1</u></a>	Merritt College AP – Integrated Planning and Budgeting Model
<a href="#"><u>III.D.2-2</u></a>	College Mission
<a href="#"><u>III.D.2-3</u></a>	District Budget Development Calendar
<a href="#"><u>III.D.2-4</u></a>	PCCD’s FCMAT Risk Assessment Rating May 2020
<a href="#"><u>III.D.2-5</u></a>	Board Agenda, Budget Review, September 2020
<a href="#"><u>III.D.2-6</u></a>	Board agenda/s for adoption of budget
<a href="#"><u>III.D.2-7</u></a>	PCCD Fiscal budget Report 2019
<a href="#"><u>III.D.3-1</u></a>	Planning and-Budgeting Integration Model Calendar 2019-2020
<a href="#"><u>III.D.3-2</u></a>	FY20-Final-Budget-Book-091219
<a href="#"><u>III.D.3-3</u></a>	Annual Adopted Budget
<a href="#"><u>III.D.3-4</u></a>	Merritt College AP – Integrated Planning and Budgeting Model
<a href="#"><u>III.D.4-1</u></a>	PBIM Meeting Calendar 2019-2020
<a href="#"><u>III.D.4-2</u></a>	District Quarterly Report – CCFS 311A-2017-18
<a href="#"><u>III.D.5-1</u></a>	BP 6300 - Fiscal Management and Accounting
<a href="#"><u>III.D.5-2</u></a>	AP 6300 - General Accounting
<a href="#"><u>III.D.5-3</u></a>	BP 6330 - Purchasing
<a href="#"><u>III.D.5-4</u></a>	AP 6330 – Purchasing
<a href="#"><u>III.D.5-5</u></a>	PCCD Budget Directors meeting agenda with VC of Finance
<a href="#"><u>III.D.6-1</u></a>	Integrated Planning Budget Calendar 2018-2019
<a href="#"><u>III.D.6-2</u></a>	District Fiscal Services website where the reports reside
<a href="#"><u>III.D.6-3</u></a>	College budget v. actual variance reports and analyses; College FY 18-19 audit
<a href="#"><u>III.D.7-1</u></a>	District Audit Report
<a href="#"><u>III.D.8-1</u></a>	BP 6400 – Financial Audits
<a href="#"><u>III.D.8-2</u></a>	AP 6400 - Financial Audits
<a href="#"><u>III.D.9-1</u></a>	BP 6250 – Budget Management
<a href="#"><u>III.D.10-1</u></a>	Fiscal Report to the Board
<a href="#"><u>III.D.10-2</u></a>	Report by the Bond Oversight Committee
<a href="#"><u>III.D.10-3</u></a>	AP 6740 – Citizen’s Oversight Committee
<a href="#"><u>III.D.10-4</u></a>	BP 6740 – Citizen’s Oversight Committee
<a href="#"><u>III.D.10-5</u></a>	AP 6330 - Purchasing
<a href="#"><u>III.D.10-6</u></a>	BP 6330 – Purchasing
<a href="#"><u>III.D.11-1</u></a>	PCCD Final Budget Fiscal Year 2019-2020
<a href="#"><u>III.D.12-1</u></a>	Merritt College Special Report to ACCJC Finding of Institutional Deficiencies, pp. 42-46
<a href="#"><u>III.D.13-1</u></a>	Annual Financial Report to the Board
<a href="#"><u>III.D.14-1</u></a>	BP 6300 – Fiscal Management
<a href="#"><u>III.D.14-2</u></a>	BP 6320 – Investment
<a href="#"><u>III.D.14-3</u></a>	AP 6305 – Debt Issuance and Management
<a href="#"><u>III.D.14-4</u></a>	BP 6305 – Debt Issuance and Management
<a href="#"><u>III.D.14-5</u></a>	AP 6740 - Citizen’s Bond Oversight Committee
<a href="#"><u>III.D.14-6</u></a>	BP 6740 - Citizen’s Bond Oversight Committee
<a href="#"><u>III.D.14-7</u></a>	Measure G Audit Fiscal Year 2019-2020
<a href="#"><u>III.D.14-8</u></a>	CCCCO Budget Accounting Manual 2012
<a href="#"><u>III.D.16-1</u></a>	PCCD Procedures for Submitting All Agreements for Approval
<a href="#"><u>III.D.16-2</u></a>	BP 6100 -Delegation of Authority, Business and Fiscal Affairs

## Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

### Evidence of Meeting the Standard

The College cultivates an environment that reflects its mission, vision, and core values. Faculty, staff, and students are highly encouraged by the college's administrative team to participate in its decision-making process in order to attain college-wide input in operational and strategic planning. Continued collaborative dialogue ensures all opinions are heard. The College is committed to constructively improving its practices, procedures, programs and services to better support the students and community it serves [[IV.A.1-1](#)].

The College adheres to a participatory governance calendar that specifies dates and times for all governance groups serving as a placeholder for strategic planning efforts and maximizing participation of our constituents [[IV.A.1-2](#)]. In addition, the participatory governance process integrates an ongoing establishment and assessment of annual goals. These goals are set and evaluated by all governance groups within the Merritt's governance structure and at the bi-annual planning summits of the college [[IV.A.1-3](#)].

The fall planning summit launches a systematic process of budgeting through the program review/APU cycle. All programs and departments engage in this process identifying resources that will improve the college's approved courses, programs and services [[IV.A.1-4](#), [IV.A.1-5](#), [IV.A.1-6](#)].

All program reviews and APUs are validated by the SLOAC, Curriculum Committee, IEC, Deans, and VPI [[IV.A.1-7](#)]. Furthermore, resources prioritized by the College's administrative units using a published rubric are vetted through the following committees: CDCPD, Facilities

Committee, Technology Committee, IEC, Budget Committee, and lastly the College Council for further recommendations to the President [[IV.A.1-8](#), [IV.A.1-9](#)].

The College follows a similar cycle in the development of its EMP. Discussion of this plan begins at the fall planning summit, which is led by the President and Director of Research with support from the IEC. Faculty, staff, students, and administrators provide input and learn of information needed to support the plan. The plan is vetted through College Council after open forums, collecting further feedback from the campus community [[IV.A.1-10](#), [IV.A.1-11](#)].

## **Analysis and Evaluation**

The College leadership is committed to the principles of participatory governance and creates a solid foundation for communication, collaboration and the integration of institutional planning, budgeting and decision making. The continuous work of the committees and senates further carry out this effort of integration, innovation, and improvement.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

## **Evidence of Meeting the Standard**

PCCD BP 2510 Participation in Local Decision-Making states that the Board is committed to its obligation to ensure that the Academic Senates, Staff and Students participate in developing recommended policies [[IV.A.2-1](#)]. BP 5400 Associated Students Organization recognizes the ASMC as an integral part of the College's governance structure [[IV.A.2-2](#)]. AP 5400 Associated Students Organization identifies student representation shall be possible on all college-wide and district committees [[IV.A.2-3](#)]. In addition, AP 2511 Role of Academic Senates in District and College Governance outlines the role of the academic senates within the District and College governance structure which is also highlighted in Merritt's *Participatory Governance Handbook* [[IV.A.2-4](#)].

The participatory governance structure of Merritt College consists of participatory and operational committees, as well as senates representing distinct constituency groups. This is outlined in the *Participatory Governance Handbook* which identifies the overall governance structure, including how administration, faculty, classified professionals, and students are part of the process [[IV.A.2-5](#)].

The College Council is the chief participatory governance body of the College. It makes recommendations to the President to support compliance with all board policies and administrative procedures. The IEC, Budget Committee, Technology Committee, and Facilities Committee fall under the purview of the College Council. Each are charged with a major component of institutional processes and their accompanying master plans (Education=EMP,

Budget=IPB, Technology=Technology Master Plan, Facilities=Facilities Master Plan). All other committees function as operational committees where the nuts and bolts of college practices, procedures, and programs are deliberated and further developed. Participatory governance committee bylaws adhere to the College's Council Constitution which outlines that membership must include equitable representation of all constituency groups and delineates their respective responsibilities and reporting relationships [IV.A.2-6]. In addition, the faculty, staff, and student are represented as distinct constituencies by their own governance bodies, Academic Senate, Classified Senate, and ASMC [IV.A.2-7, IV.A.2-8, IV.A.2-9]. These bodies provide reports at College Council meetings. The interplay of inclusive representation in committees and exclusive representation in the senate ensures that college matters are discussed collectively as well as separately by all college constituents, so that a balanced approach can be maintained that benefits the College as a whole.

### **Analysis and Evaluation**

The ongoing implementation of District and college policies and procedures as well as the College's commitment to engage in the participatory governance process demonstrates a practice of inclusion in a range of matters from planning to budgeting. Furthermore, the Leadership Council that comprises of the College President, Academic Senate President, Classified Senate President, and the ASMC President meets bi-weekly to identify and prioritize matters affecting the campus.

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

### **Evidence of Meeting the Standard**

As described in Standards IV.A.1 and IV.A.2, the College's participatory governance structure has continuously evolved to incorporate greater participation from each of its constituency groups. The collegial governance process is based upon the mutual belief and tradition that the efficacy of college policies, procedures, and recommendations is best derived by collaboration among students, faculty, classified professionals, and administrators [IV.A.3-1]. As mentioned, board policies and administrative procedures outline the requirements of the College's legal obligation to allow faculty, staff, and students the opportunity to express their opinions and the right to participate effectively in governance at the campus and district levels [IV.A.3-2, IV.A.3-3, IV.A.3-4, IV.A.3-5].

The Academic Senate assumes responsibility with respect to academic and professional matters whereby the Board is to "rely primarily" on the recommendations in the following 10+1 areas:

1. Curriculum, including establishing pre-requisites
2. Degree and Certificate requirements
3. Grading policies
4. Educational program development

5. Standards or policies regarding student preparation and success
6. College governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters.

Additionally, the CDCPD, Curriculum Committee, Career Education Advisory Committee, and Distance Education Committee serve as advisory bodies to the Academic Senate. These groups are primarily made up of faculty however, student, staff, and administration have also been included in the membership.

The College further relies upon formal written administrative procedures to provide guidelines in the following four critical areas: Data, Integrated Planning and Budgeting, Educational Master Planning, and Student Learning Outcomes and Assessment [[IV.A.3-6](#), [IV.A.3-7](#), [IV.A.3-8](#), [IV.A.3-9](#)]. These procedures outline the relevance of data in integrated planning, stabilizing institutional structures by creating systematic cycles and delineating roles of intended participants.

### **Analysis and Evaluation**

The College's participatory governance committees each detail their purpose, charge, and membership. District board policies and administrative procedures substantiate the roles of all constituents within Merritt's governance structure. This structure is further advanced by the college's administrative procedures.

- 4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

### **Evidence of Meeting the Standard**

As stated in Standard IV.A.3, the Academic Senate has a primary function to make recommendations with respect to academic and professional matters as outlined in AP 2511 Role of Academic Senates in District and College Governance and BP 2510 Participation in Local Decision-Making [[IV.A.4-1](#), [IV.A.4-2](#)].

Merritt's curriculum and student learning programs and services are overseen by the Curriculum Committee and SLOAC [[IV.A.4-3](#), [IV.A.4-4](#)].

The Curriculum Committee is responsible for new course proposals and course modifications, course deactivations, new program proposals and program modifications, program deactivations (banking and deletions), and other curricular matters including graduation requirements, general education patterns, and audit list changes [[IV.A.4-5](#)].

Committee membership is composed of faculty from each instructional division, as well as Deans and Vice Presidents who serve as ex-officio members. A representative from the Associated Students of Merritt College also serves as a member, providing dialogue across constituent groups on matters of curriculum.

In spring 2019, department chairs and program directors were provided with the status of their active curriculum at their standing April meeting. In fall 2019, the Curriculum Committee requested ratification on a resolution that new curriculum proposals shall not be considered if a department has existing courses and programs that have not been reviewed and/or updated in compliance with Education Code, title 5, PCCD policy, etc. [IV.A.4-6]. This was further supported by the Academic Senate and implemented immediately. Faculty purview over curriculum was also exemplified by the successful approval of a controversial course (Landscape Horticulture 840). Although the Curriculum Committee recommended approval, the Board was reluctant to implement this curriculum because of the potential legal ramifications. Merritt Faculty, recognizing the value of this course for the community which the College serves, passed a resolution through the Academic Senate in support calling for board approval [IV.A.4-7]. The course was subsequently approved by the Board on March 24, 2020 [IV.A.4-8, IV.A.4-9].

SLOAC coordinates and reviews all SLOs, PLOs, ILOs, SAOs, and AUOs and engages the college in a wide-spread dialogue about assessment, its relevance to accreditation and how it affects teaching and learning. Additionally, this coordination is supported by Merritt's administrative procedure on learning outcomes and assessment [IV.A.4-10].

The process of program review/APUs focuses on the progress that programs, service areas and administrative units are making in setting and attaining goals, identifying changes, and determining short and long-term budgetary priorities, based on outcomes assessment. Participatory governance committees play a role in the validation of program reviews and APUs [IV.A.4-11]. This process provides documentation of continuous quality improvement and serves a critical role in the IPBM. It also helps to further identify resource requests that support the stated goals (outcomes) of the programs and service area improvement objectives [IV.A.4-12].

### **Analysis and Evaluation**

Board policies and administrative procedures establish faculty and administrative responsibilities in all matters pertaining to curriculum and student learning program development. The College Academic Senate, in collaboration with its reporting committees, have established systems to ensure the structure of its curriculum process.

- 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

## Evidence of Meeting the Standard

BP 3250 Institutional Planning drives the development of institutional plans that navigate through a participatory governance process [[IV.A.5-1](#), [IV.A.5-2](#), [IV.A.5-3](#)]. College and District governance committees provide a platform for diverse perspectives to be shared. Several District committees serve as recommending bodies to the Chancellor. These committees are outlined in AP 3250 Institutional Planning and on the District PBIM website [[IV.A.5-4](#)].

District wide committees align with and reinforce the structure and work of the College's governance committees. Both the College *Participatory Governance Handbook* [[IV.A.5-5](#)] and the administrative procedures [[IV.A.5-6](#), [IV.A.5-7](#)] provide and outline timelines and procedures for executing and assessing college-wide plans and processes. Action on plans, processes, and procedures are captured in written form through minutes and recommendation templates [[IV.A.5-8](#)].

## Analysis and Evaluation

The Colleges, working in partnership with the District Service Centers, have the primary responsibility for developing educational and resource plans to meet the needs of students. This practice is demonstrated through the process of participatory governance at both the campus and district levels.

### **6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

## Evidence of Meeting the Standard

The College's Participatory Governance process is subject to the Brown Act, whereby notification of scheduled meetings and agendas must be posted at least 72 hours prior by the presidents or chairs of the various senates and committees. This language is captured in the College Council and Academic Senate constitutions [[IV.A.6-1](#), [IV.A.6-2](#)]. As shared in Standard IV.A.1, Merritt publishes a participatory governance calendar which identifies dates and times of each meeting encompassed within the structure [[IV.A.6-3](#)]. This calendar is shared with the campus community at the start of each academic year. Approved agendas and minutes are sent to repository housed by the College Library and posted on the College's website under their respective committee/senate's webpages. The repository will streamline the process for posting agenda and minutes to the committee/senate websites.

Recommendations carried out by the College Council to the College President must be done in writing [[IV.A.6-4](#)]. Dialogue and action items are shared through the various constituency representatives. Each representative is responsible for further disseminating necessary information to their respective parties and eliciting further input regarding items under consideration.

## **Analysis and Evaluation**

The College adheres to the Brown Act. Additionally, the college produces a yearly calendar of governance meetings that is communicated to the entire college. A repository of agendas, minutes and meeting materials has been established to capture discussion and decisions related to the college's practices, procedures and plans.

- 7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

## **Evidence of Meeting the Standard**

Merritt College adopted a process of "closing the loop" evaluation activities. The semi-annual planning summits held at the beginning and end of each academic year provide a mechanism for establishing and evaluating successes and challenges within our participatory governance process. Leadership recommends that constituents from all programs, departments, and administrative service areas, including students, engage in dialogue that provides direction for the upcoming or forthcoming academic year.

Well-balanced governance committees (with participation by faculty, administrators, staff and student representatives) set goals that further the College's efforts to improve its processes, structure and integrated planning [[IV.A.7-1](#), [IV.A.7-2](#), [IV.A.7-3](#)].

Every spring, the College engages in an assessment week, whereby a survey is administered to all college constituents evaluating its integrated planning and budgeting model, collegial decision-making and participatory governance structure, assessment, and program review processes. This systematic approach allows the college to move towards stability and sustainability using an evidence-based model. Survey results are shared campus-wide and are used as a tool in planning activities, benchmarking our accomplishments and setting future goals [[IV.A.7-4](#), [IV.A.7-5](#)].

## **Analysis and Evaluation**

The College engages in an annual process of evaluation. This maintained assessment of our governance structure results in documented improvements used to enhance our practices within the decision-making process. Merritt recognizes the need to maximize the number of respondents to surveys and this will be accomplished by having committee chairs of participatory governance groups elicit and collect feedback in their meetings specifically during the evaluation periods, which occur in the weeks preceding the fall and spring planning summits. Regardless of the number for respondents to any particular survey, the College takes seriously the feedback that it receives and makes substantive improvements based upon what our faculty, classified professional staff, and students note in their responses. For example, the spring 2020 Merritt College Governance Assessment survey yielded comments and data that called for improvements in technological preparedness, participatory governance structure, and

commitment to institutional priorities and processes. In the months since that survey was administered, the College has focused on making progress in these areas.

The Technology Committee will complete its work of drafting an updated 2021-2026 Technology Plan by early next year. Points emphasized include: 1) implementing educational technology systems that support the business operations of the College, such as online registration, paper-free communication (where appropriate), and networked communications with the assistance of District IT; 2) improve infrastructure to better support cloud-based software for students; 3) examine all ADA guidelines related to information and educational technology equipment and use. The College has taken steps to address concerns regarding participatory governance as well. Since the survey, the College has revised the *Participatory Governance Handbook* to provide clarity and direction on policies, responsibilities, and areas of purview. The College has employed the services of a consultant to provide training to chairs of participatory governance and constituent groups, so that they are conversant in matters such as Brown Act compliance and the particulars of Robert's Rules of Order so that meetings are run more effectively. Finally, the College has updated and widely disseminated the Integrated Planning and Budget Model, which has brought the process for program review, resource allocation, educational master planning, assessment, and data-driven decision making into much sharper focus.

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## **Conclusions on Standard IV.A. Decision Making Roles and Processes**

The District and the College have established well-defined governance structures, outlining the roles and accountability of constituents and its leaders. Ongoing engagement within committees, senates, and planning summits are regularly administered and encouraged, permitting timely engagement in institutional planning practices. These practices are captured and disseminated widely to ensure transparency of our processes. Regular assessment and evaluation of our policies, procedures and practices result in an ongoing basis of improvement.

### **Improvement Plan**

A host of factors came together in spring/fall semesters 2020: (1) Major changes in Merritt's executive management, including the Director of Student Activities and Campus Life, (2) The effects of the pandemic - including remote learning and the absence of informal face-to-face communication between members of the campus community, and (3) Difficulty communicating with former ASMC leadership, who normally engage with informal training and advice. These issues uncovered several challenges for our student government elected leadership team--chief among them a lack of formalized training for students and their advisor. ASMC members are dedicated to improving campus experiences and student success at Merritt. In order to enable and empower their voices, Merritt College is committed to working with the ASMC and their advisor to improve and enhance their ability to fully participate as an essential part of participatory governance. Two areas are most urgent moving forward: training and the ability for student government to communicate with other students.

Goal	Associated Actions with Dates	Person Responsible	Outcome
<p>Empower and enable ASMC to channel student voices through the participatory governance process</p>	<p>By Flex Day spring 2021 - Conduct thorough training for all ASMC members, to include: Roberts Rules, ASMC’s role in participatory governance, PG Membership and leadership responsibilities, and how to run effective meetings</p> <p>Each Fall Flex Day moving forward (beginning with FA 21), provide thorough training for all ASMC members</p> <p>By Flex Day spring 21 - Provide thorough training for ASMC Student Advisor</p> <p>Annually, provide ongoing training for ASMC student advisor</p> <p>ASMC Student Advisor will meet regularly (bimonthly) with ASMC leadership to check-in and hear any ASMC issues or requests</p> <p>ASMC Student Advisor will meet with college leadership on a regular (bimonthly) basis to provide updates and find solutions for any issues reported by ASMC</p>	<p>VP Student Services, Student Services Director, Professional Development Committee, Accreditation Committee</p>	<p>Strong, effective ASMC to engage meaningfully in Participatory Government</p>
<p>Implement clear channels of communication for the ASMC leadership to reach out to Merritt students</p>	<p>ASMC Student Advisor will meet regularly (bimonthly) with ASMC leadership to gather information for outreach to Merritt Students</p> <p>ASMC Student Advisor will post ASMC announcements on Merritt College social media (Instagram, Facebook, Twitter) on a weekly basis</p>	<p>Student Activities Director</p>	<p>Enable and empower ASMC to effectively reach out to Merritt College students</p>

## Evidence List

<b>Number</b>	<b>Description</b>
<a href="#">IV.A.1-1</a>	MC Participatory Governance Handbook Draft 2020
<a href="#">IV.A.1-2</a>	Participatory Governance Outlook Calendar 2020-2021
<a href="#">IV.A.1-3</a>	Spring 2020 Planning Summit Agenda
<a href="#">IV.A.1-4</a>	Fall 2020 Planning Summit IPB Presentation
<a href="#">IV.A.1-5</a>	MC IPB Annual Cycle
<a href="#">IV.A.1-6</a>	MC Administrative Procedure-Integrated Planning and Budgeting Model
<a href="#">IV.A.1-7</a>	APU Validation Rubric
<a href="#">IV.A.1-8</a>	APU Rubric
<a href="#">IV.A.1-9</a>	Program Review Resource Request Rubric
<a href="#">IV.A.1-10</a>	Fall 2020 Planning Summit Agenda
<a href="#">IV.A.1-11</a>	MC Administrative Procedure-Educational Master Plan
<a href="#">IV.A.2-1</a>	PCCD BP 2510 Participation in Local Decision-Making
<a href="#">IV.A.2-2</a>	PCCD BP 5400 Associated Students Organization
<a href="#">IV.A.2-3</a>	PCCD AP 5400 Associated Students Organization
<a href="#">IV.A.2-4</a>	PCCD AP 2511 Role of Academic Senates in District and College Governance
<a href="#">IV.A.2-5</a>	MC Participatory Governance Handbook Draft 2020
<a href="#">IV.A.2-6</a>	Merritt College Council Constitution
<a href="#">IV.A.2-7</a>	MCAS Constitution
<a href="#">IV.A.2-8</a>	MCCS Constitution
<a href="#">IV.A.2-9</a>	ASMC Constitution
<a href="#">IV.A.3-1</a>	MC Participatory Governance Handbook Draft 2020
<a href="#">IV.A.3-2</a>	PCCD BP 2510 Participation in Local Decision-Making
<a href="#">IV.A.3-3</a>	PCCD AP 2511 Role of Academic Senates in District and College Governance
<a href="#">IV.A.3-4</a>	PCCD BP 5400 Associated Students Organization
<a href="#">IV.A.3-5</a>	PCCD AP 5400 Associated Students Organization
<a href="#">IV.A.3-6</a>	MC Administrative Procedure-Integrated Planning and Budgeting Model
<a href="#">IV.A.3-7</a>	MC Administrative Procedure-Educational Master Planning
<a href="#">IV.A.3-8</a>	MC Administrative Procedure-Data, Planning, and Decision Making
<a href="#">IV.A.3-9</a>	MC Administrative Procedure-Learning Outcomes and Assessment
<a href="#">IV.A.4-1</a>	PCCD AP 2511 Role of Academic Senate in District and College Governance
<a href="#">IV.A.4-2</a>	PCCD BP 2510 Participation in Local Decision-Making
<a href="#">IV.A.4-3</a>	MCCC Bylaws
<a href="#">IV.A.4-4</a>	SLOAC Bylaws
<a href="#">IV.A.4-5</a>	PCCD Program and Course Approval Handbook
<a href="#">IV.A.4-6</a>	MCCC Resolution on Curriculum Review
<a href="#">IV.A.4-7</a>	MCAS LANHT 840 Resolution
<a href="#">IV.A.4-8</a>	PCCD CIPD Board Report on LANHT 840
<a href="#">IV.A.4-9</a>	BOT Minutes March 24, 2020-Consent Item 4-Approval of LANHT 840
<a href="#">IV.A.4-10</a>	MC Administrative Procedure-Learning Outcomes and Assessment
<a href="#">IV.A.4-11</a>	APU Validation Rubric
<a href="#">IV.A.4-12</a>	MC Administrative Procedure-Integrated Planning and Budgeting Model
<a href="#">IV.A.5-1</a>	PCCD BP 3250 Institutional Planning
<a href="#">IV.A.5-2</a>	PCCD BP 2510 Participation in Local Decision-Making

<b>Number</b>	<b>Description</b>
<a href="#">IV.A.5-3</a>	PCCD BP 5400 Associated Students Organization
<a href="#">IV.A.5-4</a>	PCCD AP 3250 Institutional Planning
<a href="#">IV.A.5-5</a>	MC Participatory Governance Handbook Draft 2020
<a href="#">IV.A.5-6</a>	MC Administrative Procedure-Educational Master Planning
<a href="#">IV.A.5-7</a>	MC Administrative Procedure-Integrated Planning and Budgeting Model
<a href="#">IV.A.5-8</a>	Merritt College Council Written Report Template
<a href="#">IV.A.6-1</a>	Merritt College Council Constitution
<a href="#">IV.A.6-2</a>	MCAS Constitution
<a href="#">IV.A.6-3</a>	Participatory Governance Calendar
<a href="#">IV.A.6-4</a>	Merritt College Council Action Item Template
<a href="#">IV.A.7-1</a>	Merritt College Council Constitution
<a href="#">IV.A.7-2</a>	College Facilities Committee Meeting Minutes
<a href="#">IV.A.7-3</a>	College Budget Committee Agenda 9.16.20
<a href="#">IV.A.7-4</a>	MC Participatory Governance Assessment Survey Spring 2020
<a href="#">IV.A.7-5</a>	Spring 2020 Planning Summit Agenda

## **B. Chief Executive Officer**

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

### **Evidence of Meeting the Standard**

The College President serves as the CEO of the institution and has primary responsibility for quality of the institution, with wide support from faculty and staff [[IV.B.1-1](#), [IV.B.1-2](#), [IV.B.1-3](#)]. The President successfully identifies and develops highly qualified individuals for essential roles [[IV.B.1-4](#), [IV.B.1-5](#), [IV.B.1-6](#)]. Due to this collaborative and effective leadership, the Merritt community enthusiastically embraced a culture of data driven planning, budgeting, and organizing, with the goal of continuous improvement in our institutional effectiveness [[IV.B.1-7](#), [IV.B.1-8](#), [IV.B.1-9](#)]. Assessment of Merritt's progress towards institutional goals is ongoing and largely the work of the IEC [[IV.B.1-10](#)]. The assessment results are then used towards creating the Educational Master Plan, which states the strategic direction for the college [[IV.B.1-11](#)].

### **Analysis and Evaluation**

In November 2019, the College welcomed the current CEO as Acting President. He was appointed to the permanent position in May 2020 after distinguishing himself as a collaborative and effective Vice President of Instruction from January 2019 through November 2019. His dynamic and inclusive leadership style efficiently contributed to major advancements in filling administrative gaps and maintaining focus on meeting the established institutional goals as outlined in the College IPBM. When the Acting President assumed the CEO role, there were a total of four administrators working at Merritt (himself included). He promptly began the work of identifying professionals with the requisite qualifications to fill the vacant positions so that the College could more fully address the administrative responsibilities related to both Instruction,

Student Services and Business Services. Upon organizing, developing, and endorsing the goals and objectives of the College, the President focused on selecting individuals with specific skill sets to support this effort. This work included conducting the final interviews for all new administrators to ensure competency and compatibility with the culture of the College.

- 2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### **Evidence of Meeting the Standard**

Since being named Acting President in November 2019, Dr. Johnson immediately began evaluating the administrative structure of the institution and staffing key roles essential to the college's operation [[IV.B.2-1](#), [IV.B.2-2](#), [IV.B.2-3](#)]. Subsequently, there have been many revisions to the organizational chart to reflect the current administrative structure [[IV.B.2-4](#)]. In light of Merritt's purpose, size, and complexity, the President added the two administrative positions of Vice President of Administrative Services and Dean of Enrollment in fall 2020 [[IV.B.2-5](#), [IV.B.2-6](#)]. He delegates authority to administrators of responsibility in appropriate areas, including the vice presidents and the deans [[IV.B.2-7](#), [IV.B.2-8](#), [IV.B.2-9](#), [IV.B.2-10](#)]. The President also appoints administrators to co-chair and serve on College Committees, according to the participatory governance structure [[IV.B.2-11](#), [IV.B.2-12](#)]. He confirms their leadership roles after the yearly elections. The President also delegates administrative tasks and responsibilities to the Executive Assistant [[IV.B.2-13](#)].

### **Analysis and Evaluation**

The President ensures that the institution adheres to the administrative structure as outlined on the College organizational chart where roles and responsibilities are clearly delineated.

The College has experienced considerable administrative turnover during the past seven years. During that time, the institution has had three presidents, six vice presidents of instruction, seven vice presidents of student services, two business directors, and more than eleven deans among the three divisions. Despite these challenges, the College has continued to serve in the best interest of its students and uphold high standards in instruction. To move Merritt forward the CEO has committed to actively addressing the day-to-day policy and procedural lapses caused by these leadership gaps and transitions. He has also worked tirelessly to heal wounds, address widespread low morale, and inspire trust among faculty, staff, administrators, and students. He has been largely successful in turning the tide of mistrust with his open and inclusive style of leadership. He has also been intentional in creating a strong leadership team to signal the emergence of an administration committed to ensuring stability and continuity. In the first seven months of his presidency the CEO filled the following seven permanent positions: VPSS, Dean of Liberal Arts, Dean of Counseling (new position); Director of Research, Financial Aid Director (new position), Dean of Career Education Program, and VPI. Not only did the CEO select individuals with strong competencies and skill sets, but also those who expressed a long-term

commitment to the College and to ensuring that equity is the foundation of all institutional planning and goal implementation.

Two additional administrative positions have been added to the organizational structure to fill pressing needs at the College. Both positions will replace existing administrative roles. A VPAS will be hired to remedy long-term challenges with financial management. The President has determined that the College needs a chief financial officer with executive level skills in accounting, facilities, and administrative services to address a myriad of budgetary concerns that have emerged over time. These issues have impeded the progress of the College in establishing and maintaining positive vendor relationships and processing timely faculty stipends and staff overtime payments. The VPAS will serve in lieu of the business director position. The Dean of Enrollment is replacing the Dean of Grants and Special Programs in order to address the more than ten percent drop in FTES over the past two years. New strategies and approaches are needed to attract students in an increasingly competitive, largely online environment. Merritt is seeking to hire a Dean of Enrollment who specializes in DE enrollment strategies and marketing practices that include the use of social media and cell phone-based learning platforms. In addition, the College recently hired a web content developer to assist with enhancing Merritt's websites and internet presence.

The President conducts weekly managers and executive council meetings to establish and monitor progress on the priorities of the College as driven by its mission, goals, education master plan and administrative policies. These sessions are also used to explore collaboration opportunities and to highlight accomplishments in the various departments of the College. The CEO also holds weekly meetings with each of the vice presidents to discuss their administrative assignments and to provide necessary support and guidance.

The President contributes to the success of participatory governance and a range of other College committees by assigning administrative appointments who provide guidance, support, and advocacy. The CEO is also responsible for confirming the faculty leadership roles of the College. After the annual department chair and program director elections the President confirms the results and announces the appointments to the campus community. The President also demonstrates his commitment to participatory governance by regularly attending College committee meetings to provide direction, encouragement and District-related updates that may impact their work. One of the great strengths of the CEO is his commitment to openness and transparency, knowledge sharing, and his apparent caring for the campus community.

Realizing the need to improve the quality and availability of institutional data, the President effectively advocated for hiring a full-time researcher, and the College filled the role in March 2020. The addition of an institutional researcher to the administrative team has facilitated enhanced data-informed decision making throughout the College and the capacity to respond efficiently to program and student services related inquiries. The College researcher has also been tremendously instrumental in creating surveys that have assisted the College in the important work of assessing College resource needs at the beginning of the COVID-19 pandemic, Guided Pathways preferences for the College Areas of Interest, curriculum updates for the blanket DE addendum, and more recently, the APUs.

- 3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
- **establishing a collegial process that sets values, goals, and priorities;**
  - **ensuring the college sets institutional performance standards for student achievement;**
  - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
  - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
  - **ensuring that the allocation of resources supports and improves learning and achievement; and**
  - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

### **Evidence of Meeting the Standard**

The CEO works collaboratively with all college constituents towards improvements in instruction and learning. Following the institution's well-established assessment evaluation cycle and data, planning, and decision-making procedure, the President guides institution-wide discussion towards setting the strategic goals, values, and priorities of the college [[IV.B.3-1](#), [IV.B.3-2](#), [IV.B.3-3](#)]. Faculty use assessment data to complete program reviews and APUs. These reports are reviewed by department chairs and program directors and go through a validation process with feedback from SLOAC, Curriculum Committee, and IEC [[IV.B.3-4](#)]. This feedback provides data to support ranking and prioritizing resource requests [[IV.B.3-5](#)]. This process, overseen by the President, ensures that allocation of resources supports and improves learning and achievement.

The EMP integrates data and analysis, as well as institution-wide discussions towards improving student success and creating a strategic direction, goals, and priorities. Institution-wide discussions of student achievement data occur at least twice per semester, during flex days, fall and spring planning summits [[IV.B.3-6](#), [IV.B.3-7](#), [IV.B.3-8](#), [IV.B.3-9](#), [IV.B.3-10](#), [IV.B.3-11](#)]. The EMP integrates the CCC Chancellor's "Vision for Success" goals and uses disaggregated data to set new strategic goals for the College [[IV.B.3-12](#)].

### **Analysis and Evaluation**

The President demonstrates a strong and consistent commitment to the success of the institution and the students it serves, exemplifying and directing a high touch approach to instruction and student services.

Soon after assuming the role of President, the CEO determined that the College academic calendar and IPBM schedule needed to be realigned. In response, he worked with the administration and key College stakeholders to establish a modified plan of implementation that would bring the College into alignment with its original 2019-2020 plan. This revised plan was approved by the required participatory governance committees at emergency joint sessions and the new timeline was shared with the campus community at the spring planning summit. The

original IPBM administrative procedure was also updated by the members of the administrative management team to standardize a more efficient resource prioritization and allocation process for future planning cycles. In order to support timeliness and relevancy among all four of the administrative procedures the other three were revised as well resulting in current administrative procedures for assessment, data and decision-making, educational master planning, and integrated planning and budgeting. These administrative procedures were reviewed by the CDCPD, IEC, and the College Council. The CEO was present for many of these revision sessions and provided invaluable insight for improvement.

In preparation for the 2020-2021 planning cycle, the College reviewed the annual program update process and documents in order to assess their suitability. Previously the District had provided an electronic survey system for program reviews and annual program updates, but this year it was determined that there that the system had shortcomings, so each college developed its own process and documentation. The Director of Research and Planning worked with his District counterparts and the administrators at the College to develop an APU template customized for Merritt College. The VPI worked with the deans to revise the corresponding validation form and resource prioritization rubrics. The APU template and these accompanying documents were shared with the CDCPD and the deans in August 2020 in alignment with the revised IPBM model. The researcher provided live and recorded trainings for any faculty and staff in need of support. The APU template was embedded with all of the data department chairs and program directors needed to assess their progress in meeting established standards and benchmarks related to curriculum updates, outcomes assessment, enrollment, student success and degree completion.

The rubrics for resource allocation requests indicated that compliance with assessment and curriculum update standards would be factored into resource allocation decisions. The goal is to firmly imbed practices that support continuous improvement into the culture of teaching and learning. The rubric rankings directly addressed the extent to which program resource requests aligned with student achievement and completion. This included a requirement for explaining how prior requests had contributed to program and student success. When the department chairs and program directors make resource requests for the upcoming year, they must explain how these resources will aid in increasing student success. The requests must also include how the resources will help fulfill the College mission, strategic institutional goals, and the District's strategic goals if they are to receive the maximum level of consideration for approval. This approach maintains a continuous loop of integrated planning and budgeting.

In addition to program reviews, which are required every three years, and APUs, which are required during non-program review years, the College also produces annual reports that are submitted to the ACCJC. These documents also include the institutional and stretch goals for student achievement at the College. The College researcher contributes significantly to this effort as it is their role to provide accurate data and the accompanying analysis of external and internal conditions used to inform planning and evaluation of the College's success in meeting its established goals.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

### **Evidence of Meeting the Standard**

Prior to his appointment as Acting President of Merritt College in November 2019, the incumbent was the VPI at Merritt and served as the Administrative Tri-Chair and ALO for the ISER [IV.B.4-1, IV.B.4-2]. Now in the role of CEO, he serves as administrative lead for Standard IV and remains a member of the Accreditation Steering Committee [IV.B.4-3]. Tri-leads including faculty, classified staff, and administrators head up each standard, with the current VPI stepping in as ALO. The VPI, along with administrators, faculty, and staff serve on the Accreditation Committee, with the express goal of supporting the accreditation process. [IV.B.4-4].

The CEO uses institution-wide flex days and summits to provide updates on the accreditation process [IV.B.4-5, IV.B.4-6, IV.B.4-7, IV.B.4-8, IV.B.4-9]. He provides regular reports on accreditation to the District and Board [IV.B.4-10].

### **Analysis and Evaluation**

The President has assembled a team of dedicated faculty, staff, and administrators to ensure the integrity and quality of the ISER. He invested significant resources to ensure that the accreditation team was compensated for its work during the ISER writing period. The President attended accreditation meetings and participated in all campus events related to accreditation. This included flex days, the fall and spring planning summits, the budget planning retreat, and “Accreditation Day.” The President participated in accreditation presentations at all of the aforementioned events. He has also consistently included accreditation as a topic of emphasis in all College meetings that he attends and has prioritized accreditation and the ISER as the major emphasis for the College during his leadership.

In January 2020, the President took the reins of the ISER project by forming an accreditation steering committee that included himself, a consultant with tremendous institutional memory (she worked previously as a staff member at the College), a faculty lead, the academic and classified senate Presidents, the VPI/ALO, a principal faculty report writer, and the Accreditation Committee Chair. This team of individuals worked closely with the College researcher and other ISER standard leads to gather evidence and to compose narrative responses to the Standard questions posed by the ACCJC. The team dedicated significant time and resources to this effort, meeting for one and a half hours twice a week from March 2020 until December 2020. The agenda was largely designed to ensure adherence to the ISER timeline, monitor progress on the ISER task list and to plan the accreditation event presentations. The President directed the VPI/ALO to attend all ISER relevant meetings at the College and with the Vice Chancellor of Academic Affairs, to ensure the smooth flow of information between District and the College, and to serve as the principal lead of the ISER project at the College. The Accreditation Committee had always been part of the College committee structure, but in August 2020 it

became a constituted participatory governance committee with approval from the IEC and the College Council. Instead of being an ad hoc group, the Accreditation Committee will meet at least once monthly to ensure ongoing compliance with ACCJC standards and accountability for ongoing documentation of IPB and other relevant accreditation evidence gathering. The goal is for accreditation to become a natural and constant element of the College culture. Merritt College had led the District in developing this emphasis on Accreditation. In August 2020, Merritt hosted the first Accreditation Day Summit, an idea that was replicated at the other three PCCD colleges. The ISER Steering Committee also designed t-shirts with a slogan that reflects the College commitment, “Accreditation Every day.” The back of the shirt includes a nod to the College’s focus on equity, as it identifies the accreditation team as the E-TEAM, which stands for Equity, Transformation, Empowerment, Accountability, and Mission. The appreciable accreditation efforts at the College were only possible because of the consistent and substantive support of the President. The significant accreditation gains made during the course of the current CEOs leadership, the hard work of the ISER Steering Committee, the development of the Accreditation Committee, and even the t-shirts, all punctuate the seriousness with which Merritt takes its compliance and institutional connection to the accreditation standards. There is also an intentional effort to make accreditation success the responsibility of every member of the campus community.

In addition to his involvement with the development of the ISER, the President was the principal author of the November 1, 2020, Special Report that addressed the ACCJC’s eight initial points of concern as outlined in the Commission’s January 27, 2020, letter. The President began work on this document in April 2020 and worked diligently to reflect the accurate and appreciable evidence that proves that Merritt College operates within established ACCJC and PCCD guidelines. This report gave the President the opportunity to detail the College accomplishments and progress relative to structural deficits, financial control issues and staffing issues. He highlighted the fact that Merritt College has had the highest productivity within District for the past several years, and a history of exceeding its enrollment targets that persisted through fall 2019, just prior to the impact of COVID-19.

**5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

**Evidence of Meeting the Standard**

The President participates in district policy making. In his role implementing statutes and regulations, he operates within board policies [[IV.B.5-1](#)]. The President also conducts weekly managerial meetings with vice presidents, deans, and directors and meets regularly with the Chancellor. These executive forums include announcements of policy changes and updates. Managing college operations while engaging in the college’s ongoing mission review cycle and following the IPB Model, the President ensures all institutional practices are consistent with the mission and policies [[IV.B.5-2](#), [IV.B.5-3](#), [IV.B.5-4](#)].

The College Budget Committee makes final recommendations to the President [[IV.B.5-5](#)]. All final budget and resource allocation decisions go through participatory governance with final approval by the College Council and the President.

### **Analysis and Evaluation**

The President attends bi-monthly Board meetings in addition to all requisite executive meetings with District leadership. He effectively represents the interests of the College and then communicates salient information to the College community stakeholders.

The President develops and administers the college budget and serves on committees and councils as directed by Board policies or the Chancellor. He also has a major role in assessing, planning, and implementing capital projects funded by bond measures.

As the College CEO, the President meets regularly with campus leaders to provide support, advice on board policies and administrative procedures, and to assist in maintaining the intentional focus on integrated planning and implementation.

The CEO provides effective advocacy at the District and leverages his considerable knowledge of institutional budgets to ensure that the College is allocated resources in alignment with the Budget Allocation Model and the prioritized needs of the College as determined by the program review and APU process.

The CEO worked closely with the former business director to ensure that the budget aligned with the strategic planning of the College. Upon assessing the significant administrative needs of the College, the CEO advocated vigorously to hire a VPS in order to improve the operational effectiveness of the Business Office.

### **6. The CEO works and communicates effectively with the communities served by the institution.**

#### **Evidence of Meeting the Standard**

The President establishes and maintains critical relationships with community members and partners [[IV.B.6-1](#), [IV.B.6-2](#), [IV.B.6-3](#), [IV.B.6-4](#), [IV.B.6-5](#), [IV.B.6-6](#)]. An incomplete list of recent community events and collaborations includes:

- Weekly “Grab-and-Go” meals at OCCUR in Oakland with World Central Kitchen and Eat, Learn, Play
- Dual-enrollment partnership with Oakland public and charter high schools
- Founding partner of ESO Ventures
- Lamorinda Rotary Club First Response Grants for Merritt nursing students
- Adult Transitions Program Consortium
- Diversity in Health Training Institute – Healthcare Bridge Program
- Education and Community in time of Crisis Town Hall – June 4, 2020
- Partnership with World Conqueror’s Church

There is regular and ongoing communication from the President to the College community, along with a monthly newsletter [IV.B.6-7]. The President hosts bimonthly “Coffee and Conversations” hours for all Merritt Community members [IV.B.6-8]. These dialogues have expanded to “Listening and Solution Focused Sessions” for specific issues, with institution-wide participation [IV.B.6-9, IV.B.6-10].

### **Analysis and Evaluation**

The President excels in effective communication. In a relative short period of time, he has cultivated a strong and widespread sense of community that is inclusive and supportive. Even in a virtual campus environment, he has managed to inspire unity of purpose and an unwavering commitment to student success. Subsequently, Merritt has rallied around this CEO with a sense of appreciation and goodwill that is unprecedented.

The President sends regular updates to the College and is very transparent in his sharing of information. When support and guidance were needed most, he rose to provide stable leadership, not only to the College, but to the District and greater community. This was evidenced throughout the COVID-19 pandemic and again after the death of George Floyd when accompanying protests took place in and throughout the Northern California Bay Area. Because Merritt’s CEO is recognized, even at the District level, for his effective oratory skills, he was selected by the Chancellor to moderate a district wide panel on race, security, and policing. He has also provided a tremendously positive representation of the College while meeting with various faith-based organizations to garner support for disadvantaged members of the community. He has worked with the Student Services Director to help organize and establish Grab-and-Go meals, advocated at the District level for Chrome books for students impacted by the digital divide, and set aside Student Equity and Achievement (SEA) funds to assist students with basic needs that have been largely unmet during the Pandemic.

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### **Conclusions on Standard IV.B. CEO**

The President delivers steady, inspirational leadership, both to the campus and to the greater community. He demonstrates commitment to every aspect of his role and has made significant gains in restoring confidence in the administrative leadership of the College. In the seven months that he has been president financial operations have improved dramatically, the College has made great strides in updating and implementing its policies and procedures, and meeting accreditation standards has become a natural outgrowth of the diligent work that the College is doing to support students and prepare them for success as they transfer or graduate from programs that enable them to earn a living wage.

## Evidence List

<b>Number</b>	<b>Description</b>
<a href="#"><u>IV.B.1-1</u></a>	Merritt College President Job Description
<a href="#"><u>IV.B.1-2</u></a>	Letter in support of David Johnson from Merritt Faculty and Staff
<a href="#"><u>IV.B.1-3</u></a>	PCCD Communication 6/4/2020: Dr. David M. Johnson Named Permanent President of Merritt College
<a href="#"><u>IV.B.1-4</u></a>	Welcome Letter Director Financial Aid
<a href="#"><u>IV.B.1-5</u></a>	Welcome Letter Vice President Student Services
<a href="#"><u>IV.B.1-6</u></a>	Welcome Letter VPI, Dean Div III, Dir of Research, Dir Student Activities
<a href="#"><u>IV.B.1-7</u></a>	AP Data, Planning, and Decision Making
<a href="#"><u>IV.B.1-8</u></a>	AP Integrated Planning and Budgeting
<a href="#"><u>IV.B.1-9</u></a>	IPB Cycle
<a href="#"><u>IV.B.1-10</u></a>	IEC Charge
<a href="#"><u>IV.B.1-11</u></a>	AP Educational Master Plan
<a href="#"><u>IV.B.2-1</u></a>	Welcome Letter Director Financial Aid
<a href="#"><u>IV.B.2-2</u></a>	Welcome Letter Vice President Student Services
<a href="#"><u>IV.B.2-3</u></a>	Welcome Letter VPI, Dean Div III, Dir of Research, Dir Student Activities
<a href="#"><u>IV.B.2-4</u></a>	Merritt Organizational Chart
<a href="#"><u>IV.B.2-5</u></a>	VPAS Organizational Chart
<a href="#"><u>IV.B.2-6</u></a>	Job Description Dean of Enrollment
<a href="#"><u>IV.B.2-7</u></a>	Merritt President Job Description section II.B.11
<a href="#"><u>IV.B.2-8</u></a>	VPI Job Description
<a href="#"><u>IV.B.2-9</u></a>	Director Student Activities Job Description
<a href="#"><u>IV.B.2-10</u></a>	VPSS Job Description
<a href="#"><u>IV.B.2-11</u></a>	Professional Development Committee Bylaws
<a href="#"><u>IV.B.2-12</u></a>	Accreditation Committee Bylaws
<a href="#"><u>IV.B.2-13</u></a>	Executive Assistant Job Description
<a href="#"><u>IV.B.3-1</u></a>	AP Educational Master Plan
<a href="#"><u>IV.B.3-2</u></a>	AP Learning Outcomes and Assessment
<a href="#"><u>IV.B.3-3</u></a>	IEC Charge
<a href="#"><u>IV.B.3-4</u></a>	APU Validation Form
<a href="#"><u>IV.B.3-5</u></a>	Resource Request Ranking Rubric
<a href="#"><u>IV.B.3-6</u></a>	Flex Day Agenda, 03/21/19
<a href="#"><u>IV.B.3-7</u></a>	Aug 16 2019 Flex Day Agenda
<a href="#"><u>IV.B.3-8</u></a>	Flex Day Agenda, 03/30/20
<a href="#"><u>IV.B.3-9</u></a>	Oct 20 2020 Flex Day Agenda
<a href="#"><u>IV.B.3-10</u></a>	MC Spring 2020 Program
<a href="#"><u>IV.B.3-11</u></a>	Email announcement Fall 2020 Summit
<a href="#"><u>IV.B.3-12</u></a>	New Strategic Goals p. 27 2018 EMP Report
<a href="#"><u>IV.B.4-1</u></a>	Email from VPI Johnson to kickstart Accreditation Planning Process 05/19
<a href="#"><u>IV.B.4-2</u></a>	Appointment of ISER Standard Leads Oct 2019
<a href="#"><u>IV.B.4-3</u></a>	MC Accreditation Structure

<a href="#">IV.B.4-4</a>	Accreditation Committee Meeting Minutes, 08/28/20
<a href="#">IV.B.4-5</a>	Flex Day Agenda, 03/21/19
<a href="#">IV.B.4-6</a>	Flex Day Agenda, 08/16/19
<a href="#">IV.B.4-7</a>	Flex Day Agenda, 03/30/20
<a href="#">IV.B.4-8</a>	Flex Day Agenda, 10/20/20
<a href="#">IV.B.4-9</a>	Spring 2020 Planning Summit Program
<a href="#">IV.B.4-10</a>	Email from President Johnson Special Accreditation Report November 2020
<a href="#">IV.B.5-1</a>	MC Mission Review Cycle
<a href="#">IV.B.5-2</a>	Mission Statement Review Process
<a href="#">IV.B.5-3</a>	Administrative Procedures Integrated Planning and Budgeting (IPB) Model
<a href="#">IV.B.5-4</a>	Annual IPB Cycle
<a href="#">IV.B.5-5</a>	College Budget Committee Bylaws
<a href="#">IV.B.6-1</a>	Dr. Johnson email Grab-and-Go
<a href="#">IV.B.6-2</a>	Merritt Connection Sept 2020
<a href="#">IV.B.6-3</a>	Merritt Connection Nov 2020
<a href="#">IV.B.6-4</a>	Adult Transitions Program Consortium
<a href="#">IV.B.6-5</a>	Education and Community in Time of Crisis Town Hall Agenda, June 2020
<a href="#">IV.B.6-6</a>	Partnership with World Conqueror's Church
<a href="#">IV.B.6-7</a>	Merritt Connection April 2020
<a href="#">IV.B.6-8</a>	Coffee & Conversation Dec 2020
<a href="#">IV.B.6-9</a>	Listening Session
<a href="#">IV.B.6-10</a>	Solution Focused Session

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## C. Governing Board

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

### Evidence of Meeting the Standard

The Board of Trustees is the policy making body for the District and provides oversight and direction to the District as stated in BP 2200 [\[IV.C.1-1\]](#). All board policies are published online and “establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations” [\[IV.C.1-2\]](#). All policies are adopted, amended, and revised according to the process outlined in BP 2410 [\[IV.C.1-3\]](#). The Board appoints the Chancellor, who serves as the District’s Chief Executive Officer (CEO), with the delegated authority to implement and enforce board policies and administrative procedures, as well as to authorize employment subject to Board approval per BP 7110 [\[IV.C.1-4\]](#).

BP 2200 Board Duties and Responsibilities establishes the authority of the Board over nine key areas of district/college functioning. This includes “monitoring institutional performance and educational quality, establishing policies that standards for the colleges, assuring fiscal health

and stability, and hiring and delegating authority to the Chancellor.” Additional governing policies affecting institutional integrity include: conduct of Board elections, code of ethics and standards of practice for managing conflicts of interest, appropriate Board meeting conduct, maintaining confidentiality in closed sessions, exercising authority as trustees, and handling of administrative matters [\[IV.C.1-5\]](#).

The District serves the residents of the cities of Oakland, Berkeley, Alameda, Piedmont, Emeryville, and Albany with four community colleges: Berkeley City College, College of Alameda, Laney College, and Merritt College. The Board consist of seven locally elected members and two non-voting student trustees who are elected by representatives of the students at each of the four Colleges. Locally elected board members serve a term of four years and are elected by district in staggered terms.

As noted in the BOT calendar of required topics, the Board receives updates that include student success presentations, budget related items and enrollment updates. The calendar serves as a basis for required agenda items and as a means of keeping the Board abreast of the quality of institutional performance, including student learning programs and services and financial stability. At meetings, the Board receives updates that include presentations about student success, specific programs designed to aid students, documentation about curriculum updates and innovation, budget presentations, revenue and audit reports, enrollment reports and reports from the college presidents that highlight effective programs.

The Board ensures academic quality and effectiveness of student learning and support programs and services by adopting a strategic plan with a shared vision, mission, principles, and values. In 2019 the Board adopted five strategic priorities to align with CCCCO’s “Vision for Success” – 1) Advance Student Access, Equity and Success; 2) Engage and Leverage Partners; 3) Build Programs of Distinction; 4) Strengthen Accountability, innovation and Collaboration; 5) Develop and Manage Resources to Advance Our Mission [\[IV.C.1-6\]](#).

The Board has adopted a set of metrics that correspond with the CCC Data Mart scorecard and published them on the Districts website to allow for regular monitoring, review, planning and public access [\[IV.C.1-7\]](#). The Board receives updates on the progress of the metrics [\[IV.C.1-8\]](#).

To ensure the overall financial stability of the institution the Board sets the overall District annual budget, receives quarterly financial statements and reports, provides monthly approval for budget transfers, and receives reports from District leaders on issues impact the fiscal integrity of the District. Independent, external audits are performed to assess whether the District’s internal processes and controls, guidelines and policies are consistent with accepted standards for higher education. The annual audit is presented to the Board annually in a public session [\[IV.C.1-9\]](#).

In January 2019, the Board invited CBT and FCMAT to conduct a management assistance study and provide professional development training for the District. FCMAT prepared an analysis using their Fiscal Health Risk Analysis (2019 version) and identified Peralta’s risk rating for fiscal insolvency. Specifically, FCMAT 1) Provided training on financial health for the Board members, District administration, and others identified by the Chancellor [\[IV.C.1-10\]](#); 2) Analyzed the organization and staffing levels of the employees responsible for District finances

at the Peralta district office and made recommendations; 3) Provided recommendations on best practices for communication between the District administration and the Board on issues related to the District's financial health; 4) Developed a corrective action plan to address audit findings for Peralta for the most current (2017-18) and prior four years and conducted an internal control review of Peralta's reporting and monitoring of financial transactions, including an evaluation of policies, procedures, and transactions performed by the District; 5) Evaluated spending patterns, including other postemployment benefit (OPEB) liabilities; 6) Projected funding for Peralta under the Student Centered Funding Formula and made recommendations for actions the District can take to maximize funding [IV.C.1-11]. With the delivery of the CBT and FCMAT recommendations, ACCJC requested a Five-Year Financial Sustainability Plan [IV.C.1-14]. The Colleges developed and executed the plan, presenting a progress report to ACCJC on December 2, 2019, and presenting before the Commission on January 16, 2020 [IV.C.1-15].

The District hired a consultant to provide leadership in addressing the FCMAT and CBT recommendations. To date, all of the recommendations are either in progress or have been completed. The District also used the standards of the FCMAT assessment to change the practices such that the next assessment would demonstrate that the District's practices have shifted all of the negative standard statements to an affirmative.

### **Analysis and Evaluation**

As outlined in BP 2200, the Board is responsible for monitoring instructional programs and student support services and being aware of key budget related items.

- 2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

### **Evidence of Meeting the Standard**

The Board considers business matters in public meetings to allow for full and open discussion. After full discussion of the issues, the Board considers the recommended motions and takes a roll-call vote. Confidential matters are considered in closed session. Any actions taken in closed session are reported out to the public [IV.C.2-1]. BP 2715 Code of Ethics and Standards states that legal and effective functioning is determined by the Board as a whole, given that District matters are not governed by individual actions of Board members [IV.C.2-2]. The Board acts and speaks on behalf of the District when acting as a whole. The Board acts by majority vote except as noted in BP 2330 Quorum and Voting [IV.C.2-3]. The Board conducts an annual self-evaluation that reflects the Board's opinion about whether members act as a collective unit.

### **Analysis and Evaluation**

Adopted policies provide a framework for collective decision making and effectively guides Board processes of open discussions, voting and actions. Board meeting agendas and closed session and open meeting operations adhere to board policy and corresponding California Education Code. The Board comes to collective decisions on all matters and supports those decisions once reached.

**3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

**Evidence of Meeting the Standard**

BP 2431 establishes the process for selecting the hiring of a new Chancellor [IV.C.3-1]. As stated in the policy, the District does a national search, holds one or more open forums, and organizes a selection committee with particular parameters that include the numbers of each constituent group [IV.C.3-2]. The Board recently initiated the CEO selection process. In so doing, the Board determined that a legal statement was needed to allow for the forwarding of two finalists as opposed to the five required by the board policy. The legal statement thus allowed the Board to hire a new interim Chancellor and waive the policy requiring five finalists and proceeded to consider the two finalists forwarded by the screening committee [IV.C.3-3].

In the 2019 Chancellor search, the Board engaged a consultant to execute the search process. The approach was designed to be inclusive and transparent. While the process only required one public forum, the Board requested five public forums to increase the opportunity for public input and engagement. The Board requested that the search consultant interview College and District governance leaders (with more than 25 leaders being interviewed) to prepare the draft position description [IV.C.3-4]. The search consultant conducted forums, which were attended by more than 100 students, faculty, staff, and community members. To ensure continued stakeholder involvement, at the Board's request, the search consultant developed a calendar for candidate interviews to be held at the beginning of the fall term [IV.C.3-5].

BP 2435 requires the Board to review and evaluate the performance of the Chancellor at least once every year. The CEO evaluation is designed to foster open communication and to clarify expectations, roles, and responsibilities. The Board adheres to BP 2435 in evaluating the CEO. The Board and the Chancellor mutually agree upon the process to ensure that it incorporates the District's goals, objectives, and expectations. The evaluation is based upon the Chancellor's job description, implementation of board policy, performance in attain goals, objectives and expectations that were developed in accordance with BP 2430, Delegation of Authority to the Chancellor [IV.C.3-6].

**Analysis and Evaluation**

The Board adhered to BP 2431 in conducting the recent search for the Chancellor. The board adheres to BP 2435 and conducts an annual evaluation of the Chancellor. The Board evaluates the CEO with a focus on how their performance and priorities contribute to the effectiveness of the educational program and services for students and the community including how well the institution is fulfilling its mission. The expected outcomes of the evaluation process are clear expectations, realistic goals, strengthened communications, role/responsibility clarification, and clarification of the District's agenda.

- 4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

### **Evidence of Meeting the Standard**

On behalf of the PCCD constituents, the Board functions as an independent policy-making body that reflects the educational interests of the community it serves and, at the same time, protects and defends the institution from undue influence or political pressure. The Board does so in accordance with the authority granted and duties defined in Education Code Section 70902 [\[IV.C.4-1\]](#).

The Board's commitment to acting in the public interest is exercised by regular and formal communications with the public regarding Board activities and decisions through its public meetings. The Board provides an opportunity for the public to speak at the Board meeting at the beginning of closed session, at the beginning of open session and during the consideration of public agenda items. The Board posts all Board meeting agendas, minutes of meetings and policies and procedures on the District website [\[IV.C.4-2\]](#).

BP 2345 provides for members of the general public to participate in the business of the Board [\[IV.C.4-3\]](#). Public members are asked to submit a written request, provide their name and organizational affiliation, if any. The public may bring District related matters to the Board by addressing the Board before a vote is called on the item as allowed by the Brown Act. Members of the public may place items on the prepared agenda in accordance with BP 2340 [\[IV.C.4-4\]](#).

The Board abides by a conflict of interest policy to ensure the Board reflects the public interest. According to BP 2710, "Board members and employees shall not be financially interested in any contract made by them in their official capacity or in any body or board of which they are members. Board members shall avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships" [\[IV.C.4-5\]](#).

### **Analysis and Evaluation**

When the Board faces challenges or criticism from the community, it strives to listen and respond to the public while maintaining the overall well-being of the institutions as a priority. The Board has clear policies and practices that provide for public input and avoidance of conflict of interest.

- 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

### **Evidence of Meeting the Standard**

PCCD board policies cover a range of topics related to educational policy, legal matters, and financial integrity and stability. They are organized into seven categories: District, Board, General Institution, Academic Affairs, Student Services, Business and Fiscal Affairs, and HR [[IV.C.5-1](#)]. BP 2410 establishes rules for adopting and/or changing Board policies [[IV.C.5-2](#)]. The Board ensures appropriate members of the District have a means to participate in the development of recommended policies. It further intends that no policies shall be construed to interfere with governing laws related to employment or educational acts and that Peralta participatory governance bodies shall be allowed to consult on policies. This policy also establishes that all administrative procedures are under the authority of the Chancellor.

BP 2200 defines the responsibilities of the Board to include establishing policies that define the institutional mission and set prudent, ethical, and legal standards for College operations and that monitor institutional performance and educational quality [[IV.C.5-3](#)].

The Board regularly reviews the mission statement. The PBIM Committee held a summit in fall 2018 and launched the mission statement review process. A taskforce was formed and an executive administrator from each college was assigned to participate in the process. Using the local and District governance processes, presentations were made in governance committees, the current District and College statements were reviewed, ACCJC Standard I was reviewed, a “poll everywhere” survey assessing the current PCCD mission statement was administered. Sample multi-college district statements were reviewed. Stakeholders broke into multiple groups and drafted a mission statement. The draft statements were put to the entire District for a vote. The votes were counted, and a recommendation was taken to the District PGC to make a recommendation to the Chancellor [[IV.C.5-4](#), [IV.C.5-5](#), [IV.C.5-6](#), [IV.C.5-7](#)].

The District subscribes to the Community College League of California’s (CCLC) Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year. This service is utilized by the CCC System to identify policies required by law and accreditation, policies for good practice, and also policies on new and emerging areas of consideration. These policies are compliant with state regulations and align with educational quality, academic integrity, and student support programs and services standards in California [[IV.C.5-8](#)].

The Board has several policies focused on ensuring the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. BP 4020 – Program Curriculum and Course Development -- establishes that programs and curricula of the District shall be of high quality, relevant to the multicultural East Bay community and student needs, reflective of the District's and Colleges' missions, visions, and core values, and evaluated

regularly through program reviews and APUs to ensure quality and currency [[IV.C.5-9](#)]. BP 4025 establishes the criteria for the Associate Degree and General Education [[IV.C.5-10](#)]. Additional policies that impact academic integrity include BP 4030 Academic Freedom, BP 4040 Library Services, BP 4050 Articulation, BP 4100 Graduation Requirements, BP 4210 Student Learning Outcomes, BP 4260 Prerequisites and Co-requisites, BP 5050 Student Success and Support Program, BP 5110 Counseling, BP 5120 Transfer, and BP 5300 Student Equity [[IV.C.5-11](#), [IV.C.5-12](#), [IV.C.5-13](#), [IV.C.5-14](#), [IV.C.5-15](#), [IV.C.5-16](#), [IV.C.5-17](#), [IV.C.5-18](#), [IV.C.5-19](#), [IV.C.5-20](#)].

## **Analysis and Evaluation**

Board policies are developed consistent with the District mission. The policies ensure the overall quality, integrity, and improvement in student learning. The Chancellor and staff advise the Board on all legal, financial, and educational issues. The Board ultimately exercises authority to provide oversight for all District and College operations, especially educational quality, legal matters, and financial integrity and stability.

### **6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

#### **Evidence of Meeting the Standard**

The Board has established policies to define its composition and operating procedures. All board policies are posted on the District website and are accessible to all, including the public [[IV.C.6-1](#)].

- BP 2100 and BP 2110 describe the board makeup, elections, terms of office and filling of vacancies for the Board. [[IV.C.6-2](#)] [[IV.C.6-3](#)]
- BP 2015 outlines the selection, duties, term of office and compensation for the student trustee. [[IV.C.6-4](#)]
- BP 2200 establishes the duties and responsibilities of the Board. [[IV.C.6-5](#)]
- BP 2210 Board Membership [[IV.C.6-6](#)]
- BP 2310 establishes the location of meetings and manner for publishing meeting agendas, [[IV.C.6-7](#)]
- BP 2315 defines the topics to be discussed in closed session [[IV.C.6-8](#)]
- BP 2340 describes the agenda development and posting process including the process for “emergency meetings” [[IV.C.6-9](#)]
- BP 2350 establishes a policy for public speaker and the decorum required [[IV.C.6-10](#)]
- BP 2360 describes the mandate for minutes and recording of meetings. [[IV.C.6-11](#)]
- BP 2725 describes the compensation and benefits of the Board [[IV.C.6-12](#)]
- BP 2715 describes how Board members are expected to conduct themselves as members of the Board [[IV.C.6-13](#)]

## Analysis and Evaluation

The Board has numerous policies in place that define rules of governance. They are well-publicized and accessible.

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

## Evidence of Meeting the Standard

The Board is subject to the Educational Code, Section 70902, and is thus required to establish policies and adhere to both law and policy to support the mission of the District [IV.C.7-1]. BP 2410 establishes the authority of the Board and the requirement to establish policies consistent with the law. This policy also gives executive responsibility for executing administrative policies to the Chancellor and assures that all administrative procedures are in alignment with board policies [IV.C.7-2].

The Board regularly assesses its policies through a participatory governance process outlined in the PBIM Manual [IV.C.7-3]. As part of the policy formulation and review process, the Board has also outlined in BP 2510 Participation in Local Decision Making, the role of the constituency governance groups in policy matters [IV.C.7-4]. Various committees including the District Academic Senate, PBC, and PGC provide input into the revision of board policies and administrative procedures, which are ultimately approved by the Board at regular meetings [IV.C.7-5, IV.C.7-6].

As noted above, the District subscribes to the CCLC Board Policy and Administrative Procedure Service and typically sends representatives to the CCLC policy conference each year [IV.C.7-8].

## Analysis and Evaluation

The Board acts in a manner consistent with its policies and regularly assesses its policies.

- 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

## Evidence of Meeting the Standard

BP 2200 establishes the Board as committed to fulfilling the responsibilities of monitoring institutional performance and educational quality, including the review of programs for students, enrollment, and student success [IV.C.8-1]. To comply with this policy and to ensure board members are abreast of College functions related to student success, student success informational presentations occur at least three times per year on the annual board meeting schedule. These presentations are from the executive leadership and can include faculty and staff who work directly in the many programs that focus on the success of students [IV.C.8-2].

The Board received an annual presentation on the Scorecard Report. Metrics examined in the scorecard include degree, certificate and/or transfer completion rates, persistence, 30-unit completion, CE completion math and English metrics, Basic Skills and ESOL metrics, and transfer level achievement [[IV.C.8-3](#)].

### **Analysis and Evaluation**

The Board regularly reviews and discusses student performance data.

- 9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

### **Evidence of Meeting the Standard**

BP 2100 provides for the election of seven Trustees to be staggered so that one-half of the trustees are elected at each consolidated general election falling on an even numbered year [[IV.C.9-1](#)]. The Board membership has been very stable. One Board member was first elected in 2002 and has 18 years of trusteeship experience. Two Board members were elected in 2004 and have 16 years of Board experience. One Board member was elected in 2009 and has 11 years of Board experience. One Board member was elected in 2012 and has eight years of Board experience. One Board member was elected in 2016 and has four years of Board experience and one Board member was elected in 2018 and has two years of Board experience. The PCCD Board has collectively 79 years of trusteeship experience among them [[IV.C.9-2](#)].

New board members attend CCLC training for new community college trustees. The training is held at the CCLC conferences. New Board members learn about trustee roles and responsibilities. Trustees maintain access to online presentations and materials used to orient a new trustee. Trustees attend the annual Effective Trustee workshop sponsored by CCLC. CCLC provides a Trustee handbook with a section highlighting governing board responsibilities and effective trusteeship [[IV.C.9-3](#)].

Training has been provided to the Board members on a consistent schedule including:

- Board Workshop - Accreditation and Leadership and Governance December 9, 2014 Board Retreat [[IV.C.9-4](#)]
- November 17, 2017 – At the request of members of the Board, a budget training presentation was prepared. The presentation was provided at the statewide CCLC Annual Conference of Trustees by Vice Chancellor of Finance and a Trustee. Key Concepts, Guidelines and Best Practices Regarding Fiscal Stewardship for Trustees. [[IV.C.9-5](#)]
- The presentation on Key Concepts, Guidelines and Best Practices Regarding Fiscal Stewardship for Trustees was subsequently presented by Vice Chancellor of Finance at the Peralta Board Retreat on November 28, 2017. This Retreat on November 28, 2017 was particularly notable because it educated the Board members on maintaining fiscal stability and processes and penalties. The Vice Chancellor of Finance discussed the fiscal

health of the District and evaluated the District's stability. At that time, the recommendation was made to re-evaluate salary savings, reduce hiring and to build the District's reserves to 13-15 percent by using \$8 million of the \$14 million in salary savings. The suggestion was made to address potential declining enrollment through enrollment management. The presentation was 1.5 hours and included concerns about the District's 86 percent salary and benefits cost. The training consisted of the state regulatory guidelines and explained how the development of an annual proposed budget was governed by the State Chancellor's Office selected Budget Work Group.

Apportionment funding based on FTES was covered and questions allowed. [\[IV.C.9-6\]](#)

- Governance Workshop - January 30, 2018 Board Retreat [\[IV.C.9-7\]](#)
- Governance Training – Provided at the regular March 13 and 27, 2018, BOT meetings
- Board Handbook – Presented and adopted at the regular March 27, 2018, BOT meeting [\[IV.C.9-8\]](#)
- Excellence in Trusteeship Program Certificate of Accomplishment – Two members of the Board have earned the CCLC Certificate of Accomplishment for the successful completion of the Excellence in Trusteeship Program.
- CCLC Professional Development Training – Peralta Trustees regularly attend the Annual Trustee Conferences to receive professional development. The Trustees report on the professional development that they received during board meetings. [\[IV.C.9-9\]](#)

## **Analysis and Evaluation**

CCLC professional development for Trustees provides training on eight areas of competencies with subtopics to complete the knowledge and skills learning to support strong leadership. Participants attend sessions in each of the eight competencies which define the roles and responsibilities of governance boards and provide tools that keep efforts focused on student learning.

A certificate of participation in governance leadership from the League can be earned with completion of the program. Participants must complete the program within 24 months of the start date. Competencies Taught in CCLC Trustee Professional Development include:

- Accreditation: An in-depth study of accreditation as a regional peer-review process that looks at the entire campus/district, and provides an opportunity for continuous self-improvement, grounded with data-driven evidence. Standard IV.B requires the governing board acts as a unit, support and evaluate the CEO, and monitor student success and institutional effectiveness.
- Board/CEO Relationship: Address roles, goals, and expectations, including how to develop and maintain a strong Board/CEO relationship to ensure the Board/CEO partnership functions effectively.
- Board Evaluation: The objective is to examine the role of the Board and its limits; how to run effective meetings; the Board self-evaluation and its evaluation of the CEO.

- **Brown Act Training:** This module covers the Open and Public Meetings law (Government Code 54950-54961) that provides the primary set of statutes for governing community legislative bodies of local agencies, to include how to set agendas, provide for public comment, run Board meetings and when to hold closed sessions.
- **Ethics Training:** AB 1234 requires certain public officials to undergo ethics training every two years. Boards have adopted the position to comply with AB 1234 as good practice. The Western Association's Accrediting Commission for Junior and Community Colleges require Boards of Trustees to have a code of ethics including a process to handle violations (Accreditation Standard IV.C.11). The objective is to safeguard both ethical and legal concerns as a foundation of governance.
- **Fiscal Responsibilities:** This module covers the skills and knowledge needed to make fiscal policy decisions and set guidelines for fiscal and asset management practices that support college goals and student success, to include learning about state and local revenue sources, fiscal accountability to the state, local fiscal operations and how to advocate for state funding.
- **Governance:** This module covers the governing board's policy-making function, and its role in the participatory governance process, to include how to identify policy issues, set a process for developing sound policies and keep them current; understand the conditions and constraints defined in AB 1725 (participatory governance), and the Board's relationship with internal constituencies.
- **Student Success and Equity:** This module covers topics from the Student Success Act of 2012, Senate Bill 1456, including utilizing student services in individual education planning, monitoring student progress, and improving completion and transfer rates. Other sessions cover assessing institutional effectiveness using various reports and community advocacy with stakeholders.

The board policy provides for staggered terms, receives regular training and new Board members are provided with an orientation.

- 10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

### **Evidence of Meeting the Standard**

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning. BP 2745 provides for the Board to conduct a formal self-evaluation on an annual basis during the months of June and July. The goal of the self-evaluation is to share views, values, concerns, priorities, and recommendations among

the Trustees. The results of this process are used to identify accomplishments in the past year and goals for the following year [\[IV.C.10-1\]](#).

The Board engaged a consultant to oversee the process, administer the evaluation tool, and collect the results [\[IV.C.10-2\]](#). The evaluation process gives the Board an opportunity to consider its effectiveness in carrying out its roles and responsibilities, its practices, and its participation in training as a Board. The 2019 Board evaluation was not completed on time. A process has been put in place to ensure timely completion each year consistent with board policy [\[IV.C.10-3\]](#).

### **Analysis and Evaluation**

The Board engages in an annual self-evaluation.

- 11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

### **Evidence of Meeting the Standard**

BP 2715 outlines the Code of Ethics and Code of Conduct for Board members. The Code of Ethics embodies the Board's commitment to maintaining high standards of ethical conduct for its members. The Code of Ethics includes specific tenets on acting as a whole, managing conflicts of interest, handling special interest groups, maintaining confidentiality of closed session and defines the legal and effective functioning of the Board as a whole, maintaining appropriate conduct at Board meetings, exercising authority as Trustees, and handling administrative matters. The Code of Conduct outlines the process for addressing any violation of the Code of Conduct [\[IV.C.11-1\]](#).

BP 2710 prescribes the conditions of conflict of interest. The policy addresses the Board's obligation to avoid conflicts of interest or the appearance of conflict of interest between their obligations to the District and private business or personal commitments and relationships. The policy prescribes conditions of disclosure and recusal for Board members who have, may have or appear to have a conflict of interest in matters being considered by the Board [\[IV.C.11-2\]](#).

### **Analysis and Evaluation**

The Board members annually file statements of economic interest with the Fair Political Practices Commission (FPPC Form 700) as a public statement for review.

The PCCD Board has a published Code of Ethics policy that is adhered to by the Board. Furthermore, the PCCD Board adheres to conflict of interest policies. During this evaluation period, there have been no violations of these Board policies and administrative procedures.

**12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

**Evidence of Meeting the Standard**

BP 2430 delegates the power and authority to the Chancellor to effectively lead the District. The Board respects the authority of the Chancellor by providing policy, direction, and guidance only to the Chancellor who is responsible for the management of the District and its employees. The Board delegates the authority to the Chancellor to issue regulations, and directives to the employees of the District [[IV.C.12-1](#)].

The Board and Chancellor have leveraged this new relationship to maximize its effectiveness as a Board and CEO. The Board and the Chancellor have a common understanding and commitment to the effective delineation of responsibilities for policy setting at the Board level and managing the operations of the District at the CEO level. The Board understands and respects the distinction between policy and operations. The Chancellor and the Board have a healthy and supportive relationship and are able to navigate issues that may be less clear [[IV.C.12-2](#)].

The staff of the District have all been briefed on the Board's commitment and delegation of authority and have a specific protocol for supporting the Board and Chancellor in adhering to it.

The CEO provides the Board members with weekly updates on various issues in the District, including questions members may have posed that require information from the Executive staff. In so doing, the Board can get information and rest with some confidence that their concerns are being addressed without interacting or reaching into the operations of the District [[IV.C.12-3](#)].

The Board holds the CEO accountable through CEO goal setting and evaluation [[IV.C.12-4](#), [IV.C.12-5](#)].

**Analysis and Evaluation**

The Board delegates full responsibility and authority to the Chancellor to implement and administer board policies per BP 2430. In order to hold the Chancellor accountable for the operation of the District, the Board conducts annual evaluations of the Chancellor per BP 2435.

- 13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

### **Evidence of Meeting the Standard**

The Board is kept apprised of accreditation issues such as Eligibility Requirements, Accreditation Standards, and Commission Policies, both on a regional and national basis, as well as accreditation efforts taking place at the Colleges. BP 3200 outlines the responsibilities of the Board and the Chancellor regarding accreditation [[IV.C.13-1](#)].

On September 24, 2019, the Board received training by the ACCJC Vice President. The training included: 1) recent changes at ACCJC; 2) accreditation 101; 3) accreditation’s purposes, processes, and standards; and 4) the roles and responsibilities of the governing board [[IV.C.13-2](#)].

The Board stays informed and updated about issues surrounding the accreditation process. Board members discuss accreditation issues at their meetings and retreats and receive regular updates from staff regarding the process [[IV.C.13-3](#)].

### **Analysis and Evaluation**

The Board keeps informed about accreditation and the College’s accredited status per BP/AP 3200. Trustees receive training on Commission Policies, Eligibility Requirements, Accreditation Standards, as well as their roles and responsibilities in the accreditation process.

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### **Conclusions on Standard IV.C. Governing Board**

Acting as a collective, the PCCD Board adheres establishes and adheres to policies ensuring the quality, integrity and improvement of student learning programs and services. The Board makes policies, agendas, and meetings available to the public. The Board has ongoing training and development to ensure effective engagement with duties and responsibilities as a Board and as individual Board members. The Board regularly evaluates its performance and uses the evaluation to achieve continuous improvement. The Board adheres to a clearly defined Code of Conduct and Code of Ethics. (Board Handbook)

The Board delegates through the adoption of an extensive set of Board Policies and Procedures. Trustees freely engage in discussions on issues, initiatives, and efforts of the Colleges and District. The Board has clearly defined policies for the selection and evaluation of the Chancellor. The Board ensures transparency by posting these policies and discussion on the District Board website. Assessment of board policies and administrative procedures to ensure compliance and relevance occurs regularly during District Participatory Governance Council meetings and delegates full responsibility and authority to the CEO to implement board policies

without interference. The Board stays abreast of Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes and the Colleges' accredited status.

## Evidence List

<b>Number</b>	<b>Description</b>
<a href="#"><u>IV.C.1-1</u></a>	PCCD BP 2200 Board Duties and Responsibilities
<a href="#"><u>IV.C.1-2</u></a>	Board Policy and Administrative Procedure Website
<a href="#"><u>IV.C.1-3.</u></a>	PCCD BP 2410 Board Policy and Administrative Procedure
<a href="#"><u>IV.C.1-4</u></a>	PCCD BP 7110 Delegation of Authority for Human Resources
<a href="#"><u>IV.C.1-5</u></a>	PCCD BP 2100 Board Elections
<a href="#"><u>IV.C.1-6</u></a>	Strategic Plan Home
<a href="#"><u>IV.C.1-7</u></a>	PCCD Data-Mart Score Card
<a href="#"><u>IV.C.1-8</u></a>	Board Presentation on Data-Mart Score Card
<a href="#"><u>IV.C.1-9</u></a>	Board Agenda Item – 2019 Audit Approval 01/21/20
<a href="#"><u>IV.C.1-10</u></a>	FCMAT Governance and Administration Training
<a href="#"><u>IV.C.1-11</u></a>	FCMAT Report and Recommendations
<a href="#"><u>IV.C.1-12</u></a>	ACCJC Fiscal Improvement Plan Request
<a href="#"><u>IV.C.1-13</u></a>	Board review of 5-year Fiscal Sustainability Plan
<a href="#"><u>IV.C.1-14</u></a>	Dr. Steve Crow, Consultant
<a href="#"><u>IV.C.1-15</u></a>	FCMAT Status Matrix
<a href="#"><u>IV.C.2-1</u></a>	PCCD BP 2315 Closed Session
<a href="#"><u>IV.C.2-2</u></a>	PCCD BP 2715 Code of Ethics and Standards
<a href="#"><u>IV.C.2-3</u></a>	PCCD BP 2330 Quorum and Voting
<a href="#"><u>IV.C.3-1</u></a>	PCCD BP 2431 Chancellor's Search
<a href="#"><u>IV.C.3-2</u></a>	Legal Statement
<a href="#"><u>IV.C.3-3</u></a>	Board approval of CBT's Executive Search Services
<a href="#"><u>IV.C.3-4</u></a>	Chancellor Search Timeline
<a href="#"><u>IV.C.3-5</u></a>	Interim Chancellor Search 2020
<a href="#"><u>IV.C.3-6</u></a>	PCCD BP 2435 Evaluation of the Chancellor
<a href="#"><u>IV.C.4-1</u></a>	PCCD BP 2200 Board Duties and Responsibilities
<a href="#"><u>IV.C.4-2</u></a>	PCCD BOT Website
<a href="#"><u>IV.C.4-3</u></a>	PCCD BP 2345 Public Participation
<a href="#"><u>IV.C.4-4</u></a>	PCCD BP 2340 Agenda Development and Posting
<a href="#"><u>IV.C.4-5</u></a>	PCCD BP 2710 Conflict of Interest
<a href="#"><u>IV.C.5-1</u></a>	Board Policies and Administrative Procedures Website
<a href="#"><u>IV.C.5-2</u></a>	PCCD BP 2410
<a href="#"><u>IV.C.5-3</u></a>	PCCD BP 2200 Board Duties and Responsibilities
<a href="#"><u>IV.C.5-4</u></a>	PCCD Mission Statement Review History and Process
<a href="#"><u>IV.C.5-5</u></a>	PCCD Mission Statement Review Timeline
<a href="#"><u>IV.C.5-6</u></a>	PCCD Mission Statement Survey
<a href="#"><u>IV.C.5-7</u></a>	PGC Recommend Mission Statement 3/27/2020
<a href="#"><u>IV.C.5-8</u></a>	CCLC Policy Subscription Services
<a href="#"><u>IV.C.5-9</u></a>	PCCD BP 4020 Program Curriculum and Course Development
<a href="#"><u>IV.C.5-10</u></a>	PCCD BP 4025 Philosophy and Criteria for Associate Degree and General Education

<b>Number</b>	<b>Description</b>
<a href="#"><u>IV.C.5-11</u></a>	PCCD BP 4030 Academic Freedom
<a href="#"><u>IV.C.5-12</u></a>	PCCD BP 4040 Library Services
<a href="#"><u>IV.C.5-13</u></a>	PCCD BP 4050 Articulation
<a href="#"><u>IV.C.5-14</u></a>	PCCD BP 4100 Graduation Requirements
<a href="#"><u>IV.C.5-15</u></a>	PCCD BP 4210 Student Learning Outcomes
<a href="#"><u>IV.C.5-16</u></a>	PCCD BP 4260 Prerequisites and Co-requisites
<a href="#"><u>IV.C.5-17</u></a>	PCCD BP 5050 Student Success and Support Program
<a href="#"><u>IV.C.5-18</u></a>	PCCD BP 5110 Counseling
<a href="#"><u>IV.C.5-19</u></a>	PCCD BP 5120 Transfer
<a href="#"><u>IV.C.5-20</u></a>	PCCD BP 5300 Student Equity
<a href="#"><u>IV.C.6-1</u></a>	PCCD Board Policies Website
<a href="#"><u>IV.C.6-2</u></a>	PCCD BP 2100 Board Elections
<a href="#"><u>IV.C.6-3</u></a>	PCCD BP 2110 Vacancies on the Board
<a href="#"><u>IV.C.6-4</u></a>	PCCD BP 2015 Student Trustee
<a href="#"><u>IV.C.6-5</u></a>	PCCD BP 2200 Board Duties and Responsibilities
<a href="#"><u>IV.C.6-6</u></a>	PCCD BP 2210 Board Membership
<a href="#"><u>IV.C.6-7</u></a>	PCCD BP 2310 Regular Meetings of the Board
<a href="#"><u>IV.C.6-8</u></a>	PCCD BP 2315 Closed Session
<a href="#"><u>IV.C.6-9</u></a>	PCCD BP 2340 Agenda Development and Posting
<a href="#"><u>IV.C.6-10</u></a>	PCCD BP 2350 Speakers and Decorum
<a href="#"><u>IV.C.6-11</u></a>	PCCD BP 2360 Minutes and Recording
<a href="#"><u>IV.C.6-12</u></a>	PCCD BP 2725 Board Member Compensation
<a href="#"><u>IV.C.6-13</u></a>	PCCD BP 2715 Board Member Code of Ethics and Standards of Practice
<a href="#"><u>IV.C.7-1</u></a>	Education Code 70902
<a href="#"><u>IV.C.7-2</u></a>	PCCD BP 2410
<a href="#"><u>IV.C.7-3</u></a>	PBIM Manual
<a href="#"><u>IV.C.7-4</u></a>	PCCD BP 2510 Participation in Local Decision Making
<a href="#"><u>IV.C.7-5</u></a>	PBC BP 6250 Policy Review 2/22/19
<a href="#"><u>IV.C.7-6</u></a>	Board First Reading BP 6250 3/26/19
<a href="#"><u>IV.C.7-7</u></a>	Board Second Reading Approval of BP 6250 4/23/2019
<a href="#"><u>IV.C.7-8</u></a>	CCLC Policy Subscription Services
<a href="#"><u>IV.C.8-1</u></a>	PCCD BP 2200 Board Duties and Responsibilities
<a href="#"><u>IV.C.8-2</u></a>	PCCD BOT Meeting Schedule
<a href="#"><u>IV.C.8-3</u></a>	Scorecard Report
<a href="#"><u>IV.C.9-1</u></a>	PCCD BP 2100 Board Elections
<a href="#"><u>IV.C.9-2</u></a>	Meet the PCCD Board
<a href="#"><u>IV.C.9-3</u></a>	CCLC Learning Guide for New Community College Trustees
<a href="#"><u>IV.C.9-4</u></a>	Board Workshop 2014
<a href="#"><u>IV.C.9-5</u></a>	CCLC Presentation 11/17/2017
<a href="#"><u>IV.C.9-6</u></a>	BOT Presentation 11/28/2017
<a href="#"><u>IV.C.9-7</u></a>	BOT Governance Workshop 1/30/2018
<a href="#"><u>IV.C.9-8</u></a>	BOT Handbook
<a href="#"><u>IV.C.9-9</u></a>	BOT Report 5/14/2019
<a href="#"><u>IV.C.10-1</u></a>	PCCD BP 2745 Board Self Evaluation
<a href="#"><u>IV.C.10-2</u></a>	BOT Self-Assessment Results

<b>Number</b>	<b>Description</b>
<a href="#">IV.C.10-3</a>	Process for annual evaluation
<a href="#">IV.C.11-1</a>	PCCD BP 2715 Code of Ethics
<a href="#">IV.C.11-2</a>	PCCD BP 2710 Conflict of Interest
<a href="#">IV.C.12-1</a>	PCCD BP 2430 Delegation of Authority to the Chancellor
<a href="#">IV.C.12-2</a>	Cabinet Team Site – Discussion of Executive Staff Interaction with Board Members
<a href="#">IV.C.12-3</a>	Chancellor’s Board Update
<a href="#">IV.C.12-4</a>	CEO Goals
<a href="#">IV.C.12-5</a>	PCCD BP 2435 Evaluation of the Chancellor
<a href="#">IV.C.13-1</a>	PCCD BP 3200 Accreditation
<a href="#">IV.C.13-2</a>	Board Agenda and Minutes September 24, 2019
<a href="#">IV.C.13-3</a>	Board Agenda and Minutes January 8, 2019

## **D. Multi-College Districts or Systems**

- 1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

### **Evidence of Meeting the Standard**

BP 1100 The Peralta Community College District defines the District as the four colleges—Berkeley City College, College of Alameda, Laney College, and Merritt College [[IV.D.1-1](#)]. The Chancellor is the District CEO and provides leadership in setting and communicating expectations of educational excellence and integrity through Chancellor’s forums, town halls, flex day presentations, and meetings with various committees, councils, and task forces [[IV.D.1-2](#)]. The Chancellor is appointed by the Board and has the delegated authority to implement and enforce board policies and establish administrative procedures per BP 2430 Delegation of Authority to the Chancellor [[IV.D.1-3](#)]. The Chancellor authorizes employment subject to Board approval per BP 7110 Delegation of Authority for Human Resources [[IV.D.1-4](#)]. The Chancellor delineates “the lines of management and supervisory responsibility and the general duties for employees within the District” per BP 3100 Organizational Structure [[IV.D.1-5](#)]. At the College level, authority and responsibility for incorporating board policies and administrative procedures, as well as the Chancellor’s directives, rest with each college president as delineated in the president job description [[IV.D.1-6](#)].

A distinct outline of district and college operational responsibilities reinforces the District’s commitment to excellence and clearly defined roles and responsibilities as seen in the Functional Map [[IV.D.1-7](#)]. At the College level, authority and responsibility for incorporating Board Policies and Administrative Procedures, as well as Chancellor’s directives, rest with the College President. BP/AP 3110 Organizational Structure chart further clarifies the District’s organizational and functional structure [[IV.D.1-8](#)]. Furthermore, roles and responsibilities for

decision-making inclusive of faculty, staff, students and administrators in the District and College governance are reflected in the governance structure on the District and College website under “governance” [IV.D.1-9, IV.D.1-10].

## **Analysis and Evaluation**

The Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District through regularly scheduled district and college meetings. Established board policies and administrative procedures delineate the roles and responsibilities for the District and the College are outlined in the Functional Map, District and College’s website and organizational charts.

- 2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

## **Evidence of Meeting the Standard**

BP 7110 Delegation of Authority for Human Resources and BP 2430 Delegation of Authority to the Chancellor clearly indicate that the Chancellor has the authority to oversee operational responsibilities and functions of those of the District [IV.D.2-1, IV.D.2-2]. In addition, the Board delegates authority to the Chancellor to implement and enforce board policies and set administrative procedures. Further, authority is delegated to the Chancellor in matters of employment, job responsibilities, and personnel.

The District services, consisting of Academic and Student Affairs, Department of General Services, IT, and HR, strive to support the four colleges and their missions. At the college level, authority and responsibility for implementing board policies and administrative procedures, as well as directives from the Chancellor, is the responsibility of the college president. The college presidents implement policies and procedures at the college level.

The PCCD functional map clearly defines, documents, and communicates roles and responsibilities among the College and the District services [IV.D.2-3]. The functional map offers a platform for collaboration and improving efficiency across the District.

To ensure that the colleges receive effective and adequate resources and services to support their institutional missions and functions in alignment with the Accreditation Standards, the PCCD began engaging in an annual PBIM Summit in August 2019 [IV.D.2-4, IV.D.2-5]. Key stakeholders from the district wide participatory governance and constituency groups gather to identify areas of functions that need to be addressed. For example, out of the August 2019 PBIM summit, decentralization of the Financial Aid office from the District services to four college

were determined and the Colleges moved to hire a Director of Financial Aid to localize its service [\[IV.D.2-6\]](#).

## **Analysis and Evaluation**

District and College roles and governance are clearly delineated in the Functional Map and the District services website. Roles and governance are evaluated annually at the PBIM summit. The Chancellor serves as the District CEO and has the authority to implement and enforce Board Policies, determine employment, job responsibilities, and personnel at the District level. The District offers adequate services to support the College and its mission, which include human resources, Finance, Facilities, Academic and Student Affairs, and Information Technology.

- 3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.**

## **Evidence of Meeting the Standard**

Under the Chancellor's leadership, the District controls its expenditures by budgeting within available resources. Board policies detail District fiscal policies, including budget management to support effective operations and sustainability of the Colleges and District. BP 6300 Fiscal Management and Accounting and AP 6300 General Accounting refer to procedures for maintaining fiscal books and records, including the following stipulations:

- Adequate internal controls exist
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees
- Adjustments to the budget are made in a timely manner, when necessary
- The management information system provides timely, accurate, and reliable fiscal information
- Responsibility and accountability for fiscal management are clearly delineated [\[IV.D.3-1, IV.D.3-2\]](#)

The District is also audited annually as required by state law, and a summary of the audit is presented to the District PBC [\[IV.D.3-3\]](#). BP 6250 Budget Management directs the District to maintain a minimum of ten percent reserve annually to ensure fiscal stability [\[IV.D.3-4\]](#).

The District's resource allocation is discussed, reviewed, and planned through the PBIM process. The PBIM utilizes a participatory governance model for operational planning and resource allocation. The PBIM follows a cycle of planning, budgeting, resource allocation, and evaluation [\[IV.D.3-5\]](#). The BAM, a revenue-based funding model, is currently used to allocate resources to the colleges. Three-year averages of FTES enrollment numbers are used to determine FTEF allocations to each College [\[IV.D.3-6\]](#). Beginning in 2019, the District PBC began evaluating the BAM and recognized its limitation of capturing productivity factor and changes in enrollment number per year.

The Chancellor consults with the Vice Chancellor of Finance, who is charged with the development, approval, and control of the District's budget and expenditures as clearly stated in BP 6100 Delegation of Authority, Business and Fiscal Affairs [IV.D.3-7]. The Vice Chancellor of Finance updates the College and district wide community regarding its fiscal status via multiple methods [IV.D.3-8].

The District PGC serves as the primary advisory body to the Chancellor, reviewing matters pertaining to participatory governance including fiscal and budget considerations [IV.D.3-9]. PGC assures the Board dissemination of information to constituency groups. Fiscal updates are made at PGC on a regular basis.

### **Analysis and Evaluation**

The District allocates resources in alignment with established policies and procedures and the BAM. These policies are discussed by the PBIM, PBC, and PGC, groups that include representatives from all of the colleges' various employee and constituency groups. The BAM, including FTES target for each of the colleges, is approved twice each year by the Board as part of the tentative budget and adoption of the budget. The Colleges receives the unrestricted general fund budget allocation according to the BAM and allocate funds based on their needs and priorities.

- 4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

### **Evidence of Meeting the Standard**

The Chancellor delegates full administrative responsibility and authority to college presidents as set forth in AP 2430, which states that the College Presidents:

Administer compliance of all their assigned college personnel with all Board Policies and Administrative Procedures. The Presidents shall provide leadership to their campus community shared governance process in a systematic review of Board of Trustees Policies, District Administrative Procedures, and College operating procedures with the expectation that recommendations for improvement will be made [IV.D.4-1].

The President of Merritt College has specific responsibilities for institutional leadership, as listed in the college president job description [IV.D.4-2]. The President is expected to lead by exercising dynamic, institutional, and academic stewardship to advance the College mission and internal and external relationships. The President provides leadership to all segments of the College community to promote effective and productive relationships within the District. The President works closely with the chief financial officer to promote oversight, responsibility, and fiscal integrity for development, implementation, and management of the College budgets.

The President creates a climate of mutual partnership, accountability, and active participation with constituents in participatory governance groups, such as the College Council and Budget

Committee [[IV.D.4-3](#), [IV.D.4-4](#)]. He also provides faculty, staff, students and community perspectives to the Chancellor and the Board. The College President regularly files reports with the Board. With regard to community relations, the College President promotes and maintains close contact between the institution and the local community.

### **Analysis and Evaluation**

The Chancellor delegates administrative authority to the College President according to the relevant District administrative procedure. The College President then provides leadership in all areas of college operations as listed in the College President job description. The Chancellor and the college presidents meet regularly to ensure that all are upholding their administrative duties. As members of the Chancellor's Cabinet, the college presidents meet weekly with the Chancellor and vice chancellors in an effort to focus on planning and the specific needs of the Colleges and the students.

### **5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

#### **Evidence of Meeting the Standard**

District planning is integrated with College planning through the District and College strategic plans. The annual Strategic Planning process includes administrators, faculty, and classified staff. Broad District goals are developed first to ensure broad institutional objectives for the entire District. All of the five district wide strategic goals focus on improving student learning and achievement. These strategic goals were established in 2008 and since then the District and Colleges have set annual institutional objectives. Currently, the 2015-2016 five strategic goals continue to serve as the basis for establishing objectives [[IV.D.5-1](#)]. The goals are: A. Advance Student Access, Equity and Success; B. Engage and Leverage Our Partners; C. Build Programs of Distinction; D. Strengthen Accountability, Innovation and Collaboration; and E. Develop and Manage Resources to Advance our Mission. Each August, the District holds a summit to assess the goals and presentations to the Board that demonstrate progress in achieving these goals [[IV.D.5-2](#), [IV.D.5-3](#)].

District policies and administrative procedures guide institutional effectiveness processes to develop, adopt, and publicly post goals that address: 1) accreditation status, 2) fiscal viability, 3) student performance and outcomes, and 4) programmatic compliance with state and federal guidelines [[IV.D.5-4](#), [IV.D.5-5](#)]. BP 3250 Institutional Planning and AP 3250 state the numerous plans that are required at the Colleges, including an EMP, Student Equity Plan, SSSP Plan, Transfer Center Plan, EOPS Plan, and SEM Plan [[IV.D.5-6](#), [IV.D.5-7](#)]. District wide plans include the 2019 SEM Plan which is an integration of the College plans [[IV.D.5-8](#)].

Annual College resource requests are conveyed through the College and district program review or APU process [[IV.D.5-9](#)]. The requests begin at the department chair (faculty) level and thus reflect a focus on student learning. The culmination of the requests is integrated into college-wide planning and resource requests that are also presented as informational items each spring term at a PBC meeting in alignment with the planning and budgeting calendar. Each College

president presents resource requests that include personnel, technology, professional development, supplies and equipment and facilities [[IV.D.5-10](#)].

### **Analysis and Evaluation**

The District uses the strategic planning process to guide decision-making focused on student success. This is done through annual planning summits, integration of college plans and the annual program review and APU process. The currently in progress planning cycle began in the 2018-19 academic year, when the Board mapped the current District strategic goals to the CCC Chancellor's "Vision for Success" strategic plan as a prelude to establishing goals directly aligned with the systemwide "Vision for Success" goals.

- 6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

### **Evidence of Meeting the Standard**

The District Office uses several different methods of communication to ensure the timely, accurate, and complete dissemination of information. District wide email announcements inform all Peralta employees on a variety of subjects including, but not limited to, internal classified and faculty position postings, updated administrative procedures, professional development opportunities, key dates of the academic calendar, and agendas for district-level participatory governance committees [[IV.D.6-1](#), [IV.D.6-2](#), [IV.D.6-3](#), [IV.D.6-4](#), [IV.D.6-5](#), [IV.D.6-6](#)]. District administrators give regular reports to district-level committees, whose members then relay this information to their colleges. Examples of this include the Vice Chancellor of Finance reporting on the adopted budget to the members of the PBC and the Vice Chancellor of Academic Affairs reporting to the District Academic Senate on matters that intersect with the 10+1 [[IV.D.6-7](#), [IV.D.6-8](#)].

### **Analysis and Evaluation**

The District uses a variety of methods to ensure that the colleges receive the information they need for making decisions. In addition to the activity specified by the evidence given in the preceding section, the college VPIs and VPSSs meet regularly with each other to address district wide matters that fall under their respective domains.

- 7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

## **Evidence of Meeting the Standard**

Beginning in spring 2018, the Chancellor and the College Presidents began a process of revising the delineation of functions between the District and Colleges to serve as the basis of considerations for restructuring. This PCCD Delineation of Functions Map was then vetted through the College Council and Academic Senate and distributed as a result of a collaborative process among the four Colleges and the District Office. The PCCD/College Function Map is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC [\[IV.D.7-1\]](#).

As part of this process, PCCD has engaged in discussions with CBT about decentralization/centralization. CBT helped to guide the initial phases of the decentralization/centralization process which began in earnest at the beginning of fall 2019 semester. CBT initiated an overview of the process and assisted in facilitating needed discussions to ensure input was obtained from impacted units and the participatory governance process [\[IV.D.7-2\]](#). The Board approved the District unit timeline and Chancellor's Office reorganization at the September 10, 2019, meeting [\[IV.D.7-3\]](#). The timeline indicated a completion of the District Office reorganization by December 10, 2019, and College reorganization by May 2019 (but this was later extended to fall 2020).

The PBIM workgroup built upon the prior work of the PBIM Summit and developed design principles for the Executive Administration to use in reorganizing the District services and functions. The principles were presented to the PGC and recommended to the Chancellor. The Executive leadership engaged in multiple exercises/meetings to develop the organizational structure. As a result, services including facilities, maintenance and operations were centralized. Financial Aid was decentralized, and Admissions and Records is slated to be decentralized once the college infrastructures are prepared to provide the services to students without a disruption in service. The Legal Department was reconstituted, and the Finance Department was reorganized to be consistent with the FCMAT and CBT recommendations [\[IV.D.7-4\]](#).

The PBIM workgroup was tasked with making recommendations to address the governance structure issues raised in the CBT report. CBT recommended that the District "re-examine, analyze, realign, and clarify governance structures (e.g. PBIM, BAM, etc.) with decisions on centralization and decentralization. The changes implemented include, removing the budget approval role from the Planning and Budget Committee. The role of the committee is being redefined as being responsible for providing recommendation on the creation of the budget assumptions, calendar, allocation model and annual budget. The work of the Facilities Committee will be re-evaluated at the campus level. The modification of the governance structure is ongoing work and will be evaluated regularly for updates.

## **Analysis and Evaluation**

The assessment and reevaluation of district/college role delineation is a continuous process. Most recently, this process has resulted in the decentralization of some previous district functions to the colleges.

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## Conclusions on Standard IV.D. Multi-College Districts or Systems

The District Chancellor provides leadership, sets clear expectations of educational excellence and high performance of the team. The Chancellor clearly defines roles and delegates the authority to the College Presidents. The Chancellor delineates, documents, and communicates operational responsibilities and functions of the district.

The district policy for resource allocation has not served the district or the colleges well. The Chancellor charged the BAM Task Force with making a recommendation of a model that is sustainable and works in the interest of the Colleges and District.

The Chancellor has full responsibility and authority to administer the District and System policies without interference. The Chancellor keeps the Board apprised of issues through weekly updates.

Communication between the District and Colleges has been enhanced through district wide meetings, updates, and newsletters.

The District has engaged a number of assessments of its effectiveness, received more than a hundred recommendations and has diligently worked to address the issues raised.

### Evidence List

<b>Number</b>	<b>Description</b>
<a href="#">IV.D.1-1</a>	PCCD BP 1100 The Peralta Community College District
<a href="#">IV.D.1-2</a>	Flex Day Chancellor's Presentation, 08/20/20
<a href="#">IV.D.1-3</a>	PCCD BP 2430 Delegation of Authority to the Chancellor
<a href="#">IV.D.1-4</a>	PCCD BP 7110 Delegation of Authority for Human Resources
<a href="#">IV.D.1-5</a>	PCCD BP 3100 Organizational Structure
<a href="#">IV.D.1-6</a>	College President Job Description
<a href="#">IV.D.1-7</a>	PCCD Functional Map
<a href="#">IV.D.1-8</a>	PCCD AP 3100 Organizational Structure
<a href="#">IV.D.1-9</a>	PCCD Governance Website
<a href="#">IV.D.1-10</a>	College Participatory Governance Website
<a href="#">IV.D.2-1</a>	PCCD BP 7110 Delegation of Authority for Human Resources
<a href="#">IV.D.2-2</a>	PCCD BP 2430 Delegation of Authority to the Chancellor
<a href="#">IV.D.2-3</a>	PCCD Functional Map
<a href="#">IV.D.2-4</a>	PCCD PBIM Summit Agenda, August 2019
<a href="#">IV.D.2-5</a>	PCCD PBIM Summit Agenda, September 2020
<a href="#">IV.D.2-6</a>	Financial Aid Director Job Description
<a href="#">IV.D.3-1</a>	PCCD BP 6300 Fiscal Management and Accounting
<a href="#">IV.D.3-2</a>	PCCD AP 6300 General Accounting
<a href="#">IV.D.3-3</a>	Audit report to PBC
<a href="#">IV.D.3-4</a>	PCCD BP 6250 Budget Management
<a href="#">IV.D.3-5</a>	PCCD PBIM

<b>Number</b>	<b>Description</b>
<a href="#"><u>IV.D.3-6</u></a>	PCCD Budget Allocation Model
<a href="#"><u>IV.D.3-7</u></a>	PCCD BP 6100 Delegation of Authority, Business, and Fiscal Affairs
<a href="#"><u>IV.D.3-8</u></a>	PCCD Chancellor's Fiscal Update, August 2020
<a href="#"><u>IV.D.3-9</u></a>	PCCD PBIM Website
<a href="#"><u>IV.D.4-1</u></a>	PCCD AP 2430 Delegation of Authority to the Chancellor's Staff
<a href="#"><u>IV.D.4-2</u></a>	College President Job Description
<a href="#"><u>IV.D.4-3</u></a>	College Council Bylaws
<a href="#"><u>IV.D.4-4</u></a>	College Budget Committee Bylaws
<a href="#"><u>IV.D.5-1</u></a>	PCCD Strategic Goals and Objectives 2015-2016
<a href="#"><u>IV.D.5-2</u></a>	State/PCCD Goals Updated Objectives, 12/10/18
<a href="#"><u>IV.D.5-3</u></a>	PCCD Strategic Plan Recast, 05/01/20
<a href="#"><u>IV.D.5-4</u></a>	PCCD BP 3225 Institutional Effectiveness
<a href="#"><u>IV.D.5-5</u></a>	PCCD AP 3225 Institutional Effectiveness
<a href="#"><u>IV.D.5-6</u></a>	PCCD BP 3250 Institutional Planning
<a href="#"><u>IV.D.5-7</u></a>	PCCD AP 3250 Institutional Planning
<a href="#"><u>IV.D.5-8</u></a>	PCCD Strategic Enrollment Plan 2019-2024
<a href="#"><u>IV.D.5-9</u></a>	PCCD Program Review Website
<a href="#"><u>IV.D.5-10</u></a>	PCCD Planning and Budgeting Council Meeting Minutes, 03/08/19
<a href="#"><u>IV.D.6-1</u></a>	Internal classified position posting email announcement for Merritt College
<a href="#"><u>IV.D.6-2</u></a>	Internal faculty position posting email announcement for Merritt College
<a href="#"><u>IV.D.6-3</u></a>	Internal administrative position posting email announcement for Merritt College
<a href="#"><u>IV.D.6-4</u></a>	Merritt-FAS PD email announcement, date TBD
<a href="#"><u>IV.D.6-5</u></a>	Merritt-FAS Census Roster due date email announcement, date TBD
<a href="#"><u>IV.D.6-6</u></a>	Merritt-FAS PBC Meeting Agenda, 11/20/20, Email Announcement
<a href="#"><u>IV.D.6-7</u></a>	PCCD Planning and Budgeting Council Meeting Minutes, date TBD
<a href="#"><u>IV.D.6-8</u></a>	District Academic Senate Meeting Minutes, date TBD
<a href="#"><u>IV.D.7-1</u></a>	PCCD Functional Map
<a href="#"><u>IV.D.7-2</u></a>	CBT Phase II: Focus on Centralized and Decentralized Services
<a href="#"><u>IV.D.7-3</u></a>	PCCD Board of Trustee Meeting Minutes, 09/10/19
<a href="#"><u>IV.D.7-4</u></a>	PCCD Integrated Fiscal Plan 2019-2024

## H. Quality Focus Essay

### Introduction of Projects

Merritt College has identified equity as a critical focus for improving student success metrics and addressing persistent disparities in longitudinal findings. To that end, the Office of Instruction and Student Services are focused on the collaborative development and implementation of strategies that will improve program completion and transfer rates among our disproportionately impacted student groups. Specifically, the College has identified four action plans for enhancing access to certificate and degree programs across the institution that align with the four pillars of Guided Pathways: Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning and with ACCJC Standards I.B., I.C., II.A. and II.C. These plans include a broad range of support and resources to provide relevant assistance to students as they pursue their academic and career goals with the intent of (1) closing the achievement gap that exists for Latinx and Black American students and (2) increasing graduation rates among these same groups by 15 percent in two years.

### Action Plan(s)

The College will initiate the following four action plans during the 2020-2021 school year:

**Action Plan 1.** In alignment with the College’s Guided Pathways planning, develop efficient pathways for all of majors that are scheduled to support timely program completion and improved student success rates by Fall 2021. Whenever possible, the College will create two-year pathways with first and third followed by second and fourth semester sequencing in order to maximize the opportunity for both full-time and part-time students to complete their programs in the least number of semesters. Providing part-time student pathways addresses the equity gap that often exists for individuals that cannot afford to attend college full-time. Collaboration between the Office of instruction and Student Services will facilitate student access to practical forms of support that address quality of life barriers and enable them to focus on their learning and successfully complete their programs. In spring 2020, the College developed its areas of interest (“meta majors”) and began mapping programs to ensure that students can readily understand the timing and sequencing of courses they need to take in order to complete their desired program of study in the most optimal way. In fall 2020, the program mapping was completed, and the College is now poised to begin implementing these pathways during this academic year (2020-2021). The promotion and marketing of these areas of interest and their respective pathways initiates the full cycle of the four Guided Pathways pillars by clarifying the path. Merritt is currently making strides in fulfilling the requirements of all four pillars. Though uniquely focused on their respective approaches and intended outcomes, the remaining three projects below also align with the Guided Pathways pillars. (Action Plan 1 aligns with Standards I.B.6., I.C.1, I.C.4, II.A.6)

Activity	Responsible Party	Resources	Timeline
Creating program maps for all College programs	Department Chairs and Program Directors develop proposal to submit to Dean	Consulting Partner: Irving Chin	December 2020
Consultation with Math and English Chairs to discuss the development of program maps that have those disciplines as requirements	Department Chairs and Program Directors in collaboration with the academic deans.		November 2020
Review of Program Maps by Guided Pathways Committee	Guided Pathways Faculty Lead	Consulting Partner: Irving Chin -GP Funds	February 2021
Consultation with Counseling	Department Chairs/Program Directors and Division Dean		Early March 2021
Program Mapping Presentation	Guided Pathways Committee, Math and English Chairs	Consulting Partner: Irving Chin – GP Funds	March 18, 2021 - Flex Day
Training of counselors and other faculty/staff responsible for student outreach and counseling	VPSS and Counseling Dean	GP Funds	April 2021

**Action Plan 2.** Launch the new college-wide marketing theme, “Success by Design” (Clarify the Path). This campaign will integrate and leverage existing and planned resources, including the redesigned website, Merritt Hub (digital recruitment community), College Central (employment placement website), Guided Pathways program mapping, and Guided Pathways areas of interest. Marketing will feature career and transfer programs and ensure a cohesive presentation of the exciting new Merritt brand on our website, in advertising, and in our considerably expanded social media presence. One of the main target audiences of this campaign includes students who did not apply to or gain admission to 4-year universities. (Action Plan 2 aligns with Standards I.B.6 and I.C.4).

Activity	Responsible Party	Resources	Timeline
Collaborate to determine marketing theme and scope	President, VPSS, VPI, SEM Committee, Researcher, Three Senate Presidents		November 2020 - February 2021
Upload Areas of Interest and Program Maps to College Website	Website Support Team		
Development of Promotional Video	Communication Faculty Lead, District PIO	GP Funds	February 2021
Launch: Merritt Hub, College Central, Program Maps	Merritt Hub Consultant	SWP Funds	February 2021

**Action Plan 3.** Develop a Career Exploration Summer Academy in partnership with OUSD’s Linked Learning Division to enable students to earn college credit and explore hands-on (virtual) CE programs while earning a stipend for completion (Enter the Path). The programs that have been identified for the first Academy are: Administration of Justice, Emergency Medical Technician, Fire Sciences, and Paralegal Studies. (Action Plan 3 aligns with Standards I.B.6 and II.A.7).

Activity	Responsible Party	Resources	Timeline
Meet with OUSD to discuss summer academies and determine interest	PCCD SWP Director, Div II Dean, CE Faculty, K-12 Partners	SWP Funds	Fall 2019
Confirm CE faculty that are interested in participating in summer academy	Div II and III Deans, CE Faculty		Spring 2020
On-going meetings w/OUSD to flush out details	Div II and III Deans		Spring 2020
Development of Flyer and Outreach to Students	Div II and III Deans	SWP Funds	Spring 2020
Finalize Career Exploration Schedule (transition to Virtual)	Div III Dean, CE Faculty, K-12 Partners	SWP Funds	May/June 2020

Activity	Responsible Party	Resources	Timeline
ePAFs for participating Faculty are initiated	Div III Dean	SWP Funds	May/June 2020
CRN for COUNS 207A is provided to OUSD/K-12 to do a batch enrollment	A&R, VPI, Deans, Scheduler, K-12 Partners		May/June 2020
Career Exploration Academy is Launched	A&R, VPI, Deans, Scheduler, Participating faculty, K-12 Partners	SWP Funds	June – July 2020
Debrief and review of Data	Div II and III Deans, Participating Faculty, K-12 Partners		July/August 2020

**Action Plan 4.** Launch a pilot cohort program intended to increase the academic success of Black and Brown students in STEM fields (Enter the Path, Stay on the Path, Ensure Learning). The model will include monthly professional development workshops to train instructors to adopt pedagogical approaches that are culturally sensitive and relevant. Student services staff will receive training in equity approaches that positively impact the student experience. Students will receive weekly coaching sessions and embedded tutoring for their transfer-level program courses. The College will carefully track improvements in academic success and program completion among this cohort to assess the impact of these individual changes and their contributions to these students’ success. The goal is to narrow the achievement gap that persists for Black and Brown students in STEM programs. (Action Plan 4 aligns with Standards I.B.6, II.A.7, and II.C.3).

Activity	Responsible Party	Resources	Timeline
Identify workgroup composed of faculty and staff	STEM faculty, department chairs/ program directors and administration		Early October 2020
Planning Sessions: Determination of Program(s) Focus and schedule, Cohort size, Secure funding sources (apply for grants and College CE grant funding for program costs and student stipends), Select cohort faculty and staff, Identify CBO to assist with wrap around services and Industry partners to participate on advisory committee	STEM faculty, department chairs/ program directors and administration		October – November 2020
Present as Informational Item	Curriculum Committee, Academic Senate, College Council		February 2021
Develop training for faculty and classified staff	Advisory Committee, Administration	Consultants (Bakersfield Program Staff)	February 2021
Recruit students: Review existing applications of students with declared majors in the identified STEM programs, Outreach to high schools, STEM dual enrollment classes,	HS Outreach Specialist, Counselors	Grant funding Researcher to perform query to identify eligible students	July 2021
Orientation	Cohort Faculty members, Counselors	Grant funding	August 2021
Implementation of Cohort First Semester Schedule	Cohort Faculty members, Counselors	Grant funding (Stipends for students)	Fall 2021

## **Anticipated Impact on Student Learning and Achievement**

The overarching anticipated impact of these projects is to make progress in closing the achievement gap that exists for Latinx and Black American students. The College intends to achieve the following specific outcomes:

- Increase graduation rates among Latinx and Black American students by 15 percent in two years.
- Decrease the average number of years that it takes Merritt students to graduate by 30 percent in two years.
- Strengthen the partnership between Merritt and OUSD schools with the result that more than 15 percent of students participating in the Career Exploration Summer Academy will enroll in one these programs at Merritt after they graduate from high school.
- Double the number of non-White students that graduate in STEM fields in two years.

## **Outcome Measures**

The College will measure the success of the four Quality Focus Essay action plans by the following metrics:

***Action Plan 1:*** Student success rates, graduation rates, transfer rates, semesters enrolled

***Action Plan 2:*** Increased enrollment among target audiences, retention and graduation rates of students that enrolled as a result of the marketing campaign

***Action Plan 3:*** Increased enrollment in the Administration of Justice, Emergency Medical Technician, Fire Sciences, and Paralegal Studies programs as a direct result of the summer exploration program.

***Action Plan 4:*** Enrollment, graduation and transfer rates of Black American and Latinx students in STEM programs