



Merritt
College

Follow-up Report



Submitted by

MERRITT COLLEGE

12500 CAMPUS DRIVE • OAKLAND, CA 94619

Submitted to

**ACCREDITING COMMISSION FOR COMMUNITY AND
JUNIOR COLLEGES, WESTERN ASSOCIATION OF
SCHOOLS AND COLLEGES**

Date submitted

March 15, 2013

Follow-Up Report – Certification Page


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

From:

Dr. Norma Ambriz-Galaviz
Merritt College
12500 Campus Drive Oakland, CA 94619


I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

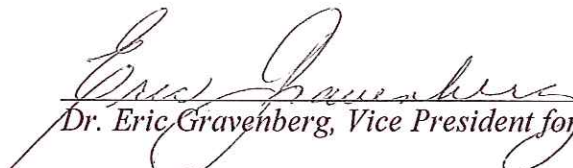
Signatures:


Dr. Norma Ambriz-Galaviz, Merritt College President
3-4-13
Date


Cyril Gulassa, President, Peralta Board of Trustees
3/11/13
Date


Dr. José M. Ortiz, Peralta Community College District Chancellor
3-11-13
Date


Anita M. Black, Interim Vice President of Instruction,
Accreditation Liaison Officer
2/27/13
Date


Dr. Eric Gravenberg, Vice President for Student Services
2/27/13
Date


Dr. Tae-Soon Park, Academic Senate President
2/27/2013
Date


Dr. Jennifer Shanoski, Peralta Federation of Teachers Representative
3/5/2013
Date

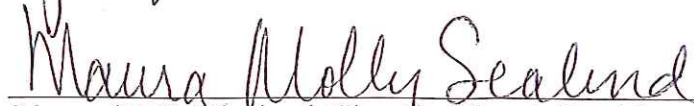

Maura (Molly) Sealund, Classified Senate President
2-27-2013
Date

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Merritt College Overview

Founded in 1954, Merritt College is a comprehensive two-year community college, one of four colleges in the Peralta Community College District. Merritt College is strategically placed, nestled atop the beautiful Oakland hills in one of the most dramatic natural settings in Northern California. The College offers students the opportunity to study on a campus that lays claim to a breathtaking, panoramic horizon view of the entire metropolitan, San Francisco Bay area and the landmark Golden Gate Bridge. Merritt is accessible by car from most East Bay highways or by public transportation. Commuters may travel from the Bay Area Rapid Transit (BART) Fruitvale Station and connect to the Alameda-Contra Costa (AC) Transit Bus Line, Route 54, which drops off and picks up passengers at the front pathway to the campus.

The Merritt College campus is located on 125 acres of land and houses ten constructed buildings: five are dedicated to classrooms and laboratories, and five accommodate support services for students, college operations, and administrative services offices. The College's modern athletic facilities include an updated gymnasium for basketball; a regulation-size turf field stadium for soccer, track, and rugby games; two standard and one junior size soccer field; and, six tennis courts. All are open for community use through facilities rental when not in use by the College and its students.

Merritt College serves more than 6,000 students each year and plays an integral role in meeting the educational needs of a diverse student population in an immense, industrious, urban community. The College offers day and evening transfer associate degree programs, career/vocational/technical associate degree and certificate programs, and basic skills education taught by dedicated faculty and supported by professional staff and administrators. Merritt also offers required general education courses needed for transfer and foundational prerequisites for career/vocational/technical programs including Nursing, Allied Health related fields (Radiologic Science, Nutrition, and Dietetics), Administrative Justice, Child Development, Community Social Services/Substance Abuse Counseling, Landscape Horticulture, Environmental Hazardous Materials Technology, Business, Real Estate, Environmental Management, Paralegal Studies, and Restoration Technology.

Statement on Report Preparation

Merritt College submitted a Midterm Report to the Accreditation Commission for Community and Junior Colleges (ACCJC) on March 15, 2012. At the ACCJC June 6-8, 2012 Commission Meeting, Merritt College was “Continued on Warning” on the basis of the submitted Midterm Report. The College President was notified of the Commission’s Action in a letter dated July 2, 2012 that stated: “. . . while evidence identifies progress, the District/Colleges have not achieved compliance with Standard III.D and Eligibility Requirements #5 and #17. Specifically, the District/Colleges do not demonstrate the fiscal capacity to adequately support quality student learning programs and services. Therefore, in order to meet Standards and Eligibility Requirements, the District/Colleges must evaluate the impact of financial decisions on educational quality and implement actions to resolve any deficiencies.”

The Commission asked the College to fully evaluate “. . . the impact of recent District financial decisions on the College’s ability to sustain educational programs and services . . .” and to provide clarity regarding “. . . the specific impact the reductions or changes had and what the future impact of those reductions and changes would be at the college. The College’s response should include an analysis of staff sufficiency and the quality of educational programs and services before and after budget reductions with sufficient detail and evidence to evaluate the impact of these reductions on the overall educational quality of the College. The College should describe how it intends to deal with any resulting negative impact.”

The Commission’s Action Letter to Merritt College specified responses to three District level Commission Recommendations and one College level Commission Recommendation as follows:

District Response

- Commission Recommendation 2 and Eligibility Requirement #18
- Commission Recommendation 3 and Eligibility Requirement #17
- Commission Recommendation 4 and Eligibility Requirement #3

College Response

- Commission Recommendation 5 and Eligibility Requirements #5 and #17

The College initiated meetings beginning July 2012 in response to the ACCJC Commission Action letter. Interim President, Dr. George Herring and Interim Vice President of Instruction and Accreditation Liaison Officer (ALO), Anita M. Black immediately convened a group of faculty, staff, and administrators to develop a plan to address Recommendation 5 and to update, revise, and align the College’s Integrated Planning and Budgeting model with the District’s calendar for budget development. At the same time, the Presidents of the four Colleges in the Peralta Community College District and District Administrative Officers began meeting with Chancellor Wise Allen to formulate planning processes for District and College level responses to all of the Commission Recommendations.

Effective June 30, 2012, Dr. Wise Allen, Chancellor of the Peralta Community College District retired, and Dr. José M. Ortiz assumed the Chancellor’s position July 1, 2012. Dr. Ortiz continued meetings with the College presidents and District-level administrative officers to

facilitate District and College responses to the Commission Action letter Recommendations, to support collaborative and coordinated planning processes, and to synchronize timelines for the preparation of March 15, 2013 Follow-Up Reports to the Commission.

In September 2012, Merritt's Interim President, Dr. George Herring stepped down. While the District and College commenced the search process for a new, permanent President to assume leadership responsibilities for Merritt College by January 2013, Dr. Patricia Stanley was appointed to lead the institution and served as Merritt's Interim President through January 2013.

September 12, 2012 marked the first formal fall term "Kick-Off" meeting of the College's Accreditation Committee the composition of which includes key faculty, staff, and administrators. President Stanley outlined the important charge of the committee's work and responsibilities. Anita M. Black, Interim Vice President of Instruction and ALO, led the meeting, distributed a calendar, and proposed a schedule for completion of the first draft of the Merritt College March 2013 Follow-Up Report by December 12, 2012. The schedule allowed for adequate committee planning, the establishment of a team writing process, dissemination and affirmation of the draft report via the College's Shared Governance Committee structures, and submission of a first draft of the report to the District Office by December 12, 2012. The schedule and deadline for the first draft of the report were amended for an earlier submission date of December 1, 2012.

Throughout the fall 2012 semester, the Merritt College Accreditation Committee adhered to the committee planning process and any changes to the meeting schedule. The committee experienced several starts and stops while formulating a structured plan for an effective written response to Commission Recommendation 5 and Eligibility Requirements #5 and #17. In the end, those starts and stops in the planning and writing process paid off, resulting in a refined, detailed and thorough analysis and writing framework for Merritt College to *fully* evaluate the impact of the District and Merritt's financial decisions regarding the College's ability to sustain quality educational programs and services. As an added value, these stops and starts strengthened the Accreditation Committee's five-year analysis of the College's fiscal resources and review of the impact of budget cuts and changes over a three-year fiscal period. In addition, the in-depth analysis of institutional financial resources allowed college constituencies to use findings and results as the impetus for identifying strategies to improve the College's integrated planning, budgeting, decision-making processes, and overall institutional effectiveness.

On January 17, 2013 during the spring Merritt College Flex Day Professional Development Program for faculty and staff, the draft report was disseminated college wide and Anita M. Black, Vice President of Instruction and ALO, and Dr. Audrey Trotter, Faculty, Co-Chair of the Accreditation Follow-Up Report, made a presentation to the College community on the preparation of the report, findings, and next steps in the process for finalizing the report. Accreditation Committee members were also formally introduced and acknowledged for their individual contributions. Faculty and staff were asked to review the draft and to provide feedback on the accuracy of data and information included in the report. The College's shared governance committees also began to meet and to evaluate the report through formal committee procedures. At the same time, the editor, Dr. Chriss Warren Foster began the final steps in the

editing of the report prior to submission for a first reading and then final approval by the Chancellor and Peralta Community College District Board of Trustees.

Between September and December 2012, Interim President Patricia Stanley and Interim Vice President of Instruction and ALO Anita M. Black continued to participate in regularly scheduled District level Accreditation Committee meetings. Participants included District Administrative Leaders, the College President, and ALOs from all four Colleges in the Peralta Community College District. These meetings prompted continued sharing of ideas and district wide collaboration in concert with the preparation of the college Follow-Up Reports. In January 2013, President Norma Ambriz-Galaviz joined Anita M. Black in the District and College level meetings through the submission of the final report.

Dr. Norma Ambriz-Galaviz
President
Merritt College

Evidence for Statement on Report Preparation

Document Number	Document	Link	Page(s)
SRP.01	Merriitt College Accreditation Committee Meeting Agendas	http://www.merriitt.edu/sites/default/files/content/accreditation_committee_meeting_agendas.doc.pdf	5,6
SRP.02	Merriitt College Accreditation Committee Meeting Minutes	http://www.merriitt.edu/sites/default/files/content/accreditation_committee_meeting_minutes.pdf	5,6
SRP.03	Merriitt College Midterm Report, March 15, 2012	http://www.merriitt.edu/sites/default/files/content/merriitt-midterm-report-march-15-2012.pdf	6
SRP.04	Merriitt College Spring January 17, 2013 Professional Development Flex Day Presentation PPT on by Anita M. Black and Dr. Audrey Trotter	http://www.merriitt.edu/sites/default/files/content/merriitt_college_january_17_2013_professional_development_flex_day_ppt_presentation_by_anita_m._black_and_dr._audrey_trotter.pdf	6
SRP.05	Peralta Colleges Accreditation March 15, 2013 Follow-Up Report Timeline	http://www.merriitt.edu/sites/default/files/content/pccd_accreditation_march_15_2013_follow-up_report_timeline.pdf	6

Report prepared by

Anita M. Black, Interim Vice President of Instruction, Accreditation Liaison Officer
Dr. Patricia Stanley, Interim President
Dr. Audrey Trotter, Faculty, Co-Chair, Accreditation Follow-Up Report
Dr. Chriss Warren Foster, Faculty, Editor, Accreditation Follow-Up Report

College Accreditation Committee

Alexis Alexander, Disabled Students Program and Services (DSP&S) Faculty, Curriculum and Instructional Council (CIC) Chair, Distance Education Coordinator, Technology Committee, College Webmaster
Sinead Anderson, Associated Students of Merritt College (ASMC) President
Anita M. Black, Interim Vice President of Instruction, Accreditation Liaison Officer (ALO)
Marilyn Bull, Classified Staff Assistant/Administration (Grants), Division II
Dr. Dettie Del Rosario, Interim Business and Administrative Services Manager
Ann Elliott, Faculty, English Department Co-Chair, Student Learning Outcomes Assessment Committee (SLOAC) Chair, Basic Skills Initiative Coordinator
Dr. Chriss Warren Foster, Faculty, English, Psychology
Chris Grampp, Faculty, Landscape Horticulture Chair
Ronald Grant, Faculty, Real Estate, Business/CIS/Economic/Real Estate Department Chair
Dr. Eric Gravenberg, Vice President of Student Services
Dr. Gina La Monica, Dean of Workforce Development and Applied Sciences, Division II
Lorna Pascual, Classified Staff, Learning Center Coordinator
Dr. Tae-Soon Park, Faculty, Mathematics, Mathematics and Physical Sciences Department Chair, Academic Senate President, Peralta Federation of Teachers Vice President
Dr. Mario Rivas, Faculty, Psychology
Dr. Stacy Thompson, Dean of Academic Pathways and Student Success, Division I
Alejandria Tomas, Classified Staff, Staff Assistant Title III Grant Project
Maura “Molly” Sealund, Classified Staff, Science Laboratory Technician, Landscape Horticulture, Classified Senate President
Teresa Sublett, Faculty, Real Estate
Dr. Audrey Trotter, Faculty, Education/Learning Resources, Learning Center Director, Title III Grant Project Director
Dawn Williams, Faculty, Associate Degree Nursing Program Director
Dera Williams, Classified Staff, Staff Assistant/Administration, Office of Instruction

District Response to Commission Recommendation 2

Commission Recommendation 2:

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

Although the District has resolved a significant number of the audit findings from prior audits, a number of audit findings remain unresolved. The remaining audit findings need to be resolved by March 15, 2013.

Response

The origin of this Commission recommendation dates back to November 18, 2009 at which time the District had a number of audit findings that needed to be addressed. These audit findings included developing a timely and balanced annual budget, closing the financial books accurately and in a timely manner, concluding and releasing the annual audit within the timeframes required by State and Federal agencies, developing and implementing a short and long term funding plan for Other Post Employment Benefit (OPEB) related liabilities, and successfully implementing corrective action plans addressing the growing number of audit findings identified by external auditors. Since November 18, 2009, Peralta has successfully addressed all identified audit findings.

- In September 2010, 2011, and 2012 the Board of Trustees adopted a balanced budget within the required State timeframe and District budget calendar.
- The District closed its fiscal year end June 30, 2010 financial records accurately and in a timely manner and that allowed the audit to be completed prior to December 31, 2010 as required by the State.
- In the spring of 2011, the District constructed and began to implement in the fall of 2011 the short term funding mechanism for its OPEB related liabilities.
- In the fall of 2012, the District completed its long term funding plan that will fully fund and pay for its OPEB related liabilities. Implementation of the plan is underway and expected to be completely implemented by fall of 2015.
- In its fiscal year 2009 audit report, the District had 53 audit findings. In its fiscal year 2012 unqualified audit report, released on December 5, 2012, the District has 8 audit findings. None of these 8 compliance related audit findings are material weaknesses, nor do they identify any questioned costs, and all audit findings have been addressed prior to March 15, 2013.

Within the correspondence from the Department of Education (DOE) regarding Audit Control Number 09-2009-10795, the DOE memorialized previous communications between the DOE and the District's Vice Chancellor for Finance and Administration regarding audit finding 2009-31. Audit finding 2009-31 noted that the District had not closed its financial ledgers in a timely manner and that the audit had not been completed within nine months of the end of the fiscal year. Further, the auditor recommended that the District implement a reporting calendar that provides for timely closing of the District financial ledgers and completion of the audit and related required filings. This communication concludes with the DOE accepting the District's response, which indicated that corrective actions were being taken to ensure compliance and would prevent the recurrence of this particular audit finding.

Through the implementation of these corrective actions, the auditors noted within the District's 2010 annual audit report that this finding had been corrected and all corrective actions implemented (see page 24 and 25 of the Single Audit Report 2010 as provided in the Evidence documents). Further, the District has successfully closed its books and issued its 2011 and 2012 annual financial reports within the State and Federal required timelines. The District has resolved the DOE's Audit Control Finding (09-2009-10795).

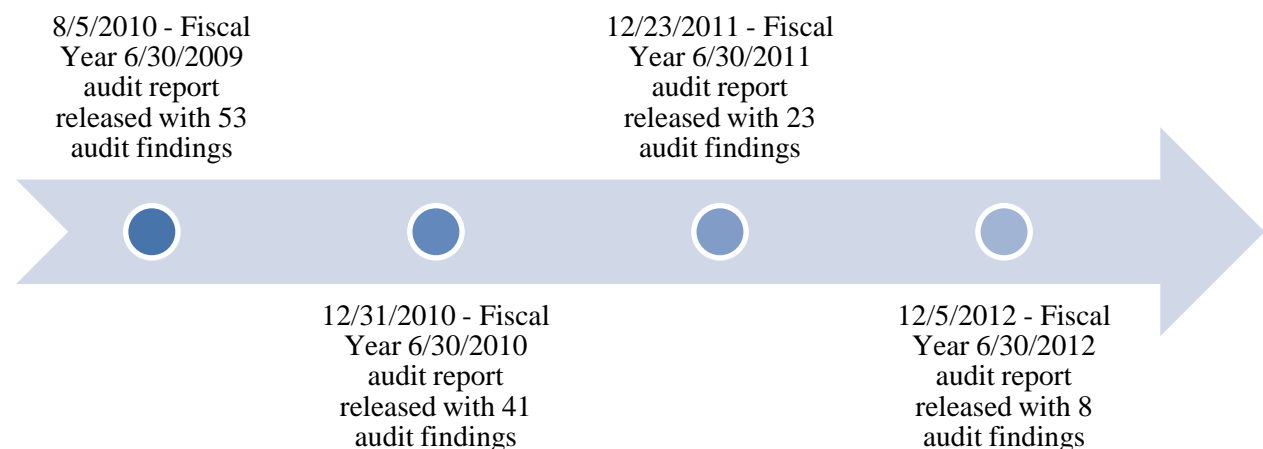
The District continues to make significant progress towards resolving all outstanding audit findings noted within the annual audited financial reports for the last four fiscal years (2009, 2010, 2011, and 2012). Audit findings typically represent items the external auditors have determined, through the course of conducting their audit, involve deficiencies in internal controls that could result in material misstatements in the District's financial statements. The major types of audit findings are: 1) financial accounting and reporting related, 2) non-compliance with Federal Single Audit requirements, and 3) non-compliance with State program laws and regulations. Further, audit findings are then classified in terms of severity either as Material Weaknesses (most severe) or Significant Deficiencies (least severe).

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The table below provides an overview of the number and types of findings reported within the last four annual financial reports.

Types and Classification of Findings - 4 Year History				
Type of Audit Findings	2011-12	2010-11	2009-10	2008-09
Financial Accounting and Reporting Audit Findings	0	12	25	30
Single Audit Findings	4	7	9	13
State Compliance Audit Findings	4	4	7	10
Total Audit Findings	8	23	41	53
Classification of Audit Findings				
Material Weaknesses	0	5	17	19
Significant Deficiencies	8	18	24	34
Total Audit Findings	8	23	41	53

Given that the fiscal year 2008-09 audit report was released on August 5, 2010, the District had expeditiously taken corrective actions to fully address 49 of the 53 audit findings contained in the 2009 audit report within a period of 28 months.



In a concerted and focused effort towards addressing Recommendation 2 and Eligibility Requirement #18, the District has reduced the overall number of audit findings from 53 to 8 and completely eliminated all previous audit findings classified as material weaknesses (this was strategic, as they are more severe by nature and often require more resources and time to implement corrective action). Further, of the existing 8 audit findings, none indicated that the District misappropriated or misspent any funds on activities outside of the funding terms and

conditions associated with the funding source, and there are no questioned costs that would require the District to return any funds.

Further, evidence supporting the District's concerted effort to resolve audit findings as they are identified can be seen through the analysis of the District's Measure A General Obligation Bond Funds (Proposition 39 bond) financial and performance audits for fiscal years 2010 through 2012. Contained within the June 30, 2010 audit report were 5 audit findings specific to the Measure A Bond Fund. The subsequent year's audit report, June 30, 2011, contained 2 audit findings. Lastly, the June 30, 2012 audit report contained no audit findings.

The District continues to track and monitor the status and progress made on each of the 8 existing audit findings through the use of a Corrective Action Matrix (CAM). The CAM is a living document; it is constantly changing to reflect the status and continual progress made toward resolving the various findings. The CAM is also used as a tool to assign accountability and responsibility (Responsibility/Point) to managers for implementing corrective action specific to each audit finding within a defined time frame (Due Date). The CAM dated January 3, 2013, is provided below.

2011-12 Audit Findings					
Audit Finding Number	Corrective Action	Responsibility /Point	Due Date	Status	Systematic/ Source Integration
2012-1 TIME AND EFFORT REPORTING Prior year audit finding 2011-14	Develop procedures and controls over compliance, specifying how and when time certification processes are to be completed.	Responsible: Vice Chancellor for Finance and Administration Point: Associate Vice Chancellor for Finance	February 28, 2013	The District has developed the necessary procedures. The cause for the reoccurrence of this audit finding is due to time and effort certifications not being completed and submitted in a timely manner to the Finance Department. As a result, timelines have been added to existing procedures.	Currently performed manually with future plans to automate through the implementation of a time and effort module. The implementation will begin after the PeopleSoft Upgrade project has concluded (projected for spring 2013).

2011-12 Audit Findings					
2012-2 PROCUREMENT, SUSPENSION, AND DEBARMENT Prior year audit finding 2011-15	Verify entities contracted with for services are not suspended or debarred.	Responsible: Vice Chancellor for Finance and Administration Point: Director of Purchasing	January 31, 2013	The District has implemented a procedure in which verification of the entities contracted with for services are not suspended, debarred, or otherwise excluded from providing services.	Completed - Procedure created and implemented. Training is ongoing.
2012-3 FINANCIAL REPORTING	Develop and implement procedures to ensure all financial reports are reviewed at the District prior to submission to the granting agencies.	Responsible: Vice Chancellor for Finance and Administration Point: Associate Vice Chancellor for Finance	January 31, 2013	Completed.	Procedures and calendars have been developed and input sought by constituents, training has been held to educate users on the appropriate procedures.
2012-4 EQUIPMENT MANAGEMENT Prior year audit finding 2011-17	With the newly developed procedures in place and bi-annual inventory taken, procedures have been implemente d that	Responsible: Vice Chancellor for Finance and Administration Point: Director of Purchasing	February 28, 2013	Procedures have been developed and implemented.	Operational procedures have been developed have been implemented.

	distinctively tag equipment purchased with federal grant funds. Completed.				
2011-12 Audit Findings					
2012-5 STUDENTS ACTIVELY ENROLLED Prior year audit finding 2011-20	Procedures written to allow the Admissions and Records Office to identify the rosters that were not properly turned in by instructors. The Admissions and Records Office will follow up with instructors on requirements to identify students who are not enrolled.	Responsible: Chancellor Point: Vice Chancellor of Educational Services, Vice Chancellor of Student Services and Vice Chancellor for Finance and Administration	March 15, 2013	Procedures have been developed and implemented that allow Admission and Records Office to identify the rosters that have been turned in by the instructors to determine completeness and accuracy.	Training by Staff Development Coordinator of Faculty on the correct use of rosters and grade reports. Regular follow up with instructional staff and administration on the campus. Regular reports distributed to Presidents.
2012-6 CONCURRENT ENROLLMENT	Update Admissions and Records system and processes so that all special admit/concurrent enrollment forms are properly	Responsible: Chancellor Point: Vice Chancellor of Student Services	March 15, 2013	Departmental procedures and processes have been developed and will be implemented to ensure all supporting documents are retained and on filed.	Procedures developed and implemented.

	retained and filed for inspection and review.				
2011-12 Audit Findings					
2012-7 RESIDENCY DETERMINATION FOR CREDIT COURSES	The District should implement a procedure within Admissions and Records that effectively monitors the information provided by students through the CCCApply program to ensure that all students' residency determination are properly reported.	Responsible: Chancellor Point: Vice Chancellor of Student Services	March 15, 2013	The District has implemented procedures within Admissions and Records that effectively monitor the information provided by CCCApply to ensure that all students' residency status are properly reported and documented.	Procedures developed and implemented.
2012-8 CALWORKS – REPORTING	Existing procedures are currently being reevaluated for internal control purposes.	Responsible: Chancellor Point: Vice Chancellor for Finance and Administration	February 28, 2013	Procedures have been assessed for points of failure and new controls have been implemented that will ensure all reports are reconciled to the general ledger prior to submission to the State.	Procedures have been evaluated and assessed. Changes have been incorporated to prevent the reoccurrence of this audit finding.

The District is confident that with time and devoted resources it will continue to fully implement solutions to correct all future audit findings that may arise, in a manner similar to the progress that has been made within the last 28 months. Further and perhaps most importantly, the District strongly believes that it has demonstrated that the institutional culture is now one of recognizing the value of audit findings as a form of annual assessment and continuous improvement.

All evidence documents can be accessed at the following web site:

<http://web.peralta.edu/business/march-2013-accreditation-supporting-documents/>

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Evidence for District Response to Commission Recommendation 2

All evidence documents for Commission Recommendation 2 may be accessed at the following web site:

<http://web.peralta.edu/business/march-2013-accreditation-supporting-documents/>

Document Number	Document
D2.1	Annual Financial Audit Report 2009
D2.2	Annual Financial Audit Report 2010
D2.3	Single Audit Report 2010
D2.4	Annual Financial Audit Report 2011
D2.5	Annual Financial Audit Report 2012
D2.6	2011 Audit Schedule Planning document
D2.7	Board 11-10-11 Special Workshop Agenda
D2.8	Board Retreat Audit Training PPT 11-10-11
D2.9	Asset Management Module Implementation 7-19-11
D2.10	Asset Management Implementation 9-27-11
D2.11	311-A, 9-27-11
D2.12	311-A, 10-09-12
D2.13	Department of Education and Report – May 20, 2011
D2.14	VTD Audit Completion/ Confirmation Letter 12-27-11
D2.15	Measure A General Obligation Bonds 2010 Audit Report
D2.16	Measure A General Obligation Bonds 2011 Audit Report
D2.17	Measure A General Obligation Bonds 2012 Audit Report

District Response to Commission Recommendation 3

Commission Recommendation 3:

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

The District has secured modifications to the collective bargaining contracts resulting in a soft cap on retiree benefits. The District must demonstrate its ability to maintain its fiscal stability over the long term (beyond three years) and assess the impact of the new revenue achieved through the passage of the parcel tax.

Response

The Peralta Community College District has ensured fiscal accountability, stability, and solvency within the last three fiscal years (2010-11, 2011-12, and 2012-13). During this period the District has:

- Negotiated with all three collective bargaining groups a variable rate cost cap on District paid medical and health care benefits;
- Implemented a monthly financial closing process through which detailed monthly financial reports are disseminated and provide the District with the capability to continuously monitor and assess its fiscal capacity;
- Implemented new Board Policies and Administrative Procedures that establish minimum standards and accountability for budget preparation and funding;
- Implemented a revised District's Budget Allocation Model (BAM) that is in the process of being implemented for fiscal year 2012-2013; and
- Included Measure B – Parcel Tax revenue within the District's annual planning and budgeting development cycle.

The results of these efforts and accomplishments can most notably be seen by reviewing a financial history of the Unrestricted General Fund. A five (5) year financial history of the Unrestricted General Fund is presented below.

Peralta Community College District										
5 Year History - Unrestricted General Fund										
	2008 Actuals	2009 Budget	2009 Actuals	2010 Budget	2010 Actuals	2011 Budget	2011 Actuals	2012 Budget	2012 Actuals	2013 Budget
Revenue										
Federal Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 602	\$ -	\$ -	\$ -
State Revenue	\$ 72,329,303	\$ 76,225,547	\$ 75,427,527	\$ 70,713,457	\$ 68,917,049	\$ 71,937,477	\$ 70,005,389	\$ 68,787,411	\$ 68,787,411	\$ 60,259,454
Local Revenue	\$ 35,855,988	\$ 36,239,542	\$ 39,522,106	\$ 36,324,870	\$ 41,186,950	\$ 40,434,922	\$ 42,419,357	\$ 35,981,818	\$ 35,981,818	\$ 40,590,674
Trans Res Revenue	\$ 5,533,368	\$ 5,533,400	\$ 5,669,473	\$ 5,600,000	\$ 5,800,000	\$ 10,025,119	\$ 10,153,021	\$ 10,000,000	\$ 8,093,251	\$ 11,398,445
Total Revenues	\$ 113,718,659	\$ 117,998,489	\$ 120,619,106	\$ 112,638,327	\$ 115,903,999	\$ 122,397,518	\$ 122,578,369	\$ 114,769,229	\$ 112,862,480	\$ 112,248,573
Expenses										
Full Time Academic	\$ 19,159,786	\$ 23,726,158	\$ 19,441,988	\$ 19,592,728	\$ 18,418,115	\$ 17,162,222	\$ 18,092,673	\$ 17,361,315	\$ 17,054,078	\$ 18,337,084
Academic Admin	\$ 4,295,869	\$ 4,692,605	\$ 4,569,042	\$ 4,752,327	\$ 5,099,179	\$ 4,184,893	\$ 3,977,847	\$ 3,308,304	\$ 3,349,414	\$ 3,246,146
Other Faculty	\$ 4,746,628	\$ 5,990,861	\$ 5,574,369	\$ 5,381,757	\$ 5,693,725	\$ 4,986,186	\$ 5,365,713	\$ 5,090,598	\$ 4,884,485	\$ 5,530,538
Part Time Academic	\$ 18,620,702	\$ 12,764,094	\$ 20,040,453	\$ 16,103,883	\$ 16,873,103	\$ 16,760,936	\$ 16,059,694	\$ 12,860,104	\$ 14,891,651	\$ 7,303,337
Classified Salary	\$ 22,217,910	\$ 23,698,045	\$ 23,597,480	\$ 22,503,886	\$ 21,910,775	\$ 20,849,293	\$ 21,527,145	\$ 20,230,169	\$ 19,535,310	\$ 20,726,247
Fringe Benefits	\$ 25,471,935	\$ 28,229,465	\$ 26,886,126	\$ 24,459,187	\$ 30,732,936	\$ 35,685,747	\$ 34,971,405	\$ 34,131,564	\$ 33,656,397	\$ 37,573,118
Books, Supplies, Service	\$ 15,763,462	\$ 16,604,476	\$ 18,115,066	\$ 18,043,609	\$ 15,305,158	\$ 17,026,357	\$ 14,863,344	\$ 14,676,590	\$ 13,389,390	\$ 13,646,073
Equipment Cap Outlay	\$ 196,542	\$ 172,728	\$ 143,374	\$ 151,803	\$ (1,026,809)	\$ 247,053	\$ 175,589	\$ 182,057	\$ 159,534	\$ 151,157
Transfers Out	\$ 4,617,216	\$ 4,233,095	\$ 4,816,966	\$ 3,676,696	\$ 4,862,006	\$ 5,494,831	\$ 4,670,296	\$ 5,622,219	\$ 5,622,219	\$ 4,719,658
Leave Banking	\$ -	\$ 5,309,944	\$ -	\$ 137,173	\$ 6,713	\$ -	\$ -	\$ 965,166	\$ -	\$ 1,015,215
Total Expenses	\$ 115,090,050	\$ 125,421,471	\$ 123,184,864	\$ 114,803,049	\$ 117,874,901	\$ 122,397,518	\$ 119,703,706	\$ 114,428,086	\$ 112,542,478	\$ 112,248,573
Revenues Over(Under)										
Expenditures	\$ (1,371,391)		\$ (2,565,758)		\$ (1,970,902)		\$ 2,874,663		\$ 320,002	

Prior to fiscal year 2010-2011, the District had a recent history of deficit spending that had caused the Unrestricted Fund Balance to drop by \$6.6 million, from \$15.5 million in fiscal year 2007-08 to \$8.9 million in fiscal year 2009-2010. This deficit spending was caused, in part, by significant workload reductions imposed by the State, as well as the escalation in medical benefit costs for active and retired employees. Through the accomplishments noted above, the District is better positioned and more adept at responding to these and other (un)certainities that will ensure that the fiscal stability of the Colleges and District are not placed at risk.

Collective Bargaining Changes to Medical and Dental Benefits

The Peralta Community College District negotiates with three recognized employee bargaining units. Those bargaining units are Service Employees International Union (SEIU) Local 1021, International Union of Operating Engineers (IUOE) Local 39, and California Federation of Teachers Local 1603 (Peralta Federation of Teachers). Prior to July 1, 2012, active employees and eligible dependents were able to participate and obtain medical and dental coverage in the District's sponsored plans without any employee contributions. Employees hired on or before June 30, 2004 are eligible to receive District paid benefits for the duration of the employee's life. Employees hired after June 30, 2004 who retire from the District are eligible to receive District paid benefits until the age of 65, at which time the employee would then have coverage under Medi-Cal/Medicare as the primary source of medical coverage with the District's coverage becoming secondary.

Effective July 1, 2012, the District and the three bargaining units successfully negotiated numerous changes including plan design changes, employee contributions and the incorporation of a variable rate cap limiting the amount the District pays for medical and dental benefits.

The plan design changes for medical plans introduces a midlevel self-funded medical plan which provides the same level of benefits as the District's traditional self-funded plan, but exclusively utilizes the network provided by Anthem Blue Cross. The District continues to offer its traditional self-funded PPO plan which allows employees to see practitioners outside of the

Anthem Blue Cross network, but employees now have to pay the premium difference between this mid-level plan and the traditional PPO plan. In addition to this plan design change, employees who choose the mid-level self-funded medical plan are now required to pay monthly: \$15 for employee only coverage; \$30 for employee + dependent coverage; and \$45 for employee + family coverage. Employees who choose the traditional self-funded PPO plan are required to pay monthly the difference between the monthly premium cost to the District for the mid-level plan and the monthly premium cost to the District for the traditional PPO cost. The District continues to offer the Kaiser plan free to employees. Copies of the agreements with the respective unions are provided as Evidence documents. Additionally, the two tables below provide cost data based upon these plan design changes.

2012-13	MONTHLY			ANNUAL			PFT AND ADM AND L1021
	Kaiser	PPO Lite	PPO Traditional	Kaiser	PPO Lite	PPO Traditional	
Single	622.64	666.55	729.10	7,471.68	7,998.60	8,749.20	Assumption for this spreadsheet
EE +1	1,245.27	1,489.24	1,628.99	14,943.24	17,870.88	19,547.88	PFT & ADM Schedule with \$26,848 cap
EE + 2 or more	1,762.06	2,237.32	2,447.27	21,144.72	26,847.84	29,367.24	
EMPLOYER OBLIGATION							
	Kaiser	PPO Lite	PPO Traditional	Kaiser	PPO Lite	PPO Traditional	
Single	622.64	651.55	666.55	7,471.68	7,818.60	7,998.60	PPO lite = Rate - \$15 for single
EE +1	1,245.27	1,459.24	1,489.24	14,943.24	17,510.88	17,870.88	PPO lite = Rate - \$30 for +1
EE + 2 or more	1,762.06	2,192.32	2,237.32	21,144.72	26,307.84	26,847.84	PPO lite = Rate - \$45 for +2
							PPO Traditional = Rate - Traditional Rate
2012-13	MONTHLY			ANNUAL			L39
	Kaiser	PPO Lite	PPO Traditional	Kaiser	PPO Lite	PPO Traditional	
Single	609.25	648.22	710.40	7,311.00	7,778.64	8,524.80	Assumption for this spreadsheet
EE +1	1,218.50	1,448.29	1,587.22	14,622.00	17,379.48	19,046.64	L39 and L1021 Schedule with \$26,600 CAP
EE + 2 or more	1,724.18	2,175.80	2,384.52	20,690.16	26,109.60	28,614.24	savings from \$26,848 cap to be used to offset CAP/ee share of dental costs (\$248)
EMPLOYER OBLIGATION							
	Kaiser	PPO Lite	PPO Traditional	Kaiser	PPO Lite	PPO Traditional	
Single	609.25	633.22	666.21	7,311.00	7,598.64	7,994.52	PPO lite = Rate - \$15 for single
EE +1	1,218.50	1,418.29	1,475.54	14,622.00	17,019.48	17,706.48	PPO lite = Rate - \$30 for +1
EE + 2 or more	1,724.18	2,130.80	2,216.73	20,690.16	25,569.60	26,600.76	PPO lite = Rate - \$45 for +2
							PPO Trad Single = Rate - EE contribution \$44.19
							PPO Trad EE +1 = Rate - EE contribution \$111.68
							PPO Traditional = Rate - EE contribution \$167.79

The District and all three collective bargaining units also agreed upon the maximum contribution the District will pay for dental benefits. The District currently provides two dental plans, one with Delta Dental and the other with United Healthcare Dental. For all employees, the maximum District paid benefit is limited to the United Healthcare Dental family rate. For fiscal year 2012-2013 the rates are:

Dental Coverage for Managers & Confidentials (Except Confidentials who elected furlough)			Dental Coverage for Regular Represented Employees in Local 39, 1021, and PFT	
Single Party Coverage	<u>Delta Dental</u>	<u>United Health Care Dental</u>	<u>Delta Dental</u>	<u>United Health Care Dental</u>
Employee Pays	47.34	0.00	0.00	0.00
Peralta Pays	26.95	26.95	74.29	26.95
Total Cost	74.29	26.95	74.29	26.95
Two- Party	<u>Delta</u>	<u>United Health Care</u>	<u>Delta Dental</u>	<u>United Health Care</u>

Coverage	<u>Dental</u>	<u>Dental</u>		<u>Dental</u>
Employee Pays	83.19	0.00	0.00	0.00
Peralta Pays	43.11	43.11	126.30	43.11
Total Cost	126.30	43.11	126.30	43.11
Family Coverage	<u>Delta Dental</u>	<u>United Health Care Dental</u>	<u>Delta Dental</u>	<u>United Health Care Dental</u>
Employee Pays	127.48	0.00	0.00	0.00
Peralta Pays	65.69	65.69	193.17	65.69
Total Cost	193.17	65.69	193.17	65.69

With the incorporation of these plan design changes, employee contributions, and the District paid maximum cap, the ongoing annual projected savings to the District is approximately \$500,000. In addition to this annual savings, the District also will realize long-term savings (or reduction in the long-term liability) as reflected in the reduction of the actuarial determined Other Post Employment Benefit (OPEB) liability. Prior to these changes, the District's actuarial determined OPEB liability was approximately \$221 million. The District has commissioned a new actuarial study to be performed. The final report is expected to be received in February 2013.

Implementation of Monthly Financial Closing and Financial Reporting

Prior to fiscal year 2010-2011, the District did not have consistent and reliable financial reporting mechanisms upon which the administration could comfortably rely upon for budget monitoring and decision making. Beginning in the fall of 2010, the District began building and implementing these mechanisms and structures. It is now within the District Finance Department's operational procedures where no later than the 15th of the subsequent month the previous month is closed (soft close) and financial reports (budget variance reports and payroll reports) are disseminated to College and District administration for analysis, review, and decision making. Included in this response, as evidence, are the monthly financial reports that have been disseminated for the last two years.

Policies and Procedures for Budget Preparation and Funding

As part of its effort to ensure fiscal stability and accountability, the District has undertaken an extensive effort to revise applicable policies, administrative procedures and processes that define the manner and timelines in which the annual budget is developed, vetted, and adopted by the Board of Trustees. It is through this annual budget development process that the District annually assesses its fiscal capacity and based upon this assessment core budget development principles and assumptions are formed that create the foundation for the annual budget.

This effort to revise the budget development process initially began in June of 2011 when the Board of Trustees approved revised Board Policy 6.02 – Budget Preparation and Administration. As part of the effort to conform to the Community College League of California's (CCLC) format and numbering, Board Policy 6.02 has now become Board Policy 6200 – Budget

Preparation and Administrative Procedure 6200 – Budget Management. The substance has remained the same. (See BP 6200 and AP 6200 in the Evidence documents.)

At the core of BP and AP 6200 is a budget calendar and directives that include assumptions and principles, which are annually approved by the Board of Trustees. These directives affirm the mission of the institution and commitment to follow Peralta's revised Budget Allocation Model (BAM). (See Budget Development Calendar 2012-2013, Budget Assumptions and Principles 2012-13, and Budget Allocation Model (BAM) in the Evidence documents). For the 2012-2013 budget development cycle, the revised and implemented Board Policy, Administrative Procedure, and BAM were utilized for all funds including the Measure B – Parcel Tax Fund. (See Peralta Community College District 2012-2013 Final Budget in the Evidence documents).

Measure B – Peralta Community College District 2012 Parcel Tax

Measure B was a special parcel tax measure approved by the voters on June 5, 2012. The approval provided the District with an annual parcel tax on all parcels located within the District's boundaries in the amount of \$48 per parcel per year for the duration of eight (8) years. The funding is used for maintaining core academic programs, such as Mathematics, Sciences, and English; training students for careers; and preparing students to transfer to four-year universities. A copy of the official ballot language is provided as an Evidence document.

Based upon the number of parcels located within the District's boundaries and the annual parcel tax of \$48 per parcel, the projected annual revenue associated with the parcel tax is approximately \$7.5 million or \$60 million over the life of the tax. The parcel tax assessments began with the 2012-2013 property tax rolls. The District began receiving these funds with the first property tax installment payment on December 15, 2012. The District has budgeted for this new revenue within the 2012-2013 Final Budget, which was adopted by the Board of Trustees on September 11, 2012.

The funding from the parcel tax, per the ballot language, is restricted to maintaining core academic programs, training students for careers, and preparing students to transfer to four-year universities. The commitment to the voters is to maintain the level of services provided and funded for by the State during the previous fiscal year, 2011-2012. During fiscal year 2011-2012, the State funded the District for approximately 17,800 credit FTES. With the passage of Measure B and Proposition 30, the District has increased its FTES target to 18,500 FTES, 700 FTES more than what was funded during the previous fiscal year.

Proposition 30

Included in State's final budget was the assumption that tax initiatives on the November 6, 2012 ballot would be passed by the voters. The passage of these tax initiatives would bring in an estimated \$6 billion in new revenues state-wide and avoid further cuts to education. These tax initiatives took the form of Proposition 30, which was passed by the voters with a 54.7% approval rating. With the passage of Proposition 30, \$210 million will be restored to community colleges with \$5.5 million to Peralta. While this revenue provides only a partial restoration of the approximately \$20 million the District has had to cut from its operating budget within the last

three years, it does provide relief that will enable the District to focus these funds through the planning and budgeting process towards mission critical programs and services focused at serving more of our community.

With the passage of Proposition 30 Peralta will be funded for serving 17,992 full-time equivalent students (FTES) for fiscal year 2012-2013 with the opportunity to serve an additional 175 when additional restoration dollars become available at the State level. More immediately, to serve these additional students the District has begun to add up to 200 strategically selected class sections to our existing spring 2013 schedule of classes. The District is also looking to further promote the spring 2013 schedule to attract additional students.

Conclusion

Through the actions and achievements articulated above, the District has achieved full compliance with Standard III.D and Eligibility Requirement #17. Specific to the concerns identified in this Commission recommendation, the District has achieved long-term fiscal stability both with respect to the Unrestricted General Fund, as well as the Other Post-Employment Benefits (OPEB) Program by successfully negotiating District paid maximum contributions towards medical plans provided to employees and retirees; implementation of a new budgeting model that clearly established timelines, standards, and accountability for budget preparation and ongoing monitoring; implementation of a revised District Budget Allocation Model that focuses on matching available resources with expenditure budgets; and lastly, with the passage of Measure B – Parcel Tax and Proposition 30, the District has begun the process of rebuilding and restoring reductions made in previous years using the newly implemented Budget Allocation Model.

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Evidence for District Response to Commission Recommendation 3

All the evidence documents for Commission Recommendation 3 may be accessed at the following web site:

<http://web.peralta.edu/business/march-2013-accreditation-supporting-documents/>

Document Number	Document
D3.1	Tentative Agreement Between PCCD and SEIU 1021 for July 1, 2012 – June 30, 2015
D3.2	Tentative Agreement Between PCCD and IUOE Local 39 for July 1, 2012 – June 30, 2015
D3.3	Tentative Agreement Between PCCD and PFT 1603 for July 1, 2012 – June 30, 2015
D3.4	Measure B Parcel Tax Ballot Language
D3.5	Peralta Community College 2012-2013 Final Budget (9/11/12)
D3.6	Board Policy 6200, Budget Preparation
D3.7	Administrative Procedure 6200, Budget Management
D3.8	Peralta Community College District Budget Allocation Model
D3.9	Peralta Community College District Budget Development Calendar, 2012-2013
D3.10	Peralta Community College District Budget Assumptions and Principles, 2012-2013
D3.11	Peralta Community College District Budget Development Calendar 2013-14 (Board approved on January 22, 2013)

District Response to Commission Recommendation 4

Commission Recommendation 4:

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

The District has revised a significant number of its Board Policies. This project needs to be completed so that all policies are reviewed and revised as necessary by March 15, 2013.

Response

The District, consistent with Eligibility Requirement #3 and Standard IV.B, has reviewed and revised all Governing Board policies and district administrative procedures. The District, under the leadership of the Governing Board and the Chancellor, adopted a comprehensive approach to policy and procedure review through the utilization of the Community College League of California (CCLC) framework for policies and procedures. This approach involved renumbering and transitioning the existing District Board Policy Manual to the CCLC framework, eliminating any unnecessary policies and procedures, as well as adopting some new policies and procedures.

In aligning Board policies and District administrative procedures with the CCLC framework, all policies and procedures are grouped into seven (7) chapters:

- Chapter 1: The District
- Chapter 2: The Board of Trustees
- Chapter 3: General Institution
- Chapter 4: Academic Affairs
- Chapter 5: Student Services
- Chapter 6: Business and Fiscal Affairs
- Chapter 7: Human Resources

The review process ensured that all constituencies would be knowledgeable and up-to-date on the recommended revisions and could recommend appropriate changes. Further, this process has allowed for the constituents groups to recommend appropriate revisions through a collegial and collaborative effort. In this process all policies and procedures are first reviewed by the Chancellor's Cabinet, then referred to the Planning and Budgeting Council (the highest level district planning body which is comprised of members from all district constituent groups), and then forwarded to the Chancellor. In some instances, specific constituency groups also review specific policies and procedures, such as the District Academic Senate reviewed all Chapter 4 policies and procedures since they address "academic and professional matters." Board Policies are then presented to the Board for a first reading at one meeting, which allows for Board input,

and then adoption at a follow-up meeting. District Administrative Procedures are the purview of the Chancellor who approves (and can modify) the procedures that have gone through the review process.

A significant number of Board policies and District administrative procedures had been adopted and were in place when the ACCJC Evaluation Team visited in April 2012. The Evaluation Team's assessment provided in their "Follow-Up Report" (April 16 & 17, 2012) stated: "The team finds that the District has met all of the essential policies required to meet the recommendation and is making sufficient progress reviewing, evaluating, approving, and implementing the remaining Board policies and administrative procedures within the Community College League of California (CCLC) framework to meet the identified timeline for completion of October 2012."

The District continued the review and revision process as outlined and at this time all policies and procedures have been reviewed and the list of adopted policies and procedures is as follows:

Board Policies

1000 The District

- 1100 The Peralta Community College District (new)
- 1200 Mission (replaces BP 1.24)

2000 Board of Trustees

- 2010 Board Membership (replaces a portion of BP 1.01)
- 2015 Student Members (replaces BP 1.02)
- 2100 Board Elections (replaces a portion of BP 1.01)
- 2110 Vacancies on the Board (replaces a portion of BP 1.01)
- 2200 Board Duties and Responsibilities (replaces BP 1.05)
- 2210 Officers (replaces BP 1.04)
- 2220 Committee of the Whole (replaces BP 1.21)
- 2305 Annual Organizational Meeting (new)
- 2310 Regular Meetings of the Board (replaces a portion of BP 1.10)
- 2315 Closed Sessions (replaces a portion of BP 1.10)
- 2320 Special and Emergency Meetings (replaces a portion of BP 1.10)
- 2330 Quorum and Voting (replaces a portion of BP 1.10)
- 2340 Agendas (replaces a portion of BP 1.10)
- 2345 Public Participation at Board Meetings (replaces BPs 1.10 and 1.11)
- 2350 Speakers and Decorum (replaces BP 1.10)
- 2360 Minutes and Recording (replaces BP 1.10)
- 2410 Board Policy and Administrative Procedure (replaces BP 1.25)
- 2430 Delegation of Authority to the Chancellor (replaces BPs 1.10 and 1.11)
- 2431 Chancellor Selection (revised - replaces BP 1.20)
- 2432 Chancellor Succession (new)
- 2435 Evaluation of the Chancellor (new)
- 2510 Participation in Local Decision Making (replaces BP 2.23 and 2.25)
- 2710 Conflict of Interest (replaces BP 6.68)

2715 Code of Ethics and Standards of Practice (replaces BP 1.06)
2740 Board Education (replaces BP 1.22)
2745 Board Evaluation (replaces BP 1.23)

3000 General Institution

3100 Organizational Structure (replaces BP 2.20)
3200 Accreditation (replaces BP 1.28)
3250 Institutional Planning (replaces BP 1.26)
3280 Grants (replaces 5.02)
3300 Public Records (new)
3310 Records Retention and Destruction (replaces BP 6.32)
3410 Nondiscrimination (new)
3420 Equal Employment Opportunity (replaces BP 3.03, 3.11)
3430 Prohibition of Harassment (replaces BP 3.04)
3440 Service Animals (new)
3500 Campus Security (replaces BP 2.45)
3501 Campus Security and Access (replaces BP 2.45)
3505 Emergency Response Plan (replaces BP 2.45)
3510 Workplace Violence (new)
3515 Reporting of Crimes (replaces BP 2.45)
3530 Weapons on Campus (replaces BP 2.45)
3540 Sexual and Other Assaults on Campus (replaces BP 2.45, 6.66)
3550 Drug Free Environment and Drug Prevention Program (replaces BP 2.31, 2.32)
3600 Auxiliary Organizations (replaces BP 6.05)
3715 Intellectual Property (new)
3720 Information Technology (replaces BP 4.60, 4.65, and 6.93)
3810 Liability Claims against the District (replaces BP 2.35 and 6.38)
3820 Gifts (replaces BP 6.35 and 6.37)
3900 Speech: Time, Place and Manner (replaces BP 2.03)

4000 Academic Affairs

4010 Academic Calendar (new)
4020 Program, Curriculum and Course Development (replaces BP 5.11)
4025 Philosophy and Criteria for Associate Degree and General Education
(replaces portions of BP 5.20)
4030 Academic Freedom (replaces BP 5.10, 5.15, 5.45)
4040 Library Services (replaces BP 5.30)
4050 Articulation (replaces BP 5.12)
4070 Auditing and Auditing Fees (new)
4100 Graduation Requirements for Degrees and Certificates (replaces BP 5.22)
4106 Nursing Program (new)
4110 Honorary Degrees (new)
4210 Student Learning Outcomes (new)
4220 Standards of Scholarship (replaces BP 4.32, 5.22, 5.23)
4225 Course Repetition (replaces BP 5.22)
4226 Multiple and Overlapping Requirements (new)

4230 Grading and Academic Record Symbols (replaces BP 5.22)
4231 Grade Changes (replaces BP 4.43A)
4235 Credit by Examination (replaces BP 5.22)
4240 Academic Renewal (replaces BP 5.22)
4250 Probation Disqualification and Readmission (replaces BP 5.22)
4260 Prerequisites and Co-requisites (replaces BP 9.01-02, 10.01-02)
4300 Field Trips and Excursions (replaces BP 5.35)
4400 Community Service Programs (replaces BP 6.65)

5000 Student Services

5010 Admissions and Enrollment (replaces BP 4.05, 4.10, 4.12, 4.14)
5015 Residence Determination (new)
5020 Nonresident Tuition (replaces BP 4.80)
5030 Student Fees (replaces BP 6.41, 6.43, 6.45, 6.46, 6.47, 6.55)
5035 Withholding of Student Records (replaces BP 4.42)
5040 Student Records and Directory (replaces BP 4.25, 4.26)
5050 Matriculation (replaces 7.01, 7.02, 7.11, 7.12, 7.21, 7.31, 7.41, 7.51, 7.61, 7.71, 7.82, 7.83, 7.92)
5052 Open Enrollment (replaces BP 5.19)
5055 Enrollment Priorities (new)
5110 Counseling (replaces BP 4.30, 4.31, 7.41)
5120 Transfer Center (new)
5130 Financial Aid (replaces BP 4.35)
5140 Disabled Student Programs and Services (replaces 5.24)
5150 Extended Opportunity Programs and Services (new)
5200 Student Health Services (replaces BP 4.36)
5300 Student Equity (new)
5400 Associated Students Organization (replaces BP 4.45)
5410 Associated Student Elections (new)
5420 Associated Student Finance (new)
5500 Student Standards of Conduct (replace BP 4.40, 8.01)
5700 Athletics (replaces BP 4.50 and 4.55)

6000 Business and Fiscal Affairs

6100 Delegation of Authority for Business (replaces BP 6.57)
6150 Designation of Authorized Signatures (new)
6200 Budget Preparation (replaces BP 6.02)
6300 Fiscal Management (replaces BP 6.03)
6320 Investments (replaces BP 6.07)
6330 Purchasing (replaces BP 6.30, 6.31, 6.40, 6.61)
6340 Contracts (replaces BP 6.82, 6.84, 6.85, 6.88, 6.90, and 6.91)
6400 Audits (replaces BP 6.10, 6.11, 6.12)
6500 Property Management (new)
6550 Disposal of Property (replaces 6.33)
6600 Capital Construction (replaces BP 6.80, 6.81, 6.83)
6620 Naming of Buildings (replaces BP 6.87)

6700 Civic Center and Other Facilities Use (replaces BP 6.64)
6740 Citizen's Oversight Committee (replaces BP 1.17)
6750 Parking (new)
6800 Safety (replaces BP 6.60)

7000 Human Resources

7100 Commitment to Diversity (new)
7110 Delegation of Authority for Human Resources (new)
7120 Recruitment and Hiring (replaces BP 3.18, 3.26)
7130 Compensation (new)
7140 Collective Bargaining (new)
7210 Academic Employees (replaces BP 3.26)
7230 Classified Employees (replaces BP 3.18, 3.32, 3.34, 3.35)
7240 Confidential Employees (replaces BP 3.15, 3.53, 3.54, 3.56, 3.57, and 3.63)
7250 Academic Administrators (replaces 3.59, 3.60, 3.61, 3.62, 3.63, 3.65, 3.66, 3.68, 3.70, 3.71, 3.72, 3.73, 3.74, 3.76, 3.82, 3.85, 3.86, and 3.90)
7260 Classified Managers (replaces 3.59, 3.60, 3.61, 3.62, 3.63, 3.65, 3.66, 3.70, 3.71, 3.72, 3.73, 3.74, 3.76, 3.82, 3.85, 3.86, and 3.90)
7280 Volunteers (replaces BP 3.02)
7310 Nepotism (replaces 3.05)
7330 Communicable Disease (replaces BP 3.17, 3.19, and 3.63)
7335 Health Examinations (replaces BP 3.63)
7340 Leaves (replaces BP 3.25, 3.68, 3.70, 3.71, 3.72, 3.73, 3.74, 3.76, 3.82, 3.85, and 3.92)
7350 Resignations (replaces BP 1.07, 3.01, 3.90, and 3.91)
7360 Discipline and Dismissal – Academic Employees (replaces BP 1.07, 3.01, 3.90, and 3.91)
7365 Discipline and Dismissal – Classified Employees (replaces BP 1.07, 3.01, 3.90, and 3.91)
7370 Political Activity (replaces BP 3.07 and 3.08)
7380 Ethics, Civility, and Mutual Respect (replaces BP 3.12 and 3.16)
7381 Cash-In-Lieu of a Paid Medical Benefits Option (replaces BP 3.13)
7400 Travel (replaces BP 6.39)
7700 Whistleblower Protection (new)

District Administrative Procedures

1000 The District

(no procedure required)

2000 Board of Trustees

2110 Vacancies on the Board
2220 Board Committee Staff
2310 Board Meeting Schedule
2320 Special and Emergency Meeting Notification
2340 Agenda Development and Posting

2345 Public Participation at Board Meetings
2360 Board Minutes and Records
2410 Policy Development Process
2430 Delegation of Authority to the Chancellor's Staff
2710 Conflict of Interest
2712 Conflict of Interest Code

3000 General Institution

3100 Organizational Structure
3200 Accreditation
3250 Institutional Planning
3280 Grant Applications and Awards
3300 Public Records
3310 Records Retention and Destruction
3410 Nondiscrimination
3411 Disability Non-Discrimination and Reasonable Accommodations
3440 Service Animals
3500 Campus Safety
3505 Emergency Response Plan
3510 Workplace Violence
3515 Reporting of Crimes
3517 Incident Reporting
3530 Weapons on Campus
3540 Sexual and Other Assaults on Campus
3550 Preserving a Drug Free Environment for Employees
3551 Preserving a Drug Free Environment for Students
3570 Smoking
3600 Auxiliary Organizations
3720 Telephone, Computer, and Network Use
3810 Liability Claims against the District
3820 Gifts

4000 Academic Affairs

4010 Academic Calendar
4020 Program, Curriculum and Course Development
4021 Program Discontinuance or Program Consolidation
4022 Course Approval
4025 Philosophy and Criteria for Associate Degrees and General Education
4040 Library Services
4050 Articulation
4070 Auditing and Auditing Fees
4100 Graduation Requirements
4101 Independent Study
4102 Career and Technical Education
4103 Work Experience
4104 Contract Education

- 4105 Distance Education
- 4106 Nursing Program
- 4110 Honorary Degrees
- 4210 Student Learning Outcomes
- 4220 Standards of Scholarship
- 4222 Remedial Coursework
- 4225 Course Repetition
- 4226 Multiple and Overlapping Enrollments
- 4227 Repeatable courses
- 4228 Course Repetition: Significant Lapse of Time
- 4229 Course Repetition: Variable Units
- 4230 Grading and Academic Record Symbols
- 4231 Grade Changes and Student Grievance Procedure
- 4232 Pass – No Pass
- 4235 Credit by Examination
- 4240 Academic Renewal
- 4250 Probation
- 4255 Disqualification and Dismissal
- 4260 Prerequisites, Co-requisites, and Advisories
- 4300 Field Trips and Excursions

5000 Student Services

- 5011 Admission-Concurrent Enrollment of High School and Other Students
- 5012 International Students
- 5013 Students in the Military
- 5015 Residence Determination
- 5030 Student Fees
- 5031 Instructional Materials Fee
- 5035 Withholding of Student Records
- 5040 Student Records, Directory Information and Privacy
- 5045 Student Records – Challenging Content and Access Log
- 5050 Matriculation
- 5052 Open Enrollment
- 5055 Enrollment Priorities
- 5070 Attendance
- 5075 Course Adds and Drops
- 5110 Counseling
- 5120 Transfer Center
- 5130 Financial Aid
- 5140 Disabled Student Programs and Services
- 5150 Extended Opportunity Programs and Services
- 5200 Student Health Services
- 5300 Student Equity
- 5400 Associated Students Organization
- 5410 Associated Students Elections
- 5420 Associated Students Finance

5500 Student Standards of Conduct, Discipline Procedures and Due Process
5530 Student Rights and Grievance Procedure
5531 Allied Health – Student Appeal of Dismissal for Clinical Performance
5610 Voter Registration
5700 Athletics

6000 Business and Fiscal Affairs

6100 Delegation of Authority for Business Services
6150 Designation of Authorized Signatures
6200 Budget Management
6300 General Accounting
6320 Investments
6330 Purchasing
6340 Contracts
6400 Audits
6500 Property Management
6550 Disposal of Property
6600 Capital Construction
6620 Naming of Buildings
6700 Civic Center and Other Facilities Use
6740 Citizens' Oversight Committee
6801 Transportation Safety
6802 Injury Illness Prevention Hazardous Materials Program

7000 Human Resources

7120 Faculty Diversity Internship Program
7110 Delegation of Authority for Human Resources
7121 Faculty Hiring
7123 Hiring Procedures for Regular Academic and Classified Managers
7125 Hiring Acting and Interim Academic and Non-Academic Administrators
7130 Compensation
7211 Minimum Qualifications and Equivalencies
7231 Classification Plan
7340 Vacation
7341 Personal Illness or Accident Leave
7342 Leave for Illness of Family Member
7343 Bereavement
7344 Leave for Required Court Appearance
7345 Leaves of Absence without Pay
7346 Occupational Disability Leave
7347 Sabbatical Leave
7349 Catastrophic Leave
7380 Ethics, Civility, and Mutual Respect
7400 Travel Authorization
7700 Whistleblower Protection
7820 Volunteers

It should be noted that each year the Community College League for California (CCLC) publishes a Legal Update packet to assist in ensuring that Board policies and District administrative procedures are current. The update packet reflects changes in California Education Code, California Title 5 Regulations, and Federal and State laws. The Peralta Community College District (PCCD) will use these updates as a method of ensuring that PCCD Board policies and District administrative procedures are reviewed in an ongoing manner and kept up-to-date in addition to needs for policy and procedure change that develop within the Peralta Community College District.

The following website provides access to all new and revised Board policies approved by the Governing Board, as well as Chancellor approved District administrative procedures:

<http://web.peralta.edu/trustees/board-policies/>

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Evidence for District Response to Commission Recommendation 4

The following website provides access to all new and revised Board policies approved by the Governing Board, as well as Chancellor approved District administrative procedures:

<http://web.peralta.edu/trustees/board-policies/>

Document Number	Document
D4.1	Peralta Community College District Board Policies

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College Response to Commission Recommendation 5

Commission Recommendation 5:

While evidence identifies progress, the District/Colleges have not achieved compliance with Standard III.D and Eligibility Requirements #5 and #17. Specifically, the District/Colleges do not demonstrate the fiscal capacity to adequately support quality student learning programs and services. Therefore, in order to meet Standards and Eligibility Requirements, the District/Colleges must evaluate the impact of financial decisions regarding educational quality and implement actions to resolve any deficiencies.

In reviewing the reports, the Commission noted that Merritt College has not fully evaluated the impact of recent District financial decisions on the College's ability to sustain educational programs and services. While the College did describe the principles and practices around fiscal decisions at the District and the Colleges, it was unclear to the Commission what specific impact the reductions or changes had and what the future impact of those reductions and changes would be. The College's response should include an analysis of staff sufficiency and the quality of educational programs and services before and after budget reductions with sufficient detail and evidence to evaluate the impact of these reductions on the overall educational quality of the college. The college should describe how it intends to deal with any resulting negative impact.

Response

Part I: Impact of Recent Fiscal Reductions and Changes

Overview of College's Investigation into the Impact of Fiscal Reductions and Changes:

In 2012 Merritt College undertook an intensive investigation of its ongoing financial operations in order to adequately respond to the Accreditation Commission's comments and concerns cited in Commission Recommendation 5 and to produce sufficient detail and evidence to show the Commission that the College meets Standard III.D and Eligibility Requirements #5 and #17. The purpose of this investigation was to document and explain the impact of recent fiscal decisions, reductions, and changes on the College's overall budget, program offerings, staffing levels, and services, as well as the resulting impact, if any, on student educational outcomes.

To this end, over the last six months, Merritt has conducted an in-depth trend analysis of its financial budget and fiscal and programmatic resources for the last five years, from 2008-2009 through the current 2013 fiscal year, 2012-2013. In particular, the College focused on a three-year period, from 2009-2010 through 2011-2012, which represents the time period of the most severe budget reductions. The following sections outline the College's findings regarding the impact of reductions and changes in relation to four critical areas of concern to the Commission:

- Budget and Fiscal Resources
- Staff Sufficiency
- Academic Programs and Enrollment
- Student Academic Performance Indicators

Impact on College Budget and Fiscal Resources:

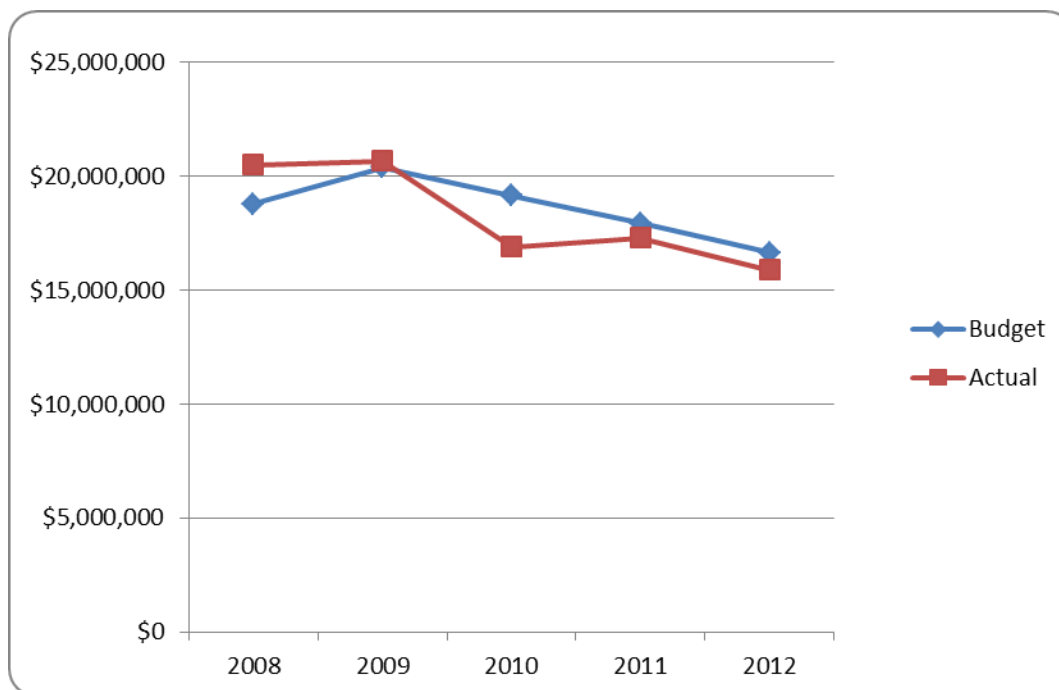
In Commission Recommendation 5 the Accreditation Commission requested that Merritt College provide greater detail about the specific impact of recent fiscal reductions and changes on the College's finances, staffing levels, and academic programs and services. In order to develop a detailed and effective response to the Commission's request, the Merritt College Accreditation Committee agreed to start with a multi-year fiscal analysis of the College's annual budget and a breakdown of its allocation of fiscal resources.

The Committee members worked with the College's Business Officer to produce an overview of the College's financial data for the past five years, with particular focus on fiscal years 2010, 2011 and, 2012. As part of this process, they analyzed the impact of budget reductions and changes on the overall budget by year. They also looked at the impact on specific areas of the annual budget by studying trends according to object code category and individual object code. Finally, they reviewed and analyzed the impact of the District's budgetary decision-making on the College's financial situation. These findings are described below:

Overview of Merritt College's Annual Budget: Five-Year Budget Trend

Over the five-year period from FY 2008-2009 to FY 2012-2013, Merritt's budget posted a declining trend, decreasing from just over \$20 million in 2008-2009 to \$16.6 million by 2012-2013, a decline of 18.2 percent (or \$3.7 million) over the last five years. The primary driver for this decline was the deficit experienced by the State of California in 2010, which resulted in drastic cuts in the state budget and major reductions in the apportionment allocated to California community colleges. Figure 1 below shows the effect of these cuts on Merritt's annual budget:

Figure 1 – Merritt College: Five-Year Budget Trend



Five-Year Comparison of Merritt College's Annual Budgeted Expenses vs. Actual Expenditures:

Table 1 below compares Merritt College's projected annual budget to its actual expenditures over the five-year period from FY 2008 to FY 2012. The chart presents the budget figures in absolute values and shows the variances between the projected and actual budget each year.

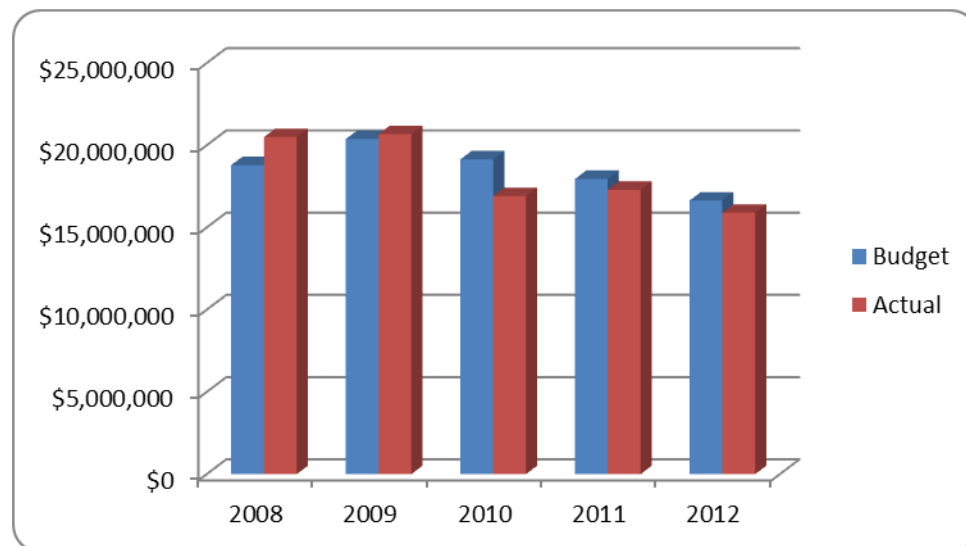
Table 1 – Five-Year Variances between Merritt's Projected Budget and Actual Expenditures

Fiscal Year	Budget	Actual	Variance
2009 (2008-2009)	18,795,444	20,500,104	(1,704,660)
2010 (2009-2010)	20,383,864	20,679,097	(295,233)
2011 (2010-2011)	19,146,518	16,915,522	2,230,996
2012 (2011-2012)	17,953,158	17,293,809	659,349
2013 (2012-2013)	16,644,665	15,899,362	745,303

Note: According to Table 1, in FY 2011, the College showed a surplus of \$2,230,996. This apparent excess, however, was due to an accounting practice in which benefits expenses were deliberately over-budgeted. For example, benefits expenses were budgeted at \$4,426,127, while actual benefits expenses were \$2,213,069. The same holds true for FY 2012, where the “surplus” of \$659,349 is chiefly accounted for by the fact that benefits costs were over-budgeted and originally estimated at \$822,176. In each of the years referenced in Table 1, the surplus is due to the over-estimation of benefits at the beginning of the fiscal year, rather than any actual increase in salary expenses during that particular fiscal period.

Figure 2 below presents another view of the variances in budget-to-actual expenses. While the College exceeded its budget in 2008 and 2009, it remained under budget the next three years.

Figure 2 – Overall Merritt College Budget Compared to Actual Expenditures (2008 to 2012)



Analysis of Expenditures by Object Code Category:

As part of its five-year comparative budget analysis, the Committee also analyzed expenditures by object code category and object code for each of the fiscal years in question. Within the annual budget, each category of expenditures is broken down into the following object codes:

Academic:

1101 Full-time Academic Instructors

1201 Academic Administrators

Other Faculty Assigned:

1202 Department Chairs

1203 Counselors

1204 Librarians

1205 Faculty Special Assignment

Part-time Academic:

1351 Instructors

1453 Counselors

1454 Librarians

1455 Coaches

Classified Salary

2101 Administrators

2102 Clerical Tech and Support Staff

2201 Instructional Aides

2352 Clerical Hourly, Student Employee Assistants

2451 Instructional Aide Hourly

Benefits: California State Teachers Retirement System (STRS)

3110 Benefits Full-time Academic

3140 Benefits Part-time Academic

Benefits: Public Employees Retirement System (PERS)

3220 Benefits Classified

Books, Supplies, and Services 4000 to 5000

Equipment Capital Outlay 6000

These individual object code categories can be organized into four major categories of expenses:

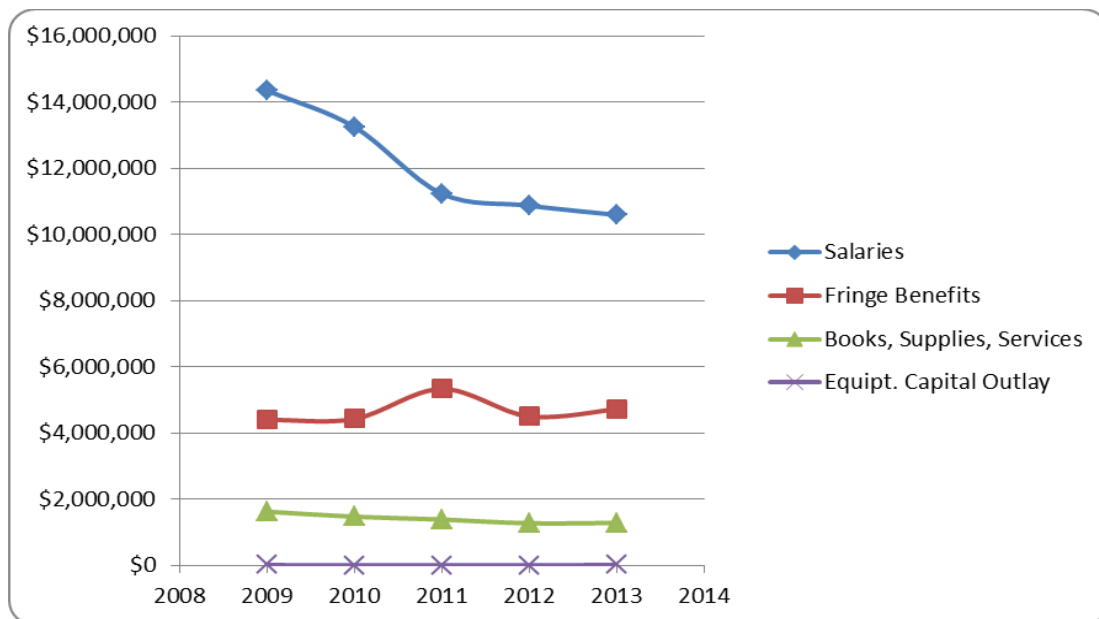
1) Salaries, 2) Benefits, 3) Books, Supplies, and Services, and 4) Equipment. Table 2 below shows the breakdown of expenditures in these four major categories for the five years under examination.

Table 2 – Merritt Five-Year Record of Major Categories of Expenditures

Fiscal Year	Salaries	Benefits	Books, Supplies, and Services	Equipment
2009	14,349,248	4,398,040	1,623,394	10,191
2010	13,249,852	4,426,127	1,472,549	N/A
2011	11,232,670	5,328,685	1,386,360	7,454
2012	10,870,562	4,502,087	1,273,028	1,000
2013	10,590,602	4,724,639	1,283,986	15,152

Figure 3 below shows the five-year trend in expenditures for each of the four major categories:

Figure 3 – Merritt College: Five-Year Trend in Major Categories of Expenditures



As Figure 3 illustrates, salaries are the largest category of expense in Merritt’s annual budget. During the five-year period, budgeted salary costs wavered between a high of 70.4 percent of the total budget in 2009 to a low of 62.5 percent of the total budget in 2011 (a mean average of 66.5 percent of the total budget). Benefits were budgeted at a high of 29.68 percent in 2010, but at a low of 21.58 percent in 2009 (a mean average of 25.63 percent). The budget for books and supplies averaged 7.8 percent; equipment expenses increased but were practically negligible.

In terms of actual costs incurred over the five-year period, salaries posted a mean average of 73.2 percent, while benefits expenses posted at 20 percent, with a low in 2010 of 13.08 percent and a high in 2012 of 26.95 percent. As Table 3 below shows, the combined budgeted cost of staffing (salaries and benefits) averaged 92 percent of the total budget during this period. Actual costs, however, were generally slightly higher, averaging 94 percent over the five-year period.

Table 3 – Relationship of Merritt College Salaries and Benefits to Total Budget

Fiscal Year	Budget in %	Actual in %
2009	91.97	92.09
2010	92.32	92.24
2011	92.25	93.32
2012	92.36	94.13
2013	91.85	95.77

Books, supplies, and other services posted a continuous decline, dropping from 7.87 percent in 2009 to 5.88 percent in 2012. As of October 2012, this figure had dropped to 4.32 percent.

Analysis of Expenditures by Specific Object Codes

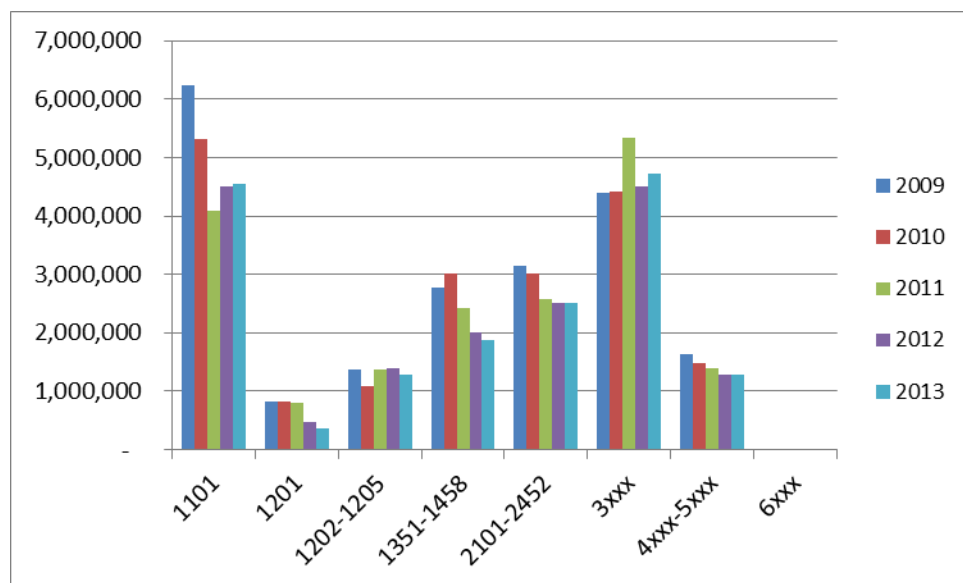
The Committee also analyzed expenditures over the last five years for eight specific object codes within the four major categories of object codes:

Table 4 – Analysis of Expenditures for Eight Specific Object Codes

Description of Specific Object Codes Selected for Analysis	State-Assigned Code
1. Full-time academic	1101
2. Academic administrators	1201
3. Other faculty assigned (i.e. department chairs, counselors, librarians, faculty special assigned)	1202-1205
4. Part-time faculty	1351-1458
5. Classified salary	2101-2452
6. Benefits	3xxx
7. Books, supplies, and services	4xxx-5xxx
8. Equipment, capital outlay	6xxx

Figure 4 below provides a detailed breakdown of expenditures for each of the eight object codes selected. Note: The object codes in Figure 4 are in accordance with the guidelines in the Budget and Accounting Manual set forth by the State Chancellor's Office.

Figure 4 – Detailed Breakdown of Expenditures by Object Codes



Review of District Budget Reduction Decisions and Their Impact on the College Budget:

Table 5 – Summary of District-Mandated Budget Reductions by Fiscal Year (2010 - 2013)

Fiscal Year	Merritt College Discretionary Base	Discretionary Budget Reduction
FY 2010 (2009-2010)	\$9,205,464*	\$184,212
FY 2011 (2010-2011)	\$1,662,199	\$96,862
FY 2012 (2011-2012)	\$1,846,327	\$250,607
FY 2013 (2012-2013)	\$1,595,720	\$170,717
Total Merritt College Budget Reductions		\$702,398

**Fiscal Year 2010 column two figure includes salary plus the discretionary base budget.*

During the five-year period under examination, District budget reduction decisions have had a major impact on the development of Merritt College's annual budget and its ability to meet its mission as an educational institution. As part of its investigation, the Merritt College Accreditation Committee reviewed the impact on the College budget of recent District budgetary decisions, paying particular attention to the impact of the District-mandated budget reductions enacted during the three-year time period from 2009-2010 to 2011-2012 when state budget cuts were at their height.

During this time period, various Merritt College faculty, staff, and administrators participated in the annual Peralta Community College District Integrated Planning and Budgeting Summit. At this annual meeting, the District Chancellor, Dr. Wise Allen, charged each of the four Peralta colleges with carrying out specific goals and expectations for integrated planning and budgeting, budget development, and maintaining accountability for staying within budget allocations set by the District. These goals and expectations, as well as the success of the individual colleges in meeting the goals and expectations, were reviewed each year.

As part of the district-wide integrated planning and budgeting process, Merritt and the other Peralta colleges were required to engage in budget scenario planning to prepare for unknown fiscal impacts during the prolonged state budget crisis. In FY 2010 (2009-2010), for example, the Chancellor asked each college to prepare three different budget scenarios, outlining planned reductions of two, three, and four percent; ultimately, the four percent reduction was implemented. In FY 2011 (2010-2011) each college was asked to prepare two different budget scenarios, outlining planned reductions of three and five percent. While the actual required budget cut in 2010-2011 was only five percent, this fiscal year was particularly difficult for Merritt because, on top of making a five percent cut in the College's discretionary base budget, the District also took back funding for unfilled vacant positions, amounting to \$587,873 in expected salary funding for the College. Please see Table 8 for the detailed breakdown.

In FY 2012 (2011-2012) and FY 2013 (2012-2013) the reduction in apportionments from the state necessitated increased cuts throughout the district and the individual colleges were required to prepare budget scenarios with increased planned reductions of five, ten, and 15 percent, and the actual cut to the discretionary budget was even higher than in previous years, this time at the full 15 percent. Tables 6 through 10 provide a more detailed description of the budget cuts over the last four years.

Table 6 – Breakdown of 4 Percent Budget Reduction for Fiscal Year 2010 (2009-2010)

Department	Category	Description	Amount
President's Office	5885	Miscellaneous Discretionary	58,000
	5203	Registration & Travel	19,000
	4304	Supplies	4,500
		President's Office	\$81,500
Business Office	5881	Building Repair & Services	13,959
	4304	Supplies	4,000
		Business Office	\$17,959
Office of Instruction	2454	Instructional Aides/Tutors	20,000
	5301	Dues & Memberships	13,891
	5701	Events & Programs	6,718
		Office of Instruction	\$40,609
Office of Student Services	5701	Events & Programs	44,144
		Office of Student Services	\$44,144
		FY 2010 Budget Reduction Total	\$184,212

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Table 7 – Breakdown of 15 Percent Budget Reduction for Fiscal Year 2011 (2010-2011)

Department	Category	Description	Amount
President's Office	5205	Travel	3,500
	5885	Other Miscellaneous	10,000
		President's Office	\$13,500
Business Office	3000	Benefits (Business Manager)	44,243
	4304	Supplies	5,000
		Business Office	\$49,243
Office of Instruction	1456	Other Non-Teaching Assignment (Curriculum Development)	11,173
	4304	Supplies	3,376
	5202	Travel	3,800
	6403	Non-Instructional Equipment	2,571
		Office of Instruction	\$20,920
Office of Student Services	5885	Miscellaneous Services	13,199
		Office of Student Services	\$13,199
		FY 2011 Budget Reduction Total	\$96,862

Table 8 – Unfilled Vacant Position Budget Reductions for Fiscal Year 2011 (2010-2011)

Department	Category	Description	Amount
President's Office	2102	Classified-Regular (Public Information Officer)	98,571
		President's Office	\$98,571
Business Office	2102	Classified Regular-Staff Assistant (Administrative Services)	58,102
	2102	Classified Regular (Staff Services Specialist)	83,700
	2102	Classified Regular (Staff Services Specialist)	83,700
		Business Office	\$225,502
Office of Instruction	2201	Instructional Aides (PE Attendant)	53,234
	2201	Instructional Aides (PE Attendant 0.5 FTE)	20,275
	2352	Classified-Hourly	16,150
	2353	Student Assistants	5,571
		Office of Instruction	\$95, 230
Office of Student Services	1453	Counselors	22,409
	2102	Classified Regular (Staff Assistant)	66,711
	2102	Classified Regular (Program Specialist)	79,450
		Office of Student Services	\$168,570
		FY 2011 Unfilled Vacant Position Budget Reduction Total	\$587,873

Table 9 - Breakdown of 15 Percent Budget Reductions for Fiscal Year 2012 (2011-2012)

Department	Category	Description	Amount
President's Office	1453	Coaches Hourly	13,443
	1352	Clerical Hourly	5,000
	5105	Independent Contractor	4,000
	5202	Travel, Nonlocal	3,230
	5301	Dues and Memberships	10,461
	5885	Miscellaneous	28,500
President's Office			\$64,634
Business Office	2353	Student Assistant	3,418
	2352	Clerical Hourly	6,201
	4304	Supplies	3,626
	5105	Independent Contractor	125,754
	5882	Equipment Repairs and Maintenance	300
Business Office			\$139,299
Office of VP of Instruction	1454	Librarian Hourly	5,000
	1456	Other Nonteaching	10,000
	1457	Nonteaching Retirees	4,613
	2451	Instructional Aides	20,907
Office of VP of Instruction			\$46,674
FY 2012 Budget Reduction Total			\$250,607

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Table 10 – Breakdown of 15 Percent Budget Reductions for Fiscal Year 2013 (2012-2013)

Department	Category	Description	Amount
Office of the President	2354	Overtime	26,543
	4303	Subscriptions/Periodicals	1,000
	5301	Dues and memberships	1,137
	5702	Graduation Expenses	4,005
Office of the President			\$32,685
Office of VP of Student Services	1455	Coaches Hourly	3,842
Office of VP of Student Services			\$3,842
Office of VP of Instruction	1454	Librarian Hourly	5,613
	1456	Other Nonteaching	15,159
	1458	Parity Pay For Nonteaching	90,000
	5205	Conference/Seminar Registration	2,568
	5106	Events/programs/Outside productions	1,000
Office of VP of Instruction			\$114,340
Office of Instruction, Division II	2352	Clerical Hourly	8,600
	2353	Student Assistants	8,650
	2452	Instructional Aides (Student)	2,600
Office of Instruction-Division II			\$19,850
FY 2013 Budget Reduction Total			\$170,717

As previously mentioned, as mandated by the District, Merritt College implemented a 15 percent budget reduction to balance the budget during fiscal year 2012 (2011-2012) and fiscal year 2013 (2012-2013). For FY 2012, budget cuts totaled \$250,607, based on \$1,846,327 in budgeted discretionary funds. For FY 2013, budget reductions totaled \$170,717, based on \$1,595,720 in budgeted discretionary funds (see Table 5).

In each of the aforementioned four fiscal years wherein the District required budget scenario planning, Merritt used its shared governance processes to seek input regarding recommendations for budget cuts. The College then made final budget reduction recommendations, striving for cost savings whenever possible, with the goal of staying within its available and required overall college budget allocation.

The College is currently in the process of identifying 2013-2014 funding priorities. Some of those priorities may be funded as a result of the passage of Proposition 30 in November 2012, and a new Parcel tax, which was passed June 2012. These new funds will be instrumental in shaping integrated planning, budgeting, decision making at Merritt, and supporting the College's efforts to restore fiscal resources to areas of previous budget reductions.

Impact on Staff Sufficiency:

The Merritt College Accreditation Committee's multi-year fiscal trend analysis also included an investigation into the impact of recent budget reductions and changes on another issue of concern for the Accreditation Commission: staffing sufficiency. To address this issue, the team analyzed data trends regarding staffing levels for the College and examined how these changes in staffing levels have directly affected College productivity. The Committee Reviewed trends in two areas related to staffing sufficiency:

- Full-time Equivalent (FTE) Positions
- Full-time Equivalent Faculty (FTEF) and College Productivity

Analysis of Trends in Full-Time Equivalent (FTE) Positions:

Overview of Changes in FTE Positions:

FY 2008 (2007-2008) served as the base year for the team's analysis of Full-Time Equivalent (FTE) positions. During this base year, the 7.0 FTE administrator positions at Merritt College were permanent and the College had 160.19 total FTE funded positions. At that time, position vacancies resulting from retirement or resignation were kept at the College and salary savings were used to hire hourly replacements. As the economy changed, between 2007-2008 and 2012-2013, the total number of FTE funded positions declined. Table 11 below details the changes in funded FTE positions at Merritt:

Table 11 – Merritt College Staffing Position FTE Changes (2007-2008 - 2012-2013)

Category	2007-2008	2012-2013	Change	% Change
Administrators	7.00	7.00	(2.00)	(28.57%)
Faculty	96.00	68.80	(27.20)	(28.33%)
Classified	57.19	43.50	(13.69)	(23.94%)
Total FTE	160.19	119.30	(42.89)	(27.40%)

Merritt's total FTE staffing in FY 2008 (2007-2008) was at 160.19, with seven administrators, 96 FTE faculty, and 57.19 FTE classified staff. In FY 2013 (2012-2013), the total FTE staffing decreased to 119.30 with a total reduction of 42.89 FTE positions during this time period.

Changes in Administrator FTE Positions:

In fiscal year 2011 (2010-2011), at the height of the financial crisis, Merritt College experienced a significant administrative capacity loss when three dean positions (i.e., two instructional deans and one student services dean) were eliminated as a result of District-level budget reductions. The College identified faculty for other assigned duties or extended year contracts to fill some of the critical roles played by the Dean of Student Services and the Deans of Instruction and to take on critical responsibilities normally performed by these deans.

In January 2012, the Dean of Students Services position was restored, the position title was changed to Dean of Special Programs and Grants, and the position was funded by "soft money" from grants. In May 2012 and July 2012, the two Division Dean of Instruction positions were also restored. The Division I Dean position is currently funded through general funds and the Division II Dean position is temporarily funded through other college funds.

Note: The stated number of four administrators in the 2012-2013 Merritt College Budget Book was an error. There were actually five FTE administrator positions allocated to the general fund budget for 2012-2013, and two additional administrator positions (Dean of Special Programs and Grants and Dean of Workforce Development and Applied Sciences, Division II) funded through grants and other college funds, bringing the total number of administrators at Merritt in 2012-2013 to seven. Table 12 delineates the seven administrator positions budgeted for FY 2013:

Table 12 – Merritt College FTE Administrator Positions, as of Fiscal Year 2013 (2012-2013)

Administrator Position	FTE	Current Status	Projected Next Steps
President	1.0	Permanent Position	No Change
Vice President of Instruction	1.0	Interim Position	Permanent Hire July 1, 2013
Vice President of Student Services	1.0	Permanent Position	No Change
Business and Administrative Services Manager	1.0	Interim Position	Permanent Hire July 1, 2013
Dean of Academic Pathways and Student Success	1.0	Permanent Position	No Change
Dean of Workforce Development and Applied Sciences	1.0	Fund 10	Projected Move to Fund 01 by July 2013
Dean of Special Programs and Grants	1.0	Grant Funded	Retired December 2012; New hire July 2013; Move to Fund 01 by FY 2014

Of special note are the recent changes in Chief Executive Officer (CEO) leadership at Merritt College. The College President, who served for five years, took a medical leave of absence in November 2011, and subsequently retired in February 2012. Since that time, two interim Presidents have presided at Merritt College; one served from November 2011 to September 2012, and the other served from September 2012 to January 2013. At the December 2012 Peralta Colleges Meeting of the Board of Trustees, Dr. Norma Ambriz-Galaviz was approved for the position of Merritt College President and Chief Executive Officer (CEO) with an effective start date of January 2013. Now that Merritt's permanent President/CEO is onboard, plans will move forward to institute permanent hires for the Vice President of Instruction and Business and Administrative Services Manager positions.

The Dean of Special Programs and Grants position in Student Services was vacated in December 2012, due to a retirement. The goal is to fill that vacancy by July 2013 on continued grant funding, with the intention of returning that position to the general fund by 2014. The College President is also working with the District to restore general fund budget allocations for the Dean of Workforce Development and Applied Sciences position.

Impact on Faculty FTE Positions:

Over the past five years, Merritt College has lost 27 FTE faculty members due to retirements and intra-district transfers (e.g., College Librarian and ESL). The ESL intra-district transfer occurred due to declining English as a Second Language (ESL) student enrollment. The transfer of the

College Librarian resulted in the use of salary savings and other funds to backfill adjunct Librarian positions.

The College Nurse retired in 2010 and the resulting salary was used as a contribution to the budget reduction effort. The rationale to use this position as part of the budget reduction effort was based on the District developing a centralized health care delivery model at Laney College. In 2011, the Vice President of Instruction, in consultation with the Vice President for Student Services, appointed a faculty member from the Medical Assistant Program to serve as interim College Nurse. In addition, the Vice President assigned a Mental Health professional from the Counseling office to supplement the health services. Recognizing the need for a full-time College Nurse, the Peralta faculty union negotiated with the Chancellor that Merritt be permitted to reinstate the College Nurse position. The Vice President for Student Services expects to forward a recommendation for filling the College Nurse position to the President by June 2013.

The number of adjunct faculty positions declined considerably during this period, decreasing from 202 to 157. The decline in adjunct faculty reflects cuts in course sections each semester between 2009 and 2012 and the College's attempts to align instructional expenditures with the College's allocated budget. To maintain educational program offerings, full-time faculty taught extra service course sections (paid at a lower compensation rate than adjunct faculty), and College departmental faculty chairs worked strategically with the administrative team to increase maximum class size enrollments where applicable, feasible, and manageable. However, in one program area (Nutrition and Dietetics), a full-time faculty position was filled immediately following a faculty retirement to comply with program licensing requirements. As of the writing of this report, Merritt is also moving forward to fill three vacant faculty positions identified during the 2011 faculty hire prioritization process, and two additional faculty positions, as well.

Impact on Classified FTE Positions:

Over the last three years, Merritt College has lost a number of long-term classified staff who previously served in key positions throughout the college. For example, in the Division I Dean of Instruction's Office, the Division Secretary retired in December 2010 after 30 years of service. In spring 2011, a temporary hourly staff person was hired to perform those duties. In fall 2011, the year within which the College's Dean positions were eliminated across the District, Dean of Instruction responsibilities were restructured to flow through the Vice President's Office of Instruction. The one remaining permanent Division Secretary (Division II) was relocated to the Vice President's Office of Instruction to support instruction activities for the two Divisions.

In July 2012, when the Division I and II Dean of Instruction positions were reinstated and retitled as Dean of Academic Pathways and Student Success and Dean of Workforce Development and Applied Sciences, funds for the Division I Secretary were no longer available, and the Secretary for Division II returned to the Dean's Office. The role and responsibilities of a Division I Secretary continued to be carried out by temporary, hourly staff, paid by grant funds. However, the Division I Secretary position is now reinstated and funds are allocated to fill the position in spring 2013.

Other classified staff reductions have occurred through retirements and position eliminations on a district-wide and college basis. For a complete listing of FTE Classified positions lost over the last five years, please refer to Table 13 on the following page.

Table 13 – Merritt College Classified FTE Position Reductions

Classified Staff Title	FTE	Current Status	Projected Next Steps
College Research and Planning Officer	1.0	Positions eliminated District-wide; Funds eliminated in 2010 budget reductions	No plans to restore the position, but a priority discussion for CEMPC
College Public Information Officer	1.0	Position eliminated District-wide with 2010 budget cuts	No plans to restore position
Coordinator of Academic Programs and Institutional Effectiveness (Resigned)	1.0	Temporary funding to former Office of Instruction position; Funds eliminated in 2011 budget reductions	District-level discussions are underway to consider Curriculum Specialist hires at all four Colleges
Division I Secretary (Retired)	1.0	Hourly Backfill—Grant Funds	Position reinstated for full-time permanent Staff Assistant hire spring 2013
Evening Library Technician (Resigned)	1.0	Hourly Backfill	District approved request to advertise and hire for spring 2013
Senior Library Technician (Retired)	1.0	Hourly Backfill	Request to hire for spring 2013 in process
Women's Locker Room Attendant (Retired)	1.0	Funds eliminated in 2010 budget reductions	Position eliminated
Student Activities Coordinator	1.0	Funds eliminated in 2010 budget reductions	Under consideration District-wide
Staff Assistant - Dean of Student Services (Retired)	1.0	Retirement in 2010; funds eliminated in budget cuts	Backfilled with hourly staff from grant funding
Clerical Assistant Counseling	1.0	District-wide budget reductions; staff transferred to District Office in 2009	Use of student workers to assist with clerical functions
Student Services Staff Assistant/ EOPS Program	1.0	District-wide budget reductions; loss of funds for position in 2010	Now filled by temporary hourly staff
Work Study Coordinator/ Financial Aid	1.0	Staff retirement in 2010; funds eliminated in 2010 budget reductions	Duties absorbed by centralized Financial Aid Office staff
Assessment Coordinator	1.0	.5 of position funding eliminated in 2010 budget	.5 funding loss replaced with Matriculation funds

As the Table 13 indicates, more than a dozen classified FTE positions have been lost over the past several years. In 2010, for example, the campus-based Research and Planning Officer positions were eliminated at all four colleges. Merritt and other colleges also eliminated the Public Information Officer position in that same year, as a budget reduction measure.

In May 2011, the Evening Library Technician resigned unexpectedly before the end of the semester. On an immediate but temporary basis, classified staff from the Vice President's Office of Instruction staffed the Library Circulation Desk during evening hours through the end of the semester. Salary savings were used to secure a part-time hourly hire to provide these services, however, it was not until the following year in November 2012 that the District approved the College's request to advertise and fill the Evening Library Technician position. In the meantime, the Senior Library Technician also retired in June 2012. A temporary person was hired for this position in October 2012, and the District has since approved Merritt's request to submit a request to hire for this position.

Student Services also lost 6.5 FTE classified staff positions previously paid for by unrestricted funds. Those staffing reductions were identified through a highly deliberate and consultative process with student services staff, instructional faculty, students, and District personnel providing input for budget reduction decisions. Shared Governance processes were also used, along with student focus groups and surveys.

Filling the classified staff vacant position areas of responsibilities was problematic during the era of budget reductions. To ensure the continuation of critical programs and services, other classified staff members have taken on additional roles and responsibilities to meet the needs of departments and programs. Temporary hourly personnel were also hired during specific time periods of the academic year, in accordance with union contractual guidelines. In some cases, job descriptions were updated and upgraded to accommodate changing departmental service needs. Grant funds were also used to fund overtime assignments in key departments of the College.

Analysis of Trends in Full-time Equivalent Faculty (FTEF) and College Productivity

Merritt's fall semester Full-Time Equivalent Faculty (FTEF) ratio has declined from a high of 121.5 FTEF in 2009, to a low of 95.08 FTEF in fall 2012. The spring semester Full-Time Equivalent Faculty ratio also declined, from 118.8 FTEF in spring 2010 to 93.64 in spring 2012.

Table 14 – FTEF, FTES and Productivity Fall 2009 to Fall 2012

Semester/Year	Sections	FTEF	FTES	Productivity
Fall 2009	436	121.5	2141.46	17.79
Spring 2010	414 (22)	118.8	2229.82	19.24
Fall 2010	367 (47)	105.9	2018.7	19.46
Spring 2011	346 (21)	98.14	1841.92	18.94
Fall 2011	332 (14)	94.68	1780.98	19.47
Spring 2012	323 (9)	93.64	1743.91	19.54
Fall 2012	351	95.08	1755.28	18.46

Source: PCCD Office of Educational Services

The College's FTEF was negatively impacted by the loss of adjunct faculty, specifically due to budget reductions to funded FTES between fall 2009 and fall 2012. The College cut 85 course section offerings with the largest cut of 47 course sections in fall 2010. Nevertheless, the College sustained staff sufficiency and quality of educational program offerings by collaborating with sister colleges to ensure that students are able to enroll in the courses needed for matriculation.

Other strategies employed by the College included increased class size enrollments and extra-service courses taught by full-time faculty. Commitments to ongoing dialogue among department chairs, instructional deans, and vice presidents also proved to be critical during this time in assuring that essential course offerings were maintained.

Impact on Academic Programs and Enrollment:

Overview of Budgetary Changes to Merritt's Instructional and Non-Instructional Programs:

The Merritt Accreditation Committee also conducted an analysis of the College's allocations for instructional and non-instructional program activities over the three most recent fiscal years (2010-2011, 2011-2012, and 2012-2013). According to this analysis, the College's total instructional budget for the base year in this analysis, FY 2011 (2010-2011), was \$10.9 million, while the total combined non-instructional budget for 2010-2011 was \$7.1 million.

In FY 2012 (2011-2012), the College experienced a substantial cut in its instructional program budget. To balance the overall budget, the instructional program budget was cut by \$2.6 million, resulting in a total allocation of \$8.3 million. This translates into a 23 percent overall reduction in instructional funds for the College. The following year, in FY 2013 (2012-2013), a total of \$128,243 was restored to the College's instructional budget, bringing it to approximately \$8.4 million. The current FY 2012-2013 instructional budget is still less, however, than the base year budget of \$10.9 million.

In contrast, during this period the College's budget for non-instructional activities increased incrementally each year. In FY 2012 (2011-2012), for example, the College's budget for non-instructional activities increased by almost \$200,000, and, in FY 2013 (2012-2013), it increased even further, by an additional \$1.0 million. The increase in the College's non-instructional budget can be accounted for primarily by the restoration of various instructional administrator positions and also by an increase in student counseling activities during this period.

Analysis of Budget Reductions and Changes by Department or Instructional Activity:

To understand the specific impact of these budget cuts on the College's instructional programs, the Committee undertook an analysis of the fiscal impact on individual departments. As part of this exercise, the Committee first analyzed the impact on instructional programs with annual budgets over \$500,000 (see Figure 5). This category encompassed 40 individual programs of study, organized under eight majors: Health, Biological, Humanities, Interdisciplinary Studies, Consumer Education, Agriculture, Physical Sciences, and Mathematics (see Table 15).

The Committee then went on to analyze the fiscal impact on instructional programs with annual budgets under \$500,000 (see Figure 6). This category included a total of 33 individual programs of study, organized under 12 majors: Education, Fine and Applied Arts, Social Sciences, Computer Information, Business Management, Public Affairs, Law, Learning Center, Psychology, Environmental, Foreign Languages, and Community Services (see Table 16).

Figure 5 – Detailed Breakdown by Instructional Activities - \$500,000 and Over

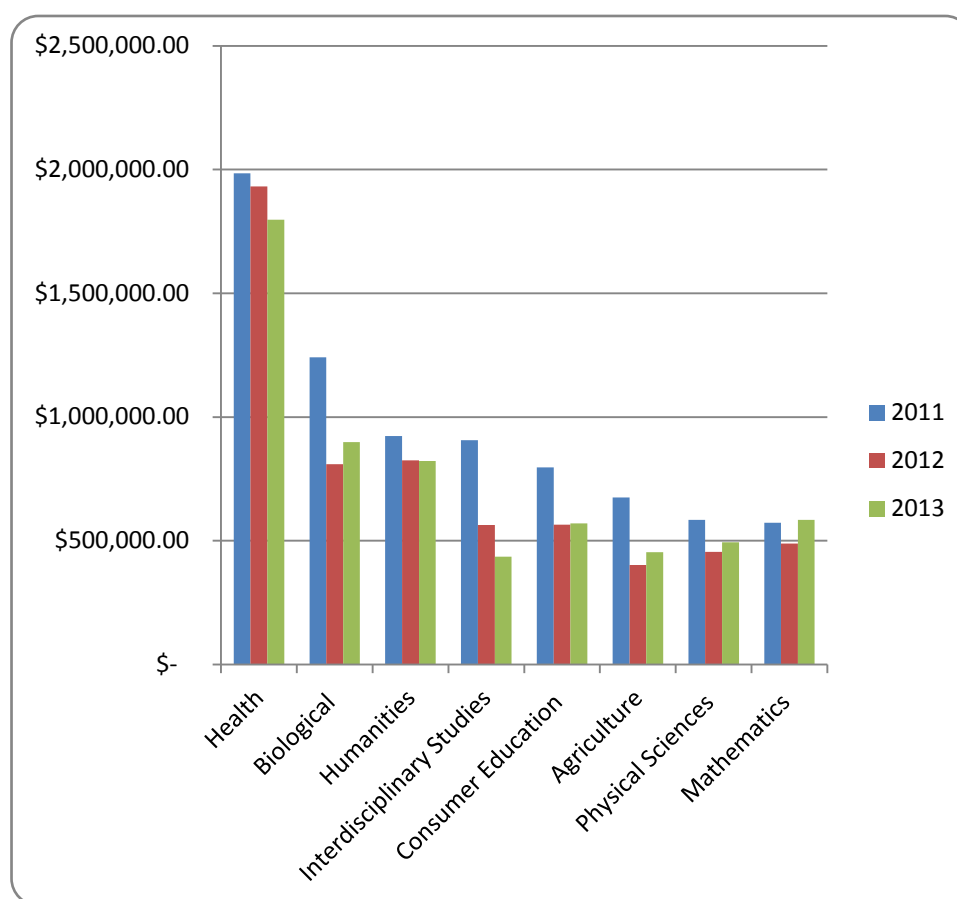


Figure 5 details the breakdown of the instructional activity budget over the three-year period encompassing FY 2011 (2010-2011), FY 2012 (2011-2012), and FY 2013 (2012-2013), for instructional program budgets of \$500,000 and over. Of the College's eight majors with budgets over \$500,000, Health has the highest program budget, due to the College's popular Nursing and Radiologic Technology Programs. Biological Sciences has the second highest budget for instructional programs in this category.

As clearly demonstrated in Figure 5, all of the programs have experienced dips in funding over the last three years. Health stayed level at \$1.9 million in FY 2011 and FY 2012, but dipped to \$1.8 million in FY 2013. Biological Sciences started at \$1.2 million in FY 2011, but plummeted below \$1.0 million in FY 2012, a 35 percent reduction. In FY 2013, it recovered slightly, posting a budget of \$899,000. However, this still represents a 28 percent reduction in program funding when compared to the baseline budget in FY 2011.

The Humanities budget declined nearly \$100,000 between FY 2011 and FY 2012, but remained level, at the \$800,000 mark, in FY 2013. Interdisciplinary Studies declined 37 percent from FY 2011 to FY 2012, dropping from \$907,000 to \$565,000; in FY 2013, it dropped an additional \$129,000 or 23 percent. Agriculture dropped by \$273,000 in FY 2012, but increased by \$50,000 in FY 2013. Mathematics and the remaining areas posted an average drop of \$100,000, which was regained in FY 2013.

To provide specificity to the eight majors shown in Figure 5, the major category and the Budget and Accounting Manual top codes and program titles are presented in Table 15 below:

Table 15 – Top Code Chart for Instructional Activities \$500,000 and Over

Major Category Budget: \$500,000 and Above	Top Code	Program Title
Health	126000	Health Sciences
	123010	Nursing
	122500	Radiologic Science
	122500	Radiologic Technology
	123020	Vocational Nursing
Biological Sciences	040100	Biology, Physiology(includes Anatomy)
	040200	Botany, General
	040300	Microbiology; Biotechnology
	040700	Zoology, General
	040800	Natural History
	049900	Other Biological Sciences
Humanities	150200	Language Arts
	150600	Communication Studies
Interdisciplinary Studies	490110	CSU Gen. Education Breadth
	490300	Humanities
	490110	IGETC
	490310	Liberal Arts: Arts and Humanities
	490100	Liberal Arts: Cross Cultural Studies
	490200	Natural Sciences
Consumer Education	130500	Child Development
	130500	Child Development Teacher
	130620	Dietary Manager
	130620	Dietetic Service Supervisor
	130660	Dietetic Technology
Agriculture	010910	Basic Landscape Horticulture
	010910	Intermediate Landscape Horticulture
	010910	Landscape & Parks Management
	010910	Landscape Architecture
	010910	Landscape Design
	010930	Nursery Management
	010930	Intermediate Nursery Management
Physical Sciences	190100	Physical Science
	190200	Physics
	190500	Chemistry
	191100	Astronomy
	191400	Geology
	191900	Oceanography
	191200	Earth Science
	199900	Other Physical Sciences
Mathematics	170100	Mathematics

Figure 6 details the breakdown of the College’s instructional activity budget over the three-year period encompassing FY 2011 (2010-2011), FY 2012 (2011-2012), and FY 2013 (2012-2013) for instructional programs with budgets of \$499,000 and below.

Figure 6 – Detailed Breakdown by Instructional Activities - \$499,000 and Below

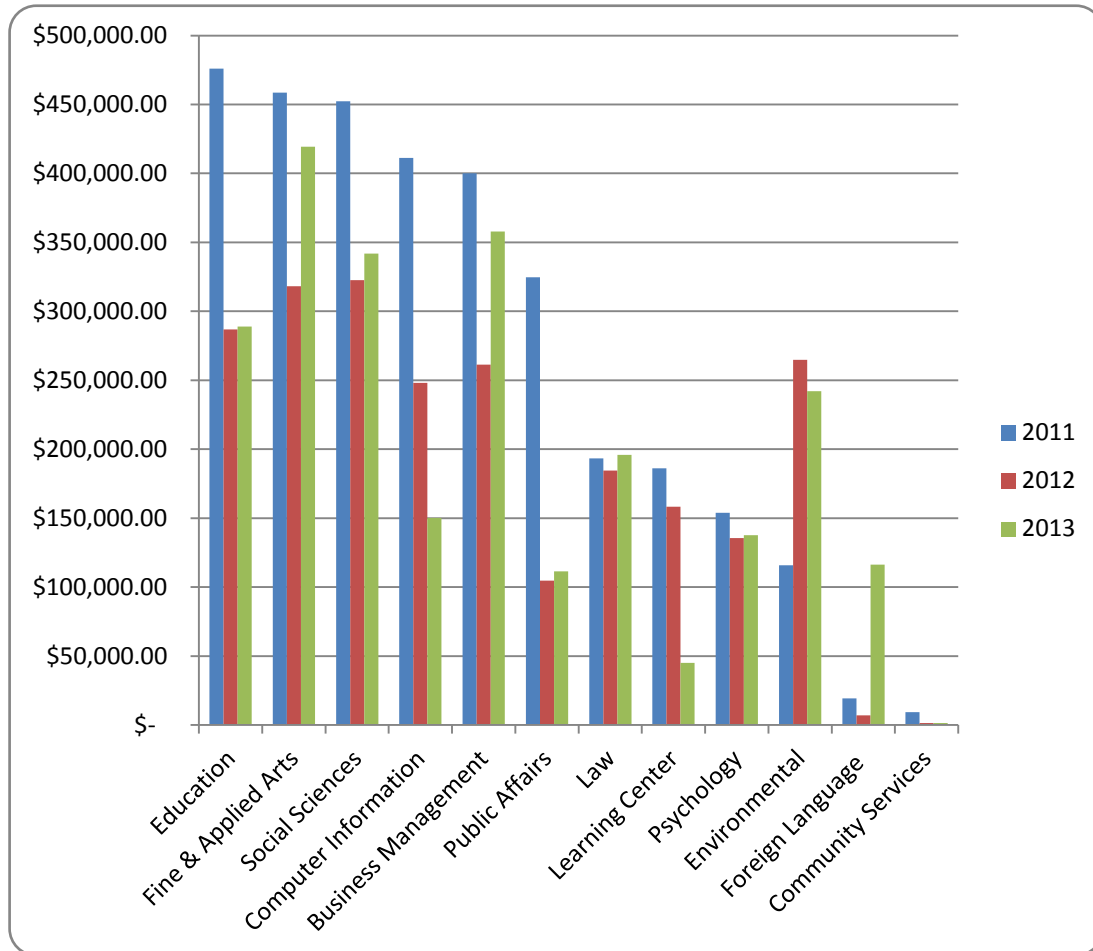


Figure 6 shows instructional activity budget allocations below \$500,000 and consists of disciplines in 12 major areas: Education, Fine and Applied Arts, Social Sciences, Computer Information, Business Management, Public Affairs, Law, Learning Center, Psychology, Environmental, Foreign Language, and Community Services. The budgets in these disciplines show dramatic changes from year to year, particularly between FY 2010-2011 and FY 2011-2012, but, overall, there is no consistent pattern.

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To provide specificity of the Merritt programs shown in Figure 6, the major category and the Budget and Accounting Manual top codes and program titles are presented in the Table 16.

Table 16 – Top Code Chart for Instructional Activities \$499,000 and Below

Major Category Budget: \$499,000 and below	Top Code	Program Title
Education	083600	Recreation and Leisure Services
Fine and Applied Arts	100100 100200 100400	Art History Art (Painting, Drawing, and Ceramics) Music
Social Sciences	220100 220200 220300 220400	Social and Behavioral Sciences Anthropology African American Studies Economics
Computer Information	070700 070210 070810	CIS: Software Development CIS: Microcomputer Software Spec. CIS: Computer Network and Communications
Business Management	050200 051400 051400 050500 051400 050600 050100 051100	Accounting Administrative Assistant Admin Office Systems and Application Business Administration Business Information Processing Business Management General Business Real Estate
Public Affairs	210500 210510 210500 210400 210440	Administration of Justice Administration of Justice: Corrections Administration of Justice: Police Science Community Social Services Substance Abuse
Law	140200	Paralegal Studies
Learning Center	611000	Learning Resources
Psychology	200100	Psychology
Environmental	030300 030300 030200	Environmental Hazardous Materials. Tech Environmental Management and Restoration Technology Environmental Studies: Human Ecology
Foreign Language	110200 110500	French Spanish
Community Services	210400	Community Social Services

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Analysis of Impact of Programs Cuts on Enrollment:

Overview of Impact on Full-Time Equivalent Students (FTES):

As the budget was reduced between FY 2008 and FY 2012, fewer students were served, or FTES declined. In FY 2008 (2007-2008) Merritt earned total FTES of 4,848.45. This total was reduced by 6.82 percent in FY 2009 (2008-2009) to 4,517.90. In FY 2010 (2009-2010), FTES went up by 8.66 percent to 4,909.18. The decline in FTES continued to drop by 11.37 percent in FY 2011 (2010-2011) and 8.44 percent in FY 2012 (2011-2012).

Table 17 – FTES Earned by Merritt College over Five Years 2008 to 2012

Fiscal Year	FTES	Percent Change
2008 (2007-2008)	4,848.45	-----
2009 (2008-2009)	4,517.90	(6.82%)
2010 (2009-2010)	4,909.18	8.66%
2011 (2010-2011)	4,350.80	(11.37%)
2012 (2011-2012)	4,012.29	(8.44%)

Source: Merritt Five Year History from PCCD District Finance, September 24, 2012

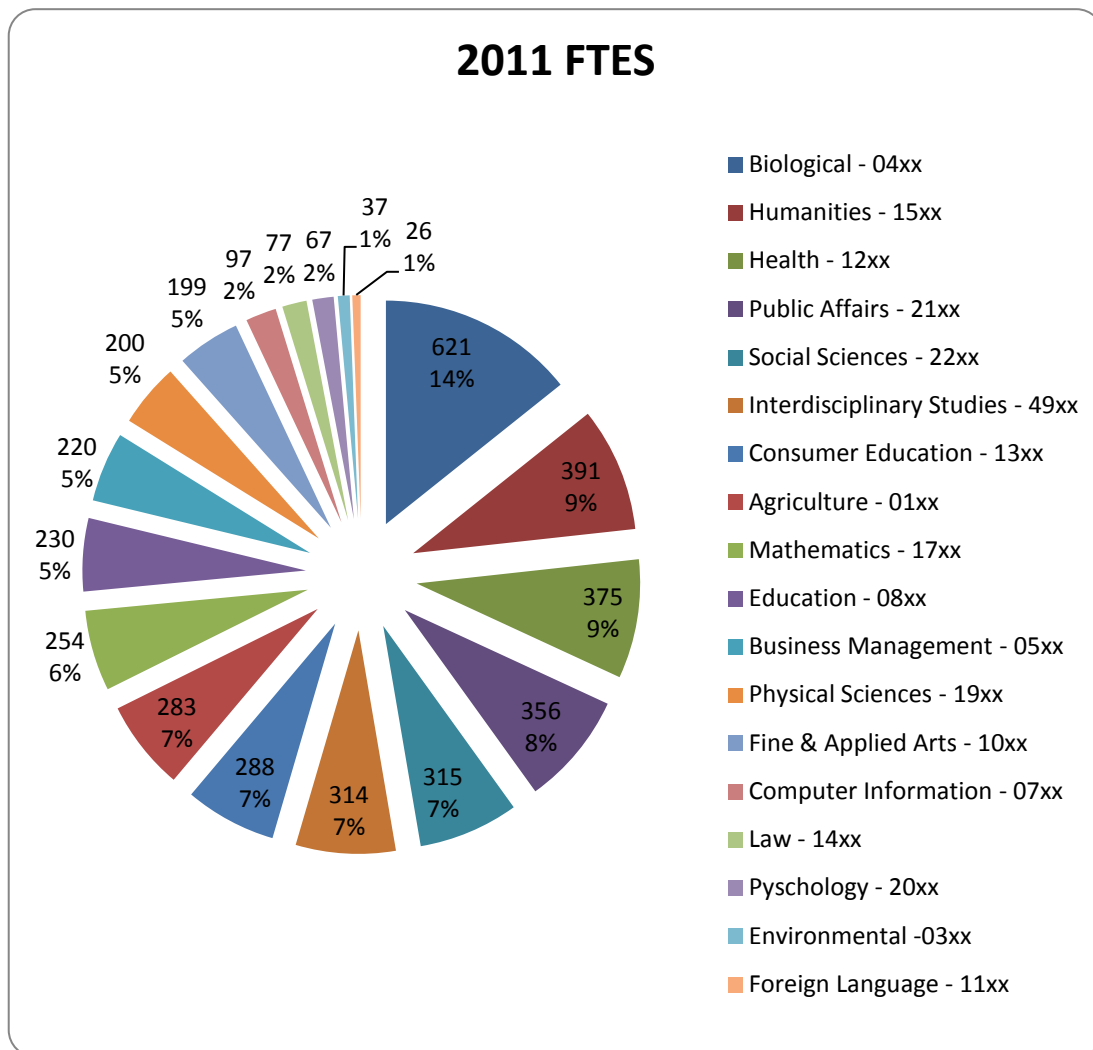
Breakdown of Change in FTES by Department:

Figure 7 and Figure 8 (see charts on following pages) show the breakdown of Full Time Equivalent Students (FTES) by department for FY 2011 (2010-2011) and FY 2012 (2011-2012). During this time Biological Sciences generated the highest number of FTES, accounting for 13 to 14 percent of the College's total FTES. Humanities generated the second highest, followed by Health, Public Affairs, and Social Sciences. Law generated the lowest number of FTES.

As discussed in the previous section in relation to Figure 5, the highest instructional budget allocations are to Health and Biological Sciences, both of which generate high numbers of FTES. The analysis of the budget vs. FTES by department, however, revealed that certain major categories with much smaller budgets are also generating high FTES. For example, over the two fiscal years examined Public Affairs disciplines generated a high number of FTES even with a low budget allocation of approximately \$100,000, rivaling the number of FTES generated by Health (Public Affairs—eight percent FTES; Health eight to nine percent FTES). This type of information will be useful in informing future discussions about College allocations by program and department.

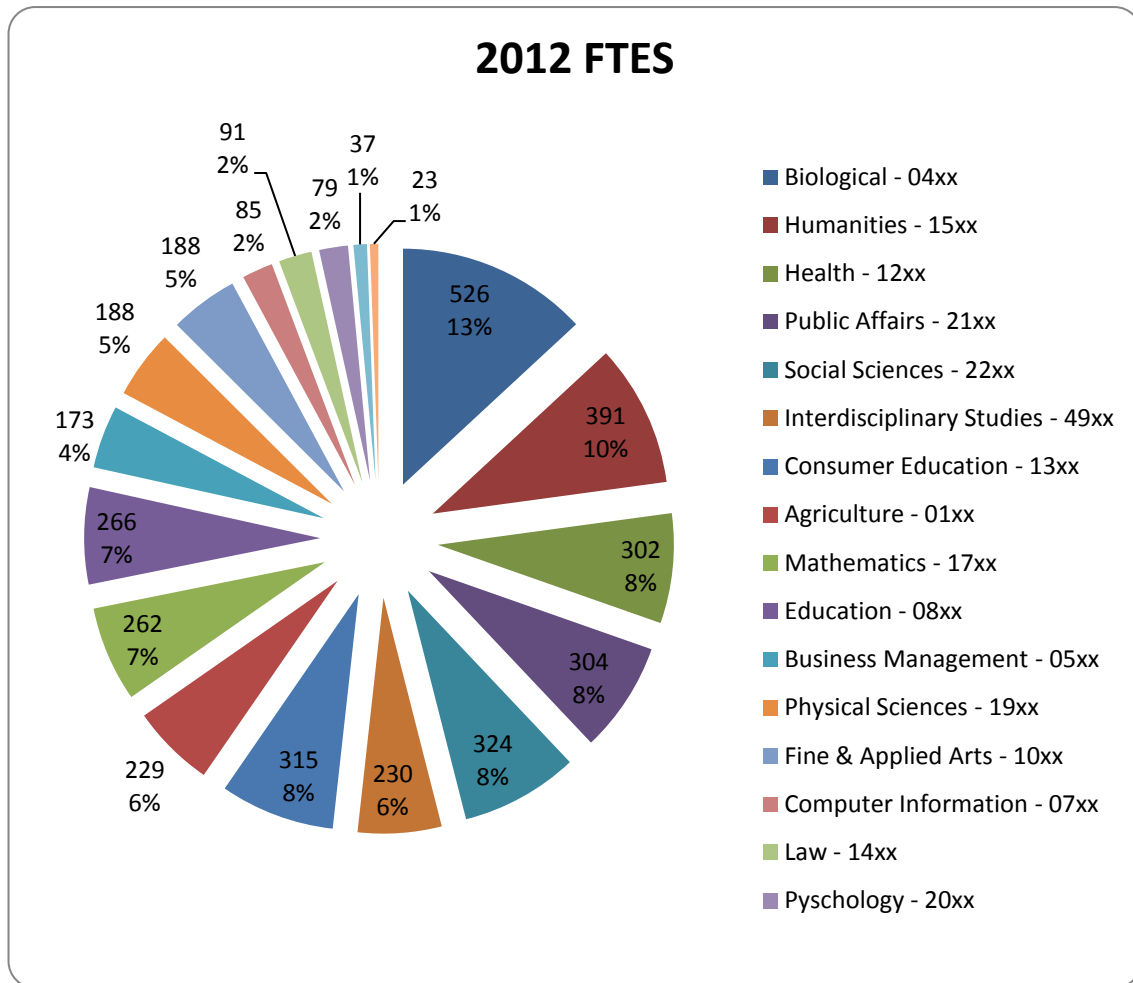
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Figure 7 – Detailed Breakdown of FY 2011 (2010-2011) FTES Earned by Department



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Figure 8 – Detailed breakdown of FY 2012 (2011-2012) FTES Earned Per Department



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Impact on Student Academic Performance Indicators:

Successful student outcomes are another measure of how well Merritt is sustaining quality educational programs and services during years of budget reductions. Despite the cuts in staffing levels, academic programs, and course offerings over the last five years, student success indicators at Merritt remain solid.

In preparing its response to the Accreditation Commission, the Merritt Accreditation Committee examined student performance data compiled by the District Office of Institutional Research and by the Merritt College Title III project. The data clearly shows that, while the recent fiscal reductions and changes may have affected overall enrollment (FTES) and retention numbers, due to cuts in course offerings, the fiscal situation has not negatively impacted educational outcomes for students who persist from semester to semester.

Merritt's institutional capacity for sustaining quality educational programs and services is substantiated by two broad categories of data: 1) longitudinal data on the number of student awards granted during the years of budget reduction, and b) multi-year data on core academic performance indicators in four key areas: retention, drop rate, course completion, and transfer. The following section discusses the team's findings in each of these areas.

Awards:

Table 18 below shows that the number of Associate of Arts (AA) and Associate of Science (AS) degree awards remained steady at Merritt over the last three fiscal years FY 2010 (2009-2010) through FY 2012 (2011-2012). Although the data shows an overall decline in total awards during this period, that drop is primarily due to a decrease in the number of Certificates of Achievement and Certificates of Proficiency. In questioning the significant decline in total awards from 734 in 2010-2011 to 550 in 2011-2012, department chairpersons in the College's Career and Technical Education (CTE) programs revealed that changes were implemented in the CTE curriculum that encouraged students to graduate with an Associate degree in certain majors, rather than pursue a certificate. For example, the Child Development program awarded 100 Certificates of Achievement in 2010-2011, but only 15 in 2011-2012.

Table 18 – Merritt College Awards FY 2009-2010 through FY 2011-2012

MERRITT COLLEGE	2009-2010					2010-2011					2011-2012				
	AWARDS				AWARDS TOTAL	AWARDS				AWARDS TOTAL	AWARDS				AWARDS TOTAL
	AA	AS	CA	CP		AA	AS	CA	CP		AA	AS	CA	CP	
GRAND TOTAL	272	114	233	121	740	310	134	168	122	734	285	111	136	18	550

Core Academic Performance Indicators

In 2008, Merritt College was awarded a Strengthening Institutions Program Title III grant from the U.S. Department of Education to strengthen academic pathways, programs and services college-wide. The Title III grant's goals have supported the College in evaluating and tracking student outcomes from FY 2009 to FY 2012 in retention, drop rate, course completion, and transfer.

Tables 19 through 22 document the progress the College is making in improving student success. The complete Title III Annual Report of Student Outcomes includes more detailed information and data on student progress for ten areas by ethnicity and gender, for basic skills English, mathematics, and ESL and may be accessed via the evidence link provided in this accreditation follow-up report. Below are excerpts from the most recent report, published in January 2013:

Fall-to-Spring Retention Rates for All Matriculating Students

Definition of Retention: Increase the percentage of students who continue, or persist, from semester to semester. (For the US Department of Education and the Title III grant, retention is defined as the Peralta Colleges would define persistence.)

Retention Goal: Increase the overall college semester-to-semester (fall-to-spring) retention rate for all matriculating students from 56 percent to 65 percent.

Table 19 - Fall-to-Spring Retention Rates for ALL MATRICULATING Students

(Student Persistence across Semesters) Baseline • Year 1 • Year 2 • year 3 • year 4 2013 Goal: 65%							
	Baseline Fall to Spring 2001– 2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011- Spring 2012		Year 5 Fall 2012– Spring 2013
Overall Rate	59%	54%	66%	51%	54%	n=2,369	TBD
<i>Data Source: Peralta Community College District, Office of Institutional Research</i>							

Findings:

- In 2008-2009 overall college retention was at 54 percent and the College exceeded its target in 2009-2010 with a retention rate of 66 percent.
- The overall retention rate dropped again in 2010-2011 to 51 percent, and stands at a slight increase in 2011-2012 at 54 percent.

Fall-to-Spring Retention Rates for Basic Skills Students

Fall-to-Spring Retention Goal for Basic Skills: Increase the fall-to-spring retention rate for basic skills students from 41 percent to 50 percent.

Table 20 - Fall-to-Spring Retention Rates for BASIC SKILLS Students

(Basic Skills Student Persistence across Semesters) BASELINE • YEAR 1 • YEAR 2 • YEAR 3 • YEAR 4 2013 GOAL: 50%							
	Baseline Fall - Spring 2001–2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011- Spring 2012		Year 5 Fall 2012– Spring 2013
Overall Rate	63%	58%	67%	53%	58%	n=279	TBD
<i>Data Source: Peralta Community College District, Office of Institutional Research</i>							

Findings:

- The objective for 2013 for improving basic skills student retention has been met.
- The retention rate for basic skills students was 58 percent, which represents an increase over the rate of 53 percent in Year 3 of the Title III grant.

Student Course Drop Rate for All Matriculating Students

Definition of Course Drop Rate: Decrease the percentage of students who withdraw from courses within a semester.

Course Drop Rate Goal: Decrease average course drop rates from 30 percent to 25 percent.

Table 21 - Student Course Drop Rate for ALL Matriculating Students

Baseline • Year 1 • Year 2 • year 3 • year 4 2013 Goal: 25% or lower (In this table, lower numbers are better.)							
	Baseline Fall and Spring Semesters 2001–2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011–Spring 2012 ("n"= total # of course enrollments)		Year 5 Fall 2012– Spring 2013
Overall Rate	28%	25%	19%	22%	23%	n=19,298	TBD
<i>Source: Peralta Community College District, Office of Institutional Research</i>							

Findings:

- The College met the goal in 2008-2009 with an average drop rate of 25 percent for all matriculating students; 19 percent in 2009-2010; and, 22 percent in 2010-2011.
- The average drop rate for all matriculating students in 2011-2012 exceeded the goal with an average drop rate of 23 percent.

Course Completion

Definition of Successful Course Completion: Increase the percentage of students who receive an A, B, C (or credit) out of those receiving any grade.

Successful Course Completion Goal: Increase the percentage of students who successfully complete courses (with a grade of A, B, or C or credit) from 64 percent to 69 percent.

Table 22 – Successful Course Completion Rates for ALL Matriculating Students

With Grade of A, B, or C or Credit Baseline • Year 1 • Year 2 • year 3 • year 4 2013 goal: 69%							
	Baseline Fall and Spring Semesters 2001–2006	Year 1 Fall 2008– Spring 2009	Year 2 Fall 2009– Spring 2010	Year 3 Fall 2010– Spring 2011	Year 4 Fall 2011–Spring 2012 ("n"= total # of grades awarded)		Year 5 Fall 2012– Spring 2013
Overall Rate	64%	61%	62%	64%	65%	n=18,222	TBD
<i>Data Source: Peralta Community College District, Office of Institutional Research</i>							

Findings:

- The overall successful course completion rate fell below the expected target goal in 2008-2009 at 39 percent; decreased slightly to 38 percent in 2009-2010; and, decreased slightly again to 36 percent in 2010-2011.
- The overall successful course completion rate has not met the expected goal of 31 percent in 2011-2012, but continues to move in the right direction with at the rate of 35 percent, which is slightly lower than the previous year.

Transfers to California Public Universities

Definition of Transfer: Increase the percentage of students who successfully transition from Merritt College to a four-year college or university each fall.

Transfer Goal: Increase actual percentage of transfers from 1 percent (245 students) to 1.5 percent (367 students) of matriculating student population.

Table 23 – Transfers: Actual Percentages of All Matriculating Students

BASELINE • YEAR 1 • YEAR 2 2013 GOAL: 1.5%						
	Baseline Fall 2001-Fall 2006	Year 1 Fall 2008	Year 2 Fall 2009	Year 3 Fall 2010	Year 4 Fall 2011	Year 5 Fall 2012
Overall (Number and Percent)	130/year, or total 781 (3% of total 29,673 matriculating students for 6-year baseline period)	153 (3% of 5,363 fall 2008 matriculating students)	93 (2% of 4,926 fall 2009 matriculating students)	<i>No figures for Year 3 were provided.</i>	<i>No figures for Year 4 were provided.</i>	TBD
<i>Data Source: Peralta Community College District, Office of Institutional Research Transfer Data Source: California Post-Secondary Education Commission</i>						

Findings: No figures for Year 3 and Year 4 have been reported since the closure of the office for California Post-Secondary Education Commission.

In summary, Merritt College's award data and student performance data suggest that the College is holding its own in continuing to provide effective educational programs and services, even with the ongoing budget cuts, faculty and staff reductions, and lower enrollments. The College's award numbers declined in the granting of certificates, but associate degree awards increased slightly between 2009 and 2012. The College's student success rates have remained fairly constant over the past three to four years, and compare favorably to community college student success rates across the state over the same period. Merritt College also shows evidence of making significant progress in reducing drop rates, in improving successful course completion rates, and progress in improving the success of basic skills students. In all of the above respects, the College is preserving educational quality and institutional effectiveness despite the adverse budget circumstances of the past several years.

Part II: Plans for Dealing with the Negative Impact of Recent Fiscal Changes

Part II of the Merritt College Accreditation Committee's response to Commission Recommendation 5 examines the College's recent efforts and future plans for dealing with the negative impact of the fiscal reductions and changes that have occurred over the last five years. In this section, the College looks at the strategies and processes it is already using and will continue to use to ensure its effectiveness as an educational institution even in the face of major changes.

The purpose of Part II of the Committee's investigation is two-fold: 1) to provide detailed evidence that Merritt College has been proactive in responding to the recent fiscal changes; and, 2) to demonstrate that Merritt College has the systems, processes, strategies, and resources in place to continue to deliver high quality educational services to its target population in the future. This investigation is divided into five sub-sections:

- 1) **Mission-Based Institutional Management:** Describes how the College relies upon its mission and core values in integrated planning, budgeting, and decision making.
- 2) **Integrated Planning and Budgeting:** Provides a historical perspective from 2006 to the present of the integrated planning and budgeting processes, for the District and College.
- 3) **Fiscal Planning and Decision Making:** Delineates how Merritt's Integrated Planning and Budgeting (IPB) model drives fiscal planning and decision making and is tied to the District's Planning and Budgeting Integration (PBI) model.
- 4) **Grants and Categorical Funding:** Outlines how federal, state, and local grants, as well as categorical funds, have supported staff sufficiency and the overall quality of educational programs and services during the period of severe budget reductions.
- 5) **Other Survival Strategies:** Outlines additional strategies the College has used or intends to use in dealing with any negative resulting impact of recent or future budget reductions and changes.

Mission-Based Institutional Management:

Primacy of Mission:

In terms of guiding and shaping Merritt College's response to the recent budget reductions and changes, the mission is first and foremost. Merritt relies on its mission and core values for integrated planning, budgeting, and decision making. All plans and responses must be tied back to mission.

Merritt College has a well-defined mission that describes the purpose of the College, its commitment to student learning, and the intended student population. The mission of Merritt College and its core values are as follows:

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, develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society.

Core Values

Student Success: We provide challenging and rigorous learning experiences that support the academic and personal success of our students.

Caring Spirit: We genuinely care about every member of our campus community.

Teamwork and Inclusion: We encourage everyone to participate in college governance and assume responsibility for acting on our shared commitment to provide exceptional learning experiences.

Campus Climate: We strive to create a student-centered learning environment that leads to student retention, persistence, and success.

Diversity: We honor and respect the different backgrounds, experiences, languages, values and cultures of everyone at the college.

Integration of Mission:

Merritt College has a system in place for the regular review of its institutional mission and well-defined processes for infusing this mission into all aspects of the institution and its programs and services. These systems and process were in place prior to the recent budget crisis, have helped sustain the College through the recent budget crisis, and will help direct the College in the period ahead, as it deals with the long-term impact of various fiscal reductions and changes.

The College's Statement of Mission and Core Values is reviewed annually to ensure that programs and services are aligned to institutional purposes and its intended student population, and to provide a forum for periodic updates or revisions. The Statement of Mission and Core Values was reviewed, revised, and affirmed as corrected by the College Council in 2008.

In fall 2011, a subcommittee of the Accreditation Committee electronically administered a survey to solicit input from faculty, staff, administrators, and students regarding the continuing viability of the mission. While 54.8 percent of the respondents replied that the College should grapple with the definition of "life-long learning opportunities" in the future, 43.2 percent of the respondents agreed that the statement should be left as it stands.

To keep the mission at the forefront and on the minds of all constituents, respondents also favored consistent display of the Mission Statement on committee meeting agendas. In October 2011, the College's Statement of Mission and Core Values was reaffirmed by consensus at the College Council meeting. The updated statement is prominently displayed across the campus in public areas, classrooms, offices, and conference rooms.

The Merritt College Mission and related Core Values are integral to institutional and fiscal planning, and decision making. The mission is at the forefront for consideration when Program Reviews are conducted on a cycle of three years, and as all instructional programs and support services for student units complete Annual Program Updates (APU), in October of each year. During the Program Review and APU processes, enrollment data and trends are also examined, and student success and demographic data are analyzed and interpreted so that constituents can draw conclusions about the quality of programs and services and identify budget request

priorities for staffing, equipment, and instructional resource materials. The Program Review cycles and APU processes also result in recommendations for ongoing institutional, program, departmental, and service area improvements and, in this way, serve as vehicles for infusing the mission into all of the institution's programs and services.

Integrated Planning and Budgeting:

A historical perspective on the Peralta Community College District's integrated planning and budgeting processes from 2006 to the present provides an invaluable account of both District and College-level practices regarding the oversight of fiscal resources. It also clarifies the type of integrated planning and budgeting model that Merritt College will use moving forward.

Both Merritt College and the Peralta Community College District promote practices for the effective oversight of fiscal resources and employ established, collaborative processes to assess the efficient use of financial resources. More importantly, both the District's Planning Budgeting and Integration (PBI) model and the Merritt College Integrated Planning and Budgeting (IPB) model are data driven. Both models incorporate and use the results of annual evaluations as a basis for institutional effectiveness and to make ongoing improvements and changes to the processes, as needed.

In 2006, the Peralta Colleges implemented a Strategic Plan to "... provide a structured process for responding to the needs of the community." Trends and issues formed the context for the plan's goals and objectives around service area demographics, expected job growth rates, and enrollment trends. By FY 2008 (2007-2008), a new model for integrated annual planning and budgeting had been developed for the District, using the Educational Master Plan as a backdrop for resource allocation decisions, and the Program Review cycle as a central mechanism for college decision making. Through this annual planning process, the District's five Strategic Goals have evolved and been refined over the last five years and continue to serve as the guiding framework for the District and its four colleges:

Peralta Community College District: 2006-2007 vs. 2012-2013 Strategic Goals	
Strategic Goals 2006-2007	Strategic Goals and Institutional Outcomes 2012-2013
1. Student Access, Equity, and Success	1. Advance Student Access, Equity, and Success
2. Community and Partner Engagement	2. Engage and Leverage Partners
3. Programs of Distinction	3. Build Programs of Distinction
4. Culture of Collaboration and Innovation	4. Create a Culture of Innovation and Collaboration
5. Resources In Advance to Sustain Our Mission	5. Develop and Manage Resources to Advance Our Mission

During the 2009-2010 academic year, which marks the beginning year for severe budget reductions at the Colleges in the District, the District tested the new Planning, Budgeting, and Integration (PBI) model at the first annual Peralta Community College District Planning,

Budgeting, and Integration (PBI) Summit held in August 2009. The District's Chancellor, Dr. Wise Allen, kick-started the academic year by charging constituents to focus on three areas:

- 1) Streamlining the planning and budgeting processes used in developing recommendations.
- 2) Ensuring effective shared governance practices.
- 3) Sustaining data driven planning assumptions and recommendations.

The Summit set forth a number of goals were for the District and the colleges. These included: meet accreditation recommendations, support strategic planning, set clear reporting channels, establish systems to address college requests, and to rely on fewer, more efficient District Committees. Program reviews and Annual Unit Plans (AUP) continued to serve as the foundation for college planning and decision making with more direct linkages to District Subject Matter Committees (e.g., Technology, Education Committee, Facilities, etc.).

The 2010-2011 academic year started with the annual Peralta Community College District Planning Budgeting and Integrated (PBI) Summit in August 2010. To promote continuous improvement of the PBI model in response to the 2009 PBI evaluation survey results, and due to the state's budget crisis, the Chancellor asked the District and the four Peralta Colleges to align annual institutional goals to the state's focus on student success, educational functions of basic skills, transfer, the Career and Technical Education (CTE) program, and Peralta's five Strategic Goal Areas. The District's Annual Unit Plans (AUP) was revised and renamed the Annual Program Updates (APU). In both planning and resource allocation, the Colleges were asked to take into account four variables:

- Program and discipline effectiveness
- Program prioritization
- Program viability
- Program consolidation

These planning and budgeting mandates resulted in another round of cuts to Merritt College's schedule of course offerings, which, in turn, had a direct impact on enrollment at the College. In FY 2011-2012, as the District's Fiscal Advisor, Tom Henry continued to work with Chancellor Wise Allen and the Colleges. During this period, Dr. Wise Allen requested that the colleges develop short-term institutional objectives aimed at the following:

- 1) Exercising options for streamlining and focusing programs to achieve cost savings.
- 2) Requiring Colleges and District Service Centers to stay within allocated budgets.
- 3) Alignment to the State Chancellor's Office recommendation for basic skills, transfer, and Career Technical Education (CTE) as the continuing "... overall priority for colleges during this budget crisis...however long it lasts."

In FY 2011-2012, College Presidents were also held accountable for ensuring that their college plans addressed specific institutional objectives such as some of the following:

- 1) Improve student success rates by 10 percent
- 2) Leverage, align, and expand partnerships.
- 3) Ensure timely progress in implementing Student Learning Outcomes (SLOs) assessment.
- 4) Use Program Reviews in instruction and student services to identify factors for improving student success.
- 5) Engage the campus in strategic and purposeful thinking processes.

- 6) Leverage technology.
- 7) Achieve the FTES target and attain college productivity rate of at least 17.5 FTES/FTEF.
- 8) Respond to budget cuts and projected deficits by designing budgets based on Program Review and strategic directions.
- 9) Create efficiencies by sharing positions, facilities and other resources.
- 10) Consider the total cost of programs and support activities; shift resources to core educational functions.
- 11) Increase alternative funding by 20 percent over the 2009-2010 academic year.

The Colleges were also charged to draw upon specific data to attain institutional deliverables and to follow specific criteria and parameters for creating class schedules to meet workload reductions set by the state.

It is important to note that prior to FY 2011 (2010-2011) a historical expenditure based funding methodology was used to determine the total budget of the Peralta Colleges. In August 2010, the District Planning and Budgeting Council adopted a new Budget Allocation Model (BAM), a revenue- based allocation model designed to address the implementation of an unrestricted general fund allocation model. It was adopted May 20, 2011 and revised February 9, 2012. The BAM addresses three primary areas of focus:

- 1) Demonstrates linkages between strategic planning and funding at all levels.
- 2) Promotes transparency that is equitable and clearly documented.
- 3) Uses an allocation model that closely mirrors the process through which revenue allocation is received from the State of California's funding model SB361, established in Senate Bill 361.

Note: The SB361 model includes three fundamental revenue drivers: base allocation, credit FTES and noncredit FTES. Apportionment funding from this formula represents more than 70 percent of the District's unrestricted revenue.

Fiscal Planning and Decision Making

In addition to participating in District-wide planning, Merritt College has its own college-level planning process called the Integrated Planning and Budgeting (IPB) model, which has direct linkages to the District's Planning and Budgeting Integrated (PBI) model. The Merritt IPB model is comprised of three phases that connect integrated planning, budget development, and budget revision and adoption. The IPB drives integrated fiscal planning, budgeting, and decision making processes and promotes a variety of opportunities for faculty and staff to participate through the College's shared governance processes toward the development of institutional plans and budgets.

Phase One of the IPB at Merritt begins annually in August with the District's annual Summit and the College's focus on its annual Strategic Goals. In October, departments and college service units complete the Annual Program Update (APU) or Program Review, which occurs on a three-year cycle. Administrators responsible for instructional and student services units review the APUs or Program Reviews and meet with constituencies as needed to summarize and prioritize budget request priorities. These recommendations and requests are then forwarded to the College Educational Master Planning Committee (CEMPC). CEMPC reviews, prioritizes, and

recommends budget priorities in staffing, equipment, instructional resources, technology, facilities, and other resource needs. Those recommended priorities are then examined and evaluated through the College's shared governance committees (Technology, Budget, Facilities, Academic Senate, Classified Senate, Curriculum and Instructional Council, Council of Department Chairs and Program Directors). CEMPC then forwards finalized recommended priorities to the College Council for approval. The College Council forwards prioritized recommendations to the College President for final approval. The College President synthesizes and summarizes the College's recommendations and presents them through the District's PBI model processes.

Phase Two of the Merritt IPB begins in January and focuses on integrated budget preparation. The District's Planning and Budget Council provides feedback to Merritt regarding its funding priorities. The timing of this process is planned to coincide with the release of the Governor's proposed budget. Annually, in February, College stakeholders receive budget instructions and begin to finalize budgets. In March, proposed budget scenarios come forth (e.g. similar to the two percent, three percent, and four percent, and five percent, 10 and 15 percent budget scenarios proposed in fiscal years 2009-2010 through 2011-2012). By April, the College submits its preliminary budget to the District.

Phase Three of Merritt's IPB focuses on budget revision and adoption. This phase begins in May to coincide with the Governor's May revise. The College's budget is presented to the Chancellor; adjustments are made as needed with each College President conferring with campus shared governance groups. In June, the Board of Trustees reviews and approves a tentative budget leading to the beginning of the IPB cycle and Summit held in August of each year.

Merritt's IPB model is data driven and based on collaboration across college departments and service units and incorporates broad based input across shared governance committee processes. In the past several years since IPB model implementation, some questions and concerns have been raised at the campus level regarding the priority order of recommendations. In spite of these concerns, faculty, staff, and administrators are steadfast in their efforts to improve Merritt's planning and budget allocation and decision-making processes.

In FY 2010 (2009-2010), the College adapted the State Academic Senate's evaluation survey on integrated planning and budgeting processes and developed a college survey to assess and evaluate Merritt's IPB process. An initial survey was developed and administered in April 2010, to get responses from faculty, staff, and members of the various shared governance committees. The survey results supported revisiting, revising, and overall improvement of IPB processes.

In June 2012, a subcommittee of the College Council comprised of classified staff, faculty, and administrators was established to review Merritt's IPB model. The group met through July 2012 to clarify steps in Merritt's integrated planning and budget development processes and to assure synchronization of the College's timelines for planning and budgeting with those of the District. The revised Merritt IPB was presented during the August 2012 Flex Day program and formally approved as amended by the College Council in September 2012.

From 2006 to the present, Merritt College has persisted in engaging faculty, staff, and administrators in processes to revise, update, and as indicated above, radically change the

College's IPB model. While in July 2012 a subcommittee of the College Council revised and updated the IPB model, work is still in progress to refine and improve the College Educational Master Planning Committee (CEMPC) processes. Currently, this shared governance committee is engaged in reviewing its charge, improving rubrics, methods, and procedures for ranking priorities at the institutional and departmental levels that are linked to Program Reviews, Annual Program Updates (APU), and the College and the District's strategic directions and budget development timelines.

Faculty, the Council of Department Chairs, and Program Directors (CDCPD) are also engaged in active discourse for promoting transparency and adhering to procedural guidelines as outlined in the Shared Governance Committee and College Council bylaws for prioritizing the allocation of college resources (e.g., faculty hires, the addition or deletion of sections to the College's schedule of course offerings, instructional supplies, etc.). To that end, plans are underway for CEMPC to conduct the College survey on the current program review, budget development cycle, and Merritt's IPB model processes by April 2013. Merritt faculty, staff, and administrators have a strong commitment to shared governance and continuous dialogue on improvements to institutional planning and resource allocation processes.

Grants and Categorical Funding:

In 2012, the Merritt College Accreditation Committee conducted a three-year analysis of how federal, state, and local grants, and categorical funds were leveraged to sustain teaching and learning, support services for students, and institutional capacity in years of budget reductions.

Overview of Grant and Categorical Awards and Expenditures: Three-Year Analysis

Merritt received \$16,081,657 in both grant and categorical awards between FY 2009 and FY 2012. This revenue came from a variety of sources, including 14 federal grants, seven state grants, seven local grant awards, and five categorically-funded programs. During that three-year period, the College's restricted fund (Fund 11) expenditures from federal, state, and local grants and categorical funds totaled \$12,237,358. Federal grant expenditures totaled \$5,460,840; state grants expenditures were \$1,438,707; and, local grant expenditures were \$1,032,874. Categorical fund expenditures amounted to \$4,304,937 over the three-year period. Table 24 shows expenditures from grant and categorical award from FY 2009 to FY 2012.

Table 24 - Summary of Fund 11 Grant and Categorical Expenditures FY 2009 - FY 2012

Federal Grants	\$ 5,460,840
State Grants	1,438,707
Local Grants	1,032,874
Categorical Funds	4,304,937
Grand Total	\$12,237,358

Table 25 below provides a more detailed summary of expenditures and grant awards for FY 2009 (2008-2009) through FY 2012 (2011-2012) by grant and categorical program:

Table 25 - Grant and Categorical Expenditures and Grant Awards FY 2009 to FY 2012

Federal Grants	Expenditures	Grant Awards
Regional Consortium Technical Preparation	0	4,921
American Recovery Reinvestment Act - ARRA	138,116	134,787
Federal Work Study	627,188	475,353
Career Technical Education	717,087	744,315
Peralta Achievement Collaborative Grant - PAC	1,226,276	2,905,394
Social Innovation Funds - SIF	37,069	80,000
Health Resources and Services Administration - Nursing	0	284,030
Maximum Achievement Project - MAP	1,120,241	1,130,190
Health Resources and Services Administration	188,100	188,100
Federal Bureau of Justice	175,954	180,444
The Unity Council - Department of Labor	220,123	465,992
Title III Grant	909,608	1,897,314
Temporary Assistance for Needy Family	92,547	110,498
Child Development Training - Yosemite Community College	8,532	30,000
Sub-total	5,460,840	8,631,338
State Grants		
Career Technical Education Community Collaborative	33,621	33,761
Nursing Capacity Grant	269,337	464,374
Lottery Instructional Supplies	90,771	123,722
Financial Aid	755,404	479,351
Career Advancement Academy - Contra Costa College	54,121	60,000
Cooperative Technical Education	1,994	1,994
Basic Skills	233,459	380,000
Sub-total	1,438,707	1,543,202
Local Grants		
Kaiser Permanente Bridge	88,723	137,386
Song Brown Registered Nursing Program	328,169	400,000
First Five Alameda County	329,314	450,000
San Francisco Foundation - Bay Area Work Force Collaborative	114,757	200,000
Human Services Mentoring Program - MAP	137,623	165,923
Faculty Entrepreneurship Program	952	15,000
Local Initiative Support Grant - LISC	33,336	80,000
Sub-total	1,032,874	1,448,309
Categorical Funds		
Cooperative Agencies Resources for Education	378,306	379,672
Educational Opportunity Programs & Services - EOP&S	1,473,076	1,507,994
Disabled Students Programs & Services - DSP&S	1,466,292	1,456,918
Matriculation	507,427	596,506
California Welfare to Work Programs - CalWORKS	479,836	517,718
Sub-total	4,304,937	4,458,808
Total	12,237,358	16,081,657

Analysis of Role of Grants and Expenditures in Supporting Staff Sufficiency and Programs:

The Committee's three-year analysis of Merritt's expenditures from federal, state, and local grants, and categorical funds showed how these resources supported staff sufficiency and the overall quality of educational programs and services in 2009-2010, 2010-2011, and 2011-2012. Despite the fact that these were largely restricted funds, these project funds greatly supported the College in sustaining its mission during budget reductions and changes in academic programs, campus services, and staffing. For example, in the current FY 2013 (2012-2013) budget, federal and state grants and categorical awards funded 14.77 positions (see Table 26):

Table 26 - Fund 11 Federal, State, and Local Grant and Categorical Fund Positions 2012-2013

Federal Grant
Dean of Special Programs and Grants 1.0
Instructor 0.61
Financial Aid Specialist 0.16
Staff Assistant, Title III 1.0
Project Manager, PAC (DOL) 1.0
State Grant
Clerical Assistant II 1.0
Local Grant
Program Specialist, First Five 1.0
Categorical Fund
Alternate Media Technology Specialist 1.0
Career Counselor 1.0
Coordinator, EOPS 1.0
Counselor, EOPS 2.0
Learning Disabilities Specialist 1.0
Program Specialist, Care 1.0
Senior Clerical Assistant 0.50
Staff Assistant, DSP&S 1.0
Student Personnel Services Specialist 0.50

As part of its research, the Committee looked at federal, state, and local grants and categorically funded program expenditures by object code (see Table 27), between 2009 and 2012, to evaluate how important these funds were during the most intense period of budget reductions and changes across the College. The analysis of grant and categorical expenditures by object code revealed how grants and categorical funds not only supported staffing but also supported programs and student services across the college. For example, those grant and categorical funds were used to:

- initially fund a replacement position for an administrative Dean in student services
- hire full and part-time faculty and counselors
- fund extra-service and non-teaching assignments across the College
- provide substantial support for Clerical/Technical Support Staff
- fund additional student instructional aides and student employee assistants
- attain classroom instructional supplies and office supplies
- purchase instructional equipment

Table 27 - Select Federal, State, and Local Grants and Categorical Fund Expenditures 2009-2012

Object Code	Object Code Description	Federal Grants	State Grants	Local Grants	Categorical Funds
1101	Instructors				266,878
1102	Instructor-LTS			103,417	
1201	Administrator			59,714	
1205	Faculty-Spec. Assign.	270,300	28,074		
1203	Counselors FT	128,741			588,586
1351	Instructor PT	117,464	176,671	43,492	62,116
1453	Counselors	318,512	71,006	20,952	603,572
1456	Non-Teaching Assignments	466,124	73,565	85,639	1,074
2102	Clerical/Tech/Support Staff	91,379	435,572	102,616	839,250
2352	Clerical/Tech/Staff (Replacement)	224,750	37,751	10,539	9,412
2353	Student Employee Assistants	822,463	11,669	55,505	187,865
2452	Instructional Aides-Students	182,862	50,255	17,606	
4301	Instructional Supplies Classroom	114,532	99,953	6,670	1,219
4304	Supplies-Office	30,890	1,150	9,148	51,907
5105	Independent Contractor Consultants	1,133,071	1,439	26,166	10,278
6402	Instructional Equipment	309,202	3,363	13,929	1,797
7630	Book Vouchers		3,668	5,039	315,136

Changes and Cuts in Categorical Funding:

Over the last five years, the College experienced severe cuts in categorical funding, especially in FY 2010 (2009-2010). The College continued to use categorical fund allocations to provide critical services to students in five areas: CalWorks; CARE; Disabled Students Programs and Services (DSP&S); the Extended Opportunity Program and Services (EOPS); and Matriculation. These categorical programs are mandated to provide support and services to non-traditional and underserved populations living in poverty, people with disabilities, single-parent students, and

immigrant second language learners. To comprehend the extent of these cuts, one must compare allocations in the base year, FY 2009 (2008-2009) with subsequent years. In FY 2009, Merritt College received a total of \$2,265,170 in categorical funding for the five core categorical programs. Baseline allocations were as follows:

Table 28 – Categorical Program Budgets: 2008-2009

Program	FY 2009 (2008-2009) Allocation
DSPS&S	\$757,032
CalWorks	\$162,285
EOPS	\$802,887
CARE	\$130,420
Matriculation	\$412,546
Total	\$2,265,170

However, in the following three years, due to continuing budget reductions, categorical funding for these five core programs declined by \$1,050,327. The reductions per program are outlined in Table 29 below:

Table 29 - Categorical Fund Budget Allocation: FY 2010 (2009-1010 – FY 2012 (2011-2012)

Description	FY 2010	FY 2011	FY 2012
DSP&S	601,674	559,932	295,312
CalWorks	212,615	164,122	140,981
EOPS	535,154	484,483	488,357
CARE	156,406	111,633	111,633
Matriculation	239,386	178,560	178,560
Totals	\$ 1,745,235	\$ 1,498,730	\$ 1,214,843

In response to challenges posed by the drastic reductions in categorical funds, and in order to continue providing critical services to students, the College's Vice President of Student Services, Student Services Program Directors, faculty, and staff worked together to identify specific strategies to support student success. The Program Directors for DSP&S, CalWorks, EOPS/CARE, and Matriculation were asked to develop detailed action plans, proposing ways to off-set the proposed budget cuts and continue to meet student needs. These action plans are provided here for the Accreditation Commission's review.

California Welfare to Work Programs (CalWORKs)

Impact of Reductions on the Delivery of Quality Services	Response
<ul style="list-style-type: none"> Student participants reduced by one third and services reduced accordingly. 	<ul style="list-style-type: none"> Consolidated program under EOPS/CARE to integrate services and leverage resources. Pursued and received outside mini grants and created a referral network.

Disabled Students Programs and Services (DSP&S)

<i>Impact of Reductions on the Delivery of Quality Services</i>	<i>Response</i>
<ul style="list-style-type: none"> Eliminated funding for Clerical Assistant whose tasks included: Management Information System (MIS) input, monitoring receipt of disability documentation, preparation of paperwork for faculty, and notification of approved accommodations for students. <ul style="list-style-type: none"> Impact: High likelihood for reduced state funding; accurate MIS data required to generate DSP funding. 2009-2010 Accommodations Instructional Assistant (IA) position vacated June 2010. Impact: Reduced staff hours for services and testing accommodations, especially for evening students. Compliance issues at stake. 	<ul style="list-style-type: none"> Collaborated with District Office staff for MIS data input and report submission. Campus staff responsible for preparing narrative report and providing accurate data to District staff. Full-time DSP&S Staff Assistant position re-opened and filled; the aforementioned duties were added to this position (within contract). However, full-time accommodations position must be reinstated to avoid compliance issues owing to an increase in the number of student requests for accommodations.
<ul style="list-style-type: none"> Forty percent reduction in Alternate Media services funding. <ul style="list-style-type: none"> Impact: Compliance issues at stake for the provision of timely service delivery. 	<ul style="list-style-type: none"> Students now provide a compact disc (CD) or flash drive to Alternate Media to facilitate the transfer of lectures and written material for accommodations.
<ul style="list-style-type: none"> No funding for IA positions in Learning Resources classes (Learning Opportunity Program and High-Tech Center). <ul style="list-style-type: none"> Impact: Decrease in student success; students will drop or not pass courses; 2010-2011 funding eliminated for 30-hour/week IA in Learning Opportunity Center. Impact: Increased clerical and teaching workload on full-time Learning Disabilities Specialist (LDS) as student assistant not cleared to copy student records or to assist LDS in Study Skills lab four hours/week. LDS unable to teach two sessions of the assessment course as in formerly accomplished with the addition of a part-time LDS. Fewer students identified for learning disabilities eligibility and being assisted after identification. 	<ul style="list-style-type: none"> Developed a new system for note taking services: provided volunteers with nonfinancial rewards such as certification of volunteer hours or certification of work performed. Place more responsibility on students to secure the accommodations needed and to be instrumental in the completion of assignments. Students encouraged to follow up on recommendations, and to seek assistance from the State Department of Rehabilitation in an effort to minimize the problem of the lack of student funding for books, and the College's need to secure books for transfer to CD formats. Replaced with student assistant for 16 hours/week. Requested that position be reinstated. Currently, part-time, hourly instructional assistant in place for 16 hours/week.
<ul style="list-style-type: none"> Impact: The cost and responsibility for providing accommodations to DSP&S students will shift to the Colleges and the District. Without support staff, technology, or resources, the College cannot fulfill the mandate to serve students with disabilities. College District open to lawsuits. 	<ul style="list-style-type: none"> Cross trained counselors and held in-service sessions with faculty to explain rules, policies, and procedures.
<ul style="list-style-type: none"> June 2009: Elimination of full-time DSP&S Coordinator (resignation). <ul style="list-style-type: none"> Impact: Void in all responsibilities of position (i.e. budget, funding, staffing, coordination of program, reporting of MIS to State Chancellor's office, etc.). Impact: high risk of compliance issues, as well as inaccurate reporting to District and State Chancellor's office for funding. MIS reporting compromised. 	<ul style="list-style-type: none"> August 2009: Backfilled by part-time DSP&S Counselor 16 – 20 hours/week, already on staff as hourly staff. This is a temporary adjustment as the DSP&S Coordinator position requires a full-time person. Currently, 4 part-time counselors share the workload. One counselor serves as "interim" coordinator, fulfilling the majority of key duties as well as counseling. Cross trained counselors and held in-service sessions with faculty to explain rules, policies, and procedures.

Extended Opportunity Program and Services/Cooperative Agencies Resources for Education (EOPS/CARE)

Implications of Reductions on the Delivery of Quality Services	Response
<ul style="list-style-type: none"> Positions eliminated – three part-time counselors, one staff assistant, one clerical assistant, two peer advisors, and one tutor. Eliminate 10.5 contracts for two full-time counselors CARE position eliminated. 	<ul style="list-style-type: none"> Conducted workflow analyses to determine service gaps and areas for alignment. Hired hourly workers and leveraged work study students to provide clerical support. Interim CARE Coordinator currently filled by 17.5 hour part-time counselor.
<ul style="list-style-type: none"> No book vouchers for fall or spring semesters, or summer session. No Transportation Assistance for students (parking permits and bus passes). Reduced CARE Grants, Meal Program, supplemental child care funding, supplies and books for CARE students. Reduction of required counseling services – impacts students “time-to-degree/completion of program, and student retention and persistence”. Reduction of first time EOPS/CARE students enrolled in 12 or more units in degree applicable courses – impacts overall FTES. 	<ul style="list-style-type: none"> Leveraged book vouchers from new grants (Financial Opportunity Center), and Transportation Assistance (DOL). Reduced number of students by 20. Expanded online chat/counseling services Increased referral services. Identified volunteer tutors from community resources – retired teachers/business leaders. Solicitation via fundraisers, community organizations, and individuals (alumni) for books, which resulted in partial restoration of book vouchers, childcare support, and meals. Reviewed program mandates and guidelines.

Matriculation (Orientation, Assessment and Counseling)

Impact on the Delivery of Quality Services	Response
<ul style="list-style-type: none"> Orientation, assessment and counseling are not aligned due to staff reductions, and lack of coordination with assessment and counseling. Students are not able to access services in a timely manner. 	<ul style="list-style-type: none"> Conducted student focus groups, which resulted in mandatory orientation for all new students. Collaborated with Office of Instruction to expand Learning Communities and First Year Experience Programs to build a network of learning assistance. Developed plan to implement online orientation in fall 2013 (pilot). Expanded assessment schedule to accommodate more students.

The remaining charts outline the action plans that were developed by the coordinators of other student services—the Dean of Students, Student Activities, Counseling, Transfer, and Athletics.

Dean of Students

Impact on the Delivery of Quality Services	Response
<p>Funds to support the Dean of Students position were eliminated in 2010-2011 due to budget reduction action by the College. Resulting in:</p> <ul style="list-style-type: none"> No administrative oversight for categorical programs, student activities and student life programs. No administrative oversight for student grievance and discipline. Created gaps in collaboration with instructional programs. 	<ul style="list-style-type: none"> Created a new position from grant funds to establish a Dean for Special Programs and Grants and shifted a majority of the duties formerly held by the Dean of Students including oversight of categorical programs and grant management. The Dean for Special Programs and Grants now reports to the Vice President for Student Services. Student grievance shifted to the Vice President for Student Services.

Student Activities

Impact on the Delivery of Quality Services	Response
<p>Funds to support the Student Activities Coordinator were eliminated due to budget reduction action by the College, resulting in:</p> <ul style="list-style-type: none"> • No advisor for student government or student clubs and organizations. • Reduction or elimination of student events and programs. • Limited fiscal oversight. • No administrative oversight for student grievance and discipline. 	<p>Shifted responsibilities to the Vice President for Student Services including:</p> <ul style="list-style-type: none"> • Serve as advisor to student government • Provide fiscal oversight for student government. • Coordinate student elections. • Established Student Response Team to address student crisis and conduct.

Counseling

Impact to the Delivery of Quality Services	Response
<ul style="list-style-type: none"> • Reduction in hourly counselors will increase wait time and impact access to counseling and assessment/orientation services, resulting in students not being advised properly and ultimately impacts articulation agreements, transfer rates, as the time to degree is increased significantly and overall retention and persistence for a significant portion of our population. 	<ul style="list-style-type: none"> • Coordinated with all grant funded counselors to help with peak enrollment. • Analyzed student traffic patterns, and decided to keep the Counseling Department open during hours of greatest student demand and close during low-demand hours. • Developed and implemented online counseling. • Triage counseling. • Group counseling. • E-Counseling.

Transfer Center:

Impact to the Delivery of Quality Services	Response
<ul style="list-style-type: none"> • Reduction in hourly counselors requires Transfer Center Coordinator to devote more time to general counseling, reducing services to students who seek transfer. • California Postsecondary Education Commission (CPEC) no longer provides transfer/college going rates to colleges and universities, making it difficult to track transfer rates of Merritt College students. 	<ul style="list-style-type: none"> • Cross train other general counselors to provide transfer counseling when the Transfer Coordinator is not available. • Secured Title III funds for a 65 day classified staff Hourly position to assist in the Transfer Center. • Manually tracking student transfer rates.

Athletics:

Impact on the Delivery of Quality Services	Response
<ul style="list-style-type: none"> • Eliminated three assistant coaches. • Reduction in the number of tournaments. • Limited travel to local area. • Title IX ramifications. 	<ul style="list-style-type: none"> • Athletic Director absorbed assistant coaching duties for Men's and Women's Basketball. • Rearranged conference schedule to accommodate budget reductions. • Leveraged facilities rental funds to supplement athletic programs. • Developed plan with Athletic Conference Commissioner to strengthen Women's Basketball program.

In addition to overseeing categorical programs on campus, Merritt's Vice President of Student Services also heads the College's \$2.9 million dollar grant from the Department of Labor and oversees approximately \$500,000 in private foundation grants and awards. These grants provide the College with the capacity to be innovative and to target support services more effectively. For example, grants enabled Student Services to create and fund the new Dean for Special Programs and Grants when the Dean of Students' position was eliminated due to district wide budget reductions in 2011. The position evolved from a larger reorganization of Student Services. As the breadth and depth of Student Services was redefined and repurposed the reorganization was based on the assessment of student learning outcomes, student surveys, focus groups, and anecdotal information. The resulting data for the position identified student needs, retooling strategies, and informed practices for the delivery of student services.

In summary, the analysis of Merritt's federal, state, and local grants and categorical funding between 2009 and 2012 provides evidence of the College's utilization of alternative resources to deal with budget shortfalls and staffing changes. Although federal, state, and local grants, and categorical funds are restricted funds, these funds still support the college in providing innovative teaching and expanding institutional capacity to serve the diverse populations of students studying at Merritt College. Furthermore, the analyses of grant expenditures also show how these resources serve Merritt College in carrying out its mission and in reaching its intended student population. Moving forward, Merritt will continue to actively seek federal, state, and local grant funds to address funding gaps and to maintain and grow its educational programs.

Other Survival Strategies:

Over the last five years, Merritt College has used a variety of strategies to sustain the quality and integrity of its educational programs, services, and operations, particularly during the period of severe budget reductions in fiscal years 2010 (2009-2010), 2011 (2010-2011), and 2012 (2011-2012). Strategies have included doing more with less, scenario planning, collaborating with its sister colleges and the District, re-assigning roles and responsibilities within the college, and using alternative resources and grant funds as a stopgap measure to help address budget shortfalls.

Increased Collaboration:

As noted throughout Merritt's Accreditation Follow-Up Report, over the past five years the College's base budget in discretionary funds was reduced by more than \$1.8 million dollars. This significant change in available resources has caused a shift toward collaboration, between the District and the College, between the College and the other Peralta colleges, and between departments and shared governance entities within the College. The ongoing decline in revenue has required that Merritt's faculty, staff, and administrators work together, in collaboration with the District Office Service Centers, as well as with programs at the other Peralta colleges, to be creative in identifying strategies to meet budget shortfalls. This has taken the form of improved systems, shared resources, collaborative planning, and joint fundraising efforts. Within the College, the shared governance committee structure has played an increasing role in integrated planning and decision-making and this has been important to the College's cohesiveness and survival during times of extreme cuts in funding.

Increased Communication and Coordination:

The District's Planning, Budgeting, and Integration (PBI) model has helped to build better connections between the College and District governance committees. It has served both the College and the District well in coordinating efforts across all four colleges in the District and in setting cohesive planning and budgeting principles. It has also established a more effective Budget Allocation Model that is aligned with the State's budgeting principles.

Increased Data-Driven Decision-Making:

At both the District and the College level, data is increasingly driving decision making. At Merritt, through federal grants such as Title III, the college has been systematically documenting and analyzing multi-year student academic performance data and testing and evaluating the effectiveness, as well as cost-effectiveness, of new programs and service delivery models (e.g., Learning Communities, a First Year Experience program, new outreach and orientation modes).

The Merritt Accreditation Committee's multi-year trend analysis of the College's budget and grant and categorical fund expenditures adds to this body of knowledge, helping administrators, staff, and faculty fully understand the scope of the impact of the budget cuts and analyze what is working and not working. For the first time in its history, Merritt has the ability to analyze all of these different data sets (i.e., financial, enrollment data, student performance data, etc.) together and to utilize research capacity, through the District Office, to begin to do more detailed analyses of specific areas that require more investigation.

Increased Faculty and Staff Engagement:

Merritt is also increasingly seeking input from faculty and staff in the integrated planning process, through the shared governance process, and through targeted outreach efforts. For example, as part of the Accreditation planning process, Merritt took the lead from one of its sister colleges in creating a survey using Survey Monkey to poll faculty, staff, and administrators about their departmental experiences with budget reductions, enabling them to describe what they believed the impact of those reductions were on the educational quality of their unit and the College, the strategies they planned to employ to sustain the quality of instruction and services, and to share any additional comments or suggestions with the Merritt College Accreditation Committee members as they completed Merritt's Accreditation Follow-Up Report.

While the response from faculty and staff was limited, certain themes emerged. When asked about the impact of reductions on the educational quality of their unit and the College, respondents pointed to the drop in overall course offerings, the impact of hiring fewer adjunct faculty members on departments, the strain of planning to ensure curriculum paths to awards, and the inability of replacing vacant faculty and staff positions.

In terms of strategies, some faculty spoke of maximizing class sizes in order to meet student demand for certain course offerings. The student support services staff also reported that they made changes in their methods of communicating with students—especially students who typically waited until the last minute to register for courses and were locked out as a result. On the positive side, departmental faculty members have recognized the importance of planning course offerings more in advance (i.e., creating a two-year course schedule plan) to ensure the proper sequencing of classes and timely matriculation for students.

Other respondents pointed to the shifting and increasing workloads among the existing staff and increasing use of student workers, where feasible, as a means of sustaining the quality of instruction and services in the face of ongoing budget reductions. Still others described assessment as a strategy for ensuring quality teaching and learning. Some disciplines made greater efforts to work with faculty at Merritt's sister colleges, coordinating course offerings and scheduled times for classes so that students have a greater opportunity for getting the classes they need. The College has also increased its reliance on digital resources.

In response to the question "What does your department recommend that the college do to maintain quality educational programs and services?" survey respondents stated that the College should continue using the principles of keeping any further reductions as far away from the classroom, as possible. Others stated that faculty should play an active role in setting FTEF limits and in determining whether certificated and staffing shortages are structural or temporary in future planning processes as key to continuing institutional viability. The importance of utilizing Program Review budget requests in support of decision making was also mentioned. Lastly, some respondents commented that the new, permanent administrative leadership team will (or should) make a difference as the College moves forward in these tough times, and more importantly, they were interested in how the parcel tax and Proposition 30 funds will support Merritt in restoring course offerings and filling vacant faculty and classified positions.

In conclusion, Merritt will continue to utilize assessment in evaluating and improving its institutional effectiveness and its shared governance processes in support of integrated planning and budgeting, and in conjunction with the District's PBI model and Budget Allocation Model (BAM), strengthen its annual budget development processes. It will also work to restore classes and personnel as parcel tax and Proposition 30 funds become available. At the same time, the faculty, staff, and administrators understand the need to remain diligent in fine-tuning its strategic goals and planning efforts because, realistically, several years may pass before state funding to community colleges returns to the pre-budget reduction era of 2009.

Part III: Eligibility

Part III documents Merritt College's compliance with Accreditation Eligibility Requirement #5 Administrative Capacity and Accreditation Eligibility Requirement #17 Financial Resources.

Merritt College's compliance with Eligibility Requirements #5 and 17 is substantiated by the detailed analysis provided in Part I and Part II of the College's Response to Commission Recommendation 5. These analyses show the College's financial situation before and after the fiscal reductions and changes experienced by the District and the College over the last five years. They also document the impact of these fiscal reductions and changes, as well as the impact of District budgetary decisions during this period on the overall educational quality of the College.

While there is no doubt that the College was significantly impacted by the recent fiscal crisis and subsequent decline in revenue, the evidence shows that the various strategies that the College employed during this time have helped to protect the educational experience and avoid as much as possible any negative effect on student educational outcomes. Specifically, the evidence demonstrates that:

- 1) Merritt College's financial resources are sufficient to support quality student learning programs, services, and institutional effectiveness.
- 2) The distribution of resources at Merritt College supports the development, maintenance, and enhancement of programs and services.
- 3) Merritt College plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

In the following sections the Merritt College Accreditation Committee draws upon this evidence to show how the College meets the basic criteria for Eligibility Requirement #5 Administrative Capacity and Eligibility Requirement #17 Financial Resources, as defined by the Accreditation Commission.

Eligibility Requirement #5 Administrative Capacity

Requirement: *The institution has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.*

Merritt College has seven (7) full-time administrators, including the:

- President/CEO
- Vice President of Instruction
- Vice President of Student Services
- Business and Administrative Services Manager
- Dean of Academic Pathways and Student Success (Instructional Dean)
- Dean of Workforce Development and Applied Sciences (Instructional Dean)
- Dean of Special Programs and Grants (Student Services Dean)

Merritt College administrators possess extensive backgrounds, professional expertise, and the necessary academic preparation needed to provide exemplary administrative services needed to support Merritt's mission and purpose.

President/CEO

Merritt College is fortunate. Both a permanent President and highly-respected interim CEOs provided leadership during this dynamic period of change and era of budget reductions. For the first four years of the five-year period under review, Merritt College sustained stable CEO leadership with a permanent President, Dr. Robert A. Adams, who served for five years until taking a medical leave of absence in November 2011, and then subsequent retirement in February 2012.

Dr. George Herring (retired President Emeritus) came on board to serve as the College CEO in November 2011. Dr. Herring is highly respected and previously served the Peralta Colleges as a Vice Chancellor, College President, and Interim Business Officer Manager. Due to state regulations on retiree compensation limits, Dr. Herring was forced to end his term as Interim President of Merritt College in September 2012.

Dr. Patricia Stanley served as the Interim President of Merritt College from September 2012 to January 2013. Dr. Stanley is the former president of Frederick Community College and served as

the first Deputy Assistant Secretary for Community Colleges in the U.S. Department of Education from 2006 to 2009. Prior to working in the Maryland, District of Columbia area, she held a number of positions in California, including administrator for workforce development in the California Community College Chancellor's office, administrative dean at Orange Coast College, executive vice president at Cypress College, and executive director of the California Institute for Career Development. Dr. Stanley holds a bachelor's degree from Wittenberg University, a master's degree from the University of Southern Mississippi, and a Doctorate from the University of the Pacific. Active in numerous community and educational organizations at both the state and national levels, Dr. Stanley has also participated in international education programs in Kuwait, Thailand, the former Soviet Union, China, and a number of countries in Europe and Scandinavia.

Dr. Stanley is co-editor and chapter author for the 2012 book, *Fulfilling the Promise of the Community College*, co-sponsored by the National Center for First-Year Experience and Student Transition at the University of South Carolina and the American Association of Community Colleges.

Merritt College now has permanent President once again. The Peralta Board of Trustees appointed Dr. Norma Ambriz-Galaviz as the permanent President and CEO of Merritt College in December 2012, and in January 2013 she assumed leadership responsibilities for the College. She comes to Merritt College having served as a Chief Instructional Officer for four years and with extensive professional academic administrative experiences in both instruction and student services positions as Dean at several California Community Colleges.

Prior to her administrative roles in community colleges, Dr. Ambriz-Galaviz also served as a faculty member in the field of Psychology and as a Counselor, as well. Coupled with service on numerous college committees, task forces and/or selection committees, Merritt's new CEO has earned a reputation of being well versed on the day-to-day operations of both student services and instruction. She is known for her advocacy and collaborative approach that promotes academic excellence, and student success.

Dr. Ambriz-Galaviz holds a Doctorate degree in Education-Organizational Leadership from the University of La Verne, a Master of Science Degree in Counseling, a Bachelor's Degree in Criminal Justice Administration from San Diego State University and an Associates of Arts Degree in Administration of Justice from Hartnell College. Her doctoral dissertation explored, *The Use of Strategies Used among California Community College Chief Administrative Officers to Produce Change*. In addition to her career in higher education, the President Ambriz-Galviz is active in a variety of national, state, and local organizations.

Vice President of Instruction

Anita M. Black has served as the Interim Vice President of Instruction since January 2012. Ms. Black has over 35 years of experience in community colleges and other educational institutions as an administrator and former dean of instruction and faculty member including Department Chair for Business and Computer Information Science. Ms. Black served as a Dean of Instruction at Laney College for almost 13 years, and briefly as an Interim Dean of Instruction at College of Alameda. Ms. Black has taught in two different states, Illinois and California, on the

secondary and post-secondary levels--high school in Aurora, IL, for the City Colleges of Chicago's Cooperative Education Coordinator at Malcolm X College and as a faculty member and coordinator of the Cooperative Retail Management Program for Robert Morris College (known as Robert Morris University) in Chicago, IL.

Ms. Black began teaching in the Peralta District at Laney College in 1977, while working for two nonprofit community based organizations in San Francisco—Greater SF Opportunities Industrialization Center and Bayview-Hunters Point College. In addition, she taught as an adjunct instructor for Vista College-Downtown Oakland Business Center (known as Berkeley City College) and Solano College in Suisun City, CA. Ms. Black was a State of Illinois Teacher Education Scholar at Northern Illinois University earning her bachelor's and master's degrees in Business Education. Anita earned an Online Teaching Certificate via UCLA Extension. Early in her career Ms. Black also worked in corporate America for IBM as a Marketing Support Representative. Ms. Black serves as Co-Vice President of Public Relations for the charter national affiliate of the American Association of Community Colleges and in several discipline, honorary organizations, local and regional boards, and associations.

Vice President for Student Services

Dr. Eric Gravenberg has served as the Vice President for Student Services since 2009. Dr. Gravenberg has 38 years of professional experience in higher education with considerable expertise in enrollment management and retention serving in several senior leadership positions at major colleges and universities, both public and private. He is a seasoned administrator with a successful track record in building consensus to achieve mutual goals.

Dr. Gravenberg formerly served as Vice President for Undergraduate Education at Alliant International University in San Diego, the Associate Vice President for Enrollment Management and Student Affairs at California State University (CSU), Sacramento. During his tenure at CSU, Sacramento he was responsible for historic and innovative partnership agreements with several school districts and community colleges including the Los Rios Community College District. Prior to this assignment, he served as Vice President with Noel Levitz, a higher education consulting firm specializing in enrollment management, Associate Vice President for Enrollment Management at Howard University, the Director of Admissions at UC Riverside, and the Director of the Learning Center at Humboldt State University. He has a master's degree from the CSU, a doctorate from Columbus University and was awarded a fellowship from the University of California, Riverside to study best practices for educating African Americans. Dr. Gravenberg's current research focus is "*Understanding Educational Aspirations of African American and Latino Males*". He has authored numerous publications on student learning assistance programs. In 2010, he was appointed by the Governor of California to serve on the California Department of Education Advisory Committee for African Americans. While at Merritt College, he has worked with a team of professionals to procure \$3.5 million dollars in grant funds to sustain quality services to students.

Business and Administrative Services Manager

Dr. Dativa (Dettie) Del Rosario has fifteen years of experience in higher education and joined Merritt College in July 2012 as the Interim Business and Administrative Services Manager. Dr.

Del Rosario formerly served at the District Office as the Supervisor for Accounts Payable and Enrollment Management, and as the District Budget and Attendance Analyst. Dr. Del Rosario also worked as the Bursar at Berkeley City College. She earned her Bachelor's Degree in Accounting from St. Bridget's College, Philippines, Master's in Business Administration and Master's in Finance and Accounting from American Intercontinental University and a Doctorate in Education with a Concentration in Educational Leadership from Argosy University. Running her own accounting office for over 20 years has also enhanced Dr. Del Rosario's expertise in accounting, budget, and finance matters.

Deans of Instruction and Dean of Students

In July 2011, the Dean's positions at all four of the Colleges in the Peralta Community College District were eliminated due to district level budget reductions. As a result, in the 2011-12 academic year, Merritt lost two instructional dean positions and one dean of student services position. The College utilized stop gap measures to hire faculty on other assigned time to carry out required roles and responsibilities in the Office of Instruction and Student Services during this time one year time period. The College reinstated one Dean of Instruction position in May 2012, a second Dean of Instruction position in July 2012, and the Dean of Students position in January 2012. Each of the position rehires came in under the new titles of Dean of Academic Pathways and Student Success, Dean of Workforce Development and Applied Sciences, and Dean of Special Programs and Grants.

Dean of Academic Pathways and Student Success (Instructional Dean)

Dr. Stacy Thompson, Dean of Academic Pathways and Student Success, serves as an instructional dean for what was formerly the Division I Dean of Instruction for Humanities and Social Sciences. Dr. Thompson served as the Division I Dean of Instruction for three years, 2008-2011, until the position was eliminated district-wide in 2011. She was rehired in July 2012 when the position was reinstated as the Dean of Academic Pathways and Student Success. Dr. Thompson has over 20 years of experience in higher education, first as an educator of young children, parents and teachers, and then as an administrator in higher education. Prior to service as a Dean of Instruction, Dr. Thompson served as an instructor for nine years in the Child Development Department and as Chair of the Human Development Department for numerous years. Dr. Thompson earned a Master of Arts degree in Early Childhood Education, a Master of Arts degree in Educational Leadership, and a Doctorate in Educational Leadership from Mills College. Her dissertation focused on *Early Childhood Teacher Preparation: How Education Matters*. Dr. Thompson has a long history of leadership and service at Merritt College: Chair of the Accreditation Steering Committee, member of the Staff Development Committee, and member of several Tenure Review Committees. She has also been instrumental in attaining key funding from county, state and federal sources to support student success.

Dean of Workforce Development and Applied Sciences (Instructional Dean)

Dr. Gina La Monica has served as the Dean of Workforce Development and Applied Sciences since May 2012, coming to Merritt College with 15 years of experience in the field of education. Prior to service as a Dean of Instruction at Merritt College, Dr. La Monica served as Director of the Adult Degree Evening Program at California Lutheran University, as a self-employed

Educational Consultant, Occupational Dean at Santa Clarita Community College, Interim Dean of Occupational Programs for the Ventura Community College District, and Manager of the PACE program at Los Angeles Mission College. Dr. La Monica earned her Doctorate from Pepperdine University in Institutional Management, a Master of Arts degree from the University of Southern California in Exercise Physiology, and a Bachelor of Arts degree in Kinesiology from California State University, Northridge. Dr. La Monica's dissertation focused on variable performance outcomes of adult learners in an accelerated, evening educational program.

Dean of Special Programs and Grants (Student Services Dean)

Horace Graham assumed the roles and responsibilities of the Dean of Grants and Special Programs in December 2011, and he also served as the College Compliance Officer relative to the provisions stipulated in the grants procured and implemented by the College. After 14 years of service to the Peralta Community College District, Mr. Graham retired in December 2012. Prior to his service as Dean of Special Programs and Grants Mr. Graham served at Merritt College as a Union Steward for Service Employees International Union (SEIU), President of the Classified Senate, Job Developer for CalWorks, Site Manager for One-Stop Career Center, Coordinator for CalWorks, and adjunct faculty, teaching Cooperative Education General Work Experience. Mr. Graham also served as a high school Assistant Principal. Mr. Graham earned a Bachelor of Arts degree in Political Science and History from Florida A&M University and a Master of Arts degree in Education, Curriculum and Instruction from Chapman University.

In conclusion, Merritt College has sufficient number of administrative staff with the appropriate preparation and experience to provide the administrative services necessary to support the College's mission and purpose. As evidenced above, the College responded immediately to replace the loss of administrator positions in response to District level budget reductions that took place in 2011. More importantly, with new permanent CEO leadership, plans are well underway to replace interim administrators with permanent hires, and timelines are set to reinstate general fund allocations into the College Budget for the Dean of Workforce Development and Applied Sciences for instructional dean position and the Dean of Special Programs and Grants student services position.

Eligibility Requirement #17 Financial Resources

Requirement: *The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.*

Throughout this Follow-Up Report for the reaffirmation of accreditation, Merritt College provided documented evidence to demonstrate its fiscal capacity for adequately supporting quality learning programs and services. The in-depth analysis of the College's overall financial budget and fiscal resources over a five-year period, and more specially, during the three-year critical era of budget reductions that began in 2009, revealed that the College is able to sustain its educational offerings and ancillary support services to students.

The College relies upon its mission and core values in its integrated planning, budgeting, and decision making processes. Merritt continues to review its mission statement on an annual basis

in order to maintain its institutional commitment to student learning for the intended student population.

The Peralta Community College District instituted a new integrated planning and budgeting processes in 2006 that continues to evolve and to be refined to meet the changing needs of the District, the community served, and the needs of each of the four colleges, including Merritt College. The District and the College rely on a core set of strategic goals and institutional outcomes that guide the programs, services, and departments in advancing student access, equity, and success; to engage and leverage partners; to continue to build curriculum and programs of distinction; to create a culture of innovation and collaboration; and for the development and management of the College's resources in the advancement of the institutional mission.

The District and Merritt College continuously worked together even at points of opposition, to ensure that exact criteria and measures were in place to guide the institutional faculty, staff, and administrators in decision making processes, to identify areas for budget reductions, and to assure that the College stayed within its allocated budget. Merritt College's Integrated Planning and Budgeting (IPB) model feeds directly into the District's Planning Budgeting and Integration (PBI) model. Merritt's IPB is data driven and built on the Annual Program Updates and three year cycle Program Reviews. More importantly, faculty and staff continue to voice their recommendations for improving the College's planning and budget development processes through shared governance committees and the College Council.

The analysis of budget reductions sustained since 2009 revealed that the College experienced cuts in course sections for program offerings, incapacity in replacing faculty and staff positions vacated due to retirements, and a decrease in the number of adjunct faculty and counselors. At the same time, faculty increased class sizes, reorganized lecture/lab offerings wherever possible, and classified staff members took on additional duties and workloads to ensure that Merritt College continued to meet the needs of its students in attaining their educational goals.

Moreover, analyses of Merritt's FTES, FTEF, and expenditures by object codes over a five-year period reveal that the college maintained educational quality in the face of stark budget reductions. The College's constituents are more intimately engaged in understanding, analyzing and interpreting data for use in sound decision making, making recommendations for improvements, and in identifying future directions and innovative initiatives in program, department, and support services for student's areas.

An examination of Merritt College's student success indicators also reveals that the number of awards granted since 2009 have not declined, and that the College continues to make progress in the improvement of student retention for matriculating students, and the retention of basic skills students. Student success indicators point to a decrease in student drop rates and an increase in student course completion, as well as consistency in assistance for those students engaged in the transfer process.

Following federal, state and local guidelines, grants and categorical expenditures from 2009 to 2012 provided substantial alternative funding to support additional faculty, counselor, and administrative hires, nonteaching assignments, additional clerical/technical/support hires and replacements, student employee assistants, tutorial hires, resources for professional development

and external consultant professional services, instructional equipment, and supplemental academic resources for students. Even with extreme cuts in categorical funding during this same time period, the College responded positively to challenges by identifying strategies and new infrastructures for maintaining services and staffing, rather than succumbing to defeat.

In the final analysis, Merritt College maintains a funding base, financial resources, and plans for financial development that are adequate to support student learning programs and services, for the ongoing improvement of institutional effectiveness, and sustainable financial stability.

CONCLUSION

Merritt's response to Commission Recommendation 5 provides a clear and transparent view of sound institutional fiscal capacity and staff sufficiency in support of the provision of quality student learning programs and support services for students. The trend analysis of the College's financial resources and staff sufficiency described in this Accreditation Follow-Up Report offers detailed evidence of institutional effectiveness prior to and following the critical era of budget reductions between 2009 through 2012. Merritt College's faculty, staff, and administrators make a conscientious effort to do their very best in continuing to serve students and in keeping their focus on the mission and vision of the college.

As the College moves forward, the financial analysis of its general fund, grant, and categorical funds gives Merritt a more solid base of data to use in its ongoing evaluation of integrated planning budgeting processes and subsequent recommendations for improvements in fiscal decision making and institutional strategic planning. This data shall also serve as a rationale for shifts in thinking about how to continue providing programs and services with fewer resources. More importantly, the institution is in a better position for building community among its constituents via disciplined strategic thinking and increased collaboration for figuring out creative means and innovative ways of scheduling and sequencing courses, developing new curriculum and programs, revising staff workloads, and prioritizing future faculty, administrative, and classified hires.

Finally, Merritt's response to Commission Recommendation 5 provides strong and decisive evidence to demonstrate staff sufficiency in meeting Eligibility Requirement #5 and its fiscal capacity in meeting Eligibility Requirement #17. Further, Merritt College is well positioned to utilize the results of the Accreditation Follow-Up Report as a springboard for completing its work with student learning outcomes, assessment, and in preparing the upcoming Merritt College Self Evaluation Report.

Evidence for College Response to Commission Recommendation 5

Document Number	Document	Link	Page(s)
C5.1	Accreditation Follow-Up Report Survey, December 2012	http://www.merritt.edu/sites/default/files/content/accreditation_follow-up_report_survey_december_2012.pdf	79, 80
C5.2	Accreditation Subcommittee Mission Statement Survey, September 30, 2011	http://www.merritt.edu/sites/default/files/content/accreditation_subcommittee_mission_statement_survey_september_30_2011.pdf	65
C5.3	Annual Program Update Template 2012-2013	http://www.merritt.edu/sites/default/files/content/annual_program_update_template_2012-2013.pdf	68
C5.4	District and Campus Budget Planning Calendar	http://www.merritt.edu/sites/default/files/content/district_and_campus_budget_planning_calendar_0.pdf	68, 69
C5.5	Executive Summary Title III Progress Report Goal 4 Prepared by Dr. Eric V. Gravenberg, VP for Student Services	http://www.merritt.edu/sites/default/files/content/executive_summary_title_iii_progress_report_goal_4_prepared_by_dr_eric_v._gravenberg_vp_for_student_services.pdf	74, 75, 76, 77
C5.6	FY 2010 (2009-2010) Proposed Budget Reductions	http://www.merritt.edu/sites/default/files/content/2009-2010_budget_reductions_0.pdf	42, 43
C5.7	FY 2011 (2010-2011) Proposed Budget Reductions	http://www.merritt.edu/sites/default/files/content/2010-2011_budget_reductions.pdf	42, 44
C5.8	FY 2012 (2011-2012) Proposed Budget Reductions	http://www.merritt.edu/sites/default/files/content/2011-2012_budget_reductions.pdf	42, 45
C5.9	FY 2013 (2012-2013) Proposed Budget Reductions	http://www.merritt.edu/sites/default/files/content/2012-2013_budget_reductions.pdf	42, 46
C5.10	Job Description for Dean for Special Programs and Grant	http://www.merritt.edu/sites/default/files/content/job_description_for_dean_of_special_programs_and_grants.pdf	47, 48
C5.11	Job Description for Dean of Workforce Development and Applied Sciences	http://www.merritt.edu/sites/default/files/content/job_description_for_dean_of_workforce_develo	47, 48

		pment_and_applied_sciences.pdf	
C5.12	Merritt College Base Discretionary Budget Comparison	http://www.merritt.edu/sites/default/files/content/merritt_college_base_discretionary_budget_comparison.pdf	42
C5.13	Merritt College Effectiveness of Key Shared Governance Committees Survey	http://www.merritt.edu/sites/default/files/content/merritt_college_effectiveness_of_key_shared_governance_committees_survey.pdf	69
C5.14	Merritt College Integrated Planning and Budgeting Process	http://www.merritt.edu/sites/default/files/content/integrated_planning_and_budgeting_process.pdf	68, 69, 70
C5.15	Merritt College Integrated Planning and Budgeting Process for Merritt College Flow Chart	http://www.merritt.edu/sites/default/files/content/integrated_planning_and_budgeting_process_flow_chart.pdf	70
C5.16	Merritt College Integrated Planning and Budgeting: Resources and Outcomes Survey	http://www.merritt.edu/sites/default/files/content/merritt_college_integrated_planning_and_budgeting_resources_and_outcomes_survey.pdf	69
C5.17	Merritt College Organizational Chart	http://www.merritt.edu/sites/default/files/content/merritt_college_organizational_chart.pdf	47, 80, 81, 82, 83, 84, 85
C5.18	Merritt College Program Review: Senates Survey	http://www.merritt.edu/sites/default/files/content/merritt_college_program_review_senates_survey.pdf	69
C5.19	Merritt College Title III Noel Levitz External Evaluation Report Recommendations Implementation Plan by Deadline Month and Year	http://www.merritt.edu/sites/default/files/content/merritt_college_title_iii_noel_levitz_external_evaluation_report_recommendations_implementation_plan_by_deadline_month_and_year.pdf	74, 75, 76, 77
C5.20	PCCD Annual Adopted Budget, 2009-10	http://web.peralta.edu/business/files/2011/06/Adopted-Budget-FY-2009-10.pdf	38, 67, 68
C5.21	PCCD Annual Adopted Budget, 2010-11	http://web.peralta.edu/business/files/2011/06/Proposed-2010-11-Final-Budget.pdf	38, 67, 68
C5.22	PCCD Annual Adopted Budget, 2011-12	http://web.peralta.edu/business/files/2011/06/2011-12-Final-Budget.pdf	38, 67, 68
C5.23	PCCD Annual Adopted Budget, 2012-13	http://web.peralta.edu/business/files/2011/06/2012-13-Final-	38

		Budget.pdf	
C5.24	PCCD Annual Survey on the Planning and Budgeting Integration Model (PBIM) May 2012	http://web.peralta.edu/pbi/files/2012/08/PBI-Survey-Summary-May-2012.pdf	67
C5.25	PCCD Budget Allocation Model	http://web.peralta.edu/accrreditat ion/files/2012/03/2-Budget-Allocation-Model-2-9-12.pdf	68
C5.26	PCCD District-Wide Strategic Plan, April 2008	http://web.peralta.edu/pbi/files/2012/08/District-wide-Educational-Master-Plan.pdf	66
C5.27	PCCD District-wide Strategic Plan April 2008 Power Point	http://web.peralta.edu/pbi/files/2012/08/District-wide-Educational-Master-Plan.pdf	66
C5.28	PCCD Expenditure by Activity, Merritt College as of June 30, 2011	http://www.merritt.edu/sites/default/files/content/pccd_expenditures_by_activity_merritt_college_as_of_june_30_2011.pdf	41
C5.29	PCCD Expenditure by Activity, Merritt College as of June 30, 2012	http://www.merritt.edu/sites/default/files/content/pccd_expenditures_by_activity_merritt_college_as_of_june_30_2012.pdf	41
C5.30	PCCD Expenditure by Activity, Merritt College as of June 30, 2013	http://www.merritt.edu/sites/default/files/content/pccd_expenditures_by_activity_merritt_college_as_of_june_30_2013.pdf	41
C5.31	PCCD Merritt College Five Year History	http://www.merritt.edu/sites/default/files/content/pccd_merritt_college_5_year_history.pdf	37, 38
C5.32	PCCD Planning and Budgeting Integration	http://web.peralta.edu/pbi/	66, 67, 68
C5.33	PCCD Planning, Budgeting, Integration (PBI) Summit Agenda, August 28, 2009	http://www.merritt.edu/sites/default/files/content/peralta_planning_budgeting_integration_pbi_summit_agenda_august_28_2009.pdf	
C5.34	PCCD Planning Budgeting Integration: 2011-12 Focus and Timeline	http://www.merritt.edu/sites/default/files/content/planning_budgeting_integration_2011-12_focus_and_timeline_0.pdf	68, 69
C5.35	PCCD Program Review Handbook, Instructional	http://www.merritt.edu/sites/default/files/content/peralta_program_review_handbook_instructional.pdf	65, 68
C5.36	PCCD Program Review Handbook, Student	http://www.merritt.edu/about-merritt/merritt-college-	65, 68

	Services	accreditation/accreditation-documents	
C5.37	PCCD Strategic Goals & Institutional Outcomes 2012-2013	http://www.merritt.edu/sites/default/files/content/peralta_strategic_goals_institutional_outcomes_2012-2013.pdf	66
C5.38	Reaffirmation of College Mission Statement, College Council Meeting Minutes, December 17, 2008	http://www.merritt.edu/sites/default/files/content/reaffirmation_of_college_mission_statement_college_council_meeting_minutes_december_17_2008.pdf	65
C5.39	Reaffirmation of College Mission Statement, College Council Meeting Minutes, October 26, 2011	http://www.merritt.edu/sites/default/files/content/reaffirmation_of_college_mission_statement_college_council_meeting_minutes_october_26_2011.pdf	65
C5.40	Student Services PowerPoint Presentation to the District Education Committee, April 15, 2011	http://www.merritt.edu/sites/default/files/content/student_services_pp_presentation_to_the_district_education_committee_april_15_2011.pdf	74, 75, 76, 77
C5.41	Title III Annual Report of Student Outcomes Year 4 Findings (2011-2012)	http://www.merritt.edu/sites/default/files/content/title_iii_ar_of_student_outcomes_y4_-_final_-_010913_1.pdf	61, 62, 63
C5.42	Vacant Faculty Positions List	http://www.merritt.edu/sites/default/files/content/vacant_faculty_positions_list.pdf	48, 49
C5.43	Vice President and Deans for Student Services Response to the Budget Reductions of Categorical Programs	http://www.merritt.edu/sites/default/files/content/vice_president_and_deans_for_student_services_response_to_the_budget_reductions_of_categorical_programs_1.pdf	74, 75, 76, 77

Appendices: Listing of Evidence

Evidence for Statement on Report Preparation

SRP.1	Merritt College Accreditation Committee Meeting Agendas
SRP.2	Merritt College Accreditation Committee Meeting Minutes
SRP.3	Merritt College Campus Map
SRP.4	Merritt College Midterm Report, March 15, 2012
SRP.5	Merritt College Spring January 17, 2013 Professional Development Flex Day Presentation PPT on by Anita M. Black and Dr. Audrey Trotter
SRP.6	Peralta Colleges Accreditation March 15, 2013 Follow-Up Report Timeline

Evidence for District Response to Commission Recommendation 2

D2.1	Annual Financial Audit Report 2009
D2.2	Annual Financial Audit Report 2010
D2.3	Single Audit Report 2010
D2.4	Annual Financial Audit Report 2011
D2.5	Annual Financial Audit Report 2012
D2.6	2011 Audit Schedule Planning document
D2.7	Board 11-10-11 Special Workshop Agenda
D2.8	Board Retreat Audit Training PPT 11-10-11
D2.9	Asset Management Module Implementation 7-19-11
D2.10	Asset Management Implementation 9-27-11
D2.11	311-A, 9-27-11
D2.12	311-A, 10-09-12
D2.13	Department of Education and Report – May 20, 2011
D2.14	VTD Audit Completion/ Confirmation Letter 12-27-11

- D2.15 Measure A General Obligation Bonds 2010 Audit Report
- D2.16 Measure A General Obligation Bonds 2011 Audit Report
- D2.17 Measure A General Obligation Bonds 2012 Audit Report

Evidence for District Response to Commission Recommendation 3

- D3.1 Tentative Agreement Between PCCD and SEIU 1021 for July 1, 2012 – June 30, 2015
- D3.2 Tentative Agreement Between PCCD and IUOE Local 39 for July 1, 2012 – June 30, 2015
- D3.3 Tentative Agreement Between PCCD and PFT 1603 for July 1, 2012 – June 30, 2015
- D3.4 Measure B Parcel Tax Ballot Language
- D3.5 Peralta Community College 2012-2013 Final Budget (9/11/12)
- D3.6 Board Policy 6200, Budget Preparation
- D3.7 Administrative Procedure 6200, Budget Management
- D3.8 Peralta Community College District Budget Allocation Model
- D3.9 Peralta Community College District Budget Development Calendar, 2012-2013
- D3.10 Peralta Community College District Budget Assumptions and Principles, 2012-2013
- D3.11 Peralta Community College District Budget Development Calendar 2013-14 (Board approved on January 22, 2013)

Evidence for District Response to Commission Recommendation 4

- D4.1 Peralta Community College District Board Policies

Evidence for College Response to Commission Recommendation 5

- C5.1 Accreditation Follow-Up Report Survey, December 2012

C5.2	Accreditation Subcommittee Mission Statement Survey, September 30, 2011
C5.3	Annual Program Update Template 2012-2013
C5.4	District and Campus Budget Planning Calendar
C5.5	Executive Summary Title III Progress Report Goal 4 Prepared by Dr. Eric V. Gravenberg, VP for Student Services
C5.6	FY 2010 (2009-2010) Proposed Budget Reductions
C5.7	FY 2011 (2010-2011) Proposed Budget Reductions
C5.8	FY 2012 (2011-2012) Proposed Budget Reductions
C5.9	FY 2013 (2012-2013) Proposed Budget Reductions
C5.10	Job Description for Dean for Special Programs and Grant
C5.11	Job Description for Dean of Workforce Development and Applied Sciences
C5.12	Merritt College Base Discretionary Budget Comparison
C5.13	Merritt College Effectiveness of Key Shared Governance Committees Survey
C5.14	Merritt College Integrated Planning and Budgeting Process
C5.15	Merritt College Integrated Planning and Budgeting Process for Merritt College Flow Chart
C5.16	Merritt College Integrated Planning and Budgeting: Resources and Outcomes Survey
C5.17	Merritt College Organizational Chart
C5.18	Merritt College Program Review: Senates Survey
C5.19	Merritt College Title III Noel Levitz External Evaluation Report Recommendations Implementation Plan by Deadline Month and Year
C5.20	PCCD Annual Adopted Budget, 2009-10
C5.21	PCCD Annual Adopted Budget, 2010-11
C5.22	PCCD Annual Adopted Budget, 2011-12
C5.23	PCCD Annual Adopted Budget, 2012-13

- C5.24 PCCD Annual Survey on the Planning and Budgeting Integration Model (PBIM) May 2012
- C5.25 PCCD Budget Allocation Model
- C5.26 PCCD District-Wide Strategic Plan, April 2008
- C5.27 PCCD District-wide Strategic Plan April 2008 Power Point
- C5.28 PCCD Expenditure by Activity, Merritt College as of June 30, 2011
- C5.29 PCCD Expenditure by Activity, Merritt College as of June 30, 2012
- C5.30 PCCD Expenditure by Activity, Merritt College as of June 30, 2013
- C5.31 PCCD Merritt College Five Year History
- C5.32 PCCD Planning and Budgeting Integration
- C5.33 PCCD Planning, Budgeting, Integration (PBI) Summit Agenda, August 28, 2009
- C5.34 PCCD Planning Budgeting Integration: 2011-12 Focus and Timeline
- C5.35 PCCD Program Review Handbook, Instructional
- C5.36 PCCD Program Review Handbook, Student Services
- C5.37 PCCD Strategic Goals & Institutional Outcomes 2012-2013
- C5.38 Reaffirmation of College Mission Statement, College Council Meeting Minutes, December 17, 2008
- C5.39 Reaffirmation of College Mission Statement, College Council Meeting Notes, October 26, 2011
- C5.40 Student Services PowerPoint Presentation to the District Education Committee, April 15, 2011
- C5.41 Title III Annual Report of Student Outcomes Year 4 Findings (2011-2012)
- C5.42 Vacant Faculty Positions List
- C5.43 Vice President and Deans for Student Services Response to the Budget Reductions of Categorical Programs