

Merced College

Midterm Report

Submitted by:

**Merced College
3600 M Street
Merced, CA 95348**

Submitted to:

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

March 15, 2014

Certification of the Midterm Report

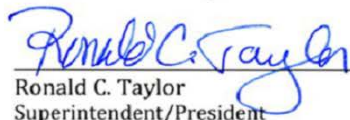
Date: March 15, 2014

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


From: Merced College
3600 M Street
Merced, CA 95348

This 2014 Accreditation Midterm Report is submitted in fulfillment of the requirements of the Accrediting Commission for Community and Junior Colleges.

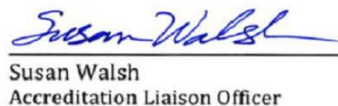
We certify that there was broad participation in the production of the 2014 Accreditation Midterm Report by the college community, that the report accurately reflects the actions taken by the College and the District to address the recommendations, and that the report was presented to the Board of Trustees for review prior to submission.



Ronald C. Taylor
Superintendent/President



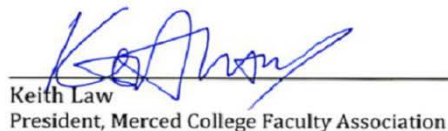
Dennis Jordan
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Dee Sigismond
President, Academic Senate



Keith Law
President, Merced College Faculty Association



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Introduction

Since our 2011 Accreditation Self Study and two Follow Up Reports (March 2012 and March 2013) and visits (April 12, 2012 and April 21, 2013), Merced College has continued to implement significant changes to improve its practices and adherence to the Standards. In July 2013, the Accrediting Commission for Community and Junior Colleges (ACCJC) removed its Warning sanction and reaffirmed full accreditation. However, the College recognizes that maintaining a functional, systematic, and efficient institutional infrastructure to best serve its students never ends.

Since the 2011 Self Study, institutional leadership has changed dramatically. A new superintendent/president joined the College in July 2012; a new vice president of Administrative Services joined in January 2013; and two interim vice presidents for Instruction and Student Services began service in July 2013. In June 2013, the position of vice president of Technology and Institutional Research was eliminated. A reorganization task force with representatives from administration, faculty, staff, and student constituencies convened in Fall 2013 to evaluate the College's current organization and make recommendations for any changes that were warranted. Only one member of Merced College's Board of Trustees remains (Area 7) from those who approved the 2011 Self Study in November 2010. Trustees from Area 1 and Area 4 took their oaths in December 2010; trustees from Area 2, Area 3, and Area 6 in December 2012; and the trustee from Area 5 in January 2013. The College continues to make progress even in the midst of these major changes. New leadership has inspired members of the college community to continue to pursue academic excellence.

This Midterm Report presents an alternative ordering of the ACCJC's recommendations for two reasons. First, there was significant overlap among the recommendations, and the alternative ordering reduces repetition. Secondly, in the preparation process, the College realized that there is an intrinsic interconnectedness among the recommendations in terms of *how* the College functions, and wanted this report to reflect that understanding. The report starts with Mission Statement and Communication because these are foundational components of Integrated Planning, Program Review, and Student Learning Outcomes.

ACCJC Recommendations		Merced College's Midterm Report Reordering	
1	Program Review	Mission Statement	ACCJC 7
2	Student Learning Outcomes	Communication	ACCJC 4
3	Integrated Planning, Evaluation, and Resource Allocation, and Decision-Making Process	Integrated Planning, Evaluation, and Resource Allocation, and Decision-Making Process	ACCJC 3
4	Communication	Program Review	ACCJC 1
5	Governing Board	Student Learning Outcomes	ACCJC 2
6	Governing Board Code of Ethics	Human Resources	ACCJC 8
7	Mission Statement	Governing Board	ACCJC 5
8	Human Resources	Governing Board Code of Ethics	ACCJC 6

Statement of Report Preparation

The Standing Accreditation Committee (SAC) was formed in Spring 2012 in response to ACCJC's Warning sanction. This committee, which is chaired by the Accreditation Liaison Officer (ALO) and whose membership includes representatives from all college constituencies including the executive cabinet, has spearheaded the process to produce this Midterm Report. In August 2013, the ALO presented the Midterm Report timeline to SAC, which reviewed and approved it (SRP 1.01, 1.02, 1.03).

Merced College's Midterm Report Preparation Timeline	
March 2013	SAC reviews self-identified issue planning agendas.
August 21- September 6	Answer questions and write non-planning agenda parts.
September 17	All draft responses and evidence due for Self-Identified issues
October 15	Draft responses on recommendations due
October 15- October 21	SAC receives reviews of all draft responses and provides further input to Mid-Term Report writer.
October 25	Mid-Term Report writer finishes comprehensive draft.
October 29- December 11	Circulate report to the college committees/constituencies for comments.
December 12	Last day to submit any input or corrections.
December 12- January 31	Finalize report.
February 11	Final draft to College Council
February 13	Final draft to Academic Senate
February 18	Final draft presented to Associated Students of Merced College (ASMC)
February 18	Final draft reviewed at SAC
March 4	Final draft to be presented to Board of Trustees.
March 10	Mail Midterm Report to ACCJC.
March 15	The Midterm Report is due.

The ALO emailed templates (which were also available on the Accreditation site on the Merced College Portal) to the point persons responsible for addressing the Self-Identified Issues sections of the Midterm Report; their draft responses were due September 17, 2013. After the Midterm Report writer/editor was contracted, she and the ALO developed and distributed additional templates to address the Recommendations. These went out to SLO and program review faculty coordinators Patrick Mitchell and Edward Modafferi, interim Vice President of Instruction Kevin Kistler, Director of Grants and Institutional Research Cherie Davis, Vice-President of Administrative Services Joanne Schultz, Director of Human Resources Christina Torres-Peters, Superintendent/President Ron Taylor, Director of Learning Resources Center Susan Walsh, and Dean of Career Technical Education Jim Andersen. Drafts of those sections were due to SAC by October 15, 2013 (SRP 104, 1.05).

In order to improve the SAC's understanding of the process, the ALO distributed an excerpt from Nathan Tharp's dissertation, which studied the cultural practices that most influence a college's ability to successfully complete accreditation, highlighting the difference between those colleges that thrive in their accreditation practices versus those that flounder. Members of SAC noted that colleges that gain reaffirmation of accreditation or successfully recover from sanctions see accreditation as a means to improve institutional effectiveness. These colleges consistently work on accreditation, and there is a buy-in from the college community whether the college is on sanction or not. The ALO asked that Recommendation 11 from Tharp's dissertation be included at the bottom of each SAC agenda: "Maintain the integrity of accreditation processes through enforcement, transparency, faithfulness, simplicity, and the production of results (SRP 1.06)."

A draft of the Self-Identified Issues section was presented for SAC's review on October 15, 2013, along with the completed Recommendations templates that had been submitted on time. In preparation for the November 5, 2013 distribution of the content draft of the Midterm Report to the Board of Trustees, the writer/editor created the PowerPoint presentation "How to Read the Midterm Report." The PowerPoint presentation to the Board of Trustees proved helpful, and the superintendent/president, ALO and writer/editor decided to distribute it, along with digital copies of the Midterm Report and the ACCJC's standards to the entire campus community with the request to respond with input or corrections by December 12, 2013. To encourage as many people as possible to read the content draft, SAC included each respondent in a Midterm Report raffle (SRP 1.07).

Meanwhile, the ALO and writer/editor held a working meeting with SAC and contributors to the content draft on November 19, 2013. At this meeting, SAC decided on the final format and tone for the Midterm Report. In addition, SAC identified areas that needed significantly more information and research to be acceptable. SAC distributed new assignments to the contributors for revision, with the same deadline of December 12, 2013. The writer/editor received the responses, and on January 9, 2014 submitted a draft of the completed report to the ALO and the superintendent/president. The document was reviewed further by a Midterm Report review task force consisting of representatives from administration, Academic Senate, College Council, Assessment Review Committee (ARC) and SAC on January 22, 2014 (SRP 1.08, 1.09, 1.10).

Standing Accreditation Committee (2013-2014):

- Regina Coletto, Director of Office of Relations with Schools, Student Services Student Learning Outcomes and Program Review Coordinator
- Caroline Dawson, Math Professor
- Cherie Davis, Director of Grants and Institutional Research
- Nancy Golz, Reference Librarian
- Susan Kimoto, English Professor, Writer/Editor (Fall 2013)
- Kevin Kistler, Interim Vice President of Instruction
- Daryl Lingerfelt, Member, California School Employee Association (CSEA)
- Jeanette Martin, Member, CSEA

- Patrick Mitchell, Math Professor, SLO/Instructional Program Review (IPR) Coordinator
- Don Peterson, Director of Information Technology Services
- Marissa Reyes, Member, Associated Students of Merced College (ASMC)
- Esmeralda Santos Mesa, Member, ASMC
- Robin Shepard, Director of Institutional Advancement, Writer/Editor (Spring 2014)
- Dee Sigismund, Chemistry Professor, President of Academic Senate
- Ron Taylor, Superintendent/President
- Christina Torres-Peters, Director of Human Resources
- Andre Urquidez, Senior Account Manager
- Susan Walsh, Director of Learning Resources Center, Accreditation Liaison Officer (ALO)

Contributors to the Midterm Report:

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- Jim Andersen, Dean of Career Technical Education
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- Scott Coahran, Psychology Professor (Los Baños Campus)
- Delores Cabezut-Ortiz, retired English Professor, Editor (Spring 2014)
- Melinda Cornwell, Media Clerk, Learning Resources Center
- Regina Coletto, Director of Office of Relations with Schools, Student Services Student Learning Outcomes and Program Review Coordinator
- Caroline Dawson, Math Professor
- Cherie Davis, Director of Grants and Institutional Research
- Luis Flores, Senior Research Analyst
- Sheila Flores, Manager, Capital Planning and Events
- Nancy Golz, Reference Librarian
- Joe Gutierrez, Member, Board of Trustees (Area 5)
- Max Andrea Hall-Cuccia, Research Analyst
- Max Hallman, Philosophy Professor
- Stacey Hicks, Executive Assistant to the Superintendent/President
- Amerjit Johl, History Professor
- Doug Kain, Dean of Science, Math, and Engineering
- Julie Kehoe, Math Professor
- Susan Kimoto's English 83 class (Los Baños Campus)
- Kevin Kistler, Interim Vice President of Instruction
- Susan Kline, Administrative Office/Computer Application/Business Professor
- Brenda Latham, Dean of Los Baños Campus
- Keith Law, Philosophy Professor, President of Merced College Faculty Association
- Everett Lovelace, Interim Vice President of Student Personnel

- Michael McCandless, Interim Dean of English, Basic Skills, and Child Development
- Toni McCall, Administrative Secretary, Vice President of Student Personnel
- Mai Meidinger, Math Professor
- Joselle Merritt, Reference Librarian
- Patrick Mitchell, Math Professor, SLO Coordinator
- Jessica Moran, Interim Director of Special Projects and Grants
- Edward Modafferi, Microbiology Professor, IPR Coordinator
- Dee Near, Reference Librarian
- Don Peterson, Director of Information Technology Services
- Myshel Pimentel, English Professor
- Robyn Piro, Bookstore Manager
- Wilma Prine, Purchasing
- Toni Reintke, Administrative Office/Computer Application/VIRT Professor
- Will Resendes, PC Technician, Information Technology Services
- Laura Rico, Tutorial Assistant (Los Baños Campus)
- Joanne Schultz, Vice President of Administrative Services
- Robin Shepard, Director of Institutional Advancement
- Dee Sigismund, Chemistry Professor, President of Academic Senate
- Diane Spork, Lead Technician, Admissions and Records
- Ron Taylor, Superintendent/President
- James Thornburgh, Drafting Professor
- Christina Torres-Peters, Director of Human Resources
- Andre Urquidez, Senior Accounting Manager
- Susan Walsh, Director of Learning Resource Center, ALO

Statement of Report Preparation Evidence

<u>SRP 1.01</u>	Standing Accreditation Committee meeting minutes, February 3, 2012
<u>SRP 1.02</u>	Standing Accreditation Committee meeting minutes, February 19, 2013
<u>SRP 1.03</u>	Standing Accreditation Committee meeting minutes, August 20, 2013
<u>SRP 1.04</u>	Self-Identified Issues Email Assignments, August, 20, 2013
<u>SRP 1.05</u>	Recommendation Response Email Assignments, October 1, 2013
<u>SRP 1.06</u>	Standing Accreditation Committee meeting minutes, September 17, 2013
<u>SRP 1.07</u>	“How to Read the Midterm Report” presentation
<u>SRP 1.08</u>	College Campus Community email Midterm Report draft, November 6, 2013
<u>SRP 1.09</u>	Standing Accreditation Committee meeting minutes, November 19, 2013
<u>SRP 1.10</u>	Standing Accreditation Committee webpage

Recommendations

Mission Statement (Recommendation 7)

In order to meet the standard, the team recommends that the college institutionalize a timeline/schedule for regular and participatory review of the college mission statement with a process for changing the mission, vision and core values and beliefs when deemed appropriate through the review process. (I.A.1, I.A.2, I.A.3, I.A.4)

I.A.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

I.A.2 The mission statement is approved by the governing board and published.

I.A.3 Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

I.A.4 The institution's mission is central to institutional planning and decision making.

Summary of March 2012 Follow-up Report

Just one month after the evaluation team's initial visit, at the April 9, 2011 Board Workshop, the superintendent/president presented a draft of the *Merced Community College District 2010-2013 Strategic Plan*. It included the updated Mission, Vision, and Core Values statements, whose development by a shared-governance task force had been facilitated by consultant Michele Murphy, and was based on a series of charrettes involving all college constituencies and the community. The Board of Trustees adopted the final version of the Mission, Vision, and Core Values at its September 6, 2011 meeting. In addition, the trustees also passed a motion to review the Mission, Vision, and Core Values every other year beginning in Fall 2013 (Rec 7.01, 7.02, 7.03, 7.04, 7.05, 7.06).

Vision: Merced College will provide students with a transformative educational experience by embracing innovative techniques and practices to empower a diverse college community.

Mission: In a rapidly changing and increasingly global society faced with great challenges, Merced College faculty, staff, and leadership are committed to continuously improving methods of providing an accessible, affordable, and relevant education that improves the quality of life for all students and their communities.

Recognizing that education is never a mistake, Merced College serves as a gateway to the future by welcoming all students from our richly diverse region. We prepare our students for the next stage of their lives by providing the following:

- A supportive environment
- Committed and caring faculty, staff, and leadership
- Mutually beneficial community partnerships
- State-of-the-art facilities

- The latest technology

Core Values:

- *Student Success:* We focus on student access and success.
- *Supportive Atmosphere:* We support an atmosphere of trust where communication and teamwork cultivate a rich environment for teaching and learning.
- *Proactive:* We utilize agility, innovation, and responsible risk-taking to create our preferred future.
- *Partnering:* We actively partner with the community to respond to cultural, educational, economic development, and technological needs.
- *Diversity:* We embrace diversity as a strength of our community and celebrate it in our institution (Rec 7.06).

Conclusion of the 2012 Follow-Up Team Report

“The team found that this recommendation had been met.”

Conclusion of the 2013 Follow-Up Team Report

The 2012 visiting team noted that the College had reached the proficiency level with regard to the Mission Statement. The 2013 visiting team had made no further recommendations on the Mission Statement.

Response to Recommendation 7: Mission Statement

The College’s mission remains central to institutional planning and decision-making. As the College updates its Strategic Plan and further refines its planning process, the College recognizes that the mission must remain at the core of all planning for the future, and all resource allocations. To ensure that the mission remains a constant in all program planning, each area on campus is required to have a departmental mission that is connected to the College’s mission. In addition, all comprehensive program review documents now contain a section explaining how the department purpose or services tie to the mission of the College .

Processes have been identified to guide the College in regular, participatory review of its mission statement. These processes utilize the College’s normal governance and decision-making structures, with College Council and its constituency representatives taking the lead. The broad representation on College Council provides assurance that as the College updates its Strategic Plan and monitors progress on its goals, the mission will remain central in institutional planning (Rec 7.04, 7.06, 7.10).

In addition, the Assessment Review Committee (ARC), cohort assessment trainers (CATs), and Student Services experts in program review have met to discuss how to assist faculty and staff

completing program reviews to align their missions with Strategic Planning goals in more direct ways to ensure the connection is both measureable and clear (Rec 7.07, 7.08, 7.09)

The Board of Trustees revised *Board Policy 1200* to bring it into accord with the revised Mission Statement published in the 2010-2013 Strategic Plan, and to encode in policy the September 6, 2011 Board decision, as well as the College Council decision of January 24, 2012, to review the Mission, Vision and Core Values on a specific cycle. As directed by the Board of Trustees in 2011, the review of the College's Mission, Vision and Core Values occurred during the Fall 2013 semester when the president/superintendent held a series of districtwide forums to garner feedback from the College community. The Strategic Planning Task Force has met several times to discuss changes to the current Strategic Plan, including the College Mission Statement, as well to review the results from an Economic Impact Study conducted to help guide this work (Rec . 7.11, 7.12, 7.13)

Recommendation 7 Evidence

Rec.7.01	Board of Trustees Workshop Minutes, April 9, 2011
Rec.7.02	<i>Merced Community College District 2010-2013 Strategic Plan</i>
Rec.7.03	Board of Trustees meeting minutes, September 6, 2011
Rec.7.04	College Council meeting minutes, January 24, 2012
Rec.7.05	Board of Trustees meeting minutes, February 7, 2012
Rec.7.06	Mission Statement webpage
Rec.7.07	Student Services Program Review Template
Rec.7.08	Administrative Services Program Review Template
Rec.7.09	Assessment Review Committee meeting minutes
Rec.7.10	EMPC meeting minutes, January 23, 2014
Rec.7.11	College Council meeting minutes, January 28, 2014
Rec.7.12	Board of Trustees meeting agenda, February 4, 2014
Rec.7.13	<i>Board Policy 1200 Mission</i>

Communication (Recommendation 4)

In order to meet this standard, the team recommends that the College improve communication by engaging in dialogue that is inclusive, respectful, intentional[,] informed, and documented and about institutional quality and improvement. The dialogue should purposefully guide institutional change. This dialogue must include the use of the participatory governance process to develop and implement a plan for effective communication links so that information and recommendations are disseminated to all constituent groups. (I.A.4, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, III.A.4.c)

I.A.4 The institution's mission is central to institutional planning and decision making.

I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

I.B.6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Summary of March 2012 Follow-up Report

During the March 2011 visit, the evaluation team determined that communication problems existed at the College. Some employees stated during interviews that they believed communication was poor, and the team noted that the issues needed to be addressed promptly. With the creation of the College Council representing the major constituencies, overseeing all shared governance organizational structures, and ensuring that best practices for shared governance committees are applied districtwide, communication improved. The Council approved a districtwide monthly newsletter, *Campus Digest*, which includes a regular message from the superintendent/president and information pertinent for employees and students. In addition, the college Portal used by both

employees and students, was upgraded in January 2012. This improved access to posted committee minutes, increasing transparency for all constituencies (Rec 4.01).

Conclusion of the 2012 Follow-Up Team Report

“The team found that communication among constituent groups has improved, but poor communication between the vice-presidents and the new associate vice presidents, as well as the retaliation fears of some individual employees are of concern. The team suggests that the interim superintendent/president take appropriate steps to correct the communication issues between senior administrators in order to meet the expectations of the Commission. In addition, the team believes that the College must continue working toward an inclusive environment that embraces open communication. This recommendation has not been fully addressed.”

Summary of March 2013 Follow-up Report

With the arrival of a new superintendent/president in July 2012, the College focused its communication efforts on mission-related institutional effectiveness to enhance student learning. The new superintendent/president included an objective on communication and campus culture in his performance objectives for the 2012-2013 academic year, and initiated a wide-ranging review of the College, including numerous confidential meetings with individual administrators, faculty, and staff. As part of his review, the superintendent/president encouraged individual employees to send him confidential emails to provide input on the College’s urgent needs as the individuals perceived them. The superintendent/president developed new feedback loops with the Board of Trustees, college constituencies, and local communities, and new kinds of reports at the Board of Trustees meetings, including updates on state legislation, visits to areas around the District, and input received from faculty, staff and students (Rec 4.02).

The superintendent/president also established a practice of issuing email updates to all employees every two or three weeks as a primary means of regular communication with all college constituencies. The superintendent/president changed the communication methods among senior administrators and instituted regular biweekly meetings with each of his direct reports. He emphasized collaboration in discussions with the vice presidents, and worked to develop a team approach in operational problem-solving. This approach included creating an agenda for Cabinet meetings with items contributed by individual vice presidents, assignments for follow-up and reporting back within Cabinet meetings, and reporting out to appropriate committees as needed. He also invited the associate vice presidents to participate in every Cabinet meeting, which had not always occurred previously. To encourage understanding and practice of respectful, effective communication, the College has conducted “effective communications” workshops (Rec 4.03, 4.04, 4.05, 4.06).

An example of how the College has improved its depth of communication about institutional quality and improvement is the final revision of the College’s *Integrated Planning, Program Review and Shared Governance Handbook*, which documents the planning process. It was developed with thorough reviews by each master planning committee, and was approved by College Council in

October 2012. Each master planning committee included representatives of the College's faculty, staff and student constituencies. Prior to approval by College Council, the *Handbook* was sent via email link to all individual employees for final input. As the *Handbook* was developed, representatives from the four college administrative units developed and implemented templates containing the common elements all divisions should address in program review to ensure that the program review process is approached in a systematic way across the entire College (Rec 4.07, 4.08).

All these interactions have heightened awareness among faculty and staff of the College's institutional goals as well as the processes designed for participation in modifying them. In addition, program review coordinators met with representatives from college divisions to assist them with their program review processes as defined in the *Handbook*. Since then, all college departments are expected to follow the *Handbook's* provisions for program review and related planning processes, and the templates have been communicated to all faculty and staff to facilitate their participation in institutional processes for program improvement and planning. These templates emphasize the college mission as well as student learning outcomes (Rec 4.07, pp. 38-48).

As the Assessment Review Committee (ARC), Educational Master Planning Committee (EMPC) and College Council review their respective portions of the *Handbook* for possible updates and revision, they are collectively conducting the institutional review and evaluation of the planning and program review cycle. In guidelines set forth in the *Handbook*, ARC is to review the processes annually, including any input received concerning their effectiveness (Rec 4.09).

In Fall 2013, EMPC also reviewed sections 1 and 2 of the *Handbook*, concerning Integrated Planning and Program Review respectively, for suggested revisions and improvements. College Council began reviewing section 3 on Shared Governance in May 2013. A revised *Handbook* will be adopted in Spring 2014 (Rec 4.10, 4.11, 4.12).

An example of the College's use of documented assessment results to communicate matters of quality assurance to appropriate constituencies was demonstrated when the ARC report was presented to College Council on March 26, 2013 in order to communicate to constituent groups the outcomes of the ISLO assessment conducted in the previous year and the reflections on the program review process for each administrative unit. The ARC report was also included in the January 2013 edition of the *Campus Digest* to facilitate communication about the assessment outcomes. In addition, surveys used to evaluate the master planning committees were reviewed within each respective master planning committee in order to evaluate their work and the quality of the work as measured against accreditation guidelines. The College has established an ongoing commitment to utilizing documented assessment results to reflect on matters of quality in our processes in venues with broad constituent representation (Rec 4.13, 4.14).

Conclusion of the 2013 Follow-Up Team Report

“The team found that the communication among constituent groups had improved significantly. There was no mention of concerns about retaliation, there appears to be a real sense of collegiality in the discussions with the various team members. The College meets the Standard.”

Response to Recommendation 4: Communication

The College includes communication practices in its regular evaluation of the effectiveness of its shared governance committees. In the *Integrated Planning, Program Review and Shared Governance Handbook*, each of the major shared governance committees has an explicit charge that helps college constituencies work together to fulfill the college mission. In Fall 2013, each of the shared governance committees reviewed that charge as well as committee communication practices. After reviewing comparative assessment data from the surveys of shared governance committee members from 2011-2012 and 2012-2013, some of the shared governance committees noted a need for renewed training on effective committee communication techniques (Rec 4.07, pp. 92-115, Rec 4.15, 4.16)

Three significant overall observations emerged from wide discussion of the 2012-2013 self-evaluation of all shared governance committees.

1. There is not a strong sense that committee outcomes incorporated the District’s ISLOs or that they were incorporated into program review.
2. Respondents were uncertain whether many leadership bodies supported the committee and its work.
3. Respondents seemed uncertain or less aware of ASMC support of shared governance committees.

Based on the results of this dialogue, the College Council has asked ARC to strengthen the coverage of ISLOs in program review for the 2014-2015 cycle. ARC has recommitted itself to the training of shared governance committees in Fall 2014 as well as in flex day sessions, and it has initiated its update of the *Integrated Planning, Program Review and Shared Governance Handbook* with an eye to clarifying and simplifying linkages between the various shared governance committees, as well as to confirm leadership support of shared governance structures and processes (Rec 4.07, 4.14).

Improving the breadth of participation in shared governance also helps to enhance communication in the service of institutional effectiveness, but college efforts in that direction have met with limited success. Matthew Lee, a consultant hired by the College to assist with accreditation, found in September 2013 that “the burden of participation in the College’s planning, assessment, and related processes, . . . still falls primarily on a relatively small proportion of faculty and staff.” He reiterated during a meeting with the SAC in November 2013 that as the burden of participation is spread more widely, more robust communication between constituencies will follow. To address this issue, College Council has, in its review of governance committees and its project of updating the *Handbook*, initiated a discussion aimed at simplifying the governance structure so that more faculty and staff will come to understand the work of the major planning and governance

committees, and thus will be more willing and able to step up in these roles, while spreading the burden more widely through the College. College Council is scheduled to complete its update of the *Handbook* by April 2014, and then to orient faculty and staff to the revised structures at Convocation in August 2014 (Rec 4.17, 4.18).

Dialogue on institutional effectiveness is integral to the College's evaluation of the effectiveness of its planning and resource allocation processes. The College accomplishes this evaluation at two levels: one that is in the program review cycle, and one that is institutionwide in scope. As the deans review program review submissions for each of their assigned programs, and then prepare summaries using the template provided for this purpose in the College's *Integrated Planning, Program Review and Shared Governance Handbook*, they are called upon to note needed improvements in the process. These summaries are then reviewed and discussed by the Instructional Master Planning Committee (IMPC) before going to EMPC and the Strategic Planning Task Force as these committees prepare an update to the *2010-2013 Strategic Plan* (Rec 4.07, p. 59, Rec 4.19).

One of the College's five broad goals, as articulated in the *2010-2013 Strategic Plan*, is improving institutional effectiveness in communication, and Objective 3.3 under the technology goal is aimed at improving electronic access to information. The College has continued to improve website delivery of information and the use of social media. The Office of Institutional Advancement manages the District's Facebook and Twitter sites. This effort has continued to attract "visitors" and allows the College to impart important news and information efficiently. Other areas of the College use social media to release information and promote programs. The District's public website was improved in January 2012 and the College's Portal was upgraded. The Cloud Computing Task Force produced recommendations in May 2012, and these were incorporated into the Technology Master Plan, and formed the basis for the College's ongoing virtualization of desktop computers. A Social Media Policy was developed in November 2012 and included as part of the District's Acceptable Use Policy (Rec 4.20, 4.21, 4.22, 7.02).

In addition to using collegewide emails as a communication device, the superintendent/president continues to provide a monthly column for the *Campus Digest* which he has used to communicate issues that concern the institution as a whole, such as budgetary challenges and accreditation. He also uses it to reach all employees on a more personal level. For example, in the October 2013 issue of *Campus Digest*, the superintendent/president ended his column regarding the Midterm Report with, "It's true, we have much work to do, much difficult work. It's important that we balance our work lives with the need to be charitable and loving. As we head into the holiday season, I encourage each of us to renew the bonds of affection between family and friends. All the best to you for a healthy harvest season (Rec 4.23, 4.24)."

Recommendation 4 Evidence

- [Rec. 4.01](#) College Council meeting minutes, October 21, 2011
[Rec. 4.02](#) Superintendent/President's Performance Objectives, 2012-2013

Rec. 4.03	Superintendent/President's email update, October 1, 2013
Rec. 4.04	President's Cabinet Agenda (sample)
Rec. 4.05	Student Personnel Executive Committee Retreat notes, July 19, 2012
Rec. 4.06	TIR email survey on Effective Communication Workshop
Rec. 4.07	<i>Integrated Planning, Program Review and Shared Governance Handbook</i>
Rec. 4.08	College Council meeting minutes, October 9, 2012
Rec. 4.09	College Council meeting minutes, December 10, 2013
Rec. 4.10	College Council meeting minutes, May 14, 2013
Rec. 4.11	Educational Master Planning Committee meeting minutes, September 12, 2013
Rec. 4.12	Educational Master Planning Committee meeting minutes, October 10, 2013
Rec. 4.13	<i>Campus Digest</i> , January 2013 Issue
Rec. 4.14	College Council meeting minutes, March 26, 2013
Rec. 4.15	Comparative Assessment of Shared Governance Committees
Rec. 4.16	Educational Master Planning Committee meeting minutes, August 22, 2013
Rec. 4.17	Educational Master Planning Committee meeting minutes, January 23, 2014
Rec. 4.18	College Council meeting agenda, January 28, 2014
Rec. 4.19	Educational Master Planning Committee agenda, February 13, 2014
Rec. 4.20	<i>Board Policy/Administrative Procedure 3720</i>
Rec. 4.21	Technology Survey Results, 2012
Rec. 4.22	Technology Master Plan, July 29, 2013
Rec. 4.23	Superintendent/President's email update, January 14, 2014
Rec. 4.24	<i>Campus Digest</i> , October 2013 Issue

Integrated Planning, Evaluation, and Resource Allocation, and Decision-Making Process (Recommendation 3)

In order to meet the standard and to ensure that the college progresses toward the Sustainable Continuous Quality Improvement level of the Accrediting Commission for Community and Junior Colleges' rubric for planning, the team recommends that the college continue to apply the recommendations of the 1999 and 2005 comprehensive evaluation teams and ensure that its established planning processes include ongoing and systematic evaluation and planning with clearly established timelines to refine its key processes and improve student learning. The team recommends that the college conduct dialogue about institutional effectiveness that is ongoing, robust and pervasive, continue collecting data, and ensure that analyses of the data are widely distributed and used throughout the institution, that there is ongoing review and adaptation of evaluation and planning processes; that there is a consistent and continuous commitment to improving student learning; and that educational effectiveness is a demonstrable priority in all planning structures and processes. (I.A.4, I.B.2, I.B.3, I.B.4, II.A.2, III.A.2, III.A.6, III.B.2.b, III.C.2, III.D.1.a)

I.A.4 The institution's mission is central to institutional planning and decision making.

I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

II.A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.

III.A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

III.B.2.b Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

III.C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

III.D.1.a Financial planning is integrated with and supports all institutional planning.

Summary of March 2012 Follow-Up Report

The College partially resolved Recommendation 3 by evaluating its planning processes through data analysis and dialogue. College Council was tasked with the explicit role to:

- Promote integration of plans by monitoring alignment among them and recommending corrective action when necessary;
- Coordinate the systematic evaluation of governance and administrative structures and processes, many of which play important roles in integrated planning;
- Monitor committee participation by constituencies and areas, in part to assure that integrated planning includes broad representation;
- Function as a clearinghouse for potential or actual shared governance issues.

The Council subsequently established the Integrated Planning Task Force (IPTF), which in February 2012 began analyzing documentation and descriptions of all existing planning, program review, and resource allocation processes across the District. The IPTF was scheduled to complete a comprehensive draft of the *Integrated Planning Handbook* (which would become the *Integrated Planning, Program Review and Shared Governance Handbook*) The *Handbook* was presented to the Board of Trustees in December 2012 after being approved by the College Council on October 9 (Rec 3.01, 4.08, 7.04).

The College aligned the planning process with the budget calendar, requiring that all financial, technology, physical, or human resources requests be justified by program review data and analysis in either annual updates or in a comprehensive program review. Revised 2011-2012 instructional program review templates ensured the quality of the program reviews and facilitated the resource allocation process. The program review process now required that program goals be consistent with the College's mission statement, appropriately connected to the strategic planning goals and institutional learning outcomes, and grounded in consideration and analysis of program level learning or service outcomes. The Assessment Review Committee (ARC) was tasked with bringing uniformity to the review of programs and college services (Rec 3.02, 3.03).

Conclusion of the 2012 Follow-Up Team Report

“The College has not yet achieved attainment of the Sustainable Continuous Quality Improvement level of the ACCJC’s planning rubric. The College provided evidence that utilizing data in planning, decision making, and resource allocation has improved its institutional effectiveness. The College anticipated an unrestricted reserve of approximately nine percent at the end of the 2011-2012 academic year as a result of an improved integrated planning, decision-making, and resource allocation process. Yet, the College has not evaluated the plan for effectiveness.”

Summary of March 2013 Follow-Up Report

The College committed itself to resolve this recommendation and meet the associated Standards through ongoing evaluation of all aspects of the planning process and adherence to the established timelines, to assure integrated planning that is consistent with the College's mission. The program review process still requires that program goals be consistent with the College's mission statement, are appropriately connected to the strategic planning goals and institutional learning outcomes, and are grounded in consideration and analysis of program-level learning or service outcomes. Student Services program review templates reference the College's mission, as well as vision and core values statements. The Administrative Services template concludes with a Philosophy Statement that is to "identify or outline how your department serves the mission of the institution (Rec 7.02, pp. 19, 41)."

The program review templates of all college divisions are embedded in the integrated planning process, which is facilitated by the following appropriate planning committee in each division:

- Administrative Services Master Planning Committee (ASMPC)
- Facilities Master Planning Committee (FMPC)
- Instructional Master Planning Committee (IMPC)
- Student Services Master Planning Committee (SSMPC)
- Technology and Research Master Planning Committee (TRMPC)

All college divisions engage in similar review processes, ensuring that all activities are assessed, and that divisions are developing goals to improve institutional effectiveness in meeting student learning needs consistent with the College's mission and core values. Once program reviews are completed at the program level, they are reviewed administratively and in the respective master planning committee, with a summary used in an overall report to the College by the Assessment Review Committee (ARC). The College uses a five-year comprehensive program review cycle with annual updates between comprehensive reviews to allow programs to analyze goal attainment year-to-year and to adjust accordingly. The program reviews are then used to prioritize resource allocations and inform hiring for faculty, staff, and managers, so that each program, up to the limit of available resources, can achieve those of its program improvement goals that require such resources. The Budget Committee advises the Board of Trustees, the superintendent/president, and the Educational Master Planning Committee (EMPC) of the availability of funds to support such requests (Rec 3.10).

Conclusion of the 2013 Follow-Up Team Report

"The College has achieved the attainment of the Sustainable Continuous Quality Improvement level of the ACCJC's planning rubric. The College continues to provide evidence that utilizing data in planning, decision making, and resource allocation has improved its institutional effectiveness. The College meets the Standard."

Response to Recommendation 3: Integrated Planning, Evaluation, and Resource Allocation, and Decision-Making Process

The Integrated Planning, Program Review and Shared Governance Handbook

The latest update of the *Integrated Planning, Program Review and Shared Governance Handbook* was approved by College Council in October 2012. This approval reflects almost two years of refinement and clarification of the college's planning and program review cycle, addressing the 2011 visiting team's recommendation on integrated planning. The Integrated Planning Task Force (IPTF) took the lead in this work, with input from a Program Review Task Force (PRTF) and all the master planning committees. Included in the *Handbook* are the program review templates that are used throughout the institution for program-level planning. The templates ensure the quality of the program reviews and facilitate the resource allocation process. Instructional and non-instructional program review templates and processes were designed to ensure that data were incorporated and considered for evaluation and justification of proposed improvements and resource allocation requests. Data sources utilized included: MCCD Institutional Effectiveness Metrics; qualitative surveys of students, clinical preceptors, industry representatives and others; program specific data (i.e., logs, evaluations), labor market and more. The College has now invested over two years of focused effort in the institution's planning and program review cycle involving regular goal-setting at the program level, assessment of progress on program goals based on data, resource allocation, and implementation of improvements. During Spring 2014, ARC will work with the Office of Grants and Institutional Research (OGIR) to survey District personnel regarding the effectiveness of the program review process with regard to integrated planning, including resource allocation, student learning and overall institutional effectiveness. Survey results will be considered and incorporated into the 2014 ARC report (Rec 3.04, 4.07, 4.08, 7.02).

A formal review of the *Integrated Planning, Program Review and Shared Governance Handbook* began in May 2013 when a College Council subcommittee was formed to review the document in light of changes in administrative structure. The Educational Master Planning Committee (EMPC) is also reviewing its portion of the *Handbook* in preparation for a revision reflecting the reorganization of Merced College's administrative units. A revised handbook will be adopted in Spring 2014 (Rec 3.04, 4.09, 4.10).

The Planning and Program Review Cycle

At the program level, program goals are established through the annual program review and in the 5-year comprehensive program review document. Instructional program review templates indicate that these goals are to be measurable and based on student learning outcomes assessments and other data, and will address improvements in student learning. Progress on program goals is monitored through the annual program review update, which necessarily involves examination of data updates and dialogue among program faculty and staff. Summaries prepared by instructional deans and shared with vice presidents, master planning committees, the Assessment Review Committee (ARC) and the Educational Master Planning Committee (EMPC) identify major findings

as well as any resource requests that, if funded, would assist with the improvement of student learning. The summaries also serve to evaluate the program review process itself. A comparable evidence-based review and reporting process occurs for Student Services departments, and the aggregated summaries are reflected in the annual ARC Report to EMPC, College Council and the wider college community. In this cycle, student learning remains at the heart of the College's program-level goal-setting and measurement of progress, and summary information on progress is shared with the college community at large (Rec 3.05, 4.07).

The Assessment Review Committee (ARC) consists of the program review coordinators from each area where improvements to the program review process are made. ARC looked at campuswide program reviews in April 2013 using surveys of faculty and staff to recommend changes for Fall 2013. Instruction has made various changes to enhance the process. A list identifying lead faculty for instructional program reviews during each cycle is being utilized and updated every year. This is being continued annually to facilitate communication between area deans, CATs and faculty involved in writing program reviews (Rec 3.06, 3.07, 3.08).

The collection and dissemination of the data is refined and updated yearly based on self-assessment and feedback from faculty, staff and the administration. The templates and processes used for instructional program reviews were evaluated by faculty writing program reviews and by the CATs during the 2012-13 program review cycle. To facilitate data collection for use in instructional program reviews, the Academic Senate unanimously passed a resolution resulting in the creation of new datasets by the Office of Grants and Institutional Research. The datasets were made available in August 2013 for faculty to use in their 2013-14 program reviews (Rec 3.09, 3.10).

Administrative Services departments made many changes based on the outcomes of their 2012 and 2013 Program Reviews. The Purchasing Department set up a process to allow unused items to be offered to the campus community before being sold as surplus. In addition, after there was no longer a need for an item on campus, the department signed contracts to generate revenue from unused items and waste. The department also developed a fixed asset process that assists not only purchasing but also the Business Office.

Campus Security saw the need to implement the most changes based on program review findings. An additional, POST certified and armed peace officer was hired for the Los Baños Campus. Security cameras have been installed throughout the majority of the campus and the bull horn system has been increased to include outlying buildings. After data collection and analysis, a plan will be developed to increase security hours, allowing more coverage in off-hours to assist in curbing vandalism and theft on campus.

The Bookstore's program review resulted in new ways to provide cost effective services to students. These include book rentals, computer rentals, online book sales, e-books, and scientific calculator rental.

Information Technology Services requested life cycle funding in its program review. The funding was partially restored in the 2013-2014 budget. The team has developed a goal to more fully utilize currently used software. To that end, a review was done by Ellucian to determine the utilization of the HR Payroll module. Two more reviews on other modules are scheduled for the 2014-15 fiscal year.

Facilitating Dialogue about Planning and Improvement

The College has offered a number of forums and opportunities for faculty and staff to engage in dialogue about integrated planning, program review, planning and budgeting data, resource allocation, and the implementation of these processes. These have included:

- An integrated planning forum sponsored by the President's Office and the Academic Senate on May 10, 2012, open to all faculty and staff;
- Multiple budget forums offered to the college community;
- Program review training opportunities to help faculty understand the importance of the College's resource allocation and planning process;
- A flex workshop explaining the various types of data resources available for program review and SLO assessment held at the Los Baños Campus before the Fall 2012 semester to further promote faculty understanding of program review and the importance of program evaluation in planning;
- The Academic Senate placing integrated planning discussions on agendas to provide faculty with additional opportunities to discuss the process.
- Program review coordinators meeting with representatives from college divisions to assist them with their program review processes as defined in the *Handbook*.
- Program review representatives from the four administrative units developing and implementing templates containing the common elements all divisions should address to ensure that the program review process is approached in a systematic way (Rec 3.11, 3.12, 3.13, 3.14).

College Council, EMPC, and ARC are presently reviewing the *Handbook* for process improvement based on the experience of the last two years. Each committee evaluates the portion that falls within its responsibility. At the October 11, 2013 EMPC meeting, it was determined that the President's Office would serve as final editor and arbiter of changes after suggested changes are received from constituents (Rec 3.15).

The 2010-2013 Strategic Plan

The College set broad institutional goals through the development and approval of its *2010-2013 Strategic Plan*. These goals are aimed at improving institutional effectiveness in student access and success, communication, technology integration, partnering with the community, and promoting a safe, sustainable and supportive learning environment. The plan was approved in 2011, and the College is on track to update and revise it during 2013-2014. Progress on the plan's goals and

objectives was measured and then disseminated in a report released to the college community in August 2013. This document, along with program review summaries and relevant external data, will be used along with the College's mission, vision and core values statements as a basis for the revised and updated plan (Rec 3.16, 7.02).

Institutional dialogue on the current cycle of updating and revising the strategic plan began with EMPC discussions in 2012-2013, and has continued with a presentation by the superintendent/president at Convocation in August 2013 and the establishment of a Strategic Planning Task Force by EMPC in Fall 2013. The task force, which is expected to recommend revisions to the plan in Spring 2014, includes members from the master planning committees, a Board member, a representative of the Merced College Foundation, and a student representative. Campus forums were held in November 2013 to present the process to college constituents, and other forums are scheduled for Spring 2014 to review the proposed revisions. Board of Trustees approval is scheduled for late Spring 2014 (Rec 3.15, 3.16, 3.17).

In the discussions leading up to the update and revision, members of EMPC and College Council have acknowledged that progress on institutional goals has been measured through a recent progress report, as well as through review of ISLOs. However, they have also suggested that the College can improve its achievement of institutional goals and objectives by creating a detailed and robust system for the newly updated strategic plan that will assist all parts of the College's governance system and planning cycle to reference progress in a unified way and to see authoritative information about results. They have also recognized that some of the objectives in the *2010-2013 Strategic Plan* were framed without establishing definite, measurable benchmarks. The updated strategic plan will establish benchmarks to measure progress on each objective. In addition, a planning interface will be created for the institutional goals and objectives that will include related student learning outcomes, target dates on a timeline, and offices responsible for implementation (Rec 7.02).

Resource Allocation

Most institutional decision-making, including resource allocation, is triggered by the planning and program review cycle. Resource allocations are requested through annual program reviews, and these requests are prioritized by each master planning committee, culminating each year in a review by EMPC, and decisions by the Planned Expenditure Committee, consisting of the superintendent/president and the vice presidents. Resource requests come to the Budget Committee in three forms: planned expenditures, resource allocation prioritized lists, and augmentation requests. For example, following the review and revision of the District's strategic plan, a new educational master plan and an updated facilities master plan will be completed during Spring 2014. Both plans were approved and were budgeted in the planned expenditure process and are included in the 2013-2014 budget (Rec 3.18, 3.19).

The College has taken several creative steps to deal with the limited additional resources that are available for distribution in the current fiscal environment. For example, the vice president of

Administrative Services and the director of Business and Fiscal Services met with all the budget managers during Summer 2013 to help them adjust their budgets to accommodate program review objectives by moving funding rather than adding to the budget wherever possible. Administrative Services' restructure plan is an example of moving resources to achieve program review objectives as well as reducing budget expenditures. The campus also participated in a survey to suggest cost-cutting measures and increased revenue opportunities. The survey results were prioritized by each of the master planning committees and reviewed for consistency with the Strategic Plan by EMPC. Implementation has occurred where it proved possible to ensure savings and revenue enhancement. For instance, certain suggestions are providing guidance for energy savings projects with Prop 39 funding and possible grant opportunities (Rec 3.20, 3.21, 3.22, 3.23, 3.24).

Not only do the planning processes align with Budget Planning Calendar, the calendar now includes planning milestones. The Budget Planning Document was discussed at the master planning committees and carried back to the representative groups. After the document is presented to the Board of Trustees, it is posted on the Portal. The College has taken these steps to inform all constituents of the timelines (Rec 3.25).

Each instructional program's annual program review includes any needed resource requests based on the program's evidence-based review of progress on goals and on student learning improvement. These resource requests are summarized by each area dean and then reviewed and prioritized by the appropriate master planning committee. A composite master list of resource priorities is then developed by the vice presidents and forwarded to EMPC for final review before going to the superintendent/president. Upon the superintendent/president's approval, resource allocations based on these priorities are incorporated into the college budget for the following year. Each year, for resource allocations, the President's Cabinet reviews the process and any changes are sent out through the respective vice presidents to the departments. Any changes and updates are reviewed by EMPC and included as part of the *Handbook* review (Rec 3.25, 3.31).

Staffing resources are allocated according to well-established processes that intersect with institutional planning. Requests for full-time faculty positions are prioritized using a process established by the Academic Senate and based on data equivalent to that used in instructional program reviews. Once the prioritization is established by an Academic Senate committee charged with that task, it goes to the vice president of Instruction and the superintendent/president as a recommendation. The superintendent/president's recommendation then goes to the Board of Trustees. In this process, the College's mission is an organizing principle for prioritization, and institutional goals are taken into account. Staffing priorities for regular classified staff and management positions are reviewed by the President's Cabinet using established criteria including mission-relatedness, health and safety, program review information, strategic priorities as established in the strategic plan, and impact of non-replacement on the program (Rec 3.26, 3.27).

The Facilities Master Planning Committee (FMPC) actively participates in the resource allocation process and assesses physical resources to determine the extent to which the College is providing an environment supportive of effective student learning. All requests for changes to the facilities

are reviewed and assessed for their impact on students, staff and the Five-Year Construction Plan. The District's Americans with Disabilities Act transition plan was updated during the Fall 2013 semester. And, utility companies performed energy audits on District facilities to identify potential energy saving projects. These sources of information will be used to develop resource allocation requests and assist in the future design of new buildings. Following the review and assessment of the *2010-2013 Strategic Plan*, the *Educational Facilities Master Plan* and the *Facilities Master Plan* will be updated beginning in Spring 2014. Both these plans were approved and budgeted for as part of the planned expenditure process and included in the 2013-2014 budget (Rec 3.15, 3.18, 3.28).

Technology

Technology planning provides an excellent illustration of Merced's progress in integrated planning, evaluation, resource allocation, and decision-making. In the *2010-2013 Strategic Plan*, one of the College's five goals is to "Enhance Technology and Systems Integration." As the plan states, "The use of technology to support and deliver education is one of the most important goals for the College during this planning period. To support student learning, instructional effectiveness, and staff development, an ongoing program of maintenance, innovation, and education will be undertaken." This goal was established based on broad input from college constituents and community members, and the College has taken it seriously, despite a fiscal crisis from 2009 through 2013 that has made it extremely difficult to provide sufficient resource allocations to fulfill every objective of the plan completely (Rec 3.29).

The objectives for implementation of this broad, strategic goal are to:

- Prepare a Technology Plan that includes hardware/software, policies and training;
- Provide ongoing training and education in the use of the systems;
- Improve access to information via website delivery, cloud computing, and social media opportunities;
- Evaluate the appropriate use of technology in the delivery of instruction and student services.

The aim of the *2013-2015 Merced College Technology Master Plan* is to centralize the District's technology information and to assist in institutional planning, budgeting and assessment. The Technology and Research Master Planning Committee (TRMPC) reviewed quantitative and qualitative data in developing the technology plan (Rec 3.29).

TRMPC reviewed the District's existing technology inventories and current and future needs of students and personnel. Information Technology Services (ITS) provided an inventory of all computers linked to the network, including details such as make, model, age, capacity and operating systems. The Learning Resources Center/Audio Visual provided a similar inventory of all the technology deployed in classrooms. This and other quantitative data helped establish an institution-wide baseline of existing technology resources (Rec 3.29).

Working closely with TRMPC, the Office of Grants and Institutional Research (OGIR) developed two on-line technology surveys to obtain qualitative data from end-users. The Spring 2012 technology survey focused on District technology resources and services. However, it was clear from the feedback received that additional user input was needed regarding technology hardware. As a result, the OGIR administered a Spring 2013 technology survey focused on the District's technology hardware. Data from both surveys indicated positive end-user experiences regarding services and access to technology resources. However, the surveys also revealed the need for ongoing technology training for staff and students, more accessible desktop computers and peripherals, improved and faster internet services, including wireless, and regular replacement via lifecycle funding for outdated hardware and software. Many of these items are addressed in the technology plan's strategic objectives (Rec 3.29, 3.30, 3.31).

Additionally, comments received from respondents to the Spring 2012 survey identified the need to improve the usability and currency of the District's public-facing website. As a result, TRMPC reviewed the existing website at length in light of respondents' comments and solicited additional feedback concerning the website from faculty via TRMPC faculty representatives (Rec 3.23, 3.32, 3.33).

The final *2013-2015 Merced College Technology Master Plan* was reviewed and accepted by College Council in March 2013. The Board of Trustees approved the plan in August 2013 (Rec 3.34, 3.35).

Technology training has been robust, regular and ongoing since 2011-2012. Audio-Visual Technology Resource Center training is provided by appointment. This includes SharePoint training and classroom technology training. The library provides additional training resources, including learning videos on the Library's web page. The videos include *Access to the Portal*, *Find a Reserve Book*, and *Use EBSCOhost online periodical database*. An online training video list is available through the Portal (Rec 3.36).

The College conducted an assessment and evaluation of technology through districtwide surveys as noted above. Respondents to the Technology Hardware survey were asked the degree to which they felt Merced College met the District's 2010-2013 Strategic Plan Goal 3: "Enhance technology and system integration" in support of "... student learning, instructional effectiveness, and staff development..." Nearly 34 percent each of respondents said that the College met the goal in terms of student learning and instructional effectiveness. Nearly 29 percent of respondents felt the College only partially met the goal in terms of staff development (Rec 3.30, 3.31, 7.02).

Program-specific needs have continued to appear in annual program reviews, providing evidence of a backlog of resource needs related to technology, including not only hardware and software, but support staff and training (Rec 3.30, 3.31).

Despite the progress on these objectives, the College recognizes it still has needs related to technology, particularly in the realm of systems integration. A number of database support systems

have not been implemented, or have not been fully implemented, delaying possible efficiencies for staff and students. Personnel have not been able to take full advantage of the institutional database system. Program reviews have indicated severe staffing shortages and needs for additional technology expertise in Information Technology Services. Moreover, in the wake of the current administrative reorganization (which has dissolved the TIR administrative unit of the College), and in light of the new accreditation and federal requirements related to distance education, the College has recognized that renewed attention to technology support is a priority.

In response to these issues, the College is in the process of prioritizing allocations and staff assignments to assist in the implementation of database support systems to achieve additional efficiencies for staff and students, taking full advantage of the institutional database system, and addressing workload and expertise needs in Information Technology Services through training and other means. The College is also clarifying liaison relationships and committee responsibilities to facilitate robust communication across administrative units, ensuring collaboration and teamwork in support of effective use of technology. Actions such as these to address the identified needs will be included in the updated strategic plan and in staffing decisions currently under consideration (Rec 3.37).

Recommendation 3 Evidence

- [Rec. 3.01](#) Board of Trustees meeting minutes, December 4, 2012
- [Rec. 3.02](#) Instructional Program Review Templates, 2011-2012
- [Rec. 3.03](#) College Council meeting minutes, January 31, 2012
- [Rec. 3.04](#) Educational Master Planning Committee meeting minutes, October 24, 2013
- [Rec. 3.05](#) *Campus Digest*, Volume 2, edition 3, March 2013
- [Rec. 3.06](#) Assessment Review Committee meeting minutes, February 25, 2013
- [Rec. 3.07](#) CurricUNET, Instructional Program Review evaluation, 2012-2013
- [Rec. 3.08](#) Instructional Program Reviews Lead Faculty, 2012-2013
- [Rec. 3.09](#) Instructional Program Review email, August 2, 2013
- [Rec. 3.10](#) Academic Senate Resolution 12-12, Academic Senate minutes p. 6, February 14, 2013
- [Rec. 3.11](#) Integrated Planning Forum, May 10, 2012
- [Rec. 3.12](#) Budget Forum, Fall 2012
- [Rec. 3.13](#) Flex Workshop on Program Review Training, Los Baños Campus, Fall 2012
- [Rec. 3.14](#) Academic Senate meeting minutes, October 11, 2012
- [Rec. 3.15](#) Educational Master Planning Committee meeting minutes, October 11, 2013
- [Rec. 3.16](#) Merced College Strategic Plan Report, August 2013
- [Rec. 3.17](#) Strategic Planning Task Force Charge Memo, May 9, 2013
- [Rec. 3.18](#) Facilities Master Planning Committee meeting minutes, March 8, 2013
- [Rec. 3.19](#) Resource Allocation VPs Critical Ranking, February 27, 2013
- [Rec. 3.20](#) Cost-saving Survey Student Participation email, September 28, 2012
- [Rec. 3.21](#) Cost-saving Survey Faculty and Staff Participation email, August 31, 2012
- [Rec. 3.22](#) Administrative Master Planning Committee meeting minutes, November 16, 2012

- [Rec. 3.23](#) Technology Research Master Planning Committee meeting minutes, November 16, 2012
- [Rec. 3.24](#) Student Services Master Planning Committee meeting minutes, November 20, 2012
- [Rec. 3.25](#) Budget Planning Calendar, 2013-2014
- [Rec. 3.26](#) *Board Policy/Administrative Procedure 7214 Contract Faculty Hiring*
- [Rec. 3.27](#) Process Description for Allocation of Staffing, Spring 2013
- [Rec. 3.28](#) ADA Plan Executive Summary
- [Rec. 3.29](#) Merced College 2013-2015 Technology Master Plan
- [Rec. 3.30](#) Technology Survey, Spring 2012
- [Rec. 3.31](#) Technology Survey, Spring 2013
- [Rec. 3.32](#) Technology Research Master Planning Committee meeting minutes, February 1, 2013
- [Rec. 3.33](#) Technology Research Master Planning Committee Faculty Comments Handout
- [Rec. 3.34](#) College Council meeting minutes, March 12, 2013
- [Rec. 3.35](#) Board of Trustees meeting minutes, August 6, 2013
- [Rec. 3.36](#) Audio Visual Program Review, 2011-2012
- [Rec. 3.37](#) Superintendent/President's Cabinet Agenda, January 15, 2014

Program Review (Recommendation 1)

In order to meet the standard and ensure that progress continues toward achieving the Sustainable Continuous Quality Improvement level of the Accrediting Commission for Community and Junior Colleges' rubric for program review, the team recommends that the college continue to apply the recommendations of the 1999 and 2005 comprehensive evaluation teams, fully implement its new program review process, and ensure that the process is ongoing, systematic and used to assess and improve student learning and achievement and that the results of program review are used to continually refine and improve program practices. (I.B.2, I.B.3, I.B.5, II.A, II.A.5, II.C.2, III.D.3)

I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

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

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

III.D.3 The institution has policies and procedures to ensure sound financial practices and financial stability. (This is the Standard as revised in 2012; at the time of the Self-Study and the first two ACCJC Action Letters, Standard III.D.3 read, "The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.")

Summary of March 2012 Follow-up Report

In October 2011, College Council established a Program Review Task Force composed of individuals from each administrative unit of the College with background in that area's program review process. The primary outcomes of the Task Force were a list of elements to be included in each administrative unit's program review template, a glossary of terms to be included in the *Integrated Planning, Program Review and Shared Governance Handbook*, and an introduction to the College's

program review process to be included in the *Handbook*. Each administrative unit was then responsible for creating a template applicable to programs in the area containing the elements decided upon by the task force. Required common elements of each administrative unit's template included the identification of student learning outcomes or service area outcomes, and planning that was linked to goals, both program-level and institutional. Additionally, each administrative unit established an evaluation process for submitted program reviews. For example, Instruction relied on cohort assessment trainers (CATs) as the first reviewers, followed by the Deans; Student Services established the Student Services Program Review Oversight Committee (SSPROC) to perform the evaluation task. The Assessment Review Committee (ARC), which includes members from each administrative unit, began meeting in November 2011 to oversee the ongoing sustainability of program review campus-wide (Rec 4.07, p. 25).

Conclusion of the 2012 Follow-Up Team Report

“After conducting interviews and reviewing documents, the team confirmed that the College has fully integrated the planning and program review process, but has not yet met the expectation of the Commission to ensure that the process is ongoing and systematic. The team was able to confirm that all constituent groups have accepted the newly revised integrated planning and program review process, but the evaluation team believes the College must complete a minimum of one complete program review cycle before it has fully satisfied the Commission's recommendation.”

Summary of March 2013 Follow-up Report

In September 2012, the Assessment Review Committee (ARC) began its initial evaluation of the program review process. Each master planning committee sent a summary of its program reviews to ARC in October 2012. These summaries included key data elements, successes, challenges, commendations, and evaluations of the program review process from the perspective of each committee. ARC used the summaries to evaluate the program review process as a whole, and to generate the ARC Report, which was disseminated to the campus community by the College Council. The report provided a global perspective on the College's program review process, highlighting successes from each area and discussing challenges each area encountered during the process. Additionally, revisions to each area's processes were noted. In response to the ARC Report, each area refined its program review processes to improve the College's overall integrated planning, program review, and resource allocation process (Rec 1.01).

In October 2012, after the *Integrated Planning, Program Review, and Shared Governance Handbook* was approved by College Council, all college departments were expected to follow the *Handbook's* provisions for program review. The College's program review processes include goal-setting at the program level. Goal-setting for the institution happens through the development and updating of the Strategic Plan, based on input from program reviews. At the program level, each program documents progress on its goals in its annual program review. The comprehensive program review is a more in-depth process that takes place on a longer cycle and includes review of progress on program goals over a longer period of time (Rec 4.07, p.25).

Conclusion of the 2013 Follow-Up Team Report

“After conducting interviews and reviewing documents, the team confirmed that although the College has fully integrated the planning and program review processes and has made significant progress, not all programs have completed enough of the assessment cycle to have evaluated the outcomes. The College partially meets the Standard.”

Response to Recommendation 1: Program Review Introduction

The College has established an ongoing and systematic cycle of evaluation, planning, resource allocation and implementation, and process improvement. This cycle is most robust at the program level, with integrative dialogue moving “upwards” from the review of program-level goals, needs and student outcomes through successively higher levels of the institution. At the program level, program personnel review student learning outcomes assessment data, program-level student achievement data, and other relevant information in order to evaluate progress on program-level goals. On an annual basis, program-level goals are set and reviewed in cohort and area meetings by the instructional program faculty, and in departmental meetings in Student Services and Administrative Services. (The comprehensive program review is a more in-depth process that takes place on a longer cycle and includes a review of progress on program goals over this longer period of time.) Programs implement refinements of curriculum, instructional practices, and services based on their program review discussions and analysis of the evidence. All college areas use program review as an integral part of the planning process. The cycle for review of data, goal-setting and evaluation of progress is thus well established (Rec 1.02, 1.03, 4.07).

Student Services has noted that in general the quality of work is becoming more consistent, and change is occurring as result of completing program reviews. Staff is becoming more self-analytical and recognizing the connection with overall planning and resource allocations. Departments are having more dialogue about SLO/SAO results to inform program review. Identified needs are to provide more advanced training for Student Learning Outcomes-Program Review Outcomes experts (SLO-PROs) and increase the number of employees trained as SLO-PROs in Student Services. Administrative Services has reviewed its program review process from the previous year and updated the templates to be more user-friendly and more detailed (Rec 1.04, 1.05).

At the institutional level, the College uses Program Review findings to establish resource priorities through its Resource Allocation Process. Instructional program review summaries are reviewed by ARC, each area dean and vice president, and by EMPC. Based on the last cycle’s summary input, as well as on a comprehensive review of relevant external data, EMPC and a specially appointed task force are reviewing the College’s Strategic Plan goals and objectives for updating and revision in a new multi-year planning cycle. In August 2013, the superintendent/president presented a summary of progress on strategic planning goals and objectives to the college community as part of the annual fall Convocation meeting. This progress report has been used as a reference tool by EMPC and the Strategic Planning Task Force. Thus, the institutional-level planning cycles are

integrated with program review cycles, and are based on review of both quantitative and qualitative data pertinent to the mission of the College (Rec 1.06, 1.07, 3.16).

Coordination and Evaluation

As described in the March 2013 Follow-Up Report Summary section above, the Assessment Review Committee (ARC) performs the annual evaluation of the program review process. Past evaluations of the process have produced several positive innovations. For example, cohort assessment trainers (CATs) within instruction have been received very positively by faculty and have helped to enhance communication regarding both SLOs and program review. The CATs provide excellent support to faculty and aid the completion of assessment reports and reviews. Similarly, Student Services has assigned student learning outcomes program review specialists as additional support for faculty and staff engaged in these tasks.

In April 2013, ARC once again evaluated the College's program review structures and processes using faculty and staff surveys, as well as program review summaries from the master planning committees in all areas of the College. ARC then used the findings from its evaluation to recommend necessary changes to improve the overall program review process as it pertains to student learning and institutional effectiveness. These changes were then implemented in each area of the College in Fall 2013 (Rec 1.06).

The cohort assessment trainer (CAT) structure improved the instructional program review process, and is becoming more intuitive with each use. Having faculty within disciplines to answer questions helps to lessen some of the burden on the SLO/PR coordinators and eases some of the frustrations from faculty who feel they need more individualized attention. The annual program review process was well received and simplified for use in 2012-13 based on faculty and CAT recommendations. The comprehensive program review questions were reviewed and several were edited with some questions added to the comprehensive program review template, mainly concerning staffing and resources. A primary data section is required for all programs, and a second data section is optional, depending on the relevance to the program. The templates were sent to CATs and Academic Senate representatives for review and comment in Spring 2012 and 2013. The template is being reviewed annually and improvements are being implemented. For ease of use, the faculty program review data facilitator (FPRDF) created tutorials regarding the data metrics, and OGIR provided new datasets in August 2013 for faculty to use during the 2013-2014 cycle. Handbooks were also written to guide faculty through the program review process for 2012 and 2013 (Rec 1.03, 1.08, 1.12, 1.14, 1.15).

ARC's findings and recommendations are published once a year in the *Campus Digest*, as well as on ARC's Merced College Portal's webpage, ensuring that they are accessible to the college community (Rec 3.05).

ARC reconvened in Fall 2013 to address a variety of issues related to the program review process at the College. ARC informed the Academic Senate of its new goals. The central theme for ARC this

year is to study and facilitate student success at Merced College: What are the College's strengths and weaknesses? What does the College do well and what needs to be improved?

ARC 2013-2014 plans include the following changes to ARC composition, roles and activities:

- ARC co-chairs will have staggered two-year terms to improve continuity and succession planning;
- ARC co-chairs will consist of one representative from instruction and one from outside instruction to better distribute the workload and balance representation;
- ARC requested and received support from the Academic Senate to establish a faculty-based work group to research and develop General Education outcomes and a process to assess these outcomes.
- Consideration will be given to expanding ARC to obtain greater faculty participation;
- Regular verbal and written ARC reports to College Council will be agendaized for information and action as appropriate;
- College Council will disseminate ARC reports through the master planning committees and other committees/constituent groups;
- ARC representatives will continue to keep their respective divisions apprised of ARC timelines, activities and work products;
- ARC will promote professional development opportunities for District personnel regarding program review, SLOs/SAOs, assessment, research, and/or use of technology resources and other topics as appropriate;
- ARC will utilize varied District communication networks to communicate documented, research-based assessment results to constituencies (Rec 1.10).

Some plans for significant improvements in program review have already been formulated, based on evaluative discussions to date in ARC and other venues:

- Working with the director of Human Resources, ARC will develop and provide training in assessment methods, use of data in program review, available data resources, and proper formulation of program goals by Fall 2014.
- The College recognizes that CurricUNET's program review system continues to experience challenges. ARC is conducting an analysis of alternative program review software to assess the needs against the current technology and will report to College Council with recommendations (Rec 1.10).

Completion of the Program Review Cycle

Each of the three administrative units of the college participates in an ongoing program review cycle, completing a comprehensive review every five years and annual updates in the years between. All areas will continue to employ their own systems for tracking completion of program reviews until the centralized system is implemented in Fall 2015.

IPRSLOAC is co-chaired by the FPRDF, who assists faculty with data requests and the development of data collection and dissemination for program review. In 2013, the Merced College Academic Senate unanimously passed Resolution 12-12, resulting in a new timeline for the creation of datasets to be used for instructional program reviews. The datasets were made available on the OGIR site in August 2013 for faculty to use in their 2013-2014 program reviews. The IPRSLOAC website on the College Portal has tutorials (both downloadable forms and video) with guidelines showing how to access and use the OGIR metrics for program review. The Institutional Effectiveness Metrics (IEMs) have also been updated and enhanced for faster, easier navigation, and provide useful data for instructional reviews, faculty new hires and other data-related institutional projects. . In addition, extensive training of the deans in instructional program review occurred at Merced College during the 2012-2013 academic year. This training is ongoing (Rec 1.08, 1.12, 1.13, 1.14, 1.15).

The majority of instructional programs have completed several cycles of annual program reviews and at least one comprehensive program review. Out of a total of 73 instructional programs that have been identified by the college, 61 program reviews (84 percent) were submitted for the 2012-2013 cycle. Of the 12 programs that were not reviewed last year, one has been deactivated and two are in the investigatory stage leading to deactivation.

There were a total of 30 non-instructional programs across four administrative units during 2011-2012 and 2012-2013. In the 2013-2014 academic year there are three administrative units (i.e., , TIR, Administrative Services, Student Services, Office of Instruction in 2011-2013; Office of Instruction, Administrative Services, Student Services in 2013-2014).

Of the 30 non-instructional programs, 28 or 93 percent completed their annual or comprehensive 2012-2013 program reviews. Additionally, 28 or 93 percent have completed a minimum of one complete program review cycle, from 2011-2012 through 2012-2013.

Taking into consideration instructional and non-instructional programs, the District has completed program reviews for 89 out of 103 programs, an approximate 86 percent completion rate. All programs in Administrative Services completed comprehensive program reviews in 2012-2013 and are on track to complete an annual program review cycle in 2013-2014. All programs in Student Services have completed several full cycles of annual program reviews and at least one comprehensive program review. All programs in Technology and Institutional Research have completed several full cycles of annual program review (Rec1.16, 1.17, 1.20).

Resource Allocation Prioritization

The resource allocation prioritization process is perhaps the most efficient part of the program review process, although not many items have been funded in recent years due to the fiscal crisis. All master planning committees prioritize the requests in their respective areas following a set of established criteria. From there, the prioritized lists are forwarded and merged into a final prioritized list and approved by EMPC (Rec 1.18, 1.19).

Program review at the College has faced serious challenges. However, the College is now in the midst of a cultural shift, changing the perception of program review from a rationale for resource allocation to a professional obligation that improves student learning. For example, in the most recent Student Services reviews, half the program goals did not require linking to any requests for additional resources (Rec 1.20).

To further propel this shift, the Academic Senate has planned several brown bag sessions to be held on the fourth Thursday of the month after Academic Senate meetings. These informal training or information sessions are used to share best practices, get advice on program reviews or SLO sessions and to find out what other areas and cohorts are doing well. The first brown bag session held on January 23, 2014 was organized around the topic of writing program reviews. During the Fall 2012 semester there were monthly meetings to assist the Administrative Services managers in developing service area outcomes (SAO). Individual meetings were held on an as needed basis. The team dialogued in Management Team meetings as well as one-on-one meeting with the vice president of Administrative Services. Once the SAOs were developed and assessed, the completed program reviews were presented at one of three ASMP meetings and the specific resources requiring additional funding were discussed and prioritized (Rec 1.21, 1.22, 1.23, 1.24, 1.25).

Facilitating Dialogue

The College has offered a number of forums and opportunities for faculty and staff to engage in dialogue about integrated planning, program review, resource allocation, and the implementation of these processes. During 2011-2013, the instructional program review coordinator and the SLO coordinator made numerous presentations to the deans at the Vice President of Instruction Cabinet meetings (VPI-C). A draft spreadsheet identifying lead faculty for program reviews was presented and discussed on September 05, 2012. The annual preparation of the matrix was coordinated with the area deans and CATs to determine the primary parties who would be involved in the development of the annual and comprehensive program reviews. Deans were invited to the annual program review workshops which would be made to any area. During the March 2012 meeting, area deans discussed revisions to improve their program review summaries, which are sent to the Instructional Master Planning Committee for the resource allocation and goal development processes. An Instructional Dean Rubric was posted on the Academic Senate's Portal website. Deans were also asked to evaluate and provide feedback on the template used in the Annual Planning section of the 2013-14 program reviews (Rec 1.26, 1.27, 1.28, 1.29, 1.30, 1.31, 1.32).

Student Services conducted the first annual Student Services Convocation meeting in Fall 2013 which incorporated SLO/SAO instructional videos, a presentation on the program review cycle and breakout sessions for each department to start the process. Each department has program review and SLO/SAO as standing items on agendas as well as ongoing meetings to continue to develop their current program reviews and revisit the prior year's program review. Several departments gave program review and SLO/SAO presentations in Spring 2013 to the Student Services Master Planning Committee (Rec 1.33, 1.34, 1.35).

The College has made great progress concerning program review, but recognizes that the process must undergo further refinement. The College has worked diligently to create a process that works at the administrative unit level, and the creation of ARC has lessened the silo effect and helped to foster institutional dialogue relating to program improvement. However, now that these processes are in place, the institution must complete the full cycle in every program using the program review procedures and processes as outlined in the *Integrated Planning, Program Review and Shared Governance Handbook*, and continue to remedy any weaknesses as they are identified in the evaluation of those processes (Rec 4.07, p.25).

Recommendation 1 Evidence

- [Rec. 1.01](#) Assessment Review Committee Report, January 2013
- [Rec. 1.02](#) Chemistry Program Review
- [Rec. 1.03](#) Instructional Program Review Datasets, OGIR Merced College webpage
- [Rec. 1.04](#) SLO PROs Advanced Training, November 2012
- [Rec. 1.05](#) Administrative Services Annual Program Review Template, November 14, 2013
- [Rec. 1.06](#) Assessment Review Committee Program Review Summaries
- [Rec. 1.07](#) Strategic Plan Task Force charge memo, May 9, 2013
- [Rec. 1.08](#) Program Review Data Metrics Tutorial, Merced College Portal webpage
- [Rec. 1.09](#) Instructional Annual Program Review Guide, 2013-2014
- [Rec. 1.10](#) Assessment Review Committee Structure Recommendations, May 14, 2013
- [Rec. 1.11](#) IPRSLOAC meeting minutes, March 22, 2013
- [Rec. 1.12](#) Faculty Program Review Data Facilitator Technical Workgroup meeting notes, February 22, 2013
- [Rec. 1.13](#) Instructional Program Review Datasets, OGIR email, August 2, 2013
- [Rec. 1.14](#) Instructional Program Review Datasets Tutorials, Merced College Portal webpage
- [Rec. 1.15](#) Institutional Effectiveness Metrics, OGIR Merced College Portal webpage
- [Rec. 1.16](#) Library Services Program Review, 2012
- [Rec. 1.17](#) Library Services Program Review, 2013
- [Rec. 1.18](#) Instructional Master Planning Committee meeting minutes, November 4, 2013
- [Rec. 1.19](#) Student Services Master Planning Committee meeting minutes, November 12, 2013
- [Rec. 1.20](#) Student Services Annual Program Reviews, Merced College Portal webpage
- [Rec. 1.21](#) Academic Senate Brown Bag Sessions email, January 16, 2014
- [Rec. 1.22](#) Academic Senate Brown Bag Session notes, January 23, 2014
- [Rec. 1.23](#) Administrative Services Master Planning Committee meeting minutes, March 15, 2013
- [Rec. 1.24](#) Administrative Services Master Planning Committee meeting minutes, April 12, 2013

- [Rec. 1.25](#) Administrative Services Master Planning Committee meeting minutes, May 10, 2013
- [Rec. 1.26](#) Vice President Instruction Cabinet Recollections, September 5, 2012
- [Rec. 1.27](#) Vice President Instruction Cabinet Recollections, March 28, 2012
- [Rec. 1.28](#) Vice President Instruction Cabinet Recollections, March 13, 2013
- [Rec. 1.29](#) Program Review Matrix
- [Rec. 1.30](#) Comprehensive Program Review Workshop email, 2012
- [Rec. 1.31](#) Program Review, Deans' Summaries by Area
- [Rec. 1.32](#) Dean's Summary Area 5-Arts and Humanities, 2012-2013
- [Rec. 1.33](#) Student Services 2013 Convocation Meeting Agenda, August 9, 2013
- [Rec. 1.34](#) Counseling Cohort 2013 Convocation Meeting Agenda, August 9, 2013
- [Rec. 1.35](#) Student Services Master Planning Committee meeting minutes, May 21, 2013

Student Learning Outcomes (Recommendation 2)

To meet the standard and ensure that the proficiency level of the Accrediting Commission for Community and Junior Colleges' (ACCJC) rubric for student learning outcomes is reached by the fall 2012 deadline established by the ACCJC, the team recommends that the college continue its efforts to fully implement the recommendation of the previous team and ensure that student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement regardless of location or means of delivery; dialogue about student learning is ongoing, pervasive and robust; evaluation and fine tuning of organizational structures to support student learning is ongoing; student learning improvement is a visible priority in all practices and structures across the college; a timeline indicating how the college will meet the Commission's fall 2012 requirement of proficiency is created and published; and learning outcomes are specifically linked to program reviews. (II.A.1, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.h, II.C.2, III.A.1.c)

II.A.1 The institution demonstrates that all instructional programs regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees, assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

II.A.2.h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

III.A.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Summary of March 2012 Follow-up Report

By the time of the March 2012 Follow-Up Report, the College had established a continuous predictable annual cycle for the assessment of student learning outcomes. Assessments are tracked by the SLO coordinators using Excel spreadsheets. Departments, called cohorts at the College, analyze and assess their SLOs, and in Student Services and Administrative Services their service area outcomes (SAOs). Faculty identified SLOs for all active courses, which are reviewed and assessed very two years following ARC's *Assessment Cycle Matrix*. In Spring 2012, the Instructional Program Review Student Learning Outcomes Assessment Committee (IPRSLOAC) and the cohort

assessment trainers (CATs) began monitoring progress towards 100-percent compliance with the Matrix schedule. The ARC Matrix was posted on the ARC website for campuswide availability. Course SLOs are monitored by the Curriculum Committee, an Academic Senate subcommittee that includes the IPRSLOAC chairperson. SLOs in all courses, including online courses, are reviewed for relevancy every six years at the time of their Title V review (Rec 1.29, 2.01, 2.02, 2.03, 2.04).

Instructional faculty fill out an SLO comprehensive assessment form, which tracks research data, analysis, and reflections pertaining to student performance. As of November 2011, assessments must use at least one direct method of assessment, along with success and retention rates. CATs peer review the form for completion, evidence of improvements in student learning, and the quality of the reflection about the evidence. The CATs send the forms electronically to the IPRSLOAC chairperson(s) for final review and posting to CurricUNET.

Conclusion of the 2012 Follow-Up Team Report

“The College has reached the Proficiency level with regard to student learning outcomes. The College has established a positive environment that has led most faculty members to develop and assess student learning outcomes and service area outcomes. On the other hand, some faculty members appear to require additional incentives to ensure that the College achieves 100 percent compliance in the development and assessment of student learning outcomes at all levels within the period established by the Commission.”

Conclusion of the 2013 Follow-Up Team Report

The 2012 visiting team noted that the College had reached the proficiency level with regard to student learning outcomes. The 2013 visiting team had made no further recommendations on student learning outcomes.

Response to Recommendation 2: Student Learning Outcomes

Assessment and improvement cycles for non-instructional programs have been refined to include service area outcomes (SAOs) as well as student learning outcomes (SLOs) as appropriate. SAOs and SLOs are identified for each non-instructional program’s goals, objectives, measures, and serve as the basis for resource allocation justification and decision-making. Non-instructional program SAOs and SLOs are linked to institutional SLOs, as well as to the *2010-2013 Strategic Plan*. Each non-instructional program has established measurable targets or indicators of success. Performance outcomes on those measurable targets or indicators targets are reviewed, with required reflection on impact and potential opportunities for improvements, which are typically incorporated into the revised and/or subsequent program review. Given that 93 percent of the District’s non-instructional programs have completed at least one complete program review cycle, there are sufficient data for ARC to complete its assessment of institutional achievement of non-instructional SAO and SLO outcomes (Rec 7.02, 2.05, 2.06, 2.07).

According to the March 2012 ACCJC follow up report, Merced College has reached the Proficiency level in the ACCJC student learning outcomes rubric. As noted in the “College Status Report on Student Learning Outcomes Implementation” (October 2012), all of the College’s courses and programs have SLOs (Rec 2.33).

Of 780 courses in the *2013-2014 Merced College Catalog*, the SLO assessment status of the courses are as follows:

- 330 (42 percent) are current (completed one cycle, in second cycle);
- 139 (18 percent) are in progress (in first cycle)'
- 81 (10 percent) have been approved for inactivation by the Curriculum Committee, (effective May 2014);
- 165 (21 percent) have no record of an assessment. (Note nearly half of these are in Physical Education (PE) and Fine Arts, which are undergoing substantial curriculum changes);
- 65 (9 percent) were counted as “not offered” (cannot be inactivated until program is discontinued, no faculty to lead assessment)

Nearly half the cohorts are at or near 100 percent of courses currently being assessed. Among the courses not yet assessed, many are offered infrequently or are taught solely by part time instructors (Rec 2.34).

Completing the Outcomes Cycle

The College continues to address the issues that came up in the 2012-2013 academic year for scheduling and completing outcomes assessments and program reviews and will develop a process to deal with unforeseen and extenuating circumstances that influence outcomes assessment as well as program reviews. The College has identified areas requiring extra support and the pending Faculty Association contract will provide compensation for CATs, who will be able to provide that support. As of January 2014, every cohort has at least one CAT, who has a rubric for evaluating SLO assessments, and the student learning outcomes coordinator has a rubric for evaluating SLO statements on course outlines. The exceptions are Cohort 4B (the previous CAT stepped down at the end of last year and the dean is working to recruit a new one) and Cohort 7, which was determined not to need a CAT (discipline faculty in Los Baños will work with the CAT who works in their discipline on the main campus). The Area 4 dean successfully recruited a CAT for Cohort 4C when the faculty member who had been serving as that CAT retired at the end of last year. Cohort 1B also recruited a new CAT when the previous CAT stepped up to the position of Faculty Program Review Data Facilitator (FPRDF) (Rec 2.03, 2.04, 2.06).

General Education and Institutional Learning Outcomes

In Spring 2014, ARC will further refine previous recommendations made to the College Council and the Academic Senate that the General Education Breadth requirements align with the five

institutional SLOs currently used by the College. As stated in the timeline presented to the Academic Senate, ARC is also developing a plan to assess the GE Breadth program and summarize the findings in a review that includes both the CSU Breadth and IGETC programs (Rec 2.05, 2.06, 4.14).

The plan for assessment of institutional SLOs (ISLOs) calls for assessment of one ISLO every year over a five-year cycle. The Academic Senate will determine the order for assessment of the five ISLOs. The ISLO report for a given year will include assessment results from both GE Breadth course SLOs and SAOs that align with the selected ISLO. Faculty teaching GE courses mapped to the ISLO will be called on to determine the appropriate method of assessment. ARC will rely on faculty, in consultation with the Office of Grants and Institutional Research, to determine a set of acceptable benchmarks for the GE program and the Institutional SLO reports (Rec 2.07).

In order to increase awareness of the role of ARC and the new plan to assess the GE program and the ISLOs, the instructional program review coordinator, who co-chairs ARC, has discussed tentative ARC plans with the Instructional Council and the Student Success Committee. Additionally, a January 2014 Flex workshop was offered to faculty by the instructional program review coordinator on "Designing a GE program." A discipline planning session was also scheduled during the Flex days to provide faculty with an opportunity to discuss SLO assessments, Title V and Program Review updates. To allow maximum faculty and staff participation in this discussion, no other flex workshops are being offered during this three-hour block of time (Rec 2.08, 2.09, 2.10).

Data Collection, Dissemination, and Training

Student Services conducts annual extensive training in program review and SLO development and assessment for all Student Services staff. During these trainings staff members are given resources to use when deciding how and when to collect data as well as how to analyze that data. Individual departments work with the Student Services program review coordinator to develop surveys and assessment plans (protocol) and have them approved prior to dissemination to students or other participants. Once the data is collected, the department staff analyze the data and then disseminate the results amongst their department members, other Student Services staff meetings, such as the Student Personnel Executive Committee (SPEC) and SSMPC, and to the campus as a whole through the ARC Report, the Campus Digest and the Outcomes newsletter. Any feedback they receive is reviewed and considered for future program planning (Rec 1.04, 1.36, 1.37, 2.11, 2.12, 2.13, 2.14).

Documentation and Communication

The course assessment handbook has been completed and posted to the IPRSLOAC site and distributed to the CATs. Distributing this handbook campus-wide will greatly aid the College efforts to get every last Merced College faculty member involved in the assessment process. As the College actively works on establishing a culture of communication that is geared toward institutional improvement, it is making progress toward dialogue about student learning that is ongoing, pervasive, and robust.

The College still faces the hurdles of “closing the loop,” using assessment to make improvements at the course, program, certificate, and degree level when needed and integrating SLO assessments with course planning to improve student learning. The College has set up multiple venues for discussion to help close the loop. The Merced College Faculty Association (MCFA) supports and encourages faculty participation and leadership in the completion of SLO assessments and program reviews as a professional responsibility for all faculty and as a benefit to students. The new MCFA contract delineates SLOs as a professional responsibility. Therefore, faculty members are held responsible for SLO development and assessment. Faculty members are evaluated on the following criteria: a) effectiveness in working with students; b) expertise in subject matter or areas of responsibility; c) techniques of instruction, counseling, student health services, or library practices; and d) fulfilling professional responsibilities. Each full-time faculty evaluation includes components for student feedback, peer evaluation, and self-evaluation.

Results from ARC’s April 2013 formative evaluation report were referenced comprehensively during Convocation on August 9, 2013. As part of Convocation, faculty and staff were informed about the state of assessment at the College during meetings throughout the day. The superintendent/president referenced the ARC report in his remarks to the assembled personnel during the morning Convocation ceremony. The interim vice presidents of Instruction and Student Services addressed faculty, counselors and librarians. Following this, faculty and staff leads met with their disciplines for an hour, which was devoted to department/discipline planning and discussions about SLO assessment and program reviews for the year. The program review coordinator and director of Student Services led SAO development and follow-up exercises. Due to changes in personnel, ARC is reforming in Fall 2013 with new members and will be co-chaired by the program review coordinators from Instruction and Student Services. The ARC Report will be presented at Convocation in August 2014 following the two-year cycle of evaluation (Rec 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 4.14).

Area secretaries have set up discussion boards on the College Portal where faculty can document their ongoing discussions. At this point, increasing usage is a goal and the College is engaging in dialogue to better utilize this tool. Faculty are using cohort meetings to discuss SLO assessments, cutting down on the discussions of general business that had traditionally monopolized the time. General business is now routinely covered through email updates from the superintendent/president, vice presidents, managers, or deans. Curriculum proposals, including the associated SLOs, are thoroughly vetted by a sizable group of faculty and reviewed by the senior research analyst, the appropriate dean, and the interim vice president of Instruction. The SLO coordinator has requested the minutes of cohort meetings from faculty leads to ensure that SLOs are being discussed, and those minutes are posted to the Portal and distributed through email to the cohort faculty, both full- and part-time. Beginning in Spring 2014 and in an effort to better include part-time instructors in the assessment and review process, the College provides three hours of flex time for which they will get paid. All these actions help demonstrate that student learning improvement is a visible priority in all practices and structures across the College (Rec 2.20, 2.21, 2.22, 2.23).

Evaluation and Improvement of the Process

The College has a well-established evaluation process for the SLO processes and organizational structures. Each course SLO assessment and comprehensive program review contains a section on Expectations and Process Evaluation. These evaluations are reviewed by the CAT and SLO coordinator as part of the peer review process. They recommend any changes that their findings warrant. Part of the College's program review template requires extensive discussion of program and course level student learning outcomes assessment as well as linkages to the College's mission and core values (Rec 1.02, 2.35).

Improvements as a Result of Outcomes Assessment

Based on the SLO assessments, improvements have included updating course outlines, adding advisory or prerequisite courses, implementing online courseware, modifying exams, changing textbooks, better utilization of existing resources for students, adding more writing assignments, distributing and using Student Response Systems (clickers), using social media such as Twitter and Facebook to improve communication with students, and modifying SLOs to reflect more accurately the desired outcomes of the course or program. Faculty are modifying both their curriculum and their delivery methods and pedagogy, placing more emphasis on areas where students do not perform well in order to improve student learning. Faculty are utilizing the student support services provided by the College—the tutoring services, LRC, student success workshops, open computer lab, and Math lab—to support students in areas identified by assessments. Assessment has encouraged faculty to take a more proactive approach to reach out to their students and provide more options for help and support (Rec 2.26, 2.27, 2.28, 2.30).

An additional example of improvements resulting from outcomes assessment is from the Learning Resources Center program review process. SLOs/SAOs are at the center of the program reviews of Library Services and Librarian/Library Instruction and Information Services. During the program review process, library services SLOs and SAOs are discussed by all staff in each area and by the larger group of Learning Resources Center (LRC) staff members. As a critical part of the annual program review process, they analyze the effectiveness and continued usefulness of both SLOs and SAOs. Their charge is to revise, remove, update, or replace them as necessary, so that SLOs/SAOs remain valuable in evaluating library services, and continue to provide valid information on how library services support the achievement of other SLOs across the institution. In addition, in 2012-2013 the Technology and Institutional Research Program Review Accountability Team reviewed and analyzed all TIR program reviews, including the results of assessments and proposed changes to SLOs and SAOs. In the last several years, SLOs and SAOs have also been revised to redirect and refocus services and resources on new and changing student needs. For example, the LRC now reports to the Office of Instruction, and in this context librarians and audiovisual staff are committed to continuing to work together to provide the same level of accountability and quality assurance going forward. LRC dialogue on SLOS/SAOs has generated thoughtful and valuable

changes in library programs and services, which are reflected in the program reviews (Rec 1.19, 1.20, 2.24, 2.25).

Faculty librarians have been assigned liaison areas for each discipline taught at Merced College. Their efforts include working with faculty who teach online courses. Customized LibGuides for courses are available through the Portal. These have been developed for specific course assignments, and are accessible anywhere students can access the Internet. The LibGuide for Native American Research provides library support for an online ENGL 01A course, and the Nutrition 10 and the Child Safety, Health and Nutrition guides assist the face-to-face and online CLDV 05 Courses (SII 1.51).

The Student Success Program, which includes Study Central, Tutorial, Supplemental Instruction, and the Math Lab, uses consistent and ongoing assessment and dialogue to evaluate courses, programs, and services. The evaluation results are used as evidence in the Student Success Program Review, which in turn is used to help identify necessary programmatic changes and request resource allocations. The Student Success Program proactively requests help and direction in assessment from the Office of Grants and Institutional Research. This collaboration has resulted in the production of data that helps to assess the number of students served, success, retention and persistence rates, and comparative data suggesting the impact of programs such as Study Central, Supplemental Instruction, Tutorial Center, and Math Lab on student academic performance. Information gleaned from the SLO evaluation and assessment tools has been influential in curricular evaluation as faculty use data in their consideration of courses such as TUT-35 and TUT-106. Data accumulated through the Scheduling and Reporting System (SARS) regarding frequency of student use has enabled the director of Student Success to make data-driven decisions regarding the availability of services in correlation with student need. In this way, it has become possible to use resources effectively to improve their impact on student success. The comprehensive program review provides a venue for mapping student success endeavors to the larger college mission and ensuring student success remains at the forefront of decision-making. Finally, the information obtained through surveys, student success data, and various other mechanisms has provided the Student Success Advisory Committee a means to ensure that its decisions are attuned to the College's mission and values. Evaluations documented in the program review are vetted through the Student Success Advisory Committee, discussed in Area 2 meetings with faculty and staff, reported to the Chancellor's Office in the BSI annual report, and comprise a continual topic of discussion at the leadership level. These devices are integral in creating continuous program improvement in student success and student learning (Rec 2.26, 2.27, 2.28, 2.29, 2.30, 2.31, 2.32).

Recommendation 2 Evidence

- [Rec. 2.01](#) Librarian Annual Program Review, 2013
- [Rec. 2.02](#) Counseling Cohort Annual Program Review, 2012-2013
- [Rec. 2.03](#) Cohort Assessment Trainer Rubric
- [Rec. 2.04](#) Student Learning Outcomes Coordinator Rubric
- [Rec. 2.05](#) Mapping ISLO to AA breadth GEs, CSU GE and IGETC

Rec. 2.06	Academic Senate meeting minutes, September 12, 2013
Rec. 2.07	Institutional SLOs Assessment Plan, February 25, 2013
Rec. 2.08	Instructional Council Presentation, October 28, 2013
Rec. 2.09	Student Success meeting Presentation, December 2, 2013
Rec. 2.10	Flex Workshop Flyer, January 2014
Rec. 2.11	Student Services Program Review, webpage
Rec. 2.12	Student Personnel Executive Committee, webpage
Rec. 2.13	Student Services Master Planning Committee, webpage
Rec. 2.14	Assessment Review Committee Report to College Council
Rec. 2.15	<i>Campus Digest</i> , August 2013 Issue
Rec. 2.16	Convocation Program, August 9, 2013
Rec. 2.17	Vice President of Instruction email to faculty, "Welcome to Convocation"
Rec. 2.18	2013-2014 SAO Development Exercise for Convocation
Rec. 2.19	2012-2013 SAO Follow Up Exercise for Convocation
Rec. 2.20	Science, Math and Engineering, webpage
Rec. 2.21	Vocational Nursing Faculty meeting minutes, September 10, 2013
Rec. 2.22	English Cohort meeting agenda, August 27, 2013
Rec. 2.23	Counseling-Librarian Joint meeting agenda, September 18, 2013
Rec. 2.24	Librarian Program Review, 2012
Rec. 2.25	Learning Resources Center Program Review meeting notes, August 2013
Rec. 2.26	Student Success Program Review, April 10, 2013
Rec. 2.27	EDU-112B Survey
Rec. 2.28	Study Central Survey
Rec. 2.29	Student Success Committee meeting agenda, November 4, 2013
Rec. 2.30	TUT-106 Survey
Rec. 2.31	Student Success Symposium
Rec. 2.32	Student Success Committee meeting minutes, October 7, 2013
Rec. 2.33	Merced College Status Report on SLO Implementation, October 12, 2012
Rec. 2.34	Instructional SLO Coordinator email update of SLO Assessments, February 2014
Rec. 2.35	Radiologic Technology Program Review

Human Resources (Recommendation 8)

In order to meet the standard, the team recommends that the college develop and implement an organizational structure that includes a fully functional human resources division and develop, implement, and evaluate a Faculty and Staff Diversity Plan in order to adequately assess its record in employment equity and diversity consistent with its mission. The team recommends that processes for hiring classified and management staff be integrated with Institutional Planning. The College also needs to systematically assess the effective use of human resources and uses the results of the evaluation as the basis for improvement. (III.A.1.b, III.A.3, III.A.4.a, III.A.4.b, III.A.4.c, III.A.6.)

III.A.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely and documented.

III.A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.4.a The institution creates and maintains appropriate programs, practices and services that support its diverse personnel.

III.A.4.b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

March 2012 Follow-Up Report Summary

The 2011 comprehensive visit and evaluation noted that Merced College had grown to a mid-size organization, and compliance with expanded personnel regulations and the responsibility to provide support and opportunities for continued professional and staff development for employees required a fully functioning Human Resources office. To address Recommendation 8, extensive research was conducted administratively with regard to staffing plan designs and processes used by other colleges within the Central Valley. This allowed Merced College to collect pertinent data as it related to staffing needs for colleges of similar size and structure. The research considered FTE and employee support levels, along with very specific job descriptions. Human Resources staff analyzed critical duties and responsibilities and overall essential support services for the District (Rec. 8.01, 8.02).

Ultimately, the research resulted in a staffing plan encompassing several staffing changes. The plan and recommendations were reviewed by the President's Cabinet and the superintendent/president, and were approved by the Board of Trustees. To ensure a well-structured department, extensive internal changes to the existing organizational model needed to

occur. This included a reorganization of the departmental structure that would ultimately enhance all aspects of Human Resources. Additionally, these changes would ensure that the department would have the ability to function effectively and independently.

- In November 2010, with the support of California School Employees' Association (CSEA) Chapter 274 and with the approval of the Board of Trustees, the confidential secretary and office assistant positions were converted to confidential Human Resource Analysts. The change broadened the scope of duties and responsibilities to a much higher level.
- A technician was transferred from the Office of Instruction to Human Resources to serve as a Human Resources Contracts Technician. This was a collaborative effort between the College and the CSEA Chapter 274. The superintendent/president reclassified this as a confidential position, thus expanding the position's duties and responsibilities. This change occurred on December 11, 2011.
- A Human Resources Technician position was also created. This position acts in a support role for the director of Human Resources, as well as in various support capacities for the Human Resources team as a whole. This was also a coordinated effort between the College and CSEA Chapter 274 (Rec 8.03, 8.04, 8.05).

Conclusion of the 2012 Follow-Up Team Report

"The team found that the District has implemented plans to achieve its hiring priorities. However, the team believes that the District must administer more assessments of the plan's effectiveness in achieving the hiring priorities set by the Human Resources office (or unit) to determine the effectiveness of the College's human resource procedures. This recommendation has not been fully met."

March 2013 Follow-Up Report Summary

A director of Human Resources was hired and began employment with Merced College in May 2012. Per the team's recommendation, the position was hired at a dean level. That position, coupled with significant changes to the internal structure of the department, produced positive results in the areas of accessibility, expediency of processes, consistency in implementation and application of policies and procedures, as well as a more visible presence of Human Resources on both campuses. Additionally, the department conducted an in-depth needs analysis of all staff vacancies in the College. This analysis has played a vital role in ensuring that the most prudent and fiscally responsible decisions are made relative to recruitment efforts for the College (Rec. 8.06, 8.07).

The College formed an ad hoc committee, representative of the various constituencies on campus, to help further evaluate the effective use of Human Resources. Initially, the committee met a few times in an attempt to address the team's recommendation on this issue. As there was no director of Human Resources at that time, the committee was chaired by the former vice president of Administrative Services. After the hiring of the new superintendent/president, he determined that

this project would be re-directed to the Office of Human Resources, and that ultimately its recommendations would be vetted through the College Council (Rec 1.08).

In Spring 2012, a Program Review Annual Update Worksheet for Human Resources was completed. The worksheet included coverage of all the following:

- Department reorganization
- New and improved services
- Activities in other departments that impact HR
- Alignment with strategic goals
- Service Area Outcome Assessment update
- Strategic directions and goals (Rec 8.09)

Human Resources has made great strides in the area of efficiency. The new reporting structure called for the director of Human Resources to report directly to the superintendent/president. This structure proved to be extremely effective in improving expediency and efficiency in matters that require the superintendent/president's immediate attention and approval. Furthermore, it strengthened the department's ability to maintain an unbiased stance in all Human Resources-related matters. The new superintendent/president also approved a new system of evaluation for filling all classified or management positions. Specifically, all requests by managers to add or replace positions must be accompanied by a written justification for the position. Once received, all requests are reviewed by the superintendent/president and his Cabinet jointly, to determine the following:

- The impacts if the position is not filled
- Whether or not filling the position addresses a health and safety concern
- How the position supports Strategic Plan initiatives
- How the position supports program review goals
- The feasibility and cost-effectiveness of filling the position
- The funding source(s) for and any budgetary implications of filling the position
- Hiring priorities (Rec 8.10, 8.11)

This systematic and thorough evaluation of each position request ensures that every hiring decision is aligned with strategic planning objectives, program review, student learning outcomes, and the overall fiscal health of the institution. It also ensures that these personnel decisions are truly reflective of the needs and best interests of the institution.

Conclusion of the 2013 Follow-Up Team Report

"The College has met the Standard."

Response to Recommendation 8: Human Resources

Recent developments in Human Resources include the superintendent/president's decision to have the director of Human Resources serve as the point person for all professional development efforts. Discussions are under way to develop a needs assessment for training (including improving delivery systems and modes of instruction appropriate to student needs), an assessment of available funds for training, and researching other resources already available to the campus that may be underutilized. From this research, the College will be in a position to finalize a viable and effective action plan for staff development. To this end, the superintendent/president and the director of Human Resources will also convene a task force in Spring 2014. The task force will discuss its charge and ensure alignment with current strategic initiatives, program review and resource allocation objectives. This will be in tandem with EMPC's review of the *Integrate Planning, Program Review, and Shared Governance Handbook*.

Human Resources will also prepare a new program review by Spring 2014. Once completed, the program review will serve to further ensure that mechanisms are in place so that consistent and regularly scheduled reviews of policy and procedure occur at stated intervals. The important work of review and updating has already begun. Examples of recent policy and procedure review modifications include the management and classified hiring policies and the updated Equal Employment Opportunity Plan 2013-2016(Rec 8.12).

Equity and Diversity

In Spring 2013, the College updated its Equal Employment Opportunity Plan 2013-2016 (EEO Plan) pursuant to the Chancellor's Office guidelines. The plan used a model that ensures consistency with the College's mission to support diversity in all programs, practices and services. It also affirms the College's core value that, "We embrace diversity as a strength of our community and celebrate it in our institution." The EEO Plan also serves as a valuable point of reference for institutional planning, as well as for the creation and updating of policies and procedures campuswide. The EEO Plan was approved by College Council on March 26, 2013, and by the Board of Trustees on April 2, 2013. The final version was submitted to the Chancellor's Office on June 12, 2013. The document has been disseminated to the campus community and is also easily accessible on the Human Resources website. In February 2014, College Council nominated members to serve on the Equal Employment Advisory Committee. The committee is composed of management, faculty and classified members and students. The committee's charge will be to assist in promoting understanding and support of equal opportunity and nondiscrimination policies and procedures and related efforts (Rec 4.14, 8.12, 8.13).

The College's concerted efforts to demonstrate integrity in the treatment of its administration, faculty, staff and students are evident in the updating of the EEO Plan, the recent updating and training of all management staff on *Board Policy and Administrative Policy 3430: Complaints of Unlawful Discrimination*, and recent updates to the Human Resources website. Also, the College demonstrates its understanding of and concern for consistency relative to diversity in its policies and practices in *Board Policy 7100 Commitment to Diversity*, which states in part, "The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual

understanding and respect, and provides suitable role models for all students.” Merced’s strong commitment to equity and diversity is also demonstrated in the following board policies:

- *Board Policy 3410 Nondiscrimination*
- *Board Policy 3420 Equal Employment Opportunity*
- *Board Policy 3430 Complaints of Unlawful Discrimination*
- *Board Policy 5300 Student Equity*
- *Board Policy 7100 Commitment to Diversity*
- *Board Policy 7120 Recruitment and Selection* (Rec 8.14, 8.15, 8.16, 8.17, 8.18, 8.19)

These policies are widely publicized in the College catalog, the schedule of classes, brochures and advertisements, and on the College’s public website. To ensure that the College is regularly assessing its record in employment equity and diversity consistent with its mission, the College is collecting, maintaining and closely analyzing EEO statistical data. This information, which resides on the Human Resources website, will help the College better analyze underrepresented categories pursuant to the Chancellor’s guidelines.

Management and Classified Hiring

The Office of Human Resources worked to finalize its hiring policies for classified and management staff through *Board Policy 7120 Recruitment and Selection* in Spring 2013. These documents were widely disseminated to the campus community for review and input, followed by a thorough review by College Council before submission to the Board of Trustees for final approval. Recent enhancements of integration with institutional planning were discussed at length on page 59 of the March 2013 Follow Up Report, “Recommendation 8: Classified and Management Hiring Priorities.”

Employee Evaluations

The College has made substantial progress in working with managers and supervisors to bring classified and manager evaluations into current status. In Fall 2011, the College began closely monitoring the evaluation process. A monthly report generated by the Office of Human Resources for the superintendent/president, the vice president of Administrative Services, vice president of Instruction, and vice president of Student Personnel details when evaluations for each employee are due and which are outstanding. This serves as a scheduled “check and balance” mechanism to ensure that timely evaluations are completed from executive level management on down. Thus far, this mechanism has proven to be extremely effective in obtaining compliance in this area (Rec 8.20).

Assessing the Use of Human Resources

Administration has made significant strides in its attempt to ensure human resource planning is closely integrated with institutional planning. In January 2013, a position justification process was established. This process allows for the thorough evaluation of all classified, management, and administrative staffing needs. The position justification form calls for the hiring manager to

identify departmental needs while simultaneously demonstrating how the needs correlate with master planning, program review and resource allocation processes. These requests are reviewed on a regular and consistent basis by the President's Cabinet (Rec 8.11).

Other ongoing efforts in this regard include the following:

- A proposal to restructure departments that fall under Administrative Services (Purchasing, Business and Fiscal Services, Transportation, Grounds, Custodial, Print Services, Information Technology Services, Facilities Planning and Events)
- A re-assessment of Distance Education support for the College in January 2014
- A benchmarking study of management salaries, qualifications, and classifications that is scheduled for Spring 2014.

Results from the latter study are to be used for adjustments to the existing managerial structure in the 2014-2015 fiscal year.

Recommendation 8 Evidence

Rec. 8.01	Association for California Community College Administrators Salary Survey Data, 2011
Rec. 8.02	Merced College Faculty and Staff Diversity Plan
Rec. 8.03	Board of Trustees meeting packet, November 2, 2010
Rec. 8.04	Human Resources Contract Technician Job Description
Rec. 8.05	Human Resources Technician Job Description
Rec. 8.06	Director of Human Resources Job Description
Rec. 8.07	Vacancy List, November 8, 2012
Rec. 8.08	Evaluating the Use of Human Resources minutes and agenda, February 28, 2012
Rec. 8.09	Human Resources Program Review Annual Update Worksheet
Rec. 8.10	Human Resources organizational chart
Rec. 8.11	Position Justification Form (classified/management)
Rec. 8.12	Merced College Equal Employment Opportunity Plan, 2013-2016
Rec. 8.13	Board of Trustees meeting minutes, April 2, 2013
Rec. 8.14	<i>Board Policy 3410 Nondiscrimination</i>
Rec. 8.15	<i>Board Policy 3420 Equal Employment</i>
Rec. 8.16	<i>Board Policy 3430 Complaints of Unlawful Discrimination</i>
Rec. 8.17	<i>Board Policy 5300 Student Equity</i>
Rec. 8.18	<i>Board Policy 7100 Commitment to Diversity</i>
Rec. 8.19	<i>Board Policy 7120 Recruitment and Selection</i>
Rec. 8.20	Employee Evaluation Tracking Spreadsheet

Governing Board members need to understand roles, responsibility; delegate authority for operating the college to the CEO; and, develop a program for ongoing board development and new member orientation. (Recommendation 5)

In order to meet the standard, the team recommends that the Board model to the college its commitment to continuous improvement, develop and implement a written comprehensive Board development plan that includes, but does not rely primarily on travel and attendance at conferences, and specifically includes delegation of authority to the CEO (policy) without interference in the operation of the college, an examination of the participatory governance processes and the extent to which the Board's behavior supports those governance structures, accreditation standards for Board performance; and analysis of the governing board's 2010 self-evaluation and a plan for improvement. (IV.A.2.a, IV.A.2.b, IV.A.3, IV.A.4, IV.A.5, IV.B.1.f, IV.B.1.g, IV.B.1.i, IV.B.1.j)

IV.A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

IV.A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

IV.A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

IV.A.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

IV.A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

IV.B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

IV.B.1.g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

IV.B.1.i The governing board is informed about and involved in the accreditation process.

IV.B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

March 2012 Follow-Up Report Summary

Following the 2011 comprehensive site visit and evaluation, the Board of Trustees began discussing ways to address ACCJC recommendations. From March 2011 to March 2012, the trustees participated in three training workshops. In these workshops, they received training specifically to address Recommendation 5 along with other accreditation recommendations, giving particular attention to items that had lower rankings in their 2010 self-evaluation. They also engaged in dialogue about board members' duties and responsibilities, and about the "Delegation of Authority to the President" policy and its relation to California Education Code. The Board's plan for improvement at that time, based on the 2010 self-evaluation, included a minimum of two workshops or retreats per year, board education items on each regular meeting agenda, and additional workshops as necessary (Rec 5.01, 5.02, 5.03, 5.04).

Addressing the part of the recommendation that stipulated the need for a Board of Trustees development plan, trustees agreed to hold a minimum of two annual retreats and to have a board education/development document on each regular Board meeting agenda. Trustees now have binders that contain information about each area on campus. *Board Policy 2740 Board Education* was revised and adopted in December 2011 (Rec 5.03, 5.05).

In these workshops, the Board of Trustees also agreed by consensus that one voice would speak on behalf of the College when addressing the media, and that that one person would be the superintendent/president, unless another spokesperson is appointed. There also was discussion about mechanisms for receiving community input into decision-making. The Board of Trustees received training about budget development and how decisions are made through the participatory governance process (Rec 5.04).

In the February 2012 workshop, the Board of Trustees reviewed the shared governance structure and its relationship to decision-making and integrated planning. This workshop also addressed the Board of Trustees' role in accreditation, shared governance structures, roles and responsibilities of committees, task forces, and ad hoc groups. At the time of the April 2012 site visit, trustees confirmed their improved understanding of Board roles and responsibilities (Rec 5.04, 5.05).

Conclusion of the 2012 Follow-Up Team Report

"The team was able to confirm that board members have developed and implemented a professional development process for new and existing members. The trustee retreats have served as an appropriate venue to guide trustees in carrying out their roles and responsibilities in accordance with the District's Board policy and procedures. Additionally, the team confirmed that board members no longer appear to interfere with daily operations during visits to the College. The team concludes that this recommendation has been met."

March 2013 Follow-Up Report Summary

After the April 2012 site visit, the College selected a new superintendent/president.

Board members were involved thoroughly in this process. All publicly elected board members participated in finalist interviews and held two special meetings to finalize the process. The new superintendent/president, who started work at Merced College on July 20, 2012, included a specified objective on board support and board development in his performance objectives for 2012-2013. The team report noted that the Board of Trustees is relatively new and as such have participated in trainings and workshops to ensure their understanding of their role and responsibilities (Rec 4.02).

The Board of Trustees gained three newly elected members after the November 6, 2012 election. In addition, the Los Baños area trustee had submitted his resignation effective in December 2012 and the vacancy was filled by appointment at the January 2013 Board of Trustees meeting. Thus, in accordance with *Board Policy BP 2740*, four new trustees attended the CCLC Effective Trustee Workshop in January 2013 (Rec 5.05).

BP 2740 also speaks to the orientation of new trustees, indicating the kinds of information that will be provided to them. In September 2012, the superintendent/president provided a packet of this information to candidates for the open seats on the Board of Trustees, and offered to meet with them individually to provide an orientation to the College and their role as trustees. Orientation discussions were held with all but one of the four non-incumbent candidates. The superintendent/president scheduled meetings with individual trustees during the course of the year to hear their concerns and to assist with their ongoing development as effective trustees. These one-on-one discussions have continued into the 2013-2014 year. In addition to the January 16, 2013 CCLC Effective Trustee Workshop for newly elected trustees, the Board of Trustees held a board training workshop, during which the trustees engaged in a review and update of the annual board development plan (Rec 5.06).

The Board of Trustees' development plan has continued to be implemented, with educational reports and discussions at each regular monthly meeting. Topics include accreditation and other topics that were of concern at the time of the comprehensive site visit in 2011, as well as topics derived from the Board's workshops on policy and participatory governance. The Board of Trustees conducted a fresh self-evaluation process at the October and November 2012 meetings, using its recently revised self-evaluation instrument and engaging in reflective dialogue. The Board of Trustees' self-evaluation process is well defined by *Board Policy and Administrative Procedure 2745* (Rec 5.07, 5.08, 5.09, 5.10)

Conclusion of the 2013 Follow-Up Team Report

"After meeting with three of the seven board members, the team concluded that this recommendation has been met."

Response to Recommendation 5: Governing board members need to understand roles, responsibility; delegate authority for operating the college to the CEO; and, develop a program for ongoing board development and new member orientation.

Throughout 2012-2013 and into 2013-2014, the Board of Trustees continued implementing its development plan, receiving informative reports from staff at each of its monthly meetings. These reports have included updates on the accreditation process as well as reports on specific College programs and on the evolving fiscal situation. The Board held additional training workshops in January 2013 and July 2013 in fulfillment of its annual development calendar per *Board Policy 2740 Board Education*. The annual Board development plan, embodying and implementing the guidelines in *BP 2740*, was described in a document prepared with the assistance of the superintendent/president. This plan includes, but does not rely solely on, regular conference attendance by trustees, and it has been used repeatedly to remind trustees of their commitments established in BP 2740. Also included in this policy is the expectation that new trustees attend the Effective Trustee Workshop sponsored by the Community College League of California (CCLC), held annually in January. Also included is the expectation that the student trustee attend the CCLC Student Trustee Workshop in August. As noted above, the four new trustees attended the Effective Trustee Workshop in January 2013. In January 2014, four of the trustees attended the most recent Effective Trustee Workshop, establishing a pattern of board education through this CCLC workshop. The student trustee attended the Student Trustee Workshop in both August 2012 and August 2013. During the 2013-2014 year, the Board has held educational and goal-setting workshops in August, November, January and February to identify and pursue next steps in its development (Rec 5.05, 5.11).

The Board of Trustees has been regularly informed about and involved in the accreditation process. As noted, many of the Board education items in the Board of Trustees' meetings over the last two years have addressed elements of the accreditation standards or updates on the process of developing accreditation reports. The Board of Trustees has also reviewed each accreditation report that has been submitted to the Commission in recent years.

The Board of Trustees has a mechanism for providing continuity of board membership through staggered terms of office. Even with the recent addition of four new trustees, three experienced trustees remain on the Board. The one appointed trustee from the Los Baños area will stand for election in November 2014, as will two of the more experienced members of the Board, thus providing for the possibility of additional transition. However, the members who were new in January 2013 will remain on the Board for an additional two years, providing the needed continuity.

Trustees have recently broadened and deepened their education concerning the community college system as well as their roles and responsibilities within a participatory governance context, through events and experiences of the last year. As a result of actions taken by the Board at its March 5, 2013 meeting to replace certain faculty and staff retirements, the College's Academic Senate presented a letter during the April 2, 2013 Board meeting. This letter indicated the Senate's displeasure with the Board's alleged disregard for the shared governance process leading up to the faculty recommendations presented to the Board at the March 5, 2013 meeting. As a result of this presentation, the Board directed the superintendent/president to arrange for a workshop on

participatory governance, where the trustees could engage in dialogue with constituency leaders and refine their understanding of participatory governance and the Board's role in relation to it. The superintendent/president contracted with consultants to facilitate such a workshop, which occurred on August 23, 2013. Leaders from each college constituency participated along with the entire Board of Trustees, and other faculty and staff. A frank discussion occurred, facilitated by representatives of the College Brain Trust. The following day, the Board held a workshop reviewing the previous day's dialogue, and focusing on Board/CEO relations. This set of workshops helped to deepen and strengthen the Board's understanding of best practices related to its role in participatory governance. It also confirmed for the College that faculty, administrators, staff, and students have substantive and clearly defined roles in institutional governance, as detailed in the *Integrated Planning, Program Review and Shared Governance Handbook*. Constituency representatives contribute to the development of all policies and procedures, institutional planning, and budget development (Rec 5.12, 5.13, 5.14, 5.15, 5.16).

The Board normally accepts the recommendations of the Academic Senate and the Curriculum Committee on curriculum and related matters without question. As a result of the recent workshops as well as the thorough orientation received by the new Board, the College can expect that the Board will continue to rely appropriately on faculty through the Academic Senate and the Curriculum Committee and on academic administrators and other appropriate representatives for recommendations concerning student learning programs and services. Some trustees continue to visit the campuses to receive information from college constituencies and individuals; however, the visiting team found in April 2013 that they were no longer interfering with daily operations during their visits, but rather communicating what they observe to the superintendent/president.

Among the principles stressed in the August 2013 governance workshop was that the Board, administrators, faculty, staff, and students work together for the good of the institution, using established governance structures, processes, and practices, and that these processes are intended to facilitate discussion of ideas and effective communication among the institution's constituencies, leading to good decision-making. In the workshops on governance and Board/CEO relations, the Board's responsibility of selecting and evaluating the superintendent/president in accord with *Board Policies 2431 and 2435* was reviewed. The Board completed its annual evaluation of the superintendent/president in September 2013. Another topic at this workshop was delegation of college operations to the CEO, a principle that is represented in *Board Policy BP 2430*. Concerns about Board interference in college operations still arise among some college constituents on occasion, but the Board and superintendent/president continue to discuss role delineations per the guidance received in the workshops and from previous trainings. Moreover, after receiving the College Brain Trust report from the workshops, the superintendent/president and the Board have followed up on a set of recommendations contained in the report. One of these was a recommendation that the Board formulate broad goals to guide the institution, thus engaging in policy governance and guiding strategic directions for the College. As of the Board's February 4, 2014 meeting, their draft goals will include goals aimed at addressing additional issues identified in the College Brain Trust report (Rec 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.26).

In early October 2013, four trustees attended the national trustees convention held by the Association of Community College Trustees in Seattle, Washington. This conference was a significant learning experience for the trustees, and the insights gained there have assisted the Board as a whole in formulating goals for further Board development. On November 16, 2013, the Board held a special workshop to review the recommendations of the College Brain Trust consultants and to set goals to guide the College. The Board is following up on goal-setting in Spring 2014 and held another educational and goal-setting workshop on January 9, 2014. The Board is expected to finalize its goals by March 2014 (Rec 5.23, 5.24, 5.25, 5.27).

The superintendent/president has tentatively scheduled the next workshop on participatory governance for March 2014 and plans to schedule a similar workshop annually starting in early Fall 2014. The Board's new goals will be formally approved at its regular March meeting, and the superintendent/president and Board are scheduled to review progress on these goals at a workshop in November 2014.

Recommendation 5 Evidence

Rec. 5.01	Board Self Evaluation, 2010
Rec. 5.02	Board of Trustees workshop minutes, November 14, 2011
Rec. 5.03	Board of Trustees meeting minutes, December 6, 2011
Rec. 5.04	Board of Trustees workshop minutes, February 21, 2012
Rec. 5.05	<i>Board Policy 2740 Board Education</i>
Rec. 5.06	Board of Trustees Development Plan, 2012-2013
Rec. 5.07	Board of Trustees meeting agenda, October 2, 2012
Rec. 5.08	Board of Trustees meeting agenda, November 20, 2012
Rec. 5.09	Board of Trustees Self-Evaluation Form
Rec. 5.10	<i>Board Policy/Administrative Procedure 2745 Board Self-Evaluations</i>
Rec. 5.11	Board of Trustees meeting agenda, webpage
Rec. 5.12	Board of Trustees meeting agenda, February 5, 2013
Rec. 5.13	Board of Trustees meeting agenda, April 2, 2013
Rec. 5.14	Academic Senate meeting minutes, March 28, 2013
Rec. 5.15	Board of Trustees meeting minutes, April 2, 2013
Rec. 5.16	Academic Senate Letter, March 28, 2013
Rec. 5.17	Board of Trustees workshop minutes, August 23, 2013
Rec. 5.18	Board of Trustees workshop minutes, August 24, 2013
Rec. 5.19	<i>Board Policy/Administrative Procedure 2431 CEO Selection</i>
Rec. 5.20	<i>Board Policy 2435, Evaluation of the Superintendent/President</i>
Rec. 5.21	Board of Trustees meeting agenda, September 24, 2013
Rec. 5.22	<i>Board Policy 2430, Delegation and Authority to Superintendent/President</i>
Rec. 5.23	College Brain Trust Report, September 2013
Rec. 5.24	Board of Trustees meeting minutes, November 16 2013
Rec. 5.25	Board of Trustees workshop agenda, January 9, 2014
Rec. 5.26	Board of Trustees meeting agenda, February 4, 2014

Governing Board Review its Code of Ethics and Develop a Written Process for Sanctions. (Recommendation 6)

In order to meet the standard, the team recommends that the governing board develop, adopt, and implement a sanction or progressive discipline process for dealing with Board behavior that violates their code of ethics and that trustees sign a statement acknowledging that violation of closed session confidentiality will result in sanctions. (IV.B.1.h)

IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

March 2012 Follow-Up Report Summary

Following the 2011 site visit and evaluation, the Board of Trustees began discussing ways to address ACCJC recommendations. Between March 2011 and March 2012, the trustees participated in three training workshops. In these workshops, they received training specifically to address Recommendation 5, along with other accreditation recommendations, giving particular attention to items that had lower rankings in its 2010 self-evaluation. The Board also engaged in dialogue about trustee duties and responsibilities and about the “Delegation of Authority to the President” policy and its relation to California Education Code. The Board’s plan for improvement at that time, based on the 2010 self-evaluation, included a minimum of two workshops or retreats per year, board education items on each regular meeting agenda, and additional workshops as necessary (Rec 6.01, 6.02, 6.03, 6.04).

Prior to the Summer 2011 break, the Board scheduled another workshop to continue its discussions. During this November 14, 2011 workshop, the Board reviewed a draft code of ethics and standards of practice (*BP 2715*) that included sanctions for violations (Rec 6.06).

At its December 6, 2011 meeting, the Board of Trustees adopted the revised *Board Policy 2715*, which was also posted on the College’s website. The revised policy includes a Censure Policy section, which specifies the procedure to be followed in the event that there is alleged behavior that violates the Board of Trustees’ code (including behavior that violates closed-session confidentiality). Also at the December 6, 2011 meeting, the trustees signed the acknowledgement form for Government Code Section 54963. The acknowledgment forms are available in the President’s Office (Rec 6.05, 6.06).

Conclusion of the 2012 Follow-Up Team Report

“After meeting with three of the seven board members, the team concluded that this recommendation has been met.”

Response to Recommendation 6: Governing Board Review its Code of Ethics and Develop a Written Process for Sanctions.

At the time of the April 2012 site visit, trustees indicated that under the revised *BP 2715*, they were willing to enforce appropriate sanctions against any trustee found in violation of its code of ethics, including the provision on closed-session confidentiality. Board orientation continues to emphasize the importance of the Board's Code of Ethics/Standards of Practice. During orientation of new trustees in January 2013, *BP 2715* was reviewed with the assembled trustees; all but one of the publicly elected trustees attended this training session (Rec 6.06, 6.07).

The District hired a consultant in Spring 2010 to address the need for more effective, comprehensive planning that articulates and connects its vision, values, mission with institutional goals, objectives, activities and institutional resources. The President's Cabinet, College Council and the Educational Master Planning Committee (EMPC) provided oversight of the methodology and project timelines, and outreach and communication about the process. The District continued to develop its strategic plan from Spring 2010 through Winter 2011. Input and preliminary drafts were reviewed by a 14-member task force, the superintendent/president and other campus leaders, and constituent and community representatives. Based on stakeholder input, the task force developed the plan's goals, objectives and strategic directions for the District. The final strategic plan document was submitted and approved by the Board of Trustees on September 6, 2011 (Rec 6.08, 6.09, 7.02).

The 2010-2013 Strategic Plan's goals and objectives are explicitly referenced and linked in all subsequent program review templates, grant concept forms, research request forms, and staffing justification forms. The plan provides the framework for planning and resource allocation decisions in all master planning committees, College Council and the President's Cabinet. The superintendent/president regularly reports on the progress of the plan's goals and objectives through such venues as the President's State of the College Address, Convocation, and print and electronic media. For example, a written progress report was presented to the campus community at the August 9, 2013 Convocation (Rec 3.16, 6.10, 6.11, 6.12, 8.11).

In the 2013-2014 year, EMPC formed a task force to prepare an update to the strategic plan for review by the campus community, and the community at large. The update is scheduled for Board approval by June 2014 (Rec 3.15).

This issue has been fully resolved.

Recommendation 6 Evidence

Rec. 6.01	Board of Trustees Self-Evaluation, 2010
Rec. 6.02	Board of Trustees workshop minutes, November 14, 2011
Rec. 6.03	Board of Trustees meeting minutes, December 6, 2011
Rec. 6.04	Board of Trustees workshop minutes, February 21, 2012
Rec. 6.05	Board of Trustees Acknowledgement Form, Gov. Code 54963

Rec. 6.06	<i>Board Policy 2715 Code of Ethics/Standards of Practice</i>
Rec. 6.07	Board of Trustees workshop minutes, January 16, 2013
Rec. 6.08	Strategic Planning Process Timeline
Rec. 6.09	Strategic Planning, webpage
Rec. 6.10	Grant Concept Form
Rec. 6.11	Research Request Form
Rec. 6.12	President's State of the College Address, April 26, 2013

Self-Identified Issues

Standard I: Institutional Mission and Effectiveness

I.A. Mission

The District hired a consultant to develop a strategic plan which will include the development of institutional goals. Working groups began in August 2010 with a goal to complete the process by February 2011.

The District hired a consultant in Spring 2010 to address the need for more effective, comprehensive planning that articulates and connects its vision, values, mission with institutional goals, objectives, activities and institutional resources. The President's Cabinet, College Council and the Educational Master Planning Committee (EMPC) provided oversight of the methodology and project timelines, and outreach and communication about the process. The District developed its strategic plan from Spring 2010 through Winter 2011. Input and preliminary drafts were reviewed by a 14-member task force, the superintendent/president and other campus leaders, and constituent and community representatives. Based on stakeholder input, the task force developed the plan's goals, objectives and strategic directions for the District. The final 2010-2013 Strategic Plan document was submitted and approved by the Board of Trustees on September 6, 2011 (SI 1.01, 1.02, Rec 7.02).

The plan's goals and objectives are explicitly referenced and linked in all subsequent program review templates, grant concept forms, research request forms, and staffing justification forms. This document provides the framework for planning and resource allocation decisions in all master planning committees, College Council and the President's Cabinet. The superintendent/president regularly reports on the progress on the plan's goals and objectives through such venues as the President's State of the College Address, Convocation, and through print and electronic media. For example, a written progress report was presented to the campus community at the August 9, 2013 Convocation (Rec 3.16, 6.10, 6.11, 6.12, 8.11).

In the 2013-2014 year, EMPC formed a task force to prepare an update to the strategic plan for review by the campus community, and the community at large. The update is scheduled for Board approval by June 2014 (Rec 3.15).

This issue has been fully resolved.

I.B.3. The college will monitor the use of the new program review software to validate its effectiveness in the assessment, evaluation, and linkage to the budgetary process.

The College had investigated several different program review software offers before finally purchasing CurricUNET in November 2008 and implementing it for use during the Spring 2009 Semester. The College has been assessing the use and value of the software.

The College has three faculty monitors, who are primarily responsible for program reviews, and one classified employee, who provides technical support for CurricUNET through storage and retrieval, updating program reviews, and by assisting faculty on the use of CurricUNET. The Assessment Review Committee (ARC) meets monthly and maintains minutes that indicate discussions and evaluations of the software (SI 1.04).

The College evaluated use of CurricUNET during the first couple of program review cycles, which resulted in identification of some problems. Linking the software to the budgetary process remains a cumbersome process that is not entirely electronic. However, the College believes that sufficient familiarity with the task and the tools will now help its employees facilitate the remainder of this goal. As a result of ongoing monitoring and evaluating of the software, the decision to evaluate alternatives, including a schedule for making the decision, allocation of resources, and implementing either the update or the alternative, has been initiated (SI 1.05).

The issue has been fully resolved.

I.B.5. The college will move data to SharePoint and increase accessibility to the public.

The Office of Grants and Institutional Research (OGIR) has made all program data available through the College Portal for faculty and staff use in composing program reviews. In addition, OGIR has mounted displays of demographic and enrollment information that have been used most recently at a Board of Trustees workshop. Several training classes were offered in 2010-2012 to instruct users in posting to both the Portal and the Internet site. Classes were designed and offered for both beginning and advanced users.

The District has also expanded its website to make much more information available to the public, along with links to data about Merced College available through federal and state websites. Members of an ad hoc task force met in 2010-2011 to make recommendations for improving the look and feel of the website for easier navigation for the end user (SI 1.06).

This issue has been fully resolved.

I.B.6. The college will develop a template for annually reviewing the college's planning process including a set schedule for all committees to perform and document the review.

The Office of Grants and Institutional Research developed an institutional effectiveness survey for evaluation of planning processes, which was later piloted in the Technology and Research Master Planning Committee (TRMPC), then used for all master planning and shared governance committees in Fall 2012 to assess their effectiveness during 2011-2012. OGIR administered this confidential, on-line survey electronically in consultation with the Standing Accreditation Committee (SAC) and the Accreditation Liaison Officer, and was distributed through an email to each voting and non-voting master planning and shared governance committee member. Committees surveyed included College Council, Educational Master Planning Committee (EMPC),

Instructional Master Planning Committee (IMPC), Administrative Services Master Planning Committee (ASMPC), Facilities Master Planning Committee (FMPC), Matriculation Advisory Committee (MAC), Health and Safety Committee, Budget Committee, Standing Accreditation Committee (SAC), Student Services Master Planning Committee, (SSMPC), and Technology and Research Master Planning Committee (TRMPC) (SI 1.07, 1.08).

The 2011-2012 survey results were aggregated for later review and comparison. At the end of the Spring 2013 Semester, the same self-assessment survey was administered to evaluate the effectiveness of these committees in 2012-2013. At meetings early in Fall 2013, the aggregated, comparative results were reviewed by EMPC and College Council to assist these committees in making improvements to the process and inform goal-setting for the subsequent year. The survey will be conducted each year by mid-May so that results will be ready for review by EMPC and College Council the following August as they meet to set goals for the academic year (SI 1.08, 1.09, 1.10).

OGIR will work with the respective committee chairpersons to collect, summarize and report on goal-setting and progress on established goals.

This issue has been fully resolved.

Standard I Evidence

SI 1.01	Strategic Planning Process, Timeline
SI 1.02	Strategic Planning, webpage
SI 1.03	<i>Board Policy/Administrative Procedure 7214 Contract Faculty Hiring</i>
SI 1.04	Assessment Review Committee meeting minutes, webpage
SI 1.05	Student Services Master Planning Committee meeting minutes, November 12, 2013
SI 1.06	Merced College Institutional Effectiveness, webpage
SI 1.07	Technology and Research Master Planning Committee meeting notes, October 5, 2012
SI 1.08	Comparative Assessment of Shared Governance Committees
SI 1.09	Educational Master Planning Committee meeting minutes, August 22, 2013
SI 1.10	College Council meeting minutes, August 27, 2013

Standard II Student Learning Programs and Services

II.A. Instructional Programs

II.A.1. *Extend the analysis of retention and success rates at Merced College beyond basic skills and develop a plan to improve the success of all students to meet the state average.*

Since the 2010 institutional self-study, the College has extended its analysis of retention and success rates beyond basic skills through its program review process and its work on strategic planning goals. Each program review includes reviews of retention and success data, a process now institutionalized. Merced College uses a variety of data to inform decisions and create direction for the institution. For instance, in October 2010, the College used a “charrette” process, as well as surveys, to accurately reflect the desired direction of the college constituency to formulate the current strategic plan. The plan’s primary goal was to assure student access and success. This is a foundational concept for the College, which is explained further by the objectives associated with the goal.

- **Objective 1.1** Provide students with support systems, programs, and development opportunities that maximize success.
- **Objective 1.2** Develop and improve student success strategies which are data-driven and research based.
- **Objective 1.3** Increase equitable access for a diverse population of learners with varied interests and goals.

These goals and objectives have informed the College’s approach to student success. OGIR provides the research assistance and results necessary for sound decision-making practices, including data regarding student learning outcomes, program reviews, and data for the faculty hiring prioritization process. Data are shared with the Student Success Committee, Academic Senate, and the Office of Instruction. These all inform decisions that lead to student success. For example, beginning in Summer 2011, English 85 was added as a pre-requisite for Biology 1 based on the evident difficulty students without English 85 were having succeeding in the course. Finally, in the current academic year, the Student Success Committee is implementing a student success plan directed at addressing student success in Basic Skills, as well as throughout the larger campus community which uses metrics established in the past year.

In addition to customizing research needs for departmental and institutional planning processes, OGIR regularly updates standard metrics for institutional performance on its website. These data may be accessed on an as-needed basis (Rec 1.18).

This issue has been fully resolved.

II.A.1.a. *Use data to improve support services such as supplemental instruction and curriculum development, leading to an increase in the annual success rate of*

basic skills students in order to meet the rate of peer institutions in the ARCC report.

Since the 2010 institutional self-study, data have been consistently used to address academic support services. Budgetary difficulties curbed access to some support services, but the use of data allowed the College to provide student access to academic support services during peak times. Therefore, the data allowed for effective decision-making, ensuring that available resources were available to the widest range of students and that potential cuts had the least negative impact. The Basic Skills Initiative (BSI) has also helped to provide direction for Academic Support Services in regard to improving student success. Collaboration between OGIR and the Office of Instruction provides data that functions to measure accountability for Academic Support Services and is essential in analyzing strengths and weaknesses in order to identify methods to improve student support in basic skills. In addition, all courses going through the curriculum process have data on student success and retention included in the review provided by OGIR.

Through the use of the Scheduling and Reporting System (SARS) grid, the director of Student Success identified days and times that were more sparsely used, ensuring that the scheduling times most frequented by students were not impacted by budget cuts. Data also provide guidance regarding subjects in which most students request academic support services. This information allows for targeted academic support services by providing aid in the subjects most widely needed by students. The BSI year-end report provides research documenting the overarching impact of these support services on student success. The Basic Skills Action Plan was submitted to the Chancellor's Office on October 1, 2013 with an identified completion date of June 2014. This report is submitted annually (SII 1.02).

This issue has been fully resolved.

II.A.1.a. Perform a more intensive study on the effectiveness of GUID 54.

The initial research study on GUID 54 focused only on the Fall 2008 cohort and had only analyzed two semesters. The study included a recommendation that a more intensive study be conducted to include a total of four cohorts. Examining several cohorts will provide a better understanding of persistence rates and grade point average, as well as differences between spring and fall cohorts. A follow-up study is planned to further measure the effectiveness of GUID 54 as an intervention tool for probation students.

In Fall 2013, Student Services requested that the Office of Grants & Institutional Research (OGIR) perform a more intensive study on the effectiveness of GUID 54. This request has subsequently expanded in scope with a completion date of February 15, 2015. Once the research is received and the analysis is completed, the project will be completed (Rec 6.11).

This issue has been partially resolved.

II.A.1. b. *Investigate ways and means to increase opportunities and participation in staff development to ensure institutional improvement of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

In Spring 2013, the superintendent/president tasked the director of Human Resources with the role of coordinating staff development in an effort to ensure that the College is maximizing training and staff development opportunities for management, faculty and classified staff. The director of Human Resources will serve as the point person for all staff development efforts on the campus. In Fall 2013, the president/superintendent and the director of Human Resources determined that a professional development plan would be established to encompass a needs assessment for training (including improving delivery systems and modes of instruction appropriate to student needs), an assessment of available funds for training, and identification of available resources that may be underutilized. From this research, the College will be in a position to propose a viable and effective action plan for staff development by Fall 2014. Efforts from Fall 2013 included a mandatory employee engagement training coupled with non-discrimination training for all management team members (SII 1.02).

Under the leadership of the director of Human Resources, this will be fully resolved by Fall 2014.

II.A.1.c. *Review and evaluate the methods used to assess SLOs to determine if they are the best tools to measure the SLO success.*

Since 2010, Merced College has made significant progress in integrating SLOs and SAOs, program review and master planning with resource allocation processes. Merced College provided faculty and staff education and training during 2010-2013 on SLO/SAO development, program review, and orientation to the CurricUNET system. Additionally, faculty and staff were provided ongoing support and assistance from the SLO/SAO program review coordinator and SLO/SAO program review assistant. Program review templates (hard copy and electronic) solicit user feedback to identify systems and processes that are working well and those that could be improved. Results from SLO/SAO assessments are reviewed by IPRSLOAC, deans and supervisors, and the Assessment Review Committee (ARC), with summaries provided for review by the appropriate master planning committees for planning and resource allocation. SLO/SAO and program review assessments are considered and reported by ARC to College Council, with results summarized and reported annually by ARC and the superintendent/president (SII 1.03).

Program review templates for each administrative unit contain a prompt or prompts where program participants are asked to summarize progress the program has made on SLOs at the course and program level, or progress on SAOs since the last program review. The prompt also asks program faculty and/or staff to summarize how the findings of the assessments have been utilized to improve student learning, program outcomes, or service area outcomes. The College has embedded a review of the change(s) implemented and an opportunity to reflect on those changes

within the program review cycle in order to better facilitate the ongoing cycle of improvement (Rec 4.07, p.25).

The College ensures that the program review process is integrated with SLO assessments. Master planning resource allocation is assessed by each administrative unit to ensure that the template used within each unit is effective in facilitating the integration of the aforementioned elements of assessment with planning. For Instruction, the evaluation of the program review process that integrates assessment and review with planning and resource allocation is conducted within the CurricUNET template. A description of that process is given in the following paragraphs. For the other administrative units, review of the template used to facilitate the integration of assessment with planning is reviewed within the respective master planning committees to determine if changes to their respective templates are needed (Rec 4.07, p.25).

The templates used for instructional program reviews were revised during Spring 2013 based on evaluations provided in a report from CurricUNET generated during the 2012-2013 program review process. The evaluation and revision process will continue annually using feedback provided by personnel writing program reviews. The program review coordinator for 2011-2013 worked in collaboration with various groups to revise the instructional program review template in CurricUNET for 2013-2014 based on feedback from faculty during the 2012-2013 cycle. These included the following: IPRSLOAC, Assessment Review Committee, and the SLO/SAO program review assistant (SII 1.04, 1.05).

In May 2013, the new instructional program review coordinator met with the current coordinator and the program review assistant to review changes to the Instructional Program Review Handbook for Fall 2013, which was based on feedback about elements that needed to be edited. At this meeting, changes to the comprehensive and annual program review templates were discussed and a final list was sent to the programmers at Governet to modify the comprehensive program review shell in CurricUNET for use in 2013-2014. The *Instructional Program Review Comprehensive Review Manual* was updated to reflect these changes and was disseminated to the campus via email at the end of May 2013. Edits were also made to the annual planning document and the deans' summaries of program reviews in their respective areas. Tickets were sent Governet for changes to the program review shell in CurricUNET (SII 1.06, 1.07, 1.09, 1.10, 1.11, 1.12, 1.13, 1.14, Rec 1.13).

This issue has been fully resolved.

II.A.2.a. Review the Instructional Program Review (IPR formerly IPRC) process following the first complete cycle of annual and comprehensive reviews with attention to overall design, validity, and sustainability.

Merced College's program review processes are ongoing and systematic. Each program determines the appropriate method(s) of assessment, engages in dialogue related to their findings, creates action plans for improvement, and requests resources necessary to carry out the action plans in a process that is pervasive, robust and peer reviewed. A matrix has been created to identify lead

faculty for program reviews during each cycle. Utilization of the matrix process is continued annually to notify area deans and faculty involved in writing both annual and comprehensive program reviews.

Out of a total of 73 instructional programs that have been identified by the College, 61 program reviews (84 percent) were submitted for the 2012-2013 cycle. Of the 12 programs that were not reviewed last year, three have been deactivated or are scheduled for deactivation by the Academic Senate. The Assessment Review Committee (ARC) is currently in the planning stage to assess the CSU Breadth and IGETC programs in the future. Two programs were not reviewed due to the instructor being on sabbatical or having no full-time faculty in the real estate program, for example. These two programs are currently being reviewed in the 2013-2014 cycle (SII 1.15, Rec 3.18).

Finally, the Sonography program has been on a moratorium for the past four years. A new faculty member was hired and the program has regained its accreditation during this cycle with classes first offered in Summer 2013. Program reviews will be completed in the future. There are four programs out of 65 that were not reviewed during the last cycle, which places Merced College at 94 percent.

The collection and dissemination of the data is refined and updated annually based on self-assessment and feedback from faculty, staff and the administrators. The templates and processes used for instructional program reviews were evaluated by personnel writing their program reviews using CurricUNET and by the cohort assessment trainers (CATs) during the 2012-2013 program review cycle. The instructional program review coordinator generated a summary report during the 2012-2013 program review cycle, which was disseminated to CATs and other interested parties on March 27, 2013. CATs provided feedback to the program review coordinator on the templates and processes, and discussed changes to be made at the Integrated Program Review Student Learning Outcomes Assessment Committee (IPRSLOAC) meeting in March and April 2013 (SII 1.06, 1.16, 1.17, Rec 1.11).

In May 2013, the new program review coordinator for 2013-2015, met with the departing coordinator and the data assistant to go over changes for the *Instructional Program Review Handbook*. At this meeting, changes to the program review template were discussed based on feedback from faculty. Changes to the template in CurricUNET used for program review for 2013-2014 were sent to Governet (SII 1.13, 1.14, 1.18, Rec 3.16).

To facilitate data collection for use in instructional program reviews, the Academic Senate unanimously passed a resolution resulting in the creation of new datasets. The datasets were made available to faculty in August 2013 for use in the 2013-2014 program reviews. Additionally, the IPRSLOAC website on the portal has tutorials with guidelines showing how to access and use OGIR's metrics for program review (SII 1.19, Rec 1.13, 1.14, 3.10).

The Institutional Effectiveness Metrics (IEMs) have also been updated and enhanced for faster, easier navigation providing useful data for instructional reviews, new faculty hires and other data-related institutional projects (Rec 1.15).

The College has offered a number of forums and opportunities for faculty and staff to engage in dialogue about integrated planning, program review, resource allocation, and the implementation of these processes. The instructional program review and SLO coordinators made numerous presentations to the deans at the vice president of Instruction's Cabinet (VPI-C) meetings. Deans were also notified about annual review workshops which would be made to any area on the Friday following the VPI-C meeting. IPROSLOAC also designed a Dean's Summary to give members of the Instructional Master Planning Committee (IMPC) access to a summary of program reviews from each instructional area. IMPC provided feedback with improvements for the program review process and provided direction for IPROSLAC with its ideas. The Assessment Review Committee (ARC) looked at campuswide program reviews in April 2013 using faculty and staff surveys in order to recommend changes for Fall 2013 (SII 1.20, Rec 1.27, 1.28).

During the March 2012 VPI-C meeting, area deans discussed revisions to the dean's program review summaries to improve the feedback sent to the IMPC, which uses them in the resource allocation process and goal development. An instructional dean rubric was posted on the Academic Senate web site, located on the portal. Deans were also asked to evaluate and provide feedback on the template used in the Annual Planning section of the 2013-2014 Program reviews (SII 1.21, 1.22, Rec 1.30, 3.05).

Flex workshops have also been offered for SLO and program review discussions. On January 9, 2014, a three-hour block of time was set aside for all disciplines to engage in discussions about SLO assessment and program reviews. Regular meetings are scheduled in Spring 2014 with "brown bag" sessions to continue training and increase discussions among faculty in writing program reviews, applications and intent. Evaluation of the program review process will continue annually using feedback provided by personnel involved in the program review process. Training in program review writing and analysis is ongoing, and additional training for faculty and staff will be provided in the future (Rec 1.21, 1.22, 1.31, 1.33, 2.10).

This issue has been fully resolved.

II.A.2.d. Investigate methods that would allow for the assessment of student learning styles for students either through coursework or through a campuswide assessment, and a means to make the results of such assessment available to both students and instructors.

The Curriculum Committee reviews course outlines to ensure that various instructional methodologies guarantee multiple learning modalities are addressed in the course. The College has invested resources to assist students in understanding their learning styles. For instance, students can request access to Eureka, the California Career Information System, which guides students

through an understanding of their learning style and provides applicable learning techniques. The College's guidance courses, such as Guidance 30 and Guidance 54, use the Myers-Briggs Type Indicator to provide students with feedback useful in understanding personality type and an academic pathway that correlates to their interest. The Student Success program sponsors a Learning Styles workshop as well as a True Colors personality test that guide students through the personality and learning style assessment process. While the majority of faculty does not request this information, it is available through the Counseling Office (SII 1.23).

This issue has been fully resolved.

II.A.2.d. *Investigate means to ensure adequate funding for the institutionalization of Learning Communities, Study Central, Supplemental Instruction, and Tutorial.*

The College has investigated its means to ensure adequate funding for institutionalizing Learning Communities, Study Central, Supplemental Instruction, and tutorial services. Learning Communities, Study Central, and Supplemental Instruction first originated through Manpower Demonstration Research Corporation (MDRC) and Strengthening Pre-Collegiate Education in Community Colleges (SPECC) grant funding. They have since been supported by the College's general fund to ensure their ongoing institutionalization. Tutorial services use a combination of non-credit apportionment and the general fund for operational costs and can continue to be successful through this mechanism.

While these programs are sustainable, they have previously been supplemented through Basic Skills funding, which has been reduced, creating a challenge in providing further innovative practices to the programs. Hence, budget augmentations would be useful to address the financial shortfall based on reduced Basic Skills funding. Moreover, the director of Student Success is a categorically funded position responsible for overseeing the academic support programs. To ensure the sustainability of these programs, it would be a positive step if the College could allocate general funds to cover this position; although, as currently structured, the position and its inherent functions are fully funded and sustainable. The Student Success program has thrived under the stability provided by the leadership of this position and using general fund money would further institutionalize the College's Student Success program (SII 1.55).

This issue has been fully resolved.

II.A.2.f. *Evaluate the planning processes identified in the December 2009 Merced College Planning Handbook and revise as needed.*

College Council approved the *Integrated Planning, Program Review and Shared Governance Handbook* on October 9, 2012. This approval reflects almost two years of refinement and clarification of the College's planning and program review cycle, addressing the 2011 visiting team's recommendation on integrated planning. The Integrated Planning Task Force (IPTF) took the lead in this work with input from the Program Review Task Force (PRTF) and all the master

planning committees. Included in the *Handbook* are program review templates used throughout the institution for program-level planning. The templates ensure the quality of program reviews and facilitate the resource allocation process. The College invested more than two years of focused effort in the institution's planning and program review cycle involving regular goal-setting at the program level, assessment of progress on program goals based on data, resource allocation, and implementation of improvements (SII 1.24, Rec 4.07, 4.10).

A formal review of the *Handbook* began in May 2013 when a College Council subcommittee reviewed the document in light of changes in administrative structure. The Educational Master Planning Committee is also reviewing its portion of the *Handbook* in preparation for a revision reflecting the reorganization of the College's administrative units. The revised handbook will be adopted in Spring 2014(SII 1.24, Rec 4.07, 4.10).

This issue has been fully resolved.

II.A.2.g. *Disciplines utilizing departmental examinations will consult with institutional research to ensure validity and reliability of test instruments.*

Since the 2010 self-study, departmental final exams were administered in the Mathematics, Chemistry, and Biology departments. Subsequently, faculty in these departments have decided not to use departmental final exams.

The use of departmental course or program examinations is virtually non-existent across the institution. Some programs (e.g., Allied Health) typically use standardized tests that have been validated (e.g. NCLEX-RN). In addition, the developmental English discipline is using standardized assessments to validate student learning outcomes. Some Guidance courses use MBTI as an assessment. No institutional-level tests are currently being administered. The TAACCCT Grant programs are using standardized testing (industry-recognized and approved) for industry-recognized certifications in Welding and Emergency Medical Technician programs (SII 1.25, 1.26, p.29, 1.27).

This issue has been fully resolved.

II.A.6.a. *Include the directions for transferring credit from another institution into Merced College to "Other Means of Obtaining College Credit" into the Merced College Catalog.*

Printed information or directions for students on evaluating transfer for credit from other institutions is limited. Although page 19 of the *Merced College 2013-2014 Catalog* states that transfer students must submit official transcripts for evaluation, the catalog does not provide the student with current process for submitting official transcripts for evaluation of transfer credit. In Fall 2013, Student Services reviewed the current language found in the catalog. Several Student Services managers will further review, amend and add appropriate language to the "other means of obtaining college credit" section for the 2014-2015 edition. Directions for transferring credit have

been reviewed by both counselors and student services managers and are ready for inclusion in the 2014-2015 catalog (SII 1.28).

This issue has been fully resolved.

II.A.6.a. *Review the course substitution policies and procedures to determine if they should be detailed for transition to Merced College and printed in the college catalog.*

The College has reviewed its course substitution policies and procedures and has determined that they should not be detailed or included in the catalog. Listing every Merced College course or courses from other state colleges is not practical. Course substitutions will continue to be the purview of the discipline faculty. One aspect of the course substitution issue is addressed in *Board Policy 4021 Program Discontinuance*. Specifically, this policy stipulates that the College will identify completion pathways for any student progressing through a discontinued program, should that need arise (SII 1.29).

This issue has been fully resolved.

II.B. Student Support Services

II.B.1. *Expand analysis of student surveys so that meaningful connections can be made to planning and resource allocation.*

The Office of Grants and Institutional Research (OGIR) works closely with Student Services to develop and utilize data necessary for informed planning, resource allocation, and decision-making. OGIR staff solicited and incorporated Student Services input into the development, administration and analysis of the January 2013 ACT Student Satisfaction Survey. A total of 351 students were surveyed. The director of Grants and Institutional Research presented the summarized results of the ACT survey to Matriculation Advisory Committee members in March 2013 (SII 1.30).

Since 2010, Student Services has fully integrated the use of data for planning and resource allocations into its program review processes. Each year, Student Services departments are required to report the findings of their SLO/SAO assessments, document what will be done to make improvements or to maintain a level of service, and what resources will be needed to accomplish their goals over the next several years. In addition, all Student Services departments are represented on the Student Personnel Executive Committee (SPEC) and they rotate reporting on their SLO/SAOs data. A similar report is provided to Student Services Master Planning Committee (SSMPC) annually after the completion of the program reviews so this shared governance committee can understand the planning goals and resources needed by each department (SII 1.31, 1.32, 1.33).

This issue has been fully resolved.

II.B.3.b. *Participate in the development and the analysis of the Student Needs Assessment to evaluate the role of student life activities on our campus.*

II.B.4. *Create and conduct a student support services needs assessment.*

In the 2010 Self Study, the College identified a need to discover more about its students and what kinds of activities they want on campus. In order to do this, the College recommended conducting a student needs assessment that would inform departmental planning more accurately than assumptions about what students need and want based on SLO and more general satisfaction results. Student Services chose to do a needs assessment over a period of years and established an assessment plan. The plan included an overall Student Services Satisfaction Survey, an ASMC student leadership needs assessment, a campuswide student needs assessment, and their integration into planning.

In Fall 2010, all Student Services departments met to discuss and finalize the design of a Student Satisfaction Survey (SSS). This survey was administered on both campuses in Spring 2011, with results presented in Fall 2011. Nearly 600 students participated in the satisfaction survey (440 from Merced and 141 from Los Baños). All Student Services departments utilized the results for planning purposes in their 2011-2012 comprehensive program reviews. For example, in the Office of Relations with Schools survey section more than half of the students stated they wished the College conducted physical campus tours during orientation, in addition to an online tour. In response to this information, the Office of Relations with Schools reinstated voluntary physical campus tours for those students interested in using this service (SII 1.34, 1.35, 1.36, 1.37).

In addition, in Spring 2012, the Associated Students of Merced College (ASMC) adviser conducted a Student Leadership needs assessment with 19 club representatives. The results of that assessment indicated needs for event planning, food safety, training on campus policies, communication between ASMC and student clubs, budget training, fundraising, and marketing information (SII 1.38).

During Spring 2013, planning of the campuswide student needs assessment through ASMC began. Student leaders, the ASMC adviser, and the Student Services program review coordinator continued to design the needs assessment. The needs assessment is planned to be administered during the Spring 2014 semester, with results available to departments and the campus by the end of this term. All Student Services departments will be required to report on the results of the assessment in their 2014-2015 annual program review document and make plans to incorporate them into their annual planning for the 2015-2016 academic year.

Each of the assessment plan phases has included documented integrated planning components through the program review process, where results, analysis, and plans for improvement can be found. These three surveys (the Student Satisfaction Survey, the ASMC Leadership Survey, and the Student Needs Assessment) should be repeated regularly to identify any changes that may assist to inform institutional planning.

These two issues have been fully resolved.

II.B.3.c. *Contingent on the budget, the Counseling Cohort will create a counseling handbook for new and experienced counselors for training purposes.*

During Fall 2010, the Counseling Cohort completed the *Resource Guide for Counselors* handbook. The handbook is divided into five sections, "Resource Guide A-Z," "Guidance Courses," "Counseling Cohort," "Resources/Websites and Forms/Handouts." The handbook is distributed to full-time and adjunct counselors, counseling interns, counseling classified staff, and student services administrators and managers. The purpose of the handbook is to provide an overview of the counseling department, as well as specific information pertaining to counseling practices, college policies, guidance course information and other information pertinent to the counseling program. The Counseling Cohort annually revises the handbook to update and add new information.

The Counseling Cohort completed the *Resource Guide for Counselors* handbook in March 2011 and updated it in February 2013. The handbook is fully operational and will be revised as needed (SII 1.39).

This issue has been fully resolved.

II.B.3.f. *The College will evaluate the extent to which security is compromised due to the open design of EOPS, Admissions and Records, Financial Aid, Counseling, CalWORKS and Office of Relations with Schools in the Leshar Student Services Center.*

The open design of many of the departments within Student Services and the Leshar Student Services Center as a whole may jeopardize document safety. The half-counters in many areas do not prevent the potential for access to sensitive or confidential information. In Spring 2013, Student Services discussed the need to evaluate the security of the Leshar Student Services Center, as well as the potential risks to sensitive information due to the open design of Student Service departments. In Fall 2013, Student Services formed a team to fully evaluate the extent to which security is compromised. In addition, Student Services has taken the followings steps toward full electronic access and distribution of materials among departments.

- EOPS and DSS have gone to all electronic files with the expanded use of Image Now.
- Online registration and electronic educational planning have decreased the amount of paper information that could potentially be compromised.
- Counseling has recently purchased a shredder to increase the security of sensitive documents in that area.
- Student Services and Information Technology Services (ITS) are currently in the process of removing the printed Social Security number from all student documents.
- The ability to display Social Security numbers in Colleague was removed from all users. Only those users who cannot process data/information without the use of a Social Security number were granted the ability to access that information (SII 1.40, 1.41).

This issue has been fully resolved.

II.B.4. *Create and conduct a student support services needs assessment.*

See II.B.3.b. This section was included above.

II.C Library and Learning Support Services

II.C.1. *Advocate for additional staff, services, and materials through the master planning process using program review and assessment of student learning outcomes.*

The LRC's program reviews of 2010-2011, 2011-2012, and 2012-2013 measured outcomes of and assessed student learning outcomes relative to each of the three areas of the LRC. The results of these assessments and assessments of workload measures resulted in resources requests for additional staff, services, and materials. In addition, the LRC, through its program review and the planning and budgeting process received support from the Technology and Institutional Research Master Planning Committee (TRMPC) for a fulltime faculty librarian position at the Los Baños campus. With this recommendation, the LRC participated in the Academic Senate Faculty Hiring Prioritization Process and prepared and presented a justification for a full-time librarian at the Los Baños Campus.

- An additional faculty librarian position at the Los Baños Campus was funded and filled.
- Additional monies were added to the library book account and to the library contract account for additional print and online resources. The additional funding was subsequently lost in the 15 percent budget cut of 2012-2013.
- Additional monies were added to the adjunct faculty librarian account in 2013-2014 to provide for summer session faculty librarians.
- Audio Visual had two positions increased from 19-hour positions to 40-hour positions, adding 1 FTE library media technician to Audio Visual staff (SII 1.43, 1.44, 1.45, 1.46, 1.47, 1.48, 1.49, Rec 1.16, 1.17, 2.24).

This issue has been fully resolved.

II.C.1. *Increase faculty librarian availability in order to provide similar services to off-campus students and faculty.*

As a result of its program review, the LRC prepared and presented a justification for a full-time librarian at the Los Baños Campus through the Academic Senate Faculty Hiring Prioritization Process. As a result, an additional faculty librarian position at the Los Baños Campus was funded and filled. The LRC program reviews also called for additional funding for adjunct librarians. Additional funds were allocated for adjunct librarians for summer school in the 2013-2014 budget.

The addition of a full-time librarian at the Los Baños campus resulted in:

- Increased availability for library instruction and orientations at the Los Baños campus.
- Additional development of online reference tools in LibGuides (an online reference search resource) to support online students and faculty.
- A social media presence in Facebook for the Los Baños Campus Library designed to share information about the Los Baños Campus with students and faculty.
- Additional collaboration among all District faculty librarians to improve services to on-campus and online students throughout the district (SII 1.43, 1.44, 1.45, 1.49, 1.50, 1.51, Rec 1.16, 1.17, 2.24).

This issue has been fully resolved.

II.C.1. *Complete the program review process for learning support services.*

Student Success completed a comprehensive program review in December 2012. The program review covered the Tutorial Center, the Math Lab, Study Central, Supplemental Instruction, and learning communities. The program review process evaluated the cohesion of academic support services as well as the efficacy of individual courses. Retention and success rate data, as well as the narrative program review are integral elements in the decision-making process of the Student Success and Advisory Committee. Under the direction of the director of Student Success, learning support services have become cohesive, much better publicized and utilized by students, and the changes have been crystallized through the comprehensive program review process.

This issue has been fully resolved.

II.C.1.b. *Advocate for resources to provide a similar level of ongoing instruction for users of library services to all students regardless of location.*

The 2010 Self Study identified an issue of only 18 hours per week of reference service to students by an adjunct librarian at the Los Baños Campus. Low availability of reference librarian assistance is a disservice to those students who need to conduct academic research and write papers. Further, library orientations were infrequent and sometimes carried out by staff, especially at night because the adjunct reference librarians' hours were limited.

As a result of its program review, the LRC prepared and presented a justification for a full-time librarian at the Los Baños Campus through the Academic Senate Faculty Hiring Prioritization Process. As a result, an additional faculty librarian position at the Los Baños Campus was funded and filled. The LRC program reviews also called for additional funding for adjunct librarians. Additional funds were allocated for adjunct librarians for summer school in the 2013-2014 budget (SII 1.43, 1.44).

In 2011, a full-time faculty reference librarian was hired for the Los Baños Campus. The Los Baños Campus Library has been able to increase the hours of service by an adjunct librarian to 38 hours a week, including evening hours. The number of library orientations carried out by the faculty

librarian increased from 22 in Fall 2011 to 36 in Fall 2012. Additional funds were also provided for the adjunct faculty librarian account for summer school.

In addition, faculty librarians have been assigned liaison areas for each discipline taught at Merced College. Their efforts include working with faculty who are teaching online. Customized LibGuides for courses are available through the Portal. These have been developed for specific course assignments, and are accessible anywhere students access the Internet. The LibGuide for Native American Research provides library support for one professor's online ENGL 01A course, and the Nutrition 10 and the Child Safety, Health and Nutrition guides assist the face-to-face and online CLDV 05 Courses (SII 1.50, 1.51).

This issue has been fully resolved.

II.C.1.c. Conduct regular program reviews and advocate for resources based on finding from the reviews through the master planning and budgeting process.

The two programs associated with the Library, Librarians and Library Services, have conducted regular program reviews. The Learning Resources Center (LRC) has advocated for resources based on findings in these two program reviews. All LRC programs conduct regular program reviews and resource requests are based on the program review findings. Resource requests have been reviewed and prioritized by the Technology and Institutional Research Master Planning Committee (TRMPC) and the Instructional Master Planning Committee (following the dissolution of the Technology and Institutional Research administrative unit and TRMPC) and the Educational Master Planning Committee (EMPC) (SII 1.44, 1.52, 1.53, 1.54, Rec 1.16, 1.17).

This issue has been fully resolved.

II.C.1.c. Complete program reviews or course level assessments for the various learning support courses.

Tutorial, Study Central, and the Math Lab provide students with surveys to gauge the effectiveness of the services for student success. Moreover, a variety of tracking mechanisms, such as SARS, are used to measure student need, frequency of use, and adjust services to better serve students. Survey results have shown that a majority of students agreed or strongly agreed that the course SLOs were met. For example, nearly all students indicated that they apply concepts learned in the tutoring sessions to courses (SLO A, 91 percent) and that their time management skills improved (SLO C, 95 percent) (Rec 2.26, 2.27, 2.28, 2.30).

This issue has been fully resolved.

II.C.2. Conducting a program review for Tutorial Center. Conduct course level SLO assessments for noncredit TUT and EDU series courses.

The Tutorial Center was included in the Student Success comprehensive program review completed in December 2012. Course-level SLO assessments are administered, evaluated, and used as mechanisms for instructional improvement in the TUT and EDU noncredit series courses. The assessments for the non-credit TUT and EDU series consist of individual instructor evaluation of student performance and a survey administered to gauge student improvement in quantitative reasoning abilities. For example, the survey results suggest that 85 percent of students found their ability to understand and apply math skills had improved due to the Math Lab. The non-credit sequence has been an indispensable tool in supporting student success at Merced College (Rec 2.26, 2.27, 2.30).

This issue has been fully resolved.

Standard II Evidence

SII 1.01	Basic Skills Year End Report, 2012-2013
SII 1.02	Educational Master Planning meeting agenda, February 13, 2014
SII 1.03	ARC minutes, webpage
SII 1.04	IPRSLOAC email, Instructional Program Review feedback and report
SII 1.05	Cohort Assessment Trainer email, Instructional Program Review feedback
SII 1.06	CurricUNET, Instructional Program Review evaluation, 2012-2013
SII 1.07	Academic Senate meeting minutes, May 9, 2013
SII 1.09	Program Review Coordinator email, Instructional Program Review templates and CurricUNET modifications, 2013-2014
SII 1.10	Instructional Program Review Manual, 2013-2014
SII 1.11	Annual Instructional Program Review templates, email 2013-2014
SII 1.12	Annual Program Review planning document, 2013-2014
SII 1.13	CurricUNET changes, closed Governet tickets
SII 1.14	CurricUNET changes, open Governet tickets
SII 1.15	Instructional Program Review cycle, 2012-2013, December 16, 2013
SII 1.16	Instructional Program Review feedback emails
SII 1.17	IPRSLOAC meeting minutes, April 26, 2013
SII 1.18	Instructional Master Planning Committee meeting minutes, May 13, 2013
SII 1.19	Faculty Program Review Data Facilitator Technical Workgroup meeting notes, February 22, 2013
SII 1.20	VPI-Cabinet Recollections, Program Review Matrix presentation, September 5, 2012
SII 1.21	Deans' Summary Template
SII 1.22	Instructional Master Planning Committee meeting minutes, September 10, 2012
SII 1.23	Student Success Workshops, webpage
SII 1.24	Educational Master Planning Committee meeting minutes, October 24, 2013
SII 1.25	Licensure Pass Rates for Allied Health programs, webpage
SII 1.26	Merced College Schedule of Classes Spring 2014, pg. 29

SII 1.27	TAA/CCCT Grant, webpage
SII 1.28	Student Personnel Administrative Managers meeting notes, November 19, 2013
SII 1.29	VPI-Cabinet Recollections, January 15, 2014
SII 1.30	Matriculation Advisory Committee meeting minutes, March 27, 2013
SII 1.31	Student Services Program Reviews 2012-2013, webpage
SII 1.32	Student Personnel Executive Committee meeting notes, May 16, 2013
SII 1.33	Student Services Master Planning Committee meeting minutes, May 21, 2013
SII 1.34	Student Satisfaction Survey data review PowerPoint, 2011
SII 1.35	Student Satisfaction Survey results PowerPoint, 2011
SII 1.36	Student Satisfaction Survey questionnaire
SII 1.38	ASMC Comprehensive Program Review 2011-2012
SII 1.39	Resource Guide for Counselors, updated February 13, 2013
SII 1.40	Student Personnel Executive Committee meeting notes, January 31, 2013
SII 1.41	Updating Academic Standings meeting agenda and notes, August 5, 2013
SII 1.43	Library Program Review, 2010-2011
SII 1.44	Librarians Program Review, 2010-2011
SII 1.45	Librarians Program Review, 2012-2013
SII 1.46	Audio Visual Program Review, 2010-2011
SII 1.47	Audio Visual Program Review, 2011-2012
SII 1.48	Audio Visual Program Review, 2012-2013
SII 1.49	Board of Trustees meeting minutes, January 7, 2014
SII 1.50	Los Baños Facebook page URL
SII 1.51	LibGuides webpage
SII 1.52	TRMPC Resource Allocation Request Rankings, 2011-2012
SII 1.53	TRMPC Resource Allocation Request Rankings, 2012-2013
SII 1.54	Educational Master Planning Committee Resource Allocation Rankings, 2012-2013
SII 1.55	Basic Skills Reports on Student Success webpage

Standard III: Resources

III.A. Human Resources

III.A.1.a. *Review and update the Faculty and Staff Diversity Plan as needed.*

The Merced Community College District Equal Employment Opportunity Plan 2013-2016 was completed in early Spring 2013 pursuant to the Chancellor's guidelines. It was approved by College Council on March 26, 2013, and was ultimately approved by the Board of Trustees on April 2, 2013. The final version was submitted to the Chancellor's Office on June 13, 2013.

This issue has been fully resolved.

III.A.1.a. *Establish written guidelines and specifications for the hiring of administrators, managers, supervisors and classified staff.*

In early Spring 2012, the College created an ad-hoc shared governance Staff and Management Hiring Priorities Task Force (SMHPTF) that was charged with establishing a hiring priorities structure and process for classified staff and management that was fully integrated with planning, program review and resource allocation processes.

By Fall 2012, it was determined that this concept was not feasible in ensuring that the College could meet its charge and target timeline for completion of the March 2013 Follow-Up Report. As a result, the superintendent/president redirected this charge through the office of Human Resources and ultimately, through College Council. Two separate policies, one for classified hiring and one for management hiring, were vetted through College Council and approved by the Board of Trustees in Spring 2013 (Rec 8.20).

Additionally, requested positions are reviewed at the Cabinet level on a weekly basis. Information and justification for classified and management positions are detailed by the hiring manager on the Position Justification Form. This provides for an effective priority process integrated with planning, program review and resource allocation processes. This process has been in place since January 2013 (Rec 8.11).

This issue has been fully resolved.

III.A.1.b. *Work with managers and supervisors to bring classified and manager evaluations into current status.*

The College has made great efforts in ensuring consistent, timely evaluations for managerial and classified staff. In Fall 2011, the College began closely monitoring the evaluation process. This consisted of a monthly report generated by Human Resources for the superintendent/president and the vice president of Administrative Services that details when evaluations are due, and which

evaluations are outstanding. This serves as a scheduled interval “checks and balance” mechanism to ensure timely evaluations are produced from executive level management on down (Rec 8.20).

Monitoring is ongoing.

III.A.1.d. *Evaluate whether or not statements of ethics are needed for management and classified staff.*

The 2010 Self Study section for Standard IIIA.1.d found that ethics standards had been unevenly adopted across the institution—faculty and Board of Trustees had clearly established ethics standards, but classified staff and management only had *Board Policy 7640*, which only addressed basic expectations of employees. This planning agenda was formulated in that context. College Council served as a catalyst and the forum for dialogue among constituent representatives concerning the development of District ethics statements in general and more specifically for management and classified staff (SIII 1.04, 1.05).

College Council urged constituent representatives to discuss this issue with their peers and report their findings to College Council. In reflecting upon other ethics-related policies and processes (e.g., Board, Academic Senate) these constituent groups and College Council agreed to develop an Institutional Code of Ethics for District employees that would include management and classified staff. These draft statements were circulated, revised and approved through and by constituent groups in 2011-2012. The ethics statements were then reviewed and approved by College Council and submitted to the Board of Trustees for approval. The Board approved the institutional Statement of Ethics (*BP/AP 3050*) on February 7, 2012. It was subsequently discussed with members of the Management Team at their March 2012 meeting (SIII 1.06, 1.07).

This issue has been fully resolved.

III.A.2. *The District will reconstitute and update the Staff Priorities Committee to begin to address the classified, supervisory, manager, and administrator needs in order to fully support current programs and services.*

The 2010 Self Study indicated that a number of master planning and shared governance committees had hoped to reconstitute the Staff Planning and Priorities Committee first established in 1991 to address classified and management staffing needs. The intent was to address classified, supervisory, manager and administrator needs in order to support current programs and services. The recently established position justification process established in January 2013 aids in addressing these needs. All classified, management and administrative staffing needs are addressed in the President’s Cabinet on a weekly basis. Information and justification for positions are detailed by the hiring manager on the Position Justification Form. This ensures an effective prioritization process that is fully integrated with planning, program review and resource allocation processes. Ultimately, this information is reviewed in College Council at regular intervals (Rec 8.11).

This issue has been fully resolved.

III.A.3. *Human Resources will move forward with its policy and procedure revisions and will put in place a process for systematic updates and evaluations of all Human Resources related policies and procedures.*

The March 2012 Follow Up Report stated that College Council, in accordance with Accreditation Resolution Action Plans, formed an ad-hoc shared governance task force on Evaluating the Use of Human Resources (UHRTF). This task force was charged with developing a model for periodic evaluation of districtwide human resources, soliciting feedback from the College community, incorporating changes in the model as appropriate, applying the model and recommending improvements to the superintendent/president, the College Council and other college entities as appropriate. Although the UHRTF was formed and met in early Spring 2012, the charge of this committee was ultimately redirected to the Office of Human Resources upon arrival of the new superintendent/president in Summer 2012. This was done in an effort to ensure that accreditation timelines for the follow up report would be met by Spring 2013. The superintendent/president and the director of Human Resources convened a task force in Spring 2014 to discuss the committee's charge and to ensure alignment with current strategic initiatives, program review and resource allocation objectives. This will be in tandem with EMPC's review of the *Integrated Planning, Program Review and Shared Governance Handbook*.

The Human Resources Department will also be preparing its first program review by March 2014. Previously, Human Resources fell under the umbrella of Administrative Services for program review purposes, but now falls under the Office of the President. Once completed, the program review will serve to further ensure that mechanisms are in place so that consistent and regularly scheduled reviews of policy and procedure occur at stated intervals. The important work of review and updating has already begun. Examples of recent policy and procedure review modifications include the management and classified hiring policies and the updated Equal Employment Opportunity Plan 2013-2016 (Rec 8.12, 8.19).

This issue has been fully resolved.

III.A.4.a. *Review and update the College's Faculty and Staff Diversity Plan as needed by spring 2011.*

The College's Faculty and Staff Diversity Plan was updated pursuant to the Chancellor's guidelines. This document is now referred to as the *Merced College Equal Employment Opportunity (EEO) Plan 2013-2016*. A new director of Human Resources was hired in May 2012 and an initial task was the updating of this vital document. The original target date for completion in 2011 was not met as the College had to recruit for a new director. The completed EEO plan was vetted throughout the campus community, approved by College Council on March 26, 2013, and approved by the Board of Trustees on April 2, 2013. The EEO plan was submitted to the Chancellor's Office on June 13, 2013 (SIII 1.02, 1.03, Rec 4.14, 8.12, 8.13).

This issue has been fully resolved.

III.A.4.b. *The college will update its diversity plan.*

The 2012 Follow Up Report stated that once the EEO Plan was completed, it would be widely distributed to the campus community. The *Merced Community College District Equal Employment Opportunity Plan 2013-2016*, which was approved by College Council on March 26, 2013, was posted on the Human Resources' website immediately following its final adoption by the Board of Trustees on April 2, 2013. The Human Resources Department has also sent out a campuswide communication advising that the document is available on the Human Resources' website (SIII 1.08).

This issue is fully resolved.

III.C. Technology Resources

III.C.1.a. *Merced College will seek additional funding for technical staffing of Information Technology Services (ITS) and the Learning Resources Center (LCR) through the master planning and resource allocation process.*

In every program review since 2010-2011, ITS and the LRC have included requests for technical staffing in their program reviews. The position justifications were drawn from the program reviews and workload measures. In Spring 2011, a Technology and Information Resources Tech Staffing Plan was developed and supported by the Technology and Institutional Research (TIR) Master Planning Committee. The plan specifically outlined the need for additional and re-purposed technical staff over the next five years. It was presented to then TIR Vice President Mike Cuchna who promoted the idea to former Merced College President Ben Duran. In 2011-2012, co-associate Vice Presidents Peterson and Walsh presented the plan again to Superintendent/President Duran and in 2012-2013 to Superintendent/President Taylor.

No additional technology staff have been added to personnel in the ITS or the Library or Online Education areas. An ITS technician has been temporarily reclassified to meet service demands. The Online Education Systems Manager position is vacant and collegewide discussions are under way to develop a direction for Distance Education support – with resolution scheduled for April 2014. Audio Visual had two positions increased from 19-hour positions to 40-hour positions, resulting in 1 additional FTE library media technician (SIII 1.09, 1.12, 1.13, 1.14).

This issue has been partially resolved.

III.C.1.b. *Develop a staff development training process focusing on technology training and emphasizing emerging technologies, and seek funding for implementation through the resource allocation process.*

During 2011-2012 and 2012-2013, the co-associate vice presidents of Technology and Institutional Research (TIR) convened monthly meetings to develop and schedule technology training on a variety of topics for faculty and classified staff. Training expertise from ITS, Audio Visual and Online Education were applied to the training sessions. Training was scheduled at varied times during the day and on various days of the week to make workshops more accessible to a larger number of staff. Program reviews for the Library, Audio Visual, Online Education, and ITS have documented the need for ongoing technology training.

Several targeted training sessions were held over the course of three semesters. Faculty and classified staff attended sessions were offered by ITS, AV, Library, and Online Education staff. In Summer 2013, the Office of Technology and Institutional Research was disbanded.

There is currently no structure in which to develop or staff either the technology training planning meetings or the training itself. Beginning in July 2013, all professional development became the responsibility of the director of Human Resources.

This issue was fully addressed as of Spring 2013, but changes in administrative structure have not as of yet addressed ongoing technology training development and staffing (SIII 1.09, 1.15, 1.16, 1.17).

III.C.1.c. *The District will plan and seek funding for a total cost of operation mechanism to upgrade and replace mission critical technology in the classrooms, labs, and student support and administrative areas.*

In 2010-2011, 2011-2012, and 2012-2013, the co-associate vice presidents for Technology created justifications for funding the upgrade and replacement of mission-critical technology in the classrooms, labs, and student support and administrative areas. The justifications were a part of ITS and LRC program review documents. The request for total cost of operations for these areas was highly ranked by the Technology and Institutional Master Planning Committee through the Planning and Budgeting process for all three years. The Educational Master Planning Committee also supported the high ranking of funding for this technology all three years. (SIII 1.09)

In 2010-2011, \$100,000 was made available through the resource allocation process. This funding was used to upgrade and refresh two labs and provide new computers for a small number of staff. In 2011-2012 and 2012-2013, the Planned Expenditure Committee did not allocate any funding to upgrade and replace mission-critical technology in the classrooms, labs, and student support and administrative areas. In 2013-2014, however, a funding allocation has been set aside to address this, and the state budget has provided funding that can be applied to address current needs (SIII 1.18, 1.19, 1.20, 1.21, 1.22, 1.23).

While fully resolved as of 2010-2011, this issue requires ongoing attention as the college recovers from the state fiscal crisis.

III.C.2. *Develop a process by which the institution can systematically assess the effective use of technology resources in order to use the results of evaluation as the basis of improvement.*

The co-associate vice presidents of Technology and Institutional Research, in conjunction with the Office of Grants and Institutional Research, developed two surveys (one for hardware and one for systems and software) to systematically assess the effective use of technology resources in order to use the results of evaluation as the basis of improvement in 2011-2012. These surveys were distributed to all staff and students in 2012-2013 and the results were evaluated. The survey results were used to provide justification for technology and technology improvements in the 2011-2013 TIR program reviews (SIII 1.25, 1.26).

In addition the co-associate vice presidents of Technology and Institutional Research developed a model for evaluating and recommending new large system software and/or software upgrades and instituted its use in the assessment and recommendation of a new learning management system in 2011-2012. Audio-Visual conducts a yearly survey of faculty and students that assesses the effective use of technology resources in the classroom and uses the results of this survey in its program review for the basis of improvement (SII 1.46, 1.47, 1.48).

The hardware and software surveys were developed, deployed, and evaluated by the Office of Technology and Institutional Research. Now that TIR has been disbanded and the Technology Master Planning Committee associated with it disbanded as well, there are no current plans to continue this survey (SIII 1.25, 1.26).

Audio-Visual will deploy and evaluate its survey again this year and in years to come. Ellucian has done an assessment of the level of use of the Human Resource/Payroll system and there are at least two more such assessments planned once the SQL migration is complete. With an allocation from the planned expenditures process and other new sources of revenue for technology, evaluations of computer needs are being based on the age and configuration of the computers. Highest priority is being given to faculty who teach online classes and those employees and managers who have computers that do not conform to the requirements of the new GUI interface and SQL. Labs are being upgraded based on age and use, with many labs in the process of being converted to VDI.

This issue has been partially resolved. The College needs to reconstitute a technology committee and will do so by April 2014 (SIII 1.27, Rec 4.18).

III.D. Financial Resources

III.D.1.b. *The District will develop Board policy and administrative procedures for the development and handling of grants by July 1, 2010. The procedures will include a designated individual responsible for monitoring all grants to ensure a coherent and compliant grant program, and create a single repository for all grants. It will define*

the role of the Budget Committee in the acceptance of and participation in grants and contracts.

Board Policy 3280 and Administrative Procedure 3280 Grants (both adopted November 2, 2004) were identified as answering this planning agenda. This policy and procedure was reviewed by College Council in Fall 2012 and by the Board of Trustees on January 23, 2013 and found sufficient for the operational needs of the District (SIII 1.28).

This issue has been fully resolved.

III.D.2.e. *The Bookstore will work with Administration to develop a strategy to address the new requirements for a textbook rental program as required by the Higher Education Act effective July 1, 2010.*

The 2010 Self Study misidentified the need for a textbook rental program as required in the HEOA report. In Summer 2009, a pilot rental program was implemented pursuant to the HEOA guidelines. In Fall 2011, the rental program grew, which led to the addition of a back office operation system to track the process of rental textbooks. The bookstore manager attends area meetings to inform faculty of the textbook options for their students while explaining the textbook rental process and the cost saving benefits to their students. To date, the rental program is thriving and students and their parents are pleased with the program (SIII 1.29, 1.30).

This issue has been fully resolved.

Standard III Evidence

SIII 1.01	College Council meeting agenda, March 26, 2013
SIII 1.02	Board of Trustees meeting agenda, April 2, 2013
SIII 1.03	Merced College EEO Plan email submission to Chancellor's Office
SIII 1.04	Ethics Statement email to Management Team, December 6, 2011
SIII 1.05	Management Team Agenda, March 2012
SIII 1.06	College Council meeting minutes, December 13, 2011
SIII 1.07	Board of Trustees meeting minutes, February 7, 2012
SIII 1.08	Human Resources, webpage
SIII 1.09	TIR Program Review, 2010-2011
SIII 1.12	TIR Staffing Plan
SIII 1.13	TIR Organization Chart
SIII 1.14	Distance Education Task Force email, December 19, 2013
SIII 1.15	Technology Training Planning Committee meeting notes
SIII 1.16	Technology Training Schedule, 2011-2012
SIII 1.17	Technology Training Schedule, 2012-2013
SIII 1.18	TRMPC Resource Allocation Request Rankings, 2010-2011
SIII 1.19	TRMPC Resource Allocation Request Rankings, 2011-2012
SIII 1.20	TRMPC Resource Allocation Request Rankings, 2012-2013

SIII 1.21	Final Resource Allocation Request, 2010-2011
SIII 1.22	Final Resource Allocation Request, 2011-2012
SIII 1.23	Final Resource Allocation Request, 2012-2013
SIII 1.24	Course Management System Task Force meeting notes
SIII 1.25	Hardware Survey Results
SIII 1.26	Software Survey Results
SIII 1.27	College Council meeting minutes, December 10, 2013
SIII 1.28	<i>Board Policy/Administrative Procedure 3280 Grants</i>
SIII 1.29	Merced College Textbook Rental Program, webpage
SIII 1.30	Merced College Textbook Rental Program history, webpage

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

IV.A.1. The District will continue to develop its strategic plan, engaging college constituents and the community in a discussion leading to refined mission, vision, core values and beliefs statements, as well as reviewing and refining institutional goals.

Merced College completed its *2010-2013 Strategic Plan* in Spring 2011, and it was approved by the Board of Trustees on September 6, 2011. This plan included mission, vision and core values statements; strategic directions, and strategic goals and objectives. The development and delivery of the strategic plan marked an important passage for the District in that it created an updated planning framework. The plan's strategic directions, goals and objectives are explicitly referenced and linked in all subsequent program review templates, grant concept forms, research requests forms, and more. The plan provides the framework for planning and resource allocation decisions in all master planning committees, College Council and the President's Cabinet (Rec 7.02).

The *2010-2013 Strategic Plan* has been posted on the college website since its approval by the Board in 2011. It has been referenced in numerous forums and discussions since then. Perhaps most prominently in recent months, the superintendent/president featured a progress report on the plan during his presentation to the college community at Convocation in August 2013. The plan had also been referenced in his State of the College Address to the community in April 2013. These reports and addresses have been posted on the college website, and reported on in the *Campus Digest*, ensuring wide awareness across the College. The plan was again referenced in strategic planning forums on both campuses on November 6-7, 2013, as the college prepared for an update to it (Rec 3.16, 6.12).

As the College works on an updated strategic plan during 2013-2014, it intends to continue wide distribution of the goals and objectives, along with any proposed revisions to the mission statement and other guiding documents. The Educational Master Planning Committee is vested with responsibility for oversight of the process, a plan for reporting out has been developed, and a task force has been appointed to steer the effort (SIV 1.01).

This issue has been fully resolved.

IV.A.1. Institutional goals will be integrated with institutional SLOs and will be widely disseminated.

The *2010-2013 Strategic Plan's* strategic directions, goals and objectives are explicitly referenced and linked in all subsequent program review templates, grant concept forms, research requests forms, and more. The plan provides the framework for planning and resource allocation decisions in all master planning committees, College Council and the President's Cabinet.

In June 2013 under the guidance of College Council and the Educational Master Planning Committee, the Office of Grants and Institutional Research began conducting an internal and external environmental scan to inform the update to the 2010-2013 Strategic Plan. Progress on the existing plan was provided during the President's State of the College Address to the community in April 2013, and by his address at Convocation in August 2013, which was accompanied by a written Strategic Planning Progress Report. The District also contracted with EMSI for an Economic Impact Study. Reports and presentations to key constituent groups were made in Fall 2013 (Rec 3.16, 6.12, 7.02).

A new strategic planning task force, whose purpose is to update the strategic plan, was assembled during September 2013 under the direction of EMPC and College Council. The superintendent/president conducted forums to promote and engage stakeholders in the process at the Merced and Los Baños campuses in November 2013. The Campus Digest, the Blue Devil Report student newsletter, and other print and electronic communication channels will be used to increase awareness and participation in the development of the updated plan (SIV 1.10, 1.11, 1.12, Rec 4.25).

The task force will review results from the forums, environmental scan, economic impact study and other reference documents/resources in developing an updated plan. Compared to the current plan, the revised/updated plan will be more data-driven, with action steps, milestones and measureable outcomes to enable more effective monitoring and evaluation. The updated strategic plan will include activities, strategies, timelines, responsibilities, resource requirements, evaluation, timeline for review and revision of plan (including the mission, vision, and core values). Information systems and processes will be established for regular monitoring and reporting on key metrics.

The updated, enhanced strategic plan will be widely circulated, revised and then submitted for approval to the Educational Master Planning Committee, College Council and the college community during Spring 2014. The Board of Trustees will review and approve the plan by June 2014. The updated strategic plan will then be widely disseminated to the College and general community (Rec 3.16, 6.12).

This issue has been fully resolved.

IV.A.2.a Implement the use of program review

The College investigated and evaluated several different program review software offers and finally decided to buy and use CurricUNET. The CurricUNET software was purchased in November 2008, and implementation began in the Spring 2009 Semester.

The transition to full implementation of CurricUNET has not been without some challenges, and some faculty had experienced frustration. That frustration level has been reduced as faculty have become more familiar with it, and CurricUNET is generally able to perform as the College needs it to perform. Faculty have begun to change SLOs and resubmit courses to the Curriculum Committee at

a significantly increased rate through the CurricUNET software. Updated program reviews are now available on the CurricUNET website as well. In order to seek optimal software support for curriculum, SLO assessment, and program review, the College has been assessing the use and value of the software, including completing the linkage to the budgetary process. The College will complete its current review of available software options by May 2014 (SIV 1.02, 1.03, 1.04).

This issue is fully resolved.

IV.A.3. The District will continue to update the website. To better define the role of campus committees, the District will implement orientation for all committees as part of its new planning process at the beginning of each academic year.

This planning agenda was established as part of the College's ongoing attention to its governance processes, and the communication facilitated by these processes. As noted in the 2010 Self Study, the College uses a governance handbook that provides guidance to effective governance structure and processes that make shared governance committees effective. Part of the perceived need at that time was that the College should continue to update its website as a communication resource for this purpose, and that committee roles should be further defined through orientations at the start of each academic year for all shared governance committees.

As noted elsewhere in this report, the governance handbook itself was thoroughly revised following the College's receipt of the ACCJC's 2011 Visiting Team Report and the Commission action letter, which included a Warning sanction related to several recommendations, one of which concerned communication. As part of its response, the College contracted with a consultant (Matthew Lee) to provide trainings on effective committee processes. These trainings occurred in March 2012 and helped to form the basis for guidelines on committee process that have been included in the revised *Integrated Planning, Program Review and Shared Governance Handbook*. These revisions were made in 2012, approved by College Council, and presented to the Board of Trustees in Fall 2012. In Spring 2012, a special training was also conducted with the Associated Students of Merced College (ASMC) (SIV 1.05, Rec 7.02).

Later in 2011, the College revamped its institutional website, including implementing a student Portal, thus responding to the first part of this planning agenda. It also improved its use of social media sites, and instituted a new collegewide newsletter, the *Campus Digest*. These improvements to college communications were thoroughly documented in the 2012 and 2013 Follow Up Reports.

Following a comprehensive self-evaluation of all shared governance committees for the 2011-2012 and 2012-2013 academic years, improvement has been made in not only in the committees' ability to assess and evaluate their own performance, but in the committees' perception of their contributions to achievement of the strategic plan goals and objectives. There continues to be consensus that the committees are working hard to achieve the accreditation standards but communication regarding how the committees' outcomes are used by other college stakeholders could be improved. Just over half (55.9 percent) of respondents indicated that they understood

how outcomes were used outside the committee. This is an increase over 2011-2012 (46.1 percent), but is still an area of concern.

Training for committee members could also be improved. While fewer respondents disagreed/strongly disagreed that training was adequate, almost one-third (32.4 percent) were neutral. This suggests that there is still room for improvement in this area. As these committees started meeting in Fall 2013, they have reviewed the findings of their self-evaluation surveys and have formed goals to address areas for improvement. Shared governance committees have also conducted orientation reviews of their committee charge and roles and responsibilities, as well as, in some cases, the guidance originally provided by consultant Matthew Lee for recommended committee processes. For example, the Educational Master Planning Committee (EMPC) conducted such an orientation review at its meeting on August 22, 2013. The Student Services Master Planning Committee (SSMPC) had a similar orientation on September 3, 2013 (SIV 1.06, Rec 1.16).

The College has continued to update the use of the website as a communication tool to support participatory governance and dialogue. Shared governance committee and agendas and minutes are regularly posted so that they are available to all regular staff on the Portal. As of this writing, recent committee minutes have been posted for Facilities Master Planning Committee (FMPC: Oct. 4, 2013), Student Personnel Executive Committee (SPEC: Oct. 10, 2013), EMPC (Oct. 10, 2013) and many others. Web pages that are important to college discourse have been updated frequently, such as a recent posting on the strategic planning site of the College's August 2013 *Strategic Plan Report*. Newsletters such as the *Campus Digest* and the student-generated *Blue Devil Report* are posted to a website location and a general email is sent out to all college staff with a link included in the email for easy access. Committees have also increased their use of the Portal's SharePoint capability in recent months (SIV 1.07, 1.08, 1.09, 1.10, 1.11).

A good example is the process used for composing this Midterm Report, which was organized via a SharePoint accreditation site through the Portal. Members of the Standing Accreditation Committee and other authors posted section drafts through Sharepoint, which were then used by the writer/editor in putting together the report. SharePoint pages in the Portal facilitate organized dialogue through their capacity for commentary on governance and planning documents. Another recent example is the Strategic Planning Task Force's site, where focus-group-style commentary was assembled on the *2010-2013 Strategic Plan* goals and objectives (SIV 1.13, 1.14).

A number of committees have also used electronic summaries and newsletters to make dialogue more efficient. In Fall 2013, for example, the Academic Senate president developed a "committee update newsletter" to ensure that faculty representatives are up-to-date on the discussions occurring in the various planning and governance committees. A link to this newsletter was included in each Academic Senate agenda that was sent out to senators in preparation for their biweekly meetings, thus giving the meetings themselves more focus. It has become regular practice within the College to use website links to facilitate the sharing of information, as demonstrated frequently in the superintendent/president's campuswide emails to staff (SIV 1.15, 1.16).

While the College continues to take steps to improve committee processes, this issue has been fully resolved.

IV.A.5. The District will evaluate the effectiveness of the President's Advisory Council and will use identified weakness as the basis for further improvement in the decision-making process. The District will communicate the results to the campus community. Shared governance, which is outlined in Board policy BP3700, will also be evaluated.

The President's Advisory Council was renamed College Council in Fall 2011 to better reflect its wide institutional scope, holding its first meeting as College Council on Oct. 17, 2011. College Council serves as a forum for shared governance issues, practices, and assessment of shared governance committees' effectiveness and opportunities for improvement. College Council serves in an advisory capacity to the superintendent/president, as well as a "sounding board" and resource on key shared governance issues, policies and practices (SIV 1.18, 1.19).

The development of an assessment process during 2012-2013 set the stage for appreciative inquiry, dialogue and planning to meet articulated, shared institutional goals and objectives. This represents a significant shift to a culture of data and evidence, inquiry and dialogue that shape a common vision and roadmap to a sustainable future.

In response to the 2011 site visit report, the College contracted the services of Matthew Lee, an expert in accreditation and institutional planning and governance processes, who visited the College and produced a report that included practical recommendations for improving shared governance processes. The College used his recommendations in making improvements to the governance handbook, including committee descriptions, memberships, and charge descriptions. He also trained governance committee chairs in effective committee processes. One result of this outside evaluation of governance committees was recasting the President's Advisory Council as College Council (SIV 1.20).

College Council championed the development and administration of a comprehensive self-assessment of all shared governance committees regarding their respective effectiveness. The Office of Grants and Institutional Research (OGIR) surveyed voting and non-voting members of all shared governance committees (10 committees from 2011-2012, 11 committees from 2012-2013). Each shared governance committee received and reviewed its compiled survey results as well as overall results for comparative purposes. The survey was re-administered for 2012-2013, with compiled survey results provided and reviewed by College Council and respective committees. Year-to-year data and analysis allowed for individual committees and for overall shared governance committees for comparative purposes. The committees used their results to inform their goals and objectives (SIV 1.21).

College Council is presently using the results of this multi-year assessment to establish a general framework to guide shared governance committee planning and activities (focus on communication, orientation and training for shared governance committee members). College

Council is also using the results to improve its own effectiveness (e.g., clarifying its role in relation to others committees such as EMPC) (SIV 1.18, Rec 4.25).

College Council disseminated the results of its own and other shared governance assessments in the October 2013 *Campus Digest*.

This issue has been fully resolved.

IV.B. Board and Administrative Organization

IV.B.1.f. *Revise the Board Orientation.*

The 2010 Self Study established a goal of more formalized orientations for new Board members, just prior to the election of two new trustees in November 2010. Since the November 2012 election, four new trustees have joined the Board. In response to the visiting team's Recommendation 5 in 2011 concerning the Board's understanding of its role, which included the need for further Board development, the Board revised its policy on Board Education (*BP 2740*) to confirm its intent to hold two annual retreats and to include education items in its regular meetings. The new trustees elected in November 2010 participated in both the April 9, 2011 (Board Duties and Responsibilities) and November 14, 2011 (Board Responsibilities and Governance) workshops. The Board then held a workshop in February 2012 addressing governance responsibilities along with an update on the development of integrated planning.

Leading up to the November 2012 election, the new superintendent/president provided orientations to candidates for the Board. He also provided the Board with a development plan for the year, encouraging trustees to attend relevant conferences. After the election, and the appointment of a new trustee to fill a vacancy, four new trustees required orientation. The superintendent/president worked with the Board to hold a local orientation workshop in January 2013, and to register five of the seven elected trustees for the Community College League of California workshop on effective trusteeship (SIV 1.22, 1.23).

The January 2013 orientation had a completely new structure. Since then, the Board has also held a retreat in July 2013, a special workshop on governance with college constituents in August 2013, and two workshops on goal development (Nov. 16, 2013, and Jan. 9, 2014). As of this writing, several trustees are scheduled to attend the Community College League's Effective Trustee Workshop in January 2014. Following the 2010 Self Study and the formulation of this planning agenda, the Board has held several orientations and workshops, and the format for Board orientation was completely revised for the orientation of new trustees (and the Board as a whole) in January 2013.

This issue has been fully resolved.

IV.B.1.h. *The District will develop Administrative Regulation to accompany Board policy BP 2715.*

This planning agenda was identified after the 2010 Self Study and found that the Board had a code of ethics, but no stated process for dealing with unethical board behavior.

In response to this planning agenda, and as part of the Board's education process in 2011-2012—which included workshops in April and November 2011 when this policy was reviewed—the Board revised *Board Policy 2715 Code of Ethics/Standards of Practice* to include a censure process. The revised *BP 2715* was approved on December 6, 2011. The censure process in the new policy displaces the need for a separate set of Administrative Regulations (SIV 1.24).

This issue has been fully resolved.

Standard IV Evidence

SIV 1.01	Strategic Planning Forums PowerPoint, November 6-7, 2013
SIV 1.02	Student Services Master Planning Committee meeting minutes, November 12, 2013
SIV 1.03	Student Personnel Executive Committee meeting notes, September 12, 2013
SIV 1.04	Merced College CurricUNET, webpage
SIV 1.05	Committee Convener Training Memo with Matthew Lee, March 23, 2012
SIV 1.06	Student Services Master Planning Committee meeting minutes, September 3, 2013
SIV 1.07	Facilities Master Planning Committee meeting minutes, October 4, 2013
SIV 1.08	Student Personnel Executive Committee meeting notes, October 10, 2013
SIV 1.09	Educational Master Planning Committee meeting minutes, October 10, 2013
SIV 1.10	<i>Campus Digest</i> , webpage
SIV 1.11	<i>Blue Devil Report</i> , webpage
SIV 1.12	<i>Blue Devil Report</i> issue, October 29, 2013
SIV 1.13	Accreditation, webpage, 2014 Midterm Report
SIV 1.14	Strategic Planning Task Force, webpage
SIV 1.15	Academic Senate <i>Committee Update Newsletter</i> , webpage
SIV 1.16	Academic Senate meeting agenda, October 10, 2013
SIV 1.17	Superintendent/President's email to Staff, November 1, 2013
SIV 1.18	College Council purpose, roles
SIV 1.19	College Council meeting minutes, October 17, 2011
SIV 1.20	Consultant Matthew Lee Report and Recommendations, September 21, 2011
SIV 1.21	College Council meeting minutes, August 27, 2013
SIV 1.22	Board of Trustees meeting agenda, January 15, 2013
SIV 1.23	Board of Trustees meeting minutes, January 15, 2013
SIV 1.24	<i>Board Policy 2715 Code of Ethics/Standards of Practice</i>

Substantive Change Reporting Updates

Since the 2010 Merced College Self Study, Merced College has submitted three substantive change proposals to the Accrediting Commission for Community and Junior Colleges (ACCJC).

The Substantive Change Proposals and their dates were:

- Addition of courses that constitute 50 percent or more of a program offered at a location off the main campus. Los Baños. August 2010.
- Addition of courses that constitute 50 percent or more of a program offered through distance learning. August 2010.
- Addition of new paramedic and mechatronics programs. April 2013.

Two have been approved:

- Addition of courses that constitute 50 percent or more of a program offered at a location off the main campus: Los Baños, and
- Addition of courses that constitute 50 percent or more of a program offered through distance learning.

One is pending:

- Addition of new paramedic and mechatronics programs, pending approval of the California Community College Chancellor's Office.

Merced College is developing a new digital arts program and is planning to prepare a substantive change report at the appropriate time in the process.

In addition, Merced College is planning a substantive change proposal to address distance education delivery in several programs, potentially including all of the following:

- CAD Operator Certificate
- AA and certificate in CAD Draftsman – Mechanical
- AA and certificate in Small Business Entrepreneurship
- AA and certificate in Administrative Medical Office Professional
- AS Management Information Systems
- AA Liberal Studies
- AA Psychology
- AA-T Psychology

Appendices

Merced College Standing Accreditation Committee Glossary of Common Acronyms

NAME	ACRONYM	PREVIOUS	ALSO KNOWN AS
Academic Senate	(N/A)		Faculty Senate
Accountability Reporting for the Community Colleges	ARCC		
Accreditation Liaison Officer	ALO		
Accrediting Commission for Community and Junior Colleges	ACCJC		
Administrative Procedure	AP		
Administrative Services Master Planning Committee	ASMP		
Administrative Services Program Review Oversight Committee	ASPROC	APRC	
Admissions and Records	A&R		
American College Testing Evaluation Survey Service	ACT ESS		
American College Testing Student Opinion Survey	ACT		
American National Standards Institute	ANSI		
American Recovery and Reinvestment Act	ARRA		
American Registry of Radiologic Technologists	ARRT		
American Welding Society	AWS		
Annual Program Review	APR		
Articulation System Stimulating Inter-institutional Student Transfer	ASSIST		
Assessment Review Committee	ARC		
Associated Students of Merced College	ASMC		
Audio Visual	AV		
Basic Skills Initiative	BSI		
Bizzini Interdisciplinary Academic Center	IAC		
Board of Trustees	Board and/or Trustees		

Board of Vocational Nurses and Psychiatric Technicians	BVNPT	
Board Policy	BP	
Budget Committee	(N/A)	CBRR
Business Resource Center	BRC	
California Articulation Number	CAN	
California School Employees Association	CSEA	
California Work Opportunity and Responsibility to Kids	CalWORKs	
Career Advancement Academy	CAA	
Career Technical Education	CTE	
Certified Nurse Assistant	CNA	
Classified Senate	(N/A)	
Cohort Assessment Trainers	CATs	
Community College League of California	CCLC	
Community College Survey of Student Engagement	CCSSE	
Comprehensive Program Review	CPR	
Cooperative Agencies Resources for Education	CARE	
Corporation for Education Network Initiatives in California	CENIC	
Course Management System	CMS	LMS
Course Outline of Record	COR	
Curriculum Committee	(N/A)	
Curriculum Committee Student Learning Outcome Reviewer	CCSLOR	
Customer Service Academy	CSA	
Datatel Strategic Academic Enterprise	SAE	
Disabled Student Programs & Services	DSPS	DSS
EBSCOHost	EBSCO	
Economic Modeling Systems Incorporated	EMSI	
Economic Workforce Development	EWD	
Educational Master Planning Committee	EMPC	
English as a Second Language	ESL	

Equal Employment Opportunity Committee	EEO	
Extended Opportunity Programs & Services	EOPS	
Facilities Master Planning Committee	FMPC	
Faculty Obligation Number	FON	
Faculty Program Review Data Facilitator	FPRDF	
First Year Experience	FYE	
Free Application for Federal Student Aid	FAFSA	
Full Time Equivalent	FTE	
General Education	GE	
Higher Education Opportunity Act	HEOA	
I'm Going to College	IGTC	
Information Technology Services	ITS	
Injury Illness Prevention Program	IIPP	
Institutional Effectiveness Metrics	IEMs	
Institutional Student Learning Outcome(s)	ISLO(s)	
Instructional Master Planning Committee	IMPC	
Instructional Master Planning Committee-Resource Allocation	IMPC-RA	
Instructional Program Review	IPR	IPRC
Instructional Program Review Student Learning Outcome Assessment Committee	IPRSLOAC	
Integrated Planning Task Force	IPTF	
Integrated Planning, Program Review and Shared Governance Handbook	IPPRSG	
International Student Services Program	ISSP	
Intersegmental General Education Transfer Curriculum	IGETC	
Learning and Study Strategies Inventor	LASSI	
Learning Management System	LMS	CMS
Learning Resources Center	LRC	Library
Leshler Student Services Center	LSSC	
Local Area Network	LAN	

Manpower Demonstration Research Corporation	MDRC		
Manufacturing Skills Standards Council	MSSC		
Matriculation Advisory Committee	MAC		
Merced College	(N/A)		College
Merced College Council	MCC	PAC	
Merced College Datatel Users Group	MCDUG		
Merced College Faculty Association	MCFA		
Merced College Foundation	MCF		
Merced College intranet	MC-net		
Merced College Intranet	MC4Me		
Merced College portal	MC4Me		
Merced College President	(N/A)		President
Merced Community College District	MCCD		District
Metropolitan Area Network	MAN		
Meyers-Briggs Type Indicator	MBTI		
Microsoft IT Academy	MITA		
Occupational Safety and Health Administration	OSHA		
Office of Administrative Services	OAS		
Office of Grants and Institutional Research	OGIR		
Office of Instruction	(N/A)		Instruction
Office of Student Personnel	(N/A)		Student Services
Office of Technology and Institutional Research	TIR		
Office of the President	(N/A)		President's Office
Online Computer Library Center	OCLC		
Program Review	PR		
Public Employment Relations Board	PERB		
Public Information Officer	PIO		
Research Assistance Team	RAT		
Resource Allocation Process	RAP		
Return to Title IV	R2T4		
Scheduling and Reporting System	SARS		
Scheduling and Reporting System	SARS-TRAK/GRID		Note-TRAK & GRID are software module names not acronyms

Service Area Outcome(s)	SAO(s)	
Staff and Management Hiring Priorities Task Force	SMHPTF	
Standing Accreditation Committee	SAC	
Strategic Planning Task Force	SPTF	
Strengthening Pre-Collegiate Education in Community Colleges	SPECC	
Student Health Services	SHS	
Student Learning Outcome Program Technician	SLOPT	
Student Learning Outcomes Assessment Cycle	SLOAC	
Student Personnel Administrative Managers	SPAM	
Student Personnel Executive Committee	SPEC	
Student Satisfaction Survey	SSS	
Student Services Master Planning Committee	SSMPC	
Student Services Program Review Oversight Committee	SSPROC	
Student Success and Support Program	SSSP	
Student Success Committee	SSC	
Student Support Partnership Integrating Resources and Education	SSPIRE	
Supplemental Instruction	SI	
Sustainable Continuous Quality Improvement	SCQI	
Tax Revenue Anticipation Note(s)	TRAN(s)	
Teaching and Learning Academy	TLA	
Technology and Institutional Research	TIR	
Technology and Institutional Research Master Planning Committee	TRMPC	TMPC
Technology and Institutional Research Program Review Committee	TIRPRC	
Technology and Institutional Research-Program Review Accountability Team	TIR-PRAT	
Technology Resources Center	TRC	

Temporary Assistance for Needy Families	TANF	
Trade Adjustment Assistance Community College and Career Training Grant Program	TAA/CCCT	TAACCCT
Transfer Admission Agreement(s)	TAG(s)	
Use of Human Resource Task Force	UHRTF	
Valley Insurance Program Joint Powers Authority	VIPJPA	
Vice President of Instruction-Cabinet	VPI-C	
Vocational and Technical Education Act	VTEA	VATEA
Western Association of Schools and Colleges	WASC	
Wide Area Network	WAN	