

# MERCED COLLEGE



SELF-EVALUATION 2016

# **Merced College**

## **Institutional Self Evaluation Report in Support of Reaffirmation of Accreditation**

### **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

**Date Submitted**  
**December 23, 2016**

## Certification of the Institutional Self Evaluation Report

Date: 12/23/2016


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

From: Merced College  
3600 M Street  
Merced, CA 95348

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

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

### Signatures:

  
(Chief Executive Officer) Dr. Susan Walsh

  
(Chairperson, Board of Trustees) Joe Gutierrez

  
(Accreditation Liaison Officer) Dr. Brian Ellison

  
(President, Academic Senate) Julie Clark

  
(President, Classified Senate) Andrea Hall-Cuccia

\_\_\_\_\_  
(Student Trustee, Associated Students of Merced College) Desiree Evans

**Merced College**  
**Accreditation Self Evaluation Report**

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## **Introduction**

Since 1962, Merced College has delivered high-quality programs for academic transfer, vocational training, community education, student services, as well as for cultural and educational activities. Merced College embraces its vision of “providing transformative and empowering educational experiences to meet student and community needs.” Merced College motto: “Students are our focus, and we are known by their success.”

The Merced Community College District encompasses 2,184 square miles and includes Merced County, the Chowchilla Union High School District in Madera County, and the Dos Palos Joint Union Elementary School District. The Governing Board is made up of seven elected members. Merced College is a California Public Community College and was formed by a vote of the people of the Le Grand and Merced Union High School Districts on February 27, 1962. The Merced Community College District became effective for all purposes July 1, 1963.

The main campus of Merced College is located at the intersection of Yosemite Avenue and M Streets in north Merced, address 3600 M Street. The campus covers 269 acres including 50 permanent buildings and ample ground for full athletic activities and instructional agricultural operations. The Los Banos Campus, an educational center of 120 acres completed in 2007, is located at 22240 Highway 152 in the City of Los Banos. In addition, the College has a Business Resource Center in downtown Merced. The College also offers classes at locations outside its two main locations for residents in Delhi, Dos Palos, Chowchilla, and Mariposa. More recently, the College began offering classes at Valley State Prison in Atwater.

Classes first were offered on September 10, 1963 in facilities situated at the Merced County Fairgrounds. The main campus became operational in the spring of 1967. The College has grown in enrollment and infrastructure over the last 54 years. Fifty permanent buildings occupy the main campus with three more at the Los Banos Campus. Enrollment for the 2015-2016 academic year exceeded 76,000 students (duplicated headcount).

Merced College is accredited through the Western Association of Schools and Colleges and is part of the California Community Colleges system. In addition the College maintains separate accreditation or approval through the following agencies:

Diagnostic Medical Sonography

Accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP)

Diagnostic Radiologic Technology

Accredited by Joint Review Committee on Education in Radiologic Technology (JRCERT) and the California Department of Public Health

Nurse Assistant Program

Approved by the California Department of Public Health

Registered Nursing  
Accredited by California Board of Registered Nursing

Vocational Nursing  
Accredited by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT)

The College offers a broad array of transfer and career technical education programs, as well as workforce and business development programs. It also offers a non-credit program which includes ESL classes, adult education classes, citizenship classes, and a Medical Assistant Program. In addition, the College offers community service classes which provide lifelong learning opportunities. Students can fulfill their lower division general education and major requirements for a university baccalaureate degree, obtain an associate of arts or associate of science degree, or complete a career and technical education certificate program. The transfer program includes coursework that articulates with the California State University and University of California systems as well as with private four-year colleges and universities.

The College is dedicated to serving its diverse student population as expressed in its vision and mission statements:

*Merced College will provide transformative and empowering educational experiences to meet student and community needs.*

*Merced College serves as a gateway to the future, providing accessible, affordable, and relevant education and workforce training for students in our richly diverse region. The college offers programs of study that lead to transfer, associate degrees, and certificates.*

*Merced College provides basic skills and non-credit courses, as well as community education for personal and professional enrichment.*

Subsequent to its 2010 reaffirmation of accreditation, the College began planning for a build out of facilities. With the passage of Proposition 51 in the November 16 election, three major projects await state funding:

- The Agriculture and Industrial Technology Complex, a 35,000 square foot, \$14 million, project combining two academic programs (Agriculture and Industrial Technology).
- The Vocational Complex Renovation/Expansion Project, with a new wing to be dedicated to the criminal justice program.
- The Theater Arts Renovation Project.

The following data tables and graphs provide a detailed depiction of the Merced College student. Student enrollment data, labor market data, demographic, and socio-economic data are presented and will provide context for the remaining sections of the report.



## Enrollment Trends and Description of Student Population

### Section Offerings and Enrollments by Location

Sections	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Merced	2,204	2,141	1,943	1,832	1,884	1,918	1,987
Los Banos	322	318	295	260	245	246	281
Other*	31	36	28	24	22	26	28
100% Online	117	75	65	71	82	102	85
Hybrid	*	51	54	50	47	65	54
Enrollments	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Merced	61,079	62,938	56,219	53,792	53,621	53,326	56,829
Los Banos	8,346	9,007	9,006	7,867	7,307	7,258	8,132
Other*	959	1,137	858	693	574	627	808
100% Online	3,964	2,857	2,547	2,504	2,770	3,376	2,078
Hybrid	*	1,688	1,751	1,648	1,548	1,869	1,701

Source: Institutional Effectiveness Metrics

\*Does not include Co-op or 0 enrollment courses

\*2009 data does not distinguish between hybrid and 100% online.

\*Other includes satellite campuses.

During the reporting period, the Merced College main campus offered the majority of sections on an annual average (1,987). Those were followed by Los Banos (average, 281 sections), online and hybrid offerings (average, 85 and 54 sections respectively) and other smaller satellite centers throughout the Merced, Mariposa, Stanislaus and Madera counties (average, 28). Credit offerings at all locations decreased over the reporting period. This was the result of the State's economic recession that reduced school funding and impacted the number of course offerings.. Online and hybrid section offerings and enrollments showed a decrease between 2009-2012, but a slight increase between 2010-2014 suggests that the Merced College online offerings are recovering from the economic downturn. Moreover, these online/hybrid offerings are recovering at a faster pace than traditional face-to face-courses.

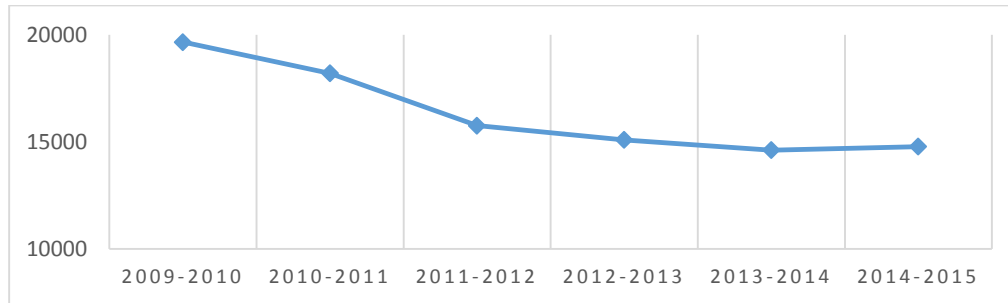
### Student Enrollment

Merced College focuses on offering courses, degrees and certificates that support local student needs for College transfer or career technical education (CTE). All programs undergo annual Program Reviews with CTE programs completing an additional 2-year review that reflects alignment with labor market needs.

Student enrollment is driven by the economic conditions of Merced County. At the beginning of this past evaluation cycle, California fell into recession which in turn resulted in reduced funding for all community colleges. This reduced funding resulted in a 26-percent drop in student headcount between 2009-2010 and 2013-2014. The 2014-2015 figures demonstrated a 1 percent increase in annual student headcount which suggests that enrollment at the College has not fully recovered from the State's economic recession.



### Annual Student Headcount



2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5-year Average
19651	18198	15756	15091	14611	14775	16347

### Student Headcount by Ethnicity, Gender, and Age

The data within this section are reported as percent difference over time when trend information is presented.

Over the 2009-2015 reporting period, the proportion of students self-reported as Hispanic increased from 45 to 57 percent. This is consistent with local demographic trends. The second largest demographic group, White Non-Hispanics, decreased by 14 percent over the observed time period and comprise on average 28 percent of the student population. A small proportion of students identifying as multi-ethnic increased from 0 to 1 percent. Students identifying with the remaining ethnic groups, African-American, Native American/Native Alaskan, Asian, Filipino and Pacific Islander, enrolled at the lowest rates which remained consistent over the 2009-2015 survey period. The proportions of students not identifying with an ethnicity, category Unknown, has decreased over time. These data indicate that Hispanic students are our fastest growing demographic at this time.

Females during the 2009-2015 reporting period represent more than half the credit-enrolled students at 56 percent. A very small proportion of enrolled students, 0.2 percent, were identified as neither male nor female.

Between the 2009-2015 school years, the majority of enrolled students ranged between <19 and 20-24 years old (average, 34 percent for both groups). The second largest population was 25-29 years old which comprised 12 percent of the credit-enrolled population. All student populations between <19 and 29 years old grew over the study period. The remaining populations enrolled at lower rates; the lowest, 3 percent for > 50 years old.

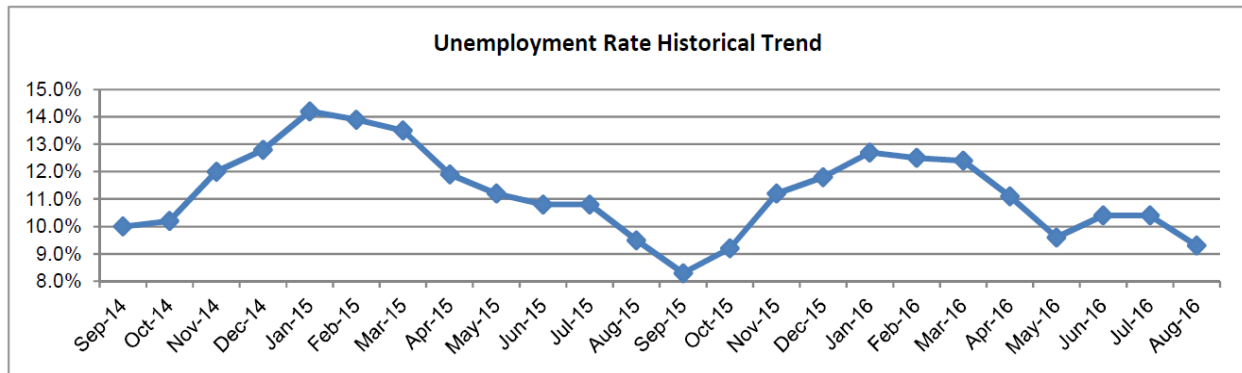
<b>Ethnicity</b>	<b>2009-10 (N: 15,145)</b>	<b>2010-11 (N: 15,299)</b>	<b>2011-12 (N: 13,998)</b>	<b>2012-13 (N: 13,634)</b>	<b>2013-14 (N: 13,762)</b>	<b>2014-15 (N: 13,459)</b>	<b>Average</b>
<b>African-American</b>	5%	5%	5%	5%	4%	4%	5%
<b>American Indian/Alaskan Native</b>	1%	1%	1%	1%	1%	1%	1%
<b>Asian</b>	11%	11%	10%	10%	10%	10%	10%
<b>Filipino</b>	1%	1%	1%	1%	1%	1%	1%
<b>Hispanic</b>	45%	48%	50%	53%	55%	57%	51%
<b>Multi-Ethnic</b>	0%	0%	1%	2%	2%	2%	1%
<b>Pacific Islander</b>	1%	1%	1%	0%	0%	0%	1%
<b>Unknown</b>	4%	2%	4%	2%	1%	1%	2%
<b>White, Non-Hispanic</b>	32%	30%	27%	26%	26%	25%	28%

<b>Gender</b>	<b>2009-10 (N: 15,145)</b>	<b>2010-11 (N: 15,299)</b>	<b>2011-12 (N: 13,998)</b>	<b>2012-13 (N: 13,634)</b>	<b>2013-14 (N: 13,762)</b>	<b>2014-15 (N: 13,459)</b>	<b>Average</b>
<b>Female</b>	57%	57%	56%	56%	56%	56%	56%
<b>Male</b>	43%	43%	43%	44%	44%	44%	44%
<b>Unknown</b>	0.28%	0.22%	0.28%	0.15%	0.09%	0.19%	0.20%

<b>Age Group</b>	<b>2009-10 (N: 15,145)</b>	<b>2010-11 (N: 15,299)</b>	<b>2011-12 (N: 13,998)</b>	<b>2012-13 (N: 13,634)</b>	<b>2013-14 (N: 13,762)</b>	<b>2014-15 (N: 13,459)</b>	<b>Average</b>
<b>≤19</b>	35%	34%	34%	34%	33%	33%	34%
<b>20-24</b>	30%	32%	34%	36%	36%	37%	34%
<b>25-29</b>	12%	12%	12%	12%	12%	12%	12%
<b>30-34</b>	7%	7%	7%	7%	7%	6%	7%
<b>35-39</b>	5%	5%	4%	4%	4%	4%	4%
<b>40-49</b>	7%	7%	6%	5%	5%	5%	6%
<b>≤50</b>	4%	4%	3%	3%	3%	3%	3%
<b>Unknown</b>	0%	0%	0%	0%	0%	0%	0%
<b>Av. Age</b>	25.33	25.33	24.88	24.45	24.45	24.32	
<b>Median</b>	21	21	21	21	21	21	

## Merced County Unemployment Data

As can be seen, the unemployment rate for Merced County was 9.3 percent in August 2016 which represents a decline from 10.4 percent in July 2016 and is below 2015 projection of 9.5 percent. The unadjusted unemployment rate for California during the same time period was 5.6 percent and 5.0 percent for the nation. These data suggest Merced County continues to experience higher rates of unemployment than the state and the nation.



California Employment Development Department, 2016

## Top 100 Occupations in the Central Valley/Mother Lode Region

The Central Valley/Mother Lode Region was formed as part of the Doing What Matters initiative originating from the California State Chancellor's Office. This region comprises Merced, Fresno, Kern, Madera, San Joaquin, Stanislaus, Tulare, Alpine, Amador, Calaveras, Inyo, Mariposa, Mono, and Tuolumne Counties. While the data below does extend beyond the service area of Merced College, these data provide an accurate and comprehensive labor market profile for the region within which the College's service area is defined.

Occupation	2015 Jobs	5-Year Job Change	5-Year % Change	Annual Openings	Entry Level Wages	Experienced Wages	Typical Entry Level Education
Registered Nurses	25,124	3,709	15%	1,401	\$30.09	\$41.58	Bachelor's degree
Heavy and Tractor-Trailer Truck Drivers	30,280	3,343	11%	1,240	\$13.39	\$19.06	Postsecondary nondegree award
Home Health Aides	5,235	2,656	51%	692	\$8.92	\$10.72	No formal educational credential
Nursing Assistants	12,448	1,890	15%	688	\$9.64	\$12.21	Postsecondary nondegree award
Customer Service Representatives	13,237	1,774	13%	710	\$10.80	\$15.72	High school diploma or equivalent
Secretaries and Administrative Assistants,	20,729	1,281	6%	494	\$10.47	\$16.26	High school diploma or equivalent

Except Legal, Medical, and Executive							
Teacher Assistants	17,286	1,263	7%	704	\$10.08	\$13.65	Some college, no degree
First-Line Supervisors of Retail Sales Workers	15,132	1,213	8%	664	\$11.55	\$16.46	High school diploma or equivalent
First-Line Supervisors of Food Preparation and Serving Workers	8,198	1,198	15%	509	\$9.67	\$13.15	High school diploma or equivalent
Medical Assistants	9,021	1,136	13%	434	\$10.16	\$14.20	Postsecondary nondegree award
First-Line Supervisors of Office and Administrative Support Workers	13,341	1,111	8%	438	\$15.21	\$23.35	High school diploma or equivalent
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	10,117	1,066	11%	453	\$13.19	\$25.82	High school diploma or equivalent
Maintenance and Repair Workers, General	14,139	1,040	7%	603	\$10.49	\$17.94	High school diploma or equivalent
Social and Human Service Assistants	5,685	989	17%	323	\$9.69	\$15.02	High school diploma or equivalent
Licensed Practical and Licensed Vocational Nurses	6,093	914	15%	376	\$18.21	\$23.65	Postsecondary nondegree award
Correctional Officers and Jailers	12,741	757	6%	518	\$26.83	\$40.24	High school diploma or equivalent
Medical Secretaries	6,691	746	11%	226	\$11.33	\$15.91	High school diploma or equivalent
Hairdressers, Hairstylists, and Cosmetologists	6,341	639	10%	307	\$8.57	\$9.40	Postsecondary nondegree award
Industrial Machinery Mechanics	4,420	632	14%	262	\$14.86	\$24.14	High school diploma or equivalent
Billing and Posting Clerks	5,313	562	11%	232	\$11.60	\$15.95	High school diploma or equivalent

Occupation	2015 Jobs	5-Year Job Change	5-Year % Change	Annual Openings	Entry-level Wages	Experience d Wages	Typical Entry Level Education
Sales Representatives, Services, All Other	6,201	552	9%	253	\$12.02	\$20.34	High school diploma or equivalent
Police and Sheriff's Patrol Officers	6,687	523	8%	337	\$23.10	\$34.63	High school diploma or equivalent
Automotive Service Technicians and Mechanics	8,196	462	6%	338	\$10.27	\$16.08	Postsecondary nondegree award
Bus Drivers, School or Special Client	4,567	462	10%	169	\$11.79	\$16.57	High school diploma or equivalent
Business Operations Specialists, All Other	7,719	434	6%	183	\$17.29	\$30.90	Bachelor's degree
Recreation Workers	3,381	429	13%	154	\$8.97	\$11.21	High school diploma or equivalent
Pharmacy Technicians	3,805	409	11%	124	\$12.01	\$17.37	High school diploma or equivalent
Computer User Support Specialists	3,464	365	11%	121	\$14.09	\$22.93	Some college, no degree
Bus and Truck Mechanics and Diesel Engine Specialists	3,163	349	11%	130	\$13.59	\$20.80	High school diploma or equivalent
Telecommunications Equipment Installers and Repairers, Except Line Installers	2,047	348	17%	92	\$16.18	\$26.84	Postsecondary nondegree award
Emergency Medical Technicians and Paramedics	1,908	345	18%	107	\$10.26	\$16.16	Postsecondary nondegree award
Electricians	5,413	341	6%	186	\$16.73	\$26.16	High school diploma or equivalent
Fitness Trainers and Aerobics Instructors	2,157	336	16%	113	\$11.67	\$19.41	High school diploma or equivalent
First-Line Supervisors of Mechanics,	4,214	318	8%	154	\$18.99	\$31.87	High school diploma or equivalent

Installers, and Repairers							
Food Service Managers	3,893	312	8%	150	\$12.09	\$16.89	High school diploma or equivalent
Inspectors, Testers, Sorters, Samplers, and Weighers	4,948	301	6%	200	\$10.14	\$15.81	High school diploma or equivalent
Health Technologists and Technicians, All Other	1,617	279	17%	74	\$14.63	\$21.11	High school diploma or equivalent
Parts Salespersons	3,368	271	8%	135	\$9.08	\$12.67	No formal educational credential
First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	2,194	258	12%	129	\$15.32	\$25.77	High school diploma or equivalent
Dental Assistants	4,141	248	6%	158	\$10.76	\$15.14	Postsecondary nondegree award
Dispatchers, Except Police, Fire, and Ambulance	2,410	233	10%	112	\$11.95	\$18.45	High school diploma or equivalent
Operating Engineers and Other Construction Equipment Operators	3,767	233	6%	141	\$16.18	\$24.67	High school diploma or equivalent
Firefighters	3,320	230	7%	147	\$15.88	\$24.59	Postsecondary nondegree award
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	2,661	225	8%	97	\$13.62	\$20.45	Postsecondary nondegree award
Medical Records and Health Information Technicians	1,796	222	12%	88	\$11.65	\$17.50	Postsecondary nondegree award
Preschool Teachers, Except Special Education	4,690	217	5%	197	\$9.14	\$12.99	Associate's degree
Plumbers, Pipefitters, and Steamfitters	3,611	216	6%	108	\$14.74	\$23.36	High school diploma or equivalent

Administrative Services Managers	2,428	211	9%	90	\$21.50	\$37.66	Bachelor's degree
Massage Therapists	1,279	200	16%	51	\$9.62	\$13.10	Postsecondary nondegree award
Insurance Sales Agents	4,112	191	5%	166	\$14.20	\$21.69	High school diploma or equivalent
Medical and Clinical Laboratory Technicians	1,163	184	16%	68	\$13.81	\$19.22	Associate's degree
Production, Planning, and Expediting Clerks	2,392	182	8%	107	\$12.83	\$22.44	High school diploma or equivalent
Radiologic Technologists	1,485	181	12%	67	\$21.09	\$35.26	Associate's degree
Manicurists and Pedicurists	1,684	178	11%	51	\$8.05	\$9.06	Postsecondary nondegree award
Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	1,719	174	10%	95	\$12.41	\$18.06	High school diploma or equivalent
Opticians, Dispensing	705	170	24%	56	\$12.20	\$16.61	High school diploma or equivalent
Phlebotomists	1,306	168	13%	63	\$12.78	\$17.02	Postsecondary nondegree award
Network and Computer Systems Administrators	1,951	164	8%	61	\$22.23	\$34.32	Bachelor's degree
Training and Development Specialists	1,271	159	13%	65	\$15.58	\$24.90	Bachelor's degree
Surgical Technologists	909	148	16%	40	\$19.75	\$27.97	Postsecondary nondegree award
Medical and Clinical Laboratory Technologists	888	140	16%	52	\$22.77	\$35.95	Bachelor's degree
Transportation, Storage, and Distribution Managers	1,486	134	9%	63	\$24.47	\$38.05	High school diploma or equivalent
Veterinary Technologists and Technicians	772	132	17%	35	\$10.87	\$15.43	Associate's degree



Machinists	2,349	132	6%	109	\$11.81	\$18.53	High school diploma or equivalent
Bus Drivers, Transit and Intercity	1,617	132	8%	54	\$12.05	\$16.49	High school diploma or equivalent
Chefs and Head Cooks	1,037	130	13%	43	\$12.08	\$17.41	High school diploma or equivalent
Interpreters and Translators	1,087	129	12%	45	\$13.74	\$18.19	Bachelor's degree
Water and Wastewater Treatment Plant and System Operators	1,627	128	8%	70	\$15.72	\$24.15	High school diploma or equivalent
Respiratory Therapists	1,314	126	10%	61	\$23.54	\$36.40	Associate's degree
Community Health Workers	801	125	16%	42	\$12.91	\$18.23	High school diploma or equivalent
Maintenance Workers, Machinery	1,221	124	10%	48	\$11.53	\$17.81	High school diploma or equivalent
Dental Hygienists	1,778	122	7%	56	\$26.42	\$39.45	Associate's degree
Eligibility Interviewers, Government Programs	2,965	121	4%	58	\$15.36	\$21.60	High school diploma or equivalent
Paralegals and Legal Assistants	2,177	120	6%	75	\$17.03	\$22.55	Associate's degree
Healthcare Support Workers, All Other	1,221	118	10%	51	\$12.75	\$17.58	High school diploma or equivalent
Welders, Cutters, Solderers, and Brazers	4,428	117	3%	196	\$12.49	\$20.55	High school diploma or equivalent
Sales and Related Workers, All Other	1,155	113	10%	40	\$11.61	\$15.92	High school diploma or equivalent
Telecommunications Line Installers and Repairers	1,278	104	8%	49	\$16.84	\$28.97	High school diploma or equivalent
Court, Municipal, and License Clerks	1,356	103	8%	29	\$14.82	\$19.57	High school diploma or equivalent
Diagnostic Medical Sonographers	564	101	18%	32	\$26.45	\$38.60	Associate's degree

Insurance Claims and Policy Processing Clerks	3,122	99	3%	108	\$12.98	\$18.39	High school diploma or equivalent
Computer Network Support Specialists	866	97	11%	32	\$18.18	\$28.35	Associate's degree
Executive Secretaries and Executive Administrative Assistants	5,374	97	2%	83	\$15.60	\$23.19	High school diploma or equivalent
Physical Therapist Assistants	281	96	34%	29	\$23.26	\$34.26	Associate's degree
First-Line Supervisors of Correctional Officers	1,749	96	5%	73	\$36.60	\$50.85	High school diploma or
Wholesale and Retail Buyers, Except Farm Products	1,186	94	8%	60	\$16.10	\$22.62	Bachelor's degree
Pesticide Handlers, Sprayers, and Applicators, Vegetation	1,179	93	8%	41	\$10.25	\$14.71	High school diploma or equivalent
Web Developers	597	92	15%	28	\$13.24	\$20.16	Associate's degree
Library Technicians	1,374	92	7%	87	\$11.96	\$16.69	Postsecondary nondegree award
Installation, Maintenance, and Repair Workers, All Other	1,916	87	5%	50	\$11.09	\$16.08	High school diploma or equivalent
Farm Equipment Mechanics and Service Technicians	1,497	85	6%	58	\$11.23	\$18.41	High school diploma or equivalent
Purchasing Agents, Except Wholesale, Retail, and Farm Products	1,866	84	5%	72	\$18.06	\$29.32	Bachelor's degree
Ophthalmic Medical Technicians	518	79	15%	22	\$11.91	\$17.99	Postsecondary nondegree award
Medical Equipment Preparers	656	79	12%	31	\$12.98	\$17.78	High school diploma or equivalent
Human Resources	1,486	79	5%	33	\$12.86	\$19.77	Associate's degree

Assistants, Except Payroll and Timekeeping							
Automotive Body and Related Repairers	1,785	79	4%	63	\$11.00	\$16.92	High school diploma or equivalent
Skincare Specialists	537	76	14%	20	\$9.67	\$13.21	Postsecondary nondegree award
Mobile Heavy Equipment Mechanics, Except Engines	1,963	76	4%	72	\$16.96	\$23.69	High school diploma or equivalent
Cardiovascular Technologists and Technicians	408	72	18%	23	\$15.67	\$26.91	Associate's degree
Audio and Video Equipment Technicians	668	70	10%	28	\$11.30	\$18.03	Postsecondary nondegree award

Sources: Center of Excellence Central Valley/Mother Lode Region and Economic Modeling Specialists International (EMSI) 09/20/15.

### Disability Status

Over the 2009-2015 reporting period the number of credit-enrolled students registering as disabled decreased by 25 percent.

Disability Status	2009-10 (N: 15,145)	2010-11 (N: 15,299)	2011-12 (N: 13,998)	2012-13 (N: 13,634)	2013-14 (N: 13,762)	2014-15 (N: 13,459)	Average
Disability Reported	12%	11%	11%	10%	9%	9%	10%
No Disability Reported	88%	89%	89%	90%	91%	91%	90%

### Economic Status

The proportion of students defined as economically disadvantaged increased by 35 percent between 2009 and 2015. On average, 59 percent of students attending credit classes identify as economically disadvantaged.

Economic Status	2009-10 (N: 15,145)	2010-11 (N: 15,299)	2011-12 (N: 13,998)	2012-13 (N: 13,634)	2013-14 (N: 13,762)	2014-15 (N: 13,459)	Average
Economically Disadvantaged	43%	53%	63%	65%	66%	66%	59%
Not Disadvantaged	57%	47%	37%	35%	34%	34%	42%

Source: DataMart/CCCCO

Source: IR/Ellucian

### **Educational Goals of Credit Students**

The vast majority of new Merced College students, 41 percent, identify transfer as their education goal when enrolling. These data are supported by the number of students who were enrolled at Merced College and transferred to a four-year University (see below) which demonstrates an increase in student transfer to four-year colleges and universities from 654 students in 2010-2011 to 780 students in 2014-2015.

<b>Educational Goals of Credit Students</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Average</b>
<b>Transfer</b>	28%	22%	41%	49%	46%	52%	40%
<b>Degree, Certificate without transfer</b>	10%	7%	15%	17%	15%	15%	13%
<b>Career Development</b>	9%	3%	6%	6%	6%	6%	6%
<b>Other</b>	9%	3%	9%	12%	12%	14%	10%
<b>None</b>	45%	65%	29%	15%	20%	12%	31%

Source: OGIR/Ellucian

\*Note: Educational Goal data not reliably collected prior to fall 2011

## Student Achievement Data and Institution-set Standards

The data within this section are reported as percent difference over time when trend information is presented.

Merced College institution-set standards metrics and student achievement data are being integrated with the operating goals of the College's Strategic Plan 2014-2016 and therefore align with the College's mission. The institution-set standards were defined by using the five-year averages for each parameter. The "trigger" number is the five-year average minus one standard deviation of the average. If a program average falls below the "trigger", area faculty will begin an investigation and remediation process to determine how to improve student success. The integration of student achievement data with institution-set standards within the Strategic Plan ensures that achievement data is reviewed, discussed and integrated into resource allocation and College planning. The student achievement data and institution-set standards presented below align with the following Strategic Plan goals:

Goal 1.1: *Assure student access and success.*

*Objective 1.1: Provide students with support systems, programs, and development opportunities that maximize success.*

*Objective 1.2: Develop and improve student success strategies that are data-driven and research-based.*

*Objective 1.3: Increase equitable access and success for a diverse population of learners with varied interests and goals.*

*Objective 1.4: Increase student success by building partnerships with organizations that educate and support students.*

Goal 5: *Promote a Sustainable, Supportive, and Safe Learning Environment.*

*Objective 5.2: Develop a campus environment that fosters a productive and motivated team and links service areas with instruction.*

Goal 6: *Foster a culture of institutional effectiveness and excellence.*

*Objective 6.2: Promote a culture of data-driven decision making.*

Institutional-set standards have not been determined for course retention and success rates. Over the past five years, Merced College has seen little variation in the course retention and success rates. Overall, 85 percent of students enrolled in the past five years successfully completed courses with a valid grade. Of those students, 67 percent on average received a grade of C or higher. In the future, Merced College will continue to track course retention and success with regard to the institution-set standards to ensure course and ultimately program quality.

Data Element	Def. of Measure	SMP Goal	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5-year Average
Course Retention Rate	% of students who did not withdraw from class and received a valid grade	Obj 1.1, 1.2, 6.2	83%	85%	85%	85%	85%	<b>85%</b>
Course Success Rate	% of Fall term credit course enrollments where student earned a grade of C or better	Obj 1.1, 1.2, 6.2	65%	68%	68%	68%	68%	<b>67%</b>

Source: <http://datamart.cccco.edu/datamart.aspx>

Institutional-set standards have not been determined for student persistence and completion rates. The overall persistence rate of students attending Merced College increased from a low of 67 percent in 2006-2008 to 73 percent in 2009-2010. The persistence rates of college-prepared students followed a similar trend. They demonstrated a greater degree of persistence—an 8 percent increase compared to a 5 percent increase by their unprepared counterparts. These data suggest college-level students entering Merced College will be more likely to finish compared to students who entered in remedial courses. The lower persistence rate of unprepared students may be attributed to the fact that they have to take remedial courses before entering the college-level courses required for their majors thus increasing their time at Merced College. The overall rate of students completing 30 units during their time at Merced College decreased from 39 percent in 2009-2010 to 37 percent in 2014-2015. This decrease was also evident in college-unprepared students, ranging from 31 to 33 percent over the same period with a five year average persistence of 32 percent. In contrast, college-prepared students' 30-unit completion rate fluctuated around 70 percent over the same time period with a five-year average of 68 percent. The dramatic difference between the college prepared and unprepared populations suggests that the length of time that students spend at Merced College influences their unit completion rate.

California Community College Student Success Scorecard Indicators by Cohort, LACC			Cohort year 2005/2006	Cohort year 2006-2007	Cohort year 2007-2008	Cohort year 2008-2009	Cohort year 2009-2010
Data Element	Def. of Measure	SMP Goal	Report year 2012	Report year 2013	Report year 2014	Report year 2015	Report year 2016
Overall Long-term Persistence Rate (Enrolled in 3 consecutive terms)	% of degree, certificate, &/or transfer seeking students tracked for 6-years	Obj 1.1, 1.2, 1.3, 6.2	69%	67%	67%	68%	73%

College Prepared Long-term Persistence Rate (Enrolled in 3 consecutive terms)	Persistence rate as above for students whose lowest course attempted in math and/or English was college level.	Obj 1.1, 1.2, 1.3, 6.2	73%	75%	72%	74%	79%
Unprepared Long-term Persistence Rate (Enrolled in 3 consecutive terms)	Persistence rate as above for students whose lowest course attempted in math and/or English was remedial.	Obj 1.1, 1.2, 1.3, 6.2	69%	65%	66%	67%	73%
Overall Rate of Students Completing 30 Units	% of degree, certificate and/or transfer seeking students tracked for 6 years who achieved at least 30 units.	Obj 1.1, 1.2, 1.3, 6.2	39%	40%	37%	37%	36%
College Prepared rate of students completing 30 credits	30 unit achievement rate definition above for students whose lowest course attempted in math and/or English was college level.	Obj 1.1, 1.2, 1.3, 6.2	70%	71%	67%	70%	68%
Unprepared rate of students completing 30 credits	30 unit achievement rate definition above for students whose lowest course attempted in math and/or English was remedial.	Obj 1.1, 1.2, 1.3, 6.2	33%	33%	31%	31%	32%

Source: <http://scorecard.cccco.edu/scorecard.aspx>

Merced College has evaluated student degree completion rates and defined institutional-set standards along with “trigger” values. Overall, Merced College students demonstrated a 38 percent degree completion rate between the 2010-2015 school years. The five-year average degree/certificate completion rate for college-prepared students was two times higher than their unprepared counterparts (68 percent compared to 32 percent). Over the 2011-2015 time frame, more than half of the career technical education students who attempted greater than eight units in CTE courses completed a degree, a certificate, or they transferred. The number of degrees awarded increased by 25 percent from 2010-2015 while the number of certificates decreased from the first three years surveyed followed by an increased number of certificates in the last two years. The number of students transferring followed the same trend as the number of certificates granted over the same period.



Data Element	Def. of Measure	ISS	SMP Goal	Trigger	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5-year Av.
Overall degree completion Rate	% degree, certificate, and/or transfer seeking students tracked for six years who completed a degree, certificate, or transfer related outcome.	38%	Obj 1.1, 1.2, 1.3, 6.2	36%	39%	40%	37%	37%	36%	<b>38%</b>
College-prepared degree completion rate	Completion rate definition above whose lowest course attempted in Math and/or English was college level.	69%	Obj 1.1, 1.2, 1.3, 6.2	66%	70%	70.7%	67%	70%	68%	<b>69%</b>
Unprepared for college completion rate	Completion rate definition above whose lowest course attempted in Math and/or English was remedial level.	32%	Obj 1.1, 1.2, 1.3, 6.2	31%	33%	32.9%	31%	31%	32%	<b>32%</b>
CTE completion rate	% of students tracked for six years who started first time and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate, or transferred.	51%	Obj 1.1, 1.2, 1.3, 1.4, 6.2	49%	52%	51.2%	52%	51%	55%	<b>52%</b>
Number of degrees awarded	Number of associate degrees completed.	820	Obj 1.1, 1.2, 1.3, 6.2	800	615	707	803	820	818	<b>820</b>
Number of certificates awarded	Number of Chancellors Office approved certificates awarded (12+credits)	197	Obj 1.1, 1.2, 1.3, 6.2	200	179	121	148	197	244	<b>197</b>
Number of students who transferred	Number of students who were enrolled at Merced College and	Not Set	Obj 1.1, 1.2,	Not Set	777	767	617	826	780	<b>753</b>

to a 4-year university	then transferred to a 4-year University.		1.3, 6.2							
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Source: <http://scorecard.cccco.edu/scorecard.aspx>; <http://datamart.cccco.edu/datamart.aspx>; OGIR

The licensure passage rates of Merced College allied health programs consistently exceed each institutional-set standard. Examined individually, the registered nursing program demonstrates passage rates in the 80 percent range and in the 2012-2013 school year exceeded 90 percent. Vocational nursing passage rates increased from 79 percent to 92 percent over a five-year period. This improvement in student success could be linked to the implementation of the ATI exam within the last five years. The ATI is a practice test for LVN and RN licensure which allows students to review and undergo a mock exam in preparation for their NCLEX or NCLEX/PN examinations. Both the Radiologic Technology and Sonography programs have had extremely high passage rates over the five-year period with Radiologic Technology demonstrating passage rates in the 90-100 percent range and the Sonography program passage rate at 100 percent for both years since its inception.

The recent implementation of institution-set standards for student success measures has influenced the development of “trigger” numbers for licensure passage rates in Allied Health programs. The trigger numbers have been set equivalent to the institution-set standards to ensure that Allied Health students performing below the 75 percent mark receive remediation.

Data Element	Def. of Measure	ISS	SMP Goal	Trigger	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	5-year Av.
Licensure Passage Rate—Registered Nursing	Passage rate on the NCLEX Nursing licensure exam.	75%	Obj 1.1,	75%	86%	84%	92%	86%	87%	<b>87%</b>
Licensure Passage Rate-- Voc. Nursing	Passage rate on the NCLEX/PN Nursing licensure exam.	75%	Obj 1.1	75%	79%	No Testers	85%	92%	N/A	<b>85%</b>
Licensure Passage Rate—Rad Tech.	Passage rate on the ARRT Credentialing licensure exam.	75%	Obj 1.1	75%	93%	100%	100%	92%	92%	<b>95%</b>
Licensure Passage Rate-- Sonography	Passage rate on the JRC-DMS Standards	75%	Obj 1.1	75%	N/A	N/A	N/A	100%	100%	<b>100%</b>

Source: <http://www.mccd.edu/academics/alliedhealth/pass-rates.html>

The Student Success Act of 2012 (SB 1456) requires all new and returning students to complete an orientation, an assessment, as well as develop an abbreviated education plan. SB 1456 also requires students in their third consecutive term complete a comprehensive educational plan.

In 2014, Merced College began the implementation of the Student Success and Support Program (SSSP) plan, which aligns with SB 1456 to enhance core services to students. The SSSP provides core student services which assist students in achieving their educational and career goals. The institutional set standard for comprehensive education plans is 71 percent for students.

The percentage of students receiving initial orientation, student educational plans, and comprehensive student educational plans increased from 2014-2015 (2014) to 2015-2016 (2016). Initial orientation and student educational plans for new and returning students in 2016 were above 90 percent, compared to 71.91 percent in 2014 for initial orientation and 66.61 percent for student educational plans. The figures for comprehensive student educational plans were lower, but still showed a large increase: 34.69 percent of all students in 2014 to 63.34 percent of all students in 2016. The SSSP plan requires students with 15 or more completed units to have a comprehensive education plan. However, in 2016, 57.33 percent of new and returning students completed comprehensive student educational plans.

Assessment figures showed a smaller increase, but the 2014 figure was about 90 percent of new and returning students, demonstrating that Merced College had an effective assessment program in place prior to SB 1456. The percentage of total students completing assessments increased from 2014 to 2016 from 69.90 percent to 77.97 percent.

Data Element	2014	2015	2016	Def. of Measure	SMP Goal
Initial Assessment					
New/Returning	90.11%	90.94%	87.26%	% of eligible students completing an assessment	Obj 1.1, 1.2, 1.3, 5.2
Continuing/Transfer	65.85%	74.37%	76.27%		
Total	69.90%	77.02%	77.97%		
Initial Orientation					
New/Returning	71.91%	92.92%	90.21%	% of eligible students completing an orientation	Obj 1.1, 1.2, 1.3, 5.2
Continuing/Transfer	64.73%	77.20%	82.76%		
Total	65.93%	79.71%	83.92%		
Student Educational Plan					
New/Returning	66.61%	93.58%	91.13%	% of eligible students completing an ed. plan	Obj 1.1, 1.2, 1.3, 5.2
Continuing/Transfer	69.97%	87.31%	90.63%		

<b>Total</b>	<b>69.41%</b>	<b>88.32%</b>	<b>90.71%</b>		
<b>Comprehensive Student Educational Plan</b>					
New/Returning	38.52%	51.65%	57.33%	% of eligible students completing a comprehensive ed. plan	Obj 1.1, 1.2, 1.3, 5.2
Continuing/Transfer	33.92%	48.44%	64.44%		
<b>Total</b>	<b>34.69%</b>	<b>48.96%</b>	<b>63.34%</b>		

Source: OGIR/Ellucian

Institutional-set standards have not been determined for job placement rates at Merced College. The five-year average for job placement rates exceeded 50 percent for all sectors with the exception of Life Sciences/Biotechnology. This is most likely due to the fact that most fields within the Life Sciences require at least a bachelor's degree for employment.

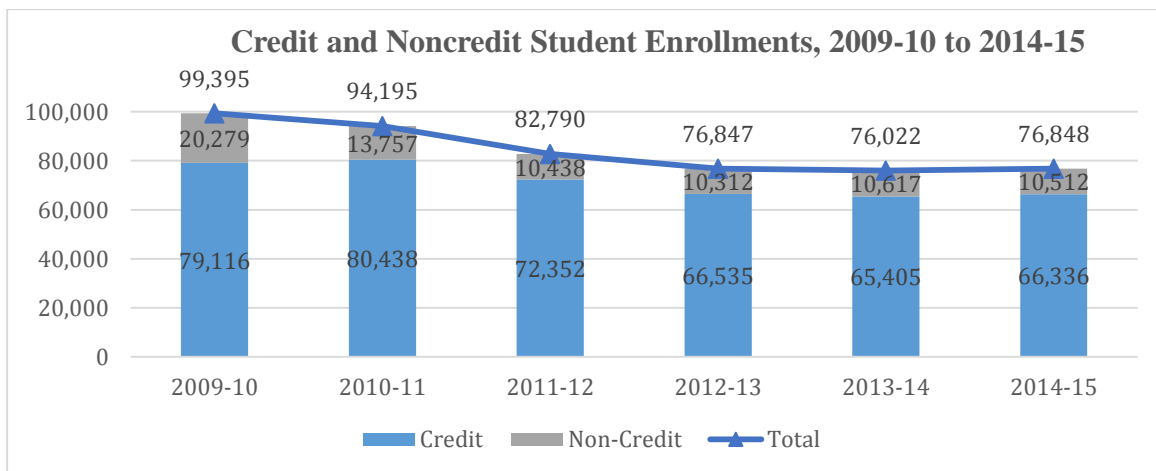
<b>Job Placement Rate by Sector (Employed 4 quarters after exit.)</b>	<b>SMP Goal</b>	<b>2010- 2011</b>	<b>2011- 2012</b>	<b>2012- 2013</b>	<b>2013- 2014</b>	<b>2014- 2015</b>	<b>5-year Average</b>
Advanced Manufacturing and Advanced Technology	Obj 1.1 1.4	54%	62%	59%	57%	No data	<b>58%</b>
Agriculture, Water & Environmental Technologies	Obj 1.1 1.4	56%	61%	60%	59%	No data	<b>59%</b>
Advanced Transportation & Renewable Energy	Obj 1.1 1.4	48%	62%	59%	66%	No data	<b>59%</b>
Energy (Efficiency) & Utilities	Obj 1.1 1.4	55%	62%	58%	59%	No data	<b>59%</b>
Health	Obj 1.1 1.4	64%	65%	69%	65%	No data	<b>66%</b>
Information & Communication Technologies (ICT) / Digital Medi	Obj 1.1 1.4	55%	60%	60%	56%	No data	<b>58%</b>
Life Sciences / Biotechnology	Obj 1.1 1.4	0%	*	*	0%	No data	<b>0%</b>

Retail / Hospitality / Tourism	Obj 1.1 1.4	66%	69%	67%	63%	No data	<b>66%</b>
Small Business	Obj 1.1 1.4	54%	58%	63%	63%	No data	<b>60%</b>
Clean Energy (Prop 39)	Obj 1.1 1.4	55%	62%	58%	59%	No data	<b>59%</b>
Public Safety	Obj 1.1 1.4	67%	64%	67%	68%	No data	<b>67%</b>

Source: <https://www.calpassplus.org/Launchboard/SWP.aspx>

### Credit & Noncredit Enrollments

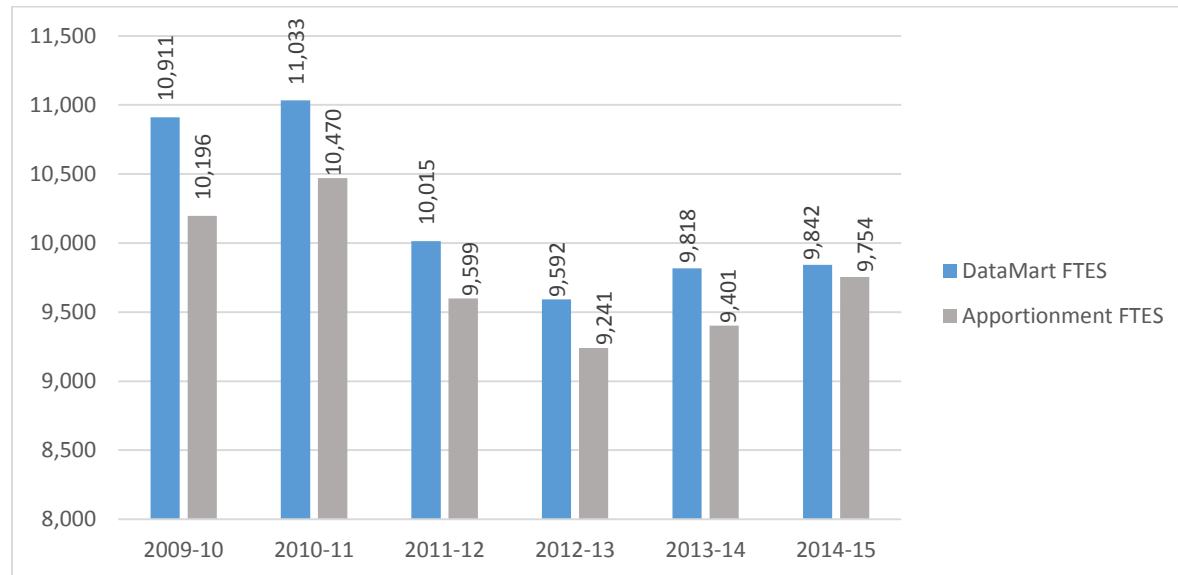
During the 2009-2015 reporting period, the majority of Merced College students (85 percent) enrolled in credit classes and programs. Overall, enrollment in both credit and noncredit categories decreased by 23 percent, with the most precipitous drop occurring between fall, 2009, and spring, 2012 (99,385 to 83,790). By fall 2012, the number of enrollees at Merced College appears to have stabilized around 76,000.



Credit and Noncredit Student Enrollments	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Credit	79,116	80,438	72,352	66,535	65,405	66,336	<b>71,697 (85%)</b>
Noncredit	20,279	13,757	10,438	10,312	10,617	10,512	<b>12,653 (15%)</b>
Total Enrolment	<b>99,395</b>	<b>94,195</b>	<b>82,790</b>	<b>76,847</b>	<b>76,022</b>	<b>76,848</b>	

Source: DataMart/CCCCO

## FTES trends among Merced College students



	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Average
<b>DataMart FTES</b>	10,911	11,033	10,015	9,592	9,818	9,842	<b>10,202</b>
<b>Apportionment FTES</b>	10,196	10,470	9,599	9,241	9,401	9,754	<b>9,777</b>
<b>% diff between IR and 320 Rep</b>	7%	5%	4%	4%	4%	1%	<b>4%</b>

Source: DataMart/CCCCO; Merced College Quickfacts; *Merced College 320 Reports*

Merced College has generated and reported two sets of FTES values over the past five years. One set of values reflects the credit and noncredit FTES as reported to the CCCCCO DataMart. The second is generated by Admissions and Records and is used in our annual apportionment attendance report. On average, the DataMart FTES values are 4 percent higher than those submitted on the apportionment attendance reports. The largest and smallest discrepancies, 7 percent and 1 percent difference, occurred in the 2009-2010 and 2014-2015 school years.

This difference in FTES calculation and reporting demonstrates a need for the College to align data collection, manipulation and submission. This will require cooperation among various institutional offices, including Administrative Services, the Registrar's Office and the proposed Office of Institutional Effectiveness. The College will need to implement new assessment management software to align enrollment data with institutional effectiveness standards.

The remainder of this report will focus on data collected from the CCCCCO DataMart. Credit and noncredit FTES enrollment trends over the same time period mirror the data: 89 percent, credit, 11 percent noncredit. District FTES ranged from a high of 11,033 in the 2010-2011 academic year to a low of 9,818 in 2013-2014. Calculated FTES during the reporting period indicate an

overall 4 percent decrease (credit, 9,341 to 8,922; noncredit, 1570 to 920). Peak enrollments for both occurred in the 2010-2011 and 2009-2010 academic years respectively.

<b>FTEs</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>Average</b>
<b>Credit</b>	9341	9823	9015	8628	8864	8922	<b>9,099 (89%)</b>
<b>Noncredit</b>	1570	1210	1000	964	954	920	<b>1,103 (11%)</b>
<b>Total FTEs</b>	<b>10,911</b>	<b>11,033</b>	<b>10,015</b>	<b>9,592</b>	<b>9,818</b>	<b>9,842</b>	

Source: DataMart/CCCCO; Merced College Quickfacts

#### Trends in basic skills: English placement

During the 2009-2015 reporting period, only 15 percent of newly enrolled Merced College students placed in transfer-level English, while an average of 27 percent placed one level below, 40 percent at two levels below transfer, and 18 percent at three levels below transfer.

<b>English Placement</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>Average</b>
<b>Transfer-Level</b>	21%	15%	13%	12%	13%	13%	<b>15%</b>
<b>One-Level Below</b>	27%	26%	28%	27%	28%	28%	<b>27%</b>
<b>Two-Levels Below</b>	<b>39%</b>	<b>41%</b>	<b>40%</b>	<b>40%</b>	<b>40%</b>	<b>39%</b>	<b>40%</b>
<b>Three-or-More Levels Below</b>	13%	18%	21%	21%	19%	19%	<b>18%</b>

Source: OGIR/College Board

#### Trends in basic skills: Math placement

During the 2009-2015 reporting period, an average of 8 percent of Merced College students enrolled for the first-time place into transfer-level math courses. On average in this time period, 27 percent of students were placed into beginning Algebra and pre-Algebra, while on average 24 percent assessed at levels below pre-algebra math.

<b>Math Placement</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>Average</b>
<b>Transfer-level</b>	6%	7%	8%	8%	8%	10%	<b>8%</b>
<b>Intermediate Algebra</b>	12%	13%	15%	15%	16%	15%	<b>14%</b>
<b>Beginning Algebra</b>	22%	25%	32%	34%	35%	19%	<b>27%</b>
<b>Pre-Algebra</b>	38%	32%	19%	20%	19%	32%	<b>27%</b>
<b>Below Pre-Algebra</b>	23%	24%	26%	24%	22%	24%	<b>24%</b>

Source: OGIR/College Board

#### Summary

The data indicates that the majority of first-time Merced College students enrolled between 2009 and 2015 required remediation through basic skills courses. While the majority of students who enroll in credit courses are part-time students who intend to transfer, a large portion of these students can be labelled as “continuing” students enrolling in less than 12 units per semester.



## Organization of the Self Evaluation Process

Merced College's Self-Evaluation Report represents a collaborative effort including 35 faculty, classified professionals, and administrators who engaged in the researching and writing of this document. During that time, a sustained institutional dialogue and analysis of the College occurred in relation to the standards established by the accrediting commission of the Western Association of Schools and Colleges. This Self-Evaluation Report provides a holistic and comprehensive depiction of the College and its commitment to serving students and providing a learning environment that ensures student success.

The Standing Accreditation Committee (SAC) oversaw development of the report. This committee has a membership of 17 and began meeting to develop the report in August 2015. A total of 17 meetings were dedicated to the development of this report. Dr. Brian E. Ellison, vice president of instruction and Accreditation Liaison Officer serves as the chair of this committee. The Office of Student Support Services provided assistance to the committee as did the Office of Grants and Institutional Research (OGIR). The athletic director, Steve Cassady, was Editor-in-Chief. While members of the Standing Accreditation Committee contributed as writers, additional members of the College community also joined in. On May 1, 2015 members of the SAC joined colleagues from the region including West Hills College, Coalinga, West Hills College, Lemoore, and City College of San Francisco in a training session sponsored by the ACCJC to support the development of the report. This training session was held at the Business Resource Center which is part of the Merced College District.

The report was vetted and commented upon by College faculty during fall 2016 convocation as part of the afternoon session. In addition, faculty received a comprehensive presentation during the morning activities associated with convocation. Vetting of the report continued during the fall semester and included all master planning committees, Academic Senate, ASMC, Instructional Council, and College Council. The report was presented to the Board of Trustees during the November 15, 2016 Board Meeting and accepted by the Board during the December 13, 2016 meeting.

Select members of the Standing Accreditation Committee were organized to serve in capacities as defined below. Additionally, members of the College community served as writers to each standard:

Dr. Brian E. Ellison (administrator)	Chair, Standing Accreditation Committee
Toni McCall (classified professional)	Administrative Assistant to the Standing Accreditation Committee
Steve Cassady (faculty)	Editor-in-chief
Luis Flores (classified professional)	Institutional Researcher to the Standing Accreditation Committee

Dr. Susan Walsh (interim president)	Co-chair: Standard I
Julie Clark (faculty)	Co-chair: Standard I
Dr. Nancy Golz (administrator)	Writer: Standard IA
Andrea Hall-Cuccia (classified professional)	Writer: Standard IA
Dr. Susan Walsh (interim president)	Writer: Standard IA
Dr. Edward Modafferi (faculty)	Writer: Standard IB
Dr. Valerie Albano (faculty)	Writer: Standard IB
Julie Clark (faculty)	Writer: Standard IB
Dr. Susan Walsh (interim president)	Writer: Standard IB
Dr. Nancy Golz (administrator)	Writer: Standard IC
Andrea Hall-Cuccia	Writer: Standard IC
Dr. Susan Walsh (interim president)	Writer: Standard IC
Chris Vitelli (administrator)	Co-chair: Standard II
Greg Soto (faculty)	Co-chair: Standard II
Autumn Gardia (classified manager)	Writer: Standard II
Dr. Doug Kain (administrator)	Writer: Standard IIA
John Albano (administrator)	Writer: Standard IIA
Jim Andersen (administrator)	Writer: Standard IIA
Dr. Bobby Anderson (administrator)	Writer: Standard IIA
Debra Morimoto (faculty)	Writer: Standard IIA
Dr. Edward Modafferi	Writer: Standard IIA
Julie Clark (faculty)	Writer: Standard IIA
Joey Merritt (librarian)	Writer: Standard IIB
Dr. Michael McCandless (administrator)	Writer: Standard IIB
Lindsey Davis (classified professional)	Writer: Standard IIB
Dee Near (librarian)	Writer: Standard IIB
Dr. Nancy Golz (administrator)	Writer: Standard IIB
Tomasia Drummond	Writer: Standard IIB
Chris Vitelli (administrator)	Writer: Standard IIC
Dr. Michael McCandless (administrator)	Writer: Standard IIC
Dr. Angela Tos (administrator)	Writer: Standard IIC
Steve Cassady (faculty)	Writer: Standard IIC
Sharon Allred (classified manager)	Writer: Standard IIC
Sherry Elms (classified manager)	Writer: Standard IIC
Dr. Joanne Schultz (administrator)	Co-chair: Standard III
Mai Meidinger (faculty)	Co-chair: Standard III
Tracie Green (administrator)	Writer: Standard IIIA

Steve Cassady (faculty)	Writer: Standard IIIA
Dr. Shelly Conner (administrator)	Writer: Standard IIIA
Sheila Flores (classified manager)	Writer: Standard IIIB
Ron Perez (classified manager)	Writer: Standard IIIB
Sharon Allred (classified manager)	Writer: Standard IIIC
Arlis Bortner (administrator)	Writer: Standard IIIC
Omar Amavizca (classified manager)	Writer: Standard IIIC
Andre Urquidez (classified manager)	Writer: Standard IIID
Joe Allison (classified manager)	Writer: Standard IIID
Charles Hergenraeder (classified manager)	Writer: Standard IIID
Paul Baxter (classified manager)	Writer: Standard IIID

Dr. Susan Walsh	Co-chair: Standard IV
Dr. Nancy Golz (administrator)	Co-chair: Standard IV
Dr. Dee Sigismond (faculty)	Writer: Standard IVA
Stacey Martinez (classified confidential)	Writer: Standard IVA
Dr. Nancy Golz (administrator)	Writer: Standard IVA
Stacey Martinez (classified confidential)	Writer: Standard IVB
Dr. Nancy Golz (administrator)	Writer: Standard IVB
Dr. Nancy Golz (administrator)	Writer: Standard IVC

The co-chairs and writers were responsible for collecting information, documenting evidence, and writing the initial drafts of the standards assigned to them. The editing process included the co-chairs and the writers as well as faculty attending afternoon area meetings during fall 2016 convocation. Additionally, District personnel were assigned to edit the report during a one week timeframe as part of their normal duties and responsibilities. Lastly, the editor-in-chief was involved in multiple drafts and had primary responsibility for editing the report.

The following is a timeline of presentations and updates regarding the report and accreditation process:

### **Institutional Self-Evaluation Report Timeline**

March 2012, March 2013	Follow-Up Reports submitted to ACCJC addressing 2011 comprehensive self-study recommendations.
March 2014	Mid-Term Report submitted to ACCJC addressing 2011 comprehensive self-study recommendations as well as any concerns arising from the 2012 and 2013 Follow-Up reports.

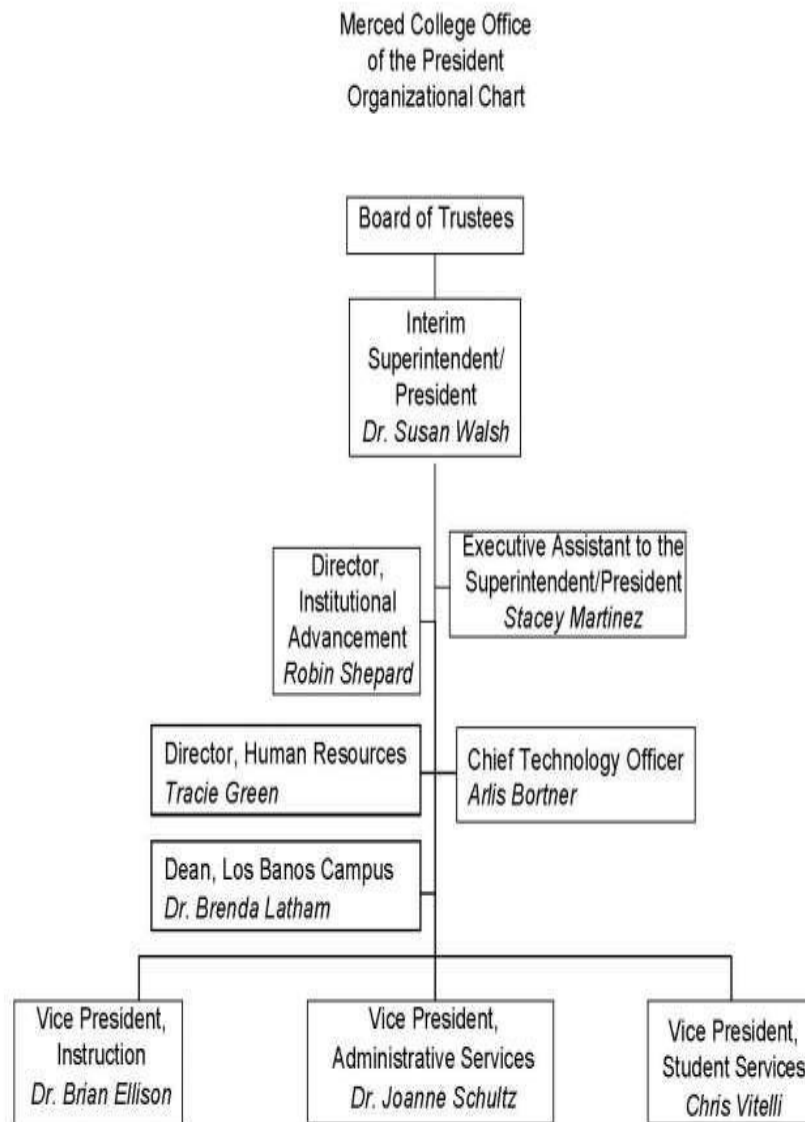
August 2014	Standing Accreditation Committee (SAC) established initial timeline for the self-evaluation report.
September 2014	SAC reviews new Accreditation Standards adopted in June 2014.
October 2014	SAC assigned members to review Standards, identify key points and who to recruit to help with writing.
November 2014	SAC reviewed new format of the self-evaluation.
May 2015	SAC members discussed preparing for evidence gathering and ideas for Quality Focus Essay.
May 1, 2015	SAC members attended an ACCJC Self-Evaluation workshop
August 5, 2015	Standard II orientation workshop was conducted with managers from Instruction, Student Services, Library and Learning Support Services.
August 25, 2015	SAC members discussed process for self-evaluation report.
August 31, 2015	Standard III.B, III.C and III.D orientation workshop was conducted with Administrative Services managers.
September 4, 2015	Standard I orientation workshop was conducted.
September 15, 2015	Standard IV orientation workshop was conducted in College Council meeting.
October 2, 2015	Standard III.A orientation workshop was conducted with Human Resource department.
October 5, 2015	Evidence framework was received from each Standard writing lead.

October 30, 2015	Outline for each Standard was received from writing lead.
December 3, 2015	Narrative draft for each Standard was received from writing lead.
2015-2016	Self-Evaluation report is a standing item on SAC agenda
January 12, 2016	Board of Trustees received presentations and updates on Self-Evaluation report
February 23, 2016	
May 10, 2016	
August 9, 2016	
November 15, 2016	
December 13, 2016	
February 22, 2016	Instructional Council presented updates on Self-Evaluation report
October 24, 2016	
May 12, 2016	Management Team presented updates on Self-Evaluation report
June 16, 2016	
October 13, 2016	
August 12, 2016	Fall 2016 Convocation included presentation/panel and faculty involvement at area meetings that reviewed the draft of Self-Evaluation report
September 21, 2016	Self-Evaluation draft was posted on District website
September 22, 2016	Academic Senate presented updates on Self-Evaluation report
October 27, 2016	
March 22, 2016	Student Services Master Planning Committee presented updates on Self-Evaluation report
September 6, 2016	
October 31, 2016	
November 1, 2016	College Council presented updates on Self-Evaluation report

November 3, 2016	Associated Students of Merced College presented updates on Self-Evaluation report
November 10, 2016	Educational Master Planning Committee presented updates on Self-Evaluation report
November 14, 2016	Instructional Master Planning Committee presented updates on Self-Evaluation report
November 17, 2016	Classified Senate presented updates on Self-Evaluation report
November 18, 2016	Administrative Services Master Planning Committee presented updates on Self-Evaluation report
November 18, 2016	Technology Committee presented and updates on Self-Evaluation report

## Organization of Merced College

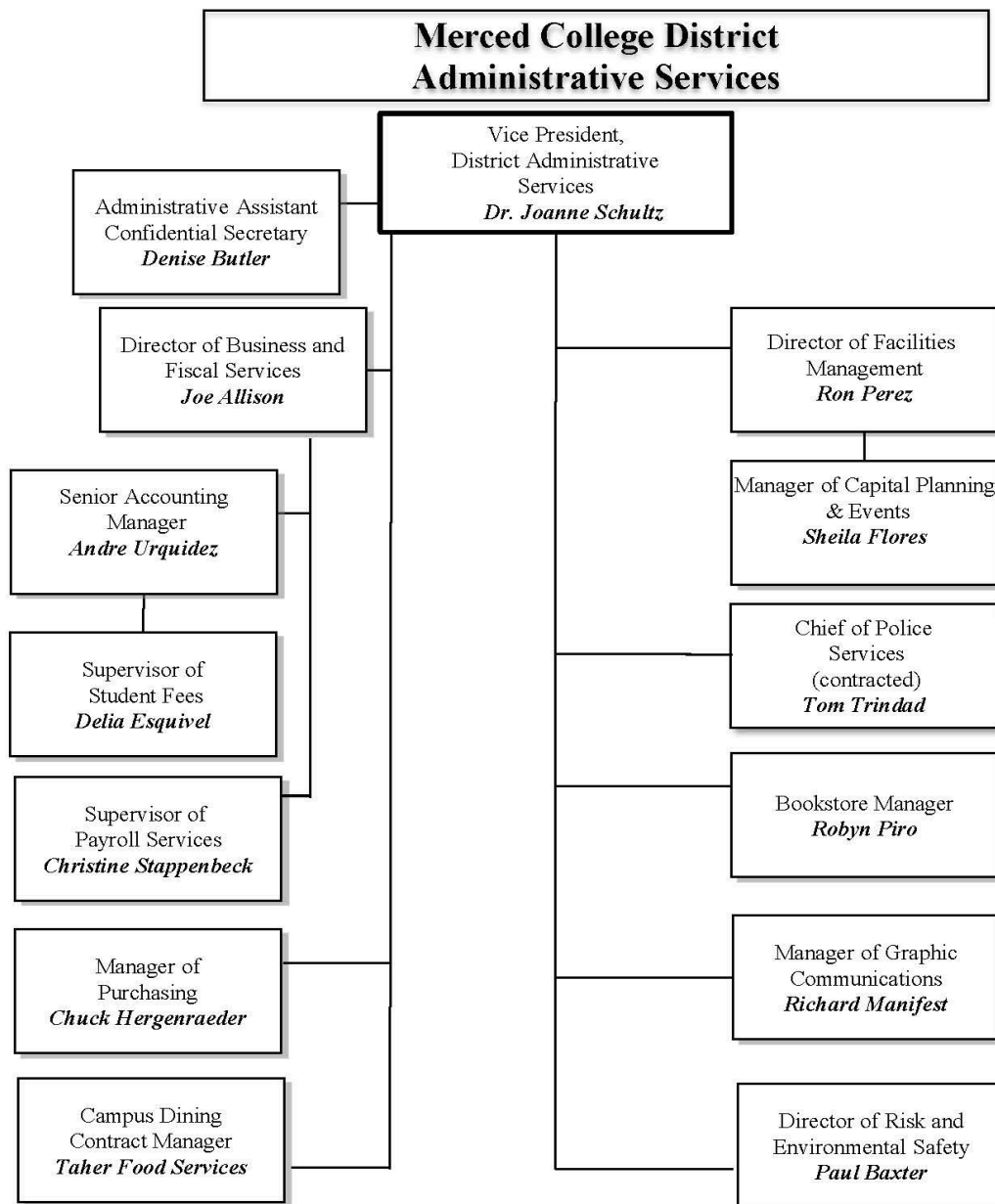
### Merced College Office of the Superintendent/President Organizational Chart



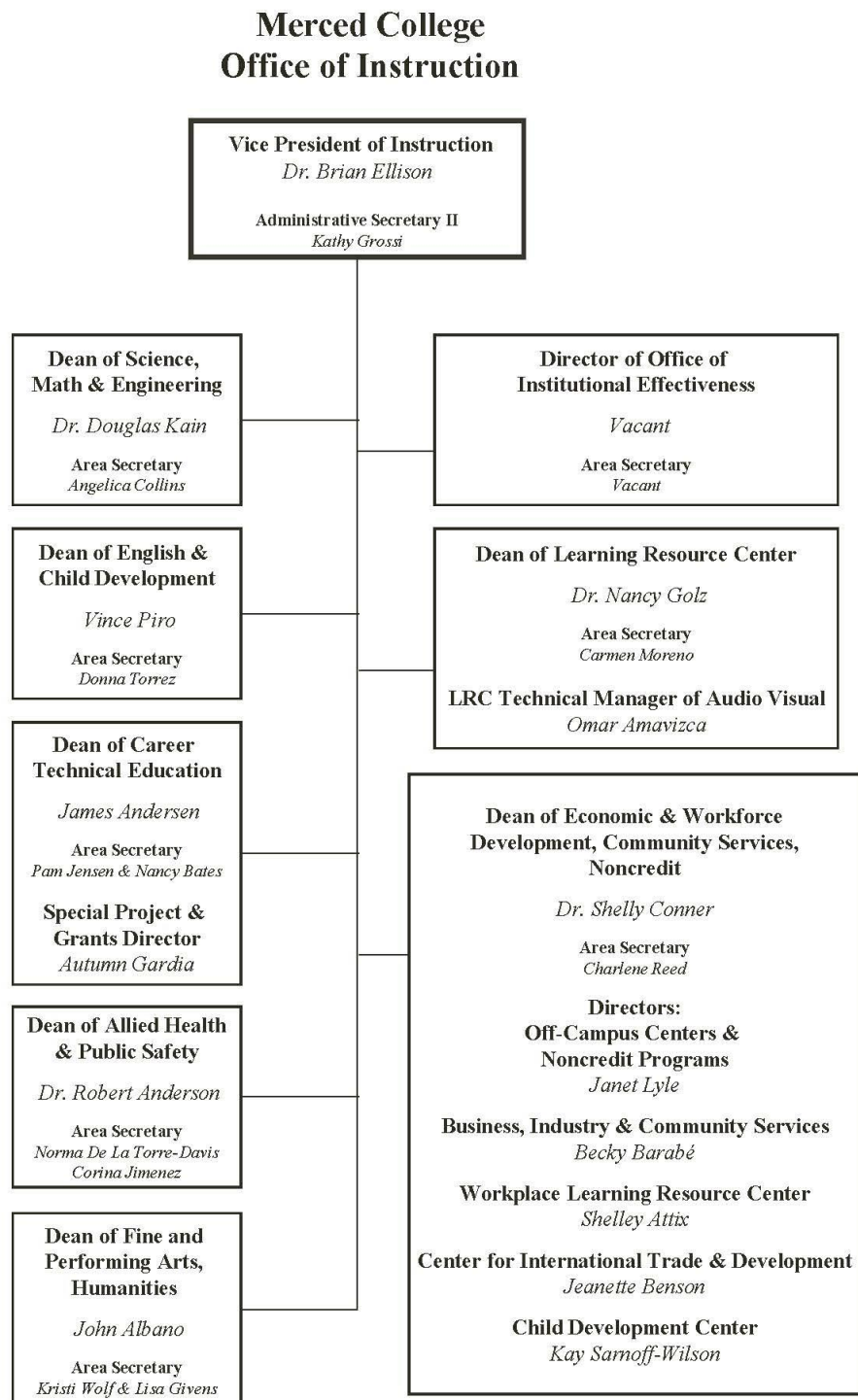
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## Merced College Office of Administrative Services Organizational Chart

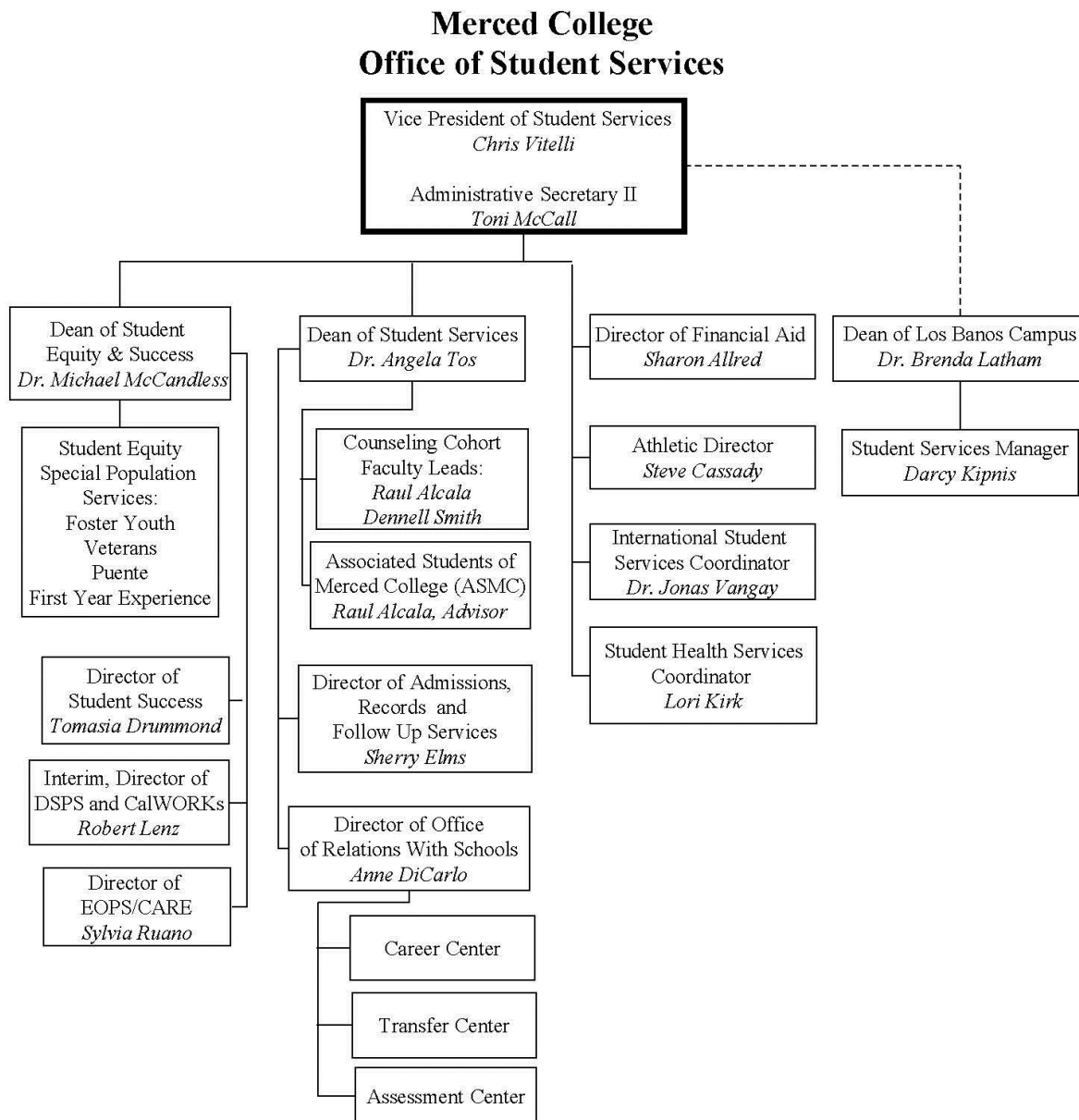


## Merced College Office of Instruction Organizational Chart



11/14/2016

## Merced College Office of Student Services Organizational Chart



11/14/2016

## Certification of Continued Institutional Compliance with Eligibility Requirements

### 1. Authority

*The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

Merced College is authorized or licensed to operate as an educational institution and to award degrees by appropriate governmental organization as required by each of the jurisdictions or regions in which it operates. The College is accredited by the Western Association of Schools and Colleges and is part of the California Community Colleges system.

### 2. Operational Status

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

Merced College has been operational for more than 53 years, with students actively seeking degrees, certificates, transfer to four-year institutions, and employment. The current class schedule may be found on the District website at [www.mccd.edu](http://www.mccd.edu). Enrollment history for the College during the past three years follows:

Annual/Term Student Count		
Annual 2013-2014	Annual 2014-2015	Annual 2015-2016
Student Count	Student Count	Student Count
15,096	14,611	14,775

California Community College Chancellor's Office Data Mart

Annual/Term Student Count					
Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Student Count	Student Count	Student Count	Student Count	Student Count	Student Count
11,153	11,203	11,053	10,907	11,178	10,835

California Community College Chancellor's Office Data Mart

### 3. Degrees

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

The following tables present enrollment and demographic data in the five credit coursework instructional areas offered by the College.

#### Area 1: Science, Math, and Engineering

Area 1- Science, Math, Engineering	2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%	N	%
African-American	644	4.94%	697	4.91%	607	4.71%	548	4.28%	487	3.70%	483	3.63%
American Indian/Alaskan Native	96	0.74%	113	0.80%	84	0.65%	110	0.86%	79	0.60%	63	0.47%
Asian	1,957	15.01%	2,064	14.53%	1,827	14.18%	1,658	12.96%	1,669	12.69%	1,631	12.27%
Filipino	142	1.09%	173	1.22%	130	1.01%	135	1.06%	116	0.88%	168	1.26%
Hispanic	5,792	44.43%	6,658	46.88%	6,305	48.93%	6,481	50.67%	7,060	53.67%	7,446	56.00%
Multi-ethnic	35	0.27%	56	0.39%	115	0.89%	227	1.77%	290	2.20%	311	2.34%
Pacific Islander	82	0.63%	92	0.65%	59	0.46%	68	0.53%	73	0.55%	75	0.56%
Unknown	476	3.65%	337	2.37%	444	3.45%	310	2.42%	167	1.27%	109	0.82%
White, Non-Hispanic	3,812	29.24%	4,013	28.25%	3,314	25.72%	3,253	25.43%	3,213	24.43%	3,010	22.64%
≤19	5,087	39.02%	5,267	37.08%	4,590	35.62%	4,694	36.70%	4,706	35.78%	4,677	35.18%
20-24	4,507	34.57%	5,185	36.51%	4,932	38.28%	5,022	39.27%	5,318	40.43%	5,496	41.34%
25-29	1,530	11.74%	1,584	11.15%	1,394	10.82%	1,394	10.90%	1,430	10.87%	1,507	11.33%
30-34	744	5.71%	869	6.12%	836	6.49%	740	5.79%	779	5.92%	750	5.64%
35-39	419	3.21%	461	3.25%	434	3.37%	349	2.73%	380	2.89%	377	2.84%
40-49	553	4.24%	608	4.28%	508	3.94%	399	3.12%	365	2.77%	338	2.54%
50≤	196	1.50%	229	1.61%	191	1.48%	192	1.50%	176	1.34%	151	1.14%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Female	7,505	57.57%	8,066	56.79%	7,257	56.32%	6,991	54.66%	7,267	55.25%	7,233	54.40%
Male	5,511	42.28%	6,111	43.03%	5,595	43.42%	5,777	45.17%	5,878	44.69%	6,052	45.52%
Unknown	20	0.15%	26	0.18%	33	0.26%	22	0.17%	9	0.07%	11	0.08%
TOTAL	13,036	100.00%	14,203	100.00%	12,885	100.00%	12,790	100.00%	13,154	100.00%	13,296	100.00%

## Area 2: English, Basic Skills, Child Development

Area 2- English, Basic Skills, Child Development	2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%	N	%
African-American	754	5.65%	841	6.04%	654	5.22%	530	4.90%	465	4.81%	415	4.07%
American Indian/Alaskan Native	83	0.62%	104	0.75%	73	0.58%	68	0.63%	48	0.50%	51	0.50%
Asian	2,094	15.69%	2,059	14.79%	1,729	13.81%	1,322	12.21%	1,047	10.84%	1,163	11.41%
Filipino	116	0.87%	107	0.77%	79	0.63%	89	0.82%	96	0.99%	92	0.90%
Hispanic	6,722	50.38%	7,471	53.68%	6,861	54.81%	6,160	56.92%	5,649	58.47%	6,033	59.18%
Multi-ethnic	12	0.09%	25	0.18%	146	1.17%	171	1.58%	184	1.90%	224	2.20%
Pacific Islander	86	0.64%	83	0.60%	50	0.40%	50	0.46%	38	0.39%	35	0.34%
Unknown	436	3.27%	263	1.89%	381	3.04%	201	1.86%	82	0.85%	91	0.89%
White, Non-Hispanic	3,040	22.78%	2,965	21.30%	2,545	20.33%	2,232	20.62%	2,052	21.24%	2,090	20.50%
≤19	6,258	46.90%	5,878	42.23%	5,495	43.90%	4,613	42.62%	3,806	39.40%	4,034	39.57%
20-24	3,990	29.90%	4,432	31.84%	4,087	32.65%	3,771	34.84%	3,621	37.48%	3,638	35.69%
25-29	1,216	9.11%	1,359	9.76%	1,164	9.30%	1,034	9.55%	1,022	10.58%	1,187	11.64%
30-34	654	4.90%	787	5.65%	728	5.82%	552	5.10%	493	5.10%	543	5.33%
35-39	428	3.21%	443	3.18%	354	2.83%	292	2.70%	267	2.76%	313	3.07%
40-49	595	4.46%	722	5.19%	474	3.79%	394	3.64%	292	3.02%	329	3.23%
50≤	202	1.51%	297	2.13%	216	1.73%	167	1.54%	160	1.66%	150	1.47%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Female	8,042	60.27%	8,504	61.10%	7,475	59.71%	6,529	60.33%	5,951	61.60%	6,314	61.94%
Male	5,277	39.55%	5,395	38.76%	5,032	40.20%	4,274	39.49%	3,706	38.36%	3,867	37.93%
Unknown	24	0.18%	19	0.14%	11	0.09%	20	0.18%	4	0.04%	13	0.13%
TOTAL	13,343	100.00%	13,918	100.00%	12,518	100.00%	10,823	100.00%	9,661	100.00%	10,194	100.00%

## Area 3: Career Technical Education

Area 3- Career Technical Education	2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%	N	%
African-American	878	7.90%	890	7.94%	710	7.41%	678	7.47%	624	7.09%	561	7.08%
American Indian/Alaskan Native	89	0.80%	79	0.71%	84	0.88%	73	0.80%	60	0.68%	51	0.64%
Asian	1,216	10.94%	1,232	11.00%	1,037	10.82%	882	9.72%	784	8.91%	755	9.53%
Filipino	106	0.95%	106	0.95%	78	0.81%	78	0.86%	70	0.80%	52	0.66%
Hispanic	4,603	41.43%	4,935	44.04%	4,221	44.06%	4,305	47.44%	4,221	47.95%	3,957	49.95%
Multi-ethnic	34	0.31%	65	0.58%	160	1.67%	213	2.35%	247	2.81%	275	3.47%
Pacific Islander	107	0.96%	73	0.65%	45	0.47%	40	0.44%	47	0.53%	52	0.66%
Unknown	415	3.74%	275	2.45%	470	4.91%	211	2.33%	86	0.98%	66	0.83%
White, Non-Hispanic	3,663	32.97%	3,550	31.68%	2,776	28.97%	2,594	28.59%	2,664	30.26%	2,153	27.18%
≤19	4,748	42.73%	4,217	37.63%	3,568	37.24%	3,464	38.18%	3,379	38.38%	3,050	38.50%
20-24	3,460	31.14%	3,932	35.09%	3,494	36.47%	3,312	36.50%	3,260	37.03%	3,025	38.18%
25-29	1,044	9.40%	1,036	9.25%	871	9.09%	846	9.32%	827	9.39%	771	9.73%
30-34	589	5.30%	663	5.92%	607	6.34%	512	5.64%	498	5.66%	404	5.10%
35-39	399	3.59%	391	3.49%	283	2.95%	296	3.26%	249	2.83%	268	3.38%
40-49	603	5.43%	595	5.31%	483	5.04%	389	4.29%	324	3.68%	240	3.03%
50≤	267	2.40%	371	3.31%	275	2.87%	255	2.81%	266	3.02%	164	2.07%
Unknown	1	0.01%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Female	4,411	39.70%	4,507	40.22%	3,566	37.22%	3,514	38.73%	3,271	37.16%	2,951	37.25%
Male	6,676	60.08%	6,686	59.67%	5,994	62.56%	5,547	61.13%	5,514	62.64%	4,958	62.59%
Unknown	24	0.22%	12	0.11%	21	0.22%	13	0.14%	18	0.20%	13	0.16%
TOTAL	11,111	100.00%	11,205	100.00%	9,581	100.00%	9,074	100.00%	8,803	100.00%	7,922	100.00%

#### Area 4: Allied Health, Business, Public Safety

Area 4- Allied Health, Business, Public Safety	2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%	N	%
African-American	531	5.06%	484	4.67%	378	4.27%	380	4.36%	375	4.38%	350	3.80%
American Indian/Alaskan Native	116	1.11%	88	0.85%	66	0.74%	65	0.75%	64	0.75%	73	0.79%
Asian	1,192	11.36%	1,243	12.00%	1,134	12.80%	1,059	12.14%	957	11.19%	1,030	11.18%
Filipino	156	1.49%	162	1.56%	119	1.34%	100	1.15%	85	0.99%	99	1.07%
Hispanic	4,307	41.05%	4,504	43.48%	3,934	44.39%	4,116	47.19%	4,145	48.47%	4,577	49.66%
Multi-ethnic	21	0.20%	35	0.34%	74	0.84%	97	1.11%	143	1.67%	146	1.58%
Pacific Islander	58	0.55%	75	0.72%	86	0.97%	67	0.77%	41	0.48%	33	0.36%
Unknown	421	4.01%	298	2.88%	329	3.71%	220	2.52%	99	1.16%	84	0.91%
White, Non-Hispanic	3,689	35.16%	3,470	33.50%	2,742	30.94%	2,619	30.02%	2,643	30.91%	2,825	30.65%
≤19	1,880	17.92%	1,791	17.29%	1,588	17.92%	1,460	16.74%	1,455	17.01%	1,391	15.09%
20-24	3,448	32.87%	3,480	33.59%	3,197	36.08%	3,445	39.49%	3,364	39.34%	3,384	36.71%
25-29	1,789	17.05%	1,765	17.04%	1,366	15.41%	1,358	15.57%	1,430	16.72%	1,526	16.56%
30-34	1,013	9.66%	951	9.18%	902	10.18%	860	9.86%	772	9.03%	772	8.38%
35-39	697	6.64%	677	6.54%	560	6.32%	551	6.32%	455	5.32%	592	6.42%
40-49	1,113	10.61%	1,115	10.76%	797	8.99%	726	8.32%	698	8.16%	814	8.83%
50≤	550	5.24%	579	5.59%	451	5.09%	323	3.70%	378	4.42%	738	8.01%
Unknown	1	0.01%	1	0.01%	1	0.01%	0	0.00%	0	0.00%	0	0.00%
Female	6,492	61.88%	6,434	62.11%	5,601	63.20%	5,295	60.70%	5,168	60.43%	5,513	59.81%
Male	3,985	37.98%	3,890	37.55%	3,250	36.67%	3,418	39.18%	3,376	39.48%	3,694	40.08%
Unknown	14	0.13%	35	0.34%	11	0.12%	10	0.11%	8	0.09%	10	0.11%
TOTAL	10,491	100.00%	10,359	100.00%	8,862	100.00%	8,723	100.00%	8,552	100.00%	9,217	100.00%

#### Area 5: Fine and Performing Arts, Humanities, Social Sciences

Area 5- Fine and Performing Arts, Huamnities, Social Sciences	2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%	N	%
African-American	945	5.62%	926	5.31%	718	4.46%	714	4.46%	776	4.49%	756	4.24%
American Indian/Alaskan Native	122	0.73%	135	0.77%	115	0.72%	125	0.78%	127	0.73%	105	0.59%
Asian	2,293	13.65%	2,523	14.48%	2,271	14.12%	2,081	13.00%	2,169	12.55%	2,135	11.99%
Filipino	182	1.08%	223	1.28%	183	1.14%	168	1.05%	228	1.32%	206	1.16%
Hispanic	6,891	41.01%	7,853	45.06%	7,733	48.08%	8,171	51.04%	8,964	51.86%	9,640	54.13%
Multi-ethnic	40	0.24%	72	0.41%	181	1.13%	263	1.64%	388	2.24%	458	2.57%
Pacific Islander	111	0.66%	130	0.75%	88	0.55%	68	0.42%	94	0.54%	68	0.38%
Unknown	669	3.98%	507	2.91%	524	3.26%	394	2.46%	225	1.30%	136	0.76%
White, Non-Hispanic	5,549	33.03%	5,059	29.03%	4,270	26.55%	4,025	25.14%	4,314	24.96%	4,306	24.18%
≤19	6,449	38.38%	6,404	36.75%	5,524	34.35%	5,765	36.01%	5,924	34.27%	6,043	33.93%
20-24	6,451	38.39%	7,053	40.47%	6,955	43.24%	6,954	43.44%	7,674	44.40%	7,922	44.48%
25-29	1,727	10.28%	1,664	9.55%	1,427	8.87%	1,433	8.95%	1,664	9.63%	1,847	10.37%
30-34	788	4.69%	799	4.58%	857	5.33%	792	4.95%	752	4.35%	804	4.51%
35-39	434	2.58%	524	3.01%	472	2.93%	359	2.24%	457	2.64%	509	2.86%
40-49	620	3.69%	629	3.61%	572	3.56%	468	2.92%	516	2.99%	452	2.54%
50≤	331	1.97%	355	2.04%	276	1.72%	238	1.49%	298	1.72%	233	1.31%
Unknown	2	0.01%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Female	9,707	57.77%	10,176	58.39%	9,349	58.13%	9,157	57.20%	9,856	57.02%	10,067	56.52%
Male	7,059	42.01%	7,229	41.48%	6,698	41.65%	6,818	42.59%	7,408	42.86%	7,728	43.39%
Unknown	36	0.21%	23	0.13%	36	0.22%	34	0.21%	21	0.12%	15	0.08%
TOTAL	16,802	100.00%	17,428	100.00%	16,083	100.00%	16,009	100.00%	17,285	100.00%	17,810	100.00%

Data provided by the Merced College Office of Grants and Institutional Research

### Degrees

The majority of Merced College's educational offerings consist of programs that lead to degrees or certificates, and a significant proportion of students are enrolled in those programs. The College catalog contains a list of degrees, course requirements including general education course requirements, and length of study for each program. There is also information available regarding all College level coursework for which degree credit is granted. The College catalog may be reviewed at the District website [www.mccd.edu](http://www.mccd.edu).

The following non-degree programs comprise all non-credit certificate programs offered at Merced College. All credit degree and certificate programs have been presented above under the eligibility requirement titled "Operational Status." Collectively, these tables present all degree and non-degree programs offered by the College.

### Court Interpreter Program

Court Interpreter (NC)	2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%	N	%
African-American	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Filipino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	77	93.90%	51	91.07%	24	92.31%	11	100.00%	24	82.76%	44	95.65%
Multi-ethnic	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Pacific Islander	0	0.00%	1	1.79%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	3	3.66%	2	3.57%	1	3.85%	0	0.00%	3	10.34%	2	4.35%
White, Non-Hispanic	2	2.44%	2	3.57%	1	3.85%	0	0.00%	2	6.90%	0	0.00%
≤19	5	6.10%	0	0.00%	1	3.85%	0	0.00%	3	10.34%	2	4.35%
20-24	15	18.29%	9	16.07%	1	3.85%	0	0.00%	2	6.90%	2	4.35%
25-29	8	9.76%	10	17.86%	7	26.92%	1	9.09%	6	20.69%	10	21.74%
30-34	12	14.63%	6	10.71%	5	19.23%	0	0.00%	2	6.90%	1	2.17%
35-39	12	14.63%	7	12.50%	4	15.38%	3	27.27%	3	10.34%	8	17.39%
40-49	17	20.73%	14	25.00%	4	15.38%	4	36.36%	9	31.03%	14	30.43%
50≤	12	14.63%	10	17.86%	4	15.38%	3	27.27%	4	13.79%	9	19.57%
Unknown	1	1.22%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Female	59	71.95%	41	73.21%	16	61.54%	5	45.45%	22	75.86%	32	69.57%
Male	21	25.61%	15	26.79%	10	38.46%	6	54.55%	5	17.24%	13	28.26%
Unknown	2	2.44%	0	0.00%	0	0.00%	0	0.00%	2	6.90%	1	2.17%
TOTAL	82	100.00%	56	100.00%	26	100.00%	11	100.00%	29	100.00%	46	100.00%



## Basic Skills Program

Basic Skills (NC)	2009-10		2010-11		2011-212		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%	N	%
African-American	535	6.23%	1,096	6.46%	872	6.11%	778	5.30%	734	5.02%	628	4.86%
American Indian/Alaskan Native	84	0.98%	158	0.93%	88	0.62%	112	0.76%	91	0.62%	62	0.48%
Asian	1,136	13.23%	2,176	12.83%	1,730	12.13%	1,706	11.62%	1,496	10.24%	1,219	9.43%
Filipino	76	0.89%	124	0.73%	116	0.81%	121	0.82%	115	0.79%	136	1.05%
Hispanic	4,208	49.02%	8,802	51.90%	7,434	52.11%	7,879	53.66%	8,234	56.36%	7,649	59.18%
Multi-ethnic	15	0.17%	48	0.28%	132	0.93%	202	1.38%	258	1.77%	256	1.98%
Pacific Islander	76	0.89%	103	0.61%	61	0.43%	79	0.54%	68	0.47%	49	0.38%
Unknown	519	6.05%	569	3.35%	660	4.63%	558	3.80%	396	2.71%	324	2.51%
White, Non-Hispanic	1,936	22.55%	3,884	22.90%	3,172	22.24%	3,248	22.12%	3,218	22.03%	2,601	20.13%
≤19	2,297	26.76%	5,397	31.82%	4,826	33.83%	5,007	34.10%	4,833	33.08%	4,534	35.08%
20-24	2,696	31.40%	5,718	33.71%	5,029	35.25%	5,425	36.95%	5,500	37.65%	4,660	36.06%
25-29	1,138	13.26%	2,021	11.92%	1,562	10.95%	1,538	10.47%	1,630	11.16%	1,478	11.44%
30-34	608	7.08%	1,158	6.83%	984	6.90%	964	6.57%	962	6.58%	763	5.90%
35-39	490	5.71%	788	4.65%	558	3.91%	510	3.47%	526	3.60%	452	3.50%
40-49	861	10.03%	1,176	6.93%	785	5.50%	721	4.91%	663	4.54%	600	4.64%
50≤	407	4.74%	619	3.65%	450	3.15%	454	3.09%	412	2.82%	362	2.80%
Unknown	88	1.03%	83	0.49%	71	0.50%	64	0.44%	84	0.57%	75	0.58%
Female	4,820	56.14%	9,801	57.79%	8,121	56.93%	8,197	55.83%	8,030	54.96%	7,135	55.21%
Male	3,588	41.79%	6,983	41.17%	5,996	42.03%	6,338	43.17%	6,415	43.91%	5,635	43.60%
Unknown	177	2.06%	176	1.04%	148	1.04%	148	1.01%	165	1.13%	154	1.19%
TOTAL	8,585	100.00%	16,960	100.00%	14,265	100.00%	14,683	100.00%	14,610	100.00%	12,924	100.00%

## Medical Assistant Program

Medical Assistant (NC)	2009-10		2010-11		2011-212		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%	N	%
African-American	15	9.20%	8	5.33%	2	1.19%	7	4.93%	5	3.13%	6	3.70%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	15	9.20%	15	10.00%	26	15.48%	17	11.97%	4	2.50%	4	2.47%
Filipino	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	1.25%	2	1.23%
Hispanic	103	63.19%	108	72.00%	109	64.88%	94	66.20%	129	80.63%	135	83.33%
Multi-ethnic	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Pacific Islander	0	0.00%	0	0.00%	0	0.00%	3	2.11%	2	1.25%	3	1.85%
Unknown	8	4.91%	2	1.33%	2	1.19%	6	4.23%	6	3.75%	5	3.09%
White, Non-Hispanic	22	13.50%	22	14.67%	29	17.26%	15	10.56%	12	7.50%	7	4.32%
≤19	29	17.79%	20	13.33%	19	11.31%	19	13.38%	23	14.38%	13	8.02%
20-24	65	39.88%	55	36.67%	77	45.83%	72	50.70%	83	51.88%	96	59.26%
25-29	34	20.86%	38	25.33%	40	23.81%	25	17.61%	14	8.75%	18	11.11%
30-34	14	8.59%	18	12.00%	11	6.55%	11	7.75%	8	5.00%	15	9.26%
35-39	9	5.52%	2	1.33%	5	2.98%	5	3.52%	12	7.50%	9	5.56%
40-49	7	4.29%	13	8.67%	10	5.95%	5	3.52%	14	8.75%	4	2.47%
50≤	5	3.07%	4	2.67%	6	3.57%	5	3.52%	6	3.75%	7	4.32%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Female	149	91.41%	140	93.33%	161	95.83%	133	93.66%	151	94.38%	158	97.53%
Male	8	4.91%	7	4.67%	4	2.38%	9	6.34%	9	5.63%	4	2.47%
Unknown	0	0.00%	3	2.00%	3	1.79%	0	0.00%	0	0.00%	0	0.00%
TOTAL	163	100.00%	150	100.00%	168	100.00%	142	100.00%	160	100.00%	162	100.00%

## ESL Program

Beginning ESL (NC)	2009-10		2010-11		2011-212		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%	N	%
African-American	1	0.20%	1	0.24%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
American Indian/Alaskan Native	1	0.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	33	6.53%	18	4.26%	22	4.42%	8	4.19%	5	2.91%	6	4.35%
Filipino	1	0.20%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Hispanic	424	83.96%	375	88.65%	421	84.54%	162	84.82%	156	90.70%	124	89.86%
Multi-ethnic	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Unknown	40	7.92%	28	6.62%	53	10.64%	21	10.99%	10	5.81%	4	2.90%
White, Non-Hispanic	5	0.99%	1	0.24%	2	0.40%	0	0.00%	1	0.58%	4	2.90%
≤19	18	3.56%	21	4.96%	21	4.22%	7	3.66%	11	6.40%	8	5.80%
20-24	53	10.50%	41	9.69%	47	9.44%	13	6.81%	14	8.14%	11	7.97%
25-29	65	12.87%	72	17.02%	88	17.67%	36	18.85%	17	9.88%	17	12.32%
30-34	83	16.44%	63	14.89%	90	18.07%	28	14.66%	29	16.86%	15	10.87%
35-39	90	17.82%	61	14.42%	73	14.66%	24	12.57%	18	10.47%	21	15.22%
40-49	116	22.97%	95	22.46%	111	22.29%	49	25.65%	46	26.74%	33	23.91%
50≤	78	15.45%	69	16.31%	68	13.65%	34	17.80%	37	21.51%	33	23.91%
Unknown	2	0.40%	1	0.24%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Female	340	67.33%	304	71.87%	364	73.09%	138	72.25%	129	75.00%	106	76.81%
Male	134	26.53%	102	24.11%	100	20.08%	41	21.47%	34	19.77%	29	21.01%
Unknown	31	6.14%	17	4.02%	34	6.83%	12	6.28%	9	5.23%	3	2.17%
TOTAL	505	100.00%	423	100.00%	498	100.00%	191	100.00%	172	100.00%	138	100.00%

Intermediate ESL (NC)	2009-10		2010-11		2011-212		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%	N	%
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0.00%	0	0.00%
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0.00%	0	0.00%
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16	7.31%	28	12.17%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0.00%	0	0.00%
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	185	84.47%	187	81.30%
Multi-ethnic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	0.91%	0	0.00%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0.00%	0	0.00%
Unknown	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10	4.57%	11	4.78%
White, Non-Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	6	2.74%	4	1.74%
≤19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10	4.57%	11	4.78%
20-24	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	23	10.50%	30	13.04%
25-29	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	32	14.61%	28	12.17%
30-34	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	32	14.61%	25	10.87%
35-39	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	21	9.59%	37	16.09%
40-49	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	56	25.57%	69	30.00%
50≤	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	45	20.55%	30	13.04%
Unknown	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0.00%	0	0.00%
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	177	80.82%	192	83.48%
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38	17.35%	36	15.65%
Unknown	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	1.83%	2	0.87%
TOTAL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	219	100.00%	230	100.00%

## Technical Office Occupations Program

Technical Office Occupations (NC)	2009-10		2010-11		2011-212		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%	N	%
African-American	28	8.54%	24	6.30%	27	6.00%	27	6.07%	21	4.63%	19	4.71%
American Indian/Alaskan Native	3	0.91%	6	1.57%	2	0.44%	2	0.45%	2	0.44%	2	0.50%
Asian	27	8.23%	40	10.50%	41	9.11%	40	8.99%	25	5.51%	21	5.21%
Filipino	1	0.30%	2	0.52%	3	0.67%	3	0.67%	1	0.22%	0	0.00%
Hispanic	167	50.91%	215	56.43%	268	59.56%	295	66.29%	296	65.20%	257	63.77%
Multi-ethnic	3	0.91%	0	0.00%	0	0.00%	0	0.00%	3	0.66%	2	0.50%
Pacific Islander	1	0.30%	1	0.26%	4	0.89%	6	1.35%	7	1.54%	0	0.00%
Unknown	13	3.96%	15	3.94%	29	6.44%	24	5.39%	24	5.29%	26	6.45%
White, Non-Hispanic	85	25.91%	78	20.47%	76	16.89%	48	10.79%	75	16.52%	76	18.86%
≤19	33	10.06%	35	9.19%	73	16.22%	60	13.48%	71	15.64%	44	10.92%
20-24	81	24.70%	88	23.10%	128	28.44%	149	33.48%	142	31.28%	137	34.00%
25-29	58	17.68%	74	19.42%	71	15.78%	61	13.71%	57	12.56%	46	11.41%
30-34	36	10.98%	34	8.92%	38	8.44%	40	8.99%	40	8.81%	29	7.20%
35-39	16	4.88%	25	6.56%	25	5.56%	24	5.39%	27	5.95%	20	4.96%
40-49	56	17.07%	51	13.39%	57	12.67%	54	12.13%	22	4.85%	36	8.93%
50≤	48	14.63%	74	19.42%	58	12.89%	57	12.81%	95	20.93%	91	22.58%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Female	296	90.24%	339	88.98%	404	89.78%	405	91.01%	404	88.99%	356	88.34%
Male	26	7.93%	31	8.14%	32	7.11%	30	6.74%	42	9.25%	38	9.43%
Unknown	6	1.83%	11	2.89%	14	3.11%	10	2.25%	8	1.76%	9	2.23%
TOTAL	328	100.00%	381	100.00%	450	100.00%	445	100.00%	454	100.00%	403	100.00%

Data provided by the Merced College Office of Grants and Institutional Research

### 4. Chief Executive Officer

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

Merced College has a chief executive officer appointed by the Board of Trustees and holds the necessary authority to administer board policies. The chief executive officer is not a member of the Board of Trustees. The name, address, and educational information about the chief executive officer may be found on page 2 of the 2016-2017 College Catalog. A resume of the chief executive officer is available at the following link (ER.4.01). The Superintendent/President's contract makes it clear it is a full-time position (ER.4.02).

### 5. Financial Accountability

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

Merced College requests regular audits from a certified public accounting firm. The Board of Trustees has an audit committee that meets at least twice with the audit team and the final audit is presented to the Board of Trustees in a regularly scheduled board meeting for approval

(ER.5.01). The final audit report is also presented to budget committee and it is posted on the web page (ER.5.02, [ER.5.03](#)).

The College complies with all aspects of the Title IV, financial aid requirements as noted in the audit report except for the monitoring of the default rate. The College does not participate in the Federal Loan program so this is not required.

**Certification of Continued Institutional Compliance with Eligibility Requirements  
Evidence List**

ER.4.01: Interim Superintendent/President, resume, April 2016, pdf

ER.4.02: Interim Superintendent/President, signed contract, August 9, 2016, pdf

ER.5.01: Board Meeting minutes, January 12, 2016, pdf

ER.5.02: Budget Committee minutes, February 17, 2016, pdf

ER.5.03: [Merced College Audit Report, June 2015](#)

## **Certification of Continued Institutional Compliance with Commission Requirements**

### **Policy on the Rights and Responsibilities of the Commission and Member Institutions**

*The Commission is committed to partnering with a member institution in a voluntary nongovernmental accreditation process that results in a mutual commitment to self-regulation, quality assurance to the public, and continuous institutional improvement. The Commission and its member institutions share rights and responsibilities to develop and promulgate Accreditation Standards and an agreed-upon accrediting process for comprehensive review. The institutional Chief Executive Officer is the chief representative of the institution to the Commission. The Commission communicates to the institution primarily through the Chief Executive Officer.*

Merced College is an accredited institution and has remained in accredited status since the initial approval. As a voluntary member of the Accrediting Commission for Community and Junior Colleges (ACCJC), Merced College supports non-governmental accreditation that focuses on a mutual commitment to self-regulation, quality assurance to the public, and continuous institutional improvement.

The College coordinates internal accreditation activities through the Standing Accreditation Committee. This committee has a membership of 14 and a support staff of four. The Standing Accreditation Committee provides ongoing coordination and support in relation to the requirements of the Accreditation Commission for Community and Junior Colleges. The committee reports to College Council. College Council determines representation and membership consistent with the College's shared-governance practices. Membership on the Standing Accreditation Committee includes faculty, classified professionals, and administration.

The Self-Evaluation Report developed over a two-year period. 35 writers and researchers from across the campus community contributed. Final drafts of this report were posted beginning on September 21, 2016 with revisions posted thereafter. Email notification was sent on the same date to the College community encouraging all to review and comment on the report.

The College archives all correspondence and records regarding the accreditation history of the institution with the Office of Student Services. More recent correspondence with the Commission is housed on the district website ([www.mccd.edu](http://www.mccd.edu)). All communication between the College and the Commission is sent directly to the Superintendent/President.

### **Policy on Institutional Degrees and Credits**

*An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree and 120 semester credit hours or 180 quarter credit hours for a bachelor's degree. Any exception to this minimum must be explained and justified.*

*An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.*

*At the time of a comprehensive review, the Commission will review the institution's policies and procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. The Commission will as part of this review assess whether the institution implements the clock-to-credit-hour conversion formula. The Commission will make a reasonable determination of whether the institution's assignment of credit hour conforms to commonly accepted practice in higher education using sampling and other methods. If, following the review, the Commission finds systematic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution, it must take appropriate action and promptly notify the U.S. Secretary of Education.*

The College adheres to applicable law including Title 5, Section 55063 and the California Education Code as well as board policy and administrative procedure regarding the awarding of associate degrees. Board Policy 4100 serves as a reference statement to the College regarding requirements pertinent to granting associate degrees. Administrative Procedure 4100 delineates the requirement that all associate degrees including terminal and transfer degrees consist of 60 units of coursework (POL.1.01, BP/AP 4100).

The College awards credits based on applicable law (Title 5, Section 55002.5) and provides a statement in the College Catalog regarding the calculation of a unit of coursework. "At Merced College, as in universities, a "unit" represents one hour per week for one semester of the student's time in a lecture class, or three hours in laboratory or other exercise class not requiring homework for preparation." When out-of-class study is included, one unit of lecture coursework equates to 54 hours (18 hours of lecture and 36 hours of out-of-class study). The application of this definition of a unit is applied, as appropriate, to all coursework offered by the College. Primary oversight rests with the Curriculum Committee which develops new courses and programs. Oversight is also provided by the Office of Instruction, the Board of Trustees, and the California Community College Chancellor's Office. The College does not award credit based on the clock-to-credit hour conversion formula. ([Merced College Catalog, p.17](#))

### **Policy on Transfer of Credit**

*Accredited institutions have a responsibility to provide for effective transfer of credit that minimizes student difficulties in moving between institutions while assuring the high quality of their education. Each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit including transfer of credits from non-accredited institutions. Institutions shall establish policies on the transfer of credit that are clearly stated and that function in a manner that is fair and equitable to students. At the same time, institutions shall be responsible for careful evaluation of credits that students wish to transfer. Institutions must balance responsiveness to students' preferences about transfer of credit and institutional commitment to the value and quality of degrees, certificates, or other credentials that the receiving institution awards.*

Board Policy 4050 (Articulation), uses Title 5, Section 51022(b) as a reference citation, and provides direction to the College regarding the articulation of courses and programs to other two-year and four-year institutions including the University of California, the California State University systems, as well as independent four-year colleges and universities, and other local community colleges. Merced College transfers most likely will attend either the University of California or one of the California State Universities. Consequently, articulation agreements with these institutions are the highest priority. To that end, a number of Transfer Admission Guarantees (TAGs) have been reached with the University of California. Local community colleges are ranked second, and independent colleges and universities ranked third. It should be noted the College does maintain high school articulation agreements in the form of 2+2 agreements regarding select career and technical education courses (POL.1.02, BP/AP 4050).

Administrative Procedure 5120 (Transfer Center), which is grounded in Title 5, Section 51027, ensures students are provided support services when transferring from the College to other institutions (POL.1.03, BP/AP 5120). As this procedure states, “Transfer Center Services shall include the coordination of activities designed to assure that all students are provided with timely information regarding transfer opportunities, application deadlines and procedures, assistance in the resolution of barriers to transfer and advocacy in support of a student’s application for admission to a transfer college or university.” The Transfer Center targets underrepresented student populations and aims to increase transfer rates among these populations.

Merced College has posted information about the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) program on the district website. ASSIST is an online articulation resource that provides students, counselors, instructional faculty, and others information detailing which College credits transfer to a University of California or California State University campus. ASSIST also provides information regarding how Merced College courses have been articulated state wide through the course identification numbering system (C-ID). The state wide course numbering system (CAN) is also available and is a common course numbering system for lower division courses offered in California higher education. Moreover, articulation agreements with private institutions are provided via the district website.

The College Catalog clearly states the conditions under which credit from other institutions of higher education will be accepted. A maximum of 30 units will be accepted by the College from the combined use of Military Experience, Advanced Placement, C.L.E.P., Credit by Examination, and International Baccalaureate. International transcripts are not evaluated until they are reviewed by a recognized transcript evaluation service. The College catalog also provides information regarding the process students must navigate to obtain credit for upper-division coursework to fulfill associate degree requirements. Merced College does not accept credit from institutions not accredited by one of the regional accrediting bodies recognized by the United States Department of Education ([Merced College Catalog, p. 19](#), [Merced College Catalog, p. 23](#)).

All referenced Board Policies and Administrative Procedures, transfer information, as well as the College Catalog are posted on the district website and widely available. The College Catalog is also available in the bookstore in hardcopy format.



### **Policy on Distance Education and on Correspondence Education**

*Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.*

Merced College offer courses in online, hybrid, and face-to-face modalities. The College does not offer correspondence education programs. Online distance education courses are delivered via the Internet using a campus-supported Learning Management System such as Blackboard. Hybrid distance education courses combine face-to-face class time with online instruction delivered through a Learning Management System.

A separate approval process takes place for distance education. The Distance Education Committee chairperson, with the assistance of the distance education committee, reviews all curricula submitted for online delivery. All distance education courses are subject to review and approval by the Curriculum Committee. This ensures that the basic requirements for distance education, such as regular and substantive interaction, are specifically addressed in the syllabus and course outline of record. The Curriculum and Distance Education committees use CurricUNET software in their review of the distance education courses.

All class offerings, regardless of delivery mode, follow the same course outline of record (COR) and student learning outcomes (SLOs) as face-to-face courses. SLO data is collected for classes offered on an ongoing review regardless of location and delivery mode. All credit-bearing courses at Merced College, regardless of modality, are subjected to the Program Review process to improve student learning outcomes. Distance Education courses also follow the same assessment cycle as face-to-face courses. In order to foster student success in distance education courses, a collection of online resources and instructional videos has recently been added to the Merced College website ([POL.1.04](#)) Additionally, a new student technology training position was created to support and train students in the use of technology for distance education classes. An Online Education Instructional Trainer and Education Media Technicians provide ongoing training and technical support to faculty who teach in distance education.

According to Merced College Administrative Procedure 4105 (POL.1.05, AP 4105), and Academic Senate Resolution 20-13 (POL.1.06, pdf Resolution) the same standards of course quality are applied to the distance education courses that are applied to traditional classroom courses. This includes requiring regular and substantive instructor initiated contact with students in distance education courses which the Academic Senate has defined to include: email, phone calls, online discussion forums, announcements, chat rooms, video conferences, voice chat – such as Skype, Ventrilo or Google Voice, and other online methods of communication.



Merced College offers resources for online students that are comparable to services provided on campus. Students may apply, register for classes, pay fees, and view grades online. The College provides online tutoring ( [POL.1.07](#), Online Tutoring webpage) and online counseling ([POL.1.08](#), Online Counseling webpage) and online resources and librarian services through email, telephone, and text-messaging services ([POL.1.09](#), Online Library Resources ) The library maintains an extensive collection of e-books and online databases of periodicals and reference materials that are accessible online through the college web portal.

Blackboard, Merced College's Learning Management System allows for secure login by the students. The system is safeguarded by requiring students to log-on for authentication. The log-in process and access to Blackboard content takes place over secure encrypted connections (III.C.1.13).

### **Policy on Representation of Accredited Status**

*An institution must post information for the public concerning its accredited status online, no more than one page (one click) from the institution's homepage. That information will include the representation of accredited status noted below, reports and documents concerning accreditation activities and related data required to be available to the public, and information concerning programmatic accreditation.*

*Representations of accredited status should include and be limited to the following statement. Additional modifiers such as "fully accredited" are not appropriate since no partial accreditation is possible.*

*(Name of institution) is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd. Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: [www.accjc.org](http://www.accjc.org).*

Merced College has an accreditation link on its homepage. The link directs the viewer to the College's accreditation webpage which is one click from the homepage and displays the following statement:

Merced College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: [www.accjc.org](http://www.accjc.org).

### **Policy on Student and Public Complaints against Institutions**

*The Commission requires that each accredited institution have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well publicized.*

Merced College addresses student grievances through Administrative Procedure 5530 (Student Rights and Grievances). This administrative procedure is provided to students through the district website and states, “When a student feels subjected to unfair action or denied rights as stipulated in published College regulations, policies, procedures, redress can be sought according to the grievance procedure.” What can be grieved is stipulated as well as what cannot be grieved and an overview of the steps involved in the grievance procedure are outlined. The administrative procedure also includes the form for students to petition for grievance review and request a hearing (POL.1.10, AP 5530).

Complaints from members of the public are addressed through Board Policy 2345 (Public Participation at Board Meetings) (POL.1.11, BP 2345). This policy stipulates that members of the public may address the Board of Trustees regarding matters directly related to the business of the District in one of three ways: during the designated time set aside at each Board meeting for the public to present items not on the agenda; during the Board’s consideration of each item on the agenda; or by placing items on the prepared agenda in accordance with Board Policy 2340 (Agendas) (POL.1.12, BP/AP 2340) ([www.mccd.edu](http://www.mccd.edu)).

In addition to Board Policy 2345, members of the public may file claims against the District under Board Policy/Administrative Procedure 3810 (Claims against the District) (POL.1.13, BP/AP 3810). This administrative policy provides members of the public to press specific claims against the district under the Government Code, Section 911.2 which relates to cause of death or injury claims or claims related to personal property or growing crops ([www.mccd.edu](http://www.mccd.edu)).

Board Policy 3430 (Complaints of Unlawful Discrimination) addresses complaints of discrimination based on “ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental health disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics...” The policy addresses sexual harassment complaints as well as Section 508 complaints (POL.1.14, BP 3430). The informal and formal complaint procedure is outlined and how to file a formal written complaint with the District and the State Chancellor’s Office. ([www.mccd.edu](http://www.mccd.edu)).

The hard copy of the College Catalog and the Class Schedule include information regarding non-discrimination, sexual harassment, campus sexual violence, and Section 504 and how to file a complaint with the District.

All Board Policies and Administrative Procedures presented above are available on the District website and readily available to students and members of the public. A hard copy of the College Catalog is available through the Bookstore, and the Class Schedule is distributed on campus and is free to students ([www.mccd.edu](http://www.mccd.edu)).

## **Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status**

*All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.*

Merced College accurately represents the educational programs and services it provides. The College Catalog accurately reports the official college name, telephone number, and the street and website addresses. The College articulates its mission, vision statement, and core values in the hard copy College Catalog and on the district website. Production of the College Catalog is overseen by the Schedule and Catalog Committee, a shared governance entity. Advertising efforts are coordinated through the Office of Institutional Advancement and College Foundation and are vetted through the President's Cabinet.

Student recruitment efforts occur primarily through the Office of Student Support Services and includes administrators, classified professionals and student ambassadors. Instructional administrators and instructional faculty engage in specific recruitment efforts based on association with a particular discipline or program. The College website is the primary mode for presenting the College to the public although articles and advertisements are run in local newspapers. A classified professional serves as the webmaster for the district website and approves website content before posting.

The College provides evidence regarding its accredited status in the College catalog and the District website one click from the homepage. Copies of the College catalog are archived and the last 12 years of College catalogs are available on the website. ([Merced College Catalog, p. 1](#), [Merced College Catalog webpage](#)).

## **Policy on Contractual Relationship with Non-Regionally Accredited Organizations**

*When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, comprehensive review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible only the applicant, candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.*

*If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.*

*The accredited institution's obligation to report any changes in control, legal status or ownership through its substantive change process also applies to related entities.*

Merced College enters into Instructional Service Agreements (ISAs) to contract certain instructional functions to related, non-regionally accredited organizations. Merced College enacts written agreements with all related entities. These written agreements confirm that all instruction is delivered under the sole direction of the Merced Community College District, that all coursework offered under ISAs will be open to the public and publicized accordingly, and that minimum qualifications for instructors teaching under ISAs are the same as those for all other instructors on the campus teaching in the same discipline. Furthermore, where instructors teaching under ISAs are not paid employees of the District, Merced College confirms through written agreements that the District has the primary right to control and direct the instructional activities of the instructor. For all instruction delivered under ISAs for which apportionment is generated, the District confirms in writing that the instructional activity is not fully funded by any other source (POL.1.15, Kingsview SKLS 210 ISA).

Merced College faculty contracted to deliver coursework through ISAs are evaluated as specified in the collective bargaining agreement between Merced Community College District and the Merced College Faculty Association. Copies of evaluations are retained in the Human Resources department. Merced College has in place procedures to assure that faculty teaching courses covered under ISAs teach in a manner consistent with the approved outline of record for that course and that students are held to an appropriate level of academic demand.

#### **Policy on Institutional Compliance with Title IV**

##### ***Notification to the U.S. Secretary of Education of Fraud or Abuse***

*The Commission shall provide the U.S. Secretary of Education notice of the name of any institution it has reason to believe is engaged in fraud or abuse or is failing to meet its responsibilities under Title IV of the HEA, and the reasons for such concern. Except in cases when the matter warrants a confidential report to the U.S. Secretary, the Commission shall notify the institution if its name is submitted to the U.S. Secretary under this provision.*

##### ***Default Rates***

*Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education. Institutions that have a default rate requiring a default reduction plan should provide a copy of their plan to the Commission. Commission staff shall review the plan to determine its appropriateness, and to determine if any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or evaluation.*

##### ***Compliance with Title IV***

*During the course of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA.*

*The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.*

Merced College does not provide financial aid in the form of student loans.

### **Certification of Continued Institutional Compliance with Commission Requirements Evidence List**

- POL.1.01: BP 4100, Graduation Requirements for Degrees and Certificates
- POL.1.02: BP/AP 4050, Articulation
- POL.1.03: BP/AP 5120, Transfer Center
- POL.1.04: [Online Resources, webpage](#)
- POL.1.05: AP 4105, Distance Education
- POL.1.06: Academic Senate Resolution 20-13., October 10, 2013
- POL.1.07: [Online Tutoring, webpage](#)
- POL.1.08: [Online Counseling, webpage](#)
- POL.1.09: [Online Library Resources, webpage](#)
- POL.1.10: AP 5530, Student Rights and Grievances
- POL.1.11: BP 2345, Public Participation at Board Meetings
- POL.1.12: BP/AP 2340, Agendas
- POL.1.13: BP/AP 3810, Claims Against the District
- POL.1.14: BP 3430, Complaints of Unlawful Discrimination
- POL.1.15: ISA, Kingsview SKLS 210

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

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

### **Standard I.A: Mission**

#### **Standard I.A.1**

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

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

The Merced College Mission Statement describes the College's education purposes, intended student population, degrees and certificates, and its commitment to learning and student achievement ([I.A.1.01](#)):

Merced College serves as a gateway to the future, providing accessible, affordable, and relevant education and workforce training for students in our richly diverse region. The College offers programs of study that lead to transfer, associate degrees, and certificates. Merced College provides basic skills and noncredit courses, as well as community education for personal and professional enrichment.

#### **Analysis and Evaluation**

The Mission Statement emphasizes Merced College's commitment to the region and the students served therein. The purposes indicated in the Mission Statement are appropriate for a California community college. The Mission Statement complies with criteria provided by the Commission.

#### **Standard I.A.2**

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

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

Merced College employs a comprehensive process to assess student learning and service area outcomes. Data generated from annual Program Reviews help analyze each area's strengths and weaknesses and lead to plans for improvement. ([I.A.2.01](#)). Within each Program Review, departments map program outcomes to the institutional outcomes, evaluate achievement of

previous goals, analyze the results of outcomes, suggest changes based on assessment results, and request resources to implement the planning process ([I.A.2.02](#)). Following the submission of annual Program Reviews, instructional deans and area managers summarize findings and forward them to the Institutional Master Planning Committee for presentation, verification, and ultimately these data are used for resource allocation and planning (I.A.2.03).

The 2015-2016 school year marks the first time that all areas on campus completed and submitted Program Reviews, and each Program Review identified how programs met the mission of the college ([I.A.2.04](#)). In addition, each program mapped their outcomes to the Institutional Learning Outcomes. In the future additional mapping to link outcomes to the *Strategic Plan* will be completed ([I.A.2.06](#)).

In the spring of 2017 Merced College will hire a new Dean to establish an Office of Institutional Effectiveness (OIE) ([I.A.2.05](#)). This office will be responsible for providing data for individual academic departments and disciplines regarding student retention, student success, numbers of degrees and certificates issued, enrollment data, and full-to-part-time faculty ratio. These data and subsequent analysis affect decisions in curriculum development, faculty and staff hiring, and resource allocation, which feed into the resource allocation process within the framework of the College's mission. Moreover, the OIE will administrate the development and implementation of Learning Outcomes assessments throughout the college.

## **Analysis and Evaluation**

Merced College collects and analyzes quantitative and qualitative data using systematic methods. Quantitative data includes but is not limited to the following: equity in athletics; (I.A.2.12) student equity reports ([I.A.2.09](#)); degree/transfer outcomes and CTE unit completion data ([I.A.2.08](#)) and student success ([I.A.2.05](#)).

Qualitative data includes but is not limited to: Articles in the college *Campus Digest* ([I.A.2.10](#)); the narratives in area Program Reviews ([I.A.2.04](#)); data analysis within SLO assessment reports ([I.A.2.11](#)); and graduating student survey regarding the General Education (GE) learning outcomes (I.A.2.13).

The Merced College mission steers institutional priorities. The mission statement is provided as preamble at the beginning of most public documents. Specific examples include the *Strategic Plan* and the Merced College Catalog ([I.A.2.06](#), [I.A.2.07](#)). Data-driven mission-specific information directs all institutional priorities. Data about Merced College's student population is made available on the public facing website for use by both the College community and the public for information and planning purposes ([I.A.2.05](#)).

Merced College gathers data to validate its Program Reviews and support resource allocation requests as well as to evaluate all aspects of its operations. Data includes workload measures, results of surveys designed to assess processes, student success and retention rates, and participation rates of students from local high schools. Gathering and assessment of data is ongoing and forms the core of all Program Reviews ([I.A.2.01](#), [I.A.2.02](#)).



Data regarding workforce training plays a vital role in generating and evaluating Program Reviews for Career Technical Education (CTE) programs, as well as in planning for expansion and changes. The 2014-2016 Electrical Technology Program Review is an example of the use of data in Program Review ([I.A.2.08](#)).

Gathered data informs the evaluation, planning, and improvement of the College's programs and services. The Assessment Overview page on its public-facing website provides examples of processes and data available for Program Review and other evaluation needs ([I.A.2.01](#)).

All of the shared governance committees on campus evaluate their effectiveness and processes in a yearly survey of members. The survey was developed by the Merced College Office of Grants and Institutional Research at the request of and in consultation with College Council and the Merced College Accreditation Liaison Officer. The survey was administered to 11 shared governance committees, April through May, 2013, 11 shared governance committees in May, 2014, and nine shared governance committees in May, 2015 (I.A.2.04).

### **Standard I.A.3**

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

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

Merced College's programs and services are purposefully aligned with its mission. The College emphasizes the mission in its welcome to students and outreach to the community. An example is the President's message in the 2015-2016 Merced College Catalog ([I.A.2.07](#), p.2):

It is my great pleasure to present Merced College's 2015-2016 Catalog. Here you will find information about courses of study, academic programs and departments, and the kinds of services available to you as a student. At Merced College, we honor and pursue our mission, institutional philosophy, and core values and beliefs, which you will find stated in the "General District Information" section. We also pursue the goals of our current strategic plan, striving always to improve our institutional effectiveness and our learning outcomes for students. We are a proud institution which puts learning and service to our community first in everything we do.

The Merced College mission guides institutional decision-making, planning and resource allocation. The mission is also stated at the top of the Strategic Plan and is included at the beginning of many other planning documents. The Student Equity Plan, the Strategic Plan, and the Educational Master Plan serve as examples ([I.A.2.06](#), [I.A.2.09](#), and [I.A.3.01](#)).

The Merced College mission shapes institutional goals for student learning and achievement and directly influences the Educational Master Plan, the Strategic Plan, and the Student Equity Plan ([I.A.2.06](#), [I.A.2.09](#), and [I.A.3.01](#)).



The mission statement is also referenced on individual division-level public facing web pages. The Student Success Program illustrates.

The Student Success Program coordinates various areas that provide academic support services. It supports and complements the overall College mission and core values of student success. One of the program's main focuses is to connect students with academic support services and resources aimed at assisting students achieve their academic goals ([I.A.3.02](#)).

### **Analysis and Evaluation**

Merced College's programs and services align with the Merced College mission, and the mission guides institutional decision-making, planning, and resource allocation. It also informs institutional goals of student learning achievement.

### **Standard I.A.4**

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

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

Merced College articulates its mission in a widely published statement approved by the governing Board. The mission statement is periodically reviewed and updated as necessary. It was adopted in 2002, reviewed in 2009 and 2010, and reviewed and revised January 7, 2014. It was most recently reviewed on October 17, 2014 (I.A.4.01, pdf, [I.A.1.01](#), and [I.A.2.07, p.8](#))

### **Analysis and Evaluation**

Merced College articulates its mission in a published statement approved by the governing board. The mission statement is reviewed periodically.

## **Standard I.B: Assuring Academic Quality and Institutional Effectiveness**

### ***Academic Quality***

#### **Standard I.B.1**

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

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

Merced College demonstrates improvement of student learning and achievement through several ongoing institutional initiatives. These initiatives include the Assessment Review Committee (ARC), the Institutional Program Review and Student Learning Outcome Assessment Committee (IPRSLOAC), the Student Equity Committee (SEC), the Curriculum Committee (CC), the Student Success Committee (SSC), Instructional Master Planning Committee (IMPC) and the Educational Master Planning Committee (EMPC). Minutes of these committees provide documentation of a wide range of relevant topics and robust dialog. These committees meet regularly to establish and/or maintain institutional structures. All committees discussed in the section below are represented by all areas on campus.

#### ***Student Learning Outcomes***

Sustained, substantive and collegial dialog about student outcomes is conducted formally and informally at all levels of the College through established practices. These practices are overseen by the assessment committees ARC and IPRSLOAC. Course, program, service area and institutional learning outcomes are assessed and discussed among faculty and staff using an established review cycle. Each course student learning outcome (SLO) is assessed two times every five years while the program outcomes, service area outcomes and institutional outcomes are assessed on an annual cycle. Discussions regarding the SLO results are presented formally at discipline, cohort, and area and department meetings as well as at master planning committees on campus (I.B.1.01-I.B.1.03). Additionally, the proportion of course and program assessment completed are reported by IPRSLOAC in a twice annual newsletter called the SLO Down (I.B.1.05, I.B.1.06). Less formal discussions occur among the faculty and staff during course planning sessions, curriculum reviews and everyday interactions. All academic courses routinely undergo evaluation for currency, effectiveness, and Title 5 compliance on a six-year cycle. Career Technical Education (CTE) courses are subjected to review every two years. These same curriculum reviews also serve to evaluate course and program SLOs for consistency with their course outlines of record (COR) ([I.B.1.07](#)). Individual programs and area meetings include discussions regarding SLO assessment and reporting where the faculty and staff can share assessment methodologies, rubrics, results, and concerns (I.B.1.01).

#### ***Student Equity***

Merced College engages in the consistent dialog regarding student equity at all levels. Faculty and staff engage regularly in discussions regarding student equity data through regular meetings during discipline, cohort and area meetings. Student achievement data are analyzed by the Office

of Grants and Institutional Research (OGIR) and posted for faculty (I.B.1.11a-d) for use in self-evaluation discussions while developing annual Program Reviews.

### *Academic Quality*

Merced College demonstrates a capacity for collegial dialog about academic quality and continuous improvement of student learning and achievement. This process is supported by the evaluation of all College courses on defined schedules as well as the evaluation of pre and post-tenured faculty. Evaluation of classified staff and service area outcomes also support the delivery of high quality programs at Merced College.

### *Intitutional Effectiveness*

Merced College demonstrates a capacity for collegial dialog about institutional effectiveness, and continuous improvement of student learning and achievement. This is demonstrated by the introduction of the new Office of Institutional Effectiveness. In addition, dialog regarding institutional effectiveness and student learning begins in departments and academic areas (I.B.1.01) and elevates to higher levels within ARC and IPRSLOAC.

### *Continuous Improvement of Student learning and Achievement*

As described above, Merced College engages in t ongoing dialog regarding the improvement of student learning and success. Assessment Committees ARC and IPRSLOAC have developed and implemented new assessment processes. The resulting reports will now directly impact improvement planning across the College to support student learning and achievement ([I.B.1.17](#), [I.B.1.18](#), [I.B.1.19](#), and [I.B.1.20](#)).

## **Analysis and Evaluation**

### *Student Learning Outcomes*

The Merced College 2016 Annual Report revealed impediments to SLO and Program Review assessment and reporting. Initially the College was evaluating instructional SLOs in a five-year cycle, while service area outcomes were reviewed annually. Within this system, all course SLOs were assessed and reported using a four-phase model (I.B.1.11a-d). Unfortunately, the system's complicated design led all too often to faculty feeling "lost" in the process. In addition, courses offered infrequently (in a five-year period) became "trapped" in cycle, overlooked by the faculty responsible for their assessment, so the cycle never was completed. The Program Review process, intended to assess the program SLOs, was overly complicated: a comprehensive review scheduled every five years; separate annual Program Review updates filled out in the intervening years. Unfortunately, the annual Program Review updates did not require faculty to assess or address the program level SLOs and thus no program on campus, with the exception of the Learning Resource Center (LRC), assessed and reported on the effectiveness of the program SLOs in the last five-year cycle. The Institutional SLOs rely heavily on the completion of program and course level SLO assessment. With a low level of assessment and reporting, it was impossible to evaluate all ISLOs in this past five-year cycle. Finally, all assessment records were entered and stored in CurricUNET. CurricUNET is effective at curriculum related reporting and housing, but the SLO assessment and Program Review modules are difficult for faculty. Subsequent storage of partially or completed forms was not efficient for later analysis.

In solution, ARC and IPRSLOAC members convened to develop a new methodology. Merced College no longer relies on CurricUNET and has developed new forms, using the InfoPath program, to evaluate and report student learning for courses and programs. At the course level, this new process integrates elements from our previous four-phase model into a single form thus facilitating the collection, analysis and reporting of SLO data (I.B.1.09a-c). A new Program Review form has replaced the comprehensive and annual update processes. A more relevant annual Program Review report now mirrors the course report form for the outcomes assessment section (I.B.1.09a-c). Faculty now will become more familiar with the role that outcomes assessment plays in both courses and programs. An additional section was included in the Program Review form for faculty to list the courses included in their program and provide an update on when those course SLOs were last assessed and when the next report would be submitted. This system provides a central location for both faculty and coordinators as they update records associated with submission of course SLO reports.

In the fall of 2013, Merced College initiated an assessment of our institutional SLOs via the integration of course SLO assessments that are included in our General Education (GE) program. The five Merced College institutional SLOs map to our general education breadth areas in such a way that course and program SLO assessments can be rolled up to assess the institutional SLOs. Thus far two of the five institutional SLOs have been assessed, Computation in the 2014-2015 academic year and Global and Community Consciousness in 2015-2016 ([I.B.1.10](#)). In spring 2017, the faculty senate will determine the order in which the remaining three ISLOs will be assessed, and implement a plan to coordinate faculty participation in the process.

### *Student Equity*

Student Equity dialog is conducted in many committees across campus. The Student Equity Committee (SEC) is comprised of members from each campus constituency (classified professionals, faculty, students, administration, and community members). It strives to identify and eliminate barriers in each of the five success indicators (I.B.12a-d). In 2014-2015, the SEC completed the 2014-2017 Merced College Student Equity Plan. In 2015-2016, Merced College implemented an Office of Student Equity and Success whose charge it is to identify and mitigate inequities in student success at the institutional level. The Student Equity Plan was revised in accordance with Chancellor's Office mandate in 2015-2016. The revised Student Equity Plan identified resources for initiatives, including professional development, to help faculty and staff reduce obstacles and barriers to achievement through proven high-yield practices (such as multiple measures and acceleration models) (1.A.3.01).

The College invited student equity expert Dr. Jeff Duncan-Andrade as convocation speaker to kick-off the 2015-2016 academic year. Moreover, student equity has been a topic at a College forums, Academic Senate meetings, and Merced College Board of Trustees meetings. Through presentation and consistent dialog, equity is becoming entrenched in Merced College affairs.

Categorical programs have recently been restructured to fall under the equity umbrella. DSPS, CalWORKs, EOPS, Basic Skills, Veterans, Foster Youth initiatives, and Puente are all aligned with the Office of Student Equity and Success. This alignment fosters further collaboration to

support students in identified target groups. Moreover, the position of Student Equity Senior Researcher allows initiatives directed toward these groups to be assessed for efficacy.

### *Academic Quality*

Faculty review all courses, including CTE courses, on a six-year cycle to ensure that all aspects of the course outline of record (COR) meet the expected requirement (I.B.1.15). The newly developed SLO assessment process coupled with the Educational Master Plan and the Curriculum Committee guides the development, assessment and maintenance of academic programs on campus (I.B.1.15). The SLO assessment process provides the opportunity for individual programs to review all factors that support and influence academic quality from the course to the institutional level. These factors include reviewing student learning through student achievement data, course and program curricula, student support, instructional equipment, technology, staffing facilities, and budgeting. Finally, all faculty and staff undergo periodic evaluations. Pre-tenured faculty are evaluated annually through their fourth year and every three years thereafter in accord with the Faculty Association agreement ([I.B.1.13](#)). Classified staff are evaluated annually for the initial four years of employment then every two years thereafter according to the Classified Employee/District agreement ([I.B.1.14](#)).

### *Institutional Effectiveness*

Both assessment committees have representatives from each academic area on campus, the Cohort Assessment Trainers (CATs), and service areas. A single meeting time facilitates discussion about assessment methods and results (I.B.1.21, I.B.1.22). These meetings also allow faculty and classified staff to offer input into the development of the College's Mission and Strategic Plan as ARC reports to the College Council and IPRSLOAC reports to Academic Senate. Development of a new Office of Institutional Effectiveness was announced by upper administration at the April 12, 2016 Board meeting ([I.B.1.16](#)). This new office will allow the Merced College to house all assessment, record keeping, data reporting and analysis under one director. By developing this office Merced College is making a commitment to assuring high quality instruction and service to our student body.

### *Continuous Improvement of Student learning and Achievement*

In 2016, Merced College has adjusted the date for which all Program Review submissions will be due, changing from February to the first Friday in September. This change will link the submission of program assessments with the resource allocation process. The September deadline is two months before the school budgeting process prioritization begins. In the past, the submissions deadline did not parallel institutional budgeting time lines. Program Review submission now can request resources for their improvement plans and have those requests funded within the academic year. In the old system an action plan might not be funded for as many as 18 months ([I.B.1.17](#), [I.B.1.18](#), [I.B.1.19](#), and [I.B.1.20](#)).

## **Standard I.B.2**

*The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.*

## Evidence of Meeting the Standard

Merced College conducts and reports student learning outcome (SLO) assessments two times in a five-year period for all academic courses offered. This process is overseen by the Instructional Program Review and Student Learning Outcomes Committee (IPRSLOAC). Instructional programs define SLOs at the course, program, general education and institutional levels which are linked to one another through mapping (I.B.2.01). Course level SLOs are mapped to program SLOs which are in turn mapped to the Institutional level SLOs. Individual SLOs of courses that meet the GE breath requirement are mapped to the general education learning outcomes (GELOs) which also are linked to institutional outcomes ([I.B.2.02](#)). Student Services have defined service area and program outcomes and have reported results of assessment within each area annually ([I.A.2.04](#)). Each Student Services area assesses its outcomes regularly and reports upon proposed improvements ([I.A.2.04](#)).

## Analysis and Evaluation

Each course level SLO is included in the course outline of record (COR) ([I.B.1.07](#)). In the past, all assessment records were entered and stored in CurricUNET. Unfortunately, SLO assessment and Program Review modules were exceedingly difficult for faculty to use and the subsequent storage of partially or completed forms was not efficient for later analysis. In an attempt to solve SLO assessment and report problems, a new methodology for assessing, reporting and storing all assessment related information was developed using forms developed in InfoPath (I.B.1.09a-c). These new forms have greatly impacted the evaluation and reporting of student learning outcomes for courses and programs and has increased the number of SLOs reported from 61 percent in 2014-2015 to 95 percent of offered courses in October 2015 (I.B.1.06).

Over the five-year reporting period numerous changes have occurred (1) in the organization of Student Services and (2) how assessment is reported, which has allowed this area to increase its levels of assessment and reporting. For example, Student Services absorbed the Office of Institutional Advancement, and the Career Center and Transfer Center wrote a combined Program Review. In 2015-2016, two additional departments were added to Student Services—the Office of Student Equity and Success and the Student Success Program—increasing the Student Services area to a total of 15 departments. All departments completed comprehensive Program Reviews in 2011-2012, with annual Program Reviews completed every year thereafter. Beginning in the 2015-2016 academic year, comprehensive Program Reviews will be replaced by annual versions. All Program Review documents for 2013-2014 through 2015-2016 are posted on the public webpage for Program Review ([I.A.2.04](#)). All prior years' Program Reviews are posted on the portal for internal use (not viewable by the public). The Student Services Program Review Completion chart is updated annually and displays completion information as well as explanations for changes that occurred each year (I.B.2.03).

## Standard I.B.3

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

## **Evidence of Meeting the Standard**

Since 2013, Merced College establishes institutional-set standards for student achievement as part of the ACCJC annual report (I.B.3.01a-d). Each year, a subcommittee of the Standing Accreditation Committee meets to review the previous year's standards and decide if new ones are warranted. The standards are a result of research, data analysis, and dialog at Academic Senate "Brown Bag Discussions" (I.B.3.02), as well as discussions within the Standing Accreditation Committee (I.B.3.03), the Educational Master Planning committee (I.B.3.04) and College Council (I.B.3.05). The standards are communicated to the campus via Standing Accreditation Committee meetings (I.B.3.06), Educational Master Planning Committee meetings (I.B.3.07), Academic Senate newsletters (I.B.3.08) and Academic Senate meetings (I.B.3.09). Merced College reports the standards to the Board of Trustees (therefore the community) through formal presentations (I.B.3.10). The institution-set standards for student achievement are appropriate to the Merced College mission of providing accessible, affordable, and relevant education leading to transfer, associate degrees, and certificates. Merced College examines institution-set standards of student achievement through discussions in meetings of the Academic Senate, (I.B.3.11), the Standing Accreditation Committee, (I.B.3.06), the College Council (I.B.3.05), and the Educational Master Planning Committee (I.B.3.07). Two items under constant discussion: (1) standards that have not been met, and (2) programs that have state licensure rates.

## **Analysis and Evaluation**

Institution-set standards are used to analyze institutional effectiveness and academic quality in the context of the College mission. The institution-set standards are widely communicated with all campus constituent groups, the Board of Trustees, and the public.

### **Standard I.B.4**

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

## **Evidence of Meeting the Standard**

Merced College organizes its institutional processes around assessment data. The College has shifted from CurricUNET software, relying temporarily upon Microsoft InfoPath for SLO assessment and Program Review (I.B.1.09a-c). InfoPath's dynamic templates can adapt to the needs of the College, insuring SLO assessment at every level. Assessment processing is now easier and more meaningful to faculty and more useful to administration. To assure the quality of assessment reports, the College has developed a more effective system—the result of District-wide collaborations—including peer evaluation forms built into Program Review and SLO assessment materials (I.B.1.09a-c). Program SLOs are now being assessed, and the resulting data drive shared governance initiatives and direct resource allocation.



### *Program Planning*

In 2016, faculty have initiated a system of linking course SLOs to program SLOs. Faculty now can analyze student performance on PSLOs, determine areas for improvement, and plan for the future of the program. For enhancement, faculty were given new comprehensive data sets embedded as a link in the Program Review template on student achievement and demographics spanning the last five years (I.B.1.11a-d). For instructional programs, data includes figures/charts on course enrollment, successful course completion, retention, persistence, and progress as well as, productivity, weekly student contact hours (WSCH), full-time equivalent faculty (FTEF), full-time equivalent students (FTES), and percent of classes filled. Data is disaggregated by discipline, mode of delivery, and location. Institution-level data provided in these tables emanates from district averages. The information helps guide the development of program planning goals; it also documents resource allocation requests ([I.B.1.17](#)). Program improvements can include changes to program curricula, requests for equipment, and staffing (I.A.2.03).

### *Resource Allocation*

In addition to new assessment practices, the College has renovated the process for resource allocation to connect more directly with student achievement data ([I.B.4.02](#)). Program Reviews provide the base for planning and budgeting. They have at their core assessment of student learning and service area outcomes. Plans for new or expanded activities and/or requests for additional resources are tied to assessment of area learning outcomes and services (I.B.4.01). Instructional disciplines/programs failing to complete Program Review are denied consideration for resource allocation ([I.B.4.02](#)). This process is directed by the *Integrated Planning, Program Review and Shared Governance Handbooks* and is illustrated not only in Program Reviews but, also in the Deans' summaries of Program Review that begin the process for priority in instructional resource requests (I.A.2.03, [I.B.4.03](#), [I.B.4.04](#), [I.B.4.02](#)). The Program Review cycle now allows time for submission and evaluation of the reviews. Program Reviews are due at beginning of September. Resource requests thus may be placed into priority and funded as soon as one year earlier.

### **Analysis and Evaluation**

Merced College's primary goal is to support student success. To that end, assessment data is central to its integrated planning processes. Assessment data is collected at the course, program, and institutional levels. This data helps in the development of improvement plans at the course, program, and institutional levels. Master planning committees (Administrative Services, Facilities, Instructional, Student Services, and Educational). Master planning committees utilize Program Reviews to establish annual and long-term goals, generate resource allocation requests, and support strategic planning. The Educational Master Planning Committee oversees the other master planning committees and plays a central role in integrated planning.



## ***Institutional Effectiveness***

### **Standard I.B.5**

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

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

The Educational Master Planning Committee (EMPC) monitors the progress of the integrated planning process and develops goals for the institution (I.B.5.01-I.B.5.03). EMPC ensures institutional goals are used in the development of component goals within the master planning committees. The College has active master planning committees devoted to Program Review and outcomes assessment. The 11 shared governance committees have been surveyed annually since 2012 to help inform strategies, improve institutional and shared governance committee effectiveness, and gauge progress of process improvement (I.B.5.04).

Program Review is mandatory for all Merced College instructional programs, academic support services, student services, and administrative services ([I.A.2.04](#)). Program Review is one of the mechanisms for insuring compliance with the institutional mission, maintaining and improving academic quality and institutional effectiveness. Program Reviews are submitted yearly. Each program is explicitly prompted to describe how their program aligns with the Merced College mission. Program Reviews provide a trend analysis in student achievement data. The reviews discuss progress in the outcomes assessment cycle and the results of assessment. Resource requests are based on analyses of data, and indicate future facility and technology needs, used to set short and long-term goals. The goals in the annual plans link directly to the goals of the strategic master plan, which parallel the Merced College mission ([I.B.5.05](#), [I.B.5.06](#)).

The Office of Grants and Institutional Research (OGIR) has the primary responsibility for data collection, analysis and reporting. OGIR disseminates to the Academic Senate data related to enrollment management and educational effectiveness; to the College President and others on matters related to progress toward achieving strategic goals and objectives; and to other standing committees in support of their varied functions and efforts. OGIR maintains the data reporting tools utilized by areas undergoing Program Review. In addition to qualitative data represented by written narratives in Program Reviews, quantitative data is referenced and analyzed, especially in the area of instructional Program Reviews. Instructional programs receive annual summaries with longitudinal information about student cohorts related to student performance, staffing, classes and demographics. The data for the District as a whole permits comparison as well as provides information about location (Merced campus versus Los Banos campus) and modality (traditional versus Distance Education (I.B.1.11a-d).

The College also polls student satisfaction with programs, services and facilities through the Community College Survey of Student Engagement (CCSSE), administered on a periodic basis (I.B.5.07). The College measures current and historical performance by a set of key indicators, including transfer, success, and retention rates available through the California Community

Colleges Chancellor's Office Student Success Scorecard ([I.B.5.08](#)). The Scorecard contains extensive demographic information pertinent to Merced College students, faculty, and staff. The information is made available during planning processes e.g. for development and implementation of the Student Equity Plan and the Student Success and Support Program Plan. OGIR also provides Student Success with demographic data (e.g. student ethnicity, age, gender) and course success and retention data for intrusive counseling.

## **Analysis and Evaluation**

The District has authorized formation of an Office of Institutional Effectiveness (OIE) to coordinate data analysis and reporting. The OIE will determine key indicators for all Program Review documents and with them measure progress in the goals and objectives of the Strategic Plan and the Merced College mission.

### **Standard I.B.6**

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

## **Evidence of Meeting the Standard**

Merced College disaggregates and analyzes learning outcomes and achievement for subpopulations of students. Individual Program Reviews present qualitative data in the form of written narratives and generate quantitative data for analysis and reference ([I.A.3.01, pp. 37-38, I.B.6.01, I.B.1.10](#)).

The Office of Grants and Institutional Research gathers and distributes student achievement data for Program Reviews, which is also available on the OGIR website in the Merced College portal. Information associated with the instructional programs are disaggregated using a variety of key indicators, including student performance (success and retention relative to location and delivery method within the program versus across all credit programs), staffing (productivity, FTEF and FTES); course information (percent fill, average class size and number of sections) and demographics (gender, race/ethnicity, age). Starting with reports written during the 2014-2015 cycle, the Program Review datasets now provide a five-year summary for instructional programs along with District wide data for comparison (I.B.1.11a-d). Programs request resources to support their planning goals and the requests are prioritized through the resource allocation prioritization process in master planning committees on an annual basis. Additionally, the Academic Senate Program Investigation Committee evaluates program viability at faculty request. Quantitative and qualitative data are used to review a program's academic health and determine whether the program reflects the Merced College mission and accomplishes College, area, and program goals ([I.B.6.02](#)). From the evaluation process, the committee may recommend a program continue as is, continue with qualifications, or discontinue entirely.

In 2016, graduating students were surveyed about whether their education at Merced College prepared them to fulfill the general education outcomes. (I.A.2.13). This was the first time an analysis of student demographics could be performed for the General Education (GE) program with outcomes linked to assessment results. The majority of students who responded to the survey agreed their time spent at Merced College prepared them for the GE program outcomes, with an average score of four out of a possible five for the ten questions asked about the GE program outcomes. The survey results were also analyzed using the same parameters as the other datasets for Program Reviews in instruction listed above (I.B.6.05). Additionally, these trends were analyzed for each of the General Education Learning Outcomes (GELOs) to identify any trends associated with the groups of courses linked to each of the GELOs (I.B.6.05).

The Student Success Scorecard, produced each year by the California Community Colleges Chancellor's Office (CCCCO), reports student achievement measures among recent cohorts of students. Merced College's Student Equity Committee developed a Student Equity Plan (SEP) in 2014, using disaggregated data from the Student Success Scorecard. The SEP highlights areas for improvement and includes an action plan identifying next steps for conducting additional analysis and developing strategies to address performance gaps ([I.A.2.09](#)). Likewise, the Student Success and Support Program Advisory Committee has developed the Student Success and Support Program plans for both credit and noncredit instruction (I.B.6.06, I.B.6.07). In collaboration with the California Acceleration Project, the College identified a lack of progression through sequences of courses in math and English. The English department received a \$1.5 million grant to redesign their curriculum to help at-risk students. Likewise, college success based on current assessment strategies was identified as problematic, and a new common assessment will be piloted in spring 2017 semester.

The Student Success program oversees academic support services and connects students with services and resources appropriate to their educational goals. Merced College's Study Central was one of three California Community College programs recognized in 2014 by the Chancellor's Office for demonstrating a commitment and significant progress toward achieving student equity and success for all students. Another example can be seen within the CTE programs (I.B.6.08, I.B.6.09). Learning communities with embedded CTE counselors were created and the courses changed to compressed block scheduling. From the changes, CTE programs experienced significant increases in retention and success, along with startling increases in the number of program completers. As one example, data derived from the computer networking program compared 2009-2013 with 2015-2016. The data shows an increased retention of 629 percent, with an 875 percent spike for the number of completers.

## **Analysis and Evaluation**

Merced College actively disaggregates data for use in planning to reduce gaps in performance. The College began analyzing data for additional cohorts of students as part of the Student Equity Plan in 2014 and has identified trends among subpopulations of students. Instructional programs, including CTE, examine student and instructional demographics annually. Plans are being developed to disaggregate learning outcome data, and a pilot study was performed with the GE program survey. The campus is actively engaged in finding assessment management software to

provide one of the missing links in instructional assessment. Currently no direct link allows incorporation of course assessments with the Program Review documents. Once linkage is established, the College will implement training for faculty and staff in analyzing the results for subpopulations of students to identify gaps. Likewise, the College will need to develop institutional-set standards to be used in the analysis of the data.

Merced College began collaboration with the Institutional Effectiveness Partnership Initiative (IEPI) in 2014. A resource team visited the campus in October 2015 to discuss innovations for institutional effectiveness. A new Office of Institutional Effectiveness is planned with a variety of objectives outlined in the IEPI College Innovation and Effectiveness plan. These were incorporated into the Educational Master Plan 2016-2021. They focus on developing tools to examine: 1) Enrollment Management, 2) Distance Education, 3) Strategic Plan Implementation, 4) Program Review, and 5) Improving SLO assessment across the College (I.B.6.10, [I.A.3.01](#)).

### **Standard I.B.7**

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

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

Merced College evaluates its policies and practices with various mechanisms including Program Review and self-evaluation of shared governance committees. The Board of Trustees, College Council, Academic Senate and its subcommittees, master planning committees and many other groups at Merced College engage in regular dialog regarding continuous improvement in planning and governance processes. The Educational Master Planning Committee (EMPC) serves as the oversight committee for all Merced College master planning committees and oversees development of and progress on the Strategic Plan (I.B.5.01, I.B.5.02, I.B.7.01, [I.A.3.02](#), pp. 37-38, I.A.2.04, pdf, I.A.3.02, pdf.). In 2012, the Integrated Planning Task Force created as a guide *The Integrated Planning, Program Review and Shared Governance Handbooks* ([I.B.4.02](#), [I.B.4.03](#) and [I.B.4.04](#)).

Annual Program Reviews provide the means for all areas to review learning or service area outcomes, set and evaluate goals, and identify resource needs ([I.B.2.03](#)). Based on feedback from faculty and staff, the Assessment Review Committee (ARC)—co-chaired by area Program Review coordinators CATs—assesses Program Review templates annually in Administrative Services, Instruction, Student Services, and the President’s Office). If necessary, ARC (after consultation with oversight committees) amends the templates. In 2014, the process identified dissatisfaction with the software used to author and store instructional Program Reviews. The Office of Institutional Effectiveness generated new datasets, providing annual longitudinal data covering a five-year period. ARC designed a new template for instructional Program Reviews, focusing the discussion on program outcome assessment. In 2015, ARC recommended to College Council and EMPC a campus wide template designed for use by all areas of Merced

College (I.B.7.02). Each area now will have assessment instruments for service area outcomes that accurately reflect the functions of their specific programs while assessments related to instruction focus on student learning outcomes. The goal: align all information presented to the master planning committees and facilitate the process of goal setting and resource allocation. With the changes, the District anticipates that Program Reviews will be employed more efficiently. Instructional deans can distill their varied area Program Reviews into a single summary document, streamlining the shared governance sequence.

Assessment of governance committees has become the practice across campus areas both to strengthen institutional practices and performance and ensure regular monitoring and review of same. The Office of Institutional Effectiveness administers an annual master planning committee and shared governance evaluation (I.B.5.04). In 2013, the Administrative Reorganization Task Force reviewed the administrative structure of Merced College and reported its findings to the Superintendent/President. The task force included Merced College students, a member of the Merced College Board of Trustees, and representatives from each area of the College, including faculty, classified staff, and management (I.B.7.03). Merced College's Student Equity Plan emanated from the collegial dialog of this group ([I.A.3.01](#)).

The Academic Senate of Merced College reviews Board Policy and recommends changes to College Council, insuring that proposed and current policies support academic quality and institutional effectiveness. In 2015, the Senate determined the Faculty Hiring Prioritization Process did not reflect recent organizational changes. The Senate paneled a task force which proposed updates to the Board of Trustees in February, 2016. The Board adopted the proposal as an amended administrative procedure Administrative Procedure 7214 (I.B.7.04, I.B.7.05 and I.B.7.06). To reflect current faculty perceptions, the Academic Senate provides to the Board an annual assessment of Merced College's organizational structure. In 2015-2016, 78 percent of the 168-member full-time faculty responded. Faculty rated professional concerns and general services by College administration and management. Opinions generally have been positive, expressing satisfaction with instructional deans and the vice president of instruction (I.B.7.07).

### **Analysis and Evaluation**

The College regularly reviews core processes such as Program Review and the planning and resource allocation process, but has not formalized a systemic cycle for policy and procedure review. In spring 2016, administrators were tasked to review all administrative procedures within their area and bring recommended changes to College Council, to then be forwarded onto the Board of Trustees for adoption. Merced College needs to formalize a systematic review for all administrative procedures. While Merced College administers an annual master planning committee and shared governance evaluation, the process needs to be reevaluated for better efficiency. In spring 2017, the Superintendent/President and the Academic Senate President will work with the Office of Institutional Effectiveness to look at possibly revising the survey and bringing those recommendations forward to EMPC.

## **Standard I.B.8**

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

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

Merced College broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. Information about assessment outcomes and subsequent planning activities are shared through a variety of processes.

#### *Program Level/Service Area/Institution Level*

The institutional communication of student achievement through course, program, and service area assessments begin with discussions on student learning assessments held in area meetings. These discussions are incorporated into the relevant assessment documents within which each area reports their successes and challenges relative to student learning. These documents are then forwarded to area deans and managers where important findings are summarized. All summaries are posted for all members of the institution to view.

### **Analysis and Evaluation**

Faculty involved in the Student Learning Outcomes (SLOs) assessment and Program Review processes are listed in each report along with their role(s) in the process. Results are communicated to all impacted faculty and staff through cohort and service area meetings (I.B.8.01). Service area Program Reviews are discussed in student services staff meetings, as well as the Student Services Master Planning Committee (SSMPC) (I.B.8.02) and Student Services Executive Committee (SSEC) (I.B.8.03). In addition, an annual student services retreat is held each summer where the results of service area Program Reviews are discussed and annual goals developed (I.B.8.04, I.B.5.03). The status of SLO assessment for all active courses is posted on the public SLO assessment site ([I.A.2.11](#)).

Area deans read each Program Review in their area after their submission and develop a summary of the important findings. These summaries are available for evaluation by faculty, staff and administration and help guide the development of planning goals (I.A.2.03, I.B.8.06). The Dean's summaries are reviewed by IMPC, posted to the portal, and the link is sent out to all faculty (I.B.8.07). An IMPC taskforce is formed to review the dean's summaries and identify trends (I.B.8.08). These trends are the basis for IMPC's goals for the next year (I.B.8.09).

Updates about assessment are disseminated in a variety of ways. All Program Reviews and SLO assessment reports are housed on the Merced College webpage ([I.A.2.04](#), [I.A.2.11](#)) and are visible to external viewers. In addition, Institutional Program Review and Student Learning Outcome Assessment Committee (IPRSLOAC) publishes a twice-yearly newsletter called the SLO Down that reports on levels of instructional course SLO assessment completion, Program Review submission and discusses success stories within the College that were the result of



meaningful assessment (I.B.1.05, I.B.1.06). The link to the Student Success Scorecard can be found in the footer of all webpages on the Merced College website and the link to Data Mart can be found here ([I.B.8.10](#), [I.B.8.11](#), [I.A.2.05](#)), both providing information about student success and achievement. The College has made many efforts to further inform interested parties across the institution through meetings and presentations. In spring, 2015, guest speaker Bob Pacheco moderated a training session at a College-wide faculty meeting (I.B.8.12). In fall, 2015, at Convocation, a presentation alerted faculty to the GE Program Review during an assessment update held for all faculty (I.B.8.13). These meetings have facilitated the dissemination of extensive updates about our progress in assessing course SLOs, as well as changes to the process of assessment and Program Review reporting.

The core bodies that oversee assessment and reporting consist of the Assessment Review Committee (ARC), which reports to College Council, and the IPRSLOAC which reports to the Academic Senate. Both committees report the levels of SLO assessment for courses, programs, the general educational program and the institutional assessments to their respective bodies which then disseminate the information to faculty, staff and administration (I.B.1.21, I.B.1.22, and I.B.8.08). In the past several years, both ARC and IPRSLOAC have been supporting the mapping of course SLOs to those of the program and the institution to facilitate broad assessment over the campus ([I.B.1.10](#), I.B.8.09). This effort is intended to link course outcomes to overall learning across campus. The map linking course SLOs to programs and institutional SLOs will not be complete until the 2015-2016 Program Reviews are submitted in early September, 2016. At that time the new Office of Institutional Effectiveness will be able to analyze assessment data and develop a report to the College.

### **Standard I.B.9**

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

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

Merced College engages in continuous, broad based, systematic evaluation and planning. All of the master planning committees engage fully in the evaluation of Program Reviews as well as the planning, budgeting, and resource allocation processes. Merced College integrates Program Review, planning, and resource allocation into a comprehensive process outlined in the *Integrated Planning, Program Review and Shared Governance Handbooks* ([I.B.4.02](#), [I.B.4.03](#), [I.B.4.04](#)). Program Reviews form bases for the development of annual plans. Each Program Review includes data, such as retention and success rates; program assessment including plans for improvement; program goals and objectives; and resources and support necessary to meet the established goals. Resource requests must be linked to safety, compliance, maintenance of the program or growth of the program and must include how the item will improve student success and how it will measure Student Services' effects (I.B.9.01). Resource needs identified through

the Program Review process are communicated as part of regularly scheduled meetings at the appropriate master planning committee: Instructional Master Planning Committee; Student Services Master Planning Committee; and Administrative Services Master Planning Committee. Once reviewed by the relevant master planning committee, the filtered Program Reviews stand in evidence (1) for determining the priority of items requested through resource allocation and (2) for documenting direction for institutional planning. A compilation of all the review summaries return to the EMPC for a College wide review. The EMPC and College Council prepare regular reports as the budget is developed, leading to presentation of a tentative budget. The President presents a tentative budget to the Board of Trustees each year in June. The tentative budget includes the results of the resource allocation process. The Board of Trustees adopts the President's budget the following September after the State budget is finalized.

The Board of Trustees receives recommendations identifying the need for new faculty. Board Policy (BP)/Administrative Procedure (AP) 7214-*Contract Faculty Hiring Criteria* guides the process thereafter (I.B.7.06). Faculty from the requesting area rely on data to justify the need for a new hire. A representative of the faculty from each requesting area presents a case to the Hiring Prioritization Committee, which ranks the recommendations from all areas. The overall ranking is submitted to the Vice President of Instruction and the Vice President of Student Services. The Vice Presidents advance the recommendations to the appropriate master planning committees for comment. The Academic Senate President and Vice Presidents present their recommendations to the Superintendent/President. The Superintendent/President devises an overall ranking along with the number of positions to be filled and presents the rankings to the Board of Trustees for inclusion in the budget assumptions. Human Resources is notified of any faculty hiring decisions within two weeks of the Board meeting.

Program Review also addresses professional development. Two campus committees, Flex (I.B.9.02, I.B.9.03, and I.B.9.04) and Classified Senate (I.B.9.05), and one District-wide committee, Staff Development (I.B.9.06), join to coordinate training opportunities for faculty and staff. Professional development needs are incorporated into Flex days, Convocation and Staff Development Day. These annual events address short term, long term, and emergent needs.

The Merced College 2014-2016 Strategic Plan ([I.A.2.06](#)) includes goals and objectives to improve institutional effectiveness and support our mission. Objective 1.5, 2.1, and 3.1 covers professional development opportunities and increasing effectiveness of College employees. Objectives 6.1 and 6.2 promote institutional effectiveness through integration and alignment of planning and resource allocation and promoting data-driven decision making. Goal 1—*assure student access and success*—supports the College mission of providing accessible, affordable and relevant education and workforce training for District students.

Merced College's five-year Educational Master Plan was completed in 2015 ([I.A.3.01](#)). The plan allows the College to project future needs of educational programs, facilities, and support plans through the year 2020. The Master Plans show how the District will meet the needs of its students and the community short and long-range. The Educational Master Plan (which drives the Facilities Master Plan) has been approved by the Board. The Facilitates Master Plan will be ready for initial review in the fall. The master planning process includes the following:



- An understanding of the historical background of the area
- A review of the origins of the district
- A review of the organization of the district
- An external scan to determine the College's relationship to its service area
- An internal scan to understand and define the current composition and profile of the students attending
- A review of the master plans currently in place
- Analysis of student, employee, and community surveys
- Recommendations for Instructional Direction
- Dialog and Review at the Educational Master Planning Committee

In May, 2014, Merced College surveyed the campus to evaluate technology needs (I.B.9.07). The survey asked respondents to rate a number of items related to technology hardware. Ratings were based on a five-point scale (5, the highest). A large percentage (79.07) of respondents cited enhanced communication as the biggest benefit from technology hardware, with the sub-benefit the ability to share materials. A smaller percentage (47.39) cited gaps in the type or availability of technology at Merced College. Respondents most commonly felt the College partially met all aspects of Strategic Plan Goal, assuring continuous quality improvement of technology and systems integration. In response to concerns about the Learning Management System (LMS) used for online education, an LMS task force was formed under the Instructional Master Planning Committee. The task force will report their findings to the College in fall 2016.

### **Analysis and Evaluation**

Institutional planning addresses short and long-range needs for educational programs and services and for human, physical, technological, and financial resources. Planning takes place primarily in master planning committees for Instruction, Student Services, Administrative Services, and Facilities. Short-term planning is covered also in Instructional Council, President's Cabinet, and area management meetings. Financial reports and plans for current and future budget expenditures are reviewed by the Budget Committee.

## Standard I.C: Institutional Integrity

### Standard I.C.1

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

### Evidence of Meeting the Standard

Merced College assures the clarity and accuracy of information provided to students and prospective students. The integrity of information extends to personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services, including the policies and regulations that relate to them both online and in print. The College website and the College Catalog are the main sources of information for students, personnel, and the public. The mission statement is available in various locations, including the College webpage ([I.A.1.01](#)) and College Catalog ([I.A.2.07, p. 8](#)). The Schedule and Catalog Committee, with a membership that represents stakeholders across the College (I.C.1.01), meets regularly to review the format and content of the information provided to the prospective students, students, and the public at large. The Catalog is published annually at the end of the spring semester. In addition, the Instructional Services Technician responsible for the class schedules and Catalogs relies upon responsible parties (Deans, the LRC Director, Director of Student Success, VPs etc.) to review their portions of the Catalog and schedule to ensure it contains the latest information (I.C.1.02). The faculty chair of the Curriculum Committee and the faculty Articulation Officer also review the Catalog for currency and accuracy relative to instructional offerings.

The College Catalog includes information for every educational program, including the program-level learning outcomes ([I.A.2.07, pp. 55-251](#)). The Catalog is available electronically at no cost on the College website ([I.A.2.07](#)) and in print for a small fee at the bookstore. The course outline of record (COR) includes course-level student learning outcomes (SLOs) ([I.C.1.03](#)). CORs are accessible via CurricUNET under the “Search Course” menu option ([I.B.1.07](#)). Student support services information is available on the Merced College resources webpage ([I.C.1.04](#)) and in the College Catalog ([I.A.2.07, pp.25-31](#)).

Merced College provides accurate information to students and the public regarding its accreditation status. The information for Merced College’s standing with the Accrediting Commission for Community and Junior Colleges is available on the public facing website ([I.C.1.05](#)). The College Catalog also includes a statement regarding current status ([I.A.2.07, p. 9](#)). Any public information notices about accreditation status are posted on the Merced College website as well. The bodies that accredit Automotive Technology ([I.C.1.06](#)) and Allied Health programs ([I.C.1.07, I.C.1.08, I.C.1.09, I.C.1.10, I.C.1.11](#)) are identified on their public facing websites and in the general Catalog.

## Analysis and Evaluation

The College assures the clarity, accuracy, and integrity of information through comprehensive review procedures. The College's website and General Catalog are the primary sources of this information. Merced College's website includes a one-click link to its Accreditation page. Accreditation status of specific programs is included in the General Catalog and online in the specific programs' home page.

### Standard I.C.2

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

### Evidence of Meeting the Standard

Merced College provides a print and online Catalog for students and prospective students. The Catalog is precise and accurate, containing current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". The Catalog is available online ([I.A.2.07](#)). Printed copies are for sale in the Merced College Bookstore and for review at the Merced College Library Information Desk. The Catalog is published at the end of the spring semester annually. The Catalog contains the following information:

#### General Information

- Official name, address, telephone number, and website address of the institution ([I.A.2.07, p. 1](#))
- Educational Mission ([I.A.2.07, p. 8](#))
- Representation of accredited status with the Accrediting Commission of Community and Junior Colleges (ACCJC) ([I.A.2.07, p. 9](#)) and with programmatic accreditors
  - Automotive Technology ([I.A.2.07, p. 82](#))
  - Diagnostic Medical Sonography ([I.A.2.07, p. 236](#))
  - Diagnostic Radiologic Technology ([I.A.2.07, p. 236](#))
  - Nurse Assistant ([I.A.2.07, p. 2068](#))
  - Registered Nursing ([I.A.2.07, p. 207](#))
  - Vocational Nursing ([I.A.2.07, p. 210](#))
- Course, Program, and Degree offerings ([I.A.2.07, pp. 55-251](#))
- Student Learning Outcomes for Programs and Degrees ([I.A.2.07, pp. 55-251](#))
- Academic Calendar ([I.A.2.07, p. 5](#)) and Program Length ([I.A.2.07, pp. 55-251](#))
- Academic Freedom Statement ([I.A.2.07, p. 104](#))
- Available Student Financial Aid ([I.A.2.07, pp. 27-28](#))
- Available Learning Resources ([I.A.2.07, pp. 25-31](#))
- Names and Degrees of Administrators ([I.A.2.07, pp. 6-7](#)) and Faculty ([I.A.2.07, pp. 252-259](#))
- Names of Governing Board Members ([I.A.2.07, p. 6](#))

## Requirements

- Admissions ([I.A.2.07, pp. 16-24](#))
- Student Tuition, Fees, and Other Financial Obligations ([I.A.2.07, pp. 19-21](#))
- Degrees, Certificates, Graduation, and Transfer ([I.A.2.07, pp. 32-48](#))

## Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty ([I.A.2.07, pp. 10-15](#))
- Nondiscrimination ([I.A.2.07, pp. 12-13](#))
- Acceptance and Transfer of Credits ([I.A.2.07, p. 22](#))
- Transcripts ([I.A.2.07, p. 22](#))
- Grievance and Complaint Procedures ([I.A.2.07, p. 24](#))
- Sexual Harassment Policy ([I.A.2.07, pp. 13-14](#))
- Refund of Fees ([I.A.2.07, p. 20](#))

## Locations or Publications Where Other Policies may be Found

- Policy set by the Merced College Community College District (MCCD) Board of Trustees can be found online ([I.C.2.01](#))

## Analysis and Evaluation

The College Catalog is available in print and online on the College's website. It is replete with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements".

### Standard I.C.3

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

### Evidence of Meeting the Standard

Merced College uses documented assessment of student learning and evaluation of student achievement to communicate academic quality to constituencies, including current and prospective students and the public. Merced College Instructional Program Reviews are available on the public facing website ([I.A.2.04](#)). The General Educational Learning Outcome (GELO) Assessment process involves assessing one GELO a year and is available on the public facing website ([I.B.2.02](#)). The Computation GELO was assessed during the 2014-15 academic year ([I.B.1.10](#)). Student learning outcome (SLO) assessments have been produced on various sites throughout the years, including CurricUNET, InfoPath, and on the Merced College Portal. Information on the SLO assessments is available on the public facing website ([I.B.8.05](#)). Course outlines of records (COR) contain SLOs for all collegiate, pre-collegiate, career-technical, and continuing and community education courses. All CORs are publicly accessible via CurricUNET under the "Search Course" menu option ([I.B.1.07](#)).

## **Analysis and Evaluation**

Merced College collects, analyzes and evaluates data on student learning and student achievement. Gathered data are publicly available through the public facing website. While student achievement data are easily accessible, student-learning data are not as easily retrieved. Merced College is currently soliciting a software system to facilitate reporting assessment of student learning outcomes at the course, program, and institutional levels.

### **Standard I.C.4**

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

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

The 2015-16 Merced College Catalog is the primary source of information regarding certificates and degrees. All degrees and certificates contain a description, unit requirement, required and elective courses, suggested course sequence, and program learning outcomes ([I.A.2.07, p. 97](#)). Career Technical Education (CTE) and Associate Degree for Transfer (ADT) contain a logo to identify its purpose.

## **Analysis and Evaluation**

The Merced College Catalog delineates all offered certificates and degree programs.

### **Standard I.C.5**

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

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

Merced College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. Merced College's College Council regularly reviews and updates College policies and administrative procedures. Board Policy (BP)/Administrative Procedure (AP) 7214-Contract Faculty Hiring Criteria (I.B.7.06) provides an example. In fall 2014 the Academic Senate formed a task force to look at AP 7214 (I.B.7.04) and suggested changes through a senate resolution approved on May 14, 2015 (I.B.7.05,). The suggestions were reviewed by College Council on December 15, 2015 (I.C.5.01) and passed to the Board of Trustees for information at its February 23, 2016 meeting (I.C.5.02). Examples of recent revisions to policies, procedures, and publications include:

- Claims Against the District (I.C.5.03)
- Enrollment Priorities (I.C.5.04)
- Speech: Time, Place, and Manner (I.C.5.05)
- Student Employment (I.C.5.06, pdf)
- Students Rights and Grievances (I.C.5.07)

## **Analysis and Evaluation**

Merced College policies and procedures are reviewed regularly by its constituents via an orderly operation of shared governance dedicated to the College's mission, programs, and services. These reviews start in the normal business of various participatory governance's bodies and advance through process to the Board of Trustees for review and deliberation.

### **Standard I.C.6**

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

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

The 2015-16 Merced College Catalog itemizes all student fees, including resident and non-resident tuition, international student insurance, health fee, associated students organization fee, transcript fee, parking fee, audit fee, and refund policy ([I.A.2.07, pp. 19-20](#)). The spring 2016 Schedule of Classes also provides students an updated list of fees ([I.C.6.01, p. 5](#)). The Tuition and Fees website link also provides current and prospective students a list of tuition and fees ([I.C.6.02](#)). The Merced College Bookstore website link provides students with a list of required textbooks and other instructional materials for each individual section of all classes ([I.C.6.03](#)).

## **Analysis and Evaluation**

Merced College informs current and prospective students regarding the total cost of education, including tuition, fees, including textbooks, and other instructional materials. Each semester the Bookstore publishes the cost of textbooks for each course. The costs include new, used and rentals costs as well as suggested materials needed to succeed in the course.

### **Standard I.C.7**

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

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

In order to assure institutional and academic integrity, Merced College uses and publishes governing board policies related to academic freedom and responsibility. These policies clarify the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. Merced College Board of Trustees Board Policy (BP) 4030 specifically addresses academic freedom (I.C.7.01). The Academic Freedom Policy and Faculty Ethics Statement are

also published in the Faculty Handbook (I.C.7.02, p. 5). Academic Freedom is also discussed in the 2015-2016 Catalog ([I.A.2.07, pp. 10-11](#)).

### **Analysis and Evaluation**

Merced College grants faculty and students the freedom to explore and critically examine knowledge appropriate to a field of study.

#### **Standard I.C.8**

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

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

Merced College establishes and publishes policies and procedures that address and promote honesty, responsibility and academic integrity. The policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty. Board Policy (BP)/Administrative Procedure (AP) 5500-Standards of Conduct clearly define the types of conduct subject to discipline and potential disciplinary actions including, but not limited to, student removal, suspension or expulsion (I.C.8.01). Administrative Procedure 5520 defines student discipline procedures (I.C.8.02). The 2015-2016 Catalog discusses student conduct ([I.A.2.07, p. 11](#)); so does the Faculty Handbook (I.C.7.02, pp. 80-82). Administrative Procedure 5540-Academic Honesty Procedure specifically addresses academic integrity (I.C.8.03); so does the Faculty Handbook (I.C.7.02, pp. 74-79)

Board Policy/Administrative Procedure 3050 itemizes general standards of integrity and professionalism that serve as a reminder of the variety of duties and responsibilities assumed by all members of the campus community (I.C.8.04).

### **Analysis and Evaluation**

Merced College has established and published clear policies and procedures that promote honesty, responsibility and academic integrity.

#### **Standard I.C.9**

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

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

Merced College faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. The Merced

College Board of Trustees has adopted an academic freedom Board Policy (I.C.7.01). In addition, academic freedom and ethics are discussed in the Faculty Handbook (I.C.7.02, p. 5).

The full-time instructor evaluation (I.C.9.01) measures the capability to:

- Demonstrate competency through the ability to teach a subject matter objective.
- Show a relationship of the material taught to a broader perspective; and where appropriate stresses the inter-relationship of knowledge to daily life.
- Define and communicate objectives of classroom presentation to students.
- Demonstrate enthusiasm for subject matter.
- Establish an instructor-student relationship conducive to effective learning.
- Speak effectively.
- Present material clearly.

Student evaluations of faculty enables students to report their perceptions of faculty objectivity and adherence to the official course objectives and content (I.C.9.02).

### **Analysis and Evaluation**

Merced College communicates this expectation to faculty via the aforementioned publications and evaluations. Faculty evaluations are the primary tool for determining how effectively faculty distinguish between personal conviction and professionally accepted views in a discipline.

### **Standard I.C.10**

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

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

Merced College is a public California Community College, which does not require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views. This Standard is not applicable to Merced College.

### **Analysis and Evaluation**

This Standard is not applicable to Merced College.

### **Standard I.C.11**

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



## **Evidence of Meeting the Standard**

Merced College does not operate in foreign locations. This Standard is not applicable to Merced College.

## **Analysis and Evaluation**

This Standard is not applicable to Merced College.

### **Standard I.C.12**

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

## **Evidence of Meeting the Standard**

Merced College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. This commitment is exhibited in documents prepared and submitted to Accreditation Commission for Community and Junior Colleges (ACCJC) and published on the Merced College public facing website ([I.C.1.05](#)).

When directed to act, Merced College has consistently responded and met requirements established by the Commission. It has disclosed information required by the Commission to carry out its accrediting responsibilities. These responses have included self-study documents, midterm reports, annual reports, and specific responses to letters from the Commission. A most recent example is the letter written in response to the letter from ACCJC dated August 13, 2015 ([I.C.12.01](#)), which was submitted by the deadline on October 13, 2015 ([I.C.12.02](#)).

Merced College is constantly evaluating degrees and certificates to ensure that they do not exceed 50 percent or more of their units through the mode of distance or electronic delivery. In October of 2014 Merced College submitted a substantive change proposal to allow an additional 21 programs to be offered in distance education mode (I.C.12.03). In preparing for this self-evaluation, a careful review by the chair of the curriculum committee revealed the need to submit a substantive change proposal to ACCJC for Social Media, Geography, and Economics. Additionally, other programs would like to add distance education classes in the areas of administration of justice, biotechnology-Industry, sociology, and chemistry. Merced College is in the process of writing a distance education substantive change proposal to submit to ACCJC in March 2017 to address distance education growth in these subject areas.

As new degrees and certificates are approved by the Chancellor's Office, Merced College determines through communication with the ACCJC whether a substantive change proposal is

needed. Since the last visit in March of 2011, Merced College has submitted and been approved for two substantive change proposals for new degrees and certificates: [paramedic and mechatronics in May of 2013 (I.C.12.04); and digital art in May of 2015 (I.C.12.05). In fall, 2015, Merced College was approved by ACCJC to offer the associate of arts for transfer (AA-T) degree in sociology without having to submit a substantive change proposal (I.C.12.06).

## **Analysis and Evaluation**

Merced College adheres to a professional relationship with ACCJC via clear and timely communication. The College complies with eligibility requirements, accreditation standards, commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. Merced College submits annual and midterm reports in a timely manner, including response letters and substantive change reports.

### **Standard I.C.13**

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

## **Evidence of Meeting the Standard**

Merced College has formed sound professional relationships with several external agencies. The College complies with all regulations and statutes. The College is consistent in how it represents itself to all external agencies including the Commission and other accrediting agencies. The College responds to all requests and meets timelines in order to comply with regulations and statutes. The College has relationships with the following accrediting agencies:

- Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges ([I.C.1.05](#))

### **Allied Health**

- Board of Registered Nursing ([I.C.1.10](#))
- Board of Vocational Nursing and Psychiatric Technicians ([I.C.1.11](#))
- California Department of Public Health ([I.C.1.09](#))
- Joint Review Committee on Education in Diagnostic Medical Sonography and the Commission on Accreditation of Allied Health Education Programs ([I.C.1.07](#))
- Review Committee on Education in Radiologic Technology and approved by the CA Department of Public Health Radiologic Branch ([I.C.1.08](#))

### **Automotive Technology**

- National Automotive Technician Educational Foundation and
- National Institute for Automotive Service Excellence ([I.C.1.06](#))

Students and the general public are informed/notified of the accreditation status of the above programs via the General Catalog and the College website.

### **Analysis and Evaluation**

Merced College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. Merced College describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

### **Standard I.C.14**

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

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

Merced College's vision, mission, and core values reflect the institution's commitment to quality education. The vision statement specifically states that the College will provide transformative and empowering educational experiences to meet student and community needs ([I.A.1.01](#)). The 2014-2016 Strategic Plan also demonstrates the College's commitment to its educational vision, mission and core values ([I.A.2.06](#)).

### **Analysis and Evaluation**

Merced College is a publicly funded, open-access community college that functions for the benefit of students. It does not generate financial returns for investors or contribute to any related or parent organization. The Board of Trustees must approve of any financial agreements entered into by the College. Such agreements are closely monitored by the relevant departments throughout the College. Merced College is committed to high quality education. Student achievement and student learning are paramount. Other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests trail the paramount mission in significance.

## **Standard I.A Mission Evidence List**

- I.A.1.01: <http://www.mccd.edu/about/vision.html>
- I.A.2.01: <http://www.mccd.edu/about/committees/assessment/index.html>
- I.A.2.02: <http://www.mccd.edu/about/committees/assessment/ongoing.html>
- I.A.2.03: Deans' Summaries, 2015-2016
- I.A.2.04: [Program Review, webpage](#)
- I.A.2.05: [Office of Institutional Effectiveness, webpage](#)
- I.A.2.06: [Strategic Planning, webpage](#)
- I.A.2.07: [Merced College Catalog 2015-2016](#)
- I.A.2.08: [Merced College Scorecard Data on Chancellor's Office, webpage](#)
- I.A.2.09: [Student Equity Plan](#)
- I.A.2.10: [Campus Digest, April 20, 2016](#)
- I.A.2.11: [SLO Assessment, webpage](#)
- I.A.2.12: Student Athletes, Equity Presentation, 2015-2016
- I.A.3.01: [Educational Master Plan](#)
- I.A.3.02: [Student Success webpage](#)
- I.A.4.01: Board Policy 1200, District Mission

## **Standard I.B Assuring Academic Quality and Institutional Effectiveness Evidence List**

- I.B.1.01: Area 1 SME meeting minutes, August 14, 2015
- I.B.1.02: Educational Master Planning Committee meeting minutes, March 26, 2015
- I.B.1.03: Instructional Master Planning Committee meeting minutes, October 12, 2015
- I.B.1.05: SLO Down, March 2015
- I.B.1.06: SLO Down, October 2015
- I.B.1.07: [CurricUNET, webpage](#)
- I.B.1.08: Model of SLO Assessment Cycle
- I.B.1.09a: SLO Assessment Form, 2015-2016
- I.B.1.09b: Program Review Form, 2015-2016
- I.B.1.09c: Intermittent Offering SLO Form, 2015-2016
- I.B.1.10: [General Education Learning Outcome Assessment, Computation, 2014-2015](#)
- I.B.1.11a: Office of Grants and Institution Research IPR Dataset Chemistry
- I.B.1.11b: Office of Grants and Institution Research IPR Dataset English
- I.B.1.11c: Office of Grants and Institution Research IPR Dataset Psychology
- I.B.1.11d: Office of Grants and Institution Research IPR Dataset Registered Nursing
- I.B.1.12a: Student Equity Committee meeting minutes, March 11, 2016
- I.B.1.12b: Student Equity Committee meeting minutes, April 8, 2016
- I.B.1.12c: Student Equity Committee meeting minutes, September 19, 2016
- I.B.1.12d: Student Equity Committee meeting minutes, November 18, 2016
- I.B.1.13: [MCFA Union Agreement](#)
- I.B.1.14: [CSEA Union Agreement](#)
- I.B.1.15: Academic Senate Resolution, 15-13, September 26, 2013
- I.B.1.16: [Presidential Initiative Proposal, Board Agenda, April 12, 2016](#)
- I.B.1.17: [Chemistry Program Review, 2015-2016](#)
- I.B.1.18: [Geology Program Review, 2015-2016](#)

- I.B.1.19: [Mechanized Agriculture Program Review, 2015-2016](#)
- I.B.1.20: [Counseling Program Review, 2015-2016](#)
- I.B.1.21: IPRSLOAC meeting minutes, October 23, 2015
- I.B.1.22: IPRSLOAC meeting minutes, September 25, 2015
- I.B.2.01: Course Assessment Handbook
- I.B.2.02: [General Education Program, webpage](#)
- I.B.3.01a: 2013 ACCJC Annual Report, March 27, 2013
- I.B.3.01b: 2014 ACCJC Annual Report, March 31, 2014
- I.B.3.01c: 2015 ACCJC Annual Report, March 31, 2015
- I.B.3.01d: 2016 ACCJC Annual Report, March 31, 2016
- I.B.3.02: Academic Senate Brown Bag, August 28, 2014
- I.B.3.03: Standing Accreditation Committee meeting minutes, April 21, 2015
- I.B.3.04: Educational Master Planning Committee meeting minutes, October 23, 2014
- I.B.3.05: College Council meeting minutes, March 25, 2014
- I.B.3.06: Standing Accreditation Committee meeting minutes, March 18, 2014
- I.B.3.07: Educational Master Planning Committee meeting minutes, March 26, 2015
- I.B.3.08: Academic Senate Newsletter, March 26, 2014
- I.B.3.09: Academic Senate Committee agenda, April 10, 2014
- I.B.3.10: Board of Trustees meeting minutes, April 14, 2014
- I.B.3.11: Academic Senate Committee meeting minutes, March 26, 2015
- I.B.4.01: 2015-2016 Resource Allocation Requests ranked, July 7, 2015
- I.B.4.02: [Integrated Planning Handbook, fall 2016](#)
- I.B.4.03: [Program Review Handbook, fall 2016](#)
- I.B.4.04: [Shared Governance Handbook, fall 2016](#)
- I.B.5.01: Educational Master Planning Committee Goals, 2013-2014
- I.B.5.02: Educational Master Planning Committee Goals, 2014-2015
- I.B.5.03: Student Services Master Planning Committee Goals, 2015-2016
- I.B.5.04: Merced College Planning Effectiveness Assessment, 2014-2015
- I.B.5.05: [2014-2015 Student Success Program Review](#)
- I.B.5.06: [2014-2015 Admissions and Records Program Review](#)
- I.B.5.07: 2014-2015 Community College Survey of Student Engagement
- I.B.5.08: [CCCCO Student Success Scorecard-Merced College](#)
- I.B.6.01: [2014-2015 Counseling Program Review](#)
- I.B.6.02: [Program Investigation for Arts and Humanities](#)
- I.B.6.03: Administrative Procedure 4021, Program Establishment, Discontinuance and Modification
- I.B.6.04: General Education Program Survey Results, 2016
- I.B.6.05: General Education Learning Outcomes Datasets
- I.B.6.06: Student Success and Support Program Plan-Credit, 2015-2016
- I.B.6.07: Student Success and Support Program Plan-Noncredit, 2015-2016
- I.B.6.08: Perkins Core 1 Skill Attainment, 2015-2016
- I.B.6.09: Perkins Core 3 Persistence Transfer, 2015-2016
- I.B.6.10: Merced College IEPI Final Plan, November 21, 2015
- I.B.7.01: Educational Master Planning Committee Goals, 2015-2016
- I.B.7.02: Administrative Services Master Planning Committee meeting minutes,

February 2, 2016

- I.B.7.03: Reorganization Task Force Report, December 9, 2013
- I.B.7.04: Academic Senate Resolution, 10-14, September 11, 2014
- I.B.7.05: Academic Senate Resolution, 7-15, May 14, 2015
- I.B.7.06: Board Policy/Administrative Procedure 7214, Contract Faculty Hiring Criteria
- I.B.7.07: [Merced College Planning Effectiveness Assessment 3yr comp 2014-2015](#)
- I.B.7.08: Faculty Assessment of Administration Survey Write-Up, spring 2014
- I.B.8.01: Communication Studies Department meeting minutes, February 2, 2016
- I.B.8.02: Student Services Master Planning Committee meeting minutes, May 24, 2016
- I.B.8.03: Student Services Executive Committee meeting notes, October 2, 2014
- I.B.8.04: Student Services Strategic Planning Retreat Agenda, September 8, 2015
- I.B.8.06: Deans' Summaries, 2014-2015
- I.B.8.07: Program Review Update Email, December 13, 2013
- I.B.8.08: Instructional Master Planning Committee meeting minutes, October 12, 2015
- I.B.8.09: Instructional Master Planning Committee meeting minutes, February 9, 2015
- I.B.8.10: [Merced College, website](#)
- I.B.8.11: [California Community College Chancellor's Office Datamart, webpage](#)
- I.B.8.12: General Education Day with Bob Pacheco, flyer
- I.B.8.13: Convocation Schedule, August 14, 2015
- I.B.9.01: Instructional Annual Program Review Guidelines, 2015-2016
- I.B.9.02: FLEX Workshops Brochure, fall 2016
- I.B.9.03: FLEX Workshops Brochure, spring 2016
- I.B.9.04: FLEX Workshops Brochure, fall 2015
- I.B.9.05: Classified Professional Development Workshops, spring 2016
- I.B.9.06: Convocation Schedule, August 12, 2016
- I.B.9.07: Technology Survey, spring 2014

#### **Standard I.C Institutional Integrity Evidence List**

- I.C.1.01: Schedule-Catalog Committee meeting minutes, January 21, 2016
- I.C.1.02: Catalog Assignment Tracking, July 9, 2015
- I.C.1.03: [Sample Mathematics COR](#)
- I.C.1.04: [Student Services Programs and Resources, webpage](#)
- I.C.1.05: [Merced College Accreditation, webpage](#)
- I.C.1.06: [Automotive Technology, webpage](#)
- I.C.1.07: [Diagnostic Medical Sonography, webpage](#)
- I.C.1.08: [Diagnostic Radiological, webpage](#)
- I.C.1.09: [Nursing Assistant, webpage](#)
- I.C.1.10: [Registered Nursing, webpage](#)
- I.C.1.11: [Vocational Nursing, webpage](#)
- I.C.2.01: [MCCD Policies and Procedures, webpage](#)
- I.C.5.01: College Council meeting minutes, December 15, 2015
- I.C.5.02: Board of Trustees meeting minutes, February 23, 2016
- I.C.5.03: Board Policy/Administrative Procedure 3810, Claims Against the District
- I.C.5.04: Board Policy/Administrative Procedure 5055, Enrollment Priorities
- I.C.5.05: Board Policy/Administrative Procedure 3900, Speech: Time, Place and Manner

- I.C.5.06: Board Policy/Administrative Procedure 7630, Student Employment
- I.C.5.07: Administrative Procedure 5530, Student Rights and Grievances
- I.C.6.01: [Spring 2016 Class Schedule, p. 5](#)
- I.C.6.02: [Tuition and Fees, webpage](#)
- I.C.6.03: [Merced College Bookstore Website](#)
- I.C.7.01: Board Policy/Administrative Procedure 4030, Academic Freedom
- I.C.7.02: Faculty Handbook, 2015-2016
- I.C.8.01: Board Policy/Administrative Procedure 5500, Standards of Conduct
- I.C.8.02: Administrative Procedure 5520, Student Discipline Procedure
- I.C.8.03: Administrative Procedure 5540, Academic Honesty Procedure
- I.C.8.04: Board Policy/Administrative Procedure 3050, Institutional Code of Ethics
- I.C.9.01: Full-time Faculty Rating Form, December 20, 2010
- I.C.9.02: Student Evaluation Sheet, January 7, 2005
- I.C.12.01: [ACCJC August 13, 2015 Letter](#)
- I.C.12.02: [Merced College October 13, 2015 Response Letter](#)
- I.C.12.03: ACCJC Approval, Substantive Change Proposal, Distance Education Programs, November 17, 2014
- I.C.12.04: ACCJC Approval, Substantive Change Proposal, Mechatronics and Paramedic Programs, May 14, 2013
- I.C.12.05: ACCJC Approval, Substantive Change Proposal, Digital Art, March 9, 2015
- I.C.12.06: ACCJC Approval, AA-T Sociology, September 9, 2015



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

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

### **Standard II.A: Instructional Programs**

#### **Standard II.A.1**

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

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

Consistent with its mission, Merced College provides ([I.A.1.01](#)) the community with instructional courses and programs that lead to transfer, career and technical education, basic skills, noncredit courses for life-long learning, and contract education. All courses and programs are appropriate to higher education and have approved course ([I.A.1.01](#)) and program ([I.A.1.02](#)) learning outcomes. The College offers 44 associate of arts degrees, 16 associate of science and associate degrees for transfer (ADT's), and 54 certificates of achievement.

Faculty develop degree and certificate programs in accordance with Merced College Board Policy/Administrative Procedure (BP/AP) 4020 (II.A.1.03) and Administrative Procedure (AP) 4021 (I.B.6.03). The Vice- President of Instruction reviews program proposals for alignment with the College mission ([I.A.1.01](#)) and Strategic Plan ([I.A.2.06](#)). New degrees and certificates must be reviewed and approved by the Academic Senate's Curriculum Committee before final local approval by the Board of Trustees. Once approved locally, new programs are submitted to the California Community College Chancellor's Office (CCCCO). Certificates of achievement below 18 units need only local approval. Proposed new Career Technical Education (CTE) programs must use labor market data and input from an advisory board prior to approval by the Academic Senate's Curriculum Committee and by the College Board. New CTE programs must be reviewed and approved by the Central Region Consortium ([II.A.1.04](#)) prior to submission to the CCCCCO. Approved programs are published in the College Catalog ([I.A.2.07, p. 184](#)) with identified learning outcomes, program description, and course sequencing. Instructional



programs are scheduled to be reviewed annually ([I.A.2.04](#)). The Academic Senate subcommittee, the Instructional Program Review/Student Learning Outcome Assessment Committee (IPRSLOAC) ([I.B.4.03](#)), oversees the instructional Program Review process. Completed Program Reviews are an integral part of the integrated planning process at Merced College.

Merced College offers courses that lead to degrees and certificates regardless of location. The Los Banos campus offers complete programs that allow students to obtain six associate of arts degrees, two associate of science for transfer degrees, three associate of arts for transfer, and five certificates of achievement (II.A.1.06). The Merced College Business Resource Center (BRC) ([II.A.1.07](#)) offers certificates and training through its Workplace Learning Resource Center (WpLRC) and Career Advancement Academy (CAA). The WpLRC ([II.A.1.08](#)) provides local businesses and community members with customized training, leadership, and development programs. The CAA ([II.A.1.09](#)) provides training and certification for computer applications and medical assisting. Additionally, a variety of courses leading to degrees and certificates are taught off-campus at regional high schools.

Merced College offers courses leading to degrees and certificates through distance education. Merced College offers 18 associate degrees, five associate degrees for transfer, and 12 certificates of achievement with at least 50 percent of their courses offered online (II.A.1.10). The curriculum for classes taught through distance education is identical to those taught in the traditional manner. All distance education courses have identified learning outcomes and lead to degrees or certificates. As part of Program Review, distance education courses and the programs are assessed and aligned with their face-to-face counterparts. Distance education courses are assessed in the same way as traditional courses where faculty create and implement action plans to improve courses and then re-assess for improvement.

In the academic year 2014-2015, Merced College awarded 468 associate in arts degrees, 120 associate in arts for transfer degrees, 98 associate in science degrees, 132 associate in science for transfer degrees, and 376 certificates of achievement ([II.A.1.11](#)).

### **Analysis and Evaluation**

According to its mission, Merced College serves "...as a gateway to the future, providing accessible, affordable, and relevant education and workforce training for students in our richly diverse region. The College offers programs of study that lead to transfer, associate degrees, and certificates. Merced College provides basic skills and noncredit courses, as well as community education for personal and professional enrichment." All instructional programs offered are consistent with the College's mission. Programs must be high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. The Curriculum Committee reviews new programs to assure they meet the College's mission and Strategic Plan. Each program's SLOs are assessed regularly. All programs are reviewed annually and information from Program Reviews are used in Merced College's integrated planning cycle. Degrees and certificates allow students to transfer or to enter the workforce. Data on achievement rates are available to the campus community.

**Standard II.A.2**

*Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

**Evidence of Meeting the Standard**

The College demands professionally qualified full-time and adjunct teaching faculty. High expectations are met through maintenance of an active curriculum of record that includes courses for lower-division major transfer, general education, and basic skills. Course Outlines of Record (COR) are consistent with Title 5 of the California Code of Regulations. College CORs include Catalog descriptions, contact hours, student learning outcomes and objectives, requisites, unit values, appropriate course content, and approval dates ([II.A.2.01](#); II.A.2.02).

The College evaluates the effectiveness of the curriculum process through research, dialog, and technical visits to comparable institutions and from reciprocal visits from curricular experts (II.A.2.03; II.A.2.04). The Articulation Officer, in conjunction with instructional deans and faculty ([II.A.2.05](#)), maintains articulation agreements with other institutions, two and four-year.

The Office of Instruction maintains active and regular evaluation of full-time and adjunct faculty intended to promote professional development with regard to teaching and learning strategies (II.A.2.06). New full-time faculty are assigned a peer mentor. They attend a variety of training workshops, and function in a cohort environment during their first year as a part of the Teaching and Learning Academy (TLA) program (II.A.02.07). The process of evaluating individual instructors includes examination of course syllabi for consistency with CORs. All syllabi must be consistent with the COR even if the instructor is not being evaluated (II.A.02.08; I.C.9.01).

The Faculty Handbook is updated and distributed to all faculty each year by Human Resources with updates by the Office of Instruction and input from all relevant areas of the College (I.C.7.02). The Student Success Office promotes regular professional development opportunities for faculty on topics such as strategies for evaluating and increasing success in developmental education, and integration of basic skills into general education courses and career technology programs (II.A.02.09; II.A.02.10; II.A.02.11).

Regular dialog among faculty and instructional deans takes place at the department, cohort and instructional area meeting levels aimed at reviewing data, analyzing processes, and planning future assessments (II.A.02.12). Deans and faculty gather student feedback to assist in streamlining delivery of instructional services (II.A.02.13).

**Analysis and Evaluation**

Merced College courses and programs are continuously evaluated for their effectiveness and relevance in terms of basic skills college preparation, transfer and work place training needs. Courses and programs evaluations are edited, maintained and stored in CurricUNET by assigned staff in the Office of Instruction, and are accessible to the public through that database ([I.B.1.07](#)). Faculty from across disciplines regularly review course modifications and new curricula through an approval process that ensures each component of the course is addressed accurately for compliance with Title 5 and C-ID requirements.

Currently, the College offers 21 active ADTs, with two pending ACCJC approval, and four pending Chancellor's Office and ACCJC approvals (II.A.02.14). Merced College promotes ADT programs, securing guaranteed admission into the CSU system. The College granted 588 ADT degrees in 2014-2015 (II.A.02.15). Merced College has excelled in Title 5 course compliance rates, as demonstrated by the increase from 37.1 percent compliance in summer 2012 to 97.1 percent compliance in fall 2015 (II.A.02.16; II.A.02.17).

The Curriculum Committee is examining the potential for revisions to the Curriculum Committee process that would include identifying specific needs of existing courses, the creation of new courses, and modifications to existing courses. Anticipated revisions would allow the College to improve tracking and update inventories of courses and programs in a timely manner with regard to changes in industry needs, technology, or compliance factors.

### **Standard II.A.3**

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

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

All Merced College courses operate in concert with approved Student Learning Outcomes (SLOs). The SLOs are regularly reviewed and updated through the curriculum process (II.A.3.01) and are listed in the course outline of record (COR) ([I.B.1.07](#)). SLO coordinators sit on the Curriculum Committee and ensure alignment between student learning outcomes and course content and scope, methods of instruction and methods of evaluation. The Curriculum Committee has expedited the procedure for updating SLOs on CORs in order to maintain valuable course assessments (II.A.3.02). In every class section, students receive a course syllabus that includes student learning outcomes matched to the COR. Each College instructional area retains copies of course syllabi. Merced College assesses course SLOs (II.A.3.04, I.B.2.01) according to a twice-per-five-years assessment cycle (II.A.3.04).

At the department levels, discipline faculty analyze and discuss assessment data for regular improvements to courses and programs. Cohort Assessment Trainers (CATs) assigned to a particular discipline review the assessments. If the CAT approves, the assessment continues to

the SLO Coordinator. If the CAT puts a ‘hold for changes’, the assessment is returned for amendments and re-launched when the changes are installed.

A large majority (99.6 percent) of programs, certificates, and degrees attach to Curriculum Committee approved program SLOs (II.A.3.07). Program SLOs are published in the College Catalog ([I.A.2.07](#)) and on CurricUNET ([II.A3.05](#), [II.A.3.06](#)). Course and program SLOs are assessed on a five-year cycle. Ninety-six percent of active courses have been assessed at least once in the last five years; 28 percent, at least twice in that time period. Program SLO assessments have lagged behind course-level assessments. More than 70 percent of programs are discussing their program SLOs and methods of analysis. With the aid of simplified forms, training and process changes the College is on track to reach 100 percent by 2017.

In response to ACCJC’s letter of August 13, 2015 (requesting additional information from Merced College), the College has made a concerted effort to improve both its course and program SLO assessment processes. In fall 2015, the SLO and Program Review coordinators were tasked with addressing the concerns of ACCJC. As a result, the College reported a 96 percent course SLO assessment rate by fall, 2015 (I.B.1.06). This success rate was a result of strong commitment from administrators to update assessment records and the Office of Institutional Research simplifying assessment forms (II.A.3.08). SLO coordinators have conducted workshops including “Fun and Easy Ways to Use SLOs in Class” and “SLO Program Review Training,” (I.B.9.04). Coordinators offered Friday afternoon training sessions in the library, and in some cases, met one-on-one with faculty to help with their assessments.

### **Analysis and Evaluation**

The College has addressed the challenges inherent to program SLO assessments and sustainable continuous quality improvement. Administrators stress the priority importance of SLO assessments. The Academic Senate in September 2015 approved a simplified Program Review form to aide faculty in the assessment of program SLOs (resolution 10-15). Flex workshops, including “Assessing Program Level Learning Outcomes”, “Program Review and You” and “Fun and Easy Ways to Use SLOs in Class” (Flex fliers) have been offered. One positive result may be seen in an SLO assessment narrative of Math 06: *Based on the SLO assessment data and personal observations, students spent too much time writing down notes. So to improve student success for all four SLOs I will be offering preprinted notes for purchase in the bookstore so students spend less time writing theorems and more time attempting examples. I will also use a tablet PC during lecture to the same end. This will allow me to place additional emphasis on the skills listed in all SLOs and in particular the use of technology in solving differential equations* (I.B.2.01). Merced College has a plan in place to address the gap in the program outcomes assessment. Program SLOs have been identified, and Program Review forms have been updated to make for easier assessment.

### **Standard II.A.4**

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

## **Evidence of Meeting the Standard**

Merced College offers pre-collegiate level curriculum in English and mathematics. Prefix and course numbers distinguish pre-collegiate from collegiate level courses ([I.A.2.07, pp. 51-52](#)).

Noncredit English as a Second Language prepares students to enter the credit ESL pathway ([I.A.2.07, p. 51](#)) which introduces intermediate levels of ESL reading and writing, and prepares students to enter the developmental English pathway ([I.A.2.07, p. 51](#)).

The English department offers basic skills English that allows students to start four levels below transfer. ENGL-90, Foundations in Reading and Writing I starts the sequence; ENGL-83 and ENGL-84, Foundations in Writing I and II, constitute the next two steps. ENGL-80 and ENGL-81, Foundations in Reading I and II, make up the complementary basic skills reading pathway. English basic skills terminate with ENGL-85, Foundations in Academic Literacy—the prerequisite course for college level transfer ENGL-01A ([I.A.2.07, p. 51](#)). The College also offers noncredit writing, English 121 (reading), and English 122 (writing).

The College Mathematics department offers basic skills courses that start five levels below transfer ([I.A.2.07, p. 52](#)). MATH-90, Arithmetic; MATH-91, Decimals and Fractions; MATH-80, Pre-algebra; MATH-81, Beginning Algebra. MATH-C, Intermediate Algebra, is required for the associate's degree and is the prerequisite for college-level transfer math courses. Additionally, the College offers two non-transfer level math courses designed for the Career and Technical Education student, MATH-B, Applied Math, and MATH-85, Career Technical Education Math.

Merced College provides direct support services for students enrolled in basic skills English and math courses. These services include Computer Lab ([II.A.4.01](#)), Study Central ([II.A.4.02](#)), Math Lab ([II.A.4.03](#)), Tutorial ([II.A.4.04](#)), Supplemental Instruction ([II.A.4.05](#)), Learning Communities ([II.A.4.06](#)), and Student Success workshops ([II.A.4.07](#)).

## **Analysis and Evaluation**

Merced College offers pre-collegiate English, English as a Second Language, and mathematics courses to help students develop skills necessary for college success.

The Student Success Program provides students with direct support to obtain the knowledge and skills necessary to advance and succeed in college level curriculum. Support services include Study Central, Tutorial Center, the Math Lab, Computer Lab, and Learning Resource Center. The SSP also supports a variety of learning communities and Supplemental Instruction.

## **Standard II.A.5**

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

## **Evidence of Meeting the Standard**

Merced College degrees and programs follow practices common to American higher education, as stated in Board Policy/Administrative Procedures (BP/AP) 4050-Articulation and 4100-Graduation Requirements for Degrees and Certificates and in the College catalog (POL.1.01, POL.1.02, [I.A.2.07](#)). “The programs and curricula shall be of high quality, relevant to community and student needs, and subject to regular evaluations, as stated in BP/AP) 4020: Program, Curriculum, and Course Development” (II.A.1.03).

Merced College's Catalog provides information about courses of study, academic programs and departments, and the kinds of services available to students. The Catalog includes information related to Merced College accreditation ([I.A.2.07](#)).

Also, as stated in the “General District Information” section, the College honors and pursues the mission, institutional philosophy, and core values and beliefs as well as appropriate program length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning ([I.A.2.07](#)). The California Code of Regulations (CCR) Title 5 55061–55063 states associate degrees should be more than an accumulation of any degree-applicable courses and must contain a minimum of 60 degree applicable units, which include general education units, at least 18 of which derive from the major or area of emphasis and electives ([II.A.5.01](#)). Merced College affirms the Curriculum Committee's primary role in the review and approval of new and modified degrees and programs.

The Curriculum Committee recommends local curriculum changes to the Board of Trustees for final local approval. All approved curriculum is then submitted to the California Community College Chancellors Office for final approval. Merced College's curriculum review and approval process complies with state standards ([II.A.5.02](#)).

## **Analysis and Evaluation**

The Catalog and Scheduling Committee meets once a month to review and evaluate the College Catalog. The committee is comprised of individuals representing a cross-section of College areas. Various sections of the Catalog are assigned to committee members with knowledge in specific areas. The committee members are charged to review their respective sections. Once all sections are reviewed and updated, the committee meets as a whole for a final review to determine the Catalog is user friendly to all students and provides coherent directions relative to program pathways and the kinds of services available to students ([II.A.5.03](#)).



The Curriculum Committee meets twice a month to review and approve all curriculum for the college, either new or modified. Members of the Curriculum Committee, including faculty from each instructional cohort, as well as other staff and administrators, review curriculum to ensure that Merced College curriculum adheres to practices common to American higher education, including, but not limited to, length, breadth, depth, and rigor.

### **Standard II.A.6**

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

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

Merced College schedules all courses—degree and certificate courses, general education courses, and elective courses—to facilitate students completing programs within a reasonable time frame. The time frame can range from two to two-and-a-half years, or less, depending on the program and student performance. Credit courses listed in the Merced College Catalog are typically offered at least once every two years ([I.A.2.07](#)). All courses offered at Merced College undergo comprehensive curricular review, minimally every six years as required by Title 5 and the California Education Code. Courses are also reviewed during the Student Learning Outcomes assessment cycle (II.A.3.04), annual Program Review process (I.B.4.03), and during the Catalog review. California Education Code §78016 requires that colleges review the effectiveness of Career Technical Education (CTE) programs every two years. Discipline faculty, the Curriculum Committee (II.A.6.01), and the Office of Instruction review for discontinuation of courses not offered regularly. These reviews assess and evaluate the potential impacts to existing degrees and certificates (II.A.6.02).

Administrative Procedure 4021 (I.B.6.03) the Program Investigation Committee process, evaluates courses and programs for modification or discontinuation. Qualitative and quantitative indicators must be discussed. If the committee recommends modified continuation, the modification must list in the research document all courses required for program completion. The modifications may include the introduction of a Certificate of Completion (II.A.6.03) or may entail substantial change(s) to the program. If the committee so recommends, said change(s) must be approved through the curriculum process, such as happened with the discontinuation of the Real Estate Program and the development of a Real Estate Certificate (II.A.6.04). If the committee recommends program elimination, a plan must be designed to address the needs of affected students, faculty, staff and operations and a timeline for completion developed ([II.A.6.05](#)). Students already enrolled must retain the opportunity to complete the program or given assistance transferring to a college which offers a similar program.

All but two Merced College programs display a recommended sequence of major courses listed in the College Catalog that will allow students to finish in two years ([I.A.2.07, p. 56](#)). By fall 2016, all programs will have a recommended sequence of majors courses listed in the Catalog. Merced College currently offers 19 ADT's ([I.A.2.07, p. 44](#)). These degrees provide a clear pathway to a CSU and allow students to finish their degree at Merced College in 60 units. Two

additional ADT's, sociology and chemistry, will be listed in the 2016-2017 College Catalog. Agriculture Business and Geography are waiting ACCJC approval.

## **Analysis and Evaluation**

All Merced College courses are reviewed minimally every six years. Career Technical Education course are reviewed every two years according to Title 5 and California Education Code requirements. SLO assessments occur every two years and annually in Program Reviews. The College reviews CTE courses every two years according to Ed Code and Title 5 directives. Discipline faculty regularly review courses and programs for relevance to students. Programs list a suggested sequence of courses in the Catalog. Merced College currently offers 19 ADT degrees with four more offered possibly as early as fall 2016.

### **Standard II.A.7**

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

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

Merced College facilitates student success and access as demonstrated in its Mission Statement ([I.A.1.01](#)) and Strategic Plan ([I.A.2.06](#)):

*Merced College serves as a gateway to the future, providing accessible, affordable, and relevant education and workforce training for students in our richly diverse region".*  
Goal 1 of the Strategic Plan reads *Assure student access and success.*

Merced College offers a variety of delivery modes: face-to-face lecture and laboratory ([I.C.6.01, p. 48](#)) Distance Education ([I.C.6.01, p. 58](#)); hybrid ([I.C.6.01, p. 59](#)); day and evening ([I.C.6.01, p. 38](#)); web-enhanced with web content; and weekend courses ([I.C.6.01, p.15 BIOL-01, section 1460](#)). Merced College offers the majority of its credit and noncredit courses at the main Merced Campus, along with a substantial number of classes at Los Banos ([I.C.6.01, p. 78](#)) and the Business Resource Center ([II.A.1.07](#)) in downtown Merced. Additionally, the College offers evening classes at a number of regional high schools ([I.C.6.01, p. 56](#)).

The College stresses the importance of multiple teaching approaches to match students' different learning styles. In the curriculum approval process, instructional methodologies must support learning outcomes and objectives as reflected in the COR ([IIA.7.01](#)). The District supports faculty development in instructional approaches through Flex workshops, and speaker invitations ([IIA.7.02](#), I.B.9.02, I.B.9.03, and I.B.9.04) Current teaching methodologies form a central part of faculty evaluations and are emphasized when hiring new faculty (I.C.9.01, IIA.7.03).

## **Analysis and Evaluation**



Merced College is dedicated to access, equity, and success for our students. These principles are integrated into the College mission statement, strategic plan, and student equity plan. Faculty rely upon a variety of teaching modalities and delivery methods, including distance education. Newly hired full-time faculty are invited to attend Merced College's Teaching and Learning Academy (II.A.2.07). Faculty commonly attend Flex workshops and conferences to stay current with teaching approaches, innovations, and techniques. Evaluations for both full-time and part-time faculty focus on teaching methodologies and subject matter knowledge.

College courses submitted for approval by the Curriculum Committee must include teaching methodologies. Courses designated for distance education status are separately reviewed by the Curriculum Committee with specific attention paid to teaching methodology.

Merced College has comprehensive student support services and programs to support student success in an equitable manner. The College's Tutorial Center and Math Labs offers no-cost tutoring both in-person and online. Online Tutoring is available for students through SmartThinking tutorial services ([II.A.4.04](#)). In addition to tutoring, the Student Success Office oversees academic support services including Supplemental Instruction (SI), Learning Communities, and Study Central ([I.A.3.02](#)). Study Central offers students' assistance from highly trained peer guides and faculty who specialize in a variety of academic fields ([II.A.4.02](#)). Merced College students benefit from a variety of support services including guidance counseling, the computer labs, the Learning Resource Center (Library), Math Lab, Study Central, and the Tutorial Center.

### **Standard II.A.8**

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

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

No department-wide examinations exist at Merced College.

#### **Analysis and Evaluation**

This standard is not applicable to Merced College

### **Standard II.A.9**

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

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

All Merced College SLOs approved by the Curriculum Committee measure the effectiveness of courses and programs using a rigorous evaluation process (IIA.6.02; [I.A.2.07, p. 92](#)). The College awards credits based on commonly accepted practices in higher education. Students completing AA, AS, AA-T, AS-T, and certificate of achievement programs have successfully met the course-level SLOs and Program Level Outcomes (PLOs) and unit requirements according to Board Policy 4100 (POL.1.01). Beginning with the 2015-2016 College Catalog, Merced College offers 44 associate in arts degrees, 19 associate in degrees for transfer (ADTs), and 16 associate in science degrees ([I.A.2.07, p. 35](#)). All have been approved by the California Community College Chancellor's office. All courses within the degree for transfer programs have been aligned with state approved C-ID descriptors ([II.A.5.02](#)). Transferable courses not included in degree for transfer programs have been approved by the College Curriculum Committee. As part of the course approval process, the College articulation officer reviews the COR and compares it to UC, CSU, and private institutions, using the California Intersegmental Articulation Council's handbook as a guide to statewide transfer policies ([II.A.9.01](#)).

The College does not award credit based on clock-hours.

### **Analysis and Evaluation**

The Merced College Curriculum Committee has adopted a process for approving SLOs for all College courses and programs. Learning outcomes represent core concepts or skills that a student will acquire by the end of a course or program. Course and program-level SLOs are assessed on a regular cycle and modified when the set-standard is not met.

The award of course grades, program certificates, or degrees reflect a student's mastery of the SLOs. Units of credit awarded are consistent with accepted norms in higher education. Degrees and certificates are awarded after students have submitted an application for graduation to the Counseling Department. Student transcripts are evaluated by the graduation evaluator who notifies the student of his/her graduation status.

### **Standard II.A.10**

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

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

Merced College provides transfer-of-credit policies and information in the Catalog to facilitate student mobility without penalty. Several pages in the Catalog provide detailed transfer information including transfer requirements to the California State University (CSU), University of California (UC), and private colleges and universities. Additionally, the Catalog includes information to students regarding Merced College's ADTs, CSU General Education Breadth

Certification Requirements, Intersegmental General Education Transfer Curriculum (IGETC), and University of California transfer course agreements ([I.A.2.07](#)).

Merced College informs students and facilitates transfer via its website—providing information pertinent to resources available to students as they pursue their transfer goals. Information includes the transfer basics, steps to successful transfer, a transfer student checklist, and frequently asked questions. Additionally, the Merced College Transfer Center dedicates itself to facilitating student transfer. Housed on the third floor of the Leshner Student Services building, the Center provides general transfer information. Additionally, Transfer Center staff coordinates the delivery of services to students at the Los Banos campus. The College assigns a full-time transfer counselor to Los Banos. The Los Banos campus also hosts university representatives intermittently available for student appointments ([II.A.10.01](#)).

Finally, Merced College includes transfer information in its printed schedule to facilitate student mobility without penalty. The schedule is printed for every registration period and indicates CSU General Education Breadth and IGETC courses ([II.A.10.02](#)).

Merced College students may import college-level units to fulfill degree requirements. Merced College awards transfer credits to students for any successfully completed course from any accredited institution accepted as equivalent to a Merced College course. Upon receipt of a student's official transcript, a College evaluation officer reviews the course to determine a parallel. The evaluator utilizes CollegeSource.org as the primary resource ([II.A.10.03](#)). The evaluator relies on discipline faculty to determine course equivalents and to assure congruence between the learning outcomes in parallel courses.

The evaluator verifies compatible learning outcomes through course descriptions, syllabi, and coursework (when determined necessary in the review). Students may also import credits from colleges and universities outside the United States. Merced College does not evaluate international transcripts until they have been evaluated by a recognized evaluation service. Merced College also awards students credit for successful completion/performance of Advanced Placement tests, College Level Examination Programs, credit by examination, International Baccalaureate, and military experience ([I.A.2.07](#)).

Merced College's Articulation Office makes it possible for students to transfer to four-year colleges and universities through the establishment and development of articulation agreements. Merced College establishes articulation agreements with the CSU, UC, and a few private colleges. The Articulation Officer participates in the updates of the AA-T, AS-T, and C-ID by working with faculty and instructional administration. The College also participates in the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) program. Several times a year, the College's Articulation Office submits information to OSCAR (part of ASSIST) to update courses for University of California Transfer Course Agreement (UC TCA.) Updates include new and deactivated courses, and changes to existing courses and programs. Updates also are distributed to the discipline faculty and transfer counselors ([II.A.2.05](#)).

## **Analysis and Evaluation**

Merced College facilitates transfer in accordance with generally accepted practices by degree-granting institutions. Transfer policies are included in both the printed and online versions of the College Catalog and class schedules. The information provided includes transfer policies for the CSUs and UCs. The Merced College Transfer Center is dedicated to assisting students transfer and is available to all students. The College has established procedures for granting transfer credit to courses that originate from other institutions. Credit can also be awarded for completion of Advanced Placement tests, College Level Examination Program, credit by examination, International Baccalaureate, and military experience. The Articulation Office insures that Merced College students can successfully transfer to four-year institutions.

### **Standard II.A.11**

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

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

All degree programs at Merced College include at least two components: courses required or elective for the major and a sequence of General Education (GE) courses. All programs, whether degrees or certificates, include SLOs for the major or area of emphasis ([I.A.2.07, p. 55](#)). Associate degrees also include outcomes for the GE component of the degree built on the current Institutional Learning Outcomes (ISLOs) ([I.A.2.07, p. 66](#)):

Communication: Use language and non-verbal modes of expression appropriate to the audience and purpose.

Computation: Use mathematical skills and various aspects of technology appropriate to the task.

Cognition: Use critical thinking skills to analyze, synthesize, and evaluate ideas and information.

Global and Community Consciousness and Responsibility: Demonstrate understanding of different cultures and knowledge of historical eras and importance of community involvement.

Personal Development and Life-Long Learning: Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

These outcome statements apply to all GE patterns used at the College, including the Merced College associate degree breadth requirements, IGETC, and CSUGE breadth. Students intending to graduate must complete the associate breadth requirements, consisting of 23-27 units with

multiple courses in each of these areas, ensuring that every student receives direct instruction in all of these skills ([I.A.2.07, p. 8](#), [I.A.2.07, p. 38](#), [I.A.2.07, p. 45](#), [I.A.2.07, p. 46](#)). The Academic Senate of Merced College has determined that assessment of the General Education Program can be concluded from assessment of courses ([I.A.2.07, p. 32](#), II.A.3.09).

Upon completion of the general education course pattern, in addition to the area-specific outcomes, students should demonstrate the ability to:

- Use communication skills appropriate to the audience and purpose.
- Use computation skills and various aspects of technology appropriate to the task.
- Use cognitive skills to analyze, synthesize, and evaluate ideas and information.
- Demonstrate understanding of different cultures.
- Demonstrate self-management, maturity, and growth.

### **Analysis and Evaluation**

All degree programs include program-specific learning outcomes and general education learning outcomes covering communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

### **Standard II.A.12**

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

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

Merced College students earn degrees upon completion of the associate breadth curriculum in addition to fulfilling program requirements from the major or area of emphasis. Regulations found in Board Policy/Administrative 4025-Philosophy and Criteria for Associate Degrees and General Education provide the underlying philosophy and criteria for associate degrees and general education course requirements (II.A.12.01). The general education breadth requirements for the associate degrees are recommended by the Curriculum Committee, a subcommittee of the Academic Senate, in coordination with the Office of Instruction. The recommendations are forwarded to the Superintendent/President and approved by the Board of Trustees. Board Policy and Administrative Regulation 4100 addresses the graduation requirements for degrees and certificates (POL.1.01).

A number of Merced College degree-applicable courses fulfill one or more areas of general education, as prescribed by the Merced College General Education categories reviewed and approved by the Curriculum Committee and the Academic Senate. Faculty course authors work closely with the Curriculum Committee, including the Articulation Officer, during the development of their curriculum to determine the appropriate General Education category assignment(s) based on Merced College, CSU, and IGETC General Education requirements. These General Education requirements are clearly outlined and published in the College Catalog ([I.A.2.07, p. 38](#), [I.A.2.07, p. 45](#), [I.A.2.07, p. 46](#), and [I.A.2.07, p. 32](#)). The Program of Study form reviewed and approved by the Curriculum Committee includes an information box with the requirements necessary for earning a degree ([II.A.12.02](#)).

## **Analysis and Evaluation**

The College Catalog explicitly states the following general education requirements for degrees awarded by the institution:

- Merced College Associate Degrees (AA or AS) require completion of 23-27 semester units in GE Areas A to E
- Merced College ADT's to CSU require completion of the CSU GE-Breadth pattern or the IGETC pattern requirements in addition to a minimum of 18 units of courses in the area of emphasis (Evidence II.A.12. 2, 3, 4, 5).).

The Curriculum Committee, Academic Senate, and Board of Trustees review and approve GE designation for courses based on recommendation by the Curriculum Committee, including faculty and the Articulation Officer. The Articulation Officer will maintain, on a yearly basis, each of the following:

1. Articulation activities required for
  - a. Elective credit for California State University system
  - b. University of California transfer course agreement (UCTCA)
  - c. CSU-General Education requirements
  - d. IGETC (Intersegmental Transfer General Education Curriculum)
  - e. Lower Division Transfer Pattern (LDTP)
2. Major and course-by-course articulation with California State University campuses.
3. Major and course-by-course articulation with University of California campuses.
4. Articulation with the Higher Education Consortium of Central California (HECCC).
5. Articulation with private institutions of higher education identified by the Vice President of Student Services as receiving the largest number of student transfers (POL.1.02).

The Merced College Associate Degree Breadth requirements effectively contribute to a student's development of knowledge and employment preparedness in the following:

- Area A: Language and Rationality, including English Composition and Communication and Analytical Thinking
- Area B: Natural Sciences
- Area C: Humanities
- Area D: Social and Behavioral Sciences, including History and Political Sciences
- Area E: Lifelong Understanding and Self-Development (POL.1.02).



With the introduction of the associate degree for transfer, supplementary language about the GE requirements for the ADTs could be included in the Catalog and on the College website. As community colleges across California shift to assessment of course outcomes, the current list of courses included in the GE category should be reviewed with this in mind. The current list was generated with curriculum and objectives in mind. The focus in the future should verify the appropriate assignment to each GE area, based not only on the subject area, but the specific skills imparted by the course. New forms have been designed for reporting course SLO assessment which includes a question about whether the course qualifies as a GE course. (I.B.1.09a, I.B.1.09c) This section in the assessment report needs to include a comprehensive set of standards for learning outcome skills in GE to align with specific activities in each course.

### **Standard II.A.13**

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

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

Merced College Board Policy (BP)/Administrative Procedure (AP) 4100 – Graduation Requirements for Degrees and Certificate (POL.1.01)-requires an articulated major (i.e., one area of focused study) or an area of emphasis (i.e., an interdisciplinary core) for each degree the College offers. Students planning to earn a degree must complete a minimum of 18 units in a major or area of emphasis. Each degree consists of a pattern of courses beginning with introductory concepts leading to in-depth topics. A degree is awarded upon successful completion of a minimum of 60 units, which includes requirements in a major or area of emphasis, general education, competency requirements, scholarship requirements, and electives, if needed. All degrees have defined program learning outcomes (PLOs).

At Merced College, discipline experts create degree programs subject to multiple levels of approval from discipline faculty, curriculum representatives, and deans. Once reviews have been approved, the local Curriculum Committee analyzes the program, and forwards it to the Board of Trustees. Ultimately, the California Community College Chancellors Office (CCCCO) stamps the program for final approval. Career Technical Education Programs are also reviewed and approved by the Central/Mother Lode Regional Consortium. Once all new degrees and certificates are approved by the CCCCCO, the Accreditation Liaisons Officer (ALO) asks the Accreditation Commission for Community and Junior Colleges (ACCJC) whether a substantive change proposal is needed. If not, each program is added to the College course Catalog.

### **Analysis and Evaluation**

The Curriculum Committee verifies that all degrees and certificates include a focused study in a major or area of emphasis. All courses and programs have student learning outcomes

appropriate to the major or area of emphasis and include mastery at the appropriate degree level of key theories and practices within the field of study.

#### **Standard II.A.14**

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

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

Merced College offers a range of Career Technical Education (CTE) certificate and degree programs focused on job market preparation and upgrade of skills for incumbent workers. CTE degree and certificate recipients demonstrate technical and professional competencies. They are prepared to test for external licensures and certifications as applicable. The following CTE programs require standardized exams for external licensure or certification and meet the requirements of their external accrediting commissions: Diagnostic Radiologic Technology, Diagnostic Medical Sonography, Nurse Assistant, Registered Nursing, Vocational Nursing and Foods and Nutrition ([II.A.14.01](#), [II.A.14.02](#)). These programs also require students to complete clinical lab hours involving direct application of theoretical principles and concepts.

Program Review and advisory committees gauge the effectiveness of CTE instruction. Evaluation of each CTE program occurs annually through the Program Review process which includes assessment of student learning outcomes and service area outcomes ([II.A.14.03](#)). Proposals for new CTE curriculum must go through the Curriculum Committee process and be approved by the Central/Mother Lode Regional Consortium (II.A.14.04).

Each vocational program connects with an advisory committee composed of area professionals, including College faculty, actively working industry partners, and educational partners (K-12, CSUS, and UC systems). Advisory committee meetings provide a forum for open communication between College faculty and industry partners (II.A.14.05, II.A.14.06). Industry partners provide feedback on alumni work readiness and may recommend curriculum changes and/or the need for improved classroom equipment or software. Faculty use industry feedback to align curriculum with industry needs. Faculty also communicates with industry partners by attending internship development and job placement meetings, taking their class on company tours, and upgrading their own knowledge and skills through professional development training (II.A.14.07, II.A.14.08).

The College partners with the Merced County Workforce Development Board (WDB). The CTE Dean and the Dean of Economic and Workforce Development meet bi-monthly with the director and assistant director of the Merced County Department of Workforce Investment who serve also on the WDB. The WDB engages in regular communication with employer partners as they assist with recruitment, skills assessment, job fairs, and hiring, as well as on-the-job training and subsidized employment programs. The WDB apprises the College of industry training needs and emerging growth sectors (II.A.14.09). Students may access information regarding the local job market, career assessments, internships, and employment opportunities through the following:



the Career Center, Job Opportunity Services, the Workplace Internship Network, and/or Cooperative Education ([II.A.14.10](#)). Students also may access gainful employment information pertinent to their program of study via the Merced College website ([II.A.14.11](#)).

### **Analysis and Evaluation**

Pass rates from external licensure and certification measure students' readiness for employment in the field of study ([II.A.14.01](#)). Program Review assesses labor market demand, student performance on external licensures and certifications, appropriateness of student learning outcomes, and alignment with Perkins Act requirements. The College communicates with industry partners via advisory committee meetings, internship and job placement meetings, and partnership meetings with local county agencies such as the Merced County Workforce Development Board.

### **Standard II.A.15**

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

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

College programs are established, discontinued, or modified using an inclusive and transparent process with student success as the primary consideration. The process includes of qualitative and quantitative measures such as impacts on student success, productivity, student demographics, effects on the community and College mission, transfer, and employment considerations based on data provided by the Office of Institutional Research. The Academic Senate President and the Vice President of Instruction co-chair the Program Investigation Committee. They make formal, objective recommendations to the Academic Senate for approval, either to retain the program as is, continue it with modifications, or discontinue it altogether ([II.A.15.01](#)). If a program is eliminated, policy requires an exit plan that includes a timeline for addressing needs of the affected students. The College is responsible to protect the investment students have already made in their education. Merced College Administrative Procedure 4021 adheres to Title 5 directives requiring representative faculty involvement and a student voice in program status (I.B.6.03).

### **Analysis and Evaluation**

Six program investigations have taken place since 2014, not including the discontinuation of the addiction studies degree currently in progress ([II.A.15.02](#)). The arts and humanities degree was discontinued in 2013 based on Academic Senate recommendation. Evaluation located no unique courses within the degree; it concluded that students had the opportunity for more concentrated study in philosophy, music, English, art and drama. No courses were eliminated. Current students were allowed to complete the degree or migrate into related programs (the committee determined that migration would increase benefits to students for transfer) ([II.A.15.03](#)). The corrections Program Investigation stipulated appropriate criminal justice courses can be used as

substitutes for the deactivated corrections courses. In that way, students with expressed interest in obtaining a degree in corrections will be able to complete their goal ([II.A.6.05](#)).

The natural sciences degree was discontinued in 2014 due to its interdisciplinary structure that presented redundancies with related, more concentrated programs. The program historically drew minimal interest. Only 18 students graduated in natural science during the six-year period, 2008-2014. Many of them earned multiple degrees. The natural sciences degree included no unique courses; the Academic Senate maintained it was an inefficient use of faculty. All courses within the program were continued as components of related degrees. No Merced College student suffered a loss of opportunity by taking the related courses ([II.A.15.04](#)).

### **Standard II.A.16**

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

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

Merced College regularly evaluates and improves quality and currency of instructional programs based on input from employers, students, and faculty. All courses including collegiate, pre-collegiate, career technical, and continuing and community education courses undergo a comprehensive curricular review of all elements of the COR every six years (I.B.1.15).

CTE and contract education programs hold regular advisory committee meetings with industry representatives. Industry participants offer specific recommendations on improvement of content and delivery of curriculum. Minutes of advisory committee meetings record a review of curriculum, including new courses and revisions, and program improvement recommendations including technology, lab skillset feedback, and recommended revisions. Examples of advisory committee meeting minutes are found at: (II.A.16.01, II.A.16.02). Advisory committee recommendations are reviewed and discussed at monthly area and faculty cohort meetings.

Faculty regularly assess all courses: collegiate, pre-collegiate, career-technical, and continuing and community education. They assess courses and programs offered face-to-face and via distance education. All SLOs are assessed at least twice every five years (II.A.3.04). Student Learning Outcomes (SLOs) assessments are consistently incorporated into the Program Review process, used to analyze gaps and to update and improve course content. The chemistry faculty conducted a typical SLO assessment in CHEM-02A in fall 2013 ([II.A.16.03](#)).

All programs of study, including collegiate, pre-collegiate, career-technical and continuing and community education programs, engage in an annual process of Program Review. Program Reviews are scheduled for completion by the first Friday in September each year and submitted to the areas' CAT for review, input, and revision as needed. CAT- approved Reviews are sent to the area dean. The dean measures them against a rubric of requisite data, including assessments

of student learning outcomes and achievements for students (II.A.16.04). The dean creates a summary of all area Program Reviews, which he/she submits to IMPC (I.A.2.03, I.B.8.06). In the fall of each year, an IMPC task force reviews the deans' summaries and sets goals for resource allocation based on common themes from all Program Reviews (II.A.16.05).

Faculty team meetings take place for all collegiate and CTE programs each month. In these meetings, faculty discuss curriculum and strategy on ways to improve currency and quality. Faculty team meetings for continuing and community education courses and programs take place at regularly scheduled intervals, depending on when the courses are offered. Topics include assessment and placement of students in appropriate levels of instruction, course content improvements based on student evaluations, and employer feedback. As one example, the Communications Studies Department met on February 2, 2016 to discuss SLOs assessments for various courses, a process to assess PLOs, and their Program Review (I.B.8.01).

### **Analysis and Evaluation**

Merced College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. Courses are evaluated according to a regular COR update process through ongoing outcome assessment. Programs are evaluated annually.

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

### **Standard II.B.1**

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

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

Merced College supports student learning and achievement through a variety of services, including the library, audiovisual services, study central, tutorial, and noncredit math and computer labs. The library and audiovisual services report to the director of the library. Audiovisual (AV) supports classroom learning technology but not distance education technology. Distance Education technology is supported by the Information Technology Services (ITS) department. Study Central, tutorial and the math lab currently report to the director of student success. The noncredit computer lab is under the supervision of the dean of noncredit.

#### *Library*

The Institution supports student learning and achievement by providing library and other learning support services for all instructional days during the fall and spring semesters and the summer intersessions (II.B.1.01). The main campus Library operates from 8:00 a.m. to 8:30 p.m. Monday through Thursday and Friday from 8:00 a.m. to 2:00 p.m. It provides extended hours on Saturdays during the fall and spring semesters. Los Banos expanded its hours in AY 2015-16 with the addition of a full-time library media technician. The Los Banos library now is open from 7:45 a.m. to 8:00 p.m. Monday through Thursday; 7:45 a.m. to 3:00 p.m. Friday. The main campus library provides a special event called Cram Night the Thursday evening prior to finals week. The library stays open until 11 p.m. and provides students with snacks. This event is funded by the Student Success Program (II.B.1.07).

The Merced campus library is a college-level student learning resource center (II.B.1.09). It offers comfortable seating for more than 700 students, access to 68 research computers, 28 Online Public Access Catalogs (OPACs), two group work stations, 115,000 printed books, 500 CD's, and 2,200 DVDs and VHS tapes (II.B.1.10)

The Los Banos Campus serves one-tenth of Merced College's student population. In Fiscal Year 2014-2015, the Los Banos Campus Library registered a turnstile count of 54,996 students, faculty, and visitors. The Library seats 40 students at seven tables, and offers access to 16 research computers, one Online Public Access Catalog (OPAC), and one group study room with one computer and seating for eight. AV provides headphones for students to check out, as well as equipment needed by instructors. While the Los Banos campus library has a smaller print

collection (approximately 11,450 books), it may access all of the print books and media requested by staff and students from the main campus via daily courier service.

Program Review for the Los Banos library includes the goal of expansion. College Trustees have approved an initial project proposal (IPP) for library expansion, and it has been submitted to the California Community College Chancellors Office. (II.B.1.25)

Faculty librarians provide professional research services to students, faculty, and staff during all the library's open hours at the Merced campus (II.B.1.02). The Los Banos campus expanded evening hours access to faculty librarians mid-way through the spring 2015 semester but does not have a faculty librarian available during all open hours (none on Friday; no one from 7:45 to 8:30 Monday through Thursday). During the 2014-2015 school year, faculty librarians at the main campus answered 16,081 reference questions; Los Banos Campus faculty librarians answered 3,050 reference questions (II.B.1.05).

Faculty librarians also support traditional and distance education students through the Text-a-Librarian service, e-mail, and telephone support during open hours. Students taking courses online were surveyed regarding access to library services and materials. Those results informed the effort to create a stronger presence online for library resources (II.B.1.05). The Blackboard splash page includes a link to information about library services and resources for students working online. (II.B.1.03, II.B.1.04). Beginning with the spring semester 2016, the library has developed a link to the library guide for online students.

Faculty librarians also provide scheduled library orientation sessions for classes in fall 2014. Librarians provided 247 orientations at the main campus and 42 at the Los Banos Campus, attended by a total of 8,610 students (II.B.1.05). Classes covering a wide variety of disciplines were given face-to-face library instruction. Classes such as agriculture business, computer science, guidance, history, art history, English, child development, and chemistry were offered focused research instruction in their particular disciplines (II.B.1.12). LibGuides, unique webpages in support of topic research, were designed for many of those courses. Library staff assisted discipline faculty in creating LibGuides for classes taught online, with e-books and online periodical databases linked for student success (II.B.1.08). Faculty librarians and audio visual services staff provided workshops for faculty during scheduled Flex\_days (II.B.1.13, II.B.1.14).

The library continues to add depth and variety to its collections and services. In the last fiscal year, the library purchased and Catalog 1,948 print titles in a wide range of subjects based on its collection policy and on feedback provided by discipline faculty (II.B.1.11). The library added 3,580 E-books to the collection to expand online access. The library Catalog of holdings, which provides links to all electronic books, is available on the open Merced College web page as well as through the portal. The library follows procedure, approved by the Academic Senate in 2013 (II.B.1.17) to provide access to 55 online research databases in support of students regardless of physical location. These databases support the wide range of disciplines at Merced College (II.B.1.21) Magazines, scholarly journals, newspapers, encyclopedias, reference works, and

dictionaries are available in electronic format for students regardless of location. Two streaming video services for documentaries have been added in 2015-2016.

The library faculty continues to collaborate with discipline faculty in developing and creating LibGuides targeted to meet the research needs of specific groups (II.B.1.08). Library faculty through the library's liaison program collaborate with discipline faculty, including online faculty, in identifying and facilitating access to student learning resources. Library faculty participate in a number of shared governance committees, including curriculum, online education, and student success in order to learn and identify research needs of students (II.B.1.22).

Merced College supports computer and information literacy graduation competency requirement in a wide variety of courses. The library offers a three-unit course *Information Competency in the Electronic Age*, LRNR 30, every semester, including summer sessions. The library offered two drop-in workshops for students on information literacy in spring 2016. One session on research is offered as part of the Study Central lecture series.

The Library continues to expand its use of social media for student research support requests. Librarians answered 159 Text-a-Librarian questions spring semester 2015. The main campus library's Facebook page has 579 followers, and the Los Banos Campus Library Facebook page has 174 followers. 112 people follow the Merced College Library Pinterest account.

Audiovisual (AV), located at the main campus, is open all instructional days for the spring and fall semesters and during the summer session. AV services assist students on the main campus with the use of library research computers, library orientation room technology, and the library's student printing system (II.B.1.06). AV also provides technology in support of multiple modalities of instruction in 127 technology-enabled District classrooms (II.B.1.15). AV is responsible for researching, updating, and publishing the District's current Instructional Technology Standards (II.B.1.16).

Classroom technology is maintained as funds permit. 79 podium computers were replaced during the spring 2015 semester. That same semester, AV responded to 428 calls for technical support, troubleshooting, and repair of classroom technology. Audio Visual added 3922 new educational video titles to its media collection to support instruction. Two new streaming film databases (Ambrose and Films on Demand) were added to the College database collection, providing online access via the Merced College Portal to a broad selection of documentary films. Annotated bibliographies of some of the new titles are e-mailed periodically to faculty to facilitate access to AV's media collection (II.B.1.23).

Audio Visual provides on-call, individual or group training to faculty and staff on the effective use of instructional technology through the Technology Resource Center (TRC). AV provides ongoing group training sessions during the spring and fall semesters, and it also plans and coordinates additional training sessions with the Flex activities committee. AV also purchased and five Swivel capture robots. Swivel technology assists faculty with saving, and disseminating videos of lectures via the web, thus improving support for distance education.

AV provides administration and configuration of access points for Microsoft IT Academy. It creates access codes to 57 online courses and eight learning plans to train faculty and staff. It provides videoconference system support and services for faculty, students, and staff. It has completed and assisted with 402 deliveries of Polycom units. AV staff regularly upload student data files from the campus Ellucian system into the SIRSI automated library system to save time for library circulation staff and to verify enrollment status of library users. AV facilitates access to online training courses available via Microsoft's IT Academy (II.B.1.18).

Other campus areas provide technology support as well. The student help desk staff are available by telephone 24/7 and in person on the Merced campus Monday – Friday 8 a.m. to 5 p.m. (II.B.1.19) Staff and faculty have access to an ITS help desk as well. In addition, ITS has posted how-to documents on its website for staff/faculty access to network resources (II.B.1.20).

### *Learning Support Services*

The Student Success Program (SSP) supports student learning by connecting students with learning support services and resources needed to achieve their educational goals. The SSP completes an annual Program Review for the Tutorial Center, Math Lab, Study Central and Supplemental Instruction (II.B.1.26, I.A.2.03).

The Merced campus Tutorial Center schedules peer tutoring for most subjects offered on campus, including learning skills, English, math, and science. Students must be referred by a counselor or instructor to receive tutoring services and enroll in a noncredit supervised tutoring (TUT-106) course (II.B.1.27). The Center is supervised by faculty from various disciplines actively engaged in supporting tutors. All tutors are recommended by faculty and are required to complete a one-unit tutor training course (TUTR-35) (II.B.1.28) and attend tutor training workshops each semester.

The Los Banos campus provides tutoring for English, math, and science. Unlike the Merced Campus, the Los Banos Tutoring Center does not connect to a noncredit course. The Tutorial Center is open 19 hours a week. During the fall and spring semester the LB Tutorial Center is open Monday through Friday 11:00 a.m. to 2:45 p.m.

The SSP offers online tutoring through SmartThinking (II.B.1.29). This service is funded through the Basic Skills Initiative and only is offered to students enrolled in online math and English courses. SmartThinking has been successful in providing tutorial services to students who have limited access to campus or who attend courses outside of the center's hours. Merced College is currently looking at funding options to provide SmartThinking online tutoring services to all students enrolled in online classes.

The Merced campus Tutorial Center is open 17 weeks for the fall and spring semesters and eight weeks during the summer. During spring and fall semesters the Center is open Monday and Tuesday 9:00 a.m. to 7:00 p.m., Wednesday and Thursdays, 8:00 a.m. to 5:00 p.m., and Friday 8:00 a.m. to 2:00 p.m. The Center provides individual and group tutoring to fit the diverse needs, multiple strengths, and the various student ability levels. The Center has developed resources and links to support materials available on the Merced College website (II.A.4.04).



The Tutorial Center serves roughly 600 unduplicated students and records approximately 4,000 visit per semester.

### *Math Lab*

All Merced College students enrolled in a mathematics course are automatically enrolled in EDU-112, a noncredit Skills Acquisition for Student Success course (II.B.1.30). The Math Lab is supervised by math faculty who provide tutoring and technologically-enhanced instruction. The lab is open 18 weeks for the fall and spring semesters and six weeks during the summer. During fall and spring semesters, the Math Lab is open Monday through Thursday from 9:00 a.m. to 7:00 p.m. and Friday from 9:00 a.m. to 1:00 pm. Math resources and links to support material are posted on the Student Portal, College Catalog, class schedule, and in the Merced College guide to program and services (II.B.1.31, [II.A.4.03](#)). The Math Lab serves approximately 700 unduplicated students and receives approximately 7,000 visits each semester.

### *Computer Lab*

Merced College maintains a noncredit open computer lab throughout the year (summer, fall, and spring) when classes are in session. Fall and spring, the lab is open to students Monday through Thursday from 8:00 a.m. to 7:00 p.m. and on Friday from 8:00 a.m. to 1:00 p.m., a total of 49 hours per week. Hours of operation may be adjusted according to student demand. The computer lab is linked to a noncredit student success class, EDU 112C and supports the learning outcomes of that class. An instructor is present in the computer lab at all times to assist students, to support the learning outcomes of the EDU 112 class and to ensure noncredit compliance. Learning outcomes are assessed individually, rather than as a class, because the class is offered in an open entry/open exit mode. Student learning outcomes are assessed using a survey instrument developed for this purpose. A self-evaluation survey asks students to assess their own ability regarding the course SLOs. Survey results indicate that the computer labs have been helpful to students in assessing their course SLOs. The next assessment tool will be designed for students to demonstrate their mastery of the SLOs.

The open computer lab is comprised of two adjoining rooms in the Communications Building. Instructors on duty represent a variety of disciplines, including computer science, English, counseling, and other high-demand classes. The two labs have a total of 80 computers installed with Microsoft Office 2013 and other relevant programs. Among high volume users, adult re-entry students are most in need of instruction on the use of computers. Most students using the lab do not have computers or access to computers at home.

The Los Banos campus has a similar lab set-up, overseen by the Dean of the Los Banos campus.

### *Study Central*

Unlike the Tutorial Center and Math Lab, Study Central is not linked to a noncredit course. Study Central caters to students individually or in small groups. Study Central is a place where academic inquiry/dialog is encouraged, as dialog leads to learning. Study Central offers assistance from peer guides and faculty who specialize in a variety of academic fields (II.B.1.32). Each semester, Study Central offers approximately 40 drop-in student success workshops that cover topics including study skills and research techniques beyond Google (II.B.1.33). The



workshops generally are facilitated by faculty committed to student success. All workshops are videotaped; videos are posted the following day on the Student Portal. The workshops are advertised through bookmarks, flyers and e-mails to the campus and students. At the end of each workshop, students complete an evaluation form. Study Central personnel track workshop attendance and video views. Resulting data is used to record attendance, determine the effectiveness of the topic, presenter, and to develop ideas for new topics (II.B.1.34).

Study Central is located in the Student Union Building. It is open to students 18 weeks during each semester, Monday through Friday from 9 a.m. to 2 p.m. It is closed in the summer. Student Success workshops are scheduled from 2 p.m. to 5 p.m. on week days. Study Central information is posted in the Merced College web page, Student Portal, class Catalog, class schedule, and in the Merced College guide to program and services. Study Central has developed resources available on the website to provide workshop materials and links to support materials. The Center also serves as an information hub for all student services, and an opportunity for continuous referral of students to other academic support services for individual assistance.

Study Central serves approximately 1,800 unduplicated students and has approximately 18,000 visits each semester. Study Central is also home to the Supplemental Instruction (SI) Program.

#### *Supplemental Instruction*

Each semester, Merced College offers twelve supplemental instruction (SI) English, math and science courses ([I.C.6.01, p. 76](#)). SI leaders complete a Tutoring (TUTR-35) course and receive comprehensive SI training each semester (II.B.1.35). SI leaders collaborate with faculty to promote SI in the classroom and schedule three SI sessions each week at various times. SI sessions are held in two study rooms located in back of Study Central. SI staff bookmarks the SI sessions and posts in the Merced College Portal and in all academic support services areas. The SI program collects final grades and attendance data to contrast the differences in the mean scores of those who attend SI sessions and those who do not.

Because of limited staffing, the Los Banos campus data is collected differently. The Dean of the Los Banos campus collaborates with faculty and the Director of Student Success to expand academic support services and improve the data collection process.

#### *Distance Education*

All Distance Education students have 24-hour access to the College library's digital databases, reference materials, and librarians. These services also are open to all off-site students. Supplemental digital materials are available for specific classes in cooperation between librarians and faculty to support student research and success. Learning support services are flexible in using e-mail and phone meetings to ensure service to Distance Education students. DSPS accommodations are also available for Distance Education students. Orientation and counseling is available online. The College has services to support students with specific needs or goals.

### **Analysis and Evaluation**

Student support services at Merced College are available six days a week in person and at all times online. The library provides services sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery. Librarians are

available to help students through a variety of means: in-person during open hours and via e-mail, telephone and text messaging other times. Students working in an online environment have access to a faculty librarian embedded within the link to the generic LibGuides in their course shell. Custom web-based guides for both face-to-face and online classes are developed for faculty working with their liaison librarians.

Tutorial assistance is available on the main campus as well as the Los Banos Center. Specialized assistance is provided in the math and computer labs. Supplemental Instruction offer assistance in learning support to all students in the targeted courses, and Study Central offers access to faculty in a wide variety of disciplines and peer guides. Tutoring services have been contracted for support of online students. The Merced College Student Success Program (SSP) has sufficient depth and variety of materials to meet the learning needs of its students. The SSP provides academic support each semester in a variety of forms: face-to-face, online, one-to-one, small group tutoring sessions, and workshops. Varieties of assessments measure student command of objectives. Results demonstrate the SSP is effective in teaching students the outcomes in each area. Evaluation of teaching effectiveness and future goals for improvement are guided by reflection on various assessments. Student Success Program services has sponsored an increase in student success and retention. The Program is funded by the Basic Skills Initiative and is currently integrated in the student equity plan to accelerate its course-embedded tutoring program ([I.A.2.09](#)).

All services are assessed annually, and plans for improvement or changes to services are included with the annual Program Reviews ([I.A.2.04](#)). The Los Banos campus still requires expansion of library and learning support services. The Program Reviews for each area reflect the acknowledgement of this need. An initial project proposal for expansion of the Los Banos campus library has been submitted to the Chancellor's Office.

## **Standard II.B.2**

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

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

Faculty librarians and the LRC director are responsible for the selection of materials. In 2013, the Academic Senate approved a collection development procedure (II.B.1.17). This procedure guides the librarians as titles are selected for the collection. Faculty librarians fill out order cards for purchases. They notify discipline faculty about each title added to the collection (II.B.2.11; II.B.2.12). The electronic services librarian and the library director determined the need for data base subscriptions. Students are surveyed annually to determine if the sources they find are sufficient for their research needs (II.B.2.01) (II.B.2.03). Faculty are surveyed for information with regard to instruction as well as research support within the library collection (II.B.2.04).

All full-time faculty librarians participate in one or more of the District's shared governance committees: Academic Senate; Instructional Master Planning; Instructional Program

Review/Student Learning Outcomes Assessment Committee (IPRSLOAC); Curriculum; and Online Education and Student Success. In their committee involvement, librarians learn about current and future student research needs. Library resource needs are specifically identified in all course outlines of record, with a faculty librarian signature required as part of the curriculum approval process (II.B.2.07).

The library continues to purchase subscriptions to several full text research databases in support of students learning (II.B.2.09).

The library has collaborated with the Office of Student Equity and Success, (OSES), adding textbooks to the library's instructor reserve collection in the 2015-16 school year. The textbooks were selected for their ability to improve access, equity, and success for groups identified by the state as impacted (II.B.2.10). The library charts circulation to determine usage patterns of existing resources. The patterns influence acquisition of resources most often needed (II.B.2.08).

Audiovisual staff researches and acquires new titles for AV media collection based on input from faculty librarians and on feedback from discipline faculty surveyed annually (II.B.2.04).

Students are also surveyed regarding technology in the classroom (II.B.2.02). Audiovisual supports and maintains 142 classrooms throughout the District. 116 of those classrooms are set up with full multimedia technology and 96 include Crestron advanced control systems.

Audiovisual staff provides bi-annual maintenance service for all classrooms between semester breaks (II.B.2.05). The library maintains a current inventory of all instructional technology to monitor age and use of equipment (II.B.2.06). In addition, the Audiovisual staff support and maintain 38 computers in the library orientation classroom, 64 student research computers in the library, and 28 online access library Catalogs.

Library Media support staff track technology issues related to the library computers and printing system. (II.B.01.6) Students have access to CD players, TV/DVD players and earphones. As it does with traditional courses, the library reviews course outlines and aligns them with necessary resources. The College maintains several large databases of online reference material, offers free Wi-Fi to students on campus to access that material, offers computer labs for students to complete distance education courses, and offers physical use of the library and its holdings. A survey of students taking online courses was conducted in 2013 and spring of 2016 to determine if library services to students are sufficient. This survey is part of the Program Review process for the library.

The Tutorial Center, Math Lab, and Study Central are equipped with computers for student use. The computers meet the district standard and are maintained by ITS.

### **Analysis and Evaluation**

All materials purchased for the library and audiovisual services are selected by faculty librarians in consultation with discipline faculty. Librarians analyze the collections regularly. They participate in numerous committees which inform the selection of materials. They require a departmental signature signifying review of course content and verification of materials that support the topics for all course outlines and new programs, as well as changes to programs.

### **Standard II.B.3**

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

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

The Learning Resources Center (LRC) uses the Merced College vision statement as the basis to improve services to students and staff of Merced College. In addition, the LRC vision statement provides additional definition (II.B.1.05). “The mission of the LRC is to support the instructional process and institutional student learning outcomes at Merced College by providing resources and services to the students, professors and staff of the Institution.”

The LRC is comprised of Reference; Instruction; Collection Development (Faculty Librarians); Library Services; and Audio Visual Services. Each LRC area completes its own Program Review. Each review is read and discussed both by a manager and the faculty lead for internal consistency before combined into a single LRC document. The Program Review is also discussed and amended at the annual LRC meeting during Flex week in August ([II.B.3.01](#), II.B.3.02 [II.B.3.03](#)).

### **LRC Outcomes**

- Outcome #1: A student will be able to access current information critical to student success.
- Outcome #2: A student will be able to utilize technology that is current, reliable, and supportive of learning.
- Outcome #3: A student will be able to access multicultural resources that have relevance to both academic and community settings.
- Outcome #4: A student will use College resources in ethical and responsible ways.
- Outcome #5: A student will be taught and supported by well trained and technologically engaged faculty and staff.
- Outcome #6: A student will be able to identify, evaluate and analyze information resources.

Reference, Instruction, Collection Development (Faculty Librarians) SLOs:

Reference:

1. A student will be able to differentiate between the currency and types of resources appropriate to his/her information needs.
2. A student will be able to formulate a question appropriate to his/her information needs.

Orientations:

1. A student will be able to select information in various formats, print and electronic, for specific uses including academic research.

2. A student will be able to evaluate information for its content, source, quality, and relevance in a variety of formats including print and electronic.

### **Library Services SLOs:**

1. Students will have access to instructor reserve materials, including textbooks, which are critical to their success.
2. Students will have access to a safe, quiet, clean study environment.
3. Students will be encouraged to use multicultural resources relevant to academic success and community relationships.
4. A student will use library resources in a responsible way.
5. A student will have access to multicultural literary and musical initiated performances and programs initiated by student groups or programs.

### **Audio Visual SLOs:**

1. Students will receive/consume instructional media in a classroom setting that is current and appropriate for their success.
2. A student using the Library Internet Stations will be able to complete a technology-related task within the rules and regulations set by the District.
3. A student will be taught by professors who have mastered presentation and multimedia technologies.
4. A student using library orientation room computers will be able successfully to complete a library orientation within the parameters set by the instructor.
5. Current Merced College students will have access to the library's online Catalog, computers, and circulation services.

Learning Resource Center personnel meet throughout the year. All stakeholders are present and included in conversations about Program Review. The meetings cover Student Learning Outcomes and methods of assessment. They conduct assessment of LRC services. The Faculty Librarians conduct their own meetings in which SLOs and assessment are discussed (II.B.3.04).

All LRC areas conduct surveys to assess and evaluate their SLOs. The surveys target specific audiences which may include faculty, staff and students. Depending on the purpose and audience, the surveys may be conducted once in each academic year or once per semester. Survey times are determined by the area (II.B.2.03, II.B.2.04). In addition, LRC survey questions are included on the annual survey conducted by the College's Office of Grants and Institutional Research (OGIR) (II.B.3.08). The results of these surveys are used to inform ongoing discussions and changes to the Program Review process.

The LRC analyzes library usage and grade comparisons between students who use the library with those who do not. Analysis results are used as part of the assessment to support Program Review (II.B.3.04). The LRC tracks library usage by analyzing student barcodes (II.B.3.04). Tracking allows the LRC to spot trends in student success and behavior.

## Analysis and Evaluation

The Student Success Program has developed several processes to evaluate the effectiveness of the program's services, including faculty and student evaluations, student SLOs surveys, and statistical analysis of student success and retention rates (II.B.3.05, II.B.3.06, II.B.3.07). The program collects information through SARS-TRAK and SARS-GRID systems and collaborates with the Office of Institutional Research to identify student demographics and assess course success and retention rates for students who utilize various academic support services (II.B.3.08). This data is shared with the Student Success Committee and used to provide continuous recommendations for program improvement.

Librarians continue to assess and analyze student learning outcomes. Librarians provide reference services to our students through a variety of channels, including face-to-face interactions, group instruction, texting, social media, and through customized web guides called LibGuides. The student surveys, class instruction assessments, and interlibrary loan statistics all document that students believe they are being well served. The addition of CHEM 02A sections greatly increased our outreach to the STEM program. Some of the art history and history professors have scheduled orientations for the first time. Based on large turnover of discipline faculty at the Los Banos campus, tours have decreased at the Los Banos campus.

### Standard II.B.4

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

### Evidence of Meeting the Standard

Merced College subscribes to the Online Computer Library Center (OCLC)—a service that provides a Cataloging database from world-wide sources. This database provides access to MARC records used to enter items into our integrated library system used for the online Catalog, circulation of materials, and inventory of holdings. In addition, the library is able to borrow items from other libraries through the OCLC interlibrary loan service for use by our students, staff and faculty. The holdings of Merced College library are entered into the Worldcat database, an open Catalog of library holdings used internationally by researchers on the Internet. The library maintains a contract with OCLC to download MARC bibliographic records and to share bibliographic information ([II.B.4.01](#)).

An automated library system provided by contract with the SIRSIDynix Corporation supports the online catalog, circulation, cataloging and serials management for the District libraries. The contract includes troubleshooting and support for technical issues associated with the system. The agreement also provides for access to support resources and online training for the

use of the Workflows client. The Windows based server for the library is located in a secure room in the Information Technology department. Access to the server is limited to key personnel (II.B.4.02). Any person can search the College's library Catalog through the open web page of Merced College. Students must log in with a user ID and PIN in order to interact with the system, thus maintaining the integrity of their data.

The College pays for membership into the Council of Chief Librarians (CCL). The Council offers continuing education to members and sponsors a committee that conducts evaluations of databases. The library acquires a number of subscriptions through the Council of Chief Librarians contractual agreements that reduce the overall cost of subscribing to the individual publisher services (II.B.2.09).

### **Analysis and Evaluation**

Formal agreements exist for all contract services. Access to student circulation records is protected by a login requiring a unique ID and PIN. The data in the OCLC web-based service is also accessible only via login and PIN.

The OCLC membership provides access to secure servers maintained by the company. Notification of technical problems is prompt and communication is well established. The CCL membership provides a networking opportunity for the library director as well as discounted subscriptions to key resources for students, staff and faculty.



## **Standard II.C: Student Support Services**

### **Standard II.C.1**

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

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

Merced College engages in a process of regular assessment of services offered to students. Board Policy/Administrative Policy 3250-Institutional Planning requires the institution to engage in systematic and ongoing planning and assessment (II.C.1.01). The integrated planning cycle, as outlined in the *Integrated Planning Handbook*, outlines the process for evaluating student support services ([I.B.4.02](#))

The College uses Program Review to evaluate services and programs to students and to ensure these services support the College mission, regardless of location or means of delivery ([1.A.2.04](#)). The Student Services Program Review Template requires each of the 15 Student Services programs to disaggregate services rendered by location. (II.C.1.02). Merced College also offers both Online Tutoring ([II.C.1.03](#)) and Online Counseling ([II.C.1.04](#)) to serve students unable to access on-campus resources.

Program Review includes each department's program mission with a description detailing efficiency with supportive data, accomplishments, goals, and internal and external conditions that may impact the department's operations. The Assessment Review Committee (ARC) ensures successful integration of Program Review throughout the College (II.C.1.05).

The Student Services Program Review Oversight Committee reviews and provides feedback for all Program Reviews (II.C.1.06, II.C.1.07). Program Review is vetted at each level in the Student Services division, creating continuous assessment, evaluation, and improvement of services to students.

Completed Program Reviews are also sent to the Student Services Master Planning Committee (SSMPC). SSMPC reviews the completed documents. In alignment with the integrated planning cycle, SSMPC ensures all resource allocation requests have been identified and justified via Program Review documents. (I.B.4.03)

The fifteen student services programs at Merced College, including categorical programs, online tutoring, and online counseling, are evaluated annually through the Program Review process to help accomplish the mission of the institution.



## Analysis and Evaluation

Merced College regularly evaluates the quality of student support services, regardless of location or means of delivery, and ensures services align the institution's mission.

### Standard II.C.2

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

### Evidence of Meeting the Standard

Merced College identifies and assesses learning support outcomes for its student population, including comprehensive and annual Program Reviews since 2010 ([I.A.2.04](#)). The institution provides student support services and programs to achieve those outcomes, providing comprehensive student services programs and services in the following areas: outreach and enrollment services; special programs and services; Student Success and Support Program services; financial services; student equity; and student development ([I.A.2.04](#)).

Since 2005, the Student Services Division has assigned a Program Review/SLO Coordinator to oversee and monitor the overall process of assessment and Program Review. The Program Review/SLO Coordinator serves as the Student Services Division's representative on the District's Assessment Review Committee (ARC). ARC consists of representatives from all divisions and exists to ensure the evaluation of all Program Review processes, facilitate the implementation of consistent processes and procedures, lead the evaluation and coordination of the Institutional Student Learning Outcomes, and report progress to College Council (II.C.2.01).

Annually, all student support services and programs complete Program Review, which involves identifying and assessing support outcomes, developing program goals, and analyzing assessment data for the continuous quality improvement of programs and services ([I.A.2.04](#)). As outlined in the Student Services Program Review Handbook (II.C.2.02), all programs undergo annual Program Review with a detailed timeline for completion, trainings and ongoing feedback provided by the Program Review/SLO Coordinator and the Student Services Program Review Oversight Committee (II.C.1.06, II.C.1.07). The Program Review/SLO Coordinator presents the schedule and timeline for approval to the Student Services Executive Committee (SSEC), and the Student Services Master Planning Committee (SSMPC) in the fall term each year (II.C.2.03, II.C.2.04, and II.C.2.05).

Once Program Reviews are assessed, learning support outcomes are completed and approved by each program. The Program Reviews are reviewed and evaluated with feedback provided for improvement by the Student Services Program Review Oversight Committee (SSPROC) (I.C.1.06, I.C.1.07). Finally, SSMPC approves the final Program Reviews for each respective program and posts them on the web (II.C.2.06, [I.A.2.04](#)).

Each Program Review aligns the respective program/department's mission statement with services offered and evaluates data to identify, assess, analyze and improve services and programs. All Program Reviews include alignment with an Institutional Student Learning Outcome and/or Strategic Planning Goal. Additionally, the Program Reviews include an action plan for obtaining identified resource needs for each of the respective programs/departments.

The Merced College Program Review template includes new student equity components and the disaggregation of data by services (II.C.1.02). The goal is to assess services by targeted population groups within each program to identify barriers to access and success for students—ultimately to aid in equitable continuous quality improvement.

Finally, student support services and programs also rely on environmental scans, global assessments/data, survey and qualitative feedback from students, employees and the community. Examples of internal and external evaluation tools include student equity reports, research articles, student engagement surveys, internal surveys, and data and reports. ([I.A.2.05](#), [I.A.2.09](#)).

## **Analysis and Evaluation**

All student support programs and services complete annual Program Reviews with SLO/SAO identification, assessment, analysis, and continuous quality improvement. Each year these processes are evaluated with the input of Student Services faculty, staff, managers, deans, and the vice-president. The Merced College Program Review template improves strategic planning alignment and integration with ISLOs and other planning documents. Additionally, it integrates student equity assessment to improve programs and services for targeted populations.

### **Standard II.C.3**

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

## **Evidence of Meeting the Standard**

Merced College strives to ensure equitable service to students regardless of service location or delivery method. The College provides services on-site, off-campus, and online ([II.C.3.01](#)). An educational center in Los Banos accommodates the western area of Merced County ([II.C.3.02](#)). In addition, students enrolled in courses at the Business Resource Center (BRC), Delhi, Livingston, Mariposa, and Dos Palos have access to appropriate and comprehensive on-site or online services.

As of the 2016 academic year, Merced College has expanded delivery of services to 13 local high schools within the College district. This expansion of services allows high school seniors to receive components of the Student Success and Support Program (SSSP) with Merced College counselors. They can enroll in college and access services within the secure environment of their own current high school.

Merced College provides various student support services to assist students in achieving their desired goals. These services are found at both the main campus and at the Los Banos Campus and consist of the following: Admissions and Records, Financial Aid, Academic Counseling, Student Life, Assessment, Health Services, and Transfer and Career Services ([I.C.1.04](#)).

At both the Merced campus and the Los Banos Campus, students have access to specialized programs, such as Disabled Students Program and Services (DSP&S) ([II.C.3.03](#)); Extended Opportunity Programs and Services (EOPS) ([II.C.3.04](#)); the Guardian Scholar's Program ([II.C.3.05](#)); CalWORKs; Tutorial; and the Veteran's Resource Center ([II.C.3.06](#)). The Office of Student Equity and Success was created to promote equitable services to students. Data is compiled within the Student Equity Plan to help grasp student needs and how to best address barriers for disproportionately impacted students. ([I.A.2.09](#)).

Merced College also offers both Online Tutoring ([II.C.1.03](#)) and Online Counseling ([II.C.1.04](#)) to serve students unable to access on-campus resources.

By incorporating additional support staff, the SSSP has increased the delivery of services for students throughout the service area. In 2016, additional counselors, and technicians were added to provide direct services to students in the service area ([II.C.3.07](#)).

## **Analysis and Evaluation**

Merced College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of location or delivery method.

### **Standard II.C.4**

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

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

Merced College Athletics provides opportunities for intercollegiate participation that allows eligible student-athletes to develop their full potential through comprehensive education of the kinetics, temperament, and psychology intrinsic to success on the playing fields. Merced College Athletics endorses the concept of student-athlete with equal emphasis on both sides of the hyphen, stressing maximum dedication to competitive intercollegiate opportunities and maximum attention to classroom demands.

In collaboration with the Office of Student Success, Merced College has created a program to provide intrusive counseling to student athletes. Merced College student athletes matriculate at a higher rate in a faster time than other cohort groups from the general student body ([II.C.4.01](#)).

Merced College Athletics adheres to all compliance mandates and ensures its athletics programs enrich the institution and overall educational experience of its student athletes. Merced College Board Policy 5700-Athletics states that Merced College must provide an equal-opportunity, organized intercollegiate athletics program for men and women (II.C.4.02). The same policy assures the Merced College Superintendent/President will enforce compliance with California Community Colleges Athletic Association Constitution and Bylaws, and the Sports Guides, as well as applicable Conference rules. Board Policy/Administrative Procedure 5701-Intercollegiate Athletic Drug Testing Policy acknowledges the detrimental impact of drug and alcohol abuse to student athletes and resolves to address and reduce drug abuse problems through education, counseling, constructive discipline, and voluntary testing (II.C.4.03). Board Policy/Administrative Procedure 5702-Income/expenses for Intercollegiate Athletic Program recognizes as the fiscal policy providing reasonable financial support for student athletes during athletic events in the form of meal expenses and lodging (II.C.4.04). The funds are to be provided to, and administered by, the coaches. Board Policy/Administrative Procedure 5702 also describes admission costs to athletic contests. Board Policy/Administrative Procedure 5500 establishes the Merced College Standards of Conduct for students, which also applies to student athletes (I.C.8.01).

Associated Students of Merced College (ASMC) exists for the purposes of preserving, protecting, and defending student rights, academic freedom, and representative student government; to promote the educational, social, and cultural opportunities of Merced College; to assist with the enjoyment of the diversity of Merced College and the community at large; and to advocate for full student participation in the affairs of Merced College. ASMC contributes to the social and cultural dimension of Merced College through its varied events and clubs. Blue Devil Days promote a positive and engaging campus climate, while the three-day event, Culture Shock, allows students to explore and celebrate diverse cultures (II.C.4.05).

ASMC operates under a faculty advisor and is governed by an elected student board of officers who abide by a Merced College District Board-approved constitution and bylaws. Board Policy/Administrative Procedure 5400-Associated Students Organization authorizes the establishment of the association and recognizes this association as the official voice for students in district decision-making processes (II.C.4.06). Board Policy/Administrative Procedure 5410-Associated Students Elections outlines the process for student elections to ensure a fair and equitable procedure for election of the officers for ASMC (II.C.4.07). Additionally, checks are in place to assure that ASMC maintains fiscal responsibility and accountability. An approval process exists for all spending that requires requests be approved by the student body council, ASMC executives, and club representatives at their meetings (II.C.4.08).

## **Analysis and Evaluation**

Through compliance to local, state, and federal mandate, Merced College athletics and ASMC contributes to a comprehensive campus life that supports the College's institutional mission.

## **Standard II.C.5**

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

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

Merced College provides counseling services to students in a one-stop format. The majority of counseling services and programs are located in the Leshner Student Services Center on the Merced campus. All counseling programs and services are provided to Los Banos Campus students in Building A. In addition to general counseling for all students, Merced College provides separate counseling services for Athletics; Basic Skills; California Work Opportunity and Responsibility to Kids (CalWORKs); Disabled Students Programs and Services (DSPS); Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE); International Students; Puente; Probation and Retention; Science Technology Engineering and Mathematics (STEM); Former Foster Youth; Transfer; Career; Veterans; and Personal counseling ([I.A.2.07, pp. 25-31](#)), ([II.C.3.05](#)), ([II.C.5.01](#), [II.C.5.02](#)) The goal of Merced College counseling is to provide students with the academic, career, vocational, transfer, and personal counseling necessary to support their educational success. In order to meet this goal, counseling services are delivered through many avenues.

Merced College provides the majority of counseling through pre-scheduled appointments; with at least one counselor assigned to walk-in traffic ([II.C.5.03](#)). Additionally, workshops address educational planning ([II.C.5.04](#)). Distance Education students are referred to an online website counseling page in which students can submit questions to counselors ([II.C.1.04](#)). Online Counseling is also available to students in a synchronous online format. Additionally, four different guidance courses offer counseling as a part of their curriculum ([I.A.2.07, p. 160](#)).

All counselors employed by Merced College meet the minimum qualifications or the equivalent required by the California Community College Chancellor's Office ([II.C.5.05](#)). Merced College relies on a contractually structured evaluation process to ensure that professional expectations and student needs are met ([I.B.13](#)). In addition to the structured processes outlined, Merced College sponsors training and professional development opportunities for counselors. Counselors participate in bi-monthly trainings and bi-monthly meetings to keep everyone informed and up-to-date on campus policies and procedures ([II.C.5.06](#), [II.C.5.07](#), [II.C.5.08](#), [II.C.5.09](#) and [II.C.5.10](#)). These meetings and trainings also provide counselors with a venue to discuss best practices and to evaluate current policies. In addition, counselors are required to complete 24 hours of mandatory staff development each academic year ([I.B.9.02](#), [I.B.9.03](#), and [I.B.9.04](#)). These activities must be pre-approved and could include in-service training, conferences, workshops, and any other appropriate professional development.

Merced College utilizes an online orientation to ensure that students understand campus policies and the requirements related to their program of study, including graduation and transfer

([II.C.5.11](#)). All new students or prospective new students (including first time students, first time transfer students, and returning students) are directed to orientation services. Orientation is delivered to high school seniors through the Office of Relations with Schools utilizing Student Success and Support Program Technicians who serve as liaisons between the College and its feeder high schools ([II.C.5.12](#)).

Merced College utilizes a comprehensive counseling model that incorporates the delivery of counseling services to students from application through the completion of the student's educational goal. Services include assessment, general academic advising, and educational planning (both abbreviated and comprehensive). The various services outline all requirements for the student's specific educational goal, and academic follow-up services (I.B.6.06, I.B.6.07, and [II.C.5.13](#)), which may include interventions for students on probation or dismissal status ([II.C.5.14](#)). When a student is completing or nearing his/her final term, counselors provide graduation and transfer application assistance and counseling ([II.C.5.15](#), [II.A.10.01](#), [I.A.2.07](#), p. 32). Counselors refer to specific momentum points to identify needs. Counselors deliver comprehensive educational planning upon the completion of 15 units—replete with specific information regarding their academic, graduation, and transfer requirements ([II.C.5.04](#)). Automatic interventions trigger when a student is identified as having poor academic standing ([II.C.5.14](#), II.C.5.07).

Merced College students must participate in orientation, assessment, and educational planning in order to maintain priority registration. Merced College evaluates the efficacy of counseling services through the use of the Community College Survey of Student Engagement (I.B.5.07, II.C.5.10), internal Program Review, student learning outcomes ([I.B.6.01](#)), and counselor surveys (II.C.5.09).

## **Analysis and Evaluation**

Merced College provides counseling to students through multiple avenues to support student development and success. Merced College ensures that counseling faculty are well prepared and regularly updated. Through orientation and counseling, Merced College provides the accurate and timely information students need to fulfill their academic requirements that supports students through graduation and transfer.

### **Standard II.C.6**

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

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

In accord with the Merced College mission, the institution has adopted relevant admissions policies. Board policies clearly identify the qualifications for admission, and this information is posted in the College Catalog (II.C.6.01, [I.A.2.07](#), p. 16). The Admissions office, in conjunction with the California Community College Chancellor's Office, provides application resources for



all prospective students via the OpenCCC online application system found on the “Get Started” page of Merced College’s website ([II.C.6.02](#)). Computers are available to prospective students to apply on-site. A secondary, full-service campus 40 miles from Merced in the city of Los Banos offers west county residents access to our institution and mirrors the admissions policies and processes of the Merced campus ([II.C.3.02](#))

Degrees and certificates are listed in the College Catalog and updated annually ([I.A.2.07, p. 35](#)). The Curriculum Committee meets regularly to propose, scrutinize, and discontinue certificate and degree programs (I.B.6.03, II.A.1.03). The schedule of classes lists the corresponding courses, their availability, any requisite information, and is produced in both electronic and paper formats in April for summer/fall offerings and October for spring offerings ([II.A.10.02](#)).

Applicants to the College must complete mandatory enrollment steps including the development of an Abbreviated Education Plan (AEP) which serves as an initial pathway to their educational goal ([II.C.5.13](#), [II.C.5.04](#)). Students are evaluated for course placement using high school transcripts, assessment tests, and multiple measures to ensure accurate course starting points. Prior to the completion of 15 units, the College requires a Comprehensive Education Plan (CEP) to be completed or Priority Registration privileges are revoked. CEPs are all-inclusive and clearly define a pathway that must be followed to whatever goal the student chooses (II.C.6.03). A counselor develops the AEP and CEP with the student via one-on-one sessions. CEPs are promoted through student e-mail, the student portal, and staff involvement (II.C.6.04).

Graduation requirements are set through Board policy and relayed to the student population via the Catalog, schedule of classes, and meetings with counselors during Educational Planning (POL.1.01, [I.A.2.07, p. 32](#)). The Catalog and schedule of classes both include clear diagrams charting CSU-GE Breadth, Intersegmental General Education Transfer Curriculum (IGETC), Associate Degree Breadth requirements, as well as the English and math sequences ([I.C.6.01, p. 98](#), [I.C.6.01, p. 99](#), [I.C.6.01, p. 91](#), [I.C.6.01, p.88](#), [I.C.6.01, p. 89](#)). The Catalog lists all certificates and degrees along with their requirements ([I.A.2.07, p. 55](#)).

A Transfer Center is available to all students (POL.1.03). It provides computer workstations, with access to college and university catalogs, guidebooks, and a variety of other documents ([II.A.10.01](#)). A second dedicated transfer counselor was added in 2016 to complement the several staff on hand. Advisors from local universities periodically visit the Transfer Center to provide the transfer steps to their respective schools. Four-year university representatives regularly host a table in the quad with information and resources for prospective students. Presentations are made in classrooms to current students about available services and the College hosts a Transfer Day/College Night putting Merced College students in touch with contacts from four-year universities. Promotional material is regularly posted to the student portal and sent to students’ email (II.C.6.05, II.C.6.06, II.C.6.07 and II.C.6.08).

### **Analysis and Evaluation**

Merced College offers education at two separate campuses. Degrees, certificates, and pathways to transfer are evaluated regularly for relevance. The College clearly defines educational pathways for students and advises them to reach their degree, certificate, or transfer goal.

**Standard II.C.7**

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

**Evidence of Meeting the Standard**

Merced College conforms to the regulations of section 78212 of California Education Code, and title 5 sections 55520 and 55522 of the Seymour-Campbell Act Student Success Act of 2012 to facilitate student success and ensure appropriate course placement for students. New students or prospective new students who have not begun an English or math sequence at another institution (including first-time students, first-time transfer students, and returning students) are directed to assessment services ([II.C.7.01](#)) Merced College administers the College Board's Accuplacer assessment, version Phase 10.5. The specific Accuplacer assessments utilized are Reading Comprehension, Sentence Skills, Elementary Algebra, College Level Math, Arithmetic, ESL Language Use, ESL Reading Skills, and ESL Sentence Skills ([II.C.7.02](#)). Accuplacer is an adaptive test so the assessment branches into different topics/levels based upon accuracy of student response; students may or may not advance through all assessment topics administered within the assessment ([II.C.7.03](#)). Accuplacer is an assessment instrument selected from the California Community College Chancellor's Office List of Approved Test Instruments ([II.C.7.04](#)). Currently, Accuplacer has received approval from the Chancellor's Office. The different Accuplacer subtests have received approvals (either provisional, probationary, and/or full depending on the subtest) by submitting sound evidence of minimal bias. ([II.C.7.05](#)).

Accuplacer is also locally validated by Merced College and used solely for the purpose for which it was developed. Merced College regularly evaluates its placement practices to ensure that bias does not exist. Math disproportionate impact studies and consequential validity studies were last conducted by Merced College in May of 2014 (II.C.7.06). These studies were prompted by changes in the math curriculum and sequencing; specifically, the changes to the sequencing leading up to Calculus. The English disproportionate impact and consequential validity studies were last conducted in April of 2011 (II.C.7.07). Updated English disproportionate impact and consequential validity studies are forthcoming; however, they have not yet been initiated since the English department is considering changes in the curriculum. To comply with best practices and regulations, the College conducts disproportionate impact and validity studies at the time of any curricular changes.

Merced College counselors utilize multiple measures for course placement through the use of an electronic SSSP Intake Form to ensure that students are properly placed. (II.C.7.08). Online multiple measures include, but are not limited to, Early Assessment Program scores, Advanced Placement, International Baccalaureate, high school transcripts, and other transcripts (I.B.6.06).



## Analysis and Evaluation

The College adheres to regulations governing assessment and locally validates the assessment instrument. Moreover, Merced College utilizes multiple measures and has implemented processes for students seeking to address placement questions.

### Standard II.C.8

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

### Evidence of Meeting the Standard

All permanent student records of the College are maintained in accordance with provisions of the Family Education Rights and Privacy Act of 1974 (FERPA), the California Education Code, and local Board policies. These policies define which student record information is protected and which information is considered to be “directory” (i.e., releasable) information. These policies also explicitly grant exceptions for times when a student’s records may be released without their authorization (II.C.8.01). A student has the right to view and challenge the content of his or her student records at any time (II.C.8.02).

Student records are categorized, maintained, and destroyed in accordance with the California Education Code and the College’s Board policy (II.C.8.03). Each department is permitted flexibility on storage method provided it follows the aforementioned requirements. The following practices are observed in Student Services departments:

Admissions and Records	Paper and microfilm records are stored securely in a locked vault within fire-proof safes or in locking file cabinets in other restricted access locations. Records are systematically scanned and stored electronically in a secure imaging system after which paper records are destroyed by shredding according to established retention guidelines.
CalWORKs	Current records are stored in locked cabinets inside the CalWORKs office. Prior year records are stored in a locked storage room within the Leshar Building; these files are moved to the warehouse to be stored and destroyed according to retention guidelines.
Career/Transfer Center	Records are stored in locking file cabinets in the office. Any scanned documents are stored on the shared drive for this area. Transcripts are printed as needed and shredded daily.
Counseling	Student records are created and maintained electronically through various databases. Any paper records received are

	scanned and saved on a secured shared drive. Counselors maintain records inside their offices within locked cabinets.
DSPS	Current records are kept in locked file cabinets inside the DSPS office. Records are scanned regularly into a secure imaging system. Paper records are then moved to the warehouse and retained according to retention guidelines. Counselors maintain their records inside their offices within locked cabinets.
EOPS/CARE	Current records are maintained within the office in locked file cabinets. Older records are moved to the warehouse and retained according to retention guidelines. Records are systematically scanned and stored electronically in a secure imaging system.
Financial Aid	Current records are kept inside the office within locked cabinets. Prior year files are moved to a locked storage room in the Leshner Building after which they are moved to the warehouse and are destroyed according to record retention guidelines.
International Students	Locked cabinets are used to store student records. Records are periodically moved to the warehouse and retained according to retention guidelines.
Office of Relations with Schools	This office does not maintain student records. All records are electronic.
Student Health Services	Confidential records are stored securely in locked file cabinets or on secure servers. Records are retained and destroyed according to retention guidelines.
Student Success	Student referral forms are stored securely in a locked cabinet for one year, then they are moved to the warehouse and destroyed according to retention guidelines.
Student Equity	Student records are stored in locked cabinets inside the Office of Student Equity and Success. Student records are also maintained and stored electronically on a secure server. As needed, records are moved to the warehouse and destroyed according to retention guidelines.
Athletics	Student Athletic Eligibility records are stored in a locking file cabinet in the office of the Athletic Director. After five years these records are destroyed.

Veterans Resource Center	Current/Active records are stored in a locked filing cabinet in an office located in the Veterans Resource Center (VRC). Inactive records are stored in locked filing cabinets in room 126 located in the VRC. Records are also maintained electronically on a secure server. After three years, inactive files are destroyed according to retention guidelines established by the Veterans Affairs Office.
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Electronic records are maintained within password protected databases and accessed by authorized users. New employees are granted access to the College's electronic records databases with supervisor approval upon hire. The supervisor must submit a request to Information Technology Services (ITS) specifically defining the level of access necessary for the employee to perform their duties (II.C.8.04).

All users of the College's communication systems must read, understand, and agree to comply with policies that define acceptable use of the various systems that maintain and archive student records (II.C.8.05). The Colleague system where employees access student, personnel, and applicant records displays a statement regarding privacy laws and confidentiality whenever the system is accessed and the user must click "OK" to agree and continue (II.C.8.06).

Network security standards, testing protocols, backup procedures, and roles of responsible parties are clearly defined in order to ensure the integrity and safety of student records (II.C.8.07). The College's various systems and databases are backed up frequently, oftentimes daily, to ensure the security of the College's data and maximum recoverability should the need arise (II.C.8.08).

### **Analysis and Evaluation**

The College adheres to all policies and laws regarding the maintenance of student records. Records are classified and stored according to established retention guidelines with many permanent files stored on a secure electronic system. Multiple backup avenues exist for electronic files, and data is secured in case of any failures. Student privacy is held in the highest regard. Safeguards exist to prevent any breaches. The District has created policies published at least annually to ensure that students are aware of the College's practices.

## **Standard II.A Instructional Programs Evidence List**

- II.A.1.01: [Sample Course Outline of Record, CHEM-04A](#)
- II.A.1.02: [Chemistry Program Description](#)
- II.A.1.03: Board Policy/Administrative Procedure 4020, Program and Curriculum Development
- II.A.1.04: [Central Region Consortium, website](#)
- II.A.1.06: Los Banos Campus, Degrees and Certificates, Substantive Change Proposal, 2010
- II.A.1.07: [Merced College Business Resource Center, webpage](#)
- II.A.1.08: [Merced College Workplace Learning Resource Center, webpage](#)
- II.A.1.09: [Merced College Career Advancement Academy, webpage](#)
- II.A.1.10: 2015 Catalog, percentage offered in Distance Education modality
- II.A.1.11: [Merced College Institutional Effectiveness Metrics Awards 2009-2010 to 2014-2015](#)
  
- II.A.2.01: [Sample Course Outline of Record, CHEM-02A](#)
- II.A.2.02: English Curriculum Revision Research
- II.A.2.03: Curriculum Committee meeting minutes, March 5, 2015
- II.A.2.04: English Course Offerings Justification
- II.A.2.05: [Merced College assist.org, webpage](#)
- II.A.2.06: Faculty Evaluation Process
- II.A.2.07: Teaching and Learning Academy, fall 2015
- II.A.2.08: Anthropology 01 Syllabus, fall 2015
- II.A.2.09: Student Success Symposium, August 12, 2015
- II.A.2.10: Speed Dating Brochure, spring 2015
- II.A.2.11: Student Success Symposium, August 6, 2014
- II.A.2.12: Social Science Program Review SLO, February 26, 2016
- II.A.2.13: Student Life Survey, spring 2015
- II.A.2.14: CCCC, Associate Degree for Transfer, Status Report, December 31, 2015
- II.A.2.15: Degrees and Certificates Awarded, 2009-2010 to 2014-2015
- II.A.2.16: Title 5 Course Compliance, July 23, 2012
- II.A.2.17: Title 5 Course Compliance, December 3, 2015
- II.A.3.01: Curriculum Committee meeting minutes, May 5, 2016
- II.A.3.02: Academic Senate Resolution, 23-13, November 14, 2013
- II.A.3.03: Deans' List of Current Syllabi
- II.A.3.04: Academic Senate Resolution, 05-15, May 14, 2015
- II.A.3.05: [Nutrition Report](#)
- II.A.3.06: [Physical Education Report](#)
- II.A.3.07: Academic Senate Resolution, 10-15, September 24, 2015
- II.A.3.08: Academic Senate Resolution, 04-14, March 13, 2014
- II.A.3.09: Academic Senate Resolution, 06-15, May 14, 2015
- II.A.4.01: [Merced College Computer Lab, webpage](#)
- II.A.4.02: [Merced College Study Central, webpage](#)
- II.A.4.03: [Merced College Math Lab, webpage](#)
- II.A.4.04: [Merced College Tutorial Center, webpage](#)
- II.A.4.05: [Merced College Supplemental Instruction, webpage](#)
- II.A.4.06: [Learning Communities, webpage](#)

- II.A.4.07: [Merced College Student Success Workshops, webpage](#)
- II.A.5.01: [California Community College Curriculum](#)
- II.A.5.02: [California Community College Chancellor's Office Program and Course Approval Handbook, September 2013](#)
- II.A.5.03: Merced College Schedule/Catalog Committee meeting minutes, March 17, 2016
- II.A.6.01: Curriculum Committee meeting minutes, February 4, 2016
- II.A.6.02: Curriculum Committee meeting minutes, September 17, 2015
- II.A.6.03: Academic Senate Resolution 03-15, April 23, 2015
- II.A.6.04: Curriculum Committee meeting minutes, October 15, 2015
- II.A.6.05: [Corrections Program Investigation Report](#)
- II.A.7.01: [Sample Course Outline of Record, GEOL-03](#)
- II.A.7.12: Merced College Faculty Self- and –Team Rating Form
- II.A.7.13: Merced College Faculty Position announcement flyer
- II.A.9.01: [Articulation Council Handbook](#)
- II.A.10.01: [Merced College Transfer Center, webpage](#)
- II.A.10.02: [Merced College Schedule of Classes, webpage](#)
- II.A.10.03: [www.collegesource.org](http://www.collegesource.org)
- II.A.12.01: Board Policy/Administrative Procedure 4025, Philosophy and Criteria for Associate Degrees and General Education
- II.A.12.02: [Anthropology Program of Study](#)
- II.A.14.01: [Allied Health, webpage](#)
- II.A.14.02: [Foods and Nutrition, webpage](#)
- II.A.14.03: [Nursing, Registered Program Review](#)
- II.A.14.04: Central Region Mother Lode Consortium Protocols
- II.A.14.05: Advisory Committee spreadsheet
- II.A.14.06: Agriculture Advisory Committee meeting minutes, October 13, 2014
- II.A.14.07: Employer Contact spreadsheet – TAACCCT
- II.A.14.08: Electronics Advisory Committee meeting minutes, November 12, 2014
- II.A.14.09: WDB/College Partnership Meeting Agenda, May 12, 2016
- II.A.14.10: [Programs and Resources A-Z, webpage](#)
- II.A.14.11: [Gainful Employment Disclosure](#)
- II.A.15.01: [Program Investigation Committee, webpage](#)
- II.A.15.02: [Addiction Studies Program Investigation Report](#)
- II.A.15.03: [Arts and Humanities Program Investigation Report](#)
- II.A.15.04: [Natural Sciences Program Investigation Report](#)
- II.A.16.01: Automotive Advisory Committee meeting minutes, November 12, 2014
- II.A.16.02: Drafting Advisory Committee meeting minutes, November 13, 2014
- II.A.16.03: [Fall 2013 SLO Assessment for CHEM-02A](#)
- II.A.16.04: Dean Rubric Faculty Librarians 2013-2014
- II.A.16.05: Program Reviews Recommendations, IMPC, 2013-2014

## **Standard II.B Library and Learning Support Services Evidence List**

- II.B.1.01: Library Hours
- II.B.1.02: Reference Desk Schedule, fall 2015
- II.B.1.03: Library Resource Link, Blackboard

- II.B.1.04: Text Librarian for Help
- II.B.1.05: Learning Resource Center Data Collection for Program Review, 2014-2015
- II.B.1.06: Assisting Students Data, 2014-2015
- II.B.1.07: Cram Night, fall 2015
- II.B.1.08: Online Library Guides Tracking, 2015-2016
- II.B.1.09: Library Gate Count, fall 2015
- II.B.1.10: Library Statistics
- II.B.1.11: Learning Resource Center Collection Catalog, 2014-2015
- II.B.1.12: Library Orientations, fall 2014
- II.B.1.13: Flex Workshops, fall 2015
- II.B.1.14: Flex Workshops, fall 2014
- II.B.1.15: Learning Resource Center-Audio Visual Statistics, 2014-2015
- II.B.1.16: District Standard for Multimedia Technology in Classrooms
- II.B.1.17: Library Collection Development Procedure, 2013
- II.B.1.18: Microsoft IT Academy
- II.B.1.19: [Student Technology Support, webpage](#)
- II.B.1.20: Faculty and Staff How to Support, portal page
- II.B.1.21: Library Databases, portal page
- II.B.1.22: Library Liaison Information, 2014-2015
- II.B.1.23: New Audio Visual Materials, fall 2014
- II.B.1.24: Online Students Survey, spring 2013
- II.B.1.25: Los Banos Campus Library IPP, June 30, 2015
- II.B.1.26: [Student Success Annual Program Review, 2014-2015](#)
- II.B.1.27: Supervised Tutoring Course Description (TUT-106)
- II.B.1.28: Tutor Seminar Course Description (TUTR-35)
- II.B.1.29: SmartThinking Instructions for Students
- II.B.1.30: Skills Acquisition Math Course Description (EDU-112B)
- II.B.1.31: Merced College, Guide to Programs and Services
- II.B.1.32: Study Central Faculty and Peer Guides Schedules
- II.B.1.33: Student success Workshop Schedules
- II.B.1.34: Workshop Attendance Video Views Data
- II.B.1.35: Supplemental Instruction Training Workshop agenda, spring 2016
- II.B.2.01: Merced Campus Library Student Survey, spring 2014
- II.B.2.02: Instructional Technology Student Survey, spring 2014
- II.B.2.03: Los Banos Campus Library Student survey, spring 2014
- II.B.2.04: Audio Visual, Faculty Satisfaction Survey, spring 2015
- II.B.2.05: Audio Visual Technology Maintenance Process, spring 2015
- II.B.2.06: Audio Visual, Instructional Technology Inventory, spring 2015
- II.B.2.07: Courses with Library Assignments
- II.B.2.08: Library Circulation Usage Patterns
- II.B.2.09: Consortium Database Subscription, spring 2015
- II.B.2.10: Library Instructor Reserve Collection, 2015-2015
- II.B.2.11: Faculty Notification of New Titles, May-June 2015
- II.B.2.12: Numbers Notified of New Titles, 2014-2015
- II.B.2.13: Faculty Learning Resource Center Survey, fall 2015

- II.B.3.01: [Audio Visual Annual Program Review, 2014-2015](#)
- II.B.3.02: Learning Resource Center, Review Collection Development, Program Review, 2014-2015
- II.B.3.03: [Library Services Program Review, 2014-2015](#)
- II.B.3.04: Library Student Grade Analysis, spring 2015
- II.B.3.05: Math Lab SLO Survey Results, fall 2014
- II.B.3.06: Study Central SAO Survey Results, fall 2014
- II.B.3.07: Tutorial Center SLO Survey Results, fall 2014
- II.B.3.08: Academic Support Services Data Report, spring 2015
- II.B.4.02: SIRSI Agreement

### **Standard II.C Student Support Services Evidence List**

- II.C.1.01: Board Policy/Administrative Procedure 3250, Institutional Planning
- II.C.1.02: Student Services Program Review New Template, November 20, 2015
- II.C.1.03: [Online Tutoring, webpage](#)
- II.C.1.04: [Online Counseling, webpage](#)
- II.C.1.05: Assessment Review Committee agenda, October 9, 2015
- II.C.1.06: Student Services Program Review Feedback, ORS, 2015-2016
- II.C.1.07: Student Services Program Review Feedback, Athletics, 2015-2016
- II.C.2.01: Assessment Review Committee report, January 2013
- II.C.2.02: Student Services Program Review Handbook, 2015-2016
- II.C.2.03: Student Services Executive Committee meeting notes, November 19, 2015
- II.C.2.04: Student Services Master Planning Committee meeting minutes, November 24, 2015
- II.C.2.05: Student Services Program Review Deadlines, 2015-2016
- II.C.2.06: Student Services Master Planning Committee meeting minutes, September 6, 2016
- II.C.3.01: [Merced College, Campus Locations, webpage](#)
- II.C.3.02: [Merced College, Los Banos Campus, webpage](#)
- II.C.3.03: [Merced College, Disabled Students Program & Services, webpage](#)
- II.C.3.04: [Merced College, Extended Opportunity Programs & Services, webpage](#)
- II.C.3.05: [Merced College, Guardian Scholars Program, webpage](#)
- II.C.3.06: [Merced College, Veteran's Resource Center, webpage](#)
- II.C.3.07: Student Success and Support Program Advisory Committee meeting minutes, March 9, 2016
- II.C.4.01: Student Athletes Equity Presentation, 2015-2016
- II.C.4.02: Board Policy 5700, Athletics
- II.C.4.03: Board Policy/Administrative Procedure 5701, Intercollegiate Athletic Drug Testing Policy
- II.C.4.04: Board Policy/Administrative Procedure 5702, Income/expenses for Intercollegiate Athletic Program
- II.C.4.05: ASMC Events Calendar, 2015-2016
- II.C.4.06: Board Policy/Administrative Procedure 5400, Associated Students Organization
- II.C.4.07: Board Policy/Administrative Procedure 5410, Associated Students Elections
- II.C.4.08: ASMC Committee Assignments, 2015-2016

- II.C.5.01: [Merced College, International Student Services, webpage](#)
- II.C.5.02: [Merced College, Counseling and Guidance, webpage](#)
- II.C.5.03: [Merced College, Counseling Appointment, webpage](#)
- II.C.5.04: [Merced College, Educational Planning Workshops, webpage](#)
- II.C.5.05: [California Community College Chancellor's Office Minimum Qualifications Handbook](#)
- II.C.5.06: Counseling Meeting Agenda, September 2, 2015
- II.C.5.07: Level 1 Probation Workshop SLOs
- II.C.5.08: Student Success and Support Program Advisory Committee meeting minutes, March 9, 2016
- II.C.5.09: Student Evaluation of Counselor
- II.C.5.10: CCSSE Merced College 2015, Overview Flex presentation, January 14, 2016
- II.C.5.11: [Online Orientation, webpage](#)
- II.C.5.12: [Merced College, Office of Relations with Schools, webpage](#)
- II.C.5.13: [Merced College, New and Returning Students, webpage](#)
- II.C.5.14: [Merced College, Probation Workshops, webpage](#)
- II.C.5.15: [Merced College, Admissions & Records-Graduation, webpage](#)
- II.C.6.01: Board Policy/Administrative Procedure 5010, Admissions
- II.C.6.02: [Merced College "Get Started," webpage](#)
- II.C.6.03: Sample Comprehensive Education Plan
- II.C.6.04: Student Educational Planning Month Campaign, March 8, 2016
- II.C.6.05: UC Merced Advisor Appointments, spring-2016
- II.C.6.06: Fresno Pacific University Advisor Appointments, spring-2016
- II.C.6.07: CSU, Stanislaus Advisor Appointments, Los Banos Campus, spring-2016
- II.C.6.08: UC Santa Cruz Advisor Appointments, September 8, 2015
- II.C.7.01: [Merced College, Assessment, webpage](#)
- II.C.7.02: [ACCUPLACER Tests, webpage](#)
- II.C.7.03: [ACCUPLACER, webpage](#)
- II.C.7.04: [CCCCO's List of Approved Test Instruments](#)
- II.C.7.05: [CCCCO's List of Approved Subtests](#)
- II.C.7.06: Math disproportionate impact and consequential validity studies, May 2014
- II.C.7.07: English disproportionate impact and consequential validity studies, April 2011
- II.C.7.08: Merced College, Multiple Measures Evaluation Form, May 2013
- II.C.8.01: Board Policy/Administrative Procedure 5040, Student Records and Directory Information
- II.C.8.02: Administrative Procedure 5045-Student Records, Challenging Content and Access Log
- II.C.8.03: Board Policy/Administrative Procedure 3310, Destruction of Records
- II.C.8.04: ITS Form, Change in Position
- II.C.8.05: Board Policy/Administrative Procedure 3720, Acceptable Use Policy
- II.C.8.06: Colleague System Confidentiality Agreement
- II.C.8.07: Board Policy/Administrative Procedure 3723, Information Security and Privacy
- II.C.8.08: ITS Data Backup Policy by System



## **Standard III: Resources**

### **Standard III.A: Human Resources**

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

#### **Standard III.A.1**

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

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

Merced College assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified through appropriate education, training and experience. Merced College BP/AP 7214-Contract Faculty Hiring Criteria (I.B.7.06) establishes faculty hiring procedures and guidelines in order to provide subject area experts skilled in teaching and serving the needs of a varied student population and sensitive to the racial and cultural diversity of the adult population of the state of California. The criteria and procedures for hiring diverse and qualified management and classified staff for Merced College are outlined in BP/AP 7120-Recruitment and Selection (III.A.1.01). Hiring committees assess which applicants meet the minimum and desirable qualifications for positions, both through the application screening and interview process. Merced College BP/AP 7212-Part-time Faculty Hiring (III.A.1.02) outlines the process for part-time faculty hiring. Part-time faculty hiring is virtually identical to the process for full-time contract hiring (BP 7214), except for the composition of the selection committee, the amount of time for the interview, and the number of finalists who advance. Merced College posts job openings on the Human Resources page of its website ([III.A.1.03](#)) as well as in numerous publications and electronic media, including the California Community College Registry ([III.A.1.04](#)), local newspapers ([III.A.1.05](#)), Ed Join ([III.A.1.06](#)), Community College Jobs.com ([III.A.1.07](#)), Chronicle of higher Ed ([III.A.1.08](#)), Higher Ed Jobs ([III.A.1.09](#)), Hispanic Outlook ([III.A.1.10](#)), HACU ([III.A.1.11](#)), Inside Higher Ed ([III.A.1.12](#)).

Merced College AP 7211-Faculty Service Areas, Minimum Qualifications and Equivalencies (III.A.1.13) states that “Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum

qualifications set out in the regulations of the Board of Governors.” The *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook* is adopted by the Board of Governors and is readily available to all California Community Colleges ([II.C.5.05](#)). Each full-time faculty job announcement lists the required documents and criteria, the minimum educational and experiential qualifications, the preferred qualifications, and the essential functions of the job. These job announcements include the requirement of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the community college students ([III.A.1.14](#)). Faculty job announcements include participation in departmental, area and campus professional activities/committees. Instructional guidelines for faculty are outlined in the Merced College Faculty Handbook (I.C.7.02). The Handbook outlines the mission and vision of the College, duties and responsibilities of the instructor, course outlines, faculty support and student rights and responsibilities. The Merced College Faculty Association Agreement outlines the evaluation process, workload, College calendar and management rights ([I.B.1.13](#)).

Each management job announcement lists the required documents and criteria, the minimum qualifications including education and experience, the preferred qualifications including education and experience, and a general description of the job including the reporting relationship, essential functions, and desired knowledge and abilities ([III.A.1.15](#)). Each management announcement requires demonstration of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Classified staff job announcements lists the required documents and criteria, the minimum qualifications including education and experience, the preferred qualifications including education and experience, and a general description of the job, essential functions, and desired knowledge and abilities ([III.A.1.16](#)). Classified staff job announcements also specify that a successful candidate will be sensitive to and understand the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students.

Part-time faculty and community services teachers do not have formal job descriptions but minimum qualifications and application procedures are outlined on College website ([III.A.1.17](#)) ([III.A.1.18](#)).

## **Analysis and Evaluation**

Merced College employs administrators, faculty and staff who are qualified by appropriate education, training and experience to support programs and services. Job announcements clearly specify minimum education and experience, desired education and experience, essential functions and desired knowledge and abilities. Board policies and administrative procedures 7214, 7120 and 7212 establish procedures for hiring full-time faculty, management, classified staff and part-time faculty, respectively.

### **Standard III.A.2**

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

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

Merced College BP/AP 7214 (I.B.7.06) establishes faculty hiring procedures and guidelines in order to retain College instructional faculties of highly qualified people who have mastered their subject areas, are skilled in teaching and serving the needs of a varied student population, and are sensitive to the racial and cultural diversity of the adult population of the state of California. The Academic Senate president, in conjunction with the discipline faculty lead, forms a committee of volunteers from full-time tenured faculty. For new faculty positions, Human Resources (HR) works with the appropriate vice-president, as well as at least one certificated administrator from the specific area to develop a job description and determine recruitment strategies that likely will result in a skilled and diverse hiring pool. Merced College AP 7211 (III.A.1.13) states, “Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors”. Each full-time faculty job announcement indicates the educational requirements for the position pursuant to the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook* ([II.C.5.05](#)). Faculty job announcements also list the required documents and criteria to be considered for the position, minimum experiential qualifications, preferred qualifications and essential functions of the job ([III.A.1.14](#)). As required by California Education Code (III.A.2.01a-b) and Title 5 (III.A.2.02) the announcement contains a statement regarding the applicant’s sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability and ethnic backgrounds of the community college students. For all faculty vacancies, Human Resources requires a resume and a letter of interest addressing the applicant’s relevant qualifications.

The job announcement lists the experiential qualifications, either as a requirement or as preferred. Applicants demonstrate their suitability by documenting their past and current teaching assignments on resumes and letters of interest. Faculty announcements include, as essential functions of the job: curriculum development and review; participation in learning outcomes assessment programs; and participation in departmental, area and campus professional activities and/or committees. The selection committee assesses candidate experience through a sequence of carefully composed interview questions.

Applicants demonstrate instructional skills with teaching demonstrations and by their answers to interview questions related to teaching pedagogy and classroom strategies that support different learning styles. For faculty employment opportunities requiring the ability to teach distance education classes, the selection committees filter applications and resumes for relevant distance education experience. The selection committees will assess an applicant’s mastery of distance education modalities through interview questions. Instructional deans consulting with cohort

leads determine the suitability of faculty for distance education assignments. The distance education coordinator works with staff to supplement training for distance education faculty. Interview questions also request applicants to demonstrate with examples a sensitivity to and understanding of Merced College student diversity.

### **Analysis and Evaluation**

Faculty qualifications include knowledge of the subject matter and requisite skill for the service to be performed. Many faculty exceed the minimum educational requirements for their position ([I.A.2.07](#)). The College could improve adherence to this standard with selection criteria specific to the instruction of distance education classes.

### **Standard III.A.3**

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

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

Board Policy/Administrative Procedure 7120 outlines criteria and procedures for hiring diverse and qualified management and classified staff (III.A.1.01). The requesting manager provides the appropriate Vice President with data demonstrating the need for a position and the resources to fund it. The Vice President forwards the request to the President's Cabinet. The Cabinet reviews requests for management positions in consultation with the appropriate constituent groups. Human Resources creates job announcements that state clearly the qualifications for all positions ([III.A.1.15](#), [III.A.1.16](#)). Management and classified staff job announcements describe required education and experience, preferred education and experience, essential functions, knowledge and abilities. Human Resources develops the desirable qualifications list by comparing the duties and responsibilities to similar positions at Merced and neighboring colleges. The Board must approve all new positions prior to recruitment. As a first step, Human Resources assesses a candidate's qualifications during the paper screening process. Screened candidates are evaluated further during the interview sequence. Administrators and classified staff continue to expand their qualifications through participation in professional development activities as evidence in Standard III.A.14.

### **Analysis and Evaluation**

Administrators and other employees responsible for educational programs and services At Merced College possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Screening and interviews assess whether applicants possess the necessary qualifications to perform the duties of the position.

#### **Standard III.A.4**

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

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

Human Resources analysts review transcripts to verify that applicants meet minimum educational requirements ([III.A.1.14](#), [III.A.1.15](#), and [III.A.1.16](#)). Only degrees from accredited institutions may satisfy the educational requirements. Applicants with degrees earned outside of the U.S. must have their transcripts evaluated by an organization approved by the State of California Commission on Teaching Credentialing. All Merced College job announcements that require a minimum education level include the statement “Foreign transcripts must include a U.S. evaluation and translation”. The Human Resources website guides applicants to agencies that provide this service ([III.A.1.03](#)).

Applicants can request evaluation of their qualifications to establish equivalency if they believe that they have the equivalent minimum qualifications. Merced College BP/AP 7211 (III.A.1.13) outlines the equivalency process. If an individual does not meet the minimum qualifications in a discipline requiring a master's degree or in a discipline not requiring a master's degree, the applicant may submit appropriate evidence to the College that would be used in establishing equivalency. The Equivalency Committee, a subcommittee of the Academic Senate, meets to review requests and determine equivalency. The Equivalency Committee is comprised of three faculty members selected by the Academic Senate, one administrator, and the Vice President of Instruction. The Equivalency Committee will consider candidates on a case-by-case basis maintaining thorough and accurate records of their deliberation and decisions.

#### **Analysis and Evaluation**

Merced College job announcements clearly state educational requirements and direct applicants with degrees from institutions outside the United States to agencies that will evaluate their transcripts. Board Policy/Administrative Procedure 7211 establishes an equivalency process and committee to evaluate applicants who do not meet the minimum qualifications.

#### **Standard III.A.5**

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

## Evidence of Meeting the Standard

The College has separate evaluation processes for faculty, classified staff and administrators. Each process has specific criteria for evaluation. All results of personnel evaluations and follow-up actions are documented and placed in the employee's personnel file.

All regular (tenured), contract (non-tenured, tenure track), temporary (long-term) and adjunct faculty are evaluated regularly and systematically utilizing the process agreed upon in the Merced College Faculty Association Agreement ([I.B.1.13](#)). The purpose of the evaluation process is to assure effectiveness in and improvement of instruction and educational services. Faculty recommended for tenure by their evaluation team are presented to the Board of Trustees in March (III.A.5.01). Evaluation to the extent possible shall include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the community college student.

The evaluation procedure consists of the following steps (I.C.9.01, III.A.5.02):

1. **Self-Evaluation** (I.C.9.01). The faculty member uses self-evaluation to reflect on professional expectations—demonstrating competency through their ability to teach the subject matter, their communication skills, their organization and ability to fulfill professional responsibilities—and decide where his/her approach needs improvement or refinement. Professional responsibilities are outlined in Article X of the Faculty Agreement ([I.B.1.13](#)). They include attending all contractual staff meetings, fulfilling all flex obligations, developing and assessing student learning outcomes, contributing to Program Reviews, participating in College committees, student activities, and business or community relations pertinent to their area of assignment and contributing to the review, maintenance, and development of curriculum.
2. **Pre-Evaluation**. A conference is held between the evaluation team and the evaluatee to discuss goals and objectives of the employee and the procedures for the evaluation.
3. **Classroom Observation and Student Evaluation** (III.A.5.03, III.A.5.04)
4. **Post-Evaluation Conference**. A conference is held between the team and the evaluatee wherein the elements of the evaluation are discussed and an opportunity for response by the evaluatee is provided. The written comments will be attached to the evaluation and included in the personnel file.
5. **Second Evaluation**. Either the administration or the evaluatee may request that a second evaluation be conducted if the first evaluation contains unsatisfactory recommendations. A second evaluation may be conducted in a timely manner.

Regular faculty are evaluated every third year. The evaluation team for regular faculty consists of at least one faculty member from an appropriate area of subject matter knowledge chosen by the evaluatee. The immediate supervisor of the evaluatee will initiate and monitor the evaluation process for timelines and review the results.

Contract and temporary faculty are evaluated in the first year of employment. Contract faculty are evaluated at least once a year for four years, unless tenure is granted earlier. The evaluation team for contract and one-year temporary faculty will be a faculty lead, a faculty member from



an appropriate area of subject matter selected by the evaluatee and the evaluatee's immediate supervisor.

Adjunct faculty are evaluated in the first of year employment and thereafter at least once every six regular semesters. The evaluation team for an adjunct faculty will consists of a regular or contract faculty from an appropriate area of subject matter. The immediate supervisor of the evaluatee in coordination with the appropriate faculty lead will initiate and monitor the evaluation process for timeliness and review the results.

The evaluation process for regular probationary, promotional and regular permanent employees is outlined in the Merced Community College District and the California Schools Employee Association Chapter 274 Agreement ([I.B.1.14](#)). Each immediate supervisor evaluates the employee by means of a performance evaluation. For a regular probationary employee the performance evaluation will be conducted at the end of the second and fifth months of service. For a promotional employee, the performance evaluation will be conducted at the end of the second and fifth months of service, Thereafter, once per year for the next four years. The performance evaluation for a regular permanent employee will be conducted once per year for four years after becoming permanent and thereafter once every two years after the fourth year of service. For reassigned employees, the performance evaluation will be conducted at the end of the second and fifth months of service. Thereafter the evaluation will be conducted once per year for the next four years.

The evaluation procedure consists of the following steps:

1. Evaluation reports shall be completed on forms prescribed by the District.
2. Upon evaluation, employee shall discuss report with his/her immediate supervisor and sign it. A copy shall be forwarded to the Human Resources Office for inclusion in the employee's permanent file.
3. If an employee has reason to question some aspect of the performance rating, he/she may request a review with the appropriate administrator. Should either the appropriate administrator or the employee feel that further review is desirable, the Superintendent/President or designee may be requested to review the rating.
4. Any negative evaluation will include specific recommendations for improvement and provisions for assisting the employee in implementing any recommendations made utilizing the Classified Performance Improvement Plan Form which is included in the Classified Performance Evaluation Form (III.A.5.05). The employee has the right to respond in writing within ten days to any derogatory evaluation and this shall be included in the employees file.

Merced College AP 7150 (III.A.5.06) outlines the process for evaluation for educational directors, operational directors and confidential employees. Educational Directors, including administrators shall be evaluated a minimum of once each probationary (contract) year and at least once during each two years during their period of regular status. The form entitled Management Appraisal Instrument (III.A.5.07) will be the primary document used for evaluation. The Superintendent/President will be responsible for evaluation of Educational Directors, but nothing in this policy would preclude delegating the actual evaluation to

subordinate administrators. Provision shall be made for review and discussion by the supervisor and the evaluatee. The employee will sign the report to indicate examination of review and receipt of a copy. The Office of Human Resources shall place the original in the employee's file. Operational Directors and confidential employees shall be evaluated a minimum of once during the probationary year and at least once during each two years during their period of regular status. The form entitled "Classified Evaluation Report" will be the primary document used for evaluation. Should the evaluator so elect, he may opt to use the evaluation document entitled "Management Appraisal Instrument" for Operational Directors. The immediate supervising administrator or Educational Director will perform the evaluation. Provision shall be made for review and discussion by the supervisor and the evaluatee. The employee will sign the report to indicate examination of the review and receipt of a copy. The Human Resources Office shall place the original in the employee's file.

Merced College BP/AP 2435-Evaluation of the Superintendent/President (III.A.5.08) outlines the process for the Board of Trustees' annual evaluation of the Superintendent/President. Each trustee completes an evaluation instrument forwarded to the Board president. The instrument shall include criteria established per current employment contract and fulfilling the purposes of BP/AP 2435, BP 2430-Delegation and Authority to Superintendent/President (III.A.5.09), and the Superintendent/President's job description. The Superintendent/President prepares a self-evaluation forwarded to the members of the Board, excluding the student trustee. The Board president is responsible to ensure evaluative input is received from each College constituency – students, classified staff, faculty, and management – according to the terms of the Superintendent/President's current employment contract and according to a timeline determined by the Board (annual, bi-annual, other). This input is copied anonymously and confidentially to the Superintendent/President at the same time it is shared with the Board. The Board President is responsible for developing an overall written narrative that is shared with the entire Board prior to finalization for presentation to the Superintendent/President. The evaluation process takes place in spring and is completed no later than the last day in August, or as otherwise stipulated in the Superintendent/President's current employment agreement.

Since 2011 the Merced College Academic Senate surveys faculty regarding the College's organizational structure and administration. The Senate reports the results to the Board of Trustees (I.B.7.08). The survey is called the Faculty Assessment of Administration Survey (FAAS). The results are presented at an Academic Senate meeting (III.A.5.10) and to the Board of Trustees ([III.A.5.11](#)). Survey questions include topics such as support from immediate supervisor in completing tasks related to student learning outcomes assessments, Program Review and accreditation, communication from administration and a commitment to shared governance by the administration.

### **Analysis and Evaluation**

Merced College has in place systematic processes for evaluating employees at stated intervals and all the processes have written criteria for evaluating performance of assigned duties. Evaluation processes seek to assess effectiveness of personnel and encourage improvement.



Even with stated intervals for evaluations of all employees, delays sometimes occur in the completion of evaluations. The College is taking steps to stay current with evaluations, especially with managers and classified staff.

Evaluations

Group	# of Employees	% Current
Faculty	194	98
Managers	48	78
Classified Staff	268	79

**Standard III.A.6**

*The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*

**Evidence of Meeting the Standard**

Each instructional and student service program is required to complete an annual Program Review which includes assessing Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) respectively. The analysis of SLO/SAO's include status of assessment and means of assessment. Each Program Review also includes Program Learning Outcomes (PLOs) assessment which includes reviewing data and results, analysis and interpretation of results, and plans for improvement ([I.A.2.04](#), I.B.1.09b). This is one method by which programs, and the faculty, administrators and staff within the program, are evaluated relative to SLO/SAO and PLO assessment designed to enhance services offered to students.

For each course, an SLO assessment is completed twice in five years. Each assessment includes description of assessment method, analysis and interpretation of results, and plans for improvement (I.B.1.09a, I.B.1.09c). Among other ways, faculty, administrators and staff are evaluated in terms of how assessment results are used to improve teaching and learning.

The teaching effectiveness of full-time credit faculty is currently evaluated through the contract and regular faculty evaluation processes. The process uses peer observation/evaluation, administration observation/evaluation, student evaluations, and a self-evaluation. The process also includes reviewing the fulfillment of professional responsibilities, which could be interpreted to include their participation in SLO assessment and Program Review (I.C.9.01).

Additionally, syllabi for all courses are reviewed to ensure that current SLOs are listed in the syllabi and that the SLOs match those listed on the approved course outline of record.

## Analysis and Evaluation

Merced College addresses how SLO assessments are used to improve teaching and learning. Faculty Association negotiators are working on more ways to integrate SLO assessment (A.6.04) into the evaluation article of the MCFA contract. At this time, adjunct faculty are not evaluated for professional responsibility, though they are still required to include current SLOs on syllabi.

Administrators are not currently evaluated with respect to how SLO assessments are used to improve teaching. However, they do evaluate Program Reviews and SLO assessments to develop plans and priorities for their areas.

### Standard III.A.7

*The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

### Evidence of Meeting the Standard

Merced College has met its Full-Time Faculty Obligation Number (FON) since the fall of 2009 (III.A.7.01, III.A.7.02). Merced College hires employees in compliance with the minimum qualifications for faculty and administration in California Community Colleges as mandated by the Chancellor's Office. The Program Review process identifies needs for additional full-time faculty (I.B.1.09b). Through hiring policies and procedures, the College ensures that faculty are qualified to teach in their respective disciplines. Merced College AP 7211 (III.A.1.13) states "Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications at least equivalent to the minimum qualifications established in regulations of the Board of Governors". The Equivalency Committee determines if a candidate lacking the exact degree or experience is equivalent to the Chancellor's Office minimum qualifications. Merced College BP/AP 7214 (I.B.7.06) institutes the hiring procedures and guidelines for hiring contract faculty—qualified people, experts in their subject area. The need for contract faculty positions shall be determined cooperatively, through a well-defined process involving College administrators, the Academic Senate, and faculty in the subject area discipline.

Recommendations incorporate numerical ratios of full-time faculty to part-time faculty, appropriate growth data, and quantifiable needs in recruiting part-time faculty. A department requesting a new faculty member presents its request to the Faculty Hiring Prioritization Committee (FHPC). The FHPC develops a new faculty priority listing based on supporting quantitative and qualitative data. The list is presented to the appropriate Vice President and the President. The President presents the final list of recommendations to the Board. Upon Board approval, the appropriate area dean, faculty lead, appropriate Vice President and Human Resources Director create the faculty position announcement and qualifications. The Academic Senate president panels a selection committee composed of four faculty members and the area dean. The committee screens the most suitable candidates for interview. Interviews include responses to a list of pre-selected questions which all candidates answer plus a teaching

demonstrations. The committee forwards the finalists for a second interview with the appropriate Vice President and selection committee chair—usually a director and/or dean—while Human Resources confirms the references. The hiring decision is made in consultation with the Superintendent/President, who recommends the finalist to the Board.

Part-time faculty hiring is outlined in BP/AP 7212 (III.A.1.02) and is a shortened version of the full-time process. Minimum qualifications still are established through the application process. The selection committee includes the faculty lead and the area dean. Interviews are generally less comprehensive but still must include interview questions to determine competency plus a teaching demonstration.

### **Analysis and Evaluation**

Merced College believes it important to meet or exceed its FON. Full-time faculty members have duties beyond their roles as instructors, librarians or counselors. Their professional responsibilities continue to increase. They are required to participate in Program Review, SLO assessment, Title 5 updates, curriculum review, peer evaluation, hiring committees and district committees. Because of these additional responsibilities, the FON must be met or exceeded in order to distribute the workload so that these essential functions are completed.

Despite the workload increases, Merced College faculty continue to excel in educating the local community. The number of degrees and certificates awarded to students continues to increase ([I.A.2.05](#)). In the 2009-2010 academic year 715 degrees or certificates were awarded while in the 2014-2015 academic year 1062 degrees or certificates were awarded, a spike of 48.5%. Since introducing associate degrees for transfer, AA-T and AS-T, in 2011 an increasing number of students have received these degrees. In 2011-2012 the College conferred 35 AA-T and 0 AS-T degrees. This number increased in 2014-2015 to 120 AA-T and 132 AS-T degrees.

### **Standard III.A.8**

*An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.*

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

Merced College has established employment policies, practices and procedures for part-time faculty which provide for their orientation, oversight, evaluation and professional development. Every semester part-time faculty members are invited to attend a part-time faculty orientation at either the main campus in Merced or the Los Banos campus (III.A.8.01, III.A.8.02). Orientation topics include but are not limited to classroom discipline and safety, SLO assessments, and syllabus requirements.

Area deans oversee part-time faculty. Cohort leads and discipline faculty provide additional support for part-time faculty. They monitor development of course syllabi, assessment of student learning outcomes, participation in Program Review, and College policies and procedures.

Part-time faculty are evaluated in accord with the faculty agreement. New part-time faculty members are evaluated within the first two semesters of employment then once every three years ([I.B.1.13](#)). The evaluations by tenured faculty with discipline credentials include a classroom observation and student evaluations.

Through BP/AP 7215 (III.A.8.03) part-time faculty with current teaching assignments may participate in staff development activities through Flex time programs. Part-time faculty are compensated for participating in up to three (3) hours of approved Flex activities each semester they have a current for-credit teaching assignment. Examples of Flex Day workshops include Blackboard from the Beginning; Financial Aid FAQs; DSPS Services; Online Course Design; and Fun and Easy Ways to Use SLO's in Your Class (I.B.9.02, I.B.9.03 and I.B.9.04).

Merced College provides opportunities for integration of part-time faculty into the life of the institution through participation in Flex activities, area/cohort/discipline meetings, and as voting members of the Academic Senate and the Merced College Faculty Association. The Academic Senate and Merced College Faculty Association recognize part-time faculty contributions to student achievement. The Senate and Association have designated April as Part-time Faculty Appreciation Month. MCFA hosts a luncheon each April to honor part-time faculty and the Academic Senate recognizes part-time faculty members-of-the-year, voted on by individual cohorts, at the Board of Trustees meeting in May 2015 ([III.A.5.11](#)).

### **Analysis and Evaluation**

Merced College employment policies, practices and procedures for part-time faculty provide for orientation, oversight, evaluation and professional development. Merced College integrates part-time faculty into the life of the institution.

### **Standard III.A.9**

*The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

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

Merced College is committed to employing a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution as verified through State and Federal reports. ([I.B.8.11](#)).

Educational staffing is sufficient to support the operations of the college. Merced College currently has 195 full-time faculty. The Chancellor's Office Faculty Obligation Number for 2016-2017 is 176.7 (III.A.9.01). Merced College follows two processes for hiring full-time faculty, one for growth positions and one for hiring retiring/resignation positions. Both are

described in Board Policy 7214 (I.B.7.06). Merced College also hires a substantial number of part-time faculty to meet the needs of the educational program that fall beyond the capacity allowed by full-time faculty. That process is detailed in Board Policy 7212 (III.A.1.02).

Technological staffing has recently been reviewed in the Information Technology Services Department (ITS) and in the Learning Resources Center (LRC) and Research Department. Information Technology Services was reviewed by an outside agency, the Strata Information Group. Results of this study were discussed at Cabinet and with the Board of Trustees, resulting in reclassification of existing positions and addition of new positions (III.A.9.02). The LRC and Research Department was reviewed internally over several years, resulting in a staffing plan reviewed by Cabinet and approved by the Board of Trustees at the April 12, 2016 meeting ([III.A.9.03](#)). The LRC and Research Department Staffing Plan also resulted in reclassification of existing positions and addition of new positions.

Administrative Services undergoes constant evaluation through Program Review about needs for its area, including staff for physical and administrative operations ([I.A.2.04](#)). Administrative operations in most areas have sufficient staff to maintain the College support services. In AY 2012-2013, Administrative Services underwent a reorganization based on a plan submitted by the President that was discussed and approved by an internal committee developed for this purpose. Reclassification of positions and additional staffing were recommended through this plan and approved by the Board of Trustees at the December 9, 2013 meeting (I.B.7.03).

According to current Program Reviews, existing staff is sufficient to maintain the grounds and buildings, and to provide a clean, safe, well-groomed campus. A sufficient pool of substitute custodian and security staff are readily available to fill-in when permanent staff are unavailable (III.A.9.04). The need for additional HVAC staffing was identified, and a full-time additional HVAC position has been approved and filled.

Vacancies from all areas of the institution are recruited for in a timely manner following the guidelines established in BP/AP 7120 (III.A.1.01) and as required by California Education Code 87100 ([III.A.9.05](#)).

Staffing needs Areas still to be addressed include the President's office, Foundation Office, and Human Resources. Human Resources maintains current Class Specifications that include the essential education, knowledge, skills and abilities necessary to successfully perform the essential functions of staff positions (III.A.9.06). Opportunities for training and professional development are supported by providing release time from work as stated in Article 21b of the CSEA Union Agreement ([I.B.1.14](#)). Additionally, Board Policy 7231 authorizes the provision of stipends as an incentive for the completion of college units (III.9.07).

Merced College is currently in the midst of a benchmarking and classification study for classified professionals and managers. This study is contracted through Educational Management Services approved by the Board at the June 14, 2016 meeting (III.9.08). The preliminary results of this study will be available for review in December 2016. Campus wide review of the report will take place in January 2017.

## Analysis and Evaluation

Merced College has processes in place which have reviewed and are reviewing the needs of the institution in educational, technological, and administrative operations areas ([I.B.1.16](#)).

### Standard III.A.10

*The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)*

### Evidence of Meeting the Standard

Administrative and managerial positions are required to possess the minimum qualifications for education as outlined in the Chancellor's Office minimum qualification guidelines for those positions. These minimum qualifications include: AA degree, Master's degree, Doctorate, and/or years of relevant experience ([II.C.5.05](#)).

Merced College employs the following senior administrative positions: Superintendent/President; Assistant Superintendents/Vice Presidents of Instruction, Administrative Services, and Student Services. In addition, several cabinet-level administrative positions report directly to the Superintendent/President. They include the Director of Human Resources (a dean-level position) and the Director of Information Technology Services (also a dean-level position). In addition, the Dean of the Los Banos Campus reports directly to the Superintendent/President, as does the Foundation Director. Two dean positions in Student Services report to the Vice President of Student Services, and eight instruction deans report to the Vice President of Instruction.

In support of Student Equity, the Student Services division increased administrative staff with the addition of a Dean of Student Equity and Success to provide successful execution of the program as stated in the Student Equity Plan approved by the Board (I.A.2.09, [III.A.10.01](#)), which supports the institution's mission.

With the Chancellor's Office support through the Institutional Effectiveness Planning Initiative ([III.A.10.02](#)), the District addressed the creation of an Office of Institutional Effectiveness with a dean level administrator to organize and lead the department. Merced College is currently recruiting for a Dean of Institutional Effectiveness (III.A.10.03). This newly identified program will play a critical role in assisting the institution's mission and purpose.

To centralize the development of and accountability for distance education, the Learning Resources Center director position was reclassified to a dean position to effectively carry out the legal mandates and collaborative development of distance education in the District approved by the Board of Trustees at the April 12, 2016 meeting (III.10.04, [I.B.1.16](#)).



When administrative positions come vacant, recruitments are processed in a timely manner. They follow procedures in Merced College BP/AP 7120 (III.A.1.01) and as required by California Education Code 87100 (III.A.9.04). Job flyers and/or brochures include the essential education, knowledge, skills and abilities necessary to perform the essential functions of the position (III.A.10.05). Open positions are posted on a variety of job advertising sites including but not limited to the Human Resources page of the Merced College website (III.A.1.03) as well as in numerous publications and electronic media, including: the California Community College Registry (III.A.1.04), local newspapers (III.A.1.05), Ed Join (III.A.1.06), Community College Jobs.com (III.A.1.07), Chronicle of higher Ed (III.A.1.08), higher Ed jobs (III.A.1.09), Hispanic outlook (III.A.1.10), HACU (III.A.1.11), inside higher Ed (III.A.1.12).

## **Analysis and Evaluation**

Merced College maintains an efficient number of administrators to provide continuity and effective administrative leadership. The average longevity of current administrative staff is seven (7) years, which aids with continuity of leadership for the District. The current Interim Superintendent/President has served at Merced College for more than 31 years in a variety of administrative and managerial positions. The administrator's work load includes ensuring that compliance requirements are met and reported accurately and in a timely way for critical issues including: FON, IPEDS, MIS submission. (III.A.10.06) and SLO assessment (I.A.2.11).

**Standard III.A.11.** *The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

## **Evidence of Meeting the Standard**

Merced College adheres to written personnel policies and procedures that are readily available for information and review. All policies and procedures are fair, equitable, and consistently administered. Board policies related to human resources are available to all employees and the public through the College's website (III.A.11.01). Examples: BP 7360 (III.A.11.02) Discipline and Dismissal Academic Employees; BP/AP 7336 (III.A.11.03) Drug and Alcohol Testing; and BP 7610 (III.A.11.04) Temporary Leave of Absence. Many of these policies and procedures have recently been reviewed by the Academic Senate (I.B.7.05) and College Council (III.A.11.05). The Human Resources office operates according to internal procedures related to personnel such as employee transfer requests as stated in MCFA and CSEA bargaining agreements, notice of resignation or retirement, and Employees Rights and Responsibilities manual, FMLA (I.B.1.13, I.B.1.14, III.A.06 and III.A.07).

The Faculty Handbook, produced by HR with annual updates by Office of Instruction staff and input from all College areas, is a useful resource pertinent to the employment of both full and part-time faculty. The Handbook outlines policies and procedures, such as sexual harassment policy, evaluation procedure, use of College equipment, and absence procedures (I.C.7.02).



New full-time faculty are encouraged to participate in New Faculty Orientation the week prior to the beginning of the fall semester (III.A.11.08, III.A.11.09) and continue with Teacher Learning Academy, TLA, throughout their first semester (II.A.2.07). During the orientation, new full-time faculty are introduced to the College leadership, student services and processes such as the evaluation process. TLA topics include syllabi components, SLO assessments, and Program Review. Part-time faculty are invited to attend adjunct orientation at the beginning of each semester (III.A.8.01, III.A.8.02). Part-time orientation deals with SLO assessments, syllabus content, and classroom discipline. All new employees to Merced College participate in the Merced College Traditions program.

### **Analysis and Evaluation**

Merced College has published personnel policies and procedures that are available for information and review to the public. All policies and procedures are fair and equitable, consistently administered and reviewed regularly.

**Standard III.A.12.** *Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

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

Merced College creates and maintains appropriate programs, practices and services that support its diverse personnel. Board Policy and Procedure 3420 (III.A.12.01) requires that Merced College develop an Equal Employment Opportunity Plan. The Merced Community College District's Equal Employment Opportunity Plan (III.A.12.02) reflects the District's commitment to equal employment opportunity. The plan contains eleven components including delegation of responsibility, formation of an advisory committee, handling complaints, and training for screening/selection committees.

In accordance with BP/AP 3410 (III.A.12.03) Merced College is committed to equal opportunity in educational programs, employment, and access to institutional programs and activities. The procedure states "The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation, or status as a Vietnam-era veteran." BP 3430 outlines policies on unlawful discrimination (III.A.12.04). It states a copy of the unlawful discrimination policies and procedures will be provided to all district employees during their first year of employment. Additionally, the policy states that informational services will be made available to all students at least once annually. Informational services will include an explanation of the policy, how it works, and how to file a complaint.

According to a California Community College Chancellor's Office Fall, 2015 report ([III.A.12.05](#)), 26 percent of educational administrators, 40 percent of classified administrators, 29 percent of tenured/tenure track faculty and 57 percent of classified support personnel at Merced College derive from racial/ethnic groups other than white/non-Hispanic, which is 44

percent of overall employees. College racial/ethnic group percentages for classified administrators and classified support personnel are higher than state percentages of 33 percent and 51 percent respectively. For part-time faculty, 29 percent are from racial/ethnic groups other than white/non-Hispanic, roughly equal to state percentage.

### **Analysis and Evaluation**

District processes and procedures, including BP 3420, BP/AP 3410, BP/AP 3430, ensure equal employment opportunity, as does the District's Equal Employment Opportunity Plan. The fall 2015 staffing report provided by the California Community College Chancellor's Office provides evidence that Merced College has a diverse faculty, staff and administration.

### **Standard III.A.13**

*The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

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

Merced College Board Policy 2715 (III.A.13.01) outlines the code of ethics of board members. Included in BP 2715 is the censure policy which states that a complaint of Board member misconduct will be referred to an ad hoc committee composed of two Board members not subject to the complaint. The committee is guided in its inquiry by the standards set forth in the Code of Ethics as defined in Board Policy. The Board member subject to the misconduct charge shall be permitted present information to the committee. The committee shall, within a reasonable period of time, make a report of its findings to the Governing Board for action.

In March 2009 the Merced College Academic Senate passed resolution 02-09, an ethics statement that "sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the academic profession" (III.A.13.02). The standards include demonstrating respect for students as individuals and adherence to proper roles as intellectual guides and counselors, observing the stated regulations of the institution and seeking to be effective teachers and scholars. The ethics statement approved by the Academic Senate in 2009 is listed in the Faculty Handbook (I.C.7.02). Faculty discipline procedures are outlined in the faculty Collective Bargaining Agreement (CBA) ([I.B.1.13](#)).

Merced College BP/AP 3050 (I.C.8.04), establishes an institutional code of ethics listing general standards of integrity and professionalism. BP/AP standards include demonstrating respect for others as individuals; promoting conditions of free inquiry; and furthering public understanding of academic freedom. The standards stress impartiality and confidentiality in evaluating activities involving students and colleagues. They call for actively partnerships with the community to respond to cultural, educational, technical, and economic needs.

## Analysis and Evaluation

BP 2715 outlines the code of ethics for board members, and BP/AP 3050 outlines the institutional code of ethics.

### Standard III.A.14

*The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

### Evidence of Meeting the Standard

Merced College offers all College personnel opportunities for professional development. The district provides some funding for travel and conferences for faculty and staff as well as sponsoring multiple workshops and training opportunities on campus. The institution has a district-wide Staff Development Committee comprised of faculty, staff and administration members. This group is responsible for organizing the annual district-wide Convocation Day program. At the 2015 Convocation, outside consultant Jeff Duncan-Andrade conducted a session for all College employees on Student Equity. The Staff Development Committee conducts evaluations after Convocation as the basis for improvement the following year (III.A.14.01).

Merced College participates in the Flexible Calendar Program (Flex) in order to provide full-time and part-time faculty with activities related to staff improvement, student improvement, and/or instructional improvement (III.A.8.03, III.A.14.02). Workshops are offered at least twice a year, in the fall and spring. Some examples: Pedagogical and Technological Exploration of Blackboard; Basics of Curriculum; Distance Education Best Practices; Student Success and Support Program; and Program Review and You (I.B.9.02, I.B.9.03 and I.B.9.04). Flex workshops are evaluated by participants and the information gathered is used by the Flex Committee to schedule future workshops (III.A.14.03). Student Success Symposiums are offered at least once a year to full and part-time faculty (II.A.2.09, II.A.2.11). Recent symposium topics include Pathways to Student Success; Moving the Needle in Student Success; and Bridging the Success Gap. Flex credit can be earned by part-time faculty for participation in part-time faculty orientation. Part-time faculty orientations are held on both campuses prior to the spring and fall semester (III.A.8.01, III.A.8.02). Workshops presented during part-time orientation include SLO Assessment, Classroom Discipline and Student Success and Support Program.

The week prior to the start of the fall semester, new faculty participate in the New Faculty Orientation conducted over two days. New faculty meet faculty mentors. They learn about College leadership and are introduced to the evaluation and tenure process, the Flex program, the learning resource center, student services and the Student Success Program (III.A.11.08, III.A.11.09). New faculty may also participate in a voluntary ten-week Teaching and Learning Academy (TLA) throughout the fall semester of their first year (II.A.2.07). TLA topics include Rubrics, Web Advisor, Distance Education, and Observation of a seasoned faculty member.

All new Merced College employees participate in Merced College Traditions, an onboarding program developed by a Merced College business professor (III.A.14.04). Existing faculty receive Flex credit for participation. The interactive workshop introduces employees to the history, culture and traditions of Merced College. It covers the College's mission, vision and core values. It shows how Merced College exemplifies core values and lives its mission. The program is also offered to campus groups such as the Management Team, Student Services employees, Los Banos Staff, the Building Resource Center staff, Library and Technology employees and the Merced College Foundation Board. Approximately 400 Merced College employees have participated in the program. Participants fill out an evaluation form at the end of each class to help improve the program.

The Business Resource Center, BRC, located in downtown Merced, provides professional development training for employers and employees in our region and those opportunities are extended to Merced College employees as well ([II.A.1.08](#)). One such program, Emerging Leaders, is offered to local businesses and Merced College employees. Participants meet once a month for a full day, 8 a.m. to 5 p.m., for eight months to gain knowledge in topics such as employee engagement, leading with strength, leadership essentials, challenges of leadership, values and ethics and generational diversity (III.A.14.05). The BRC offers the Customer Service Academy for employees of Merced College and individuals from the local area. This has been used by Merced College as a professional development opportunity. The Customer Service Academy is designed to empower employees with skills needed to work effectively with customers and co-workers. Some example CSA topics: time management, conflict resolution, decision making, problem solving, and managing organizational change.

Counseling faculty participate in professional development workshops twice a month (III.A.14.06, III.A.14.07). Workshop topics include transfer counseling appointments, priority registration, and adjunct high school counselor updates.

Merced College BP 7231 establishes a classified employee staff development program (III.A.9.06). Each year during spring break, the classified professionals receive one day's credit to provide professional development for their peers. Classified professionals have a peer committee with a managerial advisor that meets each year from August to the week before spring break to plan and create the professional development event. In 2016, with the support of the Superintendent/President and the District, the classified professional development event was held off campus and consisted of a keynote speaker, workshops, catered lunch, and a raffle. Workshop topics have included personal enrichment, health, emergency preparedness, generational diversity, and other topics designed to promote classified professionals. Classified professionals can also attend professional development through the faculty Flex workshops. In 2015, the Classified Senate sent four classified professionals to a "How to Communicate with Tact and Professionalism" conference and the Classified Senate President has participated in the "Classified Leadership Institute" for the last two years.

Funding from the Office of Student Equity has provided some professional development opportunities for Merced College employees. Myra Snell and Katie Hearn were invited to provide forums for math and English faculty on acceleration of basic skills courses; three faculty

members were sent to the statewide reading apprenticeship conferences; and 20 faculty members participated in Center for Organizational Responsibility and Advancement online course. The Office of Student Equity will be sending two teams to the Habits of Mind Community of Practice and is sending math faculty to the conference for the “Paths to Stats.”

Managers attend professional conferences such as Ellucian Live, ACBO, ACHRO and ELI leadership program. Managers have access to an online library for required training and professional development. Every management meeting has an educational component.

### **Analysis and Evaluation**

Merced College recognizes the importance of professional development for all employees. The institution provides personnel with appropriate opportunities for continued growth. Professional development is imperative for Merced College to meet its commitment to students.

#### **Standard III.A.15.**

*The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

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

According to Merced College AP 7145 (III.A.15.01), all personnel records are secure and confidential. Employees may review their personnel records in accordance with the Labor Code. As stated in the Faculty Agreement “The official personnel file of a unit member shall be maintained at the District’s Office of Human Resources.” In addition to the named person, only persons who have a legal authorization to review file contents may access the personnel files. With the exception of those responsible for maintaining the official file, the District shall keep a log of the persons who have examined a personnel file or who have requested information contained in a personnel file as well as the date such examinations or requests were made. Such log and the employee’s personnel file shall be available for examination by the employee or her/his Association representative if authorized in writing by the employee. The log shall be maintained in the employee’s personnel file” ([I.B.1.13](#)).

### **Analysis and Evaluation**

Merced College abides by confidentiality standards established by AP 7145 and the Faculty Agreement.

## **Standard III.B: Physical Resources**

### **Standard III.B.1**

*The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

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

The Merced College Facilities Master Plan (III.B.1.01) is based on the Educational Master Plan estimates of future growth. Both Merced and Los Banos campuses passed bond measures that permit the construction of the required facilities. For projects that require Department of State Architect (DSA) approval, the office of the Vice President of Administrative Services retains a certified architect to draw plans for submission to DSA (III.B.1.02). The absence of a State educational bond starting in November 2009 has delayed progress of major campus construction, specifically the new Agriculture-Industrial Technology (AG-IT) building and Vocational (VOC) building renovation on the main campus, and a library expansion in Los Banos. Those projects await additional funding. All minor campus construction, remodels, and safety projects are documented through the work order process. Merced College evaluates the effectiveness of facilities and equipment in meeting the needs of programs and services by the regularly scheduled facilities assessment, the ADA Transition Plan and Program Review documents (III.B.1.03). The Maintenance and Construction Planning and Coordinating Team (MACPACT—comprised of the VPAS, the Director of Business and Fiscal Services, the Director of Facilities Management, the Risk Management Manager, the Purchasing Manager, and the Capital Planning Manager) meet weekly to establish priorities for all projects, addressing the most critical needs as well as any ADA requirements. (III.B.1.04a-b).

The institution sometimes uses off site locations but is not responsible for maintaining them. Off-site buildings used for remote classes are all Fields Act compliant and maintained by the hosting organization.

Board Policy/Administrative Procedure 6800-Safety (III.B.1.05) addresses safety—specifically prevention of injury and illness and control of hazardous materials. The College strengthened the area of safety in October 2014, filling the new position of Director of Risk Management, Environmental Health & Safety (DRMEHS). (III.B.1.06) The DRMEHS administers the property, liability and student insurance programs designed to protect and preserve College assets from adverse effects of physical and financial loss. The Risk Management office develops guidelines and advises senior management on safety and health issues; evaluates and updates the Injury and Illness Prevention Plan (IIPP); organizes IIPP safety training; maintains safety records; develops inspection guidelines; arranges inspections and conducts follow-up; and conducts accident investigations. The Risk Management office oversees the hazardous materials storage and removal.

Merced College is a member of the Alliance of Schools for Cooperative Insurance Programs (ASCIP) Joint Powers Authority (JPA). ASCIP provides loss prevention services that include

consultation with experts in facility safety and hazardous materials handling; in training and regular inspections of the facilities to ensure that hazardous areas are identified and corrected. ASCIP conducts these inspections every three years (III.B.1.07, III.B.1.08, and III.B.1.09).

According to claims data, trips and falls constitute the most common campus injury. Merced College outsources a yearly trip hazard review. Precision Concrete, the firm under contract, conducts a thorough inspection annually. The District follows up with corrective measures of the most serious hazards (III.B.1.10).

All classroom injuries are reported. A follow-up inspection evaluates the need for corrective and/or preventative action. (III.B.1.11) The institution last had a security vulnerability audit in the fall of 2015. The results of the audit are considered when the VPAS requests one-time Mandated Cost Reimbursement Funds (III.B.1.12) in cabinet-level financial planning.

The institution maintains open labs so that Merced College students without home computers can access online services and information. The Wi-Fi on campus has been upgraded so students may connect to Blackboard while on campus. All projected construction includes plans for internet access although no new construction has taken place since the last study.

The District's hazardous materials program successfully completed its tri-annual hazardous materials inspection in January 2015 (III.B.1.13a-b). This inspection is conducted by County Environmental Health Department experts who examine, among other things, the storage of chemical products and processing of chemical and biological wastes. The inspections show that Merced College manages its hazardous materials properly and ensures a safe and healthy learning and working environment.

A District Health and Safety Committee is comprised of 22 representatives from different work areas. The committee reviews the safety inspections results from ASCIP. In addition to the inspection results, other safety hazards are identified and discussed, with corrective/preventative action either outsourced or assigned to Facilities Department (III.B.1.14-III.B.1.16).

## **Analysis and Evaluation**

Merced College constructs and maintains the facilities to assure access, safety, security, and a healthful learning and working environment. The Institution manually documents the process through work orders, incident reports, service requests and records of moves. An automated system would assist everyone in appropriate tracking.

The District works to raise awareness of potential risk. Everyone is encouraged to report hazardous conditions. While the institution performs safety inspections every three years, the process could be improved with annual inspections in the high hazard areas such as the maintenance shops, agricultural shops, working labs, automotive science shops and labs, and physical and biological science labs. This inspection program could be scheduled throughout the year with Health and Safety Committee members participating with the College Risk



Management Office. Inspections identify potential hazards, permitting departments to collaborate with Administrative Services on best practices for accident prevention.

### **Standard III.B.2**

*The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

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

The District considers its programs and services when planning buildings, using data from the Educational Master Plan ([I.A.3.01](#)), data from user groups (III.B.2.01), data from the Five-Year Construction Plan (III.B.2.02), and data from the Annual Space Inventory (III.B.2.03).

The process accounts for program and service needs (determining equipment replacement and maintenance) via the annual Scheduled Maintenance Program Block Grant (III.B.1.02) and the annual resource allocation process (I.B.4.01), supported by the area Program Reviews.

The District evaluates effectiveness of facilities and equipment via scheduled facilities assessment (III.B.1.03, the ADA Transition Plan, and Program Review documents ([III.B.2.04](#), [III.B.2.05](#)). Funding for labs available to all students comes from the Instructional Equipment Block Grant allocation and most recently from Mandated Cost Reimbursement funds from the state. These funds are distributed through the resource allocation process (I.B.4.03, III.B.1.12). Equipment needs fall under the Technology Committee (which includes representatives from Distance Education staff and the Academic Senate's Distance Education Committee). Blackboard Team members participate in the Distance Education Committee. Evaluation occurs as part of the resource allocation process (I.B.4.01). ITS also has a process in place to identify technology needs and inventory, further fleshed out in Section III.C.

The institution should meet its equipment needs for distance education through the Distance Education Program Review. Distance Education equipment is housed off-site and is a hosted service provided directly by Blackboard, complete with backup and redundancy. Equipment needs currently are not included in the facilities evaluations, and therefore are not evidenced. We recognize the need for a Distance Education Program Review.

### **Analysis and Evaluation**

Recent improvements in the overall facilities planning area enable staff to utilize the data from various sources to form a cohesive plan addressing outdated facilities and equipment. Regularly scheduled assessments allow staff to evaluate facilities and equipment and to plan for scheduled maintenance upgrades. The data is used to support the request for funding process. We do recognize a need for a Program Review in the area of Distance Education so that we can monitor data and make improvements.

### **Standard III.B.3**

*To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

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

The Board approved Facilities Master Plan governs all new construction. Two projects on the Merced Campus await funding from a pending state bond (AG-IT building construction and VOC building renovation), and two projects are in the planning stages at the Los Banos Campus, the library expansion, and a horticultural complex, since amended by FMPC via Program Review in 2015 to include a ten-acre botanical garden (III.B.3.01, III.B.3.02 and III.B.3.03). The institution utilizes data from the space inventory report (III.B.2.03), Program Reviews ([III.B.2.05](#), [III.B.2.06](#)), the Chancellor's Office FUSION (III.B.3.04) and input from maintenance trades on an annual basis (III.B.3.05) to assess its facilities usage.

The District uses the results of evaluation to improve facilities or equipment through scheduled maintenance funding and deferred maintenance plans. (III.B.1.02, III.B.3.06).

The District uses the results of the Chancellor's Office Assessment (III.B.2.04) and input from the maintenance trades (III.B.3.05) to assess the use of its facilities. The evaluation process for facilities falls under the scrutiny of the Facilities Master Planning Committee, while the Technology Committee assumes responsibility for ascertaining equipment. Note: the Technology Committee includes representatives from Distance Education staff and the Academic Senate's Distance Education Committee. It accepts feedback from all Program Reviews (I.B.4.01). Evaluation occurs as part of the master planning regular cycle of planning.

#### **Analysis and Evaluation**

Merced College utilizes various reporting mechanisms and data elements to conduct effective and regular review and updating of facilities and equipment. This data is used to maintain efficient space utilization and to plan for new and/or renovated facilities to meet the enrollment demand identified through enrollment projections. The facilities office uses the projections and other drivers to evaluate existing facilities and equipment, as well as to plan for future facilities and equipment.

### **Standard III.B.4**

*Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

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

The institution develops capital plans through the annual five-year construction plan (III.B.4.01). Long range capital projects coordinate between the Facilities Master Planning Committee and the Facilities Master Plan (III.B.1.01) Educational Master Plan ([I.A.3.01](#)). The Final Project

Proposal for each project takes into consideration “total cost ownership”—collateral costs of staffing, utilities, maintenance, and upkeep—as part of the funding process (III.B.4.02).

Planning processes ensure that capital projects support College goals by annual review from the District Facilities Master Planning Committee (III.B.4.03). Merced Community College has been effective in advancing the College improvement goals via long-range capital planning by acquiring state funding for facilities (III.B.4.04).

### **Analysis and Evaluation**

Merced College has instituted a coherent process for evaluation of long range capital plans. The District’s Facilities Master Planning Committee ensures that the projects meet the District’s Strategic Planning Goals. Part of this process includes evaluation of projects through the annual Five-Year Construction Plan, which supports the District’s Educational Master Plan and Facilities Master Plan. Total cost of ownership and new facilities and equipment projections are included within the Final Project Proposal documents.

## **Standard III.C: Technology Resources**

### **Standard III.C.1**

*Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

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

The institution evaluates the effectiveness of its technology through the use of surveys (III.C.1.01, III.C.02, and II.B.2.04), Help Desk tracking software (III.C.03), Software Request Procedures (III.C.04), and several operational and shared governance meetings (III.C.1.05, III.C.1.06). Relevant committees often are tasked with researching and planning for new technologies and making recommendations about implementation and training.

Based on service quality gaps identified internally, deemed too large to be resolved by campus personnel, Merced College in 2015 hired the Strata Information Group (SIG) to evaluate the effectiveness of the Information Technology Services (ITS) department. SIG conducted focus-group interviews and distributed electronic surveys. SIG also analyzed ITS staffing and funding resources and compared the results to similar institutions in the region (III.A.9.02).

The institution evaluates its Learning Management System (LMS), Blackboard, for ease of access by tracking the number of student support calls received each semester (III.C.1.07, III.C.1.08) and by charting the number of support calls received from faculty. The Educational Technology Analyst, responsible for system administration of Blackboard, monitors the system for reliability and performance and assesses the need for upgrades or the integration of third party products (III.C.1.09). The Distance Education Committee periodically reviews and evaluates Blackboard reliability and performance (III.C.1.10).

The institution evaluates the Blackboard server for security and privacy. The system is safeguarded by requiring students to log-on for authentication. The log-in process and access to Blackboard content takes place over secure encrypted connections (III.C.1.11).

ITS periodically evaluates District computers used by faculty, staff, and students, for their capacity to support the District's curriculum, administrative, and operational needs. All computers are ranked based on ability to support current district software and standard operating systems. District administration analyzes the list and works to develop the next tier of rankings based on the District's strategic priorities. Please note one of the 2014 PC update spreadsheets as an example (III.C.1.12).

### **Analysis and Evaluation**

Current methods for evaluating the effectiveness of technology services lack uniformity across technology service areas. The SIG report identified the need to improve the means, quality, and

quantity of communication regarding District Technology Services. The report identified the need for a Chief Technology Officer (CTO).

Although the District periodically surveys students and staff about technology use and needs, little discussion takes place regarding the gathering of data on which to base decisions for the purchase and deployment of technology. In addition the different technology support areas seem to lack coordination in designing and disseminating the surveys. A concerted effort to develop, disseminate, and analyze collected data can help the District make more informed decisions in the areas of technology use and support.

Evaluating Blackboard, the District's LMS, continues to be a challenge owing to changes in program leadership and reporting structures for the support staff. The District is looking at the Chancellor's Office Online Educational Initiative (OEI) to research the benefits of moving to Canvas to leverage resources and to improve services to Distance Education students.

The Distance Education Committee provides a regular forum for receiving technical reports and information, as well as for gathering feedback, concerns, and requests from faculty and administrators. It formulates and forwards proposals for changes, upgrades, and additions to current Distance Education technology.

### **Standard III.C.2**

*The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

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

Through long term planning and negotiating, Information Technology Services (ITS) provides the District with a reliable network of servers, switches, and wireless access points to support network access needs (III.C.2.01, III.C.2.02). ITS continuously polls users through survey results and Help Desk requests, or through discussions in operational and shared governance meetings. Example: expansion of the main campus Wi-Fi coverage. The District authorized a complete redesign of the public website based on feedback from surveys conducted among stake holders. The work order process (III.C.2.03) was begun, and ITS accomplished the task with consultation assistance from professional website services (III.C.2.04, III.C.2.05, and III.C.2.06).

District software is kept current through multi-year agreements that provide the District with access to current, legally licensed versions of popular desktop productivity software titles used by students, faculty, and staff. Examples include: The Foundation for California Community Colleges Adobe three-year Enterprise Term License Agreement; FCCC Microsoft three-year Campus agreement; and Blackboard 2-year Learning Core (III.C.2.07, III.C.2.08, and III.C.2.09).

Departments with limited budgets may request funding for high cost, one-time or unplanned technology purchases, through the resource allocation process. Requests begin in Program Review. They move through a Resource Allocation list ranked by planning committees

(III.C.2.10) to administration for approval. In addition, other high cost technology purchases can be accomplished through State Instructional Equipment (SIE) funding, or, where applicable, the Scheduled Maintenance process (III.C.2.11). As an example, ITS has requested funding through resource allocation for upgrades to Active Directory and MS Exchange Services. Although the most recent request has not been granted, ITS has received funding for similar requests two times in the past eight years. For example: the request to replace the College's aging phone switch. The request was not funded through resource allocation but was approved for Scheduled Maintenance funding (III.C.2.12, III.C.2.13).

The District also provides for update and replacement of technology through the *five-year Master Lease-Purchase Agreement*, put into place to sustain adequate-technological infrastructure to support the District mission. A leasing plan allows the District to replace or upgrade the majority of its network infrastructure. The lease distributes the cost of these high-cost purchases over a five-year period, allowing for multi-vendor purchases, providing for a nominal buy-out at the end of the lease, and allowing the District to keep the technology. (III.C.2.01)

The District addresses the problem of replacing outdated computers by setting aside a life-cycle replacement fund. For the 2015-2016 fiscal year, the District earmarked \$100,000 for the replacement of outdated computers as well as \$40,000 to replace projectors and other classroom technology. The current allocation of life-cycle funding is insufficient to permit replacement of computer technology in all areas. The College supplements with grant or program funding when available. A combination of funding allows updating of business offices and classrooms (III.C.2.14, III.C.2.15).

The District is developing a business intelligence infrastructure that will include data warehouses and multidimensional data models accessed by reporting services, dashboards, and other data visualization tools. To support this new development, the District hosted a series of staff-focused training sessions provided by experts in the field, Jamie Brannen, Brannen Consulting and Ola Ekdahl, Innovative Solutions Technology Training and Consulting (III.C.16). The trainings included efficient search for data and using visualization reporting tools (III.C.2.17, III.C.2.18).

Distance Education Committee meetings provide the forum for evaluation of technology support for the Distance Education program. The committee includes representatives from all instructional areas. They supply feedback from area and cohort faculty regarding the reliability of the Blackboard system, availability of training and support, and miscellaneous requests for upgrades and/or changes (III.C.1.10). The Educational Technology Analyst serves as a technical resource, supplying information, research results, and feedback on Blackboard, as well as recommending upgrades and additions to the Director, Enterprise Application Services (III.C.1.10). The director works with Distance Education leadership and committee members, identifying issues that may require technology support. The Distance Education Committee reports its findings to the Curriculum Committee (III.C.2.19).

## **Analysis and Evaluation**

The District engages in long-term planning to provide network and technology resources necessary to support the mission. A recent SIG study identified a shortcoming in the system and recommended the restructure of the ITS area. The study indicated that the long-term planning has not addressed personnel issues related to the support of technology. Some of the shared governance groups have corroborated the study's observation.

Current levels of life-cycle funding are not sufficient to meet all the District's technology needs. An increase in the life-cycle funding can help, but it needs augmentation to increase funding for technology support staffing hours.

The Distance Education Committee provides a forum for representatives of the various instructional areas, as well as administrators and technical staff. Even so, the program would benefit from broader participation. LRC faculty have been meeting with the Distance Education Coordinator to expand services offered by the library to online students.

### **Standard III.C.3**

*The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

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

Information Technology Services provides maintenance, management, and support for all locations throughout the District. Information Technology Services has standardized all district computers using the HP Elite business line to ensure a documented product life-cycle, with multi-year warranties, regular product updates, and system compatibility (III.C.3.01, III.C.3.02).

Hardware maintenance contracts verify that hardware technology resources support District wide network access. The contracts account for scheduled preventive maintenance performed when applicable as well as firmware updates and emergency replacements and repairs. These include the yearly services contract for our 30kVA Uninterruptable Power Supplies that support our two main data centers, and the yearly renewal for our e-mail SPAM firewall appliances. The e-mail appliances provide firmware updates, security signatures, cloud services access, and emergency hardware replacement (III.C.3.03, III.C.3.04).

Critical software contracts provide licensing compliance and access to updates, patches, and technical support. Two examples are the Ellucian Maintenance Advantage Program and the Symantec Symed Total Management Suite. Ellucian Colleague is the District's Enterprise Resource Planning (ERP)/ Student Information System (SIS). The Symantec Educational Suite of software products allows for the network management, operating system imaging, software packaging/deployment, and endpoint security for all computers throughout the District. (III.C.3.05, III.C.3.06)



## **Analysis and Evaluation**

The network infrastructure is reliable and able to support current upgrades to online access and the additions of wireless point of access to the District's wireless network.

For equipment, such as the 30kVA UPS units, regular preventative maintenance significantly reduces the risk of equipment failure during an emergency power loss when the equipment is most needed as backup. It also keeps the electrical equipment operating within factory specifications thus reducing the risk of human injury. Our goal is to have adequate maintenance provisions in place for all business-critical technology.

The timely application of patches and updates to Blackboard has increased product availability and security. Licensing compliance limits institutional liability and financial risk. Ready access to technical support mitigates any service outage and increases user productivity overall.

Symantec has substantially improved deployment of critical software system updates. Regular updates and patches link directly to the quality of desktop cyber security on one hand and compatibility with mainstream desktop operating systems and software packages on the other.

### **Standard III.C.4**

*The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

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

The District recognizes the need for training and support for technology and technology systems and has developed a multi-prong approach.

Orientations and trainings are offered in conjunction with the purchase and acquisition of new technologies. The District recently replaced the campus phone system. Phone system training was essential in the transition. The new system uses entirely new technology to transfer the voice traffic between handset and switch. The vendor trainings sessions included a series of classes for staff and faculty. The classes provided hands-on lab experiences—participants could practice with “live” handsets during the training. In addition, trainers posted reference guides in the portal for employees unable to attend live training. These guides will also assist in new employee training (III.C.4.01, I.B.9.04).

Ongoing training supports more than 100 employees with permission to edit public-facing web pages using the content management system (CMS), Omni Update OU Campus. Employees can schedule one-on-one training, e-mail/call for assistance, or attend regularly-scheduled “hands-on” workshops and open labs. Training topics include: Basic through intermediate use of the CMS; best practices for presenting web content; adhering to web standards; and file management (III.C.4.02). CMS documentation has been made available on the web (III.C.4.03).

The District's Learning Resources Center (LRC) provides regularly-scheduled training workshops for staff and faculty on the effective use of instructional technology, educational support software, and Microsoft Office desktop productivity software. The LRC's Audio Visual area facilitates access to the online Microsoft IT Academy which offers more than 300 courses on basic and advanced use of productivity software (III.C.4.04-III.C.4.06).

Additionally, several training documents and videos have been created and made available through the District's online portal (SharePoint) to support and provide further training to all areas on campus (III.C.4.07-III.C.4.10).

The Education Technology Specialist provides Blackboard and integrated third-party product training via a combination of one-to-one training, phone support, and Flex Day workshops and activities. The Flex Day workshops are taught by both the Educational Technology Analyst and by faculty proficient in Blackboard. This approach provides opportunities for online faculty to update or improve their skills on system modules (III.C.4.11, I.B.9.04).

Recently the Merced College Distance Education program sponsored a Distance Education faculty cohort training meeting, to participate in *@One* training classes that focus on effective ways to teach online classes. The Distance Education Coordinator was approved as an *@One* trainer, so that the College can offer this training on-site to all Distance Education faculty. (III.C.4.12)

### **Analysis and Evaluation**

In general, the best attended training sessions are those that center on new technologies. The College employs a variety of delivery modes to capture as many learning styles as possible. Those that attend these sessions indicate a high degree of satisfaction, although none of the alternative offerings are as well attended as the new campus-wide technology sessions. The District is also looking at Lynda.com as an additional training resource for the faculty and staff based on the recommendation of a visiting institutional effectiveness team. The College needs to analyze this data further and determine how to gain a higher level of participation.

Distance Education technology training has operated successfully by in-person, one-on-one sessions. This training can be accessed by appointment throughout the year. The other option is group workshops offered during Flex. Both options are growing in popularity. A small group of Distance Education faculty attended *@One* training for teaching online with Blackboard. Some have been trained and certified as *@One* trainers, opening the possibility of increased participation through on-campus training.

The District can improve efficiency by providing employees with training material in the use of Colleague, the District's Enterprise Resource Planning System. Most day-to-day operators rely on content experts in their department for training. No orientation guide for new employees currently exists. The District needs to provide self-help resources in all technology areas.

### **Standard III.C.5**

*The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

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

The District has implemented a series of administrative procedures and board policies to guide appropriate use of District technology.

Administrative Procedure 4105, Distance Education, provides for program definition, student verification and privacy, course approval, certification, instructor interaction, and duration of course approval. (III.C.5.01)

Board Policy/Administrative Procedure 3720, Acceptable Use Policy, establishes rules and prohibitions that define terms of use for the District's various communications systems. Unacceptable use is prohibited, and is grounds for loss of computing privileges, as well as discipline and/or legal sanctions under federal, state, and local laws. Communications systems are defined as services such as e-mail, internet access, the telephone system, and campus electronic networks (II.C.8.05).

Board Policy/Administrative Procedure 3721, Computer Technology Maintenance, states that the District is obligated and possesses the right to maintain district equipment. This policy gives direction for technical support staff in the use of the maintenance tools under normal circumstances and provides end users a procedure to work with personal, sensitive or confidential documents (III.C.5.02).

Board Policy/Administrative Procedure 3723, Information Security and Privacy, states that the Merced Community College District shall develop network security standards and testing protocols to assure the network and network data remain secure. This policy is intended to protect the security of the District's computing resources while respecting user privacy. The District is an academic environment. Academic freedom, free speech, and privacy are of critical importance as is the information contained within the network and devices attached to the network. (II.C.8.07)

In addition to board policies and administrative procedures, ITS and the LRC have developed operational documents that apply guidelines to new uses of technology. One such document, The Social Media website Development Guidelines and Checklist, states:

Merced College encourages the development and management of social media sites for College departments, programs, services, student clubs, etc. The policy governing the District's electronic and digital communications is BP 3720—Acceptable Use and Social Media Policy. Administrative Procedure 3720 provides guidelines for establishing social media sites that represent Merced College. The following section is from AP 3720. Please review this section carefully before creating your social media site. After you have read BP/AP 3720, you may proceed to create your social media site, provided you have filled out the accompanying checklist. (III.C.5.03)

In order to secure technical infrastructure for its Distance Education Program, Merced College has contracted with Blackboard Inc. for a managed hosting version of Blackboard, operated out of one of Blackboard's data centers. This system is comprised of redundant, load-balanced servers connected to an enterprise-class database system, protected by regular backups and Blackboard-Support-provided disaster recovery systems. This contract also provides for constant monitoring and support by Blackboard Support staff at the data center, including hardware and software maintenance and upgrades. Merced College also provides the local staff position of Educational Technology Analyst, who oversees the local system administration for Blackboard that cooperates with system administration on the data center side to provide all necessary parts of this complete support solution (III.C.2.09).

### **Analysis and Evaluation**

As technologies change the interpretations of "Acceptable Use" must change accordingly. Board Policy 3720 is being rewritten to meet current requirements for district technology use

Requirements for reporting the breach of sensitive data has increased in recent years as has the requirements for data loss prevention, e-discovery, and litigation forensics. As such, Board Policy 3723 is in the process of being rewritten to account for these more intensive requirements.

When rewriting Board Policies, the College will incorporate common policy language developed out of the Chancellor's Office intended to benefit all California Community Colleges.

Blackboard Managed Hosting protects the login process and user connection to Blackboard employing the current industry standards for secure communication. Blackboard's support staff provide 24-hour/7-day per week monitoring and maintenance of server infrastructure and the networking that connects it to the Internet, including the security management and monitoring.

## **Standard III.D: Financial Resources**

### ***Planning***

#### **Standard III.D.1**

*Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability (ER 18).*

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

The Merced College Board of Trustees is committed to maintaining a strong financial base in order to support district programs and services (III.D.1.01). Board Policy 6200, Budget Preparation, calls for timely preparation of the budget including appropriate assumptions. (III.D.1.02) Board Policy 6250, Budget Management, certifies adherence to all appropriate accounting guidelines. (III.D.1.03) Board Policy 6300, Fiscal Management, mandates internal controls complete with appropriate and timely reporting.

The Strategic Plan was revised and approved by the Board of Trustees in October of 2014. This plan included Goal #5—To Promote a Sustainable, Supportive and Safe Learning Environment—which included objective 5.5, Maintain fiscal stability ([I.A.2.06](#)).

The State of California has been recovering from a severe economic downturn. With recovery, Merced College has gradually restored class section offerings and services to students. Since the fiscal year of 2011-2012, the College has engaged in deficit spending while mitigating adverse effects with cost-cutting measures. Each successive year since 2011-2012, the deficits have decreased progressively until the 2014-2015 fiscal year when the College reached a break-even budget (III.D.1.04, p. 4).

During the 2015-2016 fiscal year, several legislative changes occurred. As a result of the changes to course repeatability, new registration requirements plus an improved economy, the College experienced a reduction in FTES. The reduction improved in the spring but not enough to meet the base allocation for the 2016-2017 fiscal year. The College has employed extra efforts to mitigate effects: outreach to feeder high schools; embedded counseling; streamlining of the registration process; extreme registration. It has innovated with improved strategies in classroom scheduling; expansion of waitlists to monitor demand; developing the AB 288 courses at area high schools; expanding off-site ESL courses; and promoting the educational programs at Valley State Prison (Atwater). In addition, the College has adopted a new enrollment tool capable of monitoring and managing enrollment trends. The fall 2016 FTES counts are up from the prior year, on course to meet, possibly exceed the 2015-2016 base FTES of 9,754

As one of the 113 California Community Colleges, Merced College is part of a traditionally underfunded system. As a result, the College has engaged in prudent fiscal practices that allocate funds in a way that serves the mission of the College and its strategic goals.

Merced College operates from a coherent system designed to allocate resources to enhance the variety of programs and services. The budget development calendar is approved each year by the Board of Trustees, (III.D.1.05, III.D.1.07, p. 4) The Budget Calendar delineates the timeline, points of input, and methods of communication. The budget calendar is vetted through the Budget Committee (III.D.1.06) and is approved each year by the Board of Trustees. Program Review sits at the heart of all allocations and is denoted in each process. Program Review outcomes serve as support for staffing requests, resource allocation, budget augmentation, and planned expenditures (I.B.4.03).

The faculty have significant input into faculty hires. The process includes Program Review which reports statistical data to support each faculty request. The Faculty Hiring Committee appointed by the Academic Senate ranks each request by priority, and the finished list is forwarded to the President (III.D.1.08).

## **Analysis and Evaluation**

The College develops its budget very thoroughly, though much of it via manual processes. The Assessment Review Committee (ARC) is working to automate systems that will electronically link Program Review, Strategic Plan, SLO/SAO assessment and resource allocation.

### **Standard III.D.2**

*The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

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

All Merced College Program Review documents are infused by the College mission ([I.A.2.04](#)). Strategic plan and/or College goals ([I.A.2.06](#)) include elements of the mission.

The College budgets deliberately. All short and long-term obligations are budgeted before funds are distributed through Resource Allocation (III.D.1.04, pp. 11-21). Employee vacation pay is accrued at year-end for financial statement purposes based on vacation time accrued and current pay rates. The calculated amount is recognized as a liability of the College and is expensed as a component of employee benefits. Vacation time may carry over up to and including the total number of days which can be accumulated during a two-year period.

Board Policy/Administrative Procedure 6200 calls for a reserve one percent higher than the five percent recommended by the Chancellor's Office (III.D.1.01).

As part of the budget presentation each year, the VPAS and Director of Business and Fiscal Services (DBFS) provide the board with a ten-year comparison of financial information to demonstrate trends. By necessity, the College has implemented severe cost-cutting measures including two early retirement incentives, (SERP) (III.D.2.01) hiring freezes, a 15 percent deduction to discretionary funds and has engaged in a campus wide Administrative Reorganization (I.B.7.03). Additionally, the College conducted a campus wide survey to help close the budget gap (III.D.2.16). A ten-year comparison documents diminishing losses until the break-even year of 2015-2016. At least once per fiscal year the VPAS submits to the Board a self-assessment report card based on Sound Fiscal Management as defined in the Budget and Accounting Manual (BAM) in appendix (III.D.1.04, p. 2, p. 12).

The VPAS prepares periodic “Budget Bits” and mails them *MC-all*, along with the president’s regular monthly updates (III.D.2.03). The Budget Committee meets monthly during the academic year to provide input and receive information on financial conditions. The Budget Development Calendar is published in the board documents as well as on the Budget Committee web page. Each April, the DBFS and the VPAS offer regular budget training sessions open to anyone on campus. (III.D.2.04) The principal planning committee, the Educational Master Planning Committee (EMPC), receives budget updates from the office of the VPAS twice per year as outlined in the Budget Development Calendar (III.D.1.05).

### **Analysis and Evaluation**

The College strategically reduced spending and balanced growth to minimize impact on students while aligning expenditures with revenues. The College has been steadily moving in a positive direction as indicated by the trend analysis. While some of the financial indicators are not yet positive, the College is performing well through a recovery phase.

### **Standard III.D.3**

*The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

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

As noted in III.D.1, the Budget Development Calendar is the primary source of information pertinent to each element of the planning and budgeting cycle (III.D.1.05).

In 2014-2015, the Academic Senate president and the VPAS collaborated to create a simplified graphic for the EMPC and all other master planning committees to raise awareness of opportunities for input into the budget cycle, including definitions (III.D.3.01).

Each spring, the VPAS and the Director of Business and Fiscal Services (DBFS) conduct meetings with individual budget managers. Discussion topics include staffing, expense trends, and changes from Program Review. If pertinent, they also include implications of strategic plan, and/or changes in program expenditures (III.D.3.02).



The Program Review process offers the opportunity for all programs to participate in the budget process. The Budget Committee is a shared governance group that solicits input into the budget cycle. The Vice Presidents notify the programs with requests that have been approved (I.B.4.01, III.D.3.03) and arranges with the DBFS for funding.

## **Analysis and Evaluation**

In the past three years the budget cycles have been more clearly defined. Merced College managers have more direct contact with the VPAS and the DBFS. They have the opportunity to analyze trends, move funds to align with Program Review outcomes, and provide documentation for augmentation requests. The VPAS created a chart of definitions to assist requestors navigate Program Review cycles over a three-year period through resource allocation, augmentation requests, and funding. Academic Senate is proposing a different Program Review cycle so that funding requests can be fulfilled in the fall of the academic year following the request.

## ***Fiscal Responsibility and Stability***

### **Standard III.D.4**

*Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

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

The College's institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

The budgetary process begins in January with the Governor's Budget. The Budget Development Calendar maps the development of assumptions and opportunities for accessing steps in the process. The DBES generates periodic financial reports for the Budget Committee and the Board of Trustees. Budget planning assessments produce the Tentative Budget for review at the Board meeting in early June to meet the Title 5 June 30<sup>th</sup> deadline.

The availability of financial resources is discussed at various stages of the budget development process and is ultimately presented as part of the Final Budget reviewed by the Budget Committee and approved by the Board of Trustees each fiscal year. ([III.D.4.01](#), [III.D.4.02](#), III.D.4.03).

Additional financial resources may be requested through one of the following processes: planned expenditures, resource allocation, or budget augmentations (III.D.4.04, III.D.4.05, III.D.4.06 and I.B.4.01).

The College assesses its expenditure requirements on an ongoing basis and also submits quarterly expenditure reports to the Budget Committee, Board of Trustees and the Chancellor's

Office. These quarterly reports reflect fiscal year-to-date activity as well as year-end projections. ([III.D.4.07](#))

The College also has benefited from \$20 million in state-wide grants and categorical funding that promote new educational opportunities for the students. The College sponsors the Deputy Sector Navigator for the Central Valley Region over the California Hospitality, Retail and Tourism, and the Global Trade and Logistics Sector. The College offers a Contract Educational Academy at the Business Resource Center featuring the Emerging Leaders Institute and Customer Service Academy (III.D.4.08a, III.D.4.08b). The BRC also partners with local hospitals to enhance the nursing and noncredit medical assistant programs.

The Merced College Foundation is an auxiliary organization which provides opportunities for staff, faculty, administration, Board and the community to contribute to student success. Donors endow scholarships and support a variety of programs and services with generous financial gifts that benefit instructional programs, the library, facilities, and faculty through professional development funding. Currently the Foundation is working with a donor to remodel the veteran center on the main campus. (Gallo Family Donor Agreement, Scholarship Endowment Form)

The College seeks community participation when possible. The Los Banos campus staged a ground-breaking for the food forest (III.D.4.09). The Merced campus is in the development stages of a 10-acre botanical garden in partnership with The Tree Partners (III.D.4.10). The College hosts regular breakfasts with the Merced Chamber of Commerce to advance workforce development. The Athletics Department co-sponsors (with the Merced College Foundation) the Blue Devil Hall of Fame, an annual banquet celebrating the College's athletics history.

### **Analysis and Evaluation**

The College consistently evaluates its financial health throughout the entire budget development process and continually assesses the alignment of current and future financial resources with institutional planning to enhance student success. Although this standard is being met, the process can be streamlined by reducing the time between Program Review through Resource Allocation to actual funding.

### **Standard III.D.5**

*To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

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

The College's internal control structure has appropriate control mechanisms. It disseminates dependable information sharing the basis for sound financial decisions. The District and Bond audits provide an assessment and report on the internal control structure ([III.D.5.01](#)). The

controls are reviewed internally and adjusted on an ongoing basis. The College results of internal and external reviews to improve our control systems. Examples of specific control system can be found in documents such as the Purchasing Process Brochure ([III.D.5.02](#)).

The Budget Committee meets throughout the academic year to discuss issues impacting the College budget. In addition, the VPAS provides informational budget presentations and related items to the campus community (III.D.5.03, III.D.1.04).

The College regularly evaluates its financial management practices and uses the results to improve internal control systems. Fiscal practices are evaluated by external auditors and the VPAS at the end of each fiscal year and the results are presented to the Board of Trustees at the Final Budget presentation. Departmental Program Reviews, Board policies, internal control reviews, and external audit reports all contribute towards this effort (III.D.1.01, [III.D.5.04](#), [III.D.5.01](#)). In 2014, the College discovered a misappropriation of funds as a result of control deficiencies within the procurement process. The College moved quickly to remove the employee involved, turning the matter over to law enforcement and correcting internal processes to prevent future occurrence.

### **Analysis and Evaluation**

Merced College has established budget processes, procurement processes, and external and internally integrated fiscal internal controls that follow written procedures. The District implements new software aligned with automation and integration of process controls and subjects them through the general review of existing process efficiencies.

### **Standard III.D.6**

*Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

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

The College's financial documents, including the budget, are credible and accurate. They reflect appropriate allocation of resources to support student learning programs and services. Financial documents are prepared in accordance with applicable state and federal laws, board policies and procedures, and generally accepted accounting principles. Many of these documents are reviewed in detail by our external auditors as well as the State Chancellor's Office. ([III.D.5.01](#), [III.D.4.07](#), [III.D.6.01](#)).

The allocation of financial resources are discussed in various master planning and shared governance committees for presentation and approval by the Board of Trustees ([III.D.4.01](#), [III.D.4.02](#), and I.B.4.01).

## **Analysis and Evaluation**

The College communicates with the campus community on finances. It accurately files required state and federal financial reports, along with conducting ongoing internal reviews and updates of historical, current, and projected financial data.

### **Standard III.D.7**

*Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

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

The Board of Trustees retains an audit firm, and the Audit Committee meets at least twice during the audit process. Board members are free to follow up with questions to the Audit Committee regarding any area of concern. The College's responses to external audit findings are comprehensive, timely, and communicated appropriately. In addition, recommendations from external auditors are incorporated by the relevant areas into District procedures. These recommendations may involve issues that do not rise to the level of an official audit finding ([III.D.5.01](#)).

## **Analysis and Evaluation**

The College responds to any official findings noted by our external auditors and referenced within the annual audited financial statements. The College also installs preventive measures in response to official findings considered major deficiencies but determined not to be ongoing.

### **Standard III.D.8**

*The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

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

The College's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

The College utilizes Ellucian's Colleague as the integrated enterprise management system. Layers of security and access help validate data and the effectiveness of processes.

The College has established policies based on these evaluations and assessments such as the Budget Preparation Policy, (III.D.1.01) and procedures such as the Purchasing Process Brochure, ([III.D.5.02](#)) and Password Authorization Communication (III.D.8.01).

Program Review is another area through which the College assesses and identifies areas for improvement ([III.D.5.04](#)).

The College takes into account findings in the annual Audit Report and adjusts internal processes as recommended ([III.D.5.01](#)).

### **Analysis and Evaluation**

The College maintains current policies and procedures for financial systems including budgeting, purchasing, and accounting system controls. The current process of evaluation is prompted through Program Reviews, internal review and external audits. A more systematic approach to regular examination of both official policies and internal control processes will be beneficial. Currently, College Council is examining the process for reviewing Board policies and procedures, including those addressing financial issues.

### **Standard III.D.9**

*The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

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

The College maintains sufficient cash flow and reserves to preserve stability. In addition, support strategies allow for appropriate risk management and contingency plans ready for implementation as needed to meet financial emergencies and unforeseen occurrences.

Since the elimination of state-level revenue deferrals, the College has had little trouble meeting operational cash requirements. However, as part of normal cash flow planning, the College continues to project cash flows to determine whether short-term borrowing is prudent for filling gaps in reserves and revenue timing ([III.D.9.01](#)).

The College uses the budget process to identify and budget contingency funds for unforeseen expenditures and establish an appropriate level of fund balance ([III.D.4.01](#), [III.D.4.02](#)). Accountability reporting to the Chancellors Office also provides opportunity for the management and Board to review the financial Status of the College at quarterly and annual intervals ([III.D.4.07](#), [III.D.6.01](#)).

### **Analysis and Evaluation**

The DBFS evaluates budget and cash flow projections intermittently as part of various mandatory reporting regulations. The College issues 311Q reports as mandated. As part of the bi-annual cash flow evaluation, the College participates in issuance of Tax and Revenue Anticipation Notes in order to maintain cash flow stability. The VPAS and DBFS recommend to the Board contingency amounts as an integral part of the annual budget process; those amounts are reflected in the budget document. By policy, the College maintains a minimum reserve balance at 6 percent. It strives to adopt annual budgets without structural deficits, complete with cash reserves, the basis for stronger reserve strategies.

### **Standard III.D.10**

*The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

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

The College practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. The Merced College Foundation adopts oversight policies that guide investment (III.D.10.01) (III.D.10.02).

Categorical expenditures and budgets require approval levels as reflected by the Sample Categorical Expenditure Report (III.D.10.03).

The Financial Aid department follows external guidance such as the Financial Aid Handbook as part of normal practices. Appropriate personnel receive necessary training as provided by the Department of Education.

Bond-related projects and expenditures are reported to a Citizens Oversight Committee as a measure of accountability and compliance with the voter-approved measures (III.D.10.04).

The annual financial audit of the College provides external support relating to internal control processes and practices that govern College business and reporting of same. The reports indicate whether current processes can accurately reflect the financial status of the College ([III.D.5.01](#)).

#### **Analysis and Evaluation**

The College practices a range of existing financial controls, budgetary controls and processes, adopted financial and fiscal related policies, as well as internal and external oversight committees. When available, these processes are reinforced through continuing education for staff and management in program specific areas as well as in general compliance related areas such as grants management. The College tries to preserve the balance of integrity from current processes while gaining efficiencies through technological advancements.

#### ***Liabilities***

### **Standard III.D.11**

*The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

## **Evidence of Meeting the Standard**

College resources provide a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, Merced College considers its long-range financial priorities to assure financial stability, and clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

The College budget is developed to meet all current obligations. As an example, the College has entered into a five-year lease that allows the College to stay current with technology infrastructure. The College also entered into two Supplemental Employee Retirement Programs (SERPs) to assist with staff reduction. These are budgeted before any other obligations are considered. Long-term debt is taken into account when developing the budget and determining the allocation of current and future resources (III.D.5.03, III.D.4.05, I.B.4.01, [III.D.4.01](#)).

## **Analysis and Evaluation**

The College maintains sufficient resources in the annual budget to address current and future obligations. The ongoing availability of financial resources is discussed in various master planning and budget committees, as well as at the executive cabinet level to ensure the continued financial solvency of the institution.

## **Standard III.D.12**

*The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

## **Evidence of Meeting the Standard**

The College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), and has an actuarial plan to determine OPEB that is current and prepared as required by appropriate accounting standards.

The College has also established an OPEB Trust for contributions made to fund and reduce its OPEB liability in accordance with regulations (III.D.12.01). Contributions are based upon the calculated annual obligation as reported in the audited financial statements ([III.D.5.01](#)).

The College formulates an actuarial study every other year, as required by statute, to calculate the annual required contribution and maintain the ongoing liability for OPEBs (III.D.12.02).

The College maintains an internal service fund to cover actuarial required contributions to the irrevocable trust. As a cost-savings measure, the District discontinued contributions from the General Fund to this Internal Service Fund. This has not been reinstated, but to date no adverse financial impact has materialized.



## **Analysis and Evaluation**

Merced College maintains sufficient funding of an irrevocable OPEB Trust account. In addition, the required bi-annual actuarial study is current. The reinstatement of the General Fund contribution will need to occur in the future.

### **Standard III.D.13**

*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

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

On an annual basis, the College assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect its financial condition. In general, the College attempts to keep debt financing to a minimum. When fiscally prudent and strategically necessary the College does enter into debt arrangements.

The College has two Prop 39 Bond Measures, H and J, funded through the tax rolls and managed through the Merced County Assessor's Office. In 2014, the College refinanced a portion of this debt saving the tax payers in excess of \$2M over the 30-year life of the bonds. The College has three capital leases. The first, with Honeywell, retrofits the campus with LED lighting. A second, with Siemens, operates a Co-Gen unit to heat the pool. The third, a five-year lease with HP, permits the College to stay current with infrastructure technology. The SERP mentioned above constitutes the only other local debt.

The College accounts for and assures the assessment and allocation of financial resources for the repayment of our debt instruments through their inclusion in the compilation of the budget as seen in the 2015-2016 Final Budget ([III.D.4.01](#)).

## **Analysis and Evaluation**

The District includes repayment of locally incurred debt instruments in all budget discussions and makes sure that sufficient resources are available for this purpose. In addition, the handling of these debt instruments are reviewed during the annual external audit.

### **Standard III.D.14**

*All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

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

The College's financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

All financial resources of the College, auxiliary activities, grants, foundation fund-raising activities, as well as participation in debt are managed with the same integrity as the College accounts under the direction of the VPAS through the Business and Fiscal Office. Board Policy governs District financial management. Each funding source or debt instrument is subject to regulatory laws and guidelines. Each of these areas is subject to external audit. The auditors have noted only minor exceptions in the past, none rising to the level of a material weakness.

A Citizens Bond Oversight Committee monitors the College's general obligation bond expenditures. Committee oversight is accomplished through a series of regularly scheduled meetings and by required reporting such as the (III.D.14.01) Prop 39 Citizen Oversight Committee Statement of Compliance, and the Measures H and J Annual Report.

Auxiliary operations, such as the College Bookstore, are routinely reviewed by management. The Business Director and the VPAS present periodical reports to the Board regarding the financial status and projected operational outcomes (III.D.14.02). In addition, a Bookstore Advisory Committee meets regularly to review operational needs and services to students.

For the Merced College Foundation, an active Board of Directors has been in place since inception in 1973 (III.D.14.04). In addition, written guidelines are provided to assure appropriate use of funds, as per the intended purpose of the donor. The Merced College Foundation Expenditure Guidelines is an example of these guidelines (III.D.14.03), Scholarship Endowment Contract (III.D.14.05), and Donor Agreement Form (III.D.14.06).

### **Analysis and Evaluation**

Merced College has established the Citizens Bond Oversight Committee, the Bookstore Advisory Committee, as well as the Foundation Board of Directors and Finance Committee. Through District policies and procedures, plus the actions of these various groups, internal control processes are established and reviewed periodically to ensure that financial resources are consistently used with integrity and for their intended purpose.

### **Standard III.D.15**

*The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

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

The College monitors and manages revenue streams, and assets to ensure compliance with federal requirements, including Title 5 of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

The District maintains Department of Education (DOE) Federal Student Assistance within established the guidelines. The College no longer participates in the student loan program, but

the Business and Fiscal Office works with the Financial Aid Office to ensure compliance at all levels. The College entered into an agreement with Higher One to handle student financial aid disbursements. The implementation arrived with flaws and missteps, but Counseling and Financial Aid assisted the Business Office in helping students through the process. From concerns about this and other practices, the Business Office conducted a student satisfaction survey (III.D.15.01). The concerns surveyed as minimal, but information/education seemed warranted. The Business Office initiated financial training sessions for students. (III.D.15.02). In addition, the program is audited for compliance annually by an external auditing firm. Any findings related to these programs are included in the District's annual audit report ([III.D.5.01](#)).

## **Analysis and Evaluation**

Merced College continues to manage the award and distribution of Department of Education (DOE) Federal Student Assistance in accordance with the established regulations and guidelines. Training sustains the high level of understanding needed to provide the necessary oversight for these programs, especially with the many changes that have been made by DOE.

### ***Contractual Agreements***

#### **Standard III.D.16**

*Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

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

The College Board has delegated authority to the Superintendent/President and the VPAS for purchase of supplies, materials, equipment and services (III.D.16.01). The Purchasing Manager has been delegated in turn to purchase supplies, materials, apparatus, equipment, and services in accordance with provisions set forth in the Education and Public Contract Codes. No such purchase shall exceed the amounts specified in the Uniform Public Construction Cost Accounting Act (PCC §22000 et seq.) of the California Public Contract Code as amended from time to time. All such transactions shall be reviewed by the Board at least every 60 days.

The College utilizes a centralized Purchasing Department to ensure that products and services are obtained at the lowest overall cost while maintaining the highest possible standards. The Purchasing Department obtains prices from qualified vendors through established competitive bid procedures set forth by Board Policy, Administrative Procedures, Public Contract Code, and Education Codes.

The Board delegates to the Superintendent/President the authority to supervise the general business procedures of the District: Such delegation accounts for the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons (III.D.1.03). All transactions shall comply with applicable laws and regulations, and with the California Community Colleges

Budget and Accounting Manual. No contract shall constitute an enforceable obligation against the District until it has been approved or ratified by the Board (See Board Policy 6340, III.D.16.02). The Superintendent/President shall make appropriate periodic reports to the Board and shall keep the Board fully advised regarding the financial status of the District.

In 2014 the College discovered a misappropriation of funds as a result of control deficiencies within the procurement process. The College moved quickly to remediate the loss by removing staff involved, auditing the extent of the loss and correcting processes. Specifically, all purchase orders and blanket purchase orders must have requisitions initiated outside of purchasing and all purchase orders and blanket purchase orders are reviewed and gaps in sequence are investigated.

The Board delegates to the Superintendent/President and the VPAS the authority to enter into contracts on behalf of the District and to establish administrative procedures for contract awards and management (III.D.16.02). The Purchasing Manager is empowered to contract for recurring purchases, services, and maintenance agreements within the limits set by Section 20651 of the Public Contract Code subject to the public contract code, government code, and education code with respect to purchasing, bid limits and contractual requirements.

### **Analysis and Evaluation**

The Merced Community College District implements the Board policies listed. The Purchasing and Risk departments also review contracts and agreements to ensure that contractual agreements with external entities are consistent with the mission and goals of the institution. All activity is aligned with the mission, goals and the strategic plan.

### **Standard III.A Human Resources Evidence List**

- III.A.1.01: Board Policy/Administrative Procedure 7120, Recruitment and Selection
- III.A.1.02: Board Policy/Administrative Procedure 7212, Part-time Faculty Hiring
- III.A.1.03: [Human Resources Employment Opportunities](#)
- III.A.1.04: [California Community College Job Registry](#)
- III.A.1.05: [Merced Sun Star](#)
- III.A.1.06: [Ed join](#)
- III.A.1.07: [Community College job.com](#)
- III.A.1.08: [Chronicle of higher Ed](#)
- III.A.1.09: [Higher Ed jobs](#)
- III.A.1.10: [Hispanic outlook](#)
- III.A.1.11: [HACU](#)
- III.A.1.12: [Inside higher Ed](#)
- III.A.1.13: Administrative Procedure 7211, Faculty Service Areas, Minimum Qualifications, and Equivalencies
- III.A.1.14: [Full Time Faculty Job Announcements](#)
- III.A.1.15: [Management Job Announcement](#)
- III.A.1.16: [Classified Staff Job Announcement](#)
- III.A.1.17: [Part Time Faculty Job Qualifications](#)
- III.A.1.18: [Community Services Positions Qualifications](#)
- III.A.2.01a: California Education Code 87001
- III.A.2.01b: California Education Code 87360
- III.A.2.02: Title 5 Section 53022
- III.A.5.01: Board of Trustees meeting minutes, March 8, 2016
- III.A.5.02: Part-time Faculty Evaluation Form
- III.A.5.03: Classroom Observation Narrative Form
- III.A.5.04: Student Evaluations of Teaching Form
- III.A.5.05: Classified Evaluation Form
- III.A.5.06: Administrative Procedure 7150, Evaluation
- III.A.5.07: Management Appraisal Form
- III.A.5.08: Board Policy/Administrative Procedure 2435, Evaluation of the Superintendent/President
- III.A.5.09: Board Policy 2430, Delegation of Authority to Superintendent/President
- III.A.5.10: Academic Senate meeting minutes, April 30, 2015
- III.A.5.11: [Board of Trustees meeting minutes, May 12, 2015](#)
- III.A.7.01: California Community Colleges Full-time Faculty Obligation Number, 2014
- III.A.7.02: California Community Colleges Full-time Faculty Obligation, 2013-2014, 2014-2015
- III.A.8.01: Part-time Faculty Orientation meeting, August 12, 2015
- III.A.8.02: Part-time Faculty Orientation meeting, January 13, 2016
- III.A.8.03: Board Policy/Administrative Procedure 7215, Flex Time
- III.A.9.01: Faculty Obligation Number letter, 2016-2017
- III.A.9.02: Strata Information Group (SIG), Merced College Final Report, February 16, 2016
- III.A.9.03: [Personnel Changes for Presidential Initiative, April 12, 2016](#)
- III.A.9.04: Personnel Schedule, July-December 2016

- III.A.9.05: [California Education Code 87100](#)
- III.A.9.06: Business Applications Analyst, Class Specifications, May 2016
- III.A.9.07: Board Policy 7231, Classified Employee Staff Development Program
- III.A.9.08: Board of Trustees meeting minutes, June 14, 2016
- III.A.10.01: [Board of Trustees meeting minutes, December 2, 2014](#)
- III.A.10.02: [California Community College Chancellor's Office IEPI Report, October 1, 2015](#)
- III.A.10.03: Dean of Institutional Effectiveness, Job Announcement, September 2016
- III.A.10.04: Board of Trustees meeting minutes, April 12, 2016
- III.A.10.05: Director of EOPS, Job Announcement, February 2016
- III.A.10.06: [CCCCO's FON, IPEDS, MIS reporting, webpage](#)
- III.A.11.01: [Board of Trustees Policies/Procedures, webpage](#)
- III.A.11.02: Board Policy 7360, Discipline and Dismissals-Academic Employees
- III.A.11.03: Board Policy/Administrative Procedure 7336, Drug and Alcohol Testing
- III.A.11.04: Board Policy 7610, Temporary Leave of Absence
- III.A.11.05: College Council meeting minutes, February 3, 2015
- III.A.11.06: Notice of Resignation or Retirement, form
- III.A.11.07: FMLA Employee Rights and Responsibilities
- III.A.11.08: New Faculty Orientation Agenda, August 11, 2015
- III.A.11.09: New Faculty Orientation Agenda, August 8, 2016
- III.A.12.01: Board Policy/Administrative Procedure 3420,
- III.A.12.02: Equal Employment Opportunity Plan 2013-2016, April 2, 2013
- III.A.12.03: Board Policy/Administrative Procedure 3410, Nondiscrimination
- III.A.12.04: Board Policy 3430, Complaints of Unlawful Discrimination
- III.A.12.05: [California Community Colleges Chancellor's Office Fall 2015 Staffing Report](#)
- III.A.13.01: Board Policy 2715, Code of Ethics/Standards of Practice
- III.A.13.02: Academic Senate Resolution, 02-09, March 26, 2009
- III.A.14.01: Convocation Evaluation Survey-Write-up, 2015
- III.A.14.02: Administrative Procedure 7220, Staff Development Program for Librarians and Counselors
- III.A.14.03: Flex Workshops Brochure, fall 2016
- III.A.14.04: Merced College Traditions, flyer, November 8, 2016
- III.A.14.05: Emerging Leadership Institute, flyer, August 11, 2016
- III.A.14.06: Counseling Cohort Workshop agenda, September 9, 2015
- III.A.14.07: Counseling Cohort Workshop, agenda, April 22, 2015
- III.A.15.01: Administrative Procedure 7145, Personnel Files

### **Standard III.B Physical Resources Evidence List**

- III.B.1.01: Facilities Master Plan
- III.B.1.02: Physical Plant and Instructional Support Block Grant, 2015-2016
- III.B.1.03: ADA Transition Plan
- III.B.1.04a: Maintenance and Construction Planning and Coordinating Team, notes November 7, 2016
- III.B.1.04b: Maintenance and Construction Planning and Coordinating Team, notes November 14, 2016
- III.B.1.05: Board Policy/Administrative Procedure 6800, Safety

- III.B.1.06: Director of Risk Management and Environmental Safety, Job Announcement, August 2014
- III.B.1.07: ASCIP Inspection, Child Development Center, November 28, 2011
- III.B.1.08: ASCIP Inspection, Los Banos Campus, January 12, 2012
- III.B.1.09: ASCIP Inspection, Merced Campus, January 9, 2012
- III.B.1.10: Trip Hazard Review and Invoice, November 7, 2015
- III.B.1.11: Incident Report Form
- III.B.1.12: Mandated Cost Reimbursement Funds Disbursement Report
- III.B.1.13a: Hazmat Inspection Report, Los Banos Campus, October 9, 2014
- III.B.1.13b: Hazmat Inspection Report, Merced Campus, April 11, 2014
- III.B.1.14: Health and Safety Committee meeting minutes, May 16, 2014
- III.B.1.15: Health and Safety Committee meeting minutes, September 19, 2014
- III.B.1.16: Health and Safety Committee meeting minutes, March 20, 2015
- III.B.2.01: Proposed Agriculture-Industrial Technology Building Project, October 5, 2014
- III.B.2.02: Five Year Plan Enrollment Projections, 2015
- III.B.2.03: Space Inventory Presentation, January 17, 2013
- III.B.2.04: [Maintenance, Operations, Transportation and Facilities Construction Program Review, 2014-2015](#)
- III.B.2.05: [Capital Planning and Development Program Review, 2014-2015](#)
- III.B.3.01: Project Scenario Summary Report, Agriculture-Industrial Technology Complex, September 29, 2015
- III.B.3.02: Project Scenario Summary Report, Los Banos Campus Library Expansion, September 29, 2015
- III.B.3.03: Project Scenario Summary Report, Vocational Renovation and Expansion, September 29, 2015
- III.B.3.04: Chancellor's Office FUSION Assessment Report, September 29, 2015
- III.B.3.05: Scheduled Maintenance Project List, 2015-2016
- III.B.4.01: Five-year Construction Plan, June 25, 2015
- III.B.4.02: Agriculture-Industrial Technology, Final Proposal Plan, revised December 17, 2014
- III.B.4.03: Facilities Master Planning Committee meeting minutes, May 15, 2015
- III.B.4.04: Bond Annual Report, 2014-2015

### **Standard III.C Technology Resources Evidence List**

- III.C.1.01: Technology Survey Executive Summary, 2014
- III.C.1.02: Merced College Technology Survey Summary, 2011-2012
- III.C.1.03: HelpDesk Closed Incidents July 2014 to June 2015
- III.C.1.04: Software Request Procedure Form
- III.C.1.05: Technology Committee meeting notes, May 8, 2015
- III.C.1.06: Merced College Datatel Users Group meeting notes, November 3, 2015
- III.C.1.07: Student Help Desk Activity Fall 2015
- III.C.1.08: BlackBeltHelp Monthly Report, February 2016
- III.C.1.09: Blackboard Third Party Integrations
- III.C.1.10: Distance Education Committee Notes 2015-09-02, pg. 1
- III.C.1.11: Blackboard Connection Security Verification



- III.C.1.12: 2014 Staff-Faculty New Computer List (Main Campus)
- III.C.2.01: HP Agreement MC 2285
- III.C.2.02: Merced College Technology Master Plan, 2013-2015
- III.C.2.03: Work Order ITS Wi-Fi Drops
- III.C.2.04: Web Redesign Project Plan
- III.C.2.05: OmniUpdate Contract MC2558
- III.C.2.06: Jeribai Tascoe web design MC2537, February 12, 2014
- III.C.2.07: Creative Cloud (Adobe)
- III.C.2.08: Microsoft 2015 Campus Agreement Worksheet – Merced
- III.C.2.09: Blackboard Learning Core 2yr agreement
- III.C.2.10: Administrative Services Master Planning Committee meeting minutes, October 25, 2013
- III.C.2.11: Budget Committee meeting minutes, April 20, 2015
- III.C.2.12: Active Directory Resource Request 2015-2016
- III.C.2.13: Phone Switch Resource Request
- III.C.2.14: Final Budget Agenda Backup p.4 Life Cycle Funding
- III.C.2.15: V-113 and V-115 Computers purchased with CTE Funding
- III.C.2.16: Business Intelligence, Dashboard Training Invites, January 19, 2016 and June 2, 2016
- III.C.2.17: IS Inc. SQL Report Builder training, April 22, 2015
- III.C.2.18: Ellucian SQL training
- III.C.2.19: Curriculum Committee meeting minutes, February 5, 2015
- III.C.3.01: CDW-G order GBNC303 72 computers
- III.C.3.02: ITS Computer Standards
- III.C.3.03: Emerson Merced College and LB agreements
- III.C.3.04: Quest Barracuda Firewall renewal, July 9, 2015
- III.C.3.05: Ellucian Maintenance Advantage Program BD May 6, 2014
- III.C.3.06: Symantec Symed Total Management, August 26, 2015
- III.C.4.01: Mitel Telephone and Voice Mail Quick Guides
- III.C.4.02: OU Training Schedule Summary September 2015–January 2016
- III.C.4.03: OU Campus Tutorials – Add a PDF
- III.C.4.04: SIRSI Training Sessions AV, 2014-2015
- III.C.4.05: IT Academy Courses facilitated by AV, 2014-2015
- III.C.4.06: Group Training Sessions AV, spring 2015
- III.C.4.07: How to reduce the size of a PDF instructions
- III.C.4.08: CCCApply EAPP instructions
- III.C.4.09: Create New Sub Site instructions
- III.C.4.10: Skills Set Online training, February 11, 2015
- III.C.4.11: One-on-One Faculty Blackboard Training – Canepa
- III.C.4.12: @One Training
- III.C.5.01: Administrative Procedure, 4105 Distance Education
- III.C.5.02: Board Policy/Administrative Procedure, 3721 Computer Technology Maintenance
- III.C.5.03: Social Media Checklist

### **Standard III.D Fiscal Resources Evidence List**

- III.D.1.01: Board Policy/Administrative Procedure 6200, Budget Preparation
- III.D.1.02: Board Policy/Administrative Procedure 6250, Budget Management
- III.D.1.03: Board Policy/Administrative Procedure 6300, Fiscal Management
- III.D.1.04: Final Budget Presentation p. 4, 2015-2016
- III.D.1.05: Budget Development Calendar Board approved, 2016-2017
- III.D.1.06: Budget Committee meeting agenda and minutes, October 19, 2015
- III.D.1.07: Board of Trustees meeting minutes p. 4, December 8, 2015
- III.D.1.08: Academic Senate Faculty Prioritization, 2015-2016
- III.D.2.01: Board of Trustees meeting minutes p. 3, November 20, 2012
- III.D.2.02: Cost Revenue Reduction Survey, 2012
- III.D.2.03: Campus Budget Communique "Budget Bits," 2014-2015
- III.D.2.04: Budget Training-Presentation, November 7, 2016
- III.D.3.01: Ways to impact the budget, September 22, 2014
- III.D.3.02: Preliminary Budget Manager meeting, February 27, 2015
- III.D.3.03: Sample Augmentation Responses, November 30, 2015
- III.D.4.01: [2015-16 Final Budget](#)
- III.D.4.02: [2015-16 Final Budget Support](#)
- III.D.4.03: Budget Committee meeting agenda and minutes, February 18, 2015
- III.D.4.04: EMPC Funding Processes
- III.D.4.05: Augmentation Justification Form, 2015-2016
- III.D.4.06: Facilities Master Planning Committee meeting packet, May 15 2015
- III.D.4.07: [Chancellor's Office 311Q Report, June 30, 2015](#)
- III.D.4.08a: Customer Service Academy Schedule, 2015
- III.D.4.08b: Emerging Leaders Institute Schedule, 2015-2016
- III.D.4.09: Food Forest Ground Breaking, November 14, 2014
- III.D.4.10: Botanic Garden Plan, November 18, 2014
- III.D.5.01: [Merced College Audit Report, June 30, 2014](#)
- III.D.5.02: [Purchasing Brochure](#)
- III.D.5.03: Budget Committee meeting agenda and minutes, September 22, 2014
- III.D.5.04: [Business Services Program Review, 2014-2015](#)
- III.D.6.01: [Chancellor's Office 311 Report, 2013-2014](#)
- III.D.8.01: Password Authorization Communication, September 09, 2014
- III.D.9.01: CCLC Cash Flow Worksheet, 2013-2014
- III.D.10.01: Merced College Foundation Investment Policy, March 2015
- III.D.10.02: Board Policy/Administrative Procedure 6320, Investments
- III.D.10.03: Categorical Expenditure Report-CARE, 2014-2015
- III.D.10.04: Bond Oversight Committee meeting agenda and minutes, October 2, 2014
- III.D.12.01: OPEB Retirement Health Trust Statement, 2015
- III.D.12.02: OPEB Actuarial Study, 2014
- III.D.14.01: Prop 39 Citizen Oversight Committee Statement of Compliance
- III.D.14.02: Bookstore Financial Statements, June 30, 2014
- III.D.14.03: Merced College Foundation Expenditure Guidelines
- III.D.14.04: Merced College Foundation Articles of Incorporation
- III.D.14.05: Merced College Foundation Scholarship Endowment Contract

- III.D.14.06: Merced College Foundation Donor Agreement Form
- III.D.15.01: Higher One student survey, fall 2014
- III.D.15.02: Bank Mobile, Student Training flyer, March 30, 2016
- III.D.16.01: Board Policy/Administrative Procedure 6100, Delegation of Authority
- III.D.16.02: Board Policy/Administrative Procedure 6340, Contracts

## **Standard IV: Leadership and Governance**

*The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.*

### **Standard IV.A: Decision-Making Roles and Processes**

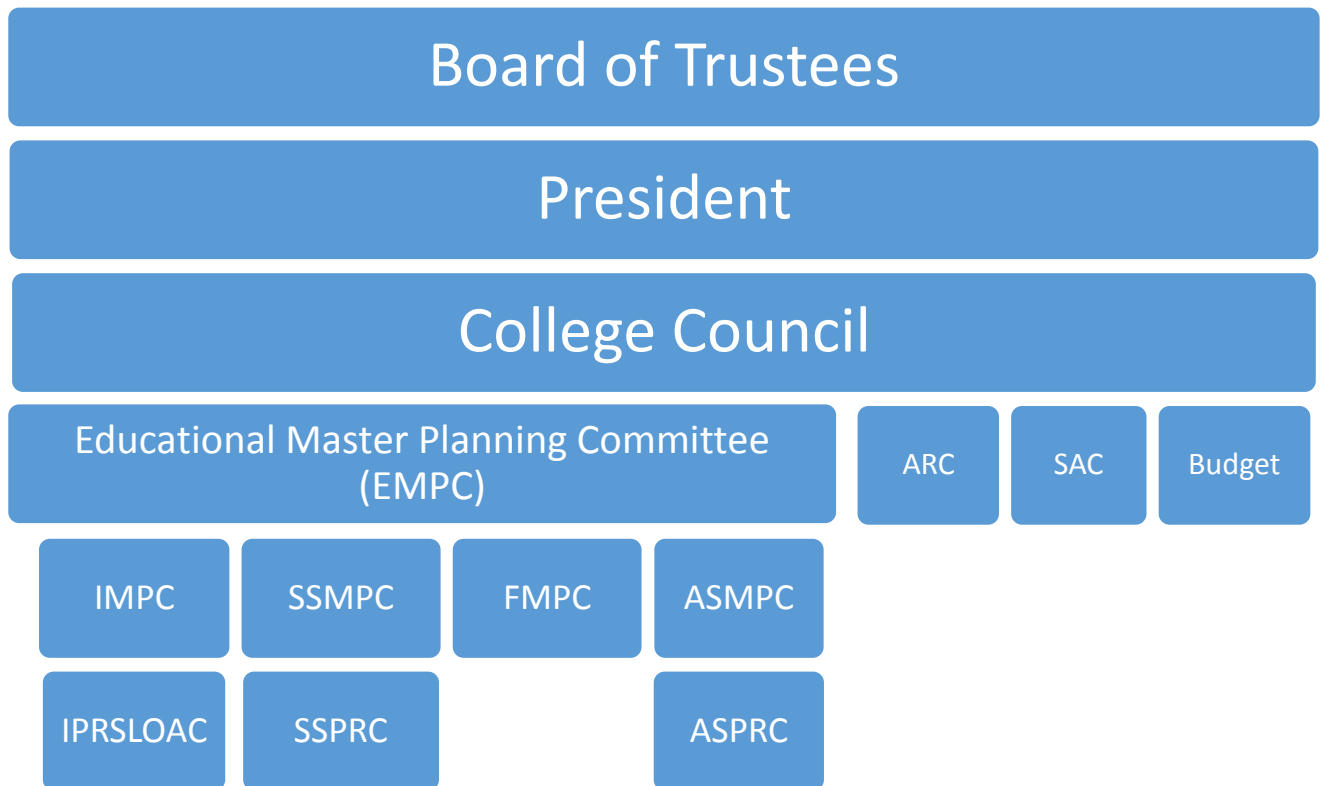
#### **Standard IV.A.1**

*Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

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

Merced College is committed to a philosophy of governance shared with prime constituents: Board, faculty, staff, students, administration, and community. The shared governance approach is integral to the College ambition of facilitating optimum success for all current and prospective students (IV.A.1.01). The College's Strategic Plan exemplifies its philosophy and approach ([I.A.2.06](#)). In fall 2013, the Superintendent/President charged a 14-member task force comprised of administration, staff, faculty, students, managers, and trustees to review and update the 2010-2013 plan. The task force forwarded its recommendations to the Educational Master Planning Committee on September 25, 2014 (IV.A.1.02). The Board of Trustees reviewed the changes and approved the final Strategic Plan in October 7, 2014 ([IV.A.1.03](#)).

The Strategic Plan directs itself to the goals of student access and student success. The Plan is designed to foster a culture of positive communication, effective collaboration, and academic excellence. They assure continuous quality improvement of technology and systems integration, partnered with the community, promoting a sustainable, supportive, and safe learning environment leading to a culture of institutional effectiveness and excellence. Various shared governance master planning committees monitor the Strategic Planning Goals. Merced College recognizes that leadership and governance is complex and occurs on many levels. Institutional leadership determines the direction and planning of the College through its shared governance committees. The *Integrated Planning, Program Review and Shared Governance Handbooks* ([I.B.4.02](#), [I.B.4.03](#), and [I.B.4.04](#)) outlines the College's governance structure. The chart below depicts the reporting relationships among the major shared governance committees.



The College Council consists of the Superintendent/President, Vice Presidents, and Presidents of the Academic Senate, Faculty Association, Associated Student Body, Classified Senate, Management Association, and CSEA. College Council provides information, facilitates communication, and strives to solve shared governance problems. It facilitates reviews of proposed changes to policies and procedures (I.B.3.05). The Educational Master Planning Committee (EMPC) is composed of the leaders from all constituent groups including chairs of the master planning committees that report to EMPC. The EMPC serves as the oversight committee for all Merced College master planning committees. It monitors development and progress of the Strategic Plan. It recommends resource allocations to the College Council, evaluates institutional resource requests forwarded by other master planning committees, and recommends College wide resource priorities to the Superintendent/President. Educational Master Planning Committee disseminates information among master planning committees, including but not limited to information regarding budget development. Educational Master Planning Committee also ensures that institutional outcomes are evaluated and implemented with development of component goals within the master planning committees that align with the institutional goals. Educational Master Planning Committee is charged with determining an instrument and process with which to review and evaluate the integrated planning process for administering to the master planning committees (I.B.3.04).

The Budget Committee (BC) functions within the budget development and master planning processes to assist the Vice President of Administrative Services, who reports directly to the Superintendent/President. College Council receives budget information through the Board

agenda review process. The budget, as presented, includes projections of current year income and expenditures as well as a breakdown of the reserves by various categories ([III.D.4.01](#)).

The Instructional Master Planning Committee (IMPC), Student Services Master Planning Committee (SSMPC), Facilities Master Planning Committee (FMPC) and the Administrative Services Master Planning Committee (ASMPC) all report to EMPC. Instructional Master Planning Committee provides direction and oversight for instructional planning, Program Review, and resource allocation (I.B.8.08). Student Services Master Planning Committee, provides broad oversight, advocacy, vision, and direction for all Merced College student services programs (I.B.8.02). Facilities Master Planning Committee ensures safe, healthy, comfortable, and acceptable educational facilities which promote effective and efficient learning. Facilities Master Planning Committee accomplishes its mission through implementation of the District's Facilities Master Plan (III.B.1.01) and by responding to requests from other master planning committees (III.B.4.03). ASMPC is charged to provide high-quality, cost-effective administrative services that support the College mission while fostering a safe and engaging multicultural environment (I.B.7.02).

Merced College students participate fully in shared governance at Merced College through ASMC which advocates student participation in the affairs of the College (IV.A.1.04).

Shared governance empowers Merced College faculty and staff to improve services and programs, largely through annual Program Reviews and student learning outcomes assessment. Program Reviews are completed annually and are an integral part of the total process of planning and budgeting. Each Program Review provides the basis for informed decisions on programs, personnel, facilities, equipment, and budget. The Program Review process is an opportunity for employees to participate actively in the growth of their programs and the growth of the College as a whole. Institutional planning and budget considerations are inevitably based on recommendations and justifications provided by Program Reviews. Completed Program Reviews can be found on the College's webpage ([I.A.2.04](#))

Student Learning Outcomes (SLOs) are assessed on each course twice in five years. SLO assessment is ongoing, systematic, and used for continuous quality improvement. SLO assessments consist of four parts: assessment; data and results; analysis and interpretation; and plans for improving student learning. Completed SLO assessments are reviewed by cohort assessment trainers. Once approved by the cohort assessment trainers they are submitted to the SLO coordinator who review, approve in turn, and post them. ([I.A.2.02](#))

## **Analysis and Evaluation**

Merced College is committed to shared governance and collaborative processes. Merced College encourages active participation of all constituent groups in planning and improvement. Board Policy/Administrative Procedure 3250 "ensures a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the College community". The Integrated Planning, Program Review and Shared Governance Handbook outlines the shared governance process of the College as well as the mission and membership of shared governance

committees. Evidence of constituent participation can be seen in the Strategic Plan, the Equity Plan, Educational Master Plan, Facilities Master Plan and other publications.

#### **Standard IV.A.2**

*The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

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

Board Policy 2200 (IV.A.2.01) delineates the duties and responsibilities of the Board of Trustees of Merced College. Included in these responsibilities is the obligation to represent the public interest, delegate power and authority to the CEO, and establish the climate in which educational goals are accomplished. Board Policy/Administrative 2410 (IV.A.2.02) allows all recognized groups of the College including administrators, faculty, (I.B.7.05, IV.A.2.03-IV.A.2.08) staff, and students to suggest new policies or changes to existing policies or administrative procedures. The procedure outlined in AP 2410 calls for submission of policy/procedure changes to the President's Cabinet for initial review and discussion. If further discussion is warranted the policy/procedure will be reviewed by the College Council. Following the review by College Council the proposed administrative procedure will be forwarded to the Board of Trustees for a first reading, second reading, and recommendation for adoption. Along with AP 2410, BP 2500 (IV.A.2.02, IV.A.2.09) defines the role of the Academic Senate in providing the faculty with a formal and effective procedure for participation in the formation of district policies on academic and professional matters. Board Policy/Administrative Procedure 3250 (IV.A.1.01) ensures that the College implement broad-based comprehensive, systematic, and integrated planning that involves the appropriate segments of the College Community. This allows for input by faculty, staff, students, and community members. The *Integrated Planning, Program Review and Shared Governance Handbooks* ([I.B.4.02](#), [I.B.4.03](#), [I.B.4.04](#)) explains the shared governance committee structures, duties, membership and place in the College governance and decision-making structure. Board Policy 2750 (IV.A.2.10) outlines the process for consulting collegially on academic and professional matters. The policy calls for the Board of Trustees to rely primarily upon the advice of faculty on matters of curriculum, degree and certificate requirements, grading policies, standards or policies regarding student success, and faculty professional development. It calls for mutual agreement in areas of educational program development, governance structures as related to faculty roles in accreditation, processes for Program Review, and processes for institutional planning and budget development.

Board Policy 5400 (II.C.4.06) recognizes ASMC as the official voice of students. Together with AP 2410 (IV.A.2.02), BP 5400 allows students to participate in the development and review of district policies and procedures. An ASMC representative serves on College Council and the master planning committees as well as sits as a non-voting member of the Curriculum Committee (Title 5 Section 51023.7(a)(1)). Students serve as voting members on all Program



Establishment, Discontinuance, and Modification committees as established by AP 4021 (I.B.6.03, IV.A.2.11, IV.A.2.12, IV.A.2.13, IV.A.2.14, IIA.15.03, II.A.15.04, II.A.6.05).

<b>College Council</b>	Facilitates reviews of proposed changes to policies and procedures as well as newly proposed policies and procedures, and makes recommendations to the Superintendent/President. (I.B.3.05)
<b>Budget Committee</b>	Assists the Vice President of Administrative Services on matters pertaining to budget development. The budget, as presented, includes projections of current year income and expenditures as well as a breakout of the reserves by various categories. All action items approved by the Budget Committee constitute recommendations to the VPAS. (III.D.5.03)
<b>Educational Master Planning Committee</b>	Serves as the oversight committee for all Merced College master planning committees. It oversees development of and progress on the Strategic Plan. It recommends resource allocations to the College Council, evaluates institutional resource requests forwarded by other master planning committees, and makes recommendations to the Superintendent/President on College wide resource priorities. EMPC fosters communication among master planning committees, including disseminating information regarding budget development. EMPC ensures that institutional outcomes are evaluated and implemented with component goals aligned within the master planning committee's institutional goals. EMPC is charged with determining an instrument and process that can be used to review and evaluate the integrated planning process. (I.B.3.04)
<b>Classified Senate</b>	Provides a vehicle by which the classified professionals are able to participate in the goals and mission of the College. The Classified Senate participates in the governance of Merced Community College. It actively collects, evaluates and disseminates information for the classified professionals and represent non-bargaining classified interests before and on any governance or College committee. (IV.A.6.01)
<b>Academic Senate</b>	Deals with all matters of academic and professional concerns not limited by law. The Academic Senate facilitates communication among faculty, administration, and the College Board of Trustees, participates in the formation of College, District, or State policy, and serves as the representative of the faculty, to make recommendations to the College administration and Board of Trustees with respect to academic and professional matters ( <i>Title 5, Chapter 1, Subchapter 8, 53200b</i> ). (III.A.5.10)
<b>Merced College Faculty Association</b>	Represents (exclusively) faculty employees in matters relating to employment conditions including but not limited to, wages, hours, and other terms and conditions of employment. ( <a href="#">IV.A.2.15</a> )

<b>California School Employees Association</b>	Solely represents classified professionals, (except Certificated, Management, Supervisorial, or Confidential personnel), in matter relating to employment conditions including, but not limited to, wages, hours, and other terms of conditions of employment. ( <a href="#">IV.A.2.16</a> )
<b>Associated Students of Merced College</b>	Exists for the purpose of preserving, protecting, and defending students’ rights, academic freedom, and representative student government. ASMC promotes the educational, social, and cultural opportunities of Merced College; fosters the diversity of Merced College and the community at large; and advocates full student participation in the affairs of Merced College. ( <a href="#">IV.A.2.17</a> )
<b>Management Association</b>	Strengthens the administration and education service programs of the District through participatory administrative practices and procedures. It works to improve communications, decision-making, conflict resolution, and other relationships as they relate to the administration of education programs. ( <a href="#">IV.A.2.18</a> )

## Analysis and Evaluation

Anticipated BP/AP 3700 (IV.A.2.19) updates should enhance shared governance at Merced College. Current policy/procedure does not delineate the roles of the constituent groups but the proposed updated policy will clearly implement procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy and procedures will make provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. The procedures will also specify how individuals may forward ideas on appropriate policy, planning, and special-purpose committees. The policy/procedure is currently being reviewed by College Council (IV.A.2.220-IV.A.2.26, I.B.3.05), Academic Senate (IV.A.2.27), Classified Senate (IV.A.2.28), and Management Association and should be brought soon to the Board of Trustees for an informed vote.

## Standard IV.A.3

*Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

## Evidence of Meeting the Standard

Administrators and faculty, through policy and procedures, exercise a strong voice in maintenance and development of policies, planning, and budget that relate to their areas of responsibility and competence. Administrative Procedure 2410 (IV.A.2.02) allows all recognized groups of the College, including administrators and faculty, (IV.A.3.01-IV.A.3.04, IV.A.2.03-IV.A.2.08) the opportunity to suggest new policies or changes to existing policies or administrative procedures. Board Policy 2500 (IV.A.2.09) charges the Academic Senate to provide faculty with a “formal and effective procedure for participating in the formation of district policies on academic and professional matters”. Board Policy 2750 (IV.A.2.10) outlines

the process for consulting collegially on academic and professional matters. The policy states that the Board of Trustees will rely primarily upon the advice of faculty on curriculum, degree/certificate requirements, grading policies, standards or policies regarding student success, and policies for faculty professional development. It states further that Board and faculty will come to mutual agreement on areas of educational program development, governance structures as related to faculty roles in accreditation, processes for Program Review, and process for institutional planning and budget development. The Constitution and Bylaws of the Academic Senate summarize the shared governance and other College wide committees served by Academic Senate President. He/she co-chairs the Educational Master Planning Committee; co-chairs the Budget Committee; is a member of the Assessment Review Committee; a member of College Council; and a member of the Standing Accreditation Committee (IV.A.3.05, IV.A.3.06). The Academic Senate bylaws also establish that faculty and administrators serve jointly as voting members on the Curriculum Committee. Additionally, Academic Senate bylaws state that the Student Success Committee, co-chaired by the Student Success Coordinator and a faculty member, will provide a place for shared planning for direct student support from the instructional and student services areas. The Student Success Committee membership will also include the President, Vice President of Instruction, Vice President of Student Services, counselors, instructional faculty, librarians, the Dean of Equity and Student Success, and instructional deans (IV.A.3.07). AP 3250 (IV.A.1.01). The Student Success Committee ensures that the planning system of the College is broad-based and benefits from input by administration and faculty. AP 4021 (I.B.6.03) delineates the faculty and administration role in the processes of program establishment and program discontinuation/ modification. Committee membership will consist of the Academic Senate President and VPI (as co-chairs) as well as the dean of the area, the faculty lead, 1-2 discipline faculty, the curriculum chair and a counselor.

In addition to policies and procedures The *Integrated Planning Handbook, Program Review and Shared Governance Handbooks* defines the roles of faculty and administrators in shared governance at Merced College ([I.B.4.02](#), [I.B.4.03](#), [I.B.4.04](#)). As outlined in the *Integrated Planning Handbook*, faculty and administrators have a voice in planning, policies, and budgets at Merced College ([I.B.4.02](#)). According to the *Shared Governance Handbook* ([I.B.4.04](#)), administrators and faculty co-chair the master planning committees including the Educational Master Planning Committee, Administrative Services Master Planning Committee, Student Services Master Planning Committee and the Facilities Master Planning Committee. Program Review processes at Merced College assess and improve student learning. The Program Review process is outlined in the *Integrated Planning, Program Review and Shared Governance Handbook*. Faculty complete PRs before submitting them to the appropriate area dean, director or manager. The faculty meet with their area dean, director or manager to establish area priorities for resource allocation requests. The reviews move to the appropriate master planning committee. Each master planning committee evaluates the documents and determines the overall priority of items requested through Resource Allocation. Summaries of requests are reviewed, ranked and moved to EMPC for a College wide review and final disposition.

The Merced College Faculty Association Agreement ([I.B.1.13](#)) establishes at least one faculty lead for each of the defined instructional areas. According to the agreement, the faculty lead “works in consultation with the Dean and in conjunction with discipline faculty in the

development of faculty workload, faculty class schedules, resource allocation, and the schedule of courses”. The agreement stipulates the faculty lead “serves as liaison between the faculty and Dean. The Faculty Lead shall meet on a regular basis and as needed with his/her Area Dean”.

## **Analysis and Evaluation**

Board Policy and Administrative Procedures define the processes for administrator and faculty participation in policy/procedure review and development, institutional planning and budget development. Administrative Procedure 2410 states “Suggested policies and/or administrative procedures or changes to existing policies and/or administrative procedures may be brought forward by any recognized group representing the faculty, staff, or students”. The faculty, through the Academic Senate, has a defined and substantive role in governance at all levels. Board Policy 2500 and Board Policy 2750 further establish faculty participation. The *Integrated Planning, Program Review and Shared Governance Handbooks* establishes administrator and faculty participation in all shared governance committee work. Academic Senate bylaws establish administrator and faculty participation in the Curriculum Committee and Student Success. Administrative Procedure 4021 establishes administrator and faculty input in program discontinuation, establishment, and modification.

### **Standard IV.A.4**

*Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

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

Faculty and academic administrators assume responsibility for recommendations regarding curriculum and student learning programs and services. These responsibilities are defined by the following Board Policies and Administrative Procedures ([I.C.2.01](#)):

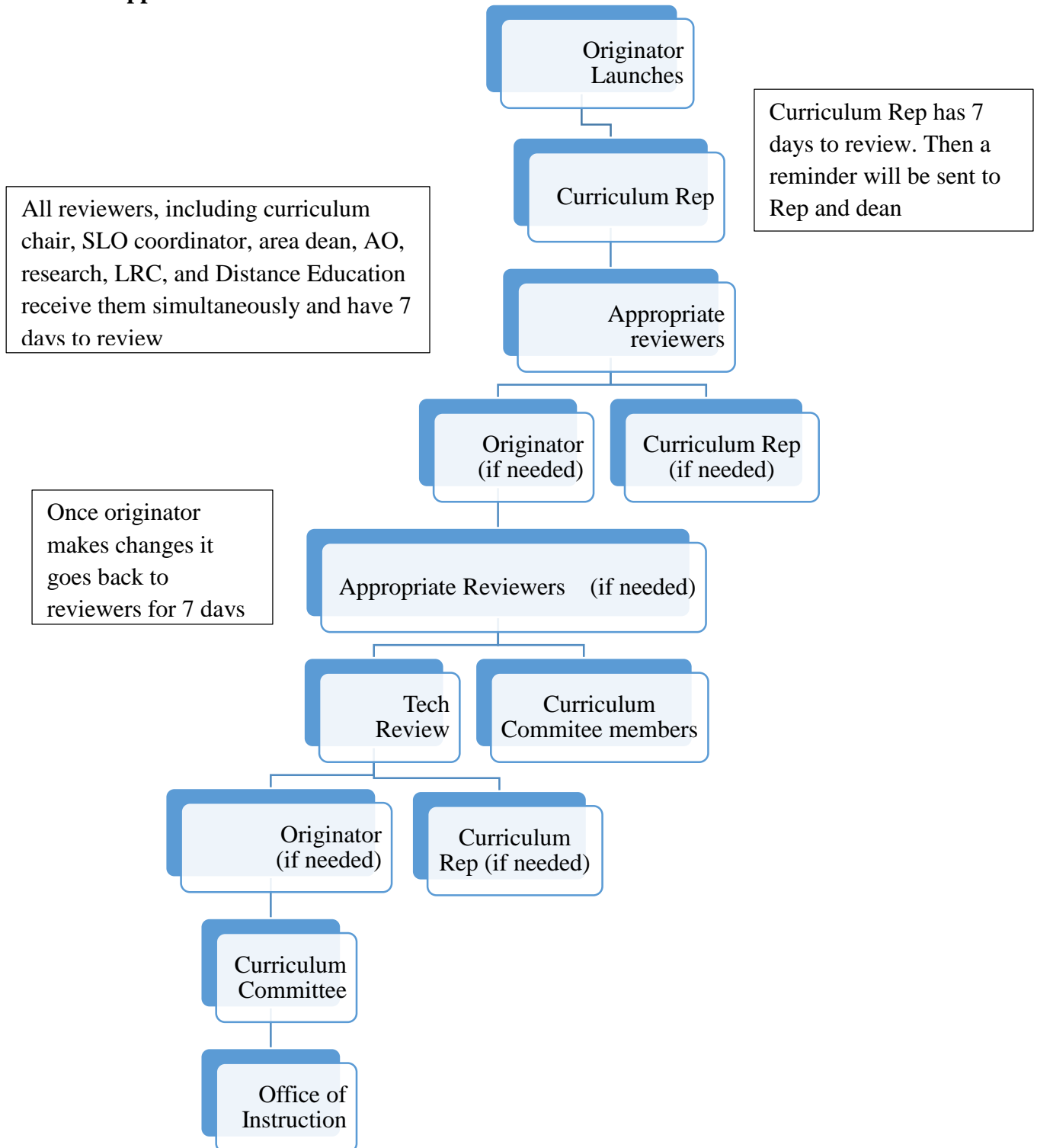
- BP/AP 4020: Program and Curriculum Development
- AP 4021: Program Establishment, Discontinuance and Modification
- BP/AP 4025: Philosophy and Criteria for Associate Degree and Gen. Ed.
- BP/AP 4040: Library and Other Instructional Support Services
- BP/AP 4050: Articulation
- BP/AP 4100: Graduation Requirements for Degrees and Certificates
- BP 4220: Standards of Scholarship
- BP/AP 4260: Prerequisites and Co-requisites
- AP 4105: Distance Education

The Curriculum Committee, a standing committee of the Academic Senate, represents diverse views of faculty, administration and students. Curriculum Committee membership includes faculty, the Vice President of Instruction, and two area deans as specified in the Academic Senate Constitution and Bylaws (IV.A.3.05, IV.A.3.06). The Curriculum Committee implements the philosophy and mission of the College in the development, review and renewal of all College instructional programs and courses. Academic Senate resolution 26-13 (IV.A.4.01) outlines the

curriculum process which includes review by the curriculum representative for that cohort, the curriculum chair, SLO Coordinator, the area dean, the articulation officer, research, learning resource center, and the distance education committee (where appropriate). Below is the diagram for the streamlined curriculum approval process. All Curriculum Committee decisions are presented to the Board of Trustees for approval ([IV.A.4.02](#)). According to BP 2750 (IV.A.2.10), the Board of Trustees relies primarily on the recommendation of the Curriculum Committee for curriculum-related decisions.

Faculty and administrators share in the responsibility for recommendations to programs and services through the annual Program Review process. The Program Review process is outlined in the *Integrated Planning, Program Review and Shared Governance Handbooks* ([I.B.4.02](#), [I.B.4.03](#), [I.B.4.04](#)). Through Program Review, faculty and staff identify areas for short and long-term improvement as well as the resources required. Area administrators and the appropriate Vice Presidents evaluate the Program Reviews. The Program Review process is used for annual planning and budgeting. Resource allocation requests from Program Reviews are forwarded to the appropriate master planning committee (Instructional Master Planning Committee, Student Services Master Planning Committee, or Administrative Services Master Planning Committee). The master planning committees arrange the requests in priority order before forwarding the ranked list to the Educational Master Planning Committee for final disposition.

## Curriculum Approval Process



## Analysis and Evaluation

Faculty and administrators collaborate through curriculum and Program Review processes. Curriculum Committee responsibilities, as outlined in policies and procedures, are supported by Curriculum Committee meeting minutes and agenda (IV.A.4.03, IV.A.4.04). The Academic Senate recently approved, through Resolution 26-13, a streamlined curriculum process that will allow for quicker updates and approvals

### Standard IV.A.5

*Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

### Evidence of Meeting the Standard

Merced College ensures the appropriate consideration of relevant perspectives when making campus decisions. Board Policy/Administrative Procedure 2015 (IV.A.5.01) allows for a student member of the Board of Trustees. A student is elected annually by the Associated Student Body for a one-year term as a sitting member at Board of Trustees meetings. Board Policy 2345 provides the public an opportunity to participate in Board business. (III.A.5.08). Board Policy 2340 permits members of the public to address agenda items at Board meetings (III.A.5.09). Constituencies report at every Board meeting: Academic Senate; Faculty Association; Classified Senate; California Schools Employee Association; Management Association; Associated Students of Merced College ([IV.A.5.02](#)). The *Integrated Planning, Program Review and Shared Governance Handbooks* ([I.B.4.02](#), [I.B.4.03](#), [I.B.4.04](#)) provides transparent structures and pathways for the effective participation of all constituent groups through the shared governance process. The *Shared Governance Handbook* defines the membership and responsibilities of each shared governance committee as well as the committees' reporting relationships. The *Shared Governance Handbook* also specifies timelines for decision making and planning as seen in the Integrated Planning Calendar ([I.B.4.02, pp.10-20](#)) and the Integrated Planning and Program Review Cycle diagram ([I.B.4.02, p. 6](#)). The *Handbook* is reviewed annually by master planning committees and appropriate changes are made to ensure a clear understanding of institutional planning. Institutional planning at Merced College, as described by BP/AP 3250 (IV.A.1.01), involves the appropriate segments of the College community, including faculty, staff, students and community members. Board Policy 2500 (IV.A.2.09) provides the faculty with formal procedure for participating in the formation of policies on academic and professional matters while BP 2750 (IV.A.1.10) outlines the process of consulting collegially on academic and professional matters between faculty and the Board. BP 2750 defines the items of the 10+1 where the Board will rely primarily upon the advice of the Academic Senate and items where the Board and Academic Senate will reach mutual agreement. Board Policy/Administrative Procedure 2410 (IV.A.2.02) allows for groups representing faculty, staff, or students to suggest new policy or procedures or to suggest changes to existing policies or procedures. Board Policy 2430 delegates authority to the President (III.A.5.09), recognizing the President's competence to



monitor compliance with relevant laws and regulations and submit required reports on or before deadline. The Merced College Strategic Plan is reviewed and updated every two years ([I.A.2.06](#)). The Strategic Plan assesses strengths and weaknesses of College programs and services. Progress on the Strategic Plan is tracked throughout its years of implementation ([I.A.2.06](#)).

The Curriculum Committee, a standing committee of the Academic Senate, represents diverse views of faculty, administration and students. Committee membership (faculty, the Vice President of Instruction, and two area deans) is specified in the Academic Senate Constitution and Bylaws (IV.A.3.06). The Curriculum Committee has primary responsibility for implementing the philosophy and mission of the College in the development, review and renewal of all Merced College instructional programs and courses. The Curriculum Committee meets bi-monthly (II.A.6.01, II.A.6.02 and II.A.6.04) to review curriculum and make appropriate changes to programs and courses. The curriculum changes are reviewed and acted on monthly by the Board of Trustees ([IV.A.5.02](#)).

### **Analysis and Evaluation**

The *Integrated Planning, Program Review and Shared Governance Handbooks* along with Board Policies 3250, 2500, 2750, 2410, and 2430 provide transparent views of all College governance, visible in shared governance committee meeting minutes and the master planning committees meeting minutes (I.B.3.04, I.B.3.05, I.B.7.02, I.B.8.02, I.B.8.08 and III.B.4.03).

### **Standard IV.A.6**

*The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

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

The *Integrated Planning, Program Review and Shared Governance Handbooks* along with Board Policies 3250 (IV.A.1.01), 2500 (IV.A.2.09), 2750 (IV.A.1.10), 2410 (IV.A.2.02), and 2430 (III.A.5.09) outline the decision-making process at Merced College. The College offers opportunities for the general public to speak on matters of general District business as described in BP 2345 (III.A.5.08). Board Policy/Administrative Procedure 2015 (IV.A.5.01) allows for a student member of the Board of Trustees. The student is elected by the ASB, serves an academic year. The student trustee is recognized as a board member at the meetings and is permitted an advisory vote. Constituent groups (Academic Senate, Faculty Association, Classified Senate, California Schools Employee Association, Management Association, and Associated Students of Merced College) report at each Board meeting ([IV.A.5.02](#)). The *Shared Governance Handbook* makes widely available the responsibilities, membership, and reporting relationships of the Merced College shared governance committees. Decisions made in committee meetings and through regular governance and decision-making processes are widely communicated to the campus community through meeting minutes (I.B.3.04, I.B.3.05, I.B.7.02, I.B.8.02, I.B.8.08 and III.B.4.03) and newsletters (III.D.2.03). Academic Senate subcommittees provide bi-monthly updates to the Senate through oral reports (I.B.3.09, I.B.3.11, and IV.A.2.27). Representatives of the Academic Senate to the various shared governance and planning committees also provide

updates to the faculty through a committee newsletter (I.B.3.08) delivered via e-mail at least once a month. Representatives of the Classified Senate provide oral updates at Classified Senate meetings (IV.A.6.01, IV.A.6.02).

Merced College has provided additional information to the College community through Budget Forums (IV.A.6.03-IV.A.6.06), Accreditation Forums, Strategic Plan Forums (IV.A.6.07), Equity Forums, Vice President of Instruction Candidate Forums, and Presidential Candidate forums. Every fall and spring, Flex credit workshops update faculty and staff on important issues (I.B.9.02-I.B.9.04). The deans and faculty leads, who comprise the Instructional Council, disseminate information on discussions and decisions made in Instructional Council meetings through e-mails, blogs, and presentations at area and cohort meetings (IV.A.6.08-IV.A.6.10). Student Services also convenes all-division meetings throughout the year. These meetings identify common themes and include department wide professional development opportunities.

The institution documents dialog and discussions on issues of program establishment, discontinuation and modification through a process outlined in AP 4021 (I.B.6.03). Faculty, administration, staff, students and the community participate in decisions regarding the viability of College instructional programs. Committee recommendations are disseminated through Academic Senate resolutions (IV.A.6.11-IV.A.6.16) and on the Program Investigation website ([II.A.15.01](#)). Once the Academic Senate has voted on a course of action for a program it directs the Curriculum Committee to act (IV.A.6.17) and report to the Board of Trustees (IV.A.6.18).

The Student Equity Plan is another example of participation by all constituent groups ([I.A.2.09](#)). Equity Forums were held in September of 2014. The Board heard presentations entitled “Accreditation Theme: Equity” (IV.A.6.19) and “Merced College 2014-2017 Student Equity Plan” (IV.A.6.20). In addition, the Academic Senate led an in-depth discussion of the Student Equity Plan which resulted in passage of Senate Resolution 15-14 (IV.A.6.21).

The Citizens’ Oversight Committee informs the public concerning District expenditures of bond revenues authorized by the voters in the county primary election of November 2002. It does this through agendas, minutes, construction reports and annual reports ([IV.A.6.22](#)).

The College community convenes during Convocation Day prior to the start of the fall semester each August. As part of the program, the Superintendent/President issues a “State of the College” address and updates the gathering on various items such as accreditation, Program Review, technology, the Student Equity Plan, and Assessment Review Committee update.

The *Campus Digest*, the District’s primary faculty and staff newsletter, is produced monthly through the Office of Institutional Advancement ([IV.A.6.23](#)). With its first issue, published in December 2011, the *Digest* has become a central repository of College news and information. It is posted on the College website. A limited run of copies is also printed and distributed to each department and division within the District.

## Analysis and Evaluation

Processes and decisions are communicated widely to the College community through websites, agendas, meeting minutes, newsletters, blogs, and forums. The documents that outline the decision-making process, the board policies, the administrative procedures and the *Integrated Planning, Program Review and Shared Governance Handbooks* are accessible through the College website ([www.mccd.edu](http://www.mccd.edu)).

### Standard IV.A.7

*Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

### Evidence of Meeting the Standard

Merced College regularly reviews the institutions governance structure, leadership and decision-making policies. The Board of Trustees, via BP/AP 2745 (IV.A.7.01), completes a self-evaluation every two years to identify areas which may need improvement. According to BP/AP 2435 (IV.A.7.02), the Board of Trustees conducts an annual evaluation of the Superintendent/President of Merced College using criteria based on board policy, the Superintendent/ President's job description, and performance goals and objectives. College Council regularly reviews proposed changes to policies and procedures as well as newly proposed policies and procedures, and makes recommendations to the Superintendent/President ([I.B.4.02](#), [I.B.4.03](#), [I.B.4.04](#)).

The College conducted a broad survey of employees concerning leadership and governance (IV.A.7.03). Key findings: 64 percent of responders strongly agree or agree that the institution establishes and implements policy and procedures authorizing administration, faculty and staff participation in the decision-making process. 58 percent of respondents strongly agree or agree that administrators and faculty have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budgeting as related to their areas of responsibility. 44 percent of responders strongly agree or agree that the institution ensures the appropriate consideration of relevant perspectives.

The Academic Senate conducts a yearly survey of governance and leadership at Merced College. The Faculty Assessment of Administration Survey (FAAS) provides information as to perceptions of leadership and administration, and is also helpful in reviewing governance processes (I.B.7.08). The survey was taken by 68 percent of full-time faculty in 2015. Thirty-three percent of responders strongly agree or agree that the administration effectively implements plans to improve the College, 21 percent of responders strongly agree or agree that budgetary practices are transparent. Sixty-three percent of responders strongly agree or agree that their immediate supervisors communicate substantial decisions, concerns and general information in a clear and timely manner. Fifty-three percent strongly agree or agree the Superintendent/President communicates substantial decisions, concerns and general information in a clear and timely

manner. Forty-eight percent of the respondents strongly agree they receive timely communication from Vice Presidents on pertinent matters. The FAAS has been shared widely—most pointedly in the Academic Senate (III.A.5.10) and with the Board of Trustees (III.A.5.11).

The Academic Senate reviews its Constitution and Bylaws annually and makes appropriate changes (IV.A.3.06). The Senate also regularly reviews Board Policies and Administrative Procedures and makes recommendations for changes (I.B.7.05, II.A.3.04, II.A.3.08, IV.A.2.03, IV.A.4.02 and IV.A.7.04). Additionally, the Academic Senate regularly reviews its procedures and makes necessary adjustments (IV.A.4.02). These changes are communicated through meeting minutes (I.B.3.09, I.B.3.11 and IV.A.2.27).

According to the *Integrated Planning, Program Review and Shared Governance Handbooks* “by October of each fall semester, every College-wide governance committee reviews its charge, size, and representation as part of its periodic self-evaluation process (IV.A.7.05-IV.A.7.14), and a co-chair makes a recommendation to the College Council to confirm or revise them; the Council then acts to approve or request changes in that recommendation” (IV.A.7.15-IV.A.7.18, IV.A.2.26). According to the *Shared Governance Handbook*, an effective committee self-evaluation should include suggestions for operational improvements. This evaluation considers the alignment and integration between the committee’s work and the Merced College mission, the College’s strategic plan and other planning and decision-making processes, and the work of related committees (IV.A.7.19-IV.A.7.23, IV.A.7.14).

The College’s governance and decision-making policies, procedures, and processes have been regularly evaluated for more than three years using an instrument specially designed by governance committee members (I.B.7.09). The surveys address Accreditation Standards, focusing primarily on Standard 1B (institutional effectiveness and planning) and Standard IV (leadership and governance). The College uses these evaluations as the basis for improvement, asking each governance committee to reflect on the prior year’s assessment in formulating goals for the upcoming year (IV.A.7.24). An example: Budget Committee discussions (IV.A.7.25) found a need to increase training for committee members. As a result, a training meeting was held in November 2015 (IV.A.6.09). The EMPC’s review of the 2014-2015 survey resulted in a fresh look at aggregated results for all shared governance committees, so that trends could be highlighted for the governance and planning system as a whole (IV.A.7.24). Out of both EMPC’s and College Council’s reviews of the data, a consensus emerged: The College should survey members of the College community concerning the same issues to determine their awareness of the governance process. This consensus was addressed in the accreditation employee survey distributed to the College community in fall, 2015 (IV.A.7.03). Shared governance surveys also formed a basis for accreditation reports, the President’s Report to the Community, and other communiqués. A good sample is the report on survey results in the October 2013 *Campus Digest* (IV.A.7.18).

The aggregated survey results for all shared governance committees for 2012-2015 is reported (I.B.7.07). Results to some of the survey questions are shown below.

	% of Shared Governance Committee members that strongly agree or agree with statement in 2012-2013	% of Shared Governance Committee members that strongly agree or agree with statement in 2013-2014	% of Shared Governance Committee members that strongly agree or agree with statement in 2014-2015
Members understand committee's charge	81.4%	79.6%	79.66%
Members understand committee's goals	73.5%	79.5%	80.51%
Members understand the committee's role within the College	75.5%	84.1%	80.51%
Members believe the committee's outcomes (planning, documents, handbooks, etc.) accurately reflect dialog	83.3%	81.8%	82.2%

### Analysis and Evaluation

Evaluation of governance and decision-making processes at Merced College are achieved through Board Policy and Administrative Procedures, committee self-evaluation, and surveys. The common shared governance survey probably should undergo critical revision. Many committees found the questions confusing and inapplicable to their specific committee charge (IV.A.7.18). Although it is useful to compare all the committees' responses for several years, perhaps only a portion of the questions need to be identical. For a survey to be a truly effective the questions need to be more specific to each committee.

## **Standard IV.B: Chief Executive Officer**

### **Standard IV.B.1**

*The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

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

The College's chief executive officer is the Superintendent/President. The Superintendent/President has primary responsibility for the quality of the institution. This responsibility is formalized in policy—specifically, in Board Policy 2430-Delegation and Authority to Superintendent/President (III.A.5.09)—and in Board Policy and Administrative Procedure 6100-Delegation of Authority (III.D.16.01).

The Superintendent/President's responsibility for the leadership of the College is also included in his employment contract, which was published on pp. 91-101 of the October 7, 2014 Board meeting packet ([IV.B.1.01, pp. 91-101](#)).

The Superintendent/President provides leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Superintendent/President chairs College Council, the lead communication committee of the College ([I.B.4.04](#)).

The Superintendent/President co-chairs the Educational Master Planning Committee, the primary planning council of the College, to which all the other Master Planning committees report ([I.B.4.04](#)). The Superintendent/President manages and oversees the effectiveness, responsiveness, and quality of all aspects of services and instruction of the College through the administrators and managers who directly report to the Superintendent/President: the Vice Presidents of Instruction, Student Services, and Administrative Services, the Director of Human Resources, the Director of Public Information and Institutional Advancement, and the Director of Information Technology Services. The Superintendent/President meets with direct reporters individually on a regular appointment basis in addition to just-in-time meetings to deal with issues of a timely nature. The Superintendent/President chairs a weekly Cabinet meeting of direct report administrators and managers in which affairs of the College are discussed including planning priorities, staffing needs and augmentation, budget status, contracts, grants, enrollment trends, financial reporting to the state, policies and procedures, and matters that will be presented to the Board prior to their presentation. The Superintendent/President also meets at least monthly with the entire management team to provide direction and establish priorities. In the spring 2016 semester, two retreats were held (one for administrators and one for all managers and administrators) to set goals to be accomplished to meet the needs of the Strategic Plan. The achievement status of the goals set in the spring was reviewed by the Management Team in July 2016. The Superintendent/President serves as head of all College-wide planning activities, and participates in the Standing Accreditation Committee ([I.B.4.04](#)), assessing institutional effectiveness in these venues.

The relative effectiveness of the Superintendent/President's leadership is assessed in the Faculty Assessment of Administration Survey (FAAS). The survey is completed by Merced College faculty, both full time and part time, and asks them to comment on topics such as the President's commitment to communication and shared governance. The survey results are presented to the Board of Trustees (I.B.7.08).

## **Analysis and Evaluation**

At Merced College, the Superintendent/President has primary responsibility for the quality of the institution and exercises appropriate authority to ensure that the goals of the institution are met. The Superintendent/President through oversight of direct report administrators and managers and through direction and priority setting for the entire institution provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

### **Standard IV.B.2**

*The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

## **Evidence of Meeting the Standard**

The Superintendent/President has structured the College's administration to address the needs of the College and the strategic directions embodied in the Strategic Plan. The administrative structure can be seen in organizational charts posted in the College website ([IV.B.2.01](#)).

The administrative structure has been evaluated and revised to address needs and strategic directions embodied in the current Strategic Plan, as evidenced first by the Superintendent/President's proposal of a reorganization in spring 2013, presented and discussed in College Council (IV.B.2.02) and two College wide forums. As a result of these discussions and forums the administrative organization was assessed and a revision proposed by a Reorganization Task Force which reported their findings in December 2013 (IV.B.2.03). Thereafter, the Superintendent/President presented a revised proposal to the Board in April 2014 ([IV.B.2.04](#), [IV.B.2.05](#)).

The Merced College administrative structure has been subject to a salary benching comparison study conducted by Hanover Research for the College (IV.B.2.06).

Additional changes to the of the administrative structure were made in April 2016 in response to the Institutional Effectiveness Partnership Initiative, the Strata Information Group report on Information Technology Services, and critical needs illustrated in Program Reviews and related personnel requests. As retirements occur, other changes will happen. As of this writing, the Vice President of Instruction is leading a review of instructional areas for the purpose of realigning discipline cohorts to streamline personnel and other resources.



The Superintendent/President delegates authority to administrators and others consistent with their responsibilities, as appropriate. Board Policy 2432-CEO Succession (IV.B.2.07) provides a minimal framework for delegation of authority as needed.

The Superintendent/President appoints an Acting President when he/she is out of town or away from campus for significant periods of time. The Superintendent/President delegates preparation of Board reports to appropriate subordinates—as evidenced by the recent presentation on the College’s Final Budget (III.D.4.01).

The strength and appropriateness of the College administration have been extensively reviewed, with revisions implemented based on the reviews.

### **Analysis and Evaluation**

The College’s administrative structure has been recently reviewed in committee meetings, and In April, 2014, a Reorganization Task Force submitted recommendations for change to the Board of Trustees. Additional changes to the administrative structure were made in 2016 in response to the Institutional Effectiveness Partnership Initiative. Board Policy 2432-CEO Succession provides a framework for delegation of authority as needed.

### **Standard IV.B.3**

*Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the College sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

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

The Superintendent/President established and utilized a collegial process that sets values, goals, and priorities including leadership of development of the 2014-2016 Strategic Plan update, including review and revision of mission, vision, values and establishment of motto. The process of developing the plan and these other guiding documents is described in a posting on the College website ([IV.B.3.01](#)). The plan and Board adoption may be seen in the Board’s posted meeting minutes for October 7, 2014 ([IV.A.1.03, item 9f](#)).

The Superintendent/President ensured that the College sets institutional performance standards for student achievement—institution-set standards as documented in the College’s annual reports (I.B.3.01a-d).

The Superintendent/President ensured that evaluation and planning rely on high-quality research and analysis of external and internal conditions—as exemplified in the development of the Strategic Plan and in the regular Program Review process. Use of appropriate data in the development of the Strategic Plan has been documented ([IV.B.3.01](#)). Use of relevant data is well documented in the development of Program Reviews ([I.A.2.04](#)).

Similarly, the Superintendent/President ensured that educational planning is integrated with resource planning and allocation to support student achievement and learning—as described in the College’s *Integrated Planning Handbook* ([I.B.4.02](#)).

The Superintendent/President established procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution—as shown in annual surveys of governance committee members (I.B.7.07) and in the Strategic Plan tracking document created and posted to evaluate and confirm progress on goals and objectives ([I.A.2.06](#)).

The Superintendent/President communicates institutional values, goals (institution-set standards) and strategic direction in several ways. Summary comments and references have been included regularly in *Campus Digest* columns ([IV.B.3.02](#)). The Strategic Plan has been publicly posted ([I.A.2.06](#)). The President has also presents updates to the community at large in his annual State of the College address ([IV.B.3.03](#)).

The Superintendent/President is familiar with data and analyses of institutional performance. Having led the Strategic Planning Task Force, he reviewed data and the concomitant analyses of institutional performance ([IV.B.3.01](#)).

The Superintendent/President communicates the importance of a culture of evidence and a focus on student learning through summary comments and references in *Campus Digest* columns, as noted above; through the public posting of Strategic Plan; through his presentation of updates to the community (noted above, the annual “State of the College” address); through regular presentations on “State of the College” at Convocation; and through frequent verbal references to institutional values and goals in administrative meetings and governance discussions.

The Superintendent/President has linked institutional research, especially research on student learning, to institutional planning processes, and resource allocation processes through establishment and maintenance of resource allocation process described in the College’s *Integrated Planning Handbook* ([I.B.4.02](#)).

The Superintendent/President has developed a link between research on student learning and student achievement and institutional planning through the development of the 2014-2016 Strategic Plan update, which included research into relevant data ([I.A.2.06](#)).

Following effective practice, the Superintendent/President uses data in decision making, identifying priorities and measuring progress in building a culture of evidence and inquiry, as demonstrated in recent communications to the College community (*Campus Digest* September 2015 and College wide e-mail concerning “Accreditation and Related Matters”) ([IV.B.3.02](#), IV.B.3.04).

## **Analysis and Evaluation**

The Superintendent/President guides the institutional improvement of the teaching and learning environment by providing leadership in the development and assessment of the Strategic Plan, as well as the mission and vision statements. The Superintendent/President chairs College Council and The Educational Master Planning Committee, the foremost communication and planning committees of the College. Chairing these committees allows the Superintendent/President to assess the *Integrated Planning, Resource Allocation and Shared Governance Handbooks*. The Superintendent/President provides regular communication in the *Campus Digest* and at various College wide events throughout the year.

### **Standard IV.B.4**

*The CEO has the primary leadership role for accreditation, insuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

## **Evidence of Meeting the Standard**

The Superintendent/President exercises leadership in matters related to accreditation, working consistently to ensure that the District meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies. The Superintendent/President takes a lead role in accreditation-related issues by communicating with the College community when needed, as demonstrated recently in response to the “enhanced monitoring” letter from the Commission, in a general College-wide e-mail (“Accreditation and Related Matters”) and in a *Campus Digest* column (IV.B.3.03)

Other College leaders—faculty, staff, and administrators—also have responsibility for accreditation compliance. The Superintendent/President ensures others on campus understand accreditation by hosting accreditation trainings for lead staff. The President hosted a regional Commission training for accreditation institutional self-evaluation on May 1, 2015 at the College’s Merced campus, in which College leaders participated: (IV.B.3.03). The Interim Superintendent/President also had made sure the need to meet Accreditation Standards was at the forefront of College wide discussion. The Superintendent/President is a member of the Standing Accreditation Committee which is described in the *Shared Governance Handbook* ([I.B.4.04](#)).

## **Analysis and Evaluation**

At Merced College, the Superintendent/President takes the primary leadership role for accreditation. The Superintendent/President, ensures that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times and is vigilant in sharing information related to changes in these matters to the institution as a whole. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements and document compliance through validation of the work of the Standing Accreditation Committee.

### **Standard IV.B.5**

*The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

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

The Superintendent/President accounts for the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with the institutional mission and policies, through many processes including leadership of the President's Cabinet, of EMPC, and of College Council. College Council is the shared governance council that serves as the institution advisory body to the President. It is at College Council where policies are regularly reviewed and the mission of the College is often referenced in its proceedings (IV.A.2.25, IV.A.2.26)

The Superintendent/President also assures effective control of budget and expenditures in the service of the College mission. This control is exercised in a number of ways including insistence the entire College follows the planning and budgeting processes in place; review of budget augmentations and addition of staff positions requested through the planning process; and participation in regional and statewide CEO meetings that address changes in statewide funding. Review of budget augmentations and requests for additional staff is most often done in the President's Cabinet where the President solicits and receives advice on implications of changes, especially increases, in budgeted amounts. The Superintendent/President instituted a staffing priorities review process for use in Cabinet to ensure funding only for those staffing needs that address strategic priorities and the College mission.

The Superintendent/President also is primarily responsible for recommending the Final Budget to the College's governing Board and by addressing any questions the Board may have about the priorities built into the Final Budget (III.D.4.01)

## **Analysis and Evaluation**

The Superintendent/President of Merced College assures the implementation of statutes, regulations, and governing board policies through a number of processes at the College, including the adherence to the budgeting and planning processes instituted by the College. The

Superintendent/President assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures in part by relying on the effective use of processes and the thorough review of Cabinet-level administrators.

#### **Standard IV.B.6**

*The CEO works and communicates effectively with the communities served by the institution.*

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

The Superintendent/President communicates regularly and effectively with the communities served by the College, as evidenced by delivery of regular annual State of the College addresses held since 2013 to which the community at large has been invited. In 2016, the Interim Superintendent/President asked the President of the Merced College Board of Trustees to present the address in the absence of a permanent Superintendent/President. A *Campus Digest* report on the 2015 address can be seen in the April 2015 Campus Digest ([IV.B.6.01](#)). The speech given by the President of the Board of Trustees, Dennis Jordan, in 2016, can be seen in the April 2016 *Campus Digest* ([IV.B.6.02](#)).

The former Superintendent/President was a member of Rotary International and sat on the board of his local club. He visited other Rotary clubs and other service clubs in the region frequently, and made a presentation to the Atwater Lions Club on October 27, 2015. The former Superintendent/President was also a member of Merced Boosters, a local group organized to encourage economic development in the area, and he served on the High-Speed Rail Station Planning Ad Hoc Committee for the City of Merced, having presented on a report on behalf of this committee on September 8, 2015 at the City Council. Minutes for that meeting are posted on the City of Merced website ([IV.B.6.03](#)).

The former Superintendent/President was put on leave by the Merced College Board of Trustees January 26, 2016 until his retirement in June 2016 (IV.B.6.04). In February 2016, the Board appointed an acting Superintendent/President (IV.B.6.05). They extended the appointment of that same individual to interim status June 14, 2016 (IV.B.6.06).

The Interim Superintendent/President belongs to Soroptimist International of Merced, the League of Women Voters of Merced County, the American Association of University Women, the Merced County Historical Society, the National Association for the Advancement of Colored People, and the Merced County Arts Council. She also is an elected member of the Merced City School District Board of Trustees, and served as chair of the board for 2016. She was named Educator of the Year by the Greater Merced Chamber of Commerce in August 2016 ([IV.B.6.07](#)).

The Interim Superintendent/President instituted a series of community breakfasts at the Merced College downtown Business Resource Center. In addition, at the direction of the Superintendent/President, the Office of Instruction organized a community presentation on career-transfer education co-hosted by the Greater Chamber of Commerce.

At the beginning of the fall 2016 semester, the Office of Institutional Advancement and the Superintendent/President combined efforts to provide a full-page advertisement about the accomplishments of Merced College faculty in 2015 in the Merced County Times.

### **Analysis and Evaluation**

The Superintendent/President of Merced College works to establish and maintain ties with the communities served by Merced College and communicates effectively with those communities.

## **Standard IV.C: Governing Board**

### **Standard IV.C.1**

*The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)*

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

The Board of Trustees has authority by law (California Education Code 70902) to set policies for, and govern, the institution. Education Code 70902 may be found at ([IV.C.1.01](#)).

The Board has a policy manual that describes the Board's role in assuring academic quality, integrity, and the effectiveness of learning programs and services as well as financial stability. The Board's policies are posted in BoardDocs ([I.C.2.01](#)).

Specific Board Policies define the Board's role in setting policy to accomplish these ends. Board Policy 2200 gives the Board the responsibility to define policies (IV.A.2.01). Board Policy/Administrative Procedure 2410 defines the parameters for adopting policies and procedures (IV.A.2.02).

Policies that address academic quality, integrity and effectiveness of learning programs and services are exemplified by Board Policy 4025 (II.A.12.01).

Policies that address financial stability are exemplified by Board Policies 6200, 6250, and 6300 (III.D.1.01-III.D.1.03)

Board Policies are reviewed and revised on a regular basis. In all but one of the twelve regular monthly meetings from October 2014 through October 2015, the Board has reviewed policies. Board agendas show review of policies from October 2014 through October 2015 ([IV.A.5.02](#)).

Policy review as a function has been discussed by the Board in its most recent workshop, on November 12, 2015 ([IV.A.5.02](#)). Policy revision is tracked via the postings for each policy and procedure document in the Board's policies listed in BoardDocs ([I.C.2.01](#)). However, some policies have not been reviewed for many years, as shown by Board Policy 2010 and Board Policy 6752 (IV.C.1.02, IV.C.1.03).

As a result of its Board education activities in recent months, the Board has reviewed its method of tracking policy review, and directed the Superintendent/President to establish a review calendar to ensure consistent, methodical review of all policies.

The Board's goals address effectiveness of student learning programs and services by their focus on student success. The Board's goals may be viewed on the College's website ([IV.C.1.04](#)).



The College's vision, mission and values statements include a focus on learning and student success. The College's Strategic Plan Goal 1 addresses student access and success. Goal 4 addresses institutional improvement in service of student learning as well as institutional effectiveness. Goal 6 addresses institutional effectiveness and academic excellence. The Strategic Plan as well as the vision, mission and values statements may be viewed at ([I.A.2.06](#)).

### **Analysis and Evaluation**

The institution has policies in place that identify the roles and responsibilities of the Governing Board. These policies assure the academic quality, integrity, and effectiveness of the student learning programs and services. Financial information is taken to the Board at least four times per year and budget information is reviewed and approved as well as audited information to ensure financial stability of the institution (ER 7). Updates to Board Policies are received regularly and often reviewed twice before Board approval.

#### **Standard IV.C.2**

*The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

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

The Merced Community College District Board acts collectively through their formal votes, which is how the Board takes action. The Board's votes are published in the posted minutes of each meeting. Thus, the Board's actions are available to the public for review. The January 13, 2015 meeting minutes may serve as an example showing Board action ([IV.C.2.01](#)).

Generally, the Board's formal actions are unanimous. Of the thirteen Board meetings held between January 1, 2015 and November 1, 2015, three contained split votes of the Board. Board minutes for January through October, 2015 may be reviewed at ([IV.C.2.02](#)).

During this period, split votes occurred in May, June and September. Minutes for those meetings may be seen at ([IV.C.2.03](#), [IV.C.2.04](#), and [IV.C.2.05](#))

### **Analysis and Evaluation**

The Board has undergone training twice in the last two years that included this provision. Once a vote is taken, the Board acts as a collective entity. Discussion on a variety of governance topics is welcomed and representative of different frames of District reference.

#### **Standard IV.C.3**

*The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

## **Evidence of Meeting the Standard**

The Board has a clearly defined policy for selecting and evaluating the Superintendent/President. The policy and procedure for CEO selection is documented as BP/AP 2431 (IV.C.3.01). The Board used this procedure in the selection process for the current Superintendent/President, as demonstrated through meeting minutes during spring 2012 ([IV.C.3.02](#)).

The Board has a defined process for evaluating the Superintendent/President, reflected in Board Policy 2435 (III.A.5.08) and in the Superintendent/President's employment contract. The employment contract may be found on pp. 91-101 of the October 2014 Board meeting packet ([IV.B.1.01, pp. 91-101](#)).

The Board has used the processes outlined in Board Policy 2435 (III.A.5.08) and in the Superintendent/President's employment contract to evaluate the Superintendent/President, as evidenced in its recent evaluations ([IV.C.3.03](#)).

The Board sets expectations for reports on institutional performance in its Board goals which may be reviewed at ([IV.C.1.04](#)), and in the annual performance objectives of the Superintendent/President.

## **Analysis and Evaluation**

The former Superintendent/President was evaluated using processes outlined in Board Policy. The recruitment of a new Superintendent/President is being conducted and is following the process outlined in Board Policy and by established Human Resources procedures. The Board updated this policy prior to the formation of the hiring committee to broaden the representation of constituents. The Board goals set the expectations of the Superintendent/President.

## **Standard IV.C.4**

*The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)*

## **Evidence of Meeting the Standard**

California law establishes the parameters under which the Board operates and under which it governs the District. Thus, the Board is inherently independent.

Board members are elected according to law and policy to represent specific voting districts with the Merced Community College District. Board Policy 2100 establishes the trustee areas for electing members of the Board (IV.C.4.01).

Trustee elections and trustee areas define representation of the public interest. In November 2011, new trustee area maps were adopted with the intent to provide equitable representation of

citizens in each area. The Board meeting packet and minutes from November 2011 show the newly adopted trustee areas ([IV.C.4.02](#), [IV.C.4.03](#)).

Based on current information, the Board advocates for and defends the College from undue influence or political pressure. During the summer of 2016, internal and external groups pressured the Board to rescind or change prior actions. After extensive and passionate public discussion, the Board held firm to the course it set earlier in the year ([IV.C.4.04](#)).

## **Analysis and Evaluation**

The Board acts as an independent policy making body. Its elected members strive to reflect public interest. The members operate with integrity and firmness of purpose.

### **Standard IV.C.5**

*The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

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

The Board establishes policies consistent with the College and District mission, vision and values. The Board's policies are posted on the College website ([I.C.2.01](#)).

The Board allocates resources necessary to support these policies and the mission, vision and values of the College, as is evident in the approval of the Final Budget for 2015-2016 ([IV.C.5.01](#), [IV.C.5.02](#), [IV.C.2.05](#)). Board Policy 6200 explicitly states the policy and expectation that the annual budget will reflect and support the College mission and goals (III.D.1.01).

Current Board goals indicate commitments to quality, integrity and improvement in student learning programs and services. The Board goals may be reviewed at ([IV.C.1.04](#)).

The Board is aware of the College's institution-set standards and their use as a basis for planning. The Board has reviewed and discussed the ACCJC Annual Report containing institution-set standards. The minutes of the Board's April 14, 2015 meeting show evidence of the Board's review of the Annual Report ([IV.C.5.03](#)).

The Board is an independent policy-making body. Its actions are final and are not subject to the actions of any other entity. Under California law, the Board's decisions are final in virtually all matters within its jurisdiction. Decisions concerning curriculum and state revenue are subject to review and approval of the California Community College Chancellor's Office

The Board's goals and other planning documents reviewed by the Board indicate an intention to build the capacity to promote and sustain student learning and student success. The Board's

recent review of the updated Student Success and Support Program Plan indicates an intent to address student success in learning and achievement ([IV.C.3.03](#), [IV.C.5.04](#)).

The Board has also reviewed and adopted the Student Equity Plan for the College in 2014 for the 2014-2015 academic year ([IV.C.5.05](#), [IV.C.5.06](#)).

At this writing, the Board is scheduled to review the Student Equity Plan for 2015-2016 ([I.C.2.01](#)).

The Board's engagement with both the Student Success and Support Program Plan and the Student Equity Plan indicate an intention to support improvement in student learning and achievement. In addition, the Board has indicated that it wishes to continue its training program within the Governance Institute for Student Success of the Association of Community College Trustees ([I.C.2.01](#)).

### **Analysis and Evaluation**

Policies are established and periodically reviewed and are consistent with the College mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The presentation and dialog around the Student Success and Support Program Plan and the Student Equity Plan as well as regular updates from Instruction provide appropriate information to ensure positive student outcomes. All legal and financial matters are brought to the Board for approval on a regular basis.

### **Standard IV.C.6**

*The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

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

The Board's bylaws for membership, duties and responsibilities, and operating procedures are published in the Board's policy listing on the District website. Policy series 2000 constitutes the Board's bylaws ([I.C.2.01](#)).

Board Policy 2010 and Board Policy/Administrative Procedure 2015 specify membership ([IV.C.1.04](#), [IV.A.5.01](#)).

Board Policy 2200 specifies Board duties and responsibilities ([IV.A.2.01](#)).

Board Policy/Administrative Procedure 2015 specifies duties and responsibilities of the student member ([IV.A.5.01](#)).

Board Policies and Administrative Procedures from BP 2100 through BP 2750, inclusive, describe the structure and operative procedures of the Board ([I.C.2.01](#)).

## Analysis and Evaluation

The Board has approved policies that govern the Board's size, duties, responsibilities, structure, and operating procedures.

### Standard IV.C.7

*The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

### Evidence of Meeting the Standard

The Board acts in a manner consistent with its policies and procedures. Minutes of Board meetings indicate that the Board acts in a manner consistent with its policies and procedures. A sample of recent Board meeting minutes may be found at ([IV.C.5.03](#)).

The Board reviews most of its policies frequently, and has developed a system for tracking policy review. In all but one of the last twelve regular monthly meetings, the Board has reviewed policies. Recent Board agendas clearly show ongoing review of policies ([IV.A.7.01](#)).

Policy review as a function and process has itself been discussed by the Board in its most recent workshop. Evidence of this discussion may be seen under the minutes and agenda for the November 12, 2015 workshop ([IV.A.5.02](#)).

Policy revision is tracked via the postings for each policy and procedure document in the Board's policies listing located in BoardDocs ([I.C.2.01](#)). Some policies, however, have not been reviewed for many years (Board Policies 2010 and 6752 are examples) (IV.C.1.02, IV.C.1.03).

As a result of its Board education activities in recent months, the Board has reviewed its system of tracking policy review, and directed the Superintendent/President to establish a review calendar to ensure consistent, methodical review of all policies as evidenced by dates listed on updated policies located in BoardDocs ([I.C.2.01](#)).

## Analysis and Evaluation

The governing Board acts within its legal and procedural limits when following its policies. The Board assesses its policies and bylaws for their effectiveness in fulfilling the College mission and revises them as necessary. A plan has been developed through the Program Review process in the Office of the President to ensure regular updates to Board Policies.

### Standard IV.C.8

*To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

## **Evidence of Meeting the Standard**

The Board regularly reviews broad indicators of student learning and achievement. Data regularly reviewed by the Board includes student performance measures. The Board reviews annually the student performance measures collectively called “Accountability Reporting for Community Colleges/Student Success Scorecard.” A sample of the ARCC/Student Success Scorecard may be viewed at ([I.A.2.05](#)). The most recent Board review of the Scorecard data is posted with the February 2015 meeting minutes ([IV.C.8.01](#)).

The Board has reviewed plans for improving academic quality in the form of the Board’s own goals and the current Strategic Plan goals and objectives. Review of Board goals has occurred periodically—in a workshop in April 2015, as well as the Board’s meeting on September 15, 2015 ([IV.C.2.02](#)). The Board discussed its goals again at its November 12, 2015 workshop, and plans to review them in the context of the Governance Institute for Student Success planned for spring 2016. The Board approved the current Strategic Plan goals for improving academic quality on October 7, 2014 ([IV.A.1.03](#)).

In addition, the Board’s review of Student Success and Support Program plans and Student Equity plans has constituted regular review of plans for academic improvement. Board Review of Student Success and Support Program Plan occurred in October 2015 ([IV.C.3.03](#), [IV.C.5.04](#)).

Board Review and approval of the Student Equity Plan for 2014-2015 occurred in December 2014 ([IV.C.5.06](#), [IV.C.5.07](#)). Board Review of the revised Student Equity Plan for 2015-2016 occurred on December 8, 2015 ([I.C.2.01](#)).

In recent months, the Board has engaged more thoroughly with student success and student equity. The Board discussed an action plan for student success and student equity at its November 12, 2015 workshop ([I.C.2.01](#)).

The action plan included placing an item on each Board agenda relevant to improving academic quality and student learning and achievement, closing achievement gaps, and increasing student success and completion of educational goals. Members of the Board attended the Governance Institute for Student Success under the directions of the Association of Community College Trustees in El Cajon, California (September 24-25, 2015).

## **Analysis and Evaluation**

The Board regularly reviews key indicators of student success, learning, and achievement in the form of Accountability Measures and Scorecard. The strategic plan and institutional plans for improving academic quality are reviewed and approved. Additional information on student success is presented to the Board on a regular basis.

### **Standard IV.C.9**

*The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

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

The governing Board has an ongoing training program for board development, including new member orientation. The Board's regular program for development and orientation is described in Board Policy 2740 (IV.C.9.01).

The Board has implemented this policy through regular attendance at appropriate conferences and workshops. In October 2015, a Trustee attended the Association of Community College Trustees convention in San Diego, California. The Board has continued to hold two workshops annually, the most recent July 2016 workshop ([I.C.2.01](#)).

The Board has a formal mechanism for providing for continuity of board membership and staggered terms of office. The Board members have staggered terms of office as described in Board Policy 2100 (IV.C.4.01).

#### **Analysis and Evaluation**

The governing Board has an ongoing training program for board development, utilizing outside conferences and at least two internal workshops including new member orientation. The Board has staggered terms of office to ensure continuity.

### **Standard IV.C.10**

*Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

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

Board policies establish a process for board evaluation. Board Policy 2745 provides for regular Board self-evaluation (IV.A.7.01). This policy calls for regular review, at least every two years.

The Board has engaged in self-evaluation. Board workshops over the last two years have included self-evaluation and reflection. For example, the Board's orientation workshop in January 2013 included review of Board roles and responsibilities ([IV.C.10.01](#)). Subsequent workshops have also delved into Board self-reflection: for example, August 24, 2013 workshop on Board/CEO roles and a subsequent workshop in March 2014 ([IV.C.10.02](#), [IV.C.10.03](#)).



More recently, in fall 2015, members of the Board engaged in a Board self-evaluation exercise organized by the ACCT Governance Institute for Student Success (September 24-25 in El Cajon, California). At their workshop on November 12, 2015, the board reviewed the same self-evaluation instrument and indicated that they preferred to utilize it (in lieu of the previous self-evaluation instrument) in a fresh Board self-evaluation (IV.C.1.03).

The Board's self-evaluation tool has included assessment of effectiveness in promoting and sustaining academic quality and effectiveness, practices and performance, and participation in Board training. The most recent instrument used and reviewed has even more focus on issues of academic quality and student learning ([IV.C.10.04](#)).

The results of Board self-evaluation are used to improve Board performance, institutional effectiveness, and academic quality. Evidence of improvements is in the Board's adoption of a comprehensive set of goals. Approval of Board goals occurred on March 4, 2014 ([IV.C.10.05](#), [IV.C.10.06](#), and [IV.C.10.07](#)).

The Board self-evaluation results are made public through meeting minutes that summarize the discussion. Board discussion of self-evaluation results may be seen in the minutes of the workshop held on January 9, 2014 and previous Board discussion of self-evaluation results may be seen in minutes of the August 24, 2013 workshop ([IV.C.10.08](#), [IV.C.10.02](#)).

The Board discussed self-evaluation results at the Governance Institute for Student Success in El Cajon (September 24-25, 2015). As noted above, the Board has plans to engage in another self-assessment in 2016, to be discussed during a fresh Governance Institute for Student Success context.

## **Analysis and Evaluation**

The Board engages in self-evaluation. The evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness and has been updated to reflect information received from the Governance Institute.

### **Standard IV.C.11**

*The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

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

The Board has established a code of ethics and a conflict of interest policy that meets the standard. The Board's Code of Ethics and Standards of Practice are embodied in Board Policy

2715 (III.A.13.01). This policy includes a process for member censure in the event of a violation. Individual members adhere to the code of ethics.

The Board also has a conflict of interest policy and code. The policy is embodied in Board Policy 2710 (IV.C.11.01). The Board's conflict of interest code is embodied in Administrative Procedure 2712 (IV.C.11.02). The Board's Conflict of Interest policy has recently been updated, and its associated Conflict of Interest Code is regularly reviewed and updated.

None of the current board members has employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed through annual filing of Economic Interest forms (Form 700) under California law. These forms are available for inspection in the Administrative Services office. Board members' economic interests do not interfere with their impartiality; nor do their interests outweigh the Board's duty to ensure the academic and fiscal integrity of the institution. Merced College is a public institution; none of the Board members hold an ownership interest.

### **Analysis and Evaluation**

The governing Board has and upholds code of ethics and standards of conduct Board Policies. All elected officials submit their Form 700 in a timely fashion.

### **Standard IV.C.12**

*The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

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

The governing Board delegates responsibility and authority to the Superintendent/President to implement and administer board policies. BP 2200 clarifies the Board's right to delegate power and authority to the Superintendent/President to lead the District (IV.A.2.01).

Board Policy 2715 makes clear that the Board's primary function is establishment of policy and that individual trustees have no authority (III.A.13.01).

Board Policy 2430 also clarifies the roles of Superintendent/President and the Board, emphasizing delegation of authority (III.A.5.09).

The Superintendent/President's employment contract also indicates delegation of responsibility and authority, with emphasis on personnel decisions ([IV.B.1.01, pp. 91-101](#)).

In addition, delegation of responsibility and authority to the Superintendent/President has been made clear to all parties through several workshops and orientations over the last couple of years, especially the workshops in August 2013, March 2014, and the orientation workshop in December of 2014 ([IV.C.12.01](#), [IV.C.12.02](#), [IV.C.12.03](#), [IV.C.10.02](#), [IV.C.10.03](#), [IV.C.12.04](#), [IV.C.5.05](#)). More recently, the Governance Institute for Student Success has also provided some

information about CEO role vs. Board role, and the Board's review of Accreditation Standard IV.C in their November 12, 2015 workshop has provided similar reminders ([I.C.2.01](#)).

The Board generally deliberates at the policy level. This can be verified by review of Board minutes from the last several months. The October 2015 meeting seems typical ([IV.A.4.02](#), [IV.A.5.02](#)).

The Board has and continues to use its evaluation of the Superintendent/President to focus on implementation of Board policies and achievement of institutional goals. The Board Policy 2435 defines evaluation of the Superintendent/President, along with the Superintendent/President's employment contract (IV.A.7.02, [IV.B.1.01, pp. 91-101](#)).

The Board and the Superintendent/President review performance objectives as part of the evaluation process in preparation for the start of each academic year. These documents are available for review. They consistently contain objectives that include achievement of institutional goals. Annual performance objectives set expectations for reports on institutional performance (IV.C.12.05, [IV.C.5.05](#)).

The Board sets expectations for information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity through its Board Goals, and through discussions at meetings ([IV.C.1.07](#)).

## **Analysis and Evaluation**

Through Board Policy, the Board delegates full responsibility and authority to the CEO to implement and administer board policies without Board interference and holds the CEO accountable for the operation of the College.

### **Standard IV.C.13**

*The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

## **Evidence of Meeting the Standard**

The Board is informed about Accreditation, and supports the College's efforts to improve and excel. Board orientations and workshops have contained information about the Accreditation Standards. For example, the December 2014 orientation included Accreditation information ([IV.C.5.05](#)).

In addition, the Board has frequent reports concerning Accreditation in the form of progress updates or informational reports on specific reports to the Commission. These updates occurred throughout 2016 ([IV.A.5.02](#)).

Earlier examples include reports to the Board at the October 13, 2015 meeting ([IV.C.3.03](#), [IV.C.13.03](#), pp. 81-91), and at the April 14, 2015 meeting ([IV.C.13.01](#), [IV.C.13.02](#), pp. 70-79) process. In the November 12, 2015 Board workshop, the current draft outlines for Standard IV.C were reviewed (IV.C.1.05).

The Board participates appropriately in institutional self-evaluation and planning efforts. The Board has reviewed and approved the Strategic Plan and comparable planning documents, after briefings on their preparation and contents. Board review and approval of the Strategic Plan is documented on the College website ([I.A.2.06](#)).

The Board's acceptance of the Associated Students' Sustainability Challenge is a more recent example of involvement in the College's self-evaluation and planning. This occurred on May 12, 2015 ([IV.C.2.03](#)). Similarly, the Board approved the Institutional Effectiveness Goals and Framework in June 2015 ([IV.C.13.04](#)). The Board has sought and received progress reports on its goals, a recent example being a report on September 12, 2015 ([IV.C.2.05](#)).

Board actions indicate a commitment to improvements planned as part of institutional self-evaluation and accreditation processes. The Board's approval of the 2014-2016 Strategic Plan constitutes Board commitment to improvements planned as part of institutional self-evaluation and accreditation ([I.A.2.06](#)).

Similarly, the Board's approval of the Institutional Effectiveness Goals and Framework in June 2015 demonstrates a commitment to improvements as part of institutional evaluation and planning ([IV.C.13.04](#)).

Board actions also reflect a commitment to supporting and improving student learning outcomes as reflected in the Accreditation Standards. Board actions also indicate expectations for institutional improvement. The Board consistently insists on follow-through regarding student learning outcomes assessment as a basis for institutional progress. In the October 13, 2015 Board meeting, the Board called for appropriate response to an "enhanced monitoring" letter from the Commission, a large part of which dealt with assessment of student learning outcomes ([IV.C.13.03](#), pp. 81-91).

The Board has been informed consistently of reports to the Commission. Examples include the March 2014 Midterm Report, reviewed by the Board on March 4, 2014 ([IV.C.10.05](#), [IV.C.10.07](#)). Another example is the Board's review of the March 2015 Annual Report reviewed in April ([IV.C.13.01](#), [IV.C.5.04](#)).

The Board is knowledgeable about Accreditation Standards, including those that apply to the Board itself. In its workshop in December 2014, the Board was briefed on the accreditation standards, with emphasis on those that apply to the Board ([IV.C.5.05](#)). Again, more recently, the Board reviewed Standard IV.C in its November 12, 2015, workshop (IV.C.1.05). The Board's upcoming self-evaluation will occur in conjunction with a Governance Institute for Student Success; it will provide insight on the Board's knowledge of Accreditation Standards (IV.C.13.05).

The Board assesses its own performance using Accreditation Standards. While the Governance Institute for Student Success is not a Commission-specific tool, it will assess the Board's general acquaintance with Accreditation Standards. In addition, the Board is participating in review of drafts of this self-evaluation report. It is organized according to the Commission Standards, and functions as a de facto self-assessment by the Board. The new tool that the Board is adopting for its self-evaluation process includes reference to Accreditation Standards ([IV.C.10.04](#)).

The Board's development program addresses the need to learn about Accreditation Standards and expectations. Board Policy 2740, which describes the Board's development program, stipulates specifically that the orientation of Board members include the most recent Accreditation reports (IV.C.9.01). In addition, actual orientation materials include the Accreditation Standards themselves, as was the case for the orientation held in December 2014 ([IV.C.5.05](#)).

### **Analysis and Evaluation**

The governing board receives regular updates on the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status. The Board supports through policy the College's efforts to improve and excel. Accreditation is part of the Board self-evaluation.

### **IV.D Multi-College Districts or Systems**

This standard is not applicable to Merced College.

#### **Standard IV.A Decision-Making Roles and Processes Evidence List**

- IV.A.1.01: Board Policy/Administrative Procedure 3250, Institutional Planning
- IV.A.1.02: Educational Master Planning Committee meeting minutes, September 25, 2014
- IV.A.1.03: [Board of Trustees meeting minutes, October 7, 2014](#)
- IV.A.1.04: Associated Students of Merced College, Constitution, spring 2015
- IV.A.2.01: Board Policy 2200, Board Duties and Responsibilities
- IV.A.2.02: Board Policy/Administrative Procedure 2410, Policy and Administrative Procedure
- IV.A.2.03: Academic Senate Resolution, 21-13, October 24, 2013
- IV.A.2.04: Academic Senate Resolution, 20-13, October 24, 2013
- IV.A.2.05: Academic Senate Resolution, 19-13, October 24, 2013
- IV.A.2.06: Academic Senate Resolution, 18-13, October 10, 2013
- IV.A.2.07: Academic Senate Resolution, 04-13, March 14, 2013
- IV.A.2.08: Academic Senate Resolution, 25-13, January 23, 2014
- IV.A.2.09: Board Policy 2500, Role of the Academic Senate
- IV.A.2.10: Board Policy 2750, Consulting Collegially on Academic and Professional Matters
- IV.A.2.11: [Journalism Program Investigation Report](#)
- IV.A.2.12: [Mechatronics Program Investigation Report](#)
- IV.A.2.13: [Lab Technology Program Investigation Report](#)
- IV.A.2.14: [Physical Science Program Investigation Report](#)
- IV.A.2.15: [Merced College Faculty Association, webpage](#)
- IV.A.2.16: [California School Employees Association, webpage](#)
- IV.A.2.17: [Associated Students of Merced College, webpage](#)
- IV.A.2.18: [Merced College Management Association, webpage](#)
- IV.A.2.19: [Merced College Classified Senate, webpage](#)
- IV.A.2.20: [Merced College Academic Senate, webpage](#)
- IV.A.2.21: Board Policy/Administrative Procedure 3700, Shared Governance
- IV.A.2.22: College Council meeting minutes, February 25, 2014
- IV.A.2.23: College Council meeting minutes, October 28, 2014
- IV.A.2.24: College Council meeting minutes, November 25, 2014
- IV.A.2.25: College Council meeting minutes, January 1, 2015
- IV.A.2.26: College Council meeting minutes, March 3, 2015
- IV.A.2.27: College Council meeting minutes, April 21, 2015
- IV.A.2.28: College Council meeting minutes, October 6, 2015
- IV.A.2.29: Academic Senate meeting minutes, January 22, 2015
- IV.A.2.30: Classified Senate meeting minutes, February 14, 2015
- IV.A.3.01: Academic Senate Resolution, 02-11, March 10, 2011
- IV.A.3.02: Academic Senate Resolution, 03-11, May 12, 2011
- IV.A.3.03: Academic Senate Resolution, 06-11, May 12, 2011
- IV.A.3.04: Academic Senate Resolution, 09-11, May 26, 2011
- IV.A.3.05: Academic Senate Constitution, 2012
- IV.A.3.06: Academic Senate Bylaws, 2015
- IV.A.3.07: Student Success Committee Membership
- IV.A.4.01: Academic Senate Resolution, 26-13, January 23, 2014



- IV.A.4.02: [Board of Trustee meeting minutes, October 13, 2015](#)
- IV.A.4.03: Curriculum Committee meeting agenda, January 21, 2016
- IV.A.4.04: Curriculum Committee meeting minutes, January 21, 2016
- IV.A.5.01: Board Policy/Administrative Procedure 2015, Student Member
- IV.A.5.02: [Board of Trustees Agendas and Meetings, webpage](#)
- IV.A.6.01: Classified Senate meeting minutes, August 20, 2015
- IV.A.6.02: Classified Senate meeting minutes, October 22, 2015
- IV.A.6.03: Budget Forum, August 31, 2012
- IV.A.6.04: President's Budget Forum, October 26, 2012
- IV.A.6.05: The Budget: Enrollment is Critical Forum, April 1, 2015
- IV.A.6.06: Putting the Budget Pieces Together Forum, August 3, 2013
- IV.A.6.07: Strategic Plan Forum, April 15, 2014
- IV.A.6.08: Instructional Council Blog, April 28, 2015
- IV.A.6.09: Instructional Council Blog, September 28, 2015
- IV.A.6.10: Instructional Council Blog, October 26, 2015
- IV.A.6.11: Academic Senate Resolution, 03-15, April 23, 2015
- IV.A.6.12: Academic Senate Resolution, 01-15, February 26, 2015
- IV.A.6.13: Academic Senate Resolution, 17-14, January 22, 2015
- IV.A.6.14: Academic Senate Resolution, 14-14, November 13, 2014
- IV.A.6.15: Academic Senate Resolution, 12-14, October 23, 2014
- IV.A.6.16: Academic Senate Resolution, 09-14, August 28, 2014
- IV.6.A.17: Curriculum Committee meeting agenda, November 20, 2014
- IV.6.A.18: [Board of Trustees agenda, December 8, 2015](#)
- IV.6.A.19: [Forum: "Accreditation Theme: Equity"](#)
- IV.6.A.20: [Board Presentation: "Merced College 2014-2017 Student Equity Plan"](#)
- IV.6.A.21: Academic Senate Resolution, 15-14, November 13, 2014
- IV.A.6.22: [Citizens Oversight Committee, webpage](#)
- IV.A.6.23: [Campus Digest, webpage](#)
- IV.A.7.01: Board Policy/Administrative Procedure 2745, Board Self-Evaluations
- IV.A.7.02: Board Policy/Administrative Procedure 2435, Evaluation of the Superintendent/President
- IV.A.7.03: Merced College Accreditation Survey, fall 2015
- IV.A.7.04: Academic Senate Resolution, 25-13, January 23, 2014
- IV.A.7.05: Educational Master Planning Committee meeting minutes, August 14, 2014
- IV.A.7.06: Educational Master Planning Committee meeting minutes, September 25, 2014
- IV.A.7.07: Administrative Services Master Planning Committee meeting minutes, November 22, 2013
- IV.A.7.08: Administrative Services Master Planning Committee meeting minutes, October 16, 2015
- IV.A.7.09: Budget Committee meeting minutes, September 16, 2013
- IV.A.7.10: Budget Committee meeting minutes, November 19, 2013
- IV.A.7.11: Instructional Master Planning Committee meeting minutes, August 19, 2013
- IV.A.7.12: Instructional Master Planning Committee meeting minutes, November 4, 2013
- IV.A.7.13: Student Services Master Planning Committee meeting minutes, August 19, 2014
- IV.A.7.14: Student Services Master Planning Committee meeting



- minutes, September 22, 2015
- IV.A.7.15: College Council meeting minutes, September 10, 2013
- IV.A.7.16: College Council meeting minutes, August 26, 2014
- IV.A.7.17: College Council meeting minutes, September 1, 2015
- IV.A.7.18: College Council meeting minutes, October 14, 2014
- IV.A.7.19: Administrative Services Master Planning Committee meeting minutes, December 5, 2014
- IV.A.7.20: Administrative Services Master Planning Committee meeting minutes, September 18, 2015
- IV.A.7.21: Budget Committee meeting minutes, October 21, 2013
- IV.A.7.22: Facilities Master Planning Committee meeting minutes, September 11, 2015
- IV.A.7.23: Administrative Services Master Planning Committee meeting minutes, August 22, 2014
- IV.A.7.24: Educational Master Planning Committee meeting minutes, August 27, 2015
- IV.A.7.25: Budget Committee meeting minutes, September 21, 2015
- IV.A.7.26: [Campus Digest, October 2013](#)

#### **Standard IV.B Chief Executive Officer Evidence List**

- IV.B.1.01: [Board of Trustees meeting packet, October 7, 2014, pp. 91-101](#)
- IV.B.2.01: [Merced College Administrative Organizational Charts](#)
- IV.B.2.02: College Council meeting minutes, February 12, 2013
- IV.B.2.03: College Council meeting minutes, December 10, 2013
- IV.B.2.04: [Board of Trustees meeting packet, April 1, 2014](#)
- IV.B.2.05: [Board of Trustees meeting minutes, April 1, 2014](#)
- IV.B.2.06: Merced College Administrator Salary Survey, May 2014
- IV.B.2.07: Board Policy 2432, Succession
- IV.B.3.01: [2014-2016 Strategic Plan Background and Timeline Update](#)
- IV.B.3.02: [Campus Digest, September 2015](#)
- IV.B.3.03: [State of the College Address video, 2013](#)
- IV.B.3.04: Accreditation and Related Matters email, August 31, 2015
- IV.B.6.01: [Campus Digest, April 2015](#)
- IV.B.6.02: [Campus Digest, April 2016](#)
- IV.B.6.03: <https://cityofmerced.legistar.com/Calendar.aspx>
- IV.B.6.04: <http://www.boarddocs.com/ca/mccd/Board.nsf/Public>
- IV.B.6.05: <http://www.boarddocs.com/ca/mccd/Board.nsf/Public>
- IV.B.6.06: <http://www.boarddocs.com/ca/mccd/Board.nsf/Public>
- IV.B.6.07: <http://www.mercedsunstar.com/news/business/article90632397.html>

#### **IV.C Governing Board Evidence List**

- IV.C.1.01: [Education Code 70902](#)
- IV.C.1.02: Board Policy 2010, Board Membership
- IV.C.1.03: Board Policy 6752, Non-Motorized Vehicles
- IV.C.1.04: [Board of Trustees Goals, webpage](#)
- IV.C.1.05: Board of Trustees meeting minutes, November 12, 2015
- IV.C.2.01: [Board of Trustees meeting minutes, January 13, 2015](#)

- IV.C.2.02: [Board of Trustees Meetings 2015](#)
- IV.C.2.03: [Board of Trustees meeting minutes, May 12, 2015](#)
- IV.C.2.04: [Board of Trustees meeting minutes, June 9, 2015](#)
- IV.C.2.05: [Board of Trustees meeting minutes, September 15, 2015](#)
- IV.C.3.01: Board Policy/Administrative Procedure 2431, CEO Selection
- IV.C.3.02: [Board of Trustees meeting minutes, March 12, 2012](#)
- IV.C.3.03: [Board of Trustees meeting agenda, October 13, 2015](#)
- IV.C.4.01: Board Policy 2100, Board Elections
- IV.C.4.02: [Board of Trustees meeting packet, November 1, 2011](#)
- IV.C.4.03: [Board of Trustees meeting minutes, November 1, 2011](#)
- IV.C.4.04: [Merced Sunstar News Article](#)
- IV.C.5.01: [2015-2016 Final Budget Presentation, September 15, 2015](#)
- IV.C.5.02: [2015-2016 Final Budget Worksheets, September 15, 2015](#)
- IV.C.5.03: [Board of Trustees meeting minutes, April 14, 2015](#)
- IV.C.5.04: [Student Success and Support Program Plan, Board Approved, October 13, 2015](#)
- IV.C.5.05: [Board of Trustees meeting minutes, December 2, 2014](#)
- IV.C.5.06: [Board of Trustees meeting packet, December 2, 2014](#)
- IV.C.7.01: [Board of Trustees meeting agenda, September 15, 2015](#)
- IV.C.8.01: [Board of Trustees meeting minutes, February 10, 2015](#)
- IV.C.9.01: Board Policy 2740, Board Education
- IV.C.10.01: [Board of Trustees orientation agenda, January 16, 2013](#)
- IV.C.10.02: [Board of Trustees workshop agenda, August 24, 2013](#)
- IV.C.10.03: [Board of Trustees workshop agenda, March 17, 2014](#)
- IV.C.10.04: [Board of Trustees Evaluation Instrument](#)
- IV.C.10.05: [Board of Trustees meeting agenda, March 4, 2014](#)
- IV.C.10.06: [Board of Trustees meeting packet, March 4, 2014](#)
- IV.C.10.07: [Board of Trustees meeting minutes, March 4, 2014](#)
- IV.C.10.08: [Board of Trustees meeting minutes, January 9, 2014](#)
- IV.C.11.01: Board Policy/Administrative Procedure 2710, Conflict of Interest
- IV.C.11.02: Administrative Procedure 2712, Conflict of Interest Code
- IV.C.12.01: [Board of Trustees workshop agenda, August 23, 2013](#)
- IV.C.12.02: [Board of Trustees workshop minutes, August 23, 2013](#)
- IV.C.12.03: [Board of Trustees workshop agenda, August 24, 2013](#)
- IV.C.12.04: [Board of Trustees meeting minutes, March 17, 2014](#)
- IV.C.12.05: Superintendent/President Performance Objectives 2015-2016
- IV.C.13.01: [Board of Trustees meeting agenda, April 14, 2015](#)
- IV.C.13.02: [Board of Trustees meeting packet, pp. 70-79, April 14, 2015](#)
- IV.C.13.03: [Board of Trustees meeting packet, pp. 81-91, October 13, 2015](#)
- IV.C.13.04: [Board of Trustees meeting agenda, June 9, 2015](#)
- IV.C.13.05: Merced College, Governance Institute for Student Success,  
Board Self-Assessment Report, March 2016

## **Quality Focus Essay**

### **Action Project One: Sustainable Quality Assessment Essay**

This self-evaluation report (SER) and the new accreditation standards have given Merced College an opportunity to analyze areas in which the institution is effective and areas that warrant a focus towards improvement. To that end we have developed two action projects.

### **Process of Identifying Action Projects for Quality Focus Essay (QFE)**

Prior to the start of the fall 2015 semester, Merced College received a notification from ACCJC of a change in our accreditation status to enhanced warning, due largely to our difficulties in SLO assessment and Program Review. While we have improved the quantity, quality and sustainability of these processes, we see a need for continued advancement. For this reason, the District chose outcomes assessment and resource allocation as our first action project.

### **Action Project Two: Student Equity**

In fall 2015, Dr. Jeff Duncan-Andrade introduced the academic year with a Convocation Day speech that framed student equity. Merced College Academic Senate President, Dr. Nancy Golz, and interim-Vice President of Instruction and Accreditation Liaison Officer, Dr. Susan Walsh, identified student equity as an appropriate topic for the Accreditation Self-Study. The topic of Student Equity was approved at an Academic Senate meeting on September 24, 2015 (QFE.01.).

Through conversations in the Student Equity Committee, Convocation, and Academic Senate, the College community identified the necessity of focusing on eliminating disproportionate impacts for target groups in regard to the five success indicators identified in the Student Equity Plan: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. These measurements affect student learning, achievement, and success and are integral to the College's mission, vision, and values. As such, it is imperative that student equity is entrenched in the College's planning cycle, processes, and methods of evaluation. The institutional framework necessary to centralize student equity in college planning is being created and/or modified to reflect the importance of addressing obstacles to student success in all facets of the College.

Based on recent conferences, presentations, and research, Merced College has begun to focus equity efforts on high-yield practices to mitigate disproportionate impact to student outcomes through acceleration and multiple measures ([QFE.02.](#), [QFE.03](#)). Through the exploration and implementation of accelerated learning pathways and multiple measures placement, Merced College will improve results on student equity indicators.

## Primary Objectives

Action Project	Objective	Standard
Outcomes Assessment and Resource Allocation	<ol style="list-style-type: none"><li>1. Link outcomes from the course level to institutional level for assessment.</li><li>2. Build sustainability into the assessment process.</li><li>3. Complete the GELO assessment cycle.</li><li>4. Streamline resource allocation process and link it more directly to Program Review.</li></ol>	
Student Equity	<p>Eliminate disproportionate impacts for target groups in regard to</p> <ol style="list-style-type: none"><li>1. Access, Course Completion</li><li>2. ESL Completion</li><li>3. Basic Skills Completion</li><li>4. Degree &amp; Certificate Completion</li><li>5. Transfer</li></ol>	I.B.4, I.B.6, II.A., II.A.2, II.A.4, II.A.6, II.A.7, II.C.1, II.C.5, II.C.7

### Action Project One: Outcomes Assessment and Resource Allocation

#### Background (*General Issues, Areas for Improvement, and Solutions to Explore*)

The history of assessment at Merced College, extending back twelve plus years, is rife with starts and stops in terms of organization, implementation and subsequent faculty participation. As a result, Program Review (PR) and course student learning outcome (SLO) assessment levels have been low. In its 2010 accreditation self-study, Merced College indicated it would elevate Program Review (PR) and course SLO totals to 100 percent compliance by developing:

- A) A digital interface (CurricUNET) in which faculty would answer prompts to PR questions and discuss data.
- B) A 4-phase system that extended over a two year period in which course SLOs would be assessed. This system was put in place to facilitate the generation of two course assessments within a five-year period and all records were generated and stored using CurricUNET and SharePoint software.

In addition, Merced College addressed the need to complete an evaluation of the institutional SLOs (ISLOs) along with completing the General Education (GE) Program Review.

In the fall of 2015, Merced College received a letter from ACCJC that identified gaps in our Program Review/SLO assessment practices and recognized that the level of SLO assessment compliance (64 percent) and the percent of courses within programs (80 percent) were substantially lower than other member institutions across the region. In response to this letter the SLO and Program Review coordinators and the chair of the Curriculum Committee convened to analyze these gaps and develop a mechanism to address shortcomings both in the short and long term. The following five items were deemed to be the most important barriers:

1. An overcomplicated and drawn out assessment process.
2. Undefined assessment parameters
3. Unreliable assessment software
4. Assessment quality and accountability
5. Inefficient and inaccurate recordkeeping and tracking (incl. outdated active course list)

The efforts to investigate and understand the student learning outcome assessment and Program Review practices at Merced College revealed places where change in strategies and practices would improve participation rates of faculty, increase dialog among and across disciplines, and enhance evaluation of SLOs and Program Reviews.

### **Recent Improvements, Effective Practices and Next Steps**

Fueled by a real determination to make a difference in the assessment culture at Merced College, and inspired by the efforts of key faculty leaders, numerous strategies have been implemented by shared governance and operation committees and by administrators:

- The student learning outcome assessment process was made more accessible.
- The Program Review process was evaluated and significant changes were approved by the Academic Senate.
- The responsibilities of the CATs were reviewed and updated through collaboration between the Academic Senate and the faculty union and were subsequently approved by the Academic Senate.
- A rubric by which faculty could self-assess their SLO assessments was developed and implemented.
- A rubric by which the CATs could assess student learning outcome assessments and Program Reviews was developed and implemented.
- Changes to the Program Review cycle aligned submission and evaluation of the reviews more directly with the resource allocation process.
- Web accessible forms were developed for student learning outcome assessment and Program Review and made available on the Merced College Assessment website.
- Faculty training for assessment has been prioritized.
- The Curriculum Committee chair, working with Curriculum Committee representatives of College cohorts, developed and evaluated a list of all Merced College courses, sorted by program. Courses were then identified and evaluated relative to their status as a

currently offered / active course in the curriculum and subsequently the Chancellor's Office inventory of Merced College courses was reviewed, and revised to more closely identify current courses offered. This update resulted in 1,058 fewer courses, a reduction of 44.7 percent. We will continue to update the inventory through the 2015-2016 academic year.

The new SLO assessment and Program Review forms have led to improvement in reporting rates while simultaneously allowing time to research the assessment management system most suitable for College.

**Timeline** (*Timelines, Observable Outcomes, and Structures to Monitor Progress*)

<u>GOAL</u>	<u>MEASUREMENT</u>	<u>DATE OF COMPLETION</u>	<u>RESPONSIBLE PARTY</u>
New Assessment Management System		2017	Office of Institutional Effectiveness
Linking outcomes from the course level to institutional level for assessment.		2017	Office of Institutional Effectiveness
Build sustainability into the assessment process.			Office of Institutional Effectiveness
Complete the GELO assessment cycle.	100% of GELOs assessed	2019	Office of Institutional Effectiveness
Faculty training in assessment activities			

**Action Project Two: Student Equity**

**Background** (*General Issues, Areas for Improvement, and Solutions to Explore*)

In 1992, the California Community Colleges Board of Governors adopted a student equity policy to help mitigate disproportionate impact on traditionally underrepresented student groups. As a concept, student equity has long been a foundation block of the community college mission. Funding for eliminating barriers for the disproportionately impacted, however, was not forthcoming until the governor's budget allocated an additional 100 million dollars for Student Success and Support in 2014-2015. This reframing and reemphasis of student equity in the community college system is focused on eliminating barriers to student learning.

Beginning in fall of the 2014-2015 academic year, Merced College formed the campus-wide Student Equity Committee (SEC). The composition of the SEC includes all campus constituencies and represents a cross-section of all programs serving Merced College students.

Based on the work completed on the initial 2014-2017 Student Equity Plan, student equity became a discussion point at Merced College.

### **Recent Improvements, Effective Practices and Next Steps**

Merced College student success (58.88 percent) and retention (80.64 percent) rates have been discussed at multiple shared governance committee meetings. The Student Success Committee has focused on methods to improve student retention and success through intrusive counseling projects and faculty professional development (QFE.04, QFE.05, II.A.2.09, and II.A.2.11). Course success rates are included in instructional Program Reviews which drive resource allocation ([I.B.4.02](#), [I.A.2.04](#)), and the Student Equity Committee devised strategies to address student achievement in the Student Equity Plan ([I.A.2.09](#)). To address and improve student outcomes, Merced College plans to explore accelerated models in math and English, while also addressing placement using multiple measures. According to the research conducted for the Merced College Student Equity plan, the largest equity gaps on campus are widened by the basic skills models and placement methods. When compared to the College average for completion, many targeted student groups are disproportionately impacted. In English basic skills completion the groups are Black or African-American Male, individuals with disabilities, and Veteran students. In math basic skills completion, it is the same: Black or African-American Male, current or former foster youth, and individuals with disabilities. Gaps for the identified groups could be mitigated using these strategies.

Underperformance by basic skills students is largely due to a burdensome and complicated basic skills curriculum, and a reliance on Accuplacer for student placement. These practices have been attributed to contributing to inequitable outcomes.

The English basic skills curriculum currently consists of six courses (two foundations in reading course, two foundations in writing courses, one foundations in reading and writing course, and one integrated reading and writing foundations in academic literacy course). ([I.A.2.07, p. 51](#)). If the lowest level of students take the recommended sequence of courses (even enrolling in the reading and writing courses during the same semester) they would need to progress through six courses in four levels of English. However, students often take the reading and writing classes during separate semesters, lengthening the number of semesters they are enrolled in basic skills courses. Currently, we offer no English as a Second Language (ESL) courses at these levels. Intermediate ESL students would need to take four courses before enrolling in the lowest level foundations in writing course.

The math basic skills curriculum is similar in length to the English basic skills curriculum ([I.A.2.07, p. 52](#)). It consists of math courses five levels and five courses below transferable math. The basic skills math sequence begins with a basic arithmetic course and ends with intermediate algebra. If a student begins with arithmetic and enrolls in one course a semester, he still would require more than two academic years to reach transfer level math. To address this problem, the math department has offered a series of short-term 9-week courses, allowing students to progress through two courses in one semester. However, this would still require more than one academic year to progress through the sequence, and this solution does not address the large number of exit points in the math curriculum.



Both the English and math curriculum leads to too many exit points for students to drop out of the basic skills program and/or college. ([QFE.06](#)).

Multiple measures placement has been a contentious issue on campus. The reliance on Accuplacer, a national standardized test, potentially does not recognize the diverse nature of California Community Colleges in general and Merced College specifically. Moreover, the approval of Accuplacer by the Chancellor's Office is in question as the Chancellor's Office imposed a March 1, 2016 review date deadline. Accuplacer "cut scores" are determined locally, potentially creating placement problems for students transferring from other institutions. The efficacy of Accuplacer for student placement has sponsored internal dialog and complaint among discipline faculty for several years.

Implementing acceleration models as well as multiple measures will improve student equity outcomes. Research illustrates substantial improvement in student retention, completion, and success using these strategies ([QFE.07](#)) particularly for disproportionately impacted student groups.

The Office of Student Equity and Success will support campus endeavors to reduce and eliminate inequities on campus. In the curricular realm, Area Deans and Faculty Leads will be instrumental in providing information regarding innovative practices. Dean of Student Services, Dr. Angela Tos (Multiple Measures), Dean of Science, Math, and Engineering, Dr. Doug Kain ("Path to Stats"), and Dean of English and Child Development, Mr. Vince Piro (English Acceleration), along with the respective, elected faculty leads will be investigating the issue.

The Office of Student Equity and Success will:

1. Coordinate with Research to understand gaps affecting target population student success
2. Provide Cohorts with data by which to inform their decisions
3. Provide professional development aimed at eliminating equity gaps
4. Help design tools to understand program efficacy
5. Provide student support to targeted groups

The strategies above are in the nascent stages of discussion. Strategies to improve student retention, success, and completion, while also eliminating disproportionate impact, may change as professional development is provided and further discussion occurs. In evaluating the effectiveness of the action plan, primary consideration will be given to the impact of implemented strategies on eliminating inequities on campus in the five success indicators. Initially, evaluation will track professional development offered, implementation of curricular changes, and ultimately impact on measurable student outcomes.

### **Timeline** (*Timelines, Observable Outcomes, and Structures to Monitor Progress*)

The goal of the action plan is to improve student learning outcomes by implementing high-yield student success strategies. The course of action is intended to reduce student exit-points, truncate traditional time-to-degree, increase transfer, degree and certificate completion, and student success. The College aims to place students in accord with best practices according to recent research will greatly reduce inequities on campus and systemically transform the

institution. In accord with the Merced College Student Equity Plan, the institutional student goals are charted as follows:

<u>GOAL</u>	<u>MEASUREMENT</u>	<u>DATE OF COMPLETION</u>	<u>RESPONSIBLE PARTY</u>
Increase the persistence rates for disproportionately impacted groups for ENGL -01A and ENGL 85. The number of students “lost” will be decreased annually until target groups are no longer disproportionately impacted: Black or African American from 4 to 3, males from 20 to 19, individuals with disabilities from 27 to 26, and veterans from 6 to 5 by F2016 with continued progress toward equitable persistence rates for the ENGL sequence in subsequent years.	<ol style="list-style-type: none"> <li>1. The English Cohort will begin conversations regarding acceleration</li> <li>2. Katie Hearn, noted speaker on acceleration, will present at a campus forum April 7<sup>th</sup>, 2016.</li> <li>3. The English Cohort will begin discussion regarding curriculum</li> <li>4. The English Cohort will investigate the creation of an Academic Literacy Lab</li> <li>5. Professional Development opportunities will be provided</li> <li>6. The English Cohort will identify the best model for the campus to move forward for student success</li> </ol>	2017	Office of Student Equity and ENGL faculty
Increase the persistence rates for disproportionately impacted groups for MATH C and MATH 81. The number of students “lost” will be decreased annually until target groups are no longer disproportionately impacted: Black or African American from 6	<ol style="list-style-type: none"> <li>1. The Math Cohort will begin conversations regarding the Math curricular sequence and multiple pathways</li> <li>2. Myra Snell, noted speaker on acceleration, will present at a campus forum April 7<sup>th</sup>, 2016.</li> </ol>	2017	Office of Student Equity and MATH faculty

to 5, males from 14 to 13, individuals with disabilities from 21 to 20, and foster youth from 4 to 3 by F2016 with continued progress toward equitable persistence rates for the MATH sequence in subsequent years.	<ol style="list-style-type: none"> <li>3. The Math Cohort will begin discussion regarding curriculum (“Path to Stats”).</li> <li>4. Professional Development opportunities will be provided</li> <li>5. The Math Cohort will identify the best model for the campus to move forward for student success</li> </ol>		
Expand use and development of multiple measures placement efforts.	<ol style="list-style-type: none"> <li>1. Disaggregated data will be provided regarding course success/persistence to track the impact of placement testing on student learning</li> <li>2. The Counseling Cohort will begin discussion regarding multiple measures placement and assessment testing</li> <li>3. Professional Development opportunities will be provided</li> <li>4. The Counseling Cohort will identify the best model for the campus to move forward for student success</li> </ol>	2017	Office of Student Equity, ENGL and MATH faculty, and Dean of Student Services

**Quality Focus Essay Evidence List**

- QFE.01: Academic Senate meeting agenda, October 8, 2015
- QFE.02: [California Acceleration Project, webpage](#)
- QFE.03: [Multiple Measures Assessment Project, RP Group, webpage](#)
- QFE.04: Academic Support Services Report Data, spring 2015
- QFE.05: Intrusive Counseling, Tutorial Center Update, spring 2015
- QFE.06: [Basic Skills Progression Data](#)
- QFE.07: Multiple Measure Survey, 2014-2015

## Changes and Plans Arising out of the 2016 Self Evaluation Process

The following two table contain (1) the changes that the College has implemented as a result of the self-evaluation process and (2) the plans the College has identified as a result of the self-evaluation process. The order of items generally coincides with the order in which they appear within the discussion of Commission Policies and the Standards.

<b>Table 1. Changes Arising Out of the Self Evaluation Process</b>				
<b>Goal/Activity</b>	<b>Associated Policies/ Standards</b>	<b>Person(s) Responsible</b>	<b>Completion Date(s)</b>	<b>Outcome</b>
Maintain 100% Program Review Compliance	I.B.2- I.B.5 I.B.9 I.C.3 II.A.1 II.A.3 II.A.12 II.A.13	Office of Institutional Effectiveness	Ongoing	All Areas of the college submit program reviews
Develop SSSP and Student Equity data dashboards	I.B.5 I.B.6 II.C.1- II.C.8	Vice President of Student Services, Dean of Student Services, Dean of Student Equity & Success	July 2015 (SSSP) November 2015 (SE)	Data dashboards were created to assess, track, and report on SSSP core components and to disaggregate data related to student equity efforts and service area outcomes and student learning outcomes within program review
Ensure all syllabi contain SLOs	II.A.3	Instructional Deans	Fall 2014	Deans have reviewed all syllabi and we are at 100% compliance
Education Plan campaign	II.C	Office of Student Services; Dean of Student Services	October 2015	Resulted in 149% net increase in comprehensive education plans from fall 2014 to fall 2015
Review Standard II.C	II.C	Office of Student Services	August 2016	Comprehensive review of Standard II.C related to student support services and programs to include integrated planning
Provide online student support services (i.e. SSSP services,	II.C.1 II.C.3 II.C.5	Office of Student Services Dean of Student Services	July 2016	Fully implemented online counseling services and expanded online tutoring services as well as revised

<b>Table 1. Changes Arising Out of the Self Evaluation Process</b>				
<b>Goal/Activity</b>	<b>Associated Policies/ Standards</b>	<b>Person(s) Responsible</b>	<b>Completion Date(s)</b>	<b>Outcome</b>
counseling and tutoring)		Dean of Student Equity and Success		and implemented new online orientation for students
CTO hire	III.C.1	Chief Technology Officer	Summer 2016	Director of ITS/CTO hired June 15, 2016
Enrollment data dashboard	III.C.2	Office of Instruction	Fall 2016	The development of an enrollment management dashboard for the instructional managers provides data that is refreshed every 30 minutes. These data include both institutional profiles as well as program and course level profiles. As a result, instructional managers are able to make more informed decisions when managing the instructional program.
Improve the budget/planning process by shortening the process from program review to receiving budget allocations	III.D.3 III.D.4	Vice President of Administrative Services, Academic Senate President, ARC Chair,	Fall 2016	Condensed program review deadlines to accommodate the budget process

<b>Table 2. Plans Arising Out of the Self Evaluation Process</b>				
<b>Goal</b>	<b>Associated Policies/ Standards</b>	<b>Person(s) Responsible</b>	<b>Expected Completion</b>	<b>Expected Outcome</b>
Adopt initiatives that will contribute to increased completion rates (i.e. 15 to Finish)	I.A.1 I.B.1 I.B.3 I.C.14 II.A.5	Office of Student Services Dean of Student Services Dean of Student Equity & Success	February 2017	Implement completion initiatives that will significantly increase time-to-completion and degree, certificate, and transfer rates
Disaggregate SLO data to better inform Equity	I.A.2	Office of Institutional Effectiveness, Office of Student Equity & Success		Identify disproportionately impacted student populations at the course level.
Handbook revisions separated to three handbooks	I.B	President's Office	October 2016 Dec 2016	More user friendly tools for integrated planning, program review, and shared governance. Documents that are easier to update.
Assess SLO data twice in five years	I.B.1- I.B.3 II.A.1	SLO Coordinator Office of Institutional Effectiveness	December 2017	Improvements in student success (learning/ achievement) in courses and programs
Select and implement assessment management system software	I.B.1 I.B.3 II.A.1	Office of Institutional Effectiveness, Chief Technology Officer	July 2018	AMS in place and staff are trained
Fully staff and operationalize the Office of Institutional Effectiveness	I.B.1- I.B.9 I.A.2 I.A.3 I.C.3 I.C.5 I.C.12	Vice President of Instruction, Dean of Institutional Effectiveness	March 2017	More reliable support for integrated planning, assessment, and continuous quality improvement.
100% Completion of Program-level Student Learning Outcomes/Program Service Area	I.B.4	Dean of Institutional Effectiveness	December 2018	Valid assessment, more effective integrated planning.



<b>Table 2. Plans Arising Out of the Self Evaluation Process</b>				
<b>Goal</b>	<b>Associated Policies/ Standards</b>	<b>Person(s) Responsible</b>	<b>Expected Completion</b>	<b>Expected Outcome</b>
Outcomes assessment				
Transition to Canvas.	I.B.9 III.C.1	Office of Instruction, Learning Resource Center Dean, Chief Technology Officer	August 2018	Canvas will be the LMS platform for DE and hybrid courses at Merced College
Create and submit Substantive Change Proposal for Distance Education	I.C.12	Office of Instruction, Dean of Learning Resources Center, ALO	March 2017	ACCJC approval of additional courses that constitute 50% or more of a program offered through Distance Education
Create and submit Substantive Change Proposal for Los Banos Campus	I.C.12	Office of Instruction, ALO Dean of Los Banos Campus	March 2017	ACCJC approval of additional courses that constitute 50% or more of a program offered off the main campus: Los Banos
Develop and implement strategies for GELO Assessment	II.A.5 II.A.11 II.A.12	Office of Institutional Effectiveness	May 2018	Complete comprehensive GELO assessment
Create CSU and IGETC learning outcomes	II.A.12	SLO Coordinator Program Review Coordinator Curriculum Chair Articulation Officer Vice President of Instruction	May 2017	2017-2018 Catalog will contain Program Learning Outcomes for CSU-GE and IGETC Certificates
Create Human Resources plan for professional development	III.A	Interim President, Human Resources Director	December 2016 (draft) February 2017 (final)	Better planning document for goal setting and resource allocation
Develop an integrated solution for work orders and asset tracking	III.B.1	Director of Facilities, Director of Business and Fiscal Services Chief Technology Officer	December 2018	Select and implement an automated Work Order/Asset Tracking system

<b>Table 2. Plans Arising Out of the Self Evaluation Process</b>				
<b>Goal</b>	<b>Associated Policies/ Standards</b>	<b>Person(s) Responsible</b>	<b>Expected Completion</b>	<b>Expected Outcome</b>
Increase staffing to appropriate levels for ITS staffing	III.C.2	Chief Technology Officer	November 2017	Planned staff recruited and hired by November 2017.
Onboard the new CEO	IV.B	Interim President, Board President, President's Assistant, President's Cabinet	November 2016 (draft) March 2017 (completed)	Smooth transition for new CEO. Up to date information about key issues at the college
Create and approve Board of Trustees handbook	IV.C	Interim President,	Table 1 November 2016(1 <sup>st</sup> reading) Dec 2016 (2 <sup>nd</sup> reading)	Clearer understanding for Board members of rules of conduct and range of authority, Clearer expectations of other Board members.

## Appendices

Appendix.01: Onboarding New Superintendent/President, November 30, 2016