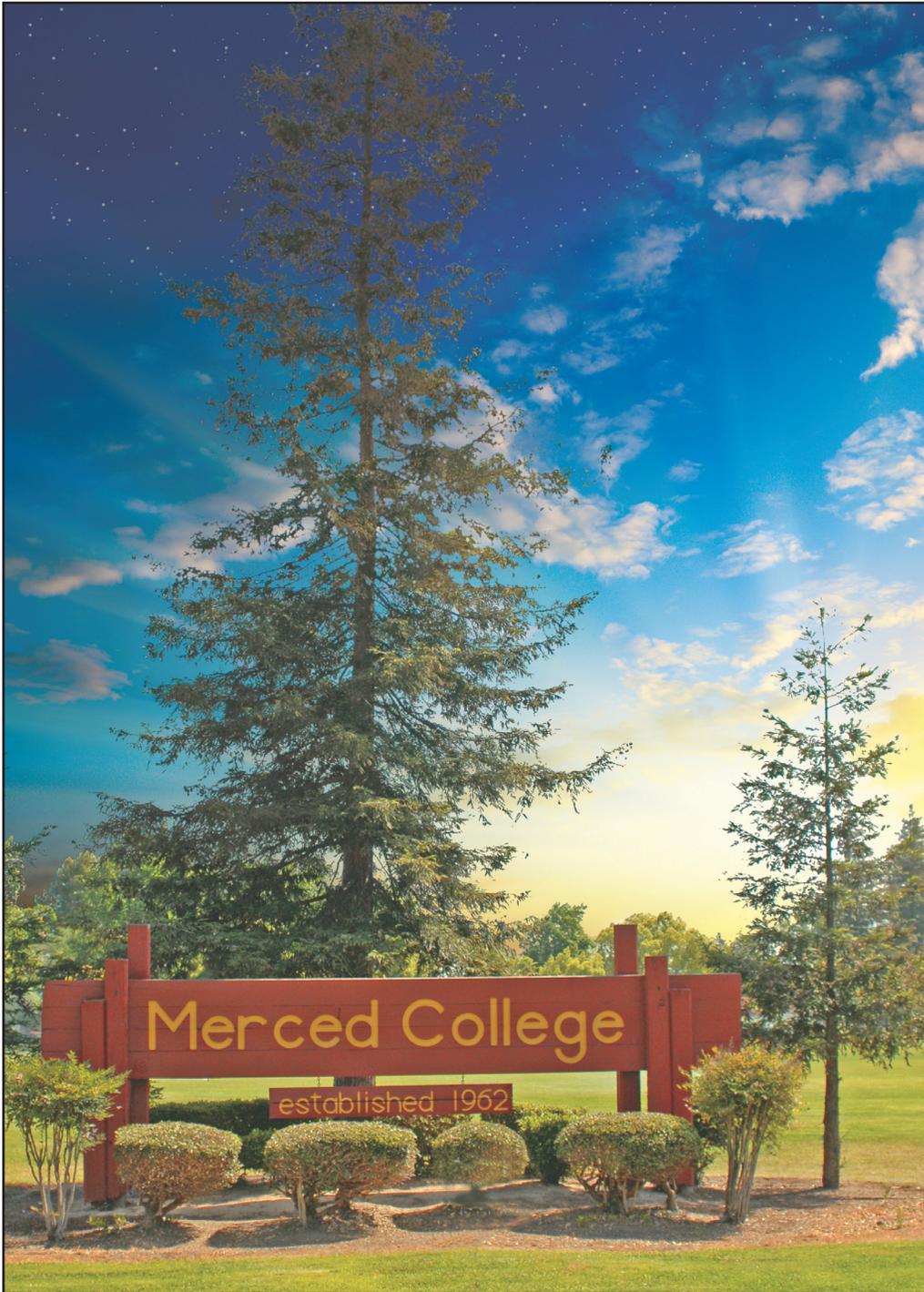# MERCED COMMUNITY COLLEGE DISTRICT

Institutional Self Study
Follow-Up Report

Merced Community College District

3600 M Street

Merced, CA 95348-2898

209.384.6000

www.mccd.edu

Follow-Up Report

MERCED COMMUNITY COLLEGE DISTRICT

Certification of the Follow-Up Report

TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Blvd., Suite 104
Novato, CA 94949

FROM: Merced Community College District
3600 M Street
Merced, CA 95348-2898

This Follow-Up Report is submitted to fulfill the requirements of the June 30, 2011 action letter from the Accrediting Commission for Community and Junior Colleges to the Superintendent/President of the Merced Community College District.

We certify that there was broad participation by the college community to create this Follow-Up Report and we believe the report accurately reflects the College's responses to the recommendations of the March 2011 visiting team.

Signed:
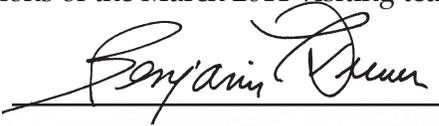
Benjamin T. Duran
Superintendent/President

Eugene Vierra
President
Board of Trustees
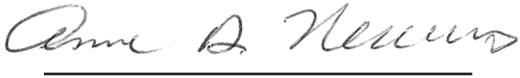
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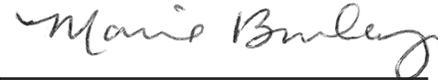
Marie Bruley
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Leonel Villarreal
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CSEA

Sean Kilby
Student Trustee
Associated Students of Merced College

Merced Community College District

Follow-Up Report

TABLE OF CONTENTS

A list of evidence, with hyperlinks to each item, is provided at the end of each section.

Merced Community College District

Statement on Report Preparation

This Follow-Up Report addresses each of the five recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC) in its June 30, 2011 letter. Of these, ACCJC has placed Merced College on warning for three deficiencies. In addition, Merced College has addressed three of the visiting team's additional recommendations resulting from its March 2011 team visit. In total, the Follow-Up Report addresses eight recommendations.

The College has taken all of these recommendations very seriously. This report describes in detail our efforts to resolve ACCJC's recommendations.

ACCJC has placed Merced College on warning for deficiencies related to the following three recommendations, which this report addresses:

1) Program Review;
3) Integrated Planning, Evaluation, Resource Allocation, and Decision Making Process;
5) Governing Board.

The Follow-Up Report addresses the other two recommendations in the Action Letter:

2) Student Learning Outcomes;
8) Human Resources.

Finally, the Follow-Up Report also addresses the following three visiting team recommendations:

4) Communication;
6) Governing Board review of its Code of Ethics and process for sanctions;
7) Review and/or update mission statement regularly.

Members of every employee constituency group contributed directly to the preparation of the report. The writing team included the following people:

Faculty: Pam Huntington, Jill Henningsgaard Vierra, Myshel Pimentel
Management: Delores Cabezut Ortiz, Regina Coletto-Leap, Benjamin T. Duran, Mazie Brewington
Classified: Toni McCall, Stacey Hicks

Anne Newins, vice president of Student Personnel, served as the Accreditation Liaison Officer. Robin Shepard, director of Institutional Advancement, is the editor of the Follow-Up Report. Administrative Assistant Toni McCall provided technical and administrative support. Academic Senate President Marie Bruley and Vice President of Instruction Marianne Tortorici also participated extensively in the review process. During the past six months, the Board of Trustees, Academic Senate, Management Team, students, and many other college groups received reports on the College's progress in resolving the recommendations.

The Follow-Up Report was provided to the College Council, Academic Senate, Associated Students of Merced College, Classified Senate, CSEA, and Management Team for review and comment. A link to the draft report was also distributed via email to all employees and students with a request for input on its accuracy and evidence. Presentations were made to adjunct faculty, the Academic Senate, Associated Students of Merced College, the college community as a whole on two occasions, and the Board of Trustees from late January to late February. The college community forums were broadcast to the Los Banos Campus using live videoconferencing, allowing its faculty and staff to participate and ask questions. The writing team reviewed the feedback and made changes in the draft as appropriate. The final draft was submitted to the Board of Trustees, which provided a final review to the report on March 6, 2012.

_____   ___March 12, 2012___

Benjamin T. Duran, Ed.D   Date
Superintendent/President
Merced College

RECOMMENDATION 1
Program Review

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

SUMMARY

In March 2011 the visiting accreditation team noted that Merced College's program review process had remained at the Proficiency level of ACCJC's rubric for evaluating institutional effectiveness. Merced College was required to be at the fourth level of the rubric— Sustainable Continuous Quality Improvement **(Rec. 1.001).** All areas of the College have acknowledged and responded to ACCJC's recommendations, and through critical examination of the current program review processes have made concerted efforts to achieve the required level of sustainability.

In October 2011, the College Council formed a Program Review Task Force **(Rec. 1.002)** to engage in intentional, vigorous dialogue; evaluate the existing program review process; recommend improvements in that process; and develop an *Integrated Program Review Handbook* to document the revised process covering both comprehensive reviews and annual reviews for all areas of the College **(Rec. 1.003)**. The *Integrated Program Review Handbook* will be included within the campuswide *Integrated Planning Handbook*, a first draft of which will be completed in June 2012 **(Rec. 1.004, 103).**

The revised program review process is ongoing and systematic, strengthens campuswide connections between departments and areas, and promotes achievement of both student learning outcomes (SLOs) and service area outcomes (SAOs). It ensures improved program practices, and promotes the use of program review in resource allocation planning. It also includes new forms to document program improvements and how they were implemented and reassessed. The College has taken numerous other steps to improve the campuswide program review process, as demonstrated by the examples in the following sections.

RESOLUTION AND ANALYSIS
Overview

Under the College Council's oversight, the Program Review Task Force, composed of Instructional, Student Services, Technology and Institutional Research, and Administrative Services representatives, established a systematic process for campuswide program review with specific elements designed for the improvement of student learning and institutional effectiveness.

The process will be fully documented in the final *Integrated Program Review Handbook*, to be completed in August 2012, and which will include forms that contain common elements to promote an ongoing cycle of assessment **(Rec. 1.003).** Some of those elements differ with respect to particular administrative areas of the College (i.e., Instruction, Student Services, Administrative Services, or Technology and Institutional Research), but common elements to be used by all include:

- Description of the program;
- External factors;
- Response to prior program review;
- Identification of student learning outcomes (SLOs) or service area outcomes (SAOs);
- Data review/analysis and evaluation (to include assessment and outcomes);
- Planning (to include goals, objectives and action plans);
- Expectations;
- Opportunity for feedback and evaluation of the process;
- Peer review/oversight.

The forms mandate a comprehensive review with yearly updates on five-year cycles **(Rec. 1.005a-e).**

A glossary of terms within the *Integrated Program Review Handbook* will provide clarity and precision in the use of common terms such as "goal" and "objective" **(Rec. 1.006).**

Scheduled program reviews across the campus are documented in the *ARC Program Review Cycle Matrix*, and those timelines are tracked and used in program review evaluation. The *Matrix* reflects the five-year cycle composed of one comprehensive review with four following annual reviews **(Rec. 1.007).** It will be updated annually in May based upon data collected from the four administrative areas. The *Matrix* is posted on the campus MC4Me Assessment Review Committee (ARC) website **(Rec. 1.008).**

Each administrative area has established a committee to systematize quality control and to refine and improve the program review process (Rec. 1.009). In addition to each of these committees, the College Council established the Assessment Review Committee (ARC) to manage campuswide institutional student learning outcomes (Rec. 1.002). ARC also oversees a comprehensive institutional review and refinement of all program review processes to ensure improved institutional effectiveness **(Rec. 1.009).**

(The resource allocation process, which is integrated with program review, is covered primarily under Team Recommendation 3.)

RESOLUTION AND ANALYSIS
The Instructional Program Review/Student Learning Outcome Assessment Committee

In fall 2011, the Academic Senate created the Instructional Program Review/Student Learning Outcome Assessment Committee (IPRSLOAC) and charged it with establishing a revised program review process for sustaining continuous quality improvement for all instructional courses and programs **(Rec. 1.011).** In September-October 2011, IPRSLOAC revised the program review process to focus on improving student learning. The revised

process calls for each program to apply appropriate methods of assessment (mainly direct, though a limited amount of indirect assessment is permitted), engage in dialogue about the findings, create action plans for improvement, and request resources as needed to implement those action plans **(Rec. 1.009, 025).**

To facilitate this process, IPRSLOAC revised all program review forms and created instructional handbooks for both the comprehensive and annual reviews, posting these resources on the IPRSLOAC webpage **(Rec. 1.012, 068, 069, 070, 071).** Currently, IPRSLOAC is working with electronic curriculum company Governet to update all program review format revisions in CurricUNET, which will be made available to faculty in fall 2012. Currently, faculty is using the revised format in Word documents, which can be found on the IPRSLOAC website (**Rec. 1.013).**

In late fall 2011, IPRSLOAC recruited cohort representatives by area to assist faculty with both program review and course SLO assessment. The representatives, or Cohort Assessment Trainers (CATs), were given comprehensive training on January 17-18, 2012 **(Rec. 1.072, 073).** The training focused on the fundamental concepts of program review, as well as the nuances of the revised program review process.

The role of the CATs is to serve as a resource for their respective cohorts during the SLO assessment and instructional program review cycles. CATs are to:

- Serve as a liaison between their respective cohorts and IPRSLOAC;
- Forward pertinent information from IPRSLOAC to its cohorts
- Serve as a resource repository for SLO assessment and program review for the cohort writing team and instructors/SLO reviewers;
- Forward any questions from the cohort to IPRSLOAC.

During the training sessions, CATs received resource materials such as the ACCJC rubrics and were introduced to the IPRSLOAC website as a resource. In addition, they were charged with updating the *ARC Program Review Cycle Matrix* for their cohort **(Rec. 1.014, 072, 073).** As part of a campuswide effort to train all faculty and staff, area deans and the student services coordinators also attended the training.

IPRSLOAC monitors each CAT's progress as necessary through email, personal conversations, and the monthly IPRSLOAC meeting. CATs can request assistance from IPRSLOAC to maintain quality control of the process through the same venues **(Rec. 1.014, 072, 073).** Beginning at the end of March 2012, CATS will review the final draft of the instructional program reviews, acting as editors and internal evaluators before the report is sent to IPRSLOAC.

Under the revised program review format, beginning in April 2012 all instructional programs will undergo a peer review of both program reviews and course SLO assessments by CATs and IPRSLOAC, which will use common rubrics to ensure quality control **(Rec. 1.100).** In addition, area deans use peer review to assist them in determining the effectiveness of each program review and its effect on institutional improvement. Deans are able to return the review to the originator for further refinement if changes are warranted. Once each

program review meets the program review peer rubric criteria, an IPRSLOAC co-chair and the applicable area dean finalize a summary of the findings for each respective instructional area **(Rec. 1.010).**

Each peer reviewer ensures that all program reviews include the following essential components:

- Assessment of effectiveness using appropriate quantitative and qualitative means, including direct measurements of outcomes;
- Assessment of previously implemented improvements;
- Analysis of assessment results and implications of and for higher-level plans, and revised outcomes if appropriate;
- Creation or revision of specific goals based on analysis results;
- Creation or revision of measurable objectives;
- Resource requests necessary to meet objectives and goals.

If a review falls short of the criteria in any of the six aspects of this rubric, it is returned to the appropriate discipline leaders for refinement. This occurred, for example, in fall 2011 when the English Department's annual review of its program was sent back to the department's program review committee for revisions **(Rec. 1.016).** This will be completed in April 2012.

Along with faculty who conduct peer reviews of program reviews, area deans work with faculty to develop, implement, and revise program review goals, and assist them in requesting resource allocations necessary to facilitate improved student learning and accessibility. Deans ensure that all resource allocations are evidentially based on program review findings and recommendations for improvement. For example, both the English and Art departments' 2011 resource requests were tied specifically to improvements needed in their programs **(Rec. 1.017, 018).**

In addition to peer review, the revised program review format requires the analysis of a program's previous goals, both short- and long-term. Once goals have been evaluated for completion or progress towards completion, faculty establishes new goals for the next evaluation cycle. The revised program review process also tracks changes to or completion of the goals, noting the results in the next (yearly/comprehensive) program review **(Rec. 1.003).** For example, the English Department's 2011 program review demonstrated a specific change to short-term goals based on the program review analysis **(Rec. 1.017).**

Each program review, in addition to reporting facts, findings, and action plans, now contains a section for feedback on each program's experience with the overall program review process. Beginning in April 2012, IPRSLOAC will summarize this feedback and implement changes to the instructional program review process as necessary **(Rec. 1.068, 069)**. *(For an example, see Rec. 1.018.)*

In conjunction with Administrative Services, Student Services, and Technology and Institutional Research, IPRSLOAC has created an action plan with tasks, timelines and responsibilities, and notes to bring instructional program reviews into compliance with the ACCJC's requirements of Sustainable Continuous Quality Improvement (SCQI). Using the action

plan, IPRSLOAC and the vice president of Instruction track Instruction's progress towards the achievement of the SCQI level as it pertains to program reviews published on the IPRSLOAC website **(Rec. 1.019).**

Instructional Assessment Benchmarks – Facilitated through IPRSLOAC		
Task	**Group/Completion Date**	**Notes**
Complete evaluation of Instructional Program Review Templates and Processes	IPRSLOAC *Spring 2012*	Instrument: Survey Monkey
Post Program Review Matrix to ARC webpage	IPRSLOAC *February 2012*	
Appoint faculty to lead institutional program reviews for the Honors Program, General Education Breadth, and E, and Intersegmental General Education Transfer Curriculum	IPRSLOAC Senate VP Instruction *May 2012*	
Recruit CATs for each cohort	IPRSLOAC Deans *March 2012*	
Publish The SLO Down newsletter	IPRSLOAC *Ongoing*	
Ensure all cohorts place SLO and Program Review on their cohort meetings agendas	CATS Deans *February 2012*	
Publicize deadlines for fall course assessments and program review (PR) (deadline of March 30th, 2012)	IPRSLOAC CATS Deans *February 2012*	Work with CATs and deans to advertise deadlines, post on IPRSLOAC webpage, announce in Academic Senate meetings, as well as advertise in The SLO Down newsletter
Review and update the process for submission of PR in spring 2012	IPRSLOAC PR Coordinator *February 2012*	
Review, assess and revise PR evaluation rubrics	IPRSLOAC PR Coordinator *February 2012*	
Create SLO evaluation rubrics	IPRSLOAC SLO Coordinator *March 2012*	
Update and continue to train deans in their role in program review process, including evaluation of PRs	IPRSLOAC PR Coordinator Deans VP Instruction *March 2012*	

Instructional Assessment Benchmarks – Facilitated through IPRSLOAC		
Task	**Group/Completion Date**	**Notes**
Assess and edit data process for instructional PR	IPRSLOAC Faculty Program Review Data Facilitator Office of Grants and Institutional Research *March 2012*	
Complete revision of instructional program review template	IPRSLOAC and ARC *May 2012*	Will need to incorporate results of evaluation survey
Work with Governet to establish program review electronic modules for Instruction, SS, Admin, and Instructional Support Services	IPRSLOAC PR Coordinator *February-May 2012*	
Prepare presentation for Convocation	IPRSLOAC and ARC *July 2012*	
Present "State of the ARC" report at Convocation	ARC *August 2012*	
Re-launch program review and SLO modules in CurricuNET in fall 2012	All relevant constituencies IPRSLOAC PR Coordinator *Fall 2012*	

The Academic Senate created IPRSLOAC to move instructional program review toward becoming an ongoing, systematic, and sustainable process. To ensure that program review is ongoing, IPRSLOAC met frequently in fall 2011 to establish the instructional program review five-year cycle **(Rec. 1.020, 021, 074, 026).**

To maintain the five-year cycle, IPRSLOAC created the *ARC Program Review Cycle Matrix* housing all program review and course SLO cycles. All programs found within the Merced College 2012-2013 College Catalog are identified in each area cohort segment of the *Matrix*. The *Matrix* lists program names, degrees and certificates, as well as any stand-alone courses belonging to the discipline. It shows the most recently completed comprehensive review, the next scheduled comprehensive review, the most recent yearly review, and the next scheduled yearly review. Each course associated with a particular program is also listed, along with recent and future SLO assessment dates. The *Matrix* is posted on ARC's webpage found on the MC4Me portal **(Rec. 1.007).**

IPRSLOAC oversees the implementation of the program review schedule in the *ARC Program Review Cycle Matrix* with the help of the CATs and deans **(Rec. 1.010)**, and has conducted workshops to train them in program review implementation and the course SLO assessment cycle. Such workshops will continue on a semi-annual basis, or as needed, with the next two occurring during fall 2012 and spring 2013 FLEX opportunities **(Rec. 1.072, 073, 101).**

In conjunction with IPRSLOAC, the Academic Senate held a campuswide forum in November 2011 to discuss program review results, outcomes assessment, and resource allocations in relation to improvement of student learning outcomes and institutional effectiveness. Opportunities for such dialogue will also continue on a semi-annual basis, or as needed, with the next two forums scheduled for March and May 2012 **(Rec. 1.101, 102)**.

To ensure an ongoing, pervasive, and robust dialogue about student learning, IPRSLOAC revised program review processes, forms, and its peer rubric so that dialogue about program review practices and procedures and about student learning and achievement is systematically included. IPRSLOAC has also asked the CATs and deans to encourage and facilitate robust dialogue about program review and course SLO assessment **(Rec. 1.024)**.

To further disseminate and gather information regarding instructional program review, IPRSLOAC chairpersons serve on multiple committees (e.g., Educational Master Planning, Instructional Master Planning, Instructional Program Review Oversight, Assessment Review, Curriculum, and the Academic Senate). In fall 2011, IPRSLOAC established The SLO Down, a monthly instructional newsletter meant to spark dialogue with faculty responses to observations and/or concerns regarding program review and course SLO assessment **(Rec. 1.025)**.

In conjunction with ARC, IPRSLOAC has developed practices and procedures to ensure an ongoing evaluation and fine-tuning of the organizational structure, as it pertains to instructional program review, SLO assessment, and support of student learning. IPRSLOAC has also developed practices and procedures to ensure that course SLO assessments are specifically linked to program reviews **(Rec. 1.012)**.

IPRSLOAC, in association with the Academic Senate, has developed a webpage on the MC4Me portal with forms and other resources for faculty. The site has a Blog forum for faculty dialogue on the program review process. Past program reviews and course SLO assessments are also housed on this site **(Rec. 1.013)**.

In fall 2011, the College hired a special project assistant to help faculty with SLO assessment and program reviews **(Rec. 1.083)**. This individual, housed in the Administration Building, serves as a resource for faculty in the following ways:

- Creating SLOs surveys
- Creating Program Review surveys
- Compiling survey results and distributing them to appropriate faculty.
- Helping to maintain the webpages under the auspices of IPRSLOAC
- Creating SLO Grids for use in instructional program reviews.

Finally, IPRSLOAC confirms that all program reviews include the essential components listed in the description of the peer review process above.

RESOLUTION AND ANALYSIS
The Program Review Task Force and Assessment Review Committee

The College Council established the Program Review Task Force in September 2011. The

campuswide task force was charged with revising the program review format to facilitate consistency among all instructional and non-instructional program reviews. By fall 2012, all campus program reviews will utilize the new format via CurricUNET **(Rec. 1.005)**. In the interim, instructional program reviews are using the new format as a Word document.

The College Council created the Assessment Review Committee (ARC) in November 2011, which includes members from all four areas of the College, to oversee the ongoing sustainability of all campuswide program reviews. In January 2012, the College Council discontinued the Program Review Task Force and merged its functions within ARC **(Rec. 1.002)**. The augmented ARC held its first official meeting on February 24, 2012 and began laying out a course of action for implementing a universal program review framework **(Rec. 1.009)**.

Facilitating dialogue about program review, student learning, and institutional effectiveness is an important function of ARC, and such dialogue is becoming more pervasive across campus. For example, with the vice president of Instruction's assistance, the Academic Senate has recommended that program review and course SLO assessment be added as standing items on every area and cohort meeting agenda **(Rec. 1.023)**. Dialogue about program review also takes place in the following ways to ensure that communication reaches the entire campus community:

- The IPRSLOAC monthly newsletter, The SLO Down, which provides monthly updates regarding Program review and course SLO assessments **(Rec. 1.025)**;
- IPRSLOAC emails to all Cohort Assessment Trainers (CATs), full- and part-time faculty, and administrators;
- Campuswide use of the MC4Me portal;
- Various campuswide committees, such as Instructional Council and Student Personnel Executive Committee (SPEC).

RESOLUTION AND ANALYSIS
Student Services

The Student Services program review process facilitates continuous quality improvement through coordination, consistency, continuity, quality control, dialogue, and integration with resource allocation.

As noted in the College's 2010 Self Study, Student Services appointed a program review coordinator in 2005. The responsibilities of the position have evolved over the years, and there have been numerous incumbents, but coordination of program review has been consistently effective **(Rec. 1.028, 029)**.

The primary responsibility of the coordinator is to maintain consistency, ensure the continuity of the process, and serve as a program review resource to the various Student Services departments **(Rec. 1.027, 030, 028, 029)**. As reflected in the currently used *Student Services Program Review Handbook* (and in the *Integrated Program Review Handbook*), the Student Services program review process includes numerous levels of oversight by managers and deans, and the Student Services Program Review Oversight (SSPROC) and Student Services Master Planning committees **(Rec. 1.031, 056, 033, 032)**.

Student Services representatives participate in campuswide dialogue on the results of their program reviews through the Assessment Review Committee (ARC). They engage in additional dialogue on educational planning and resource allocations through their participation on the Educational Master Planning Committee (EMPC) **(Rec. 1.009).** As stated in the draft *Integrated Program Review Handbook,* approval of any program changes or resource allocation requests requires that they be based upon findings within the yearly or comprehensive program review **(Rec. 1.003).**

Student Services has established a timeline of actions that addresses the ACCJC's recommendations. The Student Services program review and SLO/SAO coordinators have established a timeframe with benchmarks to reach Sustainable Continuous Quality Improvement **(Rec. 1.035).**

Student Services Assessment Benchmarks – Facilitated through SSPROC		
Task	**Group Responsible/Date of Completion**	**Notes**
Complete evaluation of student services program review/SLO/SAO templates and processes	Student Services Program Review Oversight Committee *Spr. 12 assessment* *Fall 12 analyze*	Instrument – Survey Monkey
Provide program review matrix information to the IPRSLOAC Chair	Student Services Program Review Coordinator *February 2012*	
Train Student Learning Outcomes/Program Review Outcomes Specialists (SLO PROS) on accreditation, program review, SLO/SAO templates	Student Services Program Review and SLO/SAO Coordinators *March 2012*	
Publish the Outcomes newsletter	Student Services Program Review and SLO/SAO Coordinators *February 2012* *May 2012* *September 2012* *December 2012*	To be published quarterly
Ensure all student services departments agendize SLO/SAO and Program Review at meetings	SLO PROs SPEC Dean of Student Services VP, Student Personnel *March 2012*	
Publicize deadlines for program review and SLO/SAO reporting	Student Services Program Review and SLO/SAO Coordinators *March 2012*	
Integrate and update Student Services Program Review and SLO webpages	Student Services Program Review and SLO/SAO Coordinators *April 2012*	
Update the Student Services program review template to incorporate the Integrated Program Review Handbook	Student Services Program Review and SLO/SAO Coordinators *June 2012*	Dependent on Integrate Program Review Task Force

Student Services Assessment Benchmarks – Facilitated through SSPROC		
Task	**Group Responsible/Date of Completion**	**Notes**
Work with the Governet Coordinator for Merced College to establish a Student Services module	Student Services Program Review and SLO/SAO Coordinators Merced College Governet Coordinator *May 2012*	Dependent on the stability of the CurricUNET System
Participate fully in the Assessment Review Committee (ARC)	Student Services SLO/SAO Coordinator *Ongoing*	
Begin use of the Integrated Program Review Handbook	Student Services Programs *Fall 2012*	Training will occur in May; Annual Reviews will utilize the newly created Integrated Program Review Handbook

Student Services' five-year program review cycle includes a comprehensive review of all programs beginning in fall 2011, followed by four consecutive years of annual reviews. The program review coordinator oversees the process to ensure scheduling of all program reviews **(Rec. 1.034, 007).**

ARC, too, oversees the maintenance of the Student Services program review cycle. The program review coordinator collects information from program reviews and submits it to ARC for review and documentation. Information sent to ARC is included in the *ARC Program Review Cycle Matrix.* The *Matrix*, which is accessible to everyone on campus on ARC's MC4Me webpage, ensures that every Student Services program is able to review previous cycles and identify the dates of its next cycle **(Rec. 1.007).**

Student Services continuously reviews and revises the program review process. For example, revisions after the 2008 cycle were completed under the guidance of the program review coordinator with feedback from Student Services staff and Student Personnel Executive Committee members. Additional revisions of the *Student Services Program Review Handbook* took place in 2009 and again during summer 2011. The *Handbook* was redesigned and restructured, and the content was simplified. The revised *Handbook* included oversight evaluation forms **(Rec. 1.032, 033, 038, 049, 062, 063, 064, 065, 066, 067).**

In 2010, the program review coordinator, with faculty and staff, reviewed the process and synchronized the Student Services program review cycle across all Student Services programs to maintain a consistent timeline. Also, the CurricUNET template has been developed and submitted. Under the auspices of ARC, documentation of the Student Services program review process will be integrated into the final *Integrated Program Review Handbook.* Student Services will at that time begin using the CurricUNET system for its program reviews **(Rec. 1.040, 041, 062, 063).**

By spring 2010, all Student Services programs had completed a comprehensive program review. During the 2010-2011 year, all Student Services programs completed an annual update **(Rec. 1.042, 043)**. Comprehensive program reviews for 2011-2012 are under way in Student Services and are scheduled for completion in May.

Student Services has established procedures to sustain a quality program review process. A training session on March 7, 2012 focused on how to use the revised *Student Services Program Review Handbook*, the peer review rubric, and interpretation of data and findings in order to "close the loop" on previous program reviews. The program review and SLO/SAO coordinators will facilitate training annually in September with reviews for experienced employees and initial training for new employees. Announcements regarding training will be made through the portal, MC-All emails, newsletter announcements, website calendar, and various Student Services committee meetings **(Rec. 1.044, 045).R#3:** Ensure that the program review process is systematic

Student Services program review is documented at this time using a Word document. The current program review format ensures that all program reviews are consistent in evaluating the effects of the program on student learning and achievement **(Rec. 1.003)**. Student Services will convert to the new integrated program review forms within CurricUNET beginning in fall 2012 **(Rec. 1.047)**. The Student Services program review and SLO/SAO coordinators will provide fall 2012 and spring 2013 training sessions on using the CurricUNET format.

Through its representatives on the Program Review Task Force, as mentioned in the Instruction section above, Student Services has contributed to the development of the *Integrated Program Review Handbook*, and thus helped ensure that the program review process is systematic and consistent. Student Services is represented on the Assessment Review Committee (ARC), which oversees the ongoing sustainability of all program reviews, including training of all faculty and staff involved in the process **(Rec. 1.009)**. The Student Services program review and SLO/SAO coordinators work closely together as part of a coordinated campuswide effort to provide systematic oversight of program review. In so doing, they facilitate improved planning and resource allocations as they pertain to student learning and success in the Student Services area **(Rec. 1.030, 054)**.

To promote meaningful evaluation of program effectiveness, Student Services has recently added identification and assessment of Service Area Outcomes (SAOs) to its program review process; however, some Student Services programs will continue to use SLOs for assessment **(Rec. 1.048, 060)**. *(See Recommendation 2.)*

There is ongoing, active dialogue in Student Services regarding the program review process, procedure and outcomes. Dialogue often takes place through email or in area meetings. The program review coordinator has provided several opportunities for training and dialogue on the process of program review. For example, during Convocation, the Student Services program review coordinator trained the Counseling Cohort on the elements of Student Services program review. This training and dialogue provided opportunities for Cohort members to gain insight into the process and procedures of program review, as well as the revised *Student Services Program Review Handbook* **(Rec. 1.034, 038, 044, 047, 049, 055, 058, 057, 059, 060, 061)**.

To help ensure that program review is an ongoing process, the Student Personnel Executive Committee places program review updates as a standing item on its semimonthly agenda. The committee meetings, which include representatives from all Student Services program areas, provide an optimal setting for program review announcements and open dialogue. An instructional dean sits on the committee to facilitate collaboration between Student Services and Instruction in program improvement and other efforts **(Rec. 1.050, 051).** The Student Fees office supervisor also is a member of the committee, and helps address issues related to fees and financial aid.

Student Services, in conjunction with ARC, has developed practices and procedures to ensure that evaluation and fine-tuning of program review/SLO assessment continues to occur, thus facilitating the ongoing support of student learning. Student Services program review and SLO/SAO coordinators work closely together to ensure that SLO/SAOs are accurately reported and fully integrated into the program review documents and that program review analyses and findings are tied to student learning. Coordinators serve on the multiple committees (e.g. Student Personnel Executive, Student Services Master Planning, Student Services Program Review Oversight, and Assessment Review) that provide oversight to program review.

Financial Aid's program review provides a good example of how the process is used to improve organizational support for student learning. After the department reviewed and evaluated student knowledge about financial aid application procedures (as reflected in its 2008-2009 student learning outcome), the intake process for paperwork was changed to increase advisor-to-student contact and give students a better opportunity to learn more about financial aid rules and procedures. Workshops and events have also been designed to increase student learning opportunities. In addition, Financial Aid began disseminating information to students using their student email accounts **(Rec. 1.052, 053).**

Student Services has developed practices and procedures to ensure that student learning improvement is a visible priority across all areas. As stated previously, the current tracking system for Student Services' program review cycles is managed by the program review coordinator. Status information is given to ARC for posting in the *ARC Program Review Cycle Matrix* on the ARC website, to which the whole campus community has access **(Rec. 1.007).**

Student Services also provides numerous opportunities to demonstrate the importance of program review to the campus community. For example, the Student Services Program Review website provides access to copies of all program review reports, calendars, resources, and contact information for writing teams and coordinators **(Rec. 1.046).** A Student Services PR/SLO quarterly newsletter, Outcomes, was distributed in February 2012. The newsletter provides updates on program review and SLO/SAOs **(Rec. 1.045)**. In addition, emails and the MC4Me portal are used to ensure that information reaches the campus community. Student Services will also use the Campus Digest to feature periodic program review/SLO/SAO updates. The Student Personnel Executive, Student Personnel Administrative Managers, Student Services Master Planning, and the Student Services Program Review Oversight committees will place updates on every meeting agenda to promote communication and evaluation.

With input from all administrative branches of the college, including Student Services, ARC will evaluate the entire program review process, in part by reviewing area summaries and individual program reviews as necessary each June **(Rec. 1.009).** ARC will make recommendations to Instruction, Student Services, Technology and Institutional Research, and Administrative Services for improvement to their program review process. The improvements will be implemented in the fall of each academic year.

SLO/SAOs are already linked to program reviews. In fact, the Student Services Program Review Oversight Committee has implemented processes and procedures to ensure that all Student Services program reviews, like those in Instruction, include:

- Assessment of effectiveness using appropriate quantitative and qualitative measures (including SLO/SAOs);
- Assessment of previously implemented improvements or sustained actions;
- Analysis of assessment results and implications of and for higher-level plans and outcomes;
- Goals based on the analysis of both short- and long-term results;
- Measurable objectives;
- Resources required to meet the objectives and goals.

This committee is composed of directors, managers, deans, the program review coordinator, SLO/SAO coordinator, and vice president of Student Services **(Rec. 1.033, 032).** SLO/SAOs are reported annually in program review documents, which are reviewed by the program review and SLO/SAO coordinators, as well as the other applicable committees noted above **(Rec. 1.033).**

RESOLUTION AND ANALYSIS
Technology and Institutional Research

Technology and Institutional Research (TIR) ensures that program review is an ongoing process. TIR, like the other College areas, has established a five-year cycle that includes one comprehensive review and four yearly reviews. TIR will conduct its next comprehensive reviews in fall 2012 and will follow with four annual reviews. They will continue on this cycle as noted in the *ARC Program Review Cycle Matrix* **(Rec. 1.007).**

TIR conducted an employee program review training session in January 2012 to help all members of the division understand and implement the revised program review process. The next TIR program review training is scheduled for August 2012, when the complete *Integrated Planning Handbook* and the existing program review peer rubric will be introduced and discussed for implementation **(Rec. 1.075, 082).**

TIR ensures that its SLOs/SAOs are specifically linked to all program reviews and that each program review reflects the SLOs/SAOs associated with that particular area **(Rec. 1.076, 077).** TIR departments use program reviews to annually evaluate and revise existing program outcomes and to create new program outcomes as appropriate. The focus of the evaluation is the outcomes' effectiveness in gauging and promoting student learning and achievement and departmental performance.

TIR uses program review to evaluate programs and recommend changes to improve services. For example, in 2010-2011 Online Education Systems (OES) was experiencing difficulty meeting all the needs of students calling in for assistance, and there were long delays in responding to calls. The quantitative and qualitative evidence provided in the OES program review demonstrated the need for help based on the amount of usage, and showed the benefit of having additional temporary workers **(Rec. 1.078, Rec. 1.079)**.

Another example of TIR fine-tuning its programs using program review related to the College's new website. The College's technology staff redesigned the website during fall 2011, incorporating results from an in-house self-evaluation that determined changes were needed to the navigation and content in order to create a more user-friendly site. The new site incorporates drop-down menus and large buttons, making it more intuitive and easier to read. The new site was launched on January 3, 2012, and a comparison of Google Analytics reports for its first three weeks to those for the same period last year indicates an average latency (time spent on the home page before clicking on another page link) reduction from 2:57 minutes to 2:08 minutes, a 27.7% improvement. Staff has noted that this was a very short time to measure results and will continue to monitor the analytics to track usage and identify the need for any further improvements. Comments received so far from staff, faculty, and students regarding the new site have been very positive, and technology managers have not received a single complaint about the new site look or navigation **(Rec. 1.080)**.

TIR program reviews undergo peer review using a rubric that ensures that all program reviews link institutional learning outcomes to area outcomes, link area outcomes to the strategic plan, address needed improvements, and report on significant changes in the past year **(Rec. 1.081b)**.

Peer review of the TIR program reviews takes place in the Technology and Research Master Planning Committee (TRMPC). TRMPC uses program reviews to rank its resource allocation requests. In February 2012, TRMPC reviewed the peer review tool and will incorporate a number of improvements to the existing form. The March TRMPC meeting will be expanded to include additional TIR staff. There will also be an agenda item for that meeting regarding the need to document more explicitly in both meeting minutes and in program review submissions the dialogue that already is occurring **(Rec. 1.081a, b)**.

TIR's associate vice president, with the assistance of managers and directors, monitors the quality of dialogue on program improvement as it pertains to student learning and achievement, and documents the findings using the peer review rubric **(Rec. 1.081b)**. Such attention to the content and quality of dialogue on student learning and achievement helps ensure that student learning improvement is a visible priority in all TIR practices and structures.

TIR uses multiple measures, such as student surveys and data logs, to evaluate each program's effectiveness. For example, the Audio Visual Grid in the AV department's program review provides detailed information on how the AV student learning outcomes align with institutional learning outcomes, strategic planning initiatives, and TIR outcomes **(Rec. 1.077)**. The grid also describes the methodology used to measure and evaluate the support of these outcomes. The department grounded its internal performance measurements in part on information from external sources, such as a survey conducted by *The Council of Chief Librar*

ians of the California Community Colleges, which provided further evidence of the impact of instructional technology on student learning outcomes **(Rec. 1.084).**

All department heads, faculty, and staff in TIR meet in group discussions twice per year to evaluate the program review process. Emails concerning these discussions are sent to the TIR administrative assistant for recording purposes.

The processes and procedures implemented in TIR and supervised by the associate vice president ensure that all program reviews include assessment of effectiveness using appropriate measures (including outcomes) and analysis of assessment results and implications of and for higher-level plans and outcomes **(Rec. 1.077).**

RESOLUTION AND ANALYSIS
Administrative Services

Administrative Services conducts program reviews on a regular basis and will be in compliance with ACCJC's requirements of Sustainable Continuous Quality Improvement by the 2012-2013 program review cycle. Administrative Services will also conform its program review practices to the campuswide *Integrated Program Review Handbook* in fall 2012 **(Rec. 1.003).**

Administrative Services ensures an ongoing program review process (Rec. 1.086). All areas have program reviews completed and posted on MC-Net, including the 2011-2012 cycle of annual reviews. Administrative Services lists its program review cycle in the *ARC Program Review Cycle Matrix*, which is posted on the MC4Me ARC webpage. The *Matrix* shows the most recent comprehensive review completed, the next scheduled comprehensive review, the most recent yearly review, and the next scheduled yearly review **(Rec. 1.007).**

Administrative Services practices the program review process in a systematic fashion. All departments engage in dialogue about how program review affects other programs within the area **(Rec. 1.086, 087, 088).** Administrative Services is also represented on ARC.

Administrative Services participates in ongoing campus dialogue about promoting student learning, particularly with respect to creating a healthy and safe environment for students. For example, an issue regarding live specimens (microbes, fish, frogs, and crawfish) was reported to the purchasing director, who resolved the problem through dialogue and collaboration with all the parties involved **(Rec. 1.090).** To further promote dialogue about the program review process itself, the vice president established workshops to help staff understand and implement program reviews in accord with the newly revised format and peer rubric **(Rec. 1.088).** Program review workshops/training will continue regularly during Direct Management Group (DMG) meetings, such as the one to be held on March 15, 2012.

Administrative Services uses the program review process to evaluate and fine-tune its organizational structure in an ongoing manner. For example, a new key control form was developed because program review findings indicated that the old form was not tracking keys in a systematic fashion. Also due to program review evaluation, new forms were developed in the purchasing department to help staff follow public contract codes. Furthermore, a new forms committee was established by the vice president to oversee the uniform

updating and electronic posting of all forms **(Rec. 1.091, 092, 093, 094).**

Administrative Services has ensured that the program review process is a visible priority in all practices and structures. For example, an Administrative Services newsletter is distributed campuswide with pertinent information regarding these issues. The Health and Safety bulletin is also sent out to staff and faculty **(Rec. 1.099, 095, 096, 097, 098).**

Finally, the Administrative Services program review process ensures that service area outcomes are specifically developed and assessed for all areas **(Rec. 1.088).**

(See Recommendation 3 regarding integration of program review with resource allocation and other processes.)

NEXT STEPS

Publication of the Integrated Planning Handbook (and the *Integrated Program Review Handbook* that will form a part of it) will occur in August 2012, and all College departments will follow its provisions for their 2012-13 program review cycle.

In fall 2012, the entire campus will move to an integrated program review process housed within CurricUNET with the guidance of the *Integrated Planning Handbook*. This enhancement will lead to increased dialogue about the improvement of student learning at both the course and program levels in all areas.

In fall 2012, each master planning committee will send a summary of its program reviews to ARC for synthesis and a review of quality control. The review of quality control will ensure that program review and SLO/SAO results are integrated into planning and resource allocation processes. ARC will also oversee the *ARC Program Review Cycle Matrix* to ensure that all areas of the College are progressing rapidly toward Sustainable Continuous Quality Improvement (SCQI). In fall 2012, ARC will produce a report to the campus community on the progress of program review in terms of SCQI.

In April 2013, ARC will evaluate the structures and processes for all campuswide program reviews using surveys of faculty and staff as well as the program review summaries from each area of the College. ARC will use the findings from its evaluation to recommend changes necessary to improve the overall program review process as it pertains to student learning and institutional effectiveness. These changes will then be implemented in each area of the College by fall 2013. ARC's findings and recommendations will be published once a year in *The Campus Diges*t as well as on ARC's MC4Me webpage. Furthermore, the ARC synthesis on program review will be presented at Convocation beginning in fall 2013 **(Rec. 1.009).**

CONCLUSION

Merced College has partially resolved the recommendation.

The mission of Merced College is central to the planning and program review process, in which all areas of the College must participate. Through program review, Merced College programs set goals and measurable objectives to improve their effectiveness consistent with

that mission, and work collaboratively toward achieving them. College programs develop those goals, and assess progress toward achieving them, based on both quantitative and qualitative evidence. The process as a whole is an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation, and has produced concrete improvements in institutional effectiveness **(I.B.2, I.B.3).**

Merced College, through the Assessment Review Committee (ARC), documents and will disseminate the results of program review to keep all constituencies informed. One of ARC's priorities is to ensure that all program review findings are visible and accessible to the college community. ARC will also ensure that the process of program review remains focused on the improvement of student learning **(I.B.5).**

As demonstrated in the *ARC Program Review Cycle Matrix*, instructional programs, like all other College programs, are systematically assessed. As demonstrated by IPRSLOAC, they are peer reviewed to assure currency, improvement in teaching and learning strategies as warranted, and achievement of stated student learning outcomes **(II.A).**

The institution evaluates and improves library and other learning support services through the TIR and Instructional program review processes. Evaluation of these services does indicate that they contribute to the achievement of student learning outcomes **(II.C.2).**

The effective allocation and use of financial resources is also evaluated primarily through the program review process. See Team Recommendation 3 for more coverage of the integration of financial resources in planning and evaluation **(III.D.3).**

The College is progressing towards fulfillment of the requirements of Recommendation 1 and will be in full compliance by March 2013, by completing the full cycle of systematic, integrated planning, evaluation, prioritization, resource allocation, implementation, and reevaluation for all areas of the College.

RECOMMENDATION 1

EVIDENCE

Rec. 1.001   ACCJC rubric 07-2011

Rec. 1.002   College Council meeting minutes 2012-12-02

Rec. 1.003   Intergrated Program Review Handbook progress link

Rec. 1.004   Integrated Planning Task Force memos

Rec. 1.005   Program Review Task Force meeting minutes 2011-11-01

Rec. 1.006   Program Review Task Force meeting minutes glossary 2011-12-06

Rec. 1.007   ARC program review cycle matrix

Rec. 1.008   ARC website link

Rec. 1.009   ARC meeting minutes 2012-02-24 MISSING

Rec. 1.010   Merced College program review pathways

Rec. 1.011   Academic Senate resolution 2011-12

Rec. 1.012   Instructional program review form SLO course assessment

Rec. 1.013   IPRSLOAC MC4me webpage link

Rec. 1.014   CAT introductory email 2011-12

Rec. 1.015   Instructional program review peer rubric

Rec. 1.016   English Department email 2011-12

Rec. 1.017   Art program review 2011 *(not available until April 2012)*

Rec. 1.018   English program review 2011 *(not available until April 2012)*

Rec. 1.019   Instructional SCQI progress benchmarks

Rec. 1.020   IPRSLOAC meeting minutes 2011-09

Rec. 1.021   IPRSLOAC meeting minutes 2011-10

Rec. 1.022   Academic Senate newsletter August-September 2011

Rec. 1.023   IC meeting minutes 2011-10-24

Rec. 1.024   Email Heather Gonzalez to Dean Kevin Kistler 2012-01

Rec. 1.025   IPRSLOAC newsletter 2012-02-15

Rec. 1.026   IPRSLOAC meeting minutes 2011-12

Rec. 1.055 Counseling Cohort Convocation day meeting minutes 2011-08-12

Rec. 1.056 Program review oversight schedule cycle1 email 2009-09-10

Rec. 1.057 SPEC meeting minutes 2011-06-23

Rec. 1.058 LB Campus training agenda 2010-11-05

Rec. 1.059 Master Planning Calendar email 2010-07-12

Rec. 1.060 Counseling Cohort program review/SLO email 2010-09-17

Rec. 1.061 CALWORKs weekly team meeting 2011-12- 08

Rec. 1.062 CurricUNET Student Services program review comprehensive document 2010-12- 13

Rec. 1.063 Program review screens document

Rec. 1.064 Program review comprehensive draft 2011-06-09

Rec. 1.065 Program review 2011-2012 handbook and workingtemplate 2011-07- 14

Rec. 1.066 Program review handbook and working template 2011-08-23

Rec. 1.067 Program review handbook final version

Rec. 1.068 Instructional program review form PR comprehensive

Rec. 1.069 Instructional program review form PR annual

Rec. 1.070 Instructional program review handbook PR comprehensive

Rec. 1.071 Instructional program review handbook PR annual

Rec. 1.072 CATs training agenda 2012-01-17

Rec. 1.073 CATs training agenda 2012-01-18

Rec. 1.074 IPRSLOAC meeting minutes 2011-11

Rec. 1.075 TIR staff meeting agenda 2012-01-10

Rec. 1.076 TRMPC meeting minutes 2011-10-7 page1

Rec. 1.077 TIR annual program review fall 2011 pages 7, 8, 10-11, 13-14, 16-17, 21-24, 30-31

Rec. 1.078 TIR program review problems and solutions 2010

Rec. 1.079 TIR Student Help Desk statistics August 2010

Rec. 1.080 TIR accreditation proof for internet services email 2012-01-25

Rec. 1.081a TRMPC meeting minutes 2012-02-03

Rec. 1.081b TIR program review peer review form examples

Rec. 1.104f   Payroll program review

Rec. 1.104g   Purchasing program review

Rec. 1.104h   Reprographics program review

Rec. 1.105a   Email Online Education mission statement area outcomes PR changes

Rec. 1.105b   Email OGIR SLOs PR changes

Rec. 1.105c   Email TIR program review

Rec. 1.105d   Email Library SLOs PR changes

RECOMMENDATION 2
Student Learning Outcomes

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

SUMMARY

ACCJC's rubric for student learning outcomes lists the following eight requirements for the Proficiency level:

- Student learning outcomes and authentic assessment are in place for courses, programs and degrees;
- Results of assessment are being used for improvement and further alignment of institutionwide practices;
- There is widespread institutional dialogue about the results;
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning;
- Appropriate resources continue to be allocated and fine-tuned;
- Comprehensive assessment reports exist and are completed on a regular basis;
- Course student learning outcomes are aligned with degree student learning outcomes;
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

The visiting team, in Recommendation 2, further advised that the College fulfill all five rubric requirements for Sustainable Continuous Quality Improvement, which are:

- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement;
- Dialogue about student learning is ongoing, pervasive and robust;
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing;
- Student learning improvement is a visible priority in all practices and structures across the college; and,
- Learning outcomes are specifically linked to program reviews.

During fall 2011 and spring 2012, the College built upon its existing structures and processes for formulating and assessing student learning outcomes (SLOs). It also established some new structures and processes to better address these requirements and to reach Proficiency by fall 2012.

RESOLUTION AND ANALYSIS
Ensure student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement regardless of location or means of delivery.

Student learning outcomes and assessment now have a continuous predictable cycle to follow year after year, and are tracked by the SLO coordinators using Excel spreadsheets. Departments analyze and assess their SLOs/Service Area Outcomes (SAOs) as part of each program review cycle, and use the results in formulating plans for the following year. *(See Recommendation 1.)*

SLOs for all active courses have been identified by faculty **(Rec. 2.052, 062, 063)**, with instructional course SLOs and program SLOs assessed on differing schedules. Each course's SLOs are reviewed every two years following the Assessment Review Committee's (ARC) *Assessment Cycle Matrix* **(Rec. 2.001).** Beginning in spring 2012, the Cohort Assessment Trainers (CATs) **(Rec. 2.002)** and the Instructional Program Review Student Learning Outcomes Assessment Committee (IPRSLOAC) chairs will begin monitoring the process for completion **(Rec. 2.003).** The schedule of assessment will be incorporated into the *ARC Matrix* and housed on the ARC website for campuswide review **(Rec. 2.004).**

SLO assessment forms are designed to elicit from faculty the most important information pertaining to student performance on SLOs, including research data, analysis, and reflection, in very compact form. Once faculty submit the form **(Rec. 2.005)**, CATs peer review each assessment to ensure that all components of the form are fully completed and reflect dialogue about and evidence of improvements in student learning. Once the form is peer-reviewed, it is sent electronically to the IPRSLOAC chairperson(s) for final review and posting to the IPRSLOAC website **(Rec. 2.003).**

Course SLOs are also monitored by the Curriculum Committee **(Rec. 2.006)**, an Academic Senate subcommittee **(Rec. 2.007).** This committee includes an IPRSLOAC chairperson **(Rec. 2.008)** who specifically reviews all course SLOs to ensure correct form and outcome with regard to student learning.

SLOs in all courses, which include online courses, are reviewed for relevancy every six years at the time of their Title V review. Course SLOs use both indirect and direct methods of assessment. Student satisfaction surveys and grade distributions are considered indirect methods, and faculty are encouraged to use two direct methods, but are required to assess course SLOs with two methods, at least one of which is direct. IPRSLOAC encourages faculty to use student satisfaction surveys based upon course SLOs as an indirect measurement tool **(Rec. 2.005).** As of November 2011, all faculty members are required to use at least one direct measurement to assess course SLOs, and they can no longer use unmapped the distribution of grades that have not been formally mapped to SLOs as a means of measuring them.

Instruction has identified course SLOs for all active programs, as defined by a degree or certificate, and one method for informing students about them are through the course outline and syllabi, which are required to list them **(Rec. 2.052, 062, 063).**

Each instructional program assesses its SLOs at the time of the comprehensive review using at least one direct measurement. In years two, three, four, and five, programs may assess SLOs using an indirect method, such as student satisfaction surveys. Course SLO assessments are also mapped to program SLOs, so that the results of these assessments can be used to evaluate program SLOs. Each of the 13 Student Services departments completes SLOs/SAOs **(Rec. 2.009).**

In Student Services, prior to the 2011-2012 academic year, each department assessed only SLOs, not SAOs. This practice, for some departments, was insufficient to make meaningful changes to improve SLO effectiveness. It also made it difficult for some departments to support their resource requests with outcomes assessment results. The process was also cumbersome, with separate forms and reporting requirements not aligned with program review requirements **(Rec. 2.009)**. So beginning in 2011-12, some departments began using SAOs.

For the 2011-2012 cycle, each Student Services department is required to assess at least two course or program SLOs and/or SAOs, reporting the results in a fully integrated program review document **(Rec. 2.010).** Departments develop SLOs/SAOs each summer or fall during meetings with the Student Services SLO/SAO coordinator. They are finalized in department meetings **(Rec. 2.011a-k, 012).** Because SLO/SAOs may have separate assessment timelines, departments are given until the beginning of the spring semester to either assess or create an assessment plan, which is emailed to the SLO/SAO coordinator for feedback and approval **(Rec. 2.013).**

Most often program review or course SLO assessment in Student Services use student and staff surveys, knowledge pre- and post-tests, and previously existing data (i.e., data pulled from the Scheduling and Reporting System database or Datatel). Each department spends the spring semester implementing its assessment plan, analyzing results, and reflecting on those results in its annual program review document. Program improvements are implemented based on the data compiled from the SLO/SAOs **(Rec. 2.014).**

Each year, the four Technology and Institutional Research (TIR) departments (Learning Resources Center, Information Technology Systems, Online Education Systems, and Grants and Institutional Research) revise or reaffirm their SLOs/SAOs, or develop new ones when appropriate. Each August, all TIR staff members review the previous year's SLO/SAO results and the draft of the annual/comprehensive program review, which is based on those results written during the previous fall and spring.

TIR program improvements are based on the data, and SLOs/SAOs are altered and new ones are created as needed. Assessment strategies are also reviewed and altered if necessary. The most commonly used assessment strategy is the collection of existing data within Datatel, Scheduling and Reporting System (SARS), and the computerized library databases, but student/staff surveys are also used as data. These items are shared and immediate feedback is provided to departments on their assessment strategies during the August TRMPC

meeting **(Rec. 2.015).** Departments then spend fall and spring semesters collecting data. TIR staff meets again in January to discuss the status of their SLO/SAO and any preliminary findings **(Rec. 2.016)** and spends the spring semester collecting and analyzing more data, which is reporting in their annual program review documents **(Rec. 2.017).**

Administrative Services areas began developing SAOs during 2010-2011 and will begin assessing them in spring 2012. The vice president is the lead for SAOs and program review for this area. The vice president also chairs the Direct Management Group (DMG) **(Rec. 2.019a-e)**, which meets twice a month and includes all Administrative Services managers. Cross-planning and discussion on departmental effectiveness and student learning takes place at each of these meetings **(Rec. 2.019a-e).** Administrative Services has a history of using data to improve services to students (e.g., student safety) **(Rec. 2.020).** The vice president also provides the Administrative Services and Educational master planning (ASMPC and EMPC) committees with detailed information about how resources were allocated based on data **(Rec. 2.021, 022).** Beginning in 2012-2013, Administrative Services will integrate SAOs fully into its annual program review cycles.

Each administrative area (Instruction, Student Services, TIR, and Administrative Services) currently tracks its own SLOs/SAOs. Each area, with either an assigned SLO/SAO coordinator (in Instruction and Student Services) or leader (in Technology and Institutional Research and Administrative Services), ensures that the process is being completed by all departments. The College is creating a single master list of all SLOs and SAOs and their respective cycles, which will be regularly maintained and posted. The list is scheduled for completion in March 2012 **(Rec. 2.001).**

Institutional SLOs fall under the purview of the Assessment Review Committee (ARC). At this time, ISLOs have been created, but have not been assessed. ARC will devise an assessment tool in spring 2012 and implement institutional SLO assessment beginning in fall 2012.

RESOLUTION AND ANALYSIS
Dialogue about student learning is ongoing, pervasive, and robust.

Campus dialogue on student learning is most evident in the SLO/SAO process, within ongoing committee and department meetings, and through email and printed communications. The campuswide SLO/SAO process promotes ongoing dialogue about student learning and how each course or program affects it, as described in the section above.

Committees across campus (i.e., Academic Senate **(Rec. 2.007)**, Student Personnel Executive Committee (SPEC) **(Rec. 2.023),** Technology and Research Master Planning Committee **(Rec. 2.060)**, Student Success Committee **(Rec. 2.024)**, Direct Management Group **(Rec. 2.019a-e)**, and Administrative Services Master Planning Committee) engage in regular discussions about improving student learning based on SLO/SAO data **(Rec. 2.021)**. In addition, all master planning committees include a standing agenda item on integrated planning (which includes program review and SLOs). This practice, which began in spring 2012, typically involves review of available data, identification of missing data, and review of SLO/SAO and program review results, which leads to recommendations about improv

ing student learning and institutional effectiveness **(Rec. 2.020, 021, 022, 025, 026, 060)**.

Many departments meeting regularly throughout the year have a standing agenda item to discuss their SLO/SAO assessments and results, how they are integrated into the program review process, and ways to improve student learning through course, degree, or programmatic changes. This practice ensures ongoing dialogue about student learning based on SLO/SAO data. Committees and department meetings in which SLO/SAOs and program reviews are standing agenda items include:

- Student Personnel Executive Committee (SPEC) **(Rec. 2.023)**
- All master planning committees **(Rec. 2.020, 021, 022, 025, 026, 060)**
- Disabled Student Services (DSS) **(Rec. 2.027a-f)**
- Counseling Cohort **(Rec. 2.028a-h)**
- Extended Opportunity Programs and Services (EOPS) **(Rec. 2.029a-f)**
- CalWORKs **(Rec. 2.030a-c)**
- Student Success **(Rec. 2.024)**
- Academic Senate **(Rec. 2.007**)
- Area 2 **(Rec. 2.032)**

Many departments use email to convey student learning information and to engage in conversation about data-driven decision-making. This method of dialogue has not been previously well-documented, but efforts are being made across campus to track and store these communications on the portal **(Rec. 2.031)**. Instruction has started The *SLO Down* monthly newsletter to report SLO information **(Rec. 2.034)**. In February 2012, Student Services also began producing the *Outcomes* quarterly program review and SLO newsletter **(Rec. 2.035)**. The *Campus Digest*, a monthly district newsletter, will also regularly cover student learning issues **(Rec. 2.036)**. *(See Recommendations 1 and 4.)*

RESOLUTION AND ANALYSIS
Evaluation and fine tuning of organizational structures to support student learning is ongoing.

In the past several years, many departments have made substantial improvements in support of student learning. In the Student Services area, Admissions and Records used SLO results on technology from 2009-2010 and 2010-2011 to document student need for a computer to access the College's online application. The result was installation of a kiosk on the second floor of the Lesher Student Services Center with five student computers **(Rec. 2.037)**. The CalWORKs program also used these results to ensure that 100 percent of its students were online and using their campus-provided email accounts to access information and services **(Rec. 2.038)**.

The College has developed action plans to systematically evaluate and improve organizational structures and processes that support student learning directly or indirectly **(Rec. 2.043)**. The plans address evaluation of the program review and resource allocation processes and progress, assessment of institutional research and information technology resources, self-assessments of the College Council, Accreditation Steering Committee, and

the Assessment Review Committee (ARC) **(Rec. 2.044, 045).** They also include evaluation of methods and venues designed to facilitate dialogue about student learning, the creation of a College Climate and Governance Survey, and surveys to assess and improve training methods and materials related to the outcomes cycle. The action plans detail steps to reach its goals, the anticipated start and end dates, the party responsible for each step and additional participants as needed, the required resources, and data used to assess progress **(Rec. 2.043).**

RESOLUTION AND ANALYSIS
Student learning improvement is a visible priority in all practices and structures across the college.

The College stresses the visible priority of improving student learning improvement through numerous campuswide activities, forums, and media, including:

- FLEX **(Rec. 2.046)**
- Campus Digest **(Rec. 2.036)**
- Syllabus requirements for addressing SLOs **(Rec. 2. 047)**
- Study Central Workshops **(Rec. 2.048)**
- Standing agenda items *(see above)*
- Senate forums **(Rec. 2.049a-b)**
- Reassigned time to coordinators **(Rec. 2.050)**
- Websites
- The SLO Down newsletter **(Rec. 2.034)** *(see above)*
- Outcomes newsletter **(Rec. 2.035)** *(see above)*

RESOLUTION AND ANALYSIS
A timeline indicating how the college will meet the Commission's fall 2012 requirement of Proficiency is created and published.

The College's goal of reaching SLO/SAO proficiency in all areas will be achieved by October 2012. Toward this end, the Student Services SLO/SAO coordinator worked during fall 2011 with each College area to determine its current status on each of the SLO proficiency requirements, and what its status will be as of May and October 2012. If an area was not currently proficient, a plan was created with action steps to be completed as of May or October 2012. These timelines will be published on the ARC website by April 2012 **(Rec. 2.004).**

All areas are expected to reach Proficiency by October 2012. All instructional programs are working towards Proficiency and are investigating direct means of assessing program SLOs. IPRSLOAC is investigating models from other colleges to help programs design program SLO assessment tools. The College is working towards Proficiency in assessing its institutional SLOs (ISLOs). ARC will design an ISLO assessment tool in spring 2012 and will implement the assessment in fall 2012. An analysis of the findings and the creation of a plan of action will take place in spring 2013.

The following timelines summarize the current status of the SLO cycle in all areas, along with the next steps that will lead to Proficiency.

OFFICE OF INSTRUCTION

Requirements	Current Status	Evidence of Current Status	By May 2012	By October 2012
SLOs in place for all courses and programs	100% of courses and 70% of programs have developed SLOs	CurricUNET **(Rec. 2.052)**	100% of courses and 80% of programs have developed SLOs	100% of courses and 100% of programs have developed SLOs
Widespread institutional dialogue about assessment results	Ongoing	*The SLO Down* **(Rec. 2.034)**, emails, meeting minutes, campus forums	Ongoing	Ongoing
Decision-making includes dialogue on assessment results and will purposefully align institutional practices to support and improve student learning	Not yet fully in practice	Meeting minutes; Institutional Program Review Handbook	Ongoing	Ongoing
Appropriate resources continue to be allocated and fine-tuned	Majority of faculty understand that program reviews use SLO assessment results to fine-tune programs, which may require requesting additional resources	EMPC minutes **(Rec. 2.022)**; CurricUNET **(Rec. 2.052)**, MC4Me	Ongoing	Ongoing
Comprehensive assessment reports exist and are completed and updated regularly	Most programs and courses have been assessed at least once; all programs and courses are on a cycle to be regularly assessed	MC4Me; CurricUNET **(Rec. 2.052)**; *ARC Program Review Cycle Matrix* **(Rec. 2.001)**	Most programs and courses have been assessed at least once; all programs and courses are on a cycle to be regularly assessed	All courses and programs will be in the process of being assessed or are "closing the loop" through implementation of improvements, followed by reassessment
Course SLOs are aligned with program SLOs	The majority of courses have at least one SLO that is aligned with program SLOs	MC4me; CurricUNET **(Rec. 2.052)**	Progress is being made to have all courses align ALL their SLOs with their program SLOs	Virtually all course SLOs are aligned with program SLOs
Students demonstrate awareness of goals and purposes of their courses	The majority of courses make students aware of course SLOs	Course syllabus; student satisfaction surveys	All courses with identified SLOs make students aware of them	Ongoing

OFFICE OF STUDENT SERVICES

Requirement	Current Status	Evidence of Current Status	By May 2012	By October 2012
SLOs/SAOs in place for all programs	Complete and on-going	SS SLO site **(Rec. 2.009)**	All programs will complete their 5th cycle; on-going and systematic	All programs will have begun their 6th cycle; moving toward SCQI
Widespread institutional dialogue about the results	Not widespread throughout the campus, but is widespread within student services departments	SPEC minutes **(Rec. 2.023);** department meetings with SLO Coordinator **(Rec. 2.011a-k);** department meeting minutes **(Rec. 2.012a-c)** (Guidance, DSS, EOPS); PR Task Force meetings **(Rec. 2.053);** SSMPC **(Rec. 2.025)**	Ensure web site is up to date; send all staff a link to find postings; use media to advertise the location of the postings; include information in the ARC report; make presentations to various departments to solicit feedback	Complete and on-going
Decision-making includes dialogue on assessment results and is purposefully directed toward aligning institution-wide practices to support and improve student learning	Complete and on-going – all programs are required to state how resource allocation request is tied to data provided in the department program review and is used to make program changes	Program Review handbook **(Rec. 2.010);** SSMPC minutes **(Rec. 2.025);** resource allocation worksheet **(Rec. 2.054)**	SLO training	On-going
Appropriate resources continue to be allocated and fine- tuned	Complete and on-going; all programs request resources through a formal process that utilizes PR/SLO/SAO data as a means to show need	Resource allocation worksheet **(Rec. 2.054);** Program Review handbook **(Rec. 2.010);** SSMPC minutes **(Rec. 2.025)**	On-going	On-going

Requirement	Current Status	Evidence of Current Status	By May 2012	By October 2012
Comprehensive assessment reports exist and are completed and updated regularly	Complete and on-going; all programs have completed SLOs/SAOs annually since 2008 and full reports can be found online for 2008-2010. 2011 assessment results are found fully embedded in program reviews	SS SLO site **(Rec. 2.009);** SS PR site **(Rec. 2.014)**; ARC Assessment Cycle Matrix **(Rec. 2.001)**	On-going	On-going
Course SLOs are aligned with degree SLOs	NA	NA	NA	NA
Students demonstrate awareness of goals and purposes of courses they are enrolled in	NA	NA	NA	NA

TECHNOLOGY AND INSTITUTIONAL RESEARCH

Requirement	Current Status	Evidence of Current Status	By May 2012	By October 2012
SLOs/SAOs in place for all programs	Complete and on-going	TIR website **(Rec. 2.055)**	On-going	Reviewed, reaffirmed or revised based on spring program review
Widespread institutional dialogue about the results	Ensure dialogue continues at all shared governance meetings and with constituent groups at least once each semester	TRMPC **(Rec. 2.060);** EMPC **(Rec. 2.022);** MCDUG **(Rec. 2.056)**; Academic Senate **(Rec. 2.007);** ASMC **(Rec. 2.061);** Management Team **(Rec. 2.057a-h);** Student Success **(Rec. 2.024)**	Annual program review discussed, reviewed, and assessed at TRMPC and results shared with constituent groups	Complete and on-going

Requirement	Current Status	Evidence of Current Status	By May 2012	By October 2012
Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning	Complete and on-going	TIR staff meetings twice a year and as needed **(Rec. 2.060)**; TRMPC review **(Rec. 2.060)**; President's Cabinet dialogue	On-going	On-going
Appropriate resources continued to be allocated and fine-tuned	SLOs/program reviews reviewed by TRMPC and links to resource allocation requests validated	Annual Review of SAOs by TRMPC **(Rec. 2.058)**; annual assessment of resource allocation requests to link them to SAOs and program review **(Rec. 2.059)**	Complete and on-going	Complete and on-going
Comprehensive assessment reports exist and are completed and updated regularly	Complete and on-going	SAO measurements kept and archived for trend analysis	On-going	On-going
Course SLOs are aligned with degree SLOs	NA	NA	NA	NA
Students demonstrate awareness of goals and purposes of their courses	NA	NA	NA	NA

ADMINISTRATIVE SERVICES

Standard III does not specify that Administrative Services programs are required to complete student learning outcomes; however, they have chosen to utilize service area outcomes and plan to reach Proficiency by fall 2012.

RESOLUTION AND ANALYSIS
Learning outcomes are specifically linked to Program Reviews.

All College areas will use the *Integrated Program Review Handbook* **(Rec. 2.051)** to guide the SLO/SAO process and program reviews beginning in fall 2012. *(See Recommendations 1 and 3.)* The *Handbook* will contain common program review elements including the method used to document SLOs/SAOs campuswide. Course and program SLO assessments are already used in most program review to help identify trends, patterns, or concerns that should be noted and addressed.

CONCLUSION

Merced College has partially resolved the recommendation.

At the current time, the level of proficiency in the outcomes cycle varies to some degree among Instruction, Student Services, Technology and Institutional Research, and Administrative Services. However, by fall 2012 Merced College will achieve the Commission's requirement of Proficiency in student learning outcomes and/or service area outcomes for courses, programs, certificates, and degrees; for student services; for library and learning support services; and for administrative services. Assessment of outcomes by appropriate faculty and staff is based on research and analysis, and leads to identification and implementation of improvements to support both student learning and institutional effectiveness **(IIA.1, II.A.1.a, II.A.1.c, IIA.2.a, II.C.2).**

RECOMMENDATION 2

EVIDENCE

Rec. 2.001   ARC Assessment Cycle Matrix

Rec. 2.002   CAT training agendas

Rec. 2.003   IPRSLOAC website

Rec. 2.004   ARC website - proposed location

Rec. 2.005   Instructional SLO assessment form

Rec. 2.006   Curriculum committee website

Rec. 2.007   Academic Senate website

Rec. 2.008   Curriculum committee composition

Rec. 2.009   Student Services SLO site

Rec. 2.010   Student Services 11-12 program review document

Rec. 2.011a   Admissions and Records meeting with coordinator 2011-10-25

Rec. 2.011b   ASMC meeting with coordinator 2011-10-18

Rec. 2.011c   CalWORKs meeting with coordinator 2011-12-05

Rec. 2.011d   Career Center meeting with coordinator 2011-12-13

Rec. 2.011e   Counseling Cohort meeting with coordinator 2011-10-25

Rec. 2.011f   DSS meeting with coordinator 2011-11-01

Rec. 2.011g   EOPS meeting with coordinator 2011-10-24

Rec. 2.011h   Financial Aid meeting with coordinator 2011-10-24

Rec. 2.011i   ORS meeting with coordinator 2011-10-25

Rec. 2.011j   Student Health meeting with coordinator 2011-10-18

Rec. 2.011k   Transfer Center meeting with coordinator 2011-12-13

Rec. 2.012a   Counseling Cohort SLO/SAO meeting notes 2012-01-24

Rec. 2.012b   Counseling Cohort SLO/SAO meeting notes 2011-12-13

Rec. 2.012c   Counseling Cohort SLO/SAO meeting notes 2011-10-25

Rec. 2.013   Student Services email to SLO PROs

Rec. 2.014   Student Services program review link

Rec. 2.029d   EOPS Classified meeting minutes 2011-11-14

Rec. 2.029e   EOPS All Staff meeting minutes 2011-12-07

Rec. 2.029f   EOPS All Staff meeting agenda 2011-12-07

Rec. 2.030a   CalWORKs program review email 20-12-01-30

Rec. 2.030b   CalWORKS weekly team meeting minutes 2011-08-31

Rec. 2.030c   CalWORKS weekly team meeting minutes 2011-12-08

Rec. 2.031   Recommendation #2 evidence

Rec. 2.032   Instructional Area 2 website link

Rec. 2.034   *The SLO Down* newsletter website link

Rec. 2.035   SLOPROs *Outcomes* website link

Rec. 2.036   *Campus Digest* website link

Rec. 2.037   Admissions and Records program review website

Rec. 2.038   CalWORKS program review website

Rec. 2.043   Accreditation Resolution Action Plans

Rec. 2.044   College Council website

Rec. 2.045   Accreditation Steering Committee website

Rec. 2.046   Flex Committee website link

Rec. 2.047   English faculty SLO reminder email 2011-12-22

Rec. 2.048   Study Central workshops website link

Rec. 2.049a   Faculty forum flyer

Rec. 2.049b   Faculty forum feedback

Rec. 2.050   Job description for PR/SLO coordinators

Rec. 2.051   Program Review Task Force website link

Rec. 2.052   CurricUNET website link

Rec. 2.053   Program Review Task Force minutes

Rec. 2.054   Student Services resource allocation worksheet

Rec. 2.055   TIR website link

Rec. 2.056   MCDUG website link

Rec. 2.057a   Management Team Council meeting minutes 2010-09-09

Rec. 2.057b   Management Team agenda 2011-08-08

Rec. 2.057c   Management Team agenda 2011-09-08

Rec. 2.057d   Management Team agenda 2011-10-06

Rec. 2.057e   Management Team agenda 2011-11-04

Rec. 2.057f   Management Team agenda 2011-12-08

Rec. 2.057g   Management Team agenda 2012-02-09

Rec. 2.057h   Management Team meeting minutes 2011-08-11

Rec. 2.058   TRMPC agenda and minutes website link

Rec. 2.059   TIR resource allocation request website link

Rec. 2.060   TRMPC website link

Rec. 2.061   ASMC meeting minutes website link

Rec. 2.062   ENGL 01A spring 12 course outline

Rec. 2.063   HIST 17A spring 12 course outline

RECOMMENDATION 3
Integrated Planning, Evaluation, Resource Allocation, and Decision-Making Process

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

SUMMARY

Merced College's integrated planning process continues to evolve. In 2008 the College embarked on a complete revision of its master planning process with input from the various constituent groups. The Academic Senate president and college President co-chaired the committee, which distributed its drafts for review throughout the college community. This process resulted in the *Merced College Planning Handbook*, which was approved by the Board of Trustees in December 2009. This master planning document identified each master planning committee, its membership, and how each committee fits into the College's overall planning structure. The *Handbook*, however, did not provide a fully comprehensive description of the integration of program review, planning, and resource allocation.

The College's program review and resource allocation process, central to integrated planning, has evolved and improved since its beginnings in the late 1990s. Prior to 2011-2012, the program review process was driven largely by resource needs. Program reviews, for example, were completed to justify and acquire tangible resources from each requesting department. For the most part, program reviews were not used to influence institution-wide planning, nor were district-level plans used to drive program-level planning. In the last two years, however, the resource allocation process has become significantly more transparent, and many requests previously funded through the resource allocation process have become part of departmental budgets. Consequently, program review now focuses more on evaluation and goals for improvement, and resource requests based on program review are typically associated with program improvements, new initiatives, or truly one-time needs, such as the purchase of Smart Boards. *(For further explanation of the program review process within each area, see Recommendation 1.)*

In 2010-2011, under the guidance of an outside consultant, the College undertook a broad-

based strategic planning process **(Rec. 3.001).** This resulted in the creation of the Merced Community College District 2010-2013 Strategic Plan, which included five goals, 19 objectives, and updated mission, vision, and core values statements. The Board of Trustees adopted the strategic plan on September 6, 2011.

RESOLUTION AND ANALYSIS

The College has enhanced and improved its integrated planning processes. While evaluating existing planning processes in light of the requirements of the standards and Recommendation 3, the college community has had robust and substantial dialogue about the recommendations. Dialogue has continued as presentations on the recommendations were made in area and in cohort meetings **(Rec. 3.003, 004).** Other groups have also engaged in serious dialogue concerning their roles in District planning processes **(Rec. 3.005, 006).**

In addition, two full-day accreditation action planning workshops, with broad cross-college representation from faculty, classified, management, and students, resulted in the development of the Accreditation Resolution Action Plans, which maps out the steps toward resolution of each of the Accrediting Commission's recommendations **(Rec. 3.026).**

One result of the institution's continuing dialogue is that the planning process has been redesigned to align with the budget calendar **(Rec. 3. 009).** For example, the resource allocation process for 2012-2013 began in fall 2011. The process requires that all requests for financial, technology, physical, or human resources be justified by program review data and analysis in either annual updates or in comprehensive program reviews, which are then reviewed by the appropriate master planning committee (i.e., Instructional, Technology and Institutional Research, Student Services, Facilities, and Administrative Services). Each master planning committee prioritizes the items based on criteria it has identified **(Rec. 3.010);** however, criteria used by all master planning committees include the following questions to guide decision-making **(Rec. 3.011):**

- Is the request connected to an accreditation standard?
- Is the item related to an Institutional SLO?
- Is the item supported in the program review?
- Can the item be connected to a program SLO?
- Is the item related to a strategic planning objective?
- Is the item critical to the program or required for safety?

With master planning committee approval, final resource allocation lists are forwarded to the Educational Master Planning Committee (EMPC), which sends the lists to the vice presidents, who merge the items into a single master list **(Rec. 3.012).** The master list is then sent back to each master planning committee for comments, is reviewed again by the vice presidents, and then sent back to EMPC for approval and/or restructuring **(Rec. 3.009).** EMPC also receives a list of those items that were purchased at its first meeting in the fall as a method of validating that the planning and resource allocation processes are being followed.

The Planned Expenditures Committee, made up of the President and the vice presidents,

recommends specific funding allocations for strategic purposes. For 2011-2012, for example, those purposes included life-cycle funding for technology and a planning budget for the College's Fiftieth Anniversary. Recommendations of this group merge with those from EMPC towards the end of the standard resource allocation process **(Rec. 3.035a-d).**

Another enhancement of the integrated planning process occurred in fall 2011. For the first time, classified staff requests filtered up through the master planning committees synchronously with other resource allocation requests already included in the process (i.e., technology, facilities) **(Rec. 3.013).**

In addition, the District's fully developed faculty hiring process is supported by program review, which is the primary mechanism for institutional evaluation of the effectiveness of staffing levels **(Rec. 3.015, 016).** *(The College Council, however, has recently formed a shared-governance task force to evaluate the use of collegewide human resources—see Recommendation 8.)* In this annual process, the Faculty Hiring Committee of the Academic Senate evaluates all faculty hiring requests, which originate in instructional and Student Services program reviews. Based on the provided data and the presentations by faculty members from each area requesting a faculty hire, the committee formulates and sends to the college President a recommendation on faculty hiring priorities for the following year.

The College Council approved the formation of an ad hoc shared-governance Staff and Management Hiring Priorities Task Force in December 2011 **(Rec. 3.018).** The purpose of this task force is to establish a permanent hiring priorities structure and process for classified staff and management that is fully integrated with planning, program review, and resource allocation. Following evaluation and subsequent revisions from the college community, the final recommendation on the structure and process for hiring priorities will be sent to the College Council and then to the President for approval. In accordance with section XXXIII of the Accreditation Resolution Action Plans, the District is scheduled to complete development and approval of the hiring priorities structure and process by June 1, 2012. *(See Recommendation 8.)*

The institution assures the quality and improvement of all its instructional courses and programs in a variety of ways through its enhanced program review and resource allocation process. For example, the instructional program review template was revised for the 2011-2012 year and now includes a focus on curriculum, student learning outcomes, and other performance measures, including, but not limited to, success rates and grade distributions (Rec. 3.020). Additional revisions will occur for 2012-2013 following an analysis of the evaluative comments collected from faculty in spring 2012.

Across the District, the program review process now requires that program goals be consistent with the College's mission statement, connected as appropriate to the strategic planning goals and institutional learning outcomes, and grounded in consideration and analysis of program-level learning or service outcomes **(Rec. 3.015, 016, 020).** This is a broad-based process involving every college department and constituent group.

To support these ongoing improvements, a new Integrated Planning Task Force (IPTF) has formed to update and expand the 2009 Merced College Planning Handbook. The new

handbook will bring integrated planning to the forefront and will result from an evaluation of all planning processes. The handbook will support the ongoing and systematic improvement and sustainability of those processes **(Rec. 3.021)**.

A recent improvement in the program review process includes a move from a comprehensive 5-year cycle to a 5-year cycle with annual reviews in years 2, 3, 4, and 5. The Instructional and Technology and Research Master Planning committees first began their annual reviews in 2010-2011. All the master planning committees have now incorporated annual reviews into their program review cycles. A separate Program Review Task Force (PRTF) convened in early October 2011 and began evaluating the program review templates from Instruction, Student Services, Technology and Institutional Research, and Administrative Services **(Rec. 3.022, 023, 024)**. The primary purpose of this task force was to identify a set of common elements and a glossary of terms for all program review processes in an effort to create more cohesiveness in those processes, and documentation across the different areas of campus. Work done by the PRTF will be incorporated into the Integrated Planning Handbook by the Integrated Planning Task Force (IPTF). *(See Recommendation 1 for more information on the PRTF and its successor, the Assessment Review Committee.)*

Institutional dialogue has also identified needed improvements in the District's strategic plan. These improvements will be completed by June 2012 and will include the development of action plans, timelines, and resource and staffing requirements. This process will involve participants from all constituencies under the direction of the Educational Master Planning Committee (EMPC).

However, the impact of the Strategic Plan is already evident. For example, an ad-hoc Communications Task Force is addressing the strategic plan's goal of improving district communications, while also addressing Recommendation 4. Enhancing the College's communication processes will ensure that robust dialogue concerning integrated planning, program review, and resource allocation processes continues to occur. *(See Recommendation 4 for a thorough description of the communication improvements on the campus.)*

In fall 2011 the President called together a large group of representatives from all constituencies and College areas to create the Accreditation Resolution Action Plans. Four of its numerous components are most directly related to this recommendation. The plans address integrated planning issues in systematic fashion and in response to ACCJC's Recommendation **(Rec. 3.026)**.

For example, the Assessment Review Committee (ARC) was created in part to integrate program review information from all areas of the campus into one annual summary document, which is to be used in planning at the institutional level (**Rec. 3.027**).

One action plan recommended the establishment of the College Council, which convened its first meeting on October 21, 2011 **(Rec. 3.028)**. The Council oversees all shared governance organizational structures and ensures that best practices for shared governance committees are communicated to all constituencies. The Council takes the lead in providing necessary shared governance training for committee members. The Council's explicit roles are to:

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

The College Council established the previously mentioned Integrated Planning Task Force (IPTF) primarily to address Recommendation 3 **(Rec. 3.018).** The IPTF will specify the necessary components that all planning, program review and resource allocation processes should have in common, including acceptable assessment methods and measures, so that they are ongoing and systematic, proceed according to clearly established timelines, and are geared toward refining important processes and improving student learning.

In February 2012 the IPTF began analyzing documentation and descriptions of all existing planning, program review, and resource allocation (PPRRA) processes in each area of the College and within the College as a whole (Rec. 3.030). The IPTF is scheduled to have a comprehensive draft of the *Integrated Planning Handbook*, the successor to the *2009 Merced College Planning Handbook*, by June 2012. This handbook will document the following:

- Purposes, scope, overall structure, and expectations of integrated PPRRA processes;
- Core PPRRA elements and any other elements that might be unique to a given area of the College;
- Participants and their responsibilities;
- Timelines for PPRRA processes and the resulting improvements;
- Suggestions for effective processes;
- Quality control process for PPRRA, including rubric(s);
- Outcomes of PPRRA, including plans, resource allocation priorities, follow-through, and improvement of student learning and college effectiveness;
- Glossary of Terms;
- Evaluation and improvement of PPRRA processes.

After soliciting feedback from the college community, the IPTF will make appropriate changes to the *Integrated Planning Handbook*. Final presentation of the document to the College Council is scheduled for September 2012, and implementation of the *Handbook's* newly-defined integrated planning process will commence in October 2012. The recommendation to College Council for adoption of the *Integrated Planning Handbook* will also include a proposal for a permanent structure and process for overseeing PPRRA processes.

Along with the IPTF's work in revising the Handbook, discussions have occurred at the different master planning committees concerning their roles in the integrated planning process. For example, the Instructional Master Planning Committee (IMPC) edited its charge to emphasize planning rather than focus on information-sharing and resource allocation **(Rec.3.031).** Other committees have had similar discussions about planning (**Rec. 3.032).** In fact, all master planning committees will include standing agenda items on

integrated planning, institutional effectiveness, and student learning, and will annually evaluate their role in the process.

The College continues to collect and use data in its planning processes. Faculty members use data to evaluate student learning outcomes, with the results of these analyses used to improve student learning. At the institutional level, the Office of Grants and Institutional Research (OGIR) is the office responsible for gathering and distributing data for program review, integrated planning, and other purposes **(Rec. 3.034).**

Section IV of the Accreditation Resolution Action Plans recommends that the College evaluate institutional research resources and campus research needs, and make improvements as necessary. Prior to 2011, OGIR created program review data sets uniformly for all instructional programs. Recent improvements in the process allow faculty to request data based on research questions, which helps to facilitate more authentic assessment. However, further improvements are needed and the District must develop a process by which the institution can systematically assess the effective use of research and information technology resources and use the results of evaluation as the basis of improvement. Discussions about how to develop the process will begin in spring 2012 in the Technology and Research Master Planning Committee (TRMPC). Development of the process will be completed by August 2012 for implementation in 2012-2013.

The College has also identified the need to revise and update *In Cadence with the Future*, the District's educational and facilities master plan, by March 2013. The revised plan will integrate physical resource planning with institutional planning. The College will also develop a process by which the plan will be revisited and updated on a regular basis in response to changes in enrollments and academic programs, which affect physical as well as educational planning.

NEXT STEPS

Merced College has developed and has begun to implement the framework necessary to fully address Recommendation 3. Through the College Council and other planning groups, the College will monitor and evaluate integrated planning on a systematic and ongoing basis, and will provide necessary corrections. The Council will assist the entire college community in understanding that planning is ongoing and never finished (i.e., one cycle is completed, evaluated, and the new cycle begins). Documentation of all aspects of the planning steps and important information of the processes will be shared across the campus, and dialogue will be robust and inclusive of all constituent groups. Following is a summarized chart of Merced College's next steps in relation to integrated planning.

Task	Group Responsible/ Date for Completion	Outcome
Complete development of Strategic Plan	College Council and EMPC *June 2012*	Completed Strategic Plan, including: Activities Strategies Timelines Responsibilities Resource requirements Evaluation Timeline for Review and Revision of Plan, including the mission, vision, and core values.
Regular and engaging opportunities for all employees to learn about and discuss the nature, concepts, and applications of integrated planning, program review, resource allocation, and implementation, including the employee roles	Vice Presidents/Cabinet *June 2012*	Engaging opportunities for all employees to learn about planning, program review, and resource allocation.
Assess the strengths and weaknesses of Merced College's shared governance model.	College Council *April-September 2012*	Identify all shared governance structures, both formal and informal, and assess the strengths and weaknesses of the model. Recommend a revised model to the College Council.
Convene Staff and Management Hiring Priorities Task Force (SMHPTF).	SMHPTF College Council *February-May 2012*	Develop and recommend to College Council a permanent hiring priorities structure and processes for managers and classified staff that are fully integrated with the planning, program review, and resource allocation processes.
Establish a process for systematically assessing effective use of research and information technology resources	TRMPC *August 2012*	Creation of a process for systematically assessing effective use of research and information technology resources in order to use the results of evaluation as the basis for improvement.

Task	Group Responsible/ Date for Completion	Outcome
Analyze, evaluate, and revise all existing integrated planning, program review, and resource allocation processes.	IPTF College Council *First draft completed: June 2012*	*Integrated Planning Handbook* Purposes, scope, overall structure, and expectations of integrated planning, program review, and resource allocation processes Core planning, program review, and resource allocation elements and any other elements that might be unique to a given area of the College Participants and their responsibilities Timelines for planning, program review, and resource allocation processes and the improvements that result Suggestions for effective processes Quality control process for planning, program review, and resource allocation, including rubric(s) Outcomes of PPRRA, including plans, resource allocation priorities, follow-through, and improvement of student learning and College effectiveness Glossary of Terms Evaluation and improvement of PPRRA processes
Implement processes outlined in *Integrated Planning Handbook*	College Council, Master Planning Committee, and any other relevant committees defined by College Council. *October 2012*	Implementation of revised planning, program review, and resource allocation processes as outlined in *Integrated Planning Handbook*.
Post final resource allocation list for 2012-2013 on Portal for entire campus community to view.	EMPC *April 2012*	2012-2013 Resource Allocation list available for easy viewing by campus community.
Update *In Cadence with the Future: Educational and Facilities Master Plan*	EMPC/College Council/Board of Trustees/President *March 2013*	Updated educational and facilities master plan, including review and revision provisions

CONCLUSION

The College has partially resolved Recommendation 3 and will fully resolve the recommendation by March 2013.

The College has evaluated its planning processes through data analysis and dialogue and has firm plans to make further improvements in planning and institutional effectiveness. The College has already implemented a much-improved program review and resource allocation process and has established a clear timeline for implementation of additional improvements in integrated planning by fall 2012. Assessment of student learning outcomes and improvement of student learning are integrated into program review, as are other measures of student performance and program effectiveness. *(See also Recommendations 1 and 2 above.)* Further evaluation and improvement of program review and resource allocation, and of other parts of integrated planning, will be built into the *Integrated Planning Handbook.*

Merced College's mission and vision statements and its set of core values are central to institutional planning and decision-making through the evidence-based program review, resource allocation, and strategic planning processes. Furthermore, the institution has adopted goals to improve its effectiveness consistent with the purposes of the institution as outlined in the District's strategic plan **(1A.4, 1B.2, 1B.3).** The planning process, from unit program review up to institutional strategic planning, provides opportunities for participation and input by all constituencies, and is designed both to guide allocation of all human, physical, information, technology, and financial resources and to improve institutional effectiveness **(I.B.4, III.A.2, III.A.6, III.B.2.b, III.C.2, III.D.1.a).** Instructional program review in particular promotes the quality and continuing improvement of the College's courses and programs **(II.A.2).** The College believes it has made a great deal of progress over the past year, but acknowledges that additional work is needed.

RECOMMENDATION 3

EVIDENCE

[Rec. 3.001](#)   Strategic Plan charrette faculty and staff

[Rec. 3.002](#)   Strategic Plan charrette student

[Rec. 3.003](#)   Counseling Cohort professional development day agenda2011-11-02

[Rec. 3.004](#)   Area 5 meeting minutes 2011-10-28

[Rec. 3.005](#)   Academic Senate meeting minutes 2012-01-26

[Rec. 3.006](#)   EMPC meeting minutes 2012-01-26

[Rec. 3.007](#)   Accreditation meeting minutes 2011-10-05

[Rec. 3.008](#)   Accreditation meeting minutes 2011-11-15

[Rec. 3.009](#)   EMPC resource allocation process calendar 4-22-2010

[Rec. 3.010](#)   IMPC resource allocation criteria

[Rec. 3.011](#)   IMPC resource allocation spreadsheet

[Rec. 3.012](#)   EMPC meeting minutes 2011-11-10

[Rec. 3.013](#)   IMPC resource allocation classified positions 2012-13

[Rec. 3.014](#)   DMG meeting minutes 2011-08-23

[Rec. 3.015](#)   Student Services program review handbook

[Rec. 3.016](#)   TIR program review template

[Rec. 3.017](#)   Faculty hire data 2011

[Rec. 3.018](#)   College Council meeting minutes 2011-12-13

[Rec. 3.019](#)   Accreditation Resolution Action Plans section XXXIII

[Rec. 3.020](#)   Instructional program review template 2011-12

[Rec. 3.021](#)   Accreditation Resolution Action Plans section IX

[Rec. 3.022](#)   Program Review Task Force meeting minutes 2011-10-18

[Rec. 3.023](#)   Program Review Task Force meeting minutes 2011-11-01

[Rec. 3.024](#)   Program Review Task Force meeting minutes 2011-12-06-2011

[Rec. 3.025](#)   Communication Task Force recommendations

[Rec. 3.026](#)   Accreditation Resolution Action Plans

RECOMMENDATION 4
Communication

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

SUMMARY

During the March 2011 visit, the evaluation team determined that communication problems existed at the College. Some employees stated during interviews that they believed communication was poor, and the team noted that this issue needed to be "addressed promptly." The team also believed that dialogue about institutional effectiveness needed improvement.

To improve communication and engage in dialogue that is inclusive, respectful, intentional, and informed, the College has undertaken numerous purposeful efforts, among which is the creation of the College Council.

RESOLUTION AND ANALYSIS
The College Council

The College Council has regularly discussed its roles and responsibilities during its biweekly meetings and received training on responsibilities on October 21, 2011 **(Rec. 4.001, 002).** The Council's fundamental purpose is to provide information, facilitate communication, and solve problems related to shared governance. Council members are explicitly responsible for taking information to and from constituent groups **(Rec. 4.003).** As a result of the creation of the College Council, two previously existing committees (President's Advisory Council and Board Agenda Review Committee) were eliminated and their functions were folded into the Council's work, which will result in more efficient communications. The Council's meeting agendas, minutes and other documents related to its work may be found on the College's website **(Rec. 4.001).**

Decision-making is accomplished by consensus of its members, and the Council has made progress in many areas. Among its actions, the Council has decided to schedule a review of the College's mission statement each March, reporting any recommendations to the Board of Trustees **(Rec. 4.004).** As a result of serious dialogue regarding the adoption of a districtwide ethics statement, the Council crafted the ethics statement and distributed the final version throughout the campus for constituent feedback. The Board of Trustees adopted the ethics statement during its February 7, 2012 meeting **(Rec. 4.005)** and it was published in the February 2012 *Campus Digest* **(Rec. 4.006).**

The Council has scheduled training for committee members and conveners from a number

of campus committees, particularly shared governance committees, for March 22-23, 2012. During training, participants learned how to lead and engage in meetings more effectively. They also were trained to communicate more effectively with their constituents **(Rec. 4.007).**

The College Council created an ad hoc Communications Task Force to evaluate and recommend more effective ways of conducting District communications, especially with regard to management of email **(Rec. 4.008).** In March 2012 task force members participated in a Microsoft Academy webinar training session on appropriate use of email. The training included particular emphasis on management of email **(Rec.4.009).**

As a result of its work, some improvements in campus communications were implemented in fall 2011 and additional steps will be taken in spring 2012. For example, staff will be encouraged to incorporate common signifiers such as "urgent" for important messages. The task force also evaluated how the College communicates with students and investigated methods related to the use of electronic technology to reach them **(Rec. 4.010).**

To further improve communications, the existing Public Information, Marketing and Style Guide will be revised and updated by fall 2012, and will include suggestions on how to better manage email, guidelines on the use of social media, and a description of the formal processes of district communications **(Rec. 4.011).**

The Council adopted The Office of Institutional Advancement's proposal to create and publish a districtwide newsletter, The *Campus Digest*, on a monthly basis (Rec. 4.012). The *Campus Digest* includes information of interest and importance to both employees and students, including a regular message from the President. The primary method of distribution is through the college portal and by email, although limited numbers of hard copies are printed. Other areas of the College continue to publish newsletters of more specialized interest, such as The *SLO Down* and *Honors Newsletter* (Rec. 4.013, 014).

The College Council approved a new Standing Accreditation Committee in December 2011 that is expected to become the "campus experts" in regards to the Commission's standards. This committee is charged with sharing its knowledge throughout the campus community on a regular basis. Training for the committee is ongoing with representative groups sent to three different ACCJC training sessions in November and December 2011 and February, 2012 **(Rec. 4.015).**

The College's concerted efforts to resolve Recommendations 1, 2, and 3 has resulted in frequent and robust dialogue about the quality and implementation of the College's program review, SLO, and integrated planning processes. The importance of addressing these issues has spurred increased energy and attention across all areas of the campus. These activities have resulted in several new campuswide task forces. More information may be found in recommendations 1, 2, and 3.

RESOLUTION AND ANALYSIS
Institutional Effectiveness

The College has taken numerous positive steps to improve the climate for dialogue, and has

created the conditions and processes necessary for institutional effectiveness and improvement. For example, a portal/SharePoint site was upgraded in January 2012 **(Rec. 4.016)**. The President and College Council have urged all campus groups to post information related to institutional planning more promptly to college websites. The College documents and provides assessment results though such resources at the IPRSLOAC website, program review documents, and student learning outcome (SLO) reports. The SLO reports are integrated with program review **(Rec. 4.017).**

In addition, institutional effectiveness data became available as of February 1, 2012 on the College's MC4Me portal on the Office of Grants and Institutional Research webpage. The most recent Accountability Reporting for the Community Colleges (ARCC) report is also linked at this location, along with the California Community College Chancellor's Office Datamart **(Rec. 4.018).**

The President, vice presidents, instructional deans, College Council, and constituent groups such as the Academic Senate, Management Team, and Classified Senate are strongly encouraging more employees to participate in governance and planning processes **(Rec. 4.007a-b).**

For example, the Educational Master Planning Committee (EMPC), under the auspices of the College Council, will incorporate many of the actions described in this Follow-Up Report in the development of action plans for the District's strategic plan. This is one of the major projects that will address the Commission's recommendation to improve communication throughout the District **(Rec. 4.019).**

Communication is further enhanced by having the Board of Trustees, faculty, staff and students receive systematic and frequent updates regarding a number of major changes being implemented during the coming year that will significantly impact students' access to enrollment and financial aid, as well as their ability to repeat classes. These changes are likely to have visible effects on enrollment figures **(Rec. 4.020).**

Communications have been greatly enhanced with technical and creative improvements in the College's Print Services Department, which has produced more effective communication materials, such as brochures, flyers, advertisements, and the 2010 Institutional Self Study. These efforts have resulted in improvements in clarity, design and delivery of important documents **(Rec. 4.021).**

NEXT STEPS

While most of these efforts above will be ongoing, projected additional efforts for the coming year include:

- **Spring 2012:** Continued evaluation of effectiveness of Campus Digest and other online communications media.
- **Spring 2012:** Continued enhancement of the new College website.
- **May 2012**: Begin review and revision of the Public Information, Marketing and Style Guide.
- **May 2012:** Self-Evaluation of the College Council regarding its effectiveness, particularly

in relation to communication and planning.

- **June 2012:** Under the purview of the Board of Trustees and College Council, completion of the strategic plan, including specific actions to be taken, a timeline of activities, a budget, and identification of those responsible for those actions.

- **July 2012**: Coordination and dialogue with the new Superintendent/President about his/her own communication style and how it will relate to the needs of the campus community and community-at-large.

CONCLUSION

Merced College has partially resolved the recommendation.

Merced College has taken numerous active approaches to improve District communications at the level of technical and concrete processes, such as the publication of the *Campus Digest,* its investigation of effective email communications and training in "email etiquette," the creation and adoption of a campuswide ethics statement, the newly designed college website, the improved posting and publication of important documents central to institutional quality and improvement, and a revitalized effort to create more attractive and appealing publications and other printed material. These specific efforts, and those planned above, have resulted in a more informed and intentional dialogue. **(I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, III.A.4.c)**

The College has also made a concerted effort to improve communications at the level of interpersonal relationships. While it is difficult to quantify an improvement in "respectful" dialogue, the College has taken steps to create a campus climate that will nurture open communications in an inclusive and respectful environment. The College's ethics statement is a strong proclamation of collective values necessary in an institution that must rely on collegiality and mutual respect to accomplish its goals. The *Campus Digest*, as well as other campus publications, will contribute to a more positive and healthy climate to nurture "dialogue that is inclusive, respectful, intentional, informed, and documented and about institutional quality and improvement." **(I.B.4)**

The College's continuing effort to complete its strategic plan, its encouragement of staff to participate in shared governance committees, and the creation of the College Council, provide further evidence of institutional commitment to a purposeful dialogue that will guide institutional change. **(I.A.4, I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, III. A.4.c)**

RECOMMENDATION 4

EVIDENCE

Rec. 4.001	College Council website link
Rec. 4.002	College Council meeting minutes 2011-10-21
Rec. 4.003	College Council roles and responsibilities
Rec. 4.004	College Council meeting minutes 2012-01-24
Rec. 4.005	Board of Trustees meeting minutes 2012-02-07
Rec. 4.006	February 2012 *Campus Digest*
Rec. 4.007a	Committee and Convener Training
Rec. 4.007b	College Council meeting minutes 2011-12-02
Rec. 4.008a	College Council meeting minutes 2011-11-29
Rec. 4.008b	Email communications proposal
Rec. 4.009	Email webinar training email
Rec. 4.010	ASMC Meeting 2012-03-13 (*not available by publishing deadline*)
Rec. 4.011	Shepard email to Newins 2012-02-27
Rec. 4.012	Campuswide Communications proposal
Rec. 4.013	*The SLO Down* newsletter/IPRSLOAC website link
Rec. 4.014	Honors Program newsletter website link
Rec. 4.015a	ACCJC training session 2011-10
Rec. 4.015b	ACCJC training session 2011-11
Rec. 4.015c	ACCJC training session 2012-02
Rec. 4.016	MC4Me portal website link
Rec. 4.017	Student Services program review template
Rec. 4.018	Office of Grants and Institutional Research website link
Rec. 4.019	EMPC meeting minutes 2012-01-26
Rec. 4.020	Board of Trustees meeting minutes 2012-01-17
Rec. 4.021a	Accreditation Forum flyer
Rec. 4.021b	Fee Increase flyer
Rec. 4.021c	Classified Staff Development Day flyer

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

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

SUMMARY

Immediately following the accreditation team's March 2011 visit, the Board of Trustees began engaging in an ongoing and comprehensive discussion about ACCJC's recommendations and the Board's role in the accreditation process. This was done not only to respond to the Commission's recommendations, but to also model to the College community its commitment to continuous improvement. Consultant Cindra Smith facilitated a Board workshop on April 9, 2011 to specifically address the Board-related accreditation recommendations **(Rec. 5.008a-d).**

RESOLUTION AND ANALYSIS
Self-Evaluation and Board Responsibilities

In the workshop discussion of its self-evaluation, the Board paid particular attention to items rated less than 3 on a scale of 1-5. The Board discussed how to address the perceived areas needing improvement, paying close attention to the following items on the self-evaluation tool:

- 7 – "The Board reaches decisions on the basis of study of all available background data . . ."
- 9 – "Board members are knowledgeable about community issues . . ."
- 17 – "Members of the Board reflect Board policy . . ."
- 26 – "The Board is involved in and understands the budget process."

To address items 7 and 9, the Board agreed to hold a minimum of two annual retreats and schedule additional workshops as necessary. The Board also agreed to place a board education/development item on each regular Board meeting agenda to become more knowledgeable about state and community college issues, in addition to items specific to Merced College. **(Rec. 5.001)**

The Board came to consensus that the item 17 question was poorly written and difficult to understand. This will be addressed when the Board reviews the self-evaluation tool during its next retreat. The Board reached consensus that there will be only one voice speaking on behalf of the College when addressing the media. Trustees concurred that that person will be the college President, unless another spokesperson is appointed.

With respect to item 19, the Board discussed involving the community in relevant decisions, but decided that the community has additional options to provide input other than during board meetings or by written communications. There was a short discussion regarding campus committees that encourage community input and/or have a community person as part of the membership. A list of these committees was provided at the Board's Feb. 21 workshop **(Rec. 5.013).**

Regarding item 26, the Board discussed its involvement and understanding of the budget process. Trustees understand that the budget is developed through a shared governance process and is provided to them for approval. At the Board's February 21 workshop, a "Budget 101" presentation was given by the vice president of Administrative Services, which is the same presentation provided to the campus community. The presentation informed the Board of the intricate nature of the budget development **(Rec. 5.014).**

Additionally, the Board set a goal to review the self-evaluation tool during a November 14, 2011 workshop at which consultant Cindra Smith led discussion on the Board self-evaluation tool and the process used in compiling input from the Trustees. The Trustees came to consensus that the existing process did not provide an opportunity for them to enter into dialogue on the items for evaluation to be included in the tool, and that both the tool and the process for input needed to be revised. The Board requested that Cindra Smith return in spring 2012 to provide other self-evaluation models and assist Trustees in adopting and implementing a new tool and process. **(Rec. 5.002)**

There was also extended discussion during the April 9, 2011 workshop on Board Policy 2200 "Board Duties and Responsibilities" and how Trustees fulfill their duties and responsibilities **(Rec. 5.009).** Community College League of California (CCLC) materials regarding board member responsibilities and roles were distributed and discussed. At the November 14, 2011 workshop, the Board was provided a brochure on Trusteeship Tasks, Knowledge and Skills, as well as a list of items on Board responsibilities and governance **(Rec. 5.005).** The Board discussed the contents of these documents, agreeing to review the governance structure and process for decision-making during its February 2012 workshop in order to better understand its governance responsibilities. Additionally, at the February 2012 workshop, the Board was provided with the progress on the development of integrated planning **(Rec. 5.015).**

RESOLUTION AND ANALYSIS
Delegation of Authority

Consultant Cindra Smith also led a discussion of Board Policy 2430 "Delegation of Authority to the Superintendent/President" at the April 2011 workshop **(Rec. 5.010).** The session

included discussion of a letter from District counsel summarizing his review of this policy. The counsel stated that the College's current policy complies with California Education Code. The letter also included review of a CCLC "Board Focus" handout on preventing micro-management **(Rec. 5.011).** The Board then discussed what it means to delegate authority to the President. The Trustees further discussed the responsibility that each individual member, and the Board as a whole, has regarding noninterference in the college operations. Following that discussion, the Board and the President concluded that they have a full understanding of this policy and its implications. **(Rec. 5.001)**

RESOLUTION AND ANALYSIS
Board Role in Accreditation

At its November 14, 2011 workshop, the Board reviewing the Commission's action letter, demonstrating its continuing intention to model its commitment to continuous improvement and full participation in the accreditation process. Trustees paid specific attention to the Board-related recommendations. Additionally, they reviewed Recommendations 5 through 8 of the College Accreditation Task Force Action Plans. To stay current in ongoing accreditation activities, Trustees agreed that the Accreditation Steering Committee, established by the College Council in December 2011, would provide regular updates to the Board, including time for feedback and questions.

Board members also expressed their desire to be more proactive and increase their knowledge of community colleges, state issues, and policy decision-making. As a result, they decided that beginning with the December 6, 2011 board meeting, each agenda will have an item addressing board education and development. To further address the board education and development recommendation, the Board revised and adopted at its December 6, 2011 meeting Board Policy 2740 "Board Education." The policy now includes a comprehensive board development plan and new member orientation. The Board also acknowledged that future board self-evaluations should be considered part of board development **(Rec. 5.003, 016a-b).**

Each Trustee has a comprehensive resource binder containing information from each area on campus. **(Rec. 5.006)** Board members are encouraged to place calls directly to the President or particular area vice president about any area on campus for which more information is needed. Being cognizant of Board Policy 2430, Board members understand that their inquiries are to seek answers to factual questions without venturing into micromanagement of the institution.

The Board also discussed at length Board Policy 3200 "Accreditation" during the November 14, 2011 workshop **(Rec. 5.012).** Discussion included minor revisions to clarify that the Board's role in accreditation should be far broader than simply receiving college reports. The Board amended this policy at its December 6, 2011 meeting. In addition the Board came to consensus at the November 14, 2011, workshop that they will each sign a confidentiality statement. This statement is from Government Code Section 54963 **(Rec. 5.007).**

The Board held a third workshop on February 21, 2012 to continue discussing its roles in accreditation and in the District's shared governance structures. The agenda, which included items forwarded from the last workshop, featured a thorough discussion of the College's shared governance structures, as well as the roles and responsibilities of committees, task forces, and ad-hoc groups. Additionally, the Board received reports from the writing team responsible for developing this Follow-Up Report. They also discussed accreditation standards for board performance **(Rec. 5.004, 015).**

CONCLUSION

The College has resolved this recommendation.

The Board of Trustees has provided for a comprehensive board development and new member orientation process. It has taken a critical look at its self-evaluation tool and processes and has improved both their effectiveness and the effectiveness of the Board. The Board has reviewed and revised board policies and other materials regarding their responsibilities and their role in accreditation. The Board purposefully delegates full authority in the operation of the District, without interference, to the college President **(IV.B.1.f, g, i, j).**

The Board understands the College's shared-governance structures and processes, its own support of those structures and processes, and the requirement for regular evaluation and improvement under the guidance of the College Council, the College's superordinate shared governance committee.

The Board continues its practice of relying primarily on faculty and the Academic Senate and associated committees for recommendations about academic and professional matters, including student learning programs and services, but also thoroughly understands the roles of administrators, staff, and students in shared governance, and supports effective communication among constituent groups regarding institutional effectiveness and improvement. Finally, it has taken the Commission's recommendations regarding Board matters very seriously, and has responded fully to all of them **(IV.A.2.a, b; IV.A.3, 4, 5).**

RECOMMENDATION 5

EVIDENCE

Rec. 5.001   2010 Board Self-Evaluation

Rec. 5.002   Minutes of November 14, 2011, Board workshop and draft policies

Rec. 5.003   Minutes of December 6, 2011, Board meeting and adopted policies

Rec. 5.004   Minutes of February 21, 2012, Board workshop

Rec. 5.005   Trusteeship Tasks, Knowledge & Skills

Rec. 5.006a   Board orientation binder Administrative Services Organizational Chart

Rec. 5.006b   Board orientation binder Administrative Services Information

Rec. 5.006c   Board orientation binder Student Services Organizational Chart

Rec. 5.006d   Board orientation binder Student Services Information

Rec. 5.006e   Board orientation binder Instruction

Rec. 5.006f   Board orientation binder Technology & Institutional Research

Rec. 5.007   Acknowledgement form of Government Code Section 54963

Rec. 5.008a   Minutes of April 9, 2011, Board workshop and sample policies

Rec. 5.008b   Sample Policies on Board Code of Ethics

Rec. 5.008c   Sample Language for AP 2740 Board Education

Rec. 5.008d   Coast College BP 2715 Code of Ethics for Members of the Board of Trustees

Rec. 5.009   Board Policy 2200 "Board Duties and Responsibilities"

Rec. 5.010   Board Policy 2430 "Delegation of Authority to the Superintendent/President"

Rec. 5.011   CCLC "Board Focus" handout

Rec. 5.012   Board Policy 3200 "Accreditation"

Rec. 5.013   Campus Committees with Community Representatives

Rec. 5.014   Budget 101 presentation

Rec. 5.015   Accreditation update

RECOMMENDATION 6
Governing board review its Code of Ethics and Develop a written Process for Sanctions.

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

RESOLUTION AND ANALYSIS

Immediately following the March 2011 accreditation team visit, the Board of Trustees convened a board workshop on April 9, 2011. Consultant Cindra Smith facilitated the workshop in which the Board reviewed and discussed Board Policy 2715 "Code of Ethics/Standards of Practice," as well as samples from other college districts of ethics codes and policies for dealing with alleged ethical violations. Members also received a Community College League of California "Board Focus" handout on upholding board ethics. The Trustees came to consensus on one policy sample and requested that the President bring a final draft to them for consideration and adoption at future board meeting (Rec. 6.001, 002, 004).

Prior to the summer 2011 break, the Board scheduled another workshop to continue its discussions. During this November 14, 2011 workshop, facilitated also by Cindra Smith, the Board reviewed a draft code of ethics and standards of practice (BP 2715) that included sanctions for violations. Additionally, the Board of Trustees discussed and approved an acknowledgement form for Government Code Section 54963 (Rec. 6.006)

At its December 6, 2011 meeting, the Board adopted the revised Board Policy 2715, which was also posted on the College's website (Rec. 6.007, 008). In addition, the Trustees signed the acknowledgement form for Government Code Section 54963. The acknowledgment forms are available in the Superintendent/President's Office (Rec. 6.003, 004, 005, 006).

CONCLUSION

The College has resolved the recommendation and has met the applicable standard.

RECOMMENDATION 6

EVIDENCE

Rec. 6.001   Board of Trustees workshop minutes 2011-04-09

Rec. 6.002   Board workshop sample policies 2011-04-09

Rec. 6.003   Board workshop minutes 2011-11-14

Rec. 6.004   Board workshop draft policies 2011-11-14

Rec. 6.005   Board of Trustees meeting minutes 2011-12-06

Rec. 6.006   Acknowledgement form of Government Code Section 54963

Rec. 6.007   Board Policy 2715 Code of Ethics/Standards of Practice

Rec. 6.008   Board policies and procedures webpage link

RECOMMENDATION 7
Review and/or update Mission Statement regularly.

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

SUMMARY

Merced College conducted a rigorous and thorough process to develop the *Merced Community College District 2010-2013 Strategic Plan*. Facilitated by consultant Michele Murphy, the strategic plan was the culmination of an extended, transparent, and collaborative process. The consultant met with senior administrators during a summer 2010 retreat during which a process was identified to develop opportunities for all college constituents and local community members to participate in the plan's development.

During fall and winter 2010 the consultant facilitated a series of "charrettes," which is a collective process of design that organizes creative thinking in an unrestricted way to develop planning scenarios. The charrettes included students, full-time and adjunct faculty, classified staff, management, and the community. Public charrettes were held in Merced and in Los Banos. Additionally, the District provided electronic charrettes, giving individuals an opportunity to provide input through a website.

The consultant then compiled the results of the charrettes and met with the President to discuss establishment of a task force to craft the strategic plan. Using a shared-governance model, the task force included the President, representatives from students, faculty, classified staff, management, the Board of Trustees, and the community. The task force met seven times during fall 2010 and January 2011, exchanging ideas electronically. The President presented the draft of the strategic plan to the Board during its April 9, 2011 workshop **(Rec. 7.001, 002a-d).**

RESOLUTION AND ANALYSIS

To meet this standard, the Board of Trustees reviewed and adopted the final draft of the strategic plan at its September 6, 2011 meeting (Rec. 7.004). The strategic plan included goals and objectives, updated mission and vision statements, and a set of the District's core values.

Prior to the Board's adoption, the strategic plan was distributed and made available to the entire college community and to the public for input on the District's website. To allow for further comment from campus leadership, copies of the plan were provided to the Academic and Classified senates and the Management Team. The task force met a final time to consider feedback gathered from college constituent groups and the public before preparing the final plan for presentation to the Board of Trustees **(Rec. 7.003, 004).**

In addition, the Board of Trustees passed a motion at its September 6 meeting to review the mission and vision statements and core values every other year beginning in fall 2013.

On January 24, 2012, the College Council established a timeline and process for regular, participatory review and revision of the District's mission and vision statements and core values, which will occur each year in March. This will give Council members time to review these items, ask for input from their constituents, and prepare any recommendations they may have for the Board by the fall **(Rec. 7.005).** The timeline and process were presented for approval to the Board at its February 7, 2012 meeting.

A review of District materials, publications, and websites is taking place in spring 2012 to ensure that the new mission and vision statements and core values are being expressed, where appropriate, in all District materials. This task will be completed by fall 2012 **(Rec. 7.005, 006).**

CONCLUSION

The College has resolved the recommendation.

Interlocking processes have been identified that will guide the College in its participatory review of its mission statement. These processes, along with a regular timeline to accomplish this goal, will result in the adoption of appropriate and compelling changes to the mission, vision and core values and beliefs. **(I.A.1, I.A.2, I.A.3, I.A.4)**

RECOMMENDATION 7

EVIDENCE

Rec. 7.001   Board of Trustees workshop minutes 2011-04-09

Rec. 7.002a   Strategic Plan Task Force meeting minutes 2011-01-25

Rec. 7.002b   Strategic Plan Task Force meeting minutes 2011-11-03, 04, 05

Rec. 7.002c   Strategic Plan Task Force meeting minutes 2011-11-16

Rec. 7.002d   Strategic Plan Task Force meeting minutes 2011-12-07

Rec. 7.003   MCCD 2010-2013 Strategic Plan

Rec. 7.004   Board of Trustees meeting minutes 2011-09-06

Rec. 7.005   College Council meeting minutes 2012-01-24

Rec. 7.006   Board of Trustees meeting minutes 2012-02-07

RECOMMENDATION 8
Human Resources

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

SUMMARY
Fully Functional Human Resources Division

Merced College generally maintains a sufficient number of faculty, staff, and administrators to provide excellent programs and services and to meet the College's goals and needs. At the time of the team's visit, the District employed 175 full-time faculty, 350 adjunct faculty, 31 administrators/managers, four supervisors, three confidential and 263 full- and part-time classified staff to support the College's annual enrollment of approximately 18,000 students.

As the team noted, by 2009-2010 Merced College had grown to a mid-size organization, and compliance with expanded personnel regulations and the responsibility to provide support and opportunities for continued professional and staff development for employees required a fully functioning Human Resources Division.

Prior to November 2010, the Human Resources staff was composed of a supervisor, a confidential secretary, and an office assistant. A contracts technician position, which was primarily responsible for adjunct hiring, reported to the Office of Instruction. In November 2010, based on an initial staffing plan and with the support of California School Employees Association (CSEA) Chapter 274, and the approval of the Board of Trustees, a partial reorganization of the Human Resources Division took place **(Rec. 8.001).** The confidential secretary and office assistant positions were converted to confidential human resource analysts. These changes helped, but more was needed, so the College took additional steps, as described below.

RESOLUTION AND ANALYSIS

Under the direction of the vice president of Administrative Services, the organizational structure and staffing plan for the Human Resources Division was researched and analyzed early in 2009-2010. The Association for California Community College Administrators (ACCCA) annual salary survey data for single-campus districts provided a snapshot of organizational size, level of responsibility and reporting relationships in HR offices across the state **(Rec. 8.002).** Research was expanded to look at FTES and employee support levels, along with very specific job descriptions. HR staff analyzed critical duties and responsibilities and overall essential support services for the District.

After this review, HR staff broadened its search for staffing plan designs and processes used in the central 14 colleges (Allan Hancock, Cabrillo, Gavilan, Hartnell, Kern, Monterey Peninsula, San Joaquin Delta, San Luis Obispo, Sequoias, State Center, West Hills, West Kern and Yosemite). The District uses this region when obtaining and comparing statistical data and other analyses for the purposes of negotiations, staffing studies, and salary and benefit information. This research resulted in a revised staffing plan, which provided an overall picture of the minimum staffing levels that would be needed to comply with the Commission's recommendation of a fully functioning human resources operation. The revised plan was discussed with the College Cabinet and President on an ongoing basis as the research was refined through 2011. Two significant enhancements were authorized with Board of Trustees approval:

- As of December 1, 2011, the contract technician position has been relocated from the Office of Instruction to the Human Resources Office **(Rec. 8.003).** This position is primarily focused on functions related to all aspects of part-time faculty employment and naturally belongs within a fully functional Human Resources department that centralizes services for recruitment and compensation, performance management, employee relations, training and development, compliance and HR policy implementation. This centralization assists greatly with reducing the risks of lawsuits based on a lack of compliance with employment and labor laws.

- In addition, discussions have begun with CSEA and the President to reclassify this as a confidential position, expanding the position's duties and responsibilities.

A recruitment posting for a director of Human Resources has been advertised statewide through a number of publications and websites since December 22, 2011 **(Rec. 8.003, 004).** An insufficient applicant pool has caused a delay in hiring; however, the current timeline calls for screenings to be conducted in February 2012, followed by interviews in mid-March.

Training for HR analysts and contracts technician in their new roles has begun and more is scheduled for spring, summer and fall 2012. This will continue after the arrival of the new HR director **(Rec. 8.003).** *(A detailed training schedule can be found in Appendix A.)*

The revised staffing plan recommends the addition of an HR technician position, which is being addressed with CSEA and the President. This position has also been recommended as part of the Administrative Services Master Planning Committee's (ASMPC) program review-based resource allocation requests for 2012-2013 in the personnel staffing section and has been ranked as the second highest priority item **(Rec. 8.005).**

NEXT STEPS

1. Complete the recruitment and hiring of a dean level HR director.

2. Fully train the HR analysts and contract technician in their new roles.

3. Continue to address the need for an HR technician.

4. Convert the contract technician position from classified to confidential.

5. To sustain progress in this area, the College will annually evaluate HR organizational structure, services, operational workflow, and training practices through the use of program review and satisfaction surveys, and make improvements as needed.

CONCLUSION

The College has substantially resolved the portion of the recommendation requiring a "fully functional human resources division."

With the hiring of a new HR director, the College will have implemented the most pressing components of the revised staffing plan, and will have established a fully functional human resources division. The remaining components will be addressed through the College's program review and resource allocation process **(III.A.4.a)**.

SUMMARY
Evaluation of the Faculty and Staff Diversity Plan

Merced College's Faculty and Staff Diversity Plan has clearly established policies that ensure fairness and equity in all employment procedures **(Rec. 8.006)**. It is expressed in the College's vision statement, which affirms "We value and respect all members of our community and diversity is the strength of our institution." The core values and beliefs also affirm that "Fostering and maintaining diversity is a strength of the institution" **(Rec. 8.007)**.

Merced College demonstrates its understanding of and concern for equity and diversity in its policies and practices. Its written policies ensure appropriate programs, practices, and services that support its diverse personnel. This is delineated in Board Policy 7100 "Commitment to Diversity," which states, "The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students." The College's commitment to equity and diversity can also be found in other board policies, such as Board Policy 3410 "Nondiscrimination," Board Policy 3420 "Equal Employment Opportunity," Board Policy 3430 "Prohibition of Sexual Harassment," Board Policy 5300 "Student Equity," and Board Policy 7120 "Recruitment and Selection" **(Rec. 8.008, 009, 010, 011, 012, 013)**.

The College widely publishes its non-discrimination policy in such publications as the catalog, schedule of classes, brochures and advertisements, and is committed to establishing and maintaining an atmosphere of harmony and mutual respect among its administrators, faculty, staff and students without regard to racial, religious, cultural, ethnic or gender differences.

At the time of the team's visit, the College had identified update of the Faculty and Staff Diversity Plan as a planning agenda item.

RESOLUTION AND ANALYSIS

At its December 13, 2011 meeting, the College Council, in accordance with the Accreditation Resolution Action Plans, formed the ad-hoc shared-governance Faculty and Staff Diversity Committee to update the Faculty and Staff Diversity Plan and associated policies and administrative procedures **(Rec. 8.003, 014)**. Preparation of the plan will entail assessment of the College's performance in employment equity and diversity, and will identify needed improvements. The plan will also include provisions for its own evaluation and improvement.

The Council approved establishment of the committee by consensus, and all College constituent groups have appointed representatives to the committee **(Rec. 8.015).** The first meeting took place in February 2012, and the updated plan is scheduled to be completed and disseminated to the campus community by the end of spring 2012 **(Rec. 8.016,018, 020).**

NEXT STEPS

6. Complete and disseminate the Faculty and Staff Diversity Plan.

7. To sustain progress in this area, the College will evaluate the Faculty and Staff Diversity Plan and associated policies and administrative procedures annually, and make and/or recommend improvements as needed. Evaluation will include analysis of the results of a campus climate survey, the Chancellor's Office annual diversity report, and other information as needed.

CONCLUSION

The College has substantially addressed the portion of the recommendation related to the Faculty and Staff Diversity Plan, and will have met the applicable standard by the end of spring 2012.

The Faculty and Staff Diversity Plan will be completed by that time and widely distributed to the campus community **(III.A.4.b-c).**

SUMMARY
Classified and Management Hiring Priorities

Planning for new full-time faculty positions takes place through the Instructional Contract Faculty Prioritizing Process, which is coordinated by a sub-committee of the Academic Senate. This committee, with direct participation from faculty and administrators from various departments, identifies and recommends to the President which full-time faculty positions should be filled in order to maintain the District's full-time faculty obligation. All faculty hiring requests must be supported by up-to-date evidence from instructional program reviews, ensuring a direct link between resource allocation and institutional planning. The process flows through a number of channels with final approval by the President. Despite ongoing state budget reductions, the College has kept pace with the required faculty obligations and will hire at least two full-time faculty members for the next academic year. Adjunct faculty members are hired as needed to teach classes, staff the library and provide for counseling.

Classified position requests from the vice presidents go to the President's Cabinet for consideration and possible approval. Management positions requests also require the appropriate vice president's recommendation, although budget constraints in recent years have limited the College's ability to fill any classified or management vacancies. Administrative, management, supervisory and classified positions must go through an extensive approval process to gain approval for replacement of staff. Only those considered mission-critical have been filled.

The 2011 Self Study noted, for the benefit of long-term planning, that the Staff Planning and Priorities Committee should be reconstituted. This shared-governance committee used to have the responsibility for prioritizing classified and management staffing needs in coordination with overall planning. The College has investigated reconstituting this committee and has formed a task force to address integration of classified and management hiring with institutional planning.

RESOLUTION AND ANALYSIS

At its December 13, 2011 meeting, the College Council, in accordance with the College's Accreditation Resolution Action Plans, formed the ad-hoc shared-governance Staff and Management Hiring Priorities Task Force (SMHPTF) **(Rec. 8.03, 014).** The task force is charged with:

- Establishing a permanent hiring priorities structure and process for classified staff and management that is fully integrated with planning, program review, and resource allocation processes;

- Soliciting feedback from appropriate College groups, incorporating changes in the structure and process as appropriate, and obtaining necessary approvals for the final version;

- Completing the staffing complements study, obtaining the necessary approvals, and implementing recommendations as appropriate and feasible.

The Council approved establishment of the task force by consensus, and all College constituency groups have appointed representatives to the group. The first meeting took place in February 2012, and the task force is scheduled to complete its recommendations by the end of spring 2012.

NEXT STEPS

8. Complete and disseminate the process and structure for integrating management and classified hiring priorities into institutional planning.

9. To sustain progress in this area, the College will evaluate the process at least biennially, and make and/or recommend improvements as needed.

CONCLUSION

The College has substantially addressed the portion of the recommendation related to integration of management and classified hiring, and will have met the applicable standard by the end of spring 2012.

SMHPTF will complete its work by that time and documentation of the new process and structure will be widely distributed to the campus community **(Rec. 8.003, 006).**

SUMMARY
Evaluating the Use of Human Resources

The College formally assesses the effective use of its human resources during the annual

program review process, during which each organizational unit evaluates its ability to achieve its objectives in terms of its required human, financial, physical, and technology resources. Program reviews may identify the need for faculty or classified staff, and prioritization of requests for each occurs through the process described above.

The College also periodically assesses the effectiveness of the College's human resources on a broader level by conducting evaluations of the organizational structure. For example, in December 2007 the District hired KMR Consulting Services to review the administrative structure in the Office of Instruction to determine whether it represented the most effective and efficient use of staff and resources. The study recommended a blended approach to management of instructional divisions, and the College implemented that recommendation by moving to an area dean structure, while maintaining elected faculty leads to preserve the faculty voice.

However, no process currently exists to assess the effective use of human resources at the institutional level, and as a result the College has formed a task force to develop such a process.

RESOLUTION AND ANALYSIS

At its December 13, 2011 meeting, the College Council, in accordance with the Accreditation Resolution Action Plans, formed an ad-hoc shared-governance task force on Evaluating the Use of Human Resources (EUHRTF) **(Rec. 8.003, 014).** The task force is charged with:

- Developing a model for periodic evaluation of the use of districtwide human resources;
- Soliciting feedback on the model from the College community, incorporating changes in the model as appropriate, and obtaining necessary approvals for the new model;
- Applying the model to evaluate the effectiveness of the use of districtwide human resources and identify improvements needed;
- Recommending improvements to the President, the College Council, and to other college entities as appropriate.

The Council approved establishment of the task force by consensus, and all College constituency groups have appointed representatives to the group. The first meeting took place in February 2012, and the task force is scheduled to complete its recommendations by June 2012.

NEXT STEPS

10. Complete and disseminate the model and recommendations for assessing and improving the use of human resources.

11. To sustain progress in this area, the College will periodically reevaluate its effectiveness in the use of human resources using the established model, and will identify needed improvements. It will also periodically evaluate the model itself and make improvements as needed.

CONCLUSION

The College has substantially resolved the portion of the recommendation related to assessing and improving the use of human resources, and will have met the applicable standard by the end of spring 2012.

EUHRTF's work will be completed by June 2012 and the model and recommendations will be widely distributed to the campus community **(III.A.1.b, III.A.6).**

RECOMMENDATION 8

EVIDENCE

Rec. 8.001 Board of Trustees agenda packet 2010-11-02

Rec. 8.002a Association for California Community College Administrators Salary Survey Data, 2010

Rec. 8.002b Association for California Community College Administrators Salary Survey Data, 2011

Rec. 8.003 Accreditation Resolution Action Plans section XXXII

Rec. 8.004 Job announcement Director of Human Resources

Rec. 8.005 ASMPC 2012-2013 priorities 2011-11-10

Rec. 8.006 Merced College Faculty and Staff Diversity Plan

Rec. 8.007 Merced College mission, vision and core values and beliefs statements

Rec. 8.008 Board Policy 7100 Commitment to Diversity

Rec. 8.009 Board Policy/Administrative Procedure 3410 Nondiscrimination

Rec. 8.010 Board Policy/Administrative Procedure 3420 Equal Employment Opportunity

Rec. 8.011 Board Policy/Administrative Procedure 3430 Prohibition of Harassment

Rec. 8.012 Board Policy/Administrative Procedure 5300 Student Equity

Rec. 8.013 Board Policy 7120 Recruitment and Selection

Rec. 8.014 College Council meeting minutes 2011-12-13

Rec. 8.015 Composition of HR ad hoc committees

Rec. 8.016 Faculty and Staff Diversity Committee agenda and minutes 2012-02-28

Rec. 8.018 Staff and Management Hiring Priorities Committee agenda and minutes 2012-02-28

Rec. 8.020 Evaluating the Use of Human Resources agenda and minutes 2012-02-28

Appendix A: Human Resources Analyst and Contracts Technician Training Schedule

APPENDIX A

Human Resources Analyst and Contracts Technician Training Schedule
ESSENTIAL JOB DUTIES
A. Recruitment, Selection and Classification
B. Wage, Salary & Benefits Administration
C. Worker's Compensation
D. Employer-Employee Relations
E. Labor Negotiations Staff Support)
F. Training (New Department Leaders, Online Training, Search Committees, and Staff Development)
G. Policies & Procedures
H. Statistical Reporting and Studies (Salaries, Benefits, Classifications and other reports and studies as requested)
I. Oral Presentations (Such as new employee orientation & HR updates to campus community)
J. Update and Revise written directives, rules and regulations and policies and procedures
K. Personnel Records Management
L. Collective Bargaining Agreements (CBA's); MCFA & CSEA-Read, interpret and Communicate to campus community
M. Integrated System Support (Datatel)- Participate in Workflows and Upgrades for better automation
N. Applicant Tracking
O. Laws and Regulations (Americans W/Disabilities Act, California Family Rights Act, Age Disability Employment Act, California Fair Employment and Housing Act (FEHA), and Family and Medical Leave Act (FMLA)

Dates Training Periods	Subject/ Conference	Location	Responsible Trainer (s)/ District Staff	Expected Outcomes
September 25, 2011	*Seminars Attended:* Wage & Hour Requirements, Fair Labor Standard Act, Labor Codes and Industrial Welfare Commission	Sacramento	*Trainer:* Atkinson, Anderson, Loya, Ruud and Romo (AALRR) Law Firm. *District Staff:* Sue Miller, HR Analyst	Training, knowledge and current changes that could affect MCCD on case law developments for school districts.
October 18-21, 2011	*Seminars Attended:* EEO Plan, Workplace Disability Management, Ed Code Review & Recent Court Cases, and Master Staffing Plan.	ACHRO/EEO Fall Training Institute; Cathedral City, CA	Various Keynote Speakers *District Staff:* Sue Miller, HR Analyst	Training, knowledge and establishing other District contacts.
January 3 & 17, 2012	Datatel Leave Plans	Information Technology Department	*Trainer:* Cathy Page (Datatel Rep). D*istrict Staff:* Don Peterson, Bonnie Muscutt, Dwight Nadeau, Sylvia Giordano, Sue Miller and Cathy Harris-HR Analysts	Learn how to input leave plans into Datatel and record Classified time and attendance under Datatel Web Time Entry.
January 6, 2012	*Webinar:* Managing the Marginal Employee	Merced Campus Staff Dining Room	*Trainer:* Liebert Cassidy Whitmore (LCW)-Law Firm. *District Staff:* Sue Miller and Cathy Harris-HR Analysts	Assist Management Team with employee relations.
January 20, 2012	*Webinar:* Public Sector Employment Law Update	Merced Campus Board Room	*Trainer:* Liebert Cassidy Whitmore (LCW)-Law Firm. *District Staff:* Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Improve staff knowledge on recruitment & selection laws; respond to staff inquiries
February 10, 2012	*Webinar:* Governance Issues for Education Entities	Merced Campus Board Room	*Trainer:* Liebert Cassidy Whitmore (LCW)-Law Firm. *District Staff:* Sue Miller and Cathy Harris-HR Analysts	Improve knowledge in Governance issues; respond to inquiries
February 14-17, 2012	PARMA/Risk Managers Conference *Worker's Compensation Focus*	Monterey, California	Conference Presenters *District Staff:* Christine Stappenbeck, Payroll Supervisor, Sue Miller-HR Analyst	Currently Worker's Compensation is handled by Payroll and will move over as part of the HR Analyst responsibilities.

Dates Training Periods	Subject/ Conference	Location	Responsible Trainer (s)/ District Staff	Expected Outcomes
March 2, 2012	*Webinar*: Health-care Reform	Merced Campus Board Room	*Trainer*: Liebert Cassidy Whitmore (LCW)-Law Firm. *District Staff:* Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Training, Education and Management of impact to MCCD.
March 16, 2012	*Webinar*: Current Developments in Worker's Compensation	Merced Campus Board Room	*Trainer*: Liebert Cassidy Whitmore (LCW)-Law Firm. *District Staff:* Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Training, Education and Management of impact to MCCD.
TBD	Human Resources Academy I for Community College Districts	Merced Campus Board Room	*Trainer*: Liebert Cassidy Whitmore (LCW)-Law Firm. *District Staff:* Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Overview of HR Functions; global operations view. Training and Education for staff.
April 13, 2012	*Webinar*: Human Resources Academy II for Community College Districts	Merced Campus Board Room	*Trainer*: Liebert Cassidy Whitmore (LCW)-Law Firm. *District Staff:* Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Overview of HR Functions; global operations view. Training and Education for staff.
May 10, 2012	*Webinar*: Finding the Facts: Disciplinary and Harassment Investigations	Merced Campus Board Room	*Trainer*: Liebert Cassidy Whitmore (LCW)-Law Firm. *District Staff:* Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Improve staff knowledge on discipline and harassment investigations; improve skills for conducting investigations and responding to staff inquiries.
Fall Semester - 2012	Sick and Disabled Employees	Merced Campus Staff Dining Room	*Trainer*: Liebert Cassidy Whitmore (LCW)-Law Firm. *District Staff:* Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Improve staff knowledge and assist management team; respond to inquiries.

Dates Training Periods	Subject/ Conference	Location	Responsible Trainer (s)/ District Staff	Expected Outcomes
Fall Semester - 2012	Prevention and Control of Absenteeism and abuse of Leave	Merced Campus Staff Dining Room	*Trainer*: Liebert Cassidy Whitmore (LCW)-Law Firm. *District Staff:* Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Improve staff knowledge and assist management team; respond to inquiries.
Fall Semester - 2012	Managing Performance through Evaluation	Merced Campus Staff Dining Room	*Trainer*: Liebert Cassidy Whitmore(LCW)-Law Firm. *District Staff:* Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Improve staff knowledge and assist management team; respond to inquiries.
Fall Semester - 2012	Handling Grievances	Merced Campus Staff Dining Room	*Trainer*: Liebert Cassidy Whitmore(LCW)-Law Firm. *District Staff:* Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Improve staff knowledge and assist management team; respond to inquiries.
Fall Semester - 2012	Name that Section: Frequently Used Education Code and Title 5 Sections for Community College Districts	Merced Campus Staff Dining Room	*Trainer*: Liebert Cassidy Whitmore(LCW)-Law Firm. *District Staff:* Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Improve staff knowledge and assist management team; respond to inquiries.
Quarterly	Worker's Compensation File Review	Admin Conference Room (ACR)	*Trainer*: Risk Manager: Athens. D*istrict Staff:* Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Training & Education in Preparation for transition from Payroll Supervisor to HR Analyst.
MONTHLY	Labor Meeting with CSEA	Admin Conference Room (ACR)	Sue Miller-HR Analyst VP of Administrative Services Union President & Officers Labor Representative	Staff exposure to communicate with union personnel on issues relevant to Classified Personnel. Improved relations between union and District.

ONGOING TRAINING				
Ongoing	Collective Bargaining Agreements (CBA)-MCFA and CSEA	Merced Campus HR Office	*Trainers*: Liebert Cassidy Whitmore (LCW) and AALRR Law Firms. VP of Administrative Services District Staff: Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Staff is well versed in selected areas of current CBA's; training will assist with full and complete knowledge of all subject areas.
Ongoing	Policies and Procedures	Merced Campus HR Office	*Trainer*: VP of Administrative Services Dis*trict Staff*: Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Apply skills and knowledge; respond to inquires ;protect District.
Ongoing	Labor Negotiations (Staff Support)	Merced Campus HR Office	*Trainer*: VP of Administrative Services *District Staff:* Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Work as staff to District teams as needed: So far two subcommittees have met. Evaluations and Reclassifications
Ongoing	Benefits Management	Merced Campus HR Office	*Trainer*: VP of Administrative Services *District Staff*: Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Assist staff and respond to inquires.
Ongoing	Recruitment and Selection	Merced Campus HR Office	*Trainer*: VP of Administrative Services District Staff: Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Implement New Hiring Policies and Procedures.

		ONGOING TRAINING		
Ongoing	Employee Relations	Merced Campus HR Office	*Trainer*: VP of Administrative Services District Staff: Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Assist staff and respond to inquires.
Ongoing	Training (Management)	Merced Campus HR Office	*Trainer*: VP of Administrative Services District Staff: Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Assist staff and respond to inquires.
Ongoing	Personnel Policies and Procedures	Merced Campus HR Office	*Trainer*: VP of Administrative Services District Staff: Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Review, revise and update as needed to ensure consistent practices.
Ongoing	Family Medical Leave Act (FMLA)	Merced Campus VP ABS Office Telephone Conferences	*Trainer:* Liebert Cassidy Whitmore (LCW) Law Firm- Attorney, Eileen O'Hare Anderson. *District Staff*: Sue Miller and Cathy Harris-HR Analysts, Judith Engel, Contract Technician	Ensure appropriate implementation; assist staff and management regarding process.

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50

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