

Institutional Self-Evaluation Report  
August 2023



MERCED  
COLLEGE



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

Submitted by

Merced College

3600 M Street

Merced, CA 95329

to

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

August 2023

### Certification

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

From: [insert Name of Chief Executive Officer]  
[insert Name of Institution]  
[insert Institution Address]

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

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

Signatures:

Dr. Chris Vitelli, Superintendent/President	[Date]
John Pedrozo, President Governing Board	[Date]
Gabriela Garcia, President, Classified Senate	[Date]
Patrick Mitchell, President, Academic Senate	[Date]
Name, President, Associated Students of Merced College	[Date]
Karissa Marino Morehouse, Accreditation Liaison Officer	[Date]

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## **A. Introduction**

### **College History**

Merced College was founded in 1962, formed by a vote of the people of the Le Grand and Merced Union High School Districts, with classes beginning in fall 1963 at a temporary site at the Merced County Fairgrounds. Classes at the permanent campus began in the summer of 1966. Since then, it has delivered high-quality programs for academic transfer, vocational training, community education, and student services. Originally the Board of Trustees consisted of five elected at large members. Later on, the Board of Trustees was expanded with two additional trustees, one to represent Dos Palos/Los Banos area and one to represent the Chowchilla area. Currently, the Governing Board is made up of seven elected officials representing the seven trustee areas and a Student Trustee elected by the student body. Merced College embraces its motto “Students are our focus, and we are known by their success.”

The Merced Community College District (MCCD) encompasses 2,184 square miles and includes most of Merced County, the Chowchilla Union High School District in Madera County, and the Dos Palos Joint Union Elementary School District. The main campus of Merced College is in the city of Merced and covers 269 acres including 50 permanent buildings, ample ground for full athletic activities and instructional agricultural operations including reconstituted men and women’s soccer program, and the 29,000 square foot Raj Kahlon Agriculture Science and Industrial Technology complex to revolutionize and expand enrollment for our agriculture and IT students.

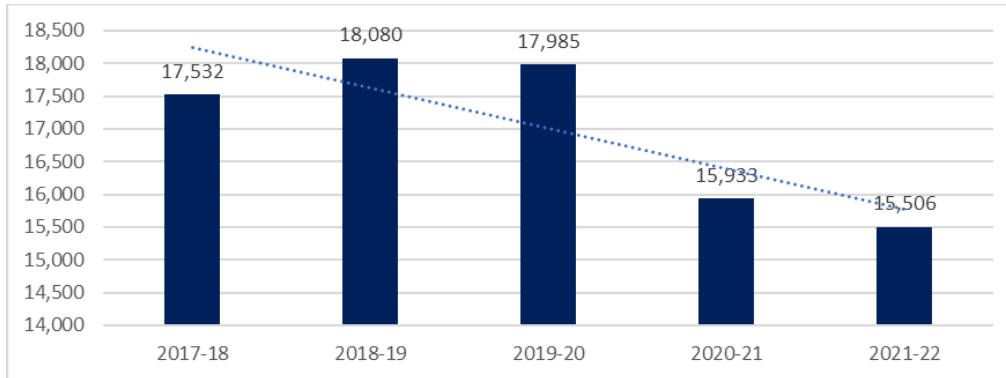
MCCD also includes an educational center 40 miles west of the Merced campus to serve the people of Los Banos, Dos Palos, and the surrounding area. The center began as a full-service campus in 1971 with rented facilities. In 2007, a new, permanent campus was opened on highway 152. The campus offers a variety of programs for day and evening classes and provides a wide range of academic and vocational classes allowing a student to stay in Los Banos and take all courses necessary for an associate degree and fulfill all the breadth requirements of a four-year state college. Additionally, the MCCD has a Business Resource Center located in downtown Merced. The District also offers classes at locations outside its two main locations for residents in Delhi, Dos Palos, Chowchilla, Livingston, and Mariposa as well as classes at Valley State Prison, Central California Women’s Facility, and United States Penitentiary, Atwater.

Merced College offers over 80 associate degree programs including over 30 Associate Degree’s for Transfer (ADT). Merced College also offers over 50 certificate programs requiring a varied number of units for completion.

MCCD enrolled an average of 17,007 students in the last five years. However, like most colleges, enrollment declined during the COVID-19 global pandemic. The enrollment decline from the 2019-20 academic year to the 2020-21 academic year for MCCD was 11.4%. The

enrollment decline for the same period for the California Community College system was 13.2%.

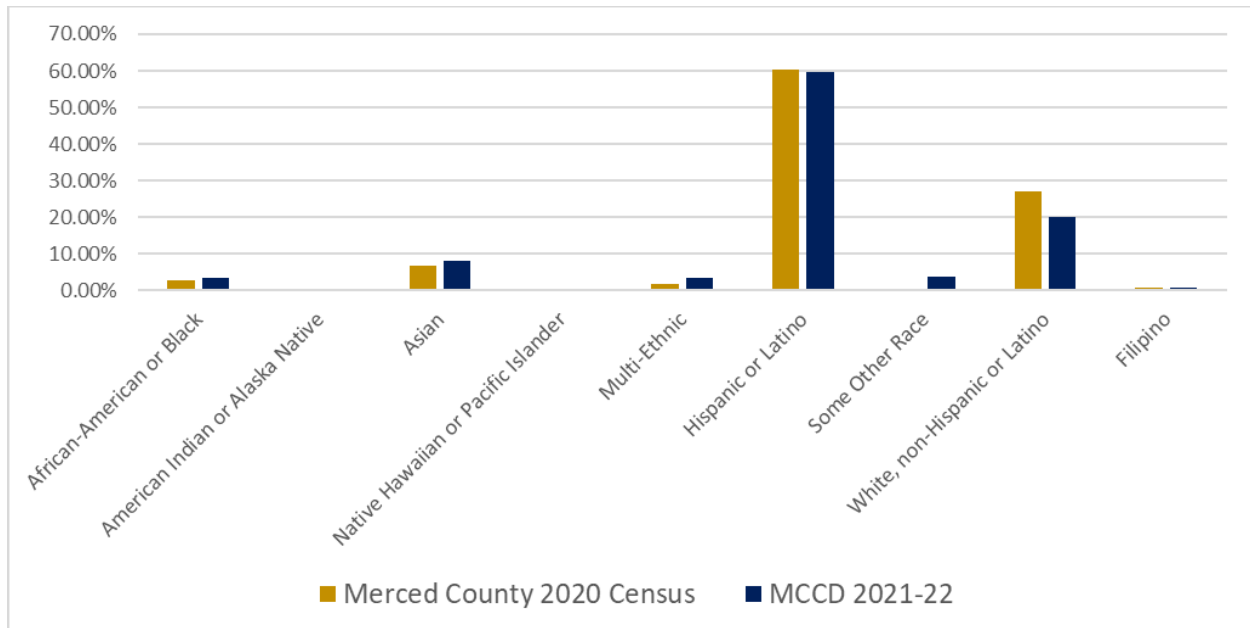
Figure 1: MCCD Annual Headcount-5 years (2017-18 to 2021-22)



Source: CCCC Data Mart

Approximately 60% of Merced College’s student enrollment in 2021-22 have self-identified as Hispanic. This reflects the Merced County population with a Hispanic population of 61%. Merced College has been designated a Hispanic Serving Institution by having Hispanic or Latinx student enrollment that is more than 25% of total full-time equivalent student enrollment. In 2022, Merced College was selected as a recipient of a Developing Hispanic Serving Institution 5-year grant. Figure 2 demonstrates that the MCCD student population closely mirrors that of Merced County.

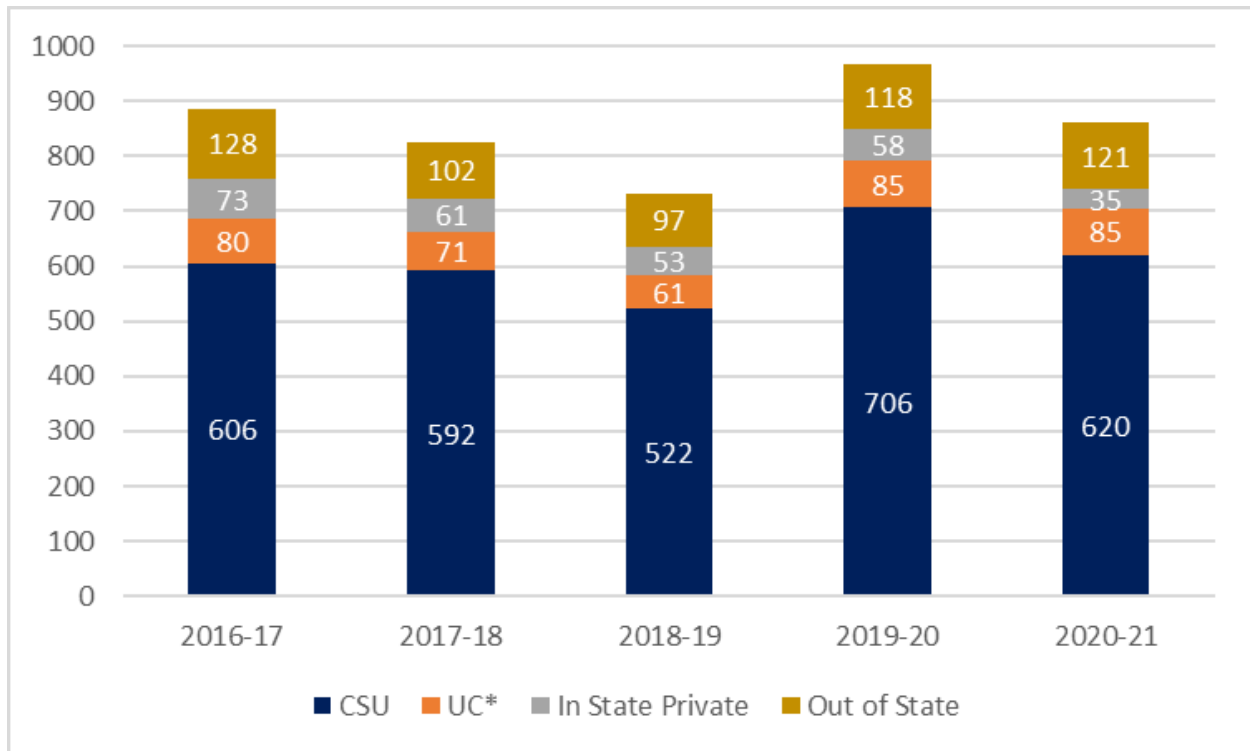
Figure 2: Merced County and MCCD Student Ethnicity



Source: CCCC Data Mart, 2020 Census Data (Merced County)

During the 2021-22 academic year MCCD awarded 2,912 degrees and certificates including 325 Associate in Science for Transfer and 498 Associate in Arts for Transfer degrees. From 2016-17 to 2020-21 on average 854 MCCD students transferred to a college or university. In fall 2021 the top 5 CSU and UC transfer institutions were CSU Stanislaus (297), CSU Fresno (67), UC Merced (63), CSU Sacramento (31), and CSU San Jose (12).

Figure 3: MCCD Transfer to 4 Year College/University (CSU Data = AY, UC Data = Fall Terms)



Source: CCCCO Data Mart, UC InfoCenter (Fall terms), Office of the President

The District offers a variety of services to assist students throughout their educational journey, these include but are not limited to Los Banos Student Success Center, Career Center, Transfer Center, Child Development Center, Counseling Department, Disabled Students Program and Services (DSPS), Extended Opportunity Programs and Services (EOPS), learning communities, Student Health Services, the Student Success and Tutorial Center (SSTC), Rising Scholars, Umoja Program, and Veterans Services. In 2020, food pantries located at the Merced campus, Los Banos campus, and the Business Resource Center began to provide currently enrolled students with a daily snack and drink. Students are also able to pick up a bag of food twice a week. In addition to food, personal hygiene products are available to students and a clothing closet provides clothes for adults and children for everyday use and job interviews. In fall 2021, the District combined different support services into a centralized location. The Student Success and Tutorial Center, previously located in two different locations, moved to a re-imagined, renovated, and renamed two-story Library, now called the Downey Learning

Resource Center which offers tutorial, library and technology support services in one dynamic and active learning space.

Since the 2016 ISER, Merced College has implemented several new programs to reduce barriers for students in areas such as transportation, textbook costs, and online education. After doing internal and external research, including a student vote, the College partnered with Merced County to provide students with a low-cost bus pass as part of student fees. And in the spring of 2022, Merced College partnered with Follett ACCESS to simplify access to and use of textbooks and course materials with a standard \$25/unit fee, which students can volunteer to opt out each term. And in response to growing interest in online options, particularly from working professionals, Merced College faculty designed four accelerated fully online transfer programs that can be completed in 17 months. The reLAUNCH program started in fall 2022 and now is being rebranded as Merced College Online.

In the last 6 years Merced College has received many new federal, state, and local grants. These grants provide a range of opportunities to improve services to students including: remodeling of the Vocational Building; scholarships for STEM students; increased funds for our Child Development Center; critical needs funds for foster youth; funds to increase education to reduce domestic violence, dating violence, sexual assault, and stalking on campus; and a medical school pipeline partnership with UC Merced to expand the ranks of racially and ethnically diverse medical professionals.

Noncredit and industry driven programs are increasing and more tailored to regional needs. The Hospitality Career Academy began in the Fall 2021 as a partnership between Merced College, Hyatt's El Capitan Hotel, and the Mainzer restaurant to address the local hospitality hiring openings. Courses in the Academy are designed to help students better navigate the hospitality industry and provide a pipeline to local careers with upward mobility. In spring 2022, Merced College launched its Truck Driving Program. Successful completion of TRK-769 provides students with the information they need to earn their Class A Permit. After completion of TRK-770 students are ready to take the driving test and earn their Class A license. The inaugural class of students are all on the road and employed.

In August of 2021, the Trident Innovation Center opened on the Merced Campus. The Innovation Center houses a remote worker lounge for faculty and staff, a training classroom, recording studios, instructional design assistance, and learning management system support. In Fall of 2022 a Dean of Innovation was hired by the college to oversee, among many things, professional development and distance education programs.

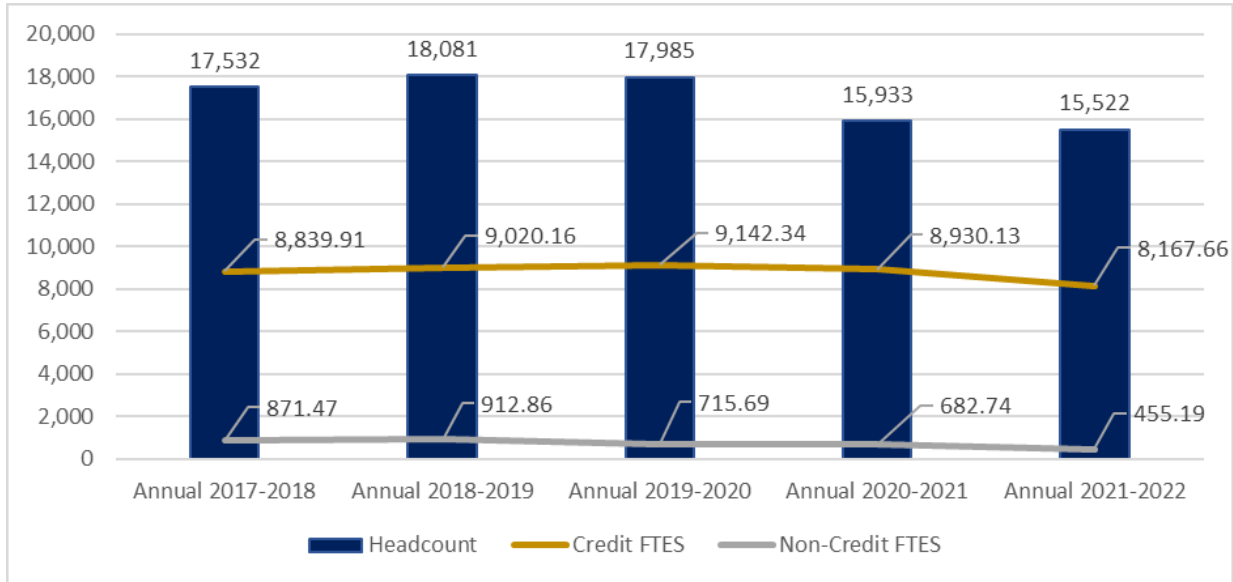
### **Student Enrollment Data**

Headcount and credit FTES at Merced College remained consistent from 2017-18 to 2019-20. During that same period non-credit enrollment declined almost 18%. However, due to the impact of the global COVID-19 pandemic, Merced College has seen a decline in headcount and



FTES for both credit and non-credit enrollment since 2020-21. From 2019-20 to 2020-21 the unduplicated headcount dropped 11.4%. For 2021-22 enrollment continued to decline, but at a slower rate.

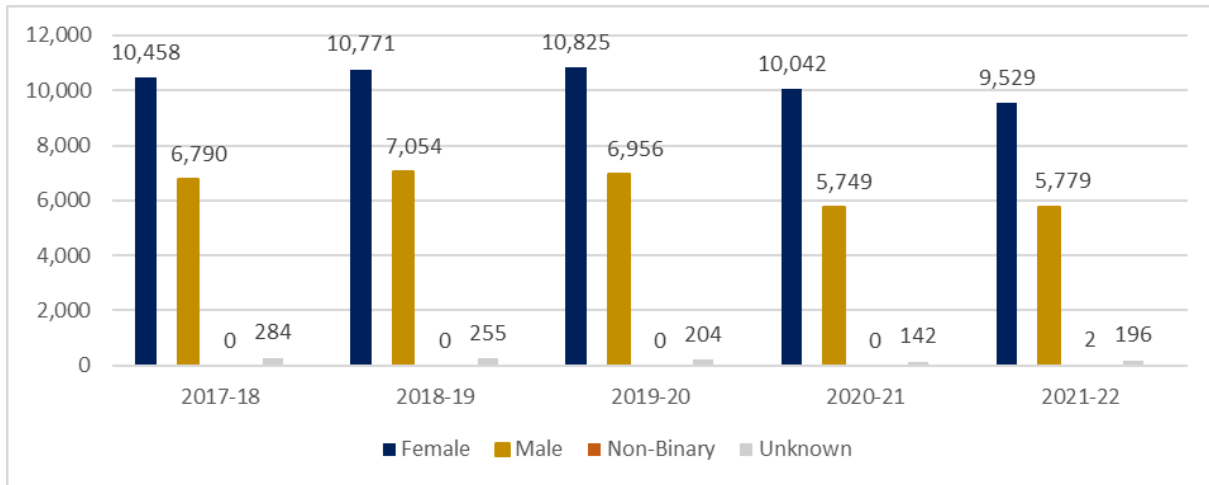
Figure 4: Headcount and FTES Enrollment Data (2017-18 to 2021-22)



Data Source: CCCC Data Mart

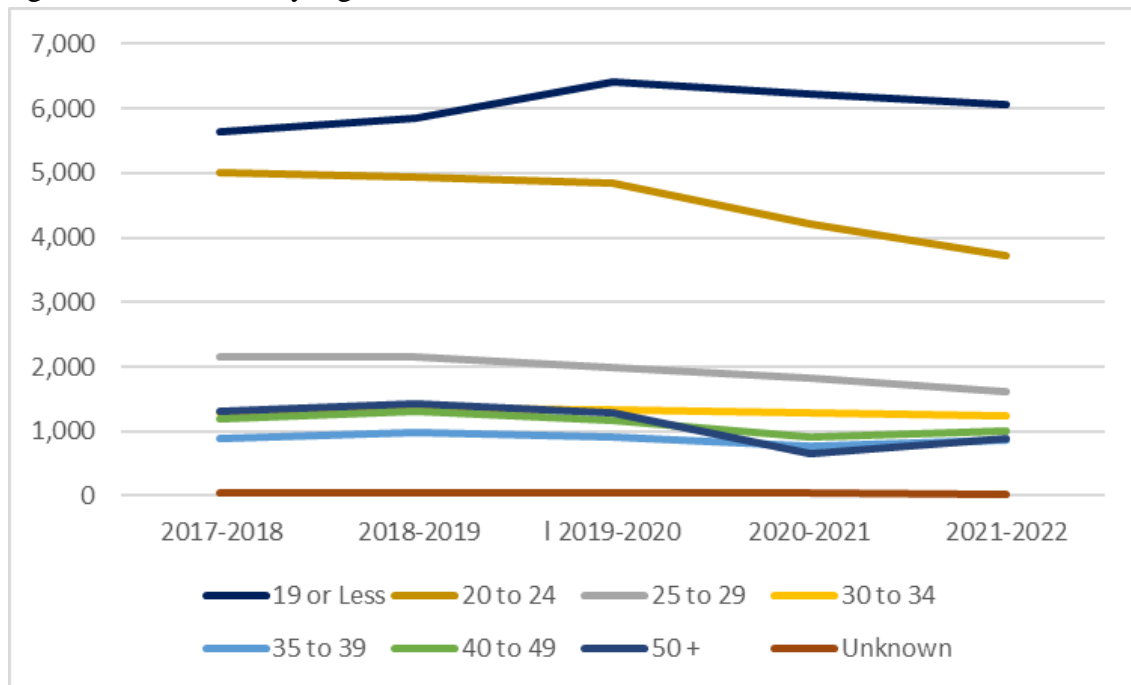
In 2020-21 there was a sharp decline in male enrollment (17.4%) as well as students 20-24 years old (13%). At the start of the pandemic there were declines in enrollment for students 35-39 years old (13.02%), students 40-49 years old (21.2%) and students fifty and older (48.6%). However, fifty and older students have begun returning to Merced College with a 45.0% increase in enrollment from 2021-21 to 2021-22. Enrollment for Hispanic students has declined 8.42% in the 2020-21 academic year and 2.04% in the 2021-22 academic year. The data also demonstrates that White, non-Hispanic students had an enrollment decrease of 11% in 2020-21 with an enrollment increase of 5.6% in 2021-22. However, for the current academic year, 2022-23, there is an 11% increase in enrollment for fall and a 14% increase in enrollment for spring over the 2021-22 academic year.

Figure 5: Enrollment by Gender



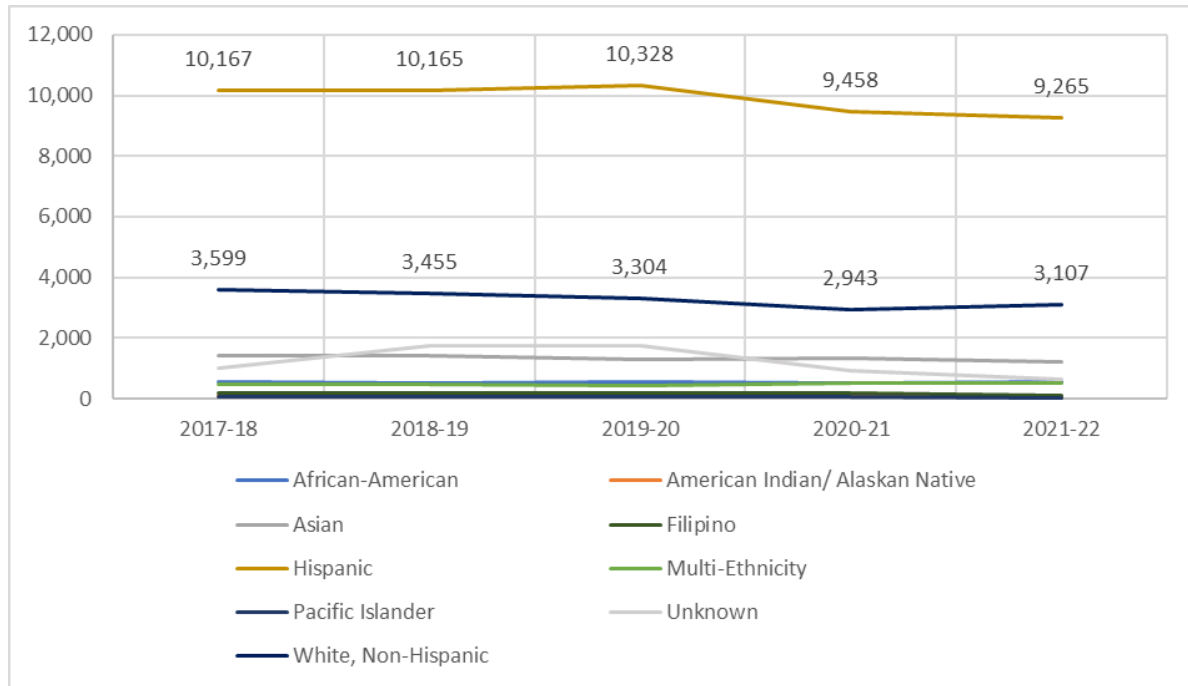
Data Source: CCCC Data Mart

Figure 6: Enrollment by Age



Data Source: CCCC Data Mart

Figure 7: Enrollment by Race/Ethnicity



Data Source: CCCCCO Data Mart

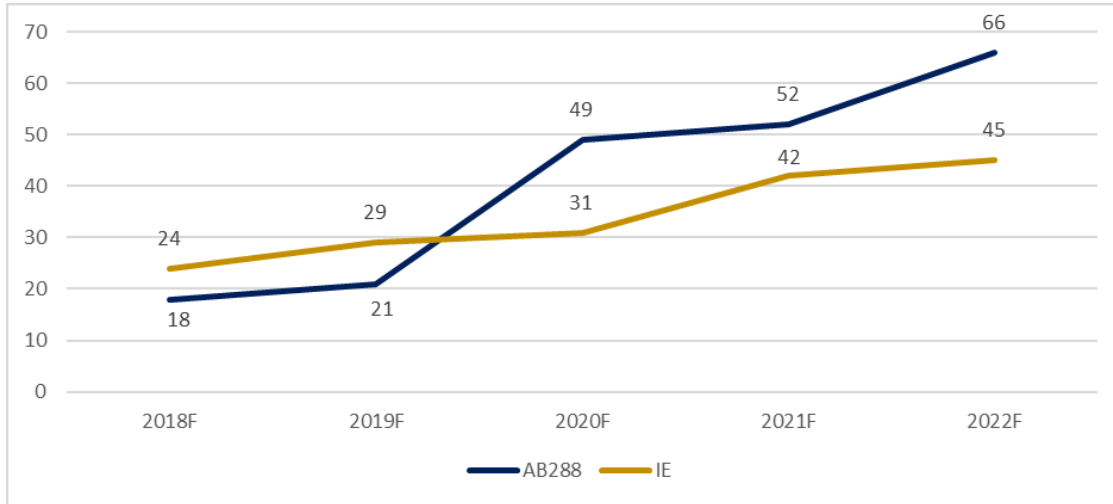
The College and Career Access Pathways, CCAP, program offers college courses to high school students so they can get a jump start on their college education. Assembly Bill 288 authorizes California Community College districts to work with high school districts to provide enrollment opportunities for students. Enrollment for CCAP/AB 288 and Inmate Education (IE) students has continued to rise steadily since 2017 and the pandemic did not hinder enrollment. The number of sections offered for CCAP/AB288 and IE students has risen steadily since 2018F with CCAP/AB288 sections more than triple.

Table 1: CCAP/AB 288 and Inmate Education Enrollment

Special Topics		2017-18	2018-19	2019-20	2020-21	2021-22
CCAP/AB 288	Duplicate	671	752	914	1,805	2,250
	Unique	584	561	628	1,098	1,488
Inmate Education	Duplicate	700	1,148	1,521	2,339	2,601
	Unique	295	450	515	630	679

Data Source: Internal MCCD Data

Figure 8: CCAP/AB288 and IE Sections



Data Source: Internal MCCD Data

First generation student enrollment in fall terms has remained about 40% of the student population. As part of the 2022-2025 Student Equity and Achievement Program Plan, Merced College will be focusing on first generation students to increase enrollment, persistence, completion and transfer.

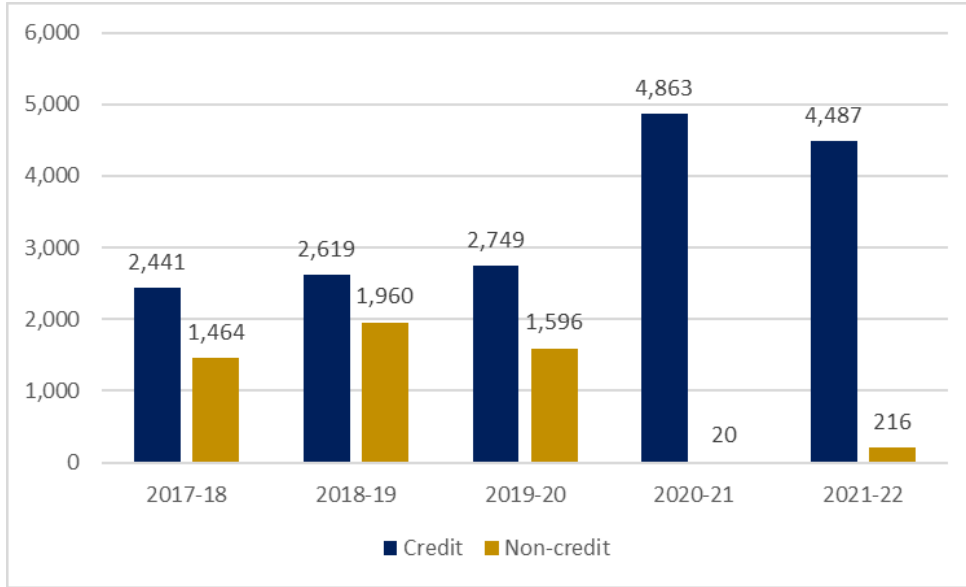
Table 2: 1st Generation Enrollment Data

1st Generation	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Headcount	4,812	4,911	5,141	4,662	4,147	4,398

Data Source: CCCCCO Data Mart

The data demonstrates that for the Los Banos Campus the credit enrollment increased from 2019-20 but the noncredit enrollment has decreased. This is a result of moving courses online during the pandemic. The Los Banos classes have seen increased enrollment due to the availability of online sections, which allows students from outside the immediate Los Banos area to enroll.

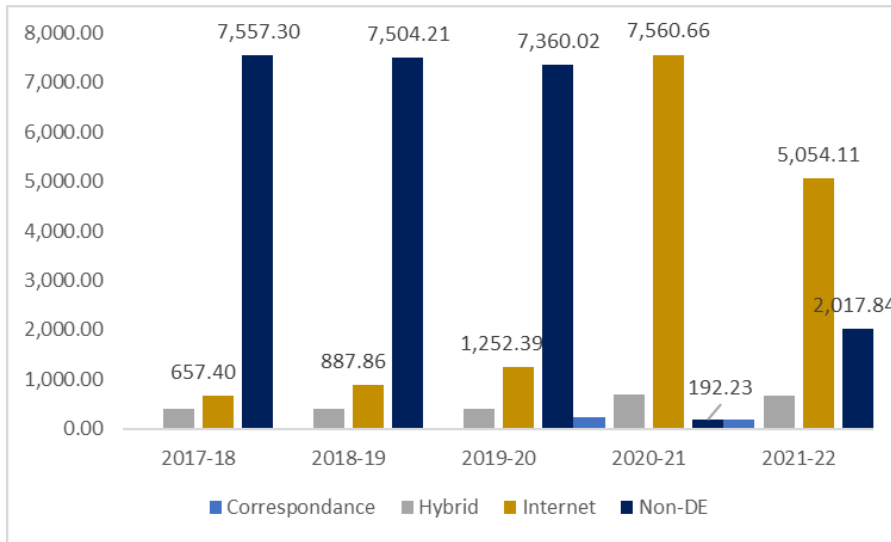
Figure 9: Los Banos Credit and Non-credit Enrollment



Data Source: Internal MCCD Data

Like many colleges, during the COVID 19 pandemic Merced College moved most of its courses online while a minimal number of our Career Technical Education courses maintained face to face (Non-DE) offerings in programs such as welding, automotive, electronics and nursing. Therefore, the number of Non-DE (Non-Distance Education) courses decreased significantly in 2020-21, however, the number of face-to-face courses started to return in 2021-22.

Figure 10: Credit FTES by Modality

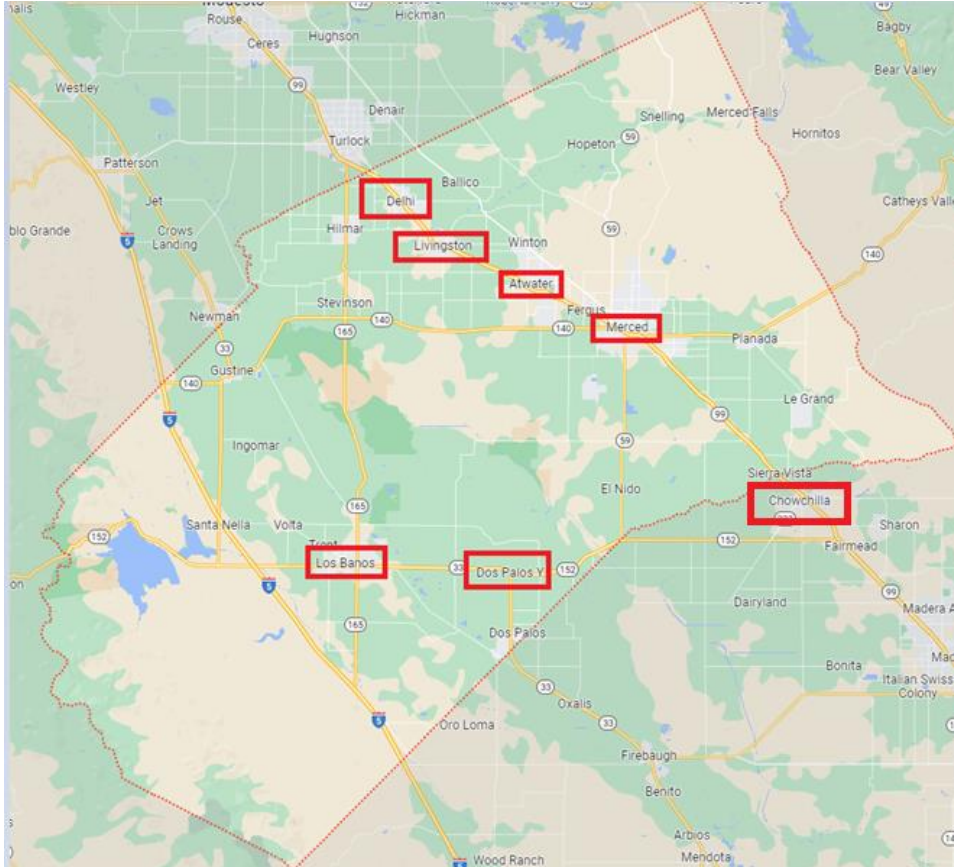


Data Source: Internal MCCD Data

## Labor Market Data

Merced College's service area includes six primary cities within the District boundary: Atwater, Livingston, Delhi, Merced, Los Banos, Chowchilla, and Dos Palos. Merced is the largest city with a population of 89,308 and Dos Palos is the smallest, with a population of 5,775 in 2021.

Figure 11: Merced College Districts



The educational attainment level for Merced County is lower than that of California and the United States in both the percentage of the population with a high school diploma or higher and the percentage of the population with a Bachelor's Degree or higher. For both California and the United States, the percentage of the population with a high school degree or higher is above 83% whereas for Merced County it is less than 70%. For California and the United States, the percentage of the population with a Bachelor's Degree or higher is about 32% whereas for Merced County it is 13.80%.

The unemployment rate for Merced County followed the same increasing trend as California and the United States in 2020. However, the unemployment rate in continues to be higher in Merced County than for California or the United States.

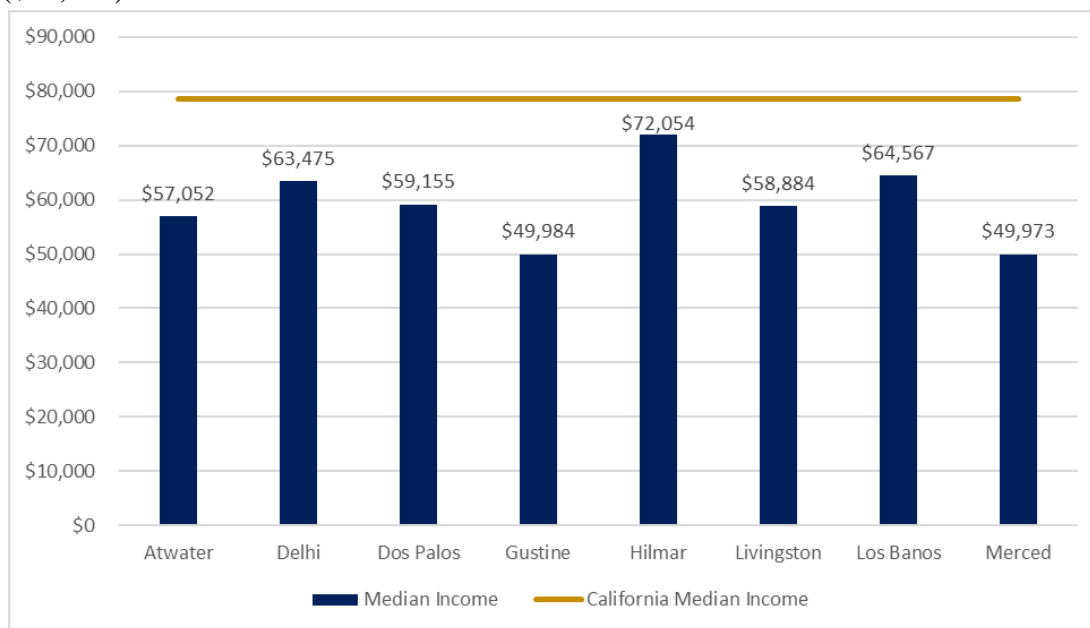
Table 3: Unemployment Rate for Merced County, California, and the United States

Year	Merced County	California (Sept.)	United States (Sept.)
2021	10.40%	6.40%	4.70%
2020	12.60%	10.30%	7.90%
2019	8.20%	4.10%	3.50%

Source: [2021](#), [2020](#), [2019](#), [U.S. Bureau of Labor Statistics](#)

The median household income in the cities that compose the Merced College District remains lower than the median for California. The median household income for California is \$78,672 while the city that comes closest to that is Hilmar with a median household income of \$72,054, which is 8% lower. Merced, the largest city in the Merced College District, has the lowest median household income at 36% below the median for California.

Figure 12: Median Household Income for Merced College District Compared to California (\$78,672)



Source: Us Census Bureau QuickFacts, July 1, 2021 (v2021)

Heavy and tractor trailer truck driving, which requires a postsecondary non-degree award, is one of the fastest growing industries in the service area. Merced College has responded to this need by creating a Truck Driver certificate in spring 2022. The labor market data mirrors the increased enrollment in the Business Administration Associate Degree as one of Merced College’s fastest growing programs especially with a fully online program.

Table 4: Top 5 Occupational Projections through 2028 requires some college, non-degree award, or Associates -Merced MSA

Occupational Title	Entry Level Education	Job Training	Work Experience	Total Job Openings	Median Hourly Wage	Median Annual Wage
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	Short-term on-the-job training	None	2,490	\$19.26	\$40,046
Teacher Assistants	Some college, no degree	None	None	1,570	\$0.00	\$0
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	Moderate-term on-the-job training	None	1,210	\$20.62	\$42,885
Medical Assistants	Postsecondary non-degree award	None	None	670	\$14.60	\$30,356
Automotive Service Technicians and Mechanics	Postsecondary non-degree award	Short-term on-the-job training	None	430	\$16.19	\$33,683

Source: <https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>



Table 5: Fastest Growing Occupations for some college, non-degree award, and Associates-Merced MSA

Occupational Title	Entry Level Education	Job Training	Work Experience	Median Hourly Wage	Median Annual Wage
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	Short-term on-the-job training	None	\$19.26	\$40,046.00
Medical Assistants	Postsecondary non-degree award	None	None	\$14.60	\$30,356.00
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Postsecondary non-degree award	Long-term on-the-job training	None	\$23.86	\$49,640.00
Computer User Support Specialists	Some college, no degree	None	None	\$ -	\$ -
Dental Assistants	Postsecondary non-degree award	None	None	\$18.28	\$38,020.00

Source: <https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

### Demographic Data

Students attend Merced College for distinct reasons including adult education, career technical education, and degree/transfer. The table below describes the education goals indicated by students.

Table 6: Education goals of students

Headcount by Ed Goal	2016-17	2017-18	2018-19	2019-20	2020-21
Adult Education/ESL Students	7.01%	8.96%	8.87%	6.28%	5.36%
Short-Term Career Students	12.96%	13.32%	12.46%	12.64%	12.10%
Degree/Transfer Students	56.66%	52.54%	52.44%	55.21%	59.46%
Undecided	23.38%	25.19%	26.22%	25.87%	23.08%

Data Source: Merced College Office of Institutional Effectiveness

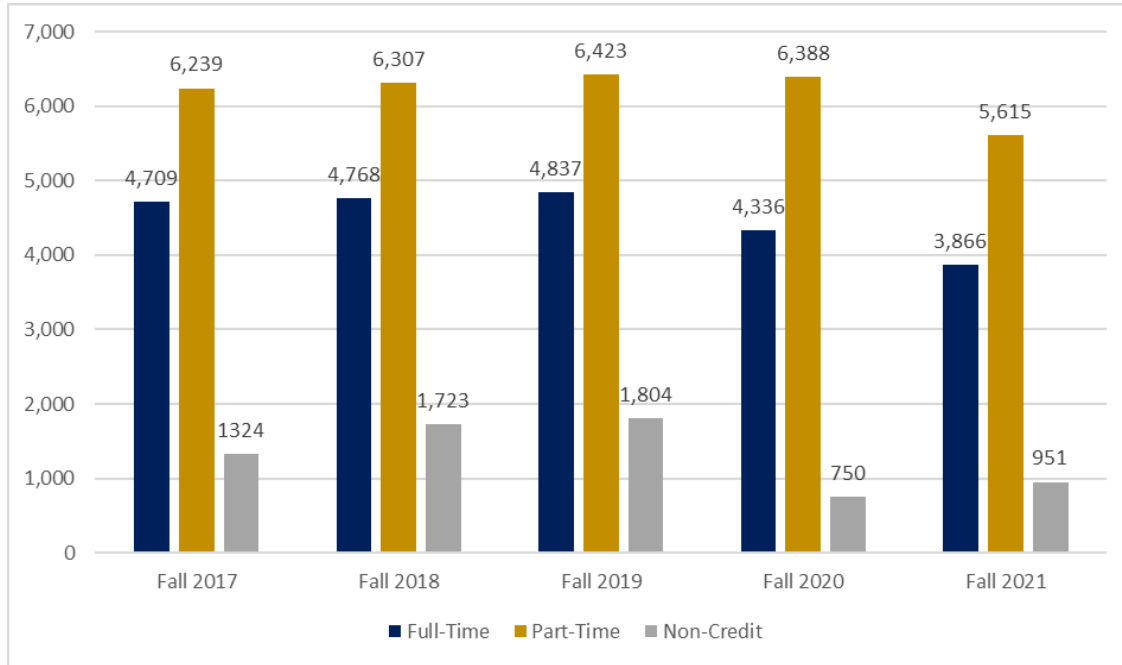
Student information included here presents student demographic profiles of all students enrolled between the fall 2017 and fall 2021. Student Demographic variables include full-time

vs part-time enrollment, gender, age, race and ethnicity, and financial aid.

### Enrollment

Fall 2017 to fall 2021 enrollment data shows that students tend to enroll as full-time student's vs part time students or non-credit students at Merced College.

Figure 13: Enrollment Full-Time vs Part-Time

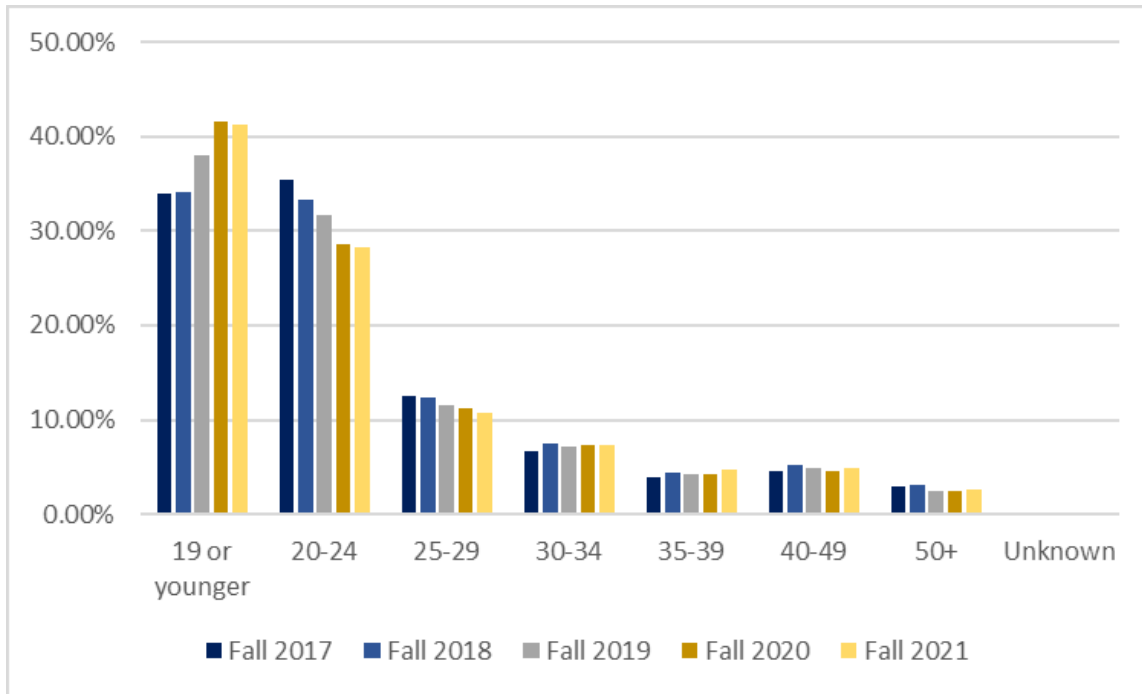


Data Source: CCCC Data Mart

### Student Age

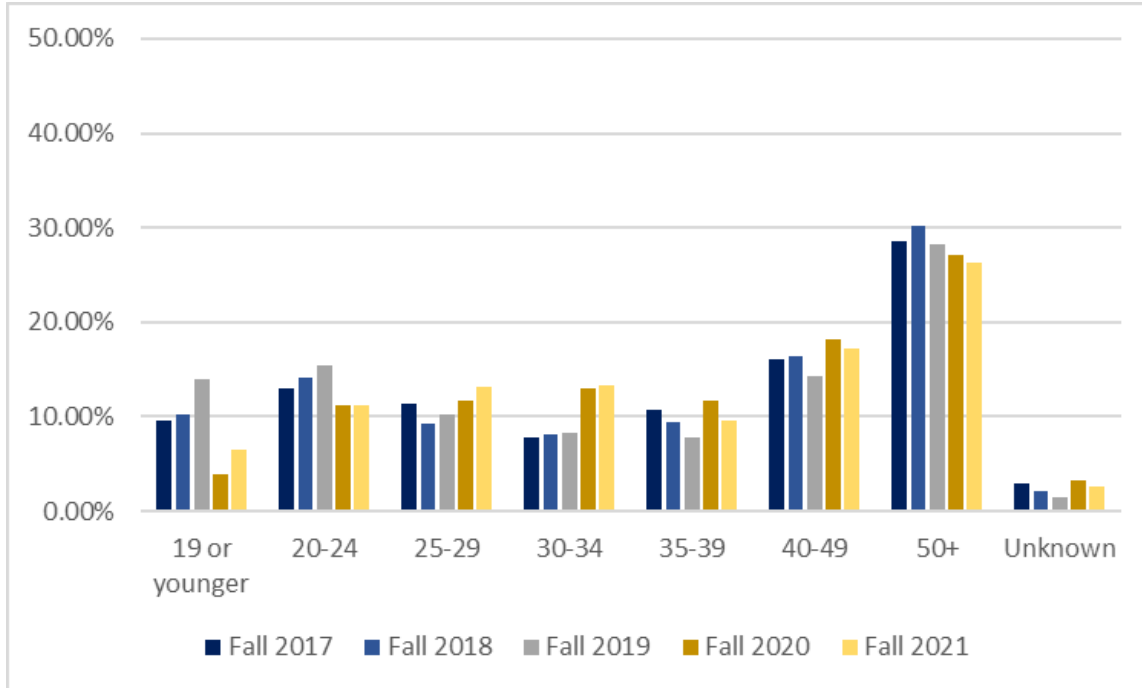
Most credit students are between the ages of 19 or younger and 20-24. However, most noncredit students are 35 or older. Both credit and non-credit student age ranges stay relatively consistent during the time period shown. For credit students the data shows that for fall 2017 to fall 2021 students 19 or under, represented a percentage of 34% or greater. For non-credit students aged 50 or over, represented a percentage of 26% or greater in the same period. The trend for the age of credit students appears to be the opposite trend when compared to the age of employees in Fall 2020.

Figure 14: Credit Students by Age Groups



Data Source: CCCCCO Data Mart

Figure 15: Noncredit Students by Age Group

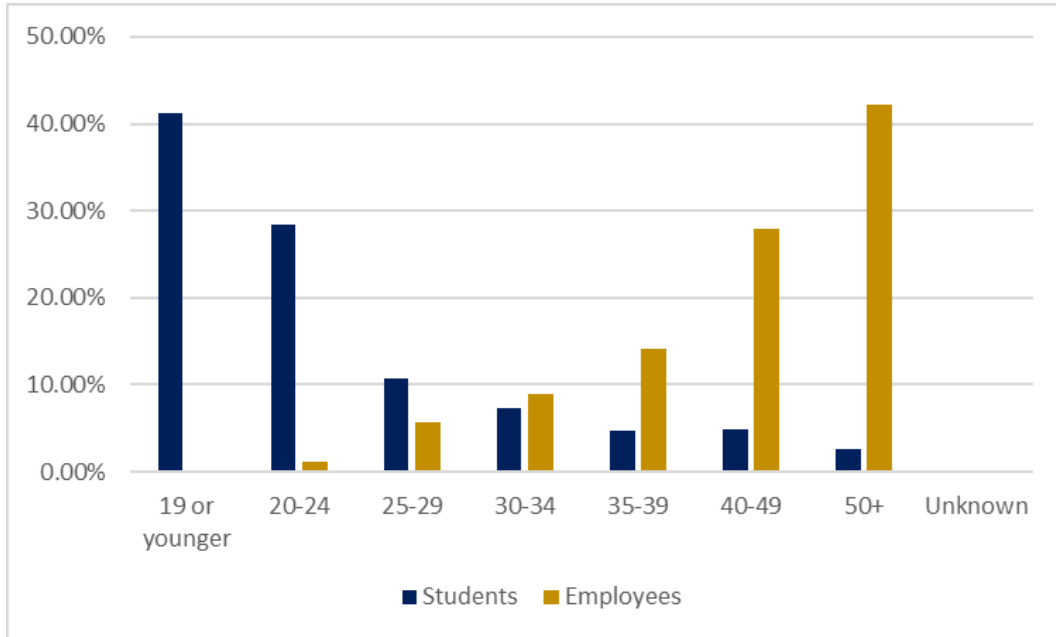


Data Source: CCCCCO Data Mart

In Fall 2022, Merced College employed 820 active employees that included 20 educational administrators, 185 tenured and tenure-track faculty, 321 part-time faculty, and 294 classified

professionals.

Figure 16: Employee and Credit Student Age Comparison Fall 2021

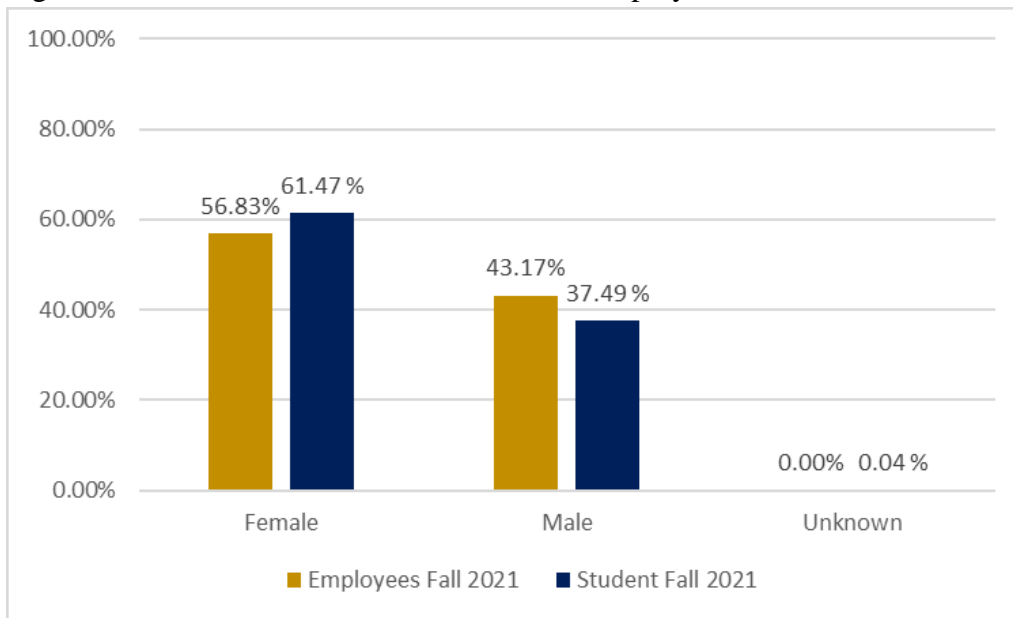


Data Source: CCCC Data Mart

*Student Gender*

Most credit and non-credit students and employees are female. From fall 2017 to fall 2021 the percentage of female students for both credit and noncredit was more than 58%.

Figure 17: Gender Data for MC Students and Employees Fall 2021



Source: CCCC Data Mart

*Race/Ethnicity*

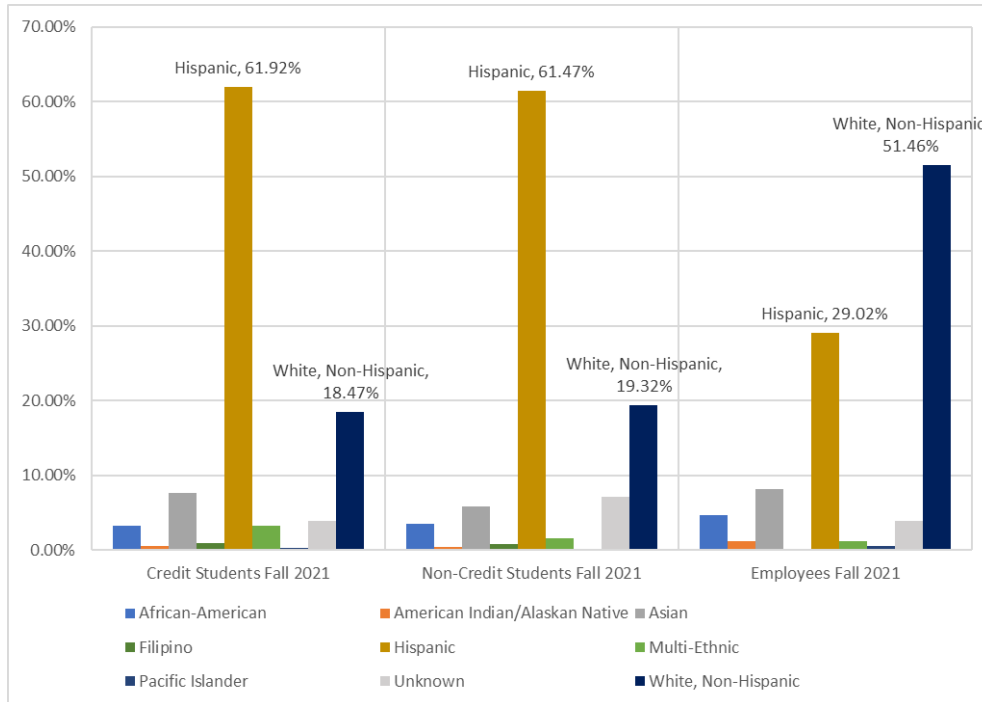
More than half of the students from Fall 2017 to Fall 2021 are Hispanic. For both credit and non-credit students, the second highest population is White, non-Hispanic. The opposite trend is seen for employees. For employees, the largest population is white, non-Hispanic and the second largest population is Hispanic. The new EEO plan, currently developed, will address the disproportionate gap in employee diversity to better represent our student population.

Table 7: Race/Ethnicity Students for Fall 2017 to 2021

Enrollment	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
African-American	3.07%	2.70%	2.89%	3.09%	3.23%
American Indian/Alaskan Native	0.50%	0.39%	0.44%	0.49%	0.51%
Asian	8.50%	7.67%	6.91%	7.63%	7.58%
Filipino	1.02%	0.91%	0.93%	1.00%	0.77%
Hispanic	60.81%	55.56%	56.88%	59.25%	62.12%
Multi-Ethnicity	2.93%	2.64%	2.17%	2.92%	3.13%
Pacific Islander	0.36%	0.30%	0.31%	0.18%	0.23%
Unknown	1.55%	11.15%	12.28%	7.30%	3.91%
White Non-Hispanic	21.27%	18.69%	17.18%	18.13%	18.53%

Data Source: CCCCCO Data Mart

Figure 18: Student and Employee Race/Ethnicity

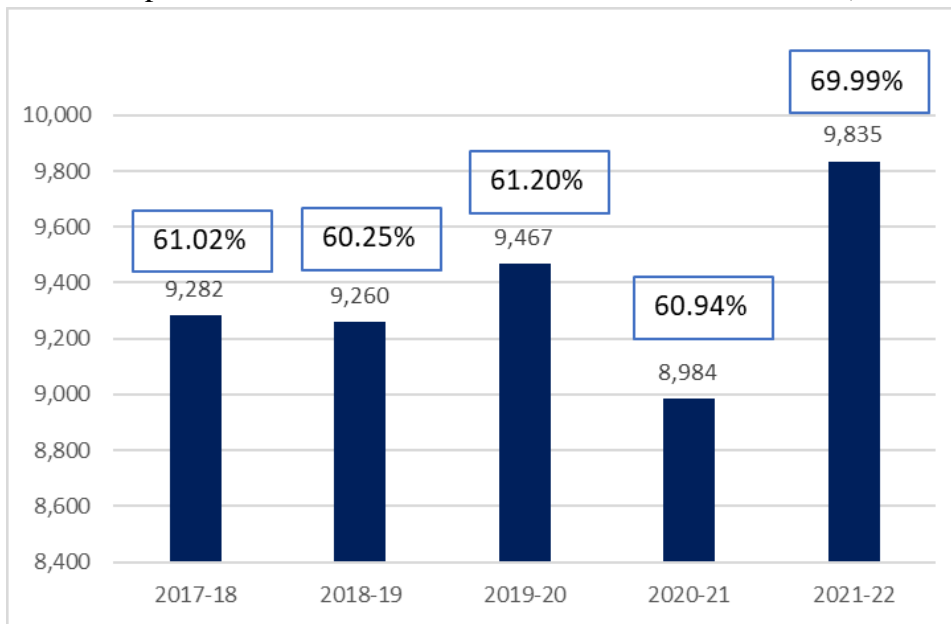


Data Source: CCCCCO Data Mart

### Socio-economic Data

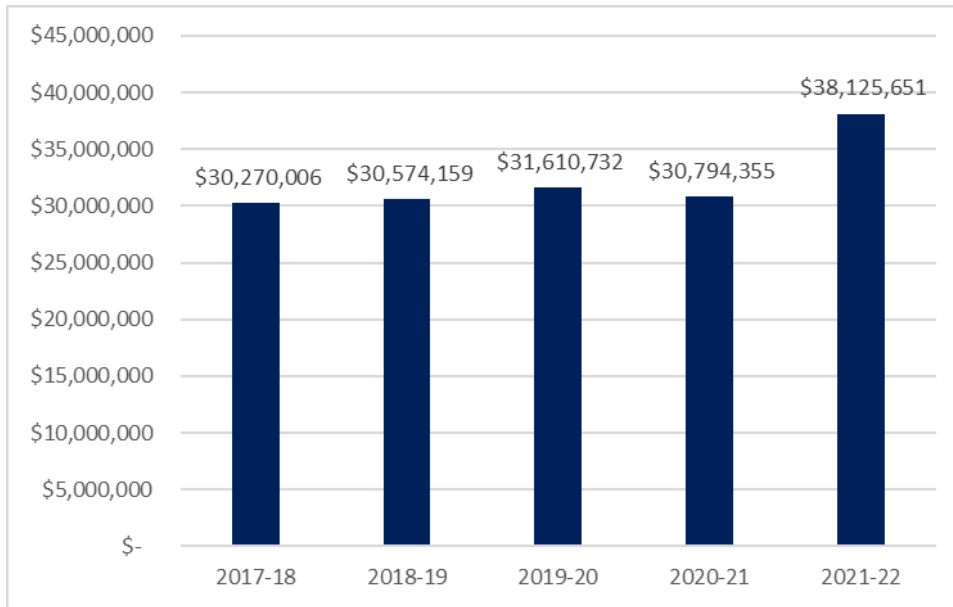
Various forms of financial aid are available to Merced College students including Pell Grants, Promise Grants (tuition fee waivers), scholarships, work study, and loans. Additionally, for the last two years COVID-19 funds have been available to assist students during the uncertainty of the pandemic. On average more than 60% of Merced College credit students receive some form of financial aid. In the last five years the number of students who have received financial aid stayed relatively the same from 2017-18 to 2021-22. However, in 2021-22, the number of students receiving financial aid dropped about 15% from the previous year while the number of awards only dropped 10% during that same time. Students typically are eligible for and receive aid from various areas as indicated by the 2021-22 numbers. In the 2021-22 academic year, 9,835 students received 28,031 awards which was over 38-million dollars of aid awarded to Merced College Students.

Figure 19: Number of Merced College Financial Aid Recipients (the number in the box above each bar represents the % of credit students who have received FA)



Source: CCCC Data Mart

Figure 20: Amount of Financial Aid Awarded



Source: CCCCO Data Mart

**Sites**

<b>Campus Locations</b>	
Merced – Main Campus 3600 M Street Merced, Ca. 95348	Los Banos Campus 22240 Highway 152 Los Banos, Ca. 93635
<b>Off Campus Locations</b>	
Business Resource Center (BRC) 630 W 19th Street Merced, Ca. 95340	Delhi High School 16881 W. Schendel Delhi, Ca. 95315
Delhi Center of Merced College 9384 Merced Avenue Delhi, Ca. 95315	Dos Palos High School 1701 E. Blossom Dos Palos, Ca. 93620
Livingston High School 1617 Main Street Livingston, Ca. 95334	Mariposa High School 5074 Old Highway North Mariposa, Ca. 95338
Valley State Prison 21633 Avenue 24 Chowchilla, Ca. 93610	Central California Women’s Facility 23370 Rd. 22 Chowchilla, Ca. 93610
Iris Garrett Juvenile Justice Correctional 2840 West Sandy Mush Road Merced, Ca. 95343	United States Penitentiary, Atwater 1 Federal Way Atwater, Ca. 95301

### Specialized or Programmatic Accreditation

Merced College maintains accreditation from 9 outside regional and national organizations, including:

Program	Accreditation Organization
Automotive Technician	<a href="#">Automotive Service Excellence (ASE) Education Foundation</a>
Diagnostic Medical Sonography	<a href="#">Commission on Accreditation of Allied Health Education Programs</a>
Diagnostic Medical Sonography	<a href="#">Joint Review Committee on Education in Diagnostic Medical Sonography</a>
Diagnostic Radiologic Technology	<a href="#">California Department of Public Health, Radiation Health Branch</a>
Diagnostic Radiologic Technology	<a href="#">Joint Review Committee on Education in Radiologic Technology</a>
Emergency Medical Care (Paramedic)	<a href="#">Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions</a>
Nursing Assistant	<a href="#">California Department of Public Health</a>
Registered Nursing Program	<a href="#">Board of Registered Nursing</a>
Vocational Nursing Program	<a href="#">Board of Vocational Nursing and Psychiatric Technicians</a>
Nutrition	<a href="#">Association of Nutrition and Foodservice Professionals</a>

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

Merced College has several indicators that are used to measure student achievement, including course completion rate and course success rate. It should be noted that the ACCJC and Merced College define course completion rate differently. Merced College defines course completion rate as the rate of students who are retained in a course until the end of the semester. Merced College defines course success rate as the rate of students who receive an A, B, C, or P grade in a course. Merced College has established Institutional-Set Standards and stretch goals for course success rates (what ACCJC calls course completion rates), degrees and certificates, transfers, employment rates, and Licensure Examination pass rates as required by ACCJC. Additionally, several of Merced College's Career Technical Education (CTE) programs have state licensure requirements that are governed by agencies other than the California Community College Chancellor's Office.

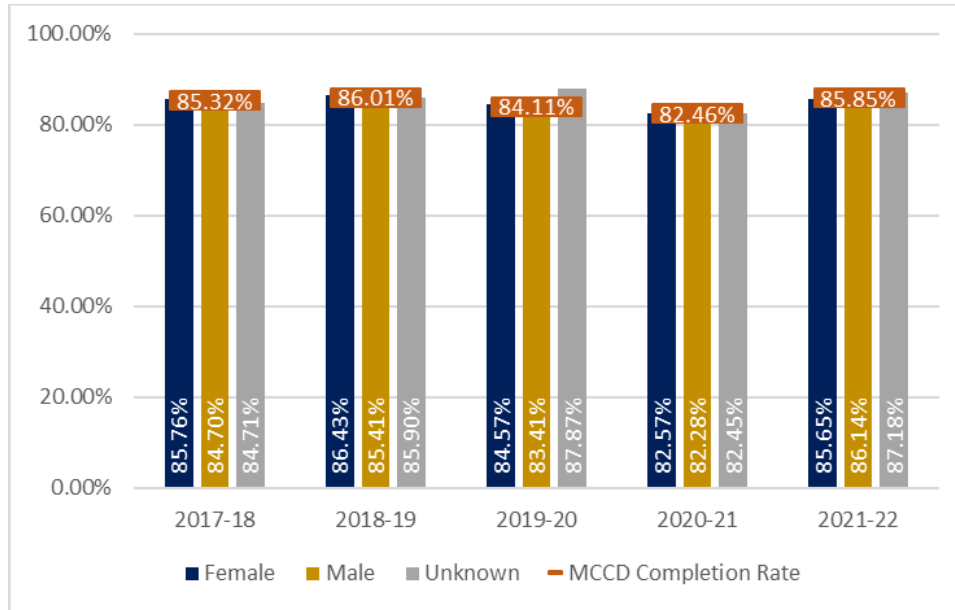
#### *Course Completion Rates*

Course completion measures the percentage of students who complete a course. This can also be referred to as retention. The District completion rates have remained greater than 82% for



the last five years, with most years being greater than 85%. Females generally have completion rates greater than the District completion rate with a slight exception in 2021-22.

Figure 21: Course Completion Rates by Gender (2017-18 to 2021-22)



Source: Internal MCCD Data

The completion rates for students 30 and older are generally greater than the District completion rates while students 24 and younger tend to have slightly lower completion rates than the District average. The cells highlighted in gold in the table below indicate rates greater than 1% below the District completion rate.

Table 8: Course Completion Rates by Age (Rates Greater Than 1% Below District Rate are Highlighted).

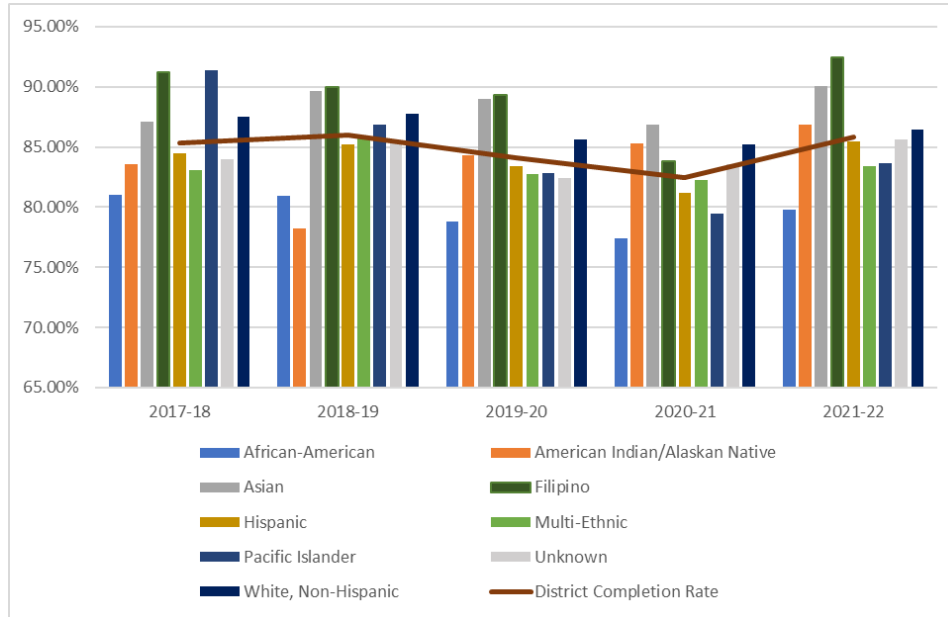
Age	2017-18	2018-19	2019-20	2020-21	2021-22
19 or younger	84.59%	85.72%	83.27%	82.17%	86.26%
20-24	84.23%	85.14%	83.69%	81.39%	84.84%
25-29	85.61%	85.06%	84.17%	82.35%	85.65%
30-34	86.47%	87.84%	87.75%	84.60%	85.36%
35-39	89.17%	89.76%	86.14%	85.91%	88.46%
40-49	90.71%	89.62%	86.97%	84.76%	87.28%
50 or older	92.63%	90.67%	88.00%	86.85%	84.46%
Unknown	-	100.00%	96.15%	87.88%	95.83%
District Completion Rate	85.32%	86.01%	84.11%	82.46%	85.85%

Source: Internal MCCD Data

The completion rates for all ethnicities overall have remained above 80% from 2017-18 to

2021-22 with exceptions of specific subgroups, including African-American/Black students during 2019-20 to 2021-22, American Indian/Alaskan Native students in 2018-19, and Pacific Islander students in 2020-21.

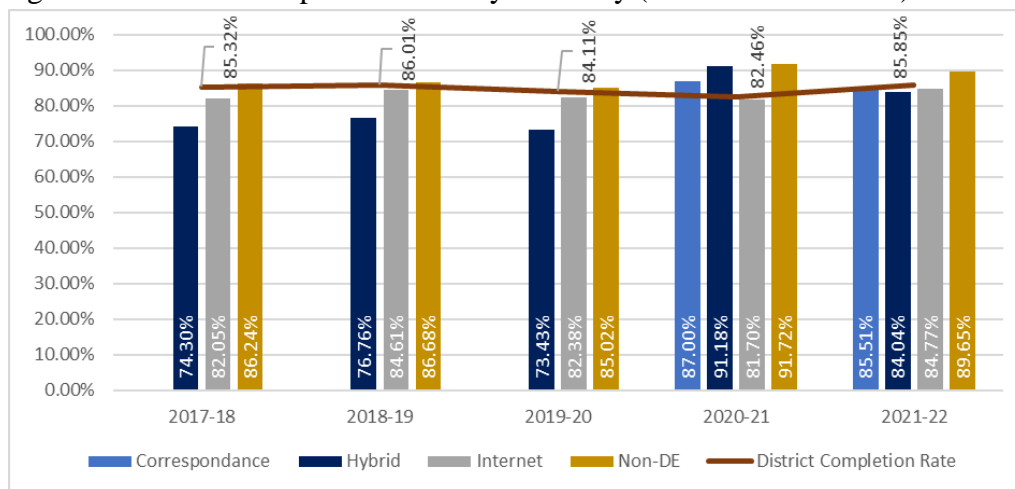
Figure 22: Course Completion Rates by Ethnicity



Source: Internal MCCD Data

Merced College offers various modalities for students including internet-based instruction, in person instruction (Non-DE), a combination of internet and face-to-face (hybrid), and for some inmate education and non-credit courses a correspondence modality. The Non-DE modality courses consistently have completion rates greater than the District average. However, beginning 2021-21 the completion rates for hybrid courses have increased.

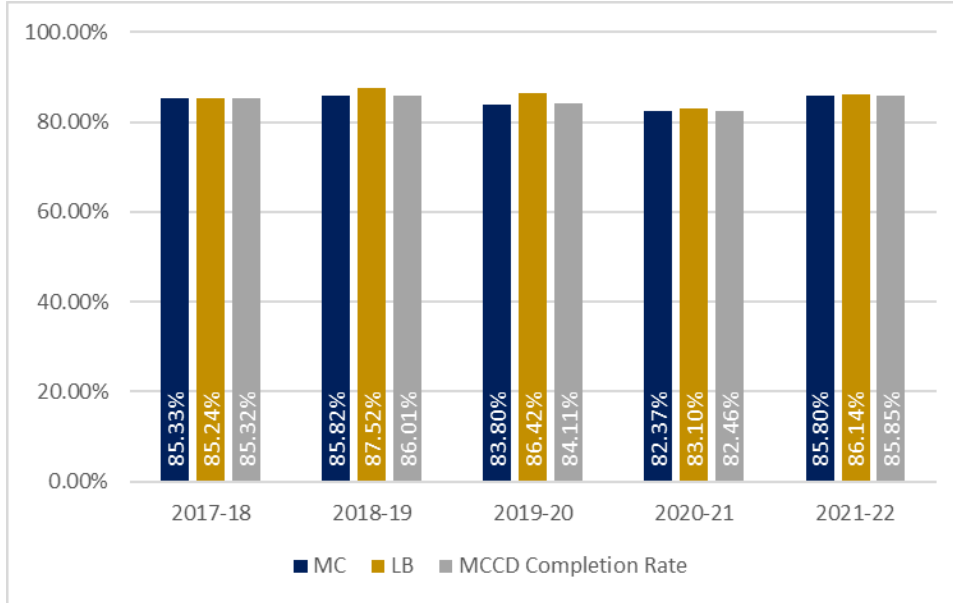
Figure 23: Course Completion Rates by Modality (2017-18 to 2021-22)



Source: Internal MCCD Data

The course completion rates for the Merced campus mirror closely the District course completion rates and the Los Banos campus course completion rates have shown for 2017-18 to 2021-22 to be higher than district completion rates.

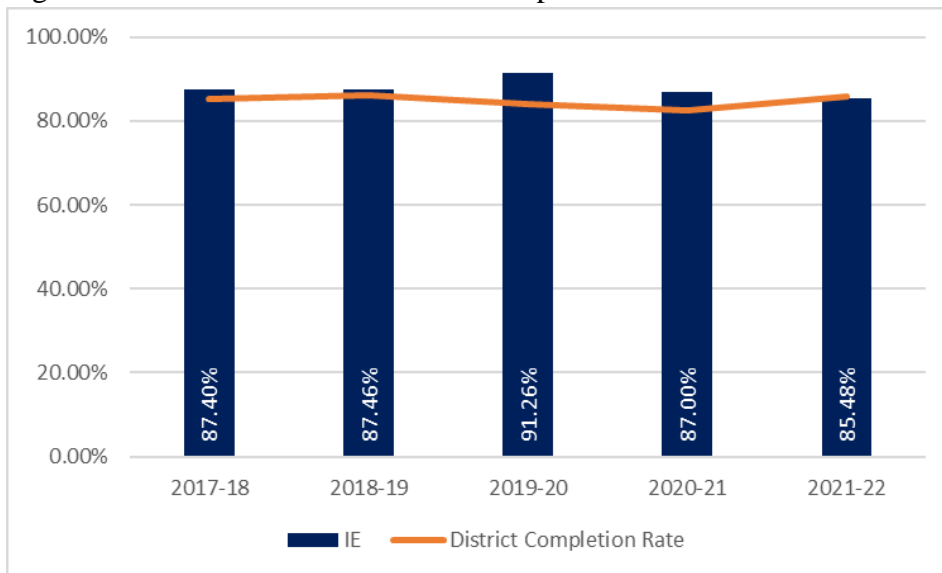
Figure 24: Course Completion Rates by Location



Source: Internal MCCD Data

Inmate education has shown course completion rates greater than 85%, the district course completion rate, since 2017-18 with one exception. The exception was the 2021-22 academic year, where it was only 0.37% below the District rate.

Figure 25: Inmate Education Course Completion Rates

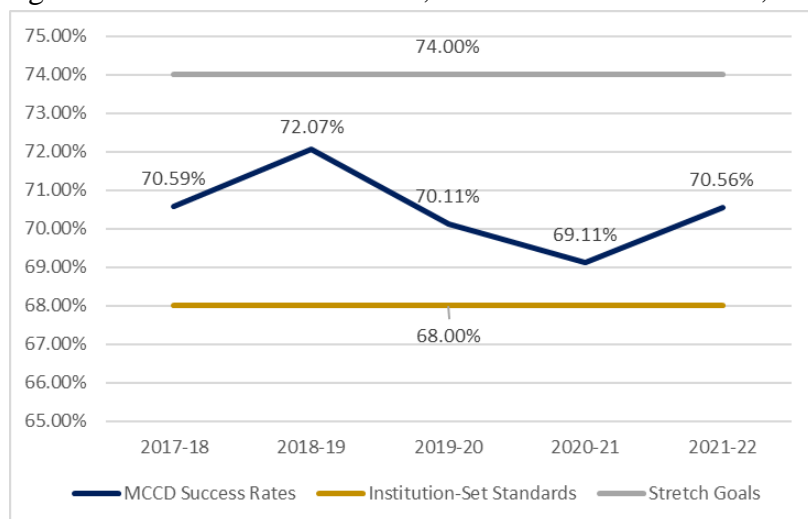


Source: Internal MCCD data

### Course Success Rates

Course success is defined as a student who completes a course with a grade of A, B, C, or P. The Institution-Set Standard (ISS) for success has been designated as 68% at Merced College for 2017-18 to 2021-22 and the stretch goal has been designated for the same time frame as 74%. Overall, Merced College has course success rates higher than the benchmark established in the set standard but lower than the stretch goal.

Figure 26: District Success Rates, Institution- Set Standards, and Stretch Goals



Source: Internal MCCD Data

Tables 9-11 show course success rates along with Institutional-Set Standards and stretch goals disaggregated by gender, age, and ethnicity. The cells highlighted in gold indicate rates below the institution- set standards and the cells highlighted in green indicate rates above the stretch goal. For students who are 30-49-years old or identify as Asian, these students demonstrate course success rates higher than the stretch goals.

Table 9: Student Success Rate by Gender including Institution-Set Standard and Stretch Goal

Gender	2017-18	2018-19	2019-20	2020-21	2021-22	ISS	Stretch
Female	71.51%	73.27%	71.05%	69.52%	70.37%	68%	74%
Male	69.26%	70.32%	68.65%	68.38%	70.82%	68%	74%
Unknown	74.52%	77.70%	77.94%	71.43%	73.85%	68%	74%
District Success Rate	70.59%	72.07%	70.11%	69.11%	70.56%		

Source: Internal MCCD Data

Table 10: Student Success Rate by Age Including Institution-Set Standard and Stretch Goal

Age	2017-18	2018-19	2019-20	2020-21	2021-22	ISS	Stretch
≤19	65.98%	67.85%	66.20%	66.77%	69.56%	68%	74%
20-24	69.01%	71.15%	69.82%	67.32%	68.98%	68%	74%
25-29	74.98%	74.31%	73.21%	70.80%	72.50%	68%	74%
30-34	77.79%	79.35%	79.14%	75.63%	74.18%	68%	74%
35-39	80.98%	83.51%	79.09%	78.42%	76.09%	68%	74%
40-49	84.07%	83.95%	79.61%	76.08%	77.05%	68%	74%
50≤	86.63%	85.69%	80.10%	82.31%	67.61%	68%	74%
Unknown	-	100.00%	80.77%	84.85%	83.33%	68%	74%
District Success Rate	70.59%	72.07%	70.11%	69.11%	70.56%		

Source: Internal MCCD Data

Table 11: Student Success Rate by Ethnicity Including Institution-Set Standard and Stretch Goal

Race/Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22	ISS	Stretch
African-American	61.07%	61.93%	62.42%	60.91%	60.69%	68%	74%
American Indian/Alaskan Native	70.77%	60.78%	70.91%	72.41%	72.68%	68%	74%
Asian	76.16%	79.32%	79.47%	77.62%	80.82%	68%	74%
Filipino	82.85%	81.86%	78.29%	72.79%	82.52%	68%	74%
Hispanic	67.71%	69.84%	68.33%	66.11%	68.97%	68%	74%
Multi-Ethnic	68.87%	71.85%	68.06%	69.86%	68.76%	68%	74%
Pacific Islander	76.82%	68.60%	66.42%	62.56%	70.26%	68%	74%
Unknown	65.37%	67.19%	63.77%	70.63%	69.41%	68%	74%
White, Non-Hispanic	77.16%	77.62%	75.31%	75.43%	72.91%	68%	74%
District Success Rate	70.59%	72.07%	70.11%	69.11%	70.56%		

Source: Internal MCCD Data

For correspondence courses the course success rates have exceeded the stretch goals for the two years correspondence has been offered. Hybrid courses had course success rates below the Institutional-Set Standards for 2017-18 to 2019-20 but have increased success rates since this

time period. Both the Merced Campus and Los Banos Campus have course success rates that fall between the Institution-Set Standards and stretch goals.

Table 12: Student Success Rate by Modality Including Institution-Set Standard and Stretch Goal

Modality	2017-18	2018-19	2019-20	2020-21	2021-22	ISS	Stretch
Correspondence	-	-	-	78.53%	74.38%	68%	74%
Hybrid	57.22%	58.28%	57.64%	84.41%	69.22%	68%	74%
Internet	67.50%	69.89%	68.85%	67.66%	68.45%	68%	74%
Non-DE	71.61%	73.09%	71.02%	87.88%	76.84%	68%	74%
District Success Rate	70.59%	72.07%	70.11%	69.11%	70.56%		

Source: Internal MCCD Data

Table 13: Student Success Rate by Location Including Institution-Set Standard and Stretch Goal

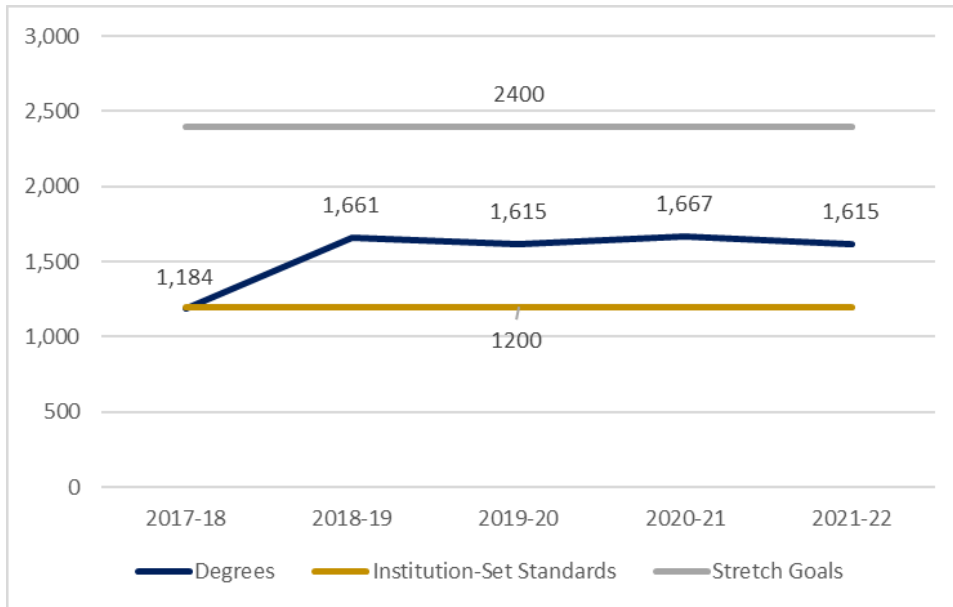
Location	2017-18	2018-19	2019-20	2020-21	2021-22	ISS	Stretch
MC	70.69%	72.08%	69.83%	69.11%	70.56%	68%	74%
LB	69.80%	72.04%	72.16%	69.07%	70.54%	68%	74%
District Success Rate	70.59%	72.07%	70.11%	69.11%	70.56%		

Source: Internal MCCD Data

### *Degree Completion*

The institutional set standard for degrees awarded in a year is 1200 while the stretch goal for degrees awarded is 2400. In 2017-18 the number of degrees awarded was less than the ISS but since that time the number of degrees awarded has fallen between the ISS and stretch goals. Since 2018-19 the number of degrees awarded has been between 1600 and 1670.

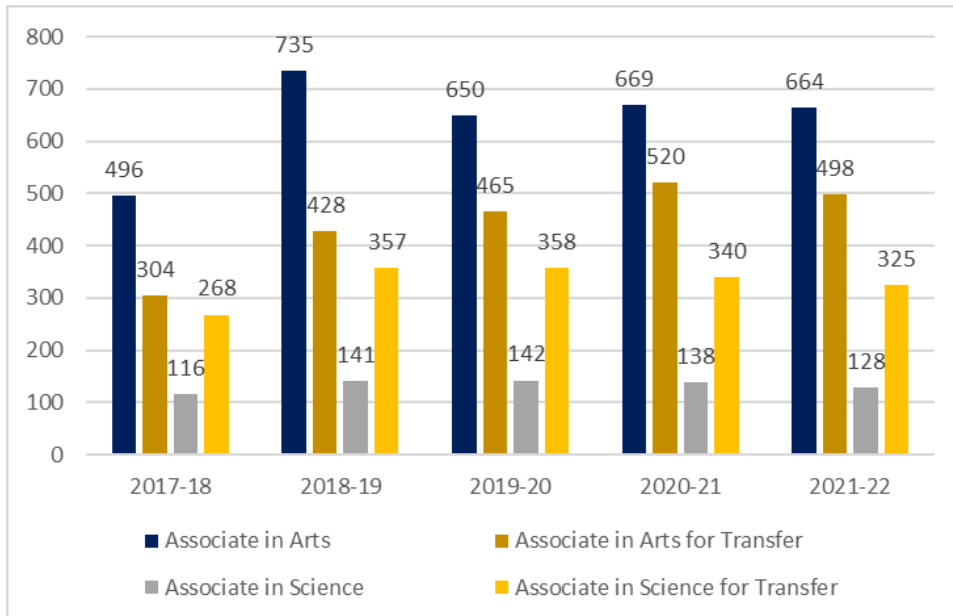
Figure 27: Degree Completion Compared with Institution-Set Standards and Stretch Goals



Source: Internal MCCD Data

Merced awards four types of degrees: Associate in Arts (AA), Associate in Science (AS), Associate in Arts for Transfer (AAT) and Associate in Science for Transfer (AST). Most awards have been AA degrees, followed by AAT degrees. The AS degree has consistently been the degree with the smallest number of awards conferred.

Figure 28: Number of Associate Degrees and Associate Degrees for Transfer Awarded

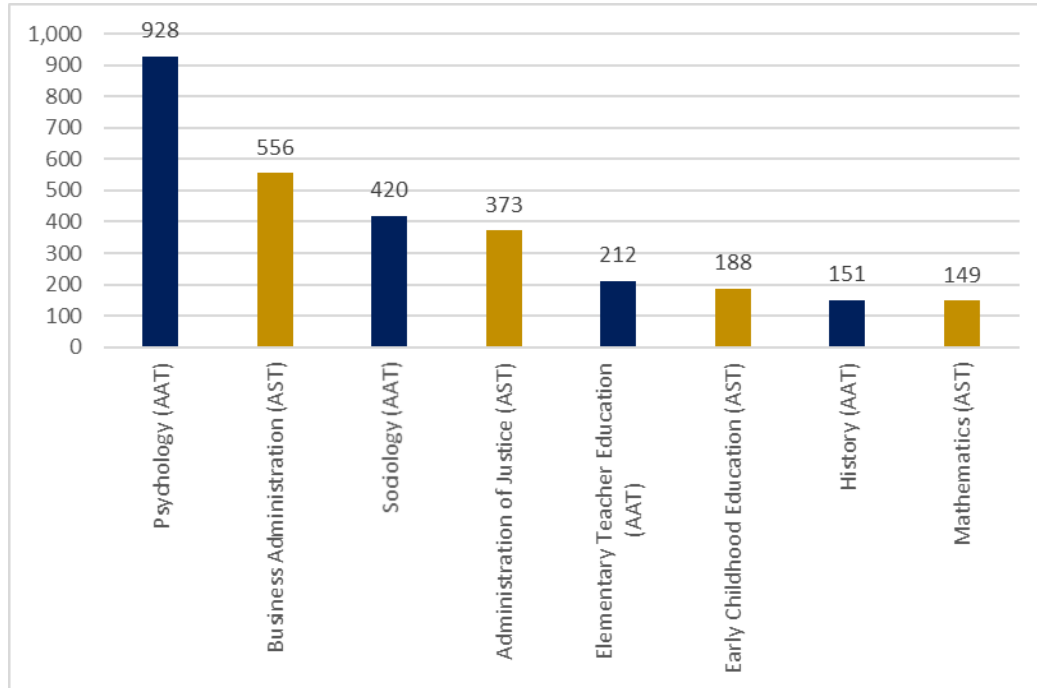


Source: Internal MCCD Data

The Psychology AAT is the most awarded transfer degree at Merced College with the Business

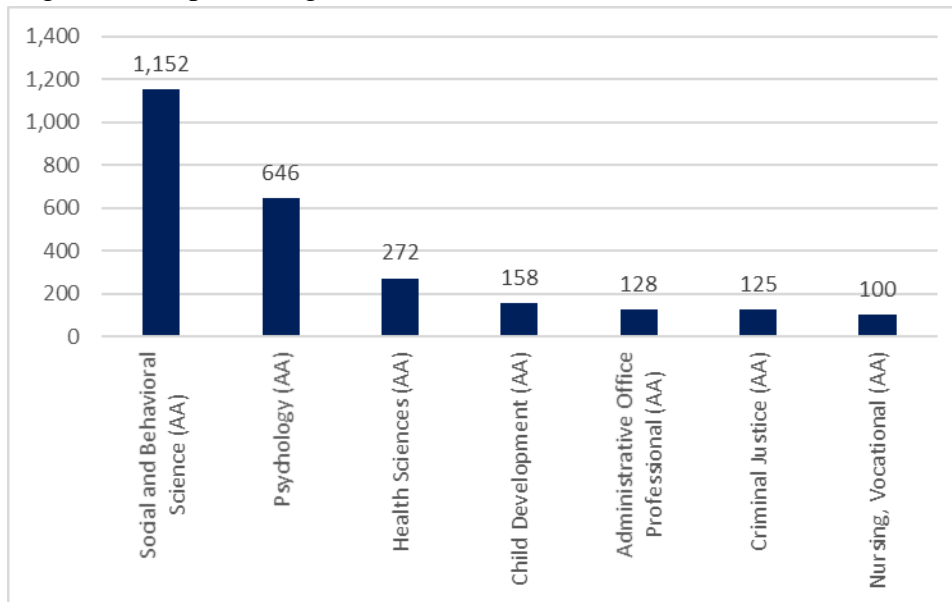
AST being the most awarded Associate of Science Degree for Transfer. The Psychology AA degree is the second most awarded Associate’s Degree at Merced College, second only to the Social and Behavioral Sciences AA. The Registered Nursing AS degree is by far the most awarded Associate of Science Degree at Merced College.

Figure 29: Top ADT’s Awarded - 5 years (2017-18 to 2021-22)



Source: Internal MCCD Data

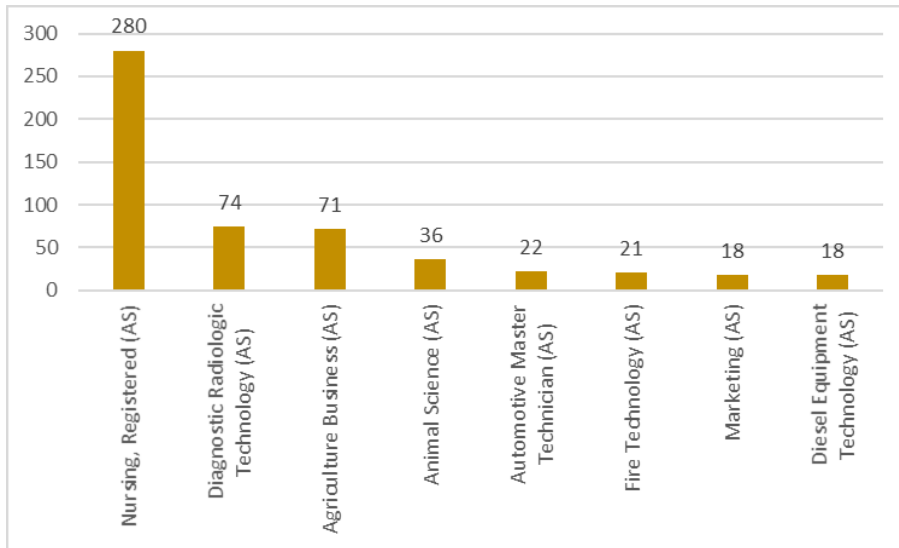
Figure 30: Top AA Degrees Awarded – 5 Years (2017-18 to 2021-22)



Source: Internal MCCD Data



Figure 31: Top AS Degrees Awarded- 5 Years (2017-18 to 2021-22)

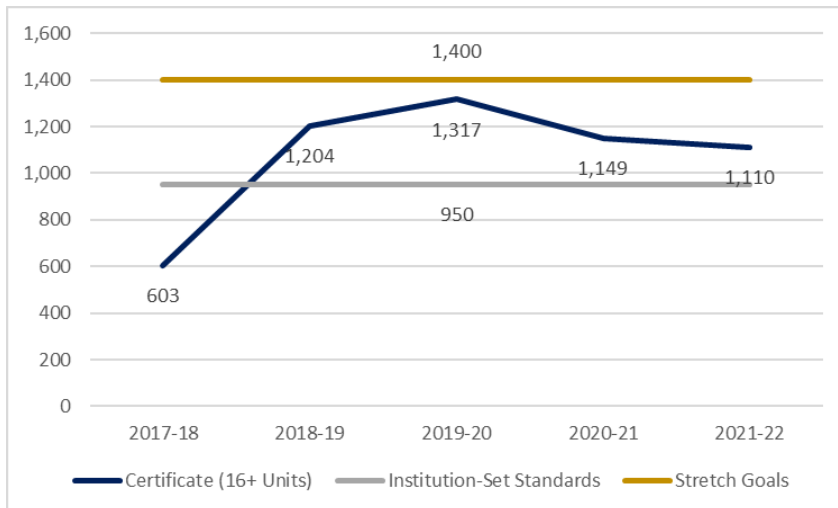


Source: Internal MCCD Data

### Certification Completion

Merced College offers multiple credit certificates of varying units. The District also offers multiple non-credit certificates. The Institutional Set Standard for Certificates with 16 units or more awarded has been set by Merced College at 950 with a stretch goal of 1400. Merced College missed the ISS goal in 2017-18, awarding 603 of the 16+ unit certificates. However, from 2018-19 to 2021-22, Merced College has exceeded the ISS for 16+ unit certificates awarded. Merced College has not surpassed the stretch goal for such certificates.

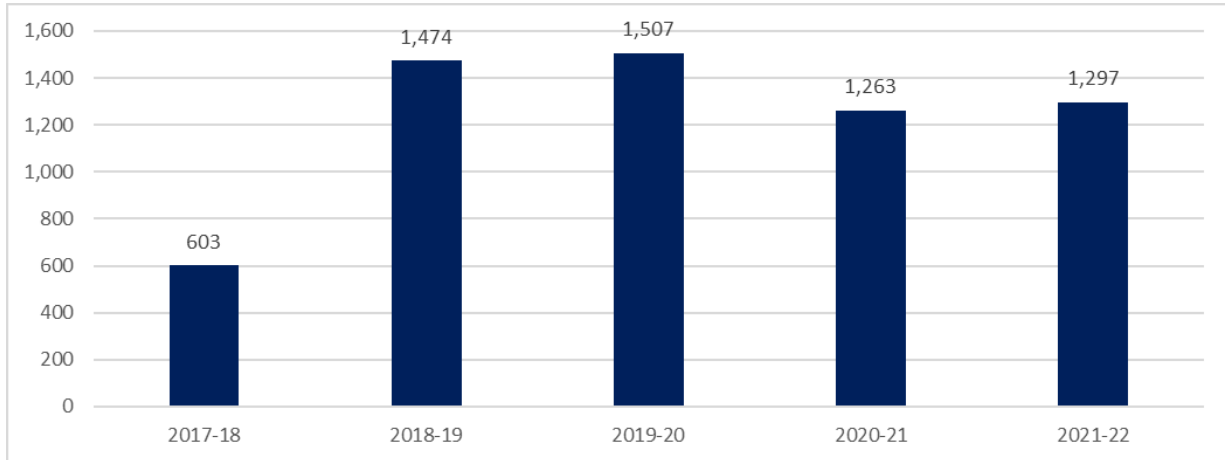
Figure 32: Certificates Requiring 16 Units or more Compared with Institution-Set Standards and Stretch Goals



Source: Internal MCCD Data

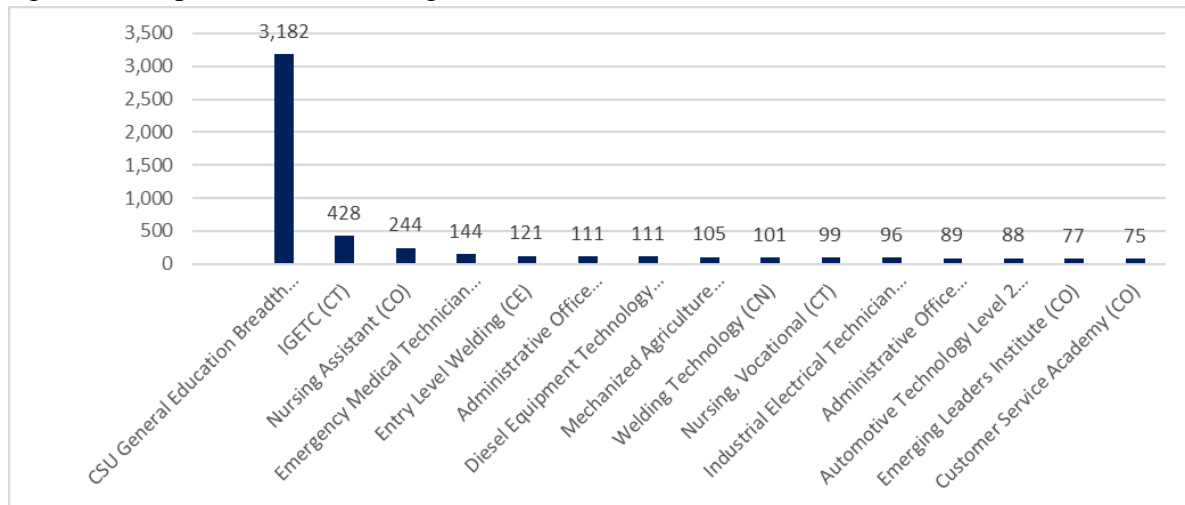
Including all certificates, not exclusively the 16+ units or more type, Merced College has awarded more than 1200 certificates each year beginning in 2018-19, with 1,507 certificates awarded in 2019-20. The top certificate awarded from 2017-18 to 2021-22 is the California State University General Education Breadth Certificate with 3,182 for the five years combined.

Figure 33: Certificates Awarded- 5 Year (2017-18 to 2021-22)



Source: Internal MCCD Data

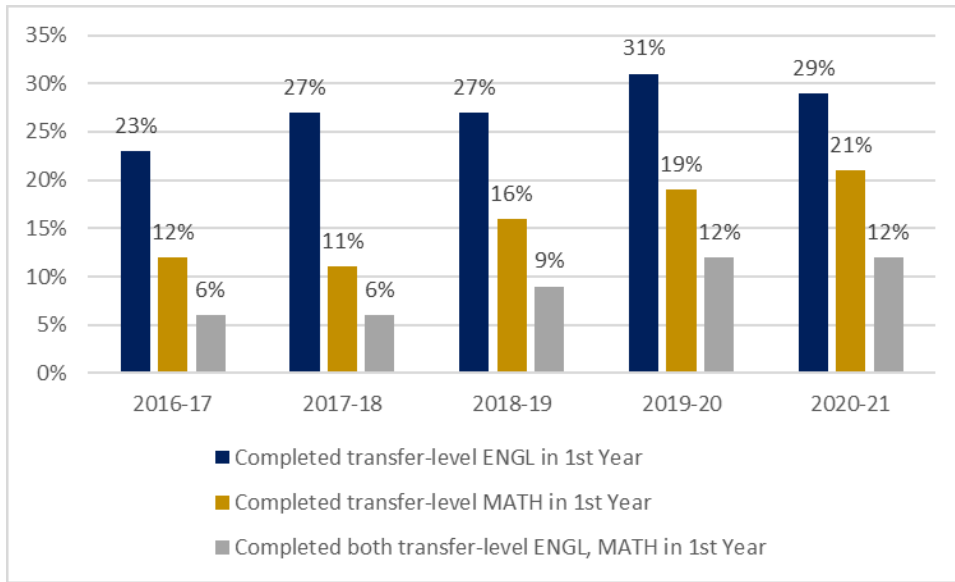
Figure 34: Top 15 Certificate Programs 2017-18 to 2021-22



Source: Internal MCCD Data

The number of first-time students who have completed their transfer-level math and English in their first year has continued to increase. In 2016-17 the number of students who completed math in their first year was 12%, the number of students who completed English in their first year was 23% and the number of students who completed both in their first year was 6%. In 2020-21, the percentages have increased to 21%, 29%, and 12%, respectively.

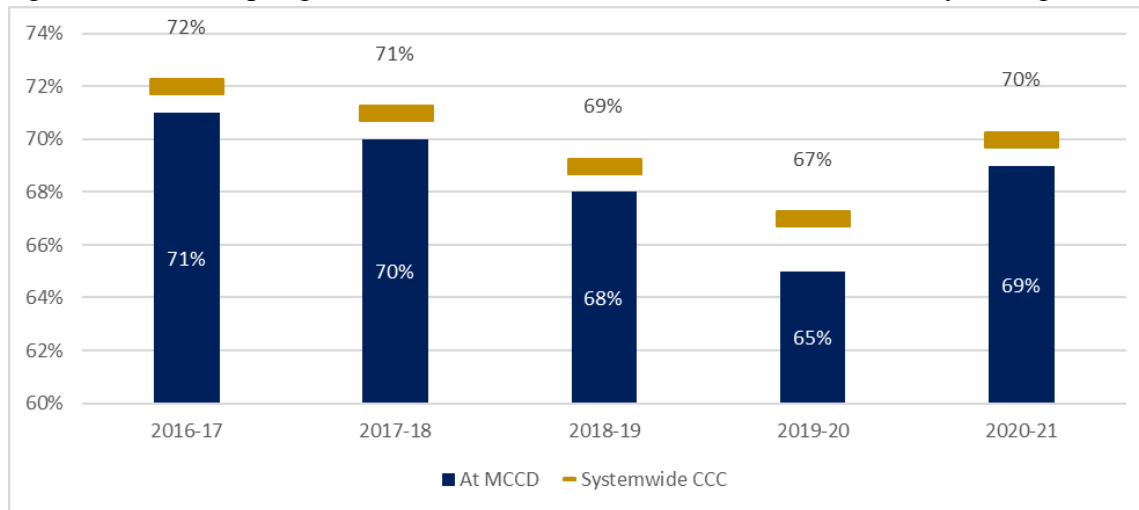
Figure 35: % of Students Who Completed Transfer-Level English and math in First Year



Source: CCCCO Student Success Metrics

The persistence rate for enrollment from fall to spring for Merced College students is lower than the persistence rate for the California Community College system with one exception, which occurred in the 2019-20 academic year. The persistence rate has remained consistent in the District overall.

Figure 36: Fall to Spring Persistence for MCCD and California Community Colleges



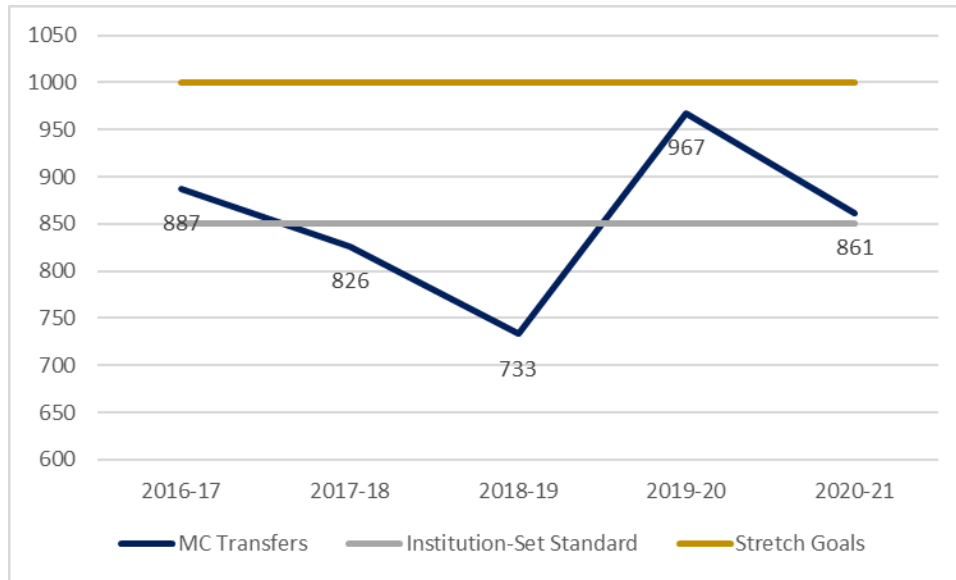
Source: CCCCO Student Success Metrics

### Transfers

The Institution Set Standard for Merced College student transfers to a four-year university is 850 per year with a stretch goal of 1000. In 2019-20 the college came the closest to meeting the

stretch goal with 967 Merced College students who transferred to a four-year university.

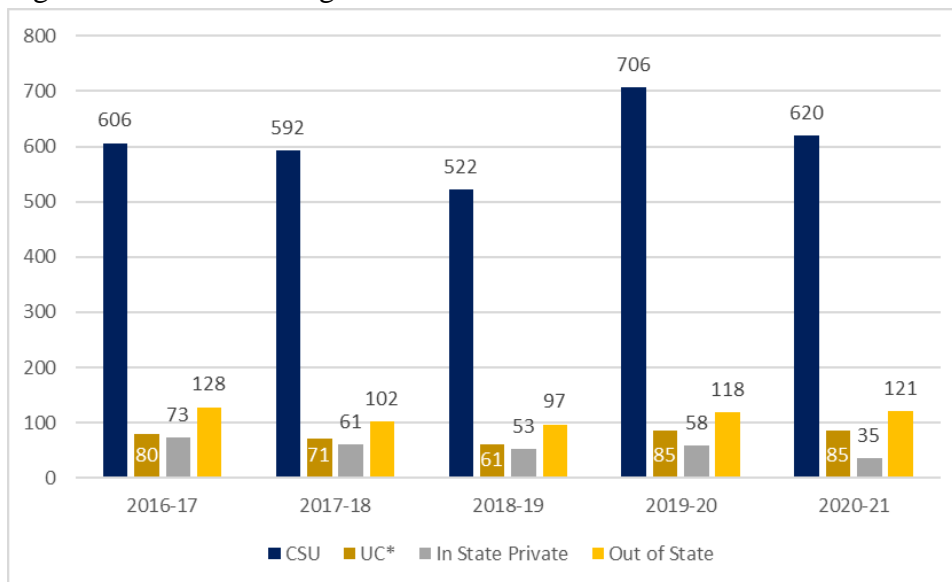
Figure 37: Merced College Transfers



Source: DataMart, CSU Office of the President, UC InfoCenter

From 2016-17 to 2020-21 on average 854 MCCD students transferred to a college or university. In fall 2021 the top 5 CSU and UC transfer institutions were CSU Stanislaus, CSU Fresno, UC Merced, CSU Sacramento, and CSU San Jose.

Figure 38: Merced College Student Transfer Locations

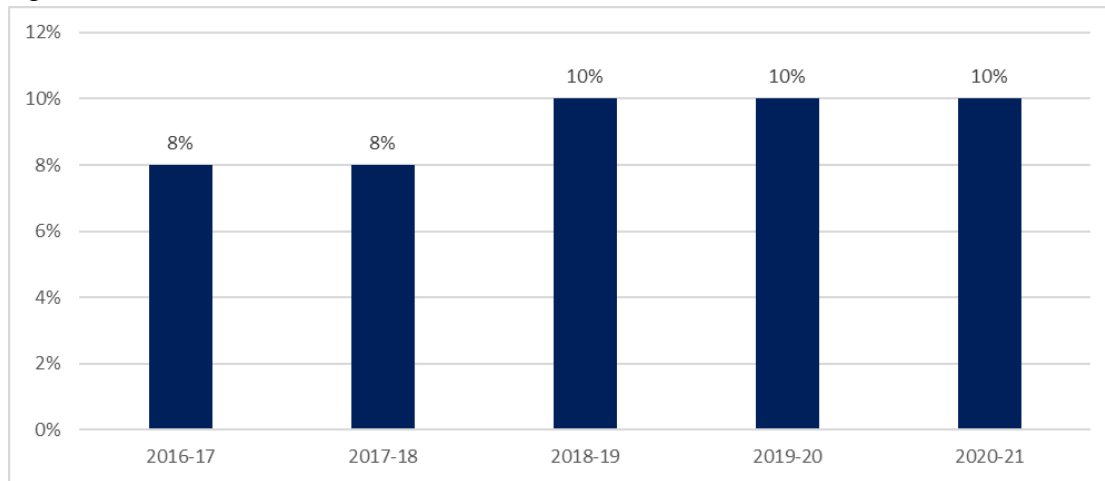


Source: Office of the President, UC InfoCenter, CCCCCO Data Mart

### Career Technical Education

Merced College offers Career Technical Education (CTE) units in over 25 areas including, administrative office management, dietetic services supervisor, welding technology, industrial electrical technician, nursing, sonography, fire technology, and mechanized agriculture. The percentage of students who have earned nine or more career education units in a year has reached approximately 10% where the nine or more semester units were earned were considered CTE.

Figure 39: Percent of Students Who Have Earned 9+ Career Education Units



Source: CCCC Student Success Metrics

Several of Merced College's career education programs have an external licensure exam requirement before students can begin a career in their chosen field. These include Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), Diagnostic Radiologic Technologists (RADT), Registered Nurse (REGN), Sonographer (SONO), and Vocational Nursing (VOCN). The Institutional Set Standards for the exam pass rates in those programs are between 60% and 85%, meaning that, depending on the program, between 60% and 85% of students who sit for the exams will pass the external licensure exam. Merced College students have high success rates in passing licensure exams and with few exceptions the ISS has been met annually.

Table 14: Licensure Exam Rates for Allied Health Programs

Licensure Exam Rates (2016-17 to 2020-21)						
Program	ISS	2016-17	2017-18	2018-19	2019-20	2020-21
CNA	80%	93%	97%	81%	78%	Pending
EMT	60%	77%	77%	86%	64%	Pending
RADT	85%	100%	91%	100%	100%	92.3%
REGN	80%	92.31%	78.33%	94.34%	85.58%	81.82%
SONO	80%	100%	91%	100%	75%	N/A
VOCN	80%	88%	81%	N/A	82%	74%

Source: Internal MCCD Data

The Institutional Set Standard for Career Technical Education employment rates for Certified Nursing Assistant (CNA), Radiologic Technician (RADT), Registered Nursing (REGN), Sonography (SONO), and Vocational Nursing (VOCN) have been between 75% and 90% and have been met and exceeded every year except for the CNA program in 2019-20. During the COVID-19 pandemic lock down beginning in spring 2020, CNA students were unable to complete the program and take licensure exams.

Table 15: CTE Employment Rates

CTE Employment Rates						
Program	ISS	2016-17	2017-18	2018-19	2019-20	2020-21
CNA	90%	100%	95%	95%	49%	Pending
RADT	85%	100%	100%	100%	100%	100%
REGN	85%	100%	98%	100%	100%	Pending
SONO	75%	100%	100%	N/A	83.33%	N/A
VOCN	85%	100%	100%	100%	100%	Pending

Source: Internal MCCD Data

### C. Organization of the Self-Evaluation Process

The Standing Accreditation Committee (SAC) is the hub of accreditation activities for Merced College. All constituent groups are represented on the committee whose purpose is to provide ongoing coordination and support for the District in meeting the requirements of the Accrediting Commission for Community and Junior Districts (ACCJC). The committee reports to College Council and makes recommendations to assist the ALO on training and review and provide input on reports, timelines and organization of the ISER ([Participatory Governance Handbook pp. 22-24](#)). The members of SAC were assigned to standards and completed forms

which identified the strengths and gaps on the assigned standards along with relevant evidence.

A writer, Dr. Marie Bruley, was identified to take the information submitted through the task forms into the narrative of the report. Once a draft was complete, the editing teams reviewed the content and made suggestions for modifications. The calendar of the process is included here to demonstrate the input gathering and review process.

<b>Time</b>	<b>Task</b>
<b>October-November 2021</b>	ISER Standards tasks assigned, training provided.
<b>November 2021-June 2022</b>	ISER Standards tasks completed
<b>June-October 2022</b>	ISER writer begins draft 1
<b>October 31, 2022</b>	Draft 1 due
<b>November 2022</b>	Draft reviewed by Standing Accreditation Committee (SAC), editing teams, cabinet
<b>December 2022-February 2023</b>	Feedback reviewed and appropriate changes made
<b>March 2023</b>	Draft 2 reviewed by SAC and editing teams and appropriate changes made
<b>April-May 2023</b>	Draft 3 ready for dissemination to AS, CS, ASMC, and EMPC
<b>June 2023</b>	Final draft to BOT
<b>August 1, 2023</b>	ISER due to ACCJC
<b>Spring 2024</b>	Focused Peer Review Site Visit

The organization of the teams that contributed to the process in the various stages is included here to provide information on the main contributors to the process.

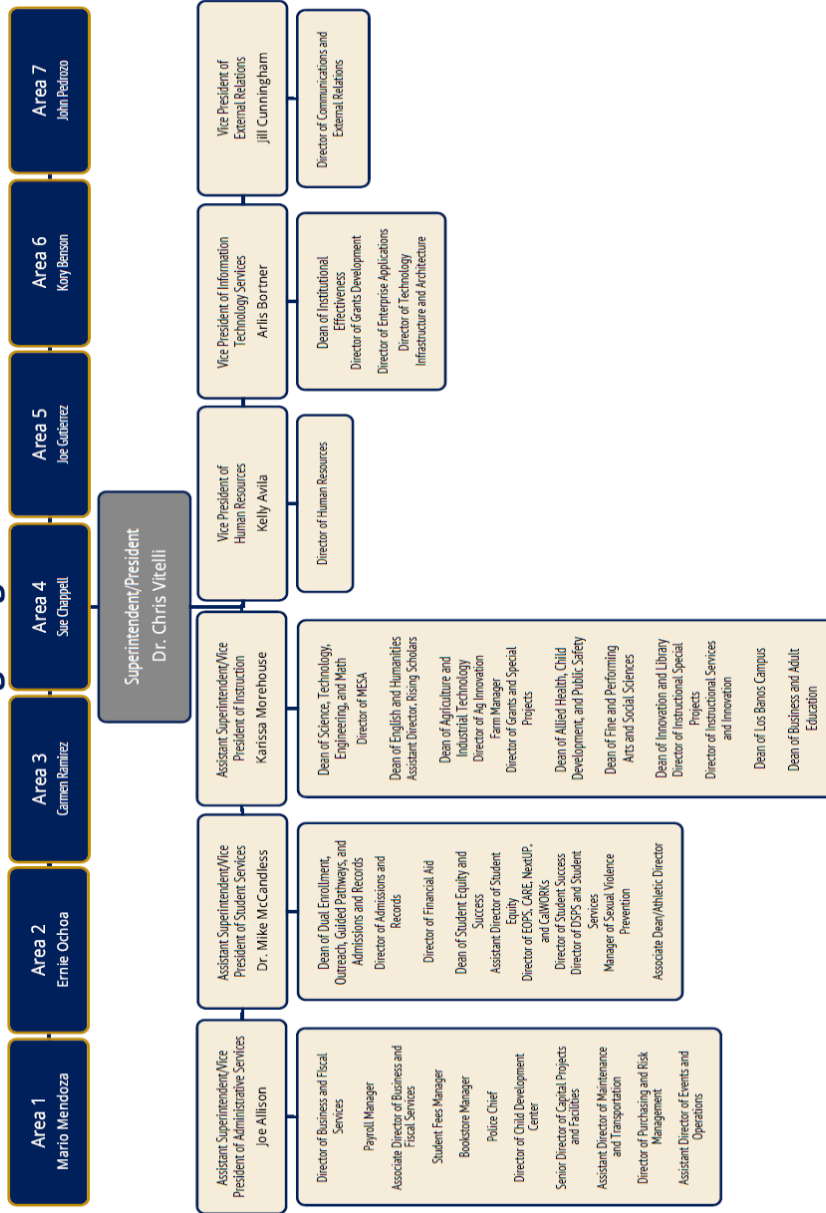
<b>Section</b>	<b>Contributors</b>	
<b>Lead Writer</b>	<b>Marie Bruley, Faculty</b>	
<b>Evidence</b>	Amber Norris, Classified Gabriela Garcia, Classified	Magali Laureano Perez, Classified Dee Sigismond, Management
<b>Data</b>	Luis Flores, Classified	Seferina Ramirez, Classified
<b>Introduction/ Presentation of Student Achievement Data</b>	Valerie Albano, Management Marie Bruley, Management	Dee Sigismond, Management Bryan Tassej, Management

<b>Standard I</b>	<p>Gabriela Garcia, Classified  Jennifer Gardner, Faculty  Lee Anne Hobbs, Faculty  Jason Judkins, Management  Michael McCandless,  Management  Edward Modafferi, Faculty  Krystal Pollinger, Management</p>	<p>Dee Sigismond, Management  Libby Soria, Faculty  Brandon Tenn, Faculty  Bryan Tassej, Management  Chris Vitelli, Management  Kristi Wolf, Classified</p>
<b>Standard II</b>	<p>Valerie Albano, Management  Brooke Boeding, Management  Julie Clark, Faculty  Regina Coletto, Faculty  Tomasia Drummond, Management  Sherry Elms, Management  Delia Esquivel, Management  Louis Foy, Management  Gabriela Garcia, Classified  Jennifer Gardner, Faculty  Garrick Grace, Management  Shannon Gragg, Classified</p>	<p>Estelina Jones, Management  Doug Kain, Management  Dondi Lawrence, Management  Jeanette Martin, Management  Michael McCandless,  Management  Edward Modafferi, Faculty  Beverly Quigley, Classified  Jose Serena, Management  T. Jazmin Serrano, Faculty  Greg Soto, Management  Dee Sigismond, Management  Brandon Tenn, Faculty</p>
<b>Standard III</b>	<p>Joseph Allison, Management  Kelly Avila, Management  Arlis Bortner, Management  Kim Freitas, Management  Joanna Grimes, Management  Chuck Hergenraeder, Management  Marcus Metcalf, Management</p>	<p>Dwight Nadeau, Management  Will Resendes, Management  Dee Sigismond, Management  Mayra Soria-Galvarro, Classified  Andre Urquidez, Management  Lisa Veenstra, Management</p>
<b>Standard IV</b>	<p>Lee Anne Hobbs, Faculty  Krystal Pollinger, Management</p>	<p>Dee Sigismond, Management  Chris Vitelli, Management</p>



# D. Organizational Information

## Merced College Organizational Chart



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

[Note: See Appendix B of the *Guide to Self-Evaluation, Improvement, and Peer Review* for additional information and possible sources of evidence.]

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

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

Merced College's authority to operate as a post-secondary educational institution that awards degrees is based on its continuous accreditation by the Accrediting Commission for Community and Junior Districts of the Western Association of Schools and Districts (ACCJC), which is recognized by the U.S. Department of Education (USDE) as an authority in evaluating the quality of education offered by post-secondary institutions (California Code of Regulations, Title 5, Division 6, Chapter 2, Subchapter 1, §51016, Accreditation). The letter of affirmation of accreditation from ACCJC is posted on the College website ([ER1-01](#)). The District's Catalog includes the accreditation status ([ER1-02](#)). The District is a member of the California Community College system which operates under the California Community College Chancellor's Office (CCCCO) and is authorized by the State of California.

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

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

Merced College (MC) has operated continuously since 1963. The District achieved an annual credit headcount of 14,052 and an annual noncredit headcount of 1,470 in the 2021-2022 academic year. The District is committed to providing opportunities for lifelong learning, technical training, and a variety of transfer and degree/certificate programs. MC also offers fee-based community services classes to support students in developing skills to advance their careers. Classes are offered day, evenings, and weekends in either in person, hybrid, or online modality. Courses offered are listed in the class schedule or are searchable on the College website ([ER2-01](#)) and published in College Catalog annually ([ER2-02](#)).

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

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

The Merced College (MC) Catalog contains information for 49 associate degrees (AA and AS), 31 associate degrees for transfer, 62 credit certificates, and 15 noncredit certificates from Adult Education & Noncredit. All degree programs are at least 60 units in length which is equivalent to two academic years of course work. The complete list of degrees, course credit requirements, and length of study for each degree program is listed in the Merced College Catalog and on the

Program Pathways Mapper ([ER3-01](#), [ER3-02](#)).

**Eligibility Requirement 4: Chief Executive Officer**

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

The Merced College Board of Trustees (BOT) appoints the Superintendent/President as the chief executive office in a full-time capacity and delegates to them the authority to administer the policies and procedures adopted by the BOT and to manage the district ([ER4-01](#), [ER4-02](#)). The Superintendent/President makes recommendations, proposal, or suggestions on matters that come before the BOT and does not serve as the chair of the governing board. The chief executive officer of Merced College is Chris Vitelli, Ed.D., who has served as Superintendent/President since January 2017. The role of the CEO is discussed in depth in Standard IV.B.

**Eligibility Requirement 5: Financial Accountability**

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

The Merced Community College District contracts with a certified public accounting firm to conduct an audit annually. Audits and financial reports are posted publicly on the College website ([ER5-01](#)). All funds, books, and accounts of the District are audited in accordance with Title 5 requirements and BP 6400 ([ER5-02](#)). The audit reports are reported to the District at BOT meetings ([ER5-03](#)). Evidence of annual external audit reports is addressed in detail in Standard 3D.

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

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

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

*Regulation citation: 602.23(b).*

Merced College solicited third-party and public comments in multiple ways. MC used a

feedback form posted publicly on the College website to gather comments from the public and third parties in Fall 2022 and Spring 2023 ([CC1-01](#)). All comments were collected by the Dean of Institutional Effectiveness and presented to the Accreditation Liaison Officer (ALO), comments were reviewed by the ALO and Dean of Institutional Effectiveness to determine if the editing teams should follow up with edits to the ISER. The ISER was shared through the District's participatory governance process in Spring 2023 where it was shared with all District constituency groups for additional comments and editing.

The notification of an accreditation evaluation team visit has been posted to the District's website and advertised to the District community at the Fall 2022 Convocation ([CC1-02](#)). Information on the timeline for the composition of the ISER and evaluation team visit in Spring 2024 was presented to the District community at the Fall 2022 Convocation and posted to the accreditation site. Training about accreditation was provided to the District community in October 2022.

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

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

Merced College has established institution-set standards and addresses how well it is advancing those standards for student achievement. The Office of Institutional Effectiveness (OIE) provides data on institution-set standards and presents them at the Standing Accreditation Committee ([CC2-01](#), [CC2-02](#)). The Accreditation Annual Report, which includes student achievement data, is posted on the public Accreditation Website that is one click from the main College website ([CC2-03](#)). The OIE provides data to support the District's instructional program review process that feeds into institutional planning and resource allocation. Program Reviews are available to the public through the Program Review Library ([CC2-04](#)).

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

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

Merced College maintains a curriculum development and review process that follows Title 5 and the Program Course Approval Handbook (PCAH) guidelines established by the California Community College Chancellor's Office to establish unit/hour calculations for credits. In AP 4620, *Credit Hour*, the District sets the relationship between the number of units and the number of hours as identified on the Course Outline of Record (COR) ([CC3-01](#)). AP 4020 establishes the Curriculum Committee's responsibility for approving new and revised curriculum for all credit and non-credit courses and programs ([CC3-02](#)). The approval of course units/credits and program length are part of the approval of courses and programs through review of the Course Outline of Record (COR) and/or Program Outline of Record (POR) by the Curriculum Committee.

The District provides in AP 4100, Graduation Requirements for Degrees and Certificates, the criteria for conference of degrees and certificates in accordance with Title 5, Sections 55063 and 55072 ([CC3-03](#)). The College Catalog, page 23, provides students with information on the tuition and fees for attending the District, including information on nonresident tuition and the refund policy ([CC3-04](#)). The Financial Aid department provides information on financial assistance for eligible students through grants, enrollment fee waivers, loans, scholarships, and work-study employment ([CC3-05](#), [CC3-06](#)).

### **Transfer Policies**

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

Merced College (MC) has approved policies and procedures to address the transfer of courses to other institutions that comply with the commission's policy on transfer of credit and are provided to students in the MC Catalog and MC Website ([CC4-01](#), [CC4-02](#)). The MC Catalog is updated annually to ensure accuracy of information. Transfer-of-credits include but are not limited to transfer to other Districts, Credit for Prior Learning, Credit by Examination, External Exams (AP/CLEP/IB), course substitutions, Pass Along, military credit and training, international credit, industry recognized credentials, and bachelor's degree credit ([CC4-03](#)). Merced Community College District (MCCD) has established Board Policy and Administrative Procedures related to transfer-of-credit such as *Articulation*, *Credit for Prior Learning*, and *Transfer Center*, which are made available through the MCCD website ([CC4-04](#), [CC4-05](#), [CC4-06](#), [CC4-07](#), [CC4-08](#), [CC4-09](#)).

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

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

Distance Education courses at Merced College create more opportunities for area students ([CC5-01](#)). Numerous committees ensure our Distance Education courses are rigorous, appropriate, and complete. These include the Curriculum Committee, Distance Education Sub-Committee, Online Educational Technology Planning Committee, Technology Committee, Accessibility Task Force, and Staff Development Committee. All courses offered in a distance education or correspondence education modality require approval of a DE addendum (2A7). Additionally, we utilize BP 4020, *Program and Curriculum Development*, to adhere to Title 5 and make sure we are responsive to our community needs ([CC5-02](#)). AP 4020 assists in the guidance of the curriculum ([CC5-03](#)). AP 3725 ensures our content is accessible in terms of *Information and Communications Technology Accessibility and Acceptable Use* ([CC5-04](#)). Administrative Procedure 4105 outlines requirements for distance education courses ([CC5-05](#)). Our District also has numerous services to assist instructors and students with distance education including updated classroom technology, weekly training and professional development, a recording studio and editing room, staff dedicated to assist faculty and students with technology and accessibility questions, instructional designers, and consistent review of curriculum to ensure accessibility for all students. Instructors are required to participate in

training to teach effectively online and verified through the Excellence in Online Teaching Series ([CC5-06](#)). The identity of students is verified through signing into their Canvas shells with District issued username and password. The District ensures that the technology infrastructure is sufficient to support distance education learning through the Technology Master Plan and the work of the Technology Committee that makes recommendations for maintaining effective technology support through the VP of Information Technology Services ([CC5-07](#), [CC5-08](#)). The Rising Scholars program offers correspondence education training for faculty.

### **Student Complaints**

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

Merced College has clear policies and procedures for handling student complaints. The College Catalog provides detailed information regarding major policies affecting students, including information regarding grievance and complaint procedures and specifically addresses accreditation related complaints on page five of the catalog ([CC6-01](#)). AP 5530 establishes the process for student complaints ([CC6-03](#)). Merced College's Accreditation webpage provides a direct link to the ACCJC Complaint Process webpage and Complaint Form, if a District constituent, including students and community members, wishes to file a formal complaint against Merced College ([CC6-02](#)). All associations that accredit programs within the District are listed on the Accreditation webpage. Since the District's last self-evaluation in 2016, there have been no formal complaints submitted to the ACCJC.

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

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

Merced College has a process for ensuring that the District provides accurate, current, and appropriately detailed information through the MC Catalog and the MC Website. Information about programs is listed in the MC Catalog along with locations and relevant District policies for students ([CC7-01](#)). The District assigns appropriate managers and administrators with the responsibility for sections of the MC Catalog to ensure accuracy and currency ([CC7-02](#)). The program and course information are updated through the curriculum approval process. District policies and procedures are available to the public on BoardDocs which is linked to the MC Website homepage. The accreditation status of the institution is posted on the MC Accreditation website and on the first page of the MC Catalog ([CC7-01](#), [CC7-03](#)).

### **Title IV Compliance**

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

Merced College complies with federal regulations set forth in Title IV of the Higher Education Act (HEA). Merced College provides evidence of compliance with USDE Title IV regulation in the District's self-evaluation and independent audits. The District has standard practices regarding financial responsibility requirements, program recordkeeping, and accountability.

The District reports audit results annually and presents them at meetings of the MCCD Board of Trustees ([CC8-01](#), [CC8-05](#)). The institutional student loan default is within the USDE acceptable range. The current Cohort Default Rate is 0% per the National Student Loan Data System at the writing of this report. The institution’s current Cohort Default Rate can be obtained from the USDE’s website. ([CC8-02](#)). The institution provides step-by-step guide on the student loan process on the MC Student Loan website ([CC8-03](#)). Loan Counseling is a requirement for students in the application process. The institution reviews all contractual agreements to make sure they are acceptable and align with the mission, goals, and policies of the District. In addition, all contracts must be approved by the MCCD Board of Trustees ([CC8-04](#)).

### Evidence List

<b>Eligibility Requirements Continued Institutional compliance with Commission Policies</b>	
<b>Description</b>	<b>Name/Link</b>
College website	<a href="#">ER1-01_MC_Web</a>
Catalog (Pg. 10)	<a href="#">ER1-02_MC_Catalog22-23_Pg10</a>
Fall 22 Schedule	<a href="#">ER2-01_FA22_Schedule</a>
2022-2023 Merced College Catalog	<a href="#">ER2-02_MC_Catalog22-23</a>
2022-2023 Merced College Catalog	<a href="#">ER3-01_MC_Catalog22-23</a>
Program Pathways Mapper	<a href="#">ER3-02_ProgramPathwaysMap</a>
BP 2430 Delegation and Authority to Superintendent/President	<a href="#">ER4-01_BP2430</a>
Board of Trustees Handbook 2021 (Pg. 5)	<a href="#">ER4-02_BoT_Handbook21_Pg5</a>
Financial Reports	<a href="#">ER5-01_FinancialReports_Web</a>
BP 6400 Audits	<a href="#">ER5-02_BP6400</a>
Board of Trustees Agenda February 9, 2021	<a href="#">ER5-03_BoT_Agenda2-9-21</a>
Link to ISER public comment form	<a href="#">CC1-01_ISER_Comment_Form</a>
Convocation Program	<a href="#">CC1-02_ConvocationProgram22</a>
Standing Accreditation Committee Agenda March 15, 2022	<a href="#">CC2-01_SAC_Agenda3-15-22</a>
Annual Report Data	<a href="#">CC2-02_AnnualRptData</a>
Accreditation Website	<a href="#">CC2-03_Accreditation_Web</a>
Program Review Library	<a href="#">CC2-04_PR_Library</a>
AP 4620 Credit Hour	<a href="#">CC3-01_AP4620</a>
AP 4020 Program and Curriculum Development	<a href="#">CC3-02_AP4020</a>
AP 4100 Graduation Requirements for Degrees and Certificates	<a href="#">CC3-03_AP4100</a>
MC Catalog (Pg. 23)	<a href="#">CC3-04_MC_CatalogPg23</a>
AP 5130 Financial Aid	<a href="#">CC3-05_AP5130</a>

BP 5130 Financial Aid	<a href="#">CC3-06_BP5130</a>
MC Catalog 2022-2023	<a href="#">CC4-01_MC_Catalog22-23</a>
MC transfer webpage	<a href="#">CC4-02_MC_Transfer_Web</a>
Credit for prior learning webpage	<a href="#">CC4-03_CreditPriorLearn_Web</a>
AP 4050 Articulation	<a href="#">CC4-04_AP4050</a>
BP 4050 Articulation	<a href="#">CC4-05_BP4050</a>
AP 4235 Credit for Prior Learning	<a href="#">CC4-06_AP4235</a>
BP 4235 Credit for Prior Learning	<a href="#">CC4-07_BP4235</a>
AP 5120 Transfer Center	<a href="#">CC4-08_AP5120</a>
BP 5120 Transfer Center	<a href="#">CC4-09_BP5120</a>
Distance Education Handbook	<a href="#">CC5-01_DistanceEdHandbk</a>
BP 4020 Program and Curriculum Development	<a href="#">CC5-02_BP4020</a>
AP 4020 Program and Curriculum Development	<a href="#">CC5-03_AP4020</a>
AP 3725 Information and Communications Technology Accessibility and Acceptable Use	<a href="#">CC5-04_AP3725</a>
AP 4105 Distance Education	<a href="#">CC5-05_AP4105</a>
Excellence in Online Teaching certification series	<a href="#">CC5-06_ExcelOnlineTeachCert</a>
Technology Master Plan	<a href="#">CC5-07_TechMasterPlan</a>
Participatory Governance Handbook, Technology Committee	<a href="#">CC5-08_PGH_TechCmte</a>
MC Catalog (Pg. 28)	<a href="#">CC6-01_MC_CatalogPg28</a>
Accreditation webpage	<a href="#">CC6-02_Accreditation_Web</a>
AP 5530 Student Rights and Grievances	<a href="#">CC6-03_AP5530</a>
MC Catalog 2022-2023	<a href="#">CC7-01_MC_Catalog22-23</a>
Catalog responsibilities chart	<a href="#">CC7-02_ResponsibilitiesChrt</a>
Accreditation webpage	<a href="#">CC7-03_Accreditation_Web</a>
Board of Trustees Agenda March 8, 2022	<a href="#">CC8-01_BoT_Agenda3-8-22</a>
Cohort Default Rate	<a href="#">CC8-02_CohortDefaultRt</a>
MC Student Loan webpage	<a href="#">CC8-03_MC_StudentLoan_Web</a>
BP 6340 Bids and Contracts	<a href="#">CC8-04_BP6340</a>
AP 6400 Audits	<a href="#">CC8-05_AP6400</a>

## G. Institutional Analysis

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

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

#### A. Mission



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

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

MC has a mission that describes the institution’s broad educational purposes and is aligned with the course, program, and degree offerings provided by the District ([1A1-01](#)). The mission states,

At Merced College, students are our focus, and we are known by their success. We transform lives through education and workforce development.

The College’s vision statement provides a more detailed explanation of how the District achieves its mission:

Enriching our community through educational experiences and support services:

- Degree/Certificate Programs
- Transfer
- Career and Technical Education
- Workforce Training
- Lifelong Learning
- Basic Skills
- Community Engagement

Merced College promotes student success through equitable access, continuous quality improvement, and institutional effectiveness, all with a focus on student achievement.

The mission is revised on a regular basis to ensure alignment with the programs and services the District provides ([1A1-02](#)). As part of the California Community College system, MC is an open access institution, and the mission describes the intended population and the degrees, credentials, and educational opportunities offered by the District. An update to the MC mission was passed by the MC Board of Trustees (BOT) in June 2017 and the mission, vision, and core values were reviewed and updated in November 2022 and adopted by the Board in December 2022; the District’s mission reflects input from all District constituent groups and discussion amongst the District community ([1A1-03](#)). The District’s commitment to student learning and achievement is reflected in the mission and vision.

### **Analysis and Evaluation**

The MC mission and vision describe the institution’s educational purposes, the population served, and types of degrees and credentials offered by the District. The District’s commitment

to student learning and student achievement is reflected in the mission.

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

**Evidence of Meeting the Standard**

Merced College (MC) uses a wide variety of data to determine how effectively it is accomplishing its mission. MC produces an annual report that informs the community of the District mission and vision as well as the progress made by the institution for the year. The annual report is available publicly on the College website ([1A2-11](#)). The annual report provides enrollment data, degrees and certificates awarded, transfer data, and financial aid and budget data for the district ([1A2-01](#)). The annual report is presented to the Board of Trustees (BOT), shared with the District community at the State of the College event, and posted on a webpage linked to the President's Office webpage ([1A2-11](#)).

The MC integrated planning process includes both comprehensive program reviews along with annual updates. Data sets are developed for programs in instruction and for non-instructional departments and service areas at MC. The program review data is analyzed and used to inform the resource allocation process at the District ([1A2-02](#), [1A2-03](#)). As part of the program review process, the District defines and assesses student learning outcomes for all instructional programs. Student learning outcomes are mapped to program learning outcomes to ensure that student needs are an integral component of the integrated planning process ([1A2-06](#)). Program reviews are made available to the District community through the program review library ([1A2-07](#), [1A2-08](#)). Similar to program review, the faculty hiring prioritization process relies on data to develop a ranking of recommended faculty positions utilizing presentations to a committee based on discipline data for those departments requesting faculty ([1A2-04](#)).

Data dashboards, which contain enrollment data, success rates, percentage of math and English completed, and number of units enrolled, as well as other relevant data are made available to District leadership, including deans and faculty leads, to provide information on student educational needs at the departmental level and in developing institutional priorities ([1A2-05](#)). The District's Educational Master Plan (EMP) provides the foundation for long range planning and provides direction for the Strategic Implementation Plan (SIP) to operationalize the EMP. The District used institutional data as an aid in developing the EMP goals and is used to monitor the progress of the SIP ([1A2-09](#), [1A2-10](#)).

**Analysis and Evaluation**

MC analyzes data that reflect on its mission through the annual report, program review process, student learning outcomes assessment, and institutional level metrics to set institutional priorities, inform resource allocation, and improve institutional effectiveness in meeting its mission.

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

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

Merced College aligns its programs and services with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. The Integrated Planning Handbook explains how Merced College ties the mission to all planning through the Educational Master Plan (EMP) ([1A3-01](#), [1A3-03](#)). The following are the goals established in the EMP:

1. Enrollment Management and Student Success
2. Student Access
3. Resource Development and Allocation
4. Safety and Facilities Planning
5. Partnership
6. Institutional Effectiveness, Technology, and Systems Design

In 2020, to respond to the unique challenges of that year and to call out the need for equity and innovation, the President assembled a special EMP task force to address the issues and they developed two new goals ([1A3-08](#), [1A3-09](#), [1A3-10](#)). Goal 7 and 8 state the following:

Goal 7: Implement innovative practices, learned as a result of the pandemic, to increase accessibility and preserving an authentic collegiate experience for our students, employees, and community.

Goal 8: Utilize MCCCD's Diversity, Equity, and Inclusion Framework to address systemic racism and social injustices within all facets of our services and programs for our community, colleagues, students, and academics.”

The Educational Master Plan reflects the mission, vision, and core values of the District ([1A3-01](#)). The Strategic Implementation Plan (SIP) provides the objectives and tasks to operationalize the EMP from year to year ([1A3-02](#)), with updates given on progress to the Board of Trustees (BOT) and at the Educational Master Planning Committee (EMPC) ([1A3-02](#), [1A3-04](#)). The Integrated Planning Handbook explains that alignment with the EMP and the SIP is central to the goal development that occurs in the Integrated Planning Cycle ([1A3-03](#)). On page 10 of the Integrated Planning Handbook, the goals and resource requests that are developed in the Program Review process must align with the EMP and the SIP ([1A3-03](#)). The alignment with the EMP goals and SIP can be seen in the program review templates ([1A3-05](#), [1A3-06](#), [1A3-07](#)).

#### **Analysis and Evaluation**

Merced College demonstrates through the EMP and the Integrated Planning Cycle that the mission guides institutional decision-making, planning, and resource allocation. The integrated planning process utilizes program review to inform institutional goals for student learning and achievement. The District has planning and decision-making processes that ensure alignment with its mission.

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

**Evidence of Meeting the Standard**

Merced College articulates its mission in a widely published statement, BP 1200 District Mission, that was last revised December 13, 2022 ([1A4-03](#)). All Board Policies are available for public view on BoardDocs ([1A4-07](#)). The mission, vision, motto, and core values are posted on the College website and in the College Catalog ([1A4-01](#), [1A4-02](#)).

Merced College ensures the mission statement is periodically reviewed and updated as necessary. BP 1200, *District Mission*, states that the mission is evaluated and revised on a regular basis ([1A4-03](#)). In 2022, the District began the process of reviewing the mission through the Educational Master Planning Committee (EMPC). The EMPC oversees the development and progress for the Educational Master Plan (EMP) and the evaluation and review of the district mission ([1A4-04](#), [1A4-05](#), [1A4-06](#)). The membership of EMPC consists of representatives from Academic Senate, Merced College Faculty Association, Classified Senate, California School Employees Association representing the classified staff, Co-chairs of master planning committees, management, and the Associated Students of Merced College ([1A4-06](#)). A subcommittee of EMPC was formed to review the mission in Spring 2022 and make recommendations about revised language ([1A4-05](#)). The EMPC recommended the adoption of the revisions to the Superintendent/President, who made a recommendation to the Board in November 2022 and the Board adopted a revised mission statement, vision, and core values in December 2022.

**Analysis and Evaluation**

Merced College has a mission that has been approved by the governing board and is published on BoardDocs, on the College website, and in the College Catalog.

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**Conclusions on Standard I.A: Mission**

Merced College meets Standard IA. Merced College demonstrates a strong commitment to its institutional mission. The mission guides the District's decision making and planning processes, including the Educational Master Plan. The District uses quantitative and qualitative data for planning purposes as well as assessing how well it meets its mission. The mission is

widely publicized, including on the website, in planning documents, and in the College Catalog. The mission statement is periodically reviewed by the Board of Trustees and has recently been revised and adopted.

**Improvement Plan(s)**

None.

**Evidence List**

<b>Standard 1A</b>	
<b>Description</b>	<b>Name/Link</b>
Merced College Mission	<a href="#">1A1-01 MC Mission</a>
Board Policy 1200	<a href="#">1A1-02 BP1200</a>
Board of Trustees Minutes June 6, 2017	<a href="#">1A1-03 BOTMins6-6-17</a>
2021 Annual Report	<a href="#">1A2-01 2021AnnualReport</a>
Instruction Program Review Data Set	<a href="#">1A2-02 Instruct PR DataSet</a>
Non-Instruction Program Review Template	<a href="#">1A2-03 NonIns PR Template</a>
Hiring Prioritization Data Set	<a href="#">1A2-04 HiringPriorDataSet</a>
Tableau Dashboards	<a href="#">1A2-05 TableauDashboards</a>
Annual Report Webpage	<a href="#">1A2-06 AnnualRpt Webpage</a>
Instructional Program Review Template	<a href="#">1A2-07 Instruct PR Template</a>
Program Review Library	<a href="#">1A2-08 PR Library</a>
Educational Master Plan	<a href="#">1A2-09 EMP 2018-2023</a>
Strategic Implementation Plan	<a href="#">1A2-10 Strategic Impl Plan</a>
President's Office Annual Report 2021	<a href="#">1A2-11 Pres Office Ann Rpt</a>
Educational Master Plan 2018-2023 (Pg. 5-7)	<a href="#">1A3-01 EMP pg5-7</a>
Strategic Implementation Plan	<a href="#">1A3-02 SIP</a>
Integrated Planning Handbook - Integrated Planning Cycle (Pg. 6-9)	<a href="#">1A3-03 Int Pln Handbk pg7-9</a>
Educational Master Planning Committee Agenda September 9, 2021	<a href="#">1A3-04 EMPCAgenda9-6-21</a>
Instruction Program Review Template	<a href="#">1A3-05 Instruct PR Template</a>
Student Services Program Review Template	<a href="#">1A3-06 SS PR Template</a>
Non-Instruction Program Review Template	<a href="#">1A3-07 NonIns PR Template</a>
Special Educational Master Plan Task Force Email from the President	<a href="#">1A3-08 EMPTaskForceEmail</a>
Draft goals 7 & 8 for the Educational Master Plan	<a href="#">1A3-09 DraftGoalsEMP 7_8</a>
Educational Master Planning Committee Agenda November 30, 2020	<a href="#">1A3-10 EMPCAgenda11-30-20</a>
District's Mission website page	<a href="#">1A4-01 MC Mission Webpage</a>
College Catalog 23-24	<a href="#">1A4-02 CollegeCatalog23-24</a>

BP 1200 District Mission	<a href="#">1A4-03_BP1200</a>
Educational Master Planning Committee Agenda May 5, 2022	<a href="#">1A4-04_EMPCAgenda5-5-22</a>
Educational Master Planning Committee Agenda September 15, 2022	<a href="#">1A4-05_EMPCAgenda9-15-22</a>
Participatory Governance Handbook - Revised January 2021	<a href="#">1A4-06_PG_Handbook_Rev01-21</a>
BoardDocs Board Policies	<a href="#">1A4-07_BoardDocs_BP</a>

## B. Assuring Academic Quality and Institutional Effectiveness

### *Academic Quality*

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

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

Merced College demonstrates a sustained, substantive and collegial dialog regarding student outcomes, student equity, academic quality, and institutional effectiveness through its well-defined committee and constituency group structure ([1B1-15](#), [1B1-16](#)). The District utilizes quantitative and qualitative data in a systematic cycle of integrated planning, evaluation, implementation, and re-assessment to analyze institutional effectiveness and facilitate continuous improvement of student learning and achievement.

The participatory governance structures and committees that facilitate dialogue within the institution include:

College Council: The College Council (CC) has membership from all constituent groups and is primarily concerned with institutional effectiveness. Updating policies and procedures with input from all segments of the District community to ensure that the institution is achieving its mission and coordinating the systematic evaluation of governance and administrative structures, processes, and services ([1B1-16](#)).

The Educational Master Planning Committee (EMPC): The mission/charge of EMPC is to coordinate the integrated planning process and is the oversight committee for all master planning committees with a focus of ensuring that district planning is student centered. The membership of the committee includes representation from all the District constituent groups; management, faculty, staff, and students. EMPC ensures that institutional outcomes are evaluated and informs goal development at the institutional level and in the other master planning committees ([1B1-17](#)).

The Educational Master Planning Task Force engaged in considerable dialog between 2017-2018 in the development of the Educational Master Plan. Student achievement data, labor market data, award data, and demographic data were used to inform the discussion and development of the EMP goals ([1B1-09](#), [1B1-10](#)). The Strategic Implementation Plan (SIP) was developed to operationalize the EMP and includes tasks and responsibilities identified to facilitate progress on SIP goals and objectives ([1B1-11](#)). Updates on the SIP are given regularly to EMPC. Data gathered through the implementation of the SIP through surveys and other metrics are used to inform future planning.

The Program Review, Outcomes, and Assessment Committee (PROAC): PROAC includes both instruction and non-instruction coordinators where program review, student learning outcomes and SAO's are discussed ([1B1-05](#)). PROAC provides a collaborative space for Curriculum Assessment Trainer (CAT) engage in robust discussion of SLO's and program review ([1B1-06](#), [1B1-07](#)). Each instructional area is represented by at least two CAT's and each non-instruction area is represented by an area program review coordinator. Program Review templates include discussion of SLO assessments and student equity data, provided by the Office of Institutional Effectiveness. PROAC coordinates the GE Program Review process that is conducted through mapping of course to program to Institutional Learning Outcomes (ILOs). The GE Program Review for 2023 has been very robust and includes a variety of data points and disaggregated student population data that the CAT's are reviewing and discussing.

The course SLO assessment process at Merced College is a collaborative process that requires faculty to document discussions that occurred between faculty members regarding course SLO assessments by filling out a Post-Assessment discussion form ([1B1-04](#)). The form requires a description of the assessment of the results and what course changes will be made to address the revealed gaps ([1B1-03](#)).

Program review is an integral part of the integrated planning process at MC. Central to the development of the program review is dialogue about student learning outcomes, student equity, and continuous improvement of student learning. The program review templates for instruction and non-instruction areas are revised through dialogue in PROAC and EMPC ([1B1-27](#), [1B1-28](#), [1B1-29](#)) to ensure that discussion about continuous improvement of student learning and achievement is the focus of the review process. The templates contain sections where the analysis of SLO assessment is discussed.

The Student Success Committee (SSC) includes members of faculty, staff, and administration and has regular discussions on student success. Topics discussed include

the use of the Tutoring Referral Button, Student Success Workshops, Embedded Counseling, and Student Success Videos ([1B1-02](#)). The Office of Institutional Effectiveness makes regular presentations on student achievement data at SSC meetings ([1B1-02](#), [1B1-18](#)). Student equity discussions are also placed on the agenda here so that recommendations can be made to improve student learning and achievement through both student services and instructional strategies.

Academic Senate and the Curriculum Committee deal with academic quality. The Academic Senate's primary function is to make recommendations with respect to academic and professional matters including curriculum, educational program development, standards or policies regarding student preparation and success, and processes for program review. All Academic Senate agendas and minutes are posted on BoardDocs and are available to the public. The meeting minutes from October 28, 2021 demonstrate that substantial dialog occurs during senate meetings regarding matters affecting student success and access ([1B1-07](#)).

The AB 705 Taskforce, a subcommittee of the Academic Senate, has robust discussions about student equity and outcomes and makes recommendations to the administration on changes to institutional processes or structures that support institutional effectiveness and improving student learning and achievement ([1B1-13](#)).

The Curriculum Committee (CC) has substantial, ongoing dialog regarding student outcomes and access. CC meetings include course reviews and updates, and proposals for new programs and degrees/certificates. Curriculum Committee meetings include regular reports from subcommittees, task forces, and other curriculum related groups such as the Distance Education Subcommittee, The Ethnic Studies Task force, Guided Pathways, and the Program Review, Outcomes and Assessment Committee are examples of the committees that provide reports ([1B1-08](#)).

Department and Areas: The dialogue about student outcomes, student equity, academic quality, and continuous improvement of student learning and achievement occurs at the cohort and area level meetings as departments make plans through the program review and SLO assessment process ([1B1-24](#)). The departments, with the help of their CATs, develop their SLO assessment timelines and curriculum updates. The discussions about student learning that occur in departments are captured on the SLO assessment post discussion forms ([1B1-03](#)).

The Office of Student Equity is under the supervision of the Dean of Student Equity & Success ([1B1-19](#)). The Dean of Student Equity & Success oversees the development of the Student Equity and Achievement (SEA) Plan. The SEA Plan identifies



disproportionately impacted students and describes goals and activities to close the gap (1B1-26). Dialog centered around student equity and student achievement that occurs in the Merced College Student Equity Committee and informs the development of the SEA Plan (1B1-19, 1B1-25). The Student Equity Committee (SEC) has members from all constituent groups represented on the committee. The MC Student Equity Committee reviews both qualitative and quantitative data to determine how the institution can address gaps in student equity and achievement (1B1-20).

Professional Development: MC provides professional development opportunities where substantive dialog about student equity, academic quality, and student learning and achievement are the focus. These opportunities occur at the department level; area meetings; FLEX workshops; campus wide forums; and in workshops, conferences, and symposiums offered on campus. FLEX workshops provide venues where discussion about student outcomes, academic quality and student equity occurs with facilitated discussions. Examples of workshops offered include "What is credit for prior learning," "Supporting our LGBTQIA+ students," and "Planning your Program Review Goals" (1B1-12).

During the Active Learning Conferences, discussions about student success and equity are discussed with a focus on strategies that can be brought into the classroom and student services (1B1-01). Student Success Symposiums occur before the start of the fall semester and provide a focus on student equity and student achievement. The topic of the fall 2022 symposium was, "Designing Equity-Conscious Guided Pathways to Ensure Students are Learning" (1B1-21).

The Office of Institutional Effectiveness's is to provide, "accurate, relevant, equity-grounded data for ongoing planning and assessment for the district with a focus/goal/intent on supporting student learning and success" (1B1-22). The OIE provides data in the venues where student equity and student achievement are discussed in order to provide the information necessary for continuous improvement of student learning within the institution. The District participates in the Community College Survey of Student Engagement (CCSSE) as a tool to evaluate student learning and achievement from the student experience. These results are disseminated and discussed in many committees and provide actionable data that is both qualitative and quantitative (1B1-14). A variety of surveys are used among the different constituent groups to provide data for continuous improvement of institutional effectiveness that occurs through the integrated planning process (1B1-23).

### **Analysis and Evaluation**

MC demonstrates a commitment to a sustained, substantive and collegial dialogue about

student outcomes through its program review and SLO/SAO assessment cycles. The Academic Senate and its subcommittees provide the institution with venues where sustained, substantive dialogue about academic quality is the focus. Institutional effectiveness and the improvement of student learning and achievement are facilitated by the integrated planning process that is coordinated through College Council, EMPC, and the participatory governance committees with diverse representation from all District constituencies. The sustained and substantive dialog can be seen through the committee agendas, minutes, fliers, and reports posted for public view.

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

**Evidence of Meeting the Standard**

MC defines and assesses student learning outcomes for all instructional programs and student learning and support services. Student learning outcomes (SLOs) are posted on all program and course outlines of record ([1B2-12](#), [1B2-01](#)). Program learning outcomes are posted in the College Catalog for all instructional programs ([1B2-09](#)). All courses at MC have student learning outcomes posted on the Course Outline of Record (COR) and course SLOs are listed on all course syllabi ([1B2-01](#)). Posting of course SLOs on syllabi is verified by submission of all syllabi to the dean of instruction ([1B2-02](#)).

Course SLOs and Instructional Program Reviews (IPRs) are completed at least every other year with annual updates for program reviews as necessary to update program resource needs to support program goals. The change to a two-year program cycle was implemented to create a more continuous and sustainable cycle, the Academic Senate approved in 2021 a resolution requiring all SLOs be assessed at least once in a two-year cycle, and all programs complete a program review at least once in a two-year cycle ([1B2-04](#), [1B2-06](#)). Course-level SLO assessments are reported in eLumen, a curriculum and assessment tracking software program. Course-level SLO assessment is tracked by the Program Review, Outcomes, and Assessment Committee (PROAC) and the progress of completing course SLO assessments is reported out at various committees ([1B2-06](#), [1B2-17](#), [1B2-18](#)). PROAC monitors the program review process and discovered that eLumen did not facilitate faculty dialogue after assessment. In response to this gap, a post discussion form was created that is used not only to facilitate faculty discussion and planning, but also to be used to complete more robust program learning outcome assessments in program review ([1B2-07](#), [1B2-10](#)).

At the program level, program learning outcomes (PLOs) are assessed during the program review process. Course-level SLOs are mapped to PLOs and provide the data on student learning for the PLOs. As part of the program review, a review of student achievement data along with the data gathered from the PLOs and any relevant external data, are all used to form an improvement plan and to request resources to support the implementation of plans

developed ([1B2-05](#), [1B2-07](#)). All program reviews are housed in the program review library which is housed on the College website ([1B2-11](#)).

All student support service programs complete an Annual Program Review that includes assessment of SLOs/SAOs and analysis of the derived data to determine the effectiveness of the programs and plan for improvements to student support services. A sample of SLO assessment reports and unit reviews for student services can be found in the Program Review Library for Athletics, ASMC, CalWORKs, Counseling, Financial Aid, Student Health Services, Student Success Programs, and the Veteran's Resource Center ([1B2-11](#)). Program reviews in student services utilize the SLO/SAO assessments as part of the evaluation process, a template is provided for this purpose that is specific to student services ([1B2-13](#), [1B2-14](#)).

Students from varied programs and group affiliations utilize tutoring services from the Student Success and Tutorial Center (SSTC) for specific subjects and workshops. The program staff identify SAO/SLOs and evaluate progress as part of the program review evaluation ([1B2-15](#), [1B2-16](#)). The Student Success Committee reviews the SSTC program review and requests disaggregated data on student populations to identify equity gaps and strategize ways to close equity gaps through outreach efforts and determining times of the semester when additional tutoring support is needed ([1B2-20](#)).

#### **Analysis and Evaluation**

Learning outcomes are defined and assessed at the course and program level for all instructional programs. Student and learning support services have either learning or service outcomes that are defined and assessed annually or once in a two-year period as part of the program review process. Outcomes assessment is an integral part of the evaluation of all courses, programs, and student and learning support services at MC. (ER 11)

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

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

MC establishes institution-set standards through the Standing Accreditation Committee (SAC) whose membership includes representation from all constituent groups. Through discussion of the mission and by viewing data on student achievement SAC develops institution set standards for course completion, program completion, transfer, job placement rates, and licensure examination rates that are submitted to ACCJC in the annual reports (ER 11, [1B3-02](#)). The minutes from the SAC meetings and meetings of the College Council (CC), Educational Master Planning Committee (EMPC), Administrative Services Master Planning Committee (ASMPC), and Board of Trustees demonstrate that the institution-set standards are disseminated widely within the District and are posted to the College website ([1B3-03](#), [1B3-04](#), [1B3-06](#), [1B3-07](#),

[1B3-08](#), [1B3-01](#)).

The development of the Educational Master Plan (EMP) adopted by the MC Board of Trustees June 12, 2018, was developed to align with the recommendations of the previous ACCJC team report recommendations and with the statewide Vision for Success goals (ER 11, [1B3-09](#)). A crosswalk document demonstrating the alignment was developed to demonstrate how the EMP goals supported the ACCJC recommendations for improvement. The goals in the EMP drive the integrated planning process and are operationalized in the Strategic Implementation Plan (SIP) ([1B3-10](#), [1B3-11](#)). The institution-set standards and the EMP are aligned with the MC mission which provides the foundation and framework for integrated planning ([1B3-09](#): p.7).

#### **Analysis and Evaluation**

The Standing Accreditation Committee reviews, updates, and evaluates the institution-set standards. Institutional goals are set through the integrated planning processes and the development of the EMP. The EMPC oversees and evaluates progress on institutional goals through the Strategic Implementation Plan. Institution-set standards and institutional goals are broadly disseminated through the master planning committees and participatory governance structure at the District.

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

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

Assessment results are used in the program review process to identify needs and request resources to support student learning and achievement. Student learning outcome assessment is incorporated into the program review evaluation process in the annual update and comprehensive program review. The program review process requires all programs to report on program assessment data, student achievement including success, retention, and awards, and program trends. Program reviews are a collaborative effort among discipline faculty or department members to evaluate program strengths and challenges, as well as identify the resources needed to achieve program goals ([1B4-01](#)). An example of a change that came from the program review process is the change in the BIOL 20 course outcomes to be more specific and less all encompassing ([1B4-13](#)).

Student Services completes annual program reviews for the programs and include data on service area outcomes, program service level data, service trends, factors influencing student access to services and goals ([1B4-05](#)). Service Area Outcomes (SAOs) are defined and assessed in non-instruction program reviews ([1B4-14](#), [1B4-15](#)). Student services uses the noninstructional program review template.

PROAC conducts ongoing evaluation of the program review process, which consists of

program review representatives from instruction, student services, administrative services, and the Office of Institutional Effectiveness. PROAC recognized a gap in the regularity of the assessment cycle and in the purpose of assessment, as a result the Academic Senate recommended implementation of a standardized cycle ([1B4-02](#)) where SLO's are assessed during one year and program reviews are done the following year utilizing the SLO data to inform the recommendations in the program review. The instructional program review coordinators determined the need to also include professional development in the process to identify new pedagogy and teaching methods in the classroom that are reported in the post assessment discussion ([1B4-04](#)). The new cycle allows programs to reassess every two years and to make assessment more meaningful ([1B4-03](#)).

The instruction program review template has a section called "Summary of Program Outcome Assessments" where faculty describe the program learning outcomes assessment being conducted, assessment data are summarized, and they provide an analysis and interpretation of the results of each PLO/SAO ([1B4-16](#)). A table is included for the program student learning outcomes that gives the performance on each outcome and the expected performance. Program trend data, such as student enrollment and achievement, is also examined. The section on resource allocation ties program planning and review into the integrated planning process, to support goals that are made for continuous improvement of student learning and achievement. Resource allocation requests are made in the program review process to support the goals and plans that are made for continuous improvement of student learning and achievement. Resource requests from instruction and non-instruction program reviews are prioritized by each master planning committee and then ranked by Cabinet ([1B4-07](#), [1B4-08](#), [1B4-09](#)). The "Program Mission and Access" section requests that faculty describe alignment between the purpose of the program and the District mission and strategic plan. The noninstructional program review template has a table summarizing the assessment of the SAOs or SLOs, the table demonstrates how the outcomes link to the EMP goals, the means of assessment, results, and interpretation of results with plans for improvement ([1B4-17](#)). Program service level data is included in item 6 of the template.

### **Analysis and Evaluation**

MC incorporates assessment data into the integrated planning process through the program review process in support of student learning and achievement.

### ***Institutional Effectiveness***

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

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

Merced College assesses the accomplishment of its mission through the evaluation of goals and

objectives as demonstrated in the program review process. Program Review is completed by instruction and non-instruction on a defined schedule with noninstructional program reviews being completed yearly and instruction program review being completed by at minimum every two years as set forth by Academic Senate Resolution 05-21. ([1B5-01](#), [1B5-02](#), [1B5-03](#)). Instructional program reviews include assessment of program learning outcomes and a summary of course level assessments along with analysis of disaggregated student achievement data by program type and mode of delivery ([1B5-04](#), [1B5-05](#)). Goal development and progress on goals in progress are components of the instructional program review template ([1B5-05](#)).

Non-instructional program reviews include assessment of Service Area Outcomes (SAOs), establishment of goals, review of service level data, and student equity data ([1B5-02](#)). The program review template requires that resource requests are linked to SAO or SLO gaps, program goals, the Educational Master Plan, or student equity gaps, with a description of the impact to the department. In addition to developing a list of resources needed in the current program review to support goal attainment, the program review also includes the ability to explain how resources received in the past affect student success. ([1B5-06](#)).

The institution establishes goals for ensuring it accomplishes its mission through the Educational Master Plan (EMP) ([1B5-07](#)). The EMP Goals were established using the mission, vision, and core values of the District as a guide along with an environmental impact study that brought in input from the District community. The Strategic Implementation Plan (SIP) operationalizes the EMP with objectives and tasks assigned to responsible parties ([1B5-08](#)). Regular updates on the progress of the SIP are reviewed at EMPC and at the Board of Trustees meetings in the fall ([1B5-09](#)). Recently, the SIP update was delivered to the entire campus during a campus forum ([1B5-10](#), [1B5-11](#)).

### **Analysis and Evaluation**

Merced College has a regular cycle for evaluating the accomplishment of its mission through the assessment of outcomes, disaggregated student achievement data, and goals which is the basis for the program review process for instruction and noninstructional programs. At the institutional level the EMP and progress on the SIP provide an evaluation of progress on institutional level goals.

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

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

The District disaggregates and analyzes learning outcomes and achievement for subpopulations of students through the program review process. Instructional and noninstructional program

reviews use disaggregated data provided by the Office of Institutional Effectiveness (OIE) to identify performance gaps and implement strategies for improving student outcomes ([1B6-01](#), [1B6-09](#), [1B6-10](#), [1B6-11](#), [1B6-12](#), [1B6-13](#)). For instruction the data includes student success and retention rates disaggregated by modality and by student subpopulations ([1B6-02](#)). Non-Instructional Program Reviews provide opportunities for service areas to evaluate who the students are that are taking advantage of the service area resources disaggregated by subpopulations. The Program Review Template allows for discussion of factors influencing student access as well as a discussion on addressing barriers for impacted students. All program review templates include prompts for addressing observed gaps, establishing planning goals, action plans, and status updates of in progress plans ([1B6-03](#), [1B6-15](#), [1B6-08](#), [1B6-09](#)). The discussion form for instruction and the Noninstructional Program Review Template capture the dialogue that occurs to evaluate and analyze program data in order to develop goals and implement improvement plans ([1B6-04](#), [1B6-15](#)).

The General Education program review disaggregates data by student subpopulations for program level assessment ([1B6-18](#)). The District is working with eLumen to disaggregate SLO assessment data ([1B6-19](#)).

Resource requests compiled from instruction and non-instruction program reviews are prioritized by each master planning committee ([1B6-05](#), [1B6-06](#), [1B6-07](#)). The ranked lists for the master planning committees are sent to Cabinet for prioritization by the vice presidents to combine and rank all requests into one master list. The items funded from the list are shared out at the master planning committees ([1B6-16](#)). The Automotive Technology Program Review demonstrates how faculty identify gaps and created a plan to address the gaps. The Automotive Technology Program Review also demonstrates the impact allocated resources had on the program ([1B6-08](#)).

In order to address challenges faced by disproportionately impacted students, Merced College has developed a series of goals and activities to remove barriers to student academic success. The Student Equity Plan established in 2019 is aligned with the Chancellor's Office Vision for Success, Merced College's Educational Master Plan, and addresses student equity gaps identified within the institution ([1B6-14](#)). In response to the Equity Plan data, one of the focus groups became the College's American Indian/Alaskan Native student population due to disproportionate retention rates. To meet the needs of this student population and increase retention rates, a Native American webpage was developed, an American Indian/Alaskan Native Liaison Counselor was identified, and resources and services made available ([1B6-17](#)).

### **Analysis and Evaluation**

Merced College disaggregates and evaluates learning outcomes and student achievement data for student subpopulations through the program review process and the development and implementation of the SEA plan. When gaps are identified for student subpopulations within

programs, the program faculty or staff develops goals and plans to close gaps and request resources to assist in the implementation of plans. Updates to in progress plans are part of the program review process to provide continuity of strategies and ongoing institutional support.

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

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

Merced College regularly evaluates its policies and practices across all areas of the institution. Program review is the primary way in which regular and systematic reviews occur for all programs and services. Instructional program reviews are completed every two years and non-instruction program reviews are completed annually to evaluate programs and services on a regular cycle ([1B7-01](#), [1B7-02](#)). The program review process includes qualitative and quantitative data to determine if programs and service areas are meeting their goals in supporting the District's mission and in supporting academic quality.

Instructional program reviews include outcome assessment data, review of demographic trends, impacts on the program, goal development, and resource allocation to support program goals and plans for improvement ([1B7-03](#)). Non-instruction program reviews have similar features as the instruction program review but instead of assessment of program student learning outcomes, non-instruction areas assess service area outcomes (SAOs). Additionally, non-instruction program reviews include discussion of services offered and disaggregation of data of students served ([1B7-04](#)). All program reviews, instruction and non-instruction, are posted publicly on the College website in the program review library ([1B7-05](#)). Both the instruction and non-instruction program reviews have programs and service areas identify resources needed to accomplish their goals and plans that are incorporated into the resource allocation process.

The District reviews policies and procedures and the governance process through participatory governance councils that make recommendations to College Council ([1B7-12](#)). One of the major roles of College Council is to monitor policies and procedures related to participatory governance. College Council assumes oversight and maintenance of the Participatory Governance Handbook, which defines participatory governance, describes constituency participation in participatory governance committees ([1B7-13](#), [1B7-11](#)). College Council, which is composed of representation from all constituent groups, recommends modifications to existing policies and procedures or recommends new policies and procedures as needed ([1B7-14](#)). Recommended changes to policies and procedures can come from sub-councils and/or constituent groups and presented at College Council where the committee may further modify proposed changes and determine if a recommendation for implementation to the



Superintendent/President (S/P) will be made ([1B7-08](#)). Changes to policies and procedures implemented by the Superintendent/President are put forward to the Board of Trustees for review ([1B7-09](#)). For example, the Human Resources Council reviews board policies and administrative procedures that are related to Human Resources and forwards recommendations for modifications to College Council ([1B7-10](#)). Each master planning committee at Merced College undergoes a self-evaluation annually to evaluate how well it is supporting the mission of Merced College ([1B7-07](#)).

The Academic Senate and Curriculum Committee play an important role in assuring the District adopts effective policies and procedures for curriculum and instruction. The Curriculum Committee regularly reviews new and revised curriculum and forwards recommendations for changes to the Board of Trustees for approval. This process ensures academic quality of courses and programs offered. ([1B7-06](#)). In 2021 the Merced College Academic Senate recommended the change to a two-year program review cycle to create a more continuous and sustainable cycle ([1B7-15](#), [1B7-16](#)).

### **Analysis and Evaluation**

Evaluating institutional practices across the institution occurs using a variety of approaches. The program review process ensures programs and service areas are reviewed on a regular cycle. Participatory governance practices are monitored and reviewed through master planning committee surveys. The master planning committees set goals annually through dialogue about the participatory governance survey results and reflection on the District mission and the committee charge. The described structures and practices assure that policies and practices across all areas of the District, including instruction, student and learning support services, resource management, and governance process are all evaluated regularly for effectiveness, and that policy and procedural development is informed by this evaluation to assure academic quality and achievement of the District mission.

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

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

Merced College broadly communicates the results of all assessment and evaluation activities, so the District has a shared understanding of strengths and weaknesses and sets appropriate priorities. The results of assessment and evaluation activities are published on the College website. The Program Review library provides stakeholders the opportunity to review program data and self-evaluation for both instruction and non-instruction areas ([1B8-01](#)). The Program Review Outcomes Assessment Committee (PROAC) worked with the Vice Presidents to develop a new process for program review dissemination District wide. The District has implemented a plan for program review summaries to move up from the individual master

planning committees to the Educational Master Planning Committee (EMPC) ([1B8-10](#), [1B8-11](#), [1B8-12](#)). PROAC will also be instituting an annual assessment report for dissemination at convocation ([1B8-13](#)).

The SLO assessment process in instruction includes a discussion as part of the process where departments discuss the SLO data and then complete a form to capture discussions by faculty about SLO assessments ([1B8-02](#), [1B8-03](#), [1B8-04](#)). Cohort Assessment Trainers (CATS) meet regularly to evaluate assessment procedures, plan for SLO assessments, and develop faculty resources to improve assessment ([1B8-05](#)). The SLO Coordinators also maintain a publicly accessible spreadsheet serving as a record of the course SLO assessment schedule for each active course on campus.

Each master planning committee undergoes a self-evaluation at the end of each academic year. The results of the self-evaluation are presented to each master planning committee by the Office of Institutional Effectiveness (OIE) at the beginning of each academic year to inform any necessary changes to the committee charge or change in priorities ([1B8-06](#), [1B8-07](#)). Master planning committees have representation from all constituent groups who are charged with disseminating information to the respective groups they represent. Reporting out occurs at department, cohort, and area meetings ([1B8-14](#)).

The Strategic Implementation Plan, SIP, is the operational portion of the Educational Master Plan and is available for public viewing on the College website ([1B8-09](#)). Regular updates on the progress of the plan are disseminated to the Educational Master Planning Committee, the Board of Trustees, and at campus forums ([1B8-08](#)).

### **Analysis and Evaluation**

The District makes information about assessment and evaluation processes available on its website, which is available to the public. Master planning committees disseminate results of the participatory governance surveys at committee meetings whose minutes are publicly available on BoardDocs and disseminated through the participatory governance structure. Progress on the EMP which is operationalized through the SIP is widely disseminated through various committees and District structures.

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

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

Merced College engages in continuous, broad based, systematic evaluation and planning

through its integrated planning process that incorporates program review, the development of master plans, and the resource allocation process. The Integrated Planning Handbook describes how program review provides for evaluation and planning of programs and services District wide ([1B9-15](#)). The work carried out by the Educational Master Planning Committee (EMPC) and the other master planning committees utilizes program reviews in the resource allocation process to support the planning efforts of programs and service areas. The program review templates link resource requests to action plans and goals ([1B9-04](#), [1B9-06](#)). A recent shift in the program review cycle is meant to provide for continuity in the process by moving to a two-year cycle of evaluation and planning with an option for annual updates ([1B9-01](#)). The program review cycle in non-instructional areas uses annual evaluation ([1B9-02](#)). The annual update includes an update for the goal sheet, that includes benchmarks, and supporting resource allocation requests ([1B9-11](#)). The Office of Institutional Effectiveness provides program data sets to instruction and non-instructional programs for the program review process which is utilized along with learning outcomes assessment data to inform program evaluation ([1B9-03](#), [1B9-16](#)). The program review process provides for both short-term and long-term planning with the two-year cycle and annual updates.

Each division ranks their resource allocation request and forwards the ranked requests to their respective master planning committees for an overall ranking within each cabinet level division. The resource allocation lists are forwarded to the Vice Presidents for unification into one list, this is done by aligning with institutional priorities that are guided by the mission and the Educational Master Plan. The unified list is shared with the Budget Committee and Master Planning Committees for input and if necessary further refinement ([1B9-12](#), [1B9-13](#), [1B9-14](#)). Once the Board of Trustees approves the final budget in September the applicable dean or director is notified of funding. Items that are funded are reviewed by the budget committee ([1B9-07](#)).

The Faculty Hiring Prioritization Process, which is coordinated by the Merced College Academic Senate, requires discipline representatives to present reports, supported by program data that includes both quantitative and qualitative measures, to make requests for faculty positions ([1B9-05](#)). The Superintendent/President makes a recommendation to the Board on positions that should be filled.

The Educational Master Plan (EMP) provides for long-term planning at the institutional level. The District is currently in year five of the EMP. The goals identified in the EMP were guided by the mission, vision, and core values of the District ([1B9-08](#)). There were originally six goals identified in the EMP, with two additional goals established for innovation and addressing diversity, equity, and inclusion, that are operationalized through the objectives and tasks identified in the Strategic Implementation Plan (SIP) ([1B9-09](#)). The SIP contains 167 tasks developed to meet the EMP goals. Progress on the SIP is reported every semester to EMPC and

annually to the BOT ([1B9-08](#), [1B9-09](#), [1B9-10](#)).

Through the program and institutional level evaluation and planning Merced College provides a comprehensive process that leads to the accomplishment of its mission and improvement of institutional effectiveness and academic quality.

**Analysis and Evaluation**

Merced College’s integrated planning process and development of the EMP is focused on the mission and ensuring institutional effectiveness and academic quality. Short-term and long-term planning are guided by the District mission and achieved through the EMP, resulting SIP, and the integrated planning process which incorporates program review. (ER 19)

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

Merced College uses the participatory governance structure, committees within the institution, and program review to facilitate dialogue about student learning and success that become actionable data for institutional planning. The Educational Master Planning Committee leads in the development of the Educational Master Plan, which uses the institution’s mission, vision, and core values to guide the development of the institutions five-year goals. The program review process is the primary means for evaluating programs and/or effectiveness of services. Through the program review process, resources are identified to support student learning and improvement of services. The program review library provides stakeholders the opportunity to review data and use outcomes for self-evaluation in both instruction and non-instructional areas.

**Improvement Plan(s)**

None.

**Evidence List**

<b>Standard 1B</b>	
<b>Description</b>	<b>Name/Link</b>
Active Learning Conference Website	<a href="#">1B1-01 ActiveLrnConfWeb</a>
Student Success Committee Minutes November 1, 2021	<a href="#">1B1-02 SSCMins11-1-21</a>
SLO post assessment discussion form	<a href="#">1B1-03 SLO PostAssess Form</a>
Completed SLO post assessment discussion form	<a href="#">1B1-04 Compltd SLO PD Form</a>
PROAC meeting minutes	<a href="#">1B1-05 PROACMins12-17-21</a>
CAT Agenda October 15, 2021	<a href="#">1B1-06 CATAgenda10-15-21</a>
Academic Senate Minutes October 28, 2021	<a href="#">1B1-07 ASMins10-28-21</a>
Curriculum Committee Minutes March 17, 2022	<a href="#">1B1-08 CCMins3-17-22</a>
Educational Master Plan	<a href="#">1B1-09 EMP 2018-2023</a>

Educational Master Planning Committee Agenda September 14, 2017	<a href="#">1B1-10 EMPCAgenda9-14-17</a>
SIP update to Educational Master Planning Committee	<a href="#">1B1-11 EMPCAgenda5-5-22</a>
FLEX spring 2022 program	<a href="#">1B1-12 FLEX SP22 Program</a>
AB 705 Minutes April 28, 2020	<a href="#">1B1-13 AB705Mins4-28-20</a>
Instructional Master Planning Committee Minutes September 20, 2021	<a href="#">1B1-14 IMPCMins9-20-21</a>
Integrated Planning Handbook	<a href="#">1B1-15 Int Plan Handbk SP21</a>
Participatory Governance Handbook	<a href="#">1B1-16 PG Handbook Rev01-21</a>
Participatory Governance Handbook (Pg. 21-22)	<a href="#">1B1-17 PG Handbook p21-22</a>
Student Success Committee Minutes October 5, 2021	<a href="#">1B1-18 SSCMins10-5-20</a>
Office of Student Equity webpage	<a href="#">1B1-19 StudentEquity Web</a>
Student Equity Committee Agenda October 1, 2021	<a href="#">1B1-20 SEC Agenda10-1-21</a>
Fall 2022 Student Success Symposium	<a href="#">1B1-21 StuSuccessSympsmF22</a>
Office of Institutional Effectiveness webpage	<a href="#">1B1-22 OIE Webpage</a>
Student Survey	<a href="#">1B1-23 StudentSurvey</a>
Master 2 Year SLO Assessment Schedule	<a href="#">1B1-24 Master 2yr SLOAsses</a>
Student Equity Committee Meeting 3-4-2022	<a href="#">1B1-25 SEC Mins3-4-22</a>
SEA Plan	<a href="#">1B1-26 SEA Plan22-25</a>
Instruction Program Review Template	<a href="#">1B1-27 Instruct PR Template</a>
Student Services Program Review Template	<a href="#">1B1-28 SS PR Template</a>
Non-Instruction Program Review Template	<a href="#">1B1-29 Non Ins PR Template</a>
Course Outline of Record, HIST 17B	<a href="#">1B2-1 COR Hist17B</a>
History syllabus to demonstrate SLO present	<a href="#">1B2-02 Hist Syllabus SLO</a>
Campus Police 21-22 Program Review demonstrating SAOs	<a href="#">1B2-03 CampusPD_SAO_PR21-22</a>
SLO Assessment and Program Review Resolution	<a href="#">1B2-04 SLO Assess PR Res</a>
Automotive Technology Program Review	<a href="#">1B2-05 AutoTech Ins PR</a>
Master 2 Year SLO Assessment Schedule	<a href="#">1B2-06 Master 2yr SLO Sched</a>
Completed Post Discussion Form	<a href="#">1B2-07 Post Discuss Form</a>
Non-Instruction Program Review (Transfer Center)	<a href="#">1B2-08 NonIns PR TransfCtr</a>
PLOs listed in college catalog	<a href="#">1B2-09 PLOs Catalog p155</a>
SLO Post Discussion Spreadsheet	<a href="#">1B2-10 SLO Post Discussion</a>
Program Review Library	<a href="#">1B2-11 PR Library</a>
Business AST Program Outline of Record	<a href="#">1B2-12 Bus AST POR</a>
Athletics Program Review 2020-2021	<a href="#">1B2-13 Athl PR 20-21</a>
Counseling Program Review 2020-2021	<a href="#">1B2-14 Couns PR 20-21</a>

SSTC Program Reviews 2019-2021	<a href="#">1B2-15 SSTC PR 19-20</a>
SSTC SAOs Survey Results 2019-2021	<a href="#">1B2-16 SSTC SAOs Survey</a>
Curriculum Committee Minutes 04.07.2022	<a href="#">1B2-17 CCMins4-7-22</a>
Academic Senate Minutes 04.28.2022	<a href="#">1B2-18 ASmins4-28-22</a>
Student Services Program Review Process	<a href="#">1B2-19 SS PR Process</a>
Student Success Committee Agenda 10-3-2022	<a href="#">1B2-20 SSC Agenda10-3-22</a>
Annual Report Webpage	<a href="#">1B3-01 AnnualRpt Webpage</a>
2022 Annual Report	<a href="#">1B3-02 2022AnnualReport</a>
Standing Accreditation Committee Minutes March 15, 2022	<a href="#">1B3-03 SACmins3-15-22</a>
Standing Accreditation Committee Agenda March 2, 2021	<a href="#">1B3-04 SACAgenda3-2-21</a>
Standing Accreditation Committee Agenda December 15, 2020	<a href="#">1B3-05 SACAgenda12-15-20</a>
Educational Master Planning Committee Minutes February 17, 2022	<a href="#">1B3-06 EMPCmins2-17-22</a>
College Council Minutes April 7, 2022	<a href="#">1B3-07 CCouncilMins4-7-22</a>
Administrative Services Master Planning Committee Minutes March 18, 2022	<a href="#">1B3-08 ASMPCmins3-18-22</a>
Educational Master Plan 2018-2023	<a href="#">1B3-09 EMP 2018-2023</a>
Strategic Implementation Plan 2018-2023	<a href="#">1B3-10 StrategicImplmntPlan</a>
Student Success Program Review	<a href="#">1B3-11 StudentSuccess PR</a>
Biology Program Review	<a href="#">1B4-01 Biology PR</a>
Academic Senate Resolution 05-21	<a href="#">1B4-02 AS Resolution05-21</a>
Automotive Program Review	<a href="#">1B4-03 Automotive PR</a>
Post Assessment Discussion	<a href="#">1B4-04 Post Assessment Diss</a>
Career Center Program Review	<a href="#">1B4-05 CareerCntr PR 20-21</a>
CPSC IPR Data Set	<a href="#">1B4-06 CPSC IPR data</a>
Instructional Master Planning Committee Agenda September 21, 2020	<a href="#">1B4-07 IMPCAgenda9-21-20</a>
Administrative Services Master Planning Committee Agenda September 17, 2021	<a href="#">1B4-08 ASMPCAgenda9-17-21</a>
Student Services Master Planning Committee Agenda March 24, 2020	<a href="#">1B4-09 SSMPCAgenda3-24-20</a>
Hiring Prioritization Process	<a href="#">1B4-10 HiringPrioritization</a>
AP 7214 Faculty Hiring	<a href="#">1B4-11 AP7214</a>
Drafting hiring prioritization data	<a href="#">1B4-12 Drafting HP Data</a>
BIOL 20 SLO Discussion	<a href="#">1B4-13 BIOL20SLO Discussion</a>
Career Center Program Review demonstrating SAOs	<a href="#">1B4-14 CareerCenter PR SAOs</a>
Transfer Center Non-Instruction Program Review	<a href="#">1B4-15 NonIns PR TrnsfrCntr</a>
Instructional Program Review Template	<a href="#">1B4-16 Ins PR Template</a>

Noninstructional Program Review Template	<a href="#">1B4-17 NonIns PR Template</a>
Academic Senate Resolution 05-21	<a href="#">1B5-01 ASResolution05-21</a>
Noninstructional Program Review Template	<a href="#">1B5-02 NonInstrct PR Temp</a>
Instructional Program Review Template	<a href="#">1B5-03 Instrct PR Temp</a>
Biology Program Review	<a href="#">1B5-04 Biology PR 2018-20</a>
Instructional Program Review Data Set	<a href="#">1B5-05 Instruction PR Data</a>
Student Health Services Program Review	<a href="#">1B5-06 StuHealthSvcsPR20-21</a>
Educational Master Plan	<a href="#">1B5-07 EMP 2018-2023</a>
Strategic Implementation Plan	<a href="#">1B5-08 SIP Plan</a>
Educational Master Planning Committee Agenda SIP update	<a href="#">1B5-09 EMPCAgenda SIP</a>
Email advertising campus forum date	<a href="#">1B5-10 CampusForumDatesEmail</a>
Campus forum webpage	<a href="#">1B5-11 CampusForum Web</a>
Biology Program Review	<a href="#">1B6-01 Bio PR2018-20</a>
CPSC IPR Data et	<a href="#">1B6-02 CPSC IPR DataSet</a>
Instructional Program Review Template	<a href="#">1B6-03 IPR Template</a>
Discussion Form	<a href="#">1B6-04 Discussion Form</a>
Instructional Master Planning Committee Agenda September 21, 2020	<a href="#">1B6-05 IMPCAgenda 9-21-20</a>
Administrative Services Master Planning Committee Agenda September 17, 2020	<a href="#">1B6-06 ASMPCAgenda 9-17-21</a>
Student Services Master Planning Committee Agenda March 24, 2020	<a href="#">1B6-07 SSMPCAgenda 3-24-20</a>
Automotive Tech Program Review	<a href="#">1B6-08 AutoTech PR</a>
Career Center Program Review	<a href="#">1B6-09 CareerCenter PR</a>
Veteran Services Program Review	<a href="#">1B6-10 VeteranSvcs PR</a>
CalWorks Program Review	<a href="#">1B6-11 CalWORKS PR</a>
DSPS Program Review	<a href="#">1B6-12 DSPS PR</a>
EOPS Program Review	<a href="#">1B6-13 EOPS PR</a>
SEA Plan	<a href="#">1B6-14 SEA Plan 2019-22</a>
Noninstructional Program Review Template	<a href="#">1B6-15 NonIns PR Template</a>
Instructional Master Planning Committee Agenda September 12, 2022	<a href="#">1B6-16 IMPC Agenda9-12-22</a>
Native American webpage	<a href="#">1B6-17 NativeAmer web</a>
Computation GELO data	<a href="#">1B6-18 ComputGELO data</a>
GE Program ISLO data from eLumen	<a href="#">1B6-19 ISLO data 10-15-22</a>
Academic Senate Resolution 10-15	<a href="#">1B7-01 AS Resolution10-15</a>
Non-instructional Program Review Calendar 2020-2021	<a href="#">1B7-02 NonIns PR Cal 20-21</a>
Automotive Technology Program Review	<a href="#">1B7-03 AutoTech PR 2018-20</a>
Non-Instructional Program Review Template	<a href="#">1B7-04 NonIns PR Temp 20-21</a>

2020-2021	
Program Review Library	<a href="#">1B7-05 PR Library</a>
Board of Trustees Agenda March 8, 2022	<a href="#">1B7-06 BoTAgenda3-8-22</a>
Participatory Governance Survey 2020-2021	<a href="#">1B7-07 PG Survey 2020-21</a>
College Council Minutes March 3, 2022	<a href="#">1B7-08 CCouncilMins 3-3-22</a>
BP 2410 Policy and Administrative Procedure	<a href="#">1B7-09 BP2410</a>
Human Resources Council Minutes February 15, 2022	<a href="#">1B7-10 HRMins 2-15-22</a>
Participatory Governance Handbook	<a href="#">1B7-11 PG Handbook</a>
Policy and Procedure Tracker	<a href="#">1B7-12 Policy Prod Tracker</a>
College Council Roles	<a href="#">1B7-13 CCouncil Roles</a>
College Council Agenda April 7, 2022	<a href="#">1B7-14 CCouncilAgenda 4-7-22</a>
Academic Senate Resolution 05-21	<a href="#">1B7-15 AS Resolution05-21</a>
Academic Senate Minutes April 29, 2021	<a href="#">1B7-16 AS Mins4-29-21</a>
Program Review Library	<a href="#">1B8-01 PR Library</a>
Post Discussion form	<a href="#">1B8-02 Post Discuss Form</a>
Responses to Post Discussion Form	<a href="#">1B8-03 PostDiscuss Response</a>
Post SLO discussion form responses	<a href="#">1B8-04 PostSLODiscussRspnd</a>
CAT Agenda October 15, 2021	<a href="#">1B8-05 CATAgenda 10-15-21</a>
Participatory Governance Survey	<a href="#">1B8-06 PG Survey</a>
Participatory Governance Survey Results Presentation	<a href="#">1B8-07 PG Presentation</a>
SIP update presentation	<a href="#">1B8-08 SIP Presenation</a>
Master Planning documents webpage	<a href="#">1B8-09 MstrPlanDocsWebpage</a>
Administrative Services Master Planning Committee Agenda October 14, 2022	<a href="#">1B8-10 ASMPC Agenda10-14-22</a>
Technology Committee Agenda August 25, 2022	<a href="#">1B8-11 TechCmteAgenda8-25-22</a>
Student Services Master Planning Committee Agenda September 27, 2022	<a href="#">1B8-12 SSMPC Agenda9-27-22</a>
Assessment Report 2021-2022	<a href="#">1B8-13 AssessmentRpt21-22</a>
Participatory Governance Handbook Responsibilities (Pg. 8)	<a href="#">1B8-14 PG-HandbookPg8</a>
Academic Senate Resolution 05-21	<a href="#">1B9-01 AS Resolution05-21</a>
Non-instructional Program Review Calendar	<a href="#">1B9-02 NonIns PR Calendar</a>
Automotive Technology Program Review	<a href="#">1B9-03 AutoTech PR18-20</a>
Non-Instructional Program Review Template	<a href="#">1B9-04 NonIns PR Template</a>
Program Review Library	<a href="#">1B9-05 PR Library</a>
Instruction Program Review Template	<a href="#">1B9-06 Instruct PR Template</a>
Expenditures Report at Budget Committee Agenda October 11, 2021	<a href="#">1B9-07 BudgetAgenda10-11-21</a>



Educational Master Plan	<a href="#">1B9-08 EMP Pg89-91</a>
Strategic Implementation Plan	<a href="#">1B9-09 SIP</a>
Educational Master Planning Committee Agenda May 5, 2022	<a href="#">1B9-10 EMPCAgenda 5-5-22</a>
Goal sheet & resource allocation sheet	<a href="#">1B9-11 Goals RA</a>
Student Services Master Planning Committee Agenda January 24, 2023	<a href="#">1B9-12 SSMPC Agenda1-24-23</a>
Educational Master Planning Committee Agenda September 15, 2022	<a href="#">1B9-13 EMPCAgenda 9-15-22</a>
Budget Committee Agenda October 11, 2021	<a href="#">1B9-14 BudgetAgenda10-11-21</a>
Integrated Planning Handbook	<a href="#">1B9-15 IntegratedPlanning</a>
Career Center Program Review	<a href="#">1B9-16 CareerCenter PR</a>

**C. Institutional Integrity**

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

**Evidence of Meeting the Standard**

Merced College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services through the College Catalog and website ([1C1-01](#), [1C1-02](#)). The College website and the College Catalog are the main sources of information for students, personnel, and the public ([1C1-01](#)). The District has developed a new College website that was launched in March of 2023 that is easier for students to navigate and find resources. The Catalog is published annually during spring semester both online and in print. Starting spring 2023 a new web format Catalog is in place allowing for easier navigation and searching compared to the PDF version of past years. In addition, the Curriculum Specialist responsible for the Catalog relies upon campus departments and programs, such as administrators and managers, to review their portions of the Catalog to ensure it contains current information.

**Mission Statement:** The mission statement is published in the 2023-2024 catalog. BP 1200 is available on BoardDocs for public viewing and the mission, vision, and values are posted on the College website ([1C1-21](#), [1C1-02](#), [1C1-03](#)).

**Learning outcomes:** The District lists the Institutional Student Learning Outcomes (aka General Education Learning Outcomes (GELOs)) in the catalog and on the website ([1C1-01](#) pp.9-10, [1C1-04](#)). The General Education (GE) Program Website goes into depth on GELOs

and is available to the public ([1C1-04](#)). Program learning outcomes are provided for all instructional programs in the College Catalog ([1C1-01](#)). Course learning outcomes are on the Course Outline of Record (COR) for all courses and can be viewed publicly on eLumen ([1C1-18](#), [1C1-06](#)). The Merced College Assessment website provides references and resources to help faculty, staff and the public to participate in the process of identifying student success and learning ([1C1-05](#)). These pages allow students, faculty, staff, and the public to view the steps the District is making in increasing institutional effectiveness. This process is a collaborative effort between faculty in the classroom, staff working in student services, and in the administration of the District.

**Educational programs:** Educational programs are published in the College Catalog on pages 63 through 245 ([1C1-01](#)). All educational programs, including program requirements, program learning outcomes, course descriptions, and requisites for courses and programs can be found in the catalog. The Degree and Certificate webpage contains all academic programs in alphabetical order with links to their program websites for additional information ([1C1-08](#), [1C1-17](#)). The Program Pathways Mapper contains all active programs, with program learning outcomes, program requirements, a suggested sequence of completion, and course descriptions ([1C1-07](#)). Programs are organized based off “Schools” (aka meta majors).

**Student Support Services:** Student support services are published in the catalog on pages 29 through 35 ([1C1-01](#)). The College website under “Student Services”, from the main page, provides a list of student support services programs with links to their respective websites ([1C1-09](#)). The Admissions and Aid website provides links to information on enrollment, registration, and financial aid ([1C1-10](#)). Each program has individuals responsible for ensuring the clarity, accuracy, and integrity of the information provided for their respective units.

**Accreditation:** The District provides clear and accurate information regarding the accreditation of the institution and any programs that have additional external accreditations in the College Catalog on page 10 ([1C1-01](#)). The College Catalog is published on the College website. The accreditation website has a link anchored to the foot of all the District webpages and is accessible from the About MC page found on the homepage ([1C1-11](#)). The Accreditation webpage contains archived reports filed with or coming from ACCJC as well as relevant resources about internal institutional structures. Information on additional external accreditations for CTE programs is published on the College website on the program webpages ([1C1-12](#), [1C1-13](#), [1C1-14](#), [1C1-15](#), [1C1-16](#)).

The information in the College Catalog for courses and programs is pulled from eLumen, the current official curriculum database for the District. The eLumen platform provides public access to the Course Outline of Record (COR) for all courses, which include the SLOs, methods of instruction, methods of assessment, and Distance Education (DE) addendum if

applicable. The process for updating and developing the College Catalog begins in December with courses and programs and continues through to the end of March. All curriculum that has gone through the Curriculum Committee approval process and has been submitted for approvals to the BOT, the CTE Consortium for CTE courses, Chancellor’s Office, and ACCJC, if needed, are posted in the Catalog beginning in December. Upon completion of the course data entry the responsible persons identified for updating sections of the Catalog provide feedback, corrections, and additions ([1C1-20](#)) to the Curriculum Specialist. The President and Vice Presidents conduct final edits before posting the Catalog online and sending it to print. The online Catalog is a PDF document that is an electronic format for the print version.

**Analysis and Evaluation**

MC provides clarity, accuracy, and integrity of information provided to students and all persons served by the District mission through the Catalog and public website. The information in the Catalog is updated annually, with the website being updated as program information changes to ensure accuracy. The District provides accurate information to students and the public about its accreditation status with all its accreditors through the Catalog and program information on the College website.

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

**Evidence of Meeting the Standard**

Merced College provides a downloadable print Catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” as enumerated below ([1C2-02](#)). For the 2023-2024 Catalog, the District changed to a new web-based catalog format moving away from a straight PDF format. This change was sought for easier student viewing, searching, and navigation of degrees, programs, and important college information ([1C2-04](#)). An archive of past Catalogs is kept on the College website ([1C2-01](#)).

**CATALOG REQUIREMENTS (From 2022-23 Catalog)**

General Information	Page location
Office Name, Address(es), Telephone Number(s), and Website Address of the Institution	Inside front cover
Educational Mission	9
Representation of Accredited status with ACCJC, and with programmatic accreditors, if any	Inside front cover and p. 10
Course, Program, and Degree Offerings	63-245
Student Learning Outcomes for Programs and Degrees	63-245
Academic Calendar and Program Length	6

Academic Freedom Statement	12
Available Student Financial Aid	30
Available Learning Resources	33
Names and Degrees of Administrators and Faculty	7-8 and 246-252
Names of Governing Board Members	7

Information on District requirements can be found using the table below.

Requirements	Page location
Admissions	18
Student Tuition, Fees, and Other Financial Obligations	22-23
Degrees and Certificates	36-38
Graduation	34-35
Transfer	35

Policies and procedures impacting students and prospective students can be found in the Catalog using the table below.

Major Policies and Procedures Affecting Students	Page Location
Academic Regulations, including Academic Honesty	12
Nondiscrimination	14
Acceptance and Transfer of Credits	25
Transcripts	25-26
Grievance and Complaint Procedures	27
Sexual Harassment	15-16
Refund of Fees	22

The Catalog also provides additional information to help students navigate the District can be found in the Catalog using the table below.

Index and Additional Information	Page Location
Campus Map-Merced	259
Campus Map-Los Banos	260

To ensure that the Catalog contains precise and accurate information on all facts, requirements, policies, and procedures the District has a list of responsible people who make sure that their assigned sections are accurate and current as part of the Catalog development process ([1C2-03](#)). The people identified as responsible for sections of the Catalog request updates, issue feedback, provide corrections, and additions for their sections. The course and program information are updated for courses that have gone through the Curriculum Committee approval process and have been approved by the BOT, CTE Consortium for CTE courses, the Chancellor's Office, and ACCJC if necessary. The BOT approves curriculum monthly, the CTE Consortium approves curriculum, as needed, based on submissions, the Chancellor's Office approves curriculum submitted monthly after approval by the BOT, and ACCJC approval occurs as

needed. The process for entering courses and programs that have gone through the appropriate approvals into the new catalog begins in December with completion of the Catalog occurring in mid-March. The persons responsible for Catalog sections and reviewing them for accuracy begin that process in late January.

### **Analysis and Evaluation**

The District provides a Catalog, online and in print, that includes all facts, requirements, policies, and procedures listed in the ACCJC “Catalog Requirements.”

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

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

MC uses a documented process for assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. As discussed in Standard IB2, the District uses the program review process to assess student learning and for evaluation of student achievement. Completed program reviews from all instructional and non-instructional areas are available to the public through the Program Review Library ([1C3-01](#)). Instructional program reviews contain the results of course learning outcomes assessments as part of the program evaluation.

In addition to the program review process, MC demonstrates academic quality to the public through other published institutional reports that present student achievement data and are made available publicly for the community, current and prospective students, faculty, staff, and administrators to view on the College website. These reports include the following:

- The Annual Report provides student enrollment and achievement data ([1C3-02](#)).
- The annual institutional update provides enrollment, awards, demographic, and unit load data for MC students ([1C3-03](#)).
- The Fall Quick Facts include demographic data, enrollment status information, and award data ([1C3-04](#)).
- The District Profile provides information on degree programs, transfers, financial aid awarded, and awards ([1C3-05](#)).
- The Merced College Educational Master Plan demonstrates academic quality and student achievement to the public ([1C3-06](#)).
- ACCJC reports that contain information on student learning and achievement are available for public viewing ([1C3-07](#)).
- Institutional Effectiveness Metrics are available to faculty and staff. The metrics include data on productivity, student demographics, and student achievement ([1C3-08](#)).

### **Analysis and Evaluation**

MC uses a documented process of assessment and evaluation of student learning and student achievement and makes the results of the process accessible on the College website through the Program Review Library and public institutional reports.

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

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

Merced College describes its certificates and degrees in terms of purpose, content, course requirements and learning outcomes. The College Catalog presents information on certificates and degrees offered in a clear and organized manner. The Catalog includes an overview of Associate in Science and Associate in Arts Degree requirements and Transfer requirements for both CSU Breadth and IGETC general education patterns ([1C4-04](#), [1C4-05](#)). All educational programs are listed in the Catalog on pages 63-245 with information on program requirements, program learning outcomes, course descriptions, and course and program requisites ([1C4-01](#)). The College website provides an overview of program information on the Degrees and Certificates webpage which lists all academic programs in alphabetical order with a link to their respective webpages for additional information ([1C4-02](#)). The College website also provides access to the Merced College Program Pathways Mapper which lists every academic program and includes program description, program learning outcomes, career, and salary information, and recommend course sequencing patterns, including maps to specific transfer institutions ([1C4-03](#)). Some programs have program maps that link to UC Merced, this allows students to see all 4 years required to earn a bachelor's degree ([1C4-06](#)). Programs are organized by "Schools of" so that students can explore career and degree/certificate information within meta-majors. MC has identified 7 "Schools of" that include, Agriculture, Business, Health and Public Safety, Humanities, Languages, Fine and Performing Arts, Industry and Manufacturing, Science, Technology, Engineering, and Mathematics, and Social Sciences and Education.

### **Analysis and Evaluation**

MC describes its certificates and degrees in an effective, clear, and accurate manner for students in the Catalog, on the College website, and on the Merced College Program Pathways Mapper. All programs have the purpose, content, course requirements, and expected learning outcomes posted and available to students.

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

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

The MC mission, stated in BP 1200, is posted on the College website ([1C5-16](#)). The mission was adopted in 2002, revised in 2017, and was recently revised and updated in December 2022 ([1C5-01](#)).

All Board Policies and Administrative Procedures are available to the public on BoardDocs and include a list of prior revision dates on the documents ([1C5-04](#)). BP 2410 authorizes the BOT to adopt policies necessary for the “efficient operation of the District” ([1C5-02](#)). AP 2410 states the process for revision of board policies and administrative procedures ([1C5-03](#)). Revisions to existing policies and/or procedures can be brought forward to College Council by any recognized constituency group. District participatory governance councils review proposed changes to BP’s and AP’s as well as proposals for new policies and procedures. District shared governance councils make recommendations to the Superintendent/President on proposed adoptions or revisions for policies and procedures ([1C5-06](#)). A schedule for the review of Board Policies and Administrative Procedures is maintained by the President’s Office and used to place policies and procedures on District Council agendas ([1C5-17](#)).

District shared governance councils monitors and makes recommendations for changes to the participatory governance structure, roles of constituency groups in participatory governance, outlines committee member responsibilities, committee membership, reporting relationships for participatory governance committees, and the mission/charge of participatory governance committees ([1C5-08](#)). Recommendations for revisions or changes to the participatory governance structure and the committees that comprise it, can come to District Council through the Educational Master Planning Committee (EMPC) ([1C5-11](#)). District Council updates the Participatory Governance Handbook annually.

The Educational Master Planning Committee (EMPC) oversees the master planning committees and the development and progress of the Educational Master Plan and Strategic Implementation Plan for the district ([1C5-09](#), [1C5-10](#)). EMPC also regularly reviews the Participatory Governance Handbook and makes recommendations for revisions ([1C5-11](#)). EMPC has representatives from each constituent group in its membership and the committee is co-chaired by the Merced College Academic Senate President. The Academic Senate also reviews the Participatory Governance Handbook and makes recommendations for revisions to EMPC through the Academic Senate President ([1C5-12](#)).

The Human Resources (HR) Council reviews Board Policy and Administrative Procedure related to human resources concerns for the District ([1C5-07](#), [1C5-08](#)). The HR Council also develops the District’s Staffing Plan and reviews, from its subcommittees, the District’s EEO Plan and Professional Development Plan. In addition, HR council provides input on constituency participation in the participatory governance structure of MC.

Merced College has a process for annually reviewing the class schedule and College Catalog to ensure accuracy before publishing and posting to the College website ([1C5-13](#), [1C5-14](#), [1C5-15](#)).

#### **Analysis and Evaluation**

Merced College has a cyclical process for reviewing Board Policy and Administrative Procedure that is maintained by the President's Office. Publications of the College Catalog and class schedule are produced with input and review by the Office of Instruction, Office of Student Services, faculty leads, area coordinators, articulation officer, and curriculum specialist. Responsible parties are identified to review the Catalog and class schedule to ensure the integrity in the representations of the mission, programs, and services, prior to publication.

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

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

Merced College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, which include textbooks, and other materials. The College Catalog and the College website are the primary sources of information for the total cost of education at the District ([1C6-01](#), [1C6-02](#)). The Financial Aid website for the District provides an overview of the total cost of education at Merced College and has a Net Price Calculator tool that students can use to estimate the cost of education using a variety of scenarios ([1C6-03](#)). Course specific information about the costs associated with specific courses, such as textbooks or other instructional materials, is available on the District Bookstore website ([1C6-04](#)).

#### **Analysis and Evaluation**

Merced College accurately informs current and prospective students on the total cost of education through the Financial Aid webpage, information published in the College Catalog, and information from the District Bookstore website. Students and the public can access information on the total cost of education at any time.

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

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

Merced College uses and publishes its policy on academic freedom to assure institutional and



academic integrity. BP 4030, *Academic Freedom*, affirms the District is “committed to free discussion and open inquiry”. This freedom is guaranteed to students, faculty, administration, and staff ([1C7-02](#)). The policy assures the right to free expression, including the right to disagree. The policy also “obligates members of the District community to present, discuss, and interpret ideas, knowledgeably, fairly, and objectively, with openness to the ideas of others”. The policy on academic freedom is published in BoardDocs and in the College Catalog ([1C7-01](#), [1C7-03](#)).

### **Analysis and Evaluation**

MC assures institutional and academic integrity through its use and publication of its board policy on academic freedom and responsibility. The policy states the institution’s commitment to the free pursuit and dissemination of knowledge for all constituent groups. (ER 13)

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

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

Merced College has established and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity for all constituent groups.

Merced College promotes honesty and responsibility in the institution through BP 3050 and AP 3050 *Code of Ethics, Professionalism, and Civility* ([1C8-01](#), [1C8-02](#)). Merced College is committed to workplace conditions that are humane, fair, dignified, civil, respectful, and non-discriminatory, as stated in BP 3050 and AP 3050. The policy and procedure detail the code of ethics, professionalism in the workplace, and accountability for all employees and students.

Merced College has adopted policies to promote academic integrity for students. AP 5500 defines conduct that would cause discipline such as removal, suspension, or expulsion of a student, including cheating, plagiarism, or engaging in other academic dishonesty ([1C8-03](#)). Faculty and student responsibilities for academic honesty are provided in AP 5540 and includes examples of violations of academic honesty ([1C8-06](#)). The Academic Honesty website links to BP 5500 and includes a list of examples of academic dishonesty ([1C8-07](#)). The student Academic Honesty policy is posted in the College Catalog on page 13 ([1C8-09](#)).

Merced College has established and publishes policies on student behavior. Student discipline procedures are outlined in AP 5520 and AP 5530 describes student rights and grievance procedures ([1C8-04](#)). The student rights and grievances procedures explain the steps students follow when they feel subjected to unfair action or denied rights, as stipulated in published District regulations, policies, or procedures ([1C8-05](#)). The Merced College Standards of

Student Conduct is posted in the College Catalog on page 13 and on the website ([1C8-08](#), [1C8-09](#)). The website lists actions that constitute cause for discipline.

### **Analysis and Evaluation**

Merced College establishes and publishes Board Policies and Administrative Procedures that promote honesty, responsibility and academic integrity for all constituent groups. The policies and procedures adopted include guidelines for student behavior, academic honesty, and consequences for dishonesty.

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

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

Merced College faculty distinguish between personal conviction and professionally accepted views in a discipline. The faculty presents data and information fairly and objectively. Merced College BP 4030, *Academic Freedom*, states the responsibility faculty have that, "obligates members of the District community to present, discuss, and interpret ideas, knowledgeably, fairly, and objectively" ([1C9-03](#)).

The MC Academic Senate goes further in the Ethics statement to clarify the obligation of the faculty to promote conditions of free inquiry and to further public understanding of academic freedom:

Faculty, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibility placed upon us. We hold before us the best scholarly and ethical standards of our disciplines. Our primary responsibility to our subject and assignment is to seek and to state the truth as we see it. To this end, faculty devote our energies to developing and improving our scholarly competence. We accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. We practice intellectual honesty ([1C9-04](#)).

The Ethics Statement is included in the faculty handbook which is shared with faculty members each academic year ([1C9-04](#), [1C9-05](#), [1C9-06](#)).

The evaluation process for adjunct, tenured, and tenure track faculty is outlined in the Merced College Faculty Association (MCFA) Agreement ([1C9-01](#)). The evaluation process includes consideration of instructional faculty presentation of data and information through a peer evaluation process. The evaluation process is established through the collective bargaining process between the MCFA and the district. The observation form used for the evaluation process measures how the instructor "communicates the subject matter, clearly, correctly, and effectively," the library faculty forms measure the extent that the faculty, "provides library

users with complete, accurate, and clearly understandable explanations" and how the librarian "works objectively with all members of the District community's diverse student and faculty population." The counseling faculty observation form measures how well the counselor "provides students with complete, accurate, and clearly understandable explanations" and "Shows ability to work objectively with different types of people." The agreement is posted on the HR website and is made available to the public ([1C9-02](#)).

### **Analysis and Evaluation**

Merced College has established a policy and code of ethics through the Board and Academic Senate to ensure that faculty distinguish between personal conviction and professionally accepted view in a discipline, and that the faculty present data and information fairly and objectively. The evaluation process for faculty uses a peer review process to monitor faculty alignment with established policies and agreed upon Academic Senate practices.

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

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

Merced College is a public 2-year California Community College governed by the Board of Governors for the California Community Colleges and the MCCD Board of Trustees. The District does not require staff, faculty, administrators or students to conform to beliefs beyond those codes of conduct required by accreditation at both the institutional and program level. Merced College has Board Policies and Administrative Procedures that require compliance with ethical standards and nondiscrimination practices ([1C10-05](#), [1C10-06](#), [1C10-07](#), [1C10-08](#), [1C10-09](#), [1C10-10](#), [1C10-11](#), [1C10-12](#)).

The District requires students to comply with a Student Code of Conduct which is published in the College Catalog and the Student Handbook ([1C10-01](#), [1C10-02](#)). The Faculty Handbook is given to all faculty and made available online ([1C10-03](#), [1C10-04](#)). The new faculty orientation includes a review of the Faculty Handbook ([1C10-15](#)). The Faculty Handbook presents expectations for faculty and includes the Ethics Statement for faculty that was agreed upon by the MC Academic Senate and revised in April of 2022 ([1C10-13](#), [1C10-14](#)).

#### **Analysis and Evaluation**

Merced College maintains codes of conduct for staff, faculty, administrators, and students to ensure conformity to ethical and professional standards of conduct. The District ensures that clear prior notice of such policies is given in the form of established Board Policies, Administrative Procedures, the College Catalog, and the College website.

### **11. Institutions operating in foreign locations operate in conformity with the Standards and**

**applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

**Evidence of Meeting the Standard**

Merced College does not operate in foreign locations.

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

**Evidence of Meeting the Standard**

Merced College fully complies with eligibility requirements, accreditation standards, commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. BP 3200, *Accreditation*, establishes the commitment of the District to public disclosure of all efforts for maintaining accreditation ([1C12-04](#)). AP 3200, *Accreditation*, goes on to explain the process and timeline for specific activities related to accreditation and reporting.

Merced College maintains a webpage dedicated to all accreditation requirements ([1C12-01](#)). The Accreditation webpage is a public facing page that can be found with a link under the “About Merced College” section of the main page and through the link at the bottom of every District webpage ([1C12-02](#), [1C12-03](#)). The website also provides employees and the community an opportunity to comment on the ISER.

The Participatory Governance Handbook describes the role of the Standing Accreditation Committee (SAC) in providing “ongoing coordination and support in relation to the requirements of the Accrediting Commission for Community and Junior Districts (ACCJC).” The SAC reports to District Council and has responsibilities outlined in the Participatory Governance Handbook that include providing a forum for campus dialogue on accreditation issues and practices ([1C12-06](#)). The membership of the committee consists of the Accreditation Liaison Officer (ALO) along with representatives from faculty, administrators, staff, and students. The SAC meets monthly during the fall and spring semesters and self-evaluates annually. The agendas and minutes for the SAC are available for public view on BoardDocs.

**Analysis and Evaluation**

Merced College makes public through its website all efforts and documents of compliance with ACCJC standards, policies, reporting, and eligibility requirements. The Standing Accreditation Committee and the ALO collaborate to ensure compliance with all ACCJC requirements.

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

**Evidence of Meeting the Standard**

Merced College advocates and demonstrates honesty and integrity in its relationships with external agencies. The District follows all accrediting commission standards, guidelines, policies, and eligibility requirements as dictated by ACCJC. The current Merced College accreditation status is published on the website as well as the current and former self-evaluations, team evaluation reports, midterm and annual reports and follow up reports ([1C13-10](#), ER 21).

The District offers several programs that must also comply with additional external accrediting organizations. Each of these programs adheres to the guidelines of the relevant accreditation or certification process, which may include site visits, self-study reports, and submission of reports on student access, success, and job placement. (ER 21)

These programs and accrediting agencies include the following:

- Automotive Technician: Automotive Service Excellence (ASE) Education Foundation ([1C13-08](#))
- Diagnostic Medical Sonography: Commission on Accreditation of Allied Health Education Programs ([1C13-06](#))
- Diagnostic Medical Sonography: Joint Review Committee on Education in Diagnostic Medical Sonography ([1C13-06](#), [1C13-12](#))
- Diagnostic Radiologic Technology: California Department of Public Health, Radiation Health Branch ([1C13-05](#))
- Diagnostic Radiologic Technology: Joint Review Committee on Education in Radiologic Technology ([1C13-04](#))
- Nursing Assistant: California Department of Public Health ([1C13-03](#))
- Registered Nursing Program: Board of Registered Nursing ([1C13-01](#))
- Vocational Nursing Program: Board of Vocational Nursing and Psychiatric Technicians ([1C13-02](#))
- EMT Program: Committee on Accreditation of Educational Programs for the Emergency Medical Services Professionals ([1C13-07](#))
- Paramedic Program: Commission on Accreditation of Allied Health Education Programs ([1C13-06](#))
- Child Development Center: State Licensed ([1C13-09](#))

Merced College has a program for international students and follows federal guidelines for admissions and compliance. International students can obtain information on processes on the International Students webpage ([1C13-11](#)). Guidelines on federal regulations related to the F-1 visa are followed, monitored, and enforced. The District files an I-20 for each student in the

program ([1C13-13](#)). Merced College is certified by the Student and Exchange Visitor Program (SEVP) to issue I-20 forms to international students. The institution was recertified in March of 2022 ([1C13-14](#)).

### **Analysis and Evaluation**

Merced College advocates and demonstrates honesty and integrity in its relationships with external agencies as evidenced by its continued accreditation of the stated programs. The District demonstrates compliance with all regulations and statutes and describes itself in consistent terms to all its accrediting agencies through reports and evidence submitted and demonstrated. Merced College communicates any changes in its accredited status to the commission, students, and public through the Accreditation webpage published on the College website.

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

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

Merced College ensures its commitment to high quality education; student achievement and student learning are paramount. The Merced College mission and values have a core value of student success. Promoting student success through equitable access, continuous quality improvement, and institutional effectiveness is a focus of the District vision. The District mission, “At Merced College, students are our focus, and we are known by their success. We transform lives through education and workforce development”, embodies the core of the mission and vision which places student achievement and student learning as central measure of institutional success ([1C14-05](#), [1C14-09](#)).

The MC Educational Master plan (EMP), developed in 2017-2018, was a collaborative and participatory process that included all segments of the District and community. The EMP is the guiding plan for all planning within the institution and communicates the District’s commitment to student achievement and student learning in the six goals ([1C14-01](#)). The EMP is composed of six goals that include "(1) Strengthen Enrollment Management and Student Success", and "(2) Increase Student Access". The Strategic Implementation Plan (SIP) was developed to provide specific operational tasks to implement the EMP ([1C14-02](#)). Regular updates on the progress of the development of the EMP were posted to the MC website ([1C14-03](#)). All areas of the District were represented in the process of developing the EMP, through the data collection phase that included listening sessions at both campuses and environmental scans of the community.

The Merced College Foundation is dedicated to supporting student success through its support of accessible education for every member of our community. The Foundation provides

scholarships to students and mini-grants to the campus community in support of students ([1C14-06](#)). The President's Circle, in collaboration with the Foundation, provides grants that support student focused projects through collaboration with the community ([1C14-08](#)).

Merced College's Superintendent/President leads the charge in meeting our mission and core values. He began his tenure as Superintendent/President of MC in 2017. The Office of the President webpage reflects the President's commitment to student achievement and learning. An excerpt from the message on the President's Office webpage states:

At Merced College, we honor and pursue our mission, institutional philosophy, and core values and beliefs. We also pursue the goals of our current strategic plan, striving always to improve our institutional effectiveness and our learning outcomes for students ([1C14-07](#)).

Merced College is an open access public institution primarily funded by the public and an equal educational opportunity institution ([1C14-17](#)). The District is responsible to the community it serves, which is represented by the Board of Trustees (BOT). There are no external organizations with a controlling interest in the institution. BP and AP 2710 provides policy and guidance on how employees and members of the Board of Trustees must conduct themselves for reporting conflicts of interest and ensuring that external interests do not interfere with institutional decision making ([1C14-13](#), [1C14-14](#), [1C14-15](#), [1C14-16](#), [1C14-17](#)).

BP 6200 provides guidance for criteria that the Superintendent/President must use for budget preparation. The criteria include support of the District's education and master plans in support of high-quality education. AP 6200 goes on to expand on the guidance from the board to include linking budget development to other institutional planning efforts such as SLOs and Program Review. Planning processes focus on the improvement of student learning and achievement by using internal data metrics and data on student outcomes ([1C14-18](#), [1C14-19](#)). The Student Equity Plan is developed to address gaps in student learning and achievement that are found by examining institutional data ([1C14-04](#)).

### **Analysis and Evaluation**

Merced College demonstrates its commitment to high quality education, student achievement, and student learning through the Educational Master Plan, Strategic Implementation Plan, the Foundation, and through the leadership of the Superintendent/President. Through all these processes the District demonstrates that student achievement and learning are the main priority of the institution.

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

Merced College provides clear and accurate information to students through publication of the Catalog and the public website. To ensure accuracy of the information printed in the College Catalog and on the website, the District has assigned responsibility for reviewing sections of the Catalog and editing rights within areas and departments. The District Council ensures that a cyclical process of review for policies and procedures is used to maintain integrity and accuracy. The policies established by the District include a policy on academic freedom, academic integrity, and a code of ethics to support the integrity of instruction and operation of programs and services. All policies and procedures established by the District can be accessed through BoardDocs publicly. The Merced College Academic Senate has gone further to adopt an ethics statement that is published in the Faculty Handbook to provide further guidance to faculty on fair and objective instruction.

The College Catalog contains information about the purpose, content, course requirements, and program learning outcomes through the program descriptions, career opportunities, program requirements, and program learning outcomes that are published in the Catalog for all certificate and degree programs. Students are informed of the total cost of their education through the Financial Aid webpage and the District Bookstore website that provides information about the cost of tuition, fees, and materials required for courses.

The District publishes program reviews in the Program Review Library which is accessible on the public website. Annual reports are used to communicate matters of academic quality to all constituent groups and are available to the public on the College website. Information about the accreditation status of the District is published with a link from the District homepage. The District strives to adhere to all ACCJC requirements, standards, and policies and, when required, takes action to respond to any gaps with alignment, with all reports submitted to the Commission being published to the District’s Accreditation webpage. The Accreditation webpage contains information on all programs that maintain an external accreditation.

Merced College demonstrates its commitment to students by committing to providing high quality education that is supported through the institutional planning that is tied into program level planning and through the leadership of the President who is responsible for implementing the established policies and procedures. The District meets this standard.

**Improvement Plan(s)**

None.

**Evidence List**

<b>Standard 1C</b>	
<b>Description</b>	<b>Name/Link</b>
2021-22 Catalog	<a href="#">1C1-01_MC_Catalog21-22</a>



Our Mission and Value Webpage	<a href="#">1C1-02 MC MissionValueWeb</a>
BP 1200 District Mission	<a href="#">1C1-03 BP1200</a>
GE Program Webpage	<a href="#">1C1-04 GE Program Web</a>
Merced College Assessment Webpage	<a href="#">1C1-05 Assessment Web</a>
eLumen Public Website	<a href="#">1C1-06 eLumen Public Web</a>
Merced College Program Pathways Mapper	<a href="#">1C1-07 MC ProgramPathMap</a>
Degrees and Certificate webpage	<a href="#">1C1-08 Degrees Certs Web</a>
Academic Support, Programs & Resources webpage	<a href="#">1C1-09 Academic Support Web</a>
Admission and Aid webpage	<a href="#">1C1-10 Admission Aid Web</a>
Accreditation webpage	<a href="#">1C1-11 Accreditation Web</a>
Diagnostic Radiologic Technology: Joint Review Committee on Education in Radiologic Technology	<a href="#">1C1-12 DiagRadTech JRCERT</a>
Joint Review Committee on Education in Diagnostic Medical Sonography	<a href="#">1C1-13 DiagnstcMedSonoAccred</a>
Nursing Assistant: California Department of Public Health	<a href="#">1C1-14 CDPH CNA Cert</a>
Registered Nursing Program: Board of Registered Nursing	<a href="#">1C1-15 RN ProgramBofRegNurs</a>
Vocational Nursing Program: Board of Vocational Nursing and Psychiatric Technicians	<a href="#">1C1-16 VocNursApprove Web</a>
Automotive Technology	<a href="#">1C1-17 Auto Tech</a>
COR AGPS-01	<a href="#">1C1-18 COR AGPS-01</a>
Accreditation Automotive Technician	<a href="#">1C1-19 AutoTechAccredit</a>
Catalog Section Responsibilities Chart	<a href="#">1C1-20 ResponsibilityChart</a>
2023-2024 Catalog	<a href="#">1C1-21 MC Catalog23-24</a>
Catalog Website includes link to archives	<a href="#">1C2-01 Catalog Archive Web</a>
2021-22 Catalog	<a href="#">1C2-02 21-22 Catalog Reqs</a>
Catalog Section Responsibilities Chart	<a href="#">1C2-03 ResponsibilitiesChart</a>
Web-based college catalog 23-24	<a href="#">1C2-04 MC Catalog23-24</a>
Program Review Library	<a href="#">1C3-01 PR Library Web</a>
Annual Report	<a href="#">1C3-02 2021 Annual Report</a>
Annual Institutional Update	<a href="#">1C3-03 2021 Inst Update</a>
Quick Facts	<a href="#">1C3-04 Quick Facts Web</a>
College Profile	<a href="#">1C3-05 College Profile Web</a>
Educational Master Plan	<a href="#">1C3-06 EMP 18-23 Pg20-22</a>
Accreditation webpage	<a href="#">1C3-07 Accreditation Web</a>
Institutional Effectiveness Metrics Portal Site	<a href="#">1C3-08 IE Metrics MCPortal</a>
2021-22 Catalog	<a href="#">1C4-01 21-22CatalogPg63-245</a>
Degrees and Certificate webpage	<a href="#">1C4-02 Degree Certs Web</a>
Merced College Program Pathways Mapper	<a href="#">1C4-03 Program Mapper Web</a>

Associate Degree and Certificate Graduation Requirements (Pg. 34-60)	<a href="#">1C4-04 21-22CatalogPg34-60</a>
Transfer Requirements (Pg. 46-55)	<a href="#">1C4-05 21-22CatalogPg46-55</a>
Anthropology Program Map	<a href="#">1C4-06 AnthroProgramMap Web</a>
BP 1200 Mission	<a href="#">1C5-01 BP1200</a>
BP 2410 Policy and Administrative Procedure	<a href="#">1C5-02 BP2410</a>
AP 2410 Policy and Administrative Procedure	<a href="#">1C5-03 AP2410</a>
Board Policies on BoardDocs	<a href="#">1C5-04 BoardPolicies Web</a>
AP 4021 Program Establishment, Discontinuance and Modification	<a href="#">1C5-05 AP4021</a>
College Council Minutes March 3, 2022	<a href="#">1C5-06 CCouncilMins3-3-22</a>
HR Council Minutes February 15, 2022	<a href="#">1C5-07 HR CouncilMins2-5-22</a>
Participatory Governance Committee Handbook (Pg. 9)	<a href="#">1C5-08 PG HandbookPg9</a>
Educational Master Planning Committee Minutes February 18, 2021	<a href="#">1C5-09 EMPCMins2-18-21</a>
Educational Master Planning Committee Minutes February 17, 2022	<a href="#">1C5-10 EMPCMins2-17-22</a>
Educational Master Planning Committee Minutes September 9, 2021	<a href="#">1C5-11 EMPCMins9-9-21</a>
Academic Senate Minutes September 9, 2021	<a href="#">1C5-12 AS Mins9-9-21</a>
Summer 2022 Schedule Development	<a href="#">1C5-13 Summer22 ScheduleDev</a>
Fall 2022 Schedule Development	<a href="#">1C5-14 Fall22 ScheduleDev</a>
College Catalog Review Communication	<a href="#">1C5-15 Catalog Review</a>
Mission & Vision Webpage	<a href="#">1C5-16 Mission Vision Web</a>
Board Policy and Administrative Procedure review schedule	<a href="#">1C5-17 BP AP Review Schedule</a>
College Catalog (Pg. 23)	<a href="#">1C6-01 22-23CatalogPg23</a>
Tuition and Fees webpage	<a href="#">1C6-02 TuitionFees Web</a>
Net Price Calculator	<a href="#">1C6-03 NetPriceCalc Web</a>
Bookstore webpage	<a href="#">1C6-04 MCBookstore Web</a>
Board Policies and Procedures	<a href="#">1C7-01 BoardPolicies Web</a>
BP 4030 Academic Freedom	<a href="#">1C7-02 BP4030</a>
Catalog 2022-2023	<a href="#">1C7-03 22-23CatalogPg13</a>
BP 3050 Code of Ethics, Professionalism, and Civility	<a href="#">1C8-01 BP3050</a>
AP 3050 Code of Ethics, Professionalism, and Civility	<a href="#">1C8-02 AP3050</a>
AP 5500 Standards of Conduct	<a href="#">1C8-03 AP5500</a>
AP 5520 Student Discipline Procedures	<a href="#">1C8-04 AP5520</a>
AP 5530 Student Rights and Grievances	<a href="#">1C8-05 AP5530</a>
AP 5540 Academic Honesty Procedure	<a href="#">1C8-06 AP5540</a>

Academic Honesty webpage	<a href="#">1C8-07_AcademicHonesty_Web</a>
Standards of Student Conduct webpage	<a href="#">1C8-08_StudentConduct_Web</a>
Academic Honesty and Conduct College Catalog (Pg. 13)	<a href="#">1C8-09_22-23CatalogPg13</a>
Merced College Faculty Association agreement	<a href="#">1C9-01_18-21MCFA_Pg19-22</a>
Union Agreements Available to Public, Human Resources webpage	<a href="#">1C9-02_UnionAgreements_Web</a>
BP 4030 Academic Freedom	<a href="#">1C9-03_BP4030</a>
Ethics statement from faculty handbook (Pg .12-13)	<a href="#">1C9-04_FacultyHandbkPg12-13</a>
Updated Ethics Statement for Faculty Handbook April 28, 2022	<a href="#">1C9-05_ASAGenda4-28-22</a>
2022-2023 Faculty Handbook email	<a href="#">1C9-06_FacultyHandbookEmail</a>
Student Code of Conduct webpage	<a href="#">1C10-01_StudentConduct_Web</a>
Student Code of Conduct College Catalog 22-23 (Pg. 13)	<a href="#">1C10-02_22-23CatalogPg13</a>
Faculty Handbook	<a href="#">1C10-03_22-23FacultyHandbook</a>
Faculty Handbook Communication	<a href="#">1C10-04_FacultyHandbookEmail</a>
BP 3050 Code of Ethics, Professionalism, and Civility	<a href="#">1C10-05_BP3050</a>
BP 2710 Conflict of Interest	<a href="#">1C10-06_BP2710</a>
BP 2715 Code of Ethics/Standards of Practice	<a href="#">1C10-07_BP2715</a>
AP 3050 Code of Ethics, Professionalism, and Civility	<a href="#">1C10-08_AP3050</a>
BP 3410 Nondiscrimination	<a href="#">1C10-09_BP3410</a>
AP 3410 Nondiscrimination	<a href="#">1C10-10_AP3410</a>
BP 7100 Commitment to Diversity	<a href="#">1C10-11_BP7100</a>
BP 5500 Standards of Conduct	<a href="#">1C10-12_BP5500</a>
Academic Senate Agenda April 28, 2022	<a href="#">1C10-13_ASAGenda4-28-22</a>
Faculty Handbook Ethics Statement 2022-23	<a href="#">1C10-14_22-23HandbookPg12</a>
New Faculty Orientation Agenda August 10, 2022	<a href="#">1C10-15_Orientation_Agenda</a>
Accreditation Website	<a href="#">1C12-01_Accreditation_Web</a>
Accreditation Link Footer	<a href="#">1C12-02_AccreditationFooter</a>
Accreditation Link About Us	<a href="#">1C12-03_AccreditationAboutMC</a>
BP 3200 Accreditation	<a href="#">1C12-04_BP3200</a>
AP 3200 Accreditation	<a href="#">1C12-05_AP3200</a>
Participatory Governance Handbook (Pg. 22)	<a href="#">1C12-06_PG_Handbook_Pg22</a>
Board of Registered Nursing	<a href="#">1C13-01_BoardRegNursing</a>
Board of Vocational Nursing and Psychiatric Technicians	<a href="#">1C13-02_BoardVocNursPsycTech</a>

California Department of Public Health Nursing Assistant	<a href="#">1C13-03 CA Dept PH NursAsst</a>
Joint Review Committee on Education in Radiologic Technology	<a href="#">1C13-04 JntRevCmte RadTech</a>
Rad Tech: California Department of Public Health, Radiation Health Branch	<a href="#">1C13-05 RadTech CADeptPH</a>
Sonography and Paramedic: Commission on Accreditation of Allied Health Education Programs	<a href="#">1C13-06 CAAHEP</a>
EMT Program Requirements Letter	<a href="#">1C13-07 EMTProgramReqLetter</a>
Auto Accreditation	<a href="#">1C13-08 AutoAccreditation</a>
Child Development Center License	<a href="#">1C13-09 ChildDevStLicense</a>
Accreditation Webpage	<a href="#">1C13-10 Accreditation Web</a>
International Students Webpage	<a href="#">1C13-11 IntlStudents Web</a>
Joint Review Committee on Education in Diagnostic Medical Sonography	<a href="#">1C13-12 JointReviewCmte</a>
Certificate of Eligibility for Nonimmigrant Student Status	<a href="#">1C13-13 I-20 Certificate</a>
SEVP recertification email 03-30-2022	<a href="#">1C13-14 SEVIS RecertEmail</a>
Educational Master Plan Goals 2018-2023	<a href="#">1C14-01 18-23EMP Goals</a>
Strategic Implementation Plan	<a href="#">1C14-02 SIP</a>
Educational Master Plan Project Updates	<a href="#">1C14-03 EMP ProjectUpdates</a>
Student Equity Plan	<a href="#">1C14-03 StudentEquityPlan</a>
Merced College Mission & Vision webpage	<a href="#">1C14-05 Mission Vision Web</a>
Merced College Foundation webpage	<a href="#">1C14-06 Foundation Web</a>
Office of the President webpage	<a href="#">1C14-07 Office President Web</a>
President's Circle webpage	<a href="#">1C14-08 PresidentCircle Web</a>
BP 1200 Mission	<a href="#">1C14-09 BP1200</a>
BP 2200 Board Duties and Responsibilities	<a href="#">1C14-10 BP2200</a>
BP 6160 Soliciting of Funds	<a href="#">1C14-11 BP6160</a>
AP 6160 Soliciting of Funds and Gift Acceptance	<a href="#">1C14-12 AP6160</a>
BP 2710 Conflict of Interest	<a href="#">1C14-13 BP2710</a>
AP 2710 Conflict of Interest	<a href="#">1C14-14 AP2710</a>
BP 5300 Student Equity	<a href="#">1C14-15 BP5300</a>
AP 5300 Student Equity	<a href="#">1C14-16 AP5300</a>
BP 5301 Equal Educational Opportunity	<a href="#">1C14-17 BP5301</a>
BP 6200 Budget Preparation	<a href="#">1C14-18 BP6200</a>
AP 6200 Budget Preparation	<a href="#">1C14-19 AP6200</a>

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

The institution offers instructional programs, library and learning support services, and student support

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

## **A. Instructional Programs**

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

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

Merced College offers instructional programs, regardless of location or means of delivery, including distance education and correspondence education, which are offered in fields of study consistent with the institution's mission and culminate in the achievement of degrees, certificates, employment, or transfer to other higher education programs. The mission of the District states, "At Merced College, students are our focus, and we are known by their success. We transform lives through education and workforce development" ([2A1-01](#)).

The District's vision statement also demonstrates the District's focus on educational attainment:

Enriching our community through educational experiences and support services:

- Degree/Certificate Programs
- Transfer
- Career Technical Education
- Workforce Training
- Lifelong Learning
- Basic Skills
- Community Engagement

Merced College promotes student success through equitable access, continuous quality improvement, and institutional effectiveness, all with a focus on student achievement. In alignment with its mission and vision, the District offers credit and noncredit instructional courses and programs that lead to transfer, career and technical education, basic skills, noncredit courses for life-long learning, and contract education. Approved programs are published in the Merced College Catalog with identified learning outcomes, program descriptions, and course sequences. All degrees and certificates are posted on the MC website ([2A1-02](#), [2A1-10](#)).

The Program Mapper is a customized visual representation of the Merced College Catalog ([2A1-22](#)). The site demonstrates how program courses lead to various degrees and certificates at the District. The California Community College Chancellor's Office (CCCCO) Data Mart provides evidence of the degrees and certificates awarded by Merced College ([2A1-23](#)).

Merced College offers courses through the following modes of delivery: in-person, online, and hybrid. A small number of courses are offered in incarcerated settings through correspondence. Both Distance Education (DE) and traditional courses have identical curriculum ([2A1-15](#)). To be taught in the DE modality, courses receive a DE Addendum through the curriculum approval process. A Distance Education (DE) Addendum is used in the curriculum approval process for courses proposed to be offered in a DE modality. Merced College offers courses and programs leading to degrees and certificates through distance education ([2A1-14](#)). The Relaunch program provides pathways for four online degrees that are offered on an accelerated calendar. The degrees included in this program are Business Administration 2.0, Administration of Justice, Computer Technology Information Systems, and Early Childhood Education. Distance Education courses are assessed through the faculty evaluation process in the same way as traditional courses ([2A1-18](#)).

The Los Banos campus offers complete programs that allow students to obtain an associate of arts degree, an associate of science for transfer degrees, an associate of arts for transfer, and certificates of achievement ([2A1-16](#)). The Merced College Business Resource Center offers certificates and training and provides local businesses and community members with customized training, leadership, and development programs ([2A1-17](#)). Through the Rising Scholars program, Merced College offers five degree programs provided in carceral settings in our service area ([2A1-25](#)).

All instructional programs, regardless of modality, are offered in fields of study appropriate to higher education and culminate in student attainment of identified student learning outcomes. The curriculum approval process for the District is stated in BP 4020 and AP 4020 ([2A1-05](#), [2A1-06](#)). Through the Curriculum Committee, a sub-committee of the MC Academic Senate, faculty develop degree and certificate programs by Merced College BP 4020, AP 4020, and AP 4021. Degree and certificate programs must go through the curriculum approval process. The curriculum approved by the MC Academic Senate is forwarded for approval by the BOT through the Office of the President. AP 4021 describes procedures for program establishment, modification, and discontinuance ([2A1-07](#)), all of which are coordinated by the MC Academic Senate and submitted through the curriculum approval process. All courses and programs approved through the curriculum review process by the BOT are published in the College Catalog ([2A1-02](#), [2A1-08](#), [2A1-09](#), [2A1-19](#)). New degrees and certificates are submitted to the CCCC for final approval after being approved through the local curriculum approval process ([2A1-08](#), [2A1-09](#)).

All courses and programs are appropriate to higher education and have approved course and program learning outcomes ([2A1-02](#), [2A1-03](#), [2A1-04](#)). The Curriculum Committee reviews all proposed curriculum, both new and modified, to ensure it applies to higher education and aligns with the mission of the District ([2A1-08](#)). The Course Outline of Record (COR) details the instructional delivery of courses in order to provide information and transparency to the College community. During the review process, the Curriculum Committee reviews the proposed delivery methods and requires a DE addendum to be completed if a course is to be offered in a DE modality. The DE addendum is designed to ensure that regular and effective contact methods between faculty and students are maintained regardless of location or means of delivery ([2A1-15](#)). Course learning outcomes are posted on the Course Outline of Record (COR), and program learning outcomes are posted on the Program Outline of Record (POR) ([2A1-03](#), [2A1-04](#)). Evidence that MC courses are appropriate for post-secondary education can be found through the information on transferability to baccalaureate-granting institutions published on the COR and on the transferable course lists on assist.org ([2A1-04](#), [2A1-19](#), [2A1-20](#), ER 9). Students are encouraged to meet with a counselor in the Transfer Center to determine the transferability of specific courses to private and public 4-year institutions ([2A1-21](#)).

Merced College ensures that all instructional programs, regardless of location and means of delivery, culminate in student attainment of identified student learning outcomes through the SLO course assessment process and through assessment of program learning outcomes that occur through the program review process described in Standard I.B.5 ([2A1-12](#)). The Program Review and Outcomes Assessment Committee (PROAC) oversees the instructional Program Review process. Completed program reviews are an integral part of the integrated planning process at Merced College in response to student achievement ([2A1-11](#), [2A1-24](#), [2A1-13](#)).

The California Community College system in collaboration with the California State University system, developed agreements on Associate Degrees for Transfer (ADTs) to provide for ease of transfer between the systems. The UC Transfer Pathways are being modeled after the ADTs to make transfer pathways clear to students ([2A1-27](#)). The District had 16 Associate Degrees for transfer in 2016. As of the 2022-23 MC Catalog, there are 29 active ADTs with 1 ADT for Social Justice Studies for Ethnic Studies pending ACCJC approval ([2A1-19](#)). Two hundred and six (206) courses have been approved for a Course Identification Numbering (C-ID) as of October 2022, with 18 courses currently pending approval ([2A1-26](#)). Courses aligned with a C-ID use a numbering system and review of course outlines to transfer easily across the California Community College, University of California, and California State University systems ([2A1-28](#)). The District approves ADTs through the curriculum approval process through the POR. Courses approved by review of the COR are put forward for C-ID approval submission by faculty request.

### **Analysis and Evaluation**

Merced College's Curriculum Committee and the curriculum review process ensure that courses, programs, and degrees align with the mission of the District. The curriculum approval process requires that Student Learning Outcomes be identified for all courses, programs, and degrees. The Program Mapper and information on the Assist website demonstrate that Merced College offers students programs that lead to student achievement of degrees, certificates, employment, or transfer to other higher education programs.

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

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

The Merced College faculty, including full-time, part-time, and adjunct faculty, meet regularly to ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. The Curriculum Committee (CC) includes full time faculty, part time faculty, and administrators. AP 4020, *Program and Curriculum*, describes the responsibility of the Curriculum Committee to facilitate the process for additions, changes, and deletions of the District curriculum ([2A2-12](#)).

The CC meets twice a month to review proposals for new courses, new degree programs or certificates, and Title 5 curriculum updates for existing courses conducted every five years for non-career technical education courses and every two years for career technical education courses ([2A2-06](#)). The District uses eLumen to facilitate the curriculum review process. The sections of the Course Outline of Record (COR) and the Program Outline of Record (POR) ensure that the content and methods of instruction for courses and programs align with generally accepted academic and professional standards and expectations. Course outlines of record contain course descriptions, expected learning outcomes, and course content at appropriate educational levels ([2A2-08](#)). Program outlines of record have a list of the core courses for the program, a recommended course sequence, and program outcomes ([2A2-09](#)). Courses proposed to be offered in a distance education modality require the submission of a DE addendum to ensure the equivalence of the course in the proposed method of distance education ([2A2-11](#)).

Merced College requires all faculty to complete training before teaching in a distance education modality ([2A2-14](#)). The District provides an Excellence in Online Teaching Certification Series to provide faculty with the knowledge and skills needed to deliver instruction in a distance education modality that meets the COR for courses. The series includes six parts with parts one, two, and three required for teaching online at Merced College. Part one is an introduction to online teaching, part two is design basics, and part three is course creation. Parts four, five,



and six are additional professional development opportunities available to further faculty skills with teaching online ([2A2-10](#)).

Merced College faculty conduct systematic and inclusive program reviews, using student achievement data, to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success. Instructional Program Reviews are conducted over a 2-year cycle. In the first year of the 2-year cycle, SLO assessments for courses are completed to provide data for the program evaluation in the second year. The program review cycle was updated through Merced College Academic Senate Resolution 05-21 to ensure that program reviews included course-level assessment data ([2A2-01](#)). The Program Review Template for instruction requires faculty to reflect on how their programs meet professional standards and, if applicable, external accreditation standards ([2A2-02](#)).

The District provides faculty with datasets from the Office of Institutional Effectiveness (OIE) to support program review. The Program Review data sets include disaggregated data on student achievement metrics ([2A2-07](#)). As discussed in Standard I.B.1 and I.B.2, PROAC coordinates the program review process for the District ([2A2-13](#)). The Program Review process is designed to facilitate continuous improvement of courses and programs. The Automotive Technology Program Review demonstrates how the process provides an evaluation that leads to goal development and resource allocation requests that support the achievement of defined goals ([2A2-03](#)). Program goals developed through the PR process are tied to program needs supported by resource allocation requests ([2A2-04](#)). The program review content, program review data analysis, and program improvement plans are discussed at department and division meetings and a summary is entered into eLumen ([2A2-05](#)).

### **Analysis and Evaluation**

The District faculty, both full-time and part-time, participate in the review of the District curriculum. The Program Review process for instructional programs is driven by the faculty. Data on student learning and achievement are used to evaluate programs and provide an opportunity for faculty to engage in dialogue about teaching and student learning outcomes.

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

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

Merced College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. Merced College Academic Senate Resolution 05-21 implemented a 2-year cycle of SLO assessment and Instructional

Program Review (IPR) with SLO assessment and program reviews completed in alternating years ([2A3-01](#), [2A3-02](#)). Course SLOs are mapped to PLOs in eLumen to provide learning outcomes data for program review ([2A3-08](#)). All programs have established Program Learning Outcomes (PLOs) that are posted on the Program Outline of Record (POR). An example of a new program that recently went through the curriculum approval process is the Associate of Science Degree in Cloud Computing ([2A3-06](#), [2A3-07](#)). Every degree and certificate has a POR maintained in eLumen, the curriculum database ([2A3-09](#)).

The District has established Cohort Assessment Trainers (CATs) for each cohort to assist faculty in completing their course SLO assessments ([2A3-02](#)). Along with the SLO Coordinators, the CATs help to update the Master Assessment Schedule for SLO assessments. During cohort meetings, the CATs ensure that cohorts schedule course assessments following the 2-year cycle ([2A3-11](#)).

The curriculum approval process requires that the Course Outline of Record (COR) for all courses contain student learning outcomes that are reviewed and approved by the Curriculum Committee ([2A3-03](#), [2A3-04](#)). The process has a Tech Review stage where proposals are reviewed for completeness and compliance to ensure all fields are appropriately filled out ([2A3-10](#)). The SLOs established in the current COR are used for the SLO assessments once the COR is active.

The District requires all faculty members to submit their course syllabi every semester to the Area Coordinator for their area of assignment. The faculty are required to post the course syllabus on a page in their Canvas shell and share the page with the Area Coordinator. The Area Coordinators review the course syllabi to verify that the SLOs posted in the syllabi are from the active CORs. Area Coordinators place the syllabi pages sent by the faculty into the syllabus repository Canvas shell for their area. Students have access to their syllabi through the Canvas shell of their course ([2A3-05](#)).

## **Analysis and Evaluation**

Merced College has processes facilitated by the Curriculum Committee and PROAC that ensure that all COR and POR contain learnings approved through curriculum review and that the learning outcomes identified are assessed regularly. The District has a process to ensure that SLOs are communicated to students through course syllabi and that syllabi are reviewed for alignment with the COR.

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

## **Evidence of Meeting the Standard**

Merced College offers the collegiate and pre-collegiate level curriculum and uses a course

numbering system to distinguish pre-collegiate from collegiate level courses. The numbering system is published in the College Catalog and such courses are designated as pre-collegiate/non-transferable in the searchable catalog online ([2A4-09](#), [2A4-10](#)). Courses numbered 1-49 are certified as transferable to the CSU system; courses numbered 50-79, and independent letters apply only to A.A./A.S. degrees and to certificate programs and are generally not transferable to four-year institutions; courses numbered 80-89 designate intermediate non-degree applicable basic skills courses or specific occupational and activity credit courses, courses numbered 90-99 designated courses that are primarily non-degree-applicable basic skills courses that do not apply to associate degrees or transfer programs ([2A4-06](#)).

The course numbering system was used before the implementation of Assembly Bill 705 to identify pre-collegiate level curricula in English, math, and ESL courses. With the implementation of AB 705 students are no longer placed into pre-collegiate courses in English and math. No pre-collegiate courses in English and math were offered in the Fall 2022. Multiple credit courses are taught in English and math along with integrated support classes that directly assist students with content knowledge and skills necessary to advance to and succeed in District-level English and District-level math curriculum ([2A4-01](#), [2A4-02](#)).

The District continues to offer established pathways for English language learners through non-credit and credit classes that help students develop the necessary academic reading and writing skills to succeed in the transfer level English curriculum ([2A4-03](#)). Two credit ESL courses, ESL 84E and ESL 40, are offered to students. ESL 40 is transferable for elective credit to both the CSU and UC systems, while ESL 84E is a non-degree applicable basic skills course. The Noncredit program at the District offers beginning, intermediate, and advanced skills level ESL certifications to support students in advancing their English language skills to prepare for collegiate level course work ([2A4-08](#)). Additionally, an ESL Workforce Training Certificate of Competency is offered to help students build skills for the workplace.

Merced College offers noncredit courses and certificates to support students in building their basic skills to be ready for collegiate level coursework ([2A4-08](#)). The District offers a Basic Skills Certificate of Completion to instruct individuals in elementary and secondary-level reading, writing, computation and problem-solving skills ([2A4-04](#)). Additionally, the District offers a noncredit program that leads to a Math Certificate of Competency designed to serve students who are not ready to enter a District level math course to build the skills needed for credit mathematics coursework ([2A4-05](#)). Noncredit courses are numbered 100 or greater to distinguish them from collegiate level coursework and to differentiate them from credit courses ([2A4-07](#)).

## **Analysis and Evaluation**

Merced College uses a course numbering system and course descriptions published in the

College Catalog to distinguish between pre-collegiate and collegiate level curricula. The curriculum approval process includes approval of course descriptions and the course numbering system to ensure that appropriate information is provided to students in the College Catalog. The District offers multiple paths from pre-collegiate to collegiate level coursework in credit and noncredit courses.

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

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

Merced College's degrees and programs follow practices common to American higher education. The District ensures that the minimum degree requirements are 60 semester credits through AP 4100, *Graduation Requirements for Degrees and Certificates* ([2A5-01](#)). AP 4100 describes the requirements that must be met in order to obtain a degree or certificate. For all associate degrees, students must complete 60 credit units of course work which must include appropriate general education requirements and all degree requirements listed in the Program Outline of Record (POR). All course work, including general education, must be completed with a degree applicable grade point average of 2.0 or better ([2A5-08](#)). The College Catalog provides information to students about degree and certificate requirements, as well as program specific requirements ([2A5-06](#)). Students are notified in the College Catalog that through the general education requirements they must demonstrate competency in reading, written expression, and mathematics. The District does not offer baccalaureate degrees.

The District ensures that degrees and programs provide appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning through the curriculum approval process. AP 4020, *Program and Curriculum Development*, states that, "Recommendations for additions, changes, and deletions to the curriculum are developed by the Curriculum Committee and forwarded through the Office of Instruction to the Superintendent-President and then to the Board of Trustees for approval" ([2A5-02](#)). The procedure outlines the responsibilities of the Curriculum Committee (CC) in establishing and maintaining the requirements for AA/AS general education, graduation, programs, and certificates. In AP 4025, *Philosophy and Criteria for Associate Degrees and General Education*, the CC is charged with recommending GE/breadth requirements for Associate Degrees ([2A5-03](#)). The Curriculum Committee uses the California Community College Chancellor's Office Program and Course Approval Handbook as a guide to certify the District's courses and programs through review of the COR and POR follow practices common to American higher education and provide the appropriate breadth, depth, rigor, course sequencing, and time to completion ([2A5-07](#), [2A5-08](#), [2A5-09](#)). Degrees and certificates of proper length are submitted to the systems Chancellor's Office for approval before being

offered by the District.

The articulation agreements between the College and baccalaureate degree-granting institutions demonstrate the appropriateness of the degrees offered to American higher education. AP 4050, *Articulation*, provides the responsibilities of the Articulation Officer to facilitate course articulation with the CSU and UC system ([2A5-04](#)). The Program Mapper shows all degree and certificate paths offered by the District with pathways for course sequencing from entry to completion ([2A5-05](#)). The Program Mapper also provides information about occupations and careers commonly associated with each program including typical wages and labor market demand.

### **Analysis and Evaluation**

Merced College has administrative procedures and a curriculum approval process, coordinated by the Curriculum Committee, that follow California Community College guidelines for program development that ensure the appropriateness of program requirements in meeting standards in American higher education.

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

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

Merced College schedules courses in a manner that allows students to complete certificate and degree programs within a period consistent with established expectations in higher education. The District has prioritized enrollment management as Goal 1 in the Educational Master Plan. Goal 1, Enrollment Management and Student Success, is to "Employ enrollment management strategies to support student success, progression, and completion/transfer" ([2A6-02](#)). The Office of Instruction and the deans review enrollment data, including waitlist data, to determine course offerings from term to term. Deans schedule courses in various modalities including face-to-face, hybrid, and online, as well as courses in different durations ([2A6-03](#), [2A6-05](#)). During the summer term, 4, 6, and 8 weeks are offered. During the fall and spring terms, durations of 9, 16, and 17 weeks are offered. Regardless of duration, the course must align with the contact hours approved through the Course Outline of Record. If the course is offered in a distance education modality, the course must follow the approved Distance Education Addendum to ensure courses meet established expectations in higher education ([2A6-09](#)).

Guided Pathways is a California Community College Chancellor's Office (CCCCO) initiative, that is an equity-focused framework for building clear paths for students and removing systemic obstacles to their success. Guided Pathways has four pillars in its framework. The first pillar is "clarify the path," to provide clarity to pathways Districts focused on building curricular pathways to employment and/or further education. The District created four-semester maps from start to finish for all programs to ensure students have clear pathways to completion.

Once the maps were created, they provided the deans, faculty, and administrators with a guide in which semester to offer courses, especially for programs with lower enrollments, to ensure students could take all courses within four semesters.

Merced College uses the Program Mapper to provide students with a term-by-term pathway from entry to completion of programs ([2A6-07](#)). The mapper provides essential information to the deans for to ensure that courses are offered as needed to meet program requirements so students can complete their degree requirements in a period consistent with established expectations in higher education. Information about the courses required for the major, general education courses, and elective courses is provided by the Program Mapper ([2A6-01](#)). The Program Mapper is a customized visual representation of the College Catalog ([2A6-08](#)).

Merced College offers accelerated options for completion of some programs. The District provides Fast Track CTE programs, including one-semester, two-semester, and three-semester programs ([2A6-04](#)). In the fall 2022, the District made the Business Administration 2.0, Administration of Justice, Computer Technology Information Systems, and Early Childhood Education degree programs available to students in a 17-month fully online program format. The degrees are offered so that they can be completed in an accelerated time frame under the umbrella of Relaunch ([2A6-06](#)). The Relaunch website provides interested students with information on each of the degrees offered and is supported by dedicated counselors who receive the interest forms submitted and follow up with students to enroll them in the courses reserved for the Relaunch programs.

## **Analysis and Evaluation**

Merced College provides clear pathways for students through the Program Mapper and the College Catalog to complete certificate and degree requirements in a timeframe consistent with expectations in higher education. The District schedules courses to ensure students can complete pathways in the timeframes determined by the program maps. Enrollment management to support student progress and completion is a priority at Merced College.

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

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

Merced College offers classes at various times, days, locations, and modalities including face-to-face, entirely online, and hybrid formats ([2A7-02](#)). Through the multiple modalities offered and the scheduling of courses, students are provided with equitable access to education at Merced College to meet their diverse and changing needs. Courses offered in a distance education modality require that the instructor be certified to teach online through the Excellence in Online Teaching Series ([2A7-22](#), [2A7-12](#)). Through the faculty evaluation process, alignment of instruction with the Course Outline of Record (COR) and the

effectiveness of teaching methodologies are evaluated regardless of modality, to ensure the effectiveness of teaching ([2A7-23](#)). Additionally, the MC Academic Senate has adopted the Integrated Crosswalk as the Merced College standard for distance education courses to support effective instruction and teaching methodologies regardless of the mode of delivery ([2A7-27](#)). The Integrated Crosswalk is modeled on best practices from the California Virtual Campus-Online Education Initiative (CVC-OEI).

The District supports the effective use of delivery modes, teaching methodologies, and learning support services that reflect the diversity of student needs in support of equity through the professional development opportunities offered. Merced College participates in the Flexible Calendar Program (FLEX) which requires that FLEX days be provided to faculty throughout the year. Flex Day sessions such as "Supporting LGBTQIA+ Students", "VETNET Ally", and "Creating accessible Course Content in Canvas" are examples of opportunities for faculty to explore making their courses more equitable and to provide resources on effective using delivery modes and teaching methodologies ([2A7-11](#)). The faculty have access to the Vision Resource Center, where they can explore a multitude of professional development topics to support effective instructional delivery further. The District has also launched Innovation Grants through the Office of Instruction that provide funding for supporting faculty to adopt Open Educational Resources (OER) and Zero Textbook Cost (ZTC) materials and to develop the Center for Faculty Inquiry and Teaching Excellence, which coordinates Faculty Inquiry Groups (FIGs) that provide ongoing, equity-focused professional learning opportunities ([2A7-21](#), [2A7-24](#), [2A7-25](#)). The Distance Education department offers weekly professional development for faculty with topics that support effective online teaching and teaching methodologies ([2A7-26](#)).

The curriculum approval process requires that Course Outlines of Record for all courses be approved through the Curriculum Committee (handbook) review. All curriculum is reviewed regularly by the Curriculum Committee, which is then forwarded to the Board of Trustees for final approval ([2A7-16](#), [2A7-17](#)). Courses offered in a distance education modality, including hybrid or entirely online, have a completed Distance Education Addendum form. The form explains how instructors will meet the same quality standards as the face-to-face course offerings, how the instructor will conduct regular and effective contact between the instructor and students, and how the instructor will promote regular and effective contact among students. The process used by the department faculty to determine whether the course was a good fit for online delivery ([2A7-04](#)). The COR for Chemistry 12A demonstrates the modalities that can be used to instruct the course ([2A7-05](#)). The Chemistry 2A syllabi for an online section of the course show how student learning is achieved through a distance education format ([2A7-13](#)).

Merced College demonstrates its commitment to student equity issues through its Mission Statement and Core Values ([2A7-01](#)). The commitment to student equity is shown through various programs and services offered at the District. The District's Student Equity and

Achievement Plan (SEA Plan) uses data to identify disproportionately impacted students and plan goals and activities to address the identified equity gaps ([2A7-06](#)). Examples of actions taken through the SEA Plan include support for implementing credit for prior learning, offering accelerated CTE pathways, implementation of intrusive counseling methods, equity-focused faculty professional development, implementation of guided pathways, and the Food Pantry. In spring 2022, the District offered free textbooks to students before adopting a \$25 per unit fee to reduce the cost of textbooks for students and to ensure students have access to textbooks on the first day of classes ([2A7-03](#)).

The District offers various learning support services in support of equity in success for all students. Some services are available to all students while others focus on specific student populations. Examples of learning support services that are available to all students include tutorial services through the Student Success and Tutorial Center (SSTC) located in the Downey Learning Resource Center, student success workshops offered in the Study Central room within the SSTC and online, the Student Success Center (in Los Banos), SmartThinking online tutoring, and the Food Pantry ([2A7-19](#)). Examples of services that target specific populations of students include NextUp in support of foster youth, Rising Scholars in support of justice system-impacted students, the Veterans Resource Center in support of military service veterans, and the International Student Services program in support of our students from foreign countries ([2A7-15](#)).

Merced College evaluates the effectiveness of delivery modes, instructional methodologies, and the learning support services provided through program review. The evaluation of programs occurs through a combination of institutional-level data and learning outcomes data. The Office of Institutional Effectiveness provides success, completion, awards, and credit data for courses that can be broken out by race/ethnicity. Success and completion rates can also be broken out by modality in the data provided by the OIE ([2A7-07](#), [2A7-08](#), [2A7-09](#), [2A7-10](#)). The faculty reflect on demographic-specific outcomes through a summary narrative of their course data in the program review template ([2A7-14](#), [2A7-20](#)).

### **Analysis and Evaluation**

Merced College ensures the effectiveness of delivery modes, instructional methods, and learning support services offered to students in support of equity in student success. The curriculum approval process, course scheduling, and professional development offerings support the effectiveness of delivery modes and instructional methods that emphasize meeting diverse student needs. Programs and learning support services are evaluated through the program review process in support of equity of student success through the review of demographic data. The SEA Plan takes an institutional approach to evaluate institutional effectiveness by examining equity of student outcomes, with planning to support identified gaps for sub-populations of students.



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

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

Merced College does not use placement tests to assess prior learning directly. Assembly Bill 705 was passed in California and changed how placement for math and English classes is conducted. Research conducted by the Research and Planning (RP group) analyzed state-wide data from the California Community College system to recommend changing placement methods in the system. The recommendations by the RP Group were implemented through the AB 705 Implementation Memo from the California Community College Chancellor's Office ([2A8-07](#)). The District places students in math and English courses based on a combination of high school GPA, high school math and English courses previously taken, and the grades received in the courses. A questionnaire is used as part of the application process to recommend placement ([2A8-01](#)). The AB 705 placement data for math and English is publicly posted on the AB 705 Placement Data Website ([2A8-02](#)). A self-assessment tool is used to help ESL students, whose first or primary language is not English, determine the appropriate entry-level course ([2A8-03](#)). The AB705 Task Force meets regularly to review placement and make recommendations.

Merced College has a BP and AP 4235, *Credit for Prior Learning* (CPL), that has implemented a process for students to receive District credit through a demonstration of proficiency for an approved course. The methods that can be used to determine proficiency for CPL include, Advanced Placement (AP) Exams, International Baccalaureate (IB) Exams, District Level Examination Program (CLEP), evaluation of Joint Service Transcripts (JST), military training and experience, Internal Credit by Examination (ICE), evaluation of industry-recognized credential documentation, and evaluation of student-created portfolios ([2A8-04](#), [2A8-05](#)). The College Catalog provides students with a description of the process for obtaining CPL for courses ([2A8-06](#)).

#### **Analysis and Evaluation**

Merced College aligns with the California Community College Chancellor's Office guidelines for placement in math and English instead of using a direct assessment of prior learning. Placement into ESL coursework is done using a self-assessment questionnaire. A process is in place for students to receive course credit through the CPL process using external examinations or internal faculty review. External discipline experts control the validity and reliability of examinations administered by external agencies.

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

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

Merced College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Assessment of course and program learning outcomes occurs through the Program Review cycle as described in Standard IB5 and IB6. The two-year process leads with the student learning outcomes (SLO) assessment of courses that are mapped to program learning outcomes (PLO) to inform the program review evaluation in the second year of the cycle (2-year cycle). Course and program learning outcomes are established, in the Course Outline of Record (COR) for courses and the Program Outline of Record (POR) for programs, through the curriculum approval process. They are tied to course content, instruction methods, and assessment methods ([2A9-03](#), [2A9-04](#), [2A9-05](#)). The learning outcomes for courses or programs list the skills students can master upon completion. Course SLO are provided on course syllabi, and the SLO assessment data is pulled from required assignments within courses. This ensures that the District is awarding credit for courses, degrees, and certificates based on student attainment of learning outcomes ([2A9-08](#)).

The curriculum approval process, facilitated by the Curriculum Committee, confirms that units of credit awarded are consistent with accepted norms in higher education (ER 6). AP 4020, *Program and Curriculum Development*, states that unit/hour calculations follow Title 5 and the California Community College Chancellor's Office Program and Course Approval Handbook (PCAH) which ensure that credit hours are consistent with norms and equivalencies in higher education ([2A9-07](#), [2A9-06](#)). The District establishes the graduation requirement for degrees and certificates in BP 4100. The requirements specify the minimum GPA and required competencies ([2A9-01](#)). BP 4025 provides the philosophy and criteria for attaining an associate degree ([2A9-02](#)).

### **Analysis and Evaluation**

Merced College has established district policies and administrative procedures that follow state requirements to ensure that credit for courses, degrees, and certificates align with accepted norms and equivalencies in higher education. The internal curriculum review process goes further to ensure that awards are based on student attainment of learning outcomes and that courses, programs, and certificates reflect accepted norms and equivalencies in higher education. The District does not offer any credit clock-hour courses or programs. (ER 10)

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

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

Merced College provides students and prospective students with clearly stated transfer-of-credit policies to facilitate the mobility of students to and from institutions without penalty. BP and AP 4235, *Credit for Prior Learning (CPL)*, outlines for students how District credit can be received through, Advanced Placement (AP) Exams, International Baccalaureate (IB) Exams, District Level Examination Program (CLEP), evaluation of Joint Service Transcripts (JST), assessment of Military Training and Experience, Internal Credit by Examination (ICE), evaluation of industry-recognized credential documentation, and evaluation of student-created portfolios ([2A10-01](#), [2A10-02](#)). Information on the CPL evaluation process is published in the College Catalog ([2A10-03](#)).

The District publishes information in the Catalog on GE requirements for transfer, the University of California Transfer Course Agreements UC TCA), and the Associate Degrees for Transfer to the California State University system ([2A10-04](#), [2A10-05](#), [2A10-11](#)). The UC TCA Catalog information provides a list of courses that transfer to all UC campuses. Merced College offers a list of Associate Degrees for Transfer (ADT) which provide clear pathways for students to a CSU major and baccalaureate degree. The Transfer Center webpage aids students in selecting institutions to transfer to, completing transfer applications, and finding information on how to meet with a transfer counselor ([2A10-06](#)). The District offers workshops through the Transfer Center about the transfer process, obtaining scholarships, and career exploration. To facilitate transfers with other institutions the District Rep Appointments website helps students schedule appointments to meet with university representatives ([2A10-10](#)). The curriculum approval process ensures that all proposed transfer programs and courses are reviewed for appropriateness for transfer in higher education ([2A10-15](#)).

Merced College participates in the Warriors on the Way (WOW) program to facilitate transfer pathways from Merced College to CSU Stanislaus. Merced College students who complete an ADT in a similar major offered at Stanislaus State while also meeting all the university's application deadlines are guaranteed priority admission ([2A10-07](#)). The District has an agreement with UC Merced that facilitates the transfer of Merced College students to the university. The program is called the Merced Promise. The goals of the agreement between Merced College and UC Merced are to streamline transfer from the District to UC Merced, develop curricular maps for clear pathways, provide opportunities for concurrent enrollment, make summer research opportunities available to MC students, provide an increased presence of UC Merced at the District, foster communication to students at the early stages, address affordability, and other administrative collaborations to nurture the partnership between the institutions ([2A10-08](#)).

The District provides students with a Program Pathways Mapper which allows students and prospective students to explore program maps that show a semester-by-semester pathway from program entry to completion ([2A10-13](#)). The program map for Biology is an example of the provided maps ([2A10-14](#)). Program information includes salary, growth, and career

information for the program and maps for transfer to the universities in the CSU system, CSU Stanislaus, CSU Fresno, and UC Merced.

The Course Identification Numbering System (C-ID) is a statewide numbering system that requires curriculum review to ensure alignment, of course, learning outcomes and objectives. The use of C-IDs is one way that the District provides that when accepting transfer credits from other institutions, expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Courses with C-ID numbers are comparable in content and scope to courses offered at other Districts with the same C-ID. The number system helps students determine how courses transfer to and from Merced College to other Districts. The College Catalog lists the Merced College courses with C-ID numbers ([2A10-12](#)).

The Articulation process at the District has an Articulation Officer who submits the proposed transfer curriculum for review to establish the transfer of Merced College courses to public institutions of higher education in California. The Articulation to Transfer website provides students with information on how to use the Assist (Articulation System Stimulating Inter-Institutional Transfer) website to get information about all articulation agreements between MC and California public higher education institutions ([2A10-09](#)). The website also includes information about agreements between Merced College and several private universities, including Fresno Pacific University, National University, and Western Governors University.

### **Analysis and Evaluation**

Merced College has policies, procedures, and guidelines for transfer to and from other institutions of higher education that are communicated to students through the College Catalog and available on the College website. The Curriculum Committee reviews all potential transfer curricula to ensure appropriateness for transfer and alignment of learning outcomes with C-IDs (if applicable). The Articulation Officer maintains articulation agreements that reflect the active transfer curriculum at the District. (ER 10)

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

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

Merced College includes in all its programs Program Learning Outcomes (PLOs) that are appropriate to the program level and aligned with the Institutional Learning Outcomes (ILOs)/General Education Learning Outcomes (GELOs). All associate degree programs require the completion of the general education breadth pattern which is mapped to the ILOs/GELOs established by the District ([2A11-07](#)). The GE Program Review conducted in 2023 was robust and included a variety of data points with data disaggregated for student populations through the mapping of program outcomes to the ILOs. The curriculum review process ensures that the

approval of programs includes a review of the POR and the approval of any courses included in the general education breadth pattern as explained in Standard 2A5. The PLOs for programs are recorded in the Program Outline of Record (POR). The POR for Biology is provided as an example ([2A11-01](#)). The POR for all programs is stored in eLumen and published in the College Catalog ([2A11-02](#)). The assessment of PLOs is conducted by faculty through the program review process ([2A11-03](#)). Program reviews are available publicly on the Program Review Library website ([2A11-04](#)).

The District has established ILOs/GELOs based on the general education requirements required for completing all associate degrees. The assessment of the ILOs/GELOs occurs through mapping general education courses to the ILOs/GELOs and the SLO assessment cycle. The ILOs/GELOs are published in the College Catalog and on the College website ([2A11-05](#), [2A11-06](#)). Merced College has established five ILOs/GELOs that students should attain upon completion of the general education course pattern that reflect communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The five ILOs/GELOs with competencies that are measured through SLO assessment are,

Communication: Use language and non-verbal modes of expression appropriate to the audience and purpose. (GE Breadth Areas A and C)

Computation: Use mathematical skills and various aspects of technology appropriate to the task. (GE Breadth Areas A and B)

Cognition: Use critical thinking skills to analyze, synthesize, and evaluate ideas and information. (GE Breadth Areas A, B and C)

Global and Community Consciousness and Responsibility: Demonstrate understanding of different cultures and knowledge of historical eras and importance of community involvement. (GE Breadth Areas D)

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

The District assesses ILOs/GELOs by mapping course and/or program learning outcomes assessment data. As part of the curriculum development process, each degree or certificate includes a set of program student learning outcomes (PSLOs) that course SLOs (CSLOs) are mapped to in eLumen ([2A11-10](#)). The completed curriculum mapping table illustrates which classes allow the students to demonstrate mastery of the program outcomes needed to earn the degree/certificate. Likewise, course SLOs are also mapped to the ISLOs in eLumen ([2A11-11](#)). The map to ISLOs allows us to look at how students in courses across many disciplines

are demonstrating mastery of the five institutional outcomes (ISLOs). Currently, the results from the mappings of CSLOs to ISLOs are being used to evaluate student success in the General Education program.

### **Analysis and Evaluation**

Merced College ensures through the curriculum approval process that all programs have program-level outcomes and degree programs require the completion of the general education breadth pattern which is mapped to the ILOs/GELOs that reflect measurable attainment of competencies upon completion of a degree program. Mapping of course and program learning outcomes with the ILOs/GELOs occurs institutionally to assess progress on the institutional level outcomes in the five areas that reflect communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

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

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

Merced College requires all of its degree programs to contain a component of general education. The College Catalog outlines the requirements for an associate degree, the general education breadth pattern for associate degrees, CSU-GE Breadth Certification requirements, and IGETC requirements ([2A12-01](#), [2A12-02](#), [2A12-03](#)). BP 4025, *Philosophy and Criteria for Associate Degrees and General Education*, states that the purpose of the associate breadth curriculum is to enable students “to become aware of the broad field of knowledge and skills required to comprehend and confront a rapidly changing world” ([2A12-04](#)). The GE breadth curriculum and requirements for the associate degrees are recommended by the Curriculum Committee (CC) as stated in AP 4025. Recommendations from the CC are forwarded to the Superintendent/President and presented to the BOT for approval ([2A12-05](#)). To be awarded an associate degree, BP 4100 and AP 4100 establish the graduation requirements for degrees and certificates that students must complete to be conferred the award. Students must complete the subject requirements for the program listed in the Program Outline of Record (POR), the general education breadth pattern, and have maintained a degree applicable GPA of 2.9 ([2A12-06](#), [2A12-07](#)).

The District publishes all information about degree and certificate completion in the College Catalog ([2A12-01](#), [2A12-02](#), [2A12-03](#)). The Program Mapper allows students to view all

programs and certificates that the District offers and the pathway for timely completion with a semester-to-semester view that includes the required general education breadth areas ([2A12-09](#)). Courses in the pathway provided by the Program Mapper are color-coded to designate courses in the major, general education courses, and elective courses. The map for the Chemistry program illustrates the color coding and completion pathway for the degree ([2A12-08](#)).

The Curriculum Committee (CC) has been charged with determining the appropriateness of courses for inclusion in the general education breadth curriculum ([2A12-05](#)). The membership of the Curriculum Committee includes faculty from each cohort, the Vice President of Instruction, instructional deans, the Program Review Coordinator, the Articulation Officer, the Matriculation Coordinator, the Non-credit representative, and a student representative ([2A12-12](#)). Faculty submit curriculum for review using eLumen and notify the curriculum chair of their interest to have a course count towards GE breadth pattern. The course goes through the local approval process utilizing eLumen and the completion of the sections of the Course Outline of Record (COR), which moves through Tech Review before the CC review. The COR requires establishing student learning outcomes for all courses ([2A12-13](#)). In Tech Review, all elements of the COR are checked by representatives of each area, for example, discipline expert faculty, deans, the articulation officer, a researcher assigned by the Office of Institutional Effectiveness (OIE), and faculty curriculum specialists. Once the curriculum is reviewed in Tech Review and approved to move forward, it is put on the agenda for review by the CC for final approval for recommendation to the Superintendent/President to be approved by the BOT. The curriculum approval process facilitates discussion about the inclusion of courses in the GE breadth pattern at all stages of the review process to reach a consensus about the appropriateness for meeting the desired breadth outcomes ([2A12-10](#)). Through the curriculum approval process, the District ensures the suitability of each course for inclusion in the general education curriculum, that it is based upon student learning outcomes, and that competencies are appropriate to the degree level.

Merced College determined to use Institutional Learning Outcomes (ILOs) as the General Education Learning Outcomes (GELOs) in 2014. The GELOs include five areas; Communication, Computation, Cognition, Global and Community Consciousness and Responsibility, and Personal Development

The GELOs are used to evaluate the general education program. In the 2023 GE Program Review the student data was disaggregated by student populations. Initially, Merced College was working on a process of choosing a single GELO to evaluate that was mapped to a group of courses. In the next cycle, the assessment of a chosen GELO that aligns with a school of programs, as defined in the District “Schools of” will be used to measure mastery of the GELO. In the chosen school of programs, students’ mastery of the outcomes for the general education pattern will be measured during the next round of instructional program reviews to be

submitted during the 2022-23 academic school year. Additionally, the data will be disaggregated for students and faculty participating in the courses associated with the GE program using the standard datasets provided by the Office of Institutional Effectiveness (OIE).

Merced College uses the Community College Survey of Student Engagement (CCSSE) to collect student impressions about the ISLO's and the GE program outcomes and plans to examine a second set of survey results from the 2022 survey. In the survey, students were asked to answer the question prompts linked to each of the GE Program Learning Outcomes and rank their level of agreement with each statement ([2A12-11](#)).

### **Analysis and Evaluation**

Merced College requires all degree programs to include the general education pattern which consists of courses that have established learning outcomes and have been reviewed by the Curriculum Committee for appropriateness of inclusion in the GE breadth curriculum. The ILOs/GELOs define the learning outcomes for the GE breadth pattern. All information about the requirements for degree awards is included in the College Catalog and information on completion pathways is available on the Program Mapper from the College website.

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

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

Merced College ensures that all degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. BP and AP 4100, *Graduation Requirements for Degrees and Certificates*, established that degrees are composed of 60-semester units in total with a minimum of 18 units in an area of emphasis ([2A13-01](#), [2A13-05](#)). The College Catalog articulates all requirements for degree program completion ([2A13-09](#)).

The District process for identification of specialized courses based on student learning outcomes and competencies in an area of inquiry or interdisciplinary core required for degree attainment is facilitated by the Curriculum Committee through the curriculum approval process. All degree programs are reviewed through the completion or update of the Program Outline of Record (POR) that includes the student learning outcomes and competencies tied to the completion of the identified courses in the area of inquiry or interdisciplinary core ([2A13-09](#)). The courses that make up the program requirements all have SLOs mapped to the program-level SLOs ([2A13-10](#)). The course level SLOs stated on the course outline of record (COR) indicate the level of mastery appropriate for the degree with an included course outline of content that is reviewed by the Curriculum Committee ([2A13-02](#)). The CC requires transfer-level courses to have 2/3 of the course-level SLO verbs be at the critical thinking level. The curriculum approval process is faculty-driven to ensure key theories and practices within the



field of study are represented, as evidenced by the workflow for Career Technical Education (CTE) review, Title 5 review as a California Community College system requirement, review of new courses, and CC processes ([2A13-06](#), [2A13-07](#), [2A13-08](#)). Approval of curriculum aligns with the Program and Course Approval Handbook (PCAH) established by the California Community College Chancellor's Office ([2A13-04](#)).

## **Analysis and Evaluation**

Merced College adheres to the Chancellor's Office guidelines provided in the PCAH for the curriculum approval process. The Curriculum Committee review ensures that all programs are focused on an area of study composed of courses that meet the program-level SLOs identified on POR. The course-level review ensures that course level SLOs are appropriate for the degree level and include relevant content in the area of study.

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

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

Merced College prepares graduates to complete career-technical certificates and degrees to demonstrate technical and professional competencies that meet employment standards and other applicable standards and prepare them for external licensure and certification. A range of Career Technical Education (CTE) certificates and degrees focused on job market preparation and upgrade of skills for incumbent workers are available at the District. CTE programs within the following fields of allied health, public service and nutrition and foods, require standardized exams for external licensure or certification and meet the requirements of their external accrediting commissions.

Licensure pass rates at the District show that recipients of degrees and certificates in CTE programs requiring external licensure and certification are prepared for exams ([2A14-01](#), [2A14-03](#)). An example of licensure preparing students for workforce placement is in the Nutrition program, which provides an entry-level course that prepares students to take a "ServSafe" industry-recognized exam that helps lead students to employment ([2A14-10](#)).

The programs that require external licensure and certification also require the completion of clinical lab hours involving the direct application of theoretical principles and concepts ([2A14-04](#), [2A14-05](#), [2A14-06](#)).

Programs in CTE that require external accreditation demonstrate to the external accrediting agency that they meet standards in the field. For example, the Merced College Automotive program is accredited through the ASE Education Foundation through five steps: an examination of program standards, program self-evaluation, education foundation review, onsite evaluation, and program accreditation through ongoing reviews ([2A14-08](#), [2A14-09](#)).

The external accreditation process ensures that the program meets or exceeds industry standards in curriculum, qualification of staff, and availability of appropriate equipment and facilities.

Each vocational program at the District holds an annual advisory committee meeting that includes professionals in the service area, District faculty, industry partners in active service, and educational partners (K-12, CSUS, and UC systems). Advisory committee meetings provide an open forum for communication between the District faculty and industry partners to discuss the program's status, any changes occurring, and advice from the field ([2A14-07](#), [2A14-02](#)). Industry partners provide essential input on industry standards, professional competencies, and work readiness and may recommend curriculum changes and/or the need for improved classroom equipment or software. Faculty use industry feedback to align curriculum with industry needs.

### **Analysis and Evaluation**

Merced College demonstrates the preparedness of CTE students for licensure exams through external accreditation of programs and pass rates for external exams and demonstration of competencies in the field. Advisory committee meetings provide a mechanism for feedback from professionals in the industries served by the District.

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

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

Merced College ensures that when programs are eliminated, or program requirements are significantly changed, the District makes appropriate arrangements for enrolled students to complete their education promptly with minimal disruption. The program discontinuation process described in AP 4021 describes the process for evaluation of a program for discontinuance ([2A15-01](#)). As part of the process, the Program Investigation Committee report addresses what happens to students when programs are discontinued to provide for completion of the program promptly ([2A15-04](#)). The Program Investigation Outcome for Drafting demonstrates how the committee recommendation is made through the MC Academic Senate ([2A15-06](#)). The Instructional Master Planning Committee is involved with program creation, modification, and discontinuance by forwarding the recommendation from the MC Academic Senate to Superintendent/President for approval by the BOT ([2A15-05](#)). The Vice President of Instruction co-chairs the Program Investigation Committees, and recommendations are shared at IMPC ([2A15-07](#)). The District has utilized the process to discontinue or make significant changes to various programs. Additional examples of the outcomes of terminating or changing programs include the reports for Mechanical Drafting, Architectural Drafting, and Physical Education ([2A15-02](#), [2A15-03](#), [2A15-04](#)).

## Analysis and Evaluation

Merced College follows the established administrative procedure program discontinuance to ensure that arrangements are made for students when their chosen program of study has been recommended for discontinuation or significant changes. The evaluation of programs is a faculty lead process and the outcomes of the process address the arrangements that need to be made to ensure that enrolled students can complete requirements promptly with minimal disruption.

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

### Evidence of Meeting the Standard

Merced College regularly evaluates and improves the quality and currency of all instructional programs offered by the institution. All programs, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location undergo program review in a two-year cycle so that programs are assessed at a minimum at least once in two years. Program courses are assessed in the first year of the cycle to inform the program review, which occurs in the second year of the cycle, as was discussed in Standard IB2. The Academic Senate passed resolution 05-21, establishing the two-year cycle in the Spring semester of 2021 ([2A16-01](#)).

The program reviews for Automotive Technology, a CTE program, and Child Development, a program at the collegiate level, have been provided to demonstrate the process and how the cycle is focused on the continuous improvement of programs and courses ([2A16-02](#), [2A16-03](#)). Non-credit programs, which include pre-collegiate courses, community education programs, and continuing education programs, also undergo the same program review cycle. The Non-Credit Program Review has been included as evidence ([2A16-04](#)). The program review documents show how the evaluation of programs leads to planning goals that target program improvements. The resource allocation process is also tied into the program review process to ensure that resources are allocated to support planning goals within programs.

## Analysis and Evaluation

Merced College regularly evaluates all instructional programs to ensure quality and currency through the program review process. The evaluation of programs uses student learning outcomes data along with institutional-level data to implement planning goals for improving student learning and achievement.

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

Merced College offers a wide selection of certificate and degree programs that align with the mission to grow “our community through education and workforce training.” Consistent with our commitment to equity, the District provides courses and programs which include a component of general education in a variety of modalities, dual enrollment opportunities to feeder high schools, and pathways leading to local and external certificates, licenses, and degrees. To maintain the academic and professional quality and standards of instructional programs, the District has curriculum and program review processes including regular Title 5 review, 2-year CTE review, and an articulation process. Degree requirements listed in the College Catalog include a component of general education that encourages students to develop a wide breadth of knowledge and inquiry skills associated with higher education. A defined cycle for assessment of learning outcomes at the course, program, and institutional levels is used to identify and implement plans for improvement as part of the program review process. As part of our commitment to transparency, the curriculum and Program review reports are made available to the public on the College website.

### Improvement Plan(s)

None.

### Evidence List

Standard 2A	
Description	Name/Link
Merced College Mission statement	<a href="#">2A1-01 MC Mission Values</a>
List of degrees and certificates from 2021-2022 catalog	<a href="#">2A1-02 MC Catalog21-22</a>
Biology AS-T PLO's	<a href="#">2A1-03 BiologyAST PLO</a>
BIOL-04A CLO's from eLumen	<a href="#">2A1-04 BIOL-04A CLOs</a>
Board Policy 4020	<a href="#">2A1-05 BP4020</a>
Administrative Procedure 4020	<a href="#">2A1-06 AP4020</a>
Administrative Procedure 4021	<a href="#">2A1-07 AP4021</a>
Curriculum Committee Agenda April 7, 2022 - course approval	<a href="#">2A1-08 CC Agenda4-7-22</a>
Board of Trustees Agenda March 8, 2022 - curriculum approvals	<a href="#">2A1-09 BOTAgenda3-8-22</a>
Chemistry AS-T Program from 2021-2022 catalog	<a href="#">2A1-10 ChemAS-TProgram21-22</a>
19-20 Chemistry IPR	<a href="#">2A1-11 ChemistryIPR</a>
PROAC Meeting Minutes October 22, 2021	<a href="#">2A1-12 PROACMins10-22-21</a>
2020-2021 Resource Allocation SIE funding	<a href="#">2A1-13 20-21 RA SIE Funding</a>
MC Relaunch webpage	<a href="#">2A1-14 MC Relaunch Web</a>
MATH-04A COR DE addendum	<a href="#">2A1-15 MATH-04A COR DE</a>
Los Banos webpage listing associate degrees, associate degrees for transfer and certificates that can be obtained on their campus	<a href="#">2A1-16 LB Degrees Web</a>

Business Resource Center webpage listing programs and services	<a href="#">2A1-17 BRC Programs Web</a>
Evaluation Performance Observation for Distance Education Faculty	<a href="#">2A1-18 Eval DE Faculty</a>
College Catalog 2022-2023	<a href="#">2A1-19 22-23CatalogPg49</a>
Merced College CSU Baccalaureate Level Course List	<a href="#">2A1-20 CSU BA CourseList</a>
Merced College Transfer Center	<a href="#">2A1-21 Transfer Center Web</a>
Merced College Program Mapper	<a href="#">2A1-22 MC Program Map Web</a>
Merced College Awards 2021-2022	<a href="#">2A1-23 MC Awards21-22</a>
Program Review Library	<a href="#">2A1-24 PR Library Web</a>
Rising Scholars Program	<a href="#">2A1-25 RisingScholars Web</a>
C-ID Status as of October 12, 2022	<a href="#">2A1-26 C-ID Status10-12-22</a>
UC Transfer Pathways	<a href="#">2A1-27 UC TransferPath</a>
C-ID Website	<a href="#">2A1-28 C-ID Web</a>
Academic Senate Resolution 05-21	<a href="#">2A2-01 AS Resolution05-21</a>
Instructional Program Review Template	<a href="#">2A2-02 Instruction PR Temp</a>
Automotive Program review	<a href="#">2A2-03 Automotive PR</a>
Goals and objectives link to planning goals 2018-2019	<a href="#">2A2-04 Planning Goals Link</a>
Documentation of dialogue in program review 2018-2019	<a href="#">2A2-05 Dialogue PR</a>
Curriculum Committee Agenda April 7, 2022	<a href="#">2A2-06 CCAgenda4-7-22</a>
CPSC IPR data sets	<a href="#">2A2-07 CPSC IPR datasets</a>
DRAM01 Course Outline of Record	<a href="#">2A2-08 DRAM01 COR</a>
Program Outline of Record for General Business AA	<a href="#">2A2-09 GeneralBusinessAA POR</a>
Excellence in Teaching Certification Series	<a href="#">2A2-10 ExcellenceTeachCert</a>
Distance Education Addendum for ASTR01	<a href="#">2A2-11 DE Addendum ASTR01</a>
AP 4020	<a href="#">2A2-12 AP4020</a>
PROAC Webpage	<a href="#">2A2-13 PROAC Web</a>
MCFA MOU Distance Education Faculty Eligibility 2021-22	<a href="#">2A2-14 MCFA MOU DE2021-22</a>
Senate Resolution 05-21	<a href="#">2A3-01 AS Resolution05-21</a>
Master Assessment Schedule	<a href="#">2A3-02 MasterAssessSchedule</a>
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Cloud Computing AS Program proposal	<a href="#">2A3-07 ASProgramProposal</a>
Course SLO's mapped to PLO's in eLumen	<a href="#">2A3-08 SLO Mapping</a>
General Business AA POR	<a href="#">2A3-09 General Business POR</a>
Local Curriculum Review Approval	<a href="#">2A3-10 Curriculum Review</a>
SLO Master Schedule	<a href="#">2A3-11 SLO MasterSchedule</a>
English Pathway: 2022-23 MC Catalog (pg. 62)	<a href="#">2A4-01 ENGL Pathway</a>

Math Pathway: 2022-23 MC Catalog (pg. 64-65)	<a href="#">2A4-02 MATH Pathway</a>
ESL Pathway: MC Catalog (pg. 62)	<a href="#">2A4-03 ESL Pathway</a>
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Math Certificate of Competency webpage	<a href="#">2A4-05 MathCert Web</a>
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Administrative Procedure 4100	<a href="#">2A5-01 AP4100</a>
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Administrative Procedure 4025	<a href="#">2A5-03 AP4025</a>
Administrative Procedure 4050	<a href="#">2A5-04 AP4050</a>
Program Mapper webpage	<a href="#">2A5-05 ProgramMapper Web</a>
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CLDV COR	<a href="#">2A6-09 CLDV COR</a>
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IE metrics of success rates by race/ethnicity	<a href="#">2A7-08 SuccessRaceEthn</a>
IE metrics of completion rates by race/ethnicity	<a href="#">2A7-09 CompletionRaceEthn</a>
IE Metrics of credits earned by race/ethnicity and gender	<a href="#">2A7-10 CreditsRaceEthn</a>
Spring 2022 FLEX Schedule	<a href="#">2A7-11 Sp22 FLEX Schedule</a>
Excellence in Online Teaching Certification Series	<a href="#">2A7-12 ExcellenceOnlineCert</a>

Chemistry 2A online course syllabus	<a href="#">2A7-13 CHEM-02A Syllabus</a>
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Programs and resources for students	<a href="#">2A7-15 ProgramsResources Web</a>
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Weekly PD Flyer Week 8 Fall 2022	<a href="#">2A7-26 PD Flyer Wk8 22F</a>
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AB 705 Placement Data Website	<a href="#">2A8-02 AB705Placement Web</a>
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BP 4100 Graduation Requirements for Degrees and Certificates	<a href="#">2A9-01 BP4100</a>
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Computer Science AST Program Outline of Record	<a href="#">2A9-03 CompSci POR</a>
Animal Science Degrees PLO's from catalog	<a href="#">2A9-04 AnimalSci PLO</a>
ECON 01 Course Outline of Record	<a href="#">2A9-05 ECON01 COR</a>
AP 4020	<a href="#">2A9-06 AP4020</a>
Program Course Approved Handbook (PCAH)	<a href="#">2A9-07 PCAH</a>
Canvas Syllabus for BIOL 01	<a href="#">2A9-08 Syllabus BIOL-01</a>
Board Policy 4235 Credit for Prior Learning	<a href="#">2A10-01 BP4235</a>
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Biology Program Mapper	<a href="#">2A10-14_BiologyProgramMap</a>
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Biology Program Outline of Record	<a href="#">2A11-01_Biology_POR</a>
Biology Program MC Catalog (pg. 103)	<a href="#">2A11-02_BiologyCatalogPg103</a>
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AP 4025 Philosophy and Criteria for Associate Degrees and General Education	<a href="#">2A12-05_AP4025</a>
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AP 4100 Graduation Requirements for Degrees and Certificates	<a href="#">2A12-07_AP4100</a>
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Automotive Technology Program Review	<a href="#">2A16-02_AutoTech_PR</a>
Child Development Program Review	<a href="#">2A16-03_ChildDev_PR</a>
Noncredit Program Review	<a href="#">2A16-04_Noncredit_PR</a>

## B. Library and Learning Support Services

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

### Evidence of Meeting the Standard

Merced College supports student learning and achievement by providing library, and other learning support services to students and personnel responsible for student learning and

support. Learning support services provided by the District include a library collection, tutoring services both in person and online through the Student Success and Tutorial Center (SSTC), embedded tutoring, student success workshops, computer lab services, access to learning technology, and ongoing instruction for users of library and learning support services. All services are advertised on the College website and through regular advertisements on the student portal. Library services are posted in the College Catalog ([2B1-18](#)). (ER 17)

The District has established its commitment to offering library and instructional support services in BP and AP 4040 ([2B1-33](#), [2B1-34](#)). The Downey Learning Resource Center (LRC) houses library services, the Student Success and Tutorial Center, Study Central where student workshops take place, the Student Help Desk for technology support, and IT services ([2B1-23](#)). The remodel of the LRC to house a collection of instructional support services in one location took place over the summer of 2021. An open house event was held to bring students and the District community to see the changes and services available in the building ([2B1-24](#)). In addition to the services previously listed, the Downey LRC provides students with access to computers, printing capability, scanning technology, adaptive learning technology, textbooks, laptops, calculators, study rooms, and hybrid drop-in workshops ([2B1-20](#), [2B1-36](#), [2B1-23](#), [2B1-24](#)).

The MC Library faculty are guided by the Academic Senate for California Community Colleges Position Paper on the role of the library faculty that identifies specific activities of library faculty that significantly contribute to student success ([2B1-29](#)). Research instruction support is provided through the Research Help Desk which is staffed during the open hours of the library and through research request forms for our incarcerated students ([2B1-15](#), [2B1-16](#), [2B1-17](#)). Library Chat/SMS support is available through LibChat services on the library website for students seeking remote support. The same services are available in person and by library chat at the Los Banos campus for students in that service area ([2B1-19](#), [2B1-20](#)). In fall 2022, a 24/7 library chat service was implemented through a contract with SpringShare LibAnswers ([2B1-47](#)). The librarians provide research instruction for students through scheduled sessions in the library ([2B1-21](#), [2B1-37](#)). Resources for students and faculty include LibGuides to support District curriculum. The LibGuides include Course Guides, Topic Guides which include current events as well as guides that support Diversity, Equity and Inclusion, How do I?...for Students, How do I?...for Faculty, and an exhibits and events guide ([2B1-22](#)). Workshops are held by the library faculty on topics that provide instructional support ([2B1-36](#)).

The library provides electronic and print resources to support instruction in all modalities. The collection and resources available to students and the District community include, 49,196 Titles (a single encyclopedia may be 6 volumes but be one title), 62,854 Volumes (number of actual physical books), 63 print subscriptions, 77 databases, 1089 DVD's (physical media).

The collection development process is managed by the library faculty to be responsive to the

instructional needs of the faculty and students ([2B1-18](#), [2B1-25](#), [2B1-26](#), [2B1-27](#)). The library faculty monitor usage and ensure the collection supports instructional needs through the weeding process and instructional resource purchasing process ([2B1-28](#), [2B1-30](#), [2B1-31](#)). Every Canvas shell has a library link, and many databases can be integrated directly into Canvas shells by instructors like Films on Demand and Alexander Street Video ([2B1-04](#), [2B1-05](#)). Furthermore, the Canvas shells offer a link to the SSTC online tutoring that can be accessed during business hours and Smarthinking for 24/7 online tutoring services for after-hours support ([2B1-04](#), [2B1-11](#)).

The District makes available to students through their Canvas account access to Office365, the library, and Google Drive ([2B1-10](#)). The access is web based so the students can access their documents from any location.

The Student Success Program (SSP) provides various services and resources to support student learning such as faculty and peer tutoring in-person and online through the SSTC, hybrid workshops at both campuses, embedded tutoring for selected English and math courses, and student success workshops in-person at both campuses ([2B1-09](#), [2B1-13](#), [2B1-14](#), [2B1-50](#), [2B1-51](#)). The SSP also offers class presentations campus-wide during the first week of classes and throughout the semester, along with training for tutors and SSTC faculty before each term to guide them in supporting students. Library faculty are included in the training to ensure that SSTC tutors and faculty know about the research support provided by the library faculty at the reference desk ([2B1-06](#), [2B1-07](#)). The SSP provides FLEX activities to faculty, including information on the benefits of tutoring and student success workshops, and creates activities to promote all the services available at the Downy LRC ([2B1-32](#), [2B1-08](#), [2B1-49](#), [2B1-48](#)). An example of resources provided to faculty is the Downey LRC Scavenger Hunt activity, which familiarizes students and faculty with services offered at the LRC ([2B1-48](#)). All SSP services are listed in the College Catalog, advertised on the MC website and social media pages, and promoted on the tutoring Canvas course shell, which is added to all students' Canvas dashboard each semester ([2B1-01](#), [2B1-02](#), [2B1-09](#), [2B1-12](#)).

The District ensures that services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education through program review and student needs surveys ([2B1-38](#), [2B1-39](#), [2B1-41](#), [2B1-46](#)). The library and the Student Success Program monitors usage of resources to be responsive to the instructional support needs of students ([2B1-35](#)). The program review process provides an opportunity for evaluation of instructional support services that are completed for both the MC Library and for the Student Success Program ([2B1-37](#), [2B1-40](#), [2B1-44](#)). In addition to program review, usage reports are provided to the Student Success Committee to obtain input from faculty, students, and administration on areas of improvement and recommendations for aligning learning support services with student needs ([2B1-41](#), [2B1-42](#), [2B1-43](#), [2B1-45](#)).

## Analysis and Evaluation

Merced College supports student learning and achievement by providing library and learning support services with sufficient quantity and variety to meet the needs of students regardless of location or means of delivery. The District evaluates the services provided to ensure that library and learning support services are aligned with identified instructional needs in support of student success. (ER 17)

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

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

Merced College selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission by relying on the appropriate expertise of faculty, including librarians, SSTC faculty and other learning support services professionals. The resource allocation process reflects the resources requested in the program review process in support of planning goals within programs and relies on the expertise of faculty and staff to identify materials, including software and technology, needed to support student learning ([2B2-06](#), [2B2-10](#)). The resources allocation process is conducted in the master planning committees to make recommendations for the ranking of requests from each area of the District, the Instructional Master Planning Committee rankings are provided here as an example ([2B2-02](#), [2B2-03](#)). The library, Student Success Program, and IT engage in program review along with all instructional programs to ensure the institution selects and maintains appropriate education equipment and materials ([2B2-08](#), [2B2-21](#), [2B2-34](#)).

Recently the District completed the remodel of the Learning Resource Center (LRC) and renamed the building as the Downey Learning Resource Center. The remodel was designed to meet the recommendations of the LRC Taskforce that brought together faculty that included library faculty, staff, students, and administrators that reviewed the Gensler report for library space usage and made recommendations for space utilization to provide students with more services in one location and to optimize the functionality of the building ([2B2-24](#), [2B2-25](#), [2B2-26](#)). The recommendations of the taskforce led to the incorporation of the Student Success and Tutorial Center (SSTC), Study Central, and the Student Help Desk services into the Downey LRC. As part of the remodel furniture and technology were brought in to provide a mix of study environments for students, from quiet solo study pods to collaborative group study environments to charging towers throughout both floors. The LRC Taskforce and planning for the subsequent remodel was shared with the campus community at various committees and meetings for input ([2B2-27](#), [2B2-28](#)). The Remodel took place during the spring and summer of 2021 with the LRC open for students on the first day of the Fall 2021 semester. An open house event was held in October of 2021 with a new exterior sign unveiling the new name at the State of the District Address ([2B2-22](#), [2B2-23](#)).

The District relies on the library faculty to maintain the library collection and provide input on the equipment and materials available through library services in alignment with the goals and priorities of the Institution. The selection of materials in the library collection both in print or electronically is chosen to support instruction and students through alignment with the District curriculum ([2B2-01](#), [2B2-09](#)). The library faculty, to ensure currency and appropriateness of materials provided by the library, have processes for ordering book/print materials, textbooks to be placed on reserve, reviewing eBook and other electronic resources, and a procedure for removing books from the collection through the weeding process ([2B2-11](#), [2B2-12](#), [2B2-13](#)). The library faculty meet regularly to discuss items up for consideration for purchase or removal and to evaluate usage of electronic resources and subscriptions ([2B2-29](#)). The maintenance of the library catalog, LibGuides, and databases to ensure that all resources are searchable, accessible, and relevant for supporting instruction is managed by the library faculty and staff ([2B2-09](#), [2B2-14](#)). Cell-phone chargers, headphones, dry erase markers for use in study rooms, and charging battery packs are all available through library and SSTC services.

The Downey LRC has computer lab spaces on both floors of the building available to students. Students have print and scanning technology on both floors ([2B2-14](#), [2B2-15](#), [2B2-20](#)). The SSTC has laptops, a, calculators, and charges available for student use and tablets are available at the library services desk ([2B2-16](#)). Information on available resources is shared in the Student Success Committee to ensure that the District community is aware of the resources available to students and faculty ([2B2-18](#), [2B2-19](#)). Study rooms are available to students with screens and projection equipment to aid users with collaboration using their laptops or tablets ([2B2-16](#)).

The computers available in the lab spaces in the Downey LRC are maintained and replaced by ITS ([2B2-04](#), [2B2-20](#), [2B2-06](#)). Maintenance of technology resources through ITS has been established through the Technology Master Plan with life cycle funding ([2B2-31](#)). Requests for software to be added to computers for student use are submitted by faculty through a request form that is processed by ITS ([2B2-17](#)). Software is available to students through Canvas that is web based to provide students with access using any computer ([2B2-30](#)). The District is working on developing a process for faculty to request technology resources through the Online Educational Technology Planning Committee (OETPC). The OETPC membership includes faculty, a DSPS representative, administrators, staff, representatives from distance education, and representative from ITS ([2B2-04](#)). A form that will be used for requesting technology resources was drafted in spring 2022 with implementation planned for the 2022-2023 academic year ([2B2-32](#), [2B2-05](#)). The OETPC will recommend adoption of appropriate technology that meets student and instructional needs aligned with the mission of the District that would enter the resource allocation process.

The library faculty and staff work with the Disabled Students Program & Services (DSP&S) office to provide assistive educational resources for students ([2B2-07](#)). A room on the first

floor of the library provides multiple computers that have software maintained by staff in the DSP&S program to support student learning needs. The director of SSP also collaborates with DSP&S to provide specialized training for the SSTC faculty and tutors and provides extra tutoring time and resources to support students. The Technology Master Plan has as its priority one the accessibility and purchasing of accessible technology ([2B2-06](#)). The Accessibility Taskforce has implemented strategies across the District to ensure that 508 compliance is considered when selecting educational materials and equipment ([2B2-33](#)).

### **Analysis and Evaluation**

Merced College has processes in place to select and maintain educational materials and equipment with input from appropriate faculty expertise that supports student learning and enhances the achievement of its mission. The District ensures that where equipment and materials are acquired for the library, the expertise of the library faculty is used to inform selections.

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

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

Merced College evaluates the library, Student Success Program, and other learning support services through program review and student surveys to assure their adequacy in meeting identified student needs. The program review process relies on evaluation of program learning outcomes as well as other program metrics to set planning goals and request resources to support completion of identified goals (Standard). The two-year cycle ensures that all programs are evaluated at least once in a two-year period with the first of the cycle focused on assessment the learning outcomes of the program. The library and Student Success Program (SSP) utilize program review and usage data for services provided to inform the planning goals and improvement of services. In addition to program review, the District conducts student surveys to identify and meet student needs. Internally developed surveys are used along with the Survey of Student Engagement to gather information from students on their needs and experiences.

The evaluation through program review ensures that evaluation of services includes evidence of their contribution to the attainment of student learning outcomes ([2B3-13](#)). The program reviews for the library and Student Success Program have been included to demonstrate the outcomes of the process ([2B3-12](#), [2B3-14](#)). Improvement plans are implemented based on the analysis of program review data. In the 2019-20 program review, laptops for the instruction room, stable funding for books, and funding for database subscriptions were requested. The remodel of the LRC took place in the summer of 2021, upon the completion of the remodel 60 laptops were purchased, enhanced database and eBook funding was provided through

allocation of funds through the 2020-21 one-time funding requests and instructional supply funds. ([2B3-19](#))

The District uses student surveys to gather data on the student experience to inform planning. A student experience survey was conducted among students and gathered 324 responses from participants across segments of the District to provide data for the development of the Facilities Master Plan (FMP) ([2B3-01](#)). Students were asked questions about the spaces on campus, including the library, and their level of satisfaction with the available spaces and services. The library was listed as one of the preferred spaces on campus by students. The survey gathered satisfaction levels with services at the District and took input on priorities for students that was used to inform planning for spaces at the District ([2B3-01](#), [2B3-02](#), [2B3-03](#)). The OIE is planning a student needs survey that will gather input on the library, campus dining, and other services in the 2022-2023 academic year ([2B3-11](#)).

For many years, the Student Success Committee has been engaged in discussions about the possibility of consolidating all academic support services into a single centralized location, thereby creating a one-stop-shop for students. The LRC Taskforce reviewed the Gensler report for the space usage of the library and made recommendations for space utilization within the library to offer students more services in one location ([2B3-04](#)). The recommendations led to the changes that were made to the Downey LRC which brought together library services, Student Success and Tutorial Center (SSTC), Study Central, and the Student Help Desk ([2B3-05](#), [2B3-06](#)). The SSTC incorporated the Math Lab and Writing Center.

The Office of Institutional Effectiveness (OIE) provides usage data for services provided by the SSP at the Student Success Committee (SSC) ([2B3-07](#), [2B3-08](#), [2B3-17](#), [2B3-20](#)). Membership on the SSC includes library faculty, other discipline faculty, administrators, staff, and a student representative. The SSC recommends strategies that can be used to increase student usage of support services, one such recommendation was the Downey LRC Scavenger Hunt to draw students into the remodeled space ([2B3-09](#), [2B3-10](#)). The input of the SSC was used to develop a video for advertising all the services available at the Downey LRC ([2B3-21](#)). The library faculty has representation on the SSC and presents data on Research Help Desk interactions ([2B3-15](#), [2B3-16](#), [2B3-18](#)).

### **Analysis and Evaluation**

Merced College evaluates the library and other learning support services through program review, student surveys, and usage data to assure their adequacy in meeting identified student needs. The program review process feeds into the resource allocation process every year to support planning goals for improving student learning and achievement. The resource allocation process is used to fund improvements that are centered around program evaluation.

#### **4. When the institution relies on or collaborates with other institutions or other sources for library**

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

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

Merced College ensures that where the District relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist. BP and AP 6340, *Bids and Contracts*, provides a process for documenting and establishing contracts for services ([2B4-10](#), [2B4-11](#)). The agreements established must stipulate the responsibilities of each party in the agreement. The agreements that the District has established for library or other learning support services include Smarthinking online tutoring and library chat through SpringShare ([2B4-21](#)).

The District evaluates the adequacy of resources for library or other learning support services to ensure they are meeting their intended purposes, are easily accessible and utilized. The evaluation of Smarthinking occurs through the program review for the Student Success Program (SSP) and usage data that is provided by OIE and reviewed in the Student Success Committee as previously discussed in Standard II.B.3 ([2B4-17](#)). Data for Smarthinking usage is regularly reviewed to ensure the service meets student needs ([2B4-14](#), [2B4-15](#), [2B4-16](#)). The introduction of the 24/7 chat availability through SpringShare occurred through monitoring the data on the usage of library chat services. The library faculty noticed that they were receiving questions after hours that would not be answered until the following morning at 8am, the faculty saw this trend increase with the increase of online education. Available services through SpringShare and others were investigated and the SpringShare services met the identified student needs. The services will be monitored through program review and usage data like the other instructional support services. Usage data for LTI (Learning Tools Interoperability) and other educational technology is monitored by the Dean of Innovation who oversees distance education and the library. Data on usage of LTI like Gradescope, an assignment grading system, is shared at the Online Educational Technology Planning Committee to make recommendations on continuing with services ([2B4-01](#), [2B4-13](#)). The District addresses the accessibility of technology resources used to support instruction through BP and AP 3725, *Information and Communications Technology Accessibility & Acceptable Use* ([2B4-08](#), [2B4-09](#)). The accessibility task force is working through the Accessibility Framework to implement necessary procedures within the institution to develop accessibility review into institutional processes ([2B4-18](#)). Objectives have been established by the District to align with the Accessibility Framework with related tasks that would accomplish those objectives identified and assigned to responsible parties and timelines for completion. One such task was the development of an Accessibility Meeting Protocol for electronic meetings and an accessibility barrier reporting Laserfiche form with appropriate routing to responsible parties within the



institution ([2B4-19](#), [2B4-20](#)).

Merced College takes responsibility for and assures the security, maintenance and reliability of services provided either directly or through contractual arrangement. The District has established BP and AP 3723, *Information Security and Privacy*, that addresses how the institution addresses the security and privacy of network data for students, faculty, staff, and the district ([2B4-06](#), [2B4-07](#)). The *Acceptable Use Policy*, BP 3720, and AP 3720, provide policy and procedures that students, faculty, and staff follow in the use of district technology ([2B4-02](#), [2B4-03](#)). The maintenance of technology is important in ensuring that services provided directly through the institution or through contractual arrangement are supported. Computer technology maintenance is addressed in BP and AP 3721 ([2B4-04](#), [2B4-05](#)). The District goes further to ensure that reliable technology and adequate capability is available to support all aspects of its use within the institution through the Technology Master Plan (TMP) 2019-2021 ([2B4-12](#)). In the “Vision for Technology” statement, the TMP lays out the importance of technology to the District,

“Empowering educational experiences” are central to Merced College’s vision and are provided most effectively with the support of technology. In today’s world, technology is critical to both access and the success of each student at Merced College.

The institutional planning for technology addresses the security, maintenance and reliability of services that use technology to support their availability.

### **Analysis and Evaluation**

Merced College has established external partnerships to provide students with instructional support to improve student learning and achievement. The District has established policies and procedures to ensure that library and learning support services are established with formal agreements and processes are in place to evaluate such services to monitor their ongoing effectiveness. The program review and institutional monitoring of usage evaluates the services that are utilized and ensures they meet student needs. Policies and procedures are in place to provide for the security, maintenance, and reliability of the services provided that depend on technology.

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

The Merced College Learning Resource Center provides curriculum-related resources and an academic environment that supports student learning and success. The Downey Learning Resource Center includes Library, the Student Success and Tutorial Program, Study Central, and the Student Help Desk. The District provides library and instructional support services to support student learning and achievement. Evaluation of the library and learning support services occurs through program review, the review of usage data, and student needs surveys.

The program review process feeds into the resource allocation process to maintain alignment between student needs and support programs.

Processes are used to ensure that selection and maintenance of educational equipment and instructional support services relies on the expertise of faculty. Library faculty have internal processes for selecting resources in the library collection and for maintaining the currency, depth, and variety of the collection.

The District has established policies and procedures that dictate the use of formal agreements and guidelines for the use of external partnerships to provide instructional support for students. The externally provided services are monitored through program review, student usage data, and student surveys to monitor ongoing effectiveness.

Merced College meets the standard.

**Improvement Plan(s)**

None.

**Evidence List**

<b>Standard 2B Evidence</b>	
<b>Description</b>	<b>Name/Link</b>
Student Success and Tutorial Center Webpage	<a href="#">2B1-01_SSTC_Web</a>
New Student Success Video	<a href="#">2B1-02_NewStudentSuccessVid</a>
Student Success and Tutorial Center Workshops	<a href="#">2B1-03_SSTC_Workshops</a>
Canvas Links Student Success and Tutorial Center & Library	<a href="#">2B1-04_CanvasLinksSSTCLib</a>
Screenshot of Films on Demand and Alexander Street Video Canvas LTI	<a href="#">2B1-05_FilmsOnDemand</a>
Student Success and Tutorial Center Tutor/Faculty Training	<a href="#">2B1-06_SSTC_TutorFacultyTrn</a>
Student Success and Tutorial Center Tutor Handbook	<a href="#">2B1-07_SSTC_Tutor_Handbook</a>
Student Success and Tutorial Center Syllabus Information	<a href="#">2B1-08_SSTC_SyllabusInfo</a>
Student Success and Tutorial Center Catalog Information	<a href="#">2B1-09_SSTC_CatalogInfo</a>
Canvas instructional support links	<a href="#">2B1-10_CanvasInsSupportLinks</a>
Smarthinking Usage and Data Report F21	<a href="#">2B1-11_SmarthinkingReportF21</a>
Student Success Post Social Media	<a href="#">2B1-12_SSP_SocialMedia</a>
Student Success and Tutorial Center Math and	<a href="#">2B1-13_SSTC_TutorSchedules</a>

Science Tutor Schedules	
Student Success and Tutorial Center Meet Our Tutors Flier	<a href="#">2B1-14 SSTC TutorFlyer</a>
Rising Scholars Library Research Request Form	<a href="#">2B1-15 RS ResearchReqForm</a>
Rising Scholars Book Lending Policy	<a href="#">2B1-16 RS BookLendPolicy</a>
Rising Scholars Book Lending Form	<a href="#">2B1-17 RS BookLendPolicyForm</a>
Catalog Page Library	<a href="#">2B1-18 MC CatalogPg32</a>
Library Website	<a href="#">2B1-19 Library Web</a>
How do I webpage for Students	<a href="#">2B1-20 HowDoI Web</a>
Library Instruction Information	<a href="#">2B1-21 LibInstructionInfo</a>
Library Course Guides	<a href="#">2B1-22 LibCourseGuides</a>
Downey Learning Resource Center Services	<a href="#">2B1-23 DowneyLRCSvcs</a>
Downey Learning Resource Center Open House	<a href="#">2B1-24 DowneyLRCOpenHouse</a>
Library Electronic Resources	<a href="#">2B1-25 LibraryElectResource</a>
Library Print Periodicals	<a href="#">2B1-26 LibraryPrintPeriod</a>
Library Databases	<a href="#">2B1-27 LibraryDatabases</a>
Library Weeding Process	<a href="#">2B1-28 LibraryWeedingProcess</a>
Role of Library Faculty Academic Senate for California Community Colleges	<a href="#">2B1-29 LibFacultyRoleASCCC</a>
LRC Internal Procedures Manual	<a href="#">2B1-30 LRCInteralProcedures</a>
Library Book Ordering Procedure	<a href="#">2B1-31 LibBookOrderProcedure</a>
FLEX Flier S2022	<a href="#">2B1-32 FlexFlier S22</a>
BP 4040 Library & Other Instructional Support	<a href="#">2B1-33 BP4040</a>
AP 4040 Library & Other Instructional Support	<a href="#">2B1-34 AP4040</a>
Overview of Library Statistics	<a href="#">2B1-35 OverviewLibraryStats</a>
Library Workshop Schedule	<a href="#">2B1-36 LibraryWorkshopSched</a>
Library Instruction and Services Program Review	<a href="#">2B1-37 Library PR</a>
Student Needs Survey	<a href="#">2B1-38 StudentNeedsSurvey</a>
Student Forum Flyer	<a href="#">2B1-39 StudentForumFlyer</a>
SAO/SLO Surveys	<a href="#">2B1-40 SAO SLO Surveys</a>
2018-2021 Academic Support Services Institutional Data Reports	<a href="#">2B1-41 18-21AcademicSupport</a>
Attrition Surveys	<a href="#">2B1-42 AttritionSurveys</a>
Workshop Surveys & Usage Reports	<a href="#">2B1-43 WorkshopSurveys</a>
Student Success and Tutorial Center Program Reviews	<a href="#">2B1-44 SSTC PR</a>
2020-2021 Student Success Committee Minutes	<a href="#">2B1-45 StudentSuccessMins</a>
2015-2021 Grad Survey Results	<a href="#">2B1-46 15-21GradSurvey</a>
24/7 Chat SpringShare contract	<a href="#">2B1-47 24-7ChatSpringShare</a>

Downey LRC Scavenger Hunt	<a href="#">2B1-48_LRCScavengerHunt</a>
Spring 2022 Student Success Symposium	<a href="#">2B1-49_StuSuccessSymposium</a>
Los Banos Student Success Center	<a href="#">2B1-50_LB_SSC</a>
Los Banos Workshop Flyer	<a href="#">2B1-51_LB_Workshop_Flyer</a>
Requesting Book Purchases	<a href="#">2B2-01_RequestBookPurchases</a>
Instructional Master Planning Committee Resource Allocation Spreadsheet 2021	<a href="#">2B2-02_IMPC_RA_2021</a>
Instructional Master Planning Committee Agenda May 10, 2021	<a href="#">2B2-03_IMPC_Agenda5-10-2</a>
Online Educational Technology Planning Committee Handbook May 2021	<a href="#">2B2-04_OETPC_Handbook2021</a>
Tech resource request form draft	<a href="#">2B2-05_TechRsrcReqFormDraft</a>
Technology Master Plan 2019-2024	<a href="#">2B2-06_TechMasterPlan19-24</a>
Disabled Student Program and Services Assistive Tech Training Spring 2022	<a href="#">2B2-07_DSPS_AssistTechTrn</a>
Library Instruction Program Review 2019-2020	<a href="#">2B2-08_Library_PR_19-20</a>
Library Resource Center Internal Procedures Manual S2021	<a href="#">2B2-09_LRC_Internal_Manual</a>
Resource Allocation February 2022	<a href="#">2B2-10_RA_2-2022</a>
Print Periodicals Master List 2020-2021	<a href="#">2B2-11_PrintPeriodicalsList</a>
Database Renewals 2020-2021	<a href="#">2B2-12_DatabaseRenewals20-21</a>
Weeding Report Spring 2021	<a href="#">2B2-13_WeedingRpt_S21</a>
Library Resource Center Policy Handbook F2021	<a href="#">2B2-14_LRC_PolicyHndbk_F21.pdf</a>
Library student resources	<a href="#">2B2-15_LibStudentResource</a>
Student Success Committee Minutes September 13, 2021	<a href="#">2B2-16_SSC_Mins9-13-21</a>
Information Technology Services Software Request Procedure	<a href="#">2B2-17_ITS_SoftwareRequest</a>
Library Resource Center scavenger hunt	<a href="#">2B2-18_LRC_ScavengerHunt</a>
Student Success Center Minutes February 7, 2022	<a href="#">2B2-19_SSC_Mins2-7-22</a>
Library Resource Center Computer Image	<a href="#">2B2-20_LRC_ComputerImage</a>
Student Success Program Review	<a href="#">2B2-21_StuSuccess_PR</a>
Fall 2021 Downey LRC Open House	<a href="#">2B2-22_F21_LRC_OpenHouse</a>
State of the District Event Fall 21	<a href="#">2B2-23_F21_StateOfTheDistrict</a>
Library Resource Center Task Force Recommendations	<a href="#">2B2-24_LRC_TaskForceRec</a>
Library Resource Center Task Force Memo	<a href="#">2B2-25_LRCTaskForceMemo</a>
Board of Trustees Minutes January 12, 2021	<a href="#">2B2-26_BOT_Mins1-12-21</a>
Administrative Services Master Committee	<a href="#">2B2-27_ASMC_Agenda4-19-21</a>

Agenda April 19, 2021	
Student Success Committee Minutes December 7, 2020	<a href="#">2B2-28 SSC Mins12-7-20</a>
Library Cohort Meeting Notes March 11, 2022	<a href="#">2B2-29 LibCohort Mins3-11-22</a>
Canvas Course Navigation	<a href="#">2B2-30 CanvasCourseNav</a>
Technology Master Plan Life Cycle Funding 2019-2024	<a href="#">2B2-31 TMP LifeCycleFund</a>
Online Educational Technology Panning Committee Agenda November 1, 2022	<a href="#">2B2-32 OETPC Agenda11-1-22</a>
Accessibility Taskforce Minutes September 27, 2021	<a href="#">2B2-33 AccessibilityMins9-21</a>
Information Technology Services Program Review 2015-2016	<a href="#">2B2-34 ITS PR 15-16</a>
Facilities Master Plan 2019	<a href="#">2B3-01 FMP2019</a>
Campus Forum PPT December 2019	<a href="#">2B3-02 CampusForum12-19</a>
Board of Trustees Minutes May 6, 2022	<a href="#">2B3-03 BoT Agenda7-14-20</a>
Learning Resource Center Task Force Recommendations	<a href="#">2B3-04 LRC TaskforceRecs</a>
Learning Resource Center Recommendations Task Force Memo December 2020	<a href="#">2B3-05 LRC TaskforceMemo</a>
Board of Trustees Meeting January 12, 2021	<a href="#">2B3-06 BoT Agenda1-12-21</a>
2018-2021 Academic Support Centers Data	<a href="#">2B3-07 AcSuprtCtrsData18-21</a>
Student Success Committee Minutes September 13, 2021	<a href="#">2B3-08 SSC Mins9-13-21</a>
Learning Resource Center and Student Services Tutorial Center Scavenger Hunt	<a href="#">2B3-09 LRC SSTC ScavHunt</a>
Student Success Committee Agenda February 7, 2022	<a href="#">2B3-10 SSC Agenda2-7-22</a>
Library and Campus Dining Student Needs Survey	<a href="#">2B3-11 LibraryDiningSurvey</a>
Library Instruction Program Review 2019-2020	<a href="#">2B3-12 Library PR19-20</a>
2019-2021 Student Services Tutorial Center SAO Results	<a href="#">2B3-13 SSTC SAO 19-21</a>
2019-2021 Student Services Tutorial Center Program Review	<a href="#">2B3-14 SSTC PR19-21</a>
Overview of library statistics 2020-2021	<a href="#">2B3-15 LibraryStats20-21</a>
Library Reference 2021 Analysis	<a href="#">2B3-16 LibraryRef2021</a>
Spring 2021 Smarthinking Usage	<a href="#">2B3-17 S21 SmarthinkingUse</a>
Library Reference Desk Data Questions	<a href="#">2B3-18 LibraryRefDeskData</a>

Resource Allocation Spreadsheet 2020-2021	<a href="#">2B3-19_RA_20-21</a>
Spring 2022 SSTC Workshop Attendance	<a href="#">2B3-20_SSTCWorkshopAttend</a>
Student Success Tutorial Center Video 2021-2022	<a href="#">2B3-21_SSTC_Video21-22</a>
Accessibility Minutes 02.28.2022	<a href="#">2B4-01_AccessibilityMins2-22</a>
AP 3720 Acceptable Use Policy	<a href="#">2B4-02_AP3720</a>
BP 3720 Acceptable Use Policy	<a href="#">2B4-03_BP3720</a>
AP 3721 Computer Technology Maintenance	<a href="#">2B4-04_AP3721</a>
BP 3721 Computer Technology Maintenance	<a href="#">2B4-05_BP3721</a>
AP 3723 Information Security and Privacy	<a href="#">2B4-06_AP3723</a>
BP 3723 Information Security and Privacy	<a href="#">2B4-07_BP3723</a>
AP 3725 Information and Communications Technology Accessibility & Acceptable Use	<a href="#">2B4-08_AP3725</a>
BP 3725 Information and Communications Technology Accessibility & Acceptable Use	<a href="#">2B4-09_BP3725</a>
AP 6340 Bids and Contracts	<a href="#">2B4-10_AP6340</a>
BP 6340 Bids and Contracts	<a href="#">2B4-11_BP6340</a>
Technology Master Plan 2019-2024	<a href="#">2B4-12_TMP19-24</a>
Online Educational Technology Planning Committee Minutes March 1, 2022	<a href="#">2B4-13_OETPC_Mins3-1-22</a>
February 22 Smarthinking Report	<a href="#">2B4-14_SmarthinkingRpt2-22</a>
Spring 2021 Smarthinking	<a href="#">2B4-15_S21_Smarthinking</a>
Student Success Committee Minutes February 7, 2022	<a href="#">2B4-16_SSC_Mins2-7-22</a>
SSP Program Review 2019-21 Smarthinking	<a href="#">2B4-17_SSP_PR19-21</a>
Accessibility Taskforce Agenda January 24, 2022	<a href="#">2B4-18_AccessAgenda1-24-22</a>
Accessibility Webpage	<a href="#">2B4-19_Accessibility_Web</a>
Accessibility Barrier Reporting Form	<a href="#">2B4-20_AccessibilityBarrierForm</a>
24/7 Chat Spring share contract	<a href="#">2B4-21_SpringShareContract</a>

### C. Student Support Services

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

#### Evidence of Meeting the Standard

Merced College regularly evaluates the quality of student support services, regardless of location or means of delivery, through the Program Review cycle. This process of self-assessment is aligned with Merced College's Mission and Educational Master Plan (EMP).

The evaluation cycles include 3 phases--annual SAO Assessment, Program Goals, and Proposed Action Plans. This is detailed in the document titled Merced College Student Services Program Review Handbook ([2C1-01](#), [2C1-02](#), [2C1-03](#)). The Student Services Master Planning Committee (SSMPC) meets regularly to direct planning for student services, and is comprised of faculty, administration, and classified staff from various student support service areas. The SSMPC reviews updates on the program review cycle for student services ([2C1-04](#)).

The quality of support services is evaluated using student satisfaction and needs surveys within department meetings, committees, and each program review. The information is used to analyze student data and make department/institution recommendations for improvement ([2C1-05](#), [2C1-06](#)).

The Student Services Master Planning Committee (SSMPC) provides broad oversight, and direction for all Merced College student services programs to help ensure student success. Annually, SSMPC develops goals and activities, corresponding with the Educational Master Plan and Strategic Implementation Plan, designed to improve operations and student outcomes for each Student Services department. These activities are monitored, and progress evaluated throughout the year by SSMPC and are linked to completion by the Educational Master Plan and Strategic Implementation Plan ([2C1-07](#)).

## **Analysis and Evaluation**

Merced College evaluates the quality of student support services through program review and by collecting student achievement data and student survey data. This process ensures that Merced College's support services and programs align with the mission of the institution.

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

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

Merced College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Various specialized programs provide a menu of support services to meet student needs and outcomes.

The District uses assessment data to continuously improve student support programs and services. All student support service programs complete an Annual Program Review that includes assessment and evaluation to determine the effectiveness and improvements for student support services ([2C2-01](#)). A sample of SAO/SLO assessment reports and unit reviews is included for the following programs:

- Athletics ([2C2-03](#))

- ASMC ([2C2-02](#))
- CalWORKs ([2C2-04](#))
- Counseling ([2C2-05](#))
- Disabled Students Program & Services (DSPS) ([2C2-11](#))
- Extended Opportunities Program & Services (EOPS), Cooperative Agencies Resources for Education (CARE), NextUp ([2C2-06](#))
- Financial Aid ([2C2-07](#))
- Student Health Services (SHS) ([2C2-08](#))
- Student Success Programs ([2C2-09](#))
- Veteran's Resource Center ([2C2-10](#))

Students from different programs and group affiliations utilize tutoring services from the Student Success and Tutoring Center (SSTC) at the Merced Campus and tutoring services offered in Los Banos ([2C2-12](#)). The Student Success and Tutoring Center provides tutoring for specific subjects and coursework, and/or program affiliations. The SSTC is evaluated through the program review process as well as through monitoring of usage data through the Office of Institutional Effectiveness and through student surveys ([2C2-13](#), [2C2-14](#), [2C2-15](#), [2C2-16](#), [2C2-17](#), [2C2-18](#)). The data gathered for the program review and regular monitoring of student usage are used to identify equity gaps and strategize ways for closing equity gaps ([2C2-19](#)).

EOPS/CARE/NextUp, DSPS, Foster Youth Services, the Veterans Resource Center, and the Student Success Program also gathered data on student populations that utilize the institution's OIE to administer surveys to students. The data gathered from students are designed to provide a needs assessment and satisfaction with services ([2C2-20](#), [2C2-21](#), [2C2-19](#), [2C2-23](#)). A technology survey was conducted among students to determine support needs for technology as it has become an integral part of instruction and student success ([2C2-24](#)). The Food Pantry distributed a survey to students to determine student clothing needs to better respond to identified student needs ([2C2-25](#)). The EOPS and CalWORKs programs regularly provide assessments to program participants to assess student needs and provide a wide range of workshops ([2C2-26](#), [2C2-27](#), [2C2-28](#), [2C2-29](#), [2C2-30](#), [2C2-31](#), [2C2-32](#)).

The District works with both internal and external data sources, such as the Chancellor's Office Data Mart, to review assessment data and assess outcomes to improve student support programs and services.

### **Analysis and Evaluation**

Merced College identifies and assesses learning support outcomes for its students through program review and student surveys to ensure that services are appropriate for students to meet the outcomes.



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

**Evidence of Meeting the Standard**

Merced College assures equitable access to all its students by providing student services that are accessible in multiple locations and delivery methods. The District provides students with access to all student services information through the College website and in the Catalog ([2C3-16](#), [2C3-04](#), [2C3-03](#), [2C3-01](#), [2C3-02](#)). Student services are available remotely to provide access to students both online and in person. Counseling services are available remotely and in person at both the Merced campus and the Los Banos campus ([2C3-20](#)). The Student Success and Tutorial Center Program (SSTC) assures equitable access to all students by providing in-person and online tutoring, as well as access to tutoring after hours through Smarthinking ([2C3-01](#), [2C3-02](#), [2C3-15](#)). Extended Opportunity Program and Services (EOPS) and CalWORKs programs regularly utilize various platforms to meet students' needs and provide greater access to program support and services ([2C3-12](#)). Student Health Services (SHS) offers mental health services via face to face and remote formats that are accessible using a link from the Student Health Services website ([2C3-09](#), [2C3-10](#)). Workshops on a variety of student health topics are offered remotely using Zoom by SHS ([2C3-11](#)).

The District ensures that student services provided are appropriate, comprehensive, and reliable for students regardless of service location or delivery method. The Student Equity Plan provides reflection on student needs from an equity lens to plan for student support services that are appropriate and comprehensive (evidence: student equity plan). The program review process and student surveys are used to evaluate the appropriateness and reliability of the services provided by programs. The DSPS program survey is an example of a survey administered by programs to assess student needs and satisfaction ([2C3-05](#), [2C3-17](#)). The DSPS program provides students with an Academic Accommodation Plan that includes any course specific accommodation to ensure that students receive appropriate services for their needs ([2C3-06](#), [2C3-07](#), [2C3-08](#)). The District administers both the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) to evaluate student engagement with MC programs and services. The results are posted to the Student Equity Reports Webpage so that our campus community and community members can view the results ([2C3-19](#)). In addition to the CCSSE, the District administered the Racism, Inclusion & Belonging Pilot survey in 2021. This information is also used when considering SAO's for program reviews in Student Services programs ([2C3-18](#)).

Merced College offers appropriate, comprehensive, and reliable services at the locations served by the District. The Los Banos campus webpage has a list of all Campus Departments and Programs with their contact information ([2C3-13](#)). The District provided for the expansion of the Food Pantry/Basic Needs Center to a larger space that is easily accessible on the Merced campus and began a similar center at the Los Banos campus and at the Business Resource

Center ([2C3-14](#)).

### **Analysis and Evaluation**

Merced College provides students with multiple modalities to receive student services support regardless of location or modality of the courses they take. The District evaluates student services to ensure that the services provided are appropriate, comprehensive, and reliable. The evaluation of student services programs occurs through program review and student surveys that assess student needs and satisfaction with program services. The District is responsive to the needs of students and uses institutional planning to continuously improve services and align them with the changing needs of students.

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

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

Merced College offers co-curricular programs and athletics programs that are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. The co-curricular programs offered by the District include A2Mend, Umoja, Puente, and Rising Scholars. The District established "The Hub: Center for Equity and Diversity" to provide a location on campus whose purpose is to contribute to the social and cultural dimensions of the educational experience of its students ([2C4-12](#)). The Hub offers an inclusive location where students can engage in Educational Workshops and have access to Academic Counselors. The Student Equity Plan and ongoing evaluation of student needs led to the District providing the Basic Needs Center that is intended to be a one-stop, single location for students to access basic needs services and resources linking students to on and off-campus housing, food, mental health, and other basic needs ([2C4-06](#)). The Associated Students of Merced College (ASMC) coordinates the participation of students in the District community through committee participation and student clubs and their activities that contribute to the social and cultural educational experience ([2C4-13](#)). The activities and events provided through the ASMC support student engagement.

Puente serves our Latinx student population at Merced College. Merced College is a Hispanic Serving Institution (HSI) and the Latinx community is a large sub-population served by the District. The Puente program is open to all students served by the District. The program offers counseling, tutoring, and mentoring services. Classes included in a typical Puente learning community are GUID-30 (Foundations and Strategies for District Success) and ENGL-01A (English Composition) ([2C4-10](#)). Participation in the A2Mend program was approved by the District and is being implemented in fall 2022 ([2C4-04](#)). Merced College officially became an UMOJA Community in 2022 and began implementation in the fall semester. Services provided

through the UMOJA program include counseling, tutoring, mentoring, and learning community classes ([2C4-05](#)). The Rising Scholars program provides academic support to currently and formerly incarcerated students ([2C4-11](#)). On campus, Rising Scholars students have a location on campus where they can study and receive counseling support in addition to instructional supplies.

Merced College Athletics provides the opportunity for student-athletes to achieve excellence in their academic and athletic endeavors. Athletics is committed to providing programs that serve the athletic aspirations of the students and apply the educational philosophy and values of the District. The 14 intercollegiate Merced sports teams at the District offer appropriate gender equity with the inclusion of 7 women's sports and 7 men's sports. The teams empower student-athletes to continue development of their athletic skills in their sports as they earn higher education in the discipline of their choice. Athletics is evaluated using the District's program review process.

The District offers co-curricular and athletic programs that are conducted with sound educational policy and standards of integrity. The R2 training is provided to coaches and support staff in compliance with California Community Collegiate Athletic Association (CCCAA) guidelines ([2C4-01](#)). The training includes the review of the CCCAA constitution and bylaws that apply to the athletics programs offered by the District ([2C4-02](#)). The athletic program students are supported by an embedded counselor to balance their roles as student athletes with their needs as students ([2C4-03](#)). The District completes an annual data report, Equity in Athletics Data Analysis (EADA), that is required by the federal government to provide transparency about the resources the District provides for intercollegiate athletics for budgets, travel costs, salaries, and the cost of participation ([2C4-09](#)). BP 5300 was established to dictate the ongoing transparency of the District's fiscal support for athletics.

Merced College has responsibility for control of co-curricular and athletics programs, including their finances. In accordance with District expectations for cash handling, personnel in athletics work directly with the District and MCCD Foundation's account analyst to ensure proper fiscal record keeping and reconciliation. Student Services programs and Athletics take safety for students as its highest priority, and emergency protocols for student events are in place. Athletics follows all CCCAA safety guidelines and ensures that an athletic trainer is present at all contests and practice sessions. BP and AP 5702 address the responsibility of the District and how it manages the income and expenses for the athletics programs and the expenses incurred by student athletes ([2C4-08](#)). The co-curricular activities offered by the District are administered and controlled by the District through assigned administrators, staff, and faculty. The finances of these programs are part of the overall budgetary process of the District as described in Standard 3D3. The activities offered by the ASMC are authorized by the District through BP and AP 5400 ([2C4-07](#)). The ASMC holds weekly student council meetings to make decisions regarding student participation in the District community and addresses the needs of

clubs ([2C4-13](#)). Any club or group can request funding from ASMC with the Student Council making the determination to allocate funds or not. The ASMC is funded through the student body fee of \$10.00 and a student rep fee of \$2.00 that is paid by students.

## **Analysis and Evaluation**

Merced College offers co-curricular programs and athletics programs that are aligned with its mission, administered following established policy and standards, and conducted with integrity. The social and cultural dimension of the educational experience is established through a variety of programs. Procedures for fiscal oversight are established through policy and procedures at Merced College.

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

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

Merced College provides counseling and academic advising both in-person and online to support student development and success ([2C5-18](#), [2C5-01](#), [2C5-02](#)). In BP 5110, Counseling, the District establishes the importance of counseling in supporting student achievement ([2C5-08](#)). The Counseling faculty supports student success, retention, and persistence by providing academic planning and helping students develop abbreviated and comprehensive Student Educational Plans (SEPs) that are developed electronically in Self-Service Student Planning ([2C5-06](#)). Counselors also help students to explore educational goals, careers, and potential major goals. Beginning in the spring 2023 semester, counseling will begin to make the transition to Navigate Next Generation Academic Planning. This program contains the same functionality as Self-Service Student Planning, but streamlines the SEP process with the Merced College pathways, degrees, and certificate options already embedded.

Counseling sessions provide guidance to students on academic and personal development, and in connecting students to resources to support their completion of educational goals in accordance with BP 5050 ([2C5-07](#)). The MC Counseling webpage provides an overview of the various services and appointment modalities offered to offer flexibility to meet student needs as they navigate their educational journey ([2C5-18](#)). Counseling services are embedded in a variety of student services programs such as the Student Success and Tutorial Program, DSPS, and EOPS ([2C5-17](#), [2C5-10](#), [2C5-11](#)). EOPS and CalWORKs participants are encouraged to regularly meet with EOPS and CalWORKs academic counselors to help ensure students' needs are met and they are on-track with their education plan and guide them through to completion.

The District prepares counseling faculty and other personnel responsible for the advising

function. Counseling faculty receive training on how to utilize the educational planning tool in Self-Service Student Planning to assist students on mapping out coursework and requirements to complete their degrees, certificates, and transfer goals with the SEP. Weekly Counseling Cohort meetings and bi-annual Embedded Counseling Retreats are held to keep counseling faculty up to date with program and degree information so that students receive timely, useful, and accurate information ([2C5-29](#), [2C5-30](#)). The Veterans Resource Center (VRC) provides Vet Net Ally Training to support faculty, including counselors, and staff that work with student veterans so they can provide an educational environment that is welcoming and supportive ([2C5-20](#), [2C5-21](#)). The DSPS provides training to faculty through Canvas workshops, FLEX workshops, and through their Supportive Guidelines Flyer ([2C5-22](#), [2C5-23](#), [2C5-24](#), [2C5-25](#), [2C5-26](#)). Training for tutors and faculty working in SSTC and the Los Banos tutoring centers is provided by DSPS in Tutoring Students with Disabilities ([2C5-26](#)).

The Counseling program at the District orients students to ensure they understand the requirements related to their programs of study. New students participate in a robust onboarding process through the retention specialists that include a variety of available workshops ([2C5-16](#)). The District has developed Program Mapper to provide a degree plan map for students for each degree and certificate program offered at Merced College ([2C5-03](#), [2C5-14](#), [2C5-15](#)). The Welcome Center provides students assistance and advises on how to complete the application for admission.

The District has implemented Student Success Teams (SSTs) assigned to each of the seven “Schools of”. Students are assigned to their SST based on their decided major. Each SST is comprised of assigned counselors, financial aid technicians, enrollment and retention specialists, as well as, instructional faculty. The teams provide intrusive support for students in the form of targeted communications, Early Alert support for services across campus, and a designated team of student services professionals that will support the students from the enrollment process when they enter the District, ensuring students are on the correct pathway to successfully progress at the District, and with support to guide them to their next steps of employment or transfer ([2C5-27](#), [2C5-28](#)).

Merced College ensures that students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies at every stage in their educational pathway until completion by posting such requirements in the College Catalog and on the College website ([2C5-03](#), [2C5-04](#)). Admissions and Records has important dates and deadlines posted for students on their webpage ([2C5-19](#)). The Nudges Presentation file shows how Student Services works with instructional faculty to “nudge” students about transfer to learn more about the transfer process, applying for transfer, and utilizing transfer support services for guidance and help ([2C5-05](#)). BP 5120 established the Transfer Center to support students in navigating transfer to four-year Districts and universities ([2C5-09](#)). The Transfer Evaluation System (TES) from District Source helps counselors assist students with meeting

their transfer requirements by researching course credit, tracking course evaluations, and managing course equivalencies ([2C5-12](#), [2C5-13](#)).

## **Analysis and Evaluation**

Merced College provides counseling and advising services to students in a variety of modalities to support student progress throughout their educational experience.

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

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

Merced College has adopted and adheres to admission policies that are consistent with its mission to specify the qualifications of students appropriate for its programs. In BP and AP 5010, *Admissions*, the District provides the criteria for admission to the institution ([2C6-05](#), [2C6-15](#)). The admission policy aligns with the District Mission to serve as an open access institution which is open to persons who are 18 years of age and older that can benefit from the instruction offered. Guidelines for admissions of special part-time or full-time students are also provided in BP 5010. Procedures for concurrent enrollment of high school students and other students under the age of 18 are provided in AP 5011 ([2C6-06](#)). The open enrollment policy and restrictions on enrollment have been established in BP 5052 ([2C6-17](#)). The enrollment priority of specific groups of students is established in BP and AP 5055 ([2C6-12](#), [2C6-18](#)). The District has policies and procedures that outline the residency status for various students such as international students and students in the military ([2C6-08](#), [2C6-09](#), [2C6-16](#)).

The District provides information about admission in the Catalog and on the Admissions and Registration webpages ([2C6-01](#), [2C6-02](#)). How-to videos and a step-by-step guide for students applying to the District are provided on the College website ([2C6-04](#)). Students are provided with guidance on getting started with program pathways to help them identify their educational goals ([2C6-03](#)). Merced College has expanded the robust on-boarding process by including the use of Pathways Program Mapper, the use of Enrollment and Retention Specialists, and dedicated K-12 counseling to create a more seamless process of enrollment for our high school partners to yield fully Matriculated Merced College students.

Merced College defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. The College Catalog and Program Mapper defines for students the program and GE breadth requirements for each program offering degrees and certificates ([2C6-01](#), [2C6-11](#)). The Counseling services provided for students assist them with establishing the Student Education Plan (SEP) and how to modify their plan in Self-Service Student Planning ([2C6-13](#), [2C6-19](#)). As discussed in Standard 2C.5, counseling services are provided in a variety of modalities to provide flexibility for students. Students who intend to transfer have counselors available in the Transfer Center who can assist them with transfer pathways ([2C6-](#)

[14, 2C6-20](#)). Requirements for transfer to the California State University system or University of California system are provided in the College Catalog and on the website ([2C6-01, 2C6-21](#)).

The Merced College Transfer Center hosts an annual Transfer Day and District Night to provide students with information on transfer options as well as opportunities to meet with four-year institution representatives ([2C6-22, 2C6-23](#)). The Transfer Center counselors hold a variety of District application and transfer workshops to provide students with step-by-step instructions and support during the transfer process, while also having university representatives on campus to meet with interested students ([2C6-24, 2C6-26](#)). Additionally, Merced College has established transfer support partnerships with the local four-year institutions at CSU Stanislaus with Warriors on the Way (W.O.W.) and UC Merced with the Merced Promise program to provide students with a direct pipeline and support to the local universities ([2C6-25](#)).

The District is utilizing post-enrollment Student Success Teams that can provide more real-time interventions for students experiencing various levels of difficulty. The Student Success Teams work to ensure that each student has a comprehensive educational plan that is regularly audited to ensure students are making positive progress. The District is also implementing an early alert system within Navigate that will provide a tracking mechanism to "close the loop" on student alerts initiated by staff and faculty ([2C6-27](#)).

### **Analysis and Evaluation**

Merced College has established policies and procedures that specify the qualifications for admission and completion of programs both in print and online. Clear pathways are provided to students through the Catalog, Program Mapper, and the development of a Student Education Plan that can be updated by students through their educational pathway. The District is implementing Student Success Teams to provide ongoing support and guidance to students throughout their chosen educational pathway.

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

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

Merced College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. The implementation of Assembly Bill 705 in the state of California changed placement practices in California Community College System. The District removed placement exams for math and English in favor of using multiple measures for placement in alignment with AB 705. Placement into math and English entry-level courses use high school GPA and the most recent math and English class taken to recommend placement during the application process. The District established the AB 705 Task Force, which includes English and math faculty, institutional research, counseling, and the

dean of student equity to make recommendations on the implementation of the legislation at the Institution and to foster collaboration among the various departments working on implementation ([2C7-02](#), [2C7-03](#)). The AB 705 Task Force consisted of representatives from Instruction, Counseling, and Tutorial Services. Meetings for the Task Force provided updates on the current placement recommendations from various departments and evaluation of placement practices was used to determine the impact on students ([2C7-01](#)). To minimize bias in student placement, the Task Force recommended the removal of Placement Questionnaire results as the main determination for placement into math and English courses.

### **Analysis and Evaluation**

Merced College evaluates admissions and placement practices regularly to validate their effectiveness and minimize biases. If admissions and placement instruments are used, the District ensures that the effectiveness of the instruments are validated.

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

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

Merced College maintains student records permanently, securely, and confidentially. The Office of Admissions and Records maintains student records for the District following the established policies and procedures to ensure that a high level of security is provided to protect student records. The District takes appropriate steps to keep back-up files secured. The security and confidentiality of public records and steps taken to protect student information is provided in BP and AP 5040, *Student Records and Directory Information* ([2C8-14](#), [2C8-15](#)). The guidelines laid out in BP and AP 3310, *Destruction of Records*, classify the retention guidelines for types of documents ([2C8-10](#), [2C8-11](#)).

The implementation of Laserfiche has allowed microfilm to be digitized for easy access and off-site storage ([2C8-01](#), [2C8-03](#), [2C8-08](#)). The District created a routable Course substitution for faster turn-around times for student petitioners. Admissions and Records has converted most Admissions forms to online fillable forms for student use. Forms are available on the Merced College website/Admissions/Forms ([2C8-05](#)). District leadership worked with counseling to improve the Graduation Application process for the community and updated the website to make that process easier for potential students ([2C8-06](#)). Admissions and Records collaborated with the Noncredit Division to bring Noncredit Certificates previously awarded through the department to the Admissions office so that Noncredit awards could be recorded in student records and reported through MIS data ([2C8-07](#)).

The District makes provisions for secure backup of all files, regardless of the form in which those files are maintained. The District took microfilm transcript records and converted them to



Laserfiche documents which allowed all Merced College catalogs to be accessible online to students and the public ([2C8-04](#)).

The District publishes and follows established policies for the release of student records as outlined in the Catalog ([2C8-01](#)). In BP and AP 3300, *Access to Public Records*, the District established the policy and procedure for the management of records and outlines how access by the public occurs ([2C8-02](#), [2C8-09](#)). Students can find information on how to order transcripts on the College website ([2C8-08](#)). As per BP and AP 5035, *Withholding of Student Records*, students can have their records withheld under specified circumstances. Information on the privacy of student records is provided in the Catalog ([2C8-01](#), [2C8-12](#), [2C8-13](#)).

### **Analysis and Evaluation**

Merced College has policies and procedures established to ensure that student records are stored securely and confidentially and have access to their records through an established process that is published in the Catalog and on the College website.

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

Merced College identifies and assesses learning support outcomes for its students through program review and student surveys to ensure that services are appropriate for students to meet the outcomes.

Merced College provides students with support regardless of location or modality. The District evaluates student services to ensure that the services provided are appropriate, comprehensive, reliable, and accessible.

Merced College offers co-curricular and athletic programs that are aligned with its mission, administered following established policy and standards, and conducted with integrity.

Merced College provides counseling and advising services to students in a variety of modalities to support progress throughout their educational experience. The District publishes information on all graduation and transfer requirements in the Catalog and on the College website. The District provides training, onboarding support, personal counseling and workshops to students.

Merced College has established policies and procedures that specify the qualifications for admission and completion of programs both in print and online. Clear pathways are provided to students through the Catalog, Program Mapper, and the development of a Student Education Plan that can be updated by students through their educational pathway. The District is implementing Student Success Teams to provide ongoing support and guidance to students throughout their chosen educational pathway.

Merced College evaluates admissions and placement practices and instruments regularly to

validate their effectiveness and minimize biases. Merced College has policies and procedures established to ensure that student records are stored securely and confidentially and students have access to their records through an established process that is published in the Catalog and on the College website.

**Improvement Plan(s)**

None.

**Evidence List**

<b>Standard 2C</b>	
<b>Description</b>	<b>Name/Link</b>
MC Student Services Program Review Handbooks	<a href="#">2C1-01 SS PR Handbook</a>
PowerPoint Training - All About SAOs	<a href="#">2C1-02 AllAboutSAOs PP</a>
Program Review Library	<a href="#">2C1-03 ProgramReviewLibrary</a>
SSMPC Agenda August 25, 2020	<a href="#">2C1-04 SSMPC Agenda8-25-20</a>
SSC Agenda October 3, 2022	<a href="#">2C1-05 SSC Agenda10-3-22</a>
Career Center Program Review 2020-2021	<a href="#">2C1-06 CareerCenter PR20-21</a>
Student Services Master Planning Committee Goals	<a href="#">2C1-07 SSMPC Goals</a>
Program Review Library	<a href="#">2C2-01 PR Library Web</a>
2021-2022 ASMC Annual Program Review	<a href="#">2C2-02 ASMC PR 21-22</a>
2021-2022 Athletics Annual Program Review	<a href="#">2C2-03 Athletics PR 21-22</a>
2021-2022 CalWorks Annual Program Review	<a href="#">2C2-04 CalWorks PR 21-22</a>
2021-2022 Counseling Annual Program Review	<a href="#">2C2-05 Counseling PR 21-22</a>
2021-2022 EOPS and Special Programs Annual Program Review	<a href="#">2C2-06 EOPS PR 21-22</a>
2021-2022 Financial Aid Annual Program Review	<a href="#">2C2-07 FinAid PR 21-22</a>
2021-2022 Student Health Services Annual Program Review	<a href="#">2C2-08 HealthSvcs PR 21-22</a>
2021-2022 Student Success Program Annual Program Review	<a href="#">2C2-09 StuSuccess PR 21-22</a>
2021-2022 Veterans Resource Center Annual Program Review	<a href="#">2C2-10 Veterans PR 21-22</a>
2020-2021 DSPP Program Review	<a href="#">2C2-11 DSPP PR 20-21</a>
Los Banos Student Success Center Webpage	<a href="#">2C2-12 LB SSC Web</a>
2021 Grad Survey	<a href="#">2C2-13 2021GradSurvey</a>
SSTC Outcomes by Special Populations	<a href="#">2C2-14 SSTC Outcomes</a>
SSTC 2015-2016 to 2021F Grad Survey Results	<a href="#">2C2-15 2021F GradSurveyRes</a>
2018-2021 Academic Support Services Institutional Data Report	<a href="#">2C2-16 AcademicSvcsDataRpt</a>
2019-2020 Smarthinking Data Report	<a href="#">2C2-17 SmarthinkingData19-21</a>
2019-2021 SAOs Survey Results	<a href="#">2C2-18 SAOs Survey19-21</a>
SSTC-F18-F21 Tutoring Referrals Chart	<a href="#">2C2-19 SSTC TutorRefer18-21</a>
DSPP Survey Results	<a href="#">2C2-20 DSPP SurveyResults</a>

SHS Survey Results F19-S22	<a href="#">2C2-21 SHS SurveyResults</a>
CARE Survey Samples	<a href="#">2C2-22 CARE SurveySamples</a>
EOPS/CARE/NextUp Student Needs Survey	<a href="#">2C2-23 StudentNeedsSurvey</a>
Technology Survey	<a href="#">2C2-24 Tech Survey</a>
Food Pantry Clothes Closet Survey Fall 2021	<a href="#">2C2-25 ClothesCloset Survey</a>
EOPS Workshop Video - College Stress	<a href="#">2C2-26 EOPS StressVid</a>
EOPS Workshop Video – Tax Awareness	<a href="#">2C2-27 EOPS TaxAwareVid</a>
EOPS Workshop Video - Stress Management	<a href="#">2C2-28 EOPS StressMgmtVid</a>
EOPS Workshop Video - Career Assessment	<a href="#">2C2-29 EOPS CareerAssessVid</a>
EOPS Workshop Video - FAFSA	<a href="#">2C2-30 EOPS FafsaVid</a>
EOPS Workshop Video - Worknet	<a href="#">2C2-31 EOPS WorknetVid</a>
EOPS Program Workshops	<a href="#">2C2-32 EOPS ProgramWorkshop</a>
SSTC Webpage	<a href="#">2C3-01 SSTC Web</a>
SSTC Video	<a href="#">2C3-02 SSTC Video</a>
VRC Webpage	<a href="#">2C3-03 VRC Web</a>
Merced College Archived Catalogs	<a href="#">2C3-04 MC CatalogArchive</a>
DSPS Program Application	<a href="#">2C3-05 DSPS ProgramApp</a>
DSPS Academic Accommodation Plan	<a href="#">2C3-06 DSPS Accommodation</a>
DSPS Course Specific Accommodations	<a href="#">2C3-07 DSPS CourseAccomm</a>
DSPS Accommodation Letter to Instructors	<a href="#">2C3-08 DSPS AccomLetter</a>
Student Health Services Webpage	<a href="#">2C3-09 SHS Web</a>
Personal Counseling Webpage	<a href="#">2C3-10 PersonalCounsel Web</a>
Student Health Services Workshops	<a href="#">2C3-11 SHS Workshops</a>
EOPS Orientation	<a href="#">2C3-12 EOPS Orientation</a>
Los Banos Campus Departments and Programs	<a href="#">2C3-13 LB DeptsPrograms</a>
Basic Needs/Food Pantry Resources	<a href="#">2C3-14 BasicNeedsFoodPantry</a>
2019-2020 Smarthinking Data Report	<a href="#">2C3-15 SmarthinkingRpt19-20</a>
Student Services Webpage	<a href="#">2C3-16 SS Web</a>
EOPS Webpage	<a href="#">2C3-17 EOPS Web</a>
CCSSE Results	<a href="#">2C3-18 CCSSE Results</a>
Student Equity Reports	<a href="#">2C3-19 StudentEquityReports</a>
Counseling Webpage	<a href="#">2C3-20 Counseling Web</a>
R2 Training	<a href="#">2C4-01 R2 Training</a>
CCCAA Bylaws	<a href="#">2C4-02 CCCAA Bylaws</a>
Embedded Counseling	<a href="#">2C4-03 EmbeddedCounsel</a>
A2MEND	<a href="#">2C4-04 A2MEND</a>
UMOJA	<a href="#">2C4-05 UMOJA</a>
Basic Needs Center	<a href="#">2C4-06 BasicNeedsCenter</a>
Board Policy 5400	<a href="#">2C4-07 BP5400</a>
Board Policy 5702	<a href="#">2C4-08 BP5702</a>

EADA	<a href="#">2C4-09_BP5300</a>
PUENTE	<a href="#">2C4-10_PUENTE</a>
Rising Scholars	<a href="#">2C4-11_RisingScholars</a>
The Hub Webpage	<a href="#">2C4-12_TheHub_Web</a>
ASMC Webpage	<a href="#">2C4-13_ASMC_Web</a>
Adjunct Counseling Training Examples	<a href="#">2C5-01_AdjustCounselTrain</a>
Counseling Department Trainings and Workshops	<a href="#">2C5-02_CounselTrainWrkshp</a>
Program Mapper	<a href="#">2C5-03_ProgramMapper</a>
MC Catalog (pg. 36-58)	<a href="#">2C5-04_MC_CatalogPg36-58</a>
Counseling Transfer Tools - Assist.org	<a href="#">2C5-05_CounselTransferTool</a>
Sample of Student Educational Plan	<a href="#">2C5-06_StudentEdPlan</a>
BP 5050 Student Success and Support Program	<a href="#">2C5-07_BP5050</a>
BP 5110 Counseling	<a href="#">2C5-08_BP5110</a>
BP 5120 Transfer Center	<a href="#">2C5-09_BP5120</a>
BP 5140 Disabled Student Programs & Services	<a href="#">2C5-10_BP5140</a>
BP 5150 Extended Opportunity Programs & Services	<a href="#">2C5-11_BP5150</a>
Transfer Evaluation System (TES)	<a href="#">2C5-12_TES_Web</a>
College Source	<a href="#">2C5-13_CollegeSource_Web</a>
Assist.org	<a href="#">2C5-14_Assist_Web</a>
Agriculture Business Program Map	<a href="#">2C5-15_AG_Busn_ProgramMap</a>
Orientation, Placement Questionnaire, Student Planning, Navigate	<a href="#">2C5-16_ApplyToday_Web</a>
SSTC Embedded Counselor Report	<a href="#">2C5-17_SSTC_EmbedCounselRpt</a>
Counseling Webpage	<a href="#">2C5-18_Counseling_Web</a>
Admission and Records Dates and Deadlines	<a href="#">2C5-19_AR_DatesDeadlines</a>
VRC Vet Net Ally Training	<a href="#">2C5-20_VRC_VetNetAllyTrain</a>
VRC Vet Net Ally Power Point	<a href="#">2C5-21_VRC_VetNetAllyPP</a>
DSPS Canvas/Zoom Workshops	<a href="#">2C5-22_DSPS_CanvasZoomWkshp</a>
DSPS Flex Workshop for Faculty	<a href="#">2C5-23_DSPS_FlexWkshp</a>
DSPS High School Presentation	<a href="#">2C5-24_DSPS_HS_Presentation</a>
DSPS Supportive Guidelines Flyer	<a href="#">2C5-25_DSPS_SupportFlyer</a>
DSPS Tutoring Students with Disabilities	<a href="#">2C5-26_Tutor_Disabilities</a>
Early Alert Flyer	<a href="#">2C5-27_EarlyAlertFlyer</a>
Navigate Next Generation Academic Planning	<a href="#">2C5-28_NextGenAcPlan</a>
Embedded Counseling Retreat Program	<a href="#">2C5-29_EmbedCounselRetreat</a>
Embedded Counseling Retreat Agenda	<a href="#">2C5-30_EmbedCounselAgenda</a>
MC Catalog, Admissions and Registration pages	<a href="#">2C6-01_Catalog_Web</a>
Admissions & Records Webpage	<a href="#">2C6-02_Admissions_Web</a>
Getting Started, Program Pathways Mapper	<a href="#">2C6-03_ProgramPathways</a>
How To: Steps and Videos	<a href="#">2C6-04_HowTo_Video</a>

AP 5010 Admissions	<a href="#">2C6-05 AP5010</a>
AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students	<a href="#">2C6-06 AP5011</a>
AP 5012 International Students	<a href="#">2C6-07 AP5012</a>
AP 5013 Students in the Military	<a href="#">2C6-08 AP5013</a>
AP 5015 Residence Determination	<a href="#">2C6-09 AP5015</a>
AP 5050 Student Success and Support Program	<a href="#">2C6-10 AP5050</a>
Program Pathways Mapper	<a href="#">2C6-11 ProgramMapper</a>
AP 5055 Enrollment Priorities	<a href="#">2C6-12 AP5055</a>
AP 5110 Counseling	<a href="#">2C6-13 AP5110</a>
AP 5120 Transfer Center	<a href="#">2C6-14 AP5120</a>
BP 5010 Admissions	<a href="#">2C6-15 BP5010</a>
BP 5015 Residence Determination	<a href="#">2C6-16 BP5015</a>
BP 5052 Open Enrollment	<a href="#">2C6-17 BP5052</a>
BP 5055 Enrollment Priorities	<a href="#">2C6-18 BP5055</a>
BP 5110 Counseling	<a href="#">2C6-19 BP5110</a>
BP 5120 Transfer Center	<a href="#">2C6-20 BP5120</a>
Transfer Center Webpage	<a href="#">2C6-21 TransferCenter_Web</a>
College Night Flyer	<a href="#">2C6-22 CollegeNightFlyer</a>
Transfer Day Flyer	<a href="#">2C6-23 TransferDayFlyer</a>
UC/CSU Application Workshop	<a href="#">2C6-24 UC-CSU_App_Workshop</a>
University Representatives	<a href="#">2C6-25 UniversityReps</a>
CSU Sacramento Application Workshop	<a href="#">2C6-26 CSU Sac App Workshop</a>
Early Alert Flyer	<a href="#">2C6-27 EarlyAlertFlyer</a>
AB 705 Meeting Minutes October 26, 2021	<a href="#">2C7-01 AB705 Mins10-26-21</a>
AB 705 Agenda September 28, 2021	<a href="#">2C7-02 AB705 Agenda9-28-21</a>
AB 705 Task Force Webpage	<a href="#">2C7-03 AB705 Web</a>
MC Catalog, Privacy of Records (pg. 14-15)	<a href="#">2C8-01 MC_CatalogPg14-15</a>
BP 3300 Access to Public Records	<a href="#">2C8-02 BP3300</a>
Laserfiche electronic records storage	<a href="#">2C8-03 LaserficheStorage</a>
Archive of college catalogs	<a href="#">2C8-04 ArchiveCatalogs</a>
Admissions and Records forms	<a href="#">2C8-05 AR_Forms</a>
Admissions and Records, Apply for Graduation	<a href="#">2C8-06 AR_ApplyGrad</a>
Adult Education & Noncredit Webpage	<a href="#">2C8-07 AdultEdNoncredit_Web</a>
Transcript order process	<a href="#">2C8-08 TranscriptOrder</a>
AP 3300 Access to Public Records	<a href="#">2C8-09 AP3300</a>
BP 3310 Destruction of Records	<a href="#">2C8-10 BP3310</a>
AP 3310 Destruction of Records	<a href="#">2C8-11 AP3310</a>
BP 5035 Withholding of Student Records	<a href="#">2C8-12 BP5035</a>
AP 5035 Withholding of Student Records	<a href="#">2C8-13 AP5035</a>

BP 5040 Student Records and Directory Information	<a href="#">2C8-14_BP5040</a>
AP 5040 Student Records and Directory Information	<a href="#">2C8-15_AP5040</a>

### **Standard III: Resources**

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

#### **A. Human Resources**

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

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

The Office of Human Resources monitors implementation of policies and procedures governing development of job descriptions, position announcements, recruitment, and selection practices of all positions ([3A1-01](#)). Human Resources staff, along with the hiring manager, review job announcements and descriptions for accuracy and a direct link to institutional mission and goals. Every posted job announcement contains Merced College’s mission, vision, and values statements. The Office of Human Resources is transitioning all job announcements to the updated mission, vision, and core values.

Job announcements are posted on the Human Resources webpage and clearly state the criteria, qualifications, and procedures for interested applicants as well as the minimum qualifications ([3A1-02](#)). Each applicant must submit an application detailing his or her education, training, and experience. The initial screening of all applications ensures that they meet minimum qualifications before forwarding the qualified applicants to the hiring committee. For positions requiring degrees, applicants are required to submit official transcripts upon hire, which are reviewed by staff to ensure degrees are from an accredited institution or need to be forwarded to a credential evaluation service ([3A1-02](#)). If in doubt about minimum qualifications for an instructional position, even following review by the hiring committee chair, Human Resources contacts the Equivalency Committee for a decision. Applicants may apply for equivalency ([3A1-03](#), [3A1-04](#)). Final decisions on applications for equivalency are made by the Equivalency Committee. Staff also review all transcripts from candidates to ensure/confirm if degrees are from an accredited institution and direct out of the country transcripts to a credential evaluation service ([3A1-01](#)).

All faculty positions and assignments require that applicants meet the California Community

College minimum qualifications of a master's degree in the appropriate discipline, or in areas which a master's degree is not commonly required, a bachelor's degree and two years of experience or an associate's degree and six years of experience ([3A1-05](#), [3A1-06](#)).

Minimum qualifications for classified employees are determined in collaboration between Human Resources staff, the immediate supervisor, and the representative union and are approved by the Board of Trustees. These may include specific education and/or experience, as referenced in the Classified Salary Schedule itself, as bargained ([3A1-07](#))

Academic administrators must possess a minimum of a master's degree and experience in an area related to the assignment ([3A1-08](#)). Additional qualifications may be required based on the area of responsibility. Classified administrator minimum qualifications are based on the requirements of the position. (3A1-09).

### **Analysis and Evaluation**

Clearly and publicly stated criteria, qualifications, and procedures ensure that the Board of Trustees, Human Resources staff, and hiring committee members assure the integrity and quality of the District's programs and services by employing highly qualified administrators, faculty, and staff.

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

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

Faculty qualifications, on all job announcements, include knowledge of the subject matter and requisite skills as demonstrated through degrees obtained, professional and directly related experience and expertise, and the candidate's potential for contribution to the mission of the institution. All faculty job announcements include participation in the "development and review of curriculum" as well as participation "in the college's learning outcomes assessment program, including course, program, and institutional assessments to continually improve student learning outcomes." ([3A2-01](#), [3A2-02](#), [3A2-03](#)).

### **Analysis and Evaluation**

Job Announcements include a description of the general functions of the position and applicants are screened by the screening committee based on directly related knowledge, skills, and abilities and their capacity to contribute to the discipline and to the institution.

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

**academic quality.**

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

Job descriptions for educational administrators describe the functions of the position and job announcements include a “blurb” that speaks directly to the applicant in lay terms about the roles of the position in institutional effectiveness, academic quality, innovation, and advocacy. For instance, the Spring 2022 Dean of Instruction job announcement ‘blurb’ stated, “The Office of Instruction is looking for a dynamic leader to work with both internal and external stakeholders to create new and innovative curricular opportunities for students in support of distance education, educational technologies, credit for prior learning, competency-based education, justice-impacted education and emerging practices in higher education. The individual will be knowledgeable in the Learning Management System (currently Canvas) and upcoming technologies needed to effectively serve students and faculty in the classroom of the future. The individual will have a track-record of collaborative leadership with a focus on being a change agent to improve higher education for all students and especially marginalized populations.” As of 2019, all District job announcements also include the District’s mission, vision, and values to ensure candidates are aware of the innovative and transformative of the institution. ([3A3-02](#), [3A3-03](#), [3A3-04](#), [3A3-05](#))

As of December 2022, the District has 51 managers. Of those, 19 are designated as educational administrators who are directly responsible for institutional effectiveness and academic quality. Of those 19 educational administrators, 13 hold a master’s degree and six hold a Ph.D. ([3A3-01](#)).

### **Analysis and Evaluation**

Those responsible for maintaining the quality of the institution’s educational programs are more than qualified by degree and experience to meet the standard.

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

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

MC requires that applicants who have earned degrees outside of the United States provide an evaluation of that degree by an evaluation agency. Job announcements for faculty and administrative positions contain guidance to applicants to demonstrate equivalence ([3A4-01](#)). Applicants are asked to submit evidence of the following:

- Foreign transcripts must include a U.S. evaluation and translation completed by an approved organization per the State of California Commission on Teacher Credentialing ([3A4-02](#))



- Equivalency Review Form (Required for applicants who do not possess the stated minimum educational qualifications and are seeking consideration based on equivalency) ([3A4-03](#))

Following review of the foreign transcript evaluation— typically during the screening process – the candidate will be forwarded to the Equivalency Committee if the degree does not clearly meet the minimum qualifications for the position.

## **Analysis and Evaluation**

All degrees held by faculty and administrators necessary to meet the requirements for the position held are either from an accredited U.S. institution or underwent foreign transcript evaluation and equivalency, when necessary, to ensure the applicant is fully vetted and meets the requirements of the position held.

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

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

The institution assures the effectiveness of its human resources by evaluating all personnel on an established timeline, per the applicable collective bargaining agreement ([3A5-06](#)). At the time of writing this standard, 98% of classified evaluations were current, nearly 100% of full-time faculty evaluations were current, nearly 92% of management evaluations were current, and nearly 78% of part-time faculty evaluations were current (see chart below) ([3A5-01](#), [3A5-02](#), [3A5-03](#), [3A5-04](#)).

Timely evaluation of adjunct faculty can be complicated by many factors, including adjunct faculty resigning mid-semester, not assigning an adjunct faculty to a class in the semester in which they were scheduled to be evaluated (thereby delaying the evaluation), etc. The reason for a “late” evaluation for an adjunct faculty is marked on the tracking sheet to ensure the evaluation is completed at the next available opportunity ([3A5-04](#)).

In Spring 2020, during the early days of the pandemic, full and part-time faculty evaluations were suspended until Spring 2021 ([3A5-07](#)). The District and Merced College Faculty Association agreed, in Summer 2020, on the processes for evaluating faculty teaching via distance education modalities ([3A5-08](#)).

Similarly, in March of 2020, the District and CSEA agree to a delay of permanent classified evaluations that were due between March and August, to be completed by December 31, 2020 ([3A5-05](#)).

In Fall 2022, the District and Police Officers Association bargained a change to the evaluation timeline for campus police officers to align with California Education Code. ([3A5-09](#), [3A5-10](#), [3A5-12](#)).

Outside of delays due to the pandemic, the usual timelines for evaluation for each employee group are as follows:

Regular Faculty	Probationary Faculty	Adjunct Faculty	Permanent Classified	Probationary Classified	Police Officers
Every third year	Every year of first four years	1 <sup>st</sup> year then every 6 semesters	Once per year for first four years, then every two years	Second to third month and fifth to sixth month	Annually

In order to address the effectiveness of the employees and encourage improvement and professional growth, the criteria for evaluation of each employee group is based on the functions of the position. In fact, the District regularly reviews and bargains changes to the bargaining criteria in order to maintain criteria that is current to meet the mission of the District, as demonstrated by the MOU with the Faculty Association for evaluation during the pandemic and subsequent adoption of a DE-specific evaluation instrument ([3A5-11](#), [3A5-13](#)) and more recently in discussion with the MCFA President ([3A5-14](#)).

### Analysis and Evaluation

While the District has room to improve evaluation of its employees to meet 100% currency, evaluations are substantially complete at the time of writing this standard.

Employee Evaluations (% Complete by Division and Employment Type as of Feb 2023)								
	Instruction	Student Services	Administrative Services	Information Technology Services	External Relations	Human Resources	President's Office	Total % Complete
FT Faculty	99.36%	100%	N/A	N/A	N/A	N/A	N/A	99.68%
PT Faculty	68.42%	86.96%	N/A	N/A	N/A	N/A	N/A	77.69%
Classified	95.00%	95.84%	93.40%	100%	100%	100%	100%	97.75%
Management	62.50%	80.00%	100%	100%	100%	100%	100%	91.79%

~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

- 7. **The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

**Evidence of Meeting the Standard**

To ensure that the District is maintaining an adequate number of personnel to meet its mission, in 2022 the District developed a Staffing Plan for 2022-2025 ([3A7-01](#)). The plan includes an evaluation of staffing levels and succession planning. From the staffing plan, the Office of Human Resources and Office of Institutional Effectiveness developed, in partnership, a live public data dashboard for transparent and real-time analysis of Merced College employment data ([3A7-02](#)).



Employee Count by Date and Classification

Year	Gender	PositionType		Grand Total
		Adjunct	Faculty	
2017	Total	652	200	655
	Female	353	111	353
	Male	299	89	302
2018	Total	667	202	669
	Female	363	107	363
	Male	304	95	306
2019	Total	659	214	661
	Female	360	117	361
	Male	299	97	300
2020	Total	662	209	663
	Female	355	113	355
	Male	307	96	308
2021	Total	718	216	720
	Female	386	118	386
	Male	332	98	334
2022	Total	733	215	734
	Female	387	117	387
	Male	346	98	347

The data provided above is a screenshot of faculty headcount data from that data dashboard and demonstrates a modest increase of faculty over time. Over the last six years, the institution has

increased its number of faculty by just over 12% (from 655 total in 2017 to 734 in 2022) in response to pre-pandemic enrollment growth and the post-pandemic need to reestablish enrollments and meet changing student demands. For the 2023-2024 academic year, the institution plans to add a significant number of full-time faculty to bolster hard-to-fill programs in CTE and science ([3A7-03](#)).

Programs request new faculty positions through the faculty prioritization process ([3A7-04](#)), which includes a data analysis of the programmatic need for the position to meet student demand ([3A7-05](#)).

### **Analysis and Evaluation**

Not only does the institution maintain a sufficient number of qualified faculty to meet the mission of the College and needs of the students, as validated by a review of programmatic data embedded in the faculty prioritization process and the District's 2022-2025 Staffing Plan, but the District has also taken steps to publish real-time data to ensure transparent accountability in staffing. The public presentation of demographic data holds us continually accountable to ensuring equitable employment practices as stakeholders have immediate and ongoing access to the data.

- 8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

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

Merced College works to integrate its adjunct faculty into the life of the institution through access to professional development opportunities, orientations, meeting inclusion, evaluation by peers, surveys, and other activities.

Upon hire and each semester after that, adjunct faculty are invited to an orientation that is designed specifically to meet their needs. In addition to a general all-attendees presentation, areas of the College that may of interest (Human Resources, Campus Police, Flex, Instruction, etc.) table at the event to provide one-to-one assistance and training, similar to an open-house-style event ([3A8-01](#), [3A8-02](#), [3A8-03](#), [3A8-04](#)).

To encourage participation and integration, in the collective bargaining agreement adjunct faculty have three hours of paid professional development time per year as well as priority of assignment status in recognition of those who remain with the District for eight semesters ([3A8-05](#)). In line with their full-time faculty colleagues, adjunct faculty have access to several professional training courses, including the District's variety of Flex trainings ([3A8-04](#), [3A8-06](#), [3A8-07](#), [3A8-08](#)).

Adjunct faculty are evaluated by full-time faculty, as discussed in detail in standard 3A7 above, and are invited to cohort and area meetings with their peers and may be appointed to hiring committees as well as to serve on participatory governance councils and committees ([3A8-14](#)).

Adjunct faculty are also included in employee surveys as the District values their input into the governance of the institution. One example is the professional development survey ([3A8-09](#), [3A8-10](#), [3A8-11](#)) and the results are subsequently used to develop the College's Professional Development Plan ([3A8-12](#), [3A8-13](#)). Adjunct faculty are also included in employee engagement surveys, surveys about health plans, etc.

## **Analysis and Evaluation**

Merced College maintains employment policies and practices which provide for the orientation, oversight, evaluation, and professional development of our adjunct faculty, including a series of opportunities for adjunct faculty to integrate into the life of the institution. Adjunct faculty at Merced College have access to paid time for professional development, orientations specifically focused on part-time faculty interests and needs, and are invited to attend cohort and area meetings.

### **9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

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

To ensure that the District is maintaining an adequate number of personnel to meet its mission, in 2022 the District developed a Staffing Plan for 2022-2025 ([3A9-01](#)). The plan includes an evaluation of staffing levels and succession planning. From the staffing plan, the Office of Human Resources and Office of Institutional Effectiveness developed, in partnership, a live public data dashboard for transparent and real-time analysis of Merced College employment data ([3A9-02](#)).

The succession study of all employee groups included as a part of the District's 2022-2025 Staffing Plan analyzed particular areas of vulnerability based on retirement eligibility. The findings demonstrated that the Children's Center teachers, custodians, instructional technicians, and program assistants were areas more likely to experience staffing deficits due to retirement. The District has been able to maintain staffing in those areas.

The institution has maintained a consistent number of support staff over the past six years and has utilized reorganization of existing positions (whether through attrition or by transfer) to meet changing needs. One example of meeting the changing needs of the institution occurred in October 2021 when the District worked with stakeholders to reorganize several functions, including staff in Administrative Services and Athletics ([3A9-03](#)). Another more recent example is the reorganization of the ITS staff and creation of a "classified exempt" status and

related salary schedule to recruit and retain highly-qualified ITS staff to meet the changing needs of the District's information infrastructure and to maintain its security ([3A9-02](#), [3A9-03](#), [3A9-04](#)).

### **Analysis and Evaluation**

Not only does the institution maintains a sufficient number of qualified staff to meet the operational needs of the College, as validated by the District's 2022-2025 Staffing Plan and continuous improvement through necessary reorganizations, but the District has also taken steps to publish real-time data to ensure transparent accountability in staffing. The public presentation of demographic data holds us continually accountable to ensuring equitable employment practices as stakeholders have immediate and ongoing access to the data.

**10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)**

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

In 2022 the District developed a Staffing Plan for 2022-2025 to ensure that the District is maintaining an adequate number of personnel to meet its mission ([3A10-01](#)). The Staffing Plan includes an evaluation of staffing levels and succession planning. The Office of Human Resources and Office of Institutional Effectiveness developed, in partnership, a live public data dashboard for transparent and real-time analysis of Merced College employment data using the Staffing Plan ([3A10-02](#)).

The institution has been purposeful in its modest reduction in the number of administrators in the College while maintaining continuity and effective leadership. The District reduced its ranks of administrators by about 12% (from 39 in 2017 to 34 in 2022) in response to a growing concern of expenditures on administrative positions from constituent leaders early in those years. The reduction occurred through organic attrition and reorganizing administrative positions for more efficient workload and oversight. An example of this reorganization is the 2021 reorganization of management-level positions in Administrative Services, Instruction, and Athletics. The Board updates on these reorganizations describes the efficiencies gained through realigning the oversight of programs ([3A10-03](#)). The District has no current leadership vacancies, as demonstrated by the listing of positions on the College's up-to-date leadership page on the website ([3A10-04](#)).

### **Analysis and Evaluation**

Not only does the institution maintains a sufficient number of qualified administrators to meet ensure continuity and effective leadership, as validated by the District's 2022-2025 Staffing Plan and continuous improvement through necessary reorganizations, but the District has also taken steps to publish real-time data to ensure transparent accountability in staffing. The public

presentation of demographic data holds us continually accountable to ensuring equitable employment practices as stakeholders have immediate and ongoing access to the data.

**11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

**Evidence of Meeting the Standard**

Merced College's Board of Trustees establishes policies, which are published and are publicly available utilizing BoardDocs via the Merced College webpage ([3A11-01](#), [3A11-02](#))

In recent years the College has undergone a substantial review and updating (when needed) of Board Policies and Procedures via its participatory governance structure. Since 2019, Human Resources Council has reviewed all of its personnel-related policies (most of the 7000 series and some of the 3000 series of Board Policies and Procedures) and updated them as necessary ([3A11-03](#)). Those that were not reviewed by HR Council as personnel-related are under the purview and review of other participatory governance bodies (ex. policies pertaining to campus police are reviewed by the Administrative Services Master Planning Committee). The Board adopts suggested changes to Board policies as an action item ([3A11-04](#), [3A11-05](#)) and is noticed of changes to Administrative Procedures ([3A11-06](#)).

**Analysis an Evaluation**

The District maintains, reviews, and updates its policies and procedures regularly to ensure that they are fair, equitable, and consistently applied.

**12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**Evidence of Meeting the Standard**

MC maintains the appropriate board policies and administrative procedures in support of equitable practices in support of its applicants and personnel, and the appropriate bodies review those policies and practices frequently for any needed changes. In the last few years, all the District's HR policies and procedures that apply to ensuring equitable treatment of personnel have been assessed, reviewed, and updated as necessary ([3A12-01](#), [3A12-02](#), [3A12-03](#), [3A12-04](#), [3A12-05](#), [3A12-06](#), [3A12-07](#), [3A12-08](#), [3A12-09](#)).

Through 2021-2022, the Human Resources Council developed the District's first-ever Staffing Plan ([3A12-10](#)). In the process of writing that plan, and in collaboration with the Office of Institutional Effectiveness researchers, the HR Council reviewed hundreds of data points to ensure equitable treatment of employees, including demographic information, hiring practices, salary information, and staffing levels. The District also has an adopted Equal Employment

Opportunity Plan ([3A12-11](#)), and the EEO Committee also reviews hiring practices, hiring data, and employee and applicant demographic data ([3A12-12](#)).

On a macro-assessment level, MC believes that we are accountable to our internal and external communities, and the assessment of our record in employment should be done in the public eye, but the Staffing Plan and EEO Plan are static documents and do not fully meet that interest. Therefore, in Fall 2022, the Office of Human Resources and Office of Institutional Effectiveness partners to create a public-facing data dashboard that includes up-to-date data points ([3A12-13](#)). The public presentation of demographic data holds us continually accountable to ensuring equitable employment practices as stakeholders have immediate and ongoing access to the data.

On a micro or day-to-day assessment level, to ensure that the processes established in board policies and administrative procedures are equitably applied through each recruitment, the District's EEO Officer certifies the membership of each hiring committee ([3A12-14](#)), reviews the diversity of the applicant pool and assesses the recruitment practices to protect against disparate treatment.

### **Analysis an Evaluation**

The District maintains appropriate policies and practices to ensure equal employment practices in support of its diverse applicants and personnel. The institution regularly assesses its record in employment equity and diversity through a number of practices and multiple levels of oversights, all consistent with the College's mission. The meta-assessment work has been accomplished via the participatory governance structure in development and review of the District's Staffing Plan, EEO Plan, and HR Data Dashboard. The work of micro-assessment is accomplished on a day-to-day basis by the District's EEO Officer, which is cumulatively subject to review at the macro-level by the District's EEO Committee and HR Council.

### **13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

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

In Spring 2022, changes to BP and AP 3050, *Code of Ethics, Professionalism, and Civility* went through the District's participatory governance structure to strengthen the institution's commitment to standards of conduct that align with our mission, vision, and values ([3A13-01](#)). The changes made to the documents – which were adopted by the Board of Trustees in July 2022 – demonstrate that the District is actively engaged in ensuring ethical standards of conduct ([3A13-02](#), [3A13-03](#)). When those standards of conduct are violated, the District engages in corrective action. Additionally, the Board of Trustees has adopted its own Code of Ethics/Standards of Practice policy, BP 2715, which includes consequences such as censure for Board members who violate the Board's own policy ([3A13-04](#)).



## Analysis and Evaluation

MC has a written code of professional ethics for all personnel that includes consequences for violations.

**14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### Evidence of Meeting the Standard

The College has maintained a professional development program (Flex) for years ([3A14-01](#), [3A14-02](#), [3A14-03](#), [3A14-04](#)). While faculty enjoy these professional development workshops on a noninstructional day, many classified employees and managers cannot attend as the days fall just before the start of semester when many classified staff and manager as preparing. Traditionally, classified employees have held their professional development mid-spring and managers have supported attendance as their schedules allow.

In 2019, the College ramped up the focus on professional development for all employee groups in a multi-tiered approach.

The College created and implemented its first Professional Development Plan – based on employee survey feedback - to ensure that all personnel are provided with appropriate opportunities for continued professional development that is responsive to changing andragogy and technology to meet the learning needs of our colleagues ([3A14-05](#), [3A14-07](#)).

Classified staff received an influx of funds and support to elevate their Classified Professional Development Day and participation, including a District release of all classified employees to attend, funds for an off-site venue as onsite facilities could not hold the expected number of participants, support finding an outside speaker, etc.

The excitement of the 2020 Classified Professional Development Day was hampered by the pandemic, but with support from the Office of Human Resources and a faculty member, the Classified Senate was still able to hold the day and it focused on employee wellness in Spring 2020 via zoom.

Also, in 2020, CSEA and the District agreed to expend AB 1840 Classified Development Funds totaling, at that time, nearly \$50,000 on funds to support classified professionals to attend the full Well-Being Institute (offered by Merced College). That MOU was extended in 2021 to include all Merced College Institute courses (ex. Customer Service Institute) and continues in force today as the funds have not been fully expended ([3A14-07](#)).

Because the Professional Development Committee reviews the fall survey data results in

January and works to update the plan in the spring semester (systematic evaluation), the College's response to the pandemic in spring of 2020 superseded updating the Professional Development Plan that year and in spring of 2021.

However, in Fall 2021, the Professional Development Committee once again surveyed the employee groups about their professional growth needs and desires, ([3A14-06](#), [3A14-08](#), [3A14-09](#), [3A14-10](#)) and utilized that data to update the College's Professional Development Plan ([3A14-06](#)).

In 2022, the District further enhanced its professional development offering with the creation of the President's Leadership Academy. Now in its second year and second cohort, the year-long program designed and facilitated by the Superintendent/President focuses on leadership skills, institutional problem-solving, and employee engagement ([3A14-12](#), [3A14-13](#)).

In 2022, the Office of Human Resources set as one of its internal goals, offering more campus-wide training opportunities delivered by the Vice President of Human Resources with the intent of offering 'just-in-time' training in redress of employee questions and concerns as they arise. These trainings have included the following: 1) The Manager's Role in Recruitment, 2) Employee Leaves (by employee type), 3) Title IX, 4) Diversity in Recruitment and EEO Data Review, 5) Liability/Investigations Training for Deans, and 6) Interactive Accommodations and Protected Leaves ([3A14-14](#), [3A14-15](#), [3A14-16](#)).

To embed more 'just-in-time' training for managers, the monthly Leadership Team meeting includes opportunities for short training sessions. Additionally, managers are provided with access to a number of workshops (real time and recorded) via a statewide consortium (Liebert Cassidy Whitmore's Consortium). The District also subscribed to a legal library via which managers may access workbooks on topics for self-guided education.

### **Analysis and Evaluation**

The College provides professional development opportunities for all employees that enhance their skills and abilities to serve the institutional mission. Those professional development opportunities are systematically evaluated via the Professional Development Plan survey instruments, the results of which drive future planning.

**15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

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

All personnel files are held under strict security and confidentiality. The Office of Human Resources ensures employees have access to their files within the requirements of the law. Over the last few years, the Office of Human Resources has been moving toward being as paperless as practicable, and a large part of that project was to convert personnel files to secure

electronic files. The transition to secure electronic personnel files was completed in AY 2020. The security and confidentiality of the files has been tried and proven to be strong because the files are protected in a secure server off site and backed up. Viewing of personnel files is now accomplished electronically, in compliance with the collective bargaining provisions for access of personnel files ([3A15-01](#), [3A1-02](#), [3A1-03](#)). Employees requests for documents from their files are easily and quickly met by sending an electronic version of the requested document(s). If employees request hard copies of documents, HR staff can easily print directly from the file to create a hard copy. Logs are kept of employee access to personnel files ([3A15-04](#)).

### Analysis and Evaluation

The College maintains the security and confidentiality of personnel records, and employees may access them in accordance with applicable law.

### Conclusions on Standard III.A: Human Resources

The College meets the standards of III.A. The College has engaged in robust efforts to develop and implement comprehensive Professional Development and Staffing Plans, enhanced professional development opportunities, reviewed and updated all personnel-related Board Policies, ensured timely and effective evaluation of personnel, and regularly and systematically assesses its staffing needs. The College employs highly qualified personnel and is committed to ethical, fair, and equitable treatment of its employees and applicants.

### Improvement Plan(s)

None.

### Evidence List

Standard 3A	
Description	Name/Link
BP, AP 3420 Equal Employment Opportunity	<a href="#">3A1-01 BP AP 3420</a>
Job Announcement MGMT Dean of Instruction	<a href="#">3A1-02 JobAnnounceMGMT</a>
AP 7211 Faculty Service Area, Minimum Qualifications, and Equivalencies	<a href="#">3A1-03 AP7211</a>
Human Resources Equivalency Page	<a href="#">3A1-04 HR Equivalency Web</a>
BP, AP 7120 Recruitment and Selection	<a href="#">3A1-05 BP AP 7120</a>
BP, AP 7214 Faculty Hiring	<a href="#">3A1-06 BP AP 7214</a>
Classified Salary Schedule	<a href="#">3A1-07 ClassifiedSalary</a>
BP 7250 Educational Administrators	<a href="#">3A1-08 BP7250</a>
Job Announcement FAC Ethnic Studies	<a href="#">3A2-01 JobAnnounce FAC1</a>
Job Announcement FAC Professor Fire Technology	<a href="#">3A2-02 JobAnnounce FAC2</a>
Job Announcement FAC Professor of Child Development	<a href="#">3A2-03 JobAnnounce FAC3</a>
Active Employees with Degrees	<a href="#">3A3-01 EmployDegreeActive</a>

Job Announcement MGMT Dean Instruction	<a href="#">3A3-02 JobAnnounce MGMT1</a>
Job Announcement MGMT Dean Instruction CTE	<a href="#">3A3-03 JobAnnounce MGMT2</a>
Job Announcement MGMT Dean Institutional Effectiveness	<a href="#">3A3-04 JobAnnounce MGMT3</a>
Job Announcement MGMT VP Instruction	<a href="#">3A3-05 JobAnnounce MGMT4</a>
Job Announcement FAC Ethnic Studies	<a href="#">3A4-01 JobAnnounce FAC</a>
Foreign Transcript Evaluation	<a href="#">3A4-02 ForeignTransEval</a>
Equivalency Form	<a href="#">3A4-03 EquivalencyForm</a>
Classified and Management Evaluation Tracker	<a href="#">3A5-01 ClsMgmtEvalTrack</a>
Tenured Faculty Evaluation Tracker	<a href="#">3A5-02 TnrdFacEvalTrack</a>
Student Services Adjunct Evaluations	<a href="#">3A5-03 SS AdjctEval</a>
Fall 2022 PT Faculty Evaluations 12-13-23	<a href="#">3A5-04 FA22 PT Fac Eval</a>
CSEA Collective Bargaining Agreement Article 37	<a href="#">3A5-05 CSEA AgreeArtcl37</a>
MCFA Collective Bargaining Agreement Article IX	<a href="#">3A5-06 MCFA AgreeArtclIX</a>
MCFA Delay of Tenured and Part-Time Faculty Evaluations Side Letter	<a href="#">3A5-07 MCFA SideLetter</a>
MCFA Coronavirus Pandemic Emergency Response MOU	<a href="#">3A5-08 MCFA MOU</a>
Police Officer Association Collective Bargaining Agreement Article 15	<a href="#">3A5-09 POA AgreeArtcl15</a>
Police Office Association MOU Evaluation Period	<a href="#">3A5-10 PoliceEvalPeriodMOU</a>
Faculty Distance Education Evaluation Form	<a href="#">3A5-11 Faculty DE EvalForm</a>
Police Officer Evaluations	<a href="#">3A5-12</a>
Distance Education Faculty Eligibility MOU AY21-22	<a href="#">3A5-13 DE EligibilityMOU</a>
Proposed Faculty Evaluation Forms for consideration email	<a href="#">3A5-14 FacEvalForm_Email</a>
Staffing Plan 2022-2025	<a href="#">3A7-01 StaffPlan</a>
Human Resources Dashboards	<a href="#">3A7-02 HR Dashboards</a>
President Faculty Prioritization Email	<a href="#">3A7-03 PresPrioritizeEmail</a>
Staffing Plan Description of Faculty Prioritization	<a href="#">3A7-04 FacultyPriorDesc</a>
Faculty Prioritization Data Biology Fall 2022	<a href="#">3A7-05 FacultyPriorData</a>
Part Time Faculty Orientation January 2022	<a href="#">3A8-01 PT Fac Orient1-22</a>
Part Time Faculty Orientation August 2022	<a href="#">3A8-02 PT Fac Orient8-22</a>
Part Time Faculty Orientation January 2023	<a href="#">3A8-03 PT Fac Orient1-23</a>
Flex Workshop Brochure Spring 2021	<a href="#">3A8-04 FlexBrochureSp21</a>
MCFA Collective Bargaining Agreement, Article XXIII	<a href="#">3A8-05 MCFA CollBargAgree</a>
Flex Workshop Brochure Fall 2021	<a href="#">3A8-06 FlexBrochureFA21</a>
Flex Workshop Brochure Spring 2022	<a href="#">3A8-07 FlexBrochureSP22</a>
Flex Workshop Brochure Fall 2022	<a href="#">3A8-08 FlexBrochureFA22</a>

Professional Development Survey 2019	<a href="#">3A8-09 PD Survey2019</a>
Professional Development Survey 2021	<a href="#">3A8-10 PD Survey2021</a>
Professional Development Survey 2022	<a href="#">3A8-11 PD Survey2022</a>
Professional Development Survey Results 2021	<a href="#">3A8-12 PD SurveyResults21</a>
Merced College Professional Development Plan	<a href="#">3A8-13 MC ProfDevPlan</a>
Participatory Governance Handbook	<a href="#">3A8-14 PG Handbook</a>
Staffing Plan	<a href="#">3A9-01 StaffingPlan</a>
Human Resources Data Dashboard Classified Staff Employee Count	<a href="#">3A9-02 HR Data Dashboard</a>
General College Operations Update Presentation Board of Trustee October 12, 2021	<a href="#">3A9-03 BOT Prsntation10-21</a>
Information Technology Services Reorganization 2023	<a href="#">3A9-04 ITS Reorg2023</a>
Response to Cyber Security Issues - ITS Presentation to Board of Trustee October 12, 2021	<a href="#">3A9-05 CybrSecResponse</a>
CSEA Exempt Status and ITS JDs MOU Packets	<a href="#">3A9-06 CSEA Exempt</a>
Staffing Plan	<a href="#">3A10-01 StaffingPlan</a>
Human Resource Dashboard Administration Employee Count	<a href="#">3A10-02 HR Dashboard</a>
General College Operations Update Presentation Board of Trustee December 2021	<a href="#">3A10-03 GenOpsUpdate12-21</a>
Merced College Website Leadership Page	<a href="#">3A10-04 Leadership Web</a>
BP 2410 Policy and Administrative Procedure	<a href="#">3A11-01 BP2410</a>
AP 2410 Policy and Administrative Procedure	<a href="#">3A11-02 AP2410</a>
BP AP Tracking for Human Resource Council	<a href="#">3A11-03 BP AP Tracking</a>
Board of Trustee Approval of Board Policies 2022	<a href="#">3A11-04 BOT Agenda7-12-22</a>
Board of Trustee Approval of Board Policies 2023	<a href="#">3A11-05 BOT Agenda3-14-23</a>
Notice of Change to Admin Procedure	<a href="#">3A11-06 BOT Agenda6-14-22</a>
BP 7100 Commitment to Diversity	<a href="#">3A12-01 BP7100</a>
BP 7120 Recruitment and Selection	<a href="#">3A12-02 BP7120</a>
AP 7120 Recruitment and Selection	<a href="#">3A12-03 AP7120</a>
BP 7214 Faculty Hiring	<a href="#">3A12-04 BP7214</a>
AP 7214 Faculty Hiring	<a href="#">3A12-05 AP7214</a>
BP 3410 Nondiscrimination	<a href="#">3A12-06 BP3410</a>
AP 3410 Nondiscrimination	<a href="#">3A12-07 AP3410</a>
BP 3420 Equal Employment Opportunity	<a href="#">3A12-08 BP3420</a>
AP 3420 Equal Employment Opportunity	<a href="#">3A12-09 AP3420</a>
Merced College Staffing Plan	<a href="#">3A12-10 MC Staffing Plan</a>
Merced College EEO Plan	<a href="#">3A12-11 MC EEO Plan</a>
EEO Committee November 4, 2022	<a href="#">3A12-12 EEO Cmte11-4-22</a>
Human Resource Data Dashboard	<a href="#">3A12-13 HR Data Dashboard</a>

Appointments of Screening Committee - Professor Mechanized Agriculture	<a href="#">3A12-14 ApptsScreenCmte</a>
Board of Trustee Meeting Agenda July 12, 2022	<a href="#">3A13-01 BOT Agenda7-12-22</a>
BP 3050 Code of Ethics, Professionalism, and Civility	<a href="#">3A13-02 BP3050</a>
AP 3050 Code of Ethics, Professionalism, and Civility	<a href="#">3A13-03 AP3050</a>
BP 2715 Code of Ethics/Standards of Practice	<a href="#">3A13-04 BP2715</a>
Flex Workshop Brochure Spring 2021	<a href="#">3A14-01 FlexSp2021</a>
Flex Workshop Brochure Fall 2021	<a href="#">3A14-02 FlexFa2021</a>
Flex Workshop Brochure Spring 2022	<a href="#">3A14-03 FlexSp2022</a>
Flex Workshop Brochure Fall 2022	<a href="#">3A14-04 FlexFa2022</a>
2019-2020 Professional Development Plan	<a href="#">3A14-05 19-20PD Plan</a>
2022-2023 Professional Development Plan	<a href="#">3A14-06 22-23PD Plan</a>
Professional Development Survey 2019	<a href="#">3A14-07 PD Survey2019</a>
Professional Development Survey 2021	<a href="#">3A14-08 PD Survey2021</a>
Professional Development Survey 2022	<a href="#">3A14-09 PD Survey2022</a>
Professional Development Survey Results	<a href="#">3A14-10 PD SurveyResults</a>
CSEA MOU Application of AB1840 Sec 38 Funds	<a href="#">3A14-11 CSEA AB1840</a>
President's Leadership Academy Flyer 2021-2022	<a href="#">3A14-12 PresAcadFlyer21-22</a>
President's Leadership Academy Flyer 2022-2023	<a href="#">3A14-13 PresAcadFlyer22-23</a>
Leaves Training for Faculty	<a href="#">3A14-14 LeavesTrainFaculty</a>
Leaves Training for Classified and Managers	<a href="#">3A14-15 LeavesTrainClass</a>
Recruitment and Hiring Process Training Leadership Team	<a href="#">3A14-16 RecruitHireTrain</a>
MCFA Collective Bargaining Agreement Article XXII	<a href="#">3A15-01 MCFA ArticleXXII</a>
CSEA Collective Bargaining Agreement Article 11	<a href="#">3A15-02 CSEA Article11</a>
POA Collective Bargaining Agreement Article 8	<a href="#">3A15-03 POA Article8</a>
Personnel File Review	<a href="#">3A15-04 PersonnelFileRev</a>

## B. Physical Resources

1. **The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### Evidence of Meeting the Standard

Merced College assures safe physical resources at all locations where it offers courses, programs, and learning support services. The District evaluates the safety of the physical resources under its responsibility and takes steps to ensure safe physical resources are provided for the District community. The Health and Safety Committee meets regularly to discuss health and safety issues and make recommendations to District leadership where input is requested

(3B1-04). The representation on the Health and Safety Committee comes from faculty, staff, and administrators (3B1-14). The Committee will be resuming regularly schedule meetings in the 2022-2023 academic year (3B1-05). The District assessed ADA trip hazard repairs that were needed to make the campuses safe for mobility impaired students and completed the repairs in the 2021-2022 academic year (3B1-02). Access Control keyless entry was installed with keycards, readers, and electrified strikes to allow for instantaneous lockdown from a central location for access-controlled buildings (3B1-03). The District conducts annual safety training for faculty and staff in several areas including heat, slip/fall situations, cart training, active shooter situations, evacuation training, and CDC trainings (3B1-06). A work order system is in place for reporting of needed repairs, safety hazards, and nonoperational equipment failures (3B1-07). HAZMAT testing and removal is conducted to remove hazardous materials for the safety of the District environment (3B1-01).

The District addresses the safety of the campus for students and the campus community using a multi-layered approach. The District has installed security cameras around the exterior of various buildings to monitor the open spaces of the campus (3B1-09). The District has its own police force with a presence at the Merced and Los Banos sites (3B1-10). The Cleary Report gives an annual security report and crime statistics for the District and is shared with the District community (3B1-14). An events management system called, EMS, is used to ensure that the campus police are aware of events being held on the campuses so they can plan for security as needed (3B1-11). The District uses the Campus Shield notification system to send students and staff emergency notifications should a lockdown or active shooter situation occur (3B1-08). Merced College carries ASCIP insurance to address the liability of the District in case of emergencies (3B1-17).

The District assures sufficient physical resources at all locations where it offers courses, programs, and learning support services. Classroom spaces are surveyed regularly to ensure that sufficient physical resources exist to support courses, programs, and learning support services. The Facilities Master Planning Committee (FMPC) was absorbed by the Administrative Services Master Planning Committee (ASMPC). The ASMPC provides recommendations and input on facilities needs and planning (3B1-16). The District's 2020 Facilities Master Plan Update was developed by the FMP Task Force and took the 2019 planning that utilized input from the campus community to develop a plan for the needs of the District going forward without the support of bond funds that supports the District mission and the Educational Master Plan (3B1-15).

Merced College ensures that the locations where courses, programs, and learning support services are offered are constructed and maintained to assure access, safety, security, and a healthy learning and working environment. The Facilities Department addresses repairs and facilities upgrades that are identified through the work order system through a budget allocated for this purpose (3B1-07). The District was awarded \$3 million in a Federal EDA Grant in

addition to the 2002 Bond dollars that was allocated for renovating the Vocational Building to update the educational environment and to bring the building up to current ADA standards ([3B1-12](#)). The need to update the Vocational Building was one of the needs cited in the FMP ([3B1-15](#)). The FMP also included the need for new space allocated for CTE programs. The 32,000 square foot AgIT building addresses those needs and was completed and occupied in the spring 2023 semester. The AgIT building was made possible by a combination of 2002 Bond funds and a 2019 donation. The hub for CTE programs provides space for 2 lab classes, two computer lab spaces, one cisco services class, one industrial technology shop and one sheet metal/HVAC shop ([3B1-13](#)).

## **Analysis and Evaluation**

Merced College has planning and internal processes in place to ensure that physical resources are constructed and maintained to support courses, programs, and student services provided by the District at all locations in a manner that is safe and accessible. The safety of the physical spaces is coordinated through the police employed by the District with the assistance of security measures such as security cameras, the emergency alert system, and training on emergency protocols.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

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

Merced College plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization. The development of the Educational Master Plan (EMP), created in 2018, provides the goals and objectives that guide the District and support the mission and vision adopted by the district and through that, the 2019 Facilities Master Plan (FMP) was developed ([3B2-01](#), [3B2-02](#)). The Strategic Implementation Plan (SIP) was created to accomplish the goals set forth in the EMP and FMP. Responsible parties for the objectives and tasks in the SIP provide regular updates to the Educational Master Planning Committee (EMPC) to ensure progress is monitored ([3B2-04](#)). The 2020 FMP Update occurred because of the bond measure failure to realign the facilities planning with the EMP without the bond funding to meet the needs identified in the 2019 FMP ([3B2-03](#)).

The 2024-2028 Five Year Construction Plan provides an inventory of physical resources in the District and an assessment of utilization and needs aligned with the EMP and FMP ([3B2-07](#)). The Measure J & H Bond Oversight Committee Report is evidence of the District's accountability to ensure effective utilization of funds in providing for the physical resources attached to the bond funding ([3B2-08](#), [3B2-09](#)). The Energy Savings Project assessment and outlined benefits that was conducted by JCI led to several changes to improve the effective



utilization of resources by improving efficiency through implementing new lighting and central plant technology ([3B2-10](#)). The installation of EV charging stations at the Los Banos and Merced Campuses demonstrates support for leading edge transportation technology ([3B2-11](#)). The District reports on project updates regarding its physical resources at the Administrative Services Master Planning Committee (ASMPC) ([3B2-14](#)). The ASMPC is a participatory governance committee and has representation from faculty, staff, and administration in its membership to serve as conduits for communication across the District ([3B2-17](#)). The program review process is also a source of resource allocation requests for physical resources to support programs through the evaluation of student outcomes ([3B2-15](#)). Bim Genie reports support the development of yearly goals for program review ([3B2-16](#)).

The District plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures the continuing quality necessary to support its program and services and achieve its mission. Merced College seeks out opportunities to provide the physical resources needed to support its programs and services, demonstrated by the agreement with Congressional Partners to assist the District in applying for federal grants to support the objectives in the EMP and FMP. The Federal EDA Grant funding is a result of the partnership with Congressional Partners and has provided for the renovation of the Vocational building. State, bond, and private donation funds were used for the construction of the AgIT building to provide the facilities needed for CTE programs at the District ([3B2-05](#), [3B2-06](#)). The District allocated HEERF funds to provide technology upgrades in classrooms and provide district wide wireless access to improve support for instructional programming and student access ([3B2-12](#)). The Scheduled Maintenance Report from Fusion demonstrates the Districts commitment to meeting safety requirements and the goals and objectives of the EMP and FMP ([3B2-13](#)).

### **Analysis and Evaluation**

Merced College utilizes planning through the EMP and FMP along with regular reports on utilization of physical resources to support effective utilization and ensure continuing quality to support its programs and services in achievement of its mission. The program review process ensures that programs can identify needs that support programmatic goals and objectives and request physical resources to support them through the resource allocation process.

- 3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

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

Merced College assures the feasibility and effectiveness of physical resources in supporting institution programs and services through institutional planning of facilities and equipment in a regular cycle. The areas that manage physical resources such as facilities, maintenance,

housekeeping, grounds and transportation participate in the program review process to evaluate services and needs for the District and request needed resources to meet planning goals in the resource allocation process ([3B3-06](#), [3B3-07](#), [3B3-08](#), [3B3-09](#), [3B3-10](#), [3B3-14](#)). The District conducts regular reports on facilities, equipment, and other assets to inform institutional planning. The reports inform the program reviews and planning for department needs. Goals for the departments that manage physical resources are established through the Educational Master Plan (EMP), Facilities Master Plan (FMP), and the Strategic Implementation Plan (SIP) ([3B3-01](#), [3B3-02](#), [3B3-03](#)). District classified personnel maintain and evaluate facilities and equipment on scheduled intervals as evidenced by the MetaBIM Preventative Maintenance log and the Vehicle Preventative Maintenance log ([3B3-06](#), [3B3-07](#)). The California Community College Chancellor's Office requires facilities review every 5 years where the feasibility of long-term use of facilities and associated equipment is determined and cataloged on the Deficiency and Facilities Condition Index reports on Fusion ([3B3-04](#), [3B3-05](#)). The program reviews for Capital Projects, Maintenance & Transportation, and Events and Operations include large-scale scheduled maintenance projects and facilities needs that are determined from the Fusion Deficiency Report and from internal staff assessments ([3B3-08](#), [3B3-09](#), [3B3-10](#)). The District supports long-term institutional planning using program review and by placing large-scale maintenance and facilities needs in the 5-Year Scheduled Maintenance Plan in Fusion ([3B3-08](#)). Department program reviews reports on evidence-based needs that make their way into the resource allocation process and into Budget Augmentation requests ([3B3-11](#), [3B3-12](#)).

The District evaluates its facilities to ensure feasibility and effectiveness of physical resources in supporting institutional programs and services taking utilization and other relevant data into account. Reports on facility usage and occupancy are conducted regularly to provide data on effectiveness and to feed into the program review and planning cycle. A yearly annual update of the Space Inventory Report catalogs the changing needs of the District in Fusion to provide a history of space utilization for the District ([3B3-13](#)). The District collects data on utilization of physical spaces in the District using the Event Management System (EMS) ([3B3-14](#)). The EMS provides current and historical data on the usage of physical spaces and allows the institution to make decisions on the placement of resources and needs.

## **Analysis and Evaluation**

Merced College uses program review, reports on the utilization of physical resources, and evaluation of the feasibility and effectiveness of physical resources to evaluate and inform planning for facilities and equipment using regular ongoing cycles. The system maintains a system for reporting that provides relevant data that the District uses to inform the other data-based evaluation processes within the institution.

- 4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

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

Merced College ensures that long-range capital plans support institutional improvement goals. The development of long-range capital plans takes into consideration alignment with the Educational Master Plan (EMP), the Facilities Master Plan (FMP), and the Strategic Implementation Plan (SIP) ([3B4-01](#), [3B4-02](#), [3B4-03](#)). The 5-Year Construction Plan, submitted annually to Fusion, reflects the implementation of the EMP, FMP, and SIP ([3B4-04](#)). The 5-Year Construction Plan includes updated Initial Project Proposal (IPP) and Final Project Proposal (FPP) submissions annually ([3B4-05](#), [3B4-06](#)).

Program reviews in Administrative Services demonstrate needs in staffing, equipment, and program/department long-term goals. During the annual budget development process budget augmentations and resource allocation requests are made to address funding gaps that are identified through the program review process and evaluation of needs ([3B4-07](#), [3B4-08](#)).

The District ensures that long-range capital plans reflect projections of the total cost of ownership of new facilities and equipment. Yearly budgets, augmentation requests, and resource allocation requests reflect operational costs and total cost of ownership projections for the District ([3B4-07](#), [3B4-08](#)). The Chancellor's Office requires the submission of the Facility Condition Index Report and Deficiency Report that contribute to the total cost of ownership information. The College Catalogs and tracks all assets annually through the Assetmaxx Report that supports ongoing planning to address total cost of ownership ([3B4-09](#)). As facilities are constructed or remodeled, the District generates an estimated total cost of ownership for the 60 year life cycle of the facility.

### **Analysis and Evaluation**

Merced College ensures that long-range capital plans align with the institutional improvement goals established by the District through the EMP, FMP, and SIP. The District takes into consideration the total cost of ownership of new facilities and equipment in the annual budget cycle and in requests for budget augmentations and resource allocations.

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### **Conclusions on Standard III.B: Physical Resources**

Merced College makes every effort to assure all physical resources are safe, accessible, secure, and provide a healthy learning and working environment. Maintaining facilities and grounds is accomplished through ongoing inspections by facilities staff and external vendors. Facilities staff are regularly trained by the Risk Management department and through regular team safety meetings. Campus security is assured through monitoring and notification systems and physical campus police presence.

The District ensures that physical resources are well planned, well built, maintained, and upgraded as needed to provide high quality support for all programs and services in accordance

with our Facilities and Educational Master Plans. Merced College establishes long range capital plans to support institutional improvement goals through continued alignment in decision making with the existing Educational and Facilities Master plan and Strategic Implementation goals.

The District monitors feasibility and effectiveness of physical resources in supporting institutional programs and services through ongoing analysis in multiple areas. Through annual program reviews, the Facilities departments establish goals, measure goal progress, and clarify needs necessary to meet those goals. Facility conditions are also assessed every 5 years through the California Community College Chancellor’s Office and the results are analyzed by the Facilities staff.

**Improvement Plan(s)**

None.

**Evidence List**

<b>Standard 3B Evidence</b>	
<b>Description</b>	<b>Name/Link</b>
Environmental Services Invoice	<a href="#">3B1-01_EnvironmentSvcsInv</a>
Trip Hazard Invoice	<a href="#">3B1-02_TripHazardInvoice</a>
Security By Design Proposal	<a href="#">3B1-03_SecDesignProposal</a>
Safety Analysis Report	<a href="#">3B1-04_SafetyReport</a>
March 5 2021 Board Docs Minutes	<a href="#">3B1-05_HSC_Agenda3-5-21</a>
Training Schedule	<a href="#">3B1-06_TrainingSchedule</a>
Metabim report	<a href="#">3B1-07_MetabimReport</a>
Campus Shield App Screenshot	<a href="#">3B1-08_CampusShieldApp</a>
Picture of Cameras	<a href="#">3B1-09_CampusCamera</a>
Police car picture	<a href="#">3B1-10_PoliceCar</a>
EMS Report	<a href="#">3B1-11_EMS_Report</a>
Administrative Services Master Planning Committee Report February 16, 2022	<a href="#">3B1-12_ASMPC_Mins2-16-22</a>
Administrative Services Master Planning Committee Report March 18, 2022	<a href="#">3B1-13_ASMPC_Mins3-18-22</a>
Health and Safety Committee Agenda February 3, 2023	<a href="#">3B1-14_HSC_Agenda2-3-23</a>
Facilities Master Plan Update 2020	<a href="#">3B1-15_FMP_Update2020</a>
Administrative Services Master Planning Committee Minutes November 19, 2021	<a href="#">3B1-16_ASMPC_Mins11-19-21</a>
Alliance of Schools for Cooperative Insurance Programs	<a href="#">3B1-17_ASIP_Proof</a>
Educational Master Plan	<a href="#">3B2-01_EMP</a>

Facilities Master Plan	<a href="#">3B2-02_FMP</a>
Facilities Master Plan Update	<a href="#">3B2-03_FMP_Update</a>
SIP Update at EMPC	<a href="#">3B2-04_SIP_Update</a>
EDA CTE (VOC) Award conditions	<a href="#">3B2-05_EDA_CTE_AwardCond</a>
EDA AgTEC Innovation Construction Budget Narrative	<a href="#">3B2-06_EDA_AgTEC_Budget</a>
Merced College 5-year Construction Plan, IPP/FPP	<a href="#">3B2-07_5yrConstructPlan</a>
2021 Final Budget Report	<a href="#">3B2-08_BudgetReport21</a>
Bond Oversight Committee Annual Report	<a href="#">3B2-09_BondOversightAnRpt</a>
Energy Savings Contract, Project Scope and Benefits	<a href="#">3B2-10_EnergySavings</a>
EV Connect Invoice	<a href="#">3B2-11_EV_Connect_Invoice</a>
HEERF Funding Schedule for Technology upgrades in classrooms/Wireless access upgrades	<a href="#">3B2-12_HEERF_FundSched</a>
Scheduled Maintenance Report, 2022	<a href="#">3B2-13_SchedMaintReport</a>
Administrative Services Master Planning Committee Meeting Minutes, March 18, 2022	<a href="#">3B2-14_ASMPC_Mins3-18-22</a>
Capital Projects and Maintenance Program Review	<a href="#">3B2-15_CapProjMaint_PR</a>
BIMgenie Reporting	<a href="#">3B2-16_BIMgenie_Report</a>
Participatory Governance Handbook, ASMPC	<a href="#">3B2-17_PG_Hndbk_ASMPC</a>
Educational Master Plan	<a href="#">3B3-01_EMP</a>
Facilities Master Plan	<a href="#">3B3-02_FMP</a>
Strategic Implementation Plan	<a href="#">3B3-03_SIP</a>
Fusion Deficiency Report	<a href="#">3B3-04_FusionDeficiencyRpt</a>
Fusion Facilities Condition Index	<a href="#">3B3-05_FusionIndex</a>
Preventative Maintenance Log	<a href="#">3B3-06_PreventMaintLog</a>
Vehicle Preventative Maintenance Log	<a href="#">3B3-07_VehclPrvntMaintLog</a>
Fusion Scheduled Maintenance Report	<a href="#">3B3-08_FusionSchedMaintRpt</a>
Program Review CP, M&T	<a href="#">3B3-09_CP_MT_PR</a>
Program Review E&O	<a href="#">3B3-10_EO_PR</a>
Resource Allocation	<a href="#">3B3-11_ResourceAllocation</a>
Budget Augmentation Request	<a href="#">3B3-12_BudgetAugRequest</a>
Fusion Space Inventory	<a href="#">3B3-13_FusionSpaceInvntry</a>
EMS report	<a href="#">3B3-14_EMS_Report</a>
Educational Master Plan	<a href="#">3B4-01_EMP</a>
Facilities Master Plan	<a href="#">3B4-02_FMP</a>
Strategic Implementation Plan	<a href="#">3B4-03_SIP</a>
5-Year Construction Plan	<a href="#">3B4-04_5yrConstructPlan</a>
Initial Project Proposal	<a href="#">3B4-05_InitialProjProposal</a>
Final Project Proposal	<a href="#">3B4-06_FinalProjProposal</a>
Capital Projects, Maintenance, and Transportation	<a href="#">3B4-07_CP_MT_PR20-21</a>

Program Review	
Events and Operations Program Review	<a href="#">3B4-08_EventsOps_PR</a>
Assetmaxx Report	<a href="#">3B4-09_AssetmaxxReport</a>

### C. Technology Resources

1. **Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.**

#### Evidence of Meeting the Standard

Merced College provides technology services, professional support, facilities, hardware, and software that are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services. The District is utilizing the current Technology Master Plan (TMP) to inform technology adoption and develop priorities, such as Objective A in Priority 1 of the TMP, which speaks to continuing to reduce the life-cycle for replacement of District computers. This aligns with the Educational Master Plan (EMP) ([3C1-08](#)). Gathering information to inform planning is conducted using regular technology surveys to evaluate if technology services, support, and equipment are appropriate and sufficient ([3C1-16](#)). The Strategic Implementation Plan (SIP) is the operational objectives and tasks from the EMP. The District has made the move toward a “paperless environment” through the adoption of Laserfiche and Adobe Sign in alignment with SIP 6.2.4 ([3C1-10](#)). Program Review for ITS is used as an indicator of technology needs in the district to evaluate both internal and external needs, planning and resource allocation ([3C1-17](#)). The Technology Committee informs the EMP and TMP with planning related to technology needs across the institution and oversees progress on technology-related SIP goals ([3C1-16](#)). Membership on the Technology Committee consists of classified staff, faculty, management, students, and administration ([3C1-12](#)). The Technology Committee meets multiple times each semester to discuss progress on technology related objectives and tasks related to the TMP, SIP goals, and trends in emerging technology ([3C1-19](#)).

The District maintains a significant inventory of technology equipment. This includes approximately 2000 desktop computers and laptops; 102 classrooms equipped with Hyflex technology systems; 15 conference/event spaces with presentation systems; over 150 physical and virtual servers; ~470 wireless ace points; 120 security cameras; ~770 Mitel 5320 and 6940 voice over IP telephones; and a large system of printers and other network infrastructure.

The District completed several infrastructure upgrades using HEERF funds during the COVID-19 pandemic emergency to support instruction in the move to synchronous instruction in a remote modality ([3C1-04](#), [3C1-09](#)). In summer 2021, the District began installation of upgraded classroom technology to support instruction programming in offering Hyflex environments that would support streaming from classrooms. During the COVID-19 pandemic,

the district distributed laptops to students to support the move to fully online instruction ([3C1-15](#)). Creation of a Virtual Desktop Environment (VDI) provides remote employees access to internal campus resources ([3C1-13](#)). The District provided technology hardware to District employees that included computers, headsets, webcams, and extra monitors to support instruction and operational functions remotely. Expanding the wireless network of the District at both the Merced and Los Banos campuses to cover all indoor and outdoor areas was part of the technology upgrade to provide support for expanded online instructional and support services ([3C1-04](#), [3C1-05](#), [3C1-06](#)).

The District provides technology and professional support services necessary to support all functions of the institution. The District utilizes Helpdesk tracking software to identify and prioritize incident responses with IT personnel that are available onsite during business hours and with contracted resources outside of regular business hours using BlackBeltHelp ([3C1-01](#), [3C1-02](#)). Information Technology Services (ITS) provided direct technology support during COVID-19. Several security measures have been implemented by ITS to ensure the stability and security of technology services, measures taken include endpoint security for workstations and servers, and single sign-on authentication/multi-factor authentication through OKTA ([3C1-11](#)). The District has established technology standards to provide appropriate and adequate hardware and software to support all institutional programs and services ([3C1-18](#)). Technology standards are in place for end-user computers, laptops, phones, printers, and other supporting hardware.

The District provides technology services, professional support, facilities, hardware, and software that are appropriate and adequate to support academic programs and teaching and learning. The software request procedures allow time for the District to identify, discuss, and implement software for instructional needs ([3C1-03](#)). The ITS department performs an analysis of current district computers regularly to ensure instructional and administrative needs are being met ([3C1-14](#)). The District gathers data for computers on the age, number of support calls, and overall functionality.

In January of 2023 the ITS department completed a staffing reorganization. The purpose of reorganization is twofold. The first intended outcome is to be able to hire highly qualified staff for the historically hard-to-hire positions that are identified by this proposal. The second outcome is to create a new team that is focused solely on IT Security. Recent industry cybersecurity breaches have elevated the importance of addressing long-standing IT challenges/concerns. Dedicated positions with the appropriate expertise will meet the increasing security needs of the District. As part of the reorganization, we created a new classified salary schedule for exempt workers. Under the law, certain technology positions qualify as “exempt”, which means that they are paid a salary versus hourly wage. Because exempt workers do not qualify for overtime pay the wage schedule is generally higher than for a comparable hourly or non-exempt position. The benefits to the District are that the increased salary schedule will attract

better applicants and in cases where the position would historically require a significant overtime budget, this would be eliminated ([3C1-07](#)).

## **Analysis and Evaluation**

Merced College utilizes the EMP, TMP, SIP, program review, and surveys to provide appropriate and adequate technology services, professional support, facilities, hardware, and software to support management and operational functions, academic programs, teaching and learning, and support services. The Technology Committee provides ongoing input into planning and evaluation of the sufficiency of technology services and support provided.

- 2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

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

Merced College continuously evaluates technology needs to ensure its technology infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services. The District performs ongoing analysis of technology resources through the Technology Master Plan (TMP), the Strategic Implementation Plan (SIP), and program review ([3C2-01](#), [3C2-02](#), [3C2-08](#)). The technology capacity provided by the District includes storage capacity, computers, wired/wireless network infrastructure, and end-user resources. In 2018, the District signed a five-year network lease to provide the necessary network infrastructure to support the planning goals identified in the TMP ([3C2-05](#)). The completion in 2021 of upgrades and replacements to the Wi-Fi network, servers, storage, and Multi-Factor Authentication (MFA) was implemented using COVID-19 funding in alignment with the EMP, TMP, and technology needs that arose due to the COVID-19 pandemic ([3C2-10](#)). The District relies on multi-year agreements to control costs and ensure license compliance for software and programming for the operations of the district ([3C2-03](#), [3C2-04](#), [3C2-05](#)). The program review process provides a pathway for programs and service departments to request technology resources to support planning goals through the resource allocation process ([3C2-08](#)). The grants planning process includes a technology review to ensure that technology resources needed to support grants are sufficient and included in institutional planning ([3C2-06](#)).

The District plans for facilities/buildings holistically, includes Technology Committee in planning, and coordinates between facilities and ITS utilizing ASMPC and the Technology Committee. This aligns with Priority 3.C of the TMP as well as with SIP sections 3.2.3, 4.4.1, 4.2.2. Most recent examples are the design and completion of the AG-IT building and the planned remodel of the Vocational building ([3C2-11](#)).

As part of SIP task 3.1.2, ITS has undertaken the process to create a taxonomy and inventory all District technology using a Building Information Modeling (BIM) system that will tie equipment, furniture, network jacks, power, etc. to a database of buildings, rooms, and owners.



The District updates and replaces technology to ensure its technological infrastructure supports its mission, operations, programs, and services. The District uses a Master Lease-Purchase Agreement to complete major network upgrades every 5 years to plan for ongoing operational needs ([3C2-05](#)). The District uses the Master Lease-Purchase Agreement to fund the most needed technology that should be funded longer-term rather than from year to year. Replacement of hardware for end-users (staff or students) follows a schedule based on instructional and administrative needs ([3C2-07](#), [3C2-09](#)).

### **Analysis and Evaluation**

Merced College continuously plans for technology needs through the TMP, SIP, and program review cycle. The District plans for updates and replacement of technology to ensure that quality and capacity of the infrastructure and technology resources is adequate to support the mission, operations, programs, and services.

- 3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

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

Merced College assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. The District establishes the importance and commitment to maintaining technology resources in BP and AP 3721, *Computer Technology Maintenance* ([3C3-12](#), [3C3-13](#)). Providing technology support at all locations within the District occurs through Helpdesk requests, lifecycle replacement requests, and planning for upgrades ([3C3-01](#), [3C3-02](#), [3C3-03](#)). Helpdesk requests are made from any location using a district email address. The ITS department takes requests and files them into their incident request system and works the requests until completion. Lifecycle replacements are done according to the schedule maintained by ITS and emergency requests are handled as needed through Helpdesk requests ([3C3-09](#)). Planning for upgrades occurs through the resource allocation process and institutional planning that aligns with the TMP and SIP ([3C3-10](#), [3C3-11](#)). The District has standardized technological hardware (laptops, desktops) for instructional programs, student use, and staff operations ([3C3-04](#), [3C3-05](#)). The District has standardized classroom instructional technology to increase reliable access through maintenance of standardized equipment ([3C3-06](#)). The ITS department has implemented a client and mobile device management system that allows a larger number of client devices to be managed by a smaller number of staff ([3C3-07](#)).

Several security measures have been implemented by ITS to ensure the stability and security of technology services, the measures taken include the implementation of CrowdStrike's Falcon Complete managed detection and response (MDR) product endpoint for workstations and servers, and single sign-on authentication/multi-factor authentication through OKTA ([3C3-08](#)).

The District continues to use the KnowBe4 integrated platform for security awareness training and simulated phishing campaigns. In BP 3723, *Information Security and Privacy*, the District establishes the use of network security standards to ensure the security of the network and network data ([3C5-06](#)).

The District has recently created a dedicated Information Security department with a Director of Information Security and a Cybersecurity Specialist to focus on creating policies and practices that align with the NIST Cybersecurity Framework and utilize the CIS v8 controls. Along with other California Community Colleges, Merced College now participates with the Chancellor's Office to complete an annual cybersecurity self- assessment of our information technology infrastructure. We Participate in the following regularly scheduled cybersecurity reporting which requires: submittal of remediation updates twice per year, for the fall and spring semester terms, on vulnerability and other issues identified in the previous self- assessment or triennial assessment; Submittal of detailed after-action reports of all cybersecurity incidents; The total number of admission applications received from CCCApply that are determined to be fraudulent; Information requested on suspected fraudulent enrollments, and fraudulent receipt of financial aid, on an annual basis.

The District uses a backup strategy that allows for complete network recovery in the event of a disaster which causes the loss of remote or onsite data. This strategy is constantly being evaluated and updated.

### **Analysis and Evaluation**

Merced College ensures that technology resources are implemented and maintained at all locations to assure reliable access, safety, and security through management of support services and technology planning aligned with the TMP and SIP. The District has implemented multiple measures for users when they sign-on to increase safety, security, and reliability of technology services.

- 4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

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

Merced College provides appropriate instruction for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. Faculty are supported through the Excellence in Online Teaching series that provides instruction in teaching online in alignment with the adopted rubric for online teaching called the Integrated Crosswalk Rubric adapted from the CVC-OEI approved rubric that was adopted by the Merced College Academic Senate ([3C4-11](#)). The series offers six parts, the first three parts are required for faculty online teaching certification with parts 4, 5, and 6 providing additional professional development to support faculty in various modes of delivery

and in exploring teaching methodologies with a variety of tools ([3C4-10](#)). The Trident Innovation Center is the home of distance education teaching support. The distance education team provides weekly professional development training that is accessible online and at the Trident Innovation Center ([3C4-03](#), [3C4-04](#)). The weekly professional development sessions provide instruction and support to faculty in teaching methodologies and how to use available technology in the online environment and in the classroom. Staff are also welcome to benefit from these offerings if they choose to participate ([3C4-07](#)). The Innovation Center provides a space where the distance education team can meet with campus members in person or online to work with them on their technology training needs ([3C4-02](#)).

The District participates in the Flexible Calendar Program that requires faculty to participate in 24 hours of professional development throughout the year. Staff are invited to participate in the FLEX sessions offered. Flex training targets professional development for the campus and always includes sessions and use of technology resources that support various aspects of teaching and methodologies for teaching ([3C4-05](#), [3C4-06](#)). The training includes topics on support services for students and learning more about student centered topics. The Vision Resource Center (VRC) provides the campus with training on using available technology and houses the evidence of training for the faculty FLEX obligation ([3C4-08](#)). Faculty can choose to select training from the VRC to fulfill their FLEX obligation or attend the sessions provided by the FLEX Committee by volunteers from the District. The VRC has a wide range of training support from how to use technology resources like the Microsoft Office suite of programs to 508-Accessibility Training.

Merced College provides appropriate instruction and support to students through Student Tech Support ([3C4-12](#)). The Student Help Desk provides technology support for logging into the Merced College Portal, Canvas, campus computers, and printing. The Downey Learning Resource Center houses the Student Help Desk and has open computer lab space available to students with printing and scanning capability. Students can get help with Canvas through the resources on the Canvas Help webpage and through the Student Help Desk ([3C4-13](#)). The new District website provides accessible direction to technology support services for students, faculty, and staff ([3C4-17](#)).

The District provides appropriate support for the effective use of technology and technology systems through the distance education team and the support structure they have provided with Faculty Support Coaches (FSC) and the Instructional Designers (IDs) who are available to faculty and staff ([3C4-01](#)). Faculty Support Coaches are available with open hours along with the Instructional Designers to support faculty in designing courses that meet the Course Outline of Record (COR) and align with the CVC-OEI rubric that the Academic Senate has adopted as the standard for online courses ([3C4-11](#)). Recording studios and editing services were made available based on input from faculty to provide support in the design and improvement of student learning experiences in distance education courses through high quality video ([3C4-09](#)).

The District provides appropriate instruction and support using surveys for faculty, students, and staff. The Office of Institutional Effectiveness (OIE) conducts needs surveys at the request of areas of operation to inform planning for training and support needs, an example of this was the survey OIE conducted for the Office of Instruction to gather information from faculty on a variety of topics including professional development interests ([3C4-14](#)). The Flexible Calendar Program (FLEX) Committee uses professional development survey results to determine professional development offerings to offer to faculty during fall and spring FLEX sessions ([3C4-15](#)). The District bases professional development offerings through Human Resources (HR) on yearly surveys to determine needs for instruction and support. Requests for professional development needs at the program level come through program review to support program-planning goals ([3C4-16](#)).

### **Analysis and Evaluation**

Merced College provides appropriate instruction and support to the campus community through the professional development provided by the Distance Education Innovation Team, FLEX Committee, Human Resources, and the VRC. The District provides students with instruction and support through the online resources available on the College website and through the resources available at the Downey LRC and on the College website.

#### **5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

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

Merced College has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. BP and AP 3720, *Acceptable Use Policy*, gives guidelines for the acceptable use of communications systems provided by the District in the form of e-mail, Internet access, the telephone system, and campus electronic networks ([3C5-02](#), [3C5-03](#)). The District provides an outline of privileges and responsibilities of communications systems users in AP 3720. BP and AP 3725, *Information and Communications Technology Accessibility and Acceptable Use*, expands on acceptable use to include guidelines for ensuring accessibility of communications technology and the byproducts of these systems with respect to the teaching and learning process ([3C5-04](#), [3C5-05](#)). BP 3725 states, “equal access to instructional materials and information and communication technology (ICT) for all and particularly for individuals with disabilities, in a timely manner in accordance with applicable law”. In AP 3725, definitions that apply to the procedure gives an explanation of issues around accessibility and providing equally effective instructional materials and learning resources. Additionally, AP6 6365 was instituted to help ensure the purchase of technology that is compliant with Section 508 of the Rehabilitation Act of 1973 and its related regulations ([3C5-10](#)). In BP and AP 3723, *Information Security and Privacy*, the District establishes that Merced College is an academic environment that recognizes the importance of academic freedom, free speech, and privacy in the learning environment ([3C5-01](#), [3C5-06](#)). All relevant BPs and APs are reviewed and

updated.

The District has identified hardware standards for technology purchases. The following types of technology have identified standards for manufacturer and model: Network wired and wireless infrastructure (HPE-Aruba); Network servers and storage (HPE-Nimble); PC and laptops (HPE), IP phones (Mitel), Hyflex classroom technology.

The appropriate use of technology in teaching and learning is provided in the Excellence in Online Teaching (EOT) series that provides instruction in teaching online in alignment with the Merced College Academic Senate adopted The Integrated Crosswalk Rubric for online teaching ([3C5-11](#)). The EOT series parts one through three provide instruction and guidance to faculty on the appropriate use of technology in teaching and learning ([3C5-07](#)). The Trident Innovation Center provides weekly professional development trainings that are accessible online and at the Trident Innovation Center to provide support to faculty on the use of a variety of technology tools provided by the district with a focus on teaching methodologies and how to use available technology in the online environment and in the classroom ([3C5-08](#)). The Faculty Support Coaches (FSC) provide open hours to faculty for just-in-time support for faculty working with technology resources ([3C5-09](#)).

### **Analysis and Evaluation**

Merced College has established Board Policies and Administrative Procedures on acceptable use of technology and in the use of technology resources for teaching and learning. The appropriate use of technology resources for the teaching and learning process is central to the training provided in the Excellence in Online Teaching (EOT) series and in the weekly professional development sessions provided in the Trident Innovation Center and online.

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### **Conclusions on Standard III.C: Technology Resources**

The responses to the above standards confirm that the District has met the standards. MC will continue to evaluate processes and practices to ensure that the District continues to meet the standards.

### **Improvement Plan(s)**

None.

### **Evidence List**

<b>Standard 3C Evidence</b>	
<b>Description</b>	<b>Name/Link</b>
Helpdesk Software Sysaid Renewal	<a href="#">3C1-01_SysaidRenewal</a>

Blackbelt Monthly Stats	<a href="#">3C1-02_BlackbeltMonthlyStat</a>
Software Request Procedure Document/Form	<a href="#">3C1-03_SoftwareRequestForm</a>
Board Of Trustee Approval of Technology Projects with COVID Funds	<a href="#">3C1-04_BOTTechProj_COVIDFds</a>
Wireless Coverage Maps CTS Presentation	<a href="#">3C1-05_WirelCvrgMaps_CTS</a>
Wireless Coverage Maps CDW Merced Campus	<a href="#">3C1-06_WirelCvrgMapsCDW_MC</a>
ITS Reorganization	<a href="#">3C1-07_ITReOrg</a>
Technology master plan	<a href="#">3C1-08_TechMasterPlan</a>
Classroom Technology Standards	<a href="#">3C1-09_ClassrmTechStandards</a>
SIP Goal 6 Pages 22-28	<a href="#">3C1-10_SIP_Goal6_pp22-28</a>
Crowdstrike Renewal	<a href="#">3C1-11_CrowdstrikeRenewal</a>
Participatory Governance Handbook_TechCommittee_Pg 36	<a href="#">3C1-12_PGHandbkTechComPg36</a>
VMHorizon Renewal	<a href="#">3C1-13_VMHorizon_Renewal</a>
Technology Life-Cycle Planning Operating System	<a href="#">3C1-14_TechLifecyclePlanSys</a>
Purchase Orders for Student Laptops	<a href="#">3C1-15_POs_StudentLaptops</a>
Technology Survey	<a href="#">3C1-16_TechnologySurvey</a>
Chemistry PR Resource Allocation Demonstrating Technology Needs	<a href="#">3C1-17_ChemResourceAllocTec</a>
Technology Standards Computers	<a href="#">3C1-18_TechStandardComp</a>
Technology Committee Minutes November 18, 2021	<a href="#">3C1-19_TechCmteMins11-18-21</a>
Technology master plan	<a href="#">3C2-01_TechMasterPlan</a>
Strategic Implementation Plan	<a href="#">3C2-02_SIP</a>
Adobe Contract Renewal	<a href="#">3C2-03_AdobeContractRenewal</a>
MS contract renewal	<a href="#">3C2-04_MS_ContractRenewal</a>
2018 Master Lease Agreement	<a href="#">3C2-05_2018MasterLeaseAgmt</a>
Grant Pre-Approval Form	<a href="#">3C2-06_GrantPreApprovalForm</a>
Life-Cycle equipment replacement	<a href="#">3C2-07_LifecycleEquipReplac</a>
Chemistry PR Resource Allocation demonstrating Technology needs	<a href="#">3C2-08_ChemResourceAllocTec</a>
ManageEngine Evidence	<a href="#">3C2-09_ManageEngine</a>
Multifactor Authentication	<a href="#">3C2-10_MFA</a>
Technology Master Plan 2019-2024	<a href="#">3C2-11_TechMasterPlan19-24</a>
Helpdesk reports-Monthly Report Feb 2022	<a href="#">3C3-01_HelpdeskRep_Feb2022</a>
Helpdesk Reports August 17, 2020 - May 21, 2021	<a href="#">3C3-02_HelpdeskRep_20-21</a>
LifeCycle Purchases Report for Budget Committee	<a href="#">3C3-03_LifePurchBdgtCmte</a>
Technology Standards PCs and Laptops	<a href="#">3C3-04_TechStd_PCsLaptop</a>

Technology Standards Printers	<a href="#">3C3-05_TechStd_Printers</a>
Classroom Technology Standards	<a href="#">3C3-06_ClassroomTechStd</a>
Ivanti IT Asset management Software	<a href="#">3C3-07_IvantAssetMgmtSoftwa</a>
OKTA renewal	<a href="#">3C3-08_OKTARenewal</a>
Life-Cycle equipment replacement	<a href="#">3C3-09_LifecycleEquipReplac</a>
Technology Master Plan	<a href="#">3C3-10_TechMasterPlan</a>
Strategic Implementation Plan	<a href="#">3C3-11_SIP</a>
BP 3721 Computer Technology Maintenance	<a href="#">3C3-12_BP3721</a>
AP 3721 Computer Technology Maintenance	<a href="#">3C3-13_AP3721</a>
Faculty Support Coach Schedule	<a href="#">3C4-01_FSC_Schedule</a>
Innovation Center Support Screen Shot	<a href="#">3C4-02_InnovCntrSupport</a>
Innovation Center Support flier October 11, 2021-October 15, 2021	<a href="#">3C4-03_InnovCntrSupFlyer22</a>
Innovation Center Support Flier January 25, 2022 - January 27, 2022	<a href="#">3C4-04_InnovCntrSupFlyer21</a>
Flex Fliers Spring 2022	<a href="#">3C4-05_FlexflyerSpring22</a>
Flex Flyers Fall 2021	<a href="#">3C4-06_FlexFlyerFall21</a>
Weekly Professional Development Workshops	<a href="#">3C4-07_WklyPDWorkshops</a>
Vision Resource Center Training for Technology Tools	<a href="#">3C4-08_VRC_TrngTechTools</a>
Recording Studio Sessions	<a href="#">3C4-09_RecStudioSessions</a>
Excellence in Online Teaching Certification Series	<a href="#">3C4-10_ExcellOnlineTechCert</a>
Academic Senate Resolution Online Course Rubric	<a href="#">3C4-11_AS_Resolution02-22</a>
Student Tech Support	<a href="#">3C4-12_StudentTechSupport</a>
Canvas Help Page	<a href="#">3C4-13_CanvasHelp</a>
Professional Development Survey	<a href="#">3C4-14_PD_Survey</a>
Professional Development Survey	<a href="#">3C4-15_PDSurvey</a>
Student Fees Program Review	<a href="#">3C4-16_StudentFees_PR</a>
Tech Support Webpage	<a href="#">3C4-17_TechSupport_web</a>
AP 3723 Information Security and Privacy	<a href="#">3C5-01_AP3723</a>
AP 3720 Acceptable Use Policy	<a href="#">3C5-02_AP3720</a>
BP3720, Acceptable Use Policy	<a href="#">3C5-03_BP3720</a>
AP 3725, Information and Communications Technology Accessibility and Acceptable Use. Referring to Section 508 of the Rehabilitation Act of 1973	<a href="#">3C5-04_AP3725</a>
BP 3725, Information and Communications Technology Accessibility and Acceptable Use. Referring to Section 508 of the Rehabilitation Act of 1973	<a href="#">3C5-05_BP3725</a>

BP 3723. Information Security and Privacy	<a href="#">3C5-06_BP3723</a>
Excellence in Online Teaching Certification Series	<a href="#">3C5-07_ ExcellOnlineTechCert</a>
Innovation Center Support Screen Shot	<a href="#">3C5-08_InnovCtrSupport</a>
Faculty Support Coaches Schedule	<a href="#">3C5-09_FSC_Schedule</a>
AP 6365 Contracts - Accessibility of Information Technology	<a href="#">3C5-10_AP6365</a>
Senate Resolution February 24, 2022	<a href="#">3C5-11_SenateRes2-24-22</a>

**D. Financial Resources**

*Planning*

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

**Evidence of Meeting the Standard**

Merced College ensures that financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The District plans its resources through an annual approved budget cycle ([3D1-01](#), [3D1-03](#)). Budget Managers plan fiscal resources through historical analysis and projected needs within the budget process. The District budget, is reviewed as part of participatory governance through the Budget Committee ([3D1-09](#)). State law requires the approval of the annual budget by the BOT. This occurs after the review through the participatory governance structure as described in the Budget Development Calendar ([3D1-05](#), [3D1-06](#), [3D1-07](#)). The District provides budget training to the Board and the Budget Committee to communicate the process to all constituent groups ([3D1-02](#), [3D1-06](#)).

The District ensures that the distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services through the program review and resource allocation process ([3D1-08](#)). The Superintendent/President’s Cabinet takes the individual resource lists from the master planning committees to create a merged list then shares the list of funded items with the Budget Committee and other Master Planning Committees ([3D1-10](#), [3D1-11](#), [3D1-12](#)). The District uses various funding sources available to fund items on the Resource Allocation list.

Merced College plans and manages its financial affairs with integrity and in a manner which ensures financial stability. The District safeguards financial resources through the budget development process. The District demonstrates that management of financial affairs occurs with integrity through the transparency of the process described by the Budget Development Calendar ([3D1-03](#)). The testing and validation of the budget development process occurs



through the annual auditing of financial reports ([3D1-04](#)).

## **Analysis and Evaluation**

Merced College ensures that financial resources are sufficient to support and sustain programs and services with integrity and in a manner that ensures financial stability through the budget development process and review by participatory governance committees. The program review process supports the enhancement of programs and services by tying resource allocation to planning goals backed by evaluation of programs and services. The District provides evidence of the integrity of the budget development process through regular auditing of financial statements.

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

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

Merced College ensures that the mission and goals are the foundation for financial planning, and financial planning is integrated with and supports institutional planning. The District has adopted policies and procedures to provide for the development of a budget that aligns with the mission of the District ([3D2-01](#), [3D2-02](#), [3D2-03](#), [3D2-04](#)). The District has adopted an Educational Master Plan (EMP), a Facilities Master Plan (FMP), a Technology Master Plan (TMP), and the five-year scheduled maintenance and capital plans, to establish short and long-term resource planning goals ([3D2-05](#), [3D2-06](#), [3D2-07](#), [3D2-08](#), [3D2-09](#)). The budget development process includes the intersection of program review and resource allocation as part of the integrated planning process ([3D2-16](#), [3D2-17](#), [3D2-18](#), [3D2-19](#)).

The District has policies and procedures to ensure sound financial practices and financial stability. In BP and AP 6200, *Budget Preparation*, the District provides the criteria for the budget development process that includes the use of a budget development calendar ([3D2-01](#), [3D2-03](#)). The institution has established the handling of reserves to support sound financial practices in BP and AP 6250, *Budget Management* ([3D2-02](#), [3D2-04](#)). As part of the resource planning process, the District maintains a multi-year budget planning process to ensure long-term financial stability ([3D2-10](#)).

Merced College has a process to disseminate appropriate financial information throughout the institution in a timely manner. The District provides annual and quarterly financial reports to the BOT for review ([3D2-16](#)). The reports, such as the 311Q, and the annual audited financial reports provide information regarding the fiscal condition of the District ([3D2-11](#), [3D2-12](#)). The posting of financial reports to the College website provides information on the financial stability of the institution to the community. The District communicates financial information to the District community through participatory governance committees and District forums

[\(3D2-20, 3D2-13, 3D2-14, 3D2-15\)](#).

### **Analysis and Evaluation**

Merced College's reflects its mission and goals in the EMP, FMP, and TMP and are the basis for financial planning and the institutional planning that occurs through program review. The District has established policies and procedures that support sound financial practices and stability using the budget development cycle that considers multi-year budget projections. The District maintains the integrity of financial practices through regular reports and audited financial reports to the BOT and the District community that are available to the public through Board meetings.

- 3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

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

Merced College clearly defines and follows its guidelines and processes for financial planning and budget development. The District's adopted policies and procedures for budgeting, as discussed in Standard 3D2, provide direction for the district budget process through BP 6200, AP 6200, BP 6250, and AP 6250. The District establishes criteria for budget development in BP 6200. The criteria include the need to present assumptions to the BOT, a budget calendar to be followed, maintenance of minimum reserves, and budget projections for long-term goals and commitments ([3D3-01](#)). In AP 6200, *Budget Preparation*, the District establishes the link between budget planning to institutional goals, planning, and the program review process ([3D3-03](#)). AP 6200 includes the commitment to consultation with appropriate groups to maintain communication and transparency with the budget development process. BP 6250, *Budget Management*, establishes that the District will manage the budget in alignment with the California Community Colleges Budget and Accounting Manual ([3D3-02](#)). The District provides guidelines for the transfer of funds from the reserve and expenditure classifications in AP 6250, *Budget Management* ([3D3-04](#)). In alignment with AP 6200, the District adopts a budget development calendar as a primary guide for the planning and budgetary cycle ([3D3-05](#), [3D3-06](#)). The Vice President of Administrative Services (VPAS) regularly presents relevant budgetary information to the Board for review and approval. The VPAS also provides presentations to the recently established Budget Ad-hoc Committee of the Board ([3D3-13](#), [3D3-09](#)). The Board Budget Ad- Hoc Committee was formed in July 2020 and is comprised of three Board Members, the Superintendent/President, and the VPAS. The ad-hoc committee meets six times per calendar year and membership changes yearly at the Board's Organizational Meeting. The purpose of the ad-hoc committee is to discuss the current and projected status of the state budget, take a deeper look at the District's budget, and report back points of discussion to the rest of the Board.

The District provides opportunities for all constituencies to participate in the development of institutional plans and budgets. AP 6200, establishes consultation with appropriate constituent groups as a criterion in the budget preparation process. The District has a standing participatory governance Budget Committee that reviews and provides recommendations to the VPAS on the District-wide budget and resource allocation funding ([3D3-08](#)). This committee has representation from faculty, students, staff and administration for its membership and serves as part of the participatory governance process of the District ([3D3-07](#)). As part of the planning process, the Director of Business and Fiscal Services (DBFS) and Budget Analyst conduct meetings with the individual budget managers. Discussions topics include staffing, expense trends, and changes from Program Review. If pertinent, they also include impacts from the Strategic Implementation Plan (SIP) and changes in program expenditures if applicable. The Program Review process offers an opportunity for all programs to participate in the budget process through resource allocation and budget augmentation ([3D3-10](#), [3D3-11](#), [3D3-12](#)).

### **Analysis and Evaluation**

Merced College has established through policies and procedures the guidelines for financial planning and budget development. The District includes participation of all constituencies in budget development and planning through the program review process and budget augmentation. The Budget Committee provides another venue for constituent groups to provide input into financial planning and budget development.

#### ***Fiscal Responsibility and Stability***

#### **4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

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

Merced College conducts institutional planning that reflects a realistic assessment of available financial resources. The Fiscal Services department develops budgetary assumptions in coordination with the VPAS and the January Governor's budget. The District develops and updates the tentative and final budget based upon the most current budgetary economic information provided by the California Community College Chancellor's Office, the California Department of Finance and the Governor's office ([3D4-10](#)). The VPAS shares the assumptions that will shape budget development with the Budget Committee and the BOT ([3D4-11](#), [3D4-09](#)).

The District integrated planning process reflects development of financial resources and partnerships. The District continues to pursue the development of new financial resources to expand program offerings and capacity for serving students. For example, the District entered into an energy savings agreement with Johnson Controls Inc, to fund various energy savings projects with net savings over the term of the agreement ([3D4-02](#), [3D4-03](#)). The District was successful in applying for a grant from the Economic Development Administration (EDA), to

assist the District with updating its facilities to support career technical education ([3D4-08](#)).

The Merced College Foundation is an auxiliary organization that provides opportunities for staff, faculty, administration, the Board and the community to contribute to student success. Donors endow scholarships and support a variety of programs and services with generous financial gifts that benefit instructional programs, the learning resource center, facilities, and faculty through professional development funding and support of innovative programs and services. Recently the Foundation, in collaboration with a donor, provided funding to remodel the learning resource center on the main campus ([3D4-05](#)). The District seeks community participation when possible. Each year the Foundation hosts the State of the District luncheon where the Foundation highlights the work done by the District and the outcomes of Foundation funded projects in the District ([3D4-04](#)). The District hosts regular breakfasts with the Merced Chamber of Commerce to advance workforce development. The Athletics Department and the Merced College Foundation co-sponsor the Blue Devil Hall of Fame, an annual banquet celebrating the District's athletics history ([3D4-07](#)). Utilization of a partnership between the District and several local hotels and restaurants established the Hospitality Career Academy to meet a need in the service industry within the community ([3D4-06](#)).

Merced College planning reflects a realistic assessment of expenditure requirements. The District assesses its expenditure requirements on an ongoing basis by submitting quarterly expenditure reports to the Budget Committee, BOT and the Chancellor's Office. The quarterly report reflects fiscal year to date activity as well as year-end projections ([3D4-01](#)).

### **Analysis and Evaluation**

Merced College utilizes planning through assumptions and projections from the State of California to reflect a realistic assessment of the availability of financial resources. The District uses partnerships with the community through the Merced College Foundation to support the availability of resources. The District pursues grant resources, such as the EDA grant, to develop financial resources in alignment with institutional planning. Monitoring expenditure requirements through regular expenditure reports supports institutional planning through realistic assessment of financial resource availability.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

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

Merced College assures the financial integrity of the institution and responsible use of its financial resources by ensuring the internal control structure has appropriate control mechanisms. The District and the BOT have adopted policies and procedures to establish

strong financial management practices to support sound decision-making. In BP 6300, *Fiscal Management*, the District establishes principles for fiscal management ([3D5-01](#)). Included in BP 6300 is the establishment of adequate internal controls, communication to the BOT and employees of fiscal management procedures, and that management provide timely and accurate fiscal information to the District community. The AP for 6300 provides further guidelines for fiscal management that further outlines the fiscal responsibility within the District ([3D5-09](#)). The Districts enterprise management system, Colleague, maintains many imbedded inter control processes surrounding budget, accounting, and procurement. The District regularly reviews control processes and updates the process as necessary. Examples of updates include the changes to the Purchasing Brochure and internal fiscal narratives such as the Grant Process Narrative ([3D5-04](#), [3D5-05](#)).

The District widely disseminates dependable and timely budget information for sound financial decision-making. The Budget Committee meets throughout the academic year to review and discuss budget related matters for the District and includes representation from all constituent groups ([3D5-03](#)). The VPAS and the Director of Business and Fiscal Services (DBFS) provide quarterly and annual reports to the BOT on the budget and financial condition of the District ([3D5-06](#), [3D5-10](#)). The VPAS also presents to the Budget Ad-hoc Committee of the Board of Trustees and to the greater District community in campus forums ([3D5-07](#), [3D5-08](#)).

Merced College regularly evaluates its financial management practices and uses the results to improve internal control systems. The District formally evaluates financial management practices and internal controls through the annual audit conducted by a certified public accounting firm ([3D5-01](#)). The District completes an audit examination of financial records, processes and procedures in accordance with generally accepted auditing standards, governmental auditing standards, Office of Management and Budget Uniform Guidance, and the California Community Colleges Contracted District Auditing Manual to ensure compliance and financial integrity. Presentation of the annual audit to the BOT demonstrates that the process and practices are comprehensive and appropriate ([3D5-02](#)).

### **Analysis and Evaluation**

Merced College has policies and procedures establishing that the District use an internal control structure with appropriate control mechanisms to assure financial integrity. The District has a participatory governance structure where dissemination of financial information takes place regularly to all constituent groups. Evaluation and updating of financial management practices occurs regularly through annual audits and internal review.

- 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

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

Merced College provides financial documents, including the budget that have a high degree of credibility and accuracy. The District develops financial reports that are prepared in accordance with applicable state and federal laws, board policies and procedures, and generally accepted accounting principles. The District has an external audit of financial records conducted by an independent certified public accounting firm to ensure the credibility and accuracy of financial records and documents ([3D6-01](#)). The District is required to submit annual financial reports to the California Community College Chancellors Office using the CCFS-311. External auditors review for accuracy the CCFS-311 ([3D6-02](#)). Sharing of financial reports to promote communication and credibility occurs with the Budget Committee and BOT ([3D6-05,3D6-07](#)).

The District develops financial documents that reflect appropriate allocation and use of financial resources to support student learning programs and services. The BOT reviews and accepts annual audited financial statements to assure the appropriate allocation of financial resources to support student-learning programs and services (3D6-05). Discussions occur with budget managers about the allocation of resources throughout the year as part of the regular review of budget variances ([3D6-03](#)). Planning committees discuss Resource allocation as part of the budget development process ([3D6-04, 3D6-06](#)).

### **Analysis and Evaluation**

Merced College ensures financial documents are accurate and credible through external audit of financial records and the preparation of documents using accepted accounting principles. The District demonstrates appropriate allocation of financial resources to support student-learning programs through the accuracy of reporting reflected in the external audits and the sharing of financial documents in planning committees and with the BOT for input and fiscal transparency.

### **7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

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

Merced College ensures that responses to external audit findings are comprehensive, timely, and communicated appropriately. The District retains an independent certified public accounting firm to perform an independent audit of the District's financial records on an annual basis. The BOT reviews and accepts the audited financial statements ([3D7-03](#)). The Audit Committee of the BOT meets with the external auditors during the audit process ([3D7-02](#)). The District discloses the responses to external audits. An example of a disclosure is the 2020-21 audit, the external audit findings and the District's response to the findings are included for the current and prior year ([3D7-01](#)).

### **Analysis and Evaluation**

Merced College communicates responses to external audit findings appropriately in a

comprehensive and timely manner as can be seen in the Audit Report shared with BOT.

**8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

**Evidence of Meeting the Standard**

Merced College ensures that financial and internal control systems are evaluated and assessed for validity and effectiveness. The District uses Ellucian's Colleague as the integrated enterprise management system. Layers of security and access help validate data and the effectiveness of fiscal processes ([3D8-02](#)). Program review is another way the District assesses and identifies areas for improvement for internal processes ([3D8-03](#)). The District also considers the findings in the annual Audit Report to validate and assess financial and internal control systems and adjusts internal processes as recommended ([3D8-04](#)).

The District uses evaluation and assessment of internal control systems to improve validity and effectiveness. The District has established policies based on these evaluations and assessments such as BP and AP 6200, *Budget Preparation*, and BP and AP 6330, *Purchasing Policies*, that were improved based on evaluation of internal processes ([3D8-05](#), [3D8-07](#), [3D8-06](#), [3D8-08](#)). Other improvements include changes to procedures such as the Purchasing Process Brochure and the Password Authorization Communication ([3D8-01](#), [3D8-02](#)).

**Analysis and Evaluation**

Merced College evaluates and assesses financial and internal control systems through program review and annual audit reports. The District uses evaluations to improve policies, procedures, and internal practices.

**9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

**Evidence of Meeting the Standard**

Merced College has sufficient cash flow and reserves to maintain stability, and support strategies for appropriate risk management. Accountability reporting to the Chancellors Office through the quarterly reporting of the 311Q Report provides accountability for the management of cash flow and reserves ([3D9-03](#)). The BOT reviews all financial reports to ensure stability of District finances at quarterly and annual intervals. In addition to fiscal prudence, the District has appropriate insurance policies for risk management. The District maintains coverage by a comprehensive insurance plan that includes property and liability coverage. The District is a member of the Alliance of Schools for Cooperative Insurance Programs (ASCIP) ([3D9-04](#)). This coverage includes all risk for the full replacement cost on buildings and contents. In addition, the District has excess liability coverage with Schools Excess Liability Fund (SELF), which supplements the property and liability coverage ([3D9-08](#)).

The District has sufficient cash flow and reserves to implement contingency plans to meet financial emergencies and unforeseen occurrences when necessary. The District projects cash flows to determine whether short-term borrowing is prudent for filling gaps in reserves and revenue timing ([3D9-01](#)). The District uses the budget process to identify and budget contingency funds for unforeseen expenditures and establish an appropriate level of fund balance ([3D9-02](#), [3D9-05](#), [3D9-06](#), [3D9-07](#)). The District outlines guidelines for the reserve funds kept by the District in BP and AP 6250.

### **Analysis and Evaluation**

Merced College uses multiple financial reporting tools to maintain stability and oversight to assure sufficient cash flow to support operations. The District carries insurance to provide appropriate risk management. The budget development process ensures sufficient cash flow to maintain stability and plans for contingency funds should unforeseen expenditures arise. Projection of cash flows enables the District to determine when short-term borrowing should be used to fill gaps due to the timing of funds being provided by the State.

### **10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

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

Merced College practices effective oversight of finances. Independent auditors and state/federal program auditors identify any compliance deficiencies. An independent certified public accounting firm performs the annual audit of all financial records of the District. The auditors provide input on financial statements and the adequacy of the accounting procedures and internal control that the District uses to improve fiscal management ([3D10-03](#)).

The District provides effective oversight of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. The Financial Aid department follows the Financial Aid Handbook to establish practices in managing financial aid funds ([3D10-04](#)). The District automates many of the processes in financial aid through the financial aid module that exists in Colleague, the District's management information system. Calculations for financial aid awards take place in Colleague based on information provided by students. Processing of financial aid refunds occurs through a third-party provider, who disburses refunds electronically. The District restricts the drawdown of Financial Aid funds by management position in the Fiscal Services Department to provide appropriate oversight. Authorized personnel conduct the drawdown through the Department of Education's G5 system using logins that are unique to the individual.

Oversight of grant funding and other externally funded programs occurs through a dedicated team of Accounting Specialists that serves departments or divisions that receive grants or categorical funds. The grant accounting team works closely with the departments to review



grant and categorical requirements to ensure expenditures guidelines in each agreement are followed. The team monitors the budget and actual expenditures for each grant to provide safeguards against overspending grant funds, which may produce unanticipated liabilities or finds of noncompliance. Grant and categorical expenditures and budgets require approval levels as reflected by the Sample Categorical Expenditure Report ([3D10-02](#)).

The Merced College Foundation has adopted oversight policies that guide investment through BP and AP 6320. In BP 6320, *Investments*, the District provides criteria that investments must align with and in AP 6320, expands on the criteria with more specific guidelines to ensure appropriate oversight of these funds ([3D10-01](#), [3D10-05](#)). The Foundation undergoes an additional layer of oversight by being audited annually by an independent auditing firm ([3D10-03](#)).

### **Analysis and Evaluation**

Merced College provides effective oversight of finances which is validated through an annual external audit. Financial aid follows the Financial Aid Handbook and uses automation through Colleague to provide oversight of financial aid funds. Grants, externally funded programs, and contractual relationships have accounting specialists that provide oversight of funds. The Merced College Foundation follows policies and procedures for investments and external audits to provide oversight of fund management.

#### ***Liabilities***

**11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

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

Merced College maintains a level of financial resources that provides a reasonable expectation of both short-term and long-term financial solvency. The District has consistently maintained an excess of the required reserve of five percent as recommended by the state. The District has adopted Board Policy to maintain at least a six percent reserve ([3D11-01](#)). In addition to the required reserve, the District exercises prudence in managing its finances to ensure that sufficient reserves are available to maintain financial stability as demonstrated in the final budget ([3D11-02](#)).

The District considers its long-range financial priorities when making short-range financial plans to assure financial stability. The District maintains a multi-year projection model to assist in maintaining short-term and long-term financial priorities ([3D11-03](#)). Merced College identifies, plans, and allocates resources for payment of current liabilities and future obligations. The District maintains and monitors the payment schedules of its various bond

obligations to ensure timely payment. To safeguard the interests of taxpayers the District monitors the investment market for refinancing opportunities of the District's bond issuances. The District was proactive in funding Other Post-Employment Benefits (OPEB) and pension contributions. Merced College established an irrevocable trust to set aside funds in an investment pool to seek a more favorable return of investment ([3D11-04](#)).

### **Analysis and Evaluation**

Merced College has established through Board Policy a reserve and budget development process that provides financial solvency in both the short-term and long-term. The use of a multi-year projection model aligns short and long-term planning. The annual budget development process considers liabilities and future obligations. The District is using an irrevocable trust to provide funds for OPEB and pension contributions to address future obligations.

**12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

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

Merced College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The District plans for funding of OPEB annually during the budget development process. As required by GASB 45, the District provides, as part of its audited financial statements, a description of its OPEB benefits, eligibility requirements, and the number of individuals covered in the plan ([3D12-01](#)). The District has also established an OPEB Trust to hold contributions made to fund and reduce its OPEB liability in accordance with regulations. The District continues to provide funding toward its OPEB liability by funding in a "pay-as-you-go" method on a regular basis and contributes to the OPEB Trust as resources are available. The District plans for compensated absences and employee-related obligations in the annual budget development process by aligning long-range planning with annual planning ([3D12-04](#)).

The District uses an actuarial plan to determine OPEB that is current and prepared as required by appropriate accounting standards. The District contracts with an actuarial firm to assess liabilities incurred as well as cumulative unfunded liability ([3D12-02](#)). Merced College reports information on liabilities in the District's audited statement of net position and within the notes to the financial statements ([3D12-03](#)).

### **Analysis and Evaluation**

Merced College plans for and allocates appropriate resources to cover OPEB in the annual budget development process and through allocations to the OPEB Trust. The District uses a current actuarial analysis through an actuarial firm to determine the current OPEB. The District plans and allocates financial resources for compensated absences and other employee-related obligations in the annual budget development process by aligning long-range planning with annual planning.

**13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

**Evidence of Meeting the Standard**

Merced College assesses and allocates resources annually for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. In general, the District attempts to keep debt financing to a minimum. The District will consider debt arrangements if it determines it is fiscally prudent and strategically necessary to do so. The District has two Prop 39 Bond Measures, H and J, funded through the tax rolls and managed through the Merced County Assessor's Office. Merced College has two finance purchases. The first, with Hewlett-Packard Network, permits the District to stay current with technology infrastructure. The second is an agreement with Huntington Public Capital Corp., for retrofitting the campus with LED lighting. The District accounts for and ensures the assessment and allocation of financial resources for the repayment of its debt instruments through their inclusion in the development of the annual budget ([3D13-02](#)). Assessment occurs through the annual audit of the District Budget ([3D13-01](#)).

**Analysis and Evaluation**

Merced College assesses and allocates resources annually for the repayment of debt instruments through the annual budget development process. The District plans for repayment of the three capital lease agreements through the budget development process and assesses them through annual auditing.

**14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

**Evidence of Meeting the Standard**

Merced College ensures that all District financial resources, including short-and long-term debt instruments are used with integrity in a manner consistent with the intended purpose of the funding source. The District manages all financial resources, auxiliary activities, grants, foundation fundraising activities, as well as participation in debt with the same integrity as the District accounts under the direction of the VPAS through the Business and Fiscal Office. Board Policy governs District financial management ([3D14-01](#), [3D14-02](#)). Each funding source or debt instrument is subject to regulatory laws and guidelines and subject to external audit.

The auditors have not noted any areas of material weakness ([3D14-03](#), [3D14-04](#), [3D14-05](#)).

A Citizens Bond Oversight Committee monitors the District's general obligation bond expenditures to ensure integrity in the use of bond funds. Oversight of bond funds occurs through a series of regularly scheduled committee meetings ([3D14-07](#)). The District is required to report annually through the Proposition 39 Citizen Oversight Committee Statement of Compliance, and the Measures H and J Annual Report. ([3D14-06](#)).

The District ensures that auxiliary services, fund-raising efforts and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. The Merced College Foundation is a separate 501c3 organization dedicated to raising funds to support the District's students and programs. The Foundation has its own set of internal controls to ensure integrity in the use of funds consistent with the intended purpose ([3D14-08](#)). Foundation staff account for donations ensuring alignment of expensing of donated funds with donor-designated purposes ([3D14-09](#), [3D14-11](#)). The Foundation and the District ensured the use of the Downey Agreement funds was for the remodel of the Downey Learning Resource Center. The District ensures annual auditing of the Foundation by an independent auditing firm ([3D14-05](#)). Merced College reports the activities of the Foundation to the Internal Revenue Service to maintain compliance with the 501c3 requirements [3D14-10](#)).

Merced College uses grant management that is both centralized and decentralized in the District. Grant managers are responsible for ensuring expending of funds as intended, as program area experts, ensure funds are expended as intended and are responsible for monitoring expenditures. The district's Fiscal Services department supports grant managers by co-monitoring expenditures with a dedicated Accounting Specialist who generates reports and assists with state and federal audits ([3D14-12](#)). External auditors conduct annual audits of specially funded state programs as well as large federally funded programs from both a financial and compliance standpoint ([3D14-13](#)).

### **Analysis and Evaluation**

Merced College uses policies and procedures to instill integrity in the use of financial resources. The District uses annual financial audits to assess integrity in the use of district funds, bond funds, grant funding, and Foundation funding. The District conducts bond oversight through a committee that meets regularly to review the use of funds in the District. Merced College ensures grant funds are expended as intended through a partnership between the grant manager and accounting specialist.

**15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

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

Merced College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The District follows federal standards for monitoring student default rates ([3D15-04](#)). The Financial Aid Office, under the direct supervision of the Director of Financial Aid and with guidance from the Vice President of Student Services, is tasked with the oversight and administration of federal and state funded aid as well as student loan programs. Compliance with all federal and state mandates and regulations is managed through established processes and procedures performed by staff. The District has established a Financial Aid Loan Program as part of implementing the California Chancellor's Office Promise Program. All federal student loans have been placed in forbearance by the Federal Department of Education, as a result none are delinquent ([3D15-03](#)). A Financial Aid Handbook is available to inform and assist students with the financial aid process and funding available to them ([3D15-01](#)).

The District will take action to come into compliance if the federal government identifies deficiencies. Financial Aid and Fiscal Services monitors compliance with federal requirements for all revenue streams and assets. In addition, the program undergoes regular audits for compliance by an external auditing firm ([3D15-02](#)).

### **Analysis and Evaluation**

Merced College ensures monitoring and management of student loan default rates through the oversight of the VPAS who oversees the Director of Financial Aid and Fiscal Services. The District uses regular audits of financial services to ensure compliance and fix deficiencies that arise in meeting federal requirements.

#### ***Contractual Agreements***

**16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

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

Merced College ensures that contractual agreements with external entities are consistent with the mission and goals of the institution. The District has established institutional policies that govern contractual agreements. In BP and AP 6100, *Delegation of Authority*, provides appropriate delegation of authority to enter into contracts and agreements for services equipment, materials and supplies to ensure contractual agreements contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations ([3D16-01](#), [3D16-02](#)). BP and AP 6340, *Bids and Contracts*, the District provides the process for consideration of bids and establishing contracts ([3D16-03](#), [3D16-04](#)). The submission and review of a contract routing form by the requesting person/department and a review conducted by the Director of Purchasing and Risk Management or VPAS who reviews contracts and agreements to ensure appropriate language is included to address compliance,

legal, insurance, and expiration issues. Only the Superintendent/President or VPAS have authorization to enter contracts on behalf of the District.

**Analysis and Evaluation**

Merced College has established policies and procedures for the review and approval of contractual agreements through appropriate delegation of authority. Alignment with the institutional mission and goals occurs through the approval by the Superintendent/President or VP of Administrative Services. The approval process ensures that contracts made with external entities contain appropriate provision to maintain institutional integrity and quality.

**Conclusions on Standard III.D: Fiscal Resources**

The District has adopted fiscally sound policies and procedures, that incorporate Board oversight, implemented processes that involve shared governance participation and communication, and management planning and guidance to direct the sustainable use of the financial resources of the District and plan for the District’s long-term financial health.

The practice of sound fiscal management is evidenced in the budget process that is aligned with the annual planning process to ensure active constituency participation throughout the budget development cycle. The District maintains reserves in excess of Board required reserve levels, allowing the financial means necessary to meet future obligations. The District maintains a multi-year budget projection model to facilitate long-term financial planning.

**Improvement Plan(s)**

None.

**Evidence List**

<b>Standard 3D Evidence</b>	
<b>Description</b>	<b>Name/Link</b>
District Approved Budget	<a href="#">3D1-01_DistrictApprovBudget</a>
Budget Committee Training October 11, 2021	<a href="#">3D1-02_BdgtCmteTraining2021</a>
Approved Budget Development Calendar	<a href="#">3D1-03_ApprovBdgtDvlpmtCal</a>
Audited Financial Statements	<a href="#">3D1-04_AuditFinStatements</a>
Adhoc Board Budget Committee Agenda March 1, 2021	<a href="#">3D1-05_BoardBdgtCommAgenda</a>
Budget Committee Minutes form Budget Presentation October 1, 2020	<a href="#">3D1-06_BdgtCommMinsPresent</a>
Board Approval of Budget Calendar December 10, 2019	<a href="#">3D1-07_BoardAprvlBdgtCalend</a>
Integrated Planning Handbook 2021	<a href="#">3D1-08_IntegrtdPlngHandbook</a>

Demonstrating Resource Allocation Process Pages 8-9	
Participatory Governance Handbook-Budget Committee	<a href="#">3D1-09_PGhandbk_BdgtCmte</a>
Assessment Report Including Resource Allocation	<a href="#">3D1-10_ResourceAllocation</a>
Budget Committee Agenda-Sharing Resource Allocation	<a href="#">3D1-11_Bdgt_Agenda1-24-23</a>
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BP 6250 Budget Management	<a href="#">3D2-02_BP6250</a>
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BP 6200 Budget Preparation	<a href="#">3D3-01_BP6200</a>
BP 6250 Budget Management	<a href="#">3D3-02_BP6250</a>
AP 6200 Budget Preparation	<a href="#">3D3-03_AP6200</a>
AP 6250 Budget Management	<a href="#">3D3-04_AP6250</a>
Budget Development Calendar	<a href="#">3D3-05_BdgtDvlpCalendar</a>

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Participatory Governance Handbook Budget Committee	<a href="#">3D3-08 PGHandbook</a>
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AP 6300 Fiscal Management	<a href="#">3D5-09 AP6300</a>
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BP 6300-Fiscal Management	<a href="#">3D9-05_BP6300</a>
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AP6320 Investments	<a href="#">3D10-05_AP6320</a>
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BP 6300 - Fiscal Management	<a href="#">3D14-02_BP6300</a>
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MCCD 2021 Final Prop 39 Report	<a href="#">3D14-04_MCCD21FinalProp39</a>
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#### **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

#### **A. Decision-Making Roles and Processes**

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

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

Merced College leadership creates and encourages innovation leading to institutional excellence. The Merced College Educational Master Plan (EMP) provides the foundation for long-range planning for the District with its five-year goals and objectives ([4A1-05](#)). The EMP is operationalized through the Strategic Implementation Plan (SIP) through objectives and tasks to accomplish the goals of the EMP ([4A1-08](#)). Goal one of the EMP is Enrollment Management and Success that is reflected by objective 1.3 “Design and develop innovative programs and expand educational programming to meet workforce needs” ([4A1-05](#)). Originally, the EMP contained six goals but due to the pandemic and associated lessons, Goal 7 was developed to institutionalize new innovations and adopt of technology that became a necessity during the pandemic in order to serve students and the community. Goal 7 is to “Implement Innovative Practices Learned as a Result of the Pandemic” and was taken to the Board in November 2020 ([4A1-06](#)). The District has supported goals 6 and 7 through promotion of innovation in planning initiatives, new grant opportunities, and partnerships.

In 2021 the District introduced an internal “Innovation Grant Challenge” to all staff, faculty, administrators, and students. Merced College leadership encouraged all segments of the campus community to propose projects through the application process leading to the adoption of new and innovative ideas, provide new models of engaging the campus community, or projects designed to transform campus culture ([4A1-03](#)). Project examples included a biotechnology lab, zero textbook cost and OER adoption grants, and the faculty inquiry groups ([4A1-10](#)). Selected for a pilot program by the California Community College Chancellor’s Office, the District is pursuing a competency-based education model for Child Development to provide innovative instruction for the local community ([4A1-07](#)). These are examples of the types of initiatives that the District promotes and supports for improving institutional outcomes and services.

The District supports administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving practices, programs, and services. Merced College has a very effective participatory governance structure established through BP/AP 3700, *Shared Governance*, and processes outlined in the Participatory Governance Handbook. The Handbook summarizes the participation of all constituency groups in planning and decision making ([4A1-01](#)). AP 3700 delineates the roles of faculty, classified professionals, students, and administrators in the shared governance process and demonstrates how Merced College recognizes the importance of contributions from constituency groups in decision-making ([4A1-02](#)).

The District ensures that when ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure a multitude of perspectives, effective planning, and implementation. The District uses participative processes through the master planning committees and the other participatory governance committees to assure effective planning and implementation of institution wide processes. In the development

of the Equity Plan, the Equity Committee sought input from all areas of campus including the Student Success Master Planning Committee, Instructional Master Planning Committee, Academic Senate and the Educational Master Planning Committee. All constituency groups are represented on the Master Planning Committees, including students. In addition, Merced College has created a grant process that is open to all faculty and staff through a Laserfiche application and a support team for applicants ([4A1-04](#)). The grant process provides a participative process with key departments for effective planning and implementation.

### **Analysis and Evaluation**

Merced College has established through the utilization of the Participatory Governance Handbook, a robust and effective governance structure to foster innovation for institutional improvement with participative processes ensuring effective planning and implementation. The Educational Master Planning process with input by all campus voices provides the framework for the ongoing improvement and growth of the institution. Administrators, faculty, staff, and students have a voice in improving practices, programs, and services through participatory governance committees, program review, the grant process, and institutional initiatives.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

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

Merced College has established policies and procedures authorizing administrator, faculty, and staff participation in decision-making processes. In AP 3700, *Shared Governance*, the District establishes the roles of each constituency group in the participatory governance process ([4A2-03](#)). The groups identified in the procedure include faculty, classified professionals, managers and administrators, and students ([4A2-03](#)).

Student participation occurs at the committee level and at the level of the BOT to provide students with a voice in the decision-making at Merced College. As evident in BP 2015, *Student Member*, the District provides for the inclusion of a student member of the BOT ([4A2-04](#)). The election of the student member to the BOT from the Associated Student Body is provided in BP 2105. The responsibilities of the student member of the BOT to attend meetings and to “act in the best interest of the students, the College, and district as a whole”, are provided in AP 2015 ([4A2-05](#)).

The Merced College Participatory Governance Handbook (PGH) identifies the committee membership and operational guidelines for participatory governance committees ([4A2-02](#)). The participation of administrators, faculty, staff, and students in the establishment of policy,

planning, and special projects occurs through the committee structure of the District. College Council is responsible for recommending to the Superintendent/President revisions or establishment of policies and procedures with input from all constituent groups.

The District's Integrated Planning Handbook identifies the integrated planning and program review cycle. Additionally, it identifies the responsibilities of each of the master planning committees and establishes a Planning Calendar that incorporates the responsibilities ([4A2-01](#)). The master planning committees have representation from administrators, faculty, staff, and students and all groups play a role in District planning as described in the PGH ([4A2-02](#)).

### **Analysis and Evaluation**

Merced College has established policies and procedures providing for the participation of all constituent groups in decision-making processes. The District provides a structure where all constituent groups bring forward ideas and work together on establishing policy, institutional planning, and the development of special projects.

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

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

Merced College has established policy and procedures for administrators and faculty to have a substantive and clearly defined role in institutional governance. In AP 3700, *Shared Governance*, it demonstrates that Merced College recognizes the contributions of constituent leadership for promoting student success and continuous improvement of the institution ([4A3-01](#)). As discussed in Standard 4A2, the procedure delineates the roles of faculty, classified professionals, students and administrators in participatory governance.

Faculty have a defined role with primacy over curriculum development, educational program development, and program review evaluation, as outlined by BP 2750 on Consulting Collegially on Academic and Professional Matters ([4A3-04](#)). The BP states that the Board of Trustees will come to mutual agreement with the Faculty Senate, now referred to as the Academic Senate of Merced College, in District governance structures and “processes for institutional planning and budget development” ([4A3-04](#)).

The District has established substantial input from administrators and faculty in establishing institutional policies and planning. The Participatory Governance Handbook (PGH) defines the committees, the governance structure, committee membership, member responsibilities, and the responsibilities of the committees including their reporting relationships. The Handbook provides clarity of roles and responsibilities of members and committees ([4A3-02](#)). Other important campus constituent group committees and organizations are also listed in the

Handbook, such as the Academic Senate and the Curriculum Committee.

The Academic Senate represents the faculty of Merced College as outlined in BP 2750 and AP 3700 ([4A3-01](#), [4A3-04](#)). The Academic Senate Bylaws are reviewed annually by the Academic Senate and outline faculty participation in the Academic Senate, senate sub-committees, and participatory governance. The Bylaws authorize the Academic Senate President to represent the Academic Senate on College Council, Educational Master Planning Committee, the Budget Committee, and to District administration and the Board of Trustees ([4A3-03](#)). The Academic Senate includes representation from all faculty cohorts and encourages participation from administrators and students.

The development of the District's 5-Year Educational Master Plan (EMP) is an example of how the District leverages the expertise of administrators and faculty in their areas of responsibility to inform planning. The EMP provides the foundation for long-range planning at Merced College. The EMP Task Force was comprised of representatives from faculty, management, classified staff, and the student body. The task force was responsible for steering the development of the EMP and serving as a conduit for input ([4A3-05](#)). The EMP is operationalized through the Strategic Implementation Plan (SIP) which is a collaborative effort between faculty, staff, and administration to identify the tasks needed to meet the goals and objectives of the EMP ([4A3-06](#)). The Educational Master Planning Committee provides oversight of the progress on the EMP through regular SIP updates ([4A3-07](#)).

Additionally, administrators, staff, and faculty exercise a substantial voice through the budget development process and participation on the Budget Committee ([4A3-08](#)). The budget development process, as discussed in Standard 3D3, includes the resource allocation process that is derived from the program review process. Administrators are responsible for providing input into the budget development process through the fiscal management of their areas of responsibility. Administrators can submit budget augmentation requests based on program needs identified through program review or other identified needs. Faculty contribute to the budget development process through resource allocation requests made through program review. Both administrators and faculty have a substantial voice in the development of the budget through the previously discussed processes, through representation on master planning committees where the ranking of resource allocation requests takes place, and in the input provided at the Budget Committee ([4A3-08](#), [4A3-09](#)).

### **Analysis and Evaluation**

Merced College has established through AP 3700 and BP 2750 the role of administrators and faculty in institutional governance. The PGH describes the structure that provides a substantial voice in institutional policy development and review, planning through the planning committees and program review, and in the budget development process. The membership of PGH committees ensures that administrators and faculty contribute the expertise from their areas of responsibility to institutional planning and policy development.

**4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

**Evidence of Meeting the Standard**

Merced College ensures through policy, procedures, and well-defined structures that faculty and academic administrators are responsible for making recommendations about curriculum. BP 2750 outlines how the district develops policies on academic and professional matters by either relying primarily upon the faculty or through mutual agreement ([4A4-02](#)).

The Curriculum Committee (CC), a subcommittee of the Academic Senate, has primary responsibility for the approval of new and updated curriculum for Merced College courses and programs ([4A4-01](#)). The CC implements a collaborative process for reviewing curriculum in alignment with the philosophy and mission of the District. The CC has faculty representatives from all instructional and non-instructional areas. Administrators are included as voting members of the CC ([4A4-01](#)). AP 4020, *Program and Curriculum Development*, indicates that recommendations for changes, additions, or deletions to curriculum are developed by the Curriculum Committee, forwarded to the President through the Office of Instruction, and then to the Board of Trustees for approval ([4A4-03](#)). AP 4020 outlines the responsibilities of the Curriculum Committee. The Curriculum Committee uses the California Community Colleges Chancellor's Office Program and Course Approval Handbook (PCAH) as a guidebook for program and course approval ([4A4-05](#), [4A4-06](#)).

The District provides procedures for the Program Establishment, Discontinuance and Modification process of programs through AP 4021 ([4A4-04](#)). AP 4021 provides a description of the roles and responsibilities of members of program investigation committees, the requirements for the use of both qualitative and quantitative indicators, and possible outcomes of program investigation. After recommendations are made, the Curriculum Committee either approves or disapproves the recommendation and that recommendation is sent to the BOT ([4A4-07](#)). Program investigation committees determine the viability of the program in meeting student needs using both qualitative and quantitative data. Investigation committees engage in substantial dialog when deciding to establish, discontinue, or modify programs as evidence through the provided meeting minutes ([4A4-11](#), [4A4-12](#)). Examples of program investigations that have been completed are provided for the Theatre Arts Program, Mechanical Drafting Program, and the Architectural Drafting Program ([4A4-08](#), [4A4-09](#), [4A4-10](#)).

The District ensures that faculty and administrators are responsible for making recommendations about student learning programs and services through committees that provide input on services offered by the District and through the program review process. Administrators that oversee student learning programs and services are part of the program review process and either participate in the completion of program reviews or sign-off and

comment on program reviews in their areas of responsibility. Examples include the program reviews for the Student Success Program and the Library Program Review ([4A4-13](#), [4A4-14](#)).

### **Analysis and Evaluation**

Merced College provides well-defined structures where faculty and academic administrators have responsibility for making recommendations about curriculum through AP 4020 and the Curriculum Committee process for review and approval of the District curriculum. The District ensures that faculty and academic administrators have responsibility for recommendations about student learning programs and services through the participatory governance structure and program review.

- 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

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

Merced College, through its system of board and institutional governance, ensures the appropriate consideration of relevant perspectives. AP 3700 delineates the roles of the various constituent groups including faculty, classified professionals, students, and administrators in providing input into the governance of the institution ([4A5-08](#)). The Participatory Governance Handbook asserts participatory roles in decision making for students, faculty, staff, and administrators in the governance process. The handbook demonstrates how the committee structure utilizes relevant perspectives through representation from all constituent groups and the reporting relationship between the committees ([4A5-01](#)).

The Institution provides other opportunities to bring in relevant perspectives into decision-making and planning. Multiple campus wide forums are held each semester to discuss planning efforts at the District and other topics that impact the Institution ([4A5-03](#)). Other tools used to gain perspectives include surveys and Coffee and Conversation with Cabinet informal gatherings ([4A5-04](#), [4A5-05](#)).

The District system of board and institutional governance also facilitates decision-making. The BOT maintains a standing agenda item for constituent reports. During this time the constituencies, including Academic Senate, Faculty Association, Classified Senate, Classified School Employee Association, Police Officer Association, the Leadership Team, and the Associated Students of Merced College inform the board of actions/programs/processes the individual constituent groups have taken or are working on ([4A5-02](#)). The Participatory Governance Handbook describes how the committees at the District utilize expertise to inform decision-making at the District through recommendations to the Superintendent/President and the BOT. The District has established, through AP 3700 and BP 2750, reliance on the faculty



through the Academic Senate to maintain the District curriculum ([4A5-08](#), [4A5-12](#)). The Curriculum Committee facilitates that process with timelines and regular monthly meetings to ensure that timely action is taken on curricular change ([4A5-09](#)).

Merced College ensures through its governance structure that timely action is taken on institutional plans, policies, curricular change, and other key considerations. The District has established policies and procedures to provide for the regular update of institutional plans and policies. AP 2410, *Policy and Administrative Procedure*, outlines the board policy and administrative procedure adoption processes and the cycle for review ([4A5-06](#)). The mission/charge of College Council is to provide information, facilitate communication, and solve problems related to participatory governance ([4A5-07](#)). AP 3700 establishes the roles of the various constituent groups including faculty, classified professionals, students, and administrators within the governance structure ([4A5-08](#)). The Educational Master Plan (EMP) is Merced College's overarching plan, that was a collaborative and participatory process that was approved by the Board of Trustees in 2018 ([4A5-10](#)). The Strategic Implementation Plan (SIP) provides operational tasks tied to the goals and objectives of the EMP to facilitate the realization of the plan ([4A5-11](#)). Regular updates on the SIP are provided in the Educational Master Planning Committee ([4A5-13](#)).

### **Analysis and Evaluation**

Merced College provides a system of board and institutional governance that is established through policies and procedures to provide appropriate consideration of relevant perspectives as demonstrated in the Participatory Governance Handbook. The structure of institutional governance ensures that decision-making is aligned with expertise and responsibility as is evidenced by the Curriculum Committee responsibility for program and curriculum development. The development of institutional plans utilizes the participatory governance structure and other campus-wide initiatives to include all relevant perspectives.

## **6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

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

Merced College ensures processes for decision-making and resulting decisions are documented and broadly communicated. BP 3700 delineates constituent roles in shared governance ([4A6-05](#)). The Merced College's Participatory Governance Handbook documents the District's participatory governance committees, which serves to inform decision-making at the District ([4A6-06](#)). All agendas and minutes for participatory governance committees are posted publicly and available to all staff and the community.

The District holds regular campus forums to disseminate information ([4A6-01](#)). Communications across the institution are used to update the District community on decisions made by District leadership and the BOT ([4A6-02](#)). The Superintendent/President provides a

weekly Monday Morning Message that includes information about a variety of topics impacting the California Community College System, local events, and initiatives is shared by the President as a District-wide email ([4A6-07](#)). Additionally, Merced College convocation programs provide an opportunity to keep the District community informed on projects/decisions that have been made by the District and occur prior to the start of classes in the fall ([4A6-03](#), [4A6-04](#)). Finally, the Superintendent/President, Cabinet, and the Vice Presidents all host “coffee and conversations” for informal updates and discussions throughout the year ([4A6-08](#)).

### **Analysis and Evaluation**

Merced College documents and disseminates widely processes for decision-making and resulting decisions through the participatory governance committees, through campus forums, and institution wide communications.

- 7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

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

Merced College ensures that leadership roles and the institution’s governance policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness and inform improvement. Participatory Governance Committees at the District undergo an annual self-evaluation survey ([4A7-01](#)) ([4A7-02](#)). The survey asks the committee membership to evaluate their understanding of the charge, goals, effectiveness, and role of the committee within the District. Participatory Governance Committees review their charge, responsibilities, and goals of the committee annually using the annual evaluation to inform improvements ([4A7-04](#)). The Handbook explains the clearly defined channels in which the various committees provide input into District planning and decision making ([4A7-05](#)). Policies and procedures of the District are evaluated on a regular schedule by College Council ([4A7-11](#), [4A7-07](#), [4A7-13](#)).

Merced College ensures that leadership roles are regularly evaluated to assure their integrity and effectiveness and communicates the results of the evaluations. In AP 2435, *Evaluation of the Superintendent/President*, the District has established the process for annual evaluation through a self-evaluation and evaluations by each trustee ([4A7-08](#)). The BOT undergoes a self-evaluation process to identify accomplishments and to establish goals ([4A7-09](#)).

The District ensures that it widely communicates the results of evaluations of the governance policies, procedures, and processes and uses them as the basis for improvement. The Integrated Planning Handbook, which is reviewed and revised by the Educational Master Planning Committee (EMPC) as needed, describes the purposes, scope and structure of the integrated planning process ([4A7-12](#)). The Handbook includes planning calendars for the master planning

committees and include timelines for resource allocation submission and review. The Handbook also includes the Integrated Planning cycle and the Program Review Cycle (as shown below) ([4A7-06](#)). Evaluations of programs and services occur through program review and are posted in the Program Review Library ([4A7-10](#)). The annual participatory governance committee surveys are shared with the committee and shared in the agendas that are posted on BoardDocs and available for review by the District community ([4A7-03](#)).

**Analysis and Evaluation**

Merced College evaluates the institution’s governance and decision-making policies, procedures, and processes regularly to ensure integrity and effectiveness through annual evaluation of the participatory governance committees and through the charge of EMPC and College Council. The results of the evaluation of the participatory governance committees inform changes to the mission/charge of the committees and potentially policies, procedures, and processes. The Educational Master Planning Committee oversees the update of the Integrated Planning Handbook and College Council oversees the Participatory Governance Handbook to ensure that improvements to processes are widely disseminated. The evaluation of the Superintendent/President and the BOT occurs regularly and is disseminated widely to the campus community.

**Conclusions on Standard IV.A: Decision-Making Roles and Processes**

Merced College utilizes the expertise and knowledge of all members of the institution through defined structures outlined in the Participatory Governance Handbook and decision-making policies and procedures to continuously improve services to students. Through process and practice, input from students, faculty, staff, and administrators encourages a culture of innovation with multiple avenues for participation, communication, and feedback through formal and informal channels. The decision-making process is documented, followed, and representative of the diverse voices of Merced College.

**Improvement Plan(s)**

None.

**Evidence List**

<b>Standard 4A Evidence</b>	
<b>Description</b>	<b>Name/Link</b>
Participatory Governance Handbook	<a href="#">4A1-01_PG_Handbook</a>
AP 3700 Shared Governance	<a href="#">4A1-02_AP3700</a>
Innovation Grant Flier	<a href="#">4A1-03_InnovationGrantFlyer</a>
Grant Approval Journey Website	<a href="#">4A1-04_GrantApproval_Web</a>
Educational Master Plan 2018-2023	<a href="#">4A1-05_EMP18-23</a>

Board Of Trustees Agenda Nov 10, 2020	<a href="#">4A1-06 BOT Agenda11-10-20</a>
Merced College CBE Approval Letter	<a href="#">4A1-07 MC CBE AprvlLetter</a>
Strategic Implementation Plan (Objectives)	<a href="#">4A1-08 StrategicImplmntPlan</a>
BP 3700 Shared Governance	<a href="#">4A1-09 BP3700</a>
ZTC/OER Faculty Incentive Program	<a href="#">4A1-10 ZTC-OER Prgm</a>
Integrated Planning Handbook	<a href="#">4A2-01 IntrgtPlangHandbook</a>
Participatory Governance Handbook	<a href="#">4A2-02 PG Handbook</a>
AP 3700 Shared Governance	<a href="#">4A2-03 AP3700</a>
BP 2015 Student Member	<a href="#">4A2-04 BP2015</a>
AP 2015 Student Member	<a href="#">4A2-05 AP2015</a>
AP 3700 Shared Governance	<a href="#">4A3-01 AP3700</a>
Participatory Governance Handbook	<a href="#">4A3-02 PG Handbook</a>
Academic Senate Bylaws	<a href="#">4A3-03 AcdmSenateBylaws</a>
BP 2750 Consulting Collegially on Academic and Professional Matters	<a href="#">4A3-04 BP2750</a>
Educational Master Plan, Page 10	<a href="#">4A3-05 EMP Pg10</a>
Educational Master Plan, Page 87	<a href="#">4A3-06 EMP Pg87</a>
Educational Master Planning Committee Agenda February 17, 2022	<a href="#">4A3-07 EMPC_Agenda2-17-22</a>
Participatory Governance Handbook Budget Committee Page 27-28	<a href="#">4A3-08 PG HandbookPg27-29</a>
Budget Development Calendar (pull from IIID3-E5)	<a href="#">4A3-09 BdgtDvlpmtCalendar</a>
Academic Senate Bylaws	<a href="#">4A4-01 AcdmcSenateBylaws</a>
BP 2750 Consulting Collegially on Academic and Professional Matters	<a href="#">4A4-02 BP2750</a>
AP 4020 Program and Curriculum Development	<a href="#">4A4-03 AP4020</a>
AP 4021 Program Establishment, Discontinuance and Modification	<a href="#">4A4-04 AP4021</a>
Program and Course Approval Handbook	<a href="#">4A4-05 PrgmCourseAprovalHB</a>
eLumen Course Workflow	<a href="#">4A4-06 eLumenCourseWorkflow</a>
Program Investigation of Theater Arts	<a href="#">4A4-07 PI TheaterArts</a>
Theatre Arts Program Investigation Report	<a href="#">4A4-08 ThtrArtPrgmInvesRprt</a>
Mechanical Drafting Program Investigation Report	<a href="#">4A4-09 MechPrgmInvesReport</a>
Architectural Drafting Program Investigation Report	<a href="#">4A4-10 ArchDraPrgmInvesRprt</a>
Drafting Investigation Meeting Minutes January 26, 2021	<a href="#">4A4-11 DraftngInvesMnsJan21</a>
Drafting Investigation Meeting minutes March 29, 2021	<a href="#">4A4-12 DraftngInvesMnsMar21</a>
Student Success Program Review (IIB3-E14)	<a href="#">4A4-13 StuSucc PR</a>
Library Services Program Review (IIB3-E12)	<a href="#">4A4-14 LibrarySvcs PR18-20</a>
Participatory Governance Handbook	<a href="#">4A5-01 PG Handbook</a>

Board Of Trustee Meeting Agenda February 8, 2022	<a href="#">4A5-02 BOT Agenda2-8-22</a>
Campus Forum Schedule/Presentations	<a href="#">4A5-03 CampusForumSchedule</a>
Professional Development Survey	<a href="#">4A5-04 ProfDevSurvey</a>
Connecting with Campus	<a href="#">4A5-05 ConnectWithCampus</a>
AP 2410 Policy and Administrative Procedure	<a href="#">4A5-06 AP2410</a>
College Council Mission and Charge from Participatory Governance Handbook Page 19	<a href="#">4A5-07 PG HandbookPg19</a>
AP 3700 Shared Governance	<a href="#">4A5-08 AP3700</a>
AP 4020 Program and Curriculum Development	<a href="#">4A5-09 AP4020</a>
Educational Master Plan	<a href="#">4A5-10 EducationMasterPlan</a>
Strategic Implementation Plan	<a href="#">4A5-11 StrtgcImplementPlan</a>
BP 2750 Consulting Collegially on Academic and Professional Matters	<a href="#">4A5-12 BP2750</a>
SIP Update for Educational Master Planning Committee Minutes May 05, 2022	<a href="#">4A5-13 EMPC Mins5-5-22</a>
Campus Forums	<a href="#">4A6-01 CampusForums</a>
Campus communication	<a href="#">4A6-02 CampusCommunication</a>
Convocation Program 2020	<a href="#">4A6-03 ConvProgram20</a>
Convocation Program 2021	<a href="#">4A6-04 ConvProgram21</a>
BP 3700 Shared Governance	<a href="#">4A6-05 BP3700</a>
Participatory Governance Handbook	<a href="#">4A6-06 PGHandbook</a>
Monday Morning Message	<a href="#">4A6-07 MondayMorningMessage</a>
Coffee and Conversations Fall 2022 Flyer	<a href="#">4A6-08 CoffeeConvos2022</a>
Participatory Governance Survey	<a href="#">4A7-01 PG Survey</a>
Participatory Survey Presentation at Budget Committee Meeting	<a href="#">4A7-02 ParticipatorySrvyPre</a>
Administrative Services Master Planning Committee Survey Results	<a href="#">4A7-03 ASMPC SurveyResults</a>
Student Services Master Planning Committee Agenda September 28, 2022	<a href="#">4A7-04 SSMPCagendaSep22</a>
Participatory Governance Handbook	<a href="#">4A7-05 PGHandbook</a>
Integrated Planning and Program Review Cycle in Integrated Planning Handbook	<a href="#">4A7-06 IPprgmRevCycleHBk</a>
College Council Agenda April 07, 2022	<a href="#">4A7-07 CC Agenda4-7-22</a>
AP 2435 Evaluation of the Superintendent/President	<a href="#">4A7-08 AP2435</a>
AP 2745 Board Self-Evaluations	<a href="#">4A7-09 AP2745</a>
Program Review Library	<a href="#">4A7-10 ProgramReviewLibrary</a>
Participatory Governance Handbook Pages 19-20	<a href="#">4A7-11 PGHandbookPg19-20</a>
Educational Master Planning Committee Agenda December 04, 2020	<a href="#">4A7-12 EMPC Agenda12-4-20</a>
Board Policy/Administrative Procedure Review	<a href="#">4A7-13 BP AP ReviewSched</a>

**B. Chief Executive Officer**

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**Evidence of Meeting the Standard**

Merced College's Chief Executive Officer (CEO) has primary responsibility for the quality of the institution. The Superintendent/President serves as the CEO and represents the Board of Trustees (BOT) in governance matters. In BP 2430 the Board delegates to the Superintendent/President the responsibility for administering policies adopted by the board and executing all the decisions of the Board that require administrative action. The policy also states that the President ensures that all relevant laws and regulations are complied with in a timely fashion ([4B1-07](#)). BP 6100 states that the Board delegates authority to the Superintendent/President to supervise the general business procedures of the district; to assure proper administration of property and contracts; the budget, audit and accounting funds; acquisition of supplies; and the protection of assets and persons ([4B1-08](#)).

BP 7110 establishes the authority of the Superintendent/President to authorize employment, facilitate communication, and solve problems related to participatory governance ([4B1-09](#)). The policy places responsibility on the Superintendent/President to facilitate the review of and proposed changes to District policies and procedures. The Superintendent/President utilizes recommendations from College Council to fulfill this responsibility for the BOT ([4B1-11](#)). BP 3200 asserts the Superintendent/President is responsible for ensuring the district complies with the accreditation process and standards of ACCJC ([4B1-13](#)).

The Superintendent/President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel. The Superintendent/President leads the District's collaborative and participatory efforts in developing and implementing the 5-Year Educational Master Plan (EMP). The 2018-2023 Educational Master Plan includes 8 goals: Enrollment Management and Student Success; Student Access; Resource Development and Allocation; Safety and Facilities Planning; Partnership; Institutional Effectiveness, Technology and Systems Design; Innovation; and DEI ([4B1-02](#)). The Strategic Implementation Plan (SIP) represents the operational tasks and activities to realize the attainment of the master plan. The Superintendent/President directed efforts for creating the 5-year operation plan for each of the EMP goals and objectives and the Facilities Master Plan (FMP) ([4B1-03](#)).

Merced College's Superintendent/President provides effective leadership in assessing institutional effectiveness. The Superintendent/President maintains regular meeting schedules with student leadership, classified professionals, and faculty leadership representatives. The

Superintendent/President meets with all constituency leadership monthly for one-on-one meetings. The regular meetings with the leadership of the various constituent groups allow the Superintendent/President to provide leadership and to assess institutional effectiveness.

### **Analysis and Evaluation**

The Superintendent/President of Merced College has primary responsibility for the quality of the institution through board policy. Effective leadership by the Superintendent/President has resulted in planning initiatives such as the EMP, SIP, and FMP that provide direction for the institution. The planning initiatives provide direction for the organizing, budgeting, selection and development of personnel, and the assessment of institutional effectiveness measured against the goals and objectives provided by institutional planning.

- 2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

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

Merced College's CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purpose, size, and complexity. The Superintendent/President ensures that the District's administrative structure is appropriate in size and complexity while supporting the work of the District and alignment to the mission ([4B2-01](#)). The District has a Cabinet that is comprised of the Vice President of Instruction, Vice President of Student Services, Vice President of District Administrative Services, Vice President of Human Resources, Vice President of External Relations/Executive Director of Merced College Foundation, and Vice President of Information Technology Services ([4B2-08](#)). Planning and evaluation of the administrative structure occurs through the Superintendent/President's annual goals and progress on the goals of the Educational Master Plan (EMP) that are monitored through the Strategic Implementation Plan (SIP) ([4B2-15](#), [4B2-16](#), [4B2-17](#)).

The Superintendent/President delegates authority to administrators and others consistent with their responsibilities, as appropriate. In BP/AP 7110, *Delegation of Authority*, delegates authority to the President or designee to authorize employment and perform other personnel actions ([4B2-06](#)). BP 6100, *Delegation of Authority*, delegates authority to the President to supervise the general business procedures of the district, including the preparation and management of the budget, oversight of fiscal management of the district, and authority to sign contracts for purchase, sale, lease or licensing of real and personal property ([4B2-05](#)). BP 2430, *Delegation and Authority to the Superintendent/President*, gives the Superintendent/President responsibility for administering the policies adopted by the Board and executing all decisions of the BOT requiring administrative action. The policy also states that the President may delegate any powers and duties entrusted to him by the BOT ([4B2-04](#)).

### **Analysis and Evaluation**

The Merced College Superintendent/President plans, oversees, and evaluates the administrative structure of the District through monitoring progress on the annual goals and progress on the EMP as monitored through progress on the SIP. The Superintendent/President delegates authority to appropriate administrators and managers as established through policies and procedures by the BOT.

- 3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
- **establishing a collegial process that sets values, goals, and priorities;**
  - **ensuring the college sets institutional performance standards for student achievement;**
  - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
  - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
  - **ensuring that the allocation of resources supports and improves learning and achievement;**  
**and**
  - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

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

The Merced College Superintendent/President is invested with the responsibility by policies and procedures to guide institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals, and priorities. BP 3700, *Shared Governance*, establishes that the BOT will work with the President to ensure implementation of shared governance. The shared governance structure is explained in the Participatory Governance Handbook with the various committees, the mission/charge of each committee, membership, and the reporting structure that ensures that recommendations are made to the Superintendent/President to contribute to decision-making at the District. Participatory governance committees at the District set goals and priorities annually and evaluate their performance ([4B3-17](#)). College Council, chaired by the President, provides information, facilitates communication, evaluates governance and administrative structures, and solves problems related to participatory governance ([4B3-01](#)). It also facilitates the review of established policies and procedures for the District. The Standing Accreditation Committee and Human Resources Council report to the College Council.

The Superintendent/President through policies and procedures guides the improvement of teaching and learning by ensuring the District sets institutional performance standards for student achievement. The Standing Accreditation Committee (SAC), a participatory governance committee, recommends to the President institution set standards. The ACCJC annual report includes the Institutional Set Standards and is reviewed by the SAC and College Council before final approval by the BOT ([4B3-05](#)). The President assures standards for degree attainment are established via BP 4025, *Philosophy and Criteria for Associate Degrees and General Education*, and followed for courses used to meet general education and associate



degree requirements ([4B3-16](#)).

The Superintendent/President facilitates the improvement of teaching and learning by ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions. BP 3250, *Institutional Planning*, states that the President will "ensure the District implements a broad based comprehensive, systematic and integrated system of planning that involves appropriate segments of the District community and is supported by institutional research" ([4B3-20](#)). The President guides the development of the Educational Master Plan, which reviews and proposes any changes to the District's mission, goals, and priorities and guides the development of other plans in the District ([4B3-07](#)). The President leads the District in using internal data metrics like retention, success, awards, transfer, and resource allocation as the basis for decision-making at Merced College. The current EMP includes substantial institutional data that was used to develop the goals outlined in the EMP. Institutional data, such as enrollment, transfer, financial aid, and student demographic data is reported out to the District and community through the Annual Report that summarizes the performance of the institution annually ([4B3-08](#)). Institutional data metrics are used in the development of all plans at the District ([4B3-09](#), [4B3-10](#), [4B3-11](#), [4B3-14](#)). Program level planning for instructional programs and departments providing services takes place through the program review cycle (page 6) ([4B3-15](#)). The program review process ties into resource allocation to support planning initiatives that support the improvement of teaching and learning ([4B3-19](#)).

The Superintendent/President ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning for institutional improvement. The Superintendent/President leads integrated planning through the master planning committee structure ([4B3-12](#), [4B3-13](#)). Each master planning committee is co-chaired by a member of the President's cabinet. The Integrated Planning Handbook describes the various aspects of the integrated planning processes, which includes the institutional goal development process, an explanation of the integrated planning cycle, and calendars for steps in the integrated planning process ([4B3-15](#)). The program review process feeds into the integrated planning process through the resource allocation requests that are made to support planning goals at the program and department levels.

The Superintendent/President ensures institutional improvement by establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. In consultation with EMPC, College Council evaluates the integrated planning process annually and recommends improvements to the process and changes to committee membership, charge, and mission as needed for institutional improvement ([4B3-02](#), [4B3-03](#)). Each participatory governance committee develops goals, aligned with the overall EMP and SIP, and evaluates their performance annually. The evaluations provide data to EMPC on the performance of the integrated planning process to inform institutional improvement ([4B3-02](#), [4B3-03](#)).

### **Analysis and Evaluation**

Merced College, through the leadership and authority of the Superintendent/President, has established through policies and procedures an integrated planning process along with a participatory governance structure that supports the CEO in guiding institutional improvement through evaluation and planning cycles that inform institutional improvement. The Integrated Planning Handbook and Participatory Governance Handbook outline the structure and processes that are used to inform the development of plans where values, goals, and priorities are established. The institution-set standards, the EMP, and the other plans discussed previously are all outcomes of evaluation and planning that occurs with the guidance of the Superintendent/President.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

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

Merced College has established that the Superintendent/President has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. BP/AP 3200, *Accreditation*, outlines the process for producing the Institutional Self-Evaluation Report (ISER) and describes the appointment of the Accreditation Liaison Officer (ALO), the self-study chair and co-chair ([4B4-01](#)). Further, it tasks the Superintendent/President with ensuring that the district complies with the processes and standards established by ACCJC. The Standing Accreditation Committee (SAC) discusses accreditation processes and standards and makes recommendations to College Council, which is chaired by the Superintendent/President, to ensure compliance.

Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. The Vice President of Instruction serves as the ALO and chairs SAC, where representatives from each constituency meet to discuss Accreditation processes such as the annual reports and ISER progress ([4B4-03](#)). The Dean of Institutional Effectiveness and the Office of Institutional Effectiveness support the ALO and SAC to compile accreditation reports and provide data needed for meeting compliance with accreditation processes and standards.

### **Analysis and Evaluation**

The Superintendent/President of Merced College has the primary leadership role for accreditation and ensures that the institution meets or exceeds accreditation requirements, standards, and policies through BP/AP 3200. Further, the faculty, staff, and administrative leaders also have responsibility for ensuring compliance with accreditation requirements through the leadership of the ALO and the participatory governance SAC with all the constituent groups. SAC provides recommendations to College Council and the Superintendent/President for complying with accreditation requirements and informing the

development of the self-study.

- 5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

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

The Merced College Superintendent/President assures the implementation of statutes, regulations, and governing board policies by regular attendance and participation at Board of Trustees, College Council, and Cabinet meetings. BP 2430, *Delegation of Authority*, provides the Superintendent/President with the authority to administer policies adopted by the BOT and execute actions taken by the BOT ([4B5-01](#)). The authority to conduct the general business of the District, and to assure the proper administration of property, contracts, and the budget is outlined in the BP 6100 ([4B5-02](#)). The BOT established the Superintendent/President's responsibility for fiscal management of the district in accordance with Title 5 through BP 6300 ([4B5-04](#)). Recommendations for changes to policies or procedures and the establishment of new policies or procedures come from College Council and are provided to the BOT through the Superintendent/President ([4B5-05](#)). Alignment of district policies and procedures with statutes and regulations occurs regularly through a review cycle and the president ensures these policies and regulations are followed by delegating responsibility and compliance to the appropriate vice-president and/or division, as discussed in 4B2.

The Superintendent/President meets monthly with constituency leadership at College Council to monitor alignment of institutional practices with the mission and policies of the institution with input from all constituent groups.

The Superintendent/President ensures effective control of the budget and expenditures, and that expenditures align with the District mission and comply with regulations and laws by reviewing budgets and expenditures regularly in cabinet with the vice presidents. The Budget Committee, co-chaired by the Vice President of Administrative Services (VPAS) and the Academic Senate President, is the primary governance body responsible for evaluating, developing, and recommending policies and procedures related to budget planning and disseminating information about all aspects of the District's finances ([4B5-06](#)). The Budget Committee makes recommendations to the Superintendent/President regarding the District budget and finances including resource allocation priorities provided by each program review and ranked by the master planning committees. The President reviews the recommendations in light of the colleges mission, priorities and, resources. To ensure effective control of the District budget and expenditures and in accordance with California Education Code, Section 8040, an independent audit is conducted each fiscal year reviewing all funds, books, and accounts of the District. A copy of the audit report is provided to the BOT for review ([4B5-07](#), [4B5-08](#), [4B5-09](#)). BP 6400, Audits, states that there shall be an annual financial and compliance audit from an external organization of all funds, books, and accounts of the district

[\(4B5-10\)](#).

### **Analysis and Evaluation**

The Merced College Superintendent/President assures the implementation of statutes, regulations, and governing board policies through the vice presidents that oversee the operations of the institution and the administrators and managers of the departments and programs they supervise. The alignment of governing board policies with statutes and regulations occurs through review and establishment of appropriate policies and procedures through College Council. The Superintendent/President ensures that institutional practices are consistent with the mission and policies of the District through regular and ongoing monitoring with the executive team, leadership team, and constituency leadership. Effective control of the budget and expenditures is accomplished through supervision and leadership of the VPAS along with input from the Budget Committee, recommendations from master planning committees, and the transparency and review provided by the annual audits.

## **6. The CEO works and communicates effectively with the communities served by the institution.**

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

The Superintendent/President is actively engaged with the community and works and communicates effectively with the communities served by the institution. The Superintendent/President uses a variety of different methods for engaging and communicating with the community, including, but not limited to, the annual report, campus forums, stakeholder events and convenings, and institution wide messages. An Annual Report is produced every year to inform the District and community of the annual progress made by the Institution. Institutional data including enrollment, student demographics, degrees and certificates awarded, revenue and expenditures, transfer locations, and financial aid awarded are included in the annual report and demonstrate transparency to the community. The report also includes changes to the District from the previous year and highlights successes ([4B6-01](#), [4B6-02](#)). The report is posted on the District's website and distributed by mail to community members, businesses, and educational institutions.

The Superintendent/President uses regular District forums to provide updates, share information about the budget, and answer questions from the District community. The forums are open to the public and recordings are posted on the public website. Forum topics include accreditation, strategic planning process, budget, and general campus updates ([4B6-03](#)). The Blue Devil's Advocate is a Merced College e-magazine about the District. The Superintendent/President shares the periodical with community leaders and the Blue Devil's Advocate is available publicly on the District's website ([4B6-07](#)).

The Superintendent/President works effectively with the communities served by the institution by fostering partnerships and relationships with other organizations that serve the communities in the service area. For example, the Superintendent/President serves on the Mercy Medical

Center Hospital Community Board. As a member of the Board, he supports the vision, mission, and values of Dignity Health (4B6-05) and aligns educational programming to assist with the community’s allied health workforce needs. Superintendent/President gives presentations to various community organizations including the Elks Club and the Rotary Club of Merced, providing information about what Merced College has to offer and building stronger partnerships in the community (4B6-06). The Superintendent/President is a member of the Merced County Workforce Development Board, which is a policy-making entity focused on educating and training local workers and supporting businesses in the community. Merced College, represented by the Superintendent/President, is a member of the Merced County Hispanic Chamber of Commerce and the Merced Chapter of NAACP (4B6-09). The Superintendent/President meets regularly with the Superintendents of Merced County High Schools and our other 4-year partners, including UC Merced and CSU Stanislaus, as well as with city and county leaders on a regular basis.

**Analysis and Evaluation**

Merced College’s Superintendent/President demonstrates effective communication through the variety of methods used to update and inform the community about the institution. Working effectively with the communities served is demonstrated through the partnerships that the Superintendent/President maintains through participation with local boards, organizations, non-profits, and businesses in the communities served by the Institution.

**Conclusions on Standard IV.B: Chief Executive Officer**

The Merced College President seeks to fulfill the mission of the college with the use of effective leadership in planning, organization, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president is responsible for the quality of the institution and assures the implementation and alignment with internal and external regulations and policies while also maintaining congruous institutional practices. The president delegates responsibilities to the appropriate members of Cabinet and Leadership Team based on areas of oversight and position descriptions. Clear communication of decisions and sharing of important information to the campus and broader community are evidenced through publications, campus forums, community events, and emails.

**Improvement Plan(s)**

None.

**Evidence List**

Standard 4B	
Description	Name/Link
2021-2022 President Annual Goals	<a href="#">4B1-01 21-22PresAnnualGoals</a>

2018-2023 Educational Master Plan	<a href="#">4B1-02_EMP18-23</a>
Strategic Implementation Plan	<a href="#">4B1-03_StrategicImplentPlan</a>
Facilities Master Plan	<a href="#">4B1-04_FacilitesMasterPlan</a>
Cabinet Agenda February 9, 2022	<a href="#">4B1-05_CabinetAgenda2-9-22</a>
Cabinet Agenda April 13, 2022	<a href="#">4B1-06_CabinetAgenda4-13-22</a>
BP 2430 Delegation and Authority to Superintendent/President	<a href="#">4B1-07_BP2430</a>
BP 6100 Delegation of Authority	<a href="#">4B1-08_BP6100</a>
BP 7110 Delegation of Authority	<a href="#">4B1-09_BP7110</a>
Merced Community College District Organizational Chart	<a href="#">4B1-10_MC_OrgCharts</a>
Participatory Governance Handbook Page 19	<a href="#">4B1-11_PG_HandbookPg19</a>
Connecting with Campus Flyer	<a href="#">4B1-12_ConnectCampusFlyer</a>
BP 3200 Accreditation	<a href="#">4B1-13_BP3200</a>
Educational Master Plan Taskforce	<a href="#">4B1-14_EMP_Taskforce</a>
Educational Master Plan Goals 7 and 8	<a href="#">4B1-15_EMP_Goals7-8</a>
Merced Community College District Organizational Charts	<a href="#">4B2-01_MCCD_OrgCharts</a>
AP 6100 Delegation of Authority	<a href="#">4B2-02_AP6100</a>
AP 7110 Delegation of Authority	<a href="#">4B2-03_AP7110</a>
BP 2430 Delegation and Authority to Superintendent/President	<a href="#">4B2-04_BP2430</a>
BP 6100 Delegation of Authority	<a href="#">4B2-05_BP6100</a>
BP 7110 Delegation of Authority	<a href="#">4B2-06_BP7110</a>
Staffing Plan	<a href="#">4B2-07_Staffing_Plan</a>
College Leadership Webpage	<a href="#">4B2-08_MCLeadership_Web</a>
Office of Instruction Organizational Chart	<a href="#">4B2-09_InstructionOrg22-23</a>
Office of Student Services Organizational Chart	<a href="#">4B2-10_StuSvcsOrg01-23</a>
Office of Administrative Services Organizational Chart	<a href="#">4B2-11_AdminSvcsOrg01-23</a>
Information Technology Services Organizational Chart	<a href="#">4B2-12_InfoTechSvcsOrgChart</a>
Office of External Relations Staff	<a href="#">4B2-13_OfficeExtRelatStaff</a>
Human Resources Staff	<a href="#">4B2-14_HR_Staff</a>
2021-2022 President Annual Goals	<a href="#">4B2-15_21-22PresAnnualGoals</a>
2018-2023 Educational Master Plan	<a href="#">4B2-16_18-23EduMasterPlan</a>
Strategic Implementation Plan	<a href="#">4B2-17_StrategicImplemtPlan</a>
Participatory Governance Handbook College Council	<a href="#">4B3-01_PGHandbook_CCouncil</a>

Participatory Governance Survey Educational Master Planning Committee	<a href="#">4B3-02_PGSurvey_EMPC</a>
Administrative Services Master Planning Committee Participatory Governance Changes	<a href="#">4B3-03_ASMPC_PG_Changes</a>
College Council Minutes February 3, 2022	<a href="#">4B3-04_CCouncilMins2-3-22</a>
College Council Minutes April 7, 2022	<a href="#">4B3-05_CCouncilMins4-7-22</a>
College Council Minutes October 6, 2022	<a href="#">4B3-06_CCouncilMins10-6-22</a>
Educational Master Plan	<a href="#">4B3-07_EMP</a>
2021 Annual Report	<a href="#">4B3-08_2021AnnualReport</a>
Staff Plan 2022-2025	<a href="#">4B3-09_StaffPlan22-25</a>
2022 Annual Report	<a href="#">4B3-10_2022AnnualReport</a>
SEA Plan	<a href="#">4B3-11_SEAPlan</a>
Participatory Governance Report Relationships Educational Master Planning Committee Charge Participatory Governance Handbook	<a href="#">4B3-12_PG_Rpt_Relationships</a>
Professional Development Plan 2022-2023	<a href="#">4B3-13_EMPC_Charge</a>
Integrated Planning Handbook Spring 2021	<a href="#">4B3-14_PD_Plan22-23</a>
BP 4025 Philosophy and Criteria for Associate Degrees and General Education	<a href="#">4B3-15_IntPlanHndbk_SP21</a>
BP 4025 Philosophy and Criteria for Associate Degrees and General Education	<a href="#">4B3-16_BP4025</a>
Participatory Governance Survey 2020-2021	<a href="#">4B3-17_PG_Survey_CC20-21</a>
Standing Accreditation Committee in Participatory Governance Handbook	<a href="#">4B3-18_PG_Hndbk_Pg22-24</a>
Resource Allocation Process	<a href="#">4B3-19_RA_Process</a>
BP 3250 Institutional Planning	<a href="#">4B3-20_BP3250</a>
AP 3200 Accreditation	<a href="#">4B4-01_AP3200</a>
BP 3200 Accreditation	<a href="#">4B4-02_BP3200</a>
SAC Agenda August 16, 2022	<a href="#">4B4-03_SAC_Agenda8-16-22</a>
Accreditation Tasks	<a href="#">4B4-04_AccreditationTasks</a>
SAC in Participatory Governance Handbook (Pg. 22)	<a href="#">4B4-05_PG_Hndbk_Pg22-24</a>
BP 2430 Delegation and Authority to Superintendent/President	<a href="#">4B5-01_BP2430</a>
BP 6100 Delegation of Authority	<a href="#">4B5-02_BP6100</a>
BP 6150 Designation of Authorized Signatures	<a href="#">4B5-03_BP6150</a>
BP 6300 Fiscal Management	<a href="#">4B5-04_BP6300</a>
College Council Minutes May 5, 2022	<a href="#">4B5-05_CCouncilMins_5-5-22</a>
Budget Committee Mission	<a href="#">4B5-06_BudgetCmte_Mission</a>
Board of Trustees Minutes March 8, 2022	<a href="#">4B5-07_BOTMins3-8-22</a>
Board of Trustees Minutes February 9, 2021	<a href="#">4B5-08_BOTMins2-9-21</a>

Board of Trustees Minutes March 10, 2020	<a href="#">4B5-09 BOTMins3-10-20</a>
BP 6400 Audits	<a href="#">4B5-10_BP6400</a>
BP 2435 Evaluation of the Superintendent/President	<a href="#">4B5-11_BP2435</a>
AP 2435 Evaluation of the Superintendent/President	<a href="#">4B5-12_AP2435</a>
2021 Annual Report	<a href="#">4B6-01_2021AnnualReport</a>
Annual Report Webpage	<a href="#">4B6-02_AnnualReport_Web</a>
Forums Webpage	<a href="#">4B6-03_Forums_Web</a>
Board of Trustees Minutes August 9, 2022	<a href="#">4B6-04 BOT Mins8-9-22</a>
Community Benefit Report	<a href="#">4B6-05_CommBenefitReport</a>
Rotary Presentation February 10, 2021	<a href="#">4B6-06_RotaryPresentation</a>
Blue Devil's Advocate	<a href="#">4B6-07_BlueDevilsAdvocate</a>
Workforce Development Board	<a href="#">4B6-08_WorkforceDevBoard</a>
Merced County Hispanic Chamber of Commerce	<a href="#">4B6-09_MercedHispChamComm</a>

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### C. Governing Board

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

#### Evidence of Meeting the Standard

Merced College has a governing board with authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services. The Board of Trustees (BOT) webpage provides access to the policies and procedures, meeting agendas and minutes, goals, and information about the district ([4C1-01](#)). The responsibilities for the BOT are established through board policies coded in the 2000's. The Merced College BOT has a governance handbook describing protocols ([4C1-02](#)). AP 2410, *Policy and Administrative Procedure*, the BOT establishes the process for adoption of board policies and administrative procedures ([4C1-03](#)). The Superintendent/President acts on behalf of the BOT through implementation of policies and procedures to assure academic quality, integrity, and the effectiveness of programs and services. BP 2750, *Consulting Collegially on Academic and Professional Matters*, establishes the importance of participation in governance by the faculty by directing that the District, "will operate according to the Provisions of Title V, in consulting collegially with Faculty Senate" ([4C1-07](#)).

The BOT addresses the academic quality, integrity and effectiveness of the student learning programs and services through many different policies which include:



BP 4020, *Program and Curriculum Development* ([4C1-08](#))  
BP 4025, *Philosophy and Criteria for Associate Degrees and General Education* ([4C1-09](#))  
BP 4100, *Graduation Requirements for Degrees and Certificates* ([4C1-10](#))  
BP 4220, *Standards of Scholarship* ([4C1-11](#))  
BP 4040, *Library & Other Instructional Support* ([4C1-04](#))  
BP 5050, *Student Success and Support Program* ([4C1-05](#))  
BP 5110, *Counseling* ([4C1-12](#))  
BP 5120, *Transfer Center* ([4C1-13](#))  
BP 5130, *Financial Aid* ([4C1-14](#))  
BP 5140, *Disabled Student Programs & Services* ([4C1-16](#))  
BP 5150, *Extended Opportunity Programs & Services* ([4C1-20](#))

The BOT has authority over and responsibility for policies to assure financial stability of the institution. The BOT requires an annual review of the finances of the district through annual audits by an external organization through BP 6400 ([4C1-18](#)). The BOT has established policies to ensure financial stability of the institution, including:

BP 6200, *Budget Preparation* ([4C1-21](#))  
BP 6250, *Budget Management* ([4C1-22](#))  
BP 6300, *Fiscal Management* ([4C1-23](#))  
BP 6307, *Debt Issuance and Management* ([4C1-24](#))  
BP 6320, *Investments* ([4C1-25](#))  
BP 6330, *Purchasing* ([4C1-26](#))  
BP 6340, *Bids and Contracts* ([4C1-19](#))  
BP 6400, *Audits* ([4C1-18](#))  
BP 6500, *Property Management* ([4C1-17](#))

To communicate the fiscal stability of the District to the community the BOT requires the annual audits be published and presented at public meetings and submitted to the Chancellor's Office each year ([4C1-06](#)). Audits and budgets are shared with the District community at Budget Committee meetings, at District forums, and at meetings of the BOT ([4C1-15](#)). Finally, the Board has a Budget Sub-Committee that meets regularly with District administration to review the alignment of the budget with educational priorities and to ensure financial stability of the District.

### **Analysis and Evaluation**

The Merced College Board of Trustees has policies that establish the BOT as the ultimate authority over academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. (ER 7)

**2. The governing board acts as a collective entity. Once the board reaches a decision, all board**

**members act in support of the decision.**

**Evidence of Meeting the Standard**

The Merced College Board of Trustees (BOT) acts as a collective entity and all board members act in support of the decision once it has been made. The Trustee Handbook details how the BOT should "take collective responsibility for the Board's Performance" and that the "authority rests with the Board as a whole and not with Individuals" ([4C2-01](#)). BP 2715, *Code of Ethic/Standard of Practice*, asserts members of the board are responsible for "exercising authority only as a board" and "basing decisions on all available facts in each situation and abiding by and upholding the final majority decision of the Board" ([4C2-02](#)).

**Analysis and Evaluation**

Merced College board policies establish responsibilities for the members of the BOT to act as a collective entity and require that when decisions are determined by the majority all members of the BOT act in support of the decisions. Past practices affirm these policies in action.

**3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

**Evidence of Meeting the Standard**

The Merced College Board of Trustees adheres to a clearly defined policy for selecting and evaluation the Superintendent/President of the District through BP 2431, *CEO Selection*. The policy states the "Board shall select a superintendent/President as provided by law" ([4C3-01](#)). The annual evaluation of the Superintendent/President is established in BP 2435 with the process described with more detail in AP 2435 ([4C3-02](#), [4C3-04](#)). The process for selection and appointment of the Superintendent/President is described in AP 2431 ([4C3-03](#)).

**Analysis and Evaluation**

Merced College has clearly defined policies for the selection and evaluation of the Superintendent/President. The selection procedure requires that a committee be established to assist the BOT in the selection of the Superintendent/President and provides requirements for the composition of the committee which includes members from all the constituent groups. The procedure for evaluation of the Superintendent/President includes evaluation by the members of the BOT with a self-evaluation and written narrative by the Superintendent/President as well as review of goals from the previous year and supporting documentation.

**4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

**Evidence of Meeting the Standard**

The Merced College Board of Trustees practices its independence as a policy-making body and reflects the public interest as asserted in the application of the policies outlined in the Board of

Trustees Governance Handbook. There are seven trustees which serve their specified areas and one overall student trustee. The Board of Trustees Governance Handbook describes protocols the board follows regarding meetings as well as protocols for self-monitoring, site visits, board communication, and board members' role in the public ([4C4-01](#)). BP 2200 outlines board duties and responsibilities ([4C4-02](#)). The Board of Trustees hold monthly meetings open to the public. The agenda provides opportunities for the public to comment on any item on or off the agenda. In addition, each Board member along with the President holds community listening sessions to allow for additional public input.

The Board of Trustees advocates for and defends the institution and protects it from undue influence or political pressure. As evident in BP 2200, the BOT recognizes the responsibility to advocate and protect the district ([4C4-02](#)). To protect the institution from undue influence or political pressure BP/AP 2710, *Conflict of Interest*, establishes that the BOT and employees do not hold a financial interest in contracts with the institution and ensures they do not participate in incompatible activities ([4C4-03](#), [4C4-04](#)). BP 2715, *Code of Ethic/Standards of Practice*, outlines the responsibility of the BOT to maintain standards of ethical conduct. Included in the standards provided is the responsibility of, “preventing conflicts of interest and the perception of conflicts of interest” ([4C4-05](#)) (ER 7).

### **Analysis and Evaluation**

The Merced College Board of Trustees is an independent, policy-making body with the responsibility for reflecting the public interest in the educational quality of the institution. The BOT advocates for and defends the institution as part of the responsibilities codified into the policy of the Institution. The BOT has established and follows policies on conflicts of interest and a code of ethics/standards of practice that ensures that the BOT protects the District from undue influence or political pressure.

- 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

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

The Merced College Board of Trustees (BOT) establishes policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them as outlined in BP 2200 ([4C5-01](#)). The BOT approves the college Mission whereby all other Board decisions are measured. The mission then informs policies to ensure student success through equitable access, continuous quality improvement, and student achievement ([4C5-08](#)). These commitments become actions through the alignment of the Educational Master Planning goals and objectives, which are integrated with the mission of the District. The EMP and subsequent goals and objectives are reviewed by the Board annually as part of an extended Board Study Session with opportunities for Board Members to ask and address questions about the college's progress and ensure the

goals and objectives are being met.

The BOT has established requirements for institutional planning through BP 3250, *Institutional Planning*, to ensure that the District has a system of planning that provides for the resources necessary to support the quality, integrity, and improvement of student learning programs and services ([4C5-11](#)). Additional institutional planning occurs through the development of plans such as the Facilities Master Plan (FMP), and Technology Master Plan (TMP), that the District uses to direct planning at the program and department level through the program review process. The Integrated Planning Handbook describes the broad-based comprehensive, systematic and integrated system of planning that is utilized by the District to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The diagram on page 6 of the Handbook provides a visual of the cycle and how the program review process feeds into resource allocation and institutional planning ([4C5-12](#)).

In BP 2410, *Policy and Administrative Procedure*, the BOT has established the process for evaluating policies and procedures ([4C5-02](#)). Evaluation of policies and procedures occurs annually by the full BOT during regular board meetings. This helps to ensure that the Board maintains policies and procedures which are current, and consistent with quality education, integrity, and consistent with the mission.

The BOT Handbook states that the unity of purpose for the board is to keep the district focused on learning and achievement for all students, govern with board adopted policies and procedures, and ensure compliance for regulations, accreditation and other applicable policies ([4C5-07](#)). Policies have been adopted by the BOT to ensure the quality and integrity, and improvement of student learning programs and services through the mission of the District, the development of courses and programs, by setting standards for degree attainment, and standards for scholarship. The BOT has ultimate responsibility for educational quality through its responsibility to approve the mission of the District and through final approval of courses and programs. ([4C5-04](#), [4C5-08](#), [4C5-09](#)). The BOT regularly reviews academic matters and outcomes including the annual Institutional Set Standards and Stretch Goals. The BOT also receives regular updates from the Academic Senate, Office of Instruction, Student Services, and Administrative Services on matters of academics, student success, and budget

The BOT has ultimate responsibility for educational quality, legal matters, and financial integrity and stability of the institution. The Board is, “committed to fulfilling its responsibilities to”, “establish policies that define the institutional mission and set prudent, ethical and legal standards for District operations”, “monitor institutional performance and educational quality”, and “assure fiscal health and stability” as delineated in BP 2200 ([4C5-01](#)). The Board delegates authority to the Superintendent/President in BP 2430 to execute and administer the policies adopted by the Board to act on behalf of the Board ([4C5-10](#)). The

Superintendent/President is charged with ensuring that, “all relevant laws and regulations are complied with and that required reports are submitted in timely fashion.” To establish the vision of the institution, develop polices, and assure accountability, the Superintendent/President updates the Board regularly in the oversight of educational quality, legal matters, and the financial affairs of the District through written reports, presentations, study sessions, information items, and other activities ([4C5-07](#)).

**Analysis and Evaluation**

The Merced College Board of Trustees has established policies to outline the responsibilities of the Board to ensure academic quality through approval of programs and courses. The responsibility to maintain the integrity and improvement of student learning programs and services is accomplished through the Integrated Planning Process established in policy. The Board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability that is monitored through regular reporting to the board and approvals of the District curriculum, approval of the budget, and approval of actions taken on behalf of the district.

- 6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

**Evidence of Meeting the Standard**

Merced College publishes board policies that specify the size of the board, duties, responsibilities, structure, and operating procedures. The Board of Trustees Governing Handbook includes a purpose statement, board protocols pertaining to board meetings, board members’ role in the public, self-monitoring, board communication, and site visits ([4C6-01](#)). Published board policies aligned with this standard include the following:

Area of Policy	Board Policy
Board Size	BP 2010, <i>Board Membership</i> ( <a href="#">4C6-02</a> ) BP 2105, <i>Election of Student Members</i> ( <a href="#">4C6-05</a> ) BP 2015, <i>Student Members</i> ( <a href="#">4C6-03</a> ) BP 2100, <i>Board Elections</i> ( <a href="#">4C6-04</a> ) BP/AP 2110, <i>Vacancies on the Board</i> ( <a href="#">4C6-06</a> , <a href="#">4C6-07</a> )
Board Duties and Responsibilities	BP 2200, <i>Board Duties and Responsibilities</i> ( <a href="#">4C6-08</a> )
Board Structure	BP 2210, <i>Officers</i> ( <a href="#">4C6-09</a> )
Board Operating Procedures	BP 2310, <i>Regular Meetings of the Board</i> , ( <a href="#">4C6-10</a> ) BP 2315, <i>Closed Session</i> ( <a href="#">4C6-11</a> ) BP 2320, <i>Special and Emergency Meetings</i> ( <a href="#">4C6-12</a> ) BP 2330, <i>Quorum and Voting</i> ( <a href="#">4C6-16</a> )

	BP 2430, <i>Delegation of Authority to Superintendent/President</i> ( <a href="#">4C6-13</a> ) AP 2431, <i>CEO Selection</i> ( <a href="#">4C6-14</a> ) AP 2435, <i>Evaluation of the Superintendent/President</i> ( <a href="#">4C6-15</a> ) BP 2710, <i>Conflict of Interest</i> ( <a href="#">4C6-17</a> ) BP 2715, <i>Code of Ethic/Standards of Practice</i> ( <a href="#">4C6-18</a> )
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### **Analysis and Evaluation**

The Merced College Board of Trustees has established policies and procedures that specify the size, duties, responsibilities, structure, and operating procedures of the Board. All policies and procedures are available to the public on BoardDocs from the College website.

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

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

The Merced College Board of Trustees acts in a manner consistent with its policies and bylaws. BP 2745, *Board Self-Evaluations*, establishes the board’s is committed to assessing its own performance and to identifying areas that may need improvement ([4C7-02](#)). The self-evaluation provides an assessment of its effectiveness in fulfilling the District mission. The process for self-evaluation is outlined in AP 2745 ([4C7-03](#), [4C7-04](#)). As part of the self-evaluation the Board develops an evaluation tool.

The BOT regularly assesses its policies and procedures for their effectiveness in fulfilling the District mission and updates and revises them regularly. The regular review of Board Policy is established in BP 2410, *Policy and Administrative Procedure*, and is coordinated through the Superintendent/President’s Office ([4C7-01](#)). Board policies that have been reviewed through the master planning committees and constituency groups and then by College Council are forwarded by the Superintendent/President to the Board at regular meetings ([4C7-05](#)). The policy also provides for the posting of Board policies and procedures on the College website. Once the Board adopts a policy or procedure the Office of the President updates Boarddocs to reflect the current policy or procedure. The policy also states that policies and procedures are to be reviewed on a continuous cycle. The President’s Office keeps a schedule for the review of policies and procedures based on the last instance of review.

### **Analysis and Evaluation**

The Merced College Board of Trustees ensures that it acts in a manner consistent with its policies and bylaws through self-evaluation and processes administered by the Superintendent/President that facilitates adherence to established policies and procedures of the Board. The Board uses self-evaluation to determine effectiveness in fulfilling the District mission.

- 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

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

The Merced College Board of Trustees ensures the institution is accomplishing its goals for students' success through regular reviews of key indicators of student learning and achievement through the following:

- Educational master Plan ongoing monitoring and annual updates
- Annual Report
- Ongoing monitoring and review at Board meetings and workshops

Educational Master Plan. The District BOT regularly reviews institutional plans for improving academic quality at regular meetings of the Board. Merced College develops a five-year educational master planning document on a regular cycle. The Educational Master Plan (EMP) contains goals for student success with objectives for achieving the goals that starts on page 87 ([4C8-09](#)). The Strategic Implementation Plan (SIP) operationalizes the EMP by establishing tasks and activities developed to meet the goals and objectives of the EMP ([4C8-01](#)). The BOT regularly reviews the progress of the EMP through regular SIP updates to the Board ([4C8-02](#)).

Aligned with the EMP, Merced College has a Facilities Master Plan (FMP) that directs planning for facilities and is designed to support student access and success that is reviewed at regular meetings of the Board ([4C8-03](#), [4C8-04](#)). Merced College also has a five-year Technology Master Plan (TMP) that prioritizes accessibility for all staff and students ([4C8-05](#)). The BOT approved the final draft of the TMP in June of 2019 ([4C8-06](#)). The Student Equity Plan (SEA Plan) for 2019-22 was developed to determine a series of goals and related activities to support students in overcoming barriers to academic success ([4C8-07](#)). The BOT reviewed and approved the 2019-22 SEA Plan in June 2019 ([4C8-08](#)). The Board reviews institutional plans to ensure the institution is accomplishing its goals for student success.

Annual Report. The Annual Report is shared with the Board and includes a summary of how the District is performing in accomplishing goals for student success and includes institutional data provided by the Office of Institutional Effectiveness that include key indicators of student learning ([4C8-10](#)). All accreditation reports are reviewed by the Board and include information on key indicators of student learning ([4C8-11](#)).

Ongoing Monitoring and Review. The Superintendent/President, in consultation with the Board President, ensures all presentations, information items, and action items are aligned with the goals and objectives of the EMP. This allows the Board to continually engage, monitor, review, and discuss goals for student success and key indicators of student learning and

achievement and institutional plans for improving academic quality as a part of their regular and special meetings and board workshops.

### **Analysis and Evaluation**

The Merced College Board of Trustees regularly reviews reports that provide key indicators of student learning to ensure the institution is accomplishing goals for student success and achievement. The Board reviews all institutional plans for improving academic quality and student success to establish a climate in which educational goals are accomplished, to monitor institutional performance, and educational quality.

- 9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

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

Ongoing training for board development, including new member orientation, has been a top priority for the District over the past seven years. BP 2740, *Board Education*, the Board establishes its commitment to ongoing development and to a trustee education program that includes new trustee orientation ([4C9-02](#)). New board members engage in a robust onboarding and new member orientation provided by current trustees and district administration. The new orientation includes, but is not limited to, campus tours, information sessions with key administrators, faculty, classified professionals, trustee roles and responsibilities, and communication protocols. Additionally, both current and new board members participate in ongoing orientation on a variety of topics related to effective trusteeship.

For ongoing trustee development board members are expected to attend at least one state or national conference at least every two years. Additionally, the policy requires the board to hold two retreats or workshops each year, which has been taking place consistently ([4C9-09](#)). Board retreats take place annually with “deep dives” into effective trusteeship, legislative issues, district updates and progress reports, innovations in community colleges, Brown Act Training, and more.

The Board of Trustees also participates in Board Workshops and Study Sessions in addition to their regular monthly meetings. Workshops include topics such as effective trusteeship, the review of student success data, Budget Overview, Diversity, Equity, and Inclusion (DEI) information, and Getting to know your team better activities ([4C9-03](#), [4C9-04](#), [4C9-05](#)). Study sessions include topics such as reviewing the Educational Master Plan (EMP), reports on service area high schools, review of the trustee handbook, and reviewing the District's mission, vision, and values ([4C9-06](#), [4C9-07](#)).

Finally, the BOT has a mechanism for providing continuity of board membership and staggered terms of office. BP 2100, *Board Elections*, outlines the election process for Board members ([4C9-01](#)). The policy states that each trustee shall serve a four-year term and that elections will



be held every two years in even numbered years so that terms are staggered. Vacancies on the Board, provides a criterion for when provisional appointment to fill a vacancy is allowed and an election is required for filling a vacancy to provide continuity for the Board in the event of a vacancy ([4C9-08](#)).

### **Analysis and Evaluation**

The Merced College Board of Trustees, through Board Policy, has a mechanism for providing ongoing training and new member orientation for Board development. The BOT has established a process for elections of Board members and filling vacancies on the Board to provide continuity of Board membership and includes staggered terms of office.

**10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

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

The Merced College Board of Trustees has established through board policy a process for evaluation of the Board. BP/AP 2745, *Board Self-Evaluations*, establishes the commitment to assessing the Board’s performance ([4C10-02](#)) and the process for Board evaluation is outlined. The process is on a 2-year cycle with the evaluation occurring in the first year with results used to identify goals in the second year of the cycle ([4C10-03](#)).

The Board of Trustees Governance Handbook also provides protocols for the evaluation of the Board that include using a workshop setting or other mutually agreed upon format to carry out the evaluation of the Board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness ([4C10-01](#)).

The BOT evaluation assesses the Board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board regularly evaluates its practices and performance, including full participation in board training, and makes the results public. The steps in the Board evaluation process are reviewed at regular meetings of the Board to ensure transparency and commitment to the process ([4C10-05](#), [4C10-06](#), [4C10-07](#))

The results of the BOT evaluations are used to improve performance, academic quality, and institutional effectiveness through the development of Board goals. The results of the board self-evaluation are conducted, and the goals developed from the results of the self-evaluation are presented on even years ([4C10-08](#)). The Board goals are posted on the BOT Goals webpage linked to the Board webpage using the navigation panel ([4C10-09](#)).

### **Analysis and Evaluation**

Merced College has established a board policy that provides an ongoing process of self-evaluation that assesses the effectiveness of the Board. The evaluation cycle is a 2-year cycle

that evaluates the practices and performance of the Board in promoting and sustaining academic quality and institutional effectiveness as outlined in the Board duties and responsibilities. The second year of the cycle is for goal development that is designed to improve Board performance, academic quality, and institutional effectiveness as expressed in the duties and responsibilities of the Board.

**11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

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

The Merced College Board of Trustees upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The Board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. BP 2715, *Code of Ethics/Standards of Practice*, establishes guidelines for ethical conduct for the Board ([4C11-02](#)). The policy also contains a Censure Policy that states that Board members will be prepared to investigate the factual basis behind any charge or complaint of Board member misconduct. The policy outlines the process for investigating misconduct including the formation of an ad hoc committee composed of two board members. In BP 2720, *Communications Among Board Members*, the policy prohibits communication among Board members that results in collective concurrence regarding items that are within the subject matter jurisdiction of the Board, such decisions are reserved for Board meetings that adhere to open meeting laws as explained in the BOT Governance Handbook ([4C11-03](#), [4C11-04](#)). In BP 2715 the Board members are responsible for, “ensuring public input into board deliberations, adhering to the law and spirit of the open meeting laws and regulations” ([4C11-02](#)).

Merced College has a policy that ensures that board members have no employment, ownership, or other personal financial interest in the institution. Most of the Board do not have family members currently employed by the institution. BP 2710, *Conflict of Interest*, provides that Board members, "shall not be financially interested in any contract made by them in their official capacity, or in any body or board they are members". The policy also indicates that a Board member shall disclose their interest in any contract considered by the Board during a meeting and have the disclosure noted in the official minutes of the meeting ([4C11-01](#)). The policy also requires the Board members to file statements of economic interest with the filing officer.

The District ensures that Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. In BP 2715, *Code of Ethics/Standards of*

*Practice*, confirms the Board’s commitment to maintain standards of practice that include, “preventing conflicts of interest and the perception of conflicts of interest “, and “acting only in the best interests of the District, community, and district, and being aware of their responsibility to all citizens of the District” ([4C11-02](#)). To ensure that Board members disclose potential conflicts of interest, including financial interests in decisions, Board members are required to file statements of economic interest with the filing officer as explained in BP 2710 ([4C11-01](#)).

### **Analysis and Evaluation**

The Merced College Board of Trustees has established a board policy that provides expectations of Board members through a code of ethics, a policy on conflicts of interest, and an administrative procedure on conflicts of interest. The policy that provides the code of ethics includes a Censure Policy to address behavior that violates the code of ethics and standards of practice. The policy on conflicts of interest addresses the requirement that Board members not be employees of the District and have no ownership or personal financial interest in the institution. The duties and responsibilities of the Board that have been established in board policy ensure that the Board acts in the best interests of the institution to monitor academic quality and assure the fiscal health and stability of the institution. (ER 7)

### **12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

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

The Merced College Board of Trustees delegates full responsibility and authority to the Superintendent/President to implement and administer board policies without board interference and holds the Superintendent/President accountable for the operation of the District. As established in BP 2430, “the Board delegates the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action” ([4C12-02](#)). The policy also specifies that, “the Superintendent/President may delegate any powers and duties entrusted to him or her by the Board, including the administration of Districts and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties” ([4C12-02](#)). The policy holds the Superintendent/President accountable for the operations of the district. BP 2200, *Board Duties and Responsibilities*, includes as a responsibility of the Board to, "delegate power and authority to the chief executive officer to effectively lead the district" ([4C12-01](#)). The specification of delegating power and authority that is included in the Board duties and responsibilities gives directions to Board members to not interfere with the implementation and administration of Board policies. The accountability of the Superintendent/President is implemented through BP 2435, *Evaluation of the Superintendent/President*, that requires the evaluation of the Superintendent/President be based on board policy with performance goals and objectives that are developed in alignment with BP 2430 ([4C12-03](#)).

### **Analysis and Evaluation**

The Merced College Board of Trustees delegates full responsibility and authority to the Superintendent/President through board policies. Through Board policy the responsibilities of the Board include delegation of power and authority to the Superintendent/President to ensure the Board does not interfere with implementation and administration of policies and procedures in the district. The Board holds the Superintendent/President accountable for district operations through annual evaluation of the President.

- 13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

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

The Merced College Board of Trustees is informed about Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the District's accredited status, and supports through policy the District's efforts to improve and excel. The Board is informed about all aspects of the accreditation process, including requirements, standards, commission policies, and the accreditation status of the institution through presentations at regular meetings of the Board, workshops, and study sessions ([4C13-01](#), [4C13-02](#), [4C13-03](#)). The BOT reviews and/or approves reports to the ACCJC including ISERS, Substantive Change Reports, follow up reports, and midterm reports ([4C13-04](#), [4C13-05](#), [4C13-06](#), [4C13-07](#)). All outcomes of the accreditation process including ACCJC External Evaluation Team exit reports, substantive change action letters, and reaffirmation of letters that includes recommendations and next steps are reviewed by the Board at regular meetings ([4C13-05](#), [4C13-08](#), [4C13-09](#), [4C13-10](#)).

The Board has established policy to ensure that the Superintendent/President keeps the Board informed of actions taken regarding the accreditation process. BP 3200, *Accreditation*, states that the Superintendent/President ensures that the board is involved in the accrediting process and that the board will be provided with accreditation reports and any actions taken or to be taken in response to recommendations in an accreditation report ([4C13-11](#)). In AP 3200 the Board implements that accreditation reports will be provided to the BOT sufficient time for review prior to approval prior to submission to the accrediting agency on behalf of the District ([4C13-12](#)). The composition of the Steering Committee charged with contributing to the Institutional Self-Evaluation Report (ISER) is provided in AP 3200 along with a timeline for the start of the ISER development process and completion of the drafted ISER for approval by the BOT.

The Board supports the District's efforts to improve and excel through board policy that support the continuous improvement of the institution through the accreditation process with, "Active, district-wide involvement of administrators, faculty, classified staff, and students as

required by state law, Board Policy and Administrative Regulations” ([4C13-12](#)). The Board participates in evaluation of governing board roles and functions in the accreditation process through the regular review of Board policies and procedures established in BP and AP 2410 ([4C13-13](#), [4C13-14](#)).

### **Analysis and Evaluation**

The Merced College Board of Trustees, through board policy and administrative procedure, is informed of and participates in accreditation process through the review and/or approval of all accreditation reports and communications from ACCJC. The Board has regular updates and training on accreditation requirements, standards, and policies at Board meetings, workshops, and study sessions. The Board engages in a thorough review of the Institutional Self-Evaluation Report (ISER) prior to submission to ACCJC.

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### **Conclusions on Standard IV.C: Governing Board**

The Merced Community College District Board of Trustees approves policies to ensure academic quality, integrity and effectiveness for student learning which align to the mission of the institution and can be summarized in the motto “Students are our focus and we are known by their success.” The BOT regularly reviews the Educational Master Plan (EMP) and subsequent Strategic Goals and Objectives which align directly to the board approved mission. It is through this strategic planning mechanism by which the board monitors the improvement of the institution for academic quality, integrity, and effectiveness of the student learning programs and services. The BOT regularly reviews additional institutional planning documents such as the Facilities Master Plan, Technology Master Plan, and Equity Plan. The Institutional Set Standards and Stretch Goals are discussed annually to review and monitor student success and learning outcomes.

The BOT maintains the financial stability of the district by adhering to the approved budget policies and the regular meeting of the Budget and Finance Subcommittee. These financial policies ensure effective operation of the district and alignment with student learning needs.

The Board of Trustees has authorized the Superintendent/President to implement the mission and vision of the BOT and delegate responsibility to the appropriate division for the successful operation of Merced College.

The Board is transparent and conducts business with integrity as outlined in their Board of Trustees Handbook. They allow for open dialog and discussion and seek feedback and input for both campus and community constituents whether during open board meetings or within the community at Trustee Area “Listening Session” but always in alignment with board policies and Brown Act requirements.

The BOT undergoes an annual process of self-evaluation as individual board members and as a

collective whole. The BOT is committed to business practices which prevent undue influence and conflicts of interest and adheres to the board policies and procedures in a consistent manner.

**Improvement Plan(s)**

None.

**Evidence List**

<b>Standard 4C</b>	
<b>Description</b>	<b>Name/Link</b>
Board of Trustees Webpage	<a href="#">4C1-01 BOT Webpage</a>
Board of Trustees Handbook	<a href="#">4C1-02 BOT Handbook</a>
AP 2410 Policy and Administrative Procedure	<a href="#">4C1-03 AP2410</a>
AP 4040 Library & Other Instructional Support	<a href="#">4C1-04 AP4040</a>
BP 5050 Student Success and Support Program	<a href="#">4C1-05 BP5050</a>
AP 6400 Audits	<a href="#">4C1-06 AP6400</a>
BP 2750 Consulting Collegially on Academic and Professional Matters	<a href="#">4C1-07 BP2750</a>
BP 4020 Program and Curriculum Development	<a href="#">4C1-08 BP4020</a>
BP 4025 Philosophy and Criteria for Associate Degrees and General Education	<a href="#">4C1-09 BP4025</a>
BP 4100 Graduation Requirements for Degrees and Certificates	<a href="#">4C1-10 BP4100</a>
BP 4220 Standards of Scholarship	<a href="#">4C1-11 BP4220</a>
BP 5110 Counseling	<a href="#">4C1-12 BP5110</a>
BP 5120 Transfer Center	<a href="#">4C1-13 BP5120</a>
BP 5130 Financial Aid	<a href="#">4C1-14 BP5130</a>
Audit Budget Presentation	<a href="#">4C1-15 BdgtCmteAuditPresent</a>
BP 5140, Disabled Student Programs & Services	<a href="#">4C1-16 BP5140</a>
BP 6500, Property Management	<a href="#">4C1-17 BP6500</a>
BP 6400, Audits	<a href="#">4C1-18 BP6400</a>
BP 6340, Bids and Contracts	<a href="#">4C1-19 BP6340</a>
BP 5150, Extended Opportunity Programs & Services	<a href="#">4C1-20 BP5150</a>
BP 6200, Budget Preparation	<a href="#">4C1-21 BP6200</a>
BP 6250, Budget Management	<a href="#">4C1-22 BP6250</a>
BP 6300, Fiscal Management	<a href="#">4C1-23 BP6300</a>
BP 6307, Debt Issuance and Management	<a href="#">4C1-24 BP6307</a>
BP 6320, Investments	<a href="#">4C1-25 BP6320</a>
BP 6330, Purchasing	<a href="#">4C1-26 BP6330</a>

Board of Trustees Handbook	<a href="#">4C2-01 BOT Handbook</a>
BP 2715 Conflict of Interest	<a href="#">4C2-02 BP2715</a>
BP 2431 Evaluation of the Superintendent/President	<a href="#">4C3-01 BP2431</a>
BP 2435 Evaluation of the Superintendent/President	<a href="#">4C3-02 BP2435</a>
AP 2431 CEO Selection	<a href="#">4C3-03 AP2431</a>
AP 2435 Evaluation of the Superintendent/President	<a href="#">4C3-04 AP2435</a>
Board of Trustees Handbook	<a href="#">4C4-01 BOT Handbook</a>
BP 2200 Board Duties and Responsibilities	<a href="#">4C4-02 BP2200</a>
BP 2710 Conflict of Interest	<a href="#">4C4-03 BP2710</a>
AP 2710 Conflict of Interest	<a href="#">4C4-04 AP2710</a>
BP 2715 Code of Ethic/Standards of Practice	<a href="#">4C4-05 BP2715</a>
BP 2200 Board Duties and Responsibilities	<a href="#">4C5-01 BP2200</a>
BP 2410 Policy and Administrative Procedure	<a href="#">4C5-02 BP 2410</a>
BP 2750 Consulting Collegially on Academic and Professional Matters	<a href="#">4C5-03 BP2750</a>
BP 4020 Program and Curriculum Development	<a href="#">4C5-04 BP4020</a>
BP 5300 Student Equity	<a href="#">4C5-05 BP5300</a>
AP 5300 Student Equity	<a href="#">4C5-06 AP5300</a>
Board of Trustees Handbook	<a href="#">4C5-07 BOT Handbook</a>
BP 1200 Mission	<a href="#">4C5-08 BP1200</a>
BP 4025 Philosophy and Criteria for Associate Degrees and General Education	<a href="#">4C5-09 BP4025</a>
BP 2430 Delegation and Authority to Superintendent/President	<a href="#">4C5-10 BP2430</a>
BP 3250 Institutional Planning	<a href="#">4C5-11 BP3250</a>
Integrated Planning Handbook	<a href="#">4C5-12 IntegratedPlanHndbk</a>
Board of Trustees Governing Handbook	<a href="#">4C6-01 BOT GovernHandbook</a>
BP 2010 Board Membership	<a href="#">4C6-02 BP2010</a>
BP 2015 Student Member	<a href="#">4C6-03 BP2015</a>
BP 2100 Board Elections	<a href="#">4C6-04 BP2100</a>
BP 2105 Election of Student Members	<a href="#">4C6-05 BP2105</a>
BP 2110 Vacancies on the Board	<a href="#">4C6-06 BP2110</a>
AP 2110 Vacancies on the Board	<a href="#">4C6-07 AP2110</a>
BP 2200 Board Duties and Responsibilities	<a href="#">4C6-08 BP2200</a>
BP 2210 Officers	<a href="#">4C6-09 BP2210</a>
BP 2310 Regular Meetings of the Board	<a href="#">4C6-10 BP2310</a>
BP 2315 Closed Sessions	<a href="#">4C6-11 BP2315</a>
BP 2320 Special and Emergency Meetings	<a href="#">4C6-12 BP2320</a>

BP 2430 Delegation and Authority to Superintendent/President	<a href="#">4C6-13 BP2430</a>
AP 2431 CEO Selection	<a href="#">4C6-14 AP2431</a>
AP 2435 Evaluation of the Superintendent/President	<a href="#">4C6-15 AP2435</a>
BP 2330 Quorum and Voting	<a href="#">4C6-16 BP2330</a>
BP 2710 Conflict of Interest	<a href="#">4C6-17 BP2710</a>
BP 2715 Code of Ethic/Standards of Practice	<a href="#">4C6-18 BP2715</a>
BP 2410 Policy and Administrative Procedure	<a href="#">4C7-01 BP2410</a>
BP 2745 Board Self-Evaluations	<a href="#">4C7-02 BP2745</a>
AP 2745 Board Self-Evaluations	<a href="#">4C7-03 AP2745</a>
Board Self Evaluation Tool	<a href="#">4C7-04 BoardSelfEvalTool</a>
Board of Trustees Agenda October 13, 2020	<a href="#">4C7-05 BOT Agenda10-13-20</a>
Strategic Implementation Plan	<a href="#">4C8-01 SIP</a>
Board of Trustees Agenda October 12, 2021	<a href="#">4C8-02 BOT Agenda10-12-21</a>
Facilities Master Plan	<a href="#">4C8-03 FMP</a>
Board of Trustees Agenda April 9, 2019	<a href="#">4C8-04 BOT Agenda4-9-19</a>
Technology Master Plan	<a href="#">4C8-05 TMP</a>
Board of Trustees Minutes June 11, 2019	<a href="#">4C8-06 BOT Mins6-11-19</a>
SEA Plan	<a href="#">4C8-07 SEA Plan</a>
Board of Trustees Agenda June 11, 2019	<a href="#">4C8-08 BOT Agenda6-11-19</a>
Educational Master Plan (Pg. 87-90)	<a href="#">4C8-09 EMP Pg87-90</a>
ACCJC Annual Report	<a href="#">4C8-10 AnnualReport</a>
ACCJC Midterm Report, Board of Trustees Agenda March 9, 2021	<a href="#">4C8-11 BOT Agenda3-9-21</a>
BP 2100 Board Elections	<a href="#">4C9-01 BP2100</a>
BP 2740 Board Education	<a href="#">4C9-02 BP2740</a>
Board of Trustees Agenda February 10, 2020	<a href="#">4C9-03 BOT WkshpAgda2-10-20</a>
Board of Trustees Agenda July 14, 2020	<a href="#">4C9-04 BOT WkshpAgda7-14-20</a>
Board of Trustees Agenda April 19, 2021	<a href="#">4C9-05 BOT WkshpAgda4-19-21</a>
Board of Trustees Agenda October 12, 2021	<a href="#">4C9-06 BOT Agenda10-12-21</a>
Board of Trustees Agenda May 9, 2022	<a href="#">4C9-07 BOT Agenda5-9-22</a>
BP 2110 Vacancies on the Board	<a href="#">4C9-08 BP2110</a>
Board of Trustees Agenda May 10, 2022	<a href="#">4C9-09 BOT Agenda5-10-22</a>
Board of Trustees Governance Handbook	<a href="#">4C10-01 BOT GovrnHandbook</a>
BP 2745 Board Self-Evaluations	<a href="#">4C10-02 BP2745</a>
AP 2745 Board Self-Evaluations	<a href="#">4C10-03 AP2745</a>
Board of Trustees Agenda August 9, 2022	<a href="#">4C10-04 BOT Agenda8-9-22</a>
Board of Trustees Self-Evaluation Tool	<a href="#">4C10-05 BOT SelfEvalTool</a>
Board of Trustees Agenda November 13, 2018	<a href="#">4C10-06 BOT Agenda11-13-18</a>



Board of Trustees Self-Evaluation Results 2020	<a href="#">4C10-07 2020BOT SelfEvalRes</a>
Board of Trustees Agenda November 10, 2020	<a href="#">4C10-08 BOT Agenda11-10-20</a>
Board of Trustees Goals Webpage	<a href="#">4C10-09 BoT Goals Web</a>
BP 2710 Conflict of Interest	<a href="#">4C11-01 BP2710</a>
BP 2715 Code of Ethic/Standards of Practice	<a href="#">4C11-02 BP2715</a>
BP 2720 Communications Among Board Members	<a href="#">4C11-03 BP2720</a>
Board of Trustees Governance Handbook	<a href="#">4C11-04 BOT GovHandbook</a>
BP 2200 Board Duties and Responsibilities	<a href="#">4C12-01 BP2200</a>
BP 2430 Agendas	<a href="#">4C12-02 BP2430</a>
BP 2435 Evaluation of the Superintendent/President	<a href="#">4C12-03 BP2435</a>
Board of Trustees Agenda November 12, 2015	<a href="#">4C13-01 BOT Agenda11-12-15</a>
Board of Trustees Agenda January 12, 2016	<a href="#">4C13-02 BOT Agenda1-12-16</a>
Board of Trustees Agenda October 11, 2022	<a href="#">4C13-03 BOT Agenda10-11-22</a>
Board of Trustees Agenda December 13, 2016	<a href="#">4C13-04 BOT Agenda12-13-16</a>
Board of Trustees Agenda March 14, 2017	<a href="#">4C13-05 BOT Agenda3-14-17</a>
Board of Trustees Agenda September 11, 2018	<a href="#">4C13-06 BOT Agenda9-11-18</a>
Board of Trustees Agenda March 9, 2021	<a href="#">4C13-07 BOT Agenda3-9-21</a>
Board of Trustees Agenda June 6, 2017	<a href="#">4C13-08 BOT Agenda6-6-17</a>
Board of Trustees Agenda July 11, 2017	<a href="#">4C13-09 BOT Agenda7-11-17</a>
Board of Trustees Agenda February 12, 2019	<a href="#">4C13-10 BOT Agenda2-12-19</a>
BP 3200 Accreditation	<a href="#">4C13-11 BP3200</a>
AP 3200 Accreditation	<a href="#">4C13-12 AP3200</a>
BP 2410 Policy and Administrative Procedure	<a href="#">4C13-13 BP2410</a>
AP 2410 Policy and Administrative Procedure	<a href="#">4C13-14 AP2410</a>

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**D. Multi-College Districts or Systems – Not applicable**

- In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**
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## **H. Quality Focus Essay**

### **Introduction and Rationale**

Merced College's Data Equity Coaching Program is a cohort-based professional development experience designed to build the capacity of the institution to examine data to inform meaningful change in the student experience and their outcomes. The Program is designed around the meta-major or "Schools" organization of the institution into Success Teams to directly impact the student experience. Specifically, the program seeks to develop practitioners' data literacy and inquiry skills to inform pedagogy, the design of classroom activities, and outside classroom activities which address racial equity gaps in student achievement. The District has identified populations of focus with demonstrated equity gaps through institutional data and has developed a Student Equity Plan to take steps in bridging the gaps but unless alterations are made in the classroom and in teaching practices, change will not be as impactful across the institution. Merced College has determined that to support the planning around student equity, building a culture of equity-mindedness and a practice of having conversations about equity supported by the examination of student data is needed to achieve the identified goals. The subgoals of the data coaching program include:

- Embed equity-mindedness into and expand Merced College's data culture;
- Bridge the gap between student services and instruction and create shared accountability in addressing equity gaps in the experiences and outcomes for Latine/x/Hispanic and first-generation students, the minoritized groups who are most disproportionately impacted on the campus;
- Build trust and community among equity practitioners and create more intentional spaces for courageous conversations about race and social justice

The program will achieve these goals through a focus on both the technical and relational elements of data analyses and sense-making activities.

### **Anticipated Impact on Student Learning and Achievement**

Merced College anticipates that progress will be made in closing equity gaps for our populations of focus who have been identified to be experiencing a disproportionate impact on student achievement. The two groups cited in the Student Equity Plan 2022-205 as the populations of focus include Hispanic/Latino Students and First-Generation Students. The District has plans to increase successful enrollment, completion of transfer level math and English, persistence from first primary term to secondary term, transfer, and completion for students in our populations of focus. The target is a 3% to 4% increase in student achievement in the afore-mentioned outcome categories.

### **Outcome Measures**

**Phase 1: Establishing Intra- and Inter-Personal Bonds**

Move community from pseudo-community to true community

Clarify individual commitment to participating in program

Become acquainted with the overarching vision of the program and align personal “whys” to program goals

**Phase 2: Fundamentals**

Learn how to define and more deeply understand the key terms and concepts critical to analyzing and understanding racial equity

**Phase 3: Wrestle with Data**

Compile and analyze equity data using a race-conscious lens

Engage in the inquiry process to identify areas needing more investigation and enhance the actionability of the evidence

**Phase 4: Prepare for Cultural Shift**

Practice for common data conversations that occur because of examining equity data

Identify the process for a sustainable data coaching program beyond the initial cohort and integrated into Success Teams

**Project Action Plan**

The first program cohort will include 13 instructional faculty, 1 instructional dean, the Dean of Institutional Effectiveness, and the Dean of Student Equity & Success. The program Steering Committee, responsible for program coordination and planning, will consist of the 1 instructional dean, the Dean of Institutional Effectiveness, the Dean of Student Equity & Success, and the Vice President of Instruction.

<b>Activity</b>	<b>Responsible Party</b>	<b>Resources Required</b>	<b>Timeline</b>
<b>Orientation/Learning Sessions</b> The data coaches will gather three times throughout the spring semester to receive technical training and engage in facilitated discussions	Karissa Morehouse, VPI  Dee Sigismond, Dean of Institutional Effectiveness  Faculty Data Coaches	Steering Committee Facilitation	March 23, 2023 3 hours In person or Zoom May 12, 2023 2 hour In person or Zoom
<b>Intensive Data Experience</b> The initial orientation and onboarding of data coaches will	Karissa Morehouse, VPI  Dee Sigismond, Dean of Institutional Effectiveness	Steering Committee Facilitation	April 28, 2023 7 hours In person

<p>occur through an all-day, intensive experience. The dedicated space and time will provide data coaches to build community and set the foundation for learning of the technical content</p>	<p>Faculty Data Coaches</p>		
<p><b>Equity Partnership</b> Each data coach will serve as an equity partner to at least one other data coach. The equity partnerships will provide informal, unstructured opportunities to have dialogue about racial equity, pursue curiosity about the data, and serve as thought partners during the experience</p>	<p>Faculty Data Coaches</p>	<p>None</p>	<p>April 28-May 12</p>
<p><b>Train the Trainer</b> The project leads will lead monthly meetings (January to June) to provide coaching and mentorship to the Steering Committee using a “train the trainer” model. The goal of these meetings is to scaffold the design and implementation of data coaching learning sessions so that the Steering Committee members can lead and facilitate future cohorts of the program</p>	<p>Karissa Morehouse, VPI Dee Sigismond, Dean of Institutional Effectiveness Faculty Data Coaches</p>	<p>Steering Committee Facilitation</p>	<p>January 2023-June 2023 and into 23-24</p>
<p><b>Success Team Integration</b></p>	<p>Karissa Morehouse, VPI</p>	<p>Steering Committee Coaches</p>	<p>Fall 2023-Spring</p>

<p>Develop a calendar for 2023-24 Success Team Data Coaching trainings and activities to integrate equity data coaching techniques into the fabric of campus decision making</p>	<p>Dee Sigismond, Dean of Institutional Effectiveness</p> <p>Initial Faculty Data Coaches</p> <p>All Deans of Instruction</p> <p>All Schools of Success Teams</p>	<p>Facilitation</p>	<p>2024</p>
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