



MERCED  
COLLEGE

**EDUCATIONAL  
MASTER PLAN**  
2018-2023

# EMP

EDUCATIONAL MASTER PLAN  
2018-2023

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## Message from the President



Merced College is leading innovation through best practice educational programs and services. We have model, fast-track career technical education programs, accelerated curriculum, high profile transfer agreements, robust degree and certificate programs, and one of the nation's best workforce development and training programs with our state and nationally recognized Customer Service Academy and Emerging Leaders Institute. To continue our "forward-thinking" and innovative approaches to education, we are proud to present this 2018-2023 Merced College Educational Master Plan.

The Merced College Educational Master Plan is one of the most important documents we produce as an institution. It defines who we are and, more importantly, who we want to be. It is the roadmap to what educational programs we offer to our community as well as the framework of our strategic implementation planning efforts. This five-year Educational Master Plan represents and echoes the collective voices of both our internal and external communities with a forward-thinking and bold plan for our District.

Outlined in this report are the six goals to lead us into the next five years:

- 1) Strengthen Enrollment Management and Student Success
- 2) Increase Student Access
- 3) Broaden Resource Development Efforts and Allocations
- 4) Strengthen Campus Safety and Facilities Planning
- 5) Improve and Strengthen Key Stakeholder Partnerships
- 6) Invest in Improved Institutional Effectiveness, Technology and Systems Design

Through a collaborative effort among all constituencies, including community stakeholders, these goals have become our framework to transform our practices, services, and educational programs. This report highlights these goals in greater detail along with the objectives and plans for our strategic implementation plan.

I am confident you will recognize our institution's strengths and opportunities. Additionally, you will see a reflection of our mission, vision, and core values. I continue to be proud of the consistently great work completed at Merced College aimed at preparing students for their academic and career goals.

I want to extend my appreciation to our consultants throughout the process, the Collaborative Brain Trust, the chair of the task force, Dr. Mike McCandless, the members of the Educational Master Plan Task Force, and all stakeholders who participated both internally and externally to develop this comprehensive plan.

On behalf of the District and the Merced College Board of Trustees, we appreciate your continued efforts in making this plan a reality. We welcome your support in helping us advance our master planning efforts and innovations to better serve our students and this amazing community.

Sincerely,

Chris Vitelli  
Superintendent/President



**MERCED**  
**COLLEGE**

**Merced College**  
**Educational Master Plan 2018-2023**

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“Merced College will ensure equitable and success for all students with efforts focusing on reducing disproportionate impacts for student population groups.”

**-Merced College  
Equity Plan Statement of Purpose**



# INTRODUCTION

## Overview of the Educational Master Plan

Merced College recently received reaffirmation of accreditation from the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges; completed construction projects from its facilities bond, passed over a decade ago; and hired Mr. Vitelli as its new Superintendent/President to lead the College into the future. A new, comprehensive Educational Master Plan is desirable as the College embarks on a new era and plans the programs, services, and facilities needed for the future to serve its students and communities.

The Educational Master Plan (EMP) provides the foundation for long-range planning for the College. The EMP provides direction for a multi-year Strategic Plan to operationalize the EMP, and a Facilities Master Plan. The College's proposed timeline for these efforts are as depicted below.

Educational Master Plan

September 2017 - April 2018

Strategic Plan for EMP Implementation

April 2018 - October 2018

Facilities Master Plan

June 2018 - December 2018



“The future of Merced College  
is what we choose to make it.  
We can do anything.”

**Kelly Fowler**  
**Vice President of Instruction**

## History of the College

Since 1962, Merced College has delivered high-quality programs for academic transfer, vocational/career-technical training, community education, and student services. Classes were first offered in September 1963 in facilities situated at the Merced County Fairgrounds. The main campus became operational in the spring of 1967. The College has grown in enrollment and infrastructure over the last 54 years.

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

The main campus of Merced College covers 269 acres; the Los Banos Campus is an approved educational center of Merced College, located on 120 acres. In addition, the College has a Business Resource Center in downtown Merced and also offers classes at locations outside its two main locations for residents in Delhi, Dos Palos, Chowchilla, and Mariposa.

Merced College is an integral part of the community fabric and has embraced its vision of “providing transformative and empowering educational experiences to meet student and community needs.” The College is best known in the community by its motto “Students are our focus, and we are known by their success” and its service to students to meet their educational goals.







Merced College has adopted a vision, mission, a set of core values, and a Motto, as defined below. These statements provide the foundation and framework for the Educational Master Plan.

## VISION

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

## MISSION

Growing our community through education and workforce training:

- Lifelong Learning
- Basic Skills
- Career Technical Education
- Transfer
- Degree/Certificate Programs

Ensuring student success through equitable access, continuous quality improvement, institutional effectiveness, and student achievement.



## CORE VALUES

### **Student Success**

We focus on student access and success.

### **Supportive Environment**

We promote an atmosphere of trust where communication and teamwork cultivate a rich environment for teaching and learning.

### **Proactive**

We utilize agility, innovation, and responsible risk-taking to create our preferred future.

### **Partnership**

We actively engage with the community and community partners to respond to cultural, educational, economic, and technological needs.

### **Diversity**

We embrace diversity and equity as community strengths and celebrate these qualities in our institution.

### **Self-Reflection**

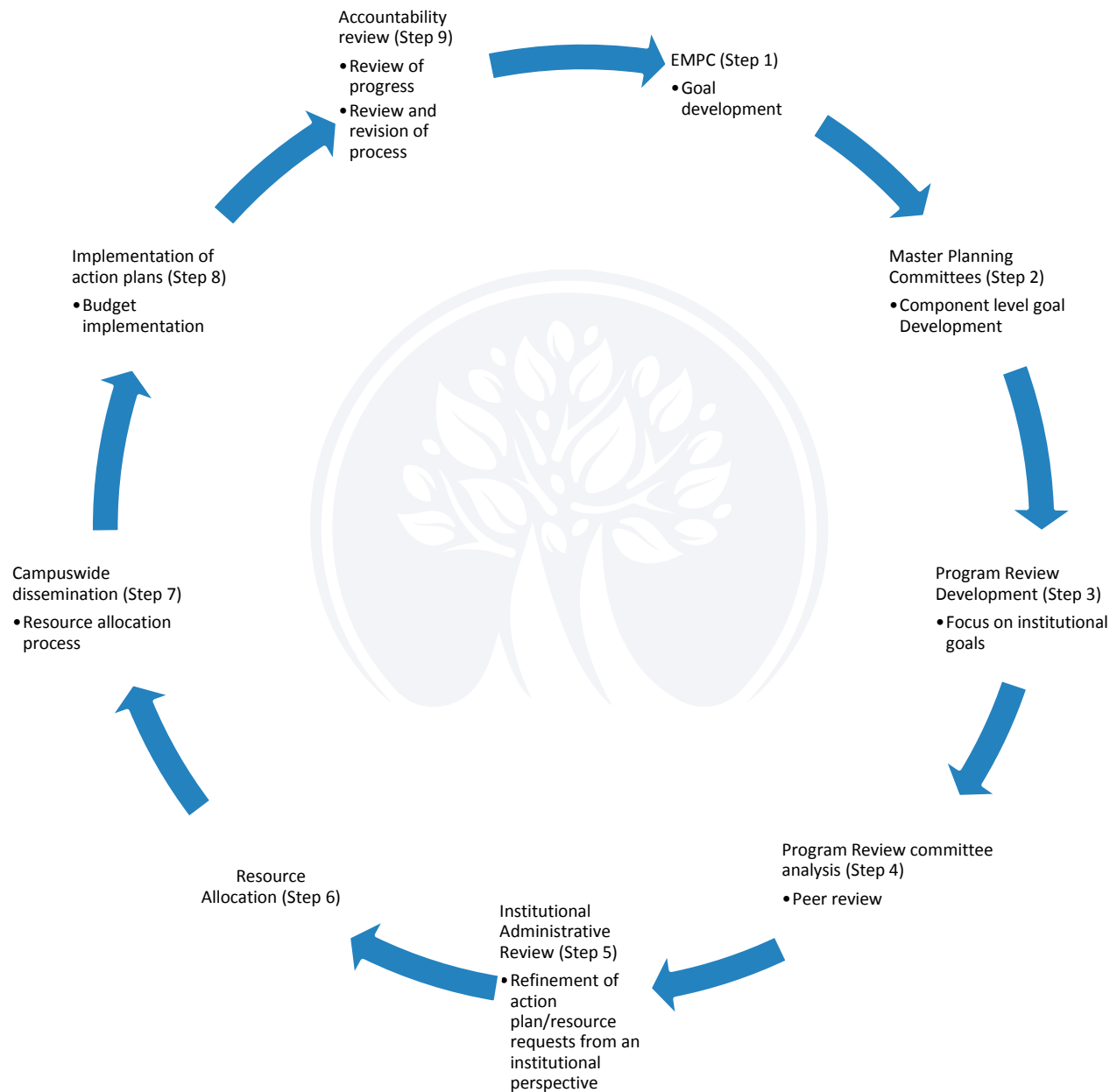
We strive for continuous improvement based on data-driven self-reflection, objective assessment, and dialogue.

## MOTTO

“Students are our focus and we are known by their success.”



The diagram below depicts the Merced College Integrated Planning and Program Review Cycle. The Educational Master Plan, and its complementary Strategic Plan will play a key role in this cycle. Some refinement of the Integrated Planning Cycle may occur as the College implements its new EMP.





### EMP Task Force

Development of the Educational Master Plan began with the formation of an EMP Task Force. This task force was comprised of representatives from across Merced College, and its Los Banos Education Center, and included faculty, management, classified staff, and student representatives. The EMP Task Force met monthly throughout the process, steering EMP development and serving as a conduit for input as various components were completed. The EMP Task Force also served as a communication vehicle and provided transparency to the process. The EMP Task Force Purpose Statement, including its membership, can be found in Appendix A.

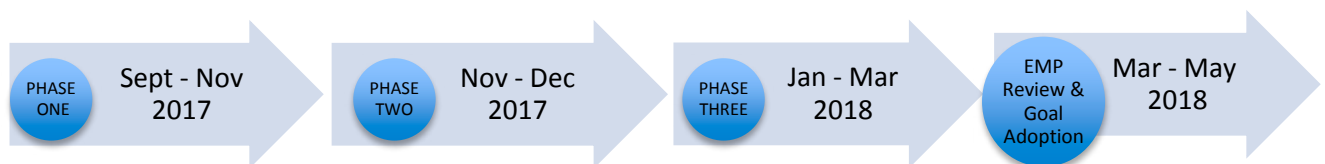
### Three-Phase Development Process and Time Frame

The College contracted with the Collaborative Brain Trust (CBT), a national firm located in Sacramento that has been serving community colleges across the United States since 2008. CBT's experienced professionals have specific community college expertise, and have provided support to over 50 of California's community colleges. CBT's work is grounded in data collection and analysis, and actualized through user-friendly implementation plans. Recognized for its core values of innovation, collegiality, transparency, commitment to student learning, and an ability to respond to the unique challenges specific to each client district, CBT provided technical services and facilitated the work of Merced College and its EMP Task Force in the development of the Merced College Educational Master Plan.

The development process was conducted in three phases:

- ❖ Phase One: Discovery
- ❖ Phase Two: Preparation of Data Portfolio
- ❖ Phase Three: EMP Goal Setting

The timeframe for the three phases, and final review and goal adoption was as depicted below:



#### Phase One: Discovery

The Discovery Phase was designed to gather as much information as possible about the internal and external environment of Merced College. To that end, this phase focused on four data sources:

- Internal environmental scan - reviewing existing data and documents on such aspects as student demographics, enrollments and success; staff demographics; programs; services; facilities; etc.
- External environmental scan – community and workforce data; service area population and employment data; and labor market analysis, trends, and projections
- Internal stakeholder input – interviews, listening/dialogue sessions, campus forums, and student/staff surveys
- External stakeholder input – interviews, listening/dialogue sessions, forums, and surveys

A variety of facilitation techniques were employed in this phase, such as “listening sessions” to support the free flow of ideas and encourage critical and creative thinking, and “visioning dialogue sessions” for provocative,



future-oriented, and innovative thought and discussion. Examples from other colleges, and national trends were infused into these engagement strategies.

### **Phase Two: Preparation of Data Portfolio**

The four data sources, depicted below, resulted in the gathering of a rich database of both quantitative data and qualitative information.



These data were compiled and organized into a comprehensive Merced College Data Portfolio, which was then synthesized into key themes, and Planning Assumptions were identified in preparation for the next phase - goal setting.

### **Phase Three: Goal Setting**

Following development of the Data Portfolio, and identification of Planning Assumptions, the EMP Task Force held an all-day goal-setting session for development of the five-year Goals and Objectives. These were further reviewed and refined, and provided to the Executive staff, President, and Board of Trustees. The Board held a formal Work Session in March for in-depth review and discussion, and adopted the five-year goals and objectives at its Regular Meeting in April.

The adopted goals and objectives form the core of the Educational Master Plan, and provide a roadmap for planning programs and services for the future. The goals and objectives set the stage for development of an operational Strategic Plan, and also for initiation of the Facilities Master Planning effort.



## DATA PORTFOLIO

### Internal Environmental Scan

#### Overview

The Internal Environmental Scan is an analysis of the College's students and staff. The scan includes quantitative and qualitative data from a variety of sources.

The following data describes the students who attend the College.

#### FTES and Headcount

The following section provides historical FTES and headcount data, by semesters and academic years. The data in this section includes all FTES, credit and non-credit. For the fall semesters from 2000 to 2017, credit FTES at the College has generally increased over time while non-credit FTES has decreased. Fall semester FTES reached a maximum in 2010 (5,077 FTES), but has experienced a decline in recent years.

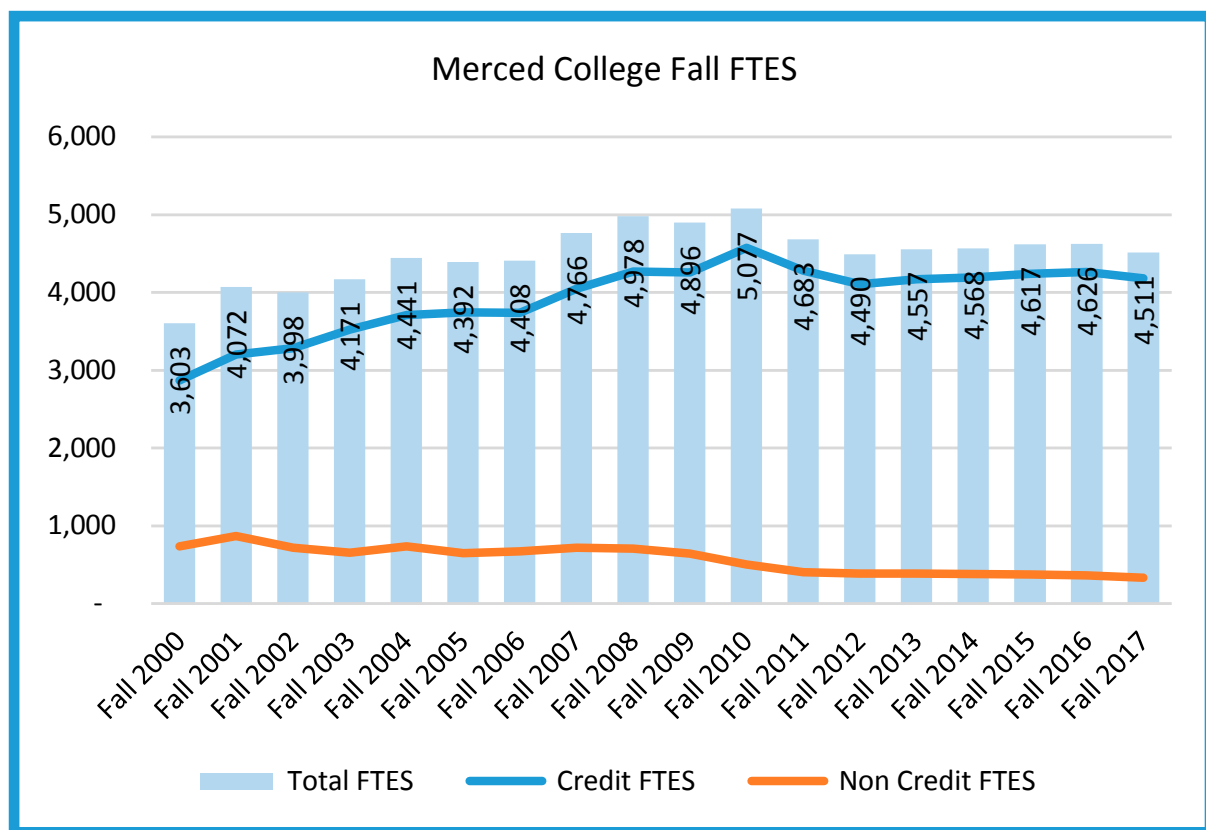


Figure 1: Merced College Office of Institutional Research; State Chancellor's Office Data Mart

Spring FTES reached a peak in 2010 (5,184 FTES).

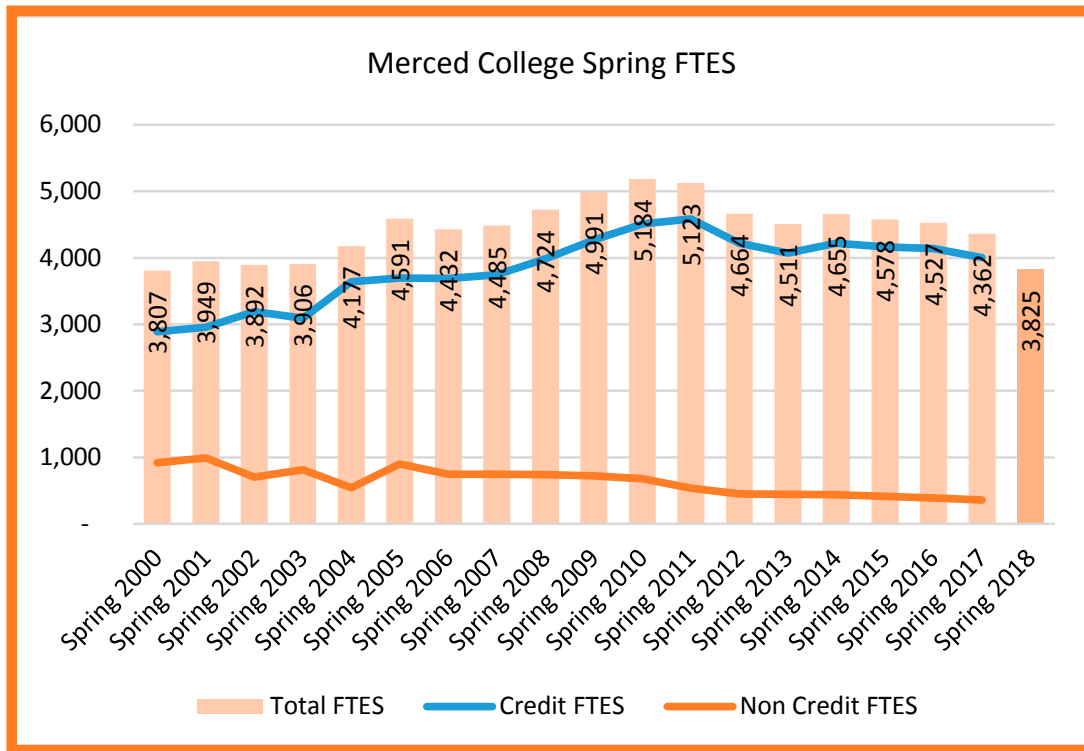


Figure 2: Merced College Office of Institutional Research; 2018 data is an estimate

Summer FTES reached a peak in 2008 (991 FTES).

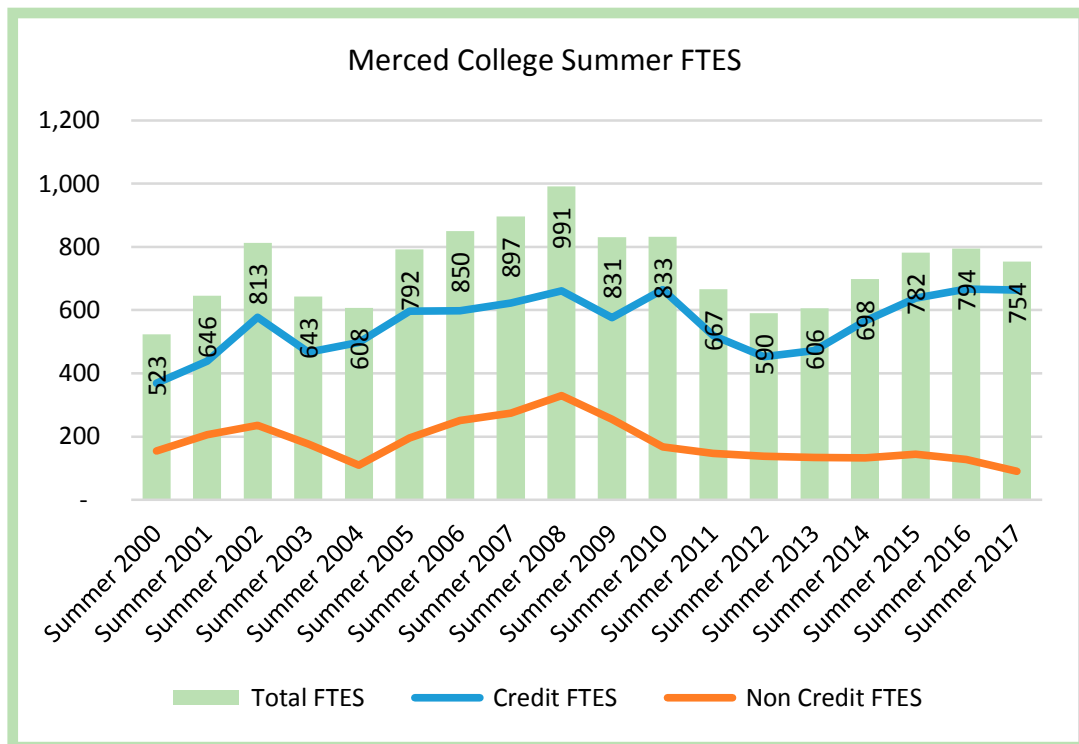


Figure 3: Merced College Office of Institutional Research

The table below shows the College's FTES and Headcount for fall semesters from 2000 to 2017.

Merced College FTES and Headcount				
Term	Credit FTES	Non-Credit FTES	Total FTES	Headcount
Fall 2000	2,869	734	3,603	13,415
Fall 2001	3,204	868	4,072	14,889
Fall 2002	3,280	717	3,998	14,086
Fall 2003	3,520	651	4,171	12,563
Fall 2004	3,707	734	4,441	12,842
Fall 2005	3,741	650	4,392	12,655
Fall 2006	3,737	671	4,408	12,538
Fall 2007	4,049	717	4,766	13,485
Fall 2008	4,269	708	4,978	14,124
Fall 2009	4,256	640	4,896	13,439
Fall 2010	4,574	504	5,077	13,037
Fall 2011	4,279	405	4,683	11,588
Fall 2012	4,106	384	4,490	11,271
Fall 2013	4,171	386	4,557	11,153
Fall 2014	4,191	377	4,568	11,053
Fall 2015	4,241	376	4,617	11,178
Fall 2016	4,263	363	4,626	11,473
Fall 2017	4,179	332	4,511	11,571
<i>Source: California Community Colleges Chancellor's Office Data Mart</i>				

The following chart shows the College's total FTES by academic year. The highest levels of FTES were reached between 2008 and 2011. The 2017-2018 academic year includes an estimate of FTES for Spring 2018.

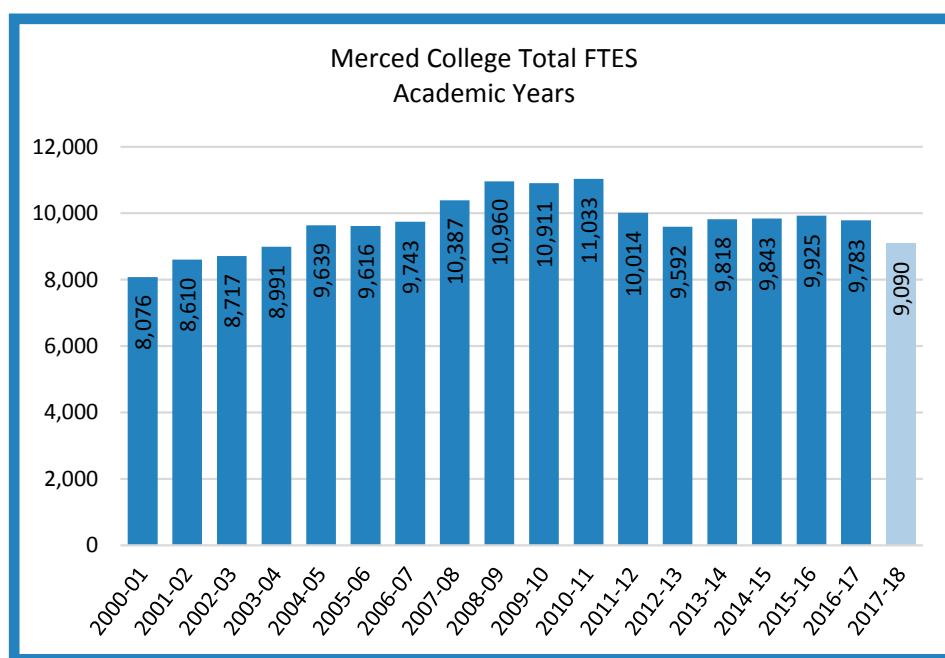


Figure 4: Merced College Office of Institutional Research



## Gender Profile

The College has a majority of female students. Over the past six fall semesters, that majority has increased from 56.4% to 58.4%. Over this time period, the gender breakdown at community colleges statewide was 53.5% female and 45.5% male.

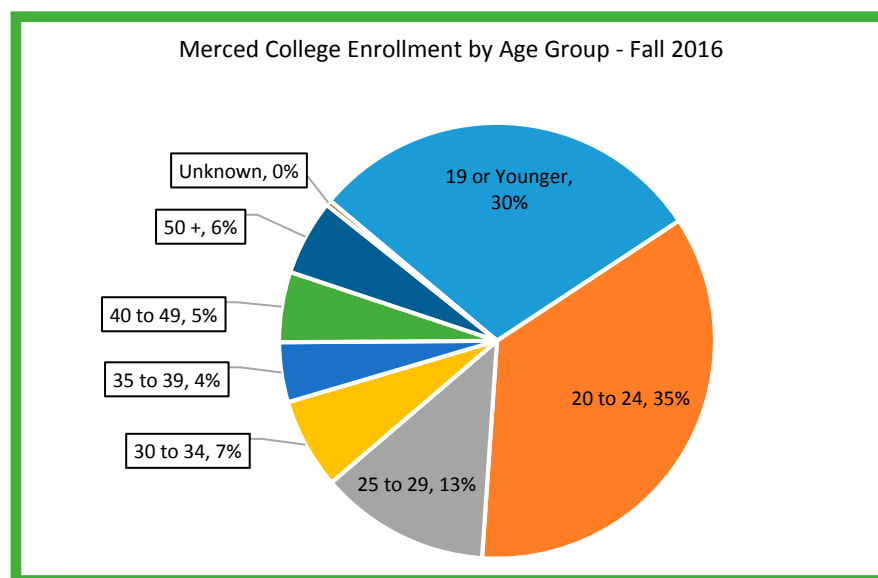
Merced College Enrollments by Gender							
Gender	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change (percentage points)
Female	56.4 %	56.9 %	56.6 %	58.2 %	58.1 %	58.4 %	+2.0
Male	42.3 %	41.9 %	42.3 %	40.7 %	41.0 %	41.1 %	-1.1
Unknown	1.4 %	1.2 %	1.1 %	1.1 %	0.9 %	0.5 %	-0.9
<i>Source: California Community Colleges Chancellor's Office Data Mart</i>							

## Age Profile

The table below shows the breakdown of the student population by age group. The last column shows the change in percentage points, over the five-year period.

Merced College Enrollments by Age Group							
Age Group	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change (percentage points)
19 or Younger	29.5 %	29.0 %	28.5 %	28.9 %	29.6 %	31.9 %	+2.4
20 to 24	35.4 %	36.6 %	37.4 %	37.5 %	35.4 %	33.5 %	-1.9
25 to 29	11.5 %	11.8 %	12.2 %	12.3 %	12.6 %	12.2 %	+0.7
30 to 34	6.8 %	6.6 %	6.2 %	6.3 %	6.7 %	6.7 %	-0.1
35 to 39	4.0 %	3.9 %	4.0 %	4.2 %	4.4 %	4.7 %	+0.6
40 to 49	5.7 %	5.2 %	5.1 %	4.7 %	5.2 %	5.8 %	+0.1
50 +	6.5 %	6.4 %	6.0 %	5.6 %	5.6 %	5.0 %	-1.5
Unknown	0.6 %	0.5 %	0.5 %	0.5 %	0.4 %	0.3 %	-0.3
<i>Source: California Community Colleges Chancellor's Office Data Mart</i>							

The chart below shows the student segmentation by age group for the Fall 2016 semester. Nearly two-thirds of the students (65.0%) are 24 years of age or younger.



### Race/Ethnicity Profile

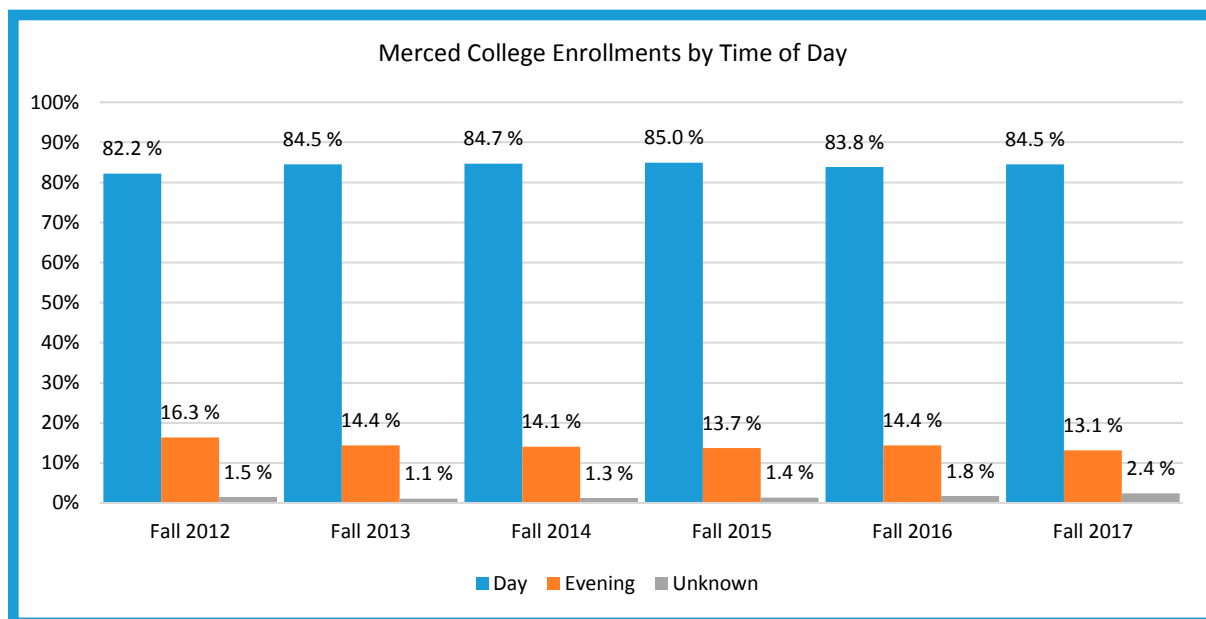
The table below shows the student segmentation by race and ethnicity for the past 6 fall semesters. The percentage of Hispanic students has grown by 10 percentage points, from 51.3% to 61.4% over this time.

Merced College Enrollments by Race and Ethnicity							
Race/Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change (percentage points)
Hispanic	51.3 %	53.7 %	55.7 %	58.0 %	59.5 %	61.4 %	+10.1
White Non-Hispanic	26.2 %	25.5 %	24.8 %	23.1 %	22.2 %	20.3 %	-5.8
Asian	9.5 %	9.4 %	9.2 %	9.1 %	9.0 %	8.8 %	-0.7
African-American	3.9 %	4.0 %	3.5 %	3.4 %	3.3 %	3.0 %	-0.9
Multi-Ethnicity	2.1 %	2.5 %	2.6 %	2.7 %	2.8 %	3.3 %	+1.2
Unknown	5.4 %	3.3 %	2.5 %	2.0 %	1.5 %	1.2 %	-4.1
Filipino	0.8 %	0.8 %	0.8 %	0.9 %	1.0 %	1.1 %	+0.3
American Indian/ Alaskan Native	0.5 %	0.5 %	0.5 %	0.4 %	0.4 %	0.5 %	-0.0
Pacific Islander	0.4 %	0.3 %	0.4 %	0.4 %	0.4 %	0.4 %	-0.0

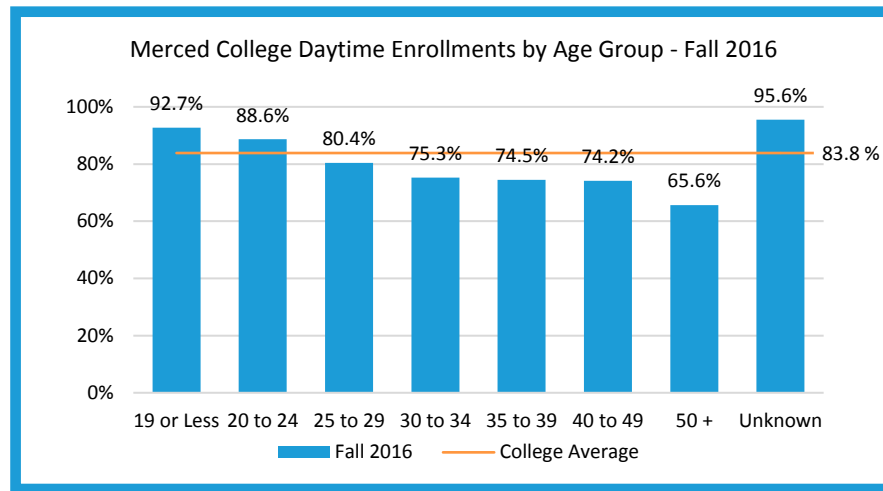
*Source: California Community Colleges Chancellor's Office Data Mart*

### Time of Day

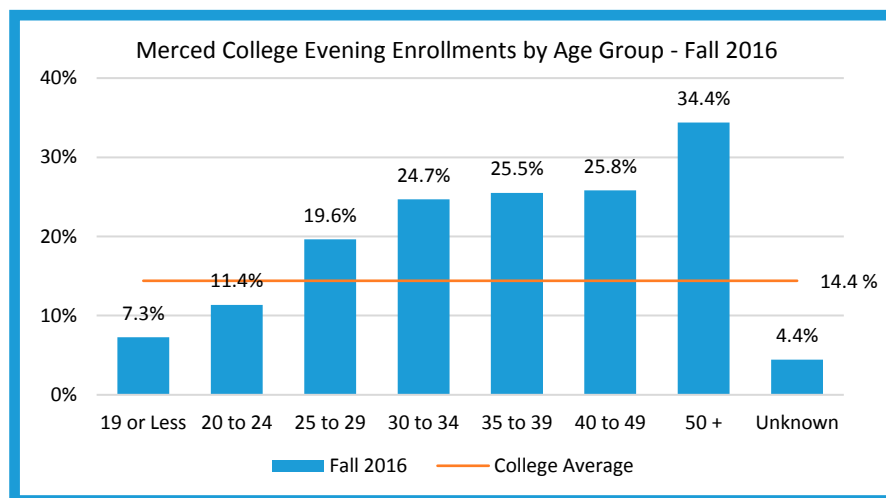
The chart below shows the percentages of students enrolled as daytime or evening students.



The following chart shows the percentages of daytime enrolled students, disaggregated by age group, for Merced College for the Fall 2016 semester. For comparison, the line shows the percentage of students enrolled as daytime students for all California community colleges.



The following chart shows the evening enrollments by age group for the same semester.



The following table shows the time of day enrollment percentages disaggregated by gender.

Merced College Headcount - Time of Day by Gender Fall 2016		
	Daytime	Evening
Female	82.5%	15.4%
Male	85.8%	13.0%
Source: California Community Colleges Chancellor's Office Data Mart		

This table shows the percentages of students (within each race and ethnicity group) enrolled as daytime students.

Merced College Daytime Enrollments by Race/Ethnicity - Fall 2016	
Race/Ethnicity	Daytime
Filipino	89.3%
Asian	89.2%
Multi-Ethnicity	88.1%
Pacific Islander	86.7%
African-American	86.4%
Hispanic	84.7%
College Average	83.8%
American Indian/Alaskan Native	80.9%
Unknown	80.8%
White Non-Hispanic	78.6%
Source: California Community Colleges Chancellor's Office Data Mart	

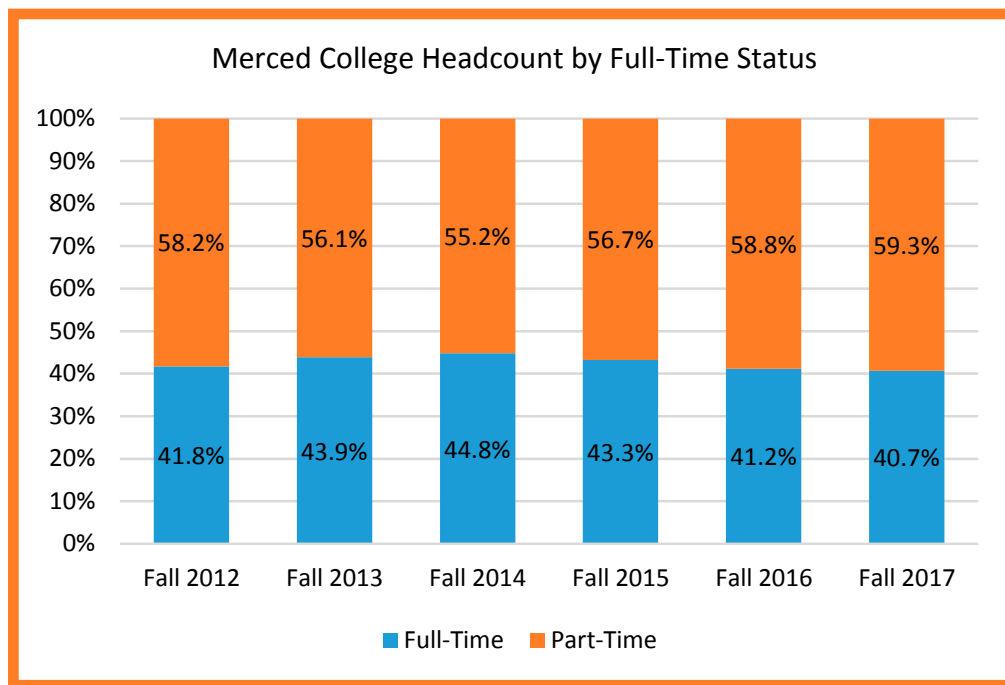
This table shows the percentages of students (within each race and ethnicity group) enrolled as evening students.

Merced College Evening Enrollments by Race/Ethnicity - Fall 2016	
Race/Ethnicity	Evening
Unknown	19.2%
American Indian/Alaskan Native	19.1%
White Non-Hispanic	18.3%
College Average	14.4%
Hispanic	14.0%
Pacific Islander	11.1%
African-American	10.4%
Multi-Ethnicity	10.3%
Asian	10.0%
Filipino	9.8%
Source: California Community Colleges Chancellor's Office Data Mart	

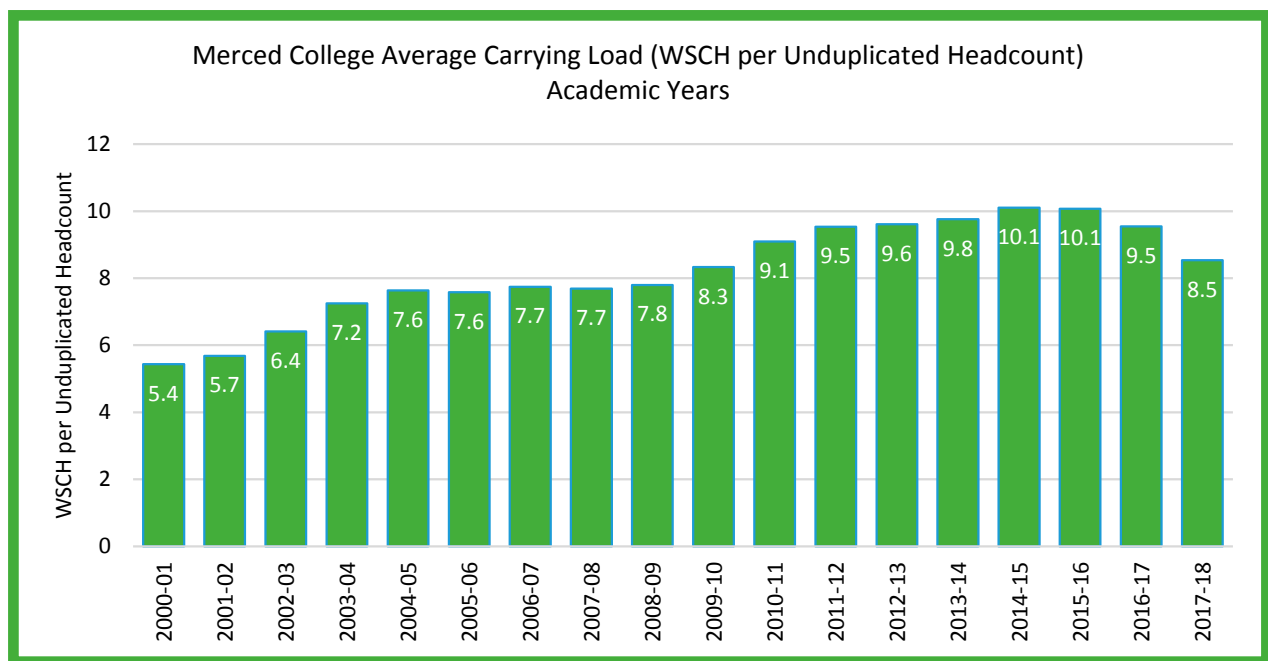


## Unit Load

This chart shows the percentages of students enrolled as full-time (12+ units), and part-time students, over the past six fall semesters. The percentage of full-time students fell slightly over this time frame.

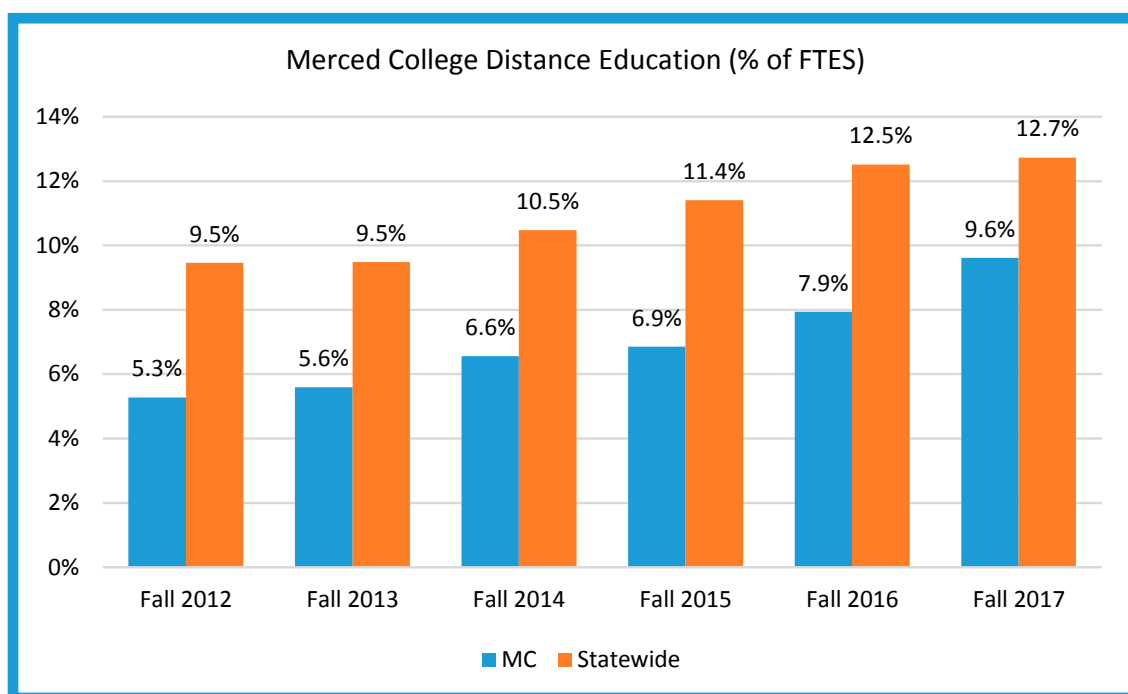


The following chart shows the trend in average student carrying load. The carrying load is calculated as the total WSCH (weekly student contact hours) divided by the unduplicated headcount.



## Distance Education

This chart shows the percentages of FTES delivered by distance education for the College and for the entire California community college system. In Fall 2017, the College generated 9.6% of FTES from distance education. The average for all California community colleges is 12.7%.

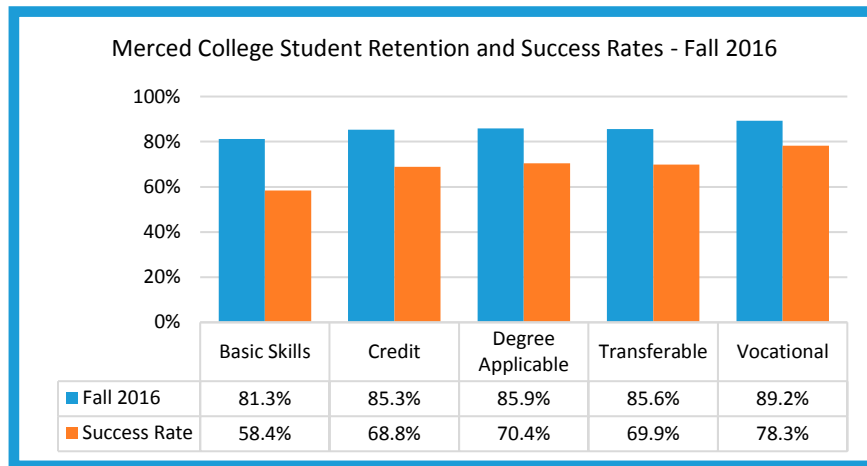


## Student Retention and Success

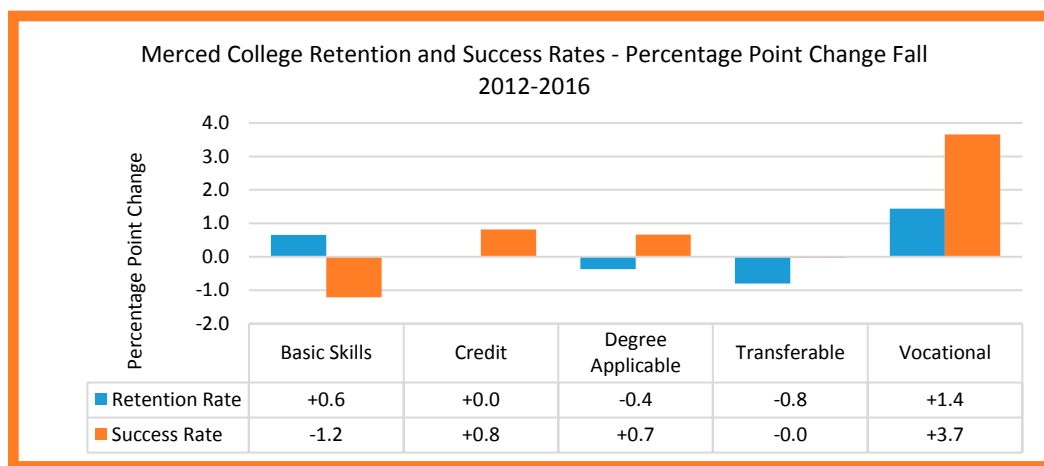
The table shows the retention and success rates for Merced College students over the past five fall semesters. The last column shows the percentage point change over the past five fall semesters.

Merced College Retention and Success						
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Change (Percentage Points)
<b>Retention Rate</b>						
Basic Skills	80.6%	81.4%	83.2%	80.6%	81.3%	+0.6
Credit	85.3%	84.7%	85.3%	85.8%	85.3%	+0.0
Degree Applicable	86.3%	85.3%	85.6%	86.7%	85.9%	-0.4
Transferable	86.4%	85.3%	85.4%	86.4%	85.6%	-0.8
Vocational	87.8%	87.8%	87.9%	89.9%	89.2%	+1.4
<b>Success Rate</b>						
Basic Skills	59.6%	58.4%	58.8%	58.9%	58.4%	-1.2
Credit	68.0%	68.0%	68.3%	69.6%	68.8%	+0.8
Degree Applicable	69.7%	69.7%	69.9%	71.4%	70.4%	+0.7
Transferable	69.9%	69.7%	69.7%	70.9%	69.9%	-0.0
Vocational	74.6%	76.4%	77.0%	78.7%	78.3%	+3.7
Source: California Community Colleges Chancellor's Office Data Mart						

The chart shows the rates of retention and success for the Fall 2016 semester.



This chart shows the percentage point change in retention and success over the Fall 2012 to Fall 2016 time period. The largest increases in retention and success were found in the CTE (vocational) area.



## Program Award

The table shows a summary of program awards, by award type, for the past five academic years. The largest increases were in AST degrees (+650%) and certificates requiring 30-60 units (+268%).

Merced College Program Awards by Academic Year						
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	% Change
Associate in Science for Transfer (A.S.-T) Degree	30	83	132	198	225	650%
Associate in Arts for Transfer (A.A.-T) Degree	85	107	120	192	216	154%
Associate of Science (A.S.) degree	94	93	98	114	124	32%
Associate of Arts (A.A.) degree	594	537	468	518	508	-14%
Certificate requiring 60+ semester units	15	16	10	14	13	-13%
Certificate requiring 30 to < 60 semester units	115	155	201	335	423	268%
Certificate requiring 18 to < 30 semester units	18	26	33	29	44	144%
Certificate requiring 12 to < 18 units				1	2	-
Total	951	1,017	1,062	1,401	1,555	64%
Source: California Community Colleges Chancellor's Office Data Mart						

Detailed program awards data can be seen in Appendix B - Program Awards.

## Student Transfers

The table below shows the numbers of students transferring to in-state private and out-of-state four-year universities and colleges. This is a partial list, showing the four-year institutions with the largest numbers of transfers from Merced College.

Merced College Transfers to Private Universities and Colleges by Academic Year (Partial List)						
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Total
Top In-State Private						
Fresno Pacific University	16	22	41	32	31	142
National University	28	12	9	12	5	66
Ashford University	15	17	7	4	7	50
Brandman University	14	6	8	6	10	44
Devry University-California	12	4	9	2	1	28
ITT Technical Institute-Rancho Cordova	5	4	9	2	3	23
Argosy University-The Art Institute		1	1	15	1	18
Humphreys College-Stockton And Modesto	6	4	2	1	1	14
Azusa Pacific University		1		1	4	6
Academy Of Art University	2	2	1			5
Trident University International	3			2		5
Top Out-of-State						
University Of Phoenix-Arizona	53	30	32	38	18	171
Grand Canyon University		5	12	13	14	44
American Public University System		8	9	7	4	28
Western Governors University	7	1	7	6	4	25
Kaplan University-Mason City Campus		10	2	5	6	23
The University Of Texas At Arlington	7	5	3	4	1	20
University Of Maryland-College Park	2	4	7	3	4	20
Thunderbird School Of Global Management	2		3	6	6	17
Union Institute & University	1	5	3	3	4	16
Everest University-Pompano Beach	3	5	4	1		13
Brigham Young University-Idaho	2	2	2	2	4	12
Southern New Hampshire University			2	2	8	12
Adams State University	4	3	2		2	11
Columbia Southern University			1	5	4	10
<i>Source: Merced College Office of Institutional Research</i>						



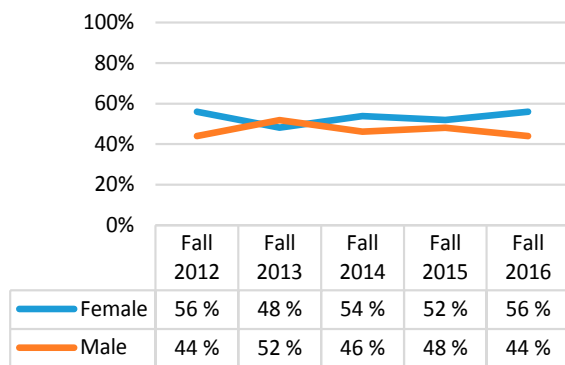
## Staff Demographics

These charts show the demographics of the College staff. Each metric is analyzed by staff category: educational administrators, full-time faculty, part-time (adjunct) faculty and classified.

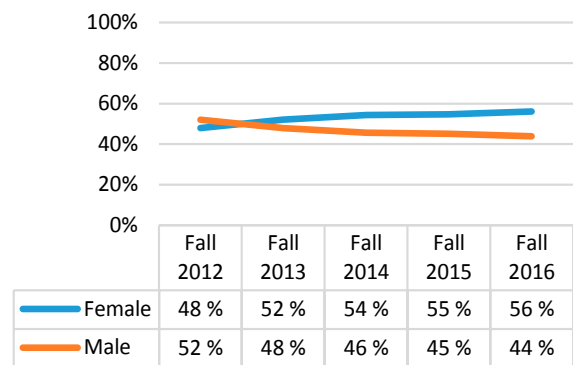
### Staff by Gender

These charts show the staff percentages disaggregated by gender.

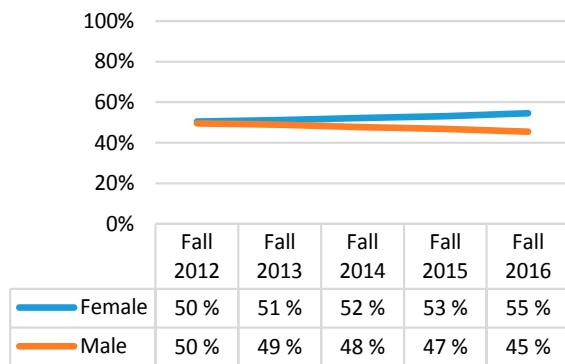
Merced College Educational Administrators by Gender



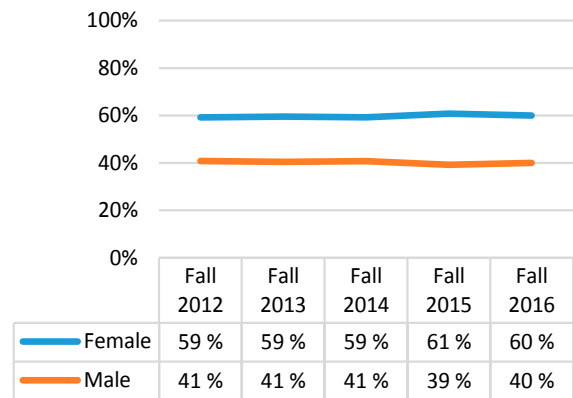
Merced College Faculty Tenured/Tenure Track by Gender



Merced College Faculty Temporary by Gender



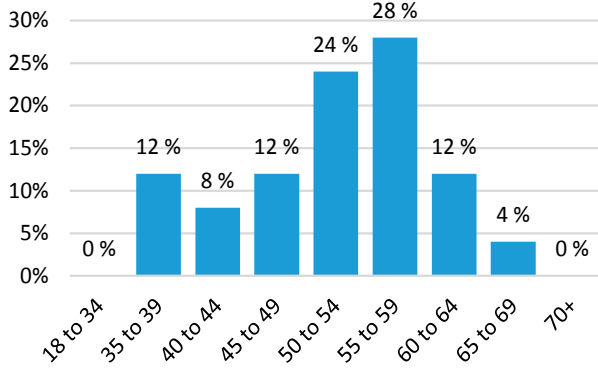
Merced College Classified Staff by Gender



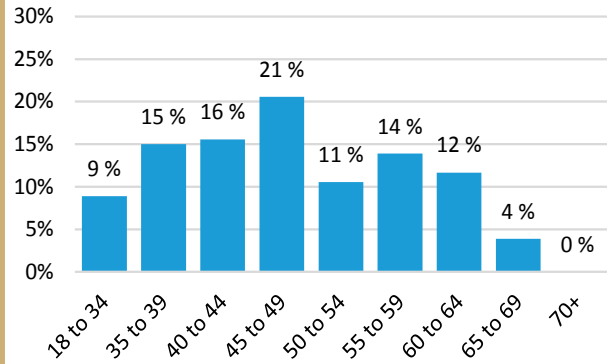
## Staff Age Group

This section shows the staffing levels disaggregated by age group.

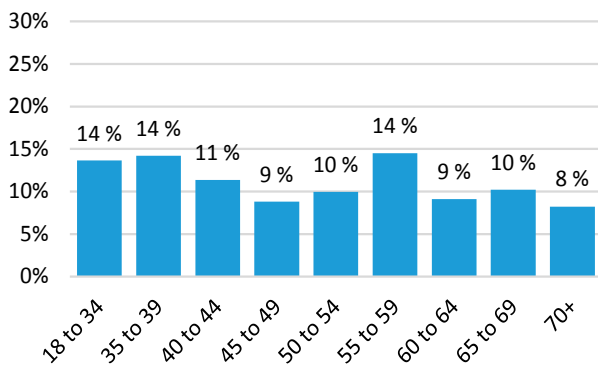
Merced College Educational Administrators  
by Age Group - Fall 2016



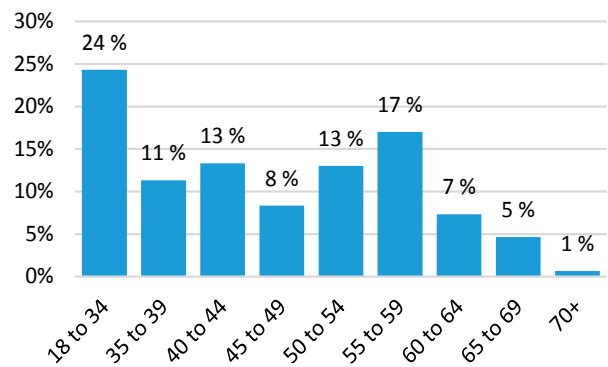
Merced College Faculty Tenured/Tenure  
Track by Age Group - Fall 2016



Merced College Faculty Temporary by Age  
Group - Fall 2016

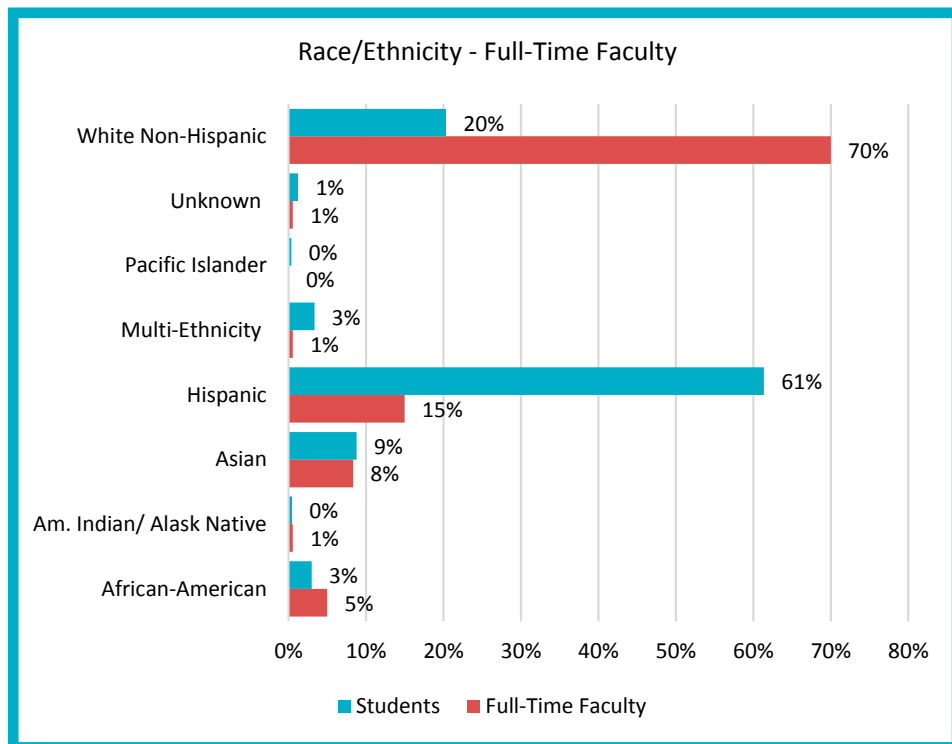
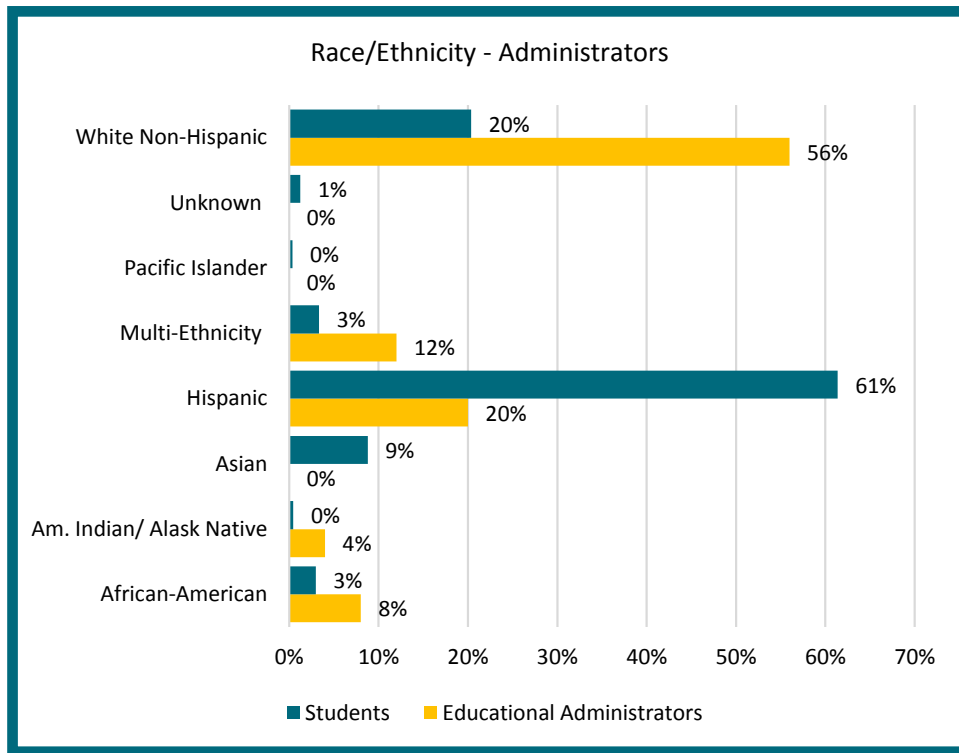


Merced College Classified Staff by Age  
Group - Fall 2016

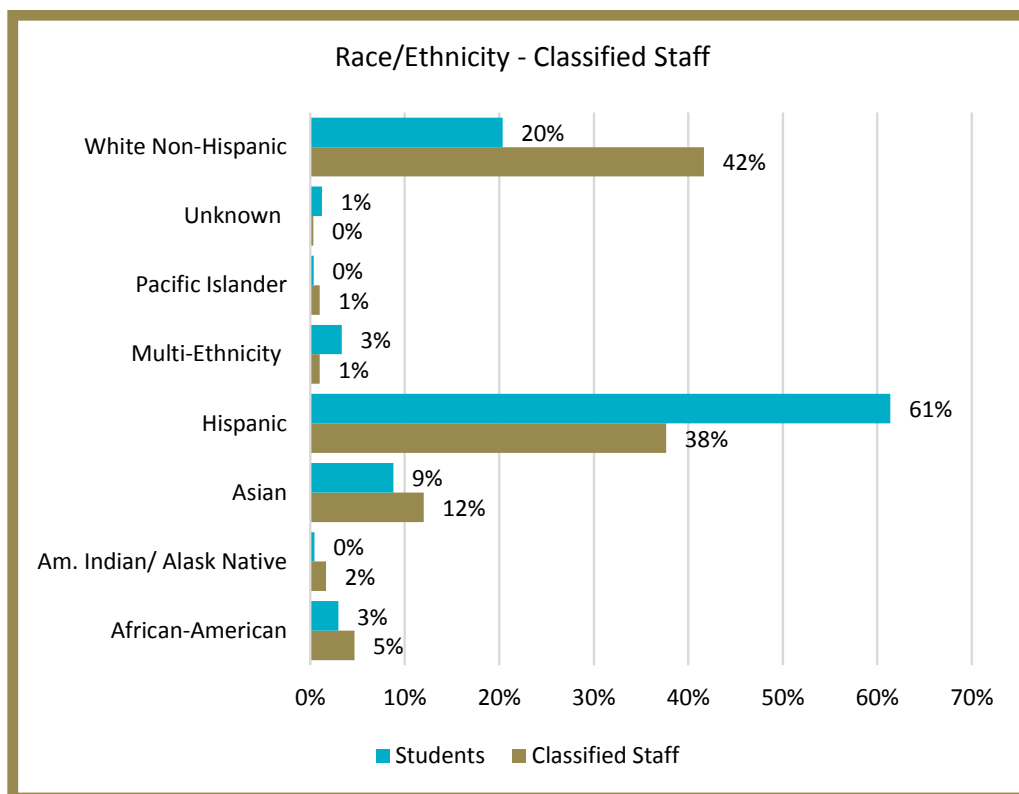
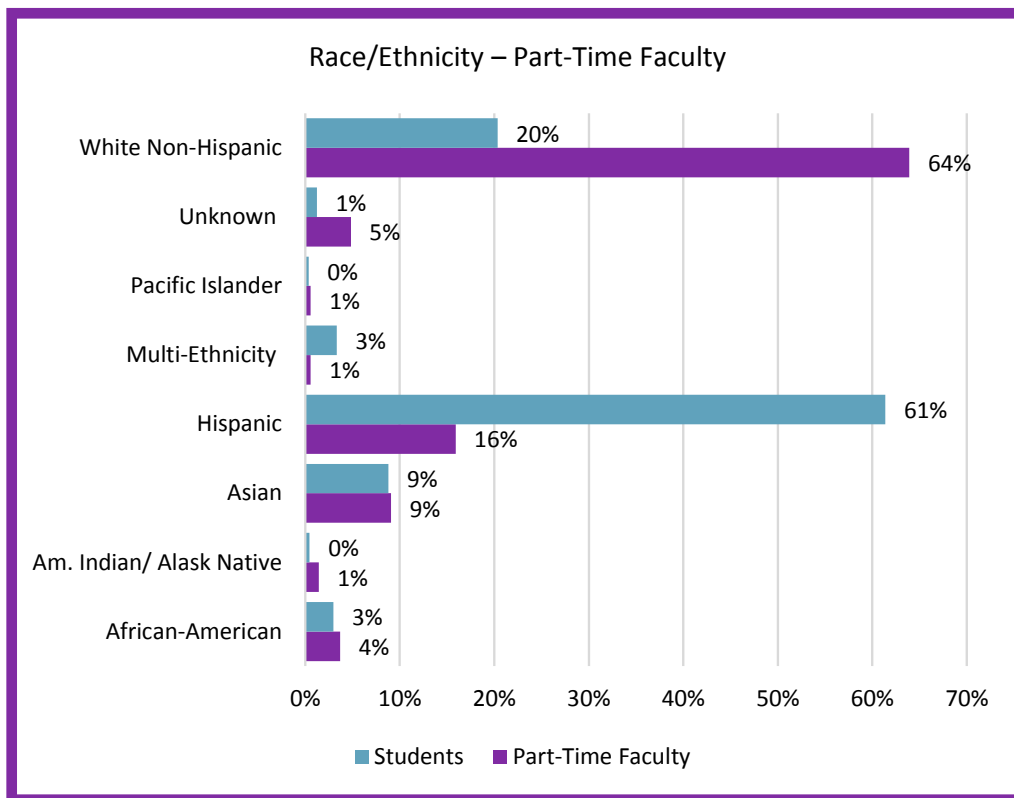


## Staff by Race/Ethnicity

This section shows staffing levels disaggregated by race and ethnicity.



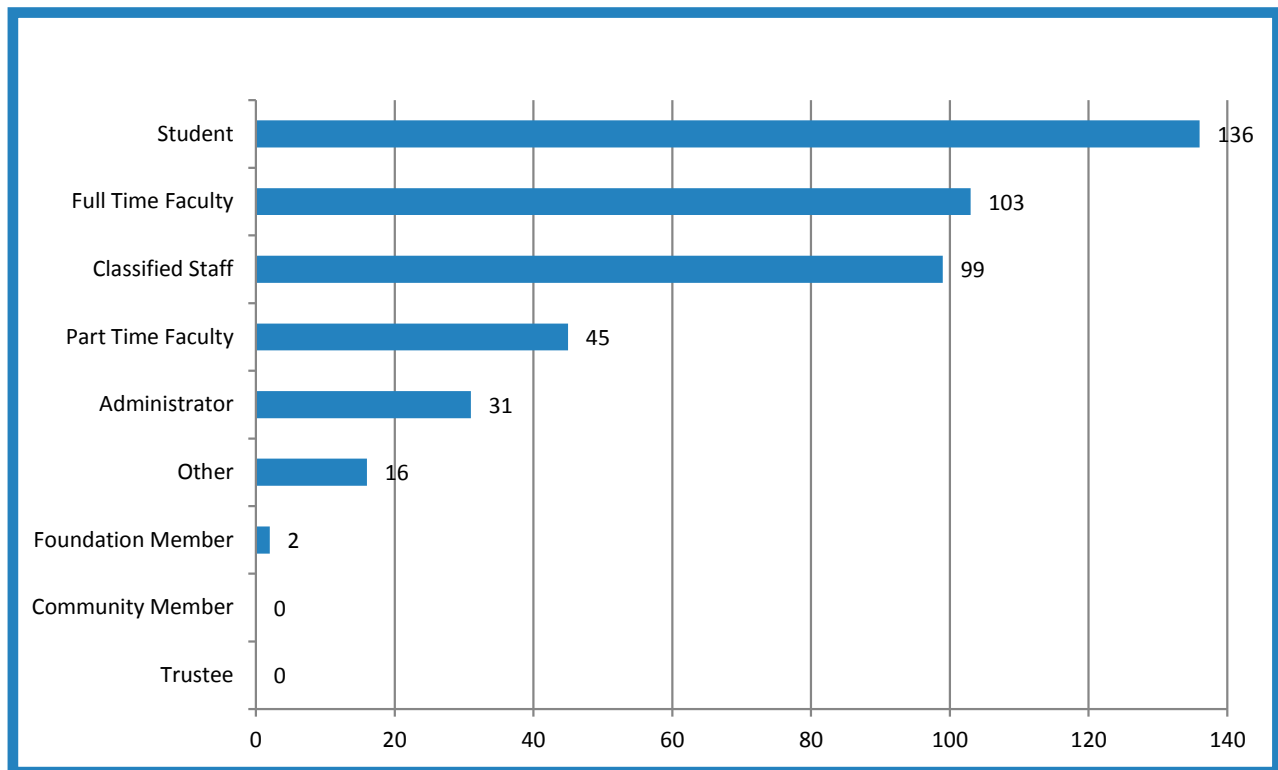




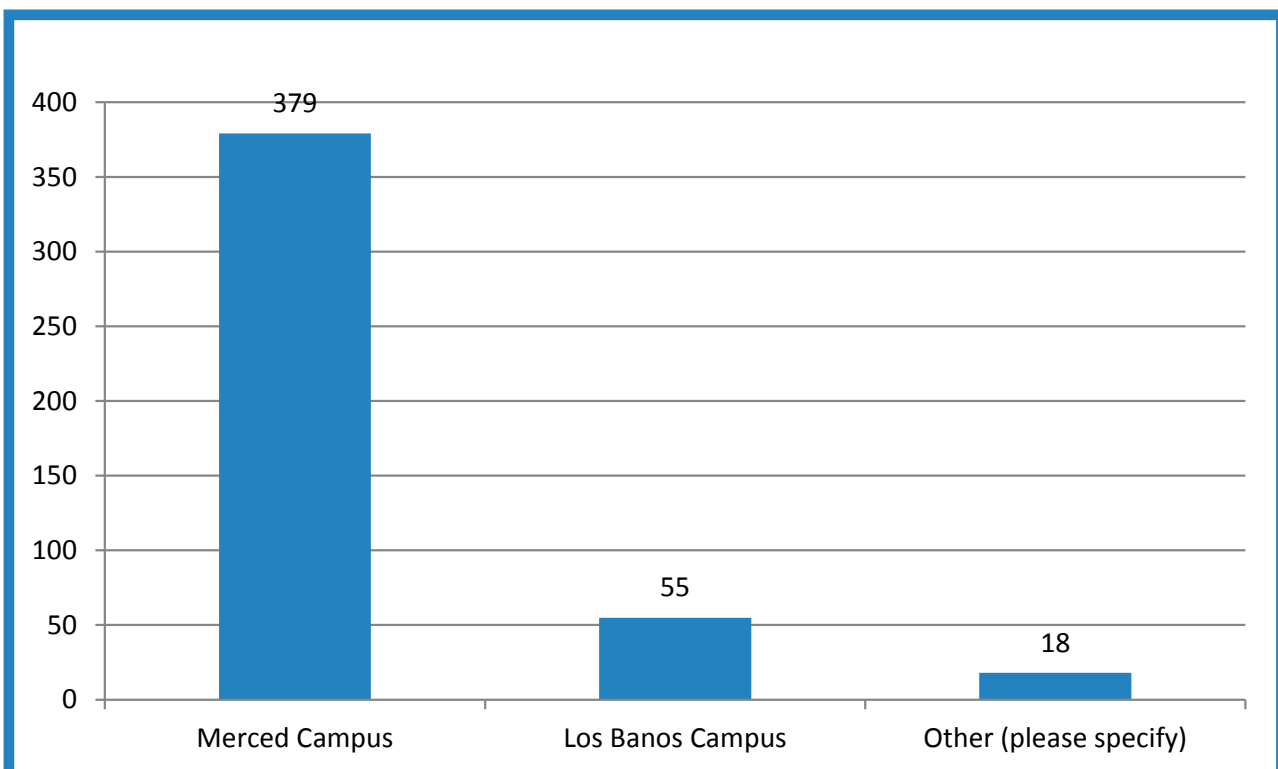
## Survey Results

### All Respondents

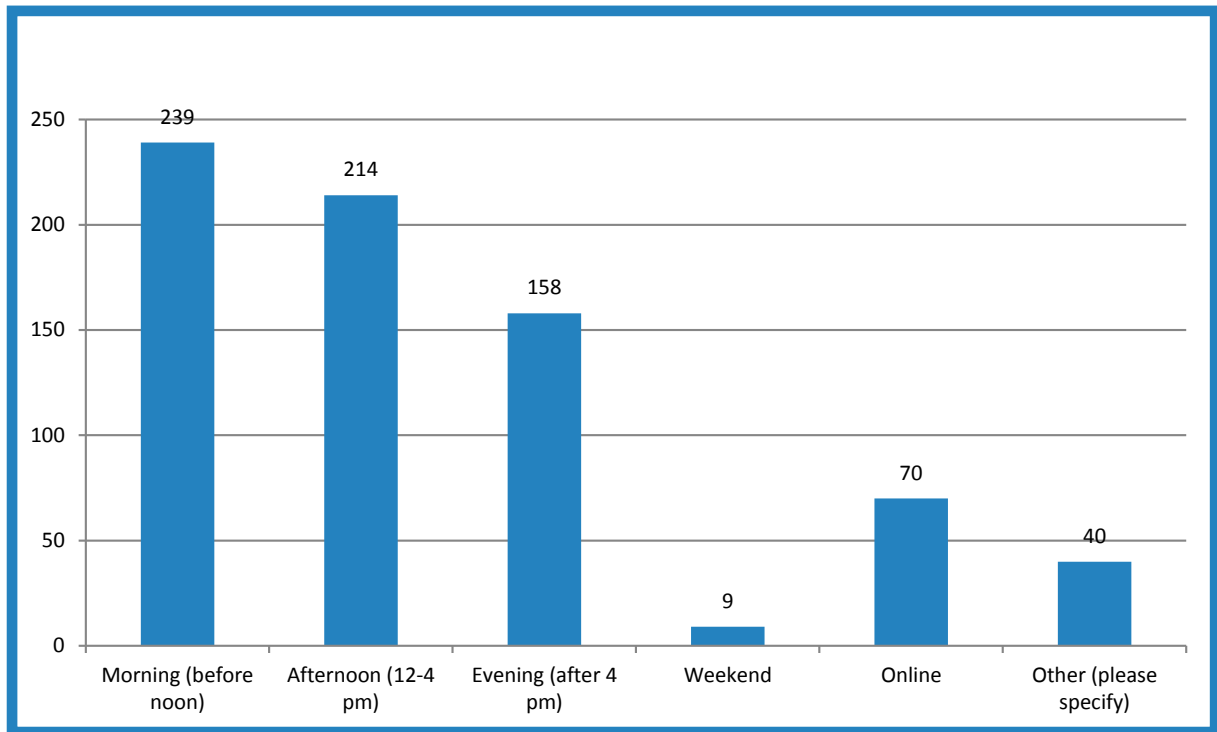
What is your primary role at the College?



At which campus(es) do work or attend classes?(Check all that apply)

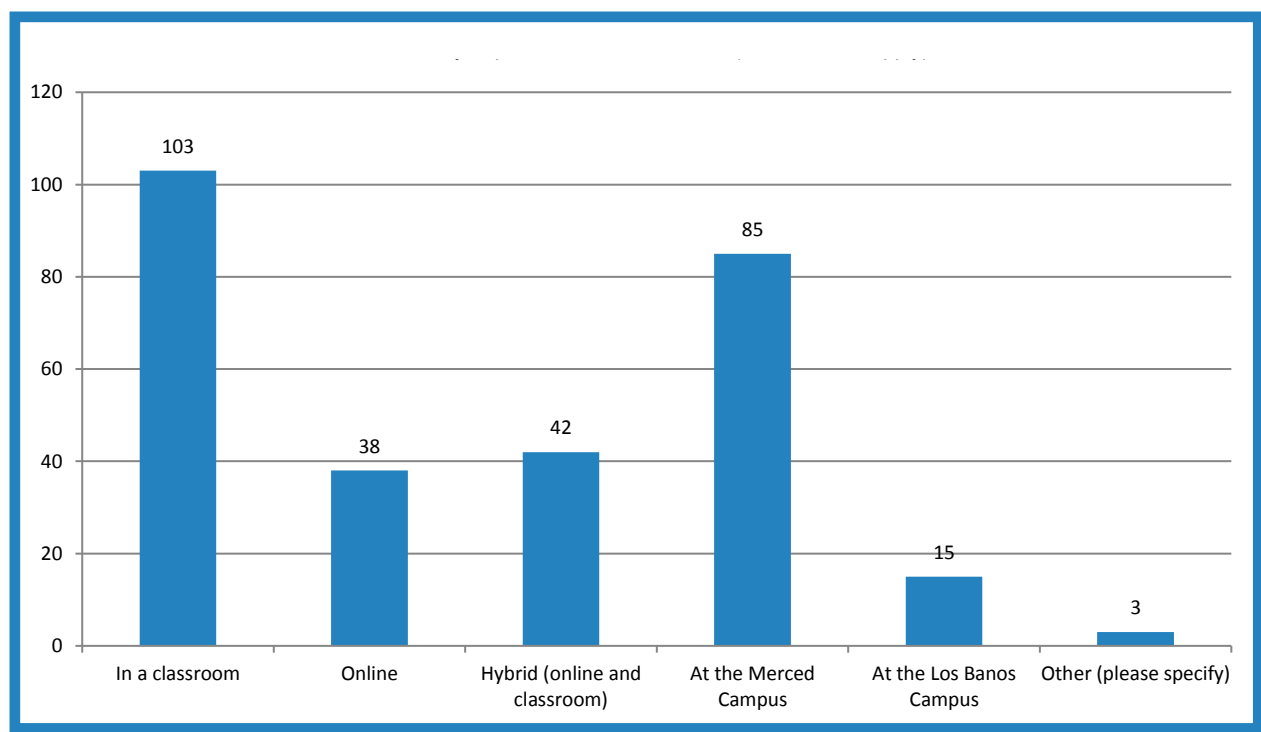


If you are a student, staff or faculty member, when do you attend/instruct classes? (Check all that apply)

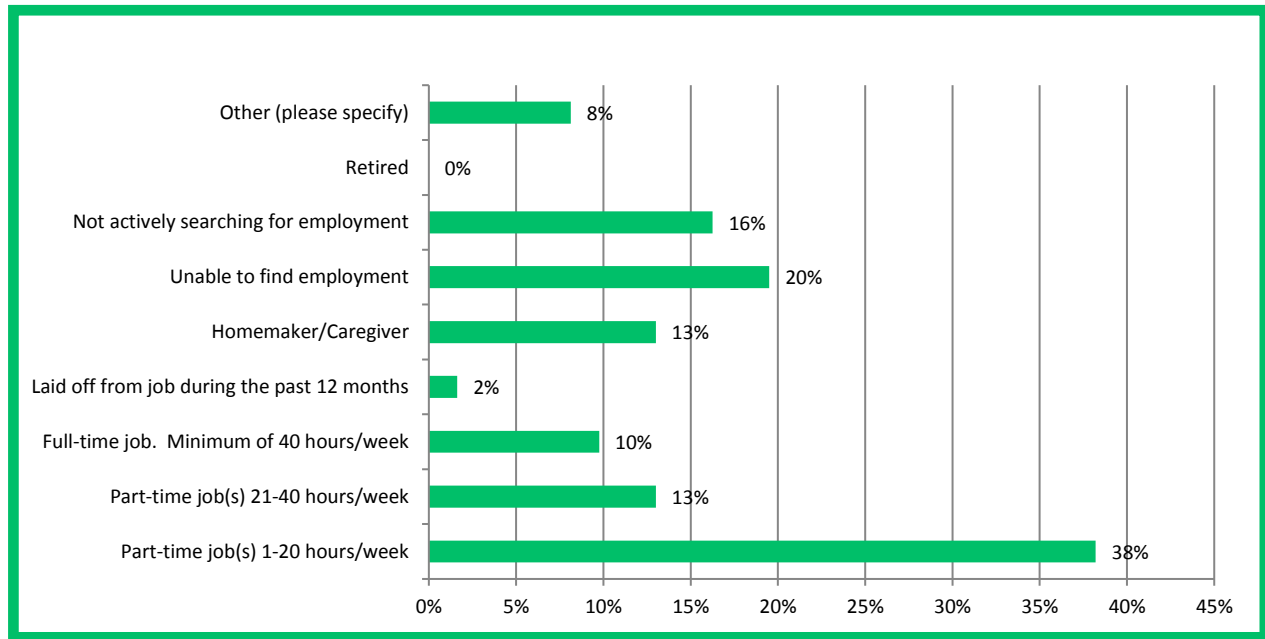


### Student Responses

How would you prefer to attend classes? (check all that apply)



### Which of the following describes your employment status? (Check all that apply)

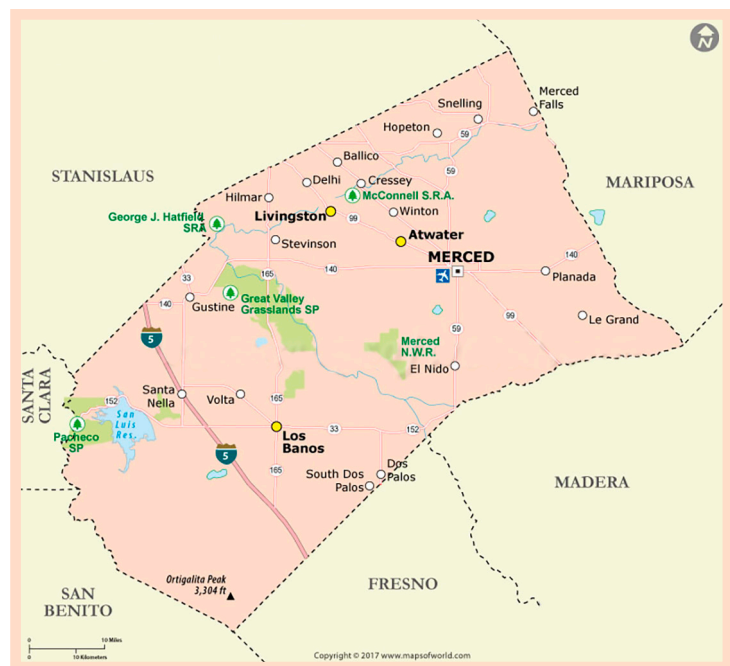


### What is the zip code of your primary residence or mailing address?

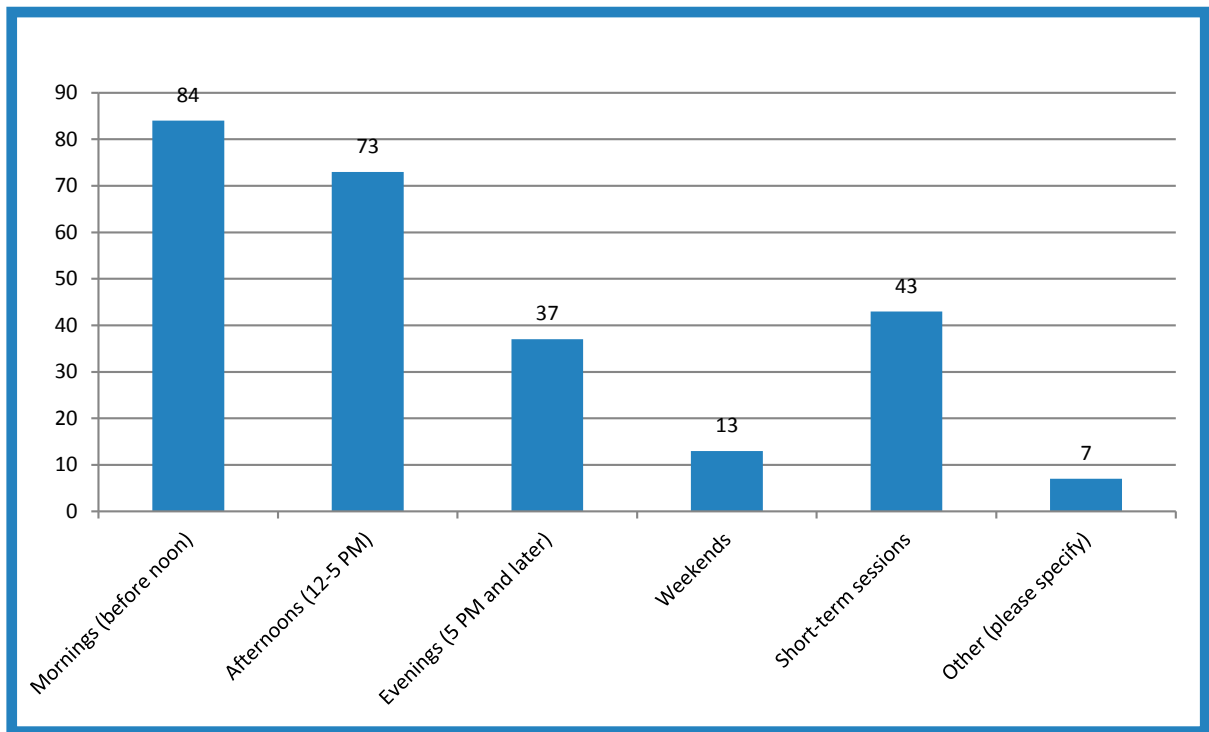
The zip codes were converted to city/town of residence yielding the following results.

City	Respondents
Merced	56
Atwater	14
Los Banos	13
Livingston	7
Turlock	5
Chowchilla	5
Dos Palos	3
Winton	3
Hilmar	3
Gustine	2
Mariposa	2
Citrus Heights	1
Catheys Valley	1
Planada	1
Modesto	1
Waterford	1
Newman	1
Denair	1
Patterson	1
Grand Total	121

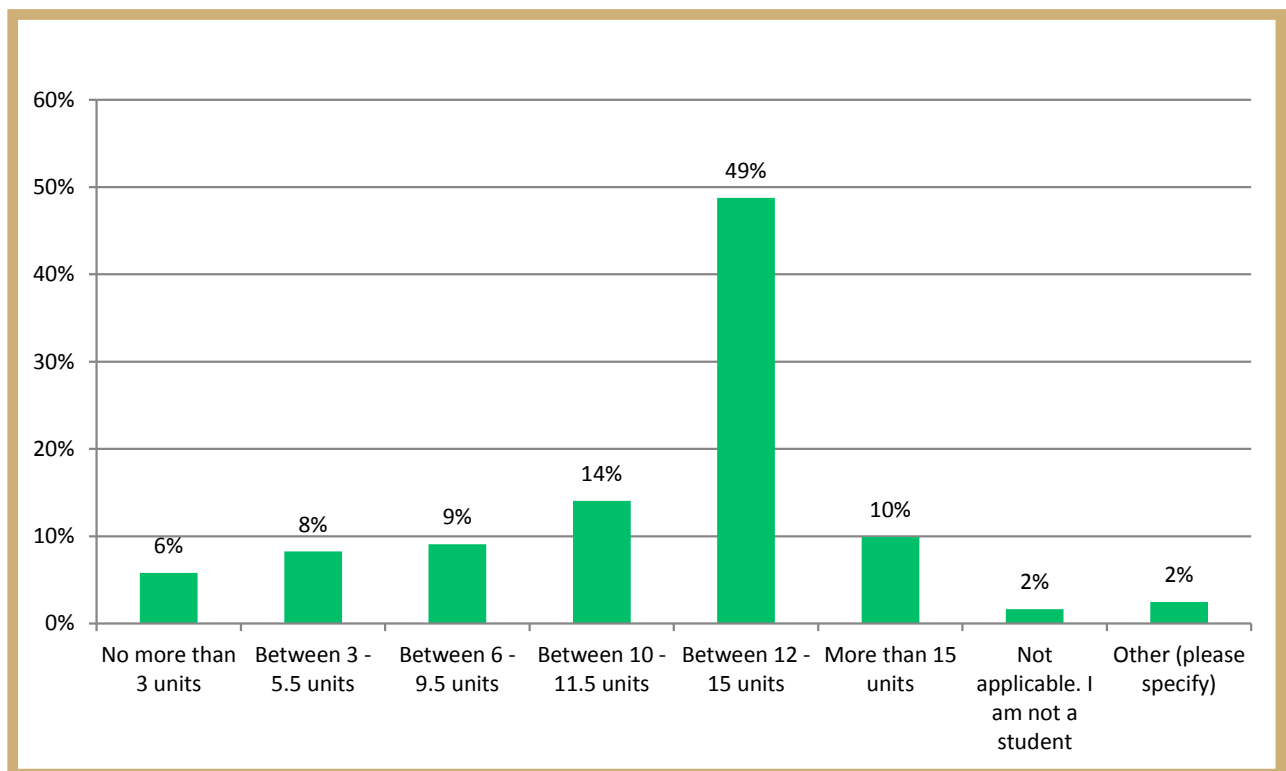
*\*Only 121 of the respondents answered this question*



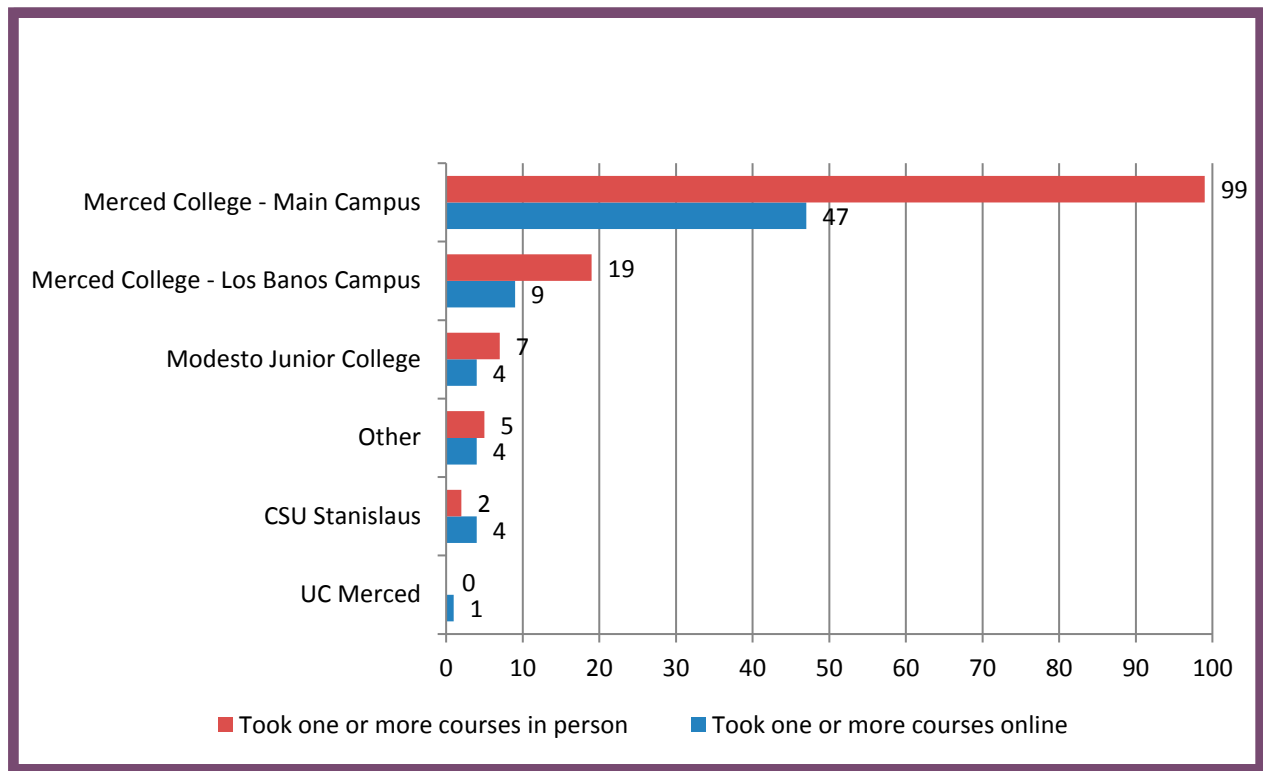
Please indicate when you would prefer to take classes? (Check all that apply)



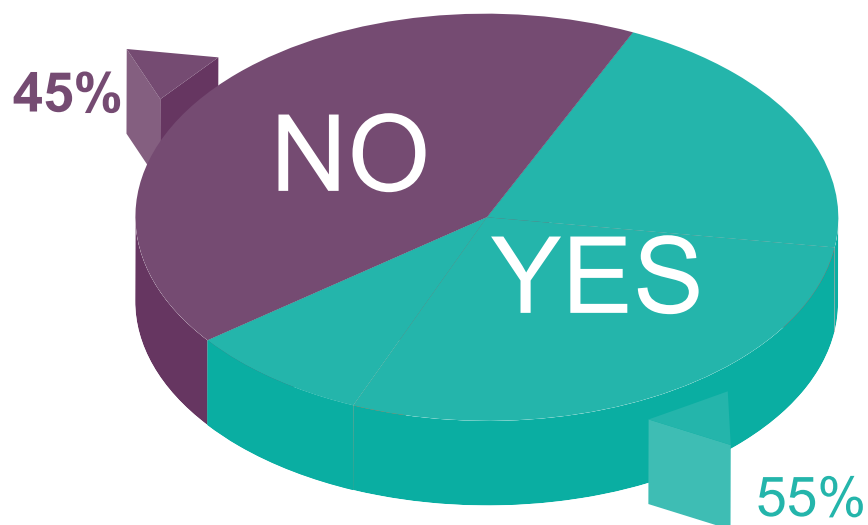
Please indicate the number of units you are taking this semester.



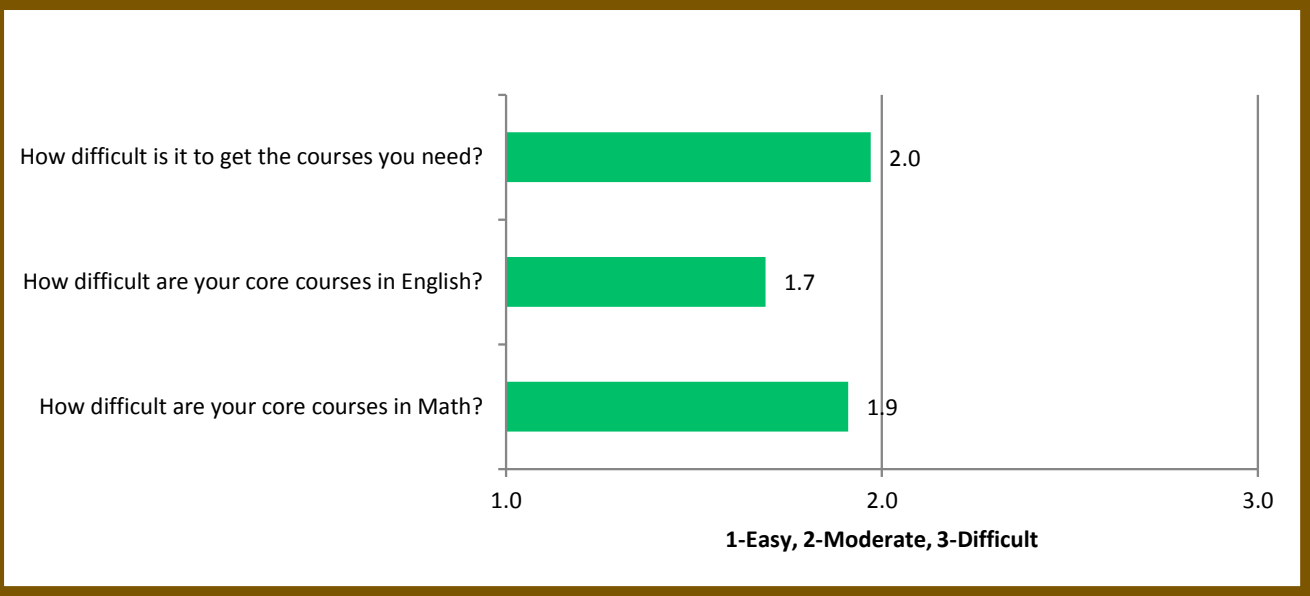
Which of the following Merced College locations or other colleges have you attended for at least one course in the past two years, either online or in person? (Check all that apply)



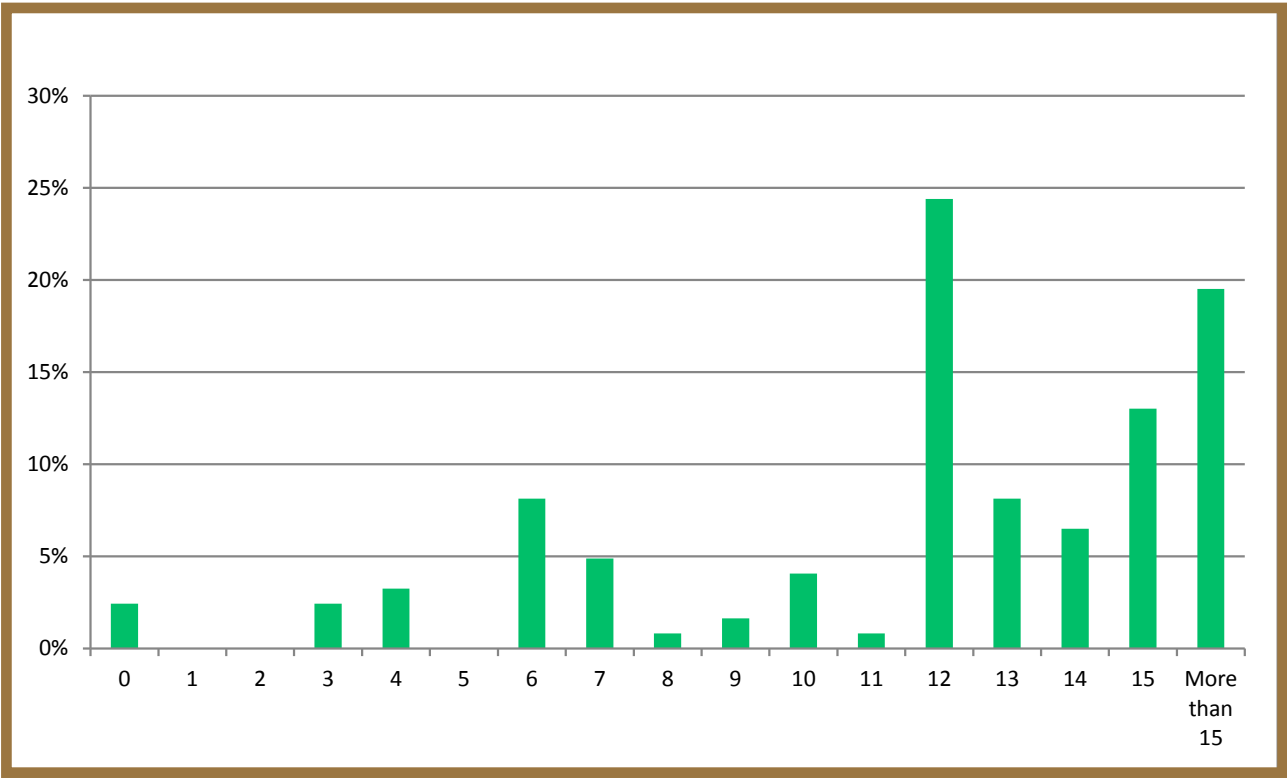
If you had the opportunity, would you prefer to take a course that allows you a limited number of on site lectures, while a significant portion of the course work is done online? Do you see an advantage to structuring a course in this manner?



Please rate the following:

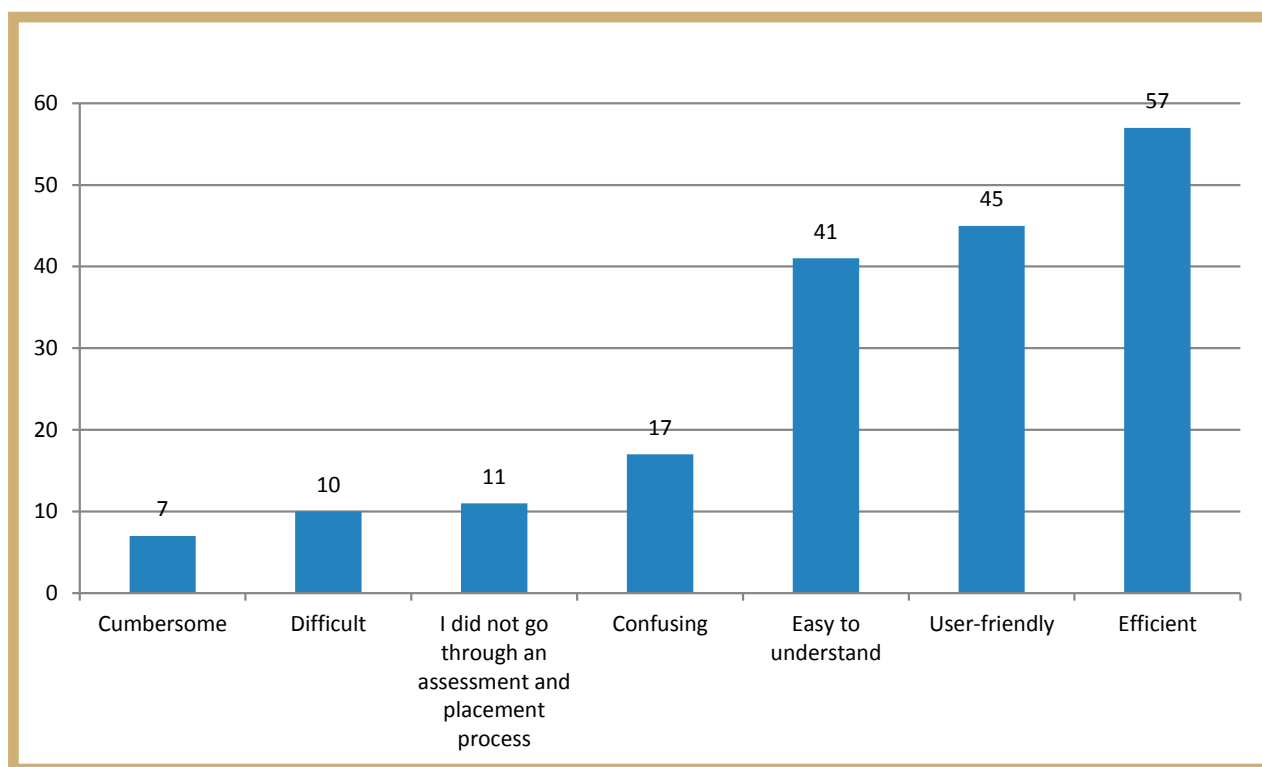


How many units to you plan on taking next semester?

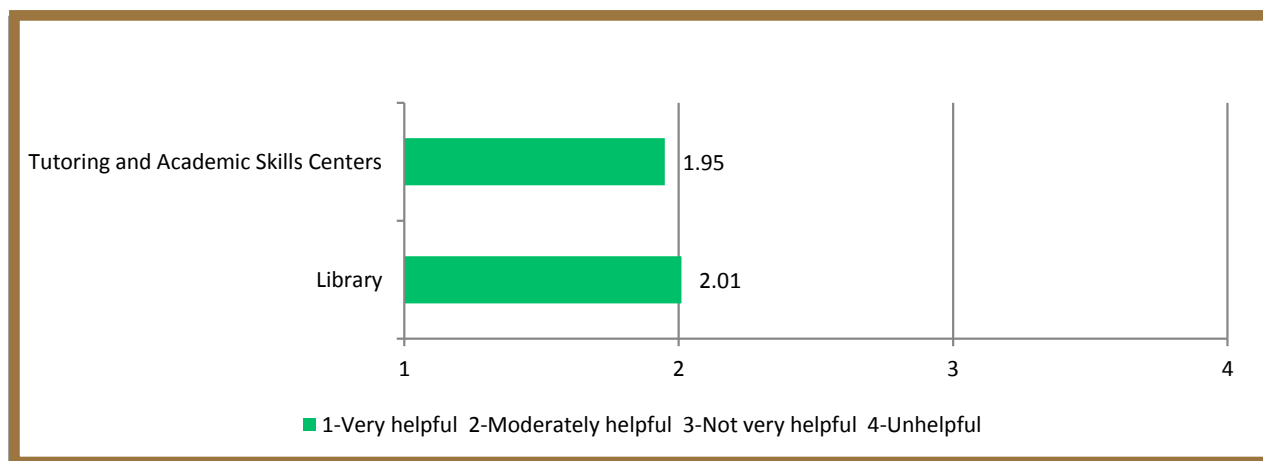




### How was the assessment and placement process? (Select all that apply)



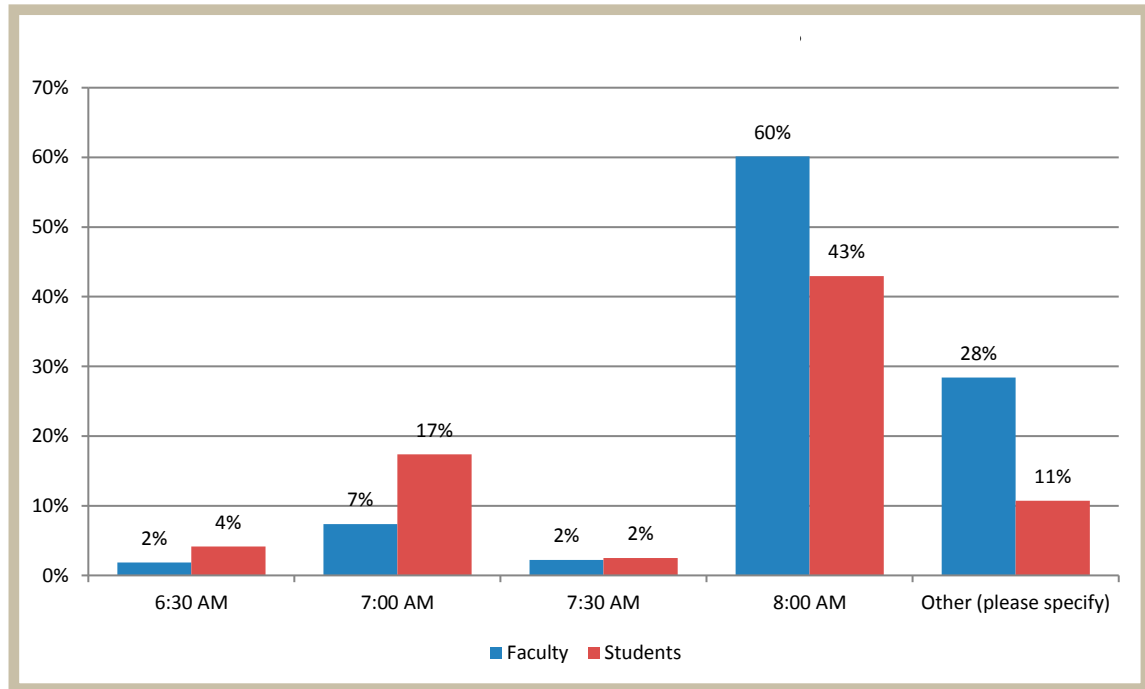
### How would you rate the following campus services?



### What time should classes start in the morning?

This question was asked to students. Faculty were asked, “What time do you think students would prefer that classes start in the morning?” The results are shown side-by-side in the following chart.

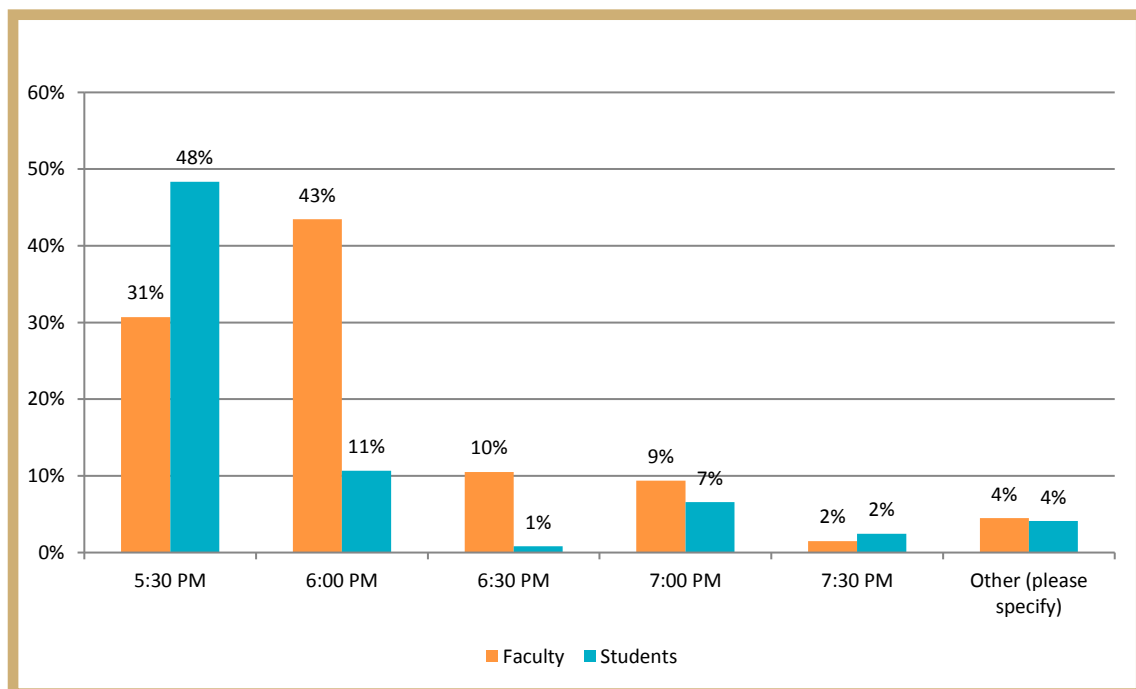
More students than faculty indicated a preference for earlier morning start times.



### What time should classes start in the evening?

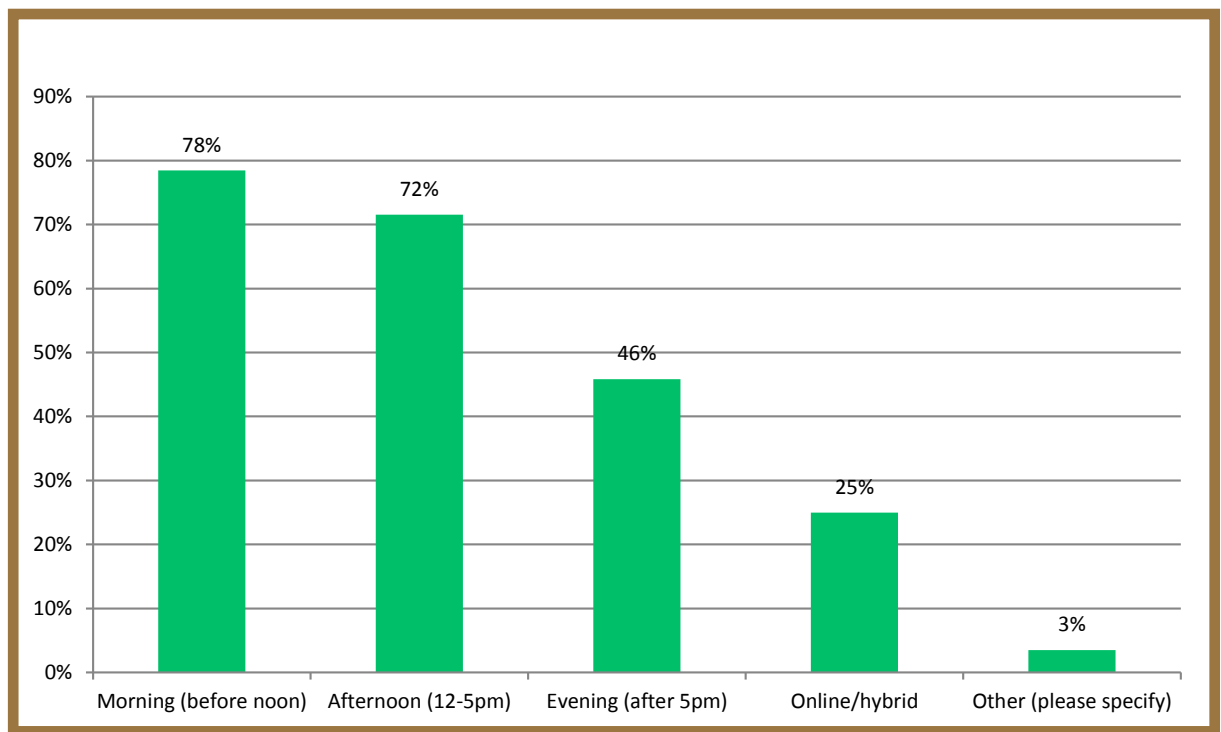
This question was asked to students. Faculty were asked, “What time do you think students would prefer that classes start in the evening?” The results are shown side-by-side in the following chart.

More students than faculty indicated a preference for starting classes at 5:30 PM.

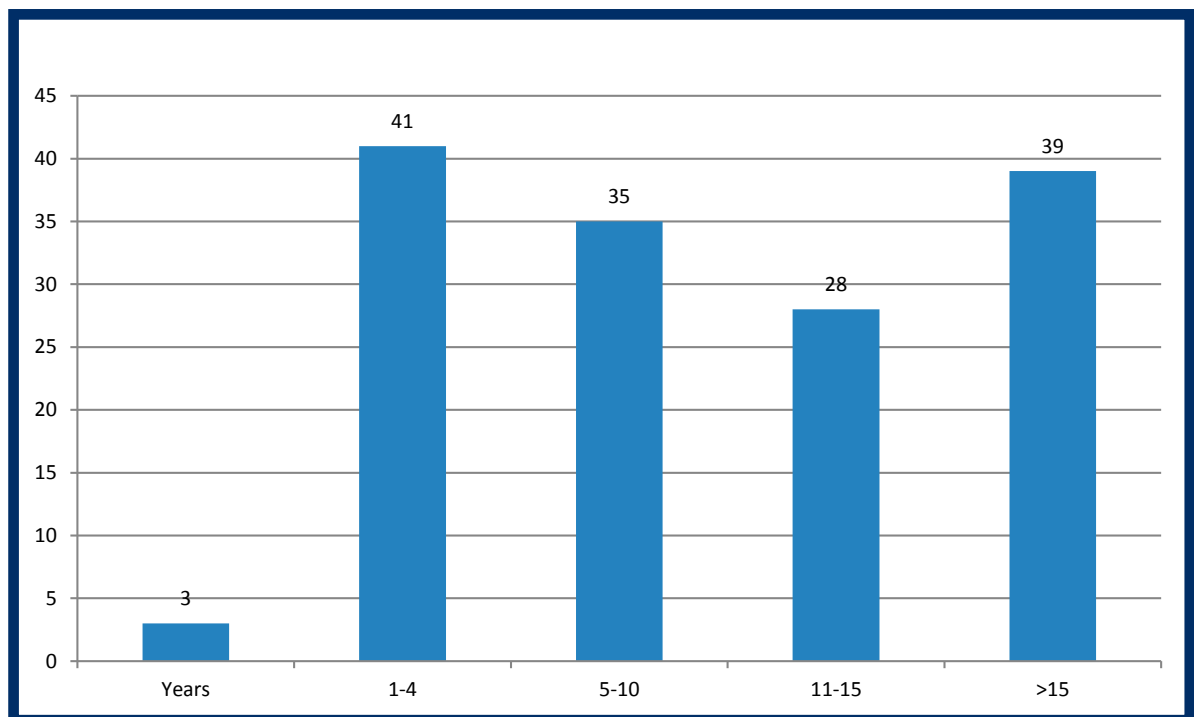


## Faculty Responses

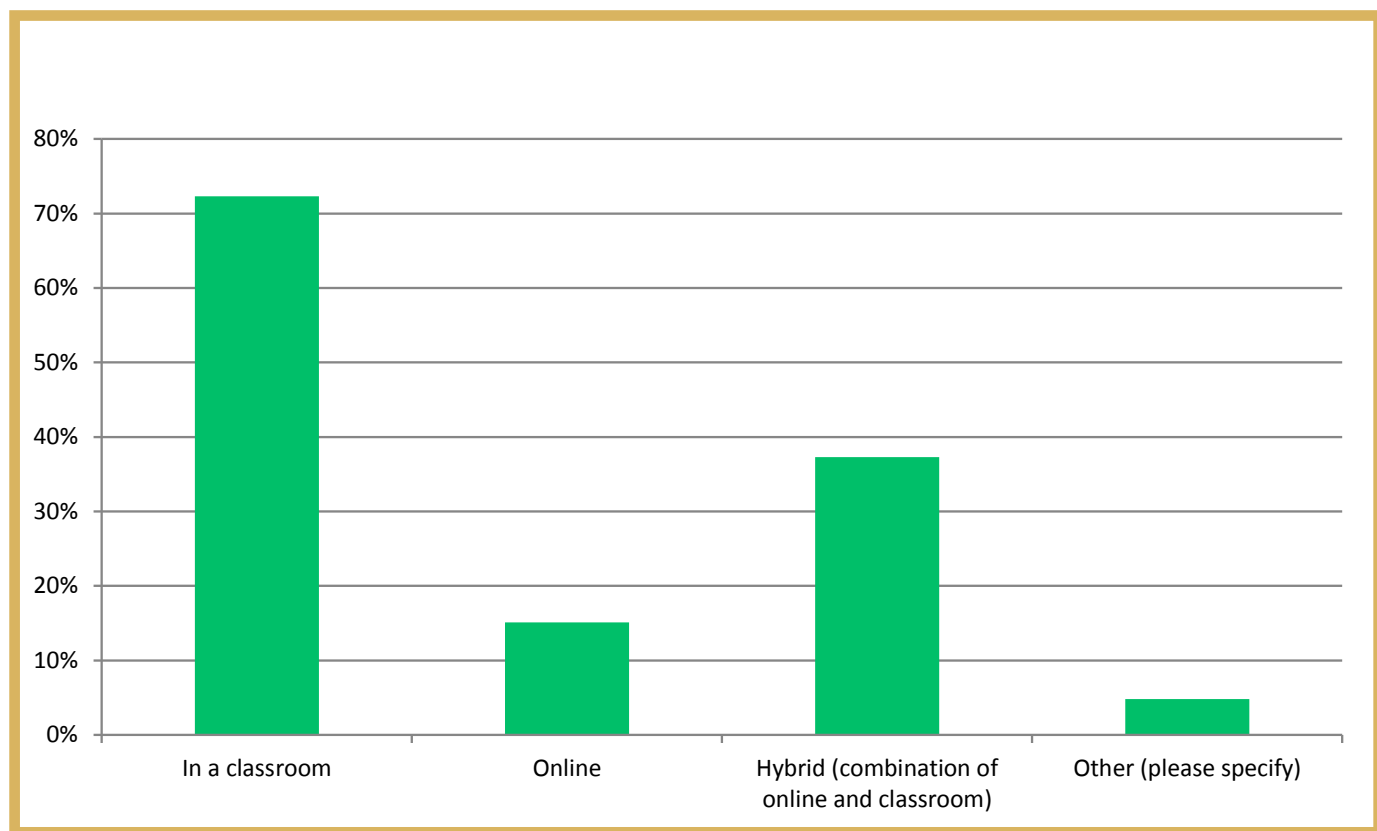
When do you teach classes (Check all that apply)?



How long have you been with the College?



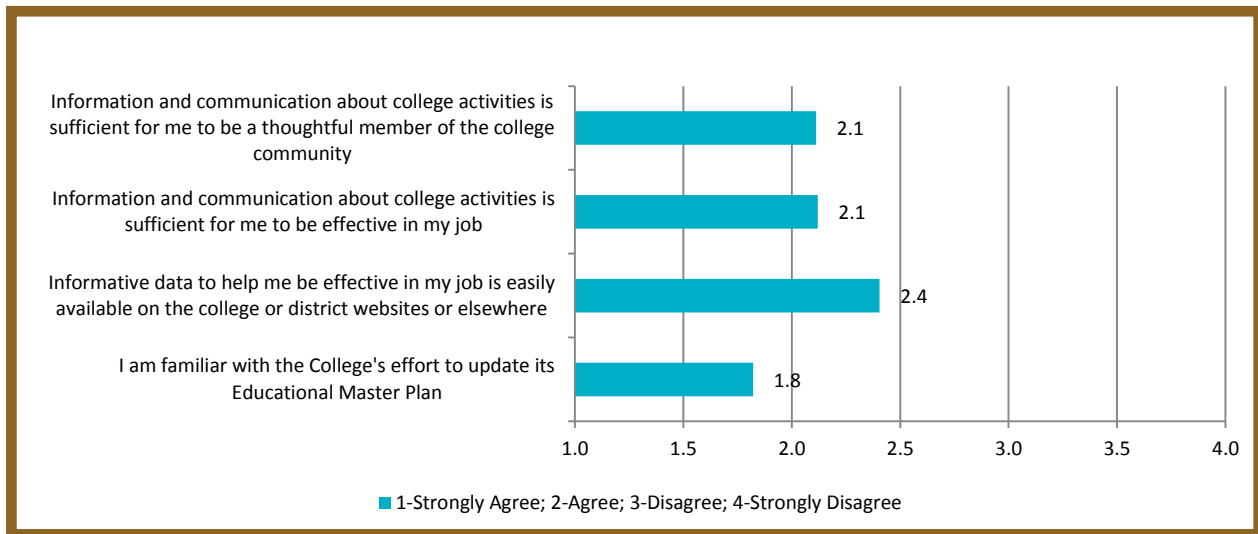
### How do you think most students prefer to attend classes?



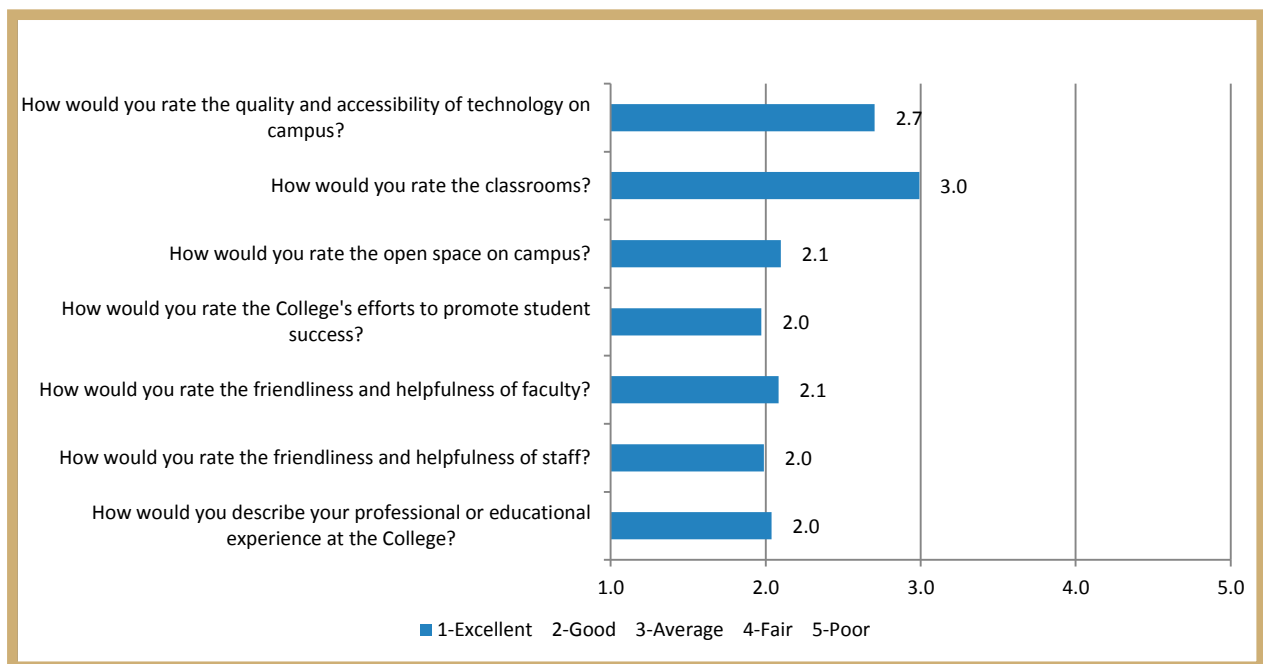
### All Non-Students

Please select a response for each statement.

The chart shows the average response for each question. A response of 1 is “Strongly Agree” while a response of 4 is “Strongly Disagree”.

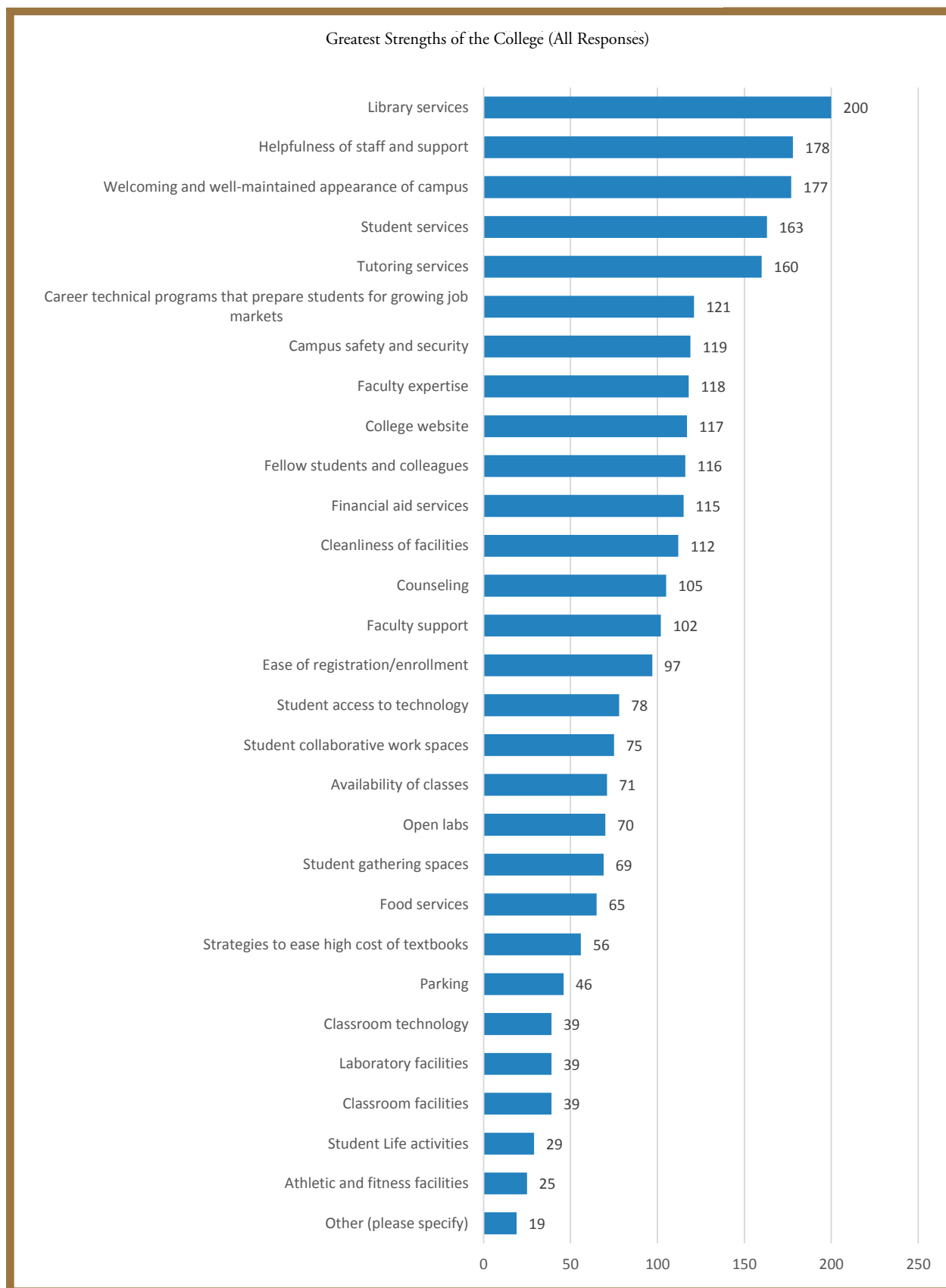


Please answer the following questions.

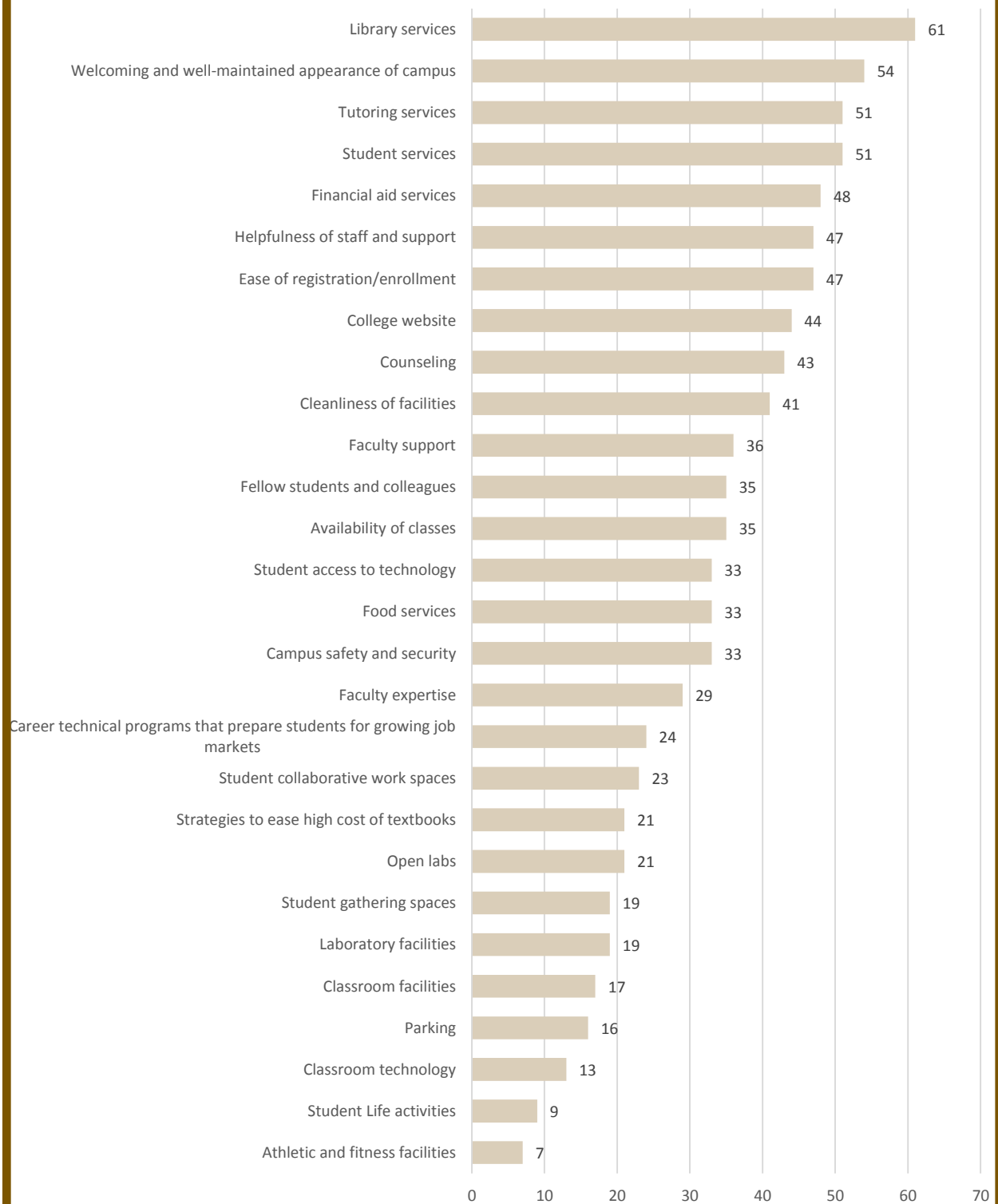


## All Respondents

What do you believe are the greatest strengths of the College? (Select all that apply)

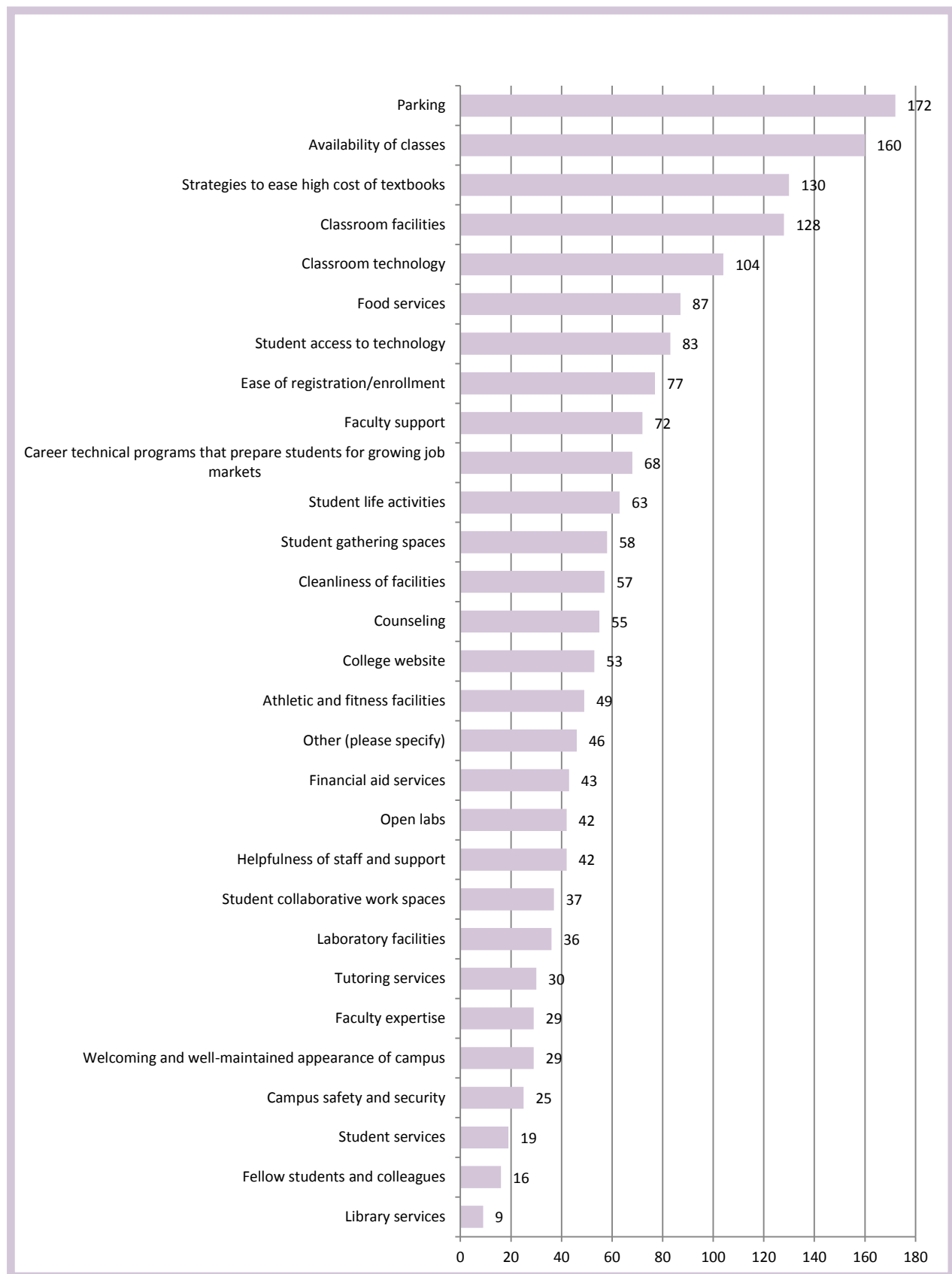


### Greatest Strengths of the College (Student Responses)

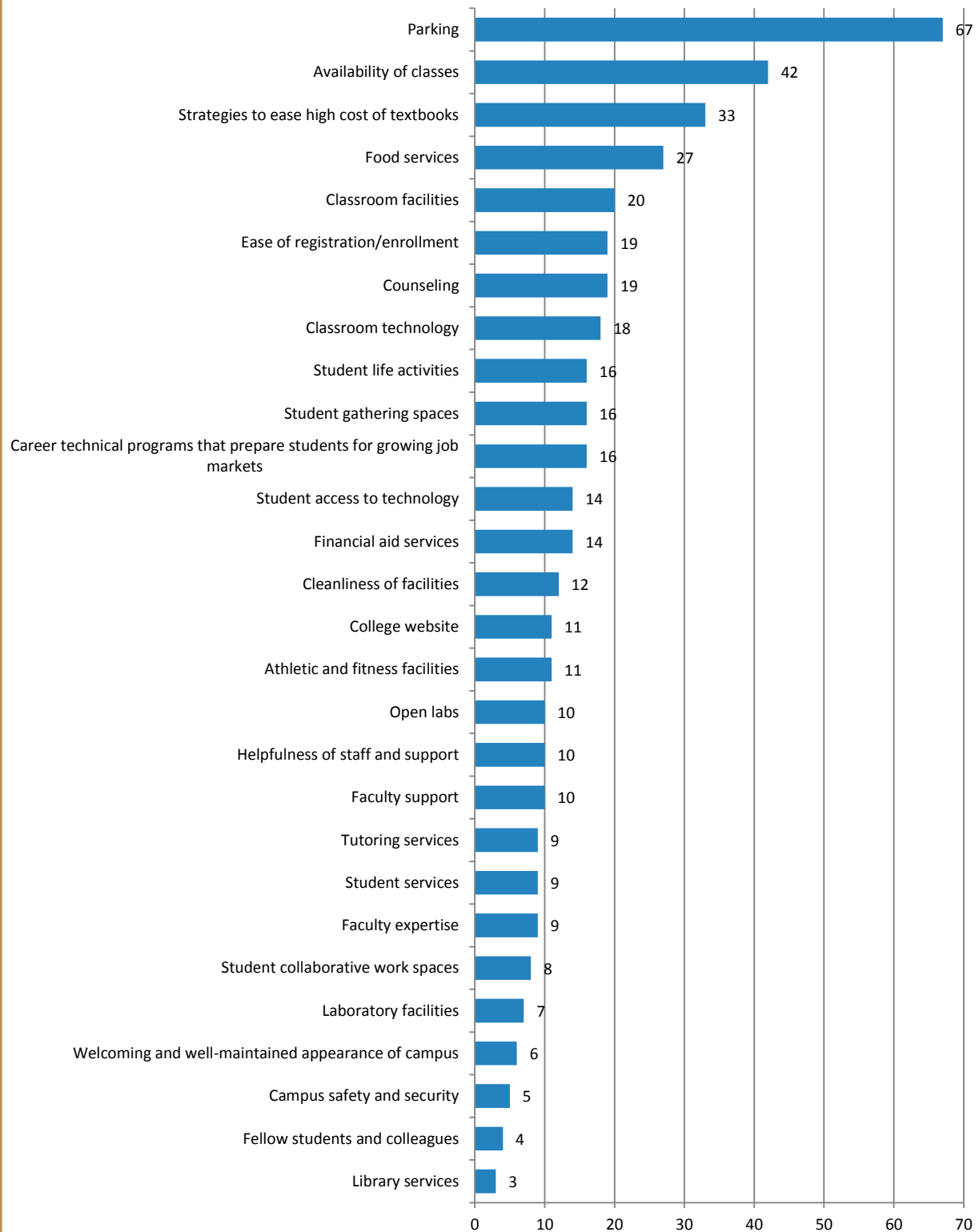




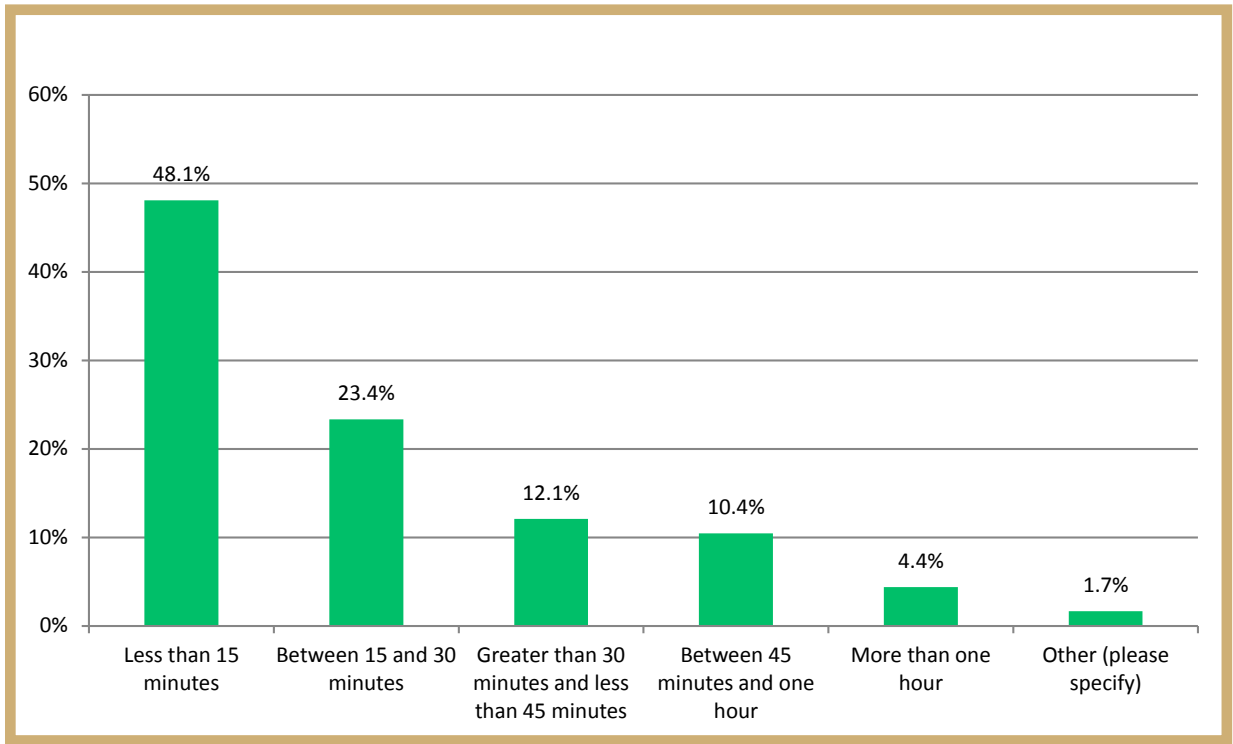
What do you believe are the most significant areas needing improvement at the College? (Select all that apply)



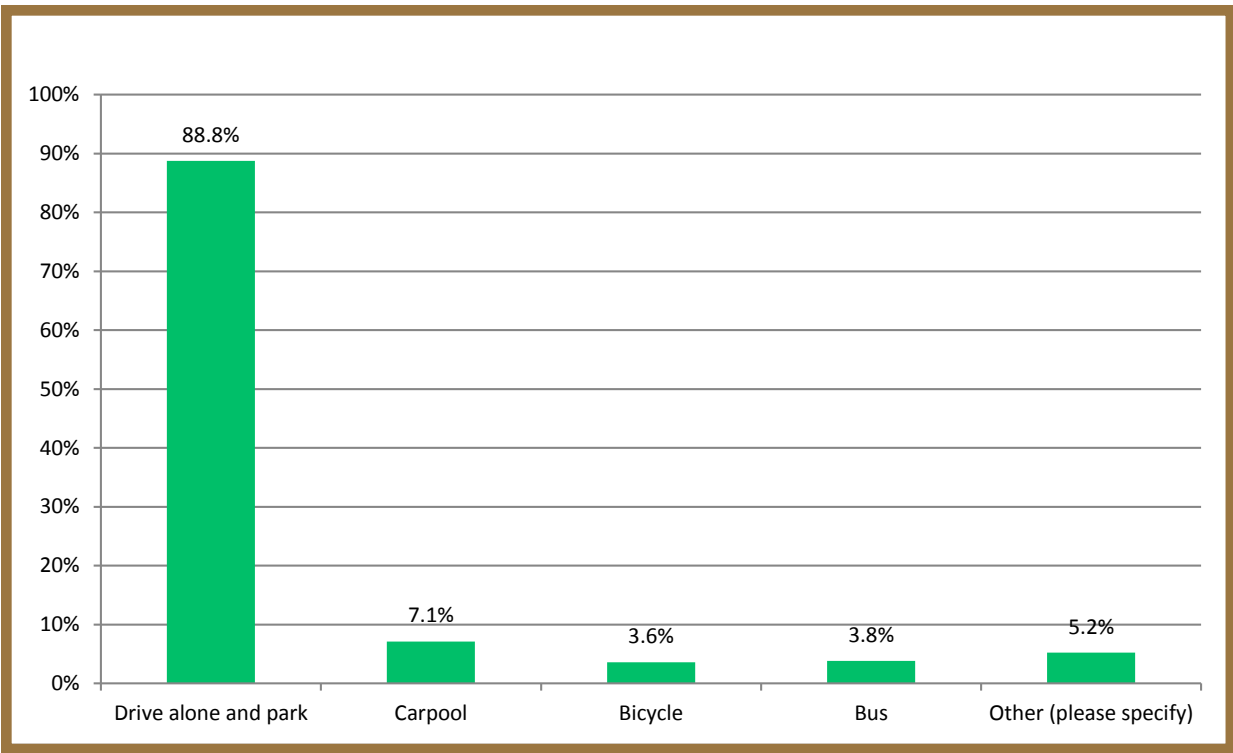
What do you believe are the most significant areas needing improvement at the College?  
(Select all that apply) Student Respondents



On average, how long does it take to commute from your home to the campus?



How do you most frequently get to campus? (Select all that apply)



Please list any academic programs or courses that are not currently offered at the College that you would like to see added. (Please include one program per line.)

Program	# Mentions	Program	# Mentions
Healthcare (lab tech, medical assistant, nuclear med., RN, LVN, phlebotomy, rad tech, respiratory therapy, sonography, surgical tech)	16	Global Studies	1
American Sign Language (ASL)	12	Global Trade across disciplines	1
Dental Hygienist	9	Greek	1
Foreign Languages (esp. Asian, AAT, Japanese, Chinese, Korean, German, noncredit)	9	Group counseling workshops/courses	1
Ethnic Studies (e.g., Latino/Latin American/African American/Chicano/Asian)	8	Guidance class besides going to a counselor, showing all options, not just what they say to do.	1
Computer Programming/Coding	6	Gym Class for Cheer	1
Culinary Arts	6	Heavy Equipment Operator certificate	1
Music (composition, production, therapeutic applications)	5	Herbalism	1
Paralegal	5	higher level courses - Chem, Math, Physics	1
Automotive (tech, body, mechanics, upholstery)	4	Home finances/budgeting	1
Math 4B, 6, 8 and online classes	4	Home Health Aide	1
Addiction Studies	3	Home improvement	1
Administration in Early Childhood Education	3	Horsemanship/Shoeing	1
Business (pre-law coursework, business calculus and statistics)	3	hospitality and tourism	1
Construction management	3	Infant Toddler Courses for 3 units	1
Cosmetology	3	Information Technologies - Additional fast track CTE certification	1
Dental Assisting (RDA)	3	Instructional Design	1
Digital Art (in Los Banos, resources for equipment)	3	Inter-campus self sufficiency	1
Electrician/Plumbing/Carpenter/building	3	Interior Design	1
Foreign languages	3	Interpreter (Court, etc.)	1
Forklift Certification	3	Introduction to Technology (suggested course)	1
Pharmacy Technician	3	Irrigation	1
Physical Therapy Assistant	3	IT (Microsoft, etc.).	1
Radio/TV/Film	3	IT Security	1
Women's Studies	3	Journalism	1
Adobe programs - individual courses	2	Legal Secretary	1
Anthropology (anthro linguistics, anthro and gender)	2	Linguistics	1
AOM classes (online)	2	Logistics	1
Biotechnology	2	Mass communication/video production	1
Brewing/Viticulture	2	massage therapy	1
Commercial Music	2	Medical Billing Specialist	1
Cybersecurity/Computer networking	2	Medical Secretarial DataTranscriptionist	1
Environmental Science and Technology	2	Mentor Program	1
Library Science	2	More courses/workshops preparing students for the workplace	1
ONLINE Classes that are transferrable	2	Native American Studies	1
Political Science (AAT)	2	Online Physical Education	1
Real Estate	2	Orchard management	1
Soccer Team	2	Organic Agriculture Practices	1
Solar Technology Career and Technical Education	2	Paramedic	1
Sports management	2	People skills	1
Truck Driving	2	Pest Control Advisor Program...specifically	1
Vet Tech	2	Philosophy of science	1
Video Production and Digital Media	2	Photography	1
Advanced coursework in Microsoft products	1	PreStats	1
Agriculture	1	Psych & Soc students, voluntary internships	1
Agriculture Law	1	Public Safety	1
Agriculture/environmental, more	1	Quad Activities with program reps, Weekly/Monthly	1
Aircraft Mechanic certificate.	1	Racial Understanding	1
American Studies	1	Real Estate Program - Filling it out would be great	1
Animal science program (more diverse species-wise)	1	Restaurant operation	1
ART Degree - More classes for a 2 or 4 year	1	Retail Management	1
Astronomy	1	Robotics/drone technology	1
Bible studies	1	School Nurse Services Credential	1

Program	# Mentions	Program	# Mentions
Bowling class	1	Scientific writing	1
California casino employment	1	Self-made business	1
Classes especially for deaf and hard of hearing	1	sewing/crafts	1
College for Kids in Los Banos	1	Sewing/manufacturing	1
Commercial Truck driving	1	Small animal breeding in agriculture science	1
Computer Numerical Control	1	Small Farmer Business	1
Conducting	1	Social Services	1
Criminal Psychology	1	Software Engineering (program, cert)	1
cross country	1	Spanish literature	1
Cross-Cultural Competency	1	Special Education for instructional aides/teachers	1
Cultural Arts	1	Speech and Language	1
Curriculum and Instruction	1	Sports psychology	1
Detective classes	1	Staff Development Programs	1
Disc golf class	1	Study Abroad	1
Discontinued Literature Classes	1	Sustainable Agriculture Alternatives	1
Distance Education programs, overall robust online	1	SWAT enforcement	1
Ecology	1	Trade jobs - more	1
Education courses	1	Turf grass management	1
Emerging technologies	1	VI Program	1
Engineering technology	1	Video Game Design	1
Entertainment & Arts Technology	1	Voc programs at the L.B. Campus- Weld,Cisco,CAD...	1
Entrepreneurship	1	Vocational	1
Farm to Fork Agricultural Studies	1	Vocational Reading and Writing	1
FDA Culinary program	1	Vocational: Service industry/hospitality	1
Film	1	Web Technologies (program, certificate)	1
Fire Sciences	1	World ecology	1
Forensic Anthropology	1	Writing in Humanities	1
Forensics	1	Writing skills course - mandatory for students in social sciences, humanities	1
Foster Parent Classes	1	Yoga	1
Geographic Information Systems	1		

**Please list any student services programs or resources that are not currently offered at the College that you would like to see added. (Please include one program per line.)**

The numbers in parentheses indicate how many times the program was mentioned.

Administrative assistant work-study program for ECE  
Astronomy Club  
Athletic support tutoring  
Athletics in Los Banos  
Bathrooms - clean  
Better Counselors  
Book loan program  
Bookstore in Los Banos expanded  
Cafeteria at Los Banos Campus (3)  
Cafeteria, longer hours, better food (3)  
California Promise  
Car rentals provided by college  
Child care accessibility for staff and non-qualifying students to pay out of pocket, evening hours (3)  
Child Care at Los Banos Campus (2)

City transit for Merced College students similar to UC Merced  
Civil Engineering Tech  
Clubs, more  
College Assistance Migrant Program  
Counseling or advising specialized in helping students at the transfer-level and in particular fields of study.  
Counseling services, include areas of specialization by discipline, or embedded (2)  
Counseling, group  
Counselor, Dedicated for CTE - district funded and supported  
Cross Country team  
Cross Cultural and Gender Center  
CTE Counselor, embedded (2)

CTE Internship Coordinator...district funded and supported	Open computer laboratory
Culinary	Open digital music laboratory
Cultural issues for foreign students	Parking, more
Dental Hygienist	Philosophy Club
Develop school spirit	Professional development for working with 'special needs' students
Distance Education support services, robust, online	Professional Examination Services
Dump Taher food services	Project Rebound (or service starts for formerly incarcerated students)
E-textbooks, free copies	Providing Laptops for all students
Facilities for CTE training to be expanded; Public safety training facility	Public safety training facility
Financial aid for students, increased	Quiet places to study and eat at the same time
Financial Aid information, online access	Radio Program for students
Fine and Performing Arts facilities (improved/new) for students and teaching	Recreation Center for students
First semester inclusion activities	Registration add code process
Follow-up services program, more robust to ensure student success	Resources for single parents
For disability people who need extra help	Shortage of student access to open computers and printers
Freshmen experience	SI or tutoring available for all STEM courses.
Full time nurse available at both campuses	Snacks for evening classes -- seriously, the students are hungry
Gym, free	Soccer teams
Helping with a sick parent	STEM center - dedicated for STEM
Homestay help	STEM counselor
Housing for students in Los Banos	STEM study and project room
Housing Resources (2)	Stress relief
Housing, on campus	Student instructor assistants (work study) for difficult courses
Housing, reserved for students	Student orchestra
Intrusive counseling	Student services expanded at Business Resource Center
Job resource center (better) benefiting not just the currently enrolled but graduates as well	Student services expanded at Los Banos campus
Lighting on campus	Support for older students
Many new students are unaware of programs/resources	Support for part time students
Math Lab	Support services for older adults
meal plan	Textbooks, Cost reduction
Meditation, Creative Mindfulness	TRIO
Mental health services, more ON campus (2)	TRIO Programs
MEZA	Tutoring for all subjects offered
Mini visits to classes (beginning of semester) to inform students of programs/resources	Tutoring Lab
Multi-media Artist, Animator	UMOJA
Music theory tutoring	Upward Bound Programs
Network Systems Tech	VA Outreach, expand
Office for multicultural student recourses	Vet care certificate
Office of International Education (for Study Abroad and International Students)	Video Game Club
	Walking path to the Los Banos campus
	Work-study for students, more
	Workability III

Please list any student activities or programs that are not currently offered at the College that you would like to see added. (Please include one program per line.)

Activities	Gym hours that do not require a student to be enrolled in a class
Activities for Los Banos students (3)	Homecoming week (2)
Adventure Club	Housing Assistance for students (2)
Aerobics for PE	In-reach to help first semester students transition into community college
Band with funding	Internship fair
Bible club	Intramural sports
Bring your Parent/s to College Day - with a tour/ lunch	Keyboarding courses
Build a megabit; include high school students	Lecture series (2)
Carpool	Legal services
Cheer team with funding	LGBT
Child Development Club	Lunch time entertainment and speakers in the quad
Circle K	Meal plan
Clean bathrooms	More student activities
Club involvement	Movie Time
Clubs for ethnic groups (Black Student Union, Chicano Student Union, etc.)	Music playing in the quad
Clubs, more (varied times for day/evening/weekend students) (3)	Musical Theatre productions on a yearly basis
Coffee shop gathering space for students	NAACP, College Chapter
Community Clean Up Days	Open swim
Cooking	Outdoor events (band, movies, etc.)
Cultural clubs	Peer Support Groups by Age
Dance classes (2)	Peer Support Groups for Single Parents
Daycare for students whenever classes are held	Professional development workshops
Develop a sense of belonging in students	Radio telemarketing
Disc golf	Reinstate the open computer lab to reach more students' needs
Drone competition	Scuba diving
Electronic sign on the corner of Yosemite and G street to advertise what is going on at Merced College	Shooting club
Fair	Soccer (8)
Festival of some sort other than Aggie Fest	Sports rallies
Food choices outside of the Cafeteria.	Student Activities Coordinator
Food fundraising for student clubs/groups, fewer limitations	Student housing
Food Services (e.g., food vendors like Fresno State) (3)	Student Mentors for New DSPS Students
Game Activity	study abroad
Guitar Hero or Garage Band compaction	Team building activities
	Tennis
	Video Game Activity
	Volleyball, men's (2)



“What we offer at MC, are diversity and extra-curricular activities that inspire student involvement, leadership, and personal growth.”

**Julius Sweet**  
ASMC President



What do you think is the single most critical consideration for the College planning committee as it plans for success of the College and its students for the next 5-10 years?

The responses to this question

15-To-Finish (2)  
Accelerated Programs (2)  
Access (2)  
Accessibility  
Accreditation  
Articulation (2)  
Athletics  
Availability of Classes (10)  
Basic Skills (3)  
Budget (6)  
Childcare  
Class Size  
Collaboration  
Communication (4)  
Community  
Continuing Education  
Counseling (9)  
CTE (3)  
Culture (9)  
Distance Education (5)  
Dual Enrollment  
Enrollment Management (8)  
Expansion (4)  
Facilities (36)  
Faculty  
Financial aid (4)  
Food (4)  
Funding (2)

Guided Pathways (4)  
Institutional Effectiveness (2)  
Job Training/Placement (6)  
Labor Market Data (3)  
Los Banos (7)  
Orientation  
Outreach (3)  
Parking (5)  
Pedagogy  
Planning (3)  
Professional Development (4)  
Program Review  
Programs (4)  
Salaries (2)  
Scheduling (6)  
Security (3)  
Staffing (5)  
STEM  
Student Centered (8)  
Student Needs (2)  
Student Retention (6)  
Student Services  
Student Success (10)  
Sustainability (2)  
Technology (22)  
Textbooks  
Transportation



## External Environmental Scan

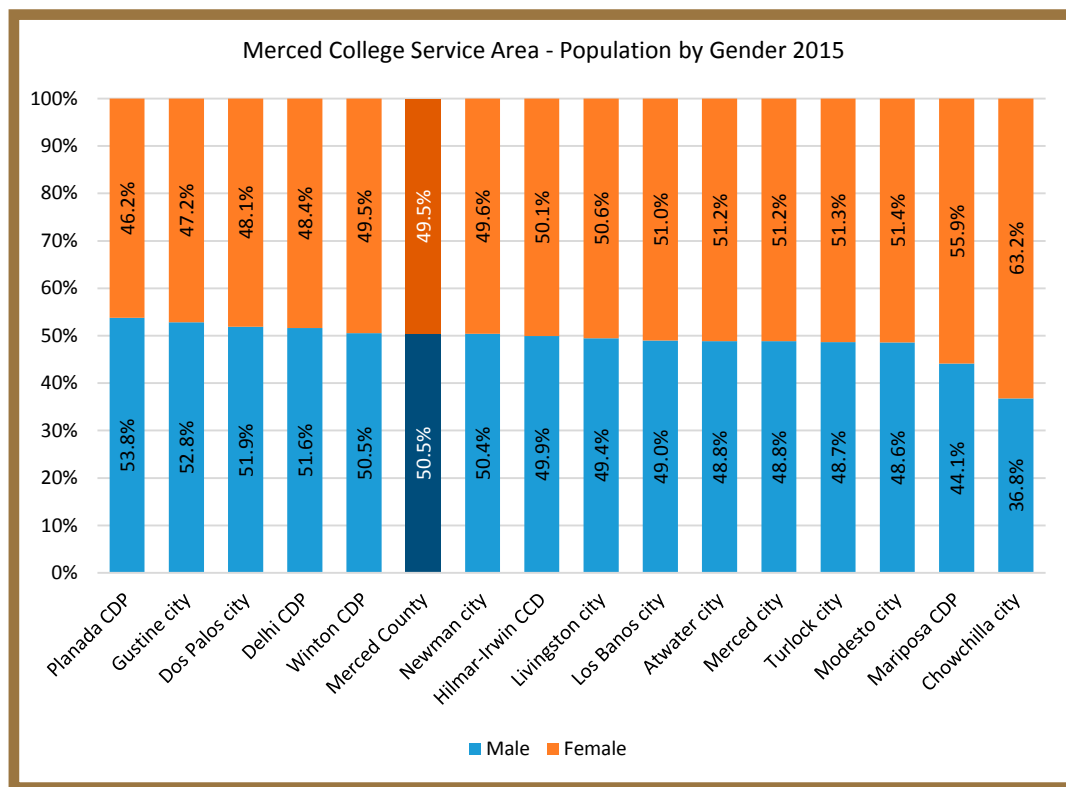
### Student Enrollments by City of Residence

The following table shows student enrollments by city of residence for the past six fall semesters. The table includes all cities with 20 or more enrolled students. The list includes 91% of student enrollments for the fall 2017 semester. The last column shows the percentage change over the time period.

Merced College - Enrollments by City of Residence							
City	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change
Merced	4,141	4,210	4,009	3,987	3,999	3,964	-4%
Atwater	1,220	1,204	1,230	1,318	1,383	1,332	9%
Los Banos	1,059	1,011	1,047	1,174	1,228	1,258	19%
Turlock	583	595	610	580	583	523	-10%
Livingston	484	504	476	465	506	497	3%
Winton	371	356	402	394	422	386	4%
Chowchilla	195	209	235	252	360	384	97%
Delhi	254	259	281	290	258	253	0%
Dos Palos	239	223	208	236	233	228	-5%
Planada	188	157	164	164	172	175	-7%
Modesto	110	125	156	141	154	157	43%
Gustine	144	158	147	161	142	125	-13%
Hilmar	129	112	105	114	117	120	-7%
Newman	100	128	111	121	117	105	5%
Mariposa	130	115	103	97	111	100	-23%
Le Grand	98	87	80	98	98	90	-8%
Ceres	57	57	60	51	66	78	37%
Madera	63	57	54	51	63	73	16%
Denair	54	59	58	53	66	61	13%
Hughson	35	36	43	44	52	40	14%
Stevinson	33	32	28	33	37	38	15%
Patterson	30	33	38	37	38	29	-3%
Fresno	58	57	49	36	24	28	-52%
El Nido	22	15	27	23	22	24	9%
Ballico	15	14	13	21	19	23	53%
Waterford	23	24	23	35	22	23	0%
Oakdale	9	5	12	13	13	20	122%
389 Other Cities	537	516	522	475	471	477	-11%
<b>Total</b>	<b>10,381</b>	<b>10,358</b>	<b>10,291</b>	<b>10,464</b>	<b>10,776</b>	<b>10,611</b>	<b>2%</b>
<i>Source: California Community Colleges Chancellor's Office Data Mart</i>							

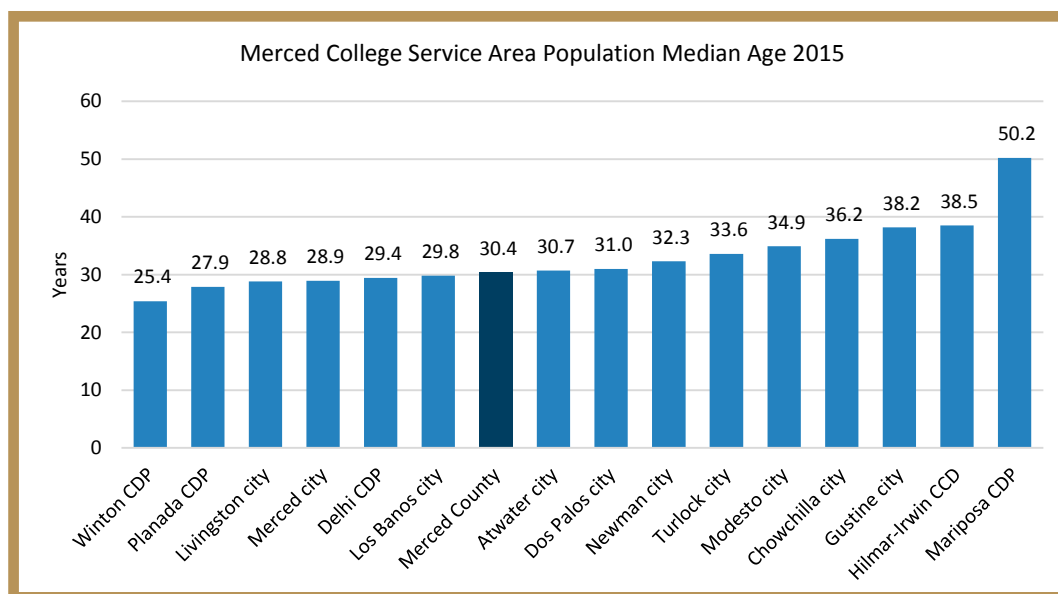
## Population by Gender

Most of the cities and towns in the College's service area have a majority of female inhabitants. The most dramatic is Chowchilla, which might be due to the presence of the women's prison there.

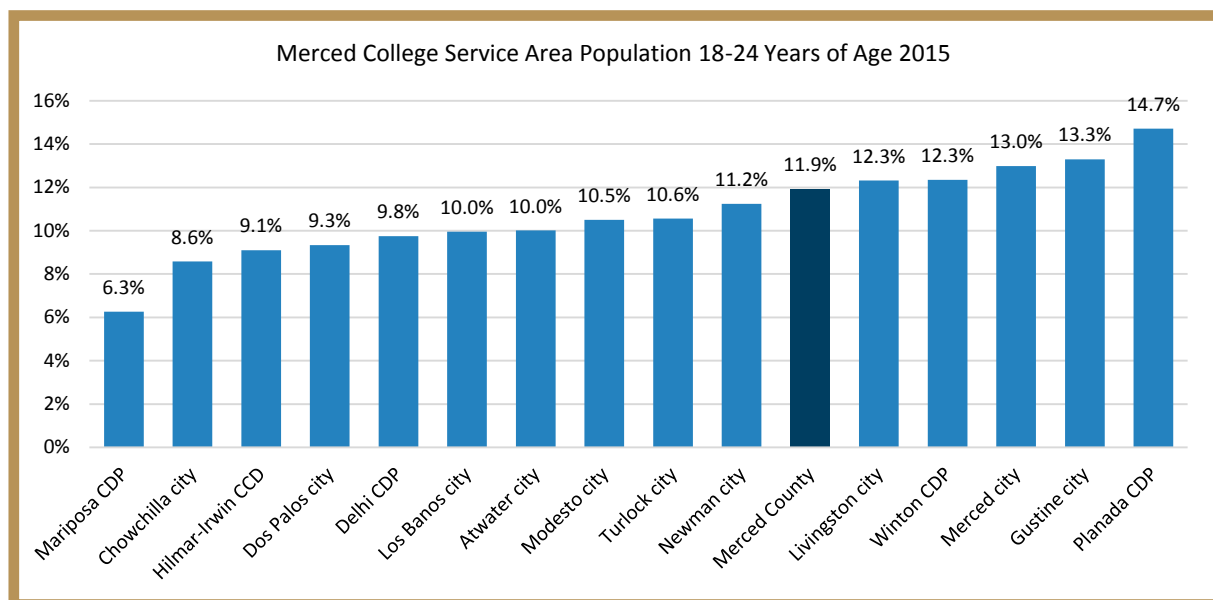


## Population by Age

The median age of the population in 2015 in Merced County was 30.4 years of age. The chart shows the median ages by city/town.



In Merced County in 2015, 11.9% of the population was between the ages of 18 and 24. The chart shows the percentages for each of the service area cities and towns.



### Population by Race and Ethnicity

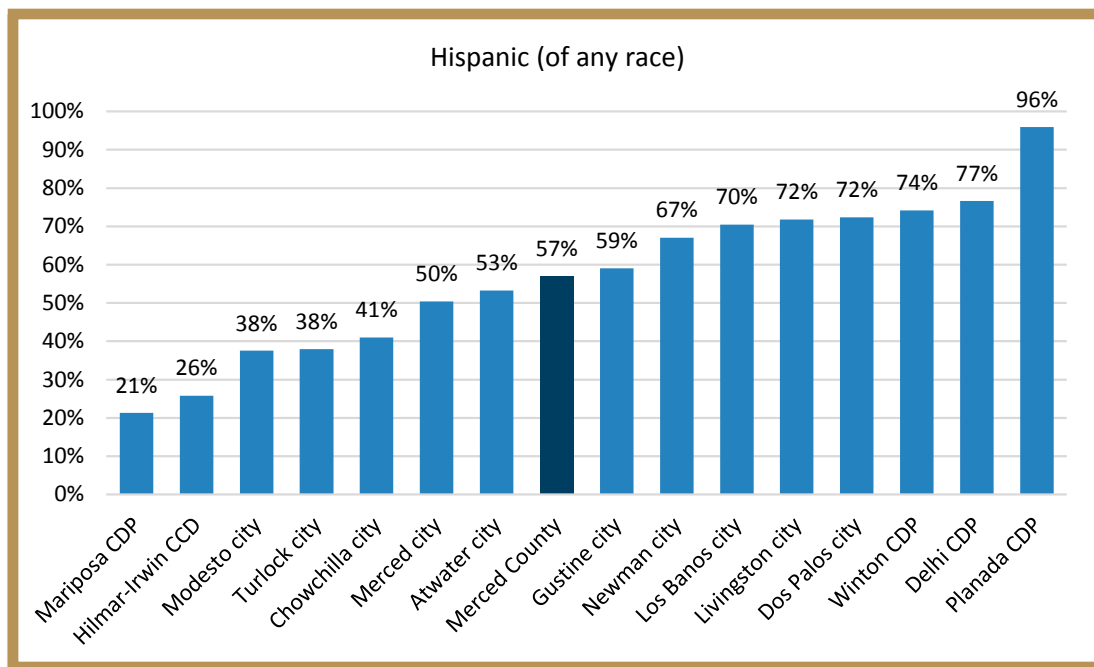
Merced College Service Area - Population by Race and Ethnicity 2015								
Area	White	African American	Amer. Indian & Alaska Native	Asian	Pacific Islander	Some other race	Two or more races	Hispanic (of any race)*
Merced County	61%	3%	1%	8%	0%	23%	4%	57%
Hilmar-Irwin CCD	86%	0%	0%	1%	0%	10%	4%	26%
Atwater city	60%	4%	1%	5%	0%	25%	5%	53%
Chowchilla city	66%	12%	2%	3%	1%	12%	4%	41%
Delhi CDP	53%	3%	0%	3%	1%	37%	4%	77%
Dos Palos city	72%	2%	2%	1%	0%	17%	7%	72%
Gustine city	87%	0%	0%	1%	0%	8%	3%	59%
Livingston city	34%	1%	0%	21%	0%	42%	1%	72%
Los Banos city	76%	2%	1%	3%	0%	14%	4%	70%
Mariposa CDP	69%	3%	24%	0%	0%	2%	3%	21%
Merced city	53%	5%	1%	12%	0%	23%	5%	50%
Modesto city	73%	4%	1%	7%	1%	10%	5%	38%
Newman city	84%	2%	0%	2%	0%	10%	2%	67%
Planada CDP	66%	2%	0%	1%	0%	30%	2%	96%
Turlock city	80%	2%	1%	6%	1%	6%	4%	38%
Winton CDP	41%	3%	1%	5%	1%	44%	5%	74%
<b>Total</b>	<b>68%</b>	<b>4%</b>	<b>1%</b>	<b>7%</b>	<b>1%</b>	<b>15%</b>	<b>4%</b>	<b>47%</b>

Source: U.S. Census Bureau, "American Fact Finder", generated by CBT, <<http://factfinder2.census.gov>> downloaded on October 16, 2017

\* The U.S. Census considers "Hispanic" an origin, not a race. Therefore, people who identify as Hispanic on the Census, may be of any race(s). As a result, the Hispanic percentage of the population must be looked at separately from the race and ethnicity percentages.

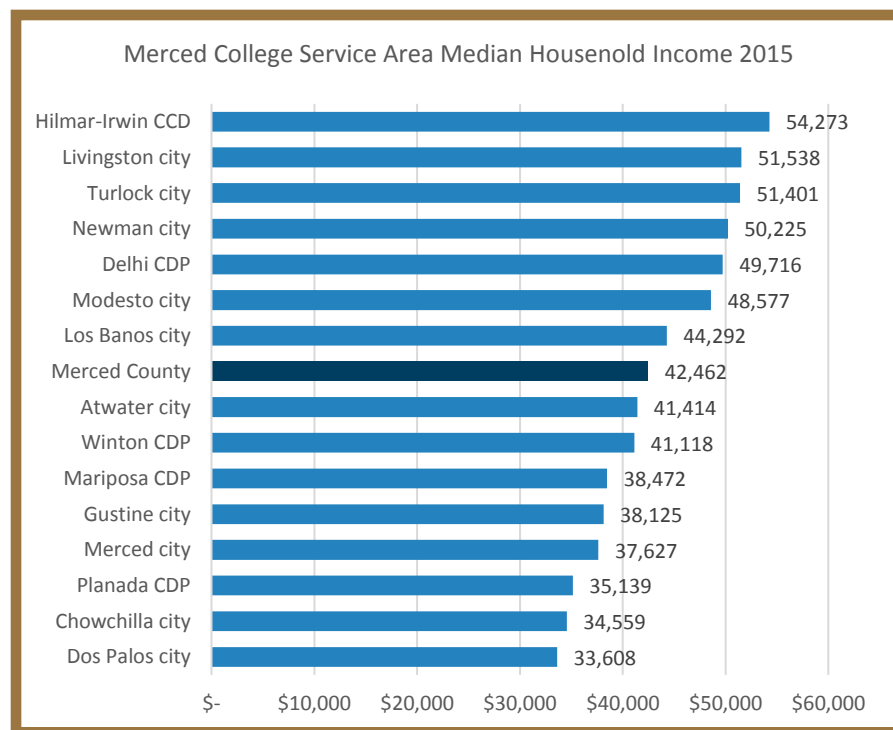
## Hispanic Population

The population of Merced County is 57% Hispanic. The following chart shows the percentages for each of the service area cities and towns.



## Household Income

The median household income in Merced County in 2015 was \$42,462. The chart shows the levels of median household income in the service area cities and towns.



## Educational Attainment

The following table shows the maximum educational attainment for population 25 years of age and older for each of the service area cities.

Merced College Service Area Maximum Educational Attainment (Population 25+ years of age) 2015							
City	Less than 9th grade	9th to 12th grade, no diploma	High school graduate (includes equivalency)	Some college, no degree	Associate's degree	Bachelor's degree	Graduate or professional degree
Atwater city	16.6%	10.9%	25.9%	24.9%	8.4%	9.1%	4.2%
Chowchilla city	12.3%	19.4%	29.7%	23.3%	6.7%	6.2%	2.3%
Delhi CDP	33.1%	11.4%	23.2%	17.7%	7.7%	5.3%	1.6%
Dos Palos city	21.9%	15.2%	32.9%	17.0%	4.7%	6.3%	1.9%
Gustine city	30.6%	5.8%	26.5%	25.7%	1.5%	5.2%	4.7%
Hilmar-Irwin CCD	20.0%	10.2%	27.9%	24.9%	5.8%	6.6%	4.6%
Livingston city	33.0%	15.2%	19.1%	14.8%	7.3%	7.8%	2.8%
Los Banos city	20.0%	13.2%	27.6%	22.1%	6.5%	7.9%	2.7%
Mariposa CDP	4.5%	17.5%	24.5%	26.0%	13.0%	7.2%	7.3%
Merced city	14.6%	10.9%	23.4%	24.4%	9.8%	10.4%	6.5%
<b>Merced County</b>	<b>20.4%</b>	<b>11.7%</b>	<b>24.8%</b>	<b>22.5%</b>	<b>7.5%</b>	<b>8.7%</b>	<b>4.4%</b>
Modesto city	9.5%	9.3%	27.5%	27.0%	8.1%	12.1%	6.5%
Newman city	15.3%	8.7%	33.2%	25.5%	6.0%	9.9%	1.4%
Planada CDP	49.2%	7.9%	16.7%	13.4%	4.1%	6.2%	2.6%
Turlock city	10.6%	8.2%	27.3%	23.3%	7.2%	15.2%	8.3%
Winton CDP	29.6%	18.6%	25.5%	14.1%	6.0%	4.6%	1.6%

Source: U.S. Census Bureau, "American Fact Finder", generated by CBT, <<http://factfinder2.census.gov>> downloaded on October 16, 2017

“Merced College empowers students to achieve their academic goals and it changes peoples’ lives for the positive, which has a good impact on our community.”

**Pablo Gutierrez**  
Merced College Alumnus



## Feeder High Schools

The following table shows the numbers of students enrolling in Merced College from each of the area high schools. The final column shows the percent change over the 6 years.

Merced College Enrollments by Feeder High School							
High School	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change
Buhach Colony	133	156	152	142	174	183	+38%
El Capitan	-	-	-	-	103	170	-
Golden Valley	182	182	173	176	152	168	-8%
Merced	241	233	232	263	178	162	-33%
Atwater	174	130	142	157	168	156	-10%
Los Banos	142	81	74	72	105	122	-14%
Pacheco	-	93	99	106	96	100	-
Livingston	97	97	76	75	93	97	+0%
Chowchilla	41	39	49	41	41	77	+88%
Turlock	68	58	48	26	59	65	-4%
Le Grand	39	48	55	33	51	48	+23%
Dos Palos	52	35	49	39	40	40	-23%
Hilmar	35	33	23	30	39	37	+6%
Gustine	36	18	7	29	16	36	+0%
Mariposa County	17	25	12	15	29	30	+76%
Pitman	49	31	31	20	30	29	-41%
Yosemite	37	36	33	19	28	29	-22%
Delhi	19	42	38	36	26	23	+21%
Denair	9	9	10	12	8	13	+44%
San Luis	10	14	5	8	14	10	+0%
Stone Ridge Christian	3	9	7	11	5	10	+233%
Orestimba	16	21	9	15	13	7	-56%
Independence	6	5	2	-	-	3	-50%
Total	1,406	1,395	1,326	1,325	1,468	1,615	+15%
Source: Merced College Office of Institutional Research							

## Internal and External Stakeholder Sessions

Following data gathered from the internal and external scans, further qualitative data was gathered from both internal and external stakeholders of Merced College. Internal stakeholder interviews, listening sessions, and dialogue sessions were held with faculty, staff, and students at the College, both at the Merced campus and in Los Banos. Campus forums, conducted also at both sites, were well attended and included faculty, staff, students, and community members. Additionally, interviews and listening sessions were held with external constituents, including K-12 and university partners, government agencies, economic and workforce development representatives, and business and industry partners. Key themes that emerged from these sessions were included in identifying planning assumptions and for the goal-setting process in Phase Three.



## LABOR MARKET ANALYSIS

### Overview

Earnings increase dramatically for students who complete an Associate's Degree at a California community college. According to the California Community Colleges, Chancellor's Office (SalarySurfer.cccco.edu), students who complete an associate degree more than double their annual pre-degree earnings after two years in the workforce. Their earnings triple after five years in the workforce. Nearly half (48%) of students who graduated with an associate degree earned \$56,000 or more annually five years after graduating.

Earnings also increase significantly for students who complete a certificate. California community college students who complete a certificate nearly double their pre-degree earnings after five years in the workforce. Statewide, 44% of students who graduated with a certificate earned \$56,000 or more annually five years after graduating.

### Labor Market Data

The following data were taken from a regional labor market study that was conducted by the Centers of Excellence in April 2017<sup>1</sup>.



“We prepare society-ready graduates trained to enter the workforce with the skills and abilities that meet the needs of local employers.”

**Dr. Mike McCandless**  
VP of Student Services

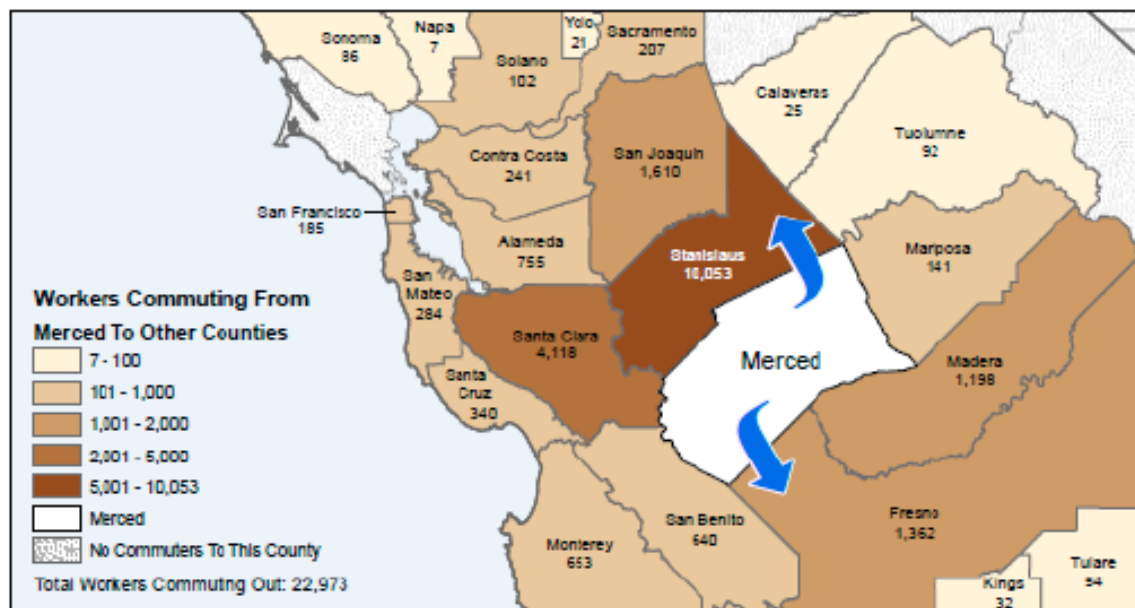
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<sup>1</sup> Centers of Excellence, <http://coeccc.net>.

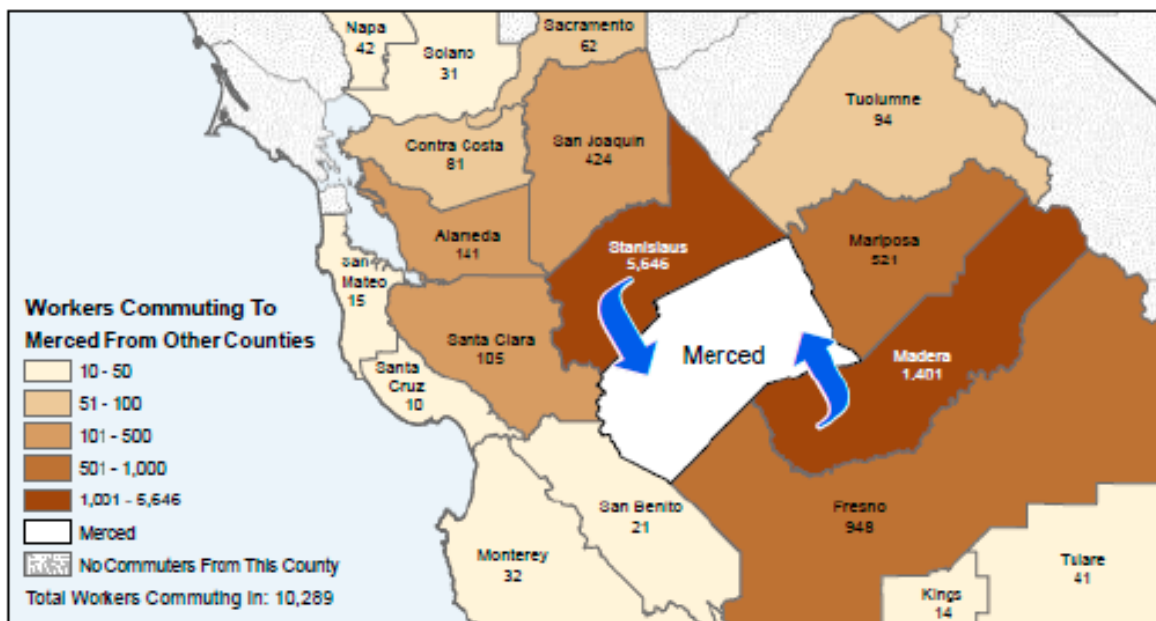


## Commuting Patterns

The numbers on the map show how many people commute from Merced County to that county. More than 10,000 people commute from Merced County to Stanislaus County. More than 4,000 people commute from Merced County to Santa Clara County.



The numbers on this map show how many people commute from the given county to Merced County for work. The largest number of workers (5,646) commute from Stanislaus County.



## Industry Employment

The following tables show the industries with the most jobs in Merced and Santa Clara Counties.

**Exhibit 5. Industries with the most jobs in Merced County**

Industry	2016 Jobs	2021 Jobs	5-Yr Change	5-Yr % Change
Elementary and Secondary Schools (Local Government)	8,393	8,796	403	5%
Crop Production	6,104	6,672	568	9%
Local Government, Excluding Education and Hospitals	3,993	3,936	(57)	(1%)
Animal Production and Aquaculture	3,780	3,730	(50)	(1%)
Farm Labor Contractors and Crew Leaders	3,365	3,867	502	15%
Colleges, Universities, and Professional Schools (State Government)	3,300	4,727	1,427	43%
Limited-Service Restaurants	2,743	2,994	251	9%
Services for the Elderly and Persons with Disabilities	2,441	3,625	1,184	49%
Poultry Processing	2,227	2,177	(50)	(2%)
Full-Service Restaurants	1,409	1,464	55	4%
General Medical and Surgical Hospitals	1,363	1,327	(36)	(3%)
Supermarkets and Other Grocery (except Convenience) Stores	1,322	1,253	(69)	(5%)

**Exhibit 4. Industries with the most jobs in Santa Clara County**

Industry	2016 Jobs	2021 Jobs	5-Yr Change	5-Yr % Change
Elementary and Secondary Schools (Local Government)	14,757	15,725	968	7%
Local Government, Excluding Education and Hospitals	8,643	9,157	514	6%
Limited-Service Restaurants	7,186	7,975	789	11%
General Medical and Surgical Hospitals	6,293	6,424	131	2%
Full-Service Restaurants	5,961	6,528	567	10%
Services for the Elderly and Persons with Disabilities	5,661	8,222	2,561	45%
Crop Production	5,581	5,936	355	6%
Farm Labor Contractors and Crew Leaders	3,867	3,745	(122)	(3%)
Animal Production and Aquaculture	3,821	3,784	(37)	(1%)
Supermarkets and Other Grocery (except Convenience) Stores	3,588	3,506	(82)	(2%)
Offices of Physicians (except Mental Health Specialists)	3,432	3,767	335	10%
Wineries	3,369	3,755	386	11%

## Job Postings

The following tables show the jobs with the most postings in Merced and Santa Clara Counties.

Exhibit 11. Jobs with the most postings in Merced County		
SOC Code	Occupation	Job Postings
29-1141.00	Registered Nurses	868
53-3032.00	Heavy and Tractor-Trailer Truck Drivers	761
41-1011.00	First-Line Supervisors of Retail Sales Workers	221
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	219
29-1071.00	Physician Assistants	138
25-9041.00	Teacher Assistants	137
35-1012.00	First-Line Supervisors of Food Preparation and Serving Workers	129
43-4051.00	Customer Service Representatives	122
49-9071.00	Maintenance and Repair Workers, General	117
11-9199.00	Managers, All Other	114

Exhibit 10. Jobs with the most postings in Santa Clara County		
SOC Code	Occupation	Job Postings
15-1132.00	Software Developers, Applications	26,935
29-1141.00	Registered Nurses	9,566
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	8,001
11-9199.00	Managers, All Other	7,196
15-1134.00	Web Developers	5,189
41-1011.00	First-Line Supervisors of Retail Sales Workers	4,010
43-6014.00	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	3,814
11-2022.00	Sales Managers	3,661
43-4051.00	Customer Service Representatives	3,048
15-1121.00	Computer Systems Analysts	2,754

## In-Demand Certifications

The following tables show the certifications that are the most in-demand in Merced and Santa Clara Counties.

**Exhibit 23. Merced County's in-demand certifications**

<b>Certifications</b>	<b>Job Postings</b>	<b>% of Postings</b>	<b>% of Postings Specifying Certifications</b>
REGISTERED NURSE	803	8%	30%
CDL CLASS A	436	4%	16%
FIRST AID CPR AED	297	3%	11%
CA LICENSE	114	1%	4%
NURSE PRACTITIONER	109	1%	4%
COMMERCIAL DRIVER'S LICENSE	101	1%	4%
ADVANCED CARDIAC LIFE SUPPORT (ACLS) CERTIFICATION	100	1%	4%
BOARD CERTIFIED/BOARD ELIGIBLE	93	1%	3%
LICENSED VOCATIONAL NURSE (LVN)	81	1%	3%
CRITICAL CARE REGISTERED NURSE (CCRN)	78	1%	3%

**Exhibit 22. Santa Clara County's in-demand certifications**

<b>Certifications</b>	<b>Job Postings</b>	<b>% of Postings</b>	<b>% of Postings Specifying Certifications</b>
REGISTERED NURSE	9,273	3%	22%
FIRST AID CPR AED	3,100	1%	7%
CERTIFIED PUBLIC ACCOUNTANT (CPA)	2,674	1%	6%
PROJECT MANAGEMENT CERTIFICATION (E.G. PMP)	2,364	1%	6%
SECURITY CLEARANCE	1,728	1%	4%
BASIC CARDIAC LIFE SUPPORT CERTIFICATION	1,660	1%	4%
NURSE PRACTITIONER	1,441	1%	3%
REAL ESTATE CERTIFICATION	1,333	0%	3%
CDL CLASS A	1,141	0%	3%
COMMERCIAL DRIVER'S LICENSE	1,040	0%	2%

## Occupations with the most Projected Growth

### Merced County

- Registered nurses
- Nursing assistants
- Medical assistants
- Licensed practical and licensed vocational nurses
- Packaging and filling machine operators and tenders
- Agricultural equipment operators
- Industrial truck and tractor operators
- Graders and sorters (agricultural products)
- Life, physical, and social science technicians, all other (which includes precision agriculture jobs)

## Santa Clara County

- Computer user support specialists
- Network and computer system administrators
- Web developers
- Secretaries and administrative assistants
- First-line supervisors of office and administrative support workers
- Business operations specialists
- Office and administrative support workers
- Bookkeeping, accounting and auditing clerks

## Employer Demands

### Merced County

- Exceeding Employer Demands
  - Health Cluster
  - Agriculture Cluster
- Employer Demand Not Being Met
  - Food processing
  - Automotive technology
  - Childhood development/early care
  - Education
  - Culinary arts
  - Restaurant and food services management
  - Management development and supervision
  - Office technology/office computer applications
  - Customer service
  - Consumer services
  - Industrial systems technology and maintenance

### Santa Clara County

- Exceeding Employer Demands
  - None
- Employer Demand Not Being Met
  - Registered nurses
  - Home health aides
  - Sales and salesmanship
  - Computer information systems or computer support
  - Office technology/office computer applications
  - Child development/early care
  - Education
  - Culinary arts
  - Hospitality
  - Restaurant and food services management



Approximately 88% of completer and skills-building students at Merced College reported they were either very satisfied or satisfied with the education and training they received.

**CTE Employment  
Outcomes Survey  
(2017)**

## Target Occupations Criteria

This section of the plan provides an analysis of the labor market in the College's region. The data was obtained from the Centers of Excellence, a grant-funded technical assistance provider to California community colleges.

The goal of this analysis is to identify occupations in the College's geographical area that offer high-wages and require some training that the College can provide. Once the "target occupations" have been identified, the analysis will include a gap analysis between these occupations and educational completions. This analysis will help the College make decisions regarding adding new programs and expending or retooling existing programs. The methodology used in this analysis is described below.

1. Define "target occupations" criteria
2. Extract a list of target occupations
3. Perform a crosswalk analysis to identify educational programs
4. Cross-reference this list with College completions
5. Identify programs for further analysis
  - a. For addition or expansion
  - b. For retooling or elimination

To identify the "target occupations" it is necessary to develop four critical criteria. These include:

- Region to be analyzed
- Typical entry level education
- Number of annual openings
- Median hourly earnings.

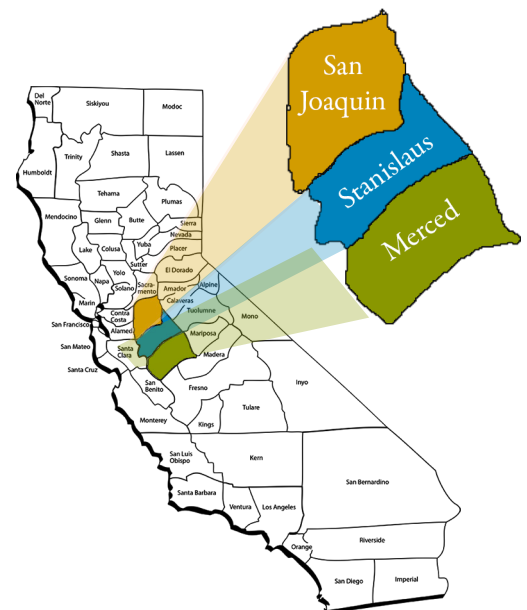
The region to be analyzed should include the local area as well as surrounding areas where students would likely be willing to relocate, should they find a good job. In the case of Merced College, two separate regions will be analyzed. The first region is the Northern Central Valley Region (Merced, San Joaquin and Stanislaus Counties). The second region to be analyzed is Santa Clara County. This analysis is included due to the high numbers of people who commute to work in Santa Clara County but reside in Merced County.

### Northern Central Valley

There are 546 occupations listed in the data for the three-county region (Merced, San Joaquin and Stanislaus Counties).

Next, a minimum value needs to be selected for the number of annual openings. The list should not contain occupations for which there are very few annual openings. For this analysis, the minimum number of annual openings was set at 20. This narrowed the list, reducing it to 216 occupations.

The next criterion concerns median hourly earnings. The purpose is to identify high-wage jobs. Most occupations offer a lower wage for a worker who lacks much relevant work experience. Higher wages then follow with increased experience or education level. Therefore, for this analysis, the minimum value for "Median Hourly Earnings" was set to \$14.00 per hour. This further reduced the list of occupations to 159 occupations.





The final criterion is, “typical entry level education”. For this, the planning team used Associate’s Degree or less (middle skill or lower). This list includes 99 occupations. The typical entry-level education categories included are:

- Associate’s Degree
- Postsecondary non-degree award
- Some college, no degree
- High School Diploma or equivalent
- No formal educational credential

### **Bachelor’s Degree Occupations**

Occupations that typically require a Bachelor’s Degree (and meet the other criteria) will be reported in a separate table. Occupations that typically require a Bachelor’s Degree are included because community colleges can, for transfer students, provide the first two years of a Bachelor’s Degree pathway. There are 60 occupations in this list.

### **Target Occupations (Middle-Skill<sup>2</sup> or less)**

The following table shows the list of target occupations.

Ed Level SOC	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings
<b>Associate’s Degree</b>					
19-4099	Life, Physical, and Social Science Technicians, All Other	350	370	21	\$21.22
23-2011	Paralegals and Legal Assistants	983	974	23	\$23.44
25-2011	Preschool Teachers, Except Special Education	1,941	1,894	67	\$15.28
29-2012	Medical and Clinical Laboratory Technicians	381	417	21	\$20.59
29-2021	Dental Hygienists	625	669	25	\$42.51
29-2034	Radiologic Technologists	507	539	21	\$38.20
29-2056	Veterinary Technologists and Technicians	362	407	21	\$16.43
<b>Postsecondary non-degree award</b>					
25-4031	Library Technicians	364	389	27	\$16.83
29-2041	Emergency Medical Technicians and Paramedics	650	715	38	\$17.16
29-2061	Licensed Practical and Licensed Vocational Nurses	2,104	2,320	137	\$24.56
29-2071	Medical Records and Health Information Technicians	572	619	29	\$19.59
31-9091	Dental Assistants	1,559	1,650	70	\$15.26
31-9092	Medical Assistants	3,386	3,670	170	\$14.45
31-9097	Phlebotomists	553	600	28	\$18.96
33-2011	Firefighters	977	1,020	44	\$26.62
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	623	661	23	\$23.72
49-3023	Automotive Service Technicians and Mechanics	2,456	2,547	106	\$16.75
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	942	1,029	46	\$20.03
53-3032	Heavy and Tractor-Trailer Truck Drivers	13,103	13,901	505	\$18.14
<b>Some college, no degree</b>					
15-1151	Computer User Support Specialists	1,122	1,205	43	\$22.09
25-9041	Teacher Assistants	6,260	6,679	300	\$15.38
43-3031	Bookkeeping, Accounting, and Auditing Clerks	5,405	5,446	80	\$17.34

<sup>2</sup>Middle-skill jobs, here, are defined as those jobs typically requiring an Associate’s Degree or less as the entry-level educational requirement.

Ed Level SOC	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings
<b>High school diploma or equivalent</b>					
11-3071	Transportation, Storage, and Distribution Managers	607	652	30	\$40.90
11-9013	Farmers, Ranchers, and Other Agricultural Managers	5,296	5,058	89	\$20.59
11-9051	Food Service Managers	1,524	1,644	72	\$16.37
11-9141	Property, Real Estate, and Community Association Managers	931	934	27	\$21.13
21-1093	Social and Human Service Assistants	1,546	1,718	92	\$17.76
25-3021	Self-Enrichment Education Teachers	1,158	1,223	50	\$17.00
29-2052	Pharmacy Technicians	1,433	1,572	62	\$17.49
29-2081	Opticians, Dispensing	314	348	20	\$18.05
29-2099	Health Technologists and Technicians, All Other	557	612	26	\$20.00
33-3012	Correctional Officers and Jailers	2,140	2,212	84	\$31.02
33-3051	Police and Sheriff's Patrol Officers	1,788	1,872	89	\$36.46
33-9099	Protective Service Workers, All Other	731	776	26	\$15.26
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	2,912	3,265	213	\$14.30
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	784	828	28	\$18.17
39-1021	First-Line Supervisors of Personal Service Workers	603	668	36	\$16.52
39-9031	Fitness Trainers and Aerobics Instructors	1,055	1,150	54	\$16.56
41-1011	First-Line Supervisors of Retail Sales Workers	5,268	5,508	225	\$16.76
41-1012	First-Line Supervisors of Non-Retail Sales Workers	1,079	1,089	26	\$21.64
41-3021	Insurance Sales Agents	1,345	1,423	73	\$23.02
41-3099	Sales Representatives, Services, All Other	2,369	2,492	94	\$18.85
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	3,466	3,806	198	\$26.58
43-1011	First-Line Supervisors of Office and Administrative Support Workers	4,941	5,195	163	\$24.38
43-3011	Bill and Account Collectors	1,164	1,126	29	\$15.70
43-3021	Billing and Posting Clerks	2,198	2,334	93	\$15.28
43-3051	Payroll and Timekeeping Clerks	921	931	29	\$19.46
43-4051	Customer Service Representatives	4,848	5,178	236	\$16.64
43-4111	Interviewers, Except Eligibility and Loan	636	668	26	\$16.88
43-4151	Order Clerks	642	682	32	\$16.80
43-4199	Information and Record Clerks, All Other	734	765	30	\$19.36
43-5032	Dispatchers, Except Police, Fire, and Ambulance	946	1,005	44	\$18.93
43-5052	Postal Service Mail Carriers	1,060	1,033	23	\$28.30
43-5061	Production, Planning, and Expediting Clerks	850	902	42	\$23.36
43-5071	Shipping, Receiving, and Traffic Clerks	3,976	4,197	166	\$15.27
43-6011	Executive Secretaries and Executive Administrative Assistants	1,666	1,694	29	\$25.02
43-6013	Medical Secretaries	2,234	2,411	84	\$15.64
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	7,228	7,627	214	\$16.90
43-9041	Insurance Claims and Policy Processing Clerks	895	869	28	\$18.66
43-9061	Office Clerks, General	9,802	10,342	401	\$15.20
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	1,158	1,153	31	\$14.93
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	1,600	1,641	47	\$26.55
47-2021	Brick masons and Block masons	280	332	27	\$20.61
47-2031	Carpenters	3,393	3,470	105	\$19.70
47-2073	Operating Engineers and Other Construction Equipment Operators	1,021	1,070	38	\$24.45
47-2111	Electricians	1,748	1,808	59	\$25.22
47-2152	Plumbers, Pipefitters, and Steamfitters	1,213	1,313	54	\$20.85
47-2211	Sheet Metal Workers	477	495	21	\$20.94
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	1,508	1,587	58	\$31.62
49-3021	Automotive Body and Related Repairers	631	649	22	\$19.47
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	1,300	1,380	50	\$20.36



Ed Level SOC	Description	2016 Jobs	2021 Jobs	Annual Openings	Median Hourly Earnings
49-9041	Industrial Machinery Mechanics	1,708	1,872	103	\$25.91
49-9043	Maintenance Workers, Machinery	551	586	21	\$18.28
49-9071	Maintenance and Repair Workers, General	5,106	5,400	239	\$20.06
49-9099	Installation, Maintenance, and Repair Workers, All Other	813	839	23	\$15.73
51-1011	First-Line Supervisors of Production and Operating Workers	2,467	2,540	65	\$24.47
51-3092	Food Batch-makers	1,122	1,208	57	\$15.28
51-4041	Machinists	849	880	38	\$19.01
51-4121	Welders, Cutters, Solderers, and Brazers	1,649	1,649	60	\$18.16
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	966	1,042	58	\$18.76
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	912	961	37	\$14.77
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	2,087	2,163	80	\$17.90
51-9111	Packaging and Filling Machine Operators and Tenders	5,480	5,782	305	\$14.86
51-9196	Paper Goods Machine Setters, Operators, and Tenders	751	806	30	\$14.25
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	1,120	1,217	72	\$24.85
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	887	957	54	\$25.63
53-3021	Bus Drivers, Transit and Intercity	557	599	25	\$20.50
53-3022	Bus Drivers, School or Special Client	1,499	1,653	73	\$15.90
53-3033	Light Truck or Delivery Services Drivers	3,960	4,174	147	\$15.62
<b>No formal educational credential</b>					
35-2012	Cooks, Institution and Cafeteria	1,295	1,384	66	\$14.65
47-2051	Cement Masons and Concrete Finishers	651	624	29	\$17.34
47-2061	Construction Laborers	3,778	3,999	172	\$14.77
47-2141	Painters, Construction and Maintenance	1,612	1,668	55	\$16.35
47-2181	Roofers	602	612	32	\$19.46
51-3021	Butchers and Meat Cutters	1,018	1,029	26	\$14.29
53-7051	Industrial Truck and Tractor Operators	5,564	6,007	298	\$19.10
53-7063	Machine Feeders and Off-bearers	723	782	37	\$17.00
53-7081	Refuse and Recyclable Material Collectors	598	628	28	\$19.22
55-9999	Military occupations	2,480	2,445	59	\$16.42

## Gap Analysis

The gap analysis identifies gaps between the high-wage, middle-skill jobs in the region, and the programs offered at the College. The first section looks at the target occupations first, and compares them to the programs offered at the College. The second section starts with the programs offered at the college and identifies those that train students for jobs that are not on the target occupation list.

### *Occupation Analysis*

The following table shows the same 99 target occupations reorganized. The occupations are grouped by the type of degrees, certificates or courses that the college currently offers. For example, the first section shows the occupations for which the College offers degree and certificate options, followed by occupations for which the College offers only degree options.

Gap Analysis - Target Occupations Requiring an Associate's Degree or Less – Merced, San Joaquin and Stanislaus Counties

	SOC	Description	2015 Occupations	2018 Occupations	Annual Openings	Med Hourly Earnings	Typical Entry Level Education
Degree(s) and Certificate(s)							
	11-9013	Farmers, Ranchers, and Other Agricultural Managers	5,296	5,058	89	\$20.59	HS diploma or equivalent
	11-9051	Food Service Managers	1,524	1,644	72	\$16.37	HS diploma or equivalent
	15-1151	Computer User Support Specialists	1,122	1,205	43	\$22.09	Some college, no degree
	25-9041	Teacher Assistants	6,260	6,679	300	\$15.38	Some college, no degree
	29-2034	Radiologic Technologists	507	539	21	\$38.20	Associate degree
	29-2041	Emergency Medical Technicians and Paramedics	650	715	38	\$17.16	Postsecondary non-degree award
	29-2056	Veterinary Technologists and Technicians	362	407	21	\$16.43	Associate degree
	29-2061	Licensed Practical and Licensed Vocational Nurses	2,104	2,320	137	\$24.56	Postsecondary non-degree award
	31-9092	Medical Assistants	3,386	3,670	170	\$14.45	Postsecondary non-degree award
	31-9097	Phlebotomists	553	600	28	\$18.96	Postsecondary non-degree award
	33-2011	Firefighters	977	1,020	44	\$26.62	Postsecondary non-degree award
	33-3012	Correctional Officers and Jailers	2,140	2,212	84	\$31.02	HS diploma or equivalent
	33-3051	Police and Sheriff's Patrol Officers	1,788	1,872	89	\$36.46	HS diploma or equivalent
	35-1012	First-Line Supervisors of Food Preparation and Serving Workers	2,912	3,265	213	\$14.30	HS diploma or equivalent
	35-2012	Cooks, Institution and Cafeteria	1,295	1,384	66	\$14.65	No formal educational credential
	39-9031	Fitness Trainers and Aerobics Instructors	1,055	1,150	54	\$16.56	HS diploma or equivalent
	43-1011	First-Line Supervisors of Office and Administrative Support Workers	4,941	5,195	163	\$24.38	HS diploma or equivalent
	43-3031	Bookkeeping, Accounting, and Auditing Clerks	5,405	5,446	80	\$17.34	Some college, no degree
	43-6011	Executive Secretaries and Executive Administrative Assistants	1,666	1,694	29	\$25.02	HS diploma or equivalent
	43-6013	Medical Secretaries	2,234	2,411	84	\$15.64	HS diploma or equivalent
	43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	7,228	7,627	214	\$16.90	HS diploma or equivalent
	43-9061	Office Clerks, General	9,802	10,342	401	\$15.20	HS diploma or equivalent
	45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	1,158	1,153	31	\$14.93	HS diploma or equivalent
	47-2111	Electricians	1,748	1,808	59	\$25.22	HS diploma or equivalent
	47-2211	Sheet Metal Workers	477	495	21	\$20.94	HS diploma or equivalent
	49-3021	Automotive Body and Related Repairers	631	649	22	\$19.47	HS diploma or equivalent
	49-3023	Automotive Service Technicians and Mechanics	2,456	2,547	106	\$16.75	Postsecondary non-degree award
	49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	1,300	1,380	50	\$20.36	HS diploma or equivalent
	49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	942	1,029	46	\$20.03	Postsecondary non-degree award
	49-9041	Industrial Machinery Mechanics	1,708	1,872	103	\$25.91	HS diploma or equivalent
	49-9043	Maintenance Workers, Machinery	551	586	21	\$18.28	HS diploma or equivalent
	49-9071	Maintenance and Repair Workers, General	5,106	5,400	239	\$20.06	HS diploma or equivalent

Gap Analysis - Target Occupations Requiring an Associate's Degree or Less – Merced, San Joaquin and Stanislaus Counties

	SOC	Description	2015 Occupations	2018 Occupations	Annual Openings	Med Hourly Earnings	Typical Entry Level Education
	51-4121	Welders, Cutters, Solderers, and Brazers	1,649	1,649	60	\$18.16	HS diploma or equivalent
	<b>Degree(s) only</b>						
	19-4099	Life, Physical, and Social Science Technicians, All Other	350	370	21	\$21.22	Associate degree
	21-1093	Social and Human Service Assistants	1,546	1,718	92	\$17.76	HS diploma or equivalent
	25-2011	Preschool Teachers, Except Special Education	1,941	1,894	67	\$15.28	Associate degree
	<b>Certificate(s)</b>						
	11-9141	Property, Real Estate, and Community Association Managers	931	934	27	\$21.13	HS diploma or equivalent
	29-2071	Medical Records and Health Information Technicians	572	619	29	\$19.59	Postsecondary non-degree award
	41-1011	First-Line Supervisors of Retail Sales Workers	5,268	5,508	225	\$16.76	HS diploma or equivalent
	41-1012	First-Line Supervisors of Non-Retail Sales Workers	1,079	1,089	26	\$21.64	HS diploma or equivalent
	43-4051	Customer Service Representatives	4,848	5,178	236	\$16.64	HS diploma or equivalent
	43-4199	Information and Record Clerks, All Other	734	765	30	\$19.36	HS diploma or equivalent
	<b>Course(s) only</b>						
	43-3011	Bill and Account Collectors	1,164	1,126	29	\$15.70	HS diploma or equivalent
	43-3021	Billing and Posting Clerks	2,198	2,334	93	\$15.28	HS diploma or equivalent
	43-3051	Payroll and Timekeeping Clerks	921	931	29	\$19.46	HS diploma or equivalent
	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	1,600	1,641	47	\$26.55	HS diploma or equivalent
	<b>No Courses</b>						
	11-3071	Transportation, Storage, and Distribution Managers	607	652	30	\$40.90	HS diploma or equivalent
	23-2011	Paralegals and Legal Assistants	983	974	23	\$23.44	Associate degree
	25-3021	Self-Enrichment Education Teachers	1,158	1,223	50	\$17.00	HS diploma or equivalent
	25-4031	Library Technicians	364	389	27	\$16.83	Postsecondary non-degree award
	29-2012		381	417	21	\$20.59	Associate degree
	29-2021	Dental Hygienists	625	669	25	\$42.51	Associate degree
	29-2052	Pharmacy Technicians	1,433	1,572	62	\$17.49	HS diploma or equivalent
	29-2081	Opticians, Dispensing	314	348	20	\$18.05	HS diploma or equivalent
	29-2099	Health Technologists and Technicians, All Other	557	612	26	\$20.00	HS diploma or equivalent
	31-9091	Dental Assistants	1,559	1,650	70	\$15.26	Postsecondary non-degree award
	33-9099	Protective Service Workers, All Other	731	776	26	\$15.26	HS diploma or equivalent
	37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	784	828	28	\$18.17	HS diploma or equivalent
	39-1021	First-Line Supervisors of Personal Service Workers	603	668	36	\$16.52	HS diploma or equivalent
	41-3021	Insurance Sales Agents	1,345	1,423	73	\$23.02	HS diploma or equivalent
	41-3099	Sales Representatives, Services, All Other	2,369	2,492	94	\$18.85	HS diploma or equivalent
	41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	3,466	3,806	198	\$26.58	HS diploma or equivalent
	43-4111	Interviewers, Except Eligibility and Loan	636	668	26	\$16.88	HS diploma or equivalent
	43-4151	Order Clerks	642	682	32	\$16.80	HS diploma or equivalent

Gap Analysis - Target Occupations Requiring an Associate's Degree or Less – Merced, San Joaquin and Stanislaus Counties

SOC	Description	2015 Occupations	2018 Occupations	Annual Openings	Med Hourly Earnings	Typical Entry Level Education
43-5032	Dispatchers, Except Police, Fire, and Ambulance	946	1,005	44	\$18.93	HS diploma or equivalent
43-5052	Postal Service Mail Carriers	1,060	1,033	23	\$28.30	HS diploma or equivalent
43-5061	Production, Planning, and Expediting Clerks	850	902	42	\$23.36	HS diploma or equivalent
43-5071	Shipping, Receiving, and Traffic Clerks	3,976	4,197	166	\$15.27	HS diploma or equivalent
43-9041	Insurance Claims and Policy Processing Clerks	895	869	28	\$18.66	HS diploma or equivalent
47-2021	Brick masons and Block masons	280	332	27	\$20.61	HS diploma or equivalent
47-2031	Carpenters	3,393	3,470	105	\$19.70	HS diploma or equivalent
47-2051	Cement Masons and Concrete Finishers	651	624	29	\$17.34	No formal educational credential
47-2061	Construction Laborers	3,778	3,999	172	\$14.77	No formal educational credential
47-2073	Operating Engineers and Other Construction Equipment Operators	1,021	1,070	38	\$24.45	HS diploma or equivalent
47-2141	Painters, Construction and Maintenance	1,612	1,668	55	\$16.35	No formal educational credential
47-2152	Plumbers, Pipefitters, and Steamfitters	1,213	1,313	54	\$20.85	HS diploma or equivalent
47-2181	Roofers	602	612	32	\$19.46	No formal educational credential
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	1,508	1,587	58	\$31.62	HS diploma or equivalent
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	623	661	23	\$23.72	Postsecondary non-degree award
49-9099	Installation, Maintenance, and Repair Workers, All Other	813	839	23	\$15.73	HS diploma or equivalent
51-1011	First-Line Supervisors of Production and Operating Workers	2,467	2,540	65	\$24.47	HS diploma or equivalent
51-3021	Butchers and Meat Cutters	1,018	1,029	26	\$14.29	No formal educational credential
51-3092	Food Batch-makers	1,122	1,208	57	\$15.28	HS diploma or equivalent
51-4041	Machinists	849	880	38	\$19.01	HS diploma or equivalent
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	966	1,042	58	\$18.76	HS diploma or equivalent
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	912	961	37	\$14.77	HS diploma or equivalent
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	2,087	2,163	80	\$17.90	HS diploma or equivalent
51-9111	Packaging and Filling Machine Operators and Tenders	5,480	5,782	305	\$14.86	HS diploma or equivalent
51-9196	Paper Goods Machine Setters, Operators, and Tenders	751	806	30	\$14.25	HS diploma or equivalent
53-1021	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	1,120	1,217	72	\$24.85	HS diploma or equivalent
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	887	957	54	\$25.63	HS diploma or equivalent
53-3021	Bus Drivers, Transit and Intercity	557	599	25	\$20.50	HS diploma or equivalent
53-3022	Bus Drivers, School or Special Client	1,499	1,653	73	\$15.90	HS diploma or equivalent
53-3032	Heavy and Tractor-Trailer Truck Drivers	13,103	13,901	505	\$18.14	Postsecondary non-degree award
53-3033	Light Truck or Delivery Services Drivers	3,960	4,174	147	\$15.62	HS diploma or equivalent
53-7051	Industrial Truck and Tractor Operators	5,564	6,007	298	\$19.10	No formal educational credential
53-7063	Machine Feeders and Off-bearers	723	782	37	\$17.00	No formal educational credential
53-7081	Refuse and Recyclable Material Collectors	598	628	28	\$19.22	No formal educational credential

### Target Occupations (Higher-Skill<sup>3</sup>)

The following table shows the occupations that meet the same criteria as the previous analysis except for the typical entry-level educational requirements. This list shows the occupations that typically require a Bachelor's Degree. The criteria are as follows:

- Annual openings greater than or equal to 20
- Median hourly earnings greater than or equal to \$14.00
- Typical entry-level education: Bachelor's Degree

There are 60 occupations in the three-county region (Merced, San Joaquin and Stanislaus) that meet these criteria. This information is included in the Educational Master Plan because many of the students attending the College will transfer to a four-year institution to complete a Bachelor's Degree. Some educational programs offered by the College prepare students for transfer and might be oriented toward some of the occupations listed here.

Target Occupations Requiring a Bachelor's Degree – Merced, San Joaquin and Stanislaus Counties					
SOC	Description	2015 Jobs	2018 Jobs	Annual Openings	Median Hourly Earnings
11-1011	Chief Executives	938	949	21	\$70.64
11-1021	General and Operations Managers	6,801	7,181	307	\$41.02
11-2022	Sales Managers	1,473	1,525	54	\$39.89
11-3011	Administrative Services Managers	738	782	29	\$41.03
11-3031	Financial Managers	1,818	1,837	56	\$48.40
11-3051	Industrial Production Managers	773	788	29	\$40.58
11-9021	Construction Managers	1,263	1,243	32	\$28.98
11-9111	Medical and Health Services Managers	963	1,048	54	\$49.87
11-9151	Social and Community Service Managers	510	552	34	\$30.31
11-9199	Managers, All Other	1,880	1,942	65	\$31.01
13-1022	Wholesale and Retail Buyers, Except Farm Products	431	455	22	\$25.41
13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	671	690	26	\$28.32
13-1051	Cost Estimators	856	887	41	\$28.38
13-1071	Human Resources Specialists	1,059	1,128	51	\$28.26
13-1111	Management Analysts	1,326	1,413	49	\$31.35
13-1151	Training and Development Specialists	506	542	25	\$22.99
13-1161	Market Research Analysts and Marketing Specialists	745	821	35	\$25.34
13-1199	Business Operations Specialists, All Other	1,765	1,854	52	\$31.33
13-2011	Accountants and Auditors	3,097	3,294	155	\$29.06
15-1121	Computer Systems Analysts	593	648	26	\$33.39
15-1132	Software Developers, Applications	474	522	24	\$39.39
15-1142	Network and Computer Systems Administrators	721	758	21	\$36.43
17-2051	Civil Engineers	561	564	21	\$43.90
21-1011	Substance Abuse and Behavioral Disorder Counselors	391	424	21	\$23.65
21-1021	Child, Family, and School Social Workers	909	958	45	\$20.19
21-1023	Mental Health and Substance Abuse Social Workers	466	501	25	\$24.10
21-2011	Clergy	683	722	30	\$22.10
25-2012	Kindergarten Teachers, Except Special Education	1,104	1,167	55	\$31.75

<sup>3</sup>Middle-skill jobs, here, are defined as those jobs typically requiring an Associate's Degree or less as the entry level educational requirement.

Target Occupations Requiring a Bachelor's Degree – Merced, San Joaquin and Stanislaus Counties

SOC	Description	2015 Jobs	2018 Jobs	Annual Openings	Median Hourly Earnings
25-2021	Elementary School Teachers, Except Special Education	6,224	6,699	307	\$35.58
25-2022	Middle School Teachers, Except Special and Career/Technical Education	3,051	3,276	148	\$33.02
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	3,293	3,579	180	\$34.98
25-2052	Special Education Teachers, Kindergarten and Elementary School	440	491	26	\$33.43
25-2054	Special Education Teachers, Secondary School	424	462	22	\$33.61
25-3098	Substitute Teachers	4,143	4,397	167	\$18.57
25-3099	Teachers and Instructors, All Other	1,618	1,701	63	\$17.14
25-9099	Education, Training, and Library Workers, All Other	1,373	1,435	34	\$14.88
27-2022	Coaches and Scouts	802	861	49	\$17.58
27-3091	Interpreters and Translators	501	542	22	\$17.94
29-1141	Registered Nurses	8,098	8,795	438	\$48.35
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	680	730	33	\$33.14

### Target Occupations – Santa Clara County

The following table shows the Santa Clara County occupations that meet the following criteria:

- Annual openings greater than or equal to 40
- Median hourly earnings greater than or equal to \$14.00
- Typical entry level education: Bachelor's Degree or less

There are 57 occupations that require an Associate's Degree or less, and 42 occupations requiring a Bachelor's Degree.

Target Occupations Requiring an Associate's Degree or Less – Santa Clara County

SOC	Description	2015 Jobs	2018 Jobs	Annual Openings	Median Hourly Earnings
<b>Associate Degree</b>					
15-1134	Web Developers	1,403	1,637	98	\$46.19
25-2011	Preschool Teachers, Except Special Education	1,554	1,626	79	\$18.14
<b>Postsecondary Non-degree Award</b>					
29-2061	Licensed Practical and Licensed Vocational Nurses	853	953	61	\$27.82
31-1014	Nursing Assistants	1,460	1,660	103	\$17.97
31-9091	Dental Assistants	1,062	1,121	47	\$21.42
31-9092	Medical Assistants	1,432	1,564	77	\$21.36
39-5012	Hairdressers, Hairstylists, and Cosmetologists	1,611	1,713	77	\$14.08
49-3011	Aircraft Mechanics and Service Technicians	1,951	2,097	98	\$38.96
49-3023	Automotive Service Technicians and Mechanics	1,796	1,870	76	\$22.24
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	427	523	42	\$24.68
53-3032	Heavy and Tractor-Trailer Truck Drivers	1,709	1,738	47	\$20.76
<b>Some College, No Degree</b>					
15-1151	Computer User Support Specialists	2,815	3,159	154	\$32.46
25-9041	Teacher Assistants	3,133	3,332	147	\$17.30
43-3031	Bookkeeping, Accounting, and Auditing Clerks	4,146	4,254	78	\$23.54
<b>HS diploma or equivalent</b>					
11-9051	Food Service Managers	1,147	1,213	46	\$20.52

Target Occupations Requiring an Associate's Degree or Less – Santa Clara County

SOC	Description	2015 Jobs	2018 Jobs	Annual Openings	Median Hourly Earnings
25-3021	Self-Enrichment Education Teachers	1,226	1,365	71	\$21.49
33-3051	Police and Sheriff's Patrol Officers	1,266	1,338	67	\$48.56
33-9032	Security Guards	3,690	3,741	101	\$16.02
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	2,056	2,233	124	\$18.48
39-9031	Fitness Trainers and Aerobics Instructors	1,332	1,483	77	\$20.81
39-9032	Recreation Workers	1,094	1,186	53	\$15.68
41-1011	First-Line Supervisors of Retail Sales Workers	2,866	2,846	85	\$18.97
41-3011	Advertising Sales Agents	654	739	50	\$34.82
41-3021	Insurance Sales Agents	1,419	1,403	49	\$28.93
41-3099	Sales Representatives, Services, All Other	5,340	5,730	250	\$38.06
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	2,726	2,783	84	\$26.87
43-1011	First-Line Supervisors of Office and Administrative Support Workers	3,853	4,099	144	\$29.89
43-3021	Billing and Posting Clerks	1,180	1,268	56	\$24.62
43-4051	Customer Service Representatives	4,823	5,286	281	\$21.97
43-4081	Hotel, Motel, and Resort Desk Clerks	583	636	49	\$14.91
43-4171	Receptionists and Information Clerks	2,217	2,379	119	\$17.11
43-4181	Reservation and Transportation Ticket Agents and Travel Clerks	2,575	2,806	112	\$17.25
43-5011	Cargo and Freight Agents	755	791	40	\$20.24
43-5061	Production, Planning, and Expediting Clerks	1,049	1,092	44	\$27.66
43-5071	Shipping, Receiving, and Traffic Clerks	1,649	1,679	46	\$18.07
43-6011	Executive Secretaries and Executive Administrative Assistants	2,920	2,984	53	\$32.79
43-6013	Medical Secretaries	1,397	1,496	49	\$21.47
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	5,272	5,616	174	\$20.78
43-9061	Office Clerks, General	7,788	8,239	325	\$19.23
43-9199	Office and Administrative Support Workers, All Other	1,093	1,138	47	\$16.68
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	1,475	1,609	64	\$39.22
47-2031	Carpenters	3,441	3,731	149	\$24.95
47-2111	Electricians	3,324	3,585	254	\$41.05
47-2152	Plumbers, Pipefitters, and Steamfitters	1,617	1,845	103	\$26.96
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	906	971	41	\$37.50
49-9071	Maintenance and Repair Workers, General	1,903	2,074	111	\$25.38
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	840	896	41	\$20.58
51-9111	Packaging and Filling Machine Operators and Tenders	912	1,000	63	\$14.35
53-2031	Flight Attendants	4,271	4,668	217	\$21.65
53-3031	Driver/Sales Workers	1,570	1,632	49	\$14.79
53-3033	Light Truck or Delivery Services Drivers	2,543	2,519	61	\$15.76
53-6099	Transportation Workers, All Other	1,138	1,209	85	\$19.53
<b>HS diploma or equivalent</b>					
35-2012	Cooks, Institution and Cafeteria	552	634	44	\$16.74
37-2012	Maids and Housekeeping Cleaners	7,490	10,054	1,077	\$14.21
37-3011	Landscaping and Groundskeeping Workers	3,813	4,016	140	\$16.50
47-2061	Construction Laborers	3,479	3,806	186	\$20.71
53-6021	Parking Lot Attendants	1,301	1,284	76	\$14.48
<b>Bachelor's degree</b>					
11-2021	Marketing Managers	1,827	1,947	85	\$84.00
11-2022	Sales Managers	2,251	2,331	81	\$68.39
11-3011	Administrative Services Managers	1,090	1,156	43	\$49.96
11-3021	Computer and Information Systems Managers	2,609	2,891	127	\$82.64
11-3031	Financial Managers	2,572	2,684	105	\$76.06
11-9021	Construction Managers	1,390	1,449	48	\$51.95
11-9041	Architectural and Engineering Managers	999	1,039	45	\$76.42
11-9121	Natural Sciences Managers	1,137	1,232	57	\$93.07
11-9199	Managers, All Other	2,864	3,016	117	\$45.47
11-1021	General and Operations Managers	7,261	7,743	353	\$63.07



Target Occupations Requiring an Associate's Degree or Less – Santa Clara County

SOC	Description	2015 Jobs	2018 Jobs	Annual Openings	Median Hourly Earnings
13-1051	Cost Estimators	699	766	44	\$35.95
13-1071	Human Resources Specialists	1,819	1,938	88	\$40.08
13-1111	Management Analysts	4,616	4,980	189	\$47.90
13-1151	Training and Development Specialists	817	892	47	\$39.32
13-1161	Market Research Analysts and Marketing Specialists	3,948	4,317	173	\$40.65
13-1199	Business Operations Specialists, All Other	3,689	3,916	122	\$42.69
13-2011	Accountants and Auditors	5,130	5,505	270	\$36.58
13-2051	Financial Analysts	2,327	2,457	95	\$52.16
13-2052	Personal Financial Advisors	1,423	1,591	99	\$48.96
15-1121	Computer Systems Analysts	3,747	4,224	212	\$52.15
15-1131	Computer Programmers	2,356	2,420	82	\$51.47
15-1132	Software Developers, Applications	9,114	10,178	496	\$57.57
15-1133	Software Developers, Systems Software	3,957	4,260	161	\$62.26
15-1142	Network and Computer Systems Administrators	1,860	2,045	89	\$51.44
15-1199	Computer Occupations, All Other	1,115	1,195	44	\$50.63
17-2061	Computer Hardware Engineers	1,437	1,480	45	\$67.21
19-1022	Microbiologists	932	992	46	\$52.34
19-2031	Chemists	1,507	1,617	71	\$46.32
19-4021	Biological Technicians	1,245	1,363	76	\$36.60
25-2021	Elementary School Teachers, Except Special Education	3,393	3,610	151	\$32.76
25-2022	Middle School Teachers, Except Special and Career/Technical Education	977	1,057	49	\$33.23
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	1,673	1,800	84	\$35.40
25-3098	Substitute Teachers	777	851	40	\$15.10
25-3099	Teachers and Instructors, All Other	1,093	1,201	58	\$26.60
27-1024	Graphic Designers	1,223	1,276	48	\$32.84
27-2012	Producers and Directors	663	726	47	\$38.66
27-2022	Coaches and Scouts	703	780	51	\$18.39
27-3041	Editors	557	628	46	\$34.34
29-1141	Registered Nurses	4,281	4,600	218	\$67.00
41-3031	Securities, Commodities, and Financial Services Sales Agents	1,455	1,473	49	\$32.82
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	2,055	2,152	78	\$47.58
53-2011	Airline Pilots, Copilots, and Flight Engineers	2,592	2,840	152	\$70.03





## Gap Analysis – Santa Clara County

The gap analysis is to identify gaps between the high-wage, middle-skill jobs in the region, and the programs offered at the College. The first section looks at the target occupations first, and compares them to the programs offered at the College. The second section starts with the programs offered at the college and identifies those that train students for jobs that are not on the target occupation list.

### Occupation Analysis

The following table shows the same 98 target occupations reorganized. The occupations are grouped by the type of degrees, certificates or courses that the college currently offers. For example, the first section shows the occupations for which the College offers degree and certificate options, followed by occupations for which the College offers only degree options.

Gap Analysis - Target Occupations Requiring an Associate's Degree or Less – Santa Clara County							
	SOC	Description	2015 Occupations	2018 Occupations	Annual Openings	Med Hourly Earnings	Typical Entry Level Education
Degree(s) and Certificate(s)							
	11-9051	Food Service Managers	1,147	1,213	46	\$20.52	HS diploma or equivalent
	15-1151	Computer User Support Specialists	2,815	3,159	154	\$32.46	Some college no degree
	25-9041	Teacher Assistants	3,133	3,332	147	\$17.30	Some college no degree
	29-2061	Licensed Practical and Licensed Vocational Nurses	853	953	61	\$27.82	Postsecondary non-degree award
	31-1014	Nursing Assistants	1,460	1,660	103	\$17.97	Postsecondary non-degree award
	31-9092	Medical Assistants	1,432	1,564	77	\$21.36	Postsecondary non-degree award
	33-3051	Police and Sheriff's Patrol Officers	1,266	1,338	67	\$48.56	HS diploma or equivalent
	35-1012	First-Line Supervisors of Food Preparation and Serving Workers	2,056	2,233	124	\$18.48	HS diploma or equivalent
	35-2012	Cooks, Institution and Cafeteria	552	634	44	\$16.74	No formal educational credential
	37-3011	Landscaping and Groundskeeping Workers	3,813	4,016	140	\$16.50	No formal educational credential
	39-9031	Fitness Trainers and Aerobics Instructors	1,332	1,483	77	\$20.81	HS diploma or equivalent
	41-3011	Advertising Sales Agents	654	739	50	\$34.82	HS diploma or equivalent
	43-1011	First-Line Supervisors of Office and Administrative Support Workers	3,853	4,099	144	\$29.89	HS diploma or equivalent
	43-3031	Bookkeeping, Accounting, and Auditing Clerks	4,146	4,254	78	\$23.54	Some college no degree
	43-4171	Receptionists and Information Clerks	2,217	2,379	119	\$17.11	HS diploma or equivalent
	43-6011	Executive Secretaries and Executive Administrative Assistants	2,920	2,984	53	\$32.79	HS diploma or equivalent
	43-6013	Medical Secretaries	1,397	1,496	49	\$21.47	HS diploma or equivalent
	43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	5,272	5,616	174	\$20.78	HS diploma or equivalent
	43-9061	Office Clerks, General	7,788	8,239	325	\$19.23	HS diploma or equivalent
	43-9199	Office and Administrative Support Workers, All Other	1,093	1,138	47	\$16.68	HS diploma or equivalent
	47-2111	Electricians	3,324	3,585	254	\$41.05	HS diploma or equivalent

Gap Analysis - Target Occupations Requiring an Associate's Degree or Less – Santa Clara County

	SOC	Description	2015 Occupations	2018 Occupations	Annual Openings	Med Hourly Earnings	Typical Entry Level Education
	49-3023	Automotive Service Technicians and Mechanics	1,796	1,870	76	\$22.24	Postsecondary non-degree award
	49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	427	523	42	\$24.68	Postsecondary non-degree award
	49-9071	Maintenance and Repair Workers, General	1,903	2,074	111	\$25.38	HS diploma or equivalent
Degree(s) only							
	25-2011	Preschool Teachers, Except Special Education	1,554	1,626	79	\$18.14	Associate degree
Certificate(s) only							
	15-1134	Web Developers	1,403	1,637	98	\$46.19	Associate degree
	41-1011	First-Line Supervisors of Retail Sales Workers	2,866	2,846	85	\$18.97	HS diploma or equivalent
	43-4051	Customer Service Representatives	4,823	5,286	281	\$21.97	HS diploma or equivalent
Course(s) only							
	39-9032	Recreation Workers	1,094	1,186	53	\$15.68	HS diploma or equivalent
	43-3021	Billing and Posting Clerks	1,180	1,268	56	\$24.62	HS diploma or equivalent
	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	1,475	1,609	64	\$39.22	HS diploma or equivalent
No Courses							
	25-3021	Self-Enrichment Education Teachers	1,226	1,365	71	\$21.49	HS diploma or equivalent
	31-9091	Dental Assistants	1,062	1,121	47	\$21.42	Postsecondary non-degree award
	33-9032	Security Guards	3,690	3,741	101	\$16.02	HS diploma or equivalent
	37-2012	Maids and Housekeeping Cleaners	7,490	10,054	1,077	\$14.21	No formal educational credential
	39-5012	Hairdressers, Hairstylists, and Cosmetologists	1,611	1,713	77	\$14.08	Postsecondary non-degree award
	41-3021	Insurance Sales Agents	1,419	1,403	49	\$28.93	HS diploma or equivalent
	41-3099	Sales Representatives, Services, All Other	5,340	5,730	250	\$38.06	HS diploma or equivalent
	41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	2,726	2,783	84	\$26.87	HS diploma or equivalent
	43-4081	Hotel, Motel, and Resort Desk Clerks	583	636	49	\$14.91	HS diploma or equivalent
	43-4181	Reservation and Transportation Ticket Agents and Travel Clerks	2,575	2,806	112	\$17.25	HS diploma or equivalent
	43-5011	Cargo and Freight Agents	755	791	40	\$20.24	HS diploma or equivalent
	43-5061	Production, Planning, and Expediting Clerks	1,049	1,092	44	\$27.66	HS diploma or equivalent
	43-5071	Shipping, Receiving, and Traffic Clerks	1,649	1,679	46	\$18.07	HS diploma or equivalent
	47-2031	Carpenters	3,441	3,731	149	\$24.95	HS diploma or equivalent
	47-2061	Construction Laborers	3,479	3,806	186	\$20.71	No formal educational credential
	47-2152	Plumbers, Pipefitters, and Steamfitters	1,617	1,845	103	\$26.96	HS diploma or equivalent
	49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	906	971	41	\$37.50	HS diploma or equivalent
	49-3011	Aircraft Mechanics and Service Technicians	1,951	2,097	98	\$38.96	Postsecondary non-degree award
	51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	840	896	41	\$20.58	HS diploma or equivalent
	51-9111	Packaging and Filling Machine Operators and Tenders	912	1,000	63	\$14.35	HS diploma or equivalent
	53-2031	Flight Attendants	4,271	4,668	217	\$21.65	HS diploma or equivalent
	53-3031	Driver/Sales Workers	1,570	1,632	49	\$14.79	HS diploma or equivalent

Gap Analysis - Target Occupations Requiring an Associate's Degree or Less – Santa Clara County

	SOC	Description	2015 Occupations	2018 Occupations	Annual Openings	Med Hourly Earnings	Typical Entry Level Education
	53-3033	Light Truck or Delivery Services Drivers	2,543	2,519	61	\$15.76	HS diploma or equivalent
	53-6021	Parking Lot Attendants	1,301	1,284	76	\$14.48	No formal educational credential
	53-6099	Transportation Workers, All Other	1,138	1,209	85	\$19.53	HS diploma or equivalent

### Program Analysis

This table shows the degree and certificate programs at the College, and the relevant occupations. The final column shows if the occupation is on the Target Occupation list (above). If the occupation is not on the Target Occupation list, it means the occupation has fewer than 20 annual openings, a median hourly wage under \$14.00/hour, or, typically requires more than an Associate's Degree.

Programs Linked to Occupations				
TOP	Program Title	SOC Code	SOC Code Description	Target Occupation?
10100	Agriculture Technology and Sciences, General	19-4011	Agricultural and Food Science Technicians	
		19-1012	Food Scientists and Technologists	
10200	Animal Science	11-9013	Farmers, Ranchers, and Other Agricultural Managers	Yes
		45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	Yes
		45-2021	Animal Breeders	
10300	Plant Science	11-9013	Farmers, Ranchers, and Other Agricultural Managers	Yes
		45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	Yes
10900	Horticulture	11-9013	Farmers, Ranchers, and Other Agricultural Managers	Yes
		37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	
10910	Landscape Design and Maintenance	37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	
		37-3012	Pesticide Handlers, Sprayers, and Applicators, Vegetation	
11200	Agriculture Business, Sales and Service	11-9013	Farmers, Ranchers, and Other Agricultural Managers	Yes
		13-1021	Buyers and Purchasing Agents, Farm Products	
11600	Agricultural Power Equipment Technology	49-3041	Farm Equipment Mechanics and Service Technicians	
		49-3042	Mobile Heavy Equipment Mechanics, Except Engines	
30100	Environmental Science	19-2041	Environmental Scientists and Specialists, Including Health	
		25-1053	Environmental Science Teachers, Postsecondary	
40100	Biology, General	11-9121	Natural Sciences Managers	
		19-1029	Biological Scientists, All Other	

Programs Linked to Occupations				
TOP	Program Title	SOC Code	SOC Code Description	Target Occupation?
		19-1099	Life Scientists, All Other	
		25-2031	Secondary School Teachers, Except Special and Career/Technical Education	
		25-1042	Biological Science Teachers, Postsecondary	
40300	MicroBiology	11-9121	Natural Sciences Managers	
		19-1022	Microbiologists	
		25-1042	Biological Science Teachers, Postsecondary	
41000	Anatomy and Physiology	19-1042	Medical Scientists, Except Epidemiologists	
43000	Biotechnology and Biomedical Technology	19-4099	Life, Physical, and Social Science Technicians, All Other	Yes
		29-2012	Medical and Clinical Laboratory Technicians	Yes
		49-9062	Medical Equipment Repairers	
		19-4021	Biological Technicians	
		51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	Yes
49900	Other Biological Sciences	11-9121	Natural Sciences Managers	
		19-1029	Biological Scientists, All Other	
		19-1099	Life Scientists, All Other	
		25-1042	Biological Science Teachers, Postsecondary	
50100	Business and Commerce, General	11-1021	General and Operations Managers	
		11-2022	Sales Managers	
		11-3011	Administrative Services Managers	
		11-3051	Industrial Production Managers	
		13-1051	Cost Estimators	
		13-1111	Management Analysts	
		11-9199	Managers, All Other	
50200	Accounting	13-2011	Accountants and Auditors	
		13-2082	Tax Preparers	
		43-3031	Bookkeeping, Accounting, and Auditing Clerks	Yes
		43-3051	Payroll and Timekeeping Clerks	Yes
		43-4011	Brokerage Clerks	
50500	Business Administration	11-1021	General and Operations Managers	
		11-2022	Sales Managers	
		11-3011	Administrative Services Managers	
		11-3051	Industrial Production Managers	
		13-1051	Cost Estimators	
		13-1111	Management Analysts	
		11-9199	Managers, All Other	
50630	Management Development and Supervision	11-3011	Administrative Services Managers	
		43-1011	First-Line Supervisors of Office and Administrative Support Workers	Yes
50640	Small Business and Entrepreneurship	11-1021	General and Operations Managers	
		11-2022	Sales Managers	
		11-3011	Administrative Services Managers	
		11-9199	Managers, All Other	

Programs Linked to Occupations					
TOP	Program Title		SOC Code	SOC Code Description	Target Occupation?
			13-1199	Business Operations Specialists, All Other	
50650	Retail Store Operations and Management		11-1021	General and Operations Managers	
			41-1011	First-Line Supervisors of Retail Sales Workers	Yes
50800	International Business and Trade		11-1021	General and Operations Managers	
			41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	
			13-1022	Wholesale and Retail Buyers, Except Farm Products	
			41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	Yes
50900	Marketing and Distribution		13-1022	Wholesale and Retail Buyers, Except Farm Products	
			13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	
			41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	Yes
51100	Real Estate		13-2021	Appraisers and Assessors of Real Estate	
			11-9141	Property, Real Estate, and Community Association Managers	Yes
			41-9021	Real Estate Brokers	
			41-9022	Real Estate Sales Agents	
51400	Office Technology/Office Computer Applications		43-6011	Executive Secretaries and Executive Administrative Assistants	Yes
			43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	Yes
51420	Medical Office Technology		43-6013	Medical Secretaries	Yes
			31-9094	Medical Transcriptionist	
51440	Office Management		43-1011	First-Line Supervisors of Office and Administrative Support Workers	Yes
61440	Animation		27-1014	Multimedia Artists and Animators	
61460	Computer Graphics and Digital Imagery		27-1014	Multimedia Artists and Animators	
			27-1024	Graphic Designers	
70100	Information Technology, General		15-1121	Computer Systems Analysts	
			15-1141	Database Administrators	
			15-1199	Computer Occupations, All Other	
70210	Software Applications		43-9021	Data Entry Keyers	
70710	Computer Programming		15-1134	Web Developers	Yes
			15-1131	Computer Programmers	
			15-1132	Software Developers, Applications	
			15-1133	Software Developers, Systems Software	
80100	Education, General		25-1081	Education Teachers, Postsecondary	
80200	Educational Aide (Teacher Assistant)		25-9041	Teacher Assistants	Yes
83500	Physical Education		27-2022	Coaches and Scouts	
			27-2021	Athletes and Sports Competitors	
			39-9031	Fitness Trainers and Aerobics Instructors	Yes
			25-1193	Recreation and Fitness Studies Teachers, Postsecondary	
83550	Intercollegiate Athletics		27-2022	Coaches and Scouts	
			27-2021	Athletes and Sports Competitors	
			39-9031	Fitness Trainers and Aerobics Instructors	Yes
			25-1193	Recreation and Fitness Studies Teachers, Postsecondary	

Programs Linked to Occupations

TOP	Program Title		SOC Code	SOC Code Description	Target Occupation?
83570	Aquatics and Lifesaving		39-9032	Recreation Workers	Yes
83580	Adapted Physical Education		29-1125	Recreational Therapists	
			25-1071	Health Specialties Teachers, Postsecondary	
83600	Recreation		25-1193	Recreation and Fitness Studies Teachers, Postsecondary	
83700	Health Education		27-2022	Coaches and Scouts	
			27-2021	Athletes and Sports Competitors	
			39-9031	Fitness Trainers and Aerobics Instructors	Yes
			25-1193	Recreation and Fitness Studies Teachers, Postsecondary	
85010	Sign Language Interpreting		27-3091	Interpreters and Translators	
89900	Other Education		NO MATCH		
90100	Engineering, General (requires Calculus) (Transfer)		NO MATCH		
93400	Electronics and Electric Technology		17-3023	Electrical and Electronics Engineering Technicians	
			17-2072	Electronics Engineers, Except Computer	
			51-2022	Electrical and Electronic Equipment Assemblers	
			49-2092	Electric Motor, Power Tool, and Related Repairers	
			49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	
			49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	
			49-2095	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	
94830	Motorcycle, Outboard and Small Engine Repair		49-3051	Motorboat Mechanics and Service Technicians	
			49-3052	Motorcycle Mechanics	
			49-3053	Outdoor Power Equipment and Other Small Engine Mechanics	
			53-5022	Motorboat Mechanics and Service Technicians	
			49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	
219900	Other Public and Protective Services		NO MATCH		
220100	Social Sciences, General		19-4061	Social Science Research Assistants	
			19-3099	Social Scientists and Related Workers, All Other	
			25-2031	Secondary School Teachers, Except Special and Career/Technical Education	
			11-9199	Managers, All Other	
			25-1069	Social Sciences Teachers, Postsecondary, All Other	
220200	Anthropology		11-9199	Managers, All Other	
			19-3091	Anthropologists and Archeologists	
			25-1061	Anthropology and Archeology Teachers, Postsecondary	
220220	Archaeology		11-9199	Managers, All Other	
			19-3091	Anthropologists and Archeologists	
			25-1061	Anthropology and Archeology Teachers, Postsecondary	
220400	Economics		11-9199	Managers, All Other	
			19-3011	Economists	
			19-3022	Survey Researchers	



Programs Linked to Occupations				
TOP	Program Title	SOC Code	SOC Code Description	Target Occupation?
		25-1063	Economics Teachers, Postsecondary	
220500	History	25-2031	Secondary School Teachers, Except Special and Career/Technical Education	
		11-9199	Managers, All Other	
		19-3093	Historians	
		25-1125	History Teachers, Postsecondary	
220600	Geography	19-3092	Geographers	
		11-9199	Managers, All Other	
		25-1064	Geography Teachers, Postsecondary	
220700	Political Science	11-9199	Managers, All Other	
		19-3094	Political Scientists	
		25-1065	Political Science Teachers, Postsecondary	
220710	Student Government	11-9199	Managers, All Other	
		19-3094	Political Scientists	
		25-1065	Political Science Teachers, Postsecondary	
493009	Supervised Tutoring	25-1199	Postsecondary Teachers, All Other	
493010	Career Guidance and Orientation			
493013	Academic Guidance			
493014	Study Skills			
493031	Living Skills, Handicapped			
493062	Secondary Education (Grades 9-12) and G.E.D.			
493086	English as a Second Language - Listening and Speaking			
493087	English as a Second Language - Integrated			
493090	Citizenship / ESL Civics			
493200	General Work Experience			



## Skills Builder Data

**Definition** (from [www.cccco.edu](http://www.cccco.edu)): “Skills-builder students are experienced workers who take a limited number of community college courses to maintain and add to skill-sets required for ongoing employment and career advancement.

Although numerous research studies have shown that skills-builder students secure significant earnings gains, they are not currently included in state

accountability metrics. Many practitioners are now calling for skills-builder outcomes to be factored into statewide measures and goals. For example, recognizing skills-builder outcomes was a recurring theme in regional meetings held in early 2015 to inform the Board of Governor's Task Force on Workforce, Job Creation, and a Strong Economy.”

The following data is for Merced College, from the 2017 Scorecard Data. The cohort for analysis was 544 students. Overall, Skills Builder students benefited from a 19.4% increase in median earnings after taking courses at the College.

The Demographics table shows the change in median earnings, disaggregated by various demographic groupings. Male students experienced a larger median wage increase than female students (27.1% versus 14.2%). African American students in the cohort experienced a 29.4% increase in their median earnings. This was followed by Hispanic students (25.1% increase), White students (13.9% increase), and Asian students (11.4% increase).



Median Earnings Change		
		<b>+19.4%</b>
		N=544
Disciplines with the highest enrollment	Median % Change	Total N
Management Development and Supervision	7.9%	97
Fire Technology	25.6%	67
Child Development/Early Care and Education	40.8%	54
Business and Commerce, General	44.6%	49
Nutrition, Foods, and Culinary Arts	38.7%	41
Administration of Justice	264.5%	40
Accounting	27.2%	39
Agricultural Power Equipment Technology	9.2%	34
Health Occupations, General	12.6%	33
Welding Technology	105.7%	27

Demographics		
Gender	Median % Change	Total N
Female	14.2%	274
Male	27.1%	269
Age	Median % Change	Total N
Under 20	366.6%	46
20-24	54.9%	165
25-39	16.8%	213
40 or over	5.6%	120
Ethnicity/Race	Median % Change	Total N
African American	29.4%	14
American Indian/Alaska Native	42.7%	**
Asian	11.4%	28
Filipino	317.0%	*
Hispanic	25.1%	269
Pacific Islander	347.3%	*
White	13.9%	211

N/A: Cohort has no students.

\*: Suppressed to protect student Privacy.

Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.



## **CTE Program Completer Internship Placement**

Merced College currently provides a number of services aimed at ensuring students are successful in transferring from the community college to the 4-year institution of their choice. Conversely, students attending Merced College with a goal of earning a certificate or associate degree, aimed at technical training needed to directly enter the local workforce, receive very limited assistance to meet their goal of job placement upon completion of their certificate or associate degree. To address this discrepancy, Merced College will institutionalize a Workforce Internship Development Office dedicated to connecting Career Technical Education (CTE) certificate or associate degree recipients to internships with local industry partners. The focus of this office is to provide an opportunity for each CTE program completer to put the skill sets they have developed, to work in a “real world” application. Additionally, the interns will be provided exposure to the culture of the work place that can’t be reproduced in a classroom environment. Interns will be exposed to the culture and etiquette of “real world” jobs, and the opportunity to apply the training they have received in their college programs. They will gain experience in establishing relationships with workplace mentors and receive the “field experience” that is so valued by employers. Providing a pathway to internships is a natural progression to the success of all CTE students.

The workplace Internship Development Office will employ a director, Job Developer, and secretarial support staff. The duties of the office would include:

1. Industry Partnership Internship Development Relations
2. CTE program completer Internship facilitation
3. Business mentor partnership development
4. Graduate employment follow-up data collection
5. Employability training for potential interns (Resume writing, letter of application writing, mock interview training, employment application completion, etc.)
6. Coordinate with Career Counseling upon student placement in CTE programs.
7. Coordinate services with entities such as EDD, WIB to promote enrollment of the un or under employed.

## **Agriculture Programs**

The Merced College Agriculture Program provides degrees and certificates in Animal Science, Agriculture Business, Crop Science, Landscape/Horticulture, and Mechanized Agriculture Technology. With a clear focus on both degree completion for transfer, and certificate completion for direct entry into a high skill high wage work force, the following prerequisites will need to be considered.

A facility will be provided that affords the square footage required for expansion, as programs are added or expanded, to keep pace with the training needs of this highly diverse industry. Equipment upgrades and faculty training will be crucial to keep pace with the ever evolving precision farming practices of the 21<sup>st</sup> century. Some examples include: close circuit video and computerized monitoring of livestock and facilities, GPS capable technology such precision spray applications, planting practices, tillage applications, and land leveling technology. Resources are needed to integrate GIS management practices, and global business practices, into the training of agriculture business majors. Additionally, access to the most up-to-date computer hardware and software utilized in the agriculture industry must be provided. Water efficiency technologies for both farming and landscape irrigation must be provided as well. The Mechanized Agriculture Program is one of only three in the state of California. As such it is essential to expand industry involvement to insure current equipment and faculty training is made available to keep student training

current with the technology in the field. Insightful planning and abundant resources are essential to keep pace with the unknown technologies to surely evolve over the next 20 years in the agriculture industry.

### **Industrial Technology Programs**

With the introduction of the UC Merced into the landscape of Merced County, the potential for new industrial manufacturing development is enormous. Two key elements needed to foster this potential growth in manufacturing in Merced County is, great engineering minds produced by students that attend UC Merced, and a skilled technical work force produced by the industrial technology program at Merced College. To provide the skilled technical workforce needed to support this growing industry, a facility with adequate square footage to expand the Industrial Electrical, Industrial Maintenance, and Industrial Automation and the requisite training labs is essential. These facilities must be properly outfitted with the technical training equipment vital in providing each program completer with the skillsets needed to be successful in this highly technical and ever evolving field.

The Automotive program will need equipment and facilities that are expanded into hybrid and electric automobile technology as well as the potential hydrogen power plants future automobiles may employ. As the Computer Aided Drafting (CAD) Mechanical Design Program has expanded in recent years to include reverse engineering and rapid prototyping support services, a close eye must be kept on the evolving software and hardware utilized in this ever-progressing field of study.

Merced College must provide the most current training to insure the program completers are equipped with the skillsets demanded by our local industry. The processing of agriculture products in the San Joaquin Valley relates to a vast number of jobs in an ever-changing industry. Environmental concerns and changing processing requirements create constant change in processing plants infrastructure. Additionally, manufacturing products from various metals is also growing in the central valley.

The Merced College Welding Technology program will need constant upgrades to keep pace with these industries. In addition to the current welding program offerings, special attention must be given to both heavy pipe certification as well as producing program completers with a high degree of expertise in purge welding technology. These two skilled certification areas, as well as all the aforementioned program areas, will lead to providing high wage positions for the program completers, and help insure that manufacturing companies will choose Merced County as the best place to locate their companies due to the availability of highly trained skilled workforce.



## Planning Assumptions

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Following the in-depth Discovery Phase, quantitative data gathered from internal and external scans to form the College Data Profile were reviewed, and qualitative data from internal and external stakeholders were compiled to determine key themes and establish planning assumptions for EMP goal-setting. Synthesis and analysis of these data resulted in the following key planning assumptions:

- The Merced CCD Region will experience growth in the future
- A return to Base FTES (9754 FTES) in 2018-19 is critical for State funding
- Enrollment management can improve efficiency, access, and success
- A slow annual FTES growth of 1.8% per year is reasonable
- Fiscal stability, and acquiring new resources through diversification (grants, foundation, etc. will be important
- Distance Education presents greater opportunities
- Opportunity is present to serve the working adult population
- Los Banos site has opportunities for growth
- New/innovative programs and program packaging will be important to acquire and serve new populations
- Opportunities exist with new and revitalized partnerships with K-12, universities, and employers
- Current Higher Education practices (streamlined matriculation processes; First Year Experience; Guided Pathways; stacked credentials) could further increase access and success
- More diversity, esp. among full-time certificated staff is needed
- Long-term planning is needed for safety and facilities needs
- Improved data access, technology solutions, and human resources practices would streamline workload, support integrated planning and improve effectiveness
- Professional development, esp. associated with technology advancements is needed

The EMP Task Force convened in an all-day session to again review the data that had been collected, and discussed the identified planning assumptions. Key themes that emerged from this work were organized into broad goals and five-year objectives that would frame the work of the College for the next several years. Needs of Merced College, including its Los Banos education center were addressed. Four overarching Desired Outcomes were identified to provide the framework for goal setting. Six goals and 26 objectives were identified for the five-year EMP. Of the 26 objectives, six were identified as high priority items to commence in the first year of the EMP, and these are so indicated in the document. The highest priority identified was Enrollment Management – both for its role in student access and success, and for its impact on the long-range financial stability of the District.



## Growth and Future Capacities

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### Growth Forecast

Annually, the State Chancellor's Office generates a long-range forecast for growth of WSCH (weekly student contact hours) and Headcount. The forecast extends through the year 2025. The data is for fall semesters. The data shows that the forecast implies an annual growth rate of 1.73% for enrollments (headcount) and 1.83% for WSCH. The State Chancellor's Office growth forecast is based on population growth, participation rates (See Appendix C - Student Participation Rate) and other internal and external factors.

Fall Semester	Enrollment	WSCH
2017	11,571	137,485
2018	11,772	140,060
2019	11,977	142,688
2020	12,185	145,359
2021	12,397	148,084
2022	12,613	150,864
2023	12,833	153,495
2024	13,056	156,162
2025	13,283	158,877
<b>Annual Growth Rate</b>	<b>1.74%</b>	<b>1.83%</b>

The following table shows the actual headcount and FTES through 2017 and projections to the 2028-2029 academic year. The numbers for 2017-2018 include an estimate from the College's Office of Institutional Research for spring 2018 FTES.

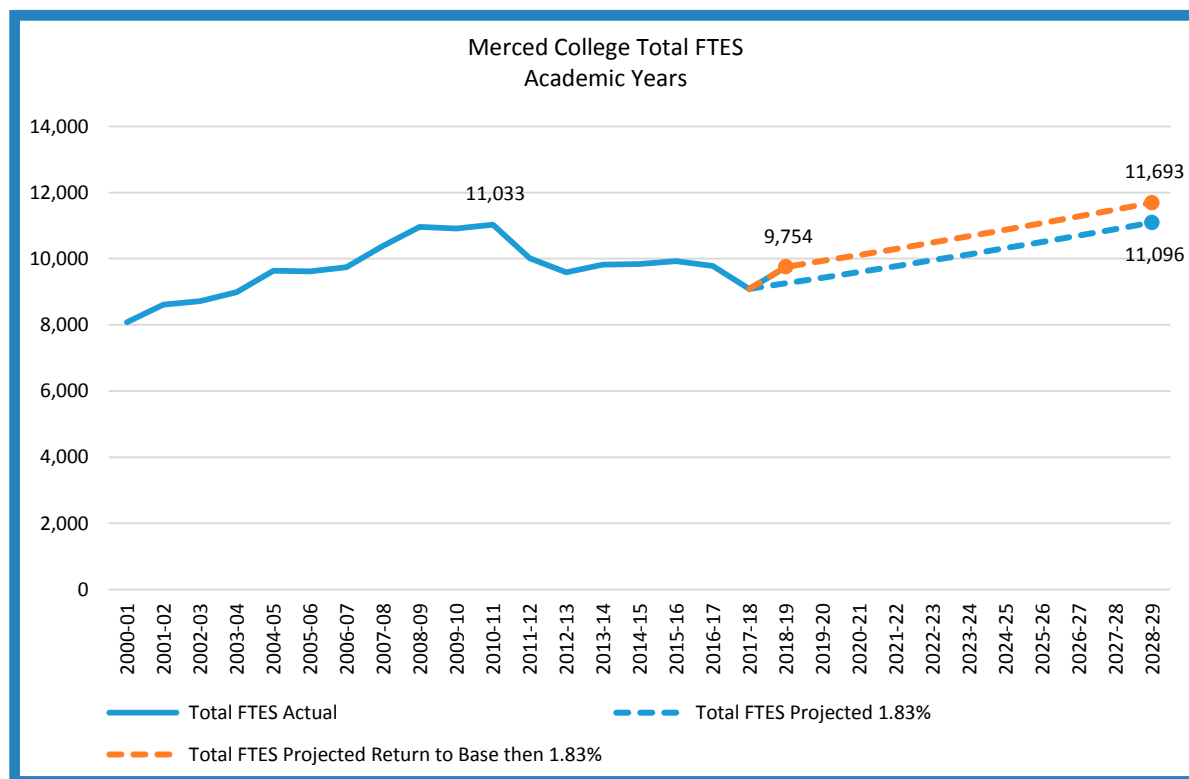
The consulting team has created two growth models for future FTES growth.

1. Growth at 1.83%. This will be referred to as the "growth at 1.83%."
2. Return to base level of FTES in 2018-2019, then growth at 1.83% annually. This will be referred to as the "return to base then 1.83% annual growth."

The table shows the two forecast models.

History		Projections		
Academic Year	FTES	Academic Year	Growth at 1.83%	Return to Base then 1.83% Annual Growth
2000-2001	8,076	2017-2018	9,090	9,090
2001-2002	8,610	2018-2019	9,256	9,754*
2002-2003	8,717	2019-2020	9,425	9,933
2003-2004	8,991	2020-2021	9,598	10,114
2004-2005	9,639	2021-2022	9,773	10,299
2005-2006	9,616	2022-2023	9,952	10,488
2006-2007	9,743	2023-2024	10,134	10,680
2007-2008	10,387	2024-2025	10,320	10,875
2008-2009	10,960	2025-2026	10,509	11,074
2009-2010	10,911	2026-2027	10,701	11,277
2010-2011	11,033	2027-2028	10,897	11,483
2011-2012	10,014	2028-2029	11,096	11,693
2012-2013	9,592			
2013-2014	9,818			
2014-2015	9,843			
2015-2016	9,925			
2016-2017	9,783			
2017-2018	9,090			
		* Base level of FTES		

The following chart shows the FTES (actual and projected) from the previous table. Two dashed lines, one with 1.83% growth; the other returning to base, then grow at 1.83%





The following table shows the FTES growth forecasts by term, based on the two different growth models.

Merced College Projected FTES								
Year	Summer 1.83%	Summer Return to Base +1.83%	Fall 1.83%	Fall Return to Base +1.83%	Spring 1.83%	Spring Return to Base +1.83%	Total 1.83%	Total Return to Base +1.83%
2017-18	754		4,511		3,825		9,090	
2018-19	768	809	4,593	4,840	3,895	4,105	9,256	9,754
2019-20	782	824	4,677	4,929	3,966	4,180	9,425	9,933
2020-21	796	839	4,763	5,019	4,039	4,256	9,598	10,114
2021-22	811	854	4,850	5,111	4,113	4,334	9,773	10,299
2022-23	825	870	4,939	5,205	4,188	4,413	9,952	10,488
2023-24	840	886	5,029	5,300	4,265	4,494	10,134	10,680
2024-25	856	902	5,121	5,397	4,343	4,576	10,320	10,875
2025-26	872	918	5,215	5,496	4,422	4,660	10,509	11,074
2026-27	887	935	5,310	5,596	4,503	4,745	10,701	11,277
2027-28	904	952	5,408	5,699	4,586	4,832	10,897	11,483
2028-29	920	970	5,507	5,803	4,669	4,921	11,096	11,693

## Space Needs Analysis

The State Chancellor's Office tracks (and sometimes funds) five categories of campus facilities space. These are: classroom (lecture), laboratory, office, library and AV/TV (instructional media). These are the key instructional and support spaces on any college campus.

### Facilities Planning

- Five-Year Capital Construction Plan
- Space Inventory
- Capacity to Load Ratios (Cap/Loads)
- Space Needs Calculations (Title 5)

### Five-Year Capital Construction Plan

The five key space categories tracked by the State Chancellor's Office are included in this report. The report also includes all of the future building projects for the College. Projects are added to the report by submitting first an IPP (Initial Project Proposal) and subsequently an FPP (Final Project Proposal). When state capital construction funds are available, the FPPs are scored by the State Chancellor's Office to determine which will be funded. Historically, each college (and each educational center) is entitled no more than one project per year for state funding.

### Space Inventory

On the FUSION system, the Space Inventory (Report 17) lists all of the spaces at the College. Each space includes additional information such as ASF, Stations, Room Code, TOP Code, etc.

### Capacity to Load Ratios

$$\text{Cap/Load Ratio} = \text{Space you HAVE} \div \text{Space you NEED}$$

**Have** = ASF\* of the space you have

**Need** = Space need as determined by Title 5

## Space Needs

Title 5 §57020-§57032 of the California Code provides formulae for each of the five key space categories, to determine space needs. Those formulae are as follows:

Space Category	Title 5 Formula	
Lecture	.429 ASF per 100 WSCH .473 ASF per 100 WSCH for colleges with WSCH below 140,000	
Laboratory	[Lab Factor <sup>†</sup> ] * 100 WSCH	
Office	140 ASF per FTEF	
Library	Base ASF Allowance	3,795 ASF
	ASF 1st 3,000 DGE	3.83 ASF
	ASF/3001-9,000 DGE	3.39 ASF
	ASF>9,000	2.94 ASF
AV/TV	Base ASF Allowance	3,500 ASF
	ASF 1st 3,000 DGE	1.50 ASF
	ASF/3001-9,000 DGE	0.75 ASF
	ASF>9,000	0.25 ASF
<sup>†</sup> Lab Factors vary by TOP Code		

## Merced College Space Needs Analysis

The following table shows the current space inventory and the pending projects for each campus. All the numbers (except percentages) are in assignable square feet (ASF). The Qualification columns indicate the space that the College qualifies for according to Title 5 of the Education Code. These tables use the “1.83% annual growth” model for FTES and assume that student headcount and FTEF will grow at the same rate.

Merced College Space Needs Projection – Merced Campus (1.83% Annual Growth)								
Merced Campus	Cap/Load <sup>4</sup>	Inventory 2017	Qualification 2017	Future Projects		New Inventory	Qualification 2028	Net Space Need
				Ag Science and Ind. Tech. Complex	Vocational Complex Renovation/Expansion			
Classroom	120%	40,869	34,058	(661)	(2,352)	37,856	41,581	3,725
Laboratory	84%	93,871	111,751	15,911	6,705	116,487	136,437	19,950
Office	85%	50,232	59,096	2,445	1,794	54,471	72,151	17,680
Library	121%	46,756	38,641	-	-	46,756	47,177	421
AV/TV	62%	8,987	14,495	-	-	8,987	17,697	8,710
Net Space Needs (ASF)				17,695	6,147			50,485

<sup>4</sup>Capacity to load ratio measures how much space a college has divided by how much it needs. The needed space is determined by formulae in Title 5 of the California Education Code.

Merced College Space Needs Projection – Los Banos Campus (1.83% Annual Growth)								
Los Banos Campus	Cap/Load	Inventory 2017	Qualification 2017	Future Projects		New Inventory	Qualification 2028	Net Space Need
				Library Media Faculty Resource Center	Library Remodel			
Classroom	171%	12,142	7,101	-	-	12,142	8,669	(3,473)
Laboratory	102%	10,120	9,922	-	-	10,120	12,113	1,993
Office	46%	4,974	10,813	3,340	2,788	11,102	13,202	2,100
Library	61%	2,342	3,839	3,988	-	6,330	4,687	(1,643)
AV/TV	25%	446	1,784	1,700	-	2,146	2,178	32
Net Space Needs (ASF)				9,028	2,788			(991)

The following tables use the “return to base then 1.83% growth” model for FTES and assume that student headcount and FTEF will grow at the same rate.

Merced College Space Needs Projection – Merced Campus (Return to Base then 1.83% Annual Growth)								
Merced Campus	Cap/Load <sup>5</sup>	Inventory 2017	Qualification 2017	Future Projects		New Inventory	Qualification 2028	Net Space Need
				Ag Science and Ind. Tech. Complex	Vocational Complex Renovation/Expansion			
Classroom	120%	40,869	34,058	(661)	(2,352)	37,856	44,724	6,868
Laboratory	84%	93,871	111,751	15,911	6,705	116,487	146,752	30,265
Office	85%	50,232	59,096	2,445	1,794	54,471	77,606	23,135
Library	121%	46,756	38,641	-	-	46,756	50,744	3,988
AV/TV	62%	8,987	14,495	-	-	8,987	19,035	10,048
Net Space Needs (ASF)				17,695	6,147			74,304

Merced College Space Needs Projection – Los Banos Campus (Return to Base then 1.83% Annual Growth)								
Los Banos Campus	Cap/Load	Inventory 2017	Qualification 2017	Future Projects		New Inventory	Qualification 2028	Net Space Need
				Library Media Faculty Resource Center	Library Remodel			
Classroom	171%	12,142	7,101	-	-	12,142	9,325	(2,817)
Laboratory	102%	10,120	9,922	-	-	10,120	13,029	2,909
Office	46%	4,974	10,813	3,340	2,788	11,102	14,200	3,098
Library	61%	2,342	3,839	3,988	-	6,330	5,042	(1,288)
AV/TV	25%	446	1,784	1,700	-	2,146	2,343	197
Net Space Needs (ASF)				9,028	2,788			2,098

<sup>5</sup> Capacity to load ratio measures how much space a college has divided by how much it needs. The needed space is determined by formulae in Title 5 of the California Education Code.





## FIVE-YEAR GOALS AND OBJECTIVES

Four overarching Desired Outcomes were identified to provide the framework for the Merced College EMP Goals and Objectives, as follows:

- Increased student access and success
- Current, relevant, well-designed educational programs responsive to student and community needs, provided in user-friendly pathways and delivery modes
- Efficient and effective systems and processes leading to integrated planning and institutional effectiveness
- Robust external partnerships that enhance resources and support the above outcomes.

The Board-adopted goals and objectives comprise six five-year goals, each with several objectives to be carried out across the five years. Each goal has been assigned an accountable Cabinet Member to lead that particular goal area. The EMP's six goals and 26 objectives are outlined below. Those objectives noted with an asterisk (\*) were identified as high priority by the EMP Task Force.

### Goal One: Enrollment Management and Student Success

*[Accountable Cabinet Member: VP of Instruction]*

1.0 Employ enrollment management strategies to support student success, progression, and completion/transfer.

#### *Objectives*

- \*1.1 Develop guided pathways within metamajors, including stacked credentials, and in connection with K-12 and university partners.
- \*1.2 Strengthen scheduling to provide effective, efficient, student-centered course offerings, delivered through structured time blocks that also maximize FTES generation.
- \*1.3 Design and develop innovative programs and expand educational programming to meet workforce needs (esp. in Ag, IT, and CTE).
- 1.4 Provide just-in-time and advanced technical training to meet workforce needs.
- 1.5 Expand coursework and certificate and degree programs at Los Banos Campus to align with area workforce needs
- \*1.6 Create innovative packaging and delivery of programs (e.g. cohort approaches; coordinated night, weekend, & summer programs; Fast Track; etc.) and expand distance education offerings.
- 1.7 Implement strategies to support student success, progression, and completion/goal attainment.

### Goal Two: Student Access

*[Accountable Cabinet Member: VP, Student Services]*

2.0 Increase student access and streamline entry processes.

#### *Objectives*

- 2.1 Support student goal identification and development of individualized student education plans.
- 2.2 Streamline registration / matriculation processes.

- 2.3 Reach new populations of students (e.g. in outer areas of District; new growth communities; incumbent adult workforce; non-traditional; AB288; more high school students; incarcerated; etc.).
- 2.4 Create First Year Experience program which integrates campus life, career counseling, educational planning, and student success strategies.

### Goal Three: Resource Development and Allocation

*[Accountable Cabinet Member: VP, Administrative Services]*

- 3.0 Maximize future financial stability via data-driven, long-range, integrated fiscal planning.

*Objectives*

- 3.1 Implement integrated, data-driven business practices and sustainable resource development and allocation.
- 3.2 Align resources with planning processes for long-range financial planning and fiscal management.
- 3.3 Further develop the Foundation with structure, friend-raising, and fundraising.
- 3.4 Develop proactive funding diversification via the Foundation, grants, and private sector partnerships (see also Goal 5.0).

### Goal Four: Safety and Facilities Planning

*[Accountable Cabinet Member: VP, Administrative Services]*

- 4.0 Strengthen campus safety and align facilities and technology planning with educational master planning.

*Objectives*

- 4.1 Address campus safety issues across all campus locations.
- 4.2 Ensure facilities and technology planning supports long-range educational planning.
- 4.3 Proactively pursue facility and technology funding through both state and diversified funding sources (see also Goal #3).

### Goal Five: Partnership

*[Accountable Cabinet Member: VP of Instruction]*

- 5.0 Strengthen existing and create new partnerships with educational institutions, employers, and government and community agencies to support EMP Goals.

*Objectives*

- 5.1 Revitalize Program Advisory Committees.
- 5.2 Strengthen University partnerships.
- 5.3 Strengthen K-12 partnerships.
- 5.4 Partner with Employers, Foundations, Community groups and Government agencies (city, county, state).

## Goal Six: Institutional Effectiveness, Technology, and Systems Design

*[Accountable Cabinet Member: Chief Technology Officer]*

6.0 Design streamlined, integrated technological and human systems that work effectively towards desired outcomes.

### *Objectives*

- \*6.1 Strengthen integrated planning.
- \*6.2 Automate processes and strengthen data access and use at various levels of the institution; employ technology effectively; provide training.
- 6.3 Refine Committee structure to support institutional goals, the EMP, and student success.
- 6.4 Develop long-range staffing and professional development plans.

### **Crosswalk to ACCJC – WASC Recommendations**

The Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC-WASC) recently conducted its site visit for reaffirmation of Merced College's accreditation. As the EMP was developed, a review of the recommendations from ACCJC was completed to ensure their presence in the five-year EMP. A crosswalk was developed displaying the results of this review. The crosswalk can be found in Appendix D – Merced College Educational Master Plan 2018-2023 - Five-Year Goals and Objectives with Crosswalk to ACCJC-WASC Recommendations and CCCCCO Vision for Success Goals.

### **Crosswalk to California State Vision 10-year Goals**

Additionally, a crosswalk was completed comparing the Merced College Five-Year EMP Goals and Objectives with those of the California Community College Chancellor's Office (CCCCO) Vision and 10-year Goals. This crosswalk is displayed as well in the chart in Appendix D – Merced College Educational Master Plan 2018-2023 - Five-Year Goals and Objectives with Crosswalk to ACCJC-WASC Recommendations and CCCCCO Vision for Success Goals.





## NEXT STEPS

Following the development of the five-year EMP Goals and Objectives, the following next steps are planned:

- The EMP will be operationalized through a Strategic Implementation Plan. This plan will be developed beginning Spring 2018 and completed by mid-Fall 2018, concurrent with the commencement of the first year of the EMP.
- The Educational Master Planning Committee (EMPC) will provide oversight for monitoring progress on the five-year EMP on an annual basis.
- Regular reports will be provided to the Board of Trustees on progress of the Goals and Objectives in the EMP.
- Any new initiatives that arise over time will be considered in relation to the five-year plan, with adjustments made as required.
- The Facilities Master Planning effort underway will be aligned with the EMP.

## TIMELINES



## **Recommendations**

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Several recommendations are provided below for follow-up as the new EMP is rolled out and the operational Strategic Implementation Plan is being developed.

### **Development of Administrative Procedure**

Development of an Administrative Procedure is needed to clarify accountability and processes to ensure monitoring and evaluation of the EMP and Strategic Implementation Plan each year. Additionally, a process should be identified for how adjustments will be made to the plans based on progress evaluation, unplanned internal or external changes, and new initiatives that may emerge.

### **Integrated Planning and Program Review Cycle**

With the adoption of the Educational Master Plan, the college's Integrated Planning and Program Review Cycle should be reviewed and refined as needed. In specific, more attention to the alignment of resource allocation based on the EMP is recommended. Additionally, both the annual and five-year planning processes should be reflected in the model, with narrative provided describing each process.

### **Team and Committee Structure**

Based on feedback from stakeholders during the Discovery Phase, an examination of the college's team and committee structure is warranted to accomplish the following:

- Consider streamlining and refining the structure, possibly reducing the number of committees, and identify annual work plans for each committee in alignment with the EMP and other work of the College.
- Consider structure and processes that support more cross-functional dialogue and integrated work processes (esp. between instruction and student services).
- Consider a mechanism to utilize more short-term task forces or project teams with defined purposes that have set timelines and established deliverables.

### **New Executive Staff Orientation**

Two new executives - Vice President of Instruction, and Associate Vice President of Human Resources - are being hired to begin in the first year of the EMP. It is recommended that when these two new executive staff are hired they be provided with an in-depth orientation to the EMP development process, planning assumptions, EMP goals and objectives, and the crosswalks to ACCJC recommendations and State ten-year goals.

## APPENDICES

### Appendix A – EMP Task Force Purpose Statement.

#### Team Purpose

The Purpose of the EMP Task Force is to serve as a working group for development of the Merced College 2018-2023 Educational Master Plan (EMP). The EMP Task Force will:

- Ensure representation of all areas of the College in developing the EMP;
- Work in collaboration with the CBT Consultant Team, providing input and feedback throughout the process of the plan's development;
- Support alignment of the EMP with the College's Mission, Vision, and Values;
- Keep students, student success, and service to the Merced College region at the center of discussion during EMP development;
- Exemplify quality employee engagement, advocate for additional internal stakeholder engagement, and serve as a communication body to the rest of the internal Merced College community, including the Los Banos Campus; and
- Abide by team guidelines.

#### Team Membership Composition

Name	Position	Employee Group
Dr. Mike McCandless	VP Student Services & Team Chair	Management
Dr. Baba Adam	Dean, Institutional Effectiveness	Management
Dr. Doug Kain	Dean, Science, Math & Engineering	Management
Arlis Bortner	Director ITS/Chief Technology Officer	Management
Sylvia Ruano	Director, EOPS	Management
Andre Urquidez	Senior Accounting Manager	Management
Dr. Brenda Latham	Dean, Los Banos Campus	Management
Diana Romero	Admissions & Records Coordinator	CSEA
Jeanette Martin	Business Applications Analyst, ITS	CSEA
Leo Lopez	Police Officer	Classified Senate
Tom Canepa	Education Technology Analyst, Blackboard Support	Classified Senate
Mark Doiel	Music Professor	Academic Senate
Bryan Tasse	Landscape Horticulture Professor	MCFA

Darol Fishman	Mechanized Ag Professor	MCFA
Julie Clark	Math Professor	Academic Senate
Soua Lee	Counselor	MCFA
Jose Medina	Student	Student

### **Team Recorder and Resource Persons**

Kristi Wolf, Assistant to the Dean of Institutional Effectiveness, will serve as recorder.

Additional College faculty and staff may be called upon as needed to serve as resources to the EMP Task Force as it progresses in its work.

### **Team Make-up / Criteria**

1. Vice President of Student Services (serves as team leader and meeting convener).
2. Dean of Institutional Effectiveness.
3. Membership will include representatives from both academic and student services areas, both teaching and counseling faculty, and both full and part-time.
4. Membership will include administrative, mid-management, faculty, classified/support staff, and student representatives (or a designated liaison)
5. Membership will include a diverse (gender, age, ethnicity) group of representatives, including both those who are long-standing employees and those in their positions less than five years.
6. Representative from Los Banos Campus.
7. A non-member Team Recorder will record progress of the EMP Task Force
8. Non-member Resource Persons may be called upon to support the team's work

### **Meeting Schedule**

The committee will convene September 21, 2017 and will meet monthly on designated Thursdays, 3-4:30 pm. The project is scheduled to complete by April 2018. The tentative schedule of meetings follows (\* = CBT site visit date).

\*September 21, 2017

\*October 26, 2017

\*November 16, 2017

December 14, 2017

\*February 8, 2018

\*March 9, 2018 (full day; goal-setting)

### **How Work Is Communicated**

1. Team members will communicate with colleagues between meetings.
2. Team updates will be provided to the College Council & Academic Senate.
3. Team progress will be posted to the College's EMP web page on a regular basis.

## Appendix B - Program Awards

Merced College Program Awards 2012-2017										
Discipline	AA	AAT	AS	AST	Cert. (12-18)	Cert. (18-30)	Cert. (30-60)	Cert. (60+)	Cert. of Completi on	Grand Total
ACTG	127	0	0	0	0	0	21	0	0	148
ADST	18	0	0	0	0	0	11	0	1	30
AGBS	38	0	42	9	0	0	0	0	0	89
AGRI	22	0	5	0	0	2	0	0	0	29
ANSC	13	0	18	0	0	0	1	0	0	32
ANTH	15	6	0	0	0	0	0	0	0	21
AOM	163	0	0	0	0	0	109	0	3	275
ART	45	22	0	0	0	0	0	0	1	68
Arts & Humanities	14	0	0	0	0	0	0	0	0	14
AUTO	37	0	0	0	0	69	6	0	1	113
BIOL	244	0	24	0	0	0	0	0	0	268
Biotechnology	0	0	14	0	3	2	0	0	0	19
BUS	195	0	0	274	0	0	8	0	0	477
CHEM	0	0	15	1	0	0	0	0	0	16
CLDV	205	0	0	61	0	0	27	0	0	293
COMM	4	58	0	0	0	0	0	0	0	62
CORR	27	0	0	0	0	0	2	0	0	29
CPSC	0	0	20	22	0	0	0	0	0	42
CRIM	178	0	0	203	0	0	7	0	0	388
CROP	7	0	5	0	0	0	0	0	0	12
CSU Gen Ed Breadth	0	0	0	0	0	0	505	0	0	505
DRAM	6	5	0	0	0	0	0	0	0	11
DRFT	18	0	7	0	0	26	19	0	1	71
ELCT	103	0	0	0	0	0	133	0	0	236
ENGL	18	23	0	0	0	0	0	0	0	41
ENGR	15	0	11	0	0	0	0	0	0	26
FIRE	38	0	0	0	0	0	15	0	0	53
FREN	1	0	0	0	0	0	0	0	0	1
General Studies	57	0	0	0	0	0	0	0	0	57
GEOL	0	0	4	4	0	0	0	0	0	8
GERM	5	0	0	0	0	0	0	0	0	5
HIST	32	47	0	0	0	0	0	0	0	79
HMSV	53	0	0	0	0	0	2	0	0	55
Horse Mgmt	0	0	1	0	0	0	0	0	0	1
HUM	2	0	0	0	0	0	0	0	0	2
HVAC	16	0	0	0	0	0	37	0	2	55
IGETC	0	0	0	0	0	0	68	0	0	68
INDT	7	0	0	0	0	0	6	0	1	14
Int'l Studies	80	0	0	0	0	0	0	0	0	80
KINE	0	25	0	0	0	0	0	0	0	25
Lab Technology	0	0	1	0	0	0	0	0	0	1
LAND	18	0	17	0	0	0	6	0	0	41
LBST	67	6	0	0	0	0	0	0	0	73
Life Science	7	0	0	0	0	0	0	0	0	7
MATH	17	0	0	61	0	0	0	0	0	78
MDSE	4	0	0	0	0	0	0	0	0	4
MECH	4	0	16	0	0	44	165	0	2	231
MGMT	19	0	0	0	0	0	3	0	0	22
MKTG	0	0	0	0	0	0	1	0	0	1
MUS	15	1	0	0	0	0	0	0	0	16
NATS	17	0	0	0	0	0	0	0	0	17
NUTR	32	0	0	0	0	10	0	0	1	43
PHED	21	0	0	0	0	0	0	0	0	21
PHIL	2	3	0	0	0	0	0	0	0	5
PHOT	7	0	0	0	0	2	0	0	0	9
PHSC	7	0	0	0	0	0	0	0	0	7



Merced College Program Awards 2012-2017										
PHYS	0	0	7	34	0	0	0	0	0	41
PLGL	6	0	0	0	0	0	0	0	0	6
PSYC	243	546	0	0	0	0	0	0	0	789
RADT	0	0	83	0	0	0	0	84	3	170
REAL	2	0	0	0	0	0	0	0	1	3
REGN	0	0	318	0	0	0	0	0	0	318
SOC	776	8	0	0	0	0	0	0	0	784
SONO	0	0	0	0	0	0	9	0	0	9
SPAN	26	7	0	0	0	0	0	0	0	33
Transfer Studies	15	0	0	0	0	0	0	0	0	15
Univ. Studies	9	0	0	0	0	0	0	0	0	9
VOCN	78	0	0	0	0	0	134	0	0	212
WELD	22	0	0	0	0	18	0	0	2	42
Grand Total	3,217	757	608	669	3	173	1,295	84	19	6,825

*Source: Merced College Office of Institutional Research*

## Appendix C - Student Participation Rate

The student participation rate shows the number of students who attend classes at the College per 1,000 members of the local community (between the ages of 18 and 65). Population data was not available for all of the cities and towns from which students come to the College. The following table lists all of the cities and towns from which 100 or more students attended at least one class in the fall 2017 semester.

The student participation rates are highest in Merced City, Dos Palos, Livingston, Atwater and Los Banos. With the campus in Los Banos, there is likely an opportunity to increase the student participation there.

Merced College Participation Rate Analysis - Fall 2017			
	Enrollment	Population 18-65	Student Participation Rate (per 1,000 population)
Merced	3,964	49,061	81
Atwater	1,332	23,621	56
Los Banos	1,258	31,018	41
Turlock	523	58,819	9
Livingston	497	8,195	61
Winton	386	n/a	-
Chowchilla	384	13,768	28
Delhi	253	n/a	-
Dos Palos	228	3,146	72
Planada	175	n/a	-
Modesto	157	139,611	1
Gustine	125	3,322	38
Hilmar	120	n/a	-
Newman	105	6,574	16

*Source: Population numbers are from the U.S. Census Quickfacts July 1, 2016  
<https://www.census.gov>; enrollment data is from Merced College Office of Institutional Research*

## Appendix D – Merced College Educational Master Plan 2018-2023 - Five-Year Goals and Objectives with Crosswalk to ACCJC-WASC Recommendations and CCCCO Vision for Success Goals

(Revised March 20, 2018)

MERCED COLLEGE EDUCATIONAL MASTER PLAN 2018-2023					
Desired outcomes of the Educational Master Plan: <ul style="list-style-type: none"> <li>Increased student access and success</li> <li>Current, relevant, well-designed educational programs responsive to student and community needs, provided in user-friendly pathways and delivery modes</li> <li>Efficient and effective systems and processes leading to integrated planning and institutional effectiveness</li> <li>Robust external partnerships that enhance resources and support the above outcomes</li> </ul>					
GOAL Level 1 (L-1) <i>[Accountable Cabinet Member]</i>	OBJECTIVES Level 2 (L-2)		ACCOUNTABLE MANAGER	ACCJC- WASC Rec Crosswalk	CCCO Vision for Success Crosswalk
	*=High Priority				

GOAL 1: ENROLLMENT MANAGEMENT & STUDENT SUCCESS						
1.0	Employ enrollment management strategies to support student success, progression, and completion/transfer <i>[Accountable Cabinet Member: VP of Instruction]</i>	1.1 *	Develop guided pathways within metamajors, including stacked credentials, and in connection with K-12 and university partners	Director of Guided Pathways & FYE	Rec: 1, 2, 3 and 5	Goal: 1, 2, 3, 4
		1.2 *	Strengthen scheduling to provide effective, efficient, student-centered course offerings, delivered through structured time blocks, that also maximize FTES generation	Dean of Math, Science, and Engineering		
		1.3 *	Design and develop innovative programs and expand educational programming to meet workforce needs (esp in Ag, IT, and CTE)	Dean of Career Technical Education		

### GOAL 1: ENROLLMENT MANAGEMENT & STUDENT SUCCESS

		1.4	Provide just-in-time and advanced technical training to meet workforce needs	Dean of Economic and Workforce Development, Community Services, and Non-Credit		
		1.5	Expand coursework and certificate and degree programs at Los Banos Campus to align with area workforce needs	Dean of Los Banos Campus		
		1.6 *	Create innovative packaging and delivery of programs (e.g. cohort approaches; coordinated night, weekend, & summer programs; Fast Track; etc.) and expand distance education offerings	Dean of Los Banos Campus		
		1.7	Implement strategies to support student success, progression, and completion/goal attainment	Dean of Student Equity and Success		

### GOAL 2: STUDENT ACCESS

2.0	Increase student access and streamline entry processes <i>[Accountable Cabinet Member: VP, Student Services]</i>	2.1	Support student goal identification and development of individualized student education plans	Dean of Student Services	Rec: 1 and 2	Goal: 3, 5, 6
		2.2	Streamline registration / matriculation processes	Dean of Student Services		
		2.3	Reach new populations of students (e.g. in outer areas of District; new growth communities; incumbent adult workforce; non-traditional; AB288; more high school students; incarcerated; etc.)	Dean of Student Equity and Success		
		2.4	Create First Year Experience program which integrates campus life, career counseling, educational planning, and student success strategies	Director of Guided Pathways & FYE		

### GOAL 3: RESOURCE DEVELOPMENT AND ALLOCATION

3.0	Maximize future financial stability via data-driven, long-range, integrated fiscal planning <i>[Accountable Cabinet Member: VP, Admin. Services]</i>	3.1	Implement integrated, data-driven business practices and sustainable resource development and allocation	Dean of Institutional Effectiveness	Rec: 7	Goal: 1, 2
		3.2	Align resources with planning processes for long-range financial planning and fiscal management	Director of Business and Fiscal Services		
		3.3	Further develop the Foundation with structure, friend-raising, and fundraising	Exec. Director of the Foundation		
		3.4	Develop proactive funding diversification via the Foundation, grants, and private sector partnerships (see also Goal 5.0)	Exec. Director of the Foundation		

### GOAL 4: SAFETY AND FACILITIES PLANNING

4.0	Strengthen campus safety and align facilities and technology planning with educational master planning <i>[Accountable Cabinet Member: VP, Admin. Services]</i>	4.1	Address campus safety issues across all campus locations	Director of Risk and Environmental Safety	Rec: 7	Goal: 1, 4
		4.2	Ensure facilities and technology planning supports long-range educational planning	Director of ITS/Chief Technology Officer		
		4.3	Proactively pursue facility and technology funding through both state and diversified funding sources (see also Goal #3)	Director of Business and Fiscal Services		

### GOAL 5: PARTNERSHIPS

5.0	Strengthen existing and create new partnerships with educational institutions, employers, and government and community agencies to support EMP Goals  <i>[Accountable Cabinet Member: VP of Instruction]</i>	5.1	Revitalize Program Advisory Committees	Dean of Career Technical Education		Goal: 1, 2, 4, 5, 6
		5.3	Strengthen K-12 partnerships	Director of Student Outreach		
		5.4	Partner with Employers, Foundations, Community groups and Government agencies (city, county, state)	Director of Student Outreach		

### GOAL 6: INSTITUTIONAL EFFECTIVENESS, TECHNOLOGY, AND SYSTEMS DESIGN

6.0	Design streamlined, integrated technological and human systems that work effectively towards desired outcomes  <i>[Accountable Cabinet Member: Chief Technology Officer]</i>	6.1 *	Strengthen integrated planning	Dean of Institutional Effectiveness	Rec: 1	Goal: 1, 2, 3, 5
		6.2 *	Automate processes and strengthen data access and use at various levels of the institution; employ technology effectively; provide training	Director of Enterprise Application Services		
		6.3	Refine Committee structure to support institutional goals, the EMP, and student success	Dean of Social Sciences, Humanities, and Fine Arts		
		6.4	Develop long-range staffing and professional development plans	Associate VP of Human Resources		

## Appendix E – Glossary of Terms

**Assignable Square Footage (ASF)** – The area of spaces available for assignment to an occupant (excepting those spaces defined as circulation, custodial, mechanical and structural areas).

**Capacity to Load Ratio (Cap/Load)** – This is the ratio of space the College has divided by the space it needs (according to Title 5 space standards). A Cap/Load ratio above 100% means the College has a surplus of space in that category. A Cap/Load ratio below 100% indicates a need for more space. E.g., if the college has 120,000 ASF of classroom space and Title 5 Standards show that the College qualifies for 100,000 ASF, the Cap/Load ratio ( $\text{HAVE} \div \text{NEED}$ ) =  $120,000 \div 100,000 = 120\%$ .

**Classroom Space (also referred to as lecture space)** – Rooms used for classes that do not require special purpose equipment for student use.

**FTEF (Full-Time equivalent faculty)** – Total full-time equivalents for all adjunct and full-time faculty. E.g., six adjunct faculty members, each teaching one-quarter of a full teaching load, is equal to 1.5 FTEF.

**FTES (Full-Time equivalent students)** – Total hours attended by one or more students, divided by 525. One FTES is equal to one student taking a course load of 15 units for two semesters.

**Gross Square Footage (GSF)** – The total square footage of a building, measured at the exterior of the walls, including all interior spaces.

**Headcount** – the number of individual people in a class or enrolled at the College

**Instructional Media Space (also referred to as AV/TV space)** - Rooms used for the production and distribution of audio/visual, radio and TV materials.

**Laboratory Space** – Rooms used primarily by regularly scheduled classes that require special-purpose equipment for student participation, experimentation, observation or practice in a field of study.

**Library Space** – Rooms used by individuals to study books or audio/visual materials. Rooms used to provide shelving for library or audio/visual materials. Rooms that support these uses such as book processing rooms, circulation desk, etc.

**Office Space** – includes faculty, staff and administrator offices as well as all student services spaces (e.g., A&R, Financial Aid, etc.).

**TOP Codes (Taxonomy of Programs)** – A system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes.

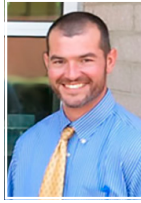
**WSCH (weekly student contact hours)** – The number of class contact hours a class is scheduled to meet times the number of students. E.g., if a class meets three hours per week, and has 30 students enrolled, that would generate 90 weekly student contact hours.



## SENIOR ADMINISTRATION



**KELLY FOWLER**  
Vice President of  
Instruction



**MIKE McCANDLESS**  
Vice President of  
Student Services



**JOE ALLISON**  
Vice President of District  
Administrative Services



**KELLY UNDERWOOD**  
Associate Vice  
President of Human  
Resources



**JILL CUNNINGHAM**  
Executive Director, Mer-  
ced College Foundation,  
Director, Institutional  
Advancement and Public  
Information Officer



**ARLIS BORTNER**  
Chief Technology Officer



## INSTRUCTIONAL ADMINISTRATION

**BABA ADAM**  
Dean, Office of Institutional Effectiveness

**DOUGLAS KAIN**  
Dean of Math, Science and Engineering

**JOHN ALBANO**  
Dean of Fine and Performing Arts, Humanities  
& Social Sciences

**BRENDA LATHAM**  
Dean of Los Banos Campus

**ROBERT ANDERSON**  
Dean of Allied Health, Child Development,  
Kinesiology, Public Safety

**VINCE PIRO**  
Dean of English, Basic Skills, Noncredit

**NANCY GOLZ**  
Dean of Learning Resources Center

**TONI PIRTLE**  
Dean of Agriculture, Business, Industrial  
Technology, Career Tech Ed



## STUDENT SERVICES ADMINISTRATION

**ANNE DICARLO**  
Dean of Student Services

**LONITA CORDOVA**  
Dean of Student Equity  
and Success





MERCED COLLEGE





MERCED COMMUNITY COLLEGE DISTRICT



# **EDUCATIONAL MASTER PLAN**

## **2018-2023**

MERCED COMMUNITY COLLEGE DISTRICT