

2000-2001 ACCREDITATION ANNUAL REPORT
Accrediting Commission for Community and Junior Colleges
Public College Form
Merced College

DUE BY MAY 1, 2001

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Please respond to all of the questions. Please enlist the assistance of appropriate officers in your institution to ensure the accuracy of information submitted. This form is available electronically as an Excel file, if you would prefer.

PART 1

Use the 1999 IPEDS Surveys to answer the following questions.

STUDENT ENROLLMENT

IPEDS FALL ENROLLMENT SURVEY (FOR 2-YEAR INSTITUTIONS) EF-2, 1999, due Dec. 1, 1999

1. Total Full-time students from IPEDS EF-2, page 5, line # 08, (men + women) 3155
2. Total Part-time students from IPEDS EF-2, page 5, line #22, (men + women) 4393
3. Grand Total All Students from IPEDS EF-2, page 5, line # 29 (men + women) 7548

INSTITUTIONAL OUTCOMES

IPEDS GRADUATION RATE SURVEY (FOR 2-YR PUBLIC INSTITUTIONS) GRS-2, 1999, due Feb. 7, 2000

4. Transfer-out students to a 4-year or higher institution from IPEDS GRS-2, page 8, line #33,
Total All Students (men + women) 10
5. Final cohort from IPEDS GRS-2, Worksheet page 1, item 1e 369
6. Total Completers from IPEDS GRS-2, Worksheet page 1, item 2d 139

HUMAN RESOURCES

IPEDS FALL STAFF SURVEY, 1999, due December 20, 1999

7. Full-time faculty from IPEDS S, Part A Total, page 5, line #22, Grand total (men + women) 166
8. Part-time faculty from IPEDS S, Part-time Employees, page 10, line #77, Grand total (men + women) 298

FISCAL RESOURCES

IPEDS FINANCE SURVEY (FOR PUBLIC INSTITUTIONS) FISCAL YEAR 1999, due February 22, 2000

9. Total Current Funds Revenues from IPEDS F-1, page 5, line #16, Total \$46,326,868
10. Total Educational & General Expenditures & Transfers from IPEDS F-1, page 6, line #12, Total \$44,405,148
11. Total Current Funds Expenditures and Transfers from IPEDS F-1, page 7, line #22, Total \$44,963,676

PART 2

MISSION ISSUES

12. Please supply a copy of the current institutional mission statement.

See attached.

13. What is the date of the last mission statement review? October 1998

14. Describe the method the institution uses to evaluate accomplishment of its mission.

The College uses a holistic approach in assessing the efficacy of its programs and services as they relate to accomplishing its institutional mission and Board adopted goals. At the annual retreat of the Board of Trustees, each master planning committee provides a summary update on goals within the committee's purview. Program and service effectiveness, with respect to the overall college mission

15. Based on this evaluative method, describe the degree to which the mission is being accomplished. is also addressed through the evolving "program review process" which has been implemented at the college. Following the assessment of programs and services using the methodology described above, the college community feels confident that the mission of the institution is being accomplished to a high degree. There is general consensus that planning and the allocation of resources are focused on the attainment of the

ADDITIONAL INSTITUTIONAL OUTCOMES ISSUES

16. Please list licensure examinations and 1999-2000 pass rates for which the institution prepares students.

RN - RN Boards - pass rate 16/18 = 89% for class of 1999-2000

LVN - pass rate on NCLEX = 85.7% in 1999

RAD TECH - CRT - certification exam at state level = 100% for 1999-2000

AART - certification exam at national level = 100% for 1999-2000

NOTE: for AART only 10 of 13 students chose to take the exam

17. Please report employment placement rates and the source of this information.

RN - Employment rate 17/28 = 94% (one student chose to stay home to care for her baby). Reported by students at graduation

LVN - All graduates were able to get jobs - reported at the end of the program by students.

RAD TECH - For 1999 class, as of 2/18/2000, 12 of 13 were employed and the 13th found employment as soon as she was ready to enter the job market. Statistics are maintained by the radiography program director.

18. Describe measures of learning that the institution is employing at the degree, program, and course levels.

Learning is measured by a wide variety of methods. Multiple choice exams, essays, and projects are completed by students. Performance exams to demonstrate skills are also utilized. State licensure exams measure a baseline of knowledge.

19. Based on these measures, describe the extent to which learning is taking place at the degree, program, and course level.

More resources for additional research is needed. Analysis of data could lead to program and evaluation improvement.

20. For which measures does the institution need development assistance?

Effective/improved test construction is a goal of our faculty. We are open to new ideas and suggestions for improved measurement of learning. Staff development would be helpful. More resources for additional research is needed. Analysis of data could lead to program and evaluation improvement.

General District Information

The History of Merced County

Prior to the finding of gold in California, the central San Joaquin was a pristine place. The wild clover grew taller than a horse's head; the streams teemed with salmon, bass, and trout; and grizzly bears and antelope roamed far and wide. The early inhabitants of the valley were the Northern Valley Yokuts, who roved the entire floor of the San Joaquin Valley and were estimated to number around 30,000. In an 1806 expedition, Ensign Gabriel wrote of finding a welcomed river to quench the expedition's thirst. He named it El Río de la Nuestra Señora de la Merced, the river of mercy. When the gold seekers overran the area on the way to the gold field, times changed.

Finally, when California became a state in 1850, Mariposa County covered much of the central valley, extending to a mutual boundary with San Diego and Los Angeles counties. In 1855, farmers of the lowlands decided they did not have much in common with the miners of the foothills and mountains and petitioned to have a section split off to form a new county. When the petition was granted, Merced County was formed by Governor John Bigelow on April 19, 1855. On 1857 tax assessment rolls, the new county boasted of a population of 277. The first county seat was in Snelling. Once the railroad came through the county, much of the business and the county seat moved to the new town of Merced, which incorporated in 1889.

For Merced County the growth, and the change coming with it, has continued.

District and Organization

The Merced Community College District is composed of most of Merced County, the area of the Chowchilla Union High School District in Madera County, and the Dos Palos Joint Elementary School District. The Governing Board is made up of seven elected members.

The Beginnings of the College District

Merced College is a California Public Community College operated by the Merced Community College District, which was formed by a vote of the people of the Le Grand and Merced Union High School Districts on February 27, 1962. The District, which comprised the eastern half of Merced County, consisted of the areas served by these two high school districts. The Governing Board consisted of five members elected at large in the District. The first members of the Board, elected in May of 1962, were as follows: Buddy T. Iwata, Chairman; George W. Clark, Vice Chairman; Byron Cunningham, John R. Hann, and Donald Robinson.

The Merced Community College District became effective for all purposes July 1, 1963.

Philosophy

A democratic society functions best when its members are educated and active participants. To encourage this participation, Merced College provides educational opportunity for all who qualify and can benefit. This education involves having a respect for and awareness of all cultures, as well as the dignity and worth of all individuals.

Merced College is dedicated to the pursuit of excellence. The leadership and educational services provided by the College reflect and enhance the cultural, economic, and social life of the community and respond to its changing needs and interests. Recognizing that learning is a life-long process, the College provides preparation for a complex and changing society while maintaining high academic standards. The College also fosters individual learning and critical thinking to enhance awareness of the inter-relationship and inter-dependence of all persons.

Vision Statement

Students are our focus at Merced College. We set high standards to encourage students to reach their potential in a nurturing environment. Merced College is a leader in innovative instruction and cultural activities. We value and respect all members of our community and diversity is a strength of our institution. We are known by the success of our students.

Mission

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

Core Values and Beliefs

1. Students, both current and potential, are the focus of Merced College.
2. Merced College establishes high standards and provides a challenging education to encourage students to reach their highest potential.
3. Merced College respects and values all members of its community.
4. Merced College serves the community by responding to the cultural, educational, technological, and economic development challenges.
5. Fostering and maintaining diversity is a strength of the institution.
6. Merced College provides a nurturing and joyful environment.

Matriculation

Educational success is the college's commitment to each student. Merced College strives to make students aware of our varied educational programs. The college provides many services to ensure success.

All students who enroll in credit courses "matriculate." Matriculation is a process that brings Merced College and