




**MERCED COLLEGE
OFFICE OF THE PRESIDENT**

Memorandum

To: Dee Near, President, Faculty Senate
Manuel Costa, President, Classified Senate
Vince Piro, President, Faculty Association
John O'Brien, President, CSEA
Sarah Greene, Chair, Management Council
Eric Price, President, ASMC

From: Benjamin T. Duran 

Date: September 6, 2001

Subject: **Accreditation Mid-term Report**

Colleagues, attached is a draft of the district's responses to the recommendations from our last accreditation visit, as well as a draft of the "Planning Agenda Progress Reports" for each standard. Please review the attached with your constituents and direct any editorial or substantive comments to Dr. Grimsby. Following the review by the campus constituency, the report will be submitted to the Board of Trustees at its October meeting for approval and subsequent submission to the Accreditation Commission.

BTD:dm
Attachment

cc: Vice Presidents
Members, Accreditation Steering Committee

RESPONSE TO RECOMMENDATION #1

Establish long-term goals that are a part of the college-wide planning process and integrated with the mission statement. (Standards 1.1, 3C.1)

The College Board of Trustees at its annual planning meeting established a process by which college goals are set, reviewed, and integrated with the mission statement. Each calendar year the Board will review the previous year's goals and establish new and/or revised goals. In addition, the mission statement will be visited each time to ensure the goals are aligned with the District's mission statement. Upon completion of that process, the administration will disseminate to the college community the District's goals for that year. The direction from the Superintendent/President to college-wide planning groups and master planning committees is that the Board goals and the District's mission be considered in the development of both short-term and long-term goals. In the spring of the year the Board of Trustees will set a meeting at which time progress on established goals will be evaluated. At its spring meeting the Board will also institutionalize the process for goal setting, evaluation, and integration of its goals into the District master planning process on a permanent basis.

RESPONSE TO RECOMMENDATION #2

Clearly define and implement the program review process and integrate it with the College planning and budgeting process (Standards 3A.4, 4D.1)

Since the accreditation visit, the program review process has been revised and clearly documented as follows:

Clearly Define and Implement the Program Review Process

- The membership of the Program Review Committee is clearly defined and includes representatives from the various segments of the academic faculty, a Classified Senate representative, a Faculty Senate representative, and an administrative ex-officio (see Appendix B).
- A detailed process for the implementation of program review has been developed and distributed to the college community and has been delineated in the Merced College Program Review Guidelines (Appendix C). Distribution included Instructional Council, executive administration, and Faculty Senate.

Integrate It With the College Planning and Budgeting Process

- The program review process requires that divisions review their goals and future resource allocations in conjunction with the development of their five-year plans. The five-year plans will be a major part of the program review process and will serve as the means by which divisions that have gone through program review will integrate their five-year plans into the district master planning and budgeting process.

RESPONSE TO RECOMMENDATION #3

Systematically assess progress in meeting the College mission, planning goals, and identified priorities for improvement of programs and services by integrating institutional research with, and in support of, planning and evaluation of outcomes. (Standards 3A.1, 3A.2, 3A.3, 3A.4, 3B.2, 3B.3, 3C.1, 3C.2, 3C.3, 4D.1)

Merced College has been moving steadily to improve its ability to assess progress in meeting the College mission, planning goals, and identified priorities for improvement of programs and services. Approximately two and a half years ago, the College hired a full-time Research Analyst to improve and expand its ability to assess progress in meeting its goals and objectives. The application of institutional research is being integrated into the planning process and into the evaluation of outcomes. This process is by no means complete, although it has come a long way.

An important improvement at the College which has helped advance our ability to perform research in support of institutional planning and evaluation is the additional clarity brought to the planning committee structure and thus the planning process by Dr. Duran and other key participants on the planning committees. This additional definition and clarification of the roles and relationships of the various planning committees has made the assessment of outcomes both easier and more understandable.

Considerable progress has been made to date in developing and implementing methods of evaluating how and in what ways the College accomplishes its mission and goals. Examples include:

1. Tracking our progress in meeting the goals of the Partnership for Excellence program.

2. The development of a student data sheet which accompanies the administration of the Accuplacer test—this data sheet has been filled out by over 3,000 incoming students over the last year and has provided much needed data for College reporting purposes, for use in grant applications, and in other areas of need. The data sheet includes information on students not previously collected, such as educational level of parents, family income level, and so forth.
3. An ongoing evaluation of the extent to which assessment information relates to target courses.
4. An ongoing evaluation of the extent to which matriculation services promote student success.
5. An evaluation of the predictive ability of assessment testing on later student course success.
6. The response to the request for information from the Integrated Postsecondary Education Data System (IPEDS) has been greatly facilitated and supported by the advent of Datatel, the hiring of the Research Analyst, and the regular collection of data, which now occurs. Completing IPEDS data surveys ensures that the College maintains its eligibility for various types of federal funding.
7. The Research Analyst regularly monitors student success, persistence, and graduation and transfer rates.
8. The Research Analyst provides data in support of the program review process; he serves as staff to the College's Program Review Committee. The Research Analyst also serves as staff to the Partnership for Excellence Task Force, the Facilities Committee, and the Matriculation Advisory Committee, among others.
9. The Research Analyst has become a key source of data in support of the reporting requirements of many of the categorical programs at the College. He also provides data used in applying for new grants.

Information from the above processes, as well as others, assists in providing the data needed for a "systematic and integrated educational, financial, physical, and human resources planning" process at Merced College. The implementation of these efforts, along with others, is periodically reviewed to assure their ongoing utility for assessing institutional effectiveness.

RESPONSE TO RECOMMENDATION #4

Enhance the use of technology in programs and services throughout the college by providing better coordination, maintenance, and technical support. (Standards 4A.4, 4D.5, 6.4)

Six years ago the District began the process of wiring the campus and bringing all servers and resources under one area – Information Systems. A District committee was formed with representation of the developers of local area networks and parties interested in the development of a District-wide network. A network consultant was hired with the intent to design and install the beginning of the College network. The original goal was to add 100 MBit to the desktop so that the potential of videos across the network would be a possibility. The group that began this development was called the Network Committee. Upon completion of this effort, the committee was reconstituted as one of the major planning committees for technology – Technology Master Planning Committee (TMPC).

As part of the effort to prepare faculty to take advantage of all the services a network can provide, a staff member was hired to train faculty in the development of multimedia materials. It was again discovered that faculty needed appropriate computer systems; therefore, a program for faculty called Access to Technology (A2T) was initiated. Faculty requesting a new computer agreed to undergo training as they developed multimedia materials to benefit their students, and to present outcomes to their peers. Along the way requests to wire classrooms for multimedia presentations began to come in. Internet connectivity was also requested for these classrooms, and we initiated web course development. Training efforts have been expanded with the hiring of a second staff member to work with faculty in not only multimedia materials development, but also web development. In the intervening period all computer labs (six hundred plus computers) on campus have been connected to the network. All faculty (159/161) requests for connection to the network have been fulfilled, and twenty plus classrooms have been equipped with multimedia for classroom presentations and Internet access. All of these efforts have caused higher traffic on the network, and it was discovered that in many places on campus, wiring lacks 100 MBit service and needs to be rewired.

Other technology efforts have included the acquisition of satellite (analog and more recently digital) down link capability, two-way-interactive video conferencing, and two-way-video conferencing between classrooms in Merced and Los Banos.

RESPONSE TO RECOMMENDATION #5

Continue to integrate multiculturalism more broadly throughout programs and services. (Standard 4A.1, 4C.3)

The spirit of multiculturalism, the acknowledgement and acceptance of cultures different from our own, is present in most aspects of Merced College life, from student activities to class curriculum. The following are samples of the many ways multiculturalism has been addressed:

1. Literature and composition classes in the Humanities Division cover readings by a variety of cultural groups on multicultural topics. These range from novels by authors such as Toni Morrison and Isabel Allende to poetry by Rita Dove, Joy Harjo, and Mitsuye Yamada to plays by Luis Valdez to short fiction by Sandra Cisneros or Langston Hughes.
2. Special offerings by the English Department include a Chicano Literature course and a Modern African Literature, Film, and Music course (Humanities 47).
3. Coverage in the College newspaper of multicultural activities such as Black History Month, Cinco de Mayo activities, El Dia de Los Muertos, Women's History Month, student art shows, and culturally based dance troupes.
4. ASMC posts pictures and information on the bulletin board and in the trophy case. During appropriate months, displays of diverse cultures are viewed by many students, faculty, staff, and community members.
5. Title III sponsors multicultural activities guest speakers--Luis Valdez, Manuel Pena, Victor Martinez, Juan Felipe Herrera, Lawson Fusao Inada—and activities such as Cinco de Mayo entertainment, Marachi music and Ballet Folklorico.
6. Multicultural issues are addressed in the nursing classes as they pertain to patient-care issues. In the Nursing 40 class, the course outlines include the social, cultural, and ethnic identity areas of patients, including the recognition of bias, prejudice, stereotyping, discrimination, and ethnocentrism. The social identity, cultural values, and ethnic identity of patients are stressed.
7. In staff development, workshops on multicultural awareness training, the healing of racism, and ethnically diverse student-led panels for discussion. One example would be the Southeast Asian culture workshop presented a few years ago.
8. Gallery shows always include artists of varying ethnic backgrounds. The next shows are a Japanese printmaker and a Japanese/Chinese-American graduate of Merced College. Student shows always include multicultural items.

RESPONSE TO RECOMMENDATION #6

Increase the number of ethnic minority faculty, staff, and management personnel by expanding and refining activities in such areas as mentoring, recruiting, and retention. (Standard 7A.1, 7A.3, 7D.2)

The District has programs to address mentoring, recruiting, and retention. Senior faculty members mentor new faculty members. This should help retain more faculty by making the individuals feel wanted and giving them necessary information.

Recruitment is done on a nation-wide basis. All faculty positions are advertised in the most widely read publications of community college job seekers "The Chronicle." Advertisements in numerous publications are targeted to underrepresented groups. The District's Board of Trustees has made this one of their goals also. For each of the hiring committees, a vice president meets with them and reviews the Board goal related to diversity. Each pool of applicants is reviewed and the search is extended when the pool lacks diversity. This year, 2000, 20 percent of our faculty was from underrepresented groups.

RESPONSE TO RECOMMENDATION #7

Adopt policies and procedures for the regular assessment of the Board and CEO that meets the accreditation standards. (Standard 10A.4, 10A.5)

The Board of Trustees has established a process for a regular assessment of the Board. It is the intent of the Board to complete that process and adopt a policy and procedure regarding the process by May 2001.

With respect to the CEO evaluation, the Board of Trustees has established a process by which the CEO will be evaluated on an annual basis. It is the intent of the Board to develop a policy and procedure regarding the process by May 2001.

APPENDIX B

MERCED COLLEGE PROGRAM REVIEW COMMITTEE Committee Membership

2000-2001 Program Review Committee Membership
Based on New Pattern of Appointment

- | | |
|---|-------------------------|
| 1. Chair: Jan Hayes | (Fall 2000-Spring 2003) |
| 2. Faculty Senate Rep.: George Viorel (English) | (Fall 1999-Spring 2002) |
| 3. Rep of Arts/Sciences: Stan Mattoon (Dev. Ed.) | (Fall 1999-Spring 2002) |
| 4. Rep. of Vocational Areas: Roy Dettling (IT) | (Fall 1998-Spring 2001) |
| 5. Additional Faculty: Carmel Donoghue (Nursing) | (Fall 1998-Spring 2001) |
| 6. Rep. of LRC: Ed Brush | (Fall 1998-Spring 2001) |
| 7. Rep. of Guidance Division: Jonas Vangay | (Fall 1999-Spring 2002) |
| 8. Rep. of Classified Senate: Bev Lencioni | (Fall 1997-Spring 2000) |
| 9. Ex-Officio Admin. Rep.: Don Curtaz | (Fall 1998-Spring 2001) |
| 10. Liaison to Committee: Research Analyst-Robert Bauer | |

Plan for Representation on Committee:

1. Chair
2. Faculty Senate Representative
3. Representative of Arts/Sciences
4. Representative of Vocational Areas
5. Additional Faculty Member to balance representation
6. Representative of LRC
7. Representative of Guidance Division
8. Representative of Classified Senate
9. Ex-Officio Representation of Administration, appointed by College President

Appointment to:

Slot 2 is by appointment of the Faculty Senate President,
Slots 3-7 to be joint by Faculty Senate President and appropriate Vice President,
Slot 8 is by appointment of the Classified Senate President, and
Slot 9 is by appointment of the College President.
Chair to be appointed by College President upon recommendation from Faculty Senate President and Vice Presidents.

() indicates term of appointment

Revised: 14 September 2000

APPENDIX C

MERCED COLLEGE PROGRAM REVIEW GUIDELINES

Purpose: The purpose of a program review program is to serve as an intra-college review of the academic and vocational programs of the college. It is designed to encourage faculty and staff to look critically at the goals of their program, to develop a realistic plan for the future based on real appraisals of student interest and community needs, to review their current facilities, faculties, and staff and determine how best they can respond to future needs, and to review and modify current activities for student recruitment, retention, and success.

Committee Members: The chair and members of the Committee are jointly appointed by the Faculty Senate President and the College President. Recommendations for appointment to the Committee are made by the Faculty Senate President, the Vice President of Instruction, the Vice President of Student Services, and the chair of the Program Review Committee. See attached list of membership representation. Membership should represent the diversity of the College faculty. All members should have sufficient experience to be able to view the totality of the College environment and have an awareness of the community. Note: Normally, a member whose division/program is under review will be temporarily replaced on the committee, or work on other committee projects. The member will not participate in the review from his/her division/program.

Procedures: Annually, the Committee, in consultation with the Vice President of Instruction, will meet to confirm plans for divisions and/or programs and/or centers to be reviewed. The Program Review Chair will meet with the Division Chair/Director/Dean to initiate the organization of the Division for development of a self-study of the division, etc. A meeting with the entire division should occur shortly thereafter. Program Review at Merced College is a faculty driven activity. As such, all members of a division should have an active involvement in the process.

As soon as possible, the division should select a division member, who is not the Division Chair/Director, to head their self-study. Materials will be distributed to the Division members and a series of planning and working sessions held. It is important to develop any surveys to be used in the review as soon as possible.

Assistance in this development can come from the Research Analyst. In addition, information needed from the administration on items such as student enrollment and retention should be identified. The division self-study chair and the Program Review Chair will work with identified individuals to determine availability of requested material. Division members may also work with members of the Program Review Committee as needed to prepare their self-study. Program Review members need to keep a neutral position during the self-study development.

The goal would be to have the division self-study prepared by the first of October or March depending on the semester of completion. The Program Review Committee will review the document, ask any questions needed for understanding and prepare its summary report including recommendations by the end of November/April. This document is then reviewed by the Division in a meeting with the Program Review Chair and Vice President of Instruction (and Vice President of Student Services if appropriate to the group under review) present, to identify any misunderstandings or factual errors.

The Division Self-Study, Program Review Report, and Executive Summary are then presented to the College President and Faculty Senate President by the Program Review Chair and the Vice President of Instruction (and Vice President of Student Services if appropriate to the group under review).

The President will be encouraged to respond to the report in a meeting that includes the Division Chair, the Program Review Committee Chair, and the co-chairs of EMPC. Copies of the above documents will be deposited in an available location (maybe the Library). The Program Review Chair will have the responsibility of seeing that information about the review results is disseminated to the college community and the broader community where appropriate. At a minimum dissemination should be to Faculty Senate, EMPC, IMPC, and SSMPC (if appropriate).

The division should use the results of the Program Review to structure future division plans and activities. The inclusion of the EMPC chairs in the report meeting is to encourage the use of program review as a factor in determining priority for funding and staffing uses. It is anticipated that each division/program/center will have a review within a five to seven year period. Results of the previous review should be utilized in each new review. Normally, program reviews will not occur during a year when the college is doing a complete accreditation self-study.

Revised 10 May 2000 by Program Review Committee. This version has not yet been reviewed/approved by the College President and Faculty Senate President.

Previous version approved by College President and Faculty Senate President 11/30/98.

Standard 1 – Institutional Mission

Planning Agenda Progress Report

Recommendation

During the next institutional planning process the mission statement should be reviewed to determine if it reflects the current direction and goals of the College.

Progress Report

On October 16, 1998, the Superintendent/President conducted the Merced College Board Vision Workshop. Utilizing a participative governance process, representatives from every college constituent group were present for the two-day workshop. In keeping with the self-study recommendations to shorten and modify the mission statement with clear simplified statements, the workshop resulted in the development of clear mission, vision, core values, and belief statements, which were adopted by the Board of Trustees.

During the June 1999 Board of Trustees meeting, each master planning committee's five-year strategic plan, including goals and evaluation procedures for measuring progress, was reviewed. Themes addressed by the committees included technology, student access/success, physical resources/facilities, cultural diversity, long-term planning, teaching and learning, institutional advancement, outreach and collaboration, and fiscal stability.

Standard 2 - Institutional Integrity

Planning Agenda Progress Report

Recommendation

Student input should increase in developing publications, including exploring the need for materials in Spanish and Hmong and determining what can be done to increase student awareness of available information.

Progress Report

While the number of publications available in Spanish and Hmong has increased and information is being more widely distributed, efforts to increase student involvement continue to show poor results.

Recommendation

The institution should explore ways to assure that information presented to the media, especially for purposes of publicity and recruitment, is accurate.

Progress Report

A full-time staff member has been assigned the responsibility of serving as the District Information Officer. This individual also provides oversight of the District's marketing plan.

Recommendation

Development of formalized procedures and maintenance of the College web site should continue to be a high priority.

Progress Report

This continues to be a high priority and has been incorporated into the job description which has been developed for the District's webmaster.

Recommendation

The College should also consider identifying an individual or several individuals in different areas as "web masters" in order to facilitate the development of additional departmental and division home pages.

Progress Report

A job description has been developed for a position whose primary responsibility will be to serve as the District's web master. How that position will be filled is being included in an Information Services organizational review to be conducted this year.

Recommendation

The institution should also explore appropriate methods to increase faculty involvement in the publication of a student newspaper.

Progress Report

A full-time faculty member is teaching the journalism courses and serving as advisor for a student newspaper. A student newspaper is being published two times each term. Faculty is also responding to student requests to contribute articles to the newspaper.

Recommendation

Faculty is encouraged to discuss issues involving academic freedom openly. Students also should be aware of their right to discuss ideas and opinions.

Progress Report

The position of advisor to the Associated Students has been reviewed and restructured. The course outlines for the Student Government courses have been reviewed and needed revisions have been identified. An element of these reviews included the need to promote open discussion and has now been incorporated into these revisions. The existence of the student newspaper also encourages the airing of student issues and ideas.

Recommendation

The campus mediator program should be continued.

Progress Report

The campus mediator program has been continued and is being expanded.

Recommendation

The results of the student survey indicate that there may be room for improvement around the issues related to faculty presenting "personal convictions" vs "proven conclusions" and "presenting data fairly and objectively." The Faculty Senate should consider exploring the issues related to faculty presenting "personal convictions" vs. "proven conclusions" and "presenting data fairly and objectively," perhaps adding questions to the faculty evaluation form.

Progress Report

Nothing has occurred in this area.

Recommendation

Since the student survey did not examine these issues for non-faculty, the institution should consider such an evaluation.

Progress Report

Nothing has occurred in this area.

Recommendation

The constituent groups should explore the appropriateness of developing codes of conduct and ethics for themselves. This includes managers, administrators, classified staff, and members of the Board of Trustees.

Progress Report

Nothing has occurred in this area.

Recommendation

The Faculty Senate, in consultation with the Office of Instruction, should develop a means of making sure that each and every faculty member receives a copy of an up-to-date Faculty Handbook.

Progress Report

The Faculty Handbook is available to all faculty over the District's intranet.

Recommendation

Dissemination of information regarding academic dishonesty and its repercussions should be continued.

Progress Report

This practice continues.

Recommendation

New faculty members should be encouraged to inform their students about types of academic dishonesty and the repercussions they will experience if policies are violated.

Progress Report

This occurs as part of the required new faculty orientation.

Recommendation

Merced College should continue to encourage faculty, staff, and students to avail themselves of educational opportunities on issues of equity and diversity.

Progress Report

This practice continues.

Recommendation

The District, through the Office of Student Activities, should continue to develop and increase District-sponsored activities, which celebrate the diversity of the community and the campus.

Progress Report

Through the Office of Student Activities and other offices, District-sponsored activities, which celebrate the diversity of the community and the campus, have increased.

Recommendation

The Office of the Vice President of Student Personnel, the District office charged with responsibility for the Student Equity Plan, and the leadership of the Faculty Senate should meet and determine who is responsible for the implementation and oversight of the Student Equity Plan.

Progress Report

Informal discussions have taken place and this issue will be a focus of the Office of the Vice President of Student Personnel this year.

Recommendation

The Faculty Senate and the Office of Student Personnel should review the current plan, evaluate its appropriateness, and update it as needed.

Progress Report

This was accomplished during the 2000 - 2001 academic year.

Recommendation

The early alert program should be continued.

Progress Report

The early alert program for athletes continues. The District provides additional information through its expanded early alert system.

Recommendation

Options for improving or expanding the study hall/tutorial program should be explored so that the service can be more fully implemented.

Progress Report

The study hall/tutorial program has been expanded. Additional funds have been identified to increase the number of tutors and the number of hours of operation.

Recommendation

The Athletic Director and other staff are encouraged to maintain their current standards.

Progress Report

The Athletic Director and other staff continue to maintain their high standards.

Recommendation

Their policies and procedures should continue to be widely disseminated to all participating students and staff and made easily available to any interested parties.

Progress Report

This practice continues.

Recommendation

Students participating on athletic teams should continue to receive appropriate advising and counseling.

Progress Report

The number of hours for faculty counseling targeting athletes has been increased.

Recommendation

The Office of the President should bring the electronic record of the Board Policies located on the Administration Building server up to date.

Progress Report

All of the board policies are currently undergoing thorough review and rewrite. As these Board Policies are adopted, they will be posted to the District intranet.

Recommendation

The institution should continue its efforts to provide access to this information via the College web site.

Progress Report

These efforts continue.

Standard 3- Institutional Effectiveness

C.1 - Planning Agenda Progress Report

Recommendation

Merced College should continue to observe standards set by external agencies and ensure that review is accomplished as required. In addition, articulation agreements should be reviewed to ensure that they are meeting needs of students.

Progress Report

Progress has been made to strengthen key elements for articulation with other institutions. Faculty understanding of the requirements, processes, and timelines has increased, as well as more timely and increased coordination with the articulation Officer/Matriculation Coordinator, Research Analyst, and Transfer counselor (new hire as of July 2000). Ongoing and additional education and training regarding matriculation, research, and articulation is required, as well as resources to conduct and/or establish articulation agreements and identify possible new course or current course revisions, to increase the number and type of articulation agreements.

A curriculum database is in place and will be updated regularly to assess the need for course outline updates, research status, etc., as well as matriculation research to promote course revision and identify prerequisite and/or advisories to improve student success.

Updates for the statewide articulation databases of ASSIST and CAN have become more timely and accurate. Course submittals to the U.C. Transfer Course Agreement List and CSU and UC systems for general education breadth approval have resulted in additional courses fulfilling the required categories/units.

New articulation has occurred with the development of new courses, such as honors courses, liberal studies education courses, a physical science laboratory course, African and African-American literature.

Merced College continues to actively participate in a local area articulation group, the Higher Education Consortium of Central California (HECCC), and in articulation meetings at the region and statewide level to work cooperatively with community colleges and four-year universities on articulation concerns. One recent effort is to promote a statewide best practice template for course change information from community colleges to four-year universities.

The local consortium, HECCC, meets monthly to discuss curriculum changes and update articulation grids. Other consortium efforts have resulted in improved alignment and articulation among math faculties to address the remedial levels of algebra. Merced College math faculty has been very involved in course outline reviews, identification of core content, and alignment discussions across two- and four-year colleges. Next, the consortium will hold meetings to include high schools to align coursework.

Another HECCC effort has been to work with nursing faculty to improve the community college to CSU Stanislaus BSN pathway. New to HECCC is UC Merced. Efforts are underway to build the foundation for course and/or major preparation articulation between each local area community college and UC Merced.

Math and science faculty have been involved in the statewide articulation effort called IMPAC, Intersegmental Major Preparation Articulated Curriculum. Discipline faculty from community colleges, CSU, and UC systems meet to facilitate student transfer into a chosen major. The dialogues include discussion of prerequisite and lower division competencies students must master prior to transfer to either the CSU or UC systems.

Specific institution articulation has been targeted to our popular transfer institutions: CSU at Stanislaus and Fresno, and our UC guaranteed transfer campuses at Santa Cruz, Davis, and Riverside.

Institutionally, articulation efforts have increased and expanded. However, time and staff constraints limit the review and updating of articulation at the fullest possible level.

C.2 - Planning Agenda Progress Report

Recommendation

Merced College should review the membership of all vocational program advisory committees to ensure that there is proper representation from the various constituent groups within the community. A consideration should be given to meeting with these groups at least once each semester.

Progress Report

Vocational program advisory committee membership is reviewed on an ongoing basis and is updated as necessary and as program changes occur. Meetings will be held during the Fall 2001 semester to solicit input from community members. Divisions are being encouraged to meet with their advisory committees in Spring 2002 as well.

C.3 – Planning Agenda Progress Report

Recommendation

The Program Review Task Force is moving towards completing the loop by conducting follow-up sessions to address how previously evaluated departments or divisions have responded to the recommendations outlined in their final evaluation reports. It is anticipated that such recommendations or changes should be tied to budgetary considerations, to requests for additional full/part-time faculty, as well as to the possibility of revising existing programs or establishing new ones. These follow-up review sessions should be accelerated so that data generated by the review can be utilized in a timely fashion.

Progress Report

Since the accreditation visit, the Program Review Committee has developed written procedures, goals to direct divisional/program reviews, and a model faculty survey for use with the program review process. The Committee is completing the first series of program reviews that focus on use of the program review process as part of the planning process. These will be completed and distributed this fall. The next group of reviews has started and will intensify the use of the program review process as part of the planning and budgeting process. As these are completed, it is anticipated that the program review recommendations will be a crucial part of the planning process.

Standard 4 – Educational Programs

4B – Planning Agenda Progress Report

Recommendation

Merced College should continue to take a proactive role in course review and complete and implement program review findings.

Progress Report

Program Review Committee reactivated; reviews completed in Guidance and Agriculture.

Recommendation

Merced College should continue to take a proactive stand in reviewing general education needs.

Progress Report

GE needs review improved by adding position of Director, Office of Relations with Schools.

Recommendation

Merced College should become more involved in student tracking, including more active interaction with campus and state MIS staff.

Progress Report

Student tracking improved by adding position of Research Analyst and by encouraging installation of data mining software by MIS staff.

Recommendation

Merced College should continue taking a proactive stand in instructor evaluations, become more involved in enforcing the need for course syllabi and teaching to the time frame shown in course outlines.

Progress Report

Instructor evaluations/syllabi continue to be carefully evaluated.

Recommendation

Merced College should continue to monitor student progress, attrition, retention; continue to support tutoring, labs, guidance courses that increase student confidence and success rates

Progress Report.

Retention efforts improved by establishing Retention Committee, hosting student and staff surveys by Noel-Levitz, and implementing some suggestions campus-wide.

Recommendation

Merced College should become more involved in the articulation process, possibly by appointing a Matriculation Coordinator or at least one counselor to assist Admissions & Records staff and to represent Merced College at regional meetings.

Progress Report

Articulation process improved by adding position of Director, Office of Relations with Schools; also improved by increased representation at regional meetings (HECCC and CSU teacher prep).

4D – Planning Agenda Progress Report

Recommendation

Merced College should complete the Curriculum Committee Handbook.

Progress Report

Curriculum Committee Handbook completed by Curriculum Committee.

Recommendation

Merced College should continue positive high school outreach.

Progress Report

High school outreach improved via Guidance Division assignments and via Cal Soap project.

Recommendation

Merced College should continue proactive emphasis on student success via Guidance 40 and prerequisite enforcement.

Progress Report

Emphasis on student success improved via Guidance 40 updates and via MIS and instructor enforcement of prerequisites.

Recommendation

Merced College should implement new placement testing system with minimal changes in resultant placement groupings.

Progress Report

New placement test (assessment) system installed on campus and at HS Career Centers for broader access to on-line tests; placement grouping research is ongoing with implementation of minor corrections.

Recommendation

Merced College should continue to replace full-time load hours at a higher ratio than part-time.

Progress Report

Full-time load vs. part-time continually addressed by increased number of new hires over past few years.

Recommendation

Merced College should more strongly emphasize the need for instructor syllabi and adherence to course outlines.

Progress Report

Instructor syllabi and adherence to course outlines continues to be emphasized.

Recommendation

Merced College should consider additional staff training for transcript evaluation; continue timely use of electronic degree audits via Counselors.

Progress Report

Electronic degree audits and transcript evaluations have been improved via EdPlan software; upgrade in progress to install more effective version during 2001-2002.

Recommendation

Merced College should continue offering in-service training opportunities for advancement of new delivery modalities; continue equipment and software upgrades so that all classrooms and labs may feature high-tech capabilities.

Progress Report

Training in new delivery modalities continues to be improved and widely available via Instructional Media Center.

Recommendation

Merced College should reactivate the Program Review Committee in order to complete scheduled tasks (possibly in conjunction with other more pressing mandates); consider inclusion of team members knowledgeable in general areas being reviewed.

Progress Report

Program Review Committee has been reactivated.

Recommendation

Merced College should consider infusion of practical solutions to staffing problems.

Progress Report

Practical solutions to staffing problems seem evident in recent program changes (e.g., Tech Prep Director assimilated role of Teacher Prep Director).

Recommendation

Merced College should initiate (or formally postpone) District support of distance education via Internet transmission; discontinue nominal plans for interactive video broadcasts; continue support of cooperative ventures with local universities.

Progress Report

Distance education improvements evident in increase of Internet classes and of video broadcast meetings and classes.

Recommendation

Merced College should continue strong emphasis on international trade development to further enhance the District's image and revenue; conduct a review of the budget and staff assigned to the traditional "International Student" program to determine its cost effectiveness and educational efficacy.

Progress Report

International Student Program modified to reflect emphasis on international trade development and less staff time for minimal student population.

Standard 5 – Student Support and Development

Planning Agenda Progress Report

Recommendation

Long-term, all fees and admission procedures should be located in one building. The goal is highly dependent on state building funds and priorities.

Progress Report

The goal of consolidating admission services has not been met because of a lack of funding.

Recommendation

On-line telephone registration is an important, short-term goal; it should begin in 1999.

Progress Report

Telephone registration was begun in spring of 2001 on a limited basis. The Datatel system has proven a challenge when telephone registration was initially attempted. The service is still being refined and expanded.

Recommendation

The College's new Datatel relational database should improve service for students by streamlining the registration and recordkeeping process; it is scheduled for completion by the year 2000.

Progress Report

The Datatel database is a work in progress. The system has capacity for improving information services of many types. Staff continues to learn the potential of the system.

Recommendation

Admissions and Records staff should continue staff development that promotes customer service.

Progress Report

All members of the A&R staff participated in the Customer Service Academy last year. Additional classes will be scheduled for the 2001-02 academic year.

Recommendation

Changes recommended by the Process Improvement Team should be evaluated at the end of one full year of operation.

Progress Report

Although information from the first Process Improvement Team was utilized to make changes in registration and all student services, the team has not met in over a year.

Recommendation

A future PI team should be targeting improvements to overall customer service.

Progress Report

There is currently no plan to utilize a process improvement team. Other groups on campus are working toward improved customer service, retention, and student success. Specific committees include SPEC (Student Personnel Executive Committee), and MAPLE (Management and Planning for Long-Term Enrollment).

Recommendation

Bilingual explanations of the admission process should be added to the 1999-2000 Catalog.

Progress Report

Bilingual explanations are provided in the general college admission policy and the Title IX, 504, and the Americans with Disabilities Act. Translations are in Spanish and in Hmong. A detailed description of each step in the admissions process is not translated in the catalog.

Recommendation

The error rate in each semester's schedule should decline sharply once the new Datatel software system is in place. We should ensure that we are communicating current and accurate information about all programs and policies.

Progress Report

Datatel has presented some challenges as information is imported into the schedule format. Staff is being cross-trained so that schedule production can be shared by several staff members. Improved proofreading by faculty and reduction of human error remain ongoing goals.

Recommendation

New matriculation orientation videos for both credit and noncredit programs are scheduled for production in the spring of 1999. These videos should be made in Hmong, Spanish, and English.

Progress Report

Matriculation videos for credit classes/programs are complete in English, in final production for Spanish, and still to be translated in Hmong. Noncredit matriculation videos are still in the planning stage.

Recommendation

Study retention rates and work toward improving them.

Progress Report

The Research Analyst has compiled data on retention rates by class and by division and has shared results with Instructional Council. This academic year "Student Success" is the main focus of meetings scheduled throughout the year. Collaborating is taking place with Dr. Norton Grubbs as he works with faculty to improve the effectiveness of teaching.

Recommendation

Change the location of tutorial services to increase space.

Progress Report

The tutorial service moved to a new and more spacious location in the same building with Financial Aid, Student Fees, and EOP&S. Study and table space increased as well as access to computers.

Recommendation

Pay tutors for their time, even if the person to be tutored doesn't show up for the appointment.

Progress Report

During the 2000-2001 academic year, tutors were paid in this way.

Recommendation

Increase the number of schools participating in transfer agreement programs.

Progress Report

The number of schools with agreements increased from one in 1997 to three in 2001. The new "Transfer Counselor" is helping secure these agreements and with improved advertisement as to their availability.

Recommendation

Better publicize the availability of transfer agreements to our students.

Progress Report

1. Publicity is being increased for Transfer Day/College Night.
2. Information presentations are taking place in Guidance classes.
3. The Transfer Center was moved to a more visible site on campus (in the same location as registration and admissions).
4. Flyers and advertisements are posted on campus by the Transfer Counselor.
5. In-service is provided to all the Guidance Division by the Transfer Counselor.

Recommendation

Utilize the Transfer Advisory Committee to create more effective methods of reaching students.

Progress Report

The Transfer Advisory Committee is utilized for creating more effective methods of reaching students, but two other groups meet more regularly and have greater impact on this issue. A newly formed group, MAPLE, and the more established SPEC, also work toward these goals (see #2 B1).

Recommendation

Continue exploring ways to provide easier access to services.

Progress Report

1. An Access Specialist has been hired to help make all media on our campus more accessible to those with disabilities. Faculty will be coached as they develop web pages, Braille transcriptions will be done, and closed captioning for videos will soon be the norm.
2. Campus accessibility is continually being improved with the College Theater next on the schedule.

Recommendation

Students should be represented in a broad range of College decisions.

Progress Report

Student representation is provided for in the membership of all shared governance committees on campus. Unfortunately, the Associated Students of Merced College (ASMC) has not been the strong organization it could be, and student appointees often do not attend the campus committee meetings. A new student advisor began work in Spring 2001. A new instructor for the Student Government class also began teaching in the spring. The Dean of Student Services is working with these faculty members to strengthen ASMC.

Recommendation

Student roles in planning and evaluating student support services should be explained to faculty and staff as part of staff development. New instructor orientation should also include these topics.

Progress Report

1. New instructor orientation details the role of shared governance at the campus. Each instructor is encouraged to participate and to promote student involvement.
2. The Associated Students of Merced College (ASMC) should be strengthened with the new advisor taking a more active coaching role. This year's student satisfaction survey can serve as a guide for improved services.
3. The Staff Development Committee will direct activities that educate faculty as to student roles and responsibilities.

Recommendation

The annual student survey should be continued, using the ACT Student Opinion Survey.

Progress Report

This survey is planned for the academic year 2001-2002.

Recommendation

A student newspaper is scheduled to resume production in the Fall of 1998. This should help improve communication and should be encouraged and supported.

Progress Report

The ADVOCATE (student newspaper) began production in the Fall of 1998. Even with a small staff, the dedicated group of students and faculty consistently publish thought-provoking issues. The complimentary paper is widely distributed at both the Merced and Los Banos campuses.

Recommendation

The Assessment Committee should select a computerized placement test, as well as a paper-pencil component, to be piloted this summer or fall semester. It will be the responsibility of the faculty to establish cut-scores and validation data.

Progress Report

Accuplacer was the test chosen by the Assessment Committee. It is currently being utilized as one of multiple measures for placement. Cut-scores were determined by faculty. There is a paper-pencil test available.

Recommendation

Individual service should be continued in our Developmental Education Department.

Progress Report

With tutoring and placement into classes, individual attention and service continues in the developmental Education Department.

Recommendation

A regular review of test results, placements, and completion rates should be scheduled annually.

Progress Report

The Research Analyst works with faculty and Student Services departments. He is able to demonstrate that prerequisites are either valid or need to be reconsidered based on student data. A calendar for review needs to be in place just before the curriculum revision/review date. Test scores are just one of multiple measures used for placement but they, too, are scrutinized.

Recommendation

The College should provide tutorial services for night students.

Progress Report

Night tutorial services are provided from 7:30 a.m. to 9 p.m. daily.

Recommendation

The College should provide increased counselor coverage on the Los Banos Campus.

Progress Report

The addition of two part-time counselors has increased counseling coverage at the Los Banos campus.

Recommendation

The College should improve access for those with physical limitations to theater stage area by 1999.

Progress Report

Project plans for access to the theater stage were completed in 1999. Funding has been allocated for this project during the 2002-2003 fiscal year, which will permit access to the theater stage.

Recommendation

The College should improve library access for those with physical limitations by the end of 1999.

Progress Report

A new elevator has been installed in the Library.

Recommendation

The College should improve science classroom access for those with physical limitations by 2000.

Progress Report

Access to the science classrooms has not changed; however, remodel for Science 9 and Science 10 classrooms will begin during Christmas break 2001.

Recommendation

Update by Step-by-Step guide each year.

Progress Report

The Step-by-Step guide is updated annually.

Recommendation

Merced College should expand its outreach and recruiting efforts to all local high schools.

Progress Report

Outreach is now being provided to 18 local high schools.

Recommendation

Staff development should be used to facilitate inclusion of multicultural information in each course syllabus.

Progress Report

Staff development is being utilized to facilitate inclusion of all minorities and cultures through division meetings and workshops.

Recommendation

Library resources should continue to expand and be inclusive of all minorities and cultures present here in the Merced area.

Progress Report

The Library continues to expand and improve library services to all minorities and cultures.

Recommendation

As new employees are hired, every effort should be made to include all cultures and groups.

Progress Report

New employees are reflective of all minority groups and cultures.

Recommendation

The drama and music departments should plan to increase multicultural productions.

Progress Report

Both the drama and music departments have implemented programs to attract ethnic groups as active participants in plays and concerts.

Recommendation

Title III grant funds should continue to provide resources for outreach to under-served student populations.

Progress Report

Title V grant funds are used exclusively for outreach and retention for under-served students.

Recommendation

The proposed student newspaper should help improve communication across the campus. It should be encouraged and supported.

Progress Report

The "Devil's Advocate" is published monthly and is widely distributed.

Recommendation

Faculty staff development and new teacher orientation should include the roles of the ASB and the ASMC. This should also be included in Guidance 47 classes and in new student tours as part of the orientation.

Progress Report

The benefits of becoming involved through ASMC and ASB are highly advertised by orientations, tours, and ambassadors. All Guidance 47 students, new faculty, and staff are briefed on promoting these programs.

Recommendation

Some colleges encourage a service component to meet graduation requirements. This should be explored at Merced College.

Progress Report

No action has been taken.

Recommendation

Merced College should continue working on a better method of storing old records—the document imaging system is soon to be completed; this will eventually replace the microfilm system.

Progress Report

The document imaging system is in service.

Recommendation

Traffic flow in the admissions area should be improved. A short-term plan to modify existing facilities is needed to create a more secure vault and better traffic flow.

Progress Report

To date we are half way to correcting this problem. Work is progressing depending on funding and space limitations.

Recommendation

Planning and following an action time line should be continued so that student services can eventually be centralized. (An IPP for a new building is scheduled to be filed in February of 1999.)

Progress Report

There is a plan to remodel the Lesher Library to house student services after completion of the Learning Resource Center.

Standard 6 – Information & Learning Resources

Planning Agenda Progress Report

Recommendation

The LRC is in need of more electronic resources, including hardware, software, and Internet stations. It also needs more full text databases as well as current materials to support the curriculum. For example, the only full text database is SIRS, which focuses primarily on social issues.

Progress Report

The library has been able to upgrade all of its resources significantly. The card catalogue is online available via the WWW. Since the Self-Study, the library has subscribed to several new databases: EbscoHOST, a partially full-text database of periodical articles; CINAHL, a database of health related articles for our Allied Health department; PROQUEST, a northern California newspaper database; and Lexis-Nexis, a full-text database supporting legal and business courses.

The number of Internet stations in the Library has been increased from four to seventeen at the main campus and two at the Los Banos campus.

Recommendation

The LRC needs more money to fulfill all requests of the divisions for materials. The MC faculty needs to respond to requests from the LRC Director for input on material selection. It is suggested that divisions invite the library faculty to meetings once a year to communicate needs and assist in collection development.

Progress Report

Through its planning process, the college established a five-year plan to increase funds for the Library. As of year four, the plan has been executed fully with an annual increase of over \$40,000 of ongoing funds from the General Fund. This has meant an increase in services, hours, and materials, including books and staff.

Divisions have two opportunities per year to recommend book and video titles.

Library faculty still do not attend division meetings on a regular basis, but they do communicate regularly on an individual basis with faculty.

Recommendation

Library and lab hours need to be extended to include more weekend hours. Staff for these additional hours needs to be funded. Additional study rooms need to be planned for in the new LRC and in the current facilities.

Progress Report

The largest increase in service has been the increase in hours at the Los Banos Campus Library. This was made possible by adding classified and adjunct faculty library staff time. Service to that campus has nearly doubled. The addition of Saturdays and additional hours the week before finals have proved to be very successful at the Merced Campus Library. Over 5,000 students have used the Library on Saturdays since the five-year plan was started.

The Computer Lab has not had an increase in hours during the regular semester, but it has added two open days during finals week. This still creates a problem for students who need computer and lab access during finals week. Accessibility to computers still remains a problem for students, especially for Saturday and night students. It is recommended the Computer Lab increase its Saturday hours and make it easier for night students to obtain print cards (available only from Student Fees, which is open only until 7 p.m. one night a week.)

The LRC has lost study space with a remodel due to a need for a new elevator. There has been an increase of only one study room.

Recommendation

It is recommended that the District hire a part-time faculty librarian for the Los Banos campus and consider one more full-time librarian for the main campus. It is recommended that the LRC Director and Dean of Off-Campus Centers create a staff and faculty supervision and training plan ... It is recommended that the faculty and division chairs coordinate the various [computer] labs through IMPC . . .

Progress Report

The District has hired a part-time faculty librarian for Los Banos at 18 hours per week. No funding has been made available to hire one more full-time librarian for the main campus.

With the addition of the part-time faculty librarian at Los Banos, a clear line of communication and supervision has been established between the LRC Director and the Los Banos campus. Additional training for Los Banos LRC classified staff is still needed, especially training using the automation system. Funding for staff development needs to be provided for these employees. There is still no formal coordination between the various labs on campus, creating confusion and accessibility problems for students. It is still recommended that the IMPC create a plan for coordinating the various computer labs on campus. Communication problems exist between the various labs because there is no clear coordination.

Recommendation

It is recommended that the District develop a budget improvement plan using ongoing, general District funds. Using money from the general fund would create a more stable budget for the LRC. The current five-year plan should be committed to in writing from the Committee on Budget Recommendation and Review and the Board of Trustees.

Progress Report

This recommendation has been fully implemented.

Recommendation

More funding and staff are needed to process more inter-library loans and to provide the service throughout the semester, as well as during summer session.

Progress Report

No more funding or employees have been allocated for inter-library loans, and it is still not available during the summer session, creating unequal access to materials for summer school students. However, with additional electronic resources and materials available, the number of inter-library loan requests has dropped during the regular school year.

Recommendation

It is recommended that more questions be added to the annual student survey performed by Student Services. Money is needed to create and implement a survey to students and faculty administered by the LRC.

Progress Report

No annual student survey has been given since 1998. No LRC survey has been given at all. More funding is needed for a student satisfaction survey.

Standard 7 – Faculty and Staff

Planning Agenda Progress Report

Section A1

Recommendation

Merced College needs to work collegially to develop a clear and efficient staff selection process which coordinates all planning, prioritizing, and budgeting recommendations to meet both short-term staffing needs and long-term staffing goals.

Progress Report

In 1999-2000, the Staff Priorities Committee was combined with the Staff Master Planning Committee for the purposes of having one place where classified staffing requests would be presented. For the last two budget cycles, the Staff Master Planning Committee has ranked classified staffing requests and forwarded them to the Educational Master Planning Committee so that EMPC could fold them into the overall ranking of College spending priorities.

Recommendation

The Merced College administration and faculty have accepted in principle the written recommendation of the Merced College Faculty Senate, 1995, Selection and Appointment of Adjunct Faculty Policy and Procedures. This document, however, is still being reviewed and revised, and thus has not yet been implemented. Although Merced College acknowledges the need, the establishment of a clear, mission-related, equitable District policy (and procedures) for the selection and appointment of adjunct faculty is long overdue.

Progress Report

Not addressed.

Recommendation

Merced College should continue to survey its students to assess their satisfaction with the institution and its educational offerings and services.

Progress Report

Not done for the past two years.

Section A2

Recommendation

Merced College should continue to review and revise its hiring procedures to assure that they reflect both the spirit and the letter of the laws governing community colleges.

Progress Report

Ongoing process.

Recommendation

Merced College should continue to review and revise its job descriptions to assure that qualified personnel are hired to meet current standards of technical and academic excellence.

Progress Report

Ongoing process.

Recommendation

Criteria for selecting all staff should be developed in accordance with District hiring policies and clearly stated to the screening committees at the outset.

Progress Report

Not addressed.

Section A3

Recommendation

Merced College should review all faculty positions as they become available to ensure that they reflect current academic needs and qualifications.

Progress Report

The Office of Instruction makes such a review before beginning faculty recruitments.

Recommendation

Merced College should continue its strong support of minimum qualifications for both full-time and adjunct faculty.

Progress Report

Ongoing process.

Recommendation

Merced College's current salary level and rural location still appear to be detrimental factors in attracting competent, fully-qualified female and ethnic minorities. The University of California at Merced, however, is expected to become fully functional within seven years (presently scheduled to open in 2005). The presence of the University of California should attract well-qualified ethnic/gender minority job applicants to this area. In the meantime, the college must continue its efforts to improve the representation of females and ethnic minorities in the make up of its faculty and staff.

Progress Report

Not addressed.

Recommendation

Criteria for selecting instructors, counselors, librarians, and other instructional and student services faculty should be clearly stated and determined, in accord with District policy, by the needs of our diverse College community, and by the need to foster overall College effectiveness.

Progress Report

Not addressed.

Section A4

Recommendation

Merced College should continue to verify the nature of all academic degrees for its faculty and administrators.

Progress Report

Ongoing process.

Section B1

Recommendation

Merced College should continue to review and revise all of its evaluation processes and forms to keep them useful for current needs and expectations.

Progress Report

Not addressed.

Recommendation

The faculty evaluation process should continue to be supported as it goes from its first years of trial into fully established procedures.

Progress Report

Ongoing process.

Section B2

Recommendation

Merced College should assess the evaluation process for all of the College's service areas on an ongoing basis to ensure that evaluations are contributing to the effectiveness of employees.

Progress Report

Not addressed.

Recommendation

Merced College should conduct ongoing training in how to effectively evaluate staff members in all College service areas.

Progress Report

Not addressed.

Section C1

Recommendation

Merced College should develop a yearly schedule of staff development activities so that all dates and all training can be seen in relationship to each other.

Progress Report

Not addressed.

Recommendation

Staff development planning for the next academic year should take place at least six months before the Fall semester so that adequate time is available for surveying constituencies, for scheduling speakers and trainers, for arranging for rooms and equipment, and for developing a calendar of shared information.

Progress Report

Not addressed.

Recommendation

Merced College should develop the position of Staff Development Coordinator so that campus-wide events and training can be coordinated, and efforts and funding could be combined for maximum effect.

Progress Report

Half-time position created and held by the same person since 1999-2000.

Recommendation

Staff development activities should reflect aspects of the Merced College Mission Statement explicitly before they are funded and implemented.

Progress Report

Not addressed.

Section C2

Recommendation

Merced College should encourage greater participation by faculty and Management Team members in planning and implementing staff development activities that would further the mission of the College.

Progress Report

Surveys were sent to faculty and management team members to solicit their input on needed staff development activities in the 1999-2000 and 2000-2001 school year.

Recommendation

Merced College should develop ways to measure and evaluate the participation of members of constituent groups to ensure that voices of interested parties are heard in using staff development funds and creating staff development opportunities.

Progress Report

Not addressed.

Section D1

Recommendation

Merced College should continue to provide current and accurate information to employees on all aspects of their employment at Merced College.

Progress Report

Ongoing process.

Recommendation

Merced College should conduct ongoing informational presentations to educate staff on the wide array of policies and procedures that affect their employment.

Progress Report

Not addressed.

Section D2

Recommendation

Merced College should focus on its mission statement as it determines goals for diversity and equity in its employment objectives.

Progress Report

Not addressed.

Section D3

Recommendation

Merced College should continue to develop and administer clear and equitable personnel policies and procedures affecting all categories of staff.

Progress Report

Ongoing process.

Section D4

Recommendation

Merced College should continue to protect the security and confidentiality of personnel records.

Progress Report

Ongoing process.

Standard 8 - Physical Resources

Planning Agenda Progress Report

Recommendation

The Facilities Master Planning Committee seems to be cognizant of many factors which will influence the institution's growth into the next century and has directed planning efforts in light of this. In this regard, two projects are in the final Planning Proposal stages (the Child Development Center and the Inter-Disciplinary Academic Center). Other major projects to be submitted in the near future include the Learning Resources Center and a permanent Los Banos Campus. When completed, these new facilities will assist the College in addressing growth from the current 7,600 Full-Time Equivalent Students (FTES) to a maximum build out of 10,000 FTES.

However, these new facilities will not come without cost in term lost space. Diminishing acreage is the overriding concern of many of the staff involved in planning for the main campus through the next decade. The 271-acre campus will soon be completely surrounded (land locked) by housing and commercial development. An awareness of the limits of available space and the changing nature of the surrounding community should be kept in mind in all future planning.

Progress Report

The Facilities Master Planning Committee continues to be cognizant of the many factors that will influence the institution's growth into the future.

New to the Merced Campus in 2002 will be the Child Development Center Building. In addition to this new building, the Interdisciplinary Academic Center (IAC) Project has been funded for working drawings. Funding for construction of the IAC Project is planned for 2004. Other projects planned for the future include the Learning Resources Center, Science Building Remodel, Leshar Building Remodel, and Fire and Safety Improvement Road. The Los Banos campus project is in the final project proposal stage, and we are currently waiting approval for preliminary plans funding.

When completed, these facilities will assist the College in addressing growth from the current enrollment of 13,343 to the projected enrollment of 20,847 in 2015. However, these new facilities will not come without cost. To address the many concerns of growth in the future, Merced Community College District began an extensive review of growth plans for the future. Part of this review was to prepare a campus Facilities Master Plan. Early in 2000, Lionakis Beaumont Design Group Inc. began working on the Merced Campus Master Plan. This Master Plan addressed circulation of vehicular, pedestrian, bicycle and emergency vehicles, infrastructure, new building sites, parking and open space/landscape on the Merced Campus.

After completing a year of meetings with the Facilities Master Planning Committee, staff, students, faculty, and the community, the Merced Campus Master Plan for 2040 build out has been completed. This document, along with our Educational Master Plan, will serve as support for District requests for capital outlay funding.

Recommendation

The Chancellor's Office has recognized that scheduled maintenance is an ongoing requirement and funds it accordingly. Each year the institution funds its Scheduled maintenance Projects using one-time dollars. It should begin viewing scheduled maintenance as an ongoing commitment.

Progress Report

The budget planning committee, Committee on Budget Recommendations and Review (CBRR), has recognized the importance of scheduled maintenance as an ongoing commitment by the District. However, after five years of inadequate budgets, other needs of the District have taken priority for ongoing dollars.

To assure that dollars are set aside each year to address the commitment to schedule maintenance projects, the "Planned Expenditure" process was developed under the shared governance model. This process uses the unallocated dollars in the ending balance in excess of our locally mandated six percent reserve to fund projects on a one-time basis. As scheduled maintenance projects must be approved by the Chancellor's Office each year and the amount will vary, this process is adequate to address the District's commitment.

The Planned Expenditures list is an integral part of the Proposed Final Budget the governing board adopts in September.

Standard 9 – Financial Resources

Planning Agenda Progress Report

Recommendation

CBRR needs to continue its development as a shared governance committee. The Board of Trustees can support this development through earlier sharing of their long-term financial goals.

Progress Report

The Board of Trustees, through the Superintendent/President, communicates long-term financial goals to all master planning committees, including CBRR, on an annual basis.

Recommendation

Open discussions of the assumptions that are the basis for the College Budget must continue. CBRR members need to continue to be involved in all parts of the development plan.

Progress Report

CBRR has established a subcommittee to develop and report on budget assumptions throughout the budget development cycle.

Recommendation

The dialogue between the Educational Master Planning Committee and CBRR needs to be amplified in relation to financial planning concerns.

Progress Report

The CBRR interaction with the planning process has matured since the accreditation visit. There are now two joint meetings of CBRR and EMPC each year. The real test of this arrangement will occur during the 2001-2002 fiscal year, with decreased funds available from the state.

Recommendation

It is hoped that the new financial portion of the Datatel relational database will allow an increasing openness to the financial matters of the District.

Progress Report

Financial management using Datatel is still developing. The impact on various portions of the campus external to the Business Office is still to be determined.

Past history would support that by the time of the next accreditation self-study, these concerns will have been addressed.

Standard 10 - Governance and Administration

Progress on Planning Agenda

Recommendation

The Board of Trustees will develop a formal policy to regularly evaluate their effectiveness and performance.

Progress Report

In August 2001, the Board of Trustees adopted a standardized process and evaluation document to be completed annually which assesses their effectiveness and performance.

Recommendation

The Board of Trustees will develop a process for the orientation of new Board members. This orientation will include workshops and meetings on the role of members, boardsmanship, fiscal management, shared governance, and other issues related to being an effective member of the Board.

Progress Report

In response to this matter, new members of the Board of Trustees are strongly encouraged to attend the annual Board Orientation Workshop put on by the Community College League of California. All new Board members during the past three years have participated in this workshop.

Recommendation

The Superintendent/President will continue to integrate financial planning with the District's mission and goals as specified in the Educational/Facilities Master Plan.

Progress Report

Steps toward the integration of financial planning elements within the overall planning process of the District (including the Educational/Facilities Master Plan) have been initiated by the Superintendent/President. Central to this goal is the integration of all Master Planning Committees within the budget development process, and the continual feedback of the Committee on Budget Review and Recommendation (CBRR) to resource allocations through annual budgeting processes. The Superintendent/President has accepted those recommendations and has instituted changes where called for.

Recommendation

Campus leadership should develop a process for evaluating the effectiveness of the implementation of the shared governance process.

Progress Report

Through formal and informal means, the shared governance process continues to be evaluated and refined. Central to this process is the participation of campus-wide leadership on the Educational Master Planning Committee, which provides for representation of all constituencies. This committee has recommended a number of changes to shared governance committees and institutional decision-making processes which have worked toward increased District-wide participation in these processes.

Recommendation

The administration and faculty should attend conferences and workshops related to improving the teaching and learning environment.

Progress Report

Instructional and student services faculty have been afforded the opportunity to engage in various training opportunities designed to enhance the faculty members' effectiveness in the delivery of instruction and student services. Multi-media training, particularly in the use of PowerPoint and web-based instructional modalities, has been offered over the past several years. In addition, beginning with the Fall 2001 semester, faculty will be offered the opportunity to engage in ongoing discussions with Norton Grubb, Professor of Education at the University of California, on strategies to enhance teaching.

Recommendation

The administration should work with classified employee representatives to clarify the relative roles of the Classified Senate and CSEA as they relate to campus governance.

Progress Report

Through clarification of the shared governance process and informal communications, these respective bodies have arrived at a mutual understanding regarding their respective roles within the overall decision-making processes of the College.

Recommendation

The administration should provide the MCFA President with appropriate release time and/or stipend for his or her involvement in the shared governance process.

Progress Report

This matter is a subject being taken up within the collective bargaining process.

Recommendation

Campus leadership should develop a policy that clearly delineates the participation of faculty in institutional governance.

Progress Report

Through development of materials describing the shared governance process at the College and ongoing discussions with faculty leadership, there has been a broadened understanding of the faculty's role in decision making. Of significance in this understanding has been the clarification of the role of the Academic Senate as representatives of the faculty, and the Senate's role in shared governance. Board of Trustees Policy - 2505 "Consulting Collegially on Academic and Professional Matters" defines the specific roles and responsibilities of the faculty within the collegial decision-making process.

Recommendation

The administration and faculty should provide mentoring for students involved in institutional governance so their input and participation will be more meaningful.

Progress Report

Recent changes in the supervision of Student Government and a renewed emphasis on leadership training for Student Government leaders are expected to result in an increase in the effective representation of students within the college's decision-making process.

Recommendation

The Board of Trustees should develop a policy specifying appropriate use of public facilities for displaying of political endorsements.

Progress Report

As part of the comprehensive review and update of all Board policies, this item will be addressed within the next year.

