2007-2008 ACCREDITATION ANNUAL REPORT
Accrediting Commission for Community and Junior Colleges

College Name: Merced College

DUE BY April 18, 2008

Prepared by/Title **Anne Newins, VP of Student Personnel** Telephone **(209)384-6185** E-mail **newins.a@mccd.edu**

Please respond to all of the questions. Enlist the assistance of appropriate officers in your institution to ensure the accuracy of information submitted.

As you respond to the following questions, please consider “new” to mean only those changes which have occurred since the college’s last annual report unless otherwise indicated. Include any updates or approved substantive changes since the last annual report.

1. Indicate any change in the official name, address or control of the institution.

   None

2. a) What is the institution’s overall course completion rate for the fall 2007 semester?  

   82.4%

   b) Has the institution’s course completion rate decreased by 5% or more this past year?  

   Yes___ No X___ If so, by what percentage decrease? ______%

3. Does your institution collect data on state licensing examination results for technical/vocational programs?

   Yes X___ No_____

   a. If yes, list the licensure exam pass rate for each technical/vocational program for 2006-07 academic year (Rate = # passing ÷ # attempting).

   Name of program **Registered Nursing**__ Licensure exam pass rate **92.3%**

   Name of program ________________ Licensure exam pass rate ______________

   Name of program ________________ Licensure exam pass rate ______________
b) Has the institution’s licensure exam pass rates declined by 10% or more this past year?  
Yes___ No X. If so, by what percentage? ______%  

4. Does your institution collect information on job placement rates for its technical/vocational programs?  
Yes ______ No X  

   a. If yes, list the job placement rate for each technical/vocational program for 2006-07 academic year.  
   
   b) Name of program_________________________ Job placement rate_________________________  
   c) Name of program_________________________ Job placement rate_________________________  
   d) Name of program_________________________ Job placement rate_________________________  
   e) Has the institution’s job placement rates declined by 10% or more this past year?  
      Yes____ No____ If so, by what percentage decrease? _____%  

5. List all sites or campuses at which students can complete at least 50% of the credits for a degree or certificate program, and list the programs for which 51% or more of the credits may be earned at each site or campus. Also, report when these sites or campuses began operating, and identify those that are new.  

   Merced College (main campus) *Dos Palos High School  
   Los Banos Campus *Mariposa High School  
   *Delhi High School *Chowchilla Women’s Prisons  
   *Approved by Substantive Change Proposal Committee on March 14, 2008  

6. List new courses and programs offered at sites or campuses outside the geographic region (but within the U.S.) served by the college since the last annual report.  

   None  

7. List and describe any programs that were added to the college curriculum, regardless of location, in the 2006-2007 academic year, that represent a significant departure, (See Substantive Change Policy, enclosed) in either content or method of delivery, from those that were offered at the time of the last accreditation team visit. Please indicate whether each program is for a degree or for a certificate.  

   None
8. Describe new programs for which 50% or more of the credits are offered through a mode of distance or electronic delivery. Do not include study abroad programs.

None

a) What is the total headcount enrollment for fall 2007 in all types of distance learning offered? 1,251

b) Complete the table enclosed for courses offered in a distance delivery mode for the first time in the 2007-2008 academic year. See attached

9. Complete the attached Student Learning Outcome table and provide lists requested for an annual report update on the college’s progress with course, certificate, degree, and general education expected student learning outcomes identification, assessment, analysis and use of assessment results for institutional evaluation, planning and improvement.

See attached

10. List and describe any programs for non-US nationals the institution conducts or plans to conduct outside the U.S. Do not include study abroad programs for the institution’s native students.

None

11. List and describe any articulation agreements or Memoranda of Understanding with non-US institutions.

Japan College of Foreign Languages, Japan
Osaka College of Foreign Languages, Japan
Human International University, Japan

12. Has the institution entered into new contracts with non-regionally accredited organizations which provide courses or programs on behalf of the institution? Yes____ No X____
If yes, please describe:

a) which courses or instructional programs are provided

b) which support services are provided

c) the level of control the institution exercises over the contract
that facilitate and demonstrate the achievement of student learning outcomes. See additional details in the standards.

The institution offers high-quality instructional programs, support services, and learning and learning support services. See additional details in the standards.

The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. The evidence of the achievement of student learning outcomes and evidence of institutional and program performance. The institution demonstrates its effectiveness by providing (I) allocate its resources to effectively support student learning, (II) institutional also organizes its key processes and well learning is occurring and makes changes to improve student learning. The institution demonstrates a conscious effort to produce and support student learning measures that learning assessments how the ACJC 2002 Standards

For any questions or to receive assistance, you may contact: Steve Marden, Vice President of the 2002 Standards. This report will provide the institution with information about the degree of implementation since the adoption of the 2002 Standards. The report will also assess the effectiveness of implementing the commission's requirements and recommendations.

This 2007-2008 Annual Report Update on Student Learning Outcomes is a new addition to the institution's annual report.
<table>
<thead>
<tr>
<th>Part I: Student Learning Outcomes for General Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Defining General Education Courses/Programs</td>
<td></td>
</tr>
<tr>
<td>(IGETC Courses)</td>
<td></td>
</tr>
<tr>
<td>Courses/Programs</td>
<td></td>
</tr>
<tr>
<td>Percentage (%) of all</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Happening of General Education</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes for General Education</td>
<td></td>
</tr>
<tr>
<td>Has the college defined expected outcomes for</td>
<td></td>
</tr>
<tr>
<td>courses/programs</td>
<td></td>
</tr>
<tr>
<td>Percentage (%) of all</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Defining Student Learning Outcomes for General Education</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>Has the college identified appropriate assessment</td>
<td></td>
</tr>
<tr>
<td>methodologies for the expected</td>
<td></td>
</tr>
<tr>
<td>outcomes in student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>Percentage (%) of all</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Defining Student Learning Outcomes for General Education</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>Has the college identified appropriate assessment</td>
<td></td>
</tr>
<tr>
<td>methodologies for the expected outcome.</td>
<td></td>
</tr>
<tr>
<td>Percentage (%) of all</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Notes:**
- Understanding the image involves recognizing the table structure and interpreting the context of the text.
- The text appears to discuss various outcomes, courses, and programs related to general education, with a focus on defining and identifying appropriate assessment methodologies.
- The table includes columns for different types of outcomes and their associated percentages, with a Yes/No column indicating whether the outcome is met.
- The text is dense and requires careful reading to extract all relevant information.
| Attachment A2 | 8% of Courses | See Attachment A2 | 8% of Courses | See Attachment A2 | Assessment of Learning Outcomes for all Courses
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTACHMENT A2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Has the college assessed student learning outcomes for all courses using assessment results? (15 IGETC divided by 15 courses)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Has the college planned and implemented changes to support the learning outcomes?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Implementing, etc. to pedagogies, faculty, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Improving learning for all General Education courses?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Planning and implementing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assessment of the results of Analyzing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Outcomes</td>
</tr>
<tr>
<td>7. Defining</td>
<td>Courses (Credit and Non-Credit) for All Courses, Student Outcomes and Student Learning Expected. Credit and Non-Credit (ESOS) for all courses, Student Outcomes show Expected. All official course disciplines have ESOS for all.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Defining Learning Outcomes</td>
<td>Courses</td>
<td>Outcomes for all courses for defined expected learning outcomes identified.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Assessing</td>
<td>Courses</td>
<td>Outcomes assessed student learning for all courses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Assessing</td>
<td>Student Learning</td>
<td>Has the college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Assessing</td>
<td>Courses</td>
<td>Outcomes assessed student learning for all courses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Defining Learning Outcomes</td>
<td>Courses</td>
<td>Outcomes for all courses for defined expected learning outcomes identified.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Defining</td>
<td>Courses (Credit and Non-Credit) for All Courses, Student Outcomes and Student Learning Expected. Credit and Non-Credit (ESOS) for all courses, Student Outcomes show Expected. All official course disciplines have ESOS for all.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Defining</td>
<td>Concepts, Programmes</td>
<td>Percentage (%) of all</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Defining</td>
<td>Disciplines</td>
<td>Courses/Programmes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part II: Student Learning Outcomes for Courses
<table>
<thead>
<tr>
<th>II. Planning and Analysis</th>
<th>10. Analyzing the Results of Assessments for All Student Learning Outcomes</th>
<th>X</th>
<th>Has the college determined the results for the assessment and analyzed them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>See attachment B</td>
<td>See attachment B</td>
<td>14% of Courses</td>
<td>X</td>
</tr>
<tr>
<td>See attachment B</td>
<td>See attachment B</td>
<td>14% of Courses</td>
<td>X</td>
</tr>
<tr>
<td>Course/Programs</td>
<td>95% of Programs:</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12. Defining Outcomes</td>
<td>Learning Objectives for Programs Leading to Certificates and Degrees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Mapping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programmatic Expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The curriculum committee for review and approval to submit a program to the STO coordinator. These outcomes were submitted to the STO coordinator. If a new program did not have program SLOs, the curriculum and SLOs were submitted to the program SLOs. In 2002, all current programs completed a curriculum audit to ensure that associate degrees were completed and competencies were mapped.

- Associate Degrees: 18 units
- Certificates: 95% of Programs
- Learning experiences (e.g., work, student learning outcomes in all courses and other educational experiences)
- Degree Programs
- Certificate Programs

Research:
These will be kept with Office of Institutional Research for review and approval. Programs submitted to the curriculum committee for completion are required to have a program SLO. Program SLOs are required to have a program SLO, which is submitted to the STO coordinator and are an integral part of the curriculum audit. This was submitted to the program SLO in 2002. All current programs completed a curriculum audit, which was completed by 18 units, Associate Degrees, and competencies.

Courses to Defend Programs
- Complete the certificate and degree programs (e.g., required to have program SLOs, which are an integral part of the curriculum audit.
- Certificate Programs
- Degree Programs

In 2002, all current programs completed a curriculum audit, which was completed by 18 units, Associate Degrees, and competencies.
<table>
<thead>
<tr>
<th>Course</th>
<th>10% of Programs</th>
<th>95% of Programs</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/degree programs</td>
<td>X</td>
<td></td>
<td>Improve learning for all pedagogies, faculty, etc. to implement planned and expected changes. Use assessment results. Has the college an identified and planned improvement plan?</td>
</tr>
<tr>
<td>See attachment D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate/degree programs</td>
<td>X</td>
<td></td>
<td>Assess the certificate and degree course requirements for all assessment results for all courses completed in the selected program. Has the college an identified and analyzed expected student learning outcomes?</td>
</tr>
<tr>
<td>See attachment D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All courses within the Allied Health Certificate or degree programs</td>
<td>X</td>
<td></td>
<td>Outcomes of the selected program. Does the college have an identified and planned improvement plan?</td>
</tr>
<tr>
<td>See attachment C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate or degree programs (Certificates over 15 units, Associate Degrees, and completing approximately 95%)</td>
<td>X</td>
<td></td>
<td>Students learning outcomes, expected programmatic expected assessment methodology for the selected program. Has the college identified an improvement plan?</td>
</tr>
<tr>
<td>See attachment C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Name</td>
<td>0% of Institutional Support Courses or Student Support Services (%)</td>
<td>Yes/No</td>
<td>19. Mapping of Learning Outcomes to Student Learning Outcomes (i.e., Library)</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Career Center, Student Activities</td>
<td>100% of Student Support Services</td>
<td>X</td>
<td>Participants in the 100% of Student Support Services mapped expected to</td>
</tr>
<tr>
<td>EOP/AS, International Students, ORS</td>
<td></td>
<td></td>
<td>have met the learning outcomes defined for the student support services</td>
</tr>
<tr>
<td>Transfer Center, Disabled Student Services,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid, Admissions and Records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Health, ASMC, Guidance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library, Institutional Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial, Institutional Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses/Programs</td>
<td>0% of Student Support Services</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Percentage (%) of all Course/Programs</td>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Part IV: Student Learning Outcomes for Institutional Support and Student Support Services
<table>
<thead>
<tr>
<th>Library Instructional Support</th>
<th>Student Support Services</th>
<th>Institutional Support</th>
<th>Other Experiences of Student Support Services or Other Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Support Services</td>
<td>Institutional Support</td>
<td>Other Experiences</td>
<td>Other Experiences of Student Support Services or Other Learning Experiences</td>
</tr>
<tr>
<td>100% of Courses or Other</td>
<td>50% of Courses or Other</td>
<td>Student Support Services or Other Learning Experiences in Other Experiences of Student Support Services or Other Learning Experiences</td>
<td></td>
</tr>
<tr>
<td>20. Defining Learning Outcomes</td>
<td>Has the College Identified Other Experiences of Student Support Services or Other Learning Experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Assessing Student Learning Outcomes</td>
<td>Has the College Assessed Student Learning Outcomes For All Learning Outcomes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part IV: Student Learning Outcomes for Institutional Support and Student Support Services
<table>
<thead>
<tr>
<th>Student Health, Admission, and Records</th>
<th>25% of Courses or Other Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Instructional Support</td>
<td>Instructial Support Learning Experiences</td>
</tr>
<tr>
<td></td>
<td>50% of Courses or Other Services</td>
</tr>
<tr>
<td>Student Health, ASMC, Culinary</td>
<td>100% of Courses or Other Services</td>
</tr>
<tr>
<td>TOP65 Services</td>
<td>Student Support Learning Experiences</td>
</tr>
<tr>
<td></td>
<td>60% of Courses or Other Services</td>
</tr>
</tbody>
</table>

- **Part IV: Student Learning Outcomes for Instructional Support and Student Support Services**

  22. Analyzing the Results of Other Learning Experience courses or institutional support courses or instructional support for all student learning outcomes for all pedagogies, faculty, etc. to promote learning for all student learning outcomes for all pedagogies, faculty, etc. to promote learning for the college plan and promote changes to the college plan and promote changes to the college plan.

  23. Planning and Implementing Learning Improvement
Intersegmental General Education Transfer Curriculum (IGETC)

Completion of the IGETC permits a student to transfer from Merced College to a campus in either the California State University or the University of California system without the need after transfer to take additional, lower division, general education courses to satisfy the campus GE requirements. IGETC is not recommended for majors that require extensive lower division preparation. Consult with your counselor. Students may also fulfill the general education requirements by completing the specific lower division breadth and general education requirements of the school or college of the campus to which the student intends to transfer. Students intending to transfer to the California State University System may also complete the requirement by fulfilling the CSU's general education requirement.

Both the California State University and the University of California have a specific American Institutions requirement that is separate from their general education requirements. Completion of the IGETC will not satisfy the American Institutions requirement. Courses used to satisfy the American Institutions requirement may not be counted to satisfy either a Humanities or a Social and Behavioral Science requirement.

IGETC Subject Area Requirements - 2007-2008 (Effective Summer 2007)

AREA 1: English Communication
(CSU - Three courses, one each from Groups A, B, & C)
(UC - Two courses, one each from Groups A and B)

Phase-in of Critical Thinking-English Composition -- Students who complete a second-semester English composition course and a critical thinking course by the end of the spring 1992 term may be certified as having met the critical thinking-English composition requirement, regardless of the actual date of transfer.

Group A: English Composition
(One course: three semester units)
ENGL-01A

Group B: Critical Thinking
(One course: three semester units)
ENGL/PHIL-13*
ENGL/PHIL-13H*
PHIL/ENGL-13*
PHIL/ENGL-13H*

Group C: Oral Communication (CSU ONLY)
(One course: three semester units)
COMM-01*, 01H*, 04

AREA 2: Mathematical Concepts and Quantitative Reasoning
(One course: three semester units)
MATH-02* OR 26*; 04A*, 04B*, 04C*, 05A*, 05B*, 06, 08, 10, 15

AREA 3: Arts & Humanities
(Three courses: nine semester units, with at least one course from each Group 3A and 3B)

3A. Arts
ART-01, 02,
DRAM/ENGL-03*
ENGL/DRAM-03*
ENGL-14
HUM-21
MUS-01, 11, 12, 13, 14

3B. Humanities
DRAM-01
ENGL-01B, 04A, 04B, 05, 06A, 06B, 07, 10, 11
FREN-03, 04
GERM-02, 03, 04
HIST-04A, 04B, 08A, 08B, 09A, 09B, 17A*, 17AH*, 17B*,
HIST-17BH*
HUM-01*, 01H*, 02*, 02H*, 15
PHIL-01*, 01H*, 03, 04, 05, 15
SPAN-02, 03, 04, 10*, 11*

AREA 4: Social & Behavioral Sciences
(Three courses: nine semester units, with courses from at least two disciplines or an interdisciplinary sequence.)

4A. Anthropology and Archaeology
ANTH-02, 10

4B. Economics
AGBS-11
ECON-01A*, 01B*

4C. Ethnic Studies
HIST-08A, 21, 22, 23, 24
HUM-15

4E. Geography
GEOG-02

AREA 4: Social & Behavioral Sciences (cont.)

4F. History
HIST-17A*, 17AH*, 17B*, 17BH*, 21*, 22*, 23*, 24*

4G. Interdisciplinary, Social & Behavioral Sciences
COMM-30
SCSC-01*

4H. Political Science & Government & Legal Institutions
POSC-01, 02

4I. Psychology
PSYC-01A*, 01AH*, 22, 23

4J. Sociology & Criminology
SOC-01

AREA 5: Physical & Biological Sciences
(Two courses required, 7-8 semester units, one each from Group 5A and 5B; at least one must include a lab.)

5A. Physical Science
Underlined courses have a laboratory component.
ARCH-01
ASTR-01, 01L*
CHEM-02A*, 02B*, 04A*, 04B*
GEOG-01, 01L*
GEOL-01*, 02
PHSC-01*, 01L*
PHYS-02A*, 02B*, 04A*, 04B*, 04C*, 10*
SOIL-10

5B. Biological Science
Underlined courses have a laboratory component.
ANTH-01
BIOL-01*, 04*, 04H*, 06, 08, 09, 13, 16, 18, 20, 25
BOT-01
PLSC-10

AREA 6: Language Other Than English (UC ONLY)
Proficiency equivalent to two years of high school study in the same language. The following course(s) at this institution fulfill the requirement: Courses above proficiency level may also be used to meet this requirement. These are noted by the "#" sign.

LEVEL 1 = PROFICIENCY OR
LEVEL 1AB = PROFICIENCY
FREN-02 (03*, 04*)
GERM-01 (03*, 03*, 04*)
HMNG-01 (02*)
JPNS-01AB (02*)
SPAN-01*, 10* (02*, 03*, 04*, 11*)

*Credit for lab courses only if lecture course is completed.
*Transfer Credit may be limited by UC or CSU or both. Please consult a counselor.

April 17, 2007
Attachment A2

General education courses for which assessment of expected student learning outcomes is complete:

**Agriculture**
SOIL-10
Elements of Plant Science

**Arts**
MUS-14
American Popular Music

**Humanities**
COMM-01
Fundamentals of Speech
ENGL-01A
Composition and Reading I
ENGL/PHIL-13
Critical Reasoning and Writing
SPAN-01
Elementary Spanish

**Science/Math**
BIOL-01
General Biology for Non-Majors
CHEM-02A
Introductory Chemistry
ENGR-30
Introduction to Engineering
PHYS-02A
General Physics

**Social Science**
ANTH-01
Physical Anthropology
ECON-01A
Introduction to Macroeconomics
GEOG-01
Physical Geography
HIST-17A
United States History/Constitution
POSC-01
Essentials of the American Pol
PSYCH-01
Introduction to Psychology
SOC-01
Introductory Sociology
## Courses With Student Learning Outcomes Assessed

### High Impact Courses (F' 2007-S' 2008)

<table>
<thead>
<tr>
<th>Division/Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agriculture</strong></td>
<td></td>
</tr>
<tr>
<td>ANSC-11</td>
<td>Elements of Animal Science</td>
</tr>
<tr>
<td>AGBS-18</td>
<td>Ag. Computer Applications</td>
</tr>
<tr>
<td>MECH-31</td>
<td>Equipment Safety</td>
</tr>
<tr>
<td>SOIL-10</td>
<td>Elements of Plant Science</td>
</tr>
<tr>
<td><strong>Allied Health</strong></td>
<td></td>
</tr>
<tr>
<td>RADT-41</td>
<td>Basic Radiologic Technology</td>
</tr>
<tr>
<td>REGN-10</td>
<td>Foundations of Nursing Practice</td>
</tr>
<tr>
<td>Sono-40</td>
<td>Introduction to Sonography</td>
</tr>
<tr>
<td>VO CN-46A</td>
<td>Applied Mathematics for Pharm.</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td></td>
</tr>
<tr>
<td>ART-06</td>
<td>Art History of the 20&lt;sup&gt;th&lt;/sup&gt; Cent.</td>
</tr>
<tr>
<td>ART-24A</td>
<td>Drawing I</td>
</tr>
<tr>
<td>DRAM-10</td>
<td>Beginning Acting</td>
</tr>
<tr>
<td>MUS-14</td>
<td>American Popular Music</td>
</tr>
<tr>
<td>PHOT-10A</td>
<td>Basic Photography</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td></td>
</tr>
<tr>
<td>BUS-10</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>CLDV-29</td>
<td>Child Growth and Development</td>
</tr>
<tr>
<td>CPSC-30</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>CRIM-02</td>
<td>Criminology</td>
</tr>
<tr>
<td>MGMT-50H</td>
<td>Customer Service Academy</td>
</tr>
<tr>
<td>ACTG-4A</td>
<td>Financial Actg. Or Managerial Actg.</td>
</tr>
<tr>
<td>NUTR-10</td>
<td>Nutrition</td>
</tr>
<tr>
<td>OFCT-50</td>
<td>Beginning Keyboarding</td>
</tr>
<tr>
<td><strong>Developmental Education</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL-41 (also Humanities)</td>
<td>College Level Reading</td>
</tr>
<tr>
<td>ENGL-81</td>
<td>Basic Reading Tactics II</td>
</tr>
<tr>
<td>ENGL-84</td>
<td>Basic Writing Skills II</td>
</tr>
<tr>
<td>MATH-80</td>
<td>Pre-Algebra</td>
</tr>
<tr>
<td><strong>Guidance</strong></td>
<td></td>
</tr>
<tr>
<td>GUID-48</td>
<td>Life and Career Planning</td>
</tr>
<tr>
<td>GUID-54</td>
<td>Found. and Strat. for Academic Rec.</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>COMM-01</td>
<td>Fundamentals of Speech</td>
</tr>
<tr>
<td>ENGL-A</td>
<td>Basic Composition and Reading</td>
</tr>
</tbody>
</table>
Attachment B

ENGL-01A  Composition and Reading I
ENGL/PHIL-13  Critical Reasoning and Writing
ENGL-41 (also DevEd)  College Level Reading
SPAN-01  Elementary Spanish
JOURN-32  Journalism

Industrial Technology
AUTO-04  Automotive Mechanics
DRFT-04A  Fund. OF Computer-Aided Drafting
DRFT-44  Print Reading and Sketching
ELCT-31  Direct Current
ELCT-36  Cisco Certified Networking Associate
INDT-50  HVAC – Heating and Control Systems
WELD-06  Fundamentals of Oxy-Fuel Welding

Learning Resources
LRNR-30  Information Competency in the Elect.

Life Fitness
HLTH-10  Contemporary Health
PHED-10C  Circuit Weight Training

Science/Math
BIOL-01  General Biology for Non-Majors
CHEM-02A  Introductory Chemistry
ENGR-30  Introduction to Engineering
MATH-A/B  Beginning Algebra/Applied Math
PHYS-02A  General Physics

Social Science
ANTH-01  Physical Anthropology
ECON-01A  Introduction to Macroeconomics
GEOG-01  Physical Geography
HIST-17A  United States History/Constitution
POSC-01  Essentials of the American Political Sys
PSYCH-01  Introduction to Psychology
SOC-01  Introductory Sociology

Noncredit
BUS-749  Microcomputers in Business

Other Allied Health Courses Assessed
RADT-42
RADT-43A
RADT-43B
RADT-44A
RADT-44B
RADT-45A
Attachment B

RADT-45B
RADT-50
RADT-67A
RADT-67B
RADT-67C
RADT-68A
RADT-68B
RADT-69A
RADT-69B
RADT-69C
RADT-70L
REGN-01
REGN-02
REGN-15
REGN-16
REGN-17
REGN-25
REGN-26
REGN-27
REGN-35
REGN-36
REGN-37
REGN-38
REGN-45
REGN-46
REGN-47
REGN-48
REGN-50
VOCN-40
VOCN-42
VOCN-44
VOCN-46B
VOCN-47A
VOCN-47B
VOCN-47C
VOCN-48
SONO-36B
SONO-36C
SONO-37A
SONO-37B
SONO-38B
SONO-39B
SONO-41
SONO-42A
SONO-42B
SONO-43A
SONO-43B
SONO-44A
SONO-44B
SONO-44C
Attachment B

SONO-45A
SONO-45B
SONO-45C
SONO-46A
SONO-49A
ASSOCIATE DEGREE MAJORS AND CERTIFICATE PROGRAMS

Associate Degrees:
Since learning is a continual process of self-discovery, you are encouraged to keep an open mind about your potential and options. California Community Colleges have unique relationships with the UC and California State University systems, so you can move easily from a two-year to a four-year college. With proper planning, you can earn an associate degree while fulfilling the lower division requirements of a four-year school. As you choose courses at Merced College, you are encouraged to keep your options open for transfer.

Certificates of Completion
If you are interested in taking only the occupational major area classes, you will be eligible to receive a Certificate of Completion from Merced College upon the successful completion of the final occupational major area course. A grade point of at least 2.0 or better is required in the area of concentration, and a minimum of 12 units must be taken at Merced College.

Merced College awards Associate Degrees or Certificates in the following areas:

05000.1 Accounting (AA)
05000.3 Accounting (CC)

21050.1 Addiction Studies (AA)
21050.3 Addiction Studies (CC)

05006.1 Administrative Legal Office Professional (AA)
05006.3 Administrative Legal Office Professional (CC)

05007.1 Administrative Medical Office Professional (AA)
05007.3 Administrative Medical Office Professional (CC)

05008.1 Administrative Office Professional (AA)
05008.3 Administrative Office Professional (CC)

01052.3 Agricultural Chemicals (CC)

01000.1 Agriculture Business (AA)
01000.2 Agriculture Business (AS)
01000.3 Agriculture Business (CC)
01050.1 Agriculture, General (AA)
01050.2 Agriculture, General (AS)
01050.3 Agriculture, General (CC)

01100.1 Animal Science (AA)
01100.2 Animal Science (AS)
01100.3 Animal Science (CC)

22100.1 Anthropology (AA)

Automotive Technology
09000.1 Automotive Technology (AA)
09001.3 Automotive - Body and Fender (CC)
09002.3 Automotive - Engine Performance (CC)
09003.3 Automotive - Automotive Engines (CC)
09007.3 Automotive - Parts and Service Professional (CC)
09004.3 Automotive - Suspension and Brakes (CC)
09006.3 Automotive - Transmissions (CC)
09750.1 Toyota-Approved Automotive Program (AA)
09005.3 Toyota-Approved Automotive Program (CC)
09751.3 Toyota-Approved Parts and Service Professional (CC)
Attachment C

04100.2 Biological Science (AS)
04130.2 Biotechnology (AS)
04130.3 Biotechnology (CC)

05100.1 Business Administration (AA)
05150.1 Business, General (AA)
05150.3 Business, General (CC)

19100.2 Chemistry (AS)

19150.2 Chemistry - Pre-Professional (AS)
13010.1 Child Development (AA)

15601.1 Communication Studies (AA)

07300.2 Computer Studies - Management Information Systems (AS)
07200.2 Computer Studies - Computer Science (AS)

21100.1 Corrections (AA)
21100.3 Corrections (CC)

21150.1 Criminal Justice (AA)
21150.3 Criminal Justice (CC)

01150.1 Crop Science (AA)
01150.2 Crop Science (AS)
01150.3 Crop Science (CC)

01200.1 Diesel Equipment Technology (AA)
01200.2 Diesel Equipment Technology (AS)
01200.3 Diesel Equipment Technology (CC)

Drafting Technology
09102.1 Computer-Aided Design - Mechanical (AA)
09102.3 Computer-Aided Design - Mechanical (CC)
09101.1 Computer-Aided Drafting – Architectural (AA)
09101.3 Computer-Aided Drafting – Architectural (CC)

10300.1 Drama (AA)

09200.1 Electrical Technology (AA)
09200.3 Electrician (CC)

Electronics Technology
09250.1 Electronics Technician (AA)
09250.3 Electronics Technician (CC)
09040.1 Computer & Networking Technology (AA)
09040.3 Computer & Networking Technology (CC)

09300.1 Engineering (AA)
09300.2 Engineering (AS)

09350.2 Engineering Technology (AS)

15200.1 English (AA)

03301.2 Environmental Technologies (AS)
03301.3 Environmental Technologies (CC)

21400.1 Fire Technology (AA)
Attachment C

21400.3 Fire Technology (CC)

13160.1 Foods and Nutrition (AA)
13160.3 Foods and Nutrition (CC)

13200.3 Foster Care Education (CC)

11200.1 French (AA)

49100.1 General Studies (AA)

19400.2 Geology (AS)

11400.1 German (AA)

12300.1 Health Sciences (AA)

22300.1 History (AA)

01250.1 Horse Management (AA)
01250.2 Horse Management (AS)
01250.3 Horse Management (CC)

01302.3 Horseshoeing - Advanced (CC)
01301.3 Horseshoeing - Beginning (CC)

21500.1 Human Services (AA)
21500.3 Human Services (CC)

49300.1 Humanities (AA)

Heating, Ventilation, Air Conditioning, and Refrigeration Technology
09401.3 HVAC - Commercial Refrigeration Technician (CC)
09400.1 HVAC Technician (AA)
09400.3 HVAC Technician (CC)

09500.1 Industrial Electronics Technology (AA)
09500.3 Industrial Electronics Technology (CC)

09550.1 Industrial Maintenance Technology (AA)
09550.3 Industrial Maintenance Technology (CC)

09650.1 Instrumentation and Process Control (AA)
09650.3 Instrumentation and Process Control (CC)

06500.1 Journalism (AA)

09700.2 Laboratory Technology (AS)

01350.1 Landscape Horticulture (AA)
01350.2 Landscape Horticulture (AS)
01350.3 Landscape Horticulture (CC)

09720.1 Laser Electro-Optics (AA)
09720.3 Laser Electro-Optics (CC)

49501.1 Liberal Studies – Elementary Teaching Preparation (AA)

04300.1 Life Science (AA)

17400.1 Mathematics (AA)
Attachment C

01450.1 Mechanized Ag Technology - Heavy Equipment Mechanics (AA)
01450.2 Mechanized Ag Technology - Heavy Equipment Mechanics (AS)
01450.3 Mechanized Ag Technology - Heavy Equipment Mechanics (CC)

01453.3 Mechanized Agriculture - Compact Power Equipment (CC)

05350.1 Management, Merchandising (AA)
05350.3 Management, Merchandising (CC)

05400.1 Management, Small Business (AA)
05400.3 Management, Small Business (CC)

05450.1 Management, Supervisory (AA)
05450.3 Management, Supervisory (CC)

10400.1 Music (AA)

12500.2 Nursing, Registered (AS)
12550.1 Nursing, Vocational (AA)
12550.3 Nursing, Vocational (CC)

14300.1 Paralegal Studies (AA)
14300.3 Paralegal Studies (CC)

15400.1 Philosophy (AA)

10500.1 Photography (AA)
10500.3 Photography (CC)

08500.1 Physical Education (AA)

19600.1 Physical Science (AA)
19700.2 Physics (AS)

20500.1 Psychology (AA)

12700.2 Diagnostic Radiologic Technology (AS)
12700.3 Diagnostic Radiologic Technology (CC)

05600.1 Real Estate (AA)
05600.3 Real Estate (CC)

22500.1 Social Science (AA)

12800.3 Sonography, Diagnostic Medical – Abdominal and OB/GYN (CC)
12801.3 Sonography, Diagnostic Medical – Cardiac Track (CC)

11600.1 Spanish (AA)

49650.1 Transfer Studies (AA)

49700.1 University Studies (AA)

10700.1 Visual Arts (AA)

09800.1 Welding Technology (AA)
09800.3 Welding Technology (CC)
Attachment D

PROGRAMS THAT HAVE COMPLETED ESO (SLO) CYCLE

1. Child Development
2. Registered Nursing
3. Vocational Nursing
4. Diagnostic Radiologic Technology
5. Diagnostic Medical Sonography – Abdominal and OB/GYN
6. Diagnostic Medical Sonography – Cardiac Track

4/4/08
Attachment E

Academic Senate of
MERCED COLLEGE
3600 M Street Merced, CA 95348-2898
Telephone (209) 384-6095

RESOLUTION

First Reading: November 29, 2007

Second Reading/Action (Date): January 31, 2008
Pass/Fail: PASSED

RESOLUTION 8-07

Subject: ESO Assessment Model Adoption

Mover: Jeremy Mumford Division/Area: Humanities

Seconder: Dee Near Division/Area: Learning Resources

Whereas, WASC mandates Merced College to regularly assess the Expected Student Outcomes (ESOs) of every course taught on our campus

Whereas, the ESO Assessment model ensures that every course taught on campus is being regularly reviewed

Whereas, the ESO Assessment model will help solidify a schedule for both faculty and the ESO coordinator, allowing the ESO coordinator to begin regular consultation with discipline faculty

Whereas, the ESO Assessment model addresses adjunct faculty, in that, beginning in January of 2008, adjunct faculty will be strongly encouraged and compensated for attending a one time, post-hiring training session in including ESOs on their syllabi and in their schedules, course outlines will be included with every adjunct contract, and all adjunct faculty will receive monetary compensation for contributions to ESO assessment teams

Resolved, that the Merced College faculty senate adopt the Merced College Expected Student Outcomes Assessment Model (see appendix A).
Merced College Expected Student Outcomes Assessment Cycle Plan

The following plan for Expected Student Outcomes Assessment Cycle (ESOAC) has been developed with the assistance of the ESO Subcommittee to IMPC, whose members include VP of Student Services Dr. Newins, VP of Instruction Dr. Spevak, Interim Dean of Student Services Betsy Donovan, Professors Carl Estrella, Dee Near, Judy Rose and Gary Gargano, both of whom are on the Program Review coordination team. This proposal addresses four aspects of the ESOAC: the individual professor, the single course, the program, and the institutional ESOAC.

The Individual Professor and ESOs
Keep in mind that the senate adopted a resolution regarding ESOs that states that ESOs will not be used punitively against professors. It is expected that professors are including ESOs on their syllabi and in their schedules when planning classroom activities.

Adjunct faculty, beginning in Spring of 2008 for implementation in the Fall of 2008, will be strongly encouraged and compensated for attending training sessions on including ESOs in their syllabi and schedules and working with full-time professors in developing and assessing ESOs. Additionally, course outlines will be included with every adjunct contract.

Course ESO Assessment Process
The subcommittee recommends that we link our WASC mandate to regularly assess the ESOs of every course taught on our campus to the Title V curriculum review cycle beginning in Fall of 2008 for catalog year 2008-2010. The process follows:

1. A year in advance of a course going to Title V curriculum review, if the course will be taught in that year, that course will have its ESOs reviewed by discipline faculty.
2. A plan will be developed, mutually agreed upon by faculty and the office of instruction, detailing the criteria by which courses will be granted an exception.
3. Discipline faculty, in consultation with the ESO coordinator if needed, will choose which of the course ESOs to assess.
4. Discipline faculty, in consultation with the ESO coordinator if needed, will choose an assessment method.
5. Discipline faculty will conduct the assessment and review the results during the Fall semester. Changes to the course will be made and evaluated in the Spring semester. ESOs as needed.
6. Any changes to the curriculum, course outlines, and/or ESOs will be sent to curriculum following its regularly scheduled review cycle. The curriculum committee will review the course as part of the Title V review for completion of the ESOAC process.
7. Finally, each step will be reported using the same “grid” system devised by Professor Piro and archived with the current ESO coordinator.
Attachment E

This approach solidifies a schedule for both faculty and the ESO coordinator, allowing the ESO coordinator to begin regular consultation with discipline faculty. It also ensures that every course taught on campus is being regularly reviewed.

Program ESOs
Program ESOs are currently being assessed and documented as a part of the program review process on our campus. The program review handbook was modified in the Fall '07 semester to include the above process and to reflect how programs are attaining program and institutional ESOs.

Institutional ESOs
Initially, the sub-committee is examining recently administered student satisfaction surveys for evidence of attainment of Institutional ESOs and grade distribution data. We are also investigating ways in which student equity data might be integrated and understood in light of ESOs. Over the next year, we will begin surveying graduating and transferring students by having them complete a survey when submitting their applications. Focus groups will also be utilized in coordination with student government.

Curriculum Committee ESOAC Reporting Form

1. List the specific ESOs faculty chose to assess:

2. Describe the method used to decide upon which ESOs were assessed:

3. Describe the method(s) used to assess the chosen ESOs:
Attachment E

4. Describe the results of the assessment(s):

5. Describe the outcomes of the faculty discussion regarding the assessment results:

6. List the specific changes made to the course curriculum based on the ESOAC (content, curriculum, outline, materials, etc.):
<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Credit Type</th>
<th>First Offered</th>
<th>Mode</th>
<th>Course Type</th>
<th>Class Credit Hours</th>
<th>Distance Delivery Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaver 663</td>
<td>2-credit</td>
<td>Fall 2007</td>
<td>A</td>
<td>2-credit</td>
<td>A</td>
<td>2-credit</td>
</tr>
<tr>
<td>Deaver 665</td>
<td>2-credit</td>
<td>Fall 2007</td>
<td>A</td>
<td>2-credit</td>
<td>A</td>
<td>2-credit</td>
</tr>
<tr>
<td>Deaver 667</td>
<td>2-credit</td>
<td>Fall 2007</td>
<td>A</td>
<td>2-credit</td>
<td>A</td>
<td>2-credit</td>
</tr>
</tbody>
</table>

Course Type: (please describe)

- Distance: (course must be delivered at least 30% of the time via a distance delivery mode)
- Non-distance: (course must be delivered less than 30% of the time via a distance delivery mode)

Distance Delivery Mode:
- Repeated 8-week (only if combined with distance mode) (please describe)
- Non-credit (please describe)
- Credit (please describe)
- Correspondence (please describe)
- Other (please describe)

Example: Courses first offered through a distance delivery mode in 2007-2008.