

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)

Los Banos Campus

*Delhi High School

*Approved by Substantive Change Proposal Committee on March 14, 2008

*Dos Palos High School

*Mariposa High School

*Chowchilla Women's Prisons

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

Annual Report Update on Student Learning Outcomes
2007-2008

Dear Colleague:

This 2007-2008 Annual Report Update on Student Learning Outcomes is a new addition to the Commission's annual reporting requirements. It is intended to assist you, in response to the requests the Commission has received to provide an institutional framework of that which is required for defining expected student learning outcomes. This is done by assessing learning, analyzing the assessment results, and using those results to plan and implement changes to improve learning, changes to pedagogy, facilities, etc. The 4-part template describes a framework for the process of implementing student learning outcome requirements of the Standards. This report will provide the institution and the Commission with information about the degree of implementation since the adoption of the 2002 Standards. If you have any questions or require assistance, you may contact Steve Maradian, Vice President for Policy and Research at (415) 506-0234 or smaradian@accjc.org.

From the ACCJC 2002 Standards

Standard I B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. See additional details in the Standards.

Standard II. Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. See additional details in the Standards.

Part I: Student Learning Outcomes for General Education

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
1. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for general education?	X		100% of Courses	See Attachment A1 (IGETC Courses)
2. Mapping of Programmatic Student Learning Outcomes to Courses	Has the college mapped expected general education student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.) required to complete the general education requirements of the institution?		X	97% of Courses* (* Associate Degrees, Certificates over 18 units, and competencies)	In 2005, all current programs (expect for University Studies, Transfer Studies, and General Studies) completed a Curriculum Audit Grid which asked them to match courses in their programs to their program SLOs. This curriculum audit grid was submitted to the SLO coordinator and was an integral part of each program's Program Review Report. If a new program did not have program SLOs, it was expected to complete them as part of PR. Beginning in 2007-2008, all new programs and programs submitting changes are being required to submit a Curriculum Audit Grid to the curriculum committee for review and approval. These will be kept with Office of Institutional Research.
3. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?	X		100% of Courses	Presentations were made to and discussions were held with full time and adjunct faculty in each division concerning appropriate assessment methodologies within their disciplines.

<p>4. Assessing Student Learning Outcomes</p>	<p>Has the college assessed student learning outcomes for all courses in general education?</p>		<p>X</p>	<p>8% of Courses (115 IGFTC divided by 15 high impact courses completing Student Learning Outcomes Assessment cycle)</p>	<p>See attachment A2</p>
<p>5. Analyzing the Results of Assessment</p>	<p>Has the college analyzed assessment results for all courses in general education?</p>		<p>X</p>	<p>8% of Courses</p>	<p>See attachment A2</p>
<p>6. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</p>	<p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?</p>		<p>X</p>	<p>8% of Courses</p>	<p>See attachment A2</p>

2007-2008 Institutional Annual Report Update on Student Learning Outcomes

Part II: Student Learning Outcomes for Courses

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs	Disciplines
7. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for all courses?	X		100% of Courses	All official course outlines show Expected Student Outcomes (ESOs) for all courses, credit and non-credit	All disciplines have ESOs for all their courses, credit or non-credit – as evidenced by the official course outlines.
8. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?	X		100% of Courses	Presentations were made to and discussions were held with, at the beginning of Spring 2008, full time and adjunct faculty teaching in each course/programs concerning appropriate assessment methodologies.	Presentations were made to and discussions were held with, at the beginning of Spring 2008, full time and adjunct faculty teaching in each discipline concerning appropriate assessment methodologies.
9. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses?		X	14% of Courses (High Impact Courses and Allied Health Courses)	See attachment B	See attachment B

<p>10. Analyzing the Results of Assessment</p>	<p>Has the college analyzed assessment results for the student learning outcomes for all courses?</p>	<p>X</p>	<p>14% of Courses</p>	<p>See attachment B</p>	<p>See attachment B</p>
<p>11. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</p>	<p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?</p>	<p>X</p>	<p>14% of Courses</p>	<p>See attachment B</p>	<p>See attachment B</p>

Part III: Student Learning Outcomes for Programs Leading to Certificates and Degrees

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
<p>12. Defining Expected Student Learning Outcomes</p>	<p>Has the institution defined expected student learning outcomes for all programs leading to certificates and degrees?</p>		X	<p>95% of Programs: <u>approximately 95+</u></p> <p>(* Associate Degrees, Certificates over 18 units, and competencies)</p>	<p>In 2005, all current programs completed program outcomes. These outcomes were submitted to the SLO coordinator.</p> <p>Beginning in 2007-2008, all new programs and programs submitting changes will be required to submit program SLOs/ESOs to the curriculum committee for review and approval.</p> <p>The program outcomes are listed on The Merced College Expected Student Outcomes intranet site.</p> <p>See also attachment C</p>
<p>13. Mapping Programmatic Student Learning Outcomes to Courses</p>	<p>Has the institution mapped expected programmatic student learning outcomes to all the courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.) required to complete the certificate and degree programs?</p>		X	<p>95% of Programs: <u>approximately 95+</u></p> <p>(* Associate Degrees, Certificates over 18 units, and competencies)</p>	<p>In 2005, all current programs completed a Curriculum Audit Grid which asked them to match courses in their programs to their program SLOs.</p> <p>This curriculum audit grid was submitted to the SLO coordinator and was an integral part of each program's Program Review Report. If a new program did not have program SLOs, it was expected to complete them as part of PR.</p> <p>Beginning in 2007-2008, all new programs and programs submitting changes are required to submit a Curriculum Audit Grid to the curriculum committee for review and approval. These will be kept with Office of Institutional Research.</p>

<p>14. Defining Assessment of Expected Student Learning Outcomes</p>	<p>Has the college identified appropriate assessment methodologies for the programmatic expected student learning outcomes, including summative assessments where appropriate?</p>	<p>X</p>	<p>95% of Programs: <u>*approximately 95+</u> (* Associate Degrees, Certificates over 18 units, and competencies)</p>	<p>See attachment C</p>
<p>15. Assessing Student Learning Outcomes</p>	<p>Has the college assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?</p>	<p>X</p>	<p>10% of Programs</p>	<p>All courses within the Allied Health program have assessed student learning outcomes required to complete the certificate or degree programs.</p>
<p>16. Analyzing the Results of Assessment</p>	<p>Has the college analyzed assessment results for all courses required to complete the certificate and degree programs?</p>	<p>X</p>	<p>10% of Programs</p>	<p>See attachment D</p>
<p>17. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</p>	<p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all certificate/degree programs?</p>	<p>X</p>	<p>10% of Programs</p>	<p>See attachment D</p>

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

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
18. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for instructional support (i.e. library and learning resources, tutoring, etc.)?	X		100% of Instructional Support Courses or other experiences	Tutorial Library Instructional Support
	Has the college defined expected student learning outcomes for student support services?	X		100% of Student Support Services Courses or other experiences	Student Health, ASMC, Guidance, Financial Aid, Admissions and Records, Transfer Center, Disabled Student Services, EOP&S, International Students, ORS, Career Center, Student Activities
19. Mapping of Programmatic Student Learning Outcomes to Courses	Has the college mapped expected instructional support student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?		X	0% of Instructional Support Courses or other experiences	None to list
	Has the college mapped expected student support services student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?		X	0% of Student Support Services Courses or other experiences	None to list

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

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
20. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in instructional support courses or other experiences?	X		100% of Instructional Support Courses or other experiences	Tutorial Library Instructional Support
	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in student support services courses or other learning experiences?	X		100% of Student Support Services Courses or other experiences	Student Health, ASMC, Guidance, Financial Aid, Admissions and Records, Transfer Center, Disabled Student Services, EOP&S, International Students, ORS, Career Center, Student Activities
21. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses or other experiences in instructional support?		X	50% of Courses or other experiences in Instructional Support	Library Instructional
	Has the college assessed student learning outcomes for all courses or other experiences in student support services?	X		100% of Courses or other experiences in Student Support Services	Student Health, ASMC, Guidance, Financial Aid, Admissions and Records, Transfer Center, Disabled Student Services, EOP&S, International Students, ORS, Career Center, Student Activities

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

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
22. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses or other learning experiences in instructional support?		X	50% of Courses or other learning experiences in instructional support.	Library Instructional Support
	Has the college analyzed assessment results for all courses or other learning experiences in student support services?		X	67% of Courses or other learning experiences in student support services.	Student Health, ASMC, Guidance, Financial Aid, Admissions and Records, Transfer Center, Disabled Student Services, EOP&S
23. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences?		X	50% of Courses or other learning experiences in Instructional Support.	Library Instructional Support
	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all student support services courses or other learning experiences?		X	25% of Courses or other learning experiences in Student Support Services.	Student Health, Admissions and Records, ASMC

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 each from 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, 7-9 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, 0L[^]

CHEM-02A*, 02B*, 04A*, 04B*

GEOG-01, 01L[^]

GEO-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 (02[#], 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

Attachment B

Courses With Student Learning Outcomes Assessed

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

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

Attachment B

ENGL-01A

ENGL/PHIL-13

ENGL-41 (also DevEd)

SPAN-01

JOURN- 32

Composition and Reading I

Critical Reasoning and Writing

College Level Reading

Elementary Spanish

Journalism

Industrial Technology

AUTO-04

DRFT-04A

DRFT-44

ELCT-31

ELCT-36

INDT-50

WELD-06

Automotive Mechanics

Fund. OF Computer-Aided Drafting

Print Reading and Sketching

Direct Current

Cisco Certified Networking Associate

HVAC – Heating and Control Systems

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

Medical Assisting

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

Attachment C

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

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 **January 31,** **Pass/Fail** **PASSED**
(Date): 2008 _____
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).

Attachment E

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.

ACCJC DISTANCE LEARNING UPDATE
2007-2008

On the grid provided, please list ONLY those distance learning courses your college offered for the first time via a distance delivery mode during the 2007-2008 academic year, their delivery mode, the semester they were first offered, the type of credit they carry, and those who participated in their development.

Please use the following abbreviations:

Distance Delivery Mode:		Credit Type:	
One-way audio (tapes, radio)	1-way A	Transfer	Trans
Correspondence (conventional mail)	Corresp	AA/AS Degree	AA/AS
Two-way audio (phone, voice mail, tapes)	2-way A	Non-deg applic	Non-deg
One-way visual (non-interactive telecourses)	1-way V	Non-credit	Non-cred
Two-way visual (interactive telecourses)	2-way V		
One-way Internet (website viewing)	1-way I		
Two-way Internet (website, e-mail, chat)	2-way I		
Combination of 2 or more above (Please describe.)	Combo		
Face-to-face (only if combined with distance mode)	F-to-f		

Developer:

- Faculty within the course's department
- Non-department faculty
- Faculty primarily employed to develop distance courses
- Commercial materials developers (purchased prepackaged materials)
- A combination of developers listed above

- Dept fac
- Non-dept fac
- Distance fac
- Commer
- Combo (please describe)

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

COURSE NAME & NUMBER	MODES	FIRST OFFERED			CREDIT TYPE	DEVELOPER
		Sm06	F06	S07		
<i>Upgrade Windows 98 to Windows XP, Comp 031</i>	2-way I & F-to-f	√			Non-cred	Depl fac
<i>Advanced Spanish, Spanish 210</i>	2-way V		√		Trans	Commer
<i>Intermediate Access: Computer Information Systems 239</i>	2-way I & 1-way V			√	Trans: AA/AS	Commer & Depl fac & Commer
<i>Cultural Anthropology, Anth 2</i>	1-way V		√		Trans: AA/AS	Distance fac

2007-2008 DISTANCE LEARNING COURSES

COURSE NAME & NUMBER	DISTANCE DELIVERY MODE	FIRST OFFERED			CREDIT TYPE	DEVELOPER
		Sm06	F06	S07		
COMM-05	2-way I			✓	Trans, AA/AS	Dept Fac
ECON-01A	2-way I			✓	Trans, AA/AS	Dept Fac
ENGL-41	2-way I			✓	AA/AS	Dept Fac
HIST-04A	2-way I		✓		Trans, AA/AS	Dept Fac
HIST-29	2-way I		✓		Trans, AA/AS	Dept Fac
LBST-20	2-way I		✓		Trans, AA/AS	Dept Fac
LRNR-30	2-way I			✓	Trans, AA/AS	Dept Fac
TUTR-35	2-way I		✓		AA/AS	Dept Fac

Prepared by Mike Cuchna Telephone 209.384.6107 E-mail cuchna.m@mccd.edu

Signature & title  AVP, Test & Inst Research College Name Merced College