Merced College
Focused Mid-Term Report
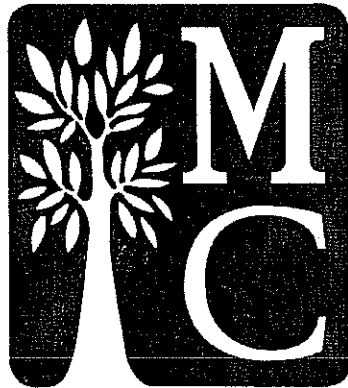# March 15, 2008

Merced College's new Los Banos Campus opened in Summer 2007

2004 Institutional Self-Study

Focused Mid-Term Report
2004 Institutional Self-Study

March 15, 2008

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March 2008

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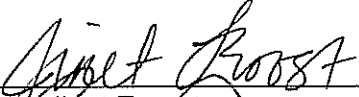# 2004 Institutional Self-Study
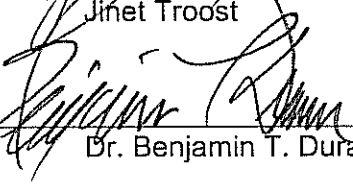
March 15, 2008

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Merced College, 3600 M Street, Merced, CA 95348-2898
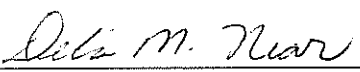
This Focused Mid-Term Report is submitted in order to provide a response to the recommendations of the accreditation team and to respond to the institution's self-identified issues.
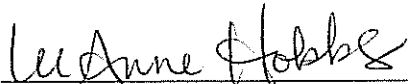
We certify that there was broad participation by the campus community, and we believe the Focused Mid-Term Report accurately reflects the substantive progress made toward institutional changes as suggested by the 2004 Institutional Self-Study.

Signed:

_____ Chairperson, Board of Trustees
Janet Troost

_____ Chief Executive Officer
Dr. Benjamin T. Duran

_____ Accreditation Liaison Officer
Dr. Anne Newins

_____ Chair, Self-Study Committee
Dee Near

_____ President, Academic Senate
Lee Anne Hobbs

_____ President, Classified Senate
Wilma Prine

_____ Student Trustee
Arthur Emus

Recommendations

Recommendation 1

Program Review

In order to meet the standards, the team recommends that the college implement its new program review process in a focused and expeditious manner, including a published schedule as to when all college programs and services are committed to undergo the full process. Integration of program review with the institutional planning and budgeting processes, the development of learning outcomes and student achievement data is also recommended.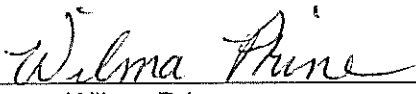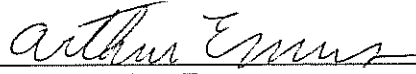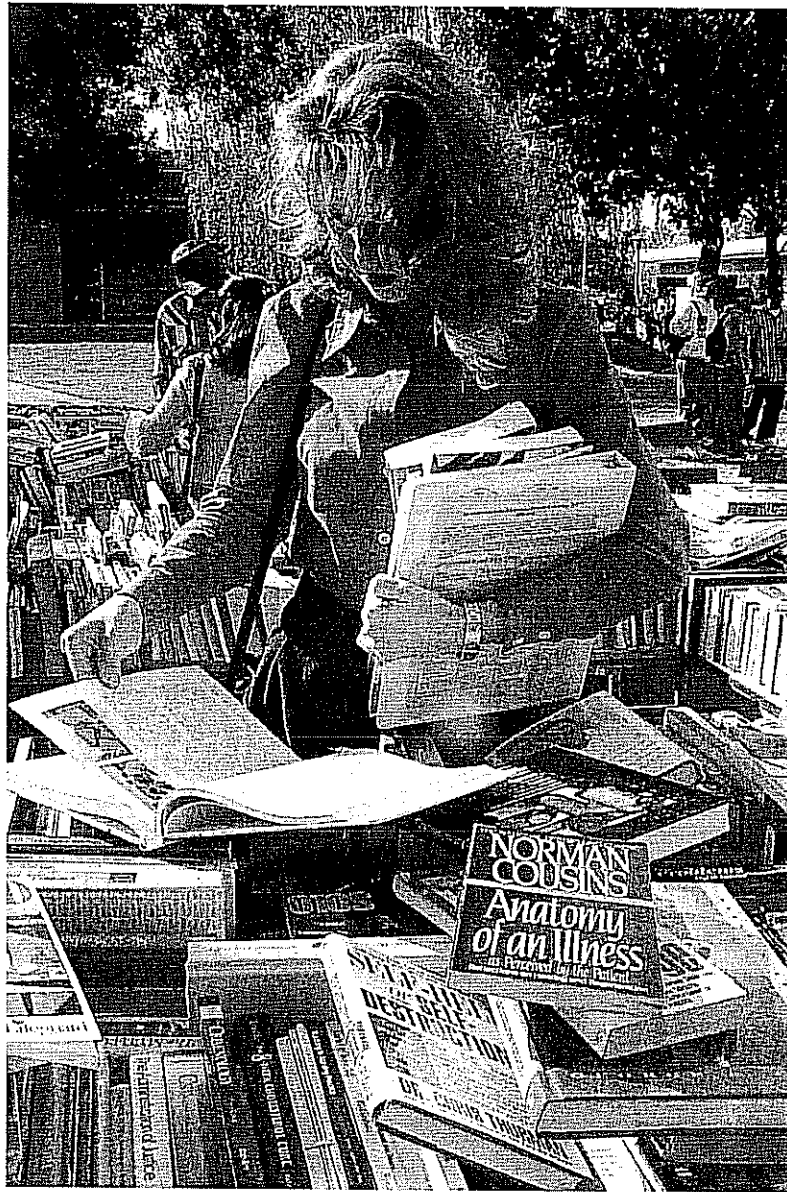 This is imperative given that the program review process was cited by two previous teams as not meeting the standards.

Instructional Program Review—Curricular
Description of Progress Made:
- In Fall 2005, a faculty member, assigned as the Instructional Program Review coordinator, collaborated with key personnel on a programmatic review process to replace past practices that tried to review an entire division.
- Three pilot study programs in the Business Division shaped our current efforts. The Center of Review Evaluation Accreditation and Dissemination (CREAD) created a more useful review model that included an implementation and planning phase, allowing faculty to track the progress of their reflective recommendations and requests.
- An Instructional Program Review (IPR) Handbook was developed to assist faculty in the Program Review process. The handbook provides a challenging, but reasonable step-by-step process. Although we strive for a one-semester timeframe, most reports are completed within a year.
- All instructional programs (approximately 100) have been scheduled for review from Fall 2005 to Fall 2009. The IPR schedule is available for review on MC-Net, the College's intranet site. The intranet is a secure environment with a variety of web resources, including data required for an evidence-based Program Review. This was made available to all faculty and staff through the College portal in Fall 2006 and can be accessed remotely.
- The vice president of Instruction, division chair and program faculty identify a faculty member to lead the Program Review effort. A $900 stipend is awarded upon completion of the IPR.
- Areas of the IPR process addressing "the development of SLOs and student achievement data" are woven into the IPR process via the IPR handbook.
    - The handbook's SLO section requires that programs be up-to-date with establishing and collecting data for program and course-specific SLOs. To address this section of Program Review, the SLO coordinator is contacted.

- o Specific student achievement data, available through the IPR website, helps faculty understand how their programs affect their students. WSCH, FTEF, FTES, retention, success and persistence, and demographic data are analyzed to reveal program trends. The increased accessibility of information has allowed faculty to implement a more data-driven Program Review.
- o Student Support Services utilization and needs, as they related to the program, are identified.
- The development of a Program Improvement Plan is a key component of the IPR process. In the plan, faculty members include a reflective discourse about what they learned and how they created their implementation plan. A timeline for their program improvement suggestions is included.
- Once a Program Review is completed, it is reviewed and approved by the division chair, a Program Review coordinator, the appropriate dean of Instruction, and other key personnel.
- To further ensure that a program's reflective discourse and implementation plan is heard, the IPR lead makes an oral presentation to the Instructional Master Planning Committee (IMPC).
- An approved Program Review is available for commentary and signature by the following: Faculty Senate president, vice president of Instruction, and College president. When necessary, the Program Review is reviewed by the master planning committees. Committee meeting minutes reflect program review completion, as well as any related information. A signature and routing page ensures involvement and integration with institutional planning and budgeting processes.
- Integration of Program Review with institutional planning and budgeting processes is being addressed. Resource allocation models for ongoing dollars, new faculty hires, growth, and one-time dollars have been proposed by the president with input from four subcommittees of the Committee on Budget Recommendations and Review (CBRR).
  - o Departments and areas submit needs in priority order. Programs that have completed Program Review note appropriate Program Review resource requests (equipment, facilities, staff development, staffing, supplies, and other).
  - o The prioritized requests are reviewed/revised by the appropriate personnel or entity.
  - o The final list of prioritized items is reviewed/revised by the appropriate master planning committee.
  - o A cumulative list from the various master planning committees is submitted to the Educational Master Planning Committee (EMPC) for revision, then forwarded to the College president, who presents it to CBRR.
  - o After further revision, the president takes the list to the Board of Trustees for approval and funding.

- o Following Board of Trustees approval, each vice president communicates with areas, departments and/or programs on both funded and unfunded items.
- Eventually, completed IPR reports are held by the division, placed on reserve in the Learning Resources Center (LRC) and made available for the campus community via the intranet.

Analysis of Results Achieved to Date:

- The IPR process is dynamic as technology provides increasing accessibility to data, as faculty input modifies the process and as key personnel (vice president of Instruction, SLO coordinator, associate vice president of Technology & Institutional Research, IPR coordinators, etc.) monitor and review the IPR process. Merced College is building an IPR process that is uniquely its own.
- Faculty is best served by distributing the responsibilities of facilitating the IPR process. Three co-facilitators who had previously completed noteworthy IPRs were selected to assist faculty undergoing Program Review. The service time of the co-facilitators are staggered to maintain a certain level of experience and expertise. Co-facilitators are given release time to support faculty completing Program Review.
- The following figures demonstrate progress as of November 19, 2007.

INSTRUCTIONAL PROGRAM REVIEW STATISTICS

SEMESTER / YR	Number Scheduled	Number Completed	Number of Programs Near Completions (~ completion - 12/14/07)	Number of Programs with Delayed Progress
Fall 2005	8	8		
Spring 2006	11	11		
Fall 2006	8	3	5	
Spring 2007	10	1	6	3
Fall 2007	8	N/A		

- Although we are expeditious in implementing Program Review, we have had to be flexible in scheduling. As we refine the IPR process, faculty moves through the process more rapidly. All Program Review is expected to be completed by Fall 2009.
- Program Review requires an in-depth program analysis, resulting in greater faculty appreciation for the value of doing a self-study. Faculty has developed an appreciation of the validity of SLOs and IPR.
- Faculty members are often surprised by the data, at times confirming their beliefs about their programs. In many cases, faculty identified the strengths and weakness of their programs and developed strategies for positive change.

- Completing Program Review can be challenging, however facilitators have eased the process for faculty. Facilitators take a proactive approach, and when negative progress is reported, the vice president of Instruction can push the process toward resolution.
- Faculty are beginning to see the correlation between Program Review resource requests and funding that is directly tied to Program Review, SLOs and student success.

Evidence of the Results:
- Posted on the Merced College intranet:
  - Instructional Program Review Handbook, past & present
  - Instructional Program Review Cycle
  - Program Data Sets
  - Completed IPR reports
- Proposed Resource Allocation Models:
  - Ongoing Dollars Resource Allocation Model
  - New Faculty Hires Resource Allocation Model
  - Growth Resource Allocation Model
  - One-Time Dollars Resource Allocation Model
- 2006-2007 Final Budget
- 2006-2007 One-Time Restoral of Discretionary Cuts Printout
- Division/Area Priority Ranking
- 2007-2008 Resource Requests (utilizing available one-time dollars)
- 2007-2008 Resource Requests (if ongoing dollars are available)
- Memo from the vice president of Instruction concerning funded Program Review requests

Additional Plans for the Future:
- All instructional programs will complete reviews by Fall 2009.
- Programs will follow a six-year review cycle.
- Data sets for lead faculty will be compiled.
- Actions/solutions for faculty who refuse or fail to make progress will be identified.
- A task force will address questions that have been identified with each proposed model.
- Mid-cycle follow-up reports to ensure progress will be identified.

INSTRUCTIONAL PROGRAM REVIEW

Deadline	Division	Program	Lead Person
Spring 06	Agriculture	Ag Business	Donaher
	Arts	Visual Arts	Brzezinski
	Business	Paralegal	Freston
		Accounting	Vilhauer
	Humanities	Spanish	Sobalvarro-Butler

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		Communication Studies	Hobbs
	Life Fitness	Physical Education	McCall
	Science, Math, Engineering	Chemistry, Chemistry Pre-Professional,	Wilson
		Health Sciences	Keller
	Social Sciences	Psychology	Gargano
Fall 06	Agriculture	Ag General	Fishman
	Business	Child Development	Fritzmeier
	Humanities	English—Reading	Pimentel
		English—Writing	Johnson/Barba
	Industrial Technology	Electrical Technology	Constantinescu
	Science, Math, Engineering	Biological Sciences	Estrella
		Biological Technology	Kain
		Life Science	Macias
Spring 07	Agriculture	Animal Science	Farao
	Business	Addiction Studies	Mayer
	Humanities	Humanities	Dillon
	Industrial Technology	Computer & Network Technology	Walls
		HVAC	Nagano
	Science, Math, Engineering	Developmental Math	Montoya
		Math A & C	Bruley
		Math higher than C	Meidinger
	Social Sciences	History	Johl
	Other	University Studies	Ferguson
Fall 07	Agriculture	Crop Science	Bell
	Arts	Music	Nelson
	Business	Real Estate	Freston
	Humanities	German	Kreide
	Industrial Technology	Welding	Boyle
	Science, Math, Engineering	Physics	Jordan
	Social Sciences	Human Services	Saich

Non-Instructional Program Review and Administrative Program Review:
Description of progress made:
- Coordinators for Non-Instructional Program Review and Administrative Program Review were identified when it became apparent that the formats developed for Student Services and Administrative Services would not accurately reflect their programs.
- Non-Instructional Program Review includes programs such as the Library, Foster Care, Office of Institutional Advancement, etc. Administrative Program Review includes departments such as Fiscal Services, Human Resources, etc.

Analysis of results achieved to date:

- Steady progress has been made. Manuals have been developed for the use by each program and/or department.

Evidence of results:
- Program reviews have been completed for the following administrative services: Business Services and Fiscal Services.
- Program reviews have been completed for the following non-instructional programs: Learning Resources Center, Vocational Student Support Services, Workplace Learning Resource Center.

Additional plans for the future:
- Programs and departments will continue to complete their reviews as scheduled.

Student Services Program Review
Description of progress made:
- In August 2005, a counseling faculty member was assigned as Student Services Program Review coordinator.
- In September 2005 the Student Personnel Executive Committee (SPEC) discussed the Program Review process and identified a tentative schedule for Student Services Program Review.
- The Student Services Program Review Handbook was reviewed by SPEC on February 23, 2006, approved on March 9, 2006, and was forwarded to Student Services Master Planning Committee (SSMPC) and EMPC for final approval on April 6, 2006.
- The handbook is used by all programs, producing consistent results that can be compared district-wide.
- An instructional component was developed for the Counseling program, whose faculty needed to develop SLOs for Guidance courses. It was presented as an addendum to the Student Services Program Review Handbook and was provided in the first draft of the Counseling Program Review.
- Program Review training programs were scheduled at the end of Spring 2006 semester with the timeline following SLO training and development.
- Each program selects team members to write the Program Review, encouraging the involvement of faculty, classified staff, and students. Most managers have acted as resources, but have not been team leaders.
- The Student Services Program Review Handbook contains the following Table of Contents:

Program Planning & Evaluation Overview	(1-7)
Purpose	(1)
Goals	(1-2)
Schedule	(2)

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- During Fall 2006, we discovered that the Program Review schedule was unrealistic due to the shortage of personnel in many programs and a one-year completion schedule was adopted.
- Each program has a series of due dates: orientation; first draft; second draft; oversight committee evaluation and feedback; final report; and final approval from planning committees, administrators, and the Board of Trustees.
- Feedback is given by the Student Services Program Review coordinator throughout the process and for the first and second drafts. The oversight committee, composed of at least four SPEC members not currently involved in a Program Review, is tasked with the formal response to the final report.
- Financial Aid completed its review in Fall 2007. Each oversight committee member submitted feedback in writing. The Student Services Program Review coordinator summarized the findings and forwarded the evaluation to Financial Aid, which responded to the oversight committee's recommendations and agreed to submit an addendum to its report. The entire report will be reviewed for approval by SSMPC and will be routed for other signatures before being posted on the web.
- Of the 12 Student Service Programs :
  - Financial Aid is in the final stage of approval
  - International Students and Associated Students of Merced College (ASMC) completed second drafts
  - Counseling (Guidance Division) has completed a first draft and EOPS, Transfer Center, Career Center, Admissions & Records, and Student Activities are working on first drafts
  - Office of Relations with Schools, Disabled Students Services and Health Services will begin Program Review in Spring 2008

STUDENT SERVICES PROGRAM REVIEW

("X" Indicates the function has been completed)

Program	Orien-tation	1st Draft	2nd Draft	Oversight Evaluation	Oversight Feedback	Final Report	Approval
Career Center	X	11/02/07	11/19/07	12/03/07	Wk. 12/10	Wk.1/21	Spring 2008
Transfer Center	X	11/26/07	12/10/07	01/04/07	Wk. 01/08	Wk. 1/21	Spring 2008
Financial Aid	X	X	X	X	X	11/22/07	Fall 2007
International Students	X	X	11/09/07	11/29/07	Wk. 12/10	Wk.1/21	Spring 2008
Counseling	X	X	11/09/07	11/29/07	Wk. 12/10	Wk.1/21	Spring 2008
ASMC	X	X	X	11/19/07	Wk. 12/03	Wk.1/21	Spring 2008
Student Act.	X	11/02/07	11/19/07	12/03/07	Wk. 12/10	Wk.1/21	Spring 2008
Admissions & Records	X	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008
Relations W/ Schools	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008

EOP&S	X	Spring 2008	2008	Spring 2008	Spring 2008	Spring 2008	Spring 2008
DSS	X	Fall 2008	Fall 2008	Fall 2008	Fall 2008	Fall 2008	Fall 2008
Health Serv.	X	Fall 2008	Fall 2008	Fall 2008	Fall 2008	Fall 2008	Fall 2008

Analysis of results achieved to date:

- Student Services programs understand the connection between SLOs and program reviews.
- Staff members have collaborated to establish and assess SLOs. Typically, the same SLOs are measured on Merced and Los Baños campuses, incorporating them within the structure of their review. Having their reviews evaluated by members both inside and outside the program adds another opportunity for collaboration.
- In Spring 2007 two assessments were administered college-wide to provide institutional data. Both the ACT Student Opinion Survey and the Community College Student Survey of Engagement (CCSSE) produced results used in the Student Services Program Reviews.
- Student Services has developed teams composed of staff members who create SLOs and the Program Review report. Although time-consuming, they express a belief in the value of these efforts.
- While many programs have inexperienced research staff, the Program Review process has not proven to be difficult; however, having enough time continues to challenge staff.
- Staff members realize that their services are based on historical assumptions, but they believe it is valuable to administer a campus-wide needs assessment instrument.
- Non-categorical Student Service programs recognize the connection between SLOs, Program Review, planning, and budget allocation. Categorical programs are more resistant to the review process because of their funding and the presence of their internal and external reviews required by their respective agencies.
- Staff understands that the SLO and Program Review process is an on-going process.

Evidence of the results

- Posted on the Merced College intranet:
  - Student Services Program Review Handbook
  - Research Resources
  - Student Services Program Review Instructional Component
  - Three-year Plan form
  - Oversight Committee Evaluation Form
  - Student Services Program Review Schedule
  - Financial Aid Program Review
- Completed Financial Aid Program Review Report
- ACT Student Opinion Survey results

- CCSSE results
- Each Student Service program has completed a Three-year Plan

Additional plans for the future:
- The College will examine its planning process and the role that Program Reviews and SLOs play in the approval of budget requests. SSMPC will evaluate the planning agendas and the resources requested in the completed Program Reviews. According to the current procedure, recommendations will be made to EMPC and ideally will be presented to CBRR.
- All Student Services programs will complete their reviews by December 2008.
- In addition to the continuing assessment of SLOs, Merced College should develop an institutional schedule of assessment to include in sequential years:
  - Year One—Perform campus-wide Needs Assessment (upon review of available instruments)
  - Year Two—Administer ACT Student Opinion Survey
  - Year Three—Administer CCSSE
  - Year Four—Begin testing cycle again (this will provide the type of data which is required by Student Services Programs)
- Programs will be on a six-year review cycle. There will be a mid-term report done in the third year, and the Three-year Plan will be revised annually.

Recommendation 2

Student Learning Outcomes

In order to meet the standards, the college needs to develop student learning outcomes for all courses and programs. Additionally, institutional student learning outcomes need to be integrated with General Education and Competency Requirements. Assessment of student learning outcomes needs to show how course credit and the awarding of degrees and certificates is based on student achievement of stated learning outcomes and how outcome assessments are used to improve courses and programs, improve teaching and learning strategies, and promote student success.

Description of progress made:
- IMPC, in coordination with the Faculty Senate and Curriculum Committee supervises instructional SLO planning and implementation. The SLO coordinator and the SLO Advisory Subcommittee report to IMPC and works closely with EMPC.
- Training regarding SLOs has been provided for faculty and staff.
- The SLO Advisory Committee generated the College's institutional SLOs. In 2007, after concerns arose from Student Services and an Accreditation team, the institutional SLOs were revised.
- Divisions generated program SLOs.
- Divisions analyzed whether their program SLOs support institutional SLOs.
- The SLO director and Curriculum chair generated guidelines for approval of program SLOs at the Curriculum Committee.
- Faculty completed an SLO assessment cycle for "high impact" courses.
- The Program Review handbook has integrated analysis of SLOs at the program and course level.
- The Curriculum Committee has approved new guidelines for creating course SLOs.
- The Curriculum Committee also approved guidelines and models for integrating SLOs into course content outlines.
- The College has begun work on non-credit SLO outcomes assessment.

Analysis of results achieved to date:
- From 2003 to 2007, the College established SLO assessment and while introductory in nature, faculty and administrators were trained in and participated in SLO assessment and important groundwork was laid to institutionalize SLO assessments. In this effort, the College, with the assistance of Dr. Norena Badway of the University of the Pacific, introduced faculty to SLO assessment, worked closely with the Curriculum Committee, the Program Review director(s), and various programs to

institutionalize SLO assessment, and created and revised institutional SLOs. While the work so far has advanced SLO assessment on campus, there is still work to be done to assure that SLO assessment is an integral part of College curriculum, assessment, and planning.

- Throughout the last several years, the SLO coordinator and Dr. Badway trained faculty, staff, and administrators on generating, assessing, and implementing SLO assessment on campus.
- The 2004-2005, 2005-2006, and 2006-2007 convocations contained campus-wide training in various aspects of SLO assessment. Topics included institutional SLOs, program SLOs, and course SLOs, assessment of SLOs, and integrating SLOs into course syllabi and calendars. Dr. Badway assisted the College in designing and conducting these trainings.
- Throughout the past several semesters, the SLO coordinator has provided training and presentations to several divisions, administration, and managers. Topics included institutional SLOs, generating and assessing SLOs, generating program SLOs.
- The institutional SLOs were revised with two goals: 1) to connect the institutional SLOs to general education breadth pattern and 2) to have the institutional SLOs better reflect the Student Services perspective.
- Program SLOs were defined as "a set of expected outcomes which, taken as a whole, reflect what core concepts, abilities, and values students should have upon completion of the program" (Scroggins). At first, faculty wrote program SLOs with the following elements:
  o The condition under which student will demonstrate a given learning outcome as applicable in a given course
  o The desired outcome (with appropriate verb)
  o Performance standards or criteria
  o The method of assessment and where/when assessment occurs

  After further research and experimentation in 2006-2007, these elements were reduced simply to the outcome expected as the outcomes were the primary focus.
- After programs generated SLOs, they were examined to determine whether and/or how the program SLOs and courses support the College's institutional SLOs. To complete this task, faculty completed a Curriculum Audit Grid for each program in their division.
- Program SLO guidelines are expected to be approved by the Curriculum Committee in the 2008-2009 academic year. The current Program Proposal and Change Form does not refer to program SLOs, so it is necessary to revise the new form to include information about program SLOs and their assessment.
- The most important SLO introductory activity for faculty was the assessment of one high-impact course (high-impact courses were defined as courses which had a great impact on students because of high enrollments or because of high stakes within the program). To

collaboratively assess whether students had reached SLOs for particular courses, the College decided to focus on approximately 60 high-impact courses.

During the Spring 2004 semester, faculty consulted with the Office of Instruction and chose high-impact courses to complete an SLO Assessment Cycle (SLOAC): choosing an SLO to assess, deciding on an assessment, completing an assessment, analyzing the feedback of that assessment, and making decisions about future pedagogy, curriculum, or planning based on that analysis.

During 2005-2006, faculty gathered in teams and completed an SLOAC for their chosen high-impact course. Instructors of these courses selected an SLO from the official course outline, determined an appropriate assessment tool, assessed whether students have met the outcome, analyzed the results of the assessment, and made plans based on the feedback received from the assessment. To record this work, faculty completed a Planning, Assessment, Review, and Improvement Worksheet for 2005-2006.

This assessment was followed with another in 2006-2007, allowing faculty to determine if changes to pedagogy or curriculum improved the percentage of students who could successfully complete the SLO. To record this work, faculty completed a worksheet for 2006-2007. This process is continuing in the 2007-2008 academic year.
- It also became clear that the best time to review the progress each division or program had made regarding SLOs was during its Program Review. Therefore, the Program Review handbook has a section on the progress each program has made in regularly assessing its SLOs.
- To assist in developing course SLOs, the Curriculum Committee approved new guidelines for creating course SLOs during the 2005-2006 academic year. While the College had incorporated SLOs into course outlines for several years in compliance with Title V regulations, these outcomes, while reflecting critical thinking skills, did not reflect affective and psychomotor skills often learned in many courses. The new guidelines made it possible for instructors to include affective and psychomotor skills into their SLOs.
- Existing course outlines simply listed course contents without referring to how or when the SLOs were taught. New guidelines require that the SLOs appear as part of the course content outline so that prospective instructors are clear that SLOs are an integral part of the course. Three different models were also accepted to aid instructors as they revised their course outlines during Title V review.
- During the 2005-2006 and 2006-2007 academic years, the College began work on Non-Credit SLO assessment. First, Non-Credit course outlines were revised to include SLOs. Next the Non-Credit dean, staff, and faculty

drafted a Non-Credit mission statement and program SLOs. In the coming academic year, this draft mission statement and draft program SLOs will be shared with more Non-Credit faculty and staff and revised after input and discussion.

Evidence of the results:
- IMPC and SLOAC regularly discuss SLO plans and guidelines.
- The institutional SLOs have been adopted by the Board of Trustees and are published for faculty and students.
- Program SLOs exist for most programs on campus. Divisions have generated Curriculum Audit Grids for each program.
- Course outlines include SLOs for every course on campus.
- Curriculum guidelines have been adopted to ensure new programs generate SLOs.
- 60 high-impact courses have gone through the SLO assessment cycle – including assessment of SLOs, analysis of feedback, and appropriate changes made.
- Program Review process and handbook incorporate SLO research.
- Course syllabi list SLOs.
- Non-Credit course outlines now include SLOs.

Additional plans for the future:
Four aspects of the SLOAC will be addressed in a resolution now in its second reading in Faculty Senate (The Faculty Senate is now called the "Academic Senate):

The individual professor:
- Evaluation teams are evaluating the inclusion of SLOs on syllabi under Item 7 of the Faculty Evaluation form which states "Provides students with clearly understandable class handouts: 1) class syllabi and procedures 2) class outlines and 3) grading procedures."
- We are requesting that the College and MCFA renegotiate the design of the evaluation form to include specific language regarding SLOs and student surveys to reflect a clearer SLO correlation.
- Beginning in January 2008, adjunct faculty will be strongly encouraged and compensated for attending a one-time, post-hiring training session in including SLOs on their syllabi and in their schedules. Additionally, course outlines will be included with every adjunct contract.

The course level:
- We are recommending that we link our WASC mandate to regularly assess the SLOs of every course taught on our campus to the Title V curriculum review cycle beginning Fall 2008 for catalog year 2008-2010. Here is the process:

- o A year in advance of a course going to Title V curriculum review, the course will have its SLOs reviewed by discipline faculty if the course will be taught that year.
- o Discipline faculty, in consultation with the SLO coordinator if needed, will choose at least half of the course SLOs to assess.
- o Discipline faculty, in consultation with the SLO coordinator if needed, will choose an assessment method.
- o Discipline faculty will conduct the assessment and review the results, making changes to curriculum, course outlines, and/or SLOs as needed.
- o The modified course will be sent to curriculum following its regularly scheduled review cycle. Additionally, each step will be reported using the same grid system currently used and archived with the current SLO coordinator.

The program level:
- • Program SLOs are currently being assessed and documented as a part of the Program Review process. The Program Review handbook has been modified as of Fall 2007 and includes a reporting of program and institution-wide SLOAC processes.

The institution level:
- • Initially, the subcommittee is examining recently administered student satisfaction surveys for evidence of attainment of institutional SLOs and grade distribution data. We are also investigating ways in which student equity data might be integrated and understood in light of SLOs. Over the next year, we will survey graduating and transferring students regarding the extent to which they feel they have attained institutional SLOs. However, indirect assessments are imperfect, so we will continue developing direct assessments of student competency and the attainment of institutional SLOs.

Recommendation 3

Leadership and Shared Governance

In order to meet the standards, the team recommends that the college fully embrace its stated commitment to a student-centered environment by structuring a leadership development program for student involvement in the college shared governance process.

Description of progress made:
- Beginning in Fall 2006, students enrolled in STGV-33 (Student Government; required for all student officers) must sit on at least one campus-wide shared governance committee.
- As of Fall 2007, students sit on the following committees:
  - Curriculum Committee
  - Facilities Master Planning Committee (FMPC)
  - Matriculation Advisory Committee (MAC)
  - Faculty Senate
  - Board of Trustees
  - Educational Master Planning Committee (EMPC)
  - Administrative Services Master Planning Committee (ASMPC)
  - Cultural Diversity Committee
  - Technology Master Planning Committee (TMPC)
  - Merced College Foundation
- Student officers attended the California Community College Student Affairs (CCCSAA) Annual Conference in October 2007 and learned more about shared governance and parliamentary procedure

Analysis of results achieved to date:
- With students consistently attending committee meetings, information has been free-flowing between students, administration, faculty, and staff.
- Administration, faculty, and staff have been taken the students much more seriously and have invited them to speak at College and community events.

Evidence of the results:
- Students have gone above and beyond the district level and are participating in statewide shared governance.
  - A Merced College student was elected senator to the statewide Student Senate representing Region V.
  - A Merced College student was elected president of Region V.
- Students were successful in extending the hours of the Learning Resources Center (LRC) by two hours on Fridays.

- Students have spoken by invitation in support of Merced College at a Merced City Traffic Commission meeting and at a press conference for the Community College Initiative.
- In Spring 2008, ASMC, along with other student representatives, will be participating in an innovative advocacy internship project sponsored by the Walter S. Johnson Foundation and California Tomorrow.

Additional plans for the future:
- Students will continue to attend committees and conferences and participate in shared governance at the district, region, and state levels.

Recommendation 4

Planning Process

In order to meet the standards, the team recommends that the college develop an assessment plan to provide ongoing and systematic evaluation and integration of all institution-wide planning processes. This assessment should include the current planning processes, Program Reviews, data-driven decision making and resource allocation processes, and their interrelationships.

Description of progress made:
- In Spring 2007, the College determined that the master planning, Program Review, and resource allocation processes lacked integration. In Fall 2007, a discussion of integration began in earnest. CBRR developed four resource allocation models: Growth, Ongoing, One-time, and Faculty Hires. EMPC has taken the lead to revisit the integration of budgeting and planning processes.
- As recommended by the accreditation team, integration of Program Review with the institutional planning and budgeting processes is being formally addressed. Specifically, resource allocation models for ongoing dollars, new faculty hires, growth, and one-time dollars have been proposed by the College president with input from CBRR's four subcommittees.
  - o Department and areas submit their needs in priority order. Programs that have completed the entire Program Review process are directed to note which requests are included in the appropriate Program Review resource requests (equipment, facilities, staff development, staffing, supplies, and other).
  - o The prioritized requests are reviewed/revised by the appropriate personnel or entity with particular attention to those requests that come from completed Program Reviews.
  - o The reviewed/revised list of prioritized items is presented to the appropriate master planning committee for further review/revision.
  - o A cumulative list from the various master planning committees is then submitted to the EMPC. After making whatever revisions are necessary, the list is forwarded to the College president, who presents this list to CBRR, which can further suggest revisions.
  - o After further revision, if necessary, the list is forwarded to the Board of Trustees for approval and funding.
  - o Following Board of Trustees approval, each vice president communicates with areas, departments and programs on those items that have been funded. In particular, a point is made to send

a memo to each program which has completed a Program Review. This memo explains what has been funded and what remains to be funded, either through other sources, such as grants and categorical funds, or perhaps in future fiscal years.

Analysis of results achieved to date:
- Constituent groups are meeting with a target date of late Spring 2008 for completion.

Evidence of the results:
- Development of resource allocation models is occurring. Minutes of master planning committees document ongoing discussions.

Additional plans for the future:
- As a result of the creation of the position of associate vice president of Technology and Institutional Research (TIR), the College became an institution where data is an integral part of the decision-making process. At the conclusion of the process to integrate resource allocation, Program Review, and master planning process, the College will undertake two initiatives:
  - Hire a consultant to review the body of work which will lead to an integrated model and assess the effectiveness of the process.
  - Hire a facilitator to lead the College in the development of a new strategic plan, the last of which ("In Cadence with the Future") was completed in 1997.
- Also absent from the assessment and planning model is appropriate administrative oversight to provide direction to faculty and division chairs. The Board of Trustees has undertaken a review of the Office of Instruction's administrative structure. Any reorganization would include the major responsibility of the oversight of assessment in instructional planning.

Standard I
Institutional Mission and Effectiveness

Standard I

Institutional Mission and Effectiveness

A.3. PLANNING AGENDA
. . . faculty will be asked to announce in their classes when planning committee meetings are scheduled. A member of each shared governance committee will serve as an ASMC liaison/mentor . . .

Description of progress made:
- See response to Recommendation 3.
- Due to better communications with students, there is no longer a need to have faculty announce committee meeting schedules in class.

Analysis of results achieved to date:
- See response to Recommendation 3.

Evidence of the results:
- See response to Recommendation 3.

Additional plans for the future:
- See response to Recommendation 3.

B.1. PLANNING AGENDA
Institutional-level outcomes for students will be developed, adopted, and evaluated . . .

See response to Recommendation 2.

B.2. PLANNING AGENDA
The college should continue to implement the planning activities started in 2003-2004 to identify, assess, and evaluate student learning outcomes on various levels . . .

See response to Recommendation 2.

B.3. PLANNING AGENDA
The college should incorporate the results of the student learning outcomes process . . .

See response to Recommendation 2.

B.5. PLANNING AGENDA

The Academic Senate and the Offices of Instruction, Student Personnel, and Administrative Services need to develop ways to post documented assessment results on the intranet. . . .

Description of progress made:

- The Office of Instruction uses class counts to determine student status in section offerings. Information about the students enrolled in sections may be derived from the data at variety of levels. Categories are:
  - Day lecture/lab, evening lecture/lab and short term lecture/lab sections offered by division and department for:
    - Number of section offerings
    - Students enrolled
    - Fill rates
    - WSCH (Weekly Student Contact Hours) and FTES (Full-Time Equivalent Students)
    - FTEF (Full-Time Equivalent Faculty) load for full-time and part-time
    - WSCH/FTEF
  - In Fall 2005 the first level of SLO information was added to the class count information in the form of grade distributions. This data provides summary information relating to student retention and success.
  - In Fall 2006 persistence information was added.
  - In Spring 2006 student demographic information as added.
- The SLO Committee is currently working on a solution to track student assessment results, recognizing that student success must extend beyond grades. Approximately 175,000 student outcomes (five outcomes per section and 35,000 registrants per semester) will need to be tracked at the section level each semester. The section level data will provide information on course, program and institution outcomes. Contact with various vendors has been initiated and webinars are planned for Spring 2008.
- Results of student satisfaction surveys have been compiled and added to the official record of available information on the College intranet.

Analysis of results achieved to date:

- Class counts posted on the intranet.
- Program Review Data Sets (class count summaries; student retention, success, and retention; student demographics) posted on the intranet.
- In Fall 2007 SLO Grade data was provided on the intranet.
- Student Satisfaction Survey results posted on the intranet.

Evidence of the results:

- ## Class Counts

- ## Program Review Data Sets

- ## SLO Grade Data for All Credit Course Offerings

- ## Student Satisfaction Survey Results

- ## MC-Net from the Merced College Web Portal
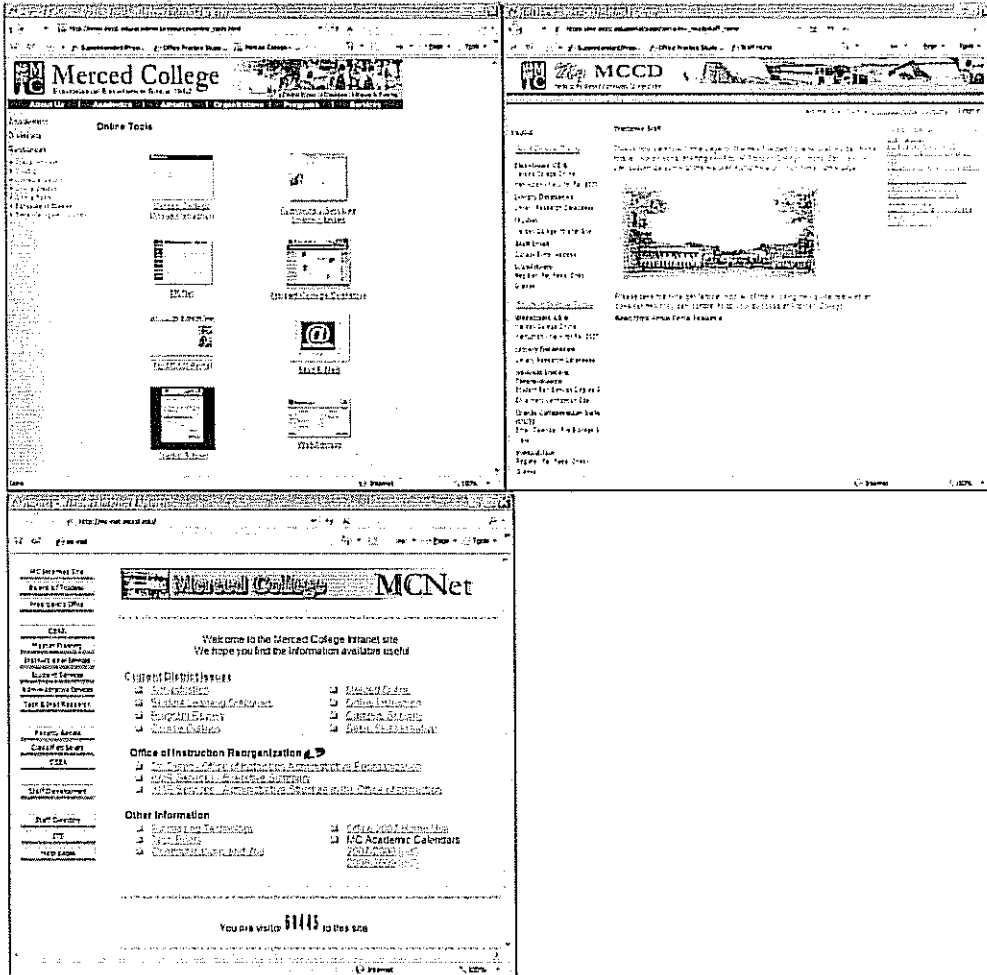
Additional plans for the future:
- N/A

B.6. PLANNING AGENDA
The Educational Master Planning Committee . . . will evaluate the strengths and weaknesses of the planning process and make recommendations for improvement.

Description of progress made:
- In Spring 2007, the College initiated a review of the master planning process through EMPC, which serves as a supraordinate planning committee.

Analysis of results achieved to date:
- All master planning committees that report to EMPC began reviewing their structure and processes in Fall 2007.

Evidence of the results:

- Development of resource allocation models is occurring. Minutes of master planning committees reflect work and action that occurred.

Additional plans for the future:
- Hire a consultant to review the body of work which will lead to an integrated model and assess the effectiveness of the process.
- Hire a facilitator to lead the College in the development of a new strategic plan, the last of which ("In Cadence with the Future"), was completed in 1997.

B.7. PLANNING AGENDA
The college will fully implement the new Program Review process, including the use of student learning outcomes.

See response to Recommendation 1.

Standard II
Student Learning Programs and Services

Standard II

Student Learning Programs and Services

A.1. PLANNING AGENDA
Merced College does not yet have the ability to monitor student achievement outcomes for employment.. . .

Description of progress made:
- Core Indicator Unemployment Wage Insurance (UI) data have been used for many years by vocational divisions who receive VTEA funds. The UI wage data provides, by Taxonomy of Programs, data on student wages while in their last year of college, their first year out of college, and wage data three years after college.
- Student Appointment Recording Systems (SARS) Grid has been installed and data has been collected for Fall 2007 students. The software allows student tracking for counseling, assessments, and orientations.

Analysis of results achieved to date:
- Core Measure and UI Data are used to understand and evaluate progress in meeting state goals for career and technical education programs and employability of Merced College students.
- Data are collected and entered from SARS to Datatel for reporting to the Chancellor's Office.

Evidence of the results:
- Core Indicators for Career and Technical Education AKA Vocational and Technical Education (VTEA) and UI Wage Data have been part of the VTEA plan and various reports for some years.
- Data available from the Chancellor's Office web site.

Additional plans for the future:
- SARS Grid expanded into other identified areas/uses.

A.1 PLANNING AGENDA (cont.)
.. . . Successful program completion data is another area of need.. . .

Description of progress made:
- Program completion has been posted on the intranet.

Analysis of results achieved to date:
- Data may be used for Program Review and by others curious about students as they complete degrees certificates or transfers from Merced College.

Evidence of the results:
- Data on transfer and Program Completion are been available on the intranet.

Additional plans for the future:
- Data records for degrees, certificate and transfers will be updated and posted on the intranet as data become available.

A.1.a. PLANNING AGENDA
. . . revised its instructional program review process . . . to bring the instructional program review from a division-level review to a program-level review.. . . goal is to conduct two or more instructional program reviews every year . . . Merced College will work on analyzing and drawing conclusions from placement tests . . .

Description of progress made:

- During the past three years emphasis has been placed on the development of a Program Review cycle, handbook of available data, and the submission of complete program review. Six to 10 instructional programs are reviewed each semester. The handbook has been updated each semester with increasing requirements for faculty. Program data is available and includes information on students, sections, demographics, retention, success, and persistence. Data sets go back to Fall 2000.

Analysis of results achieved to date:
- Of 92 programs originally identified, 18 have been completed. Many additional programs are in the final stages of completion.

Evidence of the results:
- Program Review Cycle, handbook, data sets, and completed programs are available on the intranet.

Additional plans for the future:
- The program review process now includes instructional support and student services and program schedules of completion.

A.1.c. PLANNING AGENDA
Student learning outcomes for Merced College will be developed at the course, program and institutional level . . . Program-level outcomes will be developed in coordination with the Program Review process. Institutional-level outcomes will be developed, adopted and evaluated . . .

See response to Recommendation 2.

A.2.a. PLANNING AGENDA
. . . Student learning outcomes for Merced College will be developed at the course, program and institutional level . . . Program-level outcomes will be developed in coordination with the program review process. Institutional-level outcomes will be developed, adopted and evaluated . . . The course-level student learning outcomes plan allows for a graduated process . . .

See response to Recommendation 2.

A.2.b. PLANNING AGENDA
Student learning outcomes at Merced College will be developed at the course, program and institutional level . . . Program-level outcomes will be developed in coordination with the program review process. Institutional-level outcomes will be developed, adopted and evaluated . . . The course-level student learning outcomes plan allows for a graduated process . . .

See response to Recommendation 2.

A.2.c. PLANNING AGENDA
Programs will continue to be evaluated on a regular six-year cycle . . . Merced College administration and faculty are enthusiastic about the opening of UC Merced in the fall of 2005. The proximity of this campus will, we anticipate, provide a more highly qualified pool of adjunct instructors in our community and also create a closer articulation with a neighboring research university.. . . as budgets improve, we plan to restore faculty travel budgets for staff development.

Description of progress made:
- For information regarding program review, refer to the response to Recommendation 1.
- Merced College has an excellent relationship with UC Merced and the College is the largest feeder of transfer students to the university. As programs are developed, articulations are provided through the ASSIST program. Counselors attend conferences at UC Merced and receive

updated program information. A UC Merced representative meets with Merced College students twice a month in the Transfer Center. TAG agreements are available to students, and positive responses are increasing.

Analysis of results achieved to date:
- However, the anticipated availability of a highly qualified pool of adjunct instructors has not presented itself. Conversely, we have lost both classified staff and faculty to UC Merced.
- Travel budgets remain a challenge. The Basic Skills Initiative has provided funds for travel and staff development as they relate to increased success for basic skills students.

Evidence of the results:
- .Faculty has discovered that UC Merced pays more for adjunct positions, consequently, many full-time faculty members teach there on a part-time basis as well.

Additional plans for the future:
- Continue to explore improvements to faculty travel budget.

A.2.d. PLANNING AGENDA
Measuring the effectiveness of various methods of presenting course information has not been consistently . . . The college, through its student learning outcomes processes, will evaluate faculty teaching methodologies to measure their effectiveness.

See response to Recommendation 2.

A.2.f. PLANNING AGENDA
An intranet site with data on courses and programs is being created.. . . Faculty must first determine which learning outcomes for courses and programs are appropriate . . . Training faculty on data use and management will need to be implemented.. . . A grant to work with three math courses . . . has been received. . .

Description of progress made:
- A Course Date Files intranet site has been created and is available to all staff. The site holds all current and available archival course and program descriptions. This site is proving highly valuable to faculty, and college technical and support staff as a reference.
- The Learning and Study Skills Inventory (LASSI) program has been effectively administered to all incoming students during their placement testing process. LASSI results are an excellent tool to aid counselors in improving student course placement. LASSI is the primary intervention

assessment tool distributed in the GUID-54 course for educational recovery.
- The College's Student Equity Plan was updated in 2003 and 2005. The equity plans were reported to the college community and has become an important focus of both future planning and the College's involvement in the Campus Change Network.
- Merced College remains committed to our Title V Cooperative Grant in partnership with Modesto College and CSU Stanislaus. The grant provides an effective transfer bridge for students at the community colleges and assists faculty at all institutions in improving instruction methods with the use of Supplemental Instructional techniques.

Analysis of results achieved to date:
- Course Data Files are used regularly by faculty and staff to design course and syllabus outlines, to provide an electronic medium for course outline transmission to the Chancellor's Office, for reference for articulation with other colleges, and for detailed submittal of program design to state MIS data files.
- Merced College has administered more than 5,000 individual LASSI tests since program implementation in 2003. For GUID-54 courses, student success course completion rates have improved from 54 percent in Fall 2004 to 64 percent in Spring 2006 due in no small part to the educational analytic tools provided by LASSI.
- The Title V Cooperative Grant has improved student success in high risk courses at all three campuses. Six percent more students are successful, and 12 percent more students are retained among those students involved in grant-supported SI classes. In addition, students involved in transfer support services through the grant persisted in transfer-directed coursework at a 10 percent higher rate at CSU Stanislaus.

Additional plans for the future:
- The College will continue to evaluate the successes and failures of our innovative educational programs and will seek to develop an interactive data presence for faculty and staff. The SI/Learning Community instructional model is now additionally supported by a grant through MDRC/Irvine to collect detailed research data on their results.

A.2.i.   PLANNING AGENDA
Student learning outcomes for Merced College will be developed at the course, program and institutional level . . . The Student Learning Outcomes Director will facilitate the development of course-level and program-level outcomes with the discipline faculty.. . .

See response to Recommendation 2.

A.3.b. PLANNING AGENDA

. . . must first determine measurable student learning outcomes at the institutional level.. . . plans will be made to apply the measures to insure that general education outcomes are being met.

See response to Recommendation 2.

A.3.c. PLANNING AGENDA
. . . continue to insure that ethics, cultural diversity, civic responsibility, and other related values are part of its general education outcomes.. . . explore global topics through our "Global Learning for All" initiative.

Institutional SLOs
Description of progress made:
- "Global and Community Consciousness and Responsibility" is an institutional SLO wherein students are expected to demonstrate understanding of different cultures, knowledge of historical eras, and importance of community involvement. They will be able to distinguish and understand diverse cultures, evaluate historical knowledge and relate them to current issues, recognizing the impact of local, national, and global involvement.

Analysis of results achieved to date:
- N/A.

Evidence of the results:
- The institutional SLOs were presented to SLOAC, IMPC, EMPC, senates, and Board of Trustees during the 2006-2007 academic year. They replaced the institutional SLOs adopted by the Board of Trustees in 2004.

Additional plans for the future:
- The following guidelines will govern the methodology and approach we will employ at Merced to assess institutional outcomes:
    - We will always seek multiple criteria of student learning rather than a single standard.
    - We will seek to embed assessment within the curriculum.
    - We will assess those skills and knowledge that our faculty, in consultation with the entire college community, judges to be important and valuable.
    - We will assess the ongoing progress of students throughout their experience at the college.

Cultural Diversity Programs
Description of progress made:
- In the 2006/2007 academic year, professors John Albano and Isabel Cambridge produced several multicultural/multi-ethnic events for the College and community.

Analysis of results achieved to date:
- N/A.

Evidence of the results:
- Merced College produced a hugely successful, free public performance of a "Glorious Gospel Jubilee," a program that is an inspirational celebration of local cultures, and the unity of local cultures including African-American, Hispanic-American, and Anglo-American people.

Additional plans for the future:
- Funding has been approved for diversity celebrations in 2008.

"Global Learning for All" Initiative
Description of progress made:
- Merced College has partnered with CSU Stanislaus on a Global Education Federal Grant.
- The three-year grant expired September 30, 2007, but we were given an extension until May 2008 so that the last of the funds might be spent.
- We had about $31,000/year to spend on the curriculum development aspects.
- The goals of the grant were to have faculty and students become more aware of the value and importance of global education.
- The grant provided for faculty curriculum development and modification so that the subject matter took a more global approach.

Analysis of results achieved to date:
- Nine professors modified their curriculum and promised to incorporate globalization into the course work.
- Faculty was chosen to study abroad experience during the summer. Seven professors traveled and explored a different language or culture during.
- Ten professors took an intensive Spanish language course at CSU Stanislaus.

Evidence of the results:
- Each of the nine professors who modified their curriculum met with their counterpart professors at CSU Stanislaus with the goal of a seamless transition to the university.
- Professors explored new global approaches to teaching so that students will appreciate the impact on them by global events, and how local actions have far-reaching effects.

Additional plans for the future:
- Uncertain due to funding.

A.5. PLANNING AGENDA
Merced College does not have a formal method for tracking our alumni as they enter employment. This is a key element in assessing student learning outcomes . . .

See response to A.1 Planning Agenda.

A.6. PLANNING AGENDA
Merced College must provide an opportunity for dialogue on program and certificate learning outcomes.. . . Continued efforts will need to be made to provide students with information on student learning objectives.

Description of progress made:
- Faculty members have begun to incorporate SLOs into their syllabi.

Analysis of results achieved to date:
- During the 2006-2007 convocation, instructors were trained to integrate SLOs from official course outlines into their syllabi and were expected to list course SLOs in their syllabi by Spring 2007. In addition, they were encouraged to integrate SLOs into course calendars, illustrating when course-specific outcomes were taught throughout the semester.
- Finally, professors were strongly encouraged to match course assessments and SLOs on their syllabi, illustrating to students when and how certain outcomes are assessed in the course.
- In 2006, faculty began to incorporate SLOs into existing course syllabi. They listed course SLOs and were encouraged to show on a course calendar when each SLO was taught and assessed during the semester. While most faculty listed SLOs on their syllabi, some incorporated SLO information into their course calendars.
- Faculty inclusion of SLOs into syllabi and schedules are a component of the evaluation process for both tenured and tenure track faculty.

Evidence of the results:
- Course syllabi list SLOs.
- Faculty evaluations, which include finding whether faculty include SLOs in their syllabi.

Additional plans for the future:
- Faculty have minimally begun to include SLOs in their calendars, often referring to a number in a given week that represents an SLO, which then must be cross-referenced by the student to the list of SLOs on the syllabus. We will continue training faculty to successfully convey what outcome will be attained after a given lesson and/or week of instruction during division meetings starting Spring 2008.

- Additionally, we have approached ASMC to help recruit focus groups in order to assess the institutional SLOs. We will begin this process in Spring 2008.

A.6.b. PLANNING AGENDA
The Merced College Faculty Senate needs to address a program discontinuance plan . . .

Description of progress made:
- The Faculty Senate authored a discontinuance plan and passed a resolution to take it forward for discussion with Administration during Fall 2007.

Analysis of results achieved to date:
- N/A.

Evidence of the results:
- A draft program discontinuance plan is in place.

Additional plans for the future:
- The plan will now go forward to Administration for review and revision prior to adoption by the Board of Trustees.

A.6.c. PLANNING AGENDA
Print publications will continue to be reviewed annually. The website will be evaluated following the procedures outlined in the TMPC document . . .

Print publication
Description of progress made:
- College staff and faculty attempt to review the institution's print publications on an annual basis.

Analysis of results achieved to date:
- Biannually, SPEC examines the spring, summer and fall calendars for registration group dates, important semester dates, and student services hours of operation.
- The catalog is reviewed annually by the divisions for accuracy in course descriptions and certificate and degree requirements.
- The College provides regularly printed schedules of classes, with information relevant to the student in a clear, user-friendly language and format.

Evidence of the results:
- When errors occur in the catalog or schedule of classes, they are corrected quickly with an errata sheet or, if necessary, a reprinting of the document.

Additional plans for the future:
- Print publications will continue to be reviewed annually.

Website evaluation
Description of progress made:
- Merced College has defined what is acceptable use of electronic communications systems used throughout the district *(Board Policy 3140, revised 6-15-2004)*.
- College has filled website administrator position.

Analysis of results achieved to date:
- Persons wishing to create a web page must complete the "Merced College Web Page Request Form." http://mc-net.mccd.edu/help/Default.htm and http://mc-net.mccd.edu/TMPC/

Evidence of the results:
- Acceptable use policy includes copyright information, ADA and section 508 compliance, dated material, and permission and privacy statements.

Additional plans for the future:
- College will continue to monitor and update website.

B.1. PLANNING AGENDA
. . . requested that master planning committees discuss and provide a recommendation regarding their respective roles in student learning outcomes.. . . SPEC retreat has been scheduled to include discussion . . . in defining, establishing and evaluating student learning outcomes.

Description of progress made:
- Admissions & Records, Financial Aid, Career Center, Disabled Student Services (DSS), EOPS, Guidance, International Student Services, Outreach Services, Student Activities, Transfer Center, and Student Health Services have identified their SLOs.
- Admissions & Records, Financial Aid, and Student Health Services have identified two assessment methods to garner feedback and data.
- Forms have been made to assist Student Service areas:
  - Mission Statement
  - Expected Student Outcome
  - Assessment Plan
  - Results

Analysis of results achieved to date:
- Merced College began to implement SLOs in response to new guidelines established by The Accrediting Commission for Community and Junior Colleges (ACCJC) in 2002.

- In Fall 2005, Student Services identified both an SLO coordinator and a Program Review coordinator. An SLO consultation group was also formed. There continues to be extensive collaboration between the two coordinators. Efforts have been made to make the end product of the SLO process flow directly into the Program Review process.
- Student Services SLOs are developed, adopted, and evaluated under the direction of SSMPC and EMPC in cooperation with the Faculty Senate, College president, and the Board of Trustees.
- Each year, at the end of the SLO assessment cycle, the final step in the process requires that areas indicate how their SLO results will be used.
- Faculty and staff are asked to indicate how the program/service will use these results for planning and evaluation.
- During the next three years, faculty and staff will be asked to list the actions the program/service plans to take to improve the program/service as a result of the SLO assessment.

Evidence of the results:
- SLOs exist for most Student Services areas.
- Research has been done for Admissions & Records, Financial Aid, and Student Health Services

Additional plans for the future
- Staff will continue utilizing the current Student Services SLO cycle to evaluate the department SLO each fall.
- The Student Services SLO coordinator is planning to assess how the process is working for each department in Spring 2008.
- Training and updates will be provided at the Spring SPEC retreat.
- Student Services SLOs will start to incorporate an evaluative component for assessing the effect of each SLO on gender and ethnicity in an effort to address issues in the Student Equity Report.

B.2.d. PLANNING AGENDA
Additional information about the Los Banos Campus needs to be included in the catalog and on the district web site.. . . The Catalog as well as the Student Handbook should include the district policy regarding Academic Freedom.

Los Baños Campus Information
Description of progress made:
- The Los Baños Campus is profiled on the MCCD.EDU website homepage with links to more detailed information.
- Links to Bonds/Construction for LBC is found on homepage.
- The Los Baños Campus can be found on page 17 of the 2007-2008 catalog.

Analysis of results achieved to date:

- Links to student services and general information regarding the LB Campus are available on the District website.
- Admission and registration procedures are the same as those for the Merced Campus.
- Los Baños Campus specific contact information is available on page 17 of the 2007-2008 catalog.

Evidence of the results:
- Individuals can visit http://www.mccd.edu/off_campus/los_banos/index.html to access Los Baños information.
- Individuals can learn about the history of the Los Baños Campus on page 17 of the catalog.
- Los Baños Campus address and contact information is also available on page 17 of the catalog.

Additional plans for the future:
- Continue to monitor and update Los Baños Campus information on the website and in the catalog.

PLANNING AGENDA (cont.)
The Student Handbook should be available in the Merced and Los Banos Campus bookstores as well as in PDF form on the web site.

Student Handbook
Description of progress made:
- A student handbook for the 2007-2008 academic year is currently being revised.

Analysis of results achieved to date:
- The handbook project has been written and produced by Pat Mathews as directed by former Student Services Dean Robert Lenz.

Evidence of the results:
- The 2007-2008 Student Handbook will be ready for distribution during the Spring 2008 semester.

Additional plans for the future:
- Distribute the student handbook in the Merced and Los Baños campus bookstores.
- Create a link to a PDF version of the student handbook on the College website.
- Continue to update and publish an annual student handbook.

PLANNING AGENDA (cont.)

The Catalog as well as the Student Handbook should include the district policy regarding Academic Freedom.

Academic Freedom Policy
Description of progress made:
- Presently, the 2007-2008 Catalog references academic freedom under the "sexual harassment" policy on page 22.

Analysis of results achieved to date:
- This reference is not sufficient. Additional information regarding College policy on academic freedom should be included under separate title in the catalog and student handbook.

Evidence of the results:
- Current reference to academic freedom can be found on page 22 of the 2007-2008 Catalog.

Additional plans for the future:
- Include, under separate title, information regarding the district policy on Academic Freedom (BP 4030, adopted 8/6/02) in the 2008-2009 Catalog and student handbook.

B.3.a. PLANNING AGENDA
. . . developing specific learning standards to ensure equitable access and comprehensive reliable services . . . reevaluate their mission and develop student learning outcomes that best measure and contribute to equitable access and student learning.. . . additional classified staff to support technology use on all on-campus and off-campus sites . . .

- See response to B.1. Planning Agenda.

B.3.b. PLANNING AGENDA
. . . a dialogue concerning the new accreditation standards.. . . each unit will start by examining the Board's mission and goals.. . . individual programs will begin moving forward in discussing their unit's mission statement, objectives, and goals.. . .

Description of progress made:
- Substantial progress has been made, including identification of a Student Services SLO coordinator.

Analysis of the results:
- As SLOs are developed and evaluated, Student Services programs are identifying areas that can be improved.

- Additional training has been necessary for those departments staffed primarily or exclusively by classified staff, who typically lack training in research methodology.

Evidence of the results:
- SLOs are being completed for each Student Services program on a regular basis.

Additional plans for the future:
- The SLO coordinator will continue to work with departments to help them improve their skills in identifying and evaluating key SLOs.

B.3.c. PLANNING AGENDA
. . . the Guidance Division is aware of the necessity to develop student learning outcomes.. . . it will also adopt the process presented by Dr. Jerry Rudman and Dr. Robert Gabriner.. . . the Guidance Division met to discuss how [to] respond to the needs of our students and provide services . . .

Hire schedulers to be available during the entire registration time.
Description of progress made:
- Two full-time schedulers are available two weeks prior to the beginning of each semester as well as the first two weeks of the new semester.

Analysis of results achieved to date:
- Schedulers have had a positive impact on student flow in the Guidance Division, allowing counselors to focus on career decision-making discussions, educational plans and course choices. The schedulers assist students with course sections.

Evidence of the results:
- The scheduler system has been effective in reducing numbers of students waiting to see a counselor, which has, on a typical peak registration day, 30 to 40 students waiting. With the scheduler system, there are rarely more then 10 students waiting at any given time.

Additional plans for the future:
- The Division will continue to use the scheduler system. No other plans are in place at this time.

Increase the use of technology (online/video counseling, e-mail, instant message contacts, upgrading web page information and teleconferencing.
Description of progress made:
- In Spring 2007, SARS was installed allowing for greater accuracy in student appointments and counselor schedules. In addition, SARS provides up-to-date matriculation on the type and number of student contacts as required by Matriculation reporting guidelines.

- The Guidance Division has also developed three online courses: Guidance 48 – Life and Career Planning, Guidance 30 – Foundations of College Success, and Guidance 54 – Foundations and Strategies for Academic Recovery.
- The Guidance Division currently has 10 web pages linked to the Counseling services main page. Each page provides an extensive overview of various aspects of counseling including: EOPS, DSS, Cal WORKS, Transfer Center, International Students, Personal Counseling and Veterans Services.
- In Spring 2008, the Guidance Division will pilot counseling to continuing students.

Analysis of results achieved to date:
- SARS is an accurate and effective student appointment scheduling system with comprehensive reporting functions. Three of five guidance courses will be online by Spring 2008. Online guidance classes expands enrollment options for students with transportation and work obstacles. The Counseling web pages are current and represent all aspects of services.

Additional plans for the future:
- The Guidance Division will adopt a new version of Dataset (MIS), which will include a degree audit/educational planning platform that will provide counselors with a more effective tool for academic advising beginning in Fall 2008. The division will continue to develop high-impact guidance courses for online delivery and expand counseling as student need indicates.

Develop a cadre of instructional division advisors consistent with the four-year school model.
Description of progress made:
- The Guidance Division has six division advisers representing Industrial Technology, Engineering, Agriculture, Athletics, Math, Developmental Studies, Liberal Studies, Criminal Justice, Corrections, Fire Technology, and Addiction Studies. These advisors attend all division meetings and stay up-to-date with CSU/IGETC and other advising specifics.

Analysis of results achieved to date:
- This system has increased communication between academic divisions and counseling, allowing students the perspective of "area experts," and has expanded available counseling hours for students with specific majors.

Evidence of the results:
- SARS shows that each of the academic advisors is consistently booked with student appointments. Student evaluations indicate that they have

confidence in their advisor's knowledge of the major and ability to design an accurate educational plan.

Additional plans for the future:
- Based on the effectiveness of the advising model, the Guidance Division will continue to staff 20-30 counseling hours per week with academic advisors.

Identify all "counselors" as "generalists"
Description of progress made:
- Each counselor is designated a "generalist" and works with students in all majors.

Analysis of results achieved to date:
- This system assures that students will not have to wait as long to see a counselor. Counselors have various areas of expertise and maintain advanced knowledge in many different types of majors through conferences and independent study.

Evidence of the results:
- Evidence of success is indicated by less wait time for students and their responses on evaluations of counselor effectiveness.

Additional plans for the future:
- The Guidance Division will continue to designate each counselor as a "Generalist" and require them to be well versed in all commonly pursued degree pathways.

Improve communications with administration
Description of progress made:
- The division currently elects a chairperson for a two-year term, who attends all management meetings, bringing back information and voting items to the division, and providing two-way communication between the division and the administration. Counseling faculty are represented on other committees and task forces with each counselor participating on at least two committees annually.

Analysis of results achieved to date:
- The Guidance Division chairperson and guidance faculty collectively serve on more then 50 committees, including IMPC, Student Services, Technology, Expected Student Outcomes, Campus Diversity, Facilities and the Basic Skills Initiative.

Evidence of the fesults:
- At all levels, communication with Administration has made counselors more aware of various initiatives that affect student success and division

effectiveness, resulting in enhanced awareness and a greater interest in creating Academic Senate resolutions, Curriculum Committee resolutions, and Guidance Division recommendations. This year, the Guidance Division forwarded several recommendations to Administration that were based on faculty participation in committees. These include the wait-list resolution, the freshman year experience, proposal of two online guidance courses and two new counselor positions for Basic Skills students.

Additional plans for the future:
- During the first division meetings each May, counselors will select two committees to serve on based on the campus committee list.

Make counseling presentations in classrooms/divisions.
Description of progress made:
- Currently only one counselor makes classrooms presentations. The Puente counselor visits 15 developmental level math and English classes each spring to discuss the Puente program and other counseling services. Due to the large demand for appointments, limited staffing, and under-funding, the division hasn't provided this service on a large scale. In response, the division has reactivated a counselor liaison program. Six counselors attend division meetings twice a year during which they update counseling services and receive information about curricular and program changes.

Analysis of results achieved to date:
- The division supports classroom counseling presentations. The division has requested a full-time basic skills counselor whose assignment would include weekly classrooms visits. A student/faculty evaluation would be distributed to determine the effectiveness of the service.

Additional plans for the future:
- The division supports developing and expanding a classroom/instructional division presentation system. If a Basic Skills counseling position is funded in Spring 2008, the division would have the staff necessary to implement this program.

Establish a "Dear Abby" counselor to help prevent students from dropping
Develop a plan for counselor-initiated follow-up on progress reports
Explore the possibility of mini workshops on retention-related issues
Description of progress made:
- In Fall 2004, the Guidance Division developed a system to address student academic progress probation issues. This system was divided into Probation Level One, Probation Level Two, and Probation Level Three. For Probation Level One students (one semester of their GPA below 2.0 and/or completed less then 50% of their coursework), attendance at a probation workshop was required to clear the probation

status. For Probation Level Two students (two semesters of GPA below 2.0 and/or completed less then 50% of their coursework), completion of a Guidance 54 course – Foundations and Strategies for Academic Recovery was required. For Probation Level Three students (three semesters of GPA below 2.0 and/or completed less then 50% of their coursework), a contract with a guidance counselor was required in which all conditions must be met or the student could face academic dismissal.

Analysis of results achieved to date:
- As of Fall 2007, more than 1,500 students were required to complete a probation workshop and/or Guidance 54 class. Approximately 120 students on Level Three Probation were required to complete a reinstatement contract with a counselor.

Evidence of the results:
- Due to lack of staffing and adequate in-house data analysis programs, the Guidance Division has not been able to determine the effectiveness of the probation system.

Additional plans for the future:
- The Guidance Division chairperson will suggest a list of data elements, including a recommendation that probation student status be analyzed yearly to determine program effectiveness.

Re-establish counselor liaison with and attendance at other divisions' meetings
Description of progress made:
- In Fall 2006, the division chairperson asked for support for the counselor liaison program. Six counselors volunteered to attend academic division meetings in the areas of Science/Math/Engineering, Developmental Education, Social Science, Humanities, Arts and Agriculture.

Analysis of results achieved to date:
- Each semester since Fall 2006, counselor liaisons have attended at least two academic division meetings, providing up-to date information on program and curricular changes in each academic area that they represent.

Evidence of the results:
- The reinstatement of the counselor liaison system has improved communication with the Guidance Division and academic areas, allowing counselors an early opportunity to provide feedback about curricular and program changes affecting students pursuing degree completion or transfer. More counselors are volunteering to serve as liaisons in other areas and on academic committees.

Additional plans for the future:

- The division will continue to invite faculty and staff to present information about their programs and services. The counselor liaisons will survey the academic division to determine other issues that can be addressed through meetings, emails or shared governance.

Provide drop-in services only during the early weeks; thereafter require appointments
Assign "drop-in" counselor duties on a rotating basis to provide "short answer" services

Description of progress made:
- The Guidance Division policy is for counseling to be available on a drop-in basis only during the early weeks of the semester. Appointments are required by the third week of class. In later weeks, counselors are available to see students on a "drop-in" basis if they are not booked with appointments or if an appointment has cancelled.

Analysis of results achieved to date:
- The division continuously tracks the number of students waiting to see a counselor and the number of counselors available at any given time. With the exception of the high school outreach weeks in April and peak registration days, students rarely have to wait more then 15 minutes to see a counselor. The level of customer service and counselor availability is above average.

Evidence of the results:
- The effectiveness of the current scheduling/drop-in system has been determined to be effective by two methods:
  - The SARS tracking system which shows the number of students checking in, and the number of students that are seen by a counselor, (versus those who leave after checking in.)
  - The counselor effectiveness survey which was distributed by ASMC in Fall 2007. This provided a snapshot of student perception of counselor availability. Based on a Likert Scale, counselors were rated as above average in availability.

Additional plans for the future:
- The division will continue to analyze and respond to counselor staffing needs based on the SARS tracking system and the Counselor Effectiveness Survey, which will be distributed each fall semester.

B.3.d. PLANNING AGENDA
The college plans to review and revise its Board-approved Student Equity Plan in 2004-2005.

Description of progress made:

- In 2006, the College was invited to participate in the Campus Change Network (CCN), a group of colleges working with California Tomorrow.
- The goal of this group is to incorporate student equity and diversity issues throughout the college.

Analysis of results achieved to date:

- The CCN team has been attending California Tomorrow retreats every semester, deepening in knowledge and skills regarding diversity issues.
- The CCN has created a college diversity committee and has hosted a number of ethnic and diversity related events.
- The CCN team is in the process of working with campus program review and SLO leaders in order to further institutionalize change.

Evidence of the results:

- Funding has been provided for another year due to the success of previous efforts.
- Instructional faculty members are becoming more supportive and involved with projects.
- The BSI assessment will address needs related to student equity.

Additional plans for the future:

- Additional engagement and planning with student leadership will occur this year.
- Faculty members are working with the Teaching and Learning Academy to provide staff development.
- A local retreat is planned for 2008.
- Update of the Student Equity Report has been delayed until revised guidelines are created by the Chancellor's Office.

B.3.e. PLANNING AGENDA

Merced College's Matriculation Advisory Committee (MAC) . . .reviews all areas and functions required under matriculation regulations.. . . validate their effectiveness and minimize bias... . . work toward . . . a clearer understanding of the importance of admissions and placement instruments . . .

Description of progress made:

- Regular evaluation of admissions and placement. We have:
  - Revised student background/profile questions for assessment to improve the quality of information available for counselors.
  - Improved the display of testing results to better inform counselors.
  - Formed a math discipline task force to create a math review to offer students prior to taking the assessment.
  - Coordinated with Basic Skills Initiative/Student Success Initiative planning and implementation committees to increase regular

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dialogue with math and English faculties about assessment and to review/change placement ranges.
- Validate effectiveness and minimize bias. We have:
  - o Completed disproportionate impact studies for programs and courses updating their Five-year Review.
  - o Identified strategies to diminish or eliminate disproportionate impact in specific courses/programs.
  - o Completed a revalidation of program requirements for programs updating their Five-year Review.

Analysis of results achieved to date:
- N/A.

Evidence of the results:
- N/A.

Additional plans for the future:
- Continue to seek Chancellor's Office approval for assessment instruments that would better identify student skills in developmental level courses in reading and writing.
- Continue evaluation of prerequisite challenge, multiple measures, and matriculation services refusal processes to ensure effectiveness.

B.3.f. PLANNING AGENDA
The college should investigate the feasibility of transferring its old microfilm images to the current document imaging system.

Description of progress made:
- ImageNow, a company the College has hired for electronic storage of scanned documents, has been contacted for a quote to convert all microfilmed transcripts to the ImageNow system.

Analysis of results achieved to date:
- ImageNow is in the process of submitting a proposal for the work requested. ImageNow responded that it does not offer this service and that it would be cost prohibitive.

Evidence of the results:
- Email has been exchanged with ImageNow concerning the request and the company has provided a list of institutions that have made similar requests for services. Research will be conducted to find out what these other institutions have done.

Additional plans for the future:
- The College will continue to study the feasibility of transferring transcripts from microfilm storage to imaging software. In the meantime, a new

microfilm viewing machine was purchased to obtain cleaner/clearer transcript copies, our goal being to preserve as much archived paperwork into our imaging system as possible, making records more easily accessible for review.

B.4. PLANNING AGENDA

There is currently discussion . . . focused on additional planning, evaluation, and improvement of student learning outcomes . . . the Student Services Master Planning committee adopted the Student Learning Outcomes Assessment Model . . . A SPEC retreat has been scheduled . . . defining, establishing and evaluating student learning outcomes for the institution.

Description of progress made:
- Following the retreat, further research was completed to identify the most effective method for identifying SLOs for Merced College.
- Substantial progress has been made, including the identification of a Student Services SLO coordinator.

Analysis of the results:
- Changes were made from the Gabriner and Rudman model so that the SLOs would be better integrated with the newly developed Student Services Program Review Manual.
- As SLOs are developed and evaluated, Student Services programs are identifying areas that can be improved.
- Additional training has been necessary for those departments staffed primarily or exclusively by classified staff, who typically lack training in research methodology.
- There is regular communication and coordination between the SLO and Program Review coordinators.

Evidence of the results:
- SLOs are being completed for each student services program on a regular basis.

Additional plans for the future:
- The SLO coordinator will continue to work with departments to help them improve their skills in identifying and evaluating key SLOs.

Library
C.l.a. PLANNING AGENDA

. . . there are policies and processes active to remove old and unused materials on an ongoing basis.. . . an ongoing statistical study will be implemented . . . This will allow for a closer monitoring of quantity, usage, and quality of the collection to better inform future collection development decisions.

Description of progress made:
- The report-generating functions of the automated library system (SIRSI) have been identified.
- Reports are generated annually to identify the most used parts of the collection as well as those items that are not used at all.

Analysis of results achieved to date:
- The reports provide valuable information as to the age and usefulness of the different segments of the library collection.
- Efforts have been made, within budget constraints, to update those parts of the collection that are aging beyond usefulness.
- Efforts have been made, within budget constraints, to supplement those areas of the collection most heavily used.
- Contacts have been made with discipline faculty to solicit suggestions the purchase of books and materials to update and supplement these identified areas.

Evidence of the results:
- Discipline faculty members have worked with faculty librarians to confirm that identified materials are no longer useful due to age.
- Discipline faculty members have worked with faculty librarians to recommend additional materials for heavily used parts of the collection.

Additional plans for the future:
- The library will continue to annually review reports generated for collection use and age.
- The library will continue to work with discipline faculty to insure the quality and usefulness of the collection.

Learning Support Services
PLANNING AGENDA
. . . the college would like all learning support services to work together to provide the same level and consistency of training, access, and support for students.. . . the college needs to develop a plan to analyze and evaluate the success of these services . . . LINC will . . . measure and track results in terms of Student Learning Outcomes . . .

Description of progress made:
- Beginning Fall 2007, the Basic Skills Initiative (now the Student Success Initiative) provided an arena for dialogue to begin planning for and coordinating basic skills learning support services.
- The SLO directors will devise a way to measure and track SLO results (this was formally the responsibility of the LINC/Student Success Committee).

Analysis of results achieved to date:

- There is no arena for coordinating those learning support services outside of those related to basic skills or those in categorical areas.
- The Basic Skills Initiative Committee (now the Student Success Committee) has integrated the discussion of learning support services for basic skills students into its overall discussion and planning process.

Evidence of the results:
- Learning Support services that support basic skills students, outside of those provided by categorical areas, are being discussed and support for them is being considered as part of the Student Success Committee plan.

Additional plans for the future:
- The Student Success Committee will continue to integrate planning for learning support services for basic skills students into the overall scope of instruction and services for basic skills students.

C.1.b. PLANNING AGENDA
The new three unit LR30 research methods course . . . will have new information competency exit skills . . . a pre and post test has been devised to measure student outcomes in library orientation classes. This quiz is currently being beta tested in selected key classes . . .

Description of progress made:
- Based on the 2006-2007 results of the pre- and post- test for library orientations, the test was revised.
- Beginning in Fall 2007 Semester, the pre- and post- test was given to the majority of classes receiving library orientations.

Analysis of results achieved to date:
- Results of the Spring 2007 pre- and post- tests indicated the test did not appropriately measure the SLO information competency of the orientations.
- Students appear to be more engaged in the orientation following the pre-test.

Evidence of the results:
- Professor Amy Hundley praised the pre- and post- test because it helped her measure the readiness of her students to proceed with their homework assignments after orientation.

Additional plans for the future:
- The pre- and post- test will be revised based on the result of the analysis of Fall 2007 results.
- The pre- and post- test will be given to every library orientation in Spring 2008.

- The results will be evaluated using a rubric of the SLO information competency concerning the library orientation.

PLANNING AGENDA (cont.)
The next step on the institutional level would involve revising the campus-wide information competency skills . . . student learning outcomes for Merced College will be developed at the course, program and institutional level through a five-year plan . . .

Description of progress made:
- No progress has been made so far.

Analysis of results achieved to date:
- No progress has been made so far.

Evidence of the results:
- N/A.

Additional plans for the future:
- The Curriculum Committee will form a subcommittee in Spring 2008 to revise the campus-wide information competency skills to reflect the current community college standards.
- The subcommittee will fulfill its charge by the end of Fall 2008.

PLANNING AGENDA (cont.)
The Student Learning Outcomes Director will facilitate the development of course-level and program-level outcomes . . . Program-level outcomes will be developed in coordination with the Program Review process. Institutional-level outcomes will be developed, adopted, and evaluated . . .

Description of progress made:
- To better align SLOs with our curriculum, the College uses the term Expected Student Outcomes (ESOs), a term already imbedded in our curriculum process, instead of SLOs. Given the history of SLOs at Merced College, the two terms are mostly interchangeable (*however, for purposes of this report the term "SLO" is used*). Two SLO directors have been appointed: Jeremy Mumford (Instruction) and Regina Coletto (Student Services).
- A power-point presentation on the SLO process has been developed.
- Institutional-level SLOs have been developed, revised and adopted under the direction of IMPC in cooperation with college leadership.
- The Board of Trustees has approved principles of assessment.
- Mission statements have been created for each program in credit instruction.
- SLOs have been created for each program in credit instruction.

- Program SLOs and courses have been matched to institutional SLOs through a curriculum audit grid.
- A completed SLOAC has been developed for 60 high-impact courses.
- SLOs have been integrated into the Program Review process.
- A planning model integrating SLOs and Program Review into the college planning process has been drafted.
- SLOs are required to be added to course syllabi and it has been recommended that SLOs be added to course calendars and matched with course assessments on syllabi.
- Faculty are trained in SLO generation and assessment and implementation.
- A faculty resource web site has been created.
- The process for developing program SLOs for Non-Credit instruction has begun.
- Student services areas have developed SLOs.
- A Program Review process has been established and all Program Review information is posted on the intranet.
- Completed Program Reviews have identified program SLOs.

Analysis of results achieved to date:

- Developing and evaluating SLOs for each course is an ongoing process with the College meeting its goals for course-level development.
- A process has been drafted to incorporate SLOs into the ongoing curriculum process of establishing and evaluating courses.
- Program reviews have been scheduled for all instructional programs over a five-year period, and those reviews have been accomplished with few exceptions.
- Students Services Program review has been completed.
- Instructional support services, like the LRC, have either completed their program reviews or, like Vocational Student Services, are in the Program Review process.

Evidence of the results:

- In Instruction, SLOs are a part of each new course and each course reviewed is part of the Title V process.
- SLOs for each of the Student Services area are posted on the intranet.
- Those completed Program Reviews accepted by the Board of Trustees are available on the intranet and in print in the library archive room.
- "The Five W's and H of SLOs at Merced College," a power point presentation explaining the SLO process, is posted on the intranet.
- The draft describing the SLO process in the ongoing curriculum process of establishing and evaluating courses has been discussed at master planning committees.
- Institutional SLOs are posted on the intranet.

- A College progress report from 2003-2007 has been prepared by former instructional SLO director Vince Piro and posted on the intranet.

Additional plans for the future:
- The process integrating SLOs into the curriculum process will continue to be reviewed.
- The program review process will continue until all programs have undergone and continue to undergo the review cycle.
- Professors will continue to develop, evaluate, and revise course-level SLOs until each course has clearly identified SLOs and an evaluation process to measure them.

Learning Support Services
PLANNING AGENDA
LINC believes that the more faculty that are involved in Learning Support Services, the stronger those services will be. Faculty can identify student difficulties and develop programs that directly support the specific needs of the students.. . .

Description of progress made:
- LINC is now called the Student Success Committee.
- Merced College is the recipient of a Carnegie Grant that has funded additional faculty load for Learning Communities and Supplemental Instruction.
- The College received a SSPIRE Grant that funds Study Central Faculty Development for full- time and adjunct faculty. Study Central is an open entry program that provides academic support for individuals and small groups.
- The January 2006 faculty Flex Day included a workshop on Supplemental Instruction.
- The Teaching and Learning Academy included a segment on Learning Communities, Supplemental Instruction, and Study Central for new full-time instructors in Fall 2006 and Fall 2007.
- Flex time is granted for teachers who attend monthly learning communities inquiry group meetings.
- Beginning Fall 2007, a plan was established to train all first-year full- time faculty in Reading Apprenticeship Techniques as part of the Teaching and Learning Academy.
- Faculty are invited to engage in dialogue during Student Success Committee meetings.
- Three developmental education workshop training activities have also been offered during the last three years through the Teaching and Learning Center.

Analysis of results achieved to date:

- While efforts have been made related to specific grant activities and for new full-time faculty, there is no concentrated or coordinated effort to encourage more faculty involvement with tutor training, study groups, and other programs that will give students skills for success.
- The Teaching and Learning Center development education sessions had minimal attendance. No further workshops have been requested or scheduled.
- The developmental education workshop content was designed with faculty input; however attendance was minimal and no further workshops have been requested or scheduled.

Evidence of the results:
- Much of the reported information is contained in the 2007 Basic Skills Initiative Report / Executive Summary / BSI Staff Development Assessment for Merced College.
- No tallies have been kept of the number professors reached by activities designed to encourage more faculty involvement with tutor training, study groups, and other programs that will provide student success skills.

Additional plans for the future:
- The Basic Skills Initiative Team will be responsible for planning faculty staff development in tutor training, study groups, and other programs that will give provide skills for student success

C.1c. PLANNING AGENDA
Due to financial constraints there are no plans to increase access through either more open hours or more staff or equipment. The primary goal at this time is to make more of the databases accessible from remote (off campus) locations.

Description of progress made:
- At the request of ASMC and with the support of the Student Success Committee, the vice president of Instruction allocated one-time funds from the Basic Skills Initiative for the library to extend its Friday hours from noon to 2 p.m., providing an additional two hours per week.
- The College portal provides remote access to library databases with two exceptions. During Fall 2007, LexisNexis was not available remotely and the new databases from Facts on File are not available through at this time.

Analysis of results achieved to date:
- New hours were instituted in November 2007. An analysis of student use in the additional hours was conducted at the end of the Fall 2007 semester and will be made again at mid-semester in Spring 2008.

- Searches on remotely accessible online databases have doubled since their availability through the portal, indicating students have identified them as a valuable asset in achieving success in courses.

Evidence of the results:
- The numbers of searches on online databases has doubled since they have become available through the College portal.

Additional plans for the future:
- The use in additional hours will be evaluated and information presented to ASMC and the Student Success Committee to see if continued Basic Skills funding of hours can be supported.
- With the assistance of the College IT department, LexisNexis and Facts on File will become available through the College portal in Spring 2008.

Learning Support Services
PLANNING AGENDA
LINC's plan is to use multiple strategies to change this perception . . . The most immediate strategy will be to develop a common mission statement for the programs . . .

Description of progress made:
- LINC has become the Student Success Committee.

Analysis of results achieved to date:
- Student Success has assumed responsibility for reporting and oversight on the Basic Skills Initiative.
- Student Success Committee does not have a mission statement.

Evidence of the results:
- Student Success Committee doesn't do the BSI work, but since it is an Academic Senate sub-committee, they are the BSI voice in the Senate.

Additional plans for the future:
- The Student Success Committee reviewed the one-time funds plan presented by Drs. Spevak and Newins and will continue to plan, communicate and collaborate on instructional support issues.
- The committee now has members from Non-Credit, Student Services, Tutorial Center, Supplemental Instruction, Learning Communities, library and Study Central.

C.1.d. PLANNING AGENDA
. . . Increase staff vigilance in out of sight areas and near stairwells . . . Ensure that plans for the new Learning Resources Center help diminish these security issues.

Description of progress made:
- The library moved into the new Learning Resources Center facility in February 2007. The library was designed to give as much line-of-sight to remote areas of each floor as possible from staff desks on both floors.
- At least two staff members are present at the main floor circulation desk near the main entrance during all open hours in order to deal with situations where the security alarm goes off or students are clearly trying to leave with unchecked library materials.

Analysis of results achieved to date:
- Vandalism has increased in the new library. Every week remnants of torn-apart books are found by custodial staff in the book stacks on the second floor. These destroyed books have included children's literature books and biographies of athletes. Additionally, there is growing vandalism to periodicals in the open reading area.
- Theft of library materials has also increased. During Fall 2007, several whole issues of new periodicals were stolen, as were entire newspapers.

Evidence of the results:
- There were so many newspapers stolen that the library no longer leaves daily newspapers in the public reading area and now can only be requested at the periodicals circulation desk.
- The destruction of books and periodicals has resulted in increased interlibrary loan as well as a growing inability to help students successfully meet the requirement of certain assignments.

Additional plans for the future:
- Staff or student workers will walk around the upper floors at least once during every work period.
- Additional visibility of campus security officers has been requested.
- The library should be included in plans for video surveillance.

Learning Support Services
PLANNING AGENDA
. . . strategies to address the issues of intrusions and theft of our instructional support equipment are being developed by the Campus Security Committee . . . we will seek administration approval of a nineteen-hour a week position for a technical support person specifically for these areas.

Description of progress made:
- The report was not completed or presented.
- The staff was not hired.

Analysis of results achieved to date:
- N/A.

Evidence of the results:
- N/A.

Additional plans for the future:
- Information relating to theft and vandalism of instructional support equipment will be communicated as a major campus concern.
- The Campus Security Committee is developing a campus-wide strategy to ensure safety of students and staff and protection of district equipment and this issue will be integrated in that plan.

Learning Support Services
PLANNING AGENDA
. . . LINC recognizes . . . support services are idiosyncratic to the faculty or staff member who develops them.. . . it would serve the best interests of students and the college to concentrate on developing the overall mission of learning services.. . . to build toward a common goal – student success.. . .

Description of progress made:
- No overall mission statement has been developed for learning services.

Analysis of results achieved to date:
- No mission statement was developed.

Evidence of the results:
- N/A.

Additional plans for the future:
- The Student Success Committee will continue to integrate planning for learning support services for basic skills students into the overall scope of instruction and services for basic skills students.

C.2. PLANNING AGENDA
. . . beginning the process of implementing student learning outcomes campus-wide.. . . The entrance/exit examination . . . will be refined and expanded . . . planning is underway to determine how best to evaluate and track the outcome testing results.. . . objective is to develop a uniform, valid, and reliable testing instrument to measure achievement and teaching effectiveness and provide feedback . . .

Description of progress made:
- Based on the 2006-2007 results of the pre- and post- tests for library orientations, the tests were revised.
- Beginning in the Fall 2007 semester, the pre- and post- tests are now given to the majority of classes receiving library orientations.

- SLOs have been developed for Learning Resources Center courses and are integrated into the course outline, syllabus and course calendar.
- An evaluation rubric has been developed to measure the selected SLO for the first part of implementing SLO evaluation.

Analysis of results achieved to date:

- Professor Amy Hundley praised the pre- and post- tests because they helped measure the readiness of her students to proceed with homework assignments after orientation.
- Results of the Fall 2007 pre- and post- tests will be analyzed during the last week of the semester.
- The adjunct learning resources professors have met with the full-time learning resources faculty librarians to review results of three semesters of evaluations and success in achieving the SLOs.

Evidence of the results:

- Using an rubric developed for the specific SLO, the adjunct professors teaching LRNR 30 have measured student final projects and found that they meet the SLO beyond the degree originally set.

Additional plans for the future:

- With instructor approval, the pre- and post- tests will be given in every library orientation beginning in Spring 2008.
- The pre- and post- tests will be revised based on the result of the analysis of Fall 2007 returns. The results will be evaluated using a rubric of the SLOs of the library orientation.
- An evaluation rubric for all of the SLOs in LRNR 30 will be developed and used to measure student success in the next two years. These results will be validated by discipline faculty.

Learning Support Services
PLANNING AGENDA
LINC has a plan to document the evolution of college learning support programs so that staff will be able to develop a uniform system to evaluate the effectiveness of learning support services.. . .

Description of progress made:

- Year-end reports are available for Learning Communities, Supplemental Instruction, and SSPIRE. These have been summarized and reported out in the annual SPEC report.
- Presently, evaluation of the effectiveness of learning support services has taken place in individual program reviews, and through evaluation of grant funded efforts such as SSPIRE and the Carnegie grant.

Analysis of results achieved to date:

- The Student Success Committee is documenting the evolution of college learning support programs.
- The Program Reviews for the individual areas will evaluate the level of services and SLOs for each area.

Evidence of the results:
- There are year-end individual learning program reports for Learning Communities, Supplemental Instruction, and SSPIRE.
- Several learning support departments have finished or are in the process of their Program Review process.

Additional plans for the future:
- It will be the responsibility of each Instructional Support Services area to evaluate the effectiveness of its learning support services for students through Program Review.

Standard III
Resources

Standard III

Resources

Human Resources ..

A.1.a. Planning Agenda

.. The Faculty and Staff Diversity Plan should be reviewed and updated . . .
Guidelines and specifications for the hiring of administrators . . . should be
established in board policy . . .

Description of Progress Made:
- The District will adopt a Faculty and Staff Diversity model plan as soon as the Chancellor's Office provides availability data.
- The Chancellor's Office is many years behind in providing this data.
- Hiring guidelines for administrators is codified in Title V.

Analysis of Results Achieved to Date:
- N/A.

Evidence of Results:
- N/A.

Additional Plans for the Future:
- The Diversity Plan will be updated by 2010.
- If data is not received prior to 2010, the College will complete a diversity plan to the best of our abilities.
- Appropriate Title V sections on hiring guidelines for administrators will be condensed and made available to the college community.

A.1.b. Planning Agenda

Staff and administrator evaluations should be completed . . .

Description of Progress Made:
- Notices on evaluations are sent to administrators with dates recorded for tracking.

Analysis of Results Achieved to Date:
- N/A.

Evidence of Results:
- N/A.

Additional plans for the Future:

- Managers will address the requirements of the evaluation process during a scheduled Management Team meeting

A.1.c. Planning Agenda
As the college develops Student Learning Outcomes, the appropriate constituencies should discuss the matter of including them into faculty evaluations.

Description of progress made:
- Discussion has begun in Academic Senate and among other faculty groups about inclusion of SLOs into faculty evaluations.

Analysis of results achieved to date:
- No changes have been made at this time.

Evidence of results:
- N/A.

Additional plans for the future:
- Continue to develop a policy to include SLOs in faculty evaluations.

A.1.d. Planning Agenda
The Faculty and Classified Senates and the Board of Trustees should discuss the creation of formal codes of ethics for faculty, staff, and administration.

Description of progress made
- The Academic Senate is in the process of reviewing its bylaws, which includes the role of the Ethics Committee.

Analysis of results achieved to date
- The Board of Trustees adopted Policy 1715, which addresses ethics and standards of practice, in May 2004.

Evidence of results
- Policy related to board ethics has been adopted.

Additional plans for the future
- The Academic Senate will continue to address ethics issues as part of an overall review of its bylaws.

A.2. Planning Agenda
. . . Research the impact of potential retirements of faculty, administrators, and classified staff . . .Consider staffing needs . . . Hire enough faculty to

meet the full-time obligation . . . Avoid making future decisions on staffing until waivers are secured and state budgets finalized.

Description of progress made:
- As new staffing needs are identified, plans are made to address those needs.

Analysis of results achieved to date:
- Staffing is built into the planning and budget process.

Evidence of results:
- Faculty Allocation Model is being reviewed by the CBRR.
- New facilities are staffed because the funding was secured in the planning process.

Additional plans for the future:
- When the new Faculty Allocation Model is formally adopted, it will be put into practice

A.3.a. Planning Agenda
. . . Complete updating Board Policies . . . included in both the faculty and classified handbooks.

Description of progress made:
- The Board policies are being updated on an ongoing basis and, where pertinent, included in the handbooks.

Analysis of Results achieved to date:
- N/A.

Evidence of results:
- N/A.

Additional plans for the future:
- N/A.

A.4.a. Planning Agenda
. . . Update the college's Faculty and Staff Diversity Plan . . Offer a Flex Day workshop to better train hiring committees and division chairs on diversity issues . . . Investigate avenues for increasing diversity in the applicant pool and supporting the college's diverse personnel.

Description of progress made:
- The College continues to explore various means of engaging in dialogue with campus constituents on diversity issues.

Analysis of results achieved to date:
- N/A.

Evidence of results:
- N/A.

Additional plans for the future:
- N/A.

A.4.b. Planning Agenda:
. . . Investigate avenues for increasing diversity in the college's staff . . .
Regularly assess and publish data on the diversity of college staff.

See response to A.4.a. Planning Agenda.

A.4.c. Planning Agenda
Publish student grievance procedures in the student handbook for easier access by students.

Description of progress made:
- Since this recommendation was made, several major changes have affected the student grievance process. Board policy has been revised to meet current needs.
- The student handbook and calendar are going to be combined into a single product. A team has been formed to review different formats.
- A summary of the student grievance process is included in the New Student Orientation Handbook, which is given to all new students.

Analysis of the results achieved to date:
- Inclusion of the entire grievance procedures into a continuing student handbook is not realistic as they are about 20 pages long, including initial complaint forms, appeals, etc.

Evidence of results:
- The primary result has been an improved, more clearly written grievance process.
- Students are informed that a grievance process exists in their new student handbooks.

Plans for the future:
- The committee working on the combined calendar/handbook will incorporate information regarding the grievance process, but it will not be the entire document.

A.5.a. Planning Agenda

. . . The college community needs to discuss expanding staff development opportunities that include travel . . . The Board should consider allowing for flex credit during regular college operating hours . . . Continue the activities of the Teaching and Learning Academy.

Staff Development Travel/ Flex Activities
Description of progress made:
- Basic Skills Initiative one time funding has allowed for staff development opportunities that include travel.

Analysis of results achieved to date:
- Recently, the college allocated $100,000 in staff development funds in support of the Student Success Initiative. College personnel can apply for the funds, demonstrating how the staff development activity will positively affect basic skills students.

Evidence of the results:
- This is a new program for 2007/2008.

Additional plans for the future:
- Working in groups is strongly encouraged.
- The College plans to provide staff development opportunities including travel as funding allows.
- At this time, plans do not allow for flex credit during regular college operating hours.

Teaching and Learning Academy
Description of progress made:
- New professors are provided Teaching and Learning Academy opportunities each fall.

Analysis of results achieved to date:
- Professors are trained in the following: *how to have a great first week, sexual harassment, tour of the campus, classroom management and observation instructions, learning communities, supplemental instruction, study central, observation of instructor/counselor, classroom assessment techniques, reading apprenticeship, web advisor/web portal, using excel for grades, distance education, SLOs, faculty panel Q&A, administrative perspective, shared governance, service points and load banking, flex credit.*

Evidence of the results:
- Sign in sheets, flex activity credit, and a survey of professors participating in the program are completed.
- Professors are prepared for evaluation process.
- The final TLA meeting includes a celebration, reflection, and evaluation.

Additional plans for the future:
- Continue with TLA in 2008/2009 academic year

A.6. Planning Agenda
... Research the impact of consolidating and/or freezing positions on the efficiency and morale of college staff ... Hire enough staff to meet obligations ... Avoid future decisions on staffing until state budgets are finalized.

Description of progress made:
Senior administrators take all factors into account when dealing with challenges such as morale, staffing, and hiring decisions.

Analysis of results achieved to date:
- N/A.

Evidence of results:
- N/A.

Additional plans for the future:
- N/A.

B. Physical Resources
Planning Agenda
Merced College should continue to plan for both short and long-term physical resource needs.

Description of progress made:
- The College continues to utilize FMPC to identify and develop plans for an annual Five-year Construction Plan.
- The College continues to use a consultant to review the facilities inventory and utilization of the facilities, and to determine new facilities needs.
- The College has revised instructional Program Review plan to include data that will support the need for staff, equipment, new facilities and supplies.
- The College's facilities consultant reviews and makes recommendations for the District's Five-year Construction Plan each year.

Analysis of results achieved to date:
- The College updates its space inventory and Five-year Construction Plan annually.
- Five projects in the Five-year Construction Plan have been completed.
- After the instructional Program Review is completed and signed-off, requests for staff, facilities, supplies, etc are forwarded to the appropriate

planning committee. To date, these have dealt mostly with supplies, equipment and staffing requests.

Description of progress made:
- The Board policies are being updated on an ongoing basis and, where pertinent, included in the handbooks.

Analysis of results achieved to date:
- N/A.

Evidence of results:
- N/A.

Additional plans for the future:
- N/A.
- The College has completed the following projects: Learning Resources Center (Spring 07), Los Banos Permanent Campus (Spring 07), Science Building Remodel (Fall 07), and is continuing to complete the downtown Business Resource Center (Spring 08), and the Lesher Building Remodel (Spring 08).
- A schedule for the academic programs is posted on the MC-Net intranet, http://mc-net.mccd.edu/DistPgmRev, which has links for Instructional Program Review, Instructional Support Services and Student Services Program Review.

Additional plans for the future:
- The following projects are on schedule or have started: Allied Health Building (groundbreaking in Fall 07), Administration Building Remodel (start summer 08), The Student Union remodel (start Spring 08), and the Ag./IT Complex (start 08-09).

B.1. Planning Agenda
Merced College will continue to explore alternative funding sources where applicable. The college will also explore options to extend the life of current equipment.

Description of progress made:
- The College has developed plans to expend the funds made available by the passage of the two bonds.

Analysis of results achieved to date:
- Bond funds have been used for the building of the permanent Los Baños campus.
- Bonds have been allocated for many projects on the Merced Campus.
- The College, through its Foundation, continues to work with private donors to develop additional funds for its construction projects.

Evidence of the results:
- A Citizens Oversight Committee has been formed to review the expenditure of the bonds funds.
- Los Banos opened its permanent campus for classes in Fall 2007.
- The North Loop Road, the Learning Resources Center, and the Science Building Remodel have been completed.
- The downtown Business Resource Center and Lesher Building Remodel are scheduled for occupancy in Spring 2008.
- The Allied Health Building had its groundbreaking ceremony in Fall 2007 and is scheduled to be completed Spring 2009.
- The Merced College Foundation received a $1 million gift for the Allied Health Building.

Additional plans for the future:
- The Ag/IT Complex is scheduled to receive funding in the governor's next budget cycle.
- The College needs to begin developing a funding source for replacing existing equipment.
- The College needs to develop a plan for life-cycle funding for all district equipment such as computers, microscopes, multimedia equipment, mowers, or welding equipment.

B.1.a. Planning Agenda
The college will continue the master planning process to ensure that the building, maintenance, and upgrading of facilities occurs in a timely and orderly fashion.

Description of progress made:
- The College continues to utilize FMPC to identify and develop plans for the Five-year Construction Plan submitted each year.
- The College continues to use a consultant to review the facilities inventory, the utilization of the facilities, and to determine new facilities needs.
- The director of Maintenance annually submits a request for scheduled maintenance funds.
- The College has revised its instructional Program Review to include data that will support the need for staff, equipment, new facilities and supplies.

Analysis of results achieved to date:
- The Five-year Construction Plan identifies building projects that are approved for funding.
- The College receives scheduled maintenance funds on an annual basis.
- The College has developed plans to expend the funds made available by the passage of the two bonds. On the Merced Campus, this has allowed us to plan for the renovation of several areas, including the Administration

Building, parts of the Vocational building vacated by the Allied Health Program, the Student Union.

Evidence of the results:
- Plans have been developed and submitted to the Chancellor's Office and the Department of State Architects for approval.

Additional plans for the future:
- No future changes are planned at this time as the process has now been integrated.

B.1.b. Planning Agenda
. . . the Business Resource Center. . . will consolidate classes and programs from three different locations. . . construction of the North Loop Road, a necessary infrastructure project, will begin.. . . remodel the Science Building will begin as well as construction of the Learning Resource Center. . .

Description of progress made:
- The North Loop Road Project, the Learning Resources Center, and the Science Building Remodel are complete.
- The Business Resource Center is under construction.
- The Lesher Building remodel is under construction.

Analysis of results achieved to date:
- The North Loop road is open for travel.
- The Learning Resources Center received a regional architecture award.

Evidence of the results:
- The Learning Resources Center opened February 2007.
- The remodeled Science Building opened August 2007.

Additional plans for the future:
- The Business Resource Center is scheduled to open Spring 2008.
- The Lesher Building remodel is scheduled to be completed Spring 2008.

B.2. Planning Agenda
Continue to conduct regular, preventive maintenance inspections. Provide funding for necessary repairs to maintain the physical plant in the condition necessary for quality education.

Description of progress made:
- The director of Maintenance and his staff continue to assess the physical plant and conduct annual inspections to determine the need for maintenance.

Analysis of results achieved to date:
- The College routinely submits proposal to the Chancellor's Office for scheduled maintenance funds.
- The requests for additional custodial, maintenance and other service needs are being addressed by EMPC via the four vice presidents. For the past two years, they have reviewed requests developed through Program Review for one-time and ongoing funds. They have submitted a plan to the various planning committees and EMPC for review and approval.
- Currently the College is using some of the funds for the new buildings to update the equipment for individual programs as well as classrooms. However a plan needs to be developed for life-cycle funding for all instructional equipment.

Evidence of the results:
- The College routinely identifies in its budget funds to be used for identified scheduled maintenance projects. As these are 50 percent match funds, that College allocates funds in its budgeting process for the required match.
- The College physical plant and facilities are generally in an above average condition.

Additional plans for the future:
- We will continue the current process.

C. Technology Resources
C.1.a. Planning Agenda
Plans have been developed for a complete disaster recovery mechanism through a consortium of community colleges.. . . The college should . . . engage in planning for the development of web-based registration and Web Advisor . . . should continue its current efforts in reevaluating and planning for a more extensive distance education program.. . . Also in the planning stages is a student help desk.. . . the need to help our students with technology has become a more pressing need.. . .

Merced College Portal
Description of progress made:
- With the College intending to provide information on college events, course offerings, status of priority registration, and enrollment status to students through email, several attempts were made to provide a working student email system, all of which initially failed.
- The Library had also planned to provide electronic access for students to the library catalog and electronic databases in a secured environment.
- Our online presence and registration through WebAdvisor all required separate logon in order to derive the resource.
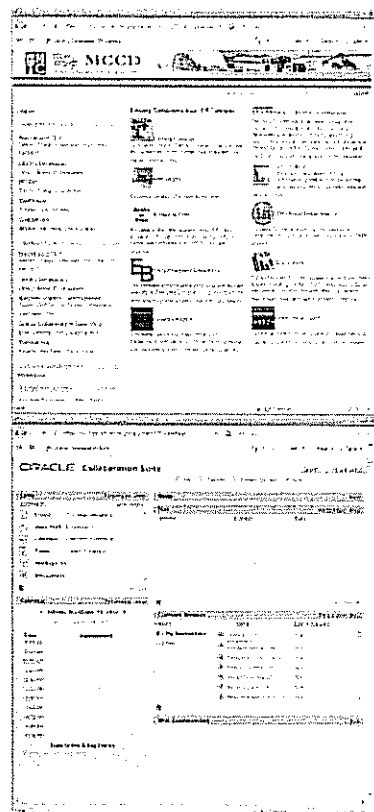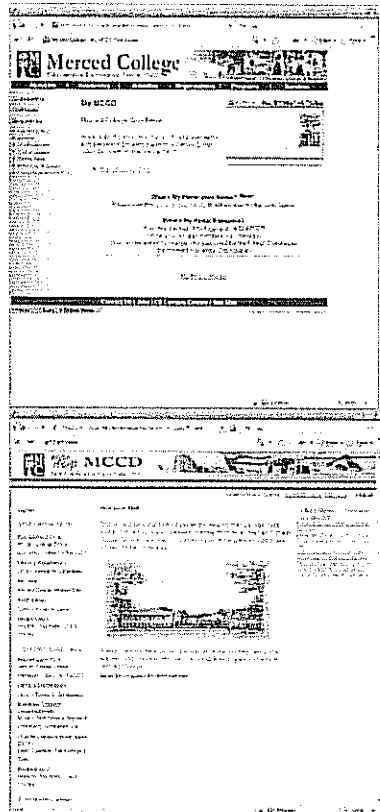
- A grant opportunity through CampusEAI and Oracle provided an opportunity for not only student email but many other services not easily available through a single sign-on.
- In Fall 2006, the College initiated a hosted portal site for students, faculty and staff. Individuals entering the portal do so through a single sign-on and obtain the following resources:
  - Library databases
    - Library Catalog
    - Net Library
    - Books in Print
    - Encyclopedia Britannica
    - Country Watch
    - EBSCO Research Database
    - Lexis-Nexus
    - SIRS Knowledge Source
    - News Bank
    - Ethnic News Watch
- In Fall 2007, the district upgraded from WebCT 4.1 to Blackboard CE 6 for access into courses taken by online students. These include:
  - Oracle Collaboration Suite for students allowing for:
    - Student email
    - Calendaring
    - File Storage
    - Discussions
  - WebAdvisor for students allowing for:
    - Review of classes offered and section status
    - Register for classes
    - Adding or dropping sections
    - Obtaining unofficial transcript
    - Obtaining semester grades
    - Linking to bookstore for electronic acquisition of textbooks and other instructional materials
    - Payment of registration fees, heath fee, and parking using e-commerce
  - WebAdvisor for faculty allowing for:
    - Rosters of students registered in section, including student name, student ID, and student email
    - Roster of students to be input into grading programs
    - Assigning of final semester grades to students
- MC-Net is available to faculty, staff, and administration from off-campus through the portal. This site provides a wealth of college information.
- Portal information center provides FAQ's regarding portal resources.
- Limited portal customization is available.
- Presentations at Educause and CampusEAI conferences have been made and the College portal has been highlighted in Oracle and CampusEAI publications.

Analysis of results achieved to date:

- TMPC, the EMPC Online Committee, the Technical Advisory Committee (MCTAC), and Merced College Datatel Uses Group (MCDUG) used a grant from CampusEAI to work collaboratively on implementing the portal. Portal enhancements have been discussed locally and an implementation plan has begun. Bimonthly communication between the College and CampusEAI staff continue to assure our portal solution meets student, faculty and administrative needs.
- Growing numbers of faculty and students use the portal.
- The number of students registering for College courses using Web Advisor has grown from 5 percent in Fall 2006 to more than 20 percent in Fall 2007.

Evidence of the results:

- Portal web site https://my.mccd.edu/portal/page/portal/my_mccd/staff_home
- TMPC, MCDUG, MCTAC and EMPC Online committee notes
- Various communiqué between the College and CampusEAI
- Statistics on WebAdvisor usage

Additional plans for the future:

- Tracking portal statistics showing usage by students, faculty and staff. Additionally, student usage tracking to ascertain usage of the Oracle Collaboration Suite email, file uploads, collaboration and discussions.
- Additional Library databases will be added as need and funding becomes available.

C.1.b. Planning Agenda
. . . Formalize specific surveys for administration, faculty, staff, and students, based on needs. Formalize a specific survey for potential employers and transfer schools.. . . technology applications in the classroom, and technology as a powerful research tool are all necessary components of the college's education plan.. . . continue planning to discover the best methods for training for its students . . . and providing them with an online help desk as soon as possible.
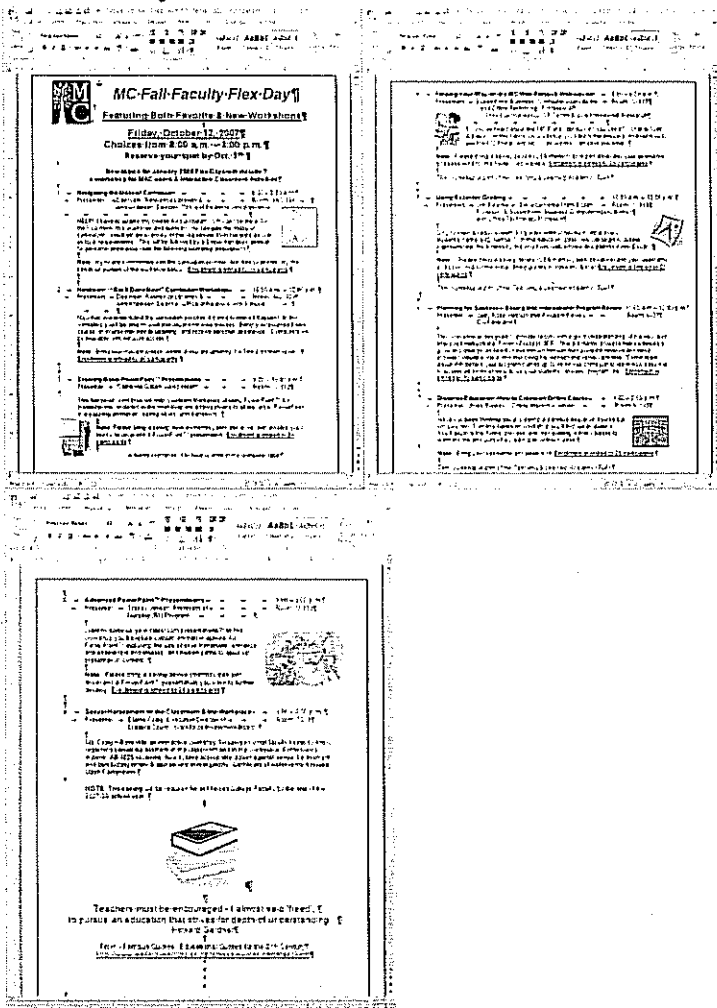
Description of progress made:
- The Staff Development Committee and others have conducted surveys for faculty and staff related to technical training needs. As a result, many Flex Days activities provide faculty and staff with technical training opportunities. Surveys have also gauged student attitudes toward campus technology.
- As a Program Review component, several instructional areas have developed and administered surveys of area employers.
- The College hired a staff member to assist students with various technology issues. The Student Helpdesk was established in Fall 2006 and students have used the resource to ask questions regarding:
  - Student Portal
  - WebAdvisor
  - Library Databases
  - OCS (Oracle Collaboration Suite) – Student email, calendaring, file storage
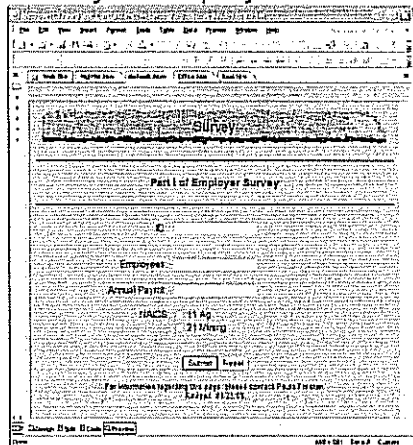
Analysis of results achieved to date:
- Flex Activities Brochures.
- Program Review employer surveys.
- Librarians and faculty assist students with resources and techniques to use the Student Portal.

Evidence of the results:

- Flex Activity Brochures

- Survey of Employers

- Student Surveys

- ## HelpDesk

Additional plans for the future:

- Technical training will be an ongoing college effort with planning for specific staff development needs based upon evaluations of staff development training opportunities, surveys of managers, student surveys, and faculty surveys by the Staff Development Committee.

C.1.c. Planning Agenda

Plans have been developed for a complete disaster recovery mechanism through a consortium of community colleges.. . . a campus-wide plan for software and hardware upgrading should be developed and budgetary considerations established . . . set aside funds for the replacement of equipment . . . maintain reliable instructional and student service activities and programs.. . . hiring additional technical staff at the Los Banos campus . . . consideration should be given for additional technical staff to support the expanding discipline-related computer labs at the main campus.. . . take into account the long-term costs of maintaining technology . . .

Description of progress made:
- No ongoing funds have been identified to facilitate life-cycle funding for desktop computers used by students, faculty and staff.
- Several years ago, the College entered into a lease agreement with the Hewlett Packard Corporation for the leasing of servers, switches and other core instruments used within the District. This is a benefit in that that no ongoing maintenance agreements are required.
- It was ascertained that the fire suppression communication system was damaged in several locations throughout the main campus. The architecture for the system was also flawed and needed to be reengineered.
- A full-time technician has been hired at the Los Baños campus.
- TMPC has established a goal to develop a data driven staffing model for technical support throughout the District. The rational for developing this model comes from the recommendations made at the exit interview by the last accreditation team visit, and from the growing demand for additional instructional computer labs, additional server applications, need of more data and its associated infrastructure, as well as technical services such as wireless and video security.
- Mass notification systems are being researched for both the Merced and Los Baños campuses. This work is being overseen by the college Security Committee.

Analysis of results achieved to date:
- Computer inventories assist decision-making within limited fiscal resources available to refresh student, faculty and staff desktop computers.
- A new agreement is being finalized to refresh the servers, switches and essential infrastructure equipment used by the College to support communications, storage, web, printing, enterprise-wide resource and planning system – Datatel, and other essential network services.
- Funding was approved by the Board of Trustees to replace the existing broken fiber with a new star configuration/architecture. Because the cost is minimal to pull more strands of fiber, an additional benefit will be derived

for the campus network. A 10-fold increase in speed between buildings will provide greater network data transmission.

- The Los Baños campus computer technician has assisted in variety of areas, including computer labs, faculty and staff desktop computers, and has devoted time to the phone system, servers, printers, and multimedia used in classrooms in conjunction with staff at the Merced campus.
- A draft of the data-driven staffing model has been presented to TMPC. This draft will become the basis for an adjusted/expanded "total cost of ownership" model from the Chancellor's Office for district-wide technical support. Lab/PC technicians, network technicians, network administrator, web technicians, Helpdesk technical support staff, student Helpdesk staff, multimedia training staff, online instruction trainer, Datatel programmers, database administrators, and technical directors are all proposed components of the model. Preliminary drafts already indicate that between one and two Lab/PC technicians are need because of the increase in instructional computer labs (300 over the past year, with another 200 anticipated this academic year).
- A timeline for mass notification implementation has been developed by the Security Committee and vendor presentations have been given or are scheduled.

Evidence of the results:
- Computer inventories are conducted throughout the academic year, shared with TMPC, and posed on the intranet
- TMPC notes and recommendations resulted in a new lease with Hewlett Packard to replace network servers, switches, Datatel servers and other network infrastructure in Merced and Los Banos.
- TMPC notes and recommendations resulted in the replacement of the optical fiber used throughout the Merced campus.
- Additional technical staff has been hired in Los Banos.
- TMPC notes and agenda, computer inventories.
- Security Committee agenda and notes.

Additional plans for the future:
- TMPC will request ongoing life-cycle funding for desktop tablets, and laptops.
- Wireless implementation throughout the District.
- SharePoint implementation including Designer.
- Conversion of the Library SIRSI system from a joint Merced College, Merced County to a College-only function.
- Move from Server 2000 and 2003 to Server 2008.
- Completion of the migration from Office 2003 to Office 2007.
- Migration to MS Vista OS.
- Migration from Datatel R17 to R18.

- Fourteen video security cameras will send signals over the College network. Additional cameras are planned as funding becomes available.
- Information Technology Project List is below.

NETWORK
Wireless
Server replacement
Switch
Vista/MS Office 07
Share Point
Security
Video Server
New buildings
New fiber
Video security cameras
Central clock system
Disaster recovery
Video announcement system
Cable TV distribution
SIRSI
Backup
Bookstore
Image servers
ITS/FTP

PHONE
Soft phone
911 database
Long distance tracking
Web access to V/M
Unified messaging
Training

BLACKBOARD
Upgrade to latest version
Backup server
Connection to Datatel

WEB
Back-end database
Video on-site
Share Point/Designer
Expression Web
Online orientation
Online counseling
Scripting

DATABASE
SQL
Image Now
Web
Oracle

HELP DESK
One place to call
Newsletter

P.C. DEPLOYMENT
Altiris

DATATEL
R-18 upgrade
Hardware replacement

Web Advisor upgrade
CCCApply
CCCTran
Blackboard integration
Speede
SARS
B1 Tools
Grade Book
Payformance
Photo ID

STUDENT HELP DESK
One place to go
Expand use

PORTAL
Complete automation
Other functionality
Announcement portlet
Usage metrics
Discussion & I.M. for faculty
OSTN

LABS
New labs
Management
P.C./printer upgrades

C.1.d. Planning Agenda
. . . discussions about the possibility of the campus moving from its current digital telephone switch to voice over Internet protocol (VoIP).. . . investigating the potential of using blade computers for instructional use, and, eventually, for all staff computers within the district.. . . The goal is to insure sound applications of technology which reflects the educational master plan for the college.

Description of progress made:
- Voiceover Internet Protocol (VoIP) has been adopted by TMPC as a mechanism to facilitate College phone communications.
- Blade servers are part of the Hewlett-Packard lease agreement.

Analysis of results achieved to date:
- VoIP has been implemented in the new Library and in some additional facilities. The main phone switch has the capacity to address digital

phone and VoIP phone. As funding becomes available planned areas will be converted to VoIP.
- TMPC reviewed and approved blade servers as part of the infrastructure change-out of servers. Additionally, TMPC approved storage arrays and virtualization of servers.

Evidence of the results:
- VoIP phones installed and operational.
- Funding requests initiated through the master planning process for VoIP phones approved by the Board of Trustees.
- Lease agreement with HP for blade servers were also approved, along with storage arrays and HP lease and virtualization acquisitions.

Additional plans for the future:
- See Information Technology Project List above

C.2. Planning Agenda
. . . to plan for the needs of the college and the integration of technology . . . the planning process should continue to gather input from the different areas in order to satisfy the present and future needs of the college and the community it serves.. . . Plans to consider and utilize the Total Cost of Operation model should be revisited . . . Assessment of all areas of planning, including technology, will be conducted . . .

Description of progress made:
- EMPC Online, a subcommittee of EMPC, facilitates various functions related to developing a fully integrated online presence for students, ie., application, orientation, assessment, counseling, registration, e-commerce, bookstore, and online classes, with student helpdesk.

Analysis of results achieved to date:
- If additional testing is successful, during the Summer and Fall 2008 registration periods, new students will be able to apply to the college online and derive many additional online services.

Evidence of the results:
- Contract with CCCApply
- Student test groups using CCCApply
- Students data from CCCApply electronically entered into Datatel and students IDs assigned and email sent from Datatel to students confirming the next steps in the process.

Additional plans for the future:
- Development of the online Orientation in web format.
- Assessment testing in proctored site outside the College.
- Availability of an online associates degree from Merced College

D. Financial Resources
D.2.a. Planning Agenda
. . . Merced College might consider making CBRR responsible for reviewing the annual budget and comparing the overall student-related allocations to other similar colleges.. . .

Description of progress made:
- The CBRR Committee has not undertaken this responsibility to date.

Analysis of results achieved to date:
- N/A

Evidence of the results:
- N/A

Additional plans for the future:
- The item will be placed on a Fall 2008 CBRR agenda.

D.2.b. Planning Agenda
Regarding budget information, Merced College should consider providing a detailed budget on the CBRR web page.

Description of progress made:
- The final adopted budget, in its entirety, is posted on the CBRR and College websites. In addition, electronic and hard copy versions are available in the library.

Analysis of results achieved to date:
- N/A.

Evidence of the results:
- Presence of budget documents are on the intranet.

Additional plans for the future:
- N/A.

D.2.g. Planning Agenda
The college should consider assigning CBRR the task of reviewing the budget development process. CBRR could make annual recommendations on improving the process itself. . .

See response to D.2.a. Planning Agenda.

Standard IV
Leadership and Governance

Standard IV

Leadership and Governance

Decision-Making Roles and Processes
A.1. Planning Agenda

Complete . . . web sites for Classified Senate, Program Review, and Facilities Master Planning Committee. Update Student Services and Instructional Services Master Planning Committee web sites.. . . information about membership of the Committee for Budget Review and Recommendation on its MC Net site. Develop . . . for communication for the MCFA.

Description of progress made:
- Classified Senate site is still under construction.
- IMPC – Agendas and minutes are updated.
- CBRR information is located on the intranet.
- Current members page was revised February 2005.
- Regular updates/joint communiqué from negotiations and MCFA are posted on the intranet.

Analysis of results achieved to date:
- The H.O.P.E. link does not work and there are other areas listed with no corresponding link.
- FMPC site has agendas and minutes only from August 2007 through October 2007.
- The last Student Services update was March 13, 2007.

Evidence of the results:
Webpages listed above are accessed by faculty and staff.

Additional plans for the future:
- A new college webmaster has been hired and various areas with limited web access will be encouraged to create or update webpages.

A.5. Planning Agenda
The institution will develop a systematic means of evaluating decision-making structures and processes.

Description of progress made:
- Since Spring 2007, the College has been involved in restructuring its shared decision-making and resource allocation structures.
- CBRR has retooled the processes for: 1) the allocation of ongoing dollars; 2) the allocation of one-time dollars; 3) the allocation of growth dollars; and, 4) the allocation of full-time faculty positions.

- At the same time, EMPC is in the last stages of completing a review of the College's educational master planning process.
- EMPC includes representatives from constituent groups from all areas of the College and has been planning since Spring 2007. By the end of Spring 2008 a new supraordinate master planning committee will be developed which will integrate planning, shared decision-making, and resource allocation.
- This new committee will make recommendations to the president regarding these areas.
- The new committee will also assume responsibility for resource allocation utilizing the resource allocation models developed by CBRR.

Analysis of results achieved to date:
- EMPC will finalize the new model and submit it for review by all campus constituent groups to make certain everyone is in agreement with model.

Evidence of the results
- College committee meeting minutes.
- CBRR meeting minutes.
- Copies of CBRR resource allocation model.
- EMPC draft model.

Additional planning for the future:
- The new model will be implemented in Fall 2008 and a continuing formative evaluation of the process will take place during the 2008-2009 academic year to determine if there is a need for modification or adjustment as needed.

B.1.f. Planning Agenda
... The Board of Trustees will develop a more formalized orientation system for new Board members.

Description of Progress made:
- No changes have been made at this time.

Analysis of results achieved to date:
- At the time of the self-study, it was anticipated that new members might be elected to the Board of Trustees. However, only incumbent candidates have run for office and have been re-elected. As a result, this has not been a pressing issue for the Board.

Evidence of the results:
- N/A.

Additional plans for the future:
- The Board will discuss its orientation system at the Spring 2008 retreat.

B.1.i. Planning Agenda
The Board's self-assessment process will be reviewed to compare it with the new standards at their Spring 2004 Board Workshop....

Description of progress made:
- At its Spring 2004 workshop, the Board of Trustees undertook a review of policies related to the workings of the Board.

Analysis of results achieved to date:
- The Board has adopted a policy and procedures for self-assessment that address accrediting standards.

Evidence of the results:
- N/A.

Additional Plans for the Future:
- The Board will review the self-assessment policy at its Spring 2008 workshop.

B.2.b. Planning Agenda
. . . need to perform additional research concerning the institution's effectiveness, student learning outcomes, institutional planning processes, and the resource allocation process.. . . a user-friendly mechanism . . . to learn how to access the District's databases.. . . a set mechanism in place that specifically evaluates research . . .

Description of progress made:
- The Board of Trustees established and filled the position of associate vice president for Technology and Institutional Research (TIR).
- TIR proposed establishing institutional effectiveness measures through the use of a balanced scorecard with metrics established by EMPC. Each metric would include historic trend data, provide delineated measures of established goals, current status against the goal, and be graphically represented on the appropriate college web site (internet and/or intranet). Examples of proposed metrics include: FTES, WSCH/FTEF, Student Success, Student Retention, Student Persistence, Online Enrollments, Fiscal Measures (budget and expenditures).
- As the scorecard was developed a mechanism was developed to automatically gather and populate metrics from Datatel. This system purports to be user friendly, web based, and allows for individuals to seek answers to research questions without direct assistance.
- Ad hoc requests for research continue to dominant the time of the researcher. Discussions have taken place that would facilitate an organized mechanism to assess and assign research requests.

- The continued need for additional research has prompted recommendations from the Student Success Initiative focus groups to fund a second research analyst.
- As faculty develops course SLOs, there is a greater need to track student progress. More than 150,000 data points are to be managed each semester to adequately assess students against course SLOs.
- A presentation was made to faculty at convocation and discussions have taken place at the SLO steering committee meetings.

Analysis of results achieved to date:

- TIR has made presentations to the Academic Senate, EMPC, the other vice presidents, and the president on the development of a Balanced Scorecard for Institutional Effectiveness. The metrics were developed in conjunction with the assistance of the research analyst.
- The high cost of an appropriate data warehouse infrastructure has hampered significant progress. EMPC has established a subcommittee to review alternatives.
- The SLO steering committee concurs with the need to establish a system for tracking student progress against established SLOs.

Evidence of the results:

- A draft Balanced Scorecard of Institutional Effectiveness has been developed.
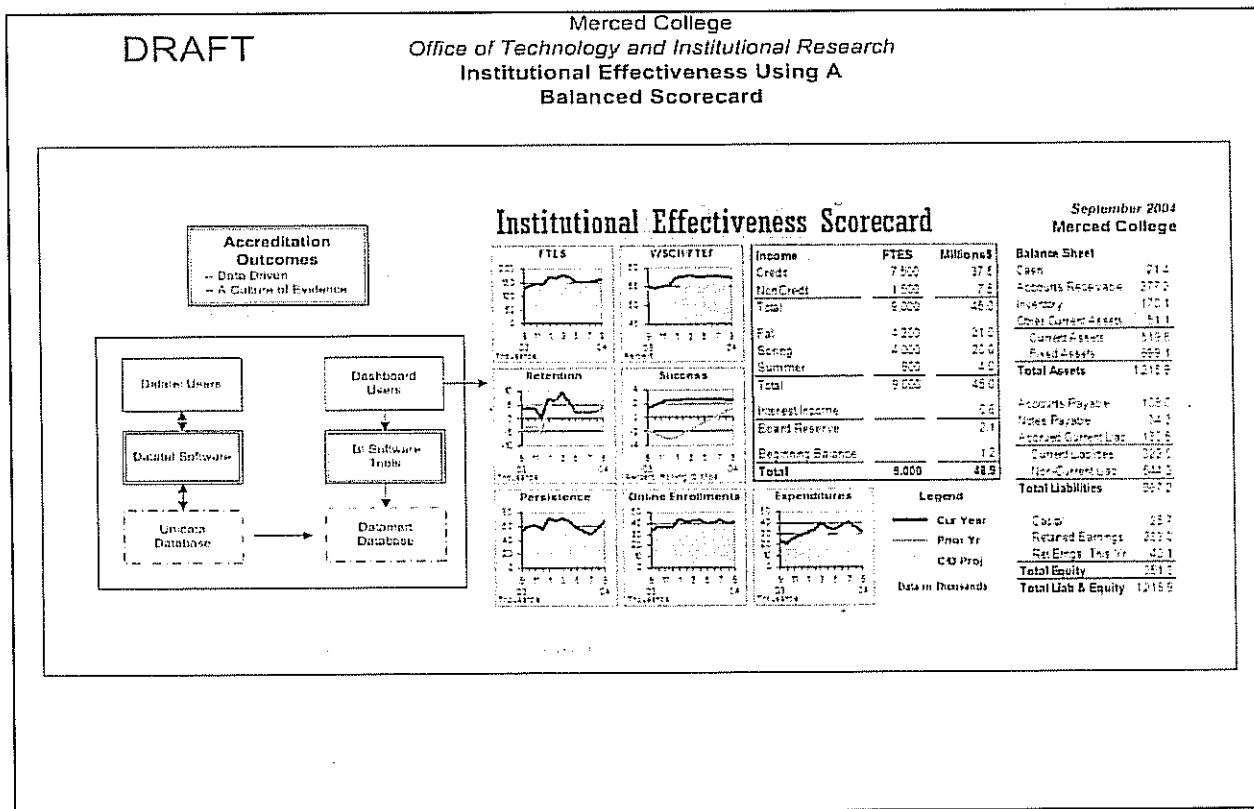
- Estimated costs for the development of a data warehouse have been obtained. The subcommittee of EMPC will review alternative scenarios.
- EMPC agenda and notes.
- PowerPoint presentations at Convocation supporting the tracking of SLO outcomes for each course.
- Notes from the SLO steering committee.

Additional plans for the future:
- EMPC subcommittee recommendations on institutional metrics and cost analysis of data warehouse alternatives.
- Vendor webinars for storing progress of students against SLO outcomes.
- Securing resources to facilitate a mechanism for tracking student SLO progress.

Planning Agenda (cont.)
The Planning Handbook should be updated in conjunction with EMPC and the other master planning committees . . ..

Description of progress made:
- The SLO planning committee met with representatives from Student Services, EMPC, IMPC, Program Review, the SLO coordinator, and TIR. As part of the spring 2007 review process, SLO and Program Review implementation will be integrated.
- The Office of Institutional Research has posted SLO research data on courses and programs for Program Review.
- The resource allocation process now includes specific information on how funds are allocated with respect to each instructional Program Review request.
- The posting of Program Review data has enabled faculty to access data without having to query the database.
- The evaluation of data for instructional programs is conducted by faculty involved with Program Review

Analysis of results achieved to date:
- Instructional Program Review data is progressing.

Evidence of the results:
- Program reviews and institutional data are posted to the intranet.

Additional plans for the future:
- The review of the planning process will continue.

Planning Agenda (cont.)
Evaluation of student learning outcomes and institutional and shared governance planning should be parallel, and possibly convergent,

activities. A methodology for evaluating planning effectiveness should be developed.

Description of progress made:
- In Spring 2007, the College initiated a master planning review process through EMPC, which serves as a supraordinate planning committee.
- In anticipation of a statewide basic skills initiative, Merrill Deming was commissioned to do a preliminary assessment of the College's basic skill delivery system. Following state funding of the Basic Skills/Student Success Initiative, the College has embraced the Basic Skills/Student Success Initiative as its primary focus for 2007-08 and 2008-09.
- The College has begun its analysis of the Merrill Deming Report along with implementation of the regulatory language for the Basic Skills/Student Success Initiative. The intent is to complete the assessment of the basic skills program by Spring 2008 and implement a revised basic skills program in Fall 2008 as a five-year plan.
- As research is an integral part of the formative evaluation plan and the Five-year plan, a summative evaluation of the Basic Skills/Student Success plan by TIR will be undertaken in the fourth year.

Analysis of results achieved to date:
- All master planning committees which report to the EMPC began a review of their structure and processes in Fall 2007.

Evidence of the results:
- Development of Resource Allocation Models is occurring.

Additional plans for the future:
- N/A.

Appendix I

Glossary of Abbreviated Terms

ASMC – Associated Students of Merced College

CBRR – Committee on Budget Recommendations and Review

CCSSE – Community College Student Survey of Engagement

CNN – Campus Change Network

CREAD – Center of Review Evaluation Accreditation and Dissemination

CCCSSE – Community College Student Survey of Engagement

EMPC – Educational Master Planning Committee

ESO – Expected Learning Outcome(s)

FMPC – Facilities Master Planning Committee

IMPC – Instructional Master Planning Committee

IPR – Instructional Program Review

LRC – Learning Resources Center

SARS – Student Appointment Recording Systems

SLO(s) – Student Learning Outcome(s)

SPEC – Student Personnel Executive Committee

SSMPC – Student Services Master Planning Committee

TIR – Technology and Institutional Research

TLA – Teaching and Learning Academy

TMPC – Technology Master Planning Committee

VoIP – Voiceover Internet Protocol