MERCED COLLEGE

EDUCATIONAL MASTER PLAN
2023-28

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EDUCATIONAL MASTER PLAN

Message from the President

In 2018, Merced College developed an Educational Master Plan (EMP) designed to guide the district into an exciting future, with a strong focus on student success and institutional effectiveness. That exciting future proved to be an unpredictable and unexpected journey. Still, there is no question that our district is in a much better position today due to that five-year plan and all the great work that has been done in support of the plan's goals.

Today—equipped with a strong foundation of our previous five-year EMP, lessons learned from a pandemic, and a solid commitment to excellence—we are again in the position of creating a new and dynamic vision for the future of Merced College.

The Educational Master Plan is one of the most important documents we produce as an institution. It defines who we are and, more importantly, who we want to be. This five-year plan represents and echoes the collective voices of our internal and external communities, creating a path for a forward-thinking and bold vision for our district.

Outlined in this report are five strategies that will guide our district's planning and move us toward the realization of our mission over the next five years:

- Growth
- Student Success
- Career Success
- Strategic Partnerships
- Student and Employee Engagement

This report highlights these strategic initiatives in greater detail. It establishes a framework for our Strategic Implementation Plan, which enumerates the specific actions we will take to reach our goals.

I want to extend my appreciation to the members of the Educational Master Planning Committee, our consultants, and to the many internal and external stakeholders who contributed to the development of this comprehensive plan.

On behalf of our district and the Merced College Board of Trustees, we appreciate your support and continued efforts to make this plan a reality. With this plan, we boldly move forward with a clear vision to ensure students are our focus, as we are known by their success.

Sincerely,

Chris Vitelli, Ed.D.
Superintendent/President

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Executive Summary

Why and Who

The Educational Master Plan (EMP) serves as the foundation for long-range planning. It provides clarity, direction, and focus for the College over the next five years.

Reflecting on the work of the previous Educational Master Plan (2018-2023), the aim for this next iteration was to expand on innovation.

The EMP process involved many stakeholders who were engaged in a variety of ways.

- Students engaged in face-to-face interviews, web-based surveys, and an in-person panel for an Innovation Challenge conducted as part of our EMP process.
- Designated administrators, faculty, and staff participated in interviews and monthly meetings as part of the EMP Task Force.
- Community leaders, community service organizations, and employers were asked to provide perspective and feedback via a web-based survey.

Additionally, the EMP Task Force served as a working group for the development of the EMP and provided perspective from their respective areas throughout the project. The group was focused on keeping students, student success, and service to the Merced College region at the center of discussion during EMP development.

When

The development of the EMP generally followed a timeline that spanned from early October 2022 to the completion of the documented EMP in May 2023. Development happened over four key phases: input, innovation, testing, and synthesis.

What

The Merced College Mission indicates the importance of student success and workforce development. Therefore, students were a central focus of every stage of the process. The prior EMP was completed in 2018. Over the last five years, significant changes in technology and remote connectivity, accelerated by the pandemic, heightened the importance of understanding today's student.

Students

Traditional age students, 19-24, represent most of the Merced College student body as do students identifying as Hispanic/Latino. Females were more often enrolled than males. Online instruction outpaced in-person instruction from 2020 and beyond, likely in response to the COVID-19 pandemic.

THE KEY FINDINGS
- Those that are full-time students (enrolled in college immediately after high school) have jobs, especially international students, and their time is limited.
- Educational content, location, and affordability are the main reasons why students are choosing Merced College.

- Students appreciate professors who bring real-world connections to the instruction and incorporate skill building.
- The Rising Scholars Program has high levels of engagement and appreciation from current students.

Faculty and staff, as well as the Merced community (community service partners, employers, community leaders), were also surveyed as part of the EMP development.

Faculty
- The Key Finding: Faculty and staff feel an overall lack of time with all they must accomplish/can accomplish. They are looking for simplified processes and systems.

Community
- The Key Finding: Merced has an opportunity to partner, promote, and build their brand within the "community" (i.e., local employers, business, community service partners, UC Merced, and other colleges).

Strategies to Address Key Findings

Meaningful consideration of new ideas and perspectives was given to solving the opportunities and challenges presented in the Key Findings. Through a two-day Innovation Challenge event, the EMP Task Force developed strategic imperatives that are most likely to advance the vision of Merced College.

STRATEGY 1
Focuses on the future Merced student population with efforts on marketing and outreach to meet this target population.

STRATEGY 2
Concentrates on improving student degree and certificate completion rates by simplifying systems and refining communication of resources.

STRATEGY 3
Strives for improved student employment outcomes through skill-building and collaboration.

STRATEGY 4
Includes the importance of creating and maintaining alliances, collaborations, and partnerships both internally and externally.

STRATEGY 5
Endeavors to improve the Merced College experience in a variety of ways: digitally, physically (campus navigation), and personally (events and partnerships; manageable and sustainable workload for faculty).

The following provides further detail on the process and findings for the development of the 2023-2028 Merced College Educational Master Plan.

Task Force

The purpose of the EMP Task Force is to serve as a working group for development of the Merced College 2023-2028 Educational Master Plan. The EMP Task Force completed the following tasks:

- Ensure representation of all areas of the College in developing the EMP
- Work in collaboration with the Vivayic Team, providing input and feedback throughout the process of the plan's development
- Support alignment of the EMP with the College's Mission, Vision, and Values
- Keep students, student success, and service to the Merced College region at the center of discussion during EMP development
- Exemplify quality employee engagement, advocate for additional internal stakeholder engagement, and serve as a communication body to the rest of the internal Merced College community, including the Los Banos Campus
- Abide by team guidelines

Task Force Members

Adrian Chacon,
Human Resources Benefits Technician

Arlis Bortner,
Assoc. VP of Information Technology Services

Dean Caivano,
History & Political Science

Dee Sigismond,
Dean, Institutional Effectiveness

Dustin Thompson,
Student Support Coordinator

Garrick Grace,
Dean of Innovation

Jennifer Henmi,
Administrative Assistant II, BRC

Jennifer McBride,
English Professor/Rising Scholars Coordinator

Jourdan French,
Student Services Assistant, A&R

Julie Clark*,
Mathematics Professor, STEM

Kamini Singh,
Business Applications Analyst, ITS

Kimberly Freitas,
Associate Director, Business & Fiscal Services

Mary "Nikki" Maddux,
Director of Agriculture

Michael McCandless*,
Vice President of Student Services

Pamela Huntington,
Faculty Instructional Designer

Rachel Colleen Gray,
Enrollment & Retention Specialist, ORC

Richard Ornelas,
Mechanized Agriculture Professor

Saheba Khurana,
Chemistry Professor, Los Banos Campus

*Denotes Task Force Committee Co-Chairs

The Role of an Educational Master Plan in Student Success

At Merced, we strive to continuously improve the Merced experience. Staying abreast of current and prospective students' interests, faculty and staff needs, and our community's expectations is critical, and is an important part of the EMP process.

An effective EMP has widespread buy-in and support from leaders, key stakeholders, and participants. The EMP Task Force, representing all areas of the College, served as a working group for the development of the EMP and provided perspective from their respective areas throughout the project.

Our Educational Master Plan serves as the foundation for long-range planning. It provides clarity, direction, and focus for the College over the next five years.

Mission & Vision of Merced College

Merced College promotes student success through equitable access, continuous quality improvement, and institutional effectiveness, all with a focus on student achievement.

MISSION

At Merced College, students are our focus, and we are known by their success. We transform lives through education and workforce development.

VISION

Enriching our community through educational experiences and support services:

- **Degree/Certification Programs**
- **Transfer**
- **Career Technical Education**
- **Workforce Training**
- **Lifelong Learning**
- **Basic Skills**
- **Community Engagement**

Overview of the Process for Identifying Strategic Imperatives

Process

The process for identifying strategic imperatives for the 2023-2028 Educational Master Plan for Merced College was built on four phases: input, innovation, testing, and synthesis. Each of these phases and the resulting process details follow.

Who Was Involved

In order to have a wide range of perspectives represented, the EMP process involved many stakeholders who were engaged in a variety of ways.

- Administrators, faculty, and staff participated in interviews and monthly touch bases. They were also core contributors to the Innovation Challenge.
- Students participated in interviews, surveys, and an in-person panel for the Innovation Challenge.
- Community service organizations, leadership, and employers were engaged through surveys.

The resulting data reflects a system-wide approach to the EMP rather than solely the Main Campus and Los Banos Campus.

Timeline

The development of the EMP generally followed a timeline that spanned from early October 2022 to the completion of the documented EMP in May 2023. Development happened over four key phases: input, innovation, testing, and synthesis.

Phase 1: Input
(early-Oct – early Dec)

Phase 2: Innovation
(mid-Dec – mid-Jan)

Phase 1: Input

Overview of Phase 1

The goal of this phase was to assess the current state and identify trends and issues most likely to affect the ability of Merced College to fulfill its mission and vision.

Key Activities and Outputs

- Planned and conducted surveys of students, alumni, employers, faculty/staff, and community leaders
- Collected stories that helped form deep and rich understanding of the perspectives of current, prospective, and former students
- Conducted an analysis of Twitter posts mentioning Merced College for theme generation and identification of ideas and insights
- Conducted interviews and focus groups with key stakeholders
- Conducted a sense-making workshop, using all available input, to identify and prioritize the trends, challenges, and opportunities most likely influencing the future of Merced College

Phase 3: Testing
(mid-Jan – mid-March)

Phase 4: Synthesis
(mid-March – late-May)

Sense-Making

Sense-Making Workshop Summary

The goal of the sense-making workshop was to "make sense" of survey data. Eleven (11) audiences were surveyed by Vivayic (SurveyMonkey) in December 2022 to provide insights into their current state (preferences, experiences, desires, etc). These audiences ranged from students (six types) to adults (five types). Vivayic completed an analysis on each of the audiences and compiled the findings into two documents, Merced Adult Analysis and Merced Student Analysis. These documents were used in the two-hour workshop as data source materials.

Format: Task Force members were broken up into three groups and worked in those groups for the duration of our time. Groups: 1) Student 2) Community 3) Faculty & Staff.

The workshop included three main sections:

- **Data/Key Findings:** Each group reviewed their respective analysis report and captured the Key Findings from the data, placing them on the left side of their flip chart. In doing this activity, Task Force members were also asked to bring their own experiences and observations as they completed this step—how could it add to/deepen the understanding of what was garnered from the surveys?

- **Insights:** Groups reviewed their Key Findings and were asked to consider what themes or collective insights/"big ticket ideas" emerge from that list and capture those on the right side of their flip chart.

- **Problems/Opportunities:** From the Insights, what problems do these stem from? How do these translate into opportunities? Identify and prioritize the pain points that, if we solve them, set Merced apart in the next five years.

Phase 2: Innovation

Overview of Phase 2

The goal of this phase was to allow for meaningful consideration of new ideas and perspectives in solving the opportunities and challenges presented in Phase 1 and to lead collective discernment of the strategic imperatives most likely to advance the vision of Merced College.

Key Activities and Outputs
- Planned and conducted a two-day Innovation Challenge event
- Summarized the event and generated one or more theories of change
- Tested theories against Phase 1 input and with stakeholders through additional surveys, interviews, or focus groups
- Summarized feedback and proposed strategic imperatives for consideration
- Facilitated the prioritization of strategic imperatives with Board of Trustees

Phase 3: Testing

Overview of Phase 3

The goal of this phase was to determine the perceived effectiveness and perceived acceptance of the proposed strategic imperatives identified in the Innovation Phase. Strategic imperatives—especially those that may represent a new perspective or approach—present potential for greater progress toward the College's vision. This phase helps inform the final decision-making by the EMP Task Force in selecting strategic imperatives and related goals to drive the future efforts of the organization.

Key Activities and Outputs

- Identified key considerations for each strategic imperative to evaluate
- Collected feedback from testing efforts and synthesized findings
- Prepared and presented findings at town hall events to identify remaining questions and concerns while assessing the general level of buy-in for the identified imperatives
- Discussed results of testing efforts with EMP Task Force

Phase 4: Synthesis

Overview of Phase 4

The goal of this final phase was to bring the planning efforts to culmination in the form of the goals and supporting evidence needed to compose the draft EMP for Board consideration and approval.

Key Activities and Outputs

- Prepared needed evidence and data
- Prepared draft of Educational Master Plan
- Worked with Cabinet for reviews and revisions
- Prepared for and facilitated in-depth review session with Board of Trustees
- Worked with EMP Task Force and Cabinet for final revisions
- Prepared final draft of Educational Master Plan for Board of Trustee consideration at May 2023 regular meeting

Organization of the Strategic Imperatives

The process previously outlined in this document culminates in the strategic imperatives for Merced College that guide the work of the College over the next five years. This section describes the agreed upon strategic imperatives and associated themes. The organization of this segment goes from strategy to theme and then ultimately implementation as the concept moves from general to specific. Here is further description of the levels:

- **Strategies:** Strategies provide the big picture, overarching concept or idea.

- **Themes:** Themes begin to hint at how the strategy can be operationalized.

- **Actions:** Actions are not included in this document. The Strategic Implementation Plan will include the actions needed to carry out the themes and overall strategies. This forthcoming document will be the most granular in nature and will serve to fully operationalize the strategic imperatives.

Strategic Imperative 1

Strategy 1: Invest and grow the Merced student population through new and innovative marketing and outreach and target new populations.

Theme 1.1 Market the value proposition of Merced to upstream audience: outreach to broad prospective student base.

Theme 1.2 Target new audiences. Scale to reach new students and new target audiences to grow the overall student population.

Theme 1.3 Extend certain programs and disciplines (i.e., The Rising Scholars Program, CTE, etc.).

Strategic Imperative 2

Strategy 2: Strengthen student degree and certificate completion outcomes.

Theme 2.1 Improve ease of navigation throughout the Merced system by building and communicating a straightforward, uncomplicated process to achieve a Merced degree or certificate.

Theme 2.2 Bolster and improve awareness and usage of support resources designed to guide students smoothly through their educational journey.

Theme 2.3 Create opportunities for faculty professional development and self-accountability metrics to strengthen student success metrics.

Theme 2.4 Implement new modalities of curricula (CPL, CBE, etc.) to meet the needs of targeted populations.

Strategic Imperative 3

Strategy 3: Improve student employment outcomes by engaging the extended community.

Theme 3.1   Internal: Amplify practical, real-world skill-building through labs and skill-sharing collaborations within and across disciplines.

Theme 3.2   External: Collaborate with employers, alumni, neighbor colleges and the broader community to connect the dots and provide pathways to employment.

Strategic Imperative 4

Strategy 4: Build and maintain a handful* of sustained internal collaborations and knowledge sharing (faculty/staff, students, disciplines).

Theme 4.1   Design and formalize a handful of ongoing alliances connecting students, faculty, and the community (employers and neighboring universities).

Theme 4.2   Build and maintain a handful of sustained internal collaborations and knowledge sharing (faculty/staff, students, disciplines).

Theme 4.3   Build a handful strategic partnerships that grow engagement, awareness, and student outcomes.

* The term "handful" is used intentionally to convey a small, strategic number without being overly specific.

Strategic Imperative 5

Strategy 5: Improve the Merced College experience for students and faculty/staff.

Theme 5.1   Vigorously pursue digital inclusion for all by addressing the challenges of connectivity, training, and technology.

Theme 5.2   Improve navigation of the Merced campus and resources. Simplify signage and logistics to provide smooth access to campus and resources.

Theme 5.3   Grow engagement and connection points within and beyond Merced through events and partnerships.

Theme 5.4   Build solutions to support faculty and students to simplify choices and priorities, so they can maintain a manageable and sustainable workload.

Theme 5.5   Invest in employee engagement, well-being, and happiness.

Appendices

Appendix 1: Referential Data

A Review of the Internal Environment

The following review of the Merced College internal environment represents points of data for students and staff.

ENROLLMENT DATA

Student enrollment data spanned from 2018-2022 and were matched to the age, gender, race/ethnicity, and modality used. Full-time equivalent student (FTES) reached their peak in 2018 with 6,423 and declined from there. Traditional age students, 19-24, represented most of the Merced College student body as did students identifying as Hispanic/Latino. Females were more often enrolled than males. Online instruction outpaced in-person instruction from 2020 and beyond, likely in response to the COVID-19 pandemic.

Credit and Non-credit Headcount Overall for 2018-19 to 2021-22 by Age
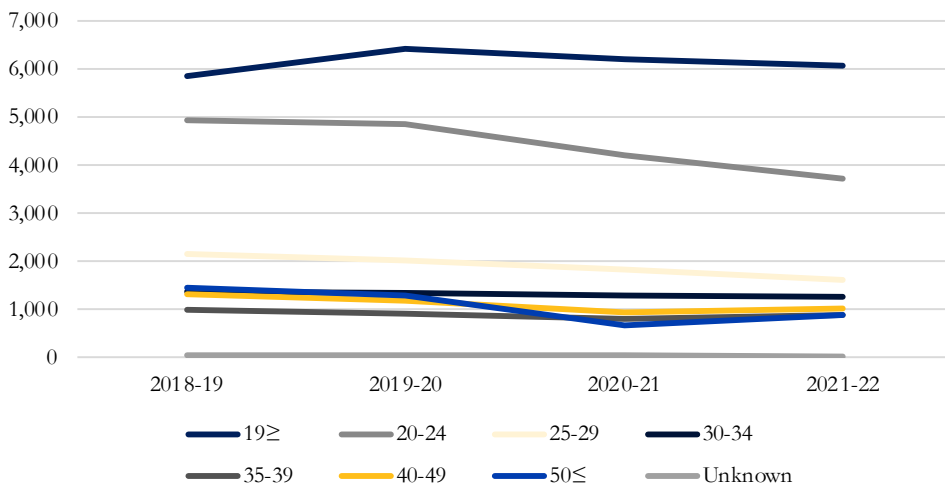
Figure 1: Merced College Office of Institutional Research

Credit and Non-credit Headcount Overall for 2018-19 to 2021-22 by Gender
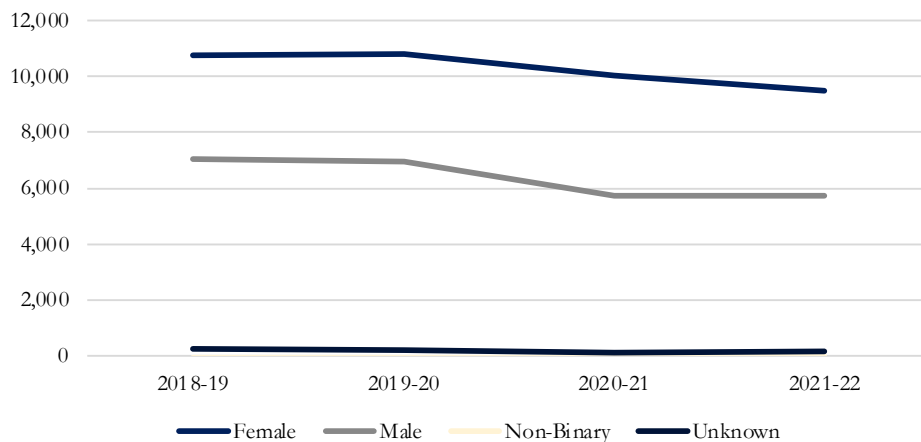
Figure 2: Merced College Office of Institutional Research

Credit and Non-credit Headcount Overall for 2018-19 to 2021-22 by Race/Ethnicity

African-American
American Indian / Alaskan Native
Asian
Filipino
Hispanic
Multi-Ethnicity
Pacific Islander
Unknown
White, Non-Hispanic
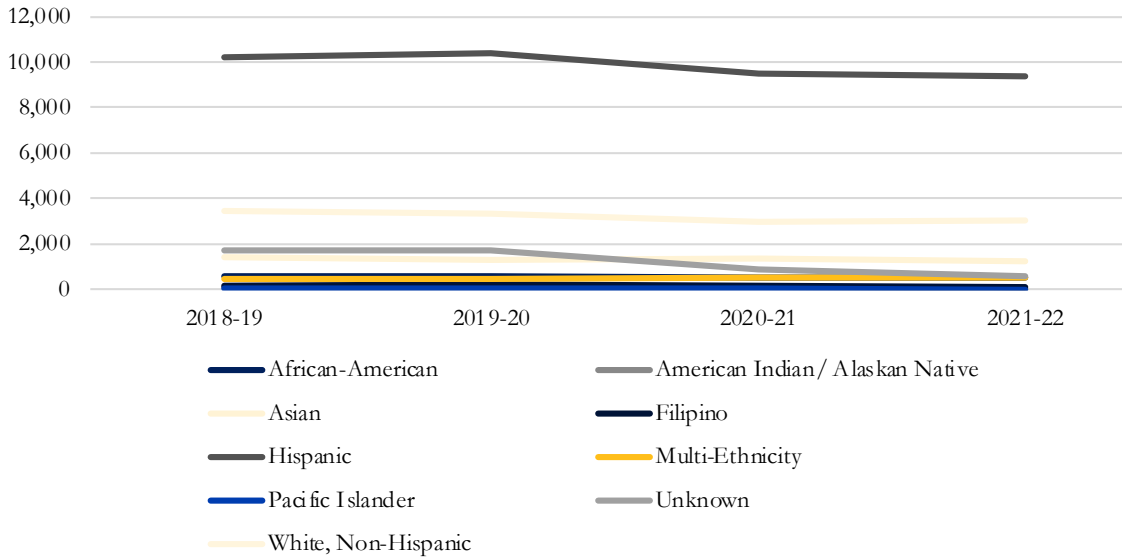
Figure 3: Merced College Office of Institutional Research

Unit Load

■ Full-Time ■ Part-Time ■ Non-Credit
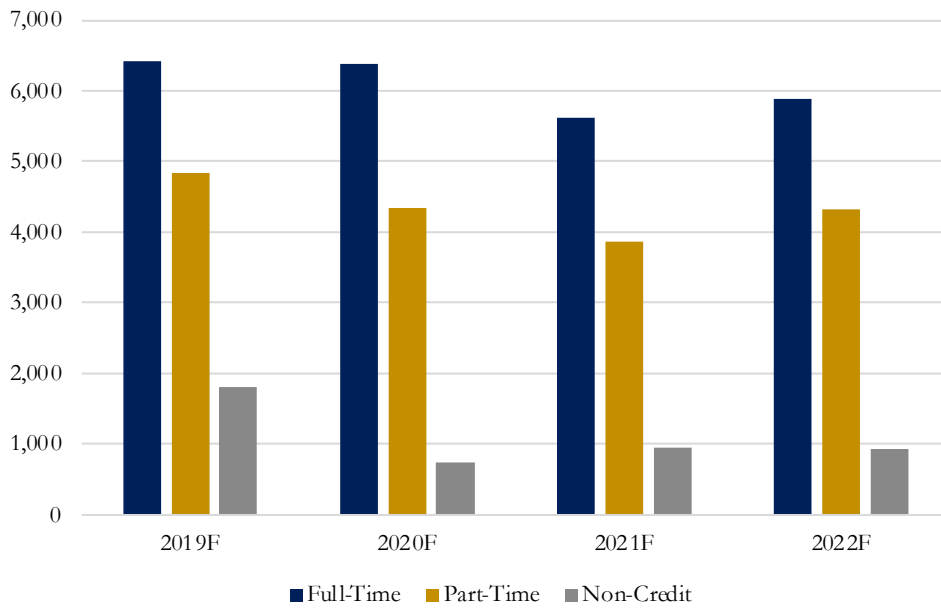
Figure 4: Merced College Office of Institutional Research

FTES by Modality
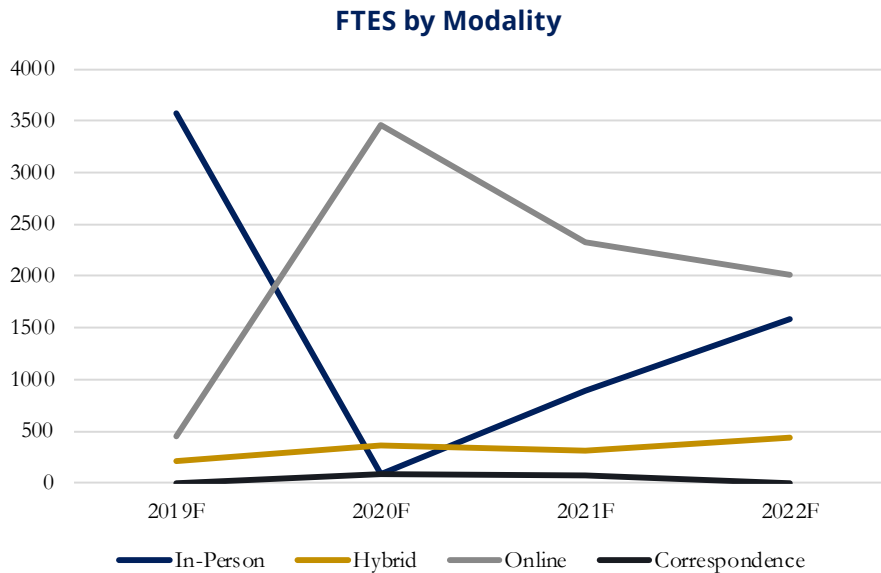
Figure 5: Merced College Office of Institutional Research

ADMINISTRATION, FACULTY, AND CLASSIFIED PROFESSIONAL DEMOGRAPHICS

Data were compiled for administration, full-time and part-time faculty, and classified professional staff for Fall 2022 and are summarized in the following table.

Educational Administrators
- Tended to be male **(60%)**
- 50-54 years of age **(35%)**
- White, Non-Hispanic **(55%)**

Part-Time Faculty
- Tended to be female **(55%)**
- 18-34 or 40-44 years of age (BOTH **17%**)
- White, Non-Hispanic **(59%)**

Full-Time Faculty
- Tended to be female **(58%)**
- 40-44 or 50-54 years of age (BOTH **20%**)
- White, Non-Hispanic **(63%)**

Classified Professional Staff
- Tended to be female **(59%)**
- 18-34 years of age **(25%)**
- Hispanic **(50%)**

	Educational Administrators (n=20) | %	FT Faculty (n=185) | %	PT Faculty (n=321) | %	Classified Professionals (n=294) | %
Gender				
Females	40	58	55	59
Males	60	42	45	41
Age				
18 to 34	0	9	17	25
35 to 39	10	12	13	12
40 to 44	25	20	17	15
45 to 49	20	15	9	13
50 to 54	35	20	13	10
55 to 59	5	9	10	12
60 to 64	0	10	9	8
65 to 69	0	2	4	4
70+	5	3	6	1
Race/Ethnicity				
African-American	10	6	3	4
American Indian/ Alaskan Native	5	1	1	1
Asian	0	8	8	7
Filipino	0	0	0	0
Hispanic	20	16	23	50
Multi-Ethnicity	0	2	1	1
Pacific Islander	0	0	1	1
Unknown	10	5	5	3
White, Non-Hispanic	55	63	59	33

Table 1: Merced College Office of Institutional Research

SURVEY DATA

Eleven (11) audiences were surveyed by Vivayic using SurveyMonkey in December 2022 to provide insights into their current state (preferences, experiences, desires, etc). These audiences ranged from students (six types) to adults (five types). Vivayic completed an analysis on each of the audiences and compiled the findings into two documents, Merced Adult Analysis and Merced Student Analysis. Below is a summary of findings.

TRADITIONAL, NON-TRADITIONAL STUDENTS

Student respondents tended to be female (71%), Hispanic/Latino (50%), or White (46%) and have a primary residential address of Merced County (84%). Eleven students (46%) selected their student status as a traditional student, defined as "enrolled in college immediately after high school (typically 18-24 years of age)." Thirteen students selected their status as Non-Traditional, defined as "have taken time off from pursuing higher education."

Eighty-three percent (83%) of students who took the survey indicated they have attended at least one course on the Merced College – Main Campus in the past year, twenty-one percent (21%) at the Los Banos Campus. Most of this student population is either not actively searching for employment (33%) or working a part-time job of 1-20 hours/week (29%).

Location and affordability are the two main reasons why this student population chose Merced.

When asked about "what type of experiences students are looking for in college," educational content and trade skills were ranked highest by this group of students. Educational content was ranked most important by 79% of the respondents, trade skills was ranked second most important by 47%. Social opportunities/campus organizations, Diversity, Equity, Inclusion, international trip (study abroad), and internship were other options but ranked lower in importance.

Students ranked the choices from Most Important (1) to Least Important (6).

Area	Most Important	2	3	4	5	Least Important
Educational Content	78.95%	15.79%	5.26%	0.00%	0.00%	0.00%
Trade Skills	10.53%	47.37%	5.26%	10.53%	26.32%	0.00%
Internship	5.26%	15.79%	31.58%	26.32%	15.79%	5.26%
Diversity, Equity, Inclusion	5.26%	15.79%	15.79%	21.05%	21.05%	21.05%
Social Opportunities/ Campus Organizations	0.00%	5.26%	36.84%	31.58%	15.79%	10.53%

"I hope that college would provide me the opportunity to..."

When asked what they hope college would provide, students responded with three general themes:
1) Knowledge/Skills/Experience (16%) , 2) Prepare Me for Future Career (53%), 3) Better Myself (5%).

Theme	Example
Knowledge/Skills/ Experience	Obtain valuable skills and knowledge so I can get internships and a long-term job after college. Develop my creative abilities and provide me with an education that will last for the rest of my career.
Prepare Me for Future Career	Lead me to the career I've been searching for. Have a career and get out of retail/food service/minimum wage work. I hope that college would provide me the opportunity to begin my career, be well educated, and open my own business.
Better Myself	Find out who I am and what I am good at.

CREATIVITY "IN" THE CLASSROOM

Students were asked to comment on "the coolest way they've seen a teacher be creative in teaching content" and "the most creative way they have experienced technology in the classroom." Whether students were commenting from an "in-person" or online classroom perspective, three themes emerged from these questions: students appreciated 1) Interactive, 2) Hands-on Activities, and those that were 3) Realistic/Real-World Experiences or Examples.

"What's the coolest way you've seen a teacher be creative in teaching content?"

Theme	Example
Interactive	Astronomy professor would dramatize how the solar system rotates around the sun
Hands-On Activities	Games: Kahoot, Blooket When one of my former professors used 3D models to describe molecular geometry in chemistry
Real-World Experiences/ Examples	Hands-on labs really allowed me to learn Fire science teacher brought over guest speakers and industry equipment ETHN 01 professor was really down to earth and made recording for our lectures. He tied everything we learned into real world situations and made it interesting

"What's the most creative way you have experienced technology in the classroom?"

Theme	Example
Interactive	Interactive lecture videos
	Using our cameras during class acting sessions
Hands-On Activities	Digital art was fun. We tried lots of different things.
	Digital art classes stand out to me with technology. I never thought I would get to use a Cintiq at a community college, but turning up my first semester with a digital art class made me so happy.
Real-World Experiences/ Examples	Canvas is by far the greatest thing introduced to the college system, everything regarding one's schoolwork is all pooled into one common resource that everyone has access to and makes communication between students/teacher and other students incredibly easy.
	Canvas

INTERNATIONAL STUDENTS

Seventy percent (70%) of international students were male, eighty percent were Asian (80%), and eighty percent selected that they had a full-time job with a minimum of 40 hours/week (80%). Fifty percent (50%) of students who took the survey indicated they have attended at least one course on the Merced College – Main Campus in the past year. Fifty percent (50%) of students selected "Other" for their campus location, but only one respondent specified "King University" as the location.

Affordability tends to be the reason international students choose Merced. Location was the second highest response.

International students are most interested in educational content when attending college. They ranked it the most important option out of six choices: educational content, social opportunities/campus organizations, Diversity, Equity, Inclusion, international trip (study abroad), internship, trade skills.

COVID-19 was impactful for this group's educational plans. When it comes to building relationships, it's hardest for this group to connect with local students. It appears international students have mixed interactions with college faculty and the Merced community given their dispersed responses from "Difficult" to "Extremely Easy."

Relationships with other international students and college staff have been the easiest for this group, as well as their transition to life at Merced.

International students' responses to open-ended questions in the survey were limited, but matched some themes seen in other student populations. These students desire college to provide them with experiences (new people, new places) and help support them in their future career.

"I hope that college would provide me the opportunity to..."

Theme	Example
Knowledge/Skills/ Experiences	Meet with international students from more diversified countries
	Have a scholarship to lower international tuition and prepare me for university life when I transfer
Prepare Me for a Future Career	Support my future career plan
Other	To make money
	Communicate with entrepreneurs

"What would help you have a better college experience?"

More global experiences
Support from staff at international office
Cheaper cafeteria
Meeting new people

CREATIVITY "IN" THE CLASSROOM

"What's the coolest way you've seen a teacher be creative in teaching content?"

Trying to make connection with community
Less homework, but a lot of activities, discussion, drawing, making something during class

"What's the most creative way you've experienced technology in the classroom?"

Online presentations and survey forms
Field work

RISING SCHOLARS

Demographics

Number of Classes

This student group tended to be male (80%), Hispanic/Latino (30%), White (28%), or Black/African-American (20%). Most students in this population have taken two to five classes (31%), followed by six to 10 classes (17%), and 11 to 15 classes (17%). Thirteen percent (13%) are enrolled in their first class at the time of this survey.

Current students were asked to respond to three questions regarding their motivation for attending classes, as well as what they enjoy and what they would change about the classes/programs.

Students overwhelming enjoy in-person classes (50%) and it's the number one reason they attend classes through Merced College (44%). Professors are the second highest factor (33%) in the enjoyment of the program. Students commented that professors are outstanding in their interactions and instruction, exhibiting patience, and desire to teach/help.

When incarcerated students were asked what they would change about the classes/programs, 29% stated "Nothing." This was followed by 23% suggesting increased class variety and degrees and 17% asking for better technology/Wi-Fi availability.

When asked what they hope college would provide, 35% want to gain Knowledge/Skills/Experience, 18% are looking for preparation for their Future Career, and 25% want to Better Themselves.

Theme	Example
Knowledge/Skills/Experiences	Improve self; reach my educational goals and broaden my mind
	Obtain my AA and help others and help me in business
	Obtain a higher education so I am able to have a career and not just a job when I go home
Prepare Me for a Future Career	Gain my life back and start a productive career for myself and family
	Learn more about myself, what I am capable of, and what I can learn to better my future
Better Myself	Better my life, and give me the tools to give back

Lastly, incarcerated students were asked to circle their response to five questions pertaining to their experience in the program and their likelihood to encourage others to enroll. They used the Likert scale below for each response.

Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6

Respondent scores were high, averaging anywhere from 5.3 (Agree) and to 5.8, trending to Strongly Agree. Incarcerated students made it clear that the classes/program have been helpful and been meaningful to them and their future.

Question	Average Score
I would encourage others to take classes through Merced College/this program	5.8
I learned more than I expected through the program	5.4
The assigned textbook or course materials were useful	5.3
I received helpful feedback on assignments	5.5
Merced College classes have been meaningful to me and my future	5.7

HIGH SCHOOL STUDENTS

This audience saw a response rate of 80% females who are Hispanic/Latino (42%) or White (20%). All students who participated in the survey have a primary zip code of Merced County.

These students indicated the Merced College – Main Campus is where they have attended at least one course in the last year (88%). Those that selected "Other" (4%) indicated taking an online class or one respondent mentioned Modesto dental assisting program. Since these are high school students, it's not a surprise the majority are not looking for work (53%) and those that selected "Other" (15%) commented with "student" or "community service."

High school students indicated they go to Google (30%) first, then to a parent or family member (24%) or a teacher (19%) when they need to learn something new. YouTube came in at 15%.

High school students were asked about their plans after high school, checking all options that apply to them. From the seven options, two choices came to the top: four-year college (48%), and two-year college to transfer to four-year college (35%). Only 6% of this audience indicated they were planning to attend a trade school, and another 6% selected the option of two-year college. Two percent (2%) are not planning to pursue additional education.

What are your education plans after high school? Check all that apply.

Answer Choices	Responses
Four-year college	48%
Two-year college to transfer to a four-year college	35%
Trade school (hands-on training for a specific job/skilled trade; e.g., welding, automotive, child development, accounting)	6%
Two-year college	6%
Other (please specify)	4%
I'm not planning to pursue additional education	2%
Certificate (completed in three semesters or less)	0%

When asked "What type of experiences students are looking for in college?", Educational Content was ranked highest by this group of students at 70%. Trade Skills was second, followed by International Trip and Social Opportunities/Campus Organizations.

Students ranked the choices from Most Important (1) to Least Important (6).

Area	Most Important	2	3	4	5	Least Important
Educational Content	70%	17%	3%	0%	0%	10%
Trade Skills	10%	13%	17%	17%	20%	23%
International Trip (Study Abroad)	10%	3%	17%	23%	20%	27%
Social Opportunities/ Campus Organizations	7%	37%	7%	20%	13%	17%
Internship	3%	27%	10%	13%	33%	13%
Diversity, Equity, Inclusion	0%	3%	47%	27%	13%	10%

"I hope that college would provide me the opportunity to…"

When asked what they hope college would provide, students responded with three general themes:
1) Knowledge/Skills/Experiences (50%), 2) Prepare Me for Future Career (13%), 3) Better Myself (17%).

Theme	Example
Knowledge/Skills/ Experiences	Continue my education and provide me with quality material that would help me to do well. I hope I am given the opportunity to gain internships and get experience in the field that I chose.
	Expand my knowledge in the field of science and aid me in my future career path
Prepare Me for a Future Career	Learn, grow, and better myself for the future careers I hope to pursue
	Lead me to the career I've been searching for
	Further my education and give me a career I hope that college would provide me the opportunity to begin my career, be well educated, and open my own business
Better Myself	Grow myself and learn the direction I want to go in life
	Find out what I want to do with my life

CREATIVITY "IN" THE CLASSROOM

High school students were asked to comment on "the coolest way they've seen a teacher be creative in teaching content" and "the most creative way they have experienced technology in the classroom." Whether students were commenting from an "in-person" or online classroom perspective, two themes emerged from these questions: students appreciated 1) Interactive and 2) Hands-on activities.

"What's the coolest way you've seen a teacher be creative in teaching content?"

Theme	Example
Interactive	Have students be teachers for a whole day to review for an AP test.
	The coolest way I have seen a teacher be creative in teaching content was them making a game out of a hard subject we were learning.
	I really liked how my math teacher would have us go around the classroom and work on problems. We had whiteboards on all the walls, and everyone would work on the same problems together.
	Using online games to be an active participant.
Hands-on Activities	When my science teacher showed us sound waves by lighting a firework and have a machine that checked the waves
	Hands on experience with experiments and trips

"What's the most creative way they have experienced technology in the classroom?"

Theme	Example
Interactive	Many different learning games on the computer
	Kahoot, Blooket
Hands-on Activities	3D coding
	Learning to code a small robot to perform commands and pick up small boxes.
	The use of online discussions/drawing platforms.
Real-world experiences/ examples	My CTE teacher at my high school has talking mannequins for patient care and has a big screen bed board that has real life autopsies and learning styles.

K-12 COLLEGE AND CAREER ACCESS PATHWAYS STUDENTS

Demographics

Employment

The K-12 CCAP respondents were majority female (83%), Hispanic/Latino (58%) and have a primary zip code of Merced County. As expected these students are not actively looking for work (47%).

Students in this group tended to be Freshman, Sophomores or Juniors, haven taken 1-3 courses. English 1A was the most popular course with 5 out of 8 students indicating they've taken that specific course. History, Child Development and Spanish were also classes mentioned.

Most students (5) found it easy to enroll in the program, 2 found it somewhat difficult. Students mainly enroll in CCAP to gain college credit and found that having classes offered online and having sufficient time to complete the work were points of enjoyment. When it comes to improvements/changes of the program, half the students indicated they would change nothing (4) and a few would like to see a decrease in workload.

Teachers or Counselors are the main marketers/recruiters for this program.

On a scale of 1-6, how hard was it to enroll in CCAP?

Extremely Difficult	Difficult	Somewhat Difficult	Somewhat Easy	Easy	Extremely Easy
0	**0**	**2**	**1**	**5**	**6**

TECHNOLOGY USE

Using technology was not a detractor from the students learning experience, being mostly positive about how it enhanced their learning experience. They confirmed it was not difficult to use technology in these learning experiences.

Question	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Using technology (such as a mobile device) enhanced my learning experience	0	0	0	3	4	1
It was difficult to use technology in these learning experiences	1	4	1	2	0	0

FACULTY

Faculty respondents tended to be female (50%), white (60%), and have a master's degree or greater (80%). They were relatively evenly distributed in age, ranging from less than 25 to over 65 years of age. Respondents tended to begin their career with Merced College around the year 2011 and had an average of 11.3 years of employment. They primarily worked on the Merced Campus (70%), were full time (70%) and were in the instructional division (85%).

Faculty respondents had strong agreement to statements about personal instructional methods. They responded with Agree or Strongly agree 70-90% of the time on questions related to instructional methods, feedback to students, differentiated instruction, and teaching goals. Perceptions around providing student centered lessons and activities received the strongest ratings (90.9% Agree / Strongly Agree) while timely / constructive feedback and teaching goals and methods addressing a variety of student learning styles received the lowest ratings (72.7 % Agree / Strongly agree on both items).

Faculty respondents tended to contact students regularly outside of instructional hours. Over half (54.6%) communicated with students multiple times a day while some (9.1%) did not communicate often. Those who responded used a variety of methods for communicating with students beyond instructional hours: e-mail (63.6%), office hours (54.6%), Pronto (27.3%), and club advisors (18.2%). No respondents used SSTC (Tutorial). Other methods of communication included the use of Canvas, counseling, phone, talk after class, library reference desk.

Respondents showed a slight difference in the actual perceived distribution of their time versus the ideal distribution of their time. The greatest percentage of time was spent on teaching (68.6%) and least on professional development (5.4%) and outside consulting (0.1%). The "other" category received 28.8% of the perceived time distribution with suggested activities such as program maintenance, embedded counseling, and committee and library duties. Most faculty felt their time was within 1-2 hours of ideal, with the exception of "other" duties with a request of an additional 8.2 hours of time dedicated to this category.

Work Time	Teaching	Coaching/ Mentoring	Professional Development	Outside Consulting	Other	Description of Other
Actual	68.6	17.5	5.4	0.1	28.8	See Below
Ideal	66.3	18.5	7.4	0.2	37.0	
Difference	+2.3	-1	-2	-0.1	-8.2	

DESCRIPTION OF OTHER

Program maintenance - Supplies, Consumables, Equipment repair/maintenance. Coordinating with support technicians. Advisory meetings, speaking with employers. etc

Embedded Counseling

Committee and library cohort duties, book collection processes, faculty evaluation, Flex presentation, outreach to faculty about library research instruction; and statistics and record maintenance.

Faculty respondents replied that quality and accessibility of technology on campus and in classrooms received the most mixed set of responses and were at 81.8% and 63.7% Acceptable or Totally Acceptable. Themes of how technology was used in the classroom included the use of hardware and physical resources (e.g. podium computers), learning management systems (e.g. Canvas), games and simulations (e.g. Kahoot), and delivery of content (e.g. multimedia and PowerPoint). When asked about future use of technology to be more effective in the classroom for the learner experience, two themes emerged: no improvement or change was deemed necessary or physical resource / software integration (e.g. integrate Canvas more tightly to in-person instruction).

Theme	Examples
Hardware & Physical Resources	Podium computers | Projectors | Computerized lab stations | Teach in computer lab classrooms
LMS	Canvas
Games, simulations	Kahoot
Delivery of Content	Multimedia | PowerPoints | Videos | Mfg. supplied E-learning modules
Student Discovery	Research | Labs | Computerized diagnostic tools and equipment

When asked about their professional experience at the college, faculty respondents had two general themes: generally, positive (e.g. Great, I love working here!), and need for better communication / collaboration (e.g. Professionally, I see a need to improve collaboration between faculty and administration.)

PROFESSIONAL CLASSIFIED STAFF

Professional classified staff respondents tended to be female (81%), white (43%) or Hispanic/Latino (40%) and had an associate's degree (46%). They were relatively evenly distributed in age, ranging from less than 25 to over 65 years of age with 21.6% being 30-34 years of age.

Professional classified staff respondents tended to begin their career with Merced College around the year 2016 and had an average of 10 years of employment. They primarily worked on the Merced Campus (86%), were full time (84%) and were in the student services division (43%).

Professional classified staff respondents tended to contact students multiple times a day (47%) or daily (20.6%) while 26.4 percent did not contact students often. Face-to-face was the overwhelming method of communication for 97% of respondents with email and phone being a distant second (68% and 62% respectively).

Professional classified staff respondents felt positively about the quality and accessibility of technology on campus as well as classrooms. Quality and accessibility were 88.2% Acceptable or Totally Acceptable while classrooms were 91.2% Acceptable or Totally Acceptable.

COMMUNITY SERVICE PARTNERS

Community service partners had typically been involved with Merced College for just over 12 years (12.4 years) and began their journey with Merced College around the year 2016. The organizations they represent had been involved with Merced College for an average of 15.7 years with a median year of starting their involvement of 2012. Most (93%) interacted with the Merced Campus. Few (43%) were alum of Merced College.

Community service partners typically engaged quarterly (45%) with Merced College and the overwhelming majority (78%) felt this degree of engagement was just right. Merced College engaged this audience in a wide variety of ways in the last year (see below).

New services proposed by community service partners included new ways to onboard new students, mental health services, CTE programs, and others such a BA in nursing, better representing students of color, etc.

Community service providers proposed ways to have Merced College engage with them going forward that included doing the same approach exactly or doing the same approach, just more or better, conducting more in-person outreach events, and focusing efforts on target populations.

Community service partners indicated the role of the college in the community was overwhelmingly to educate and provide workforce training (100%) as well as leadership development, community support, and economic development (88%, 76% and 76% respectively).

The vast majority (91%) felt they knew who to contact at Merced College if they had a question. Most (72%) were aware of the online directory and over half (52%) had used the online directory 2-5 times.

Please describe in what ways Merced College has engaged with you in the last year. (Select Responses Provided)

MCC has made interpreting requests throughout the year when there is a need. Email is the method of communication.

I had the opportunity to work with the CTE program by assisting all students who are in training and complete successfully by providing supportive services such as mileage reimbursement, assistance with books and material needed to be successful in class, as well as provide resume assistance, interview practice and job placement. In addition to that, I also provided Student Success Employment Readiness Workshops as requested.

Visits from our division VP, Dean and director. They check in on staff.

Our company sends students to their certificate programs. I hear from Terry about new offerings. I have been invited to one of our employee's graduations.

Attendance for CalWORKs students.

Contact regarding partnering for the achievement/enrollment of foster youth students

Customer Service Classes

Emerging Leader Classes

Welding Classes (partnered to help with filling workforce needs)"

Participated in our Executive Advisory Council (EAC) meetings

I am stationed at Merced College and work as a liaison with the CalWORKs program

Merced College reaches out to our counselors and the special education services to discuss enrollment for next year.

Breakfast with administrators, Merced College Registration collaboration, Blue Devil Preview days, and class presentations.

We have a Merced College Counselor on campus who sends out emails.

This semester we have Baylee on campus working with enrolling our senior students. Last semester we had Veronica helping with our seniors. They both do a wonderful job of answering my million random questions and always point me in the right direction. We have also had tours on campus this semester with CTE and a general campus tour with Baylee. We love working with Merced College

POTENTIAL EMPLOYERS

Potential employers of Merced College graduates became involved with Merced College around the year 2020 and had an average of 3.8 years of involvement with the institution. The organizations they represent typically became involved with Merced College a little earlier, typically around the year 2015 and had, on average, been involved with Merced for 7.7 years. All (100%) interacted with the Merced Campus while only 25% interacted with the Los Banos campus. Three out of the four were not alum of Merced College.

Potential employers of Merced graduates tended to hire students equally as likely from high school, community college, or 4-year college (100% for all). Entry level requirements for both respondents required no formal education for the majority of jobs (100% and 70% respectively). One site offered internships while the other did not.

Potential employers of Merced graduates engaged with Merced College through job fairs and emails. Examples of who they mentioned working with should a new workforce opportunity arise included placement personnel, direct contact with department instructors, EDD, schools, and recruiting agencies. Neither respondent felt they had a full understanding of Merced College's ability to certify / prepare students for their workplace and neither felt they knew who to contact at Merced College if they had questions. When hiring, they looked for degrees in Agriculture, Maintenance, Biological Science or no degree at all. Both respondents were aware of the online directory, but only one had used it previously.

COMMUNITY LEADERS

Community leaders involved with Merced College began their involvement with Merced College around the year 2010 and had an average of 13.3 years of involvement. The organizations they represented typically began their involvement with Merced College around the year 2012 and had an average of 12 years of involvement. They mostly interacted with the Los Banos Campus (75%) or the Merced Campus (50%). Three of the four were not alum of Merced College.

All community leaders who responded indicated they were contacted weekly with Merced College and 2/3rds said that was just right for the level of engagement. Merced College had engaged these leaders in a variety of ways. Examples of how Merced College had engaged this audience include: updating information, parent nights, planning of community hiring events, CTE, adult education, collaboration and support of various programs and grants, training cohorts and advertising in The Westside Express newspaper.

Examples of new services this group would like to see included: See the Los Banos Campus become its own campus, more partnerships will the Early Childhood and Medical Programs, and an increase in the number of training programs/CTE classes for the West side of our community in Merced on human centered design.

All leaders felt the campus was Important or Very Important to the community. They viewed the role of Merced College to be education (100%), community support (100%) and leadership education (100%).

All respondents felt they would know who to contact at Merced College if they had a question, but only one of the three knew of the online directory and had used it.

A Review of the External Environment

TWITTER ANALYSIS

Twitter is a major micro-blogging service with millions of active users and is considered one of the most effective and accurate indicators of online opinion (Rodrigues & Chiplunkar, 2019). These users post status messages called "tweets", share their opinions using #hashtags on various topics, and engage with other users with "favorites" (likes), "retweets" (shares), and replies.

Merced College Data was scraped utilizing Postman, Version 10.1.2, OS Platform OS X 21.3.0, and Twitter API v2 with Twitter Developer Academic authorization keys. The dataset contains every tweet (including retweets) (N = 46,169) from November 17, 2007 to December 15, 2022 that includes one of the following key terms:

- "Merced College"
- "mercedcollege"

This data set includes every tweet and retweet, active and deleted, in the full Twitter Archive. The data was then cleaned for retweets and corrupted text and analyzed using IBM SPSS Statistics 27 and Natural Language Processing Sentiment Analysis using Meaning Cloud 2022.

After processing analyses, themes, and engagement factors, below are some key findings of the Twitter data to take into consideration for social media strategic plans.

CATEGORICAL FINDINGS
- **Sports-related tweets are a common topic of conversation**
- **Opportunity to utilize tweets to promote current campus events**
- **Majority of tweets about Merced College are from the public**

ENGAGEMENT FINDINGS
- **Spotlighting student success yields high engagement**
- **Connecting with existing opinion leaders could boost tweets**
- **Utilizing widely-used university hashtags reach more users**

SENTIMENT FINDINGS
- **Positive and negative current events yield high engagement**
- **Highlighting student-athletes & commitments trends positive**
- **Sports-related tweets often have negative sentiment for a loss**

Additional findings from the Twitter Analysis can be find in Appendix 2.

SERVICE AREA

Data for communities in the Merced College service area were collected and summarized to show students enrollments by city of residence, service area population by race and ethnicity, median household income for Merced County, and enrollment from feeder high-schools in the service area

Student Enrollments by City of Residence for 2018F to 2022F
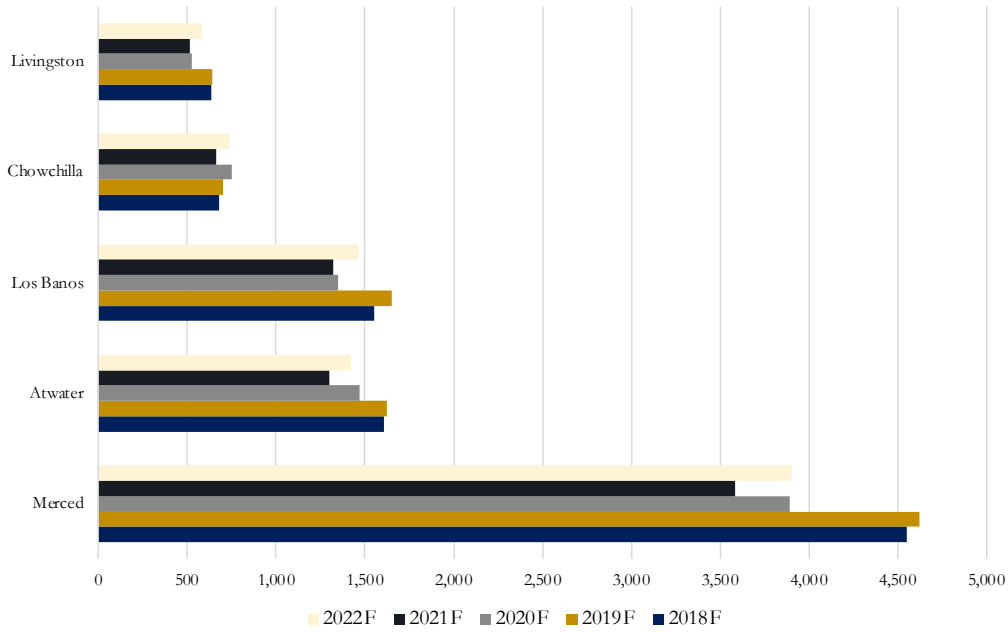
Figure 6: Merced College Office of Institutional Research

Service Area Population by Race/Ethnicity

Median Household income for Merced County

Bar chart showing median household income by location, in descending order:
Newman City, Los Banos city, Livingston city, Delhi CDP, Modesto city, Turlock city, Hilmar-Irwin CDP, Chowchilla city, Dos Palos city, Atwater city, Merced County, Merced city, Gustine city, Winton CDP, Planada CDP, Mariposa CDP

Y-axis: $0 to $90,000
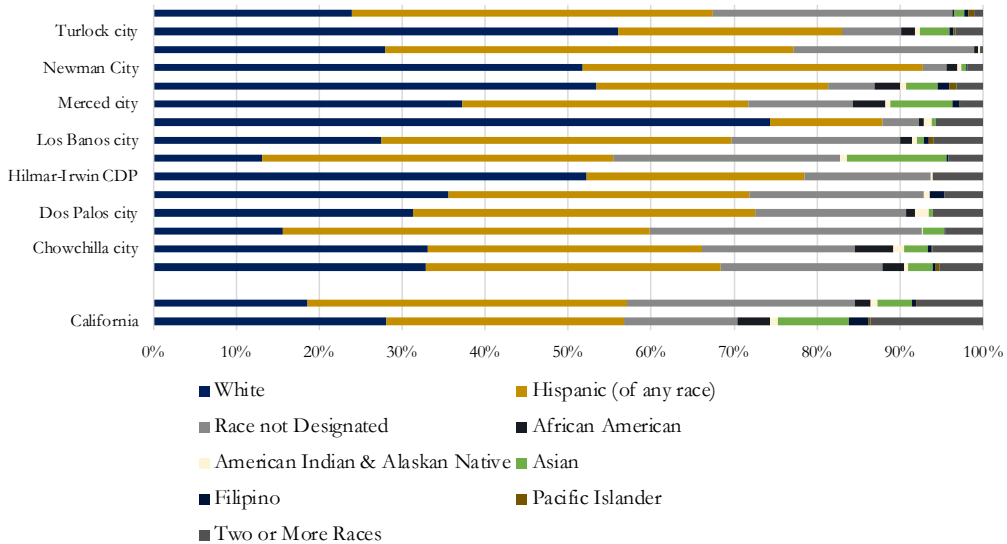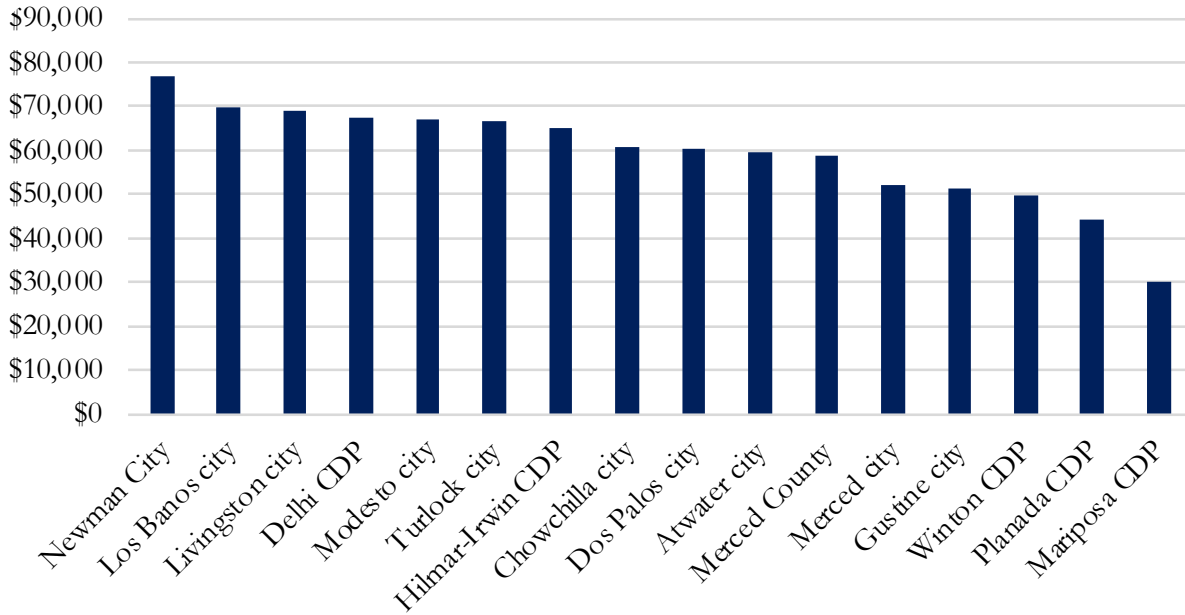
Number of Students Enrolling at MC from Feeder HS for 2018F to 2022F

Grouped bar chart with line for feeder high schools: Buhach Colony High, Merced High, Golden Valley High, El Capitan High, Atwater High, Pacheco High, Los Banos High, Livingston High

Legend: 2018, 2019, 2020, 2021, 2022, Average
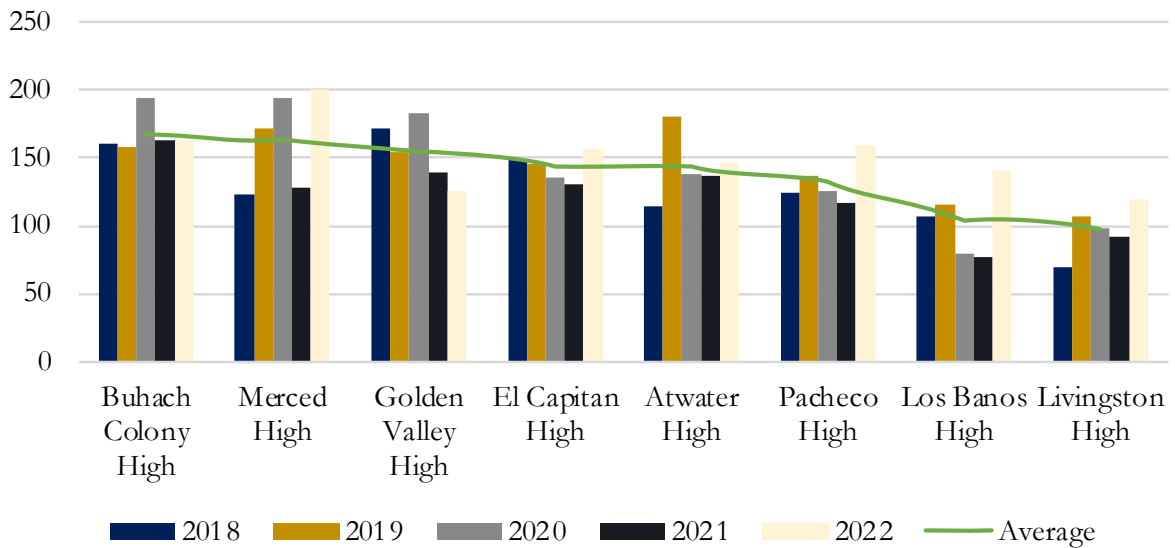
OCCUPATIONS WITH THE MOST PROJECTED GROWTH IN MERCED COUNTY

SOC	Description	2022 Jobs	2027 Jobs	2022 - 2027 Change	Avg. Annual Openings	Median Hourly Earnings	Typical Entry Level Education
25-2011	Preschool Teachers, Except Special Education	218	250	32	31	$17.69	Some college, no degree
25-9045	Teaching Assistants, Except Postsecondary	1,341	1,466	125	189	$17.43	Postsecondary non-degree award
29-2034	Radiologic Technologists and Technicians	61	71	10	6	$46.39	Associate's degree
29-2061	Licensed Practical and Licensed Vocational Nurses	255	272	17	25	$27.90	Postsecondary non-degree award
29-2099	Health Technologists and Technicians, All Other	110	135	25	14	$22.32	Postsecondary non-degree award
31-1131	Nursing Assistants	362	386	25	61	$16.90	Postsecondary non-degree award
31-9011	Massage Therapists	30	42	12	7	$18.49	Postsecondary non-degree award
31-9091	Dental Assistants	206	229	22	36	$21.43	Postsecondary non-degree award
31-9092	Medical Assistants	475	504	29	74	$17.12	Postsecondary non-degree award
39-5012	Hairdressers, Hairstylists, and Cosmetologists	85	109	24	18	$14.22	Postsecondary non-degree award
39-5092	Manicurists and Pedicurists	53	69	16	11	$14.88	Some college, no degree
43-3031	Bookkeeping, Accounting, and Auditing Clerks	729	750	21	95	$21.75	Postsecondary non-degree award
49-3023	Automotive Service Technicians and Mechanics	353	376	23	40	$22.09	Postsecondary non-degree award
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	179	203	24	23	$22.52	Postsecondary non-degree award
53-3032	Heavy and Tractor-Trailer Truck Drivers	1,545	1,646	101	207	$22.67	Associate's degree

continues

INDUSTRIES IN MERCED COUNTY WHERE EMPLOYER DEMANDS ARE EXCEEDED

Ed Level SOC	Description	2022 Jobs	2027 Jobs	Avg. Annual Openings	Median Hourly Earnings
Associate's Degree (20 or more annual openings)					
19-4012	Agricultural Technicians*	75	79	12	$16.79
19-4013	Food Science Technicians*	104	105	15	$21.80
25-2011	Preschool Teachers, Except Special Education	218	250	31	$17.69
Postsecondary non-degree award (20 or more average annual openings)					
29-2061	Licensed Practical and Licensed Vocational Nurses	255	272	25	$27.90
31-1131	Nursing Assistants	362	386	61	$16.90
31-9091	Dental Assistants	206	229	36	$21.43
31-9092	Medical Assistants	475	504	74	$17.12
49-3023	Automotive Service Technicians and Mechanics	353	376	40	$22.09
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	179	203	23	$22.52
53-3032	Heavy and Tractor-Trailer Truck Drivers	1,545	1,646	207	$22.67
Some college, no degree (20 or more average annual openings)					
25-9045	Teaching Assistants, Except Postsecondary	1,341	1,466	189	$17.43
43-3031	Bookkeeping, Accounting, and Auditing Clerks	729	750	95	$21.75
High School diploma or equivalent (50 or more average annual openings)					
11-9013	Farmers, Ranchers, and Other Agricultural Managers	2,798	2,906	320	$17.20
31-1128	Home Health and Personal Care Aides	3,511	4,376	765	$14.30
33-9032	Security Guards	376	422	64	$14.79
33-9099	Protective Service Workers, All Other	269	281	74	$14.83
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	626	744	130	$16.94
39-9011	Childcare Workers	467	468	81	$14.99
41-1011	First-Line Supervisors of Retail Sales Workers	659	719	88	$18.08
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	481	516	57	$29.41
43-1011	First-Line Supervisors of Office and Administrative Support Workers	585	611	70	$28.32
43-4051	Customer Service Representatives	736	780	116	$16.65
43-4171	Receptionists and Information Clerks	319	347	51	$16.16
43-6013	Medical Secretaries and Administrative Assistants	390	420	53	$17.32

continues

Ed Level SOC	Description	2022 Jobs	2027 Jobs	Avg. Annual Openings	Median Hourly Earnings
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	824	847	104	$21.25
43-9061	Office Clerks, General	1,182	1,235	163	$17.47
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	431	478	74	$20.05
47-2031	Carpenters	512	590	67	$25.82
49-9071	Maintenance and Repair Workers, General	802	848	89	$22.66
51-9111	Packaging and Filling Machine Operators and Tenders	986	999	116	$16.74
53-3033	Light Truck Drivers	500	551	72	$17.48
53-7065	Stockers and Order Fillers	1,383	1,520	273	$14.73
No formal education (50 or more average annual openings)					
35-2011	Cooks, Fast Food	898	959	155	$14.00
35-2014	Cooks, Restaurant	380	497	89	$16.57
35-2021	Food Preparation Workers	367	414	77	$14.19
35-3023	Fast Food and Counter Workers	2,270	2,671	612	$14.06
35-3031	Waiters and Waitresses	526	616	133	$14.00
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,129	1,228	184	$16.83
37-2012	Maids and Housekeeping Cleaners	475	453	67	$14.25
37-3011	Landscaping and Grounds-keeping Workers	436	456	62	$17.24
41-2011	Cashiers	2,670	2,787	541	$14.04
41-2031	Retail Salespersons	1,755	1,973	313	$14.18
45-2091	Agricultural Equipment Operators	445	503	87	$14.75
45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	7,280	7,995	1,363	$14.30
45-2093	Farmworkers, Farm, Ranch, and Aquacultural Animals	1,257	1,275	206	$15.12
45-2099	Agricultural Workers, All Other	575	602	99	$14.87
47-2051	Cement Masons and Concrete Finishers	382	520	67	$21.90
47-2061	Construction Laborers	772	921	113	$20.94
51-3023	Slaughterers and Meat Packers	644	614	80	$14.30
53-7051	Industrial Truck and Tractor Operators	704	728	86	$18.08
53-7061	Cleaners of Vehicles and Equipment	528	581	90	$14.01
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	1,243	1,305	191	$14.48
53-7064	Packers and Packagers, Hand	523	566	92	$14.33

INDUSTRIES IN MERCED COUNTY WHERE EMPLOYER DEMAND IS NOT MET

Ed Level SOC	Description	2022 Jobs	2027 Jobs	Avg. Annual Openings	Median Hourly Earnings
Associate's Degree (less than 20 average annual openings)					
15-1231	Computer Network Support Specialists	40	41	3	$29.25
17-3022	Civil Engineering Technologists and Technicians	15	15	1	$32.83
17-3023	Electrical and Electronic Engineering Technologists and Technicians	40	42	5	$26.01
17-3029	Engineering Technologists and Technicians, Except Drafters, All Other	33	33	3	$24.34
19-4031	Chemical Technicians	30	32	4	$21.86
19-4071	Forest and Conservation Technicians	38	36	5	$19.67
19-4099	Life, Physical, and Social Science Technicians, All Other	26	29	4	$26.33
23-2011	Paralegals and Legal Assistants	55	59	7	$22.75
23-2099	Legal Support Workers, All Other	52	50	6	$24.13
29-1126	Respiratory Therapists	46	54	4	$42.83
29-2031	Cardiovascular Technologists and Technicians	15	17	2	$27.98
29-2032	Diagnostic Medical Sonographers	37	41	3	$53.14
29-2034	Radiologic Technologists and Technicians	61	71	6	$46.39
29-2035	Magnetic Resonance Imaging Technologists	12	13	1	$44.34
29-2056	Veterinary Technologists and Technicians	38	39	4	$19.69
31-2011	Occupational Therapy Assistants	52	56	9	$40.44
31-2021	Physical Therapist Assistants	24	29	5	$37.76
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	59	59	7	$22.23
49-2091	Avionics Technicians	20	23	2	$25.08
49-9062	Medical Equipment Repairers	39	49	6	$17.76
Postsecondary non-degree award (Less than 20 average annual openings)					
25-4031	Library Technicians	66	67	10	$22.11
29-2042	Emergency Medical Technicians	13	15	1	Insf. Data
29-2043	Paramedics	37	39	2	$21.15
29-2053	Psychiatric Technicians	24	29	3	$23.76
29-2055	Surgical Technologists	37	46	4	$32.82
29-2057	Ophthalmic Medical Technicians	23	23	2	$19.93
29-2072	Medical Records Specialists	61	65	5	$21.92
29-2099	Health Technologists and Technicians, All Other	110	135	14	$22.32
29-9099	Healthcare Practitioners and Technical Workers, All Other	29	30	2	$50.57
31-9011	Massage Therapists	30	42	7	$18.49
31-9094	Medical Transcriptionists	24	23	4	$14.03

continues

Ed Level SOC	Description	2022 Jobs	2027 Jobs	Avg. Annual Openings	Median Hourly Earnings
31-9097	Phlebotomists	79	87	13	$22.58
33-2011	Firefighters	140	144	12	$33.49
39-5012	Hairdressers, Hairstylists, and Cosmetologists	85	109	18	$14.22
39-5092	Manicurists and Pedicurists	53	69	11	$14.88
39-5094	Skincare Specialists	14	18	3	$17.19
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	50	47	6	$34.60
49-2097	Audiovisual Equipment Installers and Repairers	24	23	3	$25.39
49-3011	Aircraft Mechanics and Service Technicians	38	46	5	$33.25
51-5111	Prepress Technicians and Workers	21	15	2	$17.26
Some college, non degree (Less than 20 or more average annual openings)					
15-1232	Computer User Support Specialists	120	129	11	$22.62
43-4151	Order Clerks	39	38	5	$17.73
49-2011	Computer, Automated Teller, and Office Machine Repairers	34	37	4	$19.08
High School diploma or equivalent (Less than 50 average annual openings)					
11-3071	Transportation, Storage, and Distribution Managers	85	89	8	$45.44
11-9051	Food Service Managers	196	225	31	$22.38
11-9141	Property, Real Estate, and Community Association Managers	79	82	7	$16.97
13-1031	Claims Adjusters, Examiners, and Investigators	37	38	3	$37.24
13-2082	Tax Preparers	14	15	2	$22.26
19-5012	Occupational Health and Safety Technicians	17	17	2	$15.48
21-1093	Social and Human Service Assistants	211	237	30	$17.67
21-1094	Community Health Workers	22	28	4	$17.23
25-3021	Self-Enrichment Teachers	57	73	11	$21.48
27-1026	Merchandise Displayers and Window Trimmers	95	104	13	$14.34
29-2052	Pharmacy Technicians	167	191	21	$21.11
29-2081	Opticians, Dispensing	36	39	4	$20.72
31-1132	Orderlies	11	13	2	$20.44
31-1133	Psychiatric Aides	34	36	6	$20.79
31-2022	Physical Therapist Aides	42	45	7	$14.06
31-9093	Medical Equipment Preparers	18	21	3	$27.30
31-9095	Pharmacy Aides	43	47	9	$14.34
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	23	24	5	$14.63
31-9099	Healthcare Support Workers, All Other	59	63	9	$21.99
33-1012	First-Line Supervisors of Police and Detectives	64	66	5	$47.53
33-1091	First-Line Supervisors of Security Workers	12	14	2	$25.50

continues

Ed Level SOC	Description	2022 Jobs	2027 Jobs	Avg. Annual Openings	Median Hourly Earnings
33-3012	Correctional Officers and Jailers	295	286	27	$28.50
33-3051	Police and Sheriff's Patrol Officers	308	318	27	$37.76
33-9021	Private Detectives and Investigators	28	30	3	$35.96
33-9093	Transportation Security Screeners	71	63	6	$27.16
33-9094	School Bus Monitors	71	71	15	$18.15
35-1011	Chefs and Head Cooks	87	99	15	$22.73
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	37	42	5	$23.74
37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	37	39	4	$28.18
37-2021	Pest Control Workers	62	58	8	$18.36
37-3012	Pesticide Handlers, Sprayers, and Applicators, Vegetation	40	46	7	$17.82
37-3013	Tree Trimmers and Pruners	21	22	3	$27.98
39-1014	First-Line Supervisors of Entertainment and Recreation Workers, Except Gambling Services	53	59	8	$26.77
39-1022	First-Line Supervisors of Personal Service Workers	27	36	5	$20.57
39-2011	Animal Trainers	74	81	13	$16.34
39-2021	Animal Caretakers	168	191	38	$14.27
39-3011	Gambling Dealers	39	35	6	$15.59
39-6012	Concierges	30	31	5	$22.59
39-9031	Exercise Trainers and Group Fitness Instructors	30	42	9	$28.68
39-9032	Recreation Workers	97	107	22	$14.38
39-9041	Residential Advisors	47	49	9	$14.73
39-9099	Personal Care and Service Workers, All Other	69	87	17	$14.58
41-1012	First-Line Supervisors of Non-Retail Sales Workers	59	61	6	$30.09
41-3021	Insurance Sales Agents	207	219	22	$18.45
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	197	221	27	$22.50
41-9021	Real Estate Brokers	13	14	1	$33.72
41-9022	Real Estate Sales Agents	48	54	6	$26.11
41-9099	Sales and Related Workers, All Other	167	182	27	$17.24
43-2011	Switchboard Operators, Including Answering Service	78	72	9	$17.04
43-3011	Bill and Account Collectors	41	43	5	$18.08
43-3021	Billing and Posting Clerks	290	293	34	$21.57
43-3051	Payroll and Timekeeping Clerks	84	81	9	$23.14
43-3061	Procurement Clerks	13	14	1	$20.51
43-3071	Tellers	142	121	15	$17.11

Ed Level SOC	Description	2022 Jobs	2027 Jobs	Avg. Annual Openings	Median Hourly Earnings
43-4021	Correspondence Clerks	33	31	4	$22.58
43-4031	Court, Municipal, and License Clerks	110	113	13	$22.40
43-4071	File Clerks	15	14	2	$16.42
43-4081	Hotel, Motel, and Resort Desk Clerks	77	82	15	$14.00
43-4111	Interviewers, Except Eligibility and Loan	85	87	12	$22.44
43-4121	Library Assistants, Clerical	47	48	8	$14.27
43-4131	Loan Interviewers and Clerks	27	32	4	$20.72
43-4141	New Accounts Clerks	12	11	1	$19.52
43-4199	Information and Record Clerks, All Other	109	112	14	$21.88
43-5011	Cargo and Freight Agents	11	11	1	$20.46
43-5021	Couriers and Messengers	21	22	3	$15.92
43-5031	Public Safety Telecommunicators	92	95	10	$23.00
43-5032	Dispatchers, Except Police, Fire, and Ambulance	109	121	14	$22.14
43-5051	Postal Service Clerks	42	43	4	$26.60
43-5052	Postal Service Mail Carriers	190	194	16	$26.01
43-5061	Production, Planning, and Expediting Clerks	175	179	20	$22.66
43-5071	Shipping, Receiving, and Inventory Clerks	396	399	45	$17.69
43-5111	Weighers, Measurers, Checkers, and Samplers, Recordkeeping	86	85	10	$17.83
43-6011	Executive Secretaries and Executive Administrative Assistants	158	155	18	$28.30
43-6012	Legal Secretaries and Administrative Assistants	80	75	10	$23.66
43-9021	Data Entry Keyers	42	38	5	$15.98
43-9022	Word Processors and Typists	45	38	6	$22.44
43-9041	Insurance Claims and Policy Processing Clerks	71	73	8	$22.21
43-9051	Mail Clerks and Mail Machine Operators, Except Postal Service	10	10	2	$16.76
43-9199	Office and Administrative Support Workers, All Other	202	198	24	$16.55
45-4011	Forest and Conservation Workers	46	44	8	$19.13
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	266	316	37	$33.41
47-2021	Brickmasons and Blockmasons	12	16	2	$24.03
47-2071	Paving, Surfacing, and Tamping Equipment Operators	14	16	2	$28.95
47-2073	Operating Engineers and Other Construction Equipment Operators	176	195	23	$29.24
47-2111	Electricians	172	187	21	$28.92
47-2152	Plumbers, Pipefitters, and Steamfitters	146	166	20	$26.93
47-2171	Reinforcing Iron and Rebar Workers	14	20	3	$25.63
47-2211	Sheet Metal Workers	51	57	6	$29.11

continues

Ed Level SOC	Description	2022 Jobs	2027 Jobs	Avg. Annual Openings	Median Hourly Earnings
47-2221	Structural Iron and Steel Workers	26	34	5	$31.78
47-2231	Solar Photovoltaic Installers	51	59	7	$20.84
47-3013	Helpers--Electricians	12	12	2	$16.72
47-3015	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	20	23	3	$18.27
47-4011	Construction and Building Inspectors	39	39	5	$35.07
47-4051	Highway Maintenance Workers	51	54	6	$17.78
47-4071	Septic Tank Servicers and Sewer Pipe Cleaners	35	39	5	$22.98
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	253	272	28	$36.36
49-2098	Security and Fire Alarm Systems Installers	31	33	4	$27.63
49-3021	Automotive Body and Related Repairers	55	63	7	$23.06
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	188	192	18	$22.78
49-3041	Farm Equipment Mechanics and Service Technicians	108	128	15	$22.37
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	84	89	9	$28.85
49-3043	Rail Car Repairers	12	13	1	$33.42
49-3053	Outdoor Power Equipment and Other Small Engine Mechanics	24	26	3	$26.20
49-3091	Bicycle Repairers	28	29	4	$18.44
49-3093	Tire Repairers and Changers	71	76	9	$16.86
49-9012	Control and Valve Installers and Repairers, Except Mechanical Door	44	48	4	$35.92
49-9031	Home Appliance Repairers	16	20	3	$24.29
49-9041	Industrial Machinery Mechanics	293	322	33	$28.05
49-9043	Maintenance Workers, Machinery	26	29	4	$27.27
49-9051	Electrical Power-Line Installers and Repairers	34	36	3	$54.59
49-9052	Telecommunications Line Installers and Repairers	34	32	4	$26.73
49-9091	Coin, Vending, and Amusement Machine Servicers and Repairers	22	22	3	$20.87
49-9094	Locksmiths and Safe Repairers	14	14	1	$24.97
49-9098	Helpers--Installation, Maintenance, and Repair Workers	45	49	7	$17.58
49-9099	Installation, Maintenance, and Repair Workers, All Other	123	130	14	$21.13
51-1011	First-Line Supervisors of Production and Operating Workers	341	354	38	$29.03
51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	17	24	4	$0.00

Ed Level SOC	Description	2022 Jobs	2027 Jobs	Avg. Annual Openings	Median Hourly Earnings
51-2028	Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	144	153	19	$15.08
51-2041	Structural Metal Fabricators and Fitters	31	31	3	$22.95
51-2098	Miscellaneous Assemblers and Fabricators	354	354	42	$17.96
51-3092	Food Batchmakers	308	318	45	$17.01
51-3093	Food Cooking Machine Operators and Tenders	195	190	36	$23.80
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	33	39	5	$22.65
51-4041	Machinists	63	71	9	$21.90
51-4072	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	40	52	7	$15.54
51-4081	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	21	26	3	$16.34
51-4121	Welders, Cutters, Solderers, and Brazers	268	283	33	$22.13
51-5112	Printing Press Operators	71	60	7	$21.79
51-5113	Print Binding and Finishing Workers	53	37	5	$14.97
51-7011	Cabinetmakers and Bench Carpenters	24	23	3	$14.23
51-7042	Woodworking Machine Setters, Operators, and Tenders, Except Sawing	27	29	3	$14.26
51-8013	Power Plant Operators	33	33	3	$52.53
51-8021	Stationary Engineers and Boiler Operators	17	18	2	$26.43
51-8031	Water and Wastewater Treatment Plant and System Operators	116	114	11	$28.31
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	182	182	19	$27.06
51-9021	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	58	57	6	$14.37
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	81	80	9	$21.48
51-9032	Cutting and Slicing Machine Setters, Operators, and Tenders	47	45	6	$16.80
51-9041	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	16	17	2	$15.85
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	311	328	43	$17.27
51-9081	Dental Laboratory Technicians	25	26	4	$26.27
51-9124	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	59	61	6	$21.86
51-9161	Computer Numerically Controlled Tool Operators	35	38	4	$21.06
51-9192	Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders	31	33	4	$16.76
51-9193	Cooling and Freezing Equipment Operators and Tenders	37	37	4	$18.88

continues

Ed Level SOC	Description	2022 Jobs	2027 Jobs	Avg. Annual Openings	Median Hourly Earnings
51-9195	Molders, Shapers, and Casters, Except Metal and Plastic	23	29	4	$21.34
51-9196	Paper Goods Machine Setters, Operators, and Tenders	67	61	8	$17.47
51-9198	Helpers--Production Workers	126	126	20	$14.22
51-9199	Production Workers, All Other	198	197	23	$20.82
53-1047	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	264	295	39	$23.63
53-2012	Commercial Pilots	41	47	7	$54.92
53-3031	Driver/Sales Workers	239	284	39	$17.91
53-3052	Bus Drivers, Transit and Intercity	24	26	4	$26.25
53-4011	Locomotive Engineers	11	12	1	$39.11
53-4031	Railroad Conductors and Yardmasters	17	19	2	$30.56
No Formal Education (Less than 50 average annual openings)					
27-2042	Musicians and Singers	17	18	3	$36.45
33-9091	Crossing Guards and Flaggers	21	21	5	$17.48
33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	21	29	8	$15.29
35-2012	Cooks, Institution and Cafeteria	189	211	35	$18.33
35-2015	Cooks, Short Order	26	33	6	$16.10
35-2019	Cooks, All Other	67	70	11	$19.53
35-3011	Bartenders	126	145	27	$14.04
35-3041	Food Servers, Nonrestaurant	91	97	16	$14.55
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	110	130	26	$14.03
35-9021	Dishwashers	167	189	34	$14.11
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	162	184	46	$15.08
35-9099	Food Preparation and Serving Related Workers, All Other	25	33	8	$14.32
37-2019	Building Cleaning Workers, All Other	25	27	4	$20.76
39-3031	Ushers, Lobby Attendants, and Ticket Takers	40	40	11	$17.89
39-3091	Amusement and Recreation Attendants	105	134	37	$15.00
41-2021	Counter and Rental Clerks	205	221	29	$16.25
41-2022	Parts Salespersons	169	180	24	$16.92
41-9011	Demonstrators and Product Promoters	14	14	3	$16.14
41-9041	Telemarketers	12	13	2	$14.51
45-2041	Graders and Sorters, Agricultural Products	241	258	41	$15.08
47-2041	Carpet Installers	56	56	5	$17.01
47-2042	Floor Layers, Except Carpet, Wood, and Hard Tiles	20	24	3	$18.54

Ed Level SOC	Description	2022 Jobs	2027 Jobs	Avg. Annual Openings	Median Hourly Earnings
47-2044	Tile and Stone Setters	71	82	9	$17.00
47-2081	Drywall and Ceiling Tile Installers	53	53	5	$28.14
47-2082	Tapers	21	20	2	$28.99
47-2141	Painters, Construction and Maintenance	173	199	21	$20.57
47-2151	Pipelayers	16	16	2	$25.09
47-2161	Plasterers and Stucco Masons	24	24	2	$23.99
47-2181	Roofers	60	69	8	$27.26
47-3012	Helpers--Carpenters	11	15	2	$18.21
47-3019	Helpers, Construction Trades, All Other	56	63	9	$20.56
51-3011	Bakers	106	121	19	$14.18
51-3021	Butchers and Meat Cutters	250	257	33	$17.10
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	119	113	15	$14.00
51-3091	Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders	27	28	4	$17.64
51-3099	Food Processing Workers, All Other	187	187	21	$17.41
51-6011	Laundry and Dry-Cleaning Workers	28	32	5	$14.39
51-6031	Sewing Machine Operators	11	11	1	Insf. Data
53-3051	Bus Drivers, School	295	293	46	$21.66
53-3053	Shuttle Drivers and Chauffeurs	131	190	32	$16.98
53-3054	Taxi Drivers	66	82	11	$15.10
53-3099	Motor Vehicle Operators, All Other	36	38	6	$19.92
53-6021	Parking Attendants	19	22	4	$14.38
53-6031	Automotive and Watercraft Service Attendants	55	63	11	$14.13
53-7011	Conveyor Operators and Tenders	37	41	6	$29.10
53-7063	Machine Feeders and Offbearers	52	53	9	$18.34
53-7081	Refuse and Recyclable Material Collectors	47	45	6	$23.11
53-7199	Material Moving Workers, All Other	32	33	5	$14.37

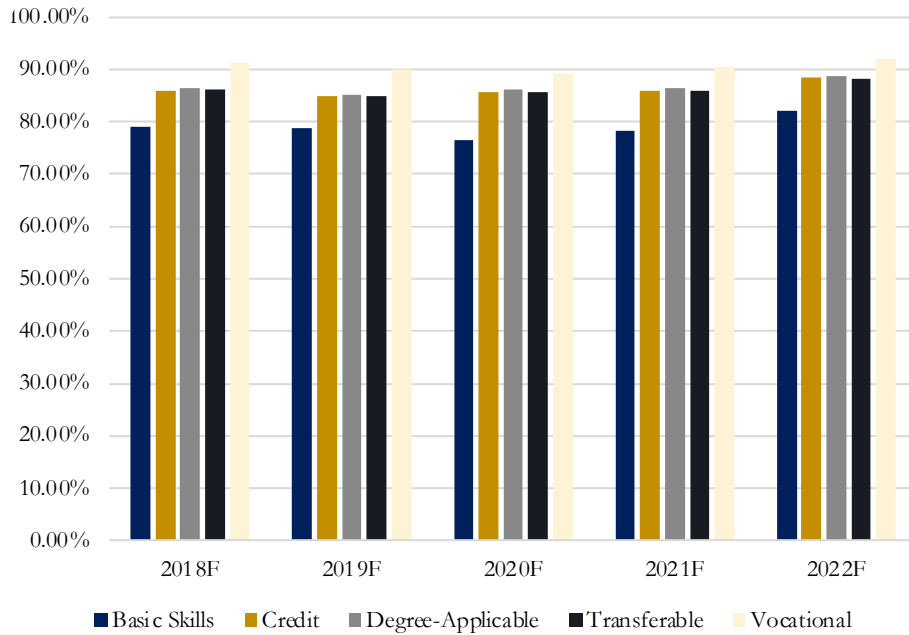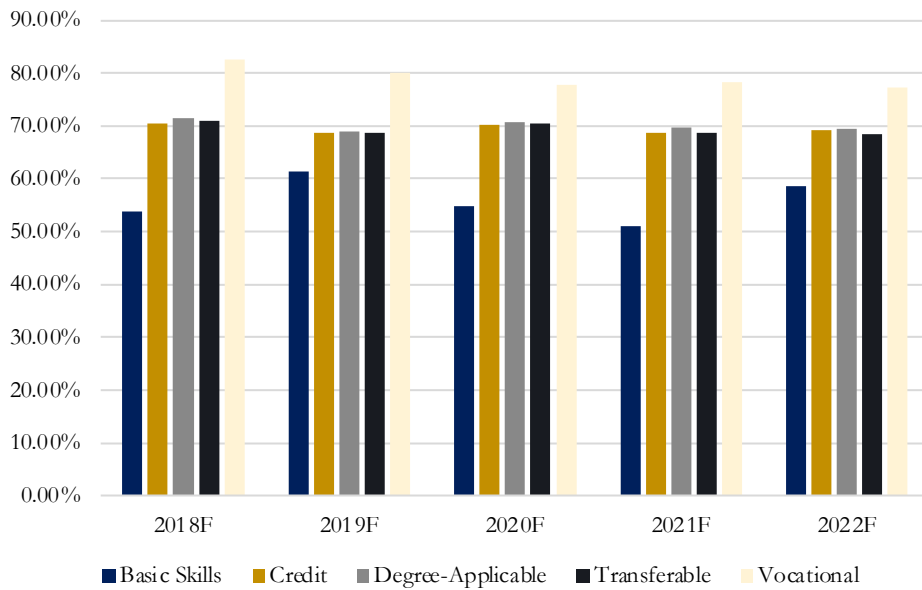## Achievement Data

CCR by Course Type

Figure 7: Merced College Office of Institutional Research

CSR by Course Type

Figure 8: Merced College Office of Institutional Research
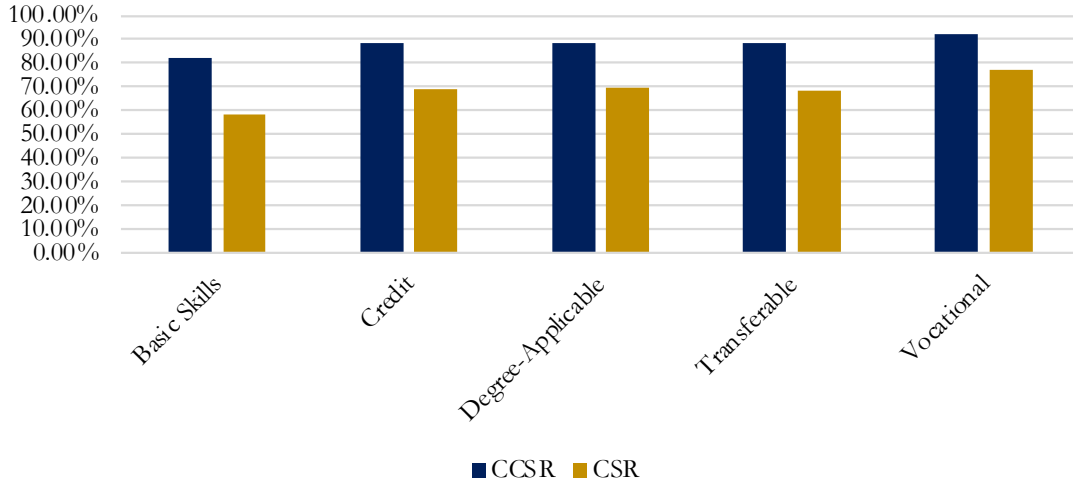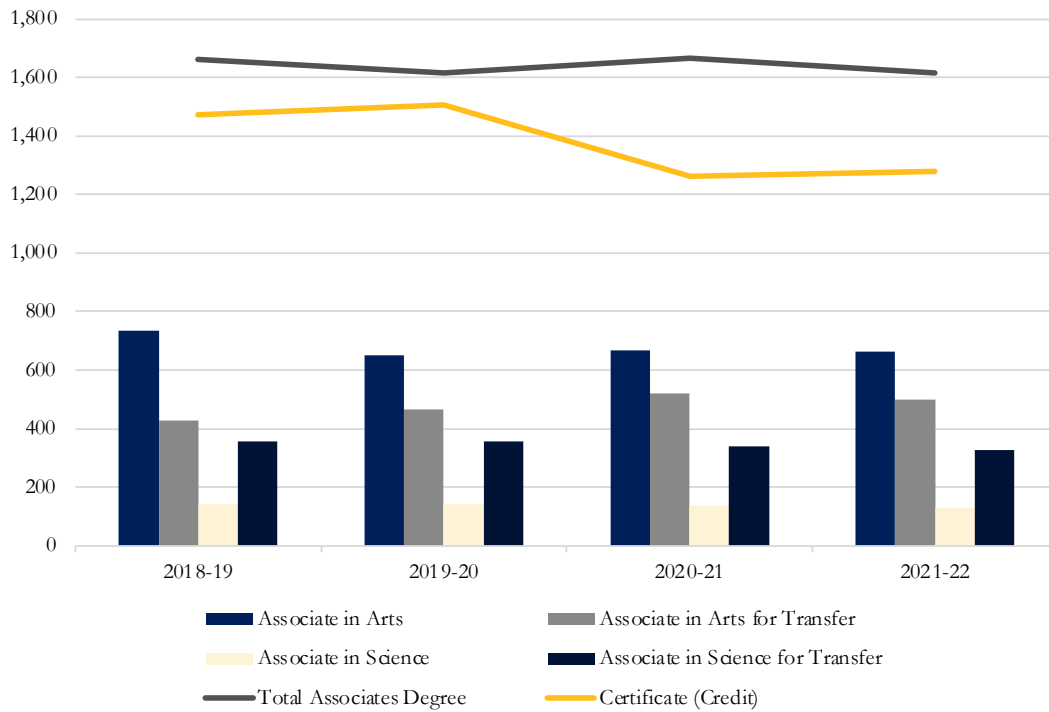
CCR, CSR by Course Type

CCSR   CSR

Figure 9: Merced College Office of Institutional Research

Awards

Associate in Arts   Associate in Arts for Transfer
Associate in Science   Associate in Science for Transfer
Total Associates Degree   Certificate (Credit)

Figure 10: Merced College Office of Institutional Research

Top 5 ISP Transfers
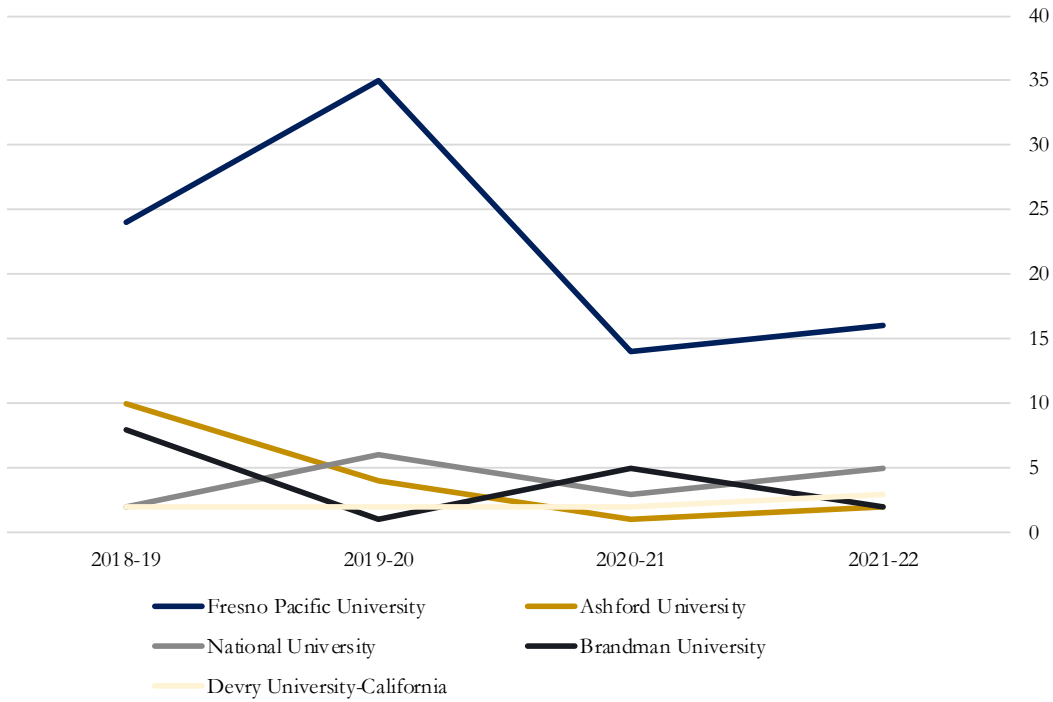
Figure 11: Merced College Office of Institutional Research
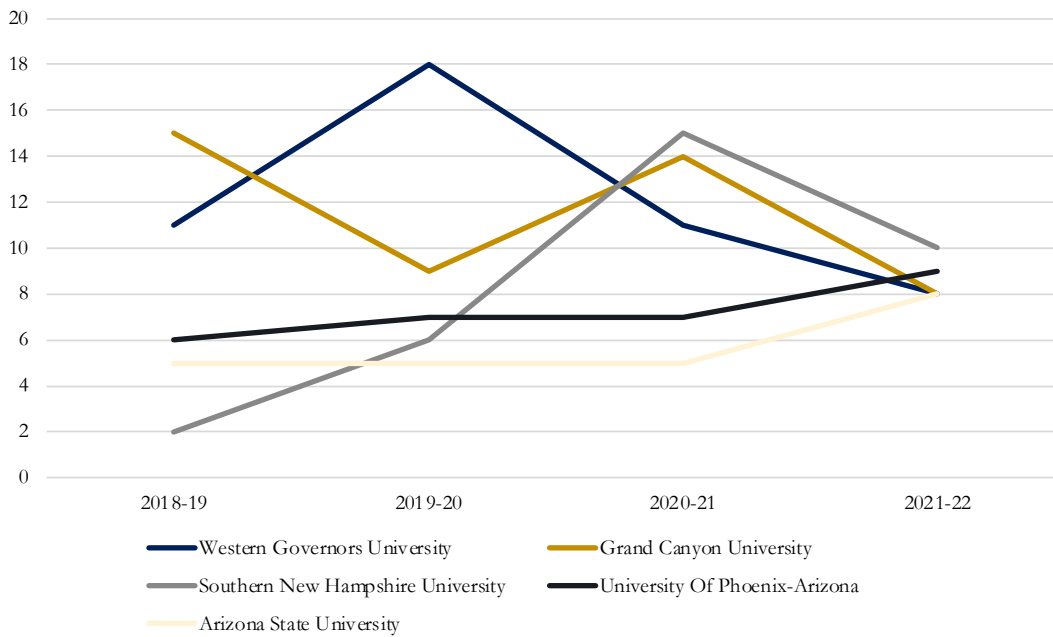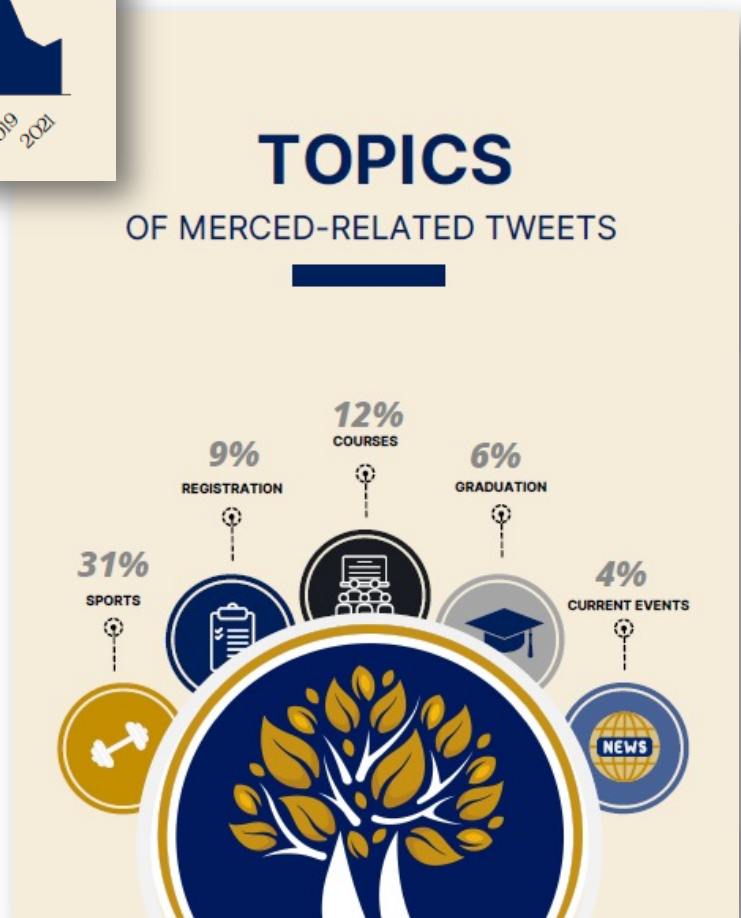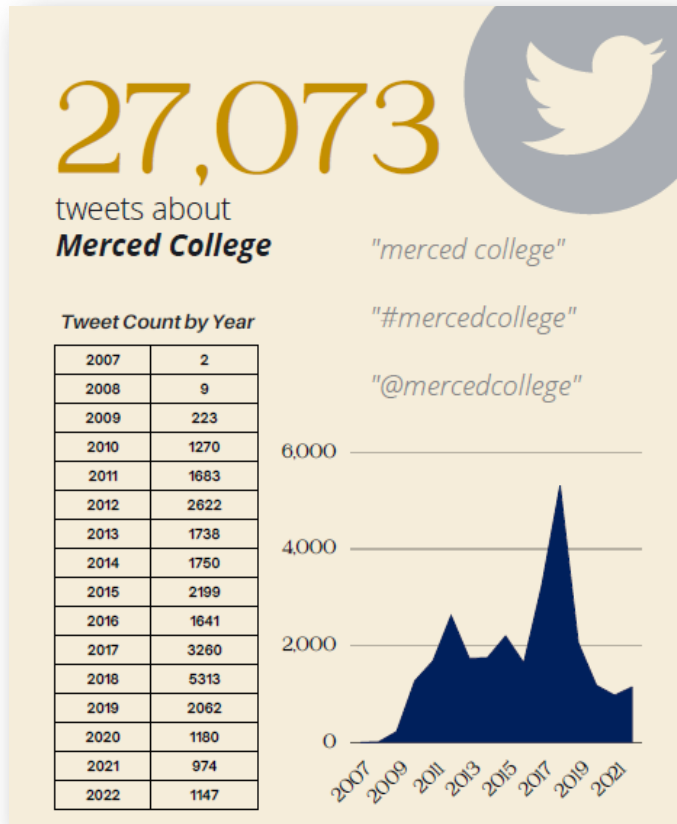
Top 5 OOS Transfers

Figure 12: Merced College Office of Institutional Research

Appendix 2: Twitter Analysis Further Details

27,073
tweets about
Merced College

"merced college"

"#mercedcollege"

"@mercedcollege"

Tweet Count by Year

Year	Count
2007	2
2008	9
2009	223
2010	1270
2011	1683
2012	2622
2013	1738
2014	1750
2015	2199
2016	1641
2017	3260
2018	5313
2019	2062
2020	1180
2021	974
2022	1147

TOPICS
OF MERCED-RELATED TWEETS

31% SPORTS

9% REGISTRATION

12% COURSES

6% GRADUATION

4% CURRENT EVENTS

Sentiment Analysis

Sentiment analysis is a technique that uses statistics, natural language processing, and machine learning to **determine the emotional meaning of messages.**

Sports related tweets

- **32.7% Positive sentiment** - *Wow! @mccollegevb is still undefeated!*
- **55.4% Informational (Neutral)** - *Watching the baseball game at Merced College.*
- **11.9% Negative sentiment** - *Water Polo Merced College men lose to NorCals*

Campus tour related tweets

- **58.5% Positive sentiment** - *A group of seniors had the opportunity to tour the Fast Track programs!*
- **38.1% Educational (Neutral)** - *Not sure about Merced College? Why not take a tour!*
- **3.4% Negative sentiment** - *I think it's hilarious that they give kids tours of merced college*

Current Event related tweets

- **34.3% Positive sentiment** - *Come out & join us for a pregame barbecue on Saturday, Oct. 14!*
- **49.1% Educational (Neutral)** - *Baseball will take on @mercedcollege this afternoon.*
- **16.6% Negative sentiment** - *These girls came up to me at Merced College! Be careful ladies!*

Academic related tweets

- **73.1% Positive sentiment** - *Merced College to loan more than 1,500 laptops to students.*
- **19.7% Neutral** - *Might consider transferring to Merced college next semester.*
- **7.2% Negative sentiment** - *I, as a SOCIOLOGY MAJOR, can't get into sociology. :(*

Tweet Engagment

According to Twitter, **engagement** quantifies user interaction, including **retweets, replies, likes, etc.** (Twitter, 2022).

These topics generated the most engagement:

Saving Students Money
"Merced college saved me money and was the best decision for me."

Highlighting Student Success
""I am not the most confident student. Today i got home to find 2 big envelopes from Merced college, to open them and find my degrees!!"

Student Athlete Commitments
"I am truly blessed that I can say I am committed to Merced College #GoBlueDevils"

Opinion Leader (Journalists)
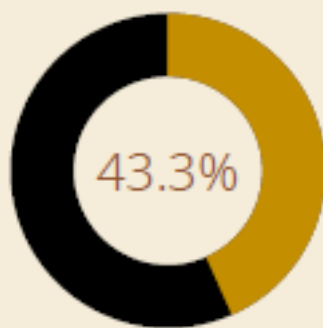*"I'm excited to be back in the field as the North Valley reporter for @ABC30. We have a new bureau at @mercedcollege"*

Current Events & Giveaways
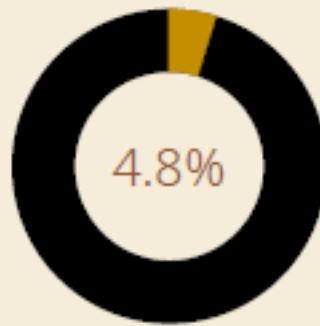*"Merced College is giving students FREE TEXTBOOKS Spring 2022!!"*

Sports Updates
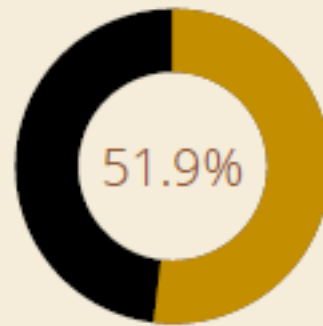*"Merced College star David Perales signs with Sacramento State."*

Tweets by user group

43.3%	4.8%	51.9%
FROM MERCED	**JOURNALISTS**	**ENGAGEMENT**
Tweets originating from an official Merced-affiliated account	*Tweets originating from accounts with journalist or reporter mention in the user bio*	*Tweets originating from accounts that could not be identified as news reporting or tied to official Merced accounts*

Opinion Leaders

Users that have tweeted about Merced College with the most amount of followers (reach)

User	Followers	User Description
MackenzieMays	26488	Journalist @latimes. App-uh-latch-un. Send tips to: mackenzie.mays@latimes.com
sherylkahn	9789	Multimedia Journalist; also likes hiking, wildlife, nature, travel, music, movies, optimistic attitudes.
turlockjournal	8467	The Turlock Journal newspaper has been the premier source for Turlock area news since 1904. Your town. Your news. Your paper.
MatthewKeysLive	46293	Award-winning journalist who covers tech, media and business. Past: @reuters, @fox40, @abc7newsbayarea, @mcnaughtonmedia. Northern California = Home
sabrinahalvorsn	5192	Professional writer, radio host & speaker. Award-winning journalist with a sharp focus on ag news. Debut novel now available.
jjackson235	944	USMC DEP,RCC,future Smokeater/ATC,livin life to the fullest,Journalist-Athletic Training Student #TeamMingle,RCC Athletics Support-Independent Contractor conten
loud_eddie	2587	Erstwhile Sports Reporter @turlockjournal and Studio 209/The Blitz	PA @ModestoNuts	Ordained Minister	#SalinasHighAlum @Stan_state
RamonaGiwargis	6038	Co-founder @SJSpotlight. @SPJ_NorCal board. Past: @reviewjournal, @mercnews, @mercedsunstar. I'm Assyrian, @SJSU grad, animal lover, MJ fan & I keep God first.
brandonbowers	3175	Editor of Today's News-Herald (@havasunews) in Lake Havasu City, Arizona. Dad of 3. Formerly: @ccurrentargus, @mercedsunstar, @turlockjournal & @mantecabulletin
josephkieta	2596	Editor of The Fresno Bee and the Merced Sun-Star. Formerly editor of The Modesto Bee, among others. Digital journalist, local news junkie, Ohio native.