

**Institutional Self-Evaluation Report
August 2023**



MERCED
COLLEGE



Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by

Merced College

3600 M Street

Merced, CA 95348

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

August 2023

CERTIFICATION


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

From: Dr. Chris Vitelli
Merced Community College District
3600 M Street, Merced CA 95348

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

 5/23/23


Dr. Chris Vitelli, Superintendent/President [Date]

 5/23/23

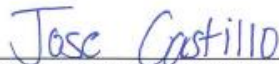
Mr. John Pedrozo, Board of Trustees Chair [Date]

 5/11/23

Mr. Patrick Mitchell, Academic Senate President [Date]

 5/18/23

Ms. Gabriela Garcia, Classified Senate President [Date]

 5-18-23

Mr. Jose Castillo, Associated Students, President [Date]

 5/19/23

Ms. Karissa Morehouse, Accreditation Liaison Officer [Date]

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A. Introduction

College History

Merced College was founded in 1962, formed by a vote of the people of the Le Grand and Merced Union High School Districts, with classes beginning in fall 1963 at a temporary site at the Merced County Fairgrounds. Classes at the permanent campus began in the summer of 1966. Since then, it has delivered high-quality programs for academic transfer, vocational training, community education, and student services. Originally the Board of Trustees consisted of five elected at large members. Later on, the Board of Trustees was expanded with two additional trustees, one to represent Dos Palos/Los Banos area and one to represent the Chowchilla area. Currently, the Governing Board is made up of seven elected officials representing the seven trustee areas and a Student Trustee elected by the student body. Merced College embraces its motto “Students are our focus, and we are known by their success.”

The Merced Community College District (MCCD) encompasses 2,184 square miles and includes most of Merced County, the Chowchilla Union High School District in Madera County, and the Dos Palos Joint Union Elementary School District. The main campus of Merced College is in the city of Merced and covers 269 acres including 50 permanent instructional, operational, and student support services facilities, ample ground for full athletic activities and instructional agricultural operations including reconstituted men and women’s soccer program, and the new 29,000 square foot Raj Kahlon Agriculture and Industrial Technology Complex to revolutionize and expand enrollment for our agriculture and IT students.

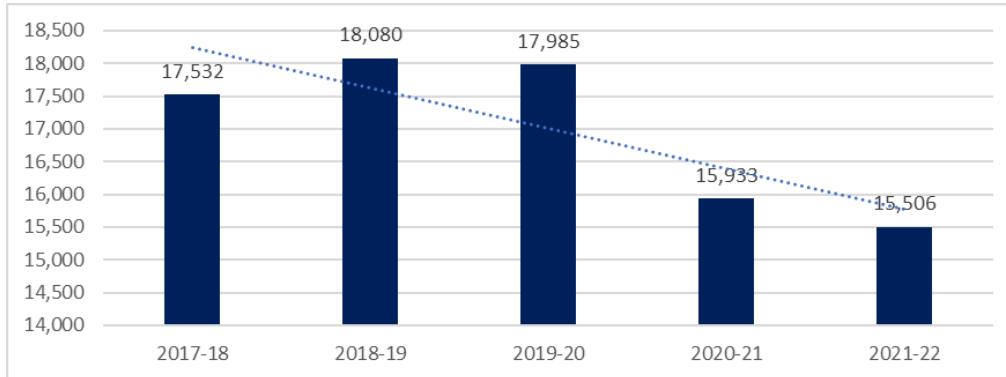
MCCD also includes a comprehensive educational center 40 miles west of the Merced campus to serve the people of Los Banos, Dos Palos, and the surrounding areas. The Center began as a full-service campus in 1971 with rented facilities. In 2007, a new, permanent campus was opened on the west side of the District’s service area. The campus offers a variety of programs for day and evening classes and provides a wide range of academic and vocational classes allowing students to stay in Los Banos and take all courses necessary for an associate degree and fulfill all the breadth requirements of a four-year state college. Additionally, the MCCD has a Business Resource Center located in downtown Merced. The District also offers classes at locations outside its two main locations for residents in Delhi, Dos Palos, Chowchilla, Livingston, and Mariposa as well as classes at Valley State Prison, Central California Women’s Facility, and United States Penitentiary, Atwater.

Merced College offers more than 80 associate degree programs including more than 30 Associate Degree’s for Transfer (ADT). Merced College also offers more than 50 certificate programs requiring a varied number of units for completion.

MCCD enrolled an average of 17,007 students in the last five years. However, like most colleges, enrollment declined during the COVID-19 global pandemic. The enrollment decline

from the 2019-20 academic year to the 2020-21 academic year for MCCD was 11.4%. The enrollment decline for the same period for the California Community College system was 13.2%. Current year enrollments have demonstrated a strong rebound in overall enrollments with the 2023-24 enrollment numbers mirroring, and in some cases exceeding, pre-pandemic enrollments for the summer and fall terms.

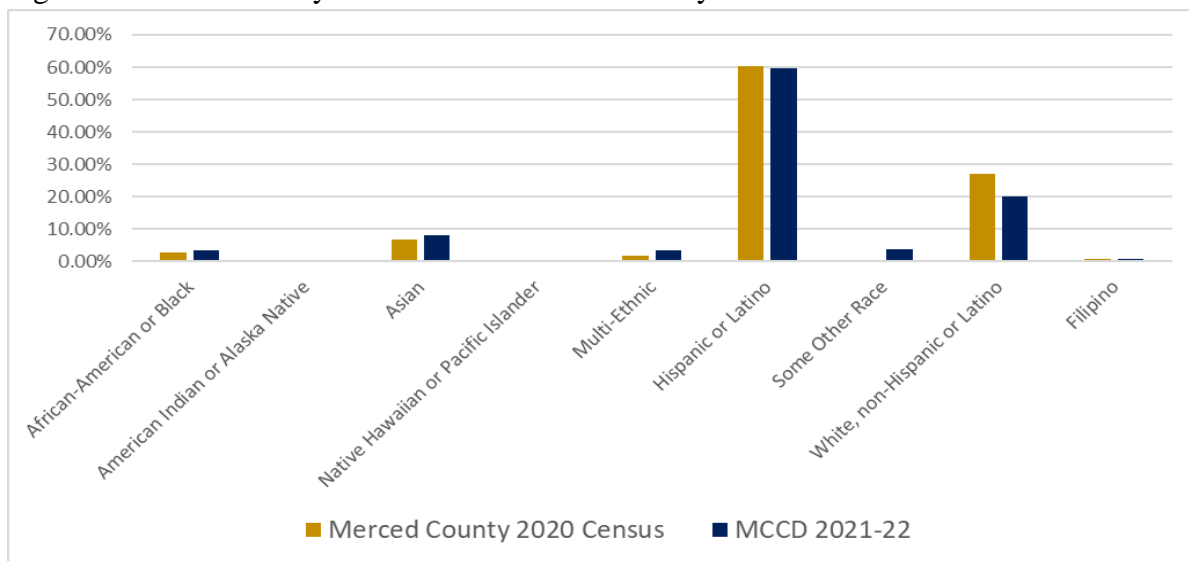
Figure 1: MCCD Annual Headcount-5 years (2017-18 to 2021-22)



Source: CCCCCO Data Mart

Approximately 60% of Merced College’s student enrollment in 2021-22 have self-identified as Hispanic. This reflects the Merced County population with a Hispanic population of 61%. Merced College has been designated a Hispanic Serving Institution by having Hispanic or Latinx student enrollment that is more than 25% of total full-time equivalent student enrollment. In 2022, Merced College was selected as a recipient of a Developing Hispanic Serving Institution 5-year grant. Figure 2 demonstrates that the MCCD student population closely mirrors that of Merced County.

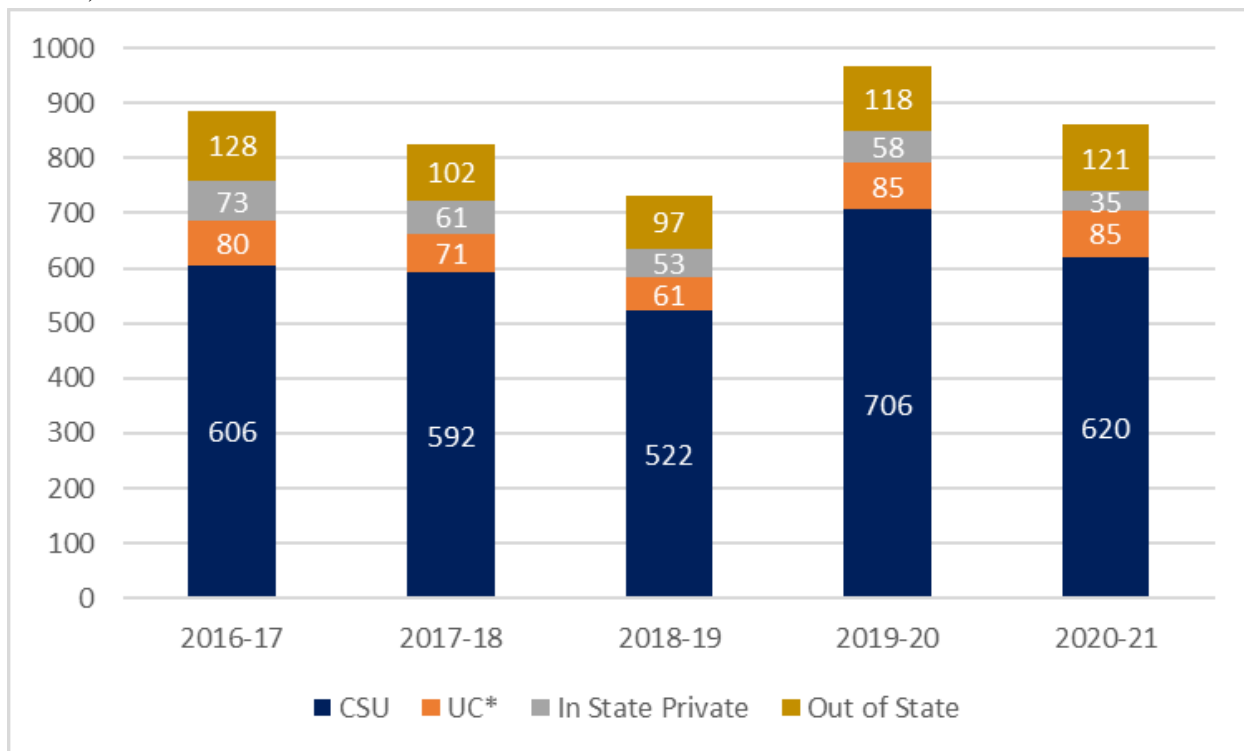
Figure 2: Merced County and MCCD Student Ethnicity



Source: CCCCCO Data Mart, 2020 Census Data (Merced County)

During the 2021-22 academic year MCCC awarded 2,912 degrees and certificates including 325 Associate in Science for Transfer and 498 Associate in Arts for Transfer degrees. From 2016-17 to 2020-21 on average 854 MCCC students transferred to a college or university. In fall 2021 the top 5 CSU and UC transfer institutions were CSU Stanislaus (297), CSU Fresno (67), UC Merced (63), CSU Sacramento (31), and CSU San Jose (12).

Figure 3: MCCC Transfer to 4 Year College/University (CSU Data = AY, UC Data = Fall Terms)



Source: CCCC Data Mart, UC InfoCenter (Fall terms), Office of the President

The District offers a variety of comprehensive services to assist students with their educational journeys, including, but not limited to, Student Success Center, Career Center, Transfer Center, Child Development Center, Counseling Department, Disabled Students Program and Services (DSPS), Extended Opportunity Programs and Services (EOPS), learning communities, Student Health Services, the Student Success and Tutorial Center (SSTC), Rising Scholars, Umoja Program, and Veterans Services at both the Merced and Los Banos campuses. In 2020, food pantries located at the Merced Campus, Los Banos Campus, and the Business Resource Center were added to provide currently enrolled students with daily snacks, drinks, and food. In addition, the Food Pantry provides personal hygiene products and a clothing closet for everyday use and/or job interviews. In fall 2021, the Student Success and Tutorial Center, previously located in two different locations, moved to a re-imagined, renovated, and renamed two-story Library, now called the Downey Learning Resource Center which offers tutorial, library and technology support services in one dynamic, centralized, and active learning space.

Since the 2016 ISER, Merced College has implemented several new programs to reduce barriers for students in areas such as transportation, textbook costs, and online education. After doing internal and external research, including a student vote, the College partnered with Merced County to provide students with a low-cost all-access bus pass. Additionally, in the spring of 2022, Merced College partnered with Follett ACCESS to simplify access to and use of textbooks and course materials with a standard \$25/unit fee, which students can volunteer to opt out each term. And in response to growing interest in online options, particularly from working professionals, Merced College faculty designed four accelerated fully online transfer programs that can be completed in 17 months. Finally, to improve access to online class offerings, the reLaunch program started in fall 2022 and now is being rebranded as Merced College Online.

In the last 6 years Merced College has received many new federal, state, and local grants. These grants provide a range of opportunities to improve services to students including: remodeling the Vocational Building; scholarships for STEM students; increased funds for our Child Development Center; critical needs funds for foster youth; funds to increase education to reduce domestic violence, dating violence, sexual assault, and stalking on campus; expanding innovative practices in agriculture and food technology, new infrastructure; and a medical school pipeline partnership with UC Merced to expand the ranks of racially and ethnically diverse medical professionals.

Noncredit and industry driven programs are increasing and more tailored to regional needs. The Hospitality Career Academy began in the fall 2021 as a partnership between Merced College, Hyatt's El Capitan Hotel, and the Mainzer restaurant to address the local hospitality hiring openings. Courses in the Academy are designed to help students better navigate the hospitality industry and provide a pipeline to local careers with upward mobility. In spring 2022, Merced College launched its Truck Driving Program in response to local/regional industry needs. Successful completion of TRK-769 provides students with the information they need to earn their Class A Permit. After completion of TRK-770 students are ready to take the driving test and earn their Class A license. The inaugural class of students are all on the road and employed.

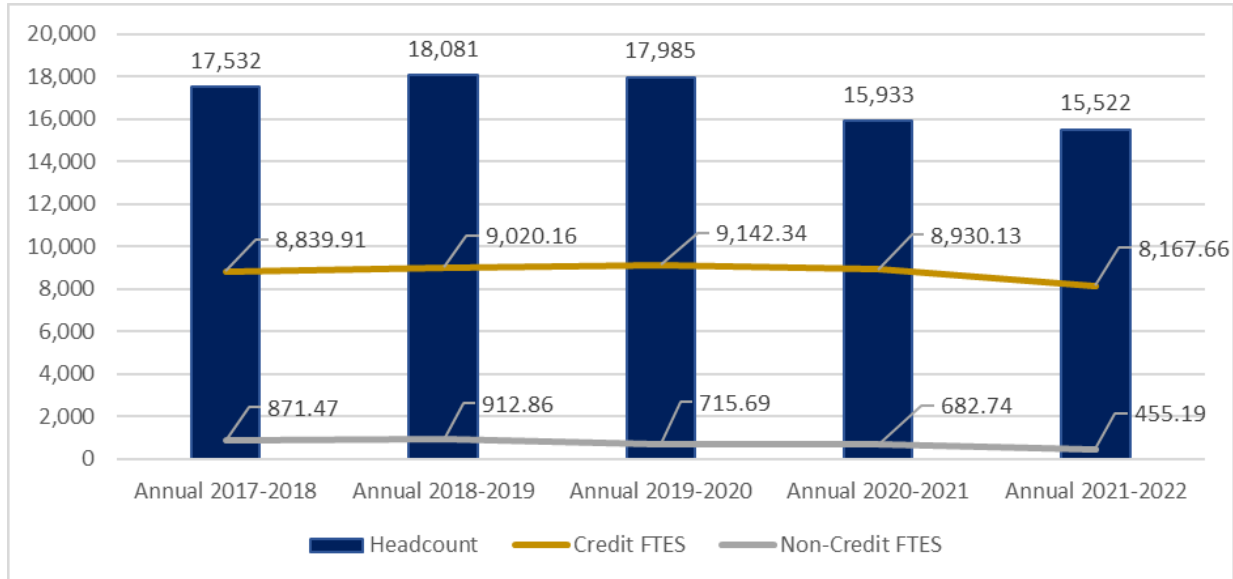
In August of 2021, the Trident Innovation Center opened on the Merced Campus. The Innovation Center houses a remote worker lounge for faculty and staff, a technology and general training classroom, recording studios, instructional design assistance, and learning management system support. In fall 2022, Merced College hired its first Dean of Innovation to oversee, among many things, professional development, innovative advances in higher education, and distance education programs.

Student Enrollment Data

Headcount and credit FTES at Merced College remained consistent from 2017-18 to 2019-20. However, due to the impact of the global COVID-19 pandemic, Merced College has seen a

decline in headcount and FTES for both credit and non-credit enrollment since 2020-21. From 2019-20 to 2020-21 the unduplicated headcount dropped 11.4% due to the ongoing impacts of the pandemic. As expected, 2021-22 enrollment continued to decline, but at a slower rate.

Figure 4: Headcount and FTES Enrollment Data (2017-18 to 2021-22)

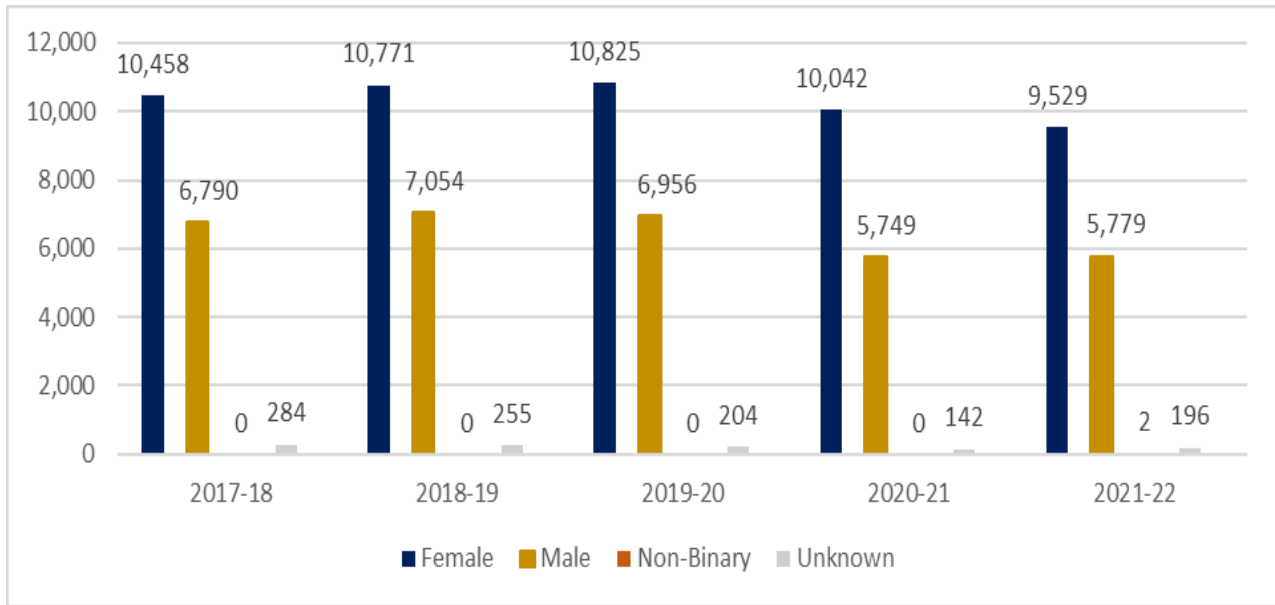


Data Source: CCCC Data Mart

Merced College declined in overall enrollments and demographics as a result of the pandemic, however, all indications point to a return of pre-pandemic levels for the current/upcoming academic year. In 2020-21 there was a decline in male enrollment (17.4%) as well as students 20-24 years old (13%). At the start of the pandemic there were declines in enrollment for students 35-39 years old (13.02%), students 40-49 years old (21.2%) and students fifty and older (48.6%). However, fifty and older students have begun returning to Merced College with a 45.0% increase in enrollment from 2021-21 to 2021-22. Enrollment for Hispanic students has declined 8.42% in the 2020-21 academic year and 2.04% in the 2021-22 academic year. The data also demonstrates that white, non-Hispanic students had an enrollment decrease of 11% in 2020-21 with an enrollment increase of 5.6% in 2021-22. The 2022-23 academic year demonstrated a strong return to stable enrollments with an 11% increase in enrollment for fall and a 14% increase in enrollment for spring over the 2021-22 academic year.

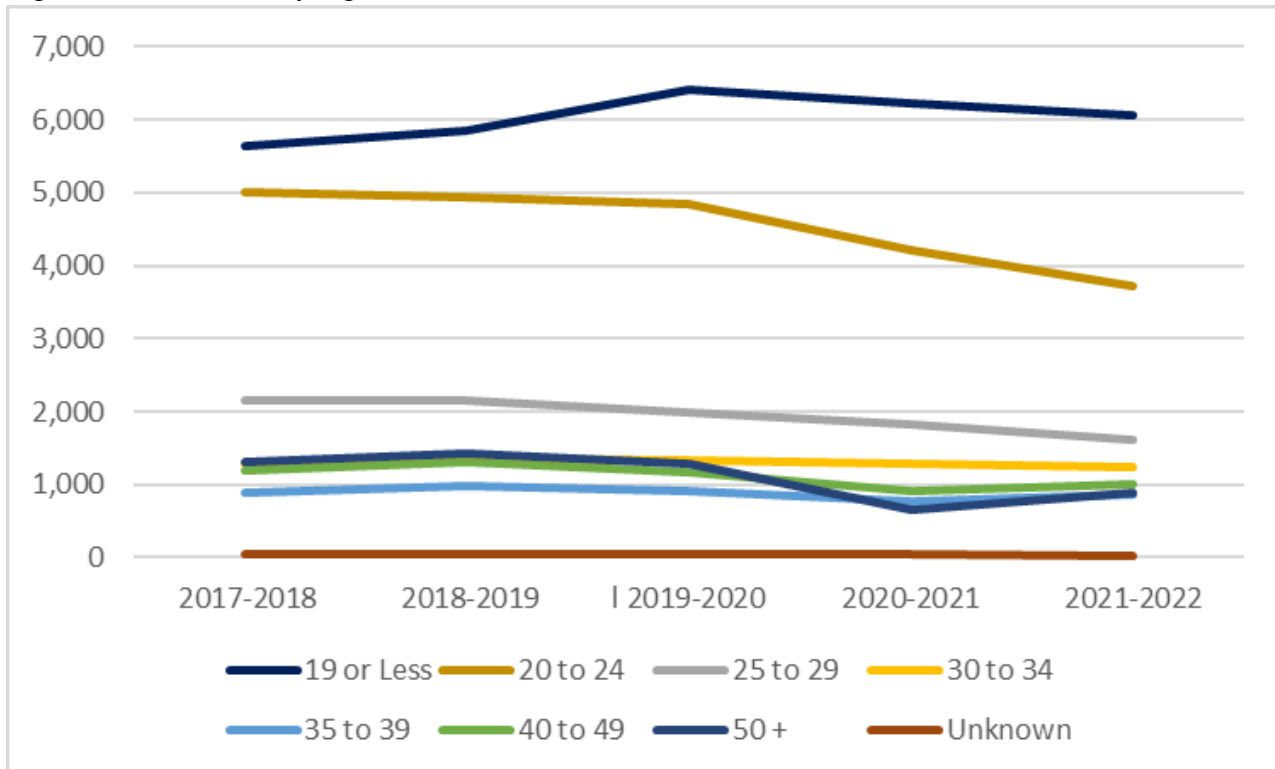
Most importantly and promising, however, is the enrollment numbers for the summer and fall 2023 terms. Merced College has experienced one of the strongest enrollment periods in the history of the district with all enrollment and demographic numbers matching and/or exceeding pre-pandemic levels. The District is on-track to exceed 10,000-plus FTES for the 2023-24 academic year.

Figure 5: Enrollment by Gender



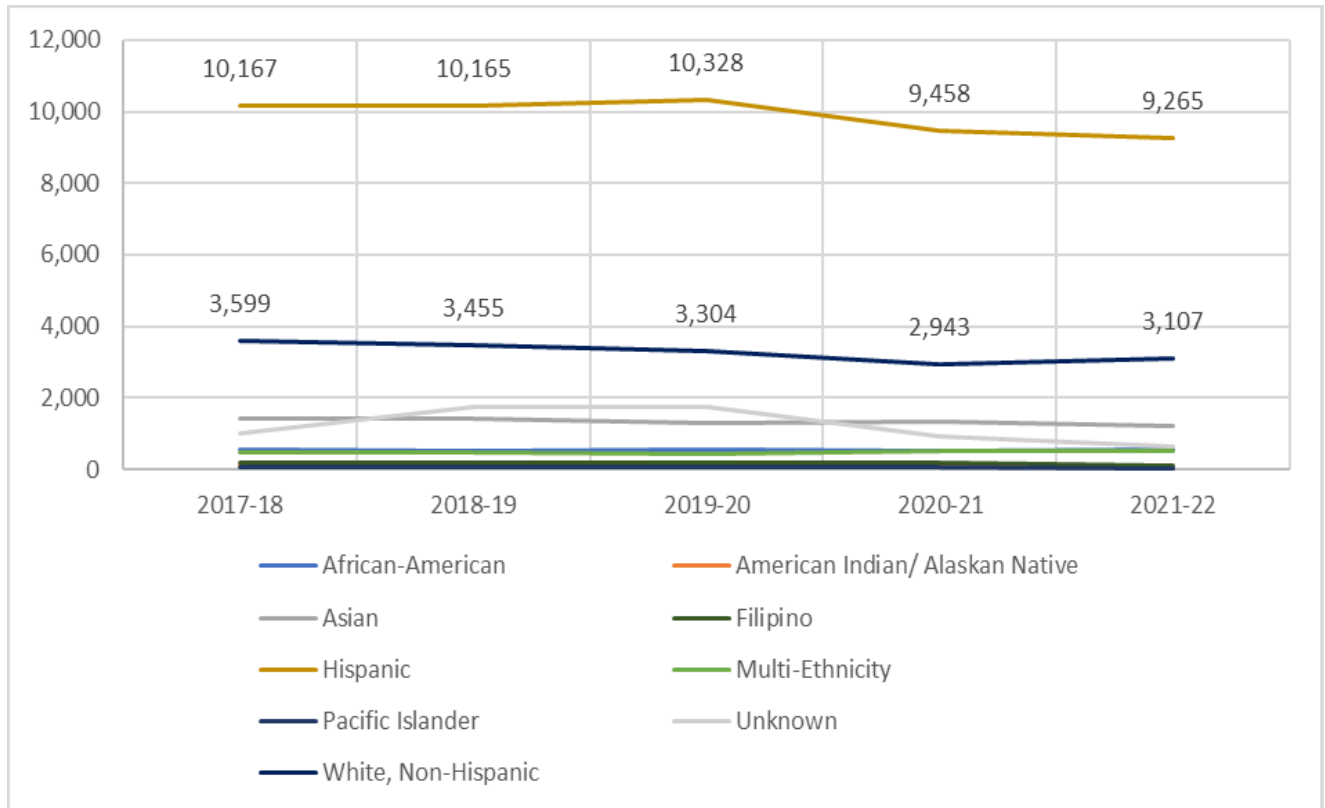
Data Source: CCCCO Data Mart

Figure 6: Enrollment by Age



Data Source: CCCCO Data Mart

Figure 7: Enrollment by Race/Ethnicity



Data Source: CCCC Data Mart

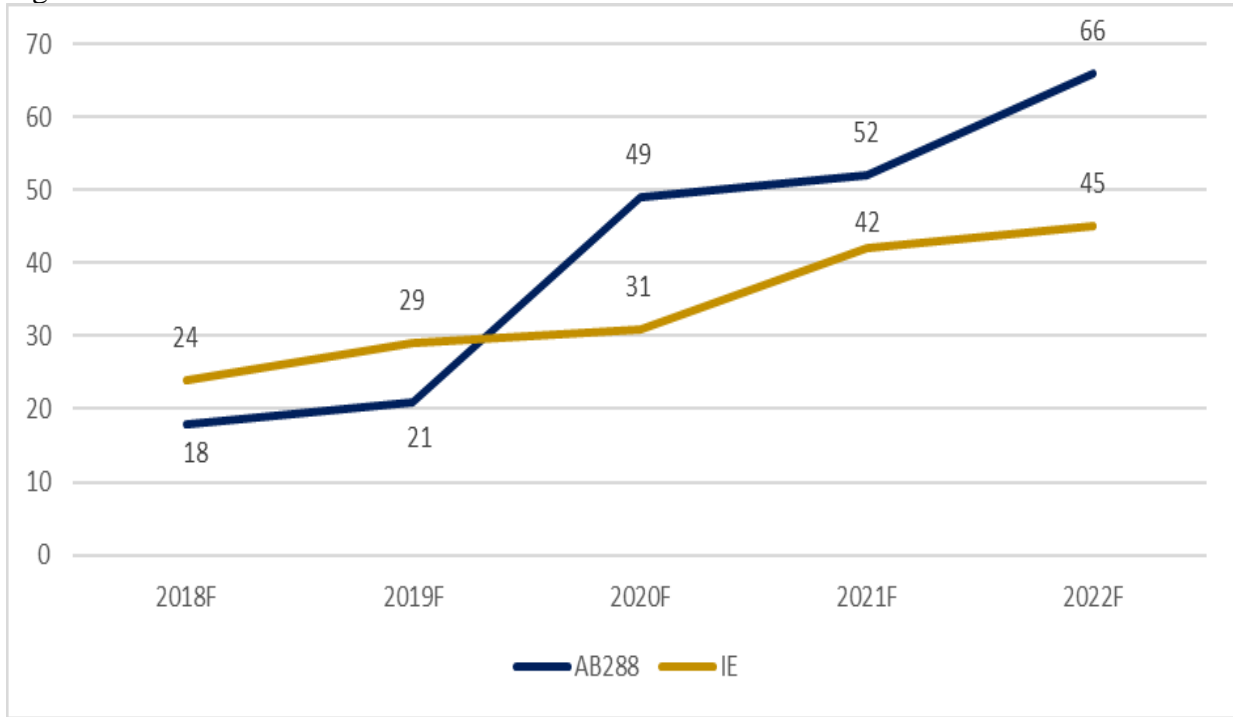
The College and Career Access Pathways, CCAP, program offers college courses to high school students to “jump start” their college education. Assembly Bill 288 authorizes California Community College districts to work with high school districts to provide enrollment opportunities for students. Enrollment for CCAP/AB 288 and Inmate Education (IE) students has continued to rise steadily since 2017 and the pandemic did not hinder enrollment. The number of sections offered for CCAP/AB288 and IE students has risen steadily since 2018F with CCAP/AB288 sections more than triple.

Table 1: CCAP/AB 288 and Inmate Education Enrollment

Special Topics		2017-18	2018-19	2019-20	2020-21	2021-22
CCAP/AB 288	Duplicate	671	752	914	1,805	2,250
	Unique	584	561	628	1,098	1,488
Inmate Education	Duplicate	700	1,148	1,521	2,339	2,601
	Unique	295	450	515	630	679

Data Source: Internal M CCD Data

Figure 8: CCAP/AB288 and IE Sections



Data Source: Internal MCCD Data

First generation student enrollment in fall terms has remained about 40% of the student population. As part of the 2022-2025 Student Equity and Achievement Program Plan, Merced College will be focusing on first generation students to increase enrollment, persistence, completion and transfer.

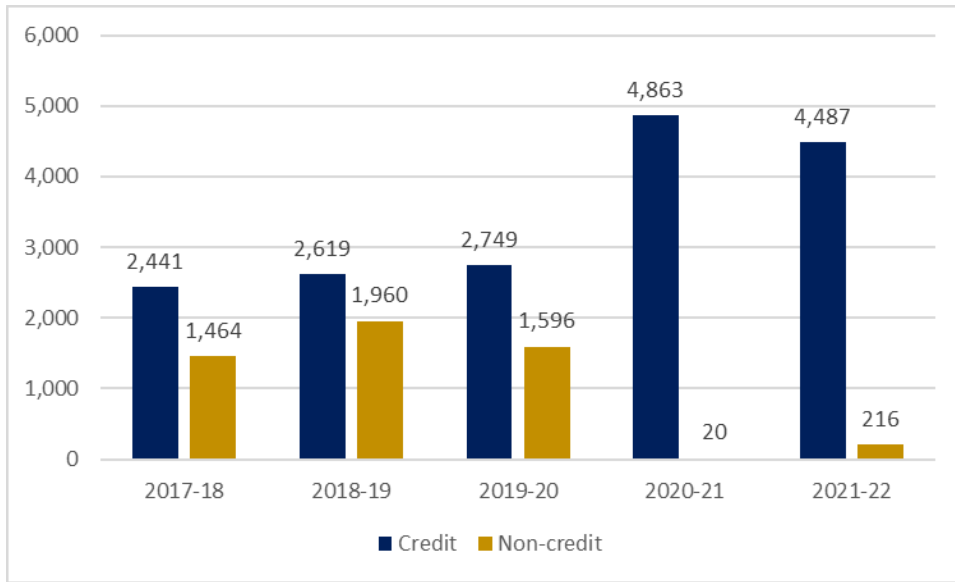
Table 2: 1st Generation Enrollment Data

1st Generation	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Headcount	4,812	4,911	5,141	4,662	4,147	4,398

Data Source: CCCC Data Mart

The data demonstrates that for the Los Banos Campus credit enrollment increased from 2019-20. This is a result of moving courses online during the pandemic. The Los Banos classes have seen increased enrollment due to the availability of online sections, which allows students from outside the immediate Los Banos area to enroll.

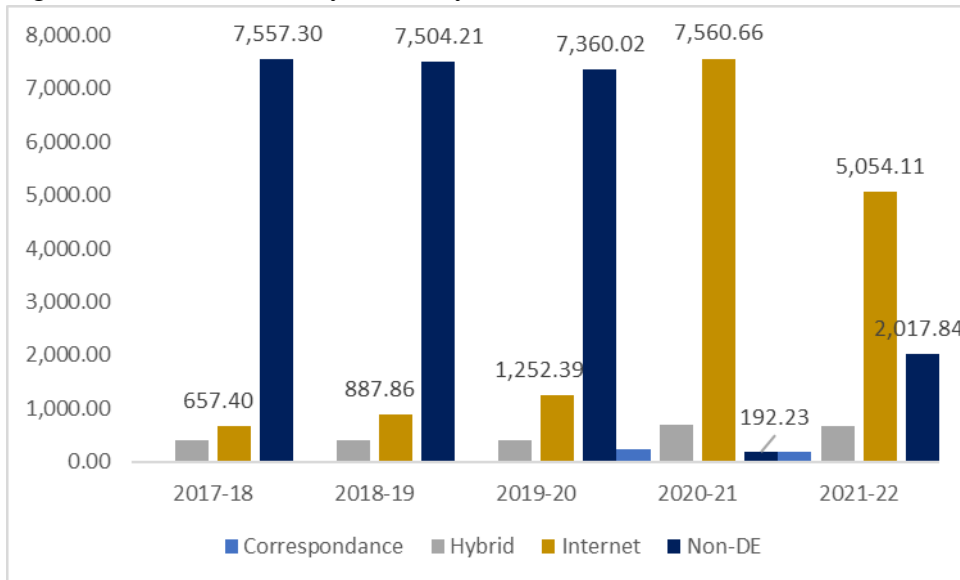
Figure 9: Los Banos Credit and Non-credit Enrollment



Data Source: Internal MCCD Data

Like many colleges, during the COVID 19 pandemic Merced College moved most of its courses online while a minimal number of the Career Technical Education courses maintained face-to-face (Non-DE) offerings in programs such as welding, automotive, electronics, and nursing. Therefore, the number of Non-DE (Non-Distance Education) courses decreased significantly in 2020-21; however, the number of face-to-face courses started to return in 2021-22 and have since stabilized to a relatively even mix of face-to-face, online, and hybrid offerings.

Figure 10: Credit FTES by Modality

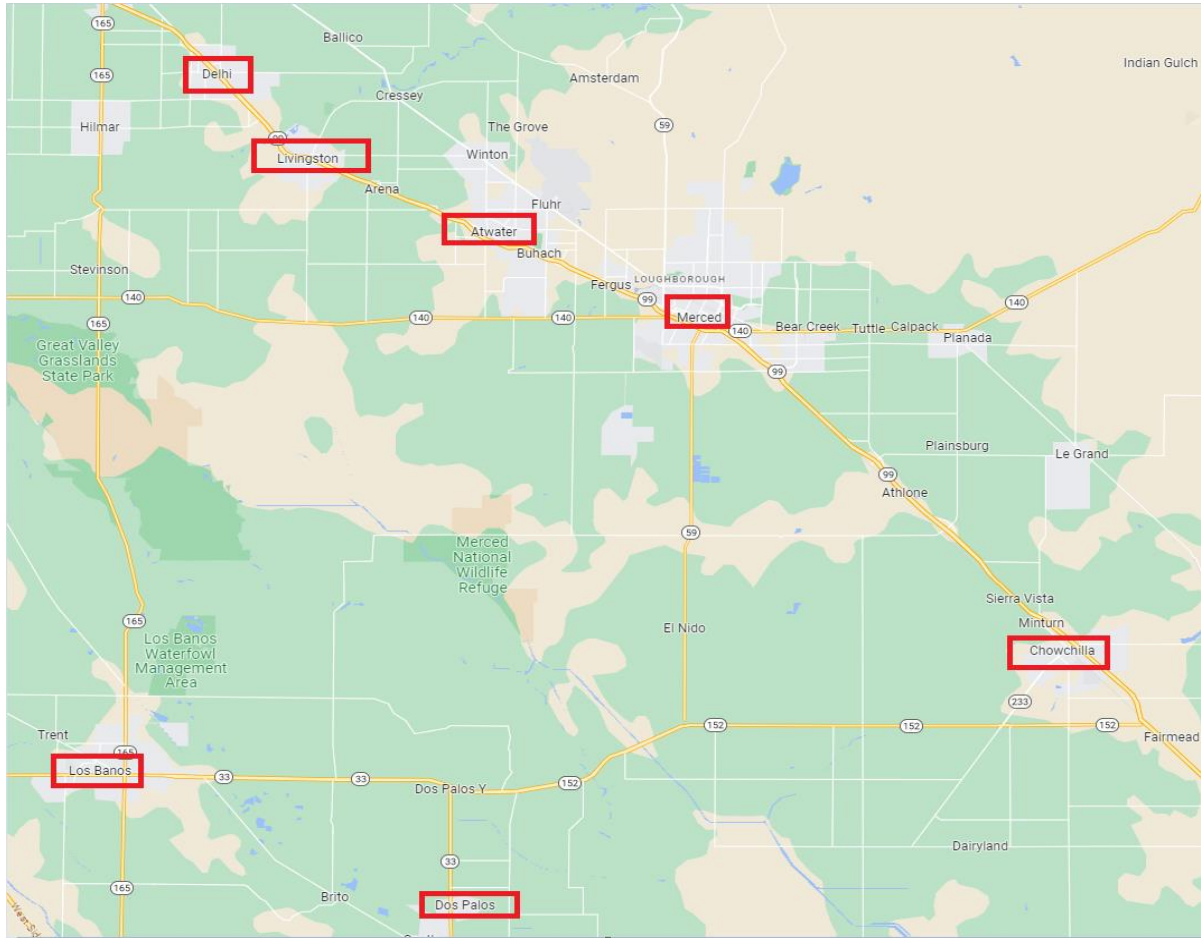


Data Source: Internal MCCD Data

Labor Market Data

Merced College's service area includes six primary cities within the District boundary: Atwater, Livingston, Delhi, Merced, Los Banos, Chowchilla, and Dos Palos. Merced is the largest city with a population of 89,308 and Dos Palos is the smallest, with a population of 5,775 in 2021.

Figure 11: Merced Community College District Service Area



The educational attainment level for Merced County is lower than that of California and the United States in both the percentage of the population with a high school diploma or higher and the percentage of the population with a Bachelor's Degree or higher. For both California and the United States, the percentage of the population with a high school degree or higher is above 83% whereas for Merced County it is less than 70%. For California and the United States, the percentage of the population with a Bachelor's Degree or higher is about 32% whereas for Merced County it is 13.80%.

The unemployment rate for Merced County followed the same increasing trend as California and the United States in 2020. However, the unemployment rate continues to be higher in Merced County than for California or the United States.

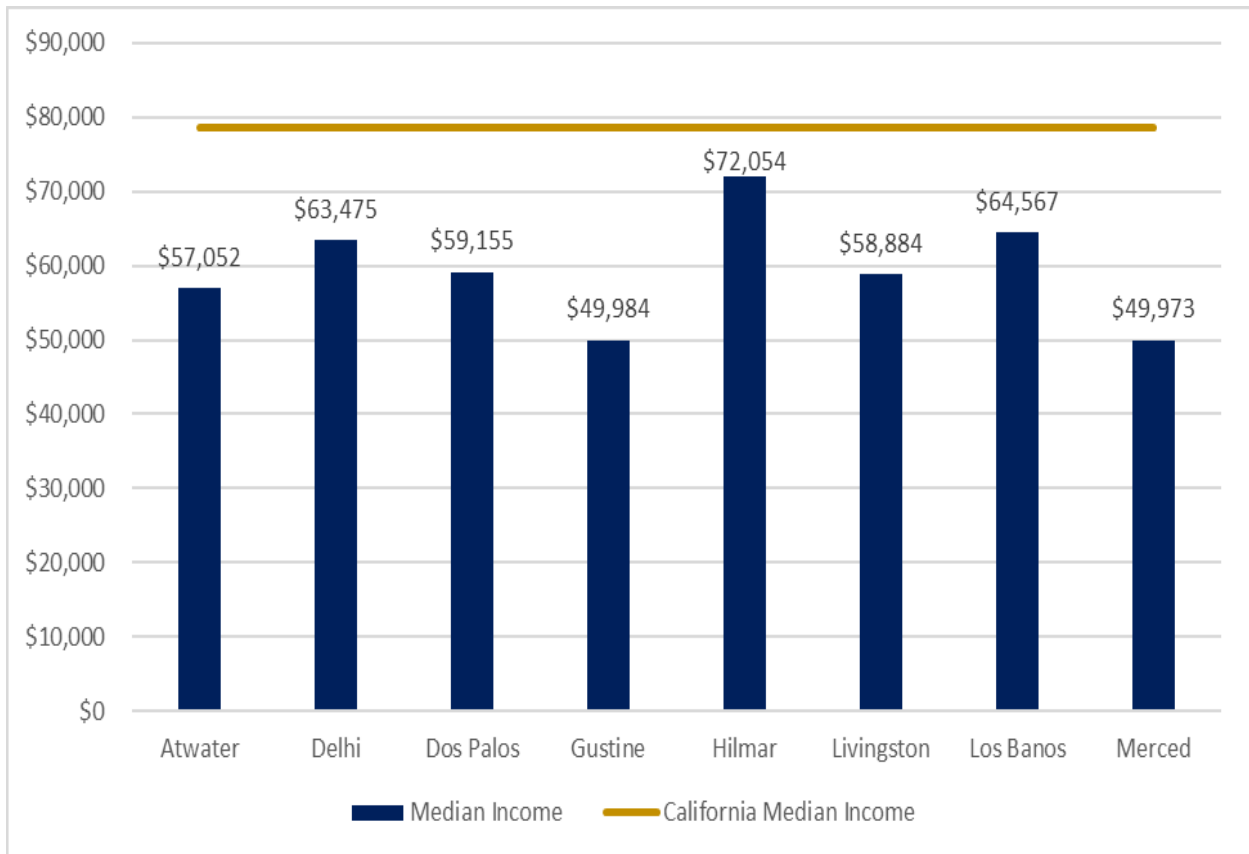
Table 3: Unemployment Rate for Merced County, California, and the United States

Year	Merced County	California (Sept.)	United States (Sept.)
2021	10.40%	6.40%	4.70%
2020	12.60%	10.30%	7.90%
2019	8.20%	4.10%	3.50%

Source: [2021](#), [2020](#), [2019](#), U.S. Bureau of Labor Statistics

The median household income in the cities that compose the Merced Community College District remains lower than the median for California. The median household income for California is \$78,672 while the city that comes closest to that is Hilmar with a median household income of \$72,054, which is 8% lower. Merced, the largest city in the Merced College district, has the lowest median household income at 36% below the median for California.

Figure 12: Median Household Income for Merced College District Compared to California (\$78,672)



Source: Us Census Bureau QuickFacts, July 1, 2121 (v2021)

Heavy and tractor trailer truck driving, which requires a postsecondary non-degree award, is one of the fastest growing industries in the service area. Merced College has responded to this need by creating a Truck Driver certificate in spring 2022. The labor market data mirrors the increased enrollment in the Business Administration Associate Degree as one of Merced College’s fastest growing programs especially with a fully online program.

Table 4: Top 5 Occupational Projections through 2028 requiring some college, non-degree award, or Associates -Merced MSA

Occupational Title	Entry Level Education	Job Training	Work Experience	Total Job Openings	Median Hourly Wage	Median Annual Wage
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	Short-term on-the-job training	None	2,490	\$19.26	\$40,046
Teacher Assistants	Some college, no degree	None	None	1,570	\$0.00	\$37,555*
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	Moderate-term on-the-job training	None	1,210	\$20.62	\$42,885
Medical Assistants	Postsecondary non-degree award	None	None	670	\$14.60	\$30,356
Automotive Service Technicians and Mechanics	Postsecondary non-degree award	Short-term on-the-job training	None	430	\$16.19	\$33,683

*2020-2030

Source: <https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

Table 5: Fastest Growing Occupations for some college, non-degree award, and Associates-Merced MSA

Occupational Title	Entry Level Education	Job Training	Work Experience	Median Hourly Wage	Median Annual Wage
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	Short-term on-the-job training	None	\$19.26	\$40,046.00
Medical Assistants	Postsecondary non-degree award	None	None	\$14.60	\$30,356.00
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Postsecondary non-degree award	Long-term on-the-job training	None	\$23.86	\$49,640.00
Computer User Support Specialists	Some college, no degree	None	None	\$ -	\$ -
Dental Assistants	Postsecondary non-degree award	None	None	\$18.28	\$38,020.00

Source: <https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

Demographic Data

Students attend Merced College for distinct reasons including adult education, career technical education, and degree/transfer. The table below describes the education goals indicated by students.

Table 6: Education goals of students

Headcount by Ed Goal	2016-17	2017-18	2018-19	2019-20	2020-21
Adult Education/ESL Students	7.01%	8.96%	8.87%	6.28%	5.36%
Short-Term Career Students	12.96%	13.32%	12.46%	12.64%	12.10%
Degree/Transfer Students	56.66%	52.54%	52.44%	55.21%	59.46%
Undecided	23.38%	25.19%	26.22%	25.87%	23.08%

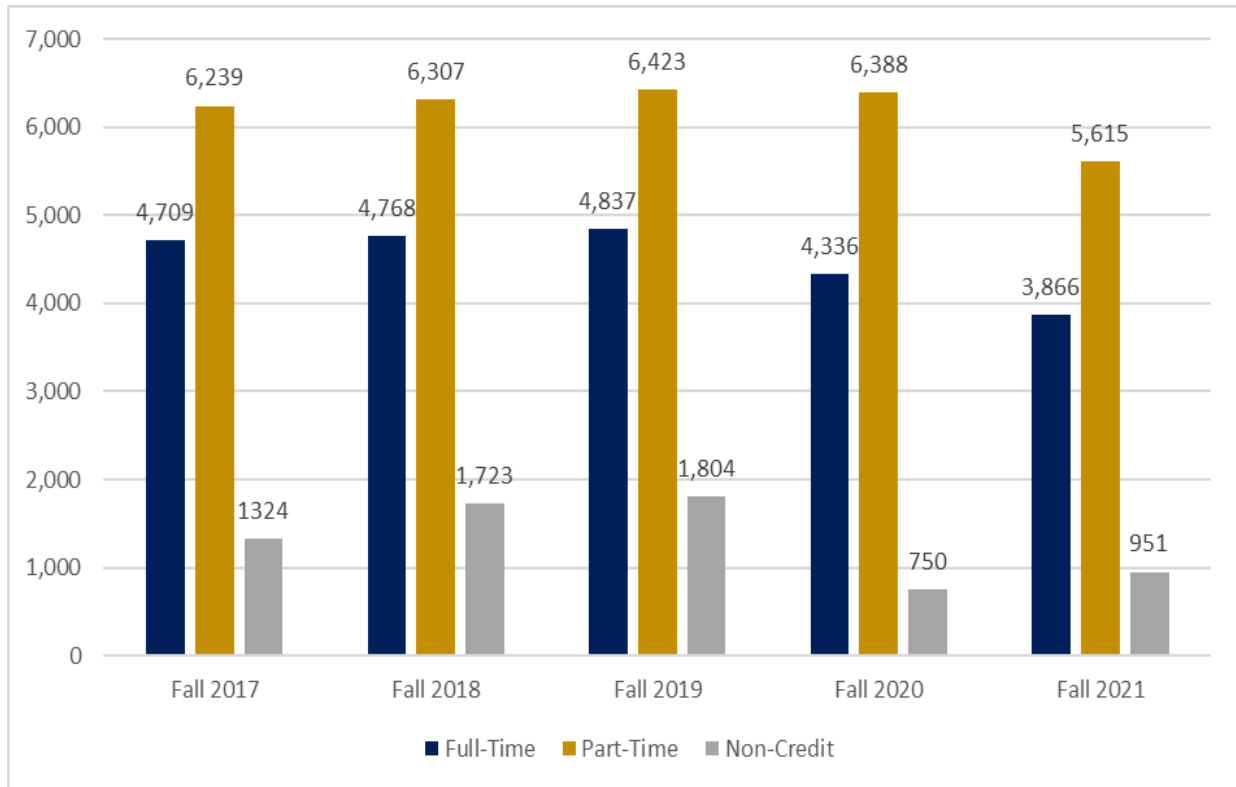
Data Source: Merced College Office of Institutional Effectiveness

Student information provided here represents student demographic profiles of all students enrolled between the fall 2017 and fall 2021. Student Demographic variables include full-time vs part-time enrollment, gender, age, race and ethnicity, and financial aid.

Enrollment

Figure 13 shows fall 2017 to fall 2021 full-time, part-time, and non-credit enrollment trends at Merced College.

Figure 13: Enrollment Full-Time vs Part-Time

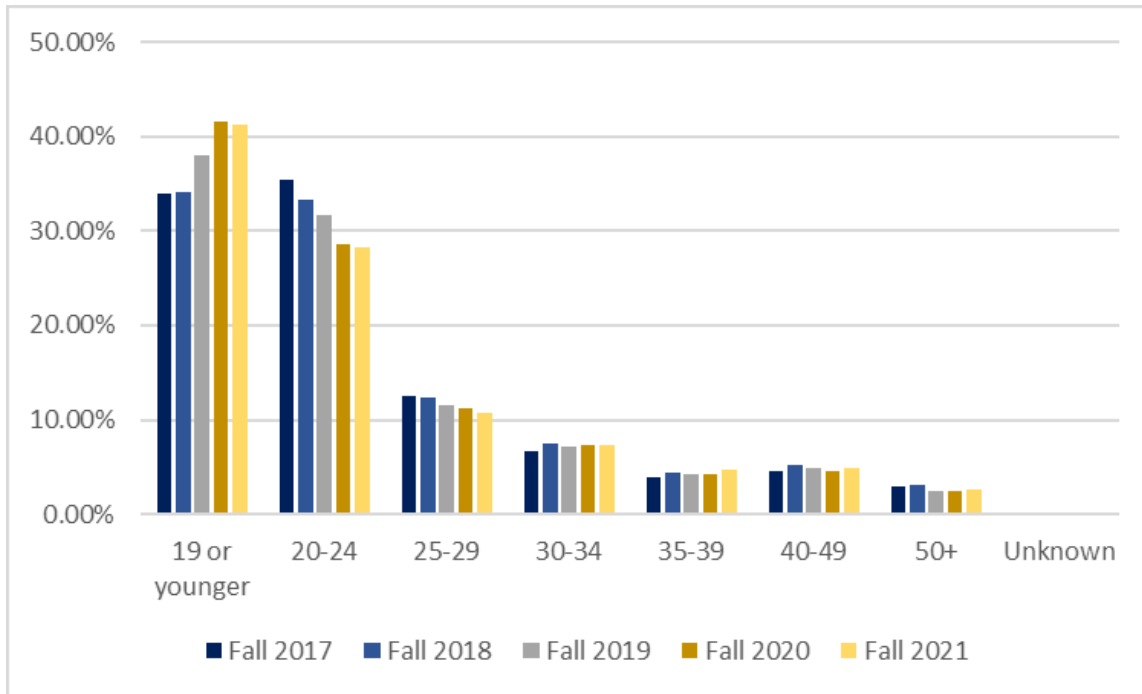


Data Source: CCCCO Data Mart

Student Age

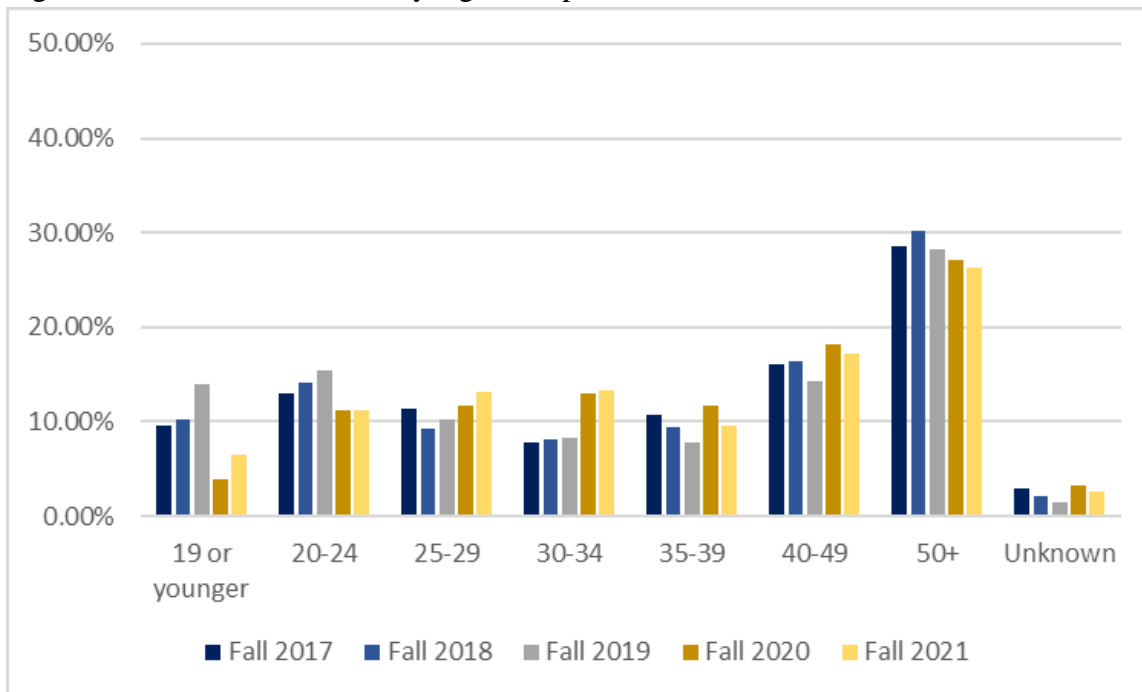
Most credit students are between the ages of 19 or younger and 20-24. However, most noncredit students are 35 or older. Both credit and non-credit student age ranges stay relatively consistent during the time frame shown. For credit students the data shows that for fall 2017 to fall 2021 students 19 or under, represented a percentage of 34% or greater. Non-credit students aged 50 or over, represented a percentage of 26% or greater in the same period. The trend for the age of credit students appears to be the opposite trend when compared to the age of employees in fall 2020.

Figure 14: Credit Students by Age Groups



Data Source: CCCC Data Mart

Figure 15: Noncredit Students by Age Group

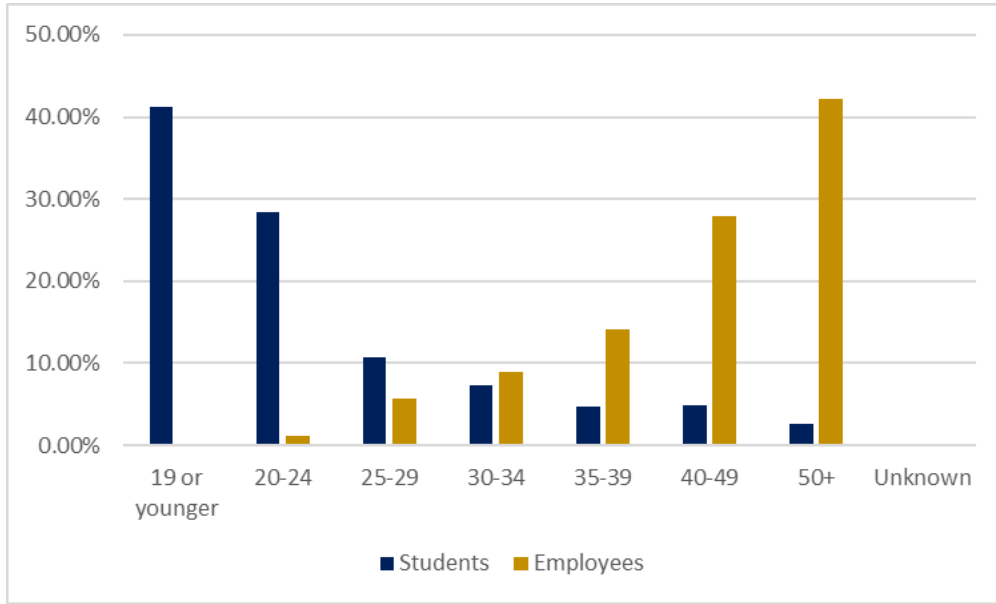


Data Source: CCCC Data Mart

In Fall 2022, Merced College employed 820 active employees including 20 educational administrators, 185 tenured and tenure-track faculty, 321 part-time faculty, and 294 classified

professionals.

Figure 16: Employee and Credit Student Age Comparison Fall 2021

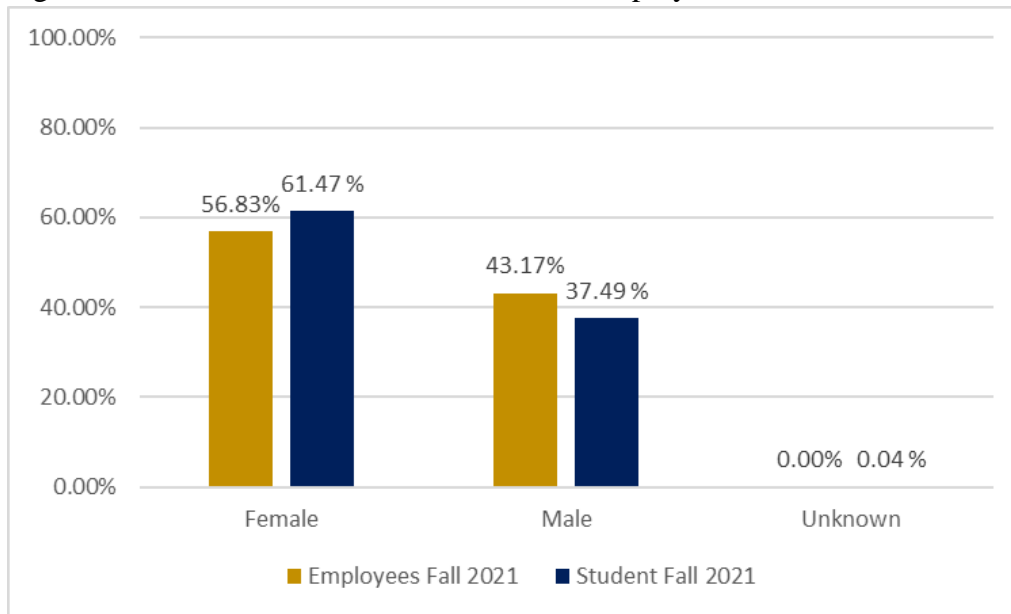


Data Source: CCCCO Data Mart

Gender

Most credit and non-credit students and employees are female. From fall 2017 to fall 2021 the percentage of female students for both credit and noncredit was more than 58%.

Figure 17: Gender Data for MC Students and Employees Fall 2021



Source: CCCCO Data Mart

Race/Ethnicity

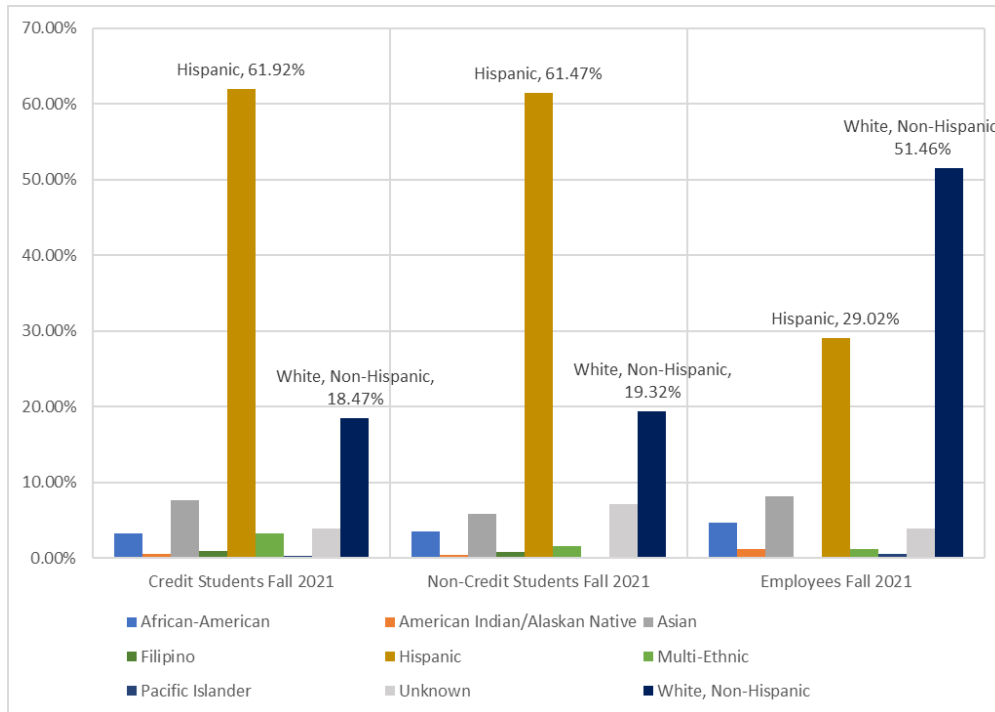
More than half of the students from Fall 2017 to Fall 2021 are Hispanic. For both credit and non-credit students, the second highest population is white, non-Hispanic. For employees, the largest population is white, non-Hispanic and the second largest population is Hispanic. The District’s EEO Plan addresses the gap in employee diversity to better represent our student population.

Table 7: Race/Ethnicity Students for Fall 2017 to 2021

Enrollment	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
African-American	3.07%	2.70%	2.89%	3.09%	3.23%
American Indian/Alaskan Native	0.50%	0.39%	0.44%	0.49%	0.51%
Asian	8.50%	7.67%	6.91%	7.63%	7.58%
Filipino	1.02%	0.91%	0.93%	1.00%	0.77%
Hispanic	60.81%	55.56%	56.88%	59.25%	62.12%
Multi-Ethnicity	2.93%	2.64%	2.17%	2.92%	3.13%
Pacific Islander	0.36%	0.30%	0.31%	0.18%	0.23%
Unknown	1.55%	11.15%	12.28%	7.30%	3.91%
White Non-Hispanic	21.27%	18.69%	17.18%	18.13%	18.53%

Data Source: CCCC Data Mart

Figure 18: Student and Employee Race/Ethnicity

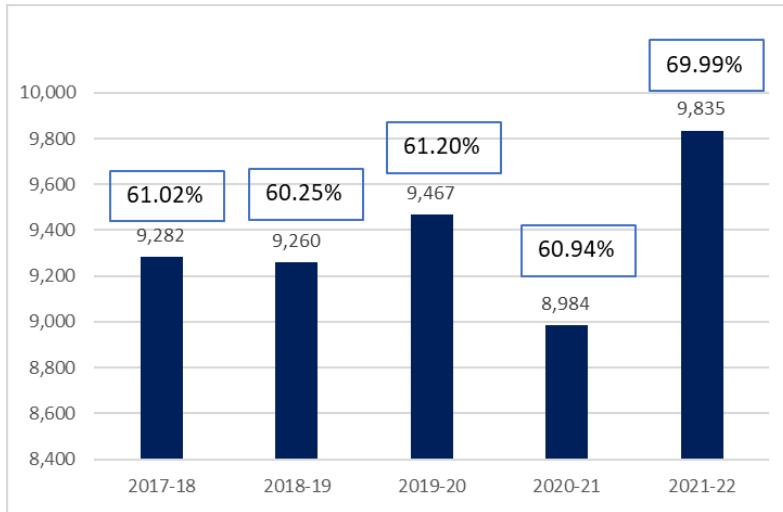


Data Source: CCCC Data Mart

Socio-economic Data

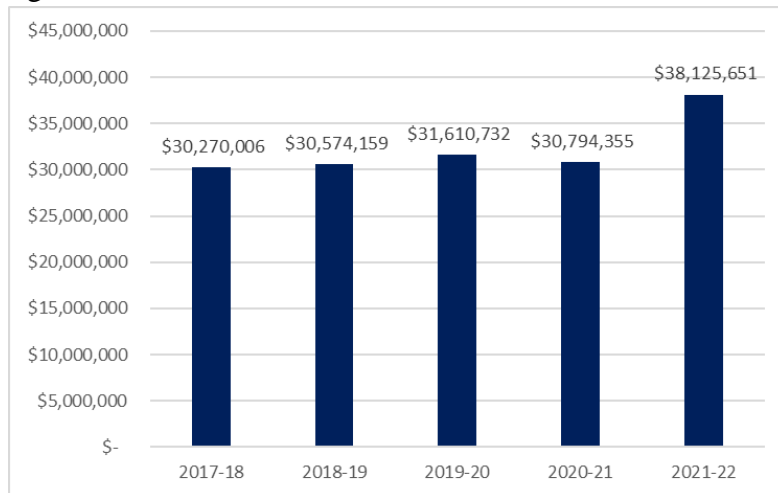
Various forms of financial aid are available to Merced College students including Pell Grants, Promise Grants (tuition fee waivers), scholarships, work study, and loans. Additionally, for the last two years COVID-19 funds have been available to assist students during the uncertainty of the pandemic. On average, more than 60% of Merced College credit students receive some form of financial aid. From 2017-18 to 2021-22, the number of students who have received financial aid has stayed relatively the same. Students typically are eligible for and receive aid from various areas as indicated by the 2021-22 numbers. In the 2021-22 academic year, 9,835 students received 28,031 awards which equated to more than 38-million dollars of aid awarded to Merced College students.

Figure 19: Number of Merced College Financial Aid Recipients (the number in the box above each bar represents the % of credit students who have received FA)



Source: CCCC Data Mart

Figure 20: Amount of Financial Aid Awarded



Source: CCCC Data Mart

Sites

Campus Locations	
Merced – Main Campus 3600 M Street Merced, Ca. 95348	Los Banos Campus 22240 Highway 152 Los Banos, Ca. 93635
Off Campus Locations	
Business Resource Center (BRC) 630 W 19th Street Merced, Ca. 95340	Delhi High School 16881 W. Schendel Delhi, Ca. 95315
Delhi Center of Merced College 9384 Merced Avenue Delhi, Ca. 95315	Dos Palos High School 1701 E. Blossom Dos Palos, Ca. 93620
Livingston High School 1617 Main Street Livingston, Ca. 95334	Mariposa High School 5074 Old Highway North Mariposa, Ca. 95338
Valley State Prison 21633 Avenue 24 Chowchilla, Ca. 93610	Central California Women’s Facility 23370 Rd. 22 Chowchilla, Ca. 93610
Iris Garrett Juvenile Justice Correctional 2840 West Sandy Mush Road Merced, Ca. 95343	United States Penitentiary, Atwater 1 Federal Way Atwater, Ca. 95301

Specialized or Programmatic Accreditation

Merced College maintains programmatic accreditation from 9 outside regional and national organizations, including:

Program	Accreditation Organization
Automotive Technician	Automotive Service Excellence (ASE) Education Foundation
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs
Diagnostic Medical Sonography	Joint Review Committee on Education in Diagnostic Medical Sonography
Diagnostic Radiologic Technology	California Department of Public Health, Radiation Health Branch
Diagnostic Radiologic Technology	Joint Review Committee on Education in Radiologic Technology
Emergency Medical Care (Paramedic)	Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions
Nursing Assistant	California Department of Public Health
Registered Nursing Program	Board of Registered Nursing
Vocational Nursing Program	Board of Vocational Nursing and Psychiatric Technicians
Nutrition	Association of Nutrition and Foodservice Professionals

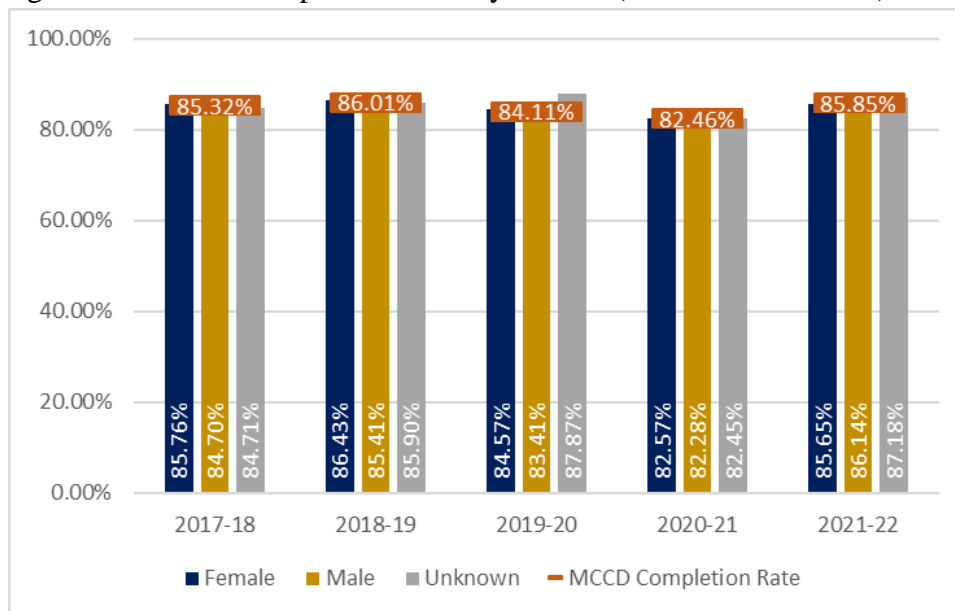
B. Presentation of Student Achievement Data and Institution-Set Standards

Merced College has several indicators used to measure student achievement, including course completion rate and course success rate. It should be noted that the ACCJC and Merced College define course completion rate differently, but all data metrics required by the commission are measured and reported. Merced College defines course completion rate as the rate of students who are retained in a course until the end of the semester. Merced College defines course success rate as the rate of students who receive an A, B, C, or P grade in a course. Merced College has established Institutional-Set Standards and stretch goals for course success rates (what ACCJC calls course completion rates), degrees and certificates, transfers, employment rates, and Licensure Examination pass rates as required by ACCJC. Additionally, several of Merced College's Career Technical Education (CTE) programs have state licensure requirements that are governed by agencies other than the California Community College Chancellor's Office.

Course Completion Rates

Course completion (i.e. retention) measures the percentage of students who complete a course. The District completion/retention rates have remained greater than 82% for the last five years, with most years being greater than 85%. Females generally have completion rates greater than the District completion rate with a slight exception in 2021-22.

Figure 21: Course Completion Rates by Gender (2017-18 to 2021-22)



Source: Internal MCCD Data

The completion rates for students 30 and older are generally greater than the District completion rates, while students 24 and younger tend to have slightly lower completion rates

than the District average. The cells highlighted in gold in the table below indicate rates greater than 1% below the District completion rate.

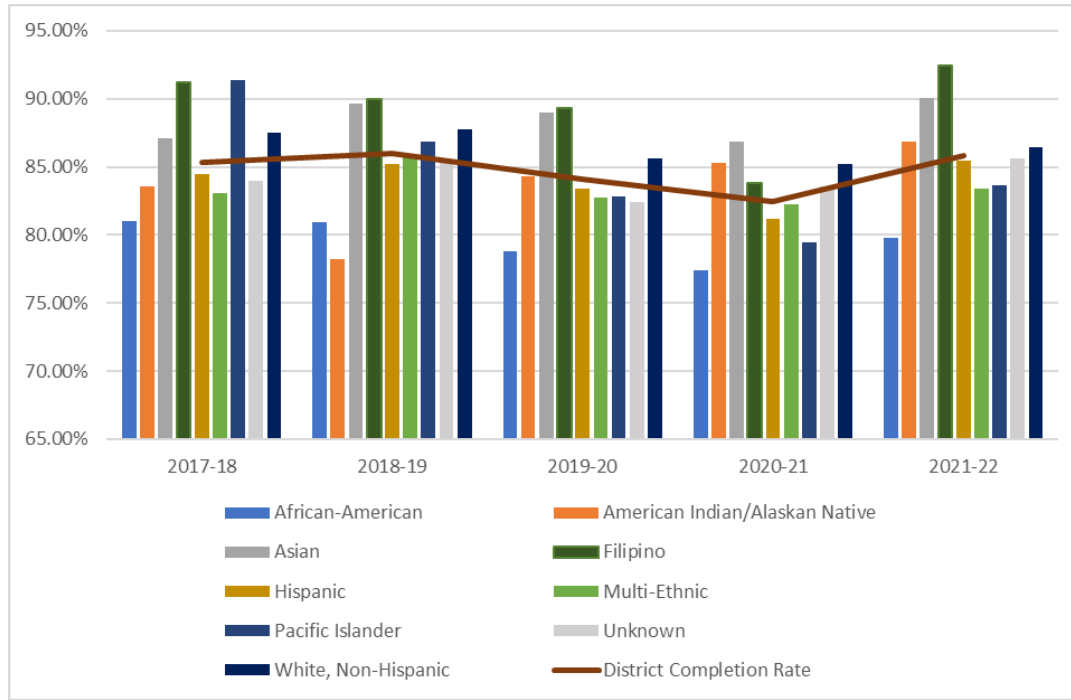
Table 8: Course Completion Rates by Age (Rates Greater Than 1% Below District Rate are Highlighted).

Age	2017-18	2018-19	2019-20	2020-21	2021-22
19 or younger	84.59%	85.72%	83.27%	82.17%	86.26%
20-24	84.23%	85.14%	83.69%	81.39%	84.84%
25-29	85.61%	85.06%	84.17%	82.35%	85.65%
30-34	86.47%	87.84%	87.75%	84.60%	85.36%
35-39	89.17%	89.76%	86.14%	85.91%	88.46%
40-49	90.71%	89.62%	86.97%	84.76%	87.28%
50 or older	92.63%	90.67%	88.00%	86.85%	84.46%
Unknown	-	100.00%	96.15%	87.88%	95.83%
District Completion Rate	85.32%	86.01%	84.11%	82.46%	85.85%

Source: Internal MCCD Data

The completion rates for all ethnicities overall have remained above 80% from 2017-18 to 2021-22 with exceptions of specific subgroups, including African-American/Black students during 2019-20 to 2021-22, American Indian/Alaskan Native students in 2018-19, and Pacific Islander students in 2020-21.

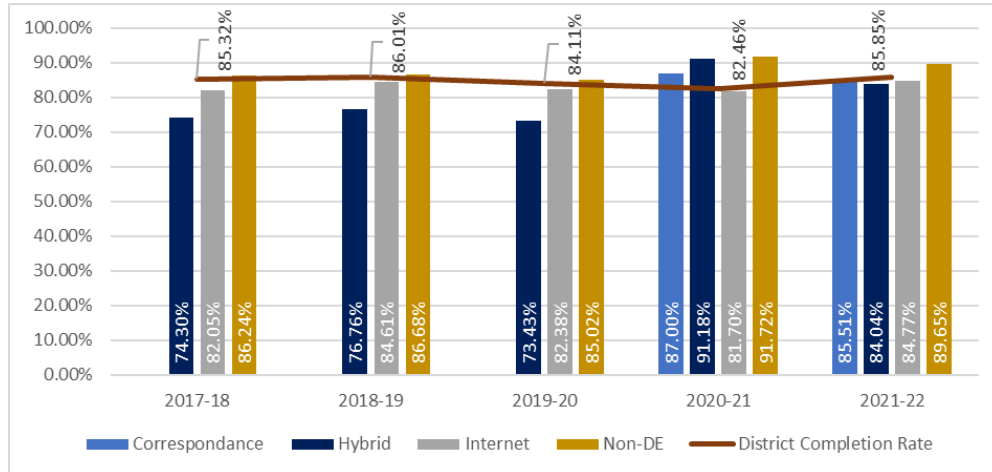
Figure 22: Course Completion Rates by Ethnicity



Source: Internal MCCD Data

Merced College offers various modalities for students including internet-based instruction, in person instruction (Non-DE), a combination of internet and face-to-face (hybrid), and for some inmate education and non-credit courses a correspondence modality. The Non-DE modality courses consistently have completion rates greater than the District average. However, in 2021-22 the completion rates for hybrid courses have also increased.

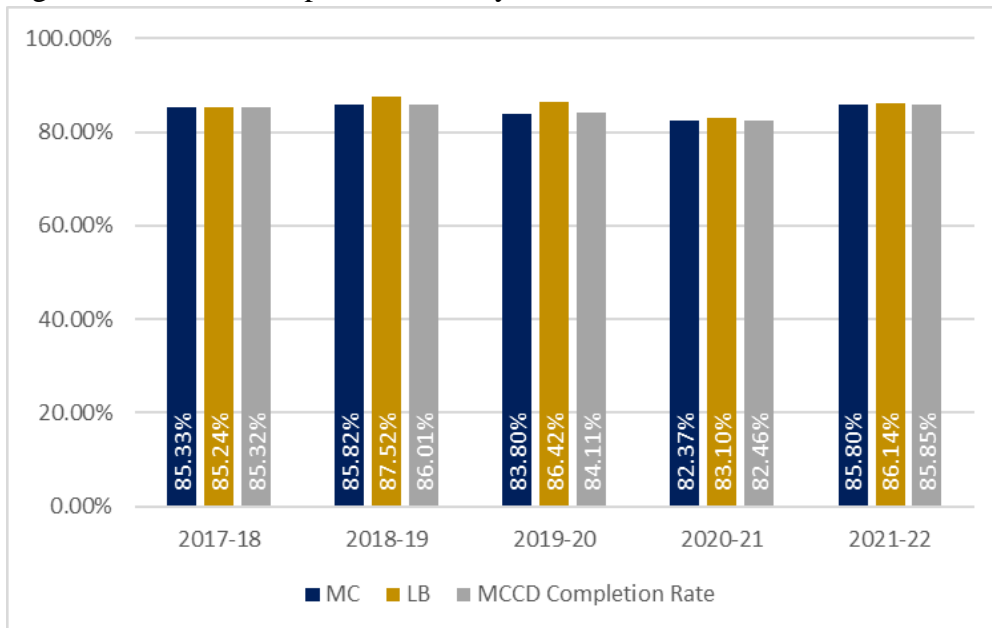
Figure 23: Course Completion Rates by Modality (2017-18 to 2021-22)



Source: Internal MCCD Data

The course completion rates for the Merced campus mirror closely the District course completion rates and the Los Banos campus course completion rates have shown for 2017-18 to 2021-22 to be higher than district completion rates.

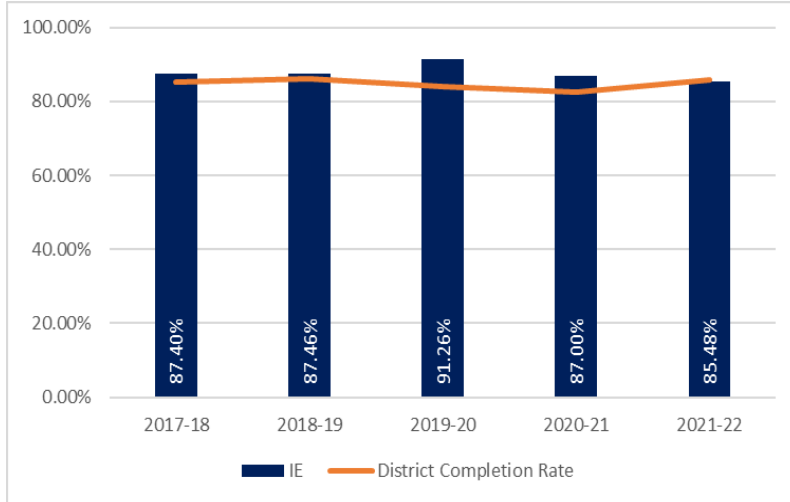
Figure 24: Course Completion Rates by Location



Source: Internal MCCD Data

Inmate education has shown course completion rates larger than 85% since 2017-18, generally greater than the district course completion rate, with the exception of the 2021-22 academic year, where it was only 0.37% below the District rate.

Figure 25: Inmate Education Course Completion Rates

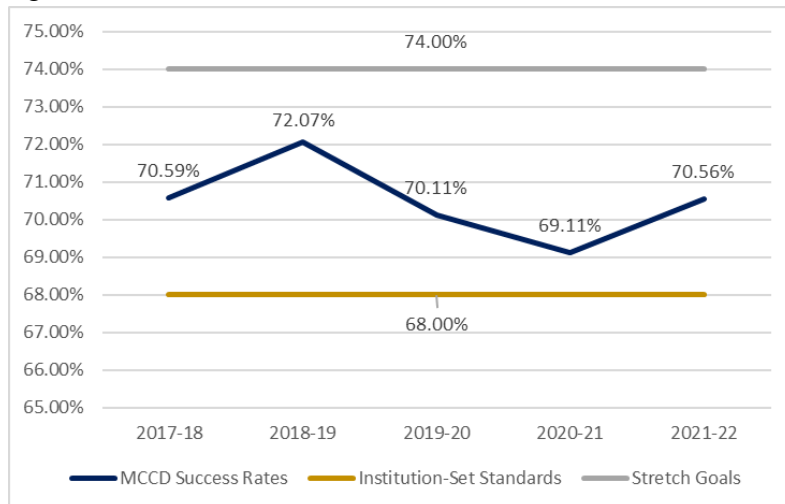


Source: Internal MCCD data

Course Success Rates

Course success is defined as a student who completes a course with a grade of A, B, C, or P. The Institution-Set Standard (ISS) for success has been designated as 68% at Merced College for 2017-18 to 2021-22 and the stretch goal has been designated for the same time frame as 74%. Overall, Merced College has course success rates higher than the benchmark established in the set standard and continues to make significant progress towards the stretch goal.

Figure 26: District Success Rates, Institution- Set Standards, and Stretch Goals



Source: Internal MCCD Data

Tables 9-11 show course success rates along with Institutional-Set Standards and stretch goals disaggregated by gender, age, and ethnicity. The cells highlighted in gold indicate rates below the institution- set standards and the cells highlighted in green indicate rates above the stretch goal. For students who are 30-49-years old or identify as Asian, these students demonstrate course success rates higher than the stretch goals.

Table 9: Student Success Rate by Gender including Institution-Set Standard and Stretch Goal

Gender	2017-18	2018-19	2019-20	2020-21	2021-22	ISS	Stretch
Female	71.51%	73.27%	71.05%	69.52%	70.37%	68%	74%
Male	69.26%	70.32%	68.65%	68.38%	70.82%	68%	74%
Unknown	74.52%	77.70%	77.94%	71.43%	73.85%	68%	74%
District Success Rate	70.59%	72.07%	70.11%	69.11%	70.56%		

Source: Internal MCCD Data

Table 10: Student Success Rate by Age Including Institution-Set Standard and Stretch Goal

Age	2017-18	2018-19	2019-20	2020-21	2021-22	ISS	Stretch
≤19	65.98%	67.85%	66.20%	66.77%	69.56%	68%	74%
20-24	69.01%	71.15%	69.82%	67.32%	68.98%	68%	74%
25-29	74.98%	74.31%	73.21%	70.80%	72.50%	68%	74%
30-34	77.79%	79.35%	79.14%	75.63%	74.18%	68%	74%
35-39	80.98%	83.51%	79.09%	78.42%	76.09%	68%	74%
40-49	84.07%	83.95%	79.61%	76.08%	77.05%	68%	74%
50≤	86.63%	85.69%	80.10%	82.31%	67.61%	68%	74%
Unknown	-	100.00%	80.77%	84.85%	83.33%	68%	74%
District Success Rate	70.59%	72.07%	70.11%	69.11%	70.56%		

Source: Internal MCCD Data

Table 11: Student Success Rate by Ethnicity Including Institution-Set Standard and Stretch Goal

Race/Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22	ISS	Stretch
African-American	61.07%	61.93%	62.42%	60.91%	60.69%	68%	74%
American Indian/Alaskan Native	70.77%	60.78%	70.91%	72.41%	72.68%	68%	74%
Asian	76.16%	79.32%	79.47%	77.62%	80.82%	68%	74%
Filipino	82.85%	81.86%	78.29%	72.79%	82.52%	68%	74%
Hispanic	67.71%	69.84%	68.33%	66.11%	68.97%	68%	74%
Multi-Ethnic	68.87%	71.85%	68.06%	69.86%	68.76%	68%	74%
Pacific Islander	76.82%	68.60%	66.42%	62.56%	70.26%	68%	74%
Unknown	65.37%	67.19%	63.77%	70.63%	69.41%	68%	74%
White, Non-Hispanic	77.16%	77.62%	75.31%	75.43%	72.91%	68%	74%
District Success Rate	70.59%	72.07%	70.11%	69.11%	70.56%		

Source: Internal MCCD Data

For correspondence courses the course success rates have exceeded the stretch goals for the two years this modality has been offered. Hybrid courses had course success rates below the Institutional-Set Standards for 2017-18 to 2019-20 but have increased success rates since this time period. Both the Merced Campus and Los Banos Campus have course success rates that fall between the Institution-Set Standards and stretch goals.

Table 12: Student Success Rate by Modality Including Institution-Set Standard and Stretch Goal

Modality	2017-18	2018-19	2019-20	2020-21	2021-22	ISS	Stretch
Correspondence	-	-	-	78.53%	74.38%	68%	74%
Hybrid	57.22%	58.28%	57.64%	84.41%	69.22%	68%	74%
Internet	67.50%	69.89%	68.85%	67.66%	68.45%	68%	74%
Non-DE	71.61%	73.09%	71.02%	87.88%	76.84%	68%	74%
District Success Rate	70.59%	72.07%	70.11%	69.11%	70.56%		

Source: Internal MCCD Data

Table 13: Student Success Rate by Location Including Institution-Set Standard and Stretch Goal

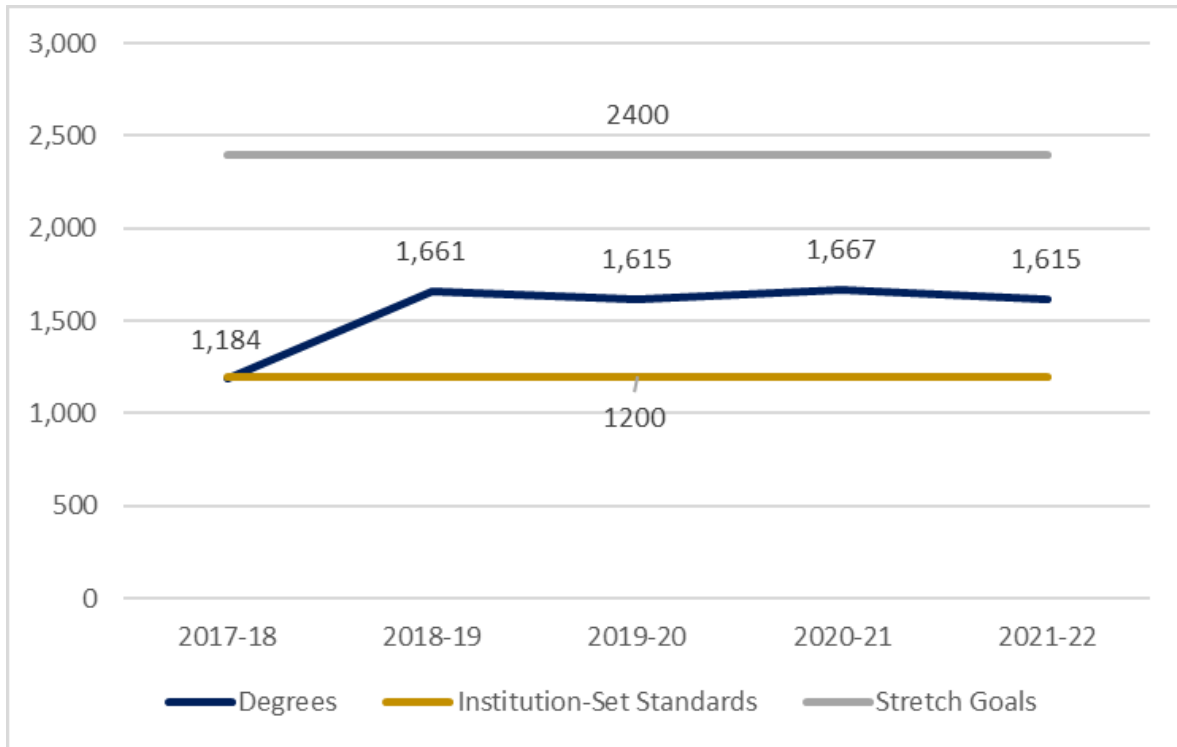
Location	2017-18	2018-19	2019-20	2020-21	2021-22	ISS	Stretch
Merced College	70.69%	72.08%	69.83%	69.11%	70.56%	68%	74%
Los Banos	69.80%	72.04%	72.16%	69.07%	70.54%	68%	74%
District Success Rate	70.59%	72.07%	70.11%	69.11%	70.56%		

Source: Internal MCCD Data

Degree Completion

The Institutional Set Standard for degrees awarded in a year is 1,200 while the stretch goal for degrees awarded is 2,400. While slightly lower than the ISS in 2017, the number of degrees awarded has been between 1,600 and 1,670 since the 2018-19 academic year.

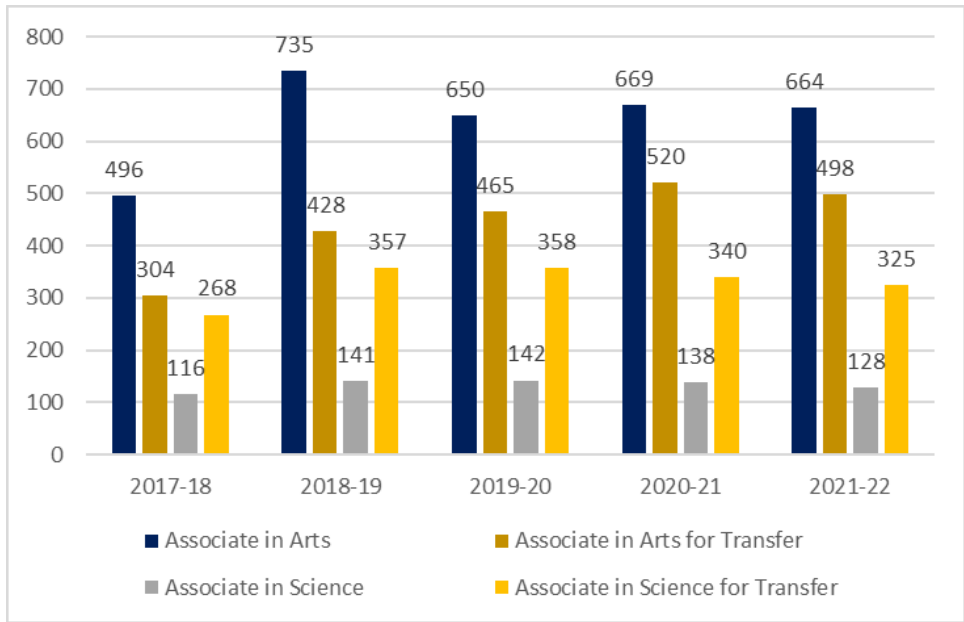
Figure 27: Degree Completion Compared with Institution-Set Standards and Stretch Goals



Source: Internal MCCD Data

Merced awards four types of degrees: Associate in Arts (AA), Associate in Science (AS), Associate in Arts for Transfer (AAT) and Associate in Science for Transfer (AST). Most awards have been AA degrees, followed by AAT degrees. The AS degree have consistently been the degree with the smallest number of awards conferred.

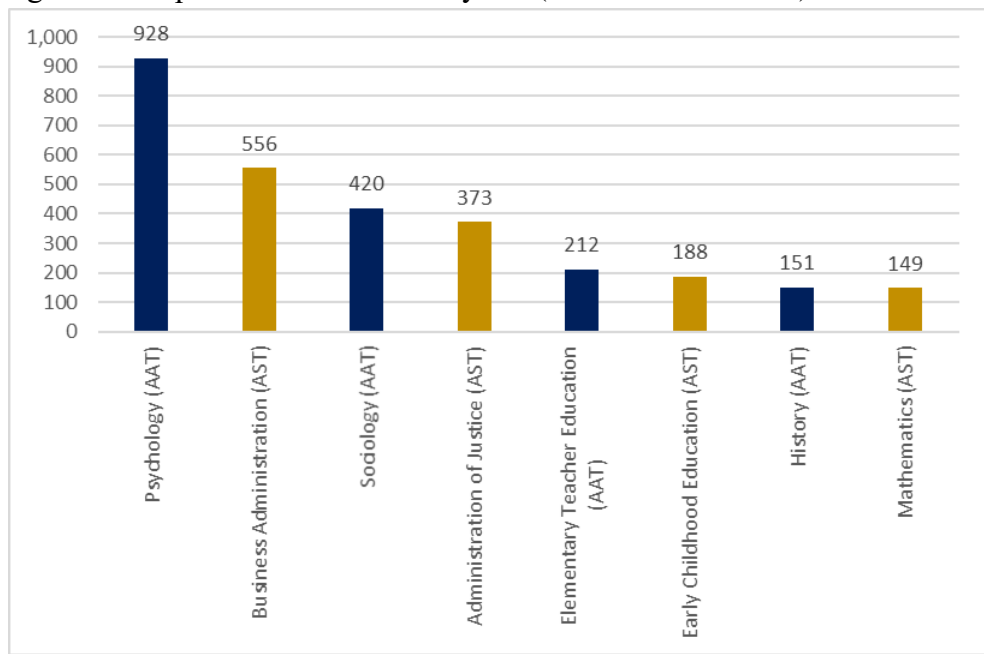
Figure 28: Number of Associate Degrees and Associate Degrees for Transfer Awarded



Source: Internal MCCD Data

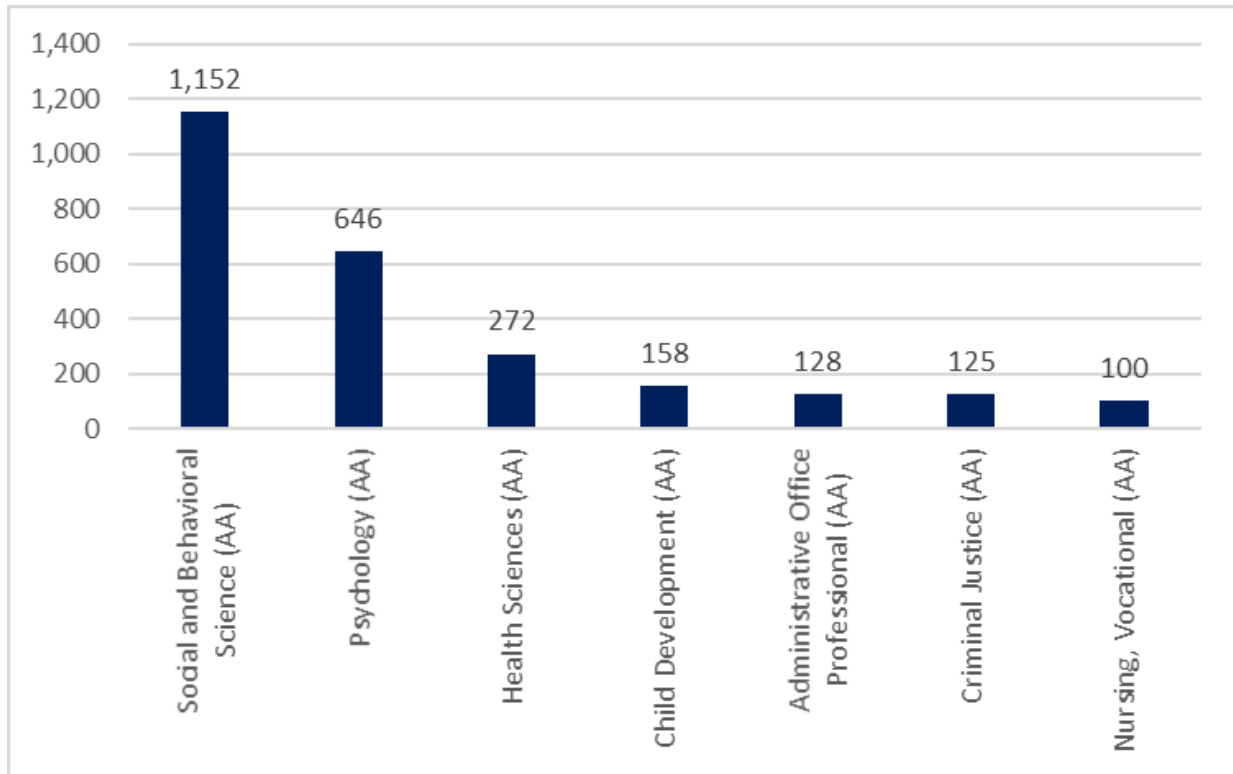
The Psychology AAT is the most awarded transfer degree at Merced College with the Business AST being the most awarded Associate of Science Degree for Transfer. The Psychology AA degree is the second most awarded Associate’s Degree at Merced College, second only to the Social and Behavioral Sciences AA. The Registered Nursing AS degree is by far the most awarded Associate of Science Degree at Merced College.

Figure 29: Top ADT’s Awarded - 5 years (2017-18 to 2021-22)



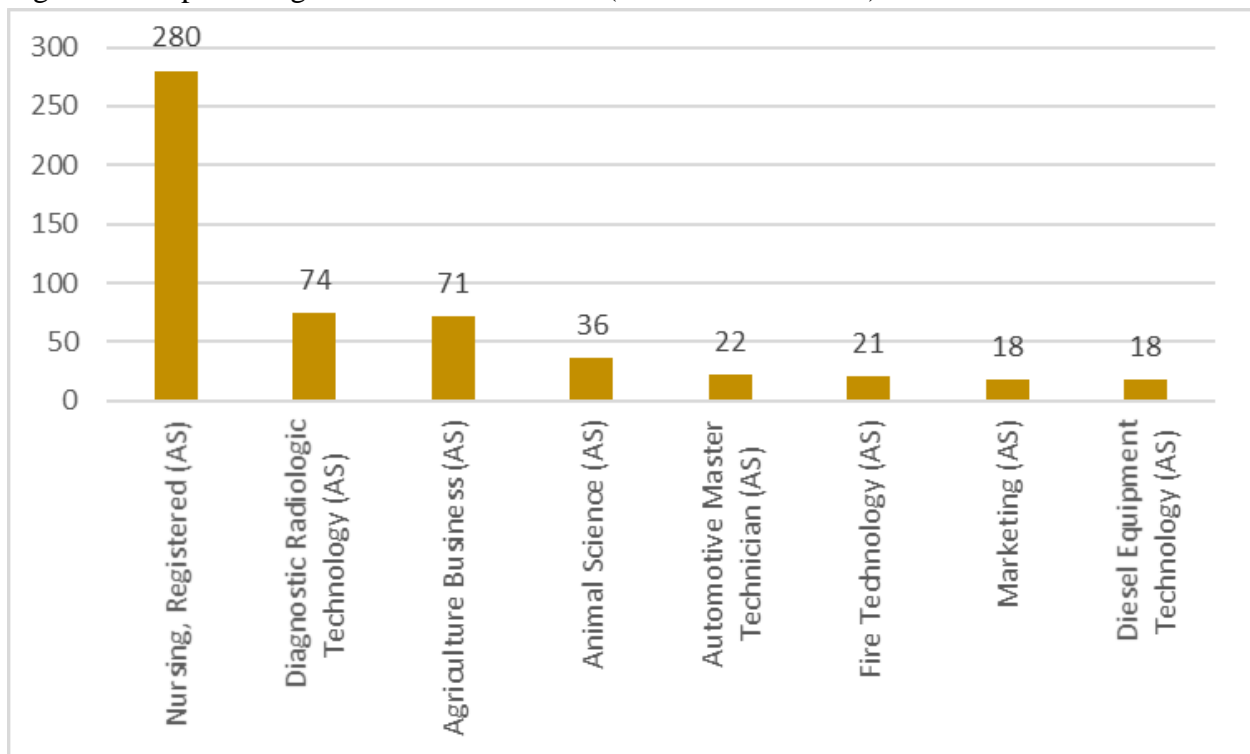
Source: Internal MCCD Data

Figure 30: Top AA Degrees Awarded – 5 Years (2017-18 to 2021-22)



Source: Internal MCCD Data

Figure 31: Top AS Degrees Awarded- 5 Years (2017-18 to 2021-22)

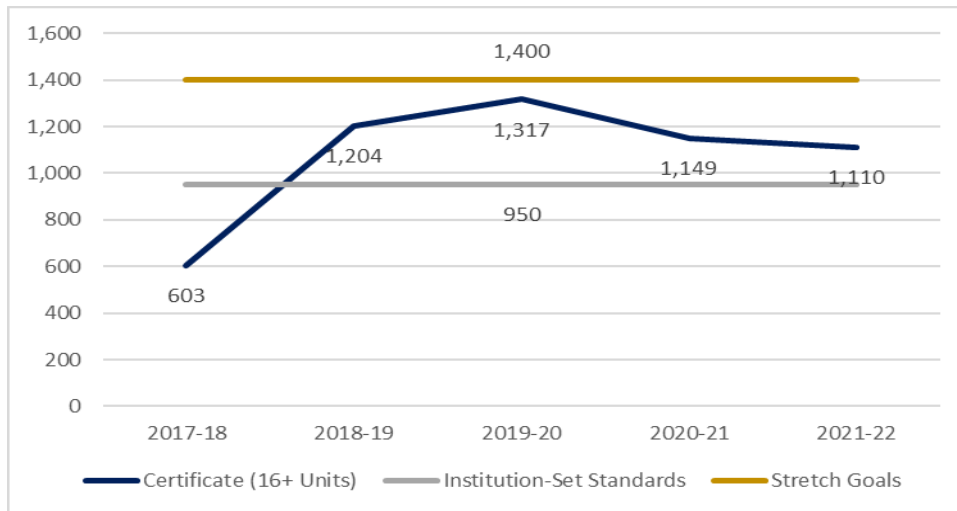


Source: Internal MCCD Data

Certification Completion

Merced College offers multiple credit certificates of varying units. The District also offers multiple non-credit certificates. The Institutional-Set Standard for Certificates with 16 units or more awarded has been set by Merced College at 950 with a stretch goal of 1,400. Merced College awarded 603 of the 16+ unit certificates in 2017-18. However, from 2018-19 to 2021-22, Merced College has exceeded the ISS for 16+ unit certificates awarded.

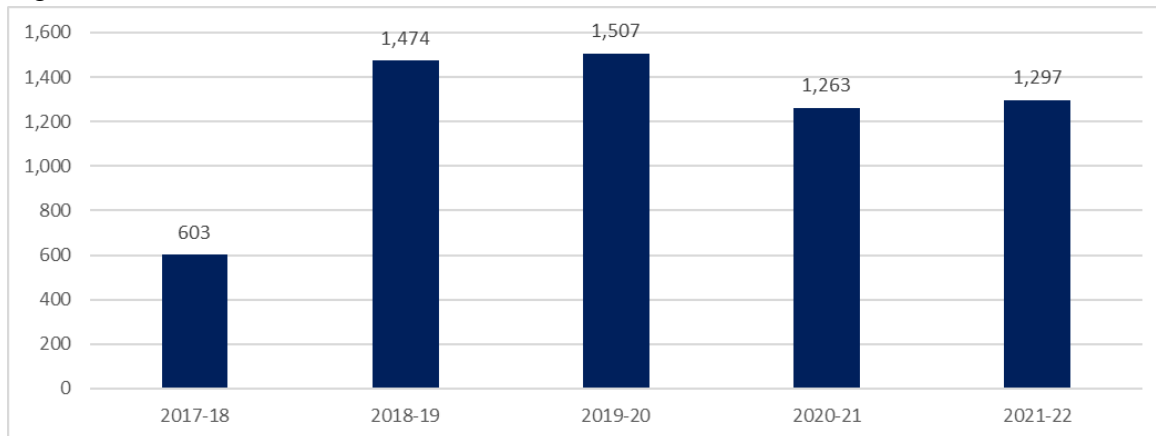
Figure 32: Certificates Requiring 16 Units or more Compared with Institution-Set Standards and Stretch Goals



Source: Internal MCCD Data

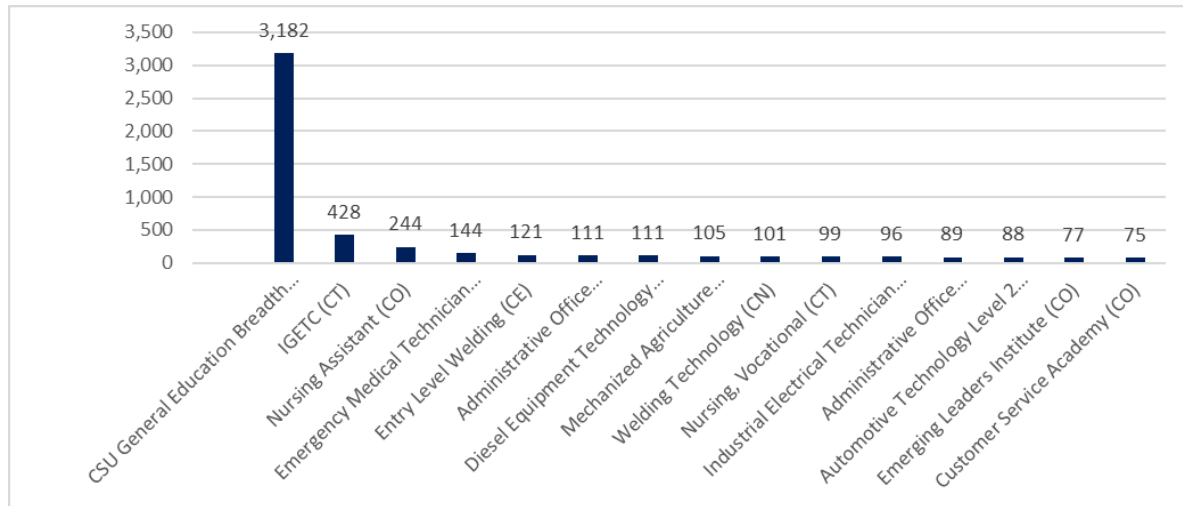
Including all certificates, not exclusively the 16+ units or more type, Merced College has awarded more than 1,200 certificates each year beginning in 2018-19, with 1,507 certificates awarded in 2019-20. The top certificate awarded from 2017-18 to 2021-22 is the California State University General Education Breadth Certificate with 3,182 for the five years combined.

Figure 33: Certificates Awarded- 5 Year (2017-18 to 2021-22)



Source: Internal MCCD Data

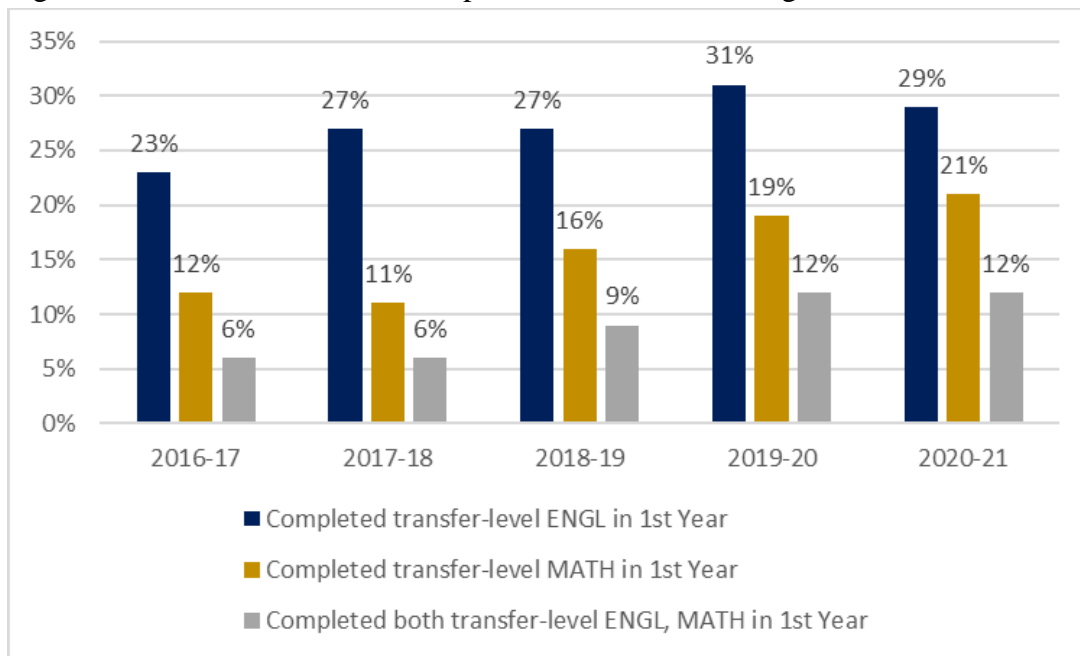
Figure 34: Top 15 Certificate Programs 2017-18 to 2021-22



Source: Internal MCCD Data

Merced College has made tremendous strides in completion rates for transfer level math and English. The number of first-time students who have completed their transfer-level math and English in their first year has continued to increase. In 2016-17, the number of students who completed math in their first year was 12%, the number of students who completed English in their first year was 23% and the number of students who completed both in their first year was 6%. In 2020-21, the percentages have increased to 21%, 29%, and 12%, respectively.

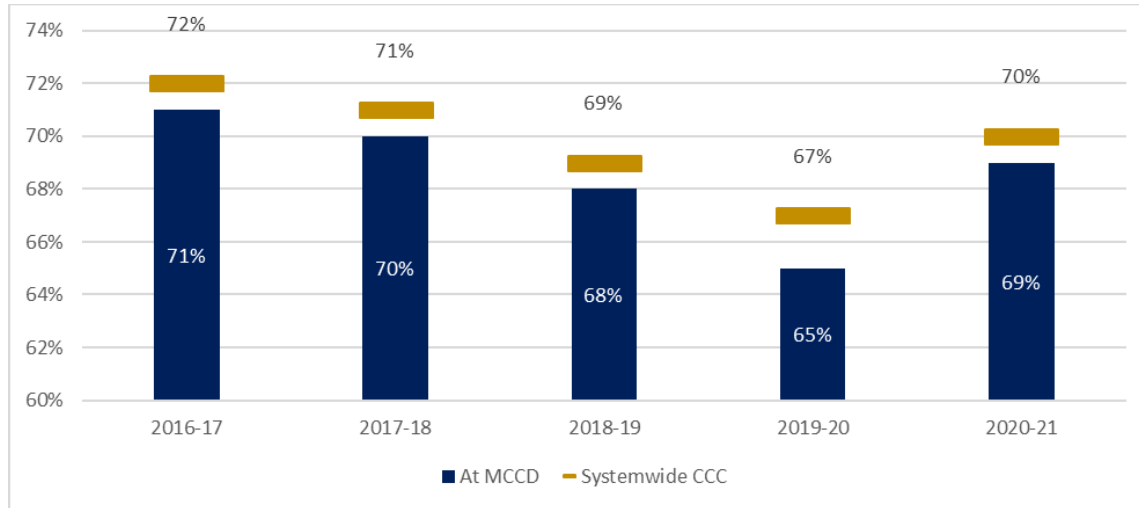
Figure 35: % of Students Who Completed Transfer-Level English and math in First Year



Source: CCCC Student Success Metrics

The persistence rate for enrollment from fall to spring for Merced College students has remained consistent in the District overall.

Figure 36: Fall to Spring Persistence for MCCD and California Community Colleges

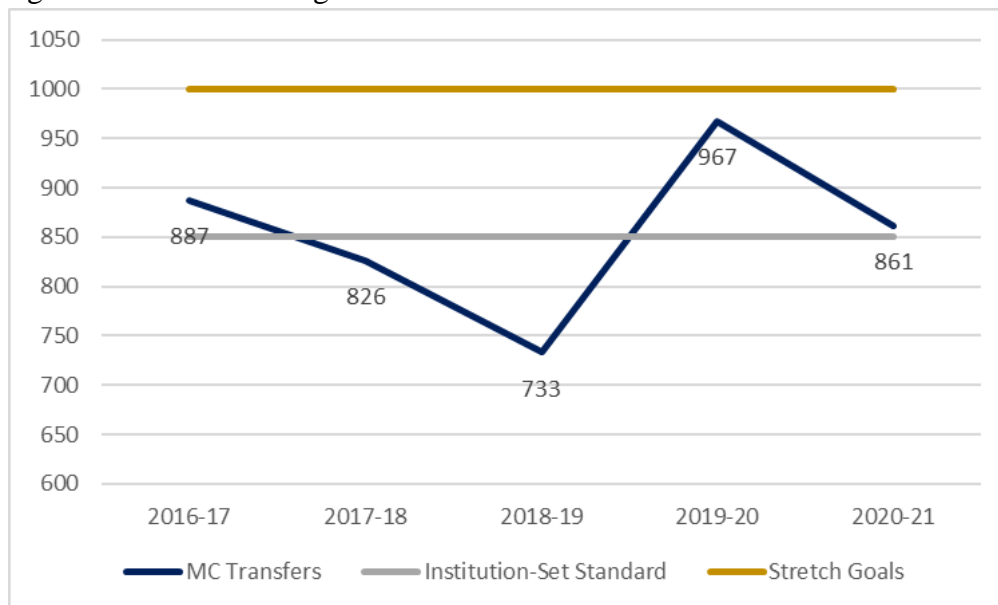


Source: CCCCCO Student Success Metrics

Transfers

The Institution-Set Standard for Merced College student transfers to a four-year university is 850 per year with a stretch goal of 1,000. In 2019-20, the College nearly met the stretch goal with 967 Merced College students who transferred to a four-year university.

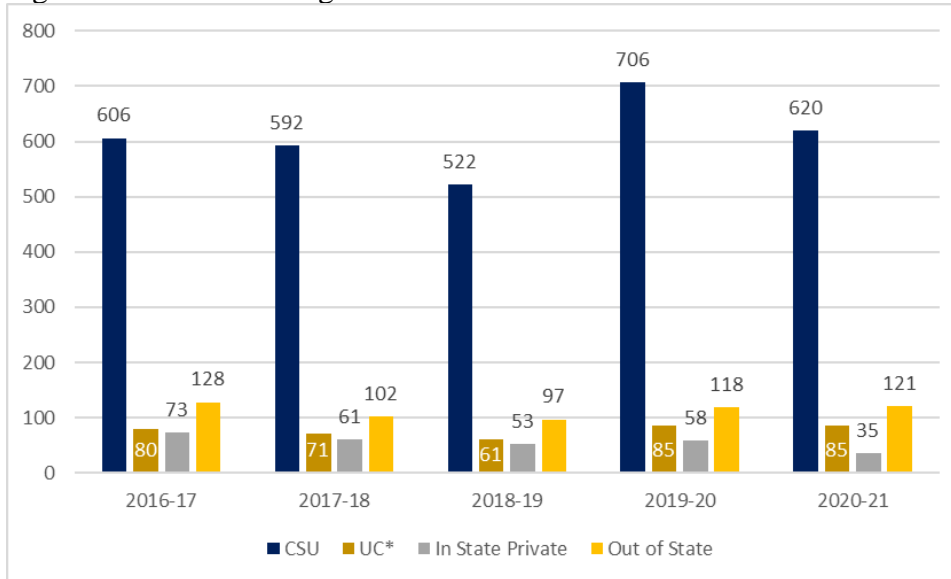
Figure 37: Merced College Transfers



Source: DataMart, CSU Office of the President, UC InfoCenter

From 2016-17 to 2020-21 on average 854 Merced College students transferred to a college or university. In fall 2021, the top 5 CSU and UC transfer institutions were CSU Stanislaus, CSU Fresno, UC Merced, CSU Sacramento, and CSU San Jose.

Figure 38: Merced College Student Transfer Locations

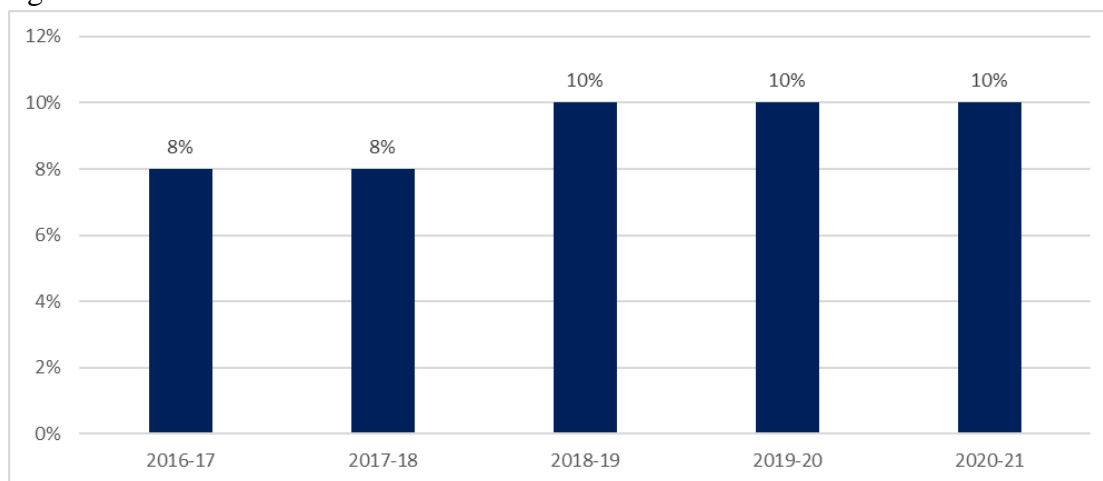


Source: Office of the President, UC InfoCenter, CCCCCO Data Mart

Career Technical Education

Merced College offers Career Technical Education (CTE) units in more than 25 areas including, administrative office management, dietetic services supervisor, welding technology, industrial electrical technician, nursing, sonography, fire technology, and mechanized agriculture, among others. The percentage of students who have earned nine or more career education units in a year has reached approximately 10%.

Figure 39: Percent of Students Who Have Earned 9+ Career Education Units



Source: CCCCCO Student Success Metrics

Several of Merced College’s career education programs have external licensure exam requirements before students can begin a career in their chosen field. These include Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), Diagnostic Radiologic Technologists (RADT), Registered Nurse (REGN), Sonographer (SONO), and Vocational Nursing (VOCN). The Institutional Set Standards for the exam pass rates in those programs are between 60% and 85%, meaning that, depending on the program, between 60% and 85% of students who sit for the exams will pass the external licensure exam. Merced College students have high success rates in passing licensure exams and with few exceptions the ISS has been met annually.

Table 14: Licensure Exam Rates for Allied Health Programs

Licensure Exam Rates (2016-17 to 2020-21)						
Program	ISS	2016-17	2017-18	2018-19	2019-20	2020-21
CNA	80%	93%	97%	81%	78%	Pending
EMT	60%	77%	77%	86%	64%	Pending
RADT	85%	100%	91%	100%	100%	92.3%
REGN	80%	92.31%	78.33%	94.34%	85.58%	81.82%
SONO	80%	100%	91%	100%	75%	N/A
VOCN	80%	88%	81%	N/A	82%	74%

Source: Internal MCCD Data

The Institutional Set Standard for Career Technical Education employment rates for Certified Nursing Assistant (CNA), Radiologic Technician (RADT), Registered Nursing (REGN), Sonography (SONO), and Vocational Nursing (VOCN) have been between 75% and 90% and have been met and exceeded every year except for the CNA program in 2019-20. During the COVID-19 pandemic lock down beginning in spring 2020, CNA students were unable to complete the program and take licensure exams.

Table 15: CTE Employment Rates

CTE Employment Rates						
Program	ISS	2016-17	2017-18	2018-19	2019-20	2020-21
CNA	90%	100%	95%	95%	49%	Pending
RADT	85%	100%	100%	100%	100%	100%
REGN	85%	100%	98%	100%	100%	Pending
SONO	75%	100%	100%	N/A	83.33%	N/A
VOCN	85%	100%	100%	100%	100%	Pending

Source: Internal MCCD Data

C. Organization of the Self-Evaluation Process

The Standing Accreditation Committee (SAC) is the hub of accreditation activities for Merced College. All constituency groups are represented on the committee whose purpose is to provide ongoing coordination and support for the District in meeting the requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC). The committee reports to College Council and makes recommendations to assist the Accreditation Liaison Officer (ALO) on training and review and provide input on reports, timelines and organization of the ISER. The members of SAC were assigned to standards and completed forms which identified the strengths and gaps on the assigned standards along with relevant evidence.

A writer, Dr. Marie Bruley, was identified to take the information submitted through the task forms into the narrative of the report. Once a draft was completed, the editing teams reviewed the content and made suggestions for modifications. The calendar of the process is included here to demonstrate the input gathering and review process.

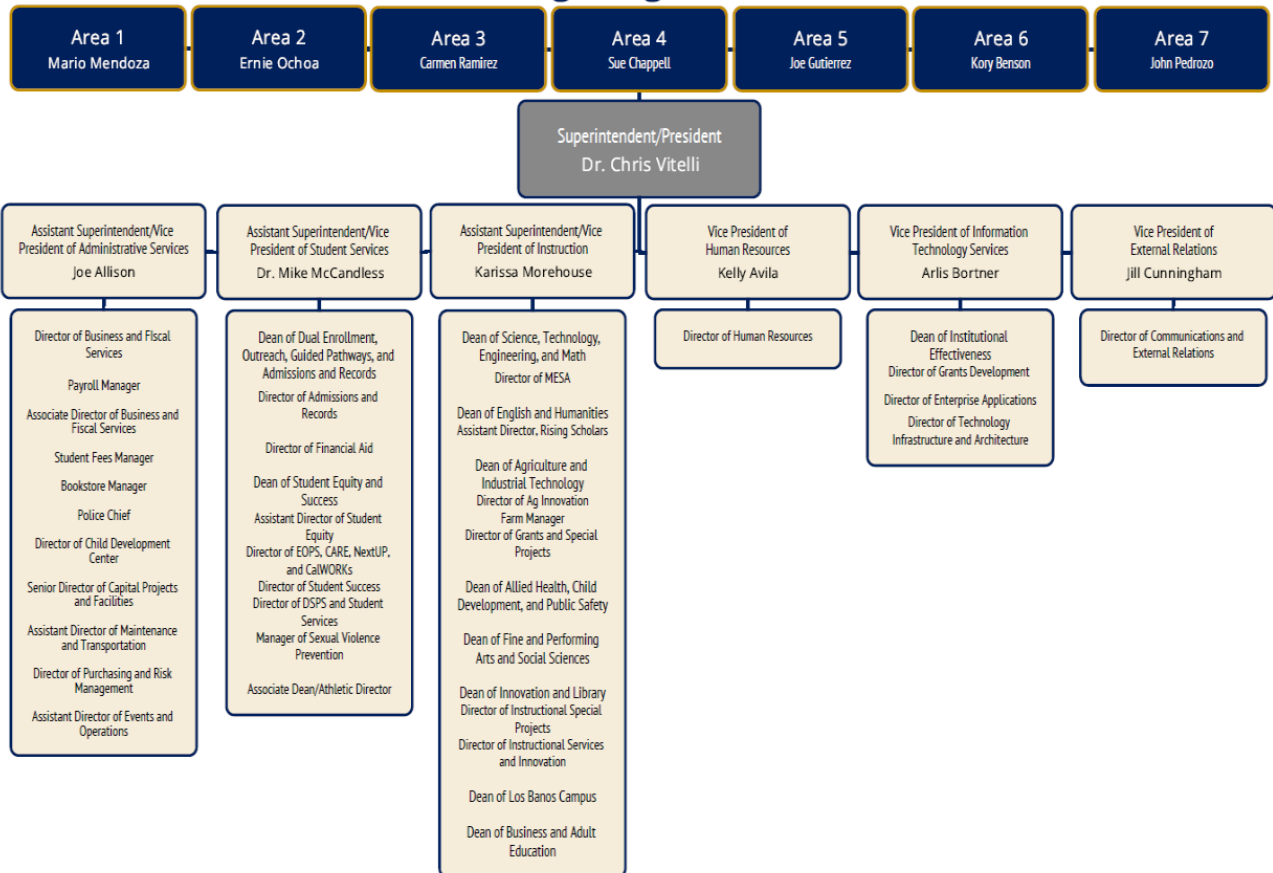
Time	Task
October-November 2021	ISER Standards tasks assigned, training provided.
November 2021-June 2022	ISER Standards tasks completed
June-October 2022	ISER writer begins draft 1
October 31, 2022	Draft 1 due
November 2022	Draft reviewed by Standing Accreditation Committee (SAC), editing teams, cabinet
December 2022-February 2023	Feedback reviewed and appropriate changes made
March 2023	Draft 2 reviewed by SAC and editing teams and appropriate changes made
April-May 2023	Draft 3 ready for dissemination to AS, CS, ASMC, and EMPC
June 2023	Final draft to BoT
August 1, 2023	ISER due to ACCJC
Spring 2024	Focused Peer Review Site Visit

The organization of the teams that contributed to the process in the various stages is included here to provide information on the main contributors to the process.

Section	Contributors	
Lead Writer	Marie Bruley, Faculty	
Evidence	Amber Norris, Classified Gabriela Garcia, Classified	Magali Laureano Perez, Classified Dee Sigismond, Management
Data	Luis Flores, Classified	Seferina Ramirez, Classified
Introduction/ Presentation of Student Achievement Data	Valerie Albano, Management Marie Bruley, Management	Dee Sigismond, Management Bryan Tassej, Management
Standard I	Gabriela Garcia, Classified Jennifer Gardner, Faculty Lee Anne Hobbs, Faculty Jason Judkins, Management Michael McCandless, Management Edward Modafferi, Faculty Krystal Pollinger, Management	Dee Sigismond, Management Libby Soria, Faculty Brandon Tenn, Faculty Bryan Tassej, Management Chris Vitelli, Management Kristi Wolf, Classified
Standard II	Valerie Albano, Management Brooke Boeding, Management Julie Clark, Faculty Regina Coletto, Faculty Tomasia Drummond, Management Sherry Elms, Management Delia Esquivel, Management Louis Foy, Management Gabriela Garcia, Classified Jennifer Gardner, Faculty Garrick Grace, Management Shannon Gragg, Classified	Estelina Jones, Management Doug Kain, Management Dondi Lawrence, Management Jeanette Martin, Management Michael McCandless, Management Edward Modafferi, Faculty Beverly Quigley, Classified Jose Serena, Management T. Jazmin Serrano, Faculty Greg Soto, Management Dee Sigismond, Management Brandon Tenn, Faculty
Standard III	Joseph Allison, Management Kelly Avila, Management Arlis Bortner, Management Kim Freitas, Management Joanna Grimes, Management Chuck Hergenraeder, Management Marcus Metcalf, Management	Dwight Nadeau, Management Will Resendes, Management Dee Sigismond, Management Mayra Soria-Galvarro, Classified Andre Urquidez, Management Lisa Veenstra, Management
Standard IV	Lee Anne Hobbs, Faculty Krystal Pollinger, Management Members of the Board of Trustees	Dee Sigismond, Management Chris Vitelli, Management

D. Organizational Information

Merced College Organizational Chart



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Merced College's authority to operate as a post-secondary educational institution that awards degrees is based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC), which is recognized by the U.S. Department of Education (USDE) as an authority in evaluating the quality of education offered by post-secondary institutions (California Code of Regulations, Title 5, Division 6, Chapter 2, Subchapter 1, §51016, Accreditation). The letter of affirmation of accreditation from ACCJC is posted on the College website ([ER1-01](#)). The District's Catalog includes the accreditation status ([ER1-02](#)). The District is a member of the California Community College system which operates under the California Community College Chancellor's Office (CCCCO) and is authorized by the State of California.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Merced College (MC) has operated continuously since 1963. The District achieved an annual credit headcount of 14,052 and an annual noncredit headcount of 1,470 in the 2021-2022 academic year. The District is committed to providing opportunities for lifelong learning, technical training, and a variety of transfer and degree/certificate programs. MC also offers fee-based community services classes to support students in developing skills to advance their careers. Classes are offered day, evenings, and weekends in either in person, hybrid, or online modality. Courses offered are listed in the class schedule or are searchable on the College website ([ER2-01](#)) and published in College Catalog annually ([ER2-02](#)).

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The Merced College (MC) Catalog contains information for 49 associate degrees (AA and AS), 31 associate degrees for transfer, 62 credit certificates, and 15 noncredit certificates from Adult Education & Noncredit. All degree programs are at least 60 units in length which is equivalent to two academic years of course work. The complete list of degrees, course credit requirements, and length of study for each degree program is listed in the Merced College Catalog and on the Program Pathways Mapper ([ER3-01](#), [ER3-02](#)).

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Merced College Board of Trustees (BoT) appoints the Superintendent/President as the chief executive officer in a full-time capacity and delegates to them the authority to administer the policies and procedures adopted by the BoT and to manage the district ([ER4-01](#), [ER4-02](#)). The Superintendent/President makes recommendations, proposal, and/or suggestions on matters that come before the BoT and does not serve as the chair of the governing board. The chief executive officer of Merced College is Chris Vitelli, Ed.D., who has served as Superintendent/President since January 2017. The role of the CEO is discussed in depth in Standard 4.B.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Merced Community College District contracts with a certified public accounting firm to conduct an audit annually. Audits and financial reports are posted publicly on the College website ([ER5-01](#)). All funds, books, and accounts of the District are audited in accordance with Title 5 requirements and *BP 6400, Audits* ([ER5-02](#)). The audit reports are reported to the District at BoT meetings ([ER5-03](#)). Evidence of annual external audit reports is addressed in detail in Standard 3.D.

F. Certification of Continued Institutional Compliance with Commission Policies

Merced College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

Merced College solicited third-party and public comments in multiple ways. MC used a feedback form posted publicly on the College website to gather comments from the public and third parties in fall 2022 and spring 2023 ([CC1-01](#)). All comments were collected by the Dean

of Institutional Effectiveness and presented to the Accreditation Liaison Officer (ALO), comments were reviewed by the ALO and Dean of Institutional Effectiveness to determine if the editing teams should follow up with edits to the ISER. The ISER was shared through the District's participatory governance process in spring 2023 where it was shared with all District constituency groups for additional comments and editing.

The notification of an accreditation evaluation team visit has been posted to the District's website and advertised to the District community at the fall 2022 Convocation ([CC1-02](#)). Information on the timeline for the composition of the ISER and evaluation team visit in spring 2024 was presented to the District community at the fall 2022 Convocation and posted to the accreditation site. Training about accreditation was provided to the District community in October 2022.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Merced College has established institution-set standards and addresses how well it is advancing those standards for student achievement. The Office of Institutional Effectiveness (OIE) provides data on institution-set standards and presents them at the Standing Accreditation Committee ([CC2-01](#), [CC2-02](#)). The Accreditation Annual Report, which includes student achievement data, is posted on the public Accreditation Website one-click on the main College website ([CC2-03](#)). The OIE provides data to support the District's instructional program review process that feeds into institutional planning and resource allocation. Program Reviews are available to the public through the Program Review Library ([CC2-04](#)).

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Merced College maintains a curriculum development and review process that follows Title 5 and the Program Course Approval Handbook (PCAH) guidelines established by the California Community College Chancellor's Office to establish unit/hour calculations for credits. In *AP 4620, Credit Hour*, the District sets the relationship between the number of units and the number of hours as identified on the Course Outline of Record (COR) ([CC3-01](#)). *AP 4020, Program and Curriculum Development*, establishes the Curriculum Committee's responsibility for approving new and revised curriculum for all credit and non-credit courses and programs ([CC3-02](#)). The approval of course units/credits and program length are part of the approval of courses and programs through review of the Course Outline of Record (COR) and/or Program Outline of Record (POR) by the Curriculum Committee.

The District provides in *AP 4100, Graduation Requirements for Degrees and Certificates*, the criteria for conference of degrees and certificates in accordance with Title 5, Sections 55063 and 55072 ([CC3-03](#)). The College Catalog, page 23, provides students with information on the

tuition and fees for attending the District, including information on nonresident tuition and the refund policy ([CC3-04](#)). The Financial Aid department provides information on financial assistance for eligible students through grants, enrollment fee waivers, loans, scholarships, and work-study employment ([CC3-05](#), [CC3-06](#)).

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Merced College (MC) has approved policies and procedures to address the transfer of courses to other institutions that comply with the commission's policy on transfer of credit and are provided to students in the MC Catalog and MC Website ([CC4-01](#), [CC4-02](#)). The MC Catalog is updated annually to ensure accuracy of information. Transfer-of-credits include but are not limited to transfer to other Districts, Credit for Prior Learning, Credit by Examination, External Exams (AP/CLEP/IB), course substitutions, Pass Along, military credit and training, international credit, industry recognized credentials, and bachelor's degree credit ([CC4-03](#)). Merced Community College District (MCCD) has established Board Policy and Administrative Procedures related to transfer-of-credit such as *Articulation*, *Credit for Prior Learning*, and *Transfer Center*, which are made available through the MCCD website ([CC4-04](#), [CC4-05](#), [CC4-06](#), [CC4-07](#), [CC4-08](#), [CC4-09](#)).

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Distance Education courses at Merced College create more opportunities for area students ([CC5-01](#)). Numerous committees ensure our Distance Education courses are rigorous, appropriate, and complete. These include the Curriculum Committee, Distance Education Sub-Committee, Online Educational Technology Planning Committee, Technology Committee, Accessibility Task Force, and Staff Development Committee. All courses offered in a distance education or correspondence education modality require approval of a DE addendum (Standard 2.A.7). Additionally, we utilize *BP 4020, Program and Curriculum Development*, to adhere to Title 5 and make sure we are responsive to our community needs ([CC5-02](#)). *AP 4020* assists in the guidance of the curriculum ([CC5-03](#)). *AP 3725, Information and Communications Technology Accessibility and Acceptable Use*, ensures our content is accessible in terms of ([CC5-04](#)). *AP 4105, Distance Education*, outlines requirements for distance education courses ([CC5-05](#)). Our District also has numerous services to assist instructors and students with distance education including updated classroom technology, weekly training and professional development, a recording studio and editing room, staff dedicated to assist faculty and students with technology and accessibility questions, instructional designers, and consistent review of curriculum to ensure accessibility for all students. Instructors are required to participate in training to teach effectively online and verified through the Excellence in Online Teaching Series ([CC5-06](#)). The identity of students is verified through signing into their Canvas shells with District issued username and password. The District ensures that the technology

infrastructure is sufficient to support distance education learning through the Technology Master Plan and the work of the Technology Committee that makes recommendations for maintaining effective technology support through the VP of Information Technology Services ([CC5-07](#), [CC5-08](#)). The Rising Scholars (i.e. prison education) program offers correspondence education training for faculty.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Merced College has clear policies and procedures for handling student complaints. The College Catalog provides detailed information regarding major policies affecting students, including information regarding grievance and complaint procedures and specifically addresses accreditation related complaints on page five of the catalog ([CC6-01](#)). *AP 5530, Student Rights and Grievances*, establishes the process for student complaints ([CC6-03](#)). Merced College's Accreditation webpage provides a direct link to the ACCJC Complaint Process webpage and Complaint Form, if a District constituency, including students and community members, wishes to file a formal complaint against Merced College ([CC6-02](#)). All associations that accredit programs within the District are listed on the Accreditation webpage. Since the District's last self-evaluation in 2016, there have been no formal complaints submitted to the ACCJC.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

Merced College has a process for ensuring that the District provides accurate, current, and appropriately detailed information through the MC Catalog and the MC Website. Information about programs is listed in the MC Catalog along with locations and relevant District policies for students ([CC7-01](#)). The District assigns appropriate managers and administrators with the responsibility for sections of the MC Catalog to ensure accuracy and currency ([CC7-02](#)). The program and course information are updated through the curriculum approval process. District policies and procedures are available to the public on BoardDocs which is linked to the MC Website homepage. The accreditation status of the institution is posted on the MC Accreditation website and on the first page of the MC Catalog ([CC7-01](#), [CC7-03](#)).

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Merced College complies with federal regulations set forth in Title IV of the Higher Education Act (HEA). Merced College provides evidence of compliance with USDE Title IV regulation in the District's self-evaluation and independent audits. The District has standard practices regarding financial responsibility requirements, program recordkeeping, and accountability. The District reports audit results annually and presents them at meetings of the MCCD Board of Trustees ([CC8-01](#), [CC8-05](#)). The institutional student loan default is within the USDE

acceptable range. The current Cohort Default Rate is 0% per the National Student Loan Data System at the writing of this report. The institution’s current Cohort Default Rate can be obtained from the USDE’s website. ([CC8-02](#)). The institution provides a step-by-step guide on the student loan process on the MC Student Loan website ([CC8-03](#)). Loan Counseling is a requirement for students in the application process. The institution reviews all contractual agreements to make sure they are acceptable and align with the mission, goals, and policies of the District. In addition, all contracts must be approved by the MCCD Board of Trustees ([CC8-04](#)).

Evidence List

Eligibility Requirements	
Continued Institutional compliance with Commission Policies	
Description	Name/Link
College website	ER1-01 MC Web
Catalog (Pg. 10)	ER1-02 MC Catalog22-23 Pg10
Fall 22 Schedule	ER2-01 FA22 Schedule
2022-2023 Merced College Catalog	ER2-02 MC Catalog22-23
2022-2023 Merced College Catalog	ER3-01 MC Catalog22-23
Program Pathways Mapper	ER3-02 ProgramPathwaysMap
BP 2430 Delegation and Authority to Superintendent/President	ER4-01 BP2430
Board of Trustees Handbook 2021 (Pg. 5)	ER4-02 BoT Handbook21 Pg5
Financial Reports	ER5-01 FinancialReports_Web
BP 6400 Audits	ER5-02 BP6400
Board of Trustees Agenda February 9, 2021	ER5-03 BoT Agenda2-9-21
Link to ISER public comment form	CC1-01 ISER Comment Form
Convocation Program	CC1-02 ConvocationProgram22
Standing Accreditation Committee Agenda March 15, 2022	CC2-01 SAC Agenda3-15-22
Annual Report Data	CC2-02 AnnualRptData
Accreditation Website	CC2-03 Accreditation Web
Program Review Library	CC2-04 PR Library
AP 4620 Credit Hour	CC3-01 AP4620
AP 4020 Program and Curriculum Development	CC3-02 AP4020
AP 4100 Graduation Requirements for Degrees and Certificates	CC3-03 AP4100
MC Catalog (Pg. 23)	CC3-04 MC CatalogPg23
AP 5130 Financial Aid	CC3-05 AP5130
BP 5130 Financial Aid	CC3-06 BP5130
MC Catalog 2022-2023	CC4-01 MC Catalog22-23
MC transfer webpage	CC4-02 MC Transfer Web

Credit for prior learning webpage	CC4-03_CreditPriorLearn_Web
AP 4050 Articulation	CC4-04_AP4050
BP 4050 Articulation	CC4-05_BP4050
AP 4235 Credit for Prior Learning	CC4-06_AP4235
BP 4235 Credit for Prior Learning	CC4-07_BP4235
AP 5120 Transfer Center	CC4-08_AP5120
BP 5120 Transfer Center	CC4-09_BP5120
Distance Education Handbook	CC5-01_DistanceEdHandbk
BP 4020 Program and Curriculum Development	CC5-02_BP4020
AP 4020 Program and Curriculum Development	CC5-03_AP4020
AP 3725 Information and Communications Technology Accessibility and Acceptable Use	CC5-04_AP3725
AP 4105 Distance Education	CC5-05_AP4105
Excellence in Online Teaching certification series	CC5-06_ExcelOnlineTeachCert
Technology Master Plan	CC5-07_TechMasterPlan
Participatory Governance Handbook, Technology Committee	CC5-08_PGH_TechCmte
MC Catalog (Pg. 28)	CC6-01_MC_CatalogPg28
Accreditation webpage	CC6-02_Accreditation_Web
AP 5530 Student Rights and Grievances	CC6-03_AP5530
MC Catalog 2022-2023	CC7-01_MC_Catalog22-23
Catalog responsibilities chart	CC7-02_ResponsibilitiesChrt
Accreditation webpage	CC7-03_Accreditation_Web
Board of Trustees Agenda March 8, 2022	CC8-01_BoT_Agenda3-8-22
Cohort Default Rate	CC8-02_CohortDefaultRt
MC Student Loan webpage	CC8-03_MC_StudentLoan_Web
BP 6340 Bids and Contracts	CC8-04_BP6340
AP 6400 Audits	CC8-05_AP6400

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to its mission emphasizing student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Merced College's mission describes the institution's broad educational purposes and is aligned with the course, program, and degree offerings provided by the District ([1A1-01](#)). The mission states,

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

The College's vision statement provides a more detailed explanation of how the District achieves its mission:

Enriching our community through educational experiences and support services:

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

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

The mission is reviewed and updated on a regular basis to ensure alignment with the programs and services the District provides ([1A1-02](#)). As part of the California Community College system, MC is an open access institution, and the mission describes the intended population and the degrees, credentials, and educational opportunities offered by the District. An update to the MC mission was passed by the MC Board of Trustees (BoT) in June 2017 and the mission, vision, and core values were reviewed and updated in November 2022 and adopted by the Board in December 2022; the District's mission reflects input from all District constituency groups and discussion amongst the District community ([1A1-03](#)). The District's commitment to student learning and achievement is reflected in the mission and vision.

Analysis and Evaluation

The MC mission and vision describe the institution's educational purposes, the population served, and types of degrees and credentials offered by the District. The District's commitment to student learning and student achievement is reflected in the mission.

- 2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

Evidence of Meeting the Standard

Merced College (MC) uses a wide variety of data to determine how effectively it is accomplishing its mission. MC produces an annual report that informs the community of the District mission and vision as well as the progress made by the institution for the year. The annual report is available publicly on the College website ([1A2-11](#)). The annual report provides enrollment data, degrees and certificates awarded, transfer data, and financial aid and budget data for the District ([1A2-01](#)). The annual report is presented to the Board of Trustees (BoT), shared with the District community at the State of the College event, and posted to the President's Office webpage ([1A2-11](#)).

The MC integrated planning process includes both comprehensive program reviews along with annual updates. Data sets are developed for programs in instruction and for non-instructional departments and service areas at MC. The program review data is analyzed and used to inform the resource allocation process at the District ([1A2-02](#), [1A2-03](#)). As part of the program review process, the District defines and assesses student learning outcomes for all instructional programs. Student learning outcomes are mapped to program learning outcomes to ensure student needs are an integral component of the integrated planning process ([1A2-06](#)). Program reviews are made available to the District community through the program review library ([1A2-07](#), [1A2-08](#)). Similar to program review, the faculty hiring prioritization process relies on data to develop a ranking of recommended faculty positions utilizing presentations to a committee based on discipline data for those departments requesting faculty ([1A2-04](#)).

Data dashboards, which contain enrollment data, success rates, percentage of math and English completed, and number of units enrolled, as well as other relevant data are made available to District leadership, including deans and faculty leads, to provide information on student educational needs at the departmental level and in developing institutional priorities ([1A2-05](#)). The District's Educational Master Plan (EMP) provides the foundation for long range planning and provides direction for the Strategic Implementation Plan (SIP) to operationalize the EMP. The District used institutional data as an aid in developing the EMP goals and is used to monitor the progress of the SIP ([1A2-09](#), [1A2-10](#)).

Analysis and Evaluation

MC analyzes data that reflect on its mission through annual reports, program review processes, student learning outcomes assessment, and institutional level metrics to set institutional priorities, inform resource allocation, and improve institutional effectiveness in meeting its mission.

- 3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

Evidence of Meeting the Standard

Merced College aligns its programs and services with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. The Integrated Planning Handbook explains how Merced College ties the mission to all planning through the Educational Master Plan (EMP) ([1A3-01](#), [1A3-03](#)). The following are the goals established in the 2018-2023 EMP:

1. Enrollment Management and Student Success
2. Student Access
3. Resource Development and Allocation
4. Safety and Facilities Planning
5. Partnership
6. Institutional Effectiveness, Technology, and Systems Design

In 2020, to respond to the unique challenges of that year and to call out the need for equity and innovation, the President assembled a special EMP task force to address the issues and they developed two new goals ([1A3-08](#), [1A3-09](#), [1A3-10](#)). Goal 7 and 8 state the following:

Goal 7: Implement innovative practices, learned as a result of the pandemic, to increase accessibility and preserving an authentic collegiate experience for our students, employees, and community.

Goal 8: Utilize MCCD’s Diversity, Equity, and Inclusion Framework to address systemic racism and social injustices within all facets of our services and programs for our community, colleagues, students, and academics.”

The 2018-2023 Educational Master Plan reflects the mission, vision, and core values of the District ([1A3-01](#)). The Strategic Implementation Plan (SIP) provides the objectives and tasks to operationalize the EMP from year to year ([1A3-02](#)), with updates given on progress to the Board of Trustees (BoT) and at the Educational Master Planning Committee (EMPC) ([1A3-02](#), [1A3-04](#)). The Integrated Planning Handbook explains that alignment with the EMP and the SIP is central to the goal development that occurs in the Integrated Planning Cycle ([1A3-03](#)). On page 10 of the Integrated Planning Handbook, the goals and resource requests that are developed in the Program Review process must align with the EMP and the SIP ([1A3-03](#)). The alignment with the EMP goals and SIP can be seen in the program review templates ([1A3-05](#), [1A3-06](#), [1A3-07](#)). All institutional and program planning are linked to the mission through the District’s 5-Year Educational Master Plan via the aforementioned integrated planning processes.

Analysis and Evaluation

Merced College demonstrates through the EMP and the Integrated Planning Cycle that the mission guides institutional decision-making, planning, and resource allocation. The integrated

planning processes utilize program review to inform institutional goals for student learning and achievement, which are all linked and integrated with the District's EMP goals and objectives. The District has planning and decision-making processes that ensure alignment with its mission.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

Merced College articulates its mission in a widely published statement, *BP 1200, District Mission*, that was last revised December 13, 2022 ([1A4-03](#)). All Board Policies are available for public view on BoardDocs ([1A4-07](#)). The mission, vision, motto, and core values are posted on the College website and in the College Catalog ([1A4-01](#), [1A4-02](#)), among other printed locations throughout the entire district.

Merced College ensures the mission statement is periodically reviewed and updated as necessary. *BP 1200, District Mission*, states that the mission is evaluated and revised on a regular basis ([1A4-03](#)). In 2022, the District began the process of reviewing the mission through the Educational Master Planning Committee (EMPC). The EMPC oversees the development and progress for the Educational Master Plan (EMP) and the evaluation and review of the district mission ([1A4-04](#), [1A4-05](#), [1A4-06](#)). The membership of EMPC consists of representatives from Academic Senate, Merced College Faculty Association, Classified Senate, California School Employees Association representing the classified staff, Co-chairs of master planning committees, management, and the Associated Students of Merced College ([1A4-06](#)). A subcommittee of EMPC was formed to review the mission in spring 2022 and make recommendations about revised language ([1A4-05](#)). The EMPC recommended the adoption of the revisions to the Superintendent/President, who made a recommendation to the Board in November 2022 and the Board adopted a revised mission statement, vision, and core values in December 2022.

Analysis and Evaluation

Merced College has a mission that has been approved by the governing board and is widely published throughout the district, including, but not limited to, on BoardDocs, the College website, and in the College Catalog.

Conclusions on Standard I.A: Mission

Merced College meets Standard IA. Merced College demonstrates a strong commitment to its institutional mission. The mission guides the District's decision-making and planning processes, including the Educational Master Plan. The District uses quantitative and qualitative data for planning purposes as well as assessing how well it meets its mission. The mission is widely publicized, including on the website, in planning documents, and in the College

Catalog. The mission statement is periodically reviewed through the participatory governance process and by the Board of Trustees and has recently been revised and adopted.

The District meets the standard.

Improvement Plan(s)

None.

Evidence List

Standard 1A	
Description	Name/Link
Merced College Mission	1A1-01 MC Mission
Board Policy 1200	1A1-02 BP1200
Board of Trustees Minutes June 6, 2017	1A1-03 BoTmins6-6-17
2021 Annual Report	1A2-01 2021AnnualReport
Instruction Program Review Data Set	1A2-02 Instruct PR DataSet
Non-Instructional Program Review Template	1A2-03 NonIns PR Template
Hiring Prioritization Data Set	1A2-04 HiringPriorDataSet
Tableau Dashboards	1A2-05 TableauDashboards
Annual Report Webpage	1A2-06 AnnualRpt Webpage
Instructional Program Review Template	1A2-07 Instruct PR Template
Program Review Library	1A2-08 PR Library
Educational Master Plan	1A2-09 EMP 2018-2023
Strategic Implementation Plan	1A2-10 Strategic Impl Plan
President's Office Annual Report 2021	1A2-11 Pres Office Ann Rpt
Educational Master Plan 2018-2023 (Pg. 5-7)	1A3-01 EMP pg5-7
Strategic Implementation Plan	1A3-02 SIP
Integrated Planning Handbook - Integrated Planning Cycle (Pg. 6-9)	1A3-03 Int Pln Handbk pg7-9
Educational Master Planning Committee Agenda September 9, 2021	1A3-04 EMPCAgenda9-6-21
Instruction Program Review Template	1A3-05 Instruct PR Template
Student Services Program Review Template	1A3-06 SS PR Template
Non-Instructional Program Review Template	1A3-07 NonIns PR Template
Special Educational Master Plan Task Force Email from the President	1A3-08 EMPTaskForceEmail
Draft goals 7 & 8 for the Educational Master Plan	1A3-09 DraftGoalsEMP 7 8
Educational Master Planning Committee Agenda November 30, 2020	1A3-10 EMPCAgenda11-30-20
District's Mission website page	1A4-01 MC Mission Webpage

College Catalog 23-24	1A4-02_CollegeCatalog23-24
BP 1200 District Mission	1A4-03_BP1200
Educational Master Planning Committee Agenda May 5, 2022	1A4-04_EMPCAgenda5-5-22
Educational Master Planning Committee Agenda September 15, 2022	1A4-05_EMPCAgenda9-15-22
Participatory Governance Handbook - Revised January 2021	1A4-06_PG_Handbook_Rev01-21
BoardDocs Board Policies	1A4-07_BoardDocs_BP

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

- 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

Evidence of Meeting the Standard

Merced College demonstrates a sustained, substantive and collegial dialog regarding student outcomes, student equity, academic quality, and institutional effectiveness through its well-defined committee and constituency group structure ([1B1-15](#), [1B1-16](#)). The District utilizes quantitative and qualitative data in a systematic cycle of integrated planning, evaluation, implementation, and re-assessment to analyze institutional effectiveness and facilitate continuous improvement of student learning and achievement.

The participatory governance structures and committees that facilitate dialogue within the institution include:

College Council: The College Council has membership from all constituency groups and is primarily concerned with institutional effectiveness. Updating policies and procedures with input from all segments of the District community to ensure that the institution is achieving its mission and coordinating the systematic evaluation of governance and administrative structures, processes, and services ([1B1-16](#)).

The Educational Master Planning Committee (EMPC): The mission/charge of EMPC is to coordinate the integrated planning process and is the oversight committee for all master planning committees with a focus of ensuring that district planning is student centered. Additionally, EMPC reviews the District’s EMP goals and objectives and tracks and reports progress. The membership of the committee includes representation from all the District constituency groups; management, faculty, classified staff, and students. EMPC ensures that institutional outcomes are evaluated and informs

goal development at the institutional level and in the other master planning committees ([1B1-17](#)).

The **Educational Master Planning Task Force** engaged in considerable dialog between 2017-2018 in the development of the Educational Master Plan. Student achievement data, labor market data, award data, and demographic data were used to inform the discussion and development of the EMP goals ([1B1-09](#), [1B1-10](#)). The Strategic Implementation Plan (SIP) was developed to operationalize the EMP and includes tasks and responsibilities identified to facilitate progress on SIP goals and objectives ([1B1-11](#)). Updates on the SIP are given regularly to EMPC. Data gathered through the implementation of the SIP through surveys and other metrics are used to inform future planning.

The Program Review, Outcomes, and Assessment Committee (PROAC): PROAC includes both instruction and non-instructional coordinators where program review, student learning outcomes and SAO's are discussed ([1B1-05](#)). PROAC provides a collaborative space for Cohort Assessment Trainer (CAT) engage in robust discussion of SLO's and program review ([1B1-06](#), [1B1-07](#)). Each instructional area is represented by at least two CAT's and each non-instructional area is represented by an area program review coordinator. Program Review templates include discussion of SLO assessments and student equity data, provided by the Office of Institutional Effectiveness. PROAC coordinates the GE Program Review process that is conducted through mapping of course to program to Institutional Learning Outcomes (ILOs). The GE Program Review for 2023 has been very robust and includes a variety of data points and disaggregated student population data that the CAT's are reviewing and discussing.

The course SLO assessment process at Merced College is a collaborative process that requires faculty to document discussions that occurred between faculty members regarding course SLO assessments by filling out a Post-Assessment discussion form ([1B1-04](#)). The form requires a description of the assessment of the results and what course changes will be made to address the revealed gaps ([1B1-03](#)).

Program review is an essential part of the integrated planning process at MC. Central to the development of program reviews is dialogue about student learning outcomes, student equity, and continuous improvement of student learning. The program review templates for instruction and non-instructional areas are revised through dialogue in PROAC and EMPC ([1B1-27](#), [1B1-28](#), [1B1-29](#)) to ensure discussion about continuous improvement of student learning and achievement is the focus of the review process. The templates contain sections where the analysis of SLO assessment is discussed.

The **Student Success Committee (SSC)** includes members of faculty, staff, and administration and has regular discussions on student success. Topics discussed include the use of the Tutoring Referral Button, Student Success Workshops, Embedded Counseling, and Student Success Videos ([1B1-02](#)). The Office of Institutional Effectiveness makes regular presentations on student achievement data at SSC meetings ([1B1-02](#), [1B1-18](#)). Student equity discussions are also placed on the agenda here so that recommendations can be made to improve student learning and achievement through both student services and instructional strategies.

Academic Senate and the **Curriculum Committee (CC)** deal with academic quality. The Academic Senate's primary function is to make recommendations with respect to academic and professional matters including curriculum, educational program development, standards or policies regarding student preparation and success, and processes for program review. All Academic Senate agendas and minutes are posted on BoardDocs and are available to the public. The meeting minutes from October 28, 2021 demonstrate that substantial dialog occurs during senate meetings regarding matters affecting student success and access ([1B1-07](#)).

The **AB 705 Taskforce**, a subcommittee of the Academic Senate, has robust discussions about student equity and outcomes and makes recommendations to the administration on changes to institutional processes or structures that support institutional effectiveness and improving student learning and achievement ([1B1-13](#)).

The Curriculum Committee has substantial, ongoing dialog regarding student outcomes and access. CC meetings include course reviews and updates, and proposals for new programs and degrees/certificates. Curriculum Committee meetings include regular reports from subcommittees, task forces, and other curriculum related groups such as the Distance Education Subcommittee, The Ethnic Studies Task force, Guided Pathways, and the Program Review, Outcomes and Assessment Committee are examples of the committees that provide reports ([1B1-08](#)).

Department and Areas: The dialogue about student outcomes, student equity, academic quality, and continuous improvement of student learning and achievement occurs at the cohort and area level meetings as departments make plans through the program review and SLO assessment process ([1B1-24](#)). The departments, with the help of their CATs, develop their SLO assessment timelines and curriculum updates. The discussions about student learning that occur in departments are captured on the SLO assessment post discussion forms ([1B1-03](#)).

The Office of Student Equity is under the supervision of the Dean of Student Equity & Success ([1B1-19](#)). The Dean of Student Equity & Success oversees the development of

the Student Equity and Achievement (SEA) Plan. The SEA Plan identifies disproportionately impacted students and describes goals and activities to close the gap (1B1-26). Dialog centered around student equity and student achievement that occurs in the Merced College Student Equity Committee and informs the development of the SEA Plan (1B1-19, 1B1-25). The **Student Equity Committee (SEC)** has members from all constituency groups represented on the committee membership. The MC Student Equity Committee reviews both qualitative and quantitative data to determine how the institution can address gaps in student equity and achievement (1B1-20).

Professional Development: MC provides professional development opportunities where substantive dialog about student equity, academic quality, and student learning and achievement are the focus. These opportunities occur at the department level; area meetings; FLEX workshops; campus wide forums; and in workshops, conferences, and symposiums offered on campus. FLEX workshops provide venues where discussion about student outcomes, academic quality and student equity occurs with facilitated discussions. Examples of workshops offered include "What is credit for prior learning," "Supporting our LGBTQIA+ students," and "Planning your Program Review Goals" (1B1-12).

During Active Learning Conferences, discussions about student success and equity occur with a focus on strategies that can be brought into the classroom and student services (1B1-01). Student Success Symposiums occur before the start of the fall semester and provide a focus on student equity and student achievement. The topic of the fall 2022 symposium was, "Designing Equity-Conscious Guided Pathways to Ensure Students are Learning" (1B1-21).

The Office of Institutional Effectiveness's mission is to provide, "accurate, relevant, equity-grounded data for ongoing planning and assessment for the district with a focus/goal/intent on supporting student learning and success" (1B1-22). The OIE provides data in the venues where student equity and student achievement are discussed in order to provide the information necessary for continuous improvement of student learning within the institution. The District participates in the Community College Survey of Student Engagement (CCSSE) as a tool to evaluate student learning and achievement from the student experience. These results are disseminated and discussed in many committees and provide actionable data that is both qualitative and quantitative (1B1-14). A variety of surveys are used among the different constituency groups to provide data for continuous improvement of institutional effectiveness that occurs through the integrated planning process (1B1-23).

Analysis and Evaluation

MC demonstrates a commitment to a sustained, substantive and collegial dialogue about

student outcomes through its program review and SLO/SAO assessment cycles. The Academic Senate and its subcommittees provide the institution with venues where sustained, substantive dialogue about academic quality is the focus. Institutional effectiveness and the improvement of student learning and achievement are facilitated by the integrated planning process coordinated through College Council, EMPC, and the participatory governance committees with diverse representation from all District constituencies. The sustained and substantive dialog is evident through the committee agendas, minutes, fliers, and reports posted for public view.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

MC defines and assesses student learning outcomes for all instructional programs and student learning and support services. Student learning outcomes (SLOs) are posted on all program and course outlines of record ([1B2-12](#), [1B2-01](#)). Program Learning Outcomes are posted in the College Catalog for all instructional programs ([1B2-09](#)). All courses at MC have student learning outcomes posted on the Course Outline of Record (COR) and course SLOs are listed on all course syllabi ([1B2-01](#)). Posting of course SLOs on syllabi is verified by submission of all syllabi to the deans of instruction ([1B2-02](#)).

Course SLOs and Instructional Program Reviews (IPRs) are completed at least every other year with annual updates for program reviews as necessary to update program resource needs to support program goals. The change to a two-year program cycle was implemented to create a more continuous and sustainable cycle. In 2021, the Academic Senate approved a resolution requiring all SLOs be assessed at least once in a two-year cycle, and all programs complete a program review at least once in a two-year cycle ([1B2-04](#), [1B2-06](#)). Course-level SLO assessments are reported in eLumen, a curriculum and assessment tracking software program. Course-level SLO assessment is tracked by the Program Review, Outcomes, and Assessment Committee (PROAC) and the progress of completing course SLO assessments is reported out at various committees ([1B2-06](#), [1B2-17](#), [1B2-18](#)). PROAC monitors the program review processes and has discovered that eLumen did not facilitate faculty assessment dialogue. In response to this gap, a post discussion form was created to facilitate faculty discussion and planning as well as to complete more robust program learning outcome assessments in program review ([1B2-07](#), [1B2-10](#)).

At the program level, program learning outcomes (PLOs) are assessed during the program review process. Course-level SLOs are mapped to PLOs and provide the data on student learning for the PLOs. As part of the program review, a review of student achievement data along with the data gathered from the PLOs and any relevant external data, are all used to form an improvement plan and to request resources to support the implementation of plans

developed ([1B2-05](#), [1B2-07](#)). All program reviews are housed in the program review library on the College website ([1B2-11](#)).

All student support service programs complete an Annual Program Review that includes assessment of SLOs/SAOs and analyses of the derived data to determine the effectiveness of the programs and plans for improvements to student support services. A sample of SLO assessment reports and unit reviews for student services can be found in the Program Review Library for Athletics, ASMC, CalWORKs, Counseling, Financial Aid, Student Health Services, Student Success Programs, and the Veteran's Resource Center ([1B2-11](#)). Program reviews in student services utilize the SLO/SAO assessments as part of the evaluation process, a template is provided for this purpose that is specific to student services ([1B2-13](#), [1B2-14](#)).

Students from varied programs and group affiliations utilize tutoring services from the Student Success and Tutorial Center (SSTC) for specific subjects and workshops. The program staff identify SAO/SLOs and evaluate progress as part of the program review evaluation ([1B2-15](#), [1B2-16](#)). The Student Success Committee reviews the SSTC program review and uses disaggregated student population data to identify equity gaps and strategize ways to close equity gaps through outreach efforts and determining times of the semester when additional tutoring support is needed ([1B2-20](#)).

Analysis and Evaluation

Learning outcomes are defined and assessed at the course and program level for all instructional programs. Student and learning support services have either learning or service outcomes that are defined and assessed annually or once in a two-year period as part of the program review process. Outcomes assessment is an integral part of the evaluation of all courses, programs, and student and learning support services at MC. (ER 11)

- 3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

Evidence of Meeting the Standard

MC establishes institution-set standards through the Standing Accreditation Committee (SAC) whose membership includes representation from all constituency groups. Through discussion of the mission and by viewing data on student achievement, SAC develops institution set standards for course completion, program completion, transfer, job placement rates, and licensure examination rates that are submitted to ACCJC in the annual reports (ER 11, [1B3-02](#)). The annual reports are reviewed by multiple planning committees and the minutes from the SAC meetings and meetings of the College Council, Educational Master Planning Committee (EMPC), Administrative Services Master Planning Committee (ASMPC), and Board of Trustees demonstrate that the institution-set standards are disseminated widely within the District and are posted to the College website ([1B3-03](#), [1B3-04](#), [1B3-06](#), [1B3-07](#), [1B3-08](#), [1B3-](#)

[01](#)).

The development of the Educational Master Plan (EMP) adopted by the MC Board of Trustees June 12, 2018, was developed to align with the recommendations of the previous ACCJC team report recommendations and with the statewide Vision for Success goals (ER 11, [1B3-09](#)). A crosswalk document demonstrating the alignment was developed to demonstrate how the EMP goals supported the ACCJC recommendations for improvement. The goals in the EMP drive the integrated planning process and are operationalized in the Strategic Implementation Plan (SIP) ([1B3-10](#), [1B3-11](#)). The institution-set standards and the EMP are aligned with the MC mission which provides the foundation and framework for integrated planning ([1B3-09](#): p.7).

Analysis and Evaluation

The Standing Accreditation Committee reviews, updates, and evaluates the institution-set standards. Institutional goals are set through the integrated planning processes and the development of the EMP. The EMPC oversees and evaluates progress on institutional goals through the Strategic Implementation Plan. Institution-set standards and institutional goals are broadly disseminated through the master planning committees and participatory governance structure at the District.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Assessment results are used in the program review process to identify needs and request resources to support student learning and achievement. SLO assessment is incorporated into the program review evaluation processes through the annual updates and comprehensive program reviews. The program review process requires all programs to report on program assessment data, student achievement including success, retention, and awards, and program trends. Program reviews are a collaborative effort among discipline faculty and/or department members to evaluate program strengths and challenges, as well as identify the resources needed to achieve program goals ([1B4-01](#)). An example of an improvement as a result of the program review process is the change in the BIOL 20 course outcomes to be more specific and less all encompassing ([1B4-13](#)).

Student Services completes annual program reviews for the programs and includes data on service area outcomes, program service level data, service trends, factors influencing student access to services and goals ([1B4-05](#)). Service Area Outcomes (SAOs) are defined and assessed in non-instructional program reviews ([1B4-14](#), [1B4-15](#)). Student services uses the noninstructional program review template.

PROAC conducts ongoing evaluation of the program review process, which consists of program review representatives from instruction, student services, administrative services, and

the Office of Institutional Effectiveness. PROAC recognized a gap in the regularity of the assessment cycle and in the purpose of assessment, as a result the Academic Senate recommended implementation of a standardized cycle (1B4-02) where SLO's are assessed during one year and program reviews are done the following year utilizing the SLO data to inform the recommendations in the program review. The instructional program review coordinators recommended and adopted the inclusion of professional development in the process to identify new pedagogy and teaching methods in the classroom that are reported in the post assessment discussion (1B4-04). The new cycle allows programs to reassess every two years and to make assessment more meaningful (1B4-03).

The instruction program review template has a section called "Summary of Program Outcome Assessments" where faculty describe the program learning outcomes assessment being conducted, assessment data are summarized, and they provide an analysis and interpretation of the results of each PLO/SAO (1B4-16). A table is included for the program student learning outcomes that gives the performance on each outcome and the expected performance. Program trend data, such as student enrollment and achievement, is also examined. The section on resource allocation ties program planning and review into the integrated planning process, to support goals that are made for continuous improvement of student learning and achievement. Resource allocation requests are made in the program review process to support the goals and plans that are made for continuous improvement of student learning and achievement. Resource requests from instruction and non-instructional program reviews are prioritized by each master planning committee and then ranked by Cabinet (1B4-07, 1B4-08, 1B4-09). The "Program Mission and Access" section requests that faculty describe alignment between the purpose of the program and the District mission and strategic plan. The noninstructional program review template has a table summarizing the assessment of the SAOs or SLOs, the table demonstrates how the outcomes link to the EMP goals, the means of assessment, results, and interpretation of results with plans for improvement (1B4-17). Program service level data is included in item 6 of the template.

Analysis and Evaluation

Merced College uses and incorporates assessment data into the integrated planning process through the program review processes in support of student learning and achievement.

Institutional Effectiveness

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

Evidence of Meeting the Standard

Merced College assesses the accomplishment of its mission through the evaluation of goals and objectives as demonstrated in the program review process. Program Review is completed by instruction and non-instructional on a defined schedule with non-instructional program reviews

being completed yearly and instructional program review being completed at minimum every two years as set forth by Academic Senate Resolution 05-21. ([1B5-01](#), [1B5-02](#), [1B5-03](#)). Instructional program reviews include assessment of program learning outcomes and a summary of course level assessments along with analysis of disaggregated student achievement data by program type and mode of delivery ([1B5-04](#), [1B5-05](#)). Goal development and progress on goals in progress are components of the instructional program review template ([1B5-05](#)).

Non-instructional program reviews include assessment of Service Area Outcomes (SAOs), establishment of goals, review of service level data, and student equity data ([1B5-02](#)). The program review template requires that resource requests are linked to SAO or SLO gaps, program goals, the Educational Master Plan, or student equity gaps, with a description of the impact to the department. In addition to developing a list of resources needed in the current program review to support goal attainment, the program review also includes the ability to explain how resources received in the past affect student success. ([1B5-06](#)).

The institution establishes goals for ensuring it accomplishes its mission through the Educational Master Plan (EMP) ([1B5-07](#)). The EMP Goals were established using the mission, vision, and core values of the District as a guide along with an environmental impact study that brought in input from the District community. The Strategic Implementation Plan (SIP) operationalizes the EMP with objectives and tasks assigned to responsible parties ([1B5-08](#)). Regular updates on the progress of the SIP are reviewed at EMPC and at the Board of Trustees meetings in the fall ([1B5-09](#)). Recently, the SIP update was delivered to the entire campus during a campus forum ([1B5-10](#), [1B5-11](#)).

Analysis and Evaluation

Merced College has a regular cycle for evaluating the accomplishment of its mission through the assessment of outcomes, disaggregated student achievement data, and goals which is the basis for the program review process for instruction and noninstructional programs. At the institutional level the EMP and progress on the SIP provide an evaluation of progress on institutional level goals.

- 6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

Evidence of Meeting the Standard

The District disaggregates and analyzes learning outcomes and achievement for subpopulations of students through the program review process. Instructional and non-instructional program reviews use disaggregated data provided by the Office of Institutional Effectiveness (OIE) to identify performance gaps and implement strategies for improving student outcomes ([1B6-01](#), [1B6-09](#), [1B6-10](#), [1B6-11](#), [1B6-12](#), [1B6-13](#)). For instruction, the data includes student success

and retention rates disaggregated by modality and by student subpopulations ([1B6-02](#)). Non-Instructional Program Reviews provide opportunities for service areas to evaluate who the students are that are taking advantage of the service area resources disaggregated by subpopulations. The Program Review Template allows for discussion of factors influencing student access as well as a discussion on addressing barriers for impacted students. All program review templates include prompts for addressing observed gaps, establishing planning goals, action plans, and status updates of in progress plans ([1B6-03](#), [1B6-15](#), [1B6-08](#), [1B6-09](#)). The discussion form for instruction and the non-instructional program review template capture the dialogue that occurs to evaluate and analyze program data in order to develop goals and implement improvement plans ([1B6-04](#), [1B6-15](#)).

The General Education program review disaggregates data by student subpopulations for program level assessment ([1B6-18](#)). The District is working with eLumen to disaggregate SLO assessment data ([1B6-19](#)).

Resource requests compiled from instruction and non-instructional program reviews are prioritized by each master planning committee ([1B6-05](#), [1B6-06](#), [1B6-07](#)). The ranked lists for the master planning committees are sent to Cabinet for prioritization by the vice presidents to combine and rank all requests into one master list. The items funded from the list are shared out at the master planning committees ([1B6-16](#)). The Automotive Technology Program Review demonstrates how faculty identify gaps and create a plan to address the gaps. The Automotive Technology Program Review also demonstrates the impact allocated resources had on the program ([1B6-08](#)).

In order to address challenges faced by disproportionately impacted students, Merced College has developed a series of goals and activities to remove barriers to student academic success. The Student Equity Plan, established in 2019, is aligned with the Chancellor's Office Vision for Success, Merced College's Educational Master Plan, and addresses student equity gaps identified within the institution ([1B6-14](#)). In response to the Equity Plan data, one of the focus groups became the College's American Indian/Alaskan Native student population due to disproportionate retention rates. To meet the needs of this student population and increase retention rates, a Native American webpage was developed, an American Indian/Alaskan Native Liaison Counselor was identified, and resources and services made available ([1B6-17](#)).

Analysis and Evaluation

Merced College disaggregates and evaluates learning outcomes and student achievement data for student subpopulations through the program review process and the development and implementation of the SEA plan. When gaps are identified for student subpopulations within programs, the program faculty or staff develops goals and plans to close gaps and request resources to assist in the implementation of plans. Updates to in progress plans are part of the program review process to provide continuity of strategies and ongoing institutional support.

- 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

Evidence of Meeting the Standard

Merced College regularly evaluates its policies and practices across all areas of the institution. Program review is the primary way in which regular and systematic reviews occur for all programs and services. Instructional program reviews are completed every two years and non-instructional program reviews are completed annually to evaluate programs and services on a regular cycle ([1B7-01](#), [1B7-02](#)). The program review process includes qualitative and quantitative data to determine if programs and service areas are meeting their goals in supporting the District's mission and in supporting academic quality.

Instructional program reviews include outcome assessment data, review of demographic trends, impacts on the program, goal development, and resource allocation to support program goals and plans for improvement ([1B7-03](#)). Non-instructional program reviews have similar features as the instruction program review but instead of assessment of program student learning outcomes, non-instructional areas assess service area outcomes (SAOs). Additionally, non-instructional program reviews include discussion of services offered and disaggregation of data of students served ([1B7-04](#)). All program reviews, instruction and non-instructional, are posted publicly on the College website in the program review library ([1B7-05](#)). Both the instruction and non-instructional program reviews have programs and service areas identify resources needed to accomplish their goals and plans that are incorporated into the resource allocation process.

The District reviews policies and procedures and the governance process through participatory governance committees that make recommendations to College Council ([1B7-12](#)). One of the major roles of College Council is to monitor policies and procedures related to participatory governance. College Council assumes oversight and maintenance of the Participatory Governance Handbook, which defines participatory governance, describes constituency participation in participatory governance committees ([1B7-13](#), [1B7-11](#)). College Council, which is composed of representation from all constituency groups, recommends modifications to existing policies and procedures or recommends new policies and procedures as needed ([1B7-14](#)). Recommended changes to policies and procedures can come from planning committees/councils and/or constituency groups and presented at College Council where the committee may further modify proposed changes and determine if a recommendation for implementation to the Superintendent/President (S/P) will be made ([1B7-08](#)). Changes to procedures are reviewed and adopted by the Superintendent/President and reported to the Board. Changes to policies are put forward to the Board of Trustees for review and adoption ([1B7-09](#)). For example, the Human Resources Council reviews board policies and

administrative procedures related to personnel matters and forwards recommendations for modifications to College Council ([1B7-10](#)). Each master planning committee at Merced College undergoes a self-evaluation annually to evaluate their effectiveness in supporting the mission of Merced College ([1B7-07](#)).

The Academic Senate and Curriculum Committee play an important role in assuring the District adopts effective policies and procedures for curriculum and instruction. The Curriculum Committee regularly reviews new and revised curricula and forwards recommendations for changes to the Board of Trustees for consideration and approval. This process ensures academic quality of courses and programs offered. ([1B7-06](#)). In 2021, the Merced College Academic Senate recommended the change to a two-year program review cycle to create a more continuous and sustainable cycle ([1B7-15](#), [1B7-16](#)).

Analysis and Evaluation

Evaluating institutional practices across the institution occurs using a variety of approaches. The program review process ensures programs and service areas are reviewed on a regular cycle. Participatory governance practices are monitored and reviewed through master planning committee surveys. The master planning committees set goals annually through dialogue about the participatory governance survey results and reflection on the District mission and the committee charge. The described structures and practices assure policies and practices across all areas of the District, including instruction, student and learning support services, resource management, and governance processes are all evaluated regularly for effectiveness, and policy and procedural development is informed by this evaluation to assure academic quality and achievement of the District mission.

- 8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

Evidence of Meeting the Standard

Merced College broadly communicates the results of all assessment and evaluation activities to ensure the District has a shared understanding of strengths and weaknesses and sets appropriate priorities. The results of assessment and evaluation activities are published on the College website. The Program Review library provides stakeholders the opportunity to review program data and self-evaluation for both instruction and non-instructional areas ([1B8-01](#)). The Program Review Outcomes Assessment Committee (PROAC) worked with the vice presidents to develop a new process for program review dissemination District wide. The District has implemented a plan for program review summaries to move up from the individual master planning committees to the Educational Master Planning Committee (EMPC) ([1B8-10](#), [1B8-11](#), [1B8-12](#)). PROAC is also instituting an annual assessment report for dissemination at the annual convocation ([1B8-13](#)).

The SLO assessment process for instruction includes dialogue as part of the process where departments discuss the SLO data and then complete a form to capture discussions by faculty about SLO assessments ([1B8-02](#), [1B8-03](#), [1B8-04](#)). Cohort Assessment Trainers (CATs) meet regularly to evaluate assessment procedures, plan for SLO assessments, and develop faculty resources to improve assessment ([1B8-05](#)). The SLO Coordinators also maintain a publicly accessible spreadsheet serving as a record of the course SLO assessment schedule for all active courses.

Each master planning committee undergoes a self-evaluation at the end of each academic year. The results of the self-evaluation are presented to each master planning committee by the Office of Institutional Effectiveness (OIE) at the beginning of the academic year to inform any necessary changes to the committee charge or change in priorities ([1B8-06](#), [1B8-07](#)). Master planning committees have representation from all constituency groups who are charged with disseminating information to the respective groups they represent. Reporting out occurs at department, cohort, and area meetings ([1B8-14](#)).

The Strategic Implementation Plan, SIP, is the operational portion of the Educational Master Plan and is available for public viewing on the College website ([1B8-09](#)). Regular updates on the progress of the plan are disseminated to the Educational Master Planning Committee, the Board of Trustees, and at campus forums ([1B8-08](#)).

Analysis and Evaluation

The District makes information about assessment and evaluation processes available to the public through numerous venues; most notably, the college website. Master planning committees disseminate results of the participatory governance surveys at committee meetings and the minutes are publicly available on BoardDocs and disseminated through the participatory governance structure. Progress on the EMP, which is operationalized through the SIP, is widely disseminated through various committees, public presentations (i.e. Board meetings), campus forums and reports, and District meetings and other structures.

- 9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

Merced College engages in continuous, broad based, systematic evaluation and planning through its integrated planning processes, including through program review, the development and implementation of master plans, and the resource allocation process. The Integrated Planning Handbook describes how program review provides for evaluation and planning of

programs and services ([1B9-15](#)). The work carried out by the Educational Master Planning Committee (EMPC) and the other master planning committees utilizes planning, program reviews, and the resource allocation process to support the planning efforts of programs and service areas—all integrated with the mission of the college. The program review develops and assesses goals to achieve continuous improvement and templates link resource requests to action plans and goals ([1B9-04](#), [1B9-06](#)). A recent shift in the program review cycle is meant to provide for continuity in the process by moving to a two-year cycle of evaluation and planning with an option for annual updates ([1B9-01](#)). The program review cycle in non-instructional areas uses an annual evaluation/update process ([1B9-02](#)). The annual update includes an update for the goal sheet, that includes benchmarks, and supporting resource allocation requests ([1B9-11](#)). The Office of Institutional Effectiveness provides program data sets to instruction and non-instructional programs for the program review process which is utilized along with learning outcomes assessment data to inform program evaluation and improvement ([1B9-03](#), [1B9-16](#)). The program review process provides for both short-term and long-term planning with the two-year cycle and annual updates.

Based on comprehensive assessment and improvement goals, each division ranks their resource allocation requests and forwards the ranked requests to their respective master planning committees for review and an overall ranking within each division. The resource allocation lists are forwarded to the vice presidents for unification into one prioritized list by aligning with institutional priorities guided by the mission and the Educational Master Plan. The unified prioritized list is shared with the Budget Committee and Master Planning Committees for input and, if necessary, further refinement ([1B9-12](#), [1B9-13](#), [1B9-14](#)). The final list is forwarded to the Superintendent/President for review and discussion, if needed, at the cabinet level. Once the Board of Trustees approves the final budget in September the applicable dean or director is notified of funding. Items that are funded are reviewed by the Budget Committee ([1B9-07](#)).

The Faculty Hiring Prioritization Process, which is coordinated by the Merced College Academic Senate, requires discipline representatives to present reports, supported by program data that includes both quantitative and qualitative measures, to make requests for faculty positions ([1B9-05](#)). The Superintendent/President finalizes the list of approved faculty and includes the total number of new faculty positions in the final budget to the Board.

The Educational Master Plan (EMP) provides for long-term planning at the institutional level. The District is currently in Year-5 of the EMP. The goals identified in the EMP were guided by the mission, vision, and core values of the District ([1B9-08](#)). There were originally six goals identified in the EMP, with two additional goals established for innovation and addressing diversity, equity, and inclusion, that are operationalized through the objectives and tasks identified in the Strategic Implementation Plan (SIP) ([1B9-09](#)). The SIP contains 167 tasks developed to meet the EMP goals. Progress on the SIP is reported every semester to EMPC and

annually to the BoT at the request of the Superintendent/President ([1B9-08](#), [1B9-09](#), [1B9-10](#)).

Through the program and institutional level evaluation and planning Merced College provides a comprehensive process leading to the accomplishment of its mission and improvement of institutional effectiveness and academic quality.

Analysis and Evaluation

Merced College’s integrated planning process and development of the EMP is focused on the mission and ensuring institutional effectiveness and academic quality. Short-term and long-term planning are guided by the District mission and achieved through the EMP, resulting SIP, and the integrated planning process which incorporates program review. (ER 19)

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Merced College uses the participatory governance structure, committees within the institution, and program review to facilitate dialogue about student learning and success leading to actionable data for institutional planning. The Educational Master Planning Committee leads the development and oversight of the implementation of the Educational Master Plan, which uses the institution’s mission, vision, and core values to guide the development of the institutions five-year goals. The program review process is the primary means for evaluating programs and/or effectiveness of services for continuous quality improvement. Through the program review process, resources are identified to support student learning and improvement of services. The program review library provides stakeholders the opportunity to review data and use outcomes for self-evaluation in both instruction and non-instructional areas.

The District Meets the Standard.

Improvement Plan(s)

None.

Evidence List

Standard 1B	
Description	Name/Link
Active Learning Conference Website	1B1-01 ActiveLrnConfWeb
Student Success Committee Minutes November 1, 2021	1B1-02 SSCMins11-1-21
SLO post assessment discussion form	1B1-03 SLO PostAssess Form
Completed SLO post assessment discussion form	1B1-04 Compltd SLO PD Form
PROAC meeting minutes	1B1-05 PROACMins12-17-21
CAT Agenda October 15, 2021	1B1-06 CATAgenda10-15-21
Academic Senate Minutes October 28, 2021	1B1-07 ASMins10-28-21
Curriculum Committee Minutes March 17, 2022	1B1-08 CCMins3-17-22

Educational Master Plan	1B1-09 EMP 2018-2023
Educational Master Planning Committee Agenda September 14, 2017	1B1-10 EMPCAgenda9-14-17
SIP update to Educational Master Planning Committee	1B1-11 EMPCAgenda5-5-22
FLEX spring 2022 program	1B1-12 FLEX SP22 Program
AB 705 Minutes April 28, 2020	1B1-13 AB705Mins4-28-20
Instructional Master Planning Committee Minutes September 20, 2021	1B1-14 IMPCMins9-20-21
Integrated Planning Handbook	1B1-15 Int Plan Handbk SP21
Participatory Governance Handbook	1B1-16 PG Handbook Rev01-21
Participatory Governance Handbook (Pg. 21-22)	1B1-17 PG Handbook p21-22
Student Success Committee Minutes October 5, 2021	1B1-18 SSCMins10-5-20
Office of Student Equity webpage	1B1-19 StudentEquity Web
Student Equity Committee Agenda October 1, 2021	1B1-20 SEC Agenda10-1-21
Fall 2022 Student Success Symposium	1B1-21 StuSuccessSympsmF22
Office of Institutional Effectiveness webpage	1B1-22 OIE Webpage
Student Survey	1B1-23 StudentSurvey
Master 2 Year SLO Assessment Schedule	1B1-24 Master 2yr SLOAsses
Student Equity Committee Meeting 3-4-2022	1B1-25 SEC Mins3-4-22
SEA Plan	1B1-26 SEA Plan22-25
Instruction Program Review Template	1B1-27 Instruct PR Template
Student Services Program Review Template	1B1-28 SS PR Template
Non-Instructional Program Review Template	1B1-29 Non Ins PR Template
Course Outline of Record, HIST 17B	1B2-1 COR Hist17B
History syllabus to demonstrate SLO present	1B2-02 Hist Syllabus SLO
Campus Police 21-22 Program Review demonstrating SAOs	1B2-03 CampusPD SAO PR21-22
SLO Assessment and Program Review Resolution	1B2-04 SLO Assess PR Res
Automotive Technology Program Review	1B2-05 AutoTech Ins PR
Master 2 Year SLO Assessment Schedule	1B2-06 Master 2yr SLO Sched
Completed Post Discussion Form	1B2-07 Post Discuss Form
Non-Instructional Program Review (Transfer Center)	1B2-08 NonIns PR TransfCntr
PLOs listed in college catalog	1B2-09 PLOs Catalog p155
SLO Post Discussion Spreadsheet	1B2-10 SLO Post Discussion
Program Review Library	1B2-11 PR Library
Business AST Program Outline of Record	1B2-12 Bus AST POR
Athletics Program Review 2020-2021	1B2-13 Athl PR 20-21

Counseling Program Review 2020-2021	1B2-14 Couns PR 20-21
SSTC Program Reviews 2019-2021	1B2-15 SSTC PR 19-20
SSTC SAOs Survey Results 2019-2021	1B2-16 SSTC SAOs Survey
Curriculum Committee Minutes 04.07.2022	1B2-17 CCMins4-7-22
Academic Senate Minutes 04.28.2022	1B2-18 ASMins4-28-22
Student Services Program Review Process	1B2-19 SS PR Process
Student Success Committee Agenda 10-3-2022	1B2-20 SSC Agenda10-3-22
Annual Report Webpage	1B3-01 AnnualRpt Webpage
2022 Annual Report	1B3-02 2022AnnualReport
Standing Accreditation Committee Minutes March 15, 2022	1B3-03 SACMins3-15-22
Standing Accreditation Committee Agenda March 2, 2021	1B3-04 SACAgenda3-2-21
Standing Accreditation Committee Agenda December 15, 2020	1B3-05 SACAgenda12-15-20
Educational Master Planning Committee Minutes February 17, 2022	1B3-06 EMPCMins2-17-22
College Council Minutes April 7, 2022	1B3-07 CCouncilMins4-7-22
Administrative Services Master Planning Committee Minutes March 18, 2022	1B3-08 ASMPCMins3-18-22
Educational Master Plan 2018-2023	1B3-09 EMP 2018-2023
Strategic Implementation Plan 2018-2023	1B3-10 StrategicImplmntPlan
Student Success Program Review	1B3-11 StudentSuccess PR
Biology Program Review	1B4-01 Biology PR
Academic Senate Resolution 05-21	1B4-02 AS Resolution05-21
Automotive Program Review	1B4-03 Automotive PR
Post Assessment Discussion	1B4-04 Post Assessment Diss
Career Center Program Review	1B4-05 CareerCntr PR 20-21
CPSC IPR Data Set	1B4-06 CPSC IPR data
Instructional Master Planning Committee Agenda September 21, 2020	1B4-07 IMPCAgenda9-21-20
Administrative Services Master Planning Committee Agenda September 17, 2021	1B4-08 ASMPCAgenda9-17-21
Student Services Master Planning Committee Agenda March 24, 2020	1B4-09 SSMPCAgenda3-24-20
Hiring Prioritization Process	1B4-10 HiringPrioritization
AP 7214 Faculty Hiring	1B4-11 AP7214
Drafting hiring prioritization data	1B4-12 Drafting HP Data
BIOL 20 SLO Discussion	1B4-13 BIOL20SLO Discussion
Career Center Program Review demonstrating SAOs	1B4-14 CareerCenter PR SAOs
Transfer Center Non-Instructional Program	1B4-15 NonIns PR TrnsfrCntr

Review	
Instructional Program Review Template	1B4-16 Ins PR Template
Noninstructional Program Review Template	1B4-17 NonIns PR Template
Academic Senate Resolution 05-21	1B5-01 ASResolution05-21
Noninstructional Program Review Template	1B5-02 NonInstrct PR Temp
Instructional Program Review Template	1B5-03 Instrct PR Temp
Biology Program Review	1B5-04 Biology PR 2018-20
Instructional Program Review Data Set	1B5-05 Instruction PR Data
Student Health Services Program Review	1B5-06 StuHealthSvcsPR20-21
Educational Master Plan	1B5-07 EMP 2018-2023
Strategic Implementation Plan	1B5-08 SIP Plan
Educational Master Planning Committee Agenda SIP update	1B5-09 EMPCAgenda SIP
Email advertising campus forum date	1B5-10 CampusForumDatesEmail
Campus forum webpage	1B5-11 CampusForum Web
Biology Program Review	1B6-01 Bio PR2018-20
CPSC IPR Data et	1B6-02 CPSC IPR DataSet
Instructional Program Review Template	1B6-03 IPR Template
Discussion Form	1B6-04 Discussion Form
Instructional Master Planning Committee Agenda September 21, 2020	1B6-05 IMPCAgenda 9-21-20
Administrative Services Master Planning Committee Agenda September 17, 2020	1B6-06 ASMPCAgenda 9-17-21
Student Services Master Planning Committee Agenda March 24, 2020	1B6-07 SSMPCAgenda 3-24-20
Automotive Tech Program Review	1B6-08 AutoTech PR
Career Center Program Review	1B6-09 CareerCenter PR
Veteran Services Program Review	1B6-10 VeteranSvcs PR
CalWORKs Program Review	1B6-11 CalWORKS PR
DSPS Program Review	1B6-12 DSPS PR
EOPS Program Review	1B6-13 EOPS PR
SEA Plan	1B6-14 SEA Plan 2019-22
Noninstructional Program Review Template	1B6-15 NonIns PR Template
Instructional Master Planning Committee Agenda September 12, 2022	1B6-16 IMPC Agenda9-12-22
Native American webpage	1B6-17 NativeAmer web
Computation GELO data	1B6-18 ComputGELO data
GE Program ISLO data from eLumen	1B6-19 ISLO data 10-15-22
Academic Senate Resolution 10-15	1B7-01 AS Resolution10-15
Non-instructional Program Review Calendar 2020-2021	1B7-02 NonIns PR Cal 20-21

Automotive Technology Program Review	1B7-03 AutoTech PR 2018-20
Non-Instructional Program Review Template 2020-2021	1B7-04 NonIns PR Temp 20-21
Program Review Library	1B7-05 PR Library
Board of Trustees Agenda March 8, 2022	1B7-06 BoTAgenda3-8-22
Participatory Governance Survey 2020-2021	1B7-07 PG Survey 2020-21
College Council Minutes March 3, 2022	1B7-08 CCouncilMins 3-3-22
BP 2410 Policy and Administrative Procedure	1B7-09 BP2410
Human Resources Council Minutes February 15, 2022	1B7-10 HRMins 2-15-22
Participatory Governance Handbook	1B7-11 PG Handbook
Policy and Procedure Tracker	1B7-12 Policy Prod Tracker
College Council Roles	1B7-13 CCouncil Roles
College Council Agenda April 7, 2022	1B7-14 CCouncilAgenda 4-7-22
Academic Senate Resolution 05-21	1B7-15 AS Resolution05-21
Academic Senate Minutes April 29, 2021	1B7-16 AS Mins4-29-21
Program Review Library	1B8-01 PR Library
Post Discussion form	1B8-02 Post Discuss Form
Responses to Post Discussion Form	1B8-03 PostDiscuss Response
Post SLO discussion form responses	1B8-04 PostSLODiscussRspnd
CAT Agenda October 15, 2021	1B8-05 CATAgenda 10-15-21
Participatory Governance Survey	1B8-06 PG Survey
Participatory Governance Survey Results Presentation	1B8-07 PG Presentation
SIP update presentation	1B8-08 SIP Presenation
Master Planning documents webpage	1B8-09 MstrPlanDocsWebpage
Administrative Services Master Planning Committee Agenda October 14, 2022	1B8-10 ASMPC Agenda10-14-22
Technology Committee Agenda August 25, 2022	1B8-11 TechCmteAgenda8-25-22
Student Services Master Planning Committee Agenda September 27, 2022	1B8-12 SSMPC Agenda9-27-22
Assessment Report 2021-2022	1B8-13 AssessmentRpt21-22
Participatory Governance Handbook Responsibilities (Pg. 8)	1B8-14 PG-HandbookPg8
Academic Senate Resolution 05-21	1B9-01 AS Resolution05-21
Non-instructional Program Review Calendar	1B9-02 NonIns PR Calendar
Automotive Technology Program Review	1B9-03 AutoTech PR18-20
Non-Instructional Program Review Template	1B9-04 NonIns PR Template
Program Review Library	1B9-05 PR Library
Instruction Program Review Template	1B9-06 Instruct PR Template

Expenditures Report at Budget Committee Agenda October 11, 2021	1B9-07 BudgetAgenda10-11-21
Educational Master Plan	1B9-08 EMP Pg89-91
Strategic Implementation Plan	1B9-09 SIP
Educational Master Planning Committee Agenda May 5, 2022	1B9-10 EMPCAgenda 5-5-22
Goal sheet & resource allocation sheet	1B9-11 Goals RA
Student Services Master Planning Committee Agenda January 24, 2023	1B9-12 SSMPC Agenda1-24-23
Educational Master Planning Committee Agenda September 15, 2022	1B9-13 EMPCAgenda 9-15-22
Budget Committee Agenda October 11, 2021	1B9-14 BudgetAgenda10-11-21
Integrated Planning Handbook	1B9-15 IntegratedPlanning
Career Center Program Review	1B9-16 CareerCenter PR

C. Institutional Integrity

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

Evidence of Meeting the Standard

Merced College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services through the College Catalog and website ([1C1-01](#), [1C1-02](#)). The College website and the College Catalog are the main sources of information for students, personnel, and the public ([1C1-01](#)). The District has developed a new College website that was launched in March of 2023 that is easier for students to navigate and find resources. The Catalog is published annually during the spring semester both online and in print. Starting spring 2023, a new web format Catalog is in place allowing for easier navigation and searching compared to the PDF version of past years. In addition, the Curriculum Specialist responsible for the Catalog relies upon campus departments and programs, such as administrators and managers, to review their portions of the Catalog to ensure it contains current information.

Mission Statement: The mission statement is published in the 2023-2024 catalog. *BP 1200, District Mission*, is available on BoardDocs for public viewing and the mission, vision, and values are posted on the College website ([1C1-21](#), [1C1-02](#), [1C1-03](#)).

Learning outcomes: The District lists the Institutional Student Learning Outcomes (i.e. General Education Learning Outcomes (GELOs)) in the catalog and on the website ([1C1-01](#) pp.9-10, [1C1-04](#)). The General Education (GE) Program Website goes into depth on GELOs and is available to the public ([1C1-04](#)). Program learning outcomes are provided for all instructional programs in the College Catalog ([1C1-01](#)). Course learning outcomes are on the Course Outline of Record (COR) for all courses and can be viewed publicly on eLumen ([1C1-18](#), [1C1-06](#)). The Merced College Assessment website provides references and resources to help faculty, staff, and the public to participate in the process of identifying student success and learning ([1C1-05](#)). These pages allow students, faculty, staff, and the public to view the steps the District is making in increasing institutional effectiveness. This process is a collaborative effort between faculty in the classroom, staff working in student services, and in the administration of the District.

Educational programs: Educational programs are published in the College Catalog on pages 63 through 245 ([1C1-01](#)). All educational programs, including program requirements, program learning outcomes, course descriptions, and prerequisites for courses and programs are in the catalog. The Degree and Certificate webpage contains all academic programs in alphabetical order with links to their program websites for additional information ([1C1-08](#), [1C1-17](#)). The Program Pathways Mapper contains all active programs, with program learning outcomes, program requirements, a suggested sequence of completion, and course descriptions ([1C1-07](#)). Programs are organized based off of “Schools” (i.e. meta majors).

Student Support Services: Student support services are published in the catalog on pages 29 through 35 ([1C1-01](#)). The College website under “Student Services”, from the main page, provides a list of student support services programs with links to their respective websites ([1C1-09](#)). The Admissions and Aid website provides links to information on enrollment, registration, and financial aid ([1C1-10](#)). Each program has individuals responsible for ensuring the clarity, accuracy, and integrity of the information provided for their respective units.

Accreditation: The District provides clear and accurate information regarding the accreditation of the institution and any programs requiring additional external accreditations in the College Catalog on page 10 ([1C1-01](#)). The College Catalog is published on the College website. The accreditation website has a link anchored to the foot of all the District webpages and is accessible from the About MC page found on the homepage ([1C1-11](#)). The Accreditation webpage contains archived reports filed with or coming from ACCJC as well as relevant resources about internal institutional structures. Information on additional external accreditations for CTE programs are published on the College website on the program webpages ([1C1-12](#), [1C1-13](#), [1C1-14](#), [1C1-15](#), [1C1-16](#)).

The information in the College Catalog for courses and programs is pulled from eLumen, the

current official curriculum database for the District. The eLumen platform provides public access to the Course Outline of Record (COR) for all courses, which include the SLOs, methods of instruction, methods of assessment, and Distance Education (DE) addendum if applicable. The process for updating and developing the College Catalog begins in December with courses and programs and continues through to the end of March. All curriculum that has gone through the Curriculum Committee approval process and has been submitted for approvals to the BoT, the regional CTE Consortium for CTE courses, Chancellor's Office, and ACCJC (if needed) are posted in the Catalog beginning in December. Upon completion of the course data entry the responsible persons identified for updating sections of the Catalog provide feedback, corrections, and additions ([1C1-20](#)) to the Curriculum Specialist. The Superintendent/President and Vice Presidents conduct final edits before posting the Catalog online and sending it to print. Until 2023 the online Catalog was a PDF document that was an electronic format for the print version. In the later part of 2023 the catalog was converted to a web-based format.

Analysis and Evaluation

MC provides clarity, accuracy, and integrity of information provided to students and all persons served by the District mission through the Catalog and public website. The information in the Catalog is updated annually, with the website being updated as program information changes to ensure accuracy. The District provides accurate information to students and the public about its accreditation status with all its accreditors through the Catalog and program information on the College website.

- 2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)**

Evidence of Meeting the Standard

Merced College provides a downloadable print Catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" as enumerated below ([1C2-02](#)). For the 2023-2024 Catalog, the District changed to a new web-based catalog format moving away from a straight PDF format. This change was sought for easier student viewing, searching, and navigation of degrees, programs, and important college information ([1C2-04](#)). An archive of past Catalogs is kept on the College website ([1C2-01](#)).

CATALOG REQUIREMENTS (From 2022-23 Catalog)

General Information	Page location
Office Name, Address(es), Telephone Number(s), and Website Address of the Institution	Inside front cover
Educational Mission	9
Representation of Accredited status with ACCJC, and with programmatic accreditors, if any	Inside front cover and p. 10
Course, Program, and Degree Offerings	63-245
Student Learning Outcomes for Programs and Degrees	63-245
Academic Calendar and Program Length	6
Academic Freedom Statement	12
Available Student Financial Aid	30
Available Learning Resources	33
Names and Degrees of Administrators and Faculty	7-8 and 246-252
Names of Governing Board Members	7

Information on District requirements can be found using the table below.

Requirements	Page location
Admissions	18
Student Tuition, Fees, and Other Financial Obligations	22-23
Degrees and Certificates	36-38
Graduation	34-35
Transfer	35

Policies and procedures impacting students and prospective students are found in the Catalog using the table below.

Major Policies and Procedures Affecting Students	Page Location
Academic Regulations, including Academic Honesty	12
Nondiscrimination	14
Acceptance and Transfer of Credits	25
Transcripts	25-26
Grievance and Complaint Procedures	27
Sexual Harassment	15-16
Refund of Fees	22

The Catalog also provides additional information to help students navigate the District are found in the Catalog using the table below.

Index and Additional Information	Page Location
Campus Map-Merced	259
Campus Map-Los Banos	260

To ensure the Catalog contains precise and accurate information on all facts, requirements, policies, and procedures, the District has a list of responsible people who ensure their assigned

sections are accurate and current as part of the Catalog development process ([1C2-03](#)). The people identified as responsible for sections of the Catalog request updates, issue feedback, provide corrections, and additions for their sections. The course and program information are updated for courses that have gone through the Curriculum Committee approval process and have been approved by the BoT, CTE Consortium for CTE courses, the Chancellor's Office, and ACCJC if necessary. The BoT approves curriculum monthly, the CTE Consortium approves curriculum, as needed, based on submissions, the Chancellor's Office approves curriculum submitted monthly after approval by the BoT, and ACCJC approval occurs as needed. The process for entering courses and programs that have gone through the appropriate approvals into the new catalog begins in December with completion of the Catalog occurring in mid-March. The persons responsible for Catalog sections and reviewing them for accuracy begin the process in late-January.

Analysis and Evaluation

The District provides a Catalog, online and in print, that includes all facts, requirements, policies, and procedures listed in the ACCJC "Catalog Requirements."

- 3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

Evidence of Meeting the Standard

MC uses a documented process for assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. As discussed in Standard 1.B.2, the District uses the program review process to assess student learning and for evaluation of student achievement. Completed program reviews from all instructional and non-instructional areas are available to the public through the Program Review Library ([1C3-01](#)). Instructional program reviews contain the results of course learning outcomes assessments as part of the program evaluation.

In addition to the program review process, MC demonstrates academic quality to the public through other published institutional reports that present student achievement data and are made available publicly for the community, current and prospective students, faculty, staff, and administrators to view on the College website. These reports include the following:

- The Annual Report provides student enrollment and achievement data ([1C3-02](#)).
- The annual institutional update provides enrollment, awards, demographic, and unit load data for MC students ([1C3-03](#)).
- The Fall Quick Facts include demographic data, enrollment status information, and award data ([1C3-04](#)).
- The District Profile provides information on degree programs, transfers, financial aid

awarded, and awards ([1C3-05](#)).

- The Merced College Educational Master Plan demonstrates academic quality and student achievement to the public ([1C3-06](#)).
- ACCJC reports that contain information on student learning and achievement are available for public viewing ([1C3-07](#)).
- Institutional Effectiveness Metrics are available to faculty and staff. The metrics include data on productivity, student demographics, and student achievement ([1C3-08](#)).

Analysis and Evaluation

MC uses a documented process of assessment and evaluation of student learning and student achievement and makes the results of the process accessible on the College website through the Program Review Library and other public institutional reports.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Merced College describes its certificates and degrees in terms of purpose, content, course requirements and learning outcomes. The College Catalog presents information on certificates and degrees offered in a clear and organized manner. The Catalog includes an overview of Associate in Science and Associate in Arts Degree requirements and Transfer requirements for both CSU Breadth and IGETC general education patterns ([1C4-04](#), [1C4-05](#)). All educational programs are listed in the Catalog on pages 63-245 with information on program requirements, program learning outcomes, course descriptions, and course and program requisites ([1C4-01](#)). The College website provides an overview of program information on the Degrees and Certificates webpage which lists all academic programs in alphabetical order with a link to their respective webpages for additional information ([1C4-02](#)). The College website also provides access to the Merced College Program Pathways Mapper which lists every academic program and includes program description, program learning outcomes, career, and salary information, and recommend course sequencing patterns, including maps to specific transfer institutions ([1C4-03](#)). Some programs have program maps linking to UC Merced to allow students to map all four years required to earn a bachelor's degree ([1C4-06](#)). Programs are organized by "Schools of" for students to explore career and degree/certificate information within meta-majors. MC has identified seven "Schools of" that include, Agriculture and Industrial Technology, Arts and Social Sciences, Business and Economics, Allied Health and Public Safety, Humanities and Liberal Arts, Science, Technology, Engineering, and Math, Education, and Athletics and Sport Sciences.

Analysis and Evaluation

MC describes its certificates and degrees in an effective, clear, and accurate manner for students in the Catalog, on the College website, and on the Merced College Program Pathways Mapper. All programs have the purpose, content, course requirements, and expected learning

outcomes posted and available to students.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

Merced College has several established processes for regularly reviewing policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. The MC mission, stated in *BP 1200, District Mission*, is posted on the College website ([1C5-16](#)). The mission was adopted in 2002, revised in 2017, and was recently revised and updated again in December 2022 ([1C5-01](#)).

All Board Policies and Administrative Procedures are available to the public on BoardDocs and include a list of prior revision dates on the documents ([1C5-04](#)). *BP 2410, Policy and Administrative Procedure*, authorizes the BoT to adopt policies necessary for the “efficient operation of the District” ([1C5-02](#)). *AP 2410, Policy and Administrative Procedure*, states the process for revision of board policies and administrative procedures ([1C5-03](#)). Revisions to existing policies and/or procedures are brought forward to College Council by any recognized constituency group. District participatory governance committees and councils review proposed changes to BP’s and AP’s as well as proposals for new policies and procedures. District shared governance councils make recommendations to the Superintendent/President on proposed adoptions or revisions for policies and procedures ([1C5-06](#)). A schedule for the review of Board Policies and Administrative Procedures is maintained by the President’s Office and used to place policies and procedures on College Council agendas ([1C5-17](#)).

District shared governance committees and councils monitors and makes recommendations for changes to the participatory governance structure, roles of constituency groups in participatory governance, outlines committee member responsibilities, committee membership, reporting relationships for participatory governance committees, and the mission/charge of participatory governance committees ([1C5-08](#)). Recommendations for revisions or changes to the participatory governance structure and the committees that comprise it, are forwarded to College Council through the Educational Master Planning Committee (EMPC) ([1C5-11](#)). College Council updates the Participatory Governance Handbook annually.

The Educational Master Planning Committee (EMPC) oversees the master planning committees and the development and progress of the Educational Master Plan and Strategic Implementation Plan for the district ([1C5-09](#), [1C5-10](#)). EMPC also regularly reviews the Participatory Governance Handbook and makes recommendations for revisions ([1C5-11](#)). EMPC has representatives from each constituency group in its membership and the committee is co-chaired by the Merced College Academic Senate President. Academic Senate also reviews the Participatory Governance Handbook and makes recommendations for revisions to

EMPC through the Academic Senate President ([1C5-12](#)).

The Human Resources (HR) Council reviews Board Policy and Administrative Procedure related to human resources concerns for the District ([1C5-07](#), [1C5-08](#)). The HR Council also develops the District's Staffing Plan and reviews, from its subcommittees, the District's EEO Plan and Professional Development Plan. In addition, HR council provides input on constituency participation in the participatory governance structure of MC. The Technology Committee reviews Board Policy and Administrative Procedure related to technology concerns for the District. In addition, the Technology Committee provides input on constituency participation in the participatory governance structure of MC ([1C5-08](#)).

Merced College has a process for annually reviewing the class schedule and College Catalog to ensure accuracy before publishing and posting to the College website ([1C5-13](#), [1C5-14](#), [1C5-15](#)).

Analysis and Evaluation

Merced College deploys multiple processes for regularly reviewing policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. Merced College has a comprehensive and cyclical process for reviewing board policies and administrative procedures through the participatory governance process. This is tracked, reported, and maintained by the President's Office. Publications of the College Catalog and class schedule are produced with input and reviewed by the Office of Instruction, Office of Student Services, faculty leads, area coordinators, articulation officer, and curriculum specialist. Responsible parties are identified to review the Catalog and class schedule, as well as other published media, to ensure the integrity in the representations of the mission, programs, and services, prior to publication.

- 6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

Evidence of Meeting the Standard

Merced College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, which include textbooks, and other materials. The College Catalog and the College website are the primary sources of information for the total cost of education at the District ([1C6-01](#), [1C6-02](#)). The Financial Aid website for the District provides an overview of the total cost of education at Merced College and has a Net Price Calculator tool that students can use to estimate the cost of education using a variety of scenarios ([1C6-03](#)). Course specific information about the costs associated with specific courses, such as textbooks or other instructional materials, is available on the District Bookstore website ([1C6-04](#)).

Analysis and Evaluation

Merced College accurately informs current and prospective students on the total cost of education through the Financial Aid webpage, information published in the College Catalog, and information from the District Bookstore website. Students and the public are able to access information on the total cost of education at any time.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

Evidence of Meeting the Standard

Merced College uses and publishes its policy on academic freedom to assure institutional and academic integrity. *BP 4030, Academic Freedom*, affirms the District is “committed to free discussion and open inquiry”. This freedom is guaranteed to students, faculty, administration, and staff ([1C7-02](#)). The policy assures the right to free expression, including the right to disagree. The policy also “obligates members of the District community to present, discuss, and interpret ideas, knowledgeably, fairly, and objectively, with openness to the ideas of others”. The policy on academic freedom is published in BoardDocs and in the College Catalog ([1C7-01](#), [1C7-03](#)).

Analysis and Evaluation

MC assures institutional and academic integrity through its publication and use of *BP 4030, Academic Freedom*, on academic freedom and responsibility making clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. The policy states the institution’s commitment to the free pursuit and dissemination of knowledge for all constituency groups. (ER 13)

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Evidence of Meeting the Standard

Merced College has established and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity for all constituency groups.

Merced College promotes honesty and responsibility in the institution through *BP/AP 3050, Code of Ethics, Professionalism, and Civility* ([1C8-01](#), [1C8-02](#)). Merced College is committed to workplace conditions that are humane, fair, dignified, civil, respectful, and non-discriminatory, as stated in *BP/AP 3050*. The policy and procedure detail the code of ethics, professionalism in the workplace, and accountability for all employees and students.

Merced College has adopted policies to promote academic integrity for students. *AP 5500, Standards of Conduct*, defines conduct that would cause discipline such as removal, suspension, or expulsion of a student, including cheating, plagiarism, or engaging in other academic dishonesty ([1C8-03](#)). Faculty and student responsibilities for academic honesty are provided in *AP 5540, Academic Honesty Procedure*, and includes examples of violations of academic honesty ([1C8-06](#)). The Academic Honesty website links to *BP 5500, Standards of Conduct*, and includes a list of examples of academic dishonesty ([1C8-07](#)). The student Academic Honesty policy is posted in the College Catalog on page 13 ([1C8-09](#)).

Merced College has established and publishes policies on student behavior. Student discipline procedures are outlined in *AP 5520, Student Discipline Procedures*, and *AP 5530, Student Rights and Grievances*, which describes student rights and grievance procedures ([1C8-04](#)). The student rights and grievances procedures explain the steps students follow when they feel subjected to unfair action or denied rights, as stipulated in published District regulations, policies, or procedures ([1C8-05](#)). The Merced College Standards of Student Conduct is posted in the College Catalog on page 13 and on the website ([1C8-08](#), [1C8-09](#)). The website lists actions that constitute cause for discipline.

Analysis and Evaluation

Merced College establishes and publishes board policies and administrative procedures that promote honesty, responsibility and academic integrity for all constituency groups. The policies and procedures adopted include guidelines for student behavior, academic honesty, and consequences for dishonesty.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Merced College faculty distinguish between personal conviction and professionally accepted views in a discipline. The faculty presents data and information fairly and objectively. Merced College *BP 4030, Academic Freedom*, states the responsibility faculty have that, "obligates members of the District community to present, discuss, and interpret ideas, knowledgeably, fairly, and objectively" ([1C9-03](#)).

The MC Academic Senate Ethics Statement further clarifies the obligation of the faculty to promote conditions of free inquiry and to further public understanding of academic freedom:

Faculty, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibility placed upon us. We hold before us the best scholarly and ethical standards of our disciplines. Our primary responsibility to our subject and assignment is to seek and to state the truth as we see it. To this end, faculty

devote our energies to developing and improving our scholarly competence. We accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. We practice intellectual honesty ([IC9-04](#)).

The Ethics Statement is included in the faculty handbook which is shared with faculty members each academic year ([1C9-04](#), [1C9-05](#), [1C9-06](#)).

The evaluation process for part-time (i.e. adjunct), tenured, and tenure-track faculty is outlined in the Merced College Faculty Association (MCFA) Agreement ([1C9-01](#)). The evaluation process includes consideration of instructional faculty presentation of data and information through a peer evaluation process. The evaluation process is established through the collective bargaining process between the MCFA and the District. The observation form used for the evaluation process measures how the instructor "communicates the subject matter, clearly, correctly, and effectively," the library faculty forms measure the extent that the faculty, "provides library users with complete, accurate, and clearly understandable explanations" and how the librarian "works objectively with all members of the District community's diverse student and faculty population." The counseling faculty observation form measures how well the counselor "provides students with complete, accurate, and clearly understandable explanations" and "shows ability to work objectively with different types of people." The agreement is posted on the HR website and is made available to the public ([1C9-02](#)).

Analysis and Evaluation

Merced College has established a policy and code of ethics through the Board and Academic Senate to ensure faculty distinguish between personal conviction and professionally accepted view in a discipline, and that the faculty present data and information fairly and objectively. Additionally, the evaluation process for faculty uses a peer review process to monitor faculty alignment with established policies and agreed upon Academic Senate practices.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Merced College is a public 2-year California Community College governed by the Board of Governors for the California Community Colleges and the MCCD Board of Trustees. The District does not require staff, faculty, administrators or students to conform to beliefs beyond those codes of conduct required by accreditation at both the institutional and program level. Merced College has board policies and administrative procedures that require compliance with ethical standards and nondiscrimination practices ([1C10-05](#), [1C10-06](#), [1C10-07](#), [1C10-08](#), [1C10-09](#), [1C10-10](#), [1C10-11](#), [1C10-12](#)).

The District requires students to comply with a Student Code of Conduct which is published in

the College Catalog and the Student Handbook ([1C10-01](#), [1C10-02](#)). The Faculty Handbook is given to all faculty and made available online ([1C10-03](#), [1C10-04](#)). The new faculty orientation includes a review of the Faculty Handbook ([1C10-15](#)). The Faculty Handbook presents expectations for faculty and includes the Ethics Statement for faculty that was agreed upon by the MC Academic Senate and revised in April of 2022 ([1C10-13](#), [1C10-14](#)).

Analysis and Evaluation

Merced College maintains codes of conduct for staff, faculty, administrators, and students to ensure conformity to ethical and professional standards of conduct. The District ensures that clear prior notice of such policies is given in the form of established board policies, administrative procedures, the College Catalog, and the College website.

- 11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

Evidence of Meeting the Standard

Merced College does not operate in foreign locations.

- 12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

Evidence of Meeting the Standard

Merced College fully complies with eligibility requirements, accreditation standards, commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. *BP 3200, Accreditation*, establishes the commitment of the District to public disclosure of all efforts for maintaining accreditation ([1C12-04](#)). *AP 3200, Accreditation*, outlines the process and timeline for specific activities related to accreditation and reporting.

Merced College maintains a webpage dedicated to all accreditation requirements ([1C12-01](#)). The Accreditation webpage is a public facing page found with a link under the “About Merced College” section of the main page and at the bottom of every District webpage ([1C12-02](#), [1C12-03](#)). The website also provides employees and the community an opportunity to comment on the ISER.

The Participatory Governance Handbook describes the role of the Standing Accreditation Committee (SAC) in providing “ongoing coordination and support in relation to the requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC).” The SAC reports to College Council and has responsibilities outlined in the Participatory

Governance Handbook providing a forum for campus dialogue on accreditation issues and practices ([1C12-06](#)). The membership of the committee consists of the Accreditation Liaison Officer (ALO) along with representatives from faculty, administrators, staff, and students. SAC meets monthly during the fall and spring semesters and self-evaluates annually. The agendas and minutes for the SAC are available for public view on BoardDocs ([1C12-07](#)).

Analysis and Evaluation

Merced College makes public through its website all efforts and documents of compliance with ACCJC standards, policies, reporting, and eligibility requirements. The Standing Accreditation Committee and the ALO collaborate to ensure compliance with all ACCJC requirements.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Merced College advocates and demonstrates honesty and integrity in its relationships with external agencies. The District follows all accrediting commission standards, guidelines, policies, and eligibility requirements as dictated by ACCJC. The current Merced College accreditation status is published on the website as well as the current and former self-evaluations, team evaluation reports, midterm and annual reports and follow up reports ([1C13-10](#), ER 21).

The District offers several programs that must also comply with additional external accrediting organizations. Each of these programs adheres to the guidelines of the relevant accreditation or certification process, which may include site visits, self-study reports, and submission of reports on student access, success, and job placement. (ER 21)

These programs and accrediting agencies include the following:

- Automotive Technician: Automotive Service Excellence (ASE) Education Foundation ([1C13-08](#))
- Diagnostic Medical Sonography: Commission on Accreditation of Allied Health Education Programs ([1C13-06](#))
- Diagnostic Medical Sonography: Joint Review Committee on Education in Diagnostic Medical Sonography ([1C13-06](#), [1C13-12](#))
- Diagnostic Radiologic Technology: California Department of Public Health, Radiation Health Branch ([1C13-05](#))
- Diagnostic Radiologic Technology: Joint Review Committee on Education in Radiologic Technology ([1C13-04](#))
- Nursing Assistant: California Department of Public Health ([1C13-03](#))
- Registered Nursing Program: Board of Registered Nursing ([1C13-01](#))

- Vocational Nursing Program: Board of Vocational Nursing and Psychiatric Technicians ([1C13-02](#))
- EMT Program: Committee on Accreditation of Educational Programs for the Emergency Medical Services Professionals ([1C13-07](#))
- Paramedic Program: Commission on Accreditation of Allied Health Education Programs ([1C13-06](#))
- Child Development Center: State Licensed ([1C13-09](#))

Merced College has a program for international students and follows federal guidelines for admissions and compliance. International students can obtain information on processes on the International Students webpage ([1C13-11](#)). Guidelines on federal regulations related to the F-1 visa are followed, monitored, and enforced. The District files an I-20 for each student in the program ([1C13-13](#)). Merced College is certified by the Student and Exchange Visitor Program (SEVP) to issue I-20 forms to international students. The institution was recertified in March 2022 ([1C13-14](#)).

Analysis and Evaluation

Merced College advocates and demonstrates honesty and integrity in its relationships with external agencies as evidenced by its continued accreditation of the stated programs. The District demonstrates compliance with all regulations and statutes and describes itself in consistent terms to all its accrediting agencies through reports and evidence submitted and demonstrated. Merced College communicates any changes in its accredited status to the commission, students, and public through the Accreditation webpage published on the College website.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Merced College ensures its commitment to high quality education, student achievement and student learning are paramount to any other secondary objectives. The Merced College mission and values have a core value of student success. Promoting student success through equitable access, continuous quality improvement, and institutional effectiveness is a focus of the District vision. The District mission, “At Merced College, students are our focus, and we are known by their success. We transform lives through education and workforce development,” embodies the core of the mission and vision which places student achievement and student learning as central measure of institutional success ([1C14-05](#), [1C14-09](#)).

The MC 5-Year Educational Master plan (EMP), developed in 2017-2018, was a collaborative and participatory process that included all segments of the District and community. The EMP is the guiding blueprint for all planning within the institution and communicates the District’s

commitment to student achievement and student learning in the eight goals ([1C14-01](#)). Of eight goals, the first two EMP goals are focused on student success and access: "(1) Strengthen Enrollment Management and Student Success", and "(2) Increase Student Access". The Strategic Implementation Plan (SIP) was developed to provide specific operational tasks to implement the EMP ([1C14-02](#)). Regular updates on the progress of the development of the EMP were posted to the MC website ([1C14-03](#)). All areas of the District were represented in the process of developing the EMP, through the data collection phase that included listening sessions at both campuses and environmental scans of the community.

The Merced College Foundation is dedicated to supporting student success through its support of accessible education for every member of our community. The Foundation provides scholarships to students and mini-grants to the campus community in support of students ([1C14-06](#)). The President's Circle, in collaboration with the Foundation, provides grants that support student focused projects through collaboration with the community ([1C14-08](#)).

Merced College's Superintendent/President leads the charge in meeting our mission and core values. He began his tenure as Superintendent/President of MC in 2017. The Office of the President webpage reflects the President's commitment to student achievement and learning. An excerpt from the message on the President's Office webpage states:

At Merced College, we honor and pursue our mission, institutional philosophy, and core values and beliefs. We also pursue the goals of our current strategic plan, striving always to improve our institutional effectiveness and our learning outcomes for students ([1C14-07](#)).

Merced College is an open access public institution primarily funded by the public and an equal educational opportunity institution ([1C14-17](#)). The District is responsible to the community it serves, which is represented by the Board of Trustees (BoT). There are no external organizations with a controlling interest in the institution. *BP/AP 2710, Conflict of Interest*, provides policy and guidance on how employees and members of the Board of Trustees must conduct themselves for reporting conflicts of interest and ensuring that external interests do not interfere with institutional decision making ([1C14-13](#), [1C14-14](#), [1C14-15](#), [1C14-16](#), [1C14-17](#)).

BP 6200, Budget Preparation, provides guidance for criteria that the Superintendent/President must use for budget preparation. The criteria include support of the District's education and master plans in support of high-quality education. *AP 6200, Budget Preparation*, provides expanded guidance to include linking budget development to other institutional planning efforts such as SLOs and Program Review. Planning processes focus on the improvement of student learning and achievement by using internal data metrics and data on student outcomes ([1C14-18](#), [1C14-19](#)). The Student Equity Plan is also developed to address gaps in student learning

and achievement that are found by examining institutional data ([1C14-04](#)).

Analysis and Evaluation

Merced College demonstrates its commitment to high quality education, student achievement, and student learning through the Educational Master Plan, Strategic Implementation Plan, the Foundation, established policies and procedures, and through the leadership of the Superintendent/President. Through all these processes the District demonstrates that student achievement and learning are the main priority of the institution and paramount to any other objective of the district.

Conclusions on Standard I.C: Institutional Integrity

Merced College provides clear and accurate information to students through publication of the Catalog and the public website. To ensure accuracy of the information printed in the College Catalog and on the website, the District has assigned responsibility for reviewing sections of the Catalog and editing rights within areas and departments. College Council ensures that a cyclical process of review for policies and procedures is used to maintain integrity and accuracy. The policies established by the District include academic freedom, academic integrity, and a code of ethics to support the integrity of instruction and the operation of programs and services. All policies and procedures established by the District are accessed through BoardDocs publicly. The Merced College Academic Senate has further adopted an ethics statement that is published in the Faculty Handbook to provide guidance to faculty on fair and objective instruction.

The College Catalog contains information about the purpose, content, course requirements, and program learning outcomes through the program descriptions, career opportunities, program requirements, and program learning outcomes published in the Catalog for all certificate and degree programs. Students are informed of the total cost of their education through the Financial Aid webpage and the District Bookstore website that provides information about the cost of tuition, fees, and materials required for courses.

The District publishes program reviews in the Program Review Library which is accessible on the public website. Annual reports are used to communicate matters of academic quality to all constituency groups and are available to the public on the College website. Information about the accreditation status of the District is published with a link from the District homepage. The District strives to adhere to all ACCJC requirements, standards, and policies and, when required, acts to respond to any gaps with alignment, with all reports submitted to the Commission being published to the District's Accreditation webpage. The Accreditation webpage contains information on all programs that maintain an external accreditation. Merced College demonstrates its commitment to students by committing to providing high quality education supported through the institutional planning integrated in program level

planning and through the leadership of the Superintendent/President who is responsible for implementing the established policies and procedures.

The District meets the standard.

Improvement Plan(s)

None.

Evidence List

Standard 1C	
Description	Name/Link
2021-22 Catalog	1C1-01 MC Catalog21-22
Our Mission and Value Webpage	1C1-02 MC MissionValueWeb
BP 1200 District Mission	1C1-03 BP1200
GE Program Webpage	1C1-04 GE Program Web
Merced College Assessment Webpage	1C1-05 Assessment Web
eLumen Public Website	1C1-06 eLumen Public Web
Merced College Program Pathways Mapper	1C1-07 MC ProgramPathMap
Degrees and Certificate webpage	1C1-08 Degrees Certs Web
Academic Support, Programs & Resources webpage	1C1-09 Academic Support Web
Admission and Aid webpage	1C1-10 Admission Aid Web
Accreditation webpage	1C1-11 Accreditation Web
Diagnostic Radiologic Technology: Joint Review Committee on Education in Radiologic Technology	1C1-12 DiagRadTech JRCERT
Joint Review Committee on Education in Diagnostic Medical Sonography	1C1-13 DiagnstcMedSonoAccred
Nursing Assistant: California Department of Public Health	1C1-14 CDPH CNA Cert
Registered Nursing Program: Board of Registered Nursing	1C1-15 RN ProgramBofRegNurs
Vocational Nursing Program: Board of Vocational Nursing and Psychiatric Technicians	1C1-16 VocNursApprove Web
Automotive Technology	1C1-17 Auto Tech
COR AGPS-01	1C1-18 COR AGPS-01
Accreditation Automotive Technician	1C1-19 AutoTechAccredit
Catalog Section Responsibilities Chart	1C1-20 ResponsibilityChart
2023-2024 Catalog	1C1-21 MC Catalog23-24
Catalog Website includes link to archives	1C2-01 Catalog Archive Web
2021-22 Catalog	1C2-02 21-22 Catalog Reqs
Catalog Section Responsibilities Chart	1C2-03 ResponsibilitiesChart
Web-based college catalog 23-24	1C2-04 MC Catalog23-24

Program Review Library	1C3-01 PR Library Web
Annual Report	1C3-02 2021 Annual Report
Annual Institutional Update	1C3-03 2021 Inst Update
Quick Facts	1C3-04 Quick Facts Web
College Profile	1C3-05 College Profile Web
Educational Master Plan	1C3-06 EMP 18-23 Pg20-22
Accreditation webpage	1C3-07 Accreditation Web
Institutional Effectiveness Metrics Portal Site	1C3-08 IE Metrics MCPortal
2021-22 Catalog	1C4-01 21-22CatalogPg63-245
Degrees and Certificate webpage	1C4-02 Degree Certs Web
Merced College Program Pathways Mapper	1C4-03 Program Mapper Web
Associate Degree and Certificate Graduation Requirements (Pg. 34-60)	1C4-04 21-22CatalogPg34-60
Transfer Requirements (Pg. 46-55)	1C4-05 21-22CatalogPg46-55
Anthropology Program Map	1C4-06 AnthroProgramMap Web
BP 1200 Mission	1C5-01 BP1200
BP 2410 Policy and Administrative Procedure	1C5-02 BP2410
AP 2410 Policy and Administrative Procedure	1C5-03 AP2410
Board Policies on BoardDocs	1C5-04 BoardPolicies Web
AP 4021 Program Establishment, Discontinuance and Modification	1C5-05 AP4021
College Council Minutes March 3, 2022	1C5-06 CCouncilMins3-3-22
HR Council Minutes February 15, 2022	1C5-07 HR CouncilMins2-5-22
Participatory Governance Committee Handbook (Pg. 9)	1C5-08 PG HandbookPg9
Educational Master Planning Committee Minutes February 18, 2021	1C5-09 EMPCMins2-18-21
Educational Master Planning Committee Minutes February 17, 2022	1C5-10 EMPCMins2-17-22
Educational Master Planning Committee Minutes September 9, 2021	1C5-11 EMPCMins9-9-21
Academic Senate Minutes September 9, 2021	1C5-12 AS Mins9-9-21
Summer 2022 Schedule Development	1C5-13 Summer22 ScheduleDev
Fall 2022 Schedule Development	1C5-14 Fall22 ScheduleDev
College Catalog Review Communication	1C5-15 Catalog Review
Mission & Vision Webpage	1C5-16 Mission Vision Web
Board Policy and Administrative Procedure review schedule	1C5-17 BP AP Review Schedule
College Catalog (Pg. 23)	1C6-01 22-23CatalogPg23
Tuition and Fees webpage	1C6-02 TuitionFees Web
Net Price Calculator	1C6-03 NetPriceCalc Web

Bookstore webpage	1C6-04 MCBookstore Web
Board Policies and Procedures	1C7-01 BoardPolicies Web
BP 4030 Academic Freedom	1C7-02 BP4030
Catalog 2022-2023	1C7-03 22-23CatalogPg13
BP 3050 Code of Ethics, Professionalism, and Civility	1C8-01 BP3050
AP 3050 Code of Ethics, Professionalism, and Civility	1C8-02 AP3050
AP 5500 Standards of Conduct	1C8-03 AP5500
AP 5520 Student Discipline Procedures	1C8-04 AP5520
AP 5530 Student Rights and Grievances	1C8-05 AP5530
AP 5540 Academic Honesty Procedure	1C8-06 AP5540
Academic Honesty webpage	1C8-07 AcademicHonesty Web
Standards of Student Conduct webpage	1C8-08 StudentConduct Web
Academic Honesty and Conduct College Catalog (Pg. 13)	1C8-09 22-23CatalogPg13
Merced College Faculty Association agreement	1C9-01 18-21MCFA Pg19-22
Union Agreements Available to Public, Human Resources webpage	1C9-02 UnionAgreements Web
BP 4030 Academic Freedom	1C9-03 BP4030
Ethics statement from faculty handbook (Pg .12-13)	1C9-04 FacultyHandbkPg12-13
Updated Ethics Statement for Faculty Handbook April 28, 2022	1C9-05 ASAagenda4-28-22
2022-2023 Faculty Handbook email	1C9-06 FacultyHandbookEmail
Student Code of Conduct webpage	1C10-01 StudentConduct Web
Student Code of Conduct College Catalog 22-23 (Pg. 13)	1C10-02 22-23CatalogPg13
Faculty Handbook	1C10-03 22-23FacultyHandbook
Faculty Handbook Communication	1C10-04 FacultyHandbookEmail
BP 3050 Code of Ethics, Professionalism, and Civility	1C10-05 BP3050
BP 2710 Conflict of Interest	1C10-06 BP2710
BP 2715 Code of Ethics/Standards of Practice	1C10-07 BP2715
AP 3050 Code of Ethics, Professionalism, and Civility	1C10-08 AP3050
BP 3410 Nondiscrimination	1C10-09 BP3410
AP 3410 Nondiscrimination	1C10-10 AP3410
BP 7100 Commitment to Diversity	1C10-11 BP7100
BP 5500 Standards of Conduct	1C10-12 BP5500
Academic Senate Agenda April 28, 2022	1C10-13 ASAagenda4-28-22

Faculty Handbook Ethics Statement 2022-23	1C10-14 22-23HandbookPg12
New Faculty Orientation Agenda August 10, 2022	1C10-15 Orientation Agenda
Accreditation Website	1C12-01 Accreditation Web
Accreditation Link Footer	1C12-02 AccreditationFooter
Accreditation Link About Us	1C12-03 AccreditationAboutMC
BP 3200 Accreditation	1C12-04 BP3200
AP 3200 Accreditation	1C12-05 AP3200
Participatory Governance Handbook (Pg. 22)	1C12-06 PG Handbook Pg22
Standing Accreditation Committee (SAC) BoardDocs	1C12-07 SAC BoardDocs
Board of Registered Nursing	1C13-01 BoardRegNursing
Board of Vocational Nursing and Psychiatric Technicians	1C13-02 BoardVocNursPsycTech
California Department of Public Health Nursing Assistant	1C13-03 CA Dept PH NursAsst
Joint Review Committee on Education in Radiologic Technology	1C13-04 JntRevCmte RadTech
Rad Tech: California Department of Public Health, Radiation Health Branch	1C13-05 RadTech CA Dept PH
Sonography and Paramedic: Commission on Accreditation of Allied Health Education Programs	1C13-06 CAAHEP
EMT Program Requirements Letter	1C13-07 EMTProgramReqLetter
Auto Accreditation	1C13-08 AutoAccreditation
Child Development Center License	1C13-09 ChildDevStLicense
Accreditation Webpage	1C13-10 Accreditation Web
International Students Webpage	1C13-11 IntlStudents Web
Joint Review Committee on Education in Diagnostic Medical Sonography	1C13-12 JointReviewCmte
Certificate of Eligibility for Nonimmigrant Student Status	1C13-13 I-20 Certificate
SEVP recertification email 03-30-2022	1C13-14 SEVIS RecertEmail
Educational Master Plan Goals 2018-2023	1C14-01 18-23EMP Goals
Strategic Implementation Plan	1C14-02 SIP
Educational Master Plan Project Updates	1C14-03 EMP ProjectUpdates
Student Equity Plan	1C14-03 StudentEquityPlan
Merced College Mission & Vision webpage	1C14-05 Mission Vision Web
Merced College Foundation webpage	1C14-06 Foundation Web
Office of the President webpage	1C14-07 Office President Web
President's Circle webpage	1C14-08 PresidentCircle Web
BP 1200 Mission	1C14-09 BP1200

BP 2200 Board Duties and Responsibilities	1C14-10_BP2200
BP 6160 Soliciting of Funds	1C14-11_BP6160
AP 6160 Soliciting of Funds and Gift Acceptance	1C14-12_AP6160
BP 2710 Conflict of Interest	1C14-13_BP2710
AP 2710 Conflict of Interest	1C14-14_AP2710
BP 5300 Student Equity	1C14-15_BP5300
AP 5300 Student Equity	1C14-16_AP5300
BP 5301 Equal Educational Opportunity	1C14-17_BP5301
BP 6200 Budget Preparation	1C14-18_BP6200
AP 6200 Budget Preparation	1C14-19_AP6200

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard

Merced College offers instructional programs, regardless of location or means of delivery, including distance education and correspondence education, that are offered in fields of study consistent with our institution’s mission and culminate in the achievement of degrees, certificates, employment, or transfer to other higher education programs. The mission of the District states, “At Merced College, students are our focus, and we are known by their success. We transform lives through education and workforce development” ([2A1-01](#)).

The District’s vision statement also demonstrates the District’s focus on educational attainment:

Enriching our community through educational experiences and support services:

- Degree/Certificate Programs
- Transfer

- Career Technical Education
- Workforce Training
- Lifelong Learning
- Basic Skills
- Community Engagement

Merced College promotes student success through equitable access, continuous quality improvement, and institutional effectiveness, all with a focus on student achievement. In alignment with our mission and vision, the District offers credit and noncredit instructional courses and programs that lead to transfer, career technical education, basic skills, noncredit courses for life-long learning, and contract education. Approved programs are published in the Merced College Catalog with identified learning outcomes, program descriptions, and course sequences. All degrees and certificates are posted on the MC website ([2A1-02](#), [2A1-10](#)).

To assist with certificate and/or degree completion as well as transfer, the Merced College Program Mapper tool is a new customized visual representation of the College Catalog ([2A1-22](#)). The site demonstrates how program courses lead to various degrees and certificates at the District. Further evidence of program awards and completion, the California Community College Chancellor's Office (CCCCO) Data Mart provides total number of degrees and certificates awarded by Merced College ([2A1-23](#)).

Merced College offers courses through the following modes of delivery: in-person (i.e. face-to-face), online, and hybrid. A small number of courses are offered in incarcerated settings through correspondence. Both Distance Education (DE) and traditional courses have identical curriculum ([2A1-15](#)). To be taught in the DE modality, courses receive a DE Addendum through the curriculum approval process. The Distance Education (DE) Addendum is used in the curriculum approval process for courses proposed to be offered in a DE modality.

Merced College also offers courses and programs leading to degrees and certificates through fully distance education modalities ([2A1-14](#)). The reLaunch Program, now renamed as Merced College Online, provides pathways for four online degrees that are offered on an accelerated calendar. The degrees included in this program were Business Administration 2.0, Administration of Justice, Computer Technology Information Systems, and Early Childhood Education. With Merced College Online, an online Psychology degree has replaced Computer Technology Information Systems. Distance Education courses are assessed through the faculty evaluation process in the same way as traditional courses ([2A1-18](#)).

The Los Banos Campus offers complete programs for students to obtain an associate of arts degree, an associate of science for transfer degree, an associate of arts for transfer degree, and certificates of achievement ([2A1-16](#)). The Merced College Business Resource Center, a smaller facility in downtown Merced, offers certificates and training and provides local businesses and

community members with customized training, leadership, and development programs ([2A1-17](#)). Through the Rising Scholars Program, Merced College offers five degree programs provided in incarcerated settings in our service area ([2A1-25](#)).

All instructional programs, regardless of modality, are offered in fields of study appropriate to higher education and culminate in student attainment of identified student learning outcomes. The curriculum approval process for the District is stated in *BP/AP 4020, Program, Curriculum, and Course Development* ([2A1-05](#), [2A1-06](#)). Through the Curriculum Committee, a sub-committee of the MC Academic Senate, faculty develop degree and certificate programs by Merced College *BP/AP 4020*, and *AP 4021, Program Establishment, Discontinuance and Modification*. Degree and certificate programs must go through the curriculum approval process. The curriculum approved by the MC Academic Senate is forwarded for approval to the BoT through the Office of the President. *AP 4021* describes procedures for program establishment, modification, and discontinuance ([2A1-07](#)), all of which are coordinated by the MC Academic Senate and submitted through the curriculum approval process. All courses and programs approved through the curriculum review process by the BoT are published in the College Catalog ([2A1-02](#), [2A1-08](#), [2A1-09](#), [2A1-19](#)). New degrees and certificates are submitted to the CCCCO for final approval after being approved through the local curriculum approval process ([2A1-08](#), [2A1-09](#)).

All courses and programs are appropriate to higher education and have approved course and program learning outcomes ([2A1-02](#), [2A1-03](#), [2A1-04](#)). The Curriculum Committee reviews all proposed curriculum, both new and modified, to ensure it has an appropriate level for community college higher education and aligns with the mission of the District ([2A1-08](#)). The Course Outline of Record (COR) details the instructional delivery of courses in order to provide information and transparency to the College community. As previously mentioned, the Curriculum Committee reviews the proposed delivery methods and requires a DE addendum for a course to be offered in a DE modality. The DE addendum is designed to ensure that regular and effective contact methods between faculty and students are maintained regardless of location or means of delivery ([2A1-15](#)). Course learning outcomes are posted on the Course Outline of Record (COR), and program learning outcomes are posted on the Program Outline of Record (POR) ([2A1-03](#), [2A1-04](#)). Evidence that MC courses are appropriate for post-secondary education is found through the information on transferability to baccalaureate-granting institutions published on the COR and on the transferable course lists on assist.org ([2A1-04](#), [2A1-19](#), [2A1-20](#), ER 9). Students are encouraged to meet with a counselor in the Transfer Center to determine the transferability of specific courses to private and public 4-year institutions ([2A1-21](#)).

Merced College ensures all instructional programs, regardless of location and means of delivery, culminate in student attainment of identified student learning outcomes through the SLO course assessment process and through assessment of program learning outcomes that

occur through the program review process described in Standard 1.B.5 ([2A1-12](#)). An example of a course assessment tool used by instructors is a common final or assignment. The Program Review and Outcomes Assessment Committee (PROAC) oversees the instructional Program Review process. Completed program reviews are an integral part of the integrated planning process at Merced College in response to student achievement ([2A1-11](#), [2A1-24](#), [2A1-13](#)).

The California Community College system, in collaboration with the California State University system, developed agreements on Associate Degrees for Transfer (ADTs) to provide for ease of transfer between the systems. The UC Transfer Pathways are modeled after the ADTs to make transfer pathways clear to students ([2A1-27](#)). The District had 16 Associate Degrees for transfer in 2016. As of the 2022-23 MC Catalog, there are 29 active ADTs with 1 ADT for Social Justice Studies for Ethnic Studies pending ACCJC approval ([2A1-19](#)). Two hundred and six (206) courses have been approved for a Course Identification Numbering (C-ID) as of October 2022, with 18 courses currently pending approval ([2A1-26](#)). Courses aligned with a C-ID use a numbering system and review of course outlines to transfer easily across the California Community College, University of California, and California State University systems ([2A1-28](#)). The District approves ADTs through the curriculum approval process through the POR. Courses approved by review of the COR are put forward for C-ID approval submission by faculty request.

Analysis and Evaluation

Merced College has established and formal processes to ensure that courses, programs, and degrees align with the mission of the District. Most notably, the Academic Senate's Curriculum Committee ensures this standard is met through the curriculum approval process requiring Student Learning Outcomes be identified for all courses, programs, and degrees. Program Mapper and information on the Assist website, as well as support services, completion data, and other institutional resources, demonstrate that Merced College offers students programs that lead to student achievement of degrees, certificates, employment, or transfer to other higher education programs.

- 2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

The Merced College faculty, including full-time and part-time (adjunct faculty), meet regularly to ensure content and methods of instruction meet generally accepted academic and professional standards and expectations. The Curriculum Committee (CC) includes full-time faculty, part-time faculty, and administrators. *AP 4020, Program and Curriculum*, describes the

responsibility of the Curriculum Committee to facilitate the process for additions, changes, and deletions of the District curriculum ([2A2-12](#)).

The CC meets twice a month to review proposals for new courses, new degree programs or certificates, and Title 5 curriculum updates for existing courses conducted every five years for non-career technical education courses and every two years for career technical education courses ([2A2-06](#)). The District uses eLumen to facilitate the curriculum review process. The sections of the Course Outline of Record (COR) and the Program Outline of Record (POR) ensure content and methods of instruction for courses and programs align with generally accepted academic and professional standards and expectations. Course outlines of record contain course descriptions, expected learning outcomes, and course content at appropriate educational levels ([2A2-08](#)). Program outlines of record include a list of the core courses for the program, a recommended course sequence, and program outcomes ([2A2-09](#)). Courses offered in a distance education modality require an approved DE addendum to ensure the equivalency of the course in the proposed method of distance education ([2A2-11](#)).

Merced College requires all faculty to complete training before teaching in a distance education modality ([2A2-14](#)). The District provides an Excellence in Online Teaching Certification Series to provide faculty with the knowledge and skills needed to deliver high quality instruction in a distance education modality that meets the COR for all courses. The series includes six parts with parts one, two, and three required for teaching online at Merced College. Part one is an introduction to online teaching, part two is design basics, and part three is course creation. Parts four, five, and six are additional and optional professional development opportunities available to further faculty skills with teaching online modalities ([2A2-10](#)).

Merced College faculty conduct systematic and inclusive program reviews, using student achievement data, to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success. Instructional Program Reviews are conducted over a 2-year cycle. In the first year of the 2-year cycle, SLO assessments for courses are completed to provide data for the program evaluation in the second year. The program review cycle was updated through Merced College Academic Senate Resolution 05-21 to ensure that program reviews included course-level assessment data ([2A2-01](#)). The Program Review Template for instruction requires faculty to reflect on how their programs meet professional standards and, if applicable, external accreditation standards ([2A2-02](#)).

The District provides faculty with datasets from the Office of Institutional Effectiveness (OIE) to support program review. Program Review data sets include disaggregated data on student achievement metrics ([2A2-07](#)). As discussed in Standard 1.B.1 and 1.B.2, PROAC coordinates the program review process for the District ([2A2-13](#)). The Program Review process is designed to facilitate continuous quality improvement of courses and programs. The Automotive

Technology Program Review demonstrates how the process provides an evaluation that leads to goal development and resource allocation requests to support the achievement of defined goals ([2A2-03](#)). Program goals developed through the PR process are tied to program needs supported by resource allocation requests ([2A2-04](#)). The program review content, program review data analysis, and program improvement plans are discussed at department and division meetings and a summary is entered into eLumen ([2A2-05](#)).

Analysis and Evaluation

The District faculty, both full-time and part-time, participate in the review of the District curriculum. The Program Review process for instructional programs is driven by the faculty. Data on student learning and achievement are used to evaluate programs and provide an opportunity for faculty to engage in dialogue about teaching and student learning outcomes.

- 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of Meeting the Standard

Merced College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. Merced College Academic Senate Resolution 05-21 implemented a 2-year cycle of SLO assessment and Instructional Program Review (IPR) with SLO assessment and program reviews completed in alternating years ([2A3-01](#), [2A3-02](#)). Course SLOs are mapped to PLOs in eLumen to provide learning outcomes data for program review ([2A3-08](#)). All programs have established Program Learning Outcomes (PLOs) that are posted on the Program Outline of Record (POR). An example of a new program that recently went through the curriculum approval process is the Associate of Science Degree in Cloud Computing ([2A3-06](#), [2A3-07](#)). Every degree and certificate have PORs maintained in eLumen, the curriculum database ([2A3-09](#)).

For more than a decade, the District has established Cohort Assessment Trainers (CATs) for each cohort to assist faculty in completing their course SLO assessments ([2A3-02](#)). Along with the SLO Coordinators, the CATs help to update the Master Assessment Schedule for SLO assessments. During cohort meetings, the CATs ensure cohorts schedule course assessments following the 2-year cycle ([2A3-11](#)).

The curriculum approval process requires that the Course Outline of Record (COR) for all courses contain student learning outcomes that are reviewed and approved by the Curriculum Committee ([2A3-03](#), [2A3-04](#)). The process has a Tech Review stage where proposals are reviewed for completeness and compliance to ensure all fields are appropriately filled out ([2A3-10](#)). The SLOs established in the current COR are used for the SLO assessments once the COR is active.

The District requires all faculty members to submit their course syllabi every semester to their respective instructional dean(s). The faculty are required to post the course syllabus on a page in their Canvas shell and share the page with the Area Coordinator within the dean's office. The Area Coordinators review the course syllabi to verify that the SLOs posted in the syllabi are from the active CORs. Area Coordinators place the syllabi pages sent by the faculty into the syllabus repository Canvas shell for their area. Students have access to their syllabi through the Canvas course shell ([2A3-05](#)).

Analysis and Evaluation

Merced College has processes facilitated by the Curriculum Committee and PROAC to ensure all COR and POR contain learnings approved through curriculum review and the learning outcomes identified are assessed regularly. The District has a process to ensure SLOs are communicated to students through course syllabi and that syllabi are reviewed for alignment with the COR.

- 4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard

Merced College offers the collegiate and pre-collegiate level curriculum and uses a course numbering system to distinguish pre-collegiate from collegiate level courses. The numbering system is published in the College Catalog and courses designated pre-collegiate/non-transferable are searchable in the catalog ([2A4-09](#), [2A4-10](#)). Courses numbered 1-49 are certified as transferable to the CSU system; courses numbered 50-79, and independent letters apply only to A.A./A.S. degrees and to certificate programs and are generally not transferable to four-year institutions; courses numbered 80-89 designate intermediate non-degree applicable basic skills courses or specific occupational and activity credit courses, courses numbered 90-99 designated courses that are primarily non-degree-applicable basic skills courses that do not apply to associate degrees or transfer programs ([2A4-06](#)).

The course numbering system was used before the implementation of Assembly Bill 705 to identify pre-collegiate level curricula in English, math, and ESL courses. With the implementation of AB 705 students are no longer placed into pre-collegiate courses in English and math. No pre-collegiate courses in English and math were offered in the fall 2022. Multiple credit courses are taught in English and math along with integrated support classes that directly assist students with content knowledge and skills necessary to advance to and succeed in District-level English and District-level math curriculum ([2A4-01](#), [2A4-02](#)).

The District continues to offer established pathways for English language learners through non-credit and credit classes that help students develop the necessary academic reading and writing skills to succeed in the transfer-level English curriculum ([2A4-03](#)). Two credit ESL courses, ESL 84E and ESL 40, are offered to students. ESL 40 is transferable for elective credit to both

the CSU and UC systems, while ESL 84E is a non-degree applicable basic skills course. The Noncredit program at the District offers beginning, intermediate, and advanced skills level ESL certifications to support students in advancing their English language skills to prepare for collegiate level course work ([2A4-08](#)). Additionally, an ESL Workforce Training Certificate of Competency is offered to help students build skills for the workplace.

Merced College offers noncredit courses and certificates to support students in building their basic skills to be ready for collegiate level coursework ([2A4-08](#)). The District offers a Basic Skills Certificate of Completion to instruct individuals in elementary and secondary-level reading, writing, computation and problem-solving skills ([2A4-04](#)). Additionally, the District offers a noncredit program that leads to a Math Certificate of Competency designed to serve students who are not ready to enter a District level math course to build the skills needed for credit mathematics coursework ([2A4-05](#)). Noncredit courses are numbered 100 or greater to distinguish from collegiate level coursework and to differentiate from credit courses ([2A4-07](#)).

Analysis and Evaluation

Merced College uses a course numbering system and course descriptions published in the College Catalog to distinguish between pre-collegiate and collegiate level curricula. The curriculum approval process includes approval of course descriptions and the course numbering system to ensure appropriate information is provided to students in the College Catalog. The District offers multiple paths from pre-collegiate to collegiate level coursework in credit and noncredit courses.

- 5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard

Merced College's degrees and programs follow practices common to American higher education. The District ensures that the minimum degree requirements are 60 semester credits through *AP 4100, Graduation Requirements for Degrees and Certificates* ([2A5-01](#)). *AP 4100* describes the requirements that must be met in order to obtain a degree or certificate. For all associate degrees, students must complete 60 credit units of course work which must include appropriate general education requirements and all degree requirements listed in the Program Outline of Record (POR). All course work, including general education, must be completed with a degree applicable grade point average of 2.0 or better ([2A5-08](#)). The College Catalog provides information to students about degree and certificate requirements, as well as program specific requirements ([2A5-06](#)). Students are notified in the College Catalog that through the general education requirements they must demonstrate competency in reading, written expression, and mathematics. The District does not currently offer baccalaureate degrees.

The District ensures that degrees and programs provide appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning through the curriculum approval process. *AP 4020, Program and Curriculum Development*, states that, "Recommendations for additions, changes, and deletions to the curriculum are developed by the Curriculum Committee and forwarded through the Office of Instruction to the Superintendent/President and then to the Board of Trustees for approval" ([2A5-02](#)). The procedure outlines the responsibilities of the Curriculum Committee (CC) in establishing and maintaining the requirements for AA/AS general education, graduation, programs, and certificates. In *AP 4025, Philosophy and Criteria for Associate Degrees and General Education*, the CC is charged with recommending GE/breadth requirements for Associate Degrees ([2A5-03](#)). The Curriculum Committee uses the California Community College Chancellor's Office Program and Course Approval Handbook as a guide to certify the District's courses and programs through review of the COR and POR follow practices common to American higher education and provide the appropriate breadth, depth, rigor, course sequencing, and time to completion ([2A5-07](#), [2A5-08](#), [2A5-09](#)). Degrees and certificates of proper length are submitted to the systems Chancellor's Office for approval before being offered by the District.

The articulation agreements between the College and baccalaureate degree-granting institutions demonstrate the appropriateness of the degrees offered to American higher education. *AP 4050, Articulation*, provides the responsibilities of the Articulation Officer to facilitate course articulation with the CSU and UC system ([2A5-04](#)). The Program Mapper shows all degree and certificate paths offered by the District with pathways for course sequencing from entry to completion ([2A5-05](#)). The Program Mapper also provides information about occupations and careers commonly associated with each program including typical wages and labor market demand.

Analysis and Evaluation

Merced College has implemented administrative procedures and a curriculum approval process, coordinated by the Curriculum Committee, that follow California Community College guidelines for program development to ensure the appropriateness of program requirements in meeting standards in American higher education.

- 6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

Evidence of Meeting the Standard

Merced College schedules courses in a manner that allows students to complete certificate and degree programs within a period consistent with established expectations in higher education. The District has prioritized enrollment management as Goal 1 in the 5-Year Educational Master

Plan. *Goal 1, Enrollment Management and Student Success*, is to "Employ enrollment management strategies to support student success, progression, and completion/transfer" ([2A6-02](#)). The Office of Instruction and the deans review enrollment data, including waitlist data, to determine course offerings from term to term. Deans schedule courses in various modalities including face-to-face, hybrid, and online, as well as courses in different durations ([2A6-03](#), [2A6-05](#)). During the summer term, 4, 6, and 8-week course schedules are offered. During the fall and spring terms, durations of 9, 16, and 18 weeks are offered. Regardless of duration, the course must align with the contact hours approved through the Course Outline of Record. If the course is offered in a distance education modality, the course must follow the approved Distance Education Addendum to ensure courses meet established expectations in higher education ([2A6-09](#)).

Guided Pathways is a California Community College Chancellor's Office (CCCCO) initiative with an equity-focused framework for building clear paths for students and removing systemic obstacles to their success. Merced College has implemented Guided Pathways with four pillars as its framework. The first pillar is "clarify the path," which is most applicable to this particular standard. To provide clarity to pathways, Merced College created four-semester maps from start to finish for all programs to ensure students have clear pathways to completion. Once the maps were created, they provided the deans, faculty, and administrators with a guide in which semester to offer courses, especially for programs with lower enrollments, to ensure students could take all courses within four semesters.

Merced College uses the Program Mapper to provide students with a term-by-term pathway from entry to completion of programs ([2A6-07](#)). The mapper provides essential information to the deans for to ensure that courses are offered as needed to meet program requirements so students can complete their degree requirements in a period consistent with established expectations in higher education. Information about the courses required for the major, general education courses, and elective courses is provided by the Program Mapper ([2A6-01](#)). The Program Mapper is a customized visual representation of the College Catalog ([2A6-08](#)).

Merced College offers accelerated options for completion of some programs. The District provides fast-track CTE programs, including one-semester, two-semester, and three-semester programs ([2A6-04](#)). In fall 2022, the District made the Business Administration 2.0, Administration of Justice, Computer Technology Information Systems, and Early Childhood Education degree programs available to students in a 17-month fully online program format. The degrees are offered so that they can be completed in an accelerated time frame under the umbrella of reLaunch (now Merced College Online) ([2A6-06](#)). In 2023, Computer Technology Information Systems was replaced by Psychology. The Merced College Online website provides interested students with information on each of the degrees offered and is supported by dedicated counselors who receive the interest forms submitted and follow up with students to enroll them in the courses specific to these programs.

Analysis and Evaluation

Merced College provides clear pathways for students through comprehensive resources and leadership, innovative tools such as the Program Mapper, and the College Catalog to complete certificate and degree requirements in a timeframe consistent with expectations in higher education. The District schedules courses to ensure students can complete pathways in the timeframes determined by the program maps. Enrollment management to support student progress and completion is a top priority at Merced College.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Merced College offers classes at various times, days, locations, and modalities including face-to-face, online, and hybrid formats ([2A7-02](#)). Through the multiple modalities offered and the scheduling of courses, students are provided with equitable access to education at Merced College to meet their diverse and changing needs. Courses offered in a distance education modality require that the instructor be certified to teach online through the Excellence in Online Teaching Series ([2A7-22](#), [2A7-12](#)). Through the faculty evaluation process, alignment of instruction with the Course Outline of Record (COR) and the effectiveness of teaching methodologies are evaluated regardless of modality, to ensure the effectiveness of teaching ([2A7-23](#)). Additionally, the MC Academic Senate has adopted the Integrated Crosswalk as the Merced College standard for distance education courses to support effective instruction and teaching methodologies regardless of the mode of delivery ([2A7-27](#)). The Integrated Crosswalk is modeled on best practices from the California Virtual Campus-Online Education Initiative (CVC-OEI).

The District supports the effective use of delivery modes, teaching methodologies, and learning support services that reflect the diversity of student needs in support of equity through the professional development opportunities offered. Merced College participates in the Flexible Calendar Program (FLEX) which requires professional development days be provided to faculty throughout the year. Flex Day sessions such as "Supporting LGBTQIA+ Students", "VETNET Ally", and "Creating accessible Course Content in Canvas" are examples of opportunities for faculty to explore making their courses more equitable and to provide resources on effectively using a variety of delivery modes and teaching methodologies ([2A7-11](#)). The faculty have access to the Vision Resource Center, where they can explore a multitude of professional development topics to further support effective instructional delivery. The District has also launched Innovation Grants through the Office of Instruction to provide funding for supporting faculty to adopt Open Educational Resources (OER) and Zero Textbook Cost (ZTC) materials and to develop the Center for Faculty Inquiry and Teaching Excellence, which coordinates Faculty Inquiry Groups (FIGs) that provide ongoing, equity-focused

professional learning opportunities ([2A7-21](#), [2A7-24](#), [2A7-25](#)). The Distance Education department offers weekly professional development for faculty with topics that support effective online teaching and teaching methodologies ([2A7-26](#)).

The curriculum approval process requires Course Outlines of Record for all courses be approved through the Curriculum Committee (handbook) review. All curriculum is reviewed regularly by the Curriculum Committee, which is then forwarded to the Board of Trustees for final approval ([2A7-16](#), [2A7-17](#)). Courses offered in a distance education modality, including hybrid or entirely online, have a completed Distance Education Addendum form. The form explains how instructors will meet the same quality standards as the face-to-face course offerings, how the instructor will conduct regular and effective contact between the instructor and students, and how the instructor will promote regular and effective contact among students. The process was used by the department faculty to determine whether the course was a good fit for online delivery ([2A7-04](#)). The COR for Chemistry 12A demonstrates the modalities that can be used to instruct the course ([2A7-05](#)). The Chemistry 2A syllabi for an online section of the course show how student learning is achieved through a distance education format ([2A7-13](#)).

Merced College demonstrates its commitment to student equity issues through its Mission Statement and Core Values ([2A7-01](#)). The commitment to student equity is evident through various programs and services offered. The District's Student Equity and Achievement Plan (SEA Plan) uses data to identify disproportionately impacted students and plan goals and activities to address the identified equity gaps ([2A7-06](#)). Examples of actions taken through the SEA Plan include support for implementing credit for prior learning, offering accelerated CTE pathways, implementation of intrusive counseling methods, equity-focused faculty professional development, implementation of guided pathways, and the Food Pantry. In spring 2022, the District offered free textbooks to students before adopting a \$25 per unit fee to reduce the cost of textbooks for students and to ensure students have access to textbooks on the first day of classes ([2A7-03](#)).

The District offers various learning support services in support of equity in success for all students. Some services are available to all students while others focus on specific student populations. Examples of learning support services available to all students include tutorial services through the Student Success and Tutorial Center (SSTC) located in the Downey Learning Resource Center, student success workshops offered within the SSTC and online, the Los Banos Campus Student Success Center, Smarthinking online tutoring, and the Food Pantry ([2A7-19](#)). Examples of services that target specific populations of students include NextUp in support of foster youth, Rising Scholars in support of justice system-impacted students, the Veterans Resource Center in support of military service veterans, and the International Student Services program in support of our students from foreign countries ([2A7-15](#)).

Merced College evaluates the effectiveness of delivery modes, instructional methodologies, and the learning support services provided through program review. The evaluation of programs occurs through a combination of institutional-level data and learning outcomes data. The Office of Institutional Effectiveness provides success, completion, awards, and credit data for courses that are disaggregated by race/ethnicity. Success and completion rates are disaggregated by modality in the data provided by the OIE ([2A7-07](#), [2A7-08](#), [2A7-09](#), [2A7-10](#)). The faculty reflect on demographic-specific outcomes through a summary narrative of their course data in the program review template ([2A7-14](#), [2A7-20](#)).

Analysis and Evaluation

Merced College ensures the effectiveness of delivery modes, instructional methods, and learning support services offered to students in support of equity in student success through multiple established processes, programs, and initiatives. The curriculum approval process, course scheduling, and professional development offerings support the effectiveness of delivery modes and instructional methods that emphasize meeting diverse student needs. Programs and learning support services are evaluated through the program review process in support of equity of student success through the review of demographic data. The SEA Plan takes an institutional approach to evaluate institutional effectiveness by examining equity of student outcomes, with planning to support identified gaps for sub-populations of students.

- 8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

Evidence of Meeting the Standard

Merced College does not use placement tests/examinations to directly assess prior learning. Assembly Bill 705 was passed in California and changed how placement for math and English classes is conducted. Research conducted by the Research and Planning (RP group) analyzed state-wide data from the California Community College system to recommend changing placement methods in the system. The recommendations by the RP Group were implemented through the AB 705 Implementation Memo from the California Community College Chancellor's Office ([2A8-07](#)). The District places students in math and English courses based on a combination of high school GPA, high school math and English courses previously taken, and the grades received in the courses. A questionnaire is used as part of the application process to recommend placement ([2A8-01](#)). The AB 705 placement data for math and English is publicly posted on the AB 705 Placement Data Website ([2A8-02](#)). A self-assessment tool is used to help ESL students, whose first or primary language is not English, determine the appropriate entry-level course ([2A8-03](#)). The AB705 Task Force meets regularly to review placement and make recommendations.

Merced College *BP/AP 4235, Credit for Prior Learning (CPL)*, outlines the process for

students to receive District credit through a demonstration of proficiency for an approved course. The approved methods used to determine proficiency for CPL include, Advanced Placement (AP) Exams, International Baccalaureate (IB) Exams, District Level Examination Program (CLEP), evaluation of Joint Service Transcripts (JST), military training and experience, Internal Credit by Examination (ICE), evaluation of industry-recognized credential documentation, and evaluation of student-created portfolios ([2A8-04](#), [2A8-05](#)). The College Catalog provides students with a description of the process for obtaining CPL for courses ([2A8-06](#)).

Analysis and Evaluation

Merced College aligns with the California Community College Chancellor's Office guidelines for placement in math and English instead of using a direct assessment of prior learning. Placement into ESL coursework is done using a self-assessment questionnaire. A process is in place for students to receive course credit through the CPL process using external examinations or internal faculty review. External discipline experts control the validity and reliability of examinations administered by external agencies.

- 9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Evidence of Meeting the Standard

Merced College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Assessment of course and program learning outcomes occurs through the Program Review cycle as described in Standard 1.B.5 and 1B.6. The two-year process leads with the student learning outcomes (SLO) assessment of courses that are mapped to program learning outcomes (PLO) to inform the program review evaluation in the second year of the cycle (2-year cycle). Course and program learning outcomes are established, in the Course Outline of Record (COR) for courses and the Program Outline of Record (POR) for programs, through the curriculum approval process. They are tied to course content, instruction methods, and assessment methods ([2A9-03](#), [2A9-04](#), [2A9-05](#)). The learning outcomes for courses or programs list the skills students can master upon completion. Course SLOs are provided on course syllabi, and the SLO assessment data is pulled from required assignments within courses. This ensures that the District is awarding credit for courses, degrees, and certificates based on student attainment of learning outcomes ([2A9-08](#)).

The curriculum approval process, facilitated by the Curriculum Committee, confirms that units of credit awarded are consistent with accepted norms in higher education (ER 6). *AP 4020, Program and Curriculum Development*, states that unit/hour calculations follow Title 5 and the California Community College Chancellor's Office Program and Course Approval Handbook (PCAH) which ensure that credit hours are consistent with norms and equivalencies in higher

education ([2A9-07](#), [2A9-06](#)). The District establishes the graduation requirement for degrees and certificates in *BP 4100, Graduation Requirements for Degrees and Certificates*. The requirements specify the minimum GPA and required competencies ([2A9-01](#)). *BP 4025, Philosophy and Criteria for Associate Degrees and General Education*, provides the philosophy and criteria for attaining an associate degree ([2A9-02](#)).

Analysis and Evaluation

Merced College has established district policies and administrative procedures that follow state requirements to ensure that credit for courses, degrees, and certificates align with accepted norms and equivalencies in higher education. The internal curriculum review process goes further to ensure awards are based on student attainment of learning outcomes and courses, programs, and certificates reflect accepted norms and equivalencies in higher education. The District does not offer any credit clock-hour courses or programs. (ER 10)

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Merced College provides students and prospective students with clearly stated transfer-of-credit policies to facilitate the mobility of students to and from institutions without penalty. *BP/AP 4235, Credit for Prior Learning (CPL)*, outlines for students how District credit can be received through, Advanced Placement (AP) Exams, International Baccalaureate (IB) Exams, District Level Examination Program (CLEP), evaluation of Joint Service Transcripts (JST), assessment of Military Training and Experience, Internal Credit by Examination (ICE), evaluation of industry-recognized credential documentation, and evaluation of student-created portfolios ([2A10-01](#), [2A10-02](#)). Information on the CPL evaluation process is published in the College Catalog ([2A10-03](#)).

The District publishes information in the Catalog on GE requirements for transfer, the University of California Transfer Course Agreements (UC TCA), and the Associate Degrees for Transfer to the California State University system ([2A10-04](#), [2A10-05](#), [2A10-11](#)). The UC TCA Catalog information provides a list of courses that transfer to all UC campuses. Merced College offers a list of Associate Degrees for Transfer (ADT) which provide clear pathways for students to a CSU major and baccalaureate degree. The Transfer Center webpage aids students in selecting institutions for transfer, completing transfer applications, and finding information on how to meet with a transfer counselor ([2A10-06](#)). The District offers workshops through the Transfer Center about the transfer process, obtaining scholarships, and career exploration. To facilitate transfers with other institutions the District Rep Appointments website helps students schedule appointments to meet with university representatives ([2A10-10](#)). The curriculum

approval process ensures all proposed transfer programs and courses are reviewed for appropriateness for transfer in higher education ([2A10-15](#)).

In spring 2020, Merced College developed a partnership and new program, Warriors on the Way (WOW), to facilitate transfer pathways from Merced College to CSU Stanislaus. Merced College students who complete an ADT in a similar major offered at Stanislaus State while also meeting all the university's application deadlines are guaranteed priority admission ([2A10-07](#)). In fall 2020, Merced College established a similar agreement and program with UC Merced that facilitates the transfer of Merced College students to the university. The program is called the Merced Promise. The goals of the agreement between Merced College and UC Merced are to streamline transfer from the District to UC Merced, develop curricular maps for clear pathways, provide opportunities for concurrent enrollment, make summer research opportunities available to MC students, provide an increased presence of UC Merced at the District, foster communication to students at the early stages, address affordability, and other administrative collaborations to nurture the partnership between the institutions ([2A10-08](#)).

The District provides students with a Program Pathways Mapper Tool to allow current and prospective students to explore program maps that show a semester-by-semester pathway from program entry to completion ([2A10-13](#)). The program map for Biology is an example of the provided maps ([2A10-14](#)). Program information includes salary, growth, and career information for the program and maps for transfer to the universities in the CSU system, CSU Stanislaus, CSU Fresno, and UC Merced.

The Course Identification Numbering System (C-ID) is a statewide numbering system that requires curriculum review to ensure alignment of course learning outcomes and objectives. The use of C-IDs is one way the District provides alignment when accepting transfer credits from other institutions, expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Courses with C-ID numbers are comparable in content and scope to courses offered at other Districts with the same C-ID. The number system helps students determine how courses transfer to and from Merced College to other Districts. The College Catalog lists the Merced College courses with C-ID numbers ([2A10-12](#)).

The articulation process at the District has an Articulation Officer who submits the proposed transfer curriculum for review to establish the transfer of Merced College courses to public institutions of higher education in California. The Articulation to Transfer website provides students with information on how to use the ASSIST (Articulation System Stimulating Inter-Institutional Transfer) website to get information about all articulation agreements between MC and California public higher education institutions ([2A10-09](#)). The website also includes information about agreements between Merced College and several private universities, including Fresno Pacific University, National University, and Western Governors University.

Analysis and Evaluation

Merced College has policies, procedures, and guidelines for transfer to and from other institutions of higher education that are communicated to students through the College Catalog and available on the College website. The Curriculum Committee reviews all potential transfer curricula to ensure appropriateness for transfer and alignment of learning outcomes with C-IDs (if applicable). The Articulation Officer maintains articulation agreements that reflect the active transfer curriculum at the District. (ER 10)

- 11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

Evidence of Meeting the Standard

Merced College includes in all its programs Program Learning Outcomes (PLOs) appropriate to program level and aligned with the Institutional Learning Outcomes (ILOs)/General Education Learning Outcomes (GELOs). All associate degree programs require the completion of the general education breadth pattern which is mapped to the ILOs/GELOs established by the District ([2A11-07](#)). The GE Program Review conducted in 2023 was robust and included a variety of data points with data disaggregated for student populations through the mapping of program outcomes to the ILOs. The curriculum review process ensures that the approval of programs includes a review of the POR and the approval of any courses included in the general education breadth pattern as explained in Standard 2.A.5. The PLOs for programs are recorded in the Program Outline of Record (POR). The POR for Biology is an example of how the College is meeting this portion of the standard ([2A11-01](#)). The POR for all programs is stored in eLumen and published in the College Catalog ([2A11-02](#)). The assessment of PLOs is conducted by faculty through the program review process ([2A11-03](#)). Program reviews are available publicly on the Program Review Library website ([2A11-04](#)).

The District has established ILOs/GELOs based on the general education requirements required for completing all associate degrees. The assessment of the ILOs/GELOs occurs through mapping general education courses to the ILOs/GELOs and the SLO assessment cycle. The ILOs/GELOs are published in the College Catalog and on the College website ([2A11-05](#), [2A11-06](#)). Merced College has established five ILOs/GELOs that students should attain upon completion of the general education course pattern including competencies in communication, information, quantitative, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The five ILOs/GELOs with competencies that are measured through SLO assessment include the following:

1. Communication: Use language and non-verbal modes of expression appropriate to the audience and purpose. (GE Breadth Areas A and C)
2. Computation: Use mathematical skills and various aspects of technology appropriate to

the task. (GE Breadth Areas A and B)

3. Cognition: Use critical thinking skills to analyze, synthesize, and evaluate ideas and information. (GE Breadth Areas A, B and C)
4. Global and Community Consciousness and Responsibility: Demonstrate understanding of different cultures and knowledge of historical eras and importance of community involvement. (GE Breadth Areas D)
5. Personal Development and Life-Long Learning: Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being. (GE Breadth Area E)

The District assesses ILOs/GELOs by mapping course and/or program learning outcomes assessment data. As part of the curriculum development process, each degree and certificate includes a set of program student learning outcomes (PSLOs) mapped to course SLOs (CSLOs) in eLumen ([2A11-10](#)). The completed curriculum mapping table illustrates which classes allow the students to demonstrate mastery of the program outcomes needed to earn the degree/certificate. Likewise, course SLOs are also mapped to the ISLOs in eLumen ([2A11-11](#)). The map to ISLOs allows the College to examine and assess how students in courses across many disciplines are demonstrating mastery of the five institutional outcomes (ISLOs). Currently, the results from the mappings of CSLOs to ISLOs are used to evaluate student success in the General Education program.

Analysis and Evaluation

Merced College ensures through the curriculum approval process that all programs have program-level outcomes and degree programs require the completion of the general education breadth pattern which is mapped to the ILOs/GELOs that reflect measurable attainment of competencies upon completion of a degree program. Mapping of course and program learning outcomes with the ILOs/GELOs occurs institutionally to assess progress on the institutional level outcomes in the areas that reflect communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

- 12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

Evidence of Meeting the Standard

Merced College requires all of its degree programs to contain a component of general education. The College Catalog outlines the requirements for an associate degree, the general education breadth pattern for associate degrees, CSU-GE Breadth Certification requirements, and IGETC requirements ([2A12-01](#), [2A12-02](#), [2A12-03](#)). *BP 4025, Philosophy and Criteria for Associate Degrees and General Education*, states that the purpose of the associate breadth curriculum is to enable students “to become aware of the broad field of knowledge and skills required to comprehend and confront a rapidly changing world” ([2A12-04](#)). The GE breadth curriculum and requirements for the associate degrees are recommended by the Curriculum Committee (CC) as stated in *AP 4025, Philosophy & Criteria for Associate Degrees and General Education*. Recommendations from the CC are forwarded to the Superintendent/President and presented to the BoT for approval ([2A12-05](#)). To be awarded an associate degree, *BP/AP 4100, Graduation Requirements for Degrees and Certificates*, establishes the graduation requirements for degrees and certificates that students must complete to be conferred the award. Students must complete the subject requirements for the program listed in the Program Outline of Record (POR), the general education breadth pattern, and have maintained a degree applicable GPA of 2.9 ([2A12-06](#), [2A12-07](#)).

The District publishes all information about degree and certificate completion in the College Catalog ([2A12-01](#), [2A12-02](#), [2A12-03](#)). The Program Mapper allows students to view all programs and certificates the District offers and the pathway for timely completion with a semester-to-semester view that includes the required general education breadth areas ([2A12-09](#)). Courses in the pathway provided by the Program Mapper are color-coded to designate courses in the major, general education courses, and elective courses. The map for the Chemistry program illustrates the color coding and completion pathway for the degree ([2A12-08](#)).

The Curriculum Committee (CC) has been charged with determining the appropriateness of courses for inclusion in the general education breadth curriculum ([2A12-05](#)). Membership of the Curriculum Committee includes faculty from each cohort, the Vice President of Instruction, instructional deans, the Program Review Coordinator, the Articulation Officer, the Matriculation Coordinator, a non-credit representative, and a student representative ([2A12-12](#)). Faculty submit curriculum for review using eLumen and notify the curriculum chair of their interest to have a course count towards GE breadth pattern. The course goes through the local approval process and the completion of the sections of the Course Outline of Record (COR), which moves through Tech Review before the CC review. The COR requires establishing student learning outcomes for all courses ([2A12-13](#)). In Tech Review, all elements of the COR are checked by representatives of each area, for example, discipline expert faculty, deans, the articulation officer, a researcher assigned by the Office of Institutional Effectiveness (OIE), and faculty curriculum specialists. Once the curriculum is reviewed in Tech Review and approved

to move forward, it is put on the agenda for review by the CC for final approval for recommendation to the Superintendent/President to be approved by the BoT. The curriculum approval process facilitates discussion about the inclusion of courses in the GE breadth pattern at all stages of the review process to reach a consensus about the appropriateness for meeting the desired breadth outcomes ([2A12-10](#)). Through the curriculum approval process, the District ensures the suitability of each course for inclusion in the general education curriculum with student learning outcomes and competencies appropriate to the degree level.

Merced College determined to use Institutional Learning Outcomes (ILOs) as the General Education Learning Outcomes (GELOs) in 2014. The GELOs include five areas; Communication, Computation, Cognition, Global and Community Consciousness and Responsibility, and Personal Development

The GELOs are used to evaluate the general education program. In the 2023 GE Program Review, the student data was disaggregated by student populations. Initially, Merced College was working on a process of choosing a single GELO to evaluate each year. Moving forward, the assessment of a chosen GELO that aligns the District “Schools of” will be used to measure mastery of the GELO. In the chosen “School of” programs, students’ mastery of the outcomes for the general education pattern will be measured during the next round of instructional program reviews to be submitted during the 2022-23 academic year. Additionally, the data will be disaggregated for students and faculty participating in the courses associated with the GE program using the standard datasets provided by the Office of Institutional Effectiveness (OIE).

Merced College uses the Community College Survey of Student Engagement (CCSSE) to collect student impressions about the ISLO's and the GE program outcomes and plans to examine a second set of survey results from the 2022 survey. In the survey, students were asked to answer the question prompts linked to each of the GE Program Learning Outcomes and rank their level of agreement with each statement ([2A12-11](#)).

Analysis and Evaluation

Merced College requires all degree programs to include the general education pattern which consists of courses that have established learning outcomes and have been reviewed by the Curriculum Committee for appropriateness of inclusion in the GE breadth curriculum. The ILOs/GELOs define the learning outcomes for the GE breadth pattern. All information about the requirements for degree awards is included in the College Catalog and information on completion pathways is available on the Program Mapper from the College website.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Merced College ensures all degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. *BP/AP 4100, Graduation Requirements for Degrees and Certificates*, established that degrees are composed of 60-semester units in total with a minimum of 18 units in an area of emphasis ([2A13-01](#), [2A13-05](#)). The College Catalog articulates all requirements for degree program completion ([2A13-09](#)).

The District process for identification of specialized courses based on student learning outcomes and competencies in an area of inquiry or interdisciplinary core required for degree attainment is facilitated by the Curriculum Committee through the curriculum approval process. All degree programs are reviewed through the completion or update of the Program Outline of Record (POR) that includes the student learning outcomes and competencies tied to the completion of the identified courses in the area of inquiry or interdisciplinary core ([2A13-09](#)). The courses that make up the program requirements all have SLOs mapped to the program-level SLOs ([2A13-10](#)). The course level SLOs stated on the course outline of record (COR) indicate the level of mastery appropriate for the degree with an included course outline of content that is reviewed by the Curriculum Committee ([2A13-02](#)). The CC requires transfer-level courses to have 2/3 of the course-level SLO verbs be at the critical thinking level. The curriculum approval process is faculty-driven to ensure key theories and practices within the field of study are represented, as evidenced by the workflow for Career Technical Education (CTE) review, Title 5 review as a California Community College system requirement, review of new courses, and CC processes ([2A13-06](#), [2A13-07](#), [2A13-08](#)). Approval of curriculum aligns with the Program and Course Approval Handbook (PCAH) established by the California Community College Chancellor's Office ([2A13-04](#)).

Analysis and Evaluation

To meet this portion of the standard, Merced College adheres to the Chancellor's Office guidelines provided in the PCAH for the curriculum approval process. The Curriculum Committee review ensures that all programs are focused on an area of study composed of courses that meet the program-level SLOs identified on POR. The course-level review ensures that course level SLOs are appropriate for the degree level and include relevant content in the area of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Merced College prepares graduates who complete career-technical certificates and degrees to demonstrate technical and professional competencies that meet employment standards and other applicable standards and prepare them for external licensure and certification. Merced College offers a range of Career Technical Education (CTE) certificates and degrees focused

on job market preparation and upgrade of skills for incumbent workers. CTE programs within the fields of allied health, public service and nutrition and foods, require standardized exams for external licensure or certification and meet the requirements of their external accrediting commissions.

Licensure pass rates at the District show that recipients of degrees and certificates in CTE programs requiring external licensure and certification are prepared for exams ([2A14-01](#), [2A14-03](#)). An example of licensure preparing students for workforce placement is in the Nutrition Program, which provides an entry-level course that prepares students to take a "ServSafe" industry-recognized exam aligned with industry standards and necessary employability skills in this discipline for students ([2A14-10](#)).

The programs that require external licensure and certification also require the completion of clinical lab hours involving the direct application of theoretical principles and concepts ([2A14-04](#), [2A14-05](#), [2A14-06](#)).

Programs in CTE that require external accreditation must demonstrate to the external accrediting agency that they meet standards in the field. For example, the Merced College Automotive Technology Program is accredited through the ASE Education Foundation through five steps: an examination of program standards, program self-evaluation, education foundation review, onsite evaluation, and program accreditation through ongoing reviews ([2A14-08](#), [2A14-09](#)). The external accreditation process ensures the program meets or exceeds industry standards in curriculum, qualification of staff, and availability of appropriate equipment and facilities.

Each career technical education program within the District holds an annual advisory committee meeting that includes professionals in the service area, program faculty, industry partners, and educational partners (K-12, CSUS, and UC systems). Advisory committee meetings provide an open forum for communication between the CTE faculty and industry partners to discuss the program's status, potential and ongoing changes, and advice from the field ([2A14-02](#)). Industry partners provide essential input on industry standards, professional competencies, and work readiness and may recommend curriculum changes and/or the need for improved classroom equipment or software. Faculty use industry feedback to align curriculum with industry needs.

Analysis and Evaluation

Merced College demonstrates the preparedness of CTE students for licensure exams through external accreditation of programs and pass rates for external exams and demonstration of competencies in the field. Advisory committee meetings provide a mechanism for feedback from professionals in the industries served by the District.

- 15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

Evidence of Meeting the Standard

Merced College ensures that when programs are eliminated, or program requirements are significantly changed, the appropriate arrangements are made for enrolled students to complete their education promptly with minimal disruption. The program discontinuation process described in *AP 4021, Program Establishment, Discontinuance and Modification*, describes the process for evaluation of a program for discontinuance ([2A15-01](#)). As part of the process, the Program Investigation Committee report addresses what happens to students when programs are discontinued and how to provide for completion of the program promptly ([2A15-04](#)). The recent Program Investigation Outcome for the Drafting Program demonstrates how the committee recommendation is made through the MC Academic Senate ([2A15-06](#)). The Instructional Master Planning Committee is involved with program creation, modification, and discontinuance by forwarding the recommendation from the MC Academic Senate to Superintendent/President for approval by the BoT ([2A15-05](#)). The Vice President of Instruction co-chairs the Program Investigation Committees, and recommendations are shared at IMPC ([2A15-07](#)). The District has utilized the process to discontinue or make significant changes to various programs. Additional examples of the outcomes of terminating or changing programs include the reports for Mechanical Drafting, Architectural Drafting, and Physical Education ([2A15-02](#), [2A15-03](#), [2A15-04](#)).

Analysis and Evaluation

Merced College follows the established administrative procedure program discontinuance to ensure that arrangements are made for students when their chosen program of study has been recommended for discontinuation or significant changes. The evaluation of programs is a faculty lead process and the outcomes of the process address the arrangements that need to be made to ensure enrolled students are able to complete requirements promptly with minimal disruption.

- 16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

Evidence of Meeting the Standard

Merced College regularly evaluates and improves the quality and currency of all instructional programs offered by the institution. All programs, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location undergo program review in a two-year cycle so that programs are assessed at a minimum of at least once in two years. Program courses are assessed in the first

year of the cycle to inform the program review, which occurs in the second year of the cycle, as was discussed in Standard 1.B.2. The Academic Senate passed resolution 05-21, establishing the two-year cycle in the spring semester of 2021 ([2A16-01](#)).

The program reviews for Automotive Technology, a CTE program, and Child Development, a program at the collegiate level, are provided to demonstrate the process and how the cycle is focused on the continuous improvement of programs and courses ([2A16-02](#), [2A16-03](#)). Non-credit programs, which include pre-collegiate courses and continuing education programs, also undergo the same program review cycle. The Non-Credit Program Review has been included as evidence ([2A16-04](#)). The program review documents show how the evaluation of programs leads to planning goals that target program improvements. The resource allocation process is also integrated within the program review process to ensure resources are allocated to support planning goals within programs.

Analysis and Evaluation

Merced College regularly evaluates all instructional programs to ensure quality and currency through the program review process. The evaluation of programs uses student learning outcomes data along with institutional-level data to implement planning goals for improving student learning and achievement.

Conclusions on Standard II.A: Instructional Programs

Merced College offers a wide selection of certificate and degree programs aligned with our mission to “transform lives through education and workforce training.” Consistent with our commitment to equity, the District provides courses and programs which include a component of general education in a variety of modalities, dual enrollment opportunities to feeder high schools, and pathways leading to local and external certificates, licenses, and degrees. To maintain the academic and professional quality and standards of instructional programs, the District has curriculum and program review processes including regular Title 5 review, 2-year CTE review, and an articulation review process. Degree requirements listed in the College Catalog include a component of general education that requires students to develop a wide breadth of knowledge and inquiry skills associated with higher education. A defined cycle for assessment of learning outcomes at the course, program, and institutional levels is used to identify and implement plans for improvement as part of the program review process. As part of our commitment to transparency, the curriculum and Program review reports are made available to the public on the College website.

The District meets the standard.

Improvement Plan(s)

None.

Evidence List

Standard 2A	
Description	Name/Link
Merced College Mission statement	2A1-01_MC_Mission_Values
List of degrees and certificates from 2021-2022 catalog	2A1-02_MC_Catalog21-22
Biology AS-T PLO's	2A1-03_BiologyAST_PLO
BIOL-04A CLO's from eLumen	2A1-04_BIOL-04A_CLOs
Board Policy 4020	2A1-05_BP4020
Administrative Procedure 4020	2A1-06_AP4020
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Curriculum Committee Agenda April 7, 2022 - course approval	2A1-08_CC_Agenda4-7-22
Board of Trustees Agenda March 8, 2022 - curriculum approvals	2A1-09_BoTAgenda3-8-22
Chemistry AS-T Program from 2021-2022 catalog	2A1-10_ChemAS-TProgram21-22
19-20 Chemistry IPR	2A1-11_ChemistryIPR
PROAC Meeting Minutes October 22, 2021	2A1-12_PROACMins10-22-21
2020-2021 Resource Allocation SIE funding	2A1-13_20-21_RA_SIE_Funding
MC reLaunch webpage	2A1-14_MC_reLaunch_Web
MATH-04A COR DE addendum	2A1-15_MATH-04A_COR_DE
Los Banos webpage listing associate degrees, associate degrees for transfer and certificates that can be obtained on their campus	2A1-16_LB_Degrees_Web
Business Resource Center webpage listing programs and services	2A1-17_BRC_Programs_Web
Evaluation Performance Observation for Distance Education Faculty	2A1-18_Eval_DE_Faculty
College Catalog 2022-2023	2A1-19_22-23CatalogPg49
Merced College CSU Baccalaureate Level Course List	2A1-20_CSU_BA_CourseList
Merced College Transfer Center	2A1-21_Transfer_Center_Web
Merced College Program Mapper	2A1-22_MC_Program_Map_Web
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C-ID Status as of October 12, 2022	2A1-26_C-ID_Status10-12-22
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Academic Senate Resolution 05-21	2A2-01_AS_Resolution05-21
Instructional Program Review Template	2A2-02_Instruction_PR_Temp
Automotive Program review	2A2-03_Automotive_PR
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Documentation of dialogue in program review 2018-2019	2A2-05_Dialogue_PR

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CPSC IPR data sets	2A2-07_CPSC_IPR_datasets
DRAM01 Course Outline of Record	2A2-08_DRAM01_COR
Program Outline of Record for General Business AA	2A2-09_GeneralBusinessAA_POR
Excellence in Teaching Certification Series	2A2-10_ExcellenceTeachCert
Distance Education Addendum for ASTR01	2A2-11_DE_Addendum_ASTR01
AP 4020	2A2-12_AP4020
PROAC Webpage	2A2-13_PROAC_Web
MCFA MOU Distance Education Faculty Eligibility 2021-22	2A2-14_MCFA_MOU_DE2021-22
Senate Resolution 05-21	2A3-01_AS_Resolution05-21
Master Assessment Schedule	2A3-02_MasterAssessSchedule
Sample COR ASTR01	2A3-03_Sample_COR_ASTR01
Curriculum Committee Agenda March 17, 2022	2A3-04_CCAgenda3-17-22
Canvas Syllabus for BIOL 01	2A3-05_CanvasSyllabusBIOL01
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SLO Master Schedule	2A3-11_SLO_MasterSchedule
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Noncredit ESL Certificates 2022-23 MC Catalog (pg. 244)	2A4-08_ESLCert_CatalogPg245
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COR ACTG-04A - Financial Accounting	2A12-13_COR_ACTG-04A
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Academic Senate Resolution 06-13 SLO Guidelines	2A13-02_AS_Resolution06-13
Curriculum Committee Global Process Chart	2A13-03_CC_GlobalProcessChart
Curriculum Committee Approval Process PCAH	2A13-04_PCAH_7thEdition
AP4100 Graduation Requirements	2A13-05_AP4100
CTE 2-year Review Workflow	2A13-06_CTE2yrReviewWorkflow
Title 5 Review Workflow	2A13-07_Title5ReviewWorkflow
New Course Workflow	2A13-08_NewCourseWorkflow
Degree Requirements MC Catalog	2A13-09_MC_Catalog
Rad Tech SLO to PSLO map	2A13-10_RadTechSLO-PSLO
Licensure Pass Rates: Allied Health	2A14-01_LicensurePassRate
Advisory Minutes	2A14-02_AdvisoryMins
Nutrition and Foods exam information on webpage	2A14-03_NutrFood_ExamInfo
Clinical Lab Experience Description: Allied Health	2A14-04_ClinLab_AlliedHlth
Clinical Lab Experience Description: Public Service	2A14-05_ClinLab_PublicSvc
Clinical Lab Experience Description: Nutrition and Foods	2A14-06_ClinLab_NutrFoods
Microsoft Teams Site for CTE	2A14-07_CTE_Teams
ASE Accreditation	2A14-08_ASE_Accreditation
Auto certification documents	2A14-09_AutoCertDoc
ServSafe	2A14-10_ServSafe
AP 4021 Program Investigation Process	2A15-01_AP4021
Mechanical Drafting Discontinuance	2A15-02_MechDrft_Disc
Architectural Drafting Discontinuance	2A15-03_ArchDrft_Disc

Physical Education Discontinuance	2A15-04 PhysEd Disc
IMPC Role in discontinuance, Participatory Governance Handbook (pg. 29)	2A15-05 PG Handbook Pg29
Resolution 01-22 Drafting Program Investigation	2A15-06 Resolution01-22
Instructional Master Planning Committee Agenda November 18, 2019	2A15-07 IMPC Agenda11-18-19
Academic Senate Resolution 05-21	2A16-01 Resolution05-21
Automotive Technology Program Review	2A16-02 AutoTech PR
Child Development Program Review	2A16-03 ChildDev PR
Noncredit Program Review	2A16-04 Noncredit PR

B. Library and Learning Support Services

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Evidence of Meeting the Standard

Merced College supports student learning and achievement by providing comprehensive library, and other learning support services to students and personnel responsible for student learning and support. Learning support services provided by the District include a library collection, tutoring services both in-person and online through the Student Success and Tutorial Center (SSTC), embedded tutoring, student success workshops, computer lab services, access to learning technology, and ongoing instruction for users of library and learning support services. All services are advertised on the College website and through regular advertisements on the student portal. Library services are posted in the College Catalog ([2B1-18](#)). (ER 17)

The District has established its commitment to offering library and instructional support services as outlined in *BP/AP 4040, Library & Other Instructional Support* ([2B1-33](#), [2B1-34](#)). The Downey Learning Resource Center (LRC) houses library services, the Student Success and Tutorial Center, Study Central and student success workshops, the Student Help Desk for technology support, and IT services ([2B1-23](#)). The remodel of the LRC to house a collection of instructional support services in one location took place over the summer of 2021. An open house event was held to bring students and the District community to see the changes and services available in the building ([2B1-24](#)). In addition to the services previously listed, the Downey LRC provides students with access to computers, printing capability, scanning technology, adaptive learning technology, textbooks, laptops, calculators, study rooms, and hybrid drop-in workshops ([2B1-20](#), [2B1-36](#), [2B1-23](#), [2B1-24](#)).

The MC Library faculty are guided by the Academic Senate for California Community Colleges Position Paper on the role of the library faculty that identifies specific activities of library faculty that significantly contribute to student success ([2B1-29](#)). Research instruction support is provided through the Research Help Desk which is staffed during the open hours of the library and through research request forms for our incarcerated students ([2B1-15](#), [2B1-16](#), [2B1-17](#)). Library Chat/SMS support is available through LibChat services on the library website for students seeking remote support. The same services are available in-person and by library chat at the Los Banos Campus for students in that service area ([2B1-19](#), [2B1-20](#)). In fall 2022, a 24/7 library chat service was implemented through a contract with SpringShare LibAnswers ([2B1-47](#)). The MC librarians provide research instruction for students through scheduled sessions in the library ([2B1-21](#), [2B1-37](#)). Resources for students and faculty include LibGuides to support District curriculum. The LibGuides include Course Guides, Topic Guides which include current events as well as guides that support Diversity, Equity and Inclusion, How do I?...for Students, How do I?...for Faculty, and an exhibits and events guide ([2B1-22](#)). Workshops are held by the library faculty on topics that provide instructional support ([2B1-36](#)).

The library provides electronic and print resources to support instruction in all modalities. The collection and resources available to students and the District community include, 49,196 Titles (a single encyclopedia may be 6 volumes but be one title), 62,854 Volumes (number of actual physical books), 63 print subscriptions, 77 databases, 1,089 DVD's (physical media).

The collection development process is managed by the library faculty to be responsive to the instructional needs of the faculty and students ([2B1-18](#), [2B1-25](#), [2B1-26](#), [2B1-27](#)). The library faculty monitor usage and ensure the collection supports instructional needs through the weeding process and instructional resource purchasing process ([2B1-28](#), [2B1-30](#), [2B1-31](#)). Every Canvas shell has a library link, and many databases are integrated directly into course Canvas shells by instructors like Films on Demand and Alexander Street Video ([2B1-04](#), [2B1-05](#)). Furthermore, the course Canvas shells offer a link to the SSTC online tutoring that can be accessed during business hours and Smarthinking for 24/7 online tutoring services for after-hours support ([2B1-04](#), [2B1-11](#)).

The District makes available to students through their course Canvas account access to Office365, the library research and online database, and Google Drive ([2B1-10](#)). The access is web based so the students are able to access their documents from any location.

The Student Success Program (SSP) provides various services and resources to support student learning such as faculty and peer tutoring in-person and online through the SSTC, hybrid workshops at both campuses, embedded tutoring for selected English and math courses, and student success workshops in-person at both campuses ([2B1-09](#), [2B1-13](#), [2B1-14](#), [2B1-50](#), [2B1-51](#)). The SSP also offers class presentations campus-wide during the first week of classes and throughout the semester, along with training for tutors and SSTC faculty before each term

to guide them in supporting students. Library faculty are included in the training to ensure SSTC tutors and faculty know about the research support provided by the library faculty at the reference desk ([2B1-06](#), [2B1-07](#)). The SSP provides FLEX activities to faculty, including information on the benefits of tutoring and student success workshops, and creates activities to promote all the services available at the Downey LRC ([2B1-32](#), [2B1-08](#), [2B1-49](#), [2B1-48](#)). An example of resources provided to faculty is the Downey LRC Scavenger Hunt activity, which familiarizes students and faculty with services offered at the LRC ([2B1-48](#)). All SSP services are listed in the College Catalog, advertised on the MC website and social media pages, and promoted on the tutoring Canvas course shell, which is added to all students' Canvas dashboard each semester ([2B1-01](#), [2B1-02](#), [2B1-09](#), [2B1-12](#)).

The District ensures services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education through program review and student needs surveys ([2B1-38](#), [2B1-39](#), [2B1-41](#), [2B1-46](#)). The library and the Student Success Program monitors usage of resources to be responsive to the instructional support needs of students ([2B1-35](#)). The program review process provides an opportunity for evaluation of instructional support services that are completed for both the MC Library and for the Student Success Program ([2B1-37](#), [2B1-40](#), [2B1-44](#)). In addition to program review, usage reports are provided to the Student Success Committee to obtain input from faculty, students, and administration on areas of improvement and recommendations for aligning learning support services with student needs ([2B1-41](#), [2B1-42](#), [2B1-43](#), [2B1-45](#)).

Analysis and Evaluation

Merced College supports student learning and achievement by providing library and learning support services with sufficient quantity and variety to meet the needs of students regardless of location or means of delivery. The District evaluates the services provided to ensure that library and learning support services are aligned with identified instructional needs in support of student success. (ER 17)

- 2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

Evidence of Meeting the Standard

Merced College selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission by relying on the appropriate expertise of faculty, including librarians, SSTC faculty and other learning support services professionals. The resource allocation process reflects the resources requested in the program review process in support of planning goals within programs and relies on the expertise of faculty and staff to identify materials, including software and technology, needed to support student learning ([2B2-06](#), [2B2-10](#)). Relying on the expertise of faculty, the resources allocation process originates at

the program level and is conducted in the master planning committees to make recommendations for the ranking of requests from each area of the District, the Instructional Master Planning Committee rankings are provided here as an example ([2B2-02](#), [2B2-03](#)). The library, Student Success Program, and IT engage in program review along with all instructional programs to ensure the institution selects and maintains appropriate education equipment and materials ([2B2-08](#), [2B2-21](#), [2B2-34](#)).

Recently the District completed the remodel of the Learning Resource Center (LRC) and renamed the building as the Downey Learning Resource Center. The remodel was designed to meet the recommendations of the LRC Taskforce that included library faculty, staff, students, and administrators to review an external assessment and report conducted by Gensler Architects for library space usage and made recommendations for space utilization to provide students with more services in one location and to optimize the functionality of the building ([2B2-24](#), [2B2-25](#), [2B2-26](#)). The recommendations of the taskforce led to the incorporation of the Student Success and Tutorial Center (SSTC), Study Central, and the Student Help Desk services into the Downey LRC. As part of the remodel, furniture and technology were brought in to provide a mix of study environments for students, from quiet solo study pods to collaborative group study environments to charging towers throughout both floors. The LRC Taskforce and planning for the subsequent remodel was shared with the campus community at various committees and meetings for input ([2B2-27](#), [2B2-28](#)). The remodel took place during the spring and summer of 2021 with the LRC open for students on the first day of the fall 2021 semester. An open house event was held in October of 2021 with a new exterior sign unveiling the new name at the State of the District Address ([2B2-22](#), [2B2-23](#)).

The District relies on the library faculty to maintain the library collection and provide input on the equipment and materials available through library services in alignment with the goals and priorities of the Institution. The selection of materials in the library collection both in print or electronically is chosen to support instruction and students through alignment with the District curriculum ([2B2-01](#), [2B2-09](#)). The library faculty, to ensure currency and appropriateness of materials provided by the library, have processes for ordering book/print materials, textbooks to be placed on reserve, reviewing eBook and other electronic resources, and a procedure for removing books from the collection through the weeding process ([2B2-11](#), [2B2-12](#), [2B2-13](#)). The library faculty meet regularly to discuss items up for consideration for purchase or removal and to evaluate usage of electronic resources and subscriptions ([2B2-29](#)). The maintenance of the library catalog, LibGuides, and databases ensure all resources are searchable, accessible, and relevant for supporting instruction and is managed by the library faculty and staff ([2B2-09](#), [2B2-14](#)).

The Downey LRC has computer lab spaces on both floors of the building available to students. Students have print and scanning technology on both floors ([2B2-14](#), [2B2-15](#), [2B2-20](#)). The SSTC has laptops a, calculators, and charges available for student use and tablets are available

at the library services desk ([2B2-16](#)). Information on available resources is shared in the Student Success Committee to ensure that the District community is aware of the resources available to students and faculty ([2B2-18](#), [2B2-19](#)). Study rooms are available to students with screens and projection equipment to aid users with collaboration using their laptops or tablets ([2B2-16](#)).

The computers available in the lab spaces in the Downey LRC are maintained and replaced by ITS ([2B2-04](#), [2B2-20](#), [2B2-06](#)). Maintenance of technology resources through ITS has been established through the Technology Master Plan with lifecycle funding ([2B2-31](#)). Requests for software to be added to computers for student use are submitted by faculty through a request form that is processed by ITS ([2B2-17](#)). Software is available to students through Canvas that is web based to provide students with access using any computer ([2B2-30](#)). The District is currently implementing a new process for faculty to request technology resources through the Online Educational Technology Planning Committee (OETPC). The OETPC membership includes faculty, a DSPS representative, administrators, staff, representatives from distance education, and representative from ITS ([2B2-04](#)). Faculty can request technology resources using a new online form, developed in spring 2022, starting during the 2022-2023 academic year ([2B2-32](#), [2B2-05](#)). Based on faculty requests and expertise, the OETPC will recommend adoption of appropriate technology that meets student and instructional needs aligned with the mission of the District as part of the resource allocation process.

The library faculty and staff work with Disabled Students Program & Services (DSP&S) Program to provide assistive educational resources for students ([2B2-07](#)). A room on the first floor of the library provides multiple computers that have software maintained by staff in the DSP&S program to support student learning needs. The Director of Student Services and Learning Services also collaborates with DSP&S to provide specialized training for the SSTC faculty and tutors and provides extra tutoring time and resources to support students. The Technology Master Plan has accessibility and purchasing of accessible technology as an ongoing top priority ([2B2-06](#)). The Accessibility Taskforce has implemented strategies across the District to ensure that 508 compliance is considered when selecting educational materials and equipment ([2B2-33](#)).

Analysis and Evaluation

Merced College has processes in place to select and maintain educational materials and equipment with input from appropriate faculty expertise that supports student learning and enhances the achievement of its mission. The District ensures that where equipment and materials are acquired for the library, the expertise of the library faculty is used to inform selections.

- 3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

Merced College evaluates the library, Student Success Program, and other learning support services through program review and student surveys to assure their adequacy in meeting identified student needs. The program review process relies on evaluation of program learning outcomes as well as other program metrics to set planning goals and request resources to support completion of identified goals (2.A.3). The two-year cycle ensures that all programs are evaluated at least once in a two-year period with the first of the cycle focused on assessment the learning outcomes of the program. The library and Student Success Program (SSP) utilize program review and usage data for services provided to inform the planning goals and improvement of services. In addition to program review, the District conducts student surveys to identify and meet student needs. Internally developed surveys are used along with the Survey of Student Engagement to gather information from students on their needs and experiences.

The evaluation through program review ensures that evaluation of services includes evidence of their contribution to the attainment of student learning outcomes ([2B3-13](#)). The program reviews for the library and Student Success Program have been included to demonstrate the outcomes of the process ([2B3-12](#), [2B3-14](#)). Improvement plans are implemented based on the analysis of program review data. In the 2019-20 program review, laptops for the instruction room, stable funding for books, and funding for database subscriptions were requested. The remodel of the LRC took place in the summer of 2021. Upon the completion of the remodel, 60 laptops were purchased, enhanced database and eBook funding was provided through allocation of funds through the 2020-21 one-time funding requests and instructional supply funds. ([2B3-19](#))

The District uses student surveys to gather data on the student experience to inform planning. A student experience survey was conducted among students and gathered 324 responses from participants across segments of the District to provide data for the development of the Facilities Master Plan (FMP) ([2B3-01](#)). Students were asked questions about the spaces on campus, including the library, and their level of satisfaction with the available spaces and services. The library was listed as one of the preferred spaces on campus by students. The survey gathered satisfaction levels with services at the District and took input on priorities for students that was used to inform planning for spaces at the District ([2B3-01](#), [2B3-02](#), [2B3-03](#)). In addition to the robust surveys conducted already, the OIE is planning a student needs survey that will gather input on the library, bookstore, food pantry, and other services in the 2022-2023 academic year ([2B3-11](#)).

For many years, the Student Success Committee has been engaged in discussions about the

possibility of consolidating all academic support services into a single centralized location, thereby creating a one-stop-shop for students. Additionally, the task of consolidating support services in one location was included as part of the Educational Master Plan. As such, the LRC Taskforce reviewed the Gensler report for the space usage of the library and made recommendations for space utilization within the library to offer students more services in one location ([2B3-04](#)). The recommendations led to the changes that were made to the Downey LRC which brought together library services, Student Success and Tutorial Center (SSTC), Study Central, and the Student Help Desk ([2B3-05](#), [2B3-06](#)). The SSTC incorporated the Math Lab and Writing Center.

The Office of Institutional Effectiveness (OIE) provides usage data for services provided by the SSP at the Student Success Committee (SSC) ([2B3-07](#), [2B3-08](#), [2B3-17](#), [2B3-20](#)). Membership on the SSC includes library faculty, other discipline faculty, administrators, staff, and a student representative. The SSC recommends strategies that can be used to increase student usage of support services, one such recommendation was the Downey LRC Scavenger Hunt to draw students into the remodeled space ([2B3-09](#), [2B3-10](#)). The input of the SSC was used to develop a video for advertising all the services available at the Downey LRC ([2B3-21](#)). The library faculty has representation on the SSC and presents data on Research Help Desk interactions ([2B3-15](#), [2B3-16](#), [2B3-18](#)).

Analysis and Evaluation

Merced College evaluates the library and other learning support services through program review, student surveys, and usage data to assure their adequacy in meeting identified student needs. The program review process feeds into the resource allocation process every year to support planning goals for improving student learning and achievement. The resource allocation process is used to fund improvements that are centered around program evaluation.

- 4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

Merced College ensures that where the District relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist. *BP/AP 6340, Bids and Contracts*, provides a process for documenting and establishing contracts for services ([2B4-10](#), [2B4-11](#)). The agreements established stipulate the responsibilities of each party in the agreement. The agreements that the District has established for library or other learning support services include Smarthinking online tutoring and library chat through SpringShare ([2B4-21](#)).

The District evaluates the adequacy of resources for library or other learning support services to ensure they meet the intended purposes, are easily accessible, and utilized. The evaluation of Smarthinking occurs through the program review for the Student Success Program (SSP) and usage data that is provided by OIE and reviewed in the Student Success Committee as previously discussed in Standard 2

.B.3 ([2B4-17](#)). Data for Smarthinking usage is regularly reviewed to ensure the service meets student needs ([2B4-14](#), [2B4-15](#), [2B4-16](#)). The introduction of the 24/7 chat availability through SpringShare occurred through monitoring the data on the usage of library chat services. The library faculty noticed that they were receiving questions after hours that would not be answered until the following morning, the faculty saw this trend increase with of the expansion of online course offerings. Available services through SpringShare and others were investigated and the SpringShare services met the identified student needs. The services are monitored through program review and usage data like the other instructional support services. Usage data for Learning Tools Interoperability (LTI) and other educational technology is monitored by the Dean of Student Equity and Success who oversees the library. Data on usage of LTI like Gradescope, an assignment grading system, is shared at the Online Educational Technology Planning Committee to make recommendations on continuing with services ([2B4-01](#), [2B4-13](#)). The District addresses the accessibility of technology resources used to support instruction through *BP/AP 3725, Information and Communications Technology Accessibility & Acceptable Use* ([2B4-08](#), [2B4-09](#)). The Accessibility Task Force is working through the Accessibility Framework to implement necessary procedures within the institution to develop accessibility review into institutional processes ([2B4-18](#)). Objectives have been established by the District to align with the Accessibility Framework with related tasks to accomplish those objectives identified and assigned to responsible parties and timelines for completion. One such task was the development of an Accessibility Meeting Protocol for electronic meetings and an accessibility barrier reporting Laserfiche form with appropriate routing to responsible parties within the institution ([2B4-19](#), [2B4-20](#)).

Merced College takes responsibility for and assures the security, maintenance and reliability of services provided either directly or through contractual arrangement. The District has established *BP/AP 3723, Information Security and Privacy*, that addresses how the institution addresses the security and privacy of network data for students, faculty, staff, and the district ([2B4-06](#), [2B4-07](#)). *BP/AP 3720, Acceptable Use Policy*, provides policy and procedures that students, faculty, and staff follow in the use of district technology ([2B4-02](#), [2B4-03](#)). The maintenance of technology is important in ensuring services provided directly through the institution or through contractual arrangement are supported. Computer technology maintenance is addressed in *BP/AP 3721, Computer Technology Maintenance* ([2B4-04](#), [2B4-05](#)). The District goes further to ensure that reliable technology and adequate capability is available to support all aspects of its use within the institution through the Technology Master Plan (TMP) 2019-2021 ([2B4-12](#)). In the “Vision for Technology” statement, the TMP lays out

the importance of technology to the District,

“Empowering educational experiences” are central to Merced College’s vision and are provided most effectively with the support of technology. In today’s world, technology is critical to both access and the success of each student at Merced College.

The institutional planning for technology addresses the security, maintenance and reliability of services that use technology to support their availability.

Analysis and Evaluation

Merced College has established external partnerships to provide students with instructional support to improve student learning and achievement. The District has established policies and procedures to ensure library and learning support services are established with formal agreements and processes are in place to evaluate such services to monitor their ongoing effectiveness. The program review and institutional monitoring of usage evaluates the services that are utilized and ensures they meet student needs. Policies and procedures are in place to provide for the security, maintenance, and reliability of the services provided that depend on technology.

Conclusions on Standard II.B: Library and Learning Support Services

The Merced College Learning Resource Center provides curriculum-related resources and an academic environment that supports student learning and success. The Downey Learning Resource Center includes library services, the Student Success and Tutorial Program, Study Central, and the Student Help Desk. The District provides library and instructional support services to support student learning and achievement. Evaluation of the library and learning support services occurs through program review, the review of usage data, and student needs surveys. The program review process feeds into the resource allocation process to maintain alignment between student needs and support programs.

Processes are used to ensure that the selection and maintenance of educational equipment and instructional support services relies on the expertise of faculty. Library faculty have internal processes for selecting resources in the library collection and for maintaining the currency, depth, and variety of the collection.

The District has established policies and procedures that dictate the use of formal agreements and guidelines for the use of external partnerships to provide instructional support for students. The externally provided services are monitored through program review, student usage data, and student surveys to monitor ongoing effectiveness.

The District meets the standard.

Improvement Plan(s)

None.

Evidence List

Standard 2B Evidence	
Description	Name/Link
Student Success and Tutorial Center Webpage	2B1-01_SSTC_Web
New Student Success Video	2B1-02_NewStudentSuccessVid
Student Success and Tutorial Center Workshops	2B1-03_SSTC_Workshops
Canvas Links Student Success and Tutorial Center & Library	2B1-04_CanvasLinksSSTCLib
Screenshot of Films on Demand and Alexander Street Video Canvas LTI	2B1-05_FilmsOnDemand
Student Success and Tutorial Center Tutor/Faculty Training	2B1-06_SSTC_TutorFacultyTrn
Student Success and Tutorial Center Tutor Handbook	2B1-07_SSTC_Tutor_Handbook
Student Success and Tutorial Center Syllabus Information	2B1-08_SSTC_SyllabusInfo
Student Success and Tutorial Center Catalog Information	2B1-09_SSTC_CatalogInfo
Canvas instructional support links	2B1-10_CanvasInsSupportLinks
Smarthinking Usage and Data Report F21	2B1-11_SmarthinkingReportF21
Student Success Post Social Media	2B1-12_SSP_SocialMedia
Student Success and Tutorial Center Math and Science Tutor Schedules	2B1-13_SSTC_TutorSchedules
Student Success and Tutorial Center Meet Our Tutors Flier	2B1-14_SSTC_TutorFlyer
Rising Scholars Library Research Request Form	2B1-15_RS_ResearchReqForm
Rising Scholars Book Lending Policy	2B1-16_RS_BookLendPolicy
Rising Scholars Book Lending Form	2B1-17_RS_BookLendPolicyForm
Catalog Page Library	2B1-18_MC_CatalogPg32
Library Website	2B1-19_Library_Web
How do I webpage for Students	2B1-20_HowDoI_Web
Library Instruction Information	2B1-21_LibInstructionInfo
Library Course Guides	2B1-22_LibCourseGuides
Downey Learning Resource Center Services	2B1-23_DowneyLRCSvcs
Downey Learning Resource Center Open House	2B1-24_DowneyLRCOpenHouse
Library Electronic Resources	2B1-25_LibraryElectResource

Library Print Periodicals	2B1-26 LibraryPrintPeriod
Library Databases	2B1-27 LibraryDatabases
Library Weeding Process	2B1-28 LibraryWeedingProcess
Role of Library Faculty Academic Senate for California Community Colleges	2B1-29 LibFacultyRoleASCCC
LRC Internal Procedures Manual	2B1-30 LRCInteralProcedures
Library Book Ordering Procedure	2B1-31 LibBookOrderProcedure
FLEX Flier S2022	2B1-32 FlexFlier S22
BP 4040 Library & Other Instructional Support	2B1-33 BP4040
AP 4040 Library & Other Instructional Support	2B1-34 AP4040
Overview of Library Statistics	2B1-35 OverviewLibraryStats
Library Workshop Schedule	2B1-36 LibraryWorkshopSched
Library Instruction and Services Program Review	2B1-37 Library PR
Student Needs Survey	2B1-38 StudentNeedsSurvey
Student Forum Flyer	2B1-39 StudentForumFlyer
SAO/SLO Surveys	2B1-40 SAO SLO Surveys
2018-2021 Academic Support Services Institutional Data Reports	2B1-41 18-21AcademicSupport
Attrition Surveys	2B1-42 AttritionSurveys
Workshop Surveys & Usage Reports	2B1-43 WorkshopSurveys
Student Success and Tutorial Center Program Reviews	2B1-44 SSTC PR
2020-2021 Student Success Committee Minutes	2B1-45 StudentSuccessMins
2015-2021 Grad Survey Results	2B1-46 15-21GradSurvey
24/7 Chat SpringShare contract	2B1-47 24-7ChatSpringShare
Downey LRC Scavenger Hunt	2B1-48 LRCScavengerHunt
Spring 2022 Student Success Symposium	2B1-49 StuSuccessSymposium
Los Banos Student Success Center	2B1-50 LB SSC
Los Banos Workshop Flyer	2B1-51 LB Workshop Flyer
Requesting Book Purchases	2B2-01 RequestBookPurchases
Instructional Master Planning Committee Resource Allocation Spreadsheet 2021	2B2-02 IMPC RA 2021
Instructional Master Planning Committee Agenda May 10, 2021	2B2-03 IMPC Agenda5-10-2
Online Educational Technology Planning Committee Handbook May 2021	2B2-04 OETPC Handbook2021
Tech resource request form draft	2B2-05 TechRsrcReqFormDraft
Technology Master Plan 2019-2024	2B2-06 TechMasterPlan19-24
Disabled Student Program and Services Assistive	2B2-07 DSPS AssistTechTrn

Tech Training Spring 2022	
Library Instruction Program Review 2019-2020	2B2-08 Library PR 19-20
Library Resource Center Internal Procedures Manual S2021	2B2-09 LRC Internal Manual
Resource Allocation February 2022	2B2-10 RA 2-2022
Print Periodicals Master List 2020-2021	2B2-11 PrintPeriodicalsList
Database Renewals 2020-2021	2B2-12 DatabaseRenewals20-21
Weeding Report Spring 2021	2B2-13 WeedingRpt S21
Library Resource Center Policy Handbook F2021	2B2-14 LRC PolicyHndbk F21.pdf
Library student resources	2B2-15 LibStudentResource
Student Success Committee Minutes September 13, 2021	2B2-16 SSC Mins9-13-21
Information Technology Services Software Request Procedure	2B2-17 ITS SoftwareRequest
Library Resource Center scavenger hunt	2B2-18 LRC ScavengerHunt
Student Success Center Minutes February 7, 2022	2B2-19 SSC Mins2-7-22
Library Resource Center Computer Image	2B2-20 LRC ComputerImage
Student Success Program Review	2B2-21 StuSuccess PR
Fall 2021 Downey LRC Open House	2B2-22 F21 LRC OpenHouse
State of the District Event Fall 21	2B2-23 F21 StateOfTheDistrict
Library Resource Center Task Force Recommendations	2B2-24 LRC TaskForceRec
Library Resource Center Task Force Memo	2B2-25 LRCTaskForceMemo
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C. Student Support Services

- 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

Evidence of Meeting the Standard

Merced College regularly evaluates the quality of student support services, regardless of location or means of delivery, through the Program Review cycle. This process of self-assessment is aligned with Merced College's Mission and Educational Master Plan (EMP).

The evaluation cycles include 3 phases--annual SAO Assessment, Program Goals, and Proposed Action Plans. This is detailed in the document titled Merced College Student Services Program Review Handbook ([2C1-01](#), [2C1-02](#), [2C1-03](#)). The Student Services Master Planning Committee (SSMPC) meets regularly to direct planning for student services, and is comprised of faculty, administration, and staff from various student support service areas. The SSMPC reviews updates on the program review cycle for student services ([2C1-04](#)).

The quality of support services is evaluated using student satisfaction and needs surveys within department meetings, committees, and each program review. The information is used to analyze student data and make department/institution recommendations for improvement ([2C1-05](#), [2C1-06](#)).

The Student Services Master Planning Committee (SSMPC) provides broad oversight, and direction for all Merced College student services programs to help ensure student success. Annually, SSMPC develops goals and activities, corresponding with the Educational Master

Plan and Strategic Implementation Plan, designed to improve operations and student outcomes for each Student Services department. These activities are monitored and progress evaluated throughout the year by SSMPC and are linked to completion by the Educational Master Plan and Strategic Implementation Plan ([2C1-07](#)).

Analysis and Evaluation

Merced College evaluates the quality of student support services through program review and by collecting student achievement data and student survey data. This process ensures that Merced College's support services and programs align with the mission of the institution.

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

Merced College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Various specialized programs provide a menu of support services to meet student needs and outcomes.

The District uses assessment data to continuously improve student support programs and services. All student support service programs complete an Annual Program Review that includes assessment and evaluation to determine the effectiveness and necessary improvements for student support services ([2C2-01](#)). A sample of SAO/SLO assessment reports and unit reviews is included for the following programs:

- Athletics ([2C2-03](#))
- ASMC ([2C2-02](#))
- CalWORKs ([2C2-04](#))
- Counseling ([2C2-05](#))
- Disabled Students Program & Services (DSPS) ([2C2-11](#))
- Extended Opportunities Program & Services (EOPS), Cooperative Agencies Resources for Education (CARE), NextUp ([2C2-06](#))
- Financial Aid ([2C2-07](#))
- Student Health Services (SHS) ([2C2-08](#))
- Student Success Programs ([2C2-09](#))
- Veteran's Resource Center ([2C2-10](#))

As an example and evidence for this standard, students from different programs and group affiliations utilize tutoring services from the Student Success and Tutoring Center (SSTC) at the Merced Campus and tutoring services offered in Los Banos ([2C2-12](#)). The Student Success and Tutoring Center provides tutoring for specific subjects and coursework, and/or program

affiliations. The SSTC is evaluated through the program review process as well as through monitoring of usage data through the Office of Institutional Effectiveness and through student surveys ([2C2-13](#), [2C2-14](#), [2C2-15](#), [2C2-16](#), [2C2-17](#), [2C2-18](#)). The data gathered for the program review and regular monitoring of student usage are used to identify equity gaps and strategize ways for closing equity gaps ([2C2-19](#)).

Additionally, EOPS/CARE/NextUp, DSPS, Foster Youth Services, the Veterans Resource Center, and the Student Success Program also gathered data on student populations that utilize the institution's OIE to administer surveys to students. The data gathered from students are designed to provide a needs assessment and satisfaction with services ([2C2-20](#), [2C2-21](#), [2C2-19](#), [2C2-23](#)). A technology survey was conducted among students to determine support needs for technology as it has become an integral part of instruction and student success ([2C2-24](#)). The Food Pantry distributed a survey to students to determine student clothing needs to better respond to identified student needs ([2C2-25](#)). The EOPS and CalWORKs programs regularly provide assessments to program participants to assess student needs and provide a wide range of workshops ([2C2-26](#), [2C2-27](#), [2C2-28](#), [2C2-29](#), [2C2-30](#), [2C2-31](#), [2C2-32](#)).

The District works with both internal and external data sources, such as the Chancellor's Office Data Mart, to review assessment data and assess outcomes to improve student support programs and services, including the CCSSE survey, as mentioned in Standard 2.A.12 and 2.C.3.

Analysis and Evaluation

Merced College identifies and assesses learning support outcomes for its students through comprehensive program reviews and student surveys to ensure that services are appropriate for students to meet the outcomes.

- 3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

Evidence of Meeting the Standard

Merced College assures equitable access to all its students by providing student services that are accessible in multiple locations and delivery methods. The District provides students with access to all student services information through the College website and in the Catalog ([2C3-16](#), [2C3-04](#), [2C3-03](#), [2C3-01](#), [2C3-02](#)). Student services are available remotely to provide access to students both online and in person. Counseling services are available remotely and in-person at both the Merced and Los Banos campuses ([2C3-20](#)). The Student Success and Tutorial Center Program (SSTC) assures equitable access to all students by providing in-person and online tutoring, as well as access to tutoring afterhours through Smarthinking ([2C3-01](#), [2C3-02](#), [2C3-15](#)). Extended Opportunity Program and Services (EOPS) and CalWORKs programs regularly utilize various platforms such as student emails, canvas, pronto, and laserfiche to communicate with students via email, text, and communicate with staff to meet

students' needs and provide greater access to program support and services ([2C3-12](#)). Student Health Services (SHS) offers mental health services via face to face and remote formats that are accessible using a link from the Student Health Services website ([2C3-09](#), [2C3-10](#)). Workshops on a variety of student health topics are offered remotely using Zoom by SHS ([2C3-11](#)).

The District ensures that student services provided are appropriate, comprehensive, and reliable for students regardless of service location or delivery method. The Student Equity Plan provides reflection on student needs from an equity lens to plan for student support services that are appropriate and comprehensive ([2C3-21](#)). The program review process and student surveys are used to evaluate the appropriateness and reliability of the services provided by programs. The DSPS program survey is an example of a survey administered by programs to assess student needs and satisfaction ([2C3-05](#), [2C3-17](#)). The DSPS program provides students with an Academic Accommodation Plan that includes any course specific accommodation to ensure that students receive appropriate services for their needs ([2C3-06](#), [2C3-07](#), [2C3-08](#)). The District administers both the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) to evaluate student engagement with MC programs and services. The results are posted to the Student Equity Reports Webpage so that our campus community and community members can view the results ([2C3-19](#)). In addition to the CCSSE, the District administered the Racism, Inclusion & Belonging Pilot survey in 2021. This information is also used when considering SAO's for program reviews in Student Services programs ([2C3-18](#)).

Merced College offers appropriate, comprehensive, and reliable services at the locations served by the District. The Los Banos campus webpage has a list of all Campus Departments and Programs with their contact information ([2C3-13](#)). The District provided for the expansion of the Food Pantry/Basic Needs Center to a larger space that is easily accessible on the Merced campus and began a similar center at the Los Banos campus and at the Business Resource Center ([2C3-14](#)).

Analysis and Evaluation

Merced College provides students with multiple modalities to receive student services support regardless of location or modality of the courses they take. The District evaluates student services to ensure the services provided are appropriate, comprehensive, and reliable. The evaluation of student services programs occurs through program review and student surveys to assess student needs and satisfaction with program services. The District is responsive to the needs of students and uses institutional planning to continuously improve services and align them with the changing needs of students.

- 4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

Merced College offers co-curricular programs and athletics programs that are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. The co-curricular programs offered by the District include A2Mend, Umoja, Puente, and Rising Scholars. The District established "The Hub: Center for Equity and Diversity" to provide a location on campus whose purpose is to contribute to the social and cultural dimensions of the educational experience of its students ([2C4-12](#)). The Hub offers an inclusive location where students engage in educational workshops and have access to academic counselors. The Student Equity Plan and ongoing evaluation of student needs led to the District providing the Basic Needs –a one-stop, single location for students to access basic needs services and resources linking students to on and off-campus housing, food, mental health, and other basic needs ([2C4-06](#)). The Associated Students of Merced College (ASMC) coordinates the participation of students in the District community through committee participation and student clubs and their activities that contribute to the social and cultural educational experience ([2C4-13](#)). The activities and events provided through the ASMC support student engagement.

The Puente Program serves our Latinx student population at Merced College. Merced College is a federally recognized Hispanic Serving Institution (HSI) and the Latinx community is a large sub-population served by the District. The Puente Program is open to all students served by the District. The program offers counseling, tutoring, and mentoring services. Classes included in a typical Puente learning community are GUID-30 (Foundations and Strategies for District Success) and ENGL-01A (English Composition) ([2C4-10](#)). Participation in the A2Mend program was approved by the District and is being implemented in fall 2022 ([2C4-04](#)). Merced College officially became an UMOJA Community in 2022 and began implementation in the fall semester. Services provided through the UMOJA program include counseling, tutoring, mentoring, and learning community classes ([2C4-05](#)). The Rising Scholars Program provides academic support to currently and formerly incarcerated students ([2C4-11](#)). On campus, Rising Scholars students have a location on campus where they can study and receive counseling support in addition to instructional supplies.

Merced College Athletics provides the opportunity for student-athletes to achieve excellence in their academic and athletic endeavors. Athletics is committed to providing programs that serve the athletic aspirations of the students and apply the educational philosophy and values of the District. The 14 intercollegiate Merced sports teams at the District offer appropriate gender equity with the inclusion of seven women's sports and seven men's sports. The teams empower

student-athletes to continue development of their athletic skills in their sports as they earn higher education in the discipline of their choice. Athletics is evaluated using the District's program review process.

The District offers co-curricular and athletic programs that are conducted with sound educational policy and standards of integrity. The R2 training is provided to coaches and support staff in compliance with California Community Collegiate Athletic Association (CCCAA) guidelines (2C4-01). The training includes the review of the CCCAA constitution and bylaws that apply to the athletics programs offered by the District (2C4-02). The athletic program students are supported by an embedded counselor to balance their roles as student athletes with their needs as students (2C4-03). The District completes an annual data report, Equity in Athletics Data Analysis (EADA), that is required by the federal government to provide transparency about the resources the District provides for intercollegiate athletics for budgets, travel costs, salaries, and the cost of participation (2C4-09). *BP 5300, Student Equity*, was established to dictate the ongoing transparency of the District's fiscal support for athletics.

Merced College has responsibility for control of co-curricular and athletics programs, including their finances. In accordance with District expectations for cash handling, personnel in athletics work directly with the District and MCCD Foundation's account analyst to ensure proper fiscal record keeping and reconciliation. Student Services and athletics programs make safety for students its highest priority, and emergency protocols for student events are in place. Athletics follows all CCCAA safety guidelines and ensures that an athletic trainer is present at all contests and practice sessions. *BP/AP 5702, Income/expenses for Intercollegiate Athletic Program*, identifies the responsibility of the District and how it manages the income and expenses for the athletics programs and the expenses incurred by student athletes (2C4-08). The co-curricular activities offered by the District are administered and controlled by the District through assigned administrators, staff, and faculty. The finances of these programs are part of the overall budgetary process of the District as described in Standard 3.D.3. The activities offered by ASMC are authorized by the District through *BP/AP 5400, Associated Students Organization* (2C4-07). ASMC holds weekly student council meetings to make decisions regarding student participation in college activities and addresses the needs of clubs (2C4-13). Any club or group can request funding from ASMC with the Student Council making the determination to allocate funds or not. The ASMC is funded through the student body fee of \$10.00 and a student rep fee of \$2.00 that is paid by students.

Analysis and Evaluation

Merced College offers co-curricular programs and athletics programs aligned with its mission, administered following established policy and standards, and conducted with integrity. The social and cultural dimension of the educational experience is established through a variety of programs. Procedures for fiscal oversight are established through policy and procedures at Merced College.

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard

Merced College provides counseling and academic advising both in-person and online to support student development and success ([2C5-18](#), [2C5-01](#), [2C5-02](#)). *BP 5110, Counseling*, establishes the importance of counseling in supporting student achievement ([2C5-08](#)). The Counseling faculty supports student success, retention, and persistence by providing academic planning and helping students develop abbreviated and comprehensive Student Educational Plans (SEPs) that are developed electronically in Self-Service Student Planning ([2C5-06](#)). Counselors also help students to explore educational goals, careers, and potential major goals. Beginning in the spring 2023 semester, counseling will begin to make the transition to Navigate Next Generation Academic Planning—the next level of innovative academic planning services. This program contains the same functionality as Self-Service Student Planning, but streamlines the SEP process with the Merced College pathways, degrees, and certificate options already embedded.

Counseling sessions provide guidance to students on academic and personal development, and in connecting students to resources to support their completion of educational goals in accordance with *BP 5050, Student Success and Support Program* ([2C5-07](#)). The MC Counseling webpage provides an overview of the various services and appointment modalities offered to offer flexibility to meet student needs as they navigate their educational journey ([2C5-18](#)). Counseling services are embedded in a variety of student services programs such as the Student Success and Tutorial Program, DSPS, and EOPS ([2C5-17](#), [2C5-10](#), [2C5-11](#)). EOPS and CalWORKs participants are encouraged to regularly meet with EOPS and CalWORKs academic counselors to help ensure students' needs are met and they are on-track with their education plan and guide them through to completion.

The District prepares counseling faculty and other personnel responsible for the advising function. Counseling faculty receive training on how to utilize the educational planning tool in Self-Service Student Planning to assist students on mapping out coursework and requirements to complete their degrees, certificates, and transfer goals with the SEP. Weekly Counseling Cohort meetings and bi-annual Embedded Counseling Retreats are held to keep counseling faculty up-to-date with program and degree information to ensure students receive timely, useful, and accurate information ([2C5-29](#), [2C5-30](#)). The Veterans Resource Center (VRC) provides Vet Net Ally Training to support faculty, including counselors, and staff that work with student veterans so they can provide an educational environment that is welcoming and supportive ([2C5-20](#), [2C5-21](#)). The DSPS provides training to faculty through Canvas workshops, FLEX workshops, and through their Supportive Guidelines Flyer ([2C5-22](#), [2C5-23](#),

[2C5-24](#), [2C5-25](#), [2C5-26](#)). Training for tutors and faculty working in SSTC and the Los Banos tutoring centers is provided by DSPS in Tutoring Students with Disabilities ([2C5-26](#)).

The Counseling Program at the District orients students to ensure they understand the requirements related to their programs of study. New students participate in a robust on-boarding process that include a variety of available workshops provided by retention specialists ([2C5-16](#)). The District has added and implemented the Program Mapper Tool to provide a degree plan map for students for each degree and certificate program offered at Merced College ([2C5-03](#), [2C5-14](#), [2C5-15](#)). The Welcome Center provides students assistance and advises on how to complete the application for admission.

The District has also implemented Student Success Teams (SSTs) assigned to each of the seven “Schools of”. Students are assigned to their SST based on their decided major. Each SST is comprised of assigned counselors, financial aid technicians, enrollment and retention specialists, as well as, instructional faculty. The teams provide intrusive support for students in the form of targeted communications, Early Alert support for services across campus, and a designated team of student services professionals that will support the students from the enrollment process when they enter the District, ensuring students are on the correct pathway to successfully progress at the District, and with support to guide them to their next steps of employment or transfer ([2C5-27](#), [2C5-28](#)).

Merced College ensures students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies at every stage in their educational pathway until completion by posting such requirements in the College Catalog and on the College website ([2C5-03](#), [2C5-04](#)). Admissions and Records has important dates and deadlines posted for students on their webpage ([2C5-19](#)). The Nudges Presentation file shows how Student Services works with instructional faculty to “nudge” students about transfer to learn more about the transfer process, applying for transfer, and utilizing transfer support services for guidance and help ([2C5-05](#)). *BP 5120, Transfer Center*, established the Transfer Center to support students in navigating transfer to four-year Districts and universities ([2C5-09](#)). The Transfer Evaluation System (TES) from District Source helps counselors assist students with meeting their transfer requirements by researching course credit, tracking course evaluations, and managing course equivalencies ([2C5-12](#), [2C5-13](#)).

Analysis and Evaluation

Merced College provides comprehensive counseling and advising services to students in a variety of modalities to support student progress throughout their educational experience.

- 6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

Evidence of Meeting the Standard

Merced College has adopted and adheres to admission policies consistent with its mission to specify the qualifications of students appropriate for its programs. *BP/AP 5010, Admissions*, outlines the criteria for admission to the institution ([2C6-05](#), [2C6-15](#)). The admission policy aligns with the District Mission to serve as an open access institution which is open to persons who are 18 years of age and older that can benefit from the instruction offered. Guidelines for admissions of special part-time or full-time students are also provided in *BP 5010, Admissions*. Procedures for concurrent enrollment of high school students and other students under the age of 18 are provided in *AP 5011, Admission and Concurrent Enrollment of High School and Other Young Students* ([2C6-06](#)). The open enrollment policy and restrictions on enrollment have been established in *BP 5052, Open Enrollment* ([2C6-17](#)). The enrollment priority of specific groups of students is established in *BP/AP 5055, Enrollment Priorities* ([2C6-12](#), [2C6-18](#)). Additionally, the District follows established policies and procedures outlining the residency status for various students such as international students and students in the military ([2C6-08](#), [2C6-09](#), [2C6-16](#)).

The District provides information about admission in the Catalog and on the Admissions and Registration webpages ([2C6-01](#), [2C6-02](#)). “How-to” videos and a step-by-step guide for students applying to the District are provided on the College website ([2C6-04](#)). Students are provided with guidance on getting started with program pathways to help them identify their educational goals ([2C6-03](#)). Merced College has expanded the robust on-boarding process by including the use of Pathways Program Mapper, the use of Enrollment and Retention Specialists, and dedicated K-12 counseling to create a more seamless process of enrollment for our high school partners to yield fully Matriculated Merced College students.

Merced College defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. The College Catalog and Program Mapper Tool defines for students the program and GE breadth requirements for each program offering degrees and certificates ([2C6-01](#), [2C6-11](#)). The Counseling services provided for students assist them with establishing the Student Education Plan (SEP) and how to modify their plan in Self-Service Student Planning ([2C6-13](#), [2C6-19](#)). As discussed in Standard 2.C.5, counseling services are provided in a variety of modalities to provide flexibility for students. Students who intend to transfer have counselors available in the Transfer Center who can assist them with transfer pathways ([2C6-14](#), [2C6-20](#)). Requirements for transfer to the California State University system or University of California system are provided in the College Catalog and on the website ([2C6-01](#), [2C6-21](#)).

The Merced College Transfer Center hosts an annual Transfer Day and District Night to provide students with information on transfer options as well as opportunities to meet with four-year institution representatives ([2C6-22](#), [2C6-23](#)). The Transfer Center counselors hold a variety of District application and transfer workshops to provide students with step-by-step

instructions and support during the transfer process, while also having university representatives on campus to meet with interested students ([2C6-24](#), [2C6-26](#)). Additionally, Merced College has established transfer support partnerships with the local four-year institutions at CSU Stanislaus with Warriors on the Way (W.O.W.) and UC Merced with the Merced Promise program to provide students with a direct pipeline and support to the local universities ([2C6-25](#)).

The District is utilizing post-enrollment Student Success Teams to provide more real-time interventions for students experiencing various levels of difficulty. The Student Success Teams work to ensure that each student has a comprehensive educational plan that is regularly audited to ensure students are making positive progress. The District is also implementing an early alert system within Navigate that will provide a tracking mechanism to "close the loop" on student alerts initiated by staff and faculty ([2C6-27](#)).

Analysis and Evaluation

Merced College has established policies and procedures that specify the qualifications for admission and completion of programs both in print and online. Clear pathways are provided to students through the Catalog, Program Mapper, and the development of a Student Education Plan that can be updated by students through their educational pathway. The District is implementing Student Success Teams to provide ongoing support and guidance to students throughout their chosen educational pathway.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Merced College regularly evaluates admissions and placement instruments and practices to validate effectiveness while minimizing biases. The implementation of Assembly Bill 705 in the state of California changed placement practices in California Community College System. The District removed placement exams for math and English in favor of using multiple measures for placement in alignment with AB 705. Placement into math and English entry-level courses use high school GPA and the most recent math and English class taken to recommend placement during the application process. The District established the AB 705 Task Force, which includes English and math faculty, institutional research, counseling, and the dean of student equity to make recommendations on the implementation of the legislation at the Institution and to foster collaboration among the various departments working on implementation ([2C7-02](#), [2C7-03](#)). The AB 705 Task Force consisted of representatives from Instruction, Counseling, and Tutorial Services. Meetings for the Task Force provided updates on the current placement recommendations from various departments and evaluation of placement practices was used to determine the impact on students ([2C7-01](#)). To minimize bias in student placement, the Task Force recommended the removal of Placement Questionnaire results as the main determination for placement into math and English courses.

Analysis and Evaluation

Merced College evaluates admissions and placement practices regularly to validate their effectiveness and minimize biases. If admissions and placement instruments are used, the District ensures that the effectiveness of the instruments are validated.

- 8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Evidence of Meeting the Standard

Merced College maintains student records permanently, securely, and confidentially. The Office of Admissions and Records maintains student records for the District following the established policies and procedures to ensure that a high level of security is provided to protect student records. The District takes appropriate steps to keep back-up files secured. The security and confidentiality of public records and steps taken to protect student information is provided in *BP/AP 5040, Student Records and Directory Information* ([2C8-14](#), [2C8-15](#)). The guidelines laid out in *BP/AP 3310, Destruction of Records*, classify the retention guidelines for types of documents ([2C8-10](#), [2C8-11](#)).

The implementation of Laserfiche has allowed microfilm to be digitized for easy access and off-site storage ([2C8-01](#), [2C8-03](#), [2C8-08](#)). The District created a routable course substitution form for faster turn-around times for student petitioners. Admissions and Records has converted most admissions forms to online fillable forms for student use. Forms are available on the Merced College website/Admissions/Forms ([2C8-05](#)). District leadership worked with counseling to improve the Graduation Application process for the community and updated the website to make that process easier for potential students ([2C8-06](#)). Admissions and Records collaborated with the Noncredit Division to bring Noncredit Certificates previously awarded through the department to the Admissions office so that Noncredit awards could be recorded in student records and reported through MIS data ([2C8-07](#)).

The District makes provisions for secure backup of all files, regardless of the form in which those files are maintained. The District took microfilm transcript records and converted them to Laserfiche documents which allowed all Merced College catalogs to be accessible online to students and the public ([2C8-04](#)).

The District publishes and follows established policies for the release of student records as outlined in the Catalog ([2C8-01](#)). In *BP/AP 3300, Access to Public Records*, the District established the policy and procedure for the management of records and outlines how access by the public occurs ([2C8-02](#), [2C8-09](#)). Students can find information on how to order transcripts on the College website ([2C8-08](#)). As per *BP/AP 5035, Withholding of Student Records*, students can have their records withheld under specified circumstances. Information on the privacy of student records is provided in the Catalog ([2C8-01](#), [2C8-12](#), [2C8-13](#)).

Analysis and Evaluation

Merced College ensures that all student records are stored securely and confidentially and have access to their records through established policies and processes published in the Catalog and on the College website.

Conclusions on Standard II.C: Student Support Services

Merced College identifies and assesses learning support outcomes for its students through program review and student surveys to ensure services are appropriate for students to meet the outcomes.

Merced College provides students with support regardless of location or modality. The District evaluates student services to ensure the services provided are appropriate, comprehensive, reliable, and accessible.

Merced College offers co-curricular and athletic programs aligned with our mission, administered following established policy and standards, and conducted with integrity.

Merced College provides counseling and advising services to students in a variety of modalities to support progress throughout their educational experience. The District publishes information on all graduation and transfer requirements in the Catalog and on the College website. The District provides training, onboarding support, personal counseling and workshops to students.

Merced College has established policies and procedures that specify the qualifications for admission and completion of programs both in print and online. Clear pathways are provided to students through the Catalog, Program Mapper, and the development of a Student Education Plan that can be updated by students through their educational pathway. The District is implementing Student Success Teams to provide ongoing support and guidance to students throughout their chosen educational pathway.

Merced College evaluates admissions and placement practices and instruments regularly to validate their effectiveness and minimize biases. Merced College has policies and procedures established to ensure that student records are stored securely and confidentially and students have access to their records through an established process that is published in the Catalog and on the College website.

The District meets the standard.

Improvement Plan(s)

None.

Evidence List

Standard 2C	
Description	Name/Link
MC Student Services Program Review Handbooks	2C1-01 SS PR Handbook
PowerPoint Training - All About SAOs	2C1-02 AllAboutSAOs PP
Program Review Library	2C1-03 ProgramReviewLibrary
SSMPC Agenda August 25, 2020	2C1-04 SSMPC Agenda8-25-20
SSC Agenda October 3, 2022	2C1-05 SSC Agenda10-3-22
Career Center Program Review 2020-2021	2C1-06 CareerCenter PR20-21
Student Services Master Planning Committee Goals	2C1-07 SSMPC Goals
Program Review Library	2C2-01 PR Library Web
2021-2022 ASMC Annual Program Review	2C2-02 ASMC PR 21-22
2021-2022 Athletics Annual Program Review	2C2-03 Athletics PR 21-22
2021-2022 CalWorks Annual Program Review	2C2-04 CalWorks PR 21-22
2021-2022 Counseling Annual Program Review	2C2-05 Counseling PR 21-22
2021-2022 EOPS and Special Programs Annual Program Review	2C2-06 EOPS PR 21-22
2021-2022 Financial Aid Annual Program Review	2C2-07 FinAid PR 21-22
2021-2022 Student Health Services Annual Program Review	2C2-08 HealthSvcs PR 21-22
2021-2022 Student Success Program Annual Program Review	2C2-09 StuSuccess PR 21-22
2021-2022 Veterans Resource Center Annual Program Review	2C2-10 Veterans PR 21-22
2020-2021 DSPPS Program Review	2C2-11 DSPPS PR 20-21
Los Banos Student Success Center Webpage	2C2-12 LB SSC Web
2021 Grad Survey	2C2-13 2021GradSurvey
SSTC Outcomes by Special Populations	2C2-14 SSTC Outcomes
SSTC 2015-2016 to 2021F Grad Survey Results	2C2-15 2021F GradSurveyRes
2018-2021 Academic Support Services Institutional Data Report	2C2-16 AcademicSvcsDataRpt
2019-2020 Smarthinking Data Report	2C2-17 SmarthinkingData19-21
2019-2021 SAOs Survey Results	2C2-18 SAOs Survey19-21
SSTC-F18-F21 Tutoring Referrals Chart	2C2-19 SSTC TutorRefer18-21
DSPPS Survey Results	2C2-20 DSPPS SurveyResults
SHS Survey Results F19-S22	2C2-21 SHS SurveyResults
CARE Survey Samples	2C2-22 CARE SurveySamples
EOPS/CARE/NextUp Student Needs Survey	2C2-23 StudentNeedsSurvey
Technology Survey	2C2-24 Tech Survey
Food Pantry Clothes Closet Survey Fall 2021	2C2-25 ClothesCloset Survey
EOPS Workshop Video - College Stress	2C2-26 EOPS StressVid
EOPS Workshop Video – Tax Awareness	2C2-27 EOPS TaxAwareVid

EOPS Workshop Video - Stress Management	2C2-28 EOPS StressMgmtVid
EOPS Workshop Video - Career Assessment	2C2-29 EOPS CareerAssessVid
EOPS Workshop Video - FAFSA	2C2-30 EOPS FafsaVid
EOPS Workshop Video - Worknet	2C2-31 EOPS WorknetVid
EOPS Program Workshops	2C2-32 EOPS ProgramWorkshop
SSTC Webpage	2C3-01 SSTC Web
SSTC Video	2C3-02 SSTC Video
Veterans Resource Center Webpage	2C3-03 VRC Web
Merced College Archived Catalogs	2C3-04 MC CatalogArchive
DSPS Program Application	2C3-05 DSPS ProgramApp
DSPS Academic Accommodation Plan	2C3-06 DSPS Accommodation
DSPS Course Specific Accommodations	2C3-07 DSPS CourseAccomm
DSPS Accommodation Letter to Instructors	2C3-08 DSPS AccomLetter
Student Health Services Webpage	2C3-09 SHS Web
Personal Counseling Webpage	2C3-10 PersonalCounsel Web
Student Health Services Workshops	2C3-11 SHS Workshops
EOPS Orientation	2C3-12 EOPS Orientation
Los Banos Campus Departments and Programs	2C3-13 LB DeptsPrograms
Basic Needs/Food Pantry Resources	2C3-14 BasicNeedsFoodPantry
2019-2020 Smarthinking Data Report	2C3-15 SmarthinkingRpt19-20
Student Services Webpage	2C3-16 SS Web
EOPS Webpage	2C3-17 EOPS Web
CCSSE Results	2C3-18 CCSSE Results
Student Equity Reports	2C3-19 StudentEquityReports
Counseling Webpage	2C3-20 Counseling Web
SEA Plan	2C3-21 22-25 SEA
R2 Training	2C4-01 R2 Training
CCCAA Bylaws	2C4-02 CCCAA Bylaws
Embedded Counseling	2C4-03 EmbeddedCounsel
A2MEND	2C4-04 A2MEND
UMOJA	2C4-05 UMOJA
Basic Needs Center	2C4-06 BasicNeedsCenter
Board Policy 5400	2C4-07 BP5400
Board Policy 5702	2C4-08 BP5702
EADA	2C4-09 BP5300
PUENTE	2C4-10 PUENTE
Rising Scholars	2C4-11 RisingScholars
The Hub Webpage	2C4-12 TheHub Web
ASMC Webpage	2C4-13 ASMC Web
Adjunct Counseling Training Examples	2C5-01 AdjustCounselTrain

Counseling Department Trainings and Workshops	2C5-02_CounselTrainWrkshp
Program Mapper	2C5-03_ProgramMapper
MC Catalog (pg. 36-58)	2C5-04_MC_CatalogPg36-58
Counseling Transfer Tools - Assist.org	2C5-05_CounselTransferTool
Sample of Student Educational Plan	2C5-06_StudentEdPlan
BP 5050 Student Success and Support Program	2C5-07_BP5050
BP 5110 Counseling	2C5-08_BP5110
BP 5120 Transfer Center	2C5-09_BP5120
BP 5140 Disabled Student Programs & Services	2C5-10_BP5140
BP 5150 Extended Opportunity Programs & Services	2C5-11_BP5150
Transfer Evaluation System (TES)	2C5-12_TES_Web
College Source	2C5-13_CollegeSource_Web
Assist.org	2C5-14_Assist_Web
Agriculture Business Program Map	2C5-15_AG_Busn_ProgramMap
Orientation, Placement Questionnaire, Student Planning, Navigate	2C5-16_ApplyToday_Web
SSTC Embedded Counselor Report	2C5-17_SSTC_EmbedCounselRpt
Counseling Webpage	2C5-18_Counseling_Web
Admission and Records Dates and Deadlines	2C5-19_AR_DatesDeadlines
VRC Vet Net Ally Training	2C5-20_VRC_VetNetAllyTrain
VRC Vet Net Ally Power Point	2C5-21_VRC_VetNetAllyPP
DSPS Canvas/Zoom Workshops	2C5-22_DSPS_CanvasZoomWkshp
DSPS Flex Workshop for Faculty	2C5-23_DSPS_FlexWkshp
DSPS High School Presentation	2C5-24_DSPS_HS_Presentation
DSPS Supportive Guidelines Flyer	2C5-25_DSPS_SupportFlyer
DSPS Tutoring Students with Disabilities	2C5-26_Tutor_Disabilities
Early Alert Flyer	2C5-27_EarlyAlertFlyer
Navigate Next Generation Academic Planning	2C5-28_NextGenAcPlan
Embedded Counseling Retreat Program	2C5-29_EmbedCounselRetreat
Embedded Counseling Retreat Agenda	2C5-30_EmbedCounselAgenda
MC Catalog, Admissions and Registration pages	2C6-01_Catalog_Web
Admissions & Records Webpage	2C6-02_Admissions_Web
Getting Started, Program Pathways Mapper	2C6-03_ProgramPathways
How To: Steps and Videos	2C6-04_HowTo_Video
AP 5010 Admissions	2C6-05_AP5010
AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students	2C6-06_AP5011
AP 5012 International Students	2C6-07_AP5012
AP 5013 Students in the Military	2C6-08_AP5013
AP 5015 Residence Determination	2C6-09_AP5015
AP 5050 Student Success and Support Program	2C6-10_AP5050

Program Pathways Mapper	2C6-11 ProgramMapper
AP 5055 Enrollment Priorities	2C6-12 AP5055
AP 5110 Counseling	2C6-13 AP5110
AP 5120 Transfer Center	2C6-14 AP5120
BP 5010 Admissions	2C6-15 BP5010
BP 5015 Residence Determination	2C6-16 BP5015
BP 5052 Open Enrollment	2C6-17 BP5052
BP 5055 Enrollment Priorities	2C6-18 BP5055
BP 5110 Counseling	2C6-19 BP5110
BP 5120 Transfer Center	2C6-20 BP5120
Transfer Center Webpage	2C6-21 TransferCenter Web
College Night Flyer	2C6-22 CollegeNightFlyer
Transfer Day Flyer	2C6-23 TransferDayFlyer
UC/CSU Application Workshop	2C6-24 UC-CSU App Workshop
University Representatives	2C6-25 UniversityReps
CSU Sacramento Application Workshop	2C6-26 CSU Sac App Workshop
Early Alert Flyer	2C6-27 EarlyAlertFlyer
AB 705 Meeting Minutes October 26, 2021	2C7-01 AB705 Mins10-26-21
AB 705 Agenda September 28, 2021	2C7-02 AB705 Agenda9-28-21
AB 705 Task Force Webpage	2C7-03 AB705 Web
MC Catalog, Privacy of Records (pg. 14-15)	2C8-01 MC CatalogPg14-15
BP 3300 Access to Public Records	2C8-02 BP3300
Laserfiche electronic records storage	2C8-03 LaserficheStorage
Archive of college catalogs	2C8-04 ArchiveCatalogs
Admissions and Records forms	2C8-05 AR Forms
Admissions and Records, Apply for Graduation	2C8-06 AR ApplyGrad
Adult Education & Noncredit Webpage	2C8-07 AdultEdNoncredit Web
Transcript order process	2C8-08 TranscriptOrder
AP 3300 Access to Public Records	2C8-09 AP3300
BP 3310 Destruction of Records	2C8-10 BP3310
AP 3310 Destruction of Records	2C8-11 AP3310
BP 5035 Withholding of Student Records	2C8-12 BP5035
AP 5035 Withholding of Student Records	2C8-13 AP5035
BP 5040 Student Records and Directory Information	2C8-14 BP5040
AP 5040 Student Records and Directory Information	2C8-15 AP5040

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

The Office of Human Resources monitors implementation of policies and procedures governing development of job descriptions, position announcements, recruitment, and selection practices of all positions ([3A1-01](#)). Human Resources staff, along with the hiring manager, review job announcements and descriptions for accuracy and a direct link to institutional mission and goals. Every posted job announcement contains Merced College's mission, vision, and values statements. The Office of Human Resources is transitioning all job announcements to the updated mission, vision, and core values.

Job announcements are posted on the Human Resources webpage and clearly state the criteria, qualifications, and procedures for interested applicants as well as the minimum qualifications ([3A1-02](#)). Each applicant must submit an application detailing their education, training, and experience. The initial screening of all applications ensures they meet minimum qualifications before forwarding the qualified applicants to the hiring committee. For positions requiring degrees, applicants are required to submit official transcripts upon hire, which are reviewed by staff to ensure degrees are from an accredited institution or need to be forwarded to a credential evaluation service ([3A1-02](#)). If in doubt about minimum qualifications for an instructional position, even following review by the hiring committee chair, Human Resources contacts the Equivalency Committee for a decision. Applicants may apply for equivalency ([3A1-03](#), [3A1-04](#)). Final decisions on applications for equivalency are made by the Equivalency Committee. Staff also review all transcripts from candidates to ensure/confirm if degrees are from an accredited institution and direct out of the country transcripts to a credential evaluation service ([3A1-01](#)).

All faculty positions and assignments require applicants meet the California Community College minimum qualifications of a master's degree in the appropriate discipline, or in areas which a master's degree is not commonly required, a bachelor's degree and two years of experience or an associate's degree and six years of experience ([3A1-05](#), [3A1-06](#)).

Minimum qualifications for classified employees are determined in collaboration between Human Resources staff, the immediate supervisor, and the representative union and are approved by the Board of Trustees. These may include specific education and/or experience, as referenced in the Classified Salary Schedule itself, as bargained ([3A1-07](#))

Academic administrators must possess a minimum of a master's degree and experience in an area related to the assignment ([3A1-08](#)). Additional qualifications may be required based on the area(s) of responsibility. Classified administrator minimum qualifications are based on the requirements of the position. ([3A1-09](#)).

Analysis and Evaluation

Clearly and publicly stated criteria, qualifications, and procedures ensure that the Board of Trustees, Human Resources staff, and hiring committee members assure the integrity and quality of the District's programs and services by employing highly qualified administrators, faculty, and staff.

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

Faculty qualifications, on all job announcements, include knowledge of the subject matter and requisite skills as demonstrated through degrees obtained, professional and directly related experience and expertise, and the candidate's potential for contribution to the mission of the institution. All faculty job announcements include participation in the "development and review of curriculum" as well as participation "in the college's learning outcomes assessment program, including course, program, and institutional assessments to continually improve student learning outcomes" ([3A2-01](#), [3A2-02](#), [3A2-03](#)).

Analysis and Evaluation

Job Announcements include a description of the general functions of the position and applicants are screened by the screening committee based on directly related knowledge, skills, and abilities and their capacity to contribute to the discipline and to the institution.

- 3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

Evidence of Meeting the Standard

Job descriptions for educational administrators describe the functions of the position and job announcements include a "blurb" that speaks directly to the applicant in lay terms about the roles of the position in institutional effectiveness, academic quality, innovation, and advocacy.

For instance, the spring 2022 Dean of Instruction job announcement ‘blurb’ stated, “The Office of Instruction is looking for a dynamic leader to work with both internal and external stakeholders to create new and innovative curricular opportunities for students in support of distance education, educational technologies, credit for prior learning, competency-based education, justice-impacted education and emerging practices in higher education. The individual will be knowledgeable in the Learning Management System (currently Canvas) and upcoming technologies needed to effectively serve students and faculty in the classroom of the future. The individual will have a track-record of collaborative leadership with a focus on being a change agent to improve higher education for all students and especially marginalized populations.” As of 2019, all District job announcements also include the District’s mission, vision, and values to ensure candidates are aware of the innovative and transformative of the institution. ([3A3-02](#), [3A3-03](#), [3A3-04](#), [3A3-05](#))

As of December 2022, the District has 51 managers. Of those, 19 are designated as educational administrators who are directly responsible for institutional effectiveness and academic quality. Of those 19 educational administrators, 13 hold a master’s degree and six hold a doctorate degree ([3A3-01](#)).

Analysis and Evaluation

Those responsible for maintaining the quality of the institution’s educational programs are more than qualified by degree and experience to meet the standard.

- 4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Evidence of Meeting the Standard

MC requires that applicants who have earned degrees outside of the United States provide an evaluation of that degree by an evaluation agency. Job announcements for faculty and administrative positions contain guidance to applicants to demonstrate equivalence ([3A4-01](#)). Applicants are asked to submit evidence of the following:

- Foreign transcripts must include a U.S. evaluation and translation completed by an approved organization per the State of California Commission on Teacher Credentialing ([3A4-02](#))
- Equivalency Review Form (Required for applicants who do not possess the stated minimum educational qualifications and are seeking consideration based on equivalency) ([3A4-03](#))

Following review of the foreign transcript evaluation— typically during the screening process — the candidate is forwarded to the Equivalency Committee if the degree does not clearly meet the minimum qualifications for the position.

Analysis and Evaluation

All degrees held by faculty and administrators necessary to meet the requirements for the position held are either from an accredited U.S. institution or underwent foreign transcript evaluation and equivalency, when necessary, to ensure the applicant is fully vetted and meets the requirements of the position held.

- 5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Evidence of Meeting the Standard

The institution assures the effectiveness of its human resources by evaluating all personnel on an established timeline, per the applicable collective bargaining agreement and other established processes and practices for the District ([3A5-06](#)). At the time of writing this standard, 98% of classified evaluations were current, nearly 100% of full-time faculty evaluations were current, nearly 92% of management evaluations were current, and nearly 78% of part-time faculty evaluations were current (see chart below) ([3A5-01](#), [3A5-02](#), [3A5-03](#), [3A5-04](#)).

Timely evaluation of adjunct faculty is often complicated by many factors, including adjunct faculty resigning mid-semester, not assigning an adjunct faculty to a class in the semester in which they were scheduled to be evaluated (thereby delaying the evaluation), etc. The reason for a “late” evaluation for an adjunct faculty is marked on the tracking sheet to ensure the evaluation is completed at the next available opportunity ([3A5-04](#)).

In spring 2020, during the early days of the pandemic, full- and part-time faculty evaluations were suspended until spring 2021 ([3A5-07](#)). The District and Merced College Faculty Association agreed, in Summer 2020, on the processes for evaluating faculty teaching via distance education modalities ([3A5-08](#)).

Similarly, in March 2020, the District and CSEA agreed to a delay of permanent classified evaluations that were due between March and August, to be completed by December 31, 2020 ([3A5-05](#)).

In fall 2022, the District and Police Officers Association bargained a change to the evaluation timeline for campus police officers to align with California Education Code. ([3A5-09](#), [3A5-10](#), [3A5-12](#)).

Outside of delays due to the pandemic, the usual timelines for evaluation for each employee group are as follows:

Regular Faculty	Probationary Faculty	Adjunct Faculty	Permanent Classified	Probationary Classified	Police Officers
Every third year	Every year of first four years	1 st year then every 6 semesters	Once per year for first four years, then every two years	Second to third month and fifth to sixth month	Annually

In order to address the effectiveness of the employees and encourage improvement and professional growth, the criteria for evaluation of each employee group is based on the functions of the position. In fact, the District regularly reviews and bargains changes to the bargaining criteria in order to maintain criteria that is current to meet the mission of the District, as demonstrated by the MOU with the Faculty Association for evaluation during the pandemic and subsequent adoption of a DE-specific evaluation instrument ([3A5-11](#), [3A5-13](#)) and more recently in discussion with the MCFA President ([3A5-14](#)).

Analysis and Evaluation

While the District continually works toward having all employee groups meet 100% currency, evaluations are substantially complete at the time of writing this standard.

Employee Evaluations (% Complete by Division and Employment Type as of Feb 2023)								
	Instruction	Student Services	Administrative Services	Information Technology Services	External Relations	Human Resources	President's Office	Total % Complete
FT Faculty	99.36%	100%	N/A	N/A	N/A	N/A	N/A	99.68%
PT Faculty	68.42%	86.96%	N/A	N/A	N/A	N/A	N/A	77.69%
Classified	95.00%	95.84%	93.40%	100%	100%	100%	100%	97.75%
Management	62.50%	80.00%	100%	100%	100%	100%	100%	91.79%

~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

To ensure the District is maintaining an adequate number of personnel to meet its mission, the District formalized and developed the Merced College Staffing Plan for 2022-2025 ([3A7-01](#)). The plan includes an evaluation of staffing levels and succession planning. From the staffing plan, the Office of Human Resources and Office of Institutional Effectiveness developed, in partnership, a live public data dashboard for transparent and real-time analysis of Merced College employment data ([3A7-02](#)).



Employee Count by Date and Classification

Year	Gender	PositionType		Grand Total
		Adjunct	Faculty	
2017	Total	652	200	655
	Female	353	111	353
	Male	299	89	302
2018	Total	667	202	669
	Female	363	107	363
	Male	304	95	306
2019	Total	659	214	661
	Female	360	117	361
	Male	299	97	300
2020	Total	662	209	663
	Female	355	113	355
	Male	307	96	308
2021	Total	718	216	720
	Female	386	118	386
	Male	332	98	334
2022	Total	733	215	734
	Female	387	117	387
	Male	346	98	347

The data provided above is a screenshot of faculty headcount data from the data dashboard and demonstrates a modest increase of faculty over a period of time. Over the last six years, the institution has increased its number of faculty by slightly more than 12% (from 655 total in 2017 to 734 in 2022) in response to pre-pandemic enrollment growth and the post-pandemic need to reestablish enrollments and meet changing student demands. For the 2023-2024 academic year, the institution plans to add a significant number of full-time faculty to bolster hard-to-fill programs in CTE and science ([3A7-03](#)).

Programs request new faculty positions through the faculty prioritization process ([3A7-04](#)),

which includes a data analysis of the programmatic need for the position to meet student demand ([3A7-05](#)).

Analysis and Evaluation

Not only does the institution maintain a sufficient number of qualified faculty to meet the mission of the College and needs of the students, as validated by a review of programmatic data embedded in the faculty prioritization process and the District's 2022-2025 Staffing Plan, but the District has also taken steps to publish real-time data to ensure transparent accountability in staffing. The public presentation of demographic data holds the District continually accountable to ensure equitable employment practices as stakeholders have immediate and ongoing access to the data.

- 8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

Evidence of Meeting the Standard

Merced College works to integrate its adjunct faculty into the life of the institution through access to professional development opportunities, orientations, meeting inclusion, evaluation by peers, surveys, and other activities.

Upon hire and each semester after that, adjunct faculty are invited to an orientation designed specifically to meet their needs. In addition to a general all-attendees presentation, areas of the College that may of interest (Human Resources, Campus Police, Flex, Instruction, etc.) table at the event to provide one-to-one assistance and training, similar to an open-house-style event ([3A8-01](#), [3A8-02](#), [3A8-03](#), [3A8-04](#)).

To encourage participation and integration, in the collective bargaining agreement adjunct faculty have three hours of paid professional development time per year as well as priority of assignment status in recognition of those who are in good standing and remain with the District for eight semesters ([3A8-05](#)). In line with their full-time faculty colleagues, adjunct faculty have access to several professional training courses, including the District's variety of Flex trainings ([3A8-04](#), [3A8-06](#), [3A8-07](#), [3A8-08](#)).

Adjunct faculty are evaluated by full-time faculty, as discussed in detail in standard 3.A.7 above, and are invited to cohort and area meetings with their peers and may be appointed to hiring committees as well as to serve on participatory governance councils and committees ([3A8-14](#)).

Adjunct faculty are also included in employee surveys as the District values their input into the governance of the institution. One example is the professional development survey ([3A8-09](#), [3A8-10](#), [3A8-11](#)) and the results are subsequently used to develop the College's Professional

Development Plan ([3A8-12](#), [3A8-13](#)). Adjunct faculty are also included in employee engagement surveys, surveys about health plans, etc.

Analysis and Evaluation

Merced College maintains employment policies and practices which provide for the orientation, oversight, evaluation, and professional development of our adjunct faculty, including a series of opportunities for adjunct faculty to integrate into the life of the institution. Adjunct faculty at Merced College have access to paid time for professional development, orientations specifically focused on part-time faculty interests and needs, and are invited to attend cohort and area meetings.

- 9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

Evidence of Meeting the Standard

To ensure the District is maintaining an adequate number of personnel to meet its mission, the District has a comprehensive Staffing Plan for 2022-2025 ([3A9-01](#)). The plan includes an evaluation of staffing levels and succession planning. From the staffing plan, the Office of Human Resources and Office of Institutional Effectiveness developed, in partnership, a live public data dashboard for transparent and real-time analysis of Merced College employment data ([3A9-02](#)).

The succession study of all employee groups included as a part of the District's 2022-2025 Staffing Plan analyzed particular areas of vulnerability based on retirement eligibility. The findings demonstrated that the Children's Center teachers, custodians, instructional technicians, and program assistants were areas more likely to experience staffing deficits due to retirement. The District has been able to maintain staffing in those areas.

The institution has maintained a consistent number of support staff over the past six years and has utilized reorganization of existing positions (whether through attrition or by transfer) to meet changing needs. One example of meeting the changing needs of the institution occurred in October 2021 when the District worked with stakeholders to reorganize several functions, including staff in Administrative Services and Athletics ([3A9-03](#)). Another more recent example, is the reorganization of the ITS staff and creation of a "classified exempt" status and related salary schedule to recruit and retain highly-qualified ITS staff to meet the changing needs of the District's information infrastructure and to maintain its security ([3A9-02](#), [3A9-03](#), [3A9-04](#)).

Analysis and Evaluation

Not only does the institution maintains a sufficient number of qualified staff to meet the operational needs of the College, as validated by the District's 2022-2025 Staffing Plan and continuous improvement through necessary reorganizations, but the District has also taken

steps to publish real-time data to ensure transparent accountability in staffing. The public presentation of demographic data holds us continually accountable to ensuring equitable employment practices as stakeholders have immediate and ongoing access to the data.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

The District has a Staffing Plan for 2022-2025 to ensure we are maintaining an adequate number of personnel to meet our mission ([3A10-01](#)). The Staffing Plan includes an evaluation of staffing levels and succession planning. The Office of Human Resources and Office of Institutional Effectiveness developed, in partnership, a live public data dashboard for transparent and real-time analysis of Merced College employment data using the Staffing Plan ([3A10-02](#)).

The institution has been purposeful in its modest reduction in the number of administrators in the College while maintaining continuity and effective leadership. The District reduced its ranks of administrators by about 12% (from 39 in 2017 to 34 in 2022) in response to a growing concern of expenditures on administrative positions from constituency leaders early in those years. The reduction occurred through organic attrition and reorganizing administrative positions for more efficient workload and oversight. An example of this reorganization is the 2021 reorganization of management-level positions in Administrative Services, Instruction, and Athletics. The Board updates on these reorganizations describes the efficiencies gained through realigning the oversight of programs ([3A10-03](#)). The District has no current leadership vacancies, as demonstrated by the listing of positions on the College’s up-to-date leadership page on the website ([3A10-04](#)).

Analysis and Evaluation

Not only does the institution maintain a sufficient number of qualified administrators to ensure continuity and effective leadership, as validated by the District’s 2022-2025 Staffing Plan and continuous improvement through necessary reorganizations, but the District has also taken steps to publish real-time data to ensure transparent accountability in staffing. The public presentation of demographic data holds us continually accountable to ensuring equitable employment practices as stakeholders have immediate and ongoing access to the data.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Merced College’s Board of Trustees establishes polices, which are published and are publicly available utilizing BoardDocs via the Merced College webpage ([3A11-01](#), [3A11-02](#))

In recent years the College has undergone a substantial review and updating (when needed) of board policies and procedures via its participatory governance structure. Since 2019, Human Resources Council has reviewed all of its personnel-related policies (most of the 7000 series and some of the 3000 series of board policies and procedures) and updated them as necessary and required by law ([3A11-03](#)). Those that were not reviewed by HR Council as personnel-related are under the purview and review of other participatory governance bodies (ex. policies pertaining to campus police are reviewed by the Administrative Services Master Planning Committee). The Board adopts suggested changes to Board policies as an action item ([3A11-04](#), [3A11-05](#)) and is noticed of changes to Administrative Procedures ([3A11-06](#)).

Analysis an Evaluation

The District maintains, reviews, and updates its policies and procedures regularly to ensure that they are fair, equitable, and consistently applied.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

MC maintains the appropriate board policies and administrative procedures in support of equitable practices in support of its applicants and personnel, and the appropriate bodies review those policies and practices frequently for any needed changes. In the last few years, all the District's HR policies and procedures that apply to ensuring equitable treatment of personnel have been assessed, reviewed, and updated as necessary ([3A12-01](#), [3A12-02](#), [3A12-03](#), [3A12-04](#), [3A12-05](#), [3A12-06](#), [3A12-07](#), [3A12-08](#), [3A12-09](#)).

Through 2021-2022, the Human Resources Council developed the District's 2022-25 Staffing Plan ([3A12-10](#)). In the process of writing that plan, and in collaboration with the Office of Institutional Effectiveness researchers, the HR Council reviewed hundreds of data points to ensure equitable treatment of employees, including demographic information, hiring practices, salary information, and staffing levels. The District has an adopted Equal Employment Opportunity Plan ([3A12-11](#)), and the EEO Committee also reviews hiring practices, hiring data, and employee and applicant demographic data ([3A12-12](#)).

On a macro-assessment level, MC believes that we are accountable to our internal and external communities, and the assessment of our record in employment should be done in the public eye, but the Staffing Plan and EEO Plan are static documents and do not fully meet that interest. Therefore, in fall 2022, the Office of Human Resources and Office of Institutional Effectiveness partnered to create a public-facing data dashboard that includes up-to-date data points ([3A12-13](#)). The public presentation of demographic data holds us continually accountable to ensuring equitable employment practices as stakeholders have immediate and ongoing access to the data.

On a micro or day-to-day assessment level, to ensure the processes established in board policies and administrative procedures are equitably applied through each recruitment, the District's EEO Officer certifies the membership of each hiring committee ([3A12-14](#)), reviews the diversity of the applicant pool and assesses the recruitment practices to protect against disparate treatment.

Analysis an Evaluation

The District maintains appropriate policies and practices to ensure equal employment practices in support of its diverse applicants and personnel. The institution regularly assesses its record in employment equity and diversity through a number of practices and multiple levels of oversights, all consistent with the College's mission. The meta-assessment work has been accomplished via the participatory governance structure in development and review of the District's Staffing Plan, EEO Plan, and HR Data Dashboard. The work of micro-assessment is accomplished on a day-to-day basis by the District's EEO Officer, which is cumulatively subject to review at the macro-level by the District's EEO Committee and HR Council.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

In spring 2022, changes to *BP/AP 3050, Code of Ethics, Professionalism, and Civility*, went through the District's participatory governance structure to strengthen the institution's commitment to standards of conduct aligned with our mission, vision, and values ([3A13-01](#)). The changes made to the documents – which were adopted by the Board of Trustees in July 2022 – demonstrate that the District is actively engaged in ensuring ethical standards of conduct ([3A13-02](#), [3A13-03](#)). When those standards of conduct are violated, the District engages in corrective action. Additionally, the Board of Trustees has adopted its own Code of Ethics/Standards of Practice policy, *BP 2715, Code of Ethics/Standards of Practice*, which includes consequences such as censure for Board members who violate the Board's own policy ([3A13-04](#)).

Analysis and Evaluation

MC has a written code of professional ethics for all personnel that includes consequences for violations.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College has maintained a professional development program (Flex) for years ([3A14-01](#), [3A14-02](#), [3A14-03](#), [3A14-04](#)). While faculty enjoy these professional development workshops

on non-instructional days, many classified employees and managers cannot attend as the days fall just before the start of semester when many classified staff and managers are preparing and supporting student's needs/services. Therefore, the District provides ample other opportunities for professional development for classified staff and managers. Traditionally, classified employees have held their professional development mid-spring and managers have supported attendance as their schedules allow.

In 2019, the College ramped up the focus on professional development for all employee groups in a multi-tiered approach.

The College created and implemented its first Professional Development Plan – based on employee survey feedback - to ensure all personnel are provided with appropriate opportunities for continued professional development responsive to changing andragogy and technology to meet the learning needs of our colleagues ([3A14-05](#), [3A14-07](#)).

Classified staff received an influx of funds and support to elevate their Classified Professional Development Day and participation, including a District release of all classified employees to attend, funds for an off-site venue as onsite facilities could not hold the expected number of participants, support finding an outside speaker, etc.

The excitement of the 2020 Classified Professional Development Day was hampered by the pandemic, but with support from the Office of Human Resources and a faculty member, the Classified Senate was still able to hold the day and it focused on employee wellness in spring 2020 via zoom.

Also, in 2020, CSEA and the District agreed to expend AB 1840 Classified Development Funds totaling, at that time, nearly \$50,000 on funds to support classified professionals to attend the full Merced College Well-Being Institute. That MOU was extended in 2021 to include all Merced College Institute courses (ex. Customer Service Institute and Emerging Leaders Institute) and continues in force today as the funds have not been fully expended ([3A14-07](#)).

The Professional Development Committee reviews the fall survey data results in January and works to update the plan in the spring semester (systematic evaluation); thus, the College's response to the pandemic in spring of 2020 superseded updating the Professional Development Plan that year and in spring of 2021.

However, in fall 2021, the Professional Development Committee once again surveyed the employee groups about their professional growth needs and desires, ([3A14-06](#), [3A14-08](#), [3A14-09](#), [3A14-10](#)) and utilized the data to update the College's Professional Development Plan ([3A14-06](#)).

In 2021, the District further enhanced its professional development offerings with the creation of the President's Leadership Academy. Now in its third year and third cohort of classified professionals, faculty, and managers, the year-long program designed and facilitated by the Superintendent/President focuses on leadership skills, institutional problem-solving, and employee engagement ([3A14-12](#), [3A14-13](#)).

In 2022, the Office of Human Resources set as one of its internal goals, offering more campus-wide training opportunities delivered by the Vice President of Human Resources with the intent of offering 'just-in-time' training in redress of employee questions and concerns as they arise. These trainings have included the following: 1) The Manager's Role in Recruitment, 2) Employee Leaves (by employee type), 3) Title IX, 4) Diversity in Recruitment and EEO Data Review, 5) Liability/Investigations Training for Deans, and 6) Interactive Accommodations and Protected Leaves ([3A14-14](#), [3A14-15](#), [3A14-16](#)).

To embed more 'just-in-time' training for managers, the monthly Leadership Team meeting includes opportunities for short-training sessions. Additionally, managers are provided with access to a number of workshops (real-time and recorded) via a statewide consortium (Liebert Cassidy Whitmore's Consortium). The District also subscribed to a legal library via which managers access workbooks on topics for self-guided education.

Analysis and Evaluation

The College provides professional development opportunities for all employees that enhance their skills and abilities to serve the institutional mission. Those professional development opportunities are systematically evaluated via the Professional Development Plan survey instruments, the results of which drive future planning.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

All personnel files are held under strict security and confidentiality. The Office of Human Resources ensures employees have access to their files within the requirements of the law. Over the last few years, the Office of Human Resources has been moving toward being as paperless as practicable, and a large part of that project involved converting personnel files to secure electronic files. The transition to secure electronic personnel files was completed in AY 2020. The security and confidentiality of the files has been tried and proven to be strong because the files are protected in a secure server off site and backed up. Viewing of personnel files is now accomplished electronically, in compliance with the collective bargaining provisions for access of personnel files ([3A15-01](#), [3A15-02](#), [3A15-03](#)). Employees requests for documents from their files are easily and quickly met by sending an electronic version of the requested document(s). If employees request hard-copies of documents, HR staff can easily print directly from the file to create a hard copy. Logs are kept of employee access to personnel

files ([3A15-04](#)).

Analysis and Evaluation

The College maintains the security and confidentiality of personnel records, and employees may access them in accordance with applicable law.

Conclusions on Standard III.A: Human Resources

The College meets the standards of 3.A. The College has engaged in robust efforts to develop and implement comprehensive Professional Development and Staffing Plans, enhanced professional development opportunities, reviewed and updated all personnel-related Board Policies, ensured timely and effective evaluation of personnel, and regularly and systematically assesses its staffing needs. The College employs highly qualified personnel and is committed to ethical, fair, and equitable treatment of its employees and applicants.

The District meets the standard.

Improvement Plan(s)

None.

Evidence List

Standard 3A	
Description	Name/Link
BP, AP 3420 Equal Employment Opportunity	3A1-01 BP AP 3420
Job Announcement MGMT Dean of Instruction	3A1-02 JobAnnounceMGMT
AP 7211 Faculty Service Area, Minimum Qualifications, and Equivalencies	3A1-03 AP7211
Human Resources Equivalency Page	3A1-04 HR Equivalency Web
BP, AP 7120 Recruitment and Selection	3A1-05 BP AP 7120
BP, AP 7214 Faculty Hiring	3A1-06 BP AP 7214
Classified Salary Schedule	3A1-07 ClassifiedSalary
BP 7250 Educational Administrators	3A1-08 BP7250
Job Announcement with Minimum Qualifications	3A1-09 JobMinQuals
Job Announcement FAC Ethnic Studies	3A2-01 JobAnnounce FAC1
Job Announcement FAC Professor Fire Technology	3A2-02 JobAnnounce FAC2
Job Announcement FAC Professor of Child Development	3A2-03 JobAnnounce FAC3
Active Employees with Degrees	3A3-01 EmployDegreeActive
Job Announcement MGMT Dean Instruction	3A3-02 JobAnnounce MGMT1
Job Announcement MGMT Dean Instruction CTE	3A3-03 JobAnnounce MGMT2
Job Announcement MGMT Dean Institutional Effectiveness	3A3-04 JobAnnounce MGMT3
Job Announcement MGMT VP Instruction	3A3-05 JobAnnounce MGMT4

Job Announcement FAC Ethnic Studies	3A4-01 JobAnnounce FAC
Foreign Transcript Evaluation	3A4-02 ForeignTransEval
Equivalency Form	3A4-03 EquivalencyForm
Classified and Management Evaluation Tracker	3A5-01 ClsMgmtEvalTrack
Tenured Faculty Evaluation Tracker	3A5-02 TnrFacEvalTrack
Student Services Adjunct Evaluations	3A5-03 SS AdjctEval
Fall 2022 PT Faculty Evaluations 12-13-23	3A5-04 FA22 PT Fac Eval
CSEA Collective Bargaining Agreement Article 37	3A5-05 CSEA AgreeArtcl37
MCFA Collective Bargaining Agreement Article IX	3A5-06 MCFA AgreeArtclIX
MCFA Delay of Tenured and Part-Time Faculty Evaluations Side Letter	3A5-07 MCFA SideLetter
MCFA Coronavirus Pandemic Emergency Response MOU	3A5-08 MCFA MOU
Police Officer Association Collective Bargaining Agreement Article 15	3A5-09 POA AgreeArtcl15
Police Office Association MOU Evaluation Period	3A5-10 PoliceEvalPeriodMOU
Faculty Distance Education Evaluation Form	3A5-11 Faculty DE EvalForm
Police Officer Evaluations	3A5-12 PoliceOfficerEval
Distance Education Faculty Eligibility MOU AY21-22	3A5-13 DE EligibilityMOU
Proposed Faculty Evaluation Forms for consideration email	3A5-14 FacEvalForm Email
Staffing Plan 2022-2025	3A7-01 StaffPlan
Human Resources Dashboards	3A7-02 HR Dashboards
President Faculty Prioritization Email	3A7-03 PresPrioritizeEmail
Staffing Plan Description of Faculty Prioritization	3A7-04 FacultyPriorDesc
Faculty Prioritization Data Biology Fall 2022	3A7-05 FacultyPriorData
Part Time Faculty Orientation January 2022	3A8-01 PT Fac Orient1-22
Part Time Faculty Orientation August 2022	3A8-02 PT Fac Orient8-22
Part Time Faculty Orientation January 2023	3A8-03 PT Fac Orient1-23
Flex Workshop Brochure Spring 2021	3A8-04 FlexBrochureSp21
MCFA Collective Bargaining Agreement, Article XXIII	3A8-05 MCFA CollBargAgree
Flex Workshop Brochure Fall 2021	3A8-06 FlexBrochureFA21
Flex Workshop Brochure Spring 2022	3A8-07 FlexBrochureSP22
Flex Workshop Brochure Fall 2022	3A8-08 FlexBrochureFA22
Professional Development Survey 2019	3A8-09 PD Survey2019
Professional Development Survey 2021	3A8-10 PD Survey2021
Professional Development Survey 2022	3A8-11 PD Survey2022
Professional Development Survey Results 2021	3A8-12 PD SurveyResults21
Merced College Professional Development Plan	3A8-13 MC ProfDevPlan

Participatory Governance Handbook	3A8-14 PG Handbook
Staffing Plan	3A9-01 StaffingPlan
Human Resources Data Dashboard Classified Staff Employee Count	3A9-02 HR Data Dashboard
General College Operations Update Presentation Board of Trustee October 12, 2021	3A9-03 BoT Prsntation10-21
Information Technology Services Reorganization 2023	3A9-04 ITS Reorg2023
Response to Cyber Security Issues - ITS Presentation to Board of Trustee October 12, 2021	3A9-05 CybrSecResponse
CSEA Exempt Status and ITS JDs MOU Packets	3A9-06 CSEA Exempt
Staffing Plan	3A10-01 StaffingPlan
Human Resource Dashboard Administration Employee Count	3A10-02 HR Dashboard
General College Operations Update Presentation Board of Trustee December 2021	3A10-03 GenOpsUpdate12-21
Merced College Website Leadership Page	3A10-04 Leadership Web
BP 2410 Policy and Administrative Procedure	3A11-01 BP2410
AP 2410 Policy and Administrative Procedure	3A11-02 AP2410
BP AP Tracking for Human Resource Council	3A11-03 BP AP Tracking
Board of Trustee Approval of Board Policies 2022	3A11-04 BoT Agenda7-12-22
Board of Trustee Approval of Board Policies 2023	3A11-05 BoT Agenda3-14-23
Notice of Change to Admin Procedure	3A11-06 BoT Agenda6-14-22
BP 7100 Commitment to Diversity	3A12-01 BP7100
BP 7120 Recruitment and Selection	3A12-02 BP7120
AP 7120 Recruitment and Selection	3A12-03 AP7120
BP 7214 Faculty Hiring	3A12-04 BP7214
AP 7214 Faculty Hiring	3A12-05 AP7214
BP 3410 Nondiscrimination	3A12-06 BP3410
AP 3410 Nondiscrimination	3A12-07 AP3410
BP 3420 Equal Employment Opportunity	3A12-08 BP3420
AP 3420 Equal Employment Opportunity	3A12-09 AP3420
Merced College Staffing Plan	3A12-10 MC Staffing Plan
Merced College EEO Plan	3A12-11 MC EEO Plan
EEO Committee November 4, 2022	3A12-12 EEO Cmte11-4-22
Human Resource Data Dashboard	3A12-13 HR Data Dashboard
Appointments of Screening Committee - Professor Mechanized Agriculture	3A12-14 ApptsScreenCmte
Board of Trustee Meeting Agenda July 12, 2022	3A13-01 BoT Agenda7-12-22
BP 3050 Code of Ethics, Professionalism, and Civility	3A13-02 BP3050
AP 3050 Code of Ethics, Professionalism, and Civility	3A13-03 AP3050

BP 2715 Code of Ethics/Standards of Practice	3A13-04 BP2715
Flex Workshop Brochure Spring 2021	3A14-01 FlexSp2021
Flex Workshop Brochure Fall 2021	3A14-02 FlexFa2021
Flex Workshop Brochure Spring 2022	3A14-03 FlexSp2022
Flex Workshop Brochure Fall 2022	3A14-04 FlexFa2022
2019-2020 Professional Development Plan	3A14-05 19-20PD Plan
2022-2023 Professional Development Plan	3A14-06 22-23PD Plan
Professional Development Survey 2019	3A14-07 PD Survey2019
Professional Development Survey 2021	3A14-08 PD Survey2021
Professional Development Survey 2022	3A14-09 PD Survey2022
Professional Development Survey Results	3A14-10 PD SurveyResults
CSEA MOU Application of AB1840 Sec 38 Funds	3A14-11 CSEA AB1840
President's Leadership Academy Flyer 2021-2022	3A14-12 PresAcadFlyer21-22
President's Leadership Academy Flyer 2022-2023	3A14-13 PresAcadFlyer22-23
Leaves Training for Faculty	3A14-14 LeavesTrainFaculty
Leaves Training for Classified and Managers	3A14-15 LeavesTrainClass
Recruitment and Hiring Process Training Leadership Team	3A14-16 RecruitHireTrain
MCFA Collective Bargaining Agreement Article XXII	3A15-01 MCFA ArticleXXII
CSEA Collective Bargaining Agreement Article 11	3A15-02 CSEA Article11
POA Collective Bargaining Agreement Article 8	3A15-03 POA Article8
Personnel File Review	3A15-04 PersonnelFileRev

B. Physical Resources

1. **The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Evidence of Meeting the Standard

Merced College assures safe physical resources at all locations where it offers courses, programs, and learning support services. The District evaluates the safety of the physical resources under its responsibility and takes steps to ensure safe physical resources are provided for the District community. The Health and Safety Committee meets regularly to discuss health and safety issues and make recommendations to District leadership where input is requested ([3B1-04](#)). The representation on the Health and Safety Committee comes from faculty, staff, and administrators ([3B1-14](#)). During the pandemic (from approximately March 2020 through the end of spring 2022), most of health and safety issues, matters, and decisions were discussed and made at the cabinet-level with consultation among public health officials, public safety officials, and constituency leadership, as needed. The District assessed ADA trip hazard repairs

that were needed to make the campuses safe for mobility impaired students and completed the repairs in the 2021-2022 academic year ([3B1-02](#)). Access Control keyless entry was installed with keycards, readers, and electrified strikes to allow for instantaneous lockdown from a central location for access-controlled buildings ([3B1-03](#)). The District conducts annual safety training for faculty and staff in several areas including heat, slip/fall situations, cart training, active shooter situations, evacuation training, and Child Development Center trainings ([3B1-06](#)). A work order system is in place for reporting of needed repairs, safety hazards, and nonoperational equipment failures ([3B1-07](#)). HAZMAT testing and removal is conducted to remove hazardous materials for the safety of the District environment ([3B1-01](#)).

The District addresses the safety of the campus for students and the campus community using a multi-layered approach. The District has installed security cameras around the exterior of various buildings to monitor the open spaces of the campus ([3B1-09](#)). The District has its own police force with a presence at the Merced and Los Banos campus sites ([3B1-10](#)). The Cleary Report gives an annual security report and crime statistics for the District and is shared with the District community via the Board of Trustees meetings ([3B1-14](#)). An events management system, EMS, is used to ensure the campus police department is aware of events held on the campuses so they can plan for security coverage as needed ([3B1-11](#)). The District uses the Campus Shield and Regroup notification systems to send students and staff emergency notifications should a lockdown, active shooter, and/or other emergency situations occur ([3B1-08](#)). In addition, Campus Shield allows staff and students to report unsafe conditions or provide anonymous tips as well ([3B1-08](#)). Merced College carries ASCIP insurance to address the liability of the District in case of emergencies ([3B1-17](#)).

The District assures sufficient physical resources at all locations where it offers courses, programs, and learning support services. Classroom spaces are surveyed regularly to ensure sufficient physical resources exist to support courses, programs, and learning support services. The District determined the need to consolidate two master planning committees; thus, the Facilities Master Planning Committee (FMPC) was absorbed by the Administrative Services Master Planning Committee (ASMPC). All functions, purposes, and participatory governance items that fell under the purview of FMPC now reside under the purview of ASMPC. ASMPC reviews projects that impact campus facilities and provides recommendations and input on facilities needs and planning to the Educational Master Planning Committee (EMPC) ([3B1-16](#)). The District convened a Facilities Master Plan (FMP) Task Force to work with an architectural firm to develop the District's 2019 FMP. Subsequently, the District reconvened the FMP Task Force to develop the District's 2020 Facilities Master Plan Update. The updated FMP utilized input from the campus community to develop a scaled down plan without the support of bond funds while still supporting the District mission and Educational Master Plan (EMP) ([3B1-15](#)).

Merced College ensures that courses, programs, and learning support services locations are constructed and maintained to assure access, safety, security, and a healthy learning and

working environment. The Facilities Department is allocated sufficient funds to address necessary repairs and facilities upgrades that are identified through the work order system ([3B1-07](#)). The District is in the process of renovating the Vocational Building through a \$3 million Federal Economic Development Administration (EDA) Grant plus remaining 2002 bond dollars. This renovation is intended to update the educational environment and bring the building up to current ADA standards ([3B1-12](#)). The need to update the Vocational Building was one of the needs cited in the FMP ([3B1-15](#)). The FMP also identifies the need for new space allocated for CTE programs. The 32,000 square foot Raj Khalon Agriculture and Industrial Technology (AgIT) Complex addresses those needs and was completed and occupied in the spring 2023 semester. The AgIT Complex was made possible by a combination of 2002 bond funds and a 2019 private donation. This hub for CTE programs provides space for 2 lab classes, two computer lab spaces, one computer networking services class, one industrial technology shop and one sheet metal/HVAC shop ([3B1-13](#)).

Analysis and Evaluation

Merced College has planning and internal processes in place to ensure that physical resources are constructed and maintained to support courses, programs, and student services provided by the District at all locations in a manner that is safe and accessible—most notably through the approved Facilities Master Plan. The safety of the physical spaces is coordinated through the established participatory governance committees and campus police employed by the District with the assistance of security measures such as security cameras, the emergency alert system, and training on emergency protocols.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard

Merced College plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization. The development of the EMP, created in 2018, provides the goals and objectives that guide and support the District’s mission and vision. Subsequently, the completed EMP informed the development and adoption of the District’s 2019 Facilities Master Plan (FMP) ([3B2-01](#), [3B2-02](#)). The Strategic Implementation Plan (SIP) was created to accomplish the goals set forth in the EMP and FMP. Responsible parties for the objectives and tasks in the SIP provide regular updates to the EMPC to ensure progress is monitored ([3B2-04](#)). The District was unsuccessful in passing a bond measure in 2020, leading to the development of the 2020 FMP Update, a scaled down version of the original 2019 FMP. The goal of the FMP update was to reduce the scope of facilities planning while maintaining alignment with the EMP ([3B2-03](#)).

The 2024-2028 Five Year Construction Plan provides an inventory of physical resources in the District and an assessment of utilization and needs aligned with the EMP and FMP ([3B2-07](#)). The Measure J & H Bond Oversight Committee Report is evidence of the District's accountability to ensure effective utilization of funds in providing for the physical resources attached to the bond funding ([3B2-08](#), [3B2-09](#)). The Energy Savings Project assessment and outlined benefits conducted by JCI led to several changes to the effective utilization of resources by improving efficiency through implementing new lighting and central plant technology ([3B2-10](#)). The installation of EV charging stations at the Los Banos and Merced campuses demonstrates support for leading edge transportation technology ([3B2-11](#)).

The District reports on project updates regarding its physical resources at the Administrative Services Master Planning Committee (ASMPC) ([3B2-14](#)). The ASMPC is a participatory governance committee and has representation from faculty, staff, and administration in its membership to serve as conduits for communication across the District ([3B2-17](#)). The program review process is another primary source of resource allocation requests for physical resources to support programs through the evaluation of student, program, and/or service area outcomes ([3B2-15](#)). Bim Genie reports support the development of yearly goals for program review ([3B2-16](#)).

The District plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures the continuing quality necessary to support its program and services and achieve its mission. Merced College seeks out opportunities to provide the physical resources needed to support its programs and services, demonstrated by the contractual agreement with Congressional Partners to assist the District in searching for and applying for federal grants to support the objectives in the EMP and FMP. The Federal EDA Grant funding is a result of the partnership with Congressional Partners and has provided for the renovation of the Vocational Building. State, bond, and private donation funds were used for the construction of the new AgIT Complex to provide the facilities needed for CTE programs at the District ([3B2-05](#), [3B2-06](#)). The District allocated HEERF funds to provide remote technology upgrades in classrooms and provide district wide wireless access to improve support for instructional programming and student access ([3B2-12](#)). The Scheduled Maintenance Report from Fusion demonstrates the District's commitment to meeting safety requirements and the goals and objectives of the EMP and FMP ([3B2-13](#)).

Analysis and Evaluation

Merced College utilizes planning through the EMP and FMP, both comprehensive and board adopted master planning documents for the district, along with regular reports on utilization of physical resources to support effective utilization and ensure continuing quality to support its programs and services in achievement of its mission. The program review process ensures that programs can identify needs that support programmatic goals and objectives and request

physical resources to support them through the resource allocation process.

- 3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Evidence of Meeting the Standard

Merced College assures the feasibility and effectiveness of physical resources in supporting institutional programs and services through institutional planning of facilities and equipment in a regular cycle. The areas that manage physical resources such as facilities, maintenance, housekeeping, grounds and transportation participate in the program review process to evaluate services and needs for the District and request additional resources to meet planning goals in the resource allocation process ([3B3-06](#), [3B3-07](#), [3B3-08](#), [3B3-09](#), [3B3-10](#), [3B3-14](#)).

The District conducts regular reports on facilities, equipment, and other assets to inform institutional planning. The reports inform the program reviews and planning for department needs. Goals for the departments that manage physical resources are established through the EMP, FMP, and the SIP ([3B3-01](#), [3B3-02](#), [3B3-03](#)). District classified personnel maintain and evaluate facilities and equipment on scheduled intervals as evidenced by the MetaBIM Preventative Maintenance log and the Vehicle Preventative Maintenance log ([3B3-06](#), [3B3-07](#)).

The California Community College Chancellor's Office requires a facilities review every five years where the feasibility of long-term use of facilities and associated equipment is determined and cataloged on the Deficiency and Facilities Condition Index reports in Fusion ([3B3-04](#), [3B3-05](#)). The program reviews for Capital Projects, Maintenance & Transportation, and Events and Operations include large-scale scheduled maintenance projects and facilities needs that are determined from the Fusion Deficiency Report and from internal staff assessments ([3B3-08](#), [3B3-09](#), [3B3-10](#)).

The District supports long-term institutional planning using program review and by placing large-scale maintenance and facilities needs in the 5-Year Scheduled Maintenance Plan in Fusion ([3B3-08](#)). Department program reviews reports on evidence-based needs that make their way into the resource allocation process and into Budget Augmentation requests ([3B3-11](#), [3B3-12](#)).

The District evaluates its facilities to ensure feasibility and effectiveness of physical resources in supporting institutional programs and services taking utilization and other relevant data into account. Reports on facility usage and occupancy are conducted regularly to provide data on effectiveness and to feed into the program review and planning cycle. A yearly annual update of the Space Inventory Report catalogs the changing needs of the District in Fusion to provide a history of space utilization for the District ([3B3-13](#)). The District collects data on utilization of physical spaces in the District using the Event Management System (EMS) ([3B3-14](#)). The EMS provides current and historical data on the usage of physical spaces and allows the institution to

make decisions on the placement of resources and needs.

Analysis and Evaluation

Merced College uses program review, reports on the utilization of physical resources, and evaluation of the feasibility and effectiveness of physical resources to evaluate and inform planning for facilities and equipment using regular ongoing cycles. The system maintains a method for reporting that provides relevant data the District uses to inform the other data-based evaluation processes within the institution.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Merced College ensures that long-range capital plans support institutional improvement goals. The development of long-range capital plans takes into consideration alignment with the Educational Master Plan (EMP), the Facilities Master Plan (FMP), and the Strategic Implementation Plan (SIP) ([3B4-01](#), [3B4-02](#), [3B4-03](#)) for the District. The 5-Year Construction Plan, submitted annually to the Chancellor's Office through Fusion, reflects the implementation of the EMP, FMP, and SIP ([3B4-04](#)). The 5-Year Construction Plan includes updated Initial Project Proposal (IPP) and Final Project Proposal (FPP) submissions annually ([3B4-05](#), [3B4-06](#)).

Program reviews in Administrative Services demonstrate needs in staffing, equipment, and program/department long-term goals. During the annual budget development process budget augmentations and resource allocation requests are made to address funding gaps that are identified through the program review process and evaluation of needs ([3B4-07](#), [3B4-08](#)).

The District ensures that long-range capital plans reflect projections of the total cost of ownership of new facilities and equipment. Yearly budgets, augmentation requests, and resource allocation requests reflect operational costs and total cost of ownership projections for the District ([3B4-07](#), [3B4-08](#)). The Chancellor's Office requires the submission of the Facility Condition Index Report and Deficiency Report that contribute to the total cost of ownership information. The College catalogs and tracks all assets annually through the AssetMAXX Report that supports ongoing planning to address total cost of ownership ([3B4-09](#)). As facilities are constructed or remodeled, the District generates an estimated total cost of ownership for the 60-year life cycle of the facility.

Analysis and Evaluation

Merced College ensures that long-range capital plans align with the institutional improvement goals established by the District through the EMP, FMP, and SIP. The District takes into consideration and estimates the long-term total cost of ownership of new facilities and equipment in the annual budget cycle and in requests for budget augmentations and resource allocations.

Conclusions on Standard III.B: Physical Resources

Merced College assures all physical resources are safe, accessible, secure, and provide a healthy learning and working environment. Maintaining facilities and grounds is accomplished through ongoing inspections by facilities staff and external vendors. Facilities staff are regularly trained by the Risk Management Department, regular team safety meetings, oversight through master planning committees, and senior administration consultations with safety experts and professionals. Campus security is assured through monitoring and notification systems and physical campus police presence.

The District ensures physical resources are well planned, well-built, maintained, and upgraded as needed to provide high quality support for all programs and services in accordance with our Facilities and Educational Master Plans. Merced College establishes long-range capital plans to support institutional improvement goals through continued alignment in decision-making with the existing Educational and Facilities Master plans and Strategic Implementation goals.

The District monitors feasibility and effectiveness of physical resources in supporting institutional programs and services through ongoing analysis in multiple areas. Through annual program reviews, the facilities departments establish goals, measure goal progress, and clarify needs necessary to meet those goals. Facility conditions are also assessed every five years through the California Community College Chancellor's Office and the results are analyzed by the facilities staff.

The District meets the standard.

Improvement Plan(s)

None.

Evidence List

Standard 3B Evidence	
Description	Name/Link
Environmental Services Invoice	3B1-01_EnvironmentSvcsInv
Trip Hazard Invoice	3B1-02_TripHazardInvoice
Security By Design Proposal	3B1-03_SecDesignProposal
Safety Analysis Report	3B1-04_SafetyReport
March 5, 2021, Board Docs Minutes	3B1-05_HSC_Agenda3-5-21
Training Schedule	3B1-06_TrainingSchedule
Metabim report	3B1-07_MetabimReport
Campus Shield App Screenshot	3B1-08_CampusShieldApp
Picture of Cameras	3B1-09_CampusCamera
Police car picture	3B1-10_PoliceCar

EMS Report	3B1-11 EMS Report
Administrative Services Master Planning Committee Report February 16, 2022	3B1-12 ASMPC Mins2-16-22
Administrative Services Master Planning Committee Report March 18, 2022	3B1-13 ASMPC Mins3-18-22
Health and Safety Committee Agenda February 3, 2023	3B1-14 HSC Agenda2-3-23
Facilities Master Plan Update 2020	3B1-15 FMP Update2020
Administrative Services Master Planning Committee Minutes November 19, 2021	3B1-16 ASMPC Mins11-19-21
Alliance of Schools for Cooperative Insurance Programs	3B1-17 ASIP Proof
Educational Master Plan	3B2-01 EMP
Facilities Master Plan	3B2-02 FMP
Facilities Master Plan Update	3B2-03 FMP Update
SIP Update at EMPC	3B2-04 SIP Update
EDA CTE (VOC) Award conditions	3B2-05 EDA CTE AwardCond
EDA AgTEC Innovation Construction Budget Narrative	3B2-06 EDA AgTEC Budget
Merced College 5-year Construction Plan, IPP/FPP	3B2-07 5yrConstructPlan
2021 Final Budget Report	3B2-08 BudgetReport21
Bond Oversight Committee Annual Report	3B2-09 BondOversightAnRpt
Energy Savings Contract, Project Scope and Benefits	3B2-10 EnergySavings
EV Connect Invoice	3B2-11 EV Connect Invoice
HEERF Funding Schedule for Technology upgrades in classrooms/Wireless access upgrades	3B2-12 HEERF FundSched
Scheduled Maintenance Report, 2022	3B2-13 SchedMaintReport
Administrative Services Master Planning Committee Meeting Minutes, March 18, 2022	3B2-14 ASMPC Mins3-18-22
Capital Projects and Maintenance Program Review	3B2-15 CapProjMaint PR
BIMgenie Reporting	3B2-16 BIMgenie Report
Participatory Governance Handbook, ASMPC	3B2-17 PG Hndbk ASMPC
Educational Master Plan	3B3-01 EMP
Facilities Master Plan	3B3-02 FMP
Strategic Implementation Plan	3B3-03 SIP
Fusion Deficiency Report	3B3-04 FusionDeficiencyRpt
Fusion Facilities Condition Index	3B3-05 FusionIndex
Preventative Maintenance Log	3B3-06 PreventMaintLog
Vehicle Preventative Maintenance Log	3B3-07 VehclPrvntMaintLog
Fusion Scheduled Maintenance Report	3B3-08 FusionSchedMaintRpt
Program Review CP, M&T	3B3-09 CP MT PR
Program Review E&O	3B3-10 EO PR

Resource Allocation	3B3-11_ResourceAllocation
Budget Augmentation Request	3B3-12_BudgetAugRequest
Fusion Space Inventory	3B3-13_FusionSpaceInvntry
EMS report	3B3-14_EMS_Report
Educational Master Plan	3B4-01_EMP
Facilities Master Plan	3B4-02_FMP
Strategic Implementation Plan	3B4-03_SIP
5-Year Construction Plan	3B4-04_5yrConstructPlan
Initial Project Proposal	3B4-05_InitialProjProposal
Final Project Proposal	3B4-06_FinalProjProposal
Capital Projects, Maintenance, and Transportation Program Review	3B4-07_CP_MT_PR20-21
Events and Operations Program Review	3B4-08_EventsOps_PR
AssetMAXX Report	3B4-09_AssetMAXXReport

C. Technology Resources

1. **Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.**

Evidence of Meeting the Standard

Merced College provides technology services, professional support, facilities, hardware, and software appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services. The District is utilizing the current Technology Master Plan (TMP) to inform technology adoption and develop priorities, such as Objective A in Priority 1 of the TMP, which speaks to continuing to reduce the life-cycle for replacement of District computers. This aligns with the Educational Master Plan (EMP) ([3C1-08](#)). Gathering information to inform planning is conducted using regular technology surveys to evaluate if technology services, support, and equipment are appropriate and sufficient ([3C1-16](#)). The Strategic Implementation Plan (SIP) is the operational objectives and tasks from the EMP. The District has made the move toward a “paperless environment” through the adoption of Laserfiche and Adobe Sign in alignment with SIP 6.2.4 ([3C1-10](#)). Program Review for ITS is used as an indicator of technology needs in the District to evaluate both internal and external needs, planning and resource allocation ([3C1-17](#)). The Technology Committee informs the EMP and TMP with planning related to technology needs across the institution and oversees progress on technology-related SIP goals ([3C1-16](#)). Membership on the Technology Committee consists of classified staff, faculty, management, students, and administration ([3C1-12](#)). The Technology Committee meets multiple times each semester to discuss progress on technology related objectives and tasks related to the TMP, SIP goals, and trends in emerging technology ([3C1-19](#)).

The District maintains a significant inventory of technology equipment. This includes approximately 2,000 desktop computers and laptops; 102 classrooms equipped with HyFlex technology systems; 15 conference/event spaces with presentation systems; over 150 physical and virtual servers; ~470 wireless access points; 120 security cameras; ~770 Mitel 5320 and 6940 voice over IP telephones; and a large system of printers and other network infrastructure.

The District completed several infrastructure upgrades using HEERF funds during the COVID-19 pandemic emergency to support instruction in the move to synchronous instruction in a remote modality ([3C1-04](#)). In summer 2021, the District began installation of upgraded classroom technology to support instruction programming in offering HyFlex environments that would support streaming from classrooms ([3C1-09](#)). During the COVID-19 pandemic, the district distributed laptops to students to support the move to fully online instruction ([3C1-15](#)). Creation of a Virtual Desktop Environment (VDI) provides remote employees access to internal campus resources ([3C1-13](#)). The District provided technology hardware to District employees that included computers, headsets, webcams, and extra monitors to support instruction and operational functions remotely. Expanding the wireless network of the District at both the Merced and Los Banos campuses to cover all indoor and outdoor areas was part of the technology upgrade to provide support for expanded online instructional and support services ([3C1-04](#), [3C1-05](#), [3C1-06](#)).

The District provides technology and professional support services necessary to support all functions of the institution. The District utilizes Helpdesk tracking software to identify and prioritize incident responses with IT personnel that are available onsite during business hours and with contracted resources outside of regular business hours using BlackBeltHelp ([3C1-01](#), [3C1-02](#)). Information Technology Services (ITS) provided direct technology support during COVID-19. Several security measures have been implemented by ITS to ensure the stability and security of technology services, measures taken include endpoint security for workstations and servers, and single sign-on authentication/multi-factor authentication through OKTA ([3C1-11](#)). The District has established technology standards to provide appropriate and adequate hardware and software to support all institutional programs and services ([3C1-18](#)). Technology standards are in place for end-user computers, laptops, phones, printers, and other supporting hardware.

The District provides technology services, professional support, facilities, hardware, and software appropriate and adequate to support academic programs and teaching and learning. The software request procedures allow time for the District to identify, discuss, and implement software for instructional needs ([3C1-03](#)). The ITS Department performs an analysis of current district computers regularly to ensure instructional and administrative needs are met ([3C1-14](#)). The District gathers data for computers on the age, number of support calls, and overall functionality.

In January 2023 the ITS Department completed a staffing reorganization. The purpose of reorganization was twofold. The first intended outcome was to hire highly qualified staff for the historically hard-to-hire positions that are identified by this proposal. The second outcome was to create a new team focused solely on IT/Cyber Security. Recent industry cybersecurity breaches have elevated the importance of addressing long-standing IT challenges/ concerns. Dedicated positions with the appropriate expertise will meet the increasing security needs of the District. As part of the reorganization, a new classified salary schedule was adopted for exempt workers. Under the law, certain technology positions qualify as “exempt,” which means some classified professionals are paid a salary versus hourly wage. Because exempt workers do not qualify for overtime pay the wage schedule is generally higher than comparable hourly or non-exempt position. The benefits to the District are that the increased salary schedule attracts high quality applicants and in cases where the position would historically require a significant overtime budget, this is eliminated ([3C1-07](#)).

Analysis and Evaluation

Merced College utilizes the EMP, TMP, SIP, program review, and surveys to ensure appropriate and adequate technology services, professional support, facilities, hardware, and software to support management and operational functions, academic programs, teaching and learning, and support services. The Technology Committee provides ongoing input into planning and evaluation of the sufficiency of technology services and support provided.

- 2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

Evidence of Meeting the Standard

Merced College continuously plans and evaluates technology needs to ensure its technology infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services. The District performs ongoing analyses of technology resources through the Technology Master Plan (TMP), the Strategic Implementation Plan (SIP), and program review ([3C2-01](#), [3C2-02](#), [3C2-08](#)). The technology capacity provided by the District includes storage capacity, computers, wired/wireless network infrastructure, and end-user resources. In 2018, the District formalized in a five-year network lease to provide the necessary network infrastructure to support the planning goals identified in the TMP ([3C2-05](#)). In 2021, the completion of upgrades and replacements to the Wi-Fi network, servers, storage, and Multi-Factor Authentication (MFA) was implemented using COVID-19 funding in alignment with the EMP, TMP, and technology needs that arose due to the COVID-19 pandemic ([3C2-10](#)). The District relies on multi-year agreements to control costs and ensure license compliance for software and programming for the operations of the district ([3C2-03](#), [3C2-04](#), [3C2-05](#)). The program review process provides a pathway for programs and service departments to request technology resources to support planning goals through the resource allocation process ([3C2-08](#)). The grants planning process includes a technology review to ensure that technology

resources needed to support grants are sufficient and included in institutional planning ([3C2-06](#)).

The District plans for facilities/buildings proactively, collaboratively, and holistically. The District ensures effective planning and coordinating between facilities and ITS by utilizing established governance structures through ASMP and the Technology Committee, among other discipline-specific program meetings and divisions as needed. This aligns with Priority 3.C of the TMP as well as with SIP sections 3.2.3, 4.2.2 ([3C2-11](#), [3C2-13](#), [3C2-14](#)). Most recent examples are the planning, design, and implementation of facilities technology needs for the new AgIT Complex and the pending remodel of the Vocational Building ([3C2-12](#))

The District updates and replaces technology to ensure its technological infrastructure supports its mission, operations, programs, and services. The District uses a Master Lease-Purchase Agreement to complete major network upgrades every five years to plan for ongoing operational needs ([3C2-05](#)). The District uses the Master Lease-Purchase Agreement to fund high priority and longer-term technology to ensure continuity and recency. Replacement of hardware for end-users (staff or students) follows a schedule based on instructional and administrative needs ([3C2-07](#), [3C2-09](#)).

Analysis and Evaluation

Merced College continuously plans for technology needs and resources through established master planning processes such as the EMP, TMP, and SIP, as well as at the discipline and program level through the program review cycle. The District plans for updates and replacement of technology to ensure that quality and capacity of the infrastructure and technology resources is adequate to support the mission, operations, programs, and services.

- 3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

Evidence of Meeting the Standard

Merced College assures technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. The District establishes the importance and commitment to maintaining technology resources in *BP/AP 3721, Computer Technology Maintenance* ([3C3-12](#), [3C3-13](#)). District ITS services provide comprehensive technology support at all locations within the District through Helpdesk requests, lifecycle replacement requests, workorder requests, and planning for upgrades ([3C3-01](#), [3C3-02](#), [3C3-03](#)). Helpdesk requests are made from any location using a district email address. The ITS Department takes requests and files them into their incident request system and works the requests until completion. Lifecycle replacements are done according to the schedule maintained by ITS and emergency requests are handled as needed through Helpdesk requests ([3C3-09](#)). Planning for upgrades occurs through the resource allocation process and institutional planning that aligns with the TMP and SIP ([3C3-10](#), [3C3-11](#)). The District has

standardized technological hardware (laptops, desktops) for instructional programs, student use, and staff operations ([3C3-04](#), [3C3-05](#)). The District has also standardized classroom instructional technology to maintain consistent high quality technology in all learning spaces and to increase reliable access through maintenance of standardized equipment ([3C3-06](#)). The District ITS has implemented a client and mobile device management system that allows a larger number of client devices to be managed by a smaller number of staff ([3C3-07](#)).

Several security measures have been implemented by ITS to ensure the stability and security of technology services. The measures taken include the implementation of CrowdStrike's Falcon Complete managed detection and response (MDR) product endpoint for workstations and servers, and single sign-on authentication/multi-factor authentication through OKTA ([3C3-08](#)). The District continues to use the KnowBe4 integrated platform for security awareness training and simulated phishing campaigns. In *BP 3723, Information Security and Privacy*, the District establishes the use of network security standards to ensure the security of the network and network data ([3C5-06](#)).

The District has recently created a dedicated Information Security team with a Director of Information Security and a Cybersecurity Specialist to focus on protecting our networking infrastructure as well as creating policies and practices that align with the NIST Cybersecurity Framework and utilize the CIS v8 controls. Along with other California Community Colleges, Merced College now participates with the Chancellor's Office to complete an annual cybersecurity self- assessment of our information technology infrastructure. To ensure ongoing accountability, support, and protection, the District participates in the following regularly scheduled cybersecurity reporting remediation updates on vulnerability and other issues identified in previous self-assessments; submittal of detailed after-action reports of all cybersecurity incidents; the total number of admission applications received from CCCApply determined to be fraudulent; information requested on suspected fraudulent enrollments, and fraudulent receipt of financial aid, on an annual basis.

The District uses a backup strategy that allows for complete network recovery in the event of a disaster which causes the loss of remote and/or onsite data. This strategy is constantly evaluated and updated.

Analysis and Evaluation

Merced College ensures technology resources are implemented and maintained at all locations to assure reliable access, safety, and security through management of support services and technology planning aligned with the EMP, TMP and SIP. The District has implemented multiple measures for users when they sign-on to increase safety, security, and reliability of technology services. Additional human resources, support services, and accountability reporting has also aided the District in achieving its security strategies.

- 4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Evidence of Meeting the Standard

Merced College provides appropriate instruction for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Faculty are supported through the Excellence in Online Teaching series that provides instruction in teaching online in alignment with the adopted rubric for online teaching called the Integrated Crosswalk Rubric adapted from the CVC-OEI approved rubric that was adopted by the Merced College Academic Senate ([3C4-11](#)). The series offers six parts, the first three parts are required for faculty online teaching certification with parts 4, 5, and 6 providing additional professional development to support faculty in various modes of delivery and in exploring teaching methodologies with a variety of tools ([3C4-10](#)).

The Trident Innovation Center is the home of distance education teaching support. The distance education team provides weekly professional development training that is accessible online and at the Trident Innovation Center ([3C4-03](#), [3C4-04](#)). The weekly professional development sessions provide instruction and support to faculty in teaching methodologies and how to use available technology in the online environment and in the classroom. Staff are also welcome to benefit from these offerings if they choose to participate ([3C4-07](#)). The Innovation Center provides a space where the distance education team meets with campus members in person or online to work with them on their technology training needs ([3C4-02](#)).

The District participates in the Flexible Calendar Program requiring faculty to participate in a total of 24 hours of professional development throughout the year. Staff are invited to participate in the FLEX sessions offered. Flex training targets professional development for the campus and always includes sessions and use of technology resources to support various aspects of teaching and methodologies for teaching ([3C4-05](#), [3C4-06](#)). The training includes topics on support services for students and learning more about student centered topics.

The Vision Resource Center (VRC) provides the campus with training on using available technology and houses the evidence of training for the faculty FLEX obligation ([3C4-08](#)). Faculty may select training from the VRC to fulfill their FLEX obligation and/or attend the sessions provided by the FLEX Committee by volunteers from the District. The VRC has a wide range of training support from how to use technology resources like the Microsoft Office suite of programs to 508-Accessibility Training.

Merced College provides appropriate instruction and support to students through Student Tech Support ([3C4-12](#)). The Student Help Desk provides technology support for navigating the Merced College Portal, Canvas, campus computers, and printing. The Downey Learning

Resource Center houses the Student Help Desk with open computer lab space available for students with printing and scanning capability as well as “just-in-time” technology support. Students can get help with Canvas through the resources on the Canvas Help webpage and through the Student Help Desk ([3C4-13](#)). The new District website provides accessible direction to technology support services for students, faculty, and staff ([3C4-17](#)).

The District provides appropriate support for the effective use of technology and technology systems through the distance education team and the support structure they have provided with Faculty Support Coaches (FSC) and the Instructional Designers (IDs) who are available to faculty and staff ([3C4-01](#)). Faculty Support Coaches are available with open hours along with the Instructional Designers to support faculty in designing courses that meet the Course Outline of Record (COR) and align with the CVC-OEI rubric that the Academic Senate has adopted as the standard for online courses ([3C4-11](#)). Recording studios and editing services are made to faculty to provide technical support in the design and improvement of student learning experiences in distance education courses through high quality video production ([3C4-09](#)).

The District provides appropriate instruction and support using surveys for faculty, students, and staff. The Office of Institutional Effectiveness (OIE) conducts needs surveys to inform planning for training and support needs. For example, OIE conducted a survey for the Office of Instruction to gather information from faculty on a variety of topics including professional development interests, including technology training ([3C4-14](#)). The Flexible Calendar Program (FLEX) Committee uses professional development survey results to determine professional development offerings to offer to faculty during fall and spring FLEX sessions with “technology” as one of the items to choose from in the survey ([3C4-15](#)). Requests for professional development needs at the program level come through program review to support program-planning goals ([3C4-16](#)).

Analysis and Evaluation

Merced College provides appropriate instruction and support to the campus community through the professional development provided by the Distance Education Innovation Team, FLEX Committee, Information Technology Services, “just-in-time” Help Desk Services, Human Resources, and the VRC. The District provides students with instruction and support through the online resources available on the College website and through the resources available at the Downey LRC and on the College website.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Merced College has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. *BP/AP 3720, Acceptable Use Policy*, gives guidelines for the acceptable use of communications systems provided by the District in the form of e-mail,

Internet access, the telephone system, and campus electronic networks ([3C5-02](#), [3C5-03](#)). The District provides an outline of privileges and responsibilities of communications systems users in *AP 3720. BP/AP 3725, Information and Communications Technology Accessibility and Acceptable Use*, expands on acceptable use to include guidelines for ensuring accessibility of communications technology and the byproducts of these systems with respect to the teaching and learning process ([3C5-04](#), [3C5-05](#)). *BP 3725, Information and Communications Technology Accessibility & Accessibility Use*, states, “equal access to instructional materials and information and communication technology (ICT) for all and particularly for individuals with disabilities, in a timely manner in accordance with applicable law”. In *AP 3725*, definitions provide an explanation of issues around accessibility and effective instructional materials and learning resources. Additionally, *AP 6365, Contracts-Accessibility of Information Technology*, was instituted to ensure the purchase of technology is compliant with Section 508 of the Rehabilitation Act of 1973 and its related regulations ([3C5-10](#)). In *BP/AP 3723, Information Security and Privacy*, the District establishes that Merced College is an academic environment that recognizes the importance of academic freedom, free speech, and privacy in the learning environment ([3C5-01](#), [3C5-06](#)). All relevant technology related to teaching and learning BPs and APs are reviewed and updated.

The District has identified hardware standards for technology purchases. The following types of technology have identified standards for manufacturer and model: network wired and wireless infrastructure (HPE-Aruba); network servers and storage (HPE-Nimble); PC and laptops (HPE), IP phones (Mitel), HyFlex classroom technology.

The appropriate use of technology in teaching and learning through the Excellence in Online Teaching (EOT) series provides techniques, best practices, and instruction in teaching online. This series is aligned with The Integrated Crosswalk Rubric for online teaching and adopted by the Merced College Academic Senate ([3C5-11](#)). The EOT series parts one through three provide instruction and guidance to faculty on the appropriate use of technology in teaching and learning ([3C5-07](#)). The Trident Innovation Center provides weekly professional development trainings that are accessible online and at the Trident Innovation Center to provide support to faculty on the use of a variety of technology tools provided by the district with a focus on teaching methodologies and how to use available technology in the online environment and in the classroom ([3C5-08](#)). The Faculty Support Coaches (FSC) provide open hours to faculty for just-in-time support for faculty working with technology resources ([3C5-09](#)).

Analysis and Evaluation

Merced College has established Board Policies and Administrative Procedures on acceptable use of technology and in the use of technology resources for teaching and learning. The appropriate use of technology resources for the teaching and learning process is central to the training provided in the Excellence in Online Teaching (EOT) series and in the weekly

professional development sessions provided in the Trident Innovation Center and online.

Conclusions on Standard III.C: Technology Resources

The responses to the above standards confirm that the District has met the standards. MC will continue to evaluate processes and practices to ensure that the District continues to meet the standards.

The District meets the standard.

Improvement Plan(s)

None.

Evidence List

Standard 3C Evidence	
Description	Name/Link
Helpdesk Software Sysaid Renewal	3C1-01_SysaidRenewal
Blackbelt Monthly Stats	3C1-02_BlackbeltMonthlyStat
Software Request Procedure Document/Form	3C1-03_SoftwareRequestForm
Board of Trustee Approval of Technology Projects with COVID Funds	3C1-04_BoTTechProj_COVIDFds
Wireless Coverage Maps CTS Presentation	3C1-05_WirelCvrgMaps_CTS
Wireless Coverage Maps CDW Merced Campus	3C1-06_WirelCvrgMapsCDW_MC
ITS Reorganization	3C1-07_ITSReOrg
Technology master plan	3C1-08_TechMasterPlan
Classroom Technology Standards	3C1-09_ClassrmTechStandards
SIP Goal 6.2.4 Pg. 22-28	3C1-10_SIP_Goal6_pp22-28
Crowdstrike Renewal	3C1-11_CrowdstrikeRenewal
Participatory Governance Handbook Technology Committee Pg. 36	3C1-12_PGHandbkTechComPg36
VMHorizon Renewal	3C1-13_VMHorizon_Renewal
Technology Life-Cycle Planning Operating System	3C1-14_TechLifecyclePlanSys
Purchase Orders for Student Laptops	3C1-15_POs_StudentLaptops
Technology Survey	3C1-16_TechnologySurvey
Chemistry PR Resource Allocation Demonstrating Technology Needs	3C1-17_ChemResourceAllocTec
Technology Standards Computers	3C1-18_TechStandardComp
Technology Committee Minutes November 18, 2021	3C1-19_TechCmteMins11-18-21
Technology Master Plan	3C2-01_TechMasterPlan
Strategic Implementation Plan	3C2-02_SIP

Adobe contract renewal	3C2-03_AdobeContractRenewal
MS contract renewal	3C2-04_MS_ContractRenewal
2018 Master Lease Agreement	3C2-05_2018MasterLeaseAgmt
Grant Pre-Approval Form	3C2-06_GrantPreApprovalForm
Life-Cycle equipment replacement	3C2-07_LifecycleEquipReplac
Chemistry PR Resource Allocation demonstrating Technology needs	3C2-08_ChemResourceAllocTec
ManageEngine Evidence	3C2-09_ManageEngine
Multifactor Authentication	3C2-10_MFA
Technology Master Plan 2019-2024	3C2-11_TechMasterPlan19-24
AgIT Technology	3C2-12_AgIT_Tech
Priority 3C of Technology Master Plan	3C2-13_Priority3C_TMP
Technology SIP Tasks 3.2.3 & 4.2.2	3C2-14_TechSIP
Helpdesk reports-Monthly Report Feb 2022	3C3-01_HelpdeskRep_Feb2022
Helpdesk Reports August 17, 2020 - May 21, 2021	3C3-02_HelpdeskRep_20-21
LifeCycle Purchases Report for Budget Committee	3C3-03_LifePurchBdgtCmte
Technology Standards PCs and Laptops	3C3-04_TechStd_PCsLaptop
Technology Standards Printers	3C3-05_TechStd_Printers
Classroom Technology Standards	3C3-06_ClassroomTechStd
Ivanti IT Asset management Software	3C3-07_IvantAssetMgmtSoftwa
OKTA renewal	3C3-08_OKTARenewal
Life-Cycle equipment replacement	3C3-09_LifecycleEquipReplac
Technology Master Plan	3C3-10_TechMasterPlan
Strategic Implementation Plan	3C3-11_SIP
BP 3721 Computer Technology Maintenance	3C3-12_BP3721
AP 3721 Computer Technology Maintenance	3C3-13_AP3721
Faculty Support Coach Schedule	3C4-01_FSC_Schedule
Innovation Center Support Screen Shot	3C4-02_InnovCtrSupport
Innovation Center Support flier October 11, 2021- October 15, 2021	3C4-03_InnovCtrSupFlyer22
Innovation Center Support Flier January 25, 2022 - January 27, 2022	3C4-04_InnovCtrSupFlyer21
Flex Fliers Spring 2022	3C4-05_FlexflyerSpring22
Flex Flyers Fall 2021	3C4-06_FlexFlyerFall21
Weekly Professional Development Workshops	3C4-07_WklyPDWorkshops
Vision Resource Center Training for Technology Tools	3C4-08_VRC_TrngTechTools
Recording Studio Sessions	3C4-09_RecStudioSessions
Excellence in Online Teaching Certification Series	3C4-10_ExcellOnlineTechCert
Academic Senate Resolution Online Course Rubric	3C4-11_AS_Resolution02-22
Student Tech Support	3C4-12_StudentTechSupport

Canvas Help Page	3C4-13_CanvasHelp
Professional Development Survey	3C4-14_PD_Survey
Professional Development Survey	3C4-15_PDSurvey
Student Fees Program Review	3C4-16_StudentFees_PR
Tech Support Webpage	3C4-17_TechSupport_web
AP 3723 Information Security and Privacy	3C5-01_AP3723
AP 3720 Acceptable Use Policy	3C5-02_AP3720
BP3720, Acceptable Use Policy	3C5-03_BP3720
AP 3725, Information and Communications Technology Accessibility and Acceptable Use. Referring to Section 508 of the Rehabilitation Act of 1973	3C5-04_AP3725
BP 3725, Information and Communications Technology Accessibility and Acceptable Use. Referring to Section 508 of the Rehabilitation Act of 1973	3C5-05_BP3725
BP 3723. Information Security and Privacy	3C5-06_BP3723
Excellence in Online Teaching Certification Series	3C5-07_ExcellOnlineTechCert
Innovation Center Support Screen Shot	3C5-08_InnovCtrSupport
Faculty Support Coaches Schedule	3C5-09_FSC_Schedule
AP 6365 Contracts - Accessibility of Information Technology	3C5-10_AP6365
Senate Resolution February 24, 2022	3C5-11_SenateRes2-24-22

D. Financial Resources

Planning

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

Merced College ensures that financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The District plans its resources through an annual approved budget cycle ([3D1-01](#), [3D1-03](#)). Budget Managers plan fiscal resources through historical analyses and projected needs within the budget process. The District budget, is reviewed as part of participatory governance through the Budget Committee ([3D1-09](#)). State law requires the approval of the annual budget by the BoT. This occurs after the review through the participatory governance structure as described in the Budget Development Calendar ([3D1-05](#), [3D1-06](#), [3D1-07](#)). The District provides budget training to the Board and the Budget Committee to communicate the process to all constituency groups ([3D1-](#)

[02](#), [3D1-06](#)).

The District ensures that the distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services through the program review and resource allocation process ([3D1-08](#)). The Superintendent/President's Cabinet takes the individual resource lists from the master planning committees to create a merged list then shares the list of funded items with the Budget Committee and other Master Planning Committees ([3D1-10](#), [3D1-11](#), [3D1-12](#)). The District uses various funding sources available to fund items on the Resource Allocation list.

Merced College plans and manages its financial affairs with integrity and in a manner which ensures financial stability. The District safeguards financial resources through the budget development process. The District demonstrates that management of financial affairs occurs with integrity through the transparency of the process described by the Budget Development Calendar ([3D1-03](#)). The testing and validation of the budget development process occurs through the annual auditing of financial reports ([3D1-04](#)).

Analysis and Evaluation

Merced College ensures financial resources are sufficient to support and sustain programs and services with integrity and in a manner that ensures financial stability through the budget development process and review by participatory governance committees. The program review process supports the enhancement of programs and services by tying resource allocation to planning goals backed by evaluation of programs and services. The District provides evidence of the integrity of the budget development process through regular auditing of financial statements.

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

Merced College ensures the mission and goals are the foundation for financial planning, and financial planning is integrated with, and supports institutional planning. The District has adopted policies and procedures to provide for the development of a budget aligned with the mission of the District ([3D2-01](#), [3D2-02](#), [3D2-03](#), [3D2-04](#)). The District has adopted an Educational Master Plan (EMP), Facilities Master Plan (FMP), Technology Master Plan (TMP), and the five-year scheduled maintenance and capital plans, to establish short- and long-term resource planning goals ([3D2-05](#), [3D2-06](#), [3D2-07](#), [3D2-08](#), [3D2-09](#)). The budget development process includes the intersection of program review and resource allocation as part of the integrated planning process ([3D2-16](#), [3D2-17](#), [3D2-18](#), [3D2-19](#)).

The District has policies and procedures to ensure sound financial practices and financial

stability. In *BP/AP 6200, Budget Preparation*, the District provides the criteria for the budget development process that includes the use of a budget development calendar ([3D2-01](#), [3D2-03](#)). The institution has established the handling of reserves to support sound financial practices in *BP/AP 6250, Budget Management* ([3D2-02](#), [3D2-04](#)). As part of the resource planning process, the District maintains a multi-year budget planning process to ensure long-term financial stability ([3D2-10](#)).

Merced College has a process to disseminate appropriate financial information throughout the institution in a timely manner. The District provides annual and quarterly financial reports to the BoT for review ([3D2-16](#)). The reports, such as the 311Q, and the annual audited financial reports provide information regarding the fiscal health and condition of the District ([3D2-11](#), [3D2-12](#)). The posting of financial reports to the College website provides information on the financial stability of the institution to the community. Merced College communicates financial information to the District community through participatory governance committees and District forums ([3D2-20](#), [3D2-13](#), [3D2-14](#), [3D2-15](#)).

Analysis and Evaluation

Merced College's reflects its mission and goals in the EMP, FMP, and TMP and are the basis for financial planning and the institutional planning that occurs through program review. The District has established policies and procedures that support sound financial practices and stability using the budget development cycle that considers multi-year budget projections. The District maintains the integrity of financial practices through regular reports and audited financial reports to the BoT and the District community that are available to the public through Board meetings and the public website.

- 3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard

Merced College clearly defines and follows its guidelines and processes for financial planning and budget development. The District's adopted policies and procedures for budgeting, as discussed in Standard 3.D.2, provide direction for the district financial planning and budget development process through *BP/AP 6200, Budget Preparation*, and *BP/AP 6250, Budget Management*. The District establishes criteria for budget development in *BP 6200, Budget Preparation*. The criteria includes the need to present assumptions to the BoT, a budget calendar to be followed, maintenance of minimum reserves, and budget projections for long-term goals and commitments ([3D3-01](#)). In *AP 6200, Budget Preparation*, the District establishes the link between budget planning to institutional goals, planning, and the program review process ([3D3-03](#)). *AP 6200* includes the commitment to consultation with appropriate groups to maintain communication and transparency with the budget development process. *BP 6250, Budget Management*, establishes that the District will manage the budget in alignment

with the California Community Colleges Budget and Accounting Manual ([3D3-02](#)). The District provides guidelines for the transfer of funds from the reserve and expenditure classifications in *AP 6250, Budget Management* ([3D3-04](#)). In alignment with *AP 6200*, the District adopts a budget development calendar as a primary guide for the planning and budgetary cycle ([3D3-05](#), [3D3-06](#)). The Vice President of Administrative Services (VPAS) regularly meets with and confers with the Superintendent/President and cabinet members as well as presents relevant budgetary information to the Board for review and approval. The VPAS also provides presentations to the Board Ad-hoc Budget Committee ([3D3-13](#), [3D3-09](#)). The Board Ad-hoc Budget Committee was formed in July 2020 and is comprised of three Board Members, the Superintendent/President, and the VPAS. The ad-hoc committee meets approximately six times per calendar year and board member representation changes yearly during the Board's Organizational Meeting. The purpose of the ad-hoc committee is to discuss the current and projected status of the state budget, take a deeper look at the District's budget, educate board members on budgetary proposals and policies, and report back points of discussion to the full Board. The Superintendent/President's Cabinet includes budget discussion as a standing agenda item for each meeting ([3D3-14](#)).

The District provides opportunities for all constituencies to participate in the development of institutional plans and budgets. *AP 6200, Budget Preparation*, establishes consultation with appropriate constituency groups as a criterion in the budget preparation process. The District has a standing participatory governance Budget Committee, co-chaired by the Academic Senate President, that reviews and provides recommendations to the VPAS on the District-wide budget and resource allocation funding ([3D3-08](#)). This committee has membership representation from faculty, students, staff, and administration and serves as part of the participatory governance process for the District ([3D3-07](#)). As part of the planning process, the Director of Business and Fiscal Services (DBFS) and Budget Analyst conduct meetings with the individual budget managers. Discussions topics include staffing, expense trends, and changes from Program Review. If pertinent, they also include impacts from the Strategic Implementation Plan (SIP) and changes in program expenditures, if applicable. The Program Review process offers an opportunity for all programs to participate in the budget process through resource allocation and budget augmentation ([3D3-10](#), [3D3-11](#), [3D3-12](#)).

Analysis and Evaluation

Merced College has established through policies and procedures the guidelines for financial planning and budget development. The District includes participation of all constituencies in budget development and planning through the program review process and budget augmentation. The Budget Committee provides another venue for constituency groups to provide input into financial planning and budget development.

Fiscal Responsibility and Stability

- 4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evidence of Meeting the Standard

Merced College conducts institutional planning that reflects a realistic assessment of available financial resources. The Fiscal Services Department develops budgetary assumptions in coordination with the VPAS and the Governor's Proposed January budget. The District develops and updates the tentative and final budgets based upon the most current budgetary and economic information provided by the California Community College Chancellor's Office, the California Department of Finance, Legislative Analyst's Office, School Services of California, and the Governor's office ([3D4-10](#), [3D4-12](#), [3D4-13](#)). The VPAS shares the assumptions that will shape budget development with the Budget Committee, Superintendent/President and cabinet members, Board Budget Ad-hoc Committee, and the BoT ([3D4-11](#), [3D4-09](#)).

The District integrated planning process reflects development of financial resources and partnerships. The District continues to pursue the development of new financial resources to expand program offerings and capacity for serving students. For example, the District entered into an energy savings agreement with Johnson Controls Inc, to fund various energy savings projects with net savings over the term of the agreement ([3D4-02](#), [3D4-03](#)). The District was successful in applying for a grant from the Economic Development Administration (EDA), to assist the District with updating its facilities to support career technical education ([3D4-08](#)). Over the course of the past four years, Merced College has received more than \$40 million in state and federal grants.

The Merced College Foundation is an auxiliary organization that provides opportunities for staff, faculty, administration, the Board, and the community to contribute to student access and success. Donors endow scholarships and support a variety of programs and services with generous financial gifts that benefit instructional programs, the Learning Resource Center, facilities, and faculty through professional development funding and support of innovative programs and services. Recently the Foundation, in collaboration with a donor, provided funding to remodel the learning resource center on the main campus ([3D4-05](#)). The District seeks community participation when possible. Each year the Foundation hosts the State of the College luncheon to highlight District programs and facilities and present short-term goals and objectives that align with the District's long-term vision ([3D4-04](#)). The District hosts regular breakfast meetings with the Merced Chamber of Commerce to advance workforce development. The Athletics Department and the Merced College Foundation co-sponsor the Blue Devil Hall of Fame, an annual banquet celebrating the District's athletics history ([3D4-07](#)). Utilization of a partnership between the District and several local hotels and restaurants established the Hospitality Career Academy program to meet a need in the service industry within the community ([3D4-06](#)).

Merced College institutional planning reflects a realistic assessment of expenditure requirements. The District assesses its expenditure requirements on an ongoing basis by

submitting quarterly expenditure reports to the Budget Committee, BoT and the Chancellor's Office. The quarterly report reflects fiscal year-to-date activity as well as year-end projections ([3D4-01](#)).

Analysis and Evaluation

Merced College utilizes institutional planning through assumptions and projections from the State of California to reflect a realistic assessment of the availability of financial resources. The District uses partnerships with the community through the Merced College Foundation to support the availability of external financial resources. The District also pursues grant resources, such as the EDA grant, to develop financial resources in alignment with institutional planning. Monitoring expenditure requirements through regular expenditure reports supports institutional planning through realistic assessment of financial resource availability.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

Merced College assures the financial integrity of the institution and responsible use of its financial resources by ensuring the internal control structure has appropriate control mechanisms. The District and the BoT have adopted policies and procedures to establish strong financial management practices to support sound decision-making. In *BP 6300, Fiscal Management*, the District establishes principles for fiscal management ([3D5-01](#)). *BP 6300* establishes that the District provide adequate internal controls, communicates fiscal issues to the BoT, makes budget adjustments in a timely manner, and directs management to provide accurate and reliable fiscal information to the District and community. *AP 6300* provides further guidelines for fiscal management that further outlines the fiscal responsibility within the District ([3D5-09](#)). The Districts enterprise management system, Colleague, maintains many imbedded internal control processes and reporting including budget management, accounting, and procurement. The District regularly reviews control processes and updates the process as necessary. Examples of updates include the changes to the Purchasing Brochure and internal fiscal narratives such as the Grant Process Narrative ([3D5-04](#), [3D5-05](#)).

The District widely disseminates dependable and timely budget information for sound financial decision-making. The Budget Committee meets throughout the academic year to review and discuss budget related matters for the District and includes representation from all constituency groups ([3D5-03](#)). The VPAS and the Director of Business and Fiscal Services (DBFS) provide quarterly and annual reports to the BoT on the budget and financial condition of the District ([3D5-06](#), [3D5-10](#)). The VPAS also presents to the Board Budgetg Ad-hoc Committee and to the greater District community in campus forums ([3D5-07](#), [3D5-08](#)).

Merced College regularly evaluates its financial management practices and uses the results to improve internal control systems. The District formally evaluates financial management practices and internal controls through the annual audit conducted by a certified public accounting firm ([3D5-01](#)). The District completes an audit examination of financial records, processes and procedures in accordance with generally accepted auditing standards, governmental auditing standards, Office of Management and Budget Uniform Guidance, and the California Community Colleges Contracted District Auditing Manual to ensure compliance and financial integrity. Presentation of the annual audit to the BoT demonstrates that the process and practices are comprehensive and appropriate ([3D5-02](#)).

Analysis and Evaluation

Merced College has policies and procedures establishing that the District use an internal control structure with appropriate control mechanisms to assure financial integrity. The District has a robust participatory governance structure where dissemination of financial information takes place regularly to all constituency groups, in addition to campus forums and other informative meetings related to the budget and finances of the district. Evaluation and updating of financial management practices occurs regularly through annual audits and internal review.

- 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

Merced College provides financial documents, including the budget with a high degree of credibility and accuracy. The District develops financial reports that are prepared in accordance with applicable state and federal laws, board policies and procedures, and generally accepted accounting principles. The District has an external audit of financial records conducted by an independent certified public accounting firm to ensure the credibility and accuracy of financial records and documents ([3D6-01](#)). The District is required to submit annual financial reports to the California Community College Chancellor's Office using the CCFS-311. External auditors review for accuracy the CCFS-311 ([3D6-02](#)). Sharing of financial reports to promote communication and credibility occurs with the Budget Committee and BoT ([3D6-05](#),[3D6-07](#)).

The District develops financial documents reflecting appropriate allocation and use of financial resources to support student learning programs and services. The BoT reviews and accepts annual audited financial statements to assure the appropriate allocation of financial resources to support student-learning programs and services ([3D6-05](#)). Discussions occur with budget managers about the allocation of resources throughout the year as part of the regular review of budget variances ([3D6-03](#)). Planning committees discuss resource allocation as part of the budget development process ([3D6-04](#), [3D6-06](#)). Integrated planning models and processes for the District, as discussed in Standard I, provide alignment of allocations and financial resources with the mission, EMP, program review, and other planning documents.

Analysis and Evaluation

Merced College ensures financial documents are accurate and credible through external audit of financial records and the preparation of documents using accepted accounting principles. The District demonstrates appropriate allocation of financial resources to support student-learning programs through the accuracy of reporting reflected in the external audits and the sharing of financial documents in planning committees and with the BoT for input and fiscal transparency.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Merced College ensures that responses to external audit findings are comprehensive, timely, and communicated appropriately. The District retains an independent certified public accounting firm to perform an independent audit of the District's financial records on an annual basis. The BoT reviews and accepts the audited financial statements ([3D7-03](#)). The Audit Committee of the BoT meets with the external auditors during the audit process for a thorough review of the audit report and findings, if any ([3D7-02](#)). The District discloses the responses to external audits. An example of a disclosure is the 2020-21 audit, the external audit findings and the District's response to the findings are included for the current and prior year ([3D7-01](#)).

Analysis and Evaluation

Merced College communicates responses to external audit findings appropriately in a comprehensive and timely manner evident in the Audit Report shared with BoT.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Merced College ensures that financial and internal control systems are evaluated and assessed for validity and effectiveness. The District uses Ellucian's Colleague as the integrated enterprise management system. Layers of security and access validate data and the effectiveness of fiscal processes ([3D8-02](#)). The Director, Business and Fiscal Services regularly updates the requisition approval authority in Colleague, based on changes in District management. In addition, the Budget Analyst position monitors District budgets throughout the fiscal year, confirming fund availability and ensuring budgets are assigned to the appropriate budget manager. Program review is another way the District assesses and identifies areas for improvement for internal processes ([3D8-03](#)). The District also considers the findings in the annual Audit Report to validate and assess financial and internal control systems and adjusts internal processes as recommended ([3D8-04](#)).

The District uses evaluation and assessment of internal control systems to improve validity and effectiveness. The District has established policies based on these evaluations and assessments such as *BP/AP 6200, Budget Preparation*, and *BP/AP 6330, Purchasing Policies*, that were

improved based on evaluation of internal processes ([3D8-05](#), [3D8-07](#), [3D8-06](#), [3D8-08](#)). Other improvements include changes to procedures such as the Purchasing Process Brochure and the Password Authorization Communication ([3D8-01](#), [3D8-02](#)).

Analysis and Evaluation

Merced College evaluates and assesses financial and internal control systems through program review and annual audit reports. The District uses evaluations to improve policies, procedures, and internal practices.

- 9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

Evidence of Meeting the Standard

Merced College has sufficient cash flow and reserves to maintain stability, and support strategies for appropriate risk management. Accountability reporting to the Chancellor's Office through the quarterly reporting of the 311Q Report provides accountability for the management of cash flow and reserves ([3D9-03](#)). The BoT reviews all financial reports to ensure stability of District finances at quarterly and annual intervals. In addition to fiscal prudence, the District has appropriate insurance policies for risk management. The District maintains coverage by a comprehensive insurance plan that includes property and liability coverage. The District is a member of the Alliance of Schools for Cooperative Insurance Programs (ASCIP) ([3D9-04](#)). This coverage includes all risk for the full replacement cost on buildings and contents. In addition, the District has excess liability coverage with Schools Excess Liability Fund (SELF), which supplements the property and liability coverage ([3D9-08](#)).

The District has sufficient cash flow and reserves to implement contingency plans to meet financial emergencies and unforeseen occurrences when necessary. The District projects cash flows to determine whether short-term borrowing is prudent for filling gaps in reserves and revenue timing ([3D9-01](#)). The District uses the budget process to identify and budget contingency funds for unforeseen expenditures and establish an appropriate level of fund balance ([3D9-02](#), [3D9-05](#), [3D9-06](#), [3D9-07](#)).). The District outlines guidelines for the reserve funds kept by the District in *BP/AP 6250, Budget Management*. The District reserve has averaged approximately 14% over the past five years.

Analysis and Evaluation

Merced College uses multiple financial reporting tools to maintain stability and oversight to assure sufficient cash flow to support operations. The District carries insurance to provide appropriate risk management. The budget development process ensures sufficient cash flow to maintain stability and plans for contingency funds should unforeseen expenditures arise. Projection of cash flows enables the District to determine when short-term borrowing should be used to fill gaps due to the timing of funds being provided by the State. The BoT has historically required a minimum District reserve of 6%, however, reserves have regularly

exceeded this minimum requirement by averaging above 14% over the past five years. Recently, the District recently updated *BP 6250, Budget Management*, to maintain reserves of no less than two months of regular unrestricted general fund expenditures for the purpose of providing stability to the District when faced with revenue shortfalls or unanticipated expenditures ([3D9-02](#)).

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Merced College practices effective oversight of finances. Independent auditors and state/federal program auditors identify any compliance deficiencies. An independent certified public accounting firm performs the annual audit of all financial records of the District. The auditors provide input on financial statements and the adequacy of the accounting procedures and internal control that the District uses to improve fiscal management ([3D10-03](#)).

The District provides effective oversight of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. The Financial Aid department follows the Financial Aid Handbook to establish practices in managing financial aid funds ([3D10-04](#)). The District automates many of the processes in financial aid through the financial aid module that exists in Colleague, the District's management information system. Calculations for financial aid awards take place in Colleague based on information provided by students. Processing of financial aid refunds occurs through a third-party provider, who disburses refunds electronically. The District restricts the drawdown of financial aid funds by management position in the Fiscal Services Department to provide appropriate oversight. Authorized personnel conduct the drawdown through the Department of Education's G5 system using logins unique to the individual.

Oversight of grant funding and other externally funded programs occurs through a dedicated team of Accounting Specialists within departments or divisions that receive grants or categorical funds. The grant accounting team works closely with the departments to review grant and categorical requirements to ensure expenditures guidelines in each agreement are followed. The team monitors the budget and actual expenditures for each grant to provide safeguards against overspending grant funds, which may produce unanticipated liabilities or findings of noncompliance. Grant and categorical expenditures and budgets require approval levels as reflected by the Sample Categorical Expenditure Report ([3D10-02](#)).

The Merced College Foundation has adopted oversight policies that guide investment through *BP/AP 6320, Investments*. In *BP 6320*, the District provides criteria that investments must align with and in *AP 6320*, criteria is expanded with more specific guidelines to ensure appropriate oversight of these funds ([3D10-01](#), [3D10-05](#)). The Foundation undergoes an additional layer of

oversight by being audited annually by an independent auditing firm ([3D10-03](#)).

Analysis and Evaluation

Merced College provides effective oversight of finances which is validated through an annual external audit. Financial aid follows the Financial Aid Handbook and uses automation through Colleague to provide oversight of financial aid funds. Grants, externally funded programs, and contractual relationships have accounting specialists that provide oversight of funds. The Merced College Foundation follows policies and procedures for investments and external audits to provide oversight of fund management.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Merced College maintains a level of financial resources that provides a reasonable expectation of both short-term and long-term financial solvency. The District has consistently maintained an excess of the required reserve of five percent as recommended by the state. The District has adopted Board Policy to maintain at least a six percent reserve ([3D11-01](#)). In addition to the required reserve, the District exercises prudence in managing its finances to ensure that sufficient reserves are available to maintain financial stability as demonstrated in the final budget ([3D11-02](#)).

The District considers its long-range financial priorities when making short-range financial plans to assure financial stability. The District maintains a multi-year projection model to assist in maintaining short-term and long-term financial priorities ([3D11-03](#)). Merced College identifies, plans, and allocates resources for payment of current liabilities and future obligations. The District maintains and monitors the payment schedules of its various bond obligations to ensure timely payment. To safeguard the interests of taxpayers the District monitors the investment market for refinancing opportunities of the District's bond issuances. The District was proactive in funding Other Post-Employment Benefits (OPEB) and pension contributions. Merced College established an irrevocable trust to set aside funds in an investment pool to seek a more favorable return of investment ([3D11-04](#), [3D11-05](#)).

Analysis and Evaluation

Merced College has established through board policy a reserve and budget development process that provides financial solvency in both the short-term and long-term. The use of a multi-year projection model aligns short and long-term planning. The annual budget development process considers liabilities and future obligations. The District is using an irrevocable trust to provide funds for OPEB and pension contributions to address future obligations.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

Merced College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The District plans for funding of OPEB annually during the budget development process. As required by GASB 45, the District provides, as part of its audited financial statements, a description of its OPEB benefits, eligibility requirements, and the number of individuals covered in the plan ([3D12-01](#)). The District has also established an OPEB Trust to hold contributions made to fund and reduce its OPEB liability in accordance with regulations. The District continues to provide funding toward its OPEB liability by funding in a "pay-as-you-go" method on a regular basis and contributes to the OPEB Trust as resources are available. The District plans for compensated absences and employee-related obligations in the annual budget development process by aligning long-range planning with annual planning ([3D12-04](#)).

The District uses an actuarial plan to determine OPEB that is current and prepared as required by appropriate accounting standards. The District contracts with an actuarial firm to assess liabilities incurred as well as cumulative unfunded liability ([3D12-02](#)). Merced College reports information on liabilities in the District's audited statement of net position and within the notes to the financial statements ([3D12-03](#)).

Analysis and Evaluation

Merced College plans for and allocates appropriate resources to cover OPEB in the annual budget development process and through allocations to the OPEB Trust. The District uses a current actuarial analysis through an actuarial firm to determine the current OPEB. The District plans and allocates financial resources for compensated absences and other employee-related obligations in the annual budget development process by aligning long-range planning with annual planning.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Merced College assesses and allocates resources annually for the repayment of any locally incurred debt instruments that affects the financial condition of the institution. In general, the District attempts to keep debt financing to a minimum. The District will consider debt arrangements if it determines it is fiscally prudent and strategically necessary to do so. The District has two Prop 39 Bond Measures, H and J, funded through the tax rolls and managed

through the Merced County Assessor's Office. Merced College has two finance purchases. The first, with Hewlett-Packard Network, permits the District to stay current with technology infrastructure. The second is an agreement with Huntington Public Capital Corp., for retrofitting the campus with LED lighting. The District accounts for and ensures the assessment and allocation of financial resources for the repayment of its debt instruments through their inclusion in the development of the annual budget ([3D13-02](#)). Assessment occurs through the annual audit of the District Budget ([3D13-01](#)).

Analysis and Evaluation

Merced College assesses and allocates resources annually for the repayment of debt instruments through the annual budget development process. The District plans for repayment of the three capital lease agreements through the budget development process and assesses them through annual auditing.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Merced College ensures that all District financial resources, including short-and long-term debt instruments are used with integrity in a manner consistent with the intended purpose of the funding source. The District manages all financial resources, auxiliary activities, grants, foundation fundraising activities, as well as participation in debt with the same integrity as the District accounts under the direction of the VPAS through the Business and Fiscal Office. Board policy governs District financial management ([3D14-01](#), [3D14-02](#)). Each funding source or debt instrument is subject to regulatory laws and guidelines and subject to external audit. The auditors have not noted any areas of material weaknesses for the District ([3D14-03](#), [3D14-04](#), [3D14-05](#)).

The local Citizens Bond Oversight Committee monitors the District's general obligation bond expenditures to ensure integrity in the use of bond funds. Oversight of bond funds occurs through a series of regularly scheduled committee meetings ([3D14-07](#)). The District is required to report annually through the Proposition 39 Citizen Oversight Committee Statement of Compliance, and the Measures H and J Annual Report. ([3D14-06](#)).

The District ensures auxiliary services, fund-raising efforts and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. The Merced College Foundation is a separate 501c3 organization dedicated to raising funds to support the District's students and programs. The Foundation has its own set of internal controls to ensure integrity in the use of funds consistent with the intended purpose ([3D14-08](#)). Foundation staff account for donations ensuring alignment of expensing of donated funds with donor-designated purposes ([3D14-09](#), [3D14-11](#)). The District ensures annual auditing of the Foundation by an independent

auditing firm ([3D14-05](#)). Merced College reports the activities of the Foundation to the Internal Revenue Service to maintain compliance with the 501c3 requirements ([3D14-10](#)).

Merced College uses grant management that is both centralized and decentralized in the District. Grant managers are responsible for ensuring expending of funds as intended, as program area experts, ensure funds are expended as intended and are responsible for monitoring expenditures. The District's Fiscal Services Department supports grant managers by co-monitoring expenditures with a dedicated Accounting Specialist who generates reports and assists with state and federal audits ([3D14-12](#)). External auditors conduct annual audits of specially funded state programs as well as large federally funded programs from both a financial and compliance standpoint ([3D14-13](#)).

Analysis and Evaluation

Merced College uses policies and procedures to instill integrity in the use of financial resources. The District uses annual financial audits to assess integrity in the use of district funds, bond funds, grant funding, and Foundation funding. The District conducts bond oversight through a committee that meets regularly to review the use of funds in the District. Merced College ensures grant funds are expended as intended through a partnership between the grant manager and accounting specialist.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Merced College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The District follows federal standards for monitoring student default rates ([3D15-04](#)). The Financial Aid Office, under the direct supervision of the Director of Financial Aid and with guidance from the Vice President of Student Services, is tasked with the oversight and administration of federal and state funded aid as well as student loan programs. Compliance with all federal and state mandates and regulations is managed through established processes and procedures performed by staff. The District has established a Financial Aid Loan Program as part of implementing the California Chancellor's Office Promise Program. All federal student loans have been placed in forbearance by the Federal Department of Education, as a result none are delinquent ([3D15-03](#)). A Financial Aid Handbook is available to inform and assist students with the financial aid process and funding available to them ([3D15-01](#)).

The District will take action if the federal government identifies deficiencies, which has not happened to date. Financial Aid and Fiscal Services monitors compliance with federal requirements for all revenue streams and assets. In addition, the program undergoes regular audits for compliance by an external auditing firm ([3D15-02](#)).

Analysis and Evaluation

Merced College ensures monitoring and management of student loan default rates through the oversight of the VPAS who oversees the Director of Financial Aid and Fiscal Services. The District uses regular audits of financial services to ensure compliance and fix deficiencies that arise in meeting federal requirements.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Merced College ensures that contractual agreements with external entities are consistent with the mission and goals of the institution. The District has established institutional policies that govern contractual agreements. In *BP/AP 6100, Delegation of Authority*, provides appropriate delegation of authority to enter into contracts and agreements for services equipment, materials and supplies to ensure contractual agreements contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations ([3D16-01](#), [3D16-02](#)). *BP/AP 6340, Bids and Contracts*, the District provides the process for consideration of bids and establishing contracts ([3D16-03](#), [3D16-04](#)). The submission and review of a contract routing form by the requesting person/department and a review conducted by the Director of Purchasing and Risk Management or VPAS who reviews contracts and agreements to ensure appropriate language is included to address compliance, legal, insurance, and expiration issues. Only the Superintendent/President and VPAS have authorization to enter contracts on behalf of the District.

Analysis and Evaluation

Merced College has established policies and procedures for the review and approval of contractual agreements through appropriate delegation of authority. Alignment with the institutional mission and goals occurs through the approval by the Superintendent/President or VP of Administrative Services. The approval process ensures that contracts made with external entities contain appropriate provision to maintain institutional integrity and quality.

Conclusions on Standard III.D: Fiscal Resources

The District has adopted fiscally sound policies and procedures, that incorporate Board oversight, implemented processes that involve shared governance participation and communication, and management planning and guidance to direct the sustainable use of the financial resources of the District and plan for the District's long-term financial health.

The practice of sound fiscal management is evidenced in the budget process aligned with the annual planning process to ensure active constituency participation throughout the budget development cycle. The District maintains reserves in excess of Board required reserve levels,

allowing the financial means necessary to meet future obligations. The District maintains a multi-year budget projection model to facilitate long-term financial planning.

The District meets the standard.

Improvement Plan(s)

None.

Evidence List

Standard 3D Evidence	
Description	Name/Link
District Approved Budget	3D1-01_DistrictApprovBudget
Budget Committee Training October 11, 2021	3D1-02_BdgtCmteTraining2021
Approved Budget Development Calendar	3D1-03_ApprovBdgtDvlpmtCal
Audited Financial Statements	3D1-04_AuditFinStatements
Adhoc Board Budget Committee Agenda March 1, 2021	3D1-05_BoardBdgtCommAgenda
Budget Committee Minutes form Budget Presentation October 1, 2020	3D1-06_BdgtCommMinsPresent
Board Approval of Budget Calendar December 10, 2019	3D1-07_BoardAprvlBdgtCalend
Integrated Planning Handbook 2021 Demonstrating Resource Allocation Process Pages 8-9	3D1-08_IntegrtdPlngHandbook
Participatory Governance Handbook-Budget Committee	3D1-09_PGhandbk_BdgtCmte
Assessment Report Including Resource Allocation	3D1-10_ResourceAllocation
Budget Committee Agenda-Sharing Resource Allocation	3D1-11_Bdgt_Agenda1-24-23
Master Planning Committee Agenda-Sharing Resource Allocation	3D1-12_IMPC_Agenda12-5-22
BP 6200 Budget Preparation	3D2-01_BP6200
BP 6250 Budget Management	3D2-02_BP6250
AP 6200 Budget Preparation	3D2-03_AP6200
AP 6250 Budget Management	3D2-04_AP6250
Educational Master Plan Goals 3 & 4	3D2-05_EduMasterPlanGoal3-4
Facilities Master Plan 2019	3D2-06_FacilMasterPlan2019
Technology Master Plan 2019-2024	3D2-07_TechMasterPlan19-24
Scheduled Maintenance Project Plan 2021-2022	3D2-08_SchedMaintPlan21-22
5-Year Capital Outlay Plan 2023-2027	3D2-09_5YRCapitalPlan23-27

Multi-Year Budget Projection	3D2-10_MultiYrBdgtProjectn
311Q Quarterly Report	3D2-11_311Q_Report
Annual Report	3D2-12_AnnualReport
Budget Committee Minutes for Budget Presentation September 8, 2021	3D2-13_BdgtCmteMins9-8-21
Budget Committee Report Out March 21, 2022	3D2-14_BdgtCmteReprtOut22
Forum Presentation	3D2-15_Forum10-10-19
Budget Development Calendar	3D2-16_BdgtDevlpCalendar
Fiscal Services Program Review 2020-2021	3D2-17_FisSvsPrgmReviw20-21
Resource Allocation Request Fiscal Services	3D2-18_ResourceAllocFisSvs
Approved Resource Allocations 2020-2021	3D2-19_AprvdResAlloc20-21
Budget Committee Membership 2021-2022	3D2-20_BdgtCmteMember21-22
BP 6200 Budget Preparation	3D3-01_BP6200
BP 6250 Budget Management	3D3-02_BP6250
AP 6200 Budget Preparation	3D3-03_AP6200
AP 6250 Budget Management	3D3-04_AP6250
Budget Development Calendar	3D3-05_BdgtDvlpCalendar
Board Approval of Budget Development Calendar	3D3-06_BoardAprvlBdgtDevCal
Budget Committee Membership	3D3-07_BdgtCmteMembership
Participatory Governance Handbook Budget Committee	3D3-08_PGHandbook
Board Adhoc Budget Committee Agenda	3D3-09_BoardAdhcBdgtCmteAd
Fiscal Services Program Review	3D3-10_FisSvsProgMReview
Resource Allocation Request	3D3-11_RescoursAllocRequest
Approved Resource Allocation	3D3-12_AprvResourceAlloc
Board Budget Presentation	3D3-13_BoardBdgtPresentatn
Budget update, Cabinet standing agenda item	3D3-14_CabAgenda6-26-23
311Q Quarterly Report	3D4-01_311Q_QuarterlyReport
JCI Project Presentation	3D4-02_JCI_ProjectPresentat
Approval JCI Phase 1 Agreement	3D4-03_Aprvl_JCI_Phse1Agmt
Foundation State of the College Event	3D4-04_FoundStateCollegEvnt
Downey Agreement	3D4-05_DowneyAgreement
Hospitality Career Academy	3D4-06_HosptCareerAcdmY
Hall of Fame Event	3D4-07_HallofFameEvent
EDA Grant Support	3D4-08_EDA_GrantSupport
Board Of Trustee Assumption Report	3D4-09_BoT_AssumptionRpt
Budget Committee Minutes September 8, 2021	3D4-10_BdgtComMins9-8-21
Budget Committee Assumption Report	3D4-11_BdgtComAssumption
Legislative Analyst's Office Report Articles	3D4-12_LAO_Rpt_Articles

School Services of California Community College Financial Projection Dartboard 23-24	3D4-13 SSC Rpt Articles
BP/AP 6300 Fiscal Management	3D5-01 BP AP 6300
Audited Financial Statements	3D5-02 AuditFinStatements
Budget Committee Membership	3D5-03 BdgtCmteMembership
Grant Process Narrative	3D5-04 GrantProcessNarrativ
Cash Receipts Narrative	3D5-05 CashReceiptNarrative
Board Agenda Item March 8, 2022	3D5-06 BoT Agenda3-8-22
Budget Presentation Campus Forum March 1, 2017	3D5-07 BdgtPresnForum17
Board Budget Adhoc Committee Agenda March 1, 2021	3D5-08 BoardBdgtCmteAdga21
AP 6300 Fiscal Management	3D5-09 AP6300
Quarterly Financial Status Report 311Q	3D5-10 QrtlyFinReport311Q
Audited Financial Statements	3D6-01 AuditFinanStatements
Annual Financial Report	3D6-02 AnnualFinanReport
Budget to Actual Review March 3, 2022	3D6-03 BdgtActualReview22
ASMPAC Agenda Review of Resource Allocation May 15, 2020	3D6-04 ASMPAC AgdaRA20
Board Minutes Approving Final Budget September 14, 2021	3D6-05 BoT Mins9-14-21
ASMPAC Minutes Review of Resource Allocation May 15, 2020	3D6-06 ASMPAC MinsRA20
Budget Committee Audit Report	3D6-07 BdgtCmteAuditRpt
Audit Report Pages 59-68	3D7-01 AuditReportPg59-68
2019-2020 Audit Report	3D7-02 AuditRpt19-20
Board Of Trustee Agenda February 9, 2021	3D7-03 BoT Agenda2-9-21
Purchasing Brochure	3D8-01 PurchasingBrochure
Requisition Authorization	3D8-02 RequisitionAuthoriza
Fiscal Services Program Review	3D8-03 FiscalSvsProgramRev
Audited Financial Statements	3D8-04 AuditFinStatements
BP 6200 Budget Preparation Policy	3D8-05 BP6200
BP 6330 Purchasing	3D8-06 BP6330
Budget Preparation Procedure AP6200	3D8-07 AP6200
AP 6330 Purchasing	3D8-08 AP6330
Cash Flow 2020-2021	3D9-01 CashFlow20-21
BP 6250-Budget Management	3D9-02 BP6250
311Q Report	3D9-03 311QReport
ASCIP	3D9-04 ASCIP
BP 6300-Fiscal Management	3D9-05 BP6300
AP 6250-Budget Management	3D9-06 AP6250
AP 6300-Fiscal Management	3D9-07 AP6300

School Excess Liability Fund	3D9-08_SELF
BP6320 Investments	3D10-01_BP6320
Categorical Expense Report March 30, 2022	3D10-02_CategExpReport
Audit Report	3D10-03_AuditReport
Financial Aid Handbook	3D10-04_FinanAidHandbook
AP6320 Investments	3D10-05_AP6320
BP 6250 Budget Management	3D11-01_BP6250
Final Budget 2021-2022	3D11-02_FinalBudget21-22
Multi-Year Model	3D11-03_MultiYearModel
Final Audit Report	3D11-04_FinalAudReport
Actuarial Study of Retiree Health Liabilities under GASB 74/75	3D11-05_GASB74-75
OPEB Excerpt from Audited Financial Statements	3D12-01_OPEB_AuditFinStmnts
Actuarial Report	3D12-02_ActuarialReport
Audit Report June 30, 2021	3D12-03_AuditReportJun21
Final Budget 2021-2022	3D12-04_FinalBdgt21-22
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AP 6300 - Fiscal Management	3D14-01_AP6300
BP 6300 - Fiscal Management	3D14-02_BP6300
MCCD 2021 Final Bond Report	3D14-03_MCCD21FinalBondRprt
MCCD 2021 Final Prop 39 Report	3D14-04_MCCD21FinalProp39
MCCD 2021 Final Audit Report	3D14-05_MCCD21FinalAudtRep
2019-2020 Bond Annual Report	3D14-06_19-20BondAnnualRept
Bond Oversight Committee Minutes May 24, 2021	3D14-07_BOCmteMins5-24-21
Foundation Account Expenditure Guidelines	3D14-08_FoundAcctExpGuide
Downey Donation agreement	3D14-09_DowneyDonationAgmt
F990 Report	3D14-10_F990Report
MCF Endowment Contract	3D14-11_MCF_EndwmntContract
Categorical Grant Expenditure Reports March 30, 2022	3D14-12_CtgrlGrantExpsRprt22
Audit Report Findings Page 65	3D14-13_AudtReportFndgsPg65
Financial Aid Handbook	3D15-01_FinanAidHandbook
MCCD 2020 Final Audit Report	3D15-02_MCCD_20FinAudtRprt
Loan Information March 2022	3D15-03_LoanInfoMarch22
Cohort Default Data and Risk Information	3D15-04_CohrtDefDatRiskInfo
BP 6100 Delegation of Authority	3D16-01_BP6100
AP 6100 Delegation of Authority	3D16-02_AP6100
BP 6340 Bids and Contracts	3D16-03_BP6340

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

Evidence of Meeting the Standard

Merced College leadership creates, fosters, supports, and encourages innovation leading to institutional excellence. In fact, over the past five-plus years, innovation has become one of our top priorities with the goal of creating and finding new and better ways to serve our students and community.

The Merced College Educational Master Plan (EMP) provides the foundation for long-range planning for the District with its five-year goals and objectives ([4A1-05](#)). The EMP is operationalized through the Strategic Implementation Plan (SIP) through objectives and tasks to accomplish the goals of the EMP ([4A1-08](#)). Goal one of the EMP is Enrollment Management and Success that is reflected by objective 1.3 “Design and develop innovative programs and expand educational programming to meet workforce needs” ([4A1-05](#)).

Originally, the EMP contained six goals but due to the pandemic and associated lessons, Goal 7 was developed and adopted to institutionalize new innovations and adopt of technology as a result of innovative changes due to the pandemic in order to serve students and the community. Goal 7 is to “Implement Innovative Practices Learned as a Result of the Pandemic” and was taken to the Board in November 2020 ([4A1-06](#)). The District has supported goals 6 and 7 through promotion of innovation in planning initiatives, new grant opportunities, and partnerships.

One of the major outcomes of this new goal was the establishment of a one-of-a-kind and state-of-the-art Innovation Center to serve as a laboratory for technological and pedagogical innovative practices. The Merced College Trident Innovation Center now serves faculty and

staff with opportunities to participate in “think tank” activities, build new video-based learning modules, meet and work collaboratively with instructional designers and colleagues, and participate in innovative workshops and professional development. Supported by the new Dean of Innovation, embedded faculty and staff, and senior leadership, the Innovation Center is the new hub to build a 21st century innovative community college.

In 2021 the District introduced an internal “Innovation Grant Challenge” to all staff, faculty, administrators, and students. Merced College leadership encouraged all segments of the campus community to propose projects through an open application process leading to the adoption of new and innovative ideas, provide new models of engaging the campus community, and/or projects designed to transform campus culture ([4A1-03](#)). Project examples included a new biotechnology lab, initiatives to advance zero textbook cost and OER adoption projects, and faculty inquiry groups ([4A1-10](#)). Selected for a pilot program by the California Community College Chancellor’s Office, the District is pursuing a competency-based education model for Child Development to provide innovative instruction for the local community ([4A1-07](#)).). Most recently, Merced College was the recipient of one of the largest federal EDA grants in the amount of \$27 million to lead a coalition of colleges to advance innovative workforce training programs for agriculture and food technology. This grant will include the development of a new Ag Innovation Center and certificates in ag food technology certificate through competency-based education curriculum ([4A1-11](#)). These are examples of the types of initiatives that the District promotes and supports for improving institutional outcomes and services.

The District supports administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving practices, programs, and services. Merced College has a well-established and very effective participatory governance structure established through *BP/AP 3700, Shared Governance*, and processes outlined in the Participatory Governance Handbook. The Handbook summarizes the participation of all constituency groups in planning and decision making ([4A1-01](#)). *AP 3700, Shared Governance*, delineates the roles of faculty, classified professionals, students, and administrators in the shared governance process and demonstrates how Merced College recognizes the importance of contributions from constituency groups in decision-making ([4A1-02](#)).

The District ensures that when ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure a multitude of perspectives, effective planning, and implementation. The District uses participative processes through the master planning committees and the other participatory governance committees to assure effective planning and implementation of institution wide processes. For example, in the development of the Equity Plan, the Equity Committee sought input from all areas of campus including the Student Success Master Planning Committee, Instructional Master Planning Committee, Academic Senate and the Educational Master Planning Committee. All

constituency groups are represented on the Master Planning Committees, including students. This is also true in other pre-planning processes. For example, Merced College has created a grant process that is open to all faculty and staff through a Laserfiche application and a support team for applicants ([4A1-04](#)). The grant process provides a participative process with key departments for effective planning and implementation.

Analysis and Evaluation

Merced College has established through the utilization of the Participatory Governance Handbook, a robust and effective governance structure to foster innovation for institutional improvement with participative processes ensuring effective planning and implementation. The Educational Master Planning process with input by all campus voices provides the framework for the ongoing improvement and growth of the institution. Administrators, faculty, staff, and students have a voice in improving practices, programs, and services through participatory governance committees, program review, the grant process, and institutional initiatives.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

Merced College has established policies and procedures authorizing administrator, faculty, and staff participation in decision-making processes. In *AP 3700, Shared Governance*, the District establishes the roles of each constituency group in the participatory governance process ([4A2-03](#)). The groups identified in the procedure include faculty, classified professionals, managers and administrators, and students ([4A2-03](#)).

Student participation occurs at the committee level, through student government and advocacy, and at the level of the BoT to provide students with a voice in decision-making at Merced College. As evident in *BP 2015, Student Member*, the District provides for the inclusion of a student member of the BoT ([4A2-04](#)). The election of the student member to the BoT from the Associated Student Body is provided in *BP 2105, Election of Student Members*. The responsibilities of the student member of the BoT to attend meetings and to “act in the best interest of the students, the College, and district as a whole”, are provided in *AP 2015, Student Member* ([4A2-05](#)).

The Merced College Participatory Governance Handbook (PGH) identifies the committee membership and operational guidelines for participatory governance committees ([4A2-02](#)). The participation of administrators, faculty, staff, and students in the establishment of policy, planning, and special projects occurs through the committee structure of the District. College Council is responsible for recommending to the Superintendent/President revisions or establishment of policies and procedures with input from all constituency groups.

The District's Integrated Planning Handbook identifies the integrated planning and program review cycle. Additionally, it identifies the responsibilities of each of the master planning committees and establishes a Planning Calendar that incorporates the responsibilities ([4A2-01](#)). The master planning committees have representation from administrators, faculty, staff, and students and all groups play a role in District planning as described in the PGH ([4A2-02](#)).

Analysis and Evaluation

Merced College has established policies and procedures providing for the participation of all constituency groups in decision-making processes. The District provides a structure where all constituency groups bring forward ideas and work together on establishing policy, institutional planning, and the development of special projects.

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

Evidence of Meeting the Standard

Merced College has established policy and procedures for administrators and faculty to have a substantive and clearly defined role in institutional governance. In *AP 3700, Shared Governance*, it demonstrates that Merced College recognizes the contributions of constituency leadership for promoting student success and continuous improvement of the institution ([4A3-01](#)). As discussed in Standard 4.A.2, the procedure delineates the roles of faculty, classified professionals, students and administrators in participatory governance.

Faculty have a defined role with primacy over curriculum development, educational program development, and program review evaluation, as outlined by *BP 2750, Consulting Collegially on Academic and Professional Matters* ([4A3-04](#)). The BP states that the Board of Trustees will come to mutual agreement with the Faculty Senate, now referred to as the Academic Senate of Merced College, in District governance structures as related to faculty roles and "processes for institutional planning and budget development" ([4A3-04](#)).

The District has established substantial input from administrators and faculty in establishing institutional policies and planning. The Participatory Governance Handbook (PGH) defines the committees, the governance structure, committee membership, member responsibilities, and the responsibilities of the committees including their reporting relationships. The Handbook provides clarity of roles and responsibilities of members and committees ([4A3-02](#)). Other important campus constituency group committees and organizations are also listed in the Handbook, such as the Academic Senate and the Curriculum Committee.

The Academic Senate represents the faculty of Merced College as outlined in *BP 2750, Consulting Collegially on Academic and Professional Matters*, and *AP 3700, Shared Governance* ([4A3-01](#), [4A3-04](#)). The Academic Senate Bylaws are reviewed annually by the Academic Senate and outline faculty participation in the Academic Senate, senate sub-

committees, and participatory governance. The bylaws authorize the Academic Senate President to represent the Academic Senate on College Council, Educational Master Planning Committee, the Budget Committee, and to District administration and the Board of Trustees (4A3-03). The Academic Senate includes representation from all faculty cohorts and encourages participation from administrators and students.

The development of the District's 5-Year Educational Master Plan (EMP) is an example of how the District leverages the expertise of administrators and faculty in their areas of responsibility to inform planning. The EMP provides the foundation for long-range planning at Merced College. The EMP Task Force, co-chaired by an Academic Senate appointed faculty, was comprised of representatives from faculty, management, classified staff, and the student body. The task force was responsible for steering the development of the EMP and serving as a conduit for input (4A3-05). The EMP is operationalized through the Strategic Implementation Plan (SIP) which is a collaborative effort between faculty, staff, and administration to identify the tasks needed to meet the goals and objectives of the EMP (4A3-06). The Educational Master Planning Committee provides oversight of the progress on the EMP through regular SIP updates (4A3-07).

Additionally, administrators, staff, and faculty exercise a substantial voice through the budget development process and participation on the Budget Committee, co-chaired by the Academic Senate President (4A3-08). The budget development process, as discussed in Standard 3D3, includes the resource allocation process that is derived from the program review process. Administrators are responsible for providing input into the budget development process through the fiscal management of their areas of responsibility. Administrators can submit budget augmentation requests based on program needs identified through program review or other identified needs. Faculty contribute to the budget development process through resource allocation requests made through program review. Both administrators and faculty have a substantial voice in the development of the budget through the previously discussed processes, through representation on master planning committees where the ranking of resource allocation requests takes place, and in the input provided at the Budget Committee (4A3-08, 4A3-09).

Analysis and Evaluation

Merced College has established through board policies and procedures the role of administrators and faculty in institutional governance. The PGH describes the structure that provides a substantial voice in institutional policy development and review, planning through the planning committees and program review, and in the budget development process. The membership of PGH committees ensures that administrators and faculty contribute the expertise from their areas of responsibility to institutional planning, budget development processes, and policy development.

- 4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard

Merced College ensures through policy, procedures, and well-defined structures that faculty and academic administrators are responsible for making recommendations about curriculum. *BP 2750, Consulting Collegially on Academic and Professional Matters*, outlines how the district develops policies on academic and professional matters by either relying primarily upon the faculty or through mutual agreement ([4A4-02](#)).

The Curriculum Committee (CC), a subcommittee of the Academic Senate, has primary responsibility for the approval of new and updated curriculum for Merced College courses and programs ([4A4-01](#)). The CC implements a collaborative process for reviewing curriculum in alignment with the philosophy and mission of the District. The CC has faculty representatives from all instructional and non-instructional areas. Administrators are included as voting members of the CC ([4A4-01](#)). *AP 4020, Program and Curriculum Development*, indicates that recommendations for changes, additions, or deletions to curriculum are developed by the Curriculum Committee, forwarded to the President through the Office of Instruction, and then to the Board of Trustees for approval ([4A4-03](#)). *AP 4020* outlines the responsibilities of the Curriculum Committee. The Curriculum Committee uses the California Community Colleges Chancellor's Office Program and Course Approval Handbook (PCAH) as a guidebook for program and course approval ([4A4-05](#), [4A4-06](#)).

The District provides procedures for the Program Establishment, Discontinuance and Modification process of programs *through AP 4021, Program Establishment, Discontinuance and Modification* ([4A4-04](#)). *AP 4021* provides a description of the roles and responsibilities of members of program investigation committees, the requirements for the use of both qualitative and quantitative indicators, and possible outcomes of program investigation. After recommendations are made, the Curriculum Committee either approves or disapproves the recommendation. Approved recommendations are then sent to the BoT ([4A4-07](#)). Program investigation committees determine the viability of the program in meeting student needs using both qualitative and quantitative data. Investigation committees engage in substantial dialog when deciding to establish, discontinue, or modify programs as evidence through the provided meeting minutes ([4A4-11](#), [4A4-12](#)). Examples of program investigations that have been completed are provided for the Theatre Arts Program, Mechanical Drafting Program, and the Architectural Drafting Program ([4A4-08](#), [4A4-09](#), [4A4-10](#)).

The District ensures that faculty and administrators are responsible for making recommendations about student learning programs and services through committees that provide input on services offered by the District and through the program review process. Administrators that oversee student learning programs and services are part of the program

review process and either participate in the completion of program reviews or sign-off and comment on program reviews in their areas of responsibility. Examples include the program reviews for the Student Success Program and the Library Program Review ([4A4-13](#), [4A4-14](#)).

Analysis and Evaluation

Merced College provides well-defined structures where faculty and academic administrators have responsibility for making recommendations about curriculum through *AP 4020, Program and Curriculum Development*, and the Curriculum Committee process for review and approval of the District curriculum. The District ensures that faculty and academic administrators have responsibility for recommendations about student learning programs and services through the participatory governance structure and program review.

- 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

Merced College, through its system of board and institutional governance, ensures the appropriate consideration of relevant perspectives. *AP 3700, Shared Governance*, delineates the roles of the various constituency groups including faculty, classified professionals, students, and administrators in providing input into the governance of the institution ([4A5-08](#)). The Participatory Governance Handbook asserts participatory roles in decision making for students, faculty, classified professionals, and administrators in the governance process. The handbook demonstrates how the committee structure utilizes relevant perspectives through representation from all constituency groups and the reporting relationship between the committees ([4A5-01](#)).

Merced College provides other opportunities to bring in relevant perspectives into decision-making and planning. Multiple campus wide forums are held each semester to discuss planning efforts at the District and other topics that impact the Institution ([4A5-03](#)). Other tools used to gain perspectives include surveys and “Coffee and Conversation with Cabinet”, “Coffee and Conversations with the President,” and other senior administrator informal gatherings ([4A5-04](#), [4A5-05](#)).

The District system of board and institutional governance also facilitates decision-making. The BoT maintains a standing agenda item for constituency reports. During this time the constituencies, including Academic Senate, Faculty Association, Classified Senate, Classified School Employee Association, Police Officer Association, the Leadership Team, and the Associated Students of Merced College inform the board of actions/programs/processes the individual constituency groups have taken and/or are working on ([4A5-02](#)). The Participatory Governance Handbook describes how the committees at the District utilize expertise to inform decision-making at the District through recommendations to the Superintendent/President and the BoT. The District has established, through *AP 3700, Shared Governance*, and *BP 2750*,

Consulting Collegially on Academic and Professional Matters, reliance on the faculty through the Academic Senate to maintain the District curriculum ([4A5-08](#), [4A5-12](#)). The Curriculum Committee facilitates that process with timelines and regular monthly meetings to ensure that timely action is taken on curricular change ([4A5-09](#)).

Merced College ensures through its governance structure that timely action is taken on institutional plans, policies, curricular change, and other key considerations. The District has established policies and procedures to provide for the regular update of institutional plans and policies. *BP/AP 2410, Policy and Administrative Procedure*, outlines the board policy and administrative procedure adoption processes and the cycle for review ([4A5-06](#)). The mission/charge of College Council is to provide information, facilitate communication, and solve problems related to participatory governance ([4A5-07](#)). *AP 3700, Shared Governance*, establishes the roles of the various constituency groups including faculty, classified professionals, students, and administrators within the governance structure ([4A5-08](#)). The Educational Master Plan (EMP) is Merced College's overarching plan, developed through a collaborative and participatory process and approved by the Board of Trustees in 2018 ([4A5-10](#)). The Strategic Implementation Plan (SIP) provides operational tasks tied to the goals and objectives of the EMP to facilitate the realization of the plan ([4A5-11](#)). Regular updates on the SIP are provided in the Educational Master Planning Committee ([4A5-13](#)). The District recently completed the development of the next 5-Year EMP, approved by the Board in June 2023, and will be working on the SIP to accompany this plan in fall 2023 ([4A5-14](#)).

Analysis and Evaluation

Merced College provides a system of board and institutional governance that is established through policies and procedures to provide appropriate consideration of relevant perspectives as demonstrated in the Participatory Governance Handbook. The structure of institutional governance ensures that decision-making is aligned with expertise and responsibility as is evidenced by the Curriculum Committee responsibility for program and curriculum development. The development of institutional plans utilizes the participatory governance structure and other campus-wide initiatives to include all relevant perspectives.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Merced College ensures processes for decision-making and resulting decisions are documented and broadly communicated. *BP 3700, Shared Governance*, delineates constituency roles in participatory governance ([4A6-05](#)). The Merced College's Participatory Governance Handbook documents the District's participatory governance committees, which serves to inform decision-making at the District ([4A6-06](#)). All agendas and minutes for participatory governance committees are posted publicly and available to all employees and the community.

The District holds regular campus forums to disseminate information ([4A6-01](#)). Communications across the institution are used to update the District community on decisions made by District leadership and the BoT ([4A6-02](#)). The Superintendent/President provides a weekly “Monday Morning Message” that includes information about a variety of topics impacting the California Community College System, local events, and initiatives via a District-wide email ([4A6-07](#)). Additionally, Merced College convocation programs provide an opportunity to keep the District community informed on projects, decisions, programs, and initiatives and occur prior to the start of the semester each fall ([4A6-03](#), [4A6-04](#)). Finally, the Superintendent/President, Cabinet, and the Vice Presidents all host “coffee and conversations” for informal updates and discussions throughout the year ([4A6-08](#)).

Analysis and Evaluation

Merced College documents and disseminates widely processes for decision-making and resulting decisions through the participatory governance committees, through campus forums, and institution wide communications.

- 7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

Merced College ensures that leadership roles and the institution’s governance policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness and inform improvement. Participatory Governance Committees at the District undergo an annual self-evaluation survey ([4A7-01](#), [4A7-02](#)). The survey asks the committee membership to evaluate their understanding of the charge, goals, effectiveness, and role of the committee within the District. Participatory Governance Committees review their charge, responsibilities, and goals of the committee annually using the annual evaluation to inform improvements ([4A7-04](#)). The Handbook explains the clearly defined channels in which the various committees provide input into District planning and decision-making ([4A7-05](#)). Policies and procedures of the District are evaluated on a regular schedule by College Council ([4A7-11](#), [4A7-07](#), [4A7-13](#)).

Merced College ensures that leadership roles are regularly evaluated to assure their integrity and effectiveness and communicates the results of the evaluations. In *AP 2435, Evaluation of the Superintendent/President*, the District has established the process for annual evaluation through a self-evaluation and evaluations by each trustee ([4A7-08](#)). The BoT undergoes a self-evaluation process to identify accomplishments and to establish goals ([4A7-09](#)). All administrators and managers are evaluated on a 2-year cycle by their immediate supervisor.

The District ensures that it widely communicates the results of evaluations of the governance policies, procedures, and processes and uses them as the basis for improvement. The Integrated Planning Handbook, which is reviewed and revised by the Educational Master Planning

Committee (EMPC) as needed, describes the purposes, scope and structure of the integrated planning process ([4A7-12](#)). The Handbook includes planning calendars for the master planning committees and include timelines for resource allocation submission and review. The Handbook also includes the Integrated Planning cycle and the Program Review Cycle (as shown below) ([4A7-06](#)). Evaluations of programs and services occur through program review and are posted in the Program Review Library ([4A7-10](#)). The annual participatory governance committee surveys are shared with the committee and shared in the agendas posted on BoardDocs and available for review by the District community and public ([4A7-03](#)).

Analysis and Evaluation

Merced College evaluates the institution’s governance and decision-making policies, procedures, and processes regularly to ensure integrity and effectiveness through annual evaluation of the participatory governance committees and through the charge of EMPC and College Council. The results of the evaluation of the participatory governance committees inform changes to the mission/charge of the committees and potentially policies, procedures, and processes. The Educational Master Planning Committee oversees the update of the Integrated Planning Handbook and College Council oversees the Participatory Governance Handbook to ensure improvements to processes are widely disseminated. The evaluation of the Superintendent/President, managers/administrators, and the BoT occurs regularly as scheduled.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

Merced College utilizes the expertise and knowledge of all members of the institution through defined structures outlined in the Participatory Governance Handbook and decision-making policies and procedures to continuously improve services to students. Through processes and practice, input from students, faculty, classified professional, and administrators encourages a culture of innovation with multiple avenues for participation, communication, and feedback through formal and informal channels. The decision-making process is documented, followed, and representative of the diverse voices of Merced College.

The District meets the standard.

Improvement Plan(s)

None.

Evidence List

Standard 4A Evidence	
Description	Name/Link
Participatory Governance Handbook	4A1-01_PG_Handbook
AP 3700 Shared Governance	4A1-02_AP3700
Innovation Grant Flier	4A1-03_InnovationGrantFlyer

Grant Approval Journey Website	4A1-04 GrantApproval Web
Educational Master Plan 2018-2023	4A1-05 EMP18-23
Board Of Trustees Agenda Nov 10, 2020	4A1-06 BoT Agenda11-10-20
Merced College CBE Approval Letter	4A1-07 MC CBE AprvlLetter
Strategic Implementation Plan (Objectives)	4A1-08 StrategicImplmntPlan
BP 3700 Shared Governance	4A1-09 BP3700
ZTC/OER Faculty Incentive Program	4A1-10 ZTC-OER Prgm
Ag Tech grant showing food tech certificate	4A1-11 AgTech_FoodTechCert
Integrated Planning Handbook	4A2-01 IntrgtPlangHandbook
Participatory Governance Handbook	4A2-02 PG Handbook
AP 3700 Shared Governance	4A2-03 AP3700
BP 2015 Student Member	4A2-04 BP2015
AP 2015 Student Member	4A2-05 AP2015
AP 3700 Shared Governance	4A3-01 AP3700
Participatory Governance Handbook	4A3-02 PG Handbook
Academic Senate Bylaws	4A3-03 AcdmSenateBylaws
BP 2750 Consulting Collegially on Academic and Professional Matters	4A3-04 BP2750
Educational Master Plan, Page 10	4A3-05 EMP Pg10
Educational Master Plan, Page 87	4A3-06 EMP Pg87
Educational Master Planning Committee Agenda February 17, 2022	4A3-07 EMPC Agenda2-17-22
Participatory Governance Handbook Budget Committee Page 27-28	4A3-08 PG HandbookPg27-29
Budget Development Calendar (pull from IID3-E5)	4A3-09 BdgtDvlpmtCalendar
Academic Senate Bylaws	4A4-01 AcdmcSenateBylaws
BP 2750 Consulting Collegially on Academic and Professional Matters	4A4-02 BP2750
AP 4020 Program and Curriculum Development	4A4-03 AP4020
AP 4021 Program Establishment, Discontinuance and Modification	4A4-04 AP4021
Program and Course Approval Handbook	4A4-05 PrgmCourseAprovalHB
eLumen Course Workflow	4A4-06_eLumenCourseWorkflow
Program Investigation of Theater Arts	4A4-07 PI TheaterArts
Theatre Arts Program Investigation Report	4A4-08 ThtrArtPrgmInvesRprt
Mechanical Drafting Program Investigation Report	4A4-09 MechPrgmInvesReport
Architectural Drafting Program Investigation Report	4A4-10 ArchDraPrgmInvesRprt
Drafting Investigation Meeting Minutes January 26, 2021	4A4-11 DraftngInvesMnsJan21
Drafting Investigation Meeting minutes March 29, 2021	4A4-12 DraftngInvesMnsMar21
Student Success Program Review (IIB3-E14)	4A4-13 StuSucc PR
Library Services Program Review (IIB3-E12)	4A4-14 LibrarySvcs_PR18-20

Participatory Governance Handbook	4A5-01 PG Handbook
Board Of Trustee Meeting Agenda February 8, 2022	4A5-02 BoT Agenda2-8-22
Campus Forum Schedule/Presentations	4A5-03 CampusForumSchedule
Professional Development Survey	4A5-04 ProfDevSurvey
Connecting with Campus	4A5-05 ConnectWithCampus
AP 2410 Policy and Administrative Procedure	4A5-06 AP2410
College Council Mission and Charge from Participatory Governance Handbook Page 19	4A5-07 PG HandbookPg19
AP 3700 Shared Governance	4A5-08 AP3700
AP 4020 Program and Curriculum Development	4A5-09 AP4020
Educational Master Plan	4A5-10 EducationMasterPlan
Strategic Implementation Plan	4A5-11 StrtgcImplementPlan
BP 2750 Consulting Collegially on Academic and Professional Matters	4A5-12 BP2750
SIP Update for Educational Master Planning Committee Minutes May 05, 2022	4A5-13 EMPC Mins5-5-22
Educational Master Plan 2023-2028	4A5-14 EMP2023-28
Campus Forums	4A6-01 CampusForums
Campus communication	4A6-02 CampusCommunication
Convocation Program 2020	4A6-03 ConvProgram20
Convocation Program 2021	4A6-04 ConvProgram21
BP 3700 Shared Governance	4A6-05 BP3700
Participatory Governance Handbook	4A6-06 PGHandbook
Monday Morning Message	4A6-07 MondayMorningMessage
Coffee and Conversations Fall 2022 Flyer	4A6-08 CoffeeConvos2022
Participatory Governance Survey	4A7-01 PG Survey
Participatory Survey Presentation at Budget Committee Meeting	4A7-02 ParticipatorySrvyPre
Administrative Services Master Planning Committee Survey Results	4A7-03 ASMPC SurveyResults
Student Services Master Planning Committee Agenda September 28, 2022	4A7-04 SSMPCagendaSep22
Participatory Governance Handbook	4A7-05 PGHandbook
Integrated Planning and Program Review Cycle in Integrated Planning Handbook	4A7-06 IPprgmRevCycleHBk
College Council Agenda April 07, 2022	4A7-07 CC Agenda4-7-22
AP 2435 Evaluation of the Superintendent/President	4A7-08 AP2435
AP 2745 Board Self-Evaluations	4A7-09 AP2745
Program Review Library	4A7-10 ProgramReviewLibrary
Participatory Governance Handbook Pages 19-20	4A7-11 PGHandbookPg19-20
Educational Master Planning Committee Agenda December 04, 2020	4A7-12 EMPC Agenda12-4-20

Board Policy/Administrative Procedure Review Schedule	4A7-13 BP AP ReviewSched
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B. Chief Executive Officer

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Evidence of Meeting the Standard

Merced College’s Chief Executive Officer (CEO) has primary responsibility for the quality of the institution. The Superintendent/President serves as the CEO and represents the Board of Trustees (BoT) in governance matters. In *BP 2430, Delegation and Authority to Superintendent/President*, the Board delegates to the Superintendent/President the responsibility for administering policies adopted by the board and executing all the decisions of the Board that require administrative action. The policy also states that the President ensures that all relevant laws and regulations are complied with in a timely fashion ([4B1-07](#)). *BP 6100, Delegation of Authority*, states the Board delegates authority to the Superintendent/President to supervise the general business procedures of the district; to assure proper administration of property and contracts; the budget, audit and accounting funds; acquisition of supplies; and the protection of assets and persons ([4B1-08](#)).

BP 7110, Delegation of Authority, establishes the authority of the Superintendent/President to authorize employment, facilitate communication, and solve problems related to participatory governance ([4B1-09](#)). The policy places responsibility on the Superintendent/President to facilitate the review of and proposed changes to District policies and procedures. The Superintendent/President utilizes recommendations from College Council to fulfill this responsibility for the BoT ([4B1-11](#)). *BP 3200, Accreditation*, asserts the Superintendent/President is responsible for ensuring the district complies with the accreditation process and standards of ACCJC ([4B1-13](#)).

The Superintendent/President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel. The Superintendent/President leads the District's collaborative and participatory efforts in developing and implementing the 5-Year Educational Master Plan (EMP). The 2018-2023 Educational Master Plan includes 8 goals: Enrollment Management and Student Success; Student Access; Resource Development and Allocation; Safety and Facilities Planning; Partnership; Institutional Effectiveness, Technology and Systems Design; Innovation; and DEI ([4B1-02](#)). The Strategic Implementation Plan (SIP) represents the operational tasks and activities to realize the attainment of the master plan. The Superintendent/President directed efforts for creating the 5-year operation plan for each of the EMP goals and objectives and the Facilities Master Plan (FMP) ([4B1-03](#)).

Merced College's Superintendent/President provides effective leadership in assessing institutional effectiveness. The Superintendent/President maintains regular meeting schedules with student leadership, classified professionals, and faculty leadership representatives. The Superintendent/President meets with all constituency leadership monthly for one-on-one meetings. The regular meetings with the leadership of the various constituency groups allow the Superintendent/President to provide leadership and to assess institutional effectiveness.

Analysis and Evaluation

The Superintendent/President of Merced College has primary responsibility for the quality of the institution through board policy. Effective leadership by the Superintendent/President has resulted in planning initiatives such as the EMP, SIP, and FMP that provide direction for the institution. The planning initiatives provide direction for the organizing, budgeting, selection and development of personnel, and the assessment of institutional effectiveness measured against the goals and objectives provided by institutional planning.

- 2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Evidence of Meeting the Standard

Merced College's CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purpose, size, and complexity. The Superintendent/President ensures the District's administrative structure is appropriate in size and complexity while supporting the work of the District and alignment to the mission ([4B2-01](#)). The District has a Cabinet that is comprised of the Vice President of Instruction, Vice President of Student Services, Vice President of District Administrative Services, Vice President of Human Resources, Vice President of External Relations/Executive Director of Merced College Foundation, and Vice President of Information Technology Services ([4B2-08](#)). Planning and evaluation of the administrative structure occurs through the Superintendent/President's annual goals and progress on the goals of the Educational Master Plan (EMP) that are monitored through the Strategic Implementation Plan (SIP) ([4B2-15](#), [4B2-16](#), [4B2-17](#)).

The Superintendent/President delegates authority to administrators and others consistent with their responsibilities, as appropriate. In *BP/AP 7110, Delegation of Authority*, delegates authority to the President or designee to authorize employment and perform other personnel actions ([4B2-06](#)). *BP 6100, Delegation of Authority*, delegates authority to the President to supervise the general business procedures of the district, including the preparation and management of the budget, oversight of fiscal management of the district, and authority to sign contracts for purchase, sale, lease or licensing of real and personal property ([4B2-05](#)). *BP 2430, Delegation and Authority to the Superintendent/President*, gives the Superintendent/President

responsibility for administering the policies adopted by the Board and executing all decisions of the BoT requiring administrative action. The policy also states that the President may delegate any powers and duties entrusted to him by the BoT ([4B2-04](#)).

Analysis and Evaluation

The Merced College Superintendent/President plans, oversees, and evaluates the administrative structure of the District through monitoring progress on the annual goals and progress on the EMP as monitored through progress on the SIP and reported annually to the Board of Trustees. The Superintendent/President delegates authority to appropriate administrators and managers as established through policies and procedures by the BoT.

- 3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
- **establishing a collegial process that sets values, goals, and priorities;**
 - **ensuring the college sets institutional performance standards for student achievement;**
 - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
 - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
 - **ensuring that the allocation of resources supports and improves learning and achievement;** and
 - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The Merced College Superintendent/President is invested with the responsibility by policies and procedures to guide institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals, and priorities. *BP 3700, Shared Governance*, establishes that the BoT will work with the President to ensure implementation of shared governance. The shared governance structure is explained in the Participatory Governance Handbook with the various committees, the mission/charge of each committee, membership, and the reporting structure that ensures recommendations are made to the Superintendent/President to contribute to decision-making at the District. Participatory governance committees at the District set goals and priorities annually, aligned with the EMP, and evaluate their performance ([4B3-17](#)). College Council, chaired by the Superintendent/President, provides information, facilitates communication, evaluates governance and administrative structures, and solves problems related to participatory governance ([4B3-01](#)). It also facilitates the review of established policies and procedures for the District. The Standing Accreditation Committee and Human Resources Council report to the College Council.

The Superintendent/President through policies and procedures guides the improvement of teaching and learning by ensuring the District sets institutional performance standards for student achievement. The Standing Accreditation Committee (SAC), a participatory

governance committee, recommends to the President institution set standards. The ACCJC annual report includes the Institutional Set Standards and is reviewed by the SAC and College Council before final approval by the BoT (4B3-05). The Superintendent/President assures standards for degree attainment are established via *BP 4025, Philosophy and Criteria for Associate Degrees and General Education*, and followed for courses used to meet general education and associate degree requirements (4B3-16).

The Superintendent/President facilitates the improvement of teaching and learning by ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions. *BP 3250, Institutional Planning*, states that the President will "ensure the District implements a broad based comprehensive, systematic and integrated system of planning that involves appropriate segments of the District community and is supported by institutional research" (4B3-20).

The Superintendent/President guides the development of the Educational Master Plan, which reviews and proposes any changes to the District's mission, goals, and priorities and guides the development of other plans in the District (4B3-07). Further, the Superintendent/President leads the District in using internal data metrics like retention, success, awards, transfer, and resource allocation as the basis for decision-making at Merced College. The current EMP used substantial institutional data to develop the goals outlined in the 5-year EMP. Institutional data, such as enrollment, transfer, financial aid, and student demographic data is reported out to the District and community through the Annual Report that summarizes the performance of the institution annually (4B3-08). Institutional data metrics are used in the development of all plans at the District (4B3-09, 4B3-10, 4B3-11, 4B3-14). Program level planning for instructional programs and departments providing services takes place through the program review cycle (page 6) (4B3-15). The program review process ties into resource allocation to support planning initiatives that support the improvement of teaching and learning (4B3-19).

The Superintendent/President ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning for institutional improvement. The Superintendent/President leads integrated planning through the master planning committee structure (4B3-12, 4B3-13). Each master planning committee is co-chaired by a member of the President's cabinet and a faculty or classified professional. The Integrated Planning Handbook describes the various aspects of the integrated planning processes, which includes the institutional goal development process, an explanation of the integrated planning cycle, and calendars for steps in the integrated planning process (4B3-15). The program review process feeds into the integrated planning process through the resource allocation requests that are made to support planning goals at the program and department levels.

The Superintendent/President ensures institutional improvement by establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the

institution. In consultation with EMPC, College Council evaluates the integrated planning process annually and recommends improvements to the process and changes to committee membership, charge, and mission as needed for institutional improvement ([4B3-02](#), [4B3-03](#)). Each participatory governance committee develops goals, aligned with the overall EMP and SIP, and evaluates their performance annually. The evaluations provide data to EMPC on the performance of the integrated planning process to inform institutional improvement ([4B3-02](#), [4B3-03](#)).

Analysis and Evaluation

Merced College, through the leadership and authority of the Superintendent/President, has established through policies and procedures an integrated planning process along with a participatory governance structure that supports the CEO in guiding institutional improvement through evaluation and planning cycles that inform institutional improvement. The Integrated Planning Handbook and Participatory Governance Handbook outline the structure and processes that are used to inform the development of plans where values, goals, and priorities are established. The institution-set standards, the EMP, and the other plans discussed previously are all outcomes of evaluation and planning that occurs with the guidance of the Superintendent/President.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

Merced College has established that the Superintendent/President has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. *BP/AP 3200, Accreditation*, outlines the process for producing the Institutional Self-Evaluation Report (ISER) and describes the appointment of the Accreditation Liaison Officer (ALO), the self-study chair and co-chair ([4B4-01](#)). Further, it tasks the Superintendent/President with ensuring that the district complies with the processes and standards established by ACCJC. The Standing Accreditation Committee (SAC) discusses accreditation processes and standards and makes recommendations to College Council, which is chaired by the Superintendent/President, to ensure compliance.

Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. The Vice President of Instruction serves as the ALO and chairs SAC, where representatives from each constituency meet to discuss accreditation processes such as the annual reports and ISER progress ([4B4-03](#)). The Dean of Institutional Effectiveness and the Office of Institutional Effectiveness staff support the ALO and SAC to compile accreditation reports and provide data needed for meeting compliance with accreditation processes and standards.

Analysis and Evaluation

The Superintendent/President of Merced College has the primary leadership role for accreditation and ensures that the institution meets or exceeds accreditation requirements, standards, and policies through *BP/AP 3200, Accreditation*. Further, the faculty, classified professionals, and administrative leaders also have responsibility for ensuring compliance with accreditation requirements through the leadership of the ALO and the participatory governance SAC with all the constituency groups. SAC provides recommendations to College Council and the Superintendent/President for complying with accreditation requirements and informing the development of the self-study.

- 5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

Evidence of Meeting the Standard

The Merced College Superintendent/President assures the implementation of statutes, regulations, and governing board policies by regular attendance and participation at Board of Trustees, College Council, and Cabinet meetings. *BP 2430, Delegation of Authority*, provides the Superintendent/President with the authority to administer policies adopted by the BoT and execute actions taken by the Board ([4B5-01](#)). The authority to conduct the general business of the District, and to assure the proper administration of property, contracts, and the budget is outlined in the *BP 6100, Delegation of Authority* ([4B5-02](#)). The BoT established the Superintendent/President's responsibility for fiscal management of the district in accordance with Title 5 through *BP 6300, Fiscal Management* ([4B5-04](#)). Recommendations for changes to policies or procedures and the establishment of new policies or procedures are recommended by master planning committees to College Council and forwarded to the BoT for consideration through the Superintendent/President ([4B5-05](#)). Alignment of district policies and procedures with statutes and regulations occurs regularly through a review cycle and the president ensures these policies and regulations are followed by delegating responsibility and compliance to the appropriate vice-president and/or division, as discussed in Standard 4.B.2.

The Superintendent/President meets monthly with constituency leadership in one-on-one meetings as well as at College Council to monitor alignment of institutional practices with the mission and policies of the institution with input from all constituency groups.

The Superintendent/President ensures effective control of the budget and expenditures, and that expenditures align with the District mission and comply with regulations and laws by reviewing budgets and expenditures regularly in cabinet with the vice presidents. The Budget Committee, co-chaired by the Vice President of Administrative Services (VPAS) and the Academic Senate President, is the primary governance body responsible for evaluating, developing, and recommending policies and procedures related to budget planning and disseminating information about all aspects of the District's finances ([4B5-06](#)). The Budget

Committee makes recommendations to the Superintendent/President regarding the District budget and finances including resource allocation priorities provided by each program review and ranked by the master planning committees. The President reviews the recommendations in light of the colleges mission, priorities and, resources. To ensure effective control of the District budget and expenditures and in accordance with California Education Code, Section 8040, an independent audit is conducted each fiscal year reviewing all funds, books, and accounts of the District. A copy of the audit report is provided to the BoT for review ([4B5-07](#), [4B5-08](#), [4B5-09](#)). *BP 6400, Audits*, states that there shall be an annual financial and compliance audit from an external organization of all funds, books, and accounts of the district ([4B5-10](#)).

Analysis and Evaluation

The Merced College Superintendent/President assures the implementation of statutes, regulations, and governing board policies through the vice presidents that oversee the operations of the institution and the administrators and managers of the departments and programs they supervise. The alignment of governing board policies with statutes and regulations occurs through review and establishment of appropriate policies and procedures through College Council. The Superintendent/President ensures that institutional practices are consistent with the mission and policies of the District through regular and ongoing monitoring with the executive team, leadership team, and constituency leadership. Effective control of the budget and expenditures is accomplished through supervision, oversight, and leadership of the VPAS along with input from the Budget Committee, recommendations from master planning committees, and the transparency and review provided by the annual audits.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Superintendent/President is actively engaged with the community and works and communicates effectively with the communities served by the institution. The Superintendent/President uses a variety of different methods for engaging and communicating with the community, including, but not limited to, the annual report, campus forums, stakeholder events and convenings, and institution wide messages. An Annual Report is produced every year to inform the District and community of the annual progress made by the College. Institutional data including enrollment, student demographics, degrees and certificates awarded, revenue and expenditures, transfer locations, and financial aid awarded are included in the annual report and demonstrate transparency to the community. The report also includes changes to the District from the previous year and highlights successes ([4B6-01](#), [4B6-02](#)). The report is posted on the District's website and distributed by mail to community members, businesses, and educational institutions.

The Superintendent/President uses regular District forums to provide updates, share information about the budget, and answer questions from the District community. The forums are open to the public and recordings are posted on the public website. Forum topics include

accreditation, strategic planning process, budget, and general campus updates ([4B6-03](#)). The Blue Devil's Advocate is a Merced College e-magazine about the District. The Superintendent/President shares the periodical with community leaders, alumni of the College, and the Blue Devil's Advocate is available publicly on the District's website ([4B6-07](#)).

The Superintendent/President works effectively with the communities served by the institution by fostering partnerships and relationships with other organizations that serve the communities in the service area. For example, the Superintendent/President serves on the Mercy Medical Center Hospital Community Board. As a member of the Board, he supports the vision, mission, and values of Dignity Health ([4B6-05](#)) and aligns educational programming to assist with the community's allied health workforce needs. Superintendent/President gives presentations to various community organizations including the Elks Club and the Rotary Club of Merced, providing information about what Merced College has to offer and building stronger partnerships in the community ([4B6-06](#)). The Superintendent/President is a member of the Merced County Workforce Development Board, which is a policy-making entity focused on educating and training local workers and supporting businesses in the community. Merced College, represented by the Superintendent/President, is a member of the Merced County Hispanic Chamber of Commerce and the Merced Chapter of NAACP ([4B6-09](#)). The Superintendent/President meets regularly with the Superintendents of Merced County High Schools and our other 4-year partners, including UC Merced and CSU Stanislaus, as well as with city and county leaders on a regular basis.

Analysis and Evaluation

Merced College's Superintendent/President demonstrates effective communication through the variety of methods used to update and inform the community about the institution. Working effectively with the communities served is demonstrated through the partnerships that the Superintendent/President maintains through participation with local boards, organizations, non-profits, and businesses in the communities served by the District.

Conclusions on Standard IV.B: Chief Executive Officer

The Merced College Superintendent/President seeks to fulfill the mission of the college with the use of effective leadership and communication in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Superintendent/President is responsible for the quality of the institution and assures the implementation and alignment with internal and external regulations and policies while also maintaining congruous institutional practices. The Superintendent/President delegates responsibilities to the appropriate members of Cabinet and the Leadership Team based on areas of oversight, responsibility, and position descriptions. Clear communication of decisions and sharing of important information to the campus and broader community are evidenced through publications, campus forums, community events, and emails.

The District meets the standard.

Improvement Plan(s)

None.

Evidence List

Standard 4B	
Description	Name/Link
2021-2022 President Annual Goals	4B1-01_21-22PresAnnualGoals
2018-2023 Educational Master Plan	4B1-02_EMP18-23
Strategic Implementation Plan	4B1-03_StrategicImplentPlan
Facilities Master Plan	4B1-04_FacilitesMasterPlan
Cabinet Agenda February 9, 2022	4B1-05_CabinetAgenda2-9-22
Cabinet Agenda April 13, 2022	4B1-06_CabinetAgenda4-13-22
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BP 7110 Delegation of Authority	4B1-09_BP7110
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BP 2430 Delegation and Authority to Superintendent/President	4B2-04_BP2430
BP 6100 Delegation of Authority	4B2-05_BP6100
BP 7110 Delegation of Authority	4B2-06_BP7110
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BP 2435 Evaluation of the Superintendent/President	4B5-11_BP2435
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2021 Annual Report	4B6-01_2021AnnualReport
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Rotary Presentation February 10, 2021	4B6-06_RotaryPresentation
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C. Governing Board

1. **The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

Evidence of Meeting the Standard

Merced College has a governing board with authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services. The Board of Trustees (BoT) webpage provides access to the policies and procedures, meeting agendas and minutes, goals, and information about the district ([4C1-01](#)). The responsibilities for the BoT are established through board policies coded in the 2000's. The Merced College BoT has a governance handbook describing protocols ([4C1-02](#)). AP 2410, *Policy and Administrative Procedure*, the BoT establishes the process for adoption of board policies and administrative procedures ([4C1-03](#)). The Superintendent/President acts on behalf of the BoT through implementation of policies and procedures to assure academic quality, integrity, and the effectiveness of programs and services. *BP 2750, Consulting Collegially on Academic and Professional Matters*, establishes the importance of participation in governance

by the faculty by directing that the District, "will operate according to the Provisions of Title V, in consulting collegially with Faculty Senate" ([4C1-07](#)).

The BoT addresses the academic quality, integrity and effectiveness of the student learning programs and services through many different policies which include:

BP 4020, Program and Curriculum Development ([4C1-08](#))

BP 4025, Philosophy and Criteria for Associate Degrees and General Education ([4C1-09](#))

BP 4100, Graduation Requirements for Degrees and Certificates ([4C1-10](#))

BP 4220, Standards of Scholarship ([4C1-11](#))

BP 4040, Library & Other Instructional Support ([4C1-04](#))

BP 5050, Student Success and Support Program ([4C1-05](#))

BP 5110, Counseling ([4C1-12](#))

BP 5120, Transfer Center ([4C1-13](#))

BP 5130, Financial Aid ([4C1-14](#))

BP 5140, Disabled Student Programs & Services ([4C1-16](#))

BP 5150, Extended Opportunity Programs & Services ([4C1-20](#))

The BoT has authority over and responsibility for policies to assure financial stability of the institution. The BoT requires an annual review of the finances of the District through annual audits by an external organization through *BP 6400, Audits* ([4C1-18](#)). The BoT has established policies to ensure financial stability of the institution, including:

BP 6200, Budget Preparation ([4C1-21](#))

BP 6250, Budget Management ([4C1-22](#))

BP 6300, Fiscal Management ([4C1-23](#))

BP 6307, Debt Issuance and Management ([4C1-24](#))

BP 6320, Investments ([4C1-25](#))

BP 6330, Purchasing ([4C1-26](#))

BP 6340, Bids and Contracts ([4C1-19](#))

BP 6400, Audits ([4C1-18](#))

BP 6500, Property Management ([4C1-17](#))

To communicate the fiscal stability of the District to the community the BoT requires the annual audits be published and presented at public meetings and submitted to the Chancellor's Office each year ([4C1-06](#)). Audits and budgets are shared with the District community at Budget Committee meetings, at District forums, and at meetings of the BoT ([4C1-15](#)). Finally, the Board has a Budget Sub-Committee that meets regularly with District administration to review the alignment of the budget with educational priorities and to ensure financial stability of the District.

Analysis and Evaluation

The Merced College Board of Trustees has policies that establish the BoT as the ultimate authority over academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. (ER 7)

- 2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

Evidence of Meeting the Standard

The Merced College Board of Trustees (BoT) acts as a collective entity and all board members act in support of the decision once it has been made. The Trustee Handbook details how the BoT should "take collective responsibility for the Board's Performance" and that the "authority rests with the Board as a whole and not with Individuals" ([4C2-01](#)). *BP 2715, Code of Ethic/Standard of Practice*, asserts members of the board are responsible for "exercising authority only as a board" and "basing decisions on all available facts in each situation and abiding by and upholding the final majority decision of the Board" ([4C2-02](#)).

Analysis and Evaluation

Merced College board policies establish responsibilities for the members of the BoT to act as a collective entity and require that when decisions are determined by the majority all members of the BoT act in support of the decisions. Past practices affirm these policies in action.

- 3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

Evidence of Meeting the Standard

The Merced College Board of Trustees adheres to a clearly defined policy for selecting and evaluation the Superintendent/President of the District through *BP 2431, CEO Selection*. The policy states the "Board shall select a Superintendent/President as provided by law" ([4C3-01](#)). The process for selection and appointment of the Superintendent/President is described in *AP 2431, CEO Selection* ([4C3-03](#)). The annual evaluation of the Superintendent/President is established in *BP 2435, Evaluation of the Superintendent/President*, with the process described with more detail in *AP 2435, Evaluation of the Superintendent/President* ([4C3-02](#), [4C3-04](#)).

Analysis and Evaluation

Merced College has clearly defined policies for the selection and evaluation of the Superintendent/President. The selection procedure requires that a committee be established to assist the BoT in the selection of the Superintendent/President and provides requirements for the composition of the committee which includes members from all the constituency groups. The procedure for evaluation of the Superintendent/President includes evaluation by the members of the BoT with a self-evaluation and written narrative by the Superintendent/President as well as review of goals from the previous year and supporting documentation. The District has fully complied with these policies and procedures as evident in

the selection of the current Superintendent/President in 2017 and the annual evaluations of the Superintendent/President conducted by the Board.

- 4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

Evidence of Meeting the Standard

The Merced College Board of Trustees practices its independence as a policy-making body and reflects the public interest as asserted in the application of the policies outlined in the Board of Trustees Governance Handbook. There are seven trustees which serve their specified areas and one overall student trustee. The BoT adheres to the protocols outlined in the Board of Trustees Governance Handbook regarding meetings as well as protocols for self-monitoring, site visits, board communication, and board members' role in the public ([4C4-01](#)). *BP 2200, Board Duties and Responsibilities*, outlines board duties and responsibilities ([4C4-02](#)). The Board of Trustees hold monthly meetings open to the public. The agenda provides opportunities for the public to comment on any item on or off the agenda. In addition, each Board member along with the Superintendent/President holds community listening sessions to allow for additional public input.

The Board of Trustees advocates for and defends the institution and protects it from undue influence or political pressure. As evident in *BP 2200, Board Duties and Responsibilities*, the BoT recognizes the responsibility to advocate and protect the District ([4C4-02](#)). To protect the institution from undue influence or political pressure *BP/AP 2710, Conflict of Interest*, establishes that the BoT and employees do not hold a financial interest in contracts with the institution and ensures they do not participate in incompatible activities ([4C4-03](#), [4C4-04](#)). *BP 2715, Code of Ethic/Standards of Practice*, outlines the responsibility of the BoT to maintain standards of ethical conduct. Included in the standards provided is the responsibility of, “preventing conflicts of interest and the perception of conflicts of interest” ([4C4-05](#)) (ER 7).

Analysis and Evaluation

The Merced College Board of Trustees is an independent, policy-making body with the responsibility for reflecting the public interest in the educational quality of the institution. The BoT advocates for and defends the institution as part of the responsibilities codified into the policy of the Institution. The BoT has established and follows policies on conflicts of interest and a code of ethics/standards of practice that ensures that the BoT protects the District from undue influence or political pressure.

- 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

Evidence of Meeting the Standard

The Merced College Board of Trustees (BoT) establishes policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them as outlined in *BP 2200, Board Duties and Responsibilities* ([4C5-01](#)). The BoT approves the College mission whereby all other Board decisions are measured. The mission then informs policies to ensure student success through equitable access, continuous quality improvement, and student achievement ([4C5-08](#)). These commitments become actions through the alignment of the Educational Master Planning goals and objectives, which are integrated with the mission of the District. The EMP and subsequent goals and objectives are reviewed by the Board annually as part of an extended Board Study Session with opportunities for Board Members to ask and address questions about the college's progress and ensure the goals and objectives are being met. Further, all agenda items for Board meetings are linked to EMP goals and objectives via Boardocs to ensure alignment and focus of District priorities.

The BoT has established requirements for institutional planning through *BP 3250, Institutional Planning*, to ensure the District has a system of planning that provides for the resources necessary to support the quality, integrity, and improvement of student learning programs and services ([4C5-11](#)). Additional institutional planning occurs through the development of plans such as the Facilities Master Plan (FMP), and Technology Master Plan (TMP), that the District uses to direct planning at the program and department level through the program review process. The Integrated Planning Handbook describes the broad-based comprehensive, systematic and integrated system of planning utilized by the District to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The diagram in the Handbook (p.6) provides a visual of the cycle and how the program review process feeds into resource allocation and institutional planning ([4C5-12](#)).

In *BP 2410, Policy and Administrative Procedure*, the BoT has established the process for evaluating policies and procedures ([4C5-02](#)). Evaluation of policies and procedures occurs annually by the full Board during regular board meetings. This helps to ensure that the Board maintains policies and procedures which are current, and consistent with quality education, integrity, and consistent with the mission.

The BoT follows the agreed upon handbook guidelines stating that the unity of purpose for the board is to keep the district focused on learning and achievement for all students, govern with board adopted policies and procedures, and ensure compliance for regulations, accreditation and other applicable policies ([4C5-07](#)). The Board follows adopted policies to ensure the quality and integrity, and improvement of student learning programs and services through the mission of the District, the development of courses and programs, by setting standards for degree attainment, and standards for scholarship. The BoT has ultimate responsibility for

educational quality through its responsibility to approve the mission of the District and through final approval of courses and programs. ([4C5-04](#), [4C5-08](#), [4C5-09](#)). The BoT regularly reviews academic matters and outcomes and receives regular updates from the Academic Senate, Office of Instruction, Student Services, and Administrative Services on matters of academics, student success, and the budget.

The BoT has ultimate responsibility for educational quality, legal matters, and financial integrity and stability of the institution. The Board is, “committed to fulfilling its responsibilities to”, “establish policies that define the institutional mission and set prudent, ethical and legal standards for District operations”, “monitor institutional performance and educational quality”, and “assure fiscal health and stability” as delineated in *BP 2200, Board Duties and Responsibilities* ([4C5-01](#)). The Board delegates authority to the Superintendent/President in *BP 2430, Delegation and Authority to Superintendent/President*, to execute and administer the policies adopted to act on behalf of the Board ([4C5-10](#)). The Superintendent/President is charged with ensuring, “all relevant laws and regulations are complied with and that required reports are submitted in timely fashion.” To establish the vision of the institution, develop policies, and assure accountability, the Superintendent/President updates the Board regularly in the oversight of educational quality, legal matters, and the financial affairs of the District through written reports, presentations, study sessions, information items, and other activities ([4C5-07](#)).

Analysis and Evaluation

The Merced College Board of Trustees has established policies to outline the responsibilities of the Board to ensure academic quality through approval of programs and courses. The responsibility to maintain the integrity and improvement of student learning programs and services is accomplished through the Integrated Planning Process established in policy. The Board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability monitored through regular reporting to the board and approvals of the District master plans (i.e. EMP, FMP, TMP), curriculum, approval of the budget, and approval of actions taken on behalf of the district.

6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Merced College publishes board policies that specify the size of the board, duties, responsibilities, structure, and operating procedures. The Board of Trustees Governing Handbook includes a purpose statement, board protocols pertaining to board meetings, board members’ role in the public, self-monitoring, board communication, and site visits ([4C6-01](#)). Published board policies aligned with this standard include the following:

Area of Policy	Board Policy
Board Size	<i>BP 2010, Board Membership</i> (4C6-02) <i>BP 2105, Election of Student Members</i> (4C6-05) <i>BP 2015, Student Members</i> (4C6-03) <i>BP 2100, Board Elections</i> (4C6-04) <i>BP/AP 2110, Vacancies on the Board</i> (4C6-06 , 4C6-07)
Board Duties and Responsibilities	<i>BP 2200, Board Duties and Responsibilities</i> (4C6-08)
Board Structure	<i>BP 2210, Officers</i> (4C6-09)
Board Operating Procedures	<i>BP 2310, Regular Meetings of the Board</i> , (4C6-10) <i>BP 2315, Closed Session</i> (4C6-11) <i>BP 2320, Special and Emergency Meetings</i> (4C6-12) <i>BP 2330, Quorum and Voting</i> (4C6-16) <i>BP 2430, Delegation of Authority to Superintendent/President</i> (4C6-13) <i>AP 2431, CEO Selection</i> (4C6-14) <i>AP 2435, Evaluation of the Superintendent/President</i> (4C6-15) <i>BP 2710, Conflict of Interest</i> (4C6-17) <i>BP 2715, Code of Ethic/Standards of Practice</i> (4C6-18)

Analysis and Evaluation

The Merced College Board of Trustees has established policies and procedures that specify the size, duties, responsibilities, structure, and operating procedures of the Board. All policies and procedures are available to the public on BoardDocs from the College website.

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

Evidence of Meeting the Standard

The Merced College Board of Trustees acts in a manner consistent with its policies and bylaws. *BP 2745, Board Self-Evaluations*, establishes the board’s commitment to assessing its own performance and to identifying areas that may need improvement ([4C7-02](#)). The self-evaluation provides an assessment of its effectiveness in fulfilling the District mission. The process for self-evaluation is outlined in *AP 2745, Board Self-Evaluations* ([4C7-03](#), [4C7-04](#)). As part of the self-evaluation the Board develops an evaluation tool and conducts the self-assessment bi-annually. The results of the self-evaluation are discussed and analyzed and bi-annual board goals are developed, tracked, and monitored.

The BoT regularly assesses its policies and procedures for their effectiveness in fulfilling the

District mission and updates and revises them regularly. The regular review of board policy is established in *BP 2410, Policy and Administrative Procedure*, and is coordinated through the Superintendent/President's Office ([4C7-01](#)). Board policies that have been reviewed through the master planning committees and constituency groups and then by College Council are forwarded by the Superintendent/President to the Board at regular meetings ([4C7-05](#)). The policy also provides for the posting of Board policies and procedures on the College website. Once the Board adopts a policy or procedure the Office of the President updates Boarddocs to reflect the current policy or procedure. The policy also states that policies and procedures are to be reviewed on a continuous cycle. The President's Office keeps a schedule for the review of policies and procedures based on the last instance of review ([4C7-06](#)).

Analysis and Evaluation

The Merced College Board of Trustees ensures that it acts in a manner consistent with its policies and bylaws through self-evaluation and processes administered by the Superintendent/President that facilitates adherence to established policies and procedures of the Board. The Board uses self-evaluation to determine effectiveness in fulfilling the District mission.

- 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

Evidence of Meeting the Standard

The Merced College Board of Trustees ensures the institution is accomplishing its goals for student success through regular reviews of key indicators of student learning and achievement through the following:

- Educational Master Plan ongoing monitoring and annual updates
- Annual Report
- Ongoing monitoring and review at Board meetings and workshops

Educational Master Plan. The District BoT regularly reviews institutional plans for improving academic quality at regular meetings of the Board. Merced College develops a five-year educational master planning document on a regular cycle. The Educational Master Plan (EMP) contains goals for student success with objectives for achieving the goals ([4C8-09](#)). The Strategic Implementation Plan (SIP) operationalizes the EMP by establishing tasks and activities developed to meet the goals and objectives of the EMP ([4C8-01](#)). The BoT regularly reviews the progress of the EMP through regular SIP updates to the Board ([4C8-02](#)). As previously mentioned, all agenda items for Board meetings are linked to EMP goals and objectives via Boardocs to ensure alignment and focus of District priorities.

Aligned with the EMP, Merced College has a Facilities Master Plan (FMP) that directs

planning for facilities and is designed to support student access and success reviewed at regular meetings of the Board ([4C8-03](#), [4C8-04](#)). Merced College also has a five-year Technology Master Plan (TMP) that prioritizes accessibility for all staff and students ([4C8-05](#)). The BoT approved the final draft of the TMP in June of 2019 ([4C8-06](#)). The Student Equity Plan (SEA Plan) for 2022-25 was developed to determine a series of goals and related activities to support students in overcoming barriers to academic success ([4C8-07](#)). The BoT reviewed and approved the 2022-25 SEA Plan in November 2022 ([4C8-08](#)). The Board reviews institutional plans to ensure the institution is accomplishing its goals for student success.

Annual Report. The Annual Report is shared with the Board and includes a summary of how the District is performing in accomplishing goals for student success and includes institutional data provided by the Office of Institutional Effectiveness that include key indicators of student learning ([4C8-10](#)). All accreditation reports are reviewed by the Board and include information on key indicators of student learning ([4C8-11](#)).

Ongoing Monitoring and Review. The Superintendent/President, in consultation with the Board President, ensures all presentations, information items, and action items are aligned with the goals and objectives of the EMP. This allows the Board to continually engage, monitor, review, and discuss goals for student success and key indicators of student learning and achievement and institutional plans for improving academic quality as a part of their regular and special meetings and board workshops.

Analysis and Evaluation

The Merced College Board of Trustees regularly engaged in presentations, discussions, and reviews reports that provide key indicators of student learning to ensure the institution is accomplishing goals for student success and achievement. The Board reviews all institutional plans for improving academic quality and student success to establish a climate in which educational goals are accomplished, to monitor institutional performance, and educational quality.

- 9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Evidence of Meeting the Standard

Ongoing training for board development, including new member orientation, has been a top priority for the District over the past seven years. *BP 2740, Board Education*, the Board establishes its commitment to ongoing development and to a trustee education program that includes new trustee orientation ([4C9-02](#), [4C9-10](#)). New board members engage in a robust onboarding and new member orientation provided by current trustees and district administration. The new orientation includes, but is not limited to, campus tours, information sessions with key administrators, faculty, classified professionals, trustee roles and responsibilities, and communication protocols. Additionally, both current and new board

members participate in ongoing orientation on a variety of topics related to effective trusteeship.

For ongoing trustee development board members are expected to attend at least one state or national conference at least every two years. Additionally, the policy requires the board to hold two retreats or workshops each year, which has been taking place consistently (4C9-09). The Board has conducted annual retreats consistently for the past seven year with “deep dives” into effective trusteeship, legislative issues, district updates and progress reports, innovations in community colleges, Brown Act Training, and more (4C9-11).

The Board of Trustees also participates in regular Board Workshops and Study Sessions in addition to their monthly meetings. Workshops include topics such as effective trusteeship, the review of student success data, Budget Overview, Diversity, Equity, and Inclusion (DEI) information, and Getting to know your team better activities (4C9-03, 4C9-04, 4C9-05). Study sessions include topics such as reviewing the Educational Master Plan (EMP), reports on service area high schools, review of the trustee handbook, and reviewing the District's mission, vision, and values (4C9-06, 4C9-07).

Finally, the BoT has a mechanism for providing continuity of board membership and staggered terms of office. *BP 2100, Board Elections*, outlines the election process for board members (4C9-01). The policy ensures each trustee shall serve a four-year term and that elections will be held every two years in even numbered years so that terms are staggered. Vacancies on the Board, provides a criterion for when provisional appointment to fill a vacancy is allowed and an election is required for filling a vacancy to provide continuity for the Board in the event of a vacancy (4C9-08).

Analysis and Evaluation

The Merced College Board of Trustees, through board policy, has a mechanism for providing ongoing training and new member orientation for Board development. The BoT has established a process for elections of Board members and filling vacancies on the Board to provide continuity of Board membership and includes staggered terms of office.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Merced College Board of Trustees has established through board policy a process for evaluation of the Board. *BP/AP 2745, Board Self-Evaluations*, establishes the commitment to assessing the Board’s performance (4C10-02) and the process for Board evaluation is outlined. The process is on a 2-year cycle with the evaluation occurring in the first year with results used

to identify goals in the second year of the cycle ([4C10-03](#)).

The Board of Trustees Governance Handbook also provides protocols for the evaluation of the Board that include using a workshop setting or other mutually agreed upon format to carry out the evaluation of the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness ([4C10-01](#)).

The BoT evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board regularly evaluates its practices and performance, including full participation in board trainings, and makes the results public. The steps in the Board evaluation process are reviewed at regular meetings of the Board to ensure transparency and commitment to the process ([4C10-05](#), [4C10-06](#), [4C10-07](#))

The results of the BoT evaluations are used to improve performance, academic quality, and institutional effectiveness through the development of Board goals. The results of the board self-evaluation are conducted, and the goals developed from the results of the self-evaluation are presented on even years ([4C10-08](#)). The Board goals are posted on the BoT Goals webpage linked to the Board webpage using the navigation panel ([4C10-09](#)).

Analysis and Evaluation

Merced College Board of Trustees follow the established policy that provides an ongoing process of self-evaluation to self-assess the effectiveness of the Board. The evaluation cycle is a 2-year cycle that evaluates the practices and performance of the Board in promoting and sustaining academic quality and institutional effectiveness as outlined in the Board duties and responsibilities. The goal development is designed to improve Board performance, academic quality, and institutional effectiveness as expressed in the duties and responsibilities of the Board.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Merced College Board of Trustees upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The Board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. *BP 2715, Code of Ethics/Standards of Practice*, establishes guidelines for ethical conduct for the Board ([4C11-02](#)). The policy also contains a Censure Policy that states that Board members will be prepared to investigate the factual basis behind any charge or complaint of Board member misconduct. The policy outlines the process for investigating misconduct including the formation of an ad

hoc committee composed of two board members.

In *BP 2720, Communications Among Board Members*, the policy prohibits communication among Board members that results in collective concurrence regarding items that are within the subject matter jurisdiction of the Board, such decisions are reserved for Board meetings that adhere to open meeting laws as explained in the BoT Governance Handbook ([4C11-03](#), [4C11-04](#)). In *BP 2715, Code of Ethic/Standards of Practice*, the Board members are responsible for, “ensuring public input into board deliberations, adhering to the law and spirit of the open meeting laws and regulations” ([4C11-02](#)).

Merced College Board of Trustees follow its established policy that ensures that board members have no employment, ownership, or other personal financial interest in the institution. Most of the Board do not have family members currently employed by the institution. *BP 2710, Conflict of Interest*, provides that Board members, "shall not be financially interested in any contract made by them in their official capacity, or in any body or board they are members". The policy also indicates that a Board member shall disclose their interest in any contract considered by the Board during a meeting and have the disclosure noted in the official minutes of the meeting ([4C11-01](#)). The policy also requires the Board members to file statements of economic interest with the filing officer.

The District ensures that Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. In *BP 2715, Code of Ethics/Standards of Practice*, confirms the Board’s commitment to maintain standards of practice that include, “preventing conflicts of interest and the perception of conflicts of interest “, and “acting only in the best interests of the District, community, and district, and being aware of their responsibility to all citizens of the District” ([4C11-02](#)). To ensure that Board members disclose potential conflicts of interest, including financial interests in decisions, Board members are required to file statements of economic interest with the filing officer as explained in *BP 2710, Conflict of Interest* ([4C11-01](#)).

Analysis and Evaluation

The Merced College Board of Trustees has established a board policy that provides expectations of Board members through a code of ethics, a policy on conflicts of interest, and an administrative procedure on conflicts of interest. The policy that provides the code of ethics includes a Censure Policy to address behavior that violates the code of ethics and standards of practice. The policy on conflicts of interest addresses the requirement that Board members not be employees of the District and have no ownership or personal financial interest in the institution. The duties and responsibilities of the Board that have been established in board policy ensure that the Board acts in the best interests of the institution to monitor academic quality and assure the fiscal health and stability of the institution. (ER 7)

- 12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

Evidence of Meeting the Standard

The Merced College Board of Trustees delegates full responsibility and authority to the Superintendent/President to implement and administer board policies without board interference and holds the Superintendent/President accountable for the operation of the District. As established in *BP 2430, Delegation and Authority to Superintendent/President*, “the Board delegates the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action” (4C12-02). The policy also specifies that, “the Superintendent/President may delegate any powers and duties entrusted to him or her by the Board, including the administration of Districts and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties” (4C12-02). The policy holds the Superintendent/President accountable for the operations of the district. *BP 2200, Board Duties and Responsibilities*, includes as a responsibility of the Board to, "delegate power and authority to the chief executive officer to effectively lead the district" (4C12-01). The specification of delegating power and authority that is included in the Board duties and responsibilities gives directions to Board members to not interfere with the implementation and administration of Board policies. The accountability of the Superintendent/President is implemented through *BP 2435, Evaluation of the Superintendent/President*, that requires the evaluation of the Superintendent/President be based on board policy with performance goals and objectives that are developed in alignment with *BP 2430, Delegation and Authority to Superintendent/President* (4C12-03).

Analysis and Evaluation

The Merced College Board of Trustees delegates full responsibility and authority to the Superintendent/President through board policies. Through Board policy the responsibilities of the Board include delegation of power and authority to the Superintendent/President to ensure the Board does not interfere with implementation and administration of policies and procedures in the district. The Board holds the Superintendent/President accountable for district operations through annual evaluation of the President.

- 13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

Evidence of Meeting the Standard

The Merced College Board of Trustees is informed about Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the District’s accredited status, and supports through policy the District’s efforts to improve and excel. The

Board is informed about all aspects of the accreditation process, including requirements, standards, commission policies, and the accreditation status of the institution through presentations at regular meetings of the Board, workshops, and study sessions ([4C13-01](#), [4C13-02](#), [4C13-03](#)). The BoT reviews and/or approves reports to the ACCJC including the ISER, follow up reports, and midterm reports ([4C13-04](#), [4C13-05](#), [4C13-06](#), [4C13-07](#)). All outcomes of the accreditation process including ACCJC External Evaluation Team exit reports and reaffirmation of letters are reviewed by the Board ([4C13-05](#), [4C13-08](#), [4C13-09](#), [4C13-10](#)).

The Board has established policy to ensure the Superintendent/President keeps the Board informed of actions taken regarding the accreditation process. *BP 3200, Accreditation*, states that the Superintendent/President ensures that the board is involved in the accrediting process and that the board will be provided with accreditation reports and any actions taken or to be taken in response to recommendations in an accreditation report ([4C13-11](#)). In *AP 3200, Accreditation*, the Board implements that accreditation reports will be provided to the BoT sufficient time for review prior to approval prior to submission to the accrediting agency on behalf of the District ([4C13-12](#)). The composition of the Steering Committee charged with contributing to the Institutional Self-Evaluation Report (ISER) is provided in *AP 3200* along with a timeline for the start of the ISER development process and completion of the drafted ISER for approval by the BoT ([4C13-15](#)).

The Board supports the District's efforts to improve and excel through board policy to support the continuous improvement of the institution through the accreditation process with, "active, district-wide involvement of administrators, faculty, classified staff, and students as required by state law, Board Policy and Administrative Regulations" ([4C13-12](#)). The Board participates in evaluation of governing board roles and functions in the accreditation process through the regular review of Board policies and procedures established in *BP/AP 2410, Policy and Administrative Procedure* ([4C13-13](#), [4C13-14](#)).

Analysis and Evaluation

The Merced College Board of Trustees, through board policy and administrative procedure, is informed of and participates in accreditation processes through the review and/or approval of all accreditation reports and communications from ACCJC. The Board engages in updates and training on accreditation requirements, standards, and policies at board meetings, workshops, and study sessions. The Board engages in a thorough review of the Institutional Self-Evaluation Report (ISER) prior to submission to ACCJC.

Conclusions on Standard IV.C: Governing Board

The Merced Community College District Board of Trustees approves policies to ensure academic quality, integrity and effectiveness for student learning which align to the mission of the institution and can be summarized in the motto "Students are our focus and we are known by their success." The BoT regularly reviews the Educational Master Plan (EMP) and

subsequent Strategic Goals and Objectives which align directly to the board approved mission. It is through this strategic planning mechanism by which the board monitors the improvement of the institution for academic quality, integrity, and effectiveness of the student learning programs and services. The BoT regularly reviews additional institutional planning documents such as the Facilities Master Plan, Technology Master Plan, and Equity Plan.

The BoT maintains the financial stability of the district by adhering to the approved budget policies and procedures and the regular meeting of the Budget Adhoc Subcommittee. These financial policies ensure effective operation of the district and alignment with student learning needs.

The Board of Trustees has authorized the Superintendent/President to implement the mission and vision of the BoT and delegate responsibility to the appropriate division for the successful operation of Merced College.

The Board is transparent and conducts business with integrity as outlined in their Board of Trustees Handbook. They allow for open dialog and discussion and seek feedback and input for both campus and community constituency groups whether during open board meetings or within the community roundtables but always in alignment with board policies and Brown Act requirements.

The BoT undergoes an annual process of self-evaluation as individual board members and as a collective whole. The BoT is committed to business practices which prevent undue influence and conflicts of interest and adheres to the board policies and procedures in a consistent manner.

The District meets the standard.

Improvement Plan(s)

None.

Evidence List

Standard 4C	
Description	Name/Link
Board of Trustees Webpage	4C1-01_BoT_Webpage
Board of Trustees Handbook	4C1-02_BoT_Handbook
AP 2410 Policy and Administrative Procedure	4C1-03_AP2410
AP 4040 Library & Other Instructional Support	4C1-04_AP4040
BP 5050 Student Success and Support Program	4C1-05_BP5050
AP 6400 Audits	4C1-06_AP6400
BP 2750 Consulting Collegially on Academic and Professional Matters	4C1-07_BP2750

BP 4020 Program and Curriculum Development	4C1-08 BP4020
BP 4025 Philosophy and Criteria for Associate Degrees and General Education	4C1-09 BP4025
BP 4100 Graduation Requirements for Degrees and Certificates	4C1-10 BP4100
BP 4220 Standards of Scholarship	4C1-11 BP4220
BP 5110 Counseling	4C1-12 BP5110
BP 5120 Transfer Center	4C1-13 BP5120
BP 5130 Financial Aid	4C1-14 BP5130
Audit Budget Presentation	4C1-15 BdgCmteAuditPresent
BP 5140, Disabled Student Programs & Services	4C1-16 BP5140
BP 6500, Property Management	4C1-17 BP6500
BP 6400, Audits	4C1-18 BP6400
BP 6340, Bids and Contracts	4C1-19 BP6340
BP 5150, Extended Opportunity Programs & Services	4C1-20 BP5150
BP 6200, Budget Preparation	4C1-21 BP6200
BP 6250, Budget Management	4C1-22 BP6250
BP 6300, Fiscal Management	4C1-23 BP6300
BP 6307, Debt Issuance and Management	4C1-24 BP6307
BP 6320, Investments	4C1-25 BP6320
BP 6330, Purchasing	4C1-26 BP6330
Board of Trustees Handbook	4C2-01 BoT Handbook
BP 2715 Conflict of Interest	4C2-02 BP2715
BP 2431 Evaluation of the Superintendent/President	4C3-01 BP2431
BP 2435 Evaluation of the Superintendent/President	4C3-02 BP2435
AP 2431 CEO Selection	4C3-03 AP2431
AP 2435 Evaluation of the Superintendent/President	4C3-04 AP2435
Board of Trustees Handbook	4C4-01 BoT Handbook
BP 2200 Board Duties and Responsibilities	4C4-02 BP2200
BP 2710 Conflict of Interest	4C4-03 BP2710
AP 2710 Conflict of Interest	4C4-04 AP2710
BP 2715 Code of Ethic/Standards of Practice	4C4-05 BP2715
BP 2200 Board Duties and Responsibilities	4C5-01 BP2200
BP 2410 Policy and Administrative Procedure	4C5-02 BP 2410
BP 2750 Consulting Collegially on Academic and Professional Matters	4C5-03 BP2750
BP 4020 Program and Curriculum Development	4C5-04 BP4020
BP 5300 Student Equity	4C5-05 BP5300

AP 5300 Student Equity	4C5-06 AP5300
Board of Trustees Handbook	4C5-07 BoT Handbook
BP 1200 Mission	4C5-08 BP1200
BP 4025 Philosophy and Criteria for Associate Degrees and General Education	4C5-09 BP4025
BP 2430 Delegation and Authority to Superintendent/President	4C5-10 BP2430
BP 3250 Institutional Planning	4C5-11 BP3250
Integrated Planning Handbook	4C5-12 IntegratedPlanHndbk
Board of Trustees Governing Handbook	4C6-01 BoT GovernHandbook
BP 2010 Board Membership	4C6-02 BP2010
BP 2015 Student Member	4C6-03 BP2015
BP 2100 Board Elections	4C6-04 BP2100
BP 2105 Election of Student Members	4C6-05 BP2105
BP 2110 Vacancies on the Board	4C6-06 BP2110
AP 2110 Vacancies on the Board	4C6-07 AP2110
BP 2200 Board Duties and Responsibilities	4C6-08 BP2200
BP 2210 Officers	4C6-09 BP2210
BP 2310 Regular Meetings of the Board	4C6-10 BP2310
BP 2315 Closed Sessions	4C6-11 BP2315
BP 2320 Special and Emergency Meetings	4C6-12 BP2320
BP 2430 Delegation and Authority to Superintendent/President	4C6-13 BP2430
AP 2431 CEO Selection	4C6-14 AP2431
AP 2435 Evaluation of the Superintendent/President	4C6-15 AP2435
BP 2330 Quorum and Voting	4C6-16 BP2330
BP 2710 Conflict of Interest	4C6-17 BP2710
BP 2715 Code of Ethic/Standards of Practice	4C6-18 BP2715
BP 2410 Policy and Administrative Procedure	4C7-01 BP2410
BP 2745 Board Self-Evaluations	4C7-02 BP2745
AP 2745 Board Self-Evaluations	4C7-03 AP2745
Board Self Evaluation Tool	4C7-04 BoardSelfEvalTool
Board of Trustees Agenda October 13, 2020	4C7-05 BoT Agenda10-13-20
Policy tracking grid	4C7-06 PolicyProcTrek
Strategic Implementation Plan	4C8-01 SIP
Board of Trustees Agenda October 12, 2021	4C8-02 BoT Agenda10-12-21
Facilities Master Plan	4C8-03 FMP
Board of Trustees Agenda April 9, 2019	4C8-04 BoT Agenda4-9-19
Technology Master Plan	4C8-05 TMP

Board of Trustees Minutes June 11, 2019	4C8-06 BoT Mins6-11-19
SEA Plan	4C8-07 SEA Plan
Board of Trustees Agenda November 8, 2022	4C8-08 BoT Agenda11-8-22
Educational Master Plan (Pg. 87-90)	4C8-09 EMP Pg87-90
ACCJC Annual Report	4C8-10 AnnualReport
ACCJC Midterm Report, Board of Trustees Agenda March 9, 2021	4C8-11 BoT Agenda3-9-21
BP 2100 Board Elections	4C9-01 BP2100
BP 2740 Board Education	4C9-02 BP2740
Board of Trustees Agenda February 10, 2020	4C9-03 BoT WkshpAgda2-10-20
Board of Trustees Agenda July 14, 2020	4C9-04 BoT WkshpAgda7-14-20
Board of Trustees Agenda April 19, 2021	4C9-05 BoT WkshpAgda4-19-21
Board of Trustees Agenda October 12, 2021	4C9-06 BoT Agenda10-12-21
Board of Trustees Agenda May 9, 2022	4C9-07 BoT Agenda5-9-22
BP 2110 Vacancies on the Board	4C9-08 BP2110
Board of Trustees Agenda May 10, 2022	4C9-09 BoT Agenda5-10-22
Board of Trustees Orientation Binder	4C9-10 BoT Orient
Board of Trustees Retreat Agenda May 8, 2023	4C9-11 BoT Agenda5-8-23
Board of Trustees Governance Handbook	4C10-01 BoT GovrnHandbook
BP 2745 Board Self-Evaluations	4C10-02 BP2745
AP 2745 Board Self-Evaluations	4C10-03 AP2745
Board of Trustees Agenda August 9, 2022	4C10-04 BoT Agenda8-9-22
Board of Trustees Self-Evaluation Tool	4C10-05 BoT SelfEvalTool
Board of Trustees Agenda November 13, 2018	4C10-06 BoT Agenda11-13-18
Board of Trustees Self-Evaluation Results 2020	4C10-07 2020BoT SelfEvalRes
Board of Trustees Agenda November 10, 2020	4C10-08 BoT Agenda11-10-20
Board of Trustees Goals	4C10-09 BoT Goals
BP 2710 Conflict of Interest	4C11-01 BP2710
BP 2715 Code of Ethic/Standards of Practice	4C11-02 BP2715
BP 2720 Communications Among Board Members	4C11-03 BP2720
Board of Trustees Governance Handbook	4C11-04 BoT GovHandbook
BP 2200 Board Duties and Responsibilities	4C12-01 BP2200
BP 2430 Agendas	4C12-02 BP2430
BP 2435 Evaluation of the Superintendent/President	4C12-03 BP2435
Board of Trustees Agenda November 12, 2015	4C13-01 BoT Agenda11-12-15
Board of Trustees Agenda January 12, 2016	4C13-02 BoT Agenda1-12-16
Board of Trustees Agenda October 11, 2022	4C13-03 BoT Agenda10-11-22
Board of Trustees Agenda December 13, 2016	4C13-04 BoT Agenda12-13-16
Board of Trustees Agenda March 14, 2017	4C13-05 BoT Agenda3-14-17
Board of Trustees Agenda September 11, 2018	4C13-06 BoT Agenda9-11-18

Board of Trustees Agenda March 9, 2021	4C13-07 BoT Agenda3-9-21
Board of Trustees Agenda June 6, 2017	4C13-08 BoT Agenda6-6-17
Board of Trustees Agenda July 11, 2017	4C13-09 BoT Agenda7-11-17
Board of Trustees Agenda February 12, 2019	4C13-10 BoT Agenda2-12-19
BP 3200 Accreditation	4C13-11 BP3200
AP 3200 Accreditation	4C13-12 AP3200
BP 2410 Policy and Administrative Procedure	4C13-13 BP2410
AP 2410 Policy and Administrative Procedure	4C13-14 AP2410
Board of Trustees review of accreditation drafts	4C13-15 BoT ISER

D. Multi-College Districts or Systems – Not applicable

- 1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**
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H. Quality Focus Essay

Introduction and Rationale

Merced College's Data Equity Coaching Program is a cohort-based professional development experience designed to build the capacity of the institution to examine data to inform meaningful change in the student experience and their outcomes. The Program is designed around the meta-major or "Schools of..." organization of the institution into Success Teams to directly impact the student experience. Specifically, the program seeks to develop practitioners' data literacy and inquiry skills to inform pedagogy, the design of classroom activities, and outside classroom activities which address racial equity gaps in student achievement. The District has identified populations of focus with demonstrated equity gaps through institutional data and has developed a Student Equity Plan to take steps in bridging the gaps. Unless alterations are made in the classroom and in teaching practices, however, change will not be as impactful across the institution.

Merced College has determined that to support the planning around student equity, building a culture of equity-mindedness and a practice of having conversations about equity supported by the examination of student data is needed to achieve the identified goals. The sub goals of the data coaching program include:

- Embed equity-mindedness into and expand Merced College's data culture;
- Bridge the gap between student services and instruction and create shared accountability in addressing equity gaps in the experiences and outcomes for Latin/x/Hispanic and first-generation students, the minoritized groups who are most disproportionately impacted on the campus;
- Build trust and community among equity practitioners and create more intentional spaces for courageous conversations about race and social justice

The program will achieve these goals through a focus on both the technical and relational elements of data analyses and sense-making activities.

Anticipated Impact on Student Learning and Achievement

Merced College anticipates that progress will be made in closing equity gaps for our populations of focus who have been identified to be experiencing a disproportionate impact on student achievement. The two groups cited in the Student Equity Plan 2022-2025 as the populations of focus include Hispanic/Latino Students and First-Generation Students. The District has plans to increase successful enrollment, completion of transfer level math and English, persistence from first primary term to secondary term, transfer, and completion for students in our populations of focus. The target is a 3% to 4% increase in student achievement in the afore-mentioned outcome categories.

Outcome Measures

Phase 1: Establishing Intra- and Inter-Personal Bonds

- Move community from pseudo-community to true community
- Clarify individual commitment to participating in program
- Become acquainted with the overarching vision of the program and align personal “whys” to program goals

Phase 2: Fundamentals

- Learn how to define and more deeply understand the key terms and concepts critical to analyzing and understanding racial equity

Phase 3: Wrestle with Data

- Compile and analyze equity data using a race-conscious lens
- Engage in the inquiry process to identify areas needing more investigation and enhance the actionability of the evidence

Phase 4: Prepare for Cultural Shift

- Practice for common data conversations that occur because of examining equity data
- Identify the process for a sustainable data coaching program beyond the initial cohort and integrated into Success Teams

Project Action Plan

The first program cohort will include 13 instructional faculty, one instructional dean, the Dean of Institutional Effectiveness, and the Dean of Student Equity & Success. The program Steering Committee, responsible for program coordination and planning, will consist of the 1 instructional dean, the Dean of Institutional Effectiveness, the Dean of Student Equity & Success, and the Vice President of Instruction.

Activity	Responsible Party	Resources Required	Timeline
Orientation/Learning Sessions The data coaches will gather three times throughout the spring semester to receive technical training and engage in facilitated discussions	Karissa Morehouse, VPI Dee Sigismond, Dean of Institutional Effectiveness Faculty Data Coaches	Steering Committee Facilitation	March 23, 2023 3 hours In person or Zoom May 12, 2023 2 hour In person or Zoom
Intensive Data Experience The initial orientation and onboarding of	Karissa Morehouse, VPI Dee Sigismond, Dean of	Steering Committee Facilitation	April 28, 2023 7 hours

<p>data coaches will occur through an all-day, intensive experience. The dedicated space and time will provide data coaches to build community and set the foundation for learning of the technical content</p>	<p>Institutional Effectiveness</p> <p>Faculty Data Coaches</p>		<p>In person</p>
<p>Equity Partnership Each data coach will serve as an equity partner to at least one other data coach. The equity partnerships will provide informal, unstructured opportunities to have dialogue about racial equity, pursue curiosity about the data, and serve as thought partners during the experience</p>	<p>Faculty Data Coaches</p>	<p>None</p>	<p>April 28-May 12</p>
<p>Train the Trainer The project leads will lead monthly meetings (January to June) to provide coaching and mentorship to the Steering Committee using a “train the trainer” model. The goal of these meetings is to scaffold the design and implementation of data coaching learning sessions so that the Steering Committee members can lead and facilitate future cohorts of the program</p>	<p>Karissa Morehouse, VPI</p> <p>Dee Sigismond, Dean of Institutional Effectiveness</p> <p>Faculty Data Coaches</p>	<p>Steering Committee Facilitation</p>	<p>January 2023-June 2023 and into 23-24</p>
<p>Success Team</p>	<p>Karissa Morehouse, VPI</p>	<p>Steering</p>	<p>Fall 2023-</p>

<p>Integration Develop a calendar for 2023-24 Success Team Data Coaching trainings and activities to integrate equity data coaching techniques into the fabric of campus decision making</p>	<p>Dee Sigismond, Dean of Institutional Effectiveness</p> <p>Initial Faculty Data Coaches</p> <p>All Deans of Instruction</p> <p>All Schools of Success Teams</p>	<p>Committee Coaches Facilitation</p>	<p>Spring 2024</p>
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