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Message from the President:

Dear Members of the Merced College Community,

I am very happy and proud to present to you an important document supporting Merced College’s ongoing excellence as an institution of higher learning.

Herein you will find an updated Educational Master Plan for Merced College. Our college serves a district of 2,184 square miles made up of most of Merced County and portions of Madera and Fresno counties. The college also serves residents of neighboring Mariposa County, which belongs to no community college district. Among the communities served include not only the major sites of the district, Merced and Los Banos, but also the smaller communities in the region, ranging from Delhi and Livingston in the north, to Dos Palos and Chowchilla in the south.

This Educational Master Plan is based on a thorough review of relevant internal data concerning students’ enrollment patterns by program, as well as a thorough solicitation of input and observations from members of our community. You can be assured that the principles and directions adopted here are based on a careful consideration of relevant trends in terms of population, the regional economy, and the educational needs of citizens.

As you may know, Merced College offers a rich and varied range of programs to the citizens of our area—ranging from preparation for transfer to four-year colleges and universities, to career-oriented certificates and degrees. As a College, we are always on the alert for how we can better serve the public with our programs. This plan is a significant step in that effort. I hope you find this new edition of our Educational Master Plan both enlightening and insightful. It will form a significant basis for the College’s evolution and planning for several years going forward. A big, big “thank you” to those who have contributed.

Sincerely

Ronald C. Taylor, President Superintendent
Students are our focus and we are known by their success.
PURPOSE OF THE EDUCATIONAL MASTER PLAN

Introduction and Background: Planning is the backbone of any institution if it is to thrive, making thoughtful, meaningful decisions based on information gleaned from a variety of sources.

Such is the reason for the Merced College Educational Master Plan. The plan will allow the College to project the future needs of its educational programs, facilities, and support plans through the year 2020. To put this plan together, all the major constituent groups were asked for input: faculty, staff, administration, students, and the community. Hard data was gathered and analyzed, along with the informed opinions of queried groups. The result is an Educational Master Plan meant to be a flexible, dynamic document so that new data can be considered, the document updated, and the results changed accordingly. Those issues which may cause changes in this Educational Master Plan are varied but may include the following:

- State and Federal Funding Formulas
- Student Requirements
- New Educational Trends
- Economic Indicators
- New or Changed Accountability and Measurement Standards
- Workforce Development Requirements
- New Trends in Technology

Every California Community College should have a Five-Year Capital Outlay Plan which is based on its Educational Master and Facilities Master plans. Every district must set policies which include both educational and facilities master plans. The master plans show how the district will meet the needs of its students and the community in both short and long range goals. Having plans in place provide a benchmark for the College community so they can see clearly where
they have been, where they are going, and what they need to change to reach their destination: the best education the institution can provide to its students.

The Facilities Master Plan is driven by the Educational Master Plan and so should be completed (updated) after the Educational Master Plan is in place. The Educational Master Plan is meant to be reviewed and updated yearly, keeping in mind the goals and objectives of the college. The implementation of the plan is at the discretion of the college since changes in laws and funding may curtail or require changes in its full implementation.

MASTER PLANNING PROCESS

The Master Planning process includes the following:

- An understanding of the historical background of the area
- A review of the origins of the district
Students are our focus and we are known by their success.

- A review of the organization of the district
- An external scan to determine the college’s relationship to its service area
- An internal scan to understand and define the current composition and profile of the students attending
- A review of the master plans currently in place
- Analysis of student, employee, and community surveys
- Recommendations for Instructional Direction
- Dialogue and Review at the Educational Master Planning Committee

Developing and following an educational master plan can only lead to a better college, one with a clear vision for the next five years or so. (Community Survey)
Students are our focus and we are known by their success. I would like to see a culture of variety, a campus that has many things to offer such as clubs and sports students can join. (Student Survey)
Beginnings

MERCED COUNTY

Prior to the finding of gold in California, the central San Joaquin was home to the Northern Valley Yokuts Indians numbering over 30,000. Visitors wrote of wild clover which grew higher than a horse’s head. Grizzly bears roamed freely. Salmon, trout, and bass filled the streams and rivers. Antelope were a frequent sight bounding along. In an 1806 expedition, Ensign Gabriel Moraga wrote of finding a river to quench the expedition’s thirst. He named it El Rio de la Nuestra Señora de la Merced, the river of Our Lady of Mercy.

When California became a state in 1850, Mariposa County covered about 1/6th of the state, including much of the central valley, extending to a mutual boundary with San Diego and Los Angeles counties. The main business of the county was cattle ranching and mining. The westside of the valley were large land grants, such as the San Luis Gonzaga. In 1855, farmers of the lowlands decided they did not have much in common with the miners of the foothills and mountains and petitioned to have a section split off to form a new county. When the petition was granted, Merced County was formed by Governor John Bigelow on April 19, 1855. The two main villages were Snelling and Merced Falls. The new county only had 700-1000 population, mostly living on ranches and farms.

Once families settle in an area, educating the young becomes a matter of great importance. Merced County was no different. When the county was just one year old in 1856, Merced Falls’ mill owner William Nelson, 1st Merced County School Superintendent, petitioned the Board of Supervisors to divide the county into three school districts. The county was divided into two judicial townships; the board established the three school districts by adding another line to those separating the townships. Township One was divided into two school districts and Township Two became the third. By 1881, the three districts had increased to thirty-three.

The first county seat was on Mariposa Creek, in a 25x12 foot building. Court was held outside under a tree. The next election put the county seat in Snelling. Once the railroad came through the county, 15+ miles from Snelling, Merced City was laid out by the Southern Pacific Railroad and on February 8, 1872, the railroad auctioned off prime choice lots for as much as $575. As early as September, the new town was agitating to become the county seat so another election was held. Merced won so the County Seat moved to the new town of Merced, which incorporated in 1889. (Source: Merced County: A Golden Harvest)
MERCED COMMUNITY COLLEGE DISTRICT HISTORY

In the late 1950’s, the growth of the junior college system made a college education possible for more people, but Merced residents had to travel to either Fresno or Modesto. A survey conducted in 1957 by the State Department of Education found that a junior college in Merced was “desirable and it recommended that an election be held to form a district” and the citizens agreed. In 1959, California’s *Master Plan for Higher Education* mandated junior colleges had to expand to meet the burgeoning needs of the population. This, coupled with Assembly Bill 608 stating that all high school and unified school districts be part of a community college district, meant Merced either had to have its own community college or join neighboring Modesto.

At the time, the Merced-Mariposa area was the largest in the state without a community college. Research indicated that the area had both the tax base and the student population to support a local community college. The junior college was seen as primarily a “terminal vocational training” site with the secondary function of preparing students for transfer. Proponents even stressed that a four-year school may follow the establishment of a successful community college and that the University of California had decided, in 1957, someday to locate a branch in the San Joaquin Valley. The establishment of UC Merced actually came to fruition in 2006.

The state blueprint for higher education in California for the years 1960-1975 indicated the number of freshmen was going to triple and state colleges and the UC system wouldn’t be able to accommodate that growth. The blueprint wanted junior colleges to absorb most of the freshmen and sophomore students; junior colleges are more accessible to students, the cost of education is less, transfer students have good scholastic records, and the junior college could serve as a screening tool for those students who might not succeed at a four-year institution. The blueprint indicated implementing a community college growth pattern would allow four-year institutions to stress upper division and graduate work, keep those institutions small, and save the state money. The conclusion was that community colleges would take 66% of all freshmen and sophomores by 1975. The State Board of Education approved the proposal for the Merced County Junior College on November 10, 1961. The estimated enrollment was 558 students; the minimum needed for a new district was 400. The assessed wealth was equal to the average for other junior colleges. In 1961...
Merced and Le Grand High School Districts petitioned the State Board of Education for permission to set an election to approve the establishment of a junior college district. Classes began at the Merced County Fairground in September, 1963. In the same year, July 8, the Board of Trustees adopted the name of Merced College for its public face and Merced Junior College for its legal business. When the College opened for business, a total of 299 full-time students and 1084 part-time students enrolled in 69 subjects with 137 sections. When the students went to class, they were met by 15 fulltime instructors and 60 part-time instructors. The first year's faculty was recruited from local lawyers, armed forces officers, experts in trade, and area outstanding teachers. The first 35 students graduated on June 11, 1964. The College had successfully completed its first year.

In 1964, Merced College welcomed a visit from the commission for Accrediting Junior Colleges of the Western Association of Schools and Colleges and by January 1965, the College was awarded a three-year term of accreditation, the maximum possible. (Source: Inferno Redux)

There is a great diversity of programs and opportunities already. Keep up the good work and continue providing outreach to people who want to improve their quality of life, whether they are taking community service classes or academic courses. Merced College provides a great service to the community. (Community Survey)
Merced Community College District

The Merced Community College District is composed of most of Merced County, the area of the Chowchilla Union High School District in Madera County, and the Dos Palos Joint Elementary School District. The Governing Board is made up of seven elected members. The voting districts are re-evaluated every 10 years according to census counts. The next redistricting will be conducted in 2021, following the 2020 Census. In this process input is solicited from constituents so the community can achieve the best representation. The last redistricting was conducted in 2011 to comply with the Voting Rights Act so that population within the areas is equal.

2014 College Campus Size

Merced Campus 267 acres; Los Banos Center 120 acres; Krafft Ranch 106 acres; Rancho Coyote 160 acres; Business Resource Center .4 acres

TOTAL 653.4 acres
Students are our focus and we are known by their success.
Students are our focus and we are known by their success.
The College has a seven member Board. Directly under the Board is the President/Superintendent. In its 53 year history, the College has had only six presidents. Under the president are three vice presidents: Administrative Services, Student Services, and Instruction. The vice president of Student Services has one dean. The vice president of Instruction has six deans and the Director of the Learning Resources Center. The Athletic Director and the Dean of the Los Banos Educational Center report directly to the President.


**Instructional Areas**

Area 1: Science Math, and Engineering

Area 2: Child Development, Liberal Studies, Co-op Education, English, and Online Classes

Area 3: Agriculture, Health, Industrial Technology

Area 4: Accounting, Business, Computers, Management, Nursing, Nutrition, Public Safety, Radiologic Technology

Area 5: Performing Arts, Social Sciences, Humanities

Area 6: Business Resource Center, Center for International Trade, Child Development Center, Community Services, Noncredit, Theater, Workplace Learning Resource

The Los Banos Educational Center, Los Banos Campus

Learning Resources Center

The individual disciplines within an area are grouped into cohorts. Each cohort elects a faculty lead(s) to conduct the business of the cohort and work with the respective dean. The faculty leads have a contract negotiated three units of reassigned per semester. The instructional units were re-organized via a committee made up of faculty, staff, administrators, and students. Prior to the reorganization, the instructional side of the house was divided into divisions. Each division had a faculty-elected division chair to serve two terms. The chairs were given reassigned time up to ten units. Three instructional deans oversaw divisions assigned to them. The move increased the number of administrators and increased the amount of reassigned time given to faculty.

Student Services has a vice-president with two dean and a number of directors to oversee the individual departments.

Administrative Services has a vice-president and a number of managers. Human Resources has a director.
COLLEGE COMMUNICATIONS

Merced College communicates in a variety of ways. The most used is the MC-All email format. The college has a Campus Digest, a newsletter both online and in print, in which the President has a column. Once a year the President awards the Blue and Gold Award to an exemplary area on campus. The student newspaper is the Blue Devil Report, both online and in print. From the MCCD website, students can access the MCPod to hear and watch podcasts of presentations on campus. The MCPod, a student volunteer project with a faculty advisor, has the goal of connecting the campus with its community. It is a podcast set up for the social media students to utilize their podcasting skills; the connected class is only offered during the fall semester. Merced College has a Facebook page, a Twitter account, a Google+ Page, a LinkedIn page and a LinkedIn university account. It also has a Youtube account. The MCCD website has the latest campus and community news releases. Interested parties can also sign up for AlertU, emergency text messaging system. With the increased social media presence, the college saw an 821 percent increased presence online. At least one cohort on campus communicates primarily via a blog account instead of campus email.

The Employee, Community, and Student Surveys all indicate an increased desire to see increased information available via social media. Many indicated they do not listen to the radio or watch television or read print newspapers.

Thank you for allowing community input. I have seen expanded support in the past several years and an openness to think outside of the box. (Community Survey)
CVHEC

Merced College is a member of the Central Valley Higher Education Consortium (CVHEC). The mission of the Central Valley Higher Education Consortium is to provide effective leadership that promotes programs, policies, and performance designed to increase higher education attainment by the people of the Central Valley.
http://www.collegenext.org/

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HISPANIC SERVING INSTITUTION

Hispanic-serving institutions (HSIs) are defined generally as “accredited, degree-granting, public or private, nonprofit colleges and universities with 25 percent or more total undergraduate Hispanic full-time enrollment (FTE).”

U.S. Department of Education

Merced College is designated as a Hispanic Serving Institution. Currently, according to the American Council on Education, only 12 percent of institutions of higher learning in the US are designated as HSIs, but this 12 percent of institutions of higher learning have educated 60 percent of enrolled Latino students. The HSIs receive special funding because of this designation.
Office of Institutional Advancement

The Office of Institutional Advancement supports Merced College through a variety of public relations, community outreach, and fund-raising activities. Institutional Advancement helps develop a positive public image for the college, build lasting and beneficial relationships with all college constituencies, and raise private, financial support.

The mission of the office is to provide support for Merced College's programs and services through the development of private gifts, promotion of public advocacy, and encouragement of community participation. Alumni Affairs, Communications and Marketing, and the Merced College Foundation are organized under Institutional Advancement. The Foundation has a website at www.MercedCollegeFoundation.org.

The importance of communications and marketing, especially the use of emerging social media platforms, to advance institutional goals have been identified in the District’s Strategic Plan and through college, community and student surveys as increasingly important. Social media is a viable means to improve and build upon the District’s current communications and marketing efforts—one, however, that will require additional staff and resources.

Summary

1. Create a position for the coordination and conduct of all communications, marketing, and social media programs.
Office of Grants and Institutional Research

<table>
<thead>
<tr>
<th>Vacant</th>
<th>Director of Grants &amp; Institutional Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luis Flores</td>
<td>Senior Research Analyst</td>
</tr>
<tr>
<td>Andrea Hall-Cuccia</td>
<td>Research Analyst</td>
</tr>
</tbody>
</table>

Embrace trends and technologies used in industries, such as robotics, agriculture and healthcare, that would encourage investment in the Central Valley. Encourage handcrafted items, such as woodworking, sewing and textiles, culinary, and the arts, to encompass methods of manufacturing and self-employment. (Employee Survey)
Accreditation

Merced College is a fully accredited institution and has been such since its inception. However, after the March 2010 Accreditation Team visit, several issues needing remedy were pointed out in the accreditation report and the College was placed on warning status. ACCJC made recommendations for the College to work on improving the following areas: Program Review; Student Learning Outcomes; Integrated Planning, Evaluation, and Resource Allocation, and Decision-Making Process; Governing Board; and Human Resources. The College was given until March 2013 to remedy the deficiencies. The next years were filled with diligent and dedicated work on the parts of many administrators, faculty, staff, and students. The College filed a Follow-Up Report in March of 2013 and in May an accrediting team visited the College. In July of the same year, the Accrediting Commission sent a letter removing the warning and reaffirming accreditation. This accreditation status was reaffirmed in 2014.

In August 2015, the College was send a letter indicating it has "been flagged for enhanced monitoring on the basis of its responses in the March 2015 Annual report concerning student learning outcomes practice and institution-set standards/student achievement. The college was directed to revisit the commission's standards and possibly submit a special report following a review of the March 2016 Annual report.

In response to the August 2015 request, the College sent the following: Your letter encouraged the faculty, administration, and staff of the college to actively work to improve assessment. We developed sustainable strategies and processes to improve participation in student learning outcome assessment and support sustainable quality improvement.

(Source: 10/13/15 letter to ACCJC)
Planning Processes

As part of the accreditation process, Merced College revised its program review and integrated it with the planning process. The completion of the *Integrated Planning, Program Review and Shared Governance Handbook* meant that all departments had a comprehensive planning document to follow. The timeline in the document is fluid and names EMPC with its annual updating. The *Handbook* set forth an organizational chart-planning structure:

**ARC**—Assessment Review Committee

**ASMPC**—Administrative Services Master Planning Committee

**EMPC**—Educational Master Planning Committee

**FMPC**—Facilities Master Planning Committee

**IMPC**—Instructional Master Planning Committee

**SAC**—Standing Accreditation Committee

**SSMPC**—Student Services Master Planning Committee

Because Merced College implements the shared governance process at all levels, the planning process is shared between groups. EMPC coordinates the planning process while ARC coordinates the program review process. College Council, working with EMPC evaluates the integrated planning process and recommends improvements both in the process and in the Governance section of the *Handbook*. EMPC is to monitor the progress of the integrated planning process on campus by having vice presidents report on the progress made in their respective areas. In addition, EMPC develops institutional goals, makes sure master planning committee goals dovetail into the institutional goals, prioritizes resource requests, makes sure the Strategic Plan’s goals and objectives are making progress.

Master Planning Committees should continually evaluate their roles in the integrated planning process and keep the planning process ongoing. To this end, the current Master Plans are in place and available: Technology Master Plan, Facilities Master Plan, Strategic Plan, Administrative Services Master Plan, and the Student Services Master Planning Documents and Goals. There are also support plans: Student Success and Support Program Plan (credit and non-credit student plans) and the Student-Equity Plan. These plans have links provided on the college website and are available to the public.
IN CADENCE WITH THE FUTURE
Merced College began its Educational Master Plan in 1994 with the development of *In Cadence with the Future*. This document, written by the Educational Facilities Master Planning Steering Committee, has served as the Educational/Facilities Master Plan for the college and was originally written as a 25 year vision. The committee was composed of faculty, administrators, and students. Consultants Cannon & Weichert were hired to assist. The plan was updated in March 2001 and a new environmental scan was completed in June 2008. The latest update began in 2014 with the collection of program plans by the interim vice president of Instruction. A student survey was distributed via campus email in 2014. (See Appendix A)

Recommendations:

- Have EMPC review all master plans with the aim of coordinating them and insuring coherence and consistency, including annual updates of the following:
  - College Strategic Plan, identifying goals and objectives which support student success.
• Educational Master Plan, providing necessary data and foundation to project future needs of the educational programs, support services, and facilities.
• Facilities Master Plan, focusing on facilities needs.
• Technology Master Plan, focusing on institution-wide technology needs.
• Evaluate the current instructional structure to see if the restructure implemented over eight years ago is the most effective for the College.

While [Merced College’s] being a starting point for students who have a four-year plan in mind is important, I think it’s equally, if not more, important to encourage students entering certificate programs. (Community Survey)
STRATEGIC PLANNING
Strategic Plan 2014-2016 Update

Development of the initial Merced College Strategic Plan began during Spring 2010. The 2010-2013 Merced College Strategic Plan was approved by the Board of Trustees on September 6, 2011. A report outlining progress on the Strategic Plan was produced in August 2013. In Fall 2013, a 14-member task force composed of the president, a trustee, administrators, professional staff, a student, faculty, managers and community member was formed to review the 2010-2013 Strategic Plan and provide recommendations for updating the existing plan or creating a new plan. Reporting to the Merced College Educational Master Planning Committee, the Merced College Strategic Planning Task Force determined that an update of the existing plan was warranted. The development of the updated plan included a scan of data and information regarding Merced College student and community demographics, labor market and economic indicators, educational trends and outcomes, health outcomes, technology and environmental trends. The Strategic Planning Task Force also secured input from the college community and the surrounding community through a series of presentations, forums, hardcopy and electronic articles and other communication channels. The result of these deliberations is reflected in the Merced Community College District 2014-2016 Strategic Plan. A plan for tracking the carry through of the Strategic Plan with set administrative assignments was created as well. (See Appendix B)

MC is a vital source/provider for education in our Merced community at all levels. In addition to continuing its excellent academic programs, MC needs to expand programs for career/technical education. Not everyone needs a BA however; they do need training for available jobs and continued support as technology advances.

(Community Survey)
2014-2015 STRATEGIC PLAN

Vision:

Merced College will provide transformative and empowering educational experiences to meet student and community needs.

Mission:

Merced College serves as a gateway to the future, providing accessible, affordable, and relevant education and workforce training for students in our richly diverse region. The college offers programs of study that lead to transfer, associate degrees, and certificates. Merced College provides basic skills and noncredit courses, as well as community education for personal and professional enrichment.

Core Values

- **Student Success:** We focus on student access and success.
- **Supportive Environment:** We promote an atmosphere of trust where communication and teamwork cultivate a rich environment for teaching and learning.
- **Proactive:** We utilize agility, innovation, and responsible risk-taking to create our preferred future.
- **Partnership:** We actively engage with the community and community partners to respond to cultural, educational, economic, and technological needs.
- **Diversity:** We embrace diversity and equity as community strengths and celebrate these qualities in our institution.
- **Self-Reflection:** We strive for continuous improvement based on data-driven self-reflection, objective assessment, and dialogue.
Assumptions

- The economic environment of the area, the state, nation, and world will continue to impact the budget planning and decision-making process.
- The drought in California is negatively impacting students involved in agriculture.
- By 2025 California will face a shortage of 1 million college degree and certificate holders needed to support the workforce.
- The College is facing declining enrollment.
- The White Non-Hispanic student population has decreased while the Hispanic student population shows growth.
- Distance Education is changing the enrollment patterns and with the enactment of the Student Online Initiative, the impact on the College may be greater.
- The High Speed Rail and its possible service area in Atwater will impact the college.
- The growing shift to mobile devices means faculty will need to change their delivery methods to package and deliver content effectively for better student learning.
- Reduced class sizes may increase retention.
• Social Media is an important communication tool.
• The University of California Merced is creating educational and research opportunities to educators and students not previously available in Merced and the entire Central Valley.
• Dual Enrollment from AB288 may impact enrollment.
• Inmate Education SB 1391 offers opportunities for the College’s growth.
• Student Equity will play a role in impacting the College’s enrollment.
• Student Success and Support’s role is vital in planning for the future.

Recommendations
• Revise and review the Strategic Plan (lapses in 2016) and the Institutional Master Planning and Shared Governance Handbook and adhere to the planning processes and reporting structures included in its content.
• Create an Office of Assessment, Research, Accreditation, and Institutional Effectiveness that will report to the Vice President of Instruction.
• Create a position for Social Media Coordination.
• Increase Merced College’s Commitment to community outreach.
• Commit additional ongoing funding to update and renew district technology, particularly instructional technology that supports student access and success.
• Seek grants in a much larger and more robust way to fund mission-critical needs.
• Utilize the Educational Master Plan as the driving force for the Facilities Master Plan.
• Create a position for Dean of Program Review and Student Learning Outcome Updates.
• Develop a coherent college-wide professional development policy for all areas and designate an office to oversee the process and carry it to fruition.
• Have all students wishing to enroll in an online course complete a pre-enrollment orientation for online students so basic online course skills are understood.
• Update the college webpage.
• Keep facilities projects in the pipeline for possible state funding
• Investigate the possibilities of Inmate Education given that Merced College has two large prisons in its service area.
• Keep abreast of the needs of student equity and student success and support.
• Investigate possibilities of dual enrollment and its ramifications for the college, both positive and negative.
External Environmental Scan

OVERVIEW

Merced College exists in a global community and so must consider all aspects of the environment in which it exists. This includes trends and conditions in the international, national, regional, and local communities. In addition, the far-reaching implications of eLearning must be considered when planning for future of instruction, enrollment, support services, and even infrastructure considerations.

The College & the Global Community

As we are currently experiencing, the economies of other countries effect the economy of our community. For example, the slow-down of the Chinese economy is affecting the growth of our economy, especially in the export of agricultural commodities. The pressures on higher education are to become more relevant to the education-to-career path rather than knowledge for knowledge’s sake. We need an educated populace, one that can work in the new knowledge-based economy.

The College & the Nation

To stay abreast of any potential changes to the funding sources which may adversely affect it, the College needs to keep an eye on the national economy, both current and projected. With a presidential election looming on the horizon, the election outcome may cause hard-to-predict changes to the fiscal state of the nation.

According to the Bureau of Economic Analysis, “real gross domestic product -- the value of the goods and services produced by the nation’s economy less the value of the goods and services used up in production, adjusted for price changes” had increased in the 2nd quarter of 2015 but decreased in the 3rd quarter of 2015. The slowdown of external economies causes a decrease in exports which in turn affects internal spending.

According to the Bureau of Labor Statistics' Employment Situation Summary for the nation, “Total nonfarm payroll employment increased by 142,000 in September, and the unemployment rate was unchanged at 5.1 percent, Job gains occurred in health care and information, while mining employment fell.”

The College & the State

In California the September 2015 unemployment rate was 5.9 percent. In 2014, California GDP increased 2.8 percent. According to California State Department of Finance, California has a diverse and complex economy, one which is not limited to a few large industries but many diverse ones, from technology to agriculture to oil. California
is a leader in social trends, technological innovations, and economic innovations, both nationwide and globally. This, however, has not meant that California has not suffered through recessions like in technology or real estate. "The fundamentals of California and the U.S. suggest the most likely evolution of the California economy is more of the same — slow, steady and unexceptional growth," said Jerry Nickelsburg, a senior economist with the UCLA Anderson Forecast. (Source: LA Times, 12/15/15.)

In 2008-2009, California’s community college system, according to the State Chancellor’s Office, faced a revenue cut of 12 percent and a total drop in enrollment of 300,000 students. However, in 2014-16 the situation has changed. The State’s 2015-16 budget adheres to the state’s reinvestment in public education. The Community Colleges have been targeted with funding increases. The 2015-16 budget provides new funding for access, a cost of living adjustment (COLA), student success and equity, Career Technical Education (CTE), and other system priorities. Major components of the 2015-16 budget include:

- $266.7 million in general operating expense funding
- $156.5 million for increased access (approximately 65,000-70,000 more students)
- $61 million for the statutory 1.02 percent COLA
- $632 million to pay down prior year mandate claims. $515 million of this money is attributable to the 2014-15 and 2013-14 years. The funds will be distributed one-time on a per-FTES basis.
- $200 million increase to the Student Success and Support Program, including $100 million for matriculation and counseling services, an $85 million increase for Student Equity Plans, and a $15 million increase for Institutional Effectiveness Partnership Initiative.
- $33.7 million to restore EOPS to pre-recession levels of funding
- $70M in one-time funds for issues related to basic skills.
- $63.3 million to increase the number of full-time faculty.
- $148 million for deferred maintenance, instructional equipment, and drought response activities.
$38.7 million to fund projects and workforce development related to energy efficiency and sustainability related to Proposition 39

$6 million to aid local implementation of the SB 850 baccalaureate pilot programs

$39 million for financial aid support for Cal Grant B recipients who are taking 12 or more units. An additional $3 million is provided to help districts implement this new program.
(Source: cccco.edu)

Population Growth

California’s Department of Finance is projecting California’s population will grow from 38,896,969 in 2015 to 42,373,301 in 2025. Merced County is projected to grow from 269,572 in 2015 to 313,082 in 2025. Because the “baby boomer” generation will be reaching their 60s, California’s senior population will quadruple within the next 20 years while the growth in the number of children being born is slowing to a point where there will not be enough babies born replace seniors who are leaving jobs. In Merced County, for example, the 2015 births is 4,442 while the 2023 projection is for 4,933. In addition, the birth rates are higher for the non-white population, often a population that enters college with increased basic skills instruction needs. This may, too, affect the traditional offerings of the College.

However, currently the number children reaching college age is still increasing, so the impact on the community colleges will be increased demand for the foreseeable future. However, community colleges may need to investigate increasing offerings attractive to the senior community.

The College & Merced County

The demographics of the population of Merced County in 2015 provide an insight to the make-up of the College’s

ECONOMIC IMPACT

According to the Merced College’s Institutional Profile, “Merced College fuels the regional economy through employment and expenditures contributing millions of dollars into the economy each year. According to the Economic Modeling Systems Incorporated (EMSI) study Merced College had a significant, positive impact upon the Greater Merced County regional economy, estimated at $359.1 million in revenues during fiscal year 2012-2013.”

“Merced College is a major employer in the region. The College’s payroll for the same period amounted to $50.7 million. As 98% of Merced College employees live within the College’s service region, most employees’ payroll dollars were spent within the local region to purchase groceries, clothing and other household goods and services. The College spent another $31.4 million to support day-to-day operations.”

“EMSI estimates that every dollar spent by taxpayers on Merced College will yield $22.90 in societal benefits for as long as the College’s 2012-2013 students remain actively employed.”

“The added income created by Merced College and its students supported an estimated 8,405 job equivalents during 2012-2013.” (Institutional Profile)
Students are our focus and we are known by their success.

The student population. The ethnic make-up of the county is roughly reflected in the student population but not in the ethnic make-up of the faculty.

- 269,572 with an increase to 397,700 by 2020.
- Over 45 percent resides within Merced City or its urban area.
- The ethnic composition of the city of Merced is 49.6% Hispanic or Latino, 30 percent White, 12.6 percent Asian, 6.6 percent Black or African American, and 1.2 percent multi-race or other.
- For those over 25 years of age, 28.7 percent completed less than high school while 26.5 percent completed high school. For college, 19.9 percent have some college, 8.2 percent have an Associate’s Degree while 10.2 percent have a Bachelor’s Degree. Only 6.6 percent have Graduate or Professional Degrees.
- The median age in Merced City and its urban area is 28. (Source: Merced First)

The largest growing occupation in Merced and its urban area is that of personal care aides with a 62.9 percent change from 2012-2022. This group earns an average $9.92 hourly wage. While construction and trades are fastest growing, more numbers of people are employed in food service, retail, cashiers, bookkeeping, as secretaries, and in heavy truck driving. (Source: Employment Development Department)

In May 2014, workers in the Merced Metropolitan Statistical Area had an average (mean) hourly wage of $19.70 in May 2014, about 13 percent below the nationwide average of $22.71, according to the U.S. Bureau of Labor Statistics.

Local employment was more highly concentrated in five of the 22 occupational groups, including education, training, and library; transportation and material moving; and production. Conversely, 13 groups had employment shares significantly below their national representation, including business and financial operations; healthcare practitioners and technical; and computer and mathematical.

In Los Banos and its urban area, Merced County’s 2nd largest urban area and one with the Los Banos Education Center, the population is 37,126 in 2014. In 2010 the Hispanic or Latino population was 64.9 percent while White (not Hispanic or Latino) was 26.5 percent and Black or African American and Asian were 3.8 and 3.2 percent respectively.

Merced College has a significant impact on the regional economy both through employment and expenditures. According to the Economic Modeling Systems Incorporated (EMSI) study, Merced has a “significant, positive impact upon the Greater Merced County regional economy, estimated at $359.1 million in revenue during fiscal year 2012-2013.”
Students are our focus and we are known by their success.

Income Created by MCCD in FY 2012-13*

$71 Million
Effect of college operations

$474 Thousand
Effect of student spending

$288 Million
Effect of student productivity

$359 Million
TOTAL EFFECT

*Source: EMSI, 2013 Merced Community College District “Economic Impact Study.” Based on MCCD 2011-12 Audit

Do not cut spending on non-credit, free courses. These enrich the community and provide a valuable link between the Merced College campus and community members. (Community Survey)
MERCED COLLEGE'S COMMUNITY SURVEY

Merced College, in its development of its Educational Master Plan, sent an email survey link to select community members who were then asked to send the survey link to their contacts. Out of the large group invited to respond, only 421 responses were received in the September 30 to October 28 window. The survey included 13 questions, many of which asked respondents to rank the importance of certain aspects of the college program. Respondents could also add comments if they wished. About one-third of respondents were former students, and another one third were community residents. A number of respondents (25) indicated they took advantage of community services offerings. Over half of respondents felt the college’s performance in meeting the needs of the local community was satisfactory. About 30 percent felt it was excellent. The percentage rating performance “excellent” was considerably higher than the employee percentage, but that still may suggest that there may be room for improvement. Several respondents commented that community service offerings could be improved. This theme occurred throughout the survey. One possible explanation is that community members with no other affiliation with the college are most familiar with these services. A complete copy of the survey with all comments is in Appendix H.

Provide safe and sound facilities and current technology for your students.

(Community Survey)
The Community Survey Summary

- Respondents would like more and improved community service offerings.
- Respondents felt the most important educational goals are earning credits for transfer and/or earning a certificate in a career/technical education program. Other main ratings were high for earning a certificate but taking classes while in high school ranked lowest.
- Respondents felt the College’s performance in meeting the needs of the local community was mostly satisfactory or excellent.
- About one-third (33.97 percent) of respondents felt the college's performance in meeting the needs of the community had improved compared to five years ago. About one-fourth of community respondents (26.13 percent) felt the college had stayed the same.
- Information about the college was most frequently received through word of mouth, the newspaper, or social media and email. Most respondents indicated they do not get information via the radio or television.
- Respondents rated several areas as the highest importance: The quality of instruction, the ability to enroll in classes, having supportive faculty and staff, and helping students achieve their education goals. Access to affordable, healthy food and offering weekend classes were rated the lowest.
- Respondents at Merced Campus and Los Banos Educational Center most commonly wanted to see a wider range of CTE programs and expanded Community Services programs.
- Respondents at Los Banos most commonly wanted to see expanded CTE programs (22.50 percent). A full listing of comments can be found in Appendix B. Respondents may have listed more than one program or service.
- Respondents at other sites most commonly wanted to see expanded Basic Skills classes and expanded Community Services.

Students are our focus and we are known by their success.
Table 1: Aspects of Merced College (N=421)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very Imp.</th>
<th>Imp.</th>
<th>Somewhat Imp.</th>
<th>Not at All Imp.</th>
<th>N/A/Decline to State</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment for quality teaching and instruction</td>
<td>83.61%</td>
<td>8.31%</td>
<td>4.75%</td>
<td>0.00%</td>
<td>1.90%</td>
<td>1.43%</td>
</tr>
<tr>
<td>Environment for student learning</td>
<td>83.14%</td>
<td>8.08%</td>
<td>5.70%</td>
<td>0.00%</td>
<td>2.14%</td>
<td>.95%</td>
</tr>
<tr>
<td>Support for career/technical education</td>
<td>78.38%</td>
<td>10.45%</td>
<td>7.60%</td>
<td>0.00%</td>
<td>2.38%</td>
<td>1.19%</td>
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<tr>
<td>Support for student technology access</td>
<td>68.17%</td>
<td>20.90%</td>
<td>6.18%</td>
<td>.24%</td>
<td>2.61%</td>
<td>1.90%</td>
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<td>Support for student access to college facilities</td>
<td>62.47%</td>
<td>22.80%</td>
<td>9.50%</td>
<td>.71%</td>
<td>3.33%</td>
<td>1.19%</td>
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<tr>
<td>Support for transfer students</td>
<td>63.66%</td>
<td>19.71%</td>
<td>11.40%</td>
<td>.95%</td>
<td>3.09%</td>
<td>1.19%</td>
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<td>Support for student access to needed services</td>
<td>61.52%</td>
<td>22.80%</td>
<td>9.98%</td>
<td>.95%</td>
<td>3.56%</td>
<td>1.19%</td>
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<tr>
<td>Support for underprepared students</td>
<td>65.08%</td>
<td>15.20%</td>
<td>13.78%</td>
<td>2.38%</td>
<td>2.61%</td>
<td>.95%</td>
</tr>
<tr>
<td>Support for expanded ties to community needs</td>
<td>60.10%</td>
<td>23.75%</td>
<td>11.16%</td>
<td>1.19%</td>
<td>2.61%</td>
<td>1.19%</td>
</tr>
</tbody>
</table>

Community Survey Recommendations

- Increase dissemination of information via social media
- Survey the community as to the types of community service activities they would like to have offered
- Increase visibility of availability of college planning information available on the college website
- Investigate increasing offerings in Career/Technical Education and Allied Health.
- Investigate increasing Basic Skills Offerings.
- Disseminate survey results to all aspects of the college community so they can see the importance the community places on select areas.
• Compare the results closely with the results of the employee survey to check for similarities.
• The Office of Instruction could consider the results of the survey for changes in the Educational Master Plan.
• The Office of Instruction could disseminate the results of this survey to other bodies such as the Board of Trustees and EMPC.
• The Office of Instruction could use the results as a basis for continued discussion with the community.

We aren’t providing for the needs of the students to meet the current expectations of the work force and the economic climate. Nor are we advertising our strengths and "quality of life" programs to attract people to our campus. (Employee Survey)
Internal Scan

MERCED COLLEGE STUDENTS

Demographics F 2013-Spring 2015

Merced College students present an inviting array of faces, backgrounds, and potential. For Fall 2014 Semester, there was a 11,053 student headcount with 4,568 Full-time Equivalent Students (FTES), including both credit and non-credit. This was a change from a high of 14,124 unique headcount in 2008. The headcount has dropped steadily since 2008. Credit FTES hit a peak in 2010, dropped to 4,106 in 2012 and is up to 4,191 in 2014. On the non-credit side of the house, the high of 708 FTES was in 2008; it had dropped steadily to 377 in 2014. Changes in the economy, the drought, and changes in Financial Aid have all contributed to the decline in numbers.

The Spring 2015 demographics show the following:

- Gender is 4,579 male and 6,178 female with 145 unknown
- Students range in age from 19 or younger to 50 and older. The largest age group is 20-24.
- Most represented ethnic groups are 56 percent Hispanic, 26 percent White, and 9 percent Asian.
- Day students outnumber evening students.
- Part-time students outnumber fulltime students.
- 1,182 were 1st time students. 8,004 are continuing students.
- 91.64 percent are credit students.

<table>
<thead>
<tr>
<th>Unit Load</th>
<th>&lt;3</th>
<th>3-&lt;6</th>
<th>6-&lt;9</th>
<th>9-&lt;12</th>
<th>12-&lt;15</th>
<th>15-&lt;20</th>
<th>20≤</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempted</td>
<td>Enrollment</td>
<td>N</td>
<td>198</td>
<td>1,265</td>
<td>1,102</td>
<td>1,222</td>
<td>2,296</td>
<td>2,172</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.09%</td>
<td>13.33%</td>
<td>11.61%</td>
<td>12.88%</td>
<td>24.20%</td>
<td>22.89%</td>
<td>13.00%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>Currently</td>
<td>N</td>
<td>235</td>
<td>1,557</td>
<td>1,397</td>
<td>1,475</td>
<td>2,936</td>
<td>1,081</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.70%</td>
<td>17.87%</td>
<td>16.03%</td>
<td>16.93%</td>
<td>33.69%</td>
<td>12.41%</td>
<td>0.38%</td>
</tr>
</tbody>
</table>

At Merced College (MC), 9,488 unique students attempted to enroll in at least one credit course for spring 2015 on the Merced Campus. Over five weeks later, 8,714 students (91.84 percent) are currently enrolled in at least one credit course. The
average and median number of MC courses students currently enrolled in is 3, with the range being between 1 and 13 courses. (Source: Office of Grants and Institutional Research)

Snapshot of Merced College, Spring 2015

<table>
<thead>
<tr>
<th>Gender</th>
<th>Female</th>
<th>6,178</th>
<th>56.67%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>4,579</td>
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<tr>
<td>TOTAL</td>
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<td>100.00%</td>
</tr>
</tbody>
</table>

| Race/Ethnicity | African-American | 376 | 3.45% |
|               | American Indian/Alaskan Native | 44 | 0.40% |
|               | Asian            | 976 | 8.95% |
|               | Filipino         | 96  | 0.88% |
|               | Hispanic         | 6,115| 50.00%|
|               | Multi-ethnic     | 265 | 2.43% |
|               | Pacific Islander | 37  | 0.34% |
|               | Unknown          | 290 | 2.66% |
|               | White, Non-Hispanic | 2,703| 24.75%|
| TOTAL         |                 | 10,902| 100.00%|

| Course Load | Part-Time | 5,095 | 46.73% |
|            | Full-Time  | 4,793 | 43.96% |
|            | Non-Credit | 1,014 | 9.30%  |
| TOTAL      |           | 10,902| 100.00%|

| Day/Evening Status | Day | 9,221 | 84.58% |
|                   | Evening | 1,536 | 14.01% |
|                   | Unknown | 145   | 1.33%  |
|                   | TOTAL   | 10,902| 100.00%|

| Enrollment Status | 1st Time Student | 1,182 | 10.84% |
|                  | 1st Time Transfer Student | 447 | 4.10% |
|                  | Continuing Student | 3,004 | 73.42% |
|                  | Return Transfer Student | 1,094 | 10.02% |
|                  | K-12 Student | 169  | 1.55%  |
|                  | Uncollected/Ulreported | 6 | 0.06% |
|                  | TOTAL       | 10,902| 100.00%|

| FTES | Credit | 4,162.34 | 91.64% |
|      | Non-Credit | 379.66 | 8.36%  |
| TOTAL|        | 4,542.01| 100.00%|

| Awards Given | AA | 304 | 40.53% |
|             | AAT | 90  | 12.00% |
|             | AS | 70  | 9.33%  |
|             | AST | 39  | 12.40% |
|             | Certificate | 253 | 25.73% |
| TOTAL       |    | 750 | 100.00%|

Students are our focus and we are known by their success.
In a world where children grow up in schools that value memorization and standardized testing over unique talents and creativity, I believe that as a college we need to cultivate creativity among the students. (Community Survey)
In a 2012 student survey, it was found that of the respondents, 7.2 percent lived less than 1 mile from the college, 32 percent lived 1-5 miles from the college, 21.9 percent lived 6-10 miles from the college, 15.3 percent lived 11-20 miles from the college, 16.4 percent lived 21-40 miles from the college, and 7.2 percent lived over 40 miles from the college.

**DISTRICTWIDE 2014 STUDENT SURVEY**

A campus-wide survey was sent out in 2014 via student email. Responses were limited, which indicates some pre-advertising of the importance of the survey should have taken place. The student responses indicated student liked the friendly atmosphere of the college and the friendly staff. Students also liked the library. Students did have concerns about the number of events offered at the college as well as smoking, parking, and food. The complete survey and the analysis of the responses is in Appendix G.

**RECOMMENDATIONS FROM STUDENT SURVEY**

- The Associated Students of Merced College may need to reevaluate both the amount and the types of activities offered on the campus, especially concerts, speakers, and art shows.
- The Board of Trustees may want to investigate a smoke-free campus policy.
- The Board of Trustees may want to revisit parking on campus. Currently some parking on campus is designated for UC students instead of being available for MC students.
- The college needs to re-examine the food offerings at (or lack of of) both the Merced Campus and the Los Banos Center. Students and staff want healthier choices and possibly more vending machines.
• The college needs to increase its social media efforts to keep students informed about important dates, events, etc., at the college.
• Increase library hours and services.
• Students want a space to hang-out and socialize between classes (Los Banos).

Merced College Employee Survey
Merced College generally employs 171 Fulltime Faculty, 334 Part-time Faculty, and 300 regular employees. Of these, 445 are female and 360 are male. The largest age group is 34 years or younger at 133. The next largest group is the 50-54 group at 119. Other range from 35 to over 65. The largest ethnic group is White, Non-Hispanic at 485.
Hispanics are next at 178. Other ethnic groups represented are African-American (38), Native American (10), Asian (70), Pacific Islander (4), and Multi-Ethnic (5). A survey was administered via SurveyMonkey using the mc-all email listserv. The survey was open October 8 to October 25, 2015. A total of 196 responses were received. Almost half of respondents were full- or part-time faculty. Just over a third were classified professionals. Combined full- and part-time faculty are the largest employee group on campus, followed by classified professionals. Over 60 percent of respondents felt the college’s performance in meeting the needs of the local community was satisfactory. Only 18.37 percent felt it was excellent. This may suggest that, while performance is adequate, there may be room for improvement. Several comments indicated that resources at the Los Banos Center lag those at the Merced Campus. This may suggest that, while the Merced Campus’ performance may be good, the Los Banos Center may have additional challenges in meeting the needs of its community. (See Appendix I).

We have excellent faculty and staff. All the people who work here are interested in helping students be successful and, I believe, are willing to make changes to keep up with this growing campus. (Employee Survey)
Employee Survey Summary

- About one-third of respondents felt the college’s performance in meeting the needs of the community was about the same as five years ago. Approximately 30 percent felt the College had improved. Several felt Los Banos Center’s resources do not match those of the Merced Campus.
- About 70 percent of respondents have read articles in the newspaper about Merced College in the past year. About 30 percent have heard about Merced College on the radio. Only 17.86 percent have seen information about the college on television.
- Employees rated all areas high, but rated environment for quality teaching and learning and environment for student learning the highest.
- Earning a certificate in a career/technical education program, earning credits for transfer to a four-year college or university, and improving basic academic skills were ranked the highest, and offering college classes for high school students ranked the lowest.
- Employees ranked all areas high but ranked having supportive faculty and staff, high quality instruction, and ability to enroll in needed classes as the highest in importance in helping students achieve their education goals. Offering weekend courses ranked the lowest.
- Respondents at Los Banos most commonly wanted to see a cafeteria and expanded student support services such as tutoring.
- When asked about the direction they would like to see the college take in the next five years, respondents most commonly said expanded CTE, improved technology, and improved facilities.

Survey Recommendations

- While the college may have made some improvement in meeting the needs of the community, opportunities for additional improvements should be investigated.
- Review the modes of information dissemination.
- Investigate increasing food offerings at the Los Banos Center.
- Review facilities needs and work towards having new projects approved and funded.
- Share the results of the survey with the college community.
- Follow planning schedule and use implementable goals to drive budget.
Students are our focus and we are known by their success.
Students are our focus and we are known by their success.

INSTRUCTIONAL VISION FOR 2015-2020

In 2013-14, 820 AA/AS (including AAT/AST) and 197 Certificates were earned by MC Students.
AREA 1: SCIENCE, MATH, & ENGINEERING

Science, Math, and Engineering (SME) offers associate of science degrees in Biological Science, Biotechnology, Chemistry, Engineering, Geology, Mathematics and Physics. The majority of SME students transfer to four-year colleges and universities. Area 1 also plays a critical role in student access and success through its suite of developmental mathematics courses.

SME programs have grown at a significant pace over the last seven years and will continue this pattern as we look forward to the next five years. Although developmental math courses have not grown at a similar pace, there will be an increasing demand as Merced College grows.

Program Needs:
Facilities: With the growth of transfer-level SME courses there has come a concomitant strain on the Science Building facilities which ultimately impacts student access to courses and success in programs and the ability to transfer in a reasonable time frame. Given the trajectory of growth in the next five years, we anticipate the need for a new science building with lecture, laboratory, and office spaces to accommodate growth for many years, allow for staff and student input in the design stages, be a certified green building, provide a variety of lecture classroom sizes for use by both SME courses and other disciplines on campus, include an auditorium for presentations by speakers with study and meeting spaces for students, incorporating the latest classroom technology, and including a SME Student Resource Center modeled on the Canada College STEM Resource Center.
Online Offerings:
SME has the goal of being leaders in the quality of online offerings and competing successfully with statewide community colleges for online enrollment through the Online Education Initiative. SME faculty will be the best trained and utilize the most up-to-date technology in our online offerings.

Community Connections:
Area 1 will expand our community connections. We plan to establish more 2 + 2 courses with our high school partners and have more outreach to middle school students. There will be more on-campus activities that will attract community members. For example, we would like to sponsor a “Science on Saturday” speaker series.

Internships and Undergraduate Research:
We will promote internships and research opportunities for our SME students, identifying internships (local and otherwise) and partnering with other institutions to create opportunities for our students to participate in research and gain invaluable experience.

Summary, Area 1
1. Request new Science Building with labs, meeting areas, offices
2. Increase online offerings
3. Expand community connections
4. Partner with other institutions for Internships and increased Undergraduate Opportunities
5. Work to Increase Student Success and Retention
6. Request latest technology in the SME field and train faculty to use it.
AREA 2: ENGLISH, LIBERAL STUDIES, GUIDANCE CLASSES, CO-OP EDUCATION, CHILD DEVELOPMENT, AND ONLINE CLASSES

Child Development and Liberal Studies
Merced College offers both the A.A. and A.S.-T. Degrees in Child Development, certificates in 3 areas of specialization, an A.A. in Liberal Studies and an A.A.-T. in Elementary Education. A recent change in educational requirements for transitional kindergarten teachers and increased funding for Early Head Start provide part of the impetus for a new vision that will result in a reorganization of several related programs into a “School of Education” at Merced College. In addition, the State’s focus on elementary education and our own A.S.-T. and A.A.-T. will enable us to continue to grow this program immediately. Through our partnership with CSU Stanislaus and with local elementary schools, our students will be able to complete their practicum requirements and transfer easily.

Merced College operates a child development center, which also serves as a lab class for several of our courses. Part of the new vision is to align more closely the mission and activity of the center with that of the education program.

Through this School of Education we will build and maintain cohesive partnerships with local and State agencies, such as MCOE, Merced City Schools, UC Merced, Atwater and Winton School Districts, the Central California Child and Infant Care Association, CSU Stanislaus, and Fresno Pacific University. We will develop a Family Child Care certificate program to address the need for certification in the central valley. We will also regularly offer bilingual courses to address the large migrant population.

Finally, to be responsive to trends in education, we will develop certificate programs in Administration of Early Childhood Education and in Curriculum in Early Childhood Education, as part of the School of Education.

Because we will be serving students who work, much of the growth in our certificate programs will come through offering evening and online classes. To achieve this internal readiness and to coordinate effective partnerships, we will need to continually improve technology and increase both faculty and support staffing. Liberal Studies is often directly impacted by trends in the teaching profession. In part because of NCLB and state budget cuts, MC experienced a definite decrease in students interested in careers as elementary school educators. Recently, however, teaching careers are once again on the upswing in our area. We have been able to increase our course offerings with regards to the education classes.
Changes to elementary education curriculum have occurred as most schools are now embracing Common Core standards. It is imperative that MC continue its partnership with CSU Stanislaus (where many of our LBST students transfer) to stay abreast of curriculum changes. Because MC offers undergraduate preparation in teacher education, MC students will receive exposure to Common Core standards in upper division courses and credential programs once they reach a 4 year college. However, MC LBST courses require students to complete 45 hours of field experience in an elementary classroom, so students are exposed to the common core standards even at Merced College.

There is typically a demand for single subject math and science teachers. Although Merced College’s LBST program offers undergraduate preparation only, the newly-approved Elementary Education AA-T includes many science courses so the disciplines need to collaborate on course offerings to make sure student needs are being met. Likewise, the education courses have been offered only in the evenings in recent semesters; demand may show that offering additional sections at different times of day of with different modalities may be beneficial to students. In recent semesters, this has meant that 60-65 MC students have volunteered in classrooms across Merced County and towns in neighboring counties. Liberal Studies has one 2+2 agreement in place with the Merced County Office of Education.

**Co-operative Education**

The Co-operative Education Program is a support program to multiple disciplines. Co-op does not offer a degree or certificate of completion; rather, co-operative education courses are offered in a variety of different disciplines. The demand for co-operative education has remained steady and is projected to remain steady in the future. Many Merced College students work while going to school, and co-operative education courses offer students a way to earn transfer-level elective credits while gaining on-the-job experiences. Volunteerships also count for co-operative education credit.

Partnerships with the community are important for co-operative education. Co-operative Education professors complete site visits to each student’s work site. Each student’s supervisor is a participant in the student’s class experience, so the community plays an important role. In the future, co-operative education may look into the possibility of offering internships, which would require even more extensive partnerships with the community.

If co-operative education enrollments increase, the program needs a fulltime office assistant. Historically, co-op had a fulltime faculty member and range 16 classified position (Co-op/Job Placement). Currently, the office is only open 19 hours each week due to staffing limitations.
English

English creates productive learning environments so students can learn skills and increase experience with academic practices. The program offers an A.A.-T. in English. The degree enables students to fulfill the first two years towards a bachelor’s degree in English at most transfer institutions, while also fulfilling general education requirements. Courses range from skills courses (developmental reading/writing) to elective courses in literature.

The continued lack of preparation of incoming students will require additional courses and support to help students attain their educational and career goals. Overall increases in enrollment and FTES reflect the need for continued program (faculty and facilities) expansion.

Curriculum is constantly being reviewed by faculty to streamline student success, accelerate student completion, and to reduce redundancies, while utilizing best practices in pedagogy within an integrated reading/writing curriculum. In addition, our goal is to create a parallel ESL course sequence that will improve student placement and, therefore, retention and decrease time to completion and contextualize the learning.

In concert, the addition of an interdisciplinary literacy center will support student achievement in multiple courses and programs on campus. To serve this goal, current facilities (particularly IAC-139) will require redesign and furniture and equipment. Also, course norming and scoring will become standardized for all composition classes. To contextualize learning, our goal is to increase the number and breadth of learning communities. This includes developing VESL programs and/or to partner with vocational disciplines in learning communities. To achieve more fully the aspirations of the curriculum and student success, a sustainable cycle of technology upgrade is required, as is the appointment of paid office hours in designated faculty offices for part-time instructors. Finally, we are working to improve student access and learning through the use of e-texts, Libguides, and online tutoring. In addition we are increasing the scope of the Intensive math and English Review to improve student preparation for their first year college experience.

Online Courses

MC offers some courses in an online and/or hybrid format as an alternative to traditional face-to-face classes. Online classes require no on-campus sessions, where hybrid courses require one or more in person meetings. No distinction is made between the expectations and outcomes of online and hybrid courses with on-campus courses. The content and outcomes of the classes are the same as those taught in the face-to-face classroom. In 2013-14, 129 online sections (5.63 percent) were offered out of 2331 total.
Summary, Area 2

1. Develop School of Education and accompanying certificates.
2. Develop Interdisciplinary Literacy Center.
3. Provide Personnel upgrade for Co-operative Education.
4. Provide Clerical Support for Liberal Studies.
5. Develop parallel English as a Second Language course sequence.
6. Increase Student Success and Student Retention.
7. Increase online offerings and become a greater participant in the Statewide Online Education Initiative.
8. Streamline English curriculum and introduce accelerated courses.
AREA 3: CAREER/TECHNICAL EDUCATION, AGRICULTURE, INDUSTRIAL TECHNOLOGY, KINESIOLOGY

CTE Program Completer Internship Placement

Merced College currently provides a number of services to insure students are successful in transferring from community college to the four-year institutions. Conversely, students attending Merced College with a goal of earning a certificate or associate degree aimed at technical training needed to directly enter the local workforce, receive very limited assistance to meet their goal of job placement upon completion of their certificate or associate degree. To address this discrepancy, Merced College needs to institutionalize a Workforce Internship Development Office dedicated to connecting Career Technical Education (CTE) certificate or associate degree recipients to internships with local industry partners. The focus of this office will be to provide an opportunity for CTE program completers to put the skill sets they have developed to work in a “real world” application. Additionally, the interns will be provided exposure to the culture of the work place that can’t be reproduced in a classroom environment, applying the training they have received in their college program and establishing relationships with work place
mentors and receiving “field experience” that is so valued by employers. Providing a pathway to internships is a natural progression to the success of all CTE students.

The Workplace Internship Development Office will employ a director, job developer, and secretarial support staff. The duties of the office would include Industry Partnership Internship Development Relations, CTE program completer internship facilitation, business mentor partnership development, graduate employment follow-up data collection, and employability training for potential interns (letter of application writing, mock interview training, employment application completion, etc.). In addition, the office would coordinate with career counseling once students are placed in CTE programs and coordinate services with entities such as EDD, WIB to promote enrollment of the un- or under-employed.

Agriculture

The Merced College Agriculture Program provides degrees and certificates in Animal Science, Agriculture Business, Crop Science, Landscape/Horticulture, and Mechanized Agriculture Technology. With a clear focus on both degree completion for transfer and certificate completion for direct entry into a high skill high wage work force, facilities and resources will need to be upgraded.

Agriculture needs a new facility to provide the square footage required for expansion, as programs are added or grow, to keep pace with the training needs of this highly diverse industry. Equipment upgrades and faculty training will be crucial to keep pace with the ever-evolving precision farming practices of the 21st century--including, close circuit video and computerized monitoring of livestock and facilities, GPS capable technology such precision spray applications, planting practices, tillage applications, and land leveling technology. Resources are needed to integrate GIS management practices, and global business practices. Additionally, access to the most up-to-date computer hardware and software utilized in the agriculture industry must be provided, along with water efficiency technologies for both farming and landscape irrigation. The Mechanized Agriculture Program is one of only three in California so it is essential to expand industry involvement to ensure current equipment and faculty training is made available to keep student training current with the technology in the field. Insightful planning and abundant resources are essential to keep pace with the unknown technologies to surely evolve over the next 20 years in the agriculture industry.

The College has planned a 10 acre botanical garden on the Merced Campus. In addition, the Ag Department hosts field days for the surrounding FFA chapters and their contests in a variety of areas.
Students are our focus and we are known by their success.
Industrial Technology Programs
With the introduction of the UC Merced into the landscape of Merced County, the potential for new industrial manufacturing development is enormous. Two key elements needed to foster this potential growth in manufacturing in Merced County are engineering majors from UC Merced and a skilled technical work force produced by the industrial technology program at Merced College. A skilled technical workforce needs a facility with adequate square footage to expand the Industrial Electrical, Industrial Maintenance, and Industrial Automation and the requisite training labs. The Automotive program will need equipment and facilities that are expanded into hybrid and electric automobile technology as well as the potential hydrogen power plants future automobiles may employ. As the Computer Aided Drafting (CAD) Mechanical Design Program has expanded in recent years to include reverse engineering and rapid d prototyping support services, a close eye must be kept on the evolving software and hardware utilized in this ever-progressing field of study. Merced College must provide the most current training to ensure program completers are equipped with the skillsets demanded by our local industry. Environmental concerns and changing processing requirements create constant change in processing plants infrastructure. The Merced College Welding Technology program will need constant upgrades to keep pace with these industries. In addition to the current welding program offerings, special attention must be given to both heavy pipe certification as well as producing program completers with a high degree of expertise in purge welding technology.

Kinesiology
In 2012, the state imposed repeatability restrictions upon activity classes, causing an 80 percent enrollment downturn in traditional Physical Education classes. In response and coincidentally, the Kinesiology Department has altered its vision to emphasize athletic training. The Japanese Language School YES on campus continues to mainstream students, a percentage of whom are interested in Athletic Training. (In the past three years interest has grown from 2-4 students a year in our AT classes to 13-15 to 18-20.) The Kinesiology Department envisions a buildup of athletic training courses with the intent (1) of developing a two year major in Athletic Training which would qualify students to four-year schools in the area, Fresno State and Stanislaus State and (2) applying for a CTE grant to fund a program for certifying Athletic Trainers.

In addition, the Kinesiology Department has emphasized strength and fitness education--Promoting the weight lab and fitness labs via appropriate academic class structure formats. The Department will investigate the feasibility of make strength and fitness labs a part of the Health 10 course, including the creation of a learning community for both. If exercise is integral to student health, the study of health would intensify via a lab requirement of aerobic and/or anaerobic activity.
The Department continues to offer activity classes in volleyball, basketball, swimming for fitness, adaptive PE, and theory and analysis of baseball and has added Tennis and Golf.

The department would envision as well developing courses that would lead to a coaching certificate and a personal trainer certificate. Both certificates would require an internship at a local sports club or school.

Summary, Area 3

1. Develop Workplace Internship Development Office.
2. Keep abreast of technology in all areas.
3. Request new facilities in animal science and horticulture.
4. Continually expand community partnerships and opportunities for internships.
5. Work on increasing Student Success and Student Retention.
7. Develop certificates in coaching and personal training.
AREA 4: BUSINESS, ALLIED HEALTH, PUBLIC SAFETY

Students majoring in Area 4 disciplines of business and public safety will have the opportunity to complete an AA degree, gain certification in the field of choice, or transfer to a four-year college or university to earn a Bachelor’s degree. Most business disciplines currently have classes that are articulated with the local city and county high schools in an effort provide college credit to the high school students and to use as a recruiting tool for the future of our programs. These students will have a choice of completing our Associate’s degree program, certificate program, gaining immediate employment or furthering their education at the next level. The Public Safety disciplines have developed relationships with the local city and county Fire and Police departments in an effort to transition their students into the local workforce.

Allied Health Center

The Allied Health Center consists of 20,100 assignable square feet (asf) of new space to address the enrollment growth in the Allied Health programs. An increasing demand for health professions in the San Joaquin Valley and more specifically in the Merced area is being driven by a rapidly expanding and aging population. The Allied Health Center houses a complete Radiology and Sonography Suite, Registered & Licensed Vocational Nursing Skills Lab, a large computer lab, a large conference room, study rooms, and multiple large and small classrooms, which opened in June 2009. The Allied Health Center is home to the programs of the Dr. Hanumireddy Lakireddy School of Health Sciences, including Registered Nursing, Licensed Vocational Nursing, Certified Nurse Assistant, Diagnostic Radiologic Technology, and Diagnostic Medical Sonography.

The Allied Health Center has state-of-the-art equipment and software to assist students with learning current health practices and procedures. The new building is located in close proximity to the new Mercy Medical Center. Currently students in the programs have to take theory courses as well as engage in clinical practices. Clinical is also a form of internship for the students to allow for a smooth transition from the classroom to the workforce.

Important components to the Allied Health programs, grant funding and community partnerships provide assistance in the areas of staffing, facility use, professional growth opportunities, equipment, and materials and supplies. The grant funds and community partnerships allow for instructional faculty compensation for their time assisting our students in the skills lab and clinical sites, the purchasing of simulated mannequins which provides real world patient practice and an opportunity for our instructors to be able to provide feedback through our audio/visual high tech observation room.

Simulation is currently the top technology in the healthcare industry and our program has this technology embedded into all of our program cohorts, allowing for a smoother transition for our students in preparing to assist patients in the hospitals and clinical
facilities. All programs have high student pass and completion rates including high pass rates on the state licensure exams (NCLEX, ARRT, ARDMS, Department of Public Health), all playing an important role in future student employment.

The future of the Allied Health industry looks very bright as over 80,000 healthcare employees will be retiring in the next five years which will result in all of the students who complete our program gaining employment with benefits. We hope to continue to educate and prepare our students for employment through having the top technology that exists, top equipment, excellent instructors, grant funding and community partnerships that will ensure our students success.

**Business**

The Business discipline and classes are located in the Vocational building which houses three computer labs and a host of face to face lecture classrooms. The American economy offers ever increasing opportunities in business careers and Merced College’s programs provide training in a variety of business fields from accounting to computer science to virtual office.

Within the next five years, we would like to have a pipeline of support from businesses to recruit our students, allowing businesses to come into our classrooms and share information about their companies, set up mock interviews and provide guest lectures to our students thereby creating an environment conducive to our students facing employment success. Also, a better facility with larger size classrooms and computer rooms is a must in order to better educate masses of students.

**Public Safety**

The Public Safety discipline and classes are located in the Vocational building where one of the classrooms has a jail cell in it for the Criminal Justice program use. Another classroom has a simulation ambulance that was built inside of the classroom to be used for instructional practices for the Fire Technology and Emergency Medical Technician program. The disciplines in the Public Safety area are criminal justice, emergency medical technician, and fire technology. Jobs may be found on the federal, state and local levels as well as in the private sector and industry.

Our programs currently use the city and county training facilities and equipment and have hired several of their employees who are qualified to teach as part of our partnership with them. In our EMT program, we work with the city and county Fire Department where they come to the school and guest lecture to our students in addition to setting up mock interviews in an effort to prepare our students for real life interviews and to select possibly a few of them to employ. The relationship is a great partnership and beneficial to both parties. In the future, we would like to continue to strengthen our
relationship with our city and county, developing a pipeline for transitioning all of the Merced College students into the workforce is our main goal.

In the next five years we would like to have the Public Safety facility up and operating. This would allow our students the opportunity to receive training and textbook instructions at one site.

Summary, Area 4

1. Increase grant funds and community partnerships in health fields
2. Request training facility for Public Safety
3. Increase community partnerships in business fields to increase student employment opportunities
4. Increase internship opportunities for students
5. Increase Student Success and Student Retention
6. Renovate the Vocational Building
7. Continue to educate and provide our students with the best opportunity for achieving a degree, certificate, transfer to a four-year institution or gaining employment.

Allied Health Center, Home of the Dr. Lakireddy School of Health Sciences
AREA 5: PERFORMING ARTS, SOCIAL SCIENCES, HUMANITIES

Fine & Performing Arts
Merced College offers AA degrees in Fine Art, Music, Photography and Theatre Arts (Drama) as well as a certificate in Photography. The arts programs are the only educational programs of their kind in the county and therefore fulfill a critical need for people to learn and experience the creative arts as applied to the development of professional and industrial skills and innovation. All courses are taught by highly qualified professionals who remain fully engaged in the continuous practice and refinement of skills within their respective fields.

Recent accomplishments include the development of a fully functional digital art lab housing all of our courses in digital arts, animation, graphic design, and Photoshop. A new AA degree and certificate in Digital Arts are expected for approval and to be offered in 2016-17. Recent renovation of the Theater Building basement to accommodate ADA requirements, staffing replacements, upgraded audio and light equipment, and approved budget augmentations have set the theatre arts program on an upward trajectory.

Going forward, industry standards, fine and performing arts curricula and pedagogy require a continuous investment in technology, equipment and facilities specific to those needs so that students have an opportunity for success in their careers and transfer. The College therefore requires a music facility where digital audio, sequencing, editing, and recording can be taught, and designated rehearsal rooms can be utilized by music ensembles and directors. The college will require an ongoing commitment to maintaining the current theater, as well as build a second performance stage such as small black box theater to support all of the demands on our currently limited space, including our ability to serve the community and increase revenue to the District.

Lastly, the staffing of faculty in arts programs has historically and consistently been underfunded. A full time faculty position is needed in Photography, as it is a program taught solely by part-time faculty and offers an AA degree and certificate. Additionally, there are wet lab and equipment considerations that are standard in collegiate photography programs that require ongoing investment and maintenance. A full-time position is needed in Music to develop a commercial digital music program to train students for careers in the industry as well as provide essential experience for traditional music majors. The music program has been functioning with two full-time faculty for four years, down from the three full-time faculty it has maintained since the 1970s.
It is critical to maintain reasonable levels of FT faculty in all of the arts programs in order to support a standardized quality of instruction, support for programs, and growth going forward.

All of the related instructional program reviews have detailed the need for expanded facilities consistently for many years, including a second performance space on campus such as a small “black box” theater space and a facility for integrated digital technology in the arts, i.e. multidisciplinary audio and video production. Our current facilities have been outdated and substandard for years, which has negatively impacted student success in a direct and profound manner. There is historic and critical need to renovate or build updated facilities for 21st Century learning in the fine and performing arts to the Strategic Plan.

**Humanities: Communication Studies, Foreign Languages, Philosophy**

These programs have historically performed well, including maintaining appropriate levels of both fulltime and part-time faculty. One area under consideration for expansion in the foreign languages is the potential development of a new degree program in Hmong Studies, which would require the creation of one or two new courses to be combined with the existing courses, as well as an additional FT faculty combined position in Hmong and French.

District funding for expanded professional development opportunities for faculty has been, and continues to be, an important goal for this cohort. Funding for professional development has been consistently cited for many years in the program reviews of the disciplines making up the Humanities Cohort. Increased opportunities in this area will strengthen the knowledge and abilities of the faculty, including part-time faculty particularly in the Foreign Languages Department, to engage effectively in learning outcomes assessments, be exposed to the rapid changing technologies related class room teaching, as well as contribute to a motivated, productive and engaged faculty.

**Social Sciences**

We are making significant modifications in the areas of Addiction Studies and Human Services to better accommodate workplace demands and improved transfer opportunities for students. The Addiction Studies program will be inactivated, several of the courses have been modified and will be offered as part of an enhanced Human Service degree. We will require an additional FT faculty position in the Human Service and/or Sociology disciplines as a result. Several new TMC AA-T degrees are available in disciplines we currently do not offer degrees in, such as political science and economics. Additionally, we are interested in modifying our current International Studies program
into the Global Studies AA-T degree. Large class maximum sizes have been a cause for concern in multiple disciplines in the Social Sciences Cohort. A slight reduction of the class maximum sizes of the large lecture classes would be an improvement in terms of pedagogical and workload considerations.

**Art Gallery**
The Art Gallery, located in the Theater Building, presents high quality art exhibits in a wide variety of media throughout the school year for enjoyment and enrichment. Featured shows include student, faculty and guest artist exhibits. All events are free and open to the public. Art exhibitions are often scheduled in conjunction with theater events. A schedule of Art Gallery events is posted on the college website. We plan to maintain regular and consistent art exhibitions in the Art Gallery geared toward the Merced College and Merced communities featuring visiting artists from the region, faculty, and students. The gallery is a tool used in the teaching of studio art that includes the development of a new course in portfolio development and gallery management. It is critical that Art Gallery budgets and staff be maintained to support these efforts.
Summary, Area 5

1. Renovate current fine and performing arts facilities
2. Enhance Human Service Degree, increase full-time personnel and reduce class size in Social Science courses
3. Develop degree offering in Hmong Language
4. Renovate Music Building so digital music offerings can be brought up to current standards
5. Fund full-time faculty in arts area
6. Offer new degree and certificate in Digital Arts
7. Develop and build a new public performance and fine arts display facility to meet growing needs of programs

While it may seem like oil and water at first, a program that crossed fine art majors into the small business entrepreneurship major's classes or other business classes would be invaluable to their success.

(Community Survey)
AREA 6: WORKFORCE AND ECONOMIC, COMMUNITY SERVICES, BUSINESS RESOURCE CENTER, AND NONCREDIT

Merced College’s Workforce and Economic, Community Services and Noncredit program provides a diversity of educational programs throughout the College’s service area, in credit, noncredit, and fee-based delivery methods. Off-campus classes in rural communities surrounding Merced, including Delhi, Livingston, Mariposa, and Chowchilla, are overseen by Area 6. The Merced College Child Development Center and the operational aspects of the Merced College Theater are also part of Area 6.

Our vision is one in which we reach underserved residents and communities, while at the same time integrating with larger college programs. We collaborate with K-12 school districts, business and community-based partners, and public sector agencies to provide an entry point to Merced College among those who do not access our services through traditional means. In the coming five years, we expect that programs provided by Area 6 to diverse groups who are geographically, socially, and/or culturally distant from the main campus will increase in importance, as Merced College seeks to expand its interaction with the entire district service area.

Our downtown facility, the Business Resource Center (BRC), provides effective, innovative, and flexible educational and training programs for the public-at-large, especially Merced’s growing local business sector. Contract and fee-based educational programs allow us to be agile and flexible to respond to emerging community needs. As an example, BRC instructors are developing technical assistance workshops for entrepreneurs in Merced’s downtown. To be successful in this effort, it is critically important that we have the current technology being deployed in local industries, and that the BRC presents an attractive and inviting educational space for Merced’s business leaders.

We seek to be a strong partner with UC Merced as it expands its downtown presence, and to represent higher education as an engine for economic growth. As Merced College’s only physical location in the downtown area, many of Merced’s prominent leaders engage
with the college through the BRC, and form impressions of the college as a whole based on those experiences. We must continue to provide a safe, healthy, welcoming environment that reflects currency and innovation. We must also assure that we have well-prepared, customer-oriented staff who are knowledgeable about all aspects of Merced College. The BRC must always strive to reflect the return our community receives from its investments, donations, and support for Merced College as a whole.

The Child Development Center and MC Theater are likewise viewed by the public as providing vital connecting points between the community and the college. The CDC has long-time partnerships with school districts and the County Office of Education, which can be leveraged into outreach for college programs. Furthermore, access to high-quality, affordable child care on the college campus reduces a significant barrier to success for student-parents. Theater patrons, many of whom are longstanding Merced residents and Merced College supporters, expect the theater to be well-maintained, comfortable, and accessible.

Area 6 offers Merced College a connection to those who are not reached through traditional programs and services. With the flexibility that is afforded through noncredit and not-for-credit modalities, we provide solutions to businesses and contribute to the excellence of the College as a whole. The partnerships created in Area 6 can be leveraged to result in sustainable sources of revenue. The ability of the College to respond to community needs is greatly enhanced by Area 6.

**Child Development Center**

Child Development Center services, available on campus for the children of students, staff, and community members, is an infant/preschool educational program that serves as a laboratory for students majoring in Child Development. A charge is levied for this service. We will continue to maintain the current level of service for the next five years.
Merced College Theater

The MC Theater presents a variety of music, drama, dance, and other live performances throughout the year. Featured performances include student productions by the theater and music departments, as well as, events by local and international artists and performers. Most theater events are open to the public. As the theater ages, it is imperative to update it as needed to keep it as an attractive venue for the public.

Summary, Area 6

1. Develop strong partnership with UC Merced.
2. Continue to reach members of the community who are non-traditional college students.
3. Stay current and innovative with offerings.
4. Plan to offer courses at the BRC at times convenient to non-traditional students.
5. Ask the community about desired offerings.
6. Promote renovation of the theater complex.

My wish would be for more support and respect from the community for Merced College. That stated, Merced College needs to do a better job of communicating what exactly it does for members of the community. (Community Survey)
THE LOS BANOS EDUCATIONAL CENTER, LOS BANOS CAMPUS

The city of Los Banos continues to grow. This year’s kindergarten/transitional kindergarten cohort is the largest ever, at over 900 students, and there is robust growth especially at the elementary school level (Superintendent Steve Tietjin). The city has issued 90 new single family home building permits this year through the end of August, more than double the amount issued the entire previous year. Commercial real estate is rebounding from the great recession as well (Source: Stacy Elms, Planning Clerk).

Enrollment at the Los Banos Center is up by 5 percent at census in Fall 2015 to 495 FTES as well, the highest census FTES numbers since the height of the 2011 boom when we had a record 509 credit FTES.

Population growth in Los Banos over the past decade can be attributed to families seeking affordable housing within range of their jobs in the South Bay. That influx of commuters is still strong, but additional factors will also drive enrollment growth in the future. The city of Los Banos is pursuing a large scale Industrial/Business Park in conjunction with Merced County at the intersection of Highways 165 and Interstate 5. The plan is to relocate the airport to that site, to attract warehousing and distribution companies as well as other commercial uses. If the plans come to fruition, this will bring additional jobs to the area and training opportunities to Merced College. The college would be well placed to consider housing the Mechatronics/Automated Systems Technology Program, Industrial Electrical Technician, and Instrumentation and Process Control Technology Programs at the Center. For a similar Industrial Park in Patterson, Modesto Junior College runs a full range of logistics and supply chain trainings through their non-credit program.

The City of Los Banos plans to relocate the airport whether or not the Industrial Park becomes a reality, as FCC regulations block much development to the west (Steve Carrigan, City Manager). The wetlands which border the eastern edge of the city serve as a barrier to further development on that end of the city. The city is also looking at moving away from the current Memorial Hospital, which is landlocked, and expanding the facility into a Regional Medical Center on the site now used for the airport. This will be an opportunity to expand programs such as Emergency Medical Care, Certified Nursing Assistant, potentially add LVN or even RN training, and offer degrees and certifications like Medical Assistant and Administrative Medical Office Professional. Registered Nursing has been the number one declared major since we started collecting this data three years ago. Other health care majors are also strong.

As our community continues to grow, additional schools are being built. An additional high school and elementary school were built in the last several years. Plans are already
in place to expand the new elementary school until an additional facility can be built. Currently, a new junior high is under construction. These facts, plus the difficulty that the school district faces in hiring sufficient teachers, point to a need to strengthen the area of Elementary Education. The college should also explore options for a facility for Early Childhood education on the Los Banos Center in collaboration with the County Office of Education, Head Start, and the local school district. This project was tabled during the great recession, but could serve a real need for training on the Westside.

The Los Banos Center has a beautiful science facility that remains underutilized. This provides an area for growth for the district, as the science labs in Merced are quite impacted. Fall 2015 marked the first semester of Majors Chemistry offered at the Los Banos Center, and it filled very well. The sciences are attracting a greater number of students as the campus continues to expand offerings. This trend should be accelerated to include the often-requested major of Computer Science.

Business is booming in the Los Banos area, and Agriculture continues to be a backbone of the local economy. Both of our high schools have robust FFA programs. In addition to our offerings such as Business Administration, General Business and Accounting, adding an Agricultural Business strand would make a lot of sense in the next 10 years. As the Food Forest is completed, it will provide additional opportunities to utilize the campus landscape as a learning laboratory for other CTE programs such as Landscape Horticulture.

To support the expansion of educational offerings, additional facilities will be needed, and may possibly be funded through partnerships. For example, the school district is willing to talk about constructing their new central kitchen on our site. The city and private businesses have been interested in a business incubator, which could provide a home for our popular Business Administration Program and related courses, as well as not for credit offerings such as customer service academy. Merced Community College District is prepared to support expansion of career technology areas, such as Mechatronics. Finally, student success services need to be expanded as well. Counselors will be required to help students matriculate into the appropriate career pathways. More space is needed to accommodate the tutorial and success programs. As a start, an Initial Project Proposal has been submitted to the state to expand the Library to accommodate more student study and support services space.
Summary, Los Banos Educational Center

1. Expand library
2. Use Science Labs currently underutilized
3. Research development of Child Development Center
4. Expand programs as dictated by community growth
5. Develop partnerships with community businesses
6. Expand career technology areas
7. Develop partnerships with the city

I would like to see a cafeteria at Los Banos campus and some sport related activities. (Student Survey)
ATHLETICS

Merced College Athletics is currently at the limit of its ability to serve students. We offer 12 sports, male (football, water polo, basketball, baseball, track, and swimming) and female (volleyball, water polo, basketball, softball, track, and swimming). We could foresee student interest in expansion, especially in women’s sports, as part of Title-9 compliance initiatives, in cross-country, soccer, badminton, and sand volleyball. But expansion cannot occur without an infusion of budget dollars and new facilities construction along with upgrades to existing ones. Academic support for athletes is critical for their overall success.

Sample points:

- With one antiquated gym, we cannot provide practice and game time for more than the three current gym sports, men’s and women’s basketball, and volleyball.
- We have no meeting rooms for coaches or classrooms specifically for athletics.
- Our training room is undersized for the sports we already offer.
- Football and baseball locker rooms are too small for the size of the rosters in those sports.
- Our weight room is too small and inadequate for handling demands from 12 sports.
- We are operating on 1980s budget dollars with insufficient support for assistant coaches, uniforms, and equipment and supplies.

I believe that our local college should also work very hard to ensure that our local college athletic programs are a high priority because of the draw of more students and student athletes and the community pride in the College athletics that once was can be restored.

(Community Survey)
SUMMARY, ATHLETICS

1. Construct new facilities—gym, locker rooms, weight rooms, and meeting rooms.
2. Redistribute budget to assure ample funding in athletics and research increase funding sources to increase sports offerings.
3. Upgrade existing facilities to accommodate present sports and new sports offerings.
4. Continue academic support for athletes for their overall success.
The Learning Resources Center: Library and Audiovisual

LIBRARY

Description: Faculty librarians provide services to the Merced College community in a variety of ways. They provide one-on-one reference service to students, staff, and faculty. They work collaboratively with discipline faculty to provide research instruction and library orientations to various classes. Faculty librarians are responsible for cataloging all new materials received by the library using the OCLC database, interlibrary loan, database oversight, collection development, maintenance of the library social media sites, and the library Portal pages. In addition, one librarian is a partner in Systems Administration for the SIRSIDynix online library system. This system is used by both campus libraries. There is also one library discipline course, Learning Resources 30, taught every semester.

Library Services consists primarily of the following: researching, selecting, purchasing, cataloguing, processing, housing, and circulating instructional related materials and media to support the curriculum of the college; meeting the research needs of students and faculty; and serving as an intellectual and cultural resource for the entire college community. The Library also provides safe, clean, quiet, technology-enabled spaces where students can work on assignments, study, and collaborate on academic projects. More recently the Library has begun, in collaboration with the Student Equity and Student Success Programs, to identify and provide access to resources that will help improve student equity and success.

Library staff is highly committed to supporting the overall mission of the College and its instructional student learning outcomes and strategic planning initiatives. In a continuing effort to provide excellent resources and services, staff catalogues and processes materials in a timely way, ensures materials and media are available to students, staff, and faculty through the library automated system, and tracks and verifies the accuracy of the system in its listing of titles in the collection. In addition, staff provides courteous and professional service to students and faculty at the circulation desks by providing access to library’s meeting rooms, checkout of library-research computer passes, circulation of instructor reserve materials, and all other circulation items in the collection.

The library is amazing, and the computer lab is phenomenal. (Student Survey)
The library staff is a dedicated, collaborative group that is willing to participate and contribute to ongoing assessment and program review to improve services to students and faculty. They work well as a team and continue to cross train in the positions of others to be of service when spot demands increase or when emergencies occur.

Program Needs:
Facilities:
The Learning Resources Center opened its new facility in 2007 and serves over 275,000 student visits per year (and over 2.5 million since its first day). In the near future the District will need to purchase new carpeting and replacements for heavily used and damaged student furniture. The Los Banos Center is too small a facility to serve its educational community – too small in fact to sit even one full class of students at a time. There are also very few computers at the LBC Library for students to use to do research.

Technology:
The library student computers on both campuses are heavily used and need to be a part of ongoing life-cycle funding. At the current time, the computers are so old students cannot make use of new web applications and resources required of their classes. The library staff are also working with computers that are so old, the newest upgrade to the automate library system is creating problems of efficiency and reliability.
Online Offerings:
The library has over 50 databases available through the Portal to all Merced College students and staff that are used by thousands of students to conduct tens of thousands of searches, resulting in hundreds of thousands of relevant articles and information resources. In addition, the library has over 100 reference books and over 4,000 electronic books available to students online 24/7. The library offers students a text-a-librarian service and the opportunity to ask for help via email. In addition, the college library catalog, with enhanced information about book titles, is also available 24/7. The library web site also contains learning videos and podcasts to assist student in finding information. Librarians have developed several discipline specific information pathway guides that are online. Recently librarians worked with AV to embed LibGuides, an online reference tool, in every Blackboard course shell.

Community Partnerships:
The library is an integral part of the college community. Librarians serve as liaisons with all discipline areas and serve on college governance committees. The Learning Resources Center is a partner with many organizations in the community, serving as a location for shared programming and community discussions.
Summary, Library
1. New technology is needed for staff and students to continue current level of service.
2. Continuing funding is necessary for maintenance of information resources, particularly databases.
3. The automated library system will need to be renewed or replaced within the decade.
4. Additional staff is needed to meet the increased demand for services.
5. Professional development is needed for all staff and faculty to keep current on new online applications and technologies.

AUDIO VISUAL
Description:
Audio Visual’s primary responsibilities include researching, selecting, installing, testing, and evaluating instructional technology in all of the District’s classrooms, as well as providing related training, support, repair, replacement, and maintenance services for that technology. Through the Technology Resources Center (TRC), Audio Visual is also responsible for technology that supports individual faculty in the development of instructional materials and for training faculty on its use. Audio Visual will begin a new District-mandated program for developing technology training for students in 2016. Audio Visual also provides support for the Learning Resources Center automated library systems and peripheral technology. This includes administration of related servers, uploading of student data, support of SIRSI clients, and the training of faculty and staff in the effective and successful use of that technology in supporting student learning outcomes by providing access points to library resources. Audio Visual is also responsible for the training of LRC staff in the development and deployment of SharePoint sites in the District’s portal which serves as the primary access point for all Merced College students to online resources that are critical to their success.

The Technology Resource Center (TRC) serves as AV’s primary technical training and support lab for faculty and staff, a mission critical service for the District. The TRC received one-time funding this year for the purchase of a new Mac computer to replace an old outdated system, 2 HD display monitors, 2 Blue ray recorders, 1 Network storage array, and 1 mid-range camcorder. In addition, we just received funding that will allow the TRC to purchase more Camtasia licenses, 5 Swivl devices that will allow faculty to record lectures, and 5 portable devices that will do the recording.
As a result of the Institutional Effectiveness Partnership Initiative (IEPI) Visit in October, 2015, college-wide discussions occurred among faculty, classified, and management staff regarding the effectiveness and importance of Audio Visual in support of instructional technology at Merced College. The dialogue reaffirmed the critical role Audio Visual media technicians and educational media specialists play in planning, implementing, and supporting instructional technology, particularly classroom technology.

**Program Needs:**
Audio Visual services rely on state-of-the-art equipment and technical staff trained to deploy, support, and train others in this technology. Funding is needed for advances in technology in the classrooms district-wide as well as for funding maintenance of current systems. Professional development is critical for AV staff to respond to the needs of faculty for support and for training and the new student training program. Audio Visual staff are responsible for technology district-wide, from Los Banos to downtown Merced to the Merced campus. Additional funding is needed for local travel and for overtime to meet the needs of staff and faculty at these locations. One of the services provided by AV is access to interactive group videoconferencing. This technology is failing and needs to be renewed to maintain mission critical communication between Los Banos faculty and staff and Merced campus faculty and staff, particularly for operational and shared governance meetings.

**Online Offerings:**
Audio Visual supports the library and AV web pages. AV also supports SharePoint sites on the college web page and inside the Portal. AV is responsible for access to library online resources through a link in the Portal and for maintaining connections to vendor sites through the proxy server. AV is responsible for the online training in the Microsoft /academy. AV also provides technical assistance to faculty who develop online video resources. Recently AV worked with reference librarians to embed LibGuides, an online reference tool, in every Blackboard course shell. In fall 2005, AV purchased an online video streaming service with particular emphasis in multicultural content that will serve discipline in their classrooms over the college network.
Summary, Audio Visual

1. Ongoing life-cycle funding is needed for classroom, library, and training technology maintenance.
2. Specific funding is needed to fund and pilot advances in classroom and learning technology.
3. Professional development funding is critical for staff to serve faculty and students.
4. Funding is needed for updating the instructional media collection.
Scholarly Programs and Organizations

HONORS PROGRAM
The Merced College Honors Program is designed to meet the needs of exceptional students by providing an enriched educational environment. Students are challenged to reach their full intellectual potential and to better prepare themselves for the academic demands of a four-year college or university. Any new student with a 3.5 cumulative grade point average or any continuing student with a 3.25 cumulative grade point average may enroll in honors classes. Students who do not meet one of these enrollment requirements may also enroll in individual honors classes by successfully completing the challenge process. The core curriculum of the Honors Program will consist of several honors-designated courses that fulfill CSU and IGETC transfer requirements. At least two of these courses will be offered each semester. In some cases, the courses offered will be taught in back-to-back time slots with instructors coordinating their lectures. In addition to the core curriculum, a two-unit honors seminar will be offered each semester. These seminars are intended to give the student an opportunity to do advanced reading and research under the close supervision of a Merced College faculty member or members.

With available funds through the Merced College Foundation, McConnell Honors Scholarships are offered to a number of students enrolled in honors classes. These scholarships carry a $1000 award and may be provided for a maximum of two years.

ALPHA GAMMA SIGMA
AGS is an honor society for Community College students with a minimum cumulative grade point average of 3.0 who have completed at least 12 semester units within a maximum of two semesters at any recognized institution of higher education. Life members of the California Scholarship Federation who graduated with a minimum GPA of 3.5 at the high school level, are invited to become a temporary member during the first semester at a community college and will have all the privileges of membership except that of holding office. All applicants for permanent membership must have completed a minimum of 60 semester units of recognized college courses with a minimum of 30 units completed at a community college.

PHI THETA KAPPA
Phi Theta Kappa is the largest international honor society serving colleges offering associate degree programs. Founded in 1918, Phi Theta Kappa currently has more than 1,200 chapters in the United States and abroad. Its main purpose is to recognize and encourage academic excellence among associate degree students.
PUENTE PROJECT
Puente is open to all students who wish to transfer to a four-year university. The Guidance and English areas jointly administer the Puente Project. Students visit University of California, California State University and private college campuses and attend an annual Puente student transfer conference. Business or professional mentors share with students their personal, academic, and career experiences, and provide a window into “real-life” work environments. The network of trained Puente mentors provides many resources for the Puente students, their families, their colleges, and the community. Puente students are required to attend university field trips and cultural and program events. These events are designed to help students achieve the goals of the program.
Student Services/Student Success and Support Programs
STUDENT SUPPORT SERVICES AND PROGRAMS

Over the next five years, student services will support students through all processes from pre-enrollment through the completion of their individual educational goals. Merced College will provide coordinated and comprehensive educational services that mitigate obstacles and promote student success. Program review, student learning outcomes, service area outcomes and student success data (including success benchmarks) will drive area decisions and resource allocation. Every facet of student services will undergo regular assessment and evaluation to ensure high quality services that meet the needs of students and contribute to their goal completion. Emphasis will be placed on student attainment of certificates, degrees, university transfer, and job preparation.

In order to increase student educational goal achievement, emphasis will be placed on assisting students in defining an informed educational goal early in their educational career. Upon goal identification, students will be directed to counseling to develop student educational plans that map out their educational pathway. Orientation, curriculum pathways, and counseling will be provided so that students maintain good grades and make progress towards their goals. Students will receive early, robust, and regular academic follow up services including interventions and redirection to support programs and services at the first sign of difficulty.

With the Student Success Act of 2012 there is an increased emphasis on student goal attainment; specifically on completion of certificates, degrees, transfer, and job preparation. This emphasis is the responsibility of Merced College and aligns seamlessly with the mission of the college. Student services will keep student success and goal achievement as the central tenet upon which all decisions are made. Furthermore, the need to make more informed, data-driven decisions will require increased technology resources (i.e. hardware, kiosks, tablets, programmers and technicians, etc.) and software solutions.

Merced College will shift to an intrusive counseling model where services are strategically delivered to students. This requires more staff and additional space to accommodate the staff. Specifically, more counselors, support staff, transfer services, career services, and technology aimed at data collection and student tracking, as well as additional office space, are needed.

Students not only need to exist but also to excel. Do more outreach in the high school and junior high schools so that students can start to formulate higher educational goals early in their education path.

Community Survey)
Finally, with the implementation of the Student Success and Support Program (SSSP) and new requirements related to student equity, there is a need for increased space and facilities to accommodate assessment, educational planning, and to provide general computer lab space for students to complete the necessary steps for enrollment. The current Lesher Student Services Building will not be able to accommodate all current special programs and services as well as Student Success and Support Program (SSSP) support services. This most likely will require separating all special programs and services, financial aid, and other programs from the SSSP support services.

Summary, Student Services

1. Fully implement the Student Success and Support Plan
2. Help the college to plan new facilities to accommodate assessment and educational planning, office space, student computer lab space
3. Shift to an intrusive counseling method for student assistance delivery
4. Make informed, data driven decisions in all areas
5. Evaluate and assess all aspects of student services on an on-going basis
STUDENT EQUITY AND SUCCESS

Over the next five years, Student Equity will become entwined with daily affairs at Merced College. The college community consciousness will reflect the necessity of removing barriers to access and success for all student groups. Merced College will increase awareness throughout the College by integrating equity into institutional planning. Student success and access metrics will be viewed with both aggregate and disaggregated data. Discussion and dialogue will impact student learning outcomes, program review, resource allocation, and will be essential in evaluating institutional effectiveness metrics.

Many students arrive at Merced College unable to navigate the college system. Research has proven the efficacy of first-year experiences courses in acclimating students to the college environment. Through the creation of a robust first-year experience program, Merced College students will be prepared to succeed. The FYE program at Merced College will cultivate student learning through dedicated knowledgeable professionals and an emphasis on data-driven decision making.

To achieve equitable outcomes at Merced College, students need to be provided with the skills necessary for success. In regard to student equity, this will constitute an increased emphasis on Academic Support Services. Merced College Academic Support Services, including Study Central, Tutorial, Math Lab, and Supplemental Instruction, would make the greatest impact by being housed in a central location. A facility designed for academic support services would increase access for students and enhance the likelihood of students using multiple services.

The need to make more informed, data-driven decisions will require increased technology resources (i.e. hardware, kiosks, tablets, programmers and technicians, etc.) and software solutions. Students will also need training and access to technology resources to close the achievement gap among certain student population groups. Additionally, increased staff will be required to meet the outreach, access, and success initiatives to properly serve the disproportionately impacted student populations.

Student equity is the crux of the community college mission and will be a focus at Merced College. At Merced College, student equity will be achieved by integrating equity into all facets of the College and providing students with the academic support, instruction, and facilities required to improve student learning.
Student Success Indicators

Student Success Indicators indicate the following:

- Hispanic or Latino have negative indicators in Access to College from High School (-12.44), and in Transfer Rates (-3.55).
- Black/African American Students have negative indicators in Course Completion (-12.72), in ESL & Basic Skills (-8.84 (ENGL)-23.17 (MATH)), in Degree & Certificate Completion (-2.86), and in Transfer Rates (-12.35).
- Native Hawaiian or Other Pacific Islander have negative percentages in Course Completion (-7.14) and Transfer Rates (-10.77).
- Males have negative percentages in Access (-7.65 (County)-9.39 (HS)), in Basic Skills (-3.32 (ENGL) and in Degree & Certificate Completion (-3.33).
- Current or Former Foster Youth have negative percentages in course completion (-38.17), in ESL & Basic Skills (-27.93 (MATH).
- Individuals with Disabilities have negative percentages in Access (-6.19 (County)-8.17 (HS), in course completion (-20.91), in ESL & Basic Skills (-9.83 (ENGL) and in Transfer (-9.83 (ENGL).
- Low-income Students have negative percentages in Access (-11.87 (HS).
- Veterans have negative percentages in Access (-5.39 (County)), in Course Completion (-16.51) and in ESL & Basic Sills (-4.97 (ENGL).

SUMMARY, STUDENT EQUITY

1. Fully implement the Student Equity Plan
2. Create an academic support services center to house all aspects of student academic support.
STUDENT SUCCESS PROGRAM

2014 Chancellor's Student Success Award

Merced College’s Study Central was one of three California community college programs recognized in 2014 by the Chancellor’s Office for demonstrating a commitment and significant progress toward Achieving Student Equity and Success for all students.

Merced College takes student success seriously and has instituted many concepts to assist students. The Student Success Program coordinates various areas that provide academic support services. The program supports and complements the overall college mission and core values of student success. One of the program’s main focuses is to connect students with academic support services and resources aimed at assisting them achieve their academic goals.

Study Central
Study Central is a place where students can receive assistance from highly trained peer guides, and faculty who specialize in a variety of academic fields. It provides a comfortable environment for students to study or work on homework, individually or in small groups. Study Central is equipped with computers and Internet access for research and class-related assignments. In addition, Study Central offers free, drop-in academic workshops that cover a variety of topics supporting student success.

Supplemental Instruction
Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions to assist students with traditionally difficult academic courses. SI sessions are regularly scheduled, informal review sessions in which students compare
notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by SI leaders (students who have previously excelled in the course) and who attend all class lectures, take notes, and act as role models. SI sessions are open to all students in the course and are attended on a voluntary basis.

**Tutorial Center**
The Tutorial Center provides tutoring at no cost to students who are currently enrolled in the course for which the student is seeking tutoring. Students must complete a tutoring referral form and be referred by a counselor or instructor to receive tutoring services. The Center provides individual and group tutoring in most subjects and is always staffed with professional faculty and highly-trained peer tutors. Tutors are students who have been recommended by their instructors and have completed a tutor training course.

**Math Lab**
The Math lab is always staffed with math faculty to assist students with math skills acquisition. The lab provides faculty support and computer tutorials for all math students. Math instructors assist students individually with questions from basic to advanced math.

**Learning Communities**
Learning Communities are pairs or clusters of courses that revolve around a theme or major. These courses are taught by creative faculty dedicated to student success. Learning Communities enhance students’ academic and social opportunities, improve connection with faculty and peers, and provide greater involvement in learning. If students are interested in learning communities they must enroll in all of the linked classes.

Besides the above, the College has the following concepts in place, to name a few:

- Smarthinking—online tutoring
- Brush-up short classes in both English and math for students preparing to take the placement test.
- Website for assessment for incoming students needing pre-placement test practice.
- Student Technology Help Desk—Staff designated to help students with their technology issues ranging from online classes to checking email. Hours are posted in the schedule.
- Linked Courses
ADMISSIONS AND RECORDS
Admissions and Records (A & R) oversees the registration process and maintains academic records for current and former students. Graduation petitions, eligibility reviews, progress reports are overseen by A & R. A & R upholds the academic calendar deadlines and is a point of contact for faculty, counselors, staff, administrators, and students.

FINANCIAL AID
Merced College administers a student financial aid program designed to assist students in meeting college costs. The amount of financial aid awarded varies from student to student, depending on individual student need and resources. Financial aid awards are based on calculated financial need as determined by the Free Application for Federal Student Aid (FAFSA). Students may apply online at www.fafsa.gov. Application assistance is available on both the Merced College Campus and the Los Banos Center. Available programs include: 1) the Federal Pell Grant; 2) the Federal Supplemental Educational Opportunity Grant (SEOG); 3) the Federal Work Study Program; 4) State of California Cal Grant programs; 5) State of California Board of Governors Fee Waiver (BOG); and 6) Merced College Foundation Scholarships. Merced College does not currently participate in any Direct Loan or Federal Family Loan.

66.8% of respondents on the Community Survey felt financial aid was very important to the college’s students. (Community Survey)
COUNSELING
The Counseling Department is staffed by professional counselors with training and expertise in the areas of personal, educational, and vocational/career development. In addition to services provided by the professional counseling staff, the Counseling Center is also staffed by teaching faculty who can provide academic advisement in their areas of concentration or major. Counselors and advisors assist students in making satisfactory progress in their program of study and confirm that students are taking appropriate prerequisite course work necessary for success in higher level courses which may be required for their majors. Counselors are also assigned to other support services and programs.

STUDENT SERVICES OUTREACH

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<td>Orientation (on campus)</td>
<td>75 (renamed “Admissions Workshop”; and in process of discontinuing)</td>
<td>92</td>
<td>167</td>
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## Counseling Services Offered

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<td>Course Placement Using Accuplacer &amp; Multiple Measures</td>
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<td>4</td>
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<td>Probation Intervention, Workshops, Contracts</td>
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<td>Process Academic Renewal</td>
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<td>Process Course Substitutions</td>
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<td>Process General Petitions</td>
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ASSOCIATED STUDENTS/STUDENT GOVERNMENT

Dedicated to improving student education, life and experiences, Associated Students of Merced College (ASMC) is a student government organization. The mission of ASMC is to provide students with representation and advocacy on campus. ASMC is led by a nine-member Student Executive Board who are elected by students each year. Under the guidance of a faculty advisor, ASMC works to advocate for the inclusion of students in the overall policy and decision-making processes of the college, especially as it relates to institutional effectiveness. This includes participation in the program review and the student learning outcome/service area outcomes process. ASMC promotes awareness of the student’s role in the academic community, and enhances the quality and scope of education at the college, both inside and outside the classroom. ASMC scheduled activities to enhance student life at Merced College and empowers students with leadership opportunities. ASMC represents student interests to a variety of audiences, including the college administration, faculty, staff and the Board of Trustees. Members participate in shared governance by serving as representatives on major college committees. ASMC is also a member of Region V of the Student Senate for California Community Colleges (SSCCC) and California Community College Student Affairs Association (CCCSAA).

College Clubs

Associated Students of Merced College (ASMC) recognizes more than 20 student clubs and organizations on campus representing a broad range of interests. Campus clubs increase opportunities for students to engage in activities which contribute to educational and/or social growth outside the classroom. Clubs establish coordination, communication and cooperation among the officially registered student clubs; promote the development of student leadership, service and networking, and promote campus and public awareness of inter-club council activities. Student clubs are governed by the Associated Students of Merced College. Students can search club availability on the MC website.

STUDENT HEALTH SERVICES

The Student Health Services mission is to provide students with services, education, and resources necessary to make responsible, informed choices to keep students physically and emotionally healthy so they can succeed in school and life. Quality services, innovative health promotion activities, resource and referrals are provided in a caring, and confidential manner for Merced College students. A Registered Nurse (RN) and Licensed Marriage Family Therapists (LMFTs) work with students. All services are included with payment of the health fee, and there are no additional charges.
CALWORKS PROGRAM
California Work Opportunity and Responsibility to Kids (CalWORKs) is a state funded welfare-to-work program designed to help individuals on public assistance (TANF). TANF stands for Temporary Assistance for Needy Families, a cash aid program (welfare) for parents who meet income guidelines and have a child at home under the age of 18. CalWORKs serves as a liaison between the student and the Human Services Agency (HSA), the Department of Workforce Investment (DWI) and the Merced County Office of Education EMPOWER program by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find gainful employment and successfully transition into the workforce. CalWORKs staff provides customized support services during the student’s educational and employment journey toward self-sufficiency.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS) AND CARE PROGRAMS
The Merced College, EOPS program provides academic & personal counseling, book service, book loans, priority registration, and EOPS grants for eligible students. The CARE program is an additional service provided through the EOPS program to assist single parent students who have a child under the age of 14 that receives TANF. The additional services to CARE eligible students include CARE orientation and workshops, CARE grants, meal cards, gas cards, and bus passes.

DISABLED STUDENTS PROGRAM & SERVICES
The Disabled Students Program & Services (DSP&S) has an assortment of educational support services, including priority registration, help with scheduling, academic and vocational counseling, interpreters, test-taking accommodations, assistive technology and e-text, Kurzeil, or PDF. The program offers educational support services for students with a variety of disabilities, including those students with physical, psychological, communicative and learning disabilities. For students with learning disabilities or suspected of a learning disability who are enrolled in college classes, DSP&S offers assessment to determine individual strengths and weaknesses and program eligibility according to the California Community College criteria. Students with verified disabilities who require alternate formats of college publications and resources should check with DSP&S. Materials available include, but are not limited to, Braille, large print, audio books and electronic text. These formats help accommodate students’ specific needs and are created in the timeliest manner possible. DSP&S serves as a liaison with the campus and community agencies on behalf of students with disabilities.
VETERANS SERVICES
Merced College encourages Veterans to seek assistance at the Veteran’s Resource Center. Where staff provides the paperwork and information necessary to establish eligibility. Veterans are also supplied with information about other campus resources and local agencies services. Merced College is one of 1900 members of the Servicemen’s Opportunity College dedicated to assisting service members, their family members, and veterans in attaining their educational goals. Academic counselors specializing in veterans services are available to provide educational and career planning.

JOB OPPORTUNITY SERVICES
Job Opportunity Services offers employment referral assistance for part-time, temporary, and fulltime jobs for students attending Merced College and for up to two years after graduation. Other services provided are resume writing, interviewing techniques, job search assistance, and information regarding employment trends. The center also provides listings from summer camp programs locally and countrywide. Students who already have jobs may sign up for Cooperative Education, earning college credit while they work and providing an opportunity for skill development and career exploration.

CAREER/TRANSFER CENTER
The Career/Transfer Center is the College’s career and college information and resource center, providing services to assist individuals in making occupational and educational decisions. Services include career search software, a resource center for career information material, career interest testing for occupational and educational goals, counseling services and current information on transfer programs which include Transfer Admission Agreements and articulation agreements on various majors and general education requirements. The Center has contact with four-year colleges and universities including scheduled on-campus visits by representatives, college fairs, and transfer workshops, as well as a library of college. The Center assists students completing UC and CSU applications.

CALIFORNIA MINI-CORPS
California Mini-Corps offers part-time employment to fulltime college students who are seeking a career in teaching. The Mini-Corps program gives students the opportunity to work flexible hours in a classroom as paid tutors assisting migrant students in public school grades K-12. Applicants must be Spanish/English bilingual.
Students are our focus and we are known by their success.
THE MERCED COLLEGE BOOKSTORE
The MC Bookstores are located both at the Merced Campus and the Banos Center. Both bookstores offer a textbook rental program inside the bookstore or online, and students can reserve new and used textbooks online for both stores as well. The bookstore has materials requested by instructors, as well as stationery and collegiate apparel.

CAMPUS DINING
Complete meals, soups, sandwiches, pizza and snacks at competitive prices can be purchased in the college’s attractive cafeteria located in the Student Union Building. The Campus Café also provides on-site affordable customized catering for small to large luncheons and BBQ.

FACILITIES USAGE
College facilities are available for use by public agencies and community organizations to serve the educational, economic, and artistic interests of the citizens of the community. Hundreds of events per year are scheduled on the Merced campus. A comprehensive master calendar is maintained in the Facilities Office. Both indoor and outdoor facilities are available, subject to priority of instructional programs.

MERCED COLLEGE DISTRICT POLICE DEPARTMENT
The Merced Community College District Police Department operates as a separate jurisdiction working in conjunction with the Merced County Sheriff’s Office. Established pursuant to Education Code 72330, Merced College Police Department receives legal authority under California Penal Code Section 830.32, and operates under the direction of the Director of Enforcement with the Merced County Sheriff’s Department.

The Merced Campus Police Department consist of three Fulltime Sworn Peace Officers, two Non-Sworn Parking Enforcement Officers, eleven extra help security officers, and a front office secretary. The Los Banos Campus Police Department includes one Full Time Sworn Peace Officer, one Non-Sworn Parking Enforcement Officer, and three extra help security officers. All of these individuals play an important role in protecting and serving the campus community.
Human Resources

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<th>HUMAN RESOURCES TEAM</th>
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<tbody>
<tr>
<td>Tracie Green</td>
<td>Sue Miller</td>
<td>Yeng Her</td>
</tr>
<tr>
<td>Director</td>
<td>Analyst</td>
<td>Contracts Technician</td>
</tr>
<tr>
<td>(209) 384-6102</td>
<td>(209) 384-6295</td>
<td>(209) 384-6109</td>
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<td><a href="mailto:tracie.green@mccd.edu">tracie.green@mccd.edu</a></td>
<td><a href="mailto:miller.s@mccd.edu">miller.s@mccd.edu</a></td>
<td><a href="mailto:her.y@mccd.edu">her.y@mccd.edu</a></td>
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<td></td>
<td>Cathy Harris</td>
<td>Deanna Abbruzzetti</td>
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<tr>
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<td>Technician</td>
</tr>
<tr>
<td></td>
<td>(209) 381-6479</td>
<td>(209) 381-6550</td>
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<td><a href="mailto:cathy.harris@mccd.edu">cathy.harris@mccd.edu</a></td>
<td><a href="mailto:deanna.abbruzzetti@mccd.edu">deanna.abbruzzetti@mccd.edu</a></td>
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FINDINGS

FACILITIES
Facilities entered into almost all of the instructional area’s visions of the next five years. However, to get new facility or renovation project through the pipeline takes years. Often the project, even when approved, depends on the voter’s passing a bond. It is interesting to note that if the 2016 Statewide Bond passes, the College will have some projects funded, but these will not come close to meeting the needs of the college’s vision. In fact, after these four projects are funded, no new projects are in the pipeline. If the 2016 bond passes, the College will get the following funded:

1. Agriculture/Industrial Technology Complex
2. Vocational Renovation/Expansion Project
3. Los Banos Library/Media Project
4. Los Banos Library Renovation/Secondary for Offices

The following projects were mentioned in the Instructional Vision and in Student Services:

- New facilities for Athletics and renovation of current facilities
- Student Success Center to house all components, including assessment, educational planning, office space, and computer lab
- New Performing Arts Complex
- New facility for Digital Music
- New STEM Labs, Meeting Rooms, Offices
- Career to Work Center
- Literacy Center
- Public Safety Facility
- Renovation of the Vocational Building
RECOMMENDATIONS

- Have EMPC review all master plans with the aim of coordinating them and insuring coherence and consistency, including annual updates of the following:
  - College Strategic Plan, identifying goals and objectives which support student success.
  - Educational Master Plan, providing necessary data and foundation to project future needs of the educational programs, support services, and facilities.
  - Facilities Master Plan, focusing on facilities’ needs.
  - Technology Master Plan, focusing on institution-wide technology needs.
- Evaluate the current instructional structure to see if the restructure implemented over eight years ago is the most effective for the College.

Recommendations, Planning

- Revise and review the Strategic Plan (lapses in 2016) and the Institutional Master Planning and Shared Governance Handbook and adhere to the planning processes and reporting structures included in its content.
- Create an Office of Assessment, Research, Accreditation, and Institutional Effectiveness that will report to the Vice President of Instruction.
- Create a position for Social Media Coordination.
- Increase Merced College’s Commitment to community outreach.
- Commit additional ongoing funding to update and renew district technology, particularly instructional technology that supports student access and success.
- Seek grants in a much larger and more robust way to fund mission-critical needs.
Utilize the Educational Master Plan as the driving force for the Facilities Master Plan.

Create a position for Dean of Program Review and Student Learning Outcome Updates.

Develop a coherent college-wide professional development policy for all areas and designate an office to oversee the process and carry it to fruition.

Have all students wishing to enroll in an online course complete a pre-enrollment orientation for online students so basic online course skills are understood.

Update the college webpage

Keep facilities projects in the pipeline for possible state funding

Investigate the possibilities of Inmate Education given that Merced College has two large prisons in its service area.

Keep abreast of the needs of student equity and student success and support.

Investigate possibilities of dual enrollment and its ramifications for the college, both positive and negative.

Summary, Information Office

Create a position for the coordination and conduct of all communications, marketing, and social media programs.

Community Survey Recommendations

Increase dissemination of information via social media

Survey the community as to the types of community service activities they would like to have offered

Increase visibility of availability of college planning information available on the college website

Investigate increasing offerings in Career/Technical Education and Allied Health.

Investigate increasing Basic Skills Offerings.

Disseminate survey results to all aspects of the college community so they can see the importance the community places on select areas.

Compare the results closely with the results of the employee survey to check for similarities.

The Office of Instruction could consider the results of the survey in developing the Educational Master Plan.

The Office of Instruction could disseminate the results of this survey to other bodies such as the Board of Trustees and EMPC.
The Office of Instruction could use the results as a basis for continued discussion with the community.

**Student Survey Recommendations**

- The Associated Students of Merced College may need to reevaluate both the amount and the types of activities offered on the campus, especially concerts, speakers, and art shows.
- The Board of Trustees may want to investigate a smoke-free campus policy.
- The Board of Trustees may want to revisit parking on campus. Currently some parking on campus is designated for UC students instead of being available for MC students.
- The college needs to re-examine the food offerings at (or lack of) at both the Merced Campus and the Los Banos Center. They want healthier choices and possibly more vending machines.
- The college needs to increase its social media efforts to keep students informed about important dates, events, etc., at the college.
- Increase library hours and services to meet student needs.

**Employee Survey**

- About one-third of respondents felt the college's performance in meeting the needs of the community was about the same as five years ago. Approximately 30 percent felt the college had improved. Several felt Los Banos Center’s resources do not match those of the Merced Campus.
- About 70 percent of respondents have read articles in the newspaper about Merced College in the past year. About 30 percent have heard about Merced College on the radio. Only 17.86 percent have seen information about the college on television.
- Employees rated all areas high, but rated environment for quality teaching and learning and environment for student learning the highest.
- Earning a certificate in a career/technical education program, earning credits for transfer to a four-year college or university, and improving basic academic skills were ranked the highest, and taking college classes while in high school was the lowest.
- Employees ranked all areas high but ranked having supportive faculty and staff, high quality instruction, and ability to enroll in needed classes as the highest in importance in helping students achieve their education goals. Offering weekend courses was ranked the lowest.
• Respondents at Los Banos most commonly wanted to see a cafeteria and expanded student support services such as tutoring.
• When asked about the direction they would like to see the college take in the next five years, respondents most commonly said expanded CTE, improved technology, and improved facilities.
• While the college may have made some improvement in meeting the needs of the community, opportunities for additional improvements should be investigated.
• Review the modes of information dissemination.
• Investigate increasing food offerings at the Los Banos Center.
• Review facilities needs and work towards having new projects approved and funded.
• Share the results of the survey with the college community.
• Follow planning schedule and use implementable goals to drive budget.

Summary, Area 1
• Request new Science Building with labs, meeting areas, offices
• Increase online offerings
• Expand community connections
• Partner with other institutions for Internships and increased Undergraduate Opportunities
• Work to Increase Student Success and Retention
• Request latest technology in the SME field and train faculty to use it.

Summary, Area 2
• Develop School of Education and accompanying certificates
• Renovate Writing Lab into the Interdisciplinary Literacy Center
• Provide Personnel upgrade for Co-operative Education
• Provide Clerical Support for Liberal Studies
• Develop parallel English as a Second Language course sequence
• Increase Student Success and Student Retention
• Increase online offerings and become a greater participant in the Statewide Online Education Initiative
• Streamline English curriculum and introduce accelerated courses.

Summary, Area 3
• Develop Workplace Internship Development Office.
• Keep abreast of technology in all areas.
• Request new facilities in animal science and horticulture.
• Continually expand community partnerships and opportunities for internships.
• Work on increasing Student Success and Student Retention.
• Buildup Athletic Training Courses.
• Develop certificates in coaching and personal training.

Summary, Area 4

• Increase grant funds and community partnerships in health fields
• Request training facility for Public Safety
• Increase community partnerships in business fields to increase student employment opportunities
• Increase internship opportunities for students
• Increase Student Success and Student Retention
• Renovate the Vocational Building
• Continue to educate and provide our students with the best opportunity for achieving a degree, certificate, transfer to a four-year institution or gaining employment.

Summary, Area 5

• Renovate current fine and performing arts facilities
• Enhance Human Service Degree, increase full-time personnel and reduce class size in Social Science courses
• Develop degree offering in Hmong Language
• Renovate Music Building so digital music offerings can be brought up to current standards
• Fund full-time faculty in arts area
• Offer new degree and certificate in Digital Arts
• Develop and build a new public performance and fine arts display facility to meet growing needs of programs.

Summary, Area 6

• Develop strong partnership with UC Merced.
• Continue to reach members of the community who are non-traditional community college students.
• Stay current and innovative with offerings.
• Plan to offer courses at the BRC at times convenient to non-traditional students.
MERCED COLLEGE EDUCATIONAL MASTER PLAN

- Ask the community about desired offerings.
- Promote renovation of the theater complex.

Summary, Los Banos Educational Center

- Expand library.
- Use Science Labs currently underutilized.
- Research development of Child Development Center.
- Expand programs as dictated by community growth.
- Develop partnerships with community businesses.
- Expand career technology areas.
- Develop partnerships with the city.

Summary, Athletics

- Construct new facilities—gym, locker rooms, weight rooms, and meeting rooms.
- Redistribute budget to assure ample funding in athletics and research increase funding sources to increase sports offerings.
- Upgrade existing facilities to accommodate present sports and new sports offerings.
- Continue academic support for athletes for their overall success.

Summary, Library

- New technology is needed for staff and students to continue current level of service.
- Continuing funding is necessary for maintenance of information resources, particularly databases.
- The automated library system will need to be renewed or replaced within the decade.
- Additional staff is needed to meet the increased demand for service.
- Professional development is needed for all staff and faculty to keep current on new online applications and technologies.

Summary, Audio Visual

- Ongoing life-cycle funding is needed for classroom, library, and training technology maintenance.
Specific funding is needed to fund and pilot advances in classroom and learning technology.

Professional development funding is critical for staff to serve faculty and students.

Funding is needed for updating the instructional media collection.

Summary, Student Services

- Implement the Student Success and Support Plan.
- Help the college to plan new facilities to accommodate assessment and educational planning, office space, student computer lab space.
- Shift to an intrusive counseling method for student assistance delivery.
- Make informed, data driven decisions in all areas.
- Evaluate and assess all aspects of student services on an on-going basis.

Summary, Student Equity

- Fully implement the Student Equity Plan.
- Create an academic support services center to house all aspects of student academic support.
CONTRIBUTORS TO THE EDUCATIONAL MASTER PLAN

Merced College Administrators
Merced College Faculty
Merced College Professional Staff
Merced College Students
League of Women Voters, Merced County
Soroptimist International of Merced
The Los Banos City Council
Board of Supervisors of Merced County
Yosemite Farm Credit Bank
California Women for Agriculture
Merced County Farm Bureau
Area High School Administration
Area High School Counselors
Los Banos Chamber of Commerce
Merced County Office of Education
Merced Union High School district
Mariposa High School
Delhi Unified School District
Merced County Library

United Way
Past Participants of WorkPlace Learning Classes
Greater Merced Chamber of Commerce
Adult Participants from College for Kids, Personal Interest Classes or Professional Certification Classes
Merced Skimmers
Mercy Hospital
On Your Mark (Triathlon)
Merced County Parks and Recreations
Minds in Motion Central Valley Sports Academy
MYSA
Atwater High School
Buhach Colony High School
El Capitan High School
Merced Volunteers
Merced City School District
MC Office of Grants and Institutional Research

Students are our focus and we are known by their success.
Contact Information

Special thanks to all the people who have helped with this process. You know who you are.

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APPENDIX A

In Cadence with the Future

First written in the 1990’s by a committee of faculty, staff, administrators, consultants, and community members, In Cadence with the Future was a Facilities/Educational Plan. It has been updated several times and still serves as the primary facilities planning document for the college.


APPENDIX B

Strategic Plan

The Strategic Plan, developed with input from all constituent groups, focuses on the mission of the college and its objectives

http://www.mccd.edu/about_us/merced_college/strategic_planning/downloads/StrategicPlanUpdate_Final.pdf

APPENDIX C

Shared Governance Planning Handbook

The Shared Governance Planning Handbook lays out the planning schedule for the college and names the groups responsible to carry out the planning and updating.


APPENDIX D

SSSP is on SharePoint

https://mc4me.mccd.edu/student_services/STUSRVCS_Committees/SSSPAC/Matriculation%20Plans/Forms/AllItems.aspx
APPENDIX E

Student Equity

http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Merced%20College%20Executive%20Summary1.pdf


APPENDIX F

College-Wide Student Survey

https://mc4me.mccd.edu/presidents_office/pres_areas/OGIR/MCCD%20Reports/Campus%20Life%20Survey.pdf

APPENDIX G

Community Survey

https://mc4me.mccd.edu/presidents_office/pres_areas/OGIR/MCCD%20Reports/Merced%20College%20EMP%20Community%20Survey.pdf

APPENDIX H

Employee Survey

https://mc4me.mccd.edu/presidents_office/pres_areas/OGIR/MCCD%20Reports/Merced%20College%20EMP%20Employee%20Survey.pdf