



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Extended submission deadline: **January 31, 2018**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



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Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor’s Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
 - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Program	Goal	Progress
BSI	The percentage of students who begin at two levels below freshman composition and successfully complete collegiate English composition within four years will increase by 2% annually in 2015-2016, 2016-2017, 2017-2018, 2018-2019 and 2019-2020 over 2009-2010.	In 2015-16, the percentage of basic skills English students who progressed from two-levels below transfer to transfer level was 30.77%, which met and exceeded the baseline established in 2009-10 (26.09%) over 0.67%.
BSI	The percentage of students who begin at two levels below Intermediate Algebra and successfully complete Intermediate Algebra within four years will increase by 2% annually in 2015-2016, 2016-2017, 2017-2018, 2018-2019 and 2019-2020 over 2009-2010.	In 2015-16, the percentage of basic skills math students who progressed from two-levels below Intermediate Algebra to Intermediate Algebra was 24.32%, which met and exceeded the baseline established in 2009-10 (19.46%) over 0.85%.
BSI	The percent of basic skills students receiving academic support services will increase 1% annually in 2015-2016, 2016-2017, 2017-2018, 2018-2019 and 2019-2020 over 2011-2012.	In 2015-16, the percentage of basic skills students receiving academic support services support was 32.10%, which met and exceeded the baseline established in 2011-12 (27.45%) over 1.65%
SSSP	The percentage of non-exempt students who participate in orientation will be 100%.	Merced College is making progress towards this goal. 2016/2017 data shows a 3% increase in the number of students receiving orientation services over the 2015/2016 data. In 2015/2016, 80% of students received orientation services. In 2016/2017, 83% of students received orientation services.



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Program	Goal	Progress
SSSP	The percentage of non-exempt students who participate in assessment will be 100%.	Merced College is making progress towards this goal. 2016/2017 data shows a 2% increase in the number of students receiving assessment services over the 2015/2016 data. In 2015/2016, 77% of students received assessment services. In 2016/2017, 79% of students received assessment services.
SSSP	The percentage of non-exempt students who participate in comprehensive student education planning upon completion of 15 units will be 100%.	Merced College is making significant progress towards this goal. 2016/2017 data shows a 23% increase in the number of students receiving comprehensive education planning services over the 2015/2016 data. In 2015/2016, 58% of students received comprehensive educational planning services before or upon the completion of 15 units. In 2016/2017, 81% of students received comprehensive educational planning services before or upon the completion of 15 units.
SSSP	100% of students on probation will be identified, notified and will be directed to student support services.	Goal met. Data indicated that 100% of the students on probation were identified and directed to probation services.
Student Equity	Develop and implement targeted outreach services and strategies to increase enrollment of Hispanic students. The number of students “lost” will be decreased annually until the target group is no longer disproportionately impacted: from 1004 to 900 by F2016 with continued progress toward equitable enrollment in subsequent years.	Goal met – number of “lost” students = 843. Hispanic students are still disproportionately impacted from the Merced County High Schools but this number has dropped from - 12.44 to -9.55 showing improvement.



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Program	Goal	Progress
Student Equity	Develop and implement outreach services and strategies to increase enrollment of male students. The number of students “lost” will be decreased annually until the target group is no longer disproportionately impacted: from 579 to 500 by F2016 with continued progress toward equitable enrollment in subsequent years.	Needs attention – number lost has only decreased by 1 student. This group remains disproportionately impacted in the community and the high school population.
Student Equity	Increase the enrollment rate of socioeconomic disadvantaged students from local high schools in the service area. The number of students “lost” will be decreased annually until the target group is no longer disproportionately impacted: from 1127 to 1000 by F2016 with continued progress toward equitable enrollment in subsequent years.	Needs attention – the number lost has increased from 1127 to 1638. This group remains disproportionately impacted.
Student Equity	Increase the enrollment of individuals with disabilities (6.81%) and Veterans (1.18%) by ten students per year until they are no longer disproportionately impacted.	Needs attention – the percentage of individuals with disabilities has decreased to 5.31%, while the Veterans’ percentage point gap (ppg) has increased to -7.69.
Student Equity	Maintain ethnic diversity of student body reflecting the demographics of local feeder high schools by improving the disproportionately impacted groups enrollment [Hispanics (-12.44), low income students (-11.87), males (-9.39), and individuals with disabilities (-8.17)]. The number of students “lost” will be decreased annually until target groups are no longer disproportionately impacted: Hispanics from 1004 to 900, low income students 1127 to 1000, males from 579 to 500, and individuals with disabilities from 81 to 70 by F2016 with continued progress toward equitable enrollment in subsequent years.	<p>Needs attention.</p> <p>Hispanic students are still disproportionately impacted from the Merced County High Schools but this number has dropped from -12.44 to -9.55 showing improvement.</p> <p>Low income students increased their ppg from -11.87 to -17.14.</p> <p>Males have remained relatively stable, but still DI (-9.58 from -9.39)</p> <p>Individuals with disabilities have shown great improvement, although still DI (-3.64 from -8.17)</p>



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Program	Goal	Progress
Student Equity	Provide support for targeted outreach of core SSSP services to increase the disproportionately impacted group's enrollment at Merced College. The number of students "lost" will be decreased annually until target groups are no longer disproportionately impacted: Hispanics from 1004 to 900, low income students 1127 to 1000, males from 579 to 500, and individuals with disabilities from 81 to 70 by F2016 with continued progress toward equitable enrollment in subsequent years.	<p>Needs attention.</p> <p>Hispanic students are still DI from the Merced county high Schools but this number has dropped from -12.44 to -9.55 showing improvement.</p> <p>Low income students increased their ppg from -11.87 to -17.14.</p> <p>Males have remained relatively stable, but still DI (-9.58 from -9.39)</p> <p>Individuals with disabilities have shown great improvement, although still DI (-3.64 from -8.17)</p>
Student Equity	Increase the course completion rates of disproportionately impacted groups, including those at the Los Banos campus. The number of students "lost" will be decreased annually until target groups are no longer disproportionately impacted: Black or African American from 155 to 150, current or former foster youth from 96 to 93, individuals with disabilities from 475 to 461, and veterans from 131 to 127 by F2016 with continued progress toward equitable course completion rates in subsequent years.	<p>Black or African American – improved from -12.72 to -9.55</p> <p>Foster Youth – improved from -38.17 to -22.83</p> <p>Disabled – No longer DI from -20.91 to -1.64</p> <p>Veterans – No longer DI – from -16.51 to 3.65</p>
Student Equity	Develop a strategic plan to support foster youth, veterans, individuals with disabilities, and black or African American and help to increase their course completion rates from: The number of students "lost" will be decreased annually until target groups are no longer disproportionately impacted: Black or African American from 155 to 150, current or former foster youth from 96 to 93, individuals with disabilities from 475 to 461, and veterans from 131 to 127 by F2016 with continued progress toward equitable course completion rates in subsequent years.	<p>Black or African American – improved from -12.72 to -9.55</p> <p>Foster Youth – improved from -38.17 to -22.83</p> <p>Disabled – No longer DI from -20.91 to -1.64</p> <p>Veterans – No longer DI – from -16.51 to 3.65</p>



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Program	Goal	Progress
Student Equity	Identify the specific financial requirements for each “gateway” course and find additional resources and services to help students in need. The number of students “lost” will be decreased annually until target groups are no longer disproportionately impacted: Black or African American from 155 to 150, current or former foster youth from 96 to 93, individuals with disabilities from 475 to 461, and veterans from 131 to 127 by F2016 with continued progress toward equitable course completion rates in subsequent years.	<p>Black or African American – improved from -12.72 to -9.55</p> <p>Foster Youth – improved from -38.17 to -22.83</p> <p>Disabled – No longer DI from -20.91 to -1.64</p> <p>Veterans – No longer DI – from -16.51 to 3.65</p>
Student Equity	There are currently no disproportionately impacted groups within the credit ESL program, but based on the community population demographics and low persistence rates overall there are program inequities to be addressed. Increase the enrollment (240) and persistence (13.33%) rates of ESL students to 264 and 16.33%.	The persistence rate increased but did not meet the goal (from 13.33 to 14.85). Additionally, Hispanic or Latino students are now considered DI at -4.53. Female students are also moving toward a DI status with -2.50 ppg.
Student Equity	There are currently no disproportionately impacted groups within the credit ESL program, but based on the community population demographics and low persistence rates overall there are program inequities to be addressed. Increase the course completion rate of ESL students who enroll in English 1A from 13.33% to 16.33%.	The persistence rate increased but did not meet the goal (from 13.33 to 14.85). Additionally, Hispanic or Latino students are now considered DI at -4.53. Female students are also moving toward a DI status with -2.50 ppg.
Student Equity	Increase the transfer attainment rate to 4-year institutions for disproportionately impacted groups. The number of students “lost” will be decreased annually until target groups are no longer disproportionately impacted: Black or African American from 5 to 4, individuals with disabilities from 4 to 3, and Hispanic or Latino from 20 to 19 by F2016 with continued progress toward equitable course completion rates in subsequent years.	<p>Black or African American students have improved but are still DI (-8.50 from -12.35).</p> <p>Individuals with disabilities have increased their gap and are still DI (-16.67 from -7.85).</p> <p>Hispanic or Latino students had a slight improvement (from -3.55 to -3.53).</p>



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Program	Goal	Progress
Student Equity	Evaluate and identify areas to better serve special populations groups in categorical	Categorical programs have been supported with Equity funds to help target our special population groups.
Student Equity	Improve SSSP services to special populations groups.	SSSP services, specifically through outreach, have worked to provide information to our community partners and high schools regarding our special programs, including foster youth and individuals with disabilities.
Student Equity	Explore technology options to improve delivery of services to disproportionately impacted students.	Many technology enhancements have been made on campus, including the establishment of data dashboards, smart thinking tutorial, web based orientation, and the Sonaset program.
Student Equity	Research the effect of time to degree on the success indicators.	No progress has been made on this goal.
Student Equity	Investigate the inequities between the target groups and non-traditional measures of success.	No progress has been made on this goal.
Student Equity	Increase the persistence rates for disproportionately impacted groups for ENGL 01A and ENGL 85, including those at the Los Banos campus. The number of students “lost” will be decreased annually until target groups are no longer disproportionately impacted: Black or African American from 4 to 3, males from 20 to 19, individuals with disabilities from 27 to 26, and veterans from 6 to 5 by F2016 with continued progress toward equitable persistence rates for the ENGL sequence in subsequent years.	<p>Black or African American students remain DI, but they have shown improvement (-3.20 from -8.84).</p> <p>Male students are no longer DI (0.56 from -3.32).</p> <p>Individuals with disabilities remain DI, but have shown improvement (-4.96 from -9.83)</p> <p>Veterans were unable to be evaluated due to the small sample size of those transitioning from ENGL-85 to ENGL-01A.</p>



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Program	Goal	Progress
Student Equity	Increase the persistence rates for disproportionately impacted groups for MATH C and MATH 81, including those at the Los Banos campus. The number of students “lost” will be decreased annually until target groups are no longer disproportionately impacted: Black or African American from 6 to 5, males from 14 to 13, individuals with disabilities from 21 to 20, and foster youth from 4 to 3 by F2016 with continued progress toward equitable persistence rates for the MATH sequence in subsequent years.	<p>Black or African American students remain DI and have lost ground (-34.18 from -23.17). This group only had a sample size of 30 so caution should be used when interpreting these results.</p> <p>Male students are no longer DI (1.11 from -2.94).</p> <p>Individuals with disabilities are no longer DI (2.49 from -7.01).</p> <p>Foster Youth was unable to be evaluated due to a small sample size of the cohort.</p>
Student Equity	Increase the certificate and degree completion rate, including those at the Los Banos campus, for African Americans (12.5%), Hispanics (12.8%), and males (12.03%) to 15.36% (total college population average) over the next 3 years.	In progress. Of those who graduated during Spring 2016, Fall 2016, and Spring 2017 (processed by June 2017) African American students comprised only 1.84% of all graduates (3.38% of the overall population), Hispanic students comprised 55.87% (57.73% of the overall population), and male students comprised 40.44% (40.47%).
Student Equity	Place disproportionately impacted students into internship/jobs in the next 3 years to connect them with career experience related to the certificate and/or degree. The number of students “lost” will be decreased annually until target groups are no longer disproportionately impacted: Black or African American from 3 to 2, males from 30 to 29, and Hispanic or Latino from 26 to 25 by F2016 with continued progress toward equitable degree and certificate completion rates in subsequent years.	Needs attention. For progress to be made on this goal additional programming for job placement/internships must first be developed.



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b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum).

We attribute our overall success to the collaboration between Student Services and Instruction and to specific, targeted communications to students at specific momentum points, and strategic use of funding and resources to appropriate areas. Moreover, the functionality of the committee structures (SSSP Advisory, SE, and Student Success) led to buy-in from all constituency groups and momentum to adopt acceleration and multiple measures projects, among others. Initiatives that proved to be successful included:

- Tutorial Center Intrusive Counseling
- Ed Plan Campaign
- Acceleration
- Multiple Measures

Difficulties can be attributed to the range/number of identified goals, particularly in Student Equity. Consolidating goals to large-scale initiatives that are tied to a champion and consider available personnel and resources will improve ability to ensure success. Areas in which resources were spread too thin resulted in lack of progress in the following areas:

- Progress in all 21 Student Equity goals
- Keeping in touch with students
- Communicating initiatives to faculty

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increase course completion in degree applicable and transfer level MATH and ENGL courses.	<ul style="list-style-type: none"> • Multiple Measures in the Assessment Process • Counseling Comprehensive Ed Plan Campaign • Professional Development • Noncredit Counseling Workshops 	<ul style="list-style-type: none"> • Multiple Measures • Acceleration • Peer Mentors • Professional development 	<ul style="list-style-type: none"> • Intrusive Counseling • Tutoring/Smarthinking • Professional Development • Prep2Test • Academic Support Services Presentations



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2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

In the fall of 2016, Merced College implemented a multiple measures decision tree for placement into transfer/degree applicable English. Merced College chose to use a disjunctive multiple measures approach that gave more weight to targeted background questions that included high school GPA, English courses, and recency of high school graduation. As a result of this change, early data demonstrated a significant increase in the number of students eligible for transfer/degree applicable English. The data demonstrated that 75% of students placed into the higher English course. Only 16% of these students would have placed into the higher English class utilizing previous placement mechanisms.

The success of this strategy was even more evident when final grades for the spring 2017 term posted. A total of 1,784 students completed ENGL-01A during this term and 1,082 (61%) were successful (earned a grade of A, B, C, or P). Upon further investigation it was found that the students placed via multiple measures (480 of those completing) had an ENGL-01A course success rate of 60%, while the students traditionally placed (795 of those completing) had a course success rate of 61%. Finally, the retention rates were compared and found to be nearly identical with those placed via multiple measures retained at a rate of 81% and those placed traditionally showing a rate of 80%. Students included in this sample were those enrolled in ENGL-01A for the spring 2017 semester who had been given a multiple measures placement as of the spring census date (February 6, 2017). Merced College considers the new placement strategy successful and looks forward to continuing to build on this success by increasing both the overall ENGL-01A course success rates as well as implementing a multiple measures pathway for placement into our Mathematics courses.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
 - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)



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Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills. Complete the table on the next page. Add rows as needed to list all five goals.

Goal 1: Increase course success rate by 2% for students using academic support services.

Strategic Plan: Goal 1, (Assure student access and success) Objective: 1.1., 1.5

Goal 2: Increase persistence rate by 1% from fall to fall semesters.

Strategic Plan: Goal 1, (Assure student access and success) Objective 1.1, 1.2, 1.5

Goal 3: Increase the percentage of disproportionately impacted (DI) students who enroll at Merced College by 1%.

Strategic Plan: Goal 1, (Assure student access and success) Objective 1.3, 1.4, 1.5

Goal 4: Increase the completion of degrees/certificates earned and student transfer rates by 1%.

Strategic Plan: Goal 1, (Assure student access and success) Objective 1.1, 1.2, 1.3, 1.5

Goal 5: Increase the percentage of students placed in transfer level English and math who would be placed in basic skills courses by 1%.

Strategic Plan: Goal 1, (Assure student access and success) Objective 1.1, 1.2, 1.3, 1.5



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Student Success Goals			
	SSSP	Student Equity	BSI
Increase course success rate by 2% for students using academic support centers.	<ul style="list-style-type: none"> • Educational Planning • Counseling • Professional Development 	<ul style="list-style-type: none"> • First Year Experience • Intrusive Counselor/Coordinator • Professional Development • Tutoring • Expanding Study Central Hours • Expanding Library Hours • OER/Textbook Support 	<ul style="list-style-type: none"> • First Year Experience • Intrusive Counselor/Coordinator • Professional Development • Tutoring • Academic Support Services • OER/Textbook Support
Increase persistence rate by 1% from fall to fall semesters.	<ul style="list-style-type: none"> • Counseling • 15 to Finish • Multiple Measures in the Assessment Process • Professional Development 	<ul style="list-style-type: none"> • First Year Experience • Multiple Measures • Acceleration • Path to Stats • Peer Mentors • Professional Development 	<ul style="list-style-type: none"> • First Year Experience • Intrusive Counseling • Assessment Resources • Curriculum Development • Tutoring • Professional Development
Increase the percentage of disproportionately impacted (DI) students who enroll at Merced College by 1%.	<ul style="list-style-type: none"> • Guided Pathways • Transitional Counseling • High School Outreach • Pre-Enrollment Services 	<ul style="list-style-type: none"> • Guided Pathways • Outreach to Community Partners for Veterans, Homeless and Foster Youth • Extreme Registration 	<ul style="list-style-type: none"> • Guided Pathways • First Year Experience • Academic Support Services
Increase the completion of degrees/certificates earned and student transfer rates by 1%.	<ul style="list-style-type: none"> • Guided Pathways • Counseling Workshops • 15 to Finish • CEP Campaign • Professional Development 	<ul style="list-style-type: none"> • Guided Pathways • Counseling for Special Populations • 15 to Finish • Multiple Measures • Professional Development • Curriculum Development 	<ul style="list-style-type: none"> • Guided Pathways • Intrusive Counseling • Academic Support Services • Assessment Resources • Tutoring • Student Success Workshops • Professional Development • Curriculum Development
Increase the percentage of students placed in transfer level English and math who would have been placed in basic skills courses by 1%.	<ul style="list-style-type: none"> • Multiple Measures • Guided Pathways • Counseling • Assessment • Professional Development 	<ul style="list-style-type: none"> • Multiple Measures • Guided Pathways • Counseling for Special Populations • Professional Development 	<ul style="list-style-type: none"> • Assessment Resources • Guided Pathways • Intrusive Counseling • First Year Experience • Academic Support Services • Professional Development



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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

At Merced College, Student Success (Basic Skills), SSSP and Student Equity are all programs under the Student Services Division. This structure creates inherent similarities in oversight, reporting, and creates natural opportunities for collaboration. Each of the programs (Basic Skills Initiative, Student Equity, and both credit and noncredit Student Success and Support Programs) have advisory groups that meet regularly. The advisory group memberships need to be expanded to include the department heads and managers over relevant areas.

Merced College's programmatic structure is efficient to ensure coordination and consideration of all programs under the Integrated Plan and the Equity umbrella. The Office of Student Equity and Success is led by the Dean of Student Equity with equity-related categorical programs each reporting to the Dean of Student Equity. For instance, both the Director of DSPS, EOPS, Student Success, the CalWORKs program, Veterans, Foster Youth, and Puente are aligned with the Office of Student Equity and Success. This alignment is essential for collaboration and leverage of resources. Through this structure, equity related programs thrive and improve services for students, particularly students eligible to benefit from multiple programmatic services.

Members of each of the advisory groups were selected to serve on the integrated plan workgroup to write this report. This workgroup will continue to meet quarterly to coordinate services and ensure successful integration of the identified goals and activities. The workgroup will be structured in a manner that safeguards integration by having each program report updates, review progress towards goals, and plan collaboratively. Integration will be an agenda item for the quarterly meetings.

A common funding proposal form which will include a common decision tree will be created and a process will be established to review and determine eligibility and to allocate funding. When requests are reviewed, program managers will ensure that the funding is aligned with the established integrated student success goals.

Student Equity, SSSP and Basic Skills collaborate with the BSSOT Director to coordinate services and maximize available resources to students. The BSSOT Director participates in the Student Success Committee and is a member of the Integrated Plan work group.

Merced College strives to create a system and structure that values constituency group input, embraces best practices, and provides students with the resources and opportunities to improve their success. The structure identified for the implementation of the integrated plan will maximize resources and create the programmatic responsiveness necessary to improve services to students.



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5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

The District offers a variety of noncredit courses that are designed to bridge the path from initial inquisitiveness about the role of college to development of a full educational plan, enrollment, and achievement of academic goals. Courses in basic reading, writing, and math help students build the competencies and confidence required for success in college level courses. Noncredit CTE courses such as technical office occupations and medical assistant contain internship and externship components to give students real world job experience. This provides students with useful job related feedback, increases opportunities for post completion employment, and provides students with motivation to persist toward career goals. ESL students learn English language acquisition but are also in close proximity to students in the CTE courses. As ESL students intermingle with others during breaks, they are able to get perspectives from their peers about the benefits of developing career goals.

The noncredit Appetite for Success program combines weekly lunch and counseling workshops. Examples of workshops titles include orientation, accessing financial aid resources for college, goal setting, group educational planning, career development, mock interviews, study skills, and tours of the main campus. Counseling and educational planning services are available on site and students are strongly encouraged to attend an individual or group session. Continued expansion of these services to other off-campus locations improve the link to campus information and support for noncredit students.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

Merced College is committed to professional development and to maximizing professional development opportunities to reach the college's student success goals. There have been identified professional development needs in multiple measures, acceleration, first year experience, technology initiatives related to student success, the new common assessment instrument, and general program training. There are several initiatives occurring on campus along with the integration of these programs that are related and will require support through professional development. The program managers review professional development plans and opportunities through the established budget process to determine eligibility and allocate funds. Eligibility will be determined based on the impact to Student Success goals. Moreover, consistent FLEX workshops are offered to the broader campus community to access information on student engagement, equity, accessibility, and student success. Annually, Merced College holds the Student Success Symposium as a professional development opportunity for faculty. There are ongoing professional development opportunities available for faculty, classified professionals, and managers. The integrated plan will maximize these offerings to help educate the campus population regarding student equity, student success, and improved services to students.



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7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

We will formally evaluate progress towards meeting our student success goals annually. However, the Integrated Plan workgroup will meet quarterly to review data and ensure we are making progress. Both qualitative and quantitative data will be analyzed to fully assess the efficacy of progress made toward achievement of goals. The student success goals will be integrated in Program Review, shared with the campus community, and an annual presentation to the Board will be provided.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

Although we are not a multi-college district, we have an additional large center in Los Banos and have made previous efforts to align services at both campuses. The District makes every effort to ensure that there is representation from Los Banos on the advisory committees. When representation is not possible, input is gathered and shared with the campus community. The Director of Student Success, the director of Noncredit SSSP, and the Deans of Student Services and Student Equity and Success collaborate with the Dean of the Los Banos campus, the Los Banos Student Services Manager, and Student Support Coordinator to mirror the services offered at the Merced campus. These services include academic follow up, assessment, counseling, orientation, student success workshops, tutoring assistance, Supplemental Instruction (SI) and Tutor/SI Leader training. While Merced College is a single-college District, the Los Banos campus is a large center located 40 miles to the west. As such, it is imperative to consistently coordinate with students, faculty, classified professionals, and management to ensure commensurate services are offered for student success.

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

<http://www.mccd.edu/offices/student-equity/reports.html>



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Introduction

Merced College is committed to improving student access and success. In order to address challenges faced by disproportionately impacted students, Merced College has developed a series of goals and activities to help students overcome barriers to their academic success. Through the Integrated Plan, Student Equity goals and activities will be coordinated with other programmatic efforts on campus to maximize resources for students. The Integrated Plan has aligned five goals with Merced College’s Strategic Plan as well as programmatic coordination between Student Success and Support Program, Basic Skills Initiative, and Student Equity goals. This coordination will enable Merced College to better leverage existing resources to support students in their academic journey. Below is the accounting of previous Student Equity funding allocations, as well as the assessment of previous years’ goals.

Accounting of Student Equity Funding

Student Equity at Merced College has received funding from the State for the past three years. In 2014-2015 the total allocated budget was \$718,635, while the following two years the budget grew dramatically to \$1,394,815 in 2015-2016 and \$1,390,725 in 2016-2017. Merced College has been able to make investments into the infrastructure of the Equity program by investing in staffing to provide direct services to students and continues to look for ways to expand and make Equity a presence on the campus. As a result, programming to students has increased and we have been able to fund initiatives such as an equity library reserve for students that do not have access to textbooks, expanded library hours during finals week, and expanded tutorial hours. Additionally, we have allocated funds to target our specialized populations (individuals with disabilities, foster youth, low income students, and veterans) and some emerging populations (LGBTQ+, homeless students, students with food insecurities, and our undocumented students) with counseling and other support services.

	Academic Salaries	Non-academic salaries	Employee Benefits	Supplies and Materials	Other Operating	Capital Outlay	Other Outgo	Total budget
2014-2015	113,309	95,979	77,760	8,774	219,548	203,265	0	718,635
2015-2016	344,010	205,218	243,430	29,933	374,785	161,899	35,540	1,394,815
2016-2017	289,945	178,308	160,177	38,011	480,354	103,930	140,000	1,390,725



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Assessment of Previous Goal Progress

Student Equity has been operating with 21 goals in previous years to work towards eliminating disproportionate impact to targeted groups within access to the college, course completion, basic skills completion, degree/certificate completion, and transfer.

Within the Access success indicator we had six primary goals. The main focus of these goals was to increase the number of disproportionately impacted groups enrolling at Merced College. Within each of these six goals some improvements were made, such as the number of high school graduates who are Hispanic enrolling increased, but all groups targeted within the six goals remained disproportionately impacted. We plan to make a larger investment in the coordinating with the colleges outreach (SSSP) departments, as well as expand Equity's role in building community partnerships to continue making progress on these goals.

The course completion success indicator had three goals and has seen mixed results over the past few years. Several groups, including Veterans and individuals with disabilities have increased their course success rates to the point that those groups are no longer considered disproportionately impacted. While our foster youth and Black or African American students showed gains in course completion rates, but were still considered disproportionately impacted. We are currently looking to formalize our Guardian Scholars program for our foster youth by building community relations with agencies serving these students as well as increasing our ability to provide on campus services, such as workshops and orientations to this population. For our Black or African American population some of our larger campus initiatives, such as multiple measures and 15 to Finish should increase this groups success rates, but we are also exploring ways to support this group of students through an Umoja type program/club.

The Basic Skills success indicator is broken into three different components; ESL, English, and mathematics. For ESL there were two goals and we have actually lost ground with new groups emerging as disproportionately impacted. To target this population more investment will be made to our community outreach to off campus centers where these students take their courses, such as the Business Resource Center (BRC). For the one English completion goal two groups showed improvement, but remained disproportionately impacted (Black or African American and individuals with disabilities) and male students are no longer disproportionately impacted. Mathematics basic skills completion showed stronger gains with both male students and individuals with disabilities no longer disproportionately impacted, however Black or African American students lost ground getting further from the college average for completion.

Degree and certificate attainment has been difficult to measure, but in assessing who graduated from Merced College each of the three previously disproportionately impacted groups (Black or African Americans, Hispanics, and male students) were no longer considered disproportionately impacted. Additionally, we had a goal in this area to place students into internships and jobs, but we have been unable to begin this programming portion of our Equity



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

department. A larger investment into job placement and coordinating with our Career Center will occur in the future.

Transfer rates are historically difficult to measure and to move the needle on. We developed one goal to address the three groups who were considered disproportionately impacted and although each group has shown improvements all are still considered disproportionately impacted. This is an area in which Merced College has minimal resource dedicated and therefore an area we feel we can start to make a larger investment to create programming for students who wish to transfer to gain the knowledge and have access to resources to support their goal attainment.

There were also five general equity goals developed and progress has been made on three of them, including coordinating with our categorical programs, adding SSSP services for special populations, and improving technology. The two areas where we have yet to make any improvements are on the final two goals that require deeper research and access to data which has been difficult to achieve. We continue to work with dashboard consultants to improve our access to data to assist us in making data driven decisions about our students.

11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

Webinars on the Integrated Plan, how to merge Basic Skills, SSSP, and Student Equity Committees, best practices and workshops on creating and measuring goals. Q&A regarding strategies to close the achievement gap in Instruction and Student Services.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name Dr. Michael McCandless
Title Vice President of Student Services
Email Address mccandless.m@mccd.edu
Phone 209-384-6185

Alternate Point of Contact:

Name Dr. Lonita Cordova
Title Dean of Student Equity & Success
Email Address lonita.cordova@mccd.edu
Phone 209-384-6107




2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program


Part III – Approval and Signature Page

College: Merced College District: Merced Community College District


Board of Trustees Approval Date: November 14, 2017

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

	<u>11/27/17</u>	<u>chris.vitelli@mccd.edu</u>
Chancellor/President	Date	Email Address

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Chief Business Officer	Date	Email Address

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Chief Instructional Officer	Date	Email Address

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Chief Student Services Officer	Date	Email Address

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President, Academic Senate	Date	Email Address