



# Student Equity Plan

**2014-2017**

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## *Student Equity Plan Signature Page*

District: Merced Community College District

Board of Trustees Approval Date: 8 December 2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

*[Signature]*

ron.taylor@mccd.edu

**Dr. Ronald Taylor, Merced College President** Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

*[Signature]*

joanne.schultz@mccd.edu

**Dr. Joanne Schultz, Vice President of Administrative Services** Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

*[Signature]*

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**Mr. Chris Vitelli, Vice President of Student Services** Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

*[Signature]*

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**Dr. Susan Walsh, Interim Vice President of Instruction** Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

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**Dr. Nancy Golz, Academic Senate President** Email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

*[Signature]*

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**Ms. Charlene Reed, Classified Senate  
President**

Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

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**Mr. Cody Camacho, Associated Students of  
Merced College President**

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Equity Coordinator**

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## STUDENT EQUITY PLAN

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### *Executive Summary*

#### **Introduction**

Merced College is committed to access and success for all current and prospective students—prioritized in both our mission statement and strategic plan. The Merced College Student Equity Plan is a framework of principles, targeted goals and efforts, activities, and also embodies a commitment to maintaining equitable programs and services. Ensuring access and success for all students is the crux of this plan and is integrated in the College’s mission, policy, and strategic objectives:

#### **Merced College 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.

#### **Merced College Strategic Goal (related to Student Equity)**

##### **Goal 1:** Assure Student Access and Success

**Objective 1.2:** Develop and improve student success strategies which are data-driven and research-based.

**Objective 1.3:** Increase equitable access for a diverse population of learners with varied interests and goals.

**Objective 1.4:** Increase student success by building partnerships with organizations that educate and support students.

#### **Merced College Core Values (related to Student Equity)**

##### **Student Success**

We focus on student *access and success*.

##### **Diversity**

We embrace diversity as a strength of our community and celebrate these qualities in our institution.

### **Merced College Board Policy (related to Student Equity)**

The Board is committed to assuring student equity in educational programs and college services. The Superintendent/President shall establish and implement a student equity plan that meets the Title 5 standards for such a plan. (BP 5300)

### **Merced College Equity Plan Statement of Purpose**

Merced College will ensure equitable access and success for all students with efforts focusing on reducing disproportionate impacts for student population groups.

### **2014-2015 Summary and Update**

The Merced College Student Equity Plan created interest, sparked discussion, generated research, and outlined a strategic direction to eliminate barriers to student learning and success at Merced College. Through focused leverage of resources, Merced College addressed obstacles for disproportionately impacted students. The Student Equity Committee, through data compiled by the Office of Grants and Institutional Research and an adherence to best practices, created the Student Equity Plan, identifying strategic goals and objectives designed to improve access, completion, and success for target groups that are disproportionately impacted. The Office of Grants and Institutional Research, used both the Proportionality Index and 80% rule to determine target groups based on five success indicators: Access, Course Completion, ESL & Basic Skills, Degree & Certificate, and Transfer.

In order to make informed decisions, create benchmarks, and evaluate activities, beginning in the 2014-2015 SEP Budget, student equity funds were allotted for a part-time senior researcher. This position is devoted to equity issues and is charged with providing both qualitative and quantitative research to help the Student Equity Committee make data-driven-decisions in an effort to address inequity on campus.

For the 2015-2016 academic year, equity is an institutional objective. Merced College will engage in a district-wide collaborative effort to align equity with institutional goals and objectives. To help focus Merced College on student equity, Dr. Jeff Duncan-Andrade, acclaimed equity speaker, reframed equity at Convocation, the beginning of the year kick-off event including all faculty and staff. This presentation highlighted the importance of using resources to cultivate student agency—the will to succeed and the belief that success is possible.

Merced College and the Student Equity Committee understand that campus-wide collaboration is essential to improve student equity. Through collaboration with the Office of Relations with Schools, Merced College has committed to improving relationships with its high school partners. Outreach to local feeder schools will improve access for those in the Merced College service area interested in attending the college. Informed decisions are based on data; therefore, Merced College contracted with Brannen Consulting to produce a data “dashboard.” The Student Success and Support Program Dashboard provides real-time data regarding SSSP components and placement test scores with the ability to disaggregate data per targeted population group in the equity plan. This information will strengthen relationships with local high school partners and facilitate important dialogue regarding access and success barriers.



Through research, thoughtful dialogue, and continued feedback the Student Equity Committee will continue to refine and improve the Student Equity Plan to address student needs at Merced College.

### **2014-2015 Student Success Indicators chart**

The chart below, “Student Success Indicators 2014-2015,” displays the target groups that were found to be disproportionately impacted (percentage point gap greater than -3.0) for one or more of the five statewide student success indicators (access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer). Interpretation of these data are examined by success indicator and target group. In the first column (access) the reader can determine that six target groups (Hispanic or Latino, White, males, individuals with disabilities, low-income students, and veterans) have been disproportionately impacted with percentage point gaps larger than -3.0. However, the reader can also analyze the results based on the target groups. In the first row the reader can determine that Hispanic or Latino students are disproportionately impacted under the access and transfer success indicators. This can be done for each target group and success indicator to aid in decision-making and goal setting.

Percentage point gap measurements are calculated by subtracting the all student average success rate (%) from the success rate (%) of a disaggregated subgroup in the same outcome. The resulting ‘percentage point gap’ will have a -/+ designation that signals whether or not the disaggregated subgroup is experiencing a rate that is lower (-) or higher (+) than the all student average.

## STUDENT SUCCESS INDICATORS 2014-2015

	ACCESS	COURSE COMPLETION	ESL & BASIC SKILLS COMPLETION	DEGREE & CERTIFICATE COMPLETION	TRANSFER
HISPANIC OR LATINO	-12.44 (HS)				-3.55
BLACK/AFRICAN AMERICAN		-12.72	-8.84 (ENGL) -23.17 (MATH)	-2.86	-12.35
AMERICAN INDIAN/ALASKAN NATIVE					
ASIAN					
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER		-7.14			-10.77
WHITE	-11.99 (County)				
SOME OTHER RACE					
MORE THAN ONE RACE					
MALES	-7.65 (County) -9.39 (HS)		-3.32 (ENGL) -2.94 (MATH)	-3.33	
FEMALES					
UNKNOWN					
CURRENT OR FORMER FOSTER YOUTH		-38.17	-27.93 (MATH)		
INDIVIDUALS WITH DISABILITIES	-6.19 (County) -8.17 (HS)	-20.91	-9.83 (ENGL) -7.01 (MATH)		-7.85
LOW-INCOME STUDENTS	-11.87 (HS)				
VETERANS	-5.39 (County)	-16.51	-4.97 (ENGL)		

## **GOALS AND ACTIVITIES:**

### **Access Goals and Activities**

**A.1 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.**

- A. 1.1 Use podcasts in Spanish to provide outreach services and strategies.
- A. 1.2 Use the media to promote the college and our services on television, radio, print, text messaging, and the web.
- A. 1.3 Review Student Services programs processes to determine if improvements can be made to streamline the student experience for Hispanic students.
- A. 1.4 Research the number of Hispanic students who complete the various SSSP core services, but never register for classes and develop strategies/services to close these gaps.
- A. 1.5 Identify the most important resource needs (i.e. textbooks, transportation, specialized services, childcare needs, etc.) for Hispanic students and develop special programming to provide these needs/services and close the gaps.

**A.2 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.**

- A. 2.1 Use the media to promote the college and our services on television, radio, print, text messaging, and the web.
- A. 2.2 Review Student Services programs processes to determine if improvements can be made to streamline the student experience for male students.
- A. 2.3 Research the number of male students who complete the various SSSP core services, but never register for classes and develop strategies/services to close these gaps.
- A. 2.4 Identify the most important resource needs (i.e. textbooks, transportation, specialized services, childcare needs, etc.) for male students and develop special programming to provide these needs/services and close the gaps.

**A.3 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.**

A.3.1 Review Student Services programs processes to determine if improvements can be made to streamline the student experience for socioeconomic disadvantaged students from local high schools in the service area.

A.3.2 Use the media to promote the college and our services in television, radio, print, text messaging, and the web.

A.3.3 Identify the most important resource needs (i.e. textbooks, transportation, specialized services, childcare needs, etc.) for socioeconomic disadvantaged students and develop special programs to provide these needs/services and close the gaps.

A.3.4 Research the number of socioeconomic disadvantaged students (from Merced County high schools) who complete the various SSSP core services, but never register for classes and develop strategies/services to close these gaps.

A.3.5 Conduct financial aid events/workshops as well as other student services outreach at local high schools and other outreach activities for students and parents to educate socioeconomic disadvantaged students of the financial aid and special program (EOPS, CARE, etc.) resources available to assist with attending college.

**A.4 Increase the enrollment of individuals with disabilities (6.81%) and Veteran’s (1.18%) by ten students per year until they are no longer disproportionately impacted.**

A.4.1 Review Student Services programs processes to determine if improvements can be made to streamline the student experience for students with disabilities and Veterans.

A.4.2 Identify the most important resource needs (i.e. textbooks, transportation, specialized services, childcare needs, etc.) for students with disabilities and Veterans and develop special programming to provide these needs/services and close the gaps.

A.4.3 Research the number of students with disabilities and Veterans who complete the various SSSP core services, but never register for classes and develop strategies/services to close these gaps.

A.4.4 Use the media to promote the college and our services on television, radio, print, text messaging, and the web.

**A. 5 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.**

A.5.1 Support and expand outreach activities to students who are underserved.

A.5.2 Investigate enrollment management strategies focusing on entry level and introductory courses.

**A.6 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.**

A.6.1 Establish an Access Equity Workgroup to identify the barriers of access for underserved students.

A.6.2 Review and improve existing campus-based programs to address under-preparedness of Hispanic and African-American incoming freshmen students in the areas of English and math.

A.6.3 Meet with high school staff, faculty, and administration to improve existing services and transition from high school to college for special population groups.

## **B. Course Completion Goals and Activities**

**B.1 Increase the course completion rates of 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 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.**

B.1.1 Provide a full list (bi-lingual as well) each semester of support services to Foster Youth, individuals with disabilities, ASMC, student support groups, and clubs, faculty, staff, managers and service desks including EOPS, athletics, study central, library, veterans center in at least two forms print and an online source.

B.1.2 Request each master planning committee to develop a communication plan to provide this resource to students.

B.1.3 Implement a more robust “early alert” program to assist Hispanic, African-American, and multi-ethnic students.

B.1.4 Provide targeted services for Hispanic, African-American, and multi-ethnic students to assist in course completion.

**B.2 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.**

B.2.1 Develop a process for linking with the community to understand and share services to these populations.

B.2.2 Investigate and implement on campus resources and spaces that allow for camaraderie and community building for foster youth and minority males.

**B.3 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.**

B.3.1 Require a specific list of items for each course, especially “gateway” courses (internet access, DVDs, readers, calculators, etc.).

B.3.2 Provide special populations groups resources and textbooks for courses, especially “gateway” courses.

B.3.3 Research the impact of high cost textbooks and provide analysis and findings to instruction and work to increase the awareness of the high cost of textbooks in relation to course completion(s).

## **C. ESL and Basic Skills Goals and Activities**

**C.1 Increase the persistence rates for disproportionately impacted groups for ENGL 01A and ENGL 85. 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.**

C.1.1 Create learning communities similar to PUENTE to target disproportionately impacted students. Embed Supplemental Instruction and Intrusive Counseling.

C.1.2 Embed counseling into the classroom, Supplemental Instruction, and provide classroom presentations on academic support services.

**C.2 Increase the persistence rates for disproportionately impacted groups for MATH C and MATH 81. 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.**

C.2.1 Promote awareness of all academic support services, including: Tutorial Center, Math Lab, and Supplemental Instruction and Study Central.

C.2.2 Collaborate with student clubs on campus.

**C.3 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%.**

C.3.1 Investigate alternative course structures such as learning communities and accelerated courses.

C. 3.2 Track the progression of ESL students at each of the different levels of the ESL programs (noncredit and credit).

**C.4 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%.**

C.4.1 Increase awareness of all academic support services, including: Tutorial Center, Study Central, Math Lab, Supplemental Instruction, Learning Resource Center and Learning Communities.

## **D. Degree and Certificate Completion Goals and Activities**

**D.1 Increase the certificate and degree completion rate for African Americans (12.5%), Hispanics (12.8%), and males (12.03%) to 15.36% (total college population average) over the next 3 years.**

D.1.1 Identify and address the barriers of each special population group to complete certificates and degrees.

D.1.2 Institutionalize an early alert system for identifying students that are in danger of dropping courses or quitting programs.

D.1.3 Create clear pathways for all entry-level degrees and certificates with targeted counseling.

D.1.4 Simplify decision making for students with prescribed course sequences, and/or designing schedules that encourage cohort enrollment.

**D.2 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.**

D.2.1 Develop relationships with employers to develop internship positions in the community.

D.2.2 Simplify decision making for students with prescribed course sequences, and/or designing schedules that encourage cohort enrollment.

## **E. Transfer Goals and Activities**

**E.1 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.**

E.1.1 Use research data to identify possible barriers and strategies to increase the transfer rate of Hispanic students.

E.1.2 Implement interventions to increase the transfer rate of Hispanic students.



E.1.3 Create an environment and/or program that provides students with the tools, knowledge and awareness for transfer.

E.1.4 Increase student knowledge and awareness of tools to assist them with mapping and completing their educational plan as well as to provide them with financial aid guidance and planning.

## **F. Goals, Activities, Funding, and Evaluation: Affecting Several Indicators**

### **F.1 Evaluate and identify areas to better serve special populations groups in categorical**

F.1.1 Identify gaps in services and provide support to: 1) Student Success; 2) EOP&S; 3) DSP&S; 4) Veterans; 5) Foster Youth

### **F.2 Improve SSSP services to special populations groups.**

F.2.1 Improve outreach and support to special populations groups in the service area and on campus.

F.2.2 Expand intrusive counseling model as well as other innovative practices to improve educational plan completion.

### **F.3 Explore technology options to improve delivery of services to disproportionately impacted students.**

F.3.1 Identify ways to better identify and support at-risk students.

### **F.4 Research the effect of time to degree on the success indicators.**

F.4.1. Improve student placement test scores.

F. 4.2 Disaggregate data in Program Review.

F. 4.3 Expand use and development of multiple measures placement efforts.

F. 4.4 Explore the viability of accelerated English and math sequences.

### **F.5 Investigate the inequities between the target groups and non-traditional measures of success.**

F.5.1 Use disaggregated course success/persistence data to track the impact of placement testing on student learning.

## **Los Banos Goals and Activities**

### **Course Completion (Los Banos Campus)**

**LB. B.1 Increase the course completion rates of 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 77 to 75 and males from 396 to 384 by F2016 with continued progress toward equitable course completion rates in subsequent years.**

B.1.1 Implement a more robust “early alert” program to Black or African-American and male students.

B.1.2 Provide targeted services for Black or African-American and male students to assist in course completion.

### **ESL and Basic Skills Completion (Los Banos Campus)**

**LB. C.1 Increase the persistence rates for disproportionately impacted groups for ENGL 01A and ENGL 85. The number of students “lost” will be decreased annually until target groups are no longer disproportionately impacted: Black or African American from 1 to 0 and male students from 6 to 5 by F2016 with continued progress toward equitable persistence rates for the ENGL sequence in subsequent years.**

C.1.1 Create learning communities similar to PUENTE and other programs/services for target students.

C.1.2 Embed counseling into the classroom, Supplemental Instruction, and provide classroom presentations on academic support services.

**LB. C.2 Increase the persistence rates for disproportionately impacted groups for MATH C and MATH 81. The number of students “lost” will be decreased annually until target groups are no longer disproportionately impacted: Black or African American from 1 and White from 10 to 9 by F2016 with continued progress toward equitable persistence rates for the MATH sequence in subsequent years.**

C. 2.1 Promote awareness of all academic support services at Los Banos, including: Tutorial Center, Math Lab, and Supplemental Instruction and Study Central.

C. 2.2 Collaborate with student clubs and other groups on campus to encourage peer tutoring, mentoring, and other activities to increase completion rates for the target populations.

**Degree and Certificate Completion (Los Banos Campus)**

**LB. D.1 Increase the certificate and degree completion rate for African Americans, Asians, and males to 15.36% (total college population average) over the next 3 years.**

D.1.1 Identify and address the barriers of each special populations group to complete certifications and degrees.

D.1.2 Institutionalize an early alert system for identifying students that are in danger of dropping courses or quitting programs or modifying their education plan on file.

## **Resources**

Merced College has prioritized equity for all students. Thus, many resources and programs support student equity in the areas of access, basic skills and ESL, course completion, degree and certificate completion, and transfer. The resources to support this comprehensive Student Equity Plan are programs, services, and institutional resources, including:

- Academic Senate
- Admissions and Records
- Associated Students of Merced College
- Business Resource Center (BRC) Noncredit Programs
- CalWORKs Program
- Career/Transfer Center
- Cooperative Agency Resources for Education Program (CARE)
- Counseling Department
- Disabled Student Programs and Services
- Extended Opportunity Programs and Services (EOPS)
- Financial Aid and FAFSA Lab
- Foster Care Support Programs
- Learning Resource Center
- Merced College Bookstore
- Office of Grants and Institutional Research (OGIR)
- Office of Relations with Schools (ORS)
- Puente Program
- Student Success and Support Programs
- Student Success Programs/Basic Skills Initiative
- Tutorial Center
- Veteran's Resource Center

Funding for Student Equity is primarily provided by the Chancellor's Office Student Equity Funds. However, many of the equity plan goals, objectives, and activities are supported by the aforementioned programs and services through a variety of revenue streams.

## **Contact Person/Student Equity Coordinator**

Dr. Michael McCandless  
Dean of Student Equity and Success/Student Equity Coordinator  
Merced Community College District  
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209-384-6107

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## **Planning Committee and Collaboration**

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The Merced College Student Equity Committee is a representative body of the college community. The committee is inclusive in nature and welcomes all who are interested in participating, and also ensures that all constituent groups are included on the committee. The committee boasts multiple faculty, staff, students, and administrators. Moreover, the committee composition is comprised of stakeholders from related categorical programs as well as institutional planning processes. The composition of the Merced College Student Equity Committee reflects the values, goals, and direction of Merced College in regard to achieving student equity. Below is a list of committee members and their position titles.

Merced College recognizes that the Student Equity Plan is not a stand-alone plan, but rather is an integral element of institutional effectiveness and planning. There is an intrinsic connection between the Student Success and Support Program, Basic Skills, Student Equity, Extended Opportunities Programs and Services, Disabled Students Programs and Services and a host of other institutional programs and plans. Representatives from each of these programs is present on the Student Equity Committee. The comprehensive committee representation allows for the two-way dialogue necessary to inform each plan to better serve students.

To become a truly reflective measure of college values, goals, and perspectives, the Merced College Student Equity Plan is created in an open-meeting with input from all representatives. Once the plan is completed, reviewed, and approved by the Student Equity Committee (SEC), the Student Equity Plan (SEP) is submitted to the Vice President of Student Services (VPSS). The VPSS then submits the SEP to multiple shared-governance committees for review and feedback. The SEP is vetted through the Student Services Administrators Meeting, Student Services Executive Committee, Student Services Master Planning Committee, Student Success and Support Program Advisory Committee, Academic Senate, and College Council. After the various committees provide feedback, changes are reflected in the document which is then sent to College Council for approval. After being approved by College Council, the SEP is presented to the Board of Trustees for approval. This process ensures all constituency groups and college community voices have the opportunity to provide their perspective and inform the direction and vision of equity at Merced College.

## Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Chris Vitelli	Vice President of Student Services	Student Services
Dr. Susan Walsh	Interim Vice President of Instruction	Instruction
Dr. Bobby Anderson	Dean of Allied Health, Business, and Public Safety	Instruction
Jim Andersen	Dean of Career and Technical Education	Instruction
Joey Merritt	Interim Director of the Learning Resource Center	Learning Resource Center (LRC)
Dr. Mario Cordova	Director EOPS	Extended Opportunities Programs & Services (EOP&S)
Luis Flores	Senior Researcher	OGIR
Dr. Regina Coletto	PT-Senior Researcher	Office of Student Equity and Success (OSES)
Tomasia Drummond	Director, Student Success	Basic Skills
Lacey Chavez	Administrative Assistant	Basic Skills
Taylor Lankford	English Professor	Instruction
Dr. James Thornburgh	Drafting Professor	Instruction
Scott Coahran	Psychology/Sociology Professor	Instruction
Jennifer Gardner	History/Political Science Professor	Los Banos
Anthony Lewis	Counselor	Counseling
Enrique Renteria	Counselor	Counseling
Raul Alcala	Counselor	Counseling
Sabrina Frias	Counselor	Counseling
Tracie Green	Director, Human Resources	Human Resources
Cody Camacho	Associated Students of Merced College President	Associated Students of Merced College (ASMC)
Taylor Brown	Associated Students of Merced College	ASMC
Dr. Veronica Oforlea	Director of Cal WORKs, DSP&S	CalWORKs, Disabled Students Program & Services (DSPS)
Shannon Gragg	Program Assistant	Office of Student Equity and Success
LaDenta Smith	Student Support Coordinator	CalWORKs
Irene De La Cruz	Community Member	Entre Amigos/A Family Magazine
Sheila Flores	Capital Planning and Events Manager	Administrative Services
Diane Spork	Transcript Technician	Admissions and Records
Sharon Reinhardt	Director of Financial Aid/Registrar	Financial Aid
Toni McCall	Administrative Assistant	Student Services
Laura Strait	Math Professor	Instruction
Janet Lyle	Director, Off-Campus Centers/Non-Credit Program	Noncredit
Terina Davis	Student Services Assistant	Veterans Resource Center
Monique Tejeda	Associated Students of Merced College	ASMC
Dr. Michael McCandless	Dean of Student Equity and Success	OSES

## **Student Equity Research**

The Merced College Office of Student Equity and Success (OSES) currently employs a part-time Senior Research Analyst to assist the Student Equity Coordinator with the planning, collection, and analysis of data.

### **Assessing Disproportionate Impact (DI)**

#### **Methodology**

The Merced College Office of Student Equity and Success utilized two methodologies to measure disproportionate impact (DI), the percentage point gap and the proportionality index. In all tables containing data, a group that is disproportionately impacted is indicated by a dark gray shading within the field. In addition, several notes may be present at the end of a table indicating details regarding our ability to analyze the data based on sample size.

#### **Percentage Point Gap (CCCCO, 2015, p. 1 of Appendix E)**

The percentage point gap methodology compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome. Percentage point gap measurements are calculated by subtracting the all student average success rate (%) from the success rate (%) of a disaggregated subgroup in the same outcome. The resulting 'percentage point gap' will have a -/+ designation that signals whether or not the disaggregated subgroup is experiencing a rate that is lower (-) or higher (+) than the all student average.

According to this methodology, a '-3 percentage point gap or greater' is evidence of a disproportionate impact.

#### **The Proportionality Index (CCCCO, 2015, p. 6 of Appendix C)**

The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage).

A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. Bensimon and Malcom-Piqueux (2014) specified a cutoff of 0.85 to identify performance below equity when proportionality is used as a performance measure and therefore the OSES at Merced College has adopted this standard to indicate DI.

## Data Sources

<b>Data Indicators</b>	<b>Group/s</b>	<b>Source</b>
<b>Access</b>	College Ethnicity, Gender, DSPS, and low income	CCCCO Datamart
	College Foster youth and veterans	CCCCO Datamart
	County Veterans and low income populations	American Community Survey
	County individuals with disabilities	National Institute on Disability and Rehabilitation Research
	County Ethnicity and Gender	US Census
	Foster Youth	California Child Welfare Indicators Project
	Merced County HS	California Department of Education – Dataquest
<b>Course Completion</b>	Ethnicity and Gender	CCCCO Datamart
	Special Groups	Ellucian
<b>Basic Skills ENGL</b>	Ethnicity and Gender	CCCCO Datamart
	Special Groups	Ellucian
<b>Basic Skills MATH</b>	Ethnicity and Gender	CCCCO Datamart
	Special Groups	Ellucian
<b>ESL</b>	ALL groups	CCCCO Data on Demand
<b>Degree/Certificate Completion</b>	Ethnicity and Gender	CCCCO Data on Demand
	Special Groups	Ellucian
<b>Transfer</b>	ALL groups	CCCCO Data on Demand

Merced College goals and activities are based on the *Advancing Student Success in the California Community Colleges: Recommendations of the California Community Colleges Student Success Task Force (SSTF)*.

To standardize goal setting, a 10% access increase, 3% Course Completion, ESL and Basic Skills, Degree and Certificate completion, and Transfer improvement increments were identified. In places where the target groups were not, by definition, disproportionately impacted, the improvement increment was identified as moving toward the college average, 15.36%.



## A. ACCESS.

In Table 2 below, Merced County population data are compared to Merced College district student population data using the percentage point gap methodology. For a detailed description of where the data were obtained please see Table 1: Data Sources on page 25 of this document.

Table 2: Access Indicator for Merced College by Merced County Data

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
American Indian / Alaska Native	74	0.51	0.52	-0.01
Asian	1,463	10.02	7.22	2.80
Black or African American	523	3.58	3.70	-0.12
Hispanic or Latino	8,068	55.22	49.35	5.87
Native Hawaiian or other Pacific Islander	56	0.38	0.21	0.17
White	3,691	25.26	37.25	<b>-11.99</b>
Some other race	364	2.49	0.17	2.32
More than one race	372	2.55	1.58	0.97
<b>Total of 8 cells above (Orange cells should = 100%)</b>	<b>14,611</b>	<b>100%</b>	<b>100%</b>	
Males	6,163	42.18	49.83	<b>-7.65</b>
Females	8,279	56.66	50.17	6.49
Unknown	169	1.16	NA	
<b>Total of 3 cells above (Orange cells should = 100%)</b>		<b>100%</b>	<b>100%</b>	
Current or former foster youth	83	0.57	0.07	0.50
Individuals with disabilities*	995	6.81	13.0	<b>-6.19</b>
Low-income students**	9491	64.96	25.2	39.76
Veterans	172	1.18	6.57	<b>-5.39</b>

\*The data on individuals with disabilities is based on the percent of 16-64 year olds within Merced County during 2005-2007.

\*\*The data on low income students is the percent of all people in the county with income below the poverty line, not adults only.

In Table 3 below, Merced County High School 12<sup>th</sup> grade student enrollment data are compared to Merced College district student population data using the percentage point gap methodology. The table column titled “% of adult population within the community” was defined as % of Merced County High School 12<sup>th</sup> graders enrolled during 14-15 academic year. For a detailed description of where the data were obtained please see Table 1: Data Sources on page 25 of this document the 2014-2015.

Table 3: Access Indicator for Merced College by Merced County High School 12<sup>th</sup> Grade Student Enrollment Data

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
American Indian / Alaska Native	74	0.51	0.32	0.19
Asian	1,463	10.02	8.40	1.62
Black or African American	523	3.58	3.25	0.33
Hispanic or Latino	8,068	55.22	67.66	<b>-12.44</b>
Native Hawaiian or other Pacific Islander	56	0.38	0.14	0.24
White	3,691	25.26	18.50	6.76
Some other race	364	2.49	0.30	2.19
More than one race	372	2.55	1.43	1.12
<b>Total of 8 cells above (Orange cells should = 100%)</b>	<b>14,611</b>	<b>100%</b>	<b>100%</b>	
Males	6,163	42.18	51.57	<b>-9.39</b>
Females	8,279	56.66	48.43	8.23
Unknown	169	1.16	3.14	-1.98
<b>Total of 3 cells above (Orange cells should = 100%)</b>		<b>100%</b>	<b>100%</b>	
Current or former foster youth	83	0.57	0.07	0.50
Individuals with disabilities	995	6.81	14.98	<b>-8.17</b>
Low-income students	9491	64.96	76.83	<b>-11.87</b>
Veterans	172	1.18	N/A	

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

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**GOAL A.**

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal</b>	<b>Goal Year</b>
Hispanic – HS graduates	-12.44	<i>Reduce the number of students DI by 10% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
White – Community	-11.99	<i>Reduce the number of students DI by 10% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Low-income students – HS graduates	-11.87	<i>Reduce the number of students DI by 10% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Individuals with disabilities – HS graduates/Community	-8.17/-6.19	<i>Reduce the number of students DI by 10% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Males – HS graduates/Community	-6.25/-7.65	<i>Reduce the number of students DI by 10% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Veterans – Community	-5.39	<i>Reduce the number of students DI by 10% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>

**ACTIVITIES: A. ACCESS**

**A.1 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.**

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.1	Hispanic or Latino	8,068

• **Activity Implementation Plan**

A.1.1. Use podcasts in Spanish to provide outreach services and strategies. (SSTF; 1)

- Spanish podcast orientations and introductions to campus
- Develop new campus website to host podcasts

• **Link to Goal**

- Podcasts and website redesigned toward target groups will increase access for disproportionately impacted students

• **Evaluation**

- Tracking website and podcast hits.
- Annually.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.1.1	Fall 2016	\$15000	

A.1.2. Use the media to promote the college and our services on television, radio, print, text messaging, and the web. (SSTF, 2)

- Record outreach: Radio and TV shows with a CCC Topic and TV commercials
- Use commercials previously developed and begin to advertise on TV
- Post on MCCD website and social media sites (Twitter, Snap Chat, Instagram)
- Utilize text messaging technology to send targeted texts
- Develop new campus website to host media promoting college and services
- Prepare marketing materials connecting jobs to the certificate and degree programs and distribute them through various media
- CTE Informational Videos (with various language narration) that outline each industry sector Merced College provides training in, show video of training provided, and success stories.

• **Link to Goal**

- Outreach using multiple sources with the content designed toward target groups will increase access for disproportionately impacted students.

• **Evaluation**

- Focus groups.
- Merced College demographics compared with service area demographics.
- Bi-annually.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.1.2	Ongoing	\$50000	

A.1.3. Review Student Services programs processes to determine if improvements can be made to streamline the student experience for Hispanic students. (SSTF, 2.1; 2.5)

- Conduct needs analysis for Hispanic students as it relates to SSSP services and implement strategies for improvement.
- Upgrade technology to reduce Student Services upload time for Assessment, Orientation and student planning.
- Focused embedded CTE Counseling.
- Encourage students who have a disability to enroll in DSP&S to utilize services to reduce barriers to ensure students success.

• **Link to Goal**

- SSSP services increase student completion and success.

- **Evaluation**

- Implementation of technology.
- Results of needs analysis.
- Fall 2017

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.1.3	Spring 2016	\$20000	SSSP \$400000; DSPS \$5000

A.1.4 Research the number of Hispanic students who complete the various SSSP core services, but never register for classes and develop strategies/services to close these gaps. (*SSTF*, 2.1; 2.3)

- Conduct analysis and develop strategies/services to close gaps
- Host focus groups with these students, if possible, to determine the reasons why students are not engaging in these core services.

- **Link to Goal**

- Accurate data is necessary for identifying and addressing barriers

- **Evaluation**

- Focus groups
- Fall 2016

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.1.4	Fall 2016	\$25000	SSSP \$51054

A.1.5 Identify the most important resource needs (i.e. textbooks, transportation, specialized services, childcare needs, etc.) for Hispanic students and develop special programming to provide these needs/services and close the gaps. (*SSTF*, 5.2)

- Develop a needs analysis survey (or include questions in the annual climate survey) and send to Hispanic students to identify resource needs;
- Develop plan/programs to address these needs.
- Use existing high school data to identify groups at a disadvantage; Target this group with resources as needed.

- **Link to Goal**

- Providing services for disproportionately impacted students removes obstacles for attending college.

- **Evaluation**

- Results of needs analysis and programs developed.
- Fall 2016

ID	Timeline(s)	Student Equity Funds	Other Funds
A.1.5	Fall 2016; Ongoing	\$30000	\$40000—EOPS/CARE

**A.2 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.**

**Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.2	Males	6,163

A.2.1 Use the media to promote the college and our services on television, radio, print, text messaging, and the web. (SSTF, 1)

- Record outreach: Radio and TV shows with a CCC Topic and TV commercials
- Use commercials previously developed and begin to advertise on TV
- Post on MCCD website and social media websites

- Utilize text messaging technology to send targeted texts
- Develop new campus website to host media promoting college and services
- Prepare marketing materials connecting jobs to the certificate and degree programs and distribute them through various media
- CTE Informational Videos (with various language narration) that outline each industry sector Merced College provides training in, show video of training provided, and success stories.
- Host a male engagement conference.
- Recruit males from high school to transition into the college system; by use of mentorship for exposure.

• **Link to Goal**

- Outreach targeting disproportionately impacted students will increase enrollment of targeted student groups

• **Evaluation**

- Merced College demographic data compared to service area demographic data.
- Annually.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.2.1	Fall 2016; Ongoing	\$10000	

A.2.2 Review Student Services programs processes to determine if improvements can be made to streamline the student experience for males. (SSTF, 2)

- Conduct needs analysis for male students as it relates to SSSP services and implement strategies for improvement.
- Upgrade technology to reduce Student Services upload time for Assessment, Orientation and student planning.

• **Link to Goal**

- Moving students more rapidly through processes will increase enrollment and success.

• **Evaluation**

- Results of needs analysis. Implementation of new technology.
- Spring 2016



<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.2.2	Fall 2016; Ongoing	\$10000	SSSP \$92139

A.2.3 Research the number of male students who complete the various SSSP core services, but never register for classes and develop strategies/services to close these gaps. (*SSTF*, 2)

- Conduct analysis and develop strategies/services to close gaps
- Host focus groups with these students, if possible.
  - **Link to Goal**
    - Accurate data is necessary for identifying and addressing barriers
  - **Evaluation**
    - Orientation/assessment tracking
    - Focus groups
    - Fall 2016

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.2.3	Fall 2015; Ongoing	\$10000	SSSP \$54205

A.2.4 Identify the most important resource needs (i.e. textbooks, transportation, specialized services, childcare needs, etc.) for male students and develop special programming to provide these needs/services and close the gaps. (*SSTF*, 5.2)

- Develop a needs analysis survey (or include questions in the annual climate survey) and send to Hispanic and male students to identify resource needs; Develop plan/programs to address these needs
- Use existing high school data to identify groups at a disadvantage; Target this group with resources as needed
  - Host summer bridge options for math or English support at different levels to identify resources
  - **Link to Goal**
    - Accurate data is necessary for identifying and addressing barriers

- **Evaluation**
  - Results of needs analysis survey
  - Fall 2015

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.2.4	Fall 2016; Ongoing	\$10000	\$10000 EOPS/CARE

**A. 3 Increase the enrollment rate of low-income 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.**

- **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
A.3	Low-income students	9,491

- A. 3.1 Review Student Services programs processes to determine if improvements can be made to streamline the student experience for low-income students from local high schools in the service area. (SSTF, 2)
- Conduct needs analysis for low-income students as it relates to SSSP services and implement strategies for improvement
  - Upgrade technology to reduce Student Services upload time for Assessment, Orientation and student planning
- **Link to Goal**
    - Accurate data is necessary for identifying and addressing barriers

- **Evaluation**
  - Results of needs analysis survey
  - Implementation of technology
  - Spring 2016

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.3.1	Fall 2016; Ongoing	\$5000	SSSP \$101709; \$10000 EOPS/CARE

A.3.2 Use the media to promote the college and our services in television, radio, print, text messaging, and the web. (*SSTF*, 1)

- Record outreach: Radio and TV shows with a CCC Topic and TV commercials
- Use commercials previously developed and begin to advertise on TV
- Post on MCCD website and social media websites
- Utilize text messaging technology to send targeted texts
- Develop new campus website to host media promoting college and services
- Prepare marketing materials connecting jobs to the certificate and degree programs and distribute them through various media

- **Link to Goal**
  - Employing various outreach strategies will improve target group awareness of Merced College

- **Evaluation**
  - Implementation of new technology and outreach materials
  - Ongoing

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.3.2	Fall 2016; Ongoing	\$20000	

A.3.3 Identify the most important resource needs (i.e. textbooks, transportation, specialized services, childcare needs, etc.) for low-income students and develop special programs to provide these needs/services and close the gaps. (*SSTF*, 5.2)

- Develop a needs analysis survey (or include questions in the annual climate survey) and send to low-income students to identify resource needs; Develop plan/programs to address these needs
- Use existing high school data to identify groups at a disadvantage; Target this group with resources as needed
  - **Link to Goal**
    - Accurate data is necessary for identifying and addressing barriers
  - **Evaluation**
    - Results of needs analysis survey
    - Implementation of technology
    - Fall 2016

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.3.3	Fall 2016; Ongoing	\$10000	\$10000 EOPS/CARE

A.3.4 Research the number of low-income students (from Merced County high schools) who complete the various SSSP core services, but never register for classes and develop strategies/services to close these gaps. (*SSTF*, 2)

- Conduct analysis and develop strategies/services to close gaps; Host focus groups with these students, if possible.
- **Link to Goal**
  - Accurate data is necessary for identifying and addressing barriers
- **Evaluation**
  - Results of analysis
  - Implementation of strategies
  - Focus groups
  - Fall 2016

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.3.4	Fall 2016; Ongoing	\$5000	SSSP \$178523

A.3.5 Conduct financial aid events/workshops as well as other student services outreach at local high schools and other outreach activities for students and parents to educate low-income students of the financial aid and special program (EOPS, CARE, etc.) resources available to assist with attending college. (*SSTF*, 3.2)

- Work with local high schools and local community organizations to provide outreach events and workshops.
- Develop a brochure to distribute at these events demonstrating to students the cost to complete our different certificate and degree programs and the income potential for the correlating careers for each of the programs.

- ***Link to Goal***

- Pairing socioeconomic disadvantaged students with resources to enable their success

- ***Evaluation***

- Number of FA workshops conducted
  - Number of outreach events with high school partners
  - Fall 2016

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.3.5	Fall 2016; Ongoing	\$5000	SSSP \$16944; \$10000 EOPS/CARE

**A.4 Increase the enrollment of individuals with disabilities (6.81%) and Veteran’s (1.18%) by ten students per year until they are no longer disproportionately impacted.**

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.4	Individuals with disabilities	995
	Veterans	172

A.4.1 Review Student Services programs processes to determine if improvements can be made to streamline the student experience for students with disabilities and Veterans. (SSTF, 2)

- Conduct needs analysis for students with disabilities and Veterans as it relates to SSSP services and implement strategies for improvement
- Upgrade technology to reduce Student Services upload time for Assessment, Orientation and student planning

• **Link to Goal**

- Accurate data is necessary for identifying and addressing barriers

• **Evaluation**

- Results of needs analysis survey
- Implementation of technology
- Spring 2016

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.4.1	Spring 2016; Ongoing	\$20000	General Fund \$21968

A.4.2 Identify the most important resource needs (i.e. textbooks, transportation, specialized services, childcare needs, etc.) for students with disabilities and Veterans and develop special programming to provide these needs/services and close the gaps. (*SSTF*, 5.2)

- Develop a needs analysis survey (or include questions in the annual climate survey) and send to students with disabilities and Veterans to identify resource needs; Develop plan/programs to address these needs
- Promote resources at local agencies targeting services toward students with disabilities and Veterans
  - **Link to Goal**
    - Accurate data is necessary for identifying and addressing barriers
  - **Evaluation**
    - Results of needs analysis survey
    - Fall 2016

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.4.2	Fall 2016; Ongoing	\$10000	General Fund \$5000

A.4.3 Research the number of students with disabilities and Veterans who complete the various SSSP core services, but never register for classes and develop strategies/services to close these gaps. (*SSTF*, 2)

- Conduct analysis and develop strategies/services to close gaps.
- Host focus groups with these students, if possible.
- Identify on the website what online degrees are offered at Merced College
- Complete an analysis of class days and times (i.e. night, weekend, early morning, etc.) to see what is most preferred by students with disabilities and Veterans
  - **Link to Goal**
    - Accurate data is necessary for identifying and addressing barriers
  - **Evaluation**
    - Focus groups
    - Analysis results

- Fall 2016

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.4.3	Fall 2016; Ongoing	\$10000	General Fund \$5000

A.4.4 Use the media to promote the college and our services on television, radio, print, text messaging, and the web. (*SSTF*, 1)

- Record outreach: Radio and TV shows with a CCC Topic and TV commercials
- Use commercials previously developed and begin to advertise on TV; Add info about online degree programs
- Post on MCCD website and social media websites
- Utilize text messaging technology to send targeted texts
- Develop new campus website to host media promoting college and services
- Prepare marketing materials connecting jobs to the certificate and degree programs and distribute them through various media

- ***Link to Goal***

- Employing various outreach strategies will improve target group awareness of Merced College

- ***Evaluation***

- Implementation of new technology and outreach materials
- Enrollment rates of disproportionately impacted students
- Ongoing

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.4.4	Ongoing	\$10000	



**A.5 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.**

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
A.5	Hispanic or Latino	8,068
	Low-income students	9,491
	Males	6,163
	Individuals with disabilities	995

A. 5.1 Support and expand outreach activities to students who are underserved. (SSTF, 1)

- Maintain an appropriate outreach services budget
- Provide regular high school visits and outreach activities
- Develop a new campus website to support outreach via multimedia outlets
- Utilize text messaging technology to send targeted texts

• **Link to Goal**

- Employing various outreach strategies will improve target group awareness of Merced College

- **Evaluation**
  - Number of high school visits and outreach activities
  - Enrollment rates of disproportionately impacted students
  - Implementation of new technology
  - Ongoing

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.5.1	Ongoing	\$40000	\$14000—EOPS/CARE

A.5.2 Investigate enrollment management strategies focusing on entry level and introductory courses. (*SSTF*, 2.4; 8)

- Review annual demographic reports, work collaboratively with instruction to offer sufficient first-year courses, add more late-start and short-term classes, etc.
- **Link to Goal**
  - Strategic enrollment management will provide courses according to student need
- **Evaluation**
  - Spring 2016
  - Creation of FYE curriculum pilot
  - Ongoing

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.5.2	Spring 2016	\$20000	

**A.6 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.**

A. 6.1 Establish an Access Equity Workgroup to identify the barriers of access for underserved students. (SSTF, 1; 2)

- Create the Access Equity Workgroup to meet as a sub-committee/taskforce of the Student Equity Committee
- Identify barriers and develop programs/services to eliminate these barriers through SSSP

- **Link to Goal**

- Identifying barriers will provide strategies to improve access

- **Evaluation**

- Spring 2016
- Task Force Creation

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.6.1	Spring 2016	\$20000	

A. 6.2 Review and improve existing campus-based programs to address under-preparedness of Hispanic and African-American incoming freshmen students in the areas of English and math. (SSTF, 5)

- To assist with access and assessment, implement strategies/programs/services to assist Hispanic and African-American students in these areas.

- **Link to Goal**

- Focusing areas in which student progress bottlenecks will improve access and success

- **Evaluation**

- Enrollment and curricular changes
- M2C3 collaborative
- Spring 2016

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds

A.6.2	Spring 2016	\$15000	
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A. 6.3 Meet with high school staff, faculty, and administration to improve existing services and transition from high school to college for special population groups. (*SSTF*, 1; 2)

- Conduct meetings and focus groups to meet this objective and implement strategies/programs/services to assist with student transitioning from high school.
- **Link to Goal**
  - Improving partnerships and creating a more fluid pipeline between local service area high schools and Merced College will benefit transitioning students
- **Evaluation**
  - Spring 2016
  - Number of meetings between MC and HS partners

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.6.3	Spring 2016	\$12000	\$10000 EOPS/CARE

**CAMPUS-BASED RESEARCH: COURSE COMPLETION**

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**B. COURSE COMPLETION.**

In Table 4 below, the number of courses Merced College students were enrolled in and were present in on census day for the Fall 2014 term are compared to the number of those courses that Merced College students earned a grade of A, B, C, or credit in the same term, using the percentage point gap methodology. For a detailed description of where the data were obtained please see Table 1: Data Sources on page 25 of this document.

Table 4: Course Completion Indicator for Fall 2014 Merced College Courses

<b>Target Population(s)</b>	<b>the # of courses students enrolled in &amp; were present in on census day in base year</b>	<b>The # of courses in which students earned an A, B, C, or credit out of ←</b>	<b>The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in &amp; were present in on census day in base year</b>	<b>Total (all student average) pass rate*</b>	<b>Comparison to the all student average (Percentage point difference with +/- added)</b>
American Indian / Alaska Native	126	84	66.67	<b>68.33</b>	-1.66
Asian	3449	2533	73.44	<b>68.33</b>	5.11
Black or African American	1221	679	55.61	<b>68.33</b>	<b>-12.72</b>
Hispanic or Latino	17659	11659	66.02	<b>68.33</b>	-2.31
Native Hawaiian or other Pacific Islander	134	82	61.19	<b>68.33</b>	<b>-7.14</b>
White	7172	5283	73.66	<b>68.33</b>	5.33
Some other race	330	255	77.27	<b>68.33</b>	8.94
More than one race	929	620	66.74	<b>68.33</b>	-1.59
<b>All Students</b>			<b>68.33*</b>		
Males	13880	21195	66.33	<b>68.33</b>	-2.00
Females	17113	11963	69.91	<b>68.33</b>	1.58
Unknown	27	25	92.59	<b>68.33</b>	24.26
Current or former foster youth	252	76	30.16	<b>68.33</b>	<b>-38.17</b>
Individuals with disabilities	2271	1077	47.42	<b>68.33</b>	-20.91
Low-income students	10459	7356	70.33	<b>68.33</b>	2.00
Veterans	795	417	51.82	<b>68.33</b>	<b>-16.51</b>

		1	2	3	4	
<b>Equity Gap</b>	<b>Student Group</b>	<b>Gap in comparison to the Average, Expressed as Percentage</b>	<b>Percentage expressed as decimal 25% becomes .25</b>	<b>Multiply</b>	<b>the # of courses students enrolled in &amp; were present in on census day in base year</b>	<b>Number of Students "Lost"</b>
Largest Gap	<b>Current or Former Foster Youth</b>	<b>38.17</b>	<u>.3817</u>	x	<b>252</b>	<b>= 96.19</b>
Second Largest	<b>Individuals with Disabilities</b>	<b>20.91</b>	.2091	x	<b>2271</b>	<b>= 474.87</b>
Third Largest	<b>Veterans</b>	<b>16.51</b>	<u>.1651</u>	x	<b>795</b>	<b>= 131.26</b>
Fourth Largest	<b>Black or African American</b>	<b>12.72</b>	<u>.1272</u>	x	<b>1221</b>	<b>= 155.31</b>
Fifth Largest	<b>Native Hawaiian or Other Pacific Islander</b>	<b>7.14</b>	<u>.0714</u>	x	<b>134</b>	<b>= 9.57</b>

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

### GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal</b>	<b>Goal Year</b>
<b>Current or Former Foster Youth</b>	<b>38.17</b>	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
<b>Individuals with Disabilities</b>	<b>20.91</b>	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
<b>Veterans</b>	<b>16.51</b>	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
<b>Black or African American</b>	<b>12.72</b>	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
<b>Native Hawaiian or Other Pacific Islander</b>	<b>7.14</b>	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>

**ACTIVITIES: B. COURSE COMPLETION**

**B.1 Increase the course completion rates of 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 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.**

• *Activity Type(s)*

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• *Target Student Group(s) & # of Each Affected\*:*

ID	Target Group(s)	# of Students Affected
B.1	Black or African American	523
	Current or Former Foster Youth	83
	Individuals with disabilities	995
	Veterans	172
	Native Hawaiian or Other Pacific Islander	56

• *Activity Implementation Plan*

B.1.1 Provide a full list (bi-lingual as well) each semester of support services to Foster Youth, individuals with disabilities, ASMC, student support groups, and clubs, faculty staff, managers and service desks including EOPS, athletics, study central, library, veterans center in at least two forms print and an online source. (SSTF 2.4; 3.4; 5.2)

- Collect, assemble, and disseminate information by service topic (housing, food, supplemental transportation)
- Arrange for printing and distribution to direct service desks and general dissemination
- Work with web master to post info
- Provide info to students at the onset of enrollment instead of when they experience difficulties in courses.



- **Link to Goal**

- Connecting students to resources will increase student access to services aiding in course completion. Making the college community aware of various resources will allow faculty and staff to direct students to available support services.

- **Evaluation**

- Student survey gauging recognition of student support services.
- Tracking the number of students using support services to gauge if use increased.
- Focus group discussions with students regarding the compiled materials, their use of support services, or reasons for not using support services.
- Spring/Annually

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
B.1.1	Spring 2016; Ongoing	\$17000	

B.1. 2. Request each master planning committee to develop a communication plan to provide this resource to students. (*SSTF* 2.4; 3.4; 5.2)

- Include a standing item in each master planning committee agenda relevant to services to each targeted group. Report out to EMPC and SEC

- **Link to Goal**

- Integrating student equity into master planning will help Student Equity become a part of institutional planning

- **Evaluation**

- Reflected in at least 3 meeting minutes per year.
- Annually.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
B.1.2	Fall 2016; Ongoing	\$10000	

B.1.3 Implement a more robust “early alert” program to assist Hispanic, African-American, and multi-ethnic students. (SSTF 2.4)

- Research other colleges’ “early alert” programs and work to implement best practice model for these targeted populations
- Use text messaging as a method to connect and encourage these targeted populations
- Provide professional development for faculty on the importance of building relationships with students and building an “early alert” strategy for their classes.
- Involve faculty in identifying students who need additional instructional support.
  
- **Link to Goal**
- Connecting students to counseling and support services at the earliest onset of problems in class will improve their overall course completion rates.

**Evaluation**

- Track success rates of students using support services after being directed via early alert program.
- Annually.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1.3	Fall 2016; Ongoing	\$15000	

B.1.4 Provide targeted services for Hispanic, African-American, and multi-ethnic students to assist in course completion. (SSTF 2.4)

- Host “Cram Night” study event at the Learning Resource Center.
- Initiate direct faculty communication (i.e. phone call, email, text message, etc.) when a student misses classes for a period of time to make referrals to tutorial, study central, and/or office visit with faculty.
  
- **Link to Goal**
- “Cram Night” would put students in touch with services at key points in the semester, thus improving course completion. Academic and social integration models support contact with students as a predictor of student success.

• **Evaluation**

- Track the number of students at cram nights. Track the number of students with whom direct contact was made. To assess impact, hold focus group sessions with students attending cram night and those with whom faculty initiated contact.
- Biannually.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1.4	Fall 2016; Ongoing	\$10000	

**B.2. 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.**

• *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• *Target Student Group(s) & # of Each Affected\*:*

ID	Target Group	# of Students Affected
B.2	Foster Youth	83
	Veterans	172
	Individuals with disabilities	995
	Black or African American	523

B.2.1 Develop a process for linking with the community to understand and share services to these populations. (SSTF 2.4; 3.4; 5.2)

- Link with direct service providers in the community (i.e., Transitions Council, Guardian Scholars, Merced County Veterans Services Office, and local churches). Attend community meetings and develop strategies for student activities with district allocated resources.

• *Link to Goal*

- Foster youth and minority males are traditionally represented as at-risk student groups. Creating a plan to serve these students and focus resources to help with student success would improve course completion rates.

- **Evaluation**

- Disaggregated data tracking course completion rates for foster youth and minority males.
- Focus group information highlighting effective practices
- Bi-annually.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
B.2.1	Summer 2016; Ongoing	\$15000	

B.2.2 Investigate and implement on campus resources and spaces that allow for camaraderie and community building for foster youth and minority males. (SSTF 2.4; 3.4; 5.2)

- Work with facilities coordinator, one male coach, one male counselor, one foster youth representative, and one male ASMC officer to conduct investigation; Distribute results and implement resources as possible
- Host “Cram Night” study event at the LRC

- **Link to Goal**

- Foster youth and minority males are at-risk groups. Literature regarding social and academic integration demonstrates that a feeling of community correlates with increase school performance.

- **Evaluation**

- Disaggregated data tracking course completion rates for foster youth and minority males. Focus group discussions with minority males and Foster Youth.
- To be completed annually.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
B.2.2	Summer 2016	\$10000	

**B.3. 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.**

• *Activity Type(s)*

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• *Target Student Group(s) & # of Each Affected\**:

ID	Target Group	# of Students Affected
B.2	Foster Youth	83
	Veterans	172
	Individuals with disabilities	995
	Black or African American	523

3.1 Require a specific list of items for each course, especially “gateway” courses (internet access, DVDs, readers, calculators, etc.). (SSTF, 5.2)

- Work with faculty to develop list of items for all “gateway” courses and other courses (as much as possible)
- Solicit information from instructors, area secretaries and Bookstore to identify most needed texts / DVDs
- Work with student information gateways to provide information to students about ways to access these lists and resources beyond purchase at the campus bookstore
- Explore effective ways to disseminate this information to students

- **Link to Goal**

Low-income students are impacted based on textbook costs, computer/internet access, and other required ancillary instructional materials.

- **Evaluation**

Identify the list compiled illustrating cost of items needed for courses.  
Fall 2016.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
B.3.1	Fall 2016; Ongoing	\$10000	

B.3.2 Provide special populations groups resources and textbooks for courses, especially “gateway” courses. (SSTF, 5.2)

- Purchase textbooks and supplies to provide to students through loan programs and/or on reserve in the Learning Resource Center
- Open the Learning Resource Center during the fall and spring terms on the weekends for up to 4 hours per Saturday to share and access resources

- **Link to Goal**

- Low-income students are impacted based on textbook costs, computer/internet access, and other required ancillary instructional materials.

- **Evaluation**

- Track student use of text books supplied through equity funds. Track student use of the Saturday Learning Resource Center hours.
- Annually.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
B.3.2	Fall 2016; Ongoing	\$60000	

B.3.3 Research the impact of high cost textbooks and provide analysis and findings to instruction and work to increase the awareness of the high cost of textbooks in relation to course completion(s). (*SSTF*, 5.2)

- Support a robust library textbook loan program
- Develop and publish a “Top 20” list of the most expensive textbook requirements for classes at Merced College
- Conduct a survey of the percentage of students who do not complete a class because they did not have access to the required textbook(s) and survey the reasons they did not have access to the textbook(s) (i.e. funds, library reserve, etc.).
- Provide resources and/or training opportunities for faculty to learn more about “open texts” or lower cost alternatives.

• ***Link to Goal***

- Improving college-wide understanding regarding the connection between student success and course material costs may help make students, faculty, and staff more aware of expensive courses
- Ensure faculty use required textbooks; or label texts as recommended in the bookstore

• ***Evaluation***

- Survey results of students completing courses due to textbook access.
- Spring 2017.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
B.3.3	Fall 2016; Ongoing	\$65000	\$100000 EOPS/CARE

## **CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION**

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### **C. ESL AND BASIC SKILLS COMPLETION.**

In Table 5 below, the number of students who completed ENGL 85, ENGL A, or ENGL AL during the Spring 2011, Fall 2011, Spring 2012, or Fall 2012 terms are compared to those within that group that subsequently completed ENGL 01A by the Fall 2013, Spring 2014, Fall 2014, or Spring 2015 (allowing a three year time period for progression from basic skills courses to the degree applicable course), using the percentage point gap methodology. The final basic skills course/s were ENGL A and/or ENGL 85 and the degree applicable course used was 01A. For a detailed description of where the data were obtained please see Table 1: Data Sources on page 25 of this document.



Table 5: Basic Skills Completion for English Courses

Target Population(s)	The # of students who completed ENGL 85, ENGL A, or ENGL AL with an A, B, C or credit in Spring 2011, Fall 2011, Spring 2012, or Fall 2012	The # of students out of ← (the denominator) that completed ENGL 01A with an A, B, C, or credit in Fall 2013, Spring 2013, Fall 2014, or Spring 2015	The rate of progress from Basic Skills ENGL to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native**	3	2			
Asian	157	101	64.33	61.11	3.22
Black or African American	44	23	52.27	61.11	-8.84
Hispanic or Latino	798	495	62.03	61.11	0.92
Native Hawaiian or other Pacific Islander**	5	2			
White	308	187	60.71	61.11	-0.40
Some other race	69	35	50.72	61.11	-10.39
More than one race	38	24	63.16	61.11	2.05
<b>All Students</b>	<b>1,422</b>	<b>869</b>	<b>*61.11</b>		
Males	597	345	57.79	61.11	-3.32
Females	825	524	63.52	61.11	2.41
Unknown	NA				
Current or former foster youth ***	13	8	61.54	61.11	0.43
Individuals with disabilities	273	140	51.28	61.11	-9.83
Low-income students	1,215	747	61.48	61.11	0.37
Veterans	114	64	56.14	61.11	-4.97

\*\* Sample size too small to infer statistical significance.

\*\*\* Due to a small sample size caution should be used when interpreting the data for decision-making.

		1	2	3	4	
<b>Equity Gap</b>	<b>Student Group</b>	<b>Gap in comparison to the Average, Expressed as Percentage %</b>	<b>Percentage expressed as decimal 25% becomes .25</b>	<b>Multiply</b>	<b>The # of students who complete a final basic skills ENGL course with an A, B, C or credit</b>	<b>Number of Students "Lost"</b>
Largest Gap*	<b>Individuals with Disabilities</b>	<b>9.83</b>	.0983	x	<b>273</b>	<b>= 26.84</b>
Second Largest	<b>Black or African American</b>	<b>8.84</b>	.0884	x	<b>44</b>	<b>= 3.89</b>
Third Largest	<b>Veterans</b>	<b>4.97</b>	.0497	x	<b>114</b>	<b>= 5.67</b>
Fourth Largest	<b>Males</b>	<b>3.32</b>	.0332	x	<b>597</b>	<b>= 19.82</b>

\*The largest gap was for "Some other race" (-10.39), however since we cannot target services towards this population it is not included in the table above.

In Table 6 below, the number of students who completed MATH 81, MATH A, or MATH B during the Spring 2011, Fall 2011, Spring 2012, or Fall 2012 terms are compared to those within that group that subsequently completed MATH C by the Fall 2013, Spring 2014, Fall 2014, or Spring 2015 (allowing a three year time period for progression from basic skills courses to the degree applicable course), using the percentage point gap methodology. The final basic skills course/s were MATH 81, MATH A, or MATH B and the degree applicable course used was MATH C. For a detailed description of where the data were obtained please see Table 1: Data Sources on page 25 of this document.

Table 6: Basic Skills Completion for Math Courses

Target Population(s)	The # of students who completed MATH 81, MATH a, or MATH B with an A, B, C or credit in Spring 2011, Fall 2011, Spring 2012, or Fall 2012	The # of students out of ← (the denominator) that completed MATH C with an A, B, C, or credit in Fall 2013, Spring 2013, Fall 2014, or Spring 2015	The rate of progress from Basic Skills MATH to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native**	3	2			
Asian	110	81	73.64	56.50	17.14
Black or African American ***	27	9	33.33	56.50	-23.17
Hispanic or Latino	632	348	55.06	56.50	-1.44
Native Hawaiian or other Pacific Islander **	6	4	NA		
White	271	153	56.46	56.50	-0.04
Some other race	38	21	55.26	56.50	-1.24
More than one race ***	28	12	42.86	56.50	-13.64
<b>All Students</b>	<b>1,115</b>	<b>630</b>	<b>*56.50</b>		
Males	463	248	53.56	56.50	-2.94
Females	652	382	58.59	56.50	2.09
Unknown	NA				
Current or former foster youth ***	14	4	28.57	56.50	-27.93
Individuals with disabilities	293	145	49.49	56.50	-7.01
Low-income students	938	542	57.78	56.50	1.28
Veterans	155	88	56.77	56.50	0.27

\*\*Sample size is too small to infer statistical significance.

\*\*\*Due to a small sample size caution should be used when interpreting the data for decision making.

		1	2		3	4
<b>Equity Gap</b>	<b>Student Group</b>	<b>Gap in comparison to the Average, Expressed as Percentage %</b>	<b>Percentage expressed as decimal 25% becomes .25</b>	<b>Multiply</b>	<b>The # of students who complete a final basic skills MATH course with an A, B, C or credit</b>	<b>Number of Students "Lost"</b>
Largest Gap *	<b>Current or former foster youth</b>	27.93	.2793	X	14	= 3.91
Second Largest*	<b>Black or African American</b>	23.17	.2317	x	27	= 6.26
Third Largest	<b>Individuals with disabilities</b>	7.01	.0701	x	293	= 20.54
Fourth Largest	<b>Males</b>	2.94	.0294	x	463	= 13.61

\*Due to a small sample size caution should be used when interpreting the data for decision-making.

In Table 7 below, the number of students who completed the final ESL course at Merced College and subsequently completed ENGL 01A between 2004 and 2009 (allowing up to 5 years for progression from ESL courses to the degree applicable course), using the percentage point gap methodology. For a detailed description of where the data were obtained please see Table 1: Data Sources on page 25 of this document.

Table 7: ESL Course Progression Through Degree Applicable English Course

Target Population(s)	The # of students who complete a final ESL course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	N/A				
Asian	62	7	11.29	13.33	-2.04
Black or African American	N/A				
Hispanic or Latino	157	23	14.65	13.33	1.32
Native Hawaiian or other Pacific Islander**	1	0			
White**	7	1			
Some other race***	13	1	7.69	13.33	-5.64
More than one race	N/A				
<b>All Students</b>	<b>240</b>	<b>32</b>	<b>*13.33</b>		
Males	70	9	12.86	13.33	-0.47
Females	168	23	13.69	13.33	0.36
Unknown**	2	0			
Current or former foster youth	N/A				
Individuals with disabilities***	25	4	16.00	13.33	2.67
Low-income students	163	29	17.79	13.33	4.46
Veterans	N/A				

\*\*Sample size is too small to infer statistical significance.

\*\*\*Due to a small sample size caution should be used when interpreting the data for decision making.

		1	2	3	4	
<b>Equity Gap</b>	<b>Student Group</b>	<b>Gap in comparison to the Average, Expressed as Percentage %</b>	<b>Percentage expressed as decimal 25% becomes .25</b>	<b>Multiply</b>	<b>The # of students who complete a final ESL course with an A, B, C or credit</b>	<b>Number of Students "Lost"</b>
Largest Gap*	<b>Asian</b>	<b>2.04</b>	<u>.0204</u>	<b>x</b>	<b>62</b>	<b>= 1.27</b>
Second Largest	<b>Males</b>	<b>0.47</b>	.0047	<b>x</b>	<b>70</b>	<b>= 0.33</b>
Third Largest	<b>N/A</b>			<b>x</b>		<b>=</b>

\*The largest gap was for "Some other race" (-5.64), however since we cannot target services towards this population it is not included in the table above.

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

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### GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

#### Basic Skills ENGL Completion

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal</b>	<b>Goal Year</b>
Individuals with Disabilities	-9.83	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Black or African American	-8.84	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Veterans	-4.97	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Males	-3.32	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>

Basic Skills MATH Completion

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal</b>	<b>Goal Year</b>
Current or former Foster Youth	-27.93	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Black or African American	-23.17	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Individuals with disabilities	-7.01	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Males	-2.94	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>

ESL Course Completion

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal</b>	<b>Goal Year</b>
Asian	-2.04	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Males	-0.47	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>



**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

**C.1 Increase the persistence rates for disproportionately impacted groups for ENGL 01A and ENGL 85. 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**

• *Activity Type(s)*

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	X	Direct Student Support
Research and Evaluation	Professional Development		

• *Target Student Group(s) & # of Each Affected\**:

ID	Target Group(s)	# of Students Affected
C.1	Individuals with Disabilities	995
	Black or African American	523
	Veterans	172
	Males	6,193

C.1.1 Create learning communities similar to PUENTE to target disproportionately impacted students. Embed Supplemental Instruction and Intrusive Counseling. (SSTF, 5.1)

- Create a Learning Community linking Engl-85 course with a content course, such as a Health or Guidance.
- Create a Learning Community linking Engl-01A with History-22 (History of Minorities—Black Emphasis

• *Link to Goal*

- Pairing English 85 and 1A courses with content courses, such as History, Health, or Guidance, will provide students with the community learning experience and concept reinforcement necessary to increase persistence rates.

- **Evaluation**

- Comparison of Black or African American students’ and male students’ persistence rates for students in the LC or cohort with Black or African American students’ and male students’ persistence rates for those not in the cohort or LC.
- Annually.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
C.1	Fall 2016; Ongoing	\$10000	

- C.1.2 Embed counseling into the classroom, Supplemental Instruction, and provide classroom presentations on academic support services. (SSTF, 5.1; 5.2)
  - Hire and place Engl-01A/Hist-22 SI Leader in the classroom. Counselor attends each class once per week, provides study skills & life skills workshops and intrusive counseling.
  - Hire and place Engl-85/Health 10/Guidance 30 SI Leader in the classroom. Counselor attends each class once per week, provides study skills & life skills workshops and intrusive counseling.

- **Link to Goal**

Supplemental Instruction has a positive correlation with student persistence.

- **Evaluation**

- Comparison of Black or African American students’ and male students’ persistence rates for students in course with supplemental instruction with Black or African American students’ and male students’ persistence rates for those not in the cohort or LC.
- Annually

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
C.1	Fall 2015; Ongoing	\$30000	\$18961 General Fund

**C.2 Increase the persistence rates for disproportionately impacted groups for MATH C and MATH 81. 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.**

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
C.2	Current or former Foster Youth	83
	Black or African American	523
	Individuals with disabilities	995
	Males	6,163

C.2.1 Promote awareness of all academic support services, including: Tutorial Center, Math Lab, and Supplemental Instruction and Study Central. (SSTF, 5.2)

- Provide class presentations regarding academic support services in all Math-C classes. Embed SI Leader in transfer-level math courses.

• **Link to Goal**

- Connecting students with support services will increase their completion rates.

• **Evaluation**

- Student surveys and focus groups gauging student awareness of academic support services.
- Comparison of course success and completion rates for these courses to course sections without these services.
- Annually

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
C.2.1	Fall 2015; Ongoing	\$20000	\$18961 General Fund

C.2.2 Collaborate with student clubs on campus. (*SSTF*, 3.3)

- Work with ASMC to identify clubs that serve Black or African-American students and male students and develop strategies to build support for the club members
- Work with faculty/staff/managers to develop clubs to support Black or African-American students and male students, as needed.
- **Link to Goal**
  - Connecting students with peer groups to build support will increase completion rates.
- **Evaluation**
  - Student surveys and focus groups gauging student awareness of academic support services.
  - Annually

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
C.2.2	Fall 2015; Ongoing	\$10000	\$5000 EOPS/CARE

**C.3 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%.**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
C.3	Asian	1,463
	Males	6,163

C.3.1 Investigate alternative course structures such as learning communities and accelerated courses. (*SSTF*, 5.1)

- Provide embedded/intrusive counselors and mentors in the classroom
- Provide targeted outreach efforts
- Hire tutors to assist students in the learning communities and accelerated courses.

- **Link to Goal**

- Providing students with resources will increase course success rates.

- **Evaluation**

- Track the number of student contacts with mentors and intrusive counselors.
- Annually

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
C.3.1	Fall 2015; Ongoing	\$40000	\$28000 BSI

C. 3.2 Track the progression of ESL students at each of the different levels of the ESL programs (noncredit and credit). (*SSTF*, 4.1)

- Work with OGIR to develop tracking tools for each of the different levels of ESL programs (noncredit and credit) each semester.
- Use the data to identify strengths and areas of improvement to assist ESL students in progressing to each level.
- Implement new strategies/services as needed to assist ESL students with progression.

- **Link to Goal**

- Data-driven decision making will improve services offered to targeted student populations

- **Evaluation**

- Track the number of ESL student’s progression in the ESL program.
- Annually

ID	Timeline(s)	Student Equity Funds	Other Funds
C.3.2	Spring 2016; Ongoing	\$20000	

**C.4 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%.**

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.4	Asian	1,463
	Males	6,163

C.4.1 Increase awareness of all academic support services, including: Tutorial Center, Study Central, Math Lab, Supplemental Instruction, Learning Resource Center and Learning Communities. (SSTF, 5.2)

- Provide SI leaders embedded in English 1A for progressing ESL students
- Provide a class presentation once each semester to educate students on resources available to assist them with course completion/success
- Research current enrollment and completion of ELS courses and persistence
- Research targeting ESL students who are basic ESL versus students who are intermediate (functional proficiency) and target those students by their skill level
- Research the perceived stigma attached to ESL courses and investigate ways to address this stigma to increase enrollment in ESL courses

- **Link to Goal**

- Providing students with resources will increase course success rates.

- **Evaluation**

- Track success rates of ESL students in classes with Supplemental Instruction compared to ESL students in classes without supplemental instruction.
- Annually

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
C.4.1	Fall 2015; Ongoing	\$15000	\$31000 BSI

## CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

### D. DEGREE AND CERTIFICATE COMPLETION.

In Table 8 below, the number of first-time students who enrolled and named earning a certificate or a degree as their matriculation goal are compared to those within that group that subsequently completed a degree or certificate within a 3 year time period, using the percentage point gap methodology. For a detailed description of where the data were obtained please see Table 1: Data Sources on page 25 of this document.

Table 8: Degree Completion Indicator for First-time Students with a Degree or Certificate Goal

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native***	20	6	30.00	15.36	14.64
Asian	263	53	20.15	15.36	4.79
Black or African American	88	11	12.50	15.36	-2.86
Hispanic or Latino	1,000	128	12.80	15.36	-2.56
Native Hawaiian or other Pacific Islander**	9	1			
White	525	88	16.76	15.36	1.40
Some other race	133	26	19.55	15.36	4.19
More than one race	N/A				
<b>All Students</b>	<b>2038</b>	<b>313</b>	<b>*15.36</b>		
Males	906	109	12.03	15.36	-3.33
Females	1121	201	17.93	15.36	2.57
Unknown***	11	3	27.27	15.36	11.91
Current or former foster youth	N/A				
Individuals with disabilities	101	18	17.82	15.36	2.46
Low-income students	1682	252	14.98	15.36	-0.38
Veterans	N/A				

\*\* Sample size too small to infer statistical significance.

\*\*\* Due to a small sample size caution should be used when interpreting the data for decision making.



		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	= Number of Students "Lost"
Largest Gap	Males	3.33	<u>.0333</u>	x	906	= 30.17
Second Largest	Black or African American	2.86	.0286	x	88	= 2.52
Third Largest	Hispanic or Latino	2.56	<u>.0256</u>	x	1,000	= 25.60

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION**

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**GOAL D.**

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal</b>	<b>Goal Year</b>
Males	<b>3.33</b>	<b>Annually improve the DI by moving toward the college average of 15.36%.</b>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Black or African American	<b>2.86</b>	<b>Annually improve the DI by moving toward the college average of 15.36%.</b>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Hispanic or Latino	<b>2.56</b>	<b>Annually improve the DI by moving toward the college average of 15.36%.</b>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1. Increase the certificate and degree completion rate for Black or African Americans (12.5%), Hispanics (12.8%), and males (12.03%) to 15.36% (total college population average) over the next 3 years.**

*Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

**Target Student Group(s) & # of Each Affected\*:**

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
D.1	Black or African American	523
	Hispanic or Latino	8,068
	Males	6,163

D.1.1 Identify and address the barriers of each special population group to complete certificates and degrees. (SSTF, 3.1; 4.1)

- Research using existing data, focus groups, and new surveys to assess and determine barriers for degree and certificate completion
- Research the time it takes for remedial African American, Hispanic and male students to get through remedial sequences, how this impacts completion, and what strategies other colleges are using to accelerate the process and improve success
- Disseminate information to appropriate academic groups

• **Link to Goal**

- Identifying barriers will allow for targeted interventions to improve degree and certificate completion.

• **Evaluation**

- Survey results.
- Student degree and completion rates.
- 1 Presentation at the Math Cohort Meeting
- 1 Presentation at English Cohort Meeting
- Summer 2015.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
D.1.1	Summer 2015	\$15000	\$10000 BSI

D.1.2 Institutionalize an early alert system for identifying students that are in danger of dropping courses or quitting programs. (SSTF, 2.4)

• **Link to Goal**

- Connecting students to existing academic support services and counseling intervention will improve degree and certificate completion.

• **Evaluation**

- Implementation of “Early Alert”
- Student surveys regarding the benefits/problems associated with early alert
- Student surveys to determine if students believed early alert correlated with improve success
- Summer 2015.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
D.1.2	Summer 2015	\$25000	

D.1.3 Create clear pathways for all entry-level degrees and certificates with targeted counseling. (*SSTF*, 3.1)

- Pilot, at a minimum, 2 adjunct career counselors
- Offer group counseling sessions
- Create 9-week sequenced remedial courses in one semester (ex. Math 80/Math 81) to reduce the time spent on math goals for a program.

• **Link to Goal**

- Creating clear pathways and providing counseling will help students maintain focused academic progress.

• **Evaluation**

- Compare student time-to-degree/completion beginning in 2015 with student time-to-degree completion pre-2015.
- Annually

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
D.1.3	Fall 2015; Ongoing	\$40000	SSSP \$100000

D.1.4 Simplify decision making for students with prescribed course sequences, and/or designing schedules that encourage cohort enrollment.

- Develop creative scheduling within a program and between departments that encourage cohort enrollment
- Provide paired math/English courses to encourage/facilitate cohort relationships for students

**Link to Goal**

- Cohort learning provides peer support that improves student degree and certificate completion

**Evaluation**

- Compare student time-to-degree/completion beginning in 2015 with student time-to-degree completion pre-2015.
- Annually
- Conduct focus groups to gather student feedback regarding cohort structure
- Bi-annually.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.1.4	Summer 2016; Ongoing	\$10000	

**D.2 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.**

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
D.2	Black or African American	523
	Males	6,163
	Hispanics	8,068

D.2.1 Develop relationships with employers to develop internship positions in the community. (SSTF, 1.1)

- Hire job developer in the Job Services Office to assist with building relationships with employers and building internship sites
- Establish community partnerships to gather information on available internships and entry level opportunities in students’ areas of interest

- **Link to Goal**

- Increasing opportunities for internships will correlate with increased performance in courses related to students’ field of interest.

- **Evaluation**

- Percent increase of African-American male students to internships.
- Percentage of DI group successfully complete internships and job placements degree/certificate attainment rate compared to the general college population degree/certificate attainment rate.
- Annually

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
D.2.1	Summer 2016; Ongoing	\$15000	

D.2.2 Place students into internship positions to increase motivation and desire to complete certificate and/or degrees related to employment opportunities. (SSTF, 1.1)

- Work directly with local business and industry to develop internship programs and place students in internships on a semester basis.

- **Link to Goal**

- Students participating in internship programs will complete Degree & Certificate at an increased rate.

- **Evaluation**

- Conduct focus groups to gauge the impact of internship interest on academic subject matter interest.
- Bi-annually.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
D.2.2	Summer 2016; Ongoing	\$20000	

## CAMPUS-BASED RESEARCH: TRANSFER

### E. TRANSFER.

In Table 9 below, the number of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English are compared to those within that group who actually transferred within 6 years, using the percentage point gap methodology. For a detailed description of where the data were obtained please see Table 1: Data Sources on page 25 of this document.

Table 9: Transfer Indicator for Eligible Students Transfer Rates

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native***	13	5	38.46	30.77	7.69
Asian	192	75	39.06	30.77	8.29
Black or African American	38	7	18.42	30.77	-12.35
Hispanic or Latino	562	153	27.22	30.77	-3.55
Native Hawaiian or other Pacific Islander**	10	2	20.00	30.77	-10.77
White	346	106	30.64	30.77	-0.13
Some other race	87	36	41.38	30.77	10.61
More than one race	N/A				
<b>All Students</b>	<b>1248</b>	<b>384</b>	<b>*30.77</b>		
Males	522	153	29.31	30.77	-1.46
Females	718	227	31.62	30.77	0.85
Unknown**	8	4	50.00	30.77	19.23
Current or former foster youth	N/A				
Individuals with disabilities	48	11	22.92	30.77	-7.85
Low-income students	996	287	28.82	30.77	-1.95
Veterans	N/A				

\*\* Sample size too small to infer statistical significance.

\*\*\* Due to a small sample size caution should be used when interpreting the data for decision making.

		1	2	3	4	
<b>Equity Gap</b>	<b>Student Group</b>	<b>Gap in comparison to the Average, Expressed as Percentage</b>	<b>Percentage expressed as decimal 25% becomes .25</b>	<b>Multiply</b>	<b>The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.</b>	<b>Number of Students "Lost"</b>
Largest Gap	<b>Black or African American</b>	<b>12.35</b>	<u>.1235</u>	<b>x</b>	<b>38</b>	<b>= 4.69</b>
Second Largest	<b>Individuals with disabilities</b>	<b>7.85</b>	.0785	<b>x</b>	<b>48</b>	<b>= 3.77</b>
Third Largest	<b>Hispanic or Latino</b>	<b>3.55</b>	<u>.0355</u>	<b>x</b>	<b>562</b>	<b>= 19.95</b>

\*The second largest group noted in the Transfer chart was, "Native Hawaiian or other Pacific Islander", however this group had too small of a sample size to infer statistical significance.



**GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER**

**GOAL E.**

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
Black or African American	12.35	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Individuals with Disabilities	7.85	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>
Hispanic or Latino	3.55	<i>Reduce the number of students DI by 3% annually until there is no DI</i>	<i>2017 – At this time the improvement increments will be reevaluated for relevancy</i>

**ACTIVITIES: E. TRANSFER**

**E.1 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.**

- *Activity Type(s)*

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
E.1	Black or African American	523
	Individuals with disabilities	995
	Hispanic or Latino	8,068

E.1.1 Use research data to identify possible barriers and strategies to increase the transfer rate of Hispanic students. (*SSTF*, 3.1)

- Conduct student survey and/or focus group to obtain insight into barriers.
- Host student forum for feedback to identify barriers and boundaries in student accessibility and increase in transfer rate reduction in challenges facing this DI group.
- Hire additional transfer counselors if use rate determines student need.

• **Link to Goal**

- In order to improve transfer rates of Hispanic students, it is necessary that there is understanding of the challenges facing the population

• **Evaluation**

- Student surveys.
- Focus groups.
- Bi-annually.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
E.1.1	Summer 2016; Ongoing	\$20000	

E.1.2 Implement interventions to increase the transfer rate of Hispanic students. (*SSTF*, 2.5; 3.1; 4.1)

- Hire an adjunct transfer counselor to increase the number of hours available to potential transfer students; Goal to hire a F/T transfer counselor within the next 3 years.
- Provide adjunct transfer counseling during the summer sessions.
- Create online tutorial that demonstrates to students how to interpret the catalog and to complete proper course planning to meet transfer goals

- Work with academic senate, individual academic areas, and student services to develop strategies to increase the transfer rate for target population.
- Advertisement for Puente activities i.e. brochures, recruitment, instructional supplies, bus passes, professional student affiliations
- Travel to southern California overnight trip in order to expand student awareness of the opportunities outside of the county. Also, research shows most student have not travelled outside of Merced County and/or stayed overnight outside the home.

• **Link to Goal**

- Transfer counselors will provide students with the path and resources to improve transfer rates.
- Online tutorial will help students better navigate the system to streamline their time at Merced College.
- A collaborative approach with all college stakeholders can help improve transfer rates.

• **Evaluation**

- Track transfer counselor use rate.
- Track online tutorial traffic.
- Focus groups.
- Bi-annually.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
E.1.2	Summer 2016; Ongoing	\$15000	

E.1.3 Create an environment and/or program that provide students with the tools, knowledge and awareness for transfer. (SSTF, 4.1; 8.2)

- Provide additional resources to scale the Puente program and related services, including transportation to 4-year institutions, additional cohorts, and outreach materials.
- Provide campus tours to transfer universities to increase the familiarity.

• **Link to Goal**

- Transfer focused programs and resources, such as Puente, facilitate student transfer to 4-year institutions.

- **Evaluation**

- Focus groups.
- Puente student transfer rate compared to general student population transfer rate.
- Bi-annually.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
E.1.3	Summer 2016; Ongoing	\$20000	\$10000 Puente

E.1.4 Increase student knowledge and awareness of tools to assist them with mapping and completing their educational plan as well as to provide them with financial aid guidance and planning. (*SSTF*, 2.3; 2.5; 3.2)

- Develop a new campus website with a new transfer site.
- Partner with UC Merced and CSU Stanislaus to bring transfer counselors onsite as well as financial aid advisors.
- Network with successful Merced College alumni who have transferred to share their path and/or serve as mentors.

- **Link to Goal**

- Increasing student awareness of potential aid will increase student transfer rates.

- **Evaluation**

- Focus groups.
- Track transfer rates.
- Bi-annually.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
E.1.4	Summer 2016; Ongoing	\$32000	

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS**

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**ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS**

**F.1 Evaluate and identify areas to better serve special populations groups in categorical programs.**

• *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• *Activity Type(s)*

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• *Target Student Group(s) & # of Each Affected\*:*

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
F.1	Low-income students	9,491
	Individuals with disabilities	995
	Veterans	172
	Current or former foster youth	83

F.1.1 Identify gaps in services and provide support to:

1. Student Success
2. EOP&S
3. DSP&S
4. Veteran's
5. Foster Youth
6. CalWORKs (SSTF, 8.1)

- **Link to Goal**

- Providing support to enhance core services can improve student performance in each of the five student success indicators.

- **Evaluation**

- Special populations groups retention and success rates.
- Annually

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.1.1	Spring 2016; Ongoing	\$40000	

**F.2 Improve SSSP services to special populations groups. Indicators/Goals to be affected by the activity**

- **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
	Course Completion	X	Transfer
	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
F.1	Low-income students	9,491
	Individuals with disabilities	995
	Veterans	172
	Current or former foster youth	83

F.2.1 Improve outreach and support to special populations groups in the service area and on campus. (SSTF, 1.1; 2.2; 2.3)

- Hire a special programs coordinator to facilitate on- and off-campus events
- Ensure adequate outreach staff for local service area
- Community outreach—churches, community events, etc. (Imagen)
- On-campus events and direction to support for special population groups
- Specific support such as, bus passes for foster youth, meal cards, and textbooks.

• **Link to Goal**

- Foster youth and Veterans would benefit from coordinated outreach and activities.

• **Evaluation**

- Special populations groups retention and success rates.
- Annually

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
F.2.1	Spring 2016; Ongoing	\$126774	EOPS/CARE \$10000

F.2.2 Expand intrusive counseling model as well as other innovative practices to improve educational plan completion. (SSTF, 2.2)

- “Scale-up” intrusive counseling model

• **Link to Goal**

- Reducing the wait and appointment model to counseling, by placing a counselor in high-traffic areas will make counseling more accessible.

- **Evaluation**

- Number of education plans completed
- Annually

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
F.2.2	Spring 2016; Ongoing	\$22494	\$9000 BSI; SSSP \$20000

**F.3 Explore technology options to improve delivery of services to disproportionately impacted students.**

- **Indicators/Goals to be affected by the activity**

X	Access		Degrees and Certificate Completion
X	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		



• **Target Student Group(s) & # of Each Affected\*:**

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
F.3	Hispanic or Latino	8,068
	Black or African American	523
	White	3,691
	Males	6,163
	Individuals with disabilities	995
	Low-income students	9,491
	Veterans	172
	Native Hawaiian or Other Pacific Islander	56
	Current or Former Foster Youth	83

F.3.1 Identify ways to better identify and support at-risk students. (*SSTF*, 2.4)

- Exploring and when feasible implement SARS MSGS, SARS Anywhere, SARS Alert, and eAdvising.
- Expand use of intrusive counseling model
- Continue to increase communication between Student Services and Instruction
- Provide support such as, childcare, transportation, and food.

• **Link to Goal**

- Improving both identification and support of at-risk students is imperative in each of the five success indicators

• **Evaluation**

- Tracking Merced College’s improvement on the Student Success Scorecard
- Annually.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
F.3.1	Spring 2016; Ongoing	\$20000	SSSP \$49568

**F.4. Research the effect of time to degree on the success indicators.**

- *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- *Target Student Group(s) & # of Each Affected\*:*

ID	Target Group	# of Students Affected
F.4	Hispanic or Latino	8,068
	Black or African American	523
	White	3,691
	Males	6,163
	Individuals with disabilities	995
	Low-income students	9,491
	Veterans	172
	Native Hawaiian or Other Pacific Islander	56
	Current or Former Foster Youth	83

F.4.1 Improve student placement test scores (*SSTF*, 2.2)

- Utilize Prep2Test, peer mentors, workshops, multiple measures placement, and assessment testing to improve student placement test scores

• **Link to Goal**

- Student completion correlates with time-to-degree

• **Evaluation**

- Prep2Test participation
- Number of workshops
- Average placement test score
- Annually

ID	Timeline(s)	Student Equity Funds	Other Funds
F.4.1	Spring 2016; Ongoing	\$20000	\$5000 BSI (Prep2Test)

F. 4.2. Disaggregate data in Program Review (*SSTF*, 2.5)

- Use disaggregated course success/persistence data from PR to inform SEP goals/activities
- Provide professional development to help interpret data

• **Link to Goal**

- Forging links between existing institutional processes improves institutional effectiveness

• **Evaluation**

- Disaggregated Data in PR
- Annually

ID	Timeline(s)	Student Equity Funds	Other Funds
F.4.2	Spring 2016; Ongoing	\$20000	

F. 4.3 Expand use and development of multiple measures placement efforts (*SSTF*, 2.2)

- Use disaggregated course success/persistence data to track the impact of placement testing on student learning
- Provide professional development
- Implement a pilot project comparing placement methods and student success

• **Link to Goal**

- Forging links between existing institutional processes improves institutional effectiveness

• **Evaluation**

- Disaggregated Data
- Annually
- Course Success Rates

ID	Timeline(s)	Student Equity Funds	Other Funds
F.4.3	Fall 2016; Ongoing	\$20000	

F.4.4 Explore the viability of accelerated English and math sequences (*SSTF*, 5.1)

- Use disaggregated course success rates to inform decision-making processes
- Provide professional development
- Implement pilot accelerated courses

• **Link to Goal**

- Forging links between existing institutional processes improves institutional effectiveness

• **Evaluation**

- Compare success/persistence rates in accelerated/traditional course sequences
- Annually

**F.5. Investigate the inequities between the target groups and non-traditional measures of success**

• *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• *Target Student Group(s) & # of Each Affected\**:

ID	Target Group	# of Students Affected
F.5	Hispanic or Latino	8,068
	Black or African American	523
	White	3,691
	Males	6,163
	Individuals with disabilities	995
	Low-income students	9,491
	Veterans	172
	Native Hawaiian or Other Pacific Islander	56
	Current or Former Foster Youth	83

F.5.1 Use disaggregated course success/persistence data to track the impact of placement testing on student learning. (*SSTF*, 2.5)

- Develop a multiple measures model for use in placing students more accurately
- Look at enrollment and completion in STEM and high demand majors
- Discover transfer patterns

• ***Link to Goal***

- Forging links between existing institutional processes improves institutional effectiveness

• ***Evaluation***

- Disaggregated Data
- Annually
- Course Success Rates

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
F.5.1	Fall 2016; Ongoing	\$24000	SSSP \$20000

## Los Banos Students (2011-2012 to 2013-2014)

### Course Completion

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	213	139	65.26	65.17	0.09
Asian	657	477	72.60	65.17	7.43
Black or African American	1,032	596	57.75	65.17	<b>-7.42</b>
Hispanic or Latino	16,367	10,651	65.08	65.17	-0.09
Native Hawaiian or other Pacific Islander	81	53	65.43	65.17	0.26
White	5,654	3,796	67.14	65.17	1.97
Some other race	789	473	59.95	65.17	<b>-5.22</b>
More than one race	296	166	56.08	65.17	<b>-9.09</b>
<b>All Students</b>	<b>25,089</b>	<b>16,351</b>	<b>65.17*</b>		
Males	9,721	5,940	61.10	65.17	<b>-4.07</b>
Females	15,351	10,403	67.77	65.17	2.60
Unknown**	17	8	47.06	65.17	<b>-18.11</b>

\*\*Due to a small sample size caution should be used when interpreting the data for decision making.

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year = Number of Students "Lost"
Largest Gap	Black or African American	7.42	.0742	x	1,032 = 75.54
Second Largest	Males	4.07	.0407	x	9,721 = 395.65

**ACTIVITIES: B. LOS BANOS COURSE COMPLETION**

**LB. B.1 Increase the course completion rates of 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 77 to 75 and males from 396 to 384 by F2016 with continued progress toward equitable course completion rates in subsequent years.**

• *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• *Target Student Group(s) & # of Each Affected\*:*

ID	Target Group(s)	# of Students Affected
B.1	Black or African American	523
	Males	6,163

• *Activity Implementation Plan*

B.1.1 Implement a more robust “early alert” program to Black or African-American and male students. (*SSTF*, 2.4)

- Research other colleges’ “early alert” programs and work to implement best practice model for these targeted populations
- Use individual and group text messaging as a method to connect and encourage these targeted populations
- Provide professional development for faculty on the importance of building relationships with students and building an early alert strategy for their classes increasing awareness of staff resources.
- Investigate ways that students could initiate requests for academic assistance. Look at an online system where students could request information on where to go to get help.
- Reactivate Online Counselor (E-Counselor) or Live Chat (Skype).
- At the Los Banos campus there are a limited number of classes, particularly classes for students who are basic skill students. However, the social science courses do not have any prerequisites. As a result, many basic skills students enroll in these courses. From student surveys taken in POSC 1 and History, data showed that over 50% of the class had not yet completed the advised English 85. Investigation is needed to determine if the high number of basic skill students enrolled in social science courses is having an adverse impact on course completion.



**Link to Goal**

- Connecting students to resources will increase student access to services aiding in course completion. Making the college community aware of various resources will allow faculty and staff to direct students to available support services.
- Connecting students to resources, in this case allowing for students to identify that they need help, and initiate a request for help, will increase student access to services aiding in course completion. Making the college community aware of various resources will allow faculty and staff to direct students to available support services.

**• Evaluation**

- Student survey gauging recognition of student support services.
- Tracking the number of students using support services to gauge if use increased.
- Focus group discussions with students regarding the compiled materials, their use of support services, or reasons for not using support services.
- Track the number of student who request additional help through an online request system.
- Spring/Bi-annually

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
B.1.1	Spring 2016; Ongoing	\$10000	

B.1. 2. Provide targeted services for Black or African-American and male students to assist in course completion. (SSTF 2.4)

- Host “Cram Night” study event at the Los Banos Campus
- Initiate direct faculty communication (i.e. phone call, email, text message, etc.) when a student misses classes for a period of time to make referrals to tutorial, study central, and/or office visit with faculty.
- Take a look at peak times of LB Tutorial as it meets the needs of this student population and increase the total number of hours available for tutoring services.
- Conduct Los Banos Campus student focus groups to identify barriers/obstacles and develop/implement strategies/programs for improvement

- Improve the tutoring services at the Los Banos Campus by including faculty in the tutorial center
- Gather research, through a student survey, on the number of African American and male students who do not have access to a reliable internet at home to assess student need.
- Research the current use of internet access for students on the LB campus and if the speed and accessibility is sufficient to meet the demand.
- If there is identifiable gaps in internet accessibility, investigate ways to close the gap and allocate funds to address identified deficiencies.

***Link to Goal***

- Connecting students to resources will increase student access to services aiding in course completion. Assessing student needs in regard to academic support services and addressing identified gaps will improve student outcomes. Making the college community aware of various resources will allow faculty and staff to direct students to available support services.
- Internet accessibility is increasingly important for student success. Reliable access will potentially improve the course completion rates of our African American and male students.

***Evaluation***

- Tracking the number of students using support services to gauge if use increased.
- Focus group discussions with students regarding the compiled materials, their use of support services, or reasons for not using support services.
- Bi-annually

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
B.1.2	Spring 2016; Ongoing	\$10000	\$5000 BSI

## Basic skills ENGL

Target Population(s)	The # of students who completed ENGL 85, ENGL A, or ENGL AL with an A, B, C or credit	The # of students out of ← (the denominator) that completed ENGL 01A with an A, B, C, or credit	The rate of progress from Basic Skills ENGL to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
American Indian/ Alaska Native**	5	3			
Asian***	15	9	60.00	56.92	3.08
Black or African American***	17	9	52.94	56.92	-3.98
Hispanic or Latino	349	202	57.88	56.92	0.96
Native Hawaiian or other Pacific Islander**	1	1			
White	98	54	55.10	56.92	-1.82
Some other race***	15	7	46.67	56.92	-10.25
More than one race**	6	3			
<b>All Students</b>	<b>506</b>	<b>288</b>	<b>56.92*</b>		
Males	192	103	53.65	56.92	-3.27
Females	314	185	58.92	56.92	2.00
Unknown	0				

\*\* Sample size too small to infer statistical significance.

\*\*\* Due to a small sample size caution should be used when interpreting the data for decision making.

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal becomes .25	Multiply	The # of students who complete a final basic skills ENGL course with an A, B, C or credit	Number of Students "Lost"
Largest Gap	Black or African American	3.98	<u>.0398</u>	x	17	= 0.68
Second Largest	Males	3.27	.0327	x	192	= 6.28
Third Largest				x		=

## Basic Skills Math

Target Population(s)	The # of students who completed MATH C with an A, B, C or credit	The # of students out of ← (the denominator) that completed transfer level math with an A, B, C, or credit	The rate of progress from Basic Skills MATH to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native**	6	2			
Asian***	15	7	46.67	32.90	13.77
Black or African American***	12	3	25.00	32.90	-7.90
Hispanic or Latino	330	118	35.76	32.90	2.86
Native Hawaiian or other Pacific Islander**	3	1			
White	145	38	26.21	32.90	-6.69
Some other race***	19	6	31.58	32.90	-1.32
More than one race***	5	1			
<b>All Students</b>	<b>535</b>	<b>176</b>	<b>32.90*</b>		
Males	203	69	33.99	32.90	1.09
Females	332	107	32.23	32.90	-0.67
Unknown**	0				

\*\* Sample size too small to infer statistical significance.

\*\*\* Due to a small sample size caution should be used when interpreting the data for decision making.

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final basic skills MATH course with an A, B, C or credit	Number of Students "Lost"
Largest Gap	Black or African American	7.90	<u>.0790</u>	x	12	= 0.95
Second Largest	White	6.69	.0669	x	145	= 9.70

**ACTIVITIES: C. LOS BANOS ESL AND BASIC SKILLS COURSE COMPLETION**

**LB. C.1 Increase the persistence rates for disproportionately impacted groups for ENGL 01A and ENGL 85. The number of students “lost” will be decreased annually until target groups are no longer disproportionately impacted: Black or African American from 1 to 0 and male students from 6 to 5 by F2016 with continued progress toward equitable persistence rates for the ENGL sequence in subsequent years**

• *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• *Target Student Group(s) & # of Each Affected\*:*

ID	Target Group(s)	# of Students Affected
C.1	Black or African American	523
	Males	6,163

C.1.1 Create learning communities similar to PUENTE and other programs/services for target students. (SSTF, 5.1)

- Link Engl-01A course with a content course (e.g. where possible, applicable to the target groups)
- Offer an English 1A cohort class for ESL learners
- Pilot learning communities for target students
- HIST-22 linked LC with ENGL-01A to provide applicable course content on a cultural emphasis for targeted DI group.
- Give consideration to English Department changing the naming convention of ESL courses to being labeled with the ENGL acronym to reduce Second Language Learner stigma and increase confidence and student success as they navigate their way through our system.

*Link to Goal*

- Cohort learning has been proven to increase persistence rates.

**Evaluation**

- Compare student persistence rates for disproportionately impacted students enrolled in cohort learning classes/learning communities with success rates for the general college population.
- Bi-annually

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
C.1.1	Fall 2017; Ongoing	\$20000	

1.2 Embed counseling into the classroom, Supplemental Instruction, and provide classroom presentations on academic support services. (SSTF 2.4)

- Hire and place Engl-01A/Hist-22 SI Leader in the classroom. Counselor attends each class once per week, provides study skills & life skills workshops and intrusive counseling.
- Embed Supplemental Instruction and Intrusive Counseling.

**Link to Goal**

- Supplemental instruction is a proven instructional method for increasing student success.

**Evaluation**

- Compare student persistence rates for disproportionately impacted students enrolled in SI classes with success rates for the general college population.
- Evaluate SI by using CSR (course success rate) and CRR (course retention rate) data from students who attend SI sessions versus students from the same class who did not attend SI sessions.
- Intrusive Counseling (IC) data embedded Learning Communities will be collected and compared to non-LC courses with no IC.
- Bi-annually

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
C.1.2	Fall 2017; Ongoing	\$30000	\$5000 General Fund



**C.2 Increase the persistence rates for disproportionately impacted groups for MATH C and MATH 81. The number of students “lost” will be decreased annually until target groups are no longer disproportionately impacted: Black or African American from 1 and White from 10 to 9 by F2016 with continued progress toward equitable persistence rates for the MATH sequence in subsequent years**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
C.2	Black or African American	523
	White	3,691

C. 2.1 Promote awareness of all academic support services at Los Banos, including: Tutorial Center, and Supplemental Instruction. (SSTF 2.4)

- Provide class presentations regarding academic support services in all Math-C classes.
- Embed SI Leader in transfer-level math courses.
- Align the Tutorial Center services at the Los Banos campus similar to the processes and procedures of the Merced campus. Increase hours of operation. Training and supervision should be provided by a faculty member.

***Link to Goal***

- Connecting students to resources will increase student access to services aiding in course completion. Assessing student needs in regard to academic support services and addressing identified gaps will improve student outcomes. Making the college community aware of various resources will allow faculty and staff to direct students to available support services.

***Evaluation***

- Tracking the number of students using support services to gauge if use increased.
- Focus group discussions with students regarding the compiled materials, their use of support services, or reasons for not using support services.
- Bi-annually

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
C.2.1	Spring 2016; Ongoing	\$10000	\$10000 BSI; \$10000 General Fund

C.2.2 Collaborate with student clubs and other groups on campus to encourage peer tutoring, mentoring, and other activities to increase completion rates for the target populations. (*SSTF 2.4*)

- Work with ASMC to identify clubs that serve Black or African American students and develop strategies to build support for the club members
- Work with faculty/staff/managers to develop clubs to support Black or African American students.

***Link to Goal***

- Social and academic integration has proven a powerful tool to improve student success.

***Evaluation***

- Conduct focus groups to ascertain the impact of club activities and student engagement/success.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
C.2.2	Spring 2016; Ongoing	\$5000	\$5000 EOPS/CARE

## Degree/Certificate Completion

Target Population(s)	The #% of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The % of students out of ← (the denominator) who earned a degree or certificate within one or more years.	Proportionality
American Indian / Alaska Native	0.81	0.93	1.15
Asian	4.31	3.41	<b>0.79</b>
Black or African American	4.26	2.17	<b>0.51</b>
Hispanic or Latino	59.89	56.52	0.94
Native Hawaiian or other Pacific Islander	0.56	0.62	1.11
White	25.30	31.68	1.25
Some other race	3.45	4.66	1.35
More than one race	1.42	0.00	
Males	40.97	33.23	<b>0.81</b>
Females	58.87	66.46	1.13
Unknown	0.15	0.31	2.04

**ACTIVITIES: C. LOS BANOS DEGREE COMPLETION**

**LB. D.1 Increase the certificate and degree completion rate for African Americans, Asians, and males to 15.36% (total college population average) over the next 3 years.**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
D.1.	Black or African American	523
	Asian	1,463
	Males	6,163

D. 1.1 Identify and address the barriers of each special populations group to complete certifications and degrees. (*SSTF*, 3.1; 4.1)

- Research using existing data, focus groups, and new surveys to assess and determine barriers for degree and certificate completion and encourage the completion of goals by making students aware of career options and further educational opportunities.
- Conduct and document one-on-one conversations with students to better understand and help them overcome their barriers

***Link to Goal***

- Social and academic integration has proven a powerful tool to improve student success.

***Evaluation***

- Conduct focus groups to ascertain the impact of club activities and student engagement/success.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
LB. D. 1.	Spring 2016; Ongoing	\$10000	

D.1.2 Institutionalize an early alert system for identifying students that are in danger of dropping courses or quitting programs or modifying their education plan on file.

- Offer embedded remediation, Targeted Counseling, and study skills classes and awareness of existing resources.
- Hire adjunct counselors to assist in tracking and connecting with African Americans, Hispanics and Asians students who are at risk of failing and/or dropping a course to provide support, assistance, and guidance

***Link to Goal***

- Social and academic integration has proven a powerful tool to improve student success.

***Evaluation***

- Conduct focus groups to ascertain the impact of club activities and student engagement/success.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
LB. D. 2.	Spring 2016; Ongoing	\$25331	

## Summary Budget

<b>2015-16 Student Equity Plan Summary Budget</b>
Merced CCD
Merced College

### Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categorys, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categorys	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
1000	Academic Salaries: Position Title(s)	# of Hours											
	Student Equity Counselor	1 FTE		\$ 21,482	\$ 64,447	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	85,929	
	Student Equity Career Counselor	1 FTE		\$ 21,482	\$ 64,447	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	85,929	
	Dean of Equity and Student Success	1 FTE		\$ 23,121	\$ 23,121	\$ -	\$ 69,364	\$ -	\$ -	\$ -	\$ -	115,606	
	Certificated Hourly Counseling	1.05 FTE		\$ 9,000	\$ 81,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	90,000	
	Certificated Hourly Counseling LB	0.47 FTE		\$ 4,000	\$ 36,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	40,000	
	Extreme Registration Stipend	0.35 FTE		\$ 9,900	\$ 20,100	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	30,000	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-

			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		\$ 88,985	\$ 289,115	\$ -	\$ 69,364	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 447,464
<b>2000</b>	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>	<b># of Hours</b>	<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categorys</b>	<b>Research and Evaluation</b>	<b>SE Coordinati on &amp; Planning</b>	<b>Curriculum/Co urse Dev. &amp; Adptation</b>	<b>Profession al Developm ent</b>	<b>Instructio nal Support</b>	<b>Direct Student Support</b>	<b>Total</b>
	Instructional Services Assistant	0.50 FTE		\$ 11,766	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,766	\$ -	23,532
	Program Assistant	1 FTE		\$ 18,066	\$ 18,066	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	36,132
	Senior Research Anaylst	1 FTE		\$ -	\$ -	\$ 46,044	\$ -	\$ -	\$ -	\$ -	\$ -	46,044
	Classified Hourly OT	0.40 FTE		\$ 6,400	\$ 6,400	\$ -	\$ 3,200	\$ -	\$ -	\$ -	\$ -	16,000
	Part-time Classified-Veteran's	0.18 FTE		\$ 4,018	\$ -	\$ -	\$ 2,678	\$ -	\$ -	\$ -	\$ -	6,696
	Peer Mentors	2.88 FTE		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,000	\$ -	60,000
	Student Ambassadors	0.29 FTE		\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ -	6,000
	Special Programs Coordinator	1 FTE		\$ 18,438	\$ -	\$ -	\$ 19,422	\$ -	\$ -	\$ -	\$ -	37,860
	Part-time Outreach Specialist	0.48 FTE		\$ 8,861	\$ -	\$ -	\$ 5,908	\$ -	\$ -	\$ -	\$ -	14,769
	Los Banos Student Services Manager	0.15 FTE		\$ 4,775	\$ -	\$ -	\$ 4,774	\$ -	\$ -	\$ -	\$ -	9,549
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>			\$ 75,324	\$ 24,466	\$ 46,044	\$ 35,982	\$ -	\$ -	\$ 74,766	\$ -	\$ 256,582
<b>3000</b>	<b>Employee Benefits</b>		<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categorys</b>	<b>Research and Evaluation</b>	<b>SE Coordinati on &amp; Planning</b>	<b>Curriculum/Co urse Dev. &amp; Adptation</b>	<b>Profession al Developm ent</b>	<b>Instructio nal Support</b>	<b>Direct Student Support</b>	<b>Total</b>
	Student Equity Counselor			\$ 8,428	\$ 25,284	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	33,712
	Student Equity Career Counselor			\$ 8,428	\$ 25,284	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	33,712

Dean of Equity and Student Success		\$ 7,712	\$ 7,712	\$ -	\$ 23,138	\$ -	\$ -	\$ -	\$ -	\$ 38,562	
Certificated Hourly Counseling		\$ 1,248	\$ 11,231	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,479	
Certificated Hourly Counseling LB		\$ 555	\$ 4,992	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,547	
Extreme Registration Stipend		\$ 1,373	\$ 2,787	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,160	
Instructional Services Assistant		\$ 8,018	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,018	\$ -	\$ 16,036	
Program Assistant		\$ 14,844	\$ 14,845	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 29,689	
Senior Research Anaylst		\$ -	\$ -	\$ 31,850	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 31,850	
Classified Hourly OT		\$ 598	\$ 598	\$ -	\$ 298	\$ -	\$ -	\$ -	\$ -	\$ 1,494	
Part-time Classified-Veteran's		\$ 13,977	\$ -	\$ -	\$ 9,318	\$ -	\$ -	\$ -	\$ -	\$ 23,295	
Peer Mentors		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,572	\$ -	\$ 5,572	
Student Ambassadors		\$ 278	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 279	\$ -	\$ 557	
Special Programs Coordinator		\$ 14,939	\$ -	\$ -	\$ 15,132	\$ -	\$ -	\$ -	\$ -	\$ 30,071	
Part-time Outreach Specialist		\$ 827	\$ -	\$ -	\$ 552	\$ -	\$ -	\$ -	\$ -	\$ 1,379	
Los Banos Student Services Manager		\$ 2,676	\$ -	\$ -	\$ 2,676	\$ -	\$ -	\$ -	\$ -	\$ 5,352	
<b>Subtotal</b>		\$ 81,225	\$ 92,733	\$ 31,850	\$ 48,438	\$ -	\$ -	\$ 13,869	\$ -	\$ 273,467	
<b>4000</b>	<b>Supplies &amp; Materials</b>	<b>Activi ty ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categorica ls</b>	<b>Research and Evaluation</b>	<b>SE Coordinati on &amp; Planning</b>	<b>Curriculum/Co urse Dev. &amp; Adptation</b>	<b>Profession al Developm ent</b>	<b>Instructio nal Support</b>	<b>Direct Student Support</b>	<b>Total</b>
	General Supplies		\$ 2,000	\$ -	\$ -	\$ 5,000	\$ -	\$ 3,000	\$ 5,000	\$ 5,000	\$ 20,000
	Assessment/Test		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ 1,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		\$ 2,000	\$ -	\$ -	\$ 5,000	\$ -	\$ 3,000	\$ 5,000	\$ 6,000	\$ 21,000



5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categories	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Consultant		\$ -	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	15,000
	Conference Travel		\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ 8,000	\$ -	\$ -	10,000
	Local Travel		\$ 500	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	1,000
	Field Trip		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	10,000
	Meeting/Workshop		\$ -	\$ 3,200	\$ -	\$ -	\$ -	\$ 1,600	\$ -	\$ 3,200	8,000
	Communication Outreach		\$ 33,000	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	60,000
	Training		\$ -	\$ 21,000	\$ -	\$ 14,000	\$ 14,000	\$ 12,839	\$ -	\$ -	61,839
	Postage		\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	500
	Duplicating		\$ -	\$ -	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	\$ -	3,000
	Contract Services		\$ -	\$ 6,108	\$ 15,271	\$ -	\$ -	\$ 17,324	\$ -	\$ -	38,703
	Software		\$ -	\$ 10,000	\$ 25,000	\$ 10,000	\$ -	\$ 5,000	\$ -	\$ -	50,000
	<b>Subtotal</b>		\$ 34,000	\$ 49,308	\$ 58,771	\$ 35,000	\$ 14,000	\$ 44,763	\$ -	\$ 22,200	\$ 258,042
6000	Capital Outlay	Activity ID	Outreach	Student Services & Categories	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Library Books		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 125,000	125,000
	Instructional Equipment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,260	13,260
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-

		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 138,260	\$ 138,260
<b>7000</b>	<b>Other Outgo</b>										
	<b>Activity ID</b>	<b>Outreach</b>	<b>Other Student Services</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum/ Course Dev. &amp; Adptation</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>	
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Grand Total</b>	\$ 281,534	\$ 455,622	\$ 136,665	\$ 193,784	\$ 14,000	\$ 47,763	\$ 93,635	\$ 166,460	\$ 1,394,815	

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# Summary Evaluation

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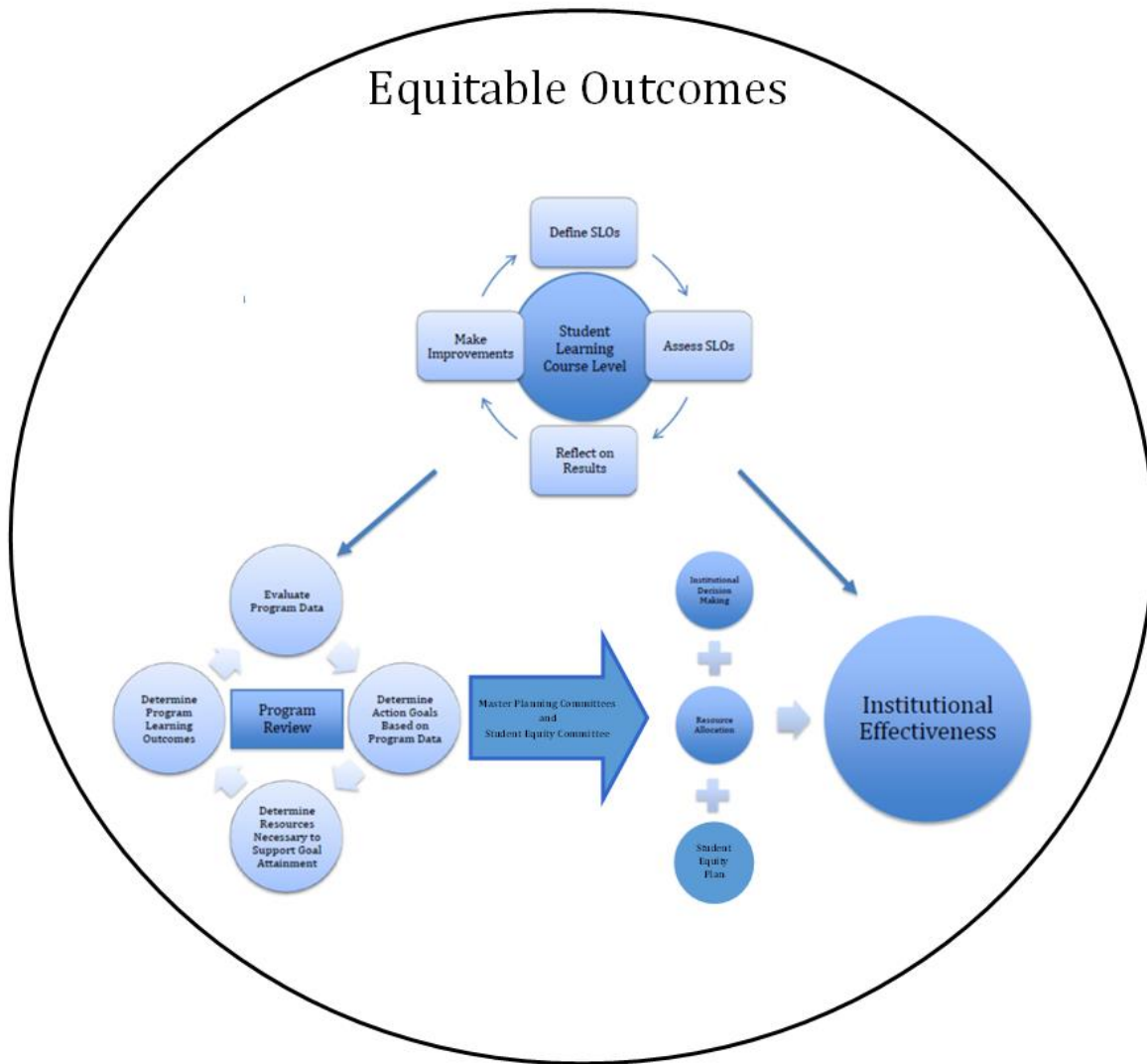
Merced College's Student Equity Plan (SEP) goals are numeric and measurable. The goals are designed to improve student outcomes in each of the five student success indicators. The measurements use the Percentage Point Gap methodology to determine progress toward equitable student outcomes on campus. Progress toward each goal is measured annually, following the spring semester, and results are disseminated the following fall semester first to the Student Equity Committee (SEC), followed by Merced College Master Planning Committees, and Academic Senate and Student Success Committee.

The outcomes of the annual measurements will be used to reflect on the SEP activities and allocation of resources. If, through an evaluation of results and best practices, the SEC determines adjustments to the SEP activities is warranted, the SEC will amend the SEP to ensure resources are being best used to positively impact student success and learning according to the five success indicators.

After the SEC has been apprised of the results of the goal measurements, the results will be shared with key campus constituencies. The College Council, Merced College Master Planning Committees, Academic Senate, and Student Success Committees will be made aware of the results. The outcomes of the measurements will prove useful for college planning and overall institutional effectiveness; moreover, many other college-wide initiatives are correlated with the SEP. For instance, there is substantial crossover and support in both Merced College's Student Success and Support Programs (SSSP) Plan and the Basic Skills Initiative (BSI) Plan. In many instances, the plans seek the same aims and leverage resources to best support students. The connection between the plans makes results dissemination imperative to ensure resources are appropriately focused.

***Evaluation Schedule and Process***

The Student Equity Program will participate in the annual Program Review process at Merced College. For the 2015-2016 academic year, Student Services has integrated equity components and measurements into their annual program reviews. Furthermore, the Office of Student Equity and Success began discussions with Instruction regarding the integration of student equity into Instructional Program Reviews by disaggregating course level data. The disaggregation of course level data will allow faculty the lens through which potential inequities in their programs can be viewed and addressed. The following summarizes the Program Review integration model for Merced College:



**Integration Model-  
SLO Assessment,  
Program Review, and  
Institutional Decision  
Making**

The evaluation schedule is embedded in the goals, objectives, and expected outcomes section of this plan. The Office of Student Equity and Success will assist in the comprehensive evaluation of this plan.

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# Attachments

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*\*Attached for reference is the data compiled for the work completed on the 2014-2017 Student Equity Plan during the 2014-2015 academic year. The data helped to inform the work completed during the fall 2015 semester on the updated 2014-2017 Student Equity Plan using the revised template.*



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## STUDENT EQUITY PLAN

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### *Campus-Based Research*

#### **Merced College Office of Grants and Institutional Research (OGIR)**

Campus-based research is supported by the Office of Grants and Institutional Research (OGIR). OGIR is staffed by the Director of OGIR and two senior research analysts.

#### **Methodologies to Assess Disproportionate Impact**

Merced College OGIR used the standard methodologies to measure disproportionate impact: proportionality index and the 80% rule. Both methodologies compare a disaggregated subgroup's presence in a cohort to its corresponding presence in its related outcome.

#### **80% Rule Definition**

The "80% Rule" methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup. From the EEEEC, it states that "a selection for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." (Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 49 FR 38295 (August 25, 1978)]. (Source: Chancellor's Office California Community Colleges, Student Services and Special Programs Division. "College Student Equity Plan." October 2013)

## The Proportionality Index Definition

The proportionality index methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage).


A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort.

Proportionality Index	Interpretation
1.0	Proportions of subgroups are equal
<1.0	Subgroup is less prevalent in the outcome group
>1.0	Subgroup is more prevalent in the outcome group

## Data Sources Used to Assess Disproportionate Impact

Student Equity Element	Data Source	External/Internal
<b>A. Access</b>		
Category 1: Using CDE/2013-14 Merced County High School student population	California Department of Education Educational Demographics Unit, CCCCO DataMart	External
Category 2: Using 2010 Census	2010 Census, CCCCO DataMart	External
<b>B. Course Completion</b>	Datatel/Ellucian	Internal
<b>C. ESL and Basic Skills Completion</b>	Datatel/Ellucian	Internal
<b>D. Degree and Certificate Completion</b>	Datatel/Ellucian	Internal
<b>E. Transfer</b>		
Category 1: Proportionality (Internal Data)	Datatel/Ellucian/Transfer Velocity Cohort Tool/CCCO DataMart	Internal/External
Category 2: Proportionality, 80% Rule (DataMart)	Transfer Velocity Cohort Tool/CCCO DataMart	External

### Legend

Areas shaded  indicate a disproportionate impact for the specified population group.

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**MERCED COLLEGE ACCESS DATA**

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**ACCESS:** The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served.

**Merced County High School Student Population**

In the following tables, Merced County high school student population data, which includes feeder schools, are compared to the District’s student population, using the proportionality index. Age is not included as the District serves a more diverse age group (above the age of eighteen). Socioeconomically disadvantaged students are included in the third table, using 2012-13 data (the most recent data available):

Race/Ethnicity	MerCo HS	MerCo HS %	MCCD	MCCD %	Proportionality
African-American	1,729	3.06%	580	3.84%	1.26
American Indian/Alaskan Native	255	0.45%	75	0.50%	1.10
Asian	3,466	6.14%	1,337	8.86%	1.44
Filipino	321	0.57%	116	0.77%	1.35
Hispanic	39,802	70.49%	8,036	53.25%	<b>0.76</b>
Multi-Ethnic	715	1.27%	405	2.68%	2.12
Pacific Islander	167	0.30%	58	0.38%	1.30
Unknown	175	0.31%	499	3.31%	10.67
White, Non-Hispanic	9,831	17.41%	3,985	26.41%	1.52
TOTAL	56,461	100.00%	15,091	100.00%	

Gender	MerCo HS	MerCo HS %	MCCD	MCCD %	Proportionality
Female	27,406	48.54%	8,558	56.71%	1.17
Male	29,055	51.46%	6,332	41.96%	<b>0.82</b>
Unknown	0	0.00%	201	1.33%	N/A
TOTAL	56,461	100.00%	15,091	100.00%	

Socioeconomic Disadvantaged*	MerCo HS	MerCo HS %	MCCD	MCCD %	Proportionality
Yes	45,408	80.58%	9,748	65.11%	<b>0.81</b>
No	10,941	19.42%	5,224	34.89%	1.80
TOTAL	56,349	100.00%	14,972	100.00%	

\*2012-13 data ||| Source: California Department of Education Educational Demographics Unit, CCC Chancellor’s Office DataMart

**Merced Union High School District (MUHSD) Graduates Population**

In the following tables, Merced Union High School District (MUHSD) Class of 2012-13 graduates population data, which includes feeder schools, are compared to the District's student population, using the proportionality index. Age is not included as the District serves a more diverse age group (above the age of eighteen). The following tables represent the most recent data available:

Race/Ethnicity	MUHSD	MCCD	Proportionality
African-American	3.43%	4.07%	1.19
American Indian/Alaskan Native	0.52%	0.54%	1.04
Asian	13.76%	8.99%	<b>0.65</b>
Filipino	1.22%	0.79%	<b>0.65</b>
Hispanic	57.75%	50.89%	<b>0.88</b>
Multi-Ethnic	2.11%	2.26%	1.07
Pacific Islander	N/A	0.39%	N/A
Unknown	N/A	5.69%	N/A
White, Non-Hispanic	21.22%	26.39%	1.24

Gender	MUHSD	MCCD	Proportionality
Female	52.72%	56.86%	1.08
Male	47.28%	41.66%	<b>0.88</b>
Unknown	0.00%	1.48%	N/A

\*2012-13 data ||| Source: California Department of Education Educational Demographics Unit, CCC Chancellor's Office DataMart

### Merced County 2010 Census Data

Similar to the data presentation of Merced County high schools, the comparison group is Merced County, using 2010 Census data and the proportionality index:

Race/Ethnicity	MerCo	MerCo %	MCCD*	MCCD %	Proportionality
African-American	9,926	2.50%	621	4.07%	1.62
American Indian/Alaskan Native	3,473	0.88%	82	0.54%	<b>0.61</b>
Asian	18,836	4.75%	1,373	8.99%	1.89
Filipino	0	0.00%	120	0.79%	N/A
Hispanic	140,485	35.45%	7,771	50.89%	1.44
Multi-Ethnic	11,929	3.01%	346	2.26%	<b>0.75</b>
Pacific Islander	583	0.15%	60	0.39%	2.66
Unknown	62,665	15.81%	869	5.69%	<b>0.36</b>
White, Non-Hispanic	148,381	37.44%	4,029	26.39%	<b>0.70</b>
TOTAL	396,278	100.00%	15,271	100.00%	



Gender	MerCo	MerCo %	MCCD*	MCCD %	Proportionality
Female	127,056	49.67%	8,682	56.86%	1.14
Male	128,737	50.33%	6,362	41.66%	<b>0.83</b>
Unknown	0	0.00%	226	1.48%	N/A
TOTAL	255,793	100.00%	15,271	100.00%	

Age Range	MerCo	MerCo %	MCCD*	MCCD %	Proportionality
≤19	114,919	44.93%	4,290	28.09%	<b>0.63</b>
20-24	20,195	7.90%	5,186	33.96%	4.30
25-34	35,060	13.71%	2,899	18.98%	1.39
35-49	48,113	18.81%	1,629	10.67%	<b>0.57</b>
50≤	37,506	14.66%	1,196	7.83%	<b>0.53</b>
Unknown	0	0.00%	71	0.46%	N/A
TOTAL	255,793	100.00%	15,271	100.00%	

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**MERCED COLLEGE COURSE COMPLETION DATA**

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**COURSE COMPLETION:** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

**Merced College Course Completion Rates (proportionality index)**

Course completion is what the District refers to as course success rate (CSR). Internal data and the proportionality index were used in the following tables:

Race/Ethnicity	Cohort N	Cohort %	Completion N	Completion %	Proportionality
African-American	9,606	4.74%	5,727	4.13%	<b>0.87</b>
American Indian/ Alaskan Native	1,684	0.83%	1,149	0.83%	1.00
Asian	22,395	11.05%	16,521	11.90%	1.08
Filipino	2,005	0.99%	1,552	1.12%	1.13
Hispanic	105,886	52.23%	69,982	50.43%	<b>0.97</b>
Multi-Ethnic	3,069	1.51%	1,992	1.44%	<b>0.95</b>
Pacific Islander	996	0.49%	686	0.49%	1.01
Unknown	5,681	2.80%	3,849	2.77%	<b>0.99</b>
White, Non-Hispanic	51,393	25.35%	37,324	26.89%	1.06
TOTAL	202,715	100.00%	138,782	100.00%	

Gender	Cohort N	Cohort %	Completion N	Completion %	Proportionality
Female	113,275	55.88%	79,180	57.05%	1.02
Male	89,119	43.96%	59,337	42.76%	<b>0.97</b>
Unknown	321	0.16%	265	0.19%	1.21
TOTAL	202,715	100.00%	138,782	100.00%	

Age Range	Cohort N	Cohort %	Completion N	Completion %	Proportionality
≤19	72,061	35.55%	47,614	34.31%	<b>0.97</b>
20-24	77,994	38.47%	52,600	37.90%	<b>0.99</b>
25-29	21,271	10.49%	15,208	10.96%	1.04
30-34	12,092	5.97%	8,954	6.45%	1.08
35-39	6,541	3.23%	4,784	3.45%	1.07
40-49	8,493	4.19%	6,416	4.62%	1.10
50≤	4,262	2.10%	3,205	2.31%	1.10
Unknown*	1	0.00%	1	0.00%	1.46
TOTAL	202,715	100.00%	138,782	100.00%	

DSPS	Cohort N	Cohort %	Completion N	Completion %	Proportionality
DSPS	9,490	4.68%	6,282	4.53%	0.97
Not DSPS	193,225	95.32%	132,500	95.47%	1.00
TOTAL	202,715	100.00%	138,782	100.00%	

Foster Youth	Cohort N	Cohort %	Completion N	Completion %	Proportionality
Foster	889	0.54%	419	0.37%	0.69
Not Foster	164,318	99.46%	112,414	99.63%	1.00
TOTAL	165,207	100.00%	112,833	100.00%	

Veteran	Cohort N	Cohort %	Completion N	Completion %	Proportionality
Veteran	3,804	1.88%	2,661	1.92%	1.02
Not a Veteran	198,911	98.12%	136,121	98.08%	1.00
TOTAL	202,715	100.00%	138,782	100.00%	

### Merced College Course Completion Rates (80% rule)

Course completion is what the District refers to as course success rate (CSR). Internal data and the 80% rule index were used in the following tables:

Race/Ethnicity	Enroll N	Completion N	Completion Rate	80%
African-American	9,606	5,727	59.62%	0.77
American Indian/Alaskan Native	1,684	1,149	68.23%	0.88
Asian	22,395	16,521	73.77%	0.95
Filipino	2,005	1,552	77.41%	1.00
Hispanic	105,886	69,982	66.09%	0.85
Multi-Ethnic	3,069	1,992	64.91%	0.84
Pacific Islander	996	686	68.88%	0.89
Unknown	5,681	3,849	67.75%	0.88
White, Non-Hispanic	51,393	37,324	72.62%	0.94

Gender	Enroll N	Completion N	Completion Rate	80%
Female	113,275	79,180	69.90%	0.85
Male	89,119	59,337	66.58%	0.81
Unknown	321	265	82.55%	1.00

Age Range	Enroll N	Completion N	Completion Rate	80%
≤19	72,061	47,614	66.07%	0.87
20-24	77,994	52,600	67.44%	0.89
25-29	21,271	15,208	71.50%	0.95
30-34	12,092	8,954	74.05%	0.98
35-39	6,541	4,784	73.14%	0.97
40-49	8,493	6,416	75.54%	1.00
50≤	4,262	3,205	75.20%	1.00
Unknown*	1	1	100.00%	1.32

DSPS	Enroll N	Completion N	Completion Rate	80%
DSPS	9,490	6,282	66.20%	0.97
Not DSPS	193,225	132,500	68.57%	1.00

Foster Youth	Enroll N	Completion N	Completion Rate	80%
Foster	889	419	47.13%	0.69
Not Foster	164,318	112,414	68.41%	1.00

Veteran	Enroll N	Completion N	Completion Rate	80%
Veteran	3,804	2,661	69.95%	1.00
Not a Veteran	198,911	136,121	68.43%	0.98

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**MERCED COLLEGE ESL AND BASIC SKILLS DATA**

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**ESL and BASIC SKILLS COMPLETION:** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

**Merced College ESL and Basic Skills Rates (proportionality index)**

In the following tables, those who successfully passed ENGL-A/85 are in the initial cohort and those who successfully passed ENGL-01A are in the completion cohort within the time period. The proportionality index is used in the following tables:

ENGL	Race/Ethnicity	Cohort N	Cohort %	Completion N	Completion %	Proportionality
	African-American	102	3.29%	61	3.45%	1.05
	American Indian/Alaskan Native	21	0.68%	11	0.62%	<b>0.92</b>
	Asian	387	12.47%	245	13.84%	1.11
	Filipino	27	0.87%	17	0.96%	1.10
	Hispanic	1,815	58.49%	1,008	56.95%	<b>0.97</b>
	Multi-Ethnic	47	1.51%	23	1.30%	<b>0.86</b>
	Pacific Islander	10	0.32%	8	0.45%	1.40
	Unknown	76	2.45%	42	2.37%	<b>0.97</b>
	White, Non-Hispanic	618	19.92%	355	20.06%	1.01
TOTAL	3,103	100.00%	1,770	100.00%		

ENGL	Gender	Cohort N	Cohort %	Completion N	Completion %	Proportionality
	Female	1,835	59.14%	1,076	60.79%	1.03
	Male	1,266	40.80%	692	39.10%	<b>0.96</b>
	Unknown*	2	0.06%	2	0.11%	1.75
TOTAL	3,103	100.00%	1,770	100.00%		

\*Sample size too small

ENGL	Age Range	Cohort N	Cohort %	Completion N	Completion %	Proportionality
	≤19	1,612	51.95%	964	54.46%	1.05
	20-24	880	28.36%	466	26.33%	<b>0.93</b>
	25-29	270	8.70%	158	8.93%	1.03
	30-34	152	4.90%	82	4.63%	<b>0.95</b>
	35-39	72	2.32%	37	2.09%	<b>0.90</b>
	40-49	89	2.87%	50	2.82%	<b>0.98</b>
	50≤	28	0.90%	13	0.73%	<b>0.81</b>
	Unknown	0	0.00%	0	0.00%	N/A
TOTAL	3,103	100.00%	1,770	100.00%		

ENGL	DSPS	Cohort N	Cohort %	Completion N	Completion %	Proportionality
	DSPS	143	4.61%	89	5.03%	1.09
	Not DSPS	2,960	95.39%	1,681	94.97%	1.00
	TOTAL	3,103	100.00%	1,770	100.00%	

ENGL	Foster Youth	Cohort N	Cohort %	Completion N	Completion %	Proportionality
	Foster	8	0.33%	5	0.37%	1.13
	Not Foster	2,416	99.67%	1,336	99.63%	1.00
	TOTAL	2,424	100.00%	1,341	100.00%	

ENGL	Veteran	Cohort N	Cohort %	Completion N	Completion %	Proportionality
	Veteran	70	2.26%	37	2.09%	<b>0.93</b>
	Not a Veteran	3,033	97.74%	1,733	97.91%	1.00
TOTAL	3,103	100.00%	1,770	100.00%		

**Merced College ESL and Basic Skills Rates (80% rule)**

In the following tables, those who successfully passed ENGL-A/85 are in the initial cohort and those who successful passed ENGL-01A are in the completion cohort within the time period. The 80% rule is used in the following tables:

ENGL	Race/Ethnicity	Enroll N	Completion N	Completion Rate	80%	80%*
	African-American	102	61	59.80%	0.94	<b>0.75</b>
	American Indian/Alaskan Native	21	11	52.38%	0.83	<b>0.65</b>
	Asian	387	245	63.31%	1.00	<b>0.79</b>
	Filipino	27	17	62.96%	0.99	<b>0.79</b>
	Hispanic	1,815	1,008	55.54%	0.88	<b>0.69</b>
	Multi-Ethnic	47	23	48.94%	0.77	<b>0.61</b>
	Pacific Islander	10	8	80.00%	1.26	1.00
	Unknown	76	42	55.26%	0.87	<b>0.69</b>
	White, Non-Hispanic	618	355	57.44%	0.91	<b>0.72</b>

\*If using Pacific Islander subgroup

ENGL	Gender	Enroll N	Completion N	Completion Rate	80%
	Female	1,835	1,076	58.64%	1.00
	Male	1,266	692	54.66%	0.93
	Unknown*	2	2	100.00%	1.71

\*Sample size too small

ENGL	Age Range	Enroll N	Completion N	Completion Rate	80%
	≤19	1,612	964	59.80%	1.00
	20-24	880	466	52.95%	0.89
	25-29	270	158	58.52%	0.98
	30-34	152	82	53.95%	0.90
	35-39	72	37	51.39%	0.86
	40-49	89	50	56.18%	0.94
	50≤	28	13	46.43%	<b>0.78</b>
	Unknown	0	0	N/A	N/A

ENGL	DSPS	Enroll N	Completion N	Completion Rate	80%
	DSPS	143	89	62.24%	1.00
	Not DSPS	2,960	1,681	56.79%	0.91

ENGL	Foster Youth	Enroll N	Completion N	Completion Rate	80%
	Foster	8	5	62.50%	1.00
	Not Foster	2,416	1,336	55.30%	0.88

ENGL	Veteran	Enroll N	Completion N	Completion Rate	80%
	Veteran	70	37	52.86%	0.93
	Not a Veteran	3,033	1,733	57.14%	1.00

### Merced College ESL and Basic Skills Rates (proportionality index)

In the following tables, those who successfully passed ESL-92B/96 are in the initial cohort and those who successful passed ENGL-01A are in the completion cohort within the time period. The proportionality index is used in the following table:

ESL	Race/Ethnicity	Cohort N	Cohort %	Comp N	Comp %	Proportionality
	African-American*	1	1.18%	0	0.00%	0.00
	American Indian/ Alaskan Native	0	0.00%	0	0.00%	N/A
	Asian	37	43.53%	8	50.00%	1.15
	Filipino	0	0.00%	0	0.00%	N/A
	Hispanic	34	40.00%	8	50.00%	1.25
	Multi-Ethnic	0	0.00%	0	0.00%	N/A
	Pacific Islander*	2	2.35%	0	0.00%	0.00
	Unknown*	1	1.18%	0	0.00%	0.00
	White, Non-Hispanic	10	11.76%	0	0.00%	0.00
TOTAL	85	100.00%	16	100.00%		

\*Sample size too small

ESL	Gender	Cohort N	Cohort %	Comp N	Comp %	Proportionality
	Female	63	74.12%	12	75.00%	1.01
	Male	22	25.88%	4	25.00%	<b>0.97</b>
	Unknown	0	0.00%	0	N/A	N/A
	TOTAL	85	100.00%	16	100.00%	



ESL	Age Range	Cohort N	Cohort %	Comp N	Comp %	Proportionality
	≤19	16	18.82%	4	25.00%	1.33
	20-24	19	22.35%	3	18.75%	<b>0.84</b>
	25-29	13	15.29%	4	25.00%	1.63
	30-34*	8	9.41%	1	6.25%	<b>0.66</b>
	35-39	10	11.76%	2	12.50%	1.06
	40-49	14	16.47%	2	12.50%	<b>0.76</b>
	50≤*	5	5.88%	0	0.00%	0.00
	Unknown	0	0.00%	0	N/A	N/A
	TOTAL	85	100.00%	16	100.00%	

### Merced College ESL and Basic Skills Rates (80% rule)

In the following tables, those who successfully passed ESL-92B/96 are in the initial cohort and those who successful passed ENGL-01A are in the completion cohort within the time period. The 80% rule is used in the following tables:

ESL	Race/Ethnicity	Enroll N	Completion N	Completion Rate	80%
	African-American*	1	0	0.00%	0.00
	American Indian/Alaskan Native	0	0	N/A	N/A
	Asian	37	8	21.62%	0.92
	Filipino	0	0	N/A	N/A
	Hispanic	34	8	23.53%	1.00
	Multi-Ethnic	0	0	N/A	N/A
	Pacific Islander*	2	0	0.00%	0.00
	Unknown*	1	0	0.00%	0.00
	White, Non-Hispanic	10	0	0.00%	0.00

\*Sample size too small

ESL	Gender	Enroll N	Completion N	Completion Rate	80%
	Female	63	12	19.05%	1.00
	Male	22	4	18.18%	0.95
	Unknown	0	0	N/A	N/A

ESL	Age Range	Enroll N	Completion N	Completion Rate	80%
	≤19	16	4	25.00%	0.81
	20-24	19	3	15.79%	<b>0.51</b>
	25-29	13	4	30.77%	1.00
	30-34	8	1	12.50%	<b>0.41</b>
	35-39	10	2	20.00%	<b>0.65</b>
	40-49	14	2	14.29%	<b>0.46</b>
	50≤*	5	0	0.00%	0.00
	Unknown	0	0	N/A	N/A

**Merced College ESL and Basic Skills Rates (proportionality index)**

In the following tables, those who successfully passed MATH-C are in the initial cohort and those who successfully passed a transfer-level math course (MATH 02/H/10/14/15/20A/ 20B/25/26 or PSYC-05) are in the completion cohort within the time period. The proportionality index is used in the following tables:

MATH	Race/Ethnicity	Cohort N	Cohort %	Comp N	Comp %	Proportionality
	African-American	92	2.82%	27	2.18%	<b>0.77</b>
	American Indian/ Alaskan Native	24	0.73%	7	0.56%	<b>0.77</b>
	Asian	394	12.06%	172	13.88%	1.15
	Filipino	27	0.83%	10	0.81%	<b>0.98</b>
	Hispanic	1,773	54.29%	650	52.46%	<b>0.97</b>
	Multi-Ethnic	39	1.19%	12	0.97%	<b>0.81</b>
	Pacific Islander	18	0.55%	9	0.73%	1.32
	Unknown	83	2.54%	32	2.58%	1.02
	White, Non-Hispanic	816	24.98%	320	25.83%	1.03
TOTAL	3,266	100.00%	1,239	100.00%		

MATH	Gender	Cohort N	Cohort %	Comp N	Comp %	Proportionality
	Female	1,963	60.10%	759	61.26%	1.02
	Male	1,297	39.71%	476	38.42%	<b>0.97</b>
	Unknown	6*	0.18%	4	0.32%	1.76
TOTAL	3,266	100.00%	1,239	100.00%		

\*Sample size too small

MATH	Age Range	Cohort N	Cohort %	Comp N	Comp %	Proportionality
	≤19	1,458	44.64%	616	49.72%	1.11
	20-24	1,029	31.51%	356	28.73%	<b>0.91</b>
	25-29	360	11.02%	114	9.20%	<b>0.83</b>
	30-34	195	5.97%	78	6.30%	1.05
	35-39	92	2.82%	25	2.02%	<b>0.72</b>
	40-49	96	2.94%	36	2.91%	<b>0.99</b>
	50≤	36	1.10%	14	1.13%	1.03
	Unknown	0	0.00%	0	N/A	N/A
TOTAL	3,266	100.00%	1,239	100.00%		

MATH	DSPS	Cohort N	Cohort %	Completion N	Completion %	Proportionality
	DSPS	118	3.61%	39	3.15%	<b>0.87</b>
	Not DSPS	3,148	96.39%	1,201	96.85%	1.00
	TOTAL	3,266	100.00%	1,240	100.00%	

NOTE: Fewer than 10 DSPS students successfully completed ESL-92B/96 in the time period.

MATH	Foster Youth	Cohort N	Cohort %	Completion N	Completion %	Proportionality
	Foster	13	0.52%	3	0.34%	<b>0.65</b>
	Not Foster	2,502	99.48%	884	99.66%	1.00
	TOTAL	2,515	100.00%	887	100.00%	

NOTE: No Foster Youth enrolled in ESL courses in the time period.

MATH	Veteran	Cohort N	Cohort %	Completion N	Completion %	Proportionality
	Veteran	76	2.33%	32	2.58%	1.11
	Not a Veteran	3,190	97.67%	1,208	97.42%	1.00
	TOTAL	3,266	100.00%	1,240	100.00%	

NOTE: No Veterans enrolled in ESL courses in the time period.

**Merced College ESL and Basic Skills Rates (80% rule)**

In the following tables, those who successfully passed MATH-C are in the initial cohort and those who successfully passed a transfer-level math course (MATH-02/H/10/14/15/20A/20B/ 25/26 or PSYC-05) are in the completion cohort within the time period. The 80% rule is used in the following tables:

MATH	Race/Ethnicity	Enroll N	Completion N	Completion Rate	80%
	African-American	92	27	29.35%	<b>0.59</b>
	American Indian/Alaskan Native	24	7	29.17%	<b>0.58</b>
	Asian	394	172	43.65%	0.87
	Filipino	27	10	37.04%	<b>0.74</b>
	Hispanic	1,773	650	36.66%	<b>0.73</b>
	Multi-Ethnic	39	12	30.77%	<b>0.62</b>
	Pacific Islander	18	9	50.00%	1.00
	Unknown	83	32	38.55%	<b>0.77</b>
	White, Non-Hispanic	816	320	39.22%	<b>0.78</b>

MATH	Gender	Enroll N	Completion N	Completion Rate	80%
	Female	1,963	759	38.67%	1.00
	Male	1,297	476	36.70%	0.95
	Unknown*	6	4	66.67%	1.72

\*Sample size too small

MATH	Age Range	Enroll N	Completion N	Completion Rate	80%
	≤19	1,458	616	42.25%	1.00
	20-24	1,029	356	34.60%	0.82
	25-29	360	114	31.67%	<b>0.75</b>
	30-34	195	78	40.00%	0.95
	35-39	92	25	27.17%	<b>0.64</b>
	40-49	96	36	37.50%	0.89
	50≤	36	14	38.89%	0.92
	Unknown	0	0	N/A	N/A

MATH	DSPS	Enroll N	Completion N	Completion Rate	80%
	DSPS	118	39	33.05%	0.87
	Not DSPS	3,148	1,201	38.15%	1.00
MATH	Foster Youth	Enroll N	Completion N	Completion Rate	80%
	Foster	13	3	23.08%	<b>0.65</b>
	Not Foster	2,502	884	35.33%	1.00
MATH	Veteran	Enroll N	Completion N	Completion Rate	80%
	Veteran	76	32	42.11%	1.00
	Not a Veteran	3,190	1,208	37.87%	0.90

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**MERCED COLLEGE CERTIFICATE AND DEGREE COMPLETION DATA**

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**DEGREE and CERTIFICATE COMPLETION:** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

**Merced College Certificate and Degree Completion Rates (proportionality index)**

In the following tables, those who indicated a matriculation goal of receiving a degree or certificate is compared to those who earned a degree or certificate in the time period. The proportionality index is used in the following tables:

Race/Ethnicity	Cohort %	Completion %	Proportionality
African-American	5.00%	3.57%	<b>0.72</b>
American Indian/Alaskan Native	0.70%	0.68%	<b>0.96</b>
Asian	10.20%	12.08%	1.18
Filipino	0.81%	1.39%	1.72
Hispanic	52.06%	48.07%	<b>0.92</b>
Multi-Ethnic	1.89%	0.46%	<b>0.25</b>
Pacific Islander	0.46%	0.57%	1.24
Unknown	3.34%	3.22%	<b>0.96</b>
White, Non-Hispanic	25.54%	29.95%	1.17

Gender	Cohort %	Completion %	Proportionality
Female	52.22%	63.37%	1.21
Male	47.50%	36.42%	<b>0.77</b>
Unknown	0.28%	0.21%	<b>0.76</b>

Age Range	Cohort %	Completion %	Proportionality
≤19	46.84%	1.97%	<b>0.04</b>
20-24	29.57%	48.53%	1.64
25-29	10.04%	18.51%	1.84
30-34	5.29%	11.65%	2.20
35-39	2.57%	7.51%	2.92
40-49	3.60%	8.43%	2.34
50≤	2.07%	3.40%	1.64
Unknown	0.02%	0.00%	0.00

DSPS	Cohort N	Cohort %	Completion N	Completion %	Proportionality
DSPS	308	3.01%	179	6.40%	2.12
Not DSPS	9,916	96.99%	2,619	93.60%	<b>0.97</b>
TOTAL	10,224	100.00%	2,798	100.00%	

<b>Foster Youth</b>	<b>Cohort N</b>	<b>Cohort %</b>	<b>Completion N</b>	<b>Completion %</b>	<b>Proportionality</b>
Foster	34	0.40%	9	0.36%	<b>0.91</b>
Not Foster	8,554	99.60%	2,490	99.64%	1.00
<b>TOTAL</b>	<b>8,588</b>	<b>100.00%</b>	<b>2,499</b>	<b>100.00%</b>	

<b>Veteran</b>	<b>Cohort N</b>	<b>Cohort %</b>	<b>Completion N</b>	<b>Completion %</b>	<b>Proportionality</b>
Veteran	186	1.82%	53	1.89%	1.04
Not a Veteran	10,038	98.18%	2,745	98.11%	1.00
<b>TOTAL</b>	<b>10,224</b>	<b>100.00%</b>	<b>2,798</b>	<b>100.00%</b>	

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## MERCED COLLEGE TRANSFER DATA

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**TRANSFER:** The ratio of the number of students who completed a minimum of 12 units and have attempted a transfer-level English or math course (transfer-prepared/ready) compared to the number of students who transferred (transferred).

### Merced College Transfer Rates (proportionality index)

In the following tables, those who completed a minimum of 12 units and have attempted a transfer-level English or math course (transfer-prepared/ready) is compared to those who transferred (transferred). Internal data and the proportionality index were used in the following tables:

Race/Ethnicity	Cohort %	Completion %	Proportionality
African-American	4.75%	4.89%	1.03
American Indian/Alaskan Native	0.92%	0.61%	0.66
Asian	12.90%	14.07%	1.09
Filipino	1.48%	0.92%	0.62
Hispanic	40.12%	34.25%	0.85
Multi-Ethnic	0.10%	-	-
Pacific Islander	0.76%	0.61%	0.81
Unknown	4.35%	11.01%	2.53
White, Non-Hispanic	34.63%	33.64%	0.97

Gender	Cohort %	Completion %	Proportionality
Female	65.49%	59.02%	0.90
Male	34.18%	37.31%	1.09
Unknown	0.34%	3.67%	10.94

Age	Cohort %	Completion %	Proportionality
≤17	0.99%	39.14%	39.54
18-19	20.30%	52.60%	2.59
20-24	41.16%	3.36%	0.08
25-29	16.39%	1.22%	0.07
30-34	7.21%	1.53%	0.21
35-39	5.08%	0.61%	0.12
40-49	6.11%	1.22%	0.20
50≤	2.75%	0.31%	0.11

### Merced College Transfer Rates (80% rule)

In the following tables, those who completed a minimum of 12 units and have attempted a transfer-level English or math course (transfer-prepared/ready) is compared to those who transferred. The 80% rule is used in the following tables:



Gender	Enrollment Count	Transfer Count	Transfer Rate	80%
Female	617	193	31.28%	<b>.68</b>
Male	394	122	30.96%	<b>.67</b>
Unknown	26	12	46.15%	1.00

Age	Enrollment Count	Transfer Count	Transfer Rate	80%
≤17	310	128	41.29%	1.00
18-19	597	172	28.81%	<b>0.70</b>
20-24	52	11	21.15%	<b>0.51</b>
25-29	27	4	14.81%	<b>0.36</b>
30-34	17	5	29.41%	<b>0.71</b>
35-39	4*	2	50.00%	1.21
40-49	22	4	18.18%	<b>0.44</b>
50≤	8*	1	12.50%	<b>0.30</b>

\*Sample size too small

Race/Ethnicity	Enrollment Count	Transfer Count	Transfer Rate	80%
African-American	46	16	34.78%	0.96
American Indian/ Alaskan Native	6	2	33.33%	0.92
Asian	145	46	31.72%	0.88
Filipino	9	3	33.33%	0.92
Hispanic	396	112	28.28%	0.78
Pacific Islander	10	2	20.00%	0.55
Unknown	121	36	29.75%	0.82
White, Non-Hispanic	304	110	36.18%	1.00

Financial Aid	Enrollment Count	Transfer Count	Transfer Rate	80%
No Aid	277	100	36.10%	100.00%
Aid	760	227	29.87%	82.74%

### Merced College Transfer Rates (Transfer Velocity, proportionality index, & 80% rule)

In the following tables, those who completed a minimum of 12 units and have attempted a transfer-level English or math course (transfer-prepared/ready) is compared to those who transferred. The Chancellor's Transfer Velocity Cohort Tool (DataMart) with the 2006-07 cohort and a 6-year transfer period. Both the proportionality index and 80% rule were used in the following tables:

Gender	Cohort %	Completion %	Proportionality
Female	59.50%	59.02%	<b>0.99</b>
Male	37.99%	37.31%	<b>0.98</b>
Unknown	2.51%	3.67%	1.46

Age	Cohort %	Completion %	Proportionality
≤17	29.89%	39.14%	1.31
18-19	57.57%	52.60%	<b>0.91</b>
20-24	5.01%	3.36%	<b>0.67</b>
25-29	2.60%	1.22%	<b>0.47</b>
30-34	1.64%	1.53%	<b>0.93</b>
35-39	0.39%	0.61%	1.59
40-49	2.12%	1.22%	<b>0.58</b>
50≤	0.77%	0.31%	<b>0.40</b>

Race/Ethnicity	Cohort %	Completion %	Proportionality
African-American	4.44%	4.89%	1.10
American Indian/Alaskan Native	0.58%	0.61%	1.06
Asian	13.98%	14.07%	1.01
Filipino	0.87%	0.92%	1.06
Hispanic	38.19%	34.25%	<b>0.90</b>
Pacific Islander	0.96%	0.61%	<b>0.63</b>
Unknown	11.67%	11.01%	<b>0.94</b>
White, Non-Hispanic	29.32%	33.64%	1.15

Financial Aid	Cohort %	Completion %	Proportionality
No Aid	26.71%	30.58%	<b>0.95</b>
Aid	73.29%	69.42%	1.14

NOTE: DSPS sample was too small (7)