



2019-22 Student Equity and Achievement Program Plan Executive Summary

Merced College is committed to improving student access and success. In order to address challenges faced by disproportionately impacted students, Merced College has developed a series of goals and activities to help students overcome barriers to their academic success. The Student Equity Plan is aligned with the Chancellor’s Office Vision for Success, Merced College’s Educational Master Plan, Strategic Implementation Plan, Guided Pathways framework and Integrated Plan. This alignment allows for programmatic coordination campus wide, particularly within the SEA Program. This coordination will enable Merced College to better leverage existing resources to support students in their academic journey. Below is the accounting of previous SEA Program funding allocations, as well as the assessment of previous years’ goals.

Student Equity at Merced College has received funding from the State for the past three years. In 2014-2015 the total allocated budget was \$718,635, while the following two years the budget grew dramatically to \$1,394,815 in 2015-2016 and \$1,390,725 in 2016-2017. During the 2017- 2018 there were major infrastructure changes that lead to the development of the Integrated Plan, which lead to 2018-2019 SEA Program plan. Merced College has been able to make investments into the infrastructure of the Equity program by investing in staffing to provide direct services to students and continues to look for ways to expand and make Equity a presence on the campus. As a result, programming to students has increased and we have been able to fund initiatives such as an equity library reserve for students that do not have access to textbooks, expanded library hours during finals week, and expanded tutorial hours. Additionally, we have allocated funds to target our specialized populations (individuals with disabilities, foster youth, low income students, and veterans) and some emerging populations (LGBTQ+, homeless students, students with food insecurities, and our undocumented students) with counseling and other support services.

	Academic Salaries	Non-academic salaries	Employee Benefits	Supplies and Materials	Other Operating	Capital Outlay	Other Outgo	Total budget
2015-2016	344,010	205,218	243,430	29,933	374,785	161,899	35,540	1,394,815
2016-2017	289,945	178,308	160,177	38,011	480,354	103,930	140,000	1,390,725
2017-2018	362,699	262,471	286,675	8,734	237,685	49,993	154,654	1,362,911



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SEA	
Goal	Activities
<p>Increase the percentage of disproportionately impacted (DI) students who enroll at Merced College by 3%.</p> <p>Ethnicity</p> <ul style="list-style-type: none"> • White (-9.56, Male -4.09) • Black or African American (-8.77, Male -5.73) • Native Hawaiian (-11.63) • American Indian/Alaskan Native (-9.60, Females; -8.39) • Foster youth (-4.39) • Veterans (-11.38) 	<p>Targeted marketing that reaches DI populations</p> <ul style="list-style-type: none"> • Marketing that is inclusive and includes diverse populations • Increased partnerships with community agencies <ul style="list-style-type: none"> ○ Faith based organizations ○ El Concilio ○ Migrant Education <p>Hispanic Education Conference</p> <ul style="list-style-type: none"> • Bring in bi-lingual agencies • Workshops in Spanish • Workshops that focus on DACA/AB 540 • Spanish workshops <ul style="list-style-type: none"> ○ How to support a college student ○ CTE pathways/adult learning opportunities ○ Financial aid/student Loans ○ Admissions process ○ College Promise <p>Streamline Entry Processes</p> <ul style="list-style-type: none"> • Proactive high school and community outreach <ul style="list-style-type: none"> ○ Placement Questionnaire ○ Implement “Add Codes” ○ Extreme Registration ○ Blue Devil Preview Days ○ Welcome Center ○ High School Pathways Counselors ○ Automate noncredit application <p>Develop guided pathways through community partnerships</p> <ul style="list-style-type: none"> • Top ten degrees/certificates will have program maps with plans from K12 to MC and MC to universities <p>Develop guided pathways through community partnerships</p> <ul style="list-style-type: none"> • Top ten degrees/certificates will have program maps with plans from K12 to MC and MC to universities <p>Reach New Populations of students</p> <ul style="list-style-type: none"> • Inmate Education • Condensed CCCApply with “Schools” • Prison Re-Entry • Next UP funds <ul style="list-style-type: none"> ○ Student Success Coordinator to connect with students, track progress, connect at-risk students with support. <p>Use AB 288 to improve student matriculation to Merced College from local area high schools</p> <ul style="list-style-type: none"> ○ Collaborate with local districts and High School Pathways Counselors to create pathways that align with degrees offered at Merced College ○ Use High School Pathways counselor to onboard students



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	<ul style="list-style-type: none"> and create Abbreviated Education Plans <ul style="list-style-type: none"> ○ Host high school administrative/counselor breakfast ○ Financial Aid <ul style="list-style-type: none"> ▪ College Promise Workshops ● Create First Year Experience Program <ul style="list-style-type: none"> ○ Create an Interdisciplinary College Success Course ○ Implement Summer Bridge ○ Embed completion teams within the “Schools” ○ Organize events and activities targeted toward first year students ● Enhance Technology to improve access <ul style="list-style-type: none"> ○ EAB Navigate ○ CCC Mypath/CCCApply
<p>Increase the retention rates of students based on age by 5% annually</p> <p>Ethnicity</p> <ul style="list-style-type: none"> ● American Indian/Alaskan Native (-20.63) 	<p>Implement Completion Teams within the “Schools”</p> <ul style="list-style-type: none"> ● First Year Experience course that focuses on the adult learner/adult re-entry students ● Implement embedded Counseling within each school ● Identify student services staff that will support “Schools” <ul style="list-style-type: none"> ● CTE SSSP Technician to connect with students, track progress, connect at-risk students with support. <p>Use technology to engage all students on campus</p> <ul style="list-style-type: none"> ● Technology workshops that address the older/more mature student ● Online Education Initiative ● Created and Innovative and Inclusive Distance Education <ul style="list-style-type: none"> ○ Implemented a Master Teacher Education Program ● Increase Online Student Support Services <ul style="list-style-type: none"> ○ Counseling ● Tutorial referral button ● EAB Navigate <ul style="list-style-type: none"> ○ One click registration ○ Early Alert ● Library Resource Center <p>Student Academic Support Services</p> <ul style="list-style-type: none"> ○ Tutorial ○ Class Presentations ○ Student Success Workshops <ul style="list-style-type: none"> ● Adult learners ● Strategies for Adult-Reentry students ○ Study Central ○ Interdisciplinary Literacy Center ○ Math Lab ○ Student Success Center (LB) ○ SmartThinking, Online Tutoring <p>Organized activities that promote student success and target adult learners</p>



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	<ul style="list-style-type: none"> • Inmate support services <ul style="list-style-type: none"> ○ Coordinated tutoring ○ Counseling ○ Mini Extreme Registration ○ Face to face faculty ○ Inmate program completion pathways • Cram Week • Schedule Fest • Strategic Enrollment Management • #MCHATEFREE Positive Speaker Series <ul style="list-style-type: none"> ○ Faculty Equity and Inclusion Workshops ○ Vet Net Ally training • Lending Libraries • ASMC activities <ul style="list-style-type: none"> ○ Food Pantry ○ Club Rush ○ Culture Shock • Active Learning Conference • Hunger Free Campus funds <ul style="list-style-type: none"> ○ Conference to educate the community ○ Purchased a storage container for food pantry • CTE Fast Track Pathways <p>Community Outreach that targets adult students/Adult Education</p> <ul style="list-style-type: none"> • Commercial/brochures/videos that use adult populations and address adult challenges <p>Guidance courses targeted toward adult re-entry students</p> <p>Evaluate hiring practices</p> <ul style="list-style-type: none"> • Promote hiring practices that increase diverse faculty <p>Faculty professional development that increases awareness about inclusion and diversity</p> <ul style="list-style-type: none"> • Equity and Inclusion in the College Classroom • How to promote help seeking behaviors • Addressing math anxiety • Teaching strategies for success in the classroom • Growth Mindset
<p>Increase by 7% the number of students transferring annually to a UC or CSU</p> <p>**Since no students in the following groups transferred in the 16/17 year the PI = 0:</p> <ul style="list-style-type: none"> • Veterans: Male and Female • Native Hawaiian or Other Pacific Islander: Male and Female 	<p>Guided Pathways</p> <ul style="list-style-type: none"> • Use “Schools” to develop program maps that align with local universities <p>Increase services that lead to transfer</p> <ul style="list-style-type: none"> • Transfer Center Support • Transfer workshops <ul style="list-style-type: none"> ○ Focus on diverse colleges ○ HBCU’s ○ Educate students about 4-year college



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<ul style="list-style-type: none"> • LGBT: Male and Female • Foster Youth: Male and Female • Filipino: Male and Female • American Indian/Alaska Native: Male and Female • Two or more races • Black or African American: Female • Hispanic: Male • Asian: Male <p>**The values below are reported using the PI</p> <ul style="list-style-type: none"> • Hispanic (.69) • First Generations (Male; .54) • Economically Disadvantaged (Male; .75) 	<ul style="list-style-type: none"> ○ culture/demographics <ul style="list-style-type: none"> ○ How to feel connected on a college campus ○ EOP/Promis Scholars and how they serve diverse populations • College Transfer Nights • Increased ADT degrees • College tours • Articulation • UC Merced partnerships • CSU Fresno and CSU Stanislaus Local transfer agreements • High School to Merced College Fast Track Paths • Curriculum Development • Create maps with plans from MC to universities
<p>Increase the persistence of disproportionately impacted students placed in college level math and English by 12% a year</p> <p>Veterans (-6.57, Female; -6.57, Male; -6.57)</p> <p>Ethnicity</p> <ul style="list-style-type: none"> • Native Hawaiian or Other Pacific Islander (--6.55, Female; -6.55, Male; -6.55) • Black or African American (-5.15; Female; -6.70) • American Indian/Alaska Native - 6.59, Female; -6.64, Male; -6.59) <p>LGBT (-5.34, Female; -6.72)</p> <p>Foster Youth (-6.65, Female; -6.67, Male; -6.65)</p>	<p>Student Academic Support Services</p> <ul style="list-style-type: none"> ○ Tutorial ○ Student Success Workshops ○ Study Central ○ Interdisciplinary Literacy Center ○ Math Lab ○ Student Success Center (LB) ○ SmartThinking, Online Tutoring ○ Hire diverse tutors ○ Class presentations <p>Activities and services that promote student transfer level success and access</p> <ul style="list-style-type: none"> • Implementation of co-requisite model in math and English • Multiple Measures/Placement Questionnaire • Full adoption of AB705 • Professional Development <ul style="list-style-type: none"> ○ IEPI workshops ○ Vision Resource Center ○ Statewide Academic Senate <p>Realigning student-centered approach to math, English, and ESL course sequences</p> <p>Faculty professional development that increases awareness about inclusion and diversity</p> <ul style="list-style-type: none"> • Equity and Inclusion in the College Classroom • How to promote help seeking behaviors • Addressing math anxiety <p>Interdisciplinary College Success Courses that focus on students from diverse backgrounds:</p> <ul style="list-style-type: none"> • Learning Potentials



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	<ul style="list-style-type: none"> • Math strategies • Making the Move: Transitioning from high school to college
<p>Increasing by at least 15% the number of students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.</p> <p>Decreasing the average number of units accumulated by Merced College students earning associate’s degrees, from approximately 88 total until to 70 total units.</p> <p>Ethnicity:</p> <ul style="list-style-type: none"> • Black or African American <ul style="list-style-type: none"> ○ AA/AS + ADT (.59) ○ Certificate (.49) ○ AA (.77) ○ ADT (.41) ○ Vision Completion Goal Definition (.57) • Native Hawaiian or Pacific Islander <ul style="list-style-type: none"> ○ AA/AS + ADT (.30) ○ Certificate (0) ○ AA (0) ○ ADT (.59) ○ Vision Completion Goal Definition (.29) • Foster Youth <ul style="list-style-type: none"> ○ AA/AS + ADT (.59) ○ Certificate (.53) ○ AA (.51) ○ ADT (.67) ○ Vision Completion Goal Definition (.49) • LGBT <ul style="list-style-type: none"> ○ AA/AS + ADT (.38) ○ Certificate (.44) ○ AA (.34) ○ ADT (.42) ○ Vision Completion Goal Definition (.41) • American Indian <ul style="list-style-type: none"> ○ Certificates (.43) 	<p>Increased access to student support from application to graduation/completion</p> <ul style="list-style-type: none"> • First Year Experience • Accelerated CTE Pathways • Increased credit for prior military experience • Intrusive Counseling • Office of Student Relations and Engagement Services including the career and transfer centers <p>Implement JobSpeaker to connect completing students with internships and employment opportunities</p> <p>Interdisciplinary College Success Courses that focus on students from diverse backgrounds:</p> <ul style="list-style-type: none"> • Learning Potentials • Math strategies • Making the Move: Transitioning from high school to college <p>Faculty education:</p> <ul style="list-style-type: none"> • Andragogy: Addressing the needs and benefits of adult learners • Providing college success tips for diverse student populations <p>College Tours that highlight diverse campuses</p> <ul style="list-style-type: none"> • HBCU’s • Diverse communities



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