

Midterm Report

Submitted by:

Merced College
3600 M Street
Merced, CA 95348

Submitted to:

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

Date Submitted:

03/15/2021



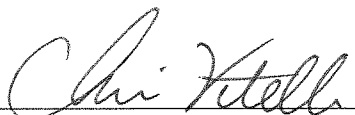
Midterm Certification Page

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

From: Dr. Chris Vitelli
3600 M Street
Merced, CA 95348-2898

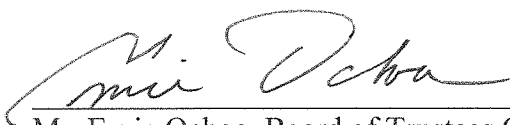
I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:



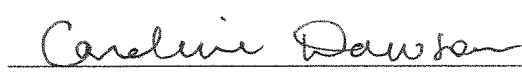
Dr. Chris Vitelli, President

3/9/21
March 9, 2021



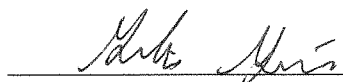
Mr. Ernie Ochoa, Board of Trustees Chair

3/09/2021
March 9, 2021




Dr. Caroline Dawson, Academic Senate President

03/09/2021
March 9, 2021



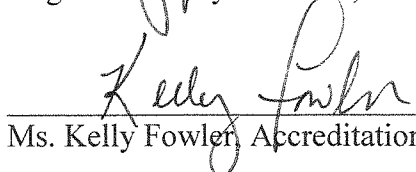
Ms. Gabriela Garcia, Classified Senate President

3/09/21
March 9, 2021



Hugo Wanderley de Souza, Associated Students, President

03/09/21
March 9, 2021



Ms. Kelly Fowler, Accreditation Liaison Officer

3-9-2021
March 9, 2021

Table of Contents

MIDTERM CERTIFICATION PAGE	2
REPORT PREPARATION.....	5
PLANS ARISING FROM THE SELF-EVALUATION PROCESS.....	9
Standard I.A: Mission	9
Actionable Improvement Plan 1	9
Actionable Improvement Plan 2	10
Standard I.B: Assuring Academic Quality and Institutional Effectiveness	11
Actionable Improvement Plan 3	11
Actionable Improvement Plan 4	12
Actionable Improvement Plan 5	13
Actionable Improvement Plan 6	13
Actionable Improvement Plan 7	14
Actionable Improvement Plan 8	14
Standard I.C: Institutional Integrity	15
Actionable Improvement Plan 9	15
Actionable Improvement Plan 10	16
Standard II.A: Instructional Programs	17
Actionable Improvement Plan 11	17
Actionable Improvement Plan 12	17
Standard III.A: Human Resources	18
Actionable Improvement Plan 13	18
Actionable Improvement Plan 14	19
Standard III.C: Technology Resources	20
Actionable Improvement Plan 15	20
Standard IV.B: Chief Executive Officer	21
Actionable Improvement Plan 16	21
Standard IV.C: Governing Board	22
Actionable Improvement Plan 17	22
INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENT	24
Response to Recommendations for Improvement	24
Recommendation #4:	24

Recommendation #6:	30
Recommendation #10:	32
REFLECTION ON IMPROVING INSTITUTIONAL PERFORMANCE: STUDENT LEARNING OUTCOMES AND INSTITUTION SET STANDARDS	33
Institution Set Standards (Standard I.B.2)	33
Institution Set Standards (Standard I.B.3)	35
REPORT ON THE OUTCOMES OF THE QUALITY FOCUS PROJECTS	41
Action Project 1: Outcomes Assessment and Resource Allocation.....	41
Quality Focus Essay Action Project 2: Student Equity	44
FISCAL REPORTING	56
APPENDICES	57

REPORT PREPARATION

Merced College is committed to a student-centered, collaborative, and data-driven cycle of continuous improvement. The College submitted the Merced College 2016 Self-Evaluation Report on December 23, 2016 followed by a comprehensive site visit in March 2017. This visit resulted in the Merced College 2017 External Team Evaluation Report and the corresponding Accrediting Commission for Community and Junior Colleges Action Letter in June 2017.

RP.01 [MC 2016 Self-Evaluation Report](#)

RP.02 [MC 2017 External Team Evaluation Report](#)

RP.03 [ACCJC Action Letter June 2017](#)

As a result of the comprehensive site visit in 2017, the College received a total of ten (10) recommendations. These recommendations included six compliance recommendations (Recommendation #1, #2, #3, #7, #8 and #9) and four recommendations (#4, #5, #6, #10) for improving institutional effectiveness as delineated in the Merced College 2017 External Team Evaluation Report. Of these recommendations, Recommendation #5 references ACCJC Standard III.A.6 which has since been deleted from the ACCJC Standards of Evaluation and is not required to be addressed in this midterm report. In addition, the commission required the College to submit a follow-up report addressing progress to all six compliance recommendations. The Merced College 2018 Follow-Up Report was successfully submitted and Merced College received the ACCJC Reaffirmation Letter in January, 2019.

RP.04 [MC 2017 External Team Evaluation Report](#)

RP.05 [MC 2018 Follow-Up Report](#)

RP.06 [ACCJC Reaffirmation Letter](#)

In preparation for the Merced College Midterm Report, the Accreditation Liaison Officer (ALO) worked closely with the Standing Accreditation Committee (SAC) to develop a response and evidence required for the midterm report. The Standing Accreditation Committee began work on the midterm report during the fall 2019 semester to develop writing teams to address the major sections of the report. This work continued throughout the spring, summer, and fall semesters of 2020. However, due to COVID-19, continued progress on the report was temporarily delayed while the college experienced a shelter-in-place as of March 2019 and primarily focused on maintaining instructional continuity. Significant progress continued in September 2020 as the Standing Accreditation Committee reconvened to continue their work on the midterm report.

RP.07 [SAC Committee email](#)

RP.08 [SAC Committee Agenda](#)

Members of the Standing Accreditation Committee met regularly to review the requirements of the midterm report including the ACCJC Guidelines for Preparing a Midterm Report, the Merced College 2107 Self Evaluation Report (recommendations, quality focused essay, and action plans as a result of the self-evaluation process), and the Merced College 2017 External Evaluation Report. Members of the Standing Accreditation Committee were assigned lead roles for each major section and components of the report and engaged members of the college community for assistance writing and/or serving as a

resource person. All resource documents were shared and maintained on the Merced College Microsoft Teams MC Standing Accreditation Committee website. This website maintained all of the working documents and resources that allowed continual changes to the draft of the midterm report, and also housed all electronic copies of evidence.

Table 1: Midterm Sections and Assignments				
Midterm Sections and Components	Report and	Person(s) Responsible	Actionable Improvement Plan Theme or Project	Accreditation Standard(s)
Actionable Improvement Plan 1		Office of Student Services, Office of Student Equity and Success	Increased Completion Rates	I.A.1, I.B.1, I.B.3, I.C.14, II.A.5
Actionable Improvement Plan 2		Office of Institutional Effectiveness, Office of Student Equity & Success	Disaggregate SLO Data	I.A.2
Actionable Improvement Plan 3		Office of the President	Handbook revisions separated to three handbooks	I.B
Actionable Improvement Plan 4		Student Learning Outcomes (SLO) Coordinator, Office of Institutional Effectiveness	Assess SLO data twice in five years	I.B.1-I.B.3, II.A.1
Actionable Improvement Plan 5		Office of Institutional Effectiveness, Chief Technology Officer	Select and implement assessment management system software.	I.B.1, I.B.3, II.A.1
Actionable Improvement Plan 6		Office of Instruction, Office of Institutional Effectiveness	Fully staff and operationalize the Office of Institutional Effectiveness	I.B.1-I.B.9, I.A.2, I.A.3, I.C.3, I.C.5, I.C.12
Actionable Improvement Plan 7		Office of Institutional Effectiveness	100% Completion of Program-level Student Learning Outcomes/Program Service Area	I.B.4
Actionable Improvement Plan 8		Office of Instruction, Dean of the Learning Resource Center Dean, Chief Technology Officer	Transition to Canvas	III.C.1
Actionable Improvement Plan 9		Office of Instruction, Accreditation Liaison Officer	Create and submit Substantive Change Proposal for Distance Education	I.C.12
Actionable Improvement Plan 10		Office of Instruction, Accreditation Liaison Officer, Dean of Los Banos Campus	Create and submit Substantive Change Proposal for Los Banos Campus	I.C.12
Actionable Improvement Plan 11		Office of Institutional Effectiveness	Develop and implement strategies for GELO assessment	II.A.5, II.A.11, II.A.12

Actionable Improvement Plan 12	Office of Instruction, Articulation Liaison Officer, Curriculum Chair, Student Learning Outcomes (SLO) Coordinator, Program Review Coordinator	Create CSU and IGETC learning outcomes	II.A.12
Actionable Improvement Plan 13	Office of Human Resources	Create Human Resources Plan for professional development	III.A
Actionable Improvement Plan 14	Director of Facilities, Director of Business and Fiscal Services, Chief Technology Officer	Develop an integrated solution for work orders and asset tracking	III.B.1
Actionable Improvement Plan 15	Chief Technology Officer	Increase staffing to appropriate levels for ITS staffing	III.C.2
Actionable Improvement Plan 16	Office of the President	Onboard the new CEO	IV.B
Actionable Improvement Plan 17	Office of the President	Create and approve Board of Trustees Handbook	IV.C
Recommendation #4	Office of Student Services	Regular and comprehensive evaluation of student support services	II.C.1
Recommendation #6	Office of Administrative Services	Facilities Master Plan	III.B.3
Recommendation #10	Office of the President	Regular and comprehensive review of board policies and administrative procedures.	I.C.5
Student Learning Outcomes	Office of Institutional Effectiveness	Student Learning Outcomes and Assessment	I.B.2
Institution Set Standards	Office of Institutional Effectiveness	Review of Institution Set Standards	I.B.3
Quality Focus Essay Project #1	Office of Institutional Effectiveness, Office of Instruction, Office of Student Services, Student Learning Outcomes (SLO) Coordinator, Program Review Coordinator	Outcomes and Assessment	I.B.1-I.B.3, II.A.1
Quality Focus Essay Project #2	Office of Institutional Effectiveness, Office of Student Equity & Success	Student Equity	I.B.4, I.B.6, II.A, II.A.2, II.A.4, II.A.6, II.A.7, II.C.1, II.C.5, II.C.7,
Fiscal Reporting	Office of Administrative Services	Overview of Fiscal Report	III.D

Members of the Standing Accreditation Committee (SAC) met on September 1, 2020 to identify a timeline to draft and finalize the Merced College Midterm Report. The timeline governing this work follows this section of the report.

Midterm Report Timeline: Report due to Commission by March 15, 2021	
Committee/Action	Date
SAC Meeting	September 1, 2020
EMPC Overview/Update	September 10, 2020
SAC Meeting	September 15, 2020
SAC Meeting	October 15, 2020
First Midterm Draft Due	October 15, 2020
SAC Meeting	November 17, 2020
Final Draft and Evidence Due	November 25, 2020
EMPC Distribution and Review	December 4, 2020
SAC Meeting	December 15, 2020
Academic Senate First Read	January 14, 2021
SAC Meeting	January 19, 2021
Academic Senate Second Read	January 28, 2021
All Comments and Feedback Received	January 29, 2021
Final Draft for the Board of Trustees	February 5, 2021
Board of Trustees First Read	February 9, 2021
SAC Meeting	February 16, 2021
Board of Trustees Second Read	March 9, 2021
Final Midterm Report Complete	March 10, 2021
Final Midterm Report Submitted to ACCJC	March 15, 2021

PLANS ARISING FROM THE SELF-EVALUATION PROCESS

Standard I.A: Mission

Actionable Improvement Plan 1

Action Plan #1 - Adopt initiatives that will contribute the increased completion rates (i.e. 15 to Finish).

Standards I.A.1, I.B.1, I.B.3, I.C.14, II.A.5

The Office of Student Services, led by the Vice President of Student Services (VPSS), has implemented ongoing engagement activities and initiatives to increase student completion. The VPSS led a concerted effort to engage students and the campus community in the “15-to-Finish” campaign. The “15-to-Finish” campaign was a robust, multi-year effort changing practices and promoting increased student load carrying in line with best practices in research.

AIP.1.01 Implementation Plan

AIP.1.02 SSMPC Agendas and Minutes

The VPSS is leading a similar initiative to revitalize the campaign with a new slogan, “Think 30,” to assist students, faculty, classified professionals, administrators and other college representatives to engage in conversation surrounding student behavior related to course schedules and completion. Like the “15-to-Finish” campaign, *Think 30* focuses on students completing thirty (30) units per academic school year. This initiative is intended to shift the student mindset to completion of thirty units across the academic year, including summer as needed, as opposed to fifteen (15) per semester. Research indicates that students completing thirty units in their first year yields higher success and completion rates.

AIP.1.03 SSMPC Agendas and Minutes

AIP.1.04 Think 30 Best Research Practices

Student success and completion initiatives also include a current push toward a more robust *Early Alert* program. Using the Navigate technology/software tool, instructional faculty connect at-risk students with appropriate student services for intervention. Navigate is a comprehensive student success management technology system that brings real-time predictive analytics to help support and retain more students. The multiple features of this system helps our college identify barriers to progress by enabling students to book counseling appointments online, communicate with program staff and instructors through text messages, one touch registration, targeted completion campaigns, and an *Early Alert* feature designed to deliver support and resolve minor issues before they escalate.

Through the *Early Alert* campaign, an instructor will receive an email with instructions on how to complete a short survey with a drop down menu of options. Upon the survey completion, an *Early Alert* email is routed to the student’s assigned counselor who has a forty-eight hour window to take action and follow up with the student. The counselor connects with the student, documents the action taken, and either closes or escalates the case depending on the specific student situation. The Navigate *Early Alert* tool was launched in pilot in spring 2020, with more wide spread implementation occurring in the fall 2020 semester.

AIP.1.05 Navigate tool

[AIP.1.06 SSMPC Agendas and Minutes](#)
[AIP.1.07 Navigate Early Alert Flow Chart](#)

Another initiative to improve transfer and success rates is a partnership between the College and two local four-year public institutions, University of California, Merced and California State University, Stanislaus. This student-centered partnership, called Warriors on the Way (WOW) and the Merced Promise, have created a structured and student-centered support for transfer students. Both of these partnerships established the infrastructure and support to help students complete their course of study, provide financial incentives for transfer, and clearly identify pathways for student success.

[AIP.1.08 UC Merced and CSU Stanislaus MOUs](#)

Guided Pathways has also served as another initiative to increase completion rates. Established on the four pillars of Guided Pathways (Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning), the overarching goal of Guided Pathways is founded on student success and completion among many other major initiatives related to guided pathways, the College is participating in a pilot program titled Program Mapper. Working with the founding college of Bakersfield College, a team of student services representatives are working closely with Bakersfield College to successfully implement Program Mapper at Merced College. This program will provide students a clear path and understanding of their academic program. Program Mapper will help students with information regarding majors, careers, and academic pathways.

[AIP.1.09 Guided Pathways plan for Merced College](#)
[AIP.1.10 Program Mapper Link](#)
[AIP.1.11 Program Mapper presentation](#)
[AIP.1.12 Guided Pathways](#)

To further increase the collaboration efforts among departments, the VPSS is working closely with the Counseling Department and Office of Financial Aid to provide seamless counseling and support services for students on probation or dismissal. This collaboration will provide students timely and effective academic counseling for students in jeopardy of losing their financial aid. This essential step in supporting students will eliminate barriers to students completing their academic goals and potentially remain qualified to receive monetary assistance.

[AIP.1.13 SSMPC Agendas and Minutes](#)
[AIP.1.14 Promotional flyers](#)

Actionable Improvement Plan 2

Action Plan #2 - Disaggregate SLO data to better inform Equity.
Standard I.A.2

The Office of Institutional Effectiveness (OIE) leads the efforts regarding the disaggregation of data in a wide variety of formats. For example, the OIE releases a data summary, titled Quick Facts, every year that is shared and disseminated widely to the internal and external Merced College community. The Quick Facts reference guide provides a summary each year of key data metrics for the College. While

the Quick Facts reference guide has been through several revisions over the years, several key data metrics are always included such as disaggregated data based on ethnicity, age, and gender.

[AIP.2.01 Quick Fact Guides since 2008](#)

Since September 2019, the OIE and the Student Equity Committee (SEC) have been collaborating to develop and launch a new Student Equity Data Dashboard through Tableau, a data analysis platform, to more easily and broadly access student equity data. The focus was centered on accessing real-time data for disproportionately impacted student populations and the goals SEC set to close those equity gaps. The Student Equity Data Dashboard provides our SEC Design Teams and other internal strategic equity partners with the ability to regularly access data and the impact each activity has on disproportionately impacted students. This timely data also allows faculty, classified professionals, and administrators to adapt activities based on student outcomes and provide resources for high impact activities in closing equity gaps for students.

[AIP.2.02 Student Equity Data Dashboard](#)

[AIP.2.03 Tableau website](#)

[AIP.2.04 Data and Evidence](#)

In addition, the OIE provides data references and resources through the Merced College Assessment: Program Review and Outcomes Assessment website. This website helps faculty, administrators, classified professionals, students, and the College community to participate in the process of analyzing student success and outcome data. The Student Learning Outcomes (SLO) Coordinator developed a series of video tutorials demonstrating how to use the assessment website. The Dean of Institutional Effectiveness and the OIE classified professionals collaborate with the SLO Faculty Coordinator, Program Review Coordinator, and classified professionals who support eLumen to conduct regular trainings and workshops in improving data analysis and the use of eLumen.

[AIP.2.05 MC Program Review and Outcomes Assessment Website](#)

[AIP.2.06 Assessment Tutorial Video](#)

[AIP.2.07 PROAC Workshop](#)

The OIE is utilizing eLumen to assist with the disaggregation of outcome data. As a part of this initiative, faculty have also prioritized the mapping of program level and institutional level outcomes with course outcomes. This provides faculty the opportunity to access course level outcome data without having to request departmental data through the OIE; thus, eliminating a barrier to closing equity gaps. Faculty utilize eLumen to assess the outcome data with the goal of improving teaching and learning through evidence based assessment and analyses of courses and programs.

[AIP.2.08 Office of Institutional Effectiveness Website link and screen shot](#)

[AIP.2.09 Guide to Evaluating Program Reviews in eLumen](#)

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

Actionable Improvement Plan 3

Action Plan #3 - Handbook revisions separated to three handbooks

Standard I.B

Starting in fall 2016, members of the College Council participatory governance committee led the efforts to separate the overarching governance handbook into three separate handbooks: Merced College Shared Governance Handbook, Merced College Integrated Planning Handbook, and Merced College Program Review Handbook. The separation of these handbooks ensures clarity, ease of use, and tools and documents more readily available for all constituencies:

1. Merced College Shared Governance Handbook—renamed “Participatory Governance Handbook”
2. Merced College Integrated Planning Handbook
3. Merced College Program Review Handbook

AIP.3.01 [MC Participatory Governance Handbook](#)

AIP.3.02 [MC Integrated Planning Handbook](#)

AIP.3.03 [MC Program Review Handbook](#)

The handbooks were reviewed, edited, and separated under the purview of the participatory governance College Council at multiple meetings during the fall 2016 term as well as additional revisions made by the same governance committee at the February 21, 2017, April 17, 2018, May 22, 2018, and October 2, 2018 meetings. Superintendent/President, Dr. Chris Vitelli, presented the three separate handbooks to the Board of Trustees at their February 14, 2017 regular meeting. President Vitelli shared that separating the “handbook” of three major themes of integrated planning, program review, and shared governance will increase the effectiveness and use of each separate handbook and provide ease of use for the faculty, classified professionals, administrators, and students.

AIP.3.04 [College Council Meeting Agendas and Minutes—Fall 2016](#)

AIP.3.05 [College Council Meeting Agendas and Minutes—Spring 2017](#)

AIP.3.06 [BOT February 14, 2017 Meeting](#)

Actionable Improvement Plan 4

Action Plan #4 - Assess SLO data twice in five years

Standards I.B.1-I.B.3, II.A.1

Since 2015, SLO assessments are assessed at the course level at least twice every five years. To support this assessment cycle, the College Academic Senate passed a resolution, *Resolution 05-15 Frequency of Course SLO Assessment*, which “all Student Learning Outcomes...will be submitted at least twice every five years.” Over the last two years, the program review process has transitioned into an annual report with data analysis based on outcome and assessment data. This data is used to inform the program review process for review, reflection, revision and improvement of courses and programs, including resource allocation requests.

AIP.4.01 [Academic Senate Resolution 05-15](#)

AIP.4.02 [Program Review Template and example](#)

Including assessment and outcome data as a foundational element in the program review process ensures outcome data is assessed regularly and systematically and ensures data is utilized in for continuous quality improvement of instructional programs and support services. The College also developed and implemented a formal timeline as part of an institutional wide Program Review Workshop, which included participation of faculty, classified professionals and administration, in the summer of 2019. This ensures the College is assessing outcome data annually for all programs, including General Learning Outcomes (GELOs)/Institutional Student Learning Outcomes (ISLOs).

[AIP.4.03 Workshop Information](#)

Actionable Improvement Plan 5

Action Plan #5 - Select and implement assessment management system software.

Standards I.B.1, I.B.3, II.A.1

A comprehensive assessment management process has been established linking Canvas course shells with outcomes, program review, and curriculum. In February, 2017, the College entered into a client services agreement with eLumen to assist with the assessment of outcomes, assessment, curriculum, and program review. The SLO Coordinator and Program Review Coordinator developed a series of videos to assist faculty with the transition to eLumen and the navigation of outcomes and program review.

[AIP.5.01 eLumen Client Services Agreement](#)

[AIP.5.02 Email from Dean of Institutional Effectiveness](#)

[AIP.5.03 Videos eLumen Instructional Video #1 and eLumen Instructional Video #2](#)

Actionable Improvement Plan 6

Action Plan #6 - Fully staff and operationalize the Office of Institutional Effectiveness

Standards I.B.1-I.B.9, I.A.2, I.A.3, I.C.3, I.C.5, I.C.12

In 2017, the College developed and institutionalized the new Office of Institutional Effectiveness (OIE) with a full-time administrator at the dean-level, two full-time researchers, and support staff. The OIE facilitates the institutional effectiveness of ongoing planning and assessment, and resource development and allocation processes, based on sound research and evidence that foster continuous quality improvement. The Dean of OIE serves as the lead and only administrator for this division. Recently, due to a vacancy, the OIE reclassified an existing classified professional position within the office as an additional researcher to assist with increased accountability and data metrics for the College.

[AIP.6.01 Dean of Institutional Job Description](#)

[AIP.6.02 Board of Trustees Meeting Agenda and Minutes approving Dean](#)

[AIP.6.03 AVP President's Cabinet Agenda with position on the agenda](#)

[AIP.6.04 Office of Institutional Effectiveness Org Chart](#)

[AIP.6.05 Research Analyst Job Description](#)

Actionable Improvement Plan 7

Action Plan #7 - 100% Completion of Program-level Student Learning Outcomes/Program Service Area Standards I.B.4

Every program stated in the College Catalog includes program learning outcomes (PLOs). PLOs are included in the program review process and the Program Review Report for each instructional and student services program review. As each program review report is completed, general assessment or PLOs and service area outcomes (SAOs) are also reviewed and analyzed. A comprehensive training guide assists faculty in linking the course outcomes with PLOs to analyze the results as part of this integrated process.

AIP.7.01 [Merced College Catalog](#)

AIP.7.02 [Program Review Template](#)

AIP.7.03 [Program Review examples](#)

AIP.7.04 [Comprehensive Training Guide for Mapping Outcomes](#)

Over the last five years, the data from eLumen indicates that 99.9% of programs submitted a program review and reviewed the PLOs. The Program Review Coordinator is now working closely with the Office of Institutional Effectiveness, SLO Coordinator, and faculty to finalize the mapping for a more effective program review analyses with a goal of 100% completion by 2022.

[AIP.7.05 Curriculum Mapping Website](#)

Actionable Improvement Plan 8

Action Plan #8 – Transition to Canvas
Standards I.B.9, III.C.1

As early as fall 2015, members of the Academic Senate were engaged in discussions regarding the Canvas/Instructure learning management system (LMS) adoption for the College. In December 2015, the Academic Senate passed a resolution to form a task force to consider adopting Canvas as the official College's learning management system (LMS). In October 2016, after a thorough review and analysis of Canvas, Academic Senate unanimously passed Resolution 5-16 to adopt Canvas as the LMS and the College entered into a contract with Instructure for the use of Canvas in December 2016.

In February, 2017 the California Community Colleges California Virtual College - Online Education Initiative (CVC-OEI) announced the intent to contract with Instructure Inc. to provide the learning management system, Canvas, and related services to all California community colleges. The Common Course Management System (CCMS) Committee recommended to adopt Canvas for the California Community College system.

During the spring 2017 semester, the first cohort of faculty started to provide workshops and training to other faculty in the fall of 2017. The cohort continued to grow through the spring 2018 semester along with additional training. A complete conversion to Canvas was achieved in fall of 2018.

AIP.8.01 [CCC Tech Article](#)

- [AIP.8.02 CVC-OEI February 28 2017 Press Release](#)
- [AIP.8.03 Academic Senate Resolution 16-15 passed on December 10, 2015](#)
- [AIP.8.04 Academic Senate Resolution 5-16 passed on October 27, 2016](#)
- [AIP.8.05 Contract MC2844: Signed by VPI B. Ellison and Dean Golz in December 2016](#)
- [AIP.8.06 BOT Approved Instructure Contract in December 2016 \(12-13-2016\)](#)
- [AIP.8.07 Scoping call notes, email, and old SIP as evidence](#)

Standard I.C: Institutional Integrity

Actionable Improvement Plan 9

Action Plan #9 - Create and submit Substantive Change Proposal for Distance Education

Standard I.C.12

ACCJC approved the College’s first Substantive Change Report in 2008 requesting more than 50% of the following programs to be online: Merced College Associate Degree Breadth Requirement, California State University Breadth Requirements, and the Associate of Arts Degree in History. Two years later in 2010, the Commission approved fifteen programs to be offered in an online modality that exceeded 50% online: General Business Associate of Arts Degree, General Business Certificate, Child Development Associate of Arts Degree, Early Intervention Assistant Certificate, School Age Care Certificate, Infant/Toddler Care Certificate, Families in Crisis Certificate, Foster Care Education Certificate of Specialization, Humanities Associate of Arts Degree, International Students Associate of Arts Degree, Intersegmental General Education Transfer Certificate for California State University and University of California, Real Estate Associate of Arts Degree, Real Estate Certificate, Social and Behavioral Sciences Associate of Arts Degree, Spanish Associate of Arts Degree.

In 2014, twenty-one programs were approved to be offered more than 50% online: three Associate Degrees for Transfer were approved (Child Development, Business Administration, and Management Information Systems), three Associate of Arts for Transfer (Elementary Teacher Education, History, and Psychology), eight Associate of Art degrees (Administrative Medical Office Professional, Administrative Office Professional, CAD Draftsman—Mechanical, Small Business Entrepreneurship, Health Sciences, Liberal Studies, Marketing, and Psychology), and seven Certificates of Achievement and Specialization (Virtual Office, CAD Operator, CAD Draftsman, Small Business Entrepreneurship, Marching, Administrative Medical Office Professional, and Administrative Office Professional).

AIP.9.01 ACCJC Approval Letters of DE Sub Change

In March 2020, as a result of the COVID-19 pandemic, the College was forced to transition all classes to remote education/online to maintain instructional continuity. In response to the **ES 20-12 Emergency Temporary Distance Education Blanket Addendum for Summer 2020 or Fall 2020** Memorandum from the California Community Colleges Chancellors Office released on March 31, 2020, administrators, faculty, classified professionals, and students immediately engaged into conversations and discussions to address the requirements set forth in this memo. A Distance Education Addendum (DEA) team of faculty, classified professionals, and administrators met frequently to develop and implement a plan to address the Emergency Temporary Distance Education Blanket Addendum Memo. The DEA team consisted of the Academic Senate President, Curriculum Chair, Curriculum Chair-elect,

Distance Education Coordinator, Articulation Officer/POCR Lead, Curriculum Specialist, three Deans of Instruction, and the Vice President of Instruction. As part of the implementation process, the team recognized the importance of discussions, collaborative dialogue, and to follow local approval processes as part of the implementation plan.

[AIP.9.02 Email to Chancellor's Office for Summer and Fall DE Addendum Approval](#)

[AIP.9.03 Emergency Temporary DE Addendum](#)

[AIP 9.04 DE Addendum Communication from ACCJC](#)

As a result of the pandemic, nearly all courses have submitted a distance education addendum that has been approved by the Curriculum Committee and the Board of Trustees. In speaking with the College's ACCJC Liaison, the College received approval from the Commission on December 16, 2020, for over fifty programs to be offered more than 50% online instead of submitting a Substantive Change Inquiry Form to the Commission for each program.

[AIP.9.05 Curriculum Committee Agenda and minutes with DE Addendum Approvals](#)

[AIP.9.06 Commission Notification to offer Programs more than 50% Online \(December 2020\)](#)

Actionable Improvement Plan 10

Action Plan #10 - Create and submit Substantive Change Proposal for Los Banos Campus
Standard I.C.12

On December 18, 2017, the Accreditation Liaison Officer (ALO), at the time, inquired with ACCJC about the status of submitting a formal Substantive Change Proposal for the Los Banos Campus. The Los Banos Campus is a satellite center located in the small town of Los Banos in Merced County. Specifically, the ALO requested guidance for the following two questions:

1. What are the applicable ACCJC requirements regarding offering degree programs at a campus associated with a college? We have a campus in Los Banos. We intend to offer existing and approved programs at that campus but wanted to know if offering these programs required a substantive change report. Additionally, if we were to offer a program at Los Banos that is not offered at the main campus (Merced College) would this require a substantive change report?
2. Once a program is offered at 51 percent or more online a substantive change report is needed. If the existing and approved program is currently offered at the main campus (i.e. Merced College) online and then transitions to the Los Banos does this require a substantive change proposal?

The response from the ACCJC Liaison for Merced College indicated in an email later that same day (on December 18) that "neither of the situations you describe require a sub change (not even an inquiry)."

Therefore, the College did not submit a Substantive Change Proposal for the Los Banos Campus nor was it required by the Commission.

[AIP.10.1 Email confirmation from ACCJC](#)

Standard II.A: Instructional Programs

Actionable Improvement Plan 11

Action Plan #11 - Develop and implement strategies for GELO Assessment

Standards II.A.5, II.A.11, II.A.12

The College utilizes several committees within the participatory governance structure to assist with the assessment and analysis of outcomes at the course, program, and institutional level. Within the past year, two key committees related to program review and outcomes and assessment, the Assessment Review Committee (ARC) and the Instructional Program Review and Student Learning Outcomes Committee (IPRSLOAC) merged together into one committee titled Program Review, Outcomes, and Assessment Committee (PROAC) to align the efforts and work of the ARC and IPRSLOAC Committees.

PROAC coordinates and assesses the College's institutional student learning outcomes (GELOs/ISLOs).

[AIP.11.01 PROAC Committee Composition and Charge](#)

[AIP.11.02 IPRSLOAC Agenda and Meeting Minutes – discussion of PROAC](#)

In 2017, the College purchased a web-based software, eLumen, to automate the assessment processes for all programs. While the implementation of eLumen is still ongoing, it provides a platform to support the assessment and analysis of outcomes at the course, program, and institutional level. The Program Review Coordinator utilizes eLumen to provide preliminary data for GELOs/ISLOs. As the chairs of PROAC continue to work closely with Cohort Assessment Trainers (CATs), SLO Coordinators, and Program Review Coordinator, the mapping of course outcomes to program level outcomes (PLOs) and GELOs/ISLOs will be finalized by 2022 to ensure a robust data analysis and dialogue of GELOs/ISLOs moving forward.

[AIP.11.03 Role of SLO Coordinator, PR Coordinator, CATs](#)

[AIP.11.04 Selection of eLumen](#)

[AIP.11.05 Implementation Timeline for eLumen](#)

Actionable Improvement Plan 12

Action Plan #12 - Create CSU and IGETC learning outcomes

Standards II.A.12

While this is an Actionable Improvement Plan in the 2016 Self Evaluation Report, the Academic Senate passed a resolution, the College Academic Senate Resolution 04-14, indicating the General Education Learning Outcomes (GELOs) would be embedded within the Institutional Student Learning Outcomes (ISLOs). By incorporating the GELOs within the ISLOs, it captures the intent of creating learning outcomes for the CSU-General Education Breadth (CSU-GE) and Intersegmental General Education Transfer Curriculum (IGETC). The Academic Senate acknowledged the outcomes of General Education for both CSU-GE and IGETC would align with those key elements of the ISLOs. As a means of assessment, the mapping of course outcomes to the ISLOs is utilized to assess the Institutional Student Learning Outcomes. This process would also assess the IGETC and CSU-GE program outcomes.

[AIP.12.01 MC Academic Senate Resolution 04-14](#)

[AIP.12.02 Merced College Institutional Student Learning Outcomes](#)

The five major GELOs/ISLOs for the College are:

1. Compose coherent written communication appropriate to the audience.
2. Read and analyze written communication appropriate to the subject.
3. Construct and deliver oral communication appropriate to the audience.
4. Comprehend, analyze, and utilize aural and visual communication in its various modes.
5. Design and deliver presentations appropriate to the audience.

Standard III.A: Human Resources

Actionable Improvement Plan 13

Action Plan #13 - Create Human Resources plan for professional development

Standards III.A

In 2017-2018, the members of the Educational Master Plan Taskforce assisted in establishing the College's 2018-2023 Educational Master Plan (EMP). One of the goals of the EMP is Goal 6.4: develop long-range staffing and professional development plans. In fall 2018, taskforce members distilled the EMP goals into actionable steps under the Strategic Implementation Plan (SIP), which included a timeline with responsible parties for the development of a professional development plan to address EMP Goal 6.4.

[AIP.13.01 MC EMP](#)

[AIP.13.02 SIP Plan](#)

On October 22, 2018, the Associate Vice President of Human Resources (AVPHR) reconstituted the Staff Development Committee, and at its first meeting the committee developed its goal and scope. Additionally, the committee reviewed a sample professional development plan for review and agreed to develop survey instruments to gauge the need for trainings based on topics.

[AIP.13.03 Staff Development Committee Agenda and Minutes from October 22, 2018](#)

[AIP.13.04 Professional Development Plan sample](#)

The Staff Development Committee met at least once monthly to develop the professional development needs assessment surveys, review the survey results, and completed the 2019-2020 Professional Development Plan in March 2019, four years ahead of the schedule created in the Strategic Implementation Plan.

[AIP.13.05 SDC Meeting Schedule and Agendas](#)

[AIP13.06 MC Professional Develop Plan](#)

The Professional Development Plan will be reviewed and updated annually based on a needs assessment survey distributed in December/January and reviewed in early spring. The plan was not updated for 2020-2021 as the Staff Development Committee experienced a loss of committee members to other obligations, particularly the resignation of the Flex Coordinator and the COVID-19 pandemic limited the AVPHR's ability to gain new members as the time and attention of faculty turned to moving courses online.

[AIP.13.07 Committee composition changes and FLEX coordinator resignation](#)

With an updated membership, the Staff Development Committee met again on October 16, 2020 and began the review of need assessment survey instruments with the intent to revise the instrument to reflect the institutional focus on 1) The “New Merced College” following COVID-19, 2) Diversity, Equity, and Inclusion, and 3) Employee Wellness. The College’s 2021-2022 Professional Development Plan will reflect these areas of focus as well as other themes that the assessment surveys reveal.

[AIP.13.08 SDC Agenda Minutes from Oct 16 2020](#)

Concurrent with the development of the Professional Development Plan, the Office of Human Resources worked with the Classified Senate to develop a more robust Classified Professional Development Day experience in both 2019 and 2020. In September 2020, the District and CSEA negotiated a side letter agreement to expend categorical classified professional development funds in support of classified professional engagement and development.

[AIP.13.09 2019 Classified Professional Development Day Agenda](#)

[AIP.13.10 2020 Classified Professional Development Day Agenda](#)

[AIP.13.11 CSEA Side Letter Agreement Sept 2020](#)

The Office of Human Resources has also been engaged with legal counsel in development a comprehensive training series for the College administrators called “Leading Organizations through Learning,”

[AIP.13.12 Leading Organizations through Learning Training](#)

In response to the COVID-19 pandemic, in August 2020 the District and Merced College Faculty Association negotiated a Memorandum of Understanding that addresses faculty training in Distance Education, ensuring that all faculty teaching online will be certified.

[AIP.13.13 MCCC and MCFA MOU Aug 2020](#)

Actionable Improvement Plan 14

Action Plan #14 - Develop an integrated solution for work orders and asset tracking
Standard III.B.1

In 2017, as part of the asset tracking research process by representatives from the Office of Administrative Services, the integrated work order system from Onuma was selected as solution to develop an integrated and efficient method to track work orders. As a result of the information and guidance by the Onuma representative/liaison, the College purchased Onuma’s licensed BIM genie work order product which is identified as the Onuma system internally. The Onuma product allows web-based orders to be processed by faculty, classified professional, and administrators and sends work order notices directly to the Maintenance and Operations Coordinator. These notices include both incoming work orders and work orders that have not been processed/finalized for follow-up. Once the Maintenance and Operations Coordinator receives a work order with the Onuma system, the work order is assigned a work order number and is tracked. To further implement this process campus-wide,

discussions have occurred at the Maintenance and Capital Planning and Construction Team (MACPACT) meetings along with providing helpful “how-to” procedures. The BIM genie system is expected to be fully implemented and operational by the end of 2021.

- [AIP.14.01 MCCD Email Notification of Onuma](#)
- [AIP.14.02 Onuma Purchase Orders](#)
- [AIP.14.03 MCCD Email](#)
- [AIP.14.04 MACPACT Agenda and Minutes](#)
- [AIP.14.05 BIM genie Procedures and How to Use Information](#)

Currently, the Office of Administrative Services utilizes the AssetMax software system to track assets such as vehicles, buildings, high quality copier machines, network servers, storage systems, and any capital asset that exceeds \$5,000 in cost. While AssetMax currently serves the College in this manner, other comprehensive asset software systems were researched that could better integrate with our integrated accounting system, Colleague. Ultimately, the College opted to maintain the contract with AssetMax and continue utilizing their capital asset tracking software system.

- [AIP.14.06 AssetMax PO](#)

Standard III.C: Technology Resources

Actionable Improvement Plan 15

Action Plan #15 - Increase staffing to appropriate levels for ITS staffing

Standard III.C.2

Since March 2017, there has been significant progress to increase staffing to appropriate levels for the Office of Information Technology Services.

- [AIP.15.01 SIG-Merced College Final Report 2016 02 16](#)
- [AIP.15.02 BOT-11-2018-Reclassification of Administrator Position](#)
- [AIP.15.03 Organization Chart](#)

The Office of Information Technology Services management team consist of the Associate Vice President, Director of Enterprise Application Services, Director of Technology Infrastructure and Architecture, and the Dean of Institution Effectiveness. There are twenty (20) classified professional that work for these four managers that includes reorganizing and reclassifying several positions to improve effectiveness and better meet the needs of the College. The chart below summarizes these changes and modifications:

- [AIP.15.04 ITS Re-Org Draft-v4 CSEA edits](#)

Position	Change/Modification	Evidence
User Analyst (2016)	Upgraded to Business Application Analyst	AIP.15.05 <u>May-2016-BOT-Personnel Changes for Presidential Initiatives</u>

Student Helpdesk Technician (2016)	Upgraded to Helpdesk Technician.	AIP.15.06 May-2016-BOT-Personnel Changes for Presidential Initiatives
Database Analyst (2016)	After a retirement, modified to a Director of Enterprise Application Services	AIP.15.07 PERSONNEL SCHEDULE - June 14, 2016 rev7.pdf
Lack of a Chief Technology Officer (2016)	A Chief Technology Officer position was created and filled. (This was a recommendation from the Strata Information Group report that helped identify gaps and solutions related to technology.)	AIP.15.08 PERSONNEL SCHEDULE - June 14, 2016 rev7.pdf Evidence: SIG-Merced College Final Report 20160216
Network Manager (2017)	Modified to Director of Technology Infrastructure and Architecture	AIP.15.09 PERSONNEL SCHEDULE-BOT 2017-08-08 Rev 5
Senior AV Technician (2019)	Froze the Senior AV Tech position and established a PC Specialist	
Library Media Tech I (2020)	Froze the Library Media Tech position and established an additional Helpdesk Technician position.	AIP.15.10 PERSONNEL SCHEDULE - BOT 2020 08 11
PC Specialist (vacant)	Modified to an additional Network Specialist	
Chief Technology Officer Position	Upgraded to an Associate Vice President of Information Technology Services	AIP.15.11 BOT-11-2018-Reclassification of Administrator Position

Standard IV.B: Chief Executive Officer

Actionable Improvement Plan 16

Action Plan #16 – Onboard the new CEO

The Merced College Board of Trustees appointed a new CEO, Dr. Chris Vitelli, at the December 13, 2016 organizational meeting. The onboarding process included immediate and ongoing regular meetings with the Board President and other members of the Board of Trustees. As part of the interim Superintendent/President appointment at the June 14, 2016 regular meeting, the Board of Trustees also extended the contract of the interim president by one month to assist with continuity of business and logistical information and provide an overlap in leadership to aid in the onboarding process.

[AIP.16.01 Dec 13 2016 Org Meeting](#)

[AIP.16.02 BOT June 14 2016 Regular Meeting](#)

The Board of Trustees asked the Superintendent/President to develop goals for the first “100 Days Goals” and tracked and monitored progress as part of the onboarding process. The goals were approved

during the January 10, 2017 regular board meeting and discussed/reported on during the February 14, 2017, March 14, 2017, and July 11, 2017 regular meetings of the Board. This provided direction and ongoing guidance and support as part of the onboarding process.

AIP.16.03 [Superintendent/President “100 Days Goals”](#)

AIP.16.04 [BOT Jan 10 2017 Meeting](#)

AIP.16.05 [BOT Feb 14 2017 Meeting](#)

AIP.16.06 [BOT March 14 2017 Meeting](#)

AIP.16.07 [BOT July 11 2017 Meeting](#)

Finally, the Board of Trustees supported the new CEO to enroll in Community College League of California CEO Strategic Leadership Program. The Superintendent/President participated in all levels of the program, including the CEO Workshops at the CEO Symposium March 2018, the CEO Leadership Academy in June 2017, and the Vineyard Symposium in 2019. Additionally, the new CEO was extended the opportunity to enroll in the UC Davis Wheelhouse Fellowship Program and successfully completed the two-year professional development series as part of the 2018 Wheelhouse Fellows.

AIP.16.08 [CEO Strategic Leadership Program](#)

AIP.16.09 [CEO Leadership Academy](#)

AIP.16.10 [UC Davis Wheelhouse Fellowship Program](#)

AIP.16.11 [2018 Wheelhouse Fellows](#)

Standard IV.C: Governing Board

Actionable Improvement Plan 17

Action Plan #17 - Create and approve Board of Trustees handbook

During the Board of Trustees Workshop in April 2017, Dr. Narcisa A. Polonia, Association of Community College Trustees (ACCT) advisor, and the Superintendent/President, Dr. Chris Vitelli, assisted the Board members to establish a Board of Trustees Handbook. During this workshop, Board members reviewed, discussed, and developed the key chapters and elements to be included in the handbook. Essential themes include unity of purpose, governance, and team norms and protocols. These topics assist board members to be effective in their role as Board members and to demonstrate transparency both during and outside of Board meetings.

AIP.17.01 [BOT April 24 2017 Workshop](#)

AIP.17.02 [MC BOT Handbook](#)

The Board of Trustees officially adopted the Merced College Board of Trustees Handbook at the Board of Trustees meeting on August 8, 2017. The Board has annually review the handbook during spring workshop retreats and adopted any revisions during regular board meetings each fall.

AIP.17.03 [BOT Aug 8 2017 Meeting](#)

AIP.17.04 [BOT April 2018 Meeting](#)

AIP.17.05 [BOT February 2019 Meeting](#)

AIP.17.06 [BOT February 2020 Meeting](#)

AIP.17.07 [BOT August 2018 Meeting](#)

AIP.17.08 [BOT August 2019 Meeting](#)
AIP.17.09 [BOT September 2020 Meeting](#)

INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENT

Response to Recommendations for Improvement

If identified in the Commission Action Letter, colleges will address recommendations for improvement in order to increase institutional effectiveness. The college should refer to the External Evaluation Team Report for further information and direction on the improvement recommendations. The institution should explain the manner in which each recommendation to improve was considered, and what, if anything, was done by the institution as a result of the recommendation.

Recommendation #4:

In order to meet the Standard, the team recommends that the College develop processes for the systematic, regular and comprehensive evaluation of student support services that are sufficient to evaluate the quality and, regardless of location or means of delivery, and that those services support learning and enhance accomplishment of the mission of the institution. (II.C.1)

Since 2017, the Office of Student Services has worked to develop processes to systematically and regularly evaluate student support services ensuring support services are sufficient in their quality and accessibility regardless of location or means of delivery. In addition, all programs support the Merced College Mission Statement:

Merced College Mission Statement: Growing our community through education and workforce training:

- *Lifelong learning*
- *Basic skills*
- *Career technical education*
- *Transfer*
- *Degree/certificate programs*

Ensuring student success through equitable access, continuous quality improvement, institutional effectiveness, and student achievement.

In 2018, Merced College adopted the 2018-2023 Educational Master Plan (EMP) after review, feedback, and input from all college constituencies. This plan and the correlating Strategic Implementation Plan (SIP) have provided the touchstone goals necessary to drive annual planning and services to students. The EMP and SIP contain the goals and objectives to help the faculty, classified professionals, administrators, and students innovate and meet the mission of the institution. These goals and objectives are tracked and assessed with oversight provided by the Educational Master Planning Committee (EMPC).

[REC.4.01 EMPC Composition](#)

[REC.4.02 EMPC Board Docs link and screen shot](#)

Faculty, classified professionals, students, and administrators from each Student Services program assist in the development of annual goals that are reviewed, supported and evaluated by the Student Services Master Planning Committee (SSMPC) each academic year. Members of SSMPC ensure these annual

goals align and support the goals, objectives, and activities of the EMP and the Strategic Implementation Plan (SIP) to effectively assist the College to “move the needle.”

- [REC.4.03 SSMPC Goals](#)
- [REC.4.04 EMPC PowerPoint](#)
- [REC.4.05 EMP-SIP-SSMPC Goals](#)

As one method of evaluation, the Office of Student Services utilizes a robust program review process to regularly and systematically evaluate all programs in Student Services and make adjustments based on qualitative and quantitative data each academic year. The Student Services Program Review Coordinator leads the efforts of the program review process and provides guidance and feedback as needed. This program review process involves faculty, classified professionals, and administrators for each of the sixteen programs. These sixteen programs and services are: Admissions & Records, Associated Students of Merced College (ASMC), Athletics, CalWORKs, Career Center, Counseling, Disabled Students Program & Services, EOP&S, Financial Aid, International Student Services, Office of Relations with Schools, Student Equity & Success, Student Health Services, Student Success, Transfer Center, and Veteran’s Services. The program review process is essential in both the resource allocation and budget augmentation process by way of the Merced College Integrated Planning Handbook (as indicated in Figure 1 below). Moreover, the program review process provides the opportunity for programs to self-assess and provide reflective conversations in to improve services to students.

- [REC.4.06 Program Review link](#)
- [REC.4.07 Examples of SS Program Reviews](#)
- [REC.4.08 MCCD Integrated Planning Handbook](#)

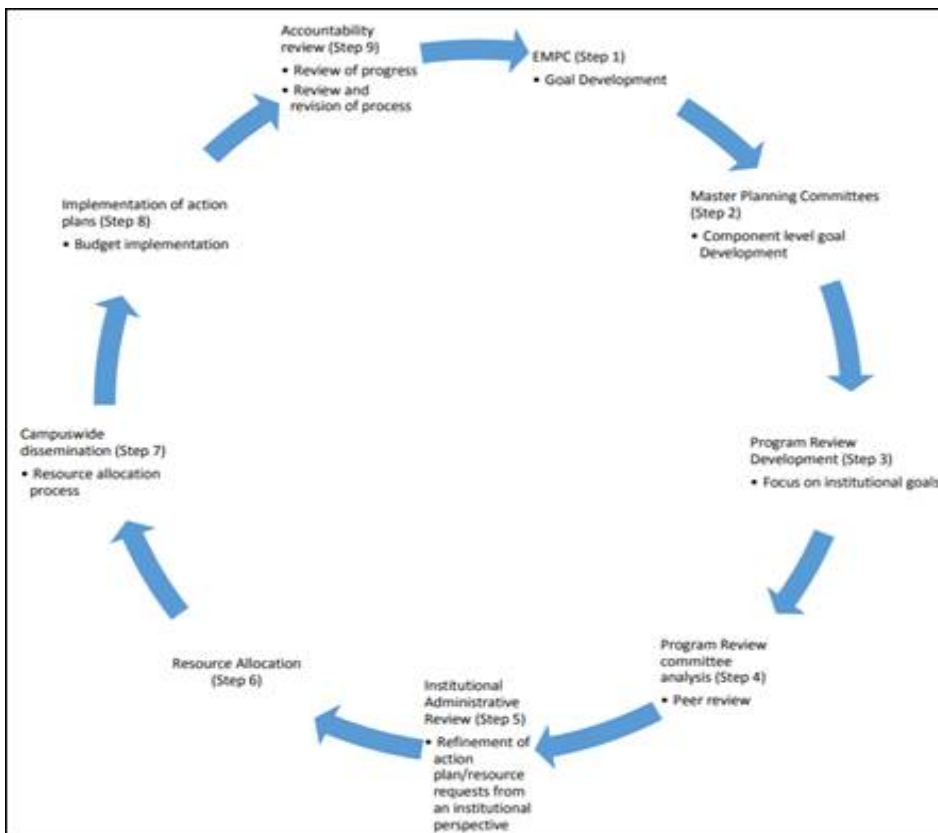


Figure 1: Integrated Handbook Cycle of Program Review Cycle

Every year, every student services program or service area submits a program review report that includes relevant details and essential elements such as: program information, summary of services, support the mission of the College, planning goals, and resource allocation/needs assessment. In the program review document, questions and responses are presented about service area outcomes and assessments, data collection and interpretation, trends, strategies for improvement, and significant changes in the program or in the environment, and how this has positively impacted the program’s goals and effectiveness.

[REC.4.09 Student Services Program Review Template](#)

[REC.4.10 Student Services Program Review examples](#)

The Vice President of Student Services (VPSS) provides ongoing opportunities for faculty, classified professionals, and administrators in all sixteen student support services to engage in the program review process by providing training, workshops, and time for dialogue and discussion. For example, the VPSS, along with the Student Services Program Review Coordinator, led a Program Review workshop for all sixteen programs in January of 2020. During this workshop, faculty, classified professionals, and administrators shared these strengths regarding the process:

- Program review can motivate us to serve students better.
- It is worthwhile to engage in data collection & setting goals.
- It feels good to improve and streamline our processes.
- Program Review is a process that allows people to engage; it is a way for us to examine how to better student services programs.

[REC.4.11 January 2020 Workshop Training Agenda](#)

Furthermore, this process promotes review, reflection, and improvement. As faculty, classified professionals, and administrators collect and review the progress made to each of their program goals, they realize the work that has been accomplished in supporting student services. The voices of faculty, classified professionals, administrators, students, and community members are captured and heard within each program review report as each department member is involved in writing and reviewing the document. In the last five years, all sixteen student services programs submitted a program review report and participated in the program review process as seen from the chart below.

Student Services Programs	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Admissions & Records	✓	✓	✓	✓	✓
Student Health Services	✓	✓	✓	✓	✓
International Student Services	✓	✓		✓	✓
Associated Students of Merced College	✓	✓	✓	✓	✓
General Counseling	✓	✓	(M)	✓	✓
Disabled Student Services and Program	✓	✓	✓	✓	✓
Extended Opportunity Programs Services	✓	✓	✓	✓	✓
Financial Aid	✓	✓	✓	✓	✓
CalWORKS	✓	✓	✓	✓	✓
Office of Relations with Schools	✓	✓	(M)	✓	✓
Transfer Center	✓	✓	(M)	✓	✓
Career Center	✓	✓	(M)	✓	✓
Athletics (program only)	✓	✓	(M)	✓	✓

Student Equity	✓	✓	✓	✓	✓
Veterans Resource Center	✓	✓	✓	✓	(NA)
Student Success	✓	✓	✓	✓	✓

Note: (M) Program review document is not uploaded into Student Services assessment site but the Program Review leads may have copies saved in their program.

(NA) Not applicable; program was not established at this time.

Faculty, administrators, and classified professionals from student services utilize program review, outcomes and assessment data, surveys, and other data to systematically, regularly, and comprehensively evaluate student support services. These processes have enhanced student learning, the mission of the institution, and resulted in programmatic improvements directly benefiting students. The following examples from the Student Equity Program, General Counseling, Office of Relations with Schools (ORS), and Student Success Program illustrate improvements made based on outcomes assessments.

Study Equity Program: Within the 2019-2020 Student Equity Program was the following goal: Students who attend the Extreme Registration events will indicate that they were able to register for classes.” This goal aligned with the Educational Master Plan Goal 1.7: *Implement strategies to support student success, progression, and completion/goal attainment*. In addition, a benchmark was set that at least 50% of attendees would indicate they successfully registered for classes. This program goal and the corresponding Educational Master Plan goal support the College’s mission by “*ensuring student success through equitable access.*”

To achieve this goal related to an Extreme Registration event, the Dean of Student Equity, working collaboratively with faculty, classified professionals, and administrators, hosted a successful Extreme Registration event. As part of the assessment process, the Dean of Student Equity reviewed the data results from Office of Institutional Effectiveness. These results indicated that 80% of students who attended this Extreme Registration event were able to enroll in courses, exceeding the goal benchmark of 50% as stated in the program review report for this goal.

In reflecting on this successful event for the fall 2019 semester, the Office of Student Equity shared the benefits of this event in the 2019-2020 Student Equity Program Review: *The benefit of having this event ensures students (new or returning) have the opportunity and accessibility to address concerns that might impede their ability to matriculate*. In addition, as an improvement plan for the next academic year was to continue to provide these types of registration events next academic year.

[REC.4.12 Student Equity 2019-2020 Program Review Report](#)

[REC.4.13 Student Services Link to Program Review](#)

[REC.4.14 SSMPC Goals 2019-2020](#)

Office of Relations with Schools (ORS): The Office of Relations with Schools (ORS) is led by one of three Dean of Student Services and includes a team of classified professionals. The ORS team is committed to their mission of “providing information and assistance on completing Merced College enrollment steps while promoting the College as a leading educational institution in our community and ensuring students have a successful transition into college.” Included in the 2019-2020 ORS Program Review is the goal on assessing whether students utilizing the Live Chat feature indicate satisfaction

with the service. The Live Chat feature is a function of the College's website that encourages students to communicate with members of the ORS team via a chat room/feature. This ORS program goal aligns with EMP Goal 2: *Increase student access and streamline entry processes* and supports the College mission by "ensuring student success through equitable access, continuous quality improvement, institutional effectiveness, and student achievement."

The Office of Relations with Schools set a benchmark that 85% of Live Chat participants would indicate their concerns were resolved in a survey at the end of the Live Chat session. In reviewing the data, 93% of Live Chat participants reported their concerns were resolved which exceed the 85% benchmark. In reviewing and analyzing the Live Chat survey, the ORS team indicated the next step to further increase student satisfaction will be to address who unexpectedly leave the chat and to also increase Live Chat to other College websites during busy and high traffic times.

[REC.4.15 Office of Relations with Schools 2019-2020 Program Review Report](#)

[REC.4.16 Student Services Link to Program Review](#)

[REC.4.17 SSMPC Goals 2019-2020](#)

Student Success Program: The Student Success Program is led by the Dean of Student Equity and the SSP team consists of administrators and classified professionals. The mission of the Student Success Program is "to connect students with the appropriate academic support services and resources needed to achieve their educational goals." Currently, at the main campus, there are four primary locations and functions of the Student Success program: Student Success and Tutorial Center (SSTC), Study Central, Embedded Tutoring, and Student Success workshops.

Prior to fall 2019, one of major goals of the Student Success Program was to "identify a location to centralize Academic Support Services and create a one-stop shop" for these services. At that time, there were three major academic support/tutoring locations scattered throughout the main campus: Math Lab, the Interdisciplinary Learning Center (ILC), and the Tutorial Center. From review the student survey data completed by students regarding the Tutorial Center, Math Lab, and Study Central, students strongly agreed that services were helpful and valuable. However, students repeatedly commented that they wished all academic support locations were in one centralized location. Therefore, the Student Success Program identify a goal in their 2019-2020 Program Review to identify a centralized location and funding for these three separate academic support locations.

The Dean of Student Equity and the VPSS worked closely with the Student Success Program and the Vice President of Administrative Services to identify a centralized location for these services. As a result, the Tutorial Center and Math Lab merged into the recently renovated and remodeled Interdisciplinary Learning Center (ILC) in the fall of 2019. This newly merged space was retitled the Student Success and Tutorial Center (SSTC) and ensured students have access to a "one-stop shop" for academic support services. The creation of a new student success video to highlight academic support services, including the new location of the Student Success and Tutorial Center were shared with students.

In reviewing the impact of integrating these academic support services to a one centralized location, the most recent data from the Office of Institutional Effectiveness indicates that students who used the

Student Success and Tutorial Center (SSTC) succeeded at a higher rate compared to students district-wide.

Fall 2019	Course Completion Rates (CCR)	Course Success Rates (CSR)
Student Success and Tutorial Center	89.19%	72.90%
District	84.20%	68.54%

[REC.4.18 Student Success Program 2019-2020 Program Review Report](#)

[REC.4.19 Student Services Link to Program Review](#)

[REC.4.20 Student Survey Data \(to centralize academic support services\)](#)

[REC.4.21 OIE Fall 2019 Data Report \(students succeed at higher rate\)](#)

On March 19, 2020 Governor Newsom issues a [Stay-at-Home Order](#) for the entire state of California in an effort to minimize the spread of the COVID-19 virus. In response to this pandemic, the VPSS led the Office of Student Services to continue to provide comprehensive and comparable online solutions to support students during this unprecedented time. Innovative technology solutions, solutions such as Live Chat, Zoom, and Cranium Café were increased to offer fully online services such Financial Aid and Virtual Extreme Registration Events. By pivoting quickly to identify and implement such innovative technology solutions, the College ensured equitable and effective support services to students regardless of location or means of delivery.

The VPSS and the Dean of Student Services overseeing General Counseling worked closely with faculty, classified professionals, and administrators to ensure continuity of general counseling services to all students during the pandemic. To assist with the impact of the pandemic on counseling faculty and students, the counselors developed a survey tool to assess how the experiences of faculty and staff during this pandemic, but specifically how people felt about the various mode of remote counseling (conference calls, Zoom sessions, Cranium Café, etc.) While goal was to receive at least thirty (30) survey responses from students, sixty-one student responses were submitted. Based on these responses, the majority of students expressed satisfaction with remote counseling (via any method such as conference calls, Zoom sessions, Cranium Café, etc.) despite the challenges in accessing technology or technology resources (wi-fi, computer, camera, etc.).

In order to also assess the feedback and input from the counseling team, the Dean of Student Services, in collaboration with the Office of Institutional Effectiveness, implemented a survey tool to the counselors in which twelve (12) counselors responded. Several improvements were made to address the overall student experience with remote counseling. Examples of specific improvements based on program review can be found below:

- Demonstrate how to make online counseling appointments via Navigate for students
- Provide flexibility to students regarding their preferred mode of communication (phone, Zoom, Cranium Café, etc.)

- Providing critical information and updates during the weekly General Counseling meetings to refer students to other support areas for assistance (financial aid, technology services, food and housing resources, etc.)
- Post Live Chat on the General Counseling website for students to easily access counseling services
- Create and provide a universal email address (ecounselor@mccd.edu) for students to send general counseling questions and concerns
- Continue to collaborate with other student services programs in assisting to move all student activities to an online modality as a result of the pandemic

Even during the pandemic, the counselors, classified professionals, and administrators within the General Counseling Department maintained a focus on student access and success. The General Counseling Cohort continued to align these efforts of the Educational Master Plan *Goal 1: Employ enrollment management strategies to support student success, progression, and completion/transfer* and SSMPC *Goal 3: Implement and Market Student Services Technology Platforms* to understand the requirements of successful counseling in a fully remote environment.

[REC.4.22 Technology and Communication Student Survey and Results](#)

[REC.4.23 General Counselor Agendas and Minutes \(survey discussions and referrals to other resources\)](#)

As part of the program review cycle of analysis, every student services program consistently uses survey and program data to assess program efficacy and adjust program services to improve student services. Surveys vary from national surveys, such as the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE), to institution and program level surveys. In addition, the Office of Institutional Effectiveness provides program data that informs faculty, classified professionals, and administrators about key program trends and data. This information drives dialogue, change, and improvement to support student need.

[REC.4.24 CCSSE Sample Survey](#)

[REC.4.25 SENSE Summary](#)

Recommendation #6:

In order to meet the Standard, the team recommends the College update/revise the Facilities Master Plan for the District to assure the feasibility and effectiveness of its physical resources in supporting institutional programs and services. (III.B.3)

In April 2018, the College Board of Trustees (Board) adopted the 2018-2023 Educational Master Plan (EMP), which provides the foundation for long-range planning for the College. As the EMP process was nearing completion, the College also began soliciting responses to a Request for Proposals for the purpose of selecting a consulting firm to develop a comprehensive Facilities Master Plan (FMP) that would support student access and success. In August 2018, the Board selected the architecture, design, planning, and consulting firm, Gensler, to help guide the process of taking a high-level look at the development and growth of the College over the next 10-20 years. Development of the FMP was based on an integrated planning model, with a primary focus on the principles of student success, access and wayfinding, collegiate identity, efficiency, stewardship, and community engagement.

[REC.6.01 Board Approval of EMP](#)

[REC.6.02 Board Approval of FMP](#)

[REC.6.03 Board Approval of consulting firm to assist with FMP](#)

The Vice President of Administrative Services (VPAS) created an FMP task force, composed of a cross-section of campus constituency groups, to work directly with the Gensler in identifying needed facilities, re-modernizations, under-utilized facilities, and infrastructure improvements required to support and enhance the goals and objectives identified in the recently completed EMP. In addition to monthly task force meetings, the collaborative planning process included Vision Sessions, Sustainability Workshops, an online survey, as well as separate campus and community forums. This integrated process culminated in the completion of a comprehensive FMP, approved by the Board in May 2019, which was positioned to guide the College's decision-making process and prioritization of new construction and renovation of existing facilities.

[REC.6.04 FMP task force membership](#)

[REC.6.05 FMP task force agendas and minutes](#)

[REC.6.06 Vision Sessions and Sustainability Workshops](#)

[REC.6.07 Emails regarding campus and community forums](#)

[REC.6.08 Final Facilities Master Plan document](#)

[REC.6.09 Board approval of the FMP](#)

With the adoption of the FMP, the College shifted focus to exploring the feasibility of pursuing a future bond measure. In June 2019, the Board authorized College leadership to engage a bond consultant for the purpose of conducting a bond measure feasibility study. In November 2019, based on the highly favorable results of the feasibility study, the Board adopted a resolution calling for a bond election in March 2020. Based on the positive feedback from the study, the bond consultants felt confident in pursuing a \$247M bond measure, which accounted for approximately half of the estimated cost of new construction, demolition and/or renovation of existing campus buildings. Unfortunately, voters did not support this bond measure, primarily due to the amount being requested as well as the number of newly constructed buildings included in the plan.

[REC.6.10 Board authorizing bond consultant](#)

[REC.6.11 Board Resolution](#)

[REC.6.12 Bond consultant presentations](#)

[REC.6.13 Bond measure voting results](#)

Since the bond measure did not pass, and as a result of local community feedback, the College recognized the need to find alternative ways to address future campus development and construction. As part of this process, the College partnered with Gensler for the purpose of producing an updated FMP, or a scaled down version of the original FMP. The previously assembled FMP task force was reconvened to assist in developing the framework for the updated FMP, which the Board formally approved in August 2020. The update still represents the original FMP linkages, forecasting, needs and standards, but significantly reduces the plan for new construction with increased efforts towards the modernization and construction remodels of existing facilities.

- [REC.6.14 Consultant information](#)
- [REC.6.15 FMP task force agendas and meetings](#)
- [REC.6.16 Board approval](#)
- [REC.6.17 Final updated FMP](#)

Recommendation #10:

In order to improve institutional effectiveness, the team recommends the College develop and implement a process for the systematic, regular and comprehensive review of board policies and administrative procedures. (I.C.5).

The participatory governance committee responsible for facilitating the review of proposed changes to policies and procedures, as well as newly proposed policies for the College, is College Council. College Council is led by the President and members include the vice presidents, associate vice presidents, leadership representatives from the academic senate, classified senate, student senate (Associated Students of Merced College), faculty association, CSEA, management association, and the dean of institutional effectiveness. College Council is responsible for facilitating reviews of proposed changes to policies and procedures as well as newly proposed policies and procedures for the College as outlined on Participatory Governance Handbook. As such, College Council developed a plan of action in April, 2017, to ensure a process was adopted for the systematic, regular, and comprehensive review of board policies and administrative procedures.

- [REC.10.01 Merced College Participatory Governance Handbook](#)
- [REC.10.02 College Council Committee Composition and Charge](#)
- [REC.10.03 College Council Meeting Agenda and Minutes, April 4 2017](#)

Following the College Council’s meetings in April 2017, President’s Cabinet (consisting of the executive administrative team) discussed and developed a board policy and procedure tracking tool for reviewing and updating at the board policies and administrative procedures. The tracking tool is now utilized primarily by the Office of the President to monitor and oversee that board policies and administrative policies are updated on a regular basis.

- [REC.10.04 President’s Cabinet Meetings on April 5, 2017 and April 12, 2017](#)
- [REC.10.05 President’s Cabinet tracking tool](#)
- [REC.10.06 Board of Trustees Meeting Agendas/Minutes](#)

As evident via the tracking tool, the College has made significant progress since the team visit and recommendation for improvement—more than 152 policies and procedures have been reviewed and/or updated through College Council and the Board of Trustees. Nearly every regular board meeting from 2017 through present has included the adoption of updated board policies and procedures. Prior to the next external accreditation review cycle, the College will have reviewed and/or updated all policies and procedures with the implementation of the new tracking tool.

REFLECTION ON IMPROVING INSTITUTIONAL PERFORMANCE: STUDENT LEARNING OUTCOMES AND INSTITUTION SET STANDARDS

Institution Set Standards (Standard I.B.2)

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

The College defines outcomes for all instructional programs and student and learning support services. Instructional programs define outcomes at the course, program, and institutional/general education levels. These outcomes are linked to one another through mapping using the eLumen software system. Course level outcomes are mapped to PLOs and to GELOs/ISLOs. Instructional courses and programs outcomes are assessed regularly to ensure currency, improve teaching and learning strategies, and promote student success. All program assessment reports reflect proposed improvements for student learning and budget allocation requests are updated annually when faculty submit their Program Reviews. Student learning in individual courses are reported two-times within five years for all regularly scheduled courses and at every offering for infrequently offered courses.

SLO.03 [Academic Senate Resolution linking GELOs and ISLOs](#)

As referenced earlier in the report in the response to the *Actionable Improvement Plan #4: Assess SLOs twice every five years*, the Academic Senate passed a resolution to consistently assess course SLOs two times in a five-year period. This process was initially overseen by the Instructional Program Review and Student Learning Outcomes Committee (IPRSLOAC), but more recently the newly organized Program Review and Student Learning Outcomes Assessment Committee (PROAC). Members of PROAC meet monthly and are responsible for overseeing the assessment processes and planning on campus. The shift to PROAC from IPRSLOAC integrates service area reporting outside of instruction into the campus-wide assessment and analysis process. The PROAC committee consists of representatives from instruction, student services, and administrative services.

SLO.01 [Academic Senate Resolution 05-15](#)

SLO.02 [PROAC Committee Composition and Charge](#)

Mapping SLOs from course to program and institutional outcomes using eLumen has allowed the College to initiate the assessment process for all of our GELOs/ISLOs. Utilizing this feature in eLumen enables an assessment of all GELOs/ISLOs; in the past, however, the assessment process relied on group of faculty volunteers to contribute course and program data to the analysis. By mapping course outcomes to the GELOs/ISLOs, a more balanced evaluation of these outcomes has been accomplished contributing to meaningful conversations regarding student learning across the spectrum of instructional areas. The GELO/ISLO mapping across instructional areas has been an ongoing project in the past two years with the implementation of eLumen. The SLO Coordinator, Program Review Coordinator, and Office of Institutional Effectiveness regularly collaborate with faculty to map all course outcomes to PLOs and GELOs/ISLOs.

[SLO.04 eLumen Mapping document](#)

[SLO.05 eLumen video training videos of mapping](#)

Departmental dialogue and plans for improvement are reflected at the course and program level of course assessment across disciplines. Discipline faculty work closely with their Cohort Assessment Trainers (CATs) to establish timelines for assessing SLOs, PLOs, analyzing the results, and implementing improvements to courses and programs. All faculty submit annual program review reports in the fall to their CAT. The role of the CAT is to review and assess the program review report for completeness and accuracy. Instructional deans provide feedback and also create a summary report of the program review reports submitted for their area. Members of the Instructional Master Planning Committee review the plans and submit a summary of the program review reports to the Educational Master Planning Committee for review and discussion. In addition to reporting outcomes and program level assessment progress in the annual Outcomes Report, faculty include them in their annual Program Review report to inform both immediate and long-term plans and goals. In Program Review goals, faculty also identify resources needed to support improvement in student learning and/or address any gaps.

[SLO.06 Cohort Assessment Trainer – roles per AS resolution](#)

[SLO.07 IMPC Committee composition and charge](#)

[SLO.08 IMPC IMPC Agendas and Minutes](#)

[SLO.09 IMPC Presentation/Review of PRs and Resource Allocation](#)

Student Services programs have defined Service Area Outcomes (SAOs) and program outcomes and have reported results of assessment within each area annually. To address *Recommendation #4* (as mentioned earlier in the report), all student services programs complete annual program review reports and SAOs are a key component of the student services program review process. The results of the assessment tools are used for improvement.

[SLO.10 Student services annual program review template](#)

[SLO.11 Student Services Program Review Examples \(Student Equity, Admissions & Records, and Student Success\)](#)

The VPSS collaborates with the Student Services Program Review Coordinator to assess all sixteen student services programs. The student services program review process is a roadmap for student services faculty, classified professionals, and administrators to reflect on the past, review the current trends, and revise future processes for improvement. The Student Services Master Planning Committee provides leadership and direction in ensuring alignment of program goals with the Office of Student Services and the College's EMP.

[SLO.12 Student Services Organization Chart and Sixteen Programs](#)

[SLO.13 SSMPC Committee Composition and Purpose](#)

[SLO.14 SSMPC Annual Planning Goals](#)

Each year, Student Services programs invest ample time to engage in this program review process. The information that derives from this process is truly insightful. As part of the reflection process, student services faculty, classified professionals, and administrators participated in a Program Review Workshop in January, 2020 to review and revise the program review process for student services

programs. During this workshop, participants shared the following regarding the strengths and benefits of the student services program review process:

- The program review process is motivation to improve services for students
- The analysis of data collection engages is useful discussion of goal setting
- Positive feelings (“feels good”) to improve and streamline student services processes
- Program Review is a process that allows people to engage; it is a fair way and data driven process to truly examine and identify gaps in services or processes

Furthermore, the program review process promotes the idea of self-evaluation for each program/team, to ponder about how program goals can align with the rest of the college, and the overarching goals and long-term plans of Merced College. With this process, it validates the work of each program and grants confidence in knowing the work being done is essential and has impact for both the College and campus community. The program review process allows an opportunity to showcase and success and collaborate on identifying strategies to address areas that are struggling. In the program review process, we are able to document the good work that is actually getting accomplished year after year. The voices of faculty, classified professionals, administrators, students, and community members are shared and heard.

[SLO.15 January 2020 Program Review Workshop agenda/details](#)

[SLO.16 SSMPC Agendas and Minutes discussing PR](#)

In addressing areas of improvement of the overall program review process, participants shared some of the challenges and areas needed regarding additional professional development. The following were shared at the January, 2020 Program Review workshop:

- Request for additional and ongoing workshops/training about the PR process
- Increase participation of all faculty, classified professionals, and administrators in the process
- Training on setting achievable goals, both short-term and long-term
- Workshops and training on best statistical methods of collecting data and ensuring accuracy
- Identifying regular meetings dedicated to program review
- Strategies to assist in embracing and encouraging change as student needs change

It is evident faculty, staff, and administrators all have a genuine interest to understand how the program review process impacts student success. Professional development opportunities around data coaching, outcomes and assessment, and program review are increasing with both instructional and non-instructional faculty regarding the assessment process. The program review training provides opportunities for increased understanding and confidence in data analysis, assessment, and the development of improvement strategies for course, program, and institution improvement.

Institution Set Standards (Standard I.B.3)

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

Merced College has established and adopted institution-set standards for student achievement, appropriate to its mission, and assesses and analyses progress for the purpose of continuous quality improvement. This information is published through various sources broadly to the community via our website, participatory governance committee reports and presentations, and printed annual reports. Since 2016, four annual report metrics were exceeded in the areas of course completion, certificate completion, degrees awarded, and transfer. The Dean of Institutional Effectiveness presents Institution Set Standards for review by the Educational Master Planning Committee (EMPC), College Council, and the Standing Accreditation Committee. Members of these committees review trend data for changes or revisions to the Institution Set Standards.

ISS.01 [Merced College ACCJC Annual Reports](#)

ISS.02 [EMPC Agenda and Minutes \(review of ISS\)](#)

ISS.03 [SAC Agenda and Minutes \(review of ISS\)](#)

ISS.04 Merced College Course Completion Data Table (page 36)

ISS.05 Merced College Program Awards Data Table (certificates) (page 37)

ISS.06 Merced College Program Awards Data Table (degrees) (page 38)

ISS.07 Merced College Transfer Data Table (certificates) (page 37)

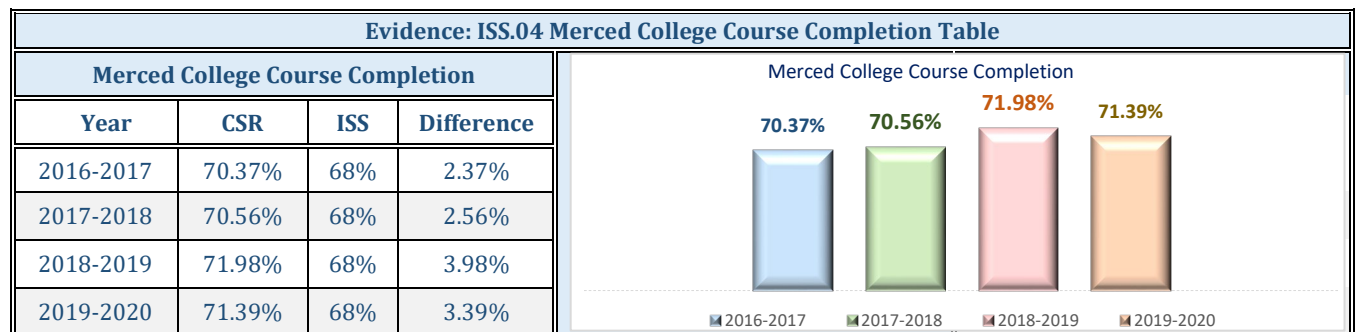
ISS.08 Merced College Course Completion Data Table (certificates) (page 38)

ISS.09 Merced College Aspirational Program Awards (certificates) (page 38)

ISS.10 Merced College Aspirational Program Awards (degrees) (page 38)

ISS.11 Merced College Aspirational Transfer Data Table (page 38)

While the College has incrementally exceeded the institution set standards by nearly four percentage points, there has been a significantly decline in several areas due to the COVID-19 pandemic for the spring 2020 semester. One example, as expected, was a slight decline in course completion due to the changes in instructional modalities and most likely other, non-measurable, impacts of the pandemic.



However, there have been several areas of significant increase over the last four years:

Certificates:

Certificates awarded have increased by more than 100% with more than 1,000 certificates annually since 2018.

Evidence: ISS.05 Merced College Program Awards (Certificates)			
Merced College Program Awards (Certificates)			
Year	Total Certificat	ISS	Difference
2016-2017	480	150	330
2017-2018	605	150	455
2018-2019	1204	550	580
2019-2020	1317	950	367

Program Degrees:

Program Degrees awarded have increased in past four years and exceeded more than 50% in 2018-2019.

Transfers:

Transfers have increased annually and progressively got closer to meeting the standard of 700 in 2017-18—only missing its ISS by 2 percentage points.

- In December 2018, in an effort to stay aligned with Merced College’s updated Educational Master Plan (2018-2023) and the first Goal for the Vision for Success, the Standing Accreditation Committee decided to increase its 2018-2019 institution set standards for Transfer from 700 to 750 (an increase of 6.6% increase from the 2017-2018).
- Based on the 2020 Annual Report Data, it is evident that Merced College surpassed the 2018-2019 goal for Transfer by more than four (4) percentage points.

Evidence ISS.07 Merced College Transfer			
Merced College Transfers			
Data Source: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx			
Year	Total Transfers	ISS	Difference
2016-2017	669	700	-31
2017-2018	680	700	-20
2018-2019	782	750	32

Has the College achieved its stretch (aspirational) goals?

The stretch goal is adjusted annually by the Educational Master Planning Committee, College Council, and Standing Accreditation Committee to reflect the College’s “true” aspiration for student outcomes. Based on longitudinal data of the past four years, the College has not achieved its stretch goals for any of the four metrics.

Actual course completion has remained relatively stable over the last four years between 70% to 72%. The College set a one (1) percentage point increase from its previous year’s Stretch Goal beginning 2017 through 2019 and missed meeting its Stretch Goal by less than two (2) percentage points for every year for course completions.

Evidence: ISS.04 Merced College Course Completion Table			
Merced College Course Completion			
Year	CSR	ISS	Stretch Goal (aspirational)
2016-2017	70.37%	68%	71%
2017-2018	70.56%	68%	72%
2018-2019	71.98%	68%	73%
2019-2020	71.39%	68%	74%

Merced College Course Completion

Year	CSR
2016-2017	70.37%
2017-2018	70.56%
2018-2019	71.98%
2019-2020	71.39%

For program certificates, aspirational goals were set to increase by approximately 30 percentage point for each succeeding year. The data indicates year-over-year improvement for the total number of certificates awarded reaching within thirteen (13) percentage points of its Stretch Goals in 2018-2019.

Evidence ISS.09: MC Aspirational Program Awards			
Merced College Program Awards (Certificates)			
Year	Total Certificates	Stretch Goal (aspirational)	Difference
2016-2017	480	700	-220
2017-2018	605	1000	-395
2018-2019	1204	1300	-170
2019-2020	1317	1400	-83

Evidence ISS.10 MC Aspirational Program Awards			
Merced College Program Awards (Degrees)			
Year	Total Degrees	Stretch Goal (aspirational)	Difference
2016-2017	1073	1200	-127
2017-2018	1184	1600	-416
2018-2019	1662	2000	-338
2019-2020	1615	2400	-785

Merced College set its aspirational goals to increase transfer by approximately fifteen (15) percentage points every year. The data indicates year-over-year improvement for the actual total number of transfers. However, since the aspirational goals were also increased every year, the difference between the Stretch Goal and the Actual Total Transfers have remained stable.

Evidence ISS.11 MC Aspirational Transfer
Merced College Transfers
Data Source: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

Year	Total Transfers	Stretch Goal (aspirational)	Difference
2016-2017	669	700	-31
2017-2018	680	800	-120
2018-2019	782	900	-118

What initiative(s) is the College undertaking to improve its outcomes?

The Guided Pathways Model at Merced College is an *integrated, institution-wide* approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from their point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market. Merced College has centered its guided pathways work on improving the student experience as they move into and through the college. A series of goals, objectives, and activities have been developed in the Strategic Implementation Plan (SIP) to guide faculty, classified professionals, and administrators in implementing the major goals within the EMP. The SIP is aligned with the Chancellor’s Office Vision for Success, Guided Pathways framework, and Student Equity framework.

[ISS.12 Merced College Annual Reports](#)

The following are several examples of the activities included in the College’s Strategic Implementation Plan (in support of the Educational Master Plan) as a part of the systematic implementation of strategies for improvement:

- Formalized University Partnership
- Fulfilling Student-focused Schedule
- Utilizing Enrollment Dashboard
- Expanded CTE in Los Banos
- 5 fully Online Associate Degrees for Transfer
- Program Mapping
- Non-credit to Credit Bridge
- Innovative Course Delivery for Los Banos Students

[ISS.13 MCCD SIP GOALS](#)

How does the College inform its constituents of this information?

The metrics included in the ACCJC Annual Report are integrated into the College’s institutional effectiveness process. Institutional effectiveness at Merced College is a systematic and continuous process involving regular review and discussion of performance on a set of metrics indicating whether the College is achieving its mission. EMPC, College Council, and the Standing Accreditation Committee is charged with reviewing and analyzing the College’s performance on metrics against Institution Set Standards and target goals for improvement. Each of the ACCJC metrics are included on the Office of Institutional Effectiveness web portal. The results of the committee’s analyses culminate in an annual report shared with the other master planning committees, Academic Senate, and the Board of Trustees. This includes recommendations for areas of focus in the Annual Strategic Planning Implementation Update.

ISS.14 [EMPC Committee Composition and Charge](#)
ISS.15 [Office of Institutional Effectiveness website](#)

REPORT ON THE OUTCOMES OF THE QUALITY FOCUS PROJECTS

Action Project 1: Outcomes Assessment and Resource Allocation

In 2016, as part of the Merced College Self-Evaluation report, the faculty, classified professionals, administrators, and students identified gaps in outcomes assessment reporting and proposed a series of changes to the College's procedures and practices. Many of the goals and results from Action Project 1 parallel other sections of this report. Below is a summary of these Action Project 1: Outcomes Assessment and Resource Allocation.

The major objectives of this project were:

Objective	Status
Implement a New Assessment Management System	Goal Met
Build sustainability into the assessment process.	Goal Met
Faculty training in outcomes and assessment activities	Goal Met
Streamline resource allocation process and link it more directly to Program Review.	Goal Met
Link outcomes from the course level to institutional level for assessment.	Partially Met

Changes Resulting from Action Project 1

SLO assessment reporting throughout the college was sporadic and uncoordinated in the years leading up to comprehensive accreditation visit. As a result, the learning outcomes coordinators drafted and passed an Academic Senate resolution defining the frequency of SLO assessment of courses based upon the College's institutional self-study submitted to ACCJC in December 2010.

QFE.P1.01 [Academic Senate Resolution 05-15](#)

QFE.P1.02 [Academic Senate Meeting Agenda and Minutes April 23 2020](#)

QFE.P1.03 [Academic Senate Meeting Agenda and Minutes May 14, 2020](#)

Objective #1: Implement a New Assessment Management System

As stated in *Actionable Improvement Plan #5*: Select and implement assessment management system software. A comprehensive assessment management process has been established linking online instructional course shells (via the Canvas LMS) with outcomes, program review, and curriculum. In February 2017, Merced College entered into a Client Services Agreement with eLumen to assist outcomes, assessment, curriculum, and program review. The curriculum database was transferred from CurricUNET to eLumen in the summer of 2018, and has been used successfully for the past two years. The SLOs Coordinator and Program Review Coordinator developed a series of videos to assist faculty with the transition to eLumen and how to navigate eLumen regarding outcomes and program review.

QFE.P1.04 [eLumen Client Services Agreement](#)

QFE.P1.05 [Email from Dean of Institutional Effectiveness \(Baba Adam\)](#)

QFE.P1.06 Videos [eLumen Instructional Video #1](#) and [eLumen Instructional Video #2](#)

One of the biggest changes with the new software is the ability to perform curriculum mapping. These outcome maps illustrate where the course outcomes provide the knowledge, skills, and abilities students should master in order to earn their degree or certificate. The course outcome maps are also used in the software to generate the information on whether or not students are mastering the institutional outcomes.

Objective #2. Build sustainability into the assessment process

In order to increase communication about assessment reporting between the instructional and non-instructional areas, the Program Review and Outcomes Assessment Committee (PROAC) was created to combine the efforts of the Assessment Review Committee (ARC) and the Instructional Program Review Student Learning Outcomes Assessment Committee (IPRSLOAC). Members of PROAC continue to evaluate the program review process annually. The discussion and use of outcome assessment results is the focus of the course outcome reports embedded as part of the program review process. Goals for improvement are articulated and action plans to achieve goals in the program reviews (the Strategic Planning Initiatives in the eLumen Connect software) are being used with resource allocation requests and for departmental and institutional planning.

QFE.P1.07 [Participatory Governance Handbook updated January 2019](#)

QFE.P1.08 [PROAC Agenda and Meeting Minutes November 16, 2018](#)

QFE.P1.09 [PROAC Agenda and Meeting Minutes March 15, 2019](#)

QFE.P1.10 [PROAC committee structure](#)

Faculty continue to engage in ongoing assessment efforts to ensure the processes remain successful and valuable, and the results are communicated on a regular basis. Members of PROAC meet monthly to evaluate the assessment processes taking place at the College and communicate efforts to various constituencies. Representatives from PROAC provide regular updates to the Academic Senate and the Instructional Master Planning Committee. Additionally, PROAC provides an annual summary of outcomes assessment results at the start of every academic year during the Fall Convocation.

QFE.P1.11 [PROAC Committee Composition and Charge](#)

QFE.P1.12 [IMPC Committee Composition and Charge](#)

QFE.P1.13 [Convocation Programs 2017, 2018, 2019, 2020](#)

Objective #3: Faculty training in assessment activities

The Office of Institutional Effectiveness, the SLO Coordinator, and the Program Review Coordinator collaborate on a regular basis to offer numerous opportunities for training in outcomes assessment. Currently there are two locations with links available for anyone to view. The [Assessment Overview webpage](#) houses a variety of links with guidelines and also videos for course SLO reports and completing the program reviews. The Assessment Overview webpage components are mirrored in a series of modules in a self-enroll Canvas course available for all faculty and staff.

QFE.P1.14 [Assessment Overview website](#)

QFE.P1.15 [Canvas resource page for eLumen](#)

QFE.P1.16 [eLumen website](#)

A workshop sponsored by PROAC was offered during summer 2019 to provide more information on outcomes assessment at Merced College for faculty Cohort Assessment Trainers (CATs) the instructional deans. A full day of training in the use of the eLumen connect software was offered in September 2019 to all faculty, staff, and instructional administrators. Faculty and staff in Student Services, including the Articulation Office and counselors, started off the day with one hour of training, followed by another session with deans. In the afternoon, a two-hour training session with members of PROAC was followed by another session with the instructional faculty leads. Additional training was offered to faculty at the Los Banos Campus on October 2, 2019. With the Covid19 pandemic, training sessions have continued via Zoom meetings.

[QFE.P1.17 Summer 2019 PROAC Workshop](#)

[QFE.P1.18 PROAC Office hours and follow-up program review meetings](#)

While there have been many professional development activities and workshops to engage faculty in outcomes and assessment, this is an area that we continue to improve. The Dean of Institutional Effectiveness has begun a “data coaching” series of workshops to help faculty, classified professionals, and administrators more clearly understand and utilize both outcome and program data.

Objective #4: Link outcomes from the course level to institutional level for assessment.

Merced College has continued with ongoing efforts to map outcomes in order to maximize analysis of the assessment results. Curriculum mapping in eLumen, to link outcomes at the course level to program outcomes and also at the institutional level, are ongoing. Approximately 72% of course SLOs been mapped to PLOs associated with degrees and certificates. As a result of feedback from this process, faculty shared they were hesitant to map outcomes in courses outside their discipline, which accounts for many of the courses where the mapping was not fully completed.

As a result, PROAC is focused on increasing outreach to delinquent programs in instruction to complete mapping course outcomes to program outcomes. The eLumen software allows the database of course and programs in the student information system Colleague to set up its own organization. Discrepancies were found in the organization management in eLumen when faculty were mapping their course outcomes to the program outcomes, and also in the degrees and certificates associated with certain programs identified in Colleague. Currently, PROAC is working with internal partners (i.e. information technology) to reorganize the structure in Colleague and resolve how the courses align with the programs, which will also correct the misalignments identified in eLumen and allow the College to complete the course mapping. To date, significant progress is being made.

[QFE.P1.19 PROAC Agenda and Minutes](#)

Objective #5: Complete the GELO assessment cycle.

The College has assessed the General Education program (GELOs/ISLOs) as part of a general education review and report. The ability to map course outcomes to the GELOs/ISLOs in eLumen is allowing faculty to collect assessment results for all five of the current GELOs/ISLOs every semester. After the instructional program review submissions and follow-up Zoom meetings this fall 2019 semester, 77% of courses have been mapped to the five (5) GELOs/ISLOs.

GE Learning Outcome	2018S	2018U	2018F	2019S	2019F
Cognition	87.5%	97.1%	88.4%	90.1%	84.7%
Communication	88.6%	100%	90.9%	90.2%	88.6%
Computation	89.2%	97.4%	88%	88.4%	79%
Global Community		100%	91.7%	89.7%	83%
Lifelong Learning			94.1%	89.4%	92.1%

These outcomes are also central to assessing the general education program. The number of GELOs/ISLOs assessments have steadily increased over the past two years, and now it is estimated that 1,000s of assessment results were generated in fall 2019 semester for each of these outcomes. The goal for the 2020-21 academic year has been to complete mapping course outcomes to the ISLOs/GELOs in eLumen and to continue to ensure assessment of the learning outcomes on a regular basis. \

[QFE.P1.20 Assessment of GELOs website](#)

[QFE.P1.21 Summary of GELO/ISLO assessments](#)

Quality Focus Essay Action Project 2: Student Equity

Introduction

The Merced College Student Equity Committee engaged the campus community in reflection activities to address and improve the College’s student equity gaps. Since the last accreditation visit in March 2017, the College has launched new statewide mandates and initiatives, expanded student success-oriented projects, and undergone a campus wide strategic planning and assessment process. Statewide mandates and initiatives include the adoption of Assembly Bill 705, Guided Pathways, Dual Enrollment, Basic Needs, and Student Equity. One of the major areas of focus of faculty, classified professionals, administrators, and students has centered on bridging equity gaps among our most disproportionately impacted students.

[QFE.P2.01 Student Equity Reflection activities](#)

This response to the Quality Focus Essay in College’s comprehensive evaluation report outlines a description of the process the College underwent to engage in the work to increase student success rates. The goal of this project was to identify actionable and practical ideas to increase course completion, student persistence, degree and certificate completion, and transfer rates among disproportionately impacted student populations. The College began this project by examining the structure of the Student Equity Committee to determine how a redesign would allow for a greater focus on each disproportionately impacted student populations. This was followed by data driven discussions to determine the overarching goals for each Student Equity Design Team. Student Equity Design teams were established to address each major area of the Student Equity Plan. Activities and interventions

were developed to help each Student Equity Design Team meet their overarching goals. Finally, an analysis of the data shows the impact of these activities and what we learned.

QFE.P2.02 I. [Pena Attachment #2](#)

QFE.P2.03 I. [Pena Attachment #3](#)

QFE.P2.04 I. [Pena Attachment #4](#)

QFE.P2.05 I. [Pena Attachment #5](#)

Examining the Structures to Ensure Student Equity:

The first phase of this analysis entailed an examination the structure of the Student Equity Committee. The Student Equity Committee was and continues to be composed of different constituent groups including instructional and counseling faculty, classified professionals, management, and students. The group met once per month and reviewed progress towards meeting equity goals. The committee also examined efficiency rates in meeting student equity target goals and designed a plan to streamline this process. This process included taking a closer look at various statewide models and consulting with Guided Pathways and Student Equity experts, such as Dr. Ron Johnstone, to come up with a more streamlined and efficient way to run the Student Equity Committee.

QFE.P2.06 I. [Pena Attachment #7](#)

QFE.P2.07 I. [Pena Attachment #7A](#)

QFE.P2.08 I. [Pena Attachment #10](#)

The outcome of this program analysis was the development of six Student Equity Design Teams focused on one of the six disproportionately impacted student populations. Based on the data pulled from the Chancellor's Office dashboard, multiple student groups were found to achieve success at lower rates than those who are in the highest performing groups. These student populations included, Black or African American (Female and Male), Hispanic or Latino (Male), Foster Youth (Female and Male), Veteran (Female and Male), Disabled (Male), and Undocumented (Female and Male). Each design team (work group) identified a lead who is responsible for setting up two meetings per month outside of the Student Equity Committee meetings and reporting their progress back to the Student Equity Committee. In addition to drafting goals and activities, each team utilizes the Student Equity Data Dashboard to track the impact of their activities on the five streamlined student equity goals.

QFE.P2.09 I. [Pena Attachment #11](#)

QFE.P2.10 I. [Pena Attachment #12](#)

QFE.P2.11 I. [Pena Attachment #12A](#)

QFE.P2.12 I. [Pena Attachment #13](#)

It should be noted that while disproportionate impact could not be measured for some specific student populations because their numbers are too small under a few success metrics. The College's Student Equity Committee acknowledges these students' place within the state legislation, and will continue to monitor and provide services to ensure their success in all areas (i.e. Native American/Alaskan, LGBTQ, Single Parents, Undocumented, and Formerly Incarcerated).

QFE.P2.13 I. [Pena Attachment #13A](#)

Overarching Student Equity Goals:

During a review of college planning documents, including the College's Educational Master Plan, Strategic Enrollment Management Plan, Student Services Master Plan, Strategic Implementation Plan and Student Equity Plan, the Student Equity Committee realized how larger college goals needed to be integrated within the Student Equity Plan. Student Equity goals needed better alignment with larger college plans created duplication in the College's planning and utilization of resources. The Student Equity Committee composed of groups representing instructional and counseling faculty, classified professionals, management, and students, further examined the committee's goals and worked to ensure they were aligned with the College's master planning priorities.

QFE.P2.14 I. [Pena Attachment #14](#)

Feedback from the Student Equity Committee indicated additional room for improvement to help integrate Student Equity Goals. Goals were streamlined to match overarching goals in the Educational Master Plan. The Committee felt this would not only avoid the duplication of efforts and resources, but improve long-term college-wide integrated planning and enhance accountability and tracking. More importantly, improving and streamlining student equity goals allows the College to improve the quality and delivery of services to disproportionately impacted student populations. Fiscally, the streamlining of goals captured the critical elements needed to ensure the effective distribution of personnel and funding by leveraging resources to support student success.

QFE.P2.15 I. [Pena Attachment #15](#)

QFE.P2.16 I. [Pena Attachment #16](#)

Student Equity Goals

The following goals were established and adopted to guide the necessary changes to reduce equity gaps for all students identified in the plan:

QFE.P2.17 [Attachment #17](#)

1. **Enrollment: Access (Enrolled in the Same Community College)**
Merced College will increase enrollment for students identified in the equity plan by increasing enrollment by 3%.
2. **Persistence: Fall to Spring (Retained from Fall to Spring at the Same Community College)**
Merced College will increase persistence for students identified in the equity plan by 5%.
3. **Increase Course Completion: (Complete Both Transfer-Level Math and English)**
Merced College will increase course completion of transfer-level math and English for students identified in the equity plan by 12%.
4. **Degree Completion: Earned Credit Certificate over 18 Units, Associate Degree, CCC Bachelor's Degree (Attained the Vision Goal Completion Definition)**
Merced College will increase degree completion rates for students identified in the equity plan by 15%.
5. **Transfer: Transfer to a CSU or UC (Transfer to a Four-Year Institution)**

Merced College will increase transfer rates to CSU's or UC's for students identified in the equity plan by 7%.

Activities and Interventions to Accomplish Goals:

QFE.P2.18 [Attachment #17](#)

Quality Focus Essay – Project #2. The table below (Table 1) displays key tasks and activities under the Student Equity Plan, outcomes, and analysis of the progress towards closing equity gaps for each DI population.

DI Population: Black or African American (Female and Male)		
Activities & Interventions	Description	Outcomes
1. A2MEND Charter campus	Student Charter of A2MEND is a student support structure that seeks to establish an affirming environment where African American male students and other men of color are able to thrive. The student charters provide educational, cultural, social, and intellectual programs that promote positivity and brotherhood.	Participating students will show a 12% increase in course success rates and an increase of 5% persistence as a result of the bond and mentorship provided through the student charter.
2. Community Holding Circle for Students	The activity was designed to help students make more sense of all their thoughts and feelings, and help them connect with our campus community as result of the recent murder of George Floyd by police. The activity helped us gather as a community to hold space for students to share how the events had impacted them.	Activities will result in a more comfortable and welcoming environment for Black and African American students and will result in a 12% increase in course completion rates.
3. Addressing Racism Through Restorative Justice Practices Series	Implicit bias training for classified, faculty and management grounded in restorative justice. The four-part series would cover a number of topics aimed at providing our team with strategies needed to identify and work to negate our implicit biases.	Staff, faculty and management training will result in more equitable practices that result in students feeling more comfortable on campus. As a result of the training, the campus as a whole will see a 5% increase in persistence rates among Black and African American students.
4. Feb 2019 Week Long Exhibit in theater in honor of Black History month.	Poster Boards displayed African American authors, politicians, inventors, physicians & athletes essaying their contributions to society.	Acknowledgment of Black African American accomplishments and contributions will result in encouraging students to continue their educational goals increasing persistence for both male and female Black and African American students by 5%.
DI Population: Hispanic or Latino (Male)		

Activities & Interventions	Description	Outcomes
1. Puente University Campus Tours	In support of the transfer mission, Puente students will tour several university campuses, learn about the admissions and transfer processes as well as hear from a student panel of former transfer students. Universities visited include UCR, UCLA, CSULB.	Latino males participating in the Puente Program will show a 7% increase in transfer rates to CSU's and UC's.
2. Puente English and Counseling Learning Community	Students participate in a learning community where they take an English and Counseling course. Instructors collaborate to ensure course alignment that promotes a scaffolded approach to learning as students critically examine Latinx literature.	Latino male participants will report a 12% course completion rate of transfer-level English.
3. Puente Program Mentorship	Puente students are matched with alumni mentors. Mentors share with students their personal, academic, and career experiences, while providing a window into the four-year university experience. The network of trained Puente mentors provides many resources for the Puente students, their families, their colleges, and the community.	Participants will show an annual increase in their rate of degree and certificate completion by 15%.
DI Population: Foster Youth (Female and Male)		
Activities & Interventions	Description	Outcomes
1. Weekly Communication, 4 Counseling Appointments Offered, Use of Multiple Communication Platforms	The NextUp Program Coordinator and NextUp Counselor will maintain a supportive relationship with students, provide opportunities to identify student needs, and maintain established communication by regularly communicating with NextUp Participants, including 4 appointments provided by NextUp Counselor. The use of multiple communication platforms (Canvas, Pronto, student email, and phone call) will support effective and efficient communication.	Current/Former Foster Youth students' persistence will increase by 5%.
2. UC and CSU Campus Tours	In collaboration with the Merced College Transfer Center, the NextUp Program has coordinated and participated in providing trips for	Current/Former Foster Youth students' transfer rates to UC and CSU campuses will increase by 7%.

	NextUp Participants to tour UC and CSU campuses.	
3. UC and CSU Foster Youth Program Presentations	UC and CSU Foster Youth Program staff provided informational presentations about opportunities, support services, and benefits offered within their respective foster youth programs.	Current/Former Foster Youth students' transfer rates to UC and CSU campuses will increase by 7%.
4. NextUp Program Presentations, Collaboration with Community Partners, Targeted Inreach and Outreach	The NextUp Program has provided presentations for current high school foster youth and collaborated with community partners to provide events for current high school foster youth. Flyers, brochures, and the NextUp webpage offers information for prospective college students.	Current/Former Foster Youth students' enrollment will increase by 3%.
DI Population: Veteran (Female and Male)		
Activities & Interventions	Description	Outcomes
1. Increase the awareness of the 1st Lt. Peter J. Gallo Veterans Resource Center on campus and within the community.	The VRC Staff created new promotional material (brochures, flyers, information cards). VRC promotional cards were mailed out to over 2,000 veterans in the community.	VRC Staff are expecting these flyers to assist with our outreach and overall growth of veterans attending Merced College and using VRC services on campus. Enrollment will increase by 3%.
2. Increase the awareness and understanding of military veteran students by providing voluntary workshops, to MC staff members each semester.	The VRC staff provided a Veteran Ally workshop to faculty and staff.	Faculty and staff will become more aware of the experiences military veterans face while joining the armed forces and the struggles they face when transitioning back to being a civilian and into higher education. Faculty and staff will show an increase in awareness based on survey results.
3. Merced College Application: VRC Interest notification	The VRC Team worked with Merced College ITS to receive automotive email notifications of all students who apply to Merced College and select that they are interested in receiving information about the VRC and related resources.	VRC staff and Veteran student-workers, work together to ensure that all interested students are called and emailed. This technology update is assisting with the growth of the VRC Program. Enrollment will increase by 3%.
4. "Intrusive Enrollment" Equity Activity /	Beginning Spring of '20 all students meet with a counselor twice a semester. The follow-up appointment will focus on building rapport,	To assist with retention, the VRC Team implemented this activity. We expect our VRC cohort to grow each academic year. Enrollment will increase by 3%.

Counseling Contacts	offering DSPS accommodations, offering academic support, etc.	
5. Increase the number of student Veterans and Veteran family members using Disabled Students Program and Services (DSPS).	The VRC has cross trained counseling staff with DSPS. The Director of the VRC now oversees Veterans and DSPS. Many Veterans exit the military with a service-connected disability rating.	In past years, we had very few military veterans utilizing DSPS services. We expect that with the cross-training of staff and meeting with students more frequently, we will see an increase of students using DSPS services. Increase the number of veterans and veteran's family members using DSPS services by 5%.
DI Population: Disabled (Male)		
Activities & Interventions	Description	Outcomes
1. DSPS program participants transitioning to Merced College from K-12 will have more knowledge of DSPS and college resources.	DSPS staff created a supportive guidelines flyer which details the differences between high school and college as it relates to IEP's/504s and California community college DSPS law and regulations.	DSPS staff provide the supportive guidelines flyer document during high school presentations, outreach presentations, and to local high school special education counselors, teachers, students and parents. The overall awareness of these differences will increase with our classified professionals, faculty, administrators, K-12 partners and students.
2. High school students planning to attend Merced College will experience a structured onboarding process, including clear, actionable, and usable information they need to successfully navigate college.	The Merced College DSPS office converted all office forms to PDF fillable and posted them to our web page for access to all students. To further assist with the onboarding process of future and current students, the DSPS office staff and faculty were provided with technology training related to Canvas, Zoom, and Adobe.	DSPS classified professionals and faculty began assisting students virtually in Spring of 2020. Being able to onboard students virtually has assisted with maintaining disability specific academic accommodations to students and with the growth of the program. Increase the growth of the DSPS program by 3%.
3. Advance technology usage for the DSPS student population.	Merced College has a satellite campus in Los Banos. The technology services that are tied to specific disabilities were not mirrored on both campuses. Examples of technology - Kurzweil, Dragon, Learning Ally, CCTV's)	DSPS Director and support staff worked together to purchase CCTV's, software, and other equipment to ensure that both campuses have equal technology capabilities. Increase student satisfaction of DSPS resources.
DI Population: Undocumented (Female and Male)		
Activities & Interventions	Description	Outcomes

1. DACA and Know Your Rights Workshops	Workshops designed to provide undocumented students with information to learn more about filing their Deferred Action for Childhood Arrivals (DACA) applications and information on the rights they have if stopped by law enforcement or immigration officials.	Activities will result in a more comfortable and welcoming environment for Undocumented students and will result in a 3% enrollment increase of undocumented students.
2. Partnership with UFWA to provide Free Legal Services	Free immigration legal services including general immigration consultations, DACA, citizenship, family petitions, adjustments of status and visas.	Partnership will result in an increase persistence of 5% among undocumented students who as a result of the legal consultations find answers and/or solutions to legal issues that may impeded in maintaining a focus on their academics.
3. Undocumented Student Week of Action	Campaign to advocate and provide support resources for undocumented students through informative workshops.	Activities will result in a more comfortable and welcoming environment for Undocumented students and will result in a 3% enrollment increase of students who complete the AB540 Affidavit.

Data Analysis and Impacts:

To engage and increase success rates among the College’s disproportionately impacted students, the Student Equity Committee implemented a Student Equity Data Dashboard. The Student Equity Data Dashboard collects data from Colleague, Merced College’s Student Information System, and provides internal scan utilizing key student success metrics to assess student progress. The results of these internal scans inform the Student Equity Committee and allows for the development of programs and activities to meet the needs of the most disproportionately impacted student populations.

QFE.P2.19 I. [Pena Attachment #18](#)

QFE.P2.20 I. [Pena Attachment #19](#)

The California Community College Chancellor’s Office recommends one of three methods to determine disproportionate impact. This first method is Percentage Point Gap (PPG) which compares the percentage of a particular outcome for a disaggregated subgroup to the percentage for all students. A margin of error range (-E% < PPG < E%) is used to determine if the PPG. The second method is known as the 80% Rule. The 80% rule uses the subpopulation with the highest success rate and compares their rate to other subpopulations. Values under 87% are considered to reflect disproportionate impact. The final and third method chosen was to adopt the Proportionality Index (PI) method. The PI method looks at the proportional representation of each subpopulation. Having values less than .81 are considered to reflect disproportionate impact.

QFE.P2.21 I. [Pena Attachment #20](#)

The PI method was selected by the Student Equity Committee since it most accurately reflects the disproportionate impact while accounting for a proportional representation of the subpopulation being analyzed. For the purpose of this analysis, values over .81 are considered improvements in bridging the equity gap among the College’s most disproportionately impacted students. The data listed below shows a five-year comparison beginning with the 2015-2016 academic year and ending with the 2019-2020 academic year. The focus of this data will be on course success rates for transfer-level math and English as well as certificate and degree completion.

[QFE.P2.22 I. Pena Attachment #21](#)

The spring 2020 pandemic, and resulting college facility closures, presented unique challenges for the disproportionately impacted student populations. Therefore, the data presented below highlights the 2018-2019 academic year which is a more accurate reflection of how the College’s activities and interventions impact the ability to bridge and reduce equity gaps.

All Black and Hispanic Students Increase Course Completion: (Complete Both Transfer-Level Math and English)

In response to the goal that the College will increase course completion of transfer-level math and English for students identified in the equity plan by 12%, the implementation of AB 705 and College practices to support disproportionately impacted students has resulted in significant successes beginning with our Black and Hispanic students. The data below shows that annual change rate in the number of students who successfully passed a transfer level English and Math is 12.4% for Black students and 11.1% for Hispanic students. PI data shows that both Black and Hispanic students are above the .81 disproportionately impacted threshold for success in transfer level math and English courses. During the 2018-2019 academic year Black students reported a PI rate as high as .92 signifying and substantial increase in their transfer level course success rates.

Change Rate - Students Successful in Transfer Level ENGL/ MATH	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Average Annual Change
All Black Students	-	24%	17%	7%	2%	12.4%
All Hispanic Students	-	17%	15%	1%	12%	11.1%
All Other Students	-	9%	8%	31%	5%	12.9%

PI	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Black Students	0.84	0.84	0.85	0.92	0.86
All Hispanic Students	0.95	0.97	0.97	0.97	0.97
Not in Above Cohorts	1.10	1.07	1.08	1.05	1.06

Black and Hispanic Students Increase Course Completion: (Complete Both Transfer-Level Math and English)

In response to the goal that the College will increase course completion of transfer-level math and English for students identified in the equity plan by 12%, the data below reports that Black Male students completed transfer level math and English at higher rates. Between 2015-2016 and 2018-2019 they reported an increase of 24%. There was a drop of 8%, during 2019-2020, which we believe is due to the impact that the Spring 2020 semester had on all students. Overall, Black male students met the target goal of reporting an average annual change of at least 12%. Hispanic male students on the other hand continue to struggle and did not meet the goal. Hispanic males reported a 9.3% average annual change during the past five years. Both Black male and Hispanic male students report a PI rate above the .81 disproportionately impacted threshold for success in transfer level math and English courses.

Change Rate - Students Successful in Transfer Level ENGL/ MATH	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Average Annual Change
Black Male Students	-	32%	2%	24%	-8%	12.5%
Hispanic Male Students	-	15%	11%	-5%	16%	9.3%
All Other Male Students	-	1%	8%	26%	-1%	8.7%

PI	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Male Black Students	0.80	0.806	0.88	0.90	0.83
Male Hispanic Students	0.93	0.97	0.96	0.96	0.97
All Other Male Students	1.12	1.07	1.07	1.06	1.06

Special Program Students Increase Course Completion: Complete Both Transfer-Level Math and English

In response to the goal that the College will increase course completion of transfer-level math and English for students identified in the equity plan by 12%, there were notable findings. Other disproportionately impacted populations that showed significant increase in transfer-level course success rates include Disabled and Foster Youth students. The data below shows that Disabled students reported a 10% increase in students success rates from 2015-2016 to 2018-2019. For that same period, Foster Youth students reported a 25% increase in transfer-level math and English course success rates. While Disabled students have reported an increase in their average annual change they also report a slight increase in their equity gap when compared to all other students. This is attributed to the fact that more disabled students are enrolling in transfer level courses which has resulted in a decrease in the number of disabled students who successfully pass those transfer level courses. While this might be concerning, data shows that more disabled students are taking and passing transfer level courses.

Change Rate - Students Successful in Transfer Level ENGL/ MATH	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Average Annual Change
DSPS Students*	-	16%	15%	10%	0%	10.5%
Foster Youth	-	160%	-8%	25%	0%	44.3%

All Other Students	-	14%	12%	13%	10%	12.0%
---------------------------	---	-----	-----	-----	-----	--------------

PI	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
DSPS Students*	0.91	0.99	0.98	0.88	0.85
Foster Youth	0.50	0.99	0.58	0.77	0.57
All Other Students	1.00	1.00	1.00	1.00	1.01

All Black and Hispanic Students Degree Completion: Earned Credit Certificate over 18 Units, Associate Degree, CCC Bachelor's Degree (Attained the Vision Goal Completion Definition)

In response to the goal that the College will increase degree completion rates for students identified in the equity plan by 15%, we made significant progress and both Black and Hispanic students met the student equity goal of 15% increase there was a decline in the number of Black students that completed degrees in the 2018-2019 academic year. While in the same reporting year Hispanic students reported an annual increase of degree completions of 34%. PI data for Black students shows that we have made significant progress from the 2015-2017 academic year there is still much work to be done as this group is still falling below the .81 disproportionately impacted threshold. Hispanic students on the other hand have gone from a PI of .97 in 2015-2016 to a PI of 1.06 signaling that this group is no longer considered disproportionately impacted in the area of degree completion.

Change Rate - Award Completions, >18 Units	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Average Annual Change
All Black Students	-	-47%	110%	0%	5%	16.8%
All Hispanic Students	-	7%	11%	34%	9%	15.2%
All Other Students	-	3%	8%	34%	-7%	9.6%

PI	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Black Students	0.30	0.30	0.64	0.52	0.51
All Hispanic Students	0.97	0.97	0.97	1.01	1.06
All Other Students	1.12	1.12	1.07	1.01	0.95

Black Male and Hispanic Male Students Degree Completion: Earned Credit Certificate over 18 Units, Associate Degree, CCC Bachelor's Degree (Attained the Vision Goal Completion Definition)

In response to the goal that the College will increase degree completion rates for students identified in the equity plan by 15%, the 2016-2017 academic year saw the greatest increase in degree completion rates for Black male students. This number dropped significantly in 2019-2020 and some of this is attributed to the students not being able to complete some of their required courses for degree completion during the spring 2020 term as a result of the pandemic. Hispanic male students were also reporting a relatively stable annual change up until the spring 2020 as a result of the pandemic. PI data shows that Black male students have made a slight drop from 2015-2016 to 2019-2020 and are still considered disproportionately impacted in their rates of degree completion. Hispanic male students have showed a slight increase and are now report a PI of 1.09.

Change Rate - Award Completions, >18 Units	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Average Annual Change
Black Male Students	-	-71%	300%	38%	-36%	57.4%
Hispanic Male Students	-	-1%	20%	28%	4%	12.9%
All Other Students	-	9%	4%	43%	-7%	12.2%

PI	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Black Students	0.46	0.14	0.55	0.61	0.41
All Hispanic Students	1.04	0.98	1.04	1.06	1.09
All Other Students	1.00	1.12	0.98	0.96	0.92

Special Program Students Increase Course Completion: Earned Credit Certificate over 18 Units, Associate Degree, CCC Bachelor's Degree (Attained the Vision Goal Completion Definition)

In response to the goal that the College will increase degree completion rates for students identified in the equity plan by 15%, we found disabled students have met the target goal of 15% increase in certificate and degree completion over these past five years reporting an average annual change of 15.2%. Additionally, foster youth students reported the largest increase in degree completions during the 2017-2018 academic year resulting in an average annual change of 93.1%. While this number seems high, it is important to note that prior to 2018 the College did not have the NextUp program that provides a wide array of services to foster youth students. PI data for disabled student's reports that this population has made significant gains in closing the equity gap reporting a PI of .99 compared to 0.84 in the 2015-2016 academic year. Foster youth reported similar gains, reporting a PI of .50 in 2015-2016 up to 0.77 during the 2019-2020 academic year. Foster youth are currently still falling below the .81 disproportionately impacted threshold.

Change Rate - Award Completions, >18 Units	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Average Annual Change
DSPS Students	-	-4%	14%	33%	18%	15.2%
Foster Youth Students	-	-67%	100%	350%	-11%	93.1%
All Other Students	-	6%	12%	31%	3%	13.0%

PI	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
DSPS Students	0.84	0.79	0.86	0.61	0.99
Foster Youth Students	0.50	0.16	0.28	0.90	0.77
All Other Students	0.98	0.99	1.00	1.02	0.99

FISCAL REPORTING

Merced College is committed to the successful management of the College's financial resources to ensure financial stability. Financial resources are sufficient to support and sustain student learning programs and services. The College has adequate reserves (currently exceeding more than 13%) and the budget is stable and sustainable with adequate resources and plans for future years. With thorough planning and oversight of the College's financial resources, Merced College is financially sufficient to support all existing financial commitments.

FP.01 [Merced College 2020 Annual Fiscal Report](#)

APPENDICES

Report Preparation

- RP.01 [MC 2016 Self-Evaluation Report](#)
- RP.02 [MC 2017 External Team Evaluation Report](#)
- RP.03 [ACCJC Action Letter June 2017](#)
- RP.04 [MC 2017 External Team Evaluation Report](#)
- RP.05 [MC 2018 Follow-Up Report](#)
- RP.06 [ACCJC Reaffirmation Letter](#)
- RP.07 [SAC Committee email](#)
- RP.08 [SAC Committee Agenda](#)

Plans Arising From the Self-Evaluation Process

- AIP.1.01 [Implementation Plan](#)
 - AIP.1.02 [SSMPC Agendas and Minutes](#)
 - AIP.1.03 [SSMPC Agendas and Minutes](#)
 - AIP.1.04 [Think 30 Best Research Practices](#)
 - AIP.1.05 [Navigate tool](#)
 - AIP.1.06 [SSMPC Agendas and Minutes](#)
 - AIP.1.07 [Navigate Early Alert Flow Chart](#)
 - AIP.1.08 [UC Merced and CSU Stanislaus MOUs](#)
 - AIP.1.09 [Guided Pathways plan for Merced College](#)
 - AIP.1.10 [Program Mapper Link](#)
 - AIP.1.11 [Program Mapper presentation](#)
 - AIP.1.12 [Guided Pathways](#)
 - AIP.1.13 [SSMPC Agendas and Minutes](#)
 - AIP.1.14 [Promotional flyers](#)
-
- AIP.2.01 [Quick Fact Guides since 2008](#)
 - AIP.2.02 [Student Equity Data Dashboard](#)
 - AIP.2.03 [Tableau website](#)
 - AIP.2.04 [Data and Evidence](#)
 - AIP.2.05 [MC Program Review and Outcomes Assessment Website](#)
 - AIP.2.06 [Assessment Tutorial Video](#)
 - AIP.2.07 [PROAC Workshop](#)
 - AIP.2.08 [Office of Institutional Effectiveness Website link and screen shot](#)
 - AIP.2.09 [Guide to Evaluating Program Reviews in eLumen](#)
-
- AIP.3.01 [MC Participatory Governance Handbook](#)

- [AIP.3.02 MC Integrated Planning Handbook](#)
- [AIP.3.03 MC Program Review Handbook](#)
- [AIP.3.04 College Council Meeting Agendas and Minutes—Fall 2016](#)
- [AIP.3.05 College Council Meeting Agendas and Minutes—Spring 2017](#)
- [AIP.3.06 BOT February 14, 2017 Meeting](#)

- [AIP.4.01 Academic Senate Resolution 05-15](#)
- [AIP.4.02 Program Review Template and example](#)
- [AIP.4.03 Workshop Information](#)

- [AIP.5.01 eLumen Client Services Agreement](#)
- [AIP.5.02 Email from Dean of Institutional Effectiveness](#)
- [AIP.5.03 Videos eLumen Instructional Video #1 and eLumen Instructional Video #2](#)

- [AIP.6.01 Dean of Institutional Job Description](#)
- [AIP.6.02 Board of Trustees Meeting Agenda and Minutes approving Dean](#)
- [AIP.6.03 AVP President's Cabinet Agenda with position on the agenda](#)
- [AIP.6.04 Office of Institutional Effectiveness Org Chart](#)
- [AIP.6.05 Research Analyst Job Description](#)

- [AIP.7.01 Merced College Catalog](#)
- [AIP.7.02 Program Review Template](#)
- [AIP.7.03 Program Review examples](#)
- [AIP.7.04 Comprehensive Training Guide for Mapping Outcomes](#)
- [AIP.7.05 Curriculum Mapping Website](#)

- [AIP.8.01 CCC Tech Article](#)
- [AIP.8.02 CVC-OEI February 28 2017 Press Release](#)
- [AIP.8.03 Academic Senate Resolution 16-15 passed on December 10, 2015](#)
- [AIP.8.04 Academic Senate Resolution 5-16 passed on October 27, 2016](#)
- [AIP.8.05 Contract MC2844: Signed by VPI B. Ellison and Dean Golz in December 2016](#)
- [AIP.8.06 BOT Approved Instructure Contract in December 2016 \(12-13-2016\)](#)
- [AIP.8.07 Scoping call notes, email, and old SIP as evidence](#)

- [AIP.9.01 ACCJC Approval Letters of DE Sub Change](#)
- [AIP.9.02 Email to Chancellor's Office for Summer and Fall DE Addendum Approval](#)
- [AIP.9.03 Emergency Temporary DE Addendum](#)
- [AIP.9.04 DE Addendum Communication from ACCJC](#)
- [AIP.9.05 Curriculum Committee Agenda and minutes with DE Addendum Approvals](#)
- [AIP.9.06 Commission Notification to offer Programs more than 50% Online \(December 2020\)](#)

AIP.10.1 [Email confirmation from ACCJC](#)

AIP.11.01 [PROAC Committee Composition and Charge](#)

AIP.11.02 [IPRSLOAC Agenda and Meeting Minutes – discussion of PROAC](#)

AIP.11.03 [Role of SLO Coordinator, PR Coordinator, CATs](#)

AIP.11.04 [Selection of eLumen](#)

AIP.11.05 [Implementation Timeline for eLumen](#)

AIP.12.01 [MC Academic Senate Resolution 04-14](#)

AIP.12.02 [Merced College Institutional Student Learning Outcomes](#)

AIP.13.01 [MC EMP](#)

AIP.13.02 [SIP Plan](#)

AIP.13.03 [Staff Development Committee Agenda and Minutes from October 22, 2018](#)

AIP.13.04 [Professional Development Plan sample](#)

AIP.13.05 [SDC Meeting Schedule and Agendas](#)

AIP.13.06 [MC Professional Develop Plan](#)

AIP.14.01 [MCCD Email Notification of Onuma](#)

AIP.14.02 [Onuma Purchase Orders](#)

AIP.14.03 [MCCD Email](#)

AIP.14.04 [MACPACT Agenda and Minutes](#)

AIP.14.05 [BIM genie Procedures and How to Use Information](#)

AIP.14.06 [AssetMax PO](#)

AIP.15.01 [SIG-Merced College Final Report 2016 02 16](#)

AIP.15.02 [BOT-11-2018-Reclassification of Administrator Position](#)

AIP.15.03 [Organization Chart](#)

AIP.15.04 [ITS Re-Org Draft-v4 CSEA edits](#)

AIP.15.06 [May-2016-BOT-Personnel Changes for Presidential Initiatives](#)

AIP.15.07 [PERSONNEL SCHEDULE - June 14, 2016 rev7.pdf](#)

AIP.15.08 [PERSONNEL SCHEDULE - June 14, 2016 rev7.pdf](#)

AIP.15.09 [PERSONNEL SCHEDULE-BOT 2017-08-08 Rev 5](#)

AIP.15.10 [PERSONNEL SCHEDULE - BOT 2020_08_11](#)

AIP.15.11 [BOT-11-2018-Reclassification of Administrator Position](#)

AIP.16.01 [Dec 13 2016 Org Meeting](#)

AIP.16.02 [BOT June 14 2016 Regular Meeting](#)

AIP.16.03 [Superintendent/President “100 Days Goals”](#)

AIP.16.04 [BOT Jan 10 2017 Meeting](#)

AIP.16.05 [BOT Feb 14 2017 Meeting](#)

AIP.16.06 [BOT March 14 2017 Meeting](#)

AIP.16.07 [BOT July 11 2017 Meeting](#)

AIP.16.08 [CEO Strategic Leadership Program](#)

AIP.16.09 [CEO Leadership Academy](#)

AIP.16.10 [UC Davis Wheelhouse Fellowship Program](#)

AIP.16.11 [2018 Wheelhouse Fellows](#)

AIP.17.01 [BOT April 24 2017 Workshop](#)

AIP.17.02 [MC BOT Handbook](#)

AIP.17.03 [BOT Aug 8 2017 Meeting](#)

AIP.17.04 [BOT April 2018 Meeting](#)

AIP.17.05 [BOT February 2019 Meeting](#)

AIP.17.06 [BOT February 2020 Meeting](#)

AIP.17.07 [BOT August 2018 Meeting](#)

AIP.17.08 [BOT August 2019 Meeting](#)

AIP.17.09 [BOT September 2020 Meeting](#)

Institutional Reporting on Quality Improvement

REC.4.01 [EMPC Composition](#)

REC.4.02 [EMPC Board Docs link and screen shot](#)

REC.4.03 [SSMPC Goals](#)

REC.4.04 [EMPC PowerPoint](#)

REC.4.05 [EMP-SIP-SSMPC Goals](#)

REC.4.06 [Program Review link](#)

REC.4.07 [Examples of SS Program Reviews](#)

REC.4.08 [MCCD Integrated Planning Handbook](#)

REC.4.09 [Student Services Program Review Template](#)

REC.4.10 [Student Services Program Review examples](#)

REC.4.11 [January 2020 Workshop Training Agenda](#)

REC.4.12 [Student Equity 2019-2020 Program Review Report](#)

REC.4.13 [Student Services Link to Program Review](#)

REC.4.14 [SSMPC Goals 2019-2020](#)

REC.4.15 [Office of Relations with Schools 2019-2020 Program Review Report](#)

REC.4.16 [Student Services Link to Program Review](#)

REC.4.17 [SSMPC Goals 2019-2020](#)

REC.4.18 [Student Success Program 2019-2020 Program Review Report](#)

REC.4.19 [Student Services Link to Program Review](#)

REC.4.20 [Student Survey Data \(to centralize academic support services\)](#)

REC.4.21 [OIE Fall 2019 Data Report \(students succeed at higher rate\)](#)

REC.4.22 [Technology and Communication Student Survey and Results](#)

REC.4.23 [General Counselor Agendas and Minutes \(survey discussions and referrals to other resources\)](#)

REC.4.24 [CCSSE Sample Survey](#)

REC.4.25 [SENSE Summary](#)

REC.6.01 [Board Approval of EMP](#)

REC.6.02 [Board Approval of FMP](#)

REC.6.03 [Board Approval of consulting firm to assist with FMP](#)

[REC.6.04 FMP task force membership](#)
[REC.6.05 FMP task force agendas and minutes](#)
[REC.6.06 Vision Sessions and Sustainability Workshops](#)
[REC.6.07 Emails regarding campus and community forums](#)
[REC.6.08 Final Facilities Master Plan document](#)
[REC.6.09 Board approval of the FMP](#)
[REC.6.10 Board authorizing bond consultant](#)
[REC.6.11 Board Resolution](#)
[REC.6.12 Bond consultant presentations](#)
[REC.6.13 Bond measure voting results](#)
[REC.6.14 Consultant information](#)
[REC.6.15 FMP task force agendas and meetings](#)
[REC.6.16 Board approval](#)
[REC.6.17 Final updated FMP](#)

[REC.10.01 Merced College Participatory Governance Handbook](#)
[REC.10.02 College Council Committee Composition and Charge](#)
[REC.10.03 College Council Meeting Agenda and Minutes, April 4 2017](#)
[REC.10.04 President's Cabinet Meetings on April 5, 2017 and April 12, 2017](#)
[REC.10.05 President's Cabinet tracking tool](#)
[REC.10.06 Board of Trustees Meeting Agendas/Minutes](#)

Relection on Improving Institutional Performance: Student Learning Outcomes and Institutional Set Standards

[SLO.01 Academic Senate Resolution 05-15](#)
[SLO.02 PROAC Committee Composition and Charge](#)
[SLO.03 Academic Senate Resolution linking GELOs and ISLOs](#)
[SLO.04 eLumen Mapping document](#)
[SLO.05 eLumen video training videos of mapping](#)
[SLO.06 Cohort Assessment Trainer – roles per AS resolution](#)
[SLO.07 IMPC Committee composition and charge](#)
[SLO.08 IMPC IMPC Agendas and Minutes](#)
[SLO.09 IMPC Presentation/Review of PRs and Resource Allocation](#)
[SLO.10 Student services annual program review template](#)
[SLO.11 Student Services Program Review Examples \(Student Equity, Admissions & Records, and Student Success\)](#)
[SLO.12 Student Services Organization Chart and Sixteen Programs](#)
[SLO.13 SSMPC Committee Composition and Purpose](#)
[SLO.14 SSMPC Annual Planning Goals](#)
[SLO.15 January 2020 Program Review Workshop agenda/details](#)
[SLO.16 SSMPC Agendas and Minutes discussing PR](#)

ISS.01 [Merced College ACCJC Annual Reports](#)
ISS.02 [EMPC Agenda and Minutes \(review of ISS\)](#)
ISS.03 [SAC Agenda and Minutes \(review of ISS\)](#)
ISS.04 [Merced College Course Completion Data Table \(page 36\)](#)
ISS.05 [Merced College Program Awards Data Table \(certificates\) \(page 37\)](#)
ISS.06 [Merced College Program Awards Data Table \(degrees\) \(page 38\)](#)
ISS.07 [Merced College Transfer Data Table \(certificates\) \(page 37\)](#)
ISS.08 [Merced College Course Completion Data Table \(certificates\) \(page 38\)](#)
ISS.09 [Merced College Aspirational Program Awards \(certificates\) \(page 38\)](#)
ISS.10 [Merced College Aspirational Program Awards \(degrees\) \(page 38\)](#)
ISS.11 [Merced College Aspirational Transfer Data Table \(page 38\)](#)
ISS.12 [Merced College Annual Reports](#)
ISS.13 [MCCD SIP GOALS](#)
ISS.14 [EMPC Committee Composition and Charge](#)
ISS.15 [Office of Institutional Effectiveness website](#)

Report on the Outcomes of the Quality Focus Projects

QFE.P1.01 [Academic Senate Resolution 05-15](#)
QFE.P1.02 [Academic Senate Meeting Agenda and Minutes April 23 2020](#)
QFE.P1.03 [Academic Senate Meeting Agenda and Minutes May 14, 2020](#)
QFE.P1.04 [eLumen Client Services Agreement](#)
QFE.P1.05 [Email from Dean of Institutional Effectiveness \(Baba Adam\)](#)
QFE.P1.06 [Videos eLumen Instructional Video #1 and eLumen Instructional Video #2](#)
QFE.P1.07 [Participatory Governance Handbook updated January 2019](#)
QFE.P1.08 [PROAC Agenda and Meeting Minutes November 16, 2018](#)
QFE.P1.09 [PROAC Agenda and Meeting Minutes March 15, 2019](#)
QFE.P1.10 [PROAC committee structure](#)
QFE.P1.11 [PROAC Committee Composition and Charge](#)
QFE.P1.12 [IMPC Committee Composition and Charge](#)
QFE.P1.13 [Convocation Programs 2017, 2018, 2019, 2020](#)
QFE.P1.14 [Assessment Overview website](#)
QFE.P1.15 [Canvas resource page for eLumen](#)
QFE.P1.16 [eLumen website](#)
QFE.P1.17 [Summer 2019 PROAC Workshop](#)
QFE.P1.18 [PROAC Office hours and follow-up program review meetings](#)
QFE.P1.19 [PROAC Agenda and Minutes](#)
QFE.P1.20 [Assessment of GELOs website](#)
QFE.P1.21 [Summary of GELO/ISLO assessments](#)

QFE.P2.01 [Student Equity Reflection activities](#)
QFE.P2.02 I. [Pena Attachment #2](#)
QFE.P2.03 I. [Pena Attachment #3](#)
QFE.P2.04 I. [Pena Attachment #4](#)
QFE.P2.05 I. [Pena Attachment #5](#)

QFE.P2.06 I. [Pena Attachment #7](#)
QFE.P2.07 I. [Pena Attachment #7A](#)
QFE.P2.08 I. [Pena Attachment #10](#)
QFE.P2.09 I. [Pena Attachment #11](#)
QFE.P2.10 I. [Pena Attachment #12](#)
QFE.P2.11 I. [Pena Attachment #12A](#)
QFE.P2.12 I. [Pena Attachment #13](#)
QFE.P2.13 I. [Pena Attachment #13A](#)
QFE.P2.14 I. [Pena Attachment #14](#)
QFE.P2.15 I. [Pena Attachment #15](#)
QFE.P2.16 I. [Pena Attachment #16](#)
QFE.P2.17 [Attachment #17](#)
QFE.P2.18 [Attachment #17](#)
QFE.P2.19 I. [Pena Attachment #18](#)
QFE.P2.20 I. [Pena Attachment #19](#)
QFE.P2.21 I. [Pena Attachment #20](#)
QFE.P2.22 I. [Pena Attachment #21](#)

Fiscal Reporting

FP.01 [Merced College 2020 Annual Fiscal Report](#)