

Goal/Objective/Task	Description	How Success will be Measured	Status	Status Update
Goal - 1	Employ enrollment management strategies to support student success, progression, and completion/transfer			
Objective - 1.1	Develop guided pathways within metamajors, including stacked credentials, and in connection with K-12 and university partners			
Task - 1.1.1	Develop GPS within Metamajors	Students are applying to MC using Meta Majors	Completed	
Task - 1.1.2	Develop program map implementation plan and timeline	Plan and timeline created	Completed	
Task - 1.1.3	Implement Program Map Plan (for certificates, degrees, and stackable certificates)	90% of degree/certificates have a map	Completed-Ongoing	<p>Update 5/3/21: Approximately 60% of programs have been mapped including the potential 2+2 maps with UC Merced and CSU Stanislaus</p> <p>Updated 11/07/19: 14 of the 25 ADT's have been mapped and are in the final stages of submitting data to be included on our Program Pathways Mapper website link.</p> <p>Updated 09/04/20 (Dean of Student Equity/Success): 14 of the 25 ADT's have been mapped and files were sent to vendor. A normal error report was sent back with requested changes from the vendor. The team is currently working on that error report and working to generate a CNAME record.</p>

Task - 1.1.4	Include K12 and University partners to the GPS steering committee	K12 and University partner(s) attends GPS steering committee meetings	Completed	<p>10/5/2020: Integrated into other areas (Cabinet)</p> <p>Updated 12/3/2019: Will incorporate these partnerships with the new Dean of Student Services that includes dual enrollment. This dean position will help to identify and work with faculty, staff, and administrators to establish effective pathways for K12 students. 9/4/20 (by Dean of AB288, Outreach, A&R, GP) The GPS Steering Committee has been suspended</p>
Task - 1.1.5	Develop and, to the extent possible, articulate pathways and programs of study between K12 and university partners.	Top ten degrees/certificates will have program maps with plans from K12 to MC and from MC to universities. Formalized university partnerships.	Completed	<p>10/5/2020 - CSU Stan Agreement completed. UC Merced agreement pending signatures (Cabinet)</p> <p>Updated: 9/4/2020 (by Dean of AB288, Outreach, A&R, GP) The following Pathways have been completed and shared with our K-12 partners. Child Development, Business, History, Psychology, Sociology, Criminal Justice, Liberal Studies, General CSU Prep & General UC Prep</p> <p>Updated 12/3/2019: Will incorporate these partnerships with the new Dean of Student Services that includes dual enrollment. This dean position will help to identify and work with faculty, staff, and administrators to establish effective pathways for K12 students.</p>

Objective - 1.2	Strengthen scheduling to provide effective, efficient, student-centered course offerings, delivered through structured time blocks, that also maximize FTES generation			
Task - 1.2.1	Review, revise and implement a student-focused schedule (block, pathway, flexible, weekend, etc.).	Review all courses for consideration of block scheduling; All degrees/certificates will have a schedule for students to complete all req'd coursework in 3 years or less.	Completed	<p>10/5/2020: Substantial changes have included block scheduling, diversity of offerings, and scheduling based on student demand and need. This task is ongoing and monitored by the office of Instruction. (Cabinet)</p> <p>Partially dependent on facilities. More facilities needed to allow room cap to match course cap. Will also need additional staffing.</p> <p>Updated 11/07/19: Facilities Master Plan completed with goal to add more classroom space. Board approved putting bond on March ballot. 12/3/2019. Also coordinating with instruction, student services, office of external relations, technology services, etc. to develop a best practices for enrollment management within a Strategic Enrollment Management Framework.</p>

Task - 1.2.2	Train appropriate faculty leads, student services, and secretaries in enrollment management.	Foundational training will be completed for 100% of appropriate target staff. Ongoing training will continue.	Completed	<p>Updated 9/4/2020 (by VPI): This is an ongoing review process of the schedule. With COVID-19 most courses transitioned to an online modality. In preparing for the Fall 2020 schedule, additional short term classes (six, nine, and twelve week classes) were added to meet the needs of students. In addition, a summer four-week session was added for SU 2020 that was very successful and provided additional enrollment opportunities for students to complete their academic goals. Similar planning efforts are underway for SP 2021.</p> <p>Updated 12/3/2019: Additional training and training tools have been provided and implemented during the fall semester. This includes additional training for the area secretaries, deans, and faculty leads. Also, audit tools were enhanced to ensure scheduling practices are effective and correct.</p>
Task - 1.2.3	Implement Event Management System (EMS) software and train classified, secretaries, and deans.	Training completed for all parties; Implementation completed. Preferences have been input.	Completed	Initial training for deans and secretaries has been completed. Updated 9/4/2020 (by Assistant Director of Facilities, Events, and Operations): training has been completed for all parties and implementation is complete. Preferences have been input. Goal is complete.
Task - 1.2.4	Establish a new scheduling timeline and process (to include collaboration between instruction and student services).	A new timeline has been established and adhered to.	Completed	

Task - 1.2.5	Strengthen scheduling efficiency by having deans and secretaries input data and create schedule for their own areas. Create a dashboard that provides easy access to retrospective analytic data needed by deans to create a schedule.	Training complete for all parties and implementation completed by instructional deans/area secretaries.	Completed	
Task - 1.2.6	Complete annual Schedule-fest(s)	Schedule-fest scheduled and completed for academic year 2018-2019. Ongoing	Completed	First Schedule-fest scheduled for November 9th, 2018.
Task - 1.2.7	Develop processes with Human Resources to ensure adequate staffing for instruction and growth areas/disciplines).	Increased staffing for disciplines that are difficult to find instructors.	Completed-Ongoing	10/5/2020 Update: developed process and ongoing implementation (Cabinet) Update 8/21/19: Staffing Plan being developed in HR Council (6.x.x) Update 8/22/19 Draft of Staffing Plan developed and attached here Is the primary focus for the HR Council 10/5/2020: Targets are housed in the Office of Instruction (Cabinet)
Task - 1.2.8	Establish FTES and efficiency targets	All target goals will be given to deans for each semester.	Completed	Updated 9/4/2020 (by VPI) Continue to work with Office of Technology Services and Office of Institutional Effectiveness to develop data tools to accurately calculate and estimate FTES and efficiency targets Update 8/21/19: FTES targets established for deans by the VPI Tableau Dashboard will be helpful and was shared at the HR Council

Task - 1.2.9	<p>Establish a enrollment management dashboard (in Tableau) that includes predictive data tools.</p> <p>Create a predictive scheduling spreadsheet that provides estimates of FTES for each section and allows deans to manipulate fill rates to review different scenarios of FTES production.</p>	Dashboard created and made available	Completed	<p>10/5/2020 Update: Dashboard completed and used on a regular basis by Cabinet and VPIC (Cabinet)</p> <p>Updated 11/07/19: New Dean of Institutional Effectiveness Hired.</p> <p>12/3//2019 Update: ITS continues to update and modify the enrollment management dashboard in Tableau and other enrollment management data tools to assist with effective and predictive schedule practices.</p> <p>Update 8/21/19 (OIE): ITS/OIE will review current dashboards to determine if it is meeting the needs of Cabinet/Area Deans</p> <p>2019-03-28_BA In collaboration with Information Technology Services Department - Cabinet Enrollment Management and Area Deans Area Enrollment Management Dashboards have been created at the Tableau / Merced Analytics.</p>
Objective - 1.3	Design and develop innovative programs and expand educational programming to meet workforce needs (esp. in Ag, IT, and CTE)			

Task - 1.3.1

Develop and implement a data collection plan to identify CTE opportunities for training, workshops, certificates and degrees, including stackable degrees.

Survey data utilized to identify appropriate degrees and certificates, including stackable certificates

Completed

10/5/2020 Update: Cabinet has determined that external data from the EMP and partnerships with the Merced County WDB sufficiently informed the need for new programs. This continues to be an ongoing effort. Examples include: truck driving school, ag tech lab program, drone technology, potential construction program, CNA program (LB).

- Update 9/9/20: OIE needs to share the results with the campus community. A preliminary meeting should be set up with the CTE Dean to develop a strategy.

Update 9/9/20: The 2020 CTEOS data will be made available to all colleges by the end of November this year.

Update Feb 6th 2020

The CTE Survey results from 2019 have been collected and analyzed. The areas of wage gain have been identified .

The results have not been shared with the college community yet.

Update 12/03/19 The CTEOS survey results can be found at <https://cteos.santarosa.edu/cteos-survey-home>

Update 8/21/19 (OIE): Report still not available. Upon receiving results, the report will be communicated with stakeholders to determine next steps.

2019-03-28 BA MC participated in the State-wide 2019 CTEOS in Spring of 2019. We are waiting for

Task - 1.3.2	Survey community and business partners to identify up and coming CTE programs.	Data Results shared with CTE Dean and CTE faculty	Completed-Ongoing	<p>10/5/2020 - Cabinet has determined that external data from the EMP and partnerships with the Merced County WDB sufficiently informed the need for new programs. This continues to be an ongoing effort. Examples include: truck driving school, ag tech lab program, drone technology, potential construction program, CNA program (LB).</p> <p>Update 9/9/20: CTE Dean waiting on guidance from OIE on how to move forward. A follow up meeting needs to be scheduled.</p> <p>Update 12/03/19 Meeting has been setup between CTE Dean and OIE Dean in December 19</p> <p>Update 8/21/19 (OIE): CTE and OIE deans will meet with workforce developments partners to ensure we are not duplicating surveys to employers; OIE will leverage existing data resources (such as EMSI) to do additional investigation into workforce needs</p>
Task - 1.3.3	Develop appropriate degrees and certificates utilizing survey data from 1.3.1 and labor market data.	Certificates and degrees identified and developed	Completed-Ongoing	<p>10/5/2020 Update: 10/5/2020 - Cabinet has determined that external data from the EMP and partnerships with the Merced County WDB sufficiently informed the need for new programs. This continues to be an ongoing effort. Examples include: truck driving school, ag tech lab program, drone technology, potential construction program, CNA program (LB).</p> <p>Update 9/9/20: Waiting on data from 1.3.1 to develop an action plan</p> <p>12/3/2019: Waiting on results from 1.3.1</p>
Objective - 1.4	Provide just-in-time and advanced technical training to meet workforce needs			

Task - 1.4.1	Increase persistence from non-credit to credit programs through the creation of bridge pathways.	Increased percentage of student persistence.	Completed-Ongoing	<p>September 8, 2020 Update (by Dean of AE): Mirrored ESL courses began in spring 2020 (transition of noncredit ESL to credit). Therefore, this project is 100% complete. Currently having conversations about creating a new Workability Program to help transition noncredit students into the workforce (part of CTE programs). If curriculum is approved this semester, this can be offered starting summer 2021. Therefore, this project is 75% complete.</p> <p>January 21, 2020: Karissa Morehouse, Greg Soto, Bryan Tasse, and Kelly Fowler met to discuss next steps and timeline. Group will reconvene in fall 2020 to discuss bridging pathways between noncredit and credit.</p> <p>12/3/2019: New Dean of Student Success and Equity and new Dean of Student Services will work with the Director of Noncredit to establish and explore approach bridge pathways. Meeting with key administrators set for early spring.</p>
Objective - 1.5	Expand coursework and certificate and degree programs at Los Banos Campus to align with area workforce needs			

Task - 1.5.1	Identify workforce needs using labor market data, surveys, and community advisories for CTE expansion in Los Banos.	Appropriate CTE programs identified.	Completed-Ongoing	<p>10/5/2020 Update: Emerging CTE industries for the LB Campus for Allied Health a new CNA and Medical Assisting program has been established, welding program fully implemented and computer science programs are identified as next in line. Child Dev. is also a consideration when funding allows for facility development. (Cabinet)</p> <p>Update 9/8/20: Due to COVID 19 it has become a challenge to establish community partnership. The Dean of LB will continue to work with OIE to identify CTE programs for LB.</p> <p>12/3/2019: Dean of LB is working closely with OIE to develop data metrics appropriate for new programs at LB; currently establishing CTE advisory committees as needed.</p>
Task - 1.5.2	Add at least two new CTE programs in Los Banos.	Implementation of two new CTE programs in LB.	Completed	<p>Update 9/8/20: Working closely with Vince Roos and Michelle Pechanino and reviewed the local labor market data for a possible Culinary Arts program at LB. The market data was not favorable. Worked with the Dean of Noncredit and identified the Medical Assistant Program as an option. LB Medical Assistant program will start FA20.</p>
Task - 1.5.3	Ensure facilities plan addresses CTE needs on the Los Banos Campus.	Completion of FMP with LB considerations for CTE facilities.	Completed	
Task - 1.5.4	Establish CTE advisory committees to inform the data collection process and program development at the LB Campus.	CTE advisory committee agendas and minutes; New program development in LB	Completed-Ongoing	<p>Update 8/16/2021 (Dean of OIE): LB is being included in established advisories on the main campus. Meetings with advisories groups have been occurring with CTE and LB has been included.</p> <p>Update 9/8/20: The Dean of LB will continue to work with OIE for new program development. Due to COVID 19 it has become a challenge to engage computer partners.</p>

Objective - 1.6

Create innovative packaging and delivery of programs (e.g. cohort approaches; coordinated night, weekend, & summer programs; Fast Track; etc.) and expand distance education offerings

Task - 1.6.1

Offer 5 fully online ADT degrees.

5 fully online ADT degrees

Completed

10/5/2020 Update: Completed pending accreditation agency approval (Cabinet)

12/3/2019:

There have been several new courses (30 new fully online and 2 hybrid math courses which require the final and mid-terms in person) approved through the curriculum process to be offered fully online in 2019.

In 2018, 104 courses were approved to be taught online. As of November 2019, there are now 136 courses approved for the DE format. Most of this growth in DE has happened through the work of the OEI grant where we targeted a few degrees and certificates like Real Estate and Wastewater treatment to be offered fully online. In October and November 2019 alone, 26 courses were approved to be offered in the DE format through focused work associated with the OEI-CTE grant. We have been targeting two CTE ADTs degrees this year to be offered fully online: Business and CLDV. We have made great progress towards this goal which should be achievable by end of the 2020 academic year.

Update 9/8/20 (by dean of LRC): The DE Addendum increased our approved DE courses to include almost all of our course offerings with only a few exceptions for hybrid offerings (an increase from 104 courses). Spring/Summer 2020 Child Development faculty finalized their online curriculum for fully online degrees in their program (CLDV ADT, AA and certificates). Fall 2020 the courses are going through the local POOR process to be submitted to

Task - 1.6.2	Create and launch effective marketing of college programs	Increased targeted marketing strategies to appropriate student population.	Completed	<p>02/05/2020 (Bianca): Task is completed. We have just completed our largest comprehensive marketing campaign in MC History. This includes city banners, television commercial, radio and print. All three will speak to the diversity of programs offered at MC.</p> <p>12/3/2019: Office of instruction is meeting with Office of External Relations to develop strategies in marking instructional programs and specific schedule types (online, evening, etc.)</p>
Task - 1.6.3	Develop alternative degree completion schedules (e.g. evening and weekend).	# of programs offered in evenings and weekends	Completed-Ongoing	<p>Update 4/25/2022 Karissa: Relaunch will allow for an alternative programs in four disciplines alternative schedules for students. Students have indicated that they are not interested in night and weekend courses, they prefer online.</p> <p>8/16/2021 (Dean OIE): Main campus deans and LB dean are working together on schedules so that the campus' are not competing with each other.</p> <p>10/5/2020 - Alternative schedules are being reviewed and revised based on student demand need (Cabinet)</p>

Task - 1.6.4

Develop innovative delivery of hard-to-access courses for LB students

of offerings for courses traditionally not offered on LB campus through innovative practices (e.g. Zoom)

Completed-Ongoing

11/12/21 – COMM-30 will also be offered to allow students to complete Communications degree. The process to continuously reevaluate our course offerings to ensure students have what they need will be an ongoing process. At this point, this practice can be categorized as 100% complete with the understanding that data on new # of course offerings can be collected from hereafter.

8/16/2021 (Dean of OIE): 90% complete. Grant was awarded and additional equipment was funded. 2 classrooms are set up for synchronous classes. Discussions are occurring between LB dean and dean of agricultural and industry to discuss bringing Ag business classes to LB. The beginning classes will be face to face but the more advanced classes will be synchronous zoom to the main campus.

10/5/2020 Update: Awaiting grant approval

Update 9/8/20 Update (by dean of LB): A grant for PollyCom equipment , to increase the ability to offer remote classes in rural communities, but was not awarded the equipment. Areas of consideration to include are disciplines/ programs with traditionally low enrollment. Due to COVID 19 LB has increased the online offerings using the Canvas Shell and CCCConfer Zoom, as well as increased the number of faculty attending CMOIT to improve innovative instructional practices online.

Update Feb 6th 2020

Task - 1.6.5	Institutionalize Certificate Master Online Instructor Training (CMOIT) course and additional faculty opportunities for DE	Stable funding and # of instructors participating in training	Completed	<p>10/5/2020 Update: CMOIT has been fully institutionalized (Cabinet)</p> <p>Update 9/8/20 Update (by dean of LRC): 120 Faculty completed CMOIT Spring & summer 2020 and a new course was developed called the "Online Teaching and Learning" 4 week course. This brings our total to 224 faculty certified to date. In addition, training on use of Canvas, Canvas tools and faculty mentors continues to increase faculty skills in using the Learning Management System. 33 Faculty Mentors Spring 2020, 4 Mentors Summer and 9 Mentors Fall 2020 continue to support faculty directly. Funding from CARES supports the additional trainings and mentors beyond the iHOPE grant and a plan for sustaining the training is under review. In addition, the Peer Online Course Review team was created with 3 faculty chairs and a process is developed to review Merced College courses which will increase Merced Colleges statewide online education footprint</p> <p>12/3/2019: The Certified Master Online Training Course (CMOIT) has been fully institutionalized, but not sustainably funded. It is now the accepted practice at Merced College that instructors need to be trained before they are assigned to teach online. The OEI grant has provided funding this academic year to support additional faculty to complete the CMOIT training. The grant is also providing funding for faculty to attend conferences focused on improving student success in DE and increasing the</p> <p>10/5/220 Update: Course schedule includes a multitude of short-term classes per semester (Cabinet)</p>
Task - 1.6.6	Expand short-term course offerings	Increased variety of term lengths (4-week, 6-week, etc.)	Completed	

Task - 1.6.7	Evaluate effectiveness of compressed calendar for MCCD schedule.	Evaluation report; Task force recommendations	Completed	12/3/2019. Compressed Calendar Investigation Committee met on October 31, 2019. After an analysis of other colleges, reports, and presentations, committee decided to defer the work of the committee until a time in which a strong data rationale indicated the committee should reconvene.
Objective - 1.7	Implement strategies to support student success, progression, and completion/goal attainment			
Task - 1.7.1	Centralize Academic Support Services.	Open a one-stop shop (LB and MC) to include all academic support services.	Completed	<p>Increase in the tracked number of unduplicated student use; Higher completion/retention/success rates Quantify how these changes will increase student usage and increase FTES; Identify the location; Receive approval for remodeling and funding; Explore grants for remodeling; Increase in the tracked number of unduplicated student use; Higher completion/retention/success rates</p> <p>Updated 11/07/19: The SSTC opened in the Fall 2019 in order to centralize academic support services in one central location. Study Central continues to provide academic support services but the SSTC is now serving as the main hub for student academic support services.</p>

Task - 1.7.2

Implement student assessment tool for online readiness.

Implementation of student assessment tool.

Completed

Update 12/03/2019

Nancy Golz and her team have been working with Student Services to implement the Student Success Readiness Module (Chancellor's office). The module has been customized inhouse and is called Merced Online Readiness Module and is available in the Canvas Shell as a self-enrolled course for Students to self-assess their aptitude to take online courses
Update 9/8/20 (by dean of LRC): The Online Student Readiness module is available in Canvas for all students to self-enroll, this was completed Fall 19. In summer 2020, an additional student support feature was developed in Canvas called the Student Support Hub. This Canvas shell is a centralized location for all key student supports in one location including; online Canvas and technology support/training, the Student Readiness Module, Canvas tutorials along with a direct link to student services (financial aid, tutoring, ASMC, Counseling, DSPS, EOPS and other support programs). All students have the Student Support Hub in their Canvas account upon registration at Merced College.

Row 12 The Status says completed. Is there any documentation or anything that ca

Goal/Objective/ Task	Description	How Success will be Measured	Status	Status Update
Goal - 2	Increase student access and streamline entry processes			
Objective - 2.1	Support student goal identification and development of individualized student education plans			
Task - 2.1.1	Implement pre application education of a career goal to streamline entry into a specific "School" within Guided Pathways.	All of Merced Unified High School District School will receive a pre-application workshop to educate them about "Schools"	Completed-Ongoing	<p>11/12/2021: (DIE) During the enrollment steps workshop conducted with not only MUHSD sites, but all feeder high schools – the informational workshop (pre-application) informs students of the various “schools of” and how that information is presented within the Application for Admissions shared by the Enrollment and Retention Specialist assigned to each High School site.</p> <p>Implementation for Fall 21 enrollment during Spring 21 term.</p> <p>10/5/2020 Update: Progress stalled due to COVID-19; ORS is revisiting it in fall 2020 (Cabinet)</p> <p>9/4/2020 - General Information shared Spring Workshops Postponed COVID-19 (Dean Soto)</p> <p>ORS has been provided information regarding the Schools of but needs professional development. (8/19)</p>

Task - 2.1.2	Identify comprehensive Student Education Plan within a completed 15 unit timeframe (within first semester) for students.	At least 90% of all students.	Completed	<p>9/08/20 Murrell: established a Think Thirty campaign, as well as, work with Outreach to assist new students to utilize Group Counseling services</p> <p>update 12/04/19 Komal Discuss adding a new task establishing a Think Thirty campaign or replacing Complete 15</p> <p>Update 5/3/21: The Think Thirty campaign was established. The Navigate campaign is identifying those students with 15 completed units or less through Navigate to inform and schedule Group Counseling sessions. Embedded Counselors are spearheading this project.</p>
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Task - 2.1.3	Identify student needs, using the Community College Student Survey of Engagement, to increase/modify available support services.	Identification of student needs cross-walked with student support services.	Completed-Ongoing	<p>4/26/2022 update (Joe): Identify student needs using CCSSE to increase/modify available support services is complete. Merced College continues to utilize CCSSE as a means of obtaining student feedback. Over the past few years we have not had the response rate that we would like. The information obtained is being used by our department to create campus changes.</p> <p>12/2/2021: student equity plan is due in the summer and the CCSSE results are being used to make appropriate changes.</p> <p>11/17/2021: (DIE): CCSSE results delivered to multiple committees as well as cabinet. CCSSE had three parts, original, student needs, and covid concerns.</p> <p>Update 8/6/2021 by DIE: CCSSE results have been received and will be summarized by OIE and be ready for Cabinet on September 1.</p> <p>Update 5/3/21: From a qualitative perspective, this has been done. However, the Student Services Deans along with Counselors will work with the new Dean of OIE to accomplish this with the use of quantitative data, as well.</p> <p>Update 04/29/21 by Dean of OIE the CCSSE has been launched and will close in May. The results will be sent to the President and CCSSE coordinator in July. We have also participated in</p>
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Task - 2.1.4	Evaluate all incoming student transcripts from other colleges for transfer degrees.	Eliminate 90% of second requests/follow up evaluations	Completed	<p>09/08/20: Evaluations department is evaluating every incoming transcript completely for local and transfer equivalencies upon receipt and have been since Spring 2020 (A&R Director, Sherry Elms)</p> <p>Update 1/15/2020 - Felicia Jones Murrell documented during the test phase: Other school transcripts evaluation process was revised to require the student to request their evaluation by their declared major. Evaluators will evaluate for AA/AS, CSU and IGETC transfer on that major. We are evaluating time for response from student, time spent on expanded evaluation and feasibility of full evaluation for every transcript received whether student needs it or not.</p> <p>Update 12/3/19 - Komal Sherry has documented the Process in collaboration with the others and it is being evaluated for implementation</p> <p>Additional evaluators were hired to meet demand. (4/19)</p>
Objective - 2.2 Streamline registration and matriculation processes				
Task - 2.2.1	Implement instructor "add codes" through Self Service/Faculty page	<p>Streamline first week add to class process (Reduce registration lines to add in person)</p> <p>70% reduction in face to face first week registration actions</p>	Completed	<p>Update 1/15/2020 - Felicia Jones Sherry documented some issues were encountered with functionality. Need to continue to educate Faculty and Students on use of the tool.</p> <p>Testing complete, set to launch Spring 2020. (12/19)</p> <p>Update 8/21/19: New plan in process; pilot testing new process in Spring 2020 to implement for Fall 2020</p>

Task - 2.2.2	Implement placement questionnaire	90% of students will utilize placement tool	Completed	
Task - 2.2.3	Provide early and proactive career information	100% of incoming students will attend a SSSP intro to Merced College presentation, including career information	Completed	Update 12/05/19 - Komal We have chosen to stick with the Career Coach option and have embedded it into our introduction workshop which is prior to application. The results from the career assessment can better guide students in choosing a major/career path during the application workshop.
Task - 2.2.4	Create new Student Success Center (SSC)/one-stop matriculation services at MC and LB	100% of on campus registering students will use the one stop shop	Completed	Note: The Los Banos Welcome Center status is in progress. A Welcome Center location on the LB Campus was identified, permanent room signs were installed, and a calendar of open Welcome Center hours is advertised in printed form and posted online. Currently, the LB Welcome Center is staffed by a SSSP Technician around other work, and by the two Los Banos Student Support Coordinators as needed. Funding for permanent Welcome Center staffing is currently limited, but was listed as a resource request through Program Review. (4/19)

Task - 2.2.5	Automate noncredit application process	100% automation of application and enrollment for noncredit students	Completed	<p>09/08/20 Update: NC students are applying to Merced College online through CCCApply since Summer 2020 (A&R Director, Sherry Elms & Dean Moran)</p> <p>Update 1/15/2020 - Felicia Jones ITS staff are working on an internal NC application for this use. Progress delayed due to other pressing ITS project needs.</p> <p>update 12/03/19 - Komal Brian Demoss from ITS is working on writing the internal customized application.</p>
Objective - 2.3	Reach new populations of students (e.g. in outer areas of District; new growth communities; incumbent adult workforce; non-traditional; AB288; more high school students; incarcerated; etc.)			
Task - 2.3.1	Expand Independent Living Program classes for foster youth population (i.e. education classes, host classes on campus).	100% classes will be offered on campus	Completed	10/5/2020 Update: The development of the new NextUp center provided all necessary services to meet this task

Task - 2.3.2	Establish nontraditional student community advisory group (prison, HSA, adult re-entry, migrant education, commuter, evening, online) to identify best practices for outreach and educational needs of nontraditional student populations.	Creation of an inclusive advisory group formed; Meetings scheduled with agendas and minutes	Completed-Ongoing	<p>09/08/20: Various subgroups have been created via the Student Equity Committee to address nontraditional students, such as our DREAMERS Design Team. In addition, Student Services, has a DSPS advisory that meets once a year and an EOPS group that meets each semester. On the instructional side, there is also the Inmate Education Taskforce, the Kings View Adults with Disabilities Team, workforce investment group for adult programs, and Distance Education (Dean Moran)</p> <p>A Prison Education Task Force was started Fall 2019 to explore best practices in supporting this student population. (10/19)</p>
Task - 2.3.3	Streamline enrollment into AB288 classes.	Implemented enrollment plan and process.	Completed	<p>Create an electronic version of the K-12 form</p> <p>update 12/03/19 -Komal</p> <p>Greg Soto announced as Dean of Student Services, with a focus on Dual Enrollment, Outreach, Admissions & Records, and Guided Pathways</p> <p>09/04/20: Completed (Dean Soto)</p>
Objective - 2.4	Create First-Year Experience program which integrates campus life, career counseling, educational planning, and student success strategies			

Task - 2.4.1	Implement a summer enrichment program/bridge program.	First year goal to host 100 students and expand annually by 50 students	Completed	<p>12/2/2021: EOPS/SOAR Summer Enrichment/Bridge Program completed summer 21 and served 110 students. Successfully implemented and being offered summer 2022.</p> <p>09/04/20: both projects are postponed for Summer 2021 (Dean Soto)</p> <p>Currently planning the Summer Bridge 2020 program, as a pilot for the general student population. This is expanding on the EOPS SOAR program model that has been implemented over the past 2 years. (12/19)</p> <p>The reconstituted Guided Pathways Steering Committee has added this as one of the planning goals for 2019-2020. We are exploring potential FYE programs to pilot during the Summer 2020. (10/19)</p>
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Task - 2.4.2	Develop and offer FYE course that addresses career/meta major exploration and basic college success components.	Course is designed and approved by curriculum committee; Course scheduled and offered	<p>Completed-Ongoing</p> <p>9/6/2022 Update (Greg): The following courses were created and approved through our standard Curriculum Process to address information introducing STEM (meta-major) information to specifically UC bound students.</p> <ul style="list-style-type: none"> •GUID 46 – UC Transfer Experience •COLL 47 – UC STEM Transfer Experience •MATH 32 – Probability and Statistics for STEM <p>Both the GUID 46 & COLL 47 were designed to introduce potential UC Transfer Students in the field of STEM to major exploration, basic college success and designed to be taken early in the students UC STEM journey. MATH 32 was designed in collaboration with UCM to help meet the major specific requirement of MATH 032 (UCM) course prior to transfer for UCM bound STEM students.</p> <p>2/3/2022 Update (Greg): There has not been additional movement since 11/18/21 regarding the development and offering of a FYE style course, however, while not part of the success metric – we have incorporated meta major exploration within the new student onboarding processes.</p> <p>11/18/2021: (DIE) COLL 10 was not successful two different options are being explored based on curriculum we already have:</p> <ol style="list-style-type: none"> 1. offering a noncredit GUI 101
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Task - 2.4.3	Implement completion teams within the schools	Counselors and student support services are embedded within instructional areas and all faculty and staff are able to refer students through Navigate	Completed-Ongoing	<p>4/26/2020 update (Brooke): Counselors and support staff from financial aid as well as enrollment and retention specialists have been assigned to success teams. Early alerts within Navigate are nearing completion for fall 2022 implementation and training for faculty to utilize at fall convocation. A success team introduction meeting with all member of the teams is scheduled for May 13 to begin team building and training on the roles of the members and the team as a whole. Counselors throughout the district are participating in training for the Strong Interest Inventory Certification, a 2-day training, taking place this May to support career development for students within the Success Teams. Success Teams are ready to be fully implemented fall 2022. Collaboration with Office of Instruction and the Office of Institutional Effectiveness are set to begin the development of dashboards to support equity and inclusion measures within the success team model.</p> <p>1/27/2022 update (Brooke): The counseling retreat on 12/14/21 established benchmarks for the Tiered Counseling Model and tools that need to be developed to support the embedded counselors. Spring 2022: ability to assign students to "Schools of" within Navigate has been established and caseload numbers are being evaluated to finalize counseling assignments. Success Team development set to occur in Spring 2022.</p> <p>11/12/2021 (Brooke Boeding): Full time counseling</p>
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Task - 2.4.4	Design and implement events and activities targeted toward first year students	The district will hold at least 5 events/activities for first year students that are connected/themed.	Completed-Ongoing	<p>Update 9/6/2022 (Greg): Events 1-4 have all been completed for the incoming Fall 2022 students. Event #5 – “You’re our #1” – occurred 9/6. Will using Navigate Tool to send invitation to students for participation.</p> <p>Update 4/26/2022 Greg: Event #1 – Series of Registration Workshops held in-person at each of our feeder high schools</p> <p>Event #2 – How to Become a Blue Devil Event – Held during March: From Application to Registration</p> <p>Event #3 – Blue Devil Preview Days – Held week of first-time student registration: Getting across the Finish Line</p> <p>Event #4 – Welcome Week – Activities focused on welcoming First Year students to the Merced College Campus – Tours, activities,</p> <p>Event #5 – You’re our #1 – event to connect with first time students after week 6 (broken by Schools of) – to help retain and persist from term-to-term</p> <p>2/3/2022 Update (Greg): Actively planning events for the Spring 2022 term and the 22/23 academic year (post-covid) specifically focused on new students and activities associated with retention during year 1.</p> <p>The reconstituted Guided Pathways Steering</p>
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Goal/Objective/ Task	Description	How Success will be Measured	Status	Status Update
Goal - 3	Maximize future financial stability via data-driven, long-range, integrated fiscal planning			
Objective - 3.1	Implement integrated, data-driven business practices and sustainable resource development and allocation			

Task - 3.1.1	Link assessment, program review and other related resource allocation processes, using the eLumen system.	Full implementation of eLumen; Resource allocation and fiscal processes based on data-driven systems.	Completed	<p>Update 10/4/22(Dee, Joe, Andre):complete with the modification that the outside vendor, eLumen, was not able to deliver a comprehensive resource allocation list. However, internal processes linked SLO assessment, Program Review, and Resource Allocation.</p> <p>Update 9/26/22 (Dee, Joe, Arlis): Will need to ask EMPC in December for a modification since we cannot get eLumen to do what we had hoped. We had hoped that eLumen could produce one list of all RA for a division. However, RA cycle has been included in the Assessment Report, which includes reporting out of what was funded. Assessment report has been delivered to many committees and is posted on website. Maybe suggest that all PR templates require respondents to address how items funded have improved the program.</p> <p>Update 8/4/2021 ITS will use elumen for the 2021-2022 program review to test the resource allocation capabilities of elumen</p> <p>Update 5/7/2021 by Dean of OIE a "systems clean up" group has been established to compare systems and attempt to align them</p> <p>Update 05/02/2021 (Arlis for Edward): This has been Completed for instruction – all identified instructional programs are using eLumen to assess courses. Data from the course assessments are being used to verify students are mastering the program SLOs and in the program review process in the software. Resource allocation requests are being generated in eLumen, as part of the action plan steps to complete each program's goals, and the list of resource requests for</p>
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Task - 3.1.2	Create an instructional equipment / facilities / technology life-cycle process to track and trigger replacement needs	Process documented and approved and implemented	Completed-Ongoing	<p>Update 6/28/23 (Arlis): The process has been developed which means the intent of the task.</p> <p>Update 4/21/23 (Arlis): Next step is to build a logical taxonomy of technology hardware for the vendor load into MetaBIM. Final step is to start inventorying technology building by building and entering it into MetaBIM. We have spoken to Andre recently about capital assets inventory that he has planned. We suggested increasing the scope so that the vendor could inventory everything down to a \$500 value.</p> <p>Update 12/13/22: (Arlis, Joe, Marcus): Met to discuss the use of MetaBim</p> <p>Update 11/29/22: Arlis, Joe, Marcus, and Dee will meet in Spring to resolve</p> <p>Update 9/23/2022 (Arlis, Joe, Marcus): We are currently working with MetaBim conducting weekly meetings to provide institutional information and plan on going live by October 31 with staff training the week prior.</p> <p>Update 2/3/2022 (Arlis, Joe, Marcus): ITS, Fiscal and Capital Projects will have a MetaBim demo to see if it meets the Districts inventory needs. MetaBIM incorporates asset management, equipment life cycles, inventory, work orders, transportation systems, preventative maint., emergency system plans, utility maps, key distribution, and much more</p> <p>Update 8/20/2021: (Dean of OIE) AVP-ITS will look into get a demonstration of Fixed Asset module from colleague to see if this can be used for asset management. He will also review</p>
Objective - 3.2	Align resources with planning processes for long-range financial planning and fiscal management			

Task - 3.2.1	Integrate Program Review (eLumen) into the budget development process	Incorporated into the budget cycle	Completed-Ongoing	<p>Update 10/3/22 (Andre): eLumen does not do what was expected. It was thought that it could produce one RA list with data to support request. It does not. task complete with the modification that the outside vendor, eLumen, was not able to integrate program review into the budget process. However, internal processes integrated program review into the budget process.</p> <p>Update 5/3/21: We are still waiting for eLumen to become fully functional in order for us to move forward with this task.</p> <p>Update 9/9/20: (Dean of OIE) The Dean of OIE created a plan to integrate the Program Review into the budget development process and has shared that with Cabinet and awaiting their feedback and approval Please see attached document "The Integration of Program Review, Strategic Planning, and Budgeting Processes"</p> <p>update 12/04/19: (Dean of OIE) there were some challenges presented while considering using elumen for Program Review for Administrative Units and Student Services. Tying Program Review to Resource Allocation in elumen for Administrative Units is a challenge Dean of OIE is working with elumen consultant and other schools for evaluating the alternatives or how to customize elumen to fit our needs</p>
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Task - 3.2.2	Review and revise planning calendars to effectively communicate the integration and process of program review and budget and resource planning.	Revision of planning calendars.	Completed	<p>Update 4/25/23: revised planning document will be taken to ASMPCC and EMPC for review.</p> <p>Update 11/29/22: Joe and Andre will meet to integrate calendars</p> <p>Update 9/26/22 (Joe A): The planning calendar was reviewed and suggestions for changes/updates will be forwarded to College Council for inclusion into the Integrated Planning Handbook.</p> <p>Update 09/10/20: by (Dean of OIE) An Integrated Planning Life Cycle Process was created and shared with the Cabinet. Awaiting feedback and approval. The document with the proposed Calendar "Program Review Lifecycle" is attached</p>
Task - 3.2.3	Create a long-term resource process that provide a multi-year funding framework utilizing master plans.	Long-term resource allocation process created	Completed	<p>Update 04/27/23 (Joe A.): As part of our resource allocation process, we use a spreadsheet to capture each department's resource requests. We have now added additional tabs to the sheet in order to capture future resource requests that are identified but not necessarily needed for the upcoming fiscal year. These future requests include estimated costs that are subsequently included in the District's multi-year budget projections.</p> <p>By adding this additional component, a long-term resource allocation process has been created that provides a multi-year funding framework. As a result, this task has been completed (and will be continually assessed).</p> <p>Update 11/29/22: VP's need to meet to discuss. The resource allocation process is in place but not the "long term" aspect.</p>

Task - 3.2.4	Complete dashboard metrics aligned with the Student-Centered Funding Formula (SCFF) to monitor data to provide predictive analytics in decision making.	Development of dashboard metrics completed	Completed	<p>Update 08/4/2021 the chancellor's office has completed a SCFF that includes the ability to compare with other colleges. This meets our needs. Link is attached.</p> <p>4/29/2021 D.N. New Dean of OIE. Started looking at different colleges Santa Rosa Jr. College, Mount SAC researching SCFF dashboards. Dee looking into where the data comes from and how it is currently tracked and reported. Meeting with data consultant to review existing data in tableau model for further expansion.</p> <p>Update 12/4/19 Komal Looking at other Institutional Practices to Increase Student Centered Formula Performance Outcomes especially Mt. San Antonio College</p> <p>Update as of 8/21/19: OIE is now under ITS which is enhancing communication through regular ITS meetings to discuss development, maintenance, and distribution of a functional SCFF dashboard.</p> <p>OIE will look into developing a library of external data to fill gaps of the missing data points</p> <p>Reviewing current metrics on various websites such as FCMAT.org, CCCCCO.edu, et cetera</p>
Objective - 3.3	Further develop the Foundation with structure, friend-raising, and fundraising			

Task - 3.3.1	Build positive image and perception of Merced College among the internal and external communities.	Increased funding; Community surveys/focus surveys	Completed-Ongoing	<p>02/05/2020 (Bianca): Task is completed. Merced College is being brought to the table in all city and county wide conversations promoting Merced and our contribution to workforce training. We have positive press in the newspapers and on television weekly. We have revamped our employee newsletter to highlight accomplishments and engage employees. And we are launching a comprehensive advertising campaign (see above).</p> <p>Update 12/04/19 Komal Increased participation in Local events, Civic Organizations, Organizing public events on MCCD Campus like the Political</p>
Task - 3.3.2	Develop and maintain a robust foundation board	Board growth (# members) and engagement (\$\$)	Completed-Ongoing	<p>02/05/2020 (Bianca): Task is completed. Merced College Foundation has grown its board from 10 members to 17 members incorporating business leaders, community partners, and financial supports of Merced College who are actively engaged.</p> <p>update 12/04/19 Komal 5 New Board members were added New Donations were secured for SOTC (State of the college)</p>
Task - 3.3.3	Review and update foundation board policies and investments	Review and update completed	Completed-Ongoing	<p>09/09/20: Due to COVID-19, the board was not able to meet in person. There is a new board member tasked with reviewing bylaws and she joined the board just last month. (Director of External Relations, Alice Nguyen)</p> <p>02/05/2020 (Bianca): In two years Employee Giving has gone from \$1,815 per month and included 96 employees to \$4,324 per month and includes 270 employees and it continues to grow each month.</p> <p>Update 12/04/19 Komal Andre is working with an Investment firm on the bylaws</p> <p>Update 8/21/19: Pending future foundation board agendas (check with Andre)</p>

Task - 3.3.4	Engage District employees on the mission and function of the Foundation and increase employee contribution.	Increased participation in employee giving each year.	Completed-Ongoing	02/05/2020 (Bianca): Task is completed. Employee Giving to the Merced College Foundation. Update 12/04/19 Komal New Incentives with Monthly drawings and Prizes Tripled the employee contributions
Task - 3.3.5	Purchase and implement CRM System	System implemented	Completed	02/05/2020 (Bianca): Task is completed. Merced College Foundation purchased and implemented Bloomerang (a CRM) on February of 2019. update 12/04/19 Komal Bloomerang CRM plan for complete implementation and full functionality by Spring 20
Objective - 3.4	Develop proactive funding diversification via the Foundation, grants, and private sector partnerships (see also Goal 6.0) (Staffing Plan)			
Task - 3.4.1	Develop comprehensive list for funding opportunities and needs within the District for purposes of fundraising.	Developed list by area and success stories.	Completed-Ongoing	8/23/21 (Dean IE): updated in FMP 02/05/2020 (Bianca): Task is in progress. Is halfway complete with out Facilities Master Plan. This plan showcases growth projects and helps with naming opportunities. Update 12/04/19 Komal Given out more than \$2500 mini grants List currently being developed

Task - 3.4.2	Establish of a grant writer / grant department	Establishment of grant program for the District.	Completed	<p>8/10/21 (Dean of OIE): A grant website has been created off of the OIE home page, a research request form has been created, a process has been created, and a relationship with Congressional Partners has been established.</p> <p>09/10/20: by (Dean of OIE) By March 2020, Merced College contracted consultant Ron Durbin, with strong grant writing experience from UC Merced to: Fully document the grants process lifecycle for future grants staff to utilize Create grants Pre-Approval Request form as well as grant proposal checklist Assist in the writing and submitting of at least one new grant Merced College also contracted with Congressional Partners, which is a bipartisan government affairs and federal funding agency, serving higher education institutions at the federal level. So far, Merced College has submitted 3 new Grant applications and is close to submitting the 4th application.</p> <p>02/05/2020 (Bianca): Task is in progress. Is close to being complete. A grant writer and department is being discussed at the Cabinet level and is moving forward.</p> <p>Update 12/04/19 Proposal shared with cabinet put together by AVP ITS and Dean of OIE</p>
Task - 3.4.3	Develop comprehensive list of existing partnerships and use them to create new ones.	List completed	Completed	<p>8/20/2021: Update by DIE. AVP External Relations will work with cabinet on developing a list.</p> <p>02/05/2020 (Bianca): Task is in progress. Is halfway done with the development of a list at the Cabinet level of our existing partnerships.</p> <p>update 12/04/19 Komal An initial list has been developed and will be continually updated</p>

Goal/Objective /Task	Description	How Success will be Measured	Status	Status Update
Goal - 4	Strengthen campus safety and align facilities and technology planning with educational master planning			
Objective - 4.1	Address campus safety issues across all campus locations			
Task - 4.1.1	Conduct recurring educational awareness and safety training (active shooter, mental health crisis, services available to students, current trends, etc.)	Documentation of training provided to faculty and staff & development and implementation of a training calendar, individual department need.)	Completed-Ongoing	9/10/20 Update: Campus Police and Risk Management will work with individual areas and departments to develop a training scheduling for the remainder of the fiscal year, including active shooter and evacuation trainings among others.
Task - 4.1.2	Install bollards throughout the District to increase pedestrian safety by restricting vehicle access.	Installation of bollards	Completed	
Task - 4.1.3	Establish recurring inspections, maintenance and improvements of roadways, parking lots and signage to improve traffic safety.	Documentation of annual inspection and maintenance program	Completed-Ongoing	12/4/19 - Risk Mgt completed parking lot survey for hazards and signage
Task - 4.1.4	Improve safety of Child Development Center (adding physical security measures to restrict access).	Installation of fencing and gates.	Completed	

Task - 4.1.5	Address all safety and security vulnerabilities identified in comprehensive assessment report(s) for the District.	All applicable vulnerabilities addressed.	Completed-Ongoing	9/10/20 Update: Each of the items in the vulnerability study have been fully addressed and complete. Some items were assessed but ultimately deemed by Cabinet as not applicable therefore the recommended action was not implemented. Other items that were fully addressed will still be reassessed on an ongoing basis in case additional action is necessary.
Objective - 4.2	Ensure facilities and technology planning supports long-range educational planning			
Task - 4.2.1	Complete Facilities Master Plan that supports the Educational Master Plan. Include matrix codifying "standard" elements of facilities projects	Plan completed and Board Approved	Completed	https://www.mccd.edu/about/committees/fmp/index.html
Task - 4.2.2	Complete Technology Master Plan that supports the Educational Master Plan. Include matrix codifying "standard" elements of technology projects	Plan completed and Board Approved	Completed	

Task - 4.2.3	Create cross-functional communication strategy for technology and facilities	Documented strategy or team created	Completed	<p>Update 8/23/2021: (Arlis) The form has been built and is in the testing phase. We have delayed final testing and release for September. Still expecting to complete by end of FA-21</p> <p>Update 5/2/2021 (Arlis) The last piece to completion is the shared electronic form with associated workflow. Task completion is expected in FA2021.</p> <p>Update 8/2020: ITS is working closely with Marcus Metcalf, the new Director of Capital Projects & Construction. This new District position and the new relationships developed have greatly improved cross-functional communication between ITS and facilities</p> <p>Update 8/21/19: Conversation put on hold in Spring due to priorities; Expected to be completed before Spring 2020</p> <p>Updates 11/24/2021: This task will be completed by the end of the Fall 2021 semester. The electronic project request form has been completed and is in final testing now. Project tracking templates have been developed in Smartsheet to facilitate better communications. Will Resendes (Dir. Technology Infrastructure and Architecture) and Marcus Metcalf (Senior Director of Capital Projects and Facilities) are now meeting regularly to discuss District projects and tasks.</p> <p>Updates: Will Resendes attends MCPACT meetings to discuss upcoming and current projects and tasks.</p>
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Objective - 4.3 Proactively pursue facility and technology funding through both state and diversified funding sources

Task - 4.3.1	Advocate for state funded District projects (i.e. Ag/IT Building, Vocational Building)	Merced College projects on state funded list	Completed-Ongoing	<p>Update 5/3/21: The Construction bid award is expected to be submitted to the May Board for approval. Expected completion date for the project is August 2022. In addition, we are currently working with our architects to submit 2 FPPs to the state - Los Banos CTE facility and Music-Arts-Theater renovation. We have submitted a grant application the Economic Development Agency for \$3M towards the renovation of our Vocational building and are still waiting to see if it will be awarded.</p> <p>Update 9/10/20: Ag/IT Building remains on the State funded list. In addition, 4 Initial Project Proposals (IPPs) were submitted to the state to position us for potential submission of a Final Project Proposal (FPPs) next fiscal year. We will be working with our consultants to determine the best project to move forward through the state process.</p>
Task - 4.3.2	Maximize facility usage to raise score on the state bond funding list for District projects.	Increased space utilization efficiency and higher project scores.	Completed-Ongoing	<p>9/6/2022 Update (Karissa): Office of Instruction has purchased Coursedog Software to maximize classroom usage and ensure we are placing classes in the appropriate space for the class capacity. Coursedog was purchased in Spring of 22 and implementation began over summer 22. Full implementation will be complete for the creation of the Fall 23 and Spring 24 schedule.</p>
Task - 4.3.3	Align prioritized Career Technical Education programs/projects with existing Strong Workforce funding - annually.	Secure annual grant funding	Completed-Ongoing	<p>Funding exist</p> <p>Update 9/4/2020: There is a new workflow being created: Program review, Advisory Committee minutes approving/updating the resource requests, a single application for CTE funding (Perkins and SWF), what can't be funded through SWF and Perkins will move to the resource allocation process.</p>

Task - 4.3.4	Create unified clearinghouse for funding resources (grants, foundation, state, local, bonds, etc.) to meet the needs defined in various strategic master plans.	Clearinghouse created	Completed-Ongoing	<p>Update 11/29/22 (Jill and Andre): Grant director is going to be hired and will work with OIE. A grants form and vetting process has been developed. Grants teams are put together to support grant submissions.</p> <p>Update 10/4/22 (Dee):OIE has created a grants process that includes a pre-approval form that must be approved by Cabinet. Additionally, a Funding Resources TEAMS has been created to house information about grants, bonds, the Foundation, State and Local Funding. This TEAMS can be viewed at cabinet.</p> <p>Update 9/26/22 (Grace): The office of OIE has a hired an Acting Director of Grants development that has met with deans and directors to discuss grant funding needs per department. Funding needs are being communicated to Congressional Partners so they can actively seek out federal funding sources.</p> <p>Update 4/26/2022 Andre: OIE has created a grants form and process for pursuing new grants.</p> <p>8/20/2021 Andre will meet with Jill to discuss. The DIE should probably be included in the discussion due to her work with CP.</p> <p>10/5/2020: Prioritized grant funding clearinghouse created in partnership with Congressional Partners; prioritize clearinghouse for foundation TBD</p>
Task - 4.3.5	Explore feasibility of a local facilities bond.	Completed feasibility study	Completed	Feasibility study completed

Goal/Objective/ Task	Description	How Success will be Measured	Status	Status Update
Goal - 5	Strengthen existing and create new partnerships with educational institutions, employers, and government and community agencies to support EMP Goals			
Objective - 5.1	Revitalize Program Advisory Committees			
Task - 5.1.1	Develop an Administrative Procedure regarding CTE advisory committees.	AP developed and adopted	Completed	<p>Update 8/23/2021 (Dean IE): Dean of CTE is meeting with the Regional Consortium and a draft will be done by the end of FA21</p> <p>Update 9/4/20: Once the handbook is complete the AP will soon follow.</p> <p>Update 11/18/2021: Met with VPI and determined that an AP is no longer necessary now that the Handbook is complete . Completing task.</p>
Task - 5.1.2	Develop and adopt a Merced College Advisory Handbook.	A MC Advisory Handbook developed and adopted	Completed	<p>Update 01/08/2021 by Komal Bandyopadhyay Bryan Tassey and I met today and Bryan mentioned that he worked on the advisory handbook and the President approved it so this task can be now considered complete</p> <p>Update 9/4/20: Discussed with regional consortium and followed up with three other CTE Deans. Have reached out to key faculty to follow up with the previous process being developed.</p>

Task-5.1.3	Develop a tracking mechanism to track and document compliance and program needs in program review as recommended by advisory committees.	Program Review(s) reflect the needs of industry to drive curriculum changes and resource(s) requests	Completed-Ongoing	<p>Update 8/9/2021 (Dean of OIE) A Merced College CTE TEAMS was set up to allow for storage of Advisory Committee documents. Area Coordinators and Deans will have access to the TEAMS to upload documents as necessary.</p> <p>Update 5/7/2021 CTE Dean, Area 4 Dean and New OEI Dean met to discuss the challenges and solutions to this task. It was discussed using Teams as a way to track meetings and resource allocation discussions with Advisory Committees. It is felt that TEAMS training needs to occur.</p> <p>Update 5/3/21: CTE Dean, Area 4 Dean, and New OEI Dean need to schedule meeting to discuss.</p> <p>Update 9/9/20: CTE Dean and OIE need to schedule a meeting to discuss findings from Elumen</p> <p>Update 02/06/2020 Dean of OIE met with eLumen representative to review MCCD eLumen workflow</p>
Objective - 5.2	Strengthen University partnerships			

Task - 5.2.1	Partner with CSU Stanislaus with the Wow partnership; and UC Merced with Merced Promise partnership to increase student transfer rates..	Student transfer rates will increase by 10% by end of 2023 Spring semester.	<div>Completed</div> <p>3/31/23 (Mike and Brooke): Merced Promise Transfer rates 2017=43, 2018=41, 2019 =49, 2020=50, 2021=62, 2022=58, since transfer rates in comparison to Merced Promise and WOW, this goal has been achieved.</p> <p>11/2/22 (Mike and Brooke): I think more generalized preparatory language is appropriate—"increase transfer eligible students by XXX %" or something to that nature. As you mention, we can't control the receiving institution, but can ensure our students are transfer ready. Will discuss with EMPC.</p> <p>10/3/2022 Update Mike: Need Modification: Fresno State has had leadership changes and has been unresponsive. I think we should modify the task to solely look at increasing transfer rates independent of discussion with Fresno</p> <p>9/6/2022 Update (Brooke): We are still struggling to connect with whomever is over this program currently. I have emailed, left messages etc.</p> <p>4/26/2022 Update (Brooke): Attempts to contact Fresno State have been met with no response. The Career/Transfer center will be attempting to reach out to additional contacts to establish another potential contact to move forward</p> <p>8/22/2021: (DIE) Several contacts have been attempted with FSU but return to campus events may be causing a delay in returning calls and emails to MC.</p> <p>Update 5/3/21: We continue to partner with FSU but a meeting is pending with FSU to determine the number of allocated spots for</p>
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Task - 5.2.2	Partner with UC's to increase transfer rates to the UC by promoting UC Transfer Agreement Program to students who expressed interest in the UC.	80% of students making their first contact will complete a UC TAP account during that interaction; Students will complete a UC TAP account that will lead to more students completing the UC application.	Completed-Ongoing	<p>4/26.2022 update (Brooke): UC Merced Advisor is in place starting March 2022 and has begun seeing Merced College students to build the program and assist the transfer pipeline to UC Merced. Metrics have yet to be established for transfer rates</p> <p>1/27/2022 update (Brooke): Merced Promise Advisor has been hired and is being updated and trained by both UC Merced and Merced College. Anticipated start date is late March 2022.</p> <p>12/2/2021: During the Fall 2021 term, Merced College and UC Merced Collaborated to identify and hire a “shared” staff member for the Merced Promise Program, however, the start date for employment is not until the Spring 2022 term – This task remains “in-progress” with a targeted completion date of Spring 2022.</p> <p>Update 8/9/2021: (DIE) Implementation of Merced Promise which is a partnership between UCM and MC to increase transfer. Career/Transfer Center is doing TAP workshops FA21 to assist students with UC applications.</p> <p>Update 5/3/21: The Career/Transfer Center contacted all UC Merced and other institutions to participate for the 2020-2021 school year. Murrell has drafted a letter to all UC's asking for participation in the 2021-2022 school year and beyond.</p> <p>9/08/20 Murrell:drafting letter to UC Merced and other University of California institutions asking for a contact to work with Merced College Career/Transfer workshop series.</p>
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Task - 5.2.3	Create a transfer culture on campus by hosting a campus wide transfer awareness week to promote transfer.	Survey students who attend the workshop and Transfer Day university fair. 75% of students will be able to identify the steps they need to take to transfer to a four-year university.	Completed	<p>Weeklong events will include CSU, UC, Private University, and Financial Aid workshops. Faculty will be encouraged to wear their four-year university apparel on one of the days and share their own four-year university experience with students.</p> <p>In spring, "day for higher education" highlighting local higher ed. CSU Fresno, CSUS, UCM, and Fresno Pacific are scheduled to be on campus Spring 2020. Transfer day/college night, with about 50 colleges attending, occurs in the fall. This creates a campus transfer culture by having events in each semester. (12/19)</p>
Task - 5.2.4	Implement an annual meeting with each of the major local universities within central region.	Host annual meetings; Agendas and minutes	Completed-Ongoing	<p>Update 9/6/2022 (Mike McCandless): The K16 Collaborative has created opportunities to regularly meet with UCM and CSUS to develop educational pathways and initiatives toward equity. The meetings are ongoing and will be encompassed in a, roughly, \$15 million dollar grant to create job readiness and transfer opportunities for students throughout the Valley</p> <p>Update 4/21/2022 Greg Soto: We currently meet with both UCM and CSUS regularly as a part of the Warriors on the Way and Merced Promise initiatives. Our next step is to host a joint meeting with these partners, and CSU Fresno, to scale collaboration throughout the Valley.</p>
Objective - 5.3	Strengthen K-12 partnerships			

Task - 5.3.1	Identify high school contacts and create a contact list and protocol for communication to disseminate information.	Complete contact list and protocol	Completed	
Task - 5.3.2	Develop clear procedure for high school partnership initiatives such as CCAP, Articulation, DSPP, Foster Youth, Strong Workforce and outreach.	Complete a procedure document for each partnership initiative and identify contact person	Completed-Ongoing	<p>2/3/2022 Update (Greg): "Traditional" CCAP/Dual Enrollment completed. Historically "Articulated" courses shifting into CCAP/Dual Enrollment has necessitated adjustments in the procedural documentation – related to classroom capacity, enrollment expectations and compensation for updated MOU's</p> <p>Update 5/3/21: Still moving forward in plan to implement additional Dual Enrollment offerings in place of High School Articulation.</p> <p>Contacts determined by high school partners</p> <p>09/04/20:Augmenting Articulation options and expanding them into Dual Enrollment with an expected implementation of Fall 2021 (Dean Soto)</p>
Task - 5.3.3	Create annual forum where high school counselors and SSSP Techs can gather to share best practices for implementation.	Host the first forum during the high school Admin Breakfast	Completed-Ongoing	<p>Results of pilot will be used to plan for ongoing annual forums</p> <p>09/04/20: Ongoing completed Fall 2019 and will augment delivery based on COVID -19 Status (Dean Soto)</p>

Task - 5.3.4	Create and distribute an annual end of the year survey that is distributed to high school partners with the goal of assessing the effectiveness of our partnership.	Complete the survey and send it out to partners	Completed-Ongoing	<p>Update 4/24/23 (Greg): We created and sent a survey associated with our Annual Administrator Event and received the results – additionally, Lexi is developing question for a survey specifically dedicated to upper administrative staff at our partner sites to be coupled with the earlier survey– will be completed this semester.</p> <p>Update 11/29/22: Survey will be launched February 1</p> <p>update 10/4/22 (Greg and Dee): survey request submitted to OIE and Survey will be launched 1/31. On target for completion</p> <p>Update 9/30/22: Greg will meet with Dean of OIE to discuss where we are on this task</p> <p>2/3/2022 Update (Greg): Scheduling Spring 22 listening tour with H.S. partners to gain better understanding of the strategic goals for both institutions and identify measurable benchmarks for survey questions</p>
Objective - 5.4	Partner with Employers, Foundations, Community groups and Government agencies (city, county, state)			
Task - 5.4.1	Utilize online platform for student employment (JobSpeaker) to combine our employer list of contacts and centralize our employer outreach efforts.	Combine our employer lists to include 150 employers.	Completed	<p>Connect with the Foundation office to ensure that employer and agency contacts are also coordinated with them.</p> <p>9/08/20 Murrell: currently at 175. Also collaborating with CTE/Career Transfer weekly to strategize on how to increase employers.</p>

Task - 5.4.2	Launch JobSpeaker college-wide as the student job and internship search program.	Fully functional site that students, employers, and campus staff can utilize.	Completed-Ongoing	10/5/2020: Goal moving forward is to increase employer participation
Task - 5.4.3	Create a mechanism to expand tracking of CTE student completions employment and internship placement.	Fully functional mechanism to expand tracking and placement.	Completed-Ongoing	<p>Update 10/3/2022 (Bryan, Autumn, Brooke): Autumn and I feel this is completed. Job speaker is a platform that can track this information. The loose end to this is the new job developer position (Autumn and I funded) will be the one who manages the platform under Brooke's direction. Brooke: I agree with the Job Speaker component already being in place and completed. The job description for the Job Developer position is currently with CSEA awaiting approval.</p> <p>Once it is approved, I will be working with HR to fly the position and get someone hired.</p> <p>Update 9/23/22 (Brooke and Autumn): -Brooke and her team are in the process of evaluating Geographic Solutions and assessing whether or not to continue with JobSpeaker. The decision will impact the Financial Aid department who currently uses JobSpeaker for all work study applications. Since the FA department started using JobSpeaker for the workstudy application process, there has been an increase in traffic to the site.</p> <p>Area coordinators can post jobs on behalf of employers who reach out to deans or faculty or an employer can sign up for an account and post jobs once approved by the College. The Career/Transfer Center also has administrative rights to Jobspeaker; they are currently understaffed. Deidra Brinson's last day at Merced College is today. Luciano Gonzalez will be stepping into the 40 hour position. (This is addressing the question of who maintains Jobspeaker).</p> <p>CTE and the Career/Transfer Center are working together to fund a job developer type position. We are currently short staffed in both areas.</p>

Task - 5.4.4

Promote CTE programs, apprenticeship, and CTE student graduates to local employers and agencies.

Increase our employer partners offering employment opportunities for our graduating students.

Completed-Ongoing

Update 10/3/22 (Bryan): we worked with James and a contractor to develop CTE videos for each program last year and he now has them to promote on social media. We are currently working with James's staff on updates to brochures and flyers for each program as well. This SIP would also be covered with career and transfer events held on and off our campus and also through advisory committees, which are made up of Industry leaders.

2/3/2022 Update (Greg): replacing CTE enrollment and retention specialist spring 2022 to help facilitate goal

Make sure we maximize our outreach to employers in various service areas.

02/05/2020 (Bianca): Has been completed on the Marketing side. We currently have banners around the city highlighting our CTE programs and we will also be highlighting our graduates in our television commercials.

Goal/Objective	Description	How Success will be Measured	Status	Status Update
Goal - 6	Design streamlined, integrated technological and human systems that work effectively towards desired outcomes			
Objective - 6.1	Strengthen integrated planning			

Task - 6.1.1	Revamp program review process to better inform district decision making and (use technology) implement a process to facilitate creation of executive summaries to present to EMPC	Updated program review process implemented Technology solution implemented to create and share executive summaries	Completed-Ongoing	<p>9/7/2022 Update (Dee, Edward, Regina):</p> <ol style="list-style-type: none"> 1. All non-instruction program reviews will use the same template 2. The non-instruction PR templates will mirror instruction PR templates 3. PR summaries will be delivered to division MPC's and then filtered up to EMPC beginning AY2023-24 (with 2022-23 being used to develop summary template and timeline). 4. Instructional PR's will occur every other year 5. The current plan shifts the date for submitting program reviews in instruction to February in alternating years. This will allow instruction to "close the loop" on the program review process in Spring semester. Information from resource requests can be utilized after the CTE funding cycle ends in Fall semester. Requests from each instructional Area will be prioritized by IMPC, and submitted to college council by the end of the Spring semester. Resource requests which are funded will receive notice at the beginning of the school year, within 1 semester of the request being made. <p>4/26/2022 Update Dee: Dean of OIE will meet with VPI, VPSS, VPAS, and VPITS to develop a process for dissemination of information of PR and RA and develop executive summaries for EMPC.</p> <p>2/3/2022 Update (Edward): a. Noninstructional programs do NOT have goals in eLumen. a. RA timeline proposed for all programs – submit by Feb in Spring semester, MPCs rank items, CC ranks items</p> <p>Update 8/27/2021 (Dean of OIE): PROAC met and discussed the issue that elumen will not create executive summaries as expected. Therefore, PROAC will design a process for combining instruction, admin. services, student services, and ITS PR executive summaries into summary to be</p>
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Task - 6.1.2	Review, modify, and implement integrated planning process.	Revised and approved Integrated Planning Handbook.	Completed	<p>11/12/2021: (DIE) Integrated Planning Handbook was approved by EMPC in September</p> <p>8/9/2021 (DIE): EMPC Co-chairs have extensively reworked the handbook during the 20-21 academic year to align it with the EMP. Alignment requires feedback from PROAC in regards to ARC tasks in the handbook. The feedback will go back to EMPC for approval in September.</p> <p>Modification of AP4021 has been completed. Review of the Planning Handbook has been completed.</p> <p>eLumen implementation is in process, once completed it will enable district-wide integrated planning process that links assessment, planning, and resources allocation.</p> <p>Also linking of all district-wide planning processes such as the TMP, FMP, etc. with the 2018-2023 Educational Masterplan is in progress.</p>
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Objective - 6.2 Automate processes and strengthen data access and use at various levels of the institution; employ technology effectively; provide training

Task - 6.2.1	Conduct and prioritize a data needs assessment to determine appropriate data to support district and student success.	Completed data needs assessment	Completed-Ongoing	<p>Update 10/5/2020: Master Calendar with all data needs and reports has been created and will be monitored by Cabinet on a weekly basis</p> <p>Update 09/10/20: by (Dean of OIE) OIE is planning to conduct a Collegewide data needs assessment survey before the end of Fall 20. OIE plans to share with Cabinet the Inventory of data needs identified via the survey and seek their feedback and input in the prioritization</p> <p>Update 12/04/19: by (Dean of OIE) Participating in the FLEX days to begin the culture of Data Coaching and Literacy</p> <p>Be mindful of what department needs via a survey process.</p>
Task - 6.2.2	Catalog and centralize the data tools and technologies in one location including training on how to use these technologies.	Catalog complete; platform established (website, portal, etc.); Training includes how to access and navigate data tools. New user documentation is also available.	Completed	<p>2/1/2022 - DN. - A pilot release of Experience will be available for staff, students, and faculty for testing in parallel to MC4ME in late Spring 2022. The Go Live date will be determined upon the successful completion of the pilot testing phase .</p> <p>08/10/2021 - DN. - The Ellucian SharePoint Portal is getting upgraded to the new Ellucian Experience portal. Access links for constituents to MC Analytics in SharePoint, Tableau Server, and Reporting Services have been cataloged and centralized in a new navigation card on Ellucian Experience that will be available for testing during the pilot phase.</p>

Task - 6.2.3	Develop a timeline and fully implement current technologies in progress for the District.	All technologies successfully implemented	Completed-Ongoing	<p>Utilize "Smartsheet Software" for tracking these projects. Need to be aware of technology and technology company changes; implementation of technology/initiatives by the Chancellor's Office; etc.</p> <p>Projects Completed: EMS, CampusLogic, Self-Service Financial Aid.</p> <p>Projects in-progress: eLumen, Navigate, Maxient.</p> <p>9/10/2020 - D.N. - Laserfiche Document Management Software has been installed on internal servers and ready for use. Installed an implementation ongoing in SIP 6.2.4</p>
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Task - 6.2.4	Move to a "paperless environment" throughout the District, where applicable.	Fully "paperless" in all possible areas throughout the District.	Completed-Ongoing	<p>Update 4/23/23 (Brian):The project implementation is reaching it's conclusion, as of April 2023 the last of the back file scanning is being gathered and scheduled for pickup. The paper forms utilized by Merced have been converted to electronic formats and are either live in production or being finalized and tested by users.</p> <p>Next Steps Develop a post implementation process for departments and individuals to submit requests for new Laserfiche form design and development.</p> <p>Update 11/29/22: (Arlis) College has a process for moving to paperless forms and those that can be moved paperless will be. There will still be the ability to print.</p> <p>Update 9/20/22 (Brian): An email regarding Laserfiche was sent out to the District which resulted in some feedback and additional discovery meetings helping to move the project forward. ITS has also hired a new Business Analyst Kamini Singh who's main focus is currently the Laserfiche project. Having a focused resource on the project has helped ITS refine some timelines and make progress developing forms for departments.</p> <p>Update 4/21/2022 Update Arlis Bortner: we are working with Ray Morgan to finalize a project plan in April 22 that includes estimated timelines for completion of the project. In addition, we are about to release a promotional email to the District that has a video introduction to Laserfiche and an eform for follow-up discovery sessions.</p> <p>2/1/2022 (Update by Arlis): We are Creating promotional materials (video, email, survey) for VPs to push to their division and Updating the Paperless Project plan with estimated completion projections</p>
Objective - 6.3	Refine Committee structure to support institutional goals, the Educational Master Plan, and student success.			

Task - 6.3.1	Review and revise participatory governance committee structure. Ensure committee goals support current EMP goals.	Language will be added to the Governance Handbook to direct committees to align their goals with the EMP.	Completed	<p>A.) Ensure cross functionality and avoidance of silos. B.) Develop/update standing committee membership and form purpose statements.</p> <p>Action team meets once per month.</p> <p>Consolidation of ARC, IPRSLOAC, SSPRC, ASPRC into PROAC.</p> <p>Revise EMPC meeting schedule.</p> <p>Update 12/04/19 Komal John Presentation on 12/05/19 noted that success will be measured as follows: Committee goals are updated and consistent with EMP. Completed and approved by appropriate groups.</p>
Task - 6.3.2	Review and revise operational committee structure. Ensure committee goals support current EMP goals.	Language will be added to the Governance Handbook to direct committees to align their goals with the EMP	Completed	<p>A.) Ensure cross functionality and avoidance of silos. B.) Develop/update standing committee membership and form purpose statements. C.) Define recommending or decision-making role</p> <p>Update 12/04/19 Komal John Presentation on 12/05/19 noted that success will be measured as follows: Committee goals are updated and consistent with EMP.</p>
Task - 6.3.3	Define task force operations and create a process for establishing them.	Completion of a recommended process for implementing task forces.	Completed	<p>4/29/21 John Albano: Is complete as outlined in Participatory Handbook.</p> <p>09/09/20 Update: This 6.3 workgroup had a goal to address task forces in Spring 2020, but that didn't happen because of COVID-19. The 6.3 work group will address task forces this fall (Fall 2020) and should have a final recommendation by the end of the semester. They are also working on a training process for committee members – and are working with Kelly Avila for this particular goal of the 6.3 taskforce. (President Vitelli)</p>

Task - 6.3.4	Create a year-long calendar of regularly scheduled committee meeting times and locations.	Board Docs - Comprehensive committee meeting dates and landing pages	Completed	Needs training component First draft completed. 2nd draft in progress. Google Docs calendar to be shared. Feedback due at next EMPC meeting on May 2, 2019. Progress: Finalizing 2nd Draft. Hyperlinks were added to the committees listed in the Participatory Handbook.
Task - 6.3.5	Provide training for committee membership to enhance efficiency and communication.	Having a completed recommendation for a training plan, as presented to EMPC.	Completed	4/29/21 John Albano: Training for committee membership, is 75% complete. We will present recommendations to EMPC next week for their consideration and approval. 09/09/20 Update: This 6.3 workgroup are also working on a training process for committee members – and are working with Kelly Avila for this particular goal of the 6.3 taskforce. (President Vitelli)
Objective - 6.4	Develop long-range staffing and professional development plans.			
Task - 6.4.1	Reconvene Staff Development Committee & establish HR Council	Full representation	Completed	Completed: HR Council has had 7 meetings to date; Staff Development has had 5 meetings to date
Task - 6.4.2	PD Plan: Survey college constituency groups to establish baseline and needs	Surveys complete	Completed	OIE produced Professional Needs assessment survey in Spring 2019 and distributed findings.
Task - 6.4.3	PD Plan: Draft and vet plan; Board adoption	Complete and adopted plan	Completed	Complete Draft; to BoT for adoption in March or April.
Task - 6.4.4	PD Plan: Implement Plan	Plan implemented and followed	Completed	Completed and adopted plan at April 2019 BoT. Ongoing; update annually

Task - 6.4.5	Staffing Plan: Establish baseline/needs (develop data requests/needs)	Adequate data is available to develop plan	Completed	<p>11/18/2021: (DIE) Completed in October</p> <p>8/10/2021 (DIE): HR is continuing to work with OIE to establish baseline data</p> <p>Goal 3 teams: review resource allocation and ensure that program review staffing requests and budget augmentations are aligned with Staffing Plan</p>
Task - 6.4.6	Staffing Plan: Discussions with managers & constituency leaders: forecasting staffing needs/changes	List of long-term staffing plans per department/ division/ area	Completed	11/20/2021 (DIE): This goal was based on the old staffing plan model of growth. Because of COVID, it was shifted from growth to setting a baseline, which means that the data does not include departmental staffing needs. The data has been discussed with Constituent leaders so it is complete.
Task - 6.4.7	Staffing Plan: Draft and vet plan; Board adoption	Adopted plan	Completed	<p>02/01/2022 (update from Kelly Avila): Staffing plan will go to Board in February for adoption</p> <p>11/10/2021: The staffing plan is now in the vetting stage and should go to the BOT in December or January.</p>
Task - 6.4.8	Implementation of Staffing Plan	Process is adopted and followed	Completed-Ongoing	Review every 3 years

Goal/Objective/ Task	Description	How Success will be Measured	Status	Status Update
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Goal - 7	Implement innovative practices, learned as a result of the pandemic, to increase accessibility and preserving an authentic collegiate experience for our students, employees, and community.			
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Objective - 7.1	Provide diversified professional development, resources, and training opportunities to support innovative practices throughout the college.			
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Task - 7.1.1	Design and implement FLEX workshops/trainings that advance technical skills and promote innovative practices.	Plan has been created to offer at least one FLEX workshop every semester that advances Technical skills. Record of workshops will be kept in the FLEX website	Completed-Ongoing	
Task - 7.1.2	Create a professional development training center offering ongoing technical training and shared best practices.	Update Professional Development Plan to include technical training and best practices. Update Vision Resource Center to include current and future offerings.	Completed-Ongoing	<p>Update 9/23/2022 (Kristi Rieg): Kristi considers the portion for faculty complete and ongoing.</p> <p>update 4/26/2022 Kelly, Arlis, Kristi: Technical issues with VRC still ongoing but improved. some faculty have the wrong dean listed and others do not have a manager listed.</p> <p>2/1/2022 (update from Kelly Avila and Kristi Rieg):there are currently some technical issues with the VRC that are preventing trainings (specifically on accessibility) being assigned. So I don't currently have an end date for that. In terms of general, unassigned trainings on any type of technology, these are available on the VRC at any time. HR is in the process of hiring an HR director that will aid in this task.</p>

Task - 7.1.3	Develop and maintain a technology onboarding program for all levels of student/staff/faculty	Develop a technology check list for onboarding students that is reviewed annually by TMPC. Develop a technology check list for onboarding new employees that is reviewed annually by TMPC	Completed-Ongoing	<p>Update 10/3/22 (Garrick): This will be complete by Spring 2023. Students can use the orientation website.</p> <p>Update 9/23/22 (Garrick): HR is currently in the final stages of developing a technology onboarding program that the Innovation Center will help build including explanation videos and relevant information. For students, we are currently exploring embedding training into Canvas with Impact, but are experiencing some delays internally.</p> <p>Update 4/19/2022 (KellyAvila): HR is in the process of fully engaging in the Onboard module to create an e-check list for onboarding employees. It should be completed by the end of the semester. From Marie: I think it makes sense to work off of what HR is doing with employees and create something similar for students. Nancy Golz when in my position helped to created a Canvas shell for student onboarding. I would like to have TMP review this shell once HR's work on the onboarding module is complete to determine what needs updating.</p>
Task - 7.1.4	Develop and administer an annual Professional Development needs assessment for faculty, management and staff to support the adoption of innovative practices.	Survey developed and administered. Results discussed at Staff Development Committee Meeting and FLEX meeting each year	Completed-Ongoing	<p>Link to 6.4</p> <p>9/1/2020: PD needs assessment survey administered 1/19</p>

Task - 7.1.5	Provide up-to-date online trainings for employees and students, including current federal and state policies and procedures related to online modalities, Canvas training, and other relevant training leading to overall engagement.	The Vision Resource Center is utilized as a central location for housing online trainings offerings (see attached link to review page). Trainings are widely advertised through email, meetings, and Blue Devil Advocate.	<div>Completed-Ongoing</div> <p>Update 10/3/22 (Garrick): Greg Soto's team has an orientation type of website that they operate for students. We also have introduction modules in Canvas that instructors are encouraged to utilize. Regarding utilizing the VRC. We will be there by spring 23 for people to access all trainings. We are 99 percent there at this time. Tomasia develops student workshops.</p> <p>Update 9/7/2022 Update (Kristie Rieg): Flex workshops continue to be offered to faculty on a regular basis.</p> <p>Update 4/21/2022 Garrick Grace: The transition to the VRC for trainings is ongoing. Weekly sessions offered by the DE team are emailed out weekly to full-time and part-time faculty listservs. Additionally, sessions are listed on the Online Superhighway employee resource shell on Canvas. Sessions are offered in both online and on-campus modalities.</p> <p>2/1/2022 (updates by Kristi Rieg, Joanna Grimes, and Marie Bruley): Students won't be able to access the VRC so another plan will be needed for them. As for putting DE trainings on the VRC that are being offered on campus...I have been putting in the roster after events have happened. However, I would love for the DE team to utilize the VRC calendar for trainings and be able to have faculty preregister. Travis Walsh has been given admin access for this purpose.</p> <p>Travis is in the process of completing the VRC training. We would also love to assign faculty specific trainings, but this will require the clean up in colleague to appropriately assign.</p> <p>Marie will work with the DE team to get the weekly trainings on the VRC calendar. We also want to have advertisements linked to the faculty/staff resource page and are working on this now. We have advertised our weekly Canvas and relevant tech training by email but we will be changing that due</p>
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Objective - 7.2	Embrace and implement more flexible and adaptable best practices to better serve our employees, students, and community.		
Task - 7.2.1	Conduct a task force to explore and recommend the adoption of remote and flexible work schedules, collaborative/share work spaces, and alternative locations where duties can be performed (online/on-site).	Pilot project in place	Completed
Task - 7.2.2	Expand course modalities to increase online offerings to meet demand for both online and face-to-face options for students.	Use data to determine favored class times and modalities and use this information to make informed decisions on following semesters	Completed-Ongoing

Task - 7.2.3	Design accessible student services activities (virtual extreme registration, financial aid, ORS virtual outreach presentations, etc.) through various modalities (evening, weekend, in-person, online, off-campus, etc.)		Completed-Ongoing	
Task - 7.2.4	Utilize innovative communication platforms to engage with students.	Communication plan developed outlining processes for communication with students that include multiple venues	Completed-Ongoing	11/12/2021: (VPSS) I believe that this is ongoing, but currently Student Services utilizes the Navigate platform for student communication and has begun using Siembra to provide direct communication to our high school partners. This provides robust and just-in-time information to current and prospective students. Facebook, Twitter, Instagram, Tiktok

Task - 7.2.5	Develop protocols and guidelines for conducting and participating in Zoom meetings.	Protocols and guidelines disseminated through each master planning committee	Completed	<p>4/26/2022 Update Marie: Accessibility protocols have been developed and will be on agenda's for the master planning committees.</p> <p>2/5/2022 Update (Marie): The Online Technology Planning Committee chose a template and gave input on the elements. The draft has been developed and reviewed by Accessibility Task Force. The current draft will be reviewed and hopefully approved for campus after meeting on February 1st.</p> <p>11/18/2021: (DIE) Task is on the agenda for the next Online Educational Technology Planning Committee (Nov 29th). Dean of LRC met with Garrick Grace and reviewed some samples and information regarding best practices for zoom. The committee will work on sections in the protocols and elements to recommend for each section. The goal is to have the recommendations presented to master planning committee's in Spring 2022</p>
Objective - 7.3	Invest in student and employee engagement programs and initiatives to foster connectedness, commitment, and motivation.			
Task - 7.3.1	Administer student engagement surveys (or equivalent) to assess student needs and ensure the best use of innovative practices in all areas of service to students.	Continue to administer CCSSE, SENSE, and graduation survey. Disseminate results to EMPC and Cabinet	Completed-Ongoing	

Task - 7.3.2	Develop and implement employee engagement activities virtual and in person to foster connectedness, motivation, and collaboration across departments and programs.	A calendar is created and housed in the professional development site. A plan is created for determining activities. Plan is reviewed at the beginning of each academic year	Completed-Ongoing	<p>9/6/2022 Update (Mike): The college has begun incorporating Fri-Yay's into the academic calendar.</p> <p>4/26/2022 Update (Chris V.): Several activities were added this past year to foster connectedness, including America's Got Talent, Brandon Leake, performance for all employees. The Innovation Center has added a space for increased faculty engagement. Activities are being discussed/planned for the 2022-23 academic year to bolster employee engagement.</p>
Task - 7.3.3	Invest in a physical shared work and social space (e.g. innovation lounge) where faculty and staff alike could engage with one another and share ideas.	A space in the "Innovation Center" is identified for engagement between employees	Completed	

Task - 7.3.4	Design and maintain MC portal so it is ADA compliant.	Process created for ensuring ADA compliance of portal existing sites	<div>Completed-Ongoing</div> <p>Update 7/17/23 (Arlis): The plan is to have this complete is the next couple of weeks. The new student Portal named Ellucian Experience is configured and ready. We are planning a soft launch for the Fall that would have the portal link on the public web page go to a new landing page that would provide access to the old portal and the new with little screenshots that you can click on. There will be some content introducing the portal and list of things that you will still need the old portal for. We want to have it in place by start of fall term. That would satisfy this even with the old site still temporarily active.</p> <p>Update 4/23/23 (Arlis): We have been holding workgroup meetings to develop a basic student landing page with necessary navigation tiles. The goal is to soft launch the Ellucian Experience site by the end of the Spring semester for students.</p> <p>Update 4/21/2022 Update Arlis Bortner: The Ellucian Experience product is in the testing phase of development. Veronica Briceno of Student Services is now on the team to help provide clarity on what the layout will be for the soft launch. In addition we have been getting input from Student Fees and External Relations. The plan is to soft launch the site in 22 summer for students. Have the new portal be the only portal for student by Fall of 22.</p> <p>2/1/2022 DN - A pilot release of Experience will be available for staff, students, and faculty for testing in parallel to MC4ME in late Spring 2022. The Go Live date will be determined upon the successful completion of the pilot testing phase .</p> <p>7/21/2022 AB - Ellucian Experience has been installed. It has been tested and is functional. The product was demo'd to Student Services for feedback. SSO with Okta was successfully tested as well.</p>
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Task - 7.3.5	Create and implement formal and informal methods (awards, recognition programs, etc.) to regularly acknowledge and engage employees.	Awards plan completed listing specific awards and timelines for acknowledging employees. A regular column in the Blue Devil Advocate is established to regularly acknowledge employees. A list of previous year acknowledged employees is included in convocation program.	Completed-Ongoing	<p>Update 9/6/2022 (Chris): We have started recognizing all employee classifications with awards/recognitions at convocation. Additionally, all of the Blue Devil's Advocates highlight employee contributions, which is creating a recognition program as well.</p> <p>Update 4/26/2022 Chris: The College is exploring apps that will assist with employee recognitions and "shout outs" for the 2022-23 academic year.</p>
Objective - 7.4	Invest in current and modern technology and equipment to promote innovation for students, classified professionals, faculty, and leadership to fulfill the mission of the college.			

Task - 7.4.1	Expand the number of classrooms that offer synchronized learning spaces.	40 rooms complete by FA21	Completed-Ongoing
Task - 7.4.2	Expand wifi accessibility throughout all district campuses (indoors and outdoors).	Wifi access expanded to meet the needs of students and faculty. Reviewed annually with technology of students and staff	Completed-Ongoing

Task - 7.4.3	Provide students with the basic technology they need, as well as access to technical support for that technology.	Continue to administer technology needs survey to determine student needs. Develop plan and budget to address ongoing needs.	Completed-Ongoing	<p>Update 10/4/22 (Joe S): •WiFi is available on both Merced and the Los Banos Campus.</p> <ul style="list-style-type: none"> •Classrooms have been transitioned into zoom rooms to offer multiple teaching modalities. •Students have access to computers in the LRC, SSTC, and in special programs. •Students have the ability to print at multiple locations on campus. •Students have access to the help desk in the LRC •We have created a Student Tech Support web page for students and a Get Help page. <p>Update 9/12/2022 (Joe S): I continue to receive weekly requests from faculty regarding students in need of laptops and WiFi. Based on those requests, I would say there is a need for laptops from our students.</p> <p>MC has installed WiFi throughout the campus at Merced and Los Banos. Additionally, students are able to check-out laptops for use in the SSTC, the Equity Center, Veterans Resource Center, EOPS, DSPS, and NextUp. Students can also use desktop computers in the Downey Center and ASMC.</p> <p>Update 4/26/2022 Joe S: The Office of Student Equity provided hundreds of laptops and wifi hotspots to students in need throughout the past two years. Our goal is to continue to support those students who have the most need with laptops in the future.</p> <p>2/3/2022 Update (Arlis, Joe, Dee): OIE will create a technology needs survey for this spring. The survey will be run annually.</p>
Task - 7.4.4	Create small recording studios (green rooms) for faculty and staff.	Space is identified	Completed	<p>From Joanna Grimes (2/1/2022): The studios are built, we are setting one up currently with existing equipment. One is pending additional equipment and the other ceiling tiles. Our goal currently is to have them running within the next three weeks.</p>



Goal/Objective/**Task****Description****How Success \ Status****Status Update**

Goal - 8

Utilize MCCD's Diversity, Equity, and Inclusion Framework to address systemic racism and social injustices within all facets of our services and programs for our community, colleagues, students, and academics.

Objective - 8.1

Engage with the diverse communities within our service area to promote and support diversity, equity, and inclusion in higher education.

Task - 8.1.1	Encourage equity and inclusion support groups on campus for underrepresented students (e.g. Hmong Student Union, Gay & Lesbian Alliance, etc.)	Support groups for identified underrepresented students established. Process in place for identifying support groups needed in the future.	Completed- 	<p><u>Update 4/20/22 Joe S: As part of this effort, Merced College created “The Hub – Center for Equity and Diversity”. The Hub-Center for Equity and Diversity is a collaborative and all-inclusive space on campus. We are committed to fostering diversity, inclusion, and equity while promoting a campus learning environment that encourages and supports all students in persisting toward their educational goals. The Hub empowers students to explore, affirm, and celebrate their individual and intersectional identities and define success for themselves. The Hub works collaboratively with our diverse campus and local community partners to establish a learning and working environment that is inclusive and equitable. As a central gathering space, students can utilize and enjoy the lounge area, recreational activities, attend workshops, celebrate monthly historical events, and obtain academic counseling services. A process is in place for identifying support groups needed in the future. We are continually assessing data and working toward supporting all equity groups or DI groups.</u></p> <p><u>In The Hub, we have offered countless workshops and have invited many guest speakers to discuss a myriad of topics that are related to equity and inclusion.</u></p> <p><u>The Student Equity Office has updated it's website to provide support and resources to all students.</u> http://www.mccd.edu/resources/student-equity/index.html</p> <p><u>As part of our LGBTQ+ funding, we will be working directly with faculty to create and LGBTQ+ Club on both the Merced and Los Banos Campuses. These clubs will be supported with resources and services.</u></p>
Task - 8.1.2	Host special events and bring in diverse specialists/speakers to educate the campus community and highlight equity and diversity.	Develop a speaker schedule	Completed-Ongoing 	

Task - 8.1.3	<p>Provide Merced County cultural groups (e.g. NAACP, Restorative Justice League, Merced Lao Family Community, etc.) space for their meetings/events and partner with them in engaging community in discussions centered around issues of diversity, equity, and inclusion.</p>	<p>process created to market space to cultural groups and calendar developed to keep records of meeting</p>	<p>Completed-</p> <p>Update 4/26/2022 Louis F: NAACP: Part of Executive Group, reporting on Youth at the High School college and in the community. Meet every 4th of the month. However, a process has not been determined for providing meeting space. Due to covid, meetings have all been zoom. Possibly work with Raul and James on developing and marketing process.</p> <p>Restorative Justice League: Working with Andre Griggs on hosting workshops here at Merced College and will be involved in having our students (Merced College) be mentors to middle school and High School students in the program. Was able to work at function with RJL at Los Banos Jr. High during the Fall 2021 semester.</p> <p>Merced Lao Family Community: Will be involved with Lao New Year on April 30th in Merced, CA.</p> <p>The Hub Center for Equity & Diversity: Held various workshops and activities during the Spring 2022 semester. Examples: Black History Month, Women's History Month, World Wide Autism Awareness & Disability Day, Black Women in Leadership, and Dreamer's Resource Liaison.</p>
Task - 8.1.4	<p>Create short video(s) of hiring process for applicants and post to HR website, including highlighting Merced College's DEI goals/strengths.</p>	<p>Videos are created and posted</p>	<p>Completed-</p> <p>Update 11/29/22: will be complete by spring</p> <p>Update 9/20/22 (Kelly): We are still in progress. A vacancy in the District's videographer position and temporary leave of the recruiter has hampered progress</p> <p>2/1/2022 (Update by Kelly Avila): We have created one recruitment video, but the change in recruiters did create a bit of a delay in implementation.</p>

Task - 8.1.5	Implement First Year Experience and Learning Communities for our most disproportionately impacted students.	Course created and first cohort of students enrolled	<p>Completed- 4/26/2022 Update Joe S.: College-55 – Transition to College course - Offering 2 sections this Summer. Designed for new and re-entry students who need additional instruction and compensatory strategies to learn to be successful within the traditional classroom. There is a push for students with disabilities to enroll into this course who are transferring in from HS.</p> <p>Puente – Learning Community (Engl/Guid). - The course focuses on the following topics: life management, goal setting, career decision making, educational planning, college expectations and opportunities, instructor-student relationships, cultural diversity, lifestyle choices affecting health maintenance, stress management, campus resources, learning styles and strategies, and study skills. This course is recommended for all new students.</p> <p>Umoja – Currently working on the contract with Merced College and UMOJA. This will also be a learning community with English and Guidance courses. UMOJA (a Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. We believe that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success. UMOJA actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas.</p> <p>Julie Clark is working on a meta major introductory course tied to math for Guided Pathways</p>
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Task - 8.1.6	Design and implement mentoring program matching students with faculty/staff/community leaders who represent them.	Process established to market program to students and to match students with appropriate mentors	Completed-	<p>Update 9/12/2022 (Joe S): Programs/groups that we currently support with mentoring are listed below.</p> <ul style="list-style-type: none"> •Puate •Umoja •Rising Scholars <p>Groups that we offer support but are working toward mentorship are:</p> <ul style="list-style-type: none"> •LGBTQ+ •Undocumented Students •Native American Students <p>Update 4/26/2022 Louis F: working to develop mentoring program for A2Men members. Then would like them to become mentors for Boys and Girls Clubs.</p>
Task - 8.1.7	Work with our Adult Education and other service providers who serve disproportionately impacted students to build a stronger bridge to Merced College credit course offerings and support programs.	Develop regular meeting schedule with Adult Education service providers	Completed-	<p>1/27/2022 update (Caroline): As Dean of Business, Workforce Development, Adult Education & Noncredit, I am responsible for attending a monthly consortium meeting – the Gateway Adult Education Network. This group consists of local adult education providers.</p>

Task - 8.1.8	Incorporate multicultural models of excellence within discipline curriculum (e.g. speeches, films, authors, artists, inventors, etc.) that represent successes from our underrepresented populations.	Space created online and in the new "Innovation Center" for faculty to access models of excellence. Marketed through academic senate	Completed-Ongoing	Update 9/26/22 (Garrick):The Librarians continue to incorporate new curriculum throughout the Downey Resource Center to create a welcoming and enlightening environment, in particular, for underrepresented populations. LibGuides are continually being updated to ensure content meets the needs of students. Additionally, our Instructional Designers in the Trident Innovation Center are constantly updating the Excellence in Online Teaching Certification Series to incorporate timely information to assist faculty in reaching underrepresented populations. This includes designing content that is universal and accessible. Lastly, there are weekly training sessions hosted by the Trident Innovation Center with expert faculty to assist others with incorporating new methods of teaching and content into their classes. We also present our updated POOR certifications to Academic Senate each month. Karissa: We are complete/ongoing for this goal.
Task - 8.1.9	Create a community cultural advisory committee to investigate how to better serve our various populations such as registration, course scheduling, locations (South Merced and other regions), and certificates and programs.	Advisory Committee members have been identified, a regular meeting schedule has been developed, a mission for the committee has been established, and the reporting structure has been determined.	Completed-Ongoing	Update 4/26/2022 Louis F: there is a 5 person Advisory group for Umoja/ Elder Committee. Looking to develop an Advisory Committee for A2Men in FA 22 and the Equity Club will also have an advisory group FA 22
Task - 8.1.10	Educate the campus through equity presentations, including District goals delineated in the SEA Plan.	Calendar for continuous presentations established. For example, presentation to academic senate every fall.	Completed-Ongoing	

Task - 8.1.11	<p>Advertise Merced College services in multiple languages, such as Hmong, Spanish, Punjabi, Japanese, etc. to attract diverse populations and show respect to said cultures as well as promote services using visual imagery reflecting our diverse student populations (e.g. students with disabilities, parents, veterans).</p>	<p>Processes developed to ensure that advertising is done in multiple languages.</p>	<p>Completed- Update 9/8/2022 (James): The only change from the 4/26 update is that we will not be able to have translation across the entirety of the new website as we had hoped. As mentioned, there are several key pages that are available in several different languages. but I wonder about the use of the term “advertising.” Typically that means paid advertising in print, TV, social media, etc., but it seems like a goal like this should refer more to our overall marketing efforts, which also include “owned” media like our website.</p> <p>Update 4/26/2022 from James Leonard: Many pages are already translated into other languages. On the new site, we'll be going with automatic translation of the entire site. Many program websites including EOPS, DSPS, Student Equity, VRC, have been updated. We have added Spanish-language advertising to our marketing campaigns, and we are incorporating language translation prominently on our new website. The new site will also highlight services for diverse populations, including through imagery</p>
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Task - 8.1.12	Provide products/supplies reflecting the needs of our diverse populations (e.g. food/condiments in cafeteria, personal care products and snacks in bookstore, popular books in library, etc.).	students have a way to identify needs and a process is in place to assess the feasibility of providing needs	Completed	<p>4/23/23: Students have been identified to participate in a forum. The forum will occur by the end of the semester and will occur annually to assess their on going needs. Will try to have bookstore manager and ASMC student support coordinator in attendance.</p> <p>11/29/22 (Garrick and Joe): Survey will be completed and sent to cabinet. Will be available during extreme registration Jan 14 and 6 laptops will be made available for students to provide feedback. Survey will be left open so students can provide feedback when they choose.</p> <p>9/23/2022 Update (Garrick): The survey was pushed back due to change in personnel as well as multiple other surveys being released to students Fall 2022. The group continues to build the survey and will have it ready for Spring 2023</p> <p>4/26/2022 update Marie: Survey will be administered in the fall. Will include technology and food pantry needs.</p> <p>02/01/2022 (Update by Marie Bruley): We have a draft survey that we sent to Jeannette Martin. We are waiting on our meeting date to meeting Jeannette to get this survey completed and sent out to students.</p> <p>11/12/2021: (Dean of OIE) Marie and Robyn will work with Jeanette from OIE to develop a needs assessment survey. Library faculty are looking at questions that have been previously used for this purpose and are going to work together to get a list of questions that will work for the library collection. Will meet with Jeanette once they have input from bookstore and campus dining.</p>
Objective - 8.2	Create an environment among colleagues that fosters respect, cooperation, acceptance, and understanding of differences.			

Task - 8.2.1	Design FLEX opportunities and roundtable discussions regarding matters of race and systemic racism.	Opportunities identified and marketed to faculty and staff	Completed-9/2/21 (Dean of OIE): 4 week workshop in summer of 2020. Convocation 2020.
Task - 8.2.2	Offer staff, faculty and student trainings addressing issue of diversity, equity and inclusion with experts to promote discussion and engagement with one another.	Opportunities identified and marketed to students, faculty, and staff	Completed-Ongoing

Task - 8.2.3	Identify and train staff and faculty leaders to serve as "equity champions" to help facilitate and lead equity efforts in their respective departments/programs.	Staff and Faculty have been identified to serve as "Equity Champions". Use the "Diversity in Action Group" at San Mateo Community College as a template.	<p>Completed- Update 10/4/22 (Joe S): Merced College has an active Student Equity Committee that meets monthly throughout the Fall and Spring semesters. The committee is comprised of classified professionals, faculty, and managers across all divisions and both campuses. This committee has identified 12 "Design Teams" that have equity champions who not only provide monthly updates, but who also support each DI group listed below.</p> <p>Design Teams:</p> <ul style="list-style-type: none"> •American Indian - Isabel Cambridge, Cimmaron Ruiz •Basic Needs - Shannon Gragg •Black/African American - Louis Foy, Cimmaron Ruiz •Dreamers - Arturo Garcia, Cimmaron Ruiz •Disabled Students - Estelina Jones •Hispanic/LatinX - Christina Fuentes, Jazmin Serrano •LGBTQ+ - Sean Epstein-Corbin, Cimmaron Ruiz •NextUp (Foster Youth) Dondi Lawrence •Rising Sholars (Formerly Incarcerated) - Cimmaron Ruiz •Student Health/Mental Health - Estelina Jones •Student Success (Academic Support) Tomasia Drummond •Veterans (Dustin Thompson) <p>Additionally, Dr. Regina Colleto (Champion) is our Program Review Coordinator. Each program review has a program review lead (normally a faculty member). Each of these faculty member is tasked with leading their cohort with creating and monitoring goals throughout each academic year. A focus within their program review is equity and DI groups. Each of these leads is a champion who is supporting equity.</p> <p>The Dean of Student Equity (Champion) monitors institutional data, equity funds, program reviews, and the student equity plan.</p>
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Task - 8.2.4	Encourage staff, faculty, and administrators to complete Implicit Bias training(s).	New training is selected each year and disseminated to all employees through their VP's with strong encouragement to participate.	Completed-Ongoing
Task - 8.2.5	Conduct campus climate surveys for staff, faculty and students to help gauge racial climate.	Continue to use the CCSSE Race/Ethnicity Survey (currently pilot). If that does not continue then OIE develop a survey to gauge racial climate	Completed-(2/1/2020 (Update Dee Sigismond):The CCSSE and SENSE will continue to be used and OIE will work with Dean of Student Equity and Success on administration and analysis. Campus Climate Survey was developed by OIE for HR and was disseminated to Faculty, Staff, and Administration. update 11/23/2021 (DIE): We have signed up for the CCSSE and SENSE for 2022. We have also completed a PD/Racial Climate survey for faculty and staff
Task - 8.2.6	Develop a diversity highlight/story in each issue of the edition of Blue Devil's Advocate and website.	a column designated to diversity is included in every issue	Completed-Ongoing
Task - 8.2.7	Develop an onboarding process for all new students, staff, faculty, and administration to create an accepting environment.	Checklists with essential onboarding items should be developed for each group, as each will have different needs. The checklists should be reviewed and updated regularly.	Completed-(Update 10/3/22 (Mike): Student Services has standardized onboarding processes and have made significant investments in creating a welcoming experience—from the Welcome Center, to Outreach events (X-Reg, Blue Devil Preview Days, etc.), to the implementation of Success Teams, to the creation of the Hub. Update 9/20/22 (Kelly): We are finishing NeoGov Onboard module for rollout for Spring 2022 hires. 2/1/2022 (Update by Kelly Avila): Recruiting HR Director. We have met with NeoEd to review the Onboarding module and are considering its implementation.

Objective - 8.3	Strengthen the investment in proven practices that advance diversity, equity, and inclusion by amplifying and enhancing campus-based equity plans for students and employees.			
Task - 8.3.1	Examine and streamline hiring process to ensure that diverse candidates are not being inequitably hampered.	Data is examined to ensure diverse applicant pools.	Completed-Ongoing	
Task - 8.3.2	Examine the membership of all existing and new shared governance committees to ensure diverse, inclusive, and equitable perspectives are contributing to District decision-making.	Report of committee diversity to cabinet	Completed	7/20/2022 results have been submitted to cabinet for review at their next meeting

Task - 8.3.3	Expand leadership training for faculty and classified professionals from diverse backgrounds.	Emerging Leaders program offered to faculty and classified professionals from diverse backgrounds	<p>Completed-2/1/2022 (Update by Jonae Pistorresi): We have invited classified professionals to participate in professional development training through our Customer Service Academy, Emerging Leaders Institute, and Well-Being Institute. An email was sent to all classified professionals in January stating,</p> <p>"In support of our classified employee's professional development, the District and CSEA reached an agreement last semester to utilize categorical Classified Professional Funds (AB 1840, Sec. 38 funds) to allow classified professionals to attend Merced College's Customer Service Academy, Well-Being Institute, and Emerging Leaders Institute. Classified professionals may, with the approval of their supervisor, attend one, several, or all of the classes. There is no cost to employees."</p> <p>In addition, Dean Dawson sent out an email in January to all managers inviting them to send their classified professionals to these programs.</p> <p>I believe we have about 6 classified professionals currently participating.</p> <p>It would probably be helpful to continue to promote this to managers at Management Team meetings.</p> <p>We have not made any efforts to reach out to faculty regarding professional development training at this time.</p> <p>In addition, because we have so many new managers, I think it would be appropriate to do an Emerging Leaders Institute for Merced College managers. We have not worked on moving forward with this, but I would like to!</p>
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Task - 8.3.4

Develop an equity data dashboard to examine the impact that specific interventions have on the success rates of disproportionately impacted student populations.

Dashboard available for use

Completed-

Update 10/3/22: Dashboards available and Dee will present dashboards to SSAM in Fall 22

Update 9/26/22: These dashboards are available to Deans and VP's for use. Faculty have access to IE metrics which allow them to disaggregate success, retention, award data, etc.

Update 4/26/2022 Joe S: Equity dashboards have been created and include data on transfer level math completed, transfer level math completed, transfer level math and english complete, success, persistence, and schools of. We are working on identifying students that are transferred prepared (60+ units, 2.0 gpa, and transfer level math and English.

Task - 8.3.5	Utilize data collected through Equity and Special Programs to enhance and scale up interventions that have proven effective for disproportionately impacted students.	Develop a process to continuously review data to determine what is working and what is not	<div>Completed-</div> <p>Update 10/4/22 (Joe S): Merced College Special Programs collect and review equity data each year as part of their Program Review. The past four program reviews for each equity department includes a section that requires them to evaluate the effectiveness of their work. Based on this data, each program has created annual goals and activities to improve how we serve our most disproportionately impacted students. The program reviews for the past four years are currently in the Program Review Library.</p> <p>Furthermore, our 2019-2022 Equity Plan was created with multiple goals and numerous activities that drove our equity efforts at Merced College for the past three years. The 2022-2025 Equity Plan, which will be completed by November 30th of 2022, will include a summary of the 2019-2022 equity plan and will highlight all that we have accomplished to positively impact the academic success of our students.</p> <p>Update 9/12/2022 (Joe S): I have been working closely with Dr. Regina Coletto to develop an equity table in our program review that aligns with our Equity Plan and Student Success Metrics. This intentional change in how we create goals and collect data will help to streamline our focus on equity as an institution and allow for us to strategically track data across all departments.</p> <p>Update 4/26/2022 Joe S: With in the past several years, we have identified data that has primarily focused on student success, completion and retention rates. We are well aware that two of the most disproportionately impacted groups are “men of color” and “males”. The office of student equity is currently working with the student equity committee to create an updated three-year equity plan (2022-2025) that focuses on these impacted groups as well as others.</p>
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Task - 8.3.6	Collaborate with our Non-Credit Program to be included in equity plan with the goal of tracking their student success rates and to create a bridge into their enrollment of credit courses.	Success data reviewed regularly. Develop a calendar of continuous outreach to non-credit students so they feel supported in the transition to credit courses.	<div>Completed-</div> <div>Update 11/29/22 (Joe S): this task is done and ongoing</div> <div>Update 10/27/22 (Joe S): Hispanic and 1st Generation Students</div> <div>Estelina</div> <div>Soc-760 - DSPS students enrolled in non credit SKLS-210 & SOCL 760, we track Measurable Progress annually. DSPS also offer academic accommodations to qualified student that are enrolled non credit courses. DSPS Kingsview.</div> <div>Karla - Tracking success of non-credit</div> <div>The noncredit program tracks success rates of students getting their Technical Office Occupations and Medical Assistant Certificates to report those numbers every semester to the Merced County Adult Education Consortium. The noncredit program tracks how many students, who get their GED certificate, transitioned to taking classes at the credit side of the college. The noncredit program tracks how many students taking our Citizenship preparation classes get their naturalization certificate. The noncredit program tracks how many students who graduated from Technical Occupations, Medical Assisting, and GED get a job within the current school year. Those reports are submitted to the GATEway Adult Education network. Each spring and fall semesters the noncredit program reports knowledge gain of ESL, GED, Citizenship, Reading & Computers, and Math students to the California Adult Education Program via proctoring CASAS tests. CASAS = Comprehensive Adult Student Assessment Systems</div> <div>Patricia - embedded counselors (2) work with students to help with transition to credit classes. Each student is required to meet with a counselor. Cross post a lot of the student success workshops.</div> <div>Will follow up with EMPC in December as there needs to be a</div>
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Task - 8.3.7	Create and staff an equity and/or cross-cultural center to house support services for disproportionately impacted students such as Hispanic and African American, Undocumented, and LGBTQ students.	Center location and staff identified. Mission statement vetted. Marketing of center begun	Completed
Task - 8.3.8	Publicize campus an/or community events involving diversity, equity, and inclusion both in campus communication and in the greater community.	Events are regularly publicized on social media and in Blue Devil Advocate.	Completed-Ongoing
Objective - 8.4	Create opportunities for self-reflection for employees to address issues of diversity, equity, and inclusion.		
Task - 8.4.1	Design employee peer activities such as book clubs, film discussions, and conversations on diversity, equity, and inclusion.	DEI webpage is developed for faculty and staff to find peer activities. A calendar is included on the webpage to list upcoming events. Someone has been assigned to keep webpage updated.	Completed-Ongoing

Task - 8.4.2

Establish area, department, areas, discipline and individual goals for diversity, equity, and inclusion.

Goals are developed and shared with area during area meeting. The sharing of information is captured by area coordinators

Completed- Update 9/20/22 (Travis H, Bryan (done)): Area 2:
In conjunction with the Dean and Director of Equity, in Fall 2022 we've implemented the Umoja program designed to increase success, retention, degree completion and transfer rates of our African-American students (In Fall and Spring we have dedicated sections of ENGL 01A for this specific equity group, along with MATH 10; In Spring we are expanding our offerings in the Social Sciences). Additionally, a chapter of A2mend is being started by one of our formerly incarcerated students, this organization is similar to our Umoja program, but focuses on fostering African-American male success in community colleges by building, supporting and sustaining institutional capacity addressing the needs of African American men (Janee Young has agreed to be the faculty advisor, Dean Hicks is a co-advisor).
In terms of courses, Area 2 has created courses in an effort to support our new Ethnic Studies program. Several faculty in English, Humanities and Philosophy worked diligently to create and update curriculum to meet the newly required Area F breadth. We now offer courses in English and Humanities that will fulfill this requirement, lessening the burden on the few faculty teaching Area F courses and providing myriad pathways for students to transfer and graduate. Lastly, you can add another element to Dr. Shirley Kahlert's portion, she was once again chosen to present her work on equity this Fall: The 55th Annual College Reading and Learning Association (CRLA) Conference will be held at the Westin San Diego Gaslamp Quarter in sunny San Diego from Wednesday, November 2 to Saturday, November 5, 2022. The 2022 CRLA conference theme is Engaging Students & Elevating the Profession. "Walking the Path to Writing Success: Seven Wise Steps" – Dr. Kahlert's Submission.
Update 7/21/2022 (John A): For the social sciences, one of our primary goals is the development of an ethnic studies department and

Task - 8.4.3	Provide just-in-time data dashboards for instructors to assess success rates among population groups within their classes leading to remediation efforts and changed practices for disproportionately impacted populations.	VPI work with Dean of OIE and Director of Enterprise Application Services to develop a dashboard and processes for dissemination of the information to faculty.	<div>Completed-</div> <p>Update 4/23/23 (Karissa): Data tables have been created by Office of Institutional Effectiveness in Excel. There is a need to create the information in a more consumer friendly format such as Tableau. RP Group is training Faculty Liaisons in Spring 2023 to be Data Coaches and will have a coaching model created to implement in 23-24 so faculty know how to interpret the data and strategies to improve student success and retention.</p> <p>Update 11/29/22 (Karissa): The Office of Institutional Effectiveness created student success data for faculty to utilize via the IE Metrics site. The Office of Instruction has contracted with the RP group to train faculty in Spring 2023 on utilizing these success metrics to improve classroom practice.</p> <p>9/6/2022 Update (Karissa): RP Group has been contracted to work with Merced College as of the August board meeting. Initial meeting with RP group has been set for Sept 23rd. RP Group will meet with IMPC in November to discuss the dashboard creation and Success Team implementation. Much of the data is already available as lagging data indicators. Hoping to create something that will inform current student groups to be able to adjust practices to meet student needs.</p>
Objective - 8.5	Promote institutional efforts that support faculty to design and revise curriculum, implement transformative practices, and improve classroom and campus environments to create a more diverse and inclusive educational experience that strives to achieve more equitable outcomes.		

Task - 8.5.1	Establish a task force to explore creating and advocating for an Ethnic Studies program at Merced College including requirements for AA degrees and Certificates.	Taskforce presents findings to Academic Senate	Completed-Ongoing
Task - 8.5.2	Convene Academic Senate work group to facilitate communication among Senate subcommittees with the goal of implementing equitable and anti-racist teaching practices and designing culturally relevant curriculum.	DEI work group meets regularly to discuss and implement strategies to incorporate DEI into all academic areas.	Completed-Ongoing

Task - 8.5.3	Encourage faculty to examine discipline specific courses and includes diverse perspectives where possible.	Included in Senate newsletter; announcements and trainings in Curriculum and Senate; work within Area meetings to broaden discussion; Include diversity in Instructional Design so diversity of learning styles is available as well as creating stand-alone pieces that highlight DEI and tie to our District/County demographics.	Completed-Ongoing	1/27/22 update (Libby): I will be discussing a few strategies on how faculty can review curriculum with a DEIA lens at Curriculum Committee on 02/17/22.
Task - 8.5.4	Schedule and promote FLEX workshops that concentrate on the promotion of diversity, equity, and inclusion in the classroom and facilitates dialogue on how to promote diversity, equity, and inclusion in all disciplines.	FLEX workshops schedule includes topics of diversity, equity, and inclusion in the classroom and facilitates dialogue on how to promote diversity, equity, and inclusion in all disciplines.	Completed-Ongoing	

Task - 8.5.5

Examine District resources that promote economic accessibility and student success.

Create and disseminate to faculty a list of resources that promote economic accessibility and student success so that these resources are included in their syllabi and/or Canvas shell.

Completed-

2/7/2022 Update (Joanna Grimes): Our Canvas Administrator, Jon Stocker has been tasked with developing the one click link for the Navigation Menu. This link will then be included in the Summer '22 and Fall '22 course shells released.

Task - 8.5.6	Investigate and facilitate student perceptions of inequities, non-inclusion, and the rejection of diverse viewpoints in academic areas.	Survey students to identifying unanticipated and unmet needs related to equity and access and communicating these needs to the Student Equity Committee and the Student Success Committee as well as new IDEA project under development.	Completed-Ongoing
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Task - 8.5.7	PROAC to coordinate with OIE to make program, course, and section specific data regarding diversity, equity, and inclusion available to instructors	Program, course, and section-specific data is provided to all faculty for reflection and area/cohort discussion	Completed-Ongoing
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Task - 8.5.8 Publicize access to Books and art Completed-Ongoing

diverse and inclusive
digital and print
materials that support
college curriculum and
lifelong learning

reflecting diverse
perspectives will
be highlighted in
the LRC and art
gallery. ASMC
cultural events will
be announced and
reported out of
Academic Senate.

Task - 8.5.9

Create and approve
Diversity, Equity, and
Inclusion statement to
be included on all
course syllabi and to
modify the Faculty
Handbook to add a
section on DEI.

Academic Senate
adopts DEI
statement and
disseminates to all
faculty; DEI
language is
submitted to
Office of
Instruction for
inclusion in
Faculty Handbook

Completed

2/7/2022 Update (Lee Anne): Keri Ortiz, Lindsay Davis, and I all are reviewing the inclusivity statement adopted by the ASCCC. We are looking to revise that to reflect a more local take on it and then construct syllabi language from there. Update: 04/28 The Academic Senate adopted a Diversity, Equity, Inclusion and Social Justice Statement for the Faculty Handbook noted in Resolution 05-22. Update: 05/12 The Academic Senate adopted a Syllabus statement to be included for all faculty noted in Resolution 06-22.

Task - 8.5.10	<p>Promote academic dialogue on the issues impacting our students, colleagues, and broader community, such as inequities related to health, education, working conditions, housing, policing, and criminal justice through guest speakers, campus forums, panels, conferences, etc.</p>	<p>Share Copilot-Ascend Project findings in FLEX workshop; Scheduled opportunities for faculty to engage in DEI dialogue through Flex Activities and Professional Development Trainings; Create new IDEA project to replace Copilot-Ascend that will help us evaluate and improve teaching diverse perspectives.</p>	<p>Completed- 12/2/2021: Flex Equity Series will be delivered in January, Basic needs funding to fund a Basic Needs Coordinator full time starting January, Los Banos food pantry, meeting next week with BRC to identify a location there to distribute food, Hiring Sexual Violence Coordinator with OVW grant funds, Student Health has mental health funding to promote things such as movies for mental health, and purchased Cognito which provides training in various areas such as mental health, LGBTQ</p> <p>11/18/2021: (DIE) The brochure will be finalized and sent out to campus on 12/6, rough draft by 11/29. the spring FLEX workshops will consist of two DEI topics. Dialogue will continue throughout the spring semester with monthly workshops specific to these topics.</p>
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