Monterey Peninsula College

Student Equity Plan

December 20, 2014

MONTEREY PENINSULA COLLEGE STUDENT EQUITY PLAN

Table of Contents

Monterey Peninsula College
Student Equity Plan
Signature Page

District: <u>Monterey Peninsula Community College</u>   **Date Approved by Board of Trustees**: _____

College President: _____
<div align="center">Dr. Walter Tribley</div>

Vice President of Student Services: _____
<div align="center">Laurence E. Walker</div>

Vice President of Instruction: _____
<div align="center">Michael Gilmartin</div>

Academic Senate President: _____
<div align="center">Dr. Alfred Hochstaedter</div>

Student Equity Coordinator/Contact Person: _____
<div align="center">LaKisha Bradley</div>

Executive Summary

EXECUTIVE SUMMARY

Monterey Peninsula College (MPC) operates three campuses on the Monterey Peninsula: the Monterey campus at 980 Fremont Street in Monterey, which opened in 1965; the Marina Education Center at 289 12th Street in Marina; and the Public Safety Training Center at 2642 Colonel Durham St. in Seaside.

The college has a diverse population of 10,300 students (6800 FTES) that reflects the population of the greater Monterey Peninsula Community.

MPC is committed to its mission as an open-access institution that fosters student learning and achievement within its diverse community and provides high quality instructional programs, services, and infrastructure to support the goals of students pursing transfer, career training, basic skills, and lifelong learning opportunities. To that end, MPC strives to
- Cultivate collaboration to promote student success,
- Recruit and retain highly qualified faculty and staff,
- Provide students and staff with clean, accessible, attractive, and safe facilities, and
- Provide equipment and training sufficient to support student learning and achievement.

Ensuring student equity throughout MPC's programs and services is essential and the Governing Board has established the following as part of the College's 2014-2017 Institutional Goals and Supporting Objectives:

   Goal 1: Help Students achieve their educational goals.
      Objective 1.2: Develop and implement Student Success and Equity Plans.
      Objective 1.4: Provide essential support services for the Marina Education Center and the Seaside Public Safety Center.
      Objective 1.6: Maximize systematic participation in the Instructor and Program Reflections process for continuous quality improvement.

All of which allows the college to ensure equity in its planning.

This update to the Monterey Peninsula College Student Equity Plan began with formation of a subcommittee derived from members of the college wide Student Success and Support Program Committee that meets a minimum of once each semester. This group reviewed, analyzed, and discussed student equity success data developed by the Office of Institutional Research and subsequently evaluated and identified goals, activities, and outcomes for the plan. The completed plan was shared with and updated after input from the councils and committees that comprise the College's shared governance structure before submission to the Chancellor's Office.

Target Groups
Using the student equity success indicators identified by the Board of Governors, the Student Equity Planning Committee discussed and analyzed data on Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. Each success indicator was analyzed using disaggregated subgroups of gender and ethnicity.

The data used in this analysis was compiled from the 2010 US Census, MPC Office of Institutional Research, MIS Referential files, CCCCO Data Mart, and the Student Success Scorecard (2014 Report).

Disproportionate impact was evaluated using two methodologies: proportionality and the 80% Rule. The 80% Rule compares the percentage of each sub group population to the percentage attained by a reference population. In each case, the reference population is the highest performing group in that area. Groups considered to have experienced a disproportionate impact are those with a success rate of 80% or less of the highest performing group. The 80% Rule was used to determine existence of a disproportionate impact in Course Completion, Certificate and Degree Completion, and Transfer. Proportionality was used to determine the presence of a disproportionate impact in Academic and Progress Probation and Dismissal.

Although current data identifying possible disproportionate impacts for low-income students, foster youth, veterans, and students with disabilities was unavailable, the Student Equity Planning Committee identified goals and activities that would minimize any potential disproportionate impacts on these population groups.

Goals and Outcomes
Analysis of the data indicates that several population groups are experiencing a disproportionate impact and that students pursing vocational programs would greatly benefit from several intrusive interventions. The data is summarized below.

1. **Access**: African American females, Hispanic/Latina females, multi-ethnic females, multi-ethnic males, and males of unknown ethnicity are applying to MPC and enrolling at disproportionately lower rates.
2. **Course Completion**: Male students and students from several ethnicities placed below 80% for their basic skills completion rates. American Indian/ Alaskan Native students are disproportionately impacted in their course completion rates for credit, degree applicable, and transferable courses. Students pursing vocational degrees are noticeably achieving at below the 80% rate compared to the reference groups. Please note that course completion data must be analyzed with caution as several of the population groups are small in number and may not represent a disproportionate impact. Nevertheless, the College is committed to ensuring equity for all students and has established goals and activities to mitigate any possible disproportionate impacts and will continue to collect and monitor data to ensure equity.
3. **ESL and Basic Skills**: Students beginning two levels below college level English are successfully completing English 1A at lower rates than the general population.

2

4. **Degree and Certificate Completion**: Another section where caution is advised when extrapolating points from the data. There are several population groups who show a disproportionate impact on degree and/or certificate completion. Additionally, Hispanic/Latino, students of unknown ethnicity, and male students are each experiencing a disproportionate impact on their completion of degree applicable units.

5. **Transfer**: Students of all ethnicities appear to have a disproportionate impact on their transfer rates when compared to the reference group.

Activities

A. STUDENT SUCCESS INDICATOR FOR ACCESS - *"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve"*

> **A.1** - The Student Equity Planning Committee has established a goal to increase the enrollment numbers of all students who reside within the District's service area, with a particular emphasis on low-income, educationally disadvantaged populations in the cities of Seaside and Marina.

> **A.2** – Provide resources and support to veterans, foster youth, low income students, and students with disabilities to support their access to Monterey Peninsula College.

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION - "Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

> **B.1** – Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the completion rates for students, with a particular emphasis on low-income, educationally disadvantaged populations.

> **B.2** – Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the completion rate of students pursing vocational programs.

> **B.3** – Based upon the data collected, the Student Equity Planning Committee has established a goal to reduce the number of students who are on academic/progress probation and/or dismissal.

> **B.4** – The Student Equity Planning Committee has established a goal to provide additional resources and support to veterans, foster youth, low income students, and students with disabilities to support their course completion rates.

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION - *"Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course"*

> **C.1** – Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the success rate for students enrolling in basic skills courses, with particular focus on African American, American Indian/Alaskan Native, Hispanic/Latino, Pacific Islander, students of unknown ethnicity, and male students.

> **C.2** – The Student Equity Planning Committee has established a goal to increase the completion rates of students enrolled in lower level English as a Second Language courses.

> **C.3** – The Student Equity Planning Committee has established a goal to provide additional resources and support to veterans, foster youth, low income students, and students with disabilities to support their course completion rates.

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION - *"Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal"*

> **D.1** – Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the degree and certificate completion rates of students who identify these goals on their Application for Admission.

> **D.2** – Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the number of male, Hispanic/Latino, and students of unknown ethnicity who complete degree applicable units.

> **D.3** – The Student Equity Planning Committee has established a goal to provide additional resources and support to veterans, foster youth, low income students, and students with disabilities to support their degree and certificate completion rates.

E. STUDENT SUCCESS INDICATOR FOR TRANSFER - *"Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years"*

> **E.1** – Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the overall transfer rate for students.

> **E.2** – The Student Equity Planning Committee has established a goal to provide additional resources and support to veterans, foster youth, low income students, and students with disabilities to support an increase in their rates.

Resources Budgeted

Resources to implement these activities will come from a number of different sources, including funds allocated to:

- Student Equity
- Student Success and Support Program (3SP)
- EOPS
- TRiO
- Basic Skills
- Access Resource Center
- CalWORKs
- California Mental Health Services Authority – "Making Sense of Student Life" Grant

Additional budget and funding details are provided in the Budget section of this plan.

Contact Person

The Student Equity Coordinator at Monterey Peninsula College is:

LaKisha Bradley
Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940
(831) 626-4290
lbradley@mpc.edu

Campus-Based Research

CAMPUS-BASED RESEARCH

A. ACCESS.   Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

1. **Ethnicity of enrolled students (broken down by zip code) compared to ethnicity of adults in service area (broken down by zip code)**

    The chart below shows the city of residence of MPC students in fall 2013. Students enrolled through Public Safety contract courses in fall 2013 were *not* included. It should be noted that over 30% of MPC students in fall 2013 resided in cities outside MPC's service area ("Salinas/So. County" and "Outside Monterey co.").
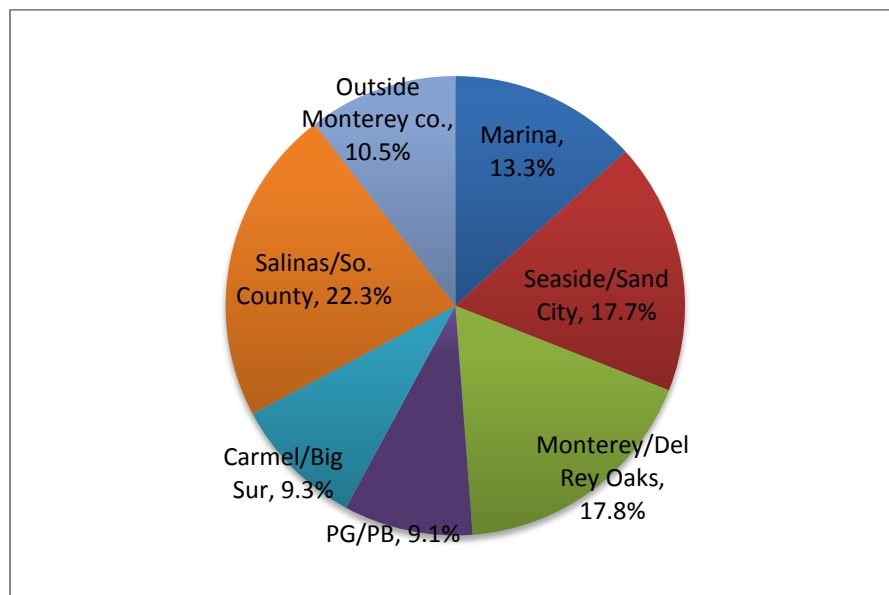
Data source: MPC OIR, MIS Referential files, Fall 2013

The chart below compares ethnicity of MPC students enrolled in fall 2013 to the ethnicity in MPC's service area at the time of the 2010 U.S. Census. Students enrolled through Public Safety contract courses in fall 2013 were _not_ included.

Students

Not reported, 4%
African-Am, 4%
Two or more races, 5%
Asian, 9%
White, 45%
Hispanic, 32%
Pac Isl, 1%

Community - District

African-Am, 5%
Two or more races, 4%
Asian, 10%
White, 50%
Hispanic, 29%
Pac Isl, 1%
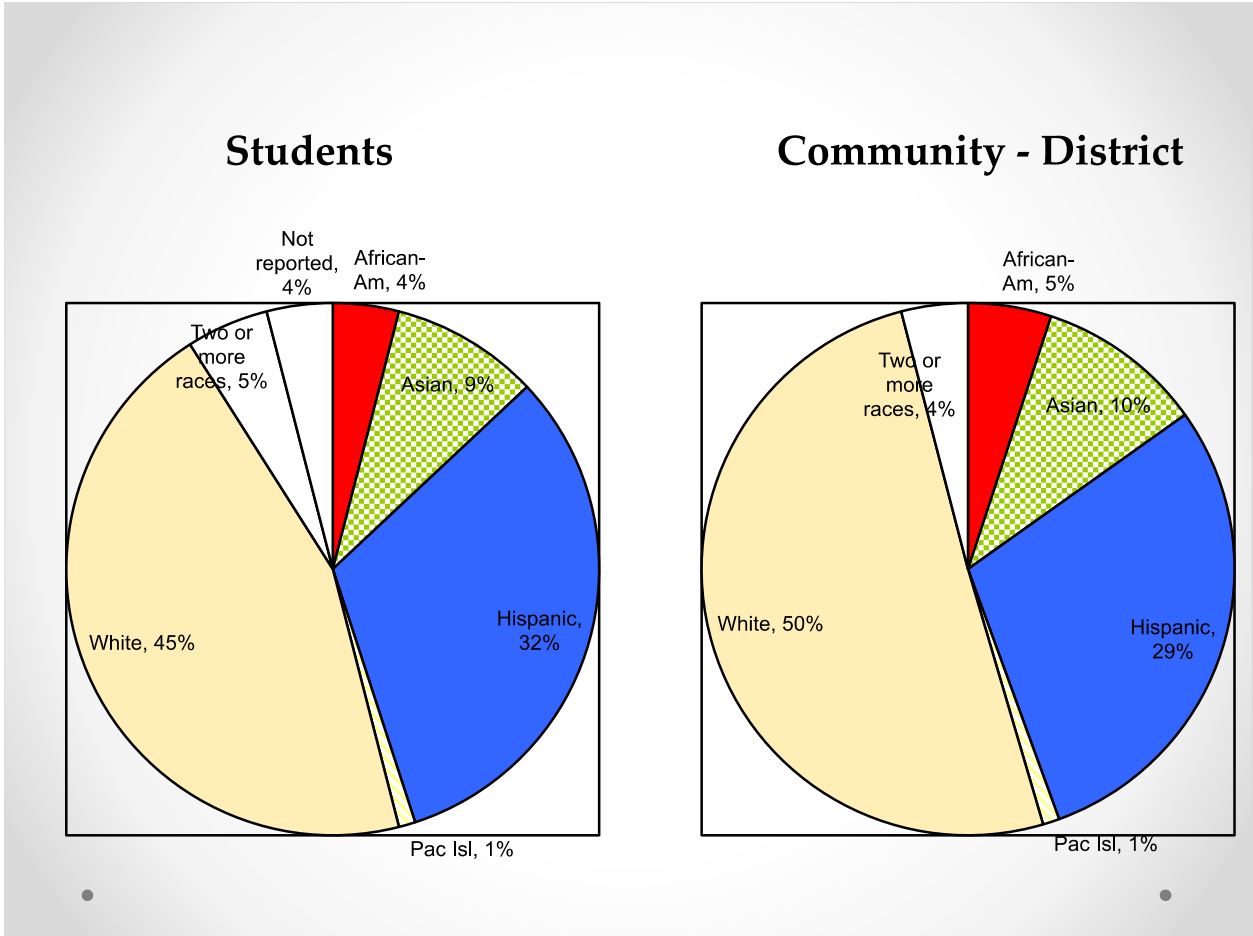
Data sources: Students: MPC OIR, MIS Referential files, Fall 2013
          Community: 2010 U.S. Census

The tables below compare the ethnicity of residents in several cities in MPC's service area to the ethnicity of enrolled students from those cities.

	City of Marina				Cities of Seaside/Sand City			
	Community		Students		Community		Students	
Total	19,718		1003		33,359		1355	
Hispanic or Latino	5,372	27%	284	28%	14,470	43%	601	44%
White alone	7,112	36%	332	33%	10,891	33%	409	30%
Black or African American	1,413	7%	78	8%	2,616	8%	144	11%
Amer Indian and Alaska Native	60	0%	5	0%	107	0%	9	1%
Asian	3,826	19%	187	19%	3,113	9%	121	9%
Native Hawaiian/ Other Pacific Isl	507	3%	18	2%	512	2%	17	1%
Some Other Race alone	46	0%	0	0%	51	0%	0	0%
Two or More Races	1,382	7%	99	10%	1,599	5%	54	4%

	Cities of Monterey/ Del Rey Oaks				City of Pacific Grove			
	Community		Students		Community		Students	
Total	29,434		1,351		15,041		560	
Hispanic or Latino	3,986	14%	281	21%	1,615	11%	81	14%
White alone	21,023	71%	830	61%	11,767	78%	396	71%
Black or African American	747	3%	30	2%	191	1%	7	1%
Amer Indian and Alaska Native	106	0%	9	1%	53	0%	1	0%
Asian	2,283	8%	137	10%	859	6%	50	9%
Native Hawaiian/ Other Pacific Isl	93	0%	10	1%	41	0%	6	1%
Some Other Race alone	61	0%	0	0%	25	0%	0	0%
Two or More Races	1,135	4%	54	4%	490	3%	19	3%

Data sources: Students: MIS Referential files, Fall 2013
                 Community: 2010 Census

The table below shows the Hispanic/Latino status and English language proficiency for each of the schools in the Monterey Peninsula Unified School District during 2013-14.

School	Hispanic or Latino	English Learners	Fluent- English- Proficient Students
Central Coast High	70 (59.8%)	38 (32.5 %)	22 (18.8 %)
Del Rey Woods Elementary	400 (88.3%)	296 (65.3 %)	59 (13.0 %)
Foothill Elementary	227 (55.2%)	164 (39.9 %)	35 (8.5 %)
George C. Marshall Elem	308 (38.3%)	219 (27.2 %)	58 (7.2 %)
Highland Elementary	348 (84.7%)	299 (72.7 %)	35 (8.5 %)
International School	103 (24.3%)	55 (13.0 %)	44 (10.4 %)
Ione Olson Elementary	181 (41.8%)	124 (28.6 %)	36 (8.3 %)
J. C. Crumpton Elementary	145 (40.5%)	99 (27.7 %)	12 (3.4 %)
La Mesa Elementary	79 (18.5%)	104 (24.3 %)	19 (4.4 %)
Learning for Life Charter	42 (63.6%)	11 (16.7 %)	22 (33.3 %)
Los Arboles Middle	307 (49.4%)	85 (13.7 %)	187 (30.1 %)
Marina High	280 (48.6%)	76 (13.2 %)	201 (34.9 %)
Marina Vista Elementary	278 (67.5%)	225 (54.6 %)	41 (10.0 %)
Martin Luther King	376 (77.4%)	344 (70.8 %)	26 (5.3 %)
Monte Vista	121 (33.3%)	79 (21.8 %)	34 (9.4 %)
Monterey High	531 (42.8%)	101 (8.1 %)	449 (36.2 %)
Ord Terrace Elementary	448 (83.0%)	380 (70.4 %)	51 (9.4 %)
Seaside High	630 (58.4%)	197 (18.3 %)	440 (40.8 %)
Seaside Middle	562 (70.9%)	237 (29.9 %)	321 (40.5 %)
Walter Colton	397 (53.9%)	144 (19.5 %)	259 (35.1 %)
District Total:	5,839 (54.2%)	3,279 (30.5 %)	2,353 (21.9 %)
County Total:	57,385 (76.8%)	30,608 (41.0 %)	16,746 (22.4 %)
State Totals:	3,321,274 (53.3%)	1,413,549 (22.7%)	1,273,561 (20.4%)

2. <u>**Ethnicity and Gender**</u> **of students who applied but did not register compared to** <u>**Ethnicity and Gender**</u> **of registered students**

The table below compares ethnicity and gender of MPC students enrolled in fall 2013 to the ethnicity and gender of applicants who applied but did not enroll. Students enrolled through Public Safety contract courses in fall 2013 were <u>not</u> included in the columns "Enrolled students".

We then employed a proportionality index to determine disproportionate impact. The proportionality index helps to determine whether the profile of students in the general population (enrolled students) matches the profile of students in "at risk" category (students who applied but did not enroll). Within each ethnicity group, we compare the percentage of students in the "at risk" category to the percentage in the enrolled student population. Cells highlighted in <mark>yellow</mark> illustrate areas of concern. For example, African-American female students are 3.6% of enrolled female students; however, they are 4.3% of female students who applied but did not enroll.

	Females			Males		
	Enrolled students	Applied but did not enroll	Proportionality Index	Enrolled students	Applied but did not enroll	Proportionality Index
African-American	3.6%	4.3%	1.2	5.1%	5.1%	1.0
Amer Ind/Alaskan Native	0.5%	0.3%	0.6	0.4%	0.4%	1.0
Asian	9.5%	8.6%	0.9	8.8%	6.0%	0.7
Hispanic	32.3%	36.2%	1.1	32.3%	32.8%	1.0
Multi-Ethnicity	4.4%	5.5%	1.3	4.8%	6.4%	1.3
Pacific Islander	0.9%	1.0%	1.1	1.0%	0.3%	0.3
Unknown	3.3%	3.3%	1.0	3.4%	5.8%	1.7
White Non-Hispanic	45.4%	40.8%	.90	44.3%	43.2%	1.0

11

CAMPUS-BASED RESEARCH

B.   **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

1. Successful Course Completion Rates by **Ethnicity and Gender**

The table below shows successful course completion rates, by ethnicity, for _Basic Skills_ courses in Fall 2013. We used the "80% Rule" to determine disproportionate impact. For Basic Skills courses, "Multi-Ethnicity" students were the reference group as this group had the highest success rate at 81.82%. Five groups (shown in <mark>yellow</mark>) fell below 80% of the highest success rate.

	Basic Skills			
	Enrollment Count	Success Count	Success Rate	80% Index
African-American	84	44	52.38%	64.02%
Amer Ind/Alaskan Native	10	6	60.00%	73.33%
Asian	98	69	70.41%	86.05%
Hispanic	551	350	63.52%	77.64%
Multi-Ethnicity	44	36	81.82%	100.00%
Pacific Islander	25	16	64.00%	78.22%
Unknown	42	27	64.29%	78.57%
White Non-Hispanic	233	169	72.53%	88.65%

Statewide success rate for Basic Skills courses is 63.43%

Data source: _CCCCO Data Mart, Outcomes, Enrollment Retention and Success Rate, Fall 2013_

We then examined successful course completion rates, by ethnicity **and** gender, for _Basic Skills_ courses in Fall 2013. We used the "80% Rule", _within each ethnicity group_, to determine disproportionate impact for gender. Within each ethnicity group, females were the reference group as females had higher success rates. For five ethnicity groups (shown in <mark>yellow</mark>), the success rates for males fell below 80% of the success rate for females.

	Success Rate **Females**	Success Rate **Males**	80% Index
African-American	66.67%	44.44%	66.66%
Amer Ind/Alaskan Native	66.67%	0.00%	0.00%
Asian	76.79%	61.90%	80.61%
Hispanic	71.62%	53.94%	75.31%
Multi-Ethnicity	90.00%	75.00%	83.33%
Pacific Islander	80.00%	53.33%	66.66%

Unknown	65.00%	60.00%	92.31%
White Non-Hispanic	76.27%	68.70%	90.07%

Data source: CCCCO Data Mart, Outcomes, Enrollment Retention and Success Rate, Fall 2013

The table below shows successful course completion rates, by ethnicity, for *credit* courses in Fall 2013. Only one group, American Indian/Alaskan Native, fell below 80% of the highest group.

	Credit			
	Enrollment Count	Success Count	Success Rate	80% Index
African-American	1,052	665	63.22%	84.20%
Amer Ind/Alaskan Native	102	60	58.82%	78.34%
Asian	1,862	1,398	75.08%	100.00%
Hispanic	7,602	4,915	64.65%	86.11%
Multi-Ethnicity	1,177	843	71.62%	95.39%
Pacific Islander	196	138	70.41%	93.78%
Unknown	561	403	71.84%	95.68%
White Non-Hispanic	8,090	6,066	74.98%	99.87%

Statewide success rate for **all** Credit courses is 69.61%. MPC rates do not include Public Safety contract courses.

Data source: MPC OIR, MIS Referential files, Fall 2013

We then examined successful course completion rates, by ethnicity **and** gender, for *Credit* courses in Fall 2013. We used the "80% Rule", *within each ethnicity group*, to determine disproportionate impact for gender. For some ethnicity groups, females were the reference group; for other ethnicity groups males were the reference group. There was no disproportionate impact for gender within any of the ethnicity groups.

	Success Rate **Females**	Success Rate **Males**	80% Index
African-American	64.77%	66.31%	97.68%
Amer Ind/Alaskan Native	62.20%	70.00%	88.86%
Asian	77.42%	76.19%	98.41%
Hispanic	69.09%	63.89%	92.47%
Multi-Ethnicity	74.43%	68.28%	91.74%
Pacific Islander	70.37%	75.47%	93.24%
Unknown	80.55%	78.25%	97.14%
White Non-Hispanic	77.65%	78.78%	98.57%

Data source: CCCCO Data Mart, Outcomes, Enrollment Retention and Success Rate, Fall 2013

13

The table below shows successful course completion rates, by ethnicity, for _degree applicable_ courses in Fall 2013. Only one group, American Indian/Alaskan Native, fell below 80% of the highest group.

	Degree Applicable			
	Enrollment Count	Success Count	Success Rate	80% Index
African-American	969	621	64.09%	85.02%
Amer Ind/Alaskan Native	93	54	58.06%	77.02%
Asian	1,763	1,329	75.38%	100.00%
Hispanic	7,051	4,565	64.74%	85.89%
Multi-Ethnicity	1,133	807	71.23%	94.49%
Pacific Islander	171	122	71.34%	94.64%
Unknown	519	376	72.45%	96.11%
White Non-Hispanic	7,858	5,897	75.04%	99.55%

Data source: MPC OIR, MIS Referential files, Fall 2013

> Statewide success rate for **all** Degree Applicable courses is 69.98%. MPC rates do not include Public Safety contract courses.

The table below shows successful course completion rates, by ethnicity **and** gender, for _degree applicable_ courses in Fall 2013. . We used the "80% Rule", _within each ethnicity group_, to determine disproportionate impact for gender. For some ethnicity groups, females were the reference group; for other ethnicity groups males were the reference group. There was no disproportionate impact for gender within any of the ethnicity groups.

	Success Rate **Females**	Success Rate **Males**	80% Index
African-American	64.64%	68.27%	94.68%
Amer Ind/Alaskan Native	61.64%	71.79%	85.86%
Asian	77.45%	76.85%	99.23%
Hispanic	68.91%	64.62%	93.77%
Multi-Ethnicity	73.91%	67.98%	91.98%
Pacific Islander	69.39%	79.12%	87.70%
Unknown	81.55%	79.21%	97.13%
White Non-Hispanic	77.68%	79.03%	98.29%

Data source: CCCCO Data Mart, Outcomes, Enrollment Retention and Success Rate, Fall 2013

14

The table below shows successful course completion rates, by ethnicity, for _transferable_ courses in Fall 2013. Only one group, American Indian/Alaskan Native, fell below 80% of the highest group.

	Transferable			
	Enrollment Count	Success Count	Success Rate	80% Index
African-American	838	548	65.39%	86.37%
Amer Ind/Alaskan Native	72	40	55.56%	73.38%
Asian	1,512	1,138	75.26%	99.41%
Hispanic	5,898	3,873	65.67%	86.73%
Multi-Ethnicity	955	688	72.04%	95.15%
Pacific Islander	140	106	75.71%	100.00%
Unknown	443	322	72.69%	96.00%
White Non-Hispanic	6,881	5,193	75.47%	99.68%

Statewide success rate for Transferable courses is 70.12%

Data source: CCCCO Data Mart, Outcomes, Enrollment Retention and Success Rate, Fall 2013

The table below shows successful course completion rates, by ethnicity **and** gender, for _transferable_ courses in Fall 2013. . We used the "80% Rule", _within each ethnicity group_, to determine disproportionate impact for gender. For some ethnicity groups, females were the reference group; for other ethnicity groups males were the reference group. There was no disproportionate impact for gender within any of the ethnicity groups.

	Success Rate **Females**	Success Rate **Males**	80% Index
African-American	62.81%	67.37%	93.23%
Amer Ind/Alaskan Native	52.17%	60.00%	86.95%
Asian	76.39%	73.70%	96.48%
Hispanic	68.65%	61.61%	89.75%
Multi-Ethnicity	74.14%	69.52%	93.77%
Pacific Islander	72.97%	78.79%	92.61%
Unknown	77.78%	66.49%	85.48%
White Non-Hispanic	76.91%	73.83%	96.00%

Data source: CCCCO Data Mart, Outcomes, Enrollment Retention and Success Rate, Fall 2013

The table below shows successful course completion rates, by ethnicity, for _vocational_ courses in Fall 2013. It should be noted that the table below does NOT include enrollments in the Public Safety contract courses. Three ethnicity groups (as shown in yellow), fell below 80% of the highest group.

	Vocational			
	Enrollment Count	Success Count	Success Rate	80% Index
African-American	160	82	51.25%	62.64%
Amer Ind/Alaskan Native	27	17	62.96%	76.95%
Asian	375	283	75.47%	92.24%
Hispanic	1,377	888	64.49%	78.82%
Multi-Ethnicity	204	149	73.04%	89.27%
Pacific Islander	33	27	81.82%	100.00%
Unknown	85	63	74.12%	90.59%
White Non-Hispanic	1,542	1,138	73.80%	90.20%

Data source: MPC OIR, MIS Referential files, Fall 2013

Statewide success rate for **all** Vocational courses is 74.04%. MPC rates do not include Public Safety contract courses.

The college conducted a series of follow-up analyses to examine successful course completion rates, by ethnicity, for _each vocational area_ in Fall 2013. The college also examined successful course completion rates for each vocational area, **by gender**.

	ADMJ			
	Enrollment Count	Success Count	Success Rate	80% Index
African-American	4	0	0.00%	0.00%
Amer Ind/Alaskan Native	0			
Asian	11	9	81.82%	81.82%
Hispanic	95	62	65.26%	65.26%
Multi-Ethnicity	6	6	100.00%	100.00%
Pacific Islander	0	0	0.00%	0.00%
Unknown	8	6	75.00%	75.00%
White Non-Hispanic	64	45	70.31%	70.31%

Several groups (in yellow) fell below 80% of the highest group; however, the findings should be interpreted with caution due to the small N's.

	ADMJ			
	Enrollment Count	Success Count	Success Rate	80% Index
Females	68	50	73.53%	100.00%
Males	119	77	64.71%	88.00%

16

ARTG	Enrollment Count	Success Count	Success Rate	80% Index
African-American	4	4	100.00%	100.00%
Amer Ind/Alaskan Native	2	2	100.00%	100.00%
Asian	6	4	66.67%	66.67%
Hispanic	20	17	85.00%	85.00%
Multi-Ethnicity	8	5	62.50%	62.50%
Pacific Islander	0			
Unknown	3	1	33.33%	33.33%
White Non-Hispanic	49	40	81.63%	81.63%

Several groups (in yellow) fell below 80% of the highest group; however, the findings should be interpreted with caution due to the small N's.

ARTG	Enrollment Count	Success Count	Success Rate	80% Index
Females	41	34	82.93%	100.00%
Males	49	37	75.51%	91.06%

AUTO	Enrollment Count	Success Count	Success Rate	80% Index
African-American	1	1	100.00%	100.00%
Amer Ind/Alaskan Native	0			
Asian	7	5	71.43%	71.43%
Hispanic	50	26	52.00%	52.00%
Multi-Ethnicity	4	4	100.00%	100.00%
Pacific Islander	2	2	100.00%	100.00%
Unknown	2	2	100.00%	100.00%
White Non-Hispanic	45	40	88.89%	88.89%

Two groups (in yellow) fell below 80% of the highest group; however, the findings should be interpreted with caution due to the small N's.

BUSC	Enrollment Count	Success Count	Success Rate	80% Index
African-American	11	4	36.36%	42.42%
Amer Ind/Alaskan Native	1	0	0.00%	0.00%
Asian	28	21	75.00%	87.50%
Hispanic	71	47	66.20%	77.23%
Multi-Ethnicity	7	5	71.43%	83.33%
Pacific Islander	1	0	0.00%	0.00%
Unknown	14	12	85.71%	100.00%
White Non-Hispanic	78	51	65.38%	76.28%

Several groups (in yellow) fell below 80% of the highest group; however, the findings should be interpreted with caution due to the small N's.

BUSC	Enrollment Count	Success Count	Success Rate	80% Index
Females	168	92	54.76%	100.00%
Males	75	28	37.33%	68.17%

The success rates for males fell below 80% of the success rate for females.

BUSI	Enrollment Count	Success Count	Success Rate	80% Index
African-American	36	17	47.22%	64.39%
Amer Ind/Alaskan Native	2	1	50.00%	68.18%
Asian	93	64	68.82%	93.84%
Hispanic	232	130	56.03%	76.41%
Multi-Ethnicity	39	26	66.67%	90.91%
Pacific Islander	9	6	66.67%	90.91%
Unknown	15	11	73.33%	100.00%
White Non-Hispanic	300	217	72.33%	98.64%

Several groups (in yellow) fell below 80% of the highest group; however, the findings should be interpreted with caution due to the small N's.

BUSI	Enrollment Count	Success Count	Success Rate	80% Index
Females	362	210	58.01%	93.38%
Males	367	228	62.13%	100.00%

	CSIS			
	Enrollment Count	Success Count	Success Rate	80% Index
African-American	28	15	53.57%	53.57%
Amer Ind/Alaskan Native	3	2	66.67%	66.67%
Asian	42	39	92.86%	92.86%
Hispanic	122	77	63.11%	63.11%
Multi-Ethnicity	31	25	80.65%	80.65%
Pacific Islander	2	2	100.00%	100.00%
Unknown	0			
White Non-Hispanic	158	116	73.42%	73.42%

Several groups (in yellow) fell below 80% of the highest group; however, the findings should be interpreted with caution due to the small N's.

	CSIS			
	Enrollment Count	Success Count	Success Rate	80% Index
Females	124	88	70.97%	100.00%
Males	344	238	69.19%	97.49%

	DNTL			
	Enrollment Count	Success Count	Success Rate	80% Index
African-American	4	1	25.00%	25.00%
Amer Ind/Alaskan Native	10	8	80.00%	80.00%
Asian	6	6	100.00%	100.00%
Hispanic	102	89	87.25%	87.25%
Multi-Ethnicity	12	12	100.00%	100.00%
Pacific Islander	0			
Unknown	0			
White Non-Hispanic	38	29	76.32%	76.32%

Two groups (in yellow) fell below 80% of the highest group; however, the findings should be interpreted with caution due to the small N's.

	DNTL			
	Enrollment Count	Success Count	Success Rate	80% Index
Females	160	141	88.13%	100.00%
Males	12	4	33.33%	37.83%

The success rates for males fell below 80% of the success rate for females; however, the findings should be interpreted with caution due to the small N's.

	ECED			
	Enrollment Count	Success Count	Success Rate	80% Index
African-American	13	10	76.92%	92.31%
Amer Ind/Alaskan Native	2	0	0.00%	0.00%
Asian	28	22	78.57%	94.29%
Hispanic	158	118	74.68%	89.62%
Multi-Ethnicity	23	15	65.22%	78.26%
Pacific Islander	6	5	83.33%	100.00%
Unknown	8	6	75.00%	90.00%
White Non-Hispanic	165	113	68.48%	82.18%

Two groups (in yellow) fell below 80% of the highest group; however, the findings should be interpreted with caution due to the small N's.

	ECED			
	Enrollment Count	Success Count	Success Rate	80% Index
Females	364	273	75.00%	100.00%
Males	39	13	33.33%	44.44%

The success rates for males fell below 80% of the success rate for females; however, the findings should be interpreted with caution due to the small N's.

	FASH			
	Enrollment Count	Success Count	Success Rate	80% Index
African-American	3	2	66.67%	66.67%
Amer Ind/Alaskan Native	0			
Asian	9	3	33.33%	33.33%
Hispanic	34	21	61.76%	61.76%
Multi-Ethnicity	5	5	100.00%	100.00%
Pacific Islander	2	2	100.00%	100.00%
Unknown	7	6	85.71%	85.71%
White Non-Hispanic	27	20	74.07%	74.07%

Several groups (in yellow) fell below 80% of the highest group; however, the findings should be interpreted with caution due to the small N's.

	FASH			
	Enrollment Count	Success Count	Success Rate	80% Index
Females	72	47	65.28%	92.48%
Males	17	12	70.59%	100.00%

	HOSP			
	Enrollment Count	Success Count	Success Rate	80% Index
African-American	7	6	85.71%	91.67%
Amer Ind/Alaskan Native	0			
Asian	47	36	76.60%	81.91%
Hispanic	72	60	83.33%	89.12%
Multi-Ethnicity	15	14	93.33%	99.81%
Pacific Islander	0			
Unknown	0			
White Non-Hispanic	77	72	93.51%	100.00%

	HOSP			
	Enrollment Count	Success Count	Success Rate	80% Index
Females	170	157	92.35%	100.00%
Males	98	77	78.57%	85.08%

	HUMS			
	Enrollment Count	Success Count	Success Rate	80% Index
African-American	12	7	58.33%	58.33%
Amer Ind/Alaskan Native	0			
Asian	4	4	100.00%	100.00%
Hispanic	16	12	75.00%	75.00%
Multi-Ethnicity	2	0	0.00%	0.00%
Pacific Islander	1	1	100.00%	100.00%
Unknown	0			
White Non-Hispanic	15	11	73.33%	73.33%

Several groups (in yellow) fell below 80% of the highest group; however, the findings should be interpreted with caution due to the small N's.

	HUMS			
	Enrollment Count	Success Count	Success Rate	80% Index
Females	29	24	82.76%	100.00%
Males	21	15	71.43%	86.31%

INTD	Enrollment Count	Success Count	Success Rate	80% Index
African-American	1	0	0.00%	0.00%
Amer Ind/Alaskan Native	0	0	0.00%	0.00%
Asian	1	1	100.00%	100.00%
Hispanic	39	17	43.59%	43.59%
Multi-Ethnicity	0	0	0.00%	0.00%
Pacific Islander	2	2	100.00%	100.00%
Unknown	0	0	0.00%	0.00%
White Non-Hispanic	29	22	75.86%	75.86%

Several groups (in yellow) fell below 80% of the highest group; however, the findings should be interpreted with caution due to the small N's.

INTD	Enrollment Count	Success Count	Success Rate	80% Index
Females	60	34	56.67%	100.00%
Males	15	8	53.33%	94.12%

MEDA	Enrollment Count	Success Count	Success Rate	80% Index
African-American	5	3	60.00%	60.00%
Amer Ind/Alaskan Native	1	1	100.00%	100.00%
Asian	19	13	68.42%	68.42%
Hispanic	70	42	60.00%	60.00%
Multi-Ethnicity	5	4	80.00%	80.00%
Pacific Islander	0			
Unknown	5	4	80.00%	80.00%
White Non-Hispanic	59	44	74.58%	74.58%

Several groups (in yellow) fell below 80% of the highest group; however, the findings should be interpreted with caution due to the small N's.

MEDA	Enrollment Count	Success Count	Success Rate	80% Index
Females	166	116	69.88%	100.00%
Males	31	18	58.06%	83.09%

NURS			
Enrollment Count	Success Count	Success Rate	80% Index
African-American	4	4	100.00%	100.00%
Amer Ind/Alaskan Native	3	3	100.00%	100.00%
Asian	21	21	100.00%	100.00%
Hispanic	44	38	86.36%	86.36%
Multi-Ethnicity	10	10	100.00%	100.00%
Pacific Islander	1	1	100.00%	100.00%
Unknown	2	2	100.00%	100.00%
White Non-Hispanic	137	131	95.62%	95.62%

	NURS			
	Enrollment Count	Success Count	Success Rate	80% Index
Females	205	189	92.20%	100.00%
Males	24	21	87.50%	94.91%

	NUTF			
	Enrollment Count	Success Count	Success Rate	80% Index
African-American	6	2	33.33%	33.33%
Amer Ind/Alaskan Native	0			
Asian	18	11	61.11%	61.11%
Hispanic	95	50	52.63%	52.63%
Multi-Ethnicity	16	9	56.25%	56.25%
Pacific Islander	1	1	100.00%	100.00%
Unknown	9	6	66.67%	66.67%
White Non-Hispanic	83	55	66.27%	66.27%

Several groups (in yellow) fell below 80% of the highest group; however, the findings should be interpreted with caution due to the small N's.

	NUTF			
	Enrollment Count	Success Count	Success Rate	80% Index
Females	123	82	66.67%	100.00%
Males	98	46	46.94%	70.41%

The success rate for males fell below 80% of the success rate for females

2. Academic/Progress probation and disqualification

The table below shows academic standing (good standing vs. probation/dismissal) rates, by ethnicity, for students enrolled in Fall 2013.

	Enrolled students		Students in Good Standing		Students on Probation		Students on Dismissal	
	N	% by ethnicity	N	% by ethnicity	N	% by ethnicity	N	% by ethnicity
African-American	320	4.11%	276	3.97%	22	5.51%	22	7.28%
Amer Ind/Alask Native	35	0.47%	32	0.46%	1	0.25%	2	0.66%
Asian	708	9.38%	647	9.31%	28	7.02%	33	10.93%
Hispanic	2421	30.68%	2090	30.08%	197	49.37%	134	44.37%
Multi-Ethnicity	346	4.46%	309	4.45%	23	5.76%	14	4.64%
Pacific Islander	71	0.87%	62	0.89%	8	2.01%	1	0.33%
Unknown	279	3.67%	261	3.76%	13	3.26%	5	1.66%
White Non-Hispanic	3468	46.37%	3270	47.07%	107	26.82%	91	30.13%

Data source: MPC OIR, MIS Referential files, Fall 2013

We then employed a proportionality index to determine disproportionate impact. The proportionality index helps to determine whether the profile of students in the general population (all enrolled students) matches the profile of students in "at risk" category, such as probation or dismissal status. Within each ethnicity group, we compare the percentage of students in the "at risk" category (probation, dismissal) to the percentage in the overall student population. Cells highlighted in ==yellow== illustrate areas of concern. For example, Hispanic/Latino students are 30.68% of the overall student population; however, they are 49.37% and 44.37% of the students on probation and dismissal, respectively.

	Enrolled students - % by ethnicity	Probation % by ethnicity	Probation Proportionality Index	Dismissal %	Dismissal Proportionality Index
African-American	4.11%	5.51%	1.34	7.28%	1.77
Amer Ind/Alaskan Native	0.47%	0.25%	0.53	0.66%	1.41
Asian	9.38%	7.02%	0.75	10.93%	1.16
Hispanic	30.68%	49.37%	1.61	44.37%	1.45
Multi-Ethnicity	4.46%	5.76%	1.29	4.64%	1.04
Pacific Islander	0.87%	2.01%	2.31	0.33%	0.38
Unknown	3.67%	3.26%	0.89	1.66%	0.45
White Non-Hispanic	46.37%	26.82%	0.58	30.13%	0.65

24

CAMPUS-BASED RESEARCH

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

Successful Completion of ENGL 1A

Students who began in Level 5 ENSL			ALL Students in ENGL 1A		
N	**Number successful**	**% successful**	**N**	**Number successful**	**% successful**
13	11	84.6%	613	383	62.5%

Data source: MPC OIR, MIS Referential files, Fall 2012 – Spring 2014

Successful Completion of ENGL 1A

Students who began two levels below (ENGL301/ENGL302)			ALL Students in ENGL 1A		
N	**Number successful**	**% successful**	**N**	**Number successful**	**% successful**
154	88	57.1%	613	383	62.5%

Data source: MPC OIR, MIS Referential files, Fall 2012 – Spring 2014

Successful Completion of MATH 263

Students who began two levels below (MATH 351)			ALL Students in MATH 263		
N	**Number successful**	**% successful**	**N**	**Number successful**	**% successful**
34	20	58.8%	500	279	55.8%

Data source: MPC OIR, MIS Referential files, Fall 2012 – Spring 2014

CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

1. **Degree and Certificate completion rates, by gender, ethnicity, etc.**

   The **Outcome** columns in the table show the number and percentage of associate degrees awarded, by ethnicity. The **Comparison** column shows the percentage of students who self-reported an educational goal of an associate degree. Please interpret the findings with caution as the data and methodology for the **Outcome** and **Comparison** columns are different.

	Outcome		Comparison
	Degrees Awarded	%	Degree-seeking students
African-American	36	6.64%	8.58%
Amer Ind/Alask Native	6	1.11%	1.53%
Asian	81	14.94%	11.07%
Hispanic	112	20.66%	25.19%
Multi-Ethnicity	n/a	n/a	n/a
Pacific Islander	11	2.03%	3.82%
Unknown/Other	44	8.12%	7.63%
White Non-Hispanic	252	46.49%	42.18%

Interpret findings with

CAUTION

Data sources & Notes:
AA Degrees Awarded: Student Success Scorecard, 2014 Report, Cohort Years 2003-04 through 2007-08, based on first-time "completion seeking" students
Degree-seeking students: MPC OIR, MIS Referential files, Fall 2006, based on first-time students who self-reported an educational goal of an associate degree.

The **Outcome** columns in the table show the number and percentage of certificates awarded, by ethnicity. The **Comparison** column shows the percentage of students who self-reported an educational goal of a certificate. Please interpret the findings with caution as the data and methodology for the **Outcome** and **Comparison** columns are different.

	Outcome		Comparison
	Certificates Awarded	%	Certificate-seeking students
African-American	1	1.75%	7.14%
Amer Ind/Alask Native	0	0.00%	1.02%
Asian	10	17.54%	12.24%
Hispanic	15	26.32%	29.59%
Multi-Ethnicity	n/a	n/a	n/a
Pacific Islander	0	0.00%	3.06%
Unknown	6	10.53%	3.06%
White Non-Hispanic	25	43.86%	43.88%

Interpret findings with

Data source: Student Success Scorecard, 2014 Report, Cohort Years 2003-04 through 2007-08

27

2. Unit accumulation

The table below shows the average number of cumulative earned degree applicable units, by ethnicity, for Fall 2013. We used the "80% Rule" to determine disproportionate impact. American Indian/Alaskan Native students were the reference group as this group had the highest average number of degree applicable units. Two groups (shown in ==yellow==) fell below 80% of the highest success rate.

	Avg. number of earned degree applicable units	80% Index
African-American	28.5	83.09%
Amer Ind/Alaskan Native	34.3	100.00%
Asian	29.7	86.59%
Hispanic	24.2	70.55%
Multi-Ethnicity	28.5	83.09%
Pacific Islander	28.7	83.67%
Unknown	13.1	38.19%
White Non-Hispanic	28.9	84.25%

Data source: MPC OIR, MIS Referential files, Fall 2013

The table below shows the average number of cumulative earned degree applicable units, by gender, for Fall 2013. The number of degree applicable units for males fell below 80% of the number of degree applicable units for females.

	Avg. number of earned degree applicable units	80% Index
Female	24.2	100.00%
Male	18.8	77.69%

Data source: MPC OIR, MIS Referential files, Fall 2013

The table below shows average number of earned degree applicable units, by ethnicity **and** gender, in Fall 2013. . We used the "80% Rule", *within each ethnicity group*, to determine disproportionate impact for gender. For most ethnicity groups, females were the reference group. The areas highlighted in <mark>yellow</mark> disproportionate impact for gender; there were several ethnicity groups where male students attained fewer degree applicable units than did female students.

	Avg. number of earned degree applicable units		80% Index
	Male	**Female**	
African-American	20.8	27.2	76.47%
Amer Ind/Alaskan Native	23.0	20.4	88.69%
Asian	23.7	27.2	87.13%
Hispanic	17.5	22.5	77.78%
Multi-Ethnicity	26.8	27.3	98.17%
Pacific Islander	21.4	28.7	74.56%
Unknown	6.8	10.3	66.02%
White Non-Hispanic	19.2	25.9	74.13%

<u>Data source</u>: MPC OIR, MIS Referential files, Fall 2013

CAMPUS-BASED RESEARCH

E. **TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

1. **Transfer rates, by gender, ethnicity, etc.**

    The table below shows transfer rates, by ethnicity. We used the "80% Rule" to determine disproportionate impact. Asian students were the reference group as this group had the highest transfer rate at 54.17%. All other ethnicity groups (shown in <mark>yellow</mark>) fell below 80% of the highest transfer rate.

	Cohort size	Transfers	Transfer rate	80% Index
African-American	204	72	35.29%	65.15%
Amer Ind/Alask Native	25	9	36.00%	66.46%
Asian	264	143	54.17%	100.00%
Filipino*	160	50	31.25%	57.69%
Hispanic	602	176	29.23%	53.96%
Multi-Ethnicity*	n/a	n/a	n/a	
Pacific Islander	87	28	32.18%	59.41%
Unknown/Other	287	114	39.72%	73.32%
White Non-Hispanic	1,306	554	42.42%	78.31%

Data source: Student Success Scorecard, 2014 Report, Cohort Years 2003-04 through 2007-08
Note: The ethnicity group "Filipino" was reported as a separate group in cohort years 2003-04 through 2007-08; the "multi-ethnicity" designation was not reported during this time

Goals and Activities

GOALS AND ACTIVITIES

A.   STUDENT SUCCESS INDICATOR FOR ACCESS

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve"

GOAL A.

A.1 - The Student Equity Planning Committee has established a goal to increase the enrollment numbers of all students who reside within the District's service area, with a particular emphasis on low-income, educationally disadvantaged populations in the cities of Seaside and Marina..

A.2 – Provide resources and support to veterans, foster youth, low income students, and students with disabilities to support their access to Monterey Peninsula College.

ACTIVITY A.1   (Please include the target date in chronological order and identify the responsible person/group for each activity)

GOAL	OBJECTIVE/ACTIVITY	EXPECTED OUTCOMES AND TIMELINE	RESPONSIBLE PARTY
Goal A.1 - The Student Equity Planning Committee has established a goal to increase the enrollment numbers of all students who reside within the District's service area, with a particular emphasis on low-income, educationally	1. Develop a comprehensive plan to coordinate outreach activities 2. Develop outreach materials and marketing efforts	Spring 2015 • Coordinated master calendar of events	• Student Services Outreach Committee • Outreach Coordinator • EOPS Coordinator
	1. Identify best practices to recruit low-income students.	Fall 2014 • Increase in the number of	• Outreach Coordinator • Student Financial Services

disadvantaged populations in the cities of Seaside and Marina.	2. Conduct outreach activities in the District's service area.
	  a. Class visits, community presentations, and onsite tabling at high schools
	  b. Information sessions at adult education, family resource centers, and other community agencies
	  c. Attend meetings (community boards, parent/teacher groups, ELAC)
	3. Increase outreach to low-income students at Seaside and Marina High Schools.
	  a. Campus visits
	  b. Matriculation and Financial Aid workshops at the high school
		Hispanic/Latino students from the Monterey/Del Rey Oaks areas attending the college
		• Establish relationships between MPC and the community
			Outreach Coordinator
			• EOPS Counselor

	1. Promote ESL classes 2. Registration event held at local high schools during evening hours	Spring 2015 • Increase in the number of Hispanic/Latino students from the Monterey/Del Rey Oaks areas attending the college	• Student Services Outreach Committee • Student Financial Services • Outreach Coordinator
Goal A.2- Veterans	1. Open a Veterans Center	Fall 2014 • Centralized location for	• Veterans Representative/School

		veterans services and resources	Certifying Official • Dean of Student Services
	1. Develop a "Making Sense of Student Life" program and resource Web Page	Fall 2014 • Hire a Project Coordinator, Project Administrator, and Veterans Support Coordinator • Website with links to online training and current mental health resources	• MPC Foundation • Student Health Services • Dean of Student Services
Goal A.2- Foster Youth	1. Create a Foster Youth Liaison	Spring 2015 • Central resource and single point of entry for Foster	• Dean of Student Services • EOPS Coordinator
	1. Create outreach materials designed for foster youth	Spring 2015 • Brochures and other outreach materials containing information targeting the needs and concerns of foster youth	• Student Services Outreach Committee • EOPS Coordinator
	1. Develop Pre-College outreach program 2. Collaborate and develop relationships with foundations and community organizations that support foster youth	Spring 2015 • Identify and provide assistance to foster youth prior to enrollment at MPC • Connection to MPC prior to enrollment • Increase in the number of foster youth enrolling at MPC	• Foster Youth Liaison/EOPS Coordinator • Dean of Student Services • Student Services Outreach Committee • Student Financial Services Outreach Coordinator

Goal A.2- Low Income	1. EOPS and Student Financial Services outreach activities and presentations at community events and organizations	Spring 2015 • Increase in the number of low income students enrolling at MPC • Students will be more aware of and familiar with the options available at MPC • Students will be more aware of and familiar with the financial aid available to attend MPC	• EOPS Coordinator • Student Financial Services • Outreach Coordinator

Goal A.2- Students with Disabilities	1. Strategic outreach efforts to market ARC services to potential students
	  a) Presentations at local high schools
	  b) Educational collaborations with other programs on campus and with community disability organizations
	  c) Tours of the MPC campus for high school Special Education classes
	  d) Videos of successful students on the ARC website
	  e) Participate in MPC student outreach events
	  f) Develop brochures and outreach materials
		Fall 2014 – Fall 2016
		• Increase in the number of students with disabilities enrolling at MPC
		• Students will be more aware of the services and support available at MPC
			• Access Resource Center (ARC) Coordinator
			• ARC Counselor

Goals A.1 and A.2	1. Strengthen partnerships with local high schools	Spring 2015 • Increase in the number of students enrolling at MPC	• Student Success and Support Program Coordinator • Counseling Department Chair • Student Services Outreach Committee • Student Equity Coordinator
	1. Enhance and improve Student Success and Support Program services		• Student Success and Support Program Coordinator • Student Equity Coordinator • Basic Skills Initiative Committee
	1. Implementation of a student ambassador program where MPC students recruit and mentor potential new students/high school students 2. Implement a summer program targeted toward graduated high school students who intend to enroll at MPC (like a summer bridge program).		• Student Activities Coordinator • EOPS Coordinator

GOALS AND ACTIVITIES

B.   **STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

GOAL B.

B.1 – Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the completion rates for American Indian/Alaskan Native students in credit, degree applicable, and transferable courses.

B.2 – Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the completion rate of students pursing vocational programs, with a particular focus on students pursing Administration of Justice, Graphic Arts, Business Study Skills, Business, Computer Science and Information Systems, Fashion Design, Human Services, Interior Design, Medical Assisting, Nutrition programs.

B.3 – Based upon the data collected, the Student Equity Planning Committee has established a goal to reduce the number of students who are on academic/progress probation and/or dismissal.

B.4 – The Student Equity Planning Committee has established a goal to provide additional resources and support to veterans, foster youth, low income students, and students with disabilities to support their course completion rates.

ACTIVITY B.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

GOAL	OBJECTIVE/ACTIVITY	EXPECTED OUTCOMES AND TIMELINE	RESPONSIBLE PARTY
Goal B.1 - Increase the overall completion rate for students, with a particular emphasis on low-income, educationally disadvantaged populations	1. Develop a Summer Bridge program 2. Increase and promote tutorial support 3. Promote the PERS 50 course, the Math Learning Center, and the English Study Skills Center 4. Develop community building activities on campus targeted toward low-income, educationally disadvantaged populations	Summer 2015 • Increase in the completion rates for American Indian/Alaskan Native students in Credit, Degree Applicable, and Transfer courses	• Dean of Student Services • Student Success and Support Program Coordinator • Counseling Department Chair • Student Equity Coordinator • Basic Skills Initiative Committee
Goal B.2 - Increase the completion rate for African American, American Indian/Alaskan Native, and Hispanic/Latino students pursuing vocational programs	1. Develop outreach and in-reach support and workshops on study skills, time management, education planning, career counseling 2. Target and promote counseling services for students in CTE programs	Spring 2015 • Increase in the completion rates for African American, American Indian/Alaskan Native, and Hispanic/Latino students in vocational programs	• EOPS Coordinator • Student Success and Support Program Coordinator • Student Equity Coordinator • Basic Skills Initiative Committee

Goal B.3 - Reduce the number of students on Academic and/or Progress Probation	1. Develop a workshop series that addresses study skills 2. Conduct follow-up workshops for students on academic dismissal and/or probation 3. Increase student usage of the English and Study Skills Center and the Math Learning Center	Spring 2015 • Reduction in the number of students on Academic Probation/Dismissal • Increase in the number of students on Academic Probation/Dismissal seeking and receiving additional support • Increase in student success rates	• Counseling Department Chair • EOPS Coordinator • Student Success and Support Program Coordinator • English and Study Skills Center Director • Student Equity Coordinator • Basic Skills Initiative Committee
Goal B.4 - Veterans	1. Incorporate the 8 key activities for veterans success 2. Collaborate with various agencies that provide additional support to veterans 3. Collaborate with on campus Access Resource Center to offer disability and accommodation information	Fall 2015 • Increase in completion rates for veteran students	• Veterans Representative/School Certifying Official • Counseling Department Chair • Student Health Services • Access Resource Center Coordinator
	1. Training for staff on issues and challenges unique to veterans		• Veterans Representative/School Certifying Official • Student Health Services

	1. Crisis Intervention Training: "Warning Signs of Students in Crisis" for faculty and staff 2. Suicide Prevention and Mental Health & Wellness Training for faculty, staff, and students 3. Faculty and staff training on working with veterans 4. Develop a Veterans of Campus Peer Program 5. Develop a Monthly Veterans Support Group	Fall 2014 • Workshops presented by the Monterey County Behavioral Health Department Spring 2015 • Kognito "At-Risk on Campus" Suicide Prevention Training for staff	• Making Sense of Student Life Project Coordinator • Student Health Services
	1. Implement a Boots to Books program	Fall 2014 • Curriculum that covers effective management of military stress, combat reaction stress, operational stress, and Post-Traumatic Stress Disorder to help student veterans succeed in academics, work, family , and other social settings.	• Veterans Support Coordinator • Student Health Services

Goal B.4 - Foster Youth	1. Develop a case management approach that includes referrals and follow-up 2. Create an alumni or mentorship program 3. Develop a workshop series addressing needs of foster youth 4. Increase number of foster youth in EOPS 5. Identify and reach out to foster youth on campus	Spring 2015 • Increase in the course completion rate for foster youth	• Foster Youth Liaison • EOPS Coordinator
Goal B.4 - Low Income	1. Expand TRiO Learning Center (TLC) services to low income students during summer	Spring 2015 • Increase in the course completion rate for low income students	• TRiO/SSS Coordinator • TRiO Learning Center Coordinator • EOPS Coordinator • CalWORKs Coordinator
	1. Workshop series on topics addressing needs of low income students 2. Mandatory completion of PERS 10 as part of program requirements		• TRiO/SSS Coordinator • EOPS Coordinator • Categorical Services Specialist, CalWORKs
Goal B.4 - Students with Disabilities	1. Increase the number of students coming into ARC to arrange accommodations early (by 3rd week of semester) 2. Develop ongoing targeted workshops	Fall 2014 – Fall 2016 • Increase in the course completion rate for students with disabilities	• ARC Coordinator

	1. Accommodations 2. Assistive Technology 3. Special Topics 4. Specialized Instruction- Learning Skills (LNSK) classes		
Goals B.1-B.4	1. Develop a program of study module in PERS 10	Spring 2015 • Increase in the course completion rate for students	• Student Success and Support Program Coordinator • Student Equity Coordinator • Basic Skills Initiative Committee
	1. Workshop series: study skills, financial literacy, scholarships		• Student Success and Support Program Coordinator • Counseling Department Chair • Student Financial Services • EOPS Coordinator • CalWORKs Coordinator • English and Study Skills Center Director • Student Equity Coordinator
	1. Implement a Summer Bridge Program		• Outreach Counselor • TRiO/SSS Coordinator • EOPS Coordinator
	2. Increase and broaden the tutorial offerings available on campus		• Dean of Student Services • Dean of Instruction • Department Chairs

GOALS AND ACTIVITIES

C.   **STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION**

"Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course"

GOAL C.

C.1 – Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the success rate for students enrolling in basic skills courses, with particular focus on African American, American Indian/Alaskan Native, Hispanic/Latino, Pacific Islander, students of unknown ethnicity, and male students.

C.2 – The Student Equity Planning Committee has established a goal to increase the completion rates of students enrolled in lower level English as a Second Language courses.

C.3 – The Student Equity Planning Committee has established a goal to provide additional resources and support to veterans, foster youth, low income students, and students with disabilities to support their course completion rates.

ACTIVITY C.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

GOAL	OBJECTIVE/ACTIVITY	EXPECTED OUTCOMES AND TIMELINE	RESPONSIBLE PARTY
Goal C.1 - Increase the completion rates for students in basic skills courses	1. Coordinate basic skills support efforts 2. Promote the College Success workshops and services 3. BSI funded intensive math project 4. Instructional specialist in the Math Learning Center 5. Tutoring 6. Supplemental instruction in summer math courses 7. On Course training for staff	Fall 2015 • Increase in the course completion rates for students in basic skills courses	• Dean of Instruction • Basic Skills Committee • Basic Skills Counselor
	1. Basic skills counselor make presentations in classes informing students about available services 2. Intrusive counseling support		• Basic Skills Counselor • Dean of Instruction • Basic Skills Committee • Basic Skills course instructors
	1. Utilize the Early Alert Program and Intrusive Early Alert process (for dismissal as well)		• Counseling Department Chair
	1. Increase enrollment in PERS 50		• Student Success and Support Program Coordinator • Counseling Department Chair

			- Student Equity Coordinator - Basic Skills Initiative Committee
Goal C.2 - Increase completion rates for English as a Second Language Students	1. Develop and implement orientations for ENSL students (new and continuing)	Spring 2015 Increase in the course completion rates for English as a Second Language students	- English as a Second Language Department Chair - Student Success and Support Program Coordinator - Outreach Counselor - Student Equity Coordinator - Basic Skills Initiative Committee
	1. Conduct Schedule Building and Educational Planning Workshops specifically for ENSL students 2. Provide an MPC registration event at a community site (off campus)		- Outreach Counselor - Student Success and Support Program Coordinator - Student Equity Coordinator - Basic Skills Initiative Committee
	1. Assign counselor to focus on support for ENSL students, using a case management model and collaborating with ENSL faculty (intrusive counseling support)		- Dean of Student Services - Outreach Counselor - English as a Second Language Department Chair
	1. Provide drop-in counseling for ENSL students during the first week of school to assist with enrollment and registration		Outreach Counselor

	1. Provide additional instructional support to students in the English as a Second Language Lab	Fall 2015 • Increase in the course completion rates for English as a Second Language students	• English as a Second Language Department Chair • Outreach Coordinator • Dean of Institutional Planning

GOALS AND ACTIVITIES

D.   **STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION**

"Ratio of the number of students by population group who receive a degree or certificate to the
number of students in that group with the same informed matriculation goal"

GOAL D.

D.1 – Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the degree and certificate completion rates of students who identify these goals on their Application for Admission.

D.2 – Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the number of male, Hispanic/Latino, and students of unknown ethnicity who complete degree applicable units.

D.3 – The Student Equity Planning Committee has established a goal to provide additional resources and support to veterans, foster youth, low income students, and students with disabilities to support their degree and certificate completion rates.

ACTIVITY D.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

GOAL	OBJECTIVE /ACTIVITY	EXPECTED OUTCOMES AND TIMELINE	RESPONSIBLE PARTY
Goal D.1 - Increase the degree and completion rates of students who have identified this goal on their Application for Admission	1. Implement the Student Success and Support Program (3SP) Initiative activities (Assessment, Orientation, Counseling/Advising, and Follow-Up to At-Risk Students)	Spring 2015 • Increase in the certificate and/or degree completion rates of students who have identified this goal on their Application for Admission	• Student Success and Support Program Coordinator • PERS 10: Introduction to College Success Instructors • Career/Transfer Resource Center Coordinator • Student Equity Coordinator • Basic Skills Initiative Committee
Goal D.2 - Increase the number of degree applicable units earned by Hispanic/Latino and Unknown ethnicity students	1. Implement the Student Success and Support Program (3SP) Initiative activities (Assessment, Orientation, Counseling/Advising, and Follow-Up to At-Risk Students)	Fall 2014 • Increase in the certificate and/or degree completion rate of Hispanic/Latino and Unknown ethnicity students	• Student Success and Support Program Coordinator • Counseling Department Chair • Outreach Coordinator • Student Equity Coordinator • Basic Skills Initiative Committee
	2. Implement a Summer Bridge Program	Summer 2015 • Increase in the certificate and/or degree completion rate of Hispanic/Latino and Unknown ethnicity students	• Student Success and Support Program Coordinator • Counseling Department Chair • Outreach Coordinator • Student Equity Coordinator • Basic Skills Initiative Committee

Goal D.3 - Veterans	1. Assign regular counseling services to be housed in the Veterans Center	Spring 2015 • Increase in the certificate and/or degree completion rate of Veterans	• Dean of Student Services • Counseling Department Chair
	1. Crisis Intervention Training: "Warning Signs of Students in Crisis" for faculty and staff 2. Suicide Prevention and Mental Health & Wellness Training for faculty, staff, and students 3. Faculty and staff training on working with veterans 4. Develop a Veterans of Campus Peer Program 5. Develop a Monthly Veterans Support Group	Fall 2014 • Workshops presented by the Monterey County Behavioral Health Department Spring 2015 • Kognito "At-Risk on Campus" Suicide Prevention Training for staff	• Making Sense of Student Life Project Coordinator • Student Health Services
	1. Implement a Boots to Books program	Fall 2014 • Curriculum that covers effective management of military stress, combat reaction stress, operational stress, and Post-Traumatic Stress Disorder to help student veterans succeed in academics, work, family , and other social settings.	• Veterans Support Coordinator • Student Health Services
Goal D.3 - Foster Youth	1. Increase counseling services in EOPS	Spring 2015 • Increase the degree and certification completion rates for students who were/are foster youth	• Dean of Student Services • EOPS Coordinator

Goal D.3 - Low Income	1. Increase counseling services in EOPS and TRiO/SSS	Fall 2014 • Increase the degree and certification completion rates for low income students	• Dean of Student Services • TRiO/SSS Coordinator

Goal D.3 - Students with Disabilities	1. Increase counseling services in ARC
	2. Enhance proactive counseling methods
	   a) Regular drop-in counseling hours
	   b) Active early alert/progress monitoring
		Spring 2015-2016
		• Increase the degree and certification completion rates for students with disabilities
			• Dean of Student Services
			• ARC Coordinator

Goals D.1 – D.3	1. Accelerated programs - Intensive Math project	Fall 2014 • Increase the degree and certification completion rates for students	• Dean Instruction • Basic Skills
	1. 1 unit math prep/refresher courses		• Dean Instruction • Basic Skills • Dean of Instructional Planning
	1. Implement a degree audit program to assist students in identifying progress toward program of study	Spring 2016 • Update to the Student Portal that will allow students to select a program of study and identify courses completed, in progress, and needed to reach their educational goals	• Dean of Student Services • Dean of Instructional Planning • Matriculation/Articulation Technician • Director of Information Technology
	1. Develop a degree/certificate completion and a "How to Get Out" workshop series		• Counseling Department Chair • Student Success and Support Program Coordinator • Student Equity Coordinator • Basic Skills Initiative

			Committee

GOALS AND ACTIVITIES

E.   STUDENT SUCCESS INDICATOR FOR TRANSFER

"Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years"

GOAL E.

E.1 – Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the overall transfer rate for students, with a focus on African American and Pacific Islander students.

E.2 – The Student Equity Planning Committee has established a goal to provide additional resources and support to veterans, foster youth, low income students, and students with disabilities to support an increase in their rates.

ACTIVITY E.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

GOAL	OBJECTIVE /ACTIVITY	EXPECTED OUTCOMES AND TIMELINE	RESPONSIBLE PARTY
Goal E.1 - Increase transfer rates of African American and Pacific Islander students	1. Promote Career/Transfer Resource Center (CTRC) 2. Make presentations in Ethnic Studies classes and at BSU club meeting 3. Conduct summer bridge program 4. Increase the number and variety of college representatives and their visits to the CTRC 5. Provide student transfer announcements the student portal	Spring 2015 • Increase transfer rates for students	• Counseling Department Chair • Career/Transfer Resource Center Coordinator
Goal E.2 - Veterans	1. Develop pathways for the transition of veterans to transfer institutions	Spring 2015 • Increase transfer rates for students	• Career/Transfer Resource Center Coordinator • Veterans Representative/School Certifying Official • Counseling Department Chair
	1. Crisis Intervention Training: "Warning Signs of Students in Crisis" for faculty and staff 2. Suicide Prevention and Mental	Fall 2014 • Workshops presented by the Monterey County Behavioral Health Department	• Making Sense of Student Life Project Coordinator • Student Health Services

	Health & Wellness Training for faculty, staff, and students 3. Faculty and staff training on working with veterans 4. Develop a Veterans of Campus Peer Program 5. Develop a Monthly Veterans Support Group	Spring 2015 • Kognito "At-Risk on Campus" Suicide Prevention Training for staff	
	1. Implement a Boots to Books program	Fall 2014 • Curriculum that covers effective management of military stress, combat reaction stress, operational stress, and Post-Traumatic Stress Disorder to help student veterans succeed in academics, work, family , and other social settings.	• Veterans Support Coordinator • Student Health Services
Goal E.2 - Foster Youth		Spring 2015 • Increase transfer rates for students who are/were foster youth	• Career/Transfer Resource Center Coordinator • Foster Youth Liaison • EOPS Coordinator
Goal E.2 - Low Income		Spring 2015 • Increase transfer rates for low income students	• Career/Transfer Resource Center Coordinator • EOPS Coordinator • TRiO/SSS Coordinator • CalWORKs Coordinator

Goal E.2 - Students with Disabilities	1. Increase ARC counseling and services to assist students with transferring to universities	Spring 2015 – Fall 2016 • Increase transfer rates for students with disabilities	• Career/Transfer Resource Center Coordinator • ARC Coordinator
Goals E.1 and E.2	1. Develop college application workshops 2. Implement virtual transfer advising with college reps 3. Expand visits to and from local colleges & universities 4. Increase CTRC workshop offerings 5. Greater marketing of CTRC services 6. Provide CTRC notices through the student portal	Summer 2015 • Increase transfer rates for students	• Career/Transfer Resource Center Coordinator • Counseling Department Chair

Budget

SOURCES OF FUNDING

The budget of $330,590 in Student Equity Funds outlined in this section includes costs that are allowable, reasonable and necessary for carrying out the program goals and objectives and is in compliance the mandates set forth in the Student Equity Plan. The budget's main expense is personnel supporting orientation, assessment, counseling/advising/other educational planning, follow-up services and coordination. Instructional support and student support activities are also included in the Student Equity plan to enhance services in categorical programs that directly support English as Second Language students, low-income student, students with disabilities, foster youth, and veterans. The budget includes key full-time staff assigned to support the various program services and activities as well as part-time staff to enhance instructional support and student development. The budget adequately supports student success by offering comprehensive instructional and educational enrichment services to assist the Student Equity Plan goals and objectives. All tasks are accomplished through careful use of project and college staff, coordinated facility use, and cost-effective budget planning.

Activities identified in this plan are funded through several sources including:

- Student Equity,
- Student Success and Support Program (3SP),
- EOPS,
- TRiO,
- Basic Skills Initiative,
- Access Resource Center,
- CalWORKs, and
- California Mental Health Services Authority – "Making Sense of Student Life" Grant.

2014-15 Student Equity Proposed Budget

Category	Allocation
Orientation	$ 10,000
Assessment	$ 10,000
Counseling/Advising/Other Ed Planning	$150,000
Follow-up Services	$ 80,000
Coordination	$ 80,590
Total	**$330,590**

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

The overall evaluation plan for the student equity program consists of two elements: 1) an annual coordination between the Student Equity Coordinator and the Office of Institutional Research to collect data and monitor progress on activity outcomes and 2) an ongoing internal review of the implementation of each activity, the day to day operations of the programs implementing each activity, and the progress made toward the identified goals. The second of these occurs with the annual program evaluation conducted as part of the Student Services Program Review process. The Vice President of Student Services is charged with the responsibility for conducting the Student Services Program Review which includes recommendations for programmatic changes needed to ensure needed to ensure that Student Services programs are successful at attaining stated annual objectives and are responsive at providing maximum benefit to student participants.

The evaluation procedures include a comprehensive data collection and internal monitoring process by collection of college staff including the Vice President for Student Services, Vice President for Academic Affairs, Director of Institutional Research, the Student Equity Coordinator and Student Success and Support Program Coordinator. These positions are responsible for preparing an annual Program Review Report for review and evaluation by the Vice President of Student Services that focuses on the Student Equity Program's progress in achieving the goals and activities outlined in the Student Equity Plan.

Each Spring term, to monitor progress on activity outcomes, the Student Equity Coordinator will coordinate with the Office of Institutional Research to collect data regarding any disproportionate impact on population groups according to ethnicity, gender, income, disability, foster youth, and veteran status. This information will be reviewed in conjunction with representative program reviews. The Student Equity Planning Committee will meet regularly to discuss findings and to regroup, redirect, and redefine goals and activities based on the findings.