

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 12,944 students (6268 FTES) that closely 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 pursuing 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 and fostering a culture of collaboration throughout MPC's programs and services is essential and the Governing Board has established the following as part of the College's 2014-2020 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. The college is committed to collaborative efforts toward student success that span all areas of campus and allow for interaction between student services and instructional efforts.

Target Groups

Using the provided student equity success indicators identified by the Board of Governors, the Student Equity Planning Committee discussed and analyzed data on Access, Retention, Completion of Transfer Level English and Math in the First Year, Vision Goal Completion, and Transfer to Four-Year Colleges/Universities. Each success indicator was analyzed using disaggregated subgroups of gender, ethnicity, former foster youth status, low-income status, individuals with disabilities, veteran, and LGBTQ status. The baseline year used for analysis, for all metrics except transfer is 2017-2018. The baseline year used for analysis of transfer is 2016-2017.

Disproportionate impact for each metric was evaluated using the Percentage Point Gap methodology which "compares the percent of students in each subgroup who succeed with the percent of all students who succeed in that same outcome." According to this methodology, disproportionate impact is present when the subgroup is performing at three or more percentage points below the average rate of achievement. The college selected the Percentage Point gap method of analysis for these areas because it allows for the easy identification of the gaps in terms of the number of students impacted.

Data on demand indicates that the following groups are disproportionately impacted at Monterey Peninsula College

1. **Access: Successful Enrollment** – Monterey Peninsula College has disproportionate impacts for the following student groups in access to the college
 - American Indian/Alaska Native Females
 - Black/African American Females
 - Disabled Females
 - LGBT Females
 - LGBT Males
 - Some Other Race Females
 - White Females

2. **Retention: Fall to Spring** – Monterey Peninsula College has disproportionate impacts for the following student groups in Fall to Spring retention
 - Filipino Males
 - Foster Youth Females
 - Veteran Males

3. **Completion of Transfer-Level English and Math Within the District in the First Year** – Monterey Peninsula College has disproportionate impacts for the following student groups in completion of transfer-level English and math courses within their first year at the college:
 - Black/African American Males
 - Disabled Males
 - Foster Youth Females
 - Hispanic/Latino Males
 - More than one race Females
 - More than one race Males
 - Some Other Race Females

4. **Transfer to a Four-Year Institution** – Monterey Peninsula College has disproportionate impacts for the following student groups in transfer to four-year institutions:
 - American Indian/Alaska Native Males
 - Filipino Females
 - Foster Youth Males
 - LGBT Males
 - Native Hawaiian/Other Pacific Islander Females
 - Native Hawaiian/Other Pacific Islander Males
 - Some Other Race Females
 - Some Other Race Males
 - Veteran Males

5. **Vision Goal Completion** – Monterey Peninsula College has disproportionate impacts for the following student groups in obtainment of certificates and degrees:
 - LGBT Males
 - Foster youth Males
 - Some Other Race males
 - Some Other Race Females
 - American Indian/Alaska Native Females
 - Veteran Males

- LGBT Females
- White Males

Our most disproportionately impacted groups are:

- Some other race Females (4 out of 5 categories)
- LGBT Males (3 out of 5 categories)
- Veteran Males (3 out of 5 categories)

The activities and goals outlined in this current plan aim to increase academic success and to expand the college’s equity-minded culture. They align with other college efforts and plans, such as the Vision for Success goals and Guided Pathways efforts.

Goals

Overall Student Population			
	Denominator	Baseline	2022 (Year 3) Equity Goal
Access: Successful Enrollment	22058	10794 (48.93%)	11333
Retention: Fall to Spring	8018	5226 (65.18%)	5280
Completion of Transfer Level English & Math in First Year	4362	91 (7.82%)	165
Vison Goal Completion	21818	639 (2.93%)	767
Transfer to Four-Year	10436	796 (7.63%)	1075

Metric – Access: Successful Enrollment			
	Denominator	Baseline	2022 (Year 3) Equity Goal
LGBT Male	265	144 (40.22%)	178
LGBT Female	614	267/614 (43.27%)	307
White Female	4362	1896 (43.47%)	2228
Some Other Race Female	127	44 (34.65%)	63
Black/African American Female	617	243 (39.38%)	307
American Indian/Alaska Native Female	138	50 (36.23%)	68
Disabled Female	461	197 (42.73%)	229

Metric – Retention: Fall to Spring

	Denominator	Baseline	2022 (Year 3) Equity Goal
Filipino Male	105	57 (54.29%)	69
Foster Youth Female	68	34 (50.00%)	45
Veteran Male	397	230 (57.93%)	261

Metric – Completion of Transfer-Level English & Math

	Denominator	Baseline	2022 (Year 3) Equity Goal
Black/African American Male	43	1	3
Disabled Male	40	0	3
Foster Youth Female	15	0	1
More Than One Race Female	40	1	3
More Than One Race Male	35	0	3
Some Other Race Female	11	0	1

Metric – Vision Goal Completion

	Denominator	Baseline	2022 (Year 3) Equity Goal
LGBT Male	182	3 (1.65%)	5
Foster Youth Male	134	1 (0.75%)	4
Some Other Race Female	1003	5 (0.50%)	29
Some Other Race Male	732	9 (1.23%)	21
American Indian Female	40	0 (0.00%)	1

Metric – Transfer to Four-Year			
	Denominator	Baseline	2022 (Year 3) Equity Goal
Some Other Race Female	186	11 (5.91%)	14
Native Hawaiian/Other Pacific Islander Female	35	1 (2.86%)	2
Veteran Male	519	31 (5.97%)	40
LGBT Male	72	4 (5.56%)	5
Foster Youth Male	63	3 (4.76%)	5
Some Other Race Male	431	12 (2.78%)	27
Native Hawaiian/ Other Pacific Islander Female	44	2 (4.55%)	3
Filipino Female	169	10 (5.92%)	13
American Indian/Alaska Native Female	18	0 (0.00%)	1

Activities

Monterey Peninsula College intends to use 2015-2016 Student Equity funding to conduct additional research and inquiry so as to further understand the presence and cause of gaps in achievement, to expand existing programs that support populations for whom there is an identified disproportionate impact, and to introduce new, proven interventions to campus in a further effort to decrease gaps in student success.

Below are activities that have been identified to address access gaps and support attainment of Student Equity Plan goals:

Enhance Professional Development Opportunities

1. Increase coordination and collaboration between departments on campus, including Academic Senate and classified professionals, to increase and broaden participation in professional development opportunities and activities.
2. Increase the number and variety of professional development activities and opportunities that are available on the college campuses. Continue the "Expanding Equity Discussion Series," implement a "Brown Bag" discussion group and series focused on equity and inclusion.
3. Provide opportunities to attend equity related conferences (Ex. Umoja, Hispanic Association of Colleges and Universities, NCORE, A2MEND, California Conference on American Indian Education).
4. Provide access to workshops and presentations focused on equity pedagogy and andragogy, classroom management, teaching strategies, culturally relevant and inclusive instruction, trauma and justice informed care, Universal Design for Learning, etc.
5. Implement an equity training module for new faculty, staff, administrators, and students. Develop and employ a Data Coaches program to train on equity centered dialogues. Create a Safe Spaces Workshop program.

Increase Availability of Academic Support Resources & Opportunities for Students

1. Increase STEM Cel tutorial hours.
2. Enhance tutorial options, including embedded tutoring, online tutoring, and increased hours and support in existing labs.
3. Increase access to and materials in lending libraries across campuses.
4. Develop OER support to assist faculty in identifying open educational resources that meet students' needs, including workshops and training resources.
5. Increase and promote internship opportunities.
6. Enhance Student Success Workshop Series for in-person and online sessions.

Increase Access to and Availability of Student Support Services & Resources

1. Relocate the Career Transfer Resource Center to a centralized location.
2. Create a one-stop center for resources and support on the Monterey campus.
3. Expand available student support services hours to include evenings.
4. Use technology to improve communication with students to notify them about resources and nudge them toward actions to increase their success.
5. Provide targeted communications to students that direct them to their next steps.
6. Increase available Counseling and advising support.
7. Continue to provide existing support for foster youth and identify additional resources.
8. Assess and evaluate services available to students at the Marina Education Center, the Public Safety Training Center, and online to ensure they're commensurate with available services on the Monterey campus.

Foster a Welcoming Environment that Increases Engagement and Sense of Belonging

1. Implement an Umoja Program and activities.
2. Support and enhance existing learning communities - Ready, Set, Transfer Program; Veterans Resource Center; Undocumented Students.
3. Create a Multicultural Culture and Community Center to create a sense of unity and understanding.
4. Increase campus programs and activities tied to identity/affinity groups.
5. Showcase DI students' educational achievements.
6. Develop ally training programs and workshops for Undocumented, LGBTQIA+, and Veteran communities.
7. Create a campus wide Safe Spaces training program.
8. Collaborate with the Human Resources Office and the Equal Employment Opportunity Advisory Committee to identify and institutionalize equitable hiring practices.
9. Develop leadership retreats for students that focus on inclusiveness for people of color, people with disabilities, Veterans, and LGBTQIA+ communities.

Increase Follow-Up Support

1. Provide targeted support to DI student groups.
2. Increase collaboration between campus programs to develop academic support strategies and activities.
3. Increase counseling support and access to academic advising.
4. Provide directed in-reach to DI students nearing completion to keep them on their paths.
5. Provide evidenced based key interventions that keep students directed, focused, and engaged.
6. Enhance the college's Early Alert System.
7. Complete the Degree Audit implementation.

8. Create Success Team partnerships between Categorical Services Coordinators and Counselors to provide a case management approach to targeted population groups.
9. Increase Categorical Services Coordinator staff (student support coordinators).

Conduct Additional Research

1. Conduct research and data analysis to identify the barriers to student success and the root causes of the barriers.
2. Identify best practices to support DI groups.
3. Assess the degree of "Welcoming and Belonging" at the college.
4. Assess Student Needs.
5. Create Inquiry Teams to research, identify, and recommend how to better meet student needs.
6. Comprehensive Assessment of Student Support Services.
7. Assess the college's Learning Support Services and recommend enhancements.
8. Review the college's communication and marketing materials to ensure they target DI populations.
9. Evaluate the impact of AB705 placement on our DI groups.

Increase “Non-Academic” and Basic Needs Support Resources

1. Assist students with food, housing, transportation, and child care.
2. Identify resources to decrease transportation costs for students, such as implementing a public transit free fare zone.
3. Increase Student Health Services resources, with a particular emphasis on mental health and counseling support.
4. Provide access to technology (Ex. laptop/chromebook lending, wi-fi hot spot lending, SmartPens, calculators, etc).
5. Provide Academic Success Kits with general school supplies.

Curriculum Development

1. Provide training and opportunities for faculty to develop support courses and curriculum to increase student success as a result of AB705 implementation.
2. Increase the number and variety of diversity related course offerings.
3. Partner with service area high schools to align curriculum.
4. Provide training opportunities and support for faculty to develop equity minded and culturally inclusive curriculum.
5. Provide training and opportunities for faculty to examine and develop contextualized learning curriculum.
6. Enhance Distance Education support systems.
7. Develop an Equity Centered Rubric for courses.

Implement Guided Pathways

1. Continue planning and implementation of guided pathways.

Foster a Culture of Transfer

1. Relocate the Career/Transfer Resource Center to a central location.
2. Augment CTRC services and activities.
3. Develop a Transfer Academy.

4. Support students' major and career exploration.
5. Increase outreach to students.
6. Foster proactive retention efforts.
7. Continue college tours for all students and add opportunities focused on DI groups.
8. Increase articulation agreements and connections to transfer colleges and universities.

Revamp Outreach and Orientation

1. Assess, review, and revise the onboarding process, making sure that it is student informed and modeled in the Guided Pathways framework.
2. Develop a targeted orientation with just in time guidance.
3. Develop outreach programming and materials targeted toward DI population groups that clearly guide them through the enrollment process.
4. Continue to offer Join the Pack! Day to graduating high school seniors and the Marina Center Registration Kick-Off to the general community to provide counseling and support for their transition to the college.
5. Expand Dual Enrollment and Adult School offerings and partnerships to facilitate and encourage access and enrollment.
6. Promote and expand the California Promise Scholarship.
7. Provide targeted outreach support in community organizations and centers.

Enhance the Ambassador Program to Include Peer Mentoring/Coaching

1. Increase the number of ambassadors.
2. Provide training on mentoring and retention.
3. Increase peer-to-peer interactions to enhance access and services.

Process and Schedule

We will evaluate our Student Equity efforts annually as part of both the Student Equity and Achievement Program Report and the college wide Annual Program Review Update process. Using annual updates to our Student Equity data dashboards, we will develop an annual report each fall that identifies progress toward each goal, including positive progress, widening gaps, and static numbers. Additionally, all SEA Program funded projects are required to partner with the Planning, Research, and Institutional Effectiveness Office to identify methods and subsequently conduct an evaluation of the effectiveness of their intervention. This information will be shared with the Student Success Committee, which provides direction for focusing our annual resources and efforts, and other participatory governance groups on campus to help drive campus-wide discussions and planning regarding student equity efforts and practices.

Success Criteria

The overall coordination of the Student Equity Plan will be facilitated by the Student Success Committee, a college-wide operational committee provides leadership for the planning, implementation, and evaluation of the College's student success efforts. Membership of this committee is composed of the:

- Academic Senate Representative At-Large
- Access Resource Center Coordinator
- Classified Union President or designee
- Counseling Department Chair
- Dean of Instruction - Liberal Arts
- Dean of Instruction - STEM
- Dean of Student Services
- Dean of Planning, Research, and Institutional Effectiveness

- Director of Admissions and Records
- Director of Information Systems
- Director of Institutional Research or designee
- Director of Student Financial Services
- Director of Student Success and Equity
- English as a Second Language Department Representative
- English Department Representative
- EOPS Coordinator, Foster Youth Liaison
- Math Department Representative
- Student Activities Coordinator
- Student Representatives (2)
- TRIO SSS Coordinator
- Veterans Resource Center Representative.

The College is committed to collaborative efforts and this group ensures that partnering between existing programs (Veterans Resource Center, Catalyst Grant efforts, EOPS/CARE/CalWORKS, Title V-HSI, STEM, Academic Senate, Academic Affairs, Student Activities, and Guided Pathways occurs.

Through the efforts of a Guided Pathways work group on integrated planning, the Planning, Research, and Institutional Effectiveness Committee, and its participatory governance process, the College regularly engages in ongoing dialogue focused on ensuring student success and continuous improvement of student learning. The Director of Student Success and Equity is one of several members present on these committees that ensures alignment of campus wide efforts with the goals and activities in the Student Equity Plan.

Prior Student Equity Plan (2015-2019) Progress

Metric	Goal	Activities
Access	Enhance outreach and develop policies and procedures to support and facilitate access for low income, white, Asian, African American, and individuals with disabilities so as to maintain a study body that is reflective of our service area community.	<ul style="list-style-type: none"> • Coordinated outreach activities • Developed outreach materials and marketing efforts • Identified some best practices for outreach and recruitment
	Increase enrollment of low income students by one percentage point and for white students and individuals with disabilities by two percentage points.	<ul style="list-style-type: none"> • Outreach activities in the District's Service area to low income students at Seaside and Marina high schools • Outreach to individuals with disabilities • Student Ambassador Program • Join the Pack! Day event to provide high school graduates with counseling and registration support
Course Completion	Increase course completion rates by two percentage points for students who are African American, Native Hawaiian/Pacific Islander, or former foster youth; and by one percentage point for students who are Hispanic/Latino or low-income.	<ul style="list-style-type: none"> • STEM Cel tutorial • TRIO Learning Center tutors and mentors • Campus Connections workshop series • Funded purchase of books in campus lending libraries and classroom sets • Academic Success Kits with school supplies

Metric	Goal	Activities
	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.	<ul style="list-style-type: none"> Implemented On Track probation workshop
ESL and Basic Skills Completion	Increase the completion rate for low income students taking English as a Second Language courses by 2%.	<ul style="list-style-type: none"> ENSL Summer Bridge MPC Jump Start First Year Experience Program
	Increase the completion rate for low income students taking English as a Second Language courses by 2%.	<ul style="list-style-type: none"> Categorical Services Coordinator for Student Success follow up support that included office hours in the ESL Office Presentations in ENSL courses Counseling and support in ENSL classes and social events ENSL Summer Bridge Program
	Increase by 2% the completion rate for individuals with disabilities, African American, and Hispanic/Latino students taking basic skills English courses.	<ul style="list-style-type: none"> Categorical Services Coordinator for Student Success follow up support that included office hours in the ESL Office Presentations in ENSL courses Counseling and support in ENSL classes and social events
Degree and Certificate Completion	Increase the degree and certificate completion rates for Hispanic/Latino students by 1%.	<ul style="list-style-type: none"> Increased follow up support for students How to Choose a Major workshop
Transfer	Increase the transfer rate for individuals with disabilities, African American, some other race, and low income students by 2% each.	<ul style="list-style-type: none"> Tabling to promote the Career/Transfer Resource Center Visits to four-year college campuses HBCU College Tour Black College Expo HBCU Caravan UC & CSU Application Workshops

Accounting of Prior Years' Student Equity Funding

Below is an accounting of prior years' expended Student Equity funds.

Object Code - Budget Category	2015-2016	2016-2017	2017-2018
1000 – Academic Salaries	\$141,080.00	\$36,123.00	\$192,079.00
2000 – Non-Academic Salaries	\$93,463.00	\$70,116.00	\$100,981.00
3000 - Employee Benefits	\$42,010.00	\$8,457.00	\$126,380.00
4000 - Supplies and Materials	\$42,340.00	\$42,994.00	\$14,579.00
5000 – Other Operating Expenditures	\$82,812.00	\$223,286.00	\$26,484.00
6000 - Capital Outlay	\$84,354.00	\$53,877.00	\$0.00
7000 - Other	\$236,554.00	\$173,249.00	\$87,762.00
Total	\$722,613.00	\$608,102.00	\$548,265.00

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