

To College Council Nov. 25 2014 (Information)

Monterey Peninsula College

Student Equity Plan

December 20, 2014

MONTEREY PENINSULA COLLEGE STUDENT EQUITY PLAN

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***Monterey Peninsula College
Student Equity Plan
Signature Page***

District: Monterey Peninsula Community College Date Approved by Board of Trustees: _____

College President: _____
Dr. Walter Tribley

Vice President of Student Services: _____
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Student Equity Coordinator/Contact Person: _____
LaKisha Bradley

Executive Summary

EXECUTIVE SUMMARY

Monterey Peninsula College 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 ensuring student equity throughout the programs and services that it offers" ([Is there a board policy that references this?](#)) and ensures equity in its planning. ([are there any references to this in the strategic plan? program reviews?](#))

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** [what? \(meetings of what committee?\)](#). 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, CCCCCO 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. [Check the "Ensuring Equitable Access and Success" Guide for an explanation to better describe this. Do I also need to explain proportionality? Look up the explanation for this in the guide as well.](#) 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 pursuing vocational programs would greatly benefit from several intrusive interventions. The data is summarized below.

1. **Access:** There are two areas in which students appear to be experiencing a disproportionate impact. Latino students residing in the cities of Monterey and Del Rey Oaks are enrolling at rates below their community population size. Also, African American and Hispanic/Latino females and unknown ethnicity males are applying to MPC and not enrolling at disproportionate 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. (check the numbers to see if the sample sizes are small.) While there are several cautions to consider because of small population sizes, students pursuing vocational degrees are noticeable achieving at below the 80% rate compared to the reference groups.
3. **ESL and Basic Skills:** While ESL students complete transfer level English courses at a higher rate than the general population, students beginning 2 levels below transferrable level are succeeding at a lower rate.
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 when compared to their Admissions Application stated intention to pursue a certificate and/or degree. 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 - Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the enrollment numbers of Hispanic/Latino students who reside in the cities of Del Rey Oaks and Monterey.

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 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 pursuing vocational programs, with a particular focus on students pursuing 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.

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, 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.

Resources Budgeted

Contact Person

The Student Equity Coordinator at Monterey Peninsula College is:

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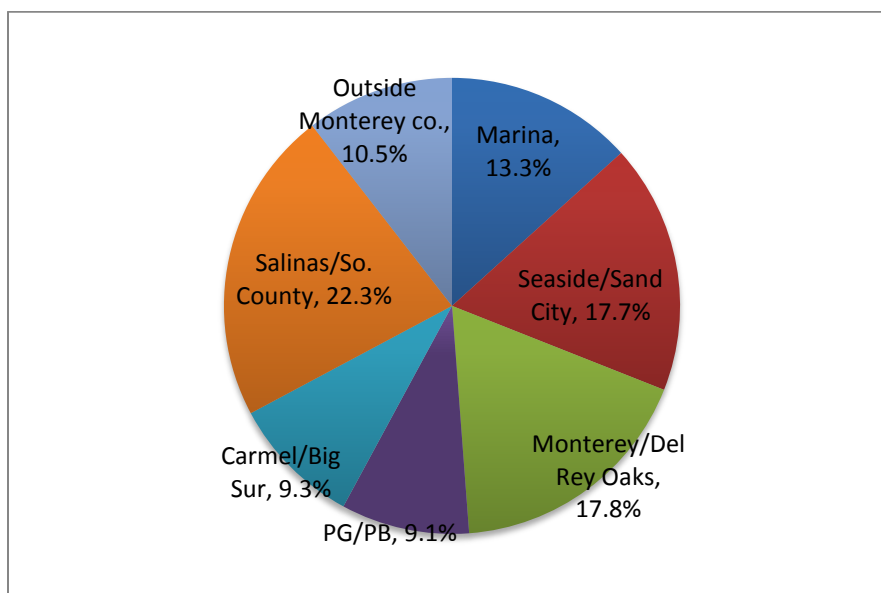
Campus-Based Research

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.

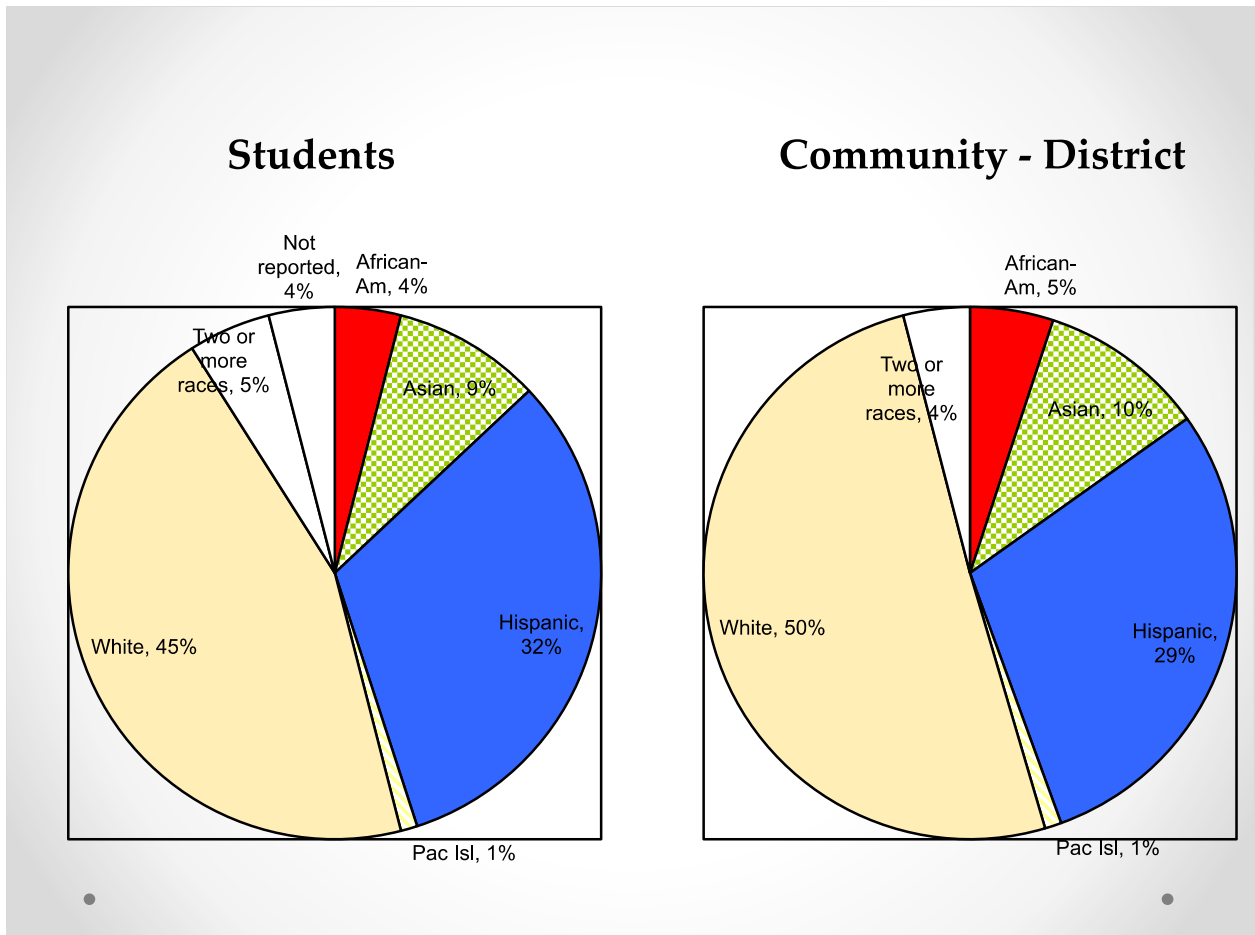
1. Ethnicity of enrolled students (broken down by zip code) compared to ethnicity of adults in service area (broken down by zip code)

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.



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/SandCity			
	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	61,169		1,351		15,041		560	
Hispanic or Latino	18,287	30%	281	21%	1,615	11%	81	14%
White alone	30,677	50%	830	61%	11,767	78%	396	71%
Black or African American	3,350	5%	30	2%	191	1%	7	1%
Amer Indian and Alaska Native	206	0%	9	1%	53	0%	1	0%
Asian	5,270	9%	137	10%	859	6%	50	9%
Native Hawaiian/ Other Pacific Isl	601	1%	10	1%	41	0%	6	1%
Some Other Race alone	109	0%	0	0%	25	0%	0	0%
Two or More Races	2,669	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. Ethnicity and Gender of students who applied but did not register compared to Ethnicity and Gender 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 not included in the columns “Enrolled students”.

Rosaleen to complete cells in red

	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%			8.8%		
Hispanic	32.3%	36.2%	1.12	32.3%	32.8%	1.0
Multi-Ethnicity	4.4%			4.8%		
Pacific Islander	0.9%	1.0%	1.1	1.0%	0.3%	.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

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 yellow) 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: CCCC 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 yellow), 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: CCCC 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: CCCC Data Mart, Outcomes, Enrollment Retention and Success Rate, Fall 2013

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%

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

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

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

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%

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

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

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%

	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.

Frank – Please run query for AUTO

	AUTO			
	Enrollment Count	Success Count	Success Rate	80% Index
Females				
Males				

	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

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

⇒ **ACTION ITEM FOR ROSALEEN: See above – do similar analysis for Math**

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 Degree-seeking students
	Degrees Awarded	%	
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%



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 Certificate-seeking students
	Certificates Awarded	%	
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%



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

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 **yellow** 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%

Data source: 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 yellow) 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

District : _____

College : _____

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 - Based upon the data collected, the Student Equity Planning Committee has established a goal to increase the enrollment numbers of Hispanic/Latino students who reside in the cities of Del Rey Oaks and Monterey.

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)

OBJECTIVE	ACTIVITY	EXPECTED OUTCOMES AND TIMELINE	RESPONSIBLE PARTY
Goal A.1 - Increase enrollment of Hispanic/Latino students who reside in the Monterey/Del Rey Oaks region	1. Develop a comprehensive plan to coordinate outreach activities 2. Develop outreach materials and marketing efforts	Timeline <ul style="list-style-type: none"> Coordinated master calendar of events 	<ul style="list-style-type: none"> Student Services Outreach Committee
	1. Identify best practices to recruit Hispanic/Latino from Monterey/Del Rey Oaks	Fall 2014 <ul style="list-style-type: none"> Increase in the number of Hispanic/Latino students from 	<ul style="list-style-type: none"> Outreach Coordinator Student Financial Services Outreach Coordinator

	<p>2. Conduct outreach activities in the Monterey/Del Rey Oaks areas</p> <ul style="list-style-type: none"> 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) <p>3. Increase outreach to Hispanic/Latino students at Monterey High</p> <ul style="list-style-type: none"> a. Campus visits b. Matriculation and Financial Aid workshops at the high school 	<p>the Monterey/Del Rey Oaks areas attending the college</p> <ul style="list-style-type: none"> • Establish relationships between MPC and the community 	<ul style="list-style-type: none"> • EOPS Counselor • Outreach Coordinator
	<ul style="list-style-type: none"> 1. Promote ESL classes 2. Registration event held at local high schools during evening hours 	<p>Timeline</p> <ul style="list-style-type: none"> • Increase in the number of Hispanic/Latino students from the Monterey/Del Rey Oaks areas attending the college 	<ul style="list-style-type: none"> • Outreach Committee • Student Financial Services • Outreach Coordinator

	1. Increase the available course offerings so that there are a greater number of course sections available throughout day and evening hours		<ul style="list-style-type: none"> ENSL Department Chair
Goal A.2- Veterans	1. Open a Veterans Center	Fall 2014 <ul style="list-style-type: none"> Centralized location for veterans services and resources 	<ul style="list-style-type: none"> Veterans Representative/School Certifying Official Dean of Student Services
	1. Develop a “Making Sense of Student Life” program and resource Web Page	Fall 2014 <ul style="list-style-type: none"> Hire a Project Coordinator, Project Administrator, and Veterans Support Coordinator Website with links to online training and current mental health resources 	<ul style="list-style-type: none"> MPC Foundation Student Health Services Dean of Student Services
Goal A.2- Foster Youth	1. Create a Foster Youth Liaison	Timeline <ul style="list-style-type: none"> Central resource and single point of entry for Foster 	<ul style="list-style-type: none"> Dean of Student Services EOPS Coordinator
	1. Create outreach materials designed for foster youth	Timeline <ul style="list-style-type: none"> Brochures and other outreach materials containing information targeting the needs and concerns of foster youth 	<ul style="list-style-type: none"> Outreach Committee
	1. Develop Pre-College outreach program 2. Collaborate and develop	Timeline <ul style="list-style-type: none"> Identify and provide assistance to foster youth 	<ul style="list-style-type: none"> Foster Youth Liaison/EOPS Coordinator Dean of Student Services

	relationships with foundations and community organizations that support foster youth	<p>prior to enrollment at MPC</p> <ul style="list-style-type: none"> • Connection to MPC prior to enrollment • Increase in the number of foster youth enrolling at MPC 	<ul style="list-style-type: none"> • 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	<p>Timeline</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • EOPS Coordinator • Student Financial Services • Outreach Coordinator
Goal A.2- Students with Disabilities	1. Special outreach efforts to market ARC services to potential students	<p>Timeline</p> <ul style="list-style-type: none"> • Increase in the number of students with disabilities enrolling at MPC • Students will be more aware of the services and support available at MPC 	<ul style="list-style-type: none"> • Access Resource Center (ARC) Coordinator
Goals A.1 and A.2	1. Strengthen partnerships with local high schools	<p>Timeline</p> <ul style="list-style-type: none"> • Increase in the number of students enrolling at MPC 	<ul style="list-style-type: none"> • 3SP Coordinator • Counseling Department Chair • Outreach Committee
	1. Enhance and improve 3SP		<ul style="list-style-type: none"> • 3SP Coordinator

	<ol style="list-style-type: none"> 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). 		<ul style="list-style-type: none"> • Student Activities Coordinator • EOPS Coordinator
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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 pursuing vocational programs, with a particular focus on students pursuing 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)

OBJECTIVE	ACTIVITY	EXPECTED OUTCOMES AND TIMELINE	RESPONSIBLE PARTY
Goal B.1 - Increase the overall completion rate for American Indian/Alaskan Native students	<ol style="list-style-type: none"> 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 the American Indian/Alaskan Native populations 	<p>Timeline</p> <ul style="list-style-type: none"> • Increase in the completion rates for American Indian/Alaskan Native students in Credit, Degree Applicable, and Transfer courses 	<ul style="list-style-type: none"> • Dean of Student Services • 3SP Coordinator • Counseling Department Chair
Goal B.2 - Increase the completion rate for African American, American Indian/Alaskan Native, and Hispanic/Latino students pursuing vocational programs	<ol style="list-style-type: none"> 1. Develop outreach and in-reach support and workshops on study skills, time management, education planning, career counseling 	<p>Timeline</p> <ul style="list-style-type: none"> • Increase in the completion rates for African American, American Indian/Alaskan Native, and Hispanic/Latino students in vocational programs 	<ul style="list-style-type: none"> • EOPS Coordinator • 3SP Coordinator
	<ol style="list-style-type: none"> 1. develop step-in/step-out model career programs 		<ul style="list-style-type: none"> • Dean of Instructional Planning

Goal B.3 - Reduce the number of students on Academic and/or Progress Probation	<ol style="list-style-type: none"> 1. Develop a workshop series that addresses study skills 2. Conduct follow-up workshops for students on academic dismissal and/or probation 	<p>Timeline</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Counseling Department Chair • EOPS Coordinator • 3SP Coordinator • English and Study Skills Center Director
	<ol style="list-style-type: none"> 1. Increase student usage of the English and Study Skills Center and the Math Learning Center 		
Goal B.4 - Veterans	<ol style="list-style-type: none"> 1. Incorporate the 8 key activities for veterans success 2. Collaborate with various agencies that provide additional support to veterans 	<p>Timeline</p> <ul style="list-style-type: none"> • Increase in completion rates for veteran students 	<ul style="list-style-type: none"> • Veterans Representative/School Certifying Official
	<ol style="list-style-type: none"> 1. Develop and implement a Boots to Books program 2. Training for staff on issues and challenges unique to veterans 		<ul style="list-style-type: none"> • Veterans Representative/School Certifying Official • Student Health Services
	<ol style="list-style-type: none"> 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 	<p>Fall 2014</p> <ul style="list-style-type: none"> • Workshops presented by the Monterey County Behavioral Health Department <p>Spring 2015</p> <ul style="list-style-type: none"> • Kognito "At-Risk on Campus" Suicide Prevention Training for staff 	<ul style="list-style-type: none"> • Making Sense of Student Life Project Coordinator • Student Health Services

	Peer Program 5. Develop a Monthly Veterans Support Group		
	1. Implement a Boots to Books program	Fall 2014 <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	Timeline <ul style="list-style-type: none"> Increase in the course completion rate for foster youth 	<ul style="list-style-type: none"> Foster Youth Liaison EOPS Coordinator

Goal B.4 - Low Income	1. Expand TLC services to low income students during summer	Timeline <ul style="list-style-type: none"> Increase in the course completion rate for low income students 	<ul style="list-style-type: none"> TRiO/SSS Coordinator TRiO Learning Center Coordinator
	1. Workshop series on topics addressing needs of low income students 2. Mandatory completion of PERS 10 as part of program requirements		<ul style="list-style-type: none"> TRiO/SSS Coordinator EOPS Coordinator Categorical Services Specialist, CalWORKs
Goal B.4 - Students with Disabilities		Timeline <ul style="list-style-type: none"> Increase in the course completion rate for foster youth 	<ul style="list-style-type: none"> ARC Coordinator
Goals B.1-B.4	1. Develop a program of study module in PERS 10 2. Develop an Institute of Student Success like LA Harbor College (p. 23)	Timeline <ul style="list-style-type: none"> Increase in the course completion rate for students 	<ul style="list-style-type: none"> 3SP Coordinator
	1. Workshop series: study skills, financial literacy		<ul style="list-style-type: none"> 3SP Coordinator Counseling Department Chair Student Financial Services
	1. Implement a Summer Bridge Program		<ul style="list-style-type: none"> Outreach Counselor TRiO/SSS Coordinator EOPS Coordinator
	2. Increase and broaden the tutorial offerings available on campus		<ul style="list-style-type: none"> 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)

OBJECTIVE	ACTIVITY	EXPECTED OUTCOMES AND TIMELINE	RESPONSIBLE PARTY
Goal C.1 - Increase the completion rates for students in basic skills courses	<ol style="list-style-type: none"> 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 	<p>Timeline</p> <ul style="list-style-type: none"> • Increase in the course completion rates for students in basic skills courses 	<ul style="list-style-type: none"> • Dean of Instruction • Basic Skills
	<ol style="list-style-type: none"> 1. Basic skills counselor make presentations in classes informing students about available services 2. Intrusive counseling support 		<ul style="list-style-type: none"> • Basic Skills Counselor • Dean of Instruction • Basic Skills
	<ol style="list-style-type: none"> 1. Utilize the Early Alert Program and Intrusive Early Alert process (for dismissal as well) 		<ul style="list-style-type: none"> • Counseling Department Chair
	<ol style="list-style-type: none"> 1. Increase enrollment in PERS 50 		<ul style="list-style-type: none"> • 3SP Coordinator • Counseling Department Chair

Goal C.2 - Increase completion rates for English as a Second Language Students	1. Develop and implement orientations for ENSL students (new and continuing)	Timeline <ul style="list-style-type: none"> Increase in the course completion rates for English as a Second Language students 	<ul style="list-style-type: none"> English as a Second Language Department Chair 3SP Coordinator Outreach Counselor
	1. Conduct Schedule Building and Educational Planning Workshops specifically for ENSL students 2. Provide an MPC registration event at a community site (off campus)		<ul style="list-style-type: none"> Outreach Counselor 3SP Coordinator
	1. Assign counselor to focus on support for ENSL students, using a case management model and collaborating with ENSL faculty (intrusive counseling support)		<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> Outreach Counselor
	1. Provide additional instructional support to students in the English as a Second Language Lab		<ul style="list-style-type: none"> English as a Second Language Department Chair

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)

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	<ul style="list-style-type: none"> Implement the Student Success Initiative activities 	Timeline	<ul style="list-style-type: none"> 3SP Coordinator
Goal D.2 - Increase the number of degree applicable units earned by Hispanic/Latino and Unknown ethnicity students	<ul style="list-style-type: none"> Implement the Student Success Initiative activities 	Timeline	<ul style="list-style-type: none"> 3SP Coordinator
	<ul style="list-style-type: none"> Implement a Summer Bridge and/or Puente Program 	Timeline	<ul style="list-style-type: none"> 3SP Coordinator
Goal D.3 - Veterans	<ol style="list-style-type: none"> Create veterans counselor position 	Timeline	<ul style="list-style-type: none"> Dean of Student Services Counseling Department Chair
	<ol style="list-style-type: none"> Crisis Intervention Training: "Warning Signs of Students in Crisis" for faculty and staff Suicide Prevention and Mental Health & Wellness Training for faculty, staff, and students Faculty and staff training on working with veterans Develop a Veterans of Campus Peer Program Develop a Monthly Veterans 	<p>Fall 2014</p> <ul style="list-style-type: none"> Workshops presented by the Monterey County Behavioral Health Department <p>Spring 2015</p> <ul style="list-style-type: none"> Kognito "At-Risk on Campus" Suicide Prevention Training for staff 	<ul style="list-style-type: none"> Making Sense of Student Life Project Coordinator Student Health Services

	Support Group		
	1. Implement a Boots to Books program	Fall 2014 <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Veterans Support Coordinator Student Health Services
Goal D.3 - Foster Youth	1. Increase counseling staff in EOPS	Timeline	<ul style="list-style-type: none"> Dean of Student Services EOPS Coordinator
Goal D.3 - Low Income	1. Increase counseling staff in EOPS and TRiO/SSS	Timeline	<ul style="list-style-type: none"> Dean of Student Services TRiO/SSS Coordinator
Goal D.3 - Students with Disabilities	1. Increase counseling staff in ARC	Timeline	<ul style="list-style-type: none"> Dean of Student Services ARC Coordinator
Goals D.1 – D.3	1. Accelerated programs - Intensive Math project	Timeline <ul style="list-style-type: none"> Increase the degree and certification completion rates for students 	<ul style="list-style-type: none"> Dean Instruction Basic Skills
	1. Mandatory co-requisites in ENGL, ENSL, and MATH 2. 1 unit math prep/refreshers courses		<ul style="list-style-type: none"> Dean Instruction Basic Skills Dean of Instructional Planning
	1. Implement a degree audit program to assist students in identifying progress toward program of study		<ul style="list-style-type: none"> Dean of Student Services Dean of Instructional Planning Matriculation/Articulation Technician

	1. Develop a degree/certificate completion and a "How to Get Out" workshop series		<ul style="list-style-type: none"> • Counseling Department Chair • 3SP Coordinator
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District : _____

College : _____

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)

OBJECTIVE	ACTIVITY	EXPECTED OUTCOMES AND TIMELINE	RESPONSIBLE PARTY
Goal E.1 - Increase transfer rates of African American and Pacific Islander students	<ol style="list-style-type: none"> Promote Career/Transfer Resource Center (CTRC) Make presentations in Ethnic Studies classes and at BSU club meeting Conduct summer bridge program Increase the number and variety of college representatives and their visits to the CTRC Provide student transfer announcements the student portal 	<p>Timeline</p> <ul style="list-style-type: none"> Increase transfer rates for students 	<ul style="list-style-type: none"> Counseling Department Chair Career/Transfer Resource Center Coordinator
Goal E.2 - Veterans	<ol style="list-style-type: none"> Develop pathways for the transition of veterans to transfer institutions 	<p>Timeline</p> <ul style="list-style-type: none"> Increase transfer rates for students 	<ul style="list-style-type: none"> Career/Transfer Resource Center Coordinator Veterans Representative/School Certifying Official
	<ol style="list-style-type: none"> Crisis Intervention Training: "Warning Signs of Students in Crisis" for faculty and staff Suicide Prevention and Mental Health & Wellness Training for faculty, staff, and students 	<p>Fall 2014</p> <ul style="list-style-type: none"> Workshops presented by the Monterey County Behavioral Health Department <p>Spring 2015</p> <ul style="list-style-type: none"> Kognito "At-Risk on Campus" 	<ul style="list-style-type: none"> Making Sense of Student Life Project Coordinator Student Health Services

	3. Faculty and staff training on working with veterans 4. Develop a Veterans of Campus Peer Program 5. Develop a Monthly Veterans Support Group	Suicide Prevention Training for staff	
	1. Implement a Boots to Books program	Fall 2014 <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Veterans Support Coordinator Student Health Services
Goal E.2 - Foster Youth		Timeline <ul style="list-style-type: none"> Increase transfer rates for students 	<ul style="list-style-type: none"> Career/Transfer Resource Center Coordinator Foster Youth Liaison
Goal E.2 - Low Income		Timeline <ul style="list-style-type: none"> Increase transfer rates for students 	<ul style="list-style-type: none"> Career/Transfer Resource Center Coordinator EOPS Coordinator TRiO/SSS Coordinator
Goal E.2 - Students with Disabilities		Timeline <ul style="list-style-type: none"> Increase transfer rates for students 	<ul style="list-style-type: none"> Career/Transfer Resource Center Coordinator ARC Coordinator

Goals E.1 and E.2	<ol style="list-style-type: none"> 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 	<p>Timeline</p> <ul style="list-style-type: none"> • Increase transfer rates for students 	<ul style="list-style-type: none"> • Career/Transfer Resource Center Coordinator
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Budget

The budget of \$330,590 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 the instructional and student support activities of the program. The budget includes key staff to support the program's services and activities and part-time staff are included 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.

SOURCES OF FUNDING

- Student Equity
- Student Success and Support Program (3SP)
- EOPS
- TRiO
- Basic Skills
- Access Resource Center
- CalWORKs

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 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.

Attachments

ATTACHMENTS
