



Scorecard 2015: A View through an Equity Lens--Access

Presentation to MPC Board of Trustees
October 28, 2015

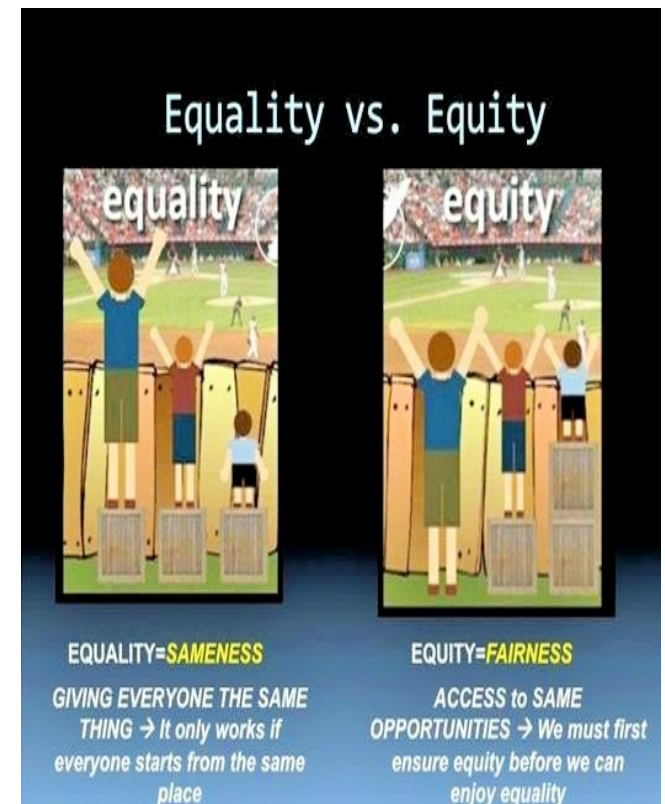
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Connections to other reporting

Achievement metric	Scorecard	Student Equity Plan	Inst. Set Standards	CTE Launchboard	IEPI
Access		✓			
Successful course completion		✓	✓		✓
Basic Skills progression	✓	✓			✓
CTE progression				✓	
Degrees/Certificates	✓	✓	✓	✓	✓
Transfer	✓	✓	✓	✓	✓
Licensure pass rates			✓		
Job placement rates			✓	✓	

Why Student Equity

- Focus on student success vs. student enrollment
- Improve student success for underperforming and historically underrepresented students
- Opportunity to coordinate and align existing campus resources (categorical programs) to support student success



Elements of the Student Equity Plan

Part 1

Colleges to conduct campus-based research on key student success indicators to determine in particular groups are performing less than the general student population (also referenced as disproportionate impact)

Key Student Success Indicators:

- Access
- Successful Course Completion
- Basic Skills Progression
- Degrees/Certificates
- Transfer

Elements of the Student Equity Plan

Part 2

College to implement goals and activities for those groups identified in the campus-based research as having disproportionate impact in key success indicators.

- Student populations to be addressed by gender:
 - American Indian or Alaskan natives
 - Asian
 - Black or African American
 - Hispanic or Latino
 - Native Hawaiian or Pacific Isd.
 - Whites
 - Some other race
 - More than one race
 - Current or former foster youth
 - Student with Disabilities
 - Low-income students
 - Veterans



Previous 2015 Scorecard topics:

- Overview of *college profile* and *basic skills status*
- First year *course completion rates*
- CTE students (“Skillsbuilders”)

Today we will explore:

- *College profile*, through an equity lens
- *Course completion rates*, through an equity lens
- *Basic Skills* progression, through an equity lens



College profile, through an equity lens





MONTEREY PENINSULA COLLEGE

STUDENT SUCCESS INITIATIVE



CALIFORNIA COMMUNITY COLLEGES

STUDENT SUCCESS SCORECARD

Monterey Peninsula College

[Click here to select a different college](#)

CURRENT PROFILE

MOMENTUM POINTS

COMPLETION OUTCOMES

REMEDIAL

PERSISTENCE

30 UNITS

DEGREE/TRANSFER

CAREER TECHNICAL EDUCATION

College Profile

[Click here to view current year report](#)

The student population and course sections offered described in the tables are based on the 2013-14 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2008-09.

STUDENT INFORMATION			
Students			15,964
GENDER		ETHNICITY/RACE	
Female	46.4%	African American	3.9%
Male	52.6%	American Indian/Alaska Native	0.5%
Unknown	1.0%	Asian	5.6%
AGE		Filipino	3.1%
Less than 20 years old	18.3%	Hispanic	28.9%
20 to 24 years old	22.5%	Pacific Islander	1.0%
25 to 39 years old	30.7%	White	48.3%
40 or more years old	28.5%	Two or more Races	3.3%
Unknown	0.0%	Unknown	5.3%

OTHER INFORMATION	
Full Time Equivalent Students	6,523.8
Credit Sections	2,399
Non-Credit Sections	191
Median Credit Section Size	19
Percentage of Full-Time Faculty	50.5%
Percentage of First-Generation Students	33.9%*
Student Counseling Ratio (FALL 2013)	890:1

* Insufficient data
** No data



**MONTEREY PENINSULA
COLLEGE**

College profile,
examined through
an equity lens

Target Population(s)	% of college's enrollment	% of adult pop. in community	Gain or loss in proportion
American Indian / Alaska Native	1%	0%	+1
Asian/ Filipino	9%	10%	-1
African American	4%	5%	-1
Hispanic or Latino	29%	28%	+1
Native Hawaiian/ Pacific Islander	1%	1%	0
White	48%	50%	-2
Some other race	5%	0%	+5
More than one race	3%	4%	-1
Total	100%	100%	
Males	53%	50%	+3
Females	46%	50%	-4
Unknown	1%	0%	+1
Total	100%	100%	

Data sources:

College data from 2015 Student Success Scorecard

Community data from U.S. Census 2010, Adults age 18 and older, for incorporated cities & CDPs in service area

**Additional
populations
examined in SEP**

Target Population(s) (Includes all MPC students, including students enrolled in contract courses)	Enrollment (Fall 14-Spr 15)	% of college enrollment	% of adult population in community	Gain or loss in proportion
Current or former foster youth	520	4%	2%	+2
Individuals with disabilities	811	4%	7%	-3
Low-income students	4,267	27%	49%	-22
Veterans	980	5%	4%	+1

Data sources and methodology:

Disability status: College data from MIS Referential files; Community data imputed from U.S. Census Bureau, 2014 American Community Survey, 1-year estimates, adult population 18-64 years

Low-income students: College data from CCCCO Datamart, Financial Aid Summary Report, 2013-14; Community data based on percent of students who receive free or reduced price meals during 2013-14 from public school districts in service area (MPUSD, PGUSD, and CUSD).

Foster Youth: College data from Cal-PASS Plus for 2013-14; Community data imputed from cumulative first entries into Foster Care in Monterey county from July 1998 through June 2014 (California Child Welfare Indicators Project, University of California at Berkeley) and total child population in 2014 (2010-2015 - CA Dept. of Finance: 2010-2060 - Pop. Projections by Race/Ethnicity, Detailed Age, & Gender).

Veteran status: College data from MIS Referential files; Community data imputed from U.S. Census Bureau, 2014 American Community Survey, 1-year estimates, adult population 18-64 years

Student Equity Plan

Goals and Activities for Access

Student with Disabilities

Goal

1. To develop a strategic outreach efforts to market ARC services to potential students.

Activities

- a) Presentations at local high schools
- b) Educational collaborations with other programs on campus and with community disability organizations
- c) Tours of the MPC campus for high school Special Education classes
- d) Videos of successful students on the ARC website
- e) Participate in MPC student outreach events
- f) Develop brochures and outreach materials

Low-income Students

Goal

1. To develop a strategic outreach efforts to market EOPS, TRiO, and Student Financial Aid services to potential students.

Activities

- a) Presentations at local high schools
- b) Educational collaborations with other programs on campus and with community organizations that serve low-income populations
- c) Tours of the MPC campus for high school classes
- d) Videos of successful students on the MPC website
- e) Participate in MPC student outreach events
- f) Develop brochures and outreach materials



Course completion rates, through an equity lens





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Target Population(s)	First year course completion rates for students included in 2015 Scorecard	Course completion rate for all students	Comparison
American Indian / Alaska Native	72%	79%	-7
Asian	86%	79%	+7
Black or African American	74%	79%	-5
Filipino	75%	79%	-4
Hispanic or Latino	76%	79%	-3
Native Hawaiian/ Pacific Islander	75%	79%	-4
White	81%	79%	+2
Some other race	78%	79%	0
Males	79%	79%	0
Females	79%	79%	+1
Individuals with disabilities	71%	79%	-8
Low-income students	77%	79%	-2

Data source:

MIS Referential files for 2015 SPAR Indicator and SX085-093



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Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal		# of courses students enrolled in during first year (2008-09)	=	Number of course completions "Lost"
Largest Gap	Individuals with Disabilities	8%	.08	x	388	=	31
Second Largest	American Indian/ Alaskan Native	7%	.07	x	18	=	1
Third Largest	African American	5%	.05	x	403	=	20

Student Equity Plan

Goals and Activities for Course Completion

- **Student with Disabilities, African American and American Indian/Alaskan Native students:**

Goal

1. To develop outreach and in-reach support and workshops on study skills, time management, education planning, career counseling.

Activities

- a. Class presentation to promote and increase tutorial use
- b. Promote the PERS 50 course, the Math Learning Center, and the English Study Skills Center
- c. Develop community building activities and workshops on campus targeted toward students with disabilities as well as low-income, educationally disadvantaged populations.



Basic Skills progression, through an equity lens





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Target Population(s)	Basic skills progression through English for students included in 2015 Scorecard	English Basic Skills progression rate for all students	Comparison
American Indian / Alaska Native	50%	53%	-3
Asian	47%	53%	-6
Black or African American	29%	53%	-24
Filipino	65%	53%	+12
Hispanic or Latino	49%	53%	-4
Native Hawaiian/ Pacific Islander	43%	53%	-10
White	58%	53%	+5
Males	50%	53%	-3
Females	56%	53%	+3

Data source:

2015 Student Success Scorecard, Remedial English metric



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Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal		# of students in basic skills English in 2008-09 cohort	=	Number of students "Lost"
Largest Gap	African American	24%	.24	x	65	=	16
Second Largest	Native Hawaiian/ Pacific Islander	10%	.10	x	21	=	2
Third Largest	Asian	6%	.06	x	53	=	3

Student Equity Plan

Goals and Activities for Basic Skills Progression

- **African American, American Indian/Alaskan Native and Asian students:**

Goal

1. To increase the completion rates for students in basic skills courses.

Activities

- a. Coordinate basic skills support efforts with 3SP, Basic Skills and Student Equity
- b. Promote the College Success workshops and services through ESSC, EOPS, TRiO
- c. EOPS SCORE+ Summer Bridge
- d. Referrals to instructional specialist in the Math Learning Center and ESSC
- e. Referrals to tutoring in TRiO and EOPS
- f. Supplemental instruction in summer math courses
- g. On Course training for staff
- h. Basic skills counselor makes presentations in classes informing students about available services
- i. Embedded counseling support



Next month we will examine:

- Degree/Certificate completion, through an equity lens
- Transfer/Transfer prepared, through an equity lens

