



# Scorecard 2015: A View through an Equity Lens--Success

Presentation to MPC Board of Trustees  
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Last month we focused on Access to College-level coursework:

- College profile
- Course completion rates
- Basic Skills progression

Today we examine metrics related to completion:

- Transfer/Transfer prepared
- Degree/Certificate completion
- Attainment of 30+ Degree-applicable units



# MONTEREY PENINSULA COLLEGE



## 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

[View Rates](#)

[Metric Profile](#)

[Click here to view trend data](#)

### Completion

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate or transfer-related outcomes.

#### COLLEGE PREPARED

69.8%

N=182

#### UNPREPARED FOR COLLEGE

40.2%

N=584

#### OVERALL

47.3%

N=766

Gender	%
FEMALE	67.3
MALE	73.3
Age	%
UNPREP	71.4

Gender	%
FEMALE	41.7
MALE	38.9
Age	%
UNPREP	44.0

Gender	%
FEMALE	48.7
MALE	45.7
Age	%
UNPREP	50.2



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## Transfer/ Transfer Prepared

Equality vs. Equity

The illustration shows two panels. The left panel, labeled 'equality', shows three people of different heights (tall, medium, and short) standing on a grassy field with a baseball field in the background. Each person has a wooden crate in front of them, and they are all standing on top of their respective crates to watch over the field. The tallest person's crate is the highest, the medium person's is medium, and the shortest person's is the lowest. The right panel, labeled 'equity', shows the same three people. The tallest person has no crate, the medium person has a medium crate, and the shortest person has a tall crate. Now all three can see over the field without standing on anything.

**equality**

**equity**

**EQUALITY=SAMENESS**  
GIVING EVERYONE THE SAME THING → It only works if everyone starts from the same place

**EQUITY=FAIRNESS**  
ACCESS to SAME OPPORTUNITIES → We must first ensure equity before we can enjoy equality





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Target Population(s)	Transfer/ Transfer Prepared status, for each population group	Transfer/ Transfer Prepared status for all students	Comparison
American Indian / Alaska Native	N/A	N/A	N/A
Asian	66%	44%	+22
Filipino	42%	44%	-2
Black or African American	34%	44%	-10
Hispanic or Latino	46%	44%	+2
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	44%	44%	0
Some other race	35%	44%	-9
Males	43%	44%	-1
Females	45%	44%	+1
Individuals with disabilities	31%	44%	-13
Low-income students	40%	44%	-4

Data source: MIS Referential files for 2015 SPAR Indicator



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Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal		# of students in 2008-09 cohort on Scorecard	=	Number of students "Lost"
Largest Gap	Individual with Disabilities	13%	<u>.13</u>	x	68	=	<b>9</b>
Second Largest	African American	10%	.10	x	53	=	<b>5</b>
Third Largest	Some other race	9%	<u>.09</u>	x	79	=	<b>7</b>

# Student Equity Plan

## Goals and Activities for

### Transfer/ Transfer Prepared

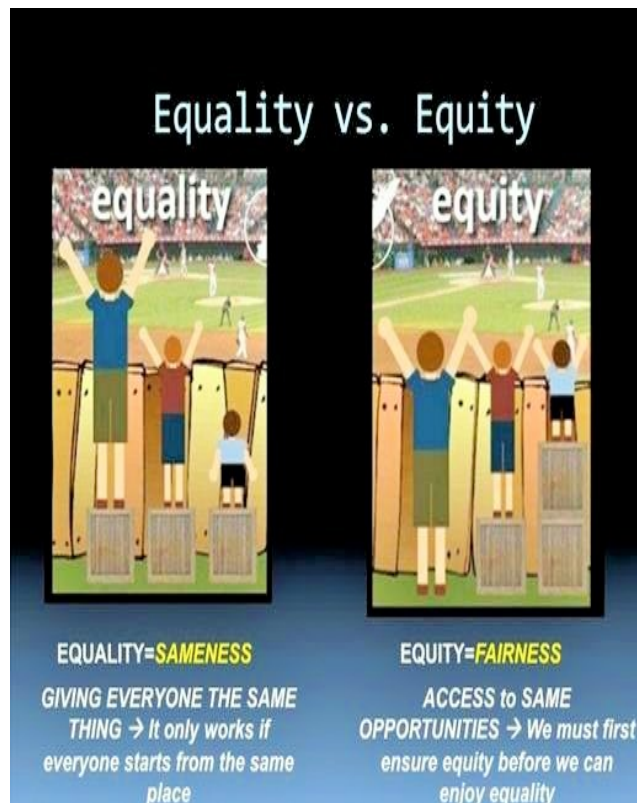
#### **Goal**

1. To increase transfer/transfer prepared for Individuals with disabilities, African American, and Some other race students.

#### **Activities**

- a. Provide CSU and UC college application workshops
- b. Portal message to students at 40+ units notifying them to see a counselor to review transfer eligibility
- c. Direct students to Career Transfer Resource Center
- d. Classroom presentations to inform students about available services and instructional support (Math Learning Center, English Study Skills Center)
- e. Market Career Transfer Resource Center (CTRC) services
- f. Intrusive counseling/advising/follow-up services
- g. Textbook support

## Degree/Certificate completion







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Target Population(s)	Degree/ Certificate completion, for each population group	Degree/Certificate completion for all students	Comparison
American Indian / Alaska Native	N/A	N/A	N/A
Asian	28%	21%	+7
Filipino	N/A	N/A	N/A
Black or African American	19%	21%	-2
Hispanic or Latino	22%	21%	+1
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	20%	21%	-1
Some other race	18%	21%	-3
Males	19%	21%	-2
Females	23%	21%	+2
Individuals with disabilities	N/A	N/A	N/A
Low-income students	23%	21%	+2

Data source: MIS Referential files for 2015 SPAR Indicator



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Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal		# of students who complete 12+ units and have attempted xfer level math or English	=	Number of students "Lost"
Largest Gap	Some other race	3%	.03	X	79	=	2



# Student Equity Plan

## Goals and Activities for Degree/Certificate completion

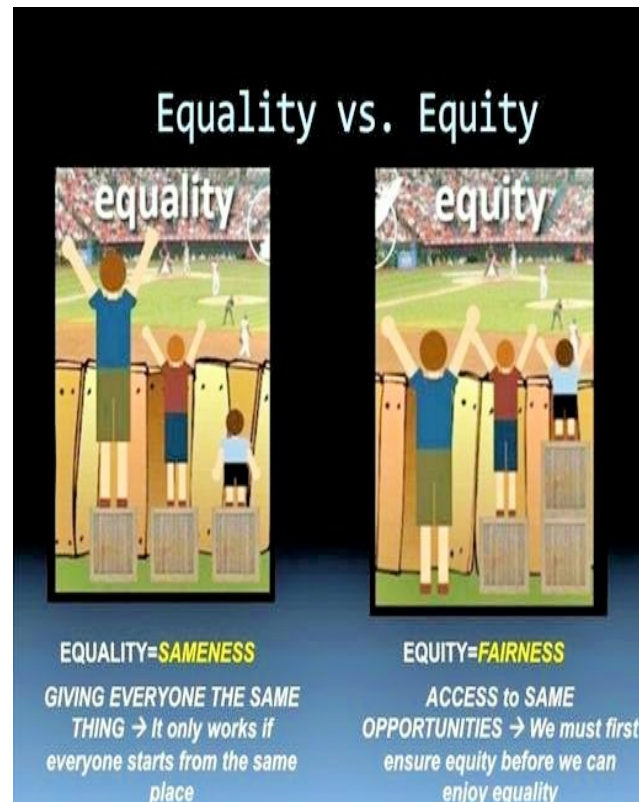
### Goal

1. To increase degree/certificate completion rates for students.

### Activities

- a. Highlight degree/certificate information in all Orientation formats
- b. Incorporate information about degree/certificate completion into Scheduling Building workshops
- c. Send messages through Student Portal relative to degree/certificate completion
- d. Classroom presentations to inform students about available services and instructional support (Math Learning Center, English Study Skills Center)
- e. Intrusive counseling/advising/follow-up services
- f. Textbook support

## Completion of 30+ degree-applicable units



Applying this to  
the present



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Target Population(s)	30+ deg-appl. units, for each population group	30+ deg-appl. units for all students	Comparison
Amer Indian / Alaska Native	N/A	N/A	N/A
Asian	33%	23%	+10
Black or African American	26%	23%	+3
Hispanic or Latino	20%	23%	-3
Native Hawaiian/Pac Islander	N/A	N/A	N/A
White	25%	23%	+2
Some other race	N/A	N/A	N/A
More than one race	34%	23%	+11
Males	23%	23%	0
Females	24%	23%	+1
Individuals with disabilities	N/A	N/A	N/A
Low-income students	31%	23%	+8

**Data source:** MIS Referential files, Fall 2013 (SB14=A,C,E; SB15=1); tracked through Spring 2015 (SB16>=30)



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Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal		# of degree-seeking students in Fall 2013	=	Number of students "Lost"
Largest Gap	Hispanic/Latino	3%	.03	x	387	=	<b>12</b>



# Student Equity Plan

## Goals and Activities for

### Completion of 30+ degree-applicable units

#### **Goal**

1. To increase 30+ degree applicable unit completion rates for Hispanic/Latino students.

#### **Activities**

- a. Coordinate basic skills support efforts
- b. Promote College Success workshops and services
- c. Classroom presentations to inform students about available services and instructional support (Math Learning Center, English Study Skills Center)
- d. Intrusive counseling/advising/follow-up services
- e. Textbook support