



Student Equity Plan



December 2015

MONTEREY PENINSULA COLLEGE STUDENT EQUITY PLAN

Table of Contents

Signature Page

Executive Summary

Target Groups

Goals

Activities

Student Equity Funding and Other Resources

Contact Person/Student Equity Coordinator

Planning Committee and Collaboration

Access

Campus-Based Research

Overview

Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Access Baseline Data and Goals

Activities to Improve Access for Target Student Groups

Expected Outcomes for Target Student Groups

Course Completion

Campus-Based Research

Overview

Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Course Completion Baseline Data and Goals

Activities to Improve Course Completion for Target Student Groups

Expected Outcomes for Target Student Groups

ESL and Basic Skills Completion

Campus-Based Research

Overview

Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

ESL and Basic Skills Completion Baseline Data and Goals

Activities to Improve ESL and Basic Skills Completion for Target Student Groups

Expected Outcomes for Target Student Groups

Degree and Certificate Completion

Campus-Based Research

Overview

Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Degree and Certificate Completion Baseline Data and Goals

Activities to Improve Degree and Certificate Completion for Target Student Groups

Expected Outcomes for Target Student Groups

Transfer

Campus-Based Research

Overview

Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Transfer Baseline Data and Goals

Activities to Improve Transfer for Target Student Groups

Expected Outcomes for Target Student Groups

Other College- or District-wide Initiatives Affecting Several Indicators

Goals, Activities, Funding and Evaluation

Goals Addressed by Activities

Activities, Funding and Evaluation to Improve Outcomes for Target Student Groups

Summary Budget

Summary Budget spreadsheet

Summary Evaluation Plan

Attachments

Signature Page

Monterey Peninsula College

2015-2016 Student Equity Plan

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

District: Monterey Peninsula Community College **Board of Trustees Approval Date:** 12/9/2015

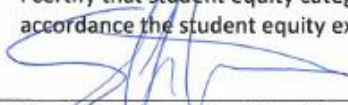
I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).



wtribley@mpc.edu

[Dr. Walter Tribley, President/Superintendent] Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.



scrow@mpc.edu

[Mr. Steven Crow, VP of Administrative Services] Email

Same as Above

[District Chief Business Officer¹] Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



lwalker@mpc.edu

[Mr. Laurence E. Walker, VP of Student Services] Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



kkamath@mpc.edu

[Ms. Kiran Kamath, VP of Academic Affairs] Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

¹ If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the College Chief Business Officer need sign.

Monterey Peninsula College

2015-2016 Student Equity Plan

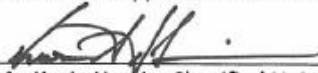


ahochstaedter@mpc.edu

[Dr. Alfred Hochstaedter, Academic Senate President] Email

Dr. Hochstaedter was unavailable on the day of signing. Kathleen Clark, the Academic Senate Vice-President, signed in his stead to confirm Academic Senate support. Her email address: kclark@mpc.edu.

I certify that Classified staff representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.



khaskin@mpc.edu

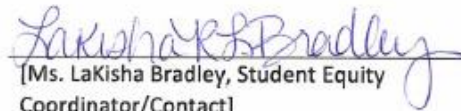
[Mr. Kevin Haskin, Classified Union President] Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.



mmlopez2913@gmail.com

[Ms. Maria Lopez, ASMPC (Associated Student Body) President] Email



lbradley@mpc.edu

[Ms. LaKisha Bradley, Student Equity Coordinator/Contact] Email

(831) 646-4261
Phone

Executive Summary

Executive Summary

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

The college has a diverse population of 14,578 students (6450 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 2014-2017 Institutional Goals and Supporting Objectives:

Goal 1: Help Students achieve their educational goals.

Objective 1.2: Develop and implement Student Success and Equity Plans.

Objective 1.4: Provide essential support services for the Marina Education Center and the Seaside Public Safety Center.

Objective 1.6: Maximize systematic participation in the Instructor and Program Reflections process for continuous quality improvement.

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

As a result of the 2014-2015 review of equity data, the College implemented several support programs designed to address underperforming populations. Amongst these were:

1. Development of the Success in College through Outreach and Resources for Excellence (SCORE+) summer bridge program focused on mathematics and counseling support for students,

2. Increased and centralized support services to veterans student through the Veterans Center opened on campus in Fall 2014,
3. Career and Technical Education (CTE) Articulation Colloquium for local high schools and MPC faculty to continue development of articulation agreements between the campuses, and
4. Faculty and Staff training on crisis intervention, suicide prevention and mental health wellness.

This update to the Monterey Peninsula College Student Equity Plan (SEP) began with a review and analysis of data collected by the MPC Office of Institutional Research. Data were collected from a variety of sources including: the California Community Colleges Chancellor's Office's (CCCCO) Management Information System (MIS); 2010 U.S. Census and the U.S. Census Bureau's 2014 American Community Survey; the CCCC's Data Mart Financial Aid Summary Report, Retention/Success Rate Report, and Basic Skills Progress Tracker; the California Partnership for Achieving Student Success (Cal-PASS) Plus database; and MPC's 2015 Student Success Scorecard.

At this point, we identified the population groups who are achieving at lower than average levels. The Student Equity Committee, a subcommittee derived from the members of the college wide Student Success and Support Program Committee, then reviewed, analyzed, and discussed student equity success data. The committee, whose membership consists of faculty, staff, students, and administrators, subsequently evaluated and identified goals to target each sub-population for whom there is an identified disproportionate impact. Each activity was then prioritized based on attainment of expected outcomes. The completed plan was shared with the councils and committees comprising the College's shared governance structure and updated based on the input from shared governance prior to its 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, ethnicity, former foster youth status, low-income status, individuals with disabilities, and veteran status. The baseline year used for analysis, unless otherwise noted, is 2013-2014.

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.

Analysis of the data indicates that several population groups are experiencing a disproportionate impact and would greatly benefit from several intrusive interventions. The data are summarized below.

1. **Access:** Low Income, White, and individuals with disabilities are enrolling at Monterey Peninsula College at rates that are lower than their population percentage in our local service area. There is also a gap present with the Asian and Black/African American populations that, while not at levels that would indicate a disproportionate impact, may make these two population groups possible targets for intervention and support.
2. **Course Completion:** Current or former foster youth, Native American/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, Low-income, and Hispanic/Latino students are completing their credit courses at a lower rate than average. Individuals with disabilities, males, and individuals who identify as more than one race are also completing at rates lower than average, however their gaps in completion do not signify a possible disproportionate impact.
3. **ESL and Basic Skills:** While most ESL population sizes were too small to produce conclusive data, it is the case that low-income students who complete the final ESL basic skills course are completing a degree applicable English course at rates lower than the average. Individuals with disabilities, Black/African American, and Hispanic/Latino students who complete the final English basic skills course are completing a degree applicable English course at a rate lower than average. Males and low income students who begin at basic skills levels are also completing degree applicable levels of English at a lower rate than average, however not at levels that would indicate a disproportionate impact. As was the case with ESL, most math population sizes were too small to produce conclusive data however; white students who take the final math basic skills course are completing degree applicable math courses at lower rates than average. Male students may also be a potential target group since there is also a gap in achievement for this group, however not at levels large enough to confirm a disproportionate impact.
4. **Degree and Certificate Completion:** The College used two sets of data to study this metric. The first set, MIS data on students who have earned 30 or more degree-applicable units, indicates that Hispanic/Latino students are completing degrees and/or certificates at lower rates than the average. This metric also had several population sizes that were too small to produce conclusive data. The second set of data, collected from the 2015 Scorecard, indicates that students who identify as some other race are completed degrees and/or certificates at lower than average rates. Again, there were several populations for whom the data was suppressed because their population size was too small to be conclusive.

5. **Transfer:** Individuals with disabilities, Black/African American, individuals identified as “some other race”, and low income students are transferring at lower rates than average. Additionally, Filipino students have a gap in their transfer rates that, while not large enough to indicate a disproportionate impact, means they may be a possible target population.

This update to the Student Equity Plan outlines several goals designed to “increase student success among our under-performing students” and expected outcomes connected to these goals.

Goals and Outcomes

- 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 served.”*
- a. **Goal A.1** - 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.
 - b. **Goal A.2** - Increase enrollment of low income students by one percentage point and for white students and individuals with disabilities by two percentage points.
- 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”*
- a. **Goal B.1** – 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.
 - b. **Goal B.2** – 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.
- 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”*
- a. **Goal C.1** – Increase the completion rate for low income students taking English as a Second Language courses by 2%.
 - b. **Goal C.2** – Increase by 2% the completion rate for individuals with disabilities, African American, and Hispanic/Latino students taking basic skills English courses.

- c. **Goal C.3** – Increase the complete rates for white students taking basic skills math courses by 2%.
- 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”*
- a. **Goal D.1** – Increase the degree and certificate completion rates for Hispanic/Latino students by 1%.
- 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”*
- a. **Goal E.1** – Increase the transfer rate for individuals with disabilities, African American, some other race, and low income students by 2% each.

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. Planned activities include the following:

Research and Inquiry

- Hire a Research Analyst to conduct a variety of inquiry projects so as to better understand why the equity gaps exists in each metric
- Identify the best practices for recruiting low-income students and individuals with disabilities
- Conduct more extensive study to determine if there are disproportionate impacts in the populations for whom data was suppressed

Enhancements to Existing Program Support

Access:

- Develop a comprehensive plan to coordinate outreach activities and to develop outreach materials and marketing efforts
- Increase outreach efforts directed toward low-income students at Seaside and Marina High Schools and to schools and agencies that support individuals with disabilities
- Collaborate and develop relationships with foundations and community organizations that support foster youth and develop a Pre-College outreach program for foster youth.
- Enhance and develop the Student Ambassador program.

Course Completion

- Increase, broaden, and promote tutorial support.
- Further expand the student support workshop series.
- Increase tutorial hours in the TRIO Learning Center

Basic Skills Course Completion

- Coordinate basic skills support efforts across campus.
- Expand the SCORE+ Summer Bridge Program
- Continued support for English as a Second Language students

Degree & Certificate Completion

- Implement a Summer Bridge Program
- Implement the Student Success and Support Program (3SP) activities: Orientation, Assessment, Counseling/Advising, and Follow-Up to At-Risk Students
- Implement a degree audit program to assist students in identifying progress toward their programs of study
- Develop a degree/certificate completion and “How to Get Out” workshop series
- Continue equity efforts detailed in the 2014-2015 Student Equity plan to increase and/or maintain the completion rates for students who are veterans, foster youth, and individuals with disabilities.

Transfer

- Promote the Career/Transfer Resource Center
- Conduct a transfer oriented Summer Bridge Program
- Continue equity efforts detailed in the 2014-2015 Student Equity plan to increase and/or maintain the completion rates for students who are veterans.

New Efforts Toward Achieving Equity

- “Join the Pack” Welcome Day
- New Student Week
- Student STEM Coordinator
- First Year Experience Program

Resources Budgeted

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

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

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

2015-2016 MPC Student Equity Allocation: \$722,613.00Expenditures

1000	Academic Salaries	\$ 173,568
2000	Non Academic Salaries	\$ 111,410
3000	Employee Benefits	\$ 73,235
4000	Supplies and Materials	\$ 44,722
5000	Other Operating Expenditures	\$ 319,678

Contact Person

The Director of Student Success and Equity, LaKisha Bradley, serves as the Student Equity Coordinator at Monterey Peninsula College and is the primary contact for this plan. The Director of Student Success and Equity coordinates student equity efforts and reports to the Dean of Student Services. LaKisha can be reached at:

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

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

The College recognizes and appreciates that Student Equity cannot be achieved without collaborative efforts and support across campus. As such, all student equity efforts are the result of collaborative dialogues with various parts of the campus and our shared governance committees, including the campus' implementation of Basic Skills Initiative activities. Student Equity efforts have been coordinated with other programs and efforts on campus, such as the Basic Skills Initiative, Student Success and Support Program efforts, EOPS/CARE, ARC, TRIO/SSS, and CalWORKS so as to have the largest impact possible in ensuring that these efforts reach the maximum number of individuals as possible.

This update to the Monterey Peninsula College Student Equity Plan began with a review of data collected and analyzed by our Office of Institutional Research and the Student Success and Equity Office. This information was then presented to the Student Equity Committee who reviewed the data, identified equity goals, and selected and prioritized activities to be included in the 2015-2016 Student Equity Plan.

The Student Equity Committee is an institutional committee with campus wide representation that encourages input from all sections of the Monterey Peninsula College campus and constituencies, allowing for an inclusive and diverse process in developing this plan. Membership on the Student Equity Committee includes the Deans of Student Services, Instruction, and Instructional Planning; the Directors of Student Success and Equity, Institutional Research, Admissions and Records, Student Financial Services, and Information Technology; the Chairs of the Counseling Department and the Basic Skills Committee; the Coordinators for EOPS (also serves as the foster youth liaison), TRIO/SSS, the Access Resource Center (ARC - MPC's program for students with disabilities), and Student Activities; the presidents of the Classified Union and the Associated Students of Monterey Peninsula College (ASMPC); faculty members from the English, Math, English as a Second Language, and the Anatomy-Physiology departments; and the Veterans Certifying Official. Several of these individuals are also members of MPC Shared Governance Committees such as Academic Senate, College Council, the Curriculum Advisory Committee, and the Technology Committee.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Grace Anongchanya-Calima	Coordinator, TRIO/SSS	Student Services - TRIO/SSS
LaKisha Bradley	Director of Student Success and Equity	Student Services - SSSP, Student Equity
John Cristobal	Instructor, Math Department	Instruction
Eileen Crutchfield	Categorical Services Coordinator	Student Services - Veterans Center, Classified Staff
Merry Dennehy	Instructor, English Department; Chair, Basic Skills Committee	Basic Skills
Alethea DeSoto	Chair, Counseling Department	Student Services - Counseling
Nicole Dunne	Director, Admissions and Records	Student Services - Admissions
Heather Faust	Chair of the Life Sciences Division; Instructor, Anatomy/Physiology	Instruction
Laura Franklin	Dean of Instruction	Basic Skills Initiative
Michael Gilmartin	Dean of Instructional Planning	Instruction
Kevin Haskin	Library Division Office Manager	Classified Staff
Molly May	Chair, English as a Second Language Department; Instructor, English as a Second Language/Speech Communication	Instruction
Michael Midkiff	Director of Information Technology	Administrative Services
Maria Lopez	ASMPC President	Associated Student Government
Terria Odom-Wolfer	Coordinator, Access Resource Center	Student Activities - Students with Disabilities
Eric Ogata	Coordinator, EOPS	Student Services - EOPS/CARE, CalWORKs, Foster Youth
Julie Osborne	Student Activities Coordinator	Student Services - Student Activities, Classified Staff
Rosaleen Ryan	Director of Institutional Research	Research
Francisco Tostado	Director, Student Financial Services	Student Services - Financial Aid
Laurence E. Walker	Dean/VP of Student Services	Student Services

Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

CAMPUS-BASED RESEARCH: ACCESS

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.

The College elected to compare the percentage of each population group enrolled to the percentage of each population group in the service area, using the percentage point gap methodology and 2013-2014 as the baseline year. Multiple sources were used to obtain access data including the college’s Management Information Systems (MIS) database, the California Community Colleges Chancellor’s Office (CCCCO) MIS Data Mart, Cal-PASS Plus, and the 2010 U.S. Census.

Target Population(s) (Includes all MPC students, including students enrolled in contract courses)	# of your college’s total enrollment in Fall 14 – Spr 15	% of your college’s total enrollment (proportion)	% of adult population within the community served	Gain or loss in proportion
ETHNICITY				
American Indian / Alaska Native	82	0%	0%	0
Asian	1,609	8%	10%	-2
Black or African American	803	4%	5%	-1
Hispanic or Latino	7,116	36%	28%	+8
Native Hawaiian or other Pacific Islander	183	1%	1%	0
White	8,848	45%	50%	-5
Some other race	0	0%	0%	0
More than one race	894	5%	4%	+1
Total of 8 cells above (Orange cells should = 100%)		100%	100%	
GENDER				
Males	9,744	48%	50%	0
Females	10,293	51%	50%	0
Unknown	307	1%	0%	+1
Total of 3 cells above (Orange cells should = 100%)		100%	100%	
SPECIAL POPULATIONS				
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:

Race/Ethnicity: College data from MIS Referential files; Community data from U.S. Census 2010

Gender: College data from MIS Referential files; Community data from U.S. Census 2010

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

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multi-ply	The number of students we currently serve	=	Number of Potential Students "Lost"
Largest Gap	Low income	22%	<u>.22</u>	x	4,267	=	939
Second Largest	White	5%	.05	x	8,848	=	442
Third Largest	Individuals with disabilities	3%	<u>.03</u>	x	811	=	24

Analysis:

As the table above shows, the Monterey Peninsula College student community very closely resembles the ethnic composition of our services area. The largest percentage gap for access is for low-income students, followed by white students, and then by individuals with disabilities. There are access gaps for students who are Asian and for students who are African American, however those gaps are not large enough to signify a disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

- ***Enhance outreach and develop policies and procedures to support and facilitate access for low income, white, and individuals with disabilities.***

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Low-Income Students	-22, 2013-2014	decrease gap by 1%	2019
White	-5, 2013-2014	decrease gap by 1%	2019
Individuals with Disabilities	-3, 2013-2014	Decrease gap by 2%	2019

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: A. ACCESS

A.1

Develop a comprehensive plan to coordinate outreach activities and to develop outreach materials and marketing efforts.

- ***Activity Type(s)***

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- ***Target Student Group(s) & # of Each Affected*:***

ID	Target Group	# of Students Affected
A.1	Low-Income	43
A.1	White	88
A.1	Individuals with Disabilities	17

● **Activity Implementation Plan**

The existing Student Services Outreach Committee will meet to create a coordinated master calendar of events. A new, Categorical Services Coordinator has been hired who will focus on outreach to local area schools and community agencies. The Categorical Services Coordinator will collaborate with the Outreach Coordinator in Student Financial Services as a team approach to conducting outreach efforts. Outreach efforts will focus on community agencies and organizations that support low income individuals and/or individuals with disabilities to connect the potential students to the resources and support available at the college.

The Student Services Outreach Committee will also develop brochures/pamphlets and other informational marketing materials to be distributed at outreach events and to local schools and community agencies.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Fall 2015 - Spring 2016	\$14,019.50	

● **Link to Goal**

A defined outreach plan and specifically targeted outreach materials and efforts will allow us to tailor our outreach efforts to ensure that we are reaching the community agencies that provide service and support to individuals who match the population groups who are enrolling in classes at MPC in lower rates than they are represented in our surround community.

● **Evaluation**

Data on enrollment numbers will continue to be collected on a term basis. The comparison of this data with our community demographics will be evaluated on an annual basis, at the start of each Fall semester.

A.2

Identify the best practices to recruit low-income students and individuals with disabilities.

● **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support

X	Research and Evaluation	X	Professional Development		
---	-------------------------	---	--------------------------	--	--

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.2	Low-Income	
A.2	Individuals with Disabilities	

● **Activity Implementation Plan**

The Categorical Services Coordinator, Outreach and the Student Financial Services Outreach Coordinator will collaborate with the EOPS Coordinator, the Access Resource Center (ARC) Coordinator, and the Director of Student Success and Equity to determine best practices for recruiting low income students and individuals with disabilities.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Fall 2015- Spring 2014	\$14,019.50	

● **Link to Goal**

Identification of the best outreach and recruitment practices for targeted populations will allow us to use those tools to reach out to those populations and encourage them to continue their educations at MPC.

● **Evaluation**

Information collected as part of this activity will be a list of best practices and the materials required to implement each practice. The ultimate evaluation will be an annual count to determine whether or not enrollment for each targeted group has increased. This will occur through the collection of enrollment data that is currently collected each term and will be evaluated on an annual basis each Fall semester.

A.3

Conduct outreach activities in the District’s service area to include increased outreach to low-income students at Seaside and Marina High Schools and to schools and agencies that support individuals with disabilities.

● **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support

	Research and Evaluation		Professional Development	
--	-------------------------	--	--------------------------	--

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.3	Low-Income	
A.3	White	
A.3	Individuals with Disabilities	

● **Activity Implementation Plan**

This year, the college hired a Categorical Services Coordinator who will focus on outreach efforts. To strengthen the college’s partnership with local area high schools, the Categorical Services Coordinator for Outreach has been and will continue to conduct class visits, community presentations, and on site tabling at high schools in our service area. Additionally the Categorical Services Coordinator for Outreach will attend information sessions at adult education facilities, family resource centers, and other community agencies. Several staff members (especially the Categorical Services Coordinators and Counselors) will attend local meetings with community boards, parent/teacher groups, and ELAC to share information with meeting attendees about the options and resources available at the college. The Categorical Services Coordinator will focus on outreach efforts to low-income populations and reaching out to the programs at each location that support low income students.

The Categorical Services Coordinator for Outreach collaborates with EOPS and Student Financial Services outreach staff to conduct outreach presentations at community events and organizations.

The Access Resource Center (ARC), MPC’s program that supports students with disabilities, has several outreach efforts to market ARC services to potential students. ARC has made presentations at local high schools, collaborated with other programs - both on and off campus - to promote the services and support available to students with disabilities. Additionally, ARC has and will continue to arrange tours of the Monterey Peninsula College campus for high school Special Education classes and has developed a set of brochures and outreach materials targeted toward students eligible for their program and services.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Fall 2015- Spring 2014	\$14,019.50	

● **Link to Goal**

Seaside and Marina high schools are located in the communities that house the largest populations of low income households on the Monterey Peninsula. Targeted outreach toward low income students at these schools should ensure that we are reaching the targeted student populations.

● **Evaluation**

Data on enrollment numbers will continue to be collected on a term basis. The comparison of this data with our community demographics will be evaluated on an annual basis, at the start of each Fall semester.

A.4

Collaborate and develop relationships with foundations and community organizations that support foster youth and develop a Pre-College outreach program for foster youth. This activity relates to the 2014-2015 Student Equity Plan and our continued commitment to support the former foster youth population.

● **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

A.4	Foster Youth	

● **Activity Implementation Plan**

The EOPS Coordinator serves as the Foster Youth liaison and has established a partnerships with the Categorical Services Coordinator, Outreach to provide outreach services to agencies supporting foster youth.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.4	Fall 2015- Spring 2014	\$14,019.50	

● **Link to Goal**

Targeted outreach efforts at community agencies that support foster youth should ensure that we are reaching the population, informing them of the opportunities and support available at MPC, and easing the transition to college.

● **Evaluation**

Data on enrollment numbers will continue to be collected on a term basis. This data will be compared to our service area community demographics and evaluated on an annual basis, at the start of each Fall semester.

A.5

Enhance and develop the Student Ambassador program.

● **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.5	Low-Income	
A.5	Individuals with Disabilities	

● **Activity Implementation Plan**

This activity would be a collaborative effort with Student Activities, EOPS, and the Student Success and Support Program to enhance the existing student ambassador program. Current MPC students would serve as student ambassadors, representing the college to prospective students. Student ambassadors will give tours of the campus, attend and speak at the new student orientations, assist at special events, and reach out to prospective students in person and via telephone, email, and social media. Collaborate with student government and invite them to orientation sessions. Ambassadors would receive leadership and communication skills training throughout their participation in the program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.5	Fall 2015- Spring 2014		

● **Link to Goal**

A well-formed student ambassador program will allow for current student to share their experience with potential students and begin connections between potential new students

and current students. It will allow potential students to begin building relationships with others and personalize their connection to MPC. This increased connection to the students at MPC can motivate a potential student to enroll at the college.

● Evaluation

The Student Ambassador program would be linked to one of our existing student services programs and would be evaluated as part of the existing program review process on campus. Each Student Services Program conducts an annual program reflection to assess and evaluate progress toward the attainment of program objectives and progress toward program identified Student Learning/Service Area Outcomes. Additionally, every six years each program undergoes a more comprehensive Program Review process that evaluates the overall effectiveness of the program.

The Ambassador program itself, will be evaluated annually, in part using qualitative and quantitative data collected through surveys of visiting students who interact with the student ambassadors. Further evaluation will also include information gathered at student ambassador meetings, and evaluations/survey input from the student ambassadors. Surveys and evaluations of the ambassadors would be conducted at the end of each semester. The data collected would be reviewed and evaluated on an annual basis.

A.6

Develop a “Join the Pack” Welcome/Preview Day for potential students.

● Activity Type(s)

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

● Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected
A.6	Low-Income	
A.6	Individuals with Disabilities	
A.6	White	
A.6	Foster Youth	

● Activity Implementation Plan

All potential students will be welcome to attend the Welcome/Preview Day, an extensive

overview of the MPC campus, programs, and services – including a resource and information fair. Invitations will be provided for all juniors and seniors at our feeder high schools. Preview Day will include tours of the campus to include labs and shops, opportunities to meet with faculty and current students to learn more about academics and student life. There will be workshops on scholarships and financial aid and presentations/performances from various departments on campus. Attendees will be able to meet with instructors, talk to current students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.6	Fall 2015- Spring 2014	\$10,000.00	

● **Link to Goal**

The MPC Preview Day will provide an opportunity for potential students to learn more about the college and to speak first hand with various members of the campus community. It will also serve as a recruitment tool to share information about the offerings and support available at the college.

● **Evaluation**

Preview Day will be evaluated at the end of the event. Surveys of staff, current students, and potential students and their families will be collected throughout the day and evaluated. Success will be determined based upon this feedback and on enrollment numbers for the following term.

Success Indicator: Course Completion

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

The college used the “Percentage Point Gap” methodology to review this success indicator. This method “compares the percent of students in each subgroup who succeed with the percent of all students who succeed in that same outcome.” According to the Percentage Point Gap methodology, a disproportionate impact is evident when there is a -3 percentage point gap or greater.

In the table below, all course grades for the 2013-2014 academic year were queried, with the total number of grades used as the denominator and passing grades used as the numerators. Pass rates were calculated for each sub-population in courses where students earned a grade of A, B, C, or credit.

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of 6 (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	# of credit course enrollments at Census in Fa 13 - Spr 14	# of credit enrollments with grades of A, B, C, or credit (P)	% of courses passed (earned A, B, C, or credit) out of the credit enrollments	Total (all student average) pass rate*	Comparison to the all student average
ETHNICITY					
American Indian / Alaska Native	244	149	61%	73%	-12
Asian	3,940	3,051	77%	73%	+4
Black or African American	2,210	1,435	65%	73%	-8
Hispanic or Latino	16,156	10,861	67%	73%	-4
Native Hawaiian or other Pacific Islander	500	328	66%	73%	-7
White	18,352	14,296	78%	73%	+5
Some other race	1,535	1,223	80%	73%	+13
More than one race	2,420	1,749	72%	73%	-1
All Students			*		
GENDER					
Males	21,616	15,617	72%	73%	-1
Females	23,398	17,206	74%	73%	+1
Unknown	343	269	78%	73%	+5
SPECIAL POPULATIONS					

Current or former foster youth	310	165	53%	71%	-18
Individuals with disabilities	3,734	2,662	71%	73%	-2
Low-income students	22,967	15,570	68%	73%	-5
Veterans	2229	1663	75%	73%	+2

Note: Numbers reflect enrollments for each subgroup, not unduplicated headcount

Data sources and methodology:

Race/Ethnicity and Gender: CCCCO Datamart, Retention/Success Rate Report, Fall 2013 - Spring 2014

Disability status: MIS Referential files, Fall 2013 - Spring 2014

Low-income: MIS Referential files, Fall 2013 - Spring 2014

Foster Youth: MIS Referential files, Fall 2014 - Spring 2015 (data not available for Fall 2013 - Spring 2014)

Veteran status: MIS Referential files, Fall 2013 - Spring 2014

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	Number of Enrollments "Lost"
Largest Gap	Foster Youth	18%	<u>.18</u>	x	310	= 56
Second Largest	American Indian/Alaskan Native	12%	<u>.12</u>	x	244	= 29
Third Largest	Black/African American	8%	<u>.08</u>	x	2,210	= 177

Academic Progress/Disqualification was queried based upon student academic standing. To determine the presence of any possible disproportionate impacts, the average of students in good academic standing for each sub-population was compared to the average of students in good academic standing for the total 2013-2014 student population. The data for foster youth in this category was unavailable. There are concerns about data that were collected identifying foster youth during the 2013-2014 year. Foster Youth data is collected from responses submitted on the Application for Admission. The data from 2013-2014 indicates that the majority of the enrolled foster youth were all students in the Police Academy. We believe this is an error and opted to use data collected from the 2014-2015 academic for the foster youth population.

CAMPUS-BASED RESEARCH: ACADEMIC/PROGRESS PROBATION AND DISQUALIFICATION

Rate	Denominator	Numerator
Rate of Probation/Dismissal	The # of students who have attempted at least 12 units.	The number of students out of 9 (the denominator) who are in good academic

		standing.
--	--	-----------

Target Population(s)	# of students Fa13-Spr14 who attempted at least 12 units	# of students in good academic standing	% of students in good academic standing	Overall good standing rate*	Comparison to the overall rate
ETHNICITY					
American Indian / Alaska Native	88	83	94%	93%	+1
Asian	1303	1211	93%	93%	0
Black or African American	606	527	87%	93%	-6
Hispanic or Latino	4338	3832	88%	93%	-5
Native Hawaiian/ Pacific Islander	147	130	88%	93%	-5
White	7401	7062	95%	93%	+2
Some other race	776	749	96%	93%	+3
More than one race	499	444	89%	93%	-4
All Students	15,158	14,038	*		
GENDER					
Males	7958	7371	93%	93%	0
Females	7064	6538	93%	93%	0
Unknown	136	129	95%	93%	+2
SPECIAL POPULATIONS					
Current/ former foster youth	xx	xx	N/A	N/A	N/A
Individuals with disabilities	732	644	88%	93%	-5
Low-income students	3902	3279	84%	93%	-9
Veterans	844	812	96%	93%	+3

Data sources and methodology:

Race/Ethnicity and Gender: MIS Referential files, Fall 2013 - Spring 2014 (SB22=1)

Disability status: MIS Referential files, Fall 2013 - Spring 2014 (SB22=1)

Low-income: MIS Referential files, Fall 2013 - Spring 2014 (SB22=1; Any award in SFAW140)

Foster Youth: data not available for Fall 2013 - Spring 2014

Veteran status: MIS Referential files, Fall 2013 - Spring 2014 (SB22=1)

		1	2	3	4		
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of students who attempted at least 12 units	=	Number of Students "Lost"
Largest Gap	Low income	9%	.09	x	3902	=	351
Second Largest	African American	6%	.06	x	606	=	36

Third Largest - tie	Latino	5%	<u>.05</u>	x	4338	=	217
Third Largest - tie	Native Haw/ Paclsl	5%	<u>.05</u>	x	147	=	7
Third Largest - tie	Indiv. with Disability	5%	<u>.05</u>	x	732	=	37

Analysis:

American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, and Hispanic/Latino students are completing their courses at a lower rate than the average. There are also gaps – not large enough to indicate a disproportionate impact – for the more than one race and the male population groups.

The low-income, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, individuals with disabilities, and more than one race population groups are remaining in good academic standing at lower rates than the college average.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

- *Increase the course completion rates for foster youth, American Indian/Alaskan Native, Black/African American, Native Hawaiian/Pacific Islander, low income, and Hispanic/Latino students.*
- *Reduce the number of African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, more than one race, low income, and individuals with disabilities students who are an academic/progress probation and/or dismissal.*

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	-14, 2014	Gap no > -6	2020
Black/African American	-8, 2013-2014	decrease the gap by 2%	2019
Hispanic/Latino	-4, 2013-2014	decrease the gap by 1%	2019
Native Hawaiian/Pacific Islander	-7, 2013-2014	decrease the gap by 2%	2019
Low-Income	-5, 2013-204	decrease the gap by 1%	2019
Foster Youth	-18, 2014-2015	decrease the gap by 2%	2019

These are the populations that show disproportionate impacts in both completion and rates of good academic standing. While we do not have data indicating that the foster youth population has a gap in their academic standing rates, they are included in the target because their completion gap is so high.

ACTIVITIES: B. COURSE COMPLETION

B.1

Increase, broaden, and promote tutorial support.

● **Activity Type(s)**

X	Outreach		Student Equity Coordination/ Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	Black/African American	46
B.1	Hispanic/Latino	125
B.1	Native Hawaiian/Pacific Islander	12
B.1	Low-Income	277
B.1	Foster Youth	6

● **Activity Implementation Plan**

This activity begins with increased promotion of the campus tutorial centers: the English and Study Skills Center (ESSC), the Math Learning Center (MLC), the Reading Center, and the TRIO Learning Center (TLC). The TRIO Learning Center will increase tutorial support by providing tutorial during the summer term for TRIO/SSS and EOPS students. Additionally, a Student STEM Coordinator position is being developed so as to conduct outreach to target populations and to provide embedded tutoring and instructional support services to students in STEM courses. These services will include field trip and lectures. The STEM Coordinator will also meet with MESA coordinators at neighboring colleges to learn and reproduce best practices.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Spring 2016 - Spring 2019	\$43,560.00	

● **Link to Goal**

The intent is to make certain that students are aware of all of the existing tutorial support centers available on campus. Individual student usage of tutorial support should improve their completion rates. Increasing and/or extending the existing tutorial support hours should provide more opportunities for students to make use of these resources.

● **Evaluation**

Data collected will be numbers and hours of tutorial support received by students and an annual evaluation of student completion rates.

B.2

Further expand the student support workshop series.

● **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.2	Black/African American	46
B.2	Hispanic/Latino	125
B.2	Native Hawaiian/Pacific Islander	12
B.2	Low-Income	277
B.2	Foster Youth	6

● **Activity Implementation Plan**

Student Services programs will collaborate amongst their programs and with instruction to increase the Student Success Workshops available to students. This includes enhancing or introducing workshops on

- study skills,
- time management,
- education planning,
- career counseling,
- active listening,
- getting the most out of lectures,
- setting goals,
- taking effective notes,
- reading to answer questions,
- academic/progress probation workshops to review how students get on probation, what services and support can help, and what they can do to get off of probation
- reducing and overcoming test anxiety,
- learning strategies,
- maximizing your college experience,
- overcoming procrastination,
- setting and accomplishing realistic goals,
- stress management,
- study tips,
- success strategies, and
- ARC Workshops on accommodations, assistive technology, and other topics to support ARC students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Spring 2016 - Spring 2019		SSSP/3SP -\$7,495.00

● **Link to Goal**

A comprehensive student success workshop series will help to develop student success skills and to inform students about the tools, resources, and skills available to help them succeed.

● **Evaluation**

Evaluations will be conducted at the end of each workshop to determine students' impressions of the material presented. Additionally, there will be a review of course completion data to determine whether or not there have been any increases in completion rates amongst students who are participating in the workshop series.

B.3

Further expand the book lending libraries in EOPS and TRIO/SSS and the books on reserve in the Library for basic skills level courses.

● **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.3	Low-Income	200
B.3	Foster Youth	100

● **Activity Implementation Plan**

Purchase high demand and/or high cost textbooks to add to the EOPS and TRIO/SSS lending libraries.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	Fall 2015 - Spring 2016	\$21,389.00	

● **Link to Goal**

Increasing the books available in these lending libraries will allow students greater access to textbooks. Ready access to books will help prevent students from falling behind in class by reducing the number of students who are unable to complete assigned coursework because they were unable to purchase or access the required texts.

● **Evaluation**

Each program and its services are currently and will continue to be evaluated through the college’s existing program review process. Each Student Services Program conducts an annual program reflection to assess and evaluate progress toward the attainment of program objectives and progress toward program identified Student Learning/Service Area Outcomes. Additionally, every six years each program undergoes a more comprehensive Program Review process that evaluates the overall effectiveness of the program.

B.4

Create book lending libraries in the Access Resource Center (ARC) and the Veterans Center.

● **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.4	Individuals with disabilities	100
B.4	Veterans	100

● **Activity Implementation Plan**

Purchase high demand and/or high cost textbooks to develop an ARC and a Veterans Center book lending library. Each library will be administered by the program staff.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.4	Fall 2015 - Spring 2016	\$14,258.00	

● **Link to Goal**

Increasing the books available in these lending libraries will allow students greater access to textbooks. Ready access to books will help prevent students from falling behind in class by reducing the number of students who are unable to complete assigned coursework because they were unable to purchase or access the required texts.

● **Evaluation**

Each program and its services are currently and will continue to be evaluated through the college’s existing program review process. Each Student Services Program conducts an annual program reflection to assess and evaluate progress toward the attainment of program objectives and progress toward program identified Student Learning/Service Area Outcomes. Additionally, every six years each program undergoes a more comprehensive Program Review process that evaluates the overall effectiveness of the program.

B.5

Develop a First Year Experience program that has a summer bridge component.

● **Activity Type(s)**

	Outreach		Student Equity Coordination/ Planning	X	Instructional Support Activities
X	Student Services or other	X	Curriculum/Course	X	Direct Student

	Categorical Program		Development or Adaptation		Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.5	Hispanic/Latino	based off of final program cohort sizes - TBD
B.5	Low-Income Students	based off of final program cohort sizes - TBD

- **Activity Implementation Plan**

The College will develop a First Year Experience (FYE) Program with cohorts serving the targeted student populations: low-income, foster youth, African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander students. Students in the First Year Experience program will receive early group advising and enroll in English, math, Personal development courses.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.5	Summer 2016 - Summer 2019	\$149,878.00	

- **Link to Goal**

The First Year Experience (FYE) Program will serve to connect students to the campus and available resources and each other, forming a community that will increase individual odds of success. Students will have higher completion and persistence rates from Fall to Spring and from one academic year to the next. Students will also successfully complete courses at a higher rate than the general population of first time students within their first two semesters of college. Fewer of the students who have participated in the FYE will end up on academic/progress probation and/or dismissal, when compared to the College average.

- **Evaluation**

Annual course completion data for FYE participants will be evaluated and compared to the general averages. Additionally, we will conduct a web based survey to assess student experiences, participation, and satisfaction.

Success Indicator: ESL and Basic Skills Completion

The 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 ESL or basic skills course.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. The 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 ESL or basic skills course. Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of 5 (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final ESL course with an A, B, C or credit (ENSL 110)	# of students out of 5 that complete a degree app. course with an A, B, C, or credit	The rate of progress from ESL to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average
ETHNICITY					
American Indian / Alaska Native	Suppressed	Suppressed	NA	NA	NA
Asian	Suppressed	Suppressed	NA	NA	NA
Black or African American	Suppressed	Suppressed	NA	NA	NA
Hispanic or Latino	Suppressed	Suppressed	NA	NA	NA
Native Haw. or other Pac Isl.	Suppressed	Suppressed	NA	NA	NA
White	Suppressed	Suppressed	NA	NA	NA
Some other race	Suppressed	Suppressed	NA	NA	NA
More than one race	Suppressed	Suppressed	NA	NA	NA
All Students	18	10	*		
GENDER					
Males	Suppressed	Suppressed	NA	NA	NA
Females	14	10	71%	56%	+15
Unknown					
SPECIAL POPULATIONS					
Current or former foster youth	xx	xx	xx	xx	xx
Individuals with disabilities	Suppressed	Suppressed	NA	NA	NA
Low-income students (BOG recipients)	10	5	50%	56%	-6
Veterans	Suppressed	Suppressed	NA	NA	NA

Data sources and methodology:

Race/Ethnicity: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015

Gender: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015

Disability status: CCCC Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015

Low-income: CCCC Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015, BOG recipients

Foster Youth: Data not available for Fall 2013 - Spring 2014

Veteran status: MIS Referential files, Fall 2013 - Spring 2015

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multi - ply	The # of students who complete a final basic skills course with an A, B, C or credit =	Number of Students "Lost"
Largest Gap	Low-Income	6%	.06	x	10	= 1
Second Largest						
Third Largest						

Target Population(s)	The # of students who complete a final Eng. basic skills course with an A, B, C or credit (ENGL 111)	The number of students out of 5 that complete a degree- appl. course with an A, B, C, or P/CR	The rate of progress to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average
ETHNICITY					
American Indian / Alaska Native	Suppressed	Suppressed	NA	NA	NA
Asian	17	14	82%	73%	+9
Black or African American	11	7	64%	73%	-9
Hispanic or Latino	123	86	70%	73%	-3
Native Haw or other Pac Isl	Suppressed	Suppressed	NA	NA	NA
White	98	74	76%	73%	+3
Some other race	Suppressed	Suppressed	NA	NA	NA
More than one race	28	22	79%	73%	+6
All Students	289	210	*		
GENDER					
Males	131	93	71%	73%	-2
Females	158	118	75%	73%	+2
Unknown	NA	NA	NA	NA	NA
SPECIAL POPULATIONS					
Current/ former foster youth	xx	xx	xx	xx	xx
Individuals with disabilities	19	12	63%	73%	-10
Low-income students	173	125	72%	73%	-1

(BOG recipients)					
Veterans	Suppressed	Suppressed	NA	NA	NA

Data sources and methodology:

Race/Ethnicity: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015

Gender: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015

Disability status: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015

Low-income: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015, BOG recipients

Foster Youth: Data not available for Fall 2013 - Spring 2014

Veteran status: MIS Referential files, Fall 2013 - Spring 2015

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multi- ply	The # of students who complete a final basic skills course with an A, B, C or credit	= Number of Students "Lost"
Largest Gap	Students w/ Disabilities	10%	.10	x	19	= 2
Second Largest	AfrAmer	9%	.09	x	11	= 1
Third Largest	Latino	3%	.03	x	123	= 4

Target Population(s)	The # of students who complete a final Math basic skills course with an A, B, C or credit (MATH 261)	The number of students out of 263 that complete a degree-appl. course (MATH 263) with an A, B, C, or P/CR	The rate of progress to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average
ETHNICITY					
American Ind / Alaska Native	Suppressed	Suppressed	N/A	N/A	N/A
Asian	Suppressed	Suppressed	N/A	N/A	N/A
Black or African American	Suppressed	Suppressed	N/A	N/A	N/A
Hispanic or Latino	61	42	69%	66%	+3
Native Haw or other Pac Isl	Suppressed	Suppressed	N/A	N/A	N/A
White	31	18	58%	66%	-8
Some other race	Suppressed	Suppressed	N/A	N/A	N/A
More than one race	Suppressed	Suppressed	N/A	N/A	N/A
All Students	116	77	*		
GENDER					
Males	56	36	64%	66%	-2
Females	60	41	68%	66%	+2
Unknown	N/A	N/A	N/A	N/A	N/A

SPECIAL POPULATIONS					
Current/ former foster youth	xx	xx	N/A	N/A	N/A
Individuals with disabilities	Suppressed	Suppressed	N/A	N/A	N/A
Low-income students <i>(BOG recipients)</i>	87	57	66%	66%	0
Veterans	xx	xx	N/A	N/A	N/A

Data sources and methodology:

Race/Ethnicity: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015

Gender: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015

Disability status: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015

Low-income: CCCCO Datamart, Basic Skills Progress Tracker, Fall 2013 - Spring 2015, BOG recipients

Foster Youth: Data not available for Fall 2013 - Spring 2014

Veteran status: Data not available for Fall 2013 - Spring 2014

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multi-ply	The # of students who complete a final basic skills course with an A, B, C or credit = Number of Students "Lost"
Largest Gap	White	8%	<u>.08</u>	x	31 = 2
Second Largest					
Third Largest					

Analysis:

Low-income students who complete the final basic skills ESL course are completing a degree applicable English course at a lower rate than the average. Individuals with disabilities, African American, and Hispanic/Latino students who complete the final English basic skills course are completing a degree applicable English course at a lower rate than average. White students who complete the final level basic skills Math course are completing a degree applicable math course at a lower rate than average. There are gaps – not large enough to indicate a disproportionate impact – present for both males and low-income students in English completion and for males in Math completion.

For several of the populations queried in this metric, student numbers were low (fewer than 10) and the data were suppressed because the sample size was too small to make a determination as to whether or not there is an actual disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

- *Increase the completion rate for low income students taking English as a Second Language courses.*
- *Increase the completion rate for individuals with disabilities, African American, and Hispanic/Latino students taking basic skills English courses.*
- *Increase the completion rates for white students taking basic skills math courses.*

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-7, 2014</i>	<i>No gap</i>	<i>2020</i>
Low-Income	-6, 2013-2015	No gap	2019
Individuals with Disabilities	-10, 2013-2015	No gap	2019
Black/African American	-9, 2013-2015	No gap	2019
Hispanic/Latino	-3, 2013-2015	No gap	2019
White	-8, 2013-2015	No gap	2019

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

Conduct more extensive study to determine if there are disproportionate impacts in the populations for whom data were suppressed.

● **Activity Type(s)**

	Outreach	X	Student Equity Coordination/ Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	Low-Income	
C.1	Individuals with Disabilities	
C.1	Black/African American	
C.1	Hispanic/Latino	
C.1	White	

● **Activity Implementation Plan**

The Director for Student Success and Equity will work with the Director of Institutional Research to determine what other data sources can be used to evaluate the basic skills completion rates for students. Additionally, the College will hire a Research Analyst to focus on Student Equity data.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Spring 2016-Spring 2019	\$29,287.50	

● **Link to Goal**

Being able to conduct further queries into the completion rates will allow the College to better understand student completion rates and to determine whether or not other populations are experiencing a disproportionate impact. The hiring of an additional Research Analyst will allow for further focused research related to student equity and achievement.

● **Evaluation**

The success of this activity will be indicated by the identification of alternate data to determine completion rates for the population groups where the data was suppressed in this study.

C.2

Coordinate basic skills support efforts with other programs and initiatives, including the Basic Skills Initiative, EOPS, TRIO, the English and Study Skills Center (ESSC), the Math Learning Center (MLC), the Reading Center, and the Student Success and Support Program.

● **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.2	Low-Income	
C.2	Individuals with Disabilities	
C.2	Black/African American	
C.2	Hispanic/Latino	
C.2	White	

● **Activity Implementation Plan**

Promote the College Success workshops and services available on campus. Collaborate with the Basic Skills Initiative committee to evaluate and provide intervention activities. Work with the ESSC to develop and present a workshop series for graduating high school seniors on completing the essay portion of the English assessment. Referrals to instructional specialists in the MLC, the Reading Center, and the ESSC. Supplemental instruction in summer math courses. Basic skills counselor presentations in classes to inform students about available services. Embedded counseling support. On Course training for staff so that instructors can incorporate these learning principles into their instructional methods and so that front line staff can provide interactions that enhance student responsibility and success.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Fall 2016 - Spring 2017	\$60,000.00	

● **Link to Goal**

Continued collaboration with the Basic Skills Initiative, other student services programs, and instruction will allow for the development of a comprehensive support effort to ensure successful completion and progression for students beginning in basic skills level courses. The On Course training for staff will provide staff with training and increase skills to incorporate principles and practices that will help students with achieving academic success, completion, and persistence.

● **Evaluation**

Each of the components that are provided by a specific program will be evaluated during that program’s Program Reflections and Program Review cycles.

C.3

Expand the Score+ Summer Bridge program.

● **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.3	Low Income	50 each summer

● Activity Implementation Plan

The Score+ program, first offered during Summer 2015, is a summer bridge program focused on mathematics with counseling and campus resource components. This program worked with a cohort of students who assessed into basic math (Math 351: Pre-Algebra) and met the criteria of EOPS support. The two week program met daily for with both a math learning session and a counseling support session, for a total of six hours each day. For the next year, the program will be expanded to offer two sessions, one for students who assessed into Math 351 and another for students who assessed into Math 261: Beginning Algebra. Each cohort will consist of 25 students.

Because many of the population groups were too small for us to make a determination as to whether or not they are experiencing a disproportionate impact, our efforts to support student success in basic skills math will not be limited to white students. We will continue to also target low-income students, individuals with disabilities and foster youth.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Summer	\$49,900.00	

● Link to Goal

The Score+ program eliminates barriers to student success in Mathematics by strengthening students’ skills and building their confidence. This skill development and improved confidence levels will increase completion rates in mathematics courses.

● Evaluation

Evaluation of the program includes a review of the number of students who complete the two-week bridge program and a review of the number of students who, after completion of SCORE+, successfully pass the challenge exam that would allow them to progress to the next level course in the MPC math sequence. Additionally, Score+ students are monitored during their first year at MPC to track their completion rates and academic progress.

C.4

Continue to provide support for English as a Second Language students.

● Type(s)

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or		Curriculum/Course	X	Direct Student Support

	other Categorical Program		Development or Adaptation		
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.4	Low-Income	

● **Activity Implementation Plan**

Further develop and expand the services that began last year and target English as a Second Language (ENSL) students:

- new and continuing student orientations, Schedule Building and Educational Planning workshops, and registration events that are specifically for ENSL students
- case management model to support ENSL students with a designated counselor for ENSL students, follow up support, and collaboration with ENSL faculty all providing intrusive support

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Summer 2016 - Summer 2019		Noncredit 3SP - \$102,150.00

● **Link to Goal**

English as a Second Language students will have a singular point of contact for all of their support needs and direct guidance on what they need to do in order to complete the English as a Second Language courses. This will increase their confidence and understanding of the process, thereby increasing their completion rates.

● **Evaluation**

Success in this activity will be evaluating using student enrollment, completion, retention, and progression rates through the English as a Second Language coursework. Data will be evaluated on an annual basis.

Success Indicator: Degree and Certificate Completion

The 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 as documented in the student educational plan developed with a counselor/advisor.

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The 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 as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of 5 (the denominator) that earned 30 or more degree-applicable units locally within two years.

Target Population(s)	# of first-time students in Fall 2013 with the goal of obtaining a cert or degree	The number of students out of 5 who earned 30+ degree-appl units by Sp 15.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average
ETHNICITY					
Amer Indian / Alaska Native	Suppressed	Suppressed	N/A	N/A	N/A
Asian	54	18	33%	23%	+10
Black or African American	39	10	26%	23%	+3
Hispanic or Latino	387	78	20%	23%	-3
Native Hawaiian/Pac Islander	11	Suppressed	N/A	N/A	N/A
White	299	76	25%	23%	+2
Some other race	32	Suppressed	N/A	N/A	N/A
More than one race	41	14	34%	23%	+11
All Students			*		
GENDER					
Males	462	106	23%	23%	0
Females	395	94	24%	23%	+1
Unknown	Suppressed	Suppressed	N/A	N/A	N/A
SPECIAL POPULATIONS					
Current or former foster youth	xx	xx	xx	xx	xx
Individuals with disabilities	11	Suppressed	N/A	N/A	N/A
Low-income students	433	133	31%	23%	+8
Veterans	43	Suppressed	N/A	N/A	N/A

Data sources and methodology:

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

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

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

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

Foster Youth: Data not available for Fall 2013 - Spring 2014

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

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in Fa 13 and named certificates and degrees as their matriculation goal	= Number of Students "Lost"
Largest Gap	Hispanic /Latino	3%	.03	x	387	= 12
Second Largest				x		=
Third Largest				x		=

The college evaluated two sets of data to query the degree and certificate completion rates of students. The first set, in the table above, uses data from the Scorecard, and shows completion outcomes for a 2008-2009 cohort of students who identified an educational goal to obtain a certificate or degree and have completed 30 or more degree applicable units. The second table below uses MIS referential data from the 2013-2014 baseline year and reviews the transfer rates for a population of students who have completed a minimum of 12 units that includes a transfer level math or English course.

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of 5 (the denominator) who earn a degree or certificate after one or more years.

Target Population(s)	# of students who complete a 12+ units and have attempted transfer level math or English.	The number of students out of 5 who earned a degree or certificate within 6 years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average
ETHNICITY					
Amer Indian / Alaska Native	Suppressed	Suppressed	N/A	N/A	N/A
Asian	57	16	28%	21%	+7
Filipino	31	Suppressed	N/A	N/A	N/A

Black or African American	53	10	19%	21%	-2
Hispanic or Latino	193	43	22%	21%	+1
Native Hawaiian/Pac Islander	22	Suppressed	N/A	N/A	N/A
White	328	66	20%	21%	-1
Some other race	79	14	18%	21%	-3
More than one race	N/A	N/A	N/A	N/A	N/A
All Students	766	159	*		
GENDER					
Males	376	70	19%	21%	-2
Females	390	89	23%	21%	+2
Unknown	N/A	N/A	N/A	N/A	N/A
SPECIAL POPULATIONS					
Current or former foster youth	xx	xx	N/A	N/A	N/A
Individuals with disabilities	68	Suppressed	N/A	N/A	N/A
Low-income students	452	105	23%	21%	+2
Veterans	xx	xx	N/A	N/A	N/A

Data sources and methodology:

Race/Ethnicity: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared

Gender: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared

Disability status: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared

Low-income: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared

Foster Youth: Data not collected for 2008-2009 cohort

Veteran status: Data not collected for 2008-2009 cohort

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal	Multi ply	# of students who complete a 12+ units and have attempted transfer level math or English.	Number of Students "Lost"
Largest Gap	Some Other Race	3%	.03	x	79	= 2
Second Largest						
Third Largest			.	x		=

Analysis:

Hispanic/Latino students are completing 30+ degree applicable units at a lower rate than the average. Students who identify as some other race are earning a degree or certificate at a lower rate than the average. Males and white students are also obtaining a degree or

certificate at a lower rate than average, however not at levels low enough to indicate a disproportionate impact.

For several of the populations queried in this metric, student numbers were low and the data were suppressed because the sample size was too small to make a determination as to whether or not there is an actual disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

- *Increase the degree and certificate completion rates for Hispanic/Latino students and students who identify as some other race.*
- *Continue to provide support and activities to populations who’s data were suppressed due to low numbers and who were identified in the 2014-2015 Student Equity Plan: Foster Youth, Veterans, and Individuals with Disabilities.*

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-4, 2014</i>	<i>No gap</i>	<i>2020</i>
Hispanic/Latino	-3, 2013-204	Reduce Gap by 2%	2019
Veterans	N/A		
Foster Youth	N/A		
Individuals with Disabilities	N/A		

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

Implement the Student Success and Support Program (3SP) activities: Orientation, Assessment, Counseling/Advising, and Follow-Up to At-Risk Students.

● **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.1	Hispanic/Latino	7
D.1	Veterans	
D.1	Foster Youth	
D.1	Individuals with Disabilities	

● **Activity Implementation Plan**

Continue to provide and promote new student Orientations, Schedule Building Workshops, Math/English/English as a Second Language Assessments, and Follow-Up Services to At-Risk Students. Evaluate each 3SP activity to identify the most effective methods of delivering services and support services to students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.1	2015-2019		SSSP/3SP - \$1,597,914.00

● **Link to Goal**

Students are more likely to succeed when they have a clear understanding of the pathways toward accomplishing their goals. With counseling/advising and follow-up services, students will be connected to additional support resources to help them to stay on track and successfully complete their programs.

● **Evaluation**

Data on students served through 3SP is evaluated annually. Evaluations of each component will be conducted at the end of each session and reviewed annually. Additionally, 3SP will participate in the College’s Student Services Program Review cycle that includes program reflections, action plans, and a program self-study evaluation.

D.2

Implement a degree audit program to assist students in identifying progress toward their programs of study.

● **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.2	Hispanic/Latino	7
D.2	Veterans	
D.2	Foster Youth	

D.2	Individuals with Disabilities	
-----	-------------------------------	--

● **Activity Implementation Plan**

The Dean of Student Services, the Dean of Instruction, and the Matriculation/Articulation Technician will identify a degree audit program to be implemented. This program will be web based to allow students access through their student portal and will allow students to monitor their progress toward certificate and/or degree completion. Students will be able to view all of their degree information, view only their remaining requirements, to view only their completed requirements. Additionally they will be able to run degree checks that apply to their current major or a potential major. The degree audit will clearly outline for students their remaining academic requirements.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Spring 2016-Spring 2019		

● **Link to Goal**

This will make it easier for students to monitor their progression toward identified goals and to clearly identify which courses they have completed toward the attainment of any certificate or degree program offered at the college. They will be able to more easily identify the courses they need to take to reach their goal and to the time remaining for them to reach their academic goals.

● **Evaluation**

The evaluation of this activity will be based upon completed implementation of the degree audit program.

D.3

Conduct more extensive study to determine if there are disproportionate impacts in the populations for whom data were suppressed.

● **Activity Type(s)**

	Outreach	X	Student Equity Coordination/ Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students
----	-----------------	---------------

		Affected
D.3	Veterans	
D.3	Foster Youth	
D.3	Individuals with Disabilities	

● **Activity Implementation Plan**

The Director for Student Success and Equity will work with the Director of Institutional Research to determine what other data sources can be used to evaluate the basic skills completion rates for students. If necessary, hire a Research Analyst to focus on Student Equity data.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	Spring 2016-Spring 2019	\$29,287.50	

● **Link to Goal**

Being able to conduct further queries into the completion rates will allow us to better understand student completion rates and to determine whether or not other populations are experiencing a disproportionate impact.

● **Evaluation**

The success if this activity will be based upon the identification of alternate data to determine completion rates for whom the data was suppressed in this study.

D.4

Develop a workshop series focused on the pathways to degree/certificate completion and a “How to Get Out/Move Forward.”

● **Activity Type(s)**

	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.4	Hispanic/Latino	7
D.4	Veterans	
D.4	Foster Youth	

D.4	Individuals with Disabilities	
-----	-------------------------------	--

● **Activity Implementation Plan**

Develop a workshop for students explaining the requirements and process for completing a degree, petitioning for graduation, and transferring to a four year college/university.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.4	Spring 2015		The funds mentioned in Activity B.2: Student Success Workshops will be the same pool of funding used to conduct these workshops.

● **Link to Goal**

This workshop will inform students about the requirements for completing a program of study at the college and introduce to them the options for continuing their education.

● **Evaluation**

Evaluations will be conducted at the end of each workshop to determine students' impressions of the material presented. Additionally, there will be a review of degree/certificate completion data to determine whether or not there have been any increases in completion rates amongst students who are participating in the workshop series.

D.5

Continue equity efforts detailed in the 2014-2015 plan to increase/maintain completion rates of students who are veterans.

● **Activity Type(s)**

	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.5	Veterans	

● **Activity Implementation Plan**

Assign regular counseling services to be housed in the Veterans Center. Increase training for all members of the campus community that includes workshops on Crisis Intervention, Suicide Prevention, and Mental Health and Wellness training for faculty, staff, and students. Provide professional development workshops for Faculty and staff on working with veterans. Develop a Veterans on Campus Peer Program. Develop a Monthly Veterans Support Group. Implement a Boots to Books Program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.5	Fall 2015- Spring 2016		

● **Link to Goal**

Increase outreach and information to veterans to provide one stop support services to them that will provide the additional support resources necessary to help them remain in school.

● **Evaluation**

Data on veteran students' completion rates will be evaluated annually. Additionally, we will review whether there have been increases in veteran student participation in activities on campus and surveys of veterans on their impression about services being offered.

D.6

Continue equity efforts detailed in the 2014-2015 plan to increase/maintain completion rates of students who are former Foster Youth.

● **Activity Type(s)**

X	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.6	Foster Youth	

● **Activity Implementation Plan**

Increase counseling services in EOPS.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.6	Fall 2015- Spring 2016		

● **Link to Goal**

The EOPS Coordinator is the liaison for Foster Youth on the Monterey Peninsula College campus. Most, if not all, foster youth are eligible for EOPS services. Increased counseling support in EOPS will provide greater opportunity for foster youth to meet with counselors who can answer their questions and guide them through the process of completing their educations and moving forward with their goals.

● **Evaluation**

These efforts will be evaluated as part of the EOPS program’s annual Program Reflections and Program Review efforts. Additionally, the completion rates of foster youth will be reviewed and analyzed each fall by the Director of Instructional Research and the Director of Student Success and Equity.

D.7

Continue equity efforts detailed in the 2014-2015 plan to increase/maintain completion rates of individuals with disabilities.

● **Activity Type(s)**

	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.7	Individuals with Disabilities	

● **Activity Implementation Plan**

Increase counseling services in the Access Resource Center (ARC). Enhance proactive counseling methods. Continue with regular drop-in counseling hours and monitoring for early alert and student progress.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.7	Fall 2015- Spring 2016		

- **Link to Goal**

Increased and enhanced counseling support in ARC will provide greater opportunity for individuals with disabilities to meet with counselors who can answer their questions and guide them through the process of completing their educations and moving forward with their goals.

- **Evaluation**

These efforts will be evaluated as part of the EOPS program’s annual Program Reflections and Program Review efforts. Additionally, the completion rates of foster youth will be reviewed and analyzed each fall by the Director of Instructional Research and the Director of Student Success and Equity.

Transfer

The 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.

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The 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. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ⑤ (the denominator) who actually transfer or achieve transfer prepared status after one or more years.

Target Population(s)	# of students who complete a 12+ units and have attempted transfer level math or English.	The number of students out of ⑤ who actually transfer or become transfer prepared within 6 years.	Transfer/Transfer prepared rate	Total (all student average) transfer rate	Comparison to the all student average
ETHNICITY					
American Indian / Alaska Native	Suppressed	Suppressed	N/A	N/A	N/A
Asian	57	38	66%	44%	+22
Filipino	31	13	42%	44%	-2
Black or African American	53	18	34%	44%	-10
Hispanic or Latino	193	88	46%	44%	+2
Native Hawaiian/Pacific Islander	22	Suppressed	N/A	N/A	N/A
White	328	144	44%	44%	0
Some other race	79	28	35%	44%	-9
More than one race	xx	xx	N/A	N/A	N/A
All Students			*		
GENDER					
Males	376	160	43%	44%	-1
Females	390	175	45%	44%	+1
Unknown	Suppressed	Suppressed	N/A	N/A	N/A
SPECIAL POPULATIONS					
Current or former foster youth	xx	xx	N/A	N/A	N/A
Individuals with disabilities	68	21	31%	44%	-13
Low-income students	452	179	40%	44%	-4
Veterans	xx	xx	N/A	N/A	N/A

Data sources and methodology:

Race/Ethnicity: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared

Gender: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared

Disability status: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared

Low-income: MIS Referential files for 2015 Scorecard, 2008-2009 cohort, outcomes = Xfer or Xfer Prepared

Foster Youth: Data not collected for 2008-2009 cohort

Veteran status: Data not collected for 2008-2009 cohort

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal	Multi ply	# of students who complete a 12+ units and have attempted transfer level math or English.	= Number of Students "Lost"
Largest Gap	Individual with Disabilities	13%	<u>.13</u>	x	68	= 9
Second Largest	African American	10%	.10	x	53	= 5
Third Largest	Some other race	9%	<u>.09</u>	x	79	= 7

Analysis:

Individuals with disabilities, African American, students who identify as some other race, and low-income students are all transferring at rates lower than the average. There is also a gap for Filipino students that is not sufficient in size to indicate a disproportionate impact.

For several of the populations queried in this metric, student numbers were low and the data were suppressed because the sample size was too small to make a determination as to whether or not there is an actual disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

- *Increase the transfer rate for individuals with disabilities, African American, some other race, and low income students by 2% each.*
- *Continue to provide activities to increase the transfer rate for students for whom the data were suppressed or non-existent.*

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-4, 2014</i>	<i>No gap</i>	<i>2020</i>
Individuals w/ Disabilities	-13, 2008-2009	Decrease gap 2%	2019
Black/African American	-10, 2008-2009	Decrease gap 2%	2019
Some Other Race	-9, 2008-2009	Decrease gap 2%	2019
Low-Income	-4, 2008-2009	Decrease gap 2%	2019

ACTIVITIES: E. TRANSFER

E.1

Promote the Career/Transfer Resource Center.

● **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.1	Individuals w/ Disabilities	2
E.1	Black/African American	1
E.1	Some Other Race	1
E.1	Low-Income	11

● **Activity Implementation Plan**

Make presentations in Ethnic Studies classes and at the Black Student Union club meetings. Provide student transfer announcements in the student portal. Increase the number and

variety of college representatives and their visits to the CTRC. Develop college application workshops. Implement virtual transfer advising. Expand visits to and from local colleges and universities. Increase CTRC workshop offerings. Greater marketing of CTRC services. Provide CTRC notices through the student portal. Increase ARC counseling and services to assist students with transferring.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015 - Spring 2016		

● **Link to Goal**

Promotion of the Career/Transfer Center and its services will promote access to higher education and degree attainment. This will help to facilitate the successful transfer of students and provides a centralized source for all information and communication related to college transfers. Students will also be able to meet with representatives from visiting four year campuses to learn more about the options available at those colleges/universities and information on the pathway for transferring.

● **Evaluation**

The Career/Transfer Resource Center (CTRC) and its services are evaluated through the College’s Student Services Program Review cycle that includes annual program reflections and action plans, and an extensive program self-study evaluation every six years.

E.2

Explore the possibility of conducting a transfer oriented summer bridge program.

● **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.2	Individuals w/ Disabilities	2
E.2	Black/African American	1
E.2	Some Other Race	1
E.2	Low-Income	11

● **Activity Implementation Plan**

The Director of Student Success and Equity will collaborate with the Director of Institutional Research, the Career/Transfer Center (CTRC) Coordinator, the Chair of the Counseling Department, and the Coordinators of EOPS and TRIO/SSS to evaluate the feasibility of conducting a transfer oriented Summer Bridge Program. If implemented, this program would provide students with information regarding the transfer process, the general education requirements for the CSU and the UC systems, campus resources available to students who wish to transfer. Students would work with a counselor and the CTRC coordinator to develop a timeline and plan to accomplish their transfer goals.

	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Summer 2016		

● **Link to Goal**

Students will have a connection to the campus and to other students that will increase individual odds of success. Additionally students will develop and become part of a community that will support them throughout their time at the College. This will help facilitate students’ transition to college life and improve their performance, completion, and persistence rates.

● **Evaluation**

Annual course completion data for summer bridge participants will be evaluated and compared to the general averages. Additionally, we will conduct a web based survey to assess student experiences, participation, and satisfaction.

E.3

Continue equity efforts detailed in the 2014-2015 plan to increase/maintain the transfer rate for Veteran students.

● **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected

E.3	Veterans	
-----	----------	--

● **Activity Implementation Plan**

Develop pathways for the transition of veterans to transfer institutions. Crisis intervention training: “Warning signs of students in crisis”, suicide prevention and mental health and wellness training for faculty, staff, and students. Training for staff and faculty on working with veterans. Develop a veterans campus peer program. Begin a monthly veterans support group. Continue with the Boots to Books program. Put resources and visits from other agencies that support veterans in the veterans center.

	Timeline(s)	Student Equity Funds	Other Funds**
E.3			

● **Link to Goal**

Increased information and support to students in order to keep them informed about and connected to transfer information and available resources.

● **Evaluation**

Data on veteran students’ transfer rates will be evaluated annually. Additionally, we can review whether there have been increases in veteran student participation in activities on campus and surveys of veterans on their impression about services being offered.

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

Promote the Personal Development (PERS) 50: Making College Count course.

● **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

● **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.1	All populations where there is a gap	

● **Activity Implementation Plan**

Increase promotion and marketing of the PERS 50 course. Flyers and promotion of the PERS 50 course on the MPC website. Counselors and other staff will also share information about the course with students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Fall 2015 – Spring 2016		

● **Link to Goal**

Student Success courses have been shown to improve completion and graduation rates. The PERS 50 course covers skills and techniques to assist students in evaluating their personal learning styles and identification of their values and goals; developing their time management, stress management, and successful study skills; increasing their assertiveness; and to support them to make successful use of campus resources and services.

● **Evaluation**

Evaluation of this activity will include data review of the number of students enrolling and completing the PERS 50 course combined with an analysis of their course completion, basic skills completion (where applicable), degree/certificate completion, and transfer rates. Increases in completion rates for students who complete the PERS 50 course will indicate success with this activity. Additionally, a review of the PERS 50 course evaluations to determine whether or not students who have completed this course feel that it has been of benefit to them.

F.2

Increase counseling support in programs that serve low-income, foster youth, veterans, and individuals with disabilities.

● **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

● **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.2	Low-Income	
F.2	Foster Youth	

F.2	Veterans	
F.2	Individuals with Disabilities	

● **Activity Implementation Plan**

Hire adjunct counselors to increase counseling availability in EOPS, ARC, TRIO, and in the Veterans Center. This will include an additional counselor in EOPS to provide counseling services for students who are foster youth.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Spring 2016- Spring 2019	\$200,000.00	

● **Link to Goal**

Increase counseling support will ensure that students are able to meet with counselors to develop their education plans and to ensure that they receive the support needed to stay on track for completing their academic goals.

● **Evaluation**

Each student services program participates in the campus wide Program Review process and these positions and services will be evaluated as part of that process. Adjunct counselors will participate in the standard counselor review process and will be evaluated once every three years.

F.3

Provide Academic Success Tool Kits

● **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

● **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.3	Low-Income	
F.3	Foster Youth	
F.3	Individuals with disabilities	

● **Activity Implementation Plan**

Academic Success Took Kits would be provided at the start of the semester to students participating in the EOPS/CARE, TRIO/SSS, and ARC programs. These kits would include: USB drives, a 3-ring binder, binder paper, highlighters, a pen, a pencil, and eraser, a set of 5-subject dividers, and academic planner, copies of the MPC Catalog and Class Schedule, and Post-It notes.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	Spring 2016- Spring 2019	\$9075.00	

● **Link to Goal**

Academic Success Took Kits would increase retention and fortify transfer and completion rates by ensuring that students begin the semester with the basic supplies that are essential for their success.

● **Evaluation**

F.4

Examine the feasibility of establishing a Welcome Center.

● **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

● **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or	X	Direct Student Support

		Adaptation	
	Research and Evaluation	Professional Development	

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.4	All population groups with a gap	

● **Activity Implementation Plan**

Discussions with several areas of campus to determine what facilities and equipment are currently available, what would be the function of and services available in the Welcome Center, and to identify the design of the space. These discussions would also need to include looking at a timeline for the development of the Welcome Center and the campus wide approvals that would be necessary for the creation of the Center.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Spring 2016- Spring 2019		

● **Link to Goal**

The Welcome Center would provide a dedicated space to assist incoming and current students with navigating the college’s infrastructure and to increase their sense of belonging at the College. Additionally, the Welcome Center would allow for a computerized Assessment Center, classroom space for conducting the Student Success Workshop Series and professional development trainings for staff and faculty, and a general computer lab space.

● **Evaluation**

The Welcome Center and it’s services would be evaluated as part of the College’s standard Program Review process.

F.5

Implement a Summer Bridge Program

• **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

X	Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
F.5	Hispanic/Latino	7
F.5	Veterans	
F.5	Foster Youth	
F.5	Individuals with Disabilities	

• **Activity Implementation Plan**

Students will receive academic and personal success support over the summer program. Topics will include developing of a greater self-awareness as student scholars, understanding the college attendance process and university level course expectations. The cohort group focus is yet to be determined, however, coursework will most likely center on writing and general college success and study skills.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.5	Fall 2015- Spring 2016	\$49,900.00	

• **Link to Goal**

Students will feel a connection to the campus and to other students that will smooth their transition to MPC and serve to increase their individual odds of success. Additionally students will develop and become part of an community that will support them throughout their time at the College. This will help facilitate students' transition to college life and improve their performance, completion, and persistence rates.

- ***Evaluation***

Annual course completion data for summer bridge participants will be evaluated and compared to the general averages. Additionally, we will conduct an annual web based survey to assess student experiences, participation, and satisfaction.

Summary Budget

SUMMARY BUDGET

The budget of \$722,613.00 in Student Equity Funds outlined in this section includes costs that are allowable, reasonable and necessary for carrying out the program goals and objectives and is in compliance the mandates set forth in the Student Equity Plan. The budget’s main expense is personnel supporting orientation, assessment, counseling/advising/other educational planning, follow-up services, and coordination. Instructional support and student support activities are also included in the Student Equity plan to enhance services in categorical programs that directly support English as Second Language students, low-income student, individuals with disabilities, foster youth, and veterans. The budget includes key full-time staff assigned to support the various program services and activities as well as part-time staff to enhance instructional support and student development. The budget adequately supports student success by offering comprehensive instructional and educational enrichment services to assist the Student Equity Plan goals and objectives. All tasks are accomplished through careful use of project and college staff, coordinated facility use, and cost-effective budget planning.

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

- Student Equity,
- Student Success and Support Program (3SP),
- EOPS,
- TRIO,
- Basic Skills Initiative,
- Access Resource Center, and
- CalWORKs.

2015-2016 Student Equity Proposed Budget

Category	Allocation
Outreach	\$ 27,699
Other Student Services & Categoricals	\$ 200,000
Research and Evaluation	\$ 58,575
Student Equity Coordination and Planning	\$ 42,000
Curriculum/Course Development and Adaptation	\$ 80,000

Professional Development	\$ 29,000
Instructional Support	\$ 148,560
Direct Student Support	\$ 136,780
Total	\$722,613

2015-16 Student Equity Plan Summary Budget										
for fiscal year July 1, 2015 - June 30, 2016						District:	Monterey Peninsula Community C			
						College:	Monterey Peninsula College			

Multi-college districts that use any portion of the Student Equity allocation to conduct equity-related activities at the district level must incorporate a description of those activities into at least one of their colleges' plan narrative, and also include related expenditures in that college's Summary Budget spreadsheet.

Attach the completed Summary Budget to the Student Equity Plan narrative. Email a copy of the entire plan (narrative and budget spreadsheet) and send two printed copies of the entire plan (one with original signatures) by mail, postmarked no later than Monday, November 23, 2015.

Email to:
studentequity@cccco.edu

Mail to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4400
Sacramento, CA 95811-6539

For technical questions related to adding lines to the spreadsheet or other format or entry questions, contact: Barbara Kwoka at bkwoka@cccco.edu




For questions related to allowable expenditures, contact: Debra Sheldon - dsheldon@cccco.edu

This workbook contains 3 protected spreadsheets in the following order:

1	Do First				3	Part II: Planned Student Equity Expenditures			
2	Part I: Student Equity Funding								

Basic instructions:
You may enter data in spreadsheets 2-3. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II, you can unlock the spreadsheet by entering the **password budget1516**, and add additional rows. **However, care must be taken to insert rows in a way to ensure that the formulas in the totals and subtotals are correct and intact.** Please contact Barbara Kwoka at bkwoka@cccco.edu with any questions about the spreadsheet format.

-  Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
-  Blue colored cells indicate a pre-populated cell and cannot be modified.
-  Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided. You do not need to include this instruction page with the plan.

2015-16 Student Equity Plan Summary Budget														
Monterey Peninsula Community College														
Monterey Peninsula College														
Part I: Student Equity Funding														
		<i>Enter whole numbers only</i>												
Total 2015-16 College Student Equity Allocation		\$		722,613										
If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level														
Part II: 2015-16 Planned Student Equity Expenditures		\$		722,613										
Balance 2015-16 College Student Equity Allocation		\$		-										
2014-15 Student Equity Plan Summary Budget.														
Part I: Funding														
Specific Entry Instructions														
This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.														
cell:														
F9	Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCC only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.													
F12	Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.													
F14	This cell will populate once the Part II Planned SE Expenditures section has been completed.													
F17	This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.													
0	If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.													
+	If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.													
-	If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. The Summary Budget cannot be submitted if balance is negative.													

2015-16 Student Equity Plan Summary Budget
Monterey Peninsula Community College
Monterey Peninsula College

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Category, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
1000	Academic Salaries: Position Title(s)	# of Hours										
	Counselor - Adjunct (EOPS)	400	\$ -	\$ 21,696	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	21,696	
	Counselor - Adjunct (TRIO)	800.00	\$ -	\$ 43,392	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	43,392	
	Counselor - Adjunct (Veterans)	800.00	\$ -	\$ 43,392	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	43,392	
	Counselor - Adjunct (EOPS - Foster Youth)	400.00	\$ -	\$ 21,696	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	21,696	
	Counselor - Adjunct (ARC)	800.00	\$ -	\$ 43,392	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	43,392	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ 173,568	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 173,568	
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Research Analyst	2,072.00		\$ -	\$ -	\$ 46,860	\$ -	\$ -	\$ -	\$ -	\$ -	46,860
	Instructional Specialist	400.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,848	\$ -	34,848
	Categorical Services Coordinator	2,072.00		\$ 7,426	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 22,277	29,702
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 7,426	\$ -	\$ 46,860	\$ -	\$ -	\$ -	\$ 34,848	\$ 22,277	\$ 111,410	

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Research Analyst		\$ -	\$ -	\$ 11,715	\$ -	\$ -	\$ -	\$ -	\$ -	11,715
	Instructional Specialist		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,712	\$ -	8,712
	Counselor - Adjunct (EOPS)		\$ -	\$ 3,304	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	3,304
	Counselor - Adjunct (TRIO)		\$ -	\$ 6,608	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	6,608
	Counselor - Adjunct (Veterans)		\$ -	\$ 6,608	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	6,608
	Counselor - Adjunct (Foster Youth)		\$ -	\$ 3,304	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	3,304
	Counselor - Adjunct (ARC)		\$ -	\$ 6,608	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	6,608
	Categorical Services Coordinator		\$ 6,595	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,781	26,376
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
	Subtotal		\$ 6,595	\$ 26,432	\$ 11,715	\$ -	\$ -	\$ -	\$ 8,712	\$ 19,781	\$ 73,235
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Text Books - Lending Libraries		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,647	35,647
	Academic Success Tool Kits		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,075	9,075
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 44,722	\$ -	\$ 44,722
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	First Year Experience Program		\$ 1,878	\$ -	\$ -	\$ 22,000	\$ 40,000	\$ 16,000	\$ 40,000	\$ 30,000	149,878
	SCORE+ Summer Bridge		\$ 900	\$ -	\$ -	\$ 10,000	\$ 20,000	\$ 4,000	\$ 5,000	\$ 10,000	49,900
	Summer Bridge Program		\$ 900	\$ -	\$ -	\$ 10,000	\$ 20,000	\$ 4,000	\$ 5,000	\$ 10,000	49,900
	On Course Training		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	5,000
	"Join the Pack" Welcome/Preview Day		\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,000
	English Essay Workshops for HS Seniors		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	5,000
	Supplemental Instruction		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ -	50,000
	Subtotal		\$ 13,678	\$ -	\$ -	\$ 42,000	\$ 80,000	\$ 29,000	\$ 105,000	\$ 50,000	\$ 319,678
6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-

		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo										
	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total	
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total		\$ 27,699	\$ 200,000	\$ 58,575	\$ 42,000	\$ 80,000	\$ 29,000	\$ 148,560	\$ 136,780	\$ 722,613	

**Student Equity Plan 2015-16 Budget
Part II: Planned SE Expenditures
Other Instructions**

A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Eligible expenditures:

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Summary Evaluation

SUMMARY 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.