2019-22 Student Equity Plan
(For Planning Purposes Only)

1. In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal (See Appendix for More Detail)
Access: Successful Enrollment	10,794	11,333 (+4.99%)	• Increase Availability of Academic Support Resources and Opportunities for Students • Increase Access to and Availability of Student Support Services and Resources • Foster a Welcoming Environment that Increases Engagement and Sense of Belonging • Increase Follow Up Support • Conduct Additional Research • Increase "Non-Academic" and Basic Needs Support Resources • Curriculum Development • Implement Guided Pathways • Revamp Outreach and Orientation • Enhance the Ambassador Program to Include Peer Mentoring/Coaching

Retention: Fall to Spring	5,226	5,280 (+1.03%)	• Enhance Professional Development Opportunities • Increase Availability of Academic Support Resources and Opportunities for Students • Increase Access to and Availability of Student Support Services and Resources • Foster a Welcoming Environment that Increases Engagement and Sense of Belonging • Increase Follow Up Support • Conduct Additional Research • Increase "Non-Academic" and Basic Needs Support Resources • Curriculum Development • Implement Guided Pathways • Enhance the Ambassador Program to Include Peer Mentoring/Coaching
Transfer to a four-year institution	796	1,075 (+35.05%)	• Enhance Professional Development Opportunities • Increase Availability of Academic Support Resources and Opportunities for Students • Increase Access to and Availability of Student Support Services and Resources • Foster a Welcoming Environment that Increases Engagement and Sense of Belonging • Increase Follow Up Support • Conduct Additional Research • Increase "Non-Academic" and Basic Needs Support Resources • Curriculum Development • Implement Guided Pathways • Foster a Culture of Transfer • Enhance the Ambassador Program to Include Peer Mentoring/Coaching

Completion of transfer level math and English Within the District in the First Year	91	165 (+81.32%)	• Increase Availability of Academic Support Resources and Opportunities for Students • Increase Access to and Availability of Student Support Services and Resources • Foster a Welcoming Environment that Increases Engagement and Sense of Belonging • Increase Follow Up Support • Conduct Additional Research • Increase "Non-Academic" and Basic Needs Support Resources • Curriculum Development • Implement Guided Pathways • Enhance the Ambassador Program to Include Peer Mentoring/Coaching
Attained the Vision Goal Completion Definition - Earned credit certificate over 18 units, associate degree, CCC bachelor's degree	639	767 (+20.03%)	• Enhance Professional Development Opportunities • Increase Availability of Academic Support Resources and Opportunities for Students • Increase Access to and Availability of Student Support Services and Resources • Foster a Welcoming Environment that Increases Engagement and Sense of Belonging • Increase Follow Up Support • Conduct Additional Research • Increase "Non-Academic" and Basic Needs Support Resources • Curriculum Development • Implement Guided Pathways • Enhance the Ambassador Program to Include Peer Mentoring/Coaching

2. *In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.*

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal (See Appendix for More Detail)
Access: Successful Enrollment	• American Indian or Alaska Native, female - 50 • Black or African American, female – 243 • Disabled, female - 197 • LGBT, female - 267 • LGBT, male –144 • Some other race, female – 44	• American Indian or Alaska Native, female – 68 (+36%) • Black or African American, female – 307 (+26.34%) • Disabled, female –229 (+16.24%) • LGBT, female – 307 (+14.98%) • LBT, male – 178 (+23.61%) • Some other race, female – 63 (+43.18%) • White, female – 2,228	• Increase Availability of Academic Support Resources and Opportunities for Students • Increase Access to and Availability of Student Support Services and Resources • Foster a Welcoming Environment that Increases Engagement and Sense of Belonging • Conduct Additional Research • Increase "Non-Academic" and Basic Needs Support Resources • Curriculum Development • Implement Guided Pathways

Retention: Fall to Spring	• Filipino, male – 57 • Foster Youth, female – 34 • Veteran, male - 230	• Filipino, male – 69 (+21.05%) • Foster Youth, female – 45 (+32.35%) • Veteran, male – 261 (+13.48%)	• Enhance Professional Development Opportunities • Increase Availability of Academic Support Resources and Opportunities for Students • Increase Access to and Availability of Student Support Services and Resources • Foster a Welcoming Environment that Increases Engagement and Sense of Belonging • Increase Follow Up Support • Conduct Additional Research • Increase "Non-Academic" and Basic Needs Support Resources • Curriculum Development • Implement Guided Pathways • Revamp Outreach and Orientation
Transfer to a four-year institution	• Filipino, female - 10 • Some other race, female – 11 • Native Hawaiian or other Pacific Islander, female – 1 • Veteran, male - 31 • LGBT, male – 4 • Foster Youth, male – 3 • Some other race, male – 12 • Native Hawaiian or other Pacific Islander, male - 2 • American Indian or Alaska Native, male - 0	• Filipino, female – 13 (+30%) • Some other race, female – 14 (+27.27%) • Native Hawaiian or other Pacific Islander, female – 2 (+100%) • Veteran, male - 40 (+29.03%) • LGBT, male – 5 (+25%) • Foster Youth, male – 4 (+300%) • Some other race, male – 27 (+125%) • Native Hawaiian or other Pacific Islander, male – 3 (+50%) • American Indian or Alaska Native, male – 1 (+0%)	• Enhance Professional Development Opportunities • Increase Availability of Academic Support Resources and Opportunities for Students • Increase Access to and Availability of Student Support Services and Resources • Foster a Welcoming Environment that Increases Engagement and Sense of Belonging • Conduct Additional Research • Increase "Non-Academic" and Basic Needs Support Resources • Curriculum Development • Implement Guided Pathways • Foster a Culture of Transfer

Completion of transfer level math and English Within the District in the First Year	• Black or African American, male – 1 • Disabled, male – 0 • Foster Youth, female – 0 • Hispanic or Latino, male – 16 • More than one race female – 1 • More than one race male – 0 • Some other race, female - 0	• Black or African American, male – 3 (+200%) • Disabled, male – 3 (+200%) • Foster Youth, female – 1 (+0%) • Hispanic or Latino, male – 25 (+56.25%) • More than one race female – 3 (+200%) • More than one race male – 3 (+200%) • Some other race, female – 1 (+0%)	• Enhance Professional Development Opportunities • Increase Availability of Academic Support Resources and Opportunities for Students • Increase Access to and Availability of Student Support Services and Resources • Foster a Welcoming Environment that Increases Engagement and Sense of Belonging • Increase Follow Up Support • Conduct Additional Research • Increase "Non-Academic" and Basic Needs Support Resources • Curriculum Development • Implement Guided Pathways
Attained the Vision Goal Completion Definition - Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree	• American Indian or Alaska Native, female - 0 • Foster Youth, male – 1 • LGBT, female - 7 • LGBT, male – 3 • Some other race, female – 9 • Some other race, male – 5 • Veteran, male – 22 • White, male - 89	• American Indian or Alaska Native, female – 1 (+0%) • Foster Youth, male – 4 (+300%) • LGBT, female – 10 (+42.86%) • LGBT, male – 5 (+66.67%) • Some other race, female – 21 (+133.33%) • Some other race, male – 29 (+480%) • Veteran, male – 36 (+63.64%) • White, male – 132 (+48.31%)	• Enhance Professional Development Opportunities • Increase Availability of Academic Support Resources and Opportunities for Students • Foster a Welcoming Environment that Increases Engagement and Sense of Belonging • Increase Follow Up Support • Conduct Additional Research • Increase "Non-Academic" and Basic Needs Support Resources • Curriculum Development • Implement Guided Pathways

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

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

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

The overall coordination of the Student Equity Plan will be facilitated by the Student Success Committee, a college-wide operational committee provides leadership for the planning, implementation, and evaluation of the College's student success efforts. Membership of this committee is composed of the Academic Senate Representative At-Large; Access Resource Center Coordinator; Classified Representative; Counseling Department Chair; Dean of Instruction - Liberal Arts; Dean of Instruction - STEM, Dean of Student Services; Dean of Planning, Research, and Institutional Effectiveness; Director of Admissions and Records; Director of Information Systems; Director of Institutional Research; Director of Student Financial Services; Director of Student Success and Equity; English as a Second Language Department Representative; English Department Representative; EOPS Coordinator, Foster Youth Liaison; Institutional Research Representative; Math Department Representative; Student Activities Coordinator; two Student Representatives; TRIO SSS Coordinator; and Veterans Resource Center Representative. The College is committed to collaborative efforts and this group ensures that partnering between existing programs (Veterans Resource Center, Catalyst Grant efforts, EOPS/CARE/CalWORKS, Title V-HSI, STEM, Academic Senate, Academic Affairs, Student Activities, and Guided Pathways occurs. Through the efforts of a Guided Pathways work group on integrated planning, the Planning, Research, and Institutional Effectiveness Committee, and it's participatory governance process, the College regularly engages in ongoing dialogue focused on ensuring student success and continuous improvement of student learning. The Director of Student Success and Equity is one of several members present on these committees that ensures alignment of campus wide efforts with the goals and activities in the Student Equity Plan.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

    https://www.mpc.edu/home/showdocument?id=35031

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

    Point of Contact:
    Name   LaKisha Bradley
    Title   Director of Student Success & Equity
    Email Address lbradley@mpc.edu
    Phone   (831) 646-4261

    Alternate Point of Contact:
    Name   Laurence E. Walker
    Title   Vice-President of Student Services
    Email Address lwalker@mpc.edu
    Phone   (831) 646-4290

Approval and Signature Page

College:_____   District:_____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

David Martin   dmartin@mpc.edu
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Chancellor/President   Date   Email Address

David Martin   dmartin@mpc.edu
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Chief Business Officer   Date   Email Address

Jon Knolle   jknolle@mpc.edu
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Chief Instructional Officer   Date   Email Address

Laurence E. Walker   lwalker@mpc.edu
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Chief Student Services Officer   Date   Email Address

Adria Gerard   agerard@mpc.edu
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President, Academic Senate   Date   Email Address

APPENDIX: ACTIVITY DETAILS

- **Increase Availability of Academic Support Resources and Opportunities for Students**
  - Increase STEM Cel tutorial hours.
  - Enhance tutorial options, including embedded tutoring, online tutoring, and increased hours and support in existing labs.
  - Increase access to and materials in lending libraries across campuses.
  - Develop OER support to assist faculty in identifying open educational resources that meet students' needs, including workshops and training resources.
  - Increase and promote internship opportunities.
  - Enhance Student Success Workshop Series for in-person and online sessions.
- **Increase Access to and Availability of Student Support Services and Resources**
  - Relocate the Career Transfer Resource Center to a centralized location.
  - Create a one-stop center for resources and support on the Monterey campus.
  - Expand available student support services hours to include evenings.
  - Use technology to improve communication with students to notify them about resources and nudge them toward actions to increase their success.
  - Provide targeted communications to students that direct them to their next steps.
  - Increase available Counseling and advising support.
  - Continue to provide existing support for foster youth and identify additional resources.
  - Assess and evaluate services available to students at the Marina Education Center, the Public Safety Training Center, and online to ensure they're commensurate with available services on the Monterey campus.
- **Foster a Welcoming Environment that Increases Engagement and Sense of Belonging**
  - Implement an Umoja Program and activities.
  - Support and enhance existing learning communities - Ready, Set, Transfer Program; Veterans Resource Center; Undocumented Students.
  - Create a Multicultural Culture and Community Center to create a sense of unity and understanding.
  - Increase campus programs and activities tied to identity/affinity groups.
  - Showcase DI students' educational achievements.
  - Develop ally training programs and workshops for Undocumented, LGBTQIA+, and Veteran communities.
  - Create a campus wide Safe Spaces training program.
  - Collaborate with the Human Resources Office and the Equal Employment Opportunity Advisory Committee to identify and institutionalize equitable hiring practices.
  - Develop leadership retreats for students that focus on inclusiveness for people of color, people with disabilities, Veterans, and LGBTQIA+ communities.
- **Increase Follow Up Support**
  - Provide targeted support to DI student groups.

- o   Increase collaboration between campus programs to develop academic support strategies and activities.
- o   Increase counseling support and access to academic advising.
- o   Provide directed in-reach to DI students nearing completion to keep them on their paths.
- o   Provide evidenced based key interventions that keep students directed, focused, and engaged.
- o   Enhance the college's Early Alert System.
- o   Complete the Degree Audit implementation.
- o   Create Success Team partnerships between Categorical Services Coordinators and Counselors to provide a case management approach to targeted population groups.
- o   Increase Categorical Services Coordinator staff (student support coordinators).

- **Conduct Additional Research**
  - o   Conduct research and data analysis to identify the barriers to student success and the root causes of the barriers.
  - o   Identify best practices to support DI groups.
  - o   Assess the degree of "Welcoming and Belonging" at the college.
  - o   Assess Student Needs.
  - o   Create Inquiry Teams to research, identify, and recommend how to better meet student needs.
  - o   Comprehensive Assessment of Student Support Services.
  - o   Assess the college's Learning Support Services and recommend enhancements.
  - o   Review the college's communication and marketing materials to ensure they target DI populations.
  - o   Evaluate the impact of AB705 placement on our DI groups.
- Increase "Non-Academic" and Basic Needs Support Resources
  - o   Assist students with food, housing, transportation, and child care.
  - o   Identify resources to decrease transportation costs for students, such as implementing a public transit free fare zone.
  - o   Increase Student Health Services resources, with a particular emphasis on mental health and counseling support.
  - o   Provide access to technology (Ex.laptop/chromebook lending, wi-fi hot spot lending, SmartPens, calculators, etc).
  - o   Provide Academic Success Kits with general school supplies.
- Curriculum Development
  - o   Provide training and opportunities for faculty to develop support courses and curriculum to increase student success as a result of AB705 implementation.
  - o   Increase the number and variety of diversity related course offerings.
  - o   Partner with service area high schools to align curriculum.
  - o   Provide training opportunities and support for faculty to develop equity minded and culturally inclusive curriculum.
  - o   Provide training and opportunities for faculty to examine and develop contextualized learning curriculum.
  - o   Enhance Distance Education support systems.
  - o   Develop an Equity Centered Rubric for courses.

- Implement Guided Pathways
  - Continue planning and implementation of guided pathways.
- Foster a Culture of Transfer
  - Relocate the Career/Transfer Resource Center to a central location.
  - Augment CTRC services and activities.
  - Develop a Transfer Academy.
  - Support students' major and career exploration.
  - Increase outreach to students.
  - Foster proactive retention efforts.
  - Continue college tours for all students and add opportunities focused on DI groups.
  - Increase articulation agreements and connections to transfer colleges and universities.
- Revamp Outreach and Orientation
  - Assess, review, and revise the onboarding process, making sure that it is student informed and modeled in the Guided Pathways framework.
  - Develop a targeted orientation with just in time guidance.
  - Develop outreach programming and materials targeted toward DI population groups that clearly guide them through the enrollment process.
  - Continue to offer Join the Pack! Day to graduating high school seniors and the Marina Center Registration Kick-Off to the general community to provide counseling and support for their transition to the college.
  - Expand Dual Enrollment and Adult School offerings and partnerships to facilitate and encourage access and enrollment.
  - Promote and expand the California Promise Scholarship.
  - Provide targeted outreach support in community organizations and centers.
- Enhance the Ambassador Program to Include Peer Mentoring/Coaching
  - Increase the number of ambassadors.
  - Provide training on mentoring and retention.
  - Increase peer-to-peer interactions to enhance access and services.