

## Student Equity and Achievement Program Summary

### Contacts

#### Project Lead Contact

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### Approvers

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Approved by Jon Knolle

2019-10-01

#### Chief Student Services Officer

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Approved by Laurence Walker

2019-09-28

#### Chancellor/President

**David Martin**

Vice President of Administrative Services

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(831) 646-4040

Approved by David Martin

2019-10-01

#### Academic Senate President

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Approved by Adria Gerard

2019-09-29

#### Chief Business Officer

David Martin

Vice President of Administrative Services

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(831) 646-4040

Approved by David Martin

2019-10-01

## Details

### Assurances

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

### Progress & Success

#### Process & Schedule

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.

### Success Criteria

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.

### Executive Summary

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

## Metrics

### Overall Student Population

Metric	Baseline	Goal	Equity Change
Attained the Vision Goal Completion Definition	639	767	+20.03%
Transferred to a Four-Year Institution	796	1075	+35.05%
Completed Both Transfer-Level Math and English Within the District in the First Year	91	165	+81.32%
Retained from Fall to Spring at the Same College	5226	5280	+1.03%
Enrolled in the Same Community College	10794	11333	+4.99%

### Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Some other race	Female	Transferred to a Four-Year Institution	11	14	+27.27% ◀▶
Native Hawaiian or other Pacific Islander	Female	Transferred to a Four-Year Institution	1	2	+100% ▶▶◀
Veteran	Male	Transferred to a Four-Year Institution	31	40	+29.03% ◀▶
LGBT	Male	Transferred to a Four-Year Institution	4	5	+25% ◀▶
Foster Youth	Male	Transferred to a Four-Year Institution	3	5	+66.67% ▶▶◀
Some other race	Male	Transferred to a Four-Year Institution	12	27	+125% ▶▶◀
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	2	3	+50% ▶▶◀
Filipino	Female	Transferred to a Four-Year Institution	10	13	+30% ◀▶
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	0	1	0% ◀▶
LGBT	Male	Attained the Vision Goal Completion Definition	3	5	+66.67% ▶▶◀
Foster Youth	Male	Attained the Vision Goal Completion Definition	1	4	+300% ▶▶◀
Some other race	Male	Attained the Vision Goal Completion Definition	5	29	+480% ▶▶◀
Some other race	Female	Attained the Vision Goal Completion Definition	9	21	+133.33% ▶▶◀
American Indian or Alaska Native	Female	Attained the Vision Goal Completion Definition	0	1	0% ◀▶
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀▶
Some other race	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀▶
More than one race	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ▶▶◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
More than one race	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	3	+200% ▯▯◀
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	1	3	+200% ▯▯◀
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ▯▯◀
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	16	25	+56.25% ◀ ▯
Veteran	Male	Attained the Vision Goal Completion Definition	22	36	+63.64% ▯▯◀
LGBT	Female	Attained the Vision Goal Completion Definition	7	10	+42.86% ▯▯◀
White	Male	Attained the Vision Goal Completion Definition	89	132	+48.31% ▯▯◀
Veteran	Male	Retained from Fall to Spring at the Same College	230	261	+13.48% ▯▯◀
Foster Youth	Female	Retained from Fall to Spring at the Same College	34	45	+32.35% ▯▯◀
Filipino	Male	Retained from Fall to Spring at the Same College	57	69	+21.05% ▯▯◀
LGBT	Male	Enrolled in the Same Community College	144	178	+23.61% ▯▯◀
LGBT	Female	Enrolled in the Same Community College	267	307	+14.98% ▯▯◀
White	Female	Enrolled in the Same Community College	1896	2228	+17.51% ▯▯◀
Some other race	Female	Enrolled in the Same Community College	44	63	+43.18% ▯▯◀
Black or African American	Female	Enrolled in the Same Community College	243	307	+26.34% ▯▯◀
American Indian or Alaska Native	Female	Enrolled in the Same Community College	50	68	+36% ▯▯◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Female	Enrolled in the Same Community College	197	229	+16.24% ▶▶

### Additional Categories

No population groups selected.

## Activities

### Enhance Professional Development Opportunities

#### Brief Description of Activity

1. Increase coordination and collaboration between departments on campus, including Academic Senate, adjunct faculty, and classified professionals, to increase and broaden participation in professional development opportunities and activities. 2. Increase the number and variety of professional development activities and opportunities that are available on the college campuses. 3. Continue the "Expanding Equity Discussion Series," implement a "Brown Bag" discussion group and series focused on equity and inclusion. 4. Provide opportunities to attend equity related conferences (Ex. Umoja, Hispanic Association of Colleges and Universities, NCORE, A2MEND, California Conference on American Indian Education). 5. Provide access to workshops and presentations focused on equity pedagogy and andragogy, classroom management, teaching strategies, culturally relevant and inclusive instruction, trauma and justice informed care, Universal Design for Learning, etc. 6. Implement an equity training module for new faculty, staff, administrators, and students. Develop and employ a Data Coaches program to train on equity centered dialogues. Create a Safe Spaces Workshop program.

#### Related Metrics

- Some other race : Female : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution
- Veteran : Male : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
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- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Filipino : Female : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- LGBT : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- More than one race : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- More than one race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition

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- LGBT : Female : Attained the Vision Goal Completion Definition
- White : Male : Attained the Vision Goal Completion Definition
- Veteran : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Filipino : Male : Retained from Fall to Spring at the Same College
- Overall : All : Retained from Fall to Spring at the Same College

## Increase Availability of Academic Support Resources and Opportunities for Students

### Brief Description of Activity

1. Increase STEM Cel tutorial hours. 2. Enhance tutorial options, including embedded tutoring, online tutoring, and increased hours and support in existing labs. 3. Increase access to and materials in lending libraries across campuses. 4. Develop OER support to assist faculty in identifying open educational resources that meet students' needs, including workshops and training resources. 5. Increase and promote internship opportunities. 6. Enhance Student Success Workshop Series for in-person and online sessions.

### Related Metrics

- Some other race : Female : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution
- Veteran : Male : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Filipino : Female : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- LGBT : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- More than one race : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
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- LGBT : Female : Attained the Vision Goal Completion Definition
- White : Male : Attained the Vision Goal Completion Definition
- Veteran : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Filipino : Male : Retained from Fall to Spring at the Same College
- LGBT : Male : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College

- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Disabled : Female : Enrolled in the Same Community College
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College

## Increase Access to and Availability of Student Support Services and Resources

### Brief Description of Activity

1. Relocate the Career Transfer Resource Center to a centralized location. 2. Create a one-stop center for resources and support on the Monterey campus. 3. Expand available student support services hours to include evenings. 4. Use technology to improve communication with students to notify them about resources and nudge them toward actions to increase their success. 5. Provide targeted communications to students that direct them to their next steps. 6. Increase available Counseling and advising support. 7. Continue to provide existing support for foster youth and identify additional resources. 8. 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. 9. Provide resources and activities to support undocumented students, including training and workshops on residency.

### Related Metrics

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- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution
- Veteran : Male : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
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- Filipino : Female : Transferred to a Four-Year Institution
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- Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
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- Filipino : Male : Retained from Fall to Spring at the Same College
- LGBT : Male : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College



- White : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
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## Foster a Welcoming Environment that Increases Engagement and Sense of Belonging

### Brief Description of Activity

1. Implement an Umoja Program and activities. 2. Provide resources to support undocumented students. 3. Support and enhance existing learning communities - Ready, Set, Transfer Program; Veterans Resource Center; Undocumented Students. 4. Create a Multicultural Culture and Community Center to create a sense of unity and understanding. 5. Increase campus programs and activities tied to identity/affinity groups. 6. Showcase DI students' educational achievements. 7. Develop ally training programs and workshops for Undocumented, LGBTQIA+, and Veteran communities. 8. Create a campus wide Safe Spaces training program. 9. Collaborate with the Human Resources Office and the Equal Employment Opportunity Advisory Committee to identify and institutionalize equitable hiring practices. 10. Develop leadership retreats for students that focus on inclusiveness for people of color, people with disabilities, Veterans, undocumented, and LGBTQIA+ communities. 11. Provide training and workshops on residency.

### Related Metrics

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- Veteran : Male : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
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## Increase Follow Up Support

### Brief Description of Activity

1. Provide targeted support to DI student groups. 2. Increase collaboration between campus programs to develop academic support strategies and activities. 3. Increase counseling support and access to academic advising. 4. Provide directed in-reach to DI students nearing completion to keep them on their paths. 5. Provide evidenced based key interventions that keep students directed, focused, and engaged. 6. Enhance the college's Early Alert System. 7. Complete the Degree Audit implementation. 8. Create Success Team partnerships between Categorical Services Coordinators and Counselors to provide a case management approach to targeted population groups. 9. Increase Categorical Services Coordinator staff (student support coordinators).

### Related Metrics

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## Conduct Additional Research

### Brief Description of Activity

1. Conduct research and data analysis to identify the barriers to student success and the root causes of the barriers. 2. Identify best practices to support DI groups. 3. Assess the degree of "Welcoming and Belonging" at the college. 4. Assess Student Needs. 5. Create Inquiry Teams to research, identify, and recommend how to better meet student needs. 6. Comprehensive Assessment of Student Support Services. 7. Assess the college's Learning Support Services and recommend enhancements. 8. Review the college's communication and marketing materials to ensure they target DI populations. 9. Evaluate the impact of AB705 placement on our DI groups.

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## Increase "Non-Academic" and Basic Needs Support Resources

### Brief Description of Activity

1. Assist students with food, housing, transportation, and child care. 2. Identify resources to decrease transportation costs for students, such as implementing a public transit free fare zone. 3. Increase Student Health Services resources, with a particular emphasis on mental health and counseling support. 4. Provide access to technology (Ex.laptop/chromebook lending, wi-fi hot spot lending, SmartPens, calculators, etc). 5. Provide Academic Success Kits with general school supplies. 6. Collaborate with community organizations and/or legal services to provide increased training and resource support for students.

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## Curriculum Development

### Brief Description of Activity

1. Provide training and opportunities for faculty to develop support courses and curriculum to increase student success as a result of AB705 implementation. 2. Increase the number and variety of diversity related course offerings. 3. Partner with service

area high schools to align curriculum. 4. Provide training opportunities and support for faculty to develop equity minded and culturally inclusive curriculum. 5. Provide training and opportunities for faculty to examine and develop contextualized learning curriculum. 6. Enhance Distance Education support systems. 7. Develop an Equity Centered Rubric for courses.

### Related Metrics

- Some other race : Female : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution
- Veteran : Male : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Filipino : Female : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- LGBT : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- More than one race : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- More than one race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- White : Male : Attained the Vision Goal Completion Definition
- Veteran : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Filipino : Male : Retained from Fall to Spring at the Same College
- LGBT : Male : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Disabled : Female : Enrolled in the Same Community College
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College

## Implement Guided Pathways

### Brief Description of Activity

1. Continue planning and implementation of guided pathways.

### Related Metrics

- Some other race : Female : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution
- Veteran : Male : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Filipino : Female : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- LGBT : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- More than one race : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- More than one race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- White : Male : Attained the Vision Goal Completion Definition
- Veteran : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Filipino : Male : Retained from Fall to Spring at the Same College
- LGBT : Male : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Disabled : Female : Enrolled in the Same Community College
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College

## Foster a Culture of Transfer

### Brief Description of Activity

1. Relocate the Career/Transfer Resource Center to a central location. 2. Augment CTRC services and activities. 3. Develop a Transfer Academy. 4. Support students' major and career exploration. 5. Increase outreach to students. 6. Foster proactive retention efforts. 7. Continue college tours for all students and add opportunities focused on DI groups. 8. Increase articulation agreements and connections to transfer colleges and universities.

### Related Metrics

- Some other race : Female : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution
- Veteran : Male : Transferred to a Four-Year Institution

- LGBT : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Filipino : Female : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution

## Revamp Outreach and Orientation

### Brief Description of Activity

1. Assess, review, and revise the onboarding process, making sure that it is student informed and modeled in the Guided Pathways framework. 2. Develop a targeted orientation with just in time guidance. 3. Develop outreach programming and materials targeted toward DI population groups that clearly guide them through the enrollment process. 4. 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. 5. Expand Dual Enrollment and Adult School offerings and partnerships to facilitate and encourage access and enrollment. 6. Promote and expand the California Promise Scholarship. 7. Provide targeted outreach support in community organizations and centers, including agencies supporting students in grades K-12.

### Related Metrics

- LGBT : Male : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Disabled : Female : Enrolled in the Same Community College
- Overall : All : Enrolled in the Same Community College

## Enhance the Ambassador Program to Include Peer Mentoring/Coaching

### Brief Description of Activity

1. Increase the number of ambassadors. 2. Provide training on mentoring and retention. 3. Increase peer-to-peer interactions to enhance access and services.

### Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College



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