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| Indicator: Access | Campus Based Research | | |
| 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 data indicate that the race and ethnicity of our student population closely mirrors the race and ethnicity of the college’s service area. | | |
| Goals | Desired Outcomes | | |
| 1. To identify barriers that affect how different Student Populations access the various services across the campus. 2. Raise student engagement and grow campus culture of welcome and support. 3. To minimize barriers that affect how former Foster Youth students access the various services and benefits available to them across campus. | * Moorpark College faculty and staff will have an improved understanding of the participation rates in our student service areas, and will identify potential barriers for success, as reported by our 2013-14 students completing the CCSSE and SENSE survey. * Moorpark College faculty and staff will have a better understanding of the potential barriers and difficulties that former foster youth face when entering college. * Moorpark College will expand outreach effort to all students, with special focus on student engagement and support for target student populations. * Foster parents and foster youth will successfully navigate the enrollment processes and connect with key service areas and staff, helping them to successfully enroll in college courses. * 70% of identified foster youth will utilize at least two services/benefits available to them. | | |
| Activities from Equity Plan | | Timeline | Responsible Party |
| Present and discuss the 2013-14 CCSSE and SENSE survey results to determine if there are any service areas that specific student populations do not use at the same rate as other student populations. (G-1) | | Year 1: 2014-2015 | Office of Student Learning, Office of Institutional Research, Student Services Council |
| Develop and send “Welcome to the Moorpark College Family” letter/email that will be sent to all new college applicants. (G-2) | | Year 1: 2014-2015 | Outreach, Dean, Registrar |
| Keynote Speaker will address faculty and staff, providing information and guidance in regards to assisting former foster youth. (G-3) | | Year 1: 2014-2015 | Former Foster Youth Task Force |
| Campus will hold information sessions designed for foster parents and foster youth, helping these families to better navigate the college processes. (G-3) | | Year 1: 2014-2015 | Foster and Kinship Care Education Program Coordinator |
| Develop and implement an outreach plan to introduce student within special populations to the opportunities at Moorpark College. (G-2) | | Year 2: 2015-2016 | Outreach, Dean, Counseling |
| Utilize Grades First software to “tag” former foster youth students, allowing service area personnel to be alerted to the fact that they are working with a former foster youth student, and allow the personnel to see whether or not that student has connected with each of the services/benefits available to them. (G-3) | | Year 2: 2015-2016 | Student Service, Deans, Information Technology |
| Addressing any potential barriers found in the research, programs will identify specific activities/services that can be improved or added. (G-1) | | Year 2: 2015-2016 | Deans, Program faculty |
| Assessment of Outreach Activities (G-2) | | Year 3: 2016-2017 | Outreach, Dean, Office of Institutional Research |
| Programs will implement and assess program specific activities/services. (G-1) | | Year 3: 2016-2017 | Deans, Program faculty |

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| Indicator: Course Completion | Campus Based Research | | |
| Ratio of the # of credit courses that students by population group complete with a passing grade compared to the # of courses in which students in that group are enrolled at census. | The data indicate that African American students who have a 56% course completion rate, experience the greatest disproportionate impact, compared to White students. African American students achieved only 73 percent as well as White students.  The data indicate that Former Foster Youth students who also have a 56% course completion rate, experience the greatest disproportionate impact, compared to White students. | | |
| Goals | Desired Outcomes | | |
| 1. Increase the successful course completion rate for African American students (currently this population has a 56% successful course completion rate). 2. Increase the successful course completion rate for former foster youth students (currently this population has a 56% successful course completion rate). | * Successful course completion rates for African American students will reach 60% within the next 3 years. * Successful course completion rates for foster youth students will reach 60% within the next 3 years. | | |
| Activities from Equity Plan | | Timeline | Responsible Party |
| Discipline faculty will analyze course completion data to identify potential barriers within their programs. (G-1) | | Year 1:  2014-2015 | Program faculty, Deans, Office of Institutional Research |
| Present and discuss the 2014 CCSSE and SENSE survey results to determine if students are indicating a recognized value to the services provided on campus, such as tutoring. (G-1) (G-2) | | Year 1:  2014-2015 | Office of Student Learning, Office of Institutional Research, Student Services Council |
| Provide professional development opportunities to help faculty understand and analyze completion data. (G-1) | | Year 1:  2014-2015 | Professional Development Committee, Office of Institutional Research |
| Instructional programs will identify specific activities/services that will minimize course completion barriers. (G-1) | | Year 2:  2015-2016 | Program faculty |
| Keynote Speaker will address faculty and staff, providing information and guidance in regards to assisting former foster youth. (G-2) | | Year 2:  2015-2016 | Former Foster Youth Task Force |
| Provide professional development opportunities to help faculty learn to best practices in student success and equity, specifically dealing with African American students. (G-1) | | Year 2:  2015-2016 | Professional Development Committee, Student Success and Equity Committee, Basic Skills Committee |
| Develop expanded Early Alert Process (“follow-up” campaign) utilizing the Grades First system, reaching out to students who have been identified as “at risk”. (Student Success Initiative, Item SS10) (G-1) (G-2) | | Year 3:  2016-2017 | Office of Student Learning, Office of Institutional Research, Student Services Council |
| Using the “last date of attendance” reporting, analyze whether or not students are attempting to complete the course or if they are “stopping-out” mid-semester. (G-1) (G-2) | | Year 3:  2016-2017 | Office of Student Learning, Office of Institutional Research, Registrar |

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| Indicator: ESL and Basic Skills Completion | Campus Based Research | | |
| Ratio of the number of students by population group who complete a college-level course having completed the final ESL or Basic Skills course to the number of those students who did not complete such a final course. | * There is no disproportionate impact shown when comparing the high level groups of Non-White and White students for Basic Skills Completion. * The data indicate that male students, with a 35 percent Remedial Math Completion rate, experience a disproportionate impact as compared to the English Completion rate of female students. * Students aged 20 to 24 achieved only 74 percent as well as students aged 19 or less. * The data indicate that Hispanic students experience a disproportionate impact as compared to the outcome rate of White students in ESL Completion. Hispanic students achieved only 55 percent as well as the White students. | | |
| Goals | Desired Outcomes | | |
| 1. Increase the number of male students who complete a degree-applicable course after having completed remedial math. 2. Increase the successful remedial English completion rate of students age 20-24 3. Increase the number of Hispanic students who successfully complete and ESL course and then take a transfer-level course. | * Successful course completion rates for male students will reach 37% within the next 3 years. * Successful course completion rates for students age 20-24 will reach 47% within the next 3 years. * Successful course completion rates for Hispanic students will reach 22% within the next 3 years. | | |
| Activities from Equity Plan | | Timeline | Responsible Party |
| Analyze the completion data further to determine the ethnicity of students who are not completing remedial courses and/or degree-applicable courses after completing the final basic skills course.  Additional Research Questions:   * Is there a correlation between the Filipino or Hispanic student population and gender in Basic Skills Math data? (G-1) * Is there a correlation between age and ethnicity in Basic Skills English data? (G-2) * Is there a correlation between the Hispanic student population and age in ESL data? (G-3) | | Year 1:  2014-2015 | Basic Skills Committee, Math faculty, Office of Institutional Research |
| Develop remedial math cohorts to improve student engagement that include focused counseling and supplemental instruction. (G-1) | | Year 2:  2015-2016 | Basic Skills Committee, Math faculty |
| Develop remedial English cohorts to improve student engagement that include focused counseling and supplemental instruction. (G-2) | | Year 2:  2015-2016 | Basic Skills Committee, English faculty |
| Survey students taking ESL courses to determine their course goals (or purpose for taking the course) | | Year 2:  2015-2016 | Basic Skills Committee, English faculty |
| Pilot accelerated program for remedial math. (G-1) | | Year 3:  2016-2017 | Math faculty |
| Integrate student success strategies within remedial English classes. (G-2) | | Year 3:  2016-2017 | English faculty |

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| Indicator: Degree & Certificate Completion | Campus Based Research | | |
| Ratio of the # of 1st-time students with a minimum of 6 units earned and who attempted any math or English course in the first 3yrs by population group who receive a degree, certificate, transfer, or are transfer-ready compared to the number of students in that group who do not. | The data indicate that Hispanic students, with a 49 percent completion rate, experience a disproportionate impact as compared to the outcome rate of White students. Hispanic students achieved only 79 percent as well as the White students. | | |
| Goals | Desired Outcomes | | |
| 1. Increase the degree and certificate completion rate for Hispanic students (currently this population has a 49% successful completion rate). 2. Increase the degree and certificate completion rate for foster youth students. 3. Increase the degree and certificate completion rate for veteran students. | * Successful degree, certificate and transfer-preparation completion rates for Hispanic students will reach 54% within the next 3 years. * Assuming that there is a disproportionate impact, the college will improve successful degree, certificate and transfer-preparation completion rates for foster youth students by 5% within the next 3 years, using Fall 2014 research to set the baseline completion rate. * Assuming that there is a disproportionate impact, the college will improve successful degree, certificate and transfer-preparation completion rates for veteran students by 5% within the next 3 years, using Fall 2014 research to set the baseline completion rate. | | |
| Activities from Equity Plan | | Timeline | Responsible Party |
| Determine which majors Hispanic students have identified; review Hispanic students’ course-taking patterns to determine courses that appear to be barriers to successful degree/certificate completions. (G-1) | | Year 1:  2014-2015 | Office of Institutional Research, Program Faculty |
| Help students understand degree/certificate patterns (ADTs) and transfer pathways. (G-1) (G-2) (G-3) | | Year 1:  2014-2015 | Outreach, Program Faculty, Transfer Center, Counselors |
| Identify students’ course-taking patterns. To determine courses that appear to be barriers to successful degree/certificate completions.  (G-2) (G-3) | | Year 1:  2014-2015 | Office of Institutional Research,  Program Faculty |
| Identify the degree and certificate completion rate for special population students. (G-2) (G-3) | | Year 1:  2014-2015 | Office of Institutional Research, Student Success and Equity |
| Analyze the completion data further to determine the ages of the Hispanic students who are completing degrees and/or certificates. Is there a correlation between the Hispanic population and the 20-to-30 age group? (G-1) | | Year 2:  2015-2016 | Office of Institutional Research,  Student Success and Equity Committee |
| Review and complete two-year course sequencing patterns for each program to identify any potential barriers to student completion within a 3-year timeframe (ideally a 2-year timeframe, whenever possible)  (G-1) (G-2) (G-3) | | Year 2:  2015-2016 | Deans, Instructional Program Faculty, Counseling |
| Develop expanded Early Alert Process (“follow-up” campaign) utilizing the Grades First system, reaching out to students who have been identified as “at risk”. (Student Success Initiative, Item SS10)  (G-1) (G-2) (G-3) | | Year 3:  2016-2017 | Deans, Office of Institutional Research, Counseling, Student Services |
| Survey students when they drop courses to determine reason for dropping; analyze drop survey results and discuss potential trends.  (G-1) (G-2) (G-3) | | Year 3:  2016-2017 | Dean, Student Services, Program Faculty, Office of Institutional Research |

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| Indicator: Transfer | Campus Based Research | | |
| 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 | The data indicate that Hispanic students, with a 40% transfer rate, experience a disproportionate impact as compared to the transfer rate of White students. Hispanic students achieved only 77 percent as well as the White students. | | |
| Goals | Desired Outcomes | | |
| 1. Increase the transfer rate for Hispanic students (currently this population has a 40% transfer rate). 2. Increase the transfer rate for foster youth students. 3. Increase the transfer rate for veteran students. | * Successful transfer rates for Hispanic students will reach 46% within the next 5 years (with transfer rates of other student populations also improving). * Assuming that there is a disproportionate impact, the college will improve successful transfer rates for foster youth students by 5% within the next 5 years, using Fall 2014 research to set the baseline completion rate. * Assuming that there is a disproportionate impact, the college will improve successful transfer rates for veteran students by 5% within the next 5 years, using Fall 2014 research to set the baseline completion rate. | | |
| Activities from Equity Plan | | Timeline | Responsible Party |
| Further review completion data to determine potential barriers to success for Special Population students. | | Year 1:  2014-2015 | Office of Student Learning, Student Success and Equity Committee, Instructional Program Faculty |
| Review and complete two-year course sequencing patterns for each program, and for general education, to identify any potential barriers to student transfer within a 3-year timeframe (ideally a 2-year timeframe, whenever possible). | | Year 2:  2015-2016 | Deans, Instructional Program Faculty, Counseling |
| Provide follow-up-orientations, contacts, counseling for special populations such as ACCESS, EOPS Athletics, Veterans, CalWorks, International Students, Foster Youth, AB540/Dream Act. | | Year 3:  2016-2017 | Deans, Counseling, Outreach, Registrar, Office of Institutional Research |