Moorpark College

Student Equity Plan

Submitted December 2014

MOORPARK COLLEGE STUDENT EQUITY PLAN

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Moorpark College

Student Equity Plan

Signature Page

District: <u>Ventura County Community College District</u> **Date Approved by Board of Trustees**: <u>   </u>

President, Board of Trustees: <u>Mr. Art Hernandez   </u>

Chancellor: <u>Dr. Jamillah Moore   </u>

College President (Interim): <u>Dr. Bernard Luskin   </u>

Executive Vice President of Student Learning: <u>Dr. Lori Bennett   </u>

Academic Senate President: <u>Ms. Mary Rees   </u>

Student Equity Coordinator: <u> Ms. Lisa Putnam   </u>

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Executive Summary

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Goals/Outcomes:

Moorpark College is committed to assuring student equity in educational programs and college services. (BP 5300)

Moorpark College's goal as set forth in its Mission Statement is to offer "programs and services accessible to the community." Moorpark College has a long history of providing high quality, innovative educational programs and services. The college is dedicated to a student-centered philosophy and strives to create learning environments that blend curriculum and services to support student success and equity. As it plans for the future, the college is committed to continuing its quest to identify, welcome and provide high-quality instruction and services to meet the needs of our students and community.

Moorpark College is located in Moorpark, California and serves approximately 14,000 students, most of whom are between 18-30 years old. Moorpark's student population closely mirrors the race and ethnicity of the college's service area high school graduates as well as the college's service area residents, age 15 and older. Two notable differences are: 1) the proportion of Caucasian (white) students is 12 percentage points lower than the service area residents and high school graduates, and 2) the proportion of Hispanic students is eight percentage points higher than the service area residents and high school graduates.

The 2014-17 Student Equity Plan is one of many efforts by the college to fulfill its goal to support student success for all of our students. The Student Equity Plan is the result of contributions by the Moorpark College Student Success and Equity Committee, the Academic Senate, the Office of Institutional Research, administrators, faculty, staff, and students. The 2014-2017 Student Equity Plan was approved by the VCCCD Board of Trustees on November 11, 2014 in compliance with Title 5 guidelines (section 54220).

The specific goals/outcomes of the Student Equity Plan are:
1. **Access:** 1) Identify and reduce potential barriers to student services that affect different student populations and 2) Increase student engagement and provide a campus culture of welcome, support, and access to all participants
2. **Course Completion:** Increase the successful course completion rate for African American and former foster youth students
3. **ESL and Basic Skills Completion:** 1) Increase remedial math completion rates for male students, 2) Increase remedial English completion rates of students age 20-24, and 3) Increase ESL completion rates for Hispanic students
4. **Degree and Certificate Completion:** Increase the degree and certificate completion rate for Hispanic, former foster youth, and veteran students
5. **Transfer:** Increase the transfer rate for Hispanic, former foster youth, and veteran students

The activities and actions the college will implement to achieve these goals are:

- Analyze and evaluate student success and equity data at course, program and institutional-levels
- Identify, implement, and assess specific instructional and student service activities that focus on achieving student equity goals
- Increase outreach to target groups
- Implement and assess Student Success Initiative activities that impact access, retention and persistence, especially of target groups, such as:
    - Enhance Orientation and Counseling efforts for new and continuing students, focusing on target groups
    - Increase student engagement through a variety of instructional and student support activities
    - Expand Early Alert program, utilizing Grades First system, reaching out to students who have been identified as "at-risk"
- Promote Degree and Certificate Completion
- Provide campus-wide professional development on Student Equity

Resources Budgeted

The proposed activities will be funded through both internal and external sources. Funding resources will include:

- General funds allocated for salaries, support programs, and professional development
- Categorical funds, including Basic Skills, Student Success, and Perkins
- Grant funds

Moorpark College will use existing resources by shifting emphasis in some programs to support student equity activities. Through its integrated planning and resource allocation process, the college will consider student equity goals in allocating faculty and staff resources, technology resources, and facilities resources.

The contact person for Moorpark College is:

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Dean of Student Learning
lputnam@vcccd.edu
(805) 378-1448

Campus-Based Research

Moorpark College used the *80% Rule* to determine disproportionate impact. The *80% Rule* methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

In this report, the reference group used for Age is 19 or Less and for Race is White. The reference group for gender is the highest attaining group (Either Female or Male) and subpopulations were compared to the larger group in the cohort (non-DSPS, Not Economically Disadvantaged, etc.).

A minimum cell size of 60 for each group (e.g., males, age 30-39, Pacific Islander) is a commonly used practice for examining disproportionate impact for a specific group. When the number of students (cell size) in a cohort was less than 60 for any subpopulation, we exercised caution as the data collected may not be sufficient to determine if disproportionate impact has occurred.

Students reported in the source data as "Unknown" are not included in the following analyses. Therefore, category totals will not always equal 100 percent.

For Course Completion, data for Fall 2013 are used. The remaining categories (ESL Completion, Remedial Math Completion, Remedial English Completion, Persistence, Attainment of 30 or more units, Completion, and Transfer all employ the 2007-2008 Cohort followed for six years. Because some of the Moorpark College Expected Outcomes have a shorter timeline, the Cohort data will be augmented with local data to evaluate degree of attainment of Expected Outcomes.

Bar charts are used to display outcome rates. The following table explains the different colors used in the bar charts in this report

Bar Description	Bar Example	Bar Meaning
Blue bar		No disproportionate impact indicated, sufficient cell size.
Red bar		Disproportionate impact indicated, sufficient cell size.
Grey bar		Cell size less than 60. Exercise caution as the data collected may not be sufficient to determine if disproportionate impact has occurred.
Striped bar		Disproportionate impact indicated but not definitively determined because of cell size less than 60.

1. **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.

Race and Ethnicity

	African-American	American Indian/Alaskan Native	Asian	Filipino	Hispanic	Multi-Ethnicity	Pacific Islander	White Non-Hispanic
Fall 2008	356	141	1,011	416	2,640		89	9,019
Fall 2009	307	76	986	351	3,479	566	73	9,654
Fall 2010	300	78	963	341	3,483	526	51	8,888
Fall 2011	263	48	901	299	3,589	631	40	8,403
Fall 2012	279	51	902	307	3,871	640	40	7,985
Fall 2013	283	41	912	333	4,092	639	31	7,506

Race and Ethnicity

Service-Area Residents 2010 Census · Service-Area Graduates 2011-2013 3-yr Avg · College Enrollment Fall 2013
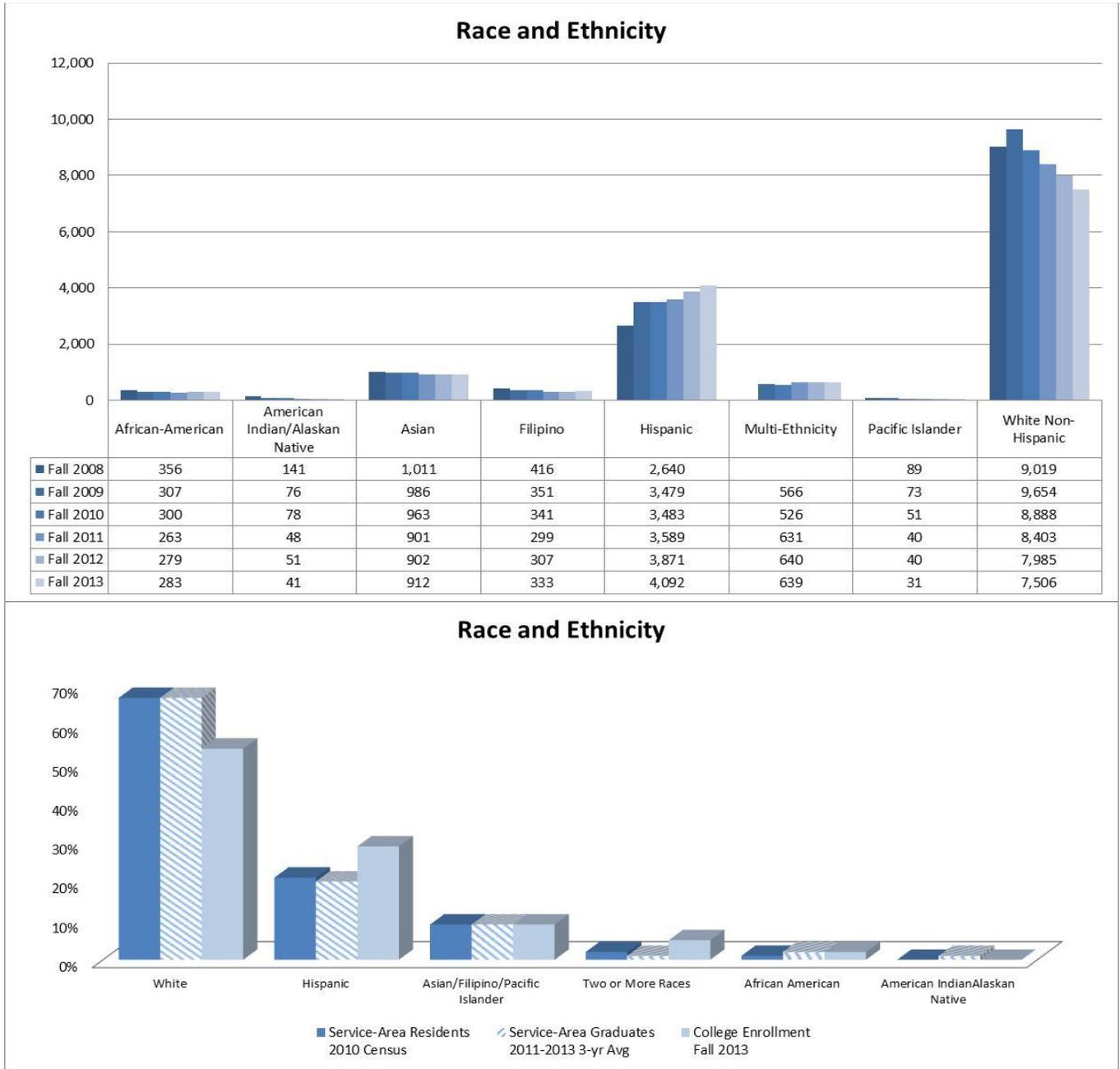
The race and ethnicity of the Moorpark College student population closely mirrors the race and ethnicity of the college's service area high school graduates as well as the college's service area residents, age 15 and older. The two notable differences:

- The proportion of Caucasian (white) students is 12 percentage points lower than both the service area residents and service area high school graduates.
- The proportion of Hispanic student is eight percentage points higher than the service area residents, and nine percentage points higher than the service area high school graduates.

Service-Area Residents:
Moorpark College's service area includes: Moorpark, Newbury Park, Oak Park, Simi Valley, Somis, Thousand Oaks, Camarillo, and Westlake Village, ages 15 and older. Service area data are based on the 2010 Census. The 2010 Census asked separate questions for race (White, African American, Asian, American Indian and Alaska Native, Native Hawaiian and Pacific Islander, Other, or Identified by two or more) and ethnicity (Hispanic or Latino or Non-Hispanic or Latino).

Service-Area Graduates:
Students graduating from high schools in the cities above; race/ethnicity of high school graduates is a 3-year average. Data retrieved from the California Department of Education.

Note: Asian, Filipino and Pacific Islander category was collapsed to provide continuity between categories from data sources. Asian students account for eight percent of our college's student population, Filipino students account for one percent.

Benchmark Population for Student Success Indicators:
The benchmark population for the following data analyses is consistently the White student population. This population has been chosen as the benchmark population due to the fact that it is consistently, and by far, the largest proportion of students in each of the comparisons that follow. Although this student population is the largest population throughout the categories, this population is not always the highest performing group (HPG). Each HPG is noted within the narrative for each Student Success Indicator.

2. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group complete with a passing grade 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.

Race and Ethnicity
To provide a high level view of Course Success rates, the rates for the highest achieving group (White) are compared to all other students (Non-White). There is no disproportionate impact shown when comparing the high level groups of Non-White and White students for Course Completion.

Course Success Rate by Race and Ethnicity - Non-White & White
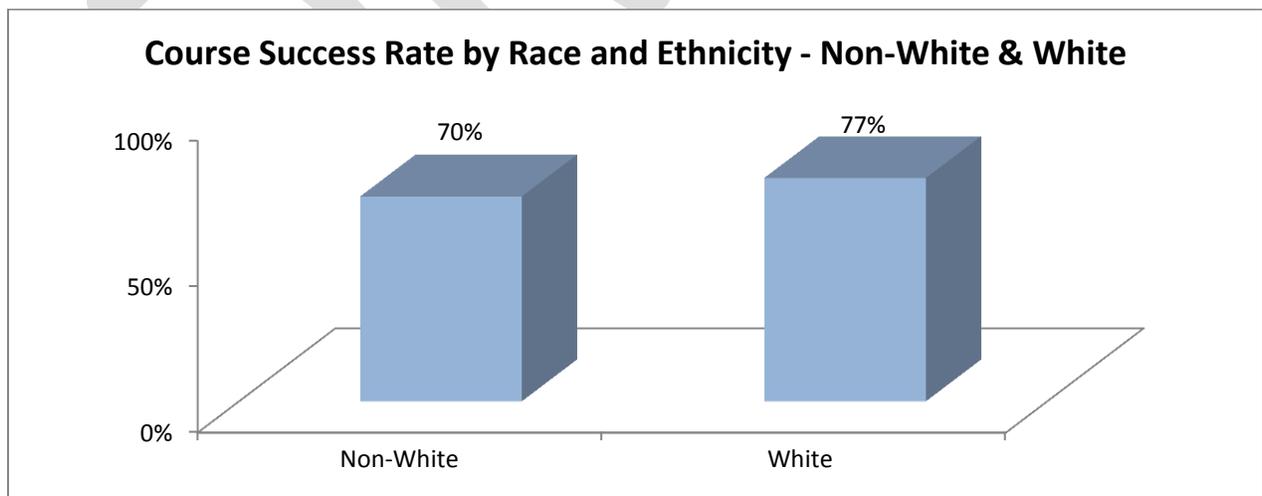
	Non-White	White
Outcome Rate	70%	77%
Outcome number	13,314	17,473
Group % of Total	45%	54%

The Moorpark College data below indicate that African American students (with a 56% success rate in their credit courses) experience the greatest disproportionate impact[1], compared to the Course Success rate of White students. African American students achieved only 73 percent as well as White students.

Course Success Rate by Race and Ethnicity
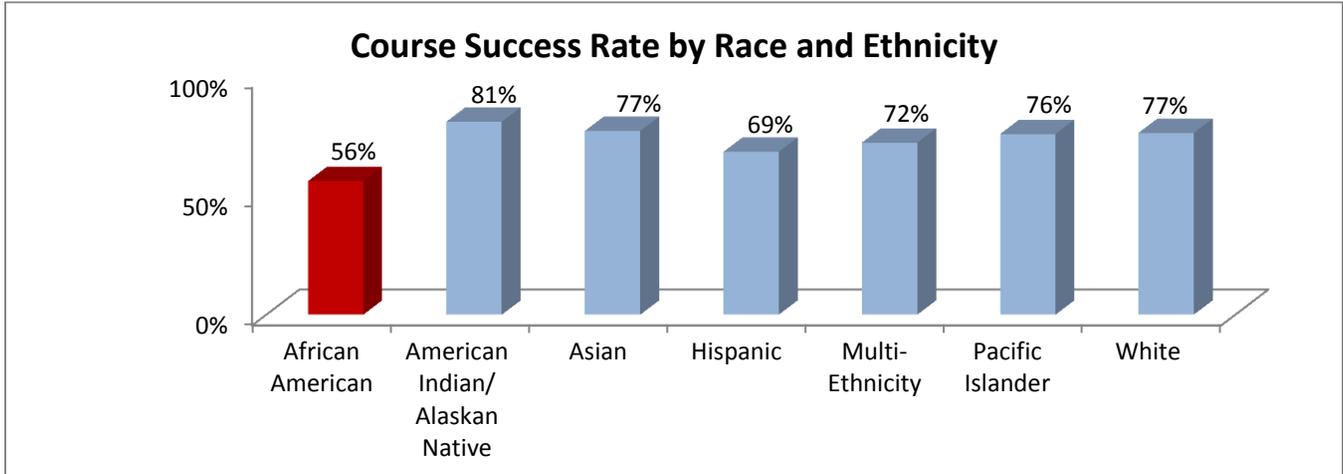
	African American	American Indian/ Alaskan Native	Asian	Hispanic	Multi-Ethnicity	Pacific Islander	White
Outcome Rate	56%	81%	77%	69%	72%	76%	77%
Outcome number	512	91	2,868	8,288	1,485	70	17,473
Group % of Total	2%	<1%	9%	29%	5%	<1%	54%

Age, Gender

There is no disproportionate impact shown for the Age and Gender subgroups for Course Completion.

Course Success Rate by Age & Also by Gender
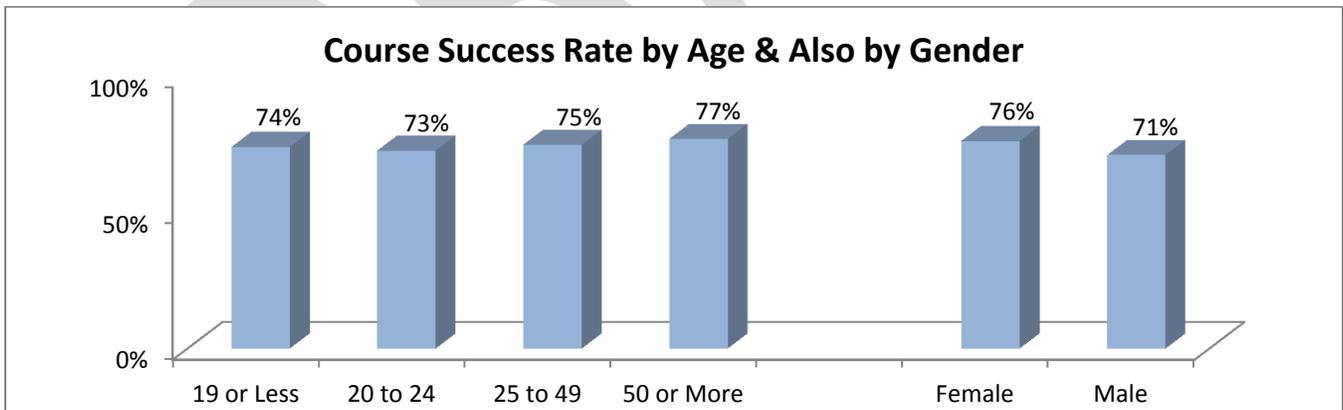
	19 or Less	20 to 24	25 to 49	50 or More		Female	Male
Outcome Rate	74%	73%	75%	77%		76%	71%
Outcome number	14,043	11,919	4,566	508		16,236	14,627
Group % of Total	45%	39%	14%	2%		51%	49%

Special Populations

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[1]

Foster Youth showed a disproportionate impact in Course Success as compared to the Moorpark College Total Course Success Rate. Foster Youth outcomes are discussed in Section 6. Foster Youth.

Because the number of students (cell size) is less than 60 for CARE students (58) the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

Course Success Rate for Special Populations

	CalWORKs	CARE	DSPS	EOPS	Foster Youth	Military	Special Admit	Moorpark College Total
Outcome Rate	67%	72%	74%	72%	56%	68%	74%	74%
Outcome number	119	42	1,925	744	125	151	219	31,037
Group % of Total	<1%	<1%	6%	2%	<1%	<1%	<1%	100%
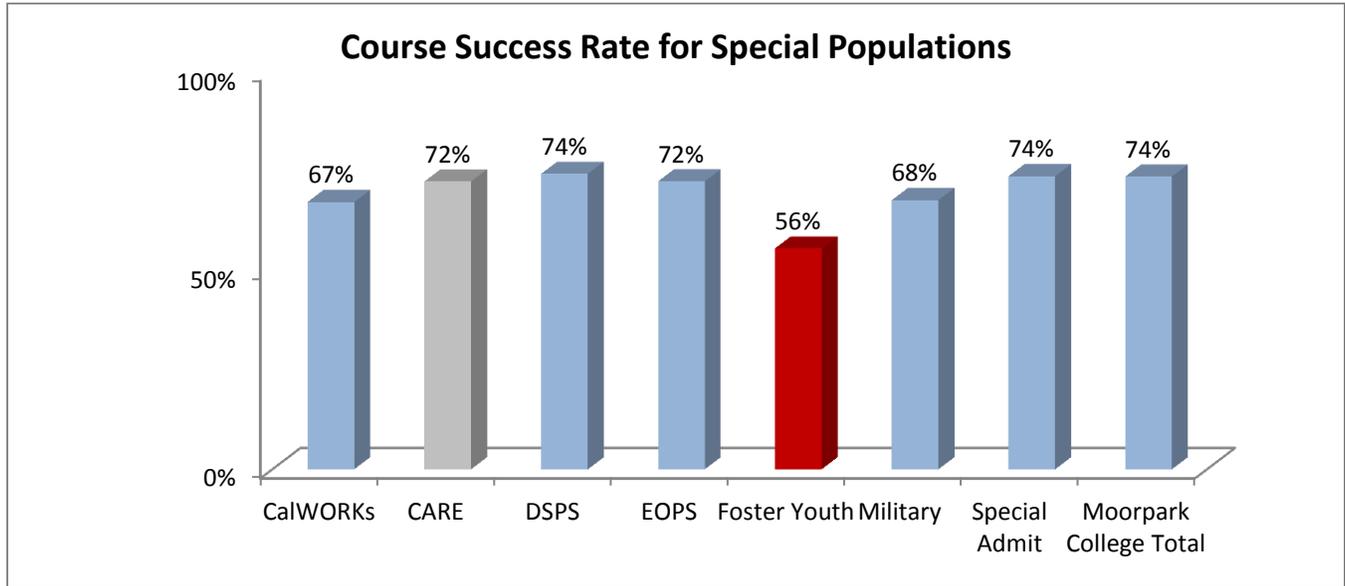
3. **ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable (college level) course after having completed the final ESL or basic skills course to the number of those students who did not complete such a final course.

Math

Race and Ethnicity
To provide a high level view of Remedial Math Completion rates, the rates for the highest achieving group (White) are compared to all other students (Non-White). There is no disproportionate impact shown when comparing the high level groups of Non-White and White students for Remedial Math Completion.

Remedial Math Completion Rates by Race and Ethnicity - Non-White & White
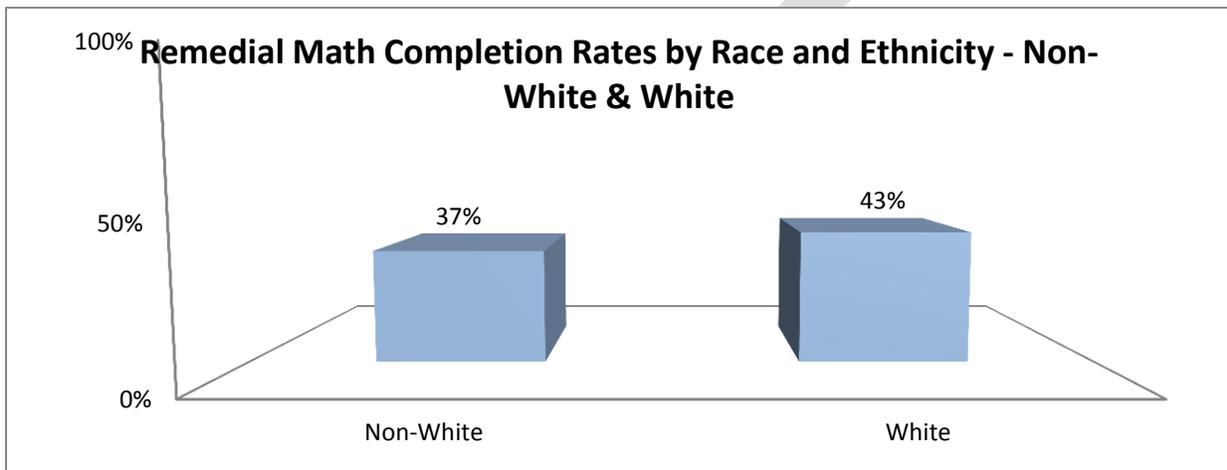
	Non-White	White
Outcome Rate	37%	43%
Outcome number	114	284
Group % of Total	29%	61%

The Moorpark College data below indicate that, of the 1075 enrollments in Basic Skills (Remedial) Math courses, Filipino students experience a disproportionate impact as compared to the outcome rate of White students. Filipino student achieved only 77 percent as well as the White students.

Because the number of students (cell size) is less than 60 for Filipino students (18) the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

Remedial Math Completion Rates by Race and Ethnicity
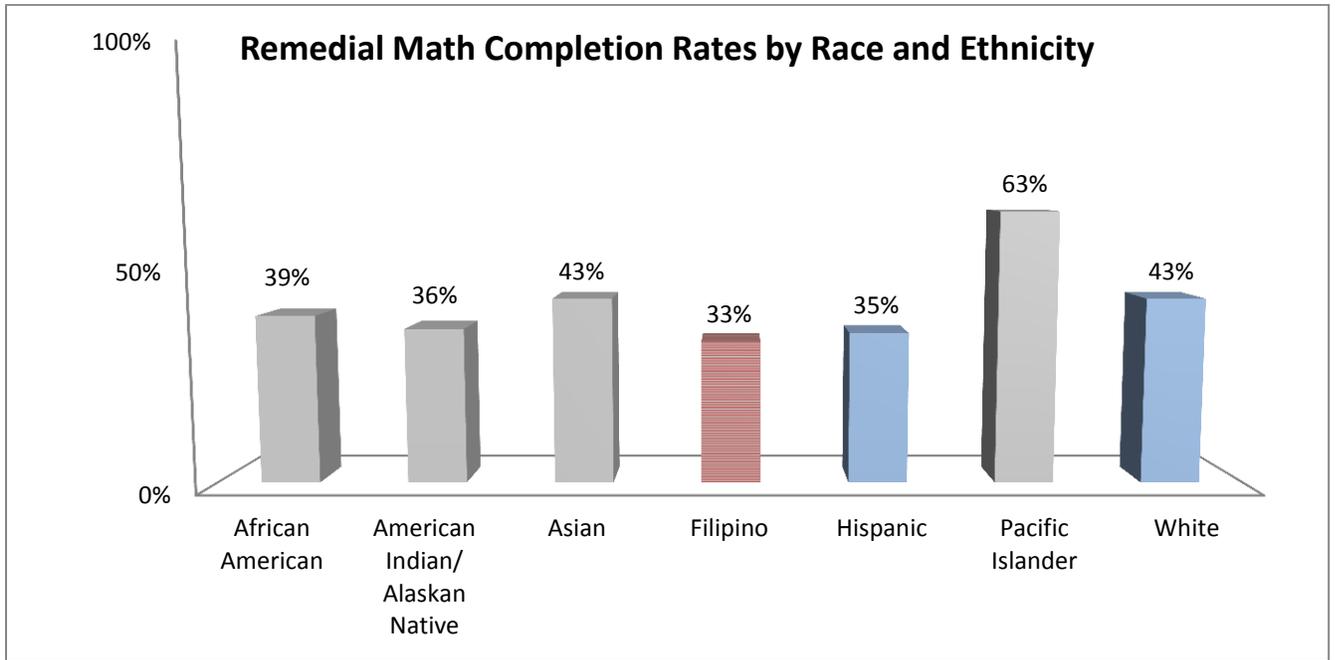
	African American	American Indian/ Alaskan Native	Asian	Filipino	Hispanic	Pacific Islander	White
Outcome Rate	39%	36%	43%	33%	35%	63%	43%
Outcome number	9	5	12	6	77	5	284
Group % of Total	2%	1%	3%	2%	20%	1%	61%

Age, Gender

There is no disproportionate impact shown for the Age subgroups for Remedial Math Completion.

Because the number of students (cell size) is less than 60 for students aged 50 or more (25) the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

The Moorpark College data below indicate that of the 1,075 enrollments overall, Male students, with a 35 percent Remedial Math Completion rate, experience a disproportionate impact as compared to the English Completion rate of Female students.

Remedial Math Completion Rates by Age & Also by Gender
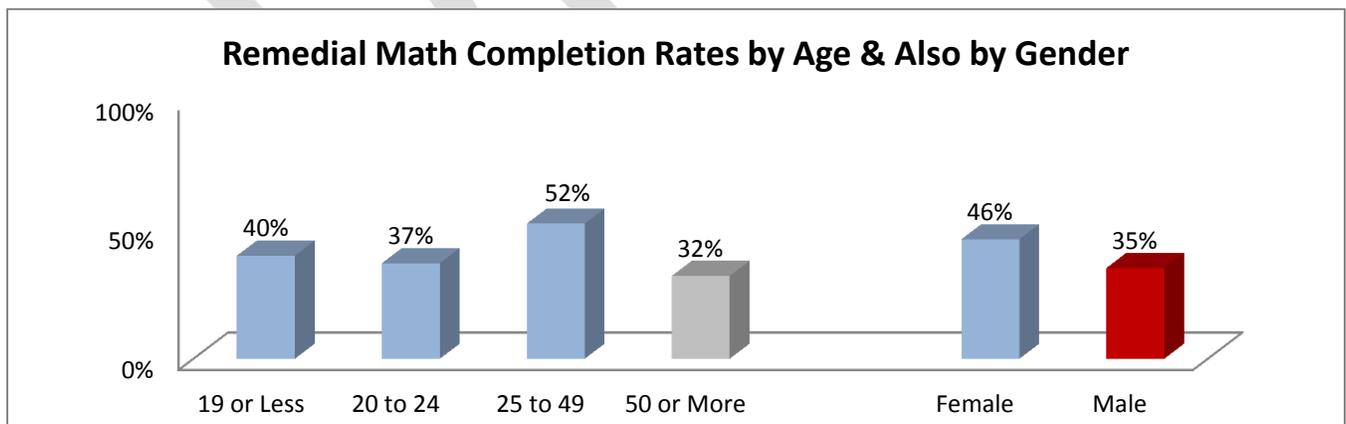
	19 or Less	20 to 24	25 to 49	50 or More		Female	Male
Outcome Rate	40%	37%	52%	32%		46%	35%
Outcome number	227	103	105	8		268	167
Group % of Total	53%	26%	19%	2%		54%	44%

<u>Special Populations</u>

There is no disproportionate impact shown for DSPS or Economically Disadvantaged students in Remedial Math Completion.

Remedial Math Completion Rates for Special Populations
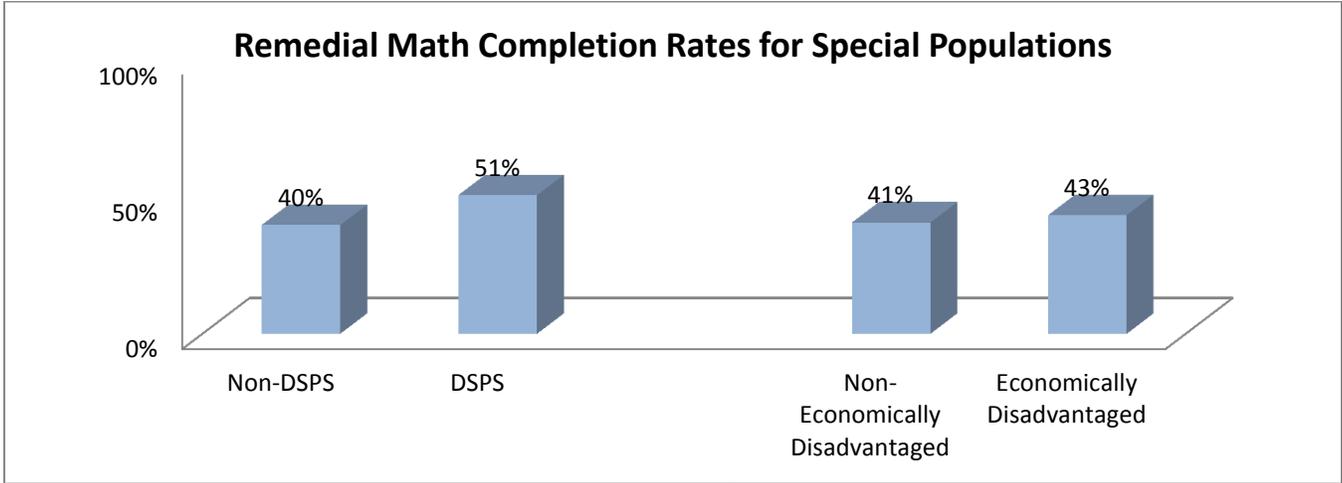
	Non-DSPS	DSPS				Non-Economically Disadvantaged	Economically Disadvantaged
Outcome Rate	40%	51%				41%	43%
Outcome number	370	73				351	92
Group % of Total	87%	13%				80%	20%

English

Race and Ethnicity

To provide a high level view of Remedial English Completion rates, the rates for the highest achieving group (White) are compared to all other students (Non-White). There is no disproportionate impact shown when comparing the high level groups of Non-White and White students for Remedial English Completion.

Remedial English Completion Rates by Race and Ethnicity - Non-White & White
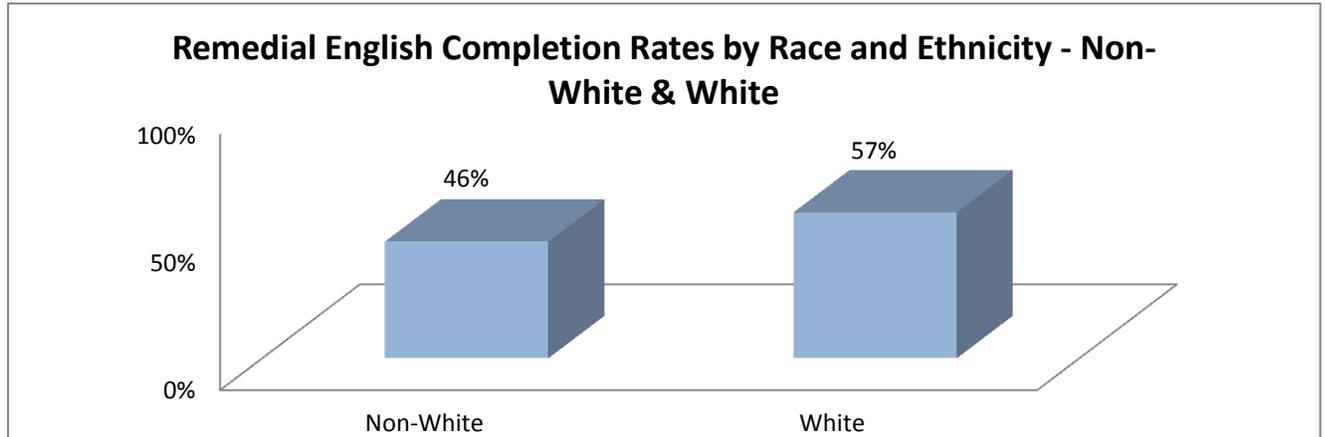
Outcome Rate	46%	57%
Outcome number	142	269
Group % of Total	35%	53%

The Moorpark College data below indicate that, of the 883 enrollments overall, African American students and American Indian/ Alaskan Native students experience a disproportionate impact as compared to the outcome rate of White students. African Americans achieved only 51 percent as well as the White students. American Indian/ Alaskan Native students achieved only 70 percent as well as the White students.

Because the number of students (cell size) is less than 60 for African American (31), American Indian/ Alaskan Native (10), Asian (51), Filipino (2), Hispanic (11), and Pacific Islander (4) students, the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

Remedial English Completion Rates by Race and Ethnicity
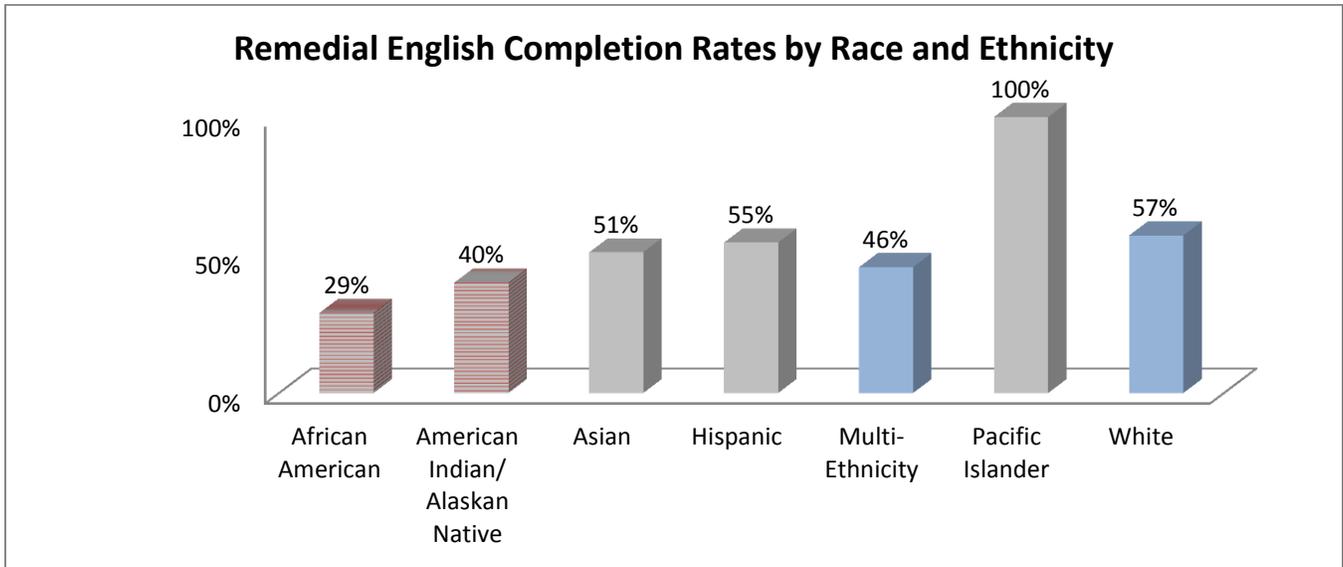
	African American	American Indian/ Alaskan Native	Asian	Hispanic	Multi- Ethnicity	Pacific Islander	White
Outcome Rate	29%	40%	51%	55%	46%	100%	57%
Outcome number	9	4	26	6	93	4	269
Group % of Total	4%	1%	6%	1%	23%	<1%	53%

Age, Gender

The Moorpark College data below indicate that students aged 20 to 24, with a 44 percent Remedial English Completion rate, students aged 25 to 49, with a 37 percent Remedial English Completion rate, students aged 50 or more, students aged 50 or more, with 23 percent Remedial English Completion, experience a disproportionate impact as compared to the Remedial English Completion rate of students aged 19 or less.

Students aged 20 to 24 achieved only 74 percent as well as students aged 19 or less. Students aged 25 to 49 achieved only 22 percent as well as students aged 19 or less. Students aged 50 or more had no students in this group attaining Remedial English Completion

Because the number of students (cell size) is less than 60 for students aged 50 or more (8) the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

There is no disproportionate impact shown for the Gender subgroups for Remedial English Completion.

Remedial English Completion Rates by Age and Gender
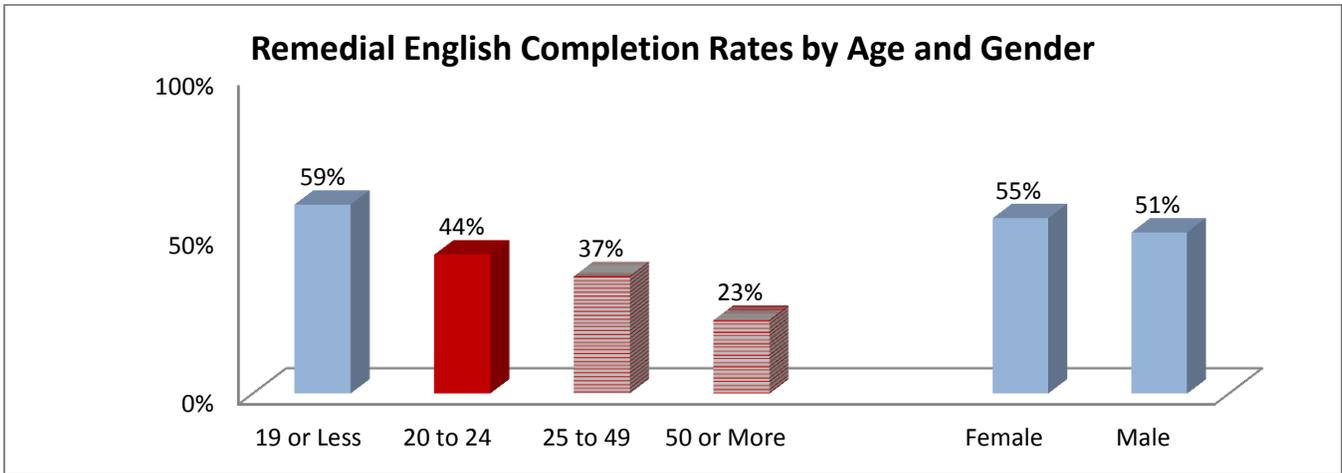
	19 or Less	20 to 24	25 to 49	50 or More		Female	Male
Outcome Rate	59%	44%	37%	23%		55%	51%
Outcome number	351	72	42	3		219	238
Group % of Total	67%	19%	13%	1%		45%	53%

Special Populations

There is no disproportionate impact shown for DSPS or Economically Disadvantaged students in Remedial English Completion.

Remedial English Completion Rates for Special Populations
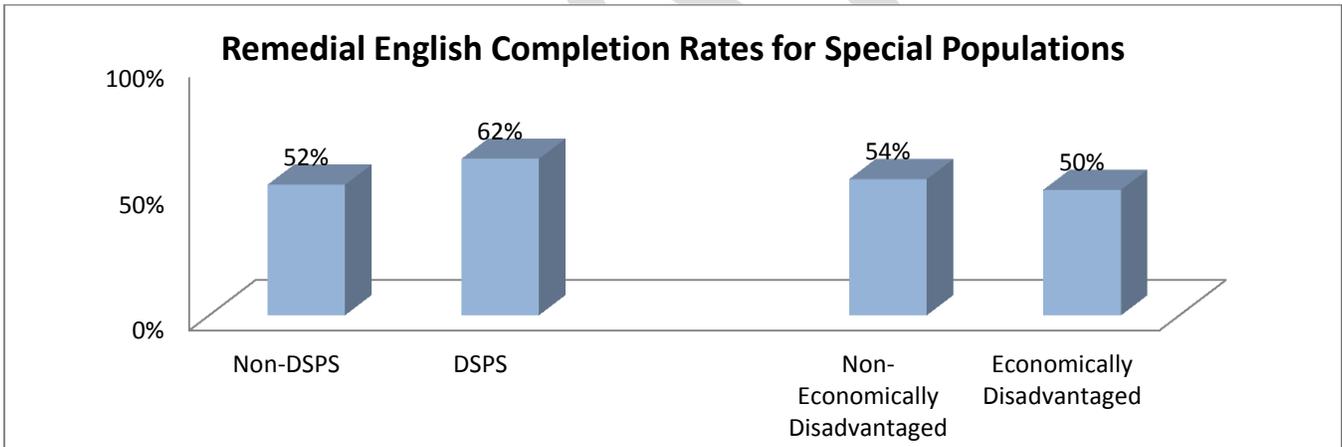
	Non-DSPS	DSPS			Non-Economically Disadvantaged	Economically Disadvantaged
Outcome Rate	52%	62%			54%	50%
Outcome number	398	70			370	98
Group % of Total	87%	13%			78%	22%

English as a Second Language

Race and Ethnicity
To provide a high level view of ESL Completion rates, the rates for the highest achieving group (White) are compared to all other students (Non-White). Non-White students experience a disproportionate impact as compared to White students for ESL Completion. Non-White students achieved on 68 percent as well as the White students.

ESL Completion Rates by Race and Ethnicity - Non-White & White
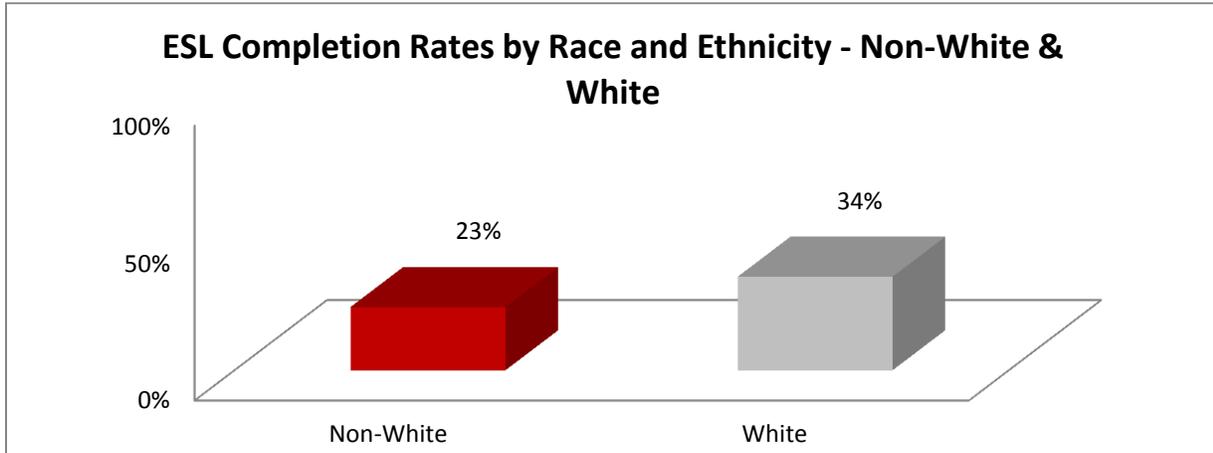
	Non-White	White
Outcome Rate	23%	34%
Outcome number	32	20
Group % of Total	63%	26%

The Moorpark College data below indicate that, of the 218 enrollments overall, Hispanic students and Asian 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. Asian students achieved only 63 percent as well as the White students.

Because the number of students (cell size) is less than 60 for African American (5), Asian (46), Filipino (2), Pacific Islander (2), and White (58) students, the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

ESL Completion Rates by Race and Ethnicity
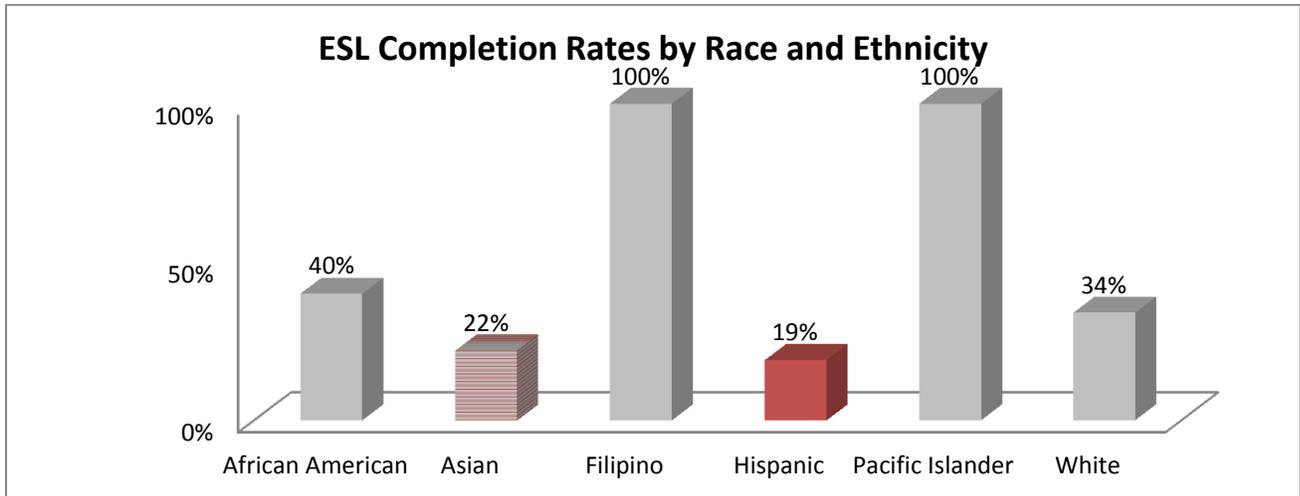
|	African American	Asian	Filipino	Hispanic	Pacific Islander	White
Outcome Rate	40%	22%	100%	19%	100%	34%
Outcome number	2	10	2	16	2	20
Group % of Total	2%	21%	1%	38%	1%	26%

Age, Gender

The Moorpark College data below indicate that students aged 20 to 24, with a 43 percent ESL Completion rate, students aged 25 to 49, with a 10 percent ESL Completion rate, students aged 50 or more, with no students attaining ESL Completion, experience a disproportionate impact as compared to the ESL Completion rate of students aged 19 or less.

Students aged 20 to 24 achieved only 74 percent as well as students aged 19 or less. Students aged 25 to 49 achieved only 22 percent as well as students aged 19 or less. Students aged 50 or more had no students in this group attaining ESL Completion

Because the number of students (cell size) is less than 60 for students aged 50 or more (8) the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

There is no disproportionate impact shown for the Gender subgroups for ESL Completion.

ESL Completion Rates by Age & Also by Gender
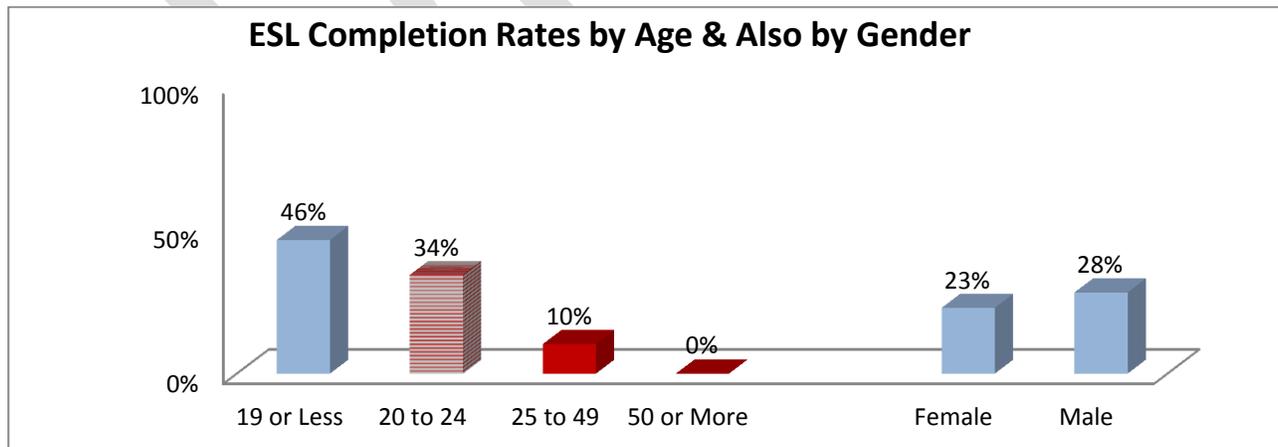
	19 or Less	20 to 24	25 to 49	50 or More		Female	Male
Outcome Rate	46%	34%	10%	0%		23%	28%
Outcome number	30	15	10	0		30	23
Group % of Total	30%	20%	45%	6%		60%	37%

Special Populations

There is no disproportionate impact shown for DSPS or Economically Disadvantaged students in ESL Completion.

ESL Completion Rates for Special Popluations
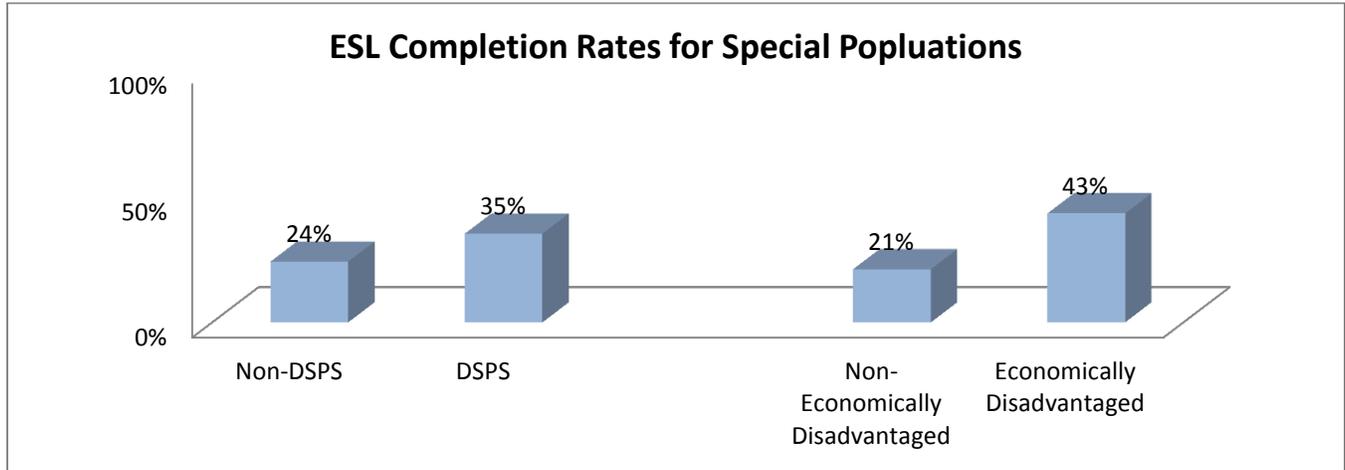
	Non-DSPS	DSPS			Non-Economically Disadvantaged	Economically Disadvantaged
Outcome Rate	24%	35%			21%	43%
Outcome number	46	9			37	18
Group % of Total	88%	12%			81%	19%

4. **DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of first time students with a minimum of 6 units earned and who attempted any math or English course in the first three years 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.

Persistence

Race and Ethnicity

To provide a high level view of Persistence rates, the rates for the highest achieving group (White) are compared to all other students (Non-White). There is no disproportionate impact shown when comparing the high level groups of Non-White and White students for Persistence.

Persistence Rates by Race and Ethnicity - Non-White & White
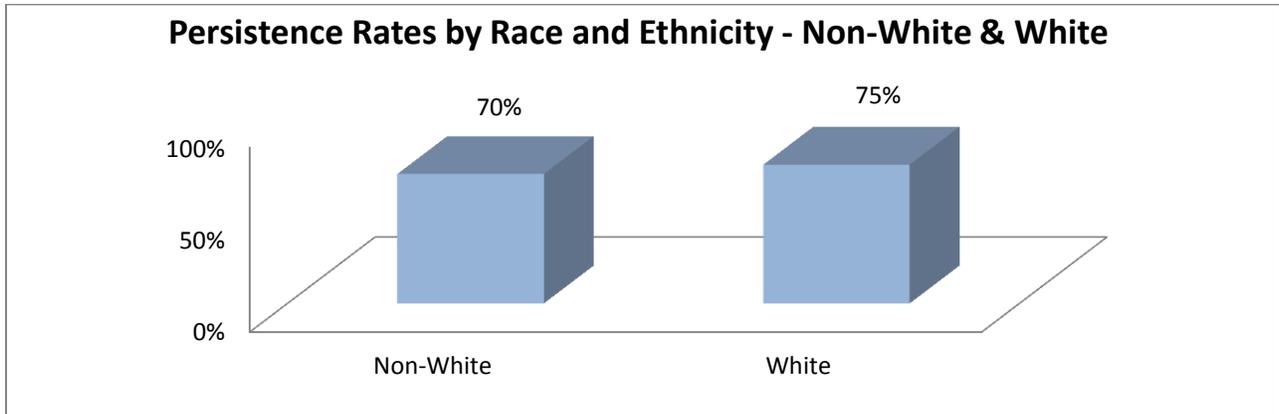
	Non-White	White
Outcome Rate	70%	75%
Outcome number	556	1266
Group % of Total	28%	60%

The Moorpark College data below indicate that American Indian/Alaskan Native students, with a 58% persistence rate, experience the a disproportionate impact as compared to the outcome rate of White students. American Indian/Alaskan Native students achieved only 77 percent as well as the White students.

Because the number of students (cell size) is less than 60 for African American (55), American Indian/ Alaskan Native (31), and Pacific Islander (15) students, the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

NOTE: *Foster Youth persistence rates are not currently available for this student cohort. Campus-based research of Foster Youth success is presented following the student success scorecard indicators; see Indicator #6.

## Persistence Rates by Race and Ethnicity
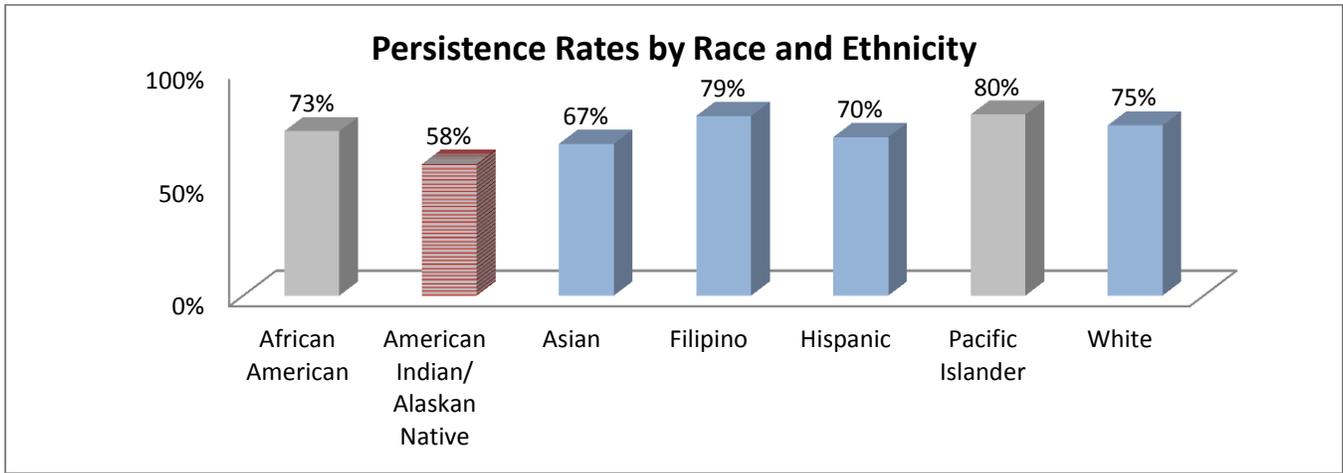
	African American	American Indian/ Alaskan Native	Asian	Filipino	Hispanic	Pacific Islander	White
Outcome Rate	73%	58%	67%	79%	70%	80%	75%
Outcome number	40	18	106	54	326	12	1266
Group % of Total	2%	1%	6%	2%	16%	1%	60%

Age, Gender

There is no disproportionate impact shown in the Age subgroups for Persistence.

There is no disproportionate impact shown in the Gender subgroups for Persistence.

Persistence Rates by Age & Also by Gender
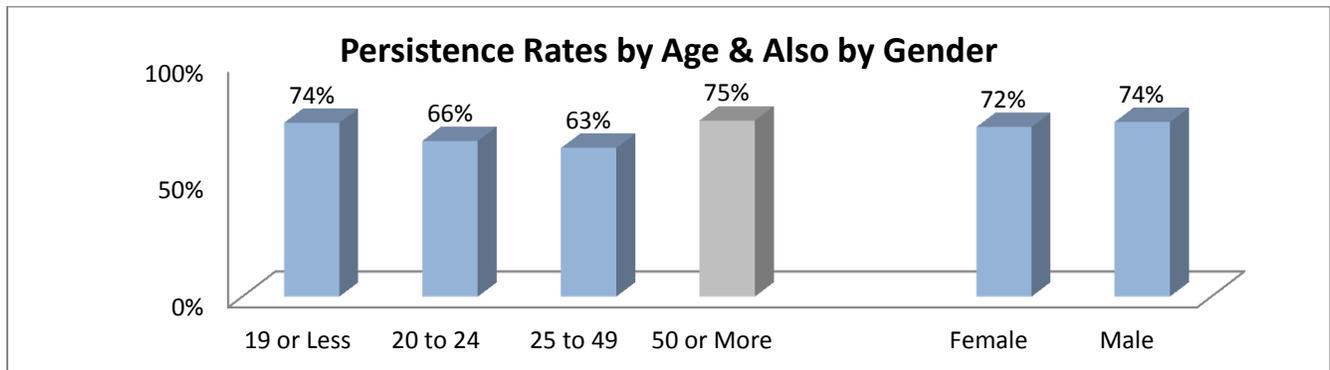
	19 or Less	20 to 24	25 to 49	50 or More		Female	Male
Outcome Rate	74%	66%	63%	75%		72%	74%
Outcome number	1932	71	62	6		1013	1029
Group % of Total	92%	4%	3%	<1%		50%	49%

Special Populations

There is no disproportionate impact shown for DSPS or Economically Disadvantaged students in Persistence.

Persistence Rates by Special Population
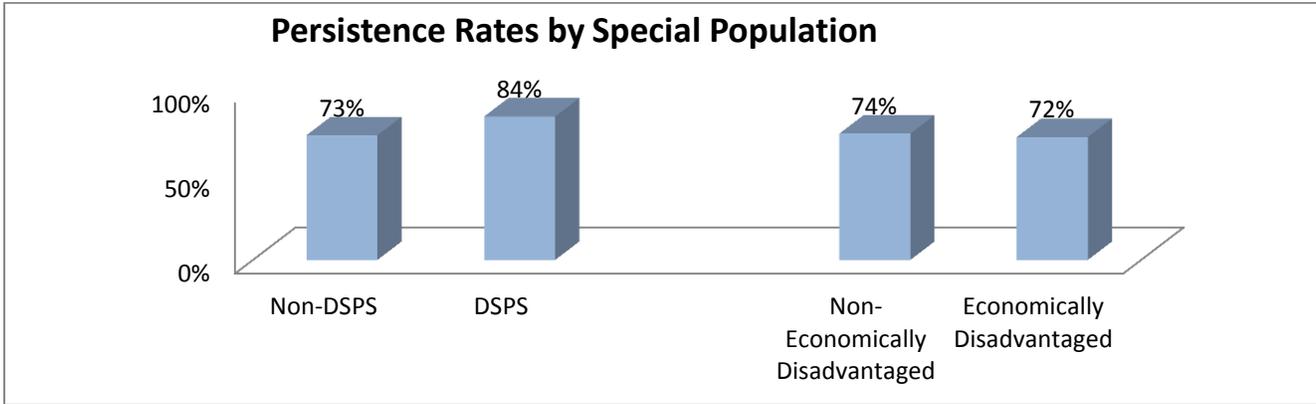
	Non-DSPS	DSPS				Non-Economically Disadvantaged	Economically Disadvantaged
Outcome Rate	73%	84%				74%	72%
Outcome number	1912	159				1484	587
Group % of Total	93%	7%				71%	29%

Attainment of 30 or more units

Race and Ethnicity
To provide a high level view of Attainment of 30 or More Units rates, the rates for the highest achieving group (White) are compared to all other students (Non-White). There is no disproportionate impact shown when comparing the high level groups of Non-White and White students for Attainment of 30 or More Units.

Attainment of 30 or More Units by Race and Ethnicity - Non-White & White
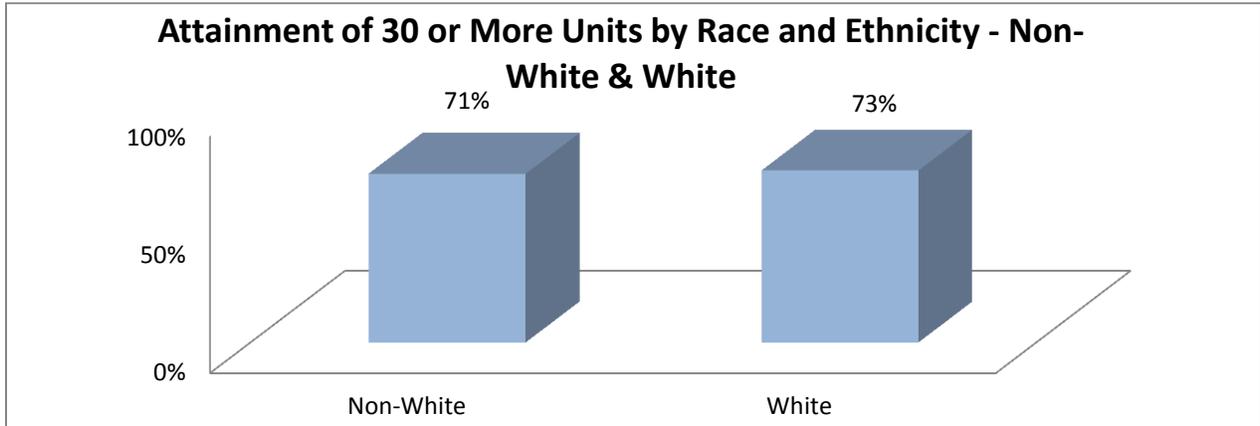
	Non-White	White
Outcome Rate	71%	73%
Outcome number	565	1223
Group % of Total	28%	60%

There is no disproportionate impact shown in the Race and Ethnicity subgroups for the Attainment of 30 or More Units.

Because the number of students (cell size) is less than 60 for African American (55), American Indian/ Alaskan Native (31), and Pacific Islander (15) students, the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

Attainment of 30 or More Units by Race and Ethnicity
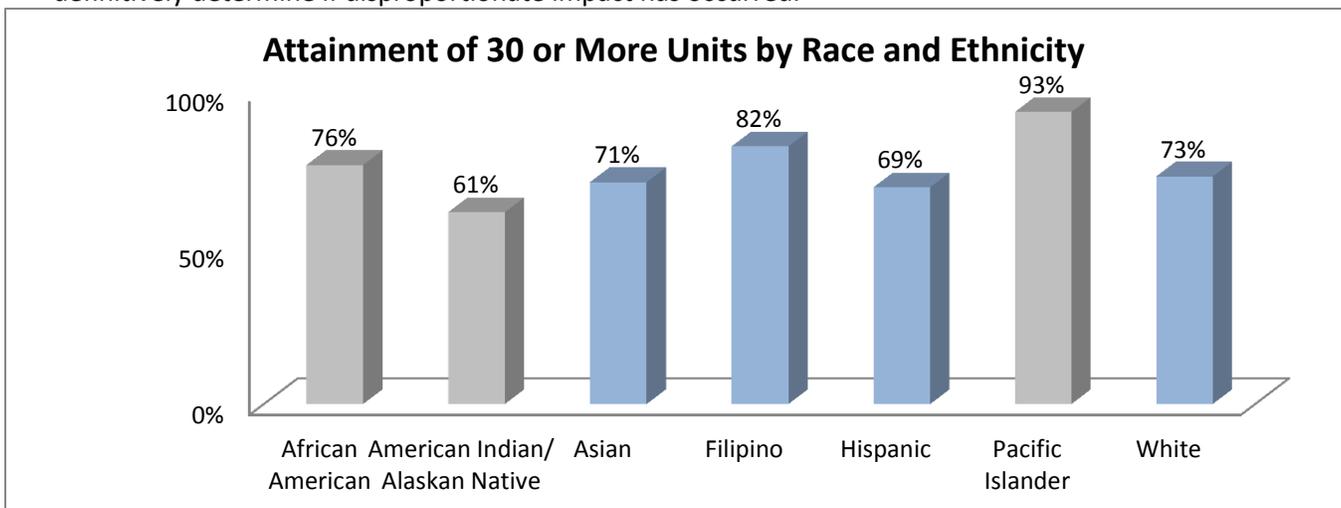
|	African American	American Indian/ Alaskan Native	Asian	Filipino	Hispanic	Pacific Islander	White
Outcome Rate	76%	61%	71%	82%	69%	93%	73%
Outcome number	42	19	112	56	322	14	1223
Group % of Total	2%	1%	6%	2%	16%	1%	60%

Age, Gender

The Moorpark College data below indicate that students aged 20 to 24, with a 53 percent attainment rate, students aged 25 to 49, with a 56 percent attainment rate, students aged 50 or more, with a 25 percent attainment rate, experience a disproportionate impact as compared to the attainment rate of students aged 19 or less. Students aged 20 to 24 achieved only 72 percent as well as students aged 19 or less. Students aged 25 to 49 achieved only 76 percent as well as students aged 19 or less. Students aged 50 or more achieved only 34 percent as well as students aged 19 or less.

Because the number of students (cell size) is less than 60 for students aged 50 or more (8) the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

There is no disproportionate impact shown for the Gender subgroups for Degree, Certificate, or Transfer.

Attainment of 30 or More Units by Age & Also by Gender
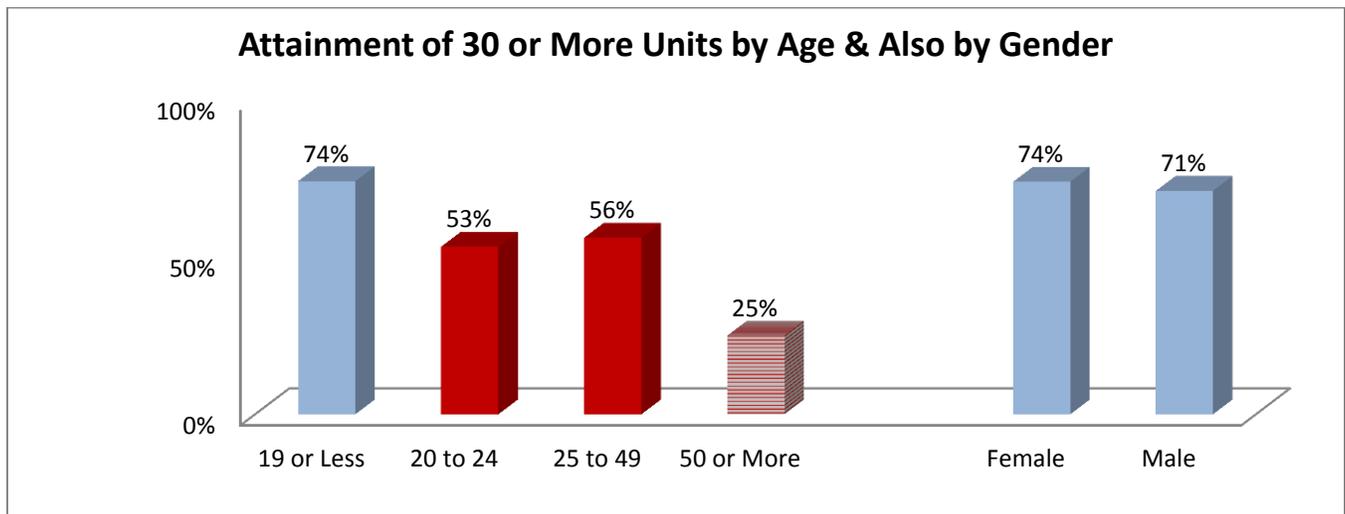
	19 or Less	20 to 24	25 to 49	50 or More		Female	Male
Outcome Rate	74%	53%	56%	25%		74%	71%
Outcome number	1,934	57	55	2		1037	983
Group % of Total	92%	4%	3%	<1%		50%	49%

Special Populations

There is no disproportionate impact shown for DSPS or Economically Disadvantaged students in Attainment of 30 or More Units.

Attainment of 30 or More Units by Special Population

	Non-DSPS	DSPS				Non-Economically Disadvantaged	Economically Disadvantaged
	72%	79%				70%	79%
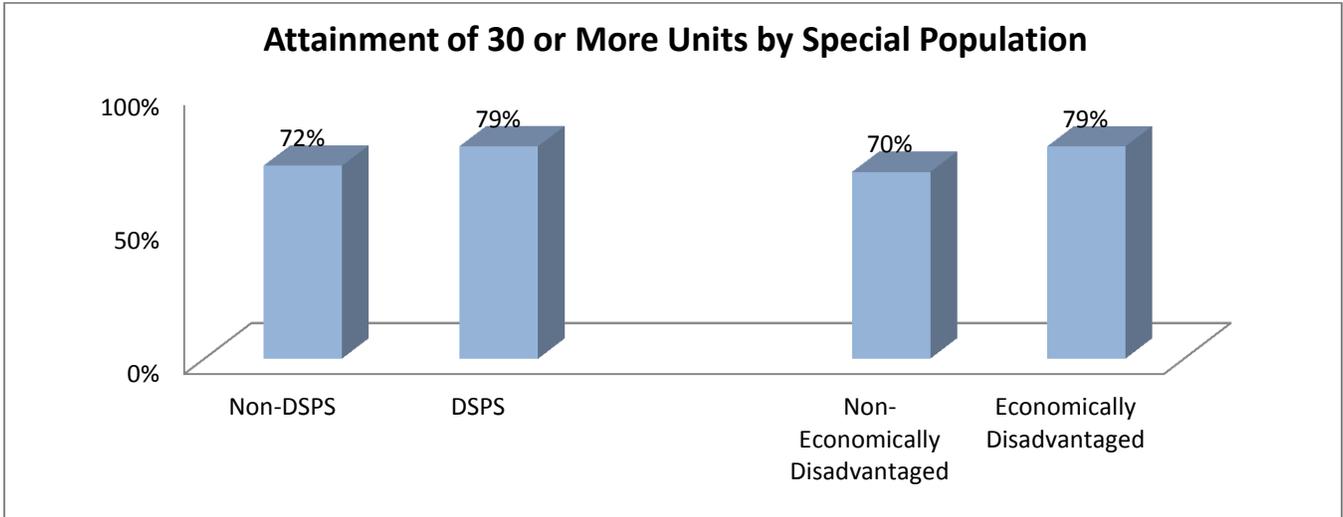
Outcome Rate	72%	79%				74%	71%
Outcome number	1899	150				1400	649
Group % of Total	93%	7%				71%	29%

Degree/Certificate Completion & Transfer

Race and Ethnicity
To provide a high level view of Degree/Certificate Completion and Transfer rates, the rates for the highest achieving group (White) are compared to all other students (Non-White). There is no disproportionate impact shown when comparing the high level groups of Non-White and White students for Degree/Certificate Completion and Transfer.
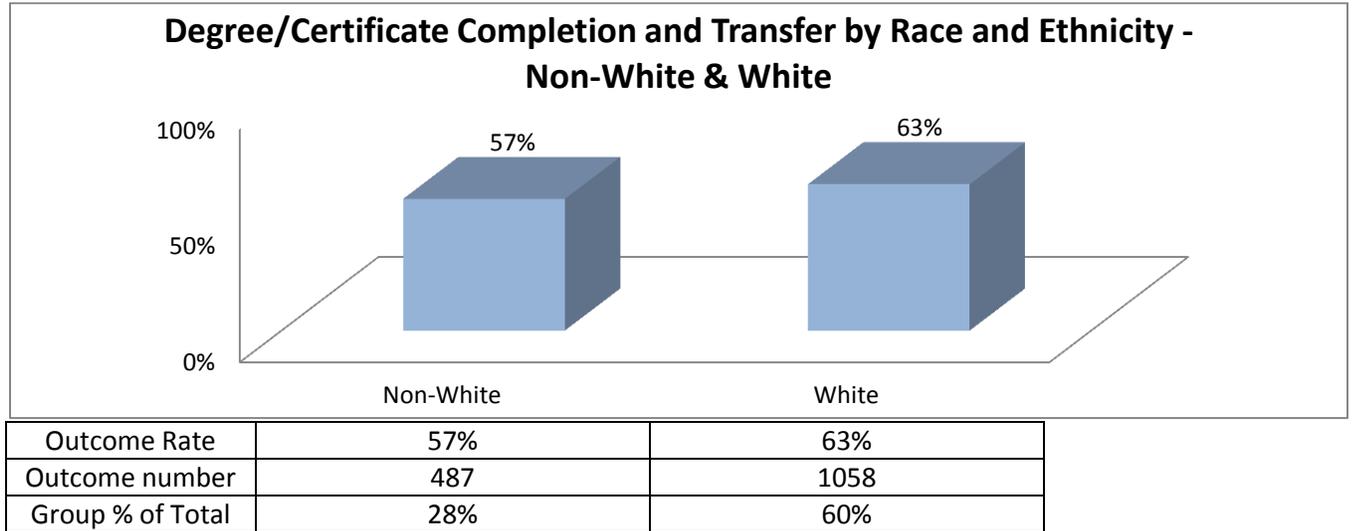
Degree/Certificate Completion and Transfer by Race and Ethnicity - Non-White & White

|	Non-White	White
Outcome Rate	57%	63%
Outcome number	487	1058
Group % of Total	28%	60%

The Moorpark College data below indicate that American Indian/Alaskan Native students, with a 48 percent completion rate, and Hispanic students, with a 49 percent completion rate, experience a disproportionate impact as compared to the outcome rate of White students. American Indian/Alaskan Native students achieved only 77 percent as well as the White students. Hispanic students achieved only 79 percent as well as the White students.

Because the number of students (cell size) is less than 60 for African American (55), American Indian/ Alaskan Native (31), and Pacific Islander (15) students, the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

Degree/Certificate Completion and Transfer by Race and Ethnicity
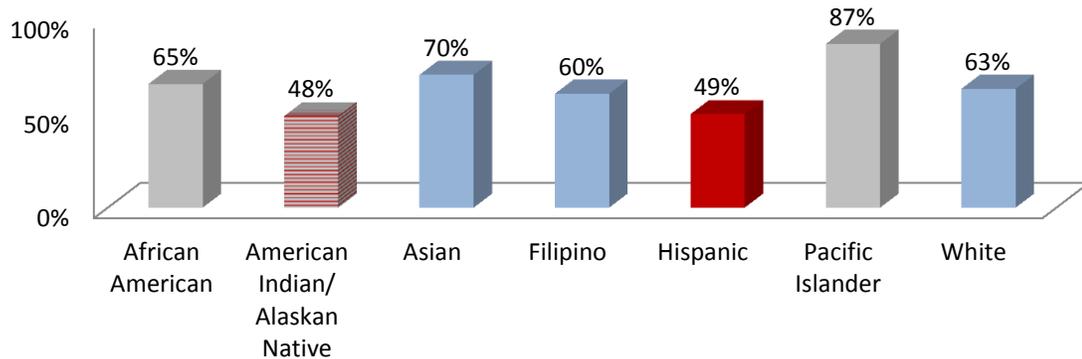
|	African American	American Indian/ Alaskan Native	Asian	Filipino	Hispanic	Pacific Islander	White
Outcome Rate	65%	48%	70%	60%	49%	87%	63%
Outcome number	36	15	111	41	230	13	1058
Group % of Total	2%	1%	5%	2%	16%	1%	58%

Age, Gender

The Moorpark College data below indicate that students aged 20 to 24, with a 34 percent completion rate, students aged 25 to 49, with a 33 percent completion rate, students aged 50 or more, with a 13 percent completion rate, experience a disproportionate impact as compared to the outcome rate of students aged 19 or less. Students aged 20 to 24 achieved only 53 percent as well as students aged 19 or less. Students aged 25 to 49 achieved only 52 percent as well as students aged 19 or less. Students aged 50 or more achieved only 20 percent as well as students aged 19 or less.

Because the number of students (cell size) is less than 60 for students aged 50 or more (8) the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

There is no disproportionate impact shown for the Gender subgroups for Degree, Certificate, or Transfer.

Degree/Certificate Completion and Transfer by Age and Gender
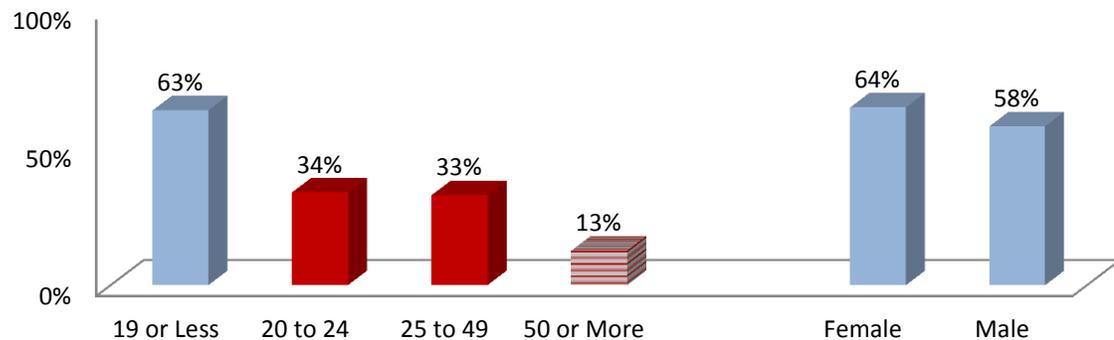
|	19 or Less	20 to 24	25 to 49	50 or More		Female	Male
Outcome Rate	63%	34%	33%	13%		64%	58%
Outcome number	1654	36	32	1		904	797
Group % of Total	92%	4%	3%	<1%		50%	49%

Special Populations
There is no disproportionate impact shown for DSPS or Economically Disadvantaged students in Degree, Certificate, or Transfer.

Degree/Certificate Completion and Transfer by Special Population
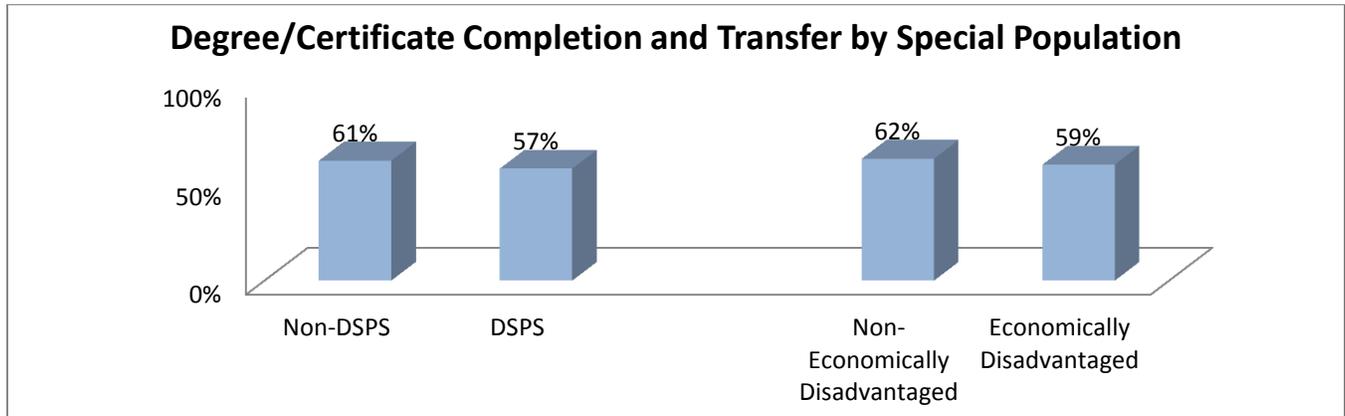
|	Non-DSPS	DSPS			Non-Economically Disadvantaged	Economically Disadvantaged
Outcome Rate	61%	57%			62%	59%
Outcome number	1616	108			1244	480
Group % of Total	93%	7%			71%	21%

5. TRANSFER. Ratio of the number of first-time 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.

<u>Race and Ethnicity</u>
To provide a high level view of Transfer rates, the rates for the highest achieving group (White) are compared to all other students (Non-White). There is no disproportionate impact shown when comparing the high level groups of Non-White and White students for Transfer.

Transfer Rate by Race and Ethnicity - Non-White & White

	Non-White	White
Outcome Rate	47%	52%
Outcome number	303	735
Group % of Total	27%	60%
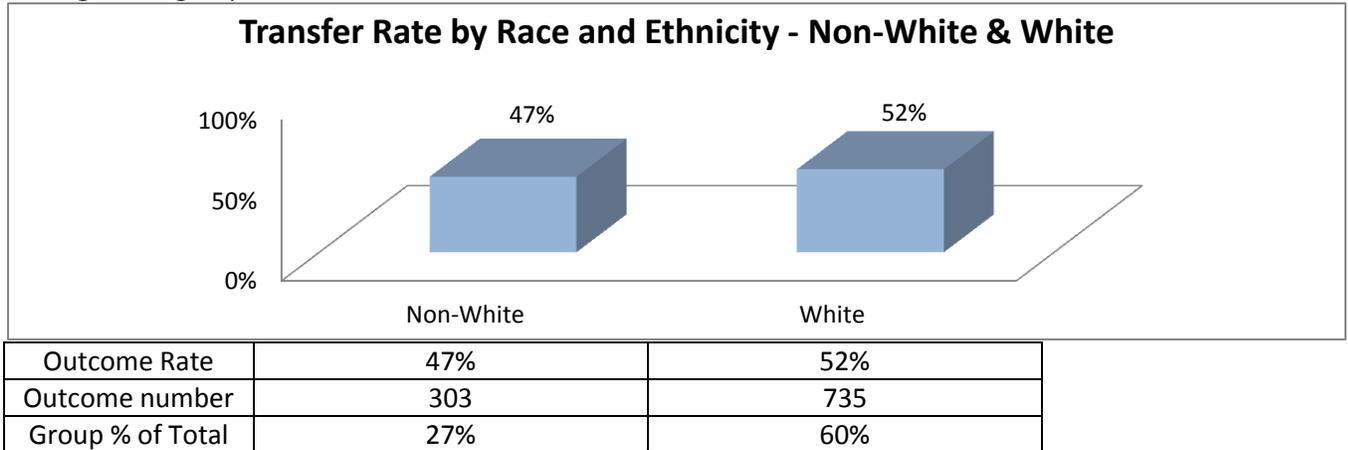
The Moorpark College data below indicate that Hispanic students, with a 40% transfer rate, experience a disproportionate impact as compared to the transfer rate of White students. Hispanic students achieved only 77 percent as well as the White students.

Because the number of students (cell size) is less than 60 for African American (41), American Indian/ Alaskan Native (23), Filipino (54), and Pacific Islander (14) students, the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

Transfer Rate by Race and Ethnicity

|	African American	American Indian/ Alaskan Native	Asian	Filipino	Hispanic	Pacific Islander	White
Outcome Rate	61%	52%	60%	48%	40%	64%	52%
Outcome number	25	12	80	26	151	9	735
Group % of Total	%	%	%	%	%	%	%
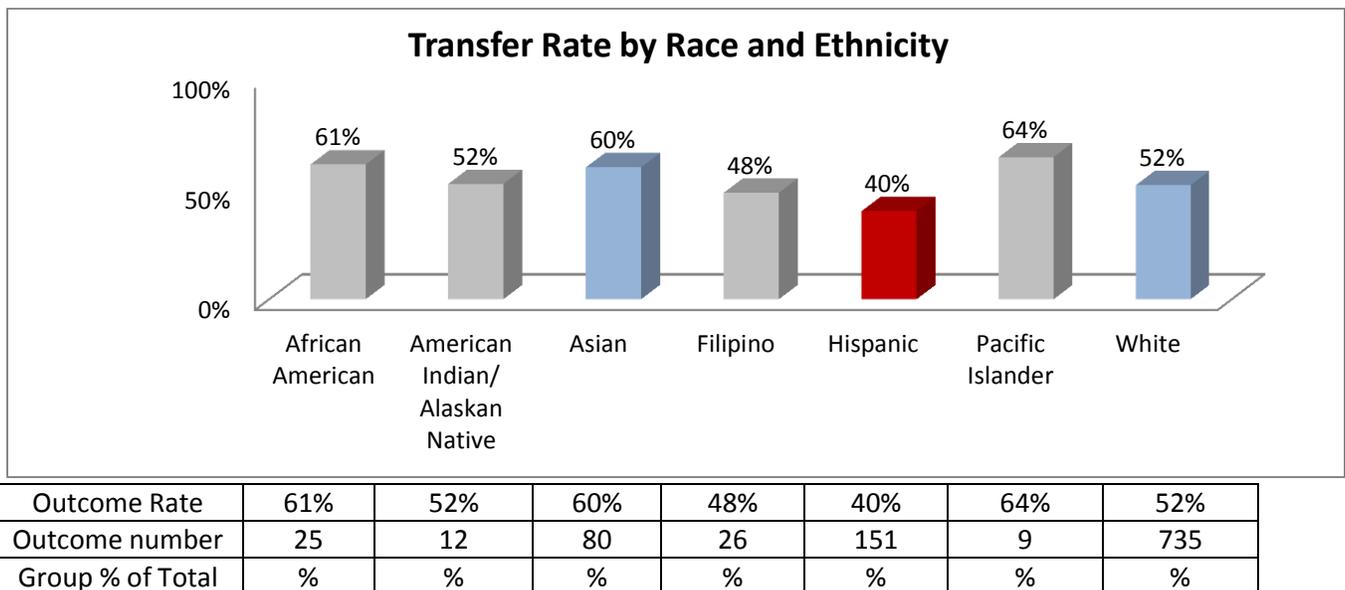
Age, Gender

The Moorpark College data below indicate that students aged 20 to 24, with a 28% transfer rate, students aged 25 to 49, with a 24% transfer rate, students aged 50 or more, with a 25% transfer rate, experience a disproportionate impact as compared to the transfer rate of students aged 19 or less. Students aged 20 to 24 achieved only 55 percent as well as students aged 19 or less. Students aged 25 to 49 achieved only 46 percent as well as students aged 19 or less. Students aged 50 or more achieved only 48 percent as well as students aged 19 or less.

Because the number of students (cell size) is less than 60 for students aged 50 or more (4) the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

There is no disproportionate impact shown for the Gender subgroups for Transfer.

Transfer Rate by Age and Gender

|	19 or Less	20 to 24	25 to 49	50 or More		Female	Male
Outcome Rate	52%	28%	24%	25%		51%	49%
Outcome number	1147	21	17	1		625	547
Group % of Total	94%	3%	3%	<1%		51%	47%
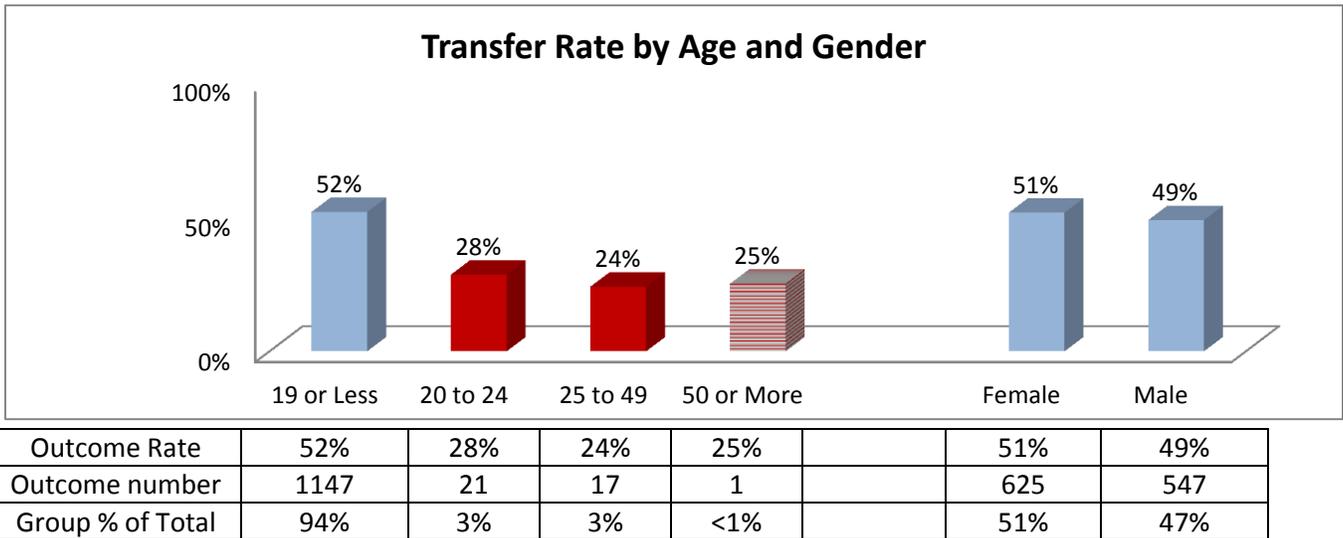
Special Populations

There is no disproportionate impact shown for DSPS students for Transfer.

There is a disproportionate indicated for transfer rates of CalWorks students as compared to non-CalWORKs students. No CalWorks students in this group transferred. Because the number of students (cell size) is less than 60 for CalWORKs students (4) the data collected may not be sufficient to definitively determine if disproportionate impact has occurred.

Transfer Rate by Special Population
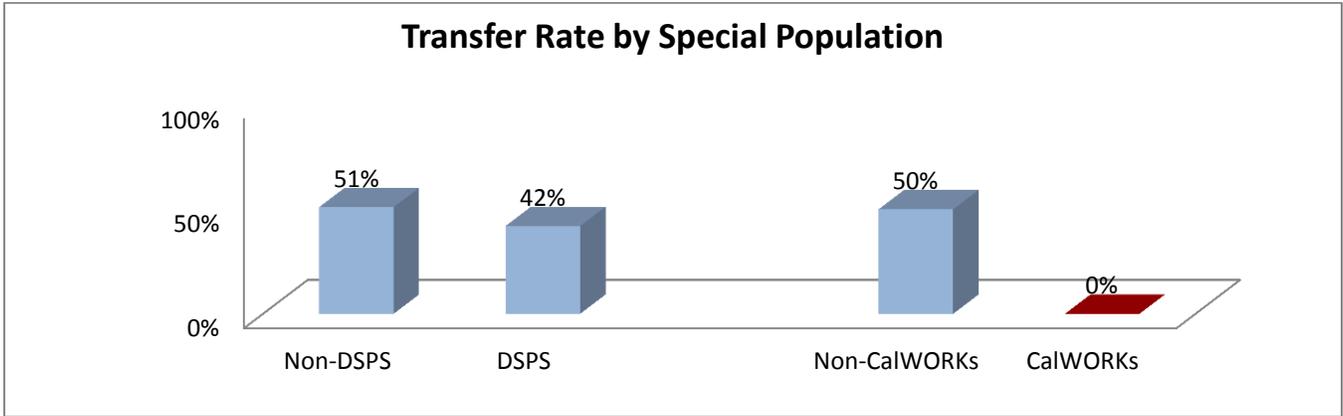
Outcome Rate	51%	42%			50%	0%
Outcome number	1123	64			1187	0
Group % of Total	94%	6%			100%	<1%

**6. FOSTER YOUTH.** While the foster care population often goes unnoticed, in California over 50,000 children and youth are in out-of-home placements. It is estimated that there are at least 12,000 current and former foster youth enrolled in California's community college system. It is reported that educational outcomes for foster youth tend to be extremely poor, even when compared to other economically disadvantaged students.

Processes for identifying foster youth attending Moorpark College are in the early stages of development. The Fall 2011 cohort marks the first identifiable cohort of foster youth. Processes and reliable data sources to track outcomes for these students are still being defined. The data analyses that follow represent our first attempt to understand how our foster youth are achieving their desired goals. As data collection and processes are improved, data analysis will become more robust.

Course Success
The Moorpark College data below indicate that Foster Youth students experience a disproportionate impact as compared to the Course Success rates for Moorpark College Total.
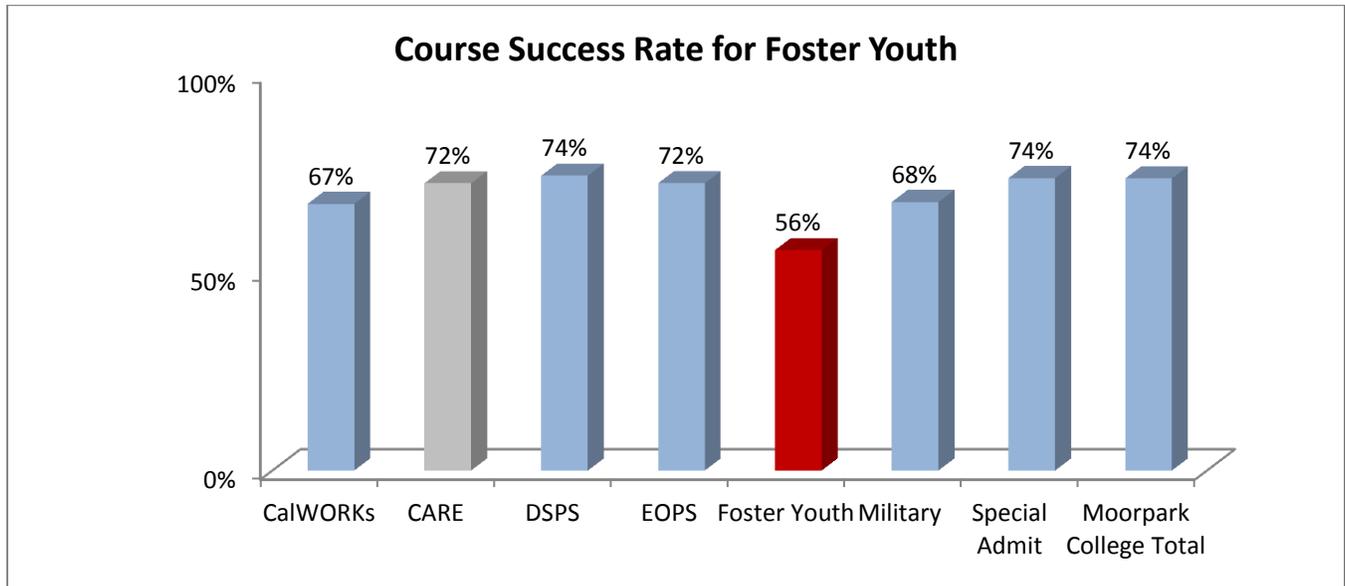
Course Success Rate for Foster Youth

|	CalWORKs	CARE	DSPS	EOPS	Foster Youth	Military	Special Admit	Moorpark College Total
Outcome Rate	67%	72%	74%	72%	56%	68%	74%	74%
Outcome number	119	42	1,925	744	125	151	219	31,037
Group % of Total	<1%	<1%	6%	2%	<1%	<1%	<1%	100%

Remedial English Completion
There is no disproportionate impact shown for Foster Youth or Economically Disadvantaged students in Remedial English Completion.

Remedial English Completion Rate for Foster Youth
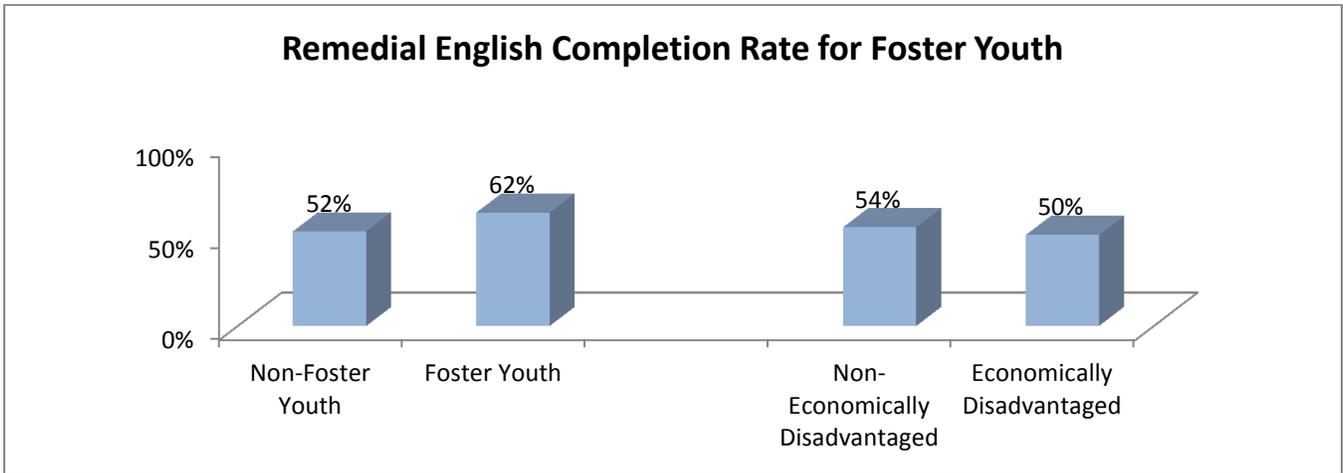
Outcome Rate	52%	62%				54%	50%
Outcome number	398	70				370	98
Group % of Total	87%	13%				78%	22%

Remedial Math Completion

There is no disproportionate impact shown for Foster Youth or Economically Disadvantaged students in Remedial math Completion.

Remedial Math Completion Rate for Foster Youth
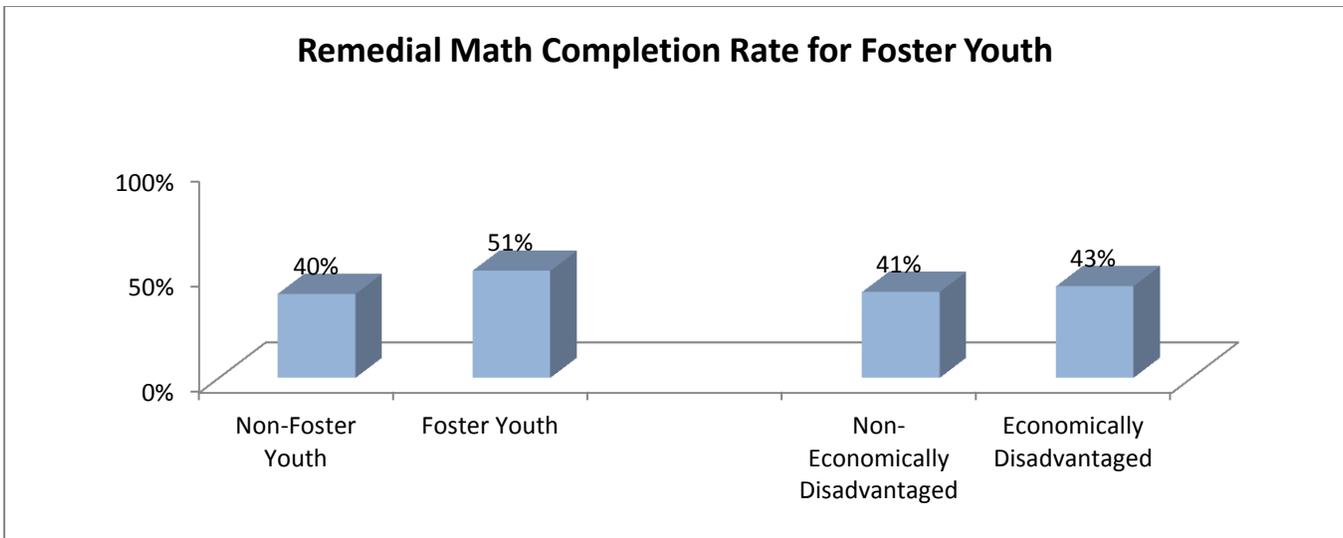
Outcome Rate	40%	51%				41%	43%
Outcome number							
Group % of Total	87%	13%				80%	20%

Goals and Activities

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1. **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"

Goal: To identify barriers that affect how different Student Populations access the various services across the campus.

Activity	Timeline	Responsible Party	Expected Outcome
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.	Year 1: 2014-2015	Office of Student Learning, Office of Institutional Research, Student Services Council	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.
Addressing any potential barriers found in the research, programs will identify specific activities/services that can be improved or added.	Year 2: 2015-2016	Deans, Program faculty	
Programs will implement and assess program specific activities/services	Year 3: 2016-2017	Deans, Program faculty	

Goal: Raise student engagement and grow campus culture of welcome and support.

Activity	Timeline	Responsible Party	Expected Outcome
Develop and send "Welcome to the Moorpark College Family" letter/email that will be sent to all new college applicants.	Year 1: 2014-2015	Outreach, Dean, Registrar	Moorpark College will expand outreach effort to all students, with special focus on student engagement and support for target student populations.
Develop and implement an outreach plan to introduce student within special populations to the opportunities at Moorpark College.	Year 2: 2015-2016	Outreach, Dean, Counseling	
Assessment of Outreach Activities	Year 3: 2016-2017	Outreach, Dean, Office of Institutional Research	

Goal: To minimize barriers that affect how former Foster Youth students access the various services and benefits available to them across campus.

Activity	Timeline	Responsible Party	Expected Outcome
Keynote Speaker will address faculty and staff, providing information and guidance in regards to assisting former foster youth	Year 1: 2014-2015	Former Foster Youth Task Force	Moorpark College faculty and staff will have a better understanding of the potential barriers and difficulties that former foster youth face when entering college.
Campus will hold information sessions designed for foster parents and foster youth, helping these families to better navigate the college processes	Year 1: 2014-2015	Foster and Kinship Care Education Program Coordinator	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.
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.	Year 2: 2015-2016	Student Service, Deans, Information Technology	70% of identified foster youth will utilize at least two services/benefits available to them.

2. **STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

"Ratio of the number of credit courses those 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"

Goal: Increase the successful course completion rate for African American students (currently this population has a 56% successful course completion rate).			
Activity	**Timeline**	**Responsible Party**	**Expected Outcome**
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.	Year 1: 2014-2015	Office of Student Learning, Office of Institutional Research, Student Services Council	Successful course completion rates for African American students will reach 60% within the next 3 years.
Discipline faculty will analyze course completion data to identify potential barriers within their programs.	Year 1: 2014-2015	Program faculty, Deans, Office of Institutional Research	
Provide professional development opportunities to help faculty understand and analyze completion data.	Year 1: 2014-2015	Professional Development Committee, Office of Institutional Research	
Provide professional development opportunities to help faculty learn to best practices in student success and equity, specifically dealing with African American students	Year 2: 2015-2016	Professional Development Committee, Student Success and Equity Committee, Basic Skills Committee	
Instructional programs will identify specific activities/services that will minimize course completion barriers.	Year 2: 2015-2016	Program faculty	
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.	Year 3: 2016-2017	Office of Student Learning, Office of Institutional Research, Registrar	
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)	Year 3: 2016-2017	Office of Student Learning, Office of Institutional Research, Student Services Council	

Goal: Increase the successful course completion rate for former foster youth students (currently this population has a 56% successful course completion rate).

Activity	Timeline	Responsible Party	Expected Outcome
Present and discuss the CCSSE and SENSE survey results to determine if students are indicating a recognized value to the services provided on campus, such as tutoring.	Year 1: 2014-2015	Office of Student Learning, Office of Institutional Research, Student Services Council	Successful course completion rates for foster youth students will reach 60% within the next 3 years.
Keynote Speaker will address faculty and staff, providing information and guidance in regards to assisting former foster youth	Year 2: 2015-2016	Former Foster Youth Task Force	
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.	Year 3: 2016-2017	Office of Student Learning, Office of Institutional Research, Registrar	
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)	Year 3: 2016-2017	Office of Student Learning, Office of Institutional Research, Student Services Council	

3.   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"

Goal: Increase the number of males students who complete a degree-applicable course after having completed remedial math			
Activity	**Timeline**	**Responsible Party**	**Expected Outcome**
Analyze the completion data further to determine the ethnicity of students who are not completing remedial math courses and/or degree-applicable courses after completing the final basic skills math course. Is there a correlation between the Filipino or Hispanic student population and gender?	Year 1: 2014-2015	Basic Skills Committee, Math faculty, Office of Institutional Research	Successful course completion rates for Male students will reach 37% within the next 3 years.
Develop remedial math cohorts to improve student engagement that include focused counseling and supplemental instruction.	Year 2: 2015-2016	Basic Skills Committee, Math faculty	
Pilot accelerated program for remedial math	Year 3: 2016-2017	Math faculty	

Goal: Increase the successful remedial English completion rate of students age 20-24			
Activity	**Timeline**	**Responsible Party**	**Expected Outcome**
Analyze the completion data further to determine the ethnicity of students 20-24 who are not completing remedial English courses and/or degree-applicable courses after completing the final basic skills English course. Is there a correlation between age and ethnicity?	Year 1: 2014-2015	Basic Skills Committee, English faculty, Office of Institutional Research	Successful course completion rates for students age 20-24 will reach 47% within the next 3 years.
Develop remedial English cohorts to improve student engagement that include focused counseling and supplemental instruction.	Year 2: 2015-2016	Basic Skills Committee, English faculty	
Integrate student success strategies within remedial English classes	Year 3: 2016-2017	English faculty	

Goal: Increase the number of Hispanic students who successfully complete and ESL course and then take a transfer-level course			
Activity	**Timeline**	**Responsible Party**	**Expected Outcome**
Analyze the completion data further to more fully understand why Hispanic students are not completing ESL courses and moving on to take transfer courses. Is there a correlation between the Hispanic student population and age?	Year 1: 2014-2015	Basic Skills Committee, English faculty, Office of Institutional Research	Successful course completion rates for Hispanic students will reach 22% within the next 3 years.
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	

4. 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"

Goal: Increase the degree and certificate completion rate for Hispanic students (currently this population has a 49% successful completion rate).			
Activity	**Timeline**	**Responsible Party**	**Expected Outcome**
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.	Year 1: 2014-2015	Office of Institutional Research, Program Faculty	Successful degree, certificate and transfer-preparation completion rates for Hispanic students will reach 54% within the next 3 years.
Help Hispanic students understand degree/certificate patterns (ADTs) and transfer pathways.	Year 1: 2014-2015	Outreach, Program Faculty, Transfer Center, Counselors	
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?	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)	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)	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.	Year 3: 2016-2017	Dean, Student Services, Program Faculty, Office of Institutional Research	

Goal: Increase the degree and certificate completion rate for foster youth students.			
Activity	**Timeline**	**Responsible Party**	**Expected Outcome**
Identify the degree and certificate completion rate for foster youth students.	Year 1: 2014-2015	Office of Institutional Research, Student Success and Equity	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.
Identify students' course-taking patterns. To determine courses that appear to be barriers to successful degree/certificate completions.	Year 1: 2014-2015	Office of Institutional Research, Program Faculty	
Help students understand degree/certificate patterns (ADTs) and transfer pathways.	Year 1: 2014-2015	Outreach, Program Faculty, Transfer Center, Counselors	
Review and complete two-year course sequencing patterns for each program to identify any potential barriers to student completion within a 3-year timeframe.	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)	Year 3: 2016-2017	Deans, Office of Institutional Research, Counseling	
Survey Foster Youth students who drop courses to determine reason for dropping; analyze survey results and discuss potential trends.	Year 3: 2016-2017	Dean, Student Services, Office of Institutional Research	

Goal: Increase the degree and certificate completion rate for veteran students.			
Activity	**Timeline**	**Responsible Party**	**Expected Outcome**
Identify the degree and certificate completion rate for veteran students.	Year 1: 2014-2015	Office of Institutional Research, Counseling, Student Success and Equity Committee	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.
Identify students' course-taking patterns. To determine courses that appear to be barriers to successful degree/certificate completions.	Year 1: 2014-2015	Office of Institutional Research, Program Faculty	
Help students understand degree/certificate patterns (ADTs) and transfer pathways.	Year 1: 2014-2015	Outreach, Program Faculty, Transfer Center, Counselors	
Review and complete two-year course sequencing patterns for each program to identify any potential barriers to student completion within a 3-year timeframe.	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)	Year 3: 2016-2017	Deans, Office of Institutional Research, Counseling	
Survey veteran students who drop courses to determine reason for dropping; analyze drop survey results and discuss potential trends.	Year 3: 2016-2017	Dean, Student Services, Office of Institutional Research	

5. **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"

Goal: Increase the transfer rate for Hispanic students (currently this population has a 40% transfer rate).			
Activity	**Timeline**	**Responsible Party**	**Expected Outcome**
Further review completion data to determine potential barriers to success for Hispanic students.	Year 1: 2014-2015	Office of Student Learning, Student Success and Equity Committee, Instructional Program Faculty	Successful transfer rates for Hispanic students will reach 46% within the next 5 years (with transfer rates of other student populations also improving).
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	

Goal: Increase the transfer rate for foster youth students.			
Activity	**Timeline**	**Responsible Party**	**Expected Outcome**
Identify the degree and certificate completion rate for foster youth.	Year 1: 2014-2015	Office of Institutional Research, Student Success and Equity Committee	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.
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	

Goal: Increase the transfer rate for veteran students.			
Activity	**Timeline**	**Responsible Party**	**Expected Outcome**
Identify the degree and certificate completion rate for veterans.	Year 1: 2014-2015	Office of Institutional Research, Student Success and Equity Committee	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.
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	

Budget

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Resources Budgeted

The proposed activities will be funded through both internal and external sources. Funding resources will include:

- General funds allocated for salaries, support programs, and professional development
- Categorical funds, including Basic Skills, Student Success and Perkins
- Grant funds

Moorpark College will use existing resources by shifting emphasis in some programs to support student equity activities. Through its integrated planning and resource allocation process, the college will consider student equity goals in allocating faculty and staff resources, technology resources, and facilities resources.

Link between college goals and resources:

Success Indicator	College Goal	Budget Source
College Level	Further develop student equity strategies, activities and research	General Fund, Student Success
Access	1) Identify and reduce access barriers to student services that affect different student populations 2) Increase student engagement and provide a campus culture of welcome, support, and access to all participants	General Fund; Categorical funds, including Basic Skills and Student Success; Grant funds
Course Completion	Increase the successful course completion rate for African American and former foster youth students	General Fund; Categorical funds, including Basic Skills and Student Success
ESL and Basic Skills Completion	1) Increase remedial math completion rates for male students 2) Increase remedial English completion rates of students age 20-24 3) Increase ESL completion rates for Hispanic students	General Fund; Categorical funds, including Basic Skills and Student Success
Degree and Certificate Completion	Increase the degree and certificate completion rate for Hispanic, former foster youth, and veteran students	General Fund; Categorical funds, including Basic Skills, Student Success, and Perkins; Grant funds
Transfer	Increase the transfer rate for Hispanic, former foster youth, and veteran students	General Fund; Categorical funds, including Basic Skills, Student Success, and Perkins; Grant funds

	Allocation
Student Equity Budget FY2014-15	**396,058.00**
Counselor F/T	117,729.32
Counselor P/T	55,042.00
Tutors - Faculty	22,466.00
Research Analyst (existing 4 mo)	39,135.99
Research Analyst (new 8 mo)	32,464.45
Outreach Specialist 20%	15,192.87
Tutor Specialist I (new 6 mo)	39,218.62
Dean 15%	25,591.37
Tutors - Students	10,195.00
Student workers	5,098.04
Office supplies	1,000.00
General supplies	5,124.35
Speakers	5,000.00
Travel	5,000.00
Mileage	500.00
Contracted svc/data analysis	5,000.00
Printing	2,000.00
Computer 2	5,300.00
Equipment/Scanner for Surveys	5,000.00
Total	**396,058.00**

Evaluation Schedule and Process

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Evaluation will consist of an annual review cycle involving two components. The first component will be to evaluate the actual results of implementing all proposed activities. The purpose of this evaluation component is to ensure that all aspects of the plan are being implemented. On an annual basis, individuals responsible for each planned activity will submit a report to the Student Equity Coordinator pertaining to the progress of implementation, any identified barriers preventing implementation, and a plan to address these identified barriers.

The second part of the evaluation focuses on assessing each of the student equity indicators: Access, Basic Skills/ESL Course Completion, Retention and Persistence, Degree/Certificate Completion, and Transfer. The assessment data will be published each September in the annual Institutional Effectiveness Report.

The Student Equity Committee will review the evaluation data, update the Student Equity Plan, and submit it to the campus community and Board of Trustees for approval annually.

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Attachments

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APPENDEX A: STUDENT EQUITY COMMITTEE - STRUCTURE AND CHARGE

Student Success and Equity Committee

Charter: The Student Success and Equity Committee makes recommendations on college-wide planning related to student success activities. The specific tasks of this committee are:

- Review and evaluate campus-wide student success and equity data
- Develop and monitor the College Student Success Plan
- Develop and monitor the College Student Equity Plan
- Recommend, coordinate, and initiate strategies which enhance student success at Moorpark College
- Recommend, coordinate, and support programs and services that support diverse groups of students in order to promote student equity
- Foster communication and collaboration among campus student services and instructional programs in support of campus student success activities

Co-chairs: Executive Vice President or designee
        Faculty member appointed by the Academic Senate Council and is, therefore, a non-voting member of the Academic Senate Council

Members: Two Deans appointed by the Executive Vice President
        Faculty members appointed by the Academic Senate Council
        Student Service representatives appointed by the Executive Vice President

It is expected that the committee will draw upon additional resources from the pool of knowledge, experience, and technical expertise as necessary.