Student Equity Plan Summary

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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

The Student Equity and Achievement (SEA) data provided by the California Community College Chancellor's Office (CCCCO), identifies disproportionately impacted (DI) groups and presents target goals for each indicator area: access, fall to spring retention, completion of transfer-level English and math in the first year, vision goal attainment, and transfer. Moorpark

College intends to include faculty, staff, administrators, and students to work collectively that will be consist of our Student Learning Model, blending instructional and student services programs under the leadership of two Vice Presidents: Academic Affairs and Student Support. Our Institutional Effectiveness department with the assistance of our Director of Student Equity will develop a control group for each metric to evaluate after every academic term. Additionally, the Director of Student Equity will meet throughout each term with all departments/programs that receive equity funding to ensure specific interventions are in place and showing progress in closing the equity gaps. Our college will provide data feedback annually to our shared governance communities to outline progress of each metric and provide recommendations to the Student Equity & Achievement committee for annual review and will However, since equity efforts should have an impact on the institution as a whole, data on each of the indicators will be gathered for the entire college to determine if the equity plan activities are being scaled to a level that has an impact institutionally. Simply, evaluation will be done at the end of each academic year to determine whether Moorpark College has met its stated goal for each indicator area. The extent to which each goal is being met will be evaluated and reported in our annual review, per the guidelines of the CCCCO, and will be part of campus-wide program review reporting. Evaluation and assessment of each program or activity identified within the plan will be conducted on an ongoing basis, as described within each activity. These activity-specific evaluations will provide an understanding of the impact each activity is having on student success of disproportionately impacted groups within the respective indicator area.

Success Criteria

Moorpark College will coordinate efforts with equity related programs and/or campus based programs through the Student Equity & Achievement (SEA) committee. The SEA committee has members from many of our campus shared governance committees that will provide recommendations on closing the equity gaps. The Equity Director and the Institutional Effectiveness Office coordinate all equity-related activities with all program leads receiving equity funding to ensure the interventions are closing our equity gaps in each respected matrix. The Equity Director will work with student equity-related categorical programs and campus-based programs, such a professional development regarding all five matrix and DI populations. The Equity Director, Program Leads and a member of the Institutional Effectiveness Office will schedule monthly meetings to connect with program progress, needs, budgeting, and next steps. This level of coordination will afford the College a streamline process and provide updates to college constituencies with equity updates. An example to improve enrollment in the same community college, areas such as admissions, financial aid. Outreach, and counseling would work closely in our enrollment management committees to provide best practices strategies to provide access to our applicants as well as, retain our students from fall to spring of our DI students, which may lead to changing the methods we used in the past. Presently, these programs use various strategies to recruit students such as websites, college events, classroom presentations, and referrals. While these recruitment methods have been successful in attracting qualified participants, students with the highest needs have not been prioritized. Because equity-related programs offer above and beyond support services not available to the general student population, it is critical to develop a campus-wide strategic recruitment plan to ensure students with the most needs are provided the opportunity to join these programs. Specifically, equity-related programs must ensure DI students with the highest needs are heavily recruited to fill all available slots before other students are considered. Equity-related programs must also closely reflect the general student population gender ratio.

Executive Summary

Not Entered

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	2344	3165	+35.03%
Retained from Fall to Spring at the Same College	10066	10066	0%
Enrolled in the Same Community College	15975	15975	0%
Completed Both Transfer-Level Math and English Within the District in the First Year	505	505	0%
Attained the Vision Goal Completion Definition	1854	2366	+27.62%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Male	Transferred to a Four-Year Institution	67	108	+61.19% ▸‖◂
LGBT	Male	Attained the Vision Goal Completion Definition	9	16	+77.78% ▸‖◂
LGBT	Female	Attained the Vision Goal Completion Definition	24	36	+50% ▸‖◂
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	1	1	0% ◂ ▸
Filipino	Male	Attained the Vision Goal Completion Definition	17	25	+47.06% ▸‖◂
Black or African American	Male	Attained the Vision Goal Completion Definition	14	24	+71.43% ▸‖◂
More than one race	Male	Attained the Vision Goal Completion Definition	33	50	+51.52% ▸‖◂
American Indian or Alaska Native	Female	Attained the Vision Goal Completion Definition	1	2	+100% ▸‖◂
Black or African American	Female	Attained the Vision Goal Completion Definition	10	16	+60% ▸‖◂
LGBT	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	2	6	+200% ◂ ▸
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	2	+100% ◂ ▸
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	1	4	+300% ◂ ▸
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	68	77	+13.24% ◂ ▸
Hispanic or Latino	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	68	80	+17.65% ◂ ▸
Economically Disadvantaged	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	93	101	+8.6% ◂ ▸

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Veteran	Female	Retained from Fall to Spring at the Same College	37	41	+10.81% ◀ ▶
Foster Youth	Male	Retained from Fall to Spring at the Same College	48	54	+12.5% ◀ ▶
American Indian or Alaska Native	Male	Retained from Fall to Spring at the Same College	13	16	+23.08% ◀ ▶
Black or African American	Male	Retained from Fall to Spring at the Same College	98	108	+10.2% ◀ ▶
Economically Disadvantaged	Female	Retained from Fall to Spring at the Same College	2808	2848	+1.42% ◀ ▶
Foster Youth	Female	Enrolled in the Same Community College	94	104	+10.64% ◀ ▶
Native Hawaiian or other Pacific Islander	Male	Enrolled in the Same Community College	21	26	+23.81% ◀ ▶
Some other race	Male	Enrolled in the Same Community College	61	89	+45.9% ◀ ▶
Native Hawaiian or other Pacific Islander	Female	Enrolled in the Same Community College	16	22	+37.5% ◀ ▶
Some other race	Female	Enrolled in the Same Community College	58	92	+58.62% ◀ ▶
Filipino	Female	Enrolled in the Same Community College	284	295	+3.87% ◀ ▶
Black or African American	Female	Enrolled in the Same Community College	251	275	+9.56% ◀ ▶
Hispanic or Latino	Female	Enrolled in the Same Community College	2725	2835	+4.04% ◀ ▶
White	Female	Enrolled in the Same Community College	3938	4030	+2.34% ◀ ▶
LGBT	Male	Transferred to a Four-Year Institution	10	18	+80% ▶‖◀
LGBT	Female	Transferred to a Four-Year Institution	27	40	+48.15% ▶‖◀
Foster Youth	Male	Transferred to a Four-Year Institution	6	11	+83.33% ▶‖◀
Foster Youth	Female	Transferred to a Four-Year Institution	14	21	+50% ▶‖◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	1	1	0% ◀ ▶
Some other race	Female	Transferred to a Four-Year Institution	4	9	+125% ▶‖◀
Black or African American	Female	Transferred to a Four-Year Institution	16	24	+50% ▶‖◀
Hispanic or Latino	Female	Transferred to a Four-Year Institution	338	507	+50% ▶‖◀
Hispanic or Latino	Male	Retained from Fall to Spring at the Same College	1575	1583	+0.51% ◀ ▶
Hispanic or Latino	Male	Attained the Vision Goal Completion Definition	229	317	+38.43% ▶‖◀
Veteran	Male	Attained the Vision Goal Completion Definition	26	36	+38.46% ▶‖◀
Black or African American	Male	Transferred to a Four-Year Institution	27	38	+40.74% ▶‖◀
Hispanic or Latino	Male	Transferred to a Four-Year Institution	281	416	+48.04% ▶‖◀
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	0	1	0% ◀ ▶
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀ ▶

Additional Categories

No population groups selected.

Activities

Mental Health Awareness

Brief Description of Activity

Provide mental health counseling, outreach events, wellness events for DI groups. Follow up with small groups of students and/or one-on-one measure the progress of each student served in each matrix. The Mental Health Professional will create workshops and counseling sessions for each matrix and respected DI group and provide follow up services to connect students to academic and student support services on and off campus.

Related Metrics

- Disabled : Male : Transferred to a Four-Year Institution

- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : 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
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Female : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- LGBT : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Veteran : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution

Academic Support Services: Tutorial Services and Course Embedded Tutoring (CETs) in Math and English

Brief Description of Activity

Offer course embedded tutoring in our Math M03 and Math M05 courses as well as ENGL 1A for non-native speakers and ESL courses both credit and non-credit to assist students with course content, study skills, and critical thinking skills. The CET's will provide one to two break out study sessions per week focusing on supporting course curriculum, improving test taking strategies, building confidence and identifying learning strategies to increase successful completion. Offer Peer Assisted Learning Sessions (PALS) to all levels of math including Statistics Math M15 requiring a minimum of 4 students that can be requested both by faculty with a concept focus or students that identify a need for assistance. Offer one-on-one appointments for all students in Math M03 and Math M05 with the intent to decrease math anxiety, provide students with tools that will assist them in completing the course.

Related Metrics

- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : 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
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition

Institutional Research Studying of specific DI groups

Brief Description of Activity

The Institutional Effectiveness (IE) Office will study specific DI groups from each of the five matrix that have limited and/or no data. After one year of studying the IE will provide an annual report on the findings and present the data to the Student Equity & Achievement committee for further discussions.

Related Metrics

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

Professional Development for faculty and staff

Brief Description of Activity

Develop, coordinate and assess campus-wide professional development events for classified staff and faculty, including self-assigned faculty FLEX days and Multicultural Day; The faculty-lead professional development activities addresses innovated student-centered teaching with an equity lens. On-going training for faculty and classified staff to improve instruction and student learning outcomes and experiences, customer service and follow up services. Offer specific FLEX workshops focused on equity in the classroom for veterans, foster youth, LGBT, African Americans, Latinos, and disabled students that will address the matrix in the equity plan that focuses on sense of belonging and having high academic expectations with high academic support.

Related Metrics

- Disabled : Male : Transferred to a Four-Year Institution
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Filipino : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : 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
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Female : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- LGBT : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution

- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Veteran : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution

Equity Counseling

Brief Description of Activity

Provide equity counseling for specific DI groups that includes small group workshops, one-on-one advising, retention, career and transfer, and connecting students to additional resources on and off campus.

Related Metrics

- Disabled : Male : Transferred to a Four-Year Institution
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
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- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Female : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
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- LGBT : Female : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Veteran : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution

Multicultural Day Programming

Brief Description of Activity

Develop the curriculum for Multicultural Day with the Multicultural Workgroup, develop the content for three campus-wide cultural awareness activities during the academic year with a focus on equity and cultural competence.

Related Metrics

- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
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- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College
- LGBT : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution

Outreach and In-reach services

Brief Description of Activity

Provide peer to peer services to aid prospective and current students with the enrollment services (focuses on DI groups), assist with high school and middle school visits, informational workshops, college visitations/tours, and off campus recruitment college fairs to inform the public about educational opportunities available at Moorpark College.

Related Metrics

- Foster Youth : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Hispanic or Latino : Female : Enrolled in the Same Community College

Teaching Men of Color Advocates (TMOCAs)

Brief Description of Activity

Provide trainings and ongoing support for faculty and staff about challenges and issues facing our men of color. Develop equity-based best practices to encourage faculty to improve their curriculum and instruction that assist all students but particularly our men of color. Monitor current and prospective men of color and connect them to academic and student support services and programs; host workshops that focus on student success, serve as the lead for student programming that is culturally-responsive and culturally relevant.

Related Metrics

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- Black or African American : Male : Retained from Fall to Spring at the Same College
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- Foster Youth : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Veteran : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution

Equity in the Classroom

Brief Description of Activity

Faculty-lead intervention that focused on faculty to become aware of equity gaps in their classes, inquire instructional practices to identify and respond to potential contributing factors, build a community of equity minded faculty dedicated to reducing equity gaps through evidence-based inquiry, and identify, create and share tools that support these processes.

Related Metrics

- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Filipino : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
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- Foster Youth : Male : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Veteran : Male : Attained the Vision Goal Completion Definition