

Moorpark College Student Equity Plan 2019- 2022



I. STUDENTS FIRST!

Moorpark College is grounded in its commitment to providing student-centered education. This is seen in its mission, vision, and values statements as well as its Educational Master Plan. This Equity Plan grew organically from these starting points.

The college mission statement declares, “With a ‘students first’ philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career education.” Our values statement emphasizes that our actions and decisions are based on “equity and success: . . . minimizing equity gaps and empowering students from all walks of life to thrive in our campus community.” Finally, our vision statement opens with the commitment that “We will provide equitable educational opportunities through early intervention initiatives, accessible and clearly mapped curriculum, and robust student support services.” These mission, vision, and values statements were updated in the spring semester of 2019 with vigorous dialogue and affirmation throughout the college community.

In 2018-19 Moorpark College also produced and approved its Educational Master Plan for 2019 – 2029 after a full and rich participatory process. In all five of its Strategic Directions, student equity and achievement are put first: student-centered curriculum, student access, student success, campus safety and wellness, and organizational effectiveness. This emphasis is reflected in the college’s current five-year Strategic Plan as well as its current (and future) Annual Work Plans. Many of the goals, metrics, and actions placed under each of these Strategic Directions have been incorporated within the Equity Plan.

This Equity Plan is built within the framework outlined by the college mission, vision, and values statements as detailed in its Educational Master Plan. To help in its creation Moorpark’s Student Equity and Achievement (SEA) Committee created a workgroup to guide early drafts of the Equity Plan under the leadership of the Director of Student Equity. This workgroup first met in the fall of 2018, reconvened with the release of the necessary data by the California Community College Chancellor’s Office (CCCCO) in the spring, and then continued to meet as possible over the summer intermission. Reporting to the SEA Committee, the workgroup helped produce a plan that was based on feedback from many participatory governance groups, including the Academic Senate, Classified Senate, and Associated Students. After final approval by the Academic Senate, the final draft was presented to the Board of Trustees in September 2019.

II. DISPROPORTIONATELY IMPACTED (DI) GROUPS AND METRICS

The Student Equity and Achievement (SEA) data provided by the California Community College Chancellor’s Office (CCCCO) identifies disproportionately impacted groups for each college to consider and requires target goals to be set for five indicator areas: access, retention, completion of transfer-level English and math in the first year, CCCCCO Vision Goal attainment, and transfer.

The DI groups identified for Moorpark College included some that had not been previously singled out for consideration as disproportionately impacted: Filipino, some other race, and more than one race. As the college does not have enough data on these groups, the Institutional Research department will study them further before Moorpark’s SEA Committee considers activities to support them. In the chart below these groups will be differentiated by the use of *italic* font.

The CCCCCO data also omitted other groups that have been a focus of Moorpark’s equity work for some years: Black or African-American males and Hispanic or Latino males. There were also new DI groups that the SEA Committee wanted to add to its equity work: LGBT, homeless, and undocumented (AB 540) students.

The SEA Committee voted to include all these groups in the plan, adding them as additional categories; they are differentiated by the use of **bold** font in the chart below. In accordance with our educational master plan, Moorpark College is committed to all students, and dedicated to closing gender, race, and class equity gaps.

To clarify the task of the colleges, the CCCCO requires that its five metrics be examined across the overall student population within the DI groups that are finalized by each college, as follows.

Metrics for Disproportionately Impacted Groups

Moorpark College has set the three-year goal for each metric in relationship to its identified DI groups as identified in the chart below.

Demographic	Gender	DIG Cohort Size (2017-2018)	% of Overall Cohort Size (2017-2018)	DIG Number (2017-18)	DIG Goal by 2021-22	Equity Change
Access: Enrolled in the same community college						
<i>Some other race</i>	Female	288	0.9%	58	92	+58.62%
<i>Some other race</i>	Male	264	0.8%	61	89	+45.9%
Native Hawaiian or other Pacific Islander	Female	62	0.2%	16	22	+37.5%
Native Hawaiian or other Pacific Islander	Male	68	0.2%	21	26	+23.81%
Foster Youth	Female	241	0.7%	94	104	+10.64%
Black or African American	Female	625	1.9%	251	275	+9.56%
Hispanic or Latino	Female	5934	18.1%	2725	2835	+4.04%
<i>Filipino</i>	Female	625	1.9%	284	295	+3.87%
White	Female	8272	25.2%	3938	4030	+2.34%
Undocumented (AB540)	Male			N/A	N/A	N/A
Undocumented (AB540)	Female			N/A	N/A	N/A
Homeless	Male			N/A	N/A	N/A
Homeless	Female			N/A	N/A	N/A

Demographic	Gender	DIG Cohort Size (2017-2018)	% of Overall Cohort Size (2017-2018)	DIG Number (2017-18)	DIG Goal by 2021-22	Equity Change
Retention: Retained from fall to spring at the same college						
American Indian or Alaska Native	Male	27	0.2%	13	16	+23.08%
Foster Youth	Male	87	0.6%	48	54	+12.5%
Veteran	Female	66	0.5%	37	41	+10.81%
Black or African American	Male	171	1.2%	98	108	+10.2%
Economically Disadvantaged	Female	3986	28.6%	2808	2848	+1.42%
Hispanic or Latino	Male	2208	15.9%	1575	1583	+0.51%
Homeless	Male			N/A	N/A	N/A
Homeless	Female			N/A	N/A	N/A

Demographic	Gender	DIG Cohort Size (2017-2018)	% of Overall Cohort Size (2017-2018)	DIG Number (2017-18)	DIG Goal by 2021-22	Equity Change
Completion: Completed both transfer-level math and English within the district in the first year						
Black or African American	Male	44	1.5%	1	4	+300%
LGBT	Female	67	2.3%	2	6	+200%
Foster Youth	Female	23	0.8%	1	2	+100%
Hispanic or Latino	Female	542	18.3%	68	80	+17.65%
Hispanic or Latino	Male	503	17.0%	68	77	+13.24%
Economically Disadvantaged	Female	629	21.3%	93	101	+8.6%
Foster Youth	Male	18	0.6%	0	1	“undefined”

Demographic	Gender	DIG Cohort Size (2017-2018)	% of Overall Cohort Size (2017-2018)	DIG Number (2017-18)	DIG Goal by 2021-22	Equity Change
Goal Attainment: Attained the Vision Goal completion definition						
American Indian or Alaska Native	Female	27	0.1%	1	2	+100%
LGBT	Male	265	0.9%	9	16	+77.78%
Black or African American	Male	396	1.4%	14	24	+71.43%
Black or African American	Female	259	0.9%	10	16	+60%

<i>More than one race</i>	Male	742	2.6%	33	50	+51.52%
LGBT	Female	533	1.9%	24	36	+50%
<i>Filipino</i>	Male	348	1.2%	17	25	+47.06%
Veteran	Male	466	1.7%	26	36	+38.46%
Hispanic or Latino	Male	4189	15.0%	229	317	+38.43%
Native Hawaiian or other Pacific Islander	Male	19	0.1%	1	1	+0%
Undocumented (AB540)	Male			N/A	N/A	N/A
Undocumented (AB540)	Female			N/A	N/A	N/A
Homeless	Male			N/A	N/A	N/A
Homeless	Female			N/A	N/A	N/A

Demographic	Gender	DIG Cohort Size (2017-2018)	% of Overall Cohort Size (2017-2018)	DIG Number (2017-18)	DIG Goal by 2021-22	Equity Change
Transfer: Transfer to a four-year institution						
<i>Some other race</i>	Female	65	0.4%	4	9	+125%
Foster Youth	Male	74	0.5%	6	11	+83.33%
LGBT	Male	120	0.8%	10	18	+80%
Disabled	Male	676	4.2%	67	108	+61.19%
Black or African American	Female	137	0.9%	16	24	+50%
Hispanic or Latino	Female	2931	18.3%	338	507	+50%
Foster Youth	Female	122	0.8%	14	21	+50%
LGBT	Female	232	1.5%	27	40	+48.15%
Hispanic or Latino	Male	2372	14.8%	281	416	+48.04%
Black or African American	Male	195	1.2%	27	38	+40.74%
American Indian or Alaska Native	Female	10	0.1%	1	1	+0%
American Indian or Alaska Native	Male	23	0.1%	0	1	“undefined”

This Equity Plan and the chart above uses the terms given for the DIGs as prescribed by the CO; as a Moorpark College community, however, we embrace all definitions of students as they each self-determine and self-identify.

III. ACTIVITIES SET FOR DISPROPORTIONATELY IMPACTED GROUPS

Seven key activities will be implemented in service to Moorpark’s DI groups, as found to be most effective for each group detailed in the chart below. These activities are drawn from Moorpark’s Educational Master Plan and its subsequent 2019-20 Annual Work Plan; they also have metrics set within the Master Plan.

- Expand outreach to DI groups
- Enhance tutoring services
- Expand equity counseling and support
- Increase mental health awareness
- Reduce textbook costs
- Strengthen professional development opportunities
- Study DI groups that have as yet little or no data

Equity Metric	Equity Groups	Equity Activities	Ed Master Plan Metrics
<p>ACCESS</p> <p>Enrolled in the same community college</p>	<p><u>Focus DI groups:</u></p> <ul style="list-style-type: none"> ✓ African-American female ✓ Filipino female ✓ Foster youth female ✓ Latino female ✓ Native Hawaiian male and female 	<p>Activity: Expand outreach to DI groups: Outreach, Marketing, Dual Enrollment, Career Education Programs, and PACE</p> <ul style="list-style-type: none"> • Develop culturally-sensitive relevant marketing literature to increase enrollment of DI student groups • Provide targeted onboarding for DIGs at local high schools, middle schools, and community-based organizations • Prepare targeted presentations for DIGs • Create a student outreach team that will recruit in various communities to attract DIGs to enroll 	<p><u>EMP Overall Access Metric</u></p> <ul style="list-style-type: none"> ○ SD2.A.1 <p>Percent of applicants who successfully enroll – decrease equity gaps for DIGs by 40% by 2023-2024, and fully close achievement gaps by 2026-2027</p>

	<u>DI groups to study further:</u> <ul style="list-style-type: none"> ✓ Some other race male and female ✓ White female ✓ Homeless male and female ✓ Undocumented male and female 	Activity: Further study of DI groups that have little or no data	
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Equity Metric	Equity Groups	Equity Activities	Ed Master Plan Metrics
<p style="text-align: center;">RETENTION</p> <p style="text-align: center;">Retained from fall to spring at the same college</p>	<p><u>Focus DI groups:</u></p> <ul style="list-style-type: none"> ✓ African-American Male ✓ Economically Disadvantage female ✓ Foster youth male ✓ Latino male ✓ Veteran female 	<p style="text-align: center;">See activities below</p>	<p><u>EMP Overall Retention Metric</u></p> <ul style="list-style-type: none"> ○ SD1.E.1 Fall to Spring persistence rates – decrease equity gaps for DIGs by 40% by 2023-2024, and fully close achievement gaps by 2026-2027 ○ SD1.F.3 Course success rates – decrease equity gaps for DIGs by 40% by 2023-24, and fully close achievement gaps by 2026-27

		<p>Activity: Enhanced tutoring services</p> <ul style="list-style-type: none"> • Establish effective student check-in method within Teaching and Learning Center (TLC) using IDs and database that will assist TLC staff to provide academic student support workshops to our DI students • Increase use of drop-in and appointment tutoring by equity-related programs (Vet Resource Center, Athletics, Foster Youth, ACCESS, and EOPS) 	<ul style="list-style-type: none"> ○ SD3.B.1 Teaching and Learning Center – increase visits from 10,800 in 2017-2018 to 11,880 by 2023-2024, with a focus on increasing visits from DIGs
		<p>Activity: Equity counseling and support</p> <ul style="list-style-type: none"> • Connect DI groups with a Student Success Coach to provide for follow-up services • Connect foster youth and students on CA Promise A and B to participate in the EOPS program 	<ul style="list-style-type: none"> ○ SD3.B.3 GPS students – increase from 120 in fall 2017 to 550 by fall 2023
		<p>Activity: Mental health awareness counseling</p> <ul style="list-style-type: none"> • Provide professional development for faculty and staff to be able to recognize and support students with mental and physical health challenges • Provide awareness and mental health wellness workshops to DI students in order to promote retention 	<ul style="list-style-type: none"> ○ SD4.C.1 Mental health first aid training including suicide awareness – increase to 100% of full-time and 50% of part-time faculty trained by 2023-24, and 100% of part-time faculty trained by 2028-29

		<p>Activity: Reduced textbook costs</p> <ul style="list-style-type: none"> • Support faculty in developing more ZTC/OER courses through grant support to pay for stipends • Assist ZTC coordinator to build equity awareness to faculty • Enlarge current textbook lending libraries in the college library 	<ul style="list-style-type: none"> ○ SD3.A.2 Sections with zero and low textbook costs – increase zero textbook cost sections from 328 in 2018-2019 to 769 by 2023-2024; increase low textbook cost sections to 1,192 by 2023-2024, which will represent about 31% of all sections
		<p>Activity: Professional development</p> <ul style="list-style-type: none"> • Continue to develop a body of faculty who are committed to the development of culturally-responsive course content, teaching, and academic counseling methods (TMOCA, Equity in the Classroom, and CHES) • Attendees will implement best practices to close the equity gaps in their program plan 	<ul style="list-style-type: none"> ○ SD1.F.1 Faculty who participate in high-impact equity training once every three years – increase to 100% of full-time and 50% of part-time faculty by 2028-29
		<p>Activity: Further study of DI groups that have little or no data</p>	
	<p><u>DI groups to study further:</u></p> <ul style="list-style-type: none"> ✓ American Indian male ✓ Homeless male and female 		

Equity Metric	Equity Groups	Equity Activities	Ed Master Plan Metrics
<p>COMPLETION</p> <p>Completed both transfer-level math and English within the district in the first year</p>	<p><u>Focus DI groups:</u></p> <ul style="list-style-type: none"> ✓ African American male and female ✓ Economically Disadvantaged female ✓ Foster youth male and female ✓ Latino male and female 	<p>See activities below</p>	<p><u>EMP Overall Completion Metric</u></p> <ul style="list-style-type: none"> ○ SD1.E.2 <p>Completion of transfer-level math and English in first year – decrease equity gaps for DIGs by 40% by 2023-24 and fully close achievement gaps by 2026-2027</p>
		<p>Activity: Enhanced tutoring services</p> <ul style="list-style-type: none"> • Writing and Math Center to provide academic support workshops • Offer year-round bridge workshops that assist our DI groups with additional academic support services • Course-embedded tutoring for Math and English • Writing and Math Center to provide tutorial trainings 	<ul style="list-style-type: none"> ○ SD1.F.3 <p>Course success rates – decrease equity gaps for DIGs by 40% by 2023-24, and fully close achievement gaps by 2026-27</p> <ul style="list-style-type: none"> ○ SD3.B.2 <p>Course embedded tutors – increase from 25 in 2018-2019 to 50 by 2023-2024</p>
		<p>Activity: Equity counseling and support</p> <ul style="list-style-type: none"> • Utilize our early alert system by having counselors work with referred struggling or at-risk students 	

	<u>DI groups to study further:</u> ✓ LGBT female ✓ Homeless male and female	Activity: Further study of DI groups that have little or no data	
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Equity Metric	Equity Groups	Equity Activities	Ed Master Plan Metrics
EARNED CREDIT CERT. AND/OR DEGREE Attained the Vision Goal completion definition	<u>Focus DI groups:</u> ✓ American Indian female ✓ African-American male and female ✓ Latino male and female ✓ Veteran male	See activity below Activity: Equity counseling and support <ul style="list-style-type: none"> • Provide mapping and scheduling counseling for our DI groups • Refer low-income students to financial support (Financial Aid Center, emergency micro-grants, scholarships, basic needs resources, etc.) 	<u>EMP Overall Completion Metric</u> <ul style="list-style-type: none"> ○ Lagging indicator 1: Completion Increase the number of students who earned one or more of the following: CO approved certificate, associate degree, and /or CCC baccalaureate degree by 27.6 from 1,683 in 2016-17 to 2,148 by 2021-22 ○ Lagging indicator 5: Equity gaps Decrease by 40% for each measure by 2021-22, and fully close achievement gaps by 2026-27 <ul style="list-style-type: none"> ○ SD3.C.1 Customized education plans – 80% of first-time students will complete a customized education plan by 2023-2024, with a focus on DIGs ○ SD3.A.1 Students filling out FAFSA/CADAA – increase from 11,870 in 2018-19 to 13,330 by 2023-24

	<u>DI groups to study further:</u> ✓ Filipino male ✓ More than one race male ✓ Native Hawaiian male ✓ Homeless male and female ✓ Undocumented male and female	Activity: Further study of DI groups that have little or no data	
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Equity Metric	Equity Groups	Equity Activities	Ed Master Plan Metrics
TRANSFER Transferred to a four-year institution	<u>Focus DI groups:</u> ✓ American Indian male and female ✓ African American male and female ✓ Disabled male ✓ Foster youth male and female ✓ Latino male and female ✓ LGBT male and female	See activities below	<u>EMP Overall Completion Metric</u> ○ Lagging indicator 2: Transfer Increase the number of students who earned an Associate Degree for Transfer by 35% from 851 in 2016-17 to 1,149 by 2021-22 ○ Lagging indicator 5: Equity gaps Decrease by 40% for each measure by 2021-22, and fully close achievement gaps by 2026-27
		Activity: Equity counseling and support <ul style="list-style-type: none"> Clarify and develop academic programs that effectively lead to student transfer 	○ SD1.A.1 ADTs available – increase from 29 in 2018-19 to 31 by 2023-24 ○ SD1.A.4 Students signing UC TAG agreements – increase from 671 in 2017-18 to 738 by 2023-24

	<u>DI groups to study further:</u> ✓ Some other race female ✓ Homeless male and female	Activity: Further study of DI groups that have little or no data	
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IV. EVALUATION OF ACTIVITIES

In order to evaluate the Moorpark College Equity Plan’s effectiveness, the following activities will occur each year.

- Before the start of each year a representative of the Institutional Effectiveness (IE) department, the Director of Student Equity, and each relevant program lead will meet to determine the actions for the following year. This meeting will include reviewing progress in closing the equity gaps over the previous year, establishing the program’s actions for the following year within the relevant activities, and setting the metrics to evaluate the effectiveness of these actions over the following year. In this process the college commits itself to creativity and innovation as included in its values statement, encouraging and supporting new approaches to problem-solving, risk-taking, and creative expression.
- The IE department will then draw up an assessment chart for all metrics to be evaluated while developing a control group for each. Since equity efforts should have an impact on the institution as a whole, data on each of the metrics will be gathered for the overall student population as well to determine if the equity plan activities are reducing the equity gaps and being scaled to a level that has an impact institutionally. As appropriate over the year, the IE department will report on progress made to the program leads.
- The Director of Student Equity will also meet each semester with all departments/programs that receive equity funding, both to ensure that specific interventions are in place and to review progress in closing the equity gaps.
- At the governance level, the assessments will be presented to the SEA Committee at least once every semester by the IE department to update the Committee on the progress of each metric for its (SEA’s) review and discussion. This is in accordance with its charge of “reviewing and evaluating campus-wide student success and equity data.” Based on these findings the SEA Committee will consider whether to continue, scale up, add new, or discontinue the existing programs and present its recommendations to the Academic Senate Council for action at least once each year, after which recommendations will move to Executive Council before final decision-making by the College president. All recommendations from the SEA Committee and the Academic Senate are subject to the availability of resources.

V. COORDINATION ACROSS EQUITY PROGRAMS

Moorpark College oversees the work of its equity-related programs through the SEA Committee. This participatory governance committee has approximately 25 to 30 members, including faculty representing each division, management, and a student representative; many of these members also sit on other related campus committees. This representation ensures effective review and recommendations on closing the equity gaps.

The Director for Student Equity and the IE Office will coordinate all equity-related activities with all program leads receiving equity funding to ensure that the interventions are closing the equity gaps in each respective metric. The Equity Director will work with student equity-related categorical programs and campus-based programs, such as professional development, regarding all five metrics and all DI groups. The Equity Director, program leads, and a member of the IE will schedule regular meetings to connect with program progress, needs, budgeting, and next steps.

This level of coordination at both the organizational and participatory governance levels will afford the College a streamlined process and provide regular updates to the College community.

VI. RESOURCES

A. Past budgets

Moorpark College has allocated the following budgets for 2015-2016, 2016-2017 and 2017-2018.

Student Equity Budgets

Student Equity Budgets					
Fiscal Year	Total Amount	Activities	Amount	Staffing	Amount
2015-2016	\$396,058	General Supplies	\$7,060	Counselor	\$39,665
		Speakers	\$16,336	Dean	\$50,377
		Technical Assistance	\$12,491	Tutorial Specialist II	\$42,301
		Employee Travel	\$6,385	Student Workers-Outreach	\$8,664
		Faculty Travel	\$4,789	Provisional-Outreach	\$26,963
		Student Travel	\$2,816	Research Analyst	\$18,831
		Transportation	\$1,163	Technical Data Specialist	\$30,128
		Software	\$85,829		
		Printing	\$2,258		
		Textbooks	\$40,000		
				Total: \$179,127	
2016-2017	\$878,949 Rollover: \$1,415	General Supplies	\$66,279	Counseling-Hourly	\$65,357
		Honoraria	\$19,400	Dean	\$29,294
		Training & Instruction	\$9,946	Research Analyst	\$39,212
		Employee Travel	\$40,569	Technical Data Specialist	\$63,075
		Mileage Reimbursement	\$1,056	Student Tutors	\$78,253
		Faculty Travel	\$35,361	Student Workers-Student Services	\$5,834
		Student Travel	\$5,380	GPS Supervisor	\$16,401
		Contract Transportation	\$2,531	Provisional Tutors	\$87,857
		Software	\$71,760	Professional Experts-VRC & SHC	\$180,416
		Contracted Services	\$246		
		Advertisement	\$2,108		
		Printing	\$1,432		
		Other Expenses & Services	\$5,750		
		Equip: \$299-\$999	\$3,999		
		Equip: >\$1,000	\$721		
		Textbooks	\$46,697		
		Total: \$313,235		Total: \$565,699	

2017-2018	\$854,106	General Supplies	\$9,506	Counseling-Hourly	\$9,467
		Employee Travel	\$13,838	Dean	\$79,408
		Faculty Travel	\$23,996	Faculty Load	\$9,700
		Student Travel	\$10,415	Director	\$52,555
		Software	\$14,220	Office Assistant	\$46,586
		Printing	\$8,291	GPS Supervisor	\$24,411
		Textbooks	\$24,958	Tutorial Services Specialist II	\$54,948
				Research Analyst	\$57,634
				Technical Data Specialist	\$92,062
				(5) GPS Student Success Coaches	\$161,448
		Student Tutors	\$43,740		
		Student Workers-Outreach	\$18,482		
		Provisional Tutors	\$27,350		
		Professional Experts-SHC	\$71,085		
		Total: \$105,224		Total: 748,876	

B. Progress on Equity Goals

In 2015 Moorpark College created its Equity Plan, setting goals for the five metrics then established by the CO. The chart below tracks the College’s progress made in achieving these goals to 2018-19. The 2019-20 budget is allocated to continue that progress within the five new metrics established by the CCCCCO.

A. Access: Increase access by 5 percent for students who identify as foster youth, veterans, or low-income.

	Fall 2014	Fall 2018	% Change	Goal status
Foster Youth	75	188	150.7%	Met
Veterans	160	217	35.6%	Met
Low-Income (EOPS)	307	381	24.1%	Met

Source: https://datamart.cccco.edu/Services/Special_Pop_Count.aspx

B. Course Completion: Increase course completion by 5 percent for students who are Black/African-American, Hispanic, or Pacific Islander, and for students who identify as foster youth or veterans.

	Fall 2014	Fall 2018	% Change	Goal status
Black/African-American	61.1%	65.7%	7.5%	Met
Hispanic	69.5%	71.1%	2.3%	Not Met
Pacific Islander	64.9%	73.8%	13.7%	Met
Foster Youth	57.3%	65.6%	14.5%	Met
Veterans	72.7%	77.7%	6.9%	Met

Sources:

https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

https://datamart.cccco.edu/Outcomes/Course_Ret_Success_SP.aspx

C. Basic Skills: Increase basic skills pathway completion by 5 percent for students who are Hispanic (ESL pathway), Females (ESL pathway), American Indian/Alaskan Native (Math pathway), Black/African-American, (Math pathway), or Hispanic (Math pathway)

	2008-09 Cohort	2011-12 Cohort	% Change	Goal status
Hispanic (ESL)	22.5%	20.0%	-11.1%	Not Met
Females (ESL)	26.5%	39.5%	49.1%	Met
Am. Indian/Alaskan Nat. (Math)	14.3%	25.0%	74.8%	Met
Black/African-American, (Math)	21.2%	33.3%	57.1%	Met

Hispanic (Math)	35.6%	40.7%	14.3%	Met
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Source: <https://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=681#home>

D. Degree and Certificate: Increase degree and certificate completion by 5 percent for students who are Hispanic

	2014-15	2017-18	% Change	Goal status
Hispanic	3.9%	6.3%	61.5%	Met

Source: Data file provided by CCCCCO for 2019 Equity Plan

Note: this was not the original data source for the 2015 equity plan

E. Transfer: Increase transfer rates by 5 percent for students who are Hispanic, and for students who identify as foster youth or veterans

	2014-15	2016-2017	% Change	Goal status
Hispanic	13.2%	11.6%	-12.1%	Not Met
Foster Youth	11.5%	10.0%	-13.0%	Not Met
Veterans	15.5%	13.7%	-11.6%	Not Met

Source: Data file provided by CCCCCO for 2019 Equity Plan

Note: this was not the original data source for the 2015 Equity Plan. Data were cross-referenced at the below link:

<http://asd.calstate.edu/ccct/2017-2018/SummaryYear.asp>.

The largest drop appears to come from out-of-state university transfers according to Launchboard:

<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>

C. 2019-20 Budget

Student equity funding for 2019-2020 will continue to provide interventions that align with the CO’s Vision for Success, Moorpark College’s Educational Master Plan, and this Equity Plan. Moorpark College will receive approximately \$854,106. Most of the funding is allocated to staffing; the College has previously hired an equity director, three institutional research specialists, five student success coaches, and a veteran and outreach office assistant. The budget will also partially fund the salaries of our Guided Pathways for Success Supervisor and a Dean of Student Learning (focus on Institutional Effectiveness), along with hourly staff, including

a mental health professional, Professional Development Coordinator, Multicultural Day Specialist, outreach student workers, tutors and course- embedded tutors, and equity-related counseling. Lastly, many of our categorical programs will receive general and office supplies to operate and plan for programming for their respective areas.

As this emphasis on staffing demonstrates, Moorpark College is committed to employing people in positions that are charged with closing the equity gaps among our DI groups. Therefore the activities listed above in the Equity Plan will be prioritized first, as they can be achieved through the work of these positions. Further activities may be funded if possible; the SEA Committee has created a process to select and prioritize additional activities with any unspent or additional funds that may become available.

2019-2020 PROPOSED BUDGET		
Object Code	Category	Expense
1000	Academic Salaries	
	Equity Counseling	\$16,522
2000	Classified and Other Non-Academic Salaries	\$449,443
	Equity Director (100%)	
	Tutorial Services Specialist II (80%)	
	Office Assistant (100%)	
	Technical Data Specialist (90%)	
	Research Analyst (65%)	
	Technical Data Specialist (30%)	
	Student Success Services Supervisor (25%)	
	Student Health Professional Expert (hourly)	
	Professional Development Coordinator (hourly)	
	Multicultural Day Specialist (hourly)	
	Course Embedded Tutors (hourly)	\$35,000
	Student Workers-Outreach (hourly)	\$7,645
		Salaries
3000	Employee Benefits	
	Benefits	\$312,795

4000	Supplies and Materials	\$2,590
5000	Other Operating Expenses	\$30,109
6000	Capital Outlay	
7000	Other Outgo	
	Total 2019-20 Anticipated Expenditures	\$854,106
	2019-20 Anticipated Allocation	\$854,106

VII. EQUITY PLAN CONTACTS

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