

Monterey Peninsula Community College District

Student Equity Plan 2004-05

January 31, 2005

Monterey Peninsula College Student Equity Plan

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Monterey Peninsula Community College District

***Student Equity Plan
2004-05***

Signature Page

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Student Equity Plan

Executive Summary

Monterey Peninsula College has developed its Student Equity Plan during Fall 2004 in response to a California Community College's Chancellor's Office requirement to address student equity in community colleges. Implementation of the recommendations of this plan is one of the objectives listed in the Strategic Master Plan of the College. The mandate from the Chancellor's office was to address access and course completion. The Office of Institutional Research and the Student Services Managers have assessed these areas and developed a plan for access and course completion. The goal is to preserve and enhance the diversity of students, faculty and staff at MPC.

Access:

The comparison of current campus student demographics to seniors enrolled in 2003 from local feeder high schools provides some baseline information. While the College has similar ethnic demographics to the ethnicity of graduates from most schools, there are needs to be addressed. African American and Hispanic/Latino students from Seaside High School need additional efforts to increase enrollment at the College.

A comparison of adult ethnic profiles in MPC's district to students enrolled in credit courses indicates a need for attention. Specifically, enrollment among Hispanic/Latino student populations from Marina and Seaside/Sand City need to be increased along with African American students from Marina.

When comparing the ethnic diversity of enrolled students to employees, the data indicates a need to continue efforts to increase diversity in faculty positions. Classified staff data indicates a similar ethnic composition to enrolled students. The ethnic data for Student Services staff show a resemblance to enrolled students. However, there is a need for increases in Hispanic/Latino staff to reflect the enrollment data. The Supportive Services faculty and staff data show that the program staff is more diverse, by far, than the student body in terms of disability percentages.

A student survey indicates that students feel that there are equal opportunities to participate and succeed for various groups at MPC. While this survey was a sampling, current plans are to further develop the instrument to address other areas and to validate the sampling.

Recommendations for Access:

Student Financial Services, EOPS, TRIO, Matriculation, Counseling, and Supportive Services, along with other programs and services, already provide some type of outreach to the community and high schools. The need for coordination is clearly recognized when reviewing the data that is presented in this report. One of the recommendations for addressing access is to utilize the Enrollment Management Committee as the coordinating body for outreach. Coordinated

outreach efforts must avail themselves to all segments of our community to include high schools, churches, organizations and agencies.

MPC must continue to define its effort to attract and retain minority candidates for faculty positions. The Equal Employment Opportunity Advisory Committee (EEOAC) is reviewing and restructuring hiring procedures to address diversity in hiring. Despite recent legislation implementation (Proposition 209), the College must remain committed to diversity in the workforce. One of the long range goals of the College's Strategic Master Plan to increase diversity must remain a focus of the institution.

Course Completion:

Comparison of course completion rates for transfer courses by ethnic groups indicates that African American and Hispanic/Latino students lag behind Asian and Caucasian students. There is a pattern of several years with the same outcome. The data show that, in general, students have not done well in course completion in basic skills, except Supportive Services students. There was evidence of Supportive Services students not doing as well as other groups in vocational education courses.

Recommendations for Course Completion:

Several strategies are to be used to address the discrepancies in course completion in transfer classes. Counseling will advise and work closely with students who receive withdrawals or non passing grades. EOPS will increase efforts to get students to participate in priority registration. The Academic Support Center will seek funding to re-implement Supplemental Instruction and new strategies such as computer assisted tutorial for math. Student Financial Services will continue to monitor course completion through the academic progress policy and the appeals process.

Supportive Services faculty will make an effort to enroll students in a Vocational Assessment course to assess skills and interest for appropriate programs. Counselors will reinforce this activity with information and guidance and make referrals to the Department of Rehabilitation for additional services. In addition, the new Self Advocacy course will be offered beginning Fall, 2005.

There is much work to be done to preserve and enhance the diversity and equity of students, faculty and staff. These strategies, as well as others, will assist the College in accomplishing what we have projected as part of our mission.

Student Equity Plan

Goal 1 – Access

Goal 1 (Access): The on-campus student body demographic profile will reflect the ethnic diversity of our community.

- Outcome Measure 1.1: Compare ethnicity of public high school graduates in the district to MPC students from those high schools.
 - Data for Outcome Measure 1.1. – The table below indicates that the ethnicity of *MPC students from Monterey HS* is similar to the ethnicity of graduates from Monterey HS.

| Ethnicity | Monterey HS graduates - Spring 2003 | | MPC students from Monterey HS - Fall 2003 | |
|-------------------------|-------------------------------------|--------|---|--------|
| | N | % | N | % |
| African-American | 26 | 9.3% | 12 | 9.5% |
| AmIndian/AlaskNative | 4 | 1.4% | 1 | 0.8% |
| Asian | 18 | 6.5% | 9 | 7.1% |
| Filipino | 7 | 2.5% | 3 | 2.4% |
| Latino/Hispanic | 44 | 15.8% | 22 | 17.5% |
| Pacific Islander | 7 | 2.5% | 2 | 1.6% |
| Other | 0 | 0.0% | 8 | 6.3% |
| White | 173 | 62.0% | 69 | 54.8% |
| Total Population | 279 | 100.0% | 126 | 100.0% |

The table below shows that Seaside High School had an ethnically diverse graduating class in spring 2003. Monterey Peninsula College enrolled a large number of Asian students from Seaside HS; however, the college needs to boost its enrollment of African-American and Latino students from Seaside HS.

| Ethnicity | Seaside HS graduates - Spring 2003 | | MPC students from Seaside HS - Fall 2003 | |
|-------------------------|------------------------------------|--------|--|--------|
| | N | % | N | % |
| African-American* | 51 | 20.2% | 17 | 15.7% |
| AmIndian/AlaskNative | 0 | 0.0% | 0 | 0.0% |
| Asian | 40 | 15.9% | 23 | 21.3% |
| Filipino | 21 | 8.3% | 11 | 10.2% |
| Latino/Hispanic | 69 | 27.4% | 25 | 23.1% |
| Pacific Islander | 16 | 6.3% | 7 | 6.5% |
| Other | 0 | 0.0% | 2 | 1.9% |
| White | 55 | 21.8% | 23 | 21.3% |
| Total Population | 252 | 100.0% | 108 | 100.0% |

*There are also three African-American students who are non-high school graduates from the Seaside High School 2003 graduating class who were enrolled at MPC in fall 2003.

The following table indicates that the college is doing a good job at enrolling ethnically diverse students, especially Latino students, from Pacific Grove High School.

| Ethnicity | Pacific Grove HS graduates - Spring 2003 | | MPC students from Pacific Grove HS - Fall 2003 | |
|-------------------------|--|--------|--|--------|
| | N | % | N | % |
| African-American | 1 | 0.7% | 1 | 1.4% |
| AmIndian/AlaskNative | 0 | 0.0% | 0 | 0.0% |
| Asian | 12 | 8.8% | 6 | 8.5% |
| Filipino | 0 | 0.0% | 0 | 0.0% |
| Latino/Hispanic | 12 | 8.8% | 9 | 12.7% |
| Pacific Islander | 3 | 2.2% | 1 | 1.4% |
| Other* | 0 | 0.0% | 0 | 0.0% |
| White | 108 | 79.4% | 54 | 76.1% |
| Total Population | 136 | 100.0% | 71 | 100.0% |

The same is true for Carmel High School graduates. Monterey Peninsula College is doing an excellent job at enrolling Latino graduates from this high school.

| Ethnicity | Carmel HS graduates - Spring 2003 | | MPC students from Carmel HS - Fall 2003 | |
|-------------------------|-----------------------------------|--------|---|--------|
| | N | % | N | % |
| African-American | 1 | 0.6% | 0 | 0.0% |
| AmIndian/AlaskNative | 0 | 0.0% | 0 | 0.0% |
| Asian | 3 | 1.7% | 1 | 2.1% |
| Filipino | 2 | 1.1% | 0 | 0.0% |
| Latino/Hispanic | 3 | 1.7% | 3 | 6.3% |
| Pacific Islander | 1 | 0.6% | 0 | 0.0% |
| Other* | 1 | 0.6% | 1 | 2.1% |
| White | 169 | 93.9% | 43 | 89.6% |
| Total Population | 180 | 100.0% | 48 | 100.0% |

Data source: High school enrollment data is from the California Department of Education and is for the 2002-03 year (<http://data1.cde.ca.gov/dataquest/>). MPC data was locally derived from the college's MIS system and only includes fall 2003 students who graduated from local high schools in 2003.

Plan to address Outcome Measure 1.1 – MPC is initiating an “enrollment management” committee. One of the main functions of enrollment management will be to coordinate resources and college activities to achieve greater recruitment, retention, and student success. MPC currently engages in a number of recruitment and outreach activities through various programs such as EOPS, DSPS, TRIO, Counseling and Student Financial Services. Under the auspices of enrollment management, MPC will better coordinate its recruitment and

outreach activities directed at African American and Latino students from Seaside High School. Specifically, the college will coordinate outreach efforts with EOPS, DSPS, TRIO, Counseling and Student Financial Services to maintain a consistent presence at Seaside High School. Activities at Seaside High School include: regularly scheduled visits during lunch time, presentations to senior civics and/or economics classes, scheduled visits to the Career Center, FAFSA workshops, and MPC representation at college fairs and career days.

The Student Financial Services program has spearheaded, and will continue to lead, a number of outreach efforts. For example, last spring this department visited Seaside High School on several dates for the purpose of promoting the Cal Grant deadline. At each hour long workshop, students were instructed on how to complete the Free Application for Federal Student Aid (FAFSA). Further, collateral material was distributed to reinforce the point that College is affordable and within reach. Also, MPC college catalogs, Student Guides, PIN flyers, and other available financial aid materials were distributed. In addition, MPC disseminated information about the college’s Women Studies program, brochures from EOPS and the Cal Works program. These outreach workshops, called “Cash for College”, were part of a campaign in collaboration with the State of California to promote financial awareness.

In addition, the Student Financial Services department collaborated with the Counseling department to host workshops, in Spanish, at Seaside High School to inform students and parents that college is possible and that financial aid is available. During these parent nights, information about financial aid, registration and enrollment was provided to parents.

- Outcome Measure 1.2: Compare ethnicity of enrolled credit students to the local community.
 - Data for Outcome Measure 1.2 – The table below shows the ethnicity profile for adults in several areas in MPC’s district—Marina, Seaside/ Sand City, Monterey/ Del Rey Oaks, and Pacific Grove—as well as the ethnicity profile for credit students from these areas.

The table below indicates that the college is doing a good job of attracting students of Asian, Pacific Island, and Filipino backgrounds from all the cities in our area. However, MPC needs to increase its enrollment of Hispanic or Latino students from Marina and Seaside. In addition, MPC needs to recruit more African American students from Marina.

| Ethnicity | Marina | | | | Seaside/ Sand City | | | |
|---------------------------------|--------------|---------------|--------------|---------------|--------------------|---------------|--------------|---------------|
| | Community | | MPC students | | Community | | MPC students | |
| White | 7950 | 40.3% | 346 | 40.7% | 8898 | 39.8% | 464 | 42.5% |
| African American | 2966 | 15.0% | 116 | 13.6% | 2820 | 12.6% | 167 | 15.3% |
| Asian/Pacific Islander/Filipino | 3501 | 17.7% | 244 | 28.7% | 2713 | 12.1% | 190 | 17.4% |
| Hispanic/Latino | 4203 | 21.3% | 102 | 12.0% | 6819 | 30.5% | 232 | 21.2% |
| Alaskan/Native | 104 | 0.5% | 13 | 1.5% | 153 | 0.7% | 10 | 0.9% |
| Other | 1021 | 5.2% | 30 | 3.5% | 937 | 4.2% | 30 | 2.7% |
| Total | 19745 | 100.0% | 851 | 100.0% | 22340 | 100.0% | 1093 | 100.0% |

| Ethnicity | Monterey/ Del Rey Oaks | | | | Pacific Grove | | | |
|--------------------------|------------------------|---------------|--------------|---------------|---------------|---------------|--------------|---------------|
| | Community | | MPC students | | Community | | MPC students | |
| White | 20067 | 76.9% | 990 | 66.8% | 10805 | 84.7% | 538 | 76.4% |
| African American | 597 | 2.3% | 42 | 2.8% | 147 | 1.2% | 16 | 2.3% |
| Asian/Pacific/Filipino | 2025 | 7.8% | 249 | 16.8% | 626 | 4.9% | 76 | 10.8% |
| Hispanic/Latino | 2482 | 9.5% | 149 | 10.1% | 814 | 6.4% | 58 | 8.2% |
| AmIndian/ AlaskNative | 113 | 0.4% | 10 | 0.7% | 49 | 0.4% | 2 | 0.3% |
| Other | 797 | 3.1% | 42 | 2.8% | 315 | 2.5% | 14 | 2.0% |
| Total | 26081 | 100.0% | 1482 | 100.0% | 12756 | 100.0% | 704 | 100.0% |

Data source: Community data is from the 2000 Census collected by the U.S. Census Bureau (<http://www.census.gov/>). MPC data was locally derived from the college's MIS system and only includes students living on the Peninsula and enrolled in at least one credit course at 1st Census during fall 2003.

Plan to address Outcome Measure 1.2 – As discussed in the previous section, MPC will better coordinate its recruitment and outreach activities directed at Latino residents in Seaside and African American and Latino residents in Marina. Specifically, the college will coordinate outreach efforts to contact community agencies and/or programs as well as civic organizations, to include the NAACP and LULAC, to arrange presentations for community residents.

In addition, the college recently received conveyance of property on a former military base near the communities of Marina and Seaside. In the next few years, MPC plans to construct a satellite education center at this location to provide more educational opportunities to Marina and Seaside. MPC is administering a survey to Marina and Seaside residents to assess their educational and support service needs.

- Outcome Measure 1.3: Compare ethnic diversity of enrolled students to employees
 - Data for Outcome Measure 1.3 – The table below suggests that MPC needs to increase its efforts to recruit employees from minority groups. The ethnic composition of classified employees is similar to that of MPC students; however, the ethnic profile of faculty, especially part-time faculty, is predominantly white.

| Ethnicity | FT Faculty | PT Faculty | Classified | Students |
|-------------------------|-------------------|-------------------|-------------------|-----------------|
| African-American | 1.7% | 0.0% | 11.3% | 5.2% |
| AmIndian/AlaskNative | 0.8% | 0.0% | 3.3% | 0.8% |
| Asian | 5.0% | 5.3% | 7.0% | 7.5% |
| Filipino | 0.8% | 1.8% | 4.7% | 3.6% |
| Latino/Hispanic | 10.0% | 1.8% | 11.3% | 13.0% |
| Pacific Islander | 0.8% | 0.0% | 2.8% | 1.5% |
| Other non-white | 0.0% | 0.0% | 0.0% | 2.2% |
| White | 80.8% | 91.2% | 58.7% | 58.9% |
| Unknown | 0.0% | 0.0% | 0.9% | 7.4% |
| Total Population | 100.0% | 100.0% | 100.0% | 100.0% |

Data source: Faculty, staff, and student data are from the Chancellor's Office Data Mart (<http://misweb.cccco.edu/mis/onlinestat/onlinestat.cfm>). Faculty and staff data reflect fall 2003 employee census. Student data only includes credit students during fall 2003.

- Outcome Measure 1.3.1: Compare ethnic diversity of enrolled students to *Student Services employees*
 - Data for Outcome Measure 1.3.1 – The ethnicity for Student Services employees more closely mirrors the student population than does the overall employee population. In fact, the Student Services employee population appears to be more ethnically diverse than the student population.

| Ethnicity | Student Services* Faculty & Staff | Students |
|--------------------------|--|-----------------|
| African-American | 15.2% | 5.2% |
| AmIndian/AlaskNative | 5.1% | 0.8% |
| Asian/Filipino/PacIsland | 20.3% | 12.6% |
| Latino/Hispanic | 11.9% | 13.0% |
| Other non-white | 3.4% | 2.2% |
| White | 44.1% | 58.9% |
| Unknown | 0.0% | 7.4% |
| Total Population* | 100.0% | 100.0% |

*Includes departments of: Academic Support Center, Admission & Records, CalWorks, Children's Center, Counseling, EOPS, Financial Aid, Health, International Students, Job Center, Matriculation, Student Activities, and TRIO.

- Outcome Measure 1.3.2: Compare ethnic diversity of financial aid recipients to Financial Aid employees
 - Data for Outcome Measure 1.3.2 – The table below indicates that financial aid recipients are an ethnically diverse group and that they are served by an ethnically diverse Financial Aid staff.

| Ethnicity | FT Staff | PT Staff | Students |
|-------------------------|-----------------|-----------------|-----------------|
| African-American | 28.6% | 0.0% | 17.5% |
| AmIndian/AlaskNative | 14.3% | 33.3% | 1.8% |
| Asian/Filipino/Paclsl | 14.3% | 33.3% | 14.5% |
| Latino/Hispanic | 14.3% | 0.0% | 16.2% |
| Other non-white | 0.0% | 0.0% | 3.0% |
| White | 28.6% | 33.3% | 42.4% |
| Unknown | 0.0% | 0.0% | 4.6% |
| Total Population | 100% | 100% | 100% |

- Outcome Measure 1.3.3: Compare disability status of enrolled students to DSPS staff
 - Data for Outcome Measure 1.3.2 – The Supportive Services program at MPC employs 18 faculty and staff, nine of whom have a disability. These disabilities include physical disability, learning disability, hearing impairment and acquired brain injury. One factor that contributes to both a positive climate for students and to student success is the availability of faculty and staff to whom students can identify. The Supportive Services program has a large number of faculty and staff who are able to serve as role models for the students who use the services of this program.

| Ethnicity | DSPS Faculty & Staff | Students |
|-------------------------|---------------------------------|-----------------|
| Disabled (DSPS student) | 50.0% | 7.1% |
| Not disabled | 50.0% | 92.9% |

Plan to address Outcome Measure 1.3 – As discussed above, one factor that contributes to both a positive climate for students and to student success is the availability of faculty and staff to whom students can identify. It appears that the Student Services areas are doing well in terms of faculty and staff diversity. However, work is needed to address the diversity of the overall faculty population. Since the implementation of Proposition 209, the strategy for increasing diversity in hiring is directed toward extensive, wide recruitment and a renewed commitment to equal employment opportunity. The MPC Equal Employment Opportunity Advisory Committee is working diligently on suggestions for re-writing hiring procedures to standardize processes, focus on training and accountability, and ensure adequate timelines and involvement of committee members in all phases of recruitment and selection. The committee will also work on revising the Equal Employment Opportunity Plan as soon as the model plan becomes available from the Chancellor’s Office.

- Outcome Measure 1.4: Students will indicate they feel there are equal opportunities for the various demographic groups.
 - Data for Outcome Measure 1.4 – The data in the table below indicate that students feel there are equal opportunities for various groups. Respondents generally agreed that there are ample opportunities for participation and success and that instructors are sensitive to students of diverse backgrounds. However, there are some areas that require further study. For example, 18.7% of students who participated in the survey do not feel that people with diverse backgrounds have an active voice in student government. In addition, 15.0% of respondents disagreed that educational activities at this college reflect an appreciation for different groups of people.

| Survey item | Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
|--|-------------------|-------------------|----------------|----------------|
| People with disabilities are given ample opportunities to participate in activities. | 2.9% | 5.8% | 50.7% | 40.6% |
| People with diverse backgrounds have an active voice in student government. | 6.8% | 11.9% | 57.6% | 23.7% |
| Classrooms and other buildings have adequate accommodations for people with disabilities. | 4.3% | 7.1% | 52.9% | 35.7% |
| Educational activities at this college reflect an appreciation for different groups of people, including ethnic and disabled people. | 6.0% | 9.0% | 47.8% | 37.3% |
| The college promotes an understanding of and concern for issues of equality and diversity. | 0.0% | 6.9% | 54.2% | 38.9% |
| My instructors treat students of diverse backgrounds with equal respect. | 2.7% | 0.0% | 30.7% | 66.7% |
| Faculty and staff are sensitive to the needs of students of diverse backgrounds. | 1.4% | 9.9% | 46.5% | 42.3% |
| All students, regardless of ethnicity, gender, age, disability or sexual orientation have an equal chance of reaching their goals at my college. | 4.2% | 6.9% | 25.0% | 63.9% |
| My instructors incorporate into their classes materials that acknowledge the contributions of women and people from diverse backgrounds. | 1.4% | 9.9% | 42.3% | 46.5% |

Plan to address Outcome Measure 1.4 – The data presented above were gathered through a survey administered to students from selected courses. The survey instrument and administration was intended as a pilot test and will be revised to gather more information from a larger sample of students. A critical piece of information missing from the pilot test is demographic information for the respondents. This information is important because students’ perceptions of the campus climate might differ by demographic group. The survey will also be revised so that the college can understand *why* some students feel that people with diverse backgrounds do not have an active voice in student government, and why some students do not feel that educational activities at this college reflect an appreciation for different groups of people.

Student Equity Plan

Goal 2 – Course Completion

Goal 2 (Course Completion): Students will equally succeed in classes by demographic group.

- Outcome Measure 2.1: Students will equally succeed in transfer, basic skills, and vocational courses by demographic group.
 - Data for Outcome Measure 2.1 – The data in the tables below indicate that White and Asian students have higher course completion rates in transferable courses than African-American and Latino students. This pattern was consistent across several years. Course completion rates for other types of course (basic skills, vocational) varied slightly by ethnic group, but there was no clear pattern of disproportionate success.

Completion rates - Transferable courses

| Ethnicity | 1992-93 | 1997-98 | 2002-03 |
|------------------|---------|---------|---------|
| African-American | 67.8% | 64.9% | 63.9% |
| Asian | 74.9% | 79.1% | 76.4% |
| Latino/Hispanic | 70.0% | 69.2% | 68.6% |
| White | 79.5% | 78.1% | 76.5% |

- Non DSPS students had slightly higher course completion rates in transferable courses than DSPS students, and non DSPS students had much higher course completion rates in vocational courses than DSPS students. However, DSPS students had higher completion rates in basic skills courses. The data shown below are from 2002-03, but this pattern was consistent across several years.

Completion rates, by Course Type, 2002-03

| Disability status | Transfer | Basic Skills | Voc Ed | All |
|-------------------|----------|--------------|--------|-------|
| DSPS | 71.0% | 77.7% | 63.2% | 71.4% |
| Non-DSPS | 74.6% | 59.9% | 87.7% | 76.7% |

Plan to address Outcome Measure 2.1 – The counseling department has begun to monitor the number of W’s, D’s, and F’s that students receive and to work more closely with students who do not successfully complete courses.

The EOPS program already has a priority registration process in place for its students. The EOPS faculty will increase its efforts to use this process. This will ensure that educationally disadvantaged students are able to enroll in the courses best suited to their level of academic preparation.

In order to address the completion rate of students with disabilities, DSPS faculty and counselors will undertake several efforts. First, they will make a concerted effort to refer students to Learning Skills (LNSK) 370, Vocational Assessment. This course is designed to assist students in identifying appropriate vocational goals. It was recently reinstated in Fall 2003 and will be offered on a continuing basis. Second, counselors will reinforce vocational counseling for students who need guidance on the skills and abilities needed for specific occupations and careers. Third, the DSPS faculty and staff will increase its referrals of students with disabilities to the Department of Rehabilitation to receive services needed to access and complete vocational education courses. Finally, the DSPS program will offer a new course in Fall 2005, Learning Skills 331F, Self-Advocacy Strategies Lab. This course will assist students in identifying their learning styles and skills, as well as communicating their needs to instructors.

Student Equity Plan

Budget

The recommendations identified in this plan do not require additional fiscal or human resources. For example, one of the recommendations to improve access is to utilize the college's newly established Enrollment Management Committee as the coordinating body for outreach activities. Various outreach efforts are already underway; therefore, additional resources are not needed. A second recommendation related to access is to review and restructure hiring procedures to address diversity in faculty and staff hiring. This is already being addressed by the college's Equal Employment Opportunity Advisory Committee (EEOAC), so additional resources are not required.

In a similar manner, most of the recommendations related to improving course completion rates do not require additional resources. For example, EOPS will increase efforts to get students to participate in priority registration, and Supportive Services faculty will make an effort to enroll students in a Vocational Assessment course to assess skills and interest for appropriate programs. The Counseling and Student Financial Services departments will continue to monitor course completion of their students. There is only one recommendation that would require additional resources and that is the recommendation for the Academic Support Center to re-implement Supplemental Instruction and new strategies such as computer assisted tutorial for math.

Implementation and Evaluation

The college is committed to achieving diversity and equity. One of the long-term goals in the college's strategic plan is to:

Promote diversity throughout the college, its curricula, campus environment, and students served, and expand and improve efforts that promote staff diversity through equal employment opportunity.

In order to achieve this long-term goal, the college's strategic planning committee established an annual objective for the 2004-2005 academic year to "Review the Student Equity Plan to identify goals and activities for implementation". The college's strategic plan includes a component for evaluation of the annual objectives and long-term goals. Thus, implementation and evaluation of the Student Equity Plan will be achieved through the college's strategic plan.