



**Student Equity Plan and Executive Summary
2019-2022**

EXECUTIVE SUMMARY

Equity is a cornerstone of all that we do at Mendocino College as we implement Guided Pathways. Mendocino College faculty, staff and administrators look through an ‘equity lens’ in order to be continually mindful of equity gaps for our students as we develop our planning processes. As part of a continuous improvement model, the Student Equity Committee has approved and supported goals with an eye towards increasing course completion rates for all students with a special focus on targeted populations. One of the ways that we have supported equity include the Student Equity Lending Library, where Student Equity funds paid for items such as graphing calculators and textbooks that can be borrowed by students identified in our equity plan as disproportionately impacted. The lending library was further expanded by acquiring Chromebooks for students to borrow as needed to complete their coursework. The Student Equity Committee has also identified the work at the Native American Student Resource Center (NASRC) as vital to providing support to a disproportionately impacted student group. Funding has been utilized from this program to staff the center in order to provide students with support services throughout the academic year. The NASRC has also been linked with the thriving MESA program and Learning Center for tutoring and support services. Student Equity funds were also utilized to hire a full-time outreach and student support specialist that focuses on providing assistance to our Native American students and other students identified as being disproportionately impacted in our Student Equity plan.

The Student Equity Committee, and Mendocino College as a whole, supports an environment where faculty, staff and administrators develop a deep understanding of multiculturalism and how institutional barriers lead to equity gaps among our disproportionately impacted student groups. In order to close the equity gaps, Mendocino College is continually working to provide students with a welcoming campus environment, inclusive of their different cultural backgrounds. By having a welcoming environment, students will be more likely to remain enrolled and be on a good path to complete their certificate or degree. To that end, Mendocino College has greatly increased the organization and promotion of culturally diverse events on campus. We’ve had campus celebrations recognizing the Native American community we serve, film screenings relating to the history of African Americans, supported the long running Latino Student Retreat and have developed an inclusive and collaborative approach to promote these events within our community. From 2014-2017, Mendocino College contracted with USC’s Center for Urban Education (CUE) to help advance our equity work. CUE engaged several work groups of faculty, classified staff and administrators. The work groups examined equity gaps in student success and completion rates; scrutinized student experiences with student services on campus; and pursued professional development opportunities for our campus community. Faculty in Math and English examined their throughput rates for different student groups; work which contributed to acceleration in advance of AB705. Another significant outcome of this work was the revision of the matriculation process and improved communication to students about that process. A CUE work group of counselors, instructional faculty, and staff discovered that students had often been lost through our

confusing on-boarding process. Classified work groups advanced more transparency in the hiring process for students with work study and wider availability of textbooks for students in financial need. CUE also initiated professional development on "equity-mindedness" and implicit bias. Faculty, staff, and managers have all participated in lectures and workshops on equity and cultural awareness. Interviews conducted by CUE upon their exit in 2017 demonstrate that Mendocino College employees who had participated in CUE activities had a high awareness of their own biases, structural inequalities that create different realities for students, and the college's obligation to meet student needs in a different way.

One of the many projects started as part of our work with CUE was the Faculty Equity Project. The Faculty Equity Project is another example of a Student Equity funded activity that provides professional development and supports faculty in implementing practices and materials which promote student success and persistence in their course program. This semester long program allows faculty the opportunity to work with each other in developing equity minded practices that aim to reduce the unintentional barriers placed for students in the classroom. Using a peer observation model, faculty work with each other to develop their skills and be better able to provide students from all backgrounds with the attention and support they need to be successful. The Faculty Equity Project provides faculty with an awareness of how implicit bias creates inequities in education. Faculty assess their practices, policies, services, and curricula that impact inequities in student success through a process of guided self-inquiry. The project helps to close racial/ethnic gaps in student outcomes and improve student success through course-completion data review, discussions, and classroom and syllabi evaluation through an equity lens. Faculty are asked to set strategic goals aimed at closing gaps in student success and devise actions to take to support equitable outcomes in their course(s).

As mentioned in our Integrated Plan, an effective plan is grounded in data. Thus, identifying and monitoring achievement gaps is an important activity that we continue to perform. Our institutional is continuously looking to see if we are closing these gaps and analyzing the effectiveness of our various activities. Further, it remains important to pay attention to the data to monitor any groups that may not have originally been targeted with a mind towards closing all achievement gaps. Mendocino College is committed to advancing equity work through the utilization of our participatory governance process, primarily through the recommendations made by the Student Equity Committee and other equity related work within the institution.

About Mendocino College

The Mendocino-Lake Community College District was formed in September 1972 by vote of the citizens of the Anderson Valley, Laytonville, Potter Valley, Round Valley, Ukiah, and Willits Unified School Districts. Planning for the development of the initial offerings of the College occurred in the Spring of 1973, with the first classes offered in July 1973.

Expansion of the District to include the Lake County Districts of Upper Lake, Kelseyville, and Lakeport occurred by vote of the citizens on November 5, 1974. The new District boundaries,

established in July 1975, encompass 3,200 square miles of service area. In 1981 the name of the District became Mendocino-Lake Community College District to better reflect the geographical area being served. In 2017, Mendocino acquired the Coast Center in Fort Bragg from College of the Redwoods. This acquisition expanded Mendocino College's service area to the surrounding coastal community.

Our Mission

Mendocino College partners with a dynamic community of diverse students to help them achieve their educational goals. Informed by research, reflection and dialogue, the College offers programs in Basic Skills, Transfer Preparation and Career and Technical Education as well as Workforce Improvement. The College demonstrates its commitment to student success through high-quality and innovative instruction, providing individual attention to student needs in an inclusive and accessible learning environment. Mendocino College embraces its role as an intellectual, economic and cultural anchor for the region.

Our Vision

Mendocino College faculty, staff and students inspire each other to engage in quality educational experiences to achieve student success.

Within this partnership, all members share a mutual accountability for student success. Faculty and staff serve as the catalyst for students actively engaged in the learning process; students accept their responsibility to define their goals and to work actively toward them.

Our Core Values

Student Success: We are committed to helping students achieve their educational goals.

Collaboration: We participate in our communities to become informed about and engaged in local and global issues. We work and communicate collegially, both on campus and in our communities.

Respect: We recognize the worth of individuals by encouraging active participation, open exchange of ideas and collaborative decision making.

Integrity: We maintain public trust by being honest, fair and equitable and by honoring our commitments to our students, staff and communities.

Diversity: We respect the dignity of each individual; we value the creativity and insight that emerge from individual differences; and we recognize the importance of diversity in achieving our goals.

Continuous Improvement: We work to integrate the best practices in education and to ensure progress toward achieving our goals by operating in a culture of evidence.

Sustainability: We embrace sustainable practices and recognize our responsibility as global citizens.

Strategic Goals

1. Support and enhance an equitable campus culture and environment to support a diverse student population through vibrant, relevant and inclusive campus and community experiences.
2. Support and create more professional development opportunities that will strengthen our inclusive, equitable and ethnically diverse college and community.
3. Foster ongoing student, faculty and staff learning communities where continued reflection, growth, and support promote campus diversity, equity and student success.
4. Develop classroom practices which value diverse student voices and experiences, create safe learning environments.
5. Assess the needs of students and employers to support and expand Career Technical Education programs.

Equity Gap Data Analysis

The Student Equity Plan focuses on reducing equity gaps in the following areas: Access (Successful Enrollment); Retention (Fall to Spring); Transfer to a four-year institution; Completion of transfer level math and English; Earned credit certificate over 18 units, associate degree, CCC bachelor's degree. The following is an analysis of the most recent data relating to the Student Equity Metrics disaggregated by race/ethnicity.

Access (Student Enrollment) in 2017/2018				
Target Population(s)	Headcount for the base year	The % of headcount for the base year	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
American Indian / Alaska Native	429	6%	3%	3%
Asian	283	4%	1%	3%
Black or African American	167	2%	1%	1%
Hispanic or Latino	2605	34%	16%	18%
Native Hawaiian or other Pacific Islander	35	0.45%	0.13%	0.32%
White	4050	53%	76%	-23%
Other/Unknown/Multi-Race	87	1%	2%	-1%
Total of 8 cells above	7656			

Retention (Fall to Spring)			
Target Population(s)	Then # of New to term students for Fall 2017	The # of New to term students for Fall 2017 who persisted on to Spring 2018	
American Indian / Alaska Native	36	25	69%
Asian	0	N/A	N/A
Black or African American	10	6	60%
Hispanic or Latino	9	7	78%
Native Hawaiian or other Pacific Islander	0	N/A	N/A
White	10	5	50%
Some other race	0	N/A	N/A
Unknown Race/Ethnicity	0	N/A	N/A
ALL STUDENTS	65	43	66%

Transfer to a 4-year Institution (UC/CSU) in 2017-2018

Target Population(s)	Headcount for the base year	The % of headcount for the base year	The # of TRANSFERS for the base year	The % of DEGREES/CERTIFICATES received in the base year	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	429	6%	3	2%	-4%
Asian	283	4%	6	5%	1%
Black or African American	167	2%	1	1%	-1%
Hispanic or Latino	2605	34%	45	36%	2%
Native Hawaiian or other Pacific Islander	35	0.45%	0	0%	-0.45%
White	4050	53%	49	40%	-13%
Some other race	25	0.32%	6	5%	4%
Unknown Race/Ethnicity	62	1%	14	11%	10%
All Students	7656		124		

Completion of Transfer Level Math & English			
Target Population(s)	Fall 2017 New to term students who successfully completed one level below or transfer level math or English	Fall 2017 New to term students who completed Transfer level math and English by Spring 2018	
Example Group	#	#	%
American Indian / Alaska Native	11	1	9%
Asian	9	1	11%
Black or African American	3	1	33%
Hispanic or Latino	160	26	16%
Native Hawaiian or other Pacific Islander	1	0	0%
White	120	19	16%
Some other race	1	0	0%
Unknown Race/Ethnicity	0	0	0%
All Students	305	48	16%

Degree/Certificate Completion in 2017/2018					
Target Population(s)	Headcount for the base year	The % of headcount for the base year	The # of DEGREES/CERTIFICATES received in the base year	The % of DEGREES/CERTIFICATES received in the base year	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	429	6%	22	5%	-1%
Asian	283	4%	12	3%	-1%
Black or African American	167	2%	10	2%	-8%
Hispanic or Latino	2605	34%	132	31%	-3%
Native Hawaiian or other Pacific Islander	35	0.45%	4	1%	0.55%
White	4050	53%	236	56%	3%
Some other race	25	0.32%	0	0%	-0.32%
Unknown Race/Ethnicity	62	1%	5	1%	
ALL STUDENTS	7656		421		

Target Groups

The work of the Mendocino College Student Equity Committee has focused on an analysis of campus data and discussions of equitable practices to support student success for all Mendocino College students, with special focus on the targeted populations - Foster youth, African American students, and Native American students. Both the Student Equity Committee and the District as a whole recognize that services developed to serve the targeted populations will also serve all Mendocino College students.

Student Equity Metric Goals

Based on a comprehensive review of the most recent institutional data, the following are established as the 2019-2022 Student Equity Goals for our disproportionately impacted student groups.

Student Equity Metrics	Current Baseline Data	Goals 2019-2022	Activities that Support goal
Access: Successful Enrollment	Other/Unknown/Multi-Race, 1% (87)	+1%	A,B,C,D,E,F,G
Retention: Fall to Spring	African American, 60%	African American, 6%	F,G,H,I,J,K,L
Transfer to a four-year institution	Native American, 2% African American, 21%	Native American, +4% African American, +1%	I,M,N,O,P
Completion of transfer level math and English	Native American, 9% Asian, 11%	Native American, +7% Asian, +5%	C,D,E,F,G,H,I,J, K,L,Q,R,S,T
Earned credit certificate over 18 units, associate degree, CCC bachelor's degree	Native American, 5% Asian, 3% African American, 2% Hispanic or Latino, 31%	Native American, +1% Asian, +1% African American, +8% Hispanic or Latino, +3%	D,F,G,H,I,J,K,L, Q,R,S,T,U,V

Activities Aimed at Eliminating Equity Gaps

A	<p>Reg2Go: Mendocino College maintains strong collaboration with high schools and school districts in Mendocino and Lake Counties and the surrounding region, through delivery of services. Reg2go outreach includes Five Steps to success (Application, Orientation, Placement, Education Plan & Counseling, and Enroll) for prospective students, who are also informed about support services at the college. Mendocino College staff have developed a schedule with multiple high schools in our service area for regular visits that provide students with increased access opportunities.</p>
B	<p>Cultural Events: Mendocino College has a long standing tradition of providing students and prospective students with culturally enriching events on campus. Events including the Native American Motivation Day, Native American Heritage Day, Latino Student Retreat, Dia De los Muertos Celebration, film screenings, among others, enrich the campus environment and lead to continued support of a culturally diverse campus community. All of these events provide students, prospective students and community members the opportunity to experience what the college has to offer and promotes a college-going culture.</p>
C	<p>Center Support: Mendocino College has three academic centers (Coast, North County and Lake) that serve our geographically dispersed area. The Student Equity Committee is committed to providing support for activities that enhance the access of students in remote areas within our service region. Funding has been provided to enhance support in these areas, including Round Valley, to ensure that all students have access to the vital resources they need to be successful. Part-time staff, academic materials and supplies have been funded through our Equity program to ensure that students have access opportunities.</p>
D	<p>Implementation of AB705: Effective FALL 2019, all students will have the opportunity to qualify for transfer level Math and English. Students will soon be able to place into Math and English courses using high school records and our new placement questionnaire instead of taking placement tests. Feedback and support for this implementation occurred in multiple participatory governance bodies and was led by the faculty of the Math and English departments. This collaborative approach used an ‘equity lens’ to ensure that students were at the core of the implementation.</p> <p>Math and English faculty have used the participatory governance process to update the course sequences in their respective areas to provide students with access to transfer level courses within their first year, in accordance with AB705. Student will be placed using a multiple measures/self-placement approach, depending on the discipline, that will facilitate student access to transfer level Math and English courses.</p>
E	<p>Integrated Orientation: The Student Services division has made significant improvements to the Student Orientation process to ensure great access for students. The online orientation tool has been continuously improved and is awaiting implementation of a significant update which will utilize additional data in multiple formats, including video. In advance of the Fall 2019 semester, Mendocino College is also organizing a New Student Welcome event which will incorporate aspects of the orientation process to ensure that students receive comprehensive support as we welcome them to the college community.</p>

F	<p>Pomo Pathways: Developed in collaboration with the Coyote Valley Band of Pomo Indians, Pomo Pathways is a one-year program aiming to ease the transition to college for Native American Students. Entering its second cohort in the Fall 2019 semester, students for the program are provided with instruction, tutoring and other support services at the Coyote Valley Education Center for two semesters (Fall/Spring). The previous cohort had a total of 10 local Native American tribes represented among the students, which has significantly improved our support of this disproportionately impacted student group. Pomo Pathways has been a successful collaboration between Mendocino College and Coyote Valley Band of Pomo Indians to provide Native American students with a quality education and support services to promote student success.</p>
G	<p>Native American Student Resource Center (NASRC): Receiving funding from the Student Equity Program, the NASRC provides students with academic and social/emotional support throughout the academic year. Students are able to meet with staff and receive guidance in accessing college resources. The center also organizes student and community events in order to keep students engaged and help with the transition from Fall to Spring semester.</p>
H	<p>Supplemental Instruction (SI) Tutors/Student Mentors: Fall to Spring retention is greatly aided by high course completion rates. At Mendocino College, SI Tutors and Student Mentors provide peer to peer support for students in and outside the classroom. Tutors and mentors pair with faculty and/or support programs to provide students with additional resources supporting their success. SI tutors have been utilized in the classroom, including in the successful Pomo Pathways program, to support the work being done by faculty. Student mentors work with students seeking assistance at several centers, including the First Year Institute (FYI) and NASRC.</p> <p>Completion of transfer level Math and English during the students first year is vital to meet the Vision for Success goals outlined by the Chancellor’s Office and in support of the goals developed by Mendocino College. SI Tutors and Student Mentors are being utilized in multiple areas, including the Pomo Pathways program, the Learning Center, FYI, among others, in order to provide students with the support they need as they participate in transfer level courses in their first year at Mendocino College. For example, in the Pomo Pathways program SI tutor support was available during class time (8 hours of SI tutoring per week) and students had one additional hour per week to meet with an SI tutor in Math and/or English. The additional tutor assistance in Basic Skills and college-level courses provided by the SI tutors was just one of the many student support features that added to the success of this program. Additionally, Equity funding was used to secure tutors for these Basic Skills Math and English courses in Fall 2018. The SI tutor attended one lecture per week and one hour of tutoring outside of class in the Learning Center. Basic Skills Math and English courses have been identified to have the largest number of disproportionately impacted students enrolled.</p>
I	<p>Counseling: Student Equity funding is utilized in the counseling department to provide semester long support for students. Particularly in the review of Academic Probation/Dismissal information, the counseling office connects with students to provide them support in order to increase their course completion, remove institutional barriers and link students with a clear success outline that will allow them to meet requirements to advance to the following term. In particular, Counselors reach students and update their education plans to meet the needs of students in light of recent challenges they may be facing. In addition to the general Counseling, the college has dedicated counselors in several programs, such as EOPS, FYI, CAMP and Student Equity groups. These dedicated counselors provide tailored support for students in their areas.</p> <p>All counselors have received and continue to receive continuous professional development to keep abreast of changing transfer requirements. When students meet with our counseling team, they receive an education plan that is directly tied to their institutions of choice and are provided with a clear roadmap for reaching their transfer destination. Counselors, including those that are funded</p>

	<p>directly with equity funding, support students who are seeking to move on to a four-year institution by providing clear information and links to resources that aid them in the transfer process.</p> <p>Counselors hold monthly meetings where they update each other on the latest information regarding our instructional programs. Faculty from different disciplines are able to provide information about their programs and thus update our counselors in order to better assist students. Faculty in areas with certificate offerings participate in this process and are able to share information about their programs. Counselors use this professional development opportunity to link students with available certificate programs.</p>
J	<p>Lending Library: Access to textbooks, calculators and computers has been increasingly difficult for many students, particularly those from disproportionately impacted student groups. Each academic year, the Student Equity Committee has recommended the enhancement of our lending library to provide students with a growing number of textbooks, in addition to calculators and computers they need throughout the semester. The access to this resource highly increases student course completion and promotes fall to spring retention.</p>
K	<p>Veteran Resource Center: Mendocino College recently underwent a process to request the relocation of the Veterans Resource Center in order to meet the growing needs of our veteran population. Following the participatory governance structure of the institution, a recommendation was made to relocate the center to a space that is more than 3 times bigger compared to the previous allocated Veteran Resource Center space. The new space, which will be finalized prior to the start of the Fall 2019 semester, will provide students with increased access to computers, study space, workshops and direct staff support. Creating a dedicated space that is more welcoming to this student group will greatly improve Fall to Spring retention.</p>
L	<p>Early Alert: The Counseling Center is using an Early Alert system, which lets instructors raise an alert when students are struggling academically, so instructors and counselors can intervene early to provide those students with coordinated support and referrals to other campus programs. All faculty are able to access this system to provide cross-functional support for students. Additionally, the following programs require a mid-term report from faculty to provide additional interventions depending on student performance: First Year Institute (FYI), College Migrant Program (CAMP), and Extended Opportunities Programs & Services (EOPS).</p>
M	<p>College & University Day: Each Fall semester, the Counseling Department coordinates a College & University Day event that welcomes students from throughout our service area to discuss enrollment opportunities at many 4-year institutions. In the Fall 2018 semester, the event welcomed representatives from over 20 colleges and universities at our main campus to answer questions and provide vital information for students who are exploring transfer options. The representatives address admission requirements, transfer options, financial aid, and housing questions, among many other topics.</p>
N	<p>College & University Representative Visits: Throughout the academic year, the Counseling Department organizes visits from individual representatives from several colleges and universities. Representatives from UC Santa Cruz, Sonoma State University, and Sacramento State University, among others, have visited campus to offer students individualized support with the transfer process.</p>

O	<p>College/University Visits: Mendocino College supports the use institutionally organized field trips to visit college and university campus within California. Several categorical and academic programs, including FYI, CAMP, MESA, NASRC, EOPS and others, take students on trips to visit colleges and universities in order to explore options available to them. For many of our students, this is the first time they visit a university campus. Therefore it is very important to provide them the opportunity to see what options are available to them and to see themselves on university campus.</p>
P	<p>College & Career Success (CCS) Courses: Faculty have developed a curriculum that greatly explores career and transfer options for students participating in CCS courses. Students receive guidance on possible career opportunities and the paths needed to enter those career fields. Students are also exposed to the resources available to them to explore transfer options. Since the courses are mainly taught by our Counseling faculty, students receive direct support from an expert in transfer requirements and services.</p> <p>CCS courses allow students the opportunity to explore many industries. Certificate offerings are amongst the topics discussed during these classes. Faculty share information with students about how to pursue certificate programs and how they will lead to jobs upon completion.</p>
Q	<p>Professional Development: Professional development will focus on developing practices among faculty and staff which support student success as defined by our goals. Because of emerging technology in education planning, training will be needed to fully implement these important tools. Professional development on guided pathways which allows for inter-departmental collaboration will be key over the next two years. Also, professional development for faculty that allows for an examination of their curriculum, practices and materials will be key in increasing student success. Finally, professional development which increases collaboration between Instruction and Student Services will support achievement of our student success goals.</p>
R	<p>School Supplies: Removing barriers is at the core of reducing student equity gaps. Disproportionately impacted student groups are increasingly unable to secure basic needs to aid their college success, including school supplies. Equity funds have been used to provide students with basic school supplies in order to aid their success in their first year at Mendocino College, which includes their participation in Math and English courses. For example, students in Round Valley have received school supplies, such as pens, paper, calculators, highlighters, etc., at the start of the school year because they are not in close proximity to a large retailer and are often in situations where they are unable to secure those items.</p>
S	<p>Online Tutoring: Mendocino College and the Learning Center has a partnership with NetTutor, providing online real-time tutoring to all Mendocino College Math and English students. This partnership has continued to expand over time and students are able to receive real-time tutoring assistance at any time during the semester to facilitate the completion of their coursework. Thus leading to increased success in Math and English courses.</p>

T	<p>Technology: Student Equity funds have been used to enhance our technology in order to facilitate student success. In particular, Mendocino College is in the process of implementing the Student Planning tool in Colleague, our system of record. Students will be able to use this tool to better inform themselves about progress being made towards the completion of their educational goals, including certificate completion. Full implementation of this system is expected before the end of the Fall 2019 semester. Additionally, Mendocino College has acquired a tool that will allow us the ability to automatically award students with Degrees/Certificates if they meet the program requirements. Previously, students needed to make this assessment on their own or in consultation with a Counselor, then make a formal request of the Admissions & Records Department to request awarding of the certificate. This assessment will now be done automatically by the College to further remove barriers for our students and aid in the completion of degrees/certificates.</p>
U	<p>Career Hub: Mendocino College has reintroduced a career center on campus that will be open to students by the start of the Fall 2019 semester. At the Career Hub, students will be able to explore career opportunities, receive career assessments, utilize resources to identify career possibilities and link their findings with existing offerings at Mendocino College, including certificate programs. The Hub will host workshops and community events linking students with local opportunities and provide information on how our certificate offerings can lead them to employment within the area.</p>
V	<p>Cooperative Work Experience Opportunities and Awareness: Mendocino College has a long standing Cooperative Work Experience program that provides students with increased opportunities to improve their skills while pursuing their studies. Our faculty and staff make connections with local employers to link students with a field of interest in order to enhance their employment prospects. The Student Equity Committee is committed to promote the expansion of this service to students, which will be linked with the newly reintroduced Career Hub.</p>

PROCESS & SCHEDULE

Outline a process and schedule for evaluating the progress made toward meeting your student equity goals.

Mendocino College is committed to a continuous improvement model that relies primarily on the work of the Student Equity Committee and the Office of Institutional Effectiveness, Research and Grants for evaluating the progress being made towards eliminating all student equity gaps. The Student Equity Committee, which is co-chaired by an administrator and a faculty member, is comprised of a cross-functional group of College representatives from all constituent groups at the institution, including students. Community members are also invited to participate in the process, which further enhances the diversity and input from the community we serve towards meeting the needs of all our students. Mendocino College has adopted the following goals, which align with the Vision for Success Goals: Increase all students who earned an Associate Degree (including ADTs); Increase all students who earned a Chancellor's Office Approved Certificate; Increase all students who attained the Vision Goal Completion Definition; Increase all students who earned an Associate Degree for Transfer; Increase all students who transferred to a CSU or UC Institution; Decrease average number of units accumulated by all associate degree earners; Increase median annual earnings of all students; Increase all students who attained, the living wage; Increase all students with a job closely related to their field of study. To this end, the Student Equity Committee and the Office of Institutional Effectiveness, Research and Grants will conduct a review of

progress being made towards meeting those goals by disaggregating the data for all student groups and update activities identified in this plan as necessary. This analysis will occur every Fall and Spring semester by reviewing the latest data upon completion of the previous term. The review of the data and the recommendation of updates in services and activities will be made to the Vice President of Student Services in order to address any needs that arise from the analysis. The Vice President of Student Services will then work with the Student Equity Committee and other appropriate committees to update the activities identified in this plan with the aim of continuously working towards reducing equity gaps and meeting institutional set goals.

SUCCESS CRITERIA

How will your college ensure coordination across student equity-related categorical programs or campus-based programs?

Mendocino College developed the tri-chaired Guided Pathways Implementation Team in order to implement the Guided Pathways framework at our institution. This group, chaired by a faculty member, a classified staff member and an administrator, and which is comprised with equal representation from each employee constituent group and has student members, embodies the collaborative and inclusive approach our institution has developed as part of utilizing an ‘equity lens’ in the work we do. Similarly, the Student Equity Committee, which is represented within the Guided Pathways Implementation Team by sharing some membership, has wide college representation amongst its members. Representatives from Student Services, Instruction and Administrative Services serve on the committee and provide insights from their respective areas of responsibility to greatly contribute to the work being done. Several representatives from different categorical and campus based programs participate on these committees. Furthermore, the Student Services Division, through the Student Equity Committee, Student Services Council and the Office of the Vice President, closely monitors or closely works with all equity, categorical and campus based programs to foster a collaborative approach. Through the participatory governance model, Mendocino College has relied on constituent participation to ensure coordination across multiple committees, departments and divisions. This will continue to be the model used to ensure continued collaboration at our institution.

Chancellor’s Office Student Equity Metrics (NOVA)

The following are metrics provided by the Chancellor’s Office:

Overall Student Population	Baseline	Goal	Percent Increase
Completed Both Transfer-Level Math and English Within the District in the First Year	23	50	117%
Retained from Fall to Spring at the Same College	2236	2400	7%
Enrolled in the Same Community College	3688	3788	3%
Transferred to a Four-Year Institution	279	292	5%
Attained the Vision Goal Completion Definition	338	360	7%

Disproportionately Impacted (DI) Student Groups					
Demographic	Gender	Metric	Baseline	Goal	Percent Increase
LGBT	Female	Attained the Vision Goal Completion Definition	2	4	100%
Foster Youth	Male	Attained the Vision Goal Completion Definition	1	2	100%
Some other race	Male	Attained the Vision Goal Completion Definition	1	2	100%
Some other race	Female	Attained the Vision Goal Completion Definition	1	2	100%
More than one race	Male	Attained the Vision Goal Completion Definition	2	3	50%
Filipino	Male	Attained the Vision Goal Completion Definition	0	1	300%
Black or African American	Male	Attained the Vision Goal Completion Definition	4	5	25%
Asian	Male	Attained the Vision Goal Completion Definition	0	3	100%
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	4	5	25%
Disabled	Male	Attained the Vision Goal Completion Definition	7	10	43%
White	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	2	7	250%
American Indian or Alaska Native	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	100%
Veteran	Male	Enrolled in the Same Community College	39	63	62%
LGBT	Female	Enrolled in the Same Community College	89	110	24%
Foster Youth	Female	Enrolled in the Same Community College	78	95	22%
White	Female	Enrolled in the Same Community College	1152	1351	17%
Black or African American	Male	Enrolled in the Same Community College	75	101	35%
American Indian or Alaska Native	Female	Enrolled in the Same Community College	89	122	37%
Veteran	Male	Transferred to a Four-Year Institution	3	5	67%
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	2	5	150%
Veteran	Female	Transferred to a Four-Year Institution	1	2	100%
Foster Youth	Female	Transferred to a Four-Year Institution	2	3	50%
White	Male	Transferred to a Four-Year Institution	32	48	50%
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	6	9	50%
Disabled	Male	Transferred to a Four-Year Institution	2	9	350%
Disabled	Female	Transferred to a Four-Year Institution	8	17	113%

Expenditure of Student Equity Funding: 2015-16, 2016-17 and 2017-18

2015-16 Student Equity Year-End Expenditures Report

2015-16												
Mendocino-Lake CCD												
Mendocino College												
STUDENT EQUITY												
Object Code	Classification	# of FTE(s)	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	Student Equity Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)											
			Subtotal	\$ 690	\$ 690	\$ -	\$ -	\$ 690	\$ 690	\$ -	\$ 17,086	\$ 19,846
2000	Classified and Other Nonacademic Salaries: Position Title(s)											
			Subtotal	\$ 11,348	\$ 5,623	\$ 12,716	\$ 80,683	\$ 5,726	\$ 5,726	\$ 14,468	\$ 18,125	\$ 154,415
3000	Employee Benefits											
			Subtotal	\$ 3,907	\$ 3,154	\$ 5,908	\$ 46,112	\$ 828	\$ 828	\$ 1,088	\$ 4,973	\$ 66,798
4000	Supplies & Materials											
			Subtotal	\$ 4,850	\$ 2,655	\$ 650	\$ -	\$ -	\$ 7,452	\$ 707	\$ 30,474	\$ 46,788
5000	Other Operating Expenses and Services											
			Subtotal	\$ 6,855	\$ 7,429	\$ 60,309	\$ 6,856	\$ 55,325	\$ 25,345	\$ 2,001	\$ 6,857	\$ 170,977
6000	Capital Outlay											
			Subtotal	\$ -	\$ 6,667	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,892	\$ 17,559
7000	Other Outgo											
			Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000
			Grand Total	\$ 27,650	\$ 26,218	\$ 79,583	\$ 133,651	\$ 62,569	\$ 40,041	\$ 18,264	\$ 98,407	
												\$ 486,383

Total Expenditures cannot exceed the 2015-16 Student Equity Allocation

2016-17 Student Equity Year-End Expenditures Report

2016-17												
Mendocino-Lake CCD												
Mendocino College												
STUDENT EQUITY												
Object Code	Classification	# of FTE(s)	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	Student Equity Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)											
			Subtotal	\$ 13,939	\$ 13,939	\$ -	\$ 10,319	\$ 13,939	\$ 13,939	\$ 10,320	\$ 14,681	\$ 91,076
2000	Classified and Other Nonacademic Salaries: Position Title(s)											
			Subtotal	\$ 19,557	\$ 19,557	\$ 12,051	\$ 20,961	\$ 8,910	\$ 19,558	\$ 9,355	\$ 28,224	\$ 138,173
3000	Employee Benefits											
			Subtotal	\$ 8,236	\$ 8,231	\$ 6,023	\$ 10,045	\$ 4,174	\$ 8,231	\$ 3,522	\$ 9,007	\$ 57,469
4000	Supplies & Materials											
			Subtotal	\$ 3,742	\$ 1,614	\$ 3,344	\$ -	\$ -	\$ 8,702	\$ 9,125	\$ 12,470	\$ 38,997
5000	Other Operating Expenses and Services											
			Subtotal	\$ 8,027	\$ 20,774	\$ 10,719	\$ 8,028	\$ 8,947	\$ 33,634	\$ 1,165	\$ 8,028	\$ 99,322
6000	Capital Outlay											
			Subtotal	\$ 10,986	\$ 10,986	\$ -	\$ -	\$ -	\$ -	\$ 10,986	\$ 10,986	\$ 43,944
7000	Other Outgo											
			Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,718	\$ 13,718
			Grand Total	\$ 64,487	\$ 75,101	\$ 32,137	\$ 49,353	\$ 35,970	\$ 84,064	\$ 44,473	\$ 97,114	
				Total Expenditures cannot exceed the 2015-16 Student Equity Allocation								\$ 482,699

Integrated Budget Template: BSI, Student Equity, and SSSP for fiscal reporting period July 1, 2017 - June 30, 2018

Mendocino-Lake CCD
Mendocino College

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 95,908	\$ 122,631	\$ 335,498		\$ 2,500		
2000	Classified and Other Nonacademic Salaries	\$ 14,631	\$ 140,774	\$ 65,105	\$ 560,589	\$ 19,186	\$ 24,200	
3000	Employee Benefits	\$ 40,639	\$ 134,902	\$ 144,841	\$ 284,266	\$ 8,068	\$ 11,300	
4000	Supplies & Materials	\$ 1,625	\$ 16,516	\$ 20,095				
5000	Other Operating Expenses and Services	\$ 9,754	\$ 67,876	\$ 86,278		\$ 34		
6000	Capital Outlay			\$ 30,000				
7000	Other Outgo							
	Program Totals	\$ 162,557	\$ 482,699	\$ 681,817	\$ 844,855	\$ 29,788	\$ 35,500	
					Match		Match	
		BSI, SE, & SSSP Budget Total						\$ 1,356,861

*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.