



**Madera Community College
Student Equity & Achievement Plan
2025-2028**



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Section I



Welcome to Madera Community College, home of the Mountain Lions!

On behalf of Madera Community College (MCC), I am pleased to present our 2025-2028 Student Equity and Achievement Plan. This is our second Student Equity and Achievement Plan, developed to guide our work in conjunction with MCC becoming the 116th and newest community college in California in July 2020. This plan was developed during the Spring and Fall Semesters of 2025 and was the result of reflection, discussion, and work facilitated by Madera Community College students, staff, faculty, administrators, and community partners.

Always dedicated to the highest standards of equity and inclusivity, this plan documents our commitment to serve our students and strengthen our community. We will strive to provide our students, staff, faculty, and administration the support that each group needs through connection, collaboration, trust and accountability, as well as maintaining a safe and welcoming environment for each group. This plan will not only guide our continued equity work, but aid in our future development and equity efforts for our campus and students.

Dr. Ángel Reyna, Ed.D.

President

Madera Community College

Introduction

Madera Community College is located at the edge of the city of Madera on Avenue 12 east of Highway 99, serving approximately eight-thousand students annually. The college provides an affordable, quality education for residents of Madera County and nearby communities, and is a proud member of the State Center Community College District. In July of 2020, the California Community Colleges Board of Governors voted unanimously to recognize Madera Community College as the 116th campus of the state's community college system.

MCC served over 12,000 students in academic 2024-2025. We offer over academic 100 programs. Student success is the focus of Madera Community College, with comprehensive, innovative programs in transfer/general education, occupational education, developmental education and dual enrollment offerings. Distance learning or online courses link Madera Community College with our larger community and regional service area.

Madera Community College Mission: “Empowering our students to succeed in an ever-changing world.”

- We proudly provide quality instruction and strong community partnerships that support students' academic and workforce goals.
- We offer innovative and life-changing opportunities in a diverse, inclusive and equitable environment.
- We value our students' personal and social growth through responsive and interactive college experiences.
- We inspire hope and promote a passion for learning.
- We transform students' lives through high quality college programs and services resulting in degrees, certificates, transfer programs, and career skills.

Madera Community College Vision: “Madera Community College builds effective partnerships, strengthens communities, and transforms lives.”

Madera Community College Values Student Success Through:

- **Connection:** is cross-campus and community engagement intended to establish long-lasting relationships.
- **Collaboration:** is working toward shared goals through effective partnerships by utilizing teamwork, participation, and appreciation of diverse ideas and perspectives.
- **Equity:** is about fairness; an awareness of and a willingness to remove systemic and institutional barriers, and provide inclusive resources.
- **Inclusivity:** is a commitment to intentionally create an environment that cultivates, embraces, and celebrates diversity.
- **Trust:** is established by mutual respect, supportive interactions, and a safe environment.
- **Accountability:** is ensuring academic and fiscal integrity through transparent policies and purposeful communication.

History of the Student Equity & Achievement Plan

The history of Student Equity Plans in California Community Colleges spans more than fifty years. Equity principles were first embedded in the 1960 Donahoe Act, which shifted community colleges from the K–14 system into a distinct segment of California’s higher education structure. Formal attention to equity began in the mid-1980s and led to a 1992 Board of Governors action requiring every college to develop student equity plans that addressed outcome disparities among different student populations.

In 2002, the requirement was strengthened to include filing these plans with the California Community Colleges Chancellor’s Office (CCCCO). Although this mandate was suspended in 2008, it was reinstated in 2014 and revised again in 2018. The 2018 revision integrated multiple programs and funding streams into the Student Equity and Achievement (SEA) Program, which was formally codified in Education Code (EC) 78222. The SEA Program supports Guided Pathways and advances the system-wide goal of eliminating achievement gaps by combining three initiatives: The Student Success and Support Program, the Basic Skills Initiative, and Student Equity. Consolidating these efforts into a single program underscores the state’s commitment to improving outcomes for students from historically underrepresented groups.

Section II

2022-2025 Student Equity Plan Reflection

In reviewing MCC's inaugural SEA Plan for 2022–2025, our writing team approach attempted to address many priorities. In this plan we recognize the unique opportunity and responsibility of building efficient and effective processes moving forward.

The 2025-2028 SEA Plan aligns with the revised template provided by the California Community Colleges Chancellor's Office (CCCCO) as well as the data points provided by the CCCCCO.



2025-2028 Planning Efforts

Spring 2025

- February 3rd Equity Committee Meeting; Planning for SEA
- March 17th Equity Committee; SEA Data (Quantitative and Qualitative)
- April 7th Equity Committee; Data & Writing Session
- April 21st Equity Committee; Student Education Plan Data (Comprehensive)
- May 1st Equity Plan Writing Session (During Optional College Hour)
- May 5th Equity Committee; Writing Session
- May 19th Equity Committee; Writing Session

Summer 2025: Writing teams met by section and coordinated writing as needed.

Fall 2025:

- Aug 7th Opening Day Session; SEA Plan and GP Integration
- Aug 8th Convocation; Lunch-time Writing Session
- Aug 18th Equity Committee Meeting, SEA Final Review & Next Steps

Section III

Students Experiencing Disproportionate Impact

Disproportionately Impacted (DI) groups reviewed include Race/Ethnicity, LGBT, Perkins Economically Disadvantaged (Pell/BOG), First-Generation, Foster Youth, DSPS/Students with Disabilities, Veterans, and Homeless Students including intersectionality based on Gender. This plan focuses on eight DI groups total. The committee examined state, local, and community data; reviewed the Educational Master Plan and Strategic Plan; and considered student voice. Based on data, qualitative findings, group discussion, we identified the populations with the greatest need and those we can best serve with our local capacity.

Moreover, two groups in consideration, African American identifying and DSPS/Students with Disabilities students were notably absent or had a small sample size in the data disaggregation, despite representing a notable portion of our student body. Their absence prompted discussion, as the committee acknowledged the need to monitor these populations given their persistent barriers to access and success. The fact that their numbers did not register at a level sufficient to track achievement further underscored the equity concerns.

Madera Community College DI groups:

- African-American
- DSP&S
- First-generation
- Foster-youth
- Hispanic, Male
- Male
- More than two races
- White

There are two main goals for all five metrics, as described by the CCCCCO:

- Goal 1: Baseline goal of eliminating disproportional impact
- Goal 2: Goal of fully closing equity gaps

Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable:

1. Successful Enrollment
2. Persistence
3. Completion of Transfer-level Math & English
4. Completion
5. Transfer

for the overall student population.

Note from California Community Colleges Chancellor's Office (CCCCO): Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities.

Student Equity and Achievement Additional Goals and Strategies

OUTCOME: SUCCESSFUL ENROLLMENT

Disproportionate Impact (DI) Groups:

- Male
- White
- African American

Student Population	Successful Enrollment % of students for 2022-23 (Baseline Year)	Successful Enrollment # of students for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	25%	617	--	--	--	--
DI: Male	23%	245	0.3%	4	2.8	30
DI: White	12%	78	15%	99	18%	116
*DI: African American	8%	4	NA	NA	19%	9

*Smaller counts will not calculate "Eliminate and/or Full Close Equity." *The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year*

*2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

*Outcome is measured in 2022-2023.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
In our 2021-2026 Strategic Plan, we have an objective of increasing enrollment of targeted Madera populations (males, recent high school graduates, adult education, adult re-entry, apprenticeships, incumbent workers...) Strategies include: • Developing and implementing outreach plan with targeted activities for males • Well-designed program maps • Making costs, aid, and economic benefits or programs clear for prospective students • Proactive orientation

In our 2023-2026 Strategic Enrollment Management Plan, we have an objective of aligning programs with regional and industry trends and opportunities.

Strategies for males include:

- Learning communities within curricular programs for affinity groups and cohorts of male learners
- Finishing college quickly and sense of belonging.

KEY STRATEGIES FOR SUCCESSFUL ENROLLMENT– Disproportionately Impacted Student Population(s)
DI Group: Males Institutionalize Mountain Lion Preview and begin career exploration for high school students. • Focus activities on programs with high male enrollment • Outreach efforts from male faculty and Classified Professionals • Emphasis on male focus groups promoting college as path to career. Include in high school outreach and maintain clear program maps. • Emphasized transition to college. • Mountain Lion Preview supports this and connects students with faculty, counselors, and services.
DI Group: African American Explore the process of establishing affinity groups like UMOJA, IDILE, or SYMBAA or encourage cultural engagement opportunities. • Consider partnering with FCC for events • Identify specific administrator for efforts so as not to overwhelm Classified Professionals and student leaders ◦ Classified Professionals, students, and faculty should still be part of these community efforts • Clearly communicate and promote cultural events
DI Group: Males Develop outreach plan with targeted activities for male students, per strategic plan: • Strategies: ◦ Monthly reports for all first-time male applicants ◦ Call each student to guide them through the onboarding process (implement strategies already developed for RTG and EOPS) ◦ Require first counseling appointment in-person ◦ Provide each student with the RTG resources (new students webpage, PDF instructions) ◦ Follow-up emails and phone calls.
DI Group: Males Develop marketing plan for highlighting male experience, designed to increase engagement, belonging, and enrollment of male students. • Social media campaigns: ◦ Authentic academic and personal growth stories ◦ Overcoming barriers & persistence ◦ Male-led campus groups ◦ Faculty and staff role models ◦ Student services • Posted monthly • Create a variety of content: ◦ Photos, stories, student interviews, testimonials, “a day in the life” moments ◦ Showcase different male perspectives and experiences

DI Group: Males**Increase outreach at feeder high schools during sophomore and junior years (ahead of RTG).**

- Host family events sophomore year for multigenerational engagement
- Host program and career exploration events junior year with an emphasis on fields that appeal to male students and potential earnings
- Example: Robotics
 - Male instructors present at high school
 - Partner with [MadTown Robotics](#)
 - Share Career Coach data on [Robotics Engineers](#), [Robotics Technicians](#), and [Mechatronics Engineers](#)

ADDITIONAL KEY STRATEGIES FOR SUCCESSFUL ENROLLMENT — Overall Student Population (if applicable)

The college will explore having a dedicated counselor to establish and maintain consistent student engagement by ensuring each incoming student has a dedicated point of contact that demonstrates our college's strong commitment to equity and sense of belonging.

The Equity Plan highlights the urgent need for an Outreach Counselor to support the Equity plan's goal of increasing the number of disproportionately impacted students' successful enrollment at the campus. An Outreach Counselor will provide essential guidance, counseling, and resource navigation services to first time students to ensure successful enrollment. This role will play a critical part in bridging the gap between application and enrollment with our most vulnerable and historically impacted students.

The Outreach Counselor will be pivotal in proactive and consistent engagement by providing the first line of support in the following areas:

- Successful matriculation which includes application, orientation, and advising which leads to course enrollment
- Connect student to key resources on campus
 - Financial Aid and Basic Needs
- Connect student to Pathway Counselor
- Work closely with Outreach Ambassadors to connect with first time applicants.
- Help coordinate the Registration-To-Go process

OUTCOME: PERSISTENCE

Disproportionate Impact (DI) Groups:

- First Generation
- Foster Youth
- Two or More Races

Student Population	Persistence % of students for 2021-22 (Baseline Year)	Persistence # of students for 2021-22 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	58.5%	667	--	--	--	--
DI: First Generation	51.5%	84	0.4%	1	7%	14
DI: Foster Youth	38.9%	14	4.3%	2	19.6%	8
DI: Two or More Races	34.5%	10	7.3%	3	24%	8

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year *2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

*Outcome is measured in 2022-2023.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
Our 2021-2025 Strategic Plan has a goal of increasing fall-to-fall persistence rates for first time students by 3% yearly to reach the target of 55% (MCC Institution Set Standard)
Our Strategic Plan (Objective 2.3: Stay on the Path) Strategy 2.3.a states, "Incorporate engaging, proactive, and culturally relevant advising practices to promote persistence and progress of all students."
Strategy 2.3.d states, "Embed academic and non-academic supports throughout students' programs to promote student learning and persistence."
A focus group of 7 first-generation and/or Pell-eligible participants was interviewed through a partnership with Career Ladders Project (CLP). Their findings were used in developing the strategies below.

KEY STRATEGIES FOR STUDENT PERSISTENCE – Disproportionately Impacted Student Population(s)

DI Group: First Generation

Weekly or monthly reminders (template) that Director of Marketing and Communication could send to instructional faculty to briefly read out in class.

- This will reach more people than the display monitors.
- This could include Learning Center Workshops, SEP activities, deadlines, etc.
- No more than 3-5 bullet points.
- Physical copy in classrooms as well.
- Qualtrics link/form for people to submit their workshops/deadlines by Friday and then info goes out Monday.
- Continue to utilize campus signage and television screens to message out to students

DI Groups: All Identified

Increase fully Zero Textbook Cost (ZTC) [programs](#)

- Textbook costs are a barrier for first gen. students navigating college on their own and foster youth navigating college without generational wealth. Students of color benefit from sense of belonging that comes with [accessible material that often highlights them.](#)
- Increasing ZTC requires support of faculty to prepare options and support of OER coordinator to facilitate work.

DI Group: First Generation

“Many also shared that the college has a lot of great resource...but the college doesn’t promote these services in enough places so many students don’t know about these resources.” and “Students in this group reported wanting more motivational and cultural events at the college...”

- Promote Maddie’s Food Pantry
- Fill gaps from when cafeteria and bookstore are open
- Collaborate with food pantry (ingredients), MUSD (culinary pathways), our own hospitality and culinary students

DI Group: Foster Youth, First Generation

Institutionalize Basic Needs resources.

- Establish permanent funding to fully institutionalize our Basic Needs Center with adequate and sustainable staffing levels and a robust, effective operating budget that sustains existing services and funds expansions.
 - Includes support staff and student aides to assist existing pantry services and expands Basic Needs Center to include basic needs administrative, coordinating, and support staff.
 - Includes operating budget that accounts for rising food costs, even staples procured from food banks, increasing consumer costs, and changes in public benefit resources, leading to unprecedented pantry service demand.
- Expand Food Pantry hours
 - Supports 16% of MCC student population, distributes \$1 million in goods annually
 - Expand hours to close equity gaps for the 2/3 of MCC students who report insufficiency in basic needs
- Explore opportunities for grant writing and fund development, graphic design, and marketing to destigmatize basic needs support

DI Group: First Generation

Encourage students to come in with an attitude of persistence by partnering with MUSD and feeder high school campus *principals*, not the superintendent.

- Setting the expectation that college is *going* to be hard, *and* this is how we navigate it
- More events getting students onto our campus (Mountain Lion Preview)
- Current students connecting with prospective students

All DI Groups

Revision of program review template to promote deeper analysis to identify which specific strategies could be helpful or hindering.

- Remove college-level data section
- Expand out template to include more equity-based questions and disaggregation by DI group
- Explore by course if possible but at minimum by program

DI Group: Foster Youth

Provide food and space for application events around financial aid deadlines specifically for Next Up (EOPS Foster Youth) students

- Increase # students served by NextUp. Program creates sense of belonging and community (crucial for foster youth who may lack traditional family support).
 - Contributes to higher retention
- Continue partnership between the Financial Aid office and NextUp to ensure foster youth students are aware, apply, and receive financial aid and scholarships

DI Group: Students of 2+ races

Implement strategies to cultivate a culture of belonging with multiracial students

- [Example of a website landing page](#) specifically for this student population
- Intentionally include option to check multiple boxes and include “bi/multiracial” or “mixed options” when assessing student racial and demographic data
- Promote multicultural center and student use of space
- Promote cultural events on campus

Multicultural Center (est. Spring 2025) celebrates **multiracial** identities. Students are encouraged to use the space for community and affirmation.

Form student orgs to build affinity and support among specific populations

- Black Student Union, M.E.C.H.A. (Movimiento Estudiantil Chicano de Aztlán), Muslim Student Union
 - Private prayer space with water bottles and prayer mats for Muslim (and any) students
- Multicultural events (potlucks, movie nights, fashion shows) for student engagement and support

Consistent support (funding) for 1-2 student ambassadors and/or pathway peer mentors

- Within pathways, we can disaggregate by DI population (first generation, foster youth, multiracial) and provide targeted support
- Pathway peer mentors can provide just-in-time support, reminders about key deadlines, etc.
- Assist in navigation of Self-Service, Starfish, Canvas, financial aid application
- Assist in navigation of physical campus spaces

DI Group: Males

- Host at least one event per semester for male students, classified professionals, faculty, and administrators – along with community partners – to network, provide mentoring, and support this affinity group.

ADDITIONAL KEY STRATEGIES FOR STUDENT PERSISTENCE — Overall Student Population (if applicable)
Allocate funds for the services (e.g., printing, whiteboard, study space) that promote students to participate in Learning Center and STEM Center activities.
Student to Student Mentorship - Utilize second+ year students as paid mentors for incoming students - Student presentations during student orientation - Start and end of term social events for student mentors, mentees, and faculty advisers - Bi-monthly communication (phone, zoom, in-person options) - Two faculty advisers per pathway, oversee and guide student peer mentors - Given limited personnel capacity of the college, may be worth utilizing <u>tech consultants</u> to assist with mentorship development and logistics
Starfish Early Alert System – Tracking Student Progress - Enables instructional and counseling faculty to monitor student performance in real-time - Sends alerts, kudos, and referrals to identify students needing support or recognition - Facilitates timely interventions to address academic or personal challenges - Promotes equitable access to support services and improves student retention
Continuous Improvement for Starfish Early Alert - Providing training for flex credit and space for instructors to complete timely Early Alert progress reports. - This is important to increase completion rates and because, according to the literature, Early Alert is more impactful than flags later in the semester.
Program Mapper – Clarifying Academic Pathways - Provides students with a visual, semester-by-semester academic roadmap - Aligns coursework with career/transfer goals - Reduces confusion around course selection, minimizes delays in graduation - Especially helpful for first gen and underserved students navigating college systems - Review of Program Mapper – e.g., for accuracy and consideration of diverse/DI learners – is incorporated into our Program Review template and Student Success Team meetings.
Continuous Improvement for Program Mapper Deans facilitate regular conversations between instructional and counseling faculty outside of the Program Review cycle and schedule courses accordingly
“No SEP on File” Initiative – Promoting Comprehensive Educational Planning - Targets students without a current Student Education Plan (SEP) - Connects students with counselors to develop personalized academic pathways - Increases outreach and communication to ensure every student has an active SEP - Helps students make informed course choices and supports long-term academic success
Continuous Improvement for SEP Initiatives

- Utilize paid student (pathway peer) mentors to disaggregate Pathway Data Dashboard and “No SEP on File” students by DI population to provide targeted support and reminders.

Embedded Tutoring Program (ETC) – Academic Support Inside and Outside the Classroom

- Places trained tutors directly into courses with high DFW rates
- Tutors collaborate with faculty to support instruction and clarify content
- Builds academic confidence and fosters a sense of belonging to promote persistence

Continuous Improvement for ETC Support

- Include tutors and the Learning Center in high school outreach events
- Promote classroom visits
- Encourage faculty/staff/ambassadors to walk students over to the Learning Center to normalize tutoring in daily study/academic processes
- Increasing the number of students attending tutorials may also increase the number of students becoming tutors after successful completion of courses

OUTCOME: COMPLETION OF TRANSFER LEVEL MATH & ENGLISH

Disproportionate Impact (DI) Groups:

- DSPS

Student Population	% of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	# of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	11.2%	145	--	--	--	--
*DI: DSP&S	4%	5	NA	NA	4.9%	12

*Smaller counts will not calculate "Eliminate and/or Full Close Equity." *The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year *2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

*Outcome is measured in 2022-2023.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)

From our Guided Pathways Phase 2 Work Plan:

- Current:
 - 8% (n=128 first year students; both math and English)
 - 14% (n=214 first year students; math only)
 - 31% (n=482 first year students; English only)

Our aspirational goal is 24%. This is taken from our SCCCD (district) average, which was used in our prior Student Equity and Achievement plan.

KEY STRATEGIES FOR TRANSFER-LEVEL MATH AND ENGLISH – Disproportionately Impacted Student Population(s)

Assist students in identifying/practicing strategies to process information effectively, enhance memory skills, complete homework and assessments, and use skills independently.

- Our tutorial reports ~3 DSP&S students/semester regularly need assistance with logistics of assignment submission (writing, LMS navigation) rather than content.

Support instructors in creating/remixing OER for their courses:

- Explore increasing OER Coordinator/ ASCCC OERI Liaison from 4 to 8-10 LHE to align with SCCCD.
- Reviewers train in accessibility. LHE allows more training and accessible materials.
- Math AS-T and AS at 60% for ZTC. Increasing OER options could support completion of T-L math. English AA-T is at 33% and English AA is at 25%. Additional ZTC options needed for T-L English courses.

Purchase 15 Texas Instruments TI-84 plus graphing calculators annually to establish transfer-level math courses as Zero Textbook Cost (ZTC) and close equity gaps.

- There is an established calculator checkout program through the library. Students only need to provide their ID number.
- The availability of graphing and non-graphing calculators would greatly benefit a wide variety of students:
 - Graphing: Stats, Trig, Pre-Calc, Calc, Accounting
 - Scientific: Algebra, Liberal Arts Math, Chem, Physics, and Bio

Increase tutoring, completion of transfer-level math, and retention of tutors by renaming and increase support of the STEM Center to the Math Center.

- STEM Center is primarily used by math instructors, tutors, students
 - Name change would clearly communicate to students in math courses that it is their dedicated space
- Further support Math Center with:
 - 2 monitors (integrate with existing Vibe Smart Whiteboard)
 - 2 whiteboards
 - 1 projector
 - 3 TI-84 plus graphing calculators
 - \$200 for food/semester for finals week study sessions

Advancing tutoring services in support areas (e.g. navigating assignments, learning strategies) by providing specialized tutoring services and testing services for DSP&S students.

Explore the interest and sustainability of funding instructor support hours in the Math Center

- Math faculty would host paid drop-support hours
 - 3 hours total/week across faculty
 - Math faculty would also train math tutors
- By increasing availability/quality of support, we hope to increase number of students utilizing tutoring
 - Correlated with increased success/completion rates
- Increasing # of students utilizing tutoring also increases # of potential tutors. Sustained partnerships between tutors and faculty supports tutor retention.

Sustainably fund our stamp card incentive program to increase student use of writing/embedded tutoring services and success in transfer-level math and English.

- Program piloted in Spring 2024:
 - 5% increase in # of contacts
 - 5% increase in # of times a student *returned* for additional tutoring

- Students received a stamp card, filled out each time they attended tutoring
 - Students could then turn completed stamp cards in for prizes and a raffle
 - Would not be a gift or stipend but rather incentive for tutoring

Explore GroupMe to engage with students, share words and cultural tips of the week, and improve student outcomes.

- Due to a Tutor Track data sharing agreement with Fresno State, our security protocols must align with theirs. It meets their standards, so it meets ours.
- Similar pilot at Moorpark College increased course completion by double digits and increased tutorial contacts by over 700%.
- Framework must also be established for use of GroupMe:
 - Online training
 - FERPA training

ADDITIONAL KEY STRATEGIES FOR TRANSFER-LEVEL MATH AND ENGLISH — Overall Student Population (if applicable)

Promote support courses to mitigate effects of AB705 & AB1705

- Credit/Noncredit
- Keep low enrollment courses scheduled despite impact to efficiency
 - 2024-2025 recommendation from the Guided Pathways coordinators
 - “The barrier with these support courses is not creation and movement through curriculum, but instead promotion, enrollment, and cancellation” – GP Phase 2 Workplan
- Provide consistent training/reminders to counselors about support courses (co-reqs) in student SEPs based on GPA band

OUTCOME: COMPLETION

Disproportionate Impact (DI) Groups:

- Hispanic, Male
- DSPS

Student Population	% of Students Completed selected journey for 2019-20 (Baseline Year)	# of Students Completed selected journey for 2019-20 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	18%	145	--	--	--	--
DI: Hispanic, Male	14%	34	1.5%	5	3.4%	10
*DI: DSPS	11%	7	NA	NA	NA	NA

*Smaller counts will not calculate “Eliminate and/or Full Close Equity”. *The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year *2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

*Outcome is measured in 2022-2023.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
In our local Strategic Plan: “Increase proportion of first-time students who successfully complete 30 units in their first year from 19% to at least 35% (MCC Institution Set Standard).”
In our local Guided Pathways Phase 2 Work Plan: Our current overall completion rate was 38% with a six-year cohort rather than a three-year cohort as displayed above. Our goal completion rate overall was 44%. This was not disaggregated by groups experiencing disproportionate impact.

KEY STRATEGIES FOR COMPLETION– Disproportionately Impacted Student Population(s)
DI Group: DSP&S Students Target DI students for training with computer applications and technology-based educational programs. • Learning Center will hold and promote workshops of this type • Updated AIM screenshots and instructions on the website ◦ Role of Alternate Media Specialist in preparing resources, training materials, and website revisions outlined in SP 2025 DSP&S Program Review

Students can be identified using Starfish/Pathway Dashboard and invitations through texting (Ocelot) and email
Assist students in identifying/practicing strategies to process information effectively; - Enhance memory skills, complete homework and assessments, and use skills independently. - Our tutorial reports ~3 DSP&S students/semester regularly need assistance with logistics of assignment submission (writing, LMS navigation) rather than content.
DI Group: DSP&S Students Survey students experiencing disproportionate impact and identify areas and times to extend hours of specific student services.
DI Group: DSP&S Students - Support completion by improving student- and faculty-facing resources on the website - Explore the possibility of adding badges and milestones on the Developmental Services Program Mapper pathway
DI Group: Hispanic Males Purchase 3 TI-84 plus graphing, 2 Casio FX-300ES Plus scientific, and 2 TI-30X scientific calculators for the STEM/MATH Center. This will specifically support Hispanic males because, although enrollment is lower overall for these students, their enrollment in STEM courses is typically higher. Meaning, our Hispanic Male students are much more likely to enroll in a course where graphing and/or scientific calculators are required.
DI Group: Hispanic Males Explore culturally relevant mentoring and holistic support services - Continue to strengthen offerings on career coaching, networking events, and leadership development to connect college to long-term success - Encourage students to apply to EOPS and TRiO programs - Implement early-alert systems to identify and support students at risk of dropping out
DI Group: Hispanic Males Hire additional student ambassadors with an emphasis on peer mentoring. To further support our male affinity group, prioritize hiring male student ambassadors.
ADDITIONAL KEY STRATEGIES FOR COMPLETION — Overall Student Population (if applicable)
Introduce a computer basics course for non-credit with high levels of applicability and specificity with Madera Community College (Guided Pathways Phase 2 Workplan)
Target faculty members and/or faculty groups for training with computer applications, technology-based, and educational programs, like LMS (Canvas), in multiple offerings of workshops. (Guided Pathways Phase 2 Workplan)

OUTCOME: TRANSFER

Disproportionate Impact (DI) Groups:

- **Hispanic, Male**

Student Population	% of Transfer Students for 2018-19 (Baseline Year)	# of Transfer Students for 2018-19 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	21%	111	--	--	--	--
DI: Hispanic, Male	13%	21	2.3%	4	6%	8

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year *2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

*Outcome measured in 2022-2023.

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
At the writing of our Guided Pathways Phase 2 Work Plan, the current transfer rate was 14% from ISS (2019-2020). The 24-25 aspirational goal listed on the ISS was 32%.
For our prior Student Equity and Achievement Plan, 16% (district value) is used as the goal for closing equity gaps for Hispanic/Latino male students (disproportionately impacted group).

KEY STRATEGIES FOR TRANSFER – Disproportionately Impacted Student Population(s)
Conduct targeted outreach and encourage declaring/applying for ADT degrees within classrooms or at pathway events for ADT programs with highest rates of Hispanic males. • Using the Grad Dash on Tableau, these ADT programs would be: ○ Business Administration ○ Administration of Justice ○ Psychology ○ Kinesiology ○ Business Administration 2.0 ○ Agriculture Plant Science ○ Sociology ○ Studio Arts ○ Biology

○ Mathematics • Programs identified by filtering for Hispanic and Male, AA-T and AS-T only during 2020-2025 Academic Years.
Continue and expand promotion of the HBCU Caravan. • African American students are not included as a DI group due to data suppression ($n < 10$). The extremely low n-value communicates the need to support this student population. • Faculty have facilitated student travel to HBCUs and leadership workshops. • FCC has hosted a local caravan with 20+ recruiters from HBCUs. While we promoted this event previously, we can also host our own.
Consistently review data to identify students in need of support and develop strategies accordingly. • Transfer metric based on proportion of students with ADT on SEP-C who successfully transfer to 4-year institution. Student population not appearing as DI might be due to population not indicating transfer as a goal. • Populations missed from targeted support. • Semesterly data snapshot: ○ Disaggregated enrollment ○ Disaggregated SEP-C ○ Proportion of demographic indicating ADT on SEP-C ○ Populations to target for transfer
Transfer counselor will partner with Outreach to identify and contact students who: • Are within populations experiencing disproportionate impact, • Have completed <i>matriculation</i> from high school to Madera Community College, and • Have not yet registered for classes. An emphasis will be placed on students who declared an ADT as their program.
Strengthen family and community engagement in the transfer process • Host bilingual family workshops on ADT pathways, CSU/UC applications, financial aid, and transfer guarantees, emphasizing role of families in supporting transfer success. • Create cultural, community-based transfer awareness campaigns (social media, community centers, church/Gurdwara/faith-based orgs, local radio). • Spotlight Hispanic Male student transfer success stories to inspire students and demonstrate tangible pathways.
ADDITIONAL KEY STRATEGIES FOR TRANSFER — Overall Student Population (if applicable) Transfer events with transfer representatives and with different modalities • Our transfer counselor makes announcements on the website transfer page to notify students of key transfer deadlines and information • This includes transfer requirements, application deadlines, scheduling appointments with university reps, and more • We host a transfer day in fall ahead of the application deadline • An area for continuous improvement is advertising in other ways (flyers, monitors, texts, etc.)

Field trips to universities – currently done for special programs, but all students need to explore transfer institutions, learn to navigate their systems, and see themselves as students if transfer is their goal.

- Can also be discipline-specific
- For example, for the last several years, we have been taking our business students to the Fresno State Business open house

Explore noncredit courses about career and transfer opportunities

- PCAH 8th edition justification:
 - Short-term vocational programs
 - Workforce preparation

Promote Student Education Plan (SEP) completion with changes through Cal-GETC, Local GE patterns, and CCN and additional pathway support

- Regular trainings from CSUs, UCs, and private colleges to stay current with transfer information
- Communicating information sessions and employment and volunteer opportunities to discipline faculty so that they can directly share it with their students
- Regular updates to Program Mapper and increasing visualization of 2+2 Pathways

Connect with students early at Registration-to-Go (matriculation event at feeder high schools) to get ahead of potential barriers

- Provide information about the CSU Transfer Success Pathway (TSP) Program to our current high school students
- CSU TSP can guarantee students who are incoming freshmen to earn guaranteed admission if they meet the requirements
- The TSP information is also on our [transfer page](#), along with a video and helpful FAQs

TRANSFER EMPHASIS

As the newest community college in California, we face challenges with our data. Racially minoritized and marginalized student populations may be underrepresented or absent in our disaggregated metrics due to data suppression rules and low numbers. Their absence should not be interpreted as a sign of parity. Instead, it should motivate us to question why they are missing. Consistently interrogating the data to determine enrollment, SEP-C completion, and indication of transfer as a goal (ADT) will allow us to better serve not just populations who are disproportionately impacted between declaration of transfer as a goal and the transfer itself, but also populations who are experiencing barriers and disproportionate impact prior to enrollment and prior to completion of a Student Education Plan – Comprehensive (SEP-C). If a student demographic does not see themselves as students in a 4-year institution, they are completely missing from this metric. Consistent and thoughtful interrogation of the data directly addresses barriers prior to transfer itself, especially for students experiencing disproportionate impact. Directly contacting students who have completed matriculation but have not yet registered for classes will also mitigate barriers prior to transfer. Additionally, we used our Grad Dash on

Tableau to identify ADT (AA-T, AS-T) programs with the highest rates of Hispanic and Male students in 2020-2025 AYs. Targeted outreach of students in these types of classes and encouragement to declare or apply for ADT degrees in classrooms or at pathway events will further increase the number of ADTs on SEP-Cs for DI students.

Increasing the number of students with completion of an ADT as their academic goal – as outlined above – will inherently increase the number of ADTs overall, per Vision 2030's Goal 1: Equity in Success.

After students have an ADT major on file, we can provide additional support through HBCU tours, regular communication about transfer deadlines and information, diverse transfer events, tours of local universities, and regularly training counselors. Training and communication about changes with Common Course Numbering, Cal-GETC, local GE patterns, and 2+2 pathways is crucial for creating clear pathways to improve transfer.

These additional strategies will increase the number of students who transfer to CSU or UC, per Vision 2030's Goal 1: Equity in Success.



Intensive Focus on Populations(s) Experiencing Disproportionate Impact (DI)

- Hispanic, Male

Challenges and Barriers:

MCC has met the criteria and has been federally recognized as a Hispanic-Serving Institution (HSI). The intersectionality of “Hispanic” and “Male” has a disproportionate impact in the metric of transferring to a four-year institution. These students may encounter barriers related to academic preparation, financial pressures, limited access to role models in higher education, and cultural expectations such as the need to contribute economically to their households while enrolled.

As the newest community college in California, we face challenges with our data. Racially minoritized and marginalized student populations may be underrepresented or absent in our disaggregated metrics due to data suppression rules and low numbers. For example, African American students and their associated metrics have been suppressed due to counts lower than 10. Their absence should not be interpreted as a sign of parity. Instead, it should motivate us to question why they are missing.

Hispanic male and African American students at MCC face multiple barriers, including a limited sense of belonging in classrooms and campus spaces where representation is low, gaps in support services such as advising, tutoring, and transfer preparation, and structural challenges within transfer pathways that disproportionately affect first-generation students. Additionally, the lack of ongoing training in culturally responsive pedagogy for faculty and staff can reinforce inequities within the institutional culture.

Action Plan for an Ideal Institution:

How will your college address and overcome the challenges and/or barriers shared above?

It is critical for us to pull not just disaggregated data for the five metrics (successful enrollment, completion of transfer-level Math and English, persistence, completion, transfer) but also metrics reflecting the student journey prior to these time points to identify barriers and students who may be missed from these barriers.

- An example is given in Section 10: Transferred to a Four-Year. This metric reflects the proportion of students who declared ADT as their goal on their SEP-C who transferred to a four-year institution within a time frame. However, this metric does not capture students who do not see themselves as university-going and do not even declare interest in an ADT. Regularly interrogating the data allows us to better see who is missing.
- We have iteratively updated dashboards on Tableau for graduates and our academic pathways. We can create other dashboards and regularly update them (1-2 times per semester) to reflect different components of the five metrics.

What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?

- Distribute data snapshot from the dashboard(s) through constituents, leaning on participatory governance structures to better communicate the data to individuals
 - Just as communication gets lost in mass emails for students, communication gets lost in mass emails and meetings for classified professionals, faculty, and administrators.
 - MCC will ensure data does not sit in silos but is shared and used as a tool for action. To do this, the college will distribute data snapshots from dashboards across campus constituents and embed them in participatory governance processes. One dashboard training per semester will be offered during weekly College Hour to make the information more accessible and actionable.

What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

- Institutional Research Office, College Council, Academic Senate, Classified Senate, ASG are the identified structural bodies for this implementation.
- This action plan will rely on the collaborative efforts of the Institutional Research Office, College Council, Academic Senate, Classified Senate, and Associated Student Government (ASG). Together, these groups provide the structures to ensure data-informed equity efforts are embedded into governance, program review, and institutional planning. The Institutional Research Office will take the lead on building and maintaining dashboards, while governance bodies and campus leadership will champion their use to ensure equity-focused decision-making becomes part of MCC's culture.

Section IV

2025-2028 SEA Plan Writing Team:

First	Last	Role	Department/Division
Michelle	Abou Naoum	Faculty	Instruction
Emily	Basiletti	Adjunct Faculty	Tutorial
Amy	Carnahan	Faculty	Instruction
Lynette	Cortes Howden	Faculty	Instruction
Gabriela	Encinas	Administration	Student Services
John	Defore	Classified	Student Services
Michelle	Fabros	Faculty	Instruction
Maia	Gonzalez	Faculty	Library
Gary	Hagy	Classified	Research & Planning
Kate	Husain	Faculty	Instruction
Sosse	Kendoyan	Faculty	Instruction
Jay	Leech	Faculty	Instruction
Sergio	Lemus	Faculty	EOPS
Eduardo	Macias	Classified	Business Office
Raquel	Mendoza	Faculty	Counseling
Sofia	Moreno	Classified	Outreach
Ryan	Morley	Faculty	Instruction
Gaige	Mott	Student	ASG
Ryan	Preciado	Faculty	Counseling
Khayyam	Qidwai	Faculty	Instruction
Ray	Ramirez	Interim Administration	Equity & Institutional Effectiveness
Samantha	Ratzlaff	Faculty	Instruction
Matthew	Richmond	Administration	Administrative Services
Jenny	Saklar	Classified	Food Pantry
Gurminder	Sangha	Administration	Equity & Institutional Effectiveness
Rocio	Solis	Adjunct Faculty	Tutorial
Nickolas	Valencia-Lucio	Administration	Student Services
Elizabeth	Villalobos	Administration	Research & Planning

Special appreciation is extended to Ms. Leticia Velarde-Renteria and Ms. Gold Magliba for their coordination of logistics and provision of administrative support. Recognition is also given to the subject matter experts whose expertise was instrumental in informing the development of this plan.



Projected 2025 – 2028 SEA Expenditures:

Category	2025-2026	2026-2027	2027-2028
Academic Salaries	\$ 744,004	\$ 744,004	\$ 744,004
Classified & Other Non-Academic Salaries	\$ 290,369	\$ 290,369	\$ 290,369
Employee Benefits	\$ 306,465	\$ 306,465	\$ 306,465
Supplies	\$ 1,931	\$ 1,931	\$ 1,931
Other Operating Expense & Services	\$ 60,781	\$ 60,781	\$ 60,781
Grand Total	\$ 1,403,550.00	\$ 1,403,550.00	\$ 1,403,550.00

**Based on current level of funding*

Section V

Student Education Plan – Comprehensive (SEPC)

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan by end of First Primary Term	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students who Received a Comprehensive Ed Plan by end of First Academic Year	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 12/31/2022)	489	150	31%	49	41%
Fall 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	592	211	36%	37	42%
Fall 2024 Cohort (Comprehensive Ed Plan by 12/31/2024)	691	317	46%	30	50%

Cohort = New, First-Time, Non-Special Admit Unduplicated Students for that Term.

Comprehensive Student Education Plans = A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. (Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).

- 1. Identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year.**

An analysis of each academic term reveals that the following cohorts appear with greater frequency; **Male (2), White Male (2), Hispanic Male (2), and LGBT (2) across the 3 terms analyzed.**

Madera Community College enrolls the highest proportion of new student enrollments during the Fall term. Consequently, when analyzing term data in relation to educational goals and various segments, the college prioritized Fall term counts. This approach was taken due to the relatively low representation observed in Spring term once counts were disaggregated. An analysis of each academic term reveals that the following cohorts appear with greater frequency; Male (2), White Male (2), Hispanic Male (2), and LGBT (2) across the 3 terms analyzed.

MCC Counselors recognize the importance of engaging diverse student populations; therefore, an already developed Service Area Outcome (SAO) focuses on SEPC outreach and completion. Furthermore, Guided Pathway counselors lead telephone and/or email outreach campaign(s) aimed at completing SEPCs, strategically targeted toward specific population segments that are not historically completing the comprehensive plan. Supported by the following data, male comprehensive plan completion; Fall 2022, 36%; Fall 2023, 37%; and Fall 2024, 48%.

- 2. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.**

Equity in Support & Success:

Create a pilot project where we institute and require incoming first semester students to complete an educational plan. Counselors will develop a 3–4 minute informational video explaining the purpose and benefits of the SEPC and how students can schedule an appointment. The video will be shared with faculty during the third week of the semester, after registration for full-term courses has closed.

Faculty will be provided with options for sharing the video with students, such as:

- Playing the video during class time
- Posting the video link in their Canvas course shell
- Sending the video link via email or announcement

To help track student engagement, faculty will be encouraged to incorporate one of the following:

- A short quiz with key questions from the video
- Extra credit for students who submit proof of completing their SEPC

Counselors will collect and analyze data on SEPC completion rates, student engagement with the video, and feedback from faculty. This information will be used to assess the project's effectiveness and inform potential expansion to all first-year students in future semesters.

MCC will continue to analyze SEPC data in alignment with our internally established SAO and develop targeted strategies to engage students in completing the SEPC, with a focused emphasis on disproportionately impacted (DI) groups.

Counselors will continue to analyze SEPC data in alignment with our established SAO to guide targeted engagement strategies. Particular emphasis will be placed on reaching DI student groups to address equity gaps in completion rates. Using Starfish and Institutional Research (IR) data, counseling staff will identify students without an SEPC on file and implement ongoing outreach campaigns throughout the semester. These campaigns will include:

- Direct email communication to identified students
- Text messages delivered through Ocelot
- Personalized outreach focused solely on students who have not yet completed an SEPC

By continuously monitoring SEPC completion data and tailoring outreach to DI groups, MCC aims to increase overall SEPC completion rates, ensure students have a clear academic plan, and support their persistence and success.

To manage counselor availability, students will be asked to schedule appointments with counselors to complete their SEPC by a specified deadline. This will help prevent counselor overload and ensure students receive their extra credit plans in a timely manner.

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To manage counselor availability, students will be asked to schedule appointments with counselors to complete their SEPC by a specified deadline. This will help prevent counselor overload and ensure students receive their extra credit plans in a timely manner.

3. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

Online promotion and marketing of the need to complete an SEPC: To increase awareness of the importance of completing a SEPC, MCC will implement an online marketing campaign prior to the SEPC completion deadline. This effort will include:

- A prominently displayed banner on the MCC website during the campaign period
- A notification within Canvas to reach students directly in their learning environment
- These online promotions will reinforce in-person and email outreach, providing consistent reminders to students and encouraging timely completion of their SEPC.

Drive student awareness and motivate timely completion of their Student Educational Plan Contract (SEPC) via Canvas.

- MCC will leverage Canvas as a direct communication tool to promote the timely completion of the SEPC. Notifications will be posted within Canvas to reach students in their active learning environment, providing reminders about the SEPC requirement, its benefits, and upcoming deadlines.
- By placing this message where students regularly engage with coursework, MCC aims to increase visibility, motivate action, and support students in completing their SEPC on time. This approach will complement website banners, targeted outreach, and faculty engagement to create multiple points of contact throughout the campaign.

Summarized Vision 2030 Planning:

Guided Pathways (GP)

Our GP metrics are aligned with our Student Equity Plan, internal planning documents, and other initiatives such as Achieving the Dream.

- **Program Maps:** Our DSP&S students have been identified as experiencing DI for completion of transfer-level math & English and completion. As our GP team has built program maps using Program Pathways Mapper (PPM), we have expanded beyond academic pathway clusters. The academic pathways align outreach, onboarding, counseling, curriculum, and future careers. Supporting specific student populations has involved adding paths for high school enrichment, transfer/honors, and our DSP&S students (developmental services, Life Skills Workability certificate). Collaboration between DSP&S and pathway counselors has been crucial. We incorporated review of program maps for accuracy and diverse student considerations into our Program Review template and have opportunities for instructor/counselor collaboration in student success team meetings. An opportunity for improvement is deans facilitating conversations about current maps using PPM, scheduling courses and modalities accordingly, and encouraging faculty to make iterative changes to program maps.
- **Career Exploration:** Our district GP team hosted career services convenings; we established a plan for Jobspeaker (job posting tool) promotion and utilization. As we only have one job developer, it is important to institutionalize tools like Jobspeaker and Career Coach. We hosted 110 high school students this semester for a “Mountain Lion Preview,” in which they attended faculty and student service workshops and a campus resource fair. The faculty workshops were critical for career exploration *before* college. An opportunity for improvement is to work with our feeder school partners to host a career exploration activity during fall semester of students’ junior year at the high schools, ahead of registration and host career exploration workshop series and/or create short career videos.
- **Student Success Teams:** As we restructured pathways to align with student needs, we reassigned counselors to each pathway. Dedicated pathway counselors help faculty better understand student needs and course issues. Improvement opportunities include revamping the Pathway Dashboard into a live, real-time tool informed by Pathway counselors, as well as department chairs consistently inviting counselors to meetings, and deans fostering conversations between instructors and counseling faculty.

Financial Aid:

Madera’s 2023–2026 Strategic Enrollment Management Plan integrates financial aid planning to boost FAFSA completion rates and close equity gaps, aiming to raise the percentage of students listing Madera as their home campus from 32% in 2022–2023 to 59% by 2025–2026. Led by the Financial Aid Office, the strategy embeds targeted outreach into high-impact student

engagement opportunities and academic entry points, including Reg-to-Go, Club Rush, and in-class presentations during the first three weeks of the term. Efforts include one-on-one application assistance, myth-busting, clear resource materials, and real-life examples of aid packages. Progress will be measured through FAFSA completion data and event participation logs, aligning with broader institutional goals to improve access, equity, and sustainable funding for student success.

DSPS

Madera Community College's DSPS Equity in Success plan focuses on increasing completion of transfer-level math and English and supporting students in reaching their educational goals through expanded counseling, proactive academic planning, and targeted support services. To address program growth and improve counselor-to-student ratios, the plan calls for increased counseling staffing and ensuring every new intake includes an SEP appointment within two months. Follow-up will occur for all failing or withdrawn grades, with additional outreach via email, phone calls, and in-class support to connect students with DSPS learning services, tutoring, and assistive technologies like Genio and Speechify. The initiative also emphasizes early intervention through grade checks before drop deadlines, weekly drop-in support with the Learning Disability Specialist, and connecting students to California Department of Rehabilitation resources for timely access to books, supplies, and equipment.

EOPS/CalWORKs:

Madera Community College's EOPS and CalWORKs programs advance equity by removing systemic barriers for economically disadvantaged and underrepresented students through personalized counseling, targeted financial assistance, and intentional academic support. Both housed in the Multicultural Center, these programs provide over-and-above services such as book and unmet-need grants, priority registration, and structured counseling sessions three times per semester to keep students on track, ensure timely degree completion, and promote transfer readiness through CSU/UC field trips. EOPS focuses on enrolling low-income, educationally disadvantaged, and racially minoritized students through proactive outreach, while CalWORKs partners with the Madera County Department of Social Services to serve student-parents receiving cash aid. Both collaborate with campus outreach teams and participate in Registration-To-Go events to expand access for disproportionately impacted students. In addition to academic guidance, they provide financial assistance beyond traditional aid—including childcare support, TANF grants, and help navigating financial aid processes—reducing financial barriers and fostering persistence, completion, and career success.

NextUp/Foster Youth

Madera Community College's NextUp program provides comprehensive academic, financial, and basic needs support to current and former foster youth, aiming to boost enrollment, retention, and successful transfer through an inclusive, trauma-informed approach. Located in the Multicultural Center, the program has expanded counseling staff trained to address foster youth needs, offering frequent, individualized appointments and personalized educational plans while closely monitoring academic progress. Outreach is strengthened through partnerships with Madera Unified School District, district offices, and campus departments to identify and connect

eligible students with services. In addition to academic guidance, NextUp offers monthly grants, textbook and supply vouchers, gas and grocery cards, meal cards, and access to campus resources like the Food Pantry and Basic Needs program. This holistic model addresses immediate challenges while building pathways for long-term educational and career success.

Veterans

The program's Equity in Access, Support, and Success efforts center on strengthening its physical presence, maintaining compliance, and enhancing communication through targeted outreach and recruitment. To address gaps in persistence rates, the program aims to identify barriers preventing students from enrolling in subsequent terms by conducting surveys and following up with those who do not re-enroll. Key challenges include misunderstandings about how financial aid (such as FAFSA and Pell Grants) interacts with VA benefits—often leading to financial hardship that pushes students into the workforce—and the need to streamline certification and enrollment change verification processes, as delays directly affect students' monthly Basic Allowance for Housing (BAH) payments.

Justice Impacted Students

Madera Community College's Rising Scholars Program (RSP) provides comprehensive academic and personal support to incarcerated, formerly incarcerated, and system-impacted students, with a coordinated approach aligned with Student Equity and Achievement initiatives. Even prior to hiring a dedicated RSP Coordinator, students will be connected to special population programs like CAMP, TRIO, or CalWORKs to receive targeted counseling, tutoring, and navigational support. Funding will support hiring program staff, onboarding peer mentors, expanding resources, and providing campus-wide professional development to better equip faculty and staff. RSP also fosters partnerships with community organizations, correctional facilities, and university programs such as Underground Scholars (UC) and Project Rebound (CSU) to create pathways for student success. Program success will be measured through enrollment targets (25–30 students by year two), 80% retention, 70% term GPA ≥ 2.0 , 90% engagement in support services, family involvement in three annual events, 85% satisfaction, and a recidivism rate under 10% within two years.

Low Income Adults

Data shows that adult learner enrollment at Madera Community College declined by 4–8% between 2022–2023 and 2023–2024, though those who enroll achieve course success rates 2–3% above the campus average. With nearly 20% of Madera County residents having some college credits but no degree, and a county poverty rate above the state average, there is a clear need to better engage this population. To improve equity in access and support, MCC plans to expand outreach and enrollment services for adults aged 25 and older, launching spring evening sessions that guide learners through enrollment, academic and career program options, and hands-on financial aid assistance. Efforts will involve collaboration with the Outreach Team and the State Center Adult Education Consortium, tailored communication, faculty and staff presentations, and financial aid as a central focus of each event.

Credit for Prior Learning

Credit for Prior Learning (CPL) at MCC, outlined in the catalog but minimally developed since the college's founding in 2020, shows low issuance rates primarily limited to AP/IB credit and some Credit by Exam in Office Technology. Challenges include limited staffing—only one Evaluator manages degrees, external credit, and CPL—leading to delays and missed opportunities, as well as gaps in workflow coordination, faculty awareness, marketing, and visibility of CPL options. Policies also need updating to align with Title 5, with opportunities for faculty to expand CPL through course addenda allowing exams, portfolios, military transcripts, external exams, and industry credentials. Beginning June 2025, 20% faculty reassignment will support coordination of process improvements, faculty development, increased visibility, and districtwide collaboration, ensuring CPL both broadens access and is appropriately awarded to advance student success while considering factors such as discipline standards, transfer, and financial aid.

Dual Enrollment/High School Enrichment

Since 2020–2021, Madera Community College's Dual Enrollment program has grown by roughly 1,100 students, contributing over 100 FTES, with a student demographic reflective of the broader MCC population and strong Hispanic representation. Students consistently achieve high outcomes, with average course success rates around 90%, 12–15 percentage points above campus averages. To promote equitable access and support, MCC aims to engage male high school students through targeted outreach, mentorship from male faculty, and staff training to address gender gaps. Marketing efforts will emphasize the long-term value of “evergreen” general education courses, including campaigns reaching junior high students, and highlight Dual Enrollment as a faster pathway to graduation and career readiness compared with Advanced Placement. Success will be measured by tracking enrollment patterns, persistence, and survey feedback from high school students to inform program improvements.

Strong Workforce/Perkins:

Madera Community College's approach to Career and Technical Education (CTE) prioritizes equity in access, support, and success by addressing program cancellations, course quality, and alignment with workforce and transfer requirements. To ensure equitable access, MCC uses data-driven decision-making to identify students near completion who may be impacted by course cancellations and follows Guided Pathways recommendations to maintain key program completion courses, reducing “swirl” and supporting timely graduation into living-wage employment. Equity in support is addressed by ensuring courses have up-to-date equipment and supplies, with SWP and Perkins funds tracked and monitored to assist faculty in meeting instructional needs. For equity in success, programs are continuously reassessed in collaboration with industry partners and CSU/UC representatives to balance workforce alignment with smooth transfer pathways. Overall, MCC commits to innovative, labor market-guided program planning to maximize student access, support, and achievement.

Section VI

Additional Resources and Links:

- DI Calculation Reference Guide:
 - Gap Minus One (PPG-1)
- SEA Plan Metrics Summary Table: Student Equity Plan 2025-28 Metrics
- Internal Communication: [2025-2028 Student Equity Plan Context & Timeline](#)
- [SEA Plan Data](#)
- [Student Education Plan - Comprehensive](#)

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