Solano Community College
Student Equity Plan

December 16, 2015

SOLANO COMMUNITY COLLEGE STUDENT EQUITY PLAN

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Solano Community College Student Equity Plan

District: Solano Community College District   **Board of Trustees Approval Date**:   12/16/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature]

Stan R. Arterberry   stan.arterberry@solano.edu

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

[Signature]

Yulian Ligioso   yulian.ligioso@solano.edu

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

Gregory S. Brown   gregory.brown@solano.edu

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

Leslie Minor, Ph.D.   leslie.minor@solano.edu

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]

Michael Wyly   michael.wyly@solano.edu

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

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[Megan White]   megan.white@solano.edu

Gregory S. Brown   gregory.brown@solano.edu   707-864-7159

Executive Summary

Solano Community College is committed to assuring student equity in all educational programs and College services (SCCD Policy 5355). We define student equity simply as that condition where, "*all students enjoy the same right and access to education.*"

The College serves 9,702 students (Fall 2013 census) at campuses in Fairfield, Vacaville, and Vallejo and in the surrounding communities including Travis Air Force Base, Winters, Dixon, and Benicia. The College provides programs and services to ensure that all students have the opportunity to succeed academically. The overarching equity goal at Solano Community College is to provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

The specific goals of the Student Equity Plan are:

1. To provide opportunities for increasing diversity and equity for all students at SCC.
2. To improve student access to SCC programs and services.
3. To close performance gaps for targeted groups, thereby improving the overall success of all students at Solano Community College.

This 2015-2019 Student Equity Plan is guided by the College's Mission Statement wherein the commitment to student equity is inherent:

Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in basic skills education, workforce development and training, and transfer-level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.

The SEP was written with contributions from faculty, staff, students, managers, and students. This 2015 update of Solano Community College's 2014 Student Equity Plan is part of an ongoing institutional effort underway at Solano Community College District to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning. The College recognizes that equity planning and assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all in our educational programs.

The Solano Community College Student Equity Committee has oversight for the development and implementation of this Student Equity Plan in accordance with SCCD Board Policy and Procedure 5355. This Committee is composed of faculty, staff, administration, and students. The Committee made recommendations to appropriate bodies regarding the College's Student Equity Plan, along with a host of new student equity recommendations. The 2015-2019 Student Equity Plan was approved by the SCC Board of Trustees on December 16, 2015 in compliance with Title 5 guidelines in Section 54220.

A. *Student Equity Indicators and Target Groups*

We examined student equity at SCC in the context of the following Student Equity Indicators, as required by the CA Code of Regulations, Title 5, Section 54220 and the template provided by the California Community College Chancellor's Office:

1. Access
2. Course Completion
3. ESL and Basic Skills Completion
4. Degree and Certificate Completion
5. Transfer

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year		Goal	Goal Year
Males	-9.14%	2014	Reduce gap by 50%	2018
White	-8.43%	2014	Reduce gap by 50%	2018
Disabled Students	-7.58%	2014	Reduce gap by 50%	2018

ID	Target Group
A.1	Males
	White

Actions to achieve the goals include:

> Focus Delivery of SSSP Services to Target Groups: Campus staff will develop and test new methods of delivering core Student Success and Support Program (SSSP) services—assessment, orientation, student education planning, and follow-up to students in order to increase access.

Increase High School and Community Outreach to Target Groups: Annually, campus staff, including the Student Services Generalists and Student Ambassadors, will work in coordination with our 13 feeder K-12 school districts and counseling staff to conduct visits to local high schools and community fairs/events with specific early outreach to identified student groups to disseminate materials on enrollment and matriculation requirements, financial aid, support services and provide other relevant matriculation information.

Specific outreach and course scheduling efforts to military base and prison populations: Efforts will include expanded marketing of programs, financial aid services, scholarships, veterans benefits, and raising aspiration levels for attending and completing college programs.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	Fall, 2015 – Spring, 2018	$10,000	

ID	Target Group
A.2	Students with Disabilities

Increase High School and Community Outreach to Target Groups: Annually, campus staff, including the Student Services Generalists and Student Ambassadors, will work in coordination with our 13 feeder K-12 school districts and counseling staff to conduct visits to local high schools and community fairs/events with specific early outreach to students with disabilities groups to disseminate materials on enrollment and matriculation requirements, financial aid, support services and provide other relevant matriculation information.

Enhance Services to Students with Disabilities: Initiate a Learning Disabilities program for testing students for LD. Provide appropriate services and equipment in response to the needs identified, and provide support courses/workshops/outreach to students. Market the services to prospective students, including high school and veterans.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.2	June 2015 – July 2018	$58,889	

B.   **COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Foster Youth	-16.75	Reduce by 50%	2017
African American	-11.86	Reduce by 50%	2017
Native Am./Pacific Islander	-4.96	No Gap	2019

ID	Target Group(s)
B.1	Foster Youth

Actions to achieve these goals include:

Develop an Early Alert program: Identify an Early Alert tracking and intervention software and integrate the system. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad and deep referral process for appropriate intervention to support student successful behaviors and refer to intrusive interventions for less than successful course completion behaviors. Include direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

Research course scheduling: Research the impacts of course availability, delivery, and sequencing and modify offerings to encourage completion to the next course toward program completion. This information will be shared with academic affairs for semester by semester tracking of class capacities and efficiency.

Provide instruction/learning support resources: Make textbooks available in the libraries at the various sites where courses are delivered, through items on reserve. Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1	July 2015 – June 2017	$28,224	

ID	Target Group
B.2	African American students

Support Learning Communities: Provide support to the Umoja, Puente, First Year Experience, and Pre-law programs to assist with course completion, including the use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development.

Develop an Early Alert program: Identify an Early Alert tracking and intervention software and integrate the system. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad and deep referral process for appropriate intervention to support student successful behaviors and refer to intrusive interventions for less than successful course completion behaviors. Include direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

Research course scheduling: Research the impacts of course availability, delivery, and sequencing and modify offerings to encourage completion to the next course toward program completion. This information will be shared with academic affairs for semester by semester tracking of class capacities and efficiency.

Provide instruction/learning support resources: Make textbooks available in the libraries at the various sites where courses are delivered, through items on reserve. Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion.

Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.2	July 2015– June 2017	$96,459	

ID	Target Group
B.3	Native American/Pacific Islander students

Actions to achieve these goals include:

Perform additional research: on the population to determine more specific intervention strategies, or those strategies currently provided with targeting to this population.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.3	July 2015 – June 2017	$25,062	

ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a **degree-applicable course** after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Upon reviewing the data and the small cell sizes in the ESL component, the committee determined that addressing the ESL component at the college in its entirety would be appropriate, rather than identify specific population cell disparity. The overall low completion rate was viewed as a symptom of a larger equity gap, than individual populations. The remaining areas, English Basic Skills and Math Basic Skills shared the same three populations for equity gaps. As a result, the committee viewed the Basic Skills progress again broader than the subject area alone and determined to address the issues in a broader context of equity and success. To address the gap measure below, an average gap in the two subject areas was created and the average number of students impacted in each of the two subject areas was calculated.

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-7, 2014*	*No gap*	*2020*
Students with Disabilities	-20.29	Reduce gap by 50%	2018
Foster Youth	-19.13	No gap	2017
African American	-12.69	Reduce gap by 50%	2018

ID	Target Group(s)
C.1	Students with Disabilities

Actions to achieve these goals include:

Enhance Services to Students with Disabilities: Initiate a Learning Disabilities program for testing students for LD. Provide appropriate services and equipment in response to the needs identified, and provide support courses/workshops/outreach to students.

Develop an Early Alert program: Identify an Early Alert tracking and intervention software and integrate the system. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad and deep referral process for appropriate intervention to support student successful behaviors and refer to intrusive interventions for less than successful course completion behaviors. Include direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

Provide instruction/learning support resources: Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion. Use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development to support basic skills success.

Faculty training/mentoring program: Provide training to faculty regarding addressing learning needs with student accommodations. Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1	July 2015 – June 2018	39,260	

ID	Target Group
C.2	African American students

Actions to achieve these goals include:

Support Learning Communities: Provide support to the Umoja, Puente, First Year Experience, and Pre-law programs to assist with course completion, including the use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development.

Develop an Early Alert program: Identify an Early Alert tracking and intervention software and integrate the system. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad and deep referral process for appropriate intervention to support student successful behaviors and refer to intrusive interventions for less than successful course completion behaviors. Include direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

Provide instruction/learning support resources: Make textbooks available in the libraries at the various sites where courses are delivered, through items on reserve. Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion.

Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.2	June 2015 – July 2018	$96,459	

ID	Target Group(s)
C.3	Foster Youth

Actions to achieve these goals include:

Develop an Early Alert program: Identify an Early Alert tracking and intervention software and integrate the system. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad and deep referral process for appropriate intervention to support student successful behaviors and refer to intrusive interventions for less than successful course completion behaviors.

Include direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.3	July 2015 – June 2017	$28,224	

ID	Target Group(s)
C.4	English as Second Language

Actions to achieve these goals include:

Research the needs of the local ESL population: Conduct survey(s) of the local population to determine education and training needs, including course content, delivery times, days, locations, and staffing.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.4	July 2015 – June 2017	$25,062	

DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-4, 2014*	*No gap*	*2020*
Foster Youth	-20.91	No gap	2018
Students with Disabilities	-4.69	No gap	2018
Males	-4.41	Reduce gap by 50%	2018

ID	Target Group(s)
D.1	Foster Youth
	Students with Disabilities
	Males

Actions to achieve these goals include:

Identify gate keeper courses: Research the college's certificate and degree sequences to determine which courses impact the continued progress of students through the program of study. Identify what factors in each course or group of courses have the strongest impact on student success or lack of success.

Develop academic sequencing alignment: In cooperation with academic affairs and committees of the college, review course sequencing for certificates and degrees, to ensure availability. Develop stackable local certificates to build into state recognized certificates, and then into degree programs for completion.

Support Learning Communities: Provide support to the Umoja, Puente, First Year Experience, and Pre-law programs to assist with course completion, including the use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development.

Develop an Early Alert program: Identify an Early Alert tracking and intervention software and integrate the system. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad and deep referral process for appropriate intervention to support student successful behaviors and refer to intrusive interventions for less than successful course completion behaviors. Include direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

Provide instruction/learning support resources: Make textbooks available in the libraries at the various sites where courses are delivered, through items on reserve. Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion.

Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.1	June 2015 – July 2018	$67,484	

TRANSFER. The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Example Group	*-4, 2014*	*No gap*	*2020*
Foster Youth	-32.26	No gap	2018
Students with Disabilities	-20.55	Reduce gap by 50%	2018
Nat. Amer./Pac. Islander	-5.7	Reduce gap by 50%	2018

	Target Group(s)
E.1	Foster Youth
	Students with Disabilities
	Nat. American/Pacific Islanders

Actions to achieve these goals include:

Create networks and pipelines for transfer: Develop stronger program to program relationships with university partners, identifying key contact people for supporting the transfer process, as well as developing transfer agreements.

Increase presence of transfer universities on campus: Bring universities on campus with greater frequency and link university visits to academic program activities, campus events, or target populations identified in the gap analysis.

Promote visits to universities: Have target populations visit regional universities and engage with their population at the university, addressing overcoming barriers to success and modeling further education.

Promote transfer options: Assist students with developing their admission and scholarship applications. Assist students with identifying their transfer university early in their academic career, to ensure enrollment in transferable units. Share personal success stories.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.1	June 2015 – July 2020	$67,484	

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

- *Target Student Group(s) and Number of Each Affected**:

ID	Target Group	# of Students Affected
F.1	African American Students	2583
	Students with Disabilities	511
	Foster Youth	425
	Hispanic or Latino	3565
	Males	5723
	Low Income Students	4118

- *Activity Implementation Plan*

Early Alert: An early alert program would impact overall course completion, basic skills course completion, degree and certificate completion, and preparation for transfer. As an overall strategy, the program would have an impact on all populations identified in the Student Equity Plan.

Research: Additional surveys, data, or research are components of nearly every response to an identified need. Documentation of the impact, or lack thereof, is needed to determine the best use of resources to address inequities.

Professional development: A base of support and understanding is required for addressing the inequities found in the research. Faculty and staff are not fully aware of the issues regarding our students' success and how they can impact the identified student populations.

Learning Communities Leadership/Equity Oversight: Successful learning communities have been driven by committed individual faculty, absent any institution-wide coordination or support. With coordination, Learning Communities can share resources, activities, transportation, guest speakers, instructional support, and related activities to best serve students who have Equity gaps.

Academic and social support resources: Across the identified populations, students are not as successful, due to a lack of social and academic support resources. By providing information and campus linkages with resources, students are more likely to overcome the barriers affecting their lives, including addressing issues with financial aid, transportation, housing, mental health, and child care, among other factors.

Enrollment management: Course scheduling, including days, rooms, times, and locations have an impact on continued class participation. In addition, course sequencing and stacking certificates toward degrees are curricular challenges the college needs to research and address.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.1	June 2015 – July 2020	$471,119	

College Contact: Gregory S. Brown, Vice President of Student Services, Student Equity Committee Chair, Solano College, 4000 Suisun Valley Road, Fairfield, CA 94534. Phone: 707-864-7159, E-Fax: 707-646-7702, Email: Gregory.brown@solano.edu

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

With the addition of the two populations, Foster Youth and Veterans, the Institutional Research office was requested to generate a data report to reflect the additional populations to accurately reflect any equity gaps. The committee then met and reviewed the top three equity gaps identified in each area: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. The committee then identified activities to address closing the gaps in each area. Committee members were then given an opportunity to identify the top priority activities for addressing the gaps in each area. The priorities were then included in the responses to the matching gap population and area.

The plan attempts to respond to current efforts to address disenfranchised students, who also are represented in the groups where equity gaps occur. These include students with learning and other disabilities, African American students, foster youth, and other populations identified in the data analysis. The Solano College Academic Senate has had multiple discussions regarding making the college at large aware of the inequities and has addressed their concerns through their appropriate communication channels. The Student Equity Plan and Budget attempts to address some of those concerns, as they coincide with the Equity goals for the college. The college Puente program has historically been a vehicle to ensure Equity gaps were met with the affected populations. This year, a loss of leadership has left the program in limbo. The college is concerned that absent stronger support for the program, Equity gaps will begin to occur. The college has incorporated the Puente program into the Equity plan, to ensure gains made over the years will not be lost. Rather than wait for a problem to arise, the college has chosen to take preventative action through the Student Equity Plan and Budget.

The plan and budget were developed based on the activities and the recent notification of the budget for the year. Some concerns were expressed regarding the delay in receiving the award from the Chancellor's Office and the lack of opportunity to fully engage in the dialogue needed for adequately integrating planning and budgeting. The timeline also had an impact on the collaborative process for reviewing and editing the document. Approval timelines dictated by Brown Act regulations for Academic Senate and Board of Trustees approval prevented a more robust discussion of the plan and budget. As a result, the Chair of the Committee promised to continue meeting with the Student Equity Committee and revise, within the scope of the plan, activities and budget expenditures, to most effectively meet the spirit of both the plan and the process.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Gregory S. Brown	Vice President of Student Services	Administration
Gale Anderson	Admissions & Records	Student Services
Robin Darcangelo	Associate Dean	Financial Aid
LaNae Jaimez	Faculty, Academic Senate VP	Academic Senate
Shemila Johnson	Director, Enrollment Management	Student Services
Amy Kennedy	Veterans Affairs Coordinator	Veterans
Shirley Lewis	Dean, Vallejo Center	Centers
Karen McCord	Faculty	UMOJA Coordinator
Jocelyn Mouton	Dean, Counseling	Counseling
Terri Pearson-Bloom	Faculty	ASC Coordinator
Candace Roe	Counselor	DSP Coordinator
Kamber Sta Marie	Counselor	Foster Youth
Joshua Scott	Faculty	Basic Skills Instruction
Cynthia Simon	EOPS	EOPS
Faraj Al-Badani	ASSC Representative	ASSC

CAMPUS-BASED RESEARCH: ACCESS

C. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

The tables in the plan present data using "Percentage Point Gap" for assessing disproportionate impact.

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
Example Group		59%	64%	-6**
American Indian / Alaska Native	180	1.28%	1.30%	-0.02%
Asian	2812	19.93%	15.60%	+4.33%
Black or African American	2583	18.31%	14.80%	+3.51%
Hispanic or Latino	3565	25.27%	21.00%	+4.27%
Native Hawaiian or other Pacific Islander	148	1.05%	1.00%	+0.05%
White	4398	31.17%	39.60%	-8.43%
Some other race	424	3.00%		+3.00%
More than one race			6.70%	-6.70%
Total of 8 cells above (Orange cells should = 100%)	**14110**	**100%**	**100%**	
Males	5723	40.56%	49.70%	-9.14%
Females	8040	56.98%	50.30%	+6.68%
Unknown	347	2.46%		+2.46%
Total of 3 cells above (Orange cells should = 100%)	**14110**	**100%**	**100%**	
Current or former foster youth	425	3.01%	0.06%	+2.95%
Individuals with disabilities	511	3.62%	11.20%	-7.58%
Low-income students	4118	29.18%	12.90%	+16.28%
Veterans	841	5.96%	8.11%	-2.15%

*Calculated by subtracting the % of the adult population within the community served from the % of your college's total enrollment – paying close attention to the +/- designation. *Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college's population is lower than the adult population, a negative value will result.*

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Males	-9.14% 2014	Reduce gap by 50%	2018
White	-8.43% 2014	Reduce gap by 50%	2018
Disabled Students	-7.58% 2014	Reduce gap by 50%	2018

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ACTIVITIES: A. ACCESS

A.1
- *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.1	Males	262
	White	186
A.2	Students with Disabilities	20

- *Activity Implementation Plan*

Focus Delivery of SSSP Services to Target Groups: Campus staff will develop and test new methods of delivering core Student Success and Support Program (SSSP) services—assessment, orientation, student education planning, and follow-up to students in order to increase access.

Increase High School and Community Outreach to Target Groups: Annually, campus staff, including the Student Services Generalists and Student Ambassadors, will work in coordination with our 13 feeder K-12 school districts and counseling staff to conduct visits to local high schools and community fairs/events with specific early outreach to identified

student groups to disseminate materials on enrollment and matriculation requirements, financial aid, support services and provide other relevant matriculation information.

Specific outreach and course scheduling efforts to military base and prison populations: Efforts will include expanded marketing of programs, financial aid services, scholarships, veteran's benefits, and raising aspiration levels for attending and completing college programs.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	Fall, 2015 – Spring, 2018	$10,000	

- *Link to Goal*
  These activities address gaps in access, by targeting populations in the gap areas.

- *Evaluation*
  Annually, enrollment data will be gathered and compared to prior three years to show trends in enrollment changes. The information will be reviewed annually by the Student Equity Committee for goal revision.

A.2

- *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.2	Students with Disabilities	20

- *Activity Implementation Plan*

Increase High School and Community Outreach to Target Groups: Annually, campus staff, including the Student Services Generalists and Student Ambassadors, will work in coordination with our 13 feeder K-12 school districts and counseling staff to conduct visits to local high schools and community fairs/events with specific early outreach to students with disabilities groups to disseminate materials on enrollment and matriculation requirements, financial aid, support services and provide other relevant matriculation information.

Enhance Services to Students with Disabilities: Initiate a Learning Disabilities program for testing students for LD. Provide appropriate services and equipment in response to the needs identified, and provide support courses/workshops/outreach to students. Market the services to prospective students, including high school and veterans.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.2	June 2015 – July 2018	$58,889	

- *Link to Goal*

  Prospective students with disabilities will see college as a next choice, if provided with services supporting their needs.

- *Evaluation*

  Annually, enrollment data will be gathered and compared to prior three years to show trends in enrollment changes. The information will be reviewed annually by the Student Equity Committee for goal revision.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	**2567**	**1463**	**57%**	**71%**	**-14****
American Indian / Alaska Native	828	584	70.53%	72.40%	-1.87%
Asian	12421	9471	76.25%	72.40%	3.85%
Black or African American	10774	6523	60.54%	72.40%	-11.86%
Hispanic or Latino	15267	10775	70.58%	72.40%	-1.82%
Native Hawaiian or other Pacific Islander	648	437	67.44%	72.40%	-4.96%
White	17939	13957	77.80%	72.40%	5.40%
Some other race	1521	1168	76.79%	72.40%	4.39%
More than one race				72.40%	
All Students	*59398*	*42915*	**72.25%*	■■■■	
Males	24085	17058	70.82%	72.40%	-1.58%
Females	34149	25026	73.28%	72.40%	0.88%
Unknown	1164	831	71.39%	72.40%	-1.01%
Current or former foster youth	1894	1054	55.65%	72.40%	-16.75%
Individuals with disabilities	511	450	88.06%	72.40%	15.66%
Low-income students	4118	3380	82.08%	72.40%	9.68%
Veterans	841	761	90.49%	72.40%	18.09%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).
**Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. *Note: Because it would be confusing for positive values to represent a gap and negative*

values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

**'-14' is calculated by subtracting 71 (the average student success rate) from 57 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	=	Number of Enrollments "Lost"
---	Example Group	**14%**	.14	x	**2567**	=	**359**
Largest Gap	Current or former foster youth	**16.75%**	0.168	x	1894	=	**317**
Second Largest	Black or African American	**11.86%**	0.119	x	10774	=	**1277**
Third Largest	Native Hawaiian or other Pacific Islander	**4.96%**	0.050	x	648	=	**32**

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-14, 2014*	*Gap no > -6*	*2020*
Foster Youth	-16.75	Reduce by 50%	2017
African American	-11.86	Reduce by 50%	2017
Native Am./Pacific Islander	-4.96	No Gap	2017

*Expressed as either a percentage or number.   **Benchmark goals are to be decided by the institution.

ACTIVITIES: B. COURSE COMPLETION

B.1
- *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
B.1	Foster Youth	79

- *Activity Implementation Plan*

Develop an Early Alert program: Identify an Early Alert tracking and intervention software and integrate the system. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad and deep referral process for appropriate intervention to support student successful behaviors and refer to intrusive interventions for less than successful course completion behaviors. Include direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

Research course scheduling: Research the impacts of course availability, delivery, and sequencing and modify offerings to encourage completion to the next course toward program completion. This information will be shared with academic affairs for semester by semester tracking of class capacities and efficiency.

Provide instruction/learning support resources: Make textbooks available in the libraries at the various sites where courses are delivered, through items on reserve. Provide students

with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1	July 2015 – June 2017	$28,224	

- *Link to Goal*
  Early identification and intrusive intervention in a caring manner is expected to aid student course completion.

- *Evaluation*
  The college will track the number of students and referrals and track the follow up services delivered and compare the students served with similar students not served and identify course success. Based on the information, revise the program on an annual basis, using the Student Equity Committee to determine direction and priorities.

B.2

- *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
B.2	African American students	320

- *Activity Implementation Plan*

Support Learning Communities: Provide support to the Umoja, Puente, First Year Experience, and Pre-law programs to assist with course completion, including the use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development.

Develop an Early Alert program: Identify an Early Alert tracking and intervention software and integrate the system. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad and deep referral process for appropriate intervention to support student successful behaviors and refer to intrusive interventions for less than successful course completion behaviors. Include direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

Research course scheduling: Research the impacts of course availability, delivery, and sequencing and modify offerings to encourage completion to the next course toward program completion. This information will be shared with academic affairs for semester by semester tracking of class capacities and efficiency.

Provide instruction/learning support resources: Make textbooks available in the libraries at the various sites where courses are delivered, through items on reserve. Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion.

Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.2	July 2015 – June 2017	$96,459	

- *Link to Goal*
  By creating an environment of support for success and a sense of community which promotes success, students who have experienced barriers to their success may be able to work through those barriers and complete their courses

- *Evaluation*
  Students will be disaggregated from other populations and identified as receiving services and have their course completions compared with similar populations. Comparisons will be made with the prior three year period, performed annually and evaluated by the Student Equity Committee.

B.3
- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
B.3	Native American/Pacific Islander students	8

- *Activity Implementation Plan*

  Perform additional research: on the population to determine more specific intervention strategies, or those strategies currently provided with targeting to this population.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.3	July 2015 – June 2017	$25,062	

- *Link to Goal*
  An initial identification of the specific needs of this population will assist with specific responses to meet the equity gap.

- *Evaluation*

  Instrumentation will be developed during the 15-16 academic year, with assessments over each of the next two years, to ensure adequate data exists for determining needs.

Success Indicator: ESL and Basic Skills Completion

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a **degree-applicable course** after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

English Basic Skills

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	**1457**	**247**	**17%**	**24%**	**-7****
American Indian / Alaska Native	24	13	54.17%	45.95%	8.22%
Asian	206	122	59.22%	45.95%	13.27%
Black or African American	234	75	32.05%	45.95%	-13.90%
Hispanic or Latino	244	116	47.54%	45.95%	1.59%
Native Hawaiian or other Pacific Islander					
White	341	153	44.74%	45.95%	-1.21%
Some other race	110	54	49.09%	45.95%	3.14%
More than one race					
All Students			*		
Males	470	211	44.89%	45.95%	-1.06%
Females	667	310	46.41%	45.95%	0.46%
Unknown	22	12	54.55%	45.95%	8.60%
Current or former foster youth	10	3	30.00%	45.95%	-15.95%
Individuals with disabilities	122	23	18.85%	45.95%	-27.10%
Low-income students	457	222	48.58%	45.95%	2.63%
Veterans	63	36	57.14%	45.95%	11.19%

ESL

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	**1457**	**247**	**17%**	**24%**	**-7****
American Indian / Alaska Native	8	1	12.50%	11.38%	1.12%
Asian	36	9	25.00%	11.38%	13.62%
Black or African American	3	0	0.00%	11.38%	-11.38%
Hispanic or Latino	55	3	5.45%	11.38%	-5.93%
Native Hawaiian or other Pacific Islander					
White	8	0	0.00%	11.38%	-11.38%
Some other race	13	1	7.69%	11.38%	-3.69%
More than one race					
All Students	123	14	11.38%		
Males	35	5	14.29%	11.38%	2.91%
Females	86	9	10.47%	11.38%	-0.91%
Unknown	2	0	0.00%	11.38%	-11.38%
Current or former foster youth					
Individuals with disabilities	4	0	0	11.38%	-11.38%
Low-income students	33	6	18.18%	11.38%	6.80%
Veterans	1	0	0	11.38%	-11.38%

Math Basic Skills

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	**1457**	**247**	**17%**	**24%**	**-7****
American Indian / Alaska Native	25	8	32.00%	31.40%	0.60%
Asian	199	84	42.21%	31.40%	10.81%
Black or African American	251	50	19.92%	31.40%	-11.48%
Hispanic or Latino	219	71	32.42%	31.40%	1.02%
Native Hawaiian or other Pacific Islander					
White	391	127	32.40%	31.40%	1.00%
Some other race	153	49	32.03%	31.40%	0.63%
More than one race					
All Students	1,238	389	31.40%		
Males	513	140	27.29%	31.40%	-4.11%
Females	697	243	34.81%	31.40%	3.41%
Unknown	28	6	21.43%	31.40%	-9.97%
Current or former foster youth	11	1	9.09%	31.40%	-22.31%
Individuals with disabilities	106	19	17.92%	31.40%	-13.48%
Low-income students	457	159	34.79%	31.40%	3.39%
Veterans	87	31	35.63%	31.40%	4.23%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation. *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*

'-7' is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

Upon reviewing the data and the small cell sizes in the ESL component, the committee determined that addressing the ESL component at the college in its entirety would be appropriate, rather than identify specific population cell disparity. The overall low completion rate was viewed as a symptom of a larger equity gap, than individual populations. The remaining areas, English Basic Skills and Math Basic Skills shared the same three populations for equity gaps. As a result, the committee viewed the Basic Skills progress again broader than the subject area alone and determined to address the issues in a broader context of equity and success. To address the gap measure below, an average gap in the two subject areas was created and the average number of students impacted in each of the two subject areas was calculated.

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage %	2 Percentage expressed as decimal 25% becomes .25	Multiply	3 The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	4 Number of Students "Lost"
---	Example Group	7%	.07	x	1457	=	101
Largest Gap	**Disabled Students**	**-20.29**	.2029	x	114	=	23
Second Largest	**Foster Youth**	**-19.13**	.1913	x	11	=	2
Third Largest	**African American**	**-12.69**	.1269	x	243	=	31

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-7, 2014*	*No gap*	*2020*
Students with Disabilities	-20.29	50% reduction in gap	2018
Foster Youth	-19.13	No gap	2017
African American	-12.69	50% reduction in gap	2018

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

<u>C.1</u>

- *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
C.1	Students with Disabilities	24

- *Activity Implementation Plan*

<u>Enhance Services to Students with Disabilities</u>: Initiate a Learning Disabilities program for testing students for LD. Provide appropriate services and equipment in response to the needs identified, and provide support courses/workshops/outreach to students.

<u>Develop an Early Alert program</u>: Identify an Early Alert tracking and intervention software and integrate the system. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad and deep referral process for appropriate intervention to support student successful behaviors and refer to intrusive interventions for less than successful course completion behaviors. Include direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

Provide instruction/learning support resources: Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion. Use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development to support basic skills success.

Faculty training/mentoring program: Provide training to faculty regarding addressing learning needs with student accommodations. Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1	July 2015 – June 2018	$39,260	

- *Link to Goal*
  Early identification of barriers to success can be met with accommodations and support to develop successful basic skills and build students for successful future course and program completion.

- *Evaluation*
  The population will be disaggregated from the other populations and those students who are participating in the identified services will be compared to a similar population of students who were not participating. The data will be gathered annually and reviewed by the Student Equity Committee for plan revision.

C.2
- *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
C.2	African American students	31

- *Activity Implementation Plan*

Support Learning Communities: Provide support to the Umoja, Puente, First Year Experience, and Pre-law programs to assist with course completion, including the use of academic success coaches,

tutoring, social and academic support services, peer support, role modeling, and community development.

Develop an Early Alert program: Identify an Early Alert tracking and intervention software and integrate the system. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad and deep referral process for appropriate intervention to support student successful behaviors and refer to intrusive interventions for less than successful course completion behaviors. Include direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

Provide instruction/learning support resources: Make textbooks available in the libraries at the various sites where courses are delivered, through items on reserve. Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion.

Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.2	June 2015 – July 2018	$96,459	

- *Link to Goal*
  Early identification of barriers to success can be met with accommodations and support to develop successful basic skills and build students for successful future course and program completion.

- *Evaluation*
  Students will be disaggregated from other populations and identified as receiving services and have their course completions compared with similar populations. Comparisons will be made with the prior three year period, performed annually and evaluated by the Student Equity Committee.

C.3

- *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
C.3	Foster Youth	2

- *Activity Implementation Plan*

<u>Develop an Early Alert program</u>: Identify an Early Alert tracking and intervention software and integrate the system. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad and deep referral process for appropriate intervention to support student successful behaviors and refer to intrusive interventions for less than successful course completion behaviors. Include direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.3	July 2015 – June 2017	$28,224	

- *Link to Goal*
Early identification of barriers to success can be met with accommodations and support to develop successful basic skills and build students for successful future course and program completion.

- *Evaluation*
Students will be disaggregated from other populations and identified as receiving services and have their course completions compared with similar populations. Comparisons will be made with the prior three year period, performed annually and evaluated by the Student Equity Committee.

C.4

*Activity Type(s)***:**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
C.4	English as Second Language	123

- *Activity Implementation Plan*
Research the needs of the local ESL population: Conduct survey(s) of the local population to determine education and training needs, including course content, delivery times, days, locations, and staffing.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.4	July 2015 – June 2017	$25,062	

- *Link to Goal*

  The completion rate overall for the group is low and though the college is aware that the ESL population is in our community, we need to identify what and how we deliver our services to achieve a better baseline for closing any gaps.

- *Evaluation*

  Research will be conducted during the 15-16 academic year, with the results shared with the Student Equity Committee for evaluation and response.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	**1947**	**568**	**29%**	**33%**	**-4****
American Indian / Alaska Native	36	8	22.22%	20.91%	1.31%
Asian	327	88	26.91%	20.91%	6.00%
Black or African American	251	44	17.53%	20.91%	-3.38%
Hispanic or Latino	305	71	23.28%	20.91%	2.37%
Native Hawaiian or other Pacific Islander					
White	532	101	18.98%	20.91%	-1.93%
Some other race	178	31	17.42%	20.91%	-3.49%
More than one race					
All Students	1,670	350	20.91%		
Males	709	117	16.50%	20.91%	-4.41%
Females	896	220	24.55%	20.91%	3.64%
Unknown	26	7	26.92%	20.91%	6.01%
Current or former foster youth	8	0	0.00%	20.91%	-20.91%
Individuals with disabilities	111	18	16.22%	20.91%	-4.69%
Low-income students	583	140	24.01%	20.91%	3.10%
Veterans	149	35	23.49%	20.91%	2.58%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Calculated by subtracting the average (all student) rate from the student group's rate of degree or certificate completion– paying close attention to the +/- designation. *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*

**'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	=	Number of Students "Lost"
---	Example Group	7%	.04	x	1947	=	77
Largest Gap	**Foster Youth**	**-20.91**	.2091	x	8	=	2
Second Largest	**Disabled Students**	**-4.69**	.0469	x	111	=	5
Third Largest	**Males**	**-4.41**	.0441	x	709	=	31

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-4, 2014*	*No gap*	*2020*
Foster Youth	-20.91	No gap	2018
Students with Disabilities	-4.69	No gap	2018
Males	-4.41	Reduce gap by 50%	2018

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION
D.1

- *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
D.1	Foster Youth	2
	Students with Disabilities	5
	Males	31

- *Activity Implementation Plan*

Identify gate keeper courses: Research the college's certificate and degree sequences to determine which courses impact the continued progress of students through the program of study. Identify what factors in each course or group of courses have the strongest impact on student success or lack of success.

Develop academic sequencing alignment: In cooperation with academic affairs and committees of the college, review course sequencing for certificates and degrees, to ensure availability. Develop stackable local certificates to build into state recognized certificates, and then into degree programs for completion.

Support Learning Communities: Provide support to the Umoja, Puente, First Year Experience, and Pre-law programs to assist with course completion, including the use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development.

Develop an Early Alert program: Identify an Early Alert tracking and intervention software and integrate the system. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad and deep referral process for appropriate intervention to support student successful behaviors and refer to intrusive interventions for less than successful course completion behaviors. Include direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

Provide instruction/learning support resources: Make textbooks available in the libraries at the various sites where courses are delivered, through items on reserve. Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion.

Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.1	June 2015 – July 2018	$67,484	

- *Link to Goal*
  Efforts build from previous activities for course completion.

- *Evaluation*
  Research outcomes will be shared with the Student Equity Committee for development of further actions during Spring, 2017.

Transfer

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CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	**1947**	**568**	**29%**	**33%**	**-4****
American Indian / Alaska Native	44	25	55.56%	32.26%	23.30%
Asian	36	17	47.22%	32.26%	14.96%
Black or African American	327	124	37.92%	32.26%	5.66%
Hispanic or Latino	251	72	28.69%	32.26%	-3.57%
Native Hawaiian or other Pacific Islander	305	81	26.56%	32.26%	-5.70%
White					
Some other race	532	172	32.33%	32.26%	0.07%
More than one race					
All Students	1,670	540	32.26%		
Males	709	218	30.75%	32.26%	-1.51%
Females	896	291	32.48%	32.26%	0.22%
Unknown	26	7	26.92%	32.26%	-5.34%
Current or former foster youth	8	0	0.00%	32.26%	-32.26%
Individuals with disabilities	111	13	11.71%	32.26%	-20.55%
Low-income students	583	167	28.64%	32.26%	-3.62%
Veterans	149	52	34.90%	32.26%	2.64%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Calculated by subtracting the average (all student) rate from the student group's rate of transfer– paying close attention to the +/- designation. *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*

**'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	=	Number of Students "Lost"
---	Example Group	7%	.04	x	1947	=	77
Largest Gap	**Foster Youth**	-32.26%	.3226	x	8	=	3
Second Largest	**Disabled Students**	-20.55%	.2055	x	111	=	23
Third Largest	**Nat. Am./Pac. Islander**	-5.70	.057	x	305	=	17

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-4, 2014*	*No gap*	*2020*
Foster Youth	-32.26	No gap	2018
Students with Disabilities	-20.55	Reduce gap by 50%	2018
Nat. Amer./Pac. Islander	-5.7	Reduce gap by 50%	2018

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ACTIVITIES: E. TRANSFER

E.1

- *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- *Target Student Group(s) & Number of Each Affected**:

ID	Target Group(s)	# of Students Affected
E.1	Foster Youth	3
	Students with Disabilities	23
	Nat. American/Pacific Islanders	17

- *Activity Implementation Plan*

Create networks and pipelines for transfer: Develop stronger program to program relationships with university partners, identifying key contact people for supporting the transfer process, as well as developing transfer agreements.

Increase presence of transfer universities on campus: Bring universities on campus with greater frequency and link university visits to academic program activities, campus events, or target populations identified in the gap analysis.

Promote visits to universities: Have target populations visit regional universities and engage with their population at the university, addressing overcoming barriers to success and modeling further education. Visits will include out of state Historically Black Colleges and Universities.

Promote transfer options: Assist students with developing their admission and scholarship applications. Assist students with identifying their transfer university early in their academic career, to ensure enrollment in transferable units. Share personal success stories.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.1	June 2015 – July 2020	$67,484	

- *Link to Goal*
The activities promote a more seamless transfer experience for students with perceived barriers to advancing.

- *Evaluation*
Students in the identified populations will be identified during the 15-16 academic year and annually tracked for transfer thru 2020, with the results shared with the Student Equity Committee for review and adjustment of effort.

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

- *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:

ID	Target Group	# of Students Affected
F.1	African American Students	2583
	Students with Disabilities	511
	Foster Youth	425
	Hispanic or Latino	3565
	Males	5723
	Low Income Students	4118

- *Activity Implementation Plan*

Early Alert: An early alert program would impact overall course completion, basic skills course completion, degree and certificate completion, and preparation for transfer. As an overall strategy, the program would have an impact on all populations identified in the Student Equity Plan.

Research: Additional surveys, data, or research are components of nearly every response to an identified need. Documentation of the impact, or lack thereof, is needed to determine the best use of resources to address inequities.

Professional development: A base of support and understanding is required for addressing the inequities found in the research. Faculty and staff are not fully aware of the issues regarding our students' success and how they can impact the identified student populations.

Learning Communities Leadership/Equity Oversight: Successful learning communities have been driven by committed individual faculty, absent any institution-wide coordination or support. With coordination, Learning Communities can share resources, activities, transportation, guest speakers, instructional support, and related activities to best serve students who have Equity gaps.

Academic and social support resources: Across the identified populations, students are not as successful, due to a lack of social and academic support resources. By providing information and campus linkages with resources, students are more likely to overcome the barriers affecting their lives, including addressing issues with financial aid, transportation, housing, mental health, and child care, among other factors.

Enrollment management: Course scheduling, including days, rooms, times, and locations have an impact on continued class participation. In addition, course sequencing and stacking certificates toward degrees are curricular challenges the college needs to research and address.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
F.1	June 2015 – July 2020	$471,119	

- *Link to Goal*
  The activities identified cross over multiple populations and programs and address institutional responses to inequities.

- *Evaluation*
  In July, an annual report of activities and measures from each of the areas will be created and shared with the college community and Board of Trustees.

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

Evaluation will consist of an annual review cycle involving two components. The first component will be to evaluate the actual results in implementing all proposed activities. The purpose of this evaluation component is to ensure that all aspects of the plan are being implemented. On an annual basis, individuals responsible for each planned activity will submit a report to the Student Equity Coordinator pertaining to activity results, any barriers to carrying out the activities, and a plan to address barriers.

The second part of the evaluation focuses on assessing the student equity gaps of the SEP for the five areas examined. The assessment data will become part of an annual report to the college, allowing the widest dissemination to the campus community and to the public. The Student Equity Committee will review the data, update the Plan, and submit it to the campus community and Board of Trustees for approval annually and/or as needed.