# Chabot College
# Student Equity Plan

## CHABOT COLLEGE STUDENT EQUITY PLAN

**Table of Contents**

# *Chabot College*
# *Student Equity Plan*
# *Signature Page*

**District**:  Chabot-Las Positas Community College District

**Date Approved by Board of Trustees**:  12/9/14

**College President:**  Dr. Susan Sperling

**Vice President of Student Services:**  Dr. Matt Kritscher

**Vice President of Instruction:**  Dr. Stacy Thompson

**Academic Senate President:**  Kathy Kelley

**Student Equity Coordinator/Contact Person:**  Dr. Matt Kritscher

# Executive Summary

Chabot College's Student Equity Plan is based on student equity needs found in our institutional research, and in the overall Student Success Scorecard data for all California Community Colleges found at the State Chancellor's Office at <u>www.cccco.edu</u>. These equity needs were evaluated over the course of several months in the context of existing programs and services for under-served student populations, by the Student Equity Coordinating Council, a body of over twenty faculty, classified and administrative employees who provided dialogue and input on what we already know contributes to student equity with identified high need populations including African American, Chicano-Latino, Pacific Islander, foster youth, students with disabilities, and students who are veterans. We know from our institutional research that African American students who are enrolled in the Daraja learning community succeed at higher rates in college English and transfer completion that African American students not enrolled in the program. We also know that students enrolled in the Puente Program and EOPS persist at higher rates than their peers not enrolled in these student support programs.

This plan aligns the SSSP Plan by braiding some Student Equity funds into the expansion and support of these programs for scaling up. A Daraja Counselor Coordinator and support staff for SBBC are pillars of this plan, along with a Student Equity Director/Coordinator position with administrative staff support to methodologically coordinate, evaluate and facilitate the activities that meet the goals of the Student Equity Plan. Administrative assigned time and support staff for a Foster Youth Program is also planned to meet the needs of this high need population.

In the areas of the instructional support, the plan funds temporary instructional assistants in the Math and STEM labs to focus on better supporting the learning needs of the students in high need populations. Additionally, faculty coordination funding to support learning communities (FYE, CIN, Puente) is provided, along with a consultancy budget for the facilitation of college wide student equity consciousness and development dialogue. Finally, direct student aid for books, transportation, food, or child care is provided, and conference expenses related to equity, as well as program/operating supplies are provided.

Each student success indicator will be assessed for progress after the completion of each registration cycle (Census Rosters) and term completion (Grade Rolls). Initiatives will be evaluated on the basis of achieving both process and quantified goals for effectiveness in closing the equity gaps.

The Student Equity Plan is being coordinated and administered by the Vice President of Student Services, Dr. Matthew Kritscher (until a Student Equity Coordinator is hired). The Office of the VPSS contact information is: (510) 723-6744 or <u>mkritscher@chabotcollege.edu</u>.

# Campus-Based Research

**Overview**
Chabot College has a long history of serving the under-served populations of our service area communities of Castro Valley, Hayward, San Leandro, San Lorenzo, Union City and beyond as reflected in our student characteristics report: http://www.chabotcollege.edu/ir/demographics.asp. According to Dr. Carolyn Arnold, Institutional Researcher, "Chabot College serves a diverse populationof 13,500 students in five major ethnic groups.Between 50 and 90 percent of each ethnicgroup are first generation college* students. With the majority of each ethnic groupalso starting community college at the BasicSkills level in both English and Math, ourstudents need substantial guidance and supportto navigate through college to successfuldegree and transfer outcomes."In terms of ethnic groups by percentage, Chicano/Latino make up the largest group with 36% followed by White students at 18%, Asian at 16%, African American at 12%, Filipino at 8%, Multiracial at 6%, and Pacific Islander at 2% with 2% unknown. The college is 53% female, and 45% male, 75% under thirty years old, 26% 19 and younger.

In terms of the specific access definition, the college is underrepresented in students who are veterans and students with disabilities, but otherwise reflective of the diverse communities it serves. While white and students who are middle and higher income are not as representative as in the communities, the analysis indicates more educational opportunities for these historically more privileged populations.

Campus-based research on student equity has shown, however, that there are disproportionate impacts on certain groups of students in the student success indicators of access, course completion, basic skills/ESL completion, certificate/degree completion and transfer completion at Chabot College. The group with the largest set of disproportionately low success indicators (less than 80% of college average) is students who identify as African American with nine indicators lower than the college average. The second most disproportionately impacted group with eight lower than college average success indicators is students with disabilities, followed by Foster Youth students. Chicano/Latino and Filipino students are disproportionately affected by five success indicators, and Veterans students with two success indicators lower than the college average.

Low income students were not disproportionately impacted in measuring against the success indicators and the college average. However, with nine indicators lower than average for African American students and eight for Foster Youth, five for Chicano/Latino and Filipino, there is plenty of work to be done in better serving these under-served student populations. Additionally, while the student groups are small, the institutional campus-based research shows that Veterans do need more representation in participation rate, and American Indian students need more assistance with certificate/degree completion, along with males in this success indicator.

## CAMPUS-BASED RESEARCH

**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.

| Area | Equity Success Indicator and Source | Underrepresented compared to average |
|------|-------------------------------------|--------------------------------------|
| Access | **Participation rate in college:** **Pct enrolled at Chabot out of local 18-64 yr olds** (Chabot College Fall 2010 and US Census 2010 or American Community Survey 2012) | White students Ages 35-64 years Disabled students Middle and High income Veterans |
| | **English Access** **Pct assessed into College Level English** (Chabot College Fall 2012, Fall 2013, and Fall 2014new students, including those with No Grade Received (NGR)) | African Americans Latinos Pacific Islanders Ages 22-24 and 40-49 years Disabled students Foster Youth |
| | **Math Access** **Pct assessed into College Level Math** (Chabot College Fall 2012, Fall 2013, and Fall 2014new students, including those with No Grade Received (NGR)) | African Americans Latinos Pacific Islanders Ages 20 and older Disabled students Veterans Foster Youth |
| | | |

\* Underrepresented means that the group has a rate of less than 80% of the average Chabot College rate for that indicator.

## CAMPUS-BASED RESEARCH

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

| Area | Equity Success Indicator and Source | Underrepresented compared to average |
|---|---|---|
| **Course Completion** | **Overall Success Rates** (Fall 2011 through Summer 2014 average) | *NONE* |
| | | |

*Underrepresented means that the group has a rate of less than 80% of the average Chabot College rate for that indicator.

## CAMPUS-BASED RESEARCH

**C.  ESL and BASIC SKILLS COMPLETION.**  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 course.

| Area | Equity Success Indicator and Source | Underrepresented compared to average |
|---|---|---|
| **Basic Skills / ESL** | **Success rates in ESL 110D** (Fall 2011 through Summer 2014 average) | Ages 22-24 years |
| | **Of those who succeed in ESL 110D, the percent who succeed in ENG 1A within 2 years** | Latinos Ages 25 and older |
| | | |
| **Basic Skills / English** | **Success rates in English 101A** (Fall 2011 through Summer 2014 average) | Pacific Islanders Disabled students |
| | **Success rates in English 101B** | *NONE* |
| | **Success rates in English 102** | Foster Youth |
| | **Of those who succeed in ESL 110D, the percent who succeed in ENG 1A within 2 years** | Latinos Ages 25 and older |
| | **Of those who succeed in ENG 101A, the percent who succeed in ENG 1A within 2 years** | Ages 25 and older Middle and High income |
| | **Of those who succeed in ENG 101B, the percent who succeed in ENG 1A within 2 years** | *NONE* |
| | **Of those who succeed in ENG 102, the percent who succeed in ENG 1A within 2 years** | *NONE* |
| | | |
| **Basic Skills / Math** | **Success rates in Math 53** (Fall 2011 through Summer 2014 average) | Disabled students Ages 19 and younger Foster Youth |
| | **Success rates in Math 54 and 54L** | African Americans Pacific Islanders Foster Youth |
| | **Success rates in Math 55** | African Americans |
| | **Success rates in Math 65** | African American Disabled students |
| | **Of those who succeed in Math 65, the percent who succeed in Math 55 within 2 years** | African American |
| | **Of those who succeed in Math 65, the percent who succeed College Math within 2 years** | *NONE* |
| | | |

*Underrepresented means that the group has a rate of less than 80% of the average Chabot College rate for that indicator.

## CAMPUS-BASED RESEARCH

**D. DEGREE and CERTIFICATE COMPLETION.**   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.

| Area | Equity Success Indicator and Source | Underrepresented compared to average |
|------|-------------------------------------|--------------------------------------|
| **Certificate completion** | **Percentage Earning a Certificate out of those with a goal of Degree, Certificate or job training (by cohort) after 4 years** (New student cohorts Fall 2008-10, through Summer 12-14) | African American Native American Ages 22-29 Foster Youth |
|  |  |  |
| **Degree completion** | **Percentage Earning a Degree out of those with Degree/Transfer goal (by cohort) after 4 years** (New student cohorts Fall 2008-10, through Summer 12-14) | Males African American Latino Pacific Islander Disabled students Foster Youth |
|  |  |  |

\* Underrepresented means that the group has a rate of less than 80% of the average Chabot College rate for that indicator.

## *CAMPUS-BASED RESEARCH*

**E. TRANSFER.** 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.

| Area | Equity Success Indicator and Source | Underrepresented compared to average |
|------|-------------------------------------|--------------------------------------|
| Transfer | **Percentage who transfer to a 4-year college after 6 years out of those who are Transfer-Directed (12+units, attempt College English or Math**) (F07-08 cohort) | African American Latino Disabled students Ages 20 or older |
| | | |

\* Underrepresented means that the group has a rate of less than 80% of the average Chabot College rate for that indicator.

District: <u>Chabot-Las PositasCommunityCollege District</u>   **College**: <u>Chabot College</u>

*CAMPUS-BASED RESEARCH DETAIL*

# GOALS AND ACTIVITIES

**A.    STUDENT SUCCESS INDICATOR FOR 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"*

**GOAL A.**Increase access to Chabot College for students with disabilities, students ages 35-64, foster youth, and veterans, as well as access to S.T.E.A.M. disciplines for students of color.

**ACTIVITY A.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

Produce and direct mail postcard with pictures of diverse students in four program areas to all service area residents (157,000) promoting Spring Semester 2015 admissions and registration
  ➢ November 21, 2014 – Graphic Designer and VPSS

**EXPECTED OUTCOME A.1.1**

The service area communities will know that Chabot College has new Certificate and Associate Degrees as well as eighteen (18) Transfer Degrees with hundreds of new courses available, along with how to apply at our college website: [www.chabotcollege.edu](www.chabotcollege.edu).

**ACTIVITY A.2**

Produce and deliver High School Counselor Newsletter and other marketing materials highlighting programs/services for students with disabilities, veterans, CIN, FYE, MESA, Daraja, Puente and TRiO programs, and the SSSP process.
  ➢ January 25 - Counselor Assistant for Student Follow-up
  ➢ February 28 – Counselors involved in Early Decision Program for service area Seniors
  ➢ March 31 – Peer Advisors contacting new applicants

**EXPECTED OUTCOME A.2.1**

The service area high school counselors will be able to share information with their students about Chabot College's programs for first-year students (CIN, FYE, MESA, Daraja, Puente, SBBC) including students with disabilities (DSPS) programs and services including learning disability assessment.

**ACTIVITY A.3**

Contact local businesses and share information on Chabot's PACE (Program for Adult College Education) Program, MESA (Math, Engineering, Science Achievement) Program, DSPS (Disabled Students Programs and Services/Resource Center), First Year Experience (FYE) and Veterans benefits, programs and services.
  ➢ December 12, January 15, February 20 – PACE, MESA and DSPS Counselors

**EXPECTED OUTCOME A.3.1**

Local businesses will be able to share information with their employees about Chabot College's programs and services for re-entry adult students (PACE), veterans, and for students with disabilities.

## ACTIVITY A.4

Conduct a survey/focus groups/interviews of campus and high school students in the target populations to ascertain their views of the arts offerings on campus, and what they would like to engage with in terms of new or existing offerings

➢ February-March 2015 - AHSS Staff in concert with professional experts

## EXPECTED OUTCOME A.4.1

The service area community will gain awareness of Chabot as a location that wants to provide access to students in the targeted populations in the arts and sciences fields.

## ACTIVITY A.5

Review, revise, and where necessary, redesign STEM courses and programs to better address the needs of targeted populations.
➢ March-April 2015 – Faculty and Dean of Science and Math Division

## EXPECTED OUTCOME A.5.1

The service area community will have access to revised courses and programs in the STEM fields at Chabot College.

## ACTIVITY A.6

Create Foster Youth Workgroup including representatives from county social services and foster/kinship parents; assess needs of foster youth.
➢ February-March 2015 – Interim Foster Youth Director and Assistant

## EXPECTED OUTCOME A.6.1

Foster youth needs will be documented to inform program marketing materials and methods.

## ACTIVITY A.7

Develop marketing and outreach for student and political art shows geared toward students of color
➢ Diane Zuliani and Art Gallery faculty

## EXPECTED OUTCOME A.7.1

Students of color will participate in Art Gallery Shows at a higher rate and enroll at Chabot

## ACTIVITY A.8

Recruit students into an expanded expression of the Daraja Project and collaborate with Puente/Mecha/API/MESA/Passion, Law & Democracy, Athletics and Pathways to Law School to encourage intercultural identity building, alliances and pathways
➢ Spring 2015 – Daraja Coordinator and staff

## EXPECTED OUTCOME A.8.1

Double the number of students participating in the Daraja Project from 70 to 140 first year; and 30 to 60 second year

## GOALS AND ACTIVITIES

**B.      STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"

**GOAL B.**

Support key programs that are serving target populations with academic and student supports includingChange it Now, Daraja, MESA, Math/STEM Labs, Puente, Foster Youth, etc., and funnel additional supports for students through these channels as well as college-wide venues to scale up support.

**ACTIVITY B.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

Provide books, transportation, child care and food resources for students in highest need as identified in programs or through faculty/staff/administrators.
  ➢ December through September 30, 2014 - Equity Coordinator

**EXPECTED OUTCOME B.1.1**

Students experiencing high direct need will have resources provided to help them complete more classes during the term.

**ACTIVITY B.2**
Additional instructional and counselor assistance will be provided to students with highest need in math through the Math Lab, and in English withcollaboration with Daraja, SBBC, Puente, DSPS, FYE and Veteran's Benefits programs to increase target population participation in support services.
  ➢ January – May, 2015 - Jane Wolford, Faculty Learning Connection Coordinator, Tim Dave, Interim Dean of Science and Math
  ➢ January – May, 2015 – Sandra Genera, Puente Counselor/Coordinator, Jeanne Wilson, Interim Dean of Special Programs

**EXPECTED OUTCOME B.2.1**

Students from target population will increase use of Math Lab instructional assistance, increasing likelihood to complete math class.

**ACTIVITY B.3**

Expand CIN, FYE, Daraja, Puenteand SBBC resources to increase student engagement, professional development and collaboration with other learning communities
GOAL B. *(Continued)*

 ➢ Spring 2015 – CIN, Daraja, Puente, and FYE faculty; SBBC Coordinator

**EXPECTED OUTCOME B.3.1**

Program students will increase student engagement in success workshops, registration awareness and student retreat to aid completion by 2%

**ACTIVITY B.4**
Expand Daraja curriculum to include PSCN and Passion Project, as well as mentoring and professional development components
 ➢ Spring 2015 – Tom deWitt & Dr. Jeanne Wilson

**EXPECTED OUTCOME B.4.1**

Increase course completion of Daraja students and other African American students engaged in expanded Daraja activities by 2%

**ACTIVITY B.5**
Establish a Black Faculty/Staff Association to support the needs of African American students
 ➢ November – Spring 2015 – Dr. Jeanne Wilson

**EXPECTED OUTCOME B.5.1**

Establish consistent organization for Black faculty and staff to support equity goals related to African American students

**ACTIVITY B.6**
RevitalizeEthnicStudies,whichwillincludecorecoursesattractivetoDarajaandotherAfricanAmericanstudents
 ➢ Spring-Fall2015,MichaelThompson

**EXPECTED OUTCOME B.6.1**

CollaboratewithFIGhostedbyLandandJohnstontodevelopthroughresearch,experienceand

creativityavital21"Equitypedagogythatmovesusintolearningthatisfueledbyloveandleadsto liberation,apost-

equitypedagogy,sharewithcolleaguesandhostprofessionaldevelopment opportunities

 ➢ Spring-Fall2015,Darajastaff

## ACTIVITY B.7

ParticipateinprofessionaldevelopmentatstatewideUmojaSummerLearningInstitute,Regional Symposium,andannualconferenceforfaculty,staffandstudents
  ➢ Spring-Fall2015,Darajastaffand students

## EXPECTED OUTCOME B.7.1

Upgraded program and student learning strategies as well as develop relationships to support African American students

## ACTIVITY B.8

Re-establish Early Alert system to track progress of students, especially target populations, making timely referrals to support services
  ➢ Spring 2015 – FYE & Probation Coordinators

## EXPECTED OUTCOME B.8.1

Students in target populations will received timely referrals to support services and increase course completion rate by 2%

## ACTIVITY B.9

Collect and analyze data on Foster Youth to determine feasibility of cohort among 200 estimated Foster Youth enrolled
  ➢ Spring 2015 - Counselor and Assistant assigned to Foster Youth

## EXPECTED OUTCOME B.9.1

Data will be analyzed to establish basis for feasibility of Foster Youth cohort

## ACTIVITY B.10

Provide bi-monthly workshops on Chaffey Grant for Foster Youth
  ➢ Spring 2015 - Counselor and Assistant assigned to Foster Youth

## EXPECTED OUTCOME B.10.1

Increase number of Foster Youth qualifying for Chaffey Grant and decrease withdrawals by 10%

## GOALS AND ACTIVITIES

**C.      STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION**

*"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 to the number of those students who complete such a final course"*

**GOAL C.**Increase the rate of Basic Skills completion by 2% within target populations by expanding supports for learning communities, instructional labs, professional development, faculty inquiry, and direct student aid

**ACTIVITY C.1**(Please include the target date in chronological order and identify the responsible person/group for each activity)

Collect data on Foster Youth basic skills assessment and completion, tutor students in small groups, and provide dedicated counseling services
  ➢ Spring 2015 – Foster Youth Administrator on assignment, Counselor and Tutor

**EXPECTED OUTCOME C.1.1**

Foster Youth data will be collected to determine basic skills needs, and tutoring and counseling will be provided to identified students

**ACTIVITY C.2**
Increase basic skill instructional support and learning assistance in math for target populations
  ➢ Spring 2015 – Learning Connection Coordinator

**EXPECTED OUTCOME C.2.1**

Access to tutors and instructional assistants will increase for target populations, increasing basic skills course completion rates by 2%

**ACTIVITY C.3**
Provide curriculum development funding for faculty to modify ESL curriculum to enhance ESL completion into English 1A
  ➢ Spring 2015 – ESL Faculty

**EXPECTED OUTCOME C.3.1**

ESL curriculum will be modified to increase successful completion of ESL sequence into English 1A

**ACTIVITY C.4**

Provide peer to peer support for learning assistance for Striving Black Brothers Coalition students, workshops and leadership activities
 ➢ Spring 2015 – SBBC Coordinator

## EXPECTED OUTCOME C.4.1

Increase SBBC student basic skills course completion by 2%

## ACTIVITY C.5

Pilot Statistics teaching assistant position to translate statistics language for increase academic literacy in transfer math level using formative assessments and coaching strategies/workshops for target populations
 ➢ Spring 2015 – Math Faculty (Cindy Stubblebine)

## EXPECTED OUTCOME C.5.1

Statistics teaching strategies will be enhanced by linking new data sets to key concepts in curriculum for target populations

## ACTIVITY C.6

Enhance STEM Center resources in surveying campus climate, professional development, outreach and staff to serve target population in support for course completion in math
 ➢ Spring 2015 – Dean of Science and Math, STEM Faculty

## EXPECTED OUTCOME C.6.1

Increase in students of color using STEM Center instructional support resources; increased understanding of issues facing STEM curriculum and climate for under-represented student populations in STEM programs

## ACTIVITY C.7

Expand Daraja Project participation and support for 2nd year students including tutoring, direct student aid and success workshops/leadership training and scaling up peer to peer mentoring
 ➢ Daraja Counselors and Instructors

## EXPECTED OUTCOME C.7.1

Increase in African American student engagement and basic skills completion by 2%

## ACTIVITY C.8

Support Black/Latino Faculty Inquiry Group (FIG) to increase awareness of Teacher Research, professional development around equity, and conduct teacher research projects in the English discipline to be shared at faculty retreats
  ➢ Spring 2015 – English Faculty Land

## EXPECTED OUTCOME C.8.1

Increase African American student success in basic skills English by 2% per year and persistence rates of Latino and Foster Youth through basic skills levels into college level English

# GOALS AND ACTIVITIES

**D.      STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION**

*"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"*

**GOAL D.**Increase degree and certificate completion of target, under-served populations through support of learning communities, pathways, counselor and instructional assistants, professional development and inquiry, direct student aid and program expansion

**ACTIVITY D.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

Collect data on Foster Youth degree completion, tutor students in small groups, and provide Chaffey grant and counseling services
  ➢ Spring 2015 – Foster Youth Administrator on assignment, Counselor and Tutor

**EXPECTED OUTCOME D.1.1**

Foster Youth data will be collected to determine degree completion needs, and tutoring and counseling will be provided to identified students

**ACTIVITY D.2**
Provide peer to peer support for learning assistance for Striving Black Brothers Coalition students, workshops and leadership activities
  ➢ Spring 2015 – SBBC Coordinator

**EXPECTED OUTCOME D.2.1**

Increase SBBC degree completion by 2% over first year baseline data

**ACTIVITY D.3**
Enhance STEM Center resources in surveying campus climate, professional development, outreach and staff to serve target population in support for degree completion in STEM majors
  ➢ Spring 2015 – Dean of Science and Math, STEM Faculty

**EXPECTED OUTCOME D.3.1**

Increase in students of color using STEM Center instructional support resources; increased understanding of issues facing STEM curriculum and climate for under-represented student populations in STEM programs; increased persistence of STEM students in target populations by 1%/year

**ACTIVITY D.4**

Expand Daraja Project participation and support for 2nd year students including tutoring, direct student aid and success workshops/leadership training and scaling up peer to peer mentoring

➢ Daraja Counselors and Instructors

**EXPECTED OUTCOME D.4.1**

Increase in Daraja student degree completion by 2% after year of implementing expanded supports and services

**ACTIVITY D.5**

Hire Student Equity Coordinator to monitor progress of first and second year target populations and facilitate 2nd and 3rd year counseling, financial aid and enrollment processes

➢ Spring 2015 – VPSS and FYE Coordinator

**EXPECTED OUTCOME D.5.1**

Increase in persistence toward completion of certificates and associate degrees by students in target populations

**ACTIVITY D.6**

Organize and increase learning community and pathway opportunities for 2nd year students in target populations

➢ Spring/Summer 2015 – VPSS and FYE Coordinator, Learning Communities Faculty/Staff

**EXPECTED OUTCOME D.6.1**

Increase persistence and certificate/degree completion of students in target populations by 2%

## GOALS AND ACTIVITIES

**E.      STUDENT SUCCESS INDICATOR FOR TRANSFER**

*"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"*

**GOAL E.**Increase the number of students from target populations who complete transferable courses and persist to next year of course work

**ACTIVITY E.1**(Please include the target date in chronological order and identify the responsible person/group for each activity)

Pilot Statistics teaching assistant position to translate statistics language for increase academic literacy in transfer math level using formative assessments and coaching strategies/workshops for target populations
  ➢  Spring 2015 – Math Faculty (Cindy Stubblebine)

**EXPECTED OUTCOME E.1**

Statistics teaching strategies will be enhanced by linking new data sets to key concepts in curriculum for target populations

**ACTIVITY E.2**

Hire Student Equity Coordinator to monitor progress of first and second year target populations and facilitate 2nd and 3rd year counseling, financial aid and enrollment processes
  ➢  Spring 2015 – VPSS and FYE Coordinator

**EXPECTED OUTCOME E.2.1**

Increase in persistence toward completion of certificates and associate degrees by students in target populations

**ACTIVITY E.3**
Expand Daraja Project participation and support for 2nd year students including tutoring, direct student aid and success workshops/leadership training and scaling up peer to peer mentoring
  ➢  Daraja Counselors and Instructors; Dean of Special Programs

**EXPECTED OUTCOME E.3.1**

Increase in Daraja student persistence toward transfer by 2% after year of implementing expanded supports and services

**ACTIVITY E.4**

Expand Puente Project support for Phase III Puente students including increased counseling, data analysis and student follow-up activities
  ➢ Puente Counselors and Instructors; Dean of Special Programs

**EXPECTED OUTCOME E.4.1**

Increase the number of Latino Puente students who transfer by 3% each year

**ACTIVITY E.5**

Provide peer to peer support for learning assistance for Striving Black Brothers Coalition students, workshops and leadership activities
  ➢ Spring 2015 – SBBC Coordinator

**EXPECTED OUTCOME E.5.1**

Increase SBBC transfer readiness by 2% over first year baseline data after a year of enhanced programs/services
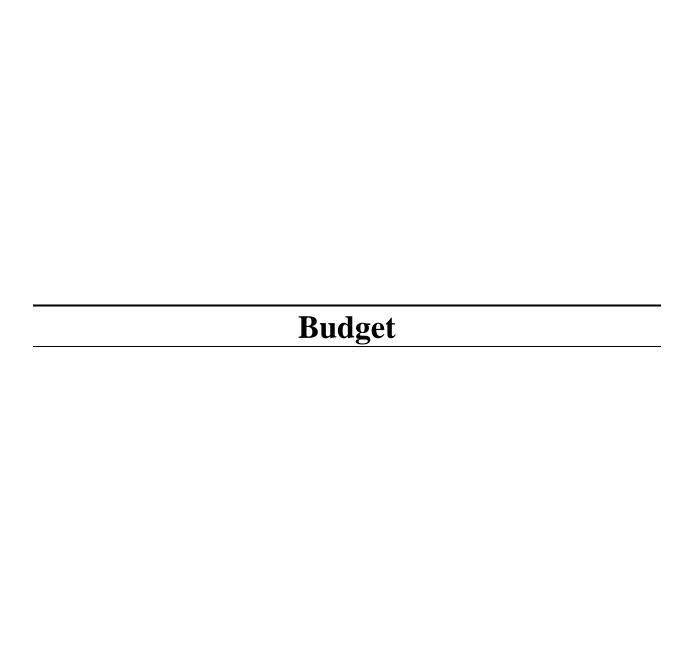
**ACTIVITY E.6**

Enhance STEM Center resources in surveying campus climate, professional development, outreach and staff to serve target population in support for degree completion in STEM majors
  ➢ Spring 2015 – Dean of Science and Math, STEM Faculty

**EXPECTED OUTCOME E.6.1**

Increase in students of color using STEM Center instructional support resources; increased understanding of issues facing STEM curriculum and climate for under-represented student populations in STEM programs; increased persistence of STEM students in target populations by 1%/year

# Budget

## SOURCES OF FUNDING

Sources of Funding to support the Student Equity Plan include:

- ➤ Student Equity Funds
- ➤ Student Success and Support Program Funds
- ➤ Disabled Students Programs and Services
- ➤ General Fund
- ➤ Basic Skills Initiative
- ➤ Growth Funds
- ➤ One-time General Funds

# Evaluation Schedule and Process

**A.     STUDENT SUCCESS INDICATOR FOR 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"*

Institutional Research will query the student success indicator for access by student population group after Census Rosters are submitted for Spring and Summer 2015 terms. Each student equity initiative will collect participant data via student identification numbers to be used in comparison to similar group students who did not participate in area program/service.

**B.     STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

*"Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term"*

Institutional Research will query the student success indicator for course completion after grades are rolled from Spring 2015 and Summer 2015 terms by student population group. Each student equity initiative will collect participant data via student identification numbers to be used in comparison to similar group students who did not participate in area program/service.

**C.     STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION**

*"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 to the number of those students who complete such a final course"*

Institutional Research will query the student success indicator for basic skills completion after grades are rolled from Spring 2015 and Summer 2015 terms by student population group. Each student equity initiative will collect participant data via student identification numbers to be used in comparison to similar group students who did not participate in area program/service.

**D.     STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION**

*"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"*

Institutional Research will query the student success indicator for degree and certificate completion after grades are rolled from Spring 2015 and Summer 2015 terms by student population group. Each student equity initiative will collect participant data via student identification numbers to be used in comparison to similar group students who did not participate in area program/service.

### E.  STUDENT SUCCESS INDICATOR FOR TRANSFER

*"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"*

Institutional Research will query the student success indicator for transfer-directed and readiness after grades are rolled from Spring 2015 and Summer 2015 terms by student population group. Each student equity initiative will collect participant data via student identification numbers to be used in comparison to similar group students who did not participate in area program/service.