

Chabot College
Student Equity Plan

12/1/15

CHABOT COLLEGE STUDENT EQUITY PLAN

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Chabot College
Student Equity Plan Signature Page

District: Chabot-Las Positas Community College **Board of Trustees Approval** 12/8/15
Date: _____

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]

[College President Dr. Susan Sperling] Email ssperling@chabotcollege.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 CCCCCO.

[Signature]

[College Chief Business Officer Connie Willis] Email cwillis@chabotcollege.edu

[Signature]

[District Chief Business Lorenzo Legaspi¹] Email llegaspi@clpccd.org

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

[Signature]

[Chief Student Services Officer Dr. Matt Kritscher] Email mkritscher@chabotcollege.edu
Kritscher]

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

[Signature]

[Chief Instructional Officer Dr. Stacy Thompson] Email ssthompson@chabotcollege.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]

[Academic Senate President Laurie Dockter] Email ldockter@chabotcollege.edu

¹ If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

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

[Signature]

[Classified Senate President Noell Adams] Email nadams@chabotcollege.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.

[Signature]

[Associated Student Body President Hye Shin] Email hyeshin@chabotcollege.edu

[Signature]

[Student Equity Coordinator/Contact Dr. Email mkritscher@chabotcollege.edu Phone
Matt Kritscher] 510.723.6744

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 www.cccco.edu. These equity needs were evaluated over the course of the past year and 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 than 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 mkritscher@chabotcollege.edu.

PLANNING COMMITTEE AND COLLABORATION

The Chabot College Student Equity Plans has been developed with the active involvement of all groups on campus including the faculty senate, academic faculty and staff, student services representatives, students, and appropriate community members and strategic partners. The planning process for the FY 15-16 year began over the summer starting with a retreat for the Student Equity Coordinating Council lead by the National Equity Project based out of Oakland, California. A lens of examining historical oppressions of minority groups in education helped develop a conceptual framework that balanced direct student intervention and assistance, faculty and classified professional development around teaching and assisting students of color, academic support and student engagement. The plan is scheduled for CLPCCD Board of Trustees approval on December 8, 2015.

Chabot College's Student Equity Coordinating Committee is responsible for ongoing development, implementation, and evaluation of the plan. The Council reports to College Council and Academic Senate and includes an appropriate mix of administrators, faculty, staff, researchers, students representatives of the Student Senate. In addition, representatives are included from related categorical programs such as the Dean of Special Programs and DSPS Counselor/Coordinator. An EOPS/CalWORKs/CARE representative and MESA Director also serve on the council as well as the Institutional Researcher and Analyst, Deans of Instruction and SSSP Coordinator. The Veterans Services office is also represented as well as more recently, the Financial Aid Director as well as cross-representation on the Basic Skills Committee.

The student equity planning has been coordinated with institution-wide planning efforts such as Program Review with an integrated initiative proposal form, accreditation self evaluation, the educational master planning process, the Student Success and Support Program plan for core services coordination, and the Basic Skills plan.

After the summer equity retreat lead by NEP, two summer meetings were held to develop a revised plan that reflected the lessons learned from FY 14-15. The group included a cross representation of faculty, classified and administrators involved in the council and with the coordination of student equity initiatives. The group reviewed the feedback provided by the CCCC on the FY 14-15 SEP, and incorporated this feedback along with internal assessments to draft the initial plan draft for council review at the start of the fall term. The planning process included sending out college-wide emails with the council sign-in sheets, agenda and notes along with posting all the related Student Equity Plan documents on the Student Services website (www.chabotcollege.edu/studentervices). Additionally, a flex day presentation and discussion was conducted by the Student Equity Coordinator and Vice President of Student Services that received positive feedback in evaluations about the inclusive approach. The Student Senate has had consistent representation and voice in the SECC meeting deliberations and Faculty Senate President also serves on the council bringing in the formal faculty input. Through these measures and pro-active means, the process was inclusive and input, diverse.

District: CLPCCDCollege: Chabot College

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Laurie Dockter	Chemistry Faculty	Faculty Senate President
Donna Gibson	Chemistry Faculty	MESA
Carmen Johnston	English Faculty	English/CIN Learning Community
Kristin Land	English Faculty	English/Puente Project
Sandra Genera	Counselor/Coordinator	Puente Project
Carla Walter	Dean of AHSS	Instructional Dean
Tim Dave	Dean of Science and Math	Instructional Dean
Marcia Corcoran	Dean of Language Arts	Instructional Dean
Jeanne Wilson	Dean of Special Programs	SS Dean/Categorical Dean
ValJean Dale	Interim Dean of Counseling	SS Dean/SSSP Coordinator
Tom deWitt	English Faculty	English/Daraja Coordinator
Pedro Reynoso	Library Faculty	CIN Learning Community
Rozen Bondoc	Veterans Benefits Specialist	Veterans Services
Kathy Linzmeyer	Financial Aid Director	Financial Aid
Arnold Paguio	Student Life Director	Student Life/Senate/Clubs
Carolyn Arnold	Institutional Researcher	Institutional Research
Jeremy Wilson	Research Analyst	Institutional Research
Kathleen Allen	DSPS Counselor/Coordinator	DSPS
Christine Cornejo	Math Faculty	Math
Matt Kritscher	Vice President, Student Services	Student Services
Vanessa Cormier	Child Development Center Mngr.	Foster Youth
Patricia Molina	EOPS Counselor/Coordinator	EOPS/CARE/CalWORKs
Jane Wolford	History Faculty	Learning Connection Coordinator
Art Barboza	EOPS Counselor Assistant	EOPS/Striving Black Brothers
Deonne Kunkel	English Faculty	FYE Coordinator/PRBC Chair
Stacy Thompson	Vice President, Academic Services	Academic Services

Access

Overview

Chabot College is one of the most diverse community colleges in the nation including being a “minority-majority” institution in which 83% of the student population are students of color. As a Hispanic Service Institution, Chabot College is about half Chicano/Latino and African American combined, and nearly three quarters of the student population are low income. About the same number of students are the first in their families to attend college, and many come from under-performing secondary education institutions in the service area. Chabot College Institutional Research utilized the Proportionality Index method on disproportionate impact to target groups on access in terms of Participation Rate, as it was determined to be the most representative given the college’s very diverse population, where there is not just one ethnic group that can be adequately used as a comparison to all other groups. An average of all groups is used to determine the proportionality of representation on campus compared to the service area communities served. This provides a more critical analysis of where the college has an equity gap in serving the very diverse local service area populations in not only race and ethnicity, but also diverse in terms of age, educational attainment, foster youth and veteran status. The three groups with the most disproportionate impact are students with disabilities, foster youth and veterans. Additionally white students are somewhat underrepresented using the Proportionality Index. Therefore, the focus of Access goals and activities is to incrementally increase representation of students with disabilities, foster youth and veteran students, as well as (to a lesser degree) white students who are underrepresented at Chabot College. The following tables outline the exact amounts and percentages of students attending the college in comparison to the service area in the required populations to be studied and served in the Student Equity Plan for Access.

Indicator Definitions

The percentage of each population group that is enrolled compared to that group’s representation in the *adult population* within the community served.

This percentage is frequently calculated as a participation rate.

CAMPUS-BASED RESEARCH: ACCESS

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.

Chabot College Indicator Data

Population by Gender, Ages 18 - 64	Ages 18 – 64 Chabot Cities ¹	Fall 2010 Chabot College ³	Fall 2010 Participation rate
Male	138,743	7,788	6%
Female	143,396	6,701	5%
Total	282,139	14,489	5%

Population by Gender	Ages 18 – 64 Chabot Cities ¹	Fall 2010 Chabot College ³	Proportionality Index
Male	49%	54%	1.09
Female	51%	46%	0.91
Total	100%	100%	

* Not available for ages 18-64

Population by Race-Ethnicity	All ages* Chabot Cities ²	Fall 2010 Chabot College ³	Fall 2010 Participation rate	
African Amer. / Black	32,480	2,320	7%	over rep
Amer. Indian / Alaskan Nat.	1,047	81	8%	over rep
Asian	91,943	3,718	4%	
Hispanic / Latino	93,148	4,164	4%	
Pacific Islander	5,138	364	7%	over rep
White	95,987	3,054	3%	under rep
Other	667	135	20%	over rep
Total	320,410	13,836	4%	

All ages* Fall 2010 **Proportionality Index** * Not available for ages 18-64

Population by Race-Ethnicity	Chabot Cities ²	Chabot College ³		
African Amer. / Black	10%	17%	1.65	over rep
Amer. Indian / Alaska Nat.	0%	1%	1.79	over rep
Asian American	29%	27%	0.94	
Hispanic / Latino	29%	30%	1.04	
Pacific Is. / Nat. Hawaiian	2%	3%	1.64	over rep
White	30%	22%	0.74	under rep
Other	0%	1%	4.69	over rep
Total	90%	100%		

Population by Age	Ages 18 – 64 Chabot Cities ¹	Fall 2010 Chabot College ³	Fall 2010 Participation rate	
19 or younger	10,521	3,431	33%	over rep
20-24	30,290	4,992	16%	over rep
25-34	64,897	3,366	5%	
35-44	61,456	1,488	2%	under rep
45-54	64,167	969	2%	under rep
55-64	50,808	485	1%	under rep
Total	282,139	14,731	5%	

Population by Age	Ages 18 – 64 Chabot Cities ¹	Fall 2010 Chabot College ³	Proportionality Index	
19 or younger	4%	23%	6.25	over rep
20-24	11%	34%	3.16	over rep
25-34	23%	23%	0.99	
35-44	22%	10%	0.46	under rep
45-54	23%	7%	0.29	under

55-64	18%	3%	0.18	rep under rep
Total	100%	100%		

Population by Disability	Ages 18 – 64 Chabot Cities ¹	Fall 2010 Chabot College ³	Fall 2010 Participation rate	
Any Disability	4,353	926	21%	under rep
No Disability	49,716	13,805	28%	
Total	54,069	14,731	27%	

Population by Disability	Ages 18 – 64 Chabot Cities ¹	Fall 2010 Chabot College ³	Proportionality Index	
Any Disability	8%	6%	0.78	under rep
No Disability	92%	94%	1.02	
Total	100%	100%		

Population by Income	Ages 18 – 64 Chabot Cities ¹	Fall 2010 Chabot College ³	Fall 2010 Participation rate	
Low Income	27,968	6535	23%	over rep under rep
Not Low Income	254,171	8,196	3%	
Total	282,139	14,731	5%	

Population by Income	Ages 18 – 64 Chabot Cities ¹	Fall 2010 Chabot College ³	Proportionality Index	
Low Income	10%	44%	4.48	over rep under rep
Not Low Income	90%	56%	0.62	
Total	100%	100%		

Population by Veteran Status	Ages 18 - 64 Chabot Cities ¹	Fall 2010 Chabot College ³	Fall 2010 Participation rate	
Veteran	11,400	187	2%	under

				rep
Not a Veteran	312,107	14,544	5%	
Total	323,507	14,731	5%	

Population by Veteran Status	Ages 18 - 64 Chabot Cities ¹	Fall 2013 Chabot College ³	Proportionality Index	
Veteran	4%	1%	0.36	under rep
Not a Veteran	96%	99%	1.02	
Total	100%	100%		

Population by Foster Youth Status	Ages 18 - 64 Chabot Cities ¹	Fall 2010 Chabot College ³	Fall 2010 Participation rate
Foster Youth	not available	405	—
No History of Foster Care	not available	14,326	—
Total		14,731	—

Population by Foster Youth Status	Ages 18 - 64 Chabot Cities ¹	Fall 2010 Chabot College ³	Proportionality Index
Foster Youth	not available	3%	—
No History of Foster Care	not available	97%	—
Total		100%	—

NOTES:

Participation rate: The number of each population group that is enrolled out of the number of that group's representation in the adult population of the community served. This percentage is referred to as a participation rate.

80-Percent Index: Ratio of the rate of a disaggregated group over the rate of the reference subgroup. A percent less than 80% suggests that the subgroup may be under represented. A percent over 120% suggests that the subgroup may be over represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Subgroup rate at college is compared to subgroup rate in the community.

Reference Group:

Proportionality

The Proportionality Index is a comparison of a group's proportion within the general population against the proportion within the student population at Chabot. This comparison is represented by the ratio of these two proportions.

Index:

If the proportions in the two populations within a group are equal, the index will be equal 1.

If the index is under .80, the group is under-represented; if the index is over 1.20, it is over-represented.

¹ U.S. Census Bureau, American Community Survey 2012, 5 year

Data Sources:

estimates

² U.S. Census Bureau, 2010 Decennial

Census

³ Chabot-Las Positas Community College District, Institutional Research Dataset, Fall 2010

Conclusions: Disproportionately Impacted Student Groups

The data show that the following groups are under-represented: veterans, students with disabilities, foster youth, students aged 35-64 years, and white students (to a lesser degree).

District: CLPCCD College: Chabot College

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
Students with disabilities	2%,2014	7%	2020
Foster Youth	3%,2014	4%	2020
Veterans	2%,2014	3%	2020
White Students	8%,2014	24%	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: A. ACCESS

A.1

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
A.1	Disabilities	500-700

- *Activity Implementation Plan*

Produce and direct mail postcard with pictures of diverse students in four program areas to all service area residents (157,000) promoting admissions and registration

Develop and deliver High School Counselor Meetings and Newsletter and other marketing materials highlighting programs/services for students with disabilities including learning disability assessment (e.g., CIN, FYE, MESA, Daraja, Puente and TRiO programs, DSPPS and the SSSP process).

DSPS Counselors make presentations to high school special education teachers, parents and students about the enrollment and assessment process for students with disabilities.

Collaborate with the Department of Rehabilitation to present materials, make presentations to students and let them know of the availability of DOR funding.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	July 1, 2015 to December 31, 2016	\$0	DSPS categorical funds - \$25,000

• **Link to Goal**

The community-wide postcard mailing shows a commitment to the community in serving students with disabilities, and making targeted outreach presentations to HS special education teachers, parents and students as well as collaboration with the DOL regarding funding for college help promote access for students with disabilities through a more concerted campaign effort.

• **Evaluation**

Each term Census data will be used to collect information from the Admissions Application where students may state their disability status. This allows the IR Researcher to compare the outcomes for these students compared to the average student population. This information will then be analyzed at least once each term in the Student Equity Coordinating Council (SECC) for implications on return on investment of time and resources versus additional strategies to attract and retain more students with disabilities.

A.2

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A.2	Foster Youth	200-250

• **Activity Implementation Plan**

Create Foster Youth Workgroup including representatives from county social services and foster/kinship parents; assess needs of foster youth. Host meetings on campus with foster youth provider agencies.

Produce and deliver High School Counselor Newsletter and other marketing materials highlighting programs/services for foster youth (e.g., CIN, FYE, MESA, Daraja, Puente and TRiO programs, CalWORKS and the SSSP process).

Collect and analyze data on Foster Youth to determine feasibility of cohort among 200 estimated Foster Youth enrolled

Facilitate Financial Aid targeted outreach / processing for foster youth

Strengthen EOPS connection with Financial Aid

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.2	July 1, 2015 to December 31, 2016	FYD \$83,385 Salary/\$29,185 Benefits	

• **Link to Goal**

Providing a Foster Youth Director to establish an inter-agency connection to increase Chabot’s access to foster youth providers and foster youth students. Additionally, leveraging the existing Independent Living Skills Program (ILSP) on campus, Chabot will be able to increase its connection with these foster youth who are already on campus attending this outside agency class. Foster youth are one of the most disproportionately impacted student groups for several success indicators including access, degree and transfer completion.

• **Evaluation**

Foster youth will indicate their status on their Admissions Application so the IR Researcher will be able to compare their outcomes in the success indicators with the average student population. Student identification numbers will also be collected at each foster youth services contact so students who access services can be compared to students who are foster youth that did not access available services. The success indicator outcomes will be shared with the SECC for review, analysis and recommendations for program modifications. Foster youth outcomes for several of the success indicators including access will be measured after census data is available for each term for the prior term.

A.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
Research and Evaluation	Professional Development	

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

ID	Target Group	# of Students Affected
A.3	Veterans	400

• **Activity Implementation Plan**

Open up comprehensive 3,100 square foot Veterans Resource Center in the Student Center in January 2016 including comprehensive student and academic support services specially designed for student veterans. Embedded counseling, tutoring, agency representative workshops and outreach meetings, computer and copying/printing resources and program coordination will be provided through a combination of SSSP for counseling, General Fund for Benefits Specialist, VA Work Study students, and a KISCO Foundation grant including increased staffing through the hire of a Veterans Program Coordinator out of Student Equity.

The new Veterans Program Coordinator will oversee the VRC, coordinate interagency partnerships and resource referrals, conduct outreach to grow the student veteran population and coordinate academic and student support services within the center. This position will also make presentations to veteran agencies in the community, parents and students about the educational planning and enrollment process for veterans.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.3	July 1, 2015 to December 31, 2016	\$55,308 Veterans Program Coordinator Salary/\$19,357 Benefits	Benefits Specialist already on GF (\$55k,) VA Workstudy (varies), SSSP Counselors (\$35k), BSI and GF for tutoring (varies)

• **Link to Goal**

The Veterans Program Coordinator will lead the college’s efforts to grow the student veteran population, better serve veteran students by providing a one stop shop of student and academic support services, and increase the visibility of the college as a veteran serving institution.

• **Evaluation**

Student veterans will indicate their status on their Admissions Application or through the Veterans Services Office and soon, Veterans Resource Center, so the IR Researcher will be able to compare their outcomes in the success indicators with the average student population. Student identification numbers will also be collected at each veterans services contact in the center and at veteran events so students who access services can be compared to students who are veteran students that did not access available services. The success indicator outcomes will be shared with the SECC for review, analysis and recommendations for program modifications. Veteran student outcomes for access success indicators will be measured after census data is available for each term for the prior term.

A.4

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A.4	White students	300-400

• **Activity Implementation Plan**

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

Promote First Year Experience Career Pathways Program to high school students to encourage full time enrollment in this learning community that demonstrated higher success and persistence rates in its first year of implementation last year.

Produce and deliver High School Counselor Newsletter and other marketing materials highlighting programs/services for new students (e.g., CIN, FYE, MESA, Daraja, Puente and TRiO programs, CalWORKS and the SSSP process).

Provide outreach and transition services to adult schools, ROPs and alternative, continuation, community day and court schools.

Establish a centralized office (“Welcome Center”) to provide in-reach and outreach to students and families about campus services and providing Campus Tours.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.4	July 1, 2015 to December 31, 2016	\$0	\$150k general fund marketing budget

• **Link to Goal**

By promoting FYE, SSSP, Learning Communities and Early/Dual Enrollment in partnership with our Career Pathways Trust grant initiatives, the college can attract and retain more white students who are slightly underrepresented.

- ***Evaluation***

Student indicate their ethnicity on their Admissions Application so the IR Researcher will be able to compare their outcomes in the success indicators with the average student population. The success indicator outcomes for access will be shared with the SECC for review, analysis and recommendations for program modifications. White student outcomes for access indicators will be measured after census data is available for each term for the prior term.

CAMPUS-BASED RESEARCH: COURSE COMPLETION

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.

Overview

Chabot College Course Completion data, interestingly, do not show any disproportionate impact on any of the required study groups as outlined in the tables below based on gender, ethnicity, age, disability, veteran and foster your status. This evidence shows in many ways the capabilities of all students, regardless of their challenges to succeed in their courses, with life issues perhaps being more critical to their persistence term to term and ultimately certificate, degree and transfer completion rates that do show disproportionate impact groups.

Gender	Cohort Count	Completion Count	Completion	
			Rate	80-Percent Index
Female	126,101	106,165	84%	98%
Male	110,173	93,737	85%	99%
Unknown	3,054	2,615	86%	100%
Total	239,328	202,517	85%	-

Ethnicity	Cohort Count	Completion Count	Completion	
			Rate	80-Percent Index
African Amer. / Black	34,498	27,059	78%	89%
Amer. Indian / Alaskan				
Nat.	690	589	85%	97%
Asian	41,486	36,600	88%	100%
Filipino	19,857	17,004	86%	97%
Hispanic / Latino	79,635	66,971	84%	95%
Pacific Islander	4,793	3,976	83%	94%
White	39,881	34,881	87%	99%
Multiracial	13,618	11,284	83%	94%
Unknown	4,870	4,153	85%	97%
Total	239,328	202,517	85%	-

Age	Cohort Count	Completion Count	Completion	
			Rate	80-Percent Index
19 or younger	69,931	60,752	87%	99%
20-21	53,175	44,859	84%	96%
22-24	38,549	31,671	82%	94%
25-29	30,399	25,073	82%	94%
30-39	25,932	21,836	84%	96%

40-49	11,861	10,033	85%	97%
50 or older	9,481	8,293	87%	100%
Total	239,328	202,517	85%	-

Disability Status	Cohort Count	Completion Count	Completion	
			Rate	80-Percent Index
Any Disability	17,550	14,758	84%	99%
No Disabilities	221,778	187,759	85%	100%
Total	239,328	202,517	85%	-

Income Status	Cohort Count	Completion Count	Completion	
			Rate	80-Percent Index
Low Income	144,356	120,132	83%	96%
All other students	94,972	82,385	87%	100%
Total	239,328	202,517	85%	-

Veteran Status	Cohort Count	Completion Count	Completion	
			Rate	80-Percent Index
Veteran	3,622	3,094	85%	100%
Other students	235,706	199,423	85%	99%
Total	239,328	202,517	85%	-

Foster Youth Status	Cohort Count	Completion Count	Completion	
			Rate	80-Percent Index
Foster Youth	10,465	8,376	80%	94%
Other students	228,863	194,141	85%	100%
Total	239,328	202,517	85%	-

NOTES:

Students enrolled by term from Fall 2011 through Summer 2014, aggregated.

Cohort:

Outcome: Course Completion Rate is the percentage of students receiving a grade of A, B, C, D, F, P, NP, CR, NC or I out of all students receiving a grade (includes W).

80-Percent Index: Ratio of the rate of a disaggregated group over the rate of the reference subgroup.

A percent less than 80% suggests that the subgroup may be under represented.

A percent over 120% suggests that the subgroup may be over represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Reference Group: Subgroup with highest rate and group size of at least 20.

Shaded line: Group size is less than 20.

ID	Target Group(s)	# of Students Affected
B.1	N/A	N/A

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
No Gap	No gap	N/A	N/A

*Expressed as either a percentage or number.
institution.

**Benchmark goals are to be decided by the

JUSTIFICATION BASED ON RESEARCH AND EVIDENCE: According to campus-based research, no target populations demonstrated disproportionate impact in course completion. Therefore, Chabot efforts will focus on improving outcomes in course completion in Goal C for ESL and basic skills course completion and certificate, degree and transfer completion.

ACTIVITIES: B. COURSE COMPLETION

B.1 N/A

- *Activity Type(s)* N/A

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

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

CAMPUS-BASED RESEARCH: 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.

Overview

Chabot College has several groups that are DI in the area of ESL and Basic Skills completion. Coordination with the Basic Skills Committee, Institutional Research, SSSP Advisory Council and several Faculty Inquiry Groups (FIG's) has generated new, comprehensive sets of academic and student support services to help students affected by DI complete at an equitable rate. The college is leveraging evidence developed by IR on Programs and Services that work in supporting student success and persistence at Chabot (www.chabotcollege.edu/ir). The following tables show the detail on which groups are the most DI in each of the basic skills courses.

Chabot College Successful Course Completion Rates in ESL and Basic Skills: ESL 110D

Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	260	181	70%	100%
Male	123	81	66%	95%
Unknown	13	8	62%	-
Total	396	270	68%	-

Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index
African Amer. / Black	7	4	57%	-
Amer. Indian / Alaskan Nat.				
Asian	212	145	68%	100%
Filipino	12	8	67%	-
Hispanic / Latino	135	87	64%	94%
Pacific Islander				
White				
Multiracial				
Unknown				
Total	366	244	67%	-

Age	Cohort Count	Success	Success	80-Percent
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	Count		Rate	Index	
19 or younger	50	37	74%	92%	
20-21	42	23	55%	68%	under rep
22-24	57	25	44%	55%	under rep
25-29	66	53	80%	100%	
30-39	98	72	73%	91%	
40-49	56	40	71%	89%	
50 or older	27	20	74%	92%	
Total	396	270	68%	-	

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index	
Any Disability	3	1	33%	-	
No Disabilities	393	269	68%	100%	
Total	396	270	68%	-	

Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index	
Low Income	261	179	69%	100%	
All other students	135	91	67%	98%	
Total	396	270	68%	-	

Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index	
Veteran	2	1	50%	-	
Other students	394	269	68%	100%	
Total	396	270	68%	-	

Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index	
Foster Youth	35	22	63%	91%	
Other students	361	248	69%	100%	
Total	396	270	68%	-	

NOTES:

Cohort: Students enrolled by term from Fall 2011 through Summer 2014,

aggregated.

Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('P') out of all students receiving a grade.

80-Percent Index: Ratio of the rate of a disaggregated group over the rate of the reference subgroup.

A percent less than 80% suggests that the subgroup may be under represented.

A percent over 120% suggests that the subgroup may be over represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Reference Group: Subgroup with highest rate and group size of at least 20.

Shaded line: Group size is less than 20.

Chabot College Percent completing English 1A within 2 years of completing ESL 110D

Gender	Num ESL 110D Success	Num English 1A Success	Pct Completing English 1A	80-Percent Index
Female	74	18	24%	100%
Male	35	8	23%	94%
Total	109	26	24%	-

Ethnicity	Num ESL 110D Success	Num English 1A Success	Pct Completing Eng 1A	80-Percent Index
African Amer. / Black	1	0	0%	-
Asian	55	19	35%	100%
Filipino	2	0	0%	-
Hispanic / Latino	39	4	10%	30%
White	10	3	30%	-
Total	107	26	24%	-

Age	Num ESL 110D Success	Num English 1A Success	Pct Completing English 1A	80-Percent Index
24 or younger	38	13	34%	100%
25 or older	73	13	18%	52%
Total	111	26	23%	-

Disability Status	Num ESL 110D Success	Num English 1A Success	Pct Completing English 1A	80-Percent Index
Any Disability	Not available due to counts of zero.			
No Disabilities				

Total

Income Status	Num ESL 110D Success	Num English 1A Success	Pct Completing Eng 1A	80-Percent Index
Low Income	81	23	28%	100%
All other students	30	3	10%	35%
Total	111	26	23%	-

Veteran Status	Num ESL 110D Success	Num English 1A Success	Pct Completing English 1A	80-Percent Index
Veteran	Not available due to counts of zero.			
Other students				
Total	-			

Foster Youth Status	Num ESL 110D Success	Num English 1A Success	Pct Completing English 1A	80-Percent Index
Foster Youth	8	3	38%	-
Other students	103	23	22%	100%
Total	111	26	23%	-

NOTES:

Cohort: Students with a passing grade ('P') in ESL 110D in the Fall 2011 and 2012 terms.
Percent Completing English 1A is the number of students receiving a passing grade

Outcome: (A, B, or C)
in English 1A within 2 years of successfully completing ESL 110D out of the cohort.

80-Percent Index: Ratio of the rate of a disaggregated group over the rate of the reference subgroup.
A percent less than 80% suggests that the subgroup may be under represented.
A percent over 120% suggests that the subgroup may be over represented.
Disproportionate impact can only be confirmed for groups of 20 or more.

Reference Group: Subgroup with highest rate and group size of at least 20.

Shaded line: Group size is less than 20.

Chabot College Successful Course Completion Rates in ESL and Basic Skills: ENGL 101A

Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	962	596	62%	100%
Male			55%	89%

	891	490			
Unknown	19	11	58%	-	
Total	1,872	1,097	59%	-	

Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index	
African Amer. / Black	268	128	48%	73%	under rep
Amer. Indian / Alaskan Nat.	5	3	60%	-	
Asian	331	217	66%	100%	
Filipino	134	87	65%	99%	
Hispanic / Latino	796	468	59%	90%	
Pacific Islander	31	12	39%	59%	under rep
White	191	122	64%	97%	
Multiracial	92	45	49%	75%	under rep
Unknown	24	15	63%	95%	
Total	1,872	1,097	59%	-	

Age	Cohort Count	Success Count	Success Rate	80-Percent Index	
19 or younger	858	542	63%	100%	
20-21	317	167	53%	83%	
22-24	250	138	55%	87%	
25-29	170	106	62%	99%	
30-39	145	72	50%	79%	under rep
40-49	73	42	58%	91%	
50 or older	59	30	51%	80%	
Total	1,872	1,097	59%	-	

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index	
Any Disability	222	98	44%	73%	under rep
No Disabilities	1,650	999	61%	100%	
Total	1,872	1,097	59%	-	

Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Low Income	1,280	727	57%	91%
All other students	592	370	63%	100%

Total **1,872** **1,097** **59%** -

Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Veteran	30	19	63%	100%
Other students	1,842	1,078	59%	92%

Total **1,872** **1,097** **59%** -

Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Foster Youth	127	66	52%	88%
Other students	1,745	1,031	59%	100%

Total **1,872** **1,097** **59%** -

NOTES:

Cohort: Students enrolled by term from Fall 2011 through Summer 2014, aggregated.

Outcome: Successful Course Completion Rate is the percentage of students receiving

a passing grade ('P') out of all students receiving a grade.

80-Percent Index: Ratio of the rate of a disaggregated group over the rate of the reference subgroup.

A percent less than 80% suggests that the subgroup may be under represented.

A percent over 120% suggests that the subgroup may be over represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Reference Group: Subgroup with highest rate and group size of at least 20.

Shaded line: Group size is less than 20.

Chabot College Successful Course Completion Rates in ESL and Basic Skills: ENGL 101B

Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female			76%	100%

	494	377		
Male	402	292	73%	95%
Unknown	11	8	73%	-
Total	907	677	75%	-

Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index
African Amer. / Black	92	58	63%	75%
Amer. Indian / Alaskan Nat.	1	1	100%	-
Asian	204	157	77%	92%
Filipino	73	58	79%	95%
Hispanic / Latino	375	280	75%	89%
Pacific Islander	12	8	67%	-
White	86	72	84%	100%
Multiracial	50	34	68%	81%
Unknown	14	9	64%	-
Total	907	677	75%	-

Age	Cohort Count	Success Count	Success Rate	80-Percent Index
19 or younger	302	225	75%	89%
20-21	227	167	74%	88%
22-24	159	115	72%	87%
25-29	98	75	77%	92%
30-39	64	50	78%	94%
40-49	30	25	83%	100%
50 or older	27	20	74%	89%
Total	907	677	75%	-

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Any Disability	99	69	70%	93%
No Disabilities	808	608	75%	100%
Total	907	677	75%	-

Income Status	Cohort	Success	Success	80-Percent
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	Count	Count	Rate	Index
Low Income	573	440	77%	100%
All other students	334	237	71%	92%
Total	907	677	75%	-

Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Veteran	15	11	73%	-
Other students	892	666	75%	100%
Total	907	677	75%	-

Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Foster Youth	56	40	71%	95%
Other students	851	637	75%	100%
Total	907	677	75%	-

NOTES:

Cohort: Students enrolled by term from Fall 2011 through Summer 2014, aggregated.

Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('P') out of all students receiving a grade.

80-Percent Index: Ratio of the rate of a disaggregated group over the rate of the reference subgroup.

A percent less than 80% suggests that the subgroup may be under represented.

A percent over 120% suggests that the subgroup may be over represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Reference Group: Subgroup with highest rate and group size of at least 20.

Shaded line: Group size is less than 20.

Chabot College Successful Course Completion Rates in ESL and Basic Skills: ENGL 102

Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	2,542	1,650	65%	94%
Male	2,410	1,466	61%	88%

Unknown	64	44	69%	100%
Total	5,016	3,160	63%	-

Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index
African Amer. / Black	799	448	56%	79%
Amer. Indian / Alaskan Nat.	8	6	75%	-
Asian	823	583	71%	100%
Filipino	454	298	66%	93%
Hispanic / Latino	2,012	1,217	60%	85%
Pacific Islander	137	87	64%	90%
White	459	324	71%	100%
Multiracial	261	156	60%	84%
Unknown	63	41	65%	92%
Total	5,016	3,160	63%	-

Age	Cohort Count	Success Count	Success Rate	80-Percent Index
19 or younger	2,848	1,830	64%	90%
20-21	839	488	58%	81%
22-24	548	311	57%	79%
25-29	323	221	68%	96%
30-39	273	183	67%	94%
40-49	130	93	72%	100%
50 or older	55	34	62%	86%
Total	5,016	3,160	63%	-

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Any Disability	242	132	55%	86%
No Disabilities	4,774	3,028	63%	100%

Total **5,016** **3,160** **63%** **-**

Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index
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under rep

under rep

Low Income	3,369	2,074	62%	93%
All other students	1,647	1,086	66%	100%

Total **5,016** **3,160** **63%** -

Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Veteran	70	52	74%	100%
Other students	4,946	3,108	63%	85%

Total **5,016** **3,160** **63%** -

Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Foster Youth	321	163	51%	80%
Other students	4,695	2,997	64%	100%

under rep

Total **5,016** **3,160** **63%** -

NOTES:

Students enrolled by term from Fall 2011 through Summer 2014, aggregated.

Cohort:

Successful Course Completion Rate is the percentage of students receiving

Outcome:

a passing grade ('P') out of all students receiving a grade.

80-Percent Index:

Ratio of the rate of a disaggregated group over the rate of the reference subgroup.

A percent less than 80% suggests that the subgroup may be under represented.

A percent over 120% suggests that the subgroup may be over represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Reference Group: Subgroup with highest rate and group size of at least 20.

Shaded line: Group size is less than 20.

Chabot College Percent completing English 1A within 2 years of completing English 102

Gender	Num English 102 Success	Num English 1A Success	Pct Completing English 1A	80-Percent Index
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Female	612	442	72%	100%
Male	529	368	70%	96%
Total	1,141	810	71%	-

Ethnicity	Num English 102 Success	Num English1A Success	Pct Completing English 1A	80-Percent Index
African Amer. / Black	174	111	64%	79%
Asian	216	175	81%	100%
Filipino	108	73	68%	83%
Hispanic / Latino	448	307	69%	85%
White	100	71	71%	88%
Total	1,046	737	70%	-

under rep

Age	Num English 102 Success	Num English1A Success	Pct Completing English 1A	80-Percent Index
24 or younger	987	712	72%	100%
25 or older	171	108	63%	88%
Total	1,158	820	71%	-

Disability Status	Num English 102 Success	Num English1A Success	Pct Completing English 1A	80-Percent Index
Any Disability	55	41	75%	100%
No Disabilities	1,103	779	71%	95%
Total	1,158	820	71%	-

Income Status	Num English 102 Success	Num English1A Success	Pct Completing English 1A	80-Percent Index
Low Income	748	526	70%	98%
All other students	410	294	72%	100%
Total	1,158	820	71%	-

Veteran Status	Num English 102 Success	Num English1A Success	Pct Completing English 1A	80-Percent Index
Veteran	10	5	50%	-
Other students	1,148	815	71%	100%
Total	1,158	820	71%	-

Foster Youth Status	Num English 102 Success	Num English1A Success	Pct Completing English 1A	80-Percent Index	
Foster Youth	71	41	58%	81%	
Other students	1,087	779	72%	100%	
Total	1,158	820	71%	-	

NOTES:

Cohort: Students with a passing grade ('P') in English 102 in the Fall 2011 and 2012 terms.

Outcome: Percent Completing English 1A is the number of students receiving a passing grade ('A', 'B', or 'C') in English 1A within 2 years of successfully completing English 102 out of the cohort.

80-Percent Index: Ratio of the rate of a disaggregated group over the rate of the reference subgroup. A percent less than 80% suggests that the subgroup may be under represented. A percent over 120% suggests that the subgroup may be over represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Reference Group: Subgroup with highest rate and group size of at least 20.

Shaded line: Group size is less than 20.

Chabot College Successful Course Completion Rates in ESL and Basic Skills: Math 53

Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	241	100	41%	88%
Male	115	54	47%	100%
Unknown	2	2	100%	-
Total	358	156	44%	-

Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index
African Amer. / Black	109	38	35%	64%
Amer. Indian / Alaskan Nat.	1	0	0%	-

under
rep

Asian	24	13	54%	100%
Filipino	21	11	52%	97%
Hispanic / Latino	141	68	48%	89%
Pacific Islander	13	3	23%	-
White	26	14	54%	99%
Multiracial	18	7	39%	-
Unknown	5	2	40%	-
Total	358	156	44%	-

Age	Cohort Count	Success Count	Success Rate	80-Percent Index
19 or younger	118	40	34%	60%
20-21	89	50	56%	100%
22-24	61	28	46%	82%
25-29	31	14	45%	80%
30-39	34	13	38%	68%
40-49	20	9	45%	80%
50 or older	5	2	40%	-
Total	358	156	44%	-

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Any Disability	38	12	32%	70%
No Disabilities	320	144	45%	100%
Total	358	156	44%	-

Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Low Income	288	116	40%	70%
All other students	70	40	57%	100%
Total	358	156	44%	-

Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Veteran	5	2	40%	-

Other students	353	154	44%	100%
Total	358	156	44%	-

Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Foster Youth	19	5	26%	-
Other students	339	151	45%	100%
Total	1,069	466	44%	-

NOTES:

Students enrolled by term from Fall 2011 through Summer 2014, aggregated.

Cohort:

Successful Course Completion Rate is the percentage of students receiving

Outcome:

a passing grade ('A', 'B', 'C', 'CR', or 'P') out of all students receiving a grade.

Ratio of the rate of a disaggregated group over the rate of the reference subgroup.

80-Percent Index:

A percent less than 80% suggests that the subgroup may be under represented.

A percent over 120% suggests that the subgroup may be over represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Reference Group:

Subgroup with highest rate and group size of at least 20.

Shaded line: Group size is less than 20.

Chabot College Successful Course Completion Rates in ESL and Basic Skills: Math 54 & 54L

Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	417	173	41%	87%
Male	324	154	48%	100%
Unknown	8	8	100%	-
Total	749	335	45%	-

Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index	
African Amer. / Black	98	31	32%	52%	under rep
Amer. Indian / Alaskan Nat.	4	1	25%	-	
Asian	81	49	60%	100%	
Filipino	78	37	47%	78%	under rep
Hispanic / Latino	312	129	41%	68%	under rep
Pacific Islander	20	7	35%	58%	under rep
White	99	53	54%	88%	
Multiracial	46	23	50%	83%	
Unknown	11	5	45%	-	
Total	749	335	45%	-	

Age	Cohort Count	Success Count	Success Rate	80-Percent Index	
19 or younger	343	144	42%	76%	under rep
20-21	156	69	44%	81%	
22-24	102	46	45%	82%	
25-29	73	36	49%	90%	
30-39	51	28	55%	100%	
40-49	18	10	56%	-	
50 or older	6	2	33%	-	
Total	749	335	45%	-	

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Any Disability	40	16	40%	89%
No Disabilities	709	319	45%	100%
Total	749	335	45%	-

Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index	
Low Income	479	194	41%	78%	under rep
All other students	270	141	52%	100%	

Unknown	42	23	55%	100%
Total	4,110	1,946	47%	-

Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index	
African Amer. / Black	458	153	33%	56%	under rep
Amer. Indian / Alaskan Nat.	16	8	50%	-	
Asian	627	373	59%	100%	
Filipino	372	186	50%	84%	
Hispanic / Latino	1,567	705	45%	76%	under rep
Pacific Islander	87	38	44%	73%	under rep
White	655	337	51%	86%	
Multiracial	225	100	44%	75%	under rep
Unknown	103	46	45%	75%	under rep
Total	4,110	1,946	47%	-	

Age	Cohort Count	Success Count	Success Rate	80-Percent Index	
19 or younger	1,518	711	47%	86%	
20-21	966	414	43%	79%	under rep
22-24	674	311	46%	85%	
25-29	430	230	53%	98%	
30-39	343	187	55%	100%	
40-49	118	62	53%	96%	
50 or older	61	31	51%	93%	
Total	4,110	1,946	47%	-	

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Any Disability	214	93	43%	91%
No Disabilities	3,896	1,853	48%	100%
Total	4,110	1,946	47%	-

Income Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Low Income	2,562	1,196	47%	96%

All other students	1,548	750	48%	100%
Total	4,110	1,946	47%	-

Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Veteran	74	29	39%	83%
Other students	4,036	1,917	47%	100%
Total	4,110	1,946	47%	-

Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Foster Youth	165	80	48%	100%
Other students	3,945	1,866	47%	98%
Total	4,110	1,946	47%	-

NOTES:

Students enrolled by term from Fall 2011 through Summer 2014, aggregated.

Cohort:

Outcome: Successful Course Completion Rate is the percentage of students receiving a passing grade ('A', 'B', 'C', 'CR', or 'P') out of all students receiving a grade.

80-Percent Index:

Ratio of the rate of a disaggregated group over the rate of the reference subgroup.

A percent less than 80% suggests that the subgroup may be under represented.

A percent over 120% suggests that the subgroup may be over represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Reference Group: Subgroup with highest rate and group size of at least 20.

Shaded line: Group size is less than 20.

Chabot College Successful Course Completion Rates in ESL and Basic Skills: Math 65

Gender	Cohort Count	Success Count	Success Rate	80-Percent Index
Female	2,009	872	43%	83%
Male	1,477	622	42%	80%
Unknown	42	22	52%	100%
Total	3,528	1,516	43%	-

Ethnicity	Cohort Count	Success Count	Success Rate	80-Percent Index	
African Amer. / Black	508	167	33%	58%	under rep
Amer. Indian / Alaskan Nat.	6	1	17%	-	
Asian	384	216	56%	100%	
Filipino	265	133	50%	89%	
Hispanic / Latino	1,503	599	40%	71%	under rep
Pacific Islander	75	26	35%	62%	under rep
White	523	270	52%	92%	
Multiracial	209	80	38%	68%	under rep
Unknown	55	24	44%	78%	under rep
Total	3,528	1,516	43%	-	

Age	Cohort Count	Success Count	Success Rate	80-Percent Index	
19 or younger	1,346	570	42%	82%	
20-21	731	285	39%	75%	under rep
22-24	507	221	44%	84%	
25-29	378	168	44%	86%	
30-39	328	170	52%	100%	
40-49	157	69	44%	85%	
50 or older	81	33	41%	79%	under rep
Total	3,528	1,516	43%	-	

Disability Status	Cohort Count	Success Count	Success Rate	80-Percent Index	
Any Disability	338	114	34%	77%	under rep
No Disabilities	3,190	1,402	44%	100%	
Total	3,528	1,516	43%	-	

Income Status	Cohort	Success	Success	80-Percent
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	Count	Count	Rate	Index
Low Income	2,311	979	42%	96%
All other students	1,217	537	44%	100%
Total	3,528	1,516	43%	-

Veteran Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Veteran	62	33	53%	100%
Other students	3,466	1,483	43%	80%
Total	3,528	1,516	43%	-

Foster Youth Status	Cohort Count	Success Count	Success Rate	80-Percent Index
Foster Youth	185	67	36%	84%
Other students	3,343	1,449	43%	100%
Total	3,528	1,516	43%	-

NOTES:

Students enrolled by term from Fall 2011 through Summer 2014, aggregated.

Cohort: Successful Course Completion Rate is the percentage of students receiving

Outcome: a passing grade ('A', 'B', 'C', 'CR', or 'P') out of all students receiving a grade.

80-Percent Index: Ratio of the rate of a disaggregated group over the rate of the reference subgroup.

A percent less than 80% suggests that the subgroup may be under represented.

A percent over 120% suggests that the subgroup may be over represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Reference Group: Subgroup with highest rate and group size of at least 20.

Shaded line: Group size is less than 20.

Chabot College Percent completing Math 55 within 2 years of completing Math 65

Gender	Num Math 65 Success	Num Math 55 Success	Pct Completing	80-Percent Index
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	Mth 55			
Female	260	124	48%	94%
Male	193	98	51%	100%
Total	453	222	49%	-

Ethnicity	Num Math 65 Success	Num Math 55 Success	Pct		
			Completing Mth 55	80-Percent Index	
African Amer. / Black	56	21	38%	61%	under rep
Asian	65	40	62%	100%	
Filipino	41	18	44%	71%	under rep
Hispanic / Latino	180	90	50%	81%	
White	83	41	49%	80%	
Total	425	210	49%	-	

Age	Num Math 65 Success	Num Math 55 Success	Pct		
			Completing Mth 55	80-Percent Index	
24 or younger	350	173	49%	100%	
25 or older	111	55	50%	100%	
Total	461	228	49%	-	

Disability Status	Num Math 65 Success	Num Math 55 Success	Pct		
			Completing Mth 55	80-Percent Index	
Any Disability	34	14	41%	82%	
No Disabilities	427	214	50%	100%	
Total	461	228	49%	-	

Income Status	Num Math 65 Success	Num Math 55 Success	Pct		
			Completing Mth 55	80-Percent Index	
Low Income	291	147	51%	100%	
All other students	170	81	48%	94%	
Total	461	228	49%	-	

Veteran Status	Num Math 65 Success	Num Math 55 Success	Pct		
			Completing Mth 55	80-Percent Index	

Veteran	7	5	71%	-
Other students	454	223	49%	100%
Total	461	228	49%	-

Foster Youth Status	Num Math 65 Success	Num Math 55 Success	Pct Completing Mth 55	80-Percent Index
Foster Youth	20	12	60%	100%
Other students	441	216	49%	82%
Total	461	228	49%	-

NOTES:

Students with a passing grade ('A', 'B', 'C', or 'P') in Math 65 in the Fall 2011 and 2012 terms.

Cohort:

Percent Completing Math 55 is the number of students receiving a passing grade ('A', 'B', 'C',

Outcome:

or 'P') in Math 55 within 2 years of successfully completing Math 65 out of the cohort.

80-Percent Index:

Ratio of the rate of a disaggregated group over the rate of the reference subgroup.

A percent less than 80% suggests that the subgroup may be under represented.

A percent over 120% suggests that the subgroup may be over represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Subgroup with highest rate and group size of at least

Reference Group:

20.

Shaded line: Group size is less than 20.

Chabot College Percent completing College Math within 2 years of completing Math 55/54/53

Gender	Num Math 55/54 Success	Num Coll Math Success	Pct Completing Coll Math	80-Percent Index
Female	365	189	52%	100%
Male	337	173	51%	99%
Total	702	362	52%	-

Ethnicity	Num Math 55/54 Success	Num Coll Math Success	Pct Completing Coll Math	80-Percent Index
African Amer. / Black	48	23	48%	83%

Asian	139	80	58%	100%
Filipino	74	40	54%	94%
Hispanic / Latino	260	129	50%	86%
White	113	58	51%	89%
Total	634	330	52%	-

Age	Num Math 55/54 Success	Num Coll Math Success	Pct Completing Coll Math	80-Percent Index
24 or younger	551	300	54%	100%
25 or older	160	66	41%	76%
Total	711	366	51%	-

Disability Status	Num Math 55/54 Success	Num Coll Math Success	Pct Completing Coll Math	80-Percent Index
Any Disability	29	17	59%	100%
No Disabilities	682	349	51%	87%
Total	711	366	51%	-

Income Status	Num Math 55/54 Success	Num Coll Math Success	Pct Completing Coll Math	80-Percent Index
Low Income	421	218	52%	100%
All other students	290	148	51%	99%
Total	711	366	51%	-

Veteran Status	Num Math 55/54 Success	Num Coll Math Success	Pct Completing Coll Math	80-Percent Index
Veteran	8	5	63%	-
Other students	703	361	51%	100%
Total	711	366	51%	-

Foster Youth Status	Num Math 55/54 Success	Num Coll Math Success	Pct Completing Coll Math	80-Percent Index
Foster Youth	31	13	42%	81%
Other students	680	353	52%	100%
Total	711	366	51%	-

NOTES:

Students with a passing grade ('A', 'B', 'C', or 'P') in Math 55/54 in the Fall 2011 and 2012 terms.

Cohort:

Percent Completing College Level Math is the number of students receiving a passing grade

Outcome:

grade

('A', 'B', or 'C') in College Level Math within 2 years of successfully completing Math 55/54 out of the cohort.

80-Percent Index: Ratio of the rate of a disaggregated group over the rate of the reference subgroup.
 A percent less than 80% suggests that the subgroup may be under represented.
 A percent over 120% suggests that the subgroup may be over represented.
 Disproportionate impact can only be confirmed for groups of 20 or more.

Reference Group: Subgroup with highest rate and group size of at least 20.

Shaded line: Group size is less than 20.

Conclusions: Disproportionately Impacted Student Groups

African American, Chicano/Latino, Pacific Islander, low income, students with disabilities and veteran students are the most disproportionately impacted in varying levels of English, ESL and math basic skills courses. African American, Chicano/Latino and Pacific Islander students are among the most impacted ethnic groups.

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
African American Students for Math 65 to Math 55 (degree-applicable)	12%,2014	50%	2020
African American for English 101B to 1A	8%,2014	70%	2020
African American for English 102 to 1A	1%,2014	65%	2020
Filipino students who complete their next level math or English for Math 65 to Math 55 (Degree-applicable)	6%,2014	50%	2020
Filipino students for English 101B to 1A	13%,2014	70%	2020
Hispanic/Latino students who	32%,2014	42%	2020

complete their next-level English course after completing the highest level ESL course for ESL 110D to 1A			
Students with any disability completing English 101A and Math 53	42%,2014 (Eng.) 32%,2014 (Math)	50% 40%	2020 2020
Low income students completing Math 53, 54	40%,2014 41%,2014	50% 50%	2020 2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.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
C.1	African-American	1500-1800

• *Activity Implementation Plan*

Increase basic skill instructional support and learning assistance in math for African-American students

Provide peer to peer support for learning assistance for Striving Black Brothers Coalition students, workshops and leadership activities

Enhance STEM Center resources in surveying campus climate, professional development, outreach and staff to serve target population in support for basic skills completion in math

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

Professional Development around teaching to targeted populations including African American students

Provide books, transportation, child care and food resources for students in highest need as identified in programs or through faculty/staff/administrators.

Additional instructional and counselor assistance will be provided to students with highest need in math through the Math Lab, and in English with collaboration with Daraja, SBBC, Puente, DSPS, FYE and Veteran's Benefits programs to increase target population participation in support services.

Expand CIN, FYE, Daraja, Puente and SBBC resources to increase student engagement, professional development and collaboration with other learning communities

Expand Daraja curriculum to include PSCN and Passion Project, as well as mentoring and professional development components

Establish a Black Faculty/Staff Association to support the needs of African American students including culturally relevant events and activities such as Black History Month

Revitalize Ethnic Studies, which will include core courses attractive to Daraja and other African-American students

Collaborate with African-American and Latino FIG hosted by Land and Johnston to develop through research, experience and creativity a vital 21" Equity pedagogy that moves us into learning that is fueled by love and leads to liberation, a post-equity pedagogy, share with colleagues and host professional development opportunities

Participate in professional development at statewide Umoja Summer Learning Institute, Regional Symposium, and co-host annual conference for faculty, staff and students

Re-establish Early Alert system to track progress of students, especially target populations, making timely referrals to support services

Provide bi-monthly workshops on Chaffey Grant for Foster Youth

Review, revise, and where necessary, redesign STEM courses and programs to better address the needs of targeted populations.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
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C.1	July 1, 2015 to December 31, 2016	\$230,000	\$10,000 SBBC co-curricular \$45,000 SSSP for counseling
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• **Link to Goal**

Comprehensive academic and student support services, direct aid, professional inquiry and development, learning communities, SSSP core services, accelerated learning, coalition building and student engagement enhancements are linked directly to the goal of increasing the basic skills completion rates of African American students as evidenced by Institutional Research that shows programs and services that work in increasing student success (<http://www.chabotcollege.edu/ir/StudentSuccess/ChabotProgramsthatworkTwoPage2015b.pdf>).

• **Evaluation**

Students indicate their ethnicity on their Admissions Application so the IR Researcher will be able to compare their outcomes in the success indicators with the average student population. The success indicator outcomes for access will be shared with the SECC for review, analysis and recommendations for program modifications. African American student outcomes for basic skills completion indicators will be measured after census data is available for each term for the prior term.

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	Filipino	100-200

• **Activity Implementation Plan**

Collect data on Foster Youth basic skills assessment and completion, tutor students in small groups, and provide dedicated counseling services

Provide curriculum development funding for faculty to modify ESL curriculum to enhance ESL completion into English 1A

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

Increase basic skill instructional support and learning assistance in math for Filipino students

Enhance STEM Center resources in surveying campus climate, professional development, outreach and staff to serve target population in support for course completion in math

Professional Development around teaching to targeted populations

Provide books, transportation, childcare and food resources for students in highest need as identified in programs or through faculty/staff/administrators

Additional instructional and counselor assistance will be provided to students with highest need in math through the Math Lab, and in English with collaboration with Daraja, SBBC, Puente, DSPS, Foster Youth, FYE and Veteran’s Benefits programs to increase target population participation in support services

Expand CIN, FYE, Daraja, Puente and SBBC resources to increase student engagement, professional development and collaboration with other learning communities

Establish a API Faculty/Staff Association to support the needs of Filipino students

Revitalize Ethnic Studies, which will include core courses attractive to Filipino students
Participate in professional development at statewide Umoja Summer Learning Institute, Regional Symposium, and host annual conference for faculty, staff and students

Re-establish Early Alert system to track progress of students, especially target populations, making timely referrals to support services

Review, revise, and where necessary, redesign STEM courses and programs to better address the needs of targeted populations.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	July 1, 2015 to December 31, 2016	\$45,000	\$20,000 SSSP counseling

• **Link to Goal**

Comprehensive academic and student support services, direct aid, professional inquiry and development, learning communities, SSSP core services, accelerated learning, coalition building and student engagement enhancements are linked directly to the goal of increasing the basic skills completion rates of African American students as evidenced by Institutional Research that

shows programs and services that work in increasing student success
<http://www.chabotcollege.edu/ir/StudentSuccess/ChabotProgramsthatworkTwoPage2015b.pdf>.

• **Evaluation**

Students indicate their ethnicity on their Admissions Application so the IR Researcher will be able to compare their outcomes in the success indicators with the average student population. The success indicator outcomes for access will be shared with the SECC for review, analysis and recommendations for program modifications. Filipino student outcomes for basic skills completion indicators will be measured after census data is available for each term for the prior term.

C.3

• **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
	Research and Evaluation	X	Professional Development		

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

ID	Target Group	# of Students Affected
C.3	Hispanic/Latino	1500-1800

• **Activity Implementation Plan**

Collect data on ESL basic skills assessment and completion, tutor students in small groups, and provide dedicated counseling services

Provide curriculum development funding for faculty to modify ESL curriculum to enhance ESL completion into English 1A

Increase basic skill instructional support and learning assistance in English for ESL students

Enhance STEM Center resources in surveying campus climate, professional development, outreach and staff to serve target population in support for course completion in math

Professional Development around teaching to targeted populations

Provide books, transportation, childcare and food resources for students in highest need as identified in programs or through faculty/staff/administrators.

Additional instructional and counselor assistance will be provided to students with highest need in ESL and English and math with collaboration with Daraja, SBBC, Puente, DSPS, FYE and Veteran's Benefits programs to increase target population participation in support services

Expand CIN, FYE, Daraja, Puente and SBBC resources to increase student engagement, professional development and collaboration with other learning communities

Re-establish Early Alert system to track progress of students, especially target populations, making timely referrals to support services

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.5	July 1, 2015 to December 31, 2016	\$70,000	SSSP - \$45,000

• Link to Goal

Comprehensive academic and student support services, direct aid, professional inquiry and development, learning communities, SSSP core services, accelerated learning, coalition building and student engagement enhancements are linked directly to the goal of increasing the basic skills completion rates of African American students as evidenced by Institutional Research that shows programs and services that work in increasing student success

<http://www.chabotcollege.edu/ir/StudentSuccess/ChabotProgramsthatworkTwoPage2015b.pdf>.

• Evaluation

Students indicate their ethnicity on their Admissions Application so the IR Researcher will be able to compare their outcomes in the success indicators with the average student population. The success indicator outcomes for access will be shared with the SECC for review, analysis and recommendations for program modifications. Hispanic/Latino student outcomes for basic skills completion indicators will be measured after census data is available for each term for the prior term.

C.4

• Activity Type(s)

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

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

ID	Target Group	# of Students Affected
C.4	Students with Disabilities	500-600

• **Activity Implementation Plan**

Collect data on disabled student basic skills assessment and completion, tutor students in small groups, and provide dedicated counseling services

Increase basic skill instructional support and learning assistance in English for students with disabilities through embedded tutoring

Enhance STEM Center resources in surveying campus climate, professional development, outreach and staff to serve target population in support for course completion in math

Professional Development around teaching to targeted populations

Provide books, transportation, childcare and food resources for students in highest need as identified in programs or through faculty/staff/administrators.

Additional instructional and counselor assistance will be provided to students with disabilities with highest need in ESL and English with collaboration with Daraja, SBBC, Puente, DSPS, FYE and Veteran’s Benefits programs to increase target population participation in support services.

Expand CIN, FYE, Daraja, Puente and SBBC resources to increase student engagement, professional development and collaboration with other learning communities to include more students with disabilities

Re-establish Early Alert system to track progress of students, especially target populations, making timely referrals to support services

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	July 1, 2015 to December 31, 2016	\$33,000	DSPS - \$45,000

• **Link to Goal**

Comprehensive academic and student support services, direct aid, professional inquiry and development, learning communities, SSSP core services, embedded learning assistance, coalition building and student engagement enhancements are linked directly to the goal of increasing the basic skills completion rates of students with disabilities as evidenced by Institutional Research that shows programs and services that work in increasing student success

(<http://www.chabotcollege.edu/ir/StudentSuccess/ChabotProgramsthatworkTwoPage2015b.pdf>).

• **Evaluation**

Students indicate their ethnicity on their Admissions Application so the IR Researcher will be able to compare their outcomes in the success indicators with the average student population. The success indicator outcomes for access will be shared with the SECC for review, analysis and recommendations for program modifications. Disabled student outcomes for basic skills completion indicators will be measured after census data is available for each term for the prior term.

C.5

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
C.5	Low income students	600-800

• **Activity Implementation Plan**

Collect data on low income student basic skills assessment and completion, tutor students in small groups, and provide embedded counseling services in learning communities/FYE

Increase basic skill instructional support and learning assistance in English for low income students through embedded tutoring

Enhance STEM Center resources in surveying campus climate, professional development, outreach and staff to serve target population in support for course completion in math

Professional Development around teaching to targeted populations

Provide books, transportation, childcare and food resources for students in highest need as identified in programs or through faculty/staff/administrators.

Additional instructional and counselor assistance will be provided to low income students with highest need in ESL and English with collaboration with Daraja, SBBC, Puente, DSPS, FYE and Veteran’s Benefits programs to increase target population participation in support services.

Expand CIN, FYE, Daraja, Puente and SBBC resources to increase student engagement, professional development and collaboration with other learning communities to include more low income students

Re-establish Early Alert system to track progress of students, especially target populations, making timely referrals to support services

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.5	July 1, 2015 to December 31, 2016	\$75,000	SSSP - \$55,000

• **Link to Goal**

Comprehensive academic and student support services, direct aid, professional inquiry and development, learning communities, SSSP core services, embedded learning assistance, coalition building and student engagement enhancements are linked directly to the goal of increasing the basic skills completion rates of low income as evidenced by Institutional Research that shows programs and services that work in increasing student success

<http://www.chabotcollege.edu/ir/StudentSuccess/ChabotProgramsthatworkTwoPage2015b.pdf>.

• **Evaluation**

Students indicate their ethnicity on their Admissions Application so the IR Researcher will be able to compare their outcomes in the success indicators with the average student population. The success indicator outcomes for access will be shared with the SECC for review, analysis and recommendations for program modifications. Low income student outcomes for basic skills completion indicators will be measured after census data is available for each term for the prior term.

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.

Overview

Chabot College students of color, except Asian students, do show disproportionate impact in degree and certificate completion. Hispanic, African American and Pacific Islander are the three groups with the largest equity gaps along with the small group of American Indian/Native Alaskan showing zero certificates earned as well as Foster Youth with one in the baseline year (08-09) through the outcome measurement year (10-11). Low income, veterans and students with disabilities are not found to be DI for certificate completion after four years. Foster youth, students with disabilities and African American, American Indian, and Pacific Islander students are the three ethnic groups with the largest equity gaps in degree completion after four years. The following table shows the certificate and degree attainment amounts and rates for each group.

Chabot College Percent of Students Earning a Certificate out of those with Degree, Certificate, or Job Training goal, by cohort, after 4 years

Gender	Num Cert Goal	Num with Cert	Pct w/ Cert	80-Percent Index	
Female	1,139	24	2%	100%	
Male	1,702	34	2%	95%	
Unknown	83	-	0%	0%	under rep
Total	2,924	58	2%	-	

Ethnicity	Num Cert Goal	Num with Cert	Pct w/ Cert	80-Percent Index	
African Amer. / Black	522	8	2%	20%	under rep
Amer. Indian / Alaskan Nat.	26	0	0%	0%	under rep
Asian	196	15	8%	100%	
Filipino	111	2	2%	24%	under rep
Hispanic / Latino	1,279	18	1%	18%	under rep
Pacific Islander	58	1	2%	23%	under rep

White	536	11	2%	27%	under rep
Other	23	0	0%	0%	under rep
Unknown	173	3	2%	23%	under rep
Total	2,924	58	2%	-	

Age	Num Cert Goal	Num with Cert	Pct w/ Cert	80-Percent Index	
19 or younger	905	15	2%	39%	under rep
20-21	317	6	2%	44%	under rep
22-24	340	3	1%	21%	under rep
25-29	460	4	1%	20%	under rep
30-39	505	16	3%	74%	under rep
40-49	256	8	3%	73%	under rep
50 or older	141	6	4%	100%	
Total	2,924	58	2%	-	

Disability Status	Num Cert Goal	Num with Cert	Pct w/ Cert	80-Percent Index
Any Disability	123	2	2%	81%
No Disabilities	2,801	56	2%	100%
Total	2,924	58	2%	-

Income Status	Num Cert Goal	Num with Cert	Pct w/ Cert	80-Percent Index
Low Income	1,079	24	2%	100%
All other students	1,845	34	2%	83%
Total	2,924	58	2%	-

Veteran Status	Num Cert Goal	Num with Cert	Pct w/ Cert	80-Percent Index

Veteran	39	4	10%	100%	
Other students	2,885	54	2%	18%	under rep
Total	2,924	58	2%	-	

Foster Youth Status	Num Cert Goal	Num with Cert	Pct w/ Cert	80-Percent Index	
Foster Youth	110	1	1%	45%	under rep
Other students	2,814	57	2%	100%	
Total	2,924	58	2%	-	

NOTES:

Cohort: New students enrolled in Academic Years 2008-09 through 2010-11 and have an educational goal of Degree or Job Training.

Outcome: Percent with Certificate is the number of new students receiving a Certificate within 4 years of starting at Chabot College out of the corresponding cohort.

80-Percent Index: Ratio of the rate of a disaggregated group over the rate of the reference subgroup.

A percent less than 80% suggests that the subgroup may be under represented.

A percent over 120% suggests that the subgroup may be over represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Reference Group: Subgroup with highest rate and group size of at least 20.

Shaded line: Group size is less than 20.

Chabot College Percent of Students Earning a Degree out of those with Degree/Transfer goal, by cohort, after 4 years

Gender	Num Degree Goal	Num with Degree	Pct w/ Degree	80-Percent Index	
Female	3,361	261	8%	100%	
Male	4,019	191	5%	61%	under rep
Unknown	127	4	3%	41%	under rep

					rep
No Disabilities	7,237	450	6%	100%	
Total	7,507	456	6%	-	

Income Status	Num Degree Goal	Num with Degree	Pct w/ Degree	80-Percent Index
Low Income	3,645	220	6%	99%
All other students	3,862	236	6%	100%
Total	7,507	456	6%	-

Veteran Status	Num Degree Goal	Num with Degree	Pct w/ Degree	80-Percent Index
Veteran	79	9	11%	100%
Other students	7,428	447	6%	53%
Total	7,507	456	6%	-

Foster Youth Status	Num Degree Goal	Num with Degree	Pct w/ Degree	80-Percent Index
Foster Youth	373	7	2%	30%
Other students	7,134	449	6%	100%
Total	7,507	456	6%	-

NOTES:

New students enrolled in Academic Years 2008-09 through 2010-11 and have an educational goal of Degree or Transfer

Cohort:

Percent with Degree is the number of new students receiving a Degree within 4 years of starting at Chabot College out of the corresponding cohort.

Outcome: Ratio of the rate of a disaggregated group over the rate of the reference subgroup.

80-Percent Index: A percent less than 80% suggests that the subgroup may be under represented.

A percent over 120% suggests that the subgroup may be over represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Reference Group: Subgroup with highest rate and group size of at least 20.

Shaded line: Group size is less than 20.

District: CLPCCD College: Chabot College

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
Males earning a degree after 4 years	2%,2014	7%	2020
African-American students earning a degree after 4 years	7%,2014	9%	2020
American Indian or Alaskan Native Students earning a degree after 4 years	6%,2014	9%	2020
Hispanic or Latino students earning a degree after four years	3%,2014	9%	2020
Hawaiian or Pacific Islander students earning a degree after four years	4%,2014	9%	2020
White students earning a degree after four years	1%,2014	9%	2020
Students with disabilities who earn a degree after four years	3%,2014	5%	2020
Foster Youth who can earn a degree after four years	4%,2014	6%	2020
African-American students earning a certificate after four	5%,2014	7%	2020
American Indian or Alaskan Native students earning a certificate after four years	0,2014	7%	2020

Filipino students earning a certificate after four years	5%,2014	7%	2020
Hispanic or Latino students earning a certificate after four years	6%,2014	7%	2020
Hawaiian or Pacific Islander students earning a certificate after four years	5%,2014	7%	2020
White students earning a certificate	5%,2014	7%	2020
Foster youth earning a certificate after four years	1%,2014	2%	2020

*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	Males	300
	African-American students	800
	American Indian or Alaskan Native students	50
	Hispanic or Latino	1200
	Hawaiian or Pacific Islander	200
	Students with disabilities	300
	Foster youth	150

- *Activity Implementation Plan*

Collect data on Foster Youth degree completion, tutor students in small groups, and provide Chaffey grant and counseling services

Increase support of learning communities, pathways, counselor and instructional assistants, professional development and inquiry, direct student aid and program expansion.

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

Provide peer to peer support for learning assistance for Striving Black Brothers Coalition students, workshops and leadership activities

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

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

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

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

Implement a degree audit system so that the accurate number of degrees earned is being captured.

College Central Network to create portfolios of work, build and store resumes, podcasts

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	January – Dec. 2016	\$125,000	SSSP - \$45,000 DSPS - \$25,000

• ***Link to Goal***

Comprehensive academic and student support services, direct aid, professional inquiry and development, learning communities, SSSP core services, embedded learning assistance, coalition building and student engagement enhancements are linked directly to the goal of increasing the certificate/degree completion rates of low income as evidenced by Institutional Research that

shows programs and services that work in increasing student success

(<http://www.chabotcollege.edu/ir/StudentSuccess/ChabotProgramsthatworkTwoPage2015b.pdf>).

- ***Evaluation***

Students indicate their ethnicity on their Admissions Application so the IR Researcher will be able to compare their outcomes in the success indicators with the average student population. The success indicator outcomes for completion will be shared with the SECC for review, analysis and recommendations for program modifications. DI student outcomes for completion indicators will be measured after census data is available for each term for the prior term.

D.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
D.2	African-American	500
	American Indian or Alaskan Native	300
	Filipino	800
	Hispanic or Latino students	200
	Hawaiian or Pacific Islander	300
	White students	300
	Foster youth	500

• **Activity Implementation Plan**

Collect data on Foster Youth degree completion, tutor students in small groups, and provide Chaffey grant and counseling services

Support of learning communities, pathways, counselor and instructional assistants, professional development and inquiry, direct student aid and program expansion.

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

Provide peer to peer support for learning assistance for Striving Black Brothers Coalition students, workshops and leadership activities

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

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

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

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

Implement enhanced follow-up services targeting certificate-seekers through SSSP and Career and Transfer Center services

Applied Math and English for technical fields –collaborate with adult school partners

Launch College Central Network to create portfolios of work, build and store resumes, podcasts

Collaborate with CTE Faculty on tours of CTE labs and career awareness/exploration activities in partnership with Career Pathways Trust initiatives

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	July 1,2015 to December 31, 2016	\$125,000	CPT - \$10,000 SSSP - \$35,000

• **Link to Goal**

Comprehensive academic and student support services, direct aid, professional inquiry and development, learning communities, SSSP core services, embedded learning assistance, coalition building and student engagement enhancements are linked directly to the goal of increasing the certificate/degree completion rates of DI students as evidenced by Institutional Research that shows programs and services that work in increasing student success

<http://www.chabotcollege.edu/ir/StudentSuccess/ChabotProgramsthatworkTwoPage2015b.pdf>.

• **Evaluation**

Students indicate their ethnicity on their Admissions Application so the IR Researcher will be able to compare their outcomes in the success indicators with the average student population. The success indicator outcomes for access will be shared with the SECC for review, analysis and recommendations for program modifications. DI student outcomes for certificate/degree completion indicators will be measured after census data is available for each term for the prior term.

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.

Overview

Chabot College transfer completion rates mirror degree completion rates in terms of DI groups. Since the Transfer goal can take the longest if students start out in basic skills, the plan calls for increasing 2nd year retention programs, connecting with the Career & Transfer Center services and enhancing follow-up services to aid transfer readiness and completion.

Chabot College Percent of Transfer-Directed Students Transferring to a 4-year college after 6 years (F07-08 cohort)

Gender	Number Transfer Directed	Number Transferred	Transfer Rate	80-Percent Index
Female	550	225	41%	92%
Male	472	188	40%	90%
Unknown	27	12	44%	100%
Total	1,049	425	41%	-

Ethnicity	Number Transfer Directed	Number Transferred	Transfer Rate	80-Percent Index	
African Amer. / Black	106	32	30%	51%	under rep
Amer. Indian / Alaskan Nat.	8	3	38%	-	
Asian	236	141	60%	100%	
Filipino	120	46	38%	64%	under rep
Hispanic / Latino	255	76	30%	50%	under rep
Pacific Islander	35	7	20%	33%	under rep
White	177	68	38%	64%	under rep
Unknown	112	52	46%	78%	under rep
Total	1,049	425	41%	-	

Age	Number Transfer Directed	Number Transferred	Transfer Rate	80-Percent Index
19 or younger	844	354	42%	100%
20-24	119	42	35%	84%
25-29	33	12	36%	87%
30-34	7	4	57%	-
35-39	18	5	28%	-
40-49	20	4	20%	48%
50 or older	8	4	50%	-
Total	1,049	425	41%	-

under rep

Disability Status	Number Transfer Directed	Number Transferred	Transfer Rate	80-Percent Index
Any Disability	37	10	27%	66%
No Disabilities	1,012	415	41%	100%
Total	1,049	425	41%	-

under rep

Income Status	Number Transfer Directed	Number Transferred	Transfer Rate	80-Percent Index
Low Income	620	234	38%	85%
All other students	429	191	45%	100%
Total	1,049	425	41%	-

Data for Veterans and Foster Youth not available.

NOTES:

Cohort:

initial enrollment in Academic Year 2007-08.

Outcome:

enrollment out of the total number of students in the cohort.

Ratio of the rate of a disaggregated group over the rate of the reference subgroup.

80-Percent Index:

A percent less than 80% suggests that the subgroup may be under represented.

A percent over 120% suggests that the subgroup may be over

represented.

Disproportionate impact can only be confirmed for groups of 20 or more.

Subgroup with highest rate and group size of at least 20.

Reference Group:

Shaded line: Group size is less than 20.

Source: California Community Colleges Chancellor's Office (CCCCO)

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
African-American who become transfer-directed in at least 6 years	18%,2014	48%	2020
Filipino students who become transfer-directed in at least six years	10%,2014	48%	2020
Hispanic or Latino students who become transfer-directed in at least six years	18%,2014	48%	2020
Hawaiian or Pacific-Islander students who become transfer-directed in at least six years	28%,2014	48%	2020
White students who become transfer-directed in at least six years	10%,2014	48%	2020
Students age 40 to 49 who become transfer-directed in at least six years	14%,2014	34%	2020
Students with	6%,2014	33%	2020

Comment [MVL1]:

District: CLPCCD College: Chabot College

disabilities who become transfer-directed in at least six years			
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*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		Direct Student Support
X	Research and Evaluation	X	Professional Development		

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

ID	Target Group(s)	# of Students Affected
E.1	African American	500
	Filipino	300
	Hispanic or Latino	800
	Hawaiian or Pacific-Islander	200
	White	300
	Students with disabilities	300

• **Activity Implementation Plan**

Provide peer to peer support for learning assistance for Striving Black Brothers Coalition students, workshops and leadership activities

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

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

Expand Puente Project support for Phase III Puente students including increased counseling, data analysis and student follow-up activities

District: CLPCCD

College: Chabot College

Provide peer to peer support for learning assistance for Striving Black Brothers Coalition students, workshops and leadership activities

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

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

Increase the number of AA-T and AS-T degrees

Familiarize students and faculty with the Career Transfer Center services – assistance from college reps, help with personal statements, etc. targeted to student populations, TAG workshops – collaboration between the center and programs

Expand tours to 4-year institutions including HCBU tours for African American students

Expand scholarship application assistance through technology enhancement and targeted follow-up interventions

College Central Network to create portfolios of work, build and store resumes, podcasts

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	July 1, 2015 to December 31, 2016	\$90,000	SSSP - \$50,000 GF - \$50,000

• **Link to Goal**

Comprehensive academic and student support services, direct aid, professional inquiry and development, learning communities, SSSP core services, embedded learning assistance, coalition building and student engagement enhancements are linked directly to the goal of increasing the transfer completion rates of DI students as evidenced by Institutional Research that shows programs and services that work in increasing student success

(<http://www.chabotcollege.edu/ir/StudentSuccess/ChabotProgramsthatworkTwoPage2015b.pdf>).

• **Evaluation**

Students indicate their ethnicity on their Admissions Application so the IR Researcher will be able to compare their outcomes in the success indicators with the average student population. The success indicator outcomes for transfer will be shared with the SECC for review, analysis and recommendations for program modifications. DI student outcomes for transfer completion indicators will be measured after census data is available for each term for the prior term.

District: CLPCCD College: Chabot College

Summary Budget

Please see accompanying Summary Budget Spreadsheet

SUMMARY 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 2016 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 2016 and Summer 2016 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 2016, Summer and Fall 2016 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 2016, Summer and Fall 2016 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 2016, Summer and Fall 2016 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.