Student Equity Plan Summary

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Details

Assurances

* I have read the legislation Education Code 78220 and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation (Education Code 78222).

Progress & Success

Process & Schedule

The Student Achievement Success and Equity (SASE) committee in conjunction with SEA Leadership, will work with the Office of Institutional Research to evaluate progress made toward meeting our SEA equity plan goals (for both the overall population and for all DI groups) on an annual basis, using the equity data from the Student Success Metrics provided by the California Community College Chancellor's Office (CCCCO). In addition, we will also annually track the progresses of individual projects and initiatives funded under SEA through both formative and summative assessments to evaluate their effectiveness in closing equity gaps.

Success Criteria

Using the framework of guided pathways, and the Vision for Success, Chabot College will ensure that equity is built into everything we do. From ensuring that all students receive core mandated services to fully institutionalizing the college's equity mission so that support and resources are provided to all students and programs. Chabot College will build a bridge connection instruction and student services to ensure that we achieve equity for our students. To ensure coordination across student equity related categorical and campus-based programs, we will rely on our participatory governance processes and depend on strong collaboration between Academic, Student Services, and Administrative Divisions, as well as with the five major constituent groups: Student Access, Success and Equity Committee, Academic Senate, Classified Senate, Student Senate, and the Planning and Resource Allocation Committee.

Executive Summary

http://www.chabotcollege.edu/student-services/student-equity/

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	17099	17456	+2.09%
Retained from Fall to Spring at the Same College	9314	9472	+1.7%
Attained the Vision Goal Completion Definition	1026	1141	+11.21%
Transferred to a Four-Year Institution	1435	1476	+2.86%
Completed Both Transfer-Level Math and English Within the District in the First Year	169	196	+15.98%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
White	Male	Enrolled in the Same Community College	1289	1316	+2.09% ◁ ▷
White	Female	Enrolled in the Same Community College	1152	1176	+2.08% ◁ ▷
Some other race	Male	Enrolled in the Same Community College	58	59	+1.72% ◁ ▷
Some other race	Female	Enrolled in the Same Community College	70	71	+1.43% ◁ ▷
White	Male	Attained the Vision Goal Completion Definition	55	61	+10.91% ◁ ▷
LGBT	Female	Transferred to a Four-Year Institution	12	15	+25% ▷◁
Foster Youth	Male	Transferred to a Four-Year Institution	5	8	+60% ▷◁
Some other race	Male	Transferred to a Four-Year Institution	4	4	0% ◁ ▷
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	4	8	+100% ▷◁
Native Hawaiian or other Pacific Islander	Female	Transferred to a Four-Year Institution	10	10	0% ◁ ▷

Hispanic or Latino	Male	Transferred to a Four-Year Institution	150	183	+22% ▸‖◂
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	0	1	0% ◂‖ ▸
Disabled	Male	Transferred to a Four-Year Institution	30	37	+23.33% ▸‖◂
Disabled	Female	Transferred to a Four-Year Institution	41	49	+19.51% ▸‖◂
LGBT	Male	Attained the Vision Goal Completion Definition	4	9	+125% ▸‖◂
LGBT	Female	Attained the Vision Goal Completion Definition	14	15	+7.14% ◂‖ ▸
Foster Youth	Male	Attained the Vision Goal Completion Definition	2	6	+200% ▸‖◂
Foster Youth	Female	Attained the Vision Goal Completion Definition	8	11	+37.5% ▸‖◂
Some other race	Male	Attained the Vision Goal Completion Definition	1	1	0% ◂‖ ▸
More than one race	Male	Attained the Vision Goal Completion Definition	20	22	+10% ◂‖ ▸
Disabled	Male	Attained the Vision Goal Completion Definition	20	25	+25% ▸‖◂
LGBT	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ▸‖◂
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◂‖ ▸
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◂‖ ▸
Some other race	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	Not Entered	- ◂‖ ▸
Some other race	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	Not Entered	- ◂‖ ▸
Native Hawaiian or other Pacific	Male	Completed Both Transfer-Level Math and English Within the District in the	0	1	0% ◂‖ ▸

Islander		First Year			
Native Hawaiian or other Pacific Islander	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◁ ▷
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	24	28	+16.67% ▷‖◁
Hispanic or Latino	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	16	28	+75% ▷‖◁
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	4	+300% ▷‖◁
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ▷‖◁
LGBT	Male	Retained from Fall to Spring at the Same College	70	83	+18.57% ▷‖◁
LGBT	Female	Retained from Fall to Spring at the Same College	124	136	+9.68% ▷‖◁
Foster Youth	Male	Retained from Fall to Spring at the Same College	51	59	+15.69% ▷‖◁
White	Female	Retained from Fall to Spring at the Same College	574	584	+1.74% ▷‖◁
More than one race	Female	Retained from Fall to Spring at the Same College	279	284	+1.79% ▷‖◁
American Indian or Alaska Native	Female	Retained from Fall to Spring at the Same College	9	13	+44.44% ▷‖◁
Black or African American	Male	Attained the Vision Goal Completion Definition	31	43	+38.71% ▷‖◁
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	4	8	+100% ▷‖◁
Black or African American	Male	Retained from Fall to Spring at the Same College	366	404	+10.38% ▷‖◁
Black or African American	Female	Retained from Fall to Spring at the Same College	515	571	+10.87% ▷‖◁

Additional Categories

No population groups selected.

Activities

Onboarding Process: Provide a strong start

Brief Description of Activity

-Create and institutionalize a campuswide onboarding process to seamlessly engage, connect, and guide students through the matriculation core services (online orientation, complete financial aid and/or Dream Act application). Additionally, connect students to learning communities (such as UMOJA, Puente, Mesa/TRiO STEM), FYE pathway, and/or Athletic Pathway - Create All-College New Student Orientation - Provide students with opportunity to tour college, complete core services, explore career pathways, and create excitement and engagement with campus offerings -Welcome Days (monthly) - Redesign event to ensure new students will increase sense of connection to the campus and provide opportunity for engagement with faculty, staff, and current students -Early Decision - Continue to provide program to all new students in Chabot College feeder area (HUSD, Castro Valley 1 2019-22 Student Equity Plan (For Planning Purposes Only) USD, San Leandro USD, and San Lorenzo USD). In addition, redesign Early Decision program to better align with the First Semester Planning Orientation - Expand Early Decision program to all new students outside Chabot College feeder area (Oakland USD, Union City, etc.. Connect and Clarify the Path -All new students will explore career/ transfer college options and/or choose a program of study - Increase First Semester Planning (FSP) orientation for all new students enrolling into Chabot College -Implement DegreeWorks into student education planning during the FSP orientation Strengthen Internal Campus Community & K-12 Partnerships -Increase and strengthen collaboration with K-12 Partnership and Hayward Promise Neighborhood (HPN) - Increase internal collaboration with Chabot Area Counseling Collaborative (CACC) to strengthen alignment in coordination between the K-12 system and Chabot College systems -Strengthen collaboration with Financial Aid Office, Counseling Division, Special Programs Division, and Guided Pathways Steering committee 2 2019-22 Student Equity Plan (For Planning Purposes Only) -Online Orientation - Redesign the online orientation videos to create more compelling and engaging content

Related Metrics

- Overall : All : Enrolled in the Same Community College

Connect and Clarify the Path

Brief Description of Activity

-All new students will explore career/ transfer college options and/or choose a program of study -Increase First Semester Planning (FSP) orientation sessions for all new students enrolling into Chabot College -Implement DegreeWorks into student education planning during the FSP orientation

Related Metrics

- Overall : All : Enrolled in the Same Community College

Strengthen Internal Campus Community & K-12 Partnerships

Brief Description of Activity

-Increase and strengthen collaboration with K-12 Partnership and Hayward Promise Neighborhood (HPN) -Increase internal collaboration with Chabot Area Counseling Collaborative (CACC) to strengthen alignment in coordination between the K-12 system and Chabot College systems -Strengthen collaboration with Financial Aid Office, Counseling Division, Special Programs Division, and Guided Pathways Steering committee -Online Orientation - Redesign the online orientation videos to create more compelling and engaging content

Related Metrics

- Overall : All : Enrolled in the Same Community College

Scale Up FYE/Pathways/Learning Communities

Brief Description of Activity

-Strengthen partnership and collaborate with all learning communities (such as FYE, UMOJA, MESA, and Puente) and Athletics pathways to ensure all students receive the same level of high-touch experience

Related Metrics

- Overall : All : Enrolled in the Same Community College

Stay on the Path & Enter into the Path

Brief Description of Activity

-Scale up opportunities for all students to enter into a learning community (UMOJA, Puente, FYE pathways), special programs, and Athletics pathway -Scale up opportunities for all students to explore career pathways and transfer degree explorations - Scale up opportunities for all students understand how certificates/degrees/programs lead to career options, etc. -Implement DegreeWorks during the First Semester Planning session (SEP) to increase completion of students approved comprehensive educational plan -Strengthen collaboration with the Counseling Division, Special Programs, and all pathways to better connect students into learning communities -Strengthen collaboration with El Centro, English & math to scale up boot camps and summer bridge to reach more students email/communication system and/or easier way to connect to personal email, text, social media, etc. -Explore better and increased usage of technology for distance counseling -Explore extending specialized counseling (e.g., STEM counseling model to other disciplines/meta-majors) and providing counseling services outside of the counseling department (i.e. classroom visits, cafeteria, etc.). -Intentional collaboration with and support of the Chabot Area Counseling Collaborative (CACC) through expanding support of Chabot Counselor liaison with HS Counselors and professional development for HS Counselors

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Overall : All : Retained from Fall to Spring at the Same College

Mental Health & Wellness

Brief Description of Activity

-The Office of Student Equity in partnership with the Counseling Division mental health staff and the Grants Development Office is in the first year of implementation of the CCC Mental Health Services Grant Program. Efforts are in place to further integrate mental health wellness into the campus equity efforts. Specific activities will be implemented to help to de-

stigmatize mental health services and supports (e.g. Mental Health First Aid, Kognito, Root-2-Rise, Women's' Circle, Justice Arts Collective (JAC), Arts Revolutionaries for Change (ARC), Playback Theater, Theater of the Oppressed. -Integrate newly hired Mental Health Coordinator/Counselor into MHSG efforts.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

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Professional Development

Brief Description of Activity

-Expand Chabot Collaborative for Equity and Professional Growth (CCEPG) activities, which includes equity institutes (pedagogy) and retreats (general equity lens/practice), opportunities to participate in Affinity Group work, new professional development -Replicate Social Science Division Equity Plan Pilot across campus, ensure all faculty are trained on syllabi construction and design -Offer professional development on culturally responsive pedagogy, support innovative teaching practices, designate faculty to act as mentors to support strong teaching practices, Faculty Inquiry Groups (FIGS) -Research and implement "success team model" (similar to FYE model)

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College

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Curriculum Development

Brief Description of Activity

-Research existing enrollment patterns to identify gateway course access, and ensure that all gateway courses are fully articulated

Related Metrics

- Overall : All : Transferred to a Four-Year Institution

Outreach/Inreach

Brief Description of Activity

-Collaborate with Career Transfer Center Staff to promote ADT and career pathways that lead to transfer -4-year College tours -expand opportunities outside special programs, MESA/TRiO, etc. -Scale up or institutionalize successful practices related to transfer goals currently implemented in special programs -Expand workshops on university transfer agreements (TAG), transfer and financial aid applications, scholarships -Participate in events that support pathway connections with students from 4-year institutions, peer-to-peer networking and follow-up (e.g., Robotics competition in Pomona)

Related Metrics

- Overall : All : Transferred to a Four-Year Institution

Direct Student Support

Brief Description of Activity

-Scaling opportunities for students not part of a particular cohort program to attend and present at conferences and other networking events, enter academic competitions, conduct undergraduate research, participate in creative events to foster identity, expression, and agency -Create satellite service points, e.g., library reference support, counseling, tutoring, basic needs, etc. -Use intrusive counseling model with all students to maintain progress towards educational goal

Related Metrics

- Overall : All : Transferred to a Four-Year Institution

AB705 Implementation

Brief Description of Activity

-Centralize and implement integrated strategic planning around AB705 implementation, coordinating between multiple divisions, administrators, student services, and shared governance structure -Launch the 1st Active Learning Classrooms (ALC) model at Chabot College to increase the student learning experience in the classroom. ALCs are flexible spaces that facilitate diverse groupings of students, creating a supportive environment to stimulate active learning -ESL - Provide support for new assessment and evaluation process for ESL students -Pursue offering non-credit course offering to support students with skill enhancement in Math & English -Math Department - Develop and implement new pathway mapping during the onboarding process and into First Semester Planning session for appropriate math class placement and enrollment, support implementation of redesigned courses, and assess implementation of AB705 for equity and access -English Department - Implement Informed Course Selection, support implementation of redesigned courses and associated student enrollment, support, and intervention programs, and develop inclusive community of practice around pedagogy -Work with Institutional Research to track student achievement and progress using success metrics

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

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Supplemental Instruction (SI) & Tutoring

Brief Description of Activity

-Continue to assess current learning support related to basic skills through the Learning Connection -Sustain and increase support for tutoring hours/course, online tutoring, and extend service hours -Scale up services offered in the Writing and Reading Across the Curriculum (WRAC) Center, ESL & Language Lab, Library, STEM Center and program specific learning supports (El Centro, MESA TRiO STEM, UMOJA, SBBC, MSK, LUNA, CARNAL, Puente) -Implement tutoring support for transfer-level math not taught in math division (PSY 5, BUS 16, INDT 74)

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

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Summer Math Jams

Brief Description of Activity

-For Summer 19 the Math department will partner with Chabot's El Centro Center to scale-up Math Jams for approximately 200+ new students.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year

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Admissions & Records

Brief Description of Activity

-Implement auto-award of degrees and certificates to eligible students -Explore the feasibility the registration window aligning with college admission processes at the four-year universities and within internal processes (e.g. early decision) -Promote DegreeWorks as a student platform to track and monitor their progress towards completion -Implement a "ready to complete" (>45 units completed) student intervention using DegreeWorks

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition

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Promote educational goal completion through employment transition services and supports

Brief Description of Activity

-Offer workshops specific to resumes, social networking, interview skills, and personal statements -Expand opportunities for student employment, internships, conferences, community volunteer opportunities, campus leadership positions, and other campus trainings -Expand Career Center services and outreach

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition

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Institutional Research

Brief Description of Activity

-Complete major institutional research tasks associated with success, guided pathways, and SEA metrics. Demand outstrips current staffing; therefore, SASE has recommended use of SEA funds for staffing.

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition

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Black Student Excellence & Equity

Brief Description of Activity

-Sustain support for existing programs and personnel -Scale up opportunities for all African American students to enter into a learning community (UMOJA Promise pathway) -Strengthen collaboration with FYE Pathways, UMOJA, MESA to leverage resources to support all African American students -Identify ways to successfully enroll African American students prior to their first semester, apply and obtain financial aid, and enter a path (such as UMOJA, FYE and/or Athletics pathways) -Continue collaboration with shared governance committees (e.g., SASE) and college programs, organizations, and services (Special programs and learning communities include: TRiO Programs (Excel & Aspire), DSPS, EOP&S, CalWorks/Guardian Scholars, Puente, UMOJA, UMOJA Promise, RISE, Striving Black Brothers Coalition (SBBC), My Sister's Keeper (MSK), Latinas United N Academics (LUNA), Creating Academic Readiness Network for Aspiring Latinos (CARNAL), MESA/TRiO STEM, and Change-It-Now (CIN). -Sponsor activities that provide exposure to leading scholars/activists who have impacted their communities (e.g.,

Bobby Verdugo, Yoli Rios, Erica Huggins, Terisa Siagatonu, etc.)

Related Metrics

- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College

Guardian Scholars (Foster Youth) Excellence

Brief Description of Activity

-Sustain support for existing programs and personnel Strengthen collaboration with EOP&S/Care, DSPS, Calworks and Guardian Scholars to identify ways to expand support and intervention to foster youth students at Chabot College -Improve identification of foster youth in order to better improve foster youth persistence and retention -Continue to work with the Financial Aid Office to ensure completion of FAFSA and Dream Act applications -Expand opportunities for foster youth to explore career pathways and transfer degree explorations. -Connect foster youth students to Cal-Fresh and community resources

Related Metrics

- Foster Youth : Male : Retained from Fall to Spring at the Same College

LGTBQ Excellence

Brief Description of Activity

-Recently identified DI group for the college, will develop a plan on how to address the needs of this population, including ways to increase persistence and retention, to promote an inclusive learning community, to foster students feeling connected and engaged, and identify a safe space on campus where students will gain a sense of belonging

Related Metrics

- LGBT : Male : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College

White Female Excellence

Brief Description of Activity

-Work with Institutional Research to identify the barriers of white females to increase retention, persistence, and success. Sustain support for existing equity speaker series on women in STEM.

Related Metrics

- White : Female : Retained from Fall to Spring at the Same College

Professional Development

Brief Description of Activity

-Expand Chabot Collaborative for Equity and Professional Growth (CCEPG) activities, which includes equity institutes (pedagogy) and retreats (general equity lens/practice), opportunities to participate in Affinity Group work, new professional

development -Replicate Social Science Division Equity Plan Pilot across campus, ensure all faculty are trained on syllabi construction and design -Offer professional development on culturally responsive pedagogy, support innovative teaching practices, designate faculty to act as mentors to support strong teaching practices, Faculty Inquiry Groups (FIGS) -Research and implement "success team model" (similar to FYE model) -Sustain support for existing programs and personnel to assist disproportionately impacted students with success in math and science coursework. This includes extended evening hours for tutoring and studying in the STEM center, a STEM equity speaking series, and equity training for learning connection tutors

Related Metrics

- LGBT : Male : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College

Student with Disabilities

Brief Description of Activity

-Students with disabilities who have financial need for paratransit tickets will be supported as needed. In addition, sustain support for ongoing disability awareness events and making print and digital content accessible using universal design principles.

Related Metrics

- Disabled : Male : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution

Hispanic Serving Institution

Brief Description of Activity

-Sustain support for existing programs and personnel to serve LatinX students with support of counseling, Financial Aid and/or Dream Act advising and completion, and tutoring -Connect students to community resources including CalFresh

Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution

API Student Excellence & Equity

Brief Description of Activity

-Sustain support existing programs for the Asian Pacific Islander Educators' Association (APIEA) to support the Asian and Pacific Islander student. Sustain support for students attending APAHE and API Lead Conferences.

Related Metrics

- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution

Indigenous Educators' Association

Brief Description of Activity

-Support the continued development of this organization which directly support programming and the Indigenous Peoples Student Club

Related Metrics

- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution

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Guardian Scholars (Foster Youth)

Brief Description of Activity

- Sustain support for existing programs and personnel Strengthen collaboration with EOP&S/Care, DSPS, Calworks and Guardian Scholars to identify ways to expand support and intervention to foster youth students at Chabot College - Improve identification of foster youth in order to better improve foster youth persistence and retention - Continue to work with the Financial Aid Office to ensure completion of FAFSA and Dream Act applications - Expand opportunities for foster youth to explore career pathways and transfer degree explorations. - Connect foster youth students to Cal-Fresh

Related Metrics

- Foster Youth : Male : Transferred to a Four-Year Institution

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LGTBQ and Gender Equity

Brief Description of Activity

-Advocate for a full-time permanent Title IX position through hiring prioritization processes - Continue to offer events that promote an inclusive campus climate. Activities include film events, brown bag sessions on relevant topics - Continued support for non-binary restrooms on campus - Identify campus locations for a lactation stations - Explore the feasibility of supplying free menstrual products in campus restrooms

Related Metrics

- LGBT : Female : Transferred to a Four-Year Institution

Scale Up Student Basic Need Supports

Brief Description of Activity

-Provide direct student aid to qualifying students in the form of books and supplies, transportation (e.g., parking permits, Clipper cards, gas cards). Explore feasibility of providing limited meal cards through student cafeteria -Institutionalize Chabot LIFE Pantry. Sustain program and locate a permanent home on campus as well as sustain service offerings through mini-pantries located across the campus e.g., Office of Student Equity, El Centro, and MESA/TRiO STEM -Implement a United Way Bay Area SparkPoint Center to provide financial literacy, coaching, and other coordinated care/supports -Connect students to public benefits including CalFresh, Financial Aid, Covered California, etc. -Investigate zero cost textbook solutions in relationship to becoming an OEI campus, zero cost textbooks, and Open Educational Resources (OER) -Support Library in meeting specialized research and studying needs to complete particular courses/degrees both online and face-to-face

Related Metrics

- LGBT : Female : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution

SASE committee intention to add additional programming and resource supports to promote African American Student Excellence

Brief Description of Activity

-Institutionalize UMOJA Practices across campus -UMOJA - Explore feasibility of cohorting Math similar to English UMOJA Promise -Guardian Scholars/CalWORKS- Sustain support and personnel for counseling and advising, CalFresh application processing, employment support. Additionally, explore feasibility of embedding tutors in Math 43 (Stats) courses -Sustain support and personnel for Phase 3 Puente Students. Activities include extra tutoring, statewide Puente conference attendance, field trips, outreach and DREAM center support -Sustain and support students with curricula advisement support to expand new Pacific Islander Class into a Learning Community

Related Metrics

- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

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Implement campuswide Early Alert System

Brief Description of Activity

- Explore feasibility of technology solutions such as StarFish - Scale up services offered in the Writing and Reading Across the Curriculum (WRAC) Center, ESL & Language Lab, Library, STEM Center and program specific learning supports (El Centro, MESA TRiO STEM, UMOJA, SBBC, MSK, LUNA, CARNAL, Puente) -DSRC - Connecting DI students early on with DSRC to set up their accommodations -Explore the feasibility of increasing FastTrack-style courses or alternate late start models that allow students to immediately re-enter a course required in a sequential series at the middle of a semester. -Implement Bootcamps, Jumpstarts, Week 0s, and placement test review sessions

Related Metrics

- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Female : Completed Both Transfer-Level Math and English Within the District in

the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

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Attained Completion Goal

Brief Description of Activity

-Offer targeted DI graduation events to motivate students to complete and participate (e.g., BEA Graduation; LatinX Graduation; APIEA graduation, CalWorks/Guardian Scholars Graduation; DSPS graduation, etc.) -See Professional Development activities in Overall Population Table

Related Metrics

- White : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Disabled : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition