

# Solano Community College Student Equity Plan 2019-2022



## Introduction (Rough)

Solano Community College recognizes our practices and structure impacts our students. At times the way "we have always done things" may affect their ability to succeed; even with good intentions when we are not intentional in the removal of barriers put in place to support minoritized students we will not get the results intended. This 2019-2022 Student Equity Plan is an attempt to help our students and our institution by creating practices that begin with equity in mind. The way we approach student success requires a philosophical and operational shift towards an equity imperative.

Although an equity framework is not in place, we have begun the embedment of equity within Guided Pathways and the Strategic Plan. Various consistencies across the college committed to intergraded planning resulted in a commitment that student equity is a fundamental necessity. The Student Equity and Success Council (SESC) is committed to exploring, developing and advocating for an equity framework that will guide our procedures and everyday practices.

The activities listed in this plan all have been reviewed and revised with race and social-economic equity in mind. The acceptance of equity guides the SESC in the setting of expectations and assessment of initiatives. We understand that every system is designed to get the results it gets, so we are developing our practices to be a little more ambitious the Chancellor's Vision of Success, and that is to achieve full equity within three years at Solano Community College.

**GOALS AND ACTIVITIES FOR OVERALL STUDENT POPULATION**

The 2019-2022 plan template requires colleges to provide baseline data for the overall student population for each student equity plan metric, three-year goals, and a listing of activities that support goal attainment. Table 1A-E provides the baselines derived from Student Success Metrics, the goals for overall student population, and planned Guided Pathways activities that support the goals.

\*Baseline figures shown are your actual student counts in each category.

<b>Table 1A. Goals and Activities for Overall Student</b>		
<b>Metric</b>	<b>Baseline</b>	<b>Goal Year 2019-2021</b>
Enrolled in the Same Community College	14508	Maintain enrolled students within 5% of the baseline number
<b>Activities that support the goal</b>		
Enrolled 1.	Develop the college orientation process to address the barriers that impact minoritized communities.	
Enrolled 2.	Implementation of Pathways for Academic and Career Excellence (P.A.C.E.) to provide career-oriented exploration of SCC programs through metamajors. (GP)	
Enrolled 3.	Design of new student portal guide students to potential programs of study using the metamajors identified in Pathways for Academic and Career Excellence (P.A.C.E.). (GP)	
Enrolled 4.	Utilize My Path to engage minoritized student groups to culturally relative and responsive social pathways such as Puente, Umoja, EOPS, and M.E.N.	
Enrolled 5.	Strategically conduct outreach to high schools that have a high representation of underrepresented underserved communities.	
Enrolled 6.	Develop First Year Experience activities that that are embedded with culturally relevant, culturally responsive and race-consciousness.	
Enrolled 7.	Feature social justice art, pictures of ethnic and cultural communities, produce videos, develop website, and other visuals that reflect the contributions of historically minoritized communities.	
Enrolled 8.	Conduct more targeted community outreach by historical equity programs and others to the enrollment of minoritized communities.	
Enrolled 9.	Survey and facilitate focus groups of minoritized communities on reasons why students have not enrolled	

**Table A2. Goals and Activities for Overall Student**

Metric	Baseline	Goal 2019-2022
Completed Both Transfer-Level Math and English Within the District in the First Year	192	SOLANO COLLEGE will increase the percentage of students who complete transfer math and English in the first year from 10.7% in 2017-2018 to 14.4% in 2021-22, an increase of 35%

**Activities that support the goal**

- Math & English 1. Create culturally responsive academic and social support pathways to engage minoritized students to campus resources such as the Math lab, ASTC, and calculator lending program and other resources that increase successful completion. (GP)
- Math & English 2. Continue development of program maps for all programs to align required math courses with the student's field of study. (GP)
- Math & English 3. Explore expansion of FYE program to allow for math options with the corequisite. (GP)
- Math & English 4. Examine the success of the course English 360, a pre-baccalaureate course in English composition for positive/negative impacts on equity gaps in providing special support for academically underprepared students to succeed in gateway English courses. (GP)
- Math & English 5. Solicit information from minoritized students to gain insight on their challenges with Math and English.
- Math & English 6. Focusing on effective domain/self-efficacy
- Math & English 7. Unifying TA development to support students' success.
- Math & English 8. Considerations:
  - a. What are the numbers in terms of completion
  - b. What are the disaggregated totals
  - c. Attempts of local data
- Math & English 9. Best practice/Quality Assurance
  - a. Sharing best practices amongst faculty
  - b. Comparing notes about perceived student challenges
  - c. Discussion about racial disparity in terms of success
  - d. Language barriers for 1<sup>st</sup> generation students (students with a different 1<sup>st</sup> language)

**Table A3. Goals and Activities for Overall Student**

Metric	Baseline	Goal Year I	Goals Year II	Goals Year III
Attained the Vision Goal Completion Definition	709	789	828	847
<b>Activities that support the goal</b>				
Attained the Vision1.	Feature social justice art, pictures of ethnic and cultural communities, produce videos, develop website, and other visuals that highlight the completion of certificate, associate, and bachelor degree attainment of historically minoritized communities.			
Attained the Vision2.	Schedule periodic counselor classroom presentations on degree completion incorporating information that specifically targets underrepresented student populations.			
Attained the Vision3.	Survey and facilitate focus groups of minoritized communities on reasons why students do not apply for degree petition.			
Attained the Vision4.	Determine how to address equity gaps identified in outcomes assessment and program review to inform program change, professional development, and other intentional campus efforts, in cooperation with the Academic Senate. (GP)			
Attained the Vision5.	Develop strategies for how to better engage/teach all students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others, in cooperation with the Academic Senate. (GP)			
Attained the Vision6.	Explore how to provide ample opportunities for all students to engage in experiential learning in all programs/areas of study, in cooperation with the Academic Senate. (GP)			
Attained the Vision7.	Conduct workshops to target historical equity programs and/or learning communities (Puente, TAP, Umoja, EOPS)			
Attained the Vision8.	Marketing campaign to educate students about petitioning for certificate/degree/transfer.			
Attained the Vision9.	Invite alumni from minoritized communities to speak of their journey of degree attainment and career success.			

**Table A4. Goals and Activities for Overall Student**

Metric	Baseline	Goal 2019-2022
Retained from Fall to Spring at the Same College	5947	Achieve 75% overall fall to spring retention for all students
<b>Activities that support the goal</b>		
Retention 1.	Follow up services with academic success specialists and peer mentors that are trained in equity, social and educational justice.	
Retention 2.	Create standardized systems to build capacity to conduct early alert notifications to minoritized communities as a follow up preventative engagement tool.	
Retention 3.	Create culturally responsive academic pathways to engage minoritized students to campus resources such as the Math lab, ASTC, financial aid, online resources, student employment and other resources that increase retention and persistence.	
Retention 4.	Create Social pathways to deliberately and intentionally engage minoritized students to campus activities, celebrations, and student clubs that are ethnically and historically responsive to their experience.	
Retention 5.	Develop a survey tool and facilitate focus groups to gain insight on reasons students do not persist.	
Retention 6.	Create a mechanism for students to provide insight after withdrawing from course.	
Retention 7.	Development of course sequence/program maps for all programs, including the development of course sequence/program maps to serve unique needs of CTE programs and stackable certificates. (GP)	
Retention 8.	Finalize and publicize the AA in General Science and suggested course sequence to provide pre-Nursing students additional viable career paths should they be unlikely to be accepted into Nursing, a limited-access program. (GP)	
Retention 9.	Explore how best to compliment discipline-specific program maps in schedule planning. (GP)	
Retention 10.	Continue development of Degree Works implementation to be student facing.	
Retention 11.	Utilize technology to push out welcoming messages prior to semester start dates.	
Retention 12.	Identify software or create mechanisms to connect students with resources to increase engagement and success.	

**Table A5. Goals and Activities for Overall Student**

Metric	Baseline	Goal 2019-2022
Transferred to a Four-Year Institution	975	Solano Community College will increase the number of transfers to UC/CSU from 590 in 2015-2016 to 797 in 2021-22, an increase of 35 percent
<b>Activities that support the goal</b>		
Transfer 1.	Increase transfer activities that are responsive to the goals set in the Student Equity Plan with the specific focus the transfer of minoritized communities.	
Transfer 2.	Survey students and/or facilitate focus groups to develop insight and address the barriers to transfer for transfer ready minoritized communities.	
Transfer 3.	Create opportunities within the learning environment to incorporate the discussion of transfer and the 4-year college experience (i.e., where did professor attend, what backgrounds are needed for a specific career field, etc.)	
Transfer 4.	Engage in activities to promote awareness and increase exposure and options to transfer especially for minoritized communities.	

## Methodology

Solano Community College uses (3) different measure to determine who are disproportionately impacted in the following metrics: Access, Retention, Transfer, Math and English, and the Vision Goal.

- The 80% (80%) rule index helps answer the question, “Do any subgroups achieve a particular educational outcome less than 80% of the time that the highest achieving subgroup successfully attains that outcome?”
- The proportionality index (PI) addresses the question, “If a subgroup of students represents 45% of the student body, does that subgroup also represent at least 45% of the students who achieve a specific educational outcome?” The calculation used to measure the PI can be described as follows:  
Proportionality index = proportion in outcome group ÷ proportion in cohort.
- (PPGAP)The percentage point gap approach to determining DI measures the difference in percentage points between a given demographic group’s educational outcomes and the overall average (or mean) for those outcomes across all demographic groups. The larger the difference between these two figures, the more likely that such a difference is reflective of disproportionate impact.

<https://visionresourcecenter.cccco.edu/sites/default/files/wp-content/uploads/2017/01/ASK-DD-DisproportionateImpact-GSosa-Revised-1707-Remediated.pdf>

Disproportionately Impacted (DI) Student Groups

The below groups have been identified as disproportionately impacted according to the PPGAP, 80%, and PI methodologies. Student populations falling into multiple DI categories (Access, Retention, Transfer, Math & English, Vision Goal) are considered a higher priority for the college. Foster youth have been impacted across all five metric areas, Black male and Black females are considered disproportionately impacted among four metrics.

DI Group Summary by Demographics Categories								
DI Subgroup	Disagg	Gender	Access	Retention	Transfer	Math&ENGL	Vision Goal	DI Count
<b>Disabled</b>	<b>Disabled</b>	<b>Female</b>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<b>3</b>
Disabled	Disabled	Male			<input checked="" type="checkbox"/>			1
Disabled	Not Disabled	Female	<input checked="" type="checkbox"/>					1
Disabled	Not Disabled	Male					<input checked="" type="checkbox"/>	1
<b>Economically Disadvantaged</b>	<b>Economically Disadvantaged</b>	<b>Male</b>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<b>2</b>
Economically Disadvantaged	Not Economically Disadvantaged	Female		<input checked="" type="checkbox"/>				1
Economically Disadvantaged	Not Economically Disadvantaged	Male					<input checked="" type="checkbox"/>	1
Ethnicity	American Indian / Alaskan Native	Female	<input checked="" type="checkbox"/>					1
Ethnicity	American Indian/Alaska Native	Female			<input checked="" type="checkbox"/>			1
<b>Ethnicity</b>	<b>American Indian/Alaska Native</b>	<b>Male</b>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>3</b>
Ethnicity	Asian	Female	<input checked="" type="checkbox"/>					1
Ethnicity	Asian	Male	<input checked="" type="checkbox"/>					1
<b>Ethnicity</b>	<b>Black or African American</b>	<b>Female</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>4</b>
<b>Ethnicity</b>	<b>Black or African American</b>	<b>Male</b>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>4</b>
Ethnicity	Hispanic	Male			<input checked="" type="checkbox"/>			1
<b>Ethnicity</b>	<b>Native Hawaiian or Other Pacific Islander</b>	<b>Female</b>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<b>2</b>
<b>Ethnicity</b>	<b>Native Hawaiian or Other Pacific Islander</b>	<b>Male</b>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<b>2</b>
Ethnicity	Pacific Islander	Female	<input checked="" type="checkbox"/>					1
Ethnicity	Two or More Races	Male			<input checked="" type="checkbox"/>			1
<b>Ethnicity</b>	<b>Unknown/ Not Reported</b>	<b>Female</b>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<b>2</b>
<b>Ethnicity</b>	<b>Unknown/ Not Reported</b>	<b>Male</b>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<b>3</b>
Ethnicity	White	Female	<input checked="" type="checkbox"/>					1
<b>First Generation</b>	<b>First Generation</b>	<b>Male</b>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2</b>
<b>Foster Youth</b>	<b>Foster Youth</b>	<b>Female</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<b>3</b>
<b>Foster Youth</b>	<b>Foster Youth</b>	<b>Male</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>5</b>
Foster Youth	Not Foster Youth	Female	<input checked="" type="checkbox"/>					1
Foster Youth	Not Foster Youth	Male					<input checked="" type="checkbox"/>	1
<b>LGBT</b>	<b>LGBT</b>	<b>Male</b>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<b>2</b>
LGBT	Not LGBT	Female	<input checked="" type="checkbox"/>					1
LGBT	Not LGBT	Male					<input checked="" type="checkbox"/>	1
Veteran	Not Veteran	Female	<input checked="" type="checkbox"/>					1
Veteran	Not Veteran	Male					<input checked="" type="checkbox"/>	1

Table B





In the sections below, the Baseline figures shown are your actual student counts in each category. The Minimum Equity number indicates the student count that would bring the college within 2% of closing the equity gap. The Full Equity number indicates the student count that would eliminate the equity gap. The Goal you enter will be your targeted student counts.

Table C . Goals and General Activities for DI Student Populations									
Demographic	Gender	Metric	Baseline	Minimum Equity	Full Equity	Goal			Action
Disabled	Female	Transferred to a Four-Year Institution	33	37	46	Year 1 36	Year 2 42	Year 3 46	Transfer 1-4
Disabled	Male	Transferred to a Four-Year Institution	14	23	28	Year 1 17	Year 2 24	Year 3 28	Transfer 1-4
Economically Disadvantaged	Male	Transferred to a Four-Year Institution	213	224	276	Year 1 228	Year 2 260	Year 3 276	Transfer 1-4
Native Hawaiian or other Pacific Islander	Female	Transferred to a Four-Year Institution	2	3	4	Year 1 2	Year 2 3	Year 3 4	Transfer 1-4
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	2	1	2	Year 1 0	Year 2 1	Year 3 2	Transfer 1-4
Hispanic or Latino	Male	Transferred to a Four-Year Institution	80	87	108	Year 1 87	Year 2 101	Year 3 108	Transfer 1-4
Black or African American	Male	Transferred to a Four-Year Institution	26	40	49	Year 1 31	Year 2 43	Year 3 49	Transfer 1-4
More than one race	Male	Transferred to a Four-Year Institution	23	26	32	Year 1 25	Year 2 29	Year 3 32	Transfer 1-4
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	3	3	4	Year 1 3	Year 2 3	Year 3 4	Transfer 1-4
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	23	0	1	Year 1 0	Year 2 0	Year 3 1	Transfer 1-4
Foster Youth	Male		6	7	9	Year 1	Year 2	Year 3	Transfer 1-4

**Table C . Goals and General Activities for DI Student Populations**

Demographic	Gender	Metric	Baseline	Minimum Equity	Full Equity	Goal			Action
		Transferred to a Four-Year Institution				6	8	9	
Disabled	Female	Enrolled in the Same Community College	378	405	425	Year 1 389	Year 2 413	Year 3 425	Enrolled 1-9
White	Female	Enrolled in the Same Community College	2177	2215	2324	Year 1 2213	Year 2 2287	Year 3 2324	Enrolled 1-9
Black or African American	Female	Enrolled in the Same Community College	1561	1677	1759	Year 1 1610	Year 2 1709	Year 3 1759	Enrolled 1-9
Asian	Female	Enrolled in the Same Community College	726	740	777	Year 1 738	Year 2 764	Year 3 777	Enrolled 1-9
Native Hawaiian or other Pacific Islander	Female	Enrolled in the Same Community College	96	122	128	Year 1 104	Year 2 120	Year 3 128	Enrolled 1-9
American Indian or Alaska Native	Female	Enrolled in the Same Community College	92	105	111	Year 1 96	Year 2 106	Year 3 111	Enrolled 1-9
Some other race	Female	Enrolled in the Same Community College	45	60	63	Year 1 49	Year 2 58	Year 3 63	Enrolled 1-9
Asian	Male	Enrolled in the Same Community College	524	602	631	Year 1 550	Year 2 604	Year 3 631	Enrolled 1-9
Some other race	Male	Enrolled in the Same Community College	30	42	44	Year 1 33	Year 2 40	Year 3 44	Enrolled 1-9
Foster Youth	Female		190	226	237	Year 1	Year 2	Year 3	Enrolled 1-9

**Table C . Goals and General Activities for DI Student Populations**

Demographic	Gender	Metric	Baseline	Minimum Equity	Full Equity	Goal			Action
		Enrolled in the Same Community College				201	225	237	
Foster Youth	Male	Enrolled in the Same Community College	105	216	227	Year 1 135	Year 2 196	Year 3 227	Enrolled 1-9
Not Economically Disadvantaged	Female	Retained from Fall to Spring at the Same College	772	788	813	Year 1 782	Year 2 802	Year 3 813	Retention 1-12
Black or African American	Female	Retained from Fall to Spring at the Same College	397	421	434	Year 1 406	Year 2 424	Year 3 434	Retention 1-12
Black or African American	Male	Retained from Fall to Spring at the Same College	285	347	358	Year 1 303	Year 2 339	Year 3 358	Retention 1-12
Foster Youth	Female	Retained from Fall to Spring at the Same College	58	68	70	Year 1 61	Year 2 67	Year 3 70	Retention 1-12
Foster Youth	Male	Retained from Fall to Spring at the Same College	47	56	58	Year 1 50	Year 2 55	Year 3 58	Retention 1-12
LGBT	Male	Retained from Fall to Spring at the Same College	60	68	70	Year 1 63	Year 2 68	Year 3 70	Retention 1-12
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	3	4	Year 1 2	Year 2 3	Year 3 4	Math & English 1-9
Economically Disadvantaged	Male	Completed Both Transfer-Level Math and English	54	59	72	Year 1	Year 2	Year 3	Math & English 1-9

**Table C . Goals and General Activities for DI Student Populations**

Demographic	Gender	Metric	Baseline	Minimum Equity	Full Equity	Goal			Action
		Within the District in the First Year				59	68	72	
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	4	10	12	Year 1 6	Year 2 10	Year 3 12	Math & English 1-9
Some other race	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Available	1	1	Year 1 0	Year 2 0	Year 3 1	Math & English 1-9
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	6	15	18	Year 1 9	Year 2 15	Year 3 18	Math & English 1-9
Some other race	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Available	1	2	Year 1 0	Year 2 1	Year 3 2	Math & English 1-9
American Indian or Alaska Native	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Available	1	1	Year 1 0	Year 2 0	Year 3 1	Math & English 1-9
Native Hawaiian or other Pacific Islander	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Available	1	1	Year 1 0	Year 2 0	Year 3 1	Math & English 1-9
Foster Youth	Female	Completed Both Transfer-Level Math and English	Not Available	1	1	Year 1	Year 2	Year 3	Math & English 1-9

**Table C . Goals and General Activities for DI Student Populations**

Demographic	Gender	Metric	Baseline	Minimum Equity	Full Equity	Goal			Action
		Within the District in the First Year				0	0	1	
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	Not Available	1	1	Year 1 0	Year 2 0	Year 3 1	Math & English 1-9
Black or African American	Female	Attained the Vision Goal Completion Definition	45	48	59	Year 1 49	Year 2 56	Year 3 59	Attained the Vision 1-9
Native Hawaiian or other Pacific Islander	Female	Attained the Vision Goal Completion Definition	2	3	3	Year 1 2	Year 2 2	Year 3 3	Attained the Vision 1-9
Black or African American	Male	Attained the Vision Goal Completion Definition	19	39	49	Year 1 27	Year 2 42	Year 3 49	Attained the Vision 1-9
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	3	1	2	Year 1 2	Year 2 2	Year 3 3	Attained the Vision 1-9
Foster Youth	Male	Attained the Vision Goal Completion Definition	5	6	8	Year 1 6	Year 2 7	Year 3 8	Attained the Vision 1-9
LGBT	Male	Attained the Vision Goal Completion Definition	5	8	10	Year 1 6	Year 2 8	Year 3 10	Attained the Vision 1-9

## PLANNED ACTIVITIES TO ACHIEVE EQUITY GOALS

The 2019-2022 plan template requires colleges to provide baseline data for the overall student population for each student equity plan metric, three-year goals, and a listing of activities that support goal attainment. Table 3 provides the baselines derived from SSM, the goals for overall student population, and planned Guided Pathways activities that support the goals.

To close equity gaps for DI student populations identified in Table C, we will develop and/or continue the activities outlined in the Table D.

<b>Table D. Activities for Overall Student Population</b>	
<b>Activities for Disproportionately Impacted Student Populations</b>	
<b>Metric</b>	<b>Activities</b>
<b>Access: Successful Enrollment</b>	<ul style="list-style-type: none"> <li>▪ In person orientations and summer bridge programs for African American, foster youth, Men of Color, Latinx, and LGBTQ</li> <li>▪ Establish the LGBTQ support program</li> <li>▪ Designate a financial aid advisor for DI populations</li> <li>▪ Provide financial aid workshops for students and parents</li> <li>▪ Utilize Promise Program funding for DI populations</li> <li>▪ Targeted outreach to DI populations (in person and via Call Center)*</li> <li>▪ Collaborate with K-12 to establish social pathways for African American, Latinx, men of color, LGBTQ, and foster youth</li> <li>▪ Coordinated identification and placement of DI students into special funded programs and learning communities</li> <li>▪ Explore and/or implement additional activities based on outcomes driven best practices.</li> </ul>
<b>Retention: Fall to Spring</b>	<ul style="list-style-type: none"> <li>▪ Increased offerings of Umoja, Puente, ethnic studies, and social justice courses</li> <li>▪ Expand Puente and Umoja learning communities and leverage EOPS/SSS to serve more African American and Latinx students</li> <li>▪ Expand Peer Mentor Program across all learning communities</li> <li>▪ Expand M.E.N and Women Huddle Support Groups</li> <li>▪ Establish Cultural Centers for Umoja and Puente</li> <li>▪ Enhance support centers for Foster Youth and LGBTQ</li> <li>▪ Assign Student Success Coaches to serve primarily first year African American and Latinx student populations</li> <li>▪ Explore and/or implement additional activities based on outcomes driven best practices.</li> <li>▪ Expand equity focused support groups intentionally focused on DI populations not captured by current data tools, such as Dreamers, Homeless.</li> </ul>
<b>Completion of Transfer Level Math AND English</b>	<ul style="list-style-type: none"> <li>▪ Increase culturally relevant pedagogical training for faculty</li> <li>▪ Development of equity focused communities of practice</li> <li>▪ Culturally relevant math and English courses, supported with embedded tutors and supplemental instruction</li> <li>▪ Math boot camps in summer and winter for DI populations using MMAP placements</li> <li>▪ Explore and/or implement additional activities based on outcomes driven best practices.</li> </ul>
<b>Vision Goal Completion</b>	<ul style="list-style-type: none"> <li>▪ Expand Umoja/Puente programs and services through degree/certificate completion</li> <li>▪ Targeted, in-class, transfer preparedness workshops</li> </ul>

<b>Transfer to four-year institution</b>	<ul style="list-style-type: none"> <li>▪ Create opportunities for students to learn more about and interact with HBCUs and HSIs representatives and alumni</li> <li>▪ Implement activities to connect Solano students with current college/ university attendees, especially graduates of Solano CC.”</li> <li>▪ Targeted in-class workshops on transfer preparedness (Umoja and Puente)</li> <li>▪ Collaborate with across campus to highlight transfer opportunities to African American and Latinx students</li> <li>▪ Explore and/or implement additional activities based on outcomes driven best practices.</li> </ul>
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## EVALUATION PLAN AND PROCESS

The process for evaluating the progress made towards goals of the Student Equity Plan will occur at the end of the fall semester through an extensive review of programs and the project’s ability to close equity gaps associated with the Equity Plan metrics. The data be collected utilizing a reporting tool: *Student Equity / Student Success Metrics Reporting Form*. Student Equity supported projects will submit a semester report detailing actions and impact on equity gaps associated with the Student Equity plan metrics. Student Equity and Success Council will require a progress report from all funded projects/programs detailing their impact on the equity goals.

An annual assessment will be coordinated with the goals and evaluation of other college plans such as the Guided Pathways and the college’s Strategic Plan. Additionally, as the college establishes goals for the Equity Framework requirements, those goals will be aligned and assessed along the Student Equity Plan.

An annual review of projects effectiveness and impact would be required of all funded programs. The data will be compiled and shared with the Academic Senate via the Student Equity and Success Council, Shared Governance Committee, various equity groups, and college administration. Evaluation of projects/programs impact on closing equity impact schedule:

Fall 2019	Assessment of the impact of projects/programs/activities on student equity
Spring 2020	Review, adjustments, revamping or ending of initiatives.
Fall 2020	Assessment of the impact of projects/programs/activities on student equity
Spring 2021	Review, adjustments, revamping or ending of initiatives.

### **College ensure coordination across student equity-related categorical programs or campus-based programs**

The Student Equity and Success Council will include student-equity related programs as voting members on the council. Program leads will have meetings once per month to discuss services, impact, and outcomes, all with the intention of limiting silo functions and keeping the college community informed.

Student Equity and Success Council will work with various constituencies to develop a college equity framework. Within this framework will be the routine assessment of policies, procedures, programs, and projects using a race and disproportionately impacted equity lens.

<b>Solano Community College Equity Resource Allocation Summary for 3 fiscal years Expenditures (with object codes)</b>			
Category	2015-2016	2016-2017	2017-2018
Academic Salaries 1000	\$250,514	\$385,679	\$222,324.82
Classified and Other Nonacademic Salaries 2000	\$316, 895	\$184,179	\$180,684
Employee Benefits 3000	\$152,847	\$ 230,763	\$114,688.70
Supplies & Materials 4000	\$49,395	\$ 71,100	\$13,943.73
Other Operating Expenses and Services 5000	\$140,003	\$152,945	\$6,3915.05
Capital Outlay 6000	\$109,033	\$89,497	\$9,983.55
Other Outgo 7000	\$95,322	\$0	\$40,754.42
<b>Program Totals</b>	<b>\$ 1,114,009</b>	<b>\$1,114,163</b>	<b>\$646,294.27</b>



2019-2020 PROPOSED BUDGET		
Object Code	Category	Expense
1000	<b>Academic Salaries</b>	<b>455,000</b>
	Deans	180,000
	Counselor/Coordinator- Umoja	120,000
	Faculty Special Projects (Professional Development)	30,000
	Librarian	65,000
	T4E	30,000
	FYE Faculty	30,000
2000	<b>Classified and Other Non-Academic Salaries</b>	<b>380,000</b>
	Temp Academic Success Coach (Latinx Student Population)	40,000
	Temp Academic Success Coach (African American Student Population)	40,000
	Temp Support Staff	20,000
	Temporary, Hourly Staff Member	20,000
	ASTC Temp Staff	30,000
	Transfer Coordinator	65,000
	Umoja Staff	45,000
	MEN	50,000
	PUENTE	35,000
	TAP	35,000
		<b>Salaries</b>
3000	<b>Employee Benefits</b>	<b>Benefits</b> <b>\$434,565</b>
4000	<b>Supplies and Materials</b>	85,000
	Office and other Supplies	
	Books and instructional materials (Umoja, Puente)	
	First Year Experience	
	Copying and Printing	60,000
	Food (local trainings, events, and planning meetings)	
		<b>Supplies and Materials</b>
5000	<b>Other Operating Expenses</b>	
	Consultants (Professional Development)	\$20,000
	Student Travel (Conferences, college tours, and cultural events)	\$40,000
	Staff Travel (Conferences, trainings, and retreats)	\$40,000
	<b>Subtotal</b>	<b>\$80,000</b>
6000	<b>Capital Outlay</b>	<b>\$0</b>

<b>7000</b>	<b>Other Outgo</b>	<b>\$0</b>
	<b>Total 2019-20 Anticipated Expenditures</b>	<b>\$1,060,000</b>
	<b>2019-20 Anticipated Allocation</b>	<b>\$1,004,624</b>

## Assessment of Previous Goals Integrated Plan 2017-2019

<b>Access</b>								
Equity Gap	Student Group	2019 Goal, Reduce 2017 status	2019 Goal (Target %)	Gap ( 2017 Status)	Amount from 2019 Goal in 2017	Gap (2018 Status)	Amount from 2019 Goal in 2018	Gap (Inc. ↑ ,Dec. ↓ ) Diff. from 2017 to 2018
Largest Gap	White (G6)	5%	-10.01%	-10.54%	0.53%	-10.99%	0.98%	↑ -0.45%
Second Largest	Males (G9)	8%	-6.69%	-7.27%	0.58%	-8.94%	2.25%	↑ -1.67%
Third Largest	Individuals with Disabilities (G13)	50%	-3.60%	-7.20%	3.60%	-7.53%	3.93%	↑ -0.33%
<b>Course Completion</b>								
Equity Gap	Student Group	2019 Goal, Reduce 2017 status	2019 Goal (Target %)	Gap ( 2017 Status)	Amount from 2019 Goal in 2017	Gap (2018 Status)	Amount from 2019 Goal in 2018	Gap (Inc. ↑ ,Dec. ↓ ) Diff. from 2017 to 2018
Largest Gap	Current or Former	50%	-5.30%	-10.59%	5.30%	-15.66%	10.37%	↑ -5.07%
Second Largest	Black or African American	10%	-8.55%	-9.50%	0.95%	-10.20%	1.65%	↑ -0.70%
Third Largest	Native Hawaiian or Other	10%	-3.81%	-4.23%	0.42%	-3.87%	0.06%	↓ 0.36%
<b>Completion of Degree or Certificate</b>								
Equity Gap	Student Group	2019 Goal, Reduce 2017 status	2019 Goal (Target %)	Gap ( 2017 Status)	Amount from 2019 Goal in 2017	Gap (2018 Status)	Amount from 2019 Goal in 2018	Gap (Inc. ↑ ,Dec. ↓ ) Diff. from 2017 to 2018

Largest Gap	Current or Former	10%	-15.26%	-16.95%	1.70%	-19.15%	3.90%	↑	-2.20%
Second Largest	Unkown Gender (G11)	5%	-15.05%	-15.84%	0.79%	-14.98%	Surpassed goal	↓	0.86%
Third Largest	Black or African American (G3)	5%	-8.80%	-9.26%	0.46%	-13.82%	5.02%	↑	-4.56%

## Assessment of Previous Goals Integrated Plan 2017-2019

Transfer								
Equity Gap	Student Group	2019 Goal, Reduce 2017 statu	2019 Goal (Target %)	Gap ( 2017 Status)	Amount from 2019 Goal in 2017	Gap (2018 Status)	Amount from 2019 Goal in 2018	Gap (Inc. ↑ ,Dec. ↓ ) Diff. from 2017 to 2018
Largest Gap	Current or Former Foster Youth	50%	-10.58%	-21.15%	10.58%	-4.85%	Surpassed goal	↓ 16.30%
Second Largest	Unkown Gender (G11)	50%	-9.75%	-19.50%	9.75%	-4.61%	Surpassed goal	↓ 14.89%
Third Largest	Black or African American	50%	-5.31%	-10.61%	5.31%	-7.15%	1.85%	↓ 3.46%

Basic Skills Progression -English								
Equity Gap	Student Group	2019 Goal, Reduce 2017	2019 Goal (Target %)	Gap ( 2017 Status)	Amount from 2019 Goal in 2017	Gap (2018 Status)	Amount from 2019 Goal in 2018	Gap (Inc. ↑ ,Dec. ↓ ) Diff. from 2017 to 2018
Largest Gap	Native Hawaiian or Other	50%	-10.57%	-21.13%	10.57%	-13.69%	3.13%	↓ 7.44%
Second Largest	Individuals with Disabilities (G13)	50%	-8.94%	-17.88%	8.94%	-9.02%	0.08%	↓ 8.86%
Third Largest	Black or African American (G3)	50%	-10.57%	-21.13%	10.57%	-18.73%	8.17%	↓ 2.40%

Basic Skills Progression -Math								
Equity Gap	Student Group	2019 Goal, Reduce 2017	2019 Goal (Target %)	Gap ( 2017 Status)	Amount from 2019 Goal in 2017	Gap (2018 Status)	Amount from 2019 Goal in 2018	Gap (Inc. ↑ ,Dec. ↓ ) Diff. from 2017 to 2018

Largest Gap	Individuals with Disabilities (G13)	50%	-6.81%	-13.62%	6.81%	-9.12%	2.31%	↓ 4.50%
Second Largest	Current or Former Foster Youth	50%	-4.66%	-9.32%	4.66%	-13.73%	9.07%	↑ 4.41%
Third Largest	Black or African American	50%	-4.16%	-8.32%	4.16%	-9.78%	5.62%	↑ 1.46%

## Assessment of Previous Goals Integrated Plan 2017-2019

### Transfer Level Achievement, Math 1-Year

Equity Gap	Student Group	2019 Goal, Reduce 2017	2019 Goal (Target %)	Gap ( 2017 Status)	Amount from 2019 Goal in 2017	Gap (2018 Status)	Amount from 2019 Goal in 2018	Gap (Inc. ↑ ,Dec. ↓ ) Diff. from 2017 to 2018
Largest Gap	Individuals with Disabilities (G13)	50%	-10.06%	-20.12%	10.06%	-15.52%	5.46%	↓ 4.60%
Second Largest	Native Hawaiian or Other Pacific	50%	-6.52%	-13.03%	6.52%	1.55%	Surpassed goal	↓ 11.48%
Third Largest	Black or African American (G3)	50%	-4.30%	-8.59%	4.30%	-12.59%	8.30%	↑ 4.00%

### Transfer Level Achievement, Math 2-Year

Equity Gap	Student Group	2019 Goal, Reduce 2017 status	2019 Goal (Target %)	Gap ( 2017 Status)	Amount from 2019 Goal in 2017	Gap (2018 Status)	Amount from 2019 Goal in 2018	Gap (Inc. ↑ ,Dec. ↓ ) Diff. from 2017 to 2018
Largest Gap	Individuals with Disabilities (G13)	50%	-14.35%	-28.70%	14.35%	-18.30%	3.95%	↓ 10.40%
Second Largest	Native Hawaiian or Other Pacific	50%	-10.80%	-21.60%	10.80%	-9.40%	Surpassed goal	↓ 12.20%
Third Largest	Black or African American (G3)	50%	-5.94%	-11.87%	5.94%	-17.69%	11.76%	↑ 5.82%

### Transfer Level Achievement, English 1-Year

Equity Gap	Student Group	2019 Goal, Reduce 2017	2019 Goal (Target %)	Gap ( 2017 Status)	Amount from 2019 Goal in 2017	Gap (2018 Status)	Amount from 2019 Goal in 2018	Gap (Inc. ↑ ,Dec. ↓ ) Diff. from 2017 to 2018
Largest Gap	Individuals with Disabilities (G13)	50%	-14.59%	-29.18%	14.59%	-15.52%	0.93%	↓ 13.66%
Second Largest	Black or African American (G3)	50%	-7.06%	-14.12%	7.06%	1.55%	Surpassed goal	↓ 12.57%
Third Largest	Native Hawaiian or Other Pacific	50%	-6.96%	-13.91%	6.96%	-12.59%	5.64%	↓ 1.32%

Transfer Level Achievement, English 2-Year								
Equity Gap	Student Group	2019 Goal, Reduce 2017 status	2019 Goal (Target %)	Gap ( 2017 Status)	Amount from 2019 Goal in 2017	Gap (2018 Status)	Amount from 2019 Goal in 2018	Gap (Inc. ↑ ,Dec. ↓ ) Diff. from 2017 to 2018
Largest Gap	Individuals with Disabilities (G13)	50%	-12.36%	-24.72%	12.36%	-13.62%	1.26%	↓ 11.10%
Second Largest	Some other Race	50%	-10.61%	-21.22%	10.61%	-20.20%	9.59%	↓ 1.02%
Third Largest	Black or African American (G3)	50%	-7.89%	-15.78%	7.89%	-14.27%	6.38%	↓ 1.51%

2019-2022 Student Equity Plan Contacts:

Student Equity and Success Council Co-Chairs

Dwayne A Hunt, Academic Support Services- Dean- Primary Contact

Joshua Scott, Student Equity and Success Coordinator-Secondary Contact

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