

Solano Community College Student Equity Plan 2019-2021



Student Equity and Success Council
Student Equity and Success –Student Equity Plan Workgroup

Introduction

Metrics

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 your 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. You must enter a Goal for each metric in both the Overall Student Population and the Disproportionately Impacted (DI) Student Groups sections. However, some of these goals can be the same as the baseline number, signaling that your college will not be focusing resources on activities designed to close the gap for those populations. If your college has identified additional student groups to target that are not listed, you may enter those groups in the Additional Categories section.

Current Baseline Data Overall Student Population				
Metric	Baseline	Goal Year I	Goals Year II	Goals Year III
Enrolled in the Same Community College	14508			
Activities that support the goal				
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.			

Metric	Baseline	Goal Year I	Goals Year II	Goals Year III
Completed Both Transfer-Level Math and English Within the District in the First Year	192	<i>SOLANO COLLEGE will increase the percentage of students who complete transfer math and English in the first year from</i>		<i>From 10.7% in 2017-2018 to 14.4% in 2021-22, an increase of 35%</i>

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 1st generation students (students with a different 1st language)

Metric	Baseline	Goal Year I	Goals Year II	Goals Year III
Attained the Vision Goal Completion Definition	709			
Activities that support the goal				
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.			

Metric	Baseline	Goal Year I	Goals Year II	Goals Year III
Retained from Fall to Spring at the Same College	5947			
Activities that support the goal				
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.			

Metric	Baseline	Goal Year I	Goals Year II	Goals Year III
Transferred to a Four-Year Institution	975			SOLANO 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
Activities that support the goal				
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.			

Disproportionately Impacted (DI) Student Groups

The below groups of students at your college have been identified as disproportionately impacted according to the point gap methodology. (Note that the “Filipino” demographic was reported separately from the Asian demographic and may be listed below. Since it is not a designated equity group by EDC 782220, your college is not required to set an equity goal for this group. However, this platform requires a goal number entered for each metric displayed. You may enter the baseline number as the goal if you will not be targeting this group.)

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

Demographic	Gender	Metric	Baseline	Minimum Equity	Full Equity	Goal			Action
Foster Youth	Male	Transferred to a Four-Year Institution	6	7	9	Year 1 6	Year 2 8	Year 3 9	Transfer 1-4
Disabled	Female	Enrolled in the Same Community College	378	405	425	Year 1 389	Year 2 413	Year 3 425	Enrolled 1-8
White	Female	Enrolled in the Same Community College	2177	2215	2324	Year 1 2213	Year 2 2287	Year 3 2324	Enrolled 1-8
Black or African American	Female	Enrolled in the Same Community College	1561	1677	1759	Year 1 1610	Year 2 1709	Year 3 1759	Enrolled 1-8
Asian	Female	Enrolled in the Same Community College	726	740	777	Year 1 738	Year 2 764	Year 3 777	Enrolled 1-8
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 1-8
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 1-8
Some other race	Female	Enrolled in the Same Community College	45	60	63	Year 1 49	Year 2 58	Year 3 63	Enrolled 1-8
Asian	Male	Enrolled in the Same Community College	524	602	631	Year 1 550	Year 2 604	Year 3 631	Enrolled 1-8
Some other race	Male	Enrolled in the Same Community College	30	42	44	Year 1 33	Year 2 40	Year 3 44	Enrolled 1-8

Demographic	Gender	Metric	Baseline	Minimum Equity	Full Equity	Goal			Action
Foster Youth	Female	Enrolled in the Same Community College	190	226	237	Year 1 201	Year 2 225	Year 3 237	Enrolled 1-8
Foster Youth	Male	Enrolled in the Same Community College	105	216	227	Year 1 135	Year 2 196	Year 3 227	Enrolled 1-8
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

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

Demographic	Gender	Metric	Baseline	Minimum Equity	Full Equity	Goal			Action
Foster Youth	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
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

To close equity gaps for DI student populations identified in Table 5, we will develop and/or continue the activities outlined in the Table 6.

Activities for Disproportionately Impacted Student Populations	
Metric	Activities
Access: Successful Enrollment	<ul style="list-style-type: none"> ▪ In person orientations and summer bridge programs for African American, foster youth, Men of Color, Latinx, and LGBTQ ▪ Establish the LGBTQ support program ▪ Designate a financial aid advisor for DI populations ▪ Provide financial aid workshops for students and parents ▪ Utilize Promise Program funding for DI populations ▪ Targeted outreach to DI populations (in person and via Call Center)* ▪ Collaborate with K-12 to establish social pathways for African American, Latinx, men of color, LGBTQ, and foster youth ▪ Coordinated identification and placement of DI students into special funded programs and learning communities
Retention: Fall to Spring	<ul style="list-style-type: none"> ▪ Increased offerings of Umoja, Puente, ethnic studies, and social justice courses ▪ Expand Puente and Umoja learning communities and leverage EOPS/SSS to serve more African American and Latinx students ▪ Expand Peer Mentor Program across all learning communities ▪ Expand M.E.N and Women Huddle Support Groups ▪ Establish Cultural Centers for Umoja and Puente ▪ Enhance support centers for Foster Youth and LGBTQ ▪ Assign Student Success Coaches to serve primarily first year African American and Latinx student populations
Completion of Transfer Level Math AND English	<ul style="list-style-type: none"> ▪ Increase culturally relevant pedagogical training for faculty ▪ Development of equity focused communities of practice ▪ Culturally relevant math and English courses, supported with embedded tutors and supplemental instruction ▪ Math boot camps in summer and winter for DI populations using MMAP placements
Vision Goal Completion	<ul style="list-style-type: none"> ▪ Expand Umoja/Puente programs and services through degree/certificate completion ▪ Targeted, in-class, transfer preparedness workshops (ADTs)
Transfer to four-year institution	<ul style="list-style-type: none"> ▪ Hispanic Serving Institution (HSI) and HBCUs themed transfer fairs ▪ Tours of Historically Black Colleges and Universities (HBCUs) ▪ Establish Transfer Mentors network (match alumni who have transferred with current Solano students) ▪ Targeted in-class workshops on transfer preparedness (Umoja and Puente) ▪ Dedicated transfer services for African American and Latinx students

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

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.

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

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.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

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

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Dwayne A Hunt- Primary Contact Person
 Joshua Scott- Secondary contact Person