

STUDENT EQUITY PLAN SUMMARY

INDICATOR: ACCESS

Campus-Based Research:

White, male, ESL, and Disabled students are underrepresented at the College.

GOAL A.

Improve access for White, male, ESL, disabled, veterans, and foster youth students.

ACTIVITIES

Activity A1:

2014-15 Focus Delivery of SSSP Services to Target Groups: Campus staff will develop and test new methods of delivering core Student Success and Support Program (SSSP) services— assessment, orientation, ed planning, and follow-up-- to all students, particularly **White, male, ESL, disabled, veterans, and foster youth** students in order to increase access.
Responsible Party: Dean of Counseling, Associate Dean of Admissions, Faculty

2014-17: Improve Customer Service to Target Groups: The College will (1) conduct Welcome activities during the first week of each term, including "Ask Me" staff stationed at campus entrances to answer questions and help guide new students; (2) provide front line Student Services and Academic Affairs staff with ongoing Customer Service training; and (3) extend services for students by increasing office hours.
Responsible Party: Chief Student Services Officer

Activity A2:

2014-17 Increase High School and Community Outreach to Target Groups: Annually, campus staff, including the Student Services Generalists and Student Ambassadors, will work in coordination with our 13 feeder K-12 school districts and counseling staff to conduct visits to local high schools and community fairs/events with specific early outreach to **White, male, ESL, disabled, and foster youth** student groups to disseminate materials on enrollment and matriculation requirements, financial aid, support services and provide other relevant matriculation information.

Responsible Party: Outreach and Public Relations Manager

2014-15 Enhance Services to Foster Youth: In order to reach foster youth specifically, FYSI staff will work in coordination with feeder K-12 schools, SCOE and county partners to meet individually or in small groups with **foster youth** identified by the district or local agencies in order to provide guidance and assistance with the matriculation process.

Responsible Party: FYSI Coordinator

Activity A3:

2016-17 Improve Scheduling and Customer Service: The College will implement and promote **student-centered class scheduling** (e.g. weekend, evening, and online classes) and **equitable support services** for evening and weekend students, with targeted outreach to White, male, ESL, disabled, foster youth and veteran students.

Responsible Parties: Vice President of Academic Affairs, Deans, Outreach and Public Relations Manager

STUDENT EQUITY PLAN SUMMARY

INDICATOR: COURSE COMPLETION

Campus-Based Research:

Disproportionate Impact Findings:

- All credit courses: Looking at retention and success rates, with the Asian subgroup as the reference group, the subgroup with disproportionate impact are **African American** students.
 - Basic Skills courses: There was only one subgroup, **African American** students, with disproportionate impact.
 - Career Technical Education (vocational): There was only one subgroup, **African American** students, with disproportionate impact.
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GOAL B.

African American and foster youth students will successfully complete coursework and remain enrolled in college.

ACTIVITIES

Activity B1:

2014-17: Enhance and Scale Learning Community and Co-Curricular Programs that Serve African American Students: Each year, the College will provide enhanced co-curricular programs designed to increase course completion, persistence, and retention of at risk **African American** students, beginning in their first year of college, e.g. Puente, Umoja,

and First Year Experience Learning Communities, including a Summer Bridge program that targets and addresses the specific needs of foster youth.

Responsible Parties: Vice President of Academic Affairs, Basic Skills Coordinator, Faculty

Activity B2:

2014-2015: Improve Foster Youth Access to Services: The College will dedicate funding and space to a **foster youth** one-stop shop on campus that includes access to academic counseling, peer mentoring, referrals to on-campus and off-campus services and other supports.

Responsible Party: FYSI Coordinator

2015-2016: Maintain Services to Foster Youth: The College will ensure that services to **foster youth** continue to be offered through the one-stop shop at the same level as during the prior year.

Responsible Party: FYSI Coordinator

Activity B3:

2015-16 Increase Support for Learning Communities and Student Success Programs: The College will allocate institutional support to LCs and other support-oriented programs and services that serve entering **African American and foster youth**, including the hiring of a LC Coordinator, LC faculty, and program costs identified in an approved LC Action Plan.

Responsible Parties: Vice President of Academic Affairs, Faculty

Activity B3:

2015-17 Improve Access by Target Groups to SSSP Services: Beginning Fall 2015, entering **African American and foster youth** will be given priority access to assessment, orientation and education planning services in order to ensure that all matriculation requirements are completed in time to access priority enrollment.

Responsible Party: Dean of Counseling and DSP, Faculty

STUDENT EQUITY PLAN SUMMARY

INDICATOR: BASIC SKILLS AND ESL COMPLETION

Campus-Based Research:

Disproportionate Impact Findings:

- ESL students: The **Hispanic²**, **female¹**, and **age 25-49¹** subgroups
- Remedial English:
 - **20-24¹** and **25-49²** Age Groups
 - **African American¹** and **Hispanic²** subgroups

- Remedial Math:
 - African American¹ and Hispanic² subgroups
 - Economically disadvantaged subgroup

GOAL C.

African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students who are required to take basic skills courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITIES

Activity C1:

2014-17 Each semester, Counseling services aimed at completing abbreviated or comprehensive education planning will be provided within a reasonable time period to all basic skills students, particularly to African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students.

Responsible Party: Dean of Counseling, Counseling Faculty

2014-17

Enhance Learning Support for African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students: The College will invest in summer bridge, tutors, and supplemental instructors (to be available through the Tutoring Center, Academic Success Center, and cohort-model programs), who can facilitate the development of study skills and provide assistance with specific course-related concepts and problems for African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students-- especially in Basic Skills Math.

Responsible Parties: Vice President of Academic Affairs, Basic Skills Committee, Counseling and Basic Skills Faculty

Activity C2:

2015-16 Enhance Basic Skills Learning Support for Foster Youth: Tutors and mentors will be made available through the FYSI program, who can facilitate the development of study skills and provide assistance with specific course-related concepts and problems for foster youth

Responsible Party: FYSI Coordinator

Activity C3:

2014-17

Enhance Academic Success Center and Counseling Services to At Risk Students: During each fall and spring term, the College will offer a Student Success course through the Counseling Division, Academic Success Center workshops, to Basic Skills students with specific outreach to **African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students.** Activities will be designed to help students form goals for college and careers, develop plans, develop good study habits, and learn about campus resources.

Responsible Party: Dean of Counseling, Academic Success Center Coordinator, CSSO

Activity C4:

2014-17

Increase Professional Development Opportunities for Faculty and Staff: During each fall and spring term, the College will conduct training each semester with all faculty and staff involved in the delivery of basic skills courses that address the specialized needs of **African American, Hispanic, ESL, Asian/Filipino, and foster youth students,** including fostering active, collaborative, and cooperative learning approaches and other strategies for supporting their success.

Responsible Parties: Academic Senate, Faculty

INDICATOR: **DEGREE and CERTIFICATE COMPLETION.**

Campus-Based Research

Disproportionate Impact Findings:

- **Students who have completed 30-units:** The two subgroups with disproportionate impact are **age 20-24¹** students and **African American²** students
- **Persistence:** There was **no** disproportionate impact reflected among the subgroups.

In reviewing Completion Rates (SPAR) data, there were six subgroups with disproportionate impact:

- **Age 20-24¹ and 25-49²** group students.
- **African American¹ and Hispanic²** students
- **Disabled** students

- **Economically disadvantaged students**

STUDENT EQUITY PLAN SUMMARY

INDICATOR: TRANSFER

Disproportionate Impact Findings:

- **Age groups 20-24¹ and 25-49²;**
[¹73.41% -80% Index; ²52.26% -80% Index *SESI Table 8.2: Degree and Certificate Completion Transfer-Age Group*]
- **African American³, Hispanic⁴, and White⁵ students; and**
[³60.36% -80% Index; ⁴56.25% -80% Index; ⁵76.26% -80% Index *SESI Table 8.3: Degree and Certificate Completion Transfer-Ethnicity*]
- **Disabled students**
[30.19%-80% Index, *SESI Table 8.4: Degree and Certificate Completion-DSPS*]
- **Economically disadvantaged students**
[30.19% -80% Index *SESI Table 8.5: Degree and Certificate Completion Transfer-Economically Disadvantaged*]

GOAL E.

African American, Hispanic, White, American Indian/Native Alaskan, foster youth, and age 20-29 students will successfully transfer to 4-year universities.

ACTIVITIES

Activity E1:

2014-17 Develop Transfer Pathways and Promote to Target Students: Each year, the College will host activities to promote the Transfer Agenda through professional development, K-12 collaboration, development of transfer pathways, and by ramping up Transfer services to **African American, Hispanic, White, American Indian/Native Alaskan, foster youth, and age 20-29 students.**
Responsible Parties: Deans and Faculty

2014-17 Increase Transfer Opportunities for Target Students: Each year the College will sponsor a campus visit to local 4-year universities and host a Transfer Fair activity in accessible locations, specifically targeting **African American, Hispanic, White, American Indian/Native Alaskan, foster youth, and age 20-29 students** to learn about career

options available with a 4-year degree, to hear from successful transfer students and gain exposure to the university campus environment.

Responsible Parties: Dean of Counseling, Faculty

Activity E2:
2014-17

Develop Associate Degrees for Transfer and Promote to Target Students: To advance seamless transfer pathways, College faculty will develop and obtain approval of a minimum of sixteen (16) Associate Degrees for Transfer (ADTs) by Spring 2015. The College will advertise the ADTs and find additional avenues to provide **African American, Hispanic, White, American Indian/Native Alaskan, foster youth, and age 20-29** students with information regarding available ADTs.

Responsible Parties: Deans and Faculty

Activity E2:
2014-2015:

Improve Foster Youth Access to Services: The College will dedicate funding and space to institutionalize a **foster youth** one-stop shop on campus that includes access to transfer resources.

Responsible Parties: Dean of Counseling, FYSI Coordinator

2015-2016:

Maintain Institutional Support of Foster Youth Services: The College will ensure that services to **foster youth** continue to be offered through the one-stop shop at the same level as during the prior year.

Responsible Parties: Dean of Counseling, FYSI Coordinator