A.   Consideration to Adopt Resolution in Support of the   [15-71]   Lucy Ruiz
Kindergarten through Community College Public
Education Facilities Bond Act of 2016

B.   Second Reading and Consideration to Approve Student   [15-72]   Cynthia Azari
Equity Plans for Fresno City College, Reedley College   Sandra Caldwell
and Clovis Community College   Deborah Ikeda

XII.   HUMAN RESOURCES

A.   Consideration for the Appointment of One Additional   [15-73]   Diane Clerou
Community Member to the Fresno City College
President Search Advisory Committee

XIII.   PUBLIC COMMENT [see footnote]

XIV.   CLOSED SESSION

A.   CONFERENCE WITH LABOR NEGOTIATOR, [SCFT Full-Time Bargaining
Unit and SCFT Part-Time Bargaining Unit]; Bill F. Stewart, Diane Clerou,
Pursuant to Government Code § 54957.6

B.   PUBLIC EMPLOYMENT; Pursuant to Government Code §54957
      1.   Chancellor

C.   CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION;
Government Code § 54956.9(a). *In the Matter of the Estate of Rinko Yoshioka,*
Case No. 14 CEPR 00531, Superior Court of California, County of Fresno.

XV.   OPEN SESSION

XVI.   ADJOURNMENT

—————————

Any person with a disability may request this agenda be made available in an appropriate
alternative format. A request for a disability-related modification or accommodation may be
made by a person with a disability who requires a modification or accommodation in order to
participate in the public meeting to the Chancellor's office, 1525 E. Weldon Avenue, Fresno, CA
93704, (559) 244-5902, 8:00 a.m. to 5:00 p.m., Monday – Friday, as soon as possible before the
meeting. Under Board Policy 2350, there is a limit of three minutes per speaker per topic, and thirty
minutes is the maximum time allotment for public speakers on any subject, regardless of the number
of speakers; these time limits may be extended at the discretion of the Board of Trustees.
Individuals wishing to address the Board should fill out a request form and submit it to Vice
Chancellor of Human Resources Diane Clerou before the beginning of the meeting.

		YES	NO	Absent

College presidents Cynthia Azari, Sandra Caldwell and Deborah Ikeda gave a brief recap of information regarding the Student Equity Plans for each college and were available for questions from the Board.

It was moved by Trustee Nishinaka and seconded by Trustee Kahn that the Board of Trustees approve the Fresno City College, Reedley College and Clovis Community College Student Equity Plans. The roll call vote was as follows:

	YES	NO	Absent
Miguel Arias	X		
Bobby Kahn	X		
John Leal	X		
Ron Nishinaka	X		
Pat Patterson	X		
Eric Payne	X		
Richard Caglia	X		

When asked for his vote Trustee Payne stated: I think that with, the true test to this work is going to come with the student success scorecard. And so, while I respect the constituent process it has been vetted through, I am going to, I have stated my concerns on numerous occasions which administration has not been responsive to in the manner that I feel is adequate but I definitely want to allow this opportunity to, I guess, prove me wrong. So I'll say yes.

Consideration for and Appointment of One Additional Community Member to the Fresno City College President Search Advisory Committee
[15-73]
Action

Diane Clerou reported information regarding the Fresno City College President Search Advisory Committee and the request to add one more community member to the committee.

Public Comment was allowed at that time.

Blong Xiong, community member spoke in support of adding one more member to the committee and making that member a representative of the Hmong community.

Gennean Bolen, spoke in support of the addition of one more community member to the committee. She asked that the Board and District be more equitable.

It was moved by Trustee Arias and seconded by Trustee Leal that the item be amended to include that the addition of a community member would specifically be a representative of the Hmong community.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: December 8, 2015

SUBJECT: Second Reading and Consideration to Approve   ITEM NO.   15-72
Student Equity Plans for Fresno City College,
Reedley College and Clovis Community College

EXHIBIT: Student Equity Plans for Fresno City College, Reedley College and
Clovis Community College

Background:

The California Community College Student Success Act of 2012 (SB 1456) reaffirmed the need for all colleges to focus on student equity. The student equity specifications and funding were subsequently mandated in SB 860, which required all colleges develop a Student Equity Plan that identifies strategies to address and monitor equity issues as well as to mitigate disproportionate impact on student access and achievement.

In December 2014, Fresno City College and Reedley College, inclusive of Clovis Community College Center, submitted their respective Student Equity Plans to the California Community College Chancellor's Office, as required. These plans were approved in June 2015. Subsequently, the state revised the plan template and expanded the populations to address within the plan. Additionally, Clovis Community College must submit a separate Student Equity Plan as an independently accredited institution. The new plan template was released to the colleges at the end of August 2015. Further instruction and clarification were provided in late September 2015.

Fresno City College, Reedley College, and Clovis Community College have each significantly revised their previously approved Student Equity Plans in order to meet the requirements of the new plan template, incorporate the recommendations from the previous plans, and address the existing and new target populations identified within the plan template. Student success committees, with specially focused workgroups at each of the colleges, worked on the plans to get them completed within the designated timeframe. Each plan has completed the constituency review process and was approved at each of the colleges as required by the state for plan submission.

The Student Equity Plans focus on increasing access and completion of courses, ESL and basic skills, completion, and transfer for all students as measured by success indicators linked to the

California Community College Student Success Scorecard. Success indicators are used to identify and measure areas in which some student population groups may be impacted by issues of equitable opportunity. The plans are prepared with three- to five-year timeframes for planned activities and improvements to align with multiple other efforts designed to also target student groups for additional support such as the Student Success and Support Program Plan (SSSP), Basic Skills Initiative, EOPS, DSPS, Foster Youth grants, Title V, and Veterans. These activities, however, must be updated annually. The plans are due in the California Community College Chancellor's Office by December 18, 2015.

The first reading of the student equity plans was presented for review by the Board of Trustees at their meeting on November 3, 2015. The final Student Equity Plans are being presented to the Board of Trustees for consideration to approve.

Recommendation:

It is recommended that the Board of Trustees approve the Fresno City College, Reedley College, and Clovis Community College Student Equity Plans.

Fresno City College

Student Equity Plan

November 15, 2015

FRESNO CITY COLLEGE STUDENT EQUITY PLAN

Table of Contents

Signature Page

Fresno City College
Student Equity Plan Signature Page

District: State Center Community College District   **Board of Trustees Approval Date**: 12/8/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

cynthia.azari@fresnocitycollege.edu

College (Interim)President: Dr. Cynthia Azari   Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

cheryl.sullivan@fresnocitycollege.edu

College Chief Business Officer: Cheryl Sullivan   Email

ed.eng@scccd.edu

District Chief Business Officer[1]: Ed Eng   Email

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

chris.villa@fresnocitycollege.edu

Chief Student Services Officer: Dr. Chris Villa   Email

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

don.lopez@fresnocitycollege.edu

Chief Instructional (Acting) Officer: Don Lopez   Email

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

wendell.stephenson@fresnocitycollege.edu

Academic Senate President: Dr. Wendell Stephenson   Email

---

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

Fresno City College Student Equity Plan - 4

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

	susi.nitzel@fresnocitycollege.edu
Classified Senate President: Susi Nitzel	Email

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

	MLee196@MY.SCCCD.EDU
Associated Student Body President: Maizie Lee	Email

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

	raymond.ramirez@fresnocitycollege.edu	559-442-8200 8779
Student Equity Coordinator: Ray Ramírez	Email	Phone

Executive Summary

About Fresno City College

Established in 1910, Fresno City College (FCC) is the first community college in California and the second in the nation. FCC is one of three colleges in the State Center Community College District (SCCCD), the others being Reedley College and Clovis Community College. FCC strives to be a premier learning community whose students, graduates, and staff will be among the best prepared citizens to meet the challenges of an increasingly complex environment. FCC is located in the center of Fresno and in the heart of the San Joaquin Valley, which is one of the most racial and ethnically diverse regions in the State. The college community service area faces challenges of unemployment, endemic poverty, and low levels of educational attainment. These demographic characteristics underline the importance of Fresno City College as a viable pathway to better lives for those who attend.

Introduction

At FCC, every student is valued. The mission of FCC is to "provide quality, innovative educational programs and support services directed toward the enhancement of student success, lifelong learning and the economic, social, and cultural development of our students and region."

In order to promote success for all students, the SCCCD Board of Trustees is required by the California State Legislature to adopt a Student Equity Plan for each college in the district. The purpose of Student Equity is to close achievement gaps in access and success in underrepresented student groups, as identified in the FCC Student Equity Plan. Accordingly, the purpose of the FCC Student Equity Plan is to ensure that the college has identified strategies to monitor and address equity issues and attempt to mitigate any disproportionate impacts on student access and achievement, as identified in the following success indicators: Access, Course Completion, ESL (EMLS)[2] and Basic Skills Completion, Degree and Certificate Completion and Transfer (Board of Governors, 2001).

The FCC Student Equity Plan focuses on increasing access, course completion, EMLS and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the California Community Colleges Student Success Scorecard, and other measures developed in consultation with the FCC Institutional Research, Assessment, and Planning Office.

---

[2] FCC has recently changed to the use of English for Multi-Language Speakers (EMLS) when referencing student populations previously referred to as ESL.

Campus-Based Research

The five success indicators are used to identify and measure areas for which various population groups may be impacted by issues of equal opportunity and disproportionate impact. The California Community Colleges Chancellor's Office (CCCCO) provides three allowable methods for calculating student equity gaps (disproportionate impact): 1) Proportionality methodology, 2) 80% Rule methodology, and 3) Percentage Point Gap methodology.

Careful consideration was used in choosing the methodology to assist us in defining and measuring disproportionate impact. The CCCCO encourages the use of Percentage Point Gap methodology. The Percentage Point Gap methodology was developed by the Center for Urban Education (CUE) at the University of Southern California (USC) for calculating and displaying the results of research that better lends itself to equity-minded goal setting. Equity-minded goal setting is synonymous with (Bensimon 2007) creating activities that are responsive to making student inequality concrete and solvable. According to Bensimon (2007), "equity-minded individuals reflect on their own and their colleagues' role in and responsibility for student success." After consulting with the FCC Institutional Research, Assessment, and Planning Office who reviewed the three methodologies, the percentage point gap methodology was selected as an approach to calculate disproportionate impact.

Targeted Student Groups and Goals

The following table lists the top three gaps for each of the indicators, but not necessarily the top number of students affected. The table also indicates the goal and expected year that the goal will be achieved. Consequently, the student equity committee will continue to monitor the gaps and the number of students affected to better prioritize activities based on their effectiveness and appropriateness.

Indicator	Target Groups	Current Gap	Goal	Year
Access	White	-10.60%	-8.60%	2016
	Male	-5.60%	-3.60%	2020
	DSPS	-5.60%	-3.60%	2020
Course Completion	Foster Youth	-20.60%	-18.60%	2016
	African American	-11.60%	-9.60%	2016
	First Generation College Students	-4.20%	-0.20%	2016
Basic Skills – EMLS	DSPS	-16.10%	-14.10%	2020
	White	-7.30%	-5.30%	2020
	Male	-2.20%	-0.20%	2020
Basic Skills – English	Foster Youth	-15.10%	-13.10%	2020
	African American	-9.70%	-7.70%	2020
	DSPS	-7.10%	-5.10%	2020

Fresno City College Student Equity Plan - 8

Indicator	Target Groups	Current Gap	Goal	Year
Basic Skills – Math	Foster Youth	-13.60%	-11.60%	2020
	African American	-11.10%	-9.10%	2020
	DSPS	-9.30%	-7.30%	2020
Degree/Certificate Completion	DSPS	-9.30%	No Gap	2020
	First Generation College Students	-3.70%	No Gap	2020
	Veterans	-3.60%	No Gap	2020
Transfer	DSPS	-7.20%	No Gap	2020
	Hispanic	-4.90%	No Gap	2020
	Low-Income	-2.30%	No Gap	2020

Targeted Student Groups and Activities

The following table summarizes targeted student groups and activity type as identified in the Goals and Activities sections for each indicator. Specific details for the goals and activities are outlined in the corresponding indicator sections of the document. The student equity committee will continue to monitor the gaps and the number of students affected to better prioritize activities based on their effectiveness and appropriateness.

Indicator	Target Groups	Activity Types
Access	**Gender:** Male **Ethnicity:** American Indian/Alaska Native Hispanic White **Special Groups:** First Generation College Students DSPS Veterans	Outreach Student Services or other Categorical Program Research and Evaluation
Course Completion	**Ethnicity:** American Indian/Alaska Native Black or African American Hispanic **Special Groups:** Foster Youth First Generation College Students	Student Equity Coordination/Planning Student Services or other Categorical Program Curriculum/Course Development or Adaptation Research and Evaluation Professional Development
EMLS & Basic Skills	**Gender:** Males	Outreach Student Equity Coordination/Planning

Indicator	Target Groups	Activity Types
	Ethnicity: American Indian/Alaska Native Black or African American Hispanic Southeast Asian White **Special Groups:** Foster Youth DSPS Low Income	Instructional Support Activities Student Services or other Categorical Program Curriculum/Course Development or Adaptation Research and Evaluation Professional Development
Degree & Certificate	**Gender:** Males **Ethnicity:** Black or African American Hispanic **Special Groups:** Foster Youth DSPS Low Income Veterans	Outreach Student Equity Coordination/Planning Student Services or other Categorical Program Research and Evaluation Professional Development
Transfer	**Gender:** Females **Ethnicity:** Black or African American Hispanic Southeast Asian **Special Groups:** Foster Youth DSPS Low Income Veterans First Generation College Students	Outreach Student Equity Coordination/Planning Instructional Support Activities Student Services or other Categorical Program Curriculum/Course Development or Adaptation Direct Student Support Research and Evaluation Professional Development
Other Activities	All	Student Equity Coordination/Planning Research and Evaluation

Fresno City College Student Equity Plan - 10

Resources Budgeted

The Student Equity Plan funds have been allocated based on the disproportionate impact study in order to address identified equity gaps in each of the indicators following the funding guidelines provided by the CCCCO in August 2015. In addition to the activities supported by Student Equity Plan funding, there are several ongoing institutional activities that address equity gaps in academic achievement for target group students that are supported by the general fund, grants such as Title V, SSSP, Foster Youth Grant, and other categorical funds. Equity resources received as part of this plan, therefore, will be distributed throughout all areas contributing to increasing equity outcomes at FCC. Specific needs required to accomplish the goals and objectives detailed within the FCC Student Equity Plan were first identified. Next, financial resources required to accomplish the goals and objectives were projected.

To help facilitate this process, FCC has added the position of Student Equity Coordinator to oversee the implementation of the FCC Student Equity Plan (research, inquiry, intervention, and evaluation), chair the Student Equity Committee and serve as the contact for equity reporting purposes.

While this plan represents an estimation of how the college will distribute Equity resources, the Student Equity Committee will continue to work through the spring 2016 semester to create a more nuanced, integrated, and comprehensive spending plan.

FCC stakeholders who are interested utilizing funding for equity related activities will complete funding requests in which detailed spending plans will be outlined and integration to other college plans will be clearly demonstrated.

Contact Person/Student Equity Coordinator

Mr. Ray Ramírez, M.A.
Student Equity Coordinator
Library and Student Learning Support Services
Fresno City College
1101 E. University Ave.
Fresno, CA 93741
(559) 442-8200 ext. 8779
(559) 499-6048 (fax)

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

This year's Equity Plan was a revision of the 2014 plan that was developed by the Student Equity Taskforce. Thereafter, a Technical Review Team was created to expeditiously update the 2014 plan according to the feedback from the CCCCO, and provide a draft document to the Student Equity Committee. Members of the Technical Review team were appointed by our interim president, Dr. Cynthia Azari, because of their specific function and role as it related to the specific feedback from the CCCCO.

The Equity Planning process involved collecting and analyzing student success data disaggregated by ethnicity, gender, and disability, foster youth status, veteran status, and low-income status in order to identify areas of strength and need. From these data, a work plan was created that leverages areas of strength and addresses areas of need.

Strong collaboration exists between the Student Equity Coordinator, Student Success and Support Program (SSSP) (formerly Matriculation) Coordinator and the Basic Skills Initiative (BSI) Coordinator. The three coordinator's meet regularly to discuss alignment of goals and funding. The SSSP and BSI Coordinators are standing members of the newly formed Student Equity Committee and have been intimately involved in the planning and writing of the Student Equity Plan. The college now shares the funding of a full-time BSI Coordinator with Equity and BSI funding. The goals and activities of the Student Equity, SSSP and BSI plans are developed through collaborative and consultative processes and are designed to complement each other.

The Fresno City College Student Equity Committee is responsible for the development, implementation and evaluation of the Student Equity Plan. This committee is composed of 13 faculty, two administrators, two students, and four classified professionals. Campus constituent groups, including the Academic Senate, Classified Senate, Associated Student Government (ASG), and Strategic Planning Council (SPC) also provided input. The Student Equity Plan focuses on increasing access, course and degree completion, transfer rates, and closing achievement gaps in success for underrepresented students. The intent of this process is to conduct a self-evaluation and identify achievement gaps that need to be addressed to improve student success. Goals and activities were developed to address disparities in student outcomes.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Alex Adams	*Institutional Research Coordinator*	Institutional Research
Eleanor Bruce	*Accounting Clerk III*	California State Employees Association (CSEA)
David Yang	*Faculty, Mathematics*	Academic Senate
Donna Cooper	*Faculty, Basic Skills Coordinator*	Basic Skills
Ernie Garcia	*EOPS/CARE Educational Advisor*	Classified Senate
Evie Contreras	*Counselor*	Foster Youth
Jamie Duran	*Counselor/Co-Coordinator, PUENTE*	Puente
Jennifer Johnson	*Dean of Humanities*	Instruction/Administration
Juan Guzman	*Faculty, Composition, Preparatory English*	Academic Senate
Julie Preston-Smith	*Faculty, Student Success and Support Program Coordinator*	Student Success and Support Program
Mikki Johnson	*Financial Aid Assistant II*	Financial Aid
Leticia Canales	*Faculty, Transfer Center Coordinator*	Transfer
Mario Reposo	*Counselor, Veterans*	Veterans
Matthew Scott	*Associated Student Government*	Student Government
Ray Sanchez	*Faculty, Tutorial Center Coordinator*	Academic Senate
Ray Ramirez	*Faculty, Student Equity Coordinator*	Student Equity Coordinator
Renee Craig-Marius	*Dean of Instruction, Student Success and Learning*	Instruction/Administration
Rodney Murphy	*Counselor, IDILE & SYMBAA*	Idile/SYMBAA
Ryan Blodgett	*Counselor, Disabled Student Program & Services*	Disabled Student Program & Services
Sylvie Huneault-Schultz	*Faculty, English as a Second Language/Linguistics (EMLS)*	Academic Senate
Victor Yang	*Counselor, United Southeast Asian-Americans (USEAA*	USEAA

Access

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Table A.1

Target Population(s)	# of your college's total headcount in Fall 2013 (unduplicated)	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
Males	10,062	46.1%	51.7%	-5.6%
Females	11,542	52.8%	48.3%	4.5%
Unknown	235	1.1%	0.0%	1.1%
Total of 3 cells above (Orange cells should = 100%)		**100%**	**100%**	
American Indian / Alaska Native	289	1.3%	1.0%	0.3%
Asian	3,497	16.0%	12.8%	3.2%
Black or African American	1,677	7.7%	7.6%	0.1%
Hispanic or Latino	10,856	49.7%	43.4%	6.3%
Native Hawaiian or other Pacific Islander	47	0.2%	0.2%	0.0%
White	5,059	23.2%	33.8%	-10.6%
Some other race	414	1.9%	1.2%	0.7%
Total of 7 cells above (Orange cells should = 100%)		**100%**	**100%**	
Current or former foster youth	114	0.5%	NA	NA
Individuals with disabilities	1,403	6.4%	12.0%	-5.6%
Low-income students	16,362	74.9%	25.6%	49.3%
Veterans	562	2.6%	5.9%	-3.3%
First Generation College Student	3,493	16.0%	NA	NA

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right.

Fresno City College Student Equity Plan - 16

FCC utilized fall 2013 unduplicated headcount information and data from the 2011-2013 American Community Survey for those aged eighteen and over in Fresno City to calculate the participation rate for Fresno City College. The population estimate for foster youth was obtained from the California Child Welfare Indicators Project report (retrieved 11/9/2015, from University of California at Berkeley California Child Welfare Indicators Project website. URL: http://cssr.berkeley.edu/ucb_childwelfare). In the next year, we will work with the SCCCD EOPS Foster Youth Initiative group to better understand the foster youth population in the service area. Finally, we were unable to find a population estimate for first generation students, so we are unable to calculate the participation rate for this group. [3]

Table A.1 above shows that Whites display the largest participation rate gap (-10.6%). This large gap indicates a need for additional research, including whether or not certain sub-groups of whites (e.g., low-income, first generation college students, etc.) are more impacted than others or if whites are underrepresented in the college because they are going to other higher education institutions. The next two largest gaps, Individuals with Disabilities and Males are both -5.6%. We also find that Veterans display a participation gap of 3.3%. Finally, research in the 2014 FCC Student Equity Plan provided evidence that American Indian/Native Alaskan and Hispanics may be disproportionately impacted. While there is no evidence of these gaps in this analysis, we plan to continue to monitor these two groups for disproportionate impact.

Per the CCCCO, Disproportionality Impact (gaps) in Access is determined by comparing the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served. Current data suggests that there are more American Indian/Native Alaskan (1.3%) and Hispanics (49.7%) students enrolled at FCC in contrast to the adult population within the FCC service area for each group (1% and 43.4%), respectively. We believe that this may not be the best indicator of disproportionality impacted groups of students and Access. To come to a fuller understanding of inequities related to access, we seek to comprehend a more holistic view of issues related to student equity and access at FCC. It is our intent to foster a more holistic view of equity gaps related to access through deeper inquiry into the root cause(s).

---

[3] There are plans to disaggregate Asian students by national origin, but are not in this plan due to concerns about the reliability of the data because Hmong students were unable to indicate their national origin in CCCApply.org until recently. The institutional researcher will work with the Student Equity Committee to better understand these data issues and determine a reliable and valid way to disaggregate Asian students by national origin in future research.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
White	-10.6%, fall 2013	Reduce gap by two percentage points	2016
Male	-5.6%, fall 2013	Reduce gap by two percentage points	2020
Individuals with disabilities	-5.6%, fall 2013	Reduce gap by two percentage points	2020
Veterans	-3.3%, fall 2013	Reduce gap by 1.5% percentage points	2020
American Indian/Alaskan Native and Hispanic	Below percentages in community, 2012	Continue to monitor group's access and support efforts to ensure that gap does not reappear	2020

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ACTIVITIES: A. ACCESS

A.1

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
A.1	White	2,322
A.1	Male	1,228
A.1	Individuals with disabilities	1,217
A.1	Veterans	727
A.1	First generation college students	Unknown

- *Activity Implementation Plan*

 Work with the Institutional Research Coordinator for Student Equity to better understand why access gaps are occurring and identify the best activities/practices for closing the gaps. Specifically, the research coordinator will more closely examine the finding that whites are disproportionately impacted in Access, including disaggregating by other group statuses (low-income, first generation college student, individuals with disabilities, etc.) so that the college can more effectively work to close this gap. Additionally, the research coordinator will utilize contacts gained by working with the FCC Extended Opportunity Programs and Services (EOPS) Foster Youth Initiative to estimate the population of current or former foster youth in the community so as to be able to assess whether they are disproportionately impacted in Access. Finally, a research agenda focused on students' experiences with college admission, assessment/placement process, counseling, and follow-up services will be developed to identify possible barriers.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	7/1/2015-6/30/2016	$28,000 – % of time for Research and Counseling	SSSP-Office Asst. III Foster Youth Initiative

- *Link to Goal*

The research will inform the decision-making process regarding identifying and selecting strategies to reduce disproportionate impact in Access.

- *Evaluation*
    - Ongoing institutional data analysis, surveys, and/or focus groups will be developed to be administered to the target groups.

Fresno City College Student Equity Plan - 19

- Data will be collected by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why access gaps are occurring and identify the best activities/practices for closing the gaps

A.2

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
A.2	White	2,322
A.2	Male	1,228
A.2	Individuals with disabilities	1,217
A.2	Veterans	727

- *Activity Implementation Plan*

Using information gained from research, recruitment materials will be developed that specifically addresses the target groups. This process will include working collaboratively with the Director of Campus Outreach and with the ongoing outreach activities of current programs, including, Puente, IDILE, SYMBAA, USEAA, EOPS, Cal WORKS, and TRIO. Additionally, a coordinated master calendar of events will be developed so that it is clear when, where and how these materials will distributed.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	7/1/2015-6/30/2016	$74,000 for outreach and % time for special program counselors	$10,000 SSSP Marketing materials for matriculation steps $165,000 SSSP Salary and benefits for Director of College Relations & Outreach

		$190,000 SSSP Salary and Benefits for Director of Special Programs $465,000 SSSP Salary and Benefits for other Outreach and Orientation staff through College Relations Office Other XX0 funds for College Relations and PIO services

- *Link to Goal*

Outreach and recruitment is an important tool for increasing the number of admissions. Explicitly including the targeted groups into this process is associated with achieving the goal of improving access for these groups.

- *Evaluation*
  - Over the course of the year, quantitative data including the number of new materials created, number of materials distributed and the number of additional outreach activities will be collected to document what has been done. Semi-structured interviews will be conducted to assess strengths and weaknesses of the outreach and recruitment. Methods will be developed during these initial data collection to better understand the impact of the activity on the goal.

Course Completion (*Retention*[4])

---

[4] Although title 5 refers to "retention" the term "course completion" is deemed to embody that term in the guidelines.

Fresno City College Student Equity Plan - 22

169

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

The Fresno City College Institution Research Office reviewed three methods for calculating student equity gaps (disproportionate impact) for course completion: 1) proportionality methodology, 2) 80% rule methodology, and 3) percentage point gap methodology. The percentage point gap methodology was selected as an approach to calculate the disproportionate impact groups for course completion because the results were easier to interpret. The percentage point gap methodology compares the course completion rate for disaggregated subgroups to the course completion rate for all students.

One of the advantages of the percentage point gap measurement is that it allows users to calculate and communicate the number of students 'lost' relative to the all student (or another group's) average. Since Fresno City College is a Hispanic Serving Institution (HSI), Hispanics/Latinos make up the largest number of course enrollments, followed by White and Asian students.

Table B.1 below shows the findings from the Percentage Point Gap analysis. The course completion rate for all students was 68.2% and both Whites (75.3%) and Asians (71.5%) were above the average respectively. Oppositely, Foster Youth (47.6%), Black or African American (56.6%), and First-generation College Students (64.2%) have the lowest rates of course completion. These data indicate that FCC is doing much better with White and Asian students than with American Indian/Alaska Native, Black or African American, Native Hawaiian or other Pacific Islander, Foster youth, Low-income, and First Generation students.

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Table B.1

Target Population(s) – Fall 2013 Duplicated Enrollment	the # of courses students enrolled in & were present in on census day – Fall 2013	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in Fall 2013	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students – Fall 2013	62,595	42,694	68.2%	68.2%	
Gender					
Males	28,077	18,471	65.8%	68.2%	-2.4%
Females	33,870	23,782	70.2%	68.2%	2.0%
Unknown	648	441	68.1%	68.2%	-0.2%
Ethnicity					
American Indian / Alaska Native	854	557	65.2%	68.2%	-3.0%
Asian	9,519	6,808	71.5%	68.2%	3.3%
Black or African American	5,095	2,882	56.6%	68.2%	-11.6%
Filipino	940	751	79.9%	68.2%	11.7%
Hispanic or Latino	30,985	20,268	65.4%	68.2%	-2.8%
Native Hawaiian or other Pacific Islander	131	84	64.1%	68.2%	-4.1%
White	14,173	10,668	75.3%	68.2%	7.1%
Some other race	898	676	75.3%	68.2%	7.1%
Special Groups					
Foster youth	361	172	47.6%	68.2%	-20.6%
Individuals with disabilities	4,271	2,751	64.4%	68.2%	-3.8%
Low-income students	50,519	33,585	66.5%	68.2%	-1.7%
Veterans	1,797	1,242	69.1%	68.2%	0.9%
First Generation Student	9,746	6,237	64.0%	68.2%	-4.2%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right)

Fresno City College Student Equity Plan - 24

Table B.2 below shows the three student groups that are experiencing the greatest equity gaps in course completion and the number of students "lost". If these students that were lost had succeeded, they would have closed the equity gap.

The three student groups experiencing the greatest course completion equity gaps are:
> 1) Foster Youth students with a -20.6% percentage point gap
> 2) Black or African American students with a -11.6% percentage point gap
> 3) First Generation College Students with a -4.2% percentage point gap

In the Activities Section, discussions on implementing services to increase success rates for all disproportionate groups will be addressed.

Table B.2

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage	2 Percentage expressed as decimal 25% becomes .25	Multiply	3 the # of courses students enrolled in & were present in on census day in base year	=	4 Number of Students "Lost"
Largest Gap	**Foster Youth**	**-20.6%**	0.206	**x**	**361**	**=**	**75**
Second Largest	**Black or African American**	**-11.6%**	0.116	**x**	**5,095**	**=**	**594**
Third Largest	**First Generation College Students**	**-4.2%**	0.042	**x**	**9,746**	**=**	**411**

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American	-11.6 fall 2013	-9.6	2020

*Expressed as either a percentage or number.
**Benchmark goals are to be decided by the institution.

ACTIVITIES: B. COURSE COMPLETION

B.1

- *Activity Type(s)*

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

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

ID	Target Group(s)	# of Students Affected
B.1	Black or African American	594

- *Activity Implementation Plan*

Research and Planning: Further research is needed to understand the African American students' college experience and to identify best practices to meet the needs of this population group. We want to gain a better understanding of the underlying campus social and academic factors that impact their success. The information will be collected via surveys, interviews and focus groups among African American students attending Fresno City College to determine needs and barriers. Additional research will include collegial discussions with teaching faculty,

counselors and administrators to determine how they can assist in improving successful course completion among African American students. The research will identify where students feel they are valued and appreciated, and/or severely disadvantaged.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Fall 2015 – Spring 2016	$73,000 for Coordination, Counseling $1000 Focus Groups	General Funds SYMBAA/Idile Counselors Basic Skills Counselor

- *Link to Goal*

In order to develop and implement practices that will improve course completion, the college needs to understand the variables effecting students' completion rates. Gathering additional data to inform the interventions or practices will ensure that the needs of the students are being met.

- *Evaluation*
  - Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in course completion.

B.2
- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
B.2	Black or African American	594

- *Activity Implementation Plan*

FCC has two learning communities that are designed to meet the needs of Black or African American students. These are Strengthening Young Men by Academic Achievement (SYMBAA) and Idile. We would like to extend these two programs to provide comprehensive services for up to three years (i.e. counseling, transfer assistance, etc.). This activity is also part of Indicator C since both SYMBAA and Idile programs begin with students placed below transfer in math and English. In order to maximize resources and coordinate efforts the counselors and coordinators of all the special programs at FCC will meet to collaborate on what the extension of these programs will look like. The success of each individual program has varied over the years and further research is needed to determine what components of each program contribute the most to success and what barriers exist in providing services.

In order to maximize and align extended services the special program coordinators will meet in fall 2015 to do the following:
➢ Analyze the data on existing programs
➢ Review the literature on learning communities, FYEs and other focused student success programs to identify effective practices
➢ Identify other colleges with extended programs and engage in a dialogue with them about logistics and effective practices
➢ Draft a template for years 2 and 3 of the learning community. Services may include but not be limited to, book stipends; field trips; required counseling sessions; workshops (choosing a major, transfer requirements, education planning, job placement, financial literacy, mentoring, etc.).
➢ Based on the research, determine the staffing needed to implement extended services
➢ Increase efficiency in use of special programs data to track the course completion and success rates of African American students
➢ Provide professional learning to counselors to improve their ability to identify and meet the needs of African American students
➢ Create a dialogue between campus faculty with the African American campus community to identify student needs and to promote successful course completion
➢ Develop partnerships between the college and community that focus on increasing course completion rates for African American students

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	7/1/2015-6/30/2016	$21,000 for % time for coordination and research efforts and meetings $15,000 field trips/direct student support Food for student meetings	Basic Skills – counselor, coordinator (50%) XX0 – Special programs counselors

- *Link to Goal*

Fresno City College Student Equity Plan - 28

Research indicates that the protective factors, such as pro-active counseling, tutoring and accountability, that are present during the one or two semesters that a student is in a special program last for an additional semester but then fall off in subsequent semesters. Providing additional support for students who are disproportionately impacted will help ensure continued success through transfer level courses. However, more research is needed in order to determine the most effective interventions during the second and third years of a learning community program.

- *Evaluation*
  - Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in course completion.

B.3
- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
B.3	Black or African American	594
B.3	Foster Youth	75
B.3	First Generation College Students	411
B.3	American Indian/Alaskan Native	26
B.3	Hispanic or Latino	866

- *Activity Implementation Plan*
Fresno City College recently implemented a Summer Bridge Program that was launched with a Title V Grant. The program was expanded in the summer of 2015 to include students enrolled in special learning community programs on campus. We would like to continue the expansion of the program to focus on providing incoming students experiencing disproportionate impact the opportunity to enroll and successfully complete English and/or math basic skills courses in conjunction with Counseling courses. Summer Bridge students will receive academic support (e.g.

tutorial, Extending the Class, etc.), counseling support and team building activities during the program that will assist them with the transition from high school or the community to the college. Summer Bridge participants who successfully complete English and/or math courses in Summer will be enrolled in the subsequent level of English and/or math in fall.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.3	1 fiscal year 15/16	$32,000 for % of time for coordination of program/academic support $145,000 Academic support $100,000 services and direct student support $15,000 field trips	XX0, EOPS, DSPS, Special programs counselors BSI Counselor General Fund: Teaching faculty

- *Link to Goal*

Summer Bridge programs have been shown to improve student course completion. Scaling up the FCC Summer Bridge Program will provide students with the support needed to complete their courses. Providing an opportunity with wrap around support for students to start their educational journey in the fall will help students achieve success early on in their college career.

- *Evaluation*
  - Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in course completion.

B.4
- *Activity Type(s)*

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

Fresno City College Student Equity Plan - 30

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

ID	Target Group	# of Students Affected
B.4	Black or African American	594
B.4	Foster Youth	75
B.4	First Generation College Students	411
B.4	American Indian/Alaskan Native	26
B.4	Hispanic or Latino	866

- *Activity Implementation Plan*

Research and Evaluation: Currently the vast majority of course offerings at FCC are on an 18-week semester basis. We would like to research course completion rates for different types of course offerings such as accelerated, compressed, etc. Our campus data show that many students including Black and African American are more successful in summer school courses which are compressed, highly accelerated classes. This raises questions about the reasons behind the higher success rates for summer school. We would like to gather more data to determine if accelerated and compressed courses are more effective at improving African American students' course completion rates than traditional 18-week courses. This data will inform decisions about offering compressed, accelerated courses throughout the academic year.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.4	1 fiscal year 15/16	$34,000 Tableau Software (% allocated in indicator F.1 also) $15,000 professional development $16,000 for coordination	Tableau Software SSSP $34,000

- *Link to Goal*

Exploring all avenues of interventions to determine the most effective for the targeted population is important. If the data indicate that compressed, accelerated courses are more beneficial to disproportionately impacted groups, then the college can use the data to inform course development and scheduling.

- *Evaluation*
  - Conduct focus groups and/or semi-structured interviews with African American students who have successfully completed transfer level courses to determine activities and interventions that assisted students in completing their courses

Fresno City College Student Equity Plan - 31

- Conduct semi-structured interviews with community partners to gain insight into reasons African American students might be more successful in compressed courses.

ESL and Basic Skills Completion

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

The FCC Institution Research Office reviewed three methods for calculating student equity gaps (disproportionate impact) for ESL and Basic Skills completion: 1) proportionality methodology, 2) 80% rule methodology, and 3) percentage point gap methodology. The percentage point gap methodology was selected as an approach to calculate the disproportionate impact groups for both degree completion and certificate completion because the results were easier to interpret.

The percentage point gap compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome. One of the advantages of the percentage point gap measurement is that it allows users to calculate and communicate the number of students 'lost' relative to the all student (or another group's) average. Since Fresno City College is a Hispanic Serving Institution (HSI), Hispanics/Latinos make up the largest number of degree and certificate completion rates, followed by White, Asian, Black or African American students.

Basic Skills – EMLS

It should be reiterated that FCC has recently changed to the use of English for Multi-Language Speakers (EMLS) when referencing student populations previously referred to as ESL.

Table C.1 below shows the findings from the Percentage Point Gap analysis for EMLS completion. The completion rate for all EMLS students is 33.1%. Students identified as some other race (51.3%), Black or African American (40%), First Generation (37.7%) and females (35.1%) were above the total average. Although the completion rate for Native Hawaiian/Pacific Islander and Veterans is also above the average, it is important to consider their total size compared to all students. Conversely, individuals with disabilities (17.1%), White (25.8%); Males (31%) and Asians (31.3) are below the average for completion of the EMLS sequence. While Foster Youth show 0% completion it is important to consider the size of the population.

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Table C.1

Target Population(s) – Scorecard Cohort (2008-2009)	The # of students who complete a final ESL with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL to degree-applicable course completion	Total (college average) ESL completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
2008-2009 ESL Cohort	664	220	33.1%	33.1%	
Gender					
Males	326	101	31.0%	33.1%	-2.1%
Females	336	118	35.1%	33.1%	2.0%
Unknown	2	1	50.0%	33.1%	16.9%
Ethnicity					
American Indian / Alaska Native	NA	NA	NA	NA	NA
Asian	150	47	31.3%	33.1%	-1.8%
Black or African American	10	4	40.0%	33.1%	6.9%
Filipino	6	2	33.3%	33.1%	0.2%
Hispanic or Latino	427	138	32.3%	33.1%	-0.8%
Native Hawaiian or other Pacific Islander	1	1	100.0%	33.1%	66.9%
White	31	8	25.8%	33.1%	-7.3%
Some other race	39	20	51.3%	33.1%	18.2%
Special Groups					
Foster youth	1	0	0.0%	33.1%	-33.1%
Individuals with disabilities	41	7	17.1%	33.1%	-16.0%
Low-income students	664	220	33.1%	33.1%	0.0%
Veterans	1	1	100.0%	33.1%	66.9%
First Generation Student	53	20	37.7%	33.1%	4.6%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Table C.2 below shows the three student groups that are experiencing the greatest equity gaps in EMLS completion and the number of students "lost". If these students that were lost had succeeded, they would have closed the equity gap.

Fresno City College Student Equity Plan - 35

The three student groups experiencing the greatest equity gaps are:

　　　1) Individuals with disabilities with a -16.0 percentage point gap
　　　2) Whites with a -7.3 percentage point gap
　　　3) Males with a -2.1 percentage point gap

In the Activities Section, discussions on implementing services to increase completion rates for all disproportionate groups will be addressed.

Table C.2

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap	**Individuals with Disabilities**	**16.1%**	0.161	x	41	=	7
Second Largest	**White**	**7.3%**	0.073	x	31	=	3
Third Largest	**Male**	**2.2**	0.022	x	326	=	7

Basic Skills – English

Table C.3 below shows the findings from the Percentage Point Gap analysis for Basic Skills English completion. The average completion rate of the basic skills English sequence is 35.1%. Most disaggregated student groups are above the average and include Native Hawaiian or other Pacific Islander (58.3%); Asian (49.8%); American Indian/Alaskan Native (42%); Veterans (45.2%); some other race (40.2%); Whites (38.2%); Females (37.8%); and Filipino (36.7%). Disaggregated groups that are below the average completion rate include First Generation (34.5%); Low-Income (33.9%); Males (31.8%); Individuals with disabilities (28%); Black or African American (25.3%); and Foster Youth (20%).

Remedial English Course Completion (2008-2009 Cohort Year)

Rate	Denominator	Numerator
Rate of Remedial English and Basic Skills Completion	The # of students who complete a final remedial English course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Fresno City College Student Equity Plan - 36

Table C.3

Target Population(s): Scorecard Cohort (2008-2009)	The # of students who complete a final remedial English course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Total (college average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
2008-2009 English Cohort	2,792	979	35.1%	35.1%	
Gender					
Males	1,281	407	31.8%	35.1%	-3.3%
Females	1,504	569	37.8%	35.1%	2.8%
Unknown	7	3	42.9%	35.1%	7.8%
Ethnicity					
American Indian / Alaska Native	49	21	42.9%	35.1%	7.8%
Asian	201	100	49.8%	35.1%	14.7%
Black or African American	300	76	25.3%	35.1%	-9.7%
Filipino	30	11	36.7%	35.1%	1.6%
Hispanic or Latino	1,439	469	32.6%	35.1%	-2.5%
Native Hawaiian or other Pacific Islander	12	7	58.3%	35.1%	23.3%
White	537	205	38.2%	35.1%	3.1%
Some other race	224	90	40.2%	35.1%	5.1%
Special Groups					
Foster youth	15	3	20.0%	35.1%	-15.1%
Individuals with disabilities	261	73	28.0%	35.1%	-7.1%
Low-income students	2,146	728	33.9%	35.1%	-1.1%
Veterans	73	33	45.2%	35.1%	10.1%
First Generation Student	258	89	34.5%	35.1%	-0.6%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Table C.4 below shows the three student groups that are experiencing the greatest equity gaps in basic skills English completion and the number of students "lost". If these students that were lost had succeeded, they would have closed the equity gap.

The three student groups experiencing the greatest equity gaps are:
     1) Foster Youth with a -15.1 percentage point gap
     2) Black or African American with a -9.7 percentage point gap
     3) Individuals with disabilities with a -7.1 percentage point gap

In the Activities Section, discussions on implementing services to increase completion rates for all disproportionate groups will be addressed.

Table C.4

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage %	2 Percentage expressed as decimal 25% becomes .25	Multiply	3 The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	4 Number of Students "Lost"
Largest Gap	**Foster Youth**	**15.1%**	0.151	x	15	=	3
Second Largest	**Black or African American**	**9.7%**	0.097	x	300	=	30
Third Largest	**Individuals with Disabilities**	**7.1%**	0.071	x	261	=	19

Basic Skills – Math

Table C.5 below shows the findings from the Percentage Point Gap analysis for basic skills math completion. The average completion rate of the basic skills math sequence is 33.6%. The disaggregated groups above the average with large numbers are Veterans (47.7%); Asian (42.8%); Whites (41.3%); Filipino (40.7%); some other race (39.9%); Females (35.8%); and First Generation (34.9%). The disaggregated groups below the average include Low-income (32.7%); Males (30.8%); Hispanic or Latino (30.4%); American Indian/Alaska Native (29.3%); Individuals with disabilities (24.3%); Black or African American (22.5%); Foster Youth (20%). While Native Hawaiian or other Pacific Islander students are also below the average, it is important to consider the size of the population.

Remedial Math Course Completion (2008-2009 Cohort Year)

Rate	Denominator	Numerator
Rate of Remedial Math and Basic Skills Completion	The # of students who complete a final remedial Math course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Table C.5

Target Population(s) : Scorecard Cohort (2008-2009)	The # of students who complete a final remedial math course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from remedial math to degree-applicable course completion	Total (college average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
2008-2009 Math Cohort	2,499	840	33.6%	33.6%	
Gender					
Males	1,138	351	30.8%	33.6%	-2.8%
Females	1,351	484	35.8%	33.6%	2.2%
Unknown	10	5	50.0%	33.6%	16.4%
Ethnicity					
American Indian / Alaska Native	41	12	29.3%	33.6%	-4.3%
Asian	201	86	42.8%	33.6%	9.2%
Black or African American	262	59	22.5%	33.6%	-11.1%
Filipino	27	11	40.7%	33.6%	7.1%
Hispanic or Latino	1,231	374	30.4%	33.6%	-3.2%
Native Hawaiian or other Pacific Islander	11	1	9.1%	33.6%	-24.5%
White	513	212	41.3%	33.6%	7.7%
Some other race	213	85	39.9%	33.6%	6.3%
Special Groups					
Foster youth	15	3	20.0%	33.6%	-13.6%
Individuals with disabilities	251	61	24.3%	33.6%	-9.3%
Low-income students	1,966	642	32.7%	33.6%	-1.0%
Veterans	65	31	47.7%	33.6%	14.1%
First Generation Student	229	80	34.9%	33.6%	1.3%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Table C.6 below shows the three student groups that are experiencing the greatest equity gaps in basic skills math completion and the number of students "lost". If these students that were lost had succeeded, they would have closed the equity gap.

The three student groups experiencing the greatest equity gaps are:
    1) Foster Youth with a -13.6 percentage point gap
    2) Black or African American with a -11.1 percentage point gap
    3) Individuals with disabilities with a -9.3 percentage point gap

In the Activities Section, discussions on implementing services to increase completion rates for all disproportionate groups will be addressed.

Table C.6

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage %	2 Percentage expressed as decimal 25% becomes .25	Multiply	3 The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	4 Number of Students "Lost"
Largest Gap	Foster Youth	13.6%	0.136	x	15	=	2
Second Largest	Black or African American	11.1%	0.111	x	262	=	30
Third Largest	Individuals with Disabilities	9.3%	0.093	x	251	=	24

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve EMLS and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

EMLS

Target Population(s)	Current gap, year	Goal*	Goal Year
Individuals with disabilities	-16.0%, 2014 (Six-year rate)	Reduce gap by two percentage points	2020
Whites	-7.3%, 2014 (Six-year rate)	Reduce gap by two percentage points	2020
Males	-2.1%, 2014 (Six-year rate)	Reduce gap by two percentage points	2020

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ENGLISH

Target Population(s)	Current gap, year	Goal*	Goal Year
Foster Youth	-15.1%, 2014 (Six-year rate)	Reduce gap by two percentage points	2020
Black or African American	-9.7%, 2014 (Six-year rate)	Reduce gap by two percentage points	2020
Individuals with disabilities	-7.1%, 2014 (Six-year rate)	Reduce gap by two percentage points	2020

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

MATH

Target Population(s)	Current gap, year	Goal*	Goal Year
Foster Youth	-13.6%, 2014	Reduce gap by two percentage points	2020
Black or African American	-11.1%, 2014	Reduce gap by two percentage points	2020
Individuals with disabilities	-9.3%, 2014	Reduce gap by two percentage points	2020
Hispanic/Latino	-3.2%, 2014	Reduce gap by two percentage points	2020

*Expressed as either a percentage or number

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

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

<u>**C.1**</u>

● Pilot a *Math and English First* initiative with existing special programs that serve students who have been assessed into Basic Skills courses, particularly those focused on disproportionately impacted groups such as, SYMBAA, Idile, USEAA, Foster Youth, Camino and EOPS. These could be modeled after the Network Scholars First Year Experience that has built math and English into the pathway.

• *Activity Type(s)*

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

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

ID	Target Group(s)	# of Students Affected
C.1	First time basic skills students in fall 2015	3,500

• *Activity Implementation Plan*

Currently, only one of the special programs at FCC requires math and English in the first three semesters of college. The Network Scholars First Year Experience (FYE) learning community provides a clear pathway for students to complete the basic skills sequence in reading/writing or EMLS and math. The initial data on this special program has shown promise, but this is only the fourth cohort in fall 2015. We would like to complete additional research to inform our decision to implement ME First in other special programs, particularly those that are designed for students who are disproportionately impacted. We believe that students should focus on those courses that will help them be successful in college in their first year. The implementation of this activity will require the completion of a study on requiring first-time degree/transfer seeking students who place in basic skills courses to complete math and English or English for Multi-Language Speakers (EMLS) in their first year of college (ME First).

In addition, the college implemented a large scale Summer Bridge program in summer 2015 designed to assist students in completing their first basic skills math or English/English for Multilanguage Language Speakers (EMLS) courses prior to fall 2015. Since this intervention is relatively new we would like to spend time analyzing the data and to determine links to special programs and the implementation of ME First.

Research and Evaluation

The following questions will guide our inquiry in fall of 2015 and spring 2016:
- ➢ Do students in the Network Scholars program have increased retention, completion and persistence rates as compared to other basic skills students? Can this be attributed to taking math and English/EMLS first?
- ➢ Do students in the Network Scholars have increased retention, completion and persistence as compared to other special programs during the last 2 years? (the Network Scholars is a new program with only 3 years of completion data)
- ➢ Are there courses in the basic skills sequence that consistently have a higher rate of non-completers?
- ➢ Are there courses in the basic skills sequence that consistently have a higher rate of completers?

FCC will conduct the following research in 2015-2016 to implement a *ME First* initiative:
- ➢ Review student assessment trends and course taking patterns for select special programs to determine the number of sections and times of offerings
- ➢ Review course scheduling procedures and processes to determine how to provide enough courses to meet demand
- ➢ Review campus-wide student assessment trends and course taking patterns—with a focus on students beginning their math sequence in basic skills— to determine the number of sections and times of offerings
- ➢ Survey current first year students to determine barriers to taking math or English in the first year of college and how students make decision on course taking.

Fresno City College Student Equity Plan - 43

➤ Collect and analyze the data on the Network Scholars program, a 3 semester FYE for basic skills and EMLS students to determine student success rates through the basic skills sequence and English 1A in a three-semester period. Compare this data with other special programs whose cohorts have completed ENGL 1A or another transfer course.

➤ Analyze placement data on current first year students to determine placement levels and how placement was determined (i.e. placement test, multiple measures, other).

➤ Use the data to develop the fall 2016 schedule to reflect changes in course offerings, student expectations, advising and recruitment.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	September 2015 – June 30, 2016	$9,000 % time on research and coordination $15,000 for professional development	BSI – coordinator salary and adjunct counselor salary General Fund (for FT faculty paid out of general fund $$) Other special program funds that already pay for counselor/coordinators Assessment Center and research costs for Multiple Measures evaluations (XX0 and SSSP – maybe 20% of $300,00 expenses for SSSP = $60,000

- *Link to Goal*

FCC has a significant number of students requiring one or more remediation classes. We believe that students need a more structured and accelerated pathway through the basic skills sequence and on to transfer level courses. In addition, research indicates that students who successfully complete a math course in their first year of college are 67% more likely to complete their stated educational goal and students who successfully complete an English class in their first year of college are 31% more likely to complete their stated educational goal (Research & Planning Group, March 2010). We also know that many students put off taking math in particular and the longer they wait the less likely they are to finish the sequence. Further, research shows that providing students with a clear pathway through the sequence improves student success. Mining the data to show how this can be implemented on a large scale will help us to provide the support and courses needed to help students be successful and complete the basic skills sequence so that students can take transfer level classes and be successful in those classes. Developing a ME First initiative on campus is supported by the Basic Skills Initiative through funding of faculty participation in Leading from the

Middle (LFM) a state wide leadership project. BSI monies fund three-to-four faculty each year to participate in LFM. Two of the LFM faculty cohorts are actively working on the ME First Initiative in two ways; 1) Create an awareness campaign for existing students and returning students of the need for Math and English in their first year of college; 2) Create an awareness campaign with faculty and administration to support the focus of Math and English First for first-time entering students.

- *Evaluation*
  - Completion of research data collection in spring 2016
  - Number of additional basic skills and ESL courses offered in fall 2016 and spring 2017
  - Number of students enrolled in Math, English or EMLS in their first year of college beginning in fall 2016 compared to baseline data
  - Focus groups with students in *ME First* special programs
  - Collect student retention, persistence and success data within the basic skills sequence
  - Long-term college retention, persistence and success data in the first transfer level course after completion of the basic skills sequence

C.2
- Establish on-going professional learning that focuses on effective critical pedagogy and learner centered classrooms to improve ESL and Basic Skills sequence completion. Include faculty, counselors, tutors and student leaders in training.

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
C.2	Individuals with disabilities	49
C.2	White	3
C.2	Male	81
C.2	Foster Youth	5
C.2	Black or African American	79
C.2	Low-Income	43

Fresno City College Student Equity Plan - 45

- *Activity Implementation Plan*

Creating on-going meaningful and effective professional development is an important aspect of improving student outcomes. Studies show that when faculty, counselors and staff are exposed to critical pedagogy and are supported in implementing new strategies student outcomes improve. In collaboration with the campus wide professional development committee, we want to create a comprehensive, varied and on-going program for faculty and staff. Further, we want to develop a safe environment to explore current practices and their contribution to equity gaps.

The following steps will be implemented to complete this activity:
  ➢ Engage basic skills instructors (full-time and part-time) in professional learning opportunities to integrate effective learning strategies and pedagogy in basic skills courses with particular attention to disproportionately impacted groups.
  ➢ Provide training for faculty and Extending the Class (ETC) and Peer Assisted Study Sessions (PASS) Leaders on the effective use of supplemental instruction including recruiting peer leaders. There will be a focus on recruiting from disproportionately impacted groups within basic skills courses, particularly African Americans. Pass Leaders will have a focus on disproportionately impacted groups within English and EMLS courses.
  ➢ Provide professional learning opportunities for faculty and counselors to increase cultural competency and to integrate culturally responsive pedagogy in basic skills and EMLS courses and counseling practices with disproportionately impacted groups. Examples of potential workshops include Leonard Geddes with the LearnWell Project, On Course, 3CSN and Habits of Mind and Reading Apprenticeship.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	July 1, 2015 – June 30, 2016	$23,000 for research, coordination, admin support $15,000 professional development $7000 Learn Well project $1000 focus groups $6000 workshops	Basic Skills Funds, XX0 (travel and conference from Academic Senate), other

- *Link to Goal*

Professional development is necessary in order for faculty to increase their effectiveness in developing and implementing equity-minded pedagogy. The design and implementation of culturally relevant teaching strategies will improve student retention, persistence and completion of the basic skills course sequence.

- *Evaluation*
  - Participants will complete a questionnaire at the end of each professional development opportunity to assess knowledge gained and intent to implement learned strategies.
  - A follow-up survey will be administered to participants at three months and six months after participating in professional development activities to measure the degree of implementation of new strategies learned and assess any barriers that need to be addressed.
  - Collect data on the retention, successful completion and persistence of disproportionately impacted groups in basic skills and EMLS courses to monitor effectiveness of professional development activities.

C.3
- Provide supplemental instruction through ETC Leaders in basic skills math courses and Peer Assisted Study Sessions (PASS) leaders in all basic skills English and EMLS courses. ETC and PASS leaders are students who serve as embedded tutors who have successfully completed the designated class (i.e. Math 201 or ENGL 125). The student attends the class with the students and conducts study sessions outside of class. ETC and PASS leaders are trained through the Tutorial and Reading & Writing Center.

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
C.3	Individuals with disabilities	49
C.3	White	3
C.3	Male	81

C.3	Foster Youth	5
C.3	Black or African American	79
C.3	Low-Income	43

- *Activity Implementation Plan*

In the first few years of the Basic Skills Initiative, the FCC Tutorial Center requested funding to launch Supplemental Instruction as a way to meet the needs of basic skills students. Supplemental Instruction is an academic assistance program that utilizes peer-assisted study sessions. In this model, a student who has taken the course previously becomes the tutor in the same course, with the same instructor the next semester or year (Martin & Arendale, 1990). Funding was provided for an adjunct faculty coordinator in 2007. Over the years, as FCC has assessed and evaluated the program, changes were made to better meet the needs of our students and faculty. We renamed our program ETC to reflect those changes and the program was continuously funded through the BSI even as the program grew and changed. Our ETC program was highlighted in the 2014 Basics Skills Completion: The Key to Student Success in California Community Colleges – Effective Practices for Faculty, Staff and Administrators Guide. The BSI has struggled to maintain the funding for this program and has sought to make it a full-time position funded with other monies in order to expand to meet the needs of more students. Due to the success of ETC with basic skills students the college decided to incorporate the ETC faculty coordinator into the Equity Plan to target disproportionately impacted students. A full-time faculty coordinator was hired in August 2015. Further, all tutors are supported through the general fund budget and most recently the Office of Instruction committed additional general fund monies to support additional tutors for this highly successful program. ETC services continue to expand and scale up in order to include more course sections not only in basic skills courses but also transfer courses with traditionally high failure rates for disproportionately impacted student groups.

In spring 2014 the campus Academic Success Committee, that oversees the BSI, approved the addition of an adjunct Math Faculty Tutor to focus specifically on basic skills math courses. An adjunct was hired in January 2015 and was paid for out of BSI monies. However, the BSI budget is relatively small and needs to be available to support other innovative projects, therefore the math faculty tutor position was approved as a full-time position using Equity funds in September 2015. This position will focus on basic skills math courses as well as transfer level courses with disproportionately impacted students as identified in both Indicator B and C.

The campus Writing and Reading Center (WRC) launched a modified form of SI called PASS. Initially, funding was provided through Basic Skills to provide embedded tutors in our Basic Skills First Year Experience, the Network Scholars. The support of the Network Scholars tutors continues, but due to the increased success of those targeted students, the Office of Instruction committed new general fund monies to imbed PASS tutors in all developmental writing classes. Further, the part-time PASS Faculty Coordinator was recently moved to a full-time position

now funded out of the Equity Plan. This decision was based on data that shows student participation in PASS addresses equity gaps and improves student GPA.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	July 1, 2015 – June 30, 2020 (this in an ongoing activity and the costs reflect only 2015-16)	$70,000 for % of coordination of PASS Coordinator, ETC Coordinator Math Tutoring Coordinator $145,000 for instructional support	General funds for coordination and instructional support

- *Link to Goal*

Supplemental Instruction (SI) is a research based strategy that improves student grades and course completion. The Tutoring Center at FCC has implemented this effective instructional strategy through ETC and the Writing and Reading Center has implemented SI through PASS. Utilizing ETC and PASS in Basic Skills math, English and EMLS courses will assist the college in improving student completion of the basic skills sequence and persistence to transfer level courses.

- *Evaluation*
  - Quantitative data such as GPA, course completion and persistence to the next level in the basic skills sequence will be measured. Students who participate in ETC or PASS will be compared to similar students who do participate in the services to compare success rates.
  - Students who participate in ETC and PASS will also be tracked to compare their success rate in transfer level classes after completing the basic skills sequence.
  - Participating students will be asked to provide their feedback on the services through a survey in order to evaluate and improve the services.
  - ETC and PASS leaders will be asked to provide feedback through a survey each semester and through continual feedback with supervisors.
  - Participating faculty will be asked to provide feedback through a survey each semester as well as through on-going collaboration with ETC and PASS Coordinators and other faculty participants.
  - ETC and PASS are part of the Program Review process for their respective departments and as such robust evaluation and review is conducted on an on-going process.

C.4
- Create a First Year Experience (FYE) for Black or African American students. Determine how to scale up existing efforts or create a new program to meet the needs of African American students

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
C.4	African American Students	58

- *Activity Implementation Plan*

Faculty and staff at FCC believe and research supports the idea that structured pathways are an effective way to improve student outcomes. This activity proposes to research the possibility of providing either a new structured FYE pathway for Black or African American students or determining if existing structures supporting African American students can be scaled up effectively. The following steps will be implemented to achieve this activity.

  ➢ Conduct a research study to examine African American perceptions of the college and how the college can help meet their educational needs. Include focus groups and interviews with African American students to identify barriers, interventions and strategies for improving progress and completion.
  ➢ Conduct research on effective Black or African American First Year Experience programs at colleges similar to FCC. This will include multiple discussions with faculty, counselors and administrators at selected colleges; analysis of data and success rates; and a site visit to determine the implementation plan at FCC. The Student Equity Coordinator will lead this effort in collaboration with the Basic Skills Coordinator, Idile/SYMBAA Counselor, faculty and counselors.
  ➢ Evaluate current learning communities on campus that target Black or African American students to determine if they can be scaled up as a FYE based on the research.
  ➢ Engage African American faculty in discussions on the needs of Black or African American students and the course sequence and support services necessary for development of the FYE.
  ➢ Provide professional learning for faculty, staff and administrators

ID	Timeline(s)	Student Equity Funds	Other Funds
C.4	October 1, 2015 – December 2016	$78,000 for % time for coordination/admin support and professional development $3,600 % time for research $1000 focus groups	BSI Funds SSSP General Fund

- *Link to Goal*

FYE is an effective way to improve student outcomes and research shows that structured pathways improve student outcomes. Our Black or African American students are disproportionately represented in the lack of completion in the basic skills sequence both in math and English as well as completing a transfer level course after completing the sequence. We believe that providing a comprehensive FYE for our Black or African American students will improve basic skills sequence course completion. In addition, other ways to offer remediation will be explored and considered for implementation. However, further research needs to be done to identify the specific needs of this group and to design an evidenced based program. It is imperative to seek input from all stakeholders in order to have a comprehensive program.

- *Evaluation*
  - Gather and monitor retention, persistence and successful completion data of African American students.
  - Students who participate in the FYE will be tracked to compare their success rate in transfer level classes after completing the basic skills sequence.
  - Participating students will be asked to provide their feedback on the services through a survey in order to evaluate and improve the services at least once each academic year.

C.5

- Extend the *USEAA, SYMBAA, IDILE, PUENTE, Camino* and *The Network Scholars* learning community programs to provide comprehensive services for <u>up to three years </u>(i.e. academic support, counseling, etc.).

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
C.5	Individuals with disabilities	49
C.5	White	3
C.5	Male	81
C.5	Foster Youth	5
C.5	Black or African American	79
C.5	Low-Income	43
C.5	Southeast Asian	Unknown (see footnote 3)

- *Activity Implementation Plan*

FCC has provided special programs through Student Services for many years. These programs target specific racial, ethnic or learning needs groups who are disproportionately impacted in the basic skills sequence. Each learning community or FYE has several components in common such as 1) a designated counselor; 2) linked classes for at least one semester for first time entering students; 3) field trips to a university; 4) student education planning. Some of our special programs also include mentors and book stipends based on the funding source. We are interested in expanding the special programs for up to three years to continue to provide comprehensive wrap around services to improve students' success in the basic skills and EMLS sequence and on to transfer courses. The success of each individual program has varied over the years and further research is needed to determine what components of each program contribute to the most success and what barriers exist in providing services.

In order to maximize and align extended services the special program coordinators will meet in fall 2015 and spring 2016 to do the following:
- ➢ Analyze the data on existing programs
- ➢ Review the literature on learning communities, FYEs and other focused student success programs to identify effective practices
- ➢ Identify other colleges with extended programs and engage in a dialogue with them about logistics and effective practices

➢ Draft a template for years 2 and 3 of the learning community. Services may include but not be limited to, book stipends; field trips; required counseling sessions; workshops (choosing a major, transfer requirements, education planning, job placement, financial literacy, mentoring, etc.).
➢ Based on the research, determine the staffing needed to implement extended services

In order to maximize and align extended services the special program coordinators will meet in fall 2015 to do the following:

ID	Timeline(s)	Student Equity Funds	Other Funds
C.5	Fall 2015 – Spring 2020	$25,000 % time for student services/equity coordination and research $15,000 field trips $6000 workshops	BSI - Basic Skills Counselor General Fund Counselor/program coordinators Special program funds for counselor/coordinators

- *Link to Goal*
Research indicates that the protective factors that are present during the one or two semesters that a student is in a special program last for an additional semester but then fall off in subsequent semesters. Providing additional support for students who are disproportionately impacted will help ensure continued success through the basic skills sequence and transfer level courses. However, more research is needed in order to determine the most effective interventions during the second and third years of a learning community program.

- *Evaluation*
  - Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in EMLS and Basic Skills course completion.

C.6
● Explore the development of a learning community program for American Indian/Alaskan Native students to provide resources and support to improve student outcomes.

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
C.6	Black or African American	79

- *Activity Implementation Plan*

The American Indian/Alaskan Native student group is not one of our top three DI groups however, they do show disproportionate impact in basic skills math. Further we do have a number of American Indian students and a large Native American population in our service area. These students have historically had low completion and transfer rates. We would like to explore the American Indian student experience at Fresno City College to determine the best intervention to meet their stated needs.

This activity will include a research study to examine American Indian's perceptions of college and how college faculty and staff can help meet their educational needs. The study will include focus groups and interviews with students and the community to identify barriers for students' lack of progress and completion as well as to identify interventions and strategies for improving progress and completion.

We will also conduct research on effective American Indian/Native Alaskan FYE programs at colleges similar to FCC. This will include multiple discussions with faculty, counselors and administrators at selected colleges; analysis of data and success rates; and potentially a site visit. The Student Equity Coordinator will lead this effort in collaboration with the Basic Skills Coordinator, faculty and counselors.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.6	July 1, 2015 – June 30, 2016	$10,000 % time on coordination/research $1000 focus groups $1000 direct student support $6000 % time adjunct counseling	BSI General Fund SSSP funds

- *Link to Goal*

Research indicates that structured pathways are an effective way to improve student outcomes, however we do not know what type of structured pathway would best meet the needs of our American Indian students. This activity proposes to provide a new structured FYE pathway for American Indian students. Equity gaps for our American Indian population in the basic skills sequence have not been addressed on our campus before and while research indicates that structured pathways are an effective way to improve student outcomes we do not know what type of structured pathway would best meet the needs of this student population. The American Indian student population is small but has significant equity gaps on our campus, particularly in basic skills math. This activity will provide time and resource for us to investigate the needs of this population and will inform the development of interventions to address those needs. Asking the students and the American Indian community for their input will provide us with data that will help us focus interventions and to ensure that we are addressing the greatest need.

- *Evaluation*
  - Data that will be collected includes a significant amount of qualitative data at the beginning to listen to student voices from the American Indian student group. This will include focus groups and individual interviews with students as well as with members of the American Indian community. This data will help inform the creation of effective interventions to meet students' needs.
  - Quantitative data collection will include the following:
    - ➢ Analyzing American Indian enrollment patterns
    - ➢ Collecting and analyzing retention, persistence and successful completion data and establishing a benchmark for American Indians

Degree and Certificate Completion

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

The Fresno City College Institution Research Office reviewed three methods for calculating student equity gaps (disproportionate impact) for degree completion and certificate completion: 1) proportionality methodology, 2) 80% rule methodology, and 3) percentage point gap methodology. The percentage point gap methodology was selected as an approach to calculate the disproportionate impact groups for both degree completion and certificate completion because the results were easier to interpret.

The percentage point gap compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome. One of the advantages of the percentage point gap measurement is that it allows users to calculate and communicate the number of students 'lost' relative to the all student (or another group's) average. Since Fresno City College is a Hispanic Serving Institution (HSI), Hispanics/Latinos make up the largest number of degree and certificate completion rates, followed by White, Asian, Black or African American students.

Degree Completion (2008-2009 Cohort Year)

Table D1. below shows the findings from the Percentage Point Gap analysis for degree completion. For the degree completion rate, the total student average for all student yield 9.3% and Native Hawaiian/Pacific Islander (16.7%), Foster Youth (14.3%) and Asians (11%) were above the total average respectively. Although the percentage is above the total average for Native Hawaiian/Pacific Islander and Foster Youth, it is important to consider their total size compared to all students.

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Table D.1

Target Population(s): 2008-2009 Scorecard Cohort	The # of first-time students who enrolled in the base year with the goal of obtaining a degree or certificate	The number of students out of ← (the denominator) who earned a degree within one or more years.	The rate of degree completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
2008-2009 Cohort	3,438	319	9.3%	9.3%	
Gender					
Males	1,614	135	8.4%	9.3%	-0.9%
Females	1,805	184	10.2%	9.3%	0.9%
Unknown	19	0	0.0%	9.3%	-9.3%
Ethnicity					
American Indian / Alaska Native	45	4	8.9%	9.3%	-0.4%
Asian	327	36	11.0%	9.3%	1.7%
Black or African American	261	21	8.0%	9.3%	-1.2%
Filipino	46	5	10.9%	9.3%	1.6%
Hispanic or Latino	1,676	145	8.7%	9.3%	-0.6%
Native Hawaiian or other Pacific Islander	18	3	16.7%	9.3%	7.4%
White	756	75	9.9%	9.3%	0.6%
Some other race	309	30	9.7%	9.3%	0.4%
Special Groups					
Foster youth	14	2	14.3%	9.3%	5.0%
Individuals with disabilities	17	0	0.0%	9.3%	-9.3%
Low-income students	2,812	266	9.5%	9.3%	0.2%
Veterans	71	4	5.6%	9.3%	-3.7%
First Generation Student	285	16	5.6%	9.3%	-3.7%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Table D.2 below shows the three student groups that are experiencing the greatest equity gaps in degree completion and the number of students "lost". If these students that were lost had completed, they would have closed the equity gap. The three student groups experiencing the greatest transfer equity gaps are:

1) Individuals with Disabilities with a -9.3% percentage point gap
2) First Generation College students with a -3.7% percentage point gap
3) Veteran students with a -3.7% percentage point gap

In the Activities Section, discussions on implementing services to increase degree completion rates for all disproportionate groups will be addressed.

Table D.2

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage (1)	Percentage expressed as decimal 25% becomes .25 (2)	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal (3)	=	Number of Students "Lost" (4)
Largest Gap	Individuals with Disabilities	-9.3%	0.093	x	17	=	2
Second Largest	First Generation College Student	-3.7%	0.037	x	285	=	11
Third Largest	Veterans	-3.7%	0.037	x	71	=	3

Certificate Completion (2008-2009 Cohort Year)

Table D.3 below shows the findings from the Percentage Point Gap analysis for certificate completion. For certificate completion rate, the total student average for all student yield 3.0% and Black/African American (3.8%) and White (3.3%) were above the total average.

Rate	Denominator	Numerator
Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a certificate within one or more years, as decided by the college.

Table D.3

Target Population(s) 2008-2009 Scorecard Cohort	The # of first-time students who enrolled in the base year with the goal of obtaining a degree or certificate	The number of students out of ← (the denominator) who earned a certificate within one or more years.	The rate of certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*

2008-2009 Cohort	3,438	102	3.0%	3.0%	
Gender					
Males	1,614	53	3.3%	3.0%	0.3%
Females	1,805	49	2.7%	3.0%	-0.3%
Unknown	19	0	0.0%	3.0%	-3.0%
Ethnicity					
American Indian / Alaska Native	45	1	2.2%	3.0%	-0.7%
Asian	327	8	2.4%	3.0%	-0.5%
Black or African American	261	10	3.8%	3.0%	0.9%
Filipino	46	0	0.0%	3.0%	-3.0%
Hispanic or Latino	1,676	47	2.8%	3.0%	-0.2%
Native Hawaiian or other Pacific Islander	18	0	0.0%	3.0%	-3.0%
White	756	25	3.3%	3.0%	0.3%
Some other race	309	11	3.6%	3.0%	0.6%
Special Groups					
Foster youth	14	1	7.1%	3.0%	4.2%
Individuals with disabilities	17	0	0.0%	3.0%	-3.0%
Low-income students	2,812	91	3.2%	3.0%	0.3%
Veterans	71	2	2.8%	3.0%	-0.1%
First Generation Student	285	9	3.2%	3.0%	0.2%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Table D.4 below shows the three student groups that are experiencing the greatest equity gaps in certificate completion and the number of students "lost". If these students that were lost had succeeded, they would have closed the equity gap.

The three student groups experiencing the greatest transfer equity gaps are:
1) Filipino students with a -3.0% percentage point gap
2) Individuals with disabilities with a -3.0% percentage point gap
3) Native Hawaiian/Pacific students with a -3.0% percentage point gap

In the Activities Section, discussions on implementing services to increase certificate completion rates for all disproportionate groups will be addressed.

Table D.4

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	=	Number of Students "Lost"
Largest Gap	**Filipino**	**-3.0%**	0.030	x	46	=	2

Second Largest	**Individuals with Disabilities**	**-3.0%**	<u>0.030</u>	**x**	**17**	**=**	**1**
Third Largest	**Native Hawaiian or other Pacific Islander**	**-3.0%**	<u>0.030</u>	**x**	**18**	**=**	**1**

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Individuals with disabilities	-9.3, 2008/09	No Gap	2020
First generation	-3.7, 2008/09	No Gap	2020
Veterans	-3.6, 2008/09	No Gap	2020
Black or African American	-1.2, 2008/09	No Gap	2020
Male	-.9, 2008/09	No Gap	2020

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

<u>**D.1**</u>

- *Activity Type(s)*

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

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

ID	Target Group(s)	# of Students Affected
D.1	Individuals with disabilities	3
D.1	First generation	11
D.1	Veterans	3
D.1	Black or African American	4
D.1	Male	15

Fresno City College Student Equity Plan - 62

D.1	Hispanic or Latino	14

- *Activity Implementation Plan*

The activity from last year's plan was to hire an Institutional Research Coordinator devoted to student equity projects. The position was filled in July of 2015 and funding for the position will need to continue.

Equity projects for this indicator include:
  - ➢ Evaluate all disproportionate groups and provide data on degree completion rates and certificate completion rates to ensure that the data are representing the institution at large
  - ➢ Compare data on number of students who received a degree or certificate by population group to those in that group with the same informed matriculation goals as documented in the Student Education Plan (SEP);
  - ➢ Accurately aggregate and disaggregate data, work with counselors, student services, and special programs to record data more accurately for the future;
  - ➢ Streamline collection of data from SEPs such that student's goals are easy to track and assess;
  - ➢ Record SEPs, matriculation goals, and majors in order to more accurately track student progress toward their individual goals;
  - ➢ Identify students in special programs (Puente, SYMBAA, Idile, USEAA, etc.) in DataTel in order to track effectiveness of these programs; improve the records by providing DataTel training to counselors, staff, and special program coordinators;
  - ➢ Track certificate and degree completion data for veterans before and after expanding the Veteran's Center;
  - ➢ Track students in DataTel who are within 30 units of completing a degree; identify which degrees and certificate programs are in highest demand within various population groups

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	2014-2019	$3,600 % time for research $60,000 for counseling	XXO and SSSP funded counselors and staff supporting the completion of SEPs

- *Link to Goal*

The institution will have the necessary data in order to make informed decisions on where to allocate resources to increase completion rates for disproportionate groups experiencing the greatest impact.

Fresno City College Student Equity Plan - 63

- *Evaluation*
  - Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in degree and certificate completion.

D.2

- *Activity Type(s)*

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

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

ID	Target Group(s)	# of Students Affected
D.2	Individuals with disabilities	3
D.2	First generation	11
D.2	Veterans	3
D.2	Black or African American	4
D.2	Male	15
D.2	Hispanic or Latino	14

- *Activity Implementation Plan*

The activity from last year's plan was to hire a Student Equity Coordinator devoted to student equity projects. The position was filled and funding for the position will need to continue.

Research and evaluation:

- Examine and evaluate effectiveness of the FCC/SCCCD matriculation process (including application, assessment, Student Educational Plan (SEP), registration)

- Identify student/alumni surveys especially regarding obstacles (money/employment, personal problems, academic preparedness, comprehension, graduation/fee deadlines, transportation/parking, lack of monitoring progress, misinformation about requirements, availability of classes, irresponsibility, leaving the most challenging classes for the last semester, time management, lack of mentors or peer support, etc.).

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	2014-2019	100% salary for Student Equity Coordinator	SSSP Coordinator costs for matriculation step examination = $140,000

- *Link to Goal*
  Data from prior studies will be used to identify interventions for the target groups.

- *Evaluation*
  - Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in degree and certificate completion.

D.3
- *Activity Type(s)*

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

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

ID	Target Group(s)	# of Students Affected
D.3	Individuals with disabilities	3
D.3	First generation	11

Fresno City College Student Equity Plan - 65

D.3	Veterans	3
D.3	Black or African American	4
D.3	Male	15
D.3	Hispanic or Latino	14

- *Activity Implementation Plan*

  Deliver activities to increase both faculty and student awareness of available student services and programs. Activities include FLEX day presentation to faculty to highlight some of the student services and/or special programs available to students, as well as creating a student marketing campaign to highlight student services and/or special programs.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	July 1, 2015 – June 30, 2016	$15,000 professional development $1000 outreach	Campus staff development funds; Speakers Forum SSSP outreach

- *Link to Goal*

  The activities will increase the number of students utilizing student services and participating in special programs targeting disproportionately impacted groups.

- *Evaluation*
  - Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in degree and certificate completion.

D.4
- *Activity Type(s)*

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

Fresno City College Student Equity Plan - 66

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

ID	Target Group(s)	# of Students Affected
D.4	Individuals with disabilities	3
D.4	First generation	11
D.4	Veterans	3
D.4	Black or African American	4
D.4	Male	15
D.4	Hispanic or Latino	14

- *Activity Implementation Plan*

The college will host events and workshops designed to expose students from target groups to various degree and career options and that bring motivational speakers who are community members representative of target groups.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.4	July 1, 2015 – June 30, 2016	$6,000 workshops $20,000 speakers	Speakers Forum; campus staff development funds

- *Link to Goal*

The activities will increase the number of students utilizing student services and participating in special programs targeting disproportionately impacted groups.

- *Evaluation*
  - Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in degree and certificate completion.

D.5

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
D.5	Individuals with disabilities	3

- *Activity Implementation Plan*

  The college will hire a DSP&S Counselor

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.5	July 1 – June 30	$22,000 % time of DSPS counselor	DSPS program funding

- *Link to Goal*

  An additional DSP&S Counselor will be able to serve more students with disabilities.

- *Evaluation*
  - Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in degree and certificate completion.

D.6

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities

X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

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

ID	Target Group(s)	# of Students Affected
D.6	Individuals with disabilities	3
D.6	First generation	11
D.6	Veterans	3
D.6	Black or African American	4
D.6	Male	15
D.6	Hispanic or Latino	14

- *Activity Implementation Plan*

The college will fund professional development activities to enhance counselor expertise related to FCC AA/AS/ADT options.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.6	July 1 – June 30	$15,000 professional development $60,000 % time of counselors	SSSP funding Transfer Center

- *Link to Goal*

Increased counselor expertise will provide better information to target students.

- *Evaluation*
  - Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in degree and certificate completion.

Fresno City College Student Equity Plan - 69

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

E. **TRANSFER.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

The Fresno City College Institution Research Office reviewed three methods for calculating student equity gaps (disproportionate impact) for Transfer rate: 1) proportionality methodology, 2) 80% rule methodology, and 3) percentage point gap methodology. The percentage point gap methodology was selected as an approach to calculate the disproportionate impact groups because the results were easier to interpret.

The percentage point gap compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome. One of the advantages of the percentage point gap measurement is that it allows users to calculate and communicate the number of students 'lost' relative to the all student (or another group's) average. Since Fresno City College is a Hispanic Serving Institution (HSI), Hispanics/Latinos make up the largest number of transfer rates, followed by White and Asian students.

Table E.1 below shows the findings from the Percentage Point Gap analysis. Using the Data Mart six year transfer velocity (2008-2009 cohort)[5] we found that the total student average transfer rate for all students was 38.1% and both Whites (42.9%) and Asians (43.8%) were above the average respectively.

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

[5] Unlike the Data on Demand Scorecard data, we are unable to merge FCC data to the Data Mart cohorts. Consequently, we are unable to disaggregate Transfer by Foster Youth, Veterans, and First Generation Students.

Table E.1

Target Population(s): Data Mart – 6 Year Transfer Velocity (2008-2009 Cohort)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	1,928	734	38.1%	38.1%	
Gender					
Males	868	343	39.5%	38.1%	1.4%
Females	1,051	389	37.0%	38.1%	-1.1%
Unknown	9	2	22.2%	38.1%	-15.8%
Ethnicity					
American Indian / Alaska Native	23	9	39.1%	38.1%	1.1%
Asian	210	92	43.8%	38.1%	5.7%
Black or African American	120	45	37.5%	38.1%	-0.6%
Filipino	32	17	53.1%	38.1%	15.1%
Hispanic or Latino	868	288	33.2%	38.1%	-4.9%
Native Hawaiian or other Pacific Islander	10	4	40.0%	38.1%	1.9%
White	478	205	42.9%	38.1%	4.8%
Some other race	187	74	39.6%	38.1%	1.5%
Special Groups					
Foster youth	NA	NA	NA	NA	NA
Individuals with disabilities	94	29	30.9%	38.1%	-7.2%
Low-income students	1,517	542	35.7%	38.1%	-2.3%
Veterans	NA	NA	NA	NA	NA
First Generation Student	NA	NA	NA	NA	NA

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Table E.2 below shows the three student groups that are experiencing the greatest equity gaps in Transfer and the number of students "lost". If these students that were lost had succeeded, they would have closed the equity gap.

The three student groups experiencing the greatest transfer equity gaps are:
    1) Individuals with Disabilities with a -7.2% percentage point gap
    2) Hispanic or Latino students with a -4.9% percentage point gap
    3) Low-income students with a -2.3% percentage point gap

In the Activities Section, discussions on implementing services to increase transfer rates for all disproportionate groups will be addressed.

Table E.2

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage	2 Percentage expressed as decimal 25% becomes .25	Multiply	3 The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	=	4 Number of Students "Lost"
Largest Gap	**Individuals with Disabilities**	-7.2%	0.072	x	94	=	7
Second Largest	**Hispanic or Latino**	-4.9%	0.049	x	868	=	43
Third Largest	**Low-Income Student**	-2.3%	0.023	x	1,517	=	36

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Individuals with Disabilities	-7.2%, 2008-2009 transfer velocity cohort, 6 year transfer rate	No Gap	2020
Hispanic or Latino	-4.9%, 2008-2009 transfer velocity cohort, 6 year transfer rate	No Gap	2020
Low-income Student	-2.3%, 2008-2009 transfer velocity cohort, 6 year transfer rate	No Gap	2020

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

Other student transfer equity gaps identified in the college research as experiencing a disproportionate impact different from the populations with the three greatest gaps are:
1) Black or African American students yielded a -0.6% percentage point gap when the data was separated by ethnicity. The total average transfer rates were the reference group with a transfer rate of 38.1% compared to a transfer rate of 37.5% for Black or African American students.
2) Female students yielded a -1.1% percentage point gap when the data was separated by gender. The total average transfer rates were the reference group with a transfer rate of 38.1% compared to a transfer rate of 37.0% for females.
3) 3) Foster Youth, Veterans, and First generation students had limited transfer data and will be targeted service groups.

The primary goal for FCC is to not only close the gap for all disproportionate groups but to target all students at the institution.

ACTIVITIES: E. TRANSFER

E.1

- *Activity Type(s)*

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

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

ID	Target Group(s)	# of Students Affected
E.1	DSPS	7

- *Activity Implementation Plan*

Research conducted by the California Community Colleges Chancellor's Office on Disabled Student Programs and Services (DSPS) revealed that DSPS students were substantially less likely to be transfer prepared than their non-disabled peers and were far less likely to actually transfer to a four-year institution. Since many high-demand, high-skill occupations require a baccalaureate degree and beyond, and given the significant unemployment and underemployment of persons with disabilities, the information regarding fewer transfer prepared students and fewer transfer prepared and lower transfer rates among disabled students needs further study (CCCCO DSPS, 2013).

A report on program effectiveness for DSPS students recommended the following interventions: accommodations to meet the student's needs, provision of an interpreter for a deaf student, use of an audio recorder for a student with a learning disability, note takers or readers for visually impaired students, and/or adaptations for test taking. The report indicated that DSPS students who received specialize counseling services related to their academic goal increased their academic success significantly.

Activities shall include, but not limited to:
- ➢ Hire a DSPS Transfer counselor
- ➢ Collaborate with instructional faculty for DSPS Transfer students accommodations of transfer related
- ➢ Provide classroom presentations and transfer workshops
- ➢ Target college and career fairs to DSPS identified students to increase the number of participants

Fresno City College Student Equity Plan - 75

➢ Arrange visits to four-year universities to increase transfer awareness based on the DSPS students' recommendations
➢ Encouraging and participating in campus-wide efforts to identify and remove barriers to the retention and transfer of low-income, disabled and first-generation college students. Assisting in campus-wide efforts to develop strategies to improve the transfer rate for these students
➢ Transfer resources and materials provided by the DSPS Office that accommodates the DSPS student's needs
➢ Research transfer level Math and English completion rates for DSPS students
➢ Other activities/effective best practices as needed to increase transfer rates

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	July 1, 2015 – June 30, 2016	$22,000 % time of DSPS Counselor $15,000 field trips $6,000 workshops $11,000 % time of Transfer Counselor	DSPS funds Transfer Center funds SSSP DSPS funds

- *Link to Goal*

   The activity will improve transfer rates for DSPS students who are experiencing a disproportionate impact. The collaboration of the DSPS Office and Transfer Center will foster an environment of inclusion and provide students support/resources leading to an increase of transfer rates.

- *Evaluation*
   - DSPS Transfer Counselor will implement student satisfaction survey after any transfer related activities

   - Data will be collected by the Institutional Researcher on a yearly basis to examine the DSPS transfer rates

E.2
- *Activity Type(s)*

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

Fresno City College Student Equity Plan - 76

X	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
E.2	Females	12
E.2	Black or African American	1
E.2	Hispanic or Latino	43
E.2	Current or former foster youth	Unknown
E.2	Individuals with disabilities	7
E.2	Low-income students	36
E.2	Veterans	Unknown
E.2	First Generation Student	Unknown

- *Activity Implementation Plan*

Data on transfer rates are not always apparent or easy to uncover within the existing California community college accountability structures. This is due to accountability indicators not specifically targeting the performance of community colleges in relation to their transfer function.

Transfer function is among the most challenging performance outcomes to measure because there is no consensus among practitioners and policymakers about how to effectively calculate transfer rates. When individual colleges and districts report their transfer rates, the data is rarely ever disaggregated by subgroups within a large ethnicity population, socioeconomic statuses, and special populations (Dowd, Chase, Pazich, & Bensimon, 2012).

In activity E.2, the Institutional Researcher that was hired will continue to collect and analyze data of disproportionate students who are not transferring at a successful rate and identify effective strategies to increase transfer rates. The college will plan to collect data to identify:

The Institution Research Office will determine why all disproportionate students are not transferring at a successful rate and identify effective strategies to increase transfer rates. The college will plan to collect data to identify:

  ➢ Transfer Volume

Fresno City College Student Equity Plan - 77

➢ Transfer Prepared
➢ Transfer Ready
➢ Transfer students to see whether they are representative of the college at large
➢ Transfer prepared students who listed "Transfer" as their academic goal to see if they are enrolled in transfer level English and Math courses their first semester
➢ Effectiveness of degrees awarded, specifically AA-T or AS-T. Students who meet the criteria of the AA-T or AS-T will automatically be granted the degree.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	July 1, 2015 – June 30, 2016	$3,600 % time for research $11,000 % time of Transfer Counselor	Transfer Center/general funds

- *Link to Goal*

This activity will help the college collect and examine disaggregated data on an on-going basis. The data collected will be used to implement effective strategies and practices that will increase transfer rates for all students with an emphasis in the following ethnic and special population groups: Hispanic, Black or African American, Native Indian, Southeast Asian (e.g., Hmong, Lao, Cambodian, Thai, Khmer, Filipino), DSPS, foster youth, veteran, low-income students, and first generation students.

- *Evaluation*
  - Both quantitative and qualitative data will be collected and continuously assessed to measure impact of activity on the goal.

E.3
- *Activity Type(s)*

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

Fresno City College Student Equity Plan - 78

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

ID	Target Group	# of Students Affected
E.3	First generation	Unknown
E.3	Hispanic	43
E.3	Black or African American	1
E.3	Foster Youth	Unknown
E.3	DSPS	7
E.3	Southeast Asian (Hmong, Lao, Vietnamese, Thai, etc…)	Unknown (see footnote 3)

- *Activity Implementation Plan*

According to Mmeje, (2012), preparing community college students for transfer involves more than providing them with information regarding transfer requirements and application deadlines. Although ensuring that students are aware of the procedural aspects of transfer, studies have shown—particularly for historically underrepresented and first-generation students—that faculty, counselors, administrators, and community members, play an important role in helping students navigate the transfer process (Bensimon et al., 2007; Dowd, Bensimon, Gabbard, Cheslock, Dee, Giles, et al., 2006; Pak, Bensimon, Malcom, Marquez, & Park, 2006). Many community college students lack relationships with institutional personnel who can help them navigate campus policies and procedures, and who can facilitate access to critical information and unique programs or services that often promote transfer to a four-year college or university.

The barriers preventing students from transferring are numerous. They include, but are not limited to: complex transfer requirements, lack of institutional emphasis on transfer, insufficient guidance counseling, limited availability of required transfer courses, limited articulation agreements between community colleges and four-year institutions (Suarez, 2003).

FCC intends to develop a new program focused on increasing transfer rates for specific disproportionately impacted groups. This will be done to address the barriers preventing identified groups from transferring and include but are not limited to, complex transfer requirements; insufficient advising; limited articulation agreements between the community college and four year institutions; lack of understanding financial aid; and academic preparation.

Fresno City College Student Equity Plan - 79

The new transfer program will be a special program at FCC and the State Center Community College District. The mission is to service eligible disproportionate impacted students and fast-track them to transfer to a four-year university. The transfer program will focus on incoming and continuing students that place into basic skills and/or college-level English and math courses and have a transfer goal. Students who successfully complete the transfer program will be guaranteed transfer admission to specific CSUs, UCs, Historically Black Colleges and Universities (HBCU), Hispanic Association of College and Universities (HACU), and other four-year institutions.

Furthermore, the transfer program will prepare students for transfer by providing regular transfer counseling, offering participant's vital information regarding the transfer process, and creating regular opportunities for participants to develop meaningful relationships with individuals (e.g., peers, counselors, administrators, college/university representatives) who will support and guide their transfer goal.

The transfer program will include a variety of components, such as linkage to the FCC Summer Bridge Program that promotes acceleration in English and Math, field trips to colleges and universities, participation in Associate Degree for Transfer (ADT) and Transfer Agreement Guarantee (TAG), participation in a Transfer Club, and graduate/professional school preparation. Services to be provided are more individualized advising, career assessment, peer mentoring, and academic support services such as ETC and tutoring. Program activities will include:

➢ A comprehensive student educational plan after the student successfully completes 15 semester units and has identified a major
➢ Working closely with instructional faculty to examine instructional designs to improve transfer for the disproportionate groups
➢ Working closely with a counselor to identify additional supplemental students services as needed (probation, Early Alert, DSPS, EOPS, CalWorks, etc.)
➢ Increasing partnerships with CSU/UC/Private and out-of-state
➢ Academic support services, such as Extending the Class, tutorial, Career and Employment, etc.
➢ Field trips to four-year universities
➢ Providing transfer workshops and classroom presentations that include information about university admission requirements, selection criteria, Transfer Admission Agreements, and application processes to baccalaureate-level

Fresno City College Student Equity Plan - 80

campuses. These classes, workshops and presentations should be provided for all students and include special programs that serve low-income, disabled and first-generation college students, veterans and foster youth

➢ Data on student retention in the subsequent semester, completion course rate, and persistence rates will be examined

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3	July 1, 2015 – June 30, 2016	$70,000 % time for Transfer counselor and adjunct counseling $15,000 Field trips $5000 direct student and instructional support	SSSP funds Transfer Center general funds

- *Link to Goal*

  Research literature indicates that students, particularly under-represented and first-generation, need more than just information about transfer. Students also need meaningful relationships with college personnel who can help them navigate campus policies and procedures and facilitate access to critical programs and services that promote transfer to four-year colleges or universities. The Transfer Academy will increase the number of disproportionately impacted students who transfer by providing them with the support and direction necessary to prepare them for transfer. Transfer Academy students will be expected to transfer to a four-year college and/or university within three academic years after their first semester of enrollment

- *Evaluation*
  - Student satisfaction survey will be distributed after transfer related activities on an on-going basis.
  - Data on student retention in the subsequent semester, completion course rate, and persistence rates will be collected and analyzed to inform changes and adjustments to the program.
  - The number of students who transfer will be maintained

E.4

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
E.4	Females	12
E.4	Black or African American	1
E.4	Hispanic or Latino	43
E.4	Current or former foster youth	Unknown
E.4	Individuals with disabilities	7
E.4	Low-income students	36
E.4	Veterans	Unknown
E.4	First Generation Student	Unknown

- *Activity Implementation Plan*

Continue to develop partnerships between the college and universities that focus on increasing transfer rates for underrepresented populations through the Transfer Center. Partners should include, but not limited to the following:

- ➢ UCLA MED-PEP
- ➢ Society for Chicanos and Native Americans in the Sciences (SACNAS)
- ➢ UC Merced
- ➢ Academic Advancement Program-UCLA
- ➢ California State University, Fresno

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.4	July 1 – June 30	$11,000 % time for Transfer Counselor	General Counseling Articulation officer and transfer counselors costs

- *Link to Goal*

  Disproportionately impacted students need clear direction and role-models to assist them with transferring to a college or university. Maintaining and continuing partnerships with organizations and universities that target disproportionately impacted groups provides the linkage necessary to assist students in their transfer choices.

- *Evaluation*
    - The number of partnerships as well as the substance of the partnerships with colleges and universities will be reviewed annually to inform adjustments or changes to the program.
    - The number of disproportionately impacted students who utilize the partnerships with colleges/universities or organizations will be tracked and reviewed annually.
    - Students will be given a satisfaction survey each year to evaluate the perceived benefit to students of the partnerships.

Other College- or District-wide Initiatives Affecting Several Indicators

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

- *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
F.1	Males	10,062
F.2	Females	11,542
F.3	American Indian/Alaska Native	289
F.4	Asians	3,497
F.5	Black or African American	1,677
F.6	Hispanic or Latino	10,856
F.7	Native Hawaiian or other Pacific Islander	47
F.8	White	5,059
F.9	Some other race	414

Fresno City College Student Equity Plan - 85

F.10	Former or current Foster youth	114
F.11	Individuals with disabilities	1,403
F.12	Low-Income	16,362
F.13	Veterans	562
F.14	First generation student	3,493

- *Activity Implementation Plan*
One result of the 2014-15 Student Equity Plan is the greatly increased interest in equity related data about FCC students. The demand upon the research staff to keep up with incoming research requests is impeded by the traditional ways of publishing reports. In these reports, data is static and the audience is unable to interact with the data to answer any of their own questions prompted by the analysis, including sub-group analysis needed for researching equity issues. Consequently, the full potential of the FCC data are not currently being realized.

One solution to these "big data" problems is to create information dashboards. Data dashboards provide a powerful method of communicating data and research results (Few 2011). Dashboards allow users to interact with the data and answer their own questions, including equity related questions. Dashboards are dynamic, easily updated or modified, and can be made available to broad constituent groups. Furthermore, with common data requests answered via data dashboards, institutional researchers can focus on in-depth data analysis and conduct inquiry to answer difficult research questions that require more time (e.g., do different equity groups get stuck at different momentum points or which courses display disproportionate impact). Data dashboards increase the efficiency of research and allow researchers the time to conduct in-depth research projects and analysis.

In the fall of 2014 the Fresno City College Institutional Research, Assessment, and Planning Office met with three data dashboard vendors. The office chose Tableau, which is quickly becoming the industry standard for business analytics. The software allows for quick analysis, visualization, and sharing of information. Equity funding was used to purchase a limited user license and since late spring 2015, the Institutional Research office has created seven dashboards, including a Student Equity Course Completion Analysis, and an evaluation of the Summer Bridge program comprising of two tabs, student survey results and student success.

All of the dashboards have been praised for their effectiveness in answering data questions. However, the full potential of the dashboards to impact equity related issues is restricted because of the current limited user Tableau license. The limited number of licenses impedes the ability to widely release the dashboards to a broad constituent group, including all faculty and staff,

students, and the FCC service area. This activity proposes to buy an eight core Tableau server license, which includes a four day Server Rapid Start where Tableau technicians will schedule a time with FCC Technology staff to plan, install, tune, validate and implement the server.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	July 1, 2015 – June 30, 2016	$34,000 Tableau (% in indicator B.4 as well)	$34,000 SSSP funds

- *Link to Goal*
  All of the activities in the plan include a research component. As the culture of FCC shifts to an equity minded framework, not only the Student Equity Institutional Research Coordinator, but all of the IR staff are receiving requests that include equity related components. The eight core Tableau server will provide a way to publish research that is interactive and dynamic that will satisfy all users. Furthermore, dashboards will be created that address all five indicators/goals. In these ways, the Tableau server will increase the college's effectiveness in addressing all of the indicators/goals.

- *Evaluation*
  - An annual survey of the dashboard users will be fielded to assess user satisfaction and whether the dashboards are fulfilling the users' needs.
  - The results will be presented to the Student Equity Committee for review.

Summary Budget

Report planned expenditures of the college Stduent Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the $ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx

BAM Codes	Classification	Activity ID	Outreach	Student Services &	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries:	# of Hours									
	Student Equity	1.00	$	$	$ -	$ 29,525	$ -	$ -	$ -	$ -	29,525
	Basic Skills Coordinator	0.50	$	$	$ -	$ -	$ 33,363	$ -	$ -	$ -	33,363
	SYMBAA/IDILE	1.00	$	$	$ -	$ -	$ -	$ -	$ -	$ -	62,065
	Veterans Counselor	1.00	$	$	$ -	$ -	$ -	$ -	$ -	$ -	38,527
	Extending the Class	1.00	$	$	$ -	$ -	$ -	$ -	$ 41,590	$ -	41,590
	Transfer Center Equity	1.00	$	$	$ -	$ -	$ -	$ -	$ -	$ -	33,274
	DSPS Equity Counselor	1.00	$	$	$ -	$ -	$ -	$ -	$ -	$ -	33,274
	PASS Coordinator	1.00	$	$	$ -	$ -	$ -	$ -	$ 33,274	$ -	33,274
	Student Success Math	1.00	$	$	$ -	$ -	$ -	$ -	$ 33,274	$ -	33,274
	Adjunct	0.50	$	$	$ -	$ -	$ -	$ -	$ -	$ -	456,700
	Subtotal		$	$	$ -	$ 29,525	$ 33,363	$ -	$ 108,138	$ -	**$ 794,866**
2000	Classified and Other Nonacademic	# of Hours	Activity ID	Outreach	Student Services	Research and	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student	Total
	Institutional Research	1.00		$	$	$ 30,684	$ -	$ -	$ -	$ -	$ -	30,684
	Accounting Technician	1.00		$	$	$ -	$ 31,673	$ -	$ -	$ -	$ -	31,673
	Office Assistant II	1.00		$	$	$ -	$ 20,763	$ -	$ -	$ -	$ -	20,763
	Office Assistant III	1.00		$	$	$ -	$ 21,803	$ -	$ -	$ -	$ -	21,803
	Peer Mentors/Tutors	0.50		$	$	$ -	$ -	$ -	$ -	$ 400,000	$ -	400,000
	Special Program	0.50		$	$	$ -	$ -	$ -	$ -	$ 32,000	$ -	32,000
				$	$	$ -	$ -	$ -	$ -	$ -	$ -	-
				$	$	$ -	$ -	$ -	$ -	$ -	$ -	-
				$	$	$ -	$ -	$ -	$ -	$ -	$ -	-
				$	$	$ -	$ -	$ -	$ -	$ -	$ -	-
				$	$	$ -	$ -	$ -	$ -	$ -	$ -	-
				$	$	$ -	$ -	$ -	$ -	$ -	$ -	-
				$	$	$ -	$ -	$ -	$ -	$ -	$ -	-
				$	$	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal			$	$	$ 30,684	$ 74,239	$ -	$ -	$ 432,000	$ -	**$ 536,923**

Fresno City College Student Equity Plan - 89

3000 Employee Benefits

	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Student Equity		$ -	$ -	$ -	$ 11,012	$ -	$ -	$ -	$ -	11,012
Basic Skills Coordinator		$ -	$ -	$ -	$ -	$ 9,957	$ -	$ -	$ -	9,957
SYMBAA/IDILE		$ -	$ 19,044	$ -	$ -	$ -	$ -	$ -	$ -	19,044
Veterans Counselor		$ -	$ 12,294	$ -	$ -	$ -	$ -	$ -	$ -	12,294
Institutional Research		$ -	$ -	$ 12,675	$ -	$ -	$ -	$ -	$ -	12,675
Extending the Class		$ -	$ -	$ -	$ -	$ -	$ -	$ 12,730	$ -	12,730
Accounting Technician I		$ -	$ -	$ -	$ 13,725	$ -	$ -	$ -	$ -	13,725
Office Assistant II		$ -	$ -	$ -	$ 11,372	$ -	$ -	$ -	$ -	11,372
Office Assistant III		$ -	$ -	$ -	$ 11,597	$ -	$ -	$ -	$ -	11,597
Peer Mentors/Tutors		$ -	$ -	$ -	$ -	$ -	$ -	$ 26,840	$ -	26,840
Special Program		$ -	$ -	$ -	$ -	$ -	$ -	$ 642	$ -	642
PASS Coordinator		$ -	$ 11,635	$ -	$ -	$ -	$ -	$ -	$ -	11,635
Student Success Math		$ -	$ 11,635	$ -	$ -	$ -	$ -	$ -	$ -	11,635
Transfer Center Equity		$ -	$ 11,635	$ -	$ -	$ -	$ -	$ -	$ -	11,635
DSPS Equity Counselor		$ -	$ 11,635	$ -	$ -	$ -	$ -	$ -	$ -	11,635
Adjunct		$ -	$ 64,930	$ -	$ -	$ -	$ -	$ -	$ -	64,930
Subtotal		$ -	$ 142,808	$ 12,675	$ 47,706	$ 9,957	$ -	$ 40,212	$ -	$ 253,358

4000 Supplies & Materials

	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Student Supplies		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,000	10,000
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,000	$ 10,000

5000 Other Operating Expenses and Services

	Activity ID	Outreah	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Field Trips		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 125,000	125,00

	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Professional	$ -	$ -	$ -	$ -	$ -	$ 125,000	$ -	$ -	125,00
Learn Well Project	$ -	$ -	$ -	$ -	$ -	$ 7,000	$ -	$ -	7,000
Speakers	$ -	$ 25,000	$ -	$ -	$ -	$ 25,000	$ -	$ -	50,000
Workshops	$ -	$ 25,000	$ -	$ -	$ -	$ 25,000	$ -	$ -	50,000
Tableau Server-	$ -	$ -	$ 91,280	$ -	$ -	$ -	$ -	$ -	91,280
Meal Cards (Summer	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 65,000	65,000
Miscellaneous	$ 20,000	$ -	$ -	$ -	$ -	$ -	$ 10,000	$ -	30,000
Student Focus Groups	$ -	$ -	$ 5,200	$ -	$ -	$ -	$ -	$ -	5,200
Subtotal	$ 20,000	$ 50,000	$ 96,480	$ -	$ -	$ 182,000	$ 10,000	$ 190,000	$ 548,480

2015-16 Student Equity Plan Summary Budget
State Center CCD
Fresno City College

6000 Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

7000 Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Book		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 400,000	400,000
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 400,000	$ 00,000

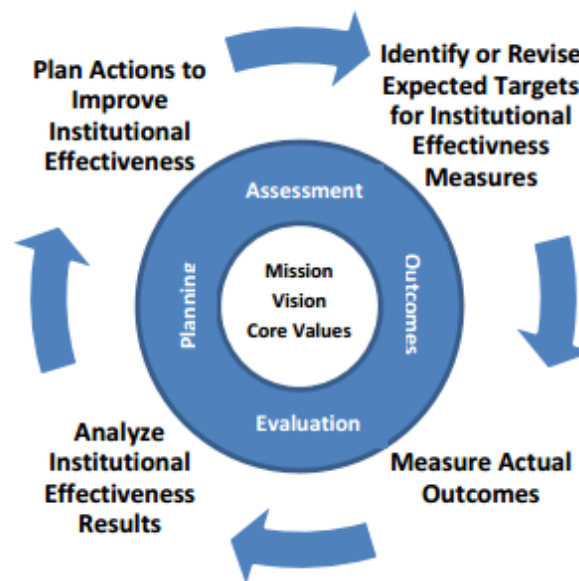| **Grand Total** | | $ 20,000 | $ 816,648 | $ 139,839 | $ 151,470 | $ 43,320 | $ 182,000 | $ 590,350 | $ 600,000 | $ 2,543,627 |

Evaluation

Each of the goals will be evaluated on a regular basis under the leadership and supervision of the Student Equity Coordinator in order to determine progress at reducing disproportionate impact for targeted groups. It is expected that achievement gaps will be reduced over time and that outcome measures will be assessed and evaluated on an annual basis.

FCC is committed to continuous improvement, the evaluation of institutional effectiveness, and the assessment of student learning. In the fall of 2013, the Institutional Research and Effectiveness (IRE) Committee began the development of the Institutional Effectiveness Index. The index is intended to provide baseline data to inform decision making and assist the college in continuous improvement. As a part of this process the committee developed the institutional effectiveness assessment cycle (shown below). This graph shows that assessment is cyclical and ongoing. The initial cycle begins with the identification of the areas of institutional effectiveness and data collection points. After a review of the data from previous years, expected targets are identified. Then actual outcomes are measured, the results are analyzed, actions are taken (or planned) to improve institutional effectiveness, and the cycle repeats. In subsequent cycles, measures of institutional effectiveness and data collection points are reviewed for relevancy to the college's overall planning process. The Student Equity Committee will work with the IRE Committee to coordinate and integrate the student equity evaluation process into the Institutional Effectiveness Index and the assessment cycle.

FCC Institutional Effectiveness Assessment Cycle

Plan Actions to Improve Institutional Effectiveness

Identify or Revise Expected Targets for Institutional Effectivness Measures

Assessment

Planning

Mission
Vision
Core Values

Outcomes

Evaluation

Analyze Institutional Effectiveness Results

Measure Actual Outcomes

Fresno City College Student Equity Plan - 93

The Student Equity Committee will be responsible for ensuring that progress is being made toward our goals as stated in the Student Equity Plan. The Student Equity Coordinator and the Student Equity Committee will work collaboratively to ensure the following:

- On-going collaboration and communication with campus committees
- Integration of planning at the campus and district level
- Evaluation results are appropriately and effectively communicated with faculty, staff, administrators, students, and the community (e.g. dashboards, reports, email, open forums, etc.) in a timely manner
- Goal attainment or lack of attainment is clearly identified and time is made available for individuals responsible for implementing activities to reflect upon results and strategically plan next steps (e.g. change in practice, pedagogy, process, policy, etc.)
- Time frames and responsibilities for new actions that result from reflection upon evaluation results will be clearly identified

References

Bensimon, E. M. (2005). Closing the achievement gap in higher education: An organizational learning perspective. New Directions for Higher Education, 2005(131), 99-111.

Bensimon, E. M. (2007). The underestimated significance of practitioner knowledge in the scholarship on student success. The Review of Higher Education, 30(4), 441-469.

Bensimon, E., & Harris III, F. (2012). The mediational means of enacting equity-mindedness among community college practitioners.

Chase, M. M., Dowd, A. C., Pazich, L. B., & Bensimon, E. M. (2012). Transfer Equity for" Minoritized" Students: A Critical Policy Analysis of Seven States. Educational Policy, 0895904812468227.

Few, Stephen. (2011). Information Dashboard Design: Displaying data for at-a-glance monitoring. Analytics Press: Burlingame, CA.

Mmeje, K. K. (2012). The Transfer Academy: Providing community college students with the informational, structural, relational, and cultural resources to transfer successfully to a four-year college (Doctoral dissertation, University of Southern California).

Suarez, A. L. (2003). Forward Transfers: Strengthening the Educational Pipeline for Latino Community College Students. *Community College Journal of Research &Practice*, *27*(2), 95-117.

REEDLEY COLLEGE STUDENT EQUITY PLAN

REEDLEY COLLEGE • MADERA COMMUNITY COLLEGE CENTER • OAKHURST COMMUNITY COLLEGE CENTER

TABLE OF CONTENTS

Reedley College Student Equity Plan - 3

SIGNATURE PAGE

District: State Center Community College District   **Board of Trustees Approval Date**:   December 2, 2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature]

Dr. Sandra Caldwell   sandra.caldwell@reedleycollege.edu

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

[Signature]

Ms. Donna Berry   donna.berry@reedleycolllege.edu

[Signature]

Mr. Edwin Eng   ed.eng@scccd.edu

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

[Signature]

Dr. Claudia Habib   claudia.habib@reedleycollege.edu

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

[Signature]

Mr. Jan Dekker   jan.dekker@reedleycollege.edu

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

[Signature]

Ms. Stephanie Curry   stephanie.curry@reedleycollege.edu

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

[Signature]

Ms. Corinna Lemos   corinna.lemos@reedleycolllege.edu

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

[Signature]

Mr. Matthew Rodriguez   mattr7200@gmail.com

[Signature]

Dr. Darlene Murray   darlene.murray@reedleycollege.edu   559-638-3641

EXECUTIVE SUMMARY

About Reedley College

Reedley College, Madera and Oakhurst Community College Centers are located in the heart of the Central Valley. Together, these colleges serve some of the state's most rural portions of Madera, Mariposa, Fresno, and Tulare Counties. The college community service areas face challenges of unemployment, endemic poverty, and low levels of educational attainment. These demographic characteristics underline the importance of Reedley College as the pathway to better lives for those who attend.

Introduction

At Reedley College, we motivate and inspire students to succeed! Reedley College is committed to provide an accessible educational environment with high-quality innovative learning opportunities supported by services for student success.

The development of the Student Equity Plan has been a collaborative process with all key stakeholders. Our college recognizes that in order to create systemic change and support success for all students, we must coordinate equity planning with the educational master plan, strategic plan, and program review process.

Campus Based Research

The campus-based research indicated that specific ethnic groups have measures of inequity when assessing for disproportionate impact for the five student success indicators. Last year's plan found that Hispanic students were most often experiencing disproportionate impact. It also found that African-American students frequently experienced the largest disproportionate impact.

The methodology suggested by the state and utilized in this plan revealed additional disproportionately impacted groups. However, many of those groups make up a relatively small percentage of the population and institutional research revealed the impact had not been consistent over time. Therefore, we chose to focus our efforts on the four groups experiencing most frequently and consistent disproportionate impact across the indicators. Furthermore, we plan to improve our data collection methods on students who identify as More than One Race, Veterans, Individuals with Disabilities and Foster Youth.

It should be noted that this year's plan did not included Clovis Community College (CCC) data as they have since become a standalone college. Separation of their campus data has presented challenges when conducting trend analysis with longitudinal data. However, the

methodology used in this year's revision allowed us to delve deeper within the data to uncover outcome gaps between special populations not previously examined. In an effort to develop a clear understanding of our equity gaps, we modified the template and reported the number of students "lost." Utilizing this methodology allowed us to communicate tangible numbers of students "lost" within disaggregated subgroups relative to the overall population average.

We found that there was a significant overlap between impacted groups (Hispanic/Latino, African American, Males) and low income students. Our population of Hispanic and Black students combined represented more than 79% of all low-income.

Low-income Students by Ethnicity

2014-2015, district verified data	Total	Low Income	% Low Income, per row	% Low Income of all low income
African-American/non-Hispanic	418	160	38.3%	2.9%
American Indian/Alaskan Native	190	75	39.5%	1.4%
Asian/Pacific Islander	801	187	23.3%	3.4%
Hispanic	8,600	4,236	49.3%	77.0%
White/non-Hispanic	2,877	780	27.1%	14.2%
Race/ethnicity unknown	157	64	40.8%	1.2%
All Students	13,043	5,502	42.2%	

(2014-2015 Program Review Data-Set)

Reedley College is aware of the importance of critically examining student outcomes, not just through the lens of income or class, but also through the lens of race/ethnicity, gender, and other characteristics. The intersectionality of students' characteristics ultimately shapes their educational experiences and allows us to tailor services to meet their unique needs (Grant & Zwier, 2011; Wood, 2013). As a result, activities for equity plan focus on developing services that address the overlap and intersection of gender, ethnicity, and low-income status.

The 2014 Reedley College Student Equity Plan identified Hispanic and Latino, African American, and Male students as our target student groups. Findings from this year's research resulted in the decision to add Low Income students to the target populations.

The following lists the targeted student groups and goals:

Student Group	Indicator	Current Gap	Goal	Year
Hispanic or Latino	Access	-3.7%	No Gap	2020
	Course Completion	-1.0%	No Gap	2020
	Basic Skills	-2.7%	No Gap	2020
	Transfer	-2.6%	No Gap	2020
Black or African American	Course Completion	-14.9%	-9.9%	2020

Student Group	Indicator	Current Gap	Goal	Year
	Basic Skills	-4.7%	No Gap	2020
	Degree and Certificate	-7.6%	No Gap	2020
Low-income	Course Completion	-2.0%	No Gap	2020
	Basic Skills	-0.6%	No Gap	2020
	Transfer	-2.2%	No Gap	2020
Male	Access	-10.7%	-5.0%	2020
	Course Completion	-1.6%	No Gap	2020
	Basic Skills	-2.5%	No Gap	2020
	Degree and Certificate	-1.1%	No Gap	2020

The following summarizes targeted student groups and activities:

Indicators	Targeted Student Groups	Activities
Access	Males Hispanic or Latino	Reg-To-Go Face to Face Orientation Online Orientation K-16 Bridge: Career Exploration
Course Completion	Low-income students Hispanic or Latino Males Black or African American	Early Alert Targeted Interventions
Basic Skills	Hispanic or Latino Males Low-income students Black or African American	Cohort Enrollment / FYE Embedded Counseling Tutoring and Embedded Tutoring Accelerated Learning
Degree and Certificate	Males Black or African American	Student Mentor Program Student Engagement Activities Job Developer
Transfer	Low-income students Hispanic or Latino	Counselor Training for Transfer
Other Activities		Supplemental Financial Assistance Transit Survey

The following summarizes the student equity funding and other resources:

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	Fall 2015-Ongoing	$10,000	SSSP
A.2	Fall 2015-Ongoing	$7,500	SSSP
A.3	Fall 2014-Ongoing	$7,500	SSSP
A.4	Fall 2014 – Ongoing	$15,000	SSSP, Title V, General Fund
B.1	Fall 2014-ongoing	$5,000	SSSP
B.2	Fall 2014-ongoing	$75,000	SSSP, Basic Skills, DSPS, TRIO, and General Funds
C.1	2012-ongoing	$10,000	Basic Skills
C.2	2013-ongoing	$35,000	Basic Skills and General Fund
C.3	Fall 2014 – ongoing	$35,000	SSSP, Basic Skills, General Fund
C.4	Spring 2015-Ongoing	$28,000	Title V
D.1	Fall 2015	$16,000	N/A
D.2	2015-Ongoing	$15,000	Foundation Funds
D.3	Fall 2015 - ongoing	$2,500	N/A
E.1	TBA	$7,500	N/A
F.1	Fall 2014	$100,000	Student Equity
F.2	Fall 2015-ongoing	$15,000*	N/A

Contact Person/Student Equity Coordinator
Dr. Darlene Murray
Student Equity Coordinator
995 N. Reed Ave
Reedley, CA 93654
559-638-3641 ext. 3177
darlene.murray@reedleycollege.edu

Planning Committee and Collaboration

Planning and Collaboration Summary

The Reedley College Student Success Committee is responsible for the development and implementation of the Student Equity Plan. This committee is composed of faculty, administration, students, and classified professionals. Campus constituent groups, including the Academic Senate, College Council, and institutional planning committees also provided input. The Student Equity Plan focuses on increasing access, course and degree completion, transfer rates, and closing achievement gaps in success for underrepresented students. The intent of this process is to conduct a self-evaluation and identify achievement gaps that need to be addressed to improve student success. Goals and activities were developed to address disparities in student outcomes.

This year's Equity Plan was a revision of the 2014 plan. The Student Success Committee chose to continue with the original goals and activities. Participants were asked to contribute more detail to the activities and then provide guidance on the direction of activities for our specified target groups.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Melissa Affeldt	Counselor	Disabled Student Programs and Services
Susan Amador, RC*	Coordinator, Title V	Title V
Letty Alvarez, RC*	Admissions and Records Manager	Admissions and Records
Chris Cortes, RC	Director of Financial Aid	Financial Aid
Dr. Todd Davis	Dean of Instruction	Dean of Instruction
Lore Dobusch, RC*	Counselor	Counseling Department
Stephanie Doyle, RC	Classified	Classified Senate
Ruby Duran, RC*	Counselor	Extended Opportunity Program and Services
John Fitzer, MC	Vice President of Madera and Oakhurst Community College Centers	Madera and Oakhurst Community College Centers

Nancy Frampton, MC*	Instructor	English as a Second Language
Sandra Fuentes, RC*	Director of Student Support Services	Director of Student Support Services
Irenio Garza, RC	Instructor	Auto
Mario Gonzales, RC*	Director of Extended Opportunity Program and Services	EOPS
Jim Gilmore, RC*	Instructor	Math
Dr. Claudia Habib, RC*	Vice President of Student Services	Student Success Committee
Shivon Hess	Librarian	Library Services
Kristine Hodges	Career Center Coordinator	Career Center
Shannon Jefferies	Instructor	Health and Physical Education
Michelle Johnson, RC*	Institutional Researcher	Intuitional Research
Carey Karle, RC	Instructor	English
Charles Kralowec, RC	Institutional Researcher	Student Success
Joseph Lin, RC	Instructor	Biology
Jim Mulligan, RC	Tutorial Center Coordinator	Tutorial Center/Student Success Committee
Dr. Darlene Murray, RC	Student Equity Coordinator	Student Success Committee
Marvin Mangana, RC*	Student, Reedley College	Associated Student Government
Sarah Maokosy	Job Developer, Reedley College	Job Developer
Alexis Mynez, RC	Student, Reedley College	Associated Student Government
David Nippoldt, RC*	Instructor	English as a Second Language
Erin Paz, RC*	Student, Reedley College	Associated Student Government
Larry Paredes, RC	Instructor	Manufacturing
Jermain Pipkins, RC	Dean of Students	Student Services
Chelby Rangel, RC	Student, Reedley College	Associated Student Government
Nate Saari, RC	Director of College Relations and Outreach	Matriculation and Outreach
Rebecca Snyder, RC*	Instructor	Writing Center
Griselda Spear, MC*	Counselor	Counseling Department
Michelle Stricker, RC	Coordinator, Outreach and Matriculation	Matriculation and Outreach
Julie Thurber, RC*	Instructor	Reading
Laurie Tidyman-Jones, RC*	Counselor	Counseling Department

Robin Torres, RC	Admissions and Records Manager	Admissions and Records
Samara Trimble, RC*	Counselor/Coordinator	Disabled Student Programs and Services

**Were part of the 2014 process

ACCESS

Campus Based Research on Access

Indicator Definitions and Data

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Access data was based on the top 10 zip codes represented by enrollment for the 2009-2014 academic years. Those 10 zip codes accounted for 60.8% of enrollment by location. These zip code demographics were determined through the 2013 American Community Survey. For this report, these 10 zip codes were summed together and weighted by their relative population sizes to extrapolate the target demographics of the community.

For foster youth, disabilities, low income, and veterans, zip code level data was not available and the Fresno-Madera area was used instead.

Target Population(s)	# of your college's total enrollment in Fall '14 – Spring '15	% of your college's total enrollment Fall '14 – Spring '15 (proportion) (*N*=13,043)	% of adult population within the community served (proportion)	Comparison with overall student average (Percentage difference/ Proportionality)		The # of students "lost" according to the % deficit between the row and all student average
				Percentage	**Proportion**	**Gap**
American Indian / Alaska Native	190	1.5%	<0.1%	-	-	
Asian	801	6.1%	5.3%	0.8%	1.16	
Black or African American	418	3.2%	3.0%	0.2%	1.07	
Hispanic or Latino	8,600	65.9%	69.6%	**-3.7%**	**0.95**	**478**
White	2,877	22.1%	21.9%	0.2%	1.01	
Some other race	157	1.2%	0.2%	1.2%	6.02	
More than one race	-	-	-	-	-	
Total of 8 cells above		**100%**	**100%**			
Males	5,185	39.8%	50.50%	**-10.7%**	**0.79**	**1402**
Females	7,703	59.1%	49.50%	9.6%	1.19	
Unknown	155	1.2%	-	-	-	

Target Population(s)	# of your college's total enrollment in Fall '14 – Spring '15	% of your college's total enrollment Fall '14 – Spring '15 (proportion) (N=13,043)	% of adult population within the community served (proportion)	Comparison with overall student average (Percentage difference/ Proportionality)		The # of students "lost" according to the % deficit between the row and all student average
				Percentage	Proportion	Gap
Total of 3 cells above		100%	100%			
Current or former foster youth	56	0.4%	0.6% (1,996 children/ 317,567 children; Madera/ Fresno Co)	-0.2%	.72	22
Individuals with disabilities	1,373	10.5%	16.8% (111,058/ 662,081 Fresno Co)	-6.3%	.63	818
Low-income students	5,502		22.4%			
Veterans	242	1.9%	7.7% (51,210/ 662,081 Fresno Co)	-5.8%	.24	762
All Students		13,043				

* Source: Webster, D., Armijo, M., Lee, S., Dawson, W., Magruder, J., Exel, M., Cuccaro-Alamin, S., Putnam-Hornstein, E., King, B., Morris, Z., Sandoval, A., Yee, H., Mason, F., Benton, C., & Pixton, E. (2015). *CCWIP reports*. Retrieved 9/29/2015, from University of California at Berkeley California Child Welfare Indicators Project website. URL: <http://cssr.berkeley.edu/ucb_childwelfare>
**Source: U.S. Census Bureau, 2013 American Community Survey
***Source: U.S. Census Bureau, 2009-2013 5-Year American Community Survey

Conclusions: Disproportionately Impacted Student Groups

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of students "lost." The target populations are highlighted below.

Target Population(s)	# of your college's total enrollment in Fall '14 – Spring '15	% of your college's total enrollment Fall '14 – Spring '15 (proportion) (N=13,043)	% of adult population within the community served (proportion)	Comparison with overall student average (Percentage difference/ Proportionality)		Students "Lost"
				Percentage	Proportion	Gap
Males	5,185	39.8%	50.50%	-10.7%	0.79	1402
Individuals with disabilities	1,373	10.5%	16.8% (111,058/ 662,081 Fresno Co)	-6.3%	.63	818
Veterans	242	1.9%	7.7% (51,210/ 662,081 Fresno Co)	-5.8%	.24	762
Hispanic or Latino	8,600	65.9%	69.6%	-3.7%	0.95	478
Current or former foster youth	56	0.4%	0.6% (1,996 children/ 317,567 children; Madera/ Fresno Co)	-0.2%	.72	22

Access Goals, Activities, Funding and Evaluation

Goal A. Access

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Male	-10.7%	-5%	2020
Hispanic or Latino	-3.7%	No Gap	2020

Data for foster youth, disabilities, and veterans did show disproportionate impact, but that data was not calculated using the same methodology as the target groups, which makes prioritizing difficult. Therefore, we chose to not include these groups in our activities, but we will monitor and attempt to improve data collection and reporting on future plans.

Activity A.1 Reg-to-Go (RTG)

Activity Type(s):

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

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

ID	Target Group	# of Students Affected*
A.1	Male	2,083
A.1	Hispanic or Latino	3,230

* Data was taken from Data Quest, through the California Department of Education 12th grade enrollment by gender and race. It represents 12 of feeder schools that participate in Reg-to-Go. (Alternative and private schools were not included, but they do not represent a large part of our feeder high school network.)

Activity Implementation Plan

Reg-to-Go (RTG) is a district-wide program established to collaborate with local feeder high schools to assist students' successful transition from high school to a community college within the State Center Community College District. The district-wide RTG program generally requires students to complete the following steps in sequential order:

Online Admission Application (CCC Apply)
Placement Testing
Orientation
Counseling/Advising
Registration

Student equity efforts are focused on providing additional resources to:

Improve matriculation services to seniors at the college feeder high schools.
Better identify students for programs, including cohort and accelerated programs.

Provide transfer information at RTG activities.

Analyze the male vs. female participation and incoming enrollment rates in comparison to exiting senior rates for individual feeder high schools.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.1	Fall 2015-Ongoing	$10,000	SSSP

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

In our 2014 gap analysis, Reedley College identified cultural expectations related to gender roles as an obstacle to pursuing higher education. Studies show that men of color in college experience more stress than their White counterparts due to peer pressure, unsupportive relationships and gender role conflict (Ingram & Gonzalez-Matthews, 2013). Furthermore, research shows that males need positive experiences at the first point of contact with higher education professionals (Ingram & Gonzalez-Matthews, 2013).

Our efforts focus on additional counselors so more one-on-one time can improve communication about career pathways and financial aid. This will also better support other programs in the plan by identifying and counseling students to enter programs like accelerated Math and English, cohort, and First Year Experience programs discussed later in this plan.

Evaluation

Disaggregated feeder school graduating class will be compared to RTG population. Annually.
RTG participants will be compared to access population. Annually.
Qualitative data will be collected, as appropriate. Annually.

See Attachment: Evaluation

Activity A.2 Face to Face Orientation: RC/MC Kickstart

Activity Type(s)

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

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

ID	Target Group	# of Students Affected
A.2	Male	1,208
A.2	Hispanic or Latino	1,554

Activity Implementation Plan

After reviewing the findings from the 2014 Student Equity process and the Center for Community College Student Engagement (CCSSE) results, RC/MC Kickstart was identified as one of the initial activities of the 2014 Student Equity Plan. CCSSE best practices identified orientation as a missed opportunity for student engagement (Center for Community College Student Success Engagement, 2014).

RC/MC Kickstart provides students with an introduction to college life. While online orientation (discussed in detail in activity A.3) focuses on introducing students to the basics of *college*, this face to face orientation focuses on introducing students to their *selected campus* while providing information that will help ease them into college life.

In the Fall of 2015, RC piloted the first Kickstart events. Separate Kickstart events were held at both the RC and MC campuses. MC Kickstart also targeted students attending the Oakhurst Center. Students who were enrolled as first time freshmen were targeted for attendance. Both campuses offered a morning and evening session. Activities and presentations focused on surviving the first week of the semester, financial aid, counseling options, clubs and activities, health and psychological services, as well as interactive campus tours. Students were also provided an opportunity to purchase parking permits, student identification cards, and textbooks rather than waiting until the start of the

semester. All attendees were given a "student survival kit" that included a 2015-16 planner, flash drive, folder, notebook, highlighter and pen packaged in a campus branded backpack.

Furthermore, a simultaneous parent orientation was held for parents in both English and Spanish during each Kickstart event. Parents had an opportunity to engage with faculty and staff through interactive panel discussions as well as get a feel for what their student could expect to encounter in college by attending a "How is college different?" session.

The results of this pilot activity were considered successful with over 200 students, and 50 parents attending one of the four sessions. Surveys given at the conclusion of each event were overwhelmingly positive with over 80% of responses selecting "very satisfied" in relation to all areas of the event. Our goal is to collect data at the end of both the FA 15 and SP 16 terms to compare the success rates of students who attended Kickstart against those first time freshman who did not attend.

Plans are in motion to expand this program to include tie-ins with special populations. For example, we will be coordinating future Kickstarts with special programs orientations (e.g. EOPS orientation) to offer both on the same day thereby creating a natural tie-in for students. We are currently securing commitments from stakeholders to expand club, activity, and discipline involvement to improve student engagement. We will also evaluate the possibility of adding a Spring semester Kickstart event at each site.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Fall 2015-Ongoing	$7,500	SSSP

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

Three overarching strategies to establish and foster relationships with men of color include: 1. Positive Messaging, 2. Authentic Care, 3. Intrusive Interventions (Wood, Harris & White, 2015). RC/MC Kickstart is an opportunity for these interventions to begin.

Research shows that Latino students are not accessing college resources (college reps, brochures, websites) to the same extent as other ethnic groups (Martinez & Cervera, 2012) and it is imperative that a comprehensive and seamless transition into college be provided. The family is particularly influential in the Hispanic culture and many of our students are first generation students with parents who often do not know or understand the college system (Pérez & McDonough, 2008). Parental support of educational goals is a key to success. An example of

an identified obstacle would be parents not understanding the reduced class time/increased independent study time and expecting students to fill their free time with paid work. This gap in understanding is the focus of our efforts in our parent's orientation.

Research also suggests that orientation is particularly effective for developmental, at-risk students (Center for Community College Student Success Engagement, 2014). RC/MC Kickstart in that way also helps support some of the Student Equity instructional activities for basic skills students.

Evaluation

Satisfaction Surveys will be administered to all participants. Annually.
Disaggregated attendee vs. non-attendee success and retention rates. Annually.

See Attachment: Evaluation

Activity A.3 Online Orientation

Activity Type(s)

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

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

ID	Target Group	# of Students Affected
A.3	Male	1,028
A.3	Hispanic or Latino	1,554

Activity Implementation Plan

Students are instructed to complete the comprehensive online orientation. The online orientation provides students information on getting started, academic programs and services, student services, college success, campus life, and student conduct. The online orientation was created by the Outreach and Matriculation Program at Reedley College and was designed to be an initial orientation for new students, as well as an accessible resource for students to continually refer throughout their education with the State Center Community College District.

Student equity efforts are focused on providing additional resources to:

Implement a Spanish option for fulfilling the mandatory orientation requirement. Streamline the college online orientation requirement to align with student success requirements and create flow of supplemental information to serve as a resource reference for students to access later on.
Continue the SEP campaign "GOT SEP" to promote student development of educational planning and goal setting.
Streamline the college online orientation requirement to align with student success requirements and create flow of supplemental information to serve as a resource reference for students to access later on.

Multiple discussions concerning the Online Orientation were made with Reedley College Educational Partners. During these discussions we were able to identify barriers for students to the current online orientation. The primary concern/barrier reported was the length of our orientation. Stakeholders reported that it often takes 1.5 to 2 hours to complete. Due to this, we decided to create a two part orientation. All mandatory information is provided in the first segment of the orientation and must be completed by all first-time students. Additional resource information has been moved to the second segment of the orientation and is considered optional for students to review information that is specific to their educational needs. The additional resource information is also designed to assist and support the success of continuing students. The information is included as part of the orientation but is not mandatory for new students to complete. The State Center Community College District Matriculation workgroup is working closely with an outside vender to transfer student success information into interactive engaging videos to encourage the student audience to retain information provided.

State Center Community College District has also been selected as a pilot district for the Portal project currently in progress through the California Community Colleges Chancellors office. Representatives from our district will be working with the Chancellors office to help develop the new statewide orientation platform. We feel that participation in this pilot will significantly help us to better deliver matriculation services to our students thus better ensuring student participation.

ID	Timeline	Student Equity Funds	Other Funds
A.3	Fall 2014-Ongoing	$7,500	SSSP

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

This year, we are working to enhance the online orientation to be more responsive to the needs of our Hispanic students by developing a Spanish orientation.

We are also working to shorten the orientation so that it is viewable in a single high school class period. This will encourage schools to offer students this opportunity at school, rather than requiring students to complete the process at home. This is particularly important for a rural college where internet access is an obstacle for many students.

Evaluation

Orientation participation rate. Annually.
See Attachment: Evaluation

Activity A.4 K16 Bridge: Career Exploration

Activity Type(s)

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

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

ID	Target Group	# of Students Affected
A.4	Male	2,083
A.4	Hispanic or Latino	3,230

* Data was taken from Data Quest, through the California Department of Education 12th grade enrollment by gender and race. It represents 12 of feeder schools that participate in Reg-to-Go. (Alternative and private schools were not included, but they do not represent a large part of our feeder high school network.)

Activity Implementation Plan

Findings from the K-16 Bridge program review demonstrated a need for Reedley College to provide continued career exploration opportunities to local feeder high schools and middle schools. The results show that having some form of career development/exploration intervention positively influences students' college aspirations and knowledge base.

K-16 Bridge Program: Continue providing career development curriculum to high schools as many still rely on K-16 Bridge provided by Reedley College to supplement their career exploration curriculum. The MyMentor portal provided by K-16 Bridge gives teachers the curriculum needed to address career development needs. However, new teacher or counselor training is needed as well as follow-up with participating schools to address any technical or logistical issues.

Eureka: Purchase Eureka for personality assessments needed for both middle and high schools. Eureka Jr. can be purchased for middle schools at a reduced cost. All schools represented at the Middle School College and Career Readiness Conference will need access to Eureka.

College and Career Readiness Conference: Reedley College career counseling staff will provide a three part conference offering 3-hour workshops focused on career development with a focus on middle school implementation. Participants will be invited from feeder middle schools to the Reedley College campus. Participants will be provided with logins to MyMentor for access to Eureka as well as other materials and other career related resources to assist with the implementation within their classroom.

Parents as Partners Conference: Parent support of their children's education aids in student success. The Parents as Partners conference is for parents, middle school students, high school and college students and explains the college-going process and how parents can help their children succeed.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.4	Fall 2014 – Ongoing	$15,000	SSSP, Title V, General Fund

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

Reedley's K-16 Bridge Career Exploration Program is a great way to introduce the idea of attending college in the future and establish a connection with K-12 students earlier in their academic planning process. Career development programs are an important component of a student's academic and social-personal development (Rivera & Schaefer, 2009). Career activities and events will help students see the relevance and importance of academic preparation to college and their long term career goals (Strom, Strom, Whitten, & Kraska 2014). Additionally, studies show that participation in pre-college outreach programs has long term positive effects for African American and Latino males on their academic achievement in college (Strayhorn, 2010).

Evaluation

Participation rates.
Enrollment and attendance at Reedley College compared to those who did not participate in the program, disaggregated.

See Attachment: Evaluation

COURSE COMPLETION

Campus-Based Research on Course Completion

Indicator Definitions and Data

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s) [Note: All data presented is student duplicated]	the # of courses students enrolled in & were present in on census day in base year 2014-2015	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate* (33,877 / 49,463)	Comparison to the all student average (Percentage difference/ Proportionality)		The # of courses missed according to the % deficit between the row and all student average
					Percentage	**Proportion**	**Gap**
American Indian / Alaska Native	633	406	64.1%	68.5%	**-4.4%**	**0.94**	**28**
Asian	1,675	1,319	78.7%	68.5%	10.2%	1.15	
Black or African American	1,573	843	53.6%	68.5%	**-14.9%**	**0.78**	**234**
Hispanic or Latino	35,097	23,673	67.5%	68.5%	**-1.0%**	**0.99**	**351**
Native Hawaiian or other Pacific Islander	500	373	74.6%	68.5%	6.1%	1.09	
White	9,901	7,221	72.9%	68.5%	4.4%	1.06	
Some other race	379	265	69.9%	68.5%	1.4%	1.02	

Reedley College Student Equity Plan - 25

Target Population(s) [Note: All data presented is student duplicated]	the # of courses students enrolled in & were present in on census day in base year 2014-2015	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate* (33,877 / 49,463)	Comparison to the all student average (Percentage difference/ Proportionality)		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
More than one race	-	-	-	68.5%			
Males	20,565	13,768	66.9%	68.5%	-1.6%	0.98	329
Females	28,649	19,952	69.6%	68.5%	1.1%	1.02	
Unknown	544	380	69.9%	68.5%	1.4%	1.02	
Current or former foster youth	214	112	52.3%	68.5%	-16.2%	0.76	35
Individuals with disabilities	3,696	2,479	67.1%	68.5%	-1.4%	0.98	52
Low-income students	26,029	17,320	66.5%	68.5%	-2.0%	0.97	521
Veterans	691	486	70.3%	68.5%	1.8%	1.03	
All Students	49,758	34,100	**68.5%**				

Conclusions: Disproportionately Impacted Student Groups

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of courses "lost." The target populations are highlighted.

Target Population(s) [Note: All data presented is student duplicated]	the # of courses students enrolled in & were present in on census day in base year 2014-2015	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate* (33,877 / 49,463)	Comparison to the all student average (Percentage difference/ Proportionality)		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
Low-income students	26,029	17,320	66.5%	68.5%	-2.0%	0.97	521
Hispanic or Latino	35,097	23,673	67.5%	68.5%	-1.0%	0.99	351
Males	20,565	13,768	66.9%	68.5%	-1.6%	0.98	329
Black or African American	1,573	843	53.6%	68.5%	-14.9%	0.78	234
Individuals with disabilities	3,696	2,479	67.1%	68.5%	-1.4%	0.98	52
Current or former foster youth	214	112	52.3%	68.5%	-16.2%	0.76	35
American Indian / Alaska Native	633	406	64.1%	68.5%	-4.4%	0.94	28

Course Completion Goals, Activities, Funding, and Evaluation

Goal B. Course Completion

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Low-income students	-2.0%	No Gap	2020
Hispanic or Latino	-1.0%	No Gap	2020
Males	-1.6	No Gap	2020
Black or African American	-14.9%	-9.9%	2020

Activity B.1 Early Alert

Activity Type(s)

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

Target Student Group(s) & # of Each Affected

ID	Target Group(s)	# of Students Affected
B.1	Low-income students	5,502
B.1	Hispanic or Latino	8,600
B.1	Males	5,185
B.1	Black or African American	418

Activity Implementation Plan

The Early Alert Referral System helps promote student success and retention. This web-based software program enables faculty and staff to identify students who are having difficulties, connect them with campus services that can provide appropriate interventions, and receive feedback on actions taken. The product currently in use is SARS Alert, but the district is considering new products.

Faculty and staff use Early Alert referral system whenever a student is identified as having a problem in one or more of the following areas:

Academic (attendance problems, failing course, missed tests or assignments, low quality work products, poor test performance, poor performance on class content, or poor basic reading/writing/math skills)
Behavioral (poor time management, study skills, or test-taking skills)
Personal (motivation, adjustment difficulties, learning disability, health issues)
Enrollment (enrolled but never attended class, or stopped attending without dropping class)

Student equity efforts are focused on providing additional resources to:

Continue to promote Early Alert Referral process to increase faculty participation and improve intervention strategies through counseling
Increase student response through utilization of SARS Call (or similar) feature
Improved partnership with instructional support programs like tutorial, math, and writing centers

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.1	Fall 2014-ongoing	$5,000	SSSP

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;
  may not include salaries and benefits of full-time employees.

Link to Goal

Instructors are the ones most able to identify students who are struggling in their courses. Because our target populations are struggling in their classes, they are the students who need to be referred. If this system is fully utilized by faculty, it is our best tool for identifying students to improve course completion. Studies show that participation in an early alert intervention system has positive effects on the specific benchmarks (active and collaborative learning; student effort; academic challenge; student-faculty interaction; support for learners) all of which are proven to be an important predictor of college completion (Center for Community College Engagement, 2013). Faculty participation is the best way to identify students who need interventions.

Evaluation

Early Alert participation rate. Annually.
Disaggregated Early Alert success and retention rates. Annually.

See Attachment: Evaluation

Reedley College Student Equity Plan - 30

Activity B.2 Targeted Interventions

Activity Type(s)

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

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

ID	Target Group(s)	# of Students Affected
B.2	Low-income students	5,502
B.2	Hispanic or Latino	8,600
B.2	Males	5,185
B.2	Black or African American	418

Activity Implementation Plan

Reedley College proposes to create a set of targeted interventions that will meet students where they are at any given stage of their academic journey. In some cases these interventions will augment other services outlined in this plan while in others, they will be in addition to services available to all students.

Orientation, assessment, counseling, and follow-up are all considered core services as outlined by SSSP. Given that we are already analyzing data for the SSSP plan, we propose to further break down this data to coincide with our target populations as identified by SEP.

Reedley College is examining these key intervention points for opportunities to improve student equity. Face-to-Face Orientation is an example of one of these intervention points that has been developed into a specific activity. We will continue to examine the SSSP intervention points. After further analysis, programs will be developed. Examples of interventions associated with other core services may include but are not limited to:

Assessment:
Provide assessment preparation workshops
Evaluate re-take options for all targeted groups
Evaluation of multiple-measures
Identify accommodations needed for students with learning disabilities

Counseling:
Offer counseling workshops for undecided students
Work with students to create a Student Education Plan (SEP) that clearly delineates what coursework is required to achieve their educational goal(s)
Add regular evening counseling hours by full-time counselors to better accommodate students who only take evening classes
Expand counseling services to assist students with disabilities
Improve counselor training for transfer
Utilize the Transfer Center by providing evening and weekend services
Further develop online face-to-face options for students (ex. Adobe Connect, Skype, etc.)

Follow-Up Services:
Expand counseling services to include monitoring student's academic progress toward completion of educational goals
Improve the student referral process to direct students to appropriate student support services (tutorial, math/writing centers)
Expand financial aid literacy workshops to provide financial aid information to economically disadvantaged students
Offer extended hours in the student services department to meet the needs of all students at all locations
Continue to offer and expand online student services (Live Help, FAQ's, Online Probation Workshop, Financial Aid, Online Forms, etc.)
Continue to assign financial aid staff to provide veteran's services
Offer Counseling courses linked to Learning Communities and offered through a first year experience to introduce the transfer process

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Fall 2014-ongoing	$75,000	SSSP, Basic Skills, DSPS, TRIO, and General Funds

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Reedley College Student Equity Plan - 32

Link to Goal

Further research is necessary to determine the interventions that best serve the target populations.

Evaluation

Much of the assessment will be driven by the SSSP core service data collection points. Once the data is collected it will be further evaluated focusing on the target populations and the appropriate interventions will be implemented.

See Attachment: Evaluation

ESL AND BASIC SKILLS COMPLETION

Campus-Based Research: ESL and Basic Skills Completion

Indicator Definitions and Data

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage difference/ Proportionality)		The # of students "lost" according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
American Indian / Alaska Native							
Asian	77	41	53%	34.3%	19.0%	1.55	
Black or African American	98	29	30%	34.3%	-4.7%	0.86	5
Hispanic or Latino	1,776	561	32%	34.3%	-2.7%	0.92	48
Pacific Islander	10	2	20%	34.3%	-14.3%	0.58	1
White	532	217	41%	34.3%	6.5%	1.19	

	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage difference/ Proportionality)		The # of students "lost" according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
Some other race	313	112	36%	34.3%	1.5%	1.04	
More than one race							
All Students							
Males	1,149	365	32%	34.3%	-2.5%	0.93	29
Females	1,644	594	36%	34.3%	1.8%	1.05	
Unknown	13	3	23%	34.3%	-11.2%	0.67	1
Current or former foster youth	1	0	0%	34.3%	-34.3%	0.00	0
Individuals with disabilities	190	68	36%	34.3%	1.5%	1.04	
Low-income students	2,127	716	34%	34.3%	-0.6%	0.98	13
Veterans	24	14	58%	34.3%	24.0%	1.70	
All Students	2,806	962	34.3%				

Data from Data on Demand, cohort defined as first time students in 2008-2009, CCCC-only removed, student unduplicated.

Reedley College Student Equity Plan - 35

Conclusions: Disproportionately Impacted Student Groups

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of students "lost." The target populations are highlighted.

	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage difference/ Proportionality)		The # of students missed according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
Hispanic or Latino	1,776	561	32%	34.3%	-2.7%	0.92	48
Males	1,149	365	32%	34.3%	-2.5%	0.93	29
Low-income students	2,127	716	34%	34.3%	-0.6%	0.98	13
Black or African American	98	29	30%	34.3%	-4.7%	0.86	5
Pacific Islander	10	2	20%	34.3%	-14.3%	0.58	1
Unknown	13	3	23%	34.3%	-11.2%	0.67	1

Reedley College Student Equity Plan - 36

ESL and Basic Skills Completion Goals, Activities, Funding and Evaluation

GOAL C. ESL and Basic Skills Course Completion

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Hispanic or Latino	-2.7%	No Gap	2020
Males	-2.5%	No Gap	2020
Low-income students	-0.6%	No Gap	2020
Black or African American	-4.7%	No Gap	2020

C.1 Cohort Enrollment / FYE Programs

Activity Type(s)

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

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

ID	Target Group(s)	# of Students Affected
C.1	Hispanic or Latino	1,554
C.1	Males	1,028
C.1	Low-income students	1,953
C.1	Black or African American	101

Activity Implementation Plan

Reedley College is currently piloting two models of First Year Experience / Cohort Enrollment in the first years. Our First Year Student Success Program examined placement data and identified our largest cohort as students who needed reading one level below transfer, writing one level below transfer, and Algebra 1. Students enroll in these classes and a study skills class as a cohort and complete mandatory study hours; if successful, they are cohort enrolled in the transfer-level classes. The mandatory study time and study skills class assists students in better understanding college expectations and culture (Cornell, 2006). This is particularly good for our first-generation students who struggle to navigate the college environment and who may over-commit to outside employment without a set study schedule.

We are also piloting discipline-specific cohorts in two of our largest majors: Natural Resources and Child Development. These programs were developed through the Basic Skills Committee and the English/discipline departments.   This pilot was developed in response to our CCSSEE data and discussions of student engagement. We were encouraged by some preliminary (unpublished) results from UC Riverside's discipline-specific first year experience program that showed a nearly 20% increase in success compared to students who waitlisted for the program. These cohorts are being piloted at the 1 below and transfer levels. We hope to expand cohort programs to additional disciplines; we are exploring integrating service-learning models into these cohorts and first year experience.

Student equity efforts are focused on:

Expanding these programs on campus. Both these models are instructional and pedagogical models, but the logistics of forming these cohorts and providing counseling to students requires additional support from Student Services, including counseling service and admissions and records assisting with matching students to cohorts.

Developing an intrusive case-management program for first year students that engages students in co-curricular events, learning communities, and counseling opportunities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1	2012-ongoing	$10,000	Basic Skills

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;
  May not include salaries and benefits of full-time employees.

Link to Goal

While this program is open to all students, the study skills and engagement strategies target underprepared and first generation students. First Year Experience programs are an effective strategy in increasing student persistence and degree attainment (Miller & Lesik, 2014). The cohort model is especially effective in helping students establish personal bonds with their peers. Once relationship ties are built, students persist due to the commitment they have with their group members and the friendships they have formed in the process (Cornell, 2006).

New to college, first and second semester students at Reedley College have a difficult time transitioning to college and face many obstacles. As a result, their retention and persistence rates are impacted significantly. In an effort to assist these students, a student success all-inclusive case management program will be designed to help students transition to college during their first year.

Evaluation
Course completion, transfer level course completion, and cohort success and retention.
Participation and retention rate for case management model.
See Attachment: Evaluation

C.2 Embedded Counseling

Activity Type(s)

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

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

ID	Target Group(s)	# of Students Affected
C.2	Hispanic or Latino	1,613
C.2	Males	1,225
C.2	Low-income students	548
C.2	Black or African American	78

Student population determined by 2015 Student Scorecard, disaggregated by our target population groups percentage within the population.

Activity Implementation Plan

A bilingual, basic skills counselor has been embedded in the Writing Center and Tutorial Center since 2013. Currently, the counselor spends one day each in General Counseling, the Tutorial Center, and the Writing Center. Basic skills students meet to discuss their Student Education Plans (SEP) and update their academic progress without waiting in line at Student Services or making online appointments, which have proved to be a barrier for many students. Physical changes to the Tutorial and Writing Centers to provide a dedicated, semi-private space are underway. The counselor has also been tasked with visiting classrooms to provide counseling information, assisting basic skills students with registration, and monitoring enrollment in instructional programs (like FYE).

Student equity efforts are focused on:

Expanding this service for more hours, more classes, and more areas of campus.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	2013-ongoing	$35,000	Basic Skills and General Fund

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;
  may not include salaries and benefits of full-time employees.

Link to Goal

Counselor scheduling via computer/internet access is often a barrier for our low-income, rural students and too often students seek out a counselor or services when an immediate need arises (Butcher & Visher, 2013). Having a counselor embedded in classrooms and study areas allows the counselor to reach out to students to make them aware of education planning and deadlines.

Due to the language barrier, the hiring of a bilingual counselor is especially important for our Hispanic population and ESL program. It is important for students to communicate with counselors in a language they most easily understand.

Evaluation
Disaggregated student contact. Annually.
Disaggregated success and retention. Annually.
See Attachment: Evaluation

Reedley College Student Equity Plan - 41

C.3 Tutoring, including supplemental instruction/embedded tutoring

Activity Type(s)

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

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

ID	Target Group(s)	# of Students Affected
C.3	Hispanic or Latino	8,600
C.3	Males	5,185
C.3	Low-income students	5,502
C.3	Black or African American	418

Activity Implementation Plan

Reedley College has four Tutoring Centers: a math, a writing, and a tutorial center on the Reedley campus, and a tutorial center on the Madera campus. All four centers are vital to improving student success rates. The Tutorial Center served 1,247 students in 2014-2015. The Writing Center finds that students who participate in small group tutoring have a 12% increase in retention and a 36% increase in success rates.   The Math Center, as another example, initially saw a 20% increase in success rates for those utilizing the Math Center. The gap narrowed recently to 4%, but this coincides with an overall success in Math classes increasing by 10% since the opening of the Math Center, suggesting that students retain their skills, and become independent learners. Recently, Speech faculty have developed a Communications Lab to provide students with guided practice. These centers also oversee supplemental instruction and embedded tutoring programs.

The Beyond the Classroom (BTC) program began in 2011. Beyond the Classroom is a supplemental instruction program that is designed to increase student academic performance and retention. It utilized student leaders who have demonstrated academic competency in the subject area and who are trained in facilitated group activities using collaborative learning methods. The BTC program targets traditionally "difficult courses" that have a high percentage of students who earn D or F grades, particularly large group instruction classes with high attrition rates like history, political science, and psychology. In 2014-2015, it served 351 students.

The Embedded Tutor program began in 2008 with funding from the Basic Skills Committee. It places tutors from the Tutorial Center and Writing Center into basic skills classrooms to help increase the success of the students in those classes. Tutors either observe a class so that they can tutor those students from that class later, or they will do a combination of observation/participation in the classroom. Embedding Tutors develop an understanding of class material and basic skills needs and how those needs are addressed by basic skills curriculum. This understanding increases the tutor's effectiveness in their centers. Embedded Tutors will also bring back information to their peers and coordinators at their respective centers regarding practices in those classes. Lastly, embedding Tutors will increase the likelihood that students from that class will seek tutoring.

Furthermore, the centers support supervised study hours for FYE programs and supplemental instruction for cohort programs. Centers also reach out to students identified through Early Alert. Until recently, this outreach was minimal because tutorial services were so impacted. The hope is that extended hours and increased tutoring will make seats available to these students.

Student Equity efforts focus on:

Increasing the hours and the capacity of Tutorial, Writing, Math, and Speech Centers
Hiring full-time coordinators so that hours can be expanded
Expanding BTC and Embedded Tutoring Program

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Fall 2014 – ongoing	$35,000	SSSP, Basic Skills, General Fund

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;
  May not include salaries and benefits of full-time employees.

Link to Goal

Increasing hours and seats available for tutoring will increase student success for targeted groups by improving the availability of seats. Embedded tutoring allows for seamless access to academic support services. Furthermore, embedding a tutor within classes eliminates the need for students to seek services, often times when it is too late. Furthermore, the effects of stereotypical masculine characteristics can hinder male students' willingness to engage in help-seeking behaviors such as going to tutoring. Males are more willing to seek help if the action does not make them appear to be weak or feminine (Harris, Wood & Newman, 2015).

Evaluation

Disaggregated success and retention rates. Annually.
Disaggregated participation rates. Annually.
Satisfaction Surveys, as administered by each center. Annually.
See Attachment: Evaluation

C.4 Accelerated Learning

Activity Type(s)

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

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

ID	Target Group(s)	# of Students Affected
C.4	Hispanic or Latino	1,613
C.4	Males	1,225
C.4	Low-income students	548
C.4	Black or African American	78

Student population determined by 2015 Student Scorecard, disaggregated by our target population groups percentage in the population.

Activity Implementation Plan

Acceleration is one of the strategies used to increase completion by basic skill students. There are three major categories of acceleration being explored by the California Acceleration Project (Hern, 2015):

Changing Placement Policies
Implementing Co-Requisite Models
Redesigning Remedial Courses

Reedley College currently offers two models of accelerated learning, both are course redesign models. English offers a pedagogically accelerated composition class that takes students from two levels below transfer and accelerates them to transfer level. Math has offered multiple compressed math classes, including 250/256, 201/103, 4A/4B, that are short-term, back-to-courses, reducing drop-out points.

Student equity efforts focus on:
Providing counseling services to better place appropriate students into these programs

Professional development so that offerings can be increased
Offering loaner graphing calculators for students to check out at the library

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Spring 2015-Ongoing	$28,000	Title V

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;
 May not include salaries and benefits of full-time employees.

Link to Goal

Accelerated learning programs have been shown to produce significantly higher graduation rates. An evaluation report on the City University of New York's Accelerated Study in Associate Programs (ASAP) showed that 55% of students who participated in ASAP graduated in three years compared to 22% for the comparison group. Most participants in ASAP enter the program with developmental needs some of which are one and two levels below basic (Linderman & Kolenovic, 2013).

Students in California Acceleration Project model programs have been shown to complete the English transfer level course at 2.3 times higher rates than their peers (Hern, 2015).

Evaluation

Disaggregated success and retention rates. Annually.
See Attachment: Evaluation

DEGREE AND CERTIFICATE COMPLETION

Campus-Based Research: Degree and Certificate Completion

Indicator Definitions and Data

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage difference/ Proportionality)		The # of students missed according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
American Indian / Alaska Native							
Asian	70	8	11%	19.0%	-7.6%	0.60	5

	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage difference/ Proportionality)		The # of students missed according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
Black or African American	70	8	11%	19.0%	-7.6%	0.60	5
Hispanic or Latino	1,132	241	21%	19.0%	2.3%	1.12	
Pacific Islander	7	0	0%	19.0%	-19.0%	0.00	1
White	440	81	18%	19.0%	-0.6%	0.97	3
Some other race	230	33	14%	19.0%	-4.7%	0.75	11
More than one race							
All Students							
Males	870	156	18%	19.0%	-1.1%	0.94	10
Females	1,073	215	20%	19.0%	1.0%	1.05	
Unknown	6	0	0%	19.0%	-19.0%	0.00	1
Current or former foster youth	0	0					
Individuals with disabilities	143	27	19%	19.0%	-0.2%	0.99	0
Low-income students	1,577	311	20%	19.0%	0.7%	1.04	
Veterans	16	0	0%	19.0%	-19.0%	0.00	3
All Students	1,949	371	19.0%				

*Data from Data on Demand, starting in '08-'09.

Conclusions: Disproportionately Impacted Student Groups

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of students "lost." The target populations are highlighted.

	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage difference/ Proportionality)		The # of students missed according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
Some other race	230	33	14%	19.0%	-4.7%	0.75	11
Males	870	156	18%	19.0%	-1.1%	0.94	10
Asian	70	8	11%	19.0%	-7.6%	0.60	5
Black or African American	70	8	11%	19.0%	-7.6%	0.60	5
White	440	81	18%	19.0%	-0.6%	0.97	3
Veterans	16	0	0%	19.0%	-19.0%	0.00	3
Pacific Islander	7	0	0%	19.0%	-19.0%	0.00	1
Unknown	6	0	0%	19.0%	-19.0%	0.00	1

Sample Student Equity Plan Template - 49

Degree and Certificate Completion Goals, Activities, Funding and Evaluation

GOAL D. Degree and Certificate Completion

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Males	**-1.1%**	No Gap	2020
Black or African American	**-7.6%**	No Gap	2020

While Some other race and Asian were in the top 3 groups identified as experiencing disproportionate impact, the numbers of students "lost" were small, indicating this is a statistically unstable result. Reedley College chose to remain focused on our four target groups on all elements of the plan rather than dilute efforts and focus.

D.1 Student Mentor Program

Activity Type(s)

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

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

ID	Target Group(s)	# of Students Affected
D.1	Males	40
D.1	Black or African American	35

Activity Implementation Plan

Student Mentor Programs are shown to increase student engagement and retention. Mentoring has been shown to increase student's commitment to the institution, their personal educational goals and persistence (Crisp, 2010).

Currently, Student Equity is supporting one new program on campus, the Education to Empowerment (E2E) Program:

E2E is a male mentor program targets Reedley College Residence Hall male student population that comes from multiple geographical locations. Many young men are from areas of the Central Valley, East Coast, Africa, and Europe. These young men come to Reedley College with the goal of success but often do not come with the personal skills to succeed in a new educational environment. The Reedley College Residence Hall program is currently averaging a 30% decrease of male students per semester. The goal of the Male Student Support Program is to provide these young men a place to empower their voice and promote institutional buy in with face-to-face interaction on a continuous basis. Through discourse the Male Support Program will assist young men in building the tools needed to support their educational goals and navigate through their educational experience towards success. Group topics will address the stages students' transition through in a college semester. Additionally, the Support Group will provide a safe environment for young men to express their concerns while providing guidance offering alternative positive outlets to address their needs.

Bimonthly workshops are to be held to engage young men interested in attending the Male Student Support Program meetings. The group is a unique opportunity to come together informally to provide support for those males students who are in need of increased face to face interaction. Topics for the 2-hour meetings will be on issues most relevant to their needs. All participants are given the opportunity to discuss concerns or challenges they are dealing with during their time at Reedley College and how we can create ways to become successful. The projected outcome of E2E is to increase the male student retention in the Residence Hall while aligning with The Reedley College and State Center Community College District Strategic plans. With success, the male support group could expand to support the young men campus-wide.

An additional mentor program has been developed by the Latino Faculty Staff Association (LFSA). Twenty Reedley College faculty or staff will be matched with student mentees. Goals of this program are to support students' successful navigation of the college process as well as acquisition of knowledge and experiences on the journey to becoming life-long learners. The long-term goal of the Mentoring program will be to institutionalize this activity campus wide.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.1	Fall 2015	$16,000	N/A

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;
  May not include salaries and benefits of full-time employees.

Link to Goal

Male students have a desire to engage in activities where they can share similar experiences with other male students. It is highly important for colleges to create opportunities for male students to interact with each other, build personal bonds and create networks of support (Ingram & Gonzalez-Matthews, 2013).

Evaluation
Mentor/mentee satisfaction surveys. Annually.
Disaggregated success and retention rates. Annually.

Reedley College Student Equity Plan - 52

D.2 Student Engagement Activities

Activity Type(s)

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

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

ID	Target Group	# of Students Affected
D.2	African American	418
D.2	Hispanic and Latino	8,600

Activity Implementation Plan

Reedley College administered the CCSSE survey in 2014. Data was initially shared with the SLO committee and a few campus leaders to develop a plan to involve faculty in student engagement efforts. Results were shared with all faculty and staff on Opening Day Fall 2015. Efforts are underway to improve student engagement. The SLO Committee is responsible for many of these efforts.

One Book/One College: One of the first programs to come out of the CCSSE was the One Book/One College project where students, faculty, staff, and administration read one chosen book for the academic year. The SLO Committee, after receiving funds from the Budget Committee supports activities related to this common reading. Other engagement-focused activities include workshops on best practices, such as a "writing effective and engaging writing prompts," workshop for faculty and effective signage for the College. The book was selected with Equity efforts and topics in mind.

Student Newspaper: The newspaper has been suspended due to the lack of a journalism program and faculty member to support the program. A newspaper would foster a sense of community and provide an opportunity to raise awareness about cultural events.

Reedley College Student Equity Plan - 53

Professional Development: Another opportunity that was made possible with Student Equity Funds was professional development by Thomas Brown and Associates. This event focused on how the college could increase persistence among all our students, but particularly rural, low-income, and minority students.

Reedley College will also be joining the Minority Male Community College Collaborative (M2C3) National Consortium on College Men of Color. As a consortium partner, Reedley College will join more than 50 innovative colleges and universities across the U.S. who are implementing cutting edge practices focused on addressing the achievement gap for men of color. M2C3 provides a host of professional development opportunities for faculty, staff and administrators an annual work group meeting.

Other activities being considered are:

African American Male Educational Network Development (A2MEND): This is a professional organization comprised of African American male administrators whose aim is to foster institutional change within the community college system and to create an affirming academic environment for African American male students, faculty, staff, and administrators. A2MEND hosts professional development for college administrators, an annual conference, scholarships and mentoring opportunities for students.

Adelante Hombres Conference: Annual conference to encourage and advance Latinos toward completion of degrees, certificates and transfer, as well as character and college skill development. This would be open to the community and current students with speakers, workshops, service booths, food, and entertainment.

Cultural Awareness Events: that raise student engagement and awareness of the target populations. Cultural awareness activities include:

Mexican Independence Day Celebration
Day of the Dead celebration
Hispanic food sampling
Hispanic guest speaker – lecture series
Hispanic heritage month film series
Native American food sampling
Native American guest speaker – lecture series
Native American cultural presentation
Black History Month film series
Black History month guest speakers – lecture series

Soul food tasting
Martin Luther King Jr. Readers Theater experience
Women's history month film screening
Women's history guest speakers- lecture series
Cinco de Mayo
Asian American film series
Asian American guest speaker -lecture series
Asian American food sampling
Chinese New Year celebration
Jewish cultural displays
LGBT Awareness Events
Mental Health Awareness Campaign
Islamic Cultural Events

Campus Clubs: Reedley college campus clubs help promote a culture that fosters learning outside of the academic classroom by creating an educational environment that connects the campus community to the importance of processes that lead to student self-governance. Student Engagement fosters the development of student's civic responsibility, responsible citizenship, leadership, and personal growth. Reedley College clubs connect students of common interests and enhance the learning and experiences of college life. Students are exposed to new ideas and interact with other students to enhance their collegiate experience. Students who are involved in extracurricular activities like clubs, sports, creative productions, and community service report being more satisfied with their college experiences. These experiences provide additional opportunities for learning and networking. They can also serve as a place where likeminded people can come together and students can build professional skills.

Currently, Reedley College is in the process of establishing a Black Student Union (BSU). A number of students have attended several planning meeting to develop the clubs purpose, bylaws, and goals. Future meetings will be held to establish club positions and activities for the year.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	2015-Ongoing	$15,000	Foundation Funds

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; May not include salaries and benefits of full-time employees.

Link to Goal

Student engagement is one of the primary drivers of success. Joint CCSSE/SEP projects will seek to improve student engagement for target populations.

Evaluation

TBA

Reedley College Student Equity Plan - 56

D.3 Job Developer

Activity Type(s)

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

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

ID	Target Group	# of Students Affected
D.3	African American	418
D.3	Hispanic and Latino	8,600

Activity Implementation Plan

The Job Developer provides job development assistance by offering employment information, resources, and tools to students. The Job Developer assists students through the entire employment process, facilitates workshops on writing cover letters and resumes, job search strategies, interviewing techniques, and job retention skills. Workshops and training enhance students' self-belief by giving them control and helping them build confidence. Furthermore, the job developer maintains a list of volunteer, internship and employment opportunities for students, organizes employment related activities such as job fairs, employer recruitments, develops a monthly career newsletter, and coordinates the student job club. The student job club, employer recruitments, and job fairs will enable students to network, engage in active learning and collaboration so that they develop the skills necessary to achieve their personal objectives.

The Job Developer will remain current on hiring trends and industry needs by maintaining contact with local employers, community based organizations, and service groups through chamber activities, committee meetings, and employment events throughout Madera, Fresno, Tulare, and Kings Counties.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	Fall 2015 - ongoing	$2,500	N/A

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

The job developer helps connect male students with employment opportunities, helping students see their education as a means to an end.

Evaluation
Number of students placed in internships and/or jobs, disaggregated.

TRANSFER

CAMPUS-BASED RESEARCH: TRANSFER

Overview

TRANSFER. The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

Indicator Definitions and Data

Data from Data on Demand, cohort defined as first time students in '08-'09, CCCC-only removed, student unduplicated.

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*		The # of courses missed according to the % deficit between the row and all student average
					Percentage	**Proportion**	**Gap**
American Indian / Alaska Native	0	0	-	-	-	-	-
Asian	70	30	43%	24.8%	18.0%	1.73	

	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
Black or African American	70	18	26%	24.8%	0.9%	1.04	
Hispanic or Latino	1,132	252	22%	24.8%	-2.6%	0.90	29
Pacific Islander	7	1	14%	24.8%	-10.5%	0.58	1
White	440	129	29%	24.8%	4.5%	1.18	
Some other race	230	54	23%	24.8%	-1.4%	0.95	3
More than one race	-	-	-	-	-	-	-
All Students							
Males	870	226	26%	24.8%	1.1%	1.05	
Females	1,073	257	24%	24.8%	-0.9%	0.96	9
Unknown	6	1	17%	24.8%	-8.2%	0.67	0
Current or former foster youth	0	0	-	-	-	-	-
Individuals with disabilities	143	21	15%	24.8%	-10.1%	0.59	15
Low-income students	1,577	357	23%	24.8%	-2.2%	0.91	35
Veterans	16	6	38%	24.8%	12.7%	1.51	
All Students	1,949	484	24.8%				

Conclusions: Disproportionately Impacted Student Groups

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of students "lost." The target populations are highlighted.

	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
Low-income students	1,577	357	23%	24.8%	-2.2%	0.91	35
Hispanic or Latino	1,132	252	22%	24.8%	-2.6%	0.90	29
Individuals with disabilities	143	21	15%	24.8%	-10.1%	0.59	15
Females	1,073	257	24%	24.8%	-0.9%	0.96	9
Some other race	230	54	23%	24.8%	-1.4%	0.95	3
Pacific Islander	7	1	14%	24.8%	-10.5%	0.58	1

Transfer Goals, Activities, Funding and Evaluation

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Low- income students	-2.2%	No Gap	2020
Hispanic or Latino	-2.6%	No Gap	2020

While Students with Disabilities were in the top 3 groups identified as experiencing disproportionate impact, Reedley College chose to remain focused on our four target groups on all elements of the plan rather than dilute efforts and focus.

E.1 Counselor Training for Transfer

Activity Type(s)

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

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

ID	Target Group(s)	# of Students Affected
E.1	Low- income students	357
E.1	Hispanic or Latino	252

Activity Implementation Plan

Additional professional development, particularly for new counselors so that they are better prepared to help students with the transfer process.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.1	TBA	$7,500	N/A

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

Research indicates, that in order to build a transfer culture, especially for Hispanic and Latino students, institutions must implement outreach strategies, adequately address students' developmental needs and financial needs to eliminate barriers to enrollment. Most importantly, institutions must adequately train counselors in evidence based practices which facilitate transfer and properly inform them of articulation agreements between various colleges and universities (Perez & Ceja, 2010).

Evaluation

Number of students who successfully transfer, disaggregated.

OTHER COLLEGE- OR DISTRICT-WIDE INITIATIVES AFFECTING SEVERAL INDICATORS

Activities Affecting Several Indicators: Goals, Activities, Funding, and Evaluation

F.1   Supplemental Financial Assistance

Indicators/Goals to be affected by the activity

X	Access	X	Degrees and Certificate Completion
X	Course Completion		Transfer
X	ESL and Basic Skills Course Completion		

Activity Type(s)

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

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

ID	Target Group	# of Students Affected
F.1	Low-income students	5,502
F.1	Hispanic or Latino	8,600
F.1	Males	5,185
F.1	Black or African American	418

Activity Implementation Plan

The book, childcare, transportation and meal vouchers will be available on a semester-by-semester basis, pending funding availability.
Equity funding will be used to augment "unmet need" in coordination with the financial aid office.
Students to be served are low income and meet the criteria of "at-risk" students since they are part of categorical programs such as: EOPS, SSS-Trio, DSPS, Foster Youth, CalWORKS and Veterans.

General criteria for expending Student Equity funds:
Expenditures must:
Be targeted towards the populations, goals and activities prioritized in the college Student Equity Plan as defined in statute and title 5.
Targeted populations, goals and activities must be prioritized based on the results of a disproportionate impact study outlined in the Student Equity Plan.
Meet the purpose, and address the target populations and success indicators of Student Equity as defined in statute and title 5.
Be necessary and reasonable. Eligible expenditures include "Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care."

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Fall 2014	$100,000	Student Equity

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

Financial assistance of any kind has a significant positive effect on degree completion (Gross, 2014). Book vouchers provide students with an opportunity to purchase books prior to financial aid being available, which allows them to keep pace in their courses. The lack of books in the first few weeks of the semester is a frequent problem for low-income students.

Food insecurity and transportation are also an issue for low-income, rural students.

Evaluation

The number of students served.

F.2 Transit Survey

Indicators/Goals to be affected by the activity

X	Access		Degrees and Certificate Completion
x	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

Activity Type(s)

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

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

ID	Target Group	# of Students Affected
F.2	Low-income students	488
F.2	Hispanic or Latino	1,436
F.2	Males	1,101
F.2	Black or African American	70

Population served by planned lines and disaggregated by percentage of target population represented groups at the college.

Activity Implementation Plan

This activity impacts both Access and Course Completion as it enables students to attend the college and maintain continuous enrollment.

There is still a significant rural transit service gap through the Selma corridor to Reedley. This impacts the rural communities of Fowler, Kingsburg, Parlier, and Selma. Providing a fixed route linking Kingsburg and Fowler to Selma and from Selma through Parlier to Reedley would open up access to higher education, county agencies, and much needed medical services given that Reedley has Reedley College, Department of Motor Vehicles, and Adventist Medical where primary obstetrics and centralized clinics are operated.

Our service area have higher than average unemployment and college students who have already been identified as disproportionately impacted related to access and success. As such, providing a fixed route would open the door to economic opportunity in these communities by providing access to much needed transfer and career technical education pathways.

There is significant data to support the Kingsburg and Fowler to Selma through Parlier fixed route. Specifically, the current college enrollment for the region (uncertified headcount enrollment) is:

Needed Linked Fixed Route and # students

Selma – 738
Kingsburg – 472
Fowler – 112
Parlier – 499
Orange Cove – 409

Further, Reedley College has an opportunity to help those students who qualify through recent support from the state for Student Success and Student Equity to help off-set the cost for transit vouchers. Again, this is a community that could benefit from increased access to Reedley in both directions. Many of the Reedley College Orange Cove students may qualify for transit vouchers.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Fall 2015-ongoing	$15,000*	N/A

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal
Availability of transportation and distance from home to college are major indicators in community college students' decision to enroll (Jepsen, & Montgomery, 2009; Everett, 2015). It is important for our college to address transportation barriers for our students as we serve some of the most rural areas in the Central Valley. Failure to address these issues could be pose a threat to access and certificate and degree completion especially for some our neediest student populations.

Evaluation
Survey of students who utilize bus service.
Further evaluations TBD.

SUMMARY BUDGET

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the $ amounts to be reported under the categories: Outreach, Student Services & Categorical, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Ti	# of Hours										
	Student Equity Coordinator	1.00	A1, A2, A3, A4, B1, B2, C1, C2, C3, C4, D1, D2, D3, E1, F1, F2	$ -	$ -	$ -	$ 68,160	$ 17,041	$ -	$ -	$ -	85,201
	Career Counselor	0.40	D3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 33,104	33,104
	Counselor - MCCC	0.50	B2, C2	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 40,177	40,177
	Adjunct Counselors	1.00	B2, C2	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 60,064	60,064
	Coordinator - Math Study	0.50	C4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 38,528	38,528
	Librarian - MCCC	0.50	B1,B2, C1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 39,289	39,289
	College & Career Transition	0.50	D3	$ 19,264	$ -	$ -	$ -	$ -	$ -	$ -	$ -	38,528
	Tutorial Center Coordinator	0.50	C3	$ -	$ -	$ -	$ -	$ -	$ -	$ 38,528	$ -	38,528
	BTC Coordinators	1.20	C3	$ -	$ -	$ -	$ -	$ -	$ -	$ 60,064	$ -	60,064
	Counselors - RC	1.50	B2, C2	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 81,004	81,004
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	Subtotal			$ 19,264	$ -	$ -	$ 68,160	$ 17,041	$ -	$ 98,592	$ 311,430	$ 514,487
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Institutional Researcher	0.50	A3, A4, B1, B2, C1, C2, C3, C4, D1, D2, D3, F2	$ -	$ -	$ 30,684	$ -	$ -	$ -	$ -	$ -	30,684
	Evaluator	0.50	E1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 21,803	21,803
	Student Tutors		C3	$ -	$ -	$ -	$ -	$ -	$ -	$ 55,000	$ -	55,000
	Student Help		A1, A2	$ 27,500	$ -	$ -	$ -	$ -	$ -	$ -	$ -	27,500
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal			$ 27,500	$ -	$ 30,684	$ -	$ -	$ -	$ 55,000	$ 21,803	$ 134,987

3000 Employee Benefits

Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Student Equity Coordinator — A1, A2, A3, A4, B1, B2, C1, C2, C3, C4, D1, D2, D3, E1, F1, F2	$ -	$ -	$ -	$ 20,810	$	$ -	$ -	$ -	26,012
Career Counselor — D3	$ -	$ -	$ -	$ -	$	$ -	$ -	$ 10,230	10,230
Counselor - MCCC — B2, C2	$ -	$ -	$ -	$ -	$	$ -	$ -	$ 12,616	12,616
Adjunct Counselors — B2, C2	$ -	$ -	$ -	$ -	$	$ -	$ -	$ 8,553	8,553
Counselors - RC — B2, C2	$ -	$ -	$ -	$ -	$	$ -	$ -	$ 32,219	32,219
Librarian - MCCC — B1,B2, C1	$ -	$ -	$ -	$ -	$	$ -	$ -	$ 12,489	12,489
College & Career Transition Coordinator — D3	$ 6,190	$ -	$ -	$ -	$	$ -	$ -	$ 6,191	12,381
Tutorial Center Coordinator — C3	$ -	$ -	$ -	$ -	$	$ -	$ 12,381	$ -	12,381
BTC Coordinators — C3	$ -	$ -	$ -	$ -	$	$ -	$ 8,553	$ -	8,553
Coordinator - Math Study Center — C4	$ -	$ -	$ -	$ -	$	$ -	$ -	$ 12,381	12,381
Institutional Researcher — A3, A4, B1, B2, C1, C2, C3, C4, D1, D2, D3, F2	$ -	$ -	$ 13,509	$ -	$	$ -	$ -	$ -	13,509
Evaluator — E1	$ -	$ -	$ -	$ -	$	$ -	$ -	$ 11,595	11,595
Student Tutors — C3	$ -	$ -	$ -	$ -	$	$ -	$ 1,106	$ -	1,106
Student Help — A1, A2	$ 553	$ -	$ -	$ -	$	$ -	$ -	$ -	553
	$ -	$ -	$ -	$ -	$	$ -	$ -	$ -	-
Subtotal	$ 6,743	$ -	$ 13,509	$ 20,810	$	$ -	$ 22,040	$ 106,274	**$ 174,578**

4000 Supplies & Materials

Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Event Supplies — A1, A2, C1, D1, D2, D3	$ -	$ 688	$ 1,000	$ 1,000	$	$ -	$ -	$ -	2,688
	$ -	$ -	$ -	$ -	$	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$	$ -	$ -	$ -	-
	$ -	$ -	$ -	$ -	$	$ -	$ -	$ -	-
Subtotal	$ -	$ 688	$ 1,000	$ 1,000	$	$ -	$	$ -	**$ 2,688**

5000 Other Operating Expenses and Services

Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Software - (Career Exploration) — A4, B1	$ 7,500	$ -	$ -	$ -	$	$ -	$ -	$ 7,500	15,000
Marketing Material — A1, A2, A3, A4, B1, B2, C1, C2, C3, C4, D1, D2, D3	$ 1,500	$ 1,500	$ -	$ -	$	$ -	$ 2,500	$ -	5,500
Travel and Conference — B2, C2, C3, C4, D2, E1,	$ -	$ -	$ -	$ -	$	$ 29,500	$ -	$ -	29,500
Transportation — F1, F2	$ -	$ -	$ -	$ -	$	$ -	$ -	$ 15,000	15,000
Mentoring for Success Meeting — D1	$ -	$ -	$ -	$ -	$	$ 1,000	$ -	$ 5,000	6,000
Education 2 Empowerment Meetings — D1	$ -	$ -	$ -	$ -	$	$ -	$ -	$ 10,000	10,000
A2MEND Meetings — D2	$ -	$ -	$ -	$ -	$	$ 2,500	$ -	$ 7,500	10,000
Minority Male Collaborative (M2C3) Meeting — D2	$ -	$ -	$ -	$ -	$	$ 2,500	$ -	$ 2,500	5,000
Math and English Acceleration — C4	$ -	$ -	$ -	$ -	$	$ 5,000	$ -	$ -	10,000
Student Engagement Activities — A2, D2	$ -	$ -	$ -	$ -	$	$ 5,000	$ -	$ 5,000	10,000
Parents as Partners Conference — A4	$ 10,000	$ -	$ -	$ -	$	$ -	$ -	$ -	10,000
Subtotal	$ 19,000	$ 1,500	$ -	$ -	$	$ 45,500	$ 2,500	$ 52,500	$ 126,000

6000 Capital Outlay	Activity ID	Outreach	Student Services & Categorical	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Graphing Calculators - Math	C4	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 18,000	18,000
		$ -	$ -	$ -	$ -	$ -		$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -		$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 18,000	$ 18,000

7000 Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
Book Vouchers	F1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000	100,000
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000	$ 100,000
Grand Total		$ 72,507	$ 2,188	$ 45,193	$ 89,970	$	$ 45,500	$ 178,132	$ 610,007	$ 1,070,740

SUMMARY EVALUATION

Evaluation Measures and Schedule

Indicator	Goals/target groups	Activities	Measure	Timeline	Responsible Committee
Access	Males Hispanic or Latino	Reg-To-Go	Feeder school graduating class will be compared to RTG population.	Annually	Student Success
			RTG participants will be compared to access population.	Annually	Student Success
			Qualitative Data will be collected, as appropriate.	Annually	Student Success
		Face to Face Orientation	Satisfaction Surveys will be administered to all participants.	Annually	Student Success
			Disaggregated attendee vs. non attendee success and retention rates.	Annually	Student Success
		Online Orientation	Orientation participation.	Annually	Student Success
		K16 Bridge: Career Exploration	Participation rates. Enrollment and attendance at Reedley College compared to those who did not participate in the program, disaggregated.	Annually	Student Success

Indicator	Goals/target groups	Activities	Measure	Timeline	Responsible Committee
Course Completion	Low-income students Hispanic or Latino Males Black or African American	Early Alert	Early Alert participation rate	Annually	Student Success
			Disaggregated Early Alert success and retention rates.	Annually	Student Success
		Targeted Interventions	Assessment is driven by the SSSP data collection points. That data will be disaggregated.	Annually, SSSP timeline	Student Success
Basic Skills	Hispanic or Latino Males Low-income students Black or African American	Cohort Enrollment / FYE	Course completion, transfer level course completion, and cohort success and retention. Participation and retention rate for case management model.	Annually	Student Success
		Embedded Counseling	Disaggregated student contact.	Annually	Student Success
			Disaggregated success and retention.	Annually	Student Success
		Tutoring and Embedded Tutoring	Disaggregated success and retention rates.	Annually	Student Success
			Disaggregated participation rates.	Annually	Student Success
			Satisfaction Surveys, as administered by each center.	Annually	Student Success
		Accelerated Learning	Disaggregated success and retention rates	Annually	Student Success
Degree and Certificate	Males Black or African American	Student Mentor Program	Mentor/mentee satisfaction surveys.	Annually	Student Success
			Disaggregated success and retention rates.	Annually	Student Success
		Student Engagement Activities	TBA	Annually	Student Success

Indicator	Goals/target groups	Activities	Measure	Timeline	Responsible Committee
		Job Developer	Number of students placed in internships and/or jobs, disaggregated.	Annually	Student Success
Transfer	Low-income students Hispanic or Latino	Counselor Training for Transfer	Number of students who successfully transfer, disaggregated.	Annually	Student Success
Other Activities		Supplemental Financial Assistance	The number of students served.	Annually	Student Success
		Transit Survey	Survey of students who utilize bus service. Further evaluations TBD.	One-time TBD	Student Success

ATTACHMENTS

Reference Page

Butcher, K., & Visher, M. (2013). The impact of a classroom-based guidance program on

    student performance in community college math classes. *Educational Evaluation and*

    Policy Analysis, *35*(3), 298-323.

Center for Community College Engagement. (2013). *A matter of degrees: Engaging*

    practices, engaging students (High impact practices for community college student

    engagement). Retrieved from https://www.ccsse.org/docs/Matter_of_Degrees_2.pdf

Center for Community College Student Engagement (2014). *Promising practices for*

    promoting community college student success . Retrieved from

    http://www.ccsse.org/center/initiatives/highimpact/promisingpractices.cfm

Crisp, G. (2010). The impact of mentoring on the success of community college students.

    The Review of Higher Education, *34*, 39-60. doi:10.1353/rhe.2010.0003

Cornell, R., & Mosley, M. (2006). Intertwining college with real life: The community college

    first-year experience. *Peer Review*, *8*(3), 23.

Everett, J. (2015). Public community colleges: Creating access and opportunities for first-

    generation college students. *Delta Kappa Gamma Bulletin*, *81*(3), 52.

Gross, J., Zerquera, D., Inge, B., & Berry, M. (2014). Latino associate degree completion:

    Effects of financial aid over time. *Journal of Hispanic Higher Education*, *13*(3), 177-

    190.

Harris, F., Wood, J., & Newman, C. (2015). An exploratory investigation of the effect of racial

    and masculine identity on focus: An examination of white, black, Mexicano, Latino,

    and Asian men in community colleges. *Culture, Society and Masculinities*, *7*(1), 61.

Hern, K. (2015). *Acceleration strategies that produce powerful results: A planning resource for community colleges.* (October, 2015).

Ingram, T., & Gonzalez-Matthews, M. (2013). Moving towards engagement: Promoting persistence among Latino male undergraduates at an urban community college. *Community College Journal of Research and Practice*, 37: 636–648, 2013

Jepsen, C., & Montgomery, M. (2009). Miles to go before I learn: The effect of travel distance on the mature person's choice of a community college. *Journal of Urban Economics*, *65*(1), 64-73.

Linderman, D., & Kolenovic, Z. (2013). Moving the completion needle at community colleges: Cuny's accelerated study in associate programs (asap). *Change: The Magazine of Higher Learning*, *45*(5), 43-50.

Martinez, S., & Cervera, Y. (2012). Fulfilling educational aspirations: Latino students' college information seeking patterns. *Journal of Hispanic Higher Education*, *11*(4), 388-402.

Miller, J., & Lesik, S. (2014). College persistence over time and participation in a first-year seminar. *Journal of College Student Retention*, *16*(3), 373-390.

McCambly, H., & Bragg, D. (2015, August). *Improving a path to equity: Engaging student voices.* Insights on Equity and Outcomes (Issue No. 13). Retrieved from: http://occrl.illinois.edu/files/Projects/ptr/engaging-student-voices-ptr.pdf

Pérez, P. A., & McDonough, P. M. (2008). Understanding Latina and Latino college choice: A social capital and chain migration analysis. *Journal of Hispanic Higher Education, 7*, 249-265.

Rivera, L., & Schaefer, M. (2009). The career institute: A collaborative career development

    program for traditionally underserved secondary (6—12) school students. *Journal*

    of Career Development, *35*(4), 406-426.

Strayhorn, T. (2010). When race and gender collide: Social and cultural capital's influence

    on the academic achievement of African American and Latino males. *Review of*

    Higher Education, *33*(3), 307.

Strom, P., Strom, R., Whitten, L., & Kraska, M. (2014). Adolescent identity and career

    exploration. *NASSP Bulletin*, *98*(2), 163-179.

CLOVIS COMMUNITY COLLEGE
Student Equity Plan

October 27, 2015

Table of Contents

Signature Page

Clovis Community College
Student Equity Plan Signature Page

District: State Center Community College   **Board of Trustees Approval Date**: _____

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature]
_____
Deborah J. Ikeda   Deborah.ikeda@scccd.edu

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

[Signature]
_____
Lorrie Hopper   Lorrie.hopper@scccd.edu

[Signature]
_____
Edwin Eng   Ed.eng@scccd.edu

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

[Signature]
_____
Kelly Fowler   Kelly.fowler@scccd.edu

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

[Signature]
_____
Elizabeth Romero   Elizabeth.romero@scccd.edu

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

[Signature]
_____
Dan Hoffman   Email: dan.hoffman@scccd.edu

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

[Signature]

Sergio Perez	Email: Sergio.perez@scccd.edu

[Signature]   559-325-5378

Gurdeep S. Hebert	Email: Gurdeep.hebert@scccd.edu	Phone

5

Executive Summary

On July 20, 2015, Clovis Community College (CCC) was officially recognized by the California Community College Board of Governors as the 113th community college in the state of California. With nearly 6,200 students, CCC is also one of the fastest growing community colleges with an increase in enrollment of over 8% just this past year. Student Success and Student Equity are among the top priorities of the college to ensure that along with growth comes great opportunities for all students. Therefore the college has determined that it is most effective to have a combined committee whose charge is to plan and execute both the Student Success and Support Program (SSSP) and Student Equity Plans.

The Clovis Community College Student Equity Plan focuses on increasing access, course and degree completion, transfer rates, and closing the achievement gap in success for underrepresented students. The intent of this process is to conduct a self-evaluation and identify achievement gaps that need to be addressed to improve student success. Goals and activities will be developed to address disparities in student outcomes. This 2015-2018 Student Equity Plan is guided by the College's Mission Statement wherein the commitment to student equity is inherent: Creating opportunities one student at a time.

There are four main goals of the Clovis Community College Student Equity Plan. The specific goals of the Student Equity Plan are:

1. To provide opportunities for increasing diversity and equity at Clovis Community College.

2. To build institutional capacity to address achievement gaps by engaging in systematic quantitative and qualitative inquiry using a practitioner-researcher model and by implementing interventions and student support services that directly address the identified equity gaps.

3. To establish a Student Equity Taskforce which will monitor progress on the plan, submit required annual reports, develop future plans, determine the performance measures for monitoring progress toward achieving the desired outcomes, and establish target dates for achieving these outcomes.

4. To close performance gaps for targeted groups, thereby improving the overall success of all students at Clovis Community College.

    These goals will be accomplished through:

    1. Research and inquiry

    2. Intervention and student support

6

These two pathways will culminate in an evaluation process to determine the most successful practices on closing achievement gaps for our target population of students as indicated in the following graph.

Success Indicators	Underserved Target Populations
A. Access	Veterans, male students, and individuals with disabilities
B. Course Completion	Native American, Asian, African American & Hispanic males, low income, individuals with disabilities, and foster youth
C. ESL and Basic Skills Completion	American Indian/Alaska Native, African American, male students, low-income students, and foster youth
D. Degree and Certificate Completion	African American, Hispanic, Asian, and low-income students
E. Transfer	American Indian, African American, Hispanic, Native Hawaiian, Pacific Islander students, individuals with disabilities, low-income students, and foster youth

The Student Success Committee has selected a primary focus for implementation annually; however, activities that address *all* equity indicators are supported in this plan and will continue after implementation. CCC offers Basic Skills courses; however we currently do not offer an ESL program. Due to the changing demographics of the campus, this will be a focus of the institution.

Year 1: Focus on Indicator C, ESL, and Basic Skills Completion.

Year 2: Focus on Course Completion.

Year 3: Focus on Degree and Certificate Completion as well as Transfer.

The target group students who experience the greatest disproportionate impact across all indicators were African American and Hispanic students, minority male students, and low income students.

Research and Inquiry

Research and Inquiry: Research and inquiry about stellar models that focus on the success of minority male community college students. Clovis Community College will target models that will specifically assist male students to excel academically, provide social and cultural awareness, and professional development.

7

Research and Inquiry: Develop an inquiry group comprised of CCC practitioners to deepen the institution's understanding of *why* the equity gaps exist for basic skills metrics with a specific focus on ESL within the context of instructional support services and curriculum delivery. While this inquiry is focused on basic skills students, the lessons learned will inform our approach to improving course creation and completion more generally.

Equity Research Assistant: CCC will hire a Research Assistant to assist the institution with identifying baseline data for equity performance measures, determining standards for achievement, and conducting a variety of inquiry projects. The Research Assistant will work with pilot projects to determine efficacy and sustainability of efforts to close identified equity gaps.

Intervention and Student Support

In addition to the many student and instructional support services offered at Clovis Community College, the Student Success/Equity Committee has selected projects that provide new and/or enhanced support services to students to improve course, degree, and certificate completion; transfer achievement; and minimize the equity gaps.

Access
- Improve identification and access to services for Hispanic and African American students.
- Improve identification and access to services for minority male students.

Course Completion
- Assess the overall efficacy of student instructional support services.
- Promote the use of instructional support services among groups experiencing disproportionate impact in course completion.
- Develop a professional development plan for faculty and staff to address the issues contributing to academic underperformance of target groups.
- Support project activities in history, sociology, political science, and other academic disciplines which address cultural, ethnic, and socio-economic issues.
- Enhance awareness and access to Disabled Student Programs and Services (DSPS).
- Expand access to instructional support services such as the Tutorial Center and Library services.
- Evaluate incoming transcripts as students enter the college to determine course completion toward their goal which may include their degree and/or certificate.

ESL and Basic Skills Completion

- Establish a task force made up of faculty, administrators, and support staff who will systematically investigate practices to increase our capacity to address Basic Skills course completion disparities.
- Invest in the creation of pathways from basic skills to college level courses.
- Expand access to instructional support services for all target groups.

Degree and Certificate Completion

- Create experiences for students that promote a connection to their academic goals including research opportunities and attendance at leadership and diversity events and activities.
- Enhance Tutorial and Library services.
- Assess the overall efficacy of our student transfer support services in promoting its services among groups experiencing disproportionate impact.
- Enhance services offered by categorical and other special programs that promote degree and certificate completion among target group students.
- Evaluate incoming transcripts as students enter the college to determine a path toward completion of their degree.

Transfer

- Assess the overall efficacy of our student transfer support services.
- Promote transfer support services for target groups experiencing disproportionate impact.
- Provide professional development for faculty and staff to address the issues contributing to academic underperformance of target groups experiencing disproportionate impact.
- Create experiences for students that promote a connection to their academic goals including research opportunities at universities, attendance at leadership and diversity programs and events, and possibly insurance.
- Enhance services offered by categorical and other special programs that promote transfer among target groups.
- Evaluate incoming transcripts as students enter the college to determine a path toward completion of their degree.

SB 860 Requirements

Foster youth, veterans, and low-income/disadvantaged student data have been included in the "campus-based research" to the extent data are available. In some cases data was not collected

9

for these student groups until a date later than the cohort specified for the equity plan. In the annual update to the Student Equity Plan, we will disaggregate data by gender within target groups. All revised data requirements included in SB 860 will be reviewed by the Institutional Researcher in order to ensure these are included in our annual update. There was close collaboration with categorical and special support programs on campus that work directly with target group students throughout the planning process.

Resources Budgeted

The Student Equity Plan funds have been allocated based on the disproportionate impact study in order to address identified equity gaps in each of the indicators following the funding guidelines provided by the Chancellor's Office in September 2014. In addition to the activities supported by Student Equity Plan funding, there are many ongoing institutional activities that address equity gaps in academic achievement for target group students that are supported by the general fund, grants such as Title V, SSSP, SSS-STEM, and other categorical funds. Clovis Community College has added the position of Director of Student Success Equity and Outreach to oversee the implementation of the College's Equity plan (research, intervention, and evaluation) and serve as the contact for equity reporting purposes.

The budget for Clovis Community College has been categorized by object code as follows:

Revenue (2015 – 2016) 8600   State $502,284.00

Expenditures

1000	Academic Salaries	$118,826.00
2000	Non Academic Salaries	$207,277.00
3000	Employee Benefits	$97,812.00
4000	Supplies & Materials	$11,554.00
5000	Other Operating Expenditures	$56,315.00
6000	Capital Outlay	$5,000.00
7000	Other Outgoing	$5,500.00

College Contact

The Student Equity Plan contact for Clovis Community College is Ms. Gurdeep S. Hébert. She can be reached at 559-325-5378 or gurdeep.hebert@scccd.edu.

10

Planning Committee and Collaboration

The Clovis Community College Student Success Committee is responsible for the development and implementation of the Student Equity Plan and the Student Success and Support Program Plan. This committee is composed of faculty, administration, students, classified professionals and a community member. Campus constituent groups, including the Academic Senate, Associated Student Government, Classified Senate, President's Cabinet, and College Council all provided input as the plan was being developed. The Student Equity Plan focuses on increasing access, course completion, certificate and degree completion, transfer rates, and closing academic achievement gaps for underrepresented students.

11

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Kelly Fowler	Vice President Instruction & Student Services	Administration, Co-chair
Gurdeep Hebert	Director of Student Success, Equity, & Outreach	Co-chair
Doris Griffin	Dean of Students	Student Services
Lee Brown	Interim Dean of Instruction	Instruction
Ryen Hirata	Interim Dean of Student Services	Student Services
Michelle Johnson	Institutional Research Coordinator	Research
Carla Stoner-Brito	Counselor	Student Services
Jeff Burdick	Faculty	English
Brandon Huebert	TRIO Counselor	Categorical Representative
Teresa Ishigaki	Faculty	English
Anna Martinez	Faculty	Communication
Sergio Perez	President, Associated Student Government	Student Government
Reynani Hawkins	Student Services Specialist	Admissions and Records
Candy Cannon	Financial Aid Manager	Financial Aid
Cynthia McDonald	Librarian	Library Services
Jennifer Simonson	Faculty	Basic Skills
Ann Brandon	Faculty	Reading
Carole Sullivan	Faculty	Math Department
Galin Dent	Faculty	Reading
Patrick Stumpf	College Center Assistant	Student Activities
Stacy Ross	Tutorial Services Coordinator	Tutorial Services
David Navarro	Outreach Specialist	Outreach
Elizabeth Romero	Academic Senate President	Academic Senate
Leslie Ratá	Classified Senate Past President	Classified Senate
Cindy Walker	Adjunct Psychology Instructor	Adjunct Faculty
Julieanne Nguyen	Student Representative	Student Government
Caeleb Trace	Student Representative	Student Government
Lindsey Perales	Student Representative	Student Government
Alex Markle	Student Representative- Tutor	Tutorial Center
Pam Fobbs	Community Representative	Community

Access

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Access describes the percentage a population subgroup enrolled at the college compared to that subgroup's representation in the adult population of the community served. Clovis Community College (CCC) attracts a large number of student groups from all over Fresno County and is not limited to the City of Clovis service area.

DATA SOURCE

The CCC population data were obtained from the college's Management Information Systems (SQL) database. The service area demographic data are based on Clovis Unified School District demographics (DataQuest).

METHODOLOGY

Clovis Community College Equity Committee reviewed the three methods for calculating Equity Gaps (disproportionate impact). We decided to use the Percentage Point Gap approach because we found the results easier to interpret. Using the table provided in the Student Equity Plan template, we examined student population in Fall, 2014.

The data indicates that a little over half of the CCC population (54.8%) is female. Male students (45%) are underrepresented in the CCC population when compared to the percentage of males in the community.

The largest percentage of the CCC student population is White/non-Hispanic (44%), followed by Hispanic (37%), Asian (12%), and African American (4%). When compared with the service area population, White/non-Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native, are more prevalent in the CCC population.

13

Target Population(s)	# of your college's total enrollment in Fall 2014	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
American Indian / Alaska Native	98	2%	1%	+1
Asian/Pacific Islander	773	12%	13%	-1
Black or African American	233	4%	3%	+1
Hispanic or Latino	2,318	37%	35%	+2
White	2,724	44%	47%	-3
Some other race	67	1%	1%	-
More than one race	N/A			
Total of 7 cells above (Orange cells should = 100%)	**6,213**	**100%**	**100%**	
Males	2,801	45%	51%	-6
Females	3,347	54%	48%	+6
Unknown	65	1%	1%	-
Total of 3 cells above (Orange cells should = 100%)		**100%**	**100%**	
Current or former foster youth	111	2%	.5%	+1.5
Individuals with disabilities	391	6%	9%	-3
Low-income students	3,734	59%	38%	+21
Veterans	111	2%	6%	-4

`

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap*, year	Goal PPG**	Goal Year
Males	-6, 2014 PPG	Gap no greater than -4 PPG	2020
Veterans	-4, 2014 PPG	Gap no greater than -1 PPG	2020
Individuals with disabilities	-3, 2014 PPG	Gap no greater than -2 PPG	2020

*Percentage Point Gap (PPG) **Benchmark goals are to be decided by the institution.

When compared with the service area, males, veterans, and individuals with disabilities are less prevalent in the CCC student population indicating a disparity in enrollment compared to the service area.

ACTIVITIES: A. ACCESS

A.1
  • **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A.1	Males	168
	Veterans	5
	Individuals with disabilities	12

15

Activity Implementation Plan

Research and Inquiry

Clovis Community College's goal in the access indicator is to maintain a student body that is reflective of the race/ethnicity of its service area and to reach equity for all groups. In addition to access to the college generally, we have conceptualized this indicator to include access to programs and services at the college that offer opportunities for all students.

- Improve identification of and access for male students, specifically minority male students.
- Improve identification of and access for veterans.
- Improve identification of and access for students with disabilities.

- *Males:* Research and inquire stellar models that focus on the success of minority male community college students. Clovis Community College will target models that will specifically assist male students to excel academically, provide social and cultural awareness, and professional development.

- *Equity Research Assistant:* CCC will hire a Research Assistant to assist the Equity Plan Task Force and research/inquiry committees with identifying baseline data for equity performance measures, determining standards for achievement, and conducting a variety of inquiry projects. The Research Assistant will work with pilot projects to determine efficacy and sustainability of efforts to close identified equity gaps.

- *Enrollment Funnel:* Determine the percentage of students in the disproportionate impact groups that are lost from the point of application to the census date.

- *Registration:* Analyze all demographic information and incoming enrollment rates in comparison to exiting senior rates for individual feeder high schools. Specifically target male students.

Intervention and Student Support

Clovis Community College's (CCC) commitment to creating a supportive environment for ALL students is demonstrated by sponsoring the following ongoing, institution- or categorical/grant-funded outreach efforts:

- *Registration to Go:* Matriculation services to seniors at the college feeder high schools*.*
- *CTE Pathway Grants***:** Development of high school partnerships to connect students to career pathways.
- *Block Schedule Offerings*: Provide block schedules to be able to complete a degree in a two-year span. Current programs include business and psychology.

16

- *High School Programs*:
    - *High School Articulation Agreements* in various disciplines
    - *Dual Enrollment*
    - *CCCAP:* Collaborative program between CCC and the Clovis Unified School District aimed at improving college-going rates. The program gives high school students the opportunity to participate in college courses at CCC.
- *First Year Experience*: The First Year Experience (FYE) program is a student success program where participating students receive a guaranteed basic skills schedule with specific counseling and tutorial support for one semester. It also serves as an effective way to retain our target groups.

Although the data suggests Clovis Community College is doing a fairly good job of reaching out to students from all target groups, there is an identified need to increase and improve our efforts.

- *Enhance Registration-To-Go and Orientation:* Improve matriculation services to seniors at the college feeder high schools by hiring support staff.
- *DSPS Handbook:* Enhance outreach efforts to individuals with disabilities by giving them a handbook that provides a comprehensive description of CCC's Disabled Student Programs and Services and support available across campus.
- *Veterans Handbook:* Design a handbook to provide a comprehensive description of veterans' program services that create a supportive and understanding environment for veteran students across campus.
- *Enhance Veterans Center Service Expansion:* Increase capacity for connecting veterans at CCC to centralized psychological and counseling services near the Veterans Center.
- *Enhance Outreach Services:* Improve community outreach efforts, brochures, and material that specifically target our underrepresented student groups. Coordinate with the local VA Center to recruit veterans to attend CCC.
- *Financial Aid Outreach:* Increase the awareness of making college affordable so that finances do not become an access issue.
- *Book Vouchers:* Many times finances are a major reason for not enrolling in college. Promote the availability of book vouchers to students in the target population groups that meet the criteria.
- *Transportation:* Provide shuttle service to and from the main campus and the satellite campus (Herndon Campus). Public transportation is only available to the satellite campus. Provide bus passes.

17

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	January 2016	Support Staff- Financial Aid Outreach $28,916 Support Staff- Outreach $28,916 Evaluator- $22,325 Supplies $2,000 Marketing material $5000 Shuttle Service $36,076	BFAP General Fund General Fund
	October - December 2015	Veterans Handbook $1,850	
	November - January 2016	DSPS Handbook $1,500	
	August - December 2016	Book Vouchers $5,000	

Link to Goal

In the state of California, we are an open access college. In reviewing our data through the lens of student equity, we can now focus on sub-groups of students that are underrepresented or that needed additional outreach efforts.

With these activities and inquiries, the lessons learned will improve our approach to closing the gap for our target students. The activities collectively will enable our college to build an intervention framework aimed to close the equity gap through knowledge, new and effective practices, engagement, and research without sacrificing academic excellence. As we review and reflect on our college's equity data, our campus will engage in those difficult conversations to address both student and campus behaviors that impact course completion. Through this equity plan, we have identified activities that will enable us to focus on student success of all students, thus achieving genuine equity.

- Maintain a student body which reflects the Clovis/Fresno demographics.
- Improve access for veterans, individuals with disabilities, and male students from all demographic areas.
- Strengthen student awareness of and engagement in the diverse opportunities for programmatic support for Veteran, DSPS, Foster Youth, low income, and basic skills students.
- Engage target student groups during our outreach efforts and in support programs before they begin their first year at Clovis Community College.
- Ensure access to all majors and areas of study regardless of a student's placement level in math and English as long as prerequisites have been fulfilled.

Evaluation

Evaluation activities will include the following:

- Collect and analyze data in Spring 2016 on student populations within our service area based on additional demographic factors that include age, gender, and socio-economic status. This timeline will specifically assist in marketing and outreach efforts.
- Dissemination of the student equity plan to the marketing director, enrollment management committee, and outreach staff, veteran's coordinator, and DSPS coordinator.

Success Indicator: Course Completion

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

DATA SOURCE

The course completion data were obtained from the college's Management Information Systems (SQL) database.

METHODOLOGY

Clovis Community College Equity Committee reviewed the three methods for calculating Equity Gaps (disproportionate impact). The Percentage Point Gap approach was chosen because the results were easier to interpret. Plus it is the preferred method recommended by the USC Center for Urban Education. Using the table provided in the Student Equity Plan template, we examined course completion in Fall, 2014. As expected, given that we are now a Hispanic Serving Institution, it is not surprising that Hispanics/Latinos make up one of the largest number of course enrollments, followed by White and Asian students. The course completion rate for all students is 70%; Whites (73%), Asians (73%), and Native Hawaiian/Pacific Islander (72%) are above the average.

In contrast, African American (62%), Hispanic (65%), and American Indian/Alaska Native students (66%) have the lowest rates of course completion. The data indicates that we have been more successful with White, Asian, and Native Hawaiians/Other Pacific Islander students than with African American, Hispanic, and American Indian/Alaska Native students. In the next table, we show the findings from the Clovis Community College Percentage Point Gap analysis.

20

Rate	Denominator		Numerator		
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.		The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.		
Target Population(s)	**the # of courses students enrolled in & were present in on census day in base year**	**The # of courses in which students earned an A, B, C, or credit out of ←**	**The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year**	**Total (all student average) pass rate***	**Comparison to the all student average (Percentage point difference with +/- added)****
American Indian / Alaska Native	220	145	66%	70%	-4
Asian	1,398	1,025	73%	70%	+3
Black or African American	526	326	62%	70%	-8
Hispanic or Latino	5,585	3,642	65%	70%	-5
Native Hawaiian or other Pacific Islander	410	297	72%	70%	+2
White	6,933	5,039	73%	70%	+3
Some other race	124	93	75%	70%	+5
More than one race	NA				
All Students	*15,196*	*10,567*	**70%*		
Males	7,078	4,668	66%	70%	-4
Females	7,965	5,786	73%	70%	+3
Unknown	N/A				
Current or former foster youth	45	31	69%	70%	-1
Individuals with disabilities	970	632	68%	70%	-2
Low-income students	9,015	6,079	67%	70%	-3
Veterans	199	143	72%	70%	+2

*The all student average is proposed as the comparison point for all groups.

**Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills paying close attention to the +/- designation.

The table below shows that the three groups with the largest equity gaps in course completion are African Americans, Hispanics, and American Indians/Alaska Natives.

One of the advantages of the Percentage Point Gap analysis is that it illustrates the equity gap in actual numbers, which helped us take notice that even though the gap for Hispanics/Latinos (-5) was close to American Indian/Native Alaska (-4) the number of courses not completed by Hispanics/Latinos is significantly greater than the number of courses not completed by American Indian/Native Alaska (279 versus 9). Consequently, we decided that Hispanic/Latinos should be one of our target groups for equity---focused interventions. We also noticed that the number of courses lost by Blacks/African Americans and American Indians/Native Alaskans was relatively small, 42 and 9 respectively. Therefore it would be very easy to identify the courses these two groups of students did not complete.

		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	=	Number of Course Completions "Lost"
Largest Gap	Black/African American	8%	.08	x	526	=	42
Second Largest	Hispanic/Latino	5%	.05	x	5585	=	279
Third Largest	American Indian/Alaska Native	4%	.04	x	220	=	9

22

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year PPG*	Goal**	Goal Year
Black/African American	-8, 2014 PPG	Gap less than -6 PPG	2020
Hispanic/Latino	-5, 2014 PPG	Gap less than -3 PPG	2020
American Indian/Alaska Native	-4, 2014 PPG	Gap less than -2 PPG	2020

*Percentage Point Gap (PPG)   **Benchmark goals are to be decided by the institution.

Clovis Community College's sustained outreach and recruitment efforts have demonstrated commitment to student access; however, once students arrive, their ability to achieve academic success is highly dependent on their experience at the college. The data illustrates that the greatest disproportionate impact in the student success indicator for course completion was for Black/African American, Hispanic/Latino, and American Indian/Alaska Native students.

Our goal for our Black/African American and Hispanic/Latino students is to close the percentage point gap. Our goal for our American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander students is to close the gap entirely given how small the gap is in terms of number of course completions lost.

Beginning Spring 2016 term, our institutional researcher plans to produce a report showing enrollment in credit courses by race and ethnicity. She will provide us with the number of courses that need to be completed for each group in order to make progress toward reaching our goal. Ideally, between 2016 and 2020, we will be able to continuously reduce the equity gap in course completion. While we do not know why these gaps exist, we believe that the first step toward eliminating them is to monitor course completion semester by semester. Our institutional research office plans to make the reporting of course enrollment and course completion by race and ethnicity a standard operating procedure. It is expected that the report will identify courses that seem most vulnerable to non-completion, which will help department chairs and faculty engage in inquiry to learn what is going on. The kind of inquiry we have in mind is described below in our proposed activities.

23

ACTIVITIES: B. COURSE COMPLETION

<u>B.1</u>

- **Activity Type(s)**

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

ID	Target Group(s)	# of Students Affected
B.1	Black/African American	See note*
	Hispanic/Latino	
	American Indian/Alaskan Native	

*Data analysis will be conducted during Fall 2016 to determine the number of students affected by the course completion gaps. For example, we do not yet know how many unduplicated Hispanic students were represented in the 279 course completion losses.

Activity Implementation Plan

<u>Research and Inquiry</u>

- *Inquiry Group:* Develop an inquiry group comprised of CCC practitioners to deepen the institution's understanding of *why* the equity gaps exist for metrics with a specific focus on course completion within the context of instructional support services and curriculum delivery.

- *Equity Research Assistant:* CCC will hire a Research Assistant to assist the Equity Plan Task Force and research/inquiry committees with identifying baseline data for equity performance measures, determining standards for achievement, and conducting a variety of inquiry projects. The Research Assistant will work with pilot projects to determine efficacy and sustainability of efforts to close identified equity gaps.

- *Policies*: Review enrollment policies related to late registration and withdrawals.

24

- ***Data Collection***: Analyze the usage of the Tutorial Center.

Intervention and Student Support

CCC plans to utilize the institutional equity plan to assess the overall efficacy of student instructional support services and better promote their use among groups experiencing disproportionate impact in course completion.

Professional Development for Faculty and Staff: CCC will provide opportunities to learn about working with target group populations through cultural diversity trainings, seminars, and conferences. We will explore issues of pedagogy and practice, exchange ideas, study new approaches, and test innovative strategies for building student skills and understanding. Additionally, we will bring in experts and practitioners in the field of education who will share research-based strategies that increase student success.

Enhancement and Expansion of Tutorial Services
- Hire Tutorial Center Coordinator to assist with coordinating activities and services of the Tutorial Center.
- Create a Tutorial Center at the Herndon Campus.
- Hire five additional tutors.
- Increase embedded tutoring services.
- Purchase supplies such as two more whiteboard tables for math area in the Tutorial Center.
- Purchase technology such as a printer/copier for student use in the Tutorial Center.

Enhancement of Library Services: Currently, there are a number of textbooks on reserve at the Library for students that faculty have made available. However, there is a greater need because there are only one or two books per class that students can use. According to our Librarian, the demand is especially high in math, English, and science.

- Analyze demand and purchase necessary books to put on reserve.
- Having these books available will especially help those students at the beginning of the semester that have not yet received their financial aid or scholarship funds.
- Having books on reserve will also assist those students that may have forgotten their books at home and need to study or complete their homework.

25

Student Support Services:

- *Enhance Clovis 411 Welcome Days*: Specifically design workshops during the Welcome Days that provide information on tips for college success, time management, stress management, and additional college orientation to our target populations.
- *Implement more cultural programming*: Support extra-curricular activities in history, sociology, political science, and other academic disciplines which address cultural, ethnic, and socioeconomic issues.
- *Financial Assistance and Awareness*: Increase the awareness of making college affordable and the services available on campus such as scholarships, book vouchers and emergency book loans, jobs on campus, and books on reserve. Purchase a set of "clickers" that are used for test-taking that can be utilized by multiple students who are unable to afford them.
- *Hire an Evaluator*: Evaluate incoming transcripts as students enter the college to determine course completion toward their degree or goal.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1			
	November 2015	Research and Evaluation Hire Research Assistant $25,000	Title V
	November 2015- October 2016	Curriculum and Course Development Professional Development $10,000 Faculty $5000 Books and Supplies $5,000	SSSP
		Support Services Financial Aid Support $30,000 Evaluator $22,325 Programming $7,000	BFAP SSSP
	August 2015	Tutorial Center $90,000	
		Clickers for Science Classes $3305.00	

Link to Goal

With these activities and inquiries, the lessons learned will improve our approach to closing the gap for course completion for our target students. These activities collectively will enable our college to build an intervention framework aimed to close the equity gap through knowledge, new and effective practices, engagement, and research without sacrificing academic excellence. As we review and reflect on our college's equity data, our campus will engage in those difficult conversations to address both student and campus behaviors that impact course completion. Through this equity plan, we have identified activities that will enable us to focus on the success of all students, thus achieving genuine equity.

Evaluation

Evaluation activities will include the following:

- Collect and analyze data on student enrollment and completion for all students, disaggregated according to the categories delineated in the Student Equity Plan. (each semester)

- Dissemination of this report to department chairs and deans, along with an individualized report that lists the "high-risk" or "vulnerable" courses in their department. (annually)

- Organize student focus groups to get feedback from students regarding course completion. (annually)

- Evaluate the "funded activities" to determine their impact on reducing equity gaps and consider scaling up the most successful activities. (annually)

27

Success Indicator: ESL and Basic Skills Completion

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

NOTE: CCC currently does not offer an ESL program. Therefore the table below only reflects data for Basic Skills.

DATA SOURCE

The course completion data was obtained from the college's Management Information Systems (SQL) database.

METHODOLOGY

The basic skills completion ratios were calculated by dividing the percentage of credit basic skills students who complete a degree applicable course in English or math (Outcome) by the percentage of those students who began their course sequence in basic skills (Cohort).

Target Population(s)	The # of students who complete a final basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	8	0	0%	35%	-35
Asian	20	9	45%	35%	+10
Black or African American	27	3	11%	35%	-24
Hispanic or Latino	187	72	39%	35%	+4
Native Hawaiian or other Pacific Islander	N/A				
White	163	56	34%	35%	-1
Some other race	12	3	42%	35%	+7
More than one race	N/A				

28

All Students	**417**	**143**	***35%**	
Males	180	58	32%	35%	-3
Females	237	85	36%	35%	-1
Unknown	N/A				
Current or former foster youth	5	1	20%	35%	-15
Individuals with disabilities	23	7	30%	35%	-5
Low-income students	73	23	32%	35%	-3
Veterans	N/A				

The table below shows that the four groups with the largest equity gaps in Basic Skills completion are American Indian/ Alaska Native, African American/Black, Foster Youth, and males. These will be our target groups for this indicator.

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage %	2 Percentage expressed as decimal 25% becomes .25	Multiply	3 The # of students who complete a final basic skills course with an A, B, C or credit	=	4 Number of Students "Lost"
Largest Gap	**American Indian/Alaska Native**	**35%**	<u>.35</u>	x	8	=	3
Second Largest	**African American/Black**	**24%**	.24	x	27	=	7
Third Largest	**Foster Youth**	**20%**	<u>.15</u>	x	5	=	1
Fourth Largest	**Males**	**3%**	<u>.03</u>	x	180	=	5.4

In examining our campus-based research it became clear that the most significant disparities were in basic skills English and math completion, and American Indian/Alaska Native, African American/Black, and Foster Youth experience the greatest disproportionate impact followed by our male student population. Although the population of our American Indian/Alaska Native and Foster Youth is fairly small, the intent is that the outcomes of our work will bring about equity in educational outcomes that will benefit these groups as well.

GOAL C: The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

NOTE: CCC currently does not offer an ESL program. Therefore the table below only reflects data for Basic Skills.

Target Population(s)	Current PPG, year*	Goal**	Goal Year
American Indian/Alaska Native	-35 PPG, 2014	No Gap for Basic Skills	2020
African American	-24 PPG, 2014	No Gap for Basic Skills	2020
Foster Youth	-20 PPG, 2014	No Gap for Basic Skills	2020
Males	-3 PPG, 2014	No Gap for Basic Skills	2020

*Percentage Point Gap (PPG) **Benchmark goals are to be decided by the institution.

Clovis Community College's sustained outreach and recruitment efforts have demonstrated commitment to student access; however, once students arrive, their ability to achieve academic success is highly dependent on their experience in college. The data illustrates that the greatest disproportionate impact in the student success indicator for Basic Skills Course Completion was for American Indian/Alaska Native, African American, Foster Youth, and male students. Our goal is to close the gap entirely for our American Indian/Alaskan Native students.

ACTIVITIES: ESL AND BASIC SKILLS COURSE COMPLETION

C.1
- **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
C.1	American Indian/Alaska Native	8
	African American/Black	24
	Foster Youth	4
	Males	122

- ## Activity Implementation Plan

Research and Inquiry Group: This project will entail inviting members of all the major constituencies and instructional faculty in target disciplines to form research inquiry groups to closely examine:

1. The need for ESL Classes and development of curriculum.
2. The institutional and classroom practices and policies that may be lead to inequity in Basic Skills completion. As a first step in developing activities to reach the goal, research/inquiry groups will engage in asking "second level questions" in order to understand the many dimensions of the problem and what types of interventions might have the greatest impact.

Some of the second level questions to explore in the inquiry group are:

Educational Processes and Organizational Structures

- Does the assessment test place students appropriately and assess for relevant math knowledge? We know that the lower in the math or English sequence that students are placed, the less likely they are to persist to college-level coursework.
- In what ways do faculty members use the Early Alert system? What are the Early Alert messages that students are receiving? Are students referred to appropriate resources to improve outcomes? What type of follow-up is in place to ensure that the student has been provided the appropriate resources and support?

Curriculum Content and Campus Climate

- Is the highest-level basic skills course preparing students for the college-level course, or is it making up for what students should have learned before? Are the classes future/college-level oriented? Are the highest level basic skills course "exit skills" aligned with the "entrance skills" required for success at the college level?
- Have the accelerated English courses been successful for our target populations?

- What messages do students perceive from the language and processes outlined in course syllabi?
- At what point in a course do target group students begin to struggle? Is there a specific point in the course where students are particularly challenged?
- What is the experience of underrepresented males at CCC?

Student Preparation and CCC Support Services

- What proportion of students in the target groups took math in their senior year of high school?
- How do target group students perform on the first test or assessment of the course? For those who did not do well, what support or intervention was offered?
- Are tutors and Instructional Assistants given syllabi and other course materials to promote their own understanding of how students can succeed in these courses? What types of training do they receive on teaching study skills?

Faculty Development

- Do faculty members have access to appropriate professional development to improve their teaching to promote the success of the target group students?
- Is culturally responsive pedagogy widely used in Basic Skills courses and do faculty have enough opportunities to exchange best practices in an informal setting?

Research and Inquiry:

- Disaggregate basic skills data by gender in Basic Skills English and in Basic Skills Math.

Activity Implementation Plan

CCC plans to utilize the institutional equity plan to assess the overall efficacy of student instructional support services and better promote their use among groups experiencing disproportionate impact in course completion.

- *EOP&S:* Support the proposed Extended Opportunity Program & Services (EOPS) program that assists the enrollment, retention, graduation, and transfer of students who are challenged by language, social, economic, and educational disadvantages.
- **Professional Development for faculty and staff:** Opportunities to learn about working with target group populations through cultural diversity trainings, seminars, and conferences. Explore issues of pedagogy and practice, exchange ideas, study new approaches, and test innovative strategies for building student skills and

32

understanding. Bring in experts and practitioners in the field of education will share research-based strategies that increase student success.

- **Enhancement and Expansion of Tutorial Services**
  - Hire Tutorial Center Coordinator to assist with coordinating activities and services of the Tutorial Center.
  - Create a Tutorial Center at the Herndon Campus.
  - Hire five additional Tutors.
  - Increase embedded tutoring.
  - Purchase two more whiteboard tables for math area in the Tutorial Center.
  - Purchase a printer/copier for student use in the Tutorial Center.
- **Enhancement of Library Services:** Currently there are a number of text books on reserve at the Library for students that faculty have made available. However, there is a greater need because there are only one or two books per class that students can use. According to our Librarian, the demand is especially high in math, English, and science.
  - Analyze demand and purchase necessary books to put on reserve along with other library resources that may be needed by students such as technology and literature.
  - Having books and other library resources available will especially help those students at the beginning of the semester that have not yet received their financial aid or scholarship funds.
  - Having books on reserve will also assist those students that may have forgotten their books at home and need to study or complete their homework.

Student Support Services:
- *Enhance Clovis 411 Welcome Days:* Specifically design workshops during the Welcome Days that provide information on tips for college success, time management, stress management, and additional college orientation to our target populations.
- *Cultural Programming*: Support extra-curricular activities in history, sociology, political science and other academic disciplines which address cultural, ethnic and socioeconomic issues.

33

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1			
	November 2015	*Research and Evaluation* Hire PPT Research Assistant $25,000	

	November 2015-
	    October 2016
		Curriculum and Course Development
		    Professional Development $10,000
		    Faculty $5,000
		    Books and Supplies $5,000	

		Support Services
		    Financial Aid Support $30,000
		        Evaluator $22,325
		    Programming $7,000
			BFAP
			SSSP

	August 2015	Tutorial Center Coordinator $90,000	
		Clickers for Science Classes $3,305	

Link to Goal

With these activities and inquiries, the lessons learned will guide our approach to closing the gap for Basic Skills completion for our target students. The activities collectively will enable our college to build an intervention framework aimed to close the equity gap through knowledge, new and effective practices, engagement, and research without sacrificing academic excellence. As we review and reflect on our college's equity data, our campus will engage in those difficult conversations to address both student and campus behaviors that impact Basic Skills completion. Through this equity plan, we have identified activities that will enable us to focus on the success of all students, and thus achieving genuine equity.

Evaluation

Annual Evaluation activities will include the following:

- Collect and analyze data on Basic Skills courses disaggregated according to the category delineated in the SE plan annually.

34

- Review and discuss the answers to the "second level" research questions with quantitative and qualitative data in practitioner research/inquiry groups.
- Dissemination of the student data to the Basic Skills committee, Department Chairs, and Deans.
- Evaluate the usage and effectiveness of the Tutorial Center with respect to basic skills students.

Success Indicator: Degree and Certificate Completion

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

DATA SOURCE

The degree and certificate data were obtained from the college's Management Information Systems (SQL) database.

METHODOLOGY

The degree and certificate completion ratio was calculated by dividing the percentage of credit students who received a degree or certificate (Outcome) to the number of students in that group with the same goal of receiving a degree or certificate.

Denominator (Cohort %):

Percentage of a population subgroup who met the following criteria:

- First time student Fall 2011.
- Minimum of six units earned.
- Attempted any math or English in the first three years.
- Reported a valid Social Security Number (SSN), which excludes international and AB540 students from the cohort.

Numerator (Outcome %):

Percentage of population subgroup in the cohort who achieved one or more of the following outcomes within three years of the initial course:

- Earned a certificate of achievement or associate degree.

36

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and began taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within three years.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	10	4	40%	14%	+26
Asian	85	9	11%	14%	-3
Black or African American	28	2	7%	14%	-7
Hispanic or Latino	334	36	11%	14%	-3
Native Hawaiian or other Pacific Islander	20	6	30%	14%	+16
White	425	70	16%	14%	+2
Some other race	14	3	21%	14%	+7
More than one race	N/A				
All Students	*916*	*130*	-		
Males	391	56	14%	14%	-
Females	497	71	14%	14%	-
Unknown	28	3	7%	14%	-7
Current or former foster youth	11	2	18%	14%	+4
Individuals with disabilities	72	11	15%	14%	+1
Low-income students	536	74	14%	14%	-
Veterans	9	3	33%	14%	19

37

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage	2 Percentage expressed as decimal 25% becomes .25	Multiply	3 The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	=	4 Number of Students "Lost"
Largest Gap	African American	7%	.07	X	28	=	2
Second Largest	Hispanic	3%	.03	X	334	=	10
Third Largest	Asian	3%	.03	X	85	=	3

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current PPG, year	Goal**	Goal Year
African American	-7PPG, 2014	Gap less than -5	2020
Hispanic	-3PPG, 2014	No Gap	2020
Asian	-3PPG, 2014	No Gap	2020

*Percentage Point Gap (PPG)   **Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

- **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
D.1	African American	26
	Hispanic	298
	Asian	76

Activity Implementation Plan

Career Technical Education (CTE) departments have created innovative programming that seeks to recruit and retain students from diverse backgrounds by connecting them with professional opportunities. CTE faculty and administrators have successfully created career pathways that combine theory with applied learning experiences. This approach has been especially effective in promoting degree completion for African American, Hispanic, and Asian students.

It will be important to continue the success of CTE programs by closing the equity gap for our target population. We plan to specifically address this disparity in Year 3; however, we believe that focusing on our Basic Skills completion rates in 2015-16 will lay the groundwork for greater degree and certificate completion rates for African American, Hispanic, and Asian students.

Research and Inquiry

- *Research Assistant:* The research assistant will support ongoing research in the area of degree and certificate completion.
- *"Agree to Degree" Campaign:* Campaign to increase awareness and enthusiasm about obtaining a community college degree.
- *Data:* Review ethnicity data that has not been further disaggregated. For example; Asian: Southeast Asian (Hmong, Cambodian, Vietnamese).

Intervention and Student Support

Student Support Services:

- *Enhance SEP Campaign:* Assist with promoting the Student Educational Plan campaign throughout the academic year.
- *Professional Development:* Develop an ongoing professional learning series for faculty, classified staff, administrators and students exploring culturally responsive teaching and learning methods.

39

- *Partner with TRIO/Student Support Services (SSS) Assist students who want to transfer with an Associate of Arts (or AA) Degree to a four-year college or university to complete a Baccalaureate (bachelor's or BA) degree by providing:*
    - Early registration, tutoring, counseling, workshops/seminars.
    - Referral to services on campus, assistance with course selection.
    - Financial and Economic Literacy: FAFSA (federal application for financial aid) and finding scholarships.
    - Northern California college and southern California college tours and cultural activities.
- *Increase awareness and outreach of CalWorks:* A program that supports the enrollment, retention, graduation, and transfer of students who have been disadvantaged by social, economic, and educational barriers.
- *Increase awareness of Financial Assistance:* Develop targeted information for the disproportionate impact groups.
- *Hire an Evaluator:* Automatically award certificates in which CCC students have met all the requirements. This will not require a student to apply for the certificate.
- *Expansion of Tutorial Services*:
    - Hire Tutorial Center Coordinator to assist with coordinating activities and services of the Tutorial Center
    - Create a Tutorial Center at the Herndon Campus
    - Hire five additional tutors
    - Increase embedded tutoring
    - Purchase two more whiteboard tables for math area in the Tutorial Center
    - Purchase a printer/copier for student use in the Tutorial Center

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.1		Evaluator	SSSP

Link to Goal

With these activities and inquiries, the lessons learned will guide our approach to closing the gap for degree and certificate completion for our target students.

- Having the ability to automatically award certificates will show an increase in completion rates.
- Having the ability to evaluate all CCC students toward existing degrees will inform us how many students are near completion for a given degree.

- Implementing and sustaining a degree audit system to measure a students' progress toward completion
- Increasing the number of completed Student Educational Plans will result in increased degree and certificate completion.

Evaluation

Evaluation activities include:

- Development of inquiry groups made up of faculty, administrators, and support staff in year 3.
- Program evaluation on activities that had the greatest impact on reducing equity gaps. Scaling up of most successful equity proposals.
- Evaluate all CCC students to determine if they have met all requirements to be awarded a certificate. (every semester)
- Increased dialogue and collaboration of departments across campus through professional development activities

Transfer

E. TRANSFER. The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

DATA SOURCE

The transfer completion data were obtained from the college's Management Information Systems (SQL) database and compared to data provided from the National Student Clearinghouse.

METHODOLOGY

The transfer ratio was calculated by dividing the percentage of first-time students who transferred to a four-year institution (Outcome) by the percentage of those students who showed intent to transfer.

Denominator (Cohort %):

Percentage of a population subgroup who met the following criteria:

- First-time freshmen in Fall 2011;
- Completed six or more credit units;
- Attempted a transfer-level Math and/or English course;
- Reported a valid Social Security Number (SSN), which excludes international and AB540 students from the cohort.

Numerator (Outcome %):

Percentage of population subgroup in the cohort who transferred to a four-year institution within three years of entry.

42

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer within three years.

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after three years.	The transfer rate	Total (all student average) pass rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	10	2	20%	36%	-16
Asian	85	34	40%	36%	+4
Black or African American	28	8	29%	36%	-7
Hispanic or Latino	334	100	30%	36%	-6
Native Hawaiian or other Pacific Islander	20	6	30%	36%	-6
White	425	172	40%	36%	+4
Some other race	14	7	50%	36%	+14
More than one race	N/A				
All Students	*916*	*329*	**36%*		
Males	391	135	35%	36%	-1
Females	497	186	37%	36%	+1
Unknown	28	8	29%	36%	-7
Current or former foster youth	11	3	27%	36%	-9
Individuals with disabilities	72	21	29%	36%	-7
Low-income students	536	153	29%	36%	-7
Veterans	9	6	67%	36%	+31

Equity Gap	Student Group	1	2		3		4
		Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	=	Number of Students "Lost"
Largest Gap	Foster Youth	9%	.09	x	11	=	1
Second Largest	African American	7%	.07	x	28	=	2
Third Largest	Individuals with disability	7%	.07	x	72	=	5
Fourth	Low income	7%	.07	x	536	=	38
Fifth	Hispanic	6%	.06	x	334	=	20

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current PPG*, year	Goal**	Goal Year
Foster Youth	-9 PPG, 2014	No Gap	2020
African American/Black	-7 PPG, 2014	No Gap	2020
Individuals with disabilities	-7 PPG, 2014	Gap less than -4	2020
Low Income	-7 PPG, 2014	Gap less than -4	2020
Hispanic	-6 PPG, 2014	Gap less than -4	2020

*Expressed as either a percentage or number   **Benchmark goals are to be decided by the institution.

CCC data shows that the low transfer numbers can be attributed to the proportion of students progressing from the basic skills level through transfer level courses. The college has a number of programs geared towards promoting transfer; however, course completion rates, particularly in the basic skills courses, impact this goal. We plan to learn more about the barriers to student outcomes in basic skills while working on pilot programs targeting acceleration and use of instructional support in year 1.

44

E.1

- *Activity Type(s)*

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

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

ID	Target Group(s)	# of Students Affected
E.1	Foster Youth	20
	African-American/Black	51
	Individuals with disabilities	51
	Low Income	383
	Hispanic/Latino	234

Activity Implementation Plan

Research and Inquiry

- Assess the overall efficacy of our student transfer support services in promoting its services among groups experiencing disproportionate impact.
- Research issues contributing to academic underperformance of target student groups with regards to transfer metrics.

Intervention and Student Support

- *Hire an adjunct counselor:* This individual will assist with the coordination and implementation of transfer and career counseling activities and services and engage target groups with valuable training and networking experience to enhance their connectedness to CCC and their academic goals.
- *Expand the Transfer and Career Center:* Purchase necessary supplies, resources, and software to properly equip the Transfer and Career Center.
- *Enhance the Transfer Fairs*: Increase the number of HBCU (Historical Black Colleges & Universities and HSI (Hispanic Serving Institute) Colleges and Universities that visit Clovis Community College during transfer days.

45

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	October 2015	Hire Tutorial/Career Center Coordinator Transfer/Outreach Material Professional Development $2,000	SSSP General Fund

Link to Goal

- Expose students to transfer programs and degree offered by CCC.
- Potentially increase the number of students that that declare a major.
- Having the ability to evaluate all CCC students to existing transfer degrees will inform us how many students are near completion for a given transfer degree.
- Implementing and sustaining a degree audit system to measure a students' progress toward completion.

Evaluation

- Development of transfer inquiry groups made up of faculty, administrators, and support staff in year 4.
- Program evaluation of direct impact activities had on reducing equity gaps with respect to transfer. Scaling up of most successful equity activities (starting in year 1).
- Increased dialogue and collaboration across campus and departments through professional development activities.

Other College- or District-wide Initiatives Affecting Several Indicators

Clovis Community College is part of State Center Community College District which serves nearly 60,000 students. One of the District-wide initiatives that affects several of the indicators is Extreme Registration. This activity is held twice every academic year before the beginning of each semester. It is designed to be a one stop enrollment event. Through surveys that we have done during the last couple of Extreme Registration events, students have indicated that many times they are not sure about attending college until the last minute due to financial reasons, family issues, confidence, and lack of information. Through this activity we will be able to see how many of our target groups will be impacted in their respective indicators if they participate in Extreme Registration.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

- *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion		Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

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

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

ID	Target Group	# of Students Affected
F.1	African American/Black	Data to be collected
	Hispanic/Latino	Data to be collected
	Low Income	Data to be collected
	Foster Youth	Data to be collected

47

Activity Implementation Plan

Research and Inquiry
Collect participant data during the December 2015 Extreme Registration event to see how many of the target population choose to take part in the event.

- Track their progress to collect course completion.
- Targeted outreach to African American/Black and Hispanic/Latino communities regarding the event.
- Enhanced Financial Aid Outreach- provide additional material, personal follow-ups, and workshops regarding various forms of available financial assistance.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	November–Dec 2015 Nov-Jan 2016	Targeted Outreach $5,000 Financial Aid Outreach $3,500	Gen Fund BFAP

Link to Goal

- Increase the success rate of African American/Black and Hispanic/Latino students in their respective indicators.
- A one stop enrollment event provides students immediate access to all indicators: Access Course Completion Course, Basic Skills, Transfer, and Degree and Certificate Completion.
- Having Extreme Registration closer to the beginning of each semester keeps the students more engaged and excited about going to college.

Evaluation

- Annually examine the data collected during Extreme Registration event to see how many of the target population groups were affected. Track their progress and provide necessary support as needed.
- Work on updating the survey so that it aligns with the data that needs to be collected for the Equity Plan.

48

Summary Budget

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	**Academic Salaries: Position Title(s)**	**# of Hours**		Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Tutorial Center Coordinator	1.00	B,C,E	$ -	$ -	$ -	$ -	$ -	$ -	$ 83,826	$ -	83,826
	Adjunct Counselor	1.00	All	$ -	$ 35,000	$ -	$ -	$ -	$ -	$ -	$ -	35,000
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal			$ -	$ 35,000	$ -	$ -	$ -	$ -	$ 83,826	$ -	**$ 118,826**
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	**# of Hours**	**Activity ID**	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Student Equity Director	0.50	All	$ -	$ -	$ -	$ 70,452	$ -	$ -	$ -	$ -	70,452
	Tutors	1.00	B,C,E	$ -	$ -	$ -	$ -	$ -	$ -	$ 30,162	$ -	30,162
	Educational Advisor	1.00	All	$ -	$ 52,025	$ -	$ -	$ -	$ -	$ -	$ -	52,025
	Researcher	0.25	All	$ -	$ -	$ 19,909	$ -	$ -	$ -	$ -	$ -	19,909
	Van Drivers	1.00	B,C	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 11,348	11,348
	Evaluator	0.25	D, E	$ -	$ -	$ 10,127	$ -	$ -	$ -	$ -	$ -	10,127
	Research Assistant	0.25	All	$ -	$ -	$ 13,254	$ -	$ -	$ -	$ -	$ -	13,254
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal			$ -	$ 52,025	$ 43,290	$ 70,452	$ -	$ -	$ 30,162	$ 11,348	**$ 207,277**

49

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Tutorial Center Coordinator		$ -	$ -	$ -	$ -	$ -	$ -	$ 25,552	$ -	25,552
			$ -		$ -	$ -	$ -	$ -	$ -	$ -	-
	Adjunct Counselor		$ -	$ 4,984	$ -	$ -	$ -	$ -	$ -	$ -	4,984
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
	Student Equity Director		$ -	$ -	$ -	$ 22,127	$ -	$ -	$ -	$ -	22,127
	Tutors		$ -	$ -	$ -	$ -	$ -	$ -	$ 412	$ -	412
	Educational Advisor		$ -	$ 24,830	$ -	$ -	$ -	$ -	$ -	$ -	24,830
	Researcher		$ -	$ -	$ 7,739	$ -	$ -	$ -	$ -	$ -	7,739
	Van Drivers		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 228	228
	Evaluator		$ -	$ -	$ 5,633	$ -	$ -	$ -	$ -	$ -	5,633
	Research Assistant		$ -	$ -	$ 6,307	$ -	$ -	$ -	$ -	$ -	6,307
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$	$	$	$	$	$	$	$	
	Subtotal		$ -	$ 36,222	$ 19,679	$ 22,127	$ -	$ -	$ 25,964	$ 228	**$ 97,812**

4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Supplies & Materials		$ -	$ -	$ -	$ 4,000	$ -	$ -	$ -	$ -	3,754
	Printing and Binding		$ 3,500	$ -		$ -	$ -	$ -	$ 1,500	$ -	5,000
	Promotions		$ 2,800	$ -	$ -	$ -	$ -	$ -	$ -	$ -	2,800
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ 6,300	$ -	$ -	$ 4,000		$ -		$ -	**$ 11,554**

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Speakers		$ -	$ -	$ -	$ -	$ -	$ -	$ 7,500	$ -	7,500
	Van Rental		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 14,500	14,500
	Travel & Conference		$ -	$ -	$ -	$ -	$ -	$ 15,000	$ -	$ -	15,000
	Professional Development		$ -	$ -	$ -	$ -	$ 3,000	$ 15,000	$ -	$ -	18,000
	Field Trips		$ -	$ -	$ -	$ -	$ -	$ -	$ 1,000	$ -	1,000
	Transportation		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 315	315
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -		$ 30,000		$ 14,815	56,315

Part II: Planned Student Equity (SE) Expenditures

50

2015-16 Student Equity Plan Summary Budget
State Center CCD
Clovis Community College

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Equipment		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,000	5,000
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,000	$ 5,000
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Grants to Students		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,500	5,500
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,500	$ 5,500
	Grand Total		$ 6,300	$ 168,247	$ 62,969	$ 96,579	$ -	$ 30,000	$ 139,952	$ 36,891	$ 502,284

Summary Evaluation

The Clovis Community College Student Equity Plan is aligned with the 2013-2017 CCC Strategic Plan as follows:

Goal 1: STUDENT SUCCESS- Clovis Community College (CCC) is committed to supporting and assisting students in achieving their educational goals by offering premier academic, career technical training, and student support programs that enhance students' abilities to succeed in an increasingly complex and interconnected world.
Objective 1.2 Develop strategies to increase student success and transfer rates at Clovis Community College.

Goal 2. STUDENT ACCESS-CCC recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.
Objective 2.3 Utilize the CCC Enrollment Management Committee to implement and modify strategies to enhance student support program coordination and development in areas such as outreach, recruitment, co- curricular, and career awareness activities.

The college will annually assess its progress toward each goal identified in the Student Equity Plan as well as a review of the assessment process. The annual assessment will be completed by the college's institutional researcher in collaboration with the college's Student Equity Committee (which is also the college's Student Success Committee). While the assessment of goals will be included in an annual report, the college will also review progress towards each goal at the beginning of each semester. The results will be used to not only look at the progress made, but to also identify gaps and to consider how the data could help to address those gaps and to make improvements to the strategies described in the plan. In addition, this assessment process will also provide the opportunity to explore options to address the goals in plan.

As part of the assessment process of the plan's goals, the results will be shared campus-wide including the Student Equity Committee, Academic Senate, Classified Senate, Associated Student Government, President's Cabinet, and College Council. This will provide an opportunity for the college to review, reflect, and make improvements as necessary.

An annual assessment will be coordinated with the goals and assessment of other college plans such as the Basic Skills Plan, instructional and non-instructional reviews when applicable, Title V grant activities, and the college's Strategic Plan. Additionally, as the college establishes goals for the Institutional Effectiveness requirements, those goals will be aligned and assessed along with the goals of the Student Equity Plan.

52

EVALUATION SCHEDULE

The evaluation schedule and process for all equity-funded activities will be developed in year 1. Every project will be subject to an annual evaluation.

Spring 2016   Implementation, ongoing monitoring of projects

Summer 2016   Implementation, ongoing monitoring of projects; begin evaluation

Fall 2016   Evaluation reports submitted