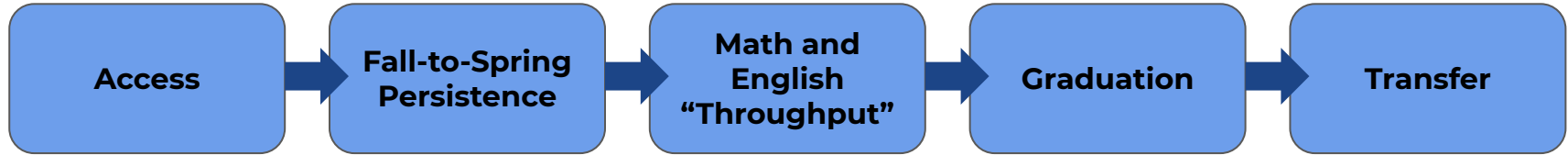# Student Equity Plan Targets & Activities 2019

Student Success and Equity Council
May 24, 2019

Bri Hays
Institutional Effectiveness, Success, and Equity

Student Equity Plan 2019

Access	→	Fall-to-Spring Persistence	→	Math and English "Throughput"	→	Graduation	→	Transfer

Are students achieving equitable outcomes by...
- Gender?
- Race/ethnicity?
- Current or former foster youth status?
- Disability status?
- Low-income status?
- Veteran status?
- Homeless status?
- LGBT status?

Summary of Disproportionate Impact*

Females:

- African American
- Latinx
- Native American
- Differently abled
- Foster Youth
- LGBTQ+
- Veterans

*Note that as of now, we do not have data specifically on our Middle Eastern Students

Males:

- Asian
- African American
- Latinx
- Native American
- Differently abled
- Foster Youth
- LGBTQ+

Equity Plan Overall Targets (Derived from IEC Recommendations)

Indicator	Baseline Number	Baseline Percentage (Rate)	Target	Target Number
Enrolled in the Same Community College	7,550	46.34%	52%	8,473
Retained from Fall to Spring at the Same College	5,519	61.45%	65.45%	5,878
Completed Both Transfer-Level Math and English within the District	300	15.64%	25.64%	492
Attained the Vision Goal Completion Definition	661	--	+7%	707
Transfers to Four-Year Institutions	1,124	--	+15%	1,293

Performance Targets: Disaggregated

Student Success and Equity Council recommended on May 10th that we, as a college, aspire to reaching full equity for all disproportionately impacted groups

Activities Linked to Student Access and Success Indicators

Access

Expand outreach efforts
- **Expand partnerships with community organizations**
- **Increase community outreach activities**
- **Continue Unlimited Potential! (UP!) and NextUp outreach to students who identify as former foster youth**

Develop a comprehensive orientation process
- **Explore a comprehensive in-person orientation to the entire college, including instructional faculty/departments and student services**
- **Integrate career exploration**
- **Create differentiated orientations for Spanish and Arabic ESL populations, Academic and Career Pathways (meta majors)/majors, traditional (directly from high school) students, and non-traditional students**

Note that activities may be linked to more than one indicator; only primary indicator shown on slide

Activities Linked to Student Access and Success Indicators

Access

Enhance student intake process

- **Continue calling students who apply for admission**

- **Develop outreach resources/support to increase and improve engagement with high school students and local community; need to provide improved resources about our programs and services; improve outreach to specific communities of color**

- **Deploy a College Success Factors Index: an online survey to assess students' patterns of behavior and attitudes that impact success in college**

- **Develop an intake form to help identify at-risk students (based on our equity indicators)**

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Activities Linked to Student Access and Success Indicators

Fall-to-Spring Persistence

Continue and expand equity-minded professional development

- Support the communities of practice involving new and continuing faculty cohorts in the Equity-minded Teaching and Learning Institute
- Provide practitioner-level data to inform practice
- Host a series of workshops helping faculty develop culturally-relevant content and learning experiences for students

Expand Professional Development to Create an Inclusive Learning Environment for LGBTQ+ Students

- Offer additional Safe Zones ally training and workshops for students, faculty, and staff
- Analyze local data on LGBTQ+ student achievement and campus climate
- Collect qualitative data on the LGBTQ+ student experience

Note that activities may be linked to more than one indicator; only primary indicator shown on slide

Activities Linked to Student Access and Success Indicators

Develop "student success teams"

- With broad campus input, develop cross-functional student success teams to help students progress and stay on track to completion.
- Student Success Teams will include instructional and non-instructional areas, and will be grounded in the College's new Academic and Career Pathways (meta majors)
- Provide professional development related to student success team models

Enhance learning communities

- Develop student cohorts enrolled in the same math and English sections to build studying/tutoring/learning community and improve student connection, engagement, and retention
- Add history/statistics and history/English learning communities in 2019/20

Note that activities may be linked to more than one indicator; only primary indicator shown on slide

Activities Linked to Student Access and Success Indicators

Continue student validation and engagement activities

- Host cultural history/heritage celebrations, college hour activities
- Provide field trips to cultural centers and events (e.g., Chicano Park, Kumeyaay-Ipai Interpretive Center, Old Town)

Connect students with learning assistance

- Develop learning assistance plans for Pathway Academy (first-year experience) students
- Continue tailoring tutoring to specific disciplines
- Continue embedded tutoring

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Activities Linked to Student Access and Success Indicators

Math and English "Throughput"

Continue to advance acceleration and co-requisite support in math, English, and ESL

- **Continue deploying new online self-report tool to collect high school course, grade, and GPA information through online WebAdvisor system for multiple measures placement in English and math**
- **Continue guided self-placement in ESL**
- **Continue to support and offer co-requisite support in math and English courses as well as the accelerated pathway for ESL students**
- **Continue faculty communities of practice, ongoing professional development, and continuous inquiry to assess the impact of these broad-based changes on student success**

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Activities Linked to Student Access and Success Indicators

Graduation

Enhance existing program maps

- **Add general educational requirements to academic program maps**
- **Add career exploration, planning, and work-based learning information to academic program maps**

Improve graduation application and inreach process

- **Examine and improve our graduation application process**
- **Continue inreach to students who have completed 45 or more units**
- **Explore feasibility of automatically awarding certificates (certificate audit)**

Note that activities may be linked to more than one indicator; only primary indicator shown on slide

Activities Linked to Student Access and Success Indicators

Graduation

Launch Career Services Center

- **Continue to inventory work-based learning opportunities**
- **Develop additional work-based learning opportunities**
- **Connect more students with internships, employers, and job shadowing experiences**
- **Expand career exploration services for students**
- **Bring more industry representatives and employers onto the campus to meet with students (workshops, presentations, career fairs)**

Note that activities may be linked to more than one indicator; only primary indicator shown on slide

Activities Linked to Student Access and Success Indicators

Transfer

Create clear pathways for transfer

- **Continue transfer-focused activities, including university field trips and Transfer Center partnerships**
- **Increase marketing for adult degree completion programs with partner 4-year institutions**
- **Explore new, guided pathways-focused Transfer Center model**
- **Connect students with contacts in academic and support programs for underrepresented populations at 4-year institutions both inside and outside the College's service area**

Note that activities may be linked to more than one indicator; only primary indicator shown on slide

Other Components of the Equity Plan

Evaluation Plan:
- Disaggregate and analyze data on equity plan sub-populations annually
- SSEC will review performance, targets, progress
- SSEC + IEC + IESE will identify equity research needs/priorities

Integration with Categorical Programs:
- Categorical programs (e.g., Pathway Academy, DSPS, EOPS) work together to provide wrap-around services to students, collaboration with instructional faculty in math and English
- Categorical program services could serve as models for student success teams

Note that activities may be linked to more than one indicator; only primary indicator shown on slide

Other Components of the Equity Plan

Executive Summary…must:
- Be posted to the College's website
- Include progress since 2014-15 equity plan
- Summarize expenditures since 2014-15 equity plan
- Discuss current equity gaps
- Include point of contact
- Be linked (via URL to college webpage) to equity plan in NOVA system

Note that activities may be linked to more than one indicator; only primary indicator shown on slide

Next Steps

Vetting:
- Classified Senate 5/15 ✅
- ASG 5/17 ✅
- Senate Officers Committee (for Academic Senate) 5/30
- College Council: 5/28 (with possible e-vetting after SOC)
- Submission in NOVA (Draft): June 2019
- Governing Board: September 2019