2015 Student Equity Plan Summary
Los Angeles Pierce College
December 16, 2015

Executive Summary

Planning Process

The Pierce College Student Success Committee initially established an advisory task force to revise and update the college's Equity Plan in May 2014. The committee included classroom and non-classroom faculty, deans from academic affairs and student services, classified staff, the Vice President of Student Services, the Academic Senate President and Chair of the Curriculum Committee, representatives from the Office of Institutional Effectiveness, a representative from the Business Office, a student representative from the Associated Students Organization, graduate students from local universities, as well as support and resources from a variety of stakeholders. The process consisted of meetings evaluating data collected and presented by the Office of Institutional Effectiveness driving the development of the college's equity priorities and goals. For each goal, the committee developed activities, identified outcomes, and assigned responsible persons or groups and expected completion dates. The committee reported on the development process at monthly Student Success Committee meetings, and periodically at other campus committees, such as the Academic Policy Committee and the Pierce College Counsel.

In fall 2015, the advisory task force convened once again to revise the plan. The advisory task force added a new Associated Students Organization representative and a representative from the Classified Staff Guild. Any other stakeholder who was interested was invited to participate in the meeting. The task force met several times over the course of the semester. The Dean of Institutional Effectiveness revised the data using the same 80% rule and identified additional student groups to be addressed in the plan. The committee examined the Student Equity activities that took place in the last year. The group reassessed the activities that had been approved, identified needs that were not yet met, and made note of activities that had been completed. The committee reported on the revision of the plan at monthly Student Success Committee meetings, Pierce College Counsel, Academic Senate, and at the Associated Students Organization meeting.

Planning and Resource Linkages

This plan overlaps with the Student Success and Support Program (SSSP), the Basic Skills Initiative (BSI), Achieving the Dream (AtD), Accreditation efforts, the Strategic Plan, and the program planning processes wherever possible. Several of the activities improve or strengthen activities that already exist or are currently under development through SSSP, BSI, and AtD efforts by making them more accessible or appropriate for students who are underserved. New Equity activities will be linked to future program planning, as well. In order to obtain Equity funding, activity leaders must demonstrate alignment with an existing college plan; also, any activities that are funded through the Equity Plan must be included in a department or office annual plan.

Three Highest Priority Disproportionate Impacts

The Task Force identified several student groups who achieve success at significantly lower rates than other groups. The team identified the largest number of gaps among students who are African American/Black and students who are Latino. Those will be the highest priority groups addressed in the plan. Students who are

foster youth, those who are veterans, and men each had two gaps, making these populations another major focus of the plan. There will also be attention paid to intersectionality of these groups (e.g. Men of Color).

Strategies
The activities vary widely, but among those activities, several themes emerged. Those themes included activities around (1) increasing student engagement/mentoring/advising; (2) strengthening cohort learning models; (3) increasing opportunities for ongoing, cohesive professional learning opportunities; (4) collecting, analyzing, and disseminating more data around success indicators for at-risk student groups; (5) connecting Pierce College with existing community agencies for resources, recruitment, partnerships; (6) advertising existing Pierce College programs to underserved groups (6) creating programs to support students in creating educational plans and goals.

Expected Outcomes
Each activity has its own goals, outcomes, evaluation plan, target date of completion that falls within three years, and responsible party or parties. Overall, at the end of 2017, we hope to: (1) Increase success rates across all gaps by 5% or (2) Eliminate equity gaps and/or maintain eliminated equity gaps for each and every underserved group.

Progress Toward Reducing Disproportionate Impacts

While it is difficult to determine whether or not the college has made a lasting impact in a single year, there is already evidence of closed and shrinking equity gaps.
- In Access, we saw equity gaps among students who are foster youth (16%) and those who are veterans (7%) in 2014. However, in 2015, no equity gaps were detected.
- We also saw gains in Basic Skills Pathway Completion for students who are Latino.
  - In the ESL sequence, the gap between students who are Latino and the reference group decreased from 44% (n=88) in 2014 to 13% (n=62) in 2015.
  - In math, the sequence completion rate for students who are Latino went from 13% (n=759) to 9% (n=971) in 2015.
- In transfer, we saw a 36% equity gap among students who are African American/Black in 2014. However, in 2015, no equity gap was detected.

While we are optimistic about these results, the committee agrees that the college will continue to provide services in these areas until the positive results stay consistent through 2017.

Disproportionate Impacts, College Analysis, and Plans for Improvement

I. Access

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress Toward Reducing Disproportionate Impact
Foster Youth	16% gap	(1) Improve programs and services designed for students who are former foster youth with the aim of creating a more welcoming campus climate that will encourage former foster youth to register for and enroll in classes.	Maintain no gap	• Additional staff was hired to meet with foster youth; outreach materials were updated and distributed. • Gap decreased from 16% gap in 2014 to no gap in 2015
Veterans	7% gap	(1) Improve programs and services to students who are veterans with the aim of creating a more welcoming campus climate that will encourage former veterans to register for and enroll in classes.	Maintain no gap	• Decreased from 7% gap in 2014 to no gap in 2015 • One Book One Campus text focused on veteran needs; events on campus raised awareness and improved campus climate. • Additional staff was hired to meet with veterans.
Males	1% gap	(1) Conduct an inquiry into the needs and strengths of student who are veterans, students who are foster youth, and students who are men, with a particular emphasis on Men of Color (particular attention will be paid to men who identify as Latino or African American/Black).	Increase access by 5% by 2017	• "Secret Shopper" program was piloted; strengths and needs in financial aid were identified and updates made; • Joined the Minority Male Community College Consortium (M2C3) • Convened task force to plan Umosia and MESA programs to begin in fall 2016

2015 Student Equity Plan Summary
Los Angeles Pierce College
December 16, 2015

Disproportionate Impacts, College Analysis, and Plans for Improvement

II. Course Completion

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress Toward Reducing Disproportionate Impact
African American/ Black (Latino students have a near-gap at 82%)	1% gap	(1) Increase access to textbooks for underserved students in general education and gatekeeper courses.	Increase course completion by 5% within the first three years (by 2017)	• Implemented a scaled Course Embedded Tutoring program for gatekeeper courses (those that are both high enrollment and low success) and courses with equity gaps. • Created a "Student Success Professional Learning Series" in which faculty, staff, administrators, and student leaders (ASO, tutors, peer-to-peer mentors) could get training in how to create powerful, equity-minded, student-centered learning environments. • Enhanced library services, including faculty access to OERs and free textbooks, student access to research appointments, and a One Book One Campus program.
Foster Youth	2% gap	(2) The college will dedicate Student Equity Funds to conduct an inquiry into the needs and strengths of students who are foster youth, students who are African American/Black, and students who are men, with a particular emphasis on Men of Color (particular attention will be paid to men who identify as Latino or African American/Black). (3) Improve programs and services designed for students who are former foster youth with the aim of providing academic and wrap-around support to those who are currently enrolled in courses.	Increase course completion by 5% within the first three years (by 2017)	

Disproportionate Impacts, College Analysis, and Plans for Improvement

III. ESL and Basic Skills Completion

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress Toward Reducing Disproportionate Impact
African American/ Black	English: 8% gap Math: 27% gap	(1) Strengthen the support provided in the Center for Academic Success intended for underserved students who are enrolled in English as a Second Language Courses.	Increase basic skills pathway completion by 5% within the first three years (by 2017)	• Implemented a scaled Course Embedded Tutoring program for English and ESL courses
Latino	ESL: 13% gap English: 10% gap Math: 9%		Increase basic skills pathway completion by 5% within the first three years (by 2017)	• Implemented the first phases of the improved ESL services, including additional staff, textbooks, software, tutoring, and workshops for ELLs. • In ESL, gap decreased from 44% (n=88) in 2014 to 13% (n=62) in 2015 • In Math, gap decreased from 13% (n=759) to 9% (n=971) in 2015.

Disproportionate Impacts, College Analysis, and Plans for Improvement

IV. Degree and Certificate Completion

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress Toward Reducing Disproportionate Impact
Males	6% gap	(1) Increase access to information to underserved students about degrees and certificates by developing an outreach plan to disseminate information both online and in print pertaining to resources associated with degrees and certificates, including college resources, degree and certificate programs, financial aid information, and class schedules.	Increase degree and certificate completion by 5% within the first three years (by 2017)	• Implemented a "See Yourself Successful" marketing campaign, in which brochures for financial aid, matriculation, and graduation were updated and translated into Spanish and Farsi. • Developed targeted financial aid workshops that are conducted throughout campus, in classrooms and clubs.
Latino	9% gap		Increase degree and certificate completion by 5% within the first three years (by 2017)	
African American/ Black	5% gap		Increase degree and certificate completion by 5% within the first three years (by 2017)	

Disproportionate Impacts, College Analysis, and Plans for Improvement

V. Transfer

Impacted Group	College Analysis	Plan(s) for Improvement	Expected Improvement(s)	Progress Toward Reducing Disproportionate Impact
Low-Income	10% gap	(1) Promote transfer for underrepresented students though increased university partnerships and transfer programs. (2) Support and encourage underrepresented students to transfer by conducting targeted outreach and transfer workshops.	Increase transfer rates by 5% within the first three years (by 2017)	• Piloted a "Town Hall" project in transfer and pre-transfer level courses in which underserved student groups were overrepresented. • Gap decreased from 36% (n=88) gap in 2014 to no gap (n=161) in 2015 • Increased staff to conduct outreach and workshops for students who are underserved to encourage them to apply for transfer. • Partnered with HSIs and the Honor's Program to encourage more students who are underserved to transfer.
Latino	32% gap		Increase transfer rates by 5% within the first three years (by 2017)	
Filipino	15% gap		Increase transfer rates by 5% within the first three years (by 2017)	
With Disability	39% gap		Increase transfer rates by 5% within the first three years (by 2017)	
African American/ Black	24% gap		Maintain no gap	

Pierce College

Student Equity Plan

November 20, 2015

Table of Contents

Signature Page

Pierce College
Student Equity Plan Signature Page

District: Los Angeles Community College
District

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]

Dr. Kathleen Burke   burkek@piercecollege.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]

Rolf Schleicher   schleir@piercecollege.edu

[Signature]

District Chief Business Officer (n/a)

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

[Signature]

Dr. Earic Dixon-Peters   peterseb@piercecollege.edu

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

[Signature]

Sheri Berger   bergersl@piercecollege.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]

Dr. Anna Bruzzese   bruzzeaa@piercecollege.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]

[Classified Senate President Name] – N/A   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.

[Signature]

David Do (ASO President)   asop@piercecollege.edu

[Signature]

Dr. Crystal Kiekel   Email   Phone

Executive Summary

Introduction

At Pierce College, every student is valued. The Pierce College Mission Statement serves as the foundation for programs offered and the services provided to students. The college Mission Statement reads: *"Pierce College is a student-centered learning institution that offers excellent opportunities for access and success in a diverse college community."* It has historically been part of the Pierce College mission to reach out to and serve traditionally underrepresented college students. The Mission Statement further reads: *"The college dedicates all of its resources to assist students in identifying and achieving their educational, career, and personal goals."* The Mission Statement is the foundation for the parameters which the college provides for transfer, occupational and basic skills programs as well as student services to diverse populations.

The Equity Plan is designed to advance the college mission by addressing the needs of those student groups that have been historically underserved. The Equity Planning process involves collecting and analyzing student success data disaggregated by ethnicity, gender, 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 is created that leverages areas of strength and addresses areas of need.

Target Groups

Based on our analyses using the "80% Rule" outlined by the Equity Plan instructions, the Equity Task Force identified several student groups who achieve success at significantly lower rates than those who are in the highest performing groups. The team identified equity gaps in more than one measure among students who identify as African American/Black, Latino, foster youth, men, and veterans, while the team identified an equity gap in one measure among students who are Filipino, students who are low income, and students with a documented disability. We found that the "Transfer" measure had more equity gaps than any of the other measures. The chart below summarizes these findings:

Success Measure	Underserved Student Groups
Access	Students who are Foster Youth, Veterans, male
Course Completion	Students who are African American/Black, Foster Youth
Basic Skills Pathway Completion - ESL	Students who are Latino
Basic Skills Pathway Completion - English	Students who are African American/Black, Latino
Basic Skills Pathway Completion - Math	Students who are African American/Black, Latino
Degree and Certificate Completion	Students who are male, African American/Black, Latino
Transfer	Students who are African American/Black, Filipino, Latino, Veterans, low income, and students who have a documented disability
*These data only include gaps for disaggregated cohorts of 30 students or more. For smaller cohorts, qualitative data will be used to identify need.	

Goals/Outcomes

Our overarching goal is to increase rates of success in each area by 5% (or close the gap) for each underserved group within 3 years. Below is a list of each individual goal broken down by area of need:

1. Access
   a. Increase access by 5% by 2017 for students who are men.
   b. Maintain no equity gap in access for students who identify as foster youth and students who identify as veterans.
2. Increase course completion by 5% by 2017 for students who are African American/Black and for students who identify as foster youth.
3. Increase basic skills pathway completion by 5% by 2017 for students who are African American/Black in English and math & for students who are Latino in ESL, English, and math.
4. Increase degree and certificate completion by 5% by 2017 for students who are male, for those who are African American/Black, and for those who are Latino.
5. Transfer
   a. Maintain no equity gap in transfer rates for students who are African American/Black.
   b. Increase transfer rates by 5% by 2017 for students who are Latino, Filipino, veterans, students who are low-income, and for students who have a documented disability.

Activities

Once these gaps were identified and goals were written, the Task Force explored existing programs and services that served these groups as well as those activities that are currently under development through the Student Success and Support Programs, Basic Skills Initiative, and Achieving the Dream initiatives. Then, the group completed a gap analysis, identifying services that are not underway or under development. Based on that gap analysis, additional activities were added to the Equity Plan. The activities vary widely, but among those activities, several themes emerged. Those themes included:

- Activities around increasing student engagement/mentoring/advising.
- Activities around strengthening cohort learning models (e.g. learning communities, accelerated pathways, etc.).
- Activities around increasing opportunities for ongoing, cohesive professional learning opportunities.
- Activities around collecting, analyzing, and disseminating more data around success indicators for underserved student groups.
- Activities around connecting Pierce College with existing community agencies for resources, recruitment, partnerships.
- Activities around advertising existing Pierce College programs to underserved groups.
- Activities around creating programs to support students in creating educational plans and goals.

Several of the activities listed improve or strengthen activities that already exist or are currently under development. These activities represent an alignment of the Equity Plan with other college plans. For example, the team aligned the Equity Plan activities with several others that are already underway through the Basic Skills Initiative and the Achieving the Dream initiative; examples of this alignment include developing a culturally-responsive teaching and learning professional development series, strengthening math and English pathways so that they are more accessible to underserved student groups, developing a robust assessment preparation program to assist students identified in the Equity

Plan in placing into higher English and math courses, and increasing the amount of course-embedded tutoring offered by the college. Activities are also aligned with several of the programs and services associated with the SSSP, such as increased outreach initiatives to identify and communicate with all student groups, extending orientation services to student groups who have identified equity gaps, and increasing the number of activities that assist underserved students in developing educational plans and pathways. The plan will also strengthen foster youth and veterans services and explore additional data to help the college community understand these equity gaps in a more nuanced way.

In addition to improving our existing services, the task force has recommended new activities based on a gap analysis. The task force will recommend that the college create a "Starting Students off Right" handbook/website to help faculty identify and intervene on behalf of underserved students early in the semester. The college will engage underserved students by increasing our outreach/communication through social media like Twitter and Instagram, and through student clubs and campus offices where student groups that are highlighted in the Student Equity Plan are overrepresented. The college will also continue to develop a peer-to-peer mentor program with an emphasis on recruiting and mentoring students who belong to groups that have an identified equity gap.

Resources

The task force has prepared a budget that concentrates most of the resources on closing two gaps: The basic skills completion gap and the transfer gap. This decision was made because these two areas have the highest number of gaps, and they also have the highest number of large (over a 60%) gaps. Among the remaining gaps, more resources will be dedicated to closing the course completion gap than the other two gaps; the reason for this is that the course completion gap affects the largest number of students. Resources will be split evenly between closing the access gap and the degree/certificate completion gap (See Table 1). A 1.0 FTE faculty coordinator will be hired from these funds to meet the overall coordination, institutional research, and professional learning needs associated with this plan.

While this plan represents an estimation of how the college will distribute Equity resources, the task force will continue to work through the spring 2016 semester to create a more nuanced, integrated, and comprehensive spending plan for activities that were added in this revision. College stakeholders who are interested in leading these activities will complete funding requests in which detailed spending plans will be outlined and integration to other college plans will be clearly demonstrated. This funding request is included as Attachment A.

Contact Person/Student Equity Coordinator

An Equity Coordinator will begin in spring 2016. Until that time, the coordinators for the Equity Plan are:
Crystal Kiekel
Co-Chair, Student Success Committee
818-719-6414
kiekelcr@piercecollege.edu

Earic Peters
Vice President, Student Services
818-719-6418
peterseb@piercecollege.edu

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

The Pierce College Student Success Committee initially established an advisory task force to revise and update the college's Equity Plan in May 2014. The committee included classroom and non-classroom faculty, deans from academic affairs and student services, classified staff, the Vice President of Student Services, the Academic Senate President and Chair of the Curriculum Committee, representatives from the Office of Institutional Effectiveness, a representative from the Business Office, a student representative from the Associated Students Organization, graduate students from local universities, as well as support and resources from a variety of stakeholders. The process consisted of meetings evaluating data collected and presented by the Office of Institutional Effectiveness driving the development of the college's equity priorities and goals. For each goal, the committee developed activities, identified outcomes, and assigned responsible persons or groups and expected completion dates. The committee reported on the development process at monthly Student Success Committee meetings, and periodically at other campus committees, such as the Academic Policy Committee and the Pierce College Counsel.

In fall 2015, the advisory task force convened once again to revise the plan. The advisory task force added a new Associated Students Organization representative and a representative from the Classified Staff Guild. Any other stakeholder who was interested was invited to participate in the meeting. The task force met several times over the course of the semester. The Dean of Institutional Effectiveness revised the data using the same 80% rule and identified additional student groups to be addressed in the plan. The committee examined the Student Equity activities that took place in the last year. The group reassessed the activities that had been approved, identified needs that were not yet met, and made note of activities that had been completed. The committee reported on the revision of the plan at monthly Student Success Committee meetings, Pierce College Counsel, Academic Senate, and at the Associated Students Organization meeting.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Dr. Crystal Kiekel	Center for Academic Success Director	Interim Equity Coordinator, Basic Skills Initiative
Bob Martinez	Instructor, Mathematics	Mathematics, Student Success Committee
Eddie Tchertchian	Vice-chair, Mathematics	Mathematics, Center for Academic Success
Oleg Bespalov	Dean, Institutional Effectiveness	Institutional Research, College Planning
Dr. Jose Vargas	SSSP & Equity Research Analyst	Institutional Research
Henry Chang	Admissions and Records Assistant	Classified Staff
Dr. Kalynda McLean	Dean, Student Services	Student Services, SSSP, EOPS, CalWORKs
Earic Dixon-Peters	Vice President, Student Services	Student Services
Sheri Berger	Vice President, Academic Affairs	Academic Affairs
Joe Hernandez	Associated Students Organization (ASO) Senator	Associated Students Organization
Ali Asghar	Associated Students Organization (ASO) Senator	Associated Students Organization
Margarita Pillado	Instructor, Accreditation Chair	Accreditation
Kathy Oborn	Chair of Political Science/Economics/Criminal Justice; Chair, Professional Development Committee	Professional Learning
Joanna Zimring Towne	Counselor, Director of New Student Programs	New Students Programs
Sunday Salter	Counselor, Transfer Center Director	Transfer Center
Anafe Robinson	Financial Aid Director	Financial Aid, Foster Youth Programs, Veterans Programs
Keyla Decos	Cal State Northridge student, Master of Social Work Intern	Community member
John James	Counselor, DSPS	Students with Disabilities
Beth Benne	Health Center Director	Health Center
Christine Valada	Assistant Administrative Analyst; Diversity Committee Representative	Diversity Committee, Classified Staff
Paula Paggi	Head Librarian	Library
Stephanie Schlatter	Dean, Student Services	Student Services

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Bruce Rosky	Associate Vice President	Administrative Services
Beth Cheung	Instructor, Engineering	Career and Technical Education

Access

Definition of Access Indicator for Conducting Research
The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

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 Rates and 80 Percent Index				
Gender	**Cohort Count**	**Access Count**	**Access Rate**	**80 Percent Index**
Female*	241,269	17,416	7.2%	100%
Male	243,890	13915	5.7%	79%

Ethnicity	**Cohort Count**	**Access Count**	**Access Rate**	**80 Percent Index**
African-American	18,536	1,813	9.8%	170%
American Indian/Alaskan Native	313	61	19.5%	338%
Asian/Filipino/Pacific Islander	71,066	3,522	5.0%	86%
Hispanic	211,428	13,760	6.5%	113%
Unknown/two or more races	9,323	2,114	22.7%	393%
White Non-Hispanic*	174,493	10,061	5.8%	100%

Disability Status	**Cohort Count**	**Access Count**	**Access Rate**	**80 Percent Index**
No*	439,554	27,979	6.4%	100%
Yes	45,605	3,352	7.4%	115%

Foster Care	**Cohort Count**	**Access Count**	**Access Rate**	**80 Percent Index**
No*	483,704	30,924	6.4%	100%
Yes	1,455	407	28.0%	438%

Low-Income	**Cohort Count**	**Access Count**	**Access Rate**	**80 Percent Index**
No*	398,801	12,962	3.3%	100%
Yes	86,358	18,369	21.3%	654%

Veterans	Cohort Count	Access Count	Access Rate	80 Percent Index
No*	469,149	30,485	6.5%	100%
Yes	16,010	846	5.3%	81%

Notes: Cohort count for Gender and Ethnicity is based on the 2015 population of residents ages 15-64 in the Top 15 Zip Codes of students enrolled at Pierce, and access count is based on 2014-2015 Headcounts. Cohort count for disabled students is approximated using a 9.4% reported disability rate for LA County residents ages 16-64, and Access count for disabled students is approximated as 10.7% using survey responses to a disability reporting question from the fall 2014 LACCD student survey. Cohort count for Foster Care is approximated using a 0.3% reported foster care rate for 2015 LA County residents ages 15-64, and Access count for Foster Care is approximated using a 1.3% rate from MIS data reported for fall 2014. Cohort count for low-income is approximated using a 17.8% poverty rate for all of LA, and Access count is based on percentage of students receiving a BOG waiver. Cohort count for Veterans is approximated using a 3.3% rate for all of LA, and Access count is based on a 2.7% enrollment rate of Veterans in fall 2014.

Sources:
http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx
EMSI Pierce Top 15 Zip Codes
http://research.laccd.edu/student-characteristics/documents/spring-2012-student-survey-data%20(final).doc
http://www.disabilityplanningdata.com/site/county_population_table.php?state=california&cntyname=Los%20Angeles
http://www.kidsdata.org/topic/20/fostercare/Table#fmt=16&loc=364,2&tf=73&sortType=asc
http://quickfacts.census.gov/qfd/states/06/06037.html
http://datamart.cccco.edu/Services/Special_Pop_Count.
aspx

Date retrieved: 10/31/2015
Prepared by: Office of Institutional Effectiveness

District: Los Angeles Community College District   **College**: Los Angeles Pierce College

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
Example Group	*-6, 2014*	*No gap*	*2020*
Veterans	-7%, 2014	Maintain no gap	2017
Foster Youth	-16%, 2014	Maintain no gap	2017
Males	-1%, 2015	Increase access by 5%	2017

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

ACTIVITIES: A. ACCESS

A.1 Improve programs and services designed for students who are former foster youth with the aim of creating a more welcoming campus climate that will encourage former foster youth to register for and enroll in classes.

- *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	X	Professional Development		

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

ID	Target Group	# of Students Affected
A.1	Foster Youth	407

District: Los Angeles Community College District   **College**:   Los Angeles Pierce College

- *A.1 Activity Implementation Plan*
  - Several outcomes are associated with this activity, including the following: (1) Provide specialized counseling services to potential, new, and continuing students who are former foster youth; (2) Provide on campus and off campus outreach, including increasing access to and collaboration between new and existing programs and services (i.e. CAFYES, Chaffey Grants, Guardian Scholars, etc.) and improving collaborations with high school liaisons, group homes and ILP programs coordinators; (3) Provide professional learning opportunities for faculty and staff to bring awareness of the strengths and needs of students who are former foster youth as they transition to college; and (4) Annually update the Guardian Scholars brochure/pamphlet, which clearly defines the matriculation steps as well as information and contact for all support programs.
  - Many of these activities began in January 2015 with the inception of the college's Student Equity Plan. The college will continue to establish and/or strengthen these interventions through the 2017-2018 academic year. The college plans to close this equity gap by 2018.
  - Student Equity funds will be combined with general funds to establish and maintain these programs and services. General funds will continue to support the facilities and existing staff. Student Equity Funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, partnerships, and outreach materials.
  - This intervention is based on a literature review of relevant research and/or successful practices. Resources include:
    - Boylan, H. R., Bliss, L. B. & Bonham, B. S. (1997). Program Components and Their Relationship to Student Performance. *Journal of Developmental Education, 20(3).*
    - McCabe, R. H. (2000). *No One to Waste: A Report to Public Decision-Makers and Community College Leaders*. The National Study of Community College Remedial Education, Community College Press.
    - Mark Courtney, et al, *Midwest Evaluation of the Adult Functioning of Former Foster Youth: Outcomes at Age 23 and 24*, Chapin Hall at the University of Chicago, 2011
    - http://www.stuartfoundation.org/docs/default-document-library/at-greater-risk-california-foster-youth-and-the-path-from-high-school-to-college.pdf?sfvrsn=6

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	1/1/15 – 6/30/18	$100,000/year	General Fund – In kind

- *A.1 Link to Goal*
  - By providing improved programs and services, professional learning opportunities and resources, and a more welcome campus climate, potential students who are former foster youth will be more likely to successfully enroll in and attend courses at Pierce College, thus making progress toward closing the equity gap by 2018.

- *A.1 Evaluation*
  - The Foster Youth Coordinator has met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Formative data, including surveys, output reports, and focus groups, will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine enrollment data and disaggregate it by foster youth status to detect changes in access rates.

A.2 Improve programs and services to students who are veterans with the aim of creating a more welcoming campus climate that will encourage former veterans to register for and enroll in classes.

- *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
	Research and Evaluation	X	Professional Development		

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

ID	Target Group	# of Students Affected
A.2	Veterans	846

- *A.2 Activity Implementation Plan*
- Several outcomes are associated with this activity: (1) Coordinate more closely with the local VA Center (i.e. Chatsworth) to recruit veterans to attend Pierce College; (2) Increase counseling hours to support students who are veterans; (3) Provide professional learning activities for faculty, classified staff, administrators, and students to bring awareness about the strengths and needs of the community's and the college's veteran populations as well as about how to better support our veterans with their transition from military to college life; (4) Expand the role of the current Veteran's Club through outreach activities and social support; (5) Recruit Peer-to-Peer Mentors who are veterans; (5) Provide on and off campus student success workshops for veterans; and (6) Partner with four-year universities to provide resources for transferring veterans.
- Many of these activities began in January of 2015 with the inception of the college's Student Equity Plan. This activity will continue on an ongoing basis during the primary semesters and intersessions through the 2017-2018 academic year. The college's goal is to close this equity gap by 2018.
- Student Equity Funds will be combined with general funds to establish and maintain these programs and services. General funds will continue to support the facilities and existing staff. Student Equity Funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, partnerships, and outreach materials.
- This intervention is based on a literature review of relevant research and/or successful practices. Resources include:
  - McCusker, M. (1997). ERIC Review: Effective Elements of Developmental Reading and Writing Programs. *Community College Review, 27(2),* 93-105.Boylan, H. R., Bonham, B. S., White, R. & George, A. (2000). Evaluation of College Reading and Study Strategies

Programs. In R. Flippo & D. Caverly (Eds.), Handbook of College Reading and Study Strategy Research (pp. 365-402). Mahwah, NJ: Lawrence Erlbaum & Associates.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	1/1/15	$100,000/year	General Fund – In kind

- *A.2 Link to Goal*
  - By providing improved programs and services, professional learning opportunities and resources, and a more welcoming campus climate, potential students who are veterans will be more likely to successfully enroll in and attend courses at Pierce College, thus making progress toward closing the equity gap by 2018.

- *A.2 Evaluation*
  - The Veterans Coordinator has met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Formative data, including surveys, output reports, and focus groups, will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine enrollment data and disaggregate it by veteran status to detect changes in access rates.

A.3 The college will dedicate Student Equity Funds to conduct an inquiry into the needs and strengths of student who are veterans, students who are foster youth, and students who are men, with a particular emphasis on Men of Color (particular attention will be paid to men who identify as Latino or African American/Black).

- *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		

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

ID	Target Group	# of Students Affected

A.3	Veterans	846 (access count)
A.3	Foster Youth	407 (access count)
A.3	Males	13,915 (access count)

- *A.3 Activity Implementation Plan*
- The college has some understanding of this equity gap as a result of the data collected through the Student Equity planning process. The college will gather more nuanced quantitative and qualitative data to better understand how the institution can improve its programs and services. This mixed methods inquiry will include focus groups, interviews, and collected and disaggregated data around characteristics such as majors, career goals, types of benefits and services utilized, and emergent themes around intersectionality (income, SES, race, gender, disability, etc.) among current students. The aim of this inquiry is to better understand the nature of these populations' gaps and to identify additional actions that can be taken to close access equity gaps among students who are former foster youth, veterans, and men by 2018.
- This inquiry will be conducted over the course of the 2015-2016 academic year. Student Equity Funds will be combined with general funds to conduct this inquiry. General funds will continue to support the facilities, as well as time and effort, for existing faculty and research staff. Student Equity Funds will continue to be used to support time and effort of the Equity and Success Assistant Research Analyst as well as materials needed to conduct this inquiry. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	7/1/16 – 6/30/176	$20,000	General funds – In kind

- *A.3 Link to Goal*
  - With an improved understanding of the strengths and needs of underserved student populations, the college can identify and then implement improved programs and services that lead to an improved campus climate for students who are veterans, former foster youth, and men, with a particular emphasis on Men of Color (with particular attention on men who identify as Latino or African American/Black). This improved campus climate will encourage more students who are veterans, former foster youth, and men to successfully enroll in and attend classes at the college, thus making progress toward closing the equity gap by 2018.

- *A.3 Evaluation*
  - Benchmarks and outputs for this inquiry will be established in January 2016. Once established, outputs will be assessed at scheduled intervals between 7/1/16 and 6/30/18. A report of inquiry findings will be distributed campus-wide in fall 2016.

Success Indicator: Course Completion

Course Completion (*Retention[1]*)

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.

---

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

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. Calculate course completion rates by dividing:

Course Success Rates and 80 Percent Index (Fall 2014 Cohort)				
Gender	**Cohort Count**	**Success Count**	**Success Rate**	**80 Percent Index**
Female*	28,720	20,113	70%	100%
Male	24,709	16,252	66%	94%

Ethnicity	**Cohort Count**	**Success Count**	**Success Rate**	**80 Percent Index**
African-American	3,394	2,035	60%	79%
American Indian/Alaskan Native	93	60	65%	85%
Asian	6,017	4,470	74%	97%
Hispanic	24,934	15,495	62%	81%
Multi-Ethnicity	1,797	1,244	69%	91%
Pacific Islander	87	55	63%	83%
Unknown	1,650	1,214	74%	96%
White Non-Hispanic*	15,457	11,792	76%	100%

Disability Status	**Cohort Count**	**Success Count**	**Success Rate**	**80 Percent Index**
No*	51,115	34,789	68%	100%
Yes	2,314	1,577	68%	100%

Foster Care	Cohort Count	Success Count	Success Rate	80 Percent Index
No*	52,636	35,824	68%	100%
Yes	793	428	53%	78%

Low-Income	Cohort Count	Success Count	Success Rate	80 Percent Index
No	-	-	-	-
Yes	-	-	-	-

Veterans	Cohort Count	Success Count	Success Rate	80 Percent Index
No*	51,899	35,322	68%	100%
Yes	1,530	1,063	69%	102%

Notes: non-disability, non-foster care, and non-veteran rates are estimated using an overall 68.06% success rate, since the respective group sample sizes for disability, foster care, and veterans are low enough to have minimal impact on the overall success rates. Low income cohort was not available on DataMart.

Sources:
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx
http://datamart.cccco.edu/Outcomes/Course_Ret_Success_SP.aspx

Date retrieved: 10/31/2015
Prepared by: Office of Institutional Effectiveness

Equity Gap	Student Group	1 Gap in comparison to the *reference group*, 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"
---	Example Group	14%	.14	x	2567	=	359
Largest Gap	Foster Care	2%	.02	x	793	=	15
Second Largest	AA/Black	1%	.01	x	3,394	=	33

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
Example Group	*-14, 2014*	*Gap no > -6*	*2020*
Students who are African American/Black	-1%	Increase course completion by 5%	2017
Students who are Foster Youth	-2%	Increase course completion by 5%	2017

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

ACTIVITIES: B. COURSE COMPLETION

B.1 Increase access to textbooks for underserved students in general education and gatekeeper courses.

- *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
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
B.1	Students who are African American/Black	3,394

B.1	Students who are former foster youth	793

- **B.1 Activity Implementation Plan**
  - This activity has several outcomes associated with it, including: 1) Establish a Library Textbook Checkout Program, where students can check out more textbooks for gatekeeper and general education courses in the library; 2) Establish a Textbook Rental Program, where students can rent textbooks from the campus bookstore for gatekeeper and other general education courses; 3) Establish an Open Education Resources adoption program, where faculty are encouraged to adopt free open education resources in lieu of a traditional textbook; and (4) A Library Consult program, in which students can meet with librarians for 30 minutes for one-to-one research assistance. These programs will be promoted through Associated Students Organization clubs, counseling units, and offices that represent disproportionately impacted groups (e.g. Vets Club, Foster Youth Office, DSPS, outreach through the matriculation process, Blatigenous, etc).
  - This intervention is based on a literature review of relevant research and/or successful practices. Resources include:
    - Williams, Lauren. 2013. "Textbooks on Reserve." *University Business* 16, no. 4: 14. *Academic Search Complete*, EBSCO*host* (accessed November 24, 2015).
    - Feldstein, Andrew, Mirta Martin, Amy Hudson, Kiara Warren, John, III Hilton, and David Wiley. 2012. "Open Textbooks and Increased Student Access and Outcomes." *European Journal of Open, Distance And E-Learning* no. 2: *ERIC*, EBSCO*host* (accessed November 24, 2015). http://www.eurodl.org/?p=current&article=533
    - Robinson, T. Jared; Fischer, Lane; Wiley, David; Hilton, John. 2014. The Impact of Open Textbooks on Secondary Science Learning Outcomes. *Educational Researcher* 43(7): 341-351.
    - Murgai, Sarla. 2012. "They Sought Our Help A Survey of One-on-One Research Assistance at The University of Tennessee Lupton Library." *Southeastern Librarian* 60, no. 1: 24-38. *Library, Information Science & Technology Abstracts*, EBSCO*host* (accessed November 24, 2015).
  - Pierce College developed and implemented the Library Consult program in spring 2015 with the inception of Student Equity Funds. The Textbook Rental and Library checkout programs as well as the Open Education Resources program will begin in February 2016. This activity will be ongoing during each primary semester and intersession through the 2017-2018 academic year. General funds will continue to support the facilities and time and effort for existing faculty. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort and materials needed to implement this activity.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.1	2/1/15 – 6/30/18	$100,000/year	General Fund – In Kind

- *B.1 Link to Goal*
  - By increasing access to textbooks for students enrolled in gatekeeper and general education courses that have lower course success rates, students who are African American/Black and students who are former foster youth will have more access to course materials, and will therefore succeed in their courses at higher rates, thus making progress toward closing the equity gap by 2018.

- *B.1 Evaluation*
  - The coordinators for these programs have met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Formative data, including surveys and output reports, will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine course success data and disaggregate them by ethnicity and foster youth status to detect changes in course success rates.

B.2 The college will dedicate Student Equity Funds to conduct an inquiry into the needs and strengths of students who are foster youth, students who are African American/Black, and students who are men, with a particular emphasis on Men of Color (particular attention will be paid to men who identify as Latino or African American/Black).

- *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		

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

ID	Target Group	# of Students Affected
B.2	Students who are African American/Black	3,394
B.2	Students who are former foster youth	793

- *B.2 Activity Implementation Plan*
  - The college has some understanding of this equity gap as a result of the data collected through the Student Equity Planning Process. The college will gather more nuanced quantitative and qualitative data to better understand how the institution can improve its programs and services. This mixed methods inquiry will include focus groups, interviews, and collected and disaggregated data around characteristics such as majors, career goals, types of benefits and services utilized, and emergent themes around intersectionality (income, SES, race, gender, disability, etc.) among current students. The aim of this inquiry is to better understand the nature of these populations' gaps and to identify additional actions that can be taken to close access equity gaps among students who are former foster youth and students who are African American/Black by 2018.
  - This inquiry will be conducted over the course of the 2015-2016 academic year. Student Equity Funds will be combined with general funds to conduct this inquiry. General funds will continue to support the facilities and time and effort for existing faculty and research staff. Student Equity Funds will continue to be used to support time and effort of the Equity and Success Assistant Research Analyst as well as materials needed to conduct this inquiry. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	7/1/16 – 6/30/17	Same funds as those listed in A.2	General funds – In kind

- *B.2 Link to Goal*
  - With an improved understanding of the strengths and needs of underserved student populations, the college can identify and then implement improved programs and services for students who are former foster youth, students who are African American/Black, and students who are Men of Color (with particular attention on men who are Latino or African American/Black). These improved campus programs and services will lead to greater course success rates for students who are former foster youth, African American/Black, and/or Men of Color, thus making progress toward closing the equity gap by 2018.

- *B.2 Evaluation*
  - Benchmarks and outputs for this inquiry will be established in January 2016. Once established, outputs will be assessed at scheduled intervals between 7/1/16 and 6/30/16. A report of inquiry findings will be distributed campus-wide in fall 2016.

B.3 Improve programs and services designed for students who are former foster youth with the aim of providing academic and wrap-around support to those who are currently enrolled in courses.

- *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
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
B.3	Students who are former foster youth	793

- *B.3 Activity Implementation Plan*
  - Several outcomes are associated with this activity, two of which overlap with those listed in activity A.1: (1) Provide specialized counseling services to students who are former foster youth (overlaps with Activity A.1); (2) Provide professional learning opportunities for faculty and staff to bring awareness of the strengths and need of students who are former foster youth as they transition to college (overlaps with Activity A.1); (3) Offer Life Skills and Financial Literacy workshops to students who are former foster youth; (4) Provide specialized mentoring services to students who are former foster youth; and (5) Strengthen the relationship with programs that foster college success and transfer for students who are former foster youth, i.e. The Resilient Scholars (CSUN) and Guardian Scholars (UCLA).
  - These efforts began in spring 2015 with the inception of Student Equity Funds; this activity will continue on an ongoing basis during the primary semesters and intersessions through the 2017-2018 academic year. General funds will continue to support the facilities and time and effort for existing faculty and staff. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff that will be dedicated to conducting outreach and creating community collaborations.
  - This intervention is based on a literature review of relevant research and/or successful practices. Resources include:
    - Kozeracki, C. A. (2002). ERIC Review: Issues in Developmental Education. Community College Review, 29(4), 83-100.
    - Dworsky, A. and Perez, A., "Helping Former Foster Youth Graduate from College Campus Support Programs in California and Washington State," Chapin Hall at the University of Chicago, 2009.
    - http://www.cacollegepathways.org/sites/default/files/charting_the_course_final.pdf

ID	Timeline(s)	Student Equity Funds	Other Funds**

B.3	2/6/15 – 6/30/18	$21,400 (in addition to those funds allocated for activity A.1)	General funds – In kind

- *B.3 Link to Goal*
  - With increased access to resources and services to students who are former foster youth, these students will pass their courses at higher rates, thus making progress toward closing the equity gap by 2018.

- *B.3 Evaluation*
  - The Foster Youth Coordinator has met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Output assessments and surveys will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine course success data and disaggregate them by foster youth status to detect changes in course success rates.

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.

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:

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

Basic Skills to College Level Progress Rate and 80 Percent Index (2008/09 Cohort) ---MATH---				
Gender	**Cohort Count**	**Progress Count**	**Progress Rate**	**80 Percent Index**
Female*	1370	524	38%	100%
Male	1002	325	32%	85%

Ethnicity	**Cohort Count**	**Progress Count**	**Progress Rate**	**80 Percent Index**
African-American	169	39	23%	53%
American Indian/Alaskan Native	10	2	20%	46%
Asian	151	60	40%	91%
Filipino	102	38	37%	85%
Hispanic	971	302	31%	71%
Pacific Islander	22	7	32%	73%
Unknown	359	143	40%	91%
White Non-Hispanic*	588	258	44%	100%

Disability Status	**Cohort Count**	**Progress Count**	**Progress Rate**	**80 Percent Index**
No*	2231	802	36%	100%
Yes	141	47	33%	93%

Foster Care	Cohort Count	Progress Count	Progress Rate	80 Percent Index
No	-	-	-	-
Yes	-	-	-	-

Low-Income	Cohort Count	Progress Count	Progress Rate	80 Percent Index
No*	1178	402	34%	100%
Yes	1194	447	37%	110%

Veteran	Cohort Count	Progress Count	Progress Rate	80 Percent Index
No*	2316	823	36%	100%
Yes	56	26	46%	131%

Notes: Progress Rate=Percentage of credit students tracked for six years through 2013-14 who started first time in 2008-09 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline. Foster Care status was not tracked in 2008-09.

Basic Skills to College Level Progress Rate and 80 Percent Index (2008/09 Cohort)
---ENGLISH---

Gender	Cohort Count	Progress Count	Progress Rate	80 Percent Index
Female*	1682	915	54%	100%
Male	1472	677	46%	85%

Ethnicity	Cohort Count	Progress Count	Progress Rate	80 Percent Index
African-American	212	92	43%	72%
American Indian/Alaskan Native	16	9	56%	93%
Asian	244	141	58%	95%
Filipino	162	92	57%	94%
Hispanic	1325	565	43%	70%
Pacific Islander	26	9	35%	57%
Unknown	460	254	55%	91%
White Non-Hispanic*	709	430	61%	100%

Disability Status	Cohort Count	Progress Count	Progress Rate	80 Percent Index
No*	3002	1519	51%	100%
Yes	152	73	48%	95%

Foster Care	Cohort Count	Progress Count	Progress Rate	80 Percent Index
No	-	-	-	-
Yes	-	-	-	-

Low-Income	Cohort Count	Progress Count	Progress Rate	80 Percent Index
No*	1556	745	48%	100%
Yes	1598	847	53%	111%

Veteran	Cohort Count	Progress Count	Progress Rate	80 Percent Index
No*	3103	1567	50%	100%
Yes	51	25	49%	97%

Notes: Progress Rate=Percentage of credit students tracked for six years through 2013-14 who started first time in 2008-09 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline. Foster Care status was not tracked in 2008-09.

Basic Skills to College Level Progress Rate and 80 Percent Index (2008/09 Cohort)
---ESL---

Gender	Cohort Count	Progress Count	Progress Rate	80 Percent Index
Female*	297	92	31%	100%
Male	197	52	26%	85%

Ethnicity	Cohort Count	Progress Count	Progress Rate	80 Percent Index
African-American	5	3	60%	197%
American Indian/Alaskan Native	-	-	-	-
Asian	136	40	29%	97%
Filipino	7	4	57%	188%
Hispanic	88	18	20%	67%
Pacific Islander	1	0	0%	0%
Unknown	96	30	31%	103%
White Non-Hispanic*	161	49	30%	100%

Disability Status	Cohort Count	Progress Count	Progress Rate	80 Percent Index
No*	484	140	29%	100%
Yes	10	4	40%	138%

Foster Care	Cohort Count	Progress Count	Progress Rate	80 Percent Index
No	-	-	-	-
Yes	-	-	-	-

District: <u>Los Angeles Community College District</u>   **College**: <u>Los Angeles Pierce College</u>

Low-Income	Cohort Count	Progress Count	Progress Rate	80 Percent Index
No*	196	39	20%	100%
Yes	298	105	35%	177%

Veteran	Cohort Count	Progress Count	Progress Rate	80 Percent Index
No*	486	143	29%	100%
Yes	8	1	13%	42%

Notes: Progress Rate=Percentage of credit students tracked for six years through 2013-14 who started first time in 2008-09 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline. Foster Care status was not tracked in 2008-09.

Sources:
https://misweb.cccco.edu/dataondemand/Accountability/ARCC.aspx
SIS RDB (to identify veterans)
Date retrieved: 11/2/2015
Prepared by: Office of Institutional Effectiveness

		1	2		3		4
Equity Gap	**Student Group**	**Gap in comparison to the *reference group*, 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"**
---	Example Group	7%	.07	x	1457	=	101
Largest Gap	**AA/ Black (Math)**	27%	.27	x	169	=	45
Second Largest	**Hispanic (ESL)**	13%	.13	x	88	=	11
Third Largest	**Hispanic (English)**	10%	.10	x	1325	=	132

District: <u>Los Angeles Community College District</u>   **College**: <u>Los Angeles Pierce College</u>

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

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:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-7, 2014*	*No gap*	*2020*
Students who are African American/ Black (Math)	-27%, 2015	Increase basic skills pathway completion by 5%	2017
Students who are African American/ Black (English)	-8%, 2015	Increase basic skills pathway completion by 5%	2017
Students who are Latino (ESL)	-13%, 2015	Increase basic skills pathway completion by 5%	2017
Students who are Latino (English)	-10%, 2015	Increase basic skills pathway completion by 5%	2017

*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> Strengthen the support provided in the Center for Academic Success intended for underserved students who are enrolled in English as a Second Language Courses.

- *Activity Type(s)*

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

	Research and Evaluation	X	Professional Development	

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

ID	Target Group(s)	# of Students Affected
C.1	Students who are Latino	971 (Math), 1,325 (English), 88 (ESL)

- **C.1 Activity Implementation Plan**
  - Several outcomes are associated with this activity: (1) Develop ESL conversation workshops and modularized ESL grammar skills workshops; (2) Increase the number of high quality ESL teaching and learning materials to be used during tutoring sessions and workshops; (3) Implement a program in which ESL students can work on self-guided learning software, (4) Provide professional learning workshops and tutor training sessions to support faculty, course embedded tutors, and other peer educators to provide high quality, culturally responsive support to ESL students across the disciplines; and (5) Implement an outreach campaign to ESL instructors to encourage them to partner with the Center for Academic Success to support ESL students.
  - The infrastructure for this activity was built in fall 2015, and some outcomes associated with this activity, including providing some professional learning workshops and tutor training sessions as well as providing some ESL conversation and modularized grammar skills workshops (outcomes #1 and #4) began in fall 2015 with the inception of Student Equity Funds. The rest of the outcomes will be implemented in spring 2016. This activity will continue on an ongoing basis during the primary semesters and intersessions through the 2017-2018 academic year.
  - The general fund provides some one-to-one ESL tutoring in the Center for Academic Success. The college will continue to fund these activities. Student Equity Funds will be used to fund time and effort as well as materials to provide enhanced support for ESL students. BSI will also fund a portion of these activities. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	8/31/15 – 6/30/18	$100,000/year	BSI - $74,000

- **C.1 Link to Goal**
  - Improved academic support provided for ESL students in the Center for Academic success will lead to greater ESL pathway completion rates for students who are Latino, thus making progress toward closing the equity gap by 2018.

- **C.1 Evaluation**

- The Center for Academic Success ESL Specialist will meet with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Output assessments, surveys, and pre/post tests will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine ESL pathway completion data and disaggregate them by ethnicity to detect changes in course success rates.

_____

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[2].

---

[2] College may also use the Scorecard definition for indicating student matriculation goal: taking a degree or certificate applicable course.

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:

Six Year Degree & Certificate Completion Rates and 80 Percent Index (2008/09 Cohort)

Gender	Cohort Count	Completion Count	Completion Rate	80 Percent Index
Female*	1570	377	24%	100%
Male	1505	268	18%	74%

Ethnicity	Cohort Count	Completion Count	Completion Rate	80 Percent Index
African-American	161	28	17%	75%
American Indian/Alaskan Native	7	1	14%	61%
Asian	249	60	24%	103%
Filipino	139	30	22%	93%
Hispanic	971	160	16%	71%
Pacific Islander	25	2	8%	34%
Unknown	673	166	25%	106%
White Non-Hispanic*	850	198	23%	100%

Disability Status	Cohort Count	Completion Count	Completion Rate	80 Percent Index
No*	2942	619	21%	100%
Yes	133	26	20%	93%

Foster Care	Cohort Count	Completion Count	Completion Rate	80 Percent Index
No	-	-	-	-
Yes	-	-	-	-

Low-Income	Cohort Count	Completion Count	Completion Rate	80 Percent Index
No*	1048	200	19%	100%
Yes	2027	445	22%	115%

Veterans	Cohort Count	Completion Count	Completion Rate	80 Percent Index
No*	3042	634	21%	100%
Yes	33	11	33%	160%

Notes: Foster Care status was not tracked in 2008-09.

Source:
https://misweb.cccco.edu/dataondemand/Accountability/ARCC.aspx
Date retrieved: 11/02/2015
Prepared by: Office of Institutional Effectiveness

		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"
---	Example Group	7%	.04	x	1947	=	77
Largest Gap	Hispanic	9%	.09	x	971	=	87
Second Largest	Male	6%	.06	x	1505	=	90
Third Largest	AA/ Black	5%	.05	x	161	=	8

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
Example Group	*-4, 2014*	*No gap*	*2020*
Students who are male	-6%, 2015	Increase degree and certificate completion by 5%	2017
Students who are African American/Black	-5%, 2015	Increase degree and certificate completion by 5%	2017
Students who are Latino	-9%, 2015	Increase degree and certificate completion by 5%	2017

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

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1 Increase access to information to underserved students about degrees and certificates by developing an outreach plan to disseminate information both online and in print pertaining to resources associated with degrees and certificates, including college resources, degree and certificate programs, financial aid information, and class schedules.

- *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		

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

ID	Target Group(s)	# of Students Affected
D.1	Students who are Latino	971
D.1	Students who are African American/Black	161
D.1	Students who are men	1,505

- *D.1 Activity Implementation Plan*
  - Several outcomes are associated with this activity: (1) Develop and implement a comprehensive "in-reach" campaign to offices and student clubs that represent disproportionately impacted student groups; (2) Translate outreach materials into other languages; and (3) Personalized emails, letters, and phone calls to underrepresented students encouraging them to apply for degrees and certificates.
  - This activity will continue on an ongoing basis during the primary semesters through the 2017-2018 academic year. Student Equity Funds will be used to update, translate, and distribute materials each fall semester. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	2/6/16 – 6/30/18	$85,000/year	

- *D.1 Link to Goal*
  - Improved outreach and dissemination of materials will lead to an increased awareness of degree and certificate programs among students who are Latino and those who are African American/Black. With improved information, these students are more likely to complete a degree and certificate (if that is their goal; we will explore this question when we conduct Activities #F.2 and #F.6), thus making progress toward closing the equity gap by 2018.

- *D.1 Evaluation*
  - The Program Coordinator will meet with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Output assessments and surveys will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine degree and certificate data and disaggregate them by ethnicity and gender to detect changes in course success rates.

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.

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:

Six Year Transfer Rates and 80 Percent Index (2008/09 Cohort)				
Gender	**Cohort Count**	**Transfer Count**	**Transfer Rate**	**80 Percent Index**
Female*	1570	435	28%	100%
Male	1505	440	29%	106%

Ethnicity	**Cohort Count**	**Transfer Count**	**Transfer Rate**	**80 Percent Index**
African-American	161	54	34%	95%
American Indian/Alaskan Native	7	0	0%	0%
Asian	249	87	35%	99%
Filipino	139	32	23%	65%
Hispanic	971	165	17%	48%
Pacific Islander	25	6	24%	68%
Unknown*	673	237	35%	100%
White Non-Hispanic	850	294	35%	98%

Disability Status	**Cohort Count**	**Transfer Count**	**Transfer Rate**	**80 Percent Index**
No*	2941	859	29%	100%
Yes	134	16	12%	41%

Foster Care	**Cohort Count**	**Transfer Count**	**Transfer Rate**	**80 Percent Index**
No	-	-	-	-
Yes	-	-	-	-

Low-Income	**Cohort Count**	**Transfer Count**	**Transfer Rate**	**80 Percent Index**
No*	1048	372	35%	100%
Yes	2027	503	25%	70%

Veterans	Cohort Count	Transfer Count	Transfer Rate	80 Percent Index
No*	3042	867	29%	100%
Yes	33	8	24%	85%

Notes: Foster Care status was not tracked in 2008-09.

		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 transfer as their matriculation goal.	=	Number of Students "Lost"
---	Example Group	7%	.04	x	1947	=	77
Largest Gap	With Disability	39%	.39	x	134	=	52
Second Largest	Hispanic	32%	.32	x	971	=	310
Third Largest	Filipino	15%	.15	x	139	=	20

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
Example Group	*-4, 2014*	*No gap*	*2020*
Students who are Filipino	-15%, 2015	Increase transfer rates by 5%	2017
Students who are Latino	-32, 2015	Increase transfer rates by 5%	2017
Students who have a documented disability	-39%, 2015	Increase transfer rates by 5%	2017
Students who are low income	-10%, 2015	Increase transfer rates by 5%	2017
Students who are African American/Black	-36%, 2014	Maintain no gap	2017

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

ACTIVITIES: E. TRANSFER

E.1 Promote transfer for underrepresented students though increased university partnerships and transfer programs.

- *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	Students who are Filipino	139
E.1	Students who are Latino	971
E.1	Students who have a documented disability	134
E.1	Students who are low income	2,027

- *E.1 Activity Implementation Plan*
  - Several outcomes are associated with this activity: (1) Recruit HBCU and HSI colleges to participate in Pierce College transfer activities; (2) Partner with UCLA's TAP/Honors, CCCP Program, STOMP program, Black Bruin Transfer Success Club, and Latina/o Transfer Empowerment Club; and (3) Conduct a comprehensive "in-reach" campaign to offices and student clubs that represent disproportionately impacted student groups to encourage them to participate in transfer activities and programs such as TAP/Honors, CCCP, STOMP, Black Bruin Transfer Success Club, and Latina/o Empowerment Club.
  - **Transfer Application Assistance** has been offered in the Pierce College Transfer Center in a formal modality since the fall of 2010. The services were provided solely by the Pierce College Transfer Center Director whose position is funded from Program 100. An average of 200 students were served per year, but the demand for service exceeded capabilities. With the appropriation of Student Equity Funds for this project, an increase in counselors serving students through targeted outreach and an extended timeframe in which students are served has been realized.
  - The infrastructure for this activity was built in fall 2015 with the inception of Student Equity Funds. This activity will be fully implemented in spring 2016 and will continue on an ongoing basis during the primary semesters and intersessions through the 2017-2018 academic year, with the bulk of activities taking place in the fall semesters. The general fund provides resources for existing partnerships with a variety of colleges and universities. Student Equity Funds will be used to fund time and effort as well as materials to provide new partnerships, enhanced programs, and a targeted outreach campaign. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	2/1/16 – 6/30/18	$90,000/year	

- *E.1 Link to Goal*

- Improved partnerships with universities that served disproportionately impacted students, enhanced programs that encourage transfer, and a targeted outreach program that will reach out to underserved students will lead to greater transfer rates for students highlighted in the Student Equity Plan, thus making progress toward closing the equity gap by 2018.

- *E.1 Evaluation*
- The Transfer Director has met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Output assessments and surveys will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine transfer data and disaggregate them to detect changes in course success rates.

<u>E.2</u> Support and encourage underrepresented students to transfer by conducting targeted outreach and transfer workshops.

- *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.2	Students who are Filipino	139
E.2	Students who are Latino	971
E.2	Students who have a documented disability	134
E.2	Students who are low income	2,027

- *E.2 Activity Implementation Plan*
- Several outcomes are associated with this activity: (1) Offer application workshops and Transfer Application Clinics (Student Equity Funds will be used to offer these workshop to offices and student clubs that represent disproportionately impacted student groups); and (2)

Contact students highlighted in the Student Equity Plan who are near transfer ready status but have not come in for an educational plan or transfer support.

- Objective 1 is a new project at Pierce College that will welcome students and provide them with an orientation to the Transfer Center and the resources available both in the center and on the website. Currently, the space is a lobby, and while it supports high student traffic, the students report that they do not know that they are in the Transfer Center. By increasing trained personnel in the center, we are confident that students will make better use of the resources and will have a more meaningful experience in the center. We will also begin tracking students who come into the center; prior to this, we have had no means of doing so. Career Guidance Counseling Assistants will be trained on basic transfer information and how to use the resources available. They will also go to campus club meetings targeting specific clubs to help spread the word about transfer services. Those hired will be past Pierce transfer students attending our common transfer campuses/majors. The only source of funding for this project is Student Equity - the college does not currently provide any other funding for this activity.
- Objective 2 of this activity is a new project at Pierce College where-in underserved students who are near "Transfer Ready" are contacted by a counselor over the phone to review their academic progress toward transferring. This project is modeled after a program currently used at Santa Monica College, the college that consistently holds the highest transfer rates in the state of California. Based on their best practices and in direct consultation with the SMC Transfer Director, who is currently on the Pierce College Transfer Advisory Board, as well as with Student Equity resources, the project was launched in late spring 2015. The project will resume in winter 2016. The only source of funding for this project is Student Equity - the college does not currently provide any other funding for this activity.
- Both outcomes associated with this activity were piloted in fall 2015 with the inception of Student Equity Funds. This activity will be fully implemented in spring 2016 and run on an ongoing basis during primary semesters between 2015 and 2018, with the bulk of activities taking place in the fall semesters. The college general fund supports some workshops as a part of the regularly-scheduled workshop series. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.2	2/1/16 – 6/30/18	$35,000/year	

- *E.2 Link to Goal*
- Increased, targeted outreach and application support will provide more underserved students the information and encouragement they need to apply for transfer. With more underserved students transferring, the college will make progress toward closing the equity gap by 2018.

- *E.2 Evaluation*
    - The Transfer Director has met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Output assessments and surveys will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine transfer data and disaggregate them to detect changes in course success rates.

Other College- or District-wide Initiatives Affecting Several Indicators

District: Los Angeles Community College District   **College**:   Los Angeles Pierce College

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	X	Transfer
X	ESL and Basic Skills Course Completion		

F.1 Continue support of ongoing professional learning for faculty, classified staff, administrators, and students exploring culturally responsive teaching and learning methods with a focus on the affective domain.

- *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*: (Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.1	Students who are African American/Black	3,394
F.1	Students who are former foster youth	793
F.1	Students who are male	1,505
F.1	Students who are Latino	1,225
F.1	Students who are Filipino	139
F.1	Students who are veterans	846 (access count)
F.1	Students who are low income	2,027

F.1	Students with a documented disability	3,352

- **_F.1 Activity Implementation Plan_**

  - Several outcomes are associated with this activity: (1) Coordinate Student Equity professional learning activities; (2) Encourage attendance at conferences that have a focus on equity and success; (3) Host equity-focused events on campus; (4) Host workshops on campus that focus on Student Equity and the affective domain, like Habits of Mind, Shinebright, Reading Apprenticeship, Growth Mindset, LGBTQ Safe Zones (to support LGBTQ former foster youth), Culturally Responsive Practice at orientations for new faculty and at professional learning days; (5) Conduct "Train the Trainers" events in the upcoming year to train more faculty, classified staff, administrators and student leaders to conduct trainings in the future; and (6) Create a planner for faculty each semester that includes tips for supporting students and the dates of on-campus professional learning events.

  - This activity will continue on an ongoing basis during the primary semesters and intersessions through the 2017-2018 academic year. Conferences, events, and the workshop series will be held each semester. The college will coordinate with other colleges in the district, in the region, and with the California Community College Success Network (3CSN) to strengthen and broaden this culture of professional learning.

  - Student Equity Funds will be combined with basic skills funds and general funds to create this culture of professional learning around Student Equity. General funds will continue to support the facilities and time and effort for existing faculty and research staff. In addition, the Basic Skills Initiative will continue to fund workshops and conferences that relate to helping students complete the developmental English and math pathway. Student Equity Funds will continue to be used to support time and effort, guest speakers, trainers, and materials to expand the existing professional learning activities. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, trainers, and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	1/1/15 – 6/30/18	$153,200	ESL/BSI - $13,000; General Fund – In Kind

- **_F.1 Link to Goal_**

- By strengthening equity-focused professional learning opportunities and resources for faculty, staff, administrators, and student leaders, educators will adopt improved culturally responsive practices in classrooms and offices across the campus. These practices will in turn lead to greater success rates for students who are disproportionately impacted on every level, from access to transfer, thus making progress toward closing the equity gap by 2018.

- *F.1 Evaluation*

- The Equity Coordinator has met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Formative data, including surveys, output reports, and pre/post tests will be collected at scheduled intervals throughout the academic year after each professional learning event. In addition, each March, the evaluation team will examine success data and disaggregate them to detect changes in success rates.

F.2 Identify and implement programs and partnerships designed to increase African American and Latino student success.

- *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		

F.2 *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*:(Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.2	Students who are African American/Black	3,394
F.2	Students who are male	1,505
F.2	Students who are Latino	1,225

- *F.2 Activity Implementation Plan*
  - Several objectives are associated with this activity, including the following: (1) Continue to develop a partnership with the Minority Male Community College Consortium (M2C3) to provide access to additional research, program consultation, and professional learning opportunities. This partnership will be funded completely out of Student Equity, and it will begin in January 2016; (2) Strengthen the role of student clubs and organizations that empower students who are African American/Black and students who are Latino; (3) Complete an inquiry (which began in fall 2015) into potentially implementing MESA and UMOSIA Learning Communities at Pierce College. This inquiry will be completed by December 31, 2015, and the recommended and approved programs would be implemented in fall 2016. The recommended programs would be funded completely with Student Equity Funds.
  - This activity will continue on an ongoing basis during the primary semesters and intersessions through the 2017-2018 academic year. General funds will continue to support the facilities and time and effort for existing faculty and research staff. Equity funds will be used to fund the M2C3 partnership and the new programs recommended by the Inquiry Group. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, trainers, and materials.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	9/1/15 – 6/30/18	$380,000	General Fund – In Kind

- *F.2 Link to Goal*
  - By strengthening professional learning opportunities and resources for faculty, staff, administrators, and student leaders, educators will adopt improved culturally responsive practices in classrooms and offices across the campus. Also, by implementing evidence-driven partnerships and practices like M2C3, Umosia, and MESA, students who are African American/Black and students who are Latino will

participate in these programs. This participation will lead to higher course success and completion rates for these students, thus making progress toward closing the equity gap by 2018.

- *F.2 Evaluation*
  - The Equity Coordinator has met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity and its associated objectives. Once the work of the inquiry group is complete and recommendations for additional programs and practices are made, the Equity Coordinator will meet with the research staff in spring 2016 to create a comprehensive evaluation plan to assess that outcome. For all outcomes associated with this activity, both formative and summative data will be collected regularly to assess the effectiveness of this activity. Formative data, including surveys and output reports will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine success data and disaggregate them by ethnicity and gender to detect changes in success rates.

F.3 Center for Academic Success will continue to provide course-embedded tutoring and other high-touch academic support for underserved students enrolled in gatekeeper and ESL courses (high enrollment and low success).

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

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

- *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	X	Professional Development		

- *Target Student Group(s)* & # of Each Affected*:(Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.3	Students who are African American/Black	3,394
F.3	Students who are former foster youth	793
F.3	Students who are male	1,505
F.3	Students who are Latino	1,225
F.3	Students who are Filipino	139
F.3	Students who are veterans	846
F.3	Students who are low income	2,027
F.3	Students with a documented disability	3,352

- ***F.3 Activity Implementation Plan***
  - Several outcomes are associated with this activity: (1) Conduct an outreach campaign to attract more students to the service; (2) Provide online academic services, like online tutoring and interactive instructional videos, to further support underserved students enrolled in gatekeeper and ESL courses; (3) Strengthen peer educator training by adding more curriculum around culturally responsive tutoring techniques (these trainings will mirror the professional learning that is offered to faculty, staff, and administrators, but the curriculum will be adapted for peer educators and student leaders); (4) Conduct a "Math Jam" in which students attend an intense, multiple-day math refresher course over the summer that will allow them to potentially place into a higher math course.
  - The Center for Academic Success has been providing one-to-one tutoring services for English and math courses since 2011 through the general fund. Additional one-to-one tutoring services have been offered to developmental math and English learning communities through the Basic Skills Initiative since 2008. However, there was no course-embedded tutoring program or any support for gatekeeper courses in place until the inception of Student Equity Funds. This activity began in February 2016, and will continue on an ongoing basis during the primary semesters and intersessions through the 2017-2018 academic year. General funds will continue to support the facilities and time and effort for existing faculty and research staff. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, trainers, and materials.
  - This intervention is based on a literature review of relevant research and/or successful practices. Resources include:
    - Maxwell, M. (1997a). *What are the Functions of a College Learning Assistance Center?* ERIC ED 413 031.
    - Community College Management Practices That Promote Student Success, Jenkins, 2006.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	1/1/15 – 6/30/18	$500,000/year	General Fund – In Kind

- *F.3 Link to Goal*
  - By providing course-embedded tutoring for the courses that have high enrollment rates and low pass rates, the college will provide more high-touch and course-specific academic support for the courses that students struggle with most. With enhanced support for these courses, students who are disproportionately impacted will pass these classes and complete these basic skills pathways at higher rates, thus making progress toward closing the equity gap by 2018.

- *F.3 Evaluation*
  - The Center for Academic Success Director has met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Formative data, including surveys, test scores, and output reports will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine course success data and disaggregate them by ethnicity and foster youth status to detect changes in course success rates.

F.4 Strengthen the academic support provided to underserved students by continuing to support the Peer-to-Peer Mentor program; current and former Pierce students who are highlighted in the Student Equity Plan will continue to be recruited and selected as both mentors and protégés through a pipeline in which protégés become mentors.

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

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

- *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
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*: (Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.4	Students who are African American/Black	3,394
F.4	Students who are former foster youth	793
F.4	Students who are male	1,505
F.4	Students who are Latino	1,225
F.4	Students who are Filipino	139
F.4	Students who are veterans	846
F.4	Students who are low income	2,027
F.4	Students with a documented disability	3,352

- *F.4 Activity Implementation Plan*
  - Pierce College developed and implemented the Peer-to-Peer Mentor program using Student Success and Support Program (SSSP) funds in 2015. This activity will continue on an ongoing basis during the primary semesters and intersessions through the 2017-2018 academic year. In the 2016-2017 academic year, the college will explore the feasibility of adding a "Faculty to Student" mentor program to support the existing Peer-to-Peer Mentor program.
  - General funds will continue to support the facilities and time and effort for existing faculty and research staff, and SSSP will continue to fund the core services, including time and effort and resources, for this program. Student Equity Funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, trainers, and materials needed to recruit students who are disproportionately impacted, as identified in this plan.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	6/1/15 – 6/30/18	$10,000/year	General Fund – In Kind; SSSP: $147,391

- *F.4 Link to Goal*
  - By providing peer-to-peer mentoring for students who have lower course success rates, the college will provide more high-touch and individualized academic support. Both mentors and protégés will receive a greater level of support and connection to the campus. With

enhanced support and connection, students who are disproportionately impacted will succeed at higher rates, thus making progress toward closing the equity gap by 2018.

- *F.4 Evaluation*
  - The Peer-to-Peer Mentor Director has met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data are collected regularly to assess the effectiveness of this activity. Formative data, including surveys and output reports will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine success data and disaggregate them to detect changes in success rates.

F.5 Create partnerships between campus programs (i.e. ASO's Social-Cultural Committee; DSPS, EOPS, CalWORKs, Athletics, Guardian Scholars, CAS, ASO, Veterans, CAFYES, Chaffey Grants, etc.) to promote and incentivize participation in student success programs (i.e. Library Consult, tutoring, peer mentor program, assessment preparation programs, etc.).

- *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
	Research and Evaluation	X	Professional Development		

Sample Student Equity Plan Template - 64

- ***Target Student Group(s)*** & # of Each Affected*:(Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.5	Students who are African American/Black	3,394
F.5	Students who are former foster youth	793
F.5	Students who are male	1,505
F.5	Students who are Latino	1,225
F.5	Students who are Filipino	139
F.5	Students who are veterans	846
F.5	Students who are low income	2,027
F.5	Students with a documented disability	3,352

- ***F.5 Activity Implementation Plan***
- Pierce College's existing general and categorical funds currently support these programs and services, and will continue to do so. However, these programs and services will now use Student Equity Funds to support a community of practice in which the coordinators of these programs participate in professional learning around issues relating to Student Equity and then actively promote and recruit participation of these success programs among their student. This activity will begin in spring 2016 and will continue on an ongoing basis during the primary semesters and intersessions through the 2017-2018 academic year, with formal meetings held at least once per semester. Student Equity Funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort and materials needed to implement improved professional learning and coordination among these programs.
- This intervention is based on a literature review of relevant research and/or successful practices. Resources include:
    - o Roueche, R. E. & Roueche, S. D. (1999). High Stakes, High Performance: Making Remedial Education Work. Washington, DC: Community College Press.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.5	2/1/16 – 6/30/18	$10,000/year	General Fund – In Kind

- ***F.5 Link to Goal***

- By creating a cohesive community of practice, which includes opportunities for professional learning and increased coordination among current coordinators of campus programs and services, more underserved students will have the opportunity benefit from multiple programs and services on campus. With increased support and services, underserved students will achieve higher success rates, thus making progress toward closing the equity gap by 2018.

- *F.5 Evaluation*
- The Equity Coordinator will meet with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst in January 2016 to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Formative data, including surveys and output reports, will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine success data and disaggregate them to detect changes in success rates.

F.6 Conduct inquiries to identify common strengths, needs, and experiences among student groups highlighted in the Equity Plan (e.g. veterans, Men of Color, students who have a documented disability, etc.).

- *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		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		

- *Target Student Group(s)* & # of Each Affected*: (Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.6	Students who are African American/Black	3,394
F.6	Students who are former foster youth	793
F.6	Students who are male	1,505
F.6	Students who are Latino	1,225
F.6	Students who are Filipino	139
F.6	Students who are veterans	846
F.6	Students who are low income	2,027
F.6	Students with a documented disability	3,352

- *F.6 Activity Implementation Plan*
  - The college has some understanding of these equity gaps as a result of the data collected through the Student Equity Planning Process. The college will gather more nuanced quantitative and qualitative data to better understand how the institution can improve its programs and services. Two inquiries will be conducted: (1) A mixed methods inquiry that will include focus groups, interviews, and collected and disaggregated data around characteristics such as majors, career goals, types of benefits and services utilized, and emergent themes around intersectionality (income, SES, race, gender, disability, etc.) among current students; (2) Conduct a longitudinal inquiry that tracks student performance in a given term who are enrolled in different programs on campus (i.e. EOPS, CalWORKs, DSPS, etc); these data will be disaggregated by gender, ethnic group, age and disability. (3) Conduct a "Secret Shopper" program in which campus offices, programs, and services that would be used by underserved students are evaluated, and generate a report summarizing the findings.
  - The aim of this inquiry is to better understand the nature of these populations' gaps and to identify additional actions that can be taken to close access equity gaps among students who are former foster youth and students who are African American/Black, as well as to close other identified equity gaps, by 2018. These inquiries will be conducted during the 2015-2016 academic year.
  - Student Equity Funds will be combined with general funds to conduct this inquiry. General funds will continue to support the facilities and time and effort for existing faculty and research staff. Student Equity Funds will continue to be used to support time and effort of the Equity and Success Assistant Research Analyst, as well as needed materials. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	7/1/16 – 6/30/17	$70,000, as well as funds listed in A.2	General funds – In kind

- *F.6 Link to Goal*
  - With an improved understanding of the strengths and needs of underserved student populations, the college can identify and implement improved campus programs and services. These improved campus programs and services will lead to greater success rates for students who are currently underserved, thus making progress toward closing the equity gap by 2018.

- *F.6 Evaluation*
  - Benchmarks and outputs for this inquiry will be established in January 2016. Once established, outputs will be assessed at scheduled intervals between 7/1/16 and 6/30/18. A report of inquiry findings will be distributed campus-wide in Fall 2016.

F.7 Conduct outreach to faculty and students to raise awareness around programs, services, and professional learning opportunities that relate to issues around Student Equity.

- *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		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		

- *Target Student Group(s)* & # of Each Affected*: (Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.7	Students who are African American/Black	3,394
F.7	Students who are former foster youth	793
F.7	Students who are male	1,505
F.7	Students who are Latino	1,225
F.7	Students who are Filipino	139
F.7	Students who are veterans	846
F.7	Students who are low income	2,027
F.7	Students with a documented disability	3,352

- *F.7 Activity Implementation Plan*

- Several outcomes are associated with this activity: (1) Provide faculty with a planner at the beginning of the semester that lists all of the Student Equity programs and professional learning opportunities; (2) Deliver these planners at Opening Day and Student Success Conference; (2) In consultation with the Public Relations Specialist, create a comprehensive outreach plan that includes the campus website, fliers and personal invitations, multi-lingual brochures, and social media; (3) Increase collaboration between faculty, staff, administrators, and ASO to promote student activities through social media (Instagram, Tumblr, Vine, etc.), Google Calendars, etc.
- Some outcomes for these efforts, like multi-lingual outreach materials, were conducted in fall 2015 with the inception of Student Equity Funds. The other outcomes in this activity will begin in spring 2016. This activity will continue on an ongoing basis during the primary semesters and intersessions through the 2017-2018 academic year. General funds will continue to support the facilities and time and effort for existing faculty and staff. Student Equity Funds will be used to create targeted outreach for specific activities for specific student groups. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund time and effort and other resources needed to conduct a comprehensive outreach campaign.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	10/1/15 – 6/30/17	$15,000/year	General funds – In kind

- *F.7 Link to Goal*
  - With increased outreach to students and educators around programs, services, and professional learning opportunities that relate to Student Equity, more of the campus community will become involved in a campus culture of Student Equity and success. More underserved students will have the opportunity to benefit from multiple programs and services on campus. With increased support and services, students who are disproportionately impacted will succeed at higher rates, thus making progress toward closing the equity gap by 2018.

- *F.7 Evaluation*
  - The Equity Coordinator will meet with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst in January 2016 to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Output assessments will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine success data and disaggregate them to detect changes in course success rates.

F.8 Develop and implement a One Book One Campus program using literature that raises awareness around issues related to Student Equity. Encourage faculty who teach gatekeeper courses and other transfer level courses to participate.

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

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

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	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*:(Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.8	Students who are African American/Black	3,394
F.8	Students who are former foster youth	793
F.8	Students who are male	1,505
F.8	Students who are Latino	1,225
F.8	Students who are Filipino	139
F.8	Students who are veterans	846
F.8	Students who are low income	2,027
F.8	Students with a documented disability	3,352

- *F.8 Activity Implementation Plan*
  - Several outcomes are associated with this activity; (1) Select a text for each semester; (2) Recruit and support faculty to participate in this program; (3) Conduct activities and events throughout the semester to reinforce the theme of the selected text; (4) Provide academic support to students who are participating in these courses.

- The planning stages of this activity began in fall 2015 with the inception of Student Equity Funds. This program will be launched in spring 2016 using a book about the experiences of returning veterans. This activity will continue on an ongoing basis during the primary semesters through the 2017-2018 academic year. General funds will continue to support the facilities and time and effort for existing faculty and staff, and Basic Skills Initiative funds will be used to help promote this program in developmental education courses. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund time and effort and other resources needed to conduct a comprehensive One Book One Campus program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.8	2/1/16 – 6/30/17	$50,000/year	General funds – In kind; BSI - $5,000

- *F.8 Link to Goal*
  - With a One Book One Campus program that focuses on a theme related to Student Equity, faculty and students become engaged in a campus-wide dialogue about literacy as well as about relevant equity issues. Underserved students enrolled in these courses benefit from additional support in and out of the classroom. With improved campus climate and increased campus engagement, students who are underserved will succeed in their courses and programs of study at higher rates, thus making progress toward closing the equity gap by 2018.

- *F.8 Evaluation*
  - The One Campus One Book Coordinator has met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Output assessments will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine success data and disaggregate them to detect changes in course success rates.

F.9 Support new and continuing students by providing in-depth, tailored orientations for student groups (i.e. new students, athletes, students who test into developmental English or math) that feature activities and resources promoting student success in college life and classes that are contextualized to each student group.

- *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		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*:(Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.9	Students who are African American/Black	3,394
F.9	Students who are former foster youth	793
F.9	Students who are male	1,505
F.9	Students who are Latino	1,225
F.9	Students who are Filipino	139
F.9	Students who are veterans	846
F.9	Students who are low income	2,027
F.9	Students with a documented disability	3,352

• *Activity Implementation Plan*

• This activity will be ongoing, and it will be funded partially out of SSSP and partially out of Student Equity. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort and materials needed to implement this activity.

- This intervention is based on a literature review of relevant research and/or successful practices. Resources include:
  - Boylan, H. R., and Saxon, D. P. (2002). *What Works in Remediation: Lessons from 30 Years of Research.* Prepared for the League for Innovation in the Community College. Retrieved October 10, 2006 from http://www.ncde.appstate.edu/reserve_reading/what_works.htm

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.9	2/6/16 – 6/30/18	$8,000/year	SSSP: $102,674

- *F.9 Link to Goal*
- By providing student groups with relevant, contextualized orientations that feature activities and resources promoting student success in college life and classes, students will start college with a better understanding of what is expected of them. They will also experience a greater sense of connection to the college. This will, in turn, lead to greater success rates for underserved students, thus making progress toward closing the equity gap by 2018.

- *F.9 Evaluation*
- The New Student Program Director will meet with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Output assessments will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine success data and disaggregate them to detect changes in course success rates.

F.10 Increase support for students in the beginning of the semester by (1) Promoting the use of Early Alert by faculty and (2) Developing a "Starting Students off Right" handbook/website for faculty; this will be a reference resource to assist faculty to support students early in the semester.

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

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

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	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*:(Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.10	Students who are African American/Black	3,394
F.10	Students who are former foster youth	793
F.10	Students who are Latino	1,225

- *F.10 Activity Implementation Plan*
  - The Early Alert system is funded and supported by the general fund. However, the system is not used to its full potential. Student Equity Funds will be used to train faculty to use the system and to fund staff to help bolster its usage. Equity funds will also be used to develop a handbook for faculty that provides tips, resources, and instructions for how to provide support for struggling students in the beginning of the semester. These activities will begin in fall 2016 and will continue on an ongoing basis during the primary semesters and intersessions through the 2017-2018 academic year. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.10	9/5/16 – 6/30/18	$2,242 year	General fund – In kind

- *F.10 Link to Goal*
  - By identifying student barriers and addressing them effectively early in the semester, students who are underserved will be able to address their barriers and succeed in their courses at higher rates, thus making progress toward closing the equity gap by 2018.

- *F.10 Evaluation*

- The Early Alert Coordinator will meet with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst in February 2016 to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Output assessments and surveys will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine success data and disaggregate them to detect changes in success rates.

F.11 Design Student Services policies and procedures that require incoming students to declare a major.

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

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

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
	Research and Evaluation		Professional Development		

- *Target Student Group(s)* & # of Each Affected*:(Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.11	Students who are African American/Black	3,394
F.11	Students who are male	1,505
F.11	Students who are Latino	1,225
F.11	Students who are Filipino	139
F.11	Students who are veterans	846
F.11	Students who are low income	2,027

F.11	Students with a documented disability	3,352

- *F.11 Activity Implementation Plan*
  - Outcomes associated with this activity include: (1) Conduct a comprehensive "in-reach" campaign to offices and student clubs that represent disproportionately impacted student groups; (2) Translate outreach materials into other languages; (3) Personalized emails, letters, and phone calls to underrepresented students.
  - This activity will begin in spring 2016 and continue on an ongoing basis during the primary semesters and intersessions through the 17-18 academic year. The goal will be that 100% of incoming students declare of a major/program of study by the completion of 15 units. SSSP is funding the majority of these activities already; Student Equity Funds will be used to conduct additional outreach to underserved groups. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.11	2/1/16 – 6/30/18	$20,000/year	

- *F.11 Link to Goal*
  - Through more targeted outreach efforts and high-touch counseling efforts, more students who are underrepresented will declare majors. Thus, more of these students will complete their academic goals, including degree, certificate, or transfer, thus making progress toward closing the equity gap by 2018.

- *F.11 Evaluation*
  - The SSSP Director has met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Output assessments and surveys will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine success data and disaggregate them to detect changes in course success rates.

F.12 Develop targeted financial information to specific populations (e.g. AB 540 students, veterans, former foster youth, DSPS and EOPS).

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

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

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
	Research and Evaluation		Professional Development		

- **Target Student Group(s)** & # of Each Affected*:(Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.12	Students who are African American/Black	3,394
F.12	Students who are male	1,505
F.12	Students who are Latino	1,225
F.12	Students who are Filipino	139
F.12	Students who are veterans	846
F.12	Students who are low income	2,027
F.12	Students with a documented disability	3,352

- *F.12 Activity Implementation Plan*
- There are several outcomes associated with this activity, including: (1) Conduct a comprehensive "in-reach" campaign to offices and student clubs that represent disproportionately impacted student groups; (2) Translate outreach materials into other languages; (3) Personalize emails, letters, and phone calls to underrepresented students.
- The infrastructure for this activity was built in fall 2015 with the inception of Student Equity Funds. This activity will begin in spring 2016 and will continue on an ongoing basis during the primary semesters and intersessions through the 2017-2018 academic year. Financial aid funds some workshops; Student Equity Funds will be used to develop and disseminate targeted, specific financial aid workshops to help

underrepresented students highlighted in the Student Equity Plan to learn about and obtain financial aid. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.12	2/1/16 – 6/30/18	$10,000/year	

- *F.12 Link to Goal*
  - Through more targeted outreach efforts and high-touch financial aid efforts, more students who are underrepresented will obtain needed financial resources so that they can continue with their studies. Thus, more of these students will complete their academic goals, including degree, certificate, or transfer, thus making progress toward closing the equity gap by 2018.

- *F.12 Evaluation*
  - The Financial Aid Director has met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst and created a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data will be collected regularly to assess the effectiveness of this activity. Output assessments and surveys will be collected at scheduled intervals throughout the academic year. In addition, each March, the evaluation team will examine success data and disaggregate them to detect changes in course success rates.

F.13 Continue to collect and analyze data and disaggregate said data based on students who participated in one or more of our learning communities (Algebra Success at Pierce, Statway, Summer Bridge) and cohort-based learning programs (PACE, Daytime PACE) to further explore the impact of these learning cohorts on underserved groups.

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

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

- *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		

- **F.13 Target Student Group(s)** & # of Each Affected*: (Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.13	Students who are African American/Black	3,394
F.13	Students who are former foster youth	793
F.13	Students who are male	1,505
F.13	Students who are Latino	1,225
F.13	Students who are Filipino	139
F.13	Students who are veterans	846
F.13	Students who are low income	2,027
F.13	Students with a documented disability	3,352

- *F.13 Activity Implementation Plan*
  - The college has some understanding of this equity gap as a result of the data collected through the Student Equity planning process. The college will gather more nuanced quantitative data to better understand how the institution can improve its programs and services. The aim of this inquiry is to identify additional actions that can be taken to strengthen English and math learning communities as well as other cohort-based learning programs to close access equity gaps among disproportionally impacted students by 2018.
  - These inquiries will occur annually through the 2017-2018 academic year. These learning communities are funded out of SSSP, BSI, and the general fund. Student Equity Funds will be combined with general funds to conduct this inquiry. General funds will continue to support the facilities and time and effort of existing faculty and research staff. Student Equity Funds will continue to be used to support time and effort of the Equity and Success Assistant Research Analyst, as well as needed materials. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.13	6/1/16 – 6/30/18	$1,000/year	General funds: $50,000

		SSSP: $84,569

- *F.13 Link to Goal*
  - With an improved understanding of the strengths and needs of underserved students who are enrolled in these developmental English and math learning communities and other cohort-based learning programs, the college can identify and implement improved programs and services that will benefit disproportionately impacted students. These improved campus programs and services will lead to greater success rates for students who are currently underserved, thus making progress toward closing the equity gap by 2018.

- *F.13 Evaluation*
  - Reports will be distributed on an annual basis. In addition, each March, the evaluation team will examine success data and disaggregate them to detect changes in pathway completion rates.

F.14 Continue to scale up and support developmental math and English learning communities and cohort-based learning programs, like Statway, ASAP, Summer Bridge, PACE, and Daytime PACE.

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

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

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	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*: (Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.14	Students who are African American/Black	3,394
F.14	Students who are former foster youth	793
F.14	Students who are male	1,505
F.14	Students who are Latino	1,225
F.14	Students who are Filipino	139
F.14	Students who are veterans	846
F.14	Students who are low income	2,027
F.14	Students with a documented disability	3,352

- *F.14 Activity Implementation Plan*
  - This activity will include a targeted outreach campaign to attract more underserved students to these successful programs. Other activity outcomes will be based on the recommendations that emerge from the ongoing inquiry described in Activity F.13.
  - These learning communities and cohorts are funded out of SSSP, BSI, and the general fund. Student Equity Funds will be combined with general funds to conduct outreach targeted to underserved students, and to support these learning communities based on the findings of the inquiry described in Activity F.13. General funds will continue to support the learning communities and cohort-based learning programs. Equity funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials to make these existing programs more accessible to underrepresented student groups highlighted in this plan.
  - This intervention is based on a literature review of relevant research and/or successful practices. Resources include:
    - Community College Management Practices That Promote Student Success, Jenkins, 2006.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.14	6/1/16 – 6/30/18	$8,023/year	BSI- $10,000/year

- *F.14 Link to Goal*
  - Many of these learning communities already have smaller equity gaps than traditional pathways. Improved learning communities will lead to greater course success rates and basic skills pathway completion rates for students who are currently underserved. These higher pass

rates and completion rates will, in turn, lead to higher rates of degree, certificate, and transfer requirement completion, thus making progress toward closing the equity gap by 2018.

- *F.14 Evaluation*
  - Benchmarks will be established as recommendations emerge from the ongoing inquiry into the strengths and needs of students in these learning communities who are underserved. Benchmarks and outputs for this inquiry will be established in January 2016. A report of inquiry findings will be distributed campus-wide annually beginning fall 2016.

F.15 Conduct a "Town Hall" to support interest, engagement, and success in general education courses.

Indicators/Goals to be affected by the activity

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

- *Activity Type(s)*

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	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*: (Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.15	Students who are Filipino	139
F.15	Students who are Latino	971
F.15	Students who have a documented disability	134
F.15	Students who are low income	2,027
F.15	Students who are African American/Black	3,394

- *F.15 Activity Implementation Plan*
  - After researching the issue and making recommendations, students meet at a Town Hall event with community leaders, faculty, and other students, in which they meet and discuss the selected topics.
  - This project was based on the Town Hall project in Chico State. That Town Hall project has closed the equity gap for participants. In a "Town Hall" project, general education and other transferrable courses participate in a project in which students select real-world problems from a pre-set list and research solutions as part of their course curriculum. Students then attended a "Town Hall" event at the end of the semester with faculty, other students, and community members and discussed common issues and recommended solutions. Courses selected to participate were transfer-level courses in which underserved students highlighted in the Student Equity Plan were overrepresented.
  - The first Pierce Town Hall event was held in spring 2015, and was funded out of Student Equity. Students who participated fully in Town Hall had higher course success rates than students who were not enrolled in Town Hall courses. Based on evaluations of the last Town Hall, several modifications have been made. The pre-set list of topics will include topics that are related to Student Equity. Also, supplemental workshops, tutoring, and other resources will be offered to support students as they conduct research and write up their results. Faculty who teach Town Hall sections will make the Town Hall project a mandatory part of their course curriculum, and attendance at the Town Hall event will be heavily incentivized.
  - This event will be held each spring semester through spring 2018. The college general fund supports the cost of the courses. Student Equity Funds are used to fund time and effort and resources associated with coordinating the Town Hall project, the Town Hall event, faculty professional learning associated with facilitating Town Hall, and evaluation of the project. Student Equity Funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.15	2/1/15 – 6/30/18 (each spring)	$50,000/year	

- *F.15 Link to Goal*
  - Students who are more highly engaged in their general education curriculum are more likely to pass their classes and move on to complete their transfer requirements. By engaging students in real-world problem-posing and problem-solving, students will become more highly engaged in these general education and transfer-level courses. If the courses that are targeted are those in which students highlighted in the Student Equity Plan are overrepresented, these students will complete their courses and transfer requirements at higher rates, thus making progress toward closing the equity gap by 2018.

- *F.15 Evaluation*
  - The Town Hall Director has met with the Dean of Institutional Effectiveness and the Student Success and Equity Assistant Research Analyst to create a comprehensive evaluation plan to assess outcomes that are associated with this activity. Both formative and summative data have been collected regularly to assess the effectiveness of this activity. Output assessments and surveys have been and will continue to be collected at the end of each spring semester Town Hall event. In addition, each March, the evaluation team will examine course success and transfer data and disaggregate them to detect changes in course success rates.

F.16 Hire a Student Equity staff, including a Coordinator and Research Analyst, and support staff to facilitate the overall coordination and evaluation of the Student Equity Plan.

- *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)*

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*: (Since "# of Each Affected" will differ for different goals, the largest number affected of all goals is used here)

ID	Target Group(s)	# of Students Affected
F.16	Students who are African American/Black	3,394
F.16	Students who are former foster youth	793
F.16	Students who are male	1,505
F.16	Students who are Latino	1,225

F.16	Students who are Filipino	139
F.16	Students who are veterans	846 (access count)
F.16	Students who are low income	2,027
F.16	Students with a documented disability	3,352

- *F.16 Activity Implementation Plan*

- The college will hire a full time Student Equity Coordinator and a 50% of an Assistant Research Analyst to oversee and evaluate the activities associated with this plan. The Assistant Research Analyst will be funded 50% out of Student Equity and 50% out of SSSP. Student Equity Funds will not be used to supplant any activities previously funded through general funds. Rather, these funds will be used to fund additional staff, time and effort, and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.16	1/1/15 – 6/30/18	$205,800	SSSP – $38,500; General Fund – In Kind

- *F.16 Link to Goal*
- This activity will allow the college to coordinate and evaluate all Student Equity Activities.

- *F.16 Evaluation*

- Job descriptions, along, with outcomes, have been written for both of these positions. These employees will be evaluated annually based on those job descriptions. In addition, each March, the evaluation team will examine success data and disaggregate them to detect changes in success rates.

Summary Budget

As the Equity Plan is aligned with existing college plans, like the Master Plan, the SSSP, the BSI Plan, and AtD Plan, and various office and department annual plans, the funding for these activities will also be aligned with the resources available through these various sources. Many of the activities, like the peer mentor program and the learning communities, are already funded through the general fund, grants, or categorical funds. For these activities, Equity funding may be used to further align these programs with the needs of these underserved students if it is required. For new activities, funding will come from a combination of Equity resources and general fund resources.

Insofar as additional resources will be required to meet the needs of these underserved students, and due to the fact that these funds cannot be procured through existing resources, Equity funding will be used. The task force has prepared a budget that concentrates most of these Equity resources on closing two gaps: The basic skills completion gap and the transfer gap. This decision was made because these two areas have the highest number of gaps, they have the highest number of large (over a 60%) gaps, and the gaps are among the largest. Among the remaining gaps, more resources will be dedicated to closing the degree and certificate completion gap than the other two gaps; the reason for this is that the degree and certificate gaps are larger than the gaps in access and course completion and because that goal fits into our "Completion Agenda" that the college has set for itself. Resources will be split evenly between closing the access gap and the course completion gap. A staff adding up to 1.0 FTE will be hired from these funds to meet the overall coordination, institutional research, and professional learning needs associated with this plan.

Success Measure	Underserved Groups	Funding
Access	Foster Youth, Veterans, Male	$220,000
Course Completion	African American/Black, Foster Youth	$121,400
Basic Skills Completion (3 areas)	Latino, African American/Black (Latino gap in all 3 areas; African American/Black gap in 2 areas)	$100,000
Degree and Certificate Completion	Male, African American/Black, Latino	$85,000
Transfer	African American/Black, Filipino, Latino, Veterans, low income, and students who have a documented disability	$125,000
Multi-Goal Activities		$1,493,265
Total		2,144,665

While this plan represents an estimation of how the college will distribute Equity resources, the task force will continue to work through the spring 2016 semester to create a more nuanced, integrated, and comprehensive spending plan for new activities. Driven by the activities outlined in this plan, the college stakeholders who are interested in leading these activities will complete funding proposals that will be reviewed, revised, and approved by the task force. These funding proposals will require that activity leaders address the following 5 areas:

1. *Integrated Planning* – Projects must align with at least one other major college plan, with a special emphasis on those activities that can demonstrate alignment with activities associated with the SSSP plan. In order to be considered for funding, the activity must be integrated into the department or division's annual plan.
2. *Requirements for Funding* – Following the guidelines outlined in the Equity Plan instructions, each project must demonstrate that they meet the minimum qualifications for receiving Equity funds. Specifically, each project must meet a need identified in the Equity Plan.
3. *Equity Disparity* – Each project leader must clearly demonstrate which identified student-need the activity will address.
4. *Work Plan* – Each project must follow the work plan outlined in the Equity Plan, and it must include an evaluation plan. Each activity will be reviewed annually.
5. *Funding Request* – Each activity must have a detailed spending plan associated with it.

Once these funding requests are submitted, task force members will evaluate each request according to a rubric. This rubric was adapted from a rubric used to evaluate activities funded by the Basic Skills Initiative. This rubric scores each activity based on 6 areas: (1) The need for the project; (2) The viability of its evaluation plan; (3) the potential for scalability; (4) the project's sustainability (if Equity resources were reduced or redistributed); (5) The connectivity or alignment to other college plans and; (6) The professional learning associated with each activity. This funding proposal is attached as Appendix A of this Equity Plan.

By March 1, 2015 the new activities added to the Student Equity Plan will be completed. Each March, these activities will be reviewed, and funding will be renewed based on the extent to which the activity objectives were reached.

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

Each goal has a set of activities associated with it, and each activity has one or more measureable outcomes associated with that. These outcomes were developed in consultation with the Dean of Institutional Effectiveness, who served on the Equity Advisory Task Force. The staff in the Office of Institutional Effectiveness will support Activity Leaders on an ongoing basis to develop evaluation tools, collect and analyze data, and revise activities based on those evaluations. The timeline for evaluation will vary for each activity; each outcome has a target date for completion associated with it, and that target date will determine when the evaluation will be completed. However, an annual report will be prepared in advance of the March review of the college's Equity Plan. In order to complete that plan in March, individual program evaluations will be completed in fall when annual plans are due.

Attachments

ATTACHMENT A:

EQUITY FUNDING PROPOSAL

PROJECT ID: *(ASSIGNED)*		**PROJECT TITLE:**	
PROJECT DIRECTOR(S):			**TOTAL DOLLAR AMOUNT REQUESTED** *(INCLUDE A DETAILED BUDGET)*	

PROVIDE AN PROJECT DESCRIPTION:

INTEGRATED PLANNING:

Equity funded programs and services must demonstrate that they are integrated into the existing college plans (e.g. Educational Master Plan, SSSP, BSI, AtD, etc.). Please indicate which existing college plans this proposed project is aligned with, and with which goals this proposed project is aligned:

- ❑ Achieving the Dream: (specify goal[s]s or activity[ies])_____
- ❑ Basic Skills Initiative: (specify goal[s]s or activity[ies])_____
- ❑ Student Success and Support Program: (specify goal[s]s or activity[ies])_____
- ❑ Educational Master Plan: (specify goal[s]s or activity[ies])_____
- ❑ Strategic Plan: (specify goal[s]s or activity[ies])_____
- ❑ Other: (specify plan & goal[s]s or activity[ies])_____

REQUIREMENTS FOR FUNDING:

All proposed programs and services must:

- ❑ Be integrated into an annual plan (annual plans can be updated at any time) (Specify Annual Plan): _____
- ❑ Address the target populations and success indicators of the Student Equity Plan
- ❑ Be based on the disproportionate impact, study, goals, and activities described in the college Student Equity Plan

TYPE OF PROGRAM/SERVICE (EXAMPLES OF ELIGIBLE EXPENDITURES AND ACTIVITIES)

- ❑ Outreach to underrepresented student groups and communities.

- ❑ Student services and categorical programs that directly support improved outcomes on success indicators for populations prioritized in the Student Equity Plan.
- ❑ Student Equity related research and evaluation.
- ❑ Hiring a Student Equity Program Coordinator and staff.
- ❑ Supporting Student Equity Planning Processes.
- ❑ Professional development on the effects of inequities; methods for detecting and researching them; effective practices for improving outcomes.
- ❑ Adapting academic or career-related programs and courses to improve Student Equity outcomes.
- ❑ Providing embedded-tutoring, counseling support for learning communities, and other instructional support services.
- ❑ Targeted publications and outreach materials.
- ❑ In-State travel in support of Student Equity.
- ❑ Other (specify):_____

EQUITY DISPARITY (SPECIFIED IN THE EQUITY PLAN) THAT THIS PROGRAM/SERVICE ADDRESSES (CHECK ALL THAT APPLY):

- ❑ Foster Youth, Access
- ❑ Foster Youth, Course Completion
- ❑ Veterans, Access
- ❑ Veterans, Transfer
- ❑ Latino – Basic Skills Pathway Completion (Specify ESL, English, or Math)
- ❑ Latino – Transfer
- ❑ African American/Black - Basic Skills Pathway Completion (Specify ESL, English, or Math)
- ❑ African American/Black - Course Completion
- ❑ African American/Black - Transfer
- ❑ Male – Degree and Certificate Completion
- ❑ Filipino - Transfer

WORK PLAN (GOALS AND OUTCOMES):

Activity	Expected Outcome	Target Date(s)	Responsible Parties	Evaluation Plan

FUNDING REQUEST:

FUNDING REQUEST:	DESCRIPTION:	PROJECTED COST:
PERSONNEL:		
EQUIPMENT AND SUPPLIES:		
TRAVEL: (IN STATE ONLY)		$0
OTHER COMPONENTS:		$0
TOTAL: (REMEMBER TO CHECK YOUR ARITHMETIC!)		

EVALUATION RUBRIC

	Needs Improvement 1 pts	Developing 2 pts	Proficient 3 pts	Score	Notes
Need for Project	Needs Improvement	Developing	Proficient		
Is there a sound or strong reason to develop your project or program? Is it aligned with the college's goals?	No clear documentation of alignment with college or Student Success goals and objectives provided; not grounded in sound research or best practices.	Project has one or two of the "proficient" qualities.	Project is aligned with the college's strategic plan; project is aligned with student success goals and objectives; project is based in sound research and/or best practices.		
Evaluation Plan	Needs Improvement	Developing	Proficient		
How will you measure the project's stated goals and outcomes?	Proposal has no project evaluation plan, or research plan has a limited ability to gather credible qualitative or quantitative data.	Proposal has a project evaluation plan that is limited in scope or time period.	Evaluation plan yields robust qualitative and/or quantitative data gathered on a regular basis longitudinally.		
Scalability	Needs Improvement	Developing	Proficient		
Can your project be expanded to serve more students? Are the costs and resources associated with expanding the program realistic?	Project has limited ability to expand to serve more students than its initial pilot population.	Project has the ability to grow beyond its pilot, but may have limited ability to serve all of the students who need or want it.	Project has the ability to expand to serve all of the students who need and/or want it.		
Sustainability/ Institutionalization	Needs Improvement	Developing	Proficient		
Can your project be sustained beyond the initial equity funding period (e.g. through general funds, categorical funds, materials fees, etc.)?	Project is dependent on categorical or special funds; institutionalization is not addressed.	Pilot is funded through categorical or special funds, and there is a plan in place to institutionalize the project if successful.	Pilot is partially funded through categorical or special funds, and partially funded through general funds with a plan in place to institutionalize it.		
Connectivity	Needs Improvement	Developing	Proficient		
Does your project provide opportunities for collaboration across campus? For example: does it link SSSP, BSI, Strategic/Master Plan, or AtD?	Project operates in isolation.	Project has a few connections among SSSP, BSI, Strategic/Master Plan, and AtD.	Project fully connects with one or more of the following: SSSP, BSI, Strategic/Master Plan, and AtD		
Professional Development	Needs Improvement	Developing	Proficient		
Does your project allow for professional development opportunities? Do you share your experiences (successes and failures) with your colleagues?	Project includes no professional development opportunities, or opportunities are limited in number or scope.	Project includes professional development opportunities for targeted departments or groups constituencies (e.g. intra-department only).	Project includes professional development opportunities as integral to the project's success.		