



2014-2017

STUDENT EQUITY PLAN



Adopted by SCCD Governing Board
December 17, 2014
(Updated December 15, 2015)

Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91910-7299

Mission Statement

Southwestern Community College District, the only public institution of higher education in southern San Diego County, provides services to a diverse community of students by providing a wide range of dynamic and high quality academic programs and comprehensive student services, including those offered through distance education. The College District also stimulates the development and growth of the region through its educational, economic and workforce opportunities, community partnerships and services.

Southwestern Community College District promotes student learning and success and prepares students to become engaged global citizens by committing to continuous improvement that includes planning, implementation and evaluation. The College District provides educational opportunities in the following areas: associate degree and certificate programs; transfer; professional, technical, and career advancement; basic skills; personal enrichment and continuing education.

***Southwestern Community College District Policy No. 1200
Revised & Adopted by SWC Governing Board on January 14, 2015***

SOUTHWESTERN COLLEGE STUDENT EQUITY PLAN

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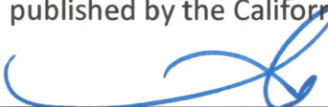
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Southwestern College

Student Equity Plan Signature Page

District: Southwestern College **Board of Trustees Approval Date:** 12/15/15

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



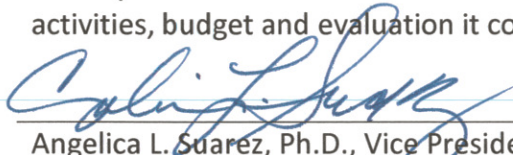
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I certify that the student equity categorical funding allocated to my college will be expended in accordance to the student equity expenditure guidelines published by the CCCCCO.



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



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



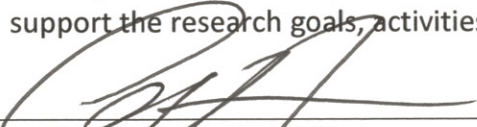
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I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.



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


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Executive Summary

EXECUTIVE SUMMARY

THE COLLEGE

Southwestern Community College District (SCCD) is a two-year educational institution which consists of one college and three comprehensive educational centers, commonly referred to as Southwestern College (SWC). The College is the only institution of higher education located in the southern portion of San Diego County. Its location –nestled between the City of San Diego and the U.S.-Mexico international border on a 156-acre plot –positions it to play an important role in the intellectual growth of the more than 400,000 residents. Serving approximately 20,000 students every semester, Southwestern College offers more than 320 associate degree and certificate options.

THE BACKGROUND TO THE STUDENT SUCCESS AND EQUITY INITIATIVE

In January 2011, the Chancellor’s Office convened the Student Success Task Force (SSTF) composed of key stakeholders in the California Community Colleges to identify best practices in community colleges focused on student success and completion. The SSTF developed 22 recommendations with eight focus areas targeted at increasing college and career readiness, strengthening support for entering students, aligning course offerings to meet student needs, improving education of basic skills students, revitalizing/re-envisioning professional development, increasing the coordination among colleges and aligning resources with student success recommendations. Consequently, Senate Bill 1456 (Seymour-Campbell Student Success Act of 2012) put many of the SSTF recommendations into legislation, and several recommendations were implemented through regulatory changes issued by the Board of Governors. In essence, the Student Success Act of 2012 provided the foundation to implement several of the SSTF recommendations. More specifically, it set goals to increase the number of students who earn a degree, certificate, career advancement, or transfer to a four-year institution; restructured delivery of student support services to intentionally engage students at the beginning of their educational experience; and directed funding to core services of orientation, assessment, counseling/advising to assist students with targeted educational planning. These efforts became known as the Student Success Initiative designed to not only increase student access to higher education, but also to increase student success and completion. Embedded in this initiative (and Student Success Act), is the development of a Student Equity Plan that requires colleges to consistently analyze data to identify achievement gaps and develop targeted interventions designed to close student achievement among underrepresented groups thus ensuring access, success and equity for all students (Education Code 78216 (c)(7)).

SUMMARY OF PLAN

This Student Equity Plan was developed in accordance with the requirements of the Chancellor’s Office (California Education Code 78216, 72220, 72221, Title 5 section 54220), and the college Policy and Procedure 5300: Student Equity.

The Southwestern College Student Equity Plan includes: 1) executive summary, 2) planning committee and collaboration, 3) student success factors aligned with research, goals, activities,

funding, and evaluation, 4) other college initiatives affecting several indicators, 5) summary budget, 6) and summary evaluation plan.

Target Groups:

Members of the student populations covered by the Student Equity Plan include African American, American Indian/Alaskan Natives, Asian, Filipino, Hispanic, Pacific Islander, men, women, students with disabilities, foster youth, veterans, and economically disadvantaged students.

The campus-based research indicates that in 2012-13:

1. African Americans comprised 3.8% of the college district service area population and 5.9% of the college student enrollment.
2. American Indian/Alaskan Natives comprised 0.30% of the college district service area population and 1.3% of the college student enrollment.
3. Asian/Pacific Islanders comprised 13.2% of the college district service area population and 13.8% of the college student enrollment.
4. Hispanics comprised 62.2% of the college district service area population and 51.2% of the college student enrollment.
5. Whites comprised 18% of the college district service area population and 25% of the college student enrollment.
6. Females comprised 50.6% of the college district service area population and 54.1% of the college student enrollment.
7. Males comprised 49.5% of the college district service area population and 45.5% of the college student enrollment.
8. The College is successfully reaching and serving a large number of students identified as economically disadvantaged (62.6% compared to the service area rate of 15.3%).
9. The College serves significantly fewer older students (35 and older) compared to their representation in our service area and surrounding communities.
10. Approximately 6.1% of students at the College receive DSS services compared to 10.3% of the service area population who report having a disability. It is important to note that the number of students served by the Disability Support Services has increased by over 71% over a 10 year period (794 students in Fall 2003 compared to 1361 in Fall 2013), and the program continues to rank among the largest DSS programs in the community college system (CCCCO, MIS DataMart).

Goals, Activities (Interventions) and Expected Outcomes:

The committee used a multi-phased approach to identify the goals and activities (interventions) designed to affect systemic change that ultimately leads to student success. Over the course of several meetings that began in the summer of 2014, the committee members focused on addressing the following components:

- Understanding of Student Equity requirements (Chancellor’s Office template) and the planning process
- Introduction of the data on the five Student Success Factors and identified student achievement gaps
- Participation in an interactive activity that allowed the members to do the following:

- Review and engage with the data (what is the data telling us (achievement gaps); and what else do we need to know)
- Identify current institutional barriers to student success
- Identify current institutional practices/interventions that contribute to student success (research based interventions)
- Establishment of criteria for identifying high impact interventions
- Identification of high impact interventions to address achievement gaps
- Development of an implementation plan

Through this thoughtful and meaningful dialogue, the committee concluded that although significant achievement gaps existed in certain student success outcomes, overall low completion rates existed across all student success factors when disaggregated by ethnicity, age, gender, socio economic status, and disability. These included a student course completion rate of 62.4%; ESL completion rate of 20.4%, degree and certificate completion of 43.5%; and transfer of 28.5%. Given a review of the data, the committee was focused on identifying interventions designed to impact the success of the particular student populations with specific low completion rates, but ultimately to focus on the overall improvement of student success rates across all factors of success (access, course completion, ESL and basic skills completion, degree/certificate completion, and transfer). It is noted that the data available for the calculation of ESL course completion is inaccurate and will be recalculated with recent system coding corrections.

As part of the process toward identifying high impact, focused, and scalable interventions based on research and institutional practice, the committee discussed and reached consensus on the criteria for identifying the interventions that would make the most significant impact on student success across all factors. The criteria included the following:

- No small, non-scalable interventions
- No small grants for innovation
- Think big, start small
- Not about restoring what was lost in the cuts
- Must be able to go to scale
- Must be research-based
- Must be able to be implemented properly
- Must be adequately resourced
- Think systemically
- Moderate gains can be made with student services alone. Big gains can be made with instructional interventions combined with student services.
- Leverage resources and impact of other funding sources and initiatives.

Once the criteria was established, the committee methodically discussed interventions by focusing on current interventions that met the criteria (in particular the ability to scale an intervention), and national best practices in community colleges designed to close student achievement gaps (i.e., Odessa College practices, Promising Practices for Community College Student Success, Center for Community College Student Engagement). Additionally, dialogue at the Governing Board's Student Success Summit in Fall 2014 further informed the committee's discussion on best practices.

Although the following provides a detailed listing of all goals, activities (interventions) and expected outcomes, it is important to stress that interventions are centered on building research capacity, embedding tutoring in specific courses that enroll the majority of the target populations (basic skills, learning communities, online, gatekeeper courses, Veterans Resource Center, and MESA program), providing faculty and staff with professional development opportunities (focused on basic skills success strategies, cultural competence, creating inclusive and diverse environments), strengthening support for learning communities and foster youth, creating an institutional culture focused on university transfer (for those students interested in transfer), and enhancing access to the college for underrepresented groups through the improvement of the college's image in the community (Southwestern College as a first choice educational institution) and intentional formal partnerships with the feeder high school district.

These interventions are in essence "big bets (interventions)" geared toward affecting systemic institutional change aimed at closing the student achievement gaps for the target populations and raising the achievement and completion rates. Therefore, the interventions are designed to be focused, intentional, scalable, and high impact. They are also designed to affect change across student success factors, rather than each factor individually. This clarification was added in response to the student equity readers' feedback.

In an effort to provide the necessary infrastructure that will allow for the integration of all institutional efforts focused on creating equity minded, inclusive and diverse environments designed to advance student success by closing achievement gaps, the college is in the process of establishing the Office of Equity, Diversity and Inclusion (OEDI). Through the establishment of this office, the college will be able to align and integrate a wide range of existing and new initiatives/interventions into a cohesive student success platform. Further, the college community will work collaboratively to extend the values of diversity and equity broadly through teaching, service, policy, and practice, thus advancing the college's student success initiatives.

The College District has identified a goal for each of the five success indicators. Activities that support the implementation of the goals are also included.

The first goal that addresses access is: **increase student enrollment with respect to Hispanic students, older students, veterans and foster youth.**

Activities to implement this goal are:

- Survey targeted populations in the community that indicate low enrollments to determine their educational needs and aspirations and their image of SWC.
- Analyze data to identify specific outreach/marketing/recruitment strategies to increase enrollment for targeted population groups.
- Enhance outreach/ marketing/recruitment activities to increase enrollments for the targeted populations.

- Establish formal partnership with feeder high school district to streamline transition of students to the college.
- Strengthen support for foster youth by providing direct financial assistance (textbooks, meal cards, transportation).

The expected outcomes for these activities are:

- Data to assist in determining access barriers for targeted student populations.
- Data to assist in determining specific strategies needed for targeted population groups.
- Outreach/marketing Plan outlining targeted outreach, marketing, and recruitment activities for increased enrollment of targeted student populations.
- Increased student preparedness in math and English from feeder high school district.

The second goal that addresses course completion is: **increase the successful course completion rates for students enrolled in basic skills courses, in particular for African American students and younger students (18-24 years).**

Activities to implement this goal are:

- Implement embedded tutoring in ESL and basic skills courses (remedial English and remedial math), gatekeeper courses (English, math, science, and social science), learning communities, online, and specific programs (i.e., MESA and Veterans).
- Implement a professional development program focused on strategies for increasing student success in ESL and basic skills programs.
- Implement a professional development program focused on increasing staff and faculty's level of cultural competency/diversity/inclusion.
- Continue to explore the implementation of accelerated academic pathways for basic skills.
- Strengthen support for Learning Communities (e.g., TELA, Puente, Bayan, PAIR, and FYE), beginning with those communities that include as a component a basic skills course (direct financial assistance for textbooks).
- Establish formal partnership with feeder high school district to streamline transition of students to the college.

The expected outcomes for these activities are:

- Increased student preparedness in math and English from feeder high school district.
- Demonstrated increase in the successful course completion rates for all students, and in particular for African American students enrolled in basic skills courses and students ages 18-24.

The third goal that addresses ESL and basic skills completion is: **increase student completion rate in ESL and basic skills (remedial English and remedial math) courses, specifically for male students and African American students.**

Activities to implement this goal are:

- Implement embedded tutoring in ESL and basic skills courses (remedial English and remedial math) courses.
- Implement a professional development program focused on strategies for increasing student success in ESL and basic skills programs.
- Continue to explore the implementation of accelerated academic pathways for basic skills courses (basic skills, English and math).
- Increase the number of boot camps targeting the above listed groups of students (math, reading, and English).
- Strengthen support for Learning Communities (e.g., TELA, Puente, Bayan, PAIR, and FYE), beginning with those communities that include as a component a basic skills course (direct financial assistance for textbooks).
- Establish formal partnership with feeder high school district to streamline transition of students to college.

The expected outcomes for these activities are:

- An increase in student preparedness in math and English from feeder high school district.
- An increase in the rate of student completion of ESL and basic skills (remedial English and remedial math) courses specifically male students and African American students.
- An increase in the number of recent high school students who place into higher levels of math and English.

The fourth goal that addresses degree and certificate completion is: **increase the number of students who complete 30 units and degrees/certificates, specifically for older students (25-49 years).**

Activities to implement this goal are:

- Implement embedded tutoring in ESL and basic skills courses (remedial English and remedial math), gatekeeper courses (English, math, science, and social science), learning communities, online and specific programs (i.e., MESA and Veterans).
- Develop a system for the timely evaluation of external transcripts (utilizing Colleague system).
- Program degree audit system to notify students of eligibility and/or progress towards transfer, degree or certificate.

The expected outcomes for these activities are:

- Demonstrated increase in the number of students who complete 30 units and degrees/certificates, specifically for older students.
- Increase the number of students who utilize the electronic student education planning system (by obtaining accurate overview of completed coursework – internal and external).
- Increase the number of students who apply for degrees and certificates.

The fifth and final goal that addresses transfer is: **increase the number of students who transfer to four-year universities, specifically Hispanic students.**

Activities to implement the goal are:

- Implement embedded tutoring in ESL and basic skills courses (remedial English and remedial math), gatekeeper courses (English, math, science, and social science), and learning communities, and specific programs (i.e., MESA and Veterans).
- Develop an internal/external campaign to promote “transfer university” and benefits of obtaining a degree in partnership with instructional and non-instructional faculty and staff.
- Program degree audit system to notify students of eligibility and/or progress towards transfer, degree or certificate.

The expected outcomes for these activities are:

- Demonstrated increase in the number of students who transition to college level courses and complete university transfer requirements.
- An increase in the number of students who transfer to four-year universities, specifically Hispanic students.

STUDENT EQUITY FUNDING & OTHER SOURCES:

Developing synergy among the college's institutional plans and existing planning processes has been at the forefront of our planning efforts. To facilitate college-wide collaboration and, in turn, close achievement gaps for targeted populations, and improve the educational outcomes for all students, the blending and braiding of funds has been used to leverage resources towards advancing systemic change centered on student equity and success for all students. A chart is provided (pgs. 21-22) that outlines how the various college initiatives, major interventions, and funding are aligned to maximize student success and equity. In brief, these student success initiatives and relevant funding include the following:

- Student Equity Plan with an allocation of \$1.89 Million for 2015-16: Focus on providing enhanced research capacity, embedded tutoring in basic skills/gatekeeper courses/learning communities, strengthening support for learning communities and foster youth, professional development focused on basic skills/cultural competency, and targeted student support upon entrance and transfer (evaluation, assessment preparation, college-wide transfer university campaign).
- Basic Skills Initiative (BSI) with an allocation of \$373,947 in 2015-2016: Focus on providing supplemental instruction and tutoring, counseling, and curriculum planning and development.
- Disability Support Services with an allocation of \$1.6 million in 2015-2016: Focused on increasing access and student completion through student support inside and outside of the classroom utilizing a Universal Design in Education philosophy.
- Extended Opportunity Programs and Services (EOPS) with an allocation of \$2.3 million in 2015-2016: Focused on providing students from traditionally underrepresented groups with targeted support such as counseling, mentoring, workshops, summer readiness programs, and textbook loan programs and financial support.
- Financial Aid Program with an allocation of \$719,000 in 2015-2016: Focused on increasing access to education through aggressive in-reach and outreach activities, online technology education tools such as financial aid TV, financial aid self-service, electronic deposit of aid (Higher One), financial literacy, scholarship program, and emergency loans.
- Student Success & Support Programs with an allocation of \$3.9 million in 2015-2016: Focused on providing students with intentional support services in orientation, assessment, counseling/education planning and follow-up services. The SSSP Plan focuses on expanding technology solutions through online interactive/accessible orientations (English/Spanish), targeted counseling support for the First Year Experience program, foster youth, and veterans, and intrusive follow services through early alert systems.

- Title V Grant ***Puertas al Futuro*** (Doorways to the Future) with a five-year allocation of \$2.4 million. Focus on increasing completion rates for Latinos and language learners. Interventions include a First Year Experience program, piloting a new approach to teaching mathematics (Quantway), providing specialized tutoring in English/writing, English as a Second Language, math and reading, creating College Success Teams, and expanding on outreach efforts to parents.

Lastly, the College District provides funding from its general fund to support several services/programs focused on student success that include, but are not limited to: Financial Support, Aid/Scholarship programs, tutoring, library resources, study abroad programs, Learning Assistance Services, MESA Program, and learning communities. Additional information will be provided in the section entitled “Other College Initiatives Affecting Several Indicators,” (pg. 88).

CONTACT PERSON:

The College recently hired a Director of Equity, Diversity and Inclusion who will have direct responsibility for the planning, implementation, and evaluation of the Student Equity Plan. The Governing Board approved the selection of the candidate at its December 1, 2015 meeting.

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

In late Spring 2014, the Student Success Committee, a representative committee, that is co-chaired by the Vice President for Student Affairs and the President-Elect of the Academic Senate established two additional subcommittees – the SSSP Subcommittee and the Student Equity Planning Subcommittee (SEPS). The SEPS is a representative subcommittee that is tri-chaired by the Vice President for Academic Affairs, Vice President for Student Affairs, and a faculty member (Professor of Reading) approved by the President of the Academic Senate. The committee membership includes faculty, classified professionals, administrators and students (as noted on page 20). They represent the key areas being addressed in the Student Equity Plan – Math, English, ESL, Counseling, Library, Tutoring, DSS, EOPS, Admissions, Finance, Research, Institutional Technology and Staff Development.

The subcommittee has been meeting regularly since the summer of 2014, where members engaged in meaningful and thoughtful dialogue focused on identifying achievement gaps by reviewing the data, reviewing current practices/interventions at the college, and identifying research based interventions designed to increase student success and equity for all targeted populations outlined in this plan. As part of the process, the tri-chairs of the subcommittee provided regular updates to the various collegial consultation committees that included the Shared Consultation Council, Academic Senate, Chairs Council, Deans Council, Student Services Council, and the Associated Student Organization. The draft report was vetted utilizing the college's collegial consultation process, it was formally endorsed by the Academic Senate and the Shared Consultation Council, and the final report was presented to the Governing Board for adoption at its December 17, 2014 meeting. The updated plan was adopted by the Governing Board at its December 15, 2015 meeting.

As noted in the Executive Summary, to facilitate college wide collaboration, develop synergy among the college's student success initiatives and leverage resources, the composition of the SEP Subcommittee includes representatives from the various constituency groups, and areas that are engaged in similar student success initiatives (BSI, SSSP, EOPS, MESA, Veterans, Foster Youth, ASO, etc.). The following chart (pgs. 21-22) is designed to illustrate the connection among the various institutional initiatives, aligned with the college's strategic priorities, aimed at cohesively and collaboratively increasing student success for all students.

STUDENT EQUITY PLANNING SUBCOMMITTEE MEMBERSHIP LIST 2015-2016			
	Member Name	Title	Department/Program/Role Represented
1	Tri-Chairperson: Sylvia Garcia-Navarrete	Faculty, Reading (Academic Senate)	School of Language & Literature
2	Tri-Chairperson: Angelica L. Suarez	Vice President	Student Affairs
3	Tri-Chairperson: Kathy Tyner	Vice President	Academic Affairs
4	Aida Mora	Admissions Center Evening Lead (Classified Professional)	Admissions & Records
5	Aileen Contreras	ASO Vice President	Associated Student Organization
6	Andrew Rempt	Faculty (Coordinator)	Learning Assistance Center/Tutoring
7	Arnold Josafat	Faculty (Librarian)	Library
8	Beatrice Zamora- Aguilar	Dean	Counseling and Student Support Programs (SSSP)
9	Bertha Rose Williams	Administrative Secretary II	School of Language & Literature
10	Coryna Holcombe	Faculty, Math	School of Math, Science, and Engineering
11	Fernando Poveda	Supervisor	Higher Education Center at National City
12	Janelle Williams	Faculty (Coordinator)	Counseling and Personal Development/Staff Development
13	Janet Mazzarella	Dean	School of Math, Science, and Engineering
14	Joel Levine	Dean	School of Language & Literature (BSI)
15	Josue Gonzalez	ASO Representative	Associated Student Organization
16	Leticia Diaz	Supervisor	EOPS
17	Linda Hensley	Director	Office of Institutional Research, Planning & Grants
18	Matthew O'Brien	Research Analyst (Classified Professional)	Office of Institutional Research, Planning & Grants
19	Malia Flood	Director	Disability Support Services
20	Mia McClellan	Dean	Student Services
21	Nicholas Montez	Director	Admissions & Records
22	Patti Larkin	Director	Financial Aid and Veterans Services
23	Surian Figueroa	Faculty, ESL	School of Language & Literature
24	Veronica Guaracha	Faculty, Counseling/ Basic Skills	Counseling and Personal Development
25	Virginia Castillo	Education Center Technician (Classified Professional)	Higher Education Center, National City
26	Wayne Yanda	Director	Financial Services
27	Yasmeen Awad	ASO Representative	Associated Student Organization

An Integrated Approach to Student Success and Completion (Braiding of Resources)

Strategic Priorities	Title V (Doorway to the Future/Puertas al Futuro) (\$2.4 Million)	Student Success and Completion Initiatives	Student Success and Support Program (SSSP) (\$3.9 Million)	Student Equity Plan (1.89 Million)	Basic Skills Plan (\$373,947)	EOPS (\$2.3 Million)	Disability Support Services (\$1.6 Million)
Student Success Student Access	Assessment Services	Assessment Services	Assessment Services	Assessment Preparation Programs (Boot camp for Math, English, Reading)	Clarification/Streamlining of ESL Assessment		
Student Success Teaching & Learning	FYE (Latino/African American Males, Foster Youth) Student Success Teams	FYE (Summer Math Boot Camp)	FYE Support (as related to Core Services)	Summer Boot Camps (Math, English, Reading)		Summer Readiness Program	
Student Success Institutional Technology & Research	Education Planning (focus on Electronic Student Planning Module/Degree Audit) - to target population	Education Planning (focus on Electronic Student Planning Module/Degree Audit)	Education Planning (focus on Electronic Student Planning Module)	Utilization of Degree Audit functions to notify students of degree/certificate eligibility Develop system for timely evaluation of external transcripts (fully operationalize e-SEP capability)		Education Planning (focus on Electronic Student Planning Module/Degree Audit) - to target population	Education Planning (focus on Electronic Student Planning Module/Degree Audit) - to target population
Student Success Student Access	Enhanced Orientation Services – to target population	Enhanced Orientation Services	Enhanced Orientation Services			Enhanced Orientation Services – to target population	Enhanced Orientation Services – to target population

An Integrated Approach to Student Success and Completion (Braiding of Resources) CONTINUED

Strategic Priorities	Title V (Doorway to the Future/Puertas al Futuro) (\$2.4 Million)	Student Success and Completion Initiatives	Student Success and Support Program (SSSP) (\$3.9 Million)	Student Equity Plan (1.89 Million)	Basic Skills Plan (\$373,947)	EOPS (\$2.3 Million)	Disability Support Services (\$1.6 Million)
Student Success	Counseling Support (For FYE)		Counseling Support (Focus on Foster Youth, Veterans)		Focused Counseling Support (PAIR)	Counseling Support (Foster Youth)	Counseling Support
Teaching and Learning	Supplemental Instruction (Embedded Tutoring in Basic Skills)			Supplemental Instruction (Embedded Tutoring in Basic Skills, Gatekeeper courses, Learning Communities)	Supplemental Instruction (Embedded Tutoring in Basic Skills)	Tutoring	Tutoring
Teaching and Learning Organizational Effectiveness			Professional Development (in Core Service Areas)	Professional Development (Basic Skills, Cultural Competency)	Professional Development (English, Reading, Math for PAIR Teaching)		
Institutional Technology and Research		Research (Analyze Completion Rates by Program)	Research (in Core Service Areas)	Research (in core student success factors)		Research (in Core Service Areas)	Research (in Core Service Areas)
Student Success Teaching and Learning	Accelerated Academic Pathways (Quantway)			Accelerated Academic Pathways (Basic Skills)			
Economic, Workforce, and Community Development	Strengthen linkage with community and local high school district (Outreach Component)			Strengthen linkage with community and local high school district (Outreach Component, Curriculum Alignment)		Partnership with community partners (Mexican Consulate in San Diego – IME Becas)	Partnership with local high schools & community partners

Research Approach Overview

RESEARCH APPROACH OVERVIEW

Defining Disproportionate Impact

The Chancellor's Office has suggested that evaluation of student success include measurement and identification of performance disparity among student subgroups across five key performance indicators. This analysis is intended to support Southwestern College faculty and staff in effectively targeting student support efforts and ensuring that more students are realizing their educational goals. Student populations are disaggregated by demographic construct (gender, ethnicity, age, etc.) and flagged if a certain subgroup is *disproportionately impacted*, that is, performing at a rate significantly lower than its peer groups. There are two suggested methods for assessing this type of disparity: the 80 Percent Index and the Proportionality Index. Both methodologies compare a disaggregated subgroup's representation in a cohort to its corresponding representation in the outcome group. Additionally, the Chancellor's Office provides guidance for choosing a reference group (to be used as the standard for comparison) that is contextually and theoretically sound.

80 Percent Index

The "80% Percent" methodology compares the completion rate of each disaggregated subgroup to the completion rate attained by a reference group for a specific outcome. Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered adverse, or disproportionate, impact. The California Community College Chancellor's Office (CCCCO) recommends the highest performing subgroup as the reference group; the Equal Employment Opportunity Commission (EEOC) suggests the subgroup that is largest in size as the reference group. When either of the aforementioned methods for choosing a reference group is not contextually sound (i.e. a small sample size for the highest performing group, or no clear majority group), the overall (or average) completion rate may also be used.

Proportionality Index

The Proportionality methodology reflects the representation of a subgroup in an outcome group relative to that group's representation in the entire cohort. A proportionality index of "1.0" indicates that the subgroup is equally present in both conditions (the cohort and the outcome) at the same rate; a proportionality index less than "1.0" indicates that the subgroup is less prevalent in the outcome group than in the cohort; a proportionality index greater than "1.0" indicates that the subgroup is more prevalent in the outcome group than in the cohort.

To maintain a standardized method of analysis in this report, calculation of the 80 Percent Index will utilize the highest performing group, or the group with the largest completion rate, as the reference group. The Proportionality Index metric yields the same value which would result from using the overall completion rate as the reference group in the 80 Percent Index calculation. Both values are provided in each analysis as a means for informed comparison.

Defining Student Success Indicators

The Office of Institutional Research conducted an analysis of the following five student success indicators outlined in the Chancellor's Office Student Equity Plan guidelines:

- Access
- Course Completion
- ESL and Basic Skills Completion
- Degree and Certificate Completion (30-units, Persistence, Completion (SPAR))
- Transfer

Each indicator was disaggregated into the following seven demographic subgroups:

- Gender
- Ethnicity (African American, American Indian or Alaskan native, Asian, Filipino, Pacific Islander, Hispanic, White)
- Age
- Disability Status
- Economically Disadvantaged Status
- Veterans
- Foster Youth

Note: Prior to September 8th 2015, the college's student information system (Colleague) was programmed to collect only one race indicated by applicants, even when applicants self-identified more than one race on CCCApply. This problem has since been rectified and moving forward, the college will now be able to correctly disaggregate this important data regarding applicant race. However, because of the small sample size collected to date, this newly disaggregated race information is not included in this report but will be included in all future reports.

Understanding the Data Tables

Data tables related to the findings summarized below can be found at the end of each section. An overall, or average, completion rate is provided in the first row of each table; the reference group (or highest performing subgroup) for each analysis is designated in bold print. Both the 80% Percent Index and Proportionality Index can be read as percentages; that is, scores on either metric below a "0.800" indicate that a subgroup is performing at a rate less than 80% of the reference group (80% Percent Index) or the overall group rate (Proportionality Index). Subgroups are highlighted in orange if they have been flagged as being disproportionately impacted by the 80% Percent Index, the Proportionality Index, or both. Subgroups with less than 100 students (N <100) are excluded from conclusions due to lack in statistical reliability. Both metrics (80% Percent Index & Proportionality Index) are provided in every analysis in addition to the actual performance rate of each subgroup.

Tables 1 through 5 detail specific findings associated with the student success factors and areas of disproportionate impact (highlighted section). The data contained in the tables represent available data at the time of extraction. Committee members reviewed these tables and their summary.

A Note on Data Resources and “Economically Disadvantaged” Subgroup Parameters

The Office of Institutional Research consulted several sources of data in the analysis of the Student Equity Plan, including: California Community College Chancellor’s Office (CCCCO) Student Success Scorecard, CCCCCO MIS Data Mart, CCCCCO Data-on-Demand, and San Diego Association of Governments (SANDAG) Profile Warehouse, as well as the college’s student data warehouse. Due to the variety of resources required for data extraction, parameters of subgroups like “age” and “ethnicity” will vary across analyses.

Parameters used to define “economically disadvantaged” vary greatly across data sources. Data used for analysis of the success indicator *Access* were retrieved from the CCCCCO MIS Data Mart and only the students who have received the Board of Governors (BOG) Fee Waiver (BOGW-Method A1, A2, B, C or children of deceased or disabled Veterans) are included in the “economically disadvantaged” subgroup. Analyses utilizing data from CCCCCO Data-on-Demand (i.e., *ESL & Basic Skills Completion and Degree & Certification Completion*) define “economically disadvantaged” as those students with any of the following: IA status, CalWORKS eligibility, BOGW or Pell Grant financial award, VTEA status, or SSN match with Department of Social Services. The final success indicator, *Transfer*, utilizes data from CCCCCO MIS Data Mart and students in this analysis flagged as “economically disadvantaged” are those who received CalWORKS services at any time within six years of enrollment.

Access

CAMPUS-BASED RESEARCH: ACCESS

Overview - Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

Indicator Definitions and Data – Access

The cohort included students enrolled in the Southwestern Community College District for the 2012-2013 academic year and residents included in SANDAG's survey of the Southwestern Community College District Service Area (includes National City, Chula Vista, Bonita, Imperial Beach, and San Ysidro communities). Data was retrieved from CCCC MIS Data Mart, CCCC Data-on-Demand, U.S. Census Bureau (American Community Survey), San Diego Association of Governments (SANDAG), and the County of San Diego Health and Human Services Agency (Child Welfare Services).

Conclusions: Disproportionately Impacted Student Groups - Access

- ❖ Southwestern College serves significantly fewer older students (35 and older) compared to their representation in our service area and surrounding communities.
- ❖ Southwestern College serves significantly fewer Hispanic students compared to their representation in our service area and surrounding communities (51.2% vs. 62.2%)
- ❖ Southwestern College serves significantly fewer veteran students compared to their representation in our service area and surrounding communities (2.89% vs. 9.63%)*
- ❖ Approximately 6.1% of students at the College receive DSS services compared to 10.3% of the service area population who report having a disability, a discrepancy likely confounded by age of students served.
- ❖ In contrast, the College is successfully reaching and serving a large number of students identified as economically disadvantaged (62.6% compared to the service area rate of 15.3%).

*It should be noted, however, that veteran status as an equity demographic indicator is substantively different than other demographic equity indicators, such as gender, race, and age. Military service is often voluntary and the educational and professional goals of active military personnel and veterans may differ from the larger civilian population. Therefore, these findings should be interpreted with this information in mind.

Table 1a. ACCESS
Source: CCCC MIS Data Mart;
2010 Census, San Diego Association of Governments (SANDAG)
(Annual 2013-14)

ACCESS	Demographic Subgroup	N	SCCD Population	Service Area Population	80% Index
GENDER	Female	13954	54.1%	50.6%	1.070
	Male	11754	45.5%	49.5%	0.921
	Unknown	101	0.40%	0.00%	N/A
ETHNICITY	African-American	1515	5.90%	3.80%	1.545
	American Indian/Alaskan Native	335	1.30%	0.30%	5.200
	Asian & Pacific Islander	3551	13.8%	13.2%	1.044
	Hispanic	13206	51.2%	62.2%	0.823
	Unknown/ Other	762	3.00%	2.60%	1.139
	White, Non-Hispanic	6440	25.0%	18.0%	1.385
AGE	19 or less	6790	26.3%	30.5%	0.862
	20 to 24	9068	35.1%	8.40%	4.203
	25 to 29	3312	12.8%	7.10%	1.797
	30 to 34	1801	7.00%	6.70%	1.045
	35 to 39	1177	4.60%	6.60%	0.693
	40 to 49	1783	6.90%	13.8%	0.501
	50 and older	1878	7.30%	27.0%	0.270
DISABILITY STATUS	No	24241	93.9%	89.7%	1.047
	Yes	1568	6.10%	10.3%	0.592
ECONOMICALLY	No	9659	37.4%	84.7%	0.442
DISADVANTAGED	Yes	16150	62.6%	15.3%	4.092

Table 1b. ACCESS

Source: CCCCCO MIS Data Mart (Fall 2014 Unduplicated Headcount);
American Community Survey; Child Welfare Services Data and Quality Assurance Unit, County of San Diego, Health and Human Services Agency (HHS);
SANDAG

ACCESS	Demographic Subgroup	SWCCD N	SWCCD Percentage	Service Area N	Service Area/ Community Percentage	80% Index
OVERALL		19,917	100%		100%	1.000
VETERAN STATUS	Non-Veteran	19,342	97.11%	311,752	90.37%	1.075
	Veteran	575	2.89%	33,229	9.63%	0.300
FOSTER YOUTH STATUS	Foster Youth	70	0.35%	566	0.44%	0.800
	Not a Foster Youth	19,847	99.65%	128,303	99.56%	1.001

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 ^a	Goal*	Goal Year
Hispanic Students	<i>n/a</i>	Increase targeted student enrollment by 0.5% - 2%	2017
Older Students	<i>n/a</i>	Increase targeted student enrollment by 0.5% - 2%	2017
Veteran Students	<i>n/a</i>	Increase targeted student enrollment by 0.5% - 2%	2017
Foster Youth Students	<i>n/a</i>	Increase targeted student enrollment by 0.5% - 2%	2017

*Expressed as either a percentage or number.

^a 80%-Index and Proportionality Index were used in lieu of gap analysis, therefore “current gap, year” data is not included.

ACTIVITIES: A. ACCESS

A.1

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A.1	Hispanic Students	13206
	Older Students	4838
	Veteran Students	575
	Foster Youth Students	70

• **Activity Implementation Plan**

Survey targeted populations in the community that indicate low enrollments to determine their educational needs and aspirations and their image of SWC.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	FA 2015	0 (\$60,000 in 2014-2015 Budget)	N/A

• **Link to Goal**

Data will assist in determining access barriers for targeted student populations.

• **Evaluation**

Collect MIS data to determine the percent of targeted student enrollment (annually; Fall semester). Collect community survey data via expert 3rd party research firm (Fall 2015 semester).

A.2

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A.2	Hispanic Students	13206
	Older Students	4838
	Veteran Students	575
	Foster Youth Students	70

- **Activity Implementation Plan**

Analyze data to identify specific outreach/marketing/recruitment strategies to increase enrollment for targeted population groups.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.2	Fall 2015	0	N/A

- **Link to Goal**

Data will determine specific strategies needed for targeted population groups.

- **Evaluation**

Collect MIS data to determine the percent of targeted student enrollment (annually; Fall semester). Collect community survey data via expert 3rd party research firm (Fall 2015 semester).

A.3

- **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
X	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
A.3	Hispanic Students	13206
	Older Students	4838
	Veteran Students	575
	Foster Youth Students	70

- **Activity Implementation Plan**

Enhance outreach/marketing/recruitment activities to increase enrollments for targeted populations.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.3	Spring 2016	\$82,591	\$75,000 (General Fund)

- **Link to Goal**

Outreach/marketing plan outlining targeted outreach, marketing, and recruitment activities for increased enrollment of targeted student populations.

- **Evaluation**

Collect community survey data via expert 3rd party research firm (Fall 2015 semester).

A.4

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A.4	Hispanic Students	13206
	Older Students	4838
	Veteran Students	575
	Foster Youth Students	70

- **Activity Implementation Plan**

Establish Formal partnership with feeder high school to streamline transition of students to the college.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.4	Fall 2016	\$82,591	\$163,000 (General Fund/EAP)

- **Link to Goal**

Increase student preparedness in math and English transitioning from feeder high school district.

- **Evaluation**

Collect assessment data to determine student placement in math and English.

A.5

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A.5	Foster Youth Students	70

- **Activity Implementation Plan**

Strengthen support for foster youth by providing direct financial assistance (textbooks, meal cards, transportation).

ID	Timeline(s)	Student Equity Funds	Other Funds
A.5	Fall 2016	\$100,000	\$86,000 (SSSP)

- **Link to Goal**

Outreach/Marketing plan outlining targeted outreach, marketing, and recruitment activities for increased enrollment of targeted student populations.

- **Evaluation**

Collect MIS data to determine percent of targeted student enrollment (annually; Fall semester).

Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

Overview – Course Completion

A ratio of the number of students who are enrolled in one or more course(s) compared to the number of students who successfully complete one or more course(s).

Indicator Definitions and Data – Course Completion

The cohort included student enrollments with grade of A,B,C,D,F,P,NP,I,IPP,INP,FW,W,DR; Outcome:* Enrollments with grade of A,B,C,P,IA,IB,IC,IPP. Courses are grouped into four course types: Basic Skills, Degree Applicable, Transfer, and Vocational. Data retrieved from CCCCO MIS Data Mart.

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. Course completion rates are calculated by dividing:

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

Conclusions: Disproportionately Impacted Student Groups – Course Completion

Basic Skills

- Students who identify as African-American are passing Basic Skills courses at a rate significantly lower (55.9%) than those who identify as Asian (73.9%), the highest performing subgroup.
- In general, younger students have significantly lower Basic Skills course success rates than older students.

Vocational

- Similar to Basic Skills course completion, Vocational course success rates tend to increase as student age increases. That is, our younger students have lower course success rates than our older students.

Table 2a. SUCCESSFUL COURSE COMPLETION

Source: CCCCO MIS Data Mart
(Fall 2013 Term)

BASIC SKILLS	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		5964	62.4% (3723)	1.000	N/A
GENDER	Female	3433	65.5% (2247)	1.049	1.000
	Male	2503	58.3% (1459)	0.934	0.891
	Unknown	28	60.7% (17)	0.973	0.928
ETHNICITY	African-American	347	55.9% (194)	0.896	0.756
	American Indian/Alaskan Native	134	54.5% (73)	0.873	0.737
	Asian	472	73.9% (349)	1.184	1.000
	Hispanic	3656	62.1% (2269)	0.994	0.839
	Pacific Islander	71	52.1% (37)	0.835	0.705
	Unknown	61	67.2% (41)	1.077	0.909
	White	1223	62.1% (760)	0.995	0.840
AGE	17 or younger	179	67.0% (120)	1.074	0.859
	18 and 19	2704	61.1% (1651)	0.978	0.782
	20 to 24	1517	54.7% (830)	0.876	0.701
	25 to 29	479	64.3% (308)	1.030	0.824
	30 to 34	278	73.4% (204)	1.176	0.940
	35 to 39	228	78.1% (178)	1.251	1.000
	40 to 49	367	73.0% (268)	1.170	0.935
50 and older	212	77.4% (164)	1.239	0.991	

Table 2b. SUCCESSFUL COURSE COMPLETION

Source: CCCC MIS Data Mart
(Fall 2013 Term)

DEGREE APPLICABLE	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		51162	68.2% (34872)	1.000	N/A
GENDER	Female	26651	69.8% (18612)	1.025	1.000
	Male	24329	66.4% (16152)	0.974	0.951
	Unknown	182	59.3% (108)	0.871	0.850
ETHNICITY	African-American	3138	62.7% (1969)	0.921	0.836
	American Indian/Alaskan Native	761	66.1% (503)	0.970	0.881
	Asian	6433	75.0% (4826)	1.101	1.000
	Hispanic	26810	65.9% (17666)	0.967	0.878
	Pacific Islander	683	67.5% (461)	0.990	0.900
	Unknown	564	73.0% (412)	1.072	0.974
	White	12773	68.2% (34872)	1.038	0.943
AGE	17 or younger	1076	81.1% (873)	1.190	1.000
	18 and 19	14933	68.9% (10284)	1.010	0.849
	20 to 24	21931	65.0% (14254)	0.954	0.801
	25 to 29	5841	68.2% (3986)	1.001	0.841
	30 to 34	2782	73.1% (2034)	1.073	0.901
	35 to 39	1483	73.1% (1084)	1.072	0.901
	40 to 49	1925	74.6% (1436)	1.094	0.919
	50 and older	1191	77.3% (921)	1.135	0.953

Table 2c. SUCCESSFUL COURSE COMPLETION

Source: CCCC MIS Data Mart
(Fall 2013 Term)

TRANSFER	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		48148	68.3% (32888)	1.000	N/A
GENDER	Female	25173	70.0% (17631)	1.025	1.000
	Male	22800	66.5% (15152)	0.973	0.949
	Unknown	175	60.0% (105)	0.878	0.857
ETHNICITY	African-American	3000	62.6% (1877)	0.916	0.833
	American Indian/Alaskan Native	718	66.2% (475)	0.969	0.880
	Asian	6077	75.2% (4567)	1.100	1.000
	Hispanic	25260	66.2% (16727)	0.969	0.881
	Pacific Islander	638	66.5% (424)	0.973	0.884
	Unknown	506	72.1% (365)	1.056	0.960
	White	11949	70.7% (8453)	1.036	0.941
AGE	17 or younger	1005	80.9% (813)	1.184	1.000
	18 and 19	13904	69.2% (9617)	1.013	0.855
	20 to 24	20991	65.5% (13745)	0.959	0.809
	25 to 29	5490	67.9% (3728)	0.994	0.839
	30 to 34	2571	72.5% (1865)	1.062	0.897
	35 to 39	1356	73.0% (990)	1.069	0.903
	40 to 49	1761	74.0% (1304)	1.084	0.915
	50 and older	1070	77.2% (826)	1.130	0.954

Table 2d. SUCCESSFUL COURSE COMPLETION

Source: CCCCCO MIS Data Mart
(Fall 2013 Term)

VOCATIONAL	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		13303	72.1% (9591)	1.000	N/A
GENDER	Female	6978	74.0% (5164)	1.026	1.000
	Male	6286	70.1% (4407)	0.972	0.947
	Unknown	39	51.3% (20)	0.711	0.693
ETHNICITY	African-American	818	66.6% (545)	0.924	0.827
	American Indian/Alaskan Native	213	68.5% (146)	0.951	0.850
	Asian	1649	80.6% (1329)	1.118	1.000
	Hispanic	6581	68.1% (4484)	0.945	0.845
	Pacific Islander	164	71.3% (117)	0.990	0.885
	Unknown	199	80.9% (161)	1.122	1.004
	White	3679	76.4% (2809)	1.059	0.947
AGE	17 or younger	208	82.2% (171)	1.140	1.000
	18 and 19	1863	64.5% (1202)	0.895	0.785
	20 to 24	5136	68.6% (3522)	0.951	0.834
	25 to 29	2285	73.6% (1681)	1.020	0.895
	30 to 34	1247	78.7% (981)	1.091	0.957
	35 to 39	764	77.9% (595)	1.080	0.947
	40 to 49	1114	79.4% (884)	1.101	0.965
	50 and older	686	80.9% (555)	1.122	0.984

Table 2e. SUCCESSFUL COURSE COMPLETIONSource: CCCCCO MIS Data Mart
(2008-09 Student Cohort)

BASIC SKILLS	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		5,753	61.8% (3,555)	1.000	N/A
VETERAN STATUS	Non-Veteran	5,605	61.7% (3,461)	0.999	1.000
	Veteran	148	63.5% (94)	1.028	1.029
DEGREE APPLICABLE					
OVERALL		50,739	68.2% (34,613)	1.000	N/A
VETERAN STATUS	Non-Veteran	48,909	68.2% (33,351)	0.999	1.000
	Veteran	1,830	69.0% (1,262)	1.010	1.011
TRANSFER					
OVERALL		47,898	68.5% (32,800)	1.000	N/A
VETERAN STATUS	Non-Veteran	48,158	68.4% (31,592)	0.999	1.000
	Veteran	1,740	69.4% (1,208)	1.010	1.014
VOCATIONAL					
OVERALL		12,329	72.9% (8,985)	1.000	N/A
VETERAN STATUS	Non-Veteran	11,786	72.9% (8,582)	0.999	1.000
	Veteran	543	74.2% (403)	1.018	1.019

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

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

Target Population(s)	Current gap, year ^a	Goal*	Goal Year
African-American Students	<i>n/a</i>	Increase student completion rate in ESL and basic skills (Remedial English & Math) courses by 1 – 2%.	2017
Younger Students (18-24)	<i>n/a</i>	Increase student completion rate in ESL and basic skills (Remedial English & Math) courses by 1 – 2%.	2017

*Expressed as either a percentage or number.

^a 80%-Index and Proportionality Index were used in lieu of gap analysis, therefore “current gap, year” data is not included.

ACTIVITIES: B. COURSE COMPLETION

B.1

• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
B.1	African-American Students	347
	Younger Students (18-24)	4221

• **Activity Implementation Plan**

Implement embedded tutoring in ESL and basic skills courses (remedial English and remedial math), gatekeeper courses (English, math, science, and social Science), learning communities, and specific programs (i.e. MESA and Veterans).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1	Spring 2015 – Ongoing	\$700,000	\$91,427 (Title V) \$111,473 (BSI)

• **Link to Goal**

Embedded tutoring will provide an opportunity for target students to receive direct support in the specific ESL or basic skills course.

• **Evaluation**

Collect MIS data to determine the success rates of all students and targeted groups. (Begin collection Spring 2016, and then each Fall semester thereafter).

B.2

- **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	X	Professional Development		

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

ID	Target Group	# of Students Affected
B.2	African-American Students	347
	Younger Students (18-24)	4221

- **Activity Implementation Plan**

Implement a professional development program focused on strategies for increasing student success in ESL and basic skills courses.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.2	Spring 2015/Ongoing	\$282,000	\$105,000 (General Fund – partially for this purpose) \$ 1,751 (Title V) \$ 8,000 (BSI)

- **Link to Goal**

Professional development activities will increase faculty and staff support of problems target students face in these courses and will lead to an improvement in the faculty and staff's ability to support these students.

- **Evaluation**

Faculty and staff will receive immediate impact surveys following each professional development workshop. Faculty and staff will receive follow-up survey items 3-6 months post-workshop to assess value to skills learned and application to target student population.

B.3

- **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) & Number of Each Affected:**

ID	Target Group	# of Students Affected
B.3	African-American Students	347
	Younger Students (18-24)	4221

- **Activity Implementation Plan**

Implement a professional development program focused on increasing staff and faculty's level of cultural competency/diversity/inclusion.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.3	Spring 2015/Ongoing	\$282,000	\$105,000 (General Fund – partially for this purpose)

- **Link to Goal**

Professional development activities focused on cultural competence, inclusion and diversity will increase faculty and staff knowledge of problems target students face, and will lead to an improvement in the faculty and staff's ability to support students.

- **Evaluation**

Faculty and staff will receive immediate impact surveys following each professional development workshop. Faculty and staff will receive follow-up survey items 3-6 months post-workshop to assess value to skills learned and application to target student population.

B.4

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
B.4	African-American Students	347
	Younger Students (18-24)	4221

- **Activity Implementation Plan**

Continue to explore the implementation of accelerated academic pathways for basic skills.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.4	Spring 2015/Ongoing	\$282,000	\$ 52,243 (Title V) \$105,000 (General Fund – partially for this purpose) \$5,124 (BSI)

- **Link to Goal**

Acceleration of the pre-college level course sequence in basic skills will increase student progress and completion of coursework.

- **Evaluation**

MIS data will be used to track successful course completion rates for target students who take revised basic skills courses. This will be completed annually.

B.5

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
B.5	African-American Students	347
	Younger Students (18-24)	4221

- **Activity Implementation Plan**

Strengthen support for Learning Communities (e.g., TELA, Puente, Bayan, PAIR, and FYE), beginning with those communities that include as a component a basic skills course (direct financial assistance for textbooks).

ID	Timeline(s)	Student Equity Funds	Other Funds
B.5	Spring 2015/Ongoing	\$212,000	\$ 206,000 (General Fund/Personnel) \$ 86,000 (SSSP/Personnel) \$ 86,000 (BSI/Personnel) \$ 86,000 (Title V/Personnel)

- **Link to Goal**

Support of target students in learning communities will serve to increase student progress and completion through basic skills and gatekeeper courses.

- **Evaluation**

MIS data will be used to track successful course completion rates for target students who are members of learning communities and take basic skills courses. This will be completed annually.

B.6

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
B.6	African-American Students	347
	Younger Students (18-24)	4221

- **Activity Implementation Plan**

Establish formal partnership with feeder high school district to streamline transition of students to college.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.6	Fall 2016	\$82,591	

- **Link to Goal**

Increase student preparedness in math and English transitioning from feeder high school district.

- **Evaluation**

Collect assessment data to determine student placement in math and English.

ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS

Overview – ESL and Basic Skills

A ratio of the number of students who attempted an ESL or remedial English or math course at a level below transfer to the number of students in that group who successfully complete a college-level course in the same discipline within six years of cohort entry.

Indicator Definitions and Data – ESL and Basic Skills

	<i>Cohort</i>	<i>Outcome</i>
English as a Second Language (ESL)	First-time students who attempted an ESL course any levels below transfer	Successfully completed a college-level ESL course or a college-level English course within six years of cohort entry
Basic Skills English (Writing)	First-time students who attempted a credit English course one to four levels below transfer	Successfully completed a college-level English course within six years of cohort entry
Basic Skills Math	First-time students who attempted a credit Math course designated at two to four levels below transfer	Successfully completed a college-level course in math within six years of cohort entry

Source: CCCCO Data-on-Demand

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. Progress rates through basic skills are calculated by dividing:

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

Conclusions: Disproportionately Impacted Student Groups – ESL and Basic Skills

ESL

- It was recently discovered that current ESL completion data reported to the Chancellor's office and presented in this document may be confounded due to internal changes in data tracking. Since most subgroup sizes in this particular analysis are extremely small, generalizations are not made due to lack of statistical reliability.

Remedial English

- Remedial English completion rates are significantly lower for male students (41.7%) than female students (52.5%).

Remedial Math

- Remedial math completion rates are significantly lower for male students (21.7%) than female students (27.3%).
- Completion rates for the Remedial Math program continually decline as student age increases.
- African American students had significantly lower Remedial math completion rates (19.1%) compared to the highest performing group, Hispanic (24.3%), and the overall rate (24.7%).

Table 3a. ESL AND BASIC SKILLS COMPLETION

Source: CCCCCO Data-on-Demand
(2007-2008 Cohort, 2013-14 Reporting Year)

ESL	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		594	20.4% (121)	1.000	N/A
GENDER	Female	440	20.2% (89)	0.993	0.973
	Male	154	20.8% (32)	1.020	1.000
ETHNICITY	African-American	8	25.0% (2)	1.227	1.218
	American Indian/Alaskan Native	1	0.00% (0)	0.000	0.000
	Asian	25	12.0% (3)	0.589	0.585
	Filipino	5	40.0% (2)	1.964	1.949
	Hispanic	536	20.5% (110)	1.007	1.000
	Pacific Islander	0	0.00% (0)	0.000	N/A
	Unknown	12	33.3% (4)	1.636	1.624
	White Non-Hispanic	7	0.00% (0)	0.000	0.000
AGE	19 or younger	137	38.0% (52)	1.863	1.000
	20 to 24 years	95	23.2% (22)	1.137	0.610
	25 to 49 years	312	14.4% (45)	0.708	0.380
	50 or older	50	4.0% (2)	0.196	0.105
DISABILITY STATUS	No	577	20.1% (116)	0.987	0.684
	Yes	17	29.4% (5)	1.444	1.000
ECONOMICALLY DISADVANTAGED	No	228	12.3% (28)	0.603	0.483
	Yes	366	25.4% (93)	1.247	1.000

Table 3b. ESL AND BASIC SKILLS COMPLETION - CONTINUED

Source: CCCCCO Data-on-Demand
(2007-2008 Cohort, 2013-14 Reporting Year)

REMEDIAL ENGLISH	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		1365	47.5% (649)	1.000	N/A
GENDER	Female	739	52.5% (388)	1.104	1.000
	Male	626	41.7% (261)	0.877	0.794
ETHNICITY	African-American	82	37.8% (31)	0.795	0.798
	American Indian/Alaskan Native	9	33.3% (3)	0.701	0.704
	Asian	23	47.8% (11)	1.006	1.010
	Filipino	94	53.2% (50)	1.119	1.123
	Hispanic	1024	47.4% (485)	0.996	1.000
	Pacific Islander	17	35.3% (6)	0.742	0.745
	Unknown	45	62.2% (28)	1.309	1.314
	White Non-Hispanic	71	49.3% (35)	1.037	1.041
AGE	19 or younger	844	51.3% (433)	1.079	1.000
	20 to 24 years	269	41.3% (111)	0.868	0.804
	25 to 49 years	223	41.7% (93)	0.877	0.813
	50 or older	29	41.4% (12)	0.870	0.807
DISABILITY STATUS	No	1238	47.3% (585)	0.994	0.938
	Yes	127	50.4% (64)	1.060	1.000
ECONOMICALLY DISADVANTAGED	No	357	43.4% (155)	0.913	0.886
	Yes	1008	49.0% (494)	1.031	1.000

Table 3c. ESL AND BASIC SKILLS COMPLETION

Source: CCCCCO Data-on-Demand
(2007-2008 Cohort, 2013-14 Reporting Year)

REMEDIAL MATH	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		3155	24.7% (780)	1.000	N/A
GENDER	Female	1702	27.3% (464)	1.103	1.000
	Male	1453	21.7% (316)	0.880	0.798
ETHNICITY	African-American	188	19.1% (36)	0.775	0.789
	American Indian/Alaskan Native	15	33.3% (5)	1.348	1.373
	Asian	46	39.1% (18)	1.583	1.612
	Filipino	295	28.8% (85)	1.165	1.187
	Hispanic	2154	24.3% (523)	0.982	1.000
	Pacific Islander	35	5.70% (2)	0.231	0.235
	Unknown	138	24.6% (34)	0.997	1.015
	White Non-Hispanic	284	27.1% (77)	1.097	1.117
AGE	19 or younger	2086	27.9% (581)	1.127	1.000
	20 to 24 years	626	20.4% (128)	0.827	0.734
	25 to 49 years	406	17.0% (69)	0.687	0.610
	50 or older	37	5.4% (2)	0.219	0.194
DISABILITY STATUS	No	2932	25.4% (744)	1.026	1.000
	Yes	223	16.1% (36)	0.653	0.636
ECONOMICALLY DISADVANTAGED	No	932	26.1% (243)	1.055	1.000
	Yes	2223	24.2% (537)	0.977	0.926

Table 3d. ESL AND BASIC SKILLS COMPLETIONSource: CCCCCO Data-on-Demand
(2008-09 Student Cohort)

ESL	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		542	20.7% (112)	1.000	N/A
VETERAN STATUS	Non-Veteran	539	20.4% (110)	0.988	1.000
	Veteran	3	66.7% (2)	3.226	3.267
REMEDIAL ENGLISH					
OVERALL		1,044	52.0% (543)	1.000	N/A
VETERAN STATUS	Non-Veteran	1,029	52.1% (110)	1.001	1.000
	Veteran	15	46.7% (7)	0.897	0.896
REMEDIAL MATH					
OVERALL		2,558	35.8% (916)	1.000	N/A
VETERAN STATUS	Non-Veteran	2,474	35.4% (876)	0.989	1.000
	Veteran	84	47.6% (40)	1.330	1.345

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 ^a	Goal*	Goal Year
Male Students	<i>n/a</i>	Increase successful completion in ESL and basic skills by 1-2%.	Spring 2017
African-American Students	<i>n/a</i>	Increase successful completion in ESL and basic skills by 1-2%.	Spring 2017

*Expressed as either a percentage or number.

^a 80%-Index and Proportionality Index were used in lieu of gap analysis, therefore “current gap, year” data will not be included.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

• **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
X	Research and Evaluation		Professional Development		

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

ID	Target Group(s)	# of Students Affected
C.1	Male Students	
	ESL	154
	Remedial English	626
	Remedial Math	1493
	African American Students	
	ESL	8
	Remedial English	82
	Remedial Math	188

• **Activity Implementation Plan**

Implement embedded tutoring in ESL and basic skills courses (remedial English and remedial math) courses.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1	Spring 2015 – Spring 2017	\$700,000	\$ 91,427 (Title V) \$111,473 (BSI)

• **Link to Goal**

Embedded tutoring will provide an opportunity for target students to receive direct support in the specific ESL or basic skills course.

- ***Evaluation***

Track completion using MIS data to determine the completion rates of all students and targeted groups. (Complete by Spring 2017).

C.2

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
C.2	Male Students	
	ESL	154
	Remedial English	626
	Remedial Math	1493
	African American Students	
	ESL	8
	Remedial English	82
	Remedial Math	188

• **Activity Implementation Plan**

Implement a professional development program focused on strategies for increasing student success in ESL and basic skills courses.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.2	Spring 2015/Ongoing	\$282,000	\$105,000 (General Fund – partially for this purpose) \$8,000 (BSI) \$1,751 (Title V)

• **Link to Goal**

Professional development activities will increase faculty and staff knowledge of problems target students face in these courses and will lead to an improvement in the faculty and staff’s ability to support these students.

- ***Evaluation***

Faculty and staff will receive immediate impact surveys following each professional development workshop. Faculty and staff will receive follow-up survey items via MyLearning Plan 1 – 2 weeks post-workshop to assess value to skills learned and application to target student population.

C.3

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
C.3	Male Students	
	Remedial English	626
	Remedial Math	1493
	African American Students	
	Remedial English	82
	Remedial Math	188

- **Activity Implementation Plan**

Continue to explore the implementation of accelerated academic pathways for basic skills courses.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.3	Spring 2015/Ongoing	\$282,000	\$52,243 (Title V) \$105,000 (General Fund/Staff Development – partially for this purpose)

- **Link to Goal**

Acceleration of the pre-college level course sequence in basic skills will increase student progress and completion of coursework.

- **Evaluation**

MIS data will be used to track successful course completion rates for target students who take revised basic skills courses. This will be completed annually.

C.4

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
C.3	Male Students	
	Remedial English	626
	Remedial Math	1493
	African American Students	
	Remedial English	82
	Remedial Math	188

• **Activity Implementation Plan**

Increase the number of boot camps targeting the above listed groups of students (math, reading/English).

ID	Timeline(s)	Student Equity Funds	Other Funds
C.3	Summer 2015/Ongoing	\$5,000	n/a

• **Link to Goal**

Boot camps will assist students with appropriate placement into higher levels of math and/or English by providing a refresher course.

• **Evaluation**

MIS data will be used to track successful completion rates of students who complete boot camps and are then placed into higher-level courses to determine effectiveness of boot camps.

C.5

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
C.5	Male Students	
	Remedial English	626
	Remedial Math	1493
	African American Students	
	Remedial English	82
	Remedial Math	188

• **Activity Implementation Plan**

Strengthen support for Learning Communities (e.g., TELA, Puente, Bayan, PAIR, and FYE), beginning with those communities that include as a component a basic skills course (direct financial assistance for textbooks).

ID	Timeline(s)	Student Equity Funds	Other Funds
C.5	Spring 2015/Ongoing	\$212,000)	\$172,000 (General Fund) \$86,000 (SSSP) \$86,000 (BSI) \$86,000 (Title V)

• **Link to Goal**

Support of target students in learning communities will serve to increase student progress and completion through basic skills and gatekeeper courses.

- ***Evaluation***

MIS data will be used to track successful course completion rates for target students who are members of learning communities and take ESL and basic skills courses. This will be completed annually.

C.6

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
C.6	Male Students	
	Remedial English	626
	Remedial math	1493
	African American Students	
	Remedial English	82
	Remedial math	188

• **Activity Implementation Plan**

Establish formal partnership with feeder high school district to streamline transition of students to college.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.6	Fall 2016	\$82,591	

• **Link to Goal**

Increase student preparedness in math and English transitioning from feeder high school district.

• **Evaluation**

Collect assessment data to determine student placement in math and English.

Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

Overview – Degree and Certificate Completion

Degree and Certificate Completion measures student success based on three outcomes: *30-Units* completion, *Persistence*, and *Completion* (also known as SPAR).

Indicator Definitions and Data – Degree and Certificate Completion

30-units outcome refers to those students who successfully completed 30 units of coursework, anywhere in the CCC system within six years of cohort entry. *Persistence* outcome refers to students in the cohort who enrolled in a credit course during the first three consecutive primary semester terms anywhere in the CCC system. Students who were awarded a degree or certificate (Chancellor’s Office approved) or who transferred to a four-year institution also meet the Persistence outcome requirement. *Completion* outcome refers to students who earned an associate degree or certificate, transferred to a 4-year institution, or achieved “Transfer Prepared” status. “Transfer Prepared” refers to students who complete 60 UC/CSU transferable units with a GPA of 2.0 or higher.

	<i>Cohort</i>	<i>Outcome</i>
30-Units	First-time students with a minimum of 6 units earned who attempted any Math or English within the first three years of entry	Achieved at least 30 units of credit coursework
Persistence	First-time students with a minimum of 6 units earned who attempted any Math or English within the first three years	Enrolled in a credit course the first three consecutive primary terms anywhere in the CCC system*
Completion (SPAR)	First-time students with a minimum of 6 units earned who attempted any Math or English in the first 3 years of entry	Earned AA/AS, Certificate (Chancellor’s Office approved), transfer to a 4-year institution, or achieved “Transfer Prepared” status

Source: CCCC Data-on-Demand

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. Degree and certificate completion rates are calculated by dividing:

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

Conclusions: Disproportionately Impacted Student Groups – Degree and Certificate Completion

30-Units Completion

- Students 25 to 49 years of age are completing the 30-Units outcome at a rate (49.8%) significantly lower than both the highest group rate (65.9%) and the overall group rate (63.5%).
- Surprisingly, students who are identified as economically disadvantaged are completing the 30-Units outcome a rate significantly higher than students who are not identified as economically disadvantaged (66.6% and 52.1%, respectively). This finding might be explained by the additional services and support provided to students with financial need.

Completion (SPAR)

- Completion (SPAR) performance significantly declines as student age increases. Specifically, students’ ages 20 to 49 years are completing at a rate significantly lower than students ages 19 years or younger (45.7%).

Table 4a. DEGREE AND CERTIFICATE COMPLETION

Source: CCCCCO Data-on-Demand
(2007-2008 Cohort, 2013-14 Reporting Year)

30-UNITS	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		3431	63.5% (2179)	1.000	N/A
GENDER	Female	1843	64.5% (1189)	1.016	1.000
	Male	1588	62.3% (990)	0.982	0.966
ETHNICITY	African-American	155	56.8% (88)	0.894	0.835
	American Indian/Alaskan Native	18	50.0% (9)	0.787	0.735
	Asian	71	67.6% (48)	1.065	0.994
	Filipino	372	68.0% (253)	1.071	1.000
	Hispanic	2339	63.4% (1483)	0.998	0.932
	Pacific Islander	37	56.8% (21)	0.894	0.835
	Unknown	134	59.7% (80)	0.940	0.878
	White Non-Hispanic	305	64.6% (197)	1.017	0.950
AGE	19 or younger	2830	65.9% (1866)	1.038	1.000
	20 to 24 years	316	53.8% (170)	0.847	0.816
	25 to 49 years	265	49.8% (132)	0.784	0.755
	50 or older	20	55.0% (11)	0.866	0.834
DISABILITY STATUS	No	3238	63.2% (2047)	0.995	0.929
	Yes	191	68.1% (130)	1.072	1.000
ECONOMICALLY DISADVANTAGED	No	728	52.1% (379)	0.820	0.782
	Yes	2703	66.6% (1800)	1.049	1.000

Table 4b. DEGREE AND CERTIFICATE COMPLETION

Source: CCCCCO Data-on-Demand
(2007-2008 Cohort, 2013-14 Reporting Year)

PERSISTENCE	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		3431	69.2% (2374)	1.000	N/A
GENDER	Female	1843	69.2% (1276)	1.001	1.000
	Male	1588	69.1% (1098)	0.999	0.999
ETHNICITY	African-American	155	65.2% (101)	0.942	0.922
	American Indian/Alaskan Native	18	72.2% (13)	1.044	1.021
	Asian	71	60.6% (43)	0.875	0.857
	Filipino	372	64.8% (241)	0.936	0.917
	Hispanic	2339	70.7% (1654)	1.022	1.000
	Pacific Islander	37	59.5% (22)	0.859	0.841
	Unknown	134	66.4% (89)	0.960	0.939
	White Non-Hispanic	305	69.2% (211)	1.000	0.979
AGE	19 or younger	2830	70.8% (2003)	1.023	1.000
	20 to 24 years	316	59.2% (187)	0.855	0.836
	25 to 49 years	265	64.5% (171)	0.933	0.912
	50 or older	20	65.0% (13)	0.939	0.918
DISABILITY STATUS	No	3238	68.9% (2231)	0.996	0.927
	Yes	191	74.3% (142)	1.074	1.000
ECONOMICALLY	No	728	61.5% (448)	0.889	0.864
DISADVANTAGED	Yes	2703	71.3% (1926)	1.030	1.000

Table 4c. DEGREE AND CERTIFICATE COMPLETION

Source: CCCC Data-on-Demand
(2007-2008 Cohort, 2013-14 Reporting Year)

COMPLETION (SPAR)	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		3431	43.5% (1493)	1.000	N/A
GENDER	Female	1843	45.6% (841)	1.049	1.000
	Male	1588	41.1% (652)	0.944	0.900
ETHNICITY	African-American	155	43.2% (67)	0.993	0.859
	American Indian/Alaskan Native	18	38.9% (7)	0.894	0.773
	Asian	71	53.5% (38)	1.230	1.063
	Filipino	372	50.3% (187)	1.155	1.000
	Hispanic	2339	41.7% (975)	0.958	0.829
	Pacific Islander	37	32.4% (12)	0.745	0.644
	Unknown	134	41.0% (55)	0.943	0.815
	White Non-Hispanic	305	49.8% (152)	1.145	0.990
AGE	19 or younger	2830	45.7% (1292)	1.049	1.000
	20 to 24 years	316	35.4% (112)	0.815	0.776
	25 to 49 years	265	31.7% (84)	0.728	0.694
	50 or older	20	25.0% (5)	0.575	0.548
	DISABILITY STATUS	No	3238	43.9% (1422)	1.009
	Yes	191	36.6% (70)	0.842	0.835
ECONOMICALLY DISADVANTAGED	No	728	46.2% (336)	1.061	1.000
	Yes	2703	42.8% (1157)	0.984	0.927

Table 4d. DEGREE AND CERTIFICATE COMPLETION

Source: CCCCCO Data-on-Demand
(2008-09 Student Cohort)

30-UNITS	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		2,615	65.3% (1,707)	1	N/A
VETERAN STATUS	Non-Veteran	2,556	65.1% (1,665)	0.998	1
	Veteran	59	71.2% (42)	1.091	1.093
PERSISTENCE					
OVERALL		2,615	70.4% (1,841)	1	N/A
VETERAN STATUS	Non-Veteran	2,556	70.2% (1,795)	0.998	1
	Veteran	59	78.0% (46)	1.107	1.11
COMPLETION (SPAR)					
OVERALL		2,615	43.9% (1,149)	1	N/A
VETERAN STATUS	Non-Veteran	2,556	43.7% (1,118)	0.995	1
	Veteran	59	52.5% (31)	1.196	1.201

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

GOAL D.

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

Target Population(s)	Current gap, year ^a	Goal*	Goal Year
Older Students (25-49 years)	<i>n/a</i>	Increase degree/certificate completion by 1%	Spring 2017

*Expressed as either a percentage or number.

^a 80%-Index and Proportionality Index were used in lieu of gap analysis, therefore “current gap, year” data is not included.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
D.1	Older Students (25-49 years)	
	30-Unit Completion	265
	Completion (SPAR)	265

• **Activity Implementation Plan**

Implement embedded tutoring in ESL and basic skills courses (remedial English and remedial math), gatekeeper courses (English, math, science, and social Science), learning communities, and specific programs (i.e., MESA and Veterans).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.1	Spring 2015/Ongoing	\$700,000	\$91,427 (Title V) \$\$111,473 (BSI)

• **Link to Goal**

Embedded tutoring will provide an opportunity for target students to receive direct support in the specific ESL or basic skills course.

- ***Evaluation***

Collect MIS data to determine the success rates of all students and targeted groups. (Begin collection Spring 2016, and then each Fall semester thereafter).

D.2

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
D.2	Older Students (25-49 years)	
	30-Unit Completion	265
	Completion (SPAR)	265

- **Activity Implementation Plan**

Develop a system for the timely evaluation of external transcripts (utilizing Colleague system).

ID	Timeline(s)	Student Equity Funds	Other Funds
D.2	Fall 2015 – Spring 2017	\$50,000	\$198,000 (SSSP) \$345,000 (General Fund/Evaluations – partially for this purpose)

- **Link to Goal**

Expediting the evaluation of external transcripts will allow for earlier notification of degree/certificate completion. Students will be more aware of their standing with the College and what courses are needed to complete their goals.

- **Evaluation**

Research will be conducted to compare the efficiency and effectiveness of the new software in evaluating external transcripts. Baseline data will be collected to compare current evaluation procedures and will be compared to the new system once it is in place (expected Spring 2016).

D.3

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
D.3	Older Students (25-49 years)	
	30-Unit Completion	265
	Completion (SPAR)	265

- **Activity Implementation Plan**

Program degree audit system to notify students of eligibility and/or progress towards transfer, degree or certificate.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.3	Fall 2015 – Spring 2017	\$50,000	\$198,000 (SSSP) \$345,000 (General Fund/Evaluations – partially for this purpose)

- **Link to Goal**

A timely notification system will increase the number of students who apply for a degree or certificate by informing them of their progress at the college. This information will be accessible and available for students electronically to discuss with their individual counselors.

- **Evaluation**

Research will assess the number of student's eligible for a degree/certificate against those who are actually notified to determine impact.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

Overview – Transfer

Transfer is a ratio of the number of students 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.

Indicator Definitions and Data – Transfer

The outcome group is first-time students with a minimum of 12 units earned who attempted a transfer level Math or English course and transfer to a four-year institution within six years of cohort entry. Transfer data includes student transfers to the UC and CSU system, as well as transfers to In-State Private (ISP) and Out-of-State (OOS) institutions as reported by the National Student Clearinghouse. Data retrieved from CCCCO MIS Data Mart.

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. Transfer rates are calculated by dividing:

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

Conclusions: Disproportionately Impacted Student Groups - Transfer

- Hispanic students are performing at a rate significantly lower than that of Caucasian students, our highest performing group (26.3% and 36.1%, respectively).
- Similar to other measures of completion, transfer rates generally decline as student age increases. The group with the highest rate of transfer is students 17 years or younger at 36.3%.

Table 5a. TRANSFER
Source: CCCC MIS Data Mart
(2007-2008 Cohort, 2013-14 Reporting Year)

TRANSFER	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		2670	28.5% (760)	1.000	N/A
GENDER	Female	1435	29.8% (427)	1.045	1.000
	Male	1235	27.0% (333)	0.947	0.906
ETHNICITY	African-American	108	34.3% (37)	1.204	0.950
	American Indian/Alaskan Native	11	9.10% (1)	0.319	0.252
	Asian	54	40.7% (22)	1.431	1.127
	Filipino	307	30.6% (94)	1.076	0.848
	Hispanic	1826	26.3% (481)	0.925	0.729
	Pacific Islander	28	28.6% (8)	1.004	0.792
	Unknown	95	31.6% (30)	1.109	0.875
	White Non-Hispanic	241	36.1% (87)	1.268	1.000
AGE	17 or younger	647	36.3% (235)	1.276	1.000
	18 and 19	1612	26.6% (428)	0.933	0.731
	20 to 24	234	26.9% (63)	0.946	0.741
	25 to 29	61	28.6% (4)	1.004	0.787
	30 to 34	27	14.8% (4)	0.520	0.408
	35 to 39	42	7.10% (3)	0.251	0.197
	40 to 49	33	21.2% (7)	0.745	0.584
	50 or older	14	28.6% (4)	1.004	0.787
DISABILITY STATUS	No	2521	28.6% (721)	1.005	1.000
	Yes	149	26.2% (39)	0.920	0.915
ECONOMICALLY DISADVANTAGED	No	2624	28.7% (754)	1.009	1.000
	Yes	46	13.0% (6)	0.458	0.454

Table 5b. TRANSFER
 Source: CCCC Data-on-Demand
 (2008-09 Student Cohort)

TRANSFER	Demographic Subgroup	N	Success Rate	Prop Index	80% Index
OVERALL		2,429	32.0% (778)	1.000	N/A
VETERAN STATUS	Non-Veteran	2,371	31.9% (757)	0.995	1.000
	Veteran	58	36.2% (21)	1.130	1.134

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

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

Target Population(s)	Current gap, year ^a	Goal*	Goal Year
Hispanic Students	<i>n/a</i>	The college will increase the number of students who transfer to four-year universities by 1-2%	Fall 2017

*Expressed as either a percentage or number.

^a 80%-Index and Proportionality Index were used in lieu of gap analysis, therefore “current gap, year” data will not be included.

ACTIVITIES: E. TRANSFER

E.1

• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
E.1	Hispanic Students	1826

• **Activity Implementation Plan**

Implement embedded tutoring in ESL and basic skills courses (Remedial English and Remedial math), gatekeeper courses (English, math, science, and social Science), learning communities, and specific programs (i.e., MESA and Veterans).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
E.1	Spring 2015 – Spring 2017	\$700,000	\$91,427 (Title V) \$111,473 (BSI)

• **Link to Goal**

Embedded tutoring will provide an opportunity for target students to receive direct support in the specific ESL or basic skills course.

• **Evaluation**

Collect MIS data to determine the success rates of all students and targeted groups. (Begin collection Spring 2016, and then each Fall semester thereafter).

E.2

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
E.2	Hispanic Students	1826

- **Activity Implementation Plan**

Develop an internal/external campaign to promote “Transfer University” and benefits of obtaining a degree in partnership with instructional and non-instructional faculty and staff.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.2	Fall 2015 – Spring 2017/Ongoing	\$50,000	\$181,000 (General Fund/Transfer Center)

- **Link to Goal**

Campaign will encourage students to complete the necessary units to transfer to a four-year university. Some students may be unaware of the steps necessary to transfer; this campaign will provide information about the benefits and steps of transferring.

- **Evaluation**

MIS data will track the number of students who transfer to four-year universities, especially Hispanic students.

E.3

- **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
E.2	Hispanic Students	1826

- **Activity Implementation Plan**

Program degree audit system to notify students of eligibility and/or progress towards transfer, degree or certificate.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.2	Fall 2015 – Spring 2017/Ongoing	\$50,000	\$198,000 (SSSP) \$345,000 (General Fund/Evaluations – partially for this purpose)

- **Link to Goal**

A timely notification system will increase the number of students who apply for a degree or certificate by informing them of their progress at the college. This information will be accessible and available for students electronically to discuss with their individual counselors.

- **Evaluation**

Research will assess the number of student’s eligible for a degree/certificate against those who are actually notified to determine impact.

**Other College- or District-wide Initiatives
Affecting Several Indicators**

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

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

	Access		Degrees and Certificate Completion
	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*:**

ID	Target Group	# of Students Affected
F.1	Students in Basic Skills	5,753

Activity Implementation Plan - Basic Skills Initiative – Utilizes the Preparation-Achievement-Interdependence-Responsibility (PAIR) program to enhance academic success through embedded tutoring, focused counseling support and professional development opportunities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	2015-2016 Plan	0	\$373,947

- **Link to Goal**

The BSI Plan will focus on providing supplemental instruction and tutoring, counseling, and curriculum planning and development in the areas impacting student success and completion with basic skills.

- ***Evaluation***

The evaluation process is embedded in the Basic Skills Plan, and provides for qualitative and quantitative evaluation in a formative and summative fashion.

F.2

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

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

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
F.2	High School Graduates	3,000 – 4,000

• **Activity Implementation Plan - Early Admission Program** - through the Outreach Department, the college hires and trains a group of college peer advisors who work twice a week in each of the Sweetwater Union High School District’s counseling centers. Peer advisors receive over 20 hours of training on Southwestern College services and programs and continue to meet weekly until the end of EAP. Peer Advisors and Outreach staff assist students and parents in completing the on-line college application, Federal financial aid application (FAFSA), Board of Governor’s Fee Waiver (BOGW) and provide information about the different programs and services. High school seniors are able to participate in the Early Admission Program by applying on-line, taking their assessment/placement test, participating in a college orientation and registering for fall classes in June.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	2015-2016 (Ongoing)	0	\$163,000 (General Fund)

- ***Link to Goal***

The Early Admission Program is a partnership with the major feeder high school district and provides increased access to underrepresented student populations by providing early college admission information.

- ***Evaluation***

This program is evaluated as part of the Institutional Program Review Cycle

F.3

• **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		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
F.3	FYE Enrolled Students	352

• **Activity Implementation Plan** - Title V Grant: Puertas al Futuro (Doorways to the Future)—The Puertas al Futuro program is designed to increase completion rates for Latinos as language learners. Interventions include a First Year Experience Program, piloting a new approach to teaching mathematics (Quantway), providing specialized tutoring in English/writing, ESL, math/reading, creating College Success Teams, and expanding outreach to parents. Included in the plan are initiatives to accelerate the progression of students from basic skills to college-level sections; improve student services with a focus on the first-year experience; achieve outreach to the Latino population and high schools in the service area; and reach Latino males through targeted outreach programs.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	2014-2019	0	\$2.4 million (partially allocated for this purpose)

- ***Link to Goal***

The five-year project is designed to increase the capacity of the college to better serve Latino students, thereby retaining and graduating a greater proportion of this population. The components of this project are designed to increase the successful retention, competencies in transfer level work, and graduation rate of all students regardless of ethnicity, with a focus on Latino students.

- ***Evaluation***

The project has embedded an on-going planning and evaluation process consistent with the management and evaluation plans detailed in the grant. Annual external evaluations are included in the regular budget reporting.

F.4

• **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		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

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

ID	Target Group	# of Students Affected
F.4	New matriculation students (first-time, non-exempt)	9,477

• **Activity Implementation Plan - Student Success & Support Program (SSSP)** –The Student Success & Support Programs (SSSP) was developed to increase student access and success through the provision of core matriculation services with the goal of providing students with the support services necessary to assist them in achieving their educational goals.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	2014-2019	0	\$3.9 million

- ***Link to Goal***

These services are designed to increase the capacity of the College District to better serve new matriculating students who need an education plan, are undecided on their college and career goals, are on academic probation and otherwise deemed to be “at-risk” for collegiate success, and/or in need of basic skills assistance. The SSSP plan focuses on providing supplemental assistance through orientation, assessment, education planning, counseling and follow-up services.

- ***Evaluation***

- The plan has embedded an evaluation process that provides for qualitative and quantitative evaluation in a formative and summative fashion.

Summary Budget

2015-16 Student Equity Plan Summary Budget
Southwestern CCD
Southwestern College

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation \$ 1,896,939

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level

Part II: 2015-16 Planned Student Equity Expenditures \$ 1,896,939

Balance 2015-16 College Student Equity Allocation \$ -

2014-15 Student Equity Plan Summary Budget.

Part I: Funding

Specific Entry Instructions

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.

- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
- 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
 - + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

2015-16 Student Equity Plan Summary Budget
Southwestern CCD
Southwestern College

Part II: Planned Student Equity (SE) Expenditures

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total			\$ 165,000	\$ 50,000	\$ 85,000	\$ 247,250	\$ -	\$ 282,507	\$ 755,000	\$ 312,182	\$ 1,896,939

2015-16 Student Equity Plan Summary Budget
Southwestern CCD
Southwestern College

Part II: Planned Student Equity (SE) Expenditures

**Student Equity Plan 2015-16 Budget
Part II: Planned SE Expenditures
Other Instructions**

A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Eligible expenditures:

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Ineligible Expenditures:

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

Summary Evaluation Plan

SUMMARY EVALUATION PLAN

The evaluation plan laid forth consists of a number of activities designed to address the five goals involving student equity. The evaluation of each of the activities within these goals will provide guidance for the overall performance of this plan. Assessment of the plan will occur on an annual basis; however, each activity will be regularly monitored to ensure that the different interventions are working as planned.

Each intervention consists of a lead team who met regularly to discuss issues pertaining to assigned goals. Intricately embedded in the evaluation plan is the pivotal role of the Institutional Research Department that works collaboratively with team leads to create tools that allow for the tracking and monitoring of the respective interventions. Results will serve to inform the need for interventions to be revised as deemed necessary to accomplish the long-term goal of closing achievement gaps among the target populations who are disproportionately impacted. Additionally, regular meetings with the lead intervention teams, and the Student Equity Planning Subcommittee provide the space for collaborative, meaningful, and thoughtful discussions among key stakeholders with the intent of leveraging services/resources to support the college's student success and equity goals.

In conclusion, the Student Equity Planning Subcommittee will serve as in an advisory capacity to the Director of Equity, Diversity, and Inclusion in the monitoring and implementation of the Student Equity Plan. As the committee reviews the achievement of the student equity goals on an annual basis, the results will help inform the development of the next three-year plan (2017-2020).

EVALUATION SCHEDULE AND PROCESS

Area: Student Success Indicator for Access

Goal A: The College seeks to increase student enrollment with respect to Hispanic students, older students, veterans and foster youth.

Evaluation Metric	Method	Timeline	Responsible
By Fall 2017 (census), the college will increase its targeted student enrollment (Hispanic students) by 0.5% - 2%	Collect MIS data to determine the percent of Hispanic enrollment	Begin collection in Fall 2015 and collect each Fall thereafter	Institutional Research
Gain an understanding of the educational needs of service area	Collect community survey data	Complete survey and analysis by Fall 2015	Expert 3 rd party research firm
By Fall 2016 the college will establish formal partnership with feeder high school district to streamline student's pathway to college.	Track feeder high school district student enrollment	Begin collection in Spring 2016	Institutional Research

Area: Student Success Indicator for Course Completion

Goal B: Increase the successful course completion rates for students enrolled in basic skills courses, in particular for African American students and younger students (18-24 years).

Evaluation Metric	Method	Timeline	Responsible
Increase student successful course completion in basic skills and gatekeeper courses by the following: All students: 1 – 2% African American students: 1 – 2% Younger students (18-24): 1 – 2%	Collect MIS data to determine the success rates of all students and targeted groups	Begin collection in Spring 2017 and collect each Fall thereafter	Institutional Research
Implement and assess the professional development program focused on increasing staff and faculty’s level of cultural competency/diversity/inclusion. 70% of faculty who engage in professional development will report improved cultural competency.	Survey faculty level of cultural competency/diversity/inclusion	Begin to collect and analyze data Fall 2015 and every Fall thereafter.	Institutional Research
Embedded tutoring will be included in 50% of ESL, basic skills courses (Remedial English and Remedial Math), gatekeeper (English, math, science, social Science) courses, and learning communities, online, and specific programs (i.e., MESA and Veterans)	Track the number and percent of ESL, basic skills (Remedial English and Remedial Math) and gatekeeper (English, math, science, social science) courses using embedded tutoring	Spring 2017	Learning Assistance Services Institutional Research

Area: Student Success Indicator for ESL and Basic Skills Completion

Goal C: Increase student completion (transition) rate in ESL and basic skills (Remedial English and Remedial Math) courses specifically for male students and African American students.

Evaluation Metric	Method	Timeline	Responsible
Increase student successful completion (transition) in ESL and basic skills by the following: All Students: 1 – 2% African American students: 1 – 2% Male students: 1 – 2%	Track completion (transition) using MIS data	Spring 2017	Institutional Research
Embedded tutoring will be included in 50% of ESL and basic skills courses (Remedial English and Remedial Math) courses	Track the number and percent of ESL and basic skills courses (Remedial English and Remedial Math) courses using embedded tutoring	Spring 2017	Academic Success Center
Increase the number of boot camps targeting the above listed groups of students (Math, Reading, and English) from 2 to 6	Track the number of boot camps conducted each summer	Begin in Fall 2015 and each year thereafter	Institutional Research

Area: Student Success Indicator for Degree and Certificate Completion

Goal D: Increase the number of students who complete 30 units and Degrees/Certificates, specifically for older students (25 to 49 years).

Evaluation Metric	Method	Timeline	Responsible
Increase the number of students who earn 30 units and degrees/certificates by the following: All students: 2- 3% Older students: 1%	Track Degree and Certificate completion using MIS data each Spring	Spring 2017	Institutional Research
Increase the use of embedded tutoring in ESL and basic skills courses (remedial English and remedial math) by 50%, and gatekeeper courses (English, math, science, social science), learning communities, online and specific programs (i.e., MESA & Veterans)by 5%.	Track the number and percent of ESL, basic skills (remedial English and remedial math), gatekeeper courses (English, math, science, social science), and learning communities, online and specific programs (i.e., MESA & Veterans) using embedded tutoring.	Spring, 2017	Institutional Research
50% of eligible students will be automatically notified of eligibility for degree or certificate	Assess the number of student eligible for a degree/certificate against those who are actually notified	Spring 2017	Admissions and Records

Area: Student Success Indicator for Transfer

Goal E: Increase the number of students who transfer to four-year universities, specifically Hispanic students.

Evaluation Metric	Method	Timeline	Responsible
By Spring 2017, the college will increase the number of students who transfer to four-year universities by the following: All Students: 1 – 2% Hispanic students: 1-2%	Track Transfer using MIS data each Spring	Spring 2017	Institutional Research
Increase the use of embedded tutoring by 50% in ESL and basic skills courses (Remedial English and Remedial Math), and gatekeeper courses (English, Math, Science, Social science) by 5%	Track the number and percent of ESL and basic skills courses (Remedial English and Remedial Math) courses using embedded tutoring	Spring 2017 and each Spring thereafter	Institutional Research