

Student Equity Funding Request (2014-2015 Allocation)

	<input type="checkbox"/> New Project	<input type="checkbox"/> Continuing Project
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Forms are due to the Office of Student Equity and Success, c/o Joseph Alonzo. **For best consideration submit by 5:00pm on November 4th, 2015.**

Student Equity Funding prohibits the use of funds to supplant. Supplanting is the process of redirecting funds from existing resources or programs. Out-of-state travel is not allowable, unless approved by the CCC Chancellor's Office.

PROJECT TITLE:			
Funding Amount Requested:			
Funding Category:	<input type="checkbox"/> Instructional or Support Staff	<input type="checkbox"/> Professional Development	<input type="checkbox"/> Transfer Activity
<input type="checkbox"/> Software	<input type="checkbox"/> Direct Student Support	<input type="checkbox"/> Outreach Activity	<input type="checkbox"/> Other

If activity is approved, all funds allocated must be spent by December 31st, 2015.

Itemized Budget Description (staff, materials, transportation, conference expenses, etc.):

Note: An evaluation of all activities will be required with a formative and summative assessment due to the Office of Student Equity and Success immediately following the activity and on an annual basis. All funding is tentative pending continued funding from the State Chancellor's Office. Projects will be funded based on availability of funds and committee prioritization.

Contact Person:			
Department:			
Signature:		Date:	

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IMPLEMENTATION PLAN – Pg. 1

- 1. Intended Outcome/Participants** - Describe rationale or need and intended outcome and estimated number of equity-identified students served.
- 2. Target Population** - If this is a NEW project, please clearly explain how this project will ensure that students who have been identified as disproportionately impacted will be served. If this is a CONTINUING project, please provide specific evidence of how this additional funding will enhance or expand services to students who have been identified as disproportionately impacted. (See Appendix)
- 3. Activities and Outcomes** - Please explain how this project or plan is directly linked to or supports one or more of the Student Equity Goals or Activities. (See Appendix)
- 4. Planning** – How does this activity support the college/department/discipline with future planning (DPP, Program Review, EMP etc.)?
- 5. Institutionalization** - How do you plan to integrate this project with current college/department/discipline structure? Do you plan to “scale up” this project or plan? What sources of funding will be needed to institutionalize these activities? Please explain.

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IMPLEMENTATION PLAN – Pg. 2

Description of Activity	Responsible Person(s)	Target Date for Completion	Student Equity Success Indicator (Select one or more for each activity)
			<input type="checkbox"/> Access <input type="checkbox"/> Course Completion <input type="checkbox"/> ESL & BS Completion <input type="checkbox"/> Degrees & Certificates <input type="checkbox"/> Transfer
			<input type="checkbox"/> Access <input type="checkbox"/> Course Completion <input type="checkbox"/> ESL & BS Completion <input type="checkbox"/> Degrees & Certificates <input type="checkbox"/> Transfer
			<input type="checkbox"/> Access <input type="checkbox"/> Course Completion <input type="checkbox"/> ESL & BS Completion <input type="checkbox"/> Degrees & Certificates <input type="checkbox"/> Transfer
			<input type="checkbox"/> Access <input type="checkbox"/> Course Completion <input type="checkbox"/> ESL & BS Completion <input type="checkbox"/> Degrees & Certificates <input type="checkbox"/> Transfer

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IMPLEMENTATION PLAN – Pg. 3

Formalized Assessment Description

What data and process do you plan to use to evaluate the effectiveness of the activity or plan?
i.e. faculty/student surveys, retention statistics, CI Track or log-in sheets, etc.

Type of Data Collection <i>i.e. Student Experience</i>	Instrument <i>i.e. Survey</i>	Responsible Party <i>i.e. Faculty-driven questions with assistance from Research staff</i>

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Student Equity Funding Request

Rubric – Criteria

The following criteria will be used to evaluate and prioritize Funding Requests submitted to the Office of Student Equity and Success.

Criteria	Total Points = 100
Intended Outcome/Participants - Is the rationale or need and intended outcome clearly explained? Is the number of participants served identified?	15
Target Population - (New) Does this project clearly explain how students who have been identified as disproportionately impacted will be served? (Continuing) Does the project clearly provide specific evidence of how additional funding will enhance or expand services to students who have been identified as disproportionately impacted?	10
Activities and Outcomes - Does the plan address one or more of the Student Equity goals and/or strategies detailed in the Appendix?	15
Planning - Does the plan explain how the activity will support the college/department/discipline (DPP, Program Review, EMP etc.)	10
Institutionalization - Does this plan provide clear examples of how it will integrate with the current college/department/discipline structure? If applicable, does the project have a plan to scale up, and identify resources needed?	10
Activities - Are the activities and time line attainable? Are the activities aligned to reach the intended target population and outcome?	15
Evaluation - Does the plan demonstrate a clear process to evaluate the effectiveness of the project?	15
Budget - Is the budget clearly presented and fiscally reasonable?	10

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APPENDIX

Summary:

Santiago Canyon College recognizes the importance of student equity. The college is committed to ensuring its tenets are paramount to the integration of our campus wide plans for all students. The college established a Student Equity Committee, modeling the participatory governance structure, which identified disproportionate impact within the target populations as validated with data collected by our Office of Institutional Effectiveness. Our Student Equity plan will remain a living document which guides us annually to provide students with specialized services that will escort them onward to their academic goals. Santiago Canyon College aligned its target populations with those required for plan development. As a result, our plan was drafted for the following groups: African-American, White, Disabled, Asian/Pacific/Filipino, Female, Foster Youth, Latino, Male, Low Income, Native American/Alaskan, Age and Veterans.

Student Success Equity Indicators and Disproportionally Impacted Students: *(For use on Implementation Plan pg. 1 - #2 and Implementation Plan pg. 2)*

Access: SCC will maintain a commitment to equitable access for underrepresented students from the community served through strategic and continuous planning and evaluation.

Disparities: African-Americans, Asians/Pacific, Latinos, White, Other, Ages 22-25, DSPS, Foster Youth, Low-Income, Veterans

Course Completion: Increase the course completion rates among all students and continue to monitor and address disparities identified among targeted student equity subgroups.

Disparities: Native-Americans/Alaskan, Ages 18-21, Foster Youth, Low-Income, Veterans

ESL and Basic Skills Completion: Develop and implantation educational strategies that increase student success in ACE, basic skills courses in Math, English and Reading.

Disparities: Latinos, Other, Ages 22-25, Male students

Degrees and Certificates: Increase degree and certificate completion rates in underrepresented student groups to achieve an equitable balance of degree and certificate attainment across all targeted student equity subgroups.

Disparities: African-Americans, Latinos, Native Americans/Alaskan, Ages 18-21 and 40-49, Male, DSPS, Low-Income

Transfer: Increase transfer to four year institutions, especially among targeted student equity subgroups.

Disparities: Latinos, DSPS, Low-Income

Activities and Outcomes: *(For use on Implementation Plan pg. 1 - #3)*

Santiago Canyon College formulated our activities using a bevy of currently implemented programs, as well as by identifying areas where new support services are needed in order to address the disproportionate impacts that our data revealed. The following activities are noted for each indicator, followed by its respective outcome.

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Access A1 -

A1.1 Establish an Office of Student Equity and hire a Director to oversee Student Equity Plan implementation and evaluation.

Outcome: Dedicated office with a full-time Director responsible for overseeing the implementation of Student Equity Plan goals, activities, research and evaluation.

A1.2 Hire a full-time Research Analyst funded 50% through Student Equity and 50% through SSSP.

Outcome: Dedicated position for collecting, analyzing and reporting data related to equity, student success achievement and learning.

A1.3 Hire a 19-hour ongoing Senior Clerk to support Student Equity Office operations and activities.

Outcome: Dedicated Part-time classified position to support operations of the Office of Student Equity and implementation of student equity activities within the college and community.

A1.4 Provide faculty, staff and administrators with professional development training opportunities related to equity-mindedness, cultural competence and universal design.

Outcome: Incorporation of effective practices for enhancing student success and increasing equitable outcomes into college planning and instruction by faculty, staff and administrators.

A1.5 Promote and maintain SCC as a Hispanic serving institution.

Outcome: Publication of information about SCC as a Hispanic Serving Institution (HSI) and engagement in ongoing evaluation of the college's HSI status.

A1.6 Strengthen outreach and recruitment to underrepresented students, especially Asian, low-income, foster youth, veterans and students with disabilities.

Outcome: Increase in college enrollment rates in these targeted equity groups of 1% annually.

A1.7 Orient new students in underrepresented equity groups to college-wide specialized services that address their unique needs.

Outcome: Increased participation in college-wide specialized services addressing the unique needs of underrepresented equity groups.

A1.8 Conduct research to identify potential barriers and recruitment strategies for equity groups demonstrating disparities in access.

Outcome: Identification of factors that impact access for equity subgroups with disparities and potential strategies to mitigate it.

A1.9 Investigate the potential for integrating a student portal or one-stop online resource that will enhance our current website and target the needs of underrepresented students.

Outcome: Enhancements to college website that provide information about special programs, services and tools that support access and student success.

A1.10 Identify factors contributing to lower level placement across disciplines for target equity groups.

Outcome: Increase of 1% annually in placement rate among the following equity groups:

- 1) African-American, Latino and low-income students into college level math and English.
- 2) White, Other, and students with disabilities into college level math.

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A1.11 Create opportunities to engage in a college-wide dialogue about strategies to address student equity group disparities in access.

Outcome: Ongoing development of strategies to address student equity group disparities reflected in access.

Access A2 -

A2.1 Hold community-based foster youth events highlighting SCC programs and services.

Outcome: Increase of 1% annually in foster youth enrollment rate at the college and engagement in support services.

A2.2 Identify and respond to foster youth access needs, e.g. Pell grants, textbooks, bus passes, etc.

Outcome: Increase in access to available resources for foster youth.

A2.3 Explore hiring an individual to support the implementation of specialized foster youth services and other equity activities

Outcome: Recommend position to support the implementation of specialized foster youth services and other student equity activities.

Course Completion B1 -

B1.1 Explore options for acquiring software that will disaggregate and analyze learning outcomes and achievement for subpopulations of students as required by accreditation standard I.B.6.

Outcome: Recommendations of software purchases that will disaggregate data and analyze learning outcomes and achievement for subpopulations of students in order to identify performance gaps and implement strategies to mitigate them.

B1.2 Evaluate the utilization of in-person and E-advising counseling services by equity groups.

Outcome: Data analysis to determine if all student groups access counseling at similar rates.

B1.3 Assess if equity disparities exist among students participating in counseling intervention workshops required for students after their first semester on academic and/or progress probation.

Outcome: Data analysis of student participation in counseling intervention workshops among student equity groups.

B1.4 Create opportunities to engage in a college-wide dialogue focused on improving course completion rates in targeted equity groups.

Outcome: Identification and recommendation of strategies to address student equity disparities in course completion.

B1.5 Explore additional interventions for student equity groups on academic and progress probation to help them develop strategies for improving their academic performance.

Outcome: Recommendation of additional interventions for equity groups on academic and progress probation to help them develop strategies for improving their academic performance.

B1.6 Integrate disaggregated student achievement data into future Academic and Student Services Program Reviews.

Outcome: Student achievement data available for analysis and use by academic and student services departments.

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Course Completion B2 -

B2.1 Form an advisory group comprised of community-based foster youth service providers and college faculty, staff and administrators to provide guidance and direction in the development of foster youth services

Outcome: Establishment of a foster youth advisory committee.

B2.2 Provide foster youth with resources including priority eligibility for EOPS/CARE/CalWORKS, tutoring/ academic coaching and mental health services.

Outcome: Increase in rate of foster youth retention and course completion by 1% annually by reducing barriers to their academic success.

ESL and Basic Skills Completion C1 -

C1.1 Provide professional development opportunities to ESL, ACE and basic skills faculty on instructional methods to accommodate student diversity and support the development of equity-based curriculum.

Outcome: Faculty participating in professional development activities and implementation of various instructional methods to accommodate student diversity and support the development of equity-based curriculum

C1.2 Conduct research to determine if any equity group is less likely to enroll in and complete the next course in the ACE, ESL and basic skills sequence.

Outcome: Data evaluating equity in terms of student progression through ESL, ACE and English and math basic skills sequence.

C1.3 Work with faculty to identify and implement effective research-based academic support services for students enrolled in ACE, ESL and basic skills classes.

Outcome: Increase success rates in ACE, ESL and basic skills classes by 1% annually.

C1.4 Explore best practices to coordinate class scheduling between ACE and basic skills classes.

Outcome: Class scheduling designed to advance student pathway from basic skills to degree applicable courses.

C1.5 Explore the possibility of offering additional and varied cross listed sections of credit and non-credit courses.

Outcome: Increase the rate of students moving from non-credit to credit courses by 1% annually.

C1.6 Identify, explore and provide students with individualized computer-assisted instruction through instructional support centers and services to help them improve their basic skills.

Outcome: Increase student success and retention rates by 1% annually in ACE, ESL and basic skills classes.

C1.7 Offer tutoring and/or other academic support services to Adult Basic Education (ABE) and High School Subjects (HSS) students in Continuing Education through the BSI Grant.

Outcome: Increase successful completion rates of students enrolled in ABE and HSS classes by 1% annually.

C1.8 Examine online software for assessing and remediating college and career-readiness skills in reading, writing, math, ESL, study skills and career readiness for use in learning resource centers on campus.

Outcome: Recommendation of software to support the development of college and career readiness skills among ESL, ACE, basic skills and continuing education students.

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ESL and Basic Skill Completion C2 -

C2.1 Designate a foster youth liaison in each Student Service office to facilitate the provision of support services to this student population.

Outcome: Seamless access to support services for foster youth.

C2.2 Hold a pre-registration event to ensure foster youth are aware of priority registration dates and are prepared to register.

Outcome: 50% of foster youth will access priority registration.

Degree and Certificate Completion D1 -

D1.1 Submit request to hire a full-time (100% DSPS funded) DSPS Counselor to implement SSSP mandates including the development of abbreviated and comprehensive education plans for students with disabilities seeking to earn a certificate, AA degree or transfer to a 4-year university.

Outcome: Increase of 1% in the annual attainment rate of certificates, degrees and transfers by students with disabilities.

D1.2 Provide professional development opportunities to faculty on instructional methods to accommodate student diversity and support the development of equity-based curriculum.

Outcome: Faculty participation in professional development activities and implementation of various instructional methods to accommodate student diversity and support the development of equity-based curriculum.

D1.3 Conduct research to evaluate the participation and success rates of equity groups accessing campus learning resources i.e. Math Study Hall (MaSH), Writing Center, Tutoring Center, STAR Center, Academic Success Center.

Outcome: Report identifying disparities among equity groups in accessing and benefiting from stated learning resources.

D1.4 Offer, assess and expand academic coaching and specialized tutoring to students with disabilities through the DSPS Program.

Outcome: At least 60% of students participating in DSPS Academic Coaching and/or specialized tutoring will successfully complete semester coursework with a GPA of 2.0.

D1.5 Make priority counseling appointments available to Veterans and low-income students needing Financial Aid Counselor Approvals.

Outcome: Timely completion of required paperwork for Veterans and low-income students so they may register in classes required to meet their educational goals.

D1.6 Provide additional funding for textbooks, transportation and child care to low-income students through the EOPS/CARE/CalWORKS programs.

Outcome: Increased support for low-income students' textbooks, transportation, and child care.

Degree and Certificate Completion D2 -

D2.1 Ensure foster youth have access to an academic counselor for the development of education plans.

Outcome: Foster youth will develop an education plan with the assistance of an academic counselor.

D2.2 Foster Youth at risk for not making satisfactory progress will be contacted to ensure they know how to access intervention services.

Outcome: Foster youth accessing intervention services will increase by 1% annually.

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Transfer E1 -

E1.1 Provide professional development opportunities to faculty and staff on improving student engagement, success and transfer, particularly among underrepresented student groups.

Outcome: Faculty and staff participation in professional development activities leading to practices that improve student engagement and success and positively impact transfer rates.

E1.2 Develop a research agenda to identify transfer barriers for Latino DSPS, and low-income students.

Outcome: Report identifying potential transfer barriers for identified equity groups to be used for developing activities to mitigate them.

E1.3 Explore expansion of supplemental instruction (SI) and faculty mentoring to foster student engagement and success in courses across the curriculum.

Outcome: Increased availability of SI and faculty mentoring for courses across the curriculum.

E1.4 Offer specialized transfer workshops and a transfer event where DSPS, EOPS/CARE/CalWORKs, and CAMP students visit local 4-year universities each semester.

Outcome: Annual increase of 1% in the transfer rate of DSPS, low-income and Latino students.

E1.5 Engage in college-wide discussions to identify strategies to improve transfer rates of student equity groups demonstrating disproportionate impact.

Outcome: Identification of strategies to improve transfer rates of student equity groups demonstrating disproportionate impact.

Transfer E2 -

E2.1 Offer a transfer workshop and transfer event where foster youth visit local 4-year universities each semester.

Outcome: Increase of 2% in foster youth transfer rates for foster youth by 2017.