



Santiago Canyon College



2015-2016

Student Equity Plan



Student Equity Plan

Table of Contents

Signature Page	3
Executive Summary	6
Planning Process and Collaboration	13
Research Methods	16
Success Indicator: Access	19
Success Indicator: Course Completion	35
Success Indicator: ESL and Basic Skills Completion	46
Success Indicator: Degree and Certificate Completion	54
Success Indicator: Transfer	60
Other College- or District-wide Initiatives Affecting Several Indicators	67
Summary Budget	77
Summary Evaluation Schedule and Process	82



Santiago Canyon College



Student Equity Plan Signature Page

District: Rancho Santiago Community College District **Date of Trustees Approval Date:** December 7, 2015

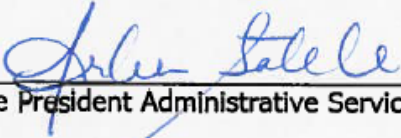
I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance with the student equity expenditure guidelines published by the California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



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



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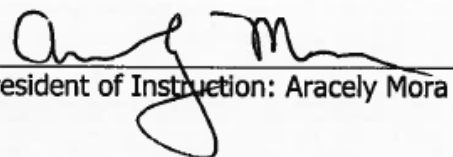
I certify that I was involved in the development of the plan and support the research goals, activities, budget, and evaluation it contains.



Vice President Student Services: John Hernandez

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



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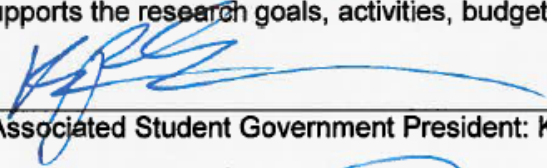
I certify that the Classified Senate representatives were involved in the development of the plan and support the research goals, activities, budget, and evaluation it contains.



CSEA President: Tom Andrews

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



Associated Student Government President: Kevin Pham

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Executive Summary



Santiago Canyon College



Santiago Canyon College Student Equity Executive Summary 2015-2016

Santiago Canyon College recognizes the importance of student equity. The college is committed to ensuring equity tenets are paramount to the development and integration of all campus-wide plans, procedures, and policies. The college established a Student Equity Committee and was part of the participatory governance structure. In 2015, this Student Equity Committee and the Student Success Committee merged to provide a more seamless and collaborative effort between the Student Equity and Student Success and Support Program, creating the Student Success and Equity Committee (SS&EC). With support from the SS&EC, campus researchers identified disproportionate impact within the state-mandated target populations as validated with data collected and analyzed by our Office of Institutional Effectiveness. This data was then used in the development of strategies that will address the gaps found under the five success indicators. SCC's Student Equity plan will remain a living document that directs us annually to provide students with specialized services to guide them toward their academic goals.

Target Populations

Santiago Canyon College aligned its research on disproportionate impact with those students identified in the student equity plan template. Using both the "80% Rule" and the "percentage gap index as the base metric, multiple groups were found to achieve success at significantly lower rates than those who are in the highest performing groups. As a result, goals and activities were created to address the gaps for the following student groups:

STUDENT GROUPS IDENTIFIED
Students who identify as: African American, Asian, Filipino, Pacific Islander, Latino/a, White, Native American/Alaskan, Male, Foster Youth, Veterans, Low-Income.
Students who marked "Other/Decline to state", or "More than one race" on their CC Application.
Students who have a documented disability.

It should be noted that while disproportionate impact could not be measured for specific student groups (i.e. Students who are African American, Native American/Alaskan, foster youth, and veterans), because their numbers are too small under a few success indicators, SCC acknowledges these students' place within the state legislation, and will continue to monitor and provide services to ensure their success in all areas identified.

Goals

Once the research team identified disproportionate impact within each success indicator, goals were established to guide strategies that will raise achievement rates for all students identified in the plan.

Access

SCC will maintain a commitment to increasing access for students identified in the equity plan through strategic and continuous planning and evaluation.

Course Completion

SCC will increase the course completion rates among students identified in the equity plan and continue to monitor and address disparities identified among these students.

ESL and Basic Skills Completion

SCC will develop and implement educational strategies that increase student success in ACE (ESL) and basic skills courses in Math, English and Reading for students identified in the student equity plan.

Degree and Certificate Completion

SCC will 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 groups.

Transfer

SCC will increase transfers to 4-year institutions among targeted equity groups.

Activities

Santiago Canyon College has developed activities using an array of currently implemented programs, as well as by identifying areas where new support services, professional development, and curriculum enhancement may be needed in order to address the disproportionate impacts that the data revealed. The following activities are noted for each indicator:

Access (A)

- A1. Conduct research to identify potential barriers and recruitment strategies for equity groups demonstrating disparities in access.
- A2. Identify factors contributing to lower level placement across disciplines for equity groups.
- A3. Create a media-marketing campaign to support outreach and recruitment of students in equity groups, as well as promote and maintain SCC as a Hispanic Serving Institution.

- A4. Provide materials and supplies to strengthen outreach and recruitment to disproportionately impacted groups.
- A5. Explore the expansion of Early Welcome, Family Night, and Discover SCC which will orient new students in underrepresented equity groups to college-wide specialized services that address their unique needs.
- A6. Hire a dedicated part-time staff member to support High School and Community Outreach operations and activities related to equity groups.
- A7. Develop a team of Student Ambassadors to support community outreach to identified student equity groups.
- A8. Provide supplemental support to the Upward Bound Program students taking SCC college courses through the Career Advanced Placement Program.
- A9. Hold community-based foster youth events highlighting SCC programs and services
- A10. Provide resources and supplemental support in the form of books, instructional supplies, gas cards, and bus passes etc. to students who identify as foster youth to eliminate barriers to enrollment at SCC.
- A11. Provide resources and supplemental support in the form of instructional supplies and gas cards to veteran students to eliminate barriers of access.
- A12. Provide outreach materials and specialized orientation programming for students with identified disabilities.
- A13. Develop an Academic Success Academy course for high school students with disabilities transitioning to SCC.
- A14. Explore the development of a bridge or transition program from high school to college for students identified in the access section of the equity plan.

Course Completion (B)

- B1. Evaluate the utilization of in-person and E-advising counseling services by equity groups.
- B2. Identify disparities among students participating in counseling intervention workshops required for students after their first semester on academic and/or progress probation.
- B3. Explore additional interventions for student equity groups on academic and progress probation to help them develop strategies for improving their academic performance.
- B4. Provide supplemental support to College Assistance Migrant Program (CAMP) by providing students with 20 laptop computers for student use in CAMP study space.
- B5. Develop and Implement DSPS Probation Workshops for students on all levels of probation/dismissal.

- B6. Offer a New Faculty Workshop on best practices for supporting DSPS student success.
- B7. Create an Autism/Asperger's Support Group.
- B8. Pilot Calculator Loan Program in collaboration with the bookstore and Math Department.

ESL and Basic Skills Completion (C)

- C1. Work with faculty to identify and implement effective research-based curriculum enhancement and academic support services for students enrolled in ACE, ESL and basic skills classes.
- C2. Conduct research to determine if any equity group is less likely to enroll in and complete subsequent courses in the ACE, ESL and basic skills sequence.
- C3. Coordinate class scheduling between ACE and basic skills classes.
- C4. Provide students with individualized computer-assisted instruction through instructional support centers and services to help them improve their basic skills.
- C5. Examine online software for assessing and remediating college and career-readiness skills in reading, writing, math, ESL, and study skills for use in learning resource centers on campus.
- C6. Hold a pre-registration event to ensure foster youth are aware of priority registration dates and are prepared to register.
- C7. Explore the expansion of SCC's basic skills preparation activities which have a history of success in improving the placement test scores for equity-identified students, and or preparing them for the classwork.
- C8. Explore providing specialized test preparation program for students with identified disabilities.
- C9. Explore instructional methods and practices that accommodate student diversity and are shown to increase success for equity-identified student groups.

Degree and Certificate Completion (D)

- D1. Explore jointly funding DSPS Counselor for 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.
- D2. Offer, assess and expand academic coaching and specialized tutoring to students with disabilities through the DSPS Program.
- D3. Conduct research to evaluate the participation and success rates of equity groups who use campus learning resources i.e. Math Study Hall (MaSH), Writing Center, Tutoring Center, STAR Center, and Academic Success Center and explore utilizing equity funds to expand on centers.
- D4. Offer priority counseling appointments to veterans and low-income students needing Financial Aid Counselor Approvals.

- D5. Ensure foster youth have access to an academic counselor for the development of a comprehensive education plan.
- D6. Contact and counsel foster youth at risk for not making satisfactory progress to ensure they know how to access intervention services.

Transfer (E)

- E1. Provide professional development opportunities to faculty and staff on improving student engagement, success and transfer, particularly among underrepresented student groups.
- E2. Develop a research agenda to identify transfer barriers for Latino/a DSPS, and low-income students.
- E3. Offer specialized transfer workshops and transfer events for foster youth, veterans, DSPS, EOPS/CARE/CalWORKs, and CAMP students, including visits to 4-year universities each semester.
- E4. Provide materials and supplies to support in-reach and marketing to equity-identified groups.
- E5. Offer DSPS Lunch & Learn Transfer Workshops.
- E6. Explore participation in Summer Scholars Transfer Institute at the University of California Irvine.

Other College- or District-wide Initiatives Affecting Several Indicators

- F1. Continue funding of director to oversee the Office of Student Equity and Success, as well as Student Equity Plan implementation and evaluation.
- F2. Continue jointly funding a full-time Research Analyst through Student Equity and SSSP.
- F3. Continue funding a dedicated part-time Budget Specialist to support Student Equity Office operations and activities.
- F4. Provide faculty, staff, administrators, and students with professional development opportunities related to equity-mindedness, cultural competence and universal design, and instructional methods to accommodate student diversity and support the development of equity-based curriculum.
- F5. Create opportunities to engage in a college-wide dialogue about strategies to address student equity group disparities in Access, Course Completion, BSI and ESL Course Completion, Degree and Certificate Completion, and Transfer.
- F6. Integrate a student portal that will enhance our current application process, serve as a one stop resource for students, and target the needs of underrepresented students.
- F7. Utilize an independent contractor to support the installation and maintenance of the student portal.
- F8. Explore expansion of supplemental instruction (SI) and faculty mentoring to foster student engagement and success in courses across the curriculum.

- F9. Provide additional funding for textbooks, transportation and child care to low-income students through the EOPS/CARE/CalWORKS programs.
- F10. Hire a dedicated part-time staff member to provide outreach, and wrap around support to students who identify as foster youth.
- F11. 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.
- F12. Designate a foster youth liaison in each Student Service office to facilitate the provision of support services to this student population.
- F13. Hire a dedicated full-time staff member to support outreach, logistics and operations of the Veteran's Services Office.
- F14. Hire a dedicated part-time staff member to support program development of the Office of Student Life and Leadership, so as to expand on leadership, diversity training, and professional development and to activities on campus for students in equity groups.
- F15. Provide release time to faculty, to create low-cost and or open source classes across departments and divisions.
- F16. Fund two student equity faculty coordinators to work collaboratively with the Student Equity Director.
- F17. Fund division student equity faculty team leaders to work with Student Equity Faculty Coordinators.
- F18. Using new research software, integrate and disaggregate student achievement data into future Academic and Student Services Program Reviews.
- F19. Pilot embedded tutoring services for courses across disciplines.
- F20. Explore the development of an Instructional Design Center that will support faculty in offering high quality instruction to students in the classroom and online. The Center will provide training, workshops, and technological support to faculty for the purpose of evaluating and refining instructional methods to accommodate SCC's diverse student population, as well as diverse learning styles within the classroom, and support the emergence of personalized learning experiences through adaptive learning methods.

Contact Information

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Planning Committee and Collaboration



Santiago Canyon College



Student Equity Coordination and Collaboration

The Student Success and Equity Committee (SS&E), which was created by combining the Student Success Committee and the Student Equity Committee in the Spring of 2015, recommends, coordinates, and initiates strategies which enhance student success and student equity at Santiago Canyon College. The committee serves as a “hub” for all student success initiatives including Student Equity, Student Success & Support Program (SSSP), and the Basic Skills Initiative.

The SS&E membership is comprised of faculty, staff, students, and administrators from across the campus to ensure constituency voices from all areas are included and multiple points of views are considered. The current membership of the Student Success and Equity Committee is as follows:

Name	Title	Representing
John Hernandez (Co-Chair)	Vice President of Student Services	Administration
Maureen Roe (Co-Chair)	Faculty Co-Chair Basic Skills Initiative / English	BSI Coordinator
Joseph Alonzo	Director, Office of Student Equity and Success	Administration
Diana Babayan	ACE Faculty / BSI	ACE
Ruth Babeshoff	Dean of Counseling, SSSP Coordinator	Administration
Nena Baldizon-Rios	EOPS Program Director / Counseling Faculty	EOPS
Amanda Carpenter	Student Services Specialist / DSPS	Classified
Matthew Carter	ASG Representative	Students
Dora Escobar	Counseling Faculty	Counseling
Denise Foley	Biology Faculty	General Education / Transfer
Marilyn Flores	Dean of Arts, Humanities, and Social Sciences	Administration
Kate Kosuth-Wood	English Faculty	English
Imelda Perez	Non-Credit SSSP Coordinator / Faculty	Continuing Education
Frank Rivera	High School and Community Outreach	Classified
Rudy Tjptahadi	Research Analyst	Classified
Christine Umali-Kopp	Multicultural Psychology / Faculty	At Large Faculty
Vivien Vu	DSPS Counselor / Faculty	DSPS
Alison Williams	Math Faculty / BSI	Math
Vacant	ASG Representative	Students

The Student Equity Plan was developed with a focus and priority given to these related programs and service providers who have seen success in supporting students who are disproportionately impacted:

- Student Success and Support Program (SSSP, state categorical)
- Basic Skills Initiative (BSI)
- Disabled Student Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS) and Special Services.
 - *California Work Opportunity and Responsibility to Kids (CalWORKs)*
 - *Cooperative Agencies Resources for Education (CARE)*
- Student Financial Aid Administration, Board Financial Assistance Program (BFAP)
- Guardian Scholars Program
- Veteran's Services Office

- College Assistance Migrant Program (CAMP)
- Transfer Center
- High School and Community Outreach Department
- Upward Bound (Federal TRiO Program)
- Title III STEM 2 Grant
- Title V Grant

Equity Plan Development and Approval Process

The Director of the Office of Student Equity and Success had the primary responsibility for the coordination of the revision of the Student Equity Plan. In order to ensure the appropriate stakeholders representing disproportionately impacted students were represented, the director broke down the plan into five parts, based on the five success indicators. Faculty, staff, and administrators were identified and invited to provide input to address each section. The director met with these individuals to gather input from them and to enquire about best practices, and to recommend strategies and activities.

The Director also met with specific programs and services identified as priority partners by the legislature and provided them with an option to submit ideas via a “suggested priorities list” (i.e. Veteran’s Services Office, Transfer Success Center, Guardian Scholars, and Outreach). The Academic Senate and the Associated Student Government Council were provided with the option of contributing suggestions and strategies via a “Student Equity Contribution Form” as well as through the formal review process.

With input from stakeholders, the director (with support from the Office of Institutional Effectiveness) was responsible for taking the findings on disproportionate impact and developing a working draft of the equity plan. The plan built upon the existing plan but included further strategies to address the disproportionate impact found in each required success indicator. The programs and services developed were based on supplementing and expanding successful programs on campus and developing new programs and services based on students’ needs and researched best-practices. A working draft of the plan was emailed to all members of the Student Success and Equity Committee. The Director met with most members individually and in small groups of two or three. The Director gathered the edits, revisions, and suggestions and considered them for the development of the final draft.

The draft of the plan was submitted for shared governance review to the Academic Senate, the Student Success and Equity Committee, and the Associated Student Government, with final review by College Council. The plan was then submitted to the Rancho Santiago Community College District Board of Trustees for final approval.

Research Methods



Santiago Canyon College

Campus Based Research: Introduction

In order to reduce redundancy and to operationalize language and methods, we are providing the "Research Methods" section. In this section, we introduce how we used the state suggested metrics and what institutional metrics were used to develop a comprehensive understanding of disproportionate impact across success indicators here at Santiago Canyon College.

Campus Based Research: Methods

Demographic Clarification:

The Apprenticeship Program at Santiago Canyon College comprises approximately 15% of the college's student population. This program is offered in conjunction with various employers and the Division of Apprenticeship Standards. Because this subpopulation is composed of students who are not enrolled in courses on campus, whose progress and achievement are systematically monitored and intervened upon, who consistently achieve at a high rate of course completion ($\geq 95\%$), whose academic goal is dissimilar to the traditional credit student population, and whose eligibility for apprenticeship status is regulated by numerous external factors outside of the control of the college, the data in this report will exclude Apprenticeship students.

Furthermore, because the race/ethnic disaggregation method used by the Chancellor's office does not accurately reflect the self-selected race/ethnic identities that students have chosen, the SCC Office of Institutional Effectiveness has employed an alternative method that more accurately depicts the proportion of racial/ethnic identities with which SCC students identify. An explanation of the difference in methodologies is as follows:

The CCCCCO Datamart methodology counts students with multiple races as Latinos/as, not "multi-race," if one of the selected ethnicities is "Latino/a." Students are only counted as "multi-race" if none of the races selected is "Latino/a." For this method, ethnicity reporting is unique; therefore, the total sum of proportions is 100%.

In the SCC IE race/ethnicity disaggregation methodology, all races selected by students are included. This means that the total sum of ethnicity proportions exceeds 100%; however, this is a more accurate reflection of the race/ethnic composition of the SCC student population. This method counts all races/ethnicities selected by students. The Multi-race category is still recorded but reported separately.

A comparison of these two methodologies will be provided in section I.A.

For the purpose of this report, the SCC IE methodology will be used to present race/ethnic proportions of target and comparison groups to determine disproportionate impact in each of the five equity indicator areas. For consistency in planning, the Office of Institutional Effectiveness has utilized this methodology in its provision of student success and retention data for the purposes of program review and departmental planning.

Determining Disproportionate Impact:

The California Community College Chancellor's Office (CCCCO) has provided three possible employable methodologies for determining disproportionate impact:

Proportionality Index – this method is used when comparing the proportion or relative size of the same demographic group in two populations. Essentially, this method is employed to identify instances where

any subgroup is less prevalent in an outcome group than in the cohort group. Groups with proportionality index scores of .85 or less throughout this report are determined to be disproportionately impacted.

80% Rule – this method is used when comparing the performance of a demographic group with a representative group's performance or with the performance of all demographic groups combined. Throughout this report, if an individual demographic group's performance is less than or equal to four-fifths, or 80%, of the representative group's performance, the individual demographic group is determined to be disproportionately impacted.

Percentage Gap Index– This method is a percentage point comparison of an individual demographic group's performance rate with the overall average performance of all groups. The difference of the two is calculated to determine if an individual demographic group is experiencing a rate lower than the average. The advantage of this method is the resulting information can easily be translated into meaningful data for setting goals and tracking progress. This methodology will be utilized throughout this report for this purpose only. This methodology will not be used to determine disproportionate impact.

In order to ensure the sample size is large enough to make an appropriate determination of disproportionate impact, demographic groups that are fewer than **30** will not be considered, with the exception of the following student groups: **DSPS, Foster Youth, Low Income, and Veteran.**

Access



Santiago Canyon College

Introduction: Access

Santiago Canyon College understands the importance of ensuring that all students in our service area have the same opportunity at accessing a quality education, regardless of their background. Because of the skewed nature of our apprenticeship program, as well as our high income service area, our researchers have looked into multiple metrics to provide a more comprehensive view of disproportionate impact for students in our area. In this section, we provide an overview of our research methodology, our data on disproportionate impact, our overall goal, and the aligned activities that we will use to increase access for students identified.

Campus Based Research: Access

RESEARCH METHOD:

To analyze disproportionate impact in access, **three** different metrics are evaluated:

Indicator 1A: Comparing percentages of equity subgroups in the SCC student population to the percentages in the adult population in the SCC Service area.

Data for SCC student population is students enrolled in credit courses in 2014-15 according to the RSCCD Data Warehouse. The SCC service area data is of adult population according to the US Census Bureau 2013 American Community Survey (5-year).

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

CCCCO Datamart Race/Ethnicity Disaggregation Methodology

SCC Credit Students Excl. Apprenticeship in 2014-15 vs. SCC Service Area Adults

	2014-15 SCC Credit Excl. Appr. Student Population N=13,579		2013 SCC Service Area Adult Population (18+) N=219,778		Proportion Index	Gap Index
	n	%	n	%		
Race/Ethnicity						pct. points
African American	231	1.7%	3,202	1.5%	1.17	0.2
American Indian/Alaskan	20	0.1%	597	0.3%	0.54	-0.1
Asian	1,094	8.1%	30,822	14.0%	0.57	-6.0
Filipino	221	1.6%	5,511	2.5%	0.65	-0.9
Latino	6,184	45.5%	63,273	28.8%	1.58	16.8
Pacific Islander	27	0.2%	741	0.3%	0.59	-0.1
White	4,783	35.2%	112,162	51.0%	0.69	-15.8
Multi-Race	630	4.6%	2,879	1.3%	3.54	3.3
Other (other, declined, unreported)	389	2.9%	591	0.3%	10.65	2.6
Hispanic	6,120	45.1%	63,273	28.8%	1.57	16.3

SCC IE Race/Ethnicity Disaggregation Method

SCC Credit Students Excl. Apprenticeship in 2014-15 vs. SCC Service Area Adults

	2014-15 SCC Credit Student Population N=13,579		2013 SCC Service Area Adult Population (18+) N=219,778		Proportion Index	Gap Index
	n	%	n	%		
Race/Ethnicity						pct. points
African American	461	3.4%	3,450	1.6%	2.16	1.8
American Indian/Alaskan	437	3.2%	913	0.4%	7.75	2.8
Asian	1,492	11.0%	30,910	14.1%	0.78	-3.1
Filipino	430	3.2%	5,675	2.6%	1.23	0.6
Latino	6,184	45.5%	63,273	28.8%	1.58	16.8
Pacific Islander	178	1.3%	758	0.3%	3.80	1.0
White	7,221	53.2%	145,627	66.3%	0.80	-13.1
Other (other, declined, unreported)	1,270	9.4%	28,207	12.8%	0.73	-3.5
Multi-Race	2868	21.1%	40068	18.2%	1.16	2.9
Hispanic	6120	45.1%	63273	28.8%	1.57	16.3

	2014-15 SCC Credit Student Population N=13,579		2013 SCC Service Area Adult Population (18+) N=219,778		Proportion Index	Gap Index
	n	%	n	%		
Gender						
Female	6,743	49.7%	111,099	50.6%	0.98	-0.9
Male	6,801	50.1%	108,679	49.4%	1.01	0.6
Unreported	35	0.3%	-	0.0%	-	0.3
Disability			N= 182,585 (Non-prison, 18-64 yrs)			
Non-DSPS	12,842	94.6%	173,323	94.9%	1.00	-0.4
DSPS	737	5.4%	9,262	5.1%	1.07	0.4
Special Populations			N= 70,412 (under 18yrs)			
Foster Youth*	54	0.4%	845	1.2%	0.33	-0.8
Special Populations			N= 219,778 (adult pop. 18+)			
Low-Income	2,068	15.2%	18,649	8.5%	1.79	6.7
Veterans	190	1.4%	12,371	5.6%	0.25	-4.2

Notes:

1) A subgroup must have at least 30 students to make valid disproportionate impact conclusion.

2) SCC Service Area comprises Orange, Tustin, Villa Park, North Tustin, and Anaheim Hills.

3) Foster Youth data in SCC Service area is limited to children under 18 years of age.

4) For definition of race/ethnicity, the first table uses methodology used by the CCCCCO Datamart, which includes counting students with multiple races as Latinos/as (not "multi-race") if one of the selected ethnicity is "Latinos/as." All other multi-race students are counted as "multi-race" if none of the races selected is "Latino/a." Ethnicity reporting is unique; therefore, total % is 100%. In the SCC IE disaggregation methodology, all races selected by students are included which means that total % exceeds 100%; however, this is a more accurate reflection of the race/ethnic composition of SCC student population because it counts all races/ethnicities selected by students. Multi-race is recorded separately.

5) Sources: Research Data Warehouse, US Census Bureau (American Community Survey, 2013 5-year estimate)

Largest Percentage Gaps Identified

SCC Credit Students Excl. Apprenticeship in 2014-15 vs. SCC Service Area Adults

Equity Gap	Student Group	Gap in comparison to SCC Area, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	Total student population	=	Number of Students "Short"
Largest Gap	White	13.1%	0.131	x	13,579	=	1,779
Second Largest	Veteran	4.2%	.042	x	13,579	=	570
Third Largest	Asian	3.1%	0.031	x	13,579	=	421

Analysis: Two methodologies are used to analyze the data. First, the **proportionality index** is a ratio of the percentage of a subgroup in the student population divided by its percentage in the college's service area; a ratio of less than 0.85 is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the percentage of a subgroup in the SCC student population and the percentage of that subgroup in the SCC service area. While the percentage gap is misleading because of the significant differences in group sizes and therefore absolute percentages, the percentage gap is included here because it may be useful in the calculation of shortfall in terms of number of students. The percentage gap index methodology is not used here to identify disproportionate impact.

Conclusion: When comparing the CCCCCO Datamart race/ethnicity disaggregation methodology with the SCC IE methodology, the difference is most evident in smaller race groups that are often paired with Latino/a. For example, while there are 437 students who identify themselves as American Indian/Alaskan Native, only 20 of these get listed as American Indian/Alaskan Native under the Chancellor's Office methodology. The other 417 are shifted to Latino/a or to Multi-Race. This is an undercount problem that is apparent also for African American, Filipino, Pacific Islander and Other. For this reason, all determinations of disproportionate impacted will be made for race/ethnic groups based on the SCC IE race/ethnicity disaggregation methodology.

Compared to demographics of the population in the SCC service area, the following equity subgroups appear to be underrepresented in the 2014-15 credit student population at SCC: **Asian, White, Other, Foster Youth, and Veteran.**

Indicator 1B: Comparing percentages of equity subgroups in the 2014-15 SCC first-time freshmen student population aged 17-19 to the percentages in the 2013-14 graduating cohort from local feeder high schools.

Percentages of equity subgroups in SCC 2014-15 first-time freshmen aged 17-19 population are compared to percentages of corresponding groups among 2013-14 graduates of Orange Unified High School District. Because the high school data only include race/ethnicity and gender data, no comparison can be made for special population subgroups (low-income, foster youth, disability, and veteran).

I.B. Compare percentages of equity subgroups in the 2014-15 SCC first-time freshmen student population aged 17-19 to the percentages of 2013-14 graduates from local feeder high schools (Orange Unified High School District)

SCC IE Race/Ethnicity Disaggregation Method

Demographics of SCC Credit (Excluding Apprenticeship) First-Time Freshmen 17-19 in 2014-15 vs. Orange HS District Graduates in 2013-14

	2014-15 SCC Credit 1st-Time Freshmen 17-19 N=1,770		2013-14 OUSD Graduates N=2,171		Proportion Index	Gap Index
	n	%	n	%		
Race/Ethnicity						pct. points
African American	57	3.2%	42	1.9%	1.66	1.3
American Indian/Alaskan	56	3.2%	14	0.6%	4.91	2.5
Asian	164	9.3%	279	12.9%	0.72	-3.6
Filipino	63	3.6%	37	1.7%	2.09	1.9
Latino	842	47.6%	978	45.0%	1.06	2.5
Pacific Islander	20	1.1%	13	0.6%	1.89	0.5
White	966	54.6%	763	35.1%	1.55	19.4
Multi-Race	392	22.1%	30	1.4%	16.03	20.8
Other (other, declined, unreported)	42	2.4%	15	0.7%	3.43	1.7
Gender						
Female	876	49.5%	1,060	48.8%	1.01	0.7
Male	888	50.2%	1,111	51.2%	0.98	-1.0
Unreported	6	0.3%	0	0.0%	N/A	0.3

Notes:

1) Feeder HS graduates data do not include disability status and special populations to compare with SCC first-time freshmen data.

2) Sources: Research Data Warehouse, California Department of Education (CDE) Demographics (Dataquest)

Largest Percentage Gaps Identified

SCC Credit (Excluding Apprenticeship) First-Time Freshmen 17-19 in 2014-15 vs. Orange HS District Graduates in 2013-14

Equity Gap	Student Group	Gap in comparison to OUSD Graduates (Percentage)	Percentage expressed as decimal 25% becomes .25	Multiply	Total SCC FTF student population	=	Number of Students "Short"
Largest Gap	Asian	3.6%	0.036	x	1,770	=	64
Second Largest	N/A			x		=	
Third Largest	N/A			x		=	

Analysis: Two methodologies are used to analyze the data. First, **the proportionality index** is a ratio of the percentage of a subgroup in the student population divided by its percentage in the college's service area; a ratio of less than 0.85 is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the percentage of a subgroup in the SCC student population and the percentage of that subgroup in the SCC service area. While the percentage gap is misleading because of the significant differences in group sizes and therefore absolute percentages, the percentage gap is included here because it may be useful in the calculation of shortfall in terms of number of students. The percentage gap index methodology is not used here to identify disproportionate impact.

Conclusion: Compared to the demographics of 2013-14 OUSD graduates, the following equity subgroups appear to be underrepresented in the 2014-15 First-Time Freshman cohort at SCC: **Asian**.

Indicator 1C: Comparing placement rates into transfer-level courses in English, Mathematics and Reading among equity subgroups in the 2014-15 SCC first-time freshmen student population.

I.C. Compare placement rates into transfer-level courses in English, Mathematics and Reading among equity subgroups in the 2014-15 SCC first-time freshmen student population.

Access is measured also by the rate at which equity subgroups are placed into college-level or transfer-level courses upon entry into SCC. Placement test results in English, Mathematics and Reading given to first-time freshman enrolling in 2014-15 are used for this metric.

SCC First-Time Freshman Placement Testing Results in 2014-15

	Reading					English					Math				
	Below transfer	Transfer level	Total # tested	80% Rule	Gap Index	Below transfer	Transfer level	Total # tested	80% Rule	Gap Index	Below transfer or take lower test	Transfer level	Total # tested	80% Rule	Gap Index
Total # 1st-Time Freshmen Tested	18%	82%	1372			42%	58%	1372			70%	30%	1558		
Ethnicity					pct. points					pct. points					pct. points
African American	19%	81%	43	0.91	-0.6	44%	56%	43	0.76	-2.5	77%	23%	52	0.49	-6.4
American Indian/Alaskan	20%	81%	41	0.90	-1.5	34%	66%	41	0.90	7.6	67%	33%	46	0.69	3.1
Asian	16%	85%	116	0.95	2.5	32%	68%	116	0.93	9.8	51%	47%	146	1.00	17.8
Filipino	14%	86%	49	0.96	3.7	27%	74%	49	1.00	15.2	54%	44%	57	0.93	14.4
Latino	24%	76%	683	0.85	-6.3	54%	46%	683	0.62	-12.6	74%	25%	748	0.53	-4.2
Pacific Islander	6%	94%	17	1.06	12.1	35%	65%	17	0.88	6.4	63%	37%	19	0.78	7.3
White	11%	89%	724	1.00	7.1	28%	72%	724	0.97	13.2	70%	30%	825	0.62	0.0
Multi-Race	15%	85%	301	0.95	2.7	36%	64%	301	0.87	5.8	68%	31%	339	0.66	1.8
Other (other, declined, unreported)	23%	77%	31	0.87	-4.6	58%	42%	31	0.57	-16.4	63%	34%	41	0.72	4.6
Gender															
Female	19%	81%	664	0.97	-1.1	42%	58%	664	0.99	-0.5	69%	31%	765	1.00	1.1
Male	17%	83%	703	1.00	1.1	41%	59%	703	1.00	0.3	70%	29%	787	0.93	-1.0
Unreported	20%	80%	5	0.96	-2.0	20%	80%	5	1.37	21.7	67%	33%	6	1.09	3.8
Disability															
Non-DSPS	17%	83%	1306	1.00	0.8	40%	59%	1306	1.00	1.1	69%	31%	1484	1.00	1.2
DSPS	35%	65%	66	0.79	-16.8	64%	36%	66	0.61	-21.9	93%	5%	74	0.18	-24.1
Special Populations	reference group is overall average					reference group is overall average					reference group is overall average				
Foster Youth	13%	88%	8	1.07	5.5	75%	25%	8	0.43	-33.3	100%	0%	8	0.00	-29.5
Low-Income	28%	72%	174	0.88	-10.2	59%	41%	174	0.71	-16.9	79%	21%	184	0.72	-8.3
Veterans	11%	90%	19	1.09	7.5	42%	58%	19	0.99	-0.4	95%	5%	21	0.16	-24.7

Notes:

- 1) Transfer level Math=Math 105/140/145/160/219 or above; transfer-level English=English 101; transfer-level Reading=Reading 102/150.
- 2) If a student took a placement test for the same subject multiple times, the one counted is the most recent test result.
- 3) Source: RSCCD Research Department Data Warehouse (2014-15 first-time freshmen, end-of-term who were administered CTEP and/or MDTP placement tests in 2014 and 2015)

Largest Percentage Gaps Identified

SCC First-Time Freshman Reading Placement Testing Results in 2014-15

Equity Gap	Student Group	Gap in comparison to Average (Percentage)	Percentage expressed as decimal 25% becomes .25	Multiply	Total number of students tested in that group	=	Number of Students "Short"
Largest Gap	DSPS	16.8%	0.168	x	66	=	11
Second Largest	N/A			x		=	
Third Largest	N/A			x		=	

Largest Percentage Gaps Identified

SCC First-Time Freshman English Placement Testing Results in 2014

Equity Gap	Student Group	Gap in comparison to Average (Percentage)	Percentage expressed as decimal 25% becomes .25	Multiply	Total number of students tested in that group	=	Number of Students "Short"
Largest Gap	DSPS	21.9%	0.219	x	66	=	14
Second Largest	Low-Income	16.9%	0.169	x	174	=	29
Third Largest	Latino/a	12.6%	0.126	x	683	=	86

Largest Percentage Gaps Identified

SCC First-Time Freshman Mathematics Placement Testing Results in 2014-15

Equity Gap	Student Group	Gap in comparison to Average (Percentage)	Percentage expressed as decimal 25% becomes .25	Multiply	Total number of students tested in that group	=	Number of Students "Short"
Largest Gap	Veterans	24.7%	0.247	x	21	=	5
Second Largest	DSPS	24.1%	0.241	x	74	=	18
Third Largest	African-American	6.4%	0.064	x	52	=	3

Analysis: Two methodologies are used to analyze the data. First, **the 80% rule index** is a ratio of the percentage rate of placement into transfer-level course of a subgroup in the student population to the percentage rate of a reference subgroup (highest performing group); for special population groups, the comparison is made to the overall average placement rates. A ratio of less than **0.80** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the placement rate percentage of a subgroup in the SCC student population and the percentage of the overall average for all students. The percentage gap index methodology is not used to identify disproportionate impact.

Conclusion: Disproportionate impact is observed mostly in Math and English placement tests, where several equity subgroups placed in transfer-level courses at significantly lower rates than the reference groups or the overall average.

In **Reading**: slight disproportionate impact for **DSPS** students. In **English**: disproportionate impact for **African-American, Latino/a, Other, DSPS, Low-Income** and **Foster Youth**. In **Math**: disproportionate impact for **African-American, American Indian/Alaskan, Latino/a, Pacific Islander, White, Multi-Race, Other, DSPS, Low Income, Foster Youth** and **Veteran**.

Goals, Activities, Funding, and Evaluation: Access

GOAL: ACCESS

SCC will maintain a commitment to increase access for students identified in the equity plan through strategic and continuous planning and evaluation.

GAP TABLES: ACCESS

These tables below show an aggregate of all of the students that were identified in either 2013-14, 2014-15, or both. We will monitor all of the groups but prioritize those highlighted in yellow to demonstrate significant disproportionate impact. A three year assessment will be used in order to find if SCC was successful in closing the gaps in these areas or if the rise and fall is simply year to year fluctuation.

I.A. ACCESS: Compare SCC Credit (excluding Apprenticeship) to SCC Service Area

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Asian	-6.4	-3.1	-2.3	2021
White	-15.3	-13.1	-9.8	2021
Other	6.7	-3.5	-2.6	2021
Foster Youth	0.2	-0.8	-0.6	2021
Veterans	-4.4	-4.2	-3.2	2021

I.B. ACCESS: Compare SCC Incoming Freshmen to Graduates from Feeder HS (OUSD)

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Asian	N/A	-3.6	-2.7	2021

I.C.1 ACCESS: Placement Rates into Transfer-Level ENGLISH Courses

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
DSPS	-15.9	-16.8	-12.6	2021

I.C.2 ACCESS: Placement Rates into Transfer-Level MATHEMATICS Courses

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
African American	-9.2	-2.5	-1.9	2021
Latino/a	-12.3	-12.6	-9.5	2021
Other	6.0	-16.4	-12.3	2021
DSPS	-12.0	-21.9	-16.4	2021
Foster Youth	9.2	-33.3	-25.0	2021
Low Income	-13.5	-16.9	-12.7	2021

I.C.3 ACCESS: Placement Rates into Transfer-Level READING Courses

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
African American	-8.5	-6.4	-4.8	2021
American Indian/AK	N/A	3.1	N/A	2021
Latino/a	-6.1	-4.2	-3.2	2021
White	N/A	0	N/A	2021
Multi-Race	N/A	1.8	N/A	2021
Other	N/A	4.6	N/A	2021
DSPS	-14.2	-24.1	-18.1	2021
Foster Youth	-2.4	-29.5	-22.1	2021
Low-Income	-13.7	-8.3	-6.2	2021
Veterans	-21.7	-24.7	-18.5	2021

ACTIVITIES: ACCESS

Activity	Start / End Date (Evaluation Cycle)	Activity Type	Link to Goal	Funding
A1. Conduct research to identify potential barriers and recruitment strategies for equity groups	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation -Outreach	Identification of factors that impact access for equity groups will guide potential strategies to mitigate barriers and will provide areas for focus for recruitment efforts. This will in turn	Equity: \$0,000

demonstrating disparities in access.			increase the number of students from equity groups that enroll at SCC.	
• Target Groups: All groups identified in the Access Section will be impacted by research on barriers. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: In the 2014-15 Student Equity Plan, a recommendation was made to conduct research to identify potential barriers and recruitment strategies for equity groups demonstrating disparities in access. Over the course of three years, the research analyst will use both qualitative and quantitative methods for gathering data on what barriers exist that keep students from equity identified groups from enrolling at SCC. In year two of the current plan and continuing into year three, the research analyst will create and submit surveys to students, as well as facilitate focus groups with students on campus. The results of the data will be shared with the Student Success and Equity Committee, who will work with stakeholders on campus to create strategies to mitigate barriers found. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the recruitment of students from disproportionately impacted groups. This will be measured on an annual basis, with a summative assessment to be completed at the end of this third reporting year (2016/17).				
A2. Identify factors contributing to lower level placement across disciplines for equity groups.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation -Outreach	Identifying factors contributing to low placement scores will provide insight into strategies that can be put into place that will in turn increase placement rate among student equity groups.	Equity: \$0,000
• Target Groups: All groups identified in the Access Section will be impacted by identifying factors. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: A Research Analyst was hired in June 2014. The research analyst immediately began conducting research related to disproportionate impact and will continue to do so with guidance from the Director of the Office of Student Equity and Success and the Student Success and Equity Committee. Identifying factors contributing to lower level placement across disciplines for equity groups will provide a space to develop strategies for improving placement and in return, move more students into college or transfer level courses. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the placement of students from disproportionately impacted groups into college level courses. This will be measured on an annual basis with a summative assessment to be completed at the end of this third reporting year (2016/17).				
A3. Create a media marketing campaign to support outreach and recruitment of students in equity groups, as well as promote and maintain SCC as a Hispanic Serving Institution.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach	Creating an intentional marketing campaign will strengthen outreach and recruitment to underrepresented students identified in the Access Section of the Student Equity Plan and in turn, raise the number of students recruited to SCC.	Equity: \$5,000 (annually) General Fund: \$25,000 (annually)
• Target Groups: All groups identified in the Access Section will be impacted by creating a media campaign that will increase the recruitment of students from identified groups. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: A media campaign will also be developed in collaboration with SCC's presidential initiative. The media campaign will be designed to expand the visibility of the college, specifically to groups of students identified in SCC's Student Equity Plan. • Evaluation: The research on disproportionate impact will determine whether the marketing campaign is reducing the achievement gap for students identified.				
A4. Provide materials and supplies to support outreach and recruitment	2014/15 (year 1) - 2016/17 (year 3)	-Outreach	Providing additional materials will strengthen outreach and recruitment to underrepresented students identified in	Equity: \$20,000 (annually)

of disproportionately impacted groups.			the Access Section of the Student Equity Plan.	
• Target Groups: All groups identified in the Access Section will be impacted by providing resources and materials to outreach staff in order to increase the number of students from identified groups that are recruited to the campus. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: Currently, the outreach department has no budget for materials or resources. This significantly impacts the way they recruit and the type of outreach they are able to conduct. In the Fall of 2015, the Office of Student Equity and Success provided materials and supplies in the amount of \$2,500 to strengthen outreach efforts during the Fall recruitment season. Providing supplemental outreach materials and resources the outreach office needs will assist in the recruitment of students in equity groups. These materials will allow outreach staff to market SCC's programs and increase the number of students from DI groups that enroll. • Evaluation: The research on disproportionate impact will determine whether the supplemental materials are reducing the achievement gap for students identified in the Access Section.				
A5. Explore the expansion of Early Welcome, Family Night, and Discover SCC which will orient new students in under-represented equity groups to college-wide specialized services that address their unique needs	2015/16 (year 2) - 2016/17 (year 3)	-Outreach	Strengthening outreach and recruitment to underrepresented students with focused expansion of already successful programs will decrease the gap between the reference groups and those showing disproportionate impact.	Equity: \$3,000 (annually)
• Target Groups: All groups identified in the Access Section will be impacted by expansion of outreach events. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: Currently, SCC Early Welcome and registration events are successful. In coordination with SSSP and BSI, the Student Success and Equity Committee will explore what it would take to increase the number of equity identified students and their families to attend these events. One option being explored is providing a Family Night session in Spanish. Based on the feedback from that event, the committee will make a formal recommendation on whether or not more events can be expanded. • Evaluation: The research on disproportionate impact will determine whether expanding current recruitment events is reducing the achievement gap for students identified.				
A6. Hire a dedicated part-time staff member to support High School and Community Outreach operations and activities related to equity-identified student groups.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach -Direct Student Support	Hiring a staff member that focuses on strengthening outreach and recruitment to underrepresented students identified in the Access Section of the Student Equity Plan will decrease the gap between the reference groups and those identified in the equity plan.	Equity: \$14,029 (6 month)
• Target Groups: All groups identified in the Access Section will be impacted by hiring an outreach staff member that will increase the number of students from identified groups that are recruited to the campus. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: The High School and Community Outreach Department is limited in staff. By providing additional support, a greater effort can be made to connect with students from identified groups in order to increase the number of these students that enroll at SCC. • Evaluation: The Assistant Dean of Admissions and Records, as well as colleagues, will contribute qualitative insights into the performance and aptitude of the Outreach Specialist. Formal evaluation will occur on an annual basis with informal meetings occurring weekly with the direct supervisor. The research on disproportionate impact will determine whether hiring the staff member is reducing the achievement gap for students identified. This is measured on an annual basis with a summative assessment to be completed at the end of this third reporting year (2016/17).				

A7. Develop a team of Student Ambassadors to support community outreach to identified student equity groups.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach	Strengthen outreach and recruitment to underrepresented students by attending community events in the service area that are highly attended by students identified in the Access Section of the Student Equity Plan which will increase the amount of these students that enroll at SCC.	Equity: \$9,632 (annually)
• Target Groups: All groups identified in the Access Section will be impacted by developing a team of Student Ambassadors that will increase the number of students from identified groups that are recruited to the campus. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: The High School and Community Outreach Department is limited in staff. By providing additional support, a greater effort can be made to connect with students from identified groups in order to increase these students' enrollment numbers at SCC. The team of Student Ambassadors will focus on large scale cultural and community events that cater to adolescents, young adults, veterans, families, and other groups from identified populations. • Evaluation: The Assistant Dean of Admissions and Records, as well as colleagues, will contribute qualitative insights into the performance and aptitude of the individual ambassadors. The research on disproportionate impact will determine whether the team of Student Ambassadors are reducing the achievement gap for students identified. This is measured on an annual basis with a summative assessment to be completed at the end of this third reporting year (2016/17).				
A8. Provide supplemental support to the Upward Bound Program students taking SCC college courses through the Career Advanced Placement Program.	2015/16 (year 2) - 2016/17 (year 3)	-Direct Student Support -Outreach -Instructional Support Activities	Strengthen outreach and recruitment of underrepresented students by providing books, and instructional supplies for Upward Bound students taking SCC courses.	Equity: \$3,000 (annually) Upward Bound: \$7,000 (annually)
• Target Groups: Students who identify as Latino/a, and or low-income. • # of Students: Upward Bound serves approximately 62 students annually, with 10 students taking college courses during the Summer Program. • Activity Implementation Plan: Upward Bound has a history of success in supporting Latino/a, first-generation and low-income students. SCC's Upward Bound Math Science has seen similar success. They are, however, limited in the resources they provide their students. For instance, they are not able to provide books or instructional supplies to students taking college courses. Based on conversations with stakeholders, a recommendation was made to include supplemental support for these students who may not take these classes without the supplemental monetary support for books. • Evaluation: The research on disproportionate impact in the areas of access will determine whether additional resources were successful in reducing the achievement gap for identified students. This is measured on an annual basis with a summative assessment to be completed at the end of this third reporting year (2016/17).				
A9. Hold community based foster youth events highlighting SCC programs and services.	2014/15 (year 1) - 2016/17 (year 3)	-Outreach -Direct Student Support	Providing specialized recruitment for foster youth will allow these students to see, and understand what services and programs are available to them at SCC, which will increase the number of foster youth who enroll.	Equity: \$3,000 (annually)
• Target Groups: Students who identify as foster youth. • # of Students: Approximately 50 foster youth annually • Activity Implementation Plan: In the 2014-15 Student Equity Plan, there was a recommendation to hold a community-based foster youth event, which would highlight SCC's programs and services designed to support these students. In the Fall of 2015-16, the foster youth advisory group will meet and make plans to create an event such as				

this. Community and campus partners will be included ensuring that students can access multiple areas for support they need (i.e. housing, mental health services, child care, etc.), thus eliminating barriers to foster youth student success here at SCC. • Evaluation: The research on disproportionate impact in the areas of access will determine whether providing specialized community events is increasing the number of students who identify as foster youth who enroll at SCC. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
A10. Provide resources and supplemental support in the form of books, instructional supplies, gas cards, and bus passes etc. to students who identify as foster youth to eliminate barriers to enrollment at SCC.	2014/15 (year 1) - 2016/17 (year 3)	-Outreach -Direct Student Support -Instructional Support Activities	Providing monetary support to foster youth students will eliminate many of the barriers they encounter before they arrive on our campus. Removing these barriers will likely increase the number of foster youth that enroll at SCC.	Equity: \$10,000 (annually)
• Target Groups: Students who identify as foster youth. • # of Students: Approximately 50 foster youth annually • Activity Implementation Plan: In the 2014-15 Student Equity Plan, there was a recommendation to provide foster youth with resources and supplemental support, which would limit many of the barriers these students encounter upon entering higher education. During the 2014-15 year, supplemental support was provided to foster youth in the form of books, instructional supplies, gas cards, and bus passes. With the support of the foster youth advisory group, and the potential hiring of staff to support foster youth, the numbers may increase and more support may be needed for these students. • Evaluation: At the end of three years, a comparative study will be conducted between those students that received this support and foster youth that did not to show the impact of providing additional resources to this very deserving student population. The research on disproportionate impact in the areas of access will also be key in determining whether providing supplemental resources is reducing barriers and increasing access for students who identify as foster youth. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
A11. Provide resources and supplemental support in the form of books, instructional supplies, and gas cards, to veteran students to eliminate barriers of access.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach -Direct Student Support -Instructional Support Activities	Providing monetary support to veteran students will eliminate many of the barriers linked to the delay in receiving their GI Bill benefits. Removing these barriers will likely increase the number of veterans that will enroll at SCC as many veterans investigate schools with “gap support”, and quick benefits turn around.	Equity: \$10,000 (annually)
• Target Groups: Students who identify as veterans. • # of Students: Approximately 190 student veterans annually. • Activity Implementation Plan: Over the Spring and Summer of 2015, the Director of the Office of Student Equity and Success met with veteran support staff to gain a qualitative understanding of what support is being provided to student veterans and where the gaps are. One issue that looms large, not only for veterans here at SCC but across the nation, is their “benefits gap”. When a veteran applies for benefits, the VA will only process them after the veteran begins taking the class. This means that the support funds that are supposed to be for housing, books, supplies, and food do not come until after the veteran is well into the semester. Providing “gap support” in the form of books, instructional supplies, and gas cards will reduce the amount of barriers veteran students face prior to enrolling at SCC. • Evaluation: At the end of three years, a comparative study will be conducted between those students that received this support and veterans that did not to show the impact of providing additional resources to these students. The research on disproportionate impact in the area of access will also be key in determining whether providing				

supplemental resources is reducing barriers and increasing access for students who identify as veterans. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
A12. Provide outreach materials and specialized orientation programming for students with identified disabilities.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach -Direct Student Support -Instructional Support Activities	Providing specialized marketing materials and a parent orientations will allow the DSPS Office to strengthen its recruitment of students with identified disabilities immediately following their high school graduation. This will make for a seamless transition into higher education, and minimize barriers of access surrounding these students.	Equity: \$5,000 (annually)
• Target Groups: Students with identified disabilities and their parents. • # of Students: Students with identified disabilities and their parents. • Activity Implementation Plan: Create outreach materials targeting high school students with disabilities and distribute them to feeder high schools. Develop a parent orientation for students with disabilities that addresses the specialized DSPS High School transition process. • Evaluation: The DSPS faculty will review data regarding participation in parent workshops and subsequent student enrollment at SCC. The research on disproportionate impact in the areas of access will also be key in determining whether providing supplemental resources and orientation programming are reducing the achievement gap found to impact students with disabilities. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
A13. Develop an Academic Success Academy course for high school students with disabilities transitioning to SCC.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach -Direct Student Support -Instructional Support Activities	The Academic Success Academy will provide students with disabilities with learning resources and materials to prepare them for their first semester at SCC.	Equity: \$2,873 (annually)
• Target Groups: Students with identified disabilities will participate in the Academic Success Academy. • # of Students: Students with identified disabilities will be impacted. • Activity Implementation Plan: The DSPS faculty will plan, coordinate, and develop curriculum for the Academic Success Academy. Faculty from other departments and disciplines will be consulted as needed. Faculty will receive release time LHE for the development and teaching of the course. • Evaluation: The DSPS faculty will develop student learning outcomes and an evaluation instrument to determine if course outcomes were met. The research on disproportionate impact in the areas of access will determine whether the Academic Success Academy is increasing the transition and first year success if students with identified disabilities. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
A14. Explore the development of a bridge or transition program from high school to college for students identified in the access section of the equity plan.	2015/16 (year 2) - 2016/17 (year 3)	-Research and Evaluation -Planning and Coordination	The development of a bridge or transition program, will remove many barriers encountered by students and will result in higher numbers of students from equity-identified groups enrolling at SCC.	Equity: \$0,000
• Target Groups: All groups identified in the Access Section will be impacted by exploring the development of a bridge or transition program. • # of Students: All groups identified in the Access Section will be impacted. • Activity Implementation Plan: There are many best practices identified to increase access to higher education for students from underrepresented groups. During the 2014-15 academic year, the Director of the Office of Student Equity and Success has come across many best practices being implemented by colleges and universities. Some				

activities to be noted for their success are first-year programs that focus on a cohort of students that begins in the summer and moves through their first year taking classes together and meeting during the semester as a group. Some models focus on students from similar majors, others on students from similar backgrounds, for example: Latino students, low-income students, and or males. One practice that is having a high impact and increasing student success is a conference model that brings students together over the summer to develop skills that are needed to be successful in higher education. One successful regional model is the “Encuentros Conference” that focuses on Latino males and also has a parent component. In the coming 20-15-2015 academic year, the Director along with outreach staff and interested individuals from across campus can have open discussions about including activities like this as outreach to identified student groups to eliminate barriers encountered by these students and to make the transition to higher education as seamless as possible.

- **Evaluation:** This is an exploratory activity that will result in recommendations for future activities to increase access for equity identified students. Should an activity be approved and included in future iterations of the equity plan, the research on disproportionate impact in the areas of access will determine whether the bridge or transition program is increasing the number of students who enroll at SCC. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).

Course Completion



Santiago Canyon College

Introduction: Course Completion

For the purpose of this plan, disproportionate impact in the area of Course Completion will be identified by analyzing 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. In this section we have included our research methods, data on disproportionate impact, the course completion goal, and the aligned activities created to increase overall success in the classroom for these students.

Campus Based Research: Course Completion

RESEARCH METHOD:

To analyze disproportionate impact in course completion, **three** different metrics are evaluated:

Indicator 2A: Course Success Rates

Success rates (grades of A, B, C, P or Credit divided by all grades given including W) for equity subgroups are compiled for two academic years from 2013-14 to 2014-15.

SCC Success Rates in Credit Courses (excluding APPR) by Academic Year

	2013-14					2014-15				
	Grades Given	Success n	Success Rate	80% Rule	Gap Index	Grades Given	Success n	Success Rate	80% Rule	Gap Index
OVERALL	55929	37720	67.4%			55172	37490	68.0%		
Ethnicity					pct points					pct points
African American	1692	1046	61.8%	0.85	-5.6	1669	1020	61.1%	0.84	-6.8
American Indian/Alaskan	1866	1200	64.3%	0.88	-3.1	1721	1102	64.0%	0.88	-3.9
Asian	5366	3923	73.1%	1.00	5.7	5584	4071	72.9%	1.00	5.0
Filipino	1671	1212	72.5%	0.99	5.1	1798	1245	69.2%	0.95	1.3
Latino	24687	15490	62.7%	0.86	-4.7	24362	15380	63.1%	0.87	-4.8
Pacific Islander	724	426	58.8%	0.80	-8.6	714	438	61.3%	0.84	-6.6
White	31227	21918	70.2%	0.96	2.7	30770	21689	70.5%	0.97	2.5
Multi-Race	11552	7727	66.9%	0.91	-0.6	11767	7835	66.6%	0.91	-1.4
Other (other, declined, unreported)	1789	1232	68.9%	0.94	1.4	1695	1198	70.7%	0.97	2.7
Gender										
Female	27840	18996	68.2%	1.00	0.8	27486	19082	69.4%	1.00	1.5
Male	28068	18709	66.7%	0.98	-0.8	27592	18343	66.5%	0.96	-1.5
Unreported	21	15	71.4%	1.05	4.0	94	65	69.1%	1.00	1.2
Disability										
Non-DSPS	51912	35144	67.7%	1.00	0.3	51577	35239	68.3%	1.00	0.4
DSPS	4017	2576	64.1%	0.95	-3.3	3595	2251	62.6%	0.92	-5.3
Special Populations										
Foster Youth	289	161	55.7%	0.83	-11.7	252	128	50.8%	0.75	-17.2
Low-Income	10483	6533	62.3%	0.92	-5.1	9157	5586	61.0%	0.90	-6.9
Veterans	917	641	69.9%	1.04	2.5	965	636	65.9%	0.97	-2.0

1) Source: RSCCD Research Data Warehouse

Largest Percentage Gaps Identified SCC Course Success Rates 2013-14

Equity Gap	Student Group	Gap in comparison to the Average, (Percentage)	Percentage expressed as decimal	Multiply	Grades given to the subgroup	=	Number of Seats "Lost"
Largest Gap	Pacific Islander	8.6%	0.086	x	724	=	62
Second Largest	N/A						
Third Largest	N/A			x		=	

Largest Percentage Gaps Identified SCC Course Success Rates 2014-15

Equity Gap	Student Group	Gap in comparison to the Average, (Percentage)	Percentage expressed as decimal	Multiply	Grades given to the subgroup	=	Number of Seats "Lost"
Largest Gap	Foster Youth	17.2%	0.172	x	252	=	43
Second Largest	N/A			x		=	
Third Largest	N/A			x		=	

Analysis: Two methodologies are used to analyze the data. First, **the 80% rule index** is a ratio of the success rate of a subgroup in the student population and the success rate of a reference subgroup (highest performing group); for special population groups, the comparison is made to the overall average success rate. A ratio of less than **0.80** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the success rate of a subgroup in the SCC student population and the average success rate of all students. The percentage gap index methodology is not used to identify disproportionate impact.

Conclusion: Using the 80% index to identify disproportionate impact, there are two instances identified: **Pacific Islander** and **Foster Youth**.

Indicator 2B: Course Retention Rates

Retention rates (all grades except W divided by all grades given including W) for equity subgroups are compiled for two academic years from 2013-14 to 2014-15.

SCC Retention Rates in Credit Courses (APPR Excluded) by Academic Year

	2013-14					2014-15				
	Grades Given	Retention n	Retention Rate	80% Rule	Gap Index	Grades Given	Retention n	Retention Rate	80% Rule	Gap Index
OVERALL	55929	46290	82.8%			55172	45590	82.6%		
Ethnicity					pct. points					pct. points
African American	1692	1354	80.0%	0.94	-2.7	1669	1321	79.1%	0.93	-3.5
American Indian/Alaskan	1866	1512	81.0%	0.95	-1.7	1721	1396	81.1%	0.96	-1.5
Asian	5366	4556	84.9%	0.99	2.1	5584	4732	84.7%	1.00	2.1
Filipino	1671	1428	85.5%	1.00	2.7	1798	1488	82.8%	0.98	0.1
Latino	24687	19953	80.8%	0.95	-1.9	24362	19518	80.1%	0.95	-2.5
Pacific Islander	724	576	79.6%	0.93	-3.2	714	557	78.0%	0.92	-4.6
White	31227	26249	84.1%	0.98	1.3	30770	25818	83.9%	0.99	1.3
Multi-Race	11552	9556	82.7%	0.97	-0.0	11767	9580	81.4%	0.96	-1.2
Other (other, declined, unreported)	1789	1482	82.8%	0.97	0.1	1695	1411	83.2%	0.98	0.6
Gender										
Female	27840	23077	82.9%	1.00	0.1	27486	22923	83.4%	1.00	0.8
Male	28068	23196	82.6%	1.00	-0.1	27592	22592	81.9%	0.98	-0.8
Unreported	21	17	81.0%	0.98	-1.8	94	75	79.8%	0.96	-2.8
Disability										
Non-DSPS	51912	42988	82.8%	1.00	0.0	51577	42686	82.8%	1.00	0.1
DSPS	4017	3302	82.2%	0.99	-0.6	3595	2904	80.8%	0.98	-1.9
Special Populations										
Foster Youth	289	217	75.1%	0.91	-7.7	252	197	78.2%	0.95	-4.5
Low-Income	10483	8369	79.8%	0.96	-2.9	9157	7225	78.9%	0.95	-3.7
Veterans	917	786	85.7%	1.04	2.9	965	806	83.5%	1.01	0.9

Notes:

- 1) Course Retention = All course grades except W.
- 2) Source: RSCCD Research Data Warehouse

Largest Identified Gaps Identified SCC Course Retention Rates 2013-14

Equity Gap	Student Group	Gap in comparison to the Average, (Percentage)	Percentage expressed as decimal	Multiply	Grades given to the subgroup	=	Number of Seats "Lost"
Largest Gap	N/A			x		=	
Second Largest	N/A			x		=	
Third Largest	N/A			x		=	

Largest Percentage Gaps Identified SCC Course Retention Rates 2014-15

Equity Gap	Student Group	Gap in comparison to the Average, (Percentage)	Percentage expressed as decimal	Multiply	Grades given to the subgroup	=	Number of Seats "Lost"
Largest Gap	N/A			x		=	
Second Largest	N/A			x		=	
Third Largest	N/A			x		=	

Analysis: Two methodologies are used to analyze the data. First, **the 80% rule index** is a ratio of the retention rate of a subgroup in the student population and the retention rate of a reference subgroup (highest performing group); for special population groups, the comparison is made to the overall average retention rate. A ratio of less than **0.80** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the retention rate of a subgroup in the SCC student population and the average retention rate of all students. The percentage gap index methodology is not used to identify disproportionate impact.

Conclusion: Using the 80% index, there is no disproportionate impact identified.

Indicator 2C: Academic/Progress Probation Data

Course completion is also measured by the rate at which equity subgroups are placed in academic and progress probation status.

SCC Students in Probation 2014-15

	2014-15 Probation N=2,305		2014-15 SCC Credit Excl. Appr. Student Population N=13,579		Reciprocal Proportion Index	Probation Rate	Gap Index
	n	%	n	%			
ALL	2305		13579			17%	
Ethnicity							pct. points
African American	87	3.8%	461	3.4%	0.90	19%	-1.9
American Indian/Alaskan	76	3.3%	437	3.2%	0.98	17%	-0.4
Asian	182	7.9%	1492	11.0%	1.39	12%	4.8
Filipino	73	3.2%	430	3.2%	1.00	17%	-0.0
Latino	1194	51.8%	6184	45.5%	0.88	19%	-2.3
Pacific Islander	37	1.6%	178	1.3%	0.82	21%	-3.8
White	1199	52.0%	7221	53.2%	1.02	17%	0.4
Multi-Race	522	22.6%	2868	21.1%	0.93	18%	-1.2
Other (other, declined, unreported)	60	2.6%	389	2.9%	1.10	15%	1.6
Gender							
Female	1021	44.3%	6743	49.7%	1.12	15%	1.8
Male	1280	55.5%	6801	50.1%	0.90	19%	-1.8
Unreported	4	0.2%	35	0.3%	1.49	11%	5.5
Disability							
Non-DSPS	2117	91.8%	12842	94.6%	1.03	16%	0.5
DSPS	188	8.2%	737	5.4%	0.67	26%	-8.5
Special Populations							
Foster Youth	21	0.9%	54	0.4%	0.44	39%	-21.9
Low-Income	519	22.5%	2068	15.2%	0.68	25%	-8.1
Veterans	41	1.8%	190	1.4%	0.79	22%	-4.6

Notes:

1) A disproportionate impact is identified when the proportionality index is < 0.85. A subgroup must have at least 30 students to be used as the reference group for any proportionality index and to make valid disproportionate impact conclusion.

2) Source: SCC Admissions & Records, RSCCD Data Warehouse

Largest Percentage Gaps Identified

SCC Academic/Progress Probation Rates 2014-15

Equity Gap	Student Group	Gap in comparison to the Average, (Percentage)	Percentage expressed as decimal	Multiply	Total number of students in subgroup	=	Number of Students "Lost"
Largest Gap	Foster Youth	21.9%	0.219	x	54	=	12
Second Largest	DSPS	8.5%	0.085	x	737	=	63
Third Largest	Low Income	8.1%	0.081	x	2068	=	168

Analysis: Two methodologies are used to analyze the data. First, **the proportionality index** is the inverse ratio of the percentage of a subgroup in academic probation status divided by its percentage in the SCC student population; a ratio of less than **0.80** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the probation rate percentage of a subgroup in the SCC student population and the overall average probation rate for all students. Because a lower rate is better, the ratio and gap difference for this metric are calculated inversely.

Conclusion: Using **the proportionality index** (comparing the percentages in the probation population and the SCC student population in 2014-15), disproportionate impact is identified for **Pacific Islander, DSPS, Foster Youth, Low Income, and Veteran** groups, i.e. they make up disproportionately larger percentages of student under probation than their percentages in the SCC student population (Credit excluding Apprenticeship).

Goals, Activities, Funding, and Evaluation: Course Completion

GOAL: COURSE COMPLETION

Increase the course completion rates among students identified in the equity plan and continue to monitor and address disparities identified among these students.

GAP TABLES

These tables below show an aggregate of all of the students that were identified in either 2013-14, 2014-15, or both. We will monitor all of the groups, but prioritizing those highlighted in yellow demonstrating significant disproportionate impact. A three year assessment will be used in order to find if SCC was successful in closing the gaps in these areas or if the rise and fall is simply year to year fluctuation.

II.A. COURSE COMPLETION: Retention Rates in Credit Courses (Excl. APPR)

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Pacific Islander	-8.6	-6.6	-5.0	2021
Foster Youth	-11.7	-17.2	-12.9	2021

II.B. COURSE COMPLETION: Retention Rates in Credit Courses (Excl. APPR)

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
N/A				

II.C. COURSE COMPLETION: Academic Probation Rates

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Pacific Islander	N/A	-3.8	-2.9	2021
DSPS	-1.6	-8.5	-6.4	2021
Foster Youth	-16.5	-21.9	-16.4	2021
Low-Income	-13.8	-8.1	-6.1	2021
Veterans	2.3	-4.6	-3.5	2021

ACTIVITIES: COURSE COMPLETION

Activity	Start / End Date (Evaluation Cycle)	Activity Type	Link to Goal	Funding
B1. Evaluate the utilization of in-person and E-advising	2014/15 (year 1)-	-Research and Evaluation	Conducting a data analysis will determine if all student groups access counseling at similar rates which will	Equity: \$0,000

counseling services by equity groups.	2016/17 (year 3)	-Direct Student Support -Instructional Support Activities	assist departments in reaching out to specific groups that do not.	
• Target Groups: All groups identified in the Course Completion Section will be impacted by the assessment and evaluation of intervention services designed to improve student retention and persistence. • # of Students: All groups identified in the Course Completion Section will be impacted. • Activity Implementation Plan: In the 2014-15 SCC Student Equity Plan, a recommendation was made to evaluate who was utilizing counseling services. In the first year of the equity plan, an analysis of all students using counseling services was conducted. The analysis did not separate in-person and e-advising; however, all in-person and e-advising counseling services were analyzed by gender, age group, and ethnicity for 2014-2015. SCC will continue to evaluate utilization of counseling services and we will differentiate the data on in-person versus e-advising. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the course completion of students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
B2. Identify disparities among students participating in counseling intervention workshops required for students after their first semester on academic and/or progress probation.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation -Direct Student Support -Instructional Support Activities	Conducting a data analysis of student participation in counseling intervention workshops among student equity groups will allow stakeholders to expand outreach to those that are not participating.	Equity \$0,000
• Target Groups: All groups identified in the Course Completion Section will be impacted by inquiries made into disparities. • # of Students: All groups identified in the Course Completion Section will be impacted. • Activity Implementation Plan: In the 2014-15 SCC Student Equity Plan, a recommendation was made to identify disparities among students participating in counseling interventions activities. In the first year, an analysis was conducted which showed that Latino/as were overrepresented. SCC will continue to monitor these data to identify trends in students participating in probation workshops. • Evaluation: The research on disproportionate impact found in SCC's Student Equity Plan will determine whether by inquiries made into disparities is having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
B3. Explore additional interventions for student equity groups on academic and progress probation to help them develop strategies for improving their academic performance.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation -Direct Student Support -Instructional Support Activities	Based on finding, recommendations may be made to provide additional interventions for equity groups on academic and progress probation to help them develop strategies for improving their academic performance.	Equity \$0,000
• Target Groups: All groups identified in the Course Completion Section will be impacted by the assessment and evaluation of intervention services designed to improve student retention and persistence. • # of Students: All groups identified in the Course Completion Section will be impacted by the assessment and evaluation of intervention services designed to improve student retention and persistence. • Activity Implementation Plan: In the 2014-15 SCC Student Equity Plan, counseling interventions were discussed as a means for ensuring staff and faculty have an opportunity to intervene if and when students are not doing well. Intervention workshops provided students with specific strategies for improving academic performance covering topics from course repetition to time management and other study strategies. In addition, students are provided with information and/or referral to academic and student support services available to support their success in college.				

• Evaluation: The research on disproportionate impact found in SCC's Student Equity Plan will determine whether exploring additional interventions is having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
B4. Provide supplemental support to College Assistance Migrant Program (CAMP) by providing students with 15 laptop computers for student use in CAMP study space.	2015/16 (year 2)- 2016/17 (year 3)	-Direct Student Support -Instructional Support Activities	Providing additional resources to students involved in the CAMP Program, which provides holistic services to mainly migrant, Latino/a students who are low-income, will increase the number of students who complete courses at SCC.	Equity \$16,173 (year 2)
• Target Groups: Low-Income students, who identify as Latino/a. Some identify as foster youth as well. • # of Students: 43 students • Activity Implementation Plan: The CAMP Program provides comprehensive programming and services to the students they serve. Since its first grant year, they have not been able to purchase computers or technology for their students because of restrictions in their budget. After meeting with staff and gaining an understanding of the successes the program has seen as well as the gaps in service, a proposal was made to use equity funds to purchase 30 laptop computers for use in CAMP study space and classrooms. A mobile cart already exists, so the new laptops can be housed there for storage, safe keeping, and charging. • Evaluation: In the following two years, the research analyst will conduct qualitative and quantitative comparative studies to gain a better understanding of the success of the students who used the computers versus those that did not. Also, the research on disproportionate impact will determine whether the purchase of a computers is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students in the area of course completion. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
B5. Develop and Implement DSPS Probation Workshops for students on all levels of probation/dismissal.	2015/16 (year 2)- 2016/17 (year 3)	-Direct Student Support -Instructional Support / Activities	Assist students with disabilities to implement strategies to successfully complete courses.	Equity: \$1,436 (annually)
• Target Groups: Students with identified disabilities. • # of Students: Students with identified disabilities. • Activity Implementation Plan: The DSPS Counselor will develop and implement a specialized DSPS Probation Workshop for students on all levels of probation/dismissal. The DSPS Counselor will receive one LHE for the workshops. • Evaluation: The DSPS faculty will review data on the probation status of workshop participants in subsequent semesters. The research on disproportionate impact will determine whether the probation workshops are having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students in the area of course completion. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
B6. Offer a New Faculty Workshop on best practices for supporting DSPS student success.	2015/16 (year 2)- 2016/17 (year 3)	-Professional Development	Faculty will learn best practices for working with students who have disabilities to support successful course completion	Equity: \$300 (annually)
• Target Groups: Students with identified disabilities • # of Participants: Students with identified disabilities will be impacted. • Activity Implementation Plan: The DSPS faculty will present information regarding best practices for supporting the success of students with disabilities in a lunch and learn environment. • Evaluation: The DSPS faculty will survey participants on the effectiveness of the workshop. The research on disproportionate impact will determine whether the new faculty workshops are having a positive effect on the				

reducing the achievement gaps in the specified areas for disproportionately impacted students in the area of course completion. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
B7. Create an Autism/Asperger's Support Group.	2015/16 (year 2)-2016/17 (year 3)	-Direct Student Support	Improve student social and academic engagement, as well as provide a forum for addressing students' unique barriers to successful course completion.	Equity: \$500 (annually)
• Target Groups: Students with identified disabilities, specifically Autism Spectrum Disorders. • # of Students: Students with identified disabilities will be impacted. • Activity Implementation Plan: In Fall of 2015, the DSPS Counselor will facilitate the support group in a lunch and learn environment. • Evaluation: The DSPS Counselor will review course retention rates for support group participants. The research on disproportionate impact will determine whether the Autism/Asperger's Support Group is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students in the area of course completion. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
B8. Pilot Calculator Loan Program in collaboration with the bookstore and Math Department	2015/16 (year 2)-2016/17 (year 3)	-Direct Student Support	Reduce barriers to student success, by providing free calculators for loan for students from equity-identified groups, thus increasing the likelihood they will be complete courses.	Equity: \$5,000 (year 2)
• Target Groups: All equity-identified student groups will be impacted by providing calculators on loan. • # of Students: All equity-identified student groups will be impacted. • Activity Implementation Plan: In the Fall of 2015, the Director of the Office of Student Equity and Success met with faculty from the Math Department to discuss gaps in services to students from equity identified groups. The faculty recognized that many students in their classes had a financial need, and could not afford a calculator for class, or they may get it later into the semester due to a gap in funding from financial aid. It was suggested that a loan program be established, where students from equity-identified groups could begin using the calculator at the beginning of the year, and return it when the class is complete. • Evaluation: Research on disproportionate impact will determine whether providing calculators is having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students in the area of course completion. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				

ESL and Basic Skills Completion



Santiago Canyon College



Introduction: ESL and Basic Skills Completion

SCC acknowledges that for many student groups identified in the equity plan, ESL and Basic Skills courses are many times, some of the first courses these students will take. It is important that we identify the students that are having less success in order to ensure the appropriate support is offered to ensure future success in these classes. For the purpose of this plan, disproportionate impact within ESL and Basic Skills Completion will be identified by analyzing 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. In this section we have included a brief overview of our research methods, data on disproportionate impact, the ESL and BSI course completion goal, and the aligned activities created to increase overall success in the classroom for these students.

Campus Based Research: ESL and Basic Skills Completion

RESEARCH METHOD:

To analyze disproportionate impact in ESL and basic skills completion, the evaluation metric is tracking cohorts who complete the first degree-applicable course after completing the last basic skill course in the sequence:

Indicator 3: ESL and Basic Skill Completion

Completion pathways from successful completion of the last course in basic skill sequence to the successful completion of the first degree-applicable course in the same subject are tracked for English (ENGL N60 to ENGL 061), Mathematics (MATH N48 to MATH 060) and Reading (READ N96 to READ 097). There is no basic skills ESL to track in the last six academic years. For this indicator, the initial cohorts are defined as those who completed the basic skill course(s) from summer 2009 to spring 2012 and were tracked for completion of the degree-applicable course(s) by end of 2014-15.

SCC Students Basic Skills Completion in 2009-12 and Degree Applicable Completion by 2014-15

	Students Who Successfully Completed These Courses in Math					Students Who Successfully Completed These Courses in English					Students Who Successfully Completed These Courses in Reading				
	N48 (in 2009-12)	N48 and then 060 (by end of 2014-15)	80% Rule	Gap Index	N60 (in 2009-12)	N60 and then 061 (by end of 2014-15)	80% Rule	Gap Index	096 (in 2009-12)	096 and then 097 (by end of 2014-15)	80% Rule	Gap Index			
	n	n			%	n			n	%			n	n	%
All SOC Students	1013	630	62%		457	291	64%			169	40	24%			
Ethnicity															
African American	20	9	45%	0.64	-17.2	12	8	67%	0.97	3.0	5	2	40%	1.62	16.3
American Indian/Alaskan	30	18	60%	0.85	-2.2	16	11	69%	1.00	5.1	5	1	20%	0.81	-3.7
Asian	39	24	62%	0.87	-0.7	33	16	48%	0.71	-15.2	20	5	25%	1.01	1.3
Filipino	16	10	63%	0.88	0.3	14	8	57%	0.83	-6.5	3	2	67%	2.70	43.0
Latino	443	259	58%	0.83	-3.7	253	163	64%	0.94	0.8	85	21	25%	1.00	1.0
Pacific Islander	10	6	60%	0.85	-2.2	4	4	100%	1.46	36.3	1	0	0%	0.00	-23.7
White	551	358	65%	0.92	2.8	162	105	65%	0.95	1.1	57	7	12%	0.50	-11.4
Multi-Race	154	96	62%	0.88	0.1	64	42	66%	0.96	1.9	20	4	20%	0.81	-3.7
Other (other, declined, unreported)	75	53	71%	1.00	8.5	35	24	69%	1.00	4.9	17	6	35%	1.43	11.6
Gender															
Female	601	386	64%	1.00	2.0	241	156	65%	1.00	1.1	91	19	21%	0.78	-2.8
Male	410	243	59%	0.92	-2.9	216	135	63%	0.91	-1.2	78	21	27%	1.00	3.3
Unreported	2	1	50%	0.78	-12.2	-	-	-	-	-	-	-	-	-	-
Disability															
Non-DSPS	857	534	62%	1.00	0.1	365	230	63%	0.95	-0.7	142	32	23%	0.76	-1.1
DSPS	156	96	62%	0.99	-0.7	92	61	66%	1.00	2.6	27	8	30%	1.00	6.0
Special Populations															
Foster Youth	4	1	25%	0.40	-37.2	1	1	100%	1.57	36.3	1	0	0%	0.00	-23.7
Low-Income	309	193	62%	1.00	0.3	179	113	63%	0.99	-0.5	77	24	31%	1.32	7.5
Veterans	9	6	67%	1.07	4.5	2	2	100%	1.57	36.3	0	0	N/A	N/A	N/A

Notes:

1) A disproportionate impact is identified when the 80% rule index score is < 0.80. A subgroup must have at least 30 students to be used as the reference group. A Gap Index is the difference between a group's performance rate and the overall average rate, expressed in positive or negative percentage points.

2) Basic Skills Completion methodology: a ratio of students who successfully completed the last course in Basic Skill sequence (from Fall

2009 to Spring 2012) and subsequently successfully completed a degree-applicable course in that discipline by spring 2015, giving at least 3 subsequent years to enroll in and successfully complete the degree-applicable course. Because SCC has not offered a Basic Skills course in ACE (ESL) since Fall 2009, it is not reported in the table above. Starting in fall 2015, Math 060 has changed to Math N60 and become a Basic Skill course. There is discussion the same will happen to ENGL 061. In the future the subsequent, degree-applicable course for Math and English will have to change.

3) Source: RSCCD Research Data Warehouse

Largest Percentage Gaps Identified

SCC Basic Skills to Degree-Applicable Completion Rate – MATHEMATICS

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap	Foster Youth	37.2%	<u>.372</u>	x	4	=	1
Second Largest	N/A			x		=	
Third Largest	N/A			x		=	

Largest Percentage Gaps Identified

SCC Basic Skills to Degree-Applicable Completion Rate – ENGLISH

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap	Asian	15.2%	<u>.152</u>	x	33	=	5
Second Largest	N/A			x		=	
Third Largest	N/A			x		=	

Largest Percentage Gaps Identified

SCC Basic Skills to Degree-Applicable Completion Rate – READING

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap	White	11.4%	<u>0.114</u>	x	57	=	6
Second Largest	Female	2.8%	.028	x	91	=	3
Third Largest	Non-DSPTS	1.1%	<u>.011</u>	x	142	=	2

Analysis: Two methodologies are used to analyze the data. First, the **80% rule index** is a ratio of the completion rate of a subgroup in the student population and the completion rate of a reference subgroup (highest performing group); for special population groups, the comparison is made to the overall average

completion rate. A ratio of less than **0.80** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the completion rate of a subgroup in the SCC student population and the average completion rate of all students. The percentage gap index methodology is not used to identify disproportionate impact.

Conclusion: A conclusive analysis is for the most part not possible for **Reading** because most subgroup sizes are too small; additionally, READ 096 and 097 are not necessarily a sequence that students must take, making any analysis of subsequent enrollment and completion possibly irrelevant. An 80%-rule Index analysis shows **White**, **Female** and **non-DSPS** groups possibly have disproportionate impact. In **Math**, a disproportionate impact is observed with these groups: **Foster Youth**. In **English**, a disproportionate impact is observed with **Asian** students.

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

GOAL: ESL and BASIC SKILLS COMPLETION

Develop and implement educational strategies that increase student success in ACE (ESL) and basic skills courses in Math, English and Reading for students identified in the student equity plan.

GAP TABLES

These tables below show an aggregate of all of the students that were identified in either 2013-14, 2014-15, or both. We will monitor all of the groups, but prioritizing those highlighted in yellow demonstrating significant disproportionate impact. A three year assessment will be used in order to find if SCC was successful in closing the gaps in these areas or if the rise and fall is simply year to year fluctuation.

III.A. BASIC SKILL COMPLETION: Completion in ENGLISH (N60 to 061)

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Foster Youth	-20.7	-37.2	-27.9	2021

III.B. BASIC SKILL COMPLETION: Completion in MATHEMATICS (N48 to 060)

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Asian	-1.1	-15.2	-11.4	2021

III.C. BASIC SKILL COMPLETION: Completion in READING (N96 to 097)

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
White	-1.2	-11.4	-8.6	2021
Female	-2.8	-2.8	-2.1	2021
Non-DSPS	N/A	-1.1	-0.8	2021
Foster Youth	-16.2	-23.7	-17.8	2021

ACTIVITIES: ESL and BASIC SKILLS COMPLETION

Activity	Start / End Date (Evaluation Cycle)	Activity Type	Link to Goal	Funding
C1. Work with faculty to identify and implement effective research-based curriculum enhancement and academic support services for students enrolled in ACE, ESL and basic skills classes.	2014/15 (year 1)- 2016/17 (year 3)	-Planning and Coordination -Research and Evaluation -Professional Development	A deeper understanding of support services, and how to connect students to them will lead to an increase in success rates in ACE, ESL and basic skills classes.	Equity: \$0,000
• Target Groups: All groups identified in the ESL and Basic Skills Completion Section will be impacted by faculty participating in professional development activities. • # of Students: All groups identified in the ESL and Basic Skills Completion Section. • Activity Implementation Plan: The Director of the Office of Student Equity and Success currently sits in on the BSI Task Force meetings to create a space for collaboration and seamless creation of services and programs. These initiatives will work together to identify and implement research based academic support services for equity groups taking ESL, ACE, and or BSI courses. • Evaluation: The research on disproportionate impact will determine whether this activity is creating positive change in the classroom, and across campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
C2. Conduct research to determine if any equity group is less likely to enroll in and complete the subsequent courses in the ACE, ESL, and Basic Skills Sequence.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation	Data evaluating equity in terms of student progression through ESL, ACE and English and math basic skills sequence will support departments in reaching out to specific groups that do not enroll in follow up courses.	Equity: \$0,000
• Target Groups: All groups identified in the ESL and Basic Skills Completion Section will be impacted by the research to determine if students are enrolling in subsequent courses. • # of Students: All groups identified in the ESL and Basic Skills Completion Section. • Activity Implementation Plan: SCC's research analyst will continue to monitor disproportionate impact as it relates to students taking ESL and basic skills courses. Understanding who is not enrolling in subsequent courses will allow us to intervene with these students, as well as gain an understanding of "why" these students are not enrolling which will assist us in addressing the needs of students before it becomes an issue. One strategy currently being explored by the Student Success and Equity Committee is the development of Milestone Letters. These are letters that go out to students who have completed a developmental course load (i.e. remedial math, English, or ACE). Another strategy is to follow up with students that participated in the SOAR (summer math prep) Program. A student assistant will follow up with these students to provide a necessary word of encouragement, or to guide the students to the appropriate resource should they need it. • Evaluation: The research on disproportionate impact will determine whether this research is creating positive change in the classroom, and across campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
C3. Coordinate class scheduling between ACE and basic skills classes.	2014/15 (year 1)- 2016/17 (year 3)	-Coordination and Planning -Research and Evaluation	As a result of exploration, class scheduling will be designed to advance the students' pathway from basic skills to degree applicable courses thus increasing student success.	Equity: \$0,000

		-Instructional Support Activity		
• Target Groups: All groups identified in the ESL and Basic Skills Completion Section will be impacted by the coordinating of schedules, as well as the addition of courses. • # of Students: All groups identified in the ESL and Basic Skills Completion Section. • Activity Implementation Plan: The Director of the Office of Student Equity and Success will sit on the BSI Task Force meetings to create a space for collaboration and seamless creation of services and programs. These initiatives will work together to identify and implement a class scheduling model that will result in better coordination between ESL, ACE, and or BSI courses. Currently, counselors encourage basic skills students to enroll in the following: English or ACE, Reading, Counseling and math. • Evaluation: At the end of the first three year evaluation cycle, the BSI committee will commit to a model for coordinating classes across disciplines. Once classes are placed, the research on disproportionate impact will determine whether coordinating said classes is creating positive change in the classroom and across campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
C4. Provide students with individualized computer-assisted instruction through instructional support centers and services to help them improve their basic skills.	2014/15 (year 1)-2016/17 (year 3)	-Coordination and Planning -Research and Evaluation -Direct Student Support -Instructional Support Activity	Online instruction support will increase student success and retention rates in ACE, ESL, and Basic Skills classes.	Equity: \$35,000 (annually)
• Target Groups: All groups identified in the ESL and Basic Skills Completion Section will be impacted by the coordinating of schedules, as well as the addition of courses. • # of Students: All groups identified in the ESL and Basic Skills Completion Section. • Activity Implementation Plan: In the spring of 2015, the BSI Task Force began to explore various online tutoring providers for the purpose of incorporating online assistance as supplemental instruction among students enrolled in our basic skills English courses. The Task Force ultimately identified Smart Thinking as the optimal platform and approved a two-year contract which would provide up to an aggregate of 1,450 hours of online tutoring as well as set-up support, onsite training, and academic consulting so that faculty can be best prepared to implement the program and promote student success. Due to funding difficulties, however, the BSI Task Force was not able to purchase the services and will now collaborate with the Office of Student Equity to secure the necessary dollars (\$35,000). The first year will target English 061 and N60 courses, consisting of students who are one and two levels below college-level, having them use the Smart Thinking tutoring when they visit the campus Writing Center and are working on constructing paragraphs and essays. The Writing Center Coordinator, who is also the BSI Coordinator, will document students' improvements in grades on the various writing assignments for which they seek online tutoring. If success is indicated, then members of the Task Force and the Director of Equity will consider expanding the number of tutoring hours available. • Evaluation: At the end of the first three year evaluation cycle, the BSI committee will select an online provider who will become the main support for computer assisted service to our students. Once students begin to utilize these services, the research on disproportionate impact will determine whether the online support is creating positive change in the classroom and across campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
C5. Examine online software for assessing and remediating college and career-readiness skills in reading, writing, math, ESL, and study skills for	2014/15 (year 1)-2016/17 (year 3)	-Coordination and Planning -Research and Evaluation	Recommendation of software to support the development of college and career readiness skills among ESL, ACE, basic skills and continuing education students will increase students' preparedness for courses, and	Equity: \$0,000

use in learning resource centers on campus.		-Direct Student Support -Instructional Support Activity	increase the number of students who pass ESL and BSI Courses.	
• Target Groups: All groups identified in the ESL and Basic Skills Completion Section will be impacted by the coordinating of schedules, as well as the addition of courses. • # of Students: All groups identified in the ESL and Basic Skills Completion Section. • Activity Implementation Plan: The Director of the Office of Student Equity and Success will work with the BSI Task Force to explore the possibilities of offering online assessment, remediation, and career readiness skills. Research tells us that even small amounts of support in the soft skill areas can have a profound effect on student success. For those students that may not be able to attend on campus events or workshops, this would be a valuable tool for them and would likely increase their success in ESL, ACE, and BSI courses. • Evaluation: At the end of the first three year evaluation cycle, the BSI committee will select the software or online program to be utilized by the campus. Once students begin to utilize the programs, the research on disproportionate impact will determine whether these resources are creating positive change in the classroom and across campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
C6. Hold a pre-registration event to ensure foster youth are aware of priority registration dates and are prepared to register.	2015/16 (year 2)- 2016/17 (year 3)	-Direct Student Support	As a result of these intentional and specialized efforts, 50% of foster youth will access priority registration thus eliminating barriers to student success.	Equity: \$1,000 (annually)
• Target Groups: Foster youth will be impacted by the pre-registration event. • # of Students: Approximately, 50 foster youth a year will be impacted. • Activity Implementation Plan: In the “F” section of this document, there is a recommendation to hire a staff member that will support foster youth. Not only would this individual ensure that foster youth understand all of the services available to them in the community and on campus, but this individual would also support the development of this pre-registration event designed to get more foster youth to participate in Priority Registration. Currently; all foster youth students part of the EOPS program receive pre-registration counseling in preparation for their priority registration date which they are made aware of. • Evaluation: The research on disproportionate impact found in SCC’s Student Equity Plan will determine whether the pre-registration event is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
C7. Explore the expansion of SCC’s basic skills preparation activities that have a history of success in improving the placement test scores for equity identified students, and or preparing them for the classwork.	2015/16 (year 2)- 2016/17 (year 3)	-Direct Student Support -Instructional Support Activity	Dialoging about the expansion of SCC’s basic skills programs will ultimately lead to a greater understanding of who the students are that attend our current program, and how we can expand them to include more students from our disproportionately impacted groups.	Equity: \$8,673 (annually)
• Target Groups: All groups identified in the ESL and Basic Skills Completion Section will be impacted by the coordinating of schedules, as well as the addition of courses. • # of Students: All groups identified in the ESL and Basic Skills Completion Section. • Activity Implementation Plan: Each year, participation in SCC’s placement test preparation and high school bridging programs, particularly CROSSroads and SOAR, increases. However, because these programs require that current high school students come to the SCC campus and attend workshops, they are often perceived as being too rigorous or time-consuming given how busy the seniors are. In order to reach more students, then, the BSI Task Force is working with the Office of Student Equity to secure funds for purchasing several student codes which will				

grant them access to an online test preparation program called My Foundations Lab. These licenses are provided by the same Smart Thinking platform we will use for online tutoring and designed for student success. • Evaluation: The Office of Student Equity and Success will look at the number of equity identified students who take these programs, as well as their success. If these classes show to increase the number of identified students who are placing higher or are better prepared for the courses, then that will serve as evidence that expansion is warranted.				
C8. Explore providing specialized test preparation program for students with identified disabilities.	2015/16 (year 2)- 2016/17 (year 3)	-Direct Student Support -Instructional Support Activity	Providing students with identified disabilities with specialized preparation for the placement exam will increase the number of students who place into higher levels of English or Math.	Equity: \$2,873 (annually)
• Target Groups: All student with identified disabilities will be impacted by providing a specialized placement test preparation program. • # of Students: All student with identified disabilities will be impacted by providing a specialized placement test preparation program. • Activity Implementation Plan: The DSPS faculty will plan, coordinate, and develop curriculum for the Placement Test Workshops. Faculty from other departments and disciplines will be consulted as needed. Faculty will receive release time LHE for the development and teaching of the course. • Evaluation: The DSPS faculty will review data regarding placement levels in English, Reading and Math of students participating in the workshops. The research on disproportionate impact found in SCC's Student Equity Plan will determine whether specialized test preparation is having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
C9. Explore instructional methods and practices that accommodate student diversity and are shown to increase success for equity-identified student groups.	2015/16 (year 2)- 2016/17 (year 3)	-Research and Evaluation -Planning and Coordination -Direct Student Support -Instructional Support Activity	Focusing on specific methods and practices that are shown to increase success in BSI courses will reduce the achievement gap between equity identified students and those listed as the reference group.	Equity: \$22,132 (annually)
• Target Groups: All student with identified disabilities will be impacted by providing a specialized placement test preparation program. • # of Students: All student with identified disabilities will be impacted. • Activity Implementation Plan: The BSI Task Force, along with faculty and administrators from the English and Math Department have investigated instructional methods and practices that are shown to increase success for underrepresented students in Basic Skills classes. The model currently being explored is Acceleration. This model has been shown to be flexible enough so that it can be developed for discipline specific instruction (i.e. English and math), and or used for multiple student pathways (i.e. math for STEM majors, or math for Liberal Arts). SCC will continue to consider which model will work best for our college, and for the students we serve. • Evaluation: This exploratory activity will result in SCC utilizing instructional methods that are proven to increase success for equity-identified student groups. If a specific model is decided upon (i.e. acceleration) the research on disproportionate impact found in SCC's Student Equity Plan will determine whether this activity is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				

Degree and Certificate Completion



Santiago Canyon College

Introduction: Degree and Certificate Completion

Historically, students from equity-identified groups have less success in attaining degrees and certificates in higher education. SCC commits to ensuring that programming and services are in place to support these students. In order to identify the students who are experiencing disproportionate impact, we will analyze 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. In this section we have included a brief overview of our research methods, data on disproportionate impact, the Degree and Certificate completion goal, and the aligned activities created to increase overall success for these students.

Campus Based Research: Degree and Certificate Completion

RESEARCH METHOD:

To analyze disproportionate impact in degree and certificate completion, a comparison of subgroup proportions is made between cohorts of degree and CT recipients and the SCC degree-seeking and CT-seeking student populations. Please note that the proportional rates used in the two different analytical methods are **not** the degree-completion rates (i.e. the percentage of a defined cohort tracked over a period of time who eventually earned degrees or certificates).

Indicator 4: Degree and Certificate Completion

Comparisons are made between subgroup proportions among students awarded degrees or certificates and subgroup proportions in the SCC degree-seeking or certificate-seeking student populations. To enlarge the sample sizes to enable valid inferences for some of the smaller groups, cohorts are defined using two academic years (2013-14 and 2014-15). Because the number of students awarded certificates exceeds the number of certificate-seeking students in the SCC population (even with a narrow focus on vocational certificates, i.e. excluding certificates awarded for general education completion), we will not provide disproportionate impact analysis based on certificate awards.

SCC Students Awarded Degrees 2013-14 & 2014-15 (excluding Apprenticeship)

	Students Awarded Degrees in 2013-14 & 2014-15 N = 1476		Degree-Seeking Students in 2013-14 and 2014-15 N = 13713		Proportion Index	Proportion of Awarded Degrees to Degree- Seeking Students	Gap Index
	n	%	n	%			
All SCC Students	1476	100.0%	13,713	100.0%	1.00	11%	
Ethnicity							pct points
African American	29	2.0%	458	3.3%	0.59	6%	-4.4
American Indian/Alaskan	45	3.0%	460	3.4%	0.91	10%	-1.0
Asian	131	8.9%	1,392	10.2%	0.87	9%	-1.4
Filipino	43	2.9%	443	3.2%	0.90	10%	-1.1
Latino	568	38.5%	6,456	47.1%	0.82	9%	-2.0
Pacific Islander	14	0.9%	179	1.3%	0.73	8%	-2.9
White	883	59.8%	7,202	52.5%	1.14	12%	1.5
Multi-Race	270	18.3%	2,929	21.4%	0.86	9%	-1.5
Other (other, dedined, unreported)	73	4.9%	613	4.5%	1.11	12%	1.1
Gender							
Female	762	51.6%	6,908	50.4%	1.02	11%	0.3
Male	713	48.3%	6,787	49.5%	0.98	11%	-0.3
Unreported	1	0.1%	18	0.1%	0.52	6%	-5.2
Disability							
Non-DSPS	1392	94.3%	12,970	94.6%	1.00	11%	-0.0
DSPS	84	5.7%	743	5.4%	1.05	11%	0.5
Special Populations						compared to overall proportion	
Foster Youth	1	0.1%	58	0.4%	0.16	2%	-9.0
Low Income	303	20.5%	2,153	15.7%	1.31	14%	3.3
Veterans	20	1.4%	217	1.6%	0.86	9%	-1.5

Notes:

- 1) A disproportionate impact is identified when the index score is < 0.80. A subgroup must have at least 30 students to make valid conclusion. A Percentage Gap Index is the difference between a group's degree-awarded-to-degree-seeking proportion and the average proportion.
- 2) The proportions are not "degree-completion rates"; they are merely comparison between the demographic compositions of the degree-recipient cohort and SCC degree-seeking student population in these two academic years.
- 3) Source: RSCCD Research Data Warehouse.

Largest Percentage Gaps Identified SCC Degree-Awarded to Degree-Seeking Proportions

Equity Gap	Student Group	Gap in comparison to the average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multip ly	The # of Degree-Seeking students in the subgroup in 2013-14 and 2014-15	=	Number of Students "Short" (over two academic years)
Largest Gap	Foster Youth	9.0%	0.090	x	58	=	5
Second Largest	African American	4.4%	0.040	x	458	=	18
Third Largest	Latino/a	2.0%	0.020	x	6456	=	129

Analysis: Two methodologies are used to analyze the data. First, **the proportionality index** is the ratio of the percentage of a subgroup who received a degree or CT and its percentage in the SCC degree/CT-seeking student population; a ratio of less than **0.85** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between the degree-awarded-to-degree-seeking proportion percentage of a subgroup and the overall average proportion. A subgroup must have at least 30 students for any result to be considered valid for conclusion.

Conclusion: Because of the irreconcilable anomalies in the certificate awards data, the following analysis is based on only the degree awards data. Using **proportionality index**, **African-American, Latino/a**, and **Foster Youth** have proportional index scores below **0.85**. **Goals, Activities, Funding, and Evaluation: Degree and Certificate Completion**

GOAL: DEGREE AND CERTIFICATE COMPLETION

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 groups.

GAP TABLES

These tables below show an aggregate of all of the students that were identified in either 2013-14, 2014-15, or both. We will monitor all of the groups, but prioritizing those highlighted in yellow demonstrating significant disproportionate impact. A three year assessment will be used in order to find if SCC was successful in closing the gaps in these areas or if the rise and fall is simply year to year fluctuation.

IV. DEGREE COMPLETION

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
African American	1.9	-4.4	-3.3	2021
Latino	-5.6	-2.0	-1.5	2021
Foster Youth	-12.0	-9.0	-6.8	2021

ACTIVITIES: DEGREE AND CERTIFICATE COMPLETION

Activity	Start / End Date (Evaluation Cycle)	Activity Type	Link to Goal	Funding
D1. Explore jointly funding DSPS Counselor for 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.	2014/15 (year 1)- 2016/17 (year 3)	-Direct Student Support	A full-time counselor in the DSPS office will increase the annual attainment rate of certificates and degrees and transfers by students with disabilities.	Equity: \$24,422 (annually)
Target Groups: Students with Reported Disabilities. # of Students: All Students with Reported Disabilities will be impacted. Activity Implementation Plan: In the 2014 Student Equity Plan, it was recommended that SSSP funds be used to hire a full-time counselor to support students with reported disabilities. The recommendation was moved on, and a				

new counselor began serving students in the DSPS Office in the Fall of 2015. The counselor will be jointly funded through DSPS funds and Equity, with the exploration of including SSSP as well. • Evaluation: The Dean of Counseling, as well as colleagues will provide qualitative insights into the performance of the counselor. The research on disproportionate impact found in SCC's Student Equity Plan will determine whether the DSPS counselor is having a positive effect on increasing the annual attainment rate of certificates and degrees and transfers by students with disabilities. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
D2. Offer, assess and expand academic coaching and specialized tutoring to students with disabilities through the DSPS Program.	2015/16 (year 2)- 2016/17 (year 3)	-Planning and Coordination -Direct Student Support	Expanding on specialized coaching will ensure at least 60 of students participating in DSPS academic coaching and or specialized tutoring will successfully complete semester course work with a GPA of 2.0.	Equity: \$9,898 (annually)
• Target Groups: Students with Reported Disabilities. • # of Students: All Students with Reported Disabilities will be impacted. • Activity Implementation Plan: The Director of the Office of Student Equity and Success will work with the faculty and staff that serve in the DSPS Office to explore the possibilities of offering and expanding on academic coaching and specialized tutoring. For students with reported disabilities, focused and intentional coaching can increase the probability that they will be retained in classes, thus increasing the number of these students that attain a degree or certificate. • Evaluation: At the end of the first three year evaluation cycle, DSPS staff will select the coaching program that will serve as the foundation for these specialized services. Once students begin to utilize the programs, the research on disproportionate impact will determine whether these resources are creating positive change in the classroom and across campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
D3. Conduct research to evaluate the participation and success rates of equity groups who use campus learning resources i.e. Math Study Hall (MaSH), Writing Center, Tutoring Center, STAR Center, Academic Success Center, and explore utilizing equity funds to expand on centers.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation -Direct Student Support -Instructional Support Activity	Identifying disparities among equity groups will allow for a focused effort in recruiting these students which will in turn increase the number of students who pass classes and lead to an increase in degree and certificate attainment.	Equity: \$0,000
• Target Groups: All groups identified in the Certificate and Degree Completion Section will be impacted by identifying disparities among students who utilize learning resource centers on campus. • # of Students: All groups identified in the Certificate and Degree Completion Section will be impacted. • Activity Implementation Plan: In the 2014-15 Student Equity Plan, a recommendation was made to conduct research to identify disparities among equity groups who are utilizing the learning resources on campus. Over the course of three years, the research analyst will use both qualitative and quantitative methods for gathering data on what barriers exist that keep students from equity identified groups from utilizing these services. In year two of the current plan and continuing into year three, the research analyst will gather quantitative data on who is using the centers, will create and submit surveys to students, and will facilitate student focus groups to examine why students are or are not using the center. The results of the data will be shared with the Student Success and Equity Committee who will work with stakeholders on campus to create strategies to mitigate barriers found. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the degree and certificate completion among students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				

D4. Offer priority counseling appointments available to veterans and low-income students needing Financial Aid Counselor Approvals.	2014/15 (year 1)- 2016/17 (year 3)	-Direct Student Support	Timely completion of required paperwork for veterans and low-income students so they may register in classes required to meet their educational goals.	Equity: \$0,000
• Target Groups: Veteran students will be impacted. • # of Students: Approximately, 190 Veteran students will be impacted. • Activity Implementation Plan: In the 2014-15 Student Equity Plan, a recommendation was made to provide veterans with priority counseling appointments. In the Fall of 2015, a counselor was hired and veterans were identified as a focused population to support. The Director of the Office of Student Success and Equity will work with the Counseling Center and support service programs to ensure low-income students have appointments to fully take advantage of their financial aid benefits. This will lead to fewer barriers that could impede students' success and successful degree or certificate attainment. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the degree and certificate completion among students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
D5. Ensure foster youth have access to an academic counselor for the development of a comprehensive education plan.	2014/15 (year 1)- 2016/17 (year 3)	-Direct Student Support	Foster youth will develop an education plan with the assistance of an academic counselor which will lead to an increase in the likelihood they will attain a degree or certificate.	Equity: \$0,000
• Target Groups: Foster youth Students will be impacted. • # of Students: Approximately, 50 Foster youth Students will be impacted. • Activity Implementation Plan: In the 2014-15 Student Equity Plan, a recommendation was made to provide foster youth with access to an academic counselor. Beginning in year two of the current plan, the Director of the Office of Student Success and Equity will work with the Counseling Center and foster youth support staff to begin exploring the logistics for ensuring foster youth access to a counselor that will assist in the development of an education plan and will support students in staying focused and dedicated to their goal. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the degree and certificate completion among students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
D6. Contact and counsel foster youth at risk for not making satisfactory progress will be contacted to ensure they know how to access intervention services.	2014/15 (year 1)- 2016/17 (year 3)	-Direct Student Support	Connecting with foster youth at key moments during the semester could lead to these students accessing intervention services at an increased rate of 1% annually.	Equity: \$0,000
• Target Groups: Foster youth Students will be impacted. • # of Students: Approximately, 50 Foster youth Students will be impacted. • Activity Implementation Plan: In the 2014-15 Student Equity Plan, a recommendation was made to provide foster youth with an early alert that will communicate to them that they are not making satisfactory progress and will outline the interventions services available to them. Beginning in year two of the current plan, the Director of the Office of Student Success and Equity will work with the Counseling Center and foster youth support staff to begin exploring the logistics for ensuring foster youth are contacted in a timely manner to ensure they do not get to a point in their program that they cannot utilize services and be successful. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the degree and certificate completion among students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				

Transfer



Santiago Canyon College



Introduction: Transfer Completion

Historically, students from equity-identified groups have less success in transferring from a 2 year college to the university. In order to ensure these students have the opportunity to reach their transfer goals, SCC has developed specialized program and services and is providing supplemental support to strengthen our efforts to in-reach to these students. In order to identify the students who are experiencing disproportionate impact in the area of transfer, we will analyze 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. In this section, we have included a brief overview of our research methods, data on disproportionate impact, the Transfer completion goal, and the aligned activities created to increase overall transfer success for these students.

Campus Based Research: ESL and Basic Skills Completion

RESEARCH METHOD:

To analyze disproportionate impact in transfer, a comparison of subgroup proportions is made between actual students who transferred to 4-yr schools and the SCC transfer-seeking student population. Please note that both proportions in the proportionality index and the transfer-to-transfer-seeking proportion percentages are **not** transfer rates (i.e. the percentage of a defined cohort tracked over a period of time who eventually transfer to 4-yr schools).

Indicator 5: Transfer

Comparisons are made between subgroup proportions among students who transferred to 4-yr universities and subgroup proportions in the SCC degree-seeking student population. To enlarge the sample sizes to enable valid inferences for some of the smaller groups, cohorts are defined using three academic years (2012-13 to 2014-15).

SCC Students Who Transferred to Four-Year Universities in 2012-2015

	2012-15 Transfers		2012-15 Transfer-Seeking Students (excluding Apprenticeship)		Proportion Index	2012-15 Transfers Proportional to 2012-15 Transfer-Seeking Students*	Gap Index
	n	%	n	%			
All SCC Students	3282	100.0%	10,713	100.0%		31%	
Ethnicity							pct points
African American	94	2.9%	258	2.4%	1.19	36%	5.8
American Indian/Alaskan	87	2.7%	314	2.9%	0.90	28%	-2.9
Asian	460	14.0%	1074	10.0%	1.40	43%	12.2
Filipino	111	3.4%	335	3.1%	1.08	33%	2.5
Latino	1081	32.9%	4575	42.7%	0.77	24%	-7.0
Pacific Islander	35	1.1%	130	1.2%	0.88	27%	-3.7
White	1900	57.9%	5927	55.3%	1.05	32%	1.4
Multi-Race	563	17.2%	2084	19.5%	0.88	27%	-3.6
Other (other, declined, unreported)	154	4.7%	429	4.0%	1.17	36%	5.3
Gender							
Female	1710	52.1%	5331	49.8%	1.05	32%	1.4
Male	1565	47.7%	5375	50.2%	0.95	29%	-1.5
Unreported	7	0.2%	7	0.1%	3.26	100%	69.4
Disability							
Non-DSPS	3161	96.3%	10051	93.8%	1.03	31%	0.8
DSPS	121	3.7%	662	6.2%	0.60	18%	-12.4
Special Populations							
Foster Youth	4	0.1%	41	0.4%	0.32	10%	-20.9
Low-Income	359	10.9%	1909	17.8%	0.61	19%	-11.8
Veterans	39	1.2%	164	1.5%	0.78	24%	-6.9

Notes:

- 1) The proportionality index and the Transfers/Transfer-Seeking proportion are NOT "transfer rates." The data above do not present a cohort tracking methodology in which the transfer rate of a cohort is calculated during a specified length of time.
- 2) A disproportionate impact is identified when the index score is < 0.85. A subgroup must have at least 30 students to be used as the reference group. A Gap index is the difference between a subgroup's transfer-to-transfer-seeking proportion and the overall avg. transfer-to-transfer-seeking proportion.
- 3) Transfer-seeking is defined as students who have completed at least 12 units and have attempted transferable math (Math 105, 140, 150, 160, 170, 180/180H, 219/Socs 219/219H) OR English course (English 101/101H)
- 4) Source: District Research Data Warehouse, National Student Clearinghouse

Largest Percentage Gaps Identified SCC Transfer to Transfer-Seeking Proportions 2012 to 2015

Equity Gap	Student Group	Gap in comparison to the Average Transfer-to-Transfer-Seeking Proportion	Percentage expressed as decimal 25% becomes .25	Multiply	The # of transfer-seeking students in the subgroup in 2012-15.	=	Number of Students "Short" (over 3 academic yrs)
Largest Gap	Foster Youth	20.9%	0.209	x	41	=	9
Second Largest	DSPS	12.4%	0.124	x	662	=	82
Third Largest	Low Income	11.8%	0.118	x	1909	=	225

Analysis: Two methodologies are used to analyze the data. First, **the proportionality index** is the ratio of the percentage of a subgroup who transferred and its percentage in the SCC transfer-seeking student population; a ratio of less than **0.85** is identified as disproportionate impact. Second, the **percentage gap index** is the difference between a subgroup's transfer-to-transfer-seeking proportion to the overall average proportion. A subgroup must have at least 30 students for any result to be considered valid for conclusion.

Conclusion: Using **proportionality index** comparing the proportions of equity groups between the transferred cohort and the transfer-seeking students in 2012-13 through 2014-15, disproportionate impact is observed for: **Latino/a, DSPS, Low Income, Foster Youth and Veteran.**

Goals, Activities, Funding, and Evaluation: Transfer

GOAL: TRANSFER

Increase transfers to 4-year institutions among targeted equity groups.

GAP TABLES

These tables below show an aggregate of all of the students that were identified in either 2013-14, 2014-15, or both. We will monitor all of the groups, but prioritizing those highlighted in yellow demonstrating significant disproportionate impact. A three year assessment will be used in order to find if SCC was successful in closing the gaps in these areas or if the rise and fall is simply year to year fluctuation.

V. TRANSFER

Target Population(s)	2013-14 Gap	2014-15 Gap	Goal 25% Reduction	Goal Year
Latino	-6.5	-7.0	-5.3	2021
DSPS	-13.7	-12.4	-9.3	2021
Foster Youth	-14.5	-20.9	-15.7	2021
Low-Income	-12.8	-11.8	-8.9	2021
Veterans	-10.5	-6.9	-5.1	2021

ACTIVITIES: TRANSFER

Activity	Start / End Date (Evaluation Cycle)	Activity Type	Link to Goal	Funding
E1. Provide professional development opportunities to faculty and staff on improving student engagement, success and transfer, particularly	2014/15 (year 1)- 2016/17 (year 3)	-Professional Development	Providing program and transfer staff with professional development training will increase the knowledge base around transfer to a university, which will make SCC students more likely to transfer.	Equity: \$5,000 (annually)

among underrepresented student groups.				
• Target Groups: All groups identified in the Transfer Section will be impacted by providing faculty, staff, administrators, and students with opportunities for professional development. • # of Students: All groups identified in the Transfer Section will be impacted. • Activity Implementation Plan: Beginning in the Fall of 2014, and on an ongoing basis professional development opportunities, were researched, and vetted by the Student Success and Equity Committee, and campus partners. The Director of the Office of Student Equity and Success developed a Student Equity Conference Request Form and Evaluation. When an opportunity is identified as a priority, or equity supported, a request is submitted to the Office of Student Equity and Success. The Director then meets with a subgroup of the Student Success and Equity Committee to decide whether or not the request should be supported with Equity Funds. If the opportunity is approved, the requestor will move forward with completing the necessary steps to participate in said opportunity. The Transfer Success Center, in particular, has a limited budget. Over the course of time, professional development is one area that has been limited. In the Fall of 2015, Transfer Success Center staff used Student Equity funds to attend the NACAC conference that they had not been to in years due to a limited budget. • Evaluation: Upon the completion of the professional development event, the requestor will complete the Student Equity Evaluation form which includes an assessment of what was learned and a description of how the information learned will be dispersed to colleagues and the campus community. The research on disproportionate impact will determine whether professional development is increasing the number of equity-identified students that are transferring. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
E2. Develop a research agenda to identify transfer barriers for Latino/a, DSPS, and low-income students.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation	Identifying barriers will provide staff and faculty with a better understanding of how to support the student in mitigating these barriers, and will increase the likelihood the student transfers.	Equity: \$0,000
• Target Groups: Latino/a, students with a reported disability, and low-income students. • # of Students: Latino/a, students with a reported disability, and low-income students. • Activity Implementation Plan: In the 2014-15 Student Equity Plan, a recommendation was made to conduct research to identify potential transfer barriers for Latino/as, students with reported disabilities, and low-income students. Over the course of three years, the research analyst will use both qualitative and quantitative methods to gather data on the barriers that keep Latino/a, students with reported disabilities, and low-income students from transferring from SCC. In year two of the current plan and continuing into year three, the research analyst will create and administer surveys to students as well as facilitate focus groups with students on campus. The results of the data will be shared with the Student Success and Equity Committee who will work with stakeholders on campus to create strategies to mitigate barriers found. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the transfer completion among students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
E3. Offer specialized transfer workshops and a transfer event for foster youth, veterans, DSPS, EOPS / CARE / CalWORKs, and CAMP students, including visits to 4-year universities each semester.	2014/15 (year 1)- 2016/17 (year 3)	-Direct Student Support	Offering equity identified students the opportunity to visit a university will increase the likelihood that they will attend a university.	Equity: \$15,000 (annually)
• Target Groups: Students from all equity identified groups in the Transfer Section of the Equity Plan, are represented by these programs. • # of Students: Students from all equity identified groups will be impacted.				

• Activity Implementation Plan: The Transfer Success Center will coordinate with the listed categorical programs in order to collaborate on workshops and campus visits in year two of the Student Equity Plan 2015/16, and annually thereafter. • Evaluation: The research on disproportionate impact will determine whether this strategy is creating positive change in the transfer completion among students from disproportionately impacted groups. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
E4. Provide materials and supplies to support in-reach and marketing to equity groups.	2015/16 (year 2) - 2016/17 (year 3)	-Direct Student Support	Providing additional materials will strengthen in-reach to underrepresented students identified in the Transfer Section of the Student Equity Plan, and increase the number of these students who utilize transfer services. .	Equity: \$15,000 (annually)
• Target Groups: All groups identified in the Transfer Section will be impacted by providing resources and materials to Transfer Success Center. • # of Students: All groups identified in the Transfer Section will be impacted. • Activity Implementation Plan: Currently, the Transfer Success Center has a limited budget for materials or resources. This significantly impacts the way they recruit and the type of in-reach they are able to conduct. Providing supplemental materials and resources the Transfer Success Center needs will assist in the recruitment of students in equity groups. These materials will allow staff to market SCC's transfer programs and increase the number of students from DI groups transfer to a university. • Evaluation: The research on disproportionate impact will determine whether the supplemental materials, and the marketing materials are reducing the achievement gap for students identified in the Transfer Section of the Student Equity Plan. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
E5. Offer DSPS Lunch & Learn Transfer Workshops	2015/16 (year 2) - 2016/17 (year 3)	-Direct Student Support	Provide specialized workshops addressing the unique transfer needs of students with disabilities will increase their likelihood to transfer.	Equity: \$500 (annually)
• Target Groups: Students with identified disabilities. • # of Students: Students with identified disabilities will be impacted. • Activity Implementation Plan: In year two of SCC's Student Equity Plan the DSPS Counselor, will develop and facilitate specialized DSPS Lunch and Learn transfer workshops. • Evaluation: The DSPS counselor will survey participants regarding the effectiveness of the workshop information. The research on disproportionate impact will determine whether the Lunch and Learn activities are reducing the achievement gap for students identified in the Transfer Section. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
E6. Explore participation in Summer Scholars Transfer Institute (SSTI) at the University of California, Irvine.	2015/16 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Research and Evaluation -Direct Student Support	Providing students with opportunities to take college courses on a university campus over an accelerated time period (2 weeks) will expose them campus life, and the rigors that accompany it, and will increase the amount of equity-identified students that transfer from SCC to the university.	Equity: \$0,000
• Target Groups: All students identified in the Transfer Section of the equity plan will be impacted. • # of Students: All students identified in the Transfer Section of the equity plan will be impacted. • Activity Implementation Plan: The Summer Scholar's Transfer Institute (SSTI) is a unique residential program, where participants stay at the UCI dorms and can complete an intensive UC transferable course in 10 days. In addition, students have access to UCI computer and library facilities. Historically, Santa Ana College, and more recently, Rio Hondo College has participated. Exploratory conversations to include SCC will occur during the 2015-2016 academic year.				

- **Evaluation:** This is an exploratory activity that has the potential to lead to SCC students participating in the SSTI program. Should this activity be implemented, the research on disproportionate impact will determine whether SSTI is reducing the achievement gap for students identified in the Transfer Section. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).

Other Campus- or District-wide Initiatives Impacting Multiple Success Indicators



Santiago Canyon College



Introduction: Other Campus- or District-wide Initiatives Affecting Several Indicators

The following activities were created to support the equity initiative at SCC as a whole, and may not only impact one success indicator.

ACTIVITIES: OTHER CAMPUS- OR DISTRICT-WIDE INITIATIVES IMPACTING SEVERAL INDICATORS

Activity	Start / End Date (Evaluation Cycle)	Activity Type	Link to Goal	Funding
F1. Continue funding of director to oversee the Office of Student Equity and Success, as well as Student Equity Plan implementation and evaluation.	2014/15 (year 1)- 2016/17 (year 3)	-Coordination and Planning -Research and Evaluation -Professional Development	Dedicated office with a full-time director responsible for overseeing the implementation of all Student Equity Plan goals, activities, research and evaluation will affect all success indicators.	Equity: \$121,142 (annually)
• Target Groups: All groups identified in SCC's Student Equity Plan will be impacted by the hiring of a Director. • # of Students: All groups identified in SCC's Student Equity Plan will be impacted by the hiring of a Director. • Activity Implementation Plan: A Director of the Office of Student Equity and Success was hired in April 2014. The Director immediately began oversight and implementation of the SCC Student Equity Plan and will continue to do so, with guidance from the Student Success and Equity Committee as well as other constituency groups from around the campus. • Evaluation: The Vice President of Student Services, supervisees and colleagues will contribute qualitative insights into the performance and aptitude of the Director. Formal evaluation will occur on an annual basis with informal meetings occurring weekly with the direct supervisor. The research on disproportionate impact found in SCC's Student Equity Plan will determine whether the work of the Director and the office as a whole is having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
F2. Continue jointly funding a full-time Research Analyst through Student Equity and SSSP.	2014/15 (year 1)- 2016/17 (year 3)	-Research and Evaluation -Planning and Coordination	Dedicated position for collecting, analyzing and reporting data related to equity, student success, achievement and learning will impact all success indicators.	Equity: \$25,844 (annually)
• Target Groups: All groups identified in SCC's Student Equity Plan will be impacted by the hiring of a Research Analyst. • # of Students: All groups identified in SCC's Student Equity Plan will be impacted by the hiring of a Research Analyst. • Activity Implementation Plan: A Research Analyst was hired in June 2014. The research analyst immediately began conducting research related to disproportionate impact and will continue to do so with guidance from the Director of the Office of Student Equity, and Success and the Student Success and Equity Committee. • Evaluation: The Dean of Institutional Effectiveness along with colleagues will contribute qualitative insights into the performance and aptitude of the Research Analyst. Formal evaluation will occur on an annual basis with informal meetings occurring weekly with the direct supervisor and monthly.				
F3. Continue funding a dedicated part-time Budget Specialist to support Student Equity	2014/15 (year 1)-	-Coordination and Planning	Dedicated part-time classified position to support operations of the Office of Student Equity and implementation of	Equity: \$25,340 (annually)

Office operations and activities.	2016/17 (year 3)		student equity activities within the college and community.	
• Target Groups: All groups identified in SCC's Student Equity Plan will be impacted by the hiring of a Budget Specialist. • # of Students: All groups identified in SCC's Student Equity Plan will be impacted by the hiring of a Budget Specialist. • Activity Implementation Plan: A Budget Specialist was hired in June 2014. The Budget Specialist immediately began supporting the Director in the logistical oversight of the Office of Student Equity and Success budget. The Budget Specialist also provides direct support to programs and individuals requesting Equity funds and is an integral part of developing conference requests, purchase orders, independent contractor contracts, and requisitions and will continue to do so on an ongoing basis. • Evaluation: The supervisor, as well as colleagues will contribute qualitative insights into the performance and aptitude of the Budget Specialist. Formal evaluation will occur on an annual basis with informal meetings occurring weekly with the direct supervisor.				
F4. Provide faculty, staff, administrators, and students with professional development opportunities related to equity-mindedness, cultural competence and universal design, and instructional methods to accommodate student diversity and support the development of equity-based curriculum.	2014/15 (year 1)- 2016/17 (year 3)	-Professional Development -Research and Evaluation -Outreach -Student Equity Coordination and Planning -Instructional Support Activities -Direct Student Support	Participation in professional development activities and implementation of various instructional methods will accommodate student diversity and support the development of equity-based curriculum which will increase success for equity-identified students across success indicators.	Equity: \$90,000 (annually)
• Target Groups: All groups identified in all sections of the SCC student Equity Plan will be impacted by providing faculty, staff, administrators, and students with opportunities for professional development. • # of Students: All groups identified will be impacted by providing faculty, staff, administrators, and students with opportunities for professional development. • Activity Implementation Plan: Beginning in the Fall of 2014, and on an ongoing basis, Professional Development opportunities were researched, and vetted by the Student Success and Equity Committee and campus partners. The Director of the Office of Student Equity and Success developed a Student Equity Conference Request Form and Evaluation. When an opportunity is identified as a priority, or equity-supported, a request is submitted to the Office of Student Equity and Success. If the opportunity is approved, the requestor will move forward with completing the necessary steps to participate in said opportunity. For professional development opportunities provided on campus, the Director will ask for ideas from the Student Success and Equity Committee as well as the campus community at-large. The Director will compile a list and provide an annual equity professional development agenda to the Professional Development Committee, who will provide guidance and support in planning and marketing the event. In the context of this plan, professional development includes both conferences as well as contracted services for trainings provided here on campus. SCC will also explore the idea of providing the Professional Development Committee with an allocation which will allow them to investigate and offer ideas for equity-focused professional development. Professional Development will also be given priority when calls for equity funding requests are made to the campus community. • Evaluation: Upon the completion of the professional development event, the requestor will complete the Student Equity Evaluation form which includes an assessment of what was learned and a description of how the information learned will be dispersed to colleagues and the campus community. The research on disproportionate impact will determine whether professional development is creating positive change in the classroom and across campus. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				

F5. Create opportunities to engage in a college-wide dialogue about strategies to address student equity group disparities in Access, Course Completion, BSI and ESL Course Completion, Degree and Certificate Completion, and Transfer.	2015/16 (year 2) - 2016/17 (year 3)	-Professional Development -Planning and Coordination	Ongoing development of strategies to address student equity group disparities reflected in access.	Equity: \$1,000 (annually)
• Target Groups: All groups identified in all sections of the Student Equity Plan will be impacted by the dialogue in developing strategies to address disparities for student equity groups. • # of Students: All groups identified in all sections of the Student Equity Plan will be impacted by the dialogue in developing strategies to address disparities for student equity groups. • Activity Implementation Plan: The Director of the Office of Student Equity and Success, as well as other stakeholders on campus, investigated opportunities to discuss and address disparities identified in the student equity plan. Steps were taken to create intentional spaces for the campus community to learn about and engage in discussions surrounding the topic of equity. The Director set up individual meetings and addressed departments, divisions, and multiple shared governance committees including student groups. Workshops, trainings, and institutes have been developed, with more planned for the coming year to set the foundation for the discussion around equity as well as to address specific student groups found within the equity plan. • Evaluation: The research on disproportionate impact found in the Student Equity Plan will determine whether the opportunities to engage in college-wide dialogue are having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
F6. Integrate a student portal that will enhance our current application process, serve as a one stop resource for students, and target the needs of underrepresented students.	2014/15 (year 1) - 2016/17 (year 3)	-Outreach -Direct Student Support -Instructional Support Activities	A student portal will include: enhancements to application process, online student services, information about special programs, and services as well as tools that support access and student success; this in turn will reduce barriers to achievement in multiple success indicators for equity identified student groups.	SCC Equity: \$0,000
F7. Utilize an independent contractor to support the installation and maintenance of the student portal.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach -Direct Student Support -Instructional Support Activities	Provide the infrastructure for the student portal to ensure that all components function properly, and work in cooperation with one another. This will in turn, ensure that students applying to SCC gain access to all of the components they need in order to complete the application process with limited barriers.	Equity: \$20,000 (annually)
• Target Groups: All groups identified in all sections of the Student Equity Plan, and specifically those in the Access Section will be impacted by purchase and integration of a Student Portal and the hiring of an ongoing staff member. • # of Students: All groups identified in all sections of the Student Equity Plan, and specifically those in the Access Section will be impacted by purchase and integration of a Student Portal and the hiring of an ongoing staff member. • Activity Implementation Plan: Over the summer of 2015, Santa Ana College (district counterpart) and Santiago Canyon College began the discussion of purchasing a Student Portal in order to create a more seamless application process, that is integrated with multiple departments on campus including but not limited to: Admission, Counseling,				

Financial Aid, Cashiers, Library, and the bookstore. Creating a more seamless and integrated entry point for the students is key in assisting students in limiting the amount of barriers they face during the application, enrollment, and registration process. Key stakeholders were invited to demo the student portal, and all invited felt that it was a necessary and integral part of the application process for students. In the Fall of 2015, Santa Ana College received permission from the CCC Chancellor's Office to purchase the portal on behalf of the district. The purchase was completed, with a pilot rollout scheduled for the Spring of 2016 and a full rollout for Fall of 2016. It was decided, with input from stakeholders as well as Information Systems, that to ensure that the portal runs efficiently and effectively, an independent contractor is needed for the upkeep and maintenance of the student portal. • Evaluation: The research on disproportionate impact in the areas of access will determine whether the student portal and the utilization of an independent contractor are raising the number of students enrolling at SCC. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
F8. Explore expansion of supplemental instruction (SI) and faculty mentoring to foster student engagement and success in courses across disciplines.	2014/15 (year 1)-2016/17 (year 3)	-Direct Student Support -Instructional Support Activities	Expanding on supplemental instruction and faculty mentoring will increase the likelihood students pass key gatekeeper classes, and transfer.	Equity: \$79,674 (annually)
• Target Groups: All groups will be impacted by expanding supplemental instruction and faculty mentoring in order to increase the number of students from identified groups transfer to the university. • # of Students: All groups will be impacted • Activity Implementation Plan: In the 2014-15 Student Equity Plan, it was recommended that SCC expand SI for disproportionately impacted groups. Currently, student equity is funding a focused effort to encourage more students from equity identified groups, to participate in supplemental instruction. Specialized recruiting efforts have been made to ensure these students have priority. In the future, more SI leaders will be hired with the focus and priority given to students identified in the Student Equity Plan to ensure more of these students transfer. • Evaluation: The research on disproportionate impact will determine whether expanding current recruitment events are reducing the achievement gap for students identified.				
F9. Provide additional funding for textbooks, transportation and child care to low-income students through the EOPS / CARE / CalWORKs programs.	2014/15 (year 1)-2016/17 (year 3)	-Direct Student Support -Instructional Support Activity	Eliminating monetary barriers will allow students to focus on their academics, and will impact all success indicators.	Equity: \$46,343 (annually)
• Target Groups: Low-Income students, who identify as Latino/a. Some identify as foster youth as well. • # of Students: Low-Income students, who identify as Latino/a. Some identify as foster youth will be impacted. • Activity Implementation Plan: The EOPS Program provides intrusive programming and services to the students they serve. All of the students that fall under the umbrella of EOPS, are also equity identified groups. Providing students with the resources they need to be successful in the classroom will impact all success indicators in the Student Equity Plan. • Evaluation: In the following two years, the research analyst will conduct qualitative and quantitative comparative studies to better understand the success of the students who have been provided with these equity resources. Also, the research on disproportionate impact found in SCC's Student Equity Plan will determine whether providing additional resources is having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
F10. Hire a dedicated part-time staff member to provide wrap around	2015/16 (year 2) -2016/17 (year 3)	-Planning and Coordination	Having a staff member to connect all of the community, and campus services will allow foster youth more time to focus on their academics and	Equity: \$14,557 (6 months)

support to students who identify as foster youth.		-Direct Student Service	less time worried about barriers to their success. Hiring this individual will impact all success indicators for foster youth.	
F11. 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.	2015/16 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Direct Student Service	Bringing key community players together with campus support services and faculty will create holistic support for foster youth, and ensure they have access to all of the support they need. In turn, all success indicators will be impacted.	Equity: \$500 (annually)
F12. Designate a foster youth liaison in each Student Service office to facilitate the provision of support services to this student population.	2015/16 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Direct Student Service	Having at least one individual in each office will allow foster youth to know exactly where to go when they need support with an issue without fear of being “outed” or shamed. This will likely increase the number of students who will connect with support services which will impact their academic success.	Equity: \$0,000
• Target Groups: Foster youth students will be impacted. • # of Students: Approximately 50 annually • Activity Implementation Plan: An internal assessment was completed over the summer of 2015. In the assessment, we learned that while we have multiple programs that serve foster youth, the coordination was lacking. Hiring an individual to focus on foster youth will impact all areas of students’ lives and all success indicators. This dedicated position will then be able to connect with liaisons in different departments to ensure there is true wraparound service and also serve as the lead for the foster youth advisory group. Initial conversations began in the Fall of 2014, regarding the foster youth advisory group. Staff from Guardian Scholars and EOPS will take the lead on creating the advisory group in the Fall of 2015. A meeting schedule and list of members is pending. • Evaluation: The research on disproportionate impact found in SCC’s Student Equity Plan will determine whether the these activities are having a positive effect on reducing the achievement gaps in the specified areas for disproportionately impacted students in the area of course completion. This is measured on an annual basis with a summative assessment to be completed at the end of this third reporting year (2016/17).				
F13. Hire a dedicated full-time staff member to support outreach, logistics and operations of the Veteran’s Services Office.	2015/16 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Direct Student Service	Strengthen outreach and recruitment of veterans, as well as support the intake, and processing of GI Bill Benefits in order to eliminate barriers for student veterans enrolling and succeeding at SCC.	Equity: \$41,839 (6 months)
• Target Groups: Veterans will be impacted by the hiring of an ongoing staff member. • # of Students: Approximately, 190 (2014) veterans a year will be impacted by hiring of an ongoing staff member. • Activity Implementation Plan: Over the summer of 2015, the Director of the Office of Student Equity began conversations with stakeholders around campus regarding services provided to student veterans. From the conversations, it was discovered that while SCC does a good job of supporting veterans, the programs and services offered to veterans are limited, as is outreach and recruitment. The coordinator is also the only ongoing staff member present in the center, so if that individual is not available, the office is forced to close because the student workers cannot be left unsupervised. Thus, veterans go without service while that individual is unavailable. As a result, there was a request made to hire an ongoing staff member to support the coordinator of veteran’s Services with the day to day logistics surrounding the intake and processing of veterans’ benefits documentation as well as outreach and recruitment efforts on campus. This will provide the coordinator with more time to provide services to veterans, as				

well as develop programs for the students who utilize the center. It was decided that an ongoing staff member should be hired in the Fall of 2015. • Evaluation: The research on disproportionate impact in the areas of access will determine whether the hiring of an ongoing staff member is reducing the achievement gap found in multiples sections of the Student Equity Plan for veteran students. This is measured on an annual basis, with a summative assessment to be completed at the end of the third reporting year (2016/17). The Manager as well as colleagues will contribute qualitative insights into the performance and aptitude of the ongoing staff member. Formal evaluation will occur on an annual basis with informal meetings occurring weekly with the direct supervisor.				
F14. Hire a dedicated part-time staff member to support program development of the Office of Student Life and Leadership, so as to expand on leadership, diversity training, and professional development and to activities on campus for students in equity groups.	2015/16 (year 2) - 2016/17 (year 3)	-Outreach -Direct Student Support -Planning and Coordination -Instructional Support Activities	A dedicated part-time position will develop meaningful multicultural programming and diversity activities and will support the development and leadership opportunities for historically underserved populations. This will increase the likelihood of students becoming more involved and engaged as well as more successful in all areas of academics.	Equity: \$11,304 (6 months)
• Target Groups: All groups identified in all sections of the equity plan will be impacted by hiring staff to support the Office of Student Life and Leadership. • # of Students: Number All groups identified in all sections of the equity plan will be impacted. • Activity Implementation Plan: The Director of the Office of Student Equity and Success met with staff in the Office of Student Life and Leadership to gather an understanding of what was offered, and where gaps existed. The director also addressed two sessions of ASG Council, once as a guest and once as an agenda item. The ASG Council, of approximately 60 students, were given the opportunity to provide feedback through the use of the contribution form. The students intuitively identified areas of support that are already addressed in the equity plan, but also requested support staff in the office of student life so that they could facilitate more meaningful student development and cultural events, and have better support in developing said events. Research shows that with a vibrant campus life, students are more likely to be involved and engaged. When students are involved or engaged, they are more likely to be retained and have higher academic success rates. Providing more culturally-responsive programming for students will create a space for students who would not normally be involved in on-campus activities, and thus creating a more inclusive environment for students from disproportionately impacted groups. • Evaluation: The research on disproportionate impact will determined whether hiring an ongoing staff member will increase student engagement, success, and retention. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
F15. Provide release time to faculty, to create low-cost and or open source classes across departments and divisions.	2014/15 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Direct Service -Curriculum and Course Development	Creating classes that are low or no-cost will eliminate many barriers found in multiple success indicators.	Equity: \$7,500 (6 LHE)
• Target Groups: All groups identified in all sections of the Student Equity Plan will be impacted by the creation of low-cost or open source classes. • # of Students: All groups identified in all sections of the Student Equity Plan will be impacted by the creation of low-cost or open source classes. • Activity Implementation Plan: In the summer of 2015, the Director of Student Equity and Success began conversations with math faculty about strategies to encourage student success. When looking at disproportionate groups, low-income students were identified to cut across many of the other equity identities. The faculty shared that they had begun to create open source developmental math classes and that they were looking to expand these				

offerings but did not have time. A recommendation was made by the director that equity funds should be used to purchase faculty time so they can find the resources necessary to create effective open source, low-cost classes for students. This program will begin with math, with preliminary conversation beginning in biology. Over the course of the year, the director will begin meeting with department and divisions across the campus to gauge interest in creating more low-cost or open source classes across disciplines. • Evaluation: The research on disproportionate impact in all areas will determine whether providing these types of classes is eliminating barriers for our students and leading to higher success rates. This is measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
F16. Fund student equity faculty coordinator(s) to work collaboratively with the Student Equity Director.	2014/15 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Direct Service -Curriculum and Course Development	Explore providing two release-time faculty positions responsible for coordinating developing plans, and activities to enhance college-wide awareness of equity issues and coordinate initiatives that relate specifically to enhancing academic strategies experiences and outcomes.	Equity: \$13,876 (9 LHE)
F17. Fund division student equity faculty team leaders to work with Student Equity Faculty Coordinators.	2014/15 (year 2) - 2016/17 (year 3)	-Planning and Coordination -Direct Service -Curriculum and Course Development	Provide one LHE release-time for up to 10 division Faculty team members responsible for coordinating developing plans and activities to enhance college-wide awareness of equity issues and coordinate initiatives that relate specifically to enhancing academic strategies experiences and outcomes.	Equity: \$15,033 (10 LHE)
• Target Groups: All students identified in the Student Equity Plan. • # of Students: All students identified in the Student Equity Plan. • Activity Implementation Plan: Beginning in January of 2016, provide 9 LHE to identify & develop student equity coordinator(s). Under the auspices of the Office of Student Equity and Success, the coordinators will pursue training for themselves to remain current on trends in equity as they relate to pedagogy and student learning outcomes; develop and facilitate ongoing training sessions for faculty and staff; assist in the creation of Student Equity Faculty Teams in each division at the college and establish ongoing training for these teams; collaborate with OIEA to disseminate findings to Faculty Equity Teams to integrate and develop classroom interventions and curriculum as appropriate; participate in development and revision of Student Equity Plan; communicate with governance groups on issues around academics and equity; through equity teams, and work to infuse equity goals into program review processes. • Evaluation: Surveys of faculty regarding effectiveness of equity teams, trainings and activities will occur annually. The research on disproportionate impact found in SCC's Student Equity Plan will determine whether the purchase of a research software is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
F18. Using new research software, integrate and disaggregate student achievement data into future Academic and Student Services Program Reviews.	2014/15 (year 1) - 2016/17 (year 3)	-Research and Evaluation -Planning and Coordination -Curriculum and Course Development	Including disproportionate impact and student achievement data for analysis and use by academic and student services departments will be a allow equity to be infused throughout the program review process.	Equity: \$2,500 (annually)
• Target Groups: All groups will be impacted by the purchase of a research software, and inclusion of disaggregated data into campus program review. • # of Students: All groups will be impacted by the purchase of a research software, and inclusion of disaggregated data into campus program review.				

• Activity Implementation Plan: In the first iteration of the SCC Student Equity Plan, it was mentioned that a research software would be researched. Many vendors were approached, with TABLEAU Software proving to provide what the campus needed, and worked best with the data collection and student information platforms already in place across the campus. A demo was conducted and those involved in the implementation and utilization of the software were invited. All invited felt it would be appropriate to purchase the software. Year one equity funds were used for the purchase, with an annual allocation to be made for the upkeep and maintenance of the software. • Evaluation: The research on disproportionate impact found in SCC's Student Equity Plan will determine whether the purchase of a research software is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
F19. Pilot embedded tutoring services for courses across disciplines.	2014/15 (year 2) - 2016/17 (year 3)	-Direct Student Support -Instructional Support Activities	Providing additional instructional support in the classroom will increase the likelihood that students will be more successful.	Equity: \$16,039 (annually)
• Target Groups: All identified groups will be impacted by providing embedded tutoring services in courses across disciplines. • # of Students: All identified groups will be impacted by providing embedded tutoring services in courses across disciplines. • Activity Implementation Plan: In the Fall of 2015, the Academic Success Center Coordinator and the Director of the Office of Student Equity and Success met to discuss how SCC could use tutoring to reach more students who were less successful in completing course work. The coordinator had been in contact with faculty who were interested in having an embedded tutor in their classroom. Six classes across the general education curriculum, and two from Math were identified as pilot classes based on pass rates as well as participation and success among disproportionately impacted student groups. Beginning in the Spring of 2016, SCC will begin an eight class embedded tutoring pilot program to determine if the model is worth pursuing in a large scale. • Evaluation: A formative assessment will be completed after the spring and summer semesters to determine success for students in embedded tutoring classes, versus those from similar backgrounds in non-embedded tutoring classes. The research on disproportionate impact found in SCC's Student Equity Plan will determine whether the purchase of a research software is having a positive effect on the reducing the achievement gaps in the specified areas for disproportionately impacted students. This will be measured on an annual basis with a summative assessment to be completed at the end of the third reporting year (2016/17).				
F20. Develop an Instructional Design Center that will support faculty in offering high quality instruction to students in the classroom and online. The Center will provide training, workshops, and technological support to faculty for the purpose of evaluating and refining instructional methods to accommodate SCC's diverse student population, as well as diverse learning styles within the classroom, and support the emergence of personalized learning experiences through adaptive learning methods.	2014/15 (year 2) - 2016/17 (year 3)	-Professional Development -Instructional Support Activities -Curriculum and Course Development	Equity-minded instructional design for basic skills and college-level/ transfer courses in all modalities will increase student access, success, and lead to academic goal attainment at higher rates for targeted groups.	Equity: \$20,000 (annually)
• Target Groups: All groups will be impacted by changes in course design.				

- **# of Students:** Number to be determined based on enrollment totals of faculty who participate in IDC activities.
- **Activity Implementation Plan:** In year one, the plan is to develop a strategy to incrementally transition the current SCC Academic Success Center into a full-fledged Instructional Design Center, addressing SCC Goal 5 in the 2012-2016 Educational Master Plan. With the inclusion of Distance Education in the IELLSS Division, and strong ties to Blackboard and learning management systems knowledge, the initial seed money is not needed for purchasing technology and space. Plans to develop and recruit speakers and trainers to offer workshops throughout the year will begin upon approval and funding. Center staff will provide support to faculty for implementing changes to course material online and a space will be made available for a class session to be held using new technology and/or methods in a safe environment as an instructional “sandbox.”
- **Evaluation:** Comparisons of success and retention rates of all targeted student groups of courses having undergone adaptive change through the IDC with courses that have not.

Budget



Santiago Canyon College



2015-16 Student Equity Plan Summary Budget
Rancho Santiago CCD
Santiago Canyon College

Part I: Student Equity Funding

Total 2015-16 College Student Equity Allocation

Enter whole numbers only

\$795,932

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

\$795,932

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
Rancho Santiago CCD
Santiago Canyon College

Part II: Planned Student Equity (SE) Expenditures

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

[BAM can be found at: http://extranet.cccco.edu/Divisions/Finance/Facilities/FiscalStandards/BudgetandAccountingManual.aspx](http://extranet.cccco.edu/Divisions/Finance/Facilities/FiscalStandards/BudgetandAccountingManual.aspx)

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)	# of Hours										
1000	Academic Success Academy, DSPS LHE	0.07	A13	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,484	2,484
	Probation Workshops, DSPS LHE	0.04	B5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,242	1,242
	Specialized Test Prep for DSPS, LHE	0.07	C8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,484	2,484
	Develop Acceleration Courses, Fac. LHE	0.20	C9	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,140	\$ -	19,140
	DSPS Counselor, Jointly Funded	0.30	D1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,121	21,121
	Low-Cost Class Dev., Release Time LHE	0.20	F16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500	7,500
	Equity Coordinator, Faculty Release LHE	0.30	F17	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,000	12,000
	Equity Team Leader, Faculty Release LHE	0.33	F18	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,000	13,000
	Subtotal			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,140	\$ 59,831	\$ 78,971
	2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Cours e Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support
HS/Community Outreach Specialist		0.24	A6	\$ 11,411	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	11,411
Student Ambassadors (Student Asst)		0.15	A7	\$ 9,315	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	9,315
Academic Coaching (IA's), DSPS		0.30	D2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,320	\$ -	9,320
Director - Joseph Alonzo		1.00	F1				\$ 79,201					79,201
Resesarch Analyst - Rudy Tjiptahadi		0.25	F2			\$ 17,650						17,650
Special Project Specialist - Stephanie Cole		0.48	F3	\$ -	\$ -	\$ -	\$ 20,610	\$ -	\$ -	\$ -	\$ -	20,610
Supplemental Instruction (IA's) STEM		2.25	F8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 37,500	\$ 37,500	75,000
Stud. Serv. Coordinator (Foster Youth)		0.24	F11	\$ -	\$ -	\$ -	\$ 12,706	\$ -	\$ -	\$ -		12,706
FT Student Services Specialist, Veterans		0.50	F14	\$ -	\$ -	\$ -	\$ 22,996	\$ -	\$ -	\$ -		22,996
Student Services Specialist, Stud Life		0.24	F15	\$ -	\$ -	\$ -	\$ 4,932	\$ -	\$ 4,933	\$ -		9,865
Embedded Tutors (Student Tutors)		0.41	F20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,005	\$ 7,000	14,005
Subtotal			\$ 20,726	\$ -	\$ 17,650	\$ 140,445	\$ -	\$ 4,933	\$ 53,825	\$ 44,500	\$ 282,079	

2015-16 Student Equity Plan Summary Budget
Rancho Santiago CCD
Santiago Canyon College

Part II: Planned Student Equity (SE) Expenditures

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Academic Success Academy, DSPS LHE	A13	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 389	389
	Probation Workshops, DSPS LHE	B5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 194	194
	Specialized Test Prep for DSPS, LHE	C8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 389	389
	Develop Acceleration Courses, Fac. LHE	C9	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,992	\$ -	2,992
	DSPS Counselor, Jointly Funded	D1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,301	3,301
	Low-Cost Class Dev., Release Time LHE	F16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,173	1,173
	Equity Coordinator, Faculty Release LHE	F17	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,876	1,876
	Equity Team Leader, Faculty Release LHE	F18	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,033	2,033
	HS/Community Outreach Specialist	A6	\$ 2,618	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2,618
	Student Ambassadors (Student Asst)	A7	\$ 317	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	317
	Academic Coaching (IA's), DSPS	D2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 578	\$ -	578
	Director - Joseph Alonzo	F1	\$ -	\$ -	\$ -	\$ 41,941	\$ -	\$ -	\$ -	\$ -	41,941
	Resesarch Analyst - Rudy Tjptahadi	F2	\$ -	\$ -	\$ 8,194	\$ -	\$ -	\$ -	\$ -	\$ -	8,194
	Special Project Specialist - Stephanie Cole	F3	\$ -	\$ -	\$ -	\$ 4,730	\$ -	\$ -	\$ -	\$ -	4,730
	Supplemental Instruction (IA's) STEM	F8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,337	\$ 2,337	4,674
	Stud. Serv. Coordinator (Foster Youth)	F11	\$ -	\$ -	\$ -	\$ 1,851	\$ -	\$ -	\$ -	\$ -	1,851
	FT Student Services Specialist, Veterans	F14	\$ -	\$ -	\$ -	\$ 18,843	\$ -	\$ -	\$ -	\$ -	18,843
	Student Services Specialist, Stud Life	F15	\$ -	\$ -	\$ -	\$ 1,439	\$ -	\$ -	\$ -	\$ -	1,439
	Embedded Tutors (Student Tutors)	F20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,017	\$ 1,017	2,034
	Subtotal		\$ 2,935	\$ -	\$ 8,194	\$ 68,804	\$ -	\$ -	\$ 6,924	\$ 12,709	\$ 99,566
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Outreach Materials (DSPS)	A12	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000
	Outreach Materials & Supplies (Outreach)	A4	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	15,000
	Expand Early Welcome	A5	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	3,000
	Community Foster Youth Events	A9	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	3,000
	New Faculty Workshop (DSPS)	B6	\$ -	\$ -	\$ -	\$ 300	\$ -	\$ -	\$ -	\$ -	300
	Aspbergers, Autism Support Group (DSPS)	B7	\$ -	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	500
	Calculator Loan Program	B8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
	Pre-registration Event (Foster Youth)	C6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	1,000
	DSPS, Lunch and Learn, Transfer	E5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	500
	Foster Youth Advisory Group	F12	\$ -	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	500
	College Wide Dialogue	F5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ -	1,000
	Subtotal		\$ 26,000	\$ -	\$ -	\$ 1,300	\$ -	\$ 1,000	\$ -	\$ 6,500	\$ 34,800

2015-16 Student Equity Plan Summary Budget
Rancho Santiago CCD
Santiago Canyon College

Part II: Planned Student Equity (SE) Expenditures

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Media Campaign, HSI (Media & Marketing)	A3	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000
	Online Instructional Support (Tutoring)	C4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,500	\$ 17,500	35,000
	Expansion of BSI Prep Programs (Online)	C7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500		7,500
	Professional Development (Transfer)	E1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	5,000
	Specialized Services (Transfer)	E3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	15,000
	Marketing In-reach (Transfer)	E4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	15,000
	Professional Development (Equity)	F4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 90,000	\$ -	\$ -	90,000
	Independent Contractor (Student Portal)	F7	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	20,000
	TABLEAU (Annual License)	F19	\$ -	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ -	2,500
	Instructional Design Center (Prof. Dev.)	F21	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ -	20,000
	Subtotal		\$ 5,000	\$ -	\$ 2,500	\$ 20,000		\$ 115,000	\$ 25,000	\$ 47,500	\$ 215,000
6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Laptop Loan, CAMP Program	B4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,173	16,173
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,173	\$ 16,173
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Supplemental Support for Students (UBMS) Books	A8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	3,000
	Supplemental Support for Students (Foster Youth) Books	A10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	10,000
	Supplemental Support for Students (Veterans) Books	A11	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	10,000
	Supplemental Support for Students (EOPS) Books	F10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 44,533	44,533
	Supplemental Support for Students (EOPS) Gas Cards	F10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,810	1,810
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 69,343	\$ 69,343
								\$ 115,000			
	Grand Total		\$ 54,661	\$ -	\$ 28,344	\$ 230,549	\$ -	\$ 120,933	\$ 104,889	\$ 256,556	\$ 795,932

Evaluation Schedule and Process



Santiago Canyon College



EVALUATION SCHEDULE AND PROCESS

The progress and completion of the goals and activities of the Student Equity Plan (SEP) will be evaluated in multiple ways, including plan-specific assessment conducted annually and broader college-wide evaluations to be done periodically after the Student Equity Plan becomes integrated into the college-wide planning processes (Department Planning Portfolio, Program Review and the Educational Master Plan).

Evaluation 1: Update Data for Student Equity Plan Indicators

- The five Student Equity Plan Indicators (Access, Course Completion, ESL and Basic Skills Completion, Degree/Certificate Attainment, and Transfer) will be monitored and the data updated annually, with the possibility of adding or modifying the metrics and methodology to improve the analysis.

Evaluation 2: Student Equity Plan Activity Evaluation

- The Student Equity Director, with assistance from the Office of Institutional Effectiveness and Assessment, will evaluate the specific outcome(s) for each SEP activity and the expected outcomes annually. In addition, progress evaluation for each SEP goal and activity will be compiled in an annual report.

Evaluation 3: College-Wide Planning Process

- Student equity data, goals, and activities will be integrated into the planning processes of the College which will include the Department Planning Portfolio, Program Review and the Educational Master Plan. As part of these planning documents, SEP goals, activities, and data will be evaluated regularly according to the College's six-year planning cycle ending in the 2021 academic year.

The multi-pronged evaluation approach proposed above will provide an overall review of student equity at the College, identify specific areas where student equity issues must be addressed, and assess the effectiveness of programs and activities related to the Student Equity Plan