Santa Barbara City College

Student Equity Plan

DRAFT

[Date]

SANTA BARBARA CITY COLLEGE
STUDENT EQUITY PLAN

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Instructions:
Required signatures include the college president, college chief business officer, chief student services officer, chief instructional officer, academic senate president, classified senate president, associated student body president, and the student equity coordinator, who is designated as the main contact person for the plan. For multi-college districts, if the college plan also includes activities and expenditures at the district level, the district chief business officer must also sign the plan.

Regulations and statute require that each district's governing board formally adopt each college's Student Equity Plan. Districts must be sure that the plan can be presented and approved in time for it to be signed and sent to the Chancellor's Office by the annual deadline. Colleges must include the date that the plan was approved by the board on the signature page.

Santa Barbara City College
Student Equity Plan Signature Page

District: _____ **Board of Trustees Approval Date**: _____

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

[Signature]

[College President Name] Email

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

[Signature]

[College Chief Business Officer Name] Email

[Signature]

[District Chief Business Officer[1]] Email

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

[Signature]

[Chief Student Services Officer Name] Email

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

[Signature]

[Chief Instructional Officer Name] Email

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

[Signature]

[Academic Senate President Name] Email

[1] If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

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

[Signature]

[Classified Senate President Name] Email

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

[Signature]

[Associated Student Body President Name] Email

[Signature]

[Student Equity Coordinator/Contact] Email Phone

Executive Summary

Instructions:
The Chancellor's Office is required by law and regulation to post the executive summary of each college student equity plan on the Chancellor's Office website. The executive summary is the most public, and widely read section of a college student equity plan, and legislative staffs frequently ask for and read these summaries. The quality and completeness of your college executive summary will reflect on how your college is perceived in the broader community and in the legislature. It will also have an effect on continued and future funding for student equity programs and services for the System as a whole. Consequently, colleges should make every effort to ensure that their executive summary is well-written and complete, addressing all of the required elements.

The executive summary and the plan as a whole should demonstrate a clear link between research and identification of disproportionately impacted student groups, and the goals, activities, expenditures and evaluation. When addressing goals, the summary should include a statement and description of what the goals are and which ones are being given priority in the plan, as well as a justification and rationale based on the research, for why those goals are selected and prioritized. Goals should be reasonable, achievable, numerically measurable, and include baseline data, and target dates. Goals, activities, funding and evaluation should be targeted towards improving outcomes for student groups that the campus research shows are experiencing achievement gaps on the success indicators and that the college has determined are a priority. Several colleges have developed helpful tables and charts that summarize this information in easy-to understand formats. To see effective practices in summarizing and displaying required information, please see exemplary college plans and executive summaries for all colleges from 2014-15 posted on the CCCCO website. Past practice has shown that an ideal length for the executive summary is 5-7 pages or less.

An executive summary is required by Education Code to include, at a minimum:

- A list of the students groups for whom goals have been set (table)
- What those goals are for each student group, for the success indicators describe in this plan. (table)
- The actions that the college or district will undertake to achieve these goals (table)
- The student equity funding and other resources that have been budgeted for that purpose
- The official to contact for further information

Commencing with 2016–17 academic year, the executive summary must also include a detailed accounting of how funding was expended and an assessment of the progress made in achieving the identified goals.

EXECUTIVE SUMMARY

Santa Barbara City College (SBCC) is located in Santa Barbara and serves the cities of Santa Barbara, Carpinteria and Goleta in Santa Barbara County. The college serves approximately 16,000 credit students and xxxx non-credit students each fall and spring semester. The student population is diverse and representative of its local service area. need more here describing college

Add info here on college's approach to equity planning and commitment to social justice and equity. If there's a strategic goal in this regard (cultural competency), describe it here.

The college's equity plan first aimed to identify those students who are experiencing disproportionate impact in the five indicators: access, course completion, ESL/basic skills completion, degree/ certificate completion, and transfer, and commit to setting goals to close the equity gaps found in the data. The table below presents by indicator those student groups where equity gaps were found and the goals the college has set for each of these groups.

A. Access			
Target Population	**Current gap, year**	**Goal**	**Goal Year**
Females (STEM majors)	-4.8, 2014	Reduce gap to 2% or less	2017
B. Course Completion			
Target Populations	**Current gap, year**	**Goal***	**Goal Year**
Foster Youth	-33, 2014	Reduce gap to 20% or less	2017
African American	-21, 2014	Reduce gap to 10% or less	2017
Hispanic	-6, 2014	Reduce gap to 2% or less	2017
Low Income	-6, 2014	Reduce gap to 2% or less	2017
C. ESL/Basic Skills Completion			
Target Populations	**Current gap, year**	**Goal**	**Goal Year**
Hispanic	-14, 2014	Reduce gap to 7% or less	2019
African American	-12, 2014	Reduce gap to 6% or less	2019
Low income	-11, 2014	Reduce gap to 5% or less	2019
D. Degree/Certificate Completion			
Target Populations	**Current gap, year**	**Goal**	**Goal Year**
African American	-14, 2012	Reduce gap to 7% or less	2020
Foster youth	-10, 2012	Reduce gap to 5% or less	2020
Disabled	-8, 2012	Reduce gap to 4% or less	2020
Hispanic	-6, 2012	Reduce gap to 3% or less	2020
E. Transfer			
Target Populations	**Current gap, year**	**Goal**	**Goal Year**
Asian	-8, 2011	Reduce gap to 4% or less	2020

Hispanic	-8, 2011	Reduce gap to 4% or less	2020
Disabled	-6, 2011	Reduce gap to 3% or less	2020
African American	-5, 2011	Reduce gap to 3% or less	2020

In reviewing these data, the college learned quite a bit about exactly who is struggling the most on campus, and therefore, are in most need of the college's support. These data first confirmed that the college has done well to increase access among underrepresented students, as we did not find any disproportionate impact. We have also made significant progress in improving success among Hispanic and low-income students with programs like the Express to Success Program (ESP), however, there are still gaps as evidenced by the fact that Hispanic and low-income students still have equity gaps across the four success indicators.

A significant lesson learned was about African-American students at SBCC. In the past, the college has used the small proportion of African Americans on campus as a reasonable excuse not to focus on their needs, turning our attention to Hispanics due to their larger numbers in our community and on the campus. However, the data are telling us that this group is struggling as evidenced by the ~~them having~~ equity gaps across the four success indicators. The ~~and the~~ time has come to provide these students with increased levels of attention and support.

We were also surprised to learn about the equity gaps disabled students are experiencing in the areas of degree/certificate completion and transfer. Given the support available to disabled students through Disabled Students Programs and Services (DSPS), we are uncertain as to why this group is experiencing disproportionate impact. Similarly, we were surprised to learn that an equity gap exists among Asian students in terms of transfer. Since Asians did not demonstrate an equity gap in any of the other four indicators, we are uncertain as to why there is an equity gap in transfer.

Santa Barbara City College has a long history of taking a deliberate and intentional approach to improving student success. A key part of this approach is to conduct research to learn more about the issues and reasons that may be contributing to the problem students are experiencing. Another important component is to explore whether other colleges have experienced success in implementing interventions that address the specific issues and/or groups where we have identified a need. To this end, the college has opted to take the next year to conduct a significant amount of research to learn more about the experiences of African-American, disabled and Asian students at SBCC and identify effective practices at other colleges aimed at closing equity gaps that could be adapted to meet the needs of these groups at SBCC.

The plan presented here intends to identify activities designed to close the equity gaps found in the data. The series of tables below present the activities the college has identified to meet the goals identified under each indicator. Each table is followed by a brief summary of the college's approach to addressing the equity gaps in that indicator.

A. Access			
ID	**Activity**	**Description**	**Targeted Groups**
A.1	HER-Life	Outreach event aimed at increasing the proportion of females pursuing STEM majors and technical careers	Female (STEM majors)
A.2	Improving Basic Skills Placement Levels	Conduct research to identify effective practices that have reduced the number and proportion of students placing into basic skills English, math and English as a Second Language	n/a

When the college examined participation rates by ethnicity, we learned that none of the underrepresented groups were experiencing disproportionate impact, thus indicating the college is doing well in attracting and recruiting students from these groups. We then turned our attention to examining whether any groups were experiencing disproportionate impact in relation to any of the Student Success and Support Programs (SSSP) areas of counseling, orientation and counseling. However, once again we did not find equity gaps among any of the underrepresented groups. In fact, students from the special population groups were actually more likely to have participated in orientation, have an education plan and have seen a counselor. We also looked at whether any groups were more likely to register late for classes because students who register late are less likely to be successful, but again, no disproportionate impact.

Finally, we examined placement into basic skills and found several groups to be placing into basic skills in higher proportions than the average. In other words, students from these groups are more likely to be placed in basic skills. Specifically, we found the following groups to have significant disproportionate impact:

- English – African-American, male, Hispanic, Asian, low-income, disabled, foster youth, and veteran students (listed in descending order of highest equity gap)
- Math – foster youth, American-Indian, veteran, African-American, disabled, low-income, and Hispanic students (listed in descending order of highest equity gap)
- English as a Second Language (ESL) – Hispanic, low-income, and male students (listed in descending order of highest equity gap)

The college believes that instead of trying to implement a program to raise students' placement levels in a rushed manner, it would be better to take the time to research practices and develop an approach that fits SBCC and its students. SBCC has a long history of taking a deliberate and measured approach to serving our students. This approach has resulted in a number of efforts that have helped improve outcomes for students, especially underserved students.

B. Course Completion			
ID	**Activity**	**Description**	**Targeted Groups**

B.1	Math Lab Assistant	Full-time position that will allow the hours of the Math Lab to be expanded to accommodate more students' schedules	African American Hispanic Low income
B.2	African-American Mentoring Program	Pair African-American students with professional African-American role models	African American
B.3	Early Intervention for BioMD	Place at-risk students into peer groups who meet regularly with tutors	Latino Low income
B.4	ESL Bridge to CTE	Contextualized CTE classes designed to help ESL students improve their success in CTE courses	Latino Low income
B.5	Outreach Librarian	Dedicated librarian to work closely with faculty and staff in outreach and teaching efforts related to equity issues	Foster youth African American Latino Low income
B.6	Gateway Coordinator	Full-time position to coordinate the in-class tutor program and ensure increased access to tutoring	Foster youth African American Latino Low income

The college has decided to devote considerable resources and efforts to improving course completion. The activities we are pursuing are all designed to provide students with additional instructional support both in and out of class. The college has experienced long-term success with its approaches within the ~~Writing Center,~~ Math Lab and Gateway programs, with students using these services consistently outperforming their peers who do not use the services. By devoting significant resources in these t~~hree~~ areas, our aim is to broaden the reach of these programs and thereby broaden the impact on the success of more students, especially those from the targeted groups. In addition, we are piloting models within specific areas in the hopes of identifying practices that can be scaled in the near future to reach a larger number of students. Finally, we are making our initial effort to reach out specifically to our African-American student population by helping them feel a greater sense of connectedness at the college and demonstrating to them that the college cares about their success. Our hope is that the mentoring program will become part of a larger initiative to provide comprehensive support to our African-American students.

C. ESL/Basic Skills Completion			
ID	**Activity**	**Description**	**Targeted Groups**
C.1	Express to Success Program	Accelerated learning communities that include tutoring and counseling and help students complete two basic skills courses in one semester	Hispanic African American Low income

Based on the remarkable success of our Express to Success Program (ESP) in helping Hispanic and low-income students complete the basic skills sequence and progress to and through transfer-level English and math at a rate that is consistently two to three times higher than their counterparts not in ESP, the college has decided that institutionalizing and expanding ESP was an institutional priority. The comprehensive support that ESP students receive in and outside of class from their instructors, tutors, counselors and fellow students is the key to the program's success. We are confident that by increasing the number of students participating in ESP, we can begin to close equity gaps.

D. Degree/Certificate Completion

ID	Activity	Description	Targeted Groups
D.1	Guardian Scholars Program	Program that provides academic and personal support, resources, and a physical space for foster youth through a case management approach	Foster youth
D.2	Career Technical Education (CTE) Retention Advisor	Full-time position to support CTE students through a case management approach complete their degrees/certificates	African American Disabled Hispanic Foster youth
D.3	Student Program Advisor	Full-time position to support foster youth and Hispanic students through a case management approach to increase their degree/certificate completion rates	Hispanic Foster youth
D.4	Disabled Students Research Project	Conduct research into the barriers disabled students face that prevent them from completing degrees/certificates and effective practices that can help improve these students' completion rates	Disabled

The college has committed significant resources to implement a case management approach in order to help students achieve the long-term goal of completing degrees and certificates. Based on the success of programs such as EOPS, where case management is a significant and required component of the program, we are confident that by increasing the number of students, especially those from targeted groups, who have access to a dedicated advisor or counselor, we can increase students' likelihood of experiencing the six factors associated with student success (directed, focused, nurtured, engaged, connected and valued). It is important to note here though that we were puzzled by the findings that our disabled students are experiencing disproportionate impact in terms of completing degrees and certificates. Therefore, we are dedicating resources to researching what factors may be behind this particular equity gap among our students and identifying practices that have demonstrated proven success with helping disabled students achieve success.

E. Transfer

ID	Activity	Description	Targeted Groups
~~E.1~~	~~Case Management Counselor~~	~~Full-time position to support students not being served by special programs through a case management approach increase their chances of transferring~~	~~Hispanic~~ ~~Asian~~[ms1] ~~African American~~ ~~Disabled~~
E.2	STEM Transfer Program	Support program that provides STEM majors with dedicated counseling, tutoring, and high-impact practices that all aid in increasing their chances of transferring	Hispanic
E.3	African-American Research Project	Conduct research into the barriers African-American students face that prevent them from transferring (and completing degrees/certificates) and effective practices that can help improve these students' transfer and completion rates	African American
E.4	Foundations for Accelerating Equity	Infusion of non-cognitive, affective pedagogical techniques into introductory courses[D2][ms3] to increase student enagagement and enhance learning.	African American Hispanic Asian Disabled

Similar to our efforts in relation to degree/certificate completion, the college is dedicating considerable resources to providing students with a goal of transfer from groups experiencing equity gaps with a case manager who will track their progress and provide ongoing support along their educational journeys. The college has also decided to devote resources to learning more about the experiences of the African-American students attending SBCC and identifying effective practices that we can adopt to help close equity gaps for these students. Finally, we are attempting to recognize the importance of connecting students to course content by making courses more relevant. One of the most effective steps that we can take in order to achieve equity for student groups demonstrating disproportionate impact is to embrace non-cognitive techniques to foster student empowerment and success. ~~nt role non-cognitive factors can play in student success by beginning to infuse techniques in the classroom that address these factors in our students~~. [D4][ms5]

Please note that the items in the next table involve professional development or equity coordination, and therefore, are intended to serve equity efforts in general and are not meant to target any specific student groups, but instead all groups experiencing equity gaps.

F. College-wide Initiatives			
ID	**Activity**	**Description**	**Targeted Groups**
F.1	Student Success and Support (SSSP)/Equity	Full-time position to oversee implementation of equity and SSSP plans	n/a

	Director		
F.2	Director~~Coordinator~~ of Equity, Social Justice, and Multicultural Education[ms6]	Full-time position to coordinate the offering of events and other professional development designed to increase cultural competency among faculty, staff, students and administrators	n/a
F.3	Research Analyst	Full-time position to conduct quantitative and qualitative research in support of the equity plan	n/a
F.4	Faculty Inquiry Groups	Four groups of faculty who will research equity theory and then apply learned principles and practices in their classrooms	n/a
F.5	Career Technical Education (CTE) Summit	Meeting of CTE faculty to evaluate the challenges and opportunities targeted groups experience~~-~~, and identify potential solutions to increase CTE students chances of completing a certificate or degree	n/a
F.6	Equity-Focused Professional Development	Programming through speakers, workshops, and training that will engage faculty and staff on the topic diversity and equity	n/a
F.7	Just Communities and Speakers	A three-phase process to eliminate equity gaps and improve outcomes for its target populations that involves equity training of, gathering input from students from targeted groups, and providing ongoing support and coaching	n/a
F.8	Diversity in Hiring Research	Conduct research into our employment practices as they relate to recruiting, hiring and retaining African-American and Hispanic faculty and staff and exploring effective practices to improve our efforts	n/a

Given the magnitude and complexity of the equity plan, the college needs a position dedicated to overseeing our progress and success in implementing this plan. In so doing, the college has also recognized the importance of coordinating our efforts related to equity with those of Student Success and Support Programs (SSSP). Therefore, the college has decided to create a position that will be responsible for both equity and SSSP. We also recognize that the data and research demands that are central to our efforts to improve our understanding as well as track our progress need dedicated resources, thus we have included a research analyst position that will be focused on meeting these needs. Finally, we want to have a dedicated position that will be responsible for facilitating an institution-wide vision that reaffirms and promotes our

commitment to social justice and equity by increasing the cultural competency among faculty, staff, students and administrators[ms7].

We have also devoted significant resources to professional development for our faculty and staff aimed at increasing understanding about the issues surrounding equity, exposing them to effective equity practices, and allowing them to explore their own practice and how they can impact student equity. Finally, we acknowledge the need to look inward at our own practices in relation to attracting, hiring and retaining faculty and staff of color in order to provide our students with a faculty and staff that more closely reflects the demographics of our student population.

Budget and planning – how equity funding has been budgeted, what other resources are being used to achieve these goals, how integrated with planning, program review, etc. (one paragraph)

Santa Barbara City College is dedicated to continuous improvement. We have a long history of evaluating any and all efforts aimed at improving student success. Every new initiative or program implemented at the college is required to establish both formative and summative measures designed to identify areas for improvement, and document the impact on student success. We employ both quantitative and qualitative methods to examine objective data on student achievement, while also giving our students a voice and ensuring that voice is being heard and used for improvement. Results are examined both in the short term to determine immediate effects and use that information to make needed course corrections, and over the long term to ensure that we do not lose sight of the bigger picture of students achieving their completion goals. Our approach to the equity plan will be no different. Every activity in the plan will be required to collect data every semester and submit an analysis of these data to the Student Equity Committee. In addition, to track the college's performance in relation to closing the identified equity gaps, the research analyst will analyze the data for all targeted groups on all five indicators and share these data with the committee on a semester or annual basis depending on the indicator.

Conclusion – what do we hope will result, reiterate commitment to social justice and equity (one paragraph)

Our goal, ultimately, is twofold: First, to close these identified achievement gaps and demonstrate this accomplishment through efficacious assessment reporting, and second, to transform our college culture from the inside-out so that it becomes everywhere evident that our staff, faculty and students align with the fundamental dedication to acknowledging and meeting the needs of every SBCC student.

For more information on Santa Barbara City College's equity plan, please contact Marilynn Spaventa, Interim Executive Vice President at spaventa@sbcc.edu.

Planning Committee and Collaboration

Instructions

Education code requires that student equity plans be developed with the active involvement of all groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services representatives, students, and appropriate community members. The plan must be also approved and adopted by the governing board of the community college district. The signature page includes spaces for the signatures of the college president, chief business officer, chief student services officer, chief instructional officer, academic senate president, classified senate president, student body president and student equity coordinator.

Colleges should form a Student Equity Planning Committee responsible for ongoing development, implementation, and evaluation of the plan. Colleges are free to decide the size and ultimate composition of the committee as long as required groups are involved. The committee should include an appropriate mix of administrators, both credit and noncredit (if applicable) faculty, staff, researchers, students and others involved with other institution-wide planning and evaluation. While colleges are not required to have representatives from related categorical programs on the planning committee, they are required to coordinate with these programs when developing activities that are most likely to effectively meet the goals listed in the plan.

- Disabled Student Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS) and Special Services.
- Math, Engineering, Science Achievement (MESA), Puente and Middle College High School Programs
- Student Success and Support Program (SSSP)
- Programs for foster youth
- Programs for veterans
- California Work Opportunity and Responsibility to Kids (**CalWORKs)**
- Student Financial Aid Administration, Board Financial Assistance Program (BFAP)
- Basic Skills Initiative (BSI)

Since student equity is affected by the awareness, actions and assumptions of individuals in every part of the institution, it is important to coordinate student equity planning with institution-wide planning efforts such as accreditation, the educational master plan, the Student Success and Support Program plan, CCCCO Institutional Effectiveness goal setting, and the Basic Skills plan. Student equity planning should also be included in and linked to program review particularly as it relates to indicators that are disaggregated by student demographics.

This section of the plan should include a description of the planning process the college went through should address the steps the college took to ensure the planning process was inclusive, diverse and representative of the target populations and programs related to student equity, as defined in SB 860 (2014). Include in the description how colleges coordinated with the programs and with any larger institution-wide planning efforts listed above.

As part of this section, colleges must also complete the student equity planning committee membership list form (below) with committee member names, titles and the group(s), program(s) or role(s) that they represent.

Planning Committee Resources: *Attachment B: Planning Committee Crosswalk Guide*, is matrix organized by indicator designed to help planning committees with related Student Equity and SSSP title 5 regulations, recommended reports, data sources, and suggested questions or prompts to guide committees as they look at practices, programs and services in instructional area, student services, and the institution as a whole. These materials are intended to assist in the planning process, but colleges are free to use other materials if they choose.

PLANNING COMMITTEE AND COLLABORATION

The Santa Barbara City College Student Equity Committee (SEC) is comprised of 16 members including faculty, staff, administrator, and student representatives. This committee is co-chaired by an administrator, the Interim Executive Vice President, Educational Programs, and a faculty member, an Associate Professor/Counselor. Committee membership represents programs serving the following targeted student populations: Hispanics, African Americans, foster youth, v~~V~~eterans and d~~D~~isabled. The committee meets twice a month for an hour and a half each time and additional meetings are scheduled as needed.

Before beginning its work on the college's equity plan, the SEC reviewed the college's disproportionate impact data. It then solicited proposals from across the campus for how to close the equity gaps identified in the data. These proposals were required to respond to a framework that the college at large and the SEC specifically values: the six success factors from the RP Group's Student Support (Re)Defined. In addition, as an outcome of a two day equity retreat ~~facilitated by Just Communities~~[D8], the committee added a requirement for the proposals to also address the 4 Rs: relevance, relationships, rigor and racial justice. A proposal template and scoring rubric were developed ~~-~~incorporating this ~~-~~criteria.~~framework~~[D9].

In June 2015, faculty, students and staff participated in a 10-hour joint retreat with the Student Success and Support Programs (SSSP) and Student Equity Committees to ensure coordination of efforts ~~between the two initiatives~~, to review relevant data, and to identify any access or achievement gaps[D10]. An outcome was the development of guiding principles and a framework for student success[D11].

~~In Fall 2015, while developing the college's equity plan, the SEC focused on disproportionate impact data and as a result solicited proposals to address African American students and Guardian Scholars.~~[D12]

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Kiko Almanza	Student Program Advisor	Counseling
Ethan Bertrand	Student	Student Senate
Dolores Howard	Associate Professor	English as a Second Language
Jack Friedlander	Executive Vice President, Institutional Research	Institutional Research
Kelly Lake	Professor	Early Childhood Education
Chelsea Lancaster	Student Program Advisor	CalWORKS
Kim Monda	Academic Senate President	Academic Senate
Kenley Neufeld	Dean, Educational Programs	English as a Second Language
Clara Oropeza	Assistant Professor	English
Benjamin Partee	Dean, Educational Programs	Disabled Students, Veterans
Alice Perez	Dean, Educational Programs	Basic Skills/Learning Support Services
Jan Schultz	Professor	Earth Sciences
Marilynn Spaventa	Interim Executive Vice President, Educational Programs & SEP Co-Chair	Administration
Elizabeth Stein	CTE Coordinator	Career Technical Programs
Marsha Wright	Director, EOPS/CARE	EOPS & Guardian Youth
Oscar Zavala	Associate Professor/Counselor & SEP Co-Chair	Counseling

Access

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

The Chancellor's Office Research Unit has developed a standardized, statewide methodology to define each *district's* service area and its corresponding demographic makeup in order to calculate a *district level* participation rate, however, the CCCCO does not have data on the necessary local *college* service areas, to calculate participation rates by *college*. Each college can therefore choose to use the district participation rate or use professional judgement to define access based on its local characteristics including service area, district boundaries, zip codes, US Census, demographics of feeder high schools, socioeconomic factors, and educational access and attainment. Service areas are generally a part of local education master planning processes and using the same definition of service area for the college education master plan and the student equity plan would lend consistency in defining access. Other options for defining access can include comparing the (a) ethnicity of students in feeder high schools in the service area to the ethnicity of incoming college students, (b) ethnicity of currently enrolled students broken down by community service areas to the ethnicity of those community service areas to reveal under-served populations, (c) ethnic breakdown of students who apply for and/or receive financial aid.

The percentage of each group compared to its representation within a community can also be expressed through a proportionality analysis. Proportionality compares the percentage of a subgroup in a cohort to its own percentage in a resultant outcome group. In terms of access, proportionality compares the percentage of a subgroup in a district's service area to its percentage in the student population. The proportionality methodology is presented with examples in Attachment A.

When presenting the college research results on disproportionate impact to target groups on access, provide a short explanation of which definition and research methodology the college chose to use and the rationale for selecting that definition.

CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS

When the college researched disproportionate impact among participation rates, we learned that we are doing well with traditionally underrepresented groups because none of these groups showed disproportionate impact. Please see table below.

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion
American Indian / Alaska Native	132	0.5%	0.4%	0.1
Asian	1,730	6.8%	3.6%	3.2
Black or African American	908	3.6%	2.0%	1.6
Filipino	341	1.3%	1.2%	0.1
Hispanic	9,039	35.7%	33.3%	2.4
Pacific Islander	58	0.2%	0.2%	0.0
White	11,450	45.2%	53.2%	-8.0
Other Non-White	79	0.3%	0.3%	0.0
Two or more races	1,132	4.5%	3.9%	0.6
Unknown	465	1.9%	1.9%	0.0
Total of 8 cells above (Orange cells should = 100%)	**25,334**	**100%**	**100%**	
Males	11,610	45.8%	49.6%	-3.8
Females	13,042	51.5%	50.4%	1.1
Unknown	682	2.7%	0%	2.7
Total of 3 cells above (Orange cells should = 100%)	**25,334**	**100%**	**100%**	
Current or former foster youth	50	0.2%	n/a	n/a
Individuals with disabilities	2,231	8.8%	n/a	n/a
Low-income students	10,913	43.1%	n/a	n/a
Veterans	368	1.5%	n/a	n/a

As a result, we explored other areas related to access beginning with the Student Success and Support Programs (SSSP) areas of orientation, education plans and counseling. We found similar results here where underrepresented groups are showing little to no disproportionate impact. In fact, students from the special population groups (veterans, foster youth, disabled and low income) are more likely to have taken advantage of these SSSP services. We also examined students who register late for the semester (i.e., on or after the first day of class), and once again underrepresented groups show little to no disproportionate impact. In other words, there are no groups that are more likely to be registering late.

We then turned our attention to basic skills placement. We found disproportionate impact for a number of groups, where students from certain groups are more likely to be placed in basic skills. Specifically, we found the following results:

- English – African-American, male, Hispanic, Asian, low-income, disabled, foster youth, and veteran students (listed in descending order of highest equity gap)
- Math – Foster youth, American-Indian, veteran, African-American, disabled, low-income, and Hispanic students (listed in descending order of highest equity gap)
- English as a Second Language (ESL) – Hispanic, low-income, and male students (listed in descending order of highest equity gap)

The next three tables show the placement results for English, math and ESL, respectively. Please note that for these data, a positive percentage in the gain or loss column indicates that the group is overrepresented in terms of placing into basic skills, and therefore, shows disproportionate impact.

English Basic Skills Placement

Target Population(s)	# of total assessed in Fall 2014	# of students in basic skills English	% of students in basic skills English	Gain or loss in proportion
American Indian / Alaska Native	12	8	66.67%	-4.67%
Asian	203	161	79.31%	7.97%
Black or African American	164	141	85.98%	14.64%
Filipino	34	16	47.06%	-24.28%
Hispanic	1,266	1,008	79.62%	8.28%
Pacific Islander	7	5	71.43%	0.09%
White	1,820	1,178	64.73%	-6.61%
Other Non-White	0	0	n/a	n/a
Two or more races	215	139	64.65%	-6.69%
Unknown	19	12	63.16%	-8.18%
Total of 8 cells above	**3,740**	**2,668**	**71.34%**	
Males	1,737	1,436	82.67%	11.33%
Females	1,908	1,167	61.16%	-10.17%
Unknown	95	65	68.42%	-2.92%
Total of 3 cells above	**3,740**	**2,668**	**71.34%**	

Current or former foster youth	12	9	75.00%	3.66%
Individuals with disabilities	333	256	76.88%	5.54%
Low-income students	1,581	1,224	77.42%	6.08%
Veterans	60	45	75.00%	3.66%

Math Basic Skills Placement

Target Population(s)	**# of total assessed in Fall 2014**	**# of students in basic skills math**	**% of students in basic skills math**	**Gain or loss in proportion**
American Indian / Alaska Native	11	10	90.91%	25.71%
Asian	295	85	28.81%	-36.39%
Black or African American	152	128	84.21%	19.01%
Filipino	34	21	61.76%	-3.44%
Hispanic	1,252	941	75.16%	9.96%
Pacific Islander	7	5	71.43%	6.23%
White	1,705	1,074	62.99%	-2.21%
Other Non-White	0	0	n/a	n/a
Two or more races	235	146	62.13%	-3.08%
Unknown	22	11	50.00%	-15.20%
Total of 8 cells above	**3,713**	**2,421**	**65.20%**	
Males	1,887	1,224	64.86%	-0.34%
Females	1,740	1,145	65.80%	0.60%
Unknown	86	52	60.47%	-4.74%
Total of 3 cells above	**3,713**	**2,421**	**65.20%**	
Current or former foster youth	12	11	91.67%	26.46%
Individuals with disabilities	322	256	79.50%	14.30%
Low-income students	1,607	1,218	75.79%	10.59%
Veterans	65	55	84.62%	19.41%

ESL Basic Skills Placement

Target Population(s)	# of total assessed in Fall 2014	# of students in basic skills ESL	% of students in basic skills ESL	Gain or loss in proportion
American Indian / Alaska Native	0	0	n/a	n/a
Asian	17	6	35.29%	-34.27%
Black or African American	1	1	100.00%	30.43%
Filipino	3	0	0.00%	-69.57%
Hispanic	121	98	80.99%	11.43%
Pacific Islander	0	0	n/a	n/a
White	14	3	21.43%	-48.14%
Other Non-White	0	0	n/a	n/a
Two or more races	0	0	n/a	n/a
Unknown	5	4	80.00%	10.43%
Total of 8 cells above	**161**	**112**	**69.57%**	
Males	73	53	72.60%	3.04%
Females	86	58	67.44%	-2.12%
Unknown	2	1	50.00%	-19.57%
Total of 3 cells above	**161**	**112**	**69.57%**	
Current or former foster youth	0	0	n/a	n/a
Individuals with disabilities	3	1	33.33%	-36.23%
Low-income students	126	97	76.98%	7.42%
Veterans	1	0	0.00%	-69.57%

Finally, based on recent attention paid to STEM as a result of the college receiving a federal Hispanic-Serving Institutions – Science, Technology, Engineering and Math (HSI-STEM) grant, the college has identified that women students are underrepresented among STEM majors at SBCC. See table below for these data.

Target Population(s)	# of your college's total enrollment in Fall 2014	# of STEM majors	% of STEM majors	Gain or loss in proportion
Males	7,675	1,474	19.21%	5.40%
Females	8,464	761	8.99%	-4.81%
Unknown	351	41	11.68%	-2.12%
Total of 3 cells above	**16,490**	**2,276**	**13.80%**	

District: _____ **College**: **Santa Barbara City College**

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

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

Target Population(s)	Current gap, year	Goal	Goal Year
Females (STEM majors)	-4.8, 2014	Reduce gap to 2% or less	2017

ACTIVITIES: A. ACCESS

A.1 HER-Life

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
A.1	Females	350

- ***Activity Implementation Plan***

There is an overwhelming need for an equitable engagement ~~range~~ of females when it comes to the technology and STEM fields. With a clear gender gap ~~and~~ in the technologies and sciences, colleges need to adapt our outreach modalities to fit the needs of these potential female students. Outreaching to these students requires engagement, inspiration, and exposure in a comfortable environment, with face to face contact with advisors, faculty, the campus, and students who look like them. HER-Life is designed as an annual all-day event to increase the participation of female local high school students in the technology and STEM fields on the SBCC campus. The technology and STEM fields will

be showcased utilizing cross-discipline interactive workshops presented by technology and STEM faculty. The workshops will highlight various career pathways in the technology and STEM fields therefore exposing potential students and stimulating interest into these areas.

HER-Life will also highlight the many student opportunities that will help to assist in the technology and STEM fields at SBCC (e.g., financial aid, clubs, dual enrollment, transfer center, Express to Success). Local high school students are provided transportation to the SBCC campus from their high school campuses, and spend the morning being empowered by invited keynote speakers. Lunch will be provided as well as other materials. During lunch there will be a student support fair, and after lunch students will take part in three workshops/activities presented by faculty from different STEM disciplines.

Beyond this initial contact, students who participate in HER-Life will be tracked through a case management approach. They will have a point of contact from SBCC that will be available via phone and email, as well as on their high school campus for face-to-face contact. High school seniors who participate will receive support in their transition from high school to SBCC to ensure they complete the required steps for enrollment. Participants will also be notified and encouraged to participate in program/department specific activities/events both at their high school campus as well as on the SBCC campus to help to ensure that students receive more information and guidance regarding their chosen pathway.

The program coordinators are currently, and will continue to, coordinate with the Enrollment Services department in outreach efforts, specifically for the CTE and STEM fields. A "team" has been created that consists of program advisors, academic counseling, and program coordinators that have specialties in CTE, STEM, Dual Enrollment, and Enrollment Services for better collaboration and a more one on one approach to outreach, including case management of potential incoming freshman. The coordinators are working diligently with high school administrators and staff to help ensure that the outreach efforts of the "team" can better reach the underserved populations at our local high schools, which includes a case management model being utilized by academic counseling, the STEM program, and the HER-Life event. One goal of the HER-Life program will be to provide local high schools with targeted outreach materials and therefore increase SBCC's presence at a different level in our community. To that end, a specific marketing campaign has been put in to place~~/will continue to be put in to place~~ that engages and informs local high school females as well as local high school administrators and staff in regards to the HER-Life event. The marketing campaign includes flyers, posters, pre-registration cards, presentations, and tabling.

The HER-Life program coordinator attended the SBCC CTE Summit~~Institute~~[D13] in October 2015, in order to better understand the barriers that students in general and underrepresented students have in trying to complete their certificate/degree or high school dual enrollment pathway courses.

A follow-up session to discuss the barriers and come up with solutions is scheduled for later in November 2015. In addition, HER Life staff participated in the fall 2015 campaign to contact students that do not show up for their classes on the first day or who miss two or more class sessions during the first/second week of the term.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	August 3, 2015 to June 30, 2016	$41, 450	

- ***Link to Goal***

HER-Life will give female students hands-on experience in the CTE and STEM fields through faculty-led workshops in an empowering environment in which they feel safe and a sense belonging to explore these non-traditional careers. SBCC offered a mini-HER-Life event in spring 2015 to one local high school. This event was a half-day event that exposed female students to successful female leaders in career technical education and included their participation in workshops that highlighted associated CTE programs. A total of 56 girls participated (11 seniors, 23 juniors, 6 sophomores, and 16 freshmen). According to fall 2015 enrollment data, 82% of the senior participants (9 out of 11) enrolled at SBCC with 40% of them selecting a CTE program. Of the remaining 45 students, seven enrolled in a CTE dual enrollment class.

Below are two examples of research showing that offering programs that promote STEM and CTE programs to high school females can impact their decision to choose an educational path in STEM or CTE.

- Since 2008, the University of Massachusetts Medical School has offered STEM Career Awareness Conferences to provide middle school students with STEM Career information and to inspire interest in STEM careers. In surveys administered to participants, 60% felt that the conference had changed their career goals and that they were now interested in a STEM profession.

- The annual career fair at the Massachusetts College of Liberal Arts introduces high school students to STEM careers and professionals. When surveyed, 85% of students stated they were planning to take more math and science courses in high school than they had been before participating in the career fair. Two-thirds (66%) indicated they were planning to work harder in their math and science courses. Nearly eighty percent (79%) reported that the career fair helped them realize that the math and science they take in high school will affect their career options. Over one-third (35%) indicated they were thinking about going into a high-tech career more than they were before. More than two-thirds reported that the career fair made them realize that a STEM career could be interesting. Over one-third (34-39%) said they would like more information about careers and/or salaries in STEM fields. (http://www.mass.edu/stem/documents/Student%20Interest%20Summary%20Report.pdf)

In addition, the case management approach has been found to positively impact student outcomes. For example, South Texas College as part of its Achieving the Dream initiative has adopted a "Case Management Approach to Academic Advising," where first-time students are assigned an academic advisor. Students who received case-management services achieved higher retention rates, course grades, and successful completion rates. The course success rate for participants was 65% compared to 59% among students who did not receive such services. The retention rate for participants was 76% compared to 69% for non-participants. As a result, the college has expanded this program to include all students. See more at: http://www.edexcelencia.org/program/case-management-approach-academic-advising-program#sthash.3qWPbSXx.dpuf. By using a case management approach with CTE students, we believe we can impact their course success and retention rates, which will then lead to increase degree and certificate completion.

In addition, the RP Group's research on the six success factors provides support for the use of a case management approach that is designed to help students experience all six factors. The case management counselor will help students find *direction* by identifying their educational and career goals and developing an education plan. Through regular contact with students, the counselor helps students stay *focused* by holding them accountable and putting them in touch with resources that can help with time management and study skills. The counselor will nurture students by demonstrating that someone at the college cares about them and their success. Students will be encouraged to engage in their learning by communicating with their instructors regularly and participating in out-of-class opportunities on and off campus. The counselor will help students feel a sense of connectedness through the relationships students develop both with the counselor, other students and their instructors. The counselor will get to know each student's abilities, skills, experiences and talents and look for opportunities that would allow students to contribute something of *value* to other students or the community.

- ***Evaluation***

The table below presents the plan to assess the impact of HER Life.

Evaluation Activity	Description	When Data Will Be Collected	When Data Will Be Analyzed
Participant Pre- and Post-Surveys	Participants will be asked to indicate their interest in STEM majors both at the beginning and end of the event in order to gauge whether their interest levels have changed and what impact HERLife~~World~~ may have had on any changes. The survey at the end of the event will also ask participants to share their impressions of the event, what worked well and what needs improvement.	During the annual event	Immediately following the annual event
Student enrollment	Examine how many participants enroll at SBCC and declare a STEM/CTE	During the fall	After the end of

	major	semester that immediately follows the annual event	the fall term
Student success rates	Examine success rates among participants and compare their rates to other comparable female STEM/CTE majors	During the fall semester that immediately follows the annual event	After the end of the fall term
Student retention rates	Examine retention from fall to spring semester among participants and compare their rates to other comparable female STEM/CTE majors	During the fall semester that immediately follows the annual event	After the end of the fall term

A.2 Improving Basic Skills Placement Levels Research

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
A.2	n/a	

- ***Activity Implementation Plan***

Historically, students from underrepresented groups have experienced disproportionate impact in terms of math course placement, with students from these groups being more likely to be placed into basic skills. Since the college has not previously offered programs aimed at increasing the proportion of students who place into transfer-level coursework, we felt that it will be important to focus our initial efforts on researching effective practices. As such, this activity will engage English, math and ESL faculty in identifying practices that have shown evidence of success and could be adopted at SBCC. Faculty will contact ~~and~~ colleges engaged in these practices and conduct up to six site visits to these campuses to learn firsthand. After collecting this information, these faculty members will develop a detailed proposal that outlines what practice(s) will be implemented. Based on the success of Math Jam and similar programs at colleges like Canada and Las Positas in improving students' placement levels, we will begin our research here.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	February – August 2016		

- ***Link to Goal***

  The college believes that instead of trying to implement a program in a rushed manner, it would be better to take the time to research practices and develop an approach that fits SBCC and its students. SBCC has a long history of taking a deliberate and measured approach to serving our students. This approach has resulted in a number of efforts that have helped improve outcomes for students, especially underserved students.

- ***Evaluation***

  Evidence that this research project has been successful will be seen in the development of three proposals, one each from English, math and ESL, that identifies how the college will begin its work to ensure that students are being properly placed into the highest levels where they can be successful. The faculty conducting this research will share their findings with their ~~department~~ colleagues and work collaboratively to develop their proposal to ensure that the proposal has the full support of the department. The faculty will also report monthly to the Executive Vice President on their progress.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

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

Target Population(s) ***** Fall 2014 data**	**The # of courses students enrolled in & were present in on census day in base year**	**The # of courses in which students earned an A, B, C, or credit out of ←**	**The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base term**	**Total (all student average) pass rate***	**Comparison to the all student average**
American Indian / Alaska Native	286	171	60%	73%	-13
Asian	5,023	4,129	82%	73%	+9
Black or African American	2,337	1,204	52%	73%	-21
Filipino	707	546	77%	73%	+4
Hispanic	19,533	13,137	67%	73%	-6
Pacific Islander	108	71	66%	73%	-7
White	28,893	22,554	78%	73%	+5
Other Non-White	139	105	76%	73%	+3
Two or more races	3,124	2,150	69%	73%	-4
Unknown	727	564	78%	73%	+5
All Students	***60,877***	***44,631***	**73%**		
Males	29,051	20,615	71%	73%	-2
Females	30,509	23,100	76%	73%	+3
Unknown	1,313	916	70%	73%	-3

Current or former foster youth	151	60	40%	73%	-33
Individuals with disabilities	6,046	4,219	70%	73%	-3
Low-income students	29,587	19,803	67%	73%	-6
Veterans	1,090	754	69%	73%	-4

The three student groups experiencing the greatest equity gaps are foster youth, African-American and Native-American students. The gap for all three are significant with 33 percentage points for foster youth, 21 percentage points for African Americans, and 13 percentage points for Native Americans. However, given the very small number of Native-American students at SBCC, we felt it necessary to examine what other groups are experiencing equity gaps. We found that both Hispanic and low-income students are experiencing disproportionate impact with a gap of six percentage points. Since both these groups represent a large number of students at SBCC, we determined to target improving course completion among Hispanics and low-income students in addition to foster youth and African Americans. The table below shows the number of "lost" students who if there were no equity gaps would have succeeded in their courses.

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal	Multiply	the # of courses students enrolled in & were present in on census day in base year	=	Number of Students "Lost"
Largest Gap	Foster Youth	33%	0.33	x	151	=	50
Second Largest	African American	21%	0.21	x	2,337	=	491
Third Largest	Native American	13%	0.13	x	286	=	37
Fourth Largest	Hispanic	6%	0.06	x	19,533	=	1,172
Fourth Largest	Low Income	6%	0.06	x	29,587	=	1,775

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

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

Target Population(s)	Current gap, year	Goal*	Goal Year
Foster Youth	-33, 2014	Reduce gap to 20% or less	2017
African American	-21, 2014	Reduce gap to 10% or less	2017
Hispanic	-6, 2014	Reduce gap to 2% or less	2017
Low Income	-6, 2014	Reduce gap to 2% or less	2017

*Expressed as either a percentage or number.

**Benchmark goals are to be decided by the institution.

ACTIVITIES: B. COURSE COMPLETION

B.1 Math Lab Assistant (LTA)

- ***Activity Type(s)***

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

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

ID	Target Group(s)	# of Students Affected
B.1	African American	50
	Hispanic	535
	Low Income	750

- ***Activity Implementation Plan***

The hiring of a second Lab Teaching Assistant [D14](LTA) in the Math Lab has allowed us to expand our lab hours and hire more hourly tutors. Previously, we had a fall/spring schedule of 9am-6pm Monday through Thursday, 9am-2pm Friday and 11am-3pm Saturday (with faculty oversight~~Faculty run~~.) For Fall 2015, we have started an 8am-8pm Monday through Thursday, 9am-2pm Friday and 10am-2pm Saturday schedule. We plan to test further expansion of hours into the evening during our highest volume days Monday~~ through Thursday~~. Our summer session hours in previous years have been 9am-3pm Monday through Thursday, 9am-2pm Friday and 11am-3pm Saturday (with f~~F~~aculty oversight ~~run~~.) We were also able to adjust our Summer 2015 tutoring schedule to 9am-5pm Monday through Thursday, 9am-2pm Friday and 11am-3pm Saturday, and plan to continue a similar schedule for future summer semesters. Previously, our Saturday hours were staffed by faculty overseeing tutors at a higher hourly cost than hourly tutoring. This semester, our LTAs have alternated Saturday ~~supervision (paid with compensatory time off to be used during breaks or overlapping schedules) of hourly tutors~~, giving us approximately 28 additional tutoring hours per week to staff our expanded hours and provide training time for tutors[ms15].

Having the additional LTA has allowed us to implement biweekly tutor training meetings on Friday afternoons for our lab tutors. ~~in fall 2015 and plan to continue in future semesters.~~ Our tutors previously only had access to a three-hour training offered through the Learning Resource Center~~CLRC~~ [D16]and a ten-hour training seminar when space was~~is~~ available. Our new internal training was designed with input from math faculty to cover similar material to the training seminar, but with more focus on math specific concerns. Our structure provides us with team building time with our tutors and allows our more experienced tutors the opportunity for review, reflection and continuing professional development. The addition of the LTA will also allow us to work on testing an appointment scheduling program for students. We are currently working on implementing a group appointment program for Fall 2015 final examinations.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	July 2015 – June 2016		

- ***Link to Goal***

When we examined course completion rates in math specifically, we found that African-American, Hispanic and low-income students were all experiencing disproportionate impact (See table below).

District: _____ **College**: _____

Target Population(s) ***Fall 2014 data	The # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base term	Total (all student average) pass rate*	Comparison to the all student average
American Indian/Alaskan Native	22	11	50.0%	61.6%	-11.6%
Asian	413	312	75.5%	61.6%	13.9%
Black/African American	167	65	38.9%	61.6%	-22.7%
Filipino	42	33	78.6%	61.6%	16.9%
Hispanic	1,905	1,049	55.1%	61.6%	-6.6%
Other Non-White	6	4	66.7%	61.6%	5.0%
Pacific Islander	7	4	57.1%	61.6%	-4.5%
Two or More Races	289	177	61.2%	61.6%	-0.4%
Unknown	40	27	67.5%	61.6%	5.9%
White	2,115	1,403	66.3%	61.6%	4.7%
All Students	*5,006*	*3,085*	*61.6%*		
Low-income students	2,683	1,526	56.9%	61.6%	-4.7%

Over the past almost 10 years, the college has been tracking how students who use the math lab perform in their math classes compared to students in the same classes who do not use the lab. Consistently over this time, students who use the math lab achieve higher success rates than students who do not. This gap has averaged 10 percentage points. In addition, the data indicate that a relationship between the number of times students visit and their course success, whereby success rates increase with the number of visits. See Appendix X for the math lab data.

When the data for disproportionate impact among math success rates is examined in combination with the math success rate comparison among math lab users and non-user, it appears that if we could get more African-American, Hispanic and low-income students to utilize the lab, we could improve their success rates in math. The first step to increasing usage among these groups is to ensure that the math lab is open at times that meet students' needs by providing additional hours, which adding an LTA allows us to do. We also expect that with these

additional hours will not only increase the number of students from these groups visiting the lab, but it will also increase the number of times they do visit, and thereby increasing their chances for success.

- ***Evaluation***

The table below presents the plan to assess the impact of Math LTA.

Evaluation Activity	Description	When Data Will Be Collected	When Data Will Be Analyzed
Student usage	Examine how many students from the targeted groups are using the lab	During each fall and spring semester	After the end of each fall and spring term
Student success rates	Compare math success rates of students in the targeted groups to determine if users are outperforming non-users and whether the equity gaps are closing	During each fall and spring semester	After the end of each fall and spring term
Student needs	Survey students in math classes to determine why they are or are not using the lab, and what changes would make them more likely to use the lab	During each fall and spring semester	After the end of each fall and spring term

B.2 African-American Mentoring Program

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
B.2	African Americans	60

- ***Activity Implementation Plan***

  Nationwide statistics show that African-American males have the lowest college completion rates compared to other groups of individuals. In fall 2015, there are 701 African-American students enrolled at SBCC. The EOPS program will develop a mentoring program where our African-American students may meet and gain support needed to be academically successful. We will outreach to professional African-American role models on-campus, at the University of California, Santa Barbara, and in the local community to assist us. We will conduct monthly support meetings for the entire group of mentees with scheduled activities, motivational speakers, and mentoring support.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	July 2015 – June 2016	$30,500	

- ***Link to Goal***

  Research has shown that mentoring among college students has resulted in improved academic performance. One study found that mentored students had earned higher GPAs, completed more units per semester, and were less likely to dropout (Campbell & Campbell, Faculty/Student Mentor Program: Effects on Academic Performance and Retention, *Research in Higher Education*, Volume 38, Issue 6, pp 727-742). Other studies have shown a link between mentoring and students' feelings of engagement, integration and connection at the college, which can in turn increase the chances of them being retained (Yomtov, Plunkett, Efrat, & Garcia Marin, Can Peer Mentors Improve First-Year Experiences of University Students?, *Journal of College Student Retention: Research, Theory & Practice*, October 28, 2015)

  A primary goal of the mentoring program is provide African-American students need a place where they feel they belong. To achieve this goal, we aim to ensure that students are experiencing the six success factors from Student Support (Re)defined. The nature of the mentorship program is first and foremost to provide a place of comfort where students will be nurtured and feel connected and valued. Through mentoring, program activities, and guest speakers, students will be exposed to information that can help them become focused and directed in their mission to secure a higher education.

  It is the intent of the program that as student mentees experience academic success, gain confidence and improve their self-esteem through this program, they will in turn become peer mentors and recruit new students into the group. We want students to feel a part of this group and will want to be accountable to themselves, their mentors, and their fellow students in the group.

- ***Evaluation***

  The table below presents the plan to assess the impact of the African-American Mentoring Program.

Evaluation Activity	Description	When Data Will Be Collected	When Data Will Be Analyzed
Surveys, Focus Groups and/or Interviews	Mentors and mentees will be asked to participate in surveys, focus groups, and/or interviews to learn about their experiences in the program, what impact they believe the program is having on students' success, and how the program can be improved	During each fall and spring semester	After the end of each fall and spring term
Student course success rates	Examine success rates among participants and compare their rates to other comparable African-American students not participating in the program	During each fall and spring semester	After the end of each fall and spring term

B.3 Early Intervention in BioMD B.R.A.I.N

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
B.2	Hispanic	
	Low income	

- ***Activity Implementation Plan***

Students enrolled in biomedical science courses face a rigorous, fast---paced, voluminous curriculum that requires time and labor intensive efforts. These students in many instances are entering or re-entering college to begin a career in the health sciences. The challenges they encounter are varied, but often involve basic study skills, time management issues, and organizational skills, especially among first-generation and underrepresented student populations~~, which Hispanic and low-income students~~. Our biomedical science faculty has struggled for a long time to attempt to provide solutions that would increase learning effectiveness and student success. The involvement of in-class tutors has helped immensely with creating a broader, directed, and increasingly effective learning model for a significant portion of our students in these

courses. However, the faculty recognizes that there remains a significant portion of our student population, namely Hispanic and low-income students, that has not benefited and underperform in comparison to their recognized potential. It is our firm belief that these students would benefit from an alternate learning model.

With 300+ students enrolled in Human Anatomy (BMS 107) each semester, we project that about 12 peer groups consisting of 8-15 students would meet once weekly with undergraduate tutors with oversight by a facilitator and BMS faculty. In addition, the facilitator would oversee an open laboratory, opportunity for these groups each Saturday (four hours to accommodate students' schedules). The faculty will direct an orientation and training meeting for tutors with guidelines similar to those we provide our in-class tutors (including collaboration with an individual from Counseling Services). Faculty will meet regularly with the tutors and the facilitator to offer ongoing training, acquire feedback, set weekly expectations and goals, and collaboratively create activities tied in with pertinent content.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	July 2015 – June 2016	$22,000	

- ***Link to Goal***

Hispanic and low-income students taking BMS 107 are experiencing disproportionate impact. In fall 2014, the overall course success rate for the course was 52.4%, but for Hispanics, it was 36% (-16.4% point gap) and for low-income students, it was 45.2% (-7.2% point gap). The learning model proposed here is to identify and target, by week two of the semester, those students enrolled in Human Anatomy (BMS 107) who would benefit from a more directed and focused interaction through student learning cohorts.

Need program to add info on supporting research on how this approach has led to improved course completion

- ***Evaluation***

The table below presents the plan to assess the impact of the Early Intervention in BioMD.

Evaluation Activity	Description	When Data Will Be Collected	When Data Will Be Analyzed
Survey	Participants will be surveyed at the end of the semester asking about their experiences in the program, what impact they believe the program had on their success, and how the program can be improved	End of each fall and spring semester	After the end of each fall and spring term
Student course success rates	Examine success rates among participants and compare their rates to	End of each fall	After the end of

	other comparable Hispanic and low-income students in the class not participating in the program, and to the overall course success rate	and spring semester	each fall and spring term

B.4 ESL Bridge to CTE

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
B.4	Hispanic	35
	Low income	35

- ***Activity Implementation Plan***

The ESL Bridge to CTE project is modeled after I-BEST [D17]where basic skills instruction is combined with career technical education (CTE) instruction to help basic skills students enter directly into college-level coursework. The I-BEST model was chosen because it is seen as "an effective model for increasing the rate at which adult basic skills students enter and succeed in postsecondary occupational education." In the I-BEST model, basic skills and CTE faculty "jointly design and teach college-level occupational classes that admit basic skills-level students. I-BEST courses must be part of a coherent program of study leading to college credentials and jobs in demand, thus providing a structured pathway to completion and career-path employment" (Wachen, Jenkins, & Van Noy, How I-BEST Works: Findings from a Field Study of Washington State's Integrated Basic Education and Skills Training Program, Community College Research Center (CCRC), September 2010).

This project will begin with a pilot project in Early Childhood Education (ECE). ~~This instructional area was chosen for the pilot because of the relationship between content area faculty and ESL faculty is so critical. Started with faculty relationships and career possibilities. The number of Latina students has increased over the years. Made sense to come back and redesign and expand~~[D18]This discipline was selected because ECE is a growing major for Hispanic students[ms19] and students can continue to pursue a BA degree without leaving Santa Barbara. Cal State Channel Islands offers BA coursework on the SBCC campus and students can also complete their studies at the local Antioch University.

The first year of the project will focus on~~include, but will not be limited to~~ researching ESL students' needs, course development, and personalized contact and outreach efforts to recruit students for ~~and~~ initial implementation of the program in an ESL Summer Bridge Program. The Summer Bridge Program will ~~to~~ assist students in acquiring the content knowledge and language skills in order to successfully transition to CTE courses, and in this case ECE.. We plan to begin by contacting local employers to learn more about what language and skills potential employees need.

We plan to target ESL students by (1) placing ads on Spanish-language radio; (2) contacting staff in local preschools, child development programs, and elementary schools; (3) visiting ESL classes (credit and noncredit); and (4) during group and individual advising sessions.

- Need data from IR on overlap between ESL and Hispanic and low income

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.4	July 2015 – June 2016		

- ***Link to Goal***

Currently, some CTE students struggle with written professional English. The vocabulary in career and technical fields is like a third language these students have to learn. We believe that students' CTE course completion rates will increase because students will be appropriately prepared with language and context. This project will also increase ESL course completion rates because students' language skills will be developed in context.

- ***Evaluation***

The table below presents the plan to assess the impact of the ESL Bridge to CTE.

Evaluation Activity	Description	When Data Will Be Collected	When Data Will Be Analyzed
Surveys, Focus Groups and/or Interviews	Participants will be asked to participate in surveys, focus groups, and/or interviews to learn about their experiences in the program, what impact they believe the program has had on their success, and how the program can be improved	During each fall and spring semester	After the end of each fall and spring term
Student course success rates	Examine success rates among participants and compare their rates to	End of each fall	After the end of

	other comparable Hispanic and low-income students in the class not participating in the program, and to the overall course success rate	and spring semester	each fall and spring term

B.5 Outreach Librarian

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
B.5	Foster Youth	
	African American	
	Hispanic	
	Low Income	

- ***Activity Implementation Plan***

  This dedicated librarian will work closely with faculty and staff in numerous outreach and teaching efforts related to equity issues, including the development and offering of workshops and instruction, particularly information competency and critical thinking designed to help underrepresented students achieve equitable outcomes and feel integrated into the academic life of the college. The Outreach Librarian will specifically:

  - Create lessons or workshops and assess outcomes
  - Hold specialized orientations
  - Serve as a designated library mentor for target populations
  - Work with other outreach efforts (on and off campus) to ensure access to library services[D20]

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.5	July 2015 – June 2016	$17,000	n/a

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***[D21]
  Over recent years, academic librarians have come to understand that library use is related to student success (grade and retention improvement; helping students feel a deeper connection to a college, particularly in the first year experience[D22]). We are dedicated to student equity, but currently do not have enough librarians to provide dedicated attention to helping faculty and staff increase their understanding of and improve their practice related to equity.

- ***Evaluation***
  The table below presents the plan to assess the impact of the Outreach Librarian.

Evaluation Activity	Description	When Data Will Be Collected	When Data Will Be Analyzed
Student surveys and focus groups	Participants from the targeted groups will be asked to participate in surveys and/or focus groups to learn about their experiences in the program, what impact they believe the program has had on their success, and how the program can be improved	During each fall and spring semester	After the end of each fall and spring term
Student course success rates	Examine success rates among participants from the targeted groups and compare their rates to comparable students who did not participate in the program, and to the overall course success rate	End of each fall and spring semester	After the end of each fall and spring term
Program attendance	Number and proportion of students from the targeted populations that attend programs offered by outreach librarian	End of each fall and spring semester	After the end of each fall and spring term
Faculty survey	Faculty will be surveyed to learn about their perceptions and observations related to the program's value to students and their learning	End of each fall and spring semester	After the end of each fall and spring term
Student pre- and post-tests	Students will be tested before and after participating in the program to discern whether[D23]		

B.6 Gateway Coordinator

- ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities

District: _____ **College**: _____

	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
B.6	Foster Youth	
	African American	
	Hispanic	
	Low Income	

- ***Activity Implementation Plan***

The Gateway program is an award-winning campus-wide tutoring program – one that includes Basic Skills, First-in-Sequence, and Career Technical courses. In 2014-15, 205 faculty, full-time and adjunct, participated in the Gateway program and 180 tutors worked with faculty in the classrooms, labs, Learning Resource Center, library, and departmentally-designated tutoring rooms across the campus. In 2014-15, the Gateway program included 782 class sections, including 320 basic skills sections.

The Gateway Coordinator is absolutely essential to the functioning of the ever-growing Gateway Center's population of student users who benefit by its "learning-centered" approach to tutorial assistance. The Gateway Center Coordinator is responsible for the following duties:

- Supervising the Gateway Center Monday through Thursday 8:30-5:00 and Friday 8:30-12:00, which is in part a health and safety responsibility
- Coordinating tutoring activities in the Gateway Center
- Compiling, maintaining, and distributing tutor schedules for all Gateway classes
- Monitoring tutoring hours
- Compiling and maintaining Excel spreadsheets on tutor funding allocations
- Assisting in the maintenance of records/statistics to monitor the Program's effectiveness
- Assisting Gateway co-director in monitoring expenditures to ensure that they do not exceed established budget limitations
- Providing instructional and clerical support related to tutoring activities
- Communicating with and assisting Gateway faculty
- Working with the Tutorial Center Coordinator on tutor hiring, policies and procedure

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.6	July 1, 2015 – June 30, 2016 (ongoing)	$60,853	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

The Gateway Coordinator is essential for the operation of the college's largest tutoring program. The Gateway program makes a significant contribution to course completion for all students, and especially those in developmental math and English. Students using Gateway tutors show a consistently higher rate of course completion than non-users in the same courses. Gateway tutors are now in most basic skills classes, where course completion rates for Gateway sections in developmental reading and writing averaged 71% in spring 2015.

- ***Evaluation***

The table below presents the plan to assess the impact of the Gateway Coordinator.

Evaluation Activity	Description	When Data Will Be Collected	When Data Will Be Analyzed
Student usage	Examine how many students from the targeted groups are enrolling in Gateway courses	During each fall and spring semester	After the end of each fall and spring term
Student success rates	Compare course success rates of students in the targeted groups in Gateway courses to determine if equity gaps are closing	During each fall and spring semester	After the end of each fall and spring term
Student needs	Survey students in courses where Gateway is not being offered to determine why they are or are not enrolling in Gateway courses, and what changes would make them more likely to enroll	During each fall and spring semester	After the end of each fall and spring term

Success Indicator: ESL and Basic Skills Completion

C. ESL and Basic Skills Completion

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Completion of a degree applicable course means the "successful" completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy.

The analysis of ESL data can be challenging because (a) many non-ESL students can be included in a cohort since a number of native English speakers often enroll in ESL courses, (b) ESL students do not necessarily intend to persist through ESL programs and may take college courses prior to completing the final ESL basic skills course, or may never complete the final ESL or basic skills course, (c) Non-Credit ESL courses are excluded from both the Scorecard and the Basic Skills Cohort Tracker Tool data.

Options for measuring course completion for ESL and Basic Skills include indicators taken from or related to the (a) ARCC Scorecard "Basic Skills Improvement for ESL" measure, (b) Basic Skills Cohort Tracker Tool, (c) Progress through sequence, (d) Completion of recognized milestones for ESL students, (e) appropriate progress on the student educational plan (SEP) through ESL into collegiate work, and (f) local college options. Although the Scorecard and the Basic Skills tracker offer a slightly different definition of cohorts, colleges could begin to tie efforts to these instruments available on the Chancellor's Office website.

Colleges should report on the academic/progress probation and disqualification data of their students. The report should include the college's organized effort in dealing with this matter to assist students in improving their academic/progress probation and disqualification rate/s.

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

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

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate	Comparison to the all student average
American Indian / Alaska Native	56	26	46%	40%	+6
Asian	619	385	62%	40%	+22
Black or African American	86	24	28%	40%	-12
Filipino	37	13	35%	40%	-5
Hispanic	1,648	433	26%	40%	-14
Pacific Islander	37	12	32%	40%	-8
White	1,699	775	46%	40%	+6
Other Non-White	94	43	46%	40%	+6
Unknown	160	61	38%	40%	-2
All Students	***4,436***	***1,772***	***40%***		
Males	2,342	849	36%	40%	-4
Females	2,094	923	44%	40%	+4
Current or former foster youth	6	2	33%	40%	-7
Individuals with disabilities	431	197	46%	40%	+6
Low-income students	1,615	472	29%	40%	-11
Veterans	43	13	30%	40%	-10

The three student groups experiencing the greatest equity gaps are Hispanics, African-Americans and low-income students. The gaps for all three groups are between 11 and 14 percentage points. The table below shows the number of "lost" students who if there were no equity gaps would have succeeded in their courses.

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	Hispanic	**14%**	0.14	**x**	**1,648**	**=**	**231**
Second Largest	African American	**12%**	0.12	**x**	**86**	**=**	**10**
Third Largest	Low income	**11%**	0.11	**x**	**1,615**	**=**	**178**

District: _____ **College**: _____

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

GOAL C.

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

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic	-14, 2014	Reduce gap to 7% or less	2019
African Americans	-12, 2014	Reduce gap to 6% or less	2019
Low income	-11, 2014	Reduce gap to 5% or less	2019

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

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1 Express to Success Program (ESP)

- ***Activity Type(s)***

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

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

ID	Target Group(s)	# of Students Affected
C.1	Hispanic	800
	African Americans	Numbers not available[D24]
	Low income	950

- ***Activity Implementation Plan***

The Express to Success Program (ESP) was developed through a Title V HSI grant that began in October 2010 and ended in September 2015. In 2010-11, math, English and counseling faculty researched and planned the program to address low basic skills completion, degree completion and transfer rates among Latino and low-income students. At the end of this year, the faculty had developed an accelerated learning community model that allows students who assess at one to two levels below college level in math or English to complete two courses in one semester. Implemented in fall 2011, ESP offers students the opportunity to complete their developmental classes more quickly and better prepared so that they can begin taking the courses required for a degree or transfer.

ESP differs from the standard learning community model where different teachers instruct the same cohort of students. Instead, students have one teacher for their classes in all of the math and English models. ESP students take two or more classes together, working collaboratively in class and forming study groups outside of class to support their learning. Students in ESP also receive full support from ESP counselors, who meet with each student prior to enrollment to explain the program and assess the student's placement in an ESP learning community. At this time, students sign the ESP agreement that specifies the commitment necessary to succeed in the program. One important commitment is to become a full-time student by enrolling in at least 12 units.

ESP counselors also provide support services for ESP students throughout the semester, meet with each student to develop an individual student educational plan, and visit each learning community several times each semester to give presentations on a variety of student success topics[D25]. In addition, instructors and counselors work together closely to monitor student progress, and students who are experiencing difficulty in or outside class are referred to the counselors by their instructors. The counselor then contacts these students and meets with them to help them resolve the problem.

Other benefits of the program include book loans and support from dedicated tutors both inside and outside of class. These tutors are former ESP students who have successfully completed the course, usually from the same instructor, and complete an intensive tutor training program that stresses identifying students' needs and providing supplemental instruction in targeted areas. These peer tutors are especially effective in working with students since they have personal knowledge of the class, have been successful in the class themselves, and are attending all of the class meetings in order to know what is being taught in the class at any given time. The tutors work in small groups or one-on-one with students in class and meet with students who require additional support outside of class.

As the data show, students in the accelerated learning communities are now completing their required developmental math and English classes more quickly so that they can enroll in their college level courses sooner and with a strong foundation in their math, reading and writing skills. As a

result of the demonstrated success of the program, ESP received the 2012 Chancellor's Award for Best Practices in Student Equity. More recently, ESP received recognition as the 2014 Example of Excelencia at the associate level from the national organization Excelencia in Education.

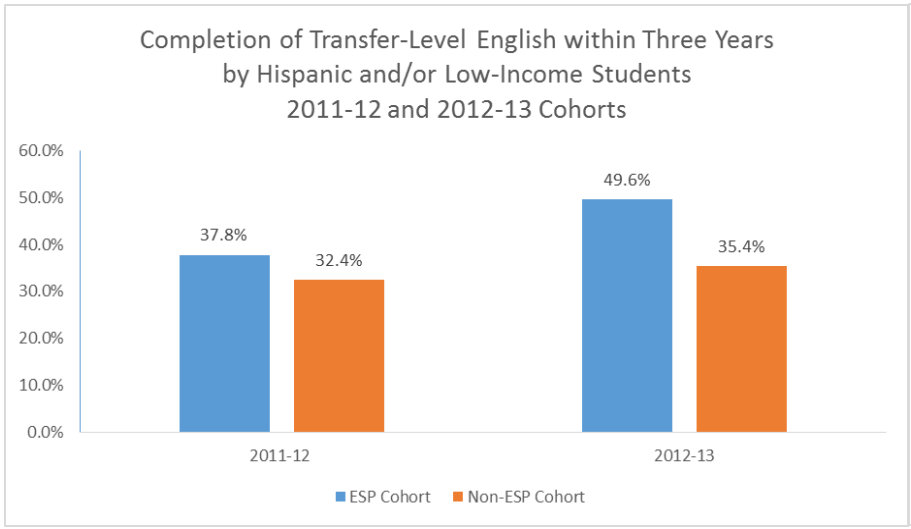
ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	July 2015 – June 2016		

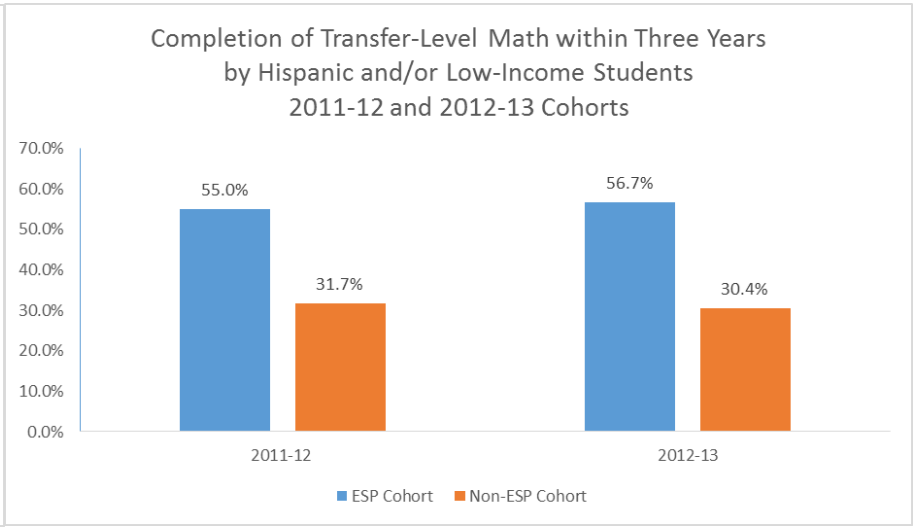
** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

  Since its inception, ESP has increased the number and proportion of students completing the basic skills sequence. ESP students have been at least twice as likely to complete the second course in the sequence as comparable students taking the traditional two-semester pathway. This difference has been even more pronounced among Hispanic and low-income students, where these ESP students are often three times as likely to complete as Hispanic and low-income students in the traditional pathway. Please see Appendix X for detailed ESP data.

  When we examined students completing the basic skills sequence with the successful completion of transfer-level English and math within three years, Hispanic and low-income students in ESP were more likely than Hispanic and low-income students who were not in the program, with the difference becoming more pronounced among the second cohort (2012-13). Please see charts below with these data.





Given the success the program has had with Latino and low-income students, efforts will be made to recruit more African American students to the program with the intent of achieving the same success for these students[D26].

- ***Evaluation***

The table below presents the plan to assess the impact of the Express to Success Program (ESP).

Evaluation Activity	Description	When Data Will Be Collected	When Data Will Be Analyzed
Pre- and Post-Surveys	Participants are surveyed every semester to learn about: • their expectations and whether they were met • their level of commitment to their success • their self-assessment of their math, reading and writing skills before and after participating in ESP • what they found most useful within the program	At the beginning and end of each fall and spring semester	After the end of each fall and spring term
Student course success rates	Examine success rates among participants and compare their rates to other comparable Hispanic and low-income students in the class not participating in the program, and to the overall course success rate	End of each fall and spring semester	After the end of each fall and spring term
Completion of two levels	Compare the percentage of ESP students from the targeted groups who successfully complete both courses in one semester to comparable students who complete the two courses in two semesters	End of each fall and spring semester	After the end of the semester subsequent to each cohort in ESP
Completion of transfer-level English and math	Compare the percentage of ESP students from the targeted groups who complete transfer-level English or math within three years to comparable students who did not participate in ESP	Three years after each cohort has participated in ESP	After the conclusion of the three-year period

Success Indicator: Degree and Certificate Completion

D. Degree and Certificate Completion

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor[2].

Colleges are encouraged to utilize data available through the Student Success Scorecard, DataMart and Data on Demand.

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

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

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

Target Population(s)	**The # of first-time students who enrolled in Fall 2012 with the goal of obtaining a certificate or degree**	**The number of students out of ← (the denominator) who earned a degree or certificate within three years.**	**The rate of degree and certificate completion**	**Total (all student average) completion rate***	**Comparison to the all student average (Percentage point difference with +/- added)***
American Indian / Alaska Native	8	1	13%	***18%***	-5
Asian	179	41	23%	***18%***	+5
Black or African American	83	3	4%	***18%***	-14
Filipino	15	3	20%	***18%***	+2
Hispanic	694	86	12%	***18%***	-6
Pacific Islander	2	0	0%	***18%***	-18
White	1,141	264	23%	***18%***	+5
Two or More Races	106	13	12%	***18%***	-6
Unknown	11	1	9%	***18%***	-9
All Students	***2,239***	***412***	***18%***		
Males	1,140	161	14%	***18%***	-4
Females	1,076	250	23%	***18%***	+4
Unknown	23	1	4%	***18%***	-14
Current or former foster youth	13	1	8%	***18%***	-10
Individuals with disabilities	191	20	10%	***18%***	-8
Low-income students	993	149	15%	***18%***	-3
Veterans	20	4	20%	***18%***	+2

The three student groups experiencing the greatest equity gaps are Pacific Islanders, African Americans and students who did not indicate their gender. The gap for all three are significant with 18 percentage points for Pacific Islanders, and 14 percentage points for African Americans and students with unknown gender. However, given the very small number of Pacific Islanders and students with unknown gender, we felt it necessary to examine what other groups are experiencing equity gaps. We found that foster youth, disabled and Hispanic students are experiencing disproportionate impact with gaps of ten, eight and six percentage points, respectively. While the number of foster youth students at SBCC is small, the college has decided to make this group, probably one of if not the most vulnerable groups at any college, a priority.

As far as disabled students, we are concerned that in spite of the specialized services these students receive through Disabled Students Programs and Services (DSPS), they are still experiencing disproportionate impact in terms of completing degrees and certificates. Therefore, we felt it was important to include these students in our plan. Finally, given the large number of Hispanic students at SBCC, we determined it was important to target improving degree and certificate completion among these students. The table below shows the number of "lost" students who if there were no equity gaps would have succeeded in their courses.

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	**The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal**	=	Number of Students "Lost"
Largest Gap	Pacific Islander	18%	0.18	x	2	=	0.4
Second Largest	African American	14%	0.14	x	83	=	12
Third Largest	Unknown gender	14%	0.14	x	23	=	3
Fourth Largest	Foster youth	10%	0.10	x	13	=	1
Fifth Largest	Disabled	8%	0.08	x	191	=	15
Sixth Largest	Hispanic	6%	0.06	x	694	=	42

District: _____ **College**: _____

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

GOAL D.

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

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	-14, 2012	Reduce gap to 7% or less	2020
Foster youth	-10, 2012	Reduce gap to 5% or less	2020
Disabled	-8, 2012	Reduce gap to 4% or less	2020
Hispanic	-6, 2012	Reduce gap to 3% or less	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1 Guardian Scholars

- ***Activity Type(s)***

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

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

ID	Target Group(s)	# of Students Affected
D.1	Foster youth	27

- ***Activity Implementation Plan***

Foster youth have more challenges and are more disadvantaged than any other groups of students because they have no advocates, no guidance, and no formal support structure, states, Tim Bonnell, program coordinator with the California Community College System. In the last five years, the number of foster children in need of services in Santa Barbara County increased by 81%. Every year, approximately 4,000 age out of California's foster care system with no place to live and no means for support, and just in time for college. as a result, foster youth are most likely the most vulnerable student group on the college campus.

Although the college has served Guardian Scholars (aged-out foster youth) for the past eight years, it functioned primarily as a campus club with virtually no dedicated resources. The college has decided to prioritize the significant needs of this population by providing dedicated staffing, resources, and a physical space for these students. This formalized program will provide both academic and personal support through a case management approach. Following the EOPS model, all Guardian Scholars will be required to meet with an academic counselor at least twice per semester and be required to meet with their Student Program Advisor at least twice per semester to remain in good standing with the program. Personal support through the Student Program Advisor will include working with community agencies to address personal challenges a student may be facing. Examples of such include assistance in applying for Cal Fresh and housing assistance through the YMCA's Youth and Family Services programs. In addition to academic counseling, the Student Program Advisor will ensure that the Guardian Scholars are aware of support programs and services on campus to include the Career Center and the Transfer Center.

Tutoring support will be offered in the EOPS Tutoring Center and Computer Lab. The Guardian Scholars Resource and Education Center was opened in fall 2015 with funding from the Santa Barbara Foundation to furnish it. Students in the program will receive assistance with managing life situations while successfully achieving a higher education through a case management approach. The development of the Guardian Scholars Center will provide a welcoming place where our Guardian Scholars can meet, study and receive academic support. We have found that many of our Guardian Scholars living arrangements are not conducive to a productive studying environment.

Support services will include book grants, school supplies, academic counseling, tutoring, and peer mentoring. Outreach activities to the high schools will occur to ensure that potential incoming students know about and are recruited into the program. In addition, community collaborations to serve this population will be made. The successful summer Running Start Program will reserve spots for incoming Guardian Scholars. Running Start is an award-winning, privately funded summer bridge program that prepares low-income, educationally under-prepared high school seniors with a positive college experience and the skill sets and resources to have a successful community college experience that lead to completion of the students' educational goals.

Guardian Scholars need a place where they feel they belong. The nature of the program is first and foremost to provide a place of comfort where students will be nurtured and feel connected and valued. Through mentoring, program activities, and support services students will

become focused and directed in their mission to secure a higher education. Relationships will be built through staff meetings and program activities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	July 2015 – June 2016	$50,000	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

No one tracks college programs for foster youth, but it is clear there has been considerable growth in recent years, spurred in part by the creation in 2003 of the Chafee grant program, an annual $48 million federal appropriation used to award scholarships of up to $5,000. Also important was federal legislation in 2008 giving states the option of extending federal aid programs for foster youth from age 18 to 21.

Seven states are considered to have particularly strong programs. California's is known as the Guardian Scholars. Texas, Ohio and North Carolina call theirs Reach; Michigan has Fostering Success Michigan; Washington, Passport to College Promise; and Virginia, Great Expectations. Many colleges provide some services, but a far smaller number have the kinds of comprehensive support systems offered at places like Western Michigan University, Sam Houston State University, City College of San Francisco, and community colleges in Tallahassee, Fla., and Austin, Tex.

According to the state website[D27], 33 two- and four-year colleges have a Guardian Scholars program or are in the process of developing one. The first, at California State University, Fullerton, started in 1998 with financial backing from Ronald V. Davis, the former chief executive of the Perrier Group. Philanthropy has played a role at several universities. Paul Blavin, who made his fortune as an investor, has financed programs at the University of Michigan and Northern Arizona University. The Pritzker Foundation recently gave $3 million to UCLA's program. Casey Family Scholars provides scholarships and support services directly to students, an average of $3,500 a year to about 220 undergraduates.

Below are two examples of foster youth programs at postsecondary institutions and the impact these programs are having on foster youth's educational outcomes.

- Operated as a partnership between New Yorkers for Children, the Administration for Children's Services, and CUNY, the Guardian Scholars program (GS) provides youth in foster care with stipends, one-on-one advisement, and coordinated access to campus and community resources while they are in college. The GS program is making a big difference for youth in foster care. Ninety-three percent of GS students persist from the fall to spring semester, compared to the national average of 26% for youth in foster care. Seventy-eight percent of GS

students are on track to graduate with a college degree on-time. This is a significant achievement when only 3-11% of foster youth who plan to go to college will graduate nationwide.

- California has the largest foster population — about 54,000 of the 400,000 in care nationally — and Los Angeles, with 18,500 children, has the most among cities, more even than New York, which has about 14,000. UCLA began identifying foster students five years ago when it introduced its Guardian Scholars program, and the results are promising. There are now 250 current and former foster students at the university. The first group had a four-year graduation rate of 65 percent and a five-year rate of 80 percent, which compares favorably with rates for all low-income students (61 percent and 84 percent) and campus-wide (69 percent and 88 percent).

- ***Evaluation***

The table below presents the plan to assess the impact of the Guardian Scholars program.

Evaluation Activity	Description	When Data Will Be Collected	When Data Will Be Analyzed
Surveys, Focus Groups and/or Interviews	Participants will be asked to participate in surveys, focus groups, and/or interviews to learn about their experiences in the program, what impact they believe the program has had on their success, and how the program can be improved	During each fall and spring semester	After the end of each fall and spring term
Student course success rates	Examine success rates among foster youth and compare participants' rates to foster youth not participating in the program, and to the overall course success rate	End of each fall and spring semester	After the end of each fall and spring term
Student retention rates	Compare the percentage of participants who are retained each term to the percentage of foster youth not participating in the program who are retained	End of each fall and spring semester	After the end of each fall and spring term
Degree/certificate completion rates	Compare the percentage of participants who earn a degree and/or certificate within three years of entering the college to foster youth who entered the college at the same time and earn a degree and/or certificate	Three years after each cohort has entered the college	After the conclusion of the three-year period

D.2 CTE Retention Advisor

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
D.2	African Americans	
	Disabled	
	Hispanics	
	Foster youth	

- ***Activity Implementation Plan***

  When we examined degree and certificate completion rates within CTE specifically, the same pattern repeats with African-American, disabled, foster youth, and Hispanic students experiencing disproportionate impact.

  Need from program:
  - What exactly will this position do
  - How this advisor will target African-American, disabled and Hispanic students

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	July 2015 – June 2016	$77,075	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

  The case management approach has been found to positively impact student outcomes. For example, South Texas College as part of its Achieving the Dream initiative has adopted a "Case Management Approach to Academic Advising," where first-time students are assigned an academic advisor. Students who received case-management services achieved higher retention rates, course grades, and successful completion rates. The course success rate for participants was 65% compared to 59% among students who did not receive such services. The retention rate for participants was 76% compared to 69% for non-participants. As a result, the college has expanded this program to include all students. See more at: http://www.edexcelencia.org/program/case-management-approach-academic-advising-program#sthash.3qWPbSXx.dpuf. By using a

case management approach with CTE students, we believe we can impact their course success and retention rates, which will then lead to increase degree and certificate completion.

In addition, the RP Group's research on the six success factors provides support for the use of a case management approach that is designed to help students experience all six factors. The case management counselor will help students find *direction* by identifying their educational and career goals and developing an education plan. Through regular contact with students, the counselor helps students stay *focused* by holding them accountable and putting them in touch with resources that can help with time management and study skills. The counselor will nurture students by demonstrating that someone at the college cares about them and their success. Students will be encouraged to engage in their learning by communicating with their instructors regularly and participating in out-of-class opportunities on and off campus. The counselor will help students feel a sense of connectedness through the relationships students develop both with the counselor, other students and their instructors. The counselor will get to know each student's abilities, skills, experiences and talents and look for opportunities that would allow students to contribute something of *value* to other students or the community.

- ***Evaluation***

The table below presents the plan to assess the impact of the CTE Retention Advisor.

Evaluation Activity	Description	When Data Will Be Collected	When Data Will Be Analyzed
Surveys, Focus Groups and/or Interviews	Students who see the advisor will be asked to participate in surveys, focus groups, and/or interviews to learn about their experiences with the advisor, and what impact they believe the advisor has had on their success	During each fall and spring semester	After the end of each fall and spring term
Student course success rates	Compare success rates among students who see the advisor to comparable students who did not see the advisor, and to the overall course success rate	End of each fall and spring semester	After the end of each fall and spring term
Student retention rates	Compare the percentage of students who see the advisor and are retained each term to the percentage of comparable students who did not see the advisor and are retained	End of each fall and spring semester	After the end of each fall and spring term
Degree/certificate completion rates	Compare the percentage of students who see the advisor who earn a degree and/or certificate within three years of entering the college to comparable students who entered the college at the same time and	Three years after each cohort has entered the	After the conclusion of the three-year

	earn a degree and/or certificate	college	period

D.3 Student Program Advisor

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
D.3	Hispanics	127
	Foster youth	27

- ***Activity Implementation Plan***

The Student Program Advisor is working with Department of Social Services and the Independent Living Program (ILP) to identify local high school foster youth. Outreach and recruitment activities are planned to bring these youth on to the college campus to meet with our Guardian Scholars students and program staff. In addition, the college asks applicants to self-identify if they are/were a foster youth. Those students are referred to the Advisor and the students are contacted and asked to join the Guardian Scholars program. Hispanic students are recruited out of our feeder high schools. Both the Hispanic population and the foster youth students are given priority into the college's Running Start summer bridge program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	July 2015 – June 2016	$98,000	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

As described above, the case management approach has been found to positively impact student outcomes. For example, South Texas College as part of its Achieving the Dream initiative has adopted a "Case Management Approach to Academic Advising," where first-time students are

assigned an academic advisor. Students who received case-management services achieved higher retention rates, course grades, and successful completion rates. The course success rate for participants was 65% compared to 59% among students who did not receive such services. The retention rate for participants was 76% compared to 69% for non-participants. As a result, the college has expanded this program to include all students. See more at: http://www.edexcelencia.org/program/case-management-approach-academic-advising-program#sthash.3qWPbSXx.dpuf.

In addition, the RP Group's research on the six success factors provides support for the use of a case management approach that is designed to help students experience all six factors. The case management counselor will help students find *direction* by identifying their educational and career goals and developing an education plan. Through regular contact with students, the counselor helps students stay *focused* by holding them accountable and putting them in touch with resources that can help with time management and study skills. The counselor will nurture students by demonstrating that someone at the college cares about them and their success. Students will be encouraged to engage in their learning by communicating with their instructors regularly and participating in out-of-class opportunities on and off campus. The counselor will help students feel a sense of connectedness through the relationships students develop both with the counselor, other students and their instructors. The counselor will get to know each student's abilities, skills, experiences and talents and look for opportunities that would allow students to contribute something of *value* to other students or the community.

Through the case management support system in EOPS and the program and services EOPS offers, students are successfully reaching their educational goals. In the past, Guardian Scholars have not been held accountable to meet with Academic Counselors and develop an educational plan. Now the Student Program Advisor will meet with the students and require them to meet with an academic counselor twice a semester. Guardian Scholars will also have direct access to tutoring and peer mentoring support. By expanding the case management approach already utilized in EOPS, we believe we can impact a larger number of Hispanic and foster youth students in terms of their course success and retention rates, which will then lead to increase degree and certificate completion.

- ***Evaluation***

  The table below presents the plan to assess the impact of the Student Program Advisor.

Evaluation Activity	Description	When Data Will Be Collected	When Data Will Be Analyzed
Surveys, Focus Groups and/or Interviews	Students who see the advisor will be asked to participate in surveys, focus groups, and/or interviews to learn about their experiences with the advisor, and what impact they believe the advisor has had on their	During each fall and spring semester	After the end of each fall and spring term

	success		
Student course success rates	Compare success rates among students who see the advisor to comparable students who did not see the advisor, and to the overall course success rate	End of each fall and spring semester	After the end of each fall and spring term
Student retention rates	Compare the percentage of students who see the advisor and are retained each term to the percentage of comparable students who did not see the advisor and are retained	End of each fall and spring semester	After the end of each fall and spring term
Degree/certificate completion rates	Compare the percentage of students who see the advisor who earn a degree and/or certificate within three years of entering the college to comparable students who entered the college at the same time and earn a degree and/or certificate, but did not see the advisor	Three years after each cohort has entered the college	After the conclusion of the three-year period

D.4 Disabled students research

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
D.4	Disabled	n/a

- ***Activity Implementation Plan***

As mentioned earlier, the findings that disabled students are experiencing disproportionate impact in terms of completing degrees and certificates caused us some concern in light of the fact that these students are receiving specialized services through Disabled Students Programs and Services (DSPS), designed to help them achieve their goals. Given the unexpected nature of these results, we felt that our best first step is to conduct research designed to uncover the possible reasons that may be contributing to disabled students not completing degrees

and certificates. This research would consist of surveys, interviews and focus groups both with disabled students and the faculty and staff working with these students. In addition, this activity would include researching effective practices by engaging faculty and staff in identifying practices that have shown evidence of success in improving completion rates among disabled students and could be adopted at SBCC. Faculty will contact colleges engaged in these practices and conduct up to four site visits to these campuses to learn about these practices firsthand. After collecting this information, these faculty will develop a detailed proposal that outlines what practice(s) will be implemented.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.4	February – August 2016		

- ***Link to Goal***

  The college believes that instead of trying to implement a program in a rushed manner, it would be better to take the time to research practices and develop an approach that fits SBCC and its students. SBCC has a long history of taking a deliberate and measured approach to serving our students. This approach has resulted in a number of efforts that have helped improve outcomes for students, especially underserved students.

- ***Evaluation***

  Evidence that this research project has been successful will be seen in the development of a proposal that identifies how the college will begin its work to address the barriers and provide support to disabled students in order to increase their chances of completing degrees and certificates. The faculty conducting this research will share their findings with DSPS faculty and staff and work collaboratively with them to develop a proposal that has the full support of the department. The faculty will also report monthly to the Executive Vice President on their progress.

Transfer

E. Transfer

The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

In addition to the above success indicators (metrics), local colleges have the flexibility to consider additional indicators such as capturing how many students are prepared by meeting the CSU GE Breadth or IGETC requirements, capturing AB540 students, completion of low unit certificates and other indicators which might be captured solely locally.

District: _____ **College**: _____

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

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

Target Population(s)	The # of students who first enrolled in Fall 2011 and completed a minimum of 12 units and have attempted a transfer-level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer within three years	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	55	24	44%	47%	-3
Asian	563	220	39%	47%	-8
Black or African American	111	47	42%	47%	-5
Filipino	74	32	43%	47%	-4
Hispanic	1,803	697	39%	47%	-8
Pacific Islander	28	16	57%	47%	+10
White	3,550	1,847	52%	47%	+5
Other Non-White	86	29	34%	47%	-13
Two or more races	145	84	58%	47%	+11
Unknown	189	76	40%	47%	-7
All Students	***6,604***	***3,072***	***47%***		
Males	3,046	1,424	47%	47%	0
Females	3,490	1,624	47%	47%	0
Unknown	68	24	35%	47%	-12
Current or former foster youth	13	7	54%	47%	+7
Individuals with disabilities	893	370	41%	47%	-6
Low-income students	2,897	1,285	44%	47%	-3
Veterans	90	47	52%	47%	+5

The three largest equity gaps are among Other Non-Whites, students who did not indicate their gender, Asian and Hispanics (tie). The gaps for these groups range from eight to 13 percentage points. However, given the very small number of Other Non-Whites and students with unknown gender, we felt it necessary to examine what other groups are experiencing equity gaps. We found that disabled and African-American students are experiencing disproportionate impact with gaps of six and five percentage points, respectively.

As mentioned under the degree/certificate completion indicator, we were troubled to learn that disabled students are experiencing disproportionate impact in terms of completing degrees, certificates and transferring to four-year institutions. Therefore, we felt it important to include this group in our efforts to improve transfer achievement in order to ensure that we are taking a comprehensive approach to helping these students succeed. The research activity proposed under this indicator will also be structured to ensure that the research includes how to improve transfer achievement among disabled students.

Similar to the findings for disabled students, we are equally troubled to learn that our African-American students are experiencing disproportionate impact not just in terms of completion, but across all five indicators. As a result, we have chosen to include African Americans in our plan to improve transfer achievement.

The table below shows the number of "lost" students who if there were no equity gaps would have succeeded in their courses.

Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	**The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.**	=	Number of Students "Lost"
Largest Gap	Other Non-White	13%	0.13	x	86	=	11
Second Largest	Unknown gender	12%	0.12	x	68	=	8
Third Largest	Asian	8%	0.08	x	563	=	45
Third Largest	Hispanic	8%	0.08	x	1,803	=	144
Fourth Largest	Disabled	6%	0.06	x	893	=	54
Fifth Largest	African American	5%	0.05	x	111	=	6

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

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

Target Population(s)	Current gap, year	Goal*	Goal Year
Asian	-8, 2011	Reduce gap to 4% or less	2020
Hispanic	-8, 2011	Reduce gap to 4% or less	2020
Disabled	-6, 2011	Reduce gap to 3% or less	2020
African American	-5, 2011	Reduce gap to 3% or less	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

District: _____ **College**: _____

ACTIVITIES: E. TRANSFER

E.1 ~~Case Management Counselor~~[ms28]

~~*Activity Type(s)*~~

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

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

~~ID~~	~~Target Group~~	~~# of Students Affected~~
~~**E.1**~~	~~**Hispanics**~~	
	~~**Asian**~~	
	~~**African American**~~	
	~~**Disabled**~~	

Activity Implementation Plan

Each year, we have a number of students who fall through the cracks. Many of these students are ineligible for the various programs across the campus that require students to meet specific criteria. Others meet eligibility requirements, but the programs have reached their capacity and are unable to include any more students. The case management counselor will serve as the lead counselor among a team of three counselors who will use a case management approach where students will be contacted by phone to schedule a counseling appointment in order to ensure students from the targeted groups have immediate access to a counselor. This counselor will also work to create a website and brochure specifically for the students being targeted by these counselors to help inform them about the case management program and other academic counseling related info.

It is the goal the case management counselor team to meet with each of the students in their caseload to identify students' educational goal and outline the necessary steps needed in order for students to compete their goal. A comprehensive student equity plan (SEP) will be created for each student based on their educational goal to help the student identify the necessary course requirements. The counselors will also use the comprehensive SEP in order to track students' math and English progression. In addition, students' academic standing will be monitored in order to allow the counselor to intervene when students are placed on academic and/or progress probation. By tracking students' progress, the counselor should be able to identify when students need to return for a counseling appointment, if they are not on track according to their SEP, or they are in jeopardy of not being in good academic standing with the college.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.1	**July 2015 – June 2016**		

**** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.**

~~*Link to Goal*~~

~~**The case management approach has been found to positively impact student outcomes. For example, South Texas College as part of its Achieving the Dream initiative has adopted a "Case Management Approach to Academic Advising," where first-time students are assigned an academic advisor. Students who received case management services achieved higher retention rates, course grades, and successful completion rates. The course success rate for participants was 65% compared to 59% among students who did not receive such services. The retention rate for participants was 76% compared to 69% for non-participants. As a result, the college has expanded this program to include all students. See more at: http://www.edexcelencia.org/program/case-management-approach-academic-advising-program#sthash.3qWPbSXx.dpuf.**~~

~~**In addition, the RP Group's research on the six success factors provides support for the use of a case management approach that is designed to help students experience all six factors. The case management counselor will help students find *direction* by identifying their educational and career goals and developing an education plan. Through regular contact with students, the counselor helps students stay *focused* by holding them accountable and putting them in touch with resources that can help with time management and study skills. The counselor will nurture students by demonstrating that someone at the college cares about them and their success. Students will be encouraged to engage in their learning by communicating with their instructors regularly and participating in out-of-class opportunities on and off campus. The counselor will help students feel a sense of connectedness through the relationships students develop both with the counselor, other students and their instructors. The counselor will get to know each student's abilities, skills, experiences and talents and look for opportunities that would allow students to contribute something of *value* to other students or the community.**~~

~~*Evaluation*~~

~~**The table below presents the plan to assess the impact of the Case Management Counselor.**~~

~~Evaluation Activity~~	~~Description~~	~~When Data Will Be Collected~~	~~When Data Will Be Analyzed~~
~~**Surveys, Focus Groups and/or Interviews**~~	~~**Students who see the counselor will be asked to participate in surveys, focus groups, and/or interviews to learn about their experiences with the counselor, and what impact they believe the advisor has had on their success**~~	~~**During each fall and spring semester**~~	~~**After the end of each fall and spring term**~~
~~**Student course success rates**~~	~~**Compare success rates among students who see the counselor to comparable students who did not see the counselor, and to the overall course success rate**~~	~~**End of each fall and spring semester**~~	~~**After the end of each fall and spring term**~~
~~**Student retention rates**~~	~~**Compare the percentage of students who see the counselor and are retained each term to the percentage of comparable students who did not see the counselor and are retained**~~	~~**End of each fall and spring semester**~~	~~**After the end of each fall and spring term**~~
~~**Degree/certificate completion rates**~~	~~**Compare the percentage of students who see the counselor who earn a degree and/or certificate within three years of entering the college to comparable students who entered the college at the same time and earn a degree and/or certificate but did not see the**~~	~~**Three years after each cohort has entered the college**~~	~~**After the conclusion of the three-year period**~~

	~~counselor~~		

E.2 STEM Transfer Program (STP[ms29])

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
E.2	Hispanic	400

- ***Activity Implementation Plan***

The STEM transfer program (STP) has been running for three years and serves predominantly Hispanic and/or-low income STEM majors who have a goal of transfer. The STP model is designed to help students achieve their academic goals by providing a connected partnership between the student, student services, and STEM faculty in their discipline, and is built around known high-impact practices that foster persistence, retention, and success. These practices and services include:

- A designated counselor to aid them in designing their Student Education
- Plan and help them stay on track
- STEM faculty advisors/mentors
- The STEM Center, which serves as a tutoring facility, study space, meeting place and centralized resource clearinghouse
- Designated STEM tutors in the STEM Center who are also their peers in STP
- Evening study/tutor hours run by SBCC math and science faculty
- Notification of scholarship and internship opportunities and assistance in completing the applications
- Opportunities to go on campus tours throughout the State
- Opportunities to attend conferences and off-site STEM events
- On-campus STEM events (e.g., guest speakers, panels)
- Mentoring and outreach opportunities at the local K-12 schools

- Participation in STEM Week Zero, a three-day orientation event for incoming STP students that introduces them to the various STEM disciplines and the services available at SBCC.
- Participation in STEM 101, a three-unit class where students can explore various STEM disciplines, research methods, and career paths, as well as develop study skills and the mind-set where they can see themselves as future scientists.

In its three years of existence, STP has shown promise in terms of STP students achieving milestones on the path to transfer. When comparing Hispanic and/or low-income students within STP to Hispanic and/or low-income STEM majors who are not in the program, STP students show both higher success rates and greater persistence rates in completing the required math and science sequences, as well as higher overall success rates in all their classes. Please see Appendix X for STP results.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	July 2015 – June 2016 (ongoing)	$295,000 or $245,000	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

Many researchers have documented the "leaky pipe" in STEM for underrepresented groups. It is also well documented that effective practices to address the "leaking" is a holistic approach that involves creating a sense of community, providing support services and counseling, peer and faculty mentoring, academic motivation and rigor, and exposure to research (*Increasing Persistence in Undergraduate Science Majors: A Model for Institutional Support of Underrepresented Students*, Toven-Lindsey, et al, CBE Life Sciences Education, Vol 14, 1-12, Summer 2015). The STEM transfer program is also built around the RP Group's six success factors and strives to give help students set their education and career goals (directed), help students feel a sense of belonging (connected), foster their motivation (focused), let them know someone cares about them and their success (nurtured), give them opportunities to contribute to the STP and larger college community (valued), and engage them in activities designed to stimulate their learning in and out of the classroom (engaged). The program's goal is to help students develop the mind-set of "future scientist."

- ***Evaluation***

The table below presents the plan to assess the impact of the STEM Transfer Program (STP).

Evaluation Activity	Description	When Data Will Be Collected	When Data Will Be Analyzed

Surveys, Focus Groups and/or Interviews	STP students are asked to participate in surveys, focus groups, and/or interviews to learn about their experiences in the program, and what impact they believe the program has had on their success, and what could be improved	During each fall and spring semester	After the end of each fall and spring term
Student course success rates	Compare success rates among participants to comparable students who did not participate, and to the overall course success rate	End of each fall and spring semester	After the end of each fall and spring term
Student retention rates	Compare the percentage of STP students who are retained each term to the percentage of comparable students who did participate in the program and are retained	End of each fall and spring semester	After the end of each fall and spring term
Transfer rates	Compare the percentage of STP students who transfer or become transfer prepared within three years of entering the college to comparable students who entered the college at the same time and transfer or become transfer prepared	Three years after each cohort has entered the college	After the conclusion of the three-year period

E.3 African-American student research

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
E.3	African American	n/a

- ***Activity Implementation Plan***

As mentioned earlier, given the findings that African-American students are experiencing disproportionate impact across all five indicators, the college can no longer use them being a small proportion of student population as an excuse not to focus on their needs. The data are telling us that this group on our campus is struggling and we must make them a priority. As a result, we believe that the best way to begin to better serve these students is to conduct research designed to increase our understanding of how African-American students experience SBCC, what barriers to success they are encountering and what support they feel will help improve their chances for success. This research would begin by engaging our African-American students in surveys, interviews and focus groups.

Concurrently, this activity would include researching effective practices by engaging a team of faculty and staff in identifying practices that have shown evidence of success in improving transfer and completion rates among African-American students and could be adopted at SBCC. In particular, the team will begin by focusing on Umoja Community Model that has been implemented at over 30 community colleges in the state. This team will contact colleges with Umoja and similar programs and conduct up to four site visits to these campuses to learn about these programs and their practices firsthand. After collecting this information, these faculty members will develop a detailed proposal that outlines what practice(s) will be implemented.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3	February – August 2016		

- ***Link to Goal***

  The college believes that instead of trying to implement an Umoja program in a rushed manner, it would be better to take the time to research practices and develop an approach that best fits SBCC and its African-American students. SBCC has a long history of taking a deliberate and measured approach to serving our students. This approach has resulted in a number of efforts that have helped improve outcomes for students, especially underserved students.

- ***Evaluation***

  Evidence that this research project has been successful will be seen in the development of a proposal that identifies how the college will begin its work to address the barriers and provide support to our African-American students in order to increase their chances of completing degrees and certificates. The faculty conducting this research will share their findings with faculty and staff in other special population programs such as EOPS and CARE, and intervention programs such as ESP and STP in order to work collaboratively with them to develop a proposal that outlines a comprehensive approach to serving African-American

students at SBCC. The faculty will also report monthly to the Student Equity Committee and Executive Vice President on their progress.

E.4 Foundations for Accelerating Equity

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
E.4	African Americans	
	Hispanic	
	Asian	
	Disabled	

- ***Activity Implementation Plan***

This program is envisioned as the foundational piece of an effort to align all transfer programs at SBCC into one comprehensive bridge across the equity gap. The Foundations program is designed to fully ground students in this innovative SBCC learning culture and ensure that participants' education at SBCC begins with the academic skills, college resources, and mindset necessary for academic endurance, success and completion in one of our existing student success or transfer programs including the Express to Success and STEM Transfer Programs. One of the most effective steps we can take in order to achieve equity for underrepresented and at-risk student populations at SBCC is to embrace non-cognitive techniques in order to foster student empowerment and success. In order to achieve the full potential of non-cognitive teaching approaches, these methods must be integrated into our academic curriculum and become part of a comprehensive approach that links student equity efforts across campus, thereby creating a collaborative learning culture among faculty and students.

Foundations faculty will redesign existing 101 series courses including Social Science 101, STEM 101, and potentially establish new 101 series courses in other disciplines if there is found to be a need and faculty interest. These courses will serve as an entry point for students into our existing college transfer programs and recruitment efforts will target students from the groups experiencing disproportionate impact in the area of transfer. The unique curriculum of these courses includes three key components: access to a wide range of student services and counseling, exposure to multiple academic fields in one course through an interdisciplinary academic research curriculum, and a non-cognitive curriculum integrated into the academic curriculum that will include techniques such as mindfulness, growth mindset, and the establishment of peer-mentorship relationships. An important feature of these courses is that they are fully transferable (IGETC) to both UC and CSU (i.e. Social Science 101 transfers as a Social Science).

The training of SBCC faculty in non-cognitive skills will help ensure that as students continue at the college they will be supported by their already established peer mentor relationships, student services, and faculty (counseling and teaching) who use non-cognitive techniques and language to nurture a learning culture that continually reinforces students' non-cognitive tools, is supportive of student success, and committed to closing the equity gap.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.4	July 2015 – June 2016		

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

The growing number of studies documenting the success of non-cognitive techniques to empower and engage all students, especially at-risk student populations throughout the educational process, compels us to incorporate non-cognitive elements in our student equity work. The research and work of Nobel Prize-winning economist James Heckman concludes that non-cognitive education is key to bridging the equality gap in America. Heckman has collaborated with many researchers and scholar including Stanford's Carol Dweck, creator of the Growth Mindset non-cognitive curriculum, whose research documents the significant contribution non-cognitive techniques make to student success and that a non-cognitive curriculum is especially effective in addressing student inequity issues in the classroom. While the majority of research and focus on non-cognitive education had been conducted at the high school level and below until recently, the work pioneered by Diego Navarro and the Academy for College Excellence (ACE) has produced remarkable results with underrepresented and at-risk college student populations. ACE has achieved significant statistical gain in areas essential for college success including academic self---efficacy, leadership, college identity, and mindfulness. At the core of the ACE curriculum is a Foundations course with key elements including non-cognitive

perseverance skills, peer mentorship, mindfulness, and a social justice academic research curriculum. Diego Navarro states that a great challenge with his Foundations curriculum is, in order to make it replicable and scalable, he has not been able to make it transferable to four-year institutions. At SBCC, we already have a course, Social Science 101, that has important elements of the ACE Foundations model and is transferable. We plan to turn Social Science 101 into a Foundations course of our own and to adapt the model to various disciplines across our campus as an entry point to our existing student pathways to success.

- ***Evaluation***

  The table below presents the plan to assess the impact of Foundations for Accelerating Equity.

Evaluation Activity	Description	When Data Will Be Collected	When Data Will Be Analyzed
Surveys, Focus Groups and/or Interviews	Participants are asked to engage in surveys, focus groups, and/or interviews to learn about their experiences in the program, and what impact they believe the program has had on their success, and what could be improved	During each fall and spring semester	After the end of each fall and spring term
Student course success rates	Compare success rates among participants to comparable students who did not participate, and to the overall course success rate	End of each fall and spring semester	After the end of each fall and spring term
Student retention rates	Compare the percentage of participants who are retained each term to the percentage of comparable students who did participate in the program and are retained	End of each fall and spring semester	After the end of each fall and spring term
Transfer rates	Compare the percentage of participants who transfer or become transfer prepared within three years of entering the college to comparable students who entered the college at the same time, did not participate in the program and transferred or became transfer prepared	Three years after each cohort has entered the college	After the conclusion of the three-year period

Other College- or District-wide Initiatives Affecting Several Indicators

List the indicators and/or goals that will be affected the college or district- wide initiatives. As with the previous sections for the success indicators, indicate the category for the type of activity the college or district proposes to implement; the student groups that are being targeted by the activity; the number of students to be affected, references to any literature or research demonstrating the effectiveness of the activity; other relevant information from research, and the timeline and description of activity to be implemented. Provide a brief explanation of how this activity will help achieve the goal(s) listed. Provide the amount of student equity funding allocated to the activity, if any and other fund sources also allocated to activity. Describe the data that will be collected to measure the impact of the activity on the goal(s) and provide a timeline for activity evaluation and the frequency of data collection and review.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1 Student Success and Support (SSSP)/Equity Director

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

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

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
F.2	n/a	

- ***Activity Implementation Plan***

  Given the magnitude of both the equity and SSSP initiatives, the college has determined that it needs to fund a position that will not only oversee the college's efforts in these areas, but will help to ensure that the work being done in these two areas is not done in siloes. These two initiatives have the same essential goal: improved student success. Therefore, it will be critical to coordinate the college's efforts in order to avoid duplications and ensure that there are no gaps in our service to students.

The Student Success and Support (SSSP)/Equity Director will provide the coordination necessary to develop and implement the SSSP and Equity Plans. The director will co-chair the SSSP Committee with an administrator, and the Student Equity Committee (SEC) with a faculty member. The Director will report to the Executive Vice President, Educational Programs and will work closely with the Coordinator of Equity, Social Justice, and Multicultural Education[D30]. The director will be responsible for budget oversight, ~~and~~ reporting to the Chancellor's Office and monitoring the different funded activities to ensure progress, completion and reporting. ~~.~~

Insert information from job description about specific job duties and responsibilities
Attach job description in an appendix

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***
  Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- ***Evaluation***
  The college will evaluate the impact of this position through?

F.2 Director~~Coordinator~~ of Equity, Social Justice, and Multicultural Education

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

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

- ***Activity Type(s)***

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities

	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
F.2	n/a	

- ***Activity Implementation Plan***

The Direcgtor ~~Coordinator~~ of Equity, Social Justice, and Multicultural Education will report to the Executive Vice President, Educational Programs. This position will be responsible for several areas of work that are key to the college's achievement of its strategic goal of cultural competence. The director~~coordinator~~ will demonstrate initiative and creativity in developing and implementing in-service activities as well as educational programs designed to assist administrators, faculty, staff and students cultivate an understanding of, sensitivity to, and respect for all cultural/ethnic groups, genders, sexual orientations, backgrounds, experiences, and persons with varying abilities. The driector~~coordinator~~ will serve as a resource specialist for cultural diversity across the curriculum and as an advocate for faculty and staff facing issues related to diversity.

The director~~coordinator~~ will be responsible for facilitating an institution-wide vision that reaffirms and promotes our commitment to social justice and equity. The director ~~coordinator~~ is responsible for mentoring faculty in cultural competence in pedagogy, as well as in curriculum; and for promoting an inclusive campus atmosphere. The director ~~coordinator~~ will work directly with shared governance bodies (e.g., curriculum committee, academic senate, student senate, administrative leadership) to achieve SBCC's mission and institutional core competencies as they relate to cultural competence and will work closely with the Professional Development Committee to assist in achieving the equity, social justice, and the multicultural education goals of the campus and work closely with the Student Success and Equity Coordinator.

Attach job description in an appendix

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Fall 2015 - ongoing		

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***
  Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- ***Evaluation***
  The college will evaluate the impact of this position through?

F.3 Research Analyst

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

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

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
F.3	n/a	

- ***Activity Implementation Plan***
  The equity plan proposed here requires a significant amount of research to determine the impact and effectiveness of the various activities. The college's office of institutional research currently does not have the capacity to take on this workload. As

such, we plan to hire a research analyst who will focus on working with those faculty and staff implementing these activities to develop detailed evaluation plans and then carry out these plans. In addition, the analyst will work closely with the Equity/SSSP Coordinator to ensure that all activities are being evaluated and that these results are being shared with the student equity committee. Finally, the analyst will be responsible for continuing to monitor the goals set in the plan to determine whether the equity gaps are being closed. This analyst will need to be well-versed in both quantitative and qualitative research design and methodology to meet the varied research and evaluation needs identified in this plan.

The college has already identified a number of areas related to equity that require research in order to identify what the exact issues are for student groups that are experiencing disproportionate impact and identify practices and approaches can be implemented to close equity gaps. Three of these projects have been identified as research projects in this plan: disabled students, improving basic skills placement levels, and African-American students. The research analyst will provide support to the teams conducting these research projects. In addition, other areas identified as needing investigation include the equity gap in transfer among Asian students[D31], The analyst will be responsible for conducting this research and sharing the results with the Student Equity Committee.

Insert information from job description about specific job duties and responsibilities
Attach job description in an appendix

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3			

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***
  Provide a brief explanation of how this activity will help achieve the goal(s) described above.

- ***Evaluation***
  The college will evaluate the impact of this position through?

F.4 Faculty Inquiry Groups

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

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

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
F.4	n/a	

- ***Activity Implementation Plan***

The college has a long history of supporting faculty in their exploration of new practice. One vehicle that has been used is the faculty inquiry group (FIG) model. With FIGs, faculty are allowed to research theory and then apply learned principles and practices in their classrooms. The four Faculty Inquiry Groups are:

1. Practicing Teaching for Cultural Inclusivity
2. Growth Mindset to Improve Student Engagement
3. Readers Across the Curriculum: Strategies for Inexperienced Readers
4. Narrowing the Gender Gap in STEM

Below are brief descriptions of each FIG.

1. **Practicing Teaching for Cultural Inclusivity.** The College's Multicultural English Transfer (MET) faculty led an in-service workshop spring 2015 on culturally-inclusive pedagogy. Sixteen faculty members from six different departments who had attended this workshop then formed a faculty inquiry group committed to engaging questions of equity from the lens of

culturally inclusive pedagogy. The group met four times during the spring 2015 semester, beginning by reading current research in the field and focusing on exploring their own hidden biases around race in their classrooms in order to dismantle the attitudinal and systemic barriers many students encounter on our campus. Based on this inquiry, group members re-examined their classroom activities and practices. At the end of the spring 2015 semester, the members submitted individual reports describing what they had learned from the FIG and sharing one new assignment or classroom practice. The group continued into fall 2015 with a focus on synthesizing the individual work into a shared "best practices" document for culturally-inclusive pedagogy as well as writing a first draft of a social justice policy for the campus as a whole.

2. **Growth Mindset to Improve Student Engagement.** Our Express to Success Program (ESP) faculty have been incorporating growth mindset principles into the accelerated and immersion English and math courses that are offered through ESP, a program designed to increase retention and course completion for traditionally underrepresented students. In spring 2015, ESP faculty offered an in-service workshop that also grew into a faculty inquiry group for 14 faculty who met four times throughout the spring 2015 semester. The group read and discussed research and examples of activities that foster growth mindset and explored how growth mindset can be especially empowering for traditionally under-represented students. At the end of the spring 2015 semester the members submitted individual reports describing what they had learned from the FIG and sharing a new assignment or classroom practice. This inquiry group continued into fall 2015 in order to support each other in the continued exploration of ways to incorporate growth mindset principles into their own classroom practice (including changing grading strategies and syllabi) as well as to synthesize their experience into materials to share with faculty that highlight ways to incorporate growth mindset principles into classroom practice by discipline.

3. **Readers Across the Curriculum: Strategies for Inexperienced Readers.** English Skills department faculty offered a spring 2015 in-service workshop and then formed a faculty inquiry group to facilitate further discussion among interested faculty about increasing students' cognitive strategies for making meaning out of text, strategies that are especially valuable for traditionally underrepresented students. Ten faculty from seven different departments participated in four meetings over the spring 2015 semester. Research has shown that cognitive strategies can be taught to students who do not use them spontaneously on their own, and that once students learn these strategies they gain purpose and control of their reading comprehension. They began by reading articles on metacognition and neuroplasticity, reviewing research related to habits of mind, and practiced metacognitive activities designed to improve students' ability to read critically in a range of disciplines. At the end of the spring 2015 semester, the members submitted individual reports describing what they had learned from the FIG and sharing a new assignment or classroom practice[D32].

4. **Narrowing the Gender Gap in STEM.** Science and math faculty have been identifying unique issues that female students are facing at SBCC in an effort to close the gender gap in STEM disciplines. This FIG focused on how to increase retention in STEM courses, make STEM majors more enticing to female students, and how to support STEM faculty in encouraging and mentoring female STEM students. The group has had several meetings, starting in spring 2015, where they have read and discussed research on closing the gender gap in STEM. They also employed a consultant, Sylvia Acevedo, who serves on the President's Advisory Board on Educational Excellence for Hispanics, as a consultant on best practices. ~~to provide guidance~~[D33]. Outcomes from this FIG include:

    a. All-campus in-Service activity for spring 2016~~5~~ [D34]that will focus on the research and identifying schemas
    b. Development of a mentoring program
    c. Development of new faculty hiring strategies [D35]and the
    d. Formation of a "SBCC Family-Life" committee[D36]

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Spring 2015 – Spring 2016	$40,000	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

The professional development activity supported by these faculty inquiry groups allow faculty across disciplines to immerse themselves in relevant scholarship regarding effective pedagogy, discuss the ideas that seem most promising for their students, and then support each other as they apply these concepts in their classroom teaching. We recognize that really making a difference to address the equity gap must involve changes in classroom practice. The culturally inclusive pedagogy, growth mindset, and inexperienced readers faculty inquiry group leaders all came from programs and departments on campus (the Multicultural English Program, the Express to Success Program, and the English Skills Department) with proven track records in supporting the success of traditionally under-represented students. The Narrowing the Gender Gap in STEM is creating informed faculty leaders who will work to broaden female representation in STEM. As they share their knowledge and engage in further inquiry with faculty from across the campus in order to improve pedagogy, we touch more and more students in the classroom. These faculty members' new practices and approaches will be reviewed and shared with the faculty at large via the work of the Committee on Teaching and Learning, a committee of the College's Academic Senate.

- ***Evaluation***

  The college's Committee on Teaching and Learning (CTL) will analyze each of the Faculty Inquiry Group's reports and write a summary including description, outcomes, and shared principles reinforced by the groups. This report will be posted on the CTL website and shared with the Student Equity Committee as well. The expectation is that the FIGs' work will support the institution's development of shared practices in teaching that support the increased success of disproportionately-impacted students. The college recognizes that improving our students' success depends on what happens in the classroom, and these FIGs are a way to support faculty inquiry into areas that will improve their teaching.

F.5 CTE Summit

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

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

- ***Activity Type(s)***

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

- ***Target Student Group(s) & # of Each Affected*: If this is a professional development activity, then n/a.***

ID	Target Group	# of Students Affected
F.5	n/a	

- ***Activity Implementation Plan***

The Career Technical Education (CTE) Summit is a planned meeting of CTE faculty who will meet for the purpose of evaluating the challenges and opportunities associated with student equity and success. The primary goal of the summit will be to identify from a CTE faculty perspective the barriers that impact a current or potential CTE student in starting or completing a certificate or degree program. The outcome of the meeting will be a written document that codifies the equity challenges and to formulate a set of strategies that the college, department, or instructor can use to improve student access and success, if applicable. Areas that will be evaluated during the meeting include:

- student support services that may need to be added or, if currently offered, may need to be changed;
- program-level evaluation that considers "gatekeeper" courses and their impact on student persistence; and
- instructional strategies that can be implemented to increase course and program-completer rates.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.1	July 1 – December 31, 2015	$10,800	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

  Student equity issues and challenges may be different for CTE programs. This summit will bring together CTE faculty to explore this question. Having a better understanding of the equity question from programs that represent approximately 25% of the total student population at SBCC will allow the college, department, programs, and faculty to better formulate equity improvement strategies.

- ***Evaluation***

  Evidence that the CTE summit was successful will be seen in the development of a proposal that identifies how the college will begin its work to address the barriers and provide support to CTE students in order to increase their chances of completing degrees and certificates. The faculty conducting this research will share their findings with faculty in their respective CTE departments in order to work collaboratively with them to develop a proposal that outlines a comprehensive approach to serving CTE students at SBCC. The faculty will also report monthly to the Student Equity Committee and Executive Vice President on their progress.

F.6 Equity-Focused Professional Development

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

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

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
F.6	n/a	

- ***Activity Implementation Plan***

The Professional Development Advisory Committee will lead to provide programming in 2015-2016 through speakers, workshops, and training of faculty and staff. Fall 2015 activities include a keynote speaker during the All Campus Kickoff and co-sponsoring the Dorantes Lecture speaker. Dr. José F. Moreno addressed faculty, staff, and administrators on "Student Equity and Higher Education." Tim Wise addressed students, faculty, and staff on the theme of "Resurrecting Apartheid, from Ferguson to the Voting Booth to the Border – Combating Racism in the Post-Obama Era" in November 2015.

The spring 2016 in-service is being planned to include a keynote speaker, panel, and workshop with Just Communities ((http://www.just-communities.org/) and students who will engage faculty and staff on the topic diversity and equity. In addition to the in-service activities, a series of workshops will be planned throughout the term. The topics will range from pedagogy to listening to sensitivity and we will draw upon local and national resources, including our students.

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

F.6	Fall 2015 – Summer 2016	$25,000	

- ***Link to Goal***

The goal is to provide training on cultural and diversity issues and strategies to help faculty and staff more fully address and be responsive to the needs of students in the classroom. We believe that by bringing greater awareness to the topic of diversity and opening a dialogue among faculty, staff, and students we can begin to create a more equitable environment from entrance to graduation.

Recent research provides empirical support for the value of diversity in the academic and social development of college students. A good summary of this literature can be found in Patricia Gurin's (1999) expert report for the University of Michigan in response to lawsuits deriving from college and law school admissions practices (see also Milem & Hakuta, 2000). Gurin argues that today, leaders need skills that allow them to work effectively in heterogeneous environments. These skills include perspective-taking, acceptance of differences, a willingness and capacity to find commonalities among differences, acceptance of conflict as normal, conflict resolution, participation in democracy, and interest in the wider social world. Students typically come to college without many of those skills. Whether they acquire them in college depends on the opportunities they have to address issues and build skills in heterogeneous groups.

Gurin (1999) focuses on three types of diversity: (1) structural diversity, or the extent to which a campus has a diverse student body; (2) classroom diversity, or the extent to which classes address knowledge about diverse groups and issues of diversity as part of the curriculum; and (3) informal interactional diversity, or the extent to which the campus provides opportunities for informal interaction across diverse groups. Gurin found that structural diversity makes issues of diversity salient and increases students' participation in diversity workshops, their likelihood of discussing racial and ethnic issues, their socializing across race, and their having close college friends from other racial backgrounds. Drawing from contact theory (e.g., Allport, 1954), she found that structural diversity was necessary, but not sufficient to produce benefits. That is, the overall differences in level of intergroup contact occurred because in many instances, the diverse student body was coupled with classroom and informal interaction to produce the benefits. Gurin's analysis of the literature on learning outcomes found that classroom and informal diversity interactions increased active thinking, academic engagement, motivation, and academic and intellectual skills. The results were particularly strong for White students. Paralleling the academic gains were greater involvement in citizenship activities, greater appreciation for differences as compatible with societal unity, and greater cross-racial interaction. Follow-up studies found that the effects lasted as long as nine years after the students entered college.

Gurin makes a compelling case for the value of diversity in preparing individuals to succeed in the midst of current global realities. To prepare leaders and effective citizens, universities ought to provide an environment where students can acquire these necessary skills, many of which are difficult to teach or learn without diversity. For that very reason, many universities have embraced creation of a diverse campus environment as a core value.

- ***Evaluation***

  Feedback from the participants will be gathered through surveys administered at each event. We will be also asking participants to share through surveys administered throughout the year how they implemented a change in their classroom or work environment using something they learned from the speakers, workshops and/or trainings. The college hopes to see a cultural shift by placing equity and diversity at the center of all dialogue, policies, and procedures. To measure this shift, we will develop and implement an annual climate survey that will be administered to faculty, staff and administrators.

F.7 Just Communities and Speakers

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

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

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
F.7	n/a	

- ***Activity Implementation Plan***

Just Communities, a local organizaito providing cultural competency training [D37] ttp://www.just-communities.org/ [D38]proposes a three-phase process for helping Santa Barbara City College eliminate the "equity gap" and improve outcomes for its target populations:

- ~~Phase 1 – Developing a Core Equity Leadership Group~~
- ~~Phase 2 – Refining the Draft Student Equity Plan through Input from Key Stakeholder Groups including Students and Parents~~
- ~~Phase 3 – Ongoing Coaching and Support~~

~~Phase 1 –~~ Developing a Core Equity Leadership Group

Just Communities facilitate ~~proposes~~ an intensive training process for members of the SBCC Student Equity Committee including existing faculty, administration, and staff representatives, as well as key student leaders and SSSP members. ~~any other key stakeholder groups who are not yet represented on the Committee.~~ This training took ~~would take~~ place over two ~~to three days~~ in August 2015. Through the training, Committee members ~~will~~:

- Developed a Common Language and Framework for talking about Educational Equity at SBCC
- Developed the level of relationship and trust necessary for the Student Equity Committee to engage in and lead complex conversations about challenging equity issues within both the Committee itself and the larger SBCC community.
- Discussed~~Understand~~ how the larger societal context within which SBCC operates impacts its students and its equity efforts.
- Developed an Equity Lens through which the Student Equity Committee can view its work, its processes, and its decisions.
- Practiced working with Equity Tools that will help ensure the Student Equity Committee operates through equitable processes, including decision-making tools, conflict management tools, data analysis tools, and more.
- Identified~~y~~ ~~and align~~ existing SBCC programs, activities, and events (such as The Leonardo Dorantes Memorial Lecture) that could be leveraged to accelerate the implementation of the Student Equity Plan by fostering a campus-wide sense of awareness and urgency around equity and the goals of the Equity Plan.
- Identified~~y~~ next steps for moving forward.

~~Phase 2 – Refining the Draft Student Equity Plan through Input from Key Stakeholder Groups including Students and Parents~~

~~Just Communities proposes working with a group of up to 40 students comprised of members from groups experiencing disproportionate impact to bring their voices more formally into the Equity Planning & Implementation process. Just Communities proposes working with this group of 40 students for three days spread out over three weeks. During this time, the participants will:~~

- ~~Identify the existing challenges and barriers to their success at SBCC~~
- ~~Identify the existing supports and best practices that support their success at SBCC as well as the specific factors that make these supports work so well.~~
- ~~Develop a common language and frameworks for talking about equity issues on campus.~~
- ~~Review the DRAFT equity plan and offer feedback.~~
- ~~Develop recommendations for how the SBCC Student Equity Committee could best support the academic success of the 5 identified target groups.~~
- ~~Present these recommendations to the SBCC Student Equity Committee and to any additional key stakeholders.~~

~~At the conclusion of the program, Just Communities will facilitate a meeting with the SBCC Student Equity Committee to help the committee integrate the feedback of the students into the existing plan. Similar programs could be conducted with additional groups of students or other stakeholder groups such alumni, parents, etc. at the same rate (i.e., $7,000 per group).~~

~~Phase 3 – Ongoing Coaching and Support~~

~~Just Communities will be available to work with the SBCC's Student Equity Committee on an ongoing basis to support the implementation of the Student Equity Plan, which could include working directly with the Committee or working with key departments, organizations, or populations within the SBCC Community based on specific needs or opportunities identified during phases 1 and 2. Specific services could include training, strategic thinking and planning, facilitating meetings, conducting focus groups or surveys, etc.~~

The spring 2016 in-service is being planned to include a keynote speaker, panel, and workshop with Just Communities (http://www.just-communities.org/) and students who will engage faculty and staff on the topic diversity and equity. In addition to the in-service activities, a series of workshops will be planned throughout the term. The topics will range from pedagogy to listening to sensitivity and we will draw upon local and national resources, including our students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	Summer 2015 – Spring 2016	$15,000	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.

- ***Link to Goal***

  This activity will focus on giving the Student Equity Committee the tools, knowledge, understanding, and clarity for planning the programs and initiatives of the Student Equity Plan.

- ***Evaluation***

  Phase 1 - Student Equity Committee members will be surveyed and/or interviewed to learn about their experiences in relation to the training they receive as part of this activity.
  Phase 2 – Student will be surveyed to learn about their experiences in relation to their participation in the Equity Planning & Implementation process and whether they felt their voices were heard.
  Phase 3 – Those receiving support and coaching from Just Communities will be surveyed to learn about their experiences and how helpful the support they received has been.

F.8 Diversity in Hiring Research

- ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
F.8	n/a	

- ***Activity Implementation Plan***

  As mentioned earlier, the findings that African-American students are experiencing disproportionate impact across all five indicators have caused the college concern about how it is not meeting the needs of these students. In initial discussions about these findings, it was acknowledged that the absence of African-Americans among the faculty and staff may be a contributing factor to the college not previously focusing on this segment of the student population. This absence of role models who look like them and understand the African-American experience, may also contribute to African-American students not feeling a sense of belonging at the college. It also places a great deal of pressure on the few African-American faculty and staff who are at the college to take on the responsibility for serving African-American students.

  While there are more Hispanics among the faculty and staff, when compared to their proportion in the student population, there is an insufficient number of Hispanic faculty and staff to serve as role models to this student population. Add more once get demographics comparison[D39][ms40]

  Our location is a bit remote, a two-hour drive from the nearest urban area (Los Angeles), and does not have an African-American community to speak of. As a result, it has been difficult to attract African-Americans from outside the area. As far as Hispanics, need information on what the difficulties are in hiring Hispanics or why the proportion of Hispanics among faculty and staff does not match the proportion of Hispanic students

  In spite of these difficulties, we believe more can be done to attract, hire and retain African-American and Hispanic faculty and staff. Given the college's history of taking a deliberate and measured approach to serving our students, we felt it best to take a similar approach to researching our hiring practices and how we can improve. We will begin by assembling a team of faculty and staff that represents various areas of the college who will conduct this research. This team will start their work with an internal examination of our hiring practices to identify areas for improvement. This examination would entail reviewing job descriptions and postings, and conducting confidential interviews with human resources staff and faculty and staff serving on hiring committees. We will then turn our attention to researching effective practices, both within and outside of education, aimed at ensuring diversity in hiring. This part of the project would take the form of internet research to identify colleges and other organizations who have successfully hired a diverse workforce, focusing on college and organizations that may have faced similar challenges as the college. This research would then be followed by interviews with these colleges and organizations to learn more about their specific practices, successes, challenges and lessons learned.

After collecting this information, the team will develop a detailed report summarizing its findings about the college's hiring practices and effective practices in diversity hiring and offering a proposal that outlines what practices could be implemented.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.8	February – August 2016		

- ***Link to Goal***

  Research has shown that the "performance gap in terms of class dropout rates and grade performance between white and underrepresented minority students falls by 20 to 50 percent when taught by an underrepresented minority instructor." This same research also found lasting impact on long-term outcomes such as retention and degree completion (Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014). A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom. American Economic Review, 104(8): 2567-2591). In addition, the RP Group's research in the Student Support (Re)defined project found that students felt they learned best when they were able to work with students different from themselves. It is our firm belief that if we can offer students a faculty and staff that more closely mirrors the student population; it will benefit not only the students, but the faculty and staff.

- ***Evaluation***

  Evidence that this research project has been successful will be seen in the development of the report that presents the results from the examination of our hiring practices and a proposal that identifies how the college can begin to attract, hire and retain a more diverse workforce. The team this research will share their findings with the student equity committee on a monthly basis and then submit their report and proposal to the committee upon conclusion of the project. The team will also work collaboratively with the human resources department to determine whether proposed practices are within college policies and state law or may require changes to college policies before being implemented.

Summary Budget

Print a completed copy of the Summary Budget spreadsheet and attach after this page.

The Summary Budget spreadsheet uses the CCCCO Budget and Accounting Manual object codes and definitions to account for expenditures. Funding listed for specific activities in the plan narrative under the sections for Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer and Other College- or District-wide Initiatives Affecting Several Indicators must also be entered into the Summary Budget spreadsheet. As stated earlier, a list of eligible and ineligible uses of student equity funds is available on the CCCCO website. Student equity funding does *not* require colleges to provide matching funds. However, equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Summary Evaluation

In each activity, in previous sections for the success indicators, colleges should have already described the data that will be collected to measure the impact of the *activity* on the goals, and an estimated timeline for when and how frequently that data will be collected and reviewed.

In this section, the college should describe its evaluation plan for understanding if it is achieving the *goals* set for each success indicator. Describe the estimated timeline for when and how frequently progress towards the goals (as opposed to specific activities) will be measured. Describe who will be informed of the results of the evaluation, how the results will be used to inform practice, how those involved in implementing activities will know whether or not what they are doing is having a positive effect on the goals, and when and how actions will be taken to make any necessary changes in approach, based on the results.

SUMMARY EVALUATION SCHEDULE AND PROCESS

Santa Barbara City College is dedicated to continuous improvement. We have a long history of evaluating any and all efforts aimed at improving student success. Every new initiative or program implemented at the college is required to establish both formative and summative measures designed to identify areas for improvement, and document the impact on student success. We employ both quantitative and qualitative methods to examine objective data on student achievement, while also giving our students a voice and ensuring that voice is being heard and used for improvement. Results are examined both in the short term to determine immediate effects and use that information to make needed course corrections, and over the long term to ensure that we do not lose sight of the bigger picture of students achieving their completion goals. Our approach to the equity plan will be no different.

Every individual activity in the plan has a person who is serving as the lead and it will be this person's responsibility to ensure that the evaluation plan for that activity is carried out. Each activity lead will be responsible for ensuring that data are being collected each semester to document whether the activity is having the intended short- and long-term impact on students and their success. Each activity lead will be required to submit an analysis of these data after the conclusion of each semester to the Student Equity Committee (SEC). At least one SEC meeting each fall and spring semester will be dedicated to reviewing all of these analysis reports. Based on this review, the SEC will provide targeted feedback to each activity designed to assist in the identification of what is working well, what needs improvement and what changes could be made. Each activity will be expected to respond in their next analysis report about how they used the committee's feedback to improve.

The SEC will use these analysis reports as the key component in any decisions to continue funding to ongoing activities. The SEC will forward all recommendations for the continuation or discontinuation of funding for activities to the Academic Senate and the College Planning Council (CPC), the college's shared governance recommending body to the president. [D41] Describe[D42] any planned coordination or integration with the student equity evaluation process and processes for program review, Institutional Effectiveness goal setting, educational master planning or other related institutional planning or evaluation processes[ms43].

It is important to note that a large part of the new research analyst's time will be devoted to working with the individual activities to help in the implementation of their evaluation plans. The analyst will be expected to assist with both quantitative and qualitative assessments by extracting and analyzing data from the college's student information system, while also developing survey instruments, analyzing survey data, developing focus group protocols, and in some cases conducting focus groups.

The other primary responsibility of the research analyst will be to track the college's performance in relation to closing the identified equity gaps. The analyst will analyze the data

for all targeted groups on all five indicators and share these data with the SEC on a semester or annual basis depending on the indicator.

Appendices

Appendix X
Math Lab Success Rates by Number of Visits
Fall 2006 – Spring 2015

Fall Terms

	Fall 2006		**Fall 2007**		**Fall 2008**		**Fall 2009**		**Fall 2010**	
	Success		Success		Success		Success		Success	
Visits	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count
One	56.5%	177	48.0%	175	53.1%	367	59.7%	380	61.1%	228
Two	62.1%	95	59.8%	117	58.0%	207	69.7%	228	65.0%	156
Three to Four	51.8%	114	57.3%	124	62.2%	304	68.6%	271	68.4%	156
Five to Nine	52.7%	131	55.6%	133	57.5%	301	66.1%	295	67.3%	210
Ten to 19	69.7%	109	61.8%	76	70.4%	267	74.2%	221	79.3%	172
20 or more	79.1%	43	75.0%	24	81.5%	124	83.5%	127	92.5%	98
All Users	**59.3%**	**669**	**56.1%**	**649**	**61.5%**	**1,570**	**68.1%**	**1,522**	**68.5%**	**1,020**
Non-Users	**53.1%**	**2,127**	**53.3%**	**2,131**	**52.6%**	**2,690**	**53.1%**	**2,912**	**56.2%**	**1,745**
Difference	**6.2%**		**2.8%**		**9.0%**		**15.0%**		**12.3%**	

	Fall 2011		**Fall 2012**		**Fall 2013**		**Fall 2014**	
	Success		Success		Success		Success	
Visits	Rate	Count	Rate	Count	Rate	Count	Rate	Count
One	61.3%	204	64.4%	251	62.8%	235	61.4%	162
Two	66.5%	113	62.8%	113	67.2%	127	67.8%	103
Three to Four	70.2%	177	59.7%	148	61.5%	115	61.7%	66
Five to Nine	69.9%	181	64.9%	172	62.0%	134	70.5%	98
Ten to 19	76.9%	153	68.5%	124	67.6%	98	76.1%	102
20 or more	82.5%	156	86.8%	171	70.6%	72	81.7%	107
All Users	**70.2%**	**984**	**67.0%**	**979**	**64.4%**	**781**	**68.8%**	**638**
Non-Users	**55.4%**	**1,734**	**58.7%**	**2,025**	**60.7%**	**2,144**	**58.7%**	**2,098**
Difference	**14.8%**		**8.3%**		**3.7%**		**10.1%**	

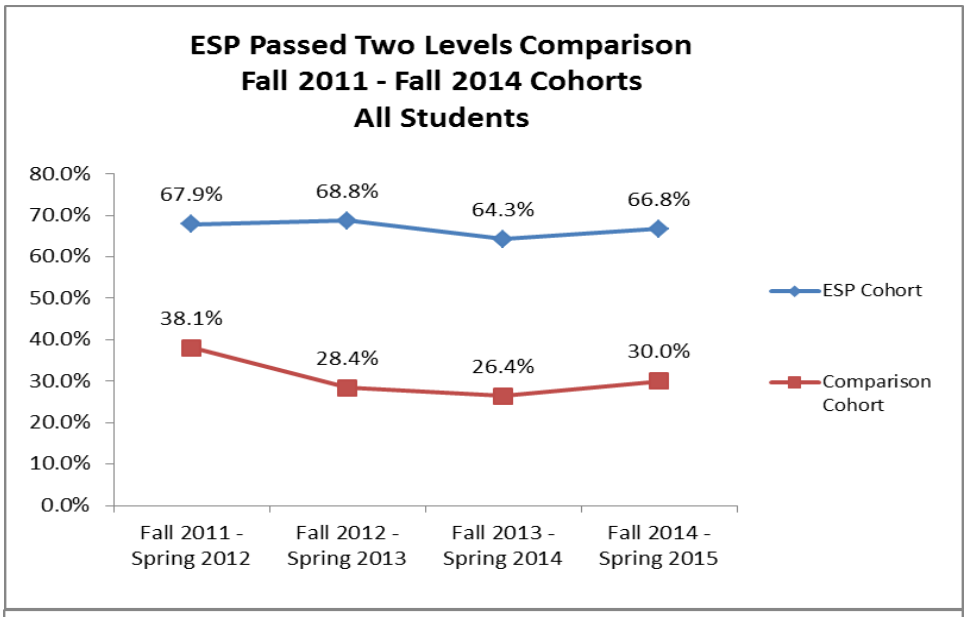
Spring Terms

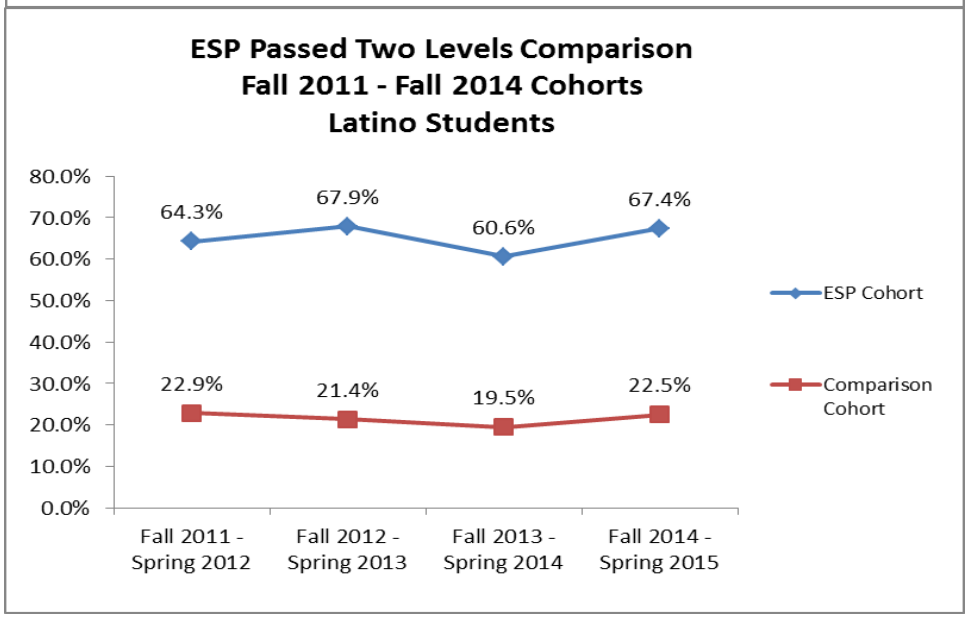
	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
	Success		Success		Success		Success		Success	
Visits	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count
One	59.5%	173	54.0%	213	60.1%	323	61.1%	334	60.6%	234
Two	64.5%	107	60.9%	115	65.5%	206	71.6%	190	66.8%	155
Three to Four	69.2%	104	76.6%	158	61.0%	236	72.0%	264	66.4%	178
Five to Nine	59.0%	105	55.0%	140	68.5%	276	65.0%	266	65.2%	249
Ten to 19	72.5%	69	63.5%	52	72.0%	200	71.0%	217	75.5%	191
20 or more	61.9%	42	82.4%	17	82.2%	101	85.2%	162	83.1%	123
All Users	**63.7%**	**600**	**61.9%**	**695**	**66.2%**	**1,342**	**69.4%**	**1,433**	**67.7%**	**1,130**
Non-Users	**53.7%**	**1,723**	**51.2%**	**2,110**	**53.9%**	**2,598**	**52.8%**	**2,588**	**55.2%**	**1,602**
Difference	**10.0%**		**10.7%**		**12.4%**		**16.7%**		**12.5%**	

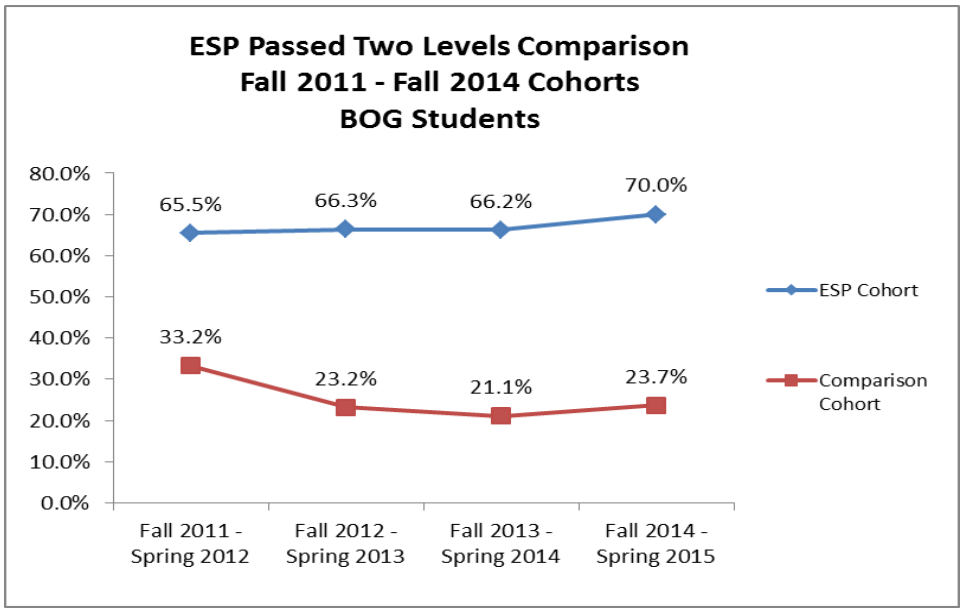
	Spring 2012		Spring 2013		Spring 2014		Spring 2015	
	Success		Success		Success		Success	
Visits	Rate	Count	Rate	Count	Rate	Count	Rate	Count
One	61.7%	216	67.1%	210	71.7%	213	71.8%	186
Two	67.0%	148	68.4%	128	62.8%	86	64.7%	90
Three to Four	68.2%	165	65.3%	160	66.1%	84	73.3%	85
Five to Nine	65.7%	186	68.8%	137	61.3%	95	70.0%	112
Ten to 19	72.0%	162	72.3%	120	73.9%	102	74.8%	83
20 or more	91.1%	154	67.4%	151	88.7%	134	83.1%	128
All Users	**69.2%**	**1,031**	**67.9%**	**906**	**71.0%**	**714**	**72.8%**	**684**
Non-Users	**56.7%**	**1,608**	**58.9%**	**1,955**	**58.8%**	**1,981**	**59.9%**	**2,061**
Difference	**12.5%**		**9.1%**		**12.3%**		**12.9%**	

Appendix X
Express to Success Program
Fall 2011 – Fall 2014 Cohorts
Completion of Two Basic Skills Levels

Charts show that ESP students are much more likely to complete two levels in the accelerated format of ESP than students pursuing the traditional courses that require two semesters to complete two levels, and this difference is much more pronounced among Hispanic and low-income students.






ESP Passed Two Levels Comparison
Fall 2011 - Fall 2014 Cohorts
BOG Students
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
65.5%
66.3%
66.2%
70.0%
33.2%
23.2%
21.1%
23.7%
Fall 2011 - Spring 2012
Fall 2012 - Spring 2013
Fall 2013 - Spring 2014
Fall 2014 - Spring 2015
ESP Cohort
Comparison Cohort

STEM Transfer Program
Comparison of Hispanic and/or Low Income STEM Majors and STP Students Enrollment and Success
Fall 2012 - Fall 2014

Fall 2012

STP students achieved a higher overall success rate than Hispanic and/or low income STEM majors
STP students achieved a higher success rate in math than Hispanic and/or low income STEM majors
STP students were much more likely to be enrolled in a math course than Hispanic and/or low income STEM majors
STP students' success rate in science was slightly lower than that of Hispanic and/or low income STEM majors
STP students were more likely to be enrolled in a science course than Hispanic and/or low income STEM majors
STP students achieved a higher success rate in English than Hispanic and/or low income STEM majors
STP students were much more likely to be enrolled in an English course than Hispanic and/or low income STEM majors

Spring 2013

STP students achieved a higher overall success rate than Hispanic and/or low income STEM majors
STP students achieved a higher success rate in math than Hispanic and/or low income STEM majors
STP students were much more likely to be enrolled in a math course than Hispanic and/or low income STEM majors
STP students achieved a higher success rate in science than Hispanic and/or low income STEM majors
STP students were more likely to be enrolled in a science course than Hispanic and/or low income STEM majors
STP students achieved a higher success rate in English than Hispanic and/or low income STEM majors
STP students were much more likely to be enrolled in an English course than Hispanic and/or low income STEM majors

Fall 2013

STP students achieved a higher overall success rate than Hispanic and/or low income STEM majors
STP students achieved a higher success rate in math than Hispanic and/or low income STEM majors
STP students were much more likely to be enrolled in a math course than Hispanic and/or low income STEM majors
STP students' success rate in science was slightly lower than that of Hispanic and/or low income STEM majors
STP students were more likely to be enrolled in a science course than Hispanic and/or low income STEM majors
STP students achieved a slightly higher success rate in English than Hispanic and/or low income STEM majors
STP students were much more likely to be enrolled in an English course than Hispanic and/or low income STEM majors

Spring 2014

STP students achieved a higher overall success rate than Hispanic and/or low income STEM majors
STP students achieved a higher success rate in math than Hispanic and/or low income STEM majors
STP students were much more likely to be enrolled in a math course than Hispanic and/or low income STEM majors
STP students achieved a lower success rate in science than Hispanic and/or low income STEM majors
STP students were more likely to be enrolled in a science course than Hispanic and/or low income STEM majors
STP students achieved a higher success rate in English than Hispanic and/or low income STEM majors
STP students were much more likely to be enrolled in an English course than Hispanic and/or low income STEM majors

Fall 2014

STP students achieved a slightly higher overall success rate than Hispanic and/or low income STEM majors
STP students achieved a lower success rate in math than Hispanic and/or low income STEM majors
STP students were more likely to be enrolled in a math course than Hispanic and/or low income STEM majors
STP students achieved a higher success rate in science than Hispanic and/or low income STEM majors
STP students were more likely to be enrolled in a science course than Hispanic and/or low income STEM majors
STP students achieved a higher success rate in English than Hispanic and/or low income STEM majors
STP students were more likely to be enrolled in an English course than Hispanic and/or low income STEM majors

Overall Success Rates

	Non-STP Majors			STP Cohort			
	Enrollment Count	Success Count	Success Rate	Enrollment Count	Success Count	Success Rate	**Difference**
Fall 2012	4,051	2,925	72.2%	559	424	75.8%	3.6%
Spring 2013	4,265	3,000	70.3%	661	493	74.6%	4.2%
Fall 2013	4,405	3,057	69.4%	671	499	74.4%	5.0%
Spring 2014	4,268	2,910	68.2%	855	627	73.3%	5.2%
Fall 2014	4,187	2,767	66.1%	985	680	69.0%	3.0%

Math Success Rates

	Non-STP Majors			STP Cohort			
	Enrollment Count	Success Count	Success Rate	Enrollment Count	Success Count	Success Rate	**Difference**
Fall 2012	620	386	62.3%	108	70	64.8%	2.6%
Spring 2013	647	396	61.2%	135	87	64.4%	3.2%
Fall 2013	666	409	61.4%	138	88	63.8%	2.4%
Spring 2014	623	383	61.5%	178	114	64.0%	2.6%
Fall 2014	661	396	59.9%	187	103	55.1%	-4.8%

Math Enrollment Rates

	Non-STP Majors			STP Cohort			
	Cohort Count	Enrollment Count	Enrollment Rate	Cohort Count	Enrollment Count	Enrollment Rate	**Difference**
Fall 2012	1,175	540	46.0%	139	92	66.2%	20.2%
Spring 2013	1,256	574	45.7%	165	117	70.9%	25.2%
Fall 2013	1,251	611	48.8%	170	119	70.0%	21.2%

Spring 2014	1,304	565	43.3%	215	178	82.8%	39.5%
Fall 2014	1,222	579	47.4%	254	167	65.7%	18.4%

Science Success Rates

	Non-STP Majors			STP Cohort			
	Enrollment Count	Success Count	Success Rate	Enrollment Count	Success Count	Success Rate	**Difference**
Fall 2012	1,300	997	76.7%	184	140	76.1%	-0.6%
Spring 2013	1,407	1,038	73.8%	195	152	77.9%	4.2%
Fall 2013	1,486	1,102	74.2%	209	153	73.2%	-1.0%
Spring 2014	1,489	1,104	74.1%	261	188	72.0%	-2.1%
Fall 2014	1,389	978	70.4%	347	253	72.9%	2.5%

Science Enrollment Rates

	Non-STP Majors			STP Cohort			
	Cohort Count	Enrollment Count	Enrollment Rate	Cohort Count	Enrollment Count	Enrollment Rate	**Difference**
Fall 2012	1,175	749	63.7%	139	89	64.0%	0.3%
Spring 2013	1,256	803	63.9%	165	115	69.7%	5.8%
Fall 2013	1,251	804	64.3%	170	124	72.9%	8.7%
Spring 2014	1,304	850	65.2%	215	157	73.0%	7.8%
Fall 2014	1,222	792	64.8%	254	176	69.3%	4.5%

English Success Rates

	Non-STP Majors			STP Cohort			
	Enrollment Count	Success Count	Success Rate	Enrollment Count	Success Count	Success Rate	**Difference**
Fall 2012	530	389	73.4%	98	80	81.6%	8.2%
Spring 2013	476	339	71.2%	134	102	76.1%	4.9%
Fall 2013	560	379	67.7%	122	83	68.0%	0.4%
Spring 2014	434	295	68.0%	128	91	71.1%	3.1%
Fall 2014	559	388	69.4%	140	101	72.1%	2.7%

English Enrollment Rates

	Non-STP Majors			STP Cohort			
	Cohort Count	Enrollment Count	Enrollment Rate	Cohort Count	Enrollment Count	Enrollment Rate	**Difference**
Fall 2012	1,175	366	31.1%	139	66	47.5%	16.3%
Spring 2013	1,256	347	27.6%	165	82	49.7%	22.1%
Fall 2013	1,251	393	31.4%	170	87	51.2%	19.8%
Spring 2014	1,304	307	23.5%	215	128	59.5%	36.0%
Fall 2014	1,222	388	31.8%	254	92	36.2%	4.5%